

**Shatin Pui Ying College**  
**Annual School Report**  
**2008/2009**



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## **A. School Vision and Mission**

### **1. Vision Statement**

Together we strive to make life abundant  
Hand in hand we witness to the Love of Christ

### **2. School Mission**

Our school has 'holistic education' as its philosophy, with 'Faith, Hope, Love' as its motto. We are committed to the provision of a comprehensive range of quality education services which aims towards the moral, intellectual, physical, social, aesthetic and spiritual development of our students. We strive to nurture our students in physical fitness, self-discipline, responsibility, independent thinking, creativity, leadership and social skills. We also strive to help our students develop positive attitudes and Christian values. We believe they will thus grow up to be good citizens, involved in society and making a contribution to our nation.

## **B. Our School**

1. Shatin Pui Ying College was established in 1978.
2. It is a Christian EMI secondary school fully subsidised by government with 5 classes each for Forms 1 to 5 and 2 classes each for Forms 6 and 7 with a total enrolment of 1,113 students.
3. All F. 1 newcomers from the Shatin District are Band 1 students.
4. We have a full establishment of 57 teachers, 1 native-speaking English teacher, 2 IT technicians, 3 laboratory technicians, 9 clerical and administrative staff and 13 janitors. In addition, there are 8 teachers appointed under other government grants.
5. Given that the quality of our students, the English proficiency of our teachers and the relevant supporting strategies are above the required standard, we have been permitted to teach in English since 1998.

## **C. Major Concerns**

### **1. To prepare students and teachers for the New Senior Secondary Academic Structure**

- 1.1 Promote ownership of the school's strategies on the NSS Academic Structure
- 1.2 Continue the implementation of measures in support of the NSS curriculum
- 1.3 Encourage professional experience sharing among teachers
- 1.4 Sponsor Staff Development Days
- 1.5 Encourage teachers to attend seminars, training courses and workshops organized by EDB or other organizations
- 1.6 Engage in peer lesson observation
- 1.7 Encourage collaborative lesson preparation
- 1.8 Cater for learning diversity among students
- 1.9 Equip students with a variety of study skills
- 1.10 Encourage students to develop study plans and master time-management skills
- 1.11 Acquire support services from EDB and CUHK to develop the NSS curricula of Liberal Studies and English Language

### **2. To further enhance the language abilities of students and create an English-rich environment on campus**

- 2.1 Nurture reading habits among students
- 2.2 Provide courses to enhance language ability
- 2.3 Strengthen language competence through extra-curricular activities
- 2.4 Develop resources to stretch student capacity
- 2.5 Enhance English ability through daily use of English as a medium of communication
- 2.6 Reinforce language acquisition through teaching most subjects in English

### **3. To develop in-depth moral and civic education**

- 3.1 Introduce "Theme of the Month" to cultivate a set of virtues
- 3.2 Instill in students a positive attitude towards life
- 3.3 Help students develop respect for others and discipline for themselves
- 3.4 Promote Invitational Education
- 3.5 Cultivate a sense of national belonging
- 3.6 Nurture in students a sense of belonging to the school
- 3.7 Teach moral and civic education through the regular curriculum and in the course of life-wide learning

**4. To make fuller use of the Pui Ying network and our other strengths in order to instill in students an international outlook**

- 4.1 Broaden student outlook through reading and sharing
- 4.2 Host talks and sharing sessions on global issues
- 4.3 Encourage students to participate in trips and seminars on global issues sponsored by various organizations
- 4.4 Organize trips to Pui Ying Schools in other parts of the world
- 4.5 Organise trips to other parts of the world to broaden their horizons
- 4.6 Invite local and overseas alumni to share their experience and expertise with students
- 4.7 Raise funds to improve school facilities to international standards

## C. Implementation Plan and Evaluation

### 1. Major Concern: To prepare students and teachers for the New Senior Secondary Academic Structure

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
<b>1.1</b> <i>Promote ownership of the school's strategies on the NSS Academic Structure</i>				
a. Report on progress on 334 Reform in staff meetings	Year-round	<ul style="list-style-type: none"> <li>➤ Awareness and support of stakeholders</li> <li>➤ Active participation of teachers</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher feedback</li> <li>➤ Parent feedback</li> <li>➤ Student feedback</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reports were made in Monthly and General Staff Meetings. New arrangements for the coming year (first year for NSS) were discussed and announced in different meetings. Teachers' awareness of NSS enhanced.</li> </ul>
b. Explain to F. 1-3 parents the changes and challenges their children will encounter and the roles parents should play				<ul style="list-style-type: none"> <li>➤ Briefings were organised for parents of F.1-3 parents in October 2008.</li> <li>➤ A seminar on NSS subject combination and selection was conducted for F.3 parents in February 2009.</li> <li>➤ '334 New Academic Structure – Useful Tips for Parents', the discs prepared by EDB were disseminated to parents of junior forms.</li> <li>➤ Success criteria met.</li> </ul>
c. Inform F. 3 students of the latest NSS development				<ul style="list-style-type: none"> <li>➤ F.3 students were frequently reminded of the new requirements of NSS.</li> <li>➤ A survey was carried out among F.3 students to find out their preference in subject selection under the new academic structure.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
<b>1.2</b> <i>Continue the implementation of measures in support of the NSS curriculum</i>				
a. Continue to build up the resource bank on NSS curriculum on school intranet	Year-round	Teacher awareness of NSS specifications enhanced	Teacher feedback	<ul style="list-style-type: none"> <li>➤ Resource bank set up and continually updated.</li> <li>➤ Teachers' awareness towards NSS enhanced.</li> </ul>
b. Continue with curriculum mapping		Curriculum mapped		<ul style="list-style-type: none"> <li>➤ F.4 Mathematics curriculum mapped with S4 Chemistry, Physics and Economics.</li> <li>➤ English mapped with L. S. in Junior Forms.</li> <li>➤ Module / tasks with the new English Language syllabus of senior forms mapped.</li> </ul>
c. Review subject strategies in preparation for NSS academic structure		Measures to strengthen student ability to adapt to NSS requirement adopted	<ul style="list-style-type: none"> <li>➤ Records of strategies accessible</li> <li>➤ Teacher feedback</li> <li>➤ Student feedback</li> </ul>	Measures taken to strengthen student ability to adapt to requirement of NSS in each subject.
d. Further develop Student Learning Profile		<ul style="list-style-type: none"> <li>➤ Student academic and non-academic achievements systematically recorded</li> </ul>	<ul style="list-style-type: none"> <li>➤ Records of Student Learning Profile</li> <li>➤ Teacher feedback</li> <li>➤ Student feedback</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sharing sessions on developing Student Learning Profile held.</li> <li>➤ Record of Student academic and non-academic achievements prepared on schedule.</li> <li>➤ Reports were made to Senior School Development Officer (Sha Tin) in November 2008 and the school progress was deemed good.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
e. Further develop the curricula of Liberal Studies for junior forms	Year-round	Curricula developed	<ul style="list-style-type: none"> <li>➤ Curricula accessible</li> <li>➤ Teacher feedback</li> <li>➤ Student feedback</li> </ul>	<ul style="list-style-type: none"> <li>➤ Curricula of Liberal Studies in junior forms continuously revised.</li> <li>➤ English was used as the medium of instruction in F.1 to F.3 and measures were taken to improve their language ability but there was still room for improving in the atmosphere of discussion.</li> </ul>
<b>1.3 Encourage professional experience sharing among teachers</b>				
a. Organize professional experience sharing sessions on NSS curriculum and strategies	Year-round	<ul style="list-style-type: none"> <li>➤ Teaching skills enhanced</li> <li>➤ Teaching effectiveness achieved</li> <li>➤ Curriculum design skills developed</li> <li>➤ Smooth transition to NSS education</li> </ul>	<ul style="list-style-type: none"> <li>➤ Panel Heads' feedback</li> <li>➤ Teacher feedback</li> <li>➤ Lesson Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Professional experience sharing was conducted in subject panels and joint-panel heads meetings.</li> <li>➤ Teaching skills enhanced.</li> </ul>
b. Encourage subject-based experience-sharing meetings for teachers on ways to improve learning and teaching activities in class		<ul style="list-style-type: none"> <li>➤ Teaching skills enhanced</li> <li>➤ Teaching effectiveness achieved</li> <li>➤ Curriculum design skills developed</li> <li>➤ Smooth transition to NSS education</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher feedback</li> <li>➤ Lesson observation by panel chairman</li> </ul>	<ul style="list-style-type: none"> <li>➤ Formal and informal experience-sharing meetings were held frequently among teachers to share resources, exchange experience and discuss marking criteria.</li> <li>➤ Teachers were willing to share with colleagues after attending seminars or workshops.</li> <li>➤ Teachers' feedback positive.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
<b>1.4 Sponsor Staff Development Days</b>				
a. Invite speakers to conduct seminars, training programmes and workshops	Year-round	<ul style="list-style-type: none"> <li>➤ Teaching skills enhanced</li> <li>➤ Teaching effectiveness achieved</li> <li>➤ Curriculum design skills developed</li> <li>➤ Smooth transition to NSS Education</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher feedback</li> <li>➤ Questionnaires</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Dr. Chiu Chi Shing, Executive Director of Quality School Improvement Project of CUHK, was invited to our school for workshops on “Assessment of Learning” (August 2008) and “How to Make Full Use of a “55-minute Lesson” (April 2009).</li> <li>➤ A workshop on memory training was also launched in July 2009.</li> <li>➤ Objectives attained. Positive feedbacks from teachers.</li> </ul>
b. Participate in the Staff Development Days organised by QSIP Team (CUHK)				Teachers participated in a Joint-school Development Day organised by CUHK in December 2008.
<b>1.5 Encourage teachers to attend seminars, training courses and workshops organized by EDB or other organizations</b>				
a. Arrange for teachers to attend seminars, training courses and workshops	Year-round	<ul style="list-style-type: none"> <li>➤ Teaching skills enhanced</li> <li>➤ Teaching effectiveness achieved</li> <li>➤ Curriculum design skills developed</li> <li>➤ Smooth transition to NSS structure</li> </ul>	Teacher feedback	<ul style="list-style-type: none"> <li>➤ Teachers attended various seminars and courses to equip themselves.</li> <li>➤ Materials obtained were categorized and shared.</li> <li>➤ Teachers’ feedback positive.</li> <li>➤ Professionalism enhanced.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
b. Arrange for prospective teachers of Liberal Studies to attend relevant seminars, training courses and workshops	Year-round	<ul style="list-style-type: none"> <li>➤ Teaching skills enhanced</li> <li>➤ Teaching effectiveness achieved</li> <li>➤ Curriculum design skills developed</li> <li>➤ Smooth transition to NSS structure</li> </ul>	Teacher feedback	<ul style="list-style-type: none"> <li>➤ Potential teachers of Liberal Studies arranged to attend training organized by EDB</li> <li>➤ LS teachers took part in QSIP with assistance from representatives of CUHK on planning and preparation of LS materials under NSS</li> <li>➤ LS teachers participated in the 'Education for Sustainable Development in Junior Secondary Education' organized by CUHK</li> </ul>
<b>1.6 Engage in peer lesson observation</b>				
Encourage teachers to observe lessons with focus on questioning techniques and interactive learning and teaching. Each teacher observes and is observed at least once in a school term.	Year-round	<ul style="list-style-type: none"> <li>➤ Teaching skills enhanced</li> <li>➤ Teaching effectiveness achieved</li> </ul>	Teacher feedback	<ul style="list-style-type: none"> <li>➤ Two lesson observations in two terms with focus on questioning technique can be achieved for most teachers. Supervision and record improved this year with the help of the IT Committee. Teachers entered their record through PYCnet which allowed the school to supervise easily.</li> <li>➤ Most teachers find lesson observations useful.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
<b>1.7</b> <i>Encourage collaborative lesson preparation</i>				
a. Encourage teachers to hold small group meetings to discuss teaching difficulties and develop concerted solutions	Year-round	<ul style="list-style-type: none"> <li>➤ Teachers participating actively in discussion</li> <li>➤ Teacher professionalism enhanced</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lesson observation</li> <li>➤ Teacher feedback</li> </ul>	<ul style="list-style-type: none"> <li>➤ Formal and informal experience-sharing meetings were held among subject teachers.</li> <li>➤ Meetings for common marking were held among teachers of Chinese Language, Integrated Humanities, History (junior forms) etc.</li> </ul>
b. Engage in collaborative lesson preparation		Teacher professional development enhanced		<ul style="list-style-type: none"> <li>➤ The practice was implemented in Liberal Studies, Integrated Humanities, History, Chinese Language, English Language, etc.</li> <li>➤ Feedback from teachers positive and the practice will continue next year.</li> </ul>
c. Continue to build a pool of teaching resources accessible to all teachers			Teacher feedback	<ul style="list-style-type: none"> <li>➤ More teaching resources available in the intranet. Teachers find it easy to access and share the teaching materials.</li> <li>➤ Feedback from teachers positive.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
<b>1.8</b> <i>Cater for learning diversity among students</i>				
a. Provide subject-specific bridging programmes for F.1 students	July to September 2008	Students able to make smooth transition from P.6 to F.1	<ul style="list-style-type: none"> <li>➤ Teacher feedback</li> <li>➤ Student feedback</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ A two-day Bridging Programme was launched by English teachers for all F.1 students in August 2008. It provided students a chance to learn some vocabulary and prepare them with basic information about our school. Students enjoyed the lessons. Moreover, teachers could spot out the slow learners and the smarter ones.</li> <li>➤ Bridging programmes for all EMI subjects for F.1 students were implemented.</li> <li>➤ Students' subject interest was enhanced and overall performance satisfactory.</li> </ul>
b. Offer remedial classes in English, Chinese and Mathematics for F.1 students	Year-round	Student academic performance improved	<ul style="list-style-type: none"> <li>➤ Teacher feedback</li> <li>➤ Student feedback</li> <li>➤ Student performance in exams</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Chinese Language, English Language and Mathematics remedial classes were effective.</li> <li>➤ Students showed improvement in their academic studies. Their examination results showed that the remedial classes were effective.</li> <li>➤ Running remedial classes proved too much work for some subject teachers, e.g. Chinese Language. External assistance will be sought in the next academic year.</li> <li>➤ Students' feedback very positive.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
c. Provide tutorial classes	Year-round	Students showing improvement in tests and exams		<ul style="list-style-type: none"> <li>➤ Tutorials were provided by other subject panels after school to help the low achievers.</li> <li>➤ Students showed improvement in tests and examinations. Average mark discrepancy in internal examinations was reduced.</li> <li>➤ Positive feedback from students.</li> </ul>
d. Provide enhancement classes		Student performance in tests and exams enhanced		<ul style="list-style-type: none"> <li>➤ Enhancement classes in English Language, Chinese Language and Mathematics were provided for high achievers.</li> <li>➤ Individual tutoring was provided for top F.5 students in Computer &amp; Information Technology.</li> <li>➤ Measure proved effective and students' feedback positive.</li> </ul>
e. Arrange for supplementary lessons	After school or during school holidays	<ul style="list-style-type: none"> <li>➤ Students able to reach the required or higher standards</li> <li>➤ Students acquiring subject knowledge and required skills</li> </ul>		<ul style="list-style-type: none"> <li>➤ Supplementary classes were offered on most HKCE and HKAL subjects such as Biology, Chemistry, Physics, Mathematics, English Language, Chinese Language, Principles of Accounts, Economics, Chinese Literature, Chinese History, Geography, History, etc.</li> <li>➤ Students' feedback positive</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
f. Encourage academically capable students to participate in external competitions	Year-round	Students participating actively	<ul style="list-style-type: none"> <li>➤ Record of student participation</li> <li>➤ Teacher feedback</li> <li>➤ Student feedback</li> </ul>	<ul style="list-style-type: none"> <li>➤ Numerous students from F.1 to F.7 participated in various external competitions, e.g. in speech, literature, mathematics, physics, etc. (See Section F of the Annual School Report)</li> <li>➤ Students' potential, self-confidence, and different generic skills like self-learning and problem-solving skills were enhanced.</li> <li>➤ Students' feedback positive.</li> </ul>
g. Arrange F.6 academically capable students (Academic Prefects) to help F.4 and F.5 students		Students confidence enhanced	<ul style="list-style-type: none"> <li>➤ Teacher feedback</li> <li>➤ Student feedback</li> </ul>	<ul style="list-style-type: none"> <li>➤ F.6 students were asked to share their experience of preparing for HKCEE with F.4 and F.5 students in November and October 2008 respectively.</li> <li>➤ F.4-5 students were invited to contact F.6 students if they faced learning difficulties.</li> <li>➤ Students' feedback positive.</li> </ul>
h. Arrange for retests and academic counseling for low achievers		Students showing progressive improvement	<ul style="list-style-type: none"> <li>➤ Teacher feedback</li> <li>➤ Student feedback</li> <li>➤ Student performance in tests and exams</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Extra tutorials and retests were arranged for students who had failed in tests.</li> <li>➤ Continuous supervision of students with low motivation..</li> <li>➤ Students' performance improved.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
i. Provide support for students with special education needs	Year-round	Student special education needs catered to	<ul style="list-style-type: none"> <li>➤ Teacher feedback</li> <li>➤ Student feedback</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ A teacher was assigned to take charge of providing support and training for gifted students in the school.</li> <li>➤ We have chosen to expose the capable students to elitist competitions such as the Hang Lung Mathematics Awards. Taking part in these events, students compete with the best and work through difficult but pleasurable mathematical problems.</li> <li>➤ Students were also assisted to participate in programmes like ‘Science Enrichment Programme for S.3-4 Students offered by CUHK, ‘Hong Kong Budding Scientists Awards’ organised by the EDB this year.</li> <li>➤ School-based programmes like ‘Chemistry for Gifted Students’ were offered to capable students.</li> <li>➤ Students’ potential was stretched and their horizons broadened.</li> <li>➤ Tutorial classes and counselling programmes were also provided for some students with special education needs to improve their academic performance and social skills.</li> <li>➤ Feedback from both teachers and students was positive.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
<b>1.9 Equip students with a variety of study skills</b>				
a. Equip students with study skills required by NSS curriculum through seminars or experience sharing sessions	Year-round	Student study skills enhanced	Feedback from students	<ul style="list-style-type: none"> <li>➤ Experience sharing sessions by students or teachers for students of different forms arranged.</li> <li>➤ Various study skills were taught by teachers of different subjects like Liberal Studies, Geography, History, etc.</li> <li>➤ Student study skills enhanced.</li> </ul>
b. Drill F.4-7 students on techniques of answering different types of questions with CE/AL past papers		Students able to make use of study skills	<ul style="list-style-type: none"> <li>➤ Assignment inspection</li> <li>➤ Student performance in public exams</li> </ul>	<ul style="list-style-type: none"> <li>➤ F.4 – F.7 students were drilled intensively through tests, past papers, supplementary classes, updated exercises and guidelines, individual tutoring group / joint-school oral practices outside school hours.</li> <li>➤ Students’ abilities improved and their performances in public exams were generally above the HK average.</li> </ul>
c. Sponsor meetings for F.6 students to share their exam and study skills with F.5 students	October 2008	<ul style="list-style-type: none"> <li>➤ Student positive feedback</li> <li>➤ Students able to make use of exam and study skills</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher feedback</li> <li>➤ Student feedback</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ F.6 students shared with F.5 students in morning assembly.</li> <li>➤ Students’ feedback positive.</li> </ul>
d. Require students to make pre-class preparation	Year-round	<ul style="list-style-type: none"> <li>➤ Student learning attitude improved</li> <li>➤ Student self-learning habit developed</li> </ul>		<ul style="list-style-type: none"> <li>➤ Students were assigned individual / group tasks before class on subjects such as Putonghua, Chinese History and Biology.</li> <li>➤ Due to limited lesson time, teachers found it difficult to ensure that students do their preparation.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
e. Encourage a proactive learning attitude through the use of interactive learning kit	Year-round	<ul style="list-style-type: none"> <li>➤ Student learning attitude improved</li> <li>➤ Student self-learning habit developed</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher feedback</li> <li>➤ Student feedback</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Online exercises, question / test banks, shared folders and online forum in the school website, as well as subject homepages, exercise CD and tailor-made Self-learning Package were provided by various subjects in different forms for self-learning and revision.</li> <li>➤ Students' engagement and performance were monitored regularly by teachers.</li> <li>➤ Feedback from students and teachers were generally positive.</li> </ul>
f. Provide students with notes-taking skills		Student initiatives enhanced		<ul style="list-style-type: none"> <li>➤ Under the guidance of teachers, students developed a habit of note taking. Students were also taught to use concept maps for knowledge consolidation in different subjects.</li> <li>➤ Students generally found notes taken in class useful for revisions.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
g. Develop further skills for project learning	Year-round	Students able to master the required skills	<ul style="list-style-type: none"> <li>➤ Teacher feedback</li> <li>➤ Student feedback</li> <li>➤ Student projects</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Project learning fostered students' independent learning and developed generic skills.</li> <li>➤ Approach to implementing project learning: <ul style="list-style-type: none"> <li>■ F.1 students learned project learning skills in Liberal Studies.</li> <li>■ F.2 students did projects in the Arts and Technology Key Learning Areas.</li> <li>■ F.3 students were required to do a transdisciplinary group project with the guidance of teacher advisers.</li> <li>■ Skills to set questionnaires, oral presentation and report writing were included in the F.3 English syllabus.</li> <li>■ A separate report card which reflected student's performance in project learning was given to each student.</li> </ul> </li> <li>➤ Other measures were introduced which helped to enhance project learning skills: <ul style="list-style-type: none"> <li>■ Regular news clipping exercises, group projects, assignments and various classroom activities engaged students in a higher order thinking, research, analytical, presentation and discussion skills.</li> </ul> </li> <li>➤ Students' performance in project learning was satisfactory. A number of F.3 projects were asked to make a presentation before F.2-3 students in hall.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
<b>1.10</b> <i>Encourage students to develop study plans and master time-management skills</i>				
Distribute Handbook to students and show them how to use it effectively	September 2008	<ul style="list-style-type: none"> <li>➤ Student time-management skills enhanced</li> <li>➤ Students making effective use of Handbook</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher feedback</li> <li>➤ Student feedback</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Design of Students Handbook enhanced.</li> <li>➤ Student time-management skills and self motivation enhanced.</li> </ul>
<b>1.11</b> <i>Acquire support services from EDB and CUHK to develop the NSS curricula of Liberal Studies and English Language</i>	Year-round	<ul style="list-style-type: none"> <li>➤ NSS teaching materials prepared</li> <li>➤ Teacher professionalism enhanced</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher feedback</li> </ul>	<ul style="list-style-type: none"> <li>➤ The staff from CUHK worked with English teachers to develop tailor-made F.1 drama lesson materials. They also carried out demo lessons and had evaluation meetings with teachers to improve effectiveness. The staff also designed different tasks and activities with F.1-3 teachers on particular units of each form. All these helped build students' interest in English. Teachers' feedback was positive.</li> <li>➤ The staff from CUHK worked with LS teachers to discuss the learning and teaching strategies and develop lesson materials. However, as LS teachers came from different subjects and it was difficult to arrange meetings among them, progress was slow.</li> <li>➤ It was suggested that a collaborative lesson preparation period should be arranged for LS teachers to facilitate the preparation for lesson materials.</li> </ul>

**2. Major Concern: To further enhance the language abilities of students and create an English-rich environment on campus**

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
<b>2.1 Nurture reading habits among students</b>				
a. Arrange for a 20-minute Reading Time each day	Year-round (20 minutes before the sixth lesson)	Student interest in reading Chinese and English books being developed	<ul style="list-style-type: none"> <li>➤ Teacher feedback</li> <li>➤ Student feedback</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ 20 minutes of reading time each day implemented.</li> <li>➤ Books borrowed by students increased.</li> <li>➤ A programme called ‘世界之窗’ was introduced.</li> <li>➤ Selected texts on a great variety of topics (e.g. sports, weather, food crisis, space race, intangible cultural heritage in China) were prepared each month. Teachers and students read the texts together and discussion followed after reading.</li> <li>➤ Feedback was positive and students’ horizon broadened.</li> </ul>
b. Assign reading materials regularly, including texts, journals and newspaper excerpts	Year-round	Student initiative in subject learning enhanced		<ul style="list-style-type: none"> <li>➤ Different reading materials were frequently assigned to students.</li> <li>➤ Students agreed such materials helped them enhance their subject knowledge.</li> <li>➤ Students were encouraged to browse relevant websites.</li> <li>➤ Not all students read all assigned materials. Those who read more often had better examination results.</li> <li>➤ Students’ feedback positive.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
<p>c. Co-ordinate reading schemes under different subjects and encourage students to read more books in different categories and languages.</p>		<ul style="list-style-type: none"> <li>➤ Students showing interest in reading</li> <li>➤ Students able to read extensively on their own</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reading records</li> <li>➤ Student participation</li> <li>➤ Quality of book reports</li> <li>➤ Student performance in oral presentation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Different reading schemes were introduced by subject panels. Some required students to do written reports or oral presentation.</li> <li>➤ Books borrowed by students increased.</li> <li>➤ Students were exposed to different subject matters.</li> <li>➤ Students' performance was satisfactory.</li> </ul>
<p>d. Encourage subscription to magazines and newspapers</p>		<p>Magazines subscribed</p>	<p>Subscription records</p>	<ul style="list-style-type: none"> <li>➤ Students were required to read English newspapers and magazines regularly.</li> <li>➤ All Economics students were required to subscribe and read the Hong Kong Economic Times.</li> <li>➤ Students were able to complete their newspaper cutting assignments.</li> <li>➤ Library subscription of two computer magazines was made.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
<b>2.2</b> <i>Provide courses to enhance language ability</i>				
a. F. 1 English Summer Course	Late July to early August 2008	Students being well-prepared for study in an EMI secondary school	<ul style="list-style-type: none"> <li>➤ Teacher feedback</li> <li>➤ Student feedback</li> <li>➤ Teacher assistant feedback</li> <li>➤ Observation</li> <li>➤ Evaluation form</li> </ul>	Over 80% F.1 students attended Summer English Course organized by PTA. Observed that most F.1 students could follow classes in English.
b. F. 1 English Bridging Course	Late August 2008	Smooth transition from P.6 to F.1	<ul style="list-style-type: none"> <li>➤ Teacher feedback</li> <li>➤ Student feedback</li> <li>➤ Observation</li> </ul>	Bridging programmes for all EMI subjects for F.1 students.
c. Phonetics courses	Year-round	<ul style="list-style-type: none"> <li>➤ Students pronunciation improved</li> <li>➤ Student phonetic knowledge increased</li> </ul>	Record of student performance	43 students participated in Phonetics course. The programme was well-received by students.
d. English Summer Course	July to August 2009	<ul style="list-style-type: none"> <li>➤ Active participation</li> <li>➤ Student English language ability raised</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher feedback</li> <li>➤ Student feedback</li> <li>➤ Observation</li> </ul>	They enjoyed the session organized by our school. There were a total of 148 students participating in this course.
e. Chinese Writing Courses	Year-round	<ul style="list-style-type: none"> <li>➤ Active participation</li> <li>➤ Student writing skills improved</li> </ul>		Renowned writer, Ms Y.P. Wong, was invited to host the CE writing course and that was well-received.
f. Putonghua Courses for F.1	October to December 2008	<ul style="list-style-type: none"> <li>➤ Active participation</li> <li>➤ Student interest and ability in PTH raised</li> </ul>		No Putonghua course was organized this year due to the closure of the service provider.

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
<b>2.3</b> <i>Strengthen language competence through extra-curricular activities</i>				
a. Pair students to be English Buddies	Year-round	Students showing interest in the programme	<ul style="list-style-type: none"> <li>➤ Teacher feedback</li> <li>➤ Student feedback</li> <li>➤ Observation</li> </ul>	Students did not show interest in the programme. It was suggested that students should take turns to be buddies so everyone could get involved.
b. Sponsor English Speaking Days	Year-round (Every Monday)	Students willing to speak English and with confidence		Students did well only under teachers' supervision.
c. Conduct English Fun Camp for P.6 and F.1 students	October, November 2008	<ul style="list-style-type: none"> <li>➤ Active participation</li> <li>➤ Student language ability enhanced</li> <li>➤ Students enjoying the activities</li> </ul>	<ul style="list-style-type: none"> <li>➤ Questionnaires</li> <li>➤ Student helper feedback</li> <li>➤ Observation</li> </ul>	Student helpers showed excellent performance and their effort was highly appreciated by primary students and teachers.
d. Sponsor English Week	February 2009		<ul style="list-style-type: none"> <li>➤ Student feedback</li> <li>➤ Teacher feedback</li> <li>➤ Observation</li> </ul>	All the programmes were well-received and students learned quite a lot of vocabulary.
e. Set up an English Corner	Year-round	<ul style="list-style-type: none"> <li>➤ Students able to communicate effectively in English</li> <li>➤ Active participation</li> </ul>		All F.1, 2 students were to take part in the activities twice. Games, riddles and puzzles were part of the programme. Those who did show up enjoyed them very much.
f. Organize English debating society		Active participation	Number of students joining the Debating Society	There were altogether 5 members. It seemed that F.3 students enjoyed it more than F.2 students. It might be debate was too challenging for them.

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
g. Promote oral communication through games and activities		Students communicating more often in English	Student feedback	<ul style="list-style-type: none"> <li>➤ Most students were ready to express themselves in English though they made mistakes.</li> <li>➤ They did well in internal oral exams.</li> </ul>
h. Host a study tour	Summer Vacation 2009	<ul style="list-style-type: none"> <li>➤ Active participation</li> <li>➤ Student language ability raised</li> </ul>	Number of participants	<ul style="list-style-type: none"> <li>➤ 6 students from our school joined the tour to Canada.</li> <li>➤ Students' feedback was positive.</li> </ul>
i. Sponsor an English Day Camp for F.1-3 students	Summer Vacation 2009 (4 weeks)			<ul style="list-style-type: none"> <li>➤ 125 students joined it.</li> <li>➤ Students' feedback was positive.</li> <li>➤ However, due to the outbreak of H1N1 in F.1 class, the course had to be suspended for a few days.</li> </ul>
j. Sponsor an English Camp for F.4 students	Summer Vacation 2009 (1 week)			Cancelled due to the outbreak of H1N1 in Hong Kong.

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
<b>2.4</b> <i>Develop resources to stretch student capacity</i>				
a Acquire support services from EDB and CUHK to enhance students' English proficiency	Year-round	<ul style="list-style-type: none"> <li>➤ F.1-3 and NSS curriculum well-developed</li> <li>➤ Teacher professionalism enhanced</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher feedback</li> <li>➤ Student feedback</li> </ul>	<ul style="list-style-type: none"> <li>➤ The English Panel participated in the On-Site Curriculum Development Support Service provided by the Language Support Section of the EDB.</li> <li>➤ A member of the Support Team provided on-site support in the form of collaborative lesson planning and assistance in preparation for the NSS. Lesson materials were developed and tried in F.4.</li> <li>➤ Students' and teachers' feedback was positive.</li> <li>➤ The English Panel also participated in the Quality School Improvement Project launched by CUHK and EDB.</li> <li>➤ Tailor-made F.1 drama lesson materials were developed which enrich English learning and teaching in F.1. Co-planning was also launched between teachers and staff of CUHK to prepare lesson materials in F.1-3.</li> <li>➤ Effectiveness of English lessons enhanced and students' interest raised.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
b. Participate in EDB support programme to stretch students' potential in Chinese Language	Year-round	<ul style="list-style-type: none"> <li>➤ Students' Chinese language capacity enhanced</li> <li>➤ Teacher professionalism enhanced</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher feedback</li> <li>➤ Student feedback</li> </ul>	<ul style="list-style-type: none"> <li>➤ We participated in the "2008/09 語常會全港初中辯論教育計劃" hosted by the Standing Committee on Language Education and Research.</li> <li>➤ Students with diverse abilities had the chance to learn more about debate and develop their creativity, communication skills, language skills and critical thinking. Through speeches and debates, the goal of active learning was achieved.</li> </ul>
<b>2.5 Enhance English ability through daily use of English as a medium of communication</b>				
a. Strengthen student English ability through activities organized by the English Society and give announcements in English in morning assemblies	Year-round	<ul style="list-style-type: none"> <li>➤ Majority of students able to communicate in English</li> <li>➤ Students becoming more confident with public speaking</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher feedback</li> <li>➤ Student feedback</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Overall student performance in academic subjects is satisfactory.</li> <li>➤ All announcements made in the playground and most announcements over the P.A. system were made in English.</li> <li>➤ Environment for speaking English favourable.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
b. Encourage teachers and students to use English to promote activities via announcements, notices and posters	Year-round	Teachers and students promoting activities in English		<ul style="list-style-type: none"> <li>➤ Students were encouraged to use English in promoting activities.</li> <li>➤ Student Union committee members set an example by using English when performing their duties.</li> <li>➤ Students were willing to try and use English to promote activities and prepare display boards for clubs.</li> </ul>
c. Help candidates use as much English as possible in their election campaigns for Student Union offices	October to November 2008	Candidates able to write and present their election platform in English	The extent and quality of English in election materials and inauguration ceremonies	All promotional campaigns were run in English.
d. Use English as official language in most school events	Year-round	Smooth operation		<ul style="list-style-type: none"> <li>➤ English was the official language of Sports Days. Student announcers performed their duties responsibly and outstandingly in the event.</li> <li>➤ Other occasions like School Opening Ceremony, School Anniversary Celebration, Prize Presentation Ceremonies, etc. were also conducted in English.</li> <li>➤ Students served as MCs.</li> </ul>
e. Ask students to address the whole class in English oral lessons		Confidence in public speaking fostered		<ul style="list-style-type: none"> <li>➤ “Free Talks”: Students were asked to talk freely to the whole class during English oral lessons.</li> <li>➤ Students’ confidence fostered.</li> </ul>
f. Arrange for students to speak in front of the whole school every Monday		<ul style="list-style-type: none"> <li>➤ Students showed confidence in speaking in front of the whole school every Monday.</li> <li>➤ Feedback positive.</li> </ul>		

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
g. Develop listening and speaking skills through intensive practices with NET		Exposure to the native tongue	<ul style="list-style-type: none"> <li>➤ Student performance in class</li> <li>➤ Student willingness to speak in English</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students were willing to participate in discussions with NET.</li> <li>➤ Students' discussion skills were enhanced and performance in oral examinations satisfactory.</li> <li>➤ Students were also encouraged to practice listening through a wide variety of sources.</li> </ul>
h. Organize joint school oral practice for F.4 to F.7 students		Students better equipped with oral skills	<ul style="list-style-type: none"> <li>➤ Student feedback</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students showed interest in the activity. They also found this activity useful.</li> </ul>
<b>2.6 Reinforce language acquisition through teaching most subjects in English</b>				
a. Improve students' note-taking skills in class	Year-round	Students able to take notes	Teacher feedback	<ul style="list-style-type: none"> <li>➤ Most students have developed a habit of note taking.</li> <li>➤ Majority of them agreed that note taking helped them grasp subject concepts.</li> </ul>
b. Prepare glossary to familiarize students with common terms	September to October 2008	Students able to understand, spell and use English terms correctly	<ul style="list-style-type: none"> <li>➤ Teacher feedback</li> <li>➤ Student feedback</li> <li>➤ Student performance in quizzes, tests and exams</li> </ul>	<ul style="list-style-type: none"> <li>➤ Glossaries, vocabulary posters, object labels, mini-dictations, etc. were employed in various subjects in F.1 – F.3 to familiarize students with key terms.</li> <li>➤ Students were able to use the key terms in answering questions.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
c. Adopt English as a medium of instruction for Liberal Studies	Year-round	Students able to study Liberal Studies effectively	<ul style="list-style-type: none"> <li>➤ Teacher feedback</li> <li>➤ Student feedback</li> <li>➤ Student performance in quizzes, tests and exams</li> </ul>	<ul style="list-style-type: none"> <li>➤ Actions taken in junior forms. <ul style="list-style-type: none"> <li>● English textbooks were used</li> <li>● All worksheets, assignments, quizzes, examinations and online comments were all completed in English</li> <li>● Students were always reminded to do revision on new vocabularies.</li> </ul> </li> <li>➤ The school will adopt Chinese as the medium of instruction for Senior Liberal Studies.</li> </ul>
d. Set short questions in quizzes to solicit answers in complete sentences	Year-round	Students able to answer in complete sentences	Student performance in quizzes, tests and exams	<ul style="list-style-type: none"> <li>➤ Simple English was used in tests, exams, quizzes and assignments.</li> <li>➤ Guidelines on command of questions, answering skills and modified notes with key questions were set for F.1-F.7 to enhance students' question, interpretation and answering skills.</li> <li>➤ Most students found the measures helpful in answering essay questions.</li> <li>➤ An increasing number of students were able to give answers in complete sentences. Most students also showed improvement in elaborating their answers.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
e. Train students in pronunciation, spelling and writing	Year-round	Students able to reach the required standards	<ul style="list-style-type: none"> <li>➤ Assignment inspection</li> <li>➤ Teacher feedback</li> <li>➤ Student academic performance</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Mini-dictations were conducted on different subjects.</li> <li>➤ Many students did not do well in mini-dictations in English Language, only some could use the vocabulary they learnt.</li> <li>➤ Guidance on sentence structures, organization of answers, as well as spelling and pronunciations was given on subjects such as Chemistry, Geography and Integrated Science.</li> <li>➤ Dictations were effective in improving spelling in non-language subjects. Students also showed improvement in pronunciation, use of passive voice and connectives, yet there is still much room for improvement.</li> </ul>
f. Train students to demonstrate subject knowledge in English		Students able to demonstrate subject knowledge in English		<ul style="list-style-type: none"> <li>➤ Students were required to do individual/group presentation on various subjects.</li> <li>➤ Most students showed improvement in their presentation skills, question techniques and elaboration of answer.</li> <li>➤ Students worked seriously and most were able to reach required standards.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
g. Underline major grammatical mistakes in student assignments, test and exam papers	Year-round	<ul style="list-style-type: none"> <li>➤ Student grammatical awareness enhanced</li> <li>➤ Fewer mistakes made by students</li> </ul>	<ul style="list-style-type: none"> <li>➤ Assignment inspection</li> <li>➤ Teacher feedback</li> <li>➤ Student academic performance</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Grammatical mistakes in tests, exams and daily assignments were identified by teachers of various subjects.</li> <li>➤ Bonus marks were given to students for effective communication in some subjects like Geography and History.</li> <li>➤ Students' grammatical awareness was enhanced and common errors avoided</li> </ul>
h. Distribute error analysis exercises and discuss common grammatical errors in class		Students were able to detect the mistakes while doing exercises on common errors but they failed to rewrite the sentences and kept making similar mistakes in the writing.		
i. Develop editing skills		Students able to edit their own work before handing it in		<ul style="list-style-type: none"> <li>➤ Most students kept making the same mistakes not because they did not understand the structure but mainly because of carelessness.</li> <li>➤ It was suggested that a checklist should be given to help students edit their own work.</li> </ul>

**3. Major Concern: To develop in-depth moral and civic education**

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
<p><b>3.1</b> <i>Introduce “Theme of the Month” to cultivate a set of virtues</i></p>	<p>Year-round</p>	<p>Students reflecting on moral themes</p>	<ul style="list-style-type: none"> <li>➤ Student feedback</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Different ‘Themes of the Month’ were introduced like ‘The Purpose-Driven Life’, ‘Love My Homeland’, ‘To Serve and not to be Served’, etc.</li> <li>➤ Various programmes were launched by Committees to support the themes.</li> <li>➤ Students’ awareness of moral themes enhanced.</li> </ul>
<p><b>3.2</b> <i>Instill in students a positive attitude towards life</i></p>				
<p>a. Talks encourage students to be responsible, respectful and appreciative of others</p>	<p>September 2008 to May 2009</p>	<p>Students reflecting on moral themes</p>	<ul style="list-style-type: none"> <li>➤ Student feedback</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Three talks were offered on Day A assembly. They were ‘Project of Relief and Rehabilitation, Sichuan Earthquake’ by the Salvation Army Hong Kong and Macau Command, ‘Discipline and Master Yourself’ by Hong Kong Phab Association, ‘Healthy Use of Internet’ by the Hong Kong Federation of Youth Groups.</li> <li>➤ The topics matched the theme of the month. Students were very attentive during the talk. and showed positive response.</li> <li>➤ Values such as love of homeland, thankfulness, self-discipline and self-respect were shared with students.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
<p>b. Secret Angel helps create a positive atmosphere emphasizing mutual help and care</p>	<p>April 2009</p>	<p>Active participation</p>	<ul style="list-style-type: none"> <li>➤ Number of participants</li> <li>➤ Student reflection</li> </ul>	<ul style="list-style-type: none"> <li>➤ All students were invited to be angels to their teachers, classmates and staffs of SPYC.</li> <li>➤ The atmosphere on the occasion was warm and harmonious. Hundreds of gifts and goodwill cards were shared. A culture of mutual help and care was being cultivated in school.</li> </ul>
<p>c. Resident Educational Psychologist conducts a survey on “Coping with Stress” among F.4-7 students sitting for public exams. Those in need of stress relief service will be encouraged to attend workshop on “How to Cope with Stress and not be Evasive”.</p>	<p>November 2008 to March 2009</p>	<ul style="list-style-type: none"> <li>➤ Student capacity of coping with stress raised</li> <li>➤ Students learning to deal with stress</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student feedback</li> <li>➤ Questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>➤ Survey on ‘Coping with Stress’ was conducted by the Resident Educational Psychologist. It helped students gain deeper self understanding.</li> <li>➤ Some students were willing to attend the follow-up workshop held by Resident Educational Psychologist. It helped students handle stress properly.</li> <li>➤ Sharing and workshop were held in each class by school social worker and Miss Lee of Tea Box (大茶壺).</li> <li>➤ Students were very attentive during the talk.</li> <li>➤ Class teachers and students showed positive feedback</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
<b>3.3</b> <i>Help students develop respect for others and discipline for themselves</i>				
a. Award students and classes who show good conduct	Year-round	Student awareness of need to behave properly raised	<ul style="list-style-type: none"> <li>➤ Record of awards</li> <li>➤ Student feedback</li> <li>➤ Teacher feedback</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teachers of Discipline appraised examples of students' good conduct in the morning assembly.</li> <li>➤ Student awareness of need to behave properly raised.</li> </ul>
b. Improve discipline during lesson breaks through talks and training		Students lining up properly and in good order	<ul style="list-style-type: none"> <li>➤ Teacher observation</li> <li>➤ Teacher feedback</li> </ul>	<ul style="list-style-type: none"> <li>➤ Talks and training were given to students regularly to remind them of proper behaviour during lesson breaks and in ceremonies.</li> <li>➤ It is suggested prefects give marks to students according to performance.</li> <li>➤ To avoid chaos, teachers should arrive in classroom punctually.</li> </ul>
c. Raise student awareness of the importance of courtesy, punctuality and diligence through talks and display boards		Students being polite, honest, punctual and hard-working	<ul style="list-style-type: none"> <li>➤ Observation</li> <li>➤ Teacher feedback</li> <li>➤ Late Attendance Record</li> </ul>	<ul style="list-style-type: none"> <li>➤ More students become aware of the virtues of politeness and punctuality.</li> <li>➤ Late attendance is confined to a few students.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
d. Post guidelines on school uniform with photos in each classroom; conduct regular uniform check; record and discipline students who wear their uniform improperly.	Year-round	Students wearing school uniform properly	Records of uniform checks	<ul style="list-style-type: none"> <li>➤ Students had a clearer idea of school uniform requirements.</li> <li>➤ Regular uniform check successfully deterred most students from violating the rules.</li> <li>➤ Some prefects were too lenient in conducting uniform checks.</li> <li>➤ More guidelines and support needed to give to prefects.</li> <li>➤ It is suggested class prefects should report the performance of the students to their class teachers from time to time.</li> </ul>
e. Organize Inter-class Self-discipline Competition and School Cleanliness Competition	March 2009	Awareness of keeping school campus clean raised	<ul style="list-style-type: none"> <li>➤ Student performance</li> <li>➤ Teacher feedback</li> <li>➤ Student feedback</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ A self-discipline competition was organized in the second term.</li> <li>➤ It raised students' awareness to do well and keep the classrooms clean and tidy.</li> <li>➤ The cleanliness of the public areas like the canteen and playground need to be improved.</li> <li>➤ It is suggested one more self-discipline competition should be organized in the first term.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
f. Values Education – encourage students to be responsible and respectful of each other through reading news articles on moral themes and sharing their reflection	During morning assemblies, September 2008 to May 2009	Students doing serious reflection on the themes	<ul style="list-style-type: none"> <li>➤ Student feedback</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ News articles were selected by teacher-in-charge of Values Education.</li> <li>➤ Class-teachers read the selected articles with students during morning assemblies in the classrooms.</li> <li>➤ Students were encouraged to do reflection on and share their feelings about the articles.</li> </ul>
<b>3.4 Promote Invitational Education</b>				
Develop activities to stretch student capacity and express appreciation of student efforts	Year-round	<ul style="list-style-type: none"> <li>➤ Student potential realized</li> <li>➤ Harmonious school environment created</li> <li>➤ Friendly relations between teachers and students developed</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student feedback</li> <li>➤ Teacher feedback</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Flying Eagle Award Scheme was introduced to recognize students' effort and achievements.</li> <li>➤ 64, 20, 7 and 2 students completed first, second, third and fourth phases of the award scheme respectively. Response of students satisfactory.</li> <li>➤ Various award winning photos were shown on school / subject websites, school display boards and newsletters, etc.</li> <li>➤ Talent Quest was introduced to each form in which students perform in front of their schoolmates. They were able to shine in front of their schoolmates.</li> <li>➤ Feedback was positive.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
<b>3.5</b> <i>Cultivate a sense of national belonging</i>				
a. Host flag raising ceremonies	September 2008	Students observing conscientiously the ceremony	Observation	The ceremony was held on 30.9.2008. Students observed all the rules during the ceremony.
b. Send goodwill cards to earthquake victims in China	October 2008	Students' active engagement	Feedback from students	Students found the activity meaningful.
c. Organise a sharing session on a tour to Beijing		Students' knowledge of home country enhanced		Students were attentive and they learnt more about Beijing today.
d. Organise a sharing session on the achievements of our nation	February 2009			A sharing session '30Years of Reform and Opening Up in China' was prepared by F.6 students for F.1 students. A quiz on '30Years of Reform and Opening Up in China' was held for F.3 students. Students learnt about the great achievements of China in these 30 years.
e. Organise a quiz on the administrative regions of China	April 2009	Students' knowledge of the home country enhanced	Feedback from students	Success criteria met.
f. Promote national education activities and encourage students to join them	Year-round	Active participation	<ul style="list-style-type: none"> <li>➤ Teacher feedback</li> <li>➤ Student feedback</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Many students were eager to join such activities, esp. Interflow Tours which are free of charge.</li> <li>➤ Students who joined such activities gave positive feedback.</li> </ul>
g. Organize experience sharing through school magazines or in assemblies of participation in national education activities		Students sharing experience with schoolmates		Through morning assemblies and school magazines, experiences were shared. More students were motivated to join similar activities

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
h. Host competitions and museum visits to promote understanding of Chinese history and culture	Year-round	<ul style="list-style-type: none"> <li>➤ Active participation</li> <li>➤ Student sense of national belonging raised</li> </ul>	Attendance record	<ul style="list-style-type: none"> <li>➤ F.2 &amp; F.3 students learnt about Chinese history and culture through a voluntary museum visit programme. Feedback from students positive.</li> <li>➤ F.6 students explored Chinese culture through drama appreciations and examination of the essay “Love and Chinese Culture” 《情與中國文化》.</li> <li>➤ History and Geography Society organized visits to museums. Feedback positive.</li> </ul>
i. Show films and documentaries on National Day celebrations, Cultural Revolution, etc, and encourage discussion		<ul style="list-style-type: none"> <li>➤ Students showing interest</li> <li>➤ Students acquiring higher awareness of national issues</li> </ul>	<ul style="list-style-type: none"> <li>➤ Observation</li> <li>➤ Student performance in follow-up worksheets</li> </ul>	<ul style="list-style-type: none"> <li>➤ Relevant photos, films and documentaries on contemporary China were shown to senior Chinese History classes.</li> <li>➤ Students’ learning attitude was generally serious. Awareness of contemporary national issues enhanced.</li> </ul>
j. Encourage students to read about China via the Internet, newspapers or magazines		<ul style="list-style-type: none"> <li>➤ Students were encouraged to read and explore different aspects of China and Chinese culture through books, Internet, newspapers and magazines on different subjects, including Chinese Language, Chinese Language and Culture, Chinese History, History and Liberal Studies.</li> <li>➤ Students in senior forms understood the importance and thus were concerned about China affairs in general, while more initiative and guidance are still needed for junior form students.</li> </ul>		
k. Engage in topical reading on Chinese Culture in small groups of F.1 students		Students showing interests in Chinese culture	<ul style="list-style-type: none"> <li>➤ Observation</li> <li>➤ Teacher feedback</li> <li>➤ Student feedback</li> </ul>	<ul style="list-style-type: none"> <li>➤ Topical reading activities were conducted in F.1 Chinese &amp; Chinese History classes.</li> <li>➤ Student performance satisfactory.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
<b>3.6</b> <i>Nurture in students a sense of belonging to the school</i>				
a. School Anniversary Celebration	May 2009	<ul style="list-style-type: none"> <li>➤ Sense of belonging promoted</li> <li>➤ Students enjoying the event</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student feedback</li> <li>➤ Evaluation meeting</li> </ul>	<ul style="list-style-type: none"> <li>➤ All F.1-4 and F.6 students in the school were involved.</li> <li>➤ A lot of guests and alumni attended the celebration.</li> <li>➤ Students-in-charge, teachers-in-charge, guests and alumni all gave positive feedback</li> </ul>
b. Newcomers Day – a programme to help F.1 newcomers adapt to a new environment, bring higher form students and F.1 newcomers together and draw parents closer to the school.	August 2009	<ul style="list-style-type: none"> <li>➤ Students and parents getting to know the school better</li> <li>➤ Students adapting to new environment</li> </ul>	Observation	<ul style="list-style-type: none"> <li>➤ Number of participants was 246, 26 more than previous year.</li> <li>➤ Parents were eager to raise questions and showed much concern about studies, campus life of their children and our school.</li> <li>➤ It also enabled parents to know the school better.</li> <li>➤ Objective of enhancing communication between parents and teachers achieved.</li> <li>➤ Programme enabled students to get used to new learning environment as soon as possible.</li> <li>➤ Objective of enhancing parents' understanding of school achieved</li> <li>➤ It is suggested that all clerical staff, and janitors should come to help with the event.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
<p>c. Peer Counseling Scheme – It is carried out in the form of homework guidance sessions where F.1 students learn to adapt to campus life and deal with their personal problems under guidance from higher form students.</p>	<p>September 2008 to June 2009</p>	<ul style="list-style-type: none"> <li>➤ Students building rapport with seniors</li> <li>➤ Students adapting to new campus life</li> </ul>	<ul style="list-style-type: none"> <li>➤ Observation</li> <li>➤ Student feedback</li> </ul>	<ul style="list-style-type: none"> <li>➤ Tuition services and moral education activities provided learning support and moral education to junior form students who were adapting to the new learning environment and developing a sense of belonging.</li> <li>➤ F.1 students received help and advice from senior form students, which enabled them to adjust to the new academic life and in their personal growth.</li> <li>➤ Performance of senior form students satisfactory. They were responsible.</li> <li>➤ Two form base activities were held. Students were attentive and enjoyed the activities..</li> <li>➤ Some F.1 students (boys) were unwilling to meet the seniors.</li> <li>➤ Objective of programme achieved.</li> </ul> <p><u>Suggestion</u></p> <ul style="list-style-type: none"> <li>➤ Senior form students should join PATHS (Tier 2) next year in order to mix with F.1 students.</li> <li>➤ Senior form students can do some sharing in the form time and meet F.1 students before / after the distribution of test report &amp; examination next year.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
d. Sponsor “Student Concern Forum” to collect opinions	Year-round	Students expressing their opinions through this channel and receiving administration responses	<ul style="list-style-type: none"> <li>➤ Number of students giving their opinion</li> <li>➤ Feedback from school authority</li> </ul>	Some students expressed their opinions on the “Student Concern Forum”. The school authority gave immediate response to committee members.
e. Students meeting with the school authority to discuss policies that are of concern to them	To be arranged or when need arises	Students actively participating in discussion	<ul style="list-style-type: none"> <li>➤ Feedback of School authority</li> <li>➤ Student feedback</li> </ul>	<ul style="list-style-type: none"> <li>➤ On 28 November, committee members of the Student Union had a luncheon with the Principal. In January 2009, the committee members participated in the school forum. In both meetings, committee members voiced their opinions to the school authority.</li> <li>➤ Student representatives from different forms or committees met the Vice-principals and Chairperson of the Discipline Committee in February 2009. They expressed their opinions on school regulations and policies. Feedback was positive.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
3.7 <i>Teach moral and civic education through the regular curriculum and in the course of life-wide learning</i>				
a. Integrate moral and civic education elements into subjects curriculum	Year-round	Moral and civic education integrated into curriculum	<ul style="list-style-type: none"> <li>➤ Teacher feedback</li> <li>➤ Student feedback</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students of all forms were exposed to moral and social issues in different subjects, e.g. Integrated Humanities, Biology, Chemistry, Geography, Bible Knowledge, Principles of Accounts, Information Technology, History, Economics etc.</li> <li>➤ Through activities such as class discussion, field studies, software exhibitions, etc., students of different forms were exposed to various controversial issues such as urban renewal, sustainable development, media ethics, intellectual property rights, etc.</li> <li>➤ Questions involving current affairs were set in tests and examinations on different subjects to measure student awareness.</li> <li>➤ Students' awareness aroused. Feedback positive.</li> </ul>
b. Host drama against corruption for F.4 students	November 2008	The message of anti-corruption being passed on to students	<ul style="list-style-type: none"> <li>➤ Student feedback</li> <li>➤ Observation</li> </ul>	The drama successfully conveyed the message of bribery prevention. Students responded positively. They understood the importance of anti-corruption in society.
c. Recruit student helpers to sell flags for charities	Year-round	Students appreciative of the value of helping others in need	Student feedback	377 students helped to sell flags for 7 charitable organizations. Students found the flag selling activity meaningful and they were willing to join.

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
d. Elect an environmental protection ambassador in each class.	Year-round	Student awareness of environmental protection raised	Student feedback	<ul style="list-style-type: none"> <li>➤ According to questionnaires received, most students agreed that it was meaningful to be an ambassador. Most of them completed the duties seriously and would like to be ambassadors in the coming year.</li> <li>➤ The ambassadors helped promote activities.</li> </ul>
e. Promote a Waste Paper Recycling Scheme		<ul style="list-style-type: none"> <li>➤ A habit of recycling fostered</li> <li>➤ Students aware of the benefits of recycling waste paper.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Students learnt to recycle waste paper by putting it into the recycling bins in classrooms.</li> <li>➤ Recycling bins are also placed in all staff rooms. Teachers also participated actively in the Waste Paper Recycling Scheme.</li> </ul>
f. Offer “Beautiful Life Scheme” for selected group of lower form students	Monthly	<ul style="list-style-type: none"> <li>➤ Student moral standards raised</li> <li>➤ Student behaviour improved</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher feedback</li> <li>➤ Student feedback</li> </ul>	<ul style="list-style-type: none"> <li>➤ Participants developed a more positive attitude on themselves.</li> <li>➤ The scheme was effective in enhancing students’ self-confidence.</li> <li>➤ Two outdoors activities were cancelled due to bad weather.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
g. Sex education for F.1 aims to help students understand gender roles and how to socialize with members of the opposite sex and of the same sex.	September 2008	Students seriously exploring issues of getting along with the opposite sex	<ul style="list-style-type: none"> <li>➤ Teacher feedback</li> <li>➤ Student feedback</li> <li>➤ Questionnaires</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ F.1 Sex Education Workshop “Growing Up Rock &amp; Roll”: helped students understand and become aware of physical and psychological development during puberty.</li> <li>➤ Students paid a lot of attention in a serious manner.</li> <li>➤ It’s good to have this workshop in the first week of September.</li> <li>➤ Rev. Ng Chun Chi of The City of David Cultural Centre spoke on the topic “戀愛祈兵”. Students showed positive response.</li> </ul>
h. Sex education for F.4-7 aims to help students become sensitive in their relationships with the opposite sex, acquire resistance to pornography and learn ways to deal with sexual harassment.	F.4: March 2009, F.5: January 2009, F.6: March 2009, F.7: January 2009	<ul style="list-style-type: none"> <li>➤ Students seriously exploring issues of getting along with the opposite sex</li> <li>➤ Students able to handle the breaking up of romantic relationship</li> </ul>		<ul style="list-style-type: none"> <li>➤ Talks for students from F.4 to F.7 were held. Students were willing to explore the relationship between the two sexes, and gender roles in family and society. The value of chastity was also emphasized.</li> <li>➤ Students were very attentive during the talk and showed interests in some case studies.</li> <li>➤ Students generally considered talks helpful and the aims duly achieved</li> <li>➤ One workshop was added to the form time. The topic was related to gender roles in society. Students showed positive response.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
i. Journey of Love for F.2-3 aims to help students differentiate between friendship and romance and become aware of gender.	F.2: February 2009, F.3: March 2009	<ul style="list-style-type: none"> <li>➤ Students seriously exploring issues of getting along with the opposite sex</li> <li>➤ Students becoming aware of the responsibilities of love</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher feedback</li> <li>➤ Student feedback</li> <li>➤ Questionnaires</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Talks for F.2 and F.3 students were held. Students showed good responses.</li> <li>➤ Students were very attentive during the talk.</li> <li>➤ The values of gender equality and chastity before marriage was also emphasized</li> <li>➤ Success criteria met.</li> <li>➤ One workshop was added to the form time. The topic has to do with gender roles in society. Students showed positive response.</li> </ul> <p><u>Suggestion</u></p> <ul style="list-style-type: none"> <li>➤ Cooperate with Breakthrough Square and to have sharing next year.</li> </ul>
j. Seminar on Intimacy (F.1-3) aims to help young people to develop correct attitudes towards romance, respect for each other's feelings and to stay away from intimate behaviours.	October 2008 to March 2009	Students acquiring correct attitude towards love		<ul style="list-style-type: none"> <li>➤ 'Proper Friendship' -a sex education seminar for F. 1 to F.3, F. 4 to F.7 was led by the school social worker. Students showed willingness to develop a correct attitude towards romance and sex.</li> <li>➤ Most students acquired better understanding in interacting with the opposite sex and ways of showing respect for self and others.</li> </ul> <p><u>Suggestion</u></p> <ul style="list-style-type: none"> <li>➤ More workshops held by class teachers. It's more effective to deliver positive message to students by class teachers.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
k. Teach F.1 students through drama how to identify and combat sexual harassment	October 2008	Students learning ways to prevent sexual harassment	Observation	<ul style="list-style-type: none"> <li>➤ Students showed good responses.</li> <li>➤ Students learned through live drama ways to prevent sexual harassment.</li> </ul>
l. Conduct blood donation exercise	21 January 2009	Over 80 donors	Number of donors	108 people (members, teachers, janitors included) donated blood.
m. Host a workshop on ethnic relations	October 2008	Students learn to respect other races and against racial discrimination	Observation	<ul style="list-style-type: none"> <li>➤ Workshop was held on 14 October 2008 and attended by 22 students.</li> <li>➤ Students performed well and learnt to respect other races.</li> </ul>
n. Sponsor activities to raise students' legal awareness.	June 2009	Students' knowledge in the rule of law enhanced	<ul style="list-style-type: none"> <li>➤ Teacher feedback</li> <li>➤ Observation</li> </ul>	The court visit activity was cancelled due to the outbreak of H1N1.
o. Sponsor activities to raise students' environmental awareness	Year-round	Students learning about ecosystem of countryside and striving to conserve it	<ul style="list-style-type: none"> <li>➤ Teacher feedback</li> <li>➤ Observation</li> <li>➤ Questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>➤ Various activities were organised, e.g. Plastic Bottle Collection Programme, election of environmental ambassador, field studies, Eco-walk, Environmental Friendly Car Competition, Little Farmer Scheme, One Person One Flower Scheme, etc.</li> <li>➤ Students' environmental awareness raised.</li> </ul>
p. Sponsor Environmental Week	May 2009	Students learning about health and pollution	<ul style="list-style-type: none"> <li>➤ Teacher feedback</li> <li>➤ Student feedback</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ A visit to a food bank, quiz, exhibition, talk and hunger banquet were held to enhance the awareness of environmental protection.</li> <li>➤ Students learnt to treasure the resources provided by the earth.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
q. Celebrate Teachers Day	September 2008	Positive feedback from teachers	<ul style="list-style-type: none"> <li>➤ Teacher feedback</li> <li>➤ Student feedback</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ A multi-purpose bag filled with candies was given to each teacher and clerical staff.</li> <li>➤ The principal was given a basket of fruit.</li> <li>➤ The janitors were given a box of chocolate.</li> <li>➤ The Chairperson gave a vote of thanks on behalf of fellow members in the morning assembly.</li> <li>➤ The Principal, teachers and supporting staff were very much impressed by students' thoughtfulness.</li> </ul>
r. Host Class Teachers Sessions	Year-round	Positive values and attitudes nurtured		<ul style="list-style-type: none"> <li>➤ Regular meetings were held to discuss issues like how to build up class ethos and organize class activities.</li> <li>➤ Teacher-in-charge of Class-teacher Association also shared his experience in leading his class.</li> <li>➤ Teacher feedback positive.</li> </ul>
s. Voluntary Work		Students learning to respect and help others and be responsible	<ul style="list-style-type: none"> <li>➤ Questionnaires</li> <li>➤ Student feedback</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students showed enthusiasm in serving others. Students could appreciate and treasure what they own.</li> <li>➤ Students learnt to accept different opinions and respect others.</li> </ul>

**4. Major Concern: To make fuller use of the Pui Ying Network and our other strengths in order to instill in our students an international outlook**

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
<p><b>4.1</b> <i>Broaden student outlook through reading and sharing</i></p>	<p>Year-round</p>	<ul style="list-style-type: none"> <li>➤ Student outlook broadened</li> <li>➤ Critical thinking developed</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher feedback</li> <li>➤ Student feedback</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students were exposed to global issues through reading materials provided in different subjects.</li> <li>➤ ‘世界之窗’ was organized to provide articles on different topics to students and teachers to read during ‘Reading Time’. The topics included sports, weather, space race, riot in Thailand.</li> <li>➤ Students generally demonstrated a sound understanding of the relationship between the individual, society, country, and the world, as well as the ability to handle different points of view.</li> </ul>
<p><b>4.2</b> <i>Host talks and sharing sessions on global issues</i></p>		<ul style="list-style-type: none"> <li>➤ Student awareness of global issues raised</li> <li>➤ Students global outlook broadened</li> </ul>		<ul style="list-style-type: none"> <li>➤ Seminars and ‘Meeting with Academics/Experts’ were organized.</li> <li>➤ Experts such as Mr. Kenneth Chen, JP, Undersecretary of EDB, Mr. L.P. Yau, the Editor-in-Chief of Yazhou Zhoukan, Mr. H.M. Wong and Mr. H.K. Hui, Accountant Ambassadors of the Hong Kong Society of Accountants, Mr. H.K. Mong forensic expert and Chairman of Institute of Advanced Motorists Hong Kong, came to meet our students.</li> <li>➤ ‘Business-School Partnership Programme’, in collaboration with the Clarins Group, provided students with workshops and seminars on vocational preparation.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
<p><b>4.3</b> <i>Encourage students to participate in trips and seminars on global issues sponsored by various organizations</i></p>	<p>Year-round</p>	<p>Student outlook broadened</p>	<ul style="list-style-type: none"> <li>➤ Teacher feedback</li> <li>➤ Student feedback</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ 5 students were selected to join the ‘Study Tour on US Presidential Election 2008’ organized by New Youth Forum.</li> <li>➤ 5 students won the championship of ‘The 30<sup>th</sup> Anniversary of China’s Reform quiz Competition’ organized by Bauhinia magazine and Asia T.V., co-organized by Home Affairs Bureau, Education Bureau and National Education Centre. The students and the teacher-in-charge were invited to join a tour to Beijing.</li> <li>➤ Another 5 students won the 3rd Hong Kong Cup Diplomatic Knowledge Contest’ organised by The Office of the Commissioner of the Ministry of Foreign Affairs of the People’s Republic of China in the Hong Kong Special Administrative Region, EDB and The Better Hong Kong Foundation. They were invited to participate in a study tour to Beijing and Tianjin.</li> </ul>
<p><b>4.4</b> <i>Organize trips to Pui Ying Schools in other parts of the world</i></p>	<p>April 2009</p>	<p>Sense of belonging to Pui Ying promoted</p>	<ul style="list-style-type: none"> <li>➤ Teacher feedback</li> <li>➤ Parent feedback</li> <li>➤ Student feedback</li> <li>➤ Alumni feedback</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ In May 2009, our Principal, together with some teaching staff, parents and students, attended the school anniversary ceremonies of Guangzhou Pui Ying and Xiguan Pui Ying.</li> <li>➤ In July 2009, our students joined the Overseas English Immersion Course sponsored by the Board of Directors and Pui Ying Christian Services Society in Canada. They studied abroad, stayed with local host families, experienced a different culture, and improved their English proficiency.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
<b>4.5</b> <i>Invite local and overseas alumni to share their experience and expertise with students</i>	Year-round	Student outlook broadened	<ul style="list-style-type: none"> <li>➤ Teacher feedback</li> <li>➤ Student feedback</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Several alumni were invited to share their experience as sports team coaches with students.</li> <li>➤ To celebrate 130<sup>th</sup> Anniversary of Pui Ying School, alumni working in different sectors were invited to share their expertise. These talks included ‘Illustrations of Jin Yong’s Works’ by Mr. Dong Pei Xin, ‘Birth of a Script’ by Mr. Leung Chi Wah and ‘The Wonderful World of Atoms’ by Prof. Ho Tin Lun.</li> <li>➤ A close relationship was developed between alumni and students.</li> </ul>
<b>4.6</b> <i>Raise funds to improve school facilities to bring them up to international standards</i>		Fund raised to improve school facilities	<ul style="list-style-type: none"> <li>➤ Teacher feedback</li> <li>➤ Student feedback</li> </ul>	<ul style="list-style-type: none"> <li>➤ No fund was needed to be raised as the Board of Directors provided sufficient support to the school.</li> <li>➤ Subsidies were granted to renovate the Physics Laboratory. A School Archive and Lecture Theatre would also be built.</li> </ul>

## E. Student Attainment

### 1. F. 1 newcomers:

All F. 1 newcomers from our own district are Band 1 students.

### 2. F. 3 promotion to F. 4:

All F. 4 places in our school are filled by our own F. 3 students.

### 3. F. 5 Hong Kong Certificate of Education Examination in 2009:

a. The average pass percentage for all subjects has reached 97.1%, compared with the Hong Kong average of 73.3%. Biology, Chemistry, Chinese Literature and Physics attain 100% pass.

b. The average credit and distinction percentage for all subjects is 41.0% as compared with the Hong Kong average of 23.6%. Most subjects achieve credit and distinction percentages well above the overall Hong Kong figures, including Chinese Language, English Language, Additional Mathematics, Biology, Chemistry, Chinese Literature, Chinese History, Computer and Information Technology, Economics, Geography, History, Mathematics, Physics and Principles of Accounts.

Of these subjects, the credit and distinction rate for English Language and Chinese Literature is about 2.5 times the Hong Kong average while Chinese Language, Chemistry and Geography is about 2 times.

For Biology, Computer and Information Technology, Economics, Mathematics, Physics and Principles of Accounts, it is about 1.5 times the Hong Kong average.

c. The best score by a student is 7 distinctions and 1 credit.

d. All 60 F. 6 places in our school are filled by our own F. 5 students.

## 2009 HKCEE Credit & Distinction Rates

Subjects with Credit & Distinction Rates of 50% & above		
	A-C (SPYC)	A-C (HK-wide)
Chemistry	<b>58.8%</b>	30.9%
Biology	<b>53.8%</b>	32.1%
Chinese Literature	<b>52.8%</b>	20.7%
Geography	<b>50.0%</b>	21.5%
Mathematics	<b>50.0%</b>	28.3%

Subjects with Credit & Distinction Rates of 30% and above		
	A-C (SPYC)	A-C (HK-wide)
Chinese Language	<b>36.8%</b>	16.9%
Economics	<b>34.2%</b>	22.4%
Principles of Accounts	<b>34.2%</b>	22.6%

Subjects with Credit & Distinction Rates of 40% and above		
	A-C (SPYC)	A-C (HK-wide)
Additional Mathematics	<b>47.1%</b>	37.3%
English Language	<b>43.4%</b>	17.3%
Physics	<b>42.5%</b>	28.9%
Computer & Information Technology	<b>40.0%</b>	23.3%

4. F. 7 Hong Kong Advanced Level Examination in 2009:

- a. The average pass percentage for all subjects has reached 97.1%, compared with the Hong Kong average of 78.1%. Subjects achieving 100% pass are: Liberal Studies (ASL), Economics, Geography, History, Principles of Accounts, Biology, Chemistry, Physics (AL) and Computer Applications (ASL).
- b. The average credit and distinction percentage for all subjects is 34.5%, compared with the Hong Kong average of 20.4%. Most subjects achieve credit and distinction percentages well above the overall Hong Kong figures. They include Use of English, Chinese Language and Culture, Chinese Literature, Economics, Chinese History, Geography, History, Principles of Accounts, Pure Mathematics, Biology, Chemistry, Physics (AL), Computer Applications (ASL) and Liberal Studies (ASL).  
The credit and distinction rate for Biology and History is about 3 times the Hong Kong average.  
For Chinese Literature, Chinese History and Computer Applications, about 2 times the figure.  
For Use of English, Liberal Studies (ASL), Economics, Geography, Principles of Accounts, Chemistry, Physics (AL) and Pure Mathematics, the credit and distinction rate is about 1.5 times higher.
- c. The best score by a student is 3 distinctions and 3 credits.
- d. 90% of our graduates gain university admission.

**2009 HKALE Credit & Distinction Rates**

<b>Subject with 100% Credit &amp; Distinction Rates</b>		
	<b>A-C (SPYC)</b>	<b>A-C (HK-wide)</b>
History	<b>100%</b>	32.8%

<b>Subjects with Credit &amp; Distinction Rates of 50% and above</b>		
	<b>A-C (SPYC)</b>	<b>A-C (HK-wide)</b>
Chinese History	<b>53.8%</b>	23.5%
Biology	<b>50.0%</b>	18.4%
Chinese Literature	<b>50.0%</b>	26.5%

<b>Subject with Credit &amp; Distinction Rate of 40% and above</b>		
	<b>A-C (SPYC)</b>	<b>A-C (HK-wide)</b>
Computer Applications (ASL)	<b>40.0%</b>	23.4%

<b>Subjects with Credit &amp; Distinction Rates of 30% and above</b>		
	<b>A-C (SPYC)</b>	<b>A-C (HK-wide)</b>
Economics	<b>38.5%</b>	21.8%
Liberal Studies (ASL)	<b>36.4%</b>	21.6%
Physics (AL)	<b>36.4%</b>	22.7%
Pure Mathematics	<b>36.4%</b>	23.4%
Chemistry	<b>33.3%</b>	21.8%
Geography	<b>33.3%</b>	21.5%
Principles of Accounts	<b>33.3%</b>	22.7%

## F. Honours List

1. Completion of a doctorate degree in the Chinese University of Hong Kong: Mr. Chan Man Ho
2. The 1st Hong Kong Theatre Libre  
Best Actor in a Support Role: Mr. So Dick Fai
3. Study Tour on US Presidential Election 2008 organised by New Youth Forum  
Mak Tin Chak (4E), Chiu Kin (6B), Li Wing Sam (6B), Wong Ho Ming (6B), Yau Ho Lun (6B),  
Yuen Chi Long (4D) [did not go to the US due to personal reasons]
4. 30th Anniversary of China's Reform Quiz Competition organised by Bauhinia magazine and Asia T.V., co-organized by Home Affairs Bureau , Education Bureau, National Education Centre  
Champion: Mak Chi Wang (6A), Wai Yui (6A), Kwan Tung Hei (6B), Shum Ka Ho (6B), Chan Sau Man (6B)
5. 30 Years of Reform and Opening-up Project Learning Award Scheme  
Junior Group Certificate of Merit  
Students-in-charge: Ho Ngai Ki (4A), Jim Nga Wun (4A), Law Cheuk Ning (4A), Pang Ka Yu (4B), Tam Wan Hei (4B)
6. 3<sup>rd</sup> “Hong Kong Cup” Diplomatic Knowledge Contest organised by The Office of the Commissioner of the Ministry of Foreign Affairs of the People's Republic of China in the Hong Kong Special Administrative Region, EDB and The Better Hong Kong Foundation  
Winner: Shatin Pui Ying College  
Students-in-charge: Chan Chun Hung (2A), Hung Ka Man (3E), Lung Yiu Tung (4E), Li Shi Pui (4E), Mak Tin Chak (4E)
7. Hong Kong Social Indicator Project  
Young Policy Analyst Program (YPAP)  
Junior Group Champion: Lai Siu Wai (4A), Sit Chung Ping (4B), Yuen Chi Long (4D)  
Junior Group 1st Runner-up: Ma Man Ni (4B), Cheung Tung (4D), Law Wai Yi (4D), Wong Sze Ming (4E)
8. Youth in LegCo: Completion of Basic Certificate Course for Youth Community Leaders  
Chan Tsz San (6A)

9. Hong Kong Secondary School Model United Nations Conference (HKSSMUNE 2009)  
Representing country: Pakistan  
Delegates: Chan Hoi Tung (4D), Kwok Sum Yin (4D), Ho Hin Ngai (6A), Su Wing Tsun (6B)
  
10. Young Politician 2008  
Host Students: Yuen Chi Long (4D), Li Shi Pui (4E)
  
11. 2009 CESDA Secondary School Mock Trial Competition  
Shatin Pui Ying College 361:360 win Heep Yunn School  
Participating students: Lip Tsz Yui (3A), Chan Hoi Tung (4D), Kong Hei Tung (4E), Mok Hong Yin (5E), Yau Ho Lun (6B), Li Wing Sum (6B)  
Attorney of the Trial: Chan Hoi Tung (4D), Li Wing Sum (6B)
  
12. Debate Competition on Gender Issues for Secondary and Tertiary Students: Quarter-final  
Students-in-charge: Wong Hoi Yan (3A), Hung Mei Wan, (3B), Woo Hong Ki (3D), Yuen Chi Long (4D), Chung Wa Kwan (4E), Tsang Man Hon (5D),  
Leung Shuen Chun (6A)  
Best Debaters: Hung Mei Wan, (3B), Yuen Chi Long (4D), Tsang Man Hon (5D)
  
13. SCOLAR Debating Competition for Junior Secondary Students  
Students-in-charge: Ho Sze Ting (2C), Yiu Wai Chun (2E), Luk Sze Wan (3C), Woo Hong Ki (3D),  
Kwok Yu Ying (3E), Hung Ka Man (3E)  
Best Debater: Woo Hong Ki (3D)
  
14. Singtao Debating Competition  
Students-in-charge: Hung Mei Wan (3B), Law Pak Lun (5B), Tsang Man Hon (5D), Mok Hong Yin (5E), Ho Hin Ngai (6A), Leung Shuen Chun (6A)  
Best Debaters: Law Pak Lun (5B), Ho Hin Ngai (6A)  
Best Interrogative Debaters: Hung Mei Wan (3B), Law Pak Lun (5B)
  
15. New Territories Joint School Debating Competition  
Students-in-charge: Woo Hong Ki (3D), Ho Hin Ngai (6A), Leung Shuen Chun (6A)  
Best Debater: Leung Shuen Chun (6A)

16. 5<sup>th</sup> Biliteracy & Trilingualism Composition and Speech Competition  
Senior Group Champion: Li Wing Sum (6B)
17. 第三屆「善言巧論：全港學生口語溝通大賽」organised by HKIED  
AS Individual Presentation Merit Award: Chiu Kin (6B), Li Wing Sum (6B)  
AS Individual Presentation (Final) Outstanding Performance Award: Li Wing Sum (6B)  
AS Group Discussion Merit Award: Ho Hin Ngai (6A), Cheung Pui Lap (6B), Li Lurk Jing (6B)  
AS Group Discussion (Final) Best Debater: Ho Hin Ngai (6A)
18. 2008-2009 中國中學生作文大賽  
「永隆文學之星」 Merit  
Junior: Tong Ka Yan (2C), Yeung Ming Ming (2D), So Wai Ling (3B)  
Senior: Mak Tin Chak (4E), Wong Ho Yin (7A), Choi Wing Tung (7A)  
Entered 2<sup>nd</sup> round in China
19. Drama Fest 2009 organised by The Association of English Medium Secondary Schools  
Outstanding Performance Award
20. Hong Kong Budding Poets (English) Award 2008-09  
Poet of the School Award: Au Ka Chun (6A)
21. HKCCCC 90th Anniversary Project Learning Competition organised by The Hong Kong Council of the Church of Christ in China  
1st Runner-up (Junior - Written Presentation)  
Students-in-charge: Choi Man Hong (3B), Ho Yun Kit (3B), Ng Wai Lok (3B), Chan Yuen Sum (3B), Hung Mei Wan (3B), Lin Tsz Yan (3B)  
2nd Runner-up (Junior - Written Presentation)  
Students-in-charge: Ho Yin Ting (3C), Yan Ho Ming (3C), Li Cheuk Wing (3C), Luk Sze Wan (3C), Tang Suet Yee Sara (3C)  
1st Runner-up (Junior - Audio-visual Presentation)  
Students-in-charge: Ho Yin Cheung (3D), Lau Pak Chuen (3D), Leung Ka Hin (3D), Chan Pik Ying (3D), Lo Hiu Lam (3D), Man Lok Yin (3D)
22. 33<sup>rd</sup> American Regions Mathematics League 2008  
Team Championship of Division B : Yip Shun (7B, 2007-2008)

23. Xiwanbei International Mathematics Contest  
最佳培育獎：Shatin Pui Ying College  
一等獎：Mak Tin Chak (4E)  
三等獎：Hui Hon Ka (4E)
24. 3<sup>rd</sup> Hang Lung Mathematics Awards  
Honorable mention: Yip Shun (7B, 2007-2008)
25. Pui Ching Invitational Mathematics Competition organised by Pui Ching Education Centre  
Qualified to be finalist: Chow Chi Leong (1C), Wu Chiu Wa (2A), Hui Hon Ka (4D), Mak Tin Chak (4E), Leung Man Han (6B)
26. 26<sup>th</sup> Hong Kong Mathematics Olympiad  
Third-class Honour Certificate in Construction Event  
Merit in Heat Event  
Students-in-charge: Hui Hon Ka (4D), Mok Yat Kwan (4D), Tsoi Chi Him (4D), Chan Hoi Tung (4D), Li Shi Pui (4E), Mak Tin Chak (4E)  
Third-class Honour: Hui Hon Ka (4D)
27. HK Budding Scientists Awards 2008-2009: Science Knowledge Quiz organised by Gifted Education Section of the EDB, Hong Kong Association for Science and Mathematics Education, the Hong Kong Federation of Education Workers, the Union of Heads of Aided Primary Schools of Hong Kong and School of Education Alumni Association  
Second Honour: Cheung Shun Chi (2D)  
Third Honour: Yuen Ka Lok (3B)
28. Hong Kong Physics Olympiad (HKPhO) 2009  
First Honour: Mok Hong Yin (5E)  
Third Honour: Leung Wing Kan (5D), Cheung Yiu Wing (5E), Wong Wing Yee (5E)
29. Painting and Computer Graphics Design Competition 'Sky of 2050 – Climate Change and our Future' organised by Hong Kong Meteorological Society  
Merit Prize : Sit Ka Shun (4C)
30. Hong Kong Youth Science and Technology Invention Competition 2008-09  
Merit Prize : Lam Yan Lok (2B)

31. Hong Kong Odyssey of the Mind Programme organised by The Hong Kong Federation of Youth Groups, Education Bureau and Quality Education Fund  
 Long-term Problem: Earth Trek, Division III - 1st Runner-Up  
 Creativity Award  
 Students-in-charge: Yeung Hei Nok (2C), Lee Cho Shing (2D), Chan Sin Yan (2E), Lee Chui Shan (2E), Yiu Wai Chun (2E), Cheng Cheuk Ho (4B)
32. The Art Ambassadors-in-School Scheme organised by the Hong Kong Arts Development Council  
 Art Ambassador: Wong Sui Hong (3B)
33. ‘Ajinomoto’ Cooking Contest  
 2nd Runner-up  
 Parents’ Favourite Snacks Award  
 Students-in-charge: Leung Yuen Ying (5E), Tam Cho Ki (5E), Tsang Wing Chi (5E)
34. “We Love Hong Kong Ten Outstanding Youngsters Selection” organised by the We Love Hong Kong Association”  
 “2009 We Love Hong Kong Ten Outstanding Youngsters ” Award: Li Wing Sum (6B)
35. “環保運動時裝設計比賽” organised by Summer Youth Programme Committee and Shatin District SYP Co-ordinating Committee  
 Champion: Leung Yuen Ying (5E), Tam Chor Ki (5E) [Model: Lam Pui Kwan (5D)]  
 2<sup>nd</sup> runner-up: Li Chui Shan (2E), Yiu Wai Chun (2E) [Models: Wong Pui Ying (2E), Li Ho Wai (2E)]
36. “5th Shatin District Outstanding Student Selection” organised by Shatin Youths Association  
 學校推動大獎：Shatin Pui Ying College  
 Shatin District Outstanding Student Award: Chiu Lee Lee (1D)  
 Junior Merit: Lam Yuen Pui (1D)  
 Senior Merit: Chan Kit Yeung (6B), Chan Sau Man (6B)
37. Best Improved Students Awards organised by Towngas  
 Junior: Leung Po Man (2A), Ho Sze Ting (2C), Leung Cheuk Yiu (2C), Lai Ho Wai (2E), Yiu Wai Chun (2E), Wong Hiu Yan (3A), Chiu Mei On Marian (3B),  
 Ng Ka Yan (3B), Hui Lok Yee (3C), Tsang Chui Fong (3C)  
 Senior: Chung Yuen Shan Natalie (4A), Sit Chung Ping (4B), Tsoi Chi Him (4D), Hung Chung Kit (4E), Hung Yan Yin (4E), Chan Man Ni (5A), Lei Wing Tung (5B),  
 Lo Hiu Chee (5C), Mo Ho Yin (5D), Yin Ying Xin Amy (5E)



	Cert. of Proficiency:	Fu Hei Nga Helena (1A) Cheng Hiu Tung (1C)
ii. F. 2 Boys	Second:	Chan Jian Heng Dominic (2E)
	Cert. of Merit:	Ma Chung Tin (2A)
iii. F. 2 Girls	Third:	Fung Wai Tung (2A)
	Cert. of Merit:	Chan Ho Yee (2A) Cheung Hoi Ki (2A) Pong Hei Sen (2B) Cheng Yee Lok (2E) Lee Chui Shan (2E)
iv. F. 3 Girls	Cert. of Merit:	Ho Hei Tung (3A) Kwong Hoi Ting (3A)
v. F. 4 Girls	Cert. of Merit:	Cheung Hiu Ying (4E)
	Cert. of Proficiency:	Chan Sau Man (4C)
vi. F. 6 Girls	Cert. of Merit:	Li Wing Man (6A) Tsang Tsz Man (6A)
b. Cantonese Solo Verse		
i. F. 1 Girls	Third:	Butt Kar Bo (1C)
ii. F. 2 Girls	Cert. of Proficiency:	Lee Chui Shan (2E)
iii. F. 4 Girls	Third:	Poon Ka Wing (4B)
	Cert. of Merit:	Leung Ka Ley Frances (4A)
	Cert. of Proficiency:	Chan Sau Man (4C)
c. Putonghua Solo Verse		
i. F. 1 - 2 Boys	Cert. of Proficiency:	Wong Kwan Ho (1D) Lai Ho Wai (2E)
ii. F. 1 - 2 Girls	Cert. of Merit:	Lam Yat (2B) Yeung Hei Nok (2C)
iii. F. 3 Girls	Cert. of Merit:	Ting Tung Yan Tunes (3D)
iv. F. 4 Girls	Cert. of Merit:	Cheung Hiu Ying (4E)

#### 40. Sports

##### a. Hong Kong School Sports Federation (Shatin & Sai Kung Region)

##### i. Athletics

Girls Grade A 400M	7th runner-up:	Kwong Tsz Yan (4A)
Boys Grade A 400M	2nd runner-up:	Mok Wai Chuen (4B)
Boys Grade A 800M	2nd runner-up:	Mok Wai Chuen (4B)
Boys Grade A 800M	3rd runner-up:	Lai Siu Wai (4A)
Boys Grade A 1500M	1st runner-up:	Lai Siu Wai (4A)
Boys Grade A 4X400M Relay	6th runner-up:	Lai Siu Wai (4A), Mok Wai Chuen (4B), Wong Hong Kiu (5C), Wong Lok Chun (5D)
Boys Grade A Overall	7th runner-up:	Lai Siu Wai (4A), Mok Wai Chuen (4B), Lau Kwong Ping (5C), Wong Hong Kiu (5C), Wong Lok Chun (5D)

##### ii. Long Distance Run

Boys Grade A	4th runner-up:	Lai Siu Wai (4A)
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##### iii. Swimming

Girls Grade B 50M Back Stroke	7th runner-up:	Tse Ngo Yi (2A)
Girls Grade B 100M Back Stroke	6th runner-up:	Tse Ngo Yi (2A)
Girls Grade C 4X50M Freestyle Relay	4th runner-up:	Ip Wing Yan (1C), Wong Virginia Kwun Ting (1B), Cheung Wai Ting (2A), Yeung Hei Nok (2C)
Boys Grade B 50M Freestyle	3rd runner-up:	Pang Yat Lon Aaron (4D)
Boys Grade B 100M Freestyle	3rd runner-up:	Pang Yat Lon Aaron (4D)
Boys Grade B 4X50M Freestyle Relay	3rd runner-up:	Chan Chun Lam (3A), Ning Yat Long (3C), Chan Tsz Him (3C), Pang Yat Lon Aaron (4D)
Boys Grade C 50M Breast Stroke	Champion:	Wong Wa Chun (2B)
Boys Grade C 100M Breast Stroke	1st runner-up:	Wong Wa Chun (2B)
Boys Grade C 100M Back Stroke	4th runner-up:	Wong Tai Ho (2B)
Boys Grade C 4X50M Freestyle Relay	3rd runner-up:	Yu Cheuk Hang (1B), Law Chak Sum (2A), Wong Tai Ho (2B), Wong Wa Chun (2B)

##### iv. Volleyball

Girls Grade A (Division 2)	4th runner-up:	Leung Kwai Sze (4A), Ngan Yu Suen (4B), Wong Yuen Yan (4C), Leung Sin Ting (4E), Lin Hei Man (4E), Wing Wai Yi (4E), Tsang Ying (4E), Yeung Ning Sum (5D), Yau Chi Li (6A), Lee Yim Shan (6A), Tai Man Pui (6B)
Boys Grade C (Division 2)	2nd runner-up:	Chan Chun Hung (2A), Choi Wai Yin (2A), Lau Wan Lok Johnathan (2B), Tang Wing Chak (2C), Tse Pak Hong (2C), Chan Ka Hong (2D), Chan Ho Yin (2E), Lai Ho Wai (2E)

- v. Handball  
Girls Grade C  
2nd runner-up: Choi Wing Ting (1A), Yim Man Ki (1A), Yung Sze Ching Daisy (2B), Cheung Yuen Sin (2B), Wong Man Wai (2C), Yeung Po Yan (2C), Lam Lai Hung (2D)
- vi. Basketball  
Boys Grade C (Division 2)  
Champion: Tsang Yiu Tong (1A), Fan Parco (1B), Yu Cheuk Hang (1B), Cheng Tsz Kiu (1E), Lo Chung Hang (1E), Yam Ka Wai (1E), Chan Chun Hung (2A), Lau Chi Pang (2B), Lau Wan Lok Johnathan (2B), Li Man Hin Calvin (2B), Ma Yat Long (2B)
- vii. Fencing  
Boys Grade A Foil (Individual)  
Champion: Tsang Hing Wa (6A)
- b. Shatin Happy Run 2008  
Boys 3km  
2nd runner-up: Lai Siu Wai (4A)
- c. Shatin District Athletics Meet 2008  
Boys Junior 1500m  
1st runner-up: Lai Siu Wai (4A)  
Boys Junior 800m  
2nd runner-up: Lai Siu Wai (4A)
- d. CyberRun for Rehab Healthy Steps in Cyberport 2008  
Junior Men (16-18 years) 5km  
1st runner-up: Lai Siu Wai (4A)
- e. 2nd Herbalife Shatin New Year Run  
Boys Junior III 3000m  
3rd runner-up: Lai Siu Wai (4A)
- f. PAC Easter Run 2008 – 10km  
Boys Junior III 10km  
7th runner-up: Lai Siu Wai (4A)

## G. Financial Report

### 1. Capacity Enhancement Grant

A subsidy of \$463,100.00 named Capacity Enhancement Grant from government was received for 2008/09.

#### a. Expenditure

1	Employing two additional teachers	\$	519,844.50
2	Employing two full-time Administrative Assistants and one part-time Administrative Assistant	\$	231,584.80
3	Employer's contribution to Mandatory Provident Fund for support staff	\$	36,445.96
<b>Total:</b>			<b>\$ 787,875.26</b>

#### b. Evaluation

Two additional teachers were employed. They took up the workload of two full-time regular teachers. The jobs included

- taking up Visual Art lessons and Liberal Studies lessons.
- taking up Mathematics lessons and Information Technology lessons.

Their presence provided relief to regular teacher. It created more room for curriculum work, and more time for professional training. Besides, the additional teachers help the panels to prepare teaching resources. They also provided valuable opinions for improving student performance. On the whole, the Capacity Enhancement Grant has been clearly helpful to students and teachers.

#### 2 Two full-time Administrative Assistants and one part-time Administration Assistant

The job included

- providing secretarial service.
- issuing school memoranda to students / parents.
- assisting teachers to organize school activities.

From the feedback of our teachers, the Administrative Assistants helped to release the workload of teachers. It created space for them to design and modify the curriculum to cater to different student needs and undertake various professional trainings.

## 2. Teacher Professional Preparation Grant

a. A subsidy of \$480,000.00 named Teacher Professional Preparation Grant from government was received for 2008/09.

### b. Expenditure

1	Employing two additional teachers	\$	501,130.00
2	Employer's contribution to Mandatory Provident Fund for teachers	\$	23,000.00
		<b>Total:</b>	<b>\$ 524,130.00</b>

### c. Evaluation

1 Two additional teachers were employed. They took up the workload of two full-time regular teachers. The jobs included

- taking up English Language lessons and Use of English lessons.
- taking up Design and Technology lessons and Information Technology lessons.

One of the teachers provided Design and Technology Education which helped to foster creativity, self-confidence and observation skills among students. Their presence also created spaces for teachers to attend courses in relation to NSS curriculum and school could better prepare for the implementation of NSS curriculum. On the whole, the Teacher Professional Preparation Grant was surely helpful to students and teachers.

### 3. New Senior Secondary Curriculum Migration Grant

- a. A subsidy of \$106,000.00 named New Senior Secondary Curriculum Migration Grant from government was received for 2008/09.
- b. There was no expenditure during the year. The remaining surplus will be used up to the end of 2011/12 school year.

### 4. School-based After-school Learning and Support Programme

- a. A subsidy of \$46,000.00 named Cash Grant for School-based After-school Learning and Support Programme from government was received for 2008/09.
- b. Expenditure  
A sum of \$6,192.30 was paid out to subsidize 42 target students. Details are shown as below:

Activities	Results of Evaluation
English Enhancement Class	There were 13 grant beneficiaries in the class. Feedback from students was positive. Students found the course useful and helpful.
Mathematics Tutorial Class	A total of 9 grant beneficiaries attended the class. Students found the course beneficial to them in improving their Mathematics.
Chinese and English Oral-speaking Training class	A total of 19 grant beneficiaries attended the class. Most of them found the course helpful and beneficial. The course helped to build up their confidence in impromptu talks and discussion.
English Speech Class	There was 1 grant beneficiary in the class. Student found the class helpful in developing confidence to deliver an English speech to the public.
Writing Class	A total of 2 grant beneficiaries attend the class. Feedback from students was positive. Students found the course helpful and suitable.
Phonetics Class	There were 3 grant beneficiaries in the class. Students found the course beneficial to them.

## 5. Olympism and Sports Grant

a. A subsidy of \$5,000.00 named Olympism and Sports Grant was received in the school year 2007/2008 and could be used up before October 2008.

b. Expenditure

1 Purchase of sports equipment	\$	2,618.70
2 Purchase of reference books	\$	1,881.30
3 Travelling expenses for participating sports activities	\$	500.00
<b>Total:</b>		<b>\$ 5,000.00</b>

## H. Mandatory Performance Measures

### 1. School Management

In 2008-2009, the School Management Committee comprises 13 registered school managers, including 1 Chairman, 1 School Supervisor, 1 Hon. Treasurer, 1 Hon. Secretary and 9 Directors.

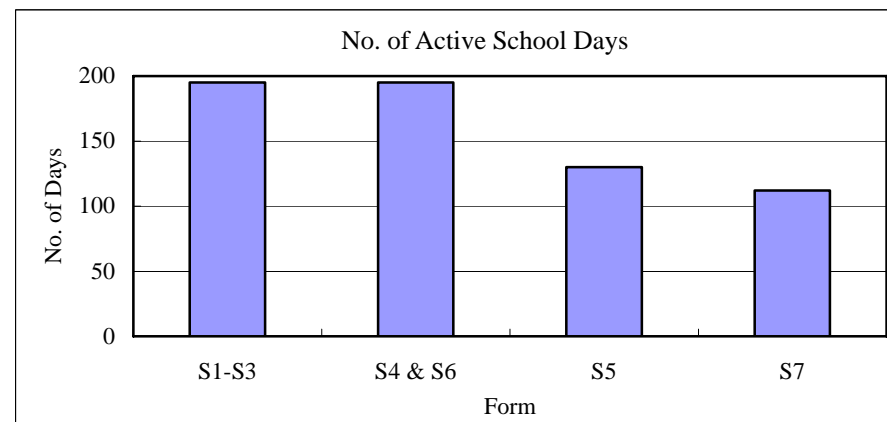
Chairman : Dr. Hung Hon Cheung  
 Supervisor : Rev. So Shing Yit  
 Hon. Treasurer : Mr. Fung Sau Chung  
 Hon. Secretary : Ms. Yau Oi Yuen  
 Directors : Mr. Chan Chi Yung  
                   Mr. Leung Kwok Kay  
                   Rev. Ng Pik Shan  
                   Mr. Soo Yee Yau  
                   Rev. Yu Ying Ngok  
                   Prof. Choi Kin Chung  
                   Dr. Su Chung Jen

Dr. Lai Kwan Hin  
 Dr. Li Kam Cheong  
 Dr. So Min Woon  
 Dr. Yu Huen  
 Mr. Chan Yee  
 Dr. Lee Wai Ting

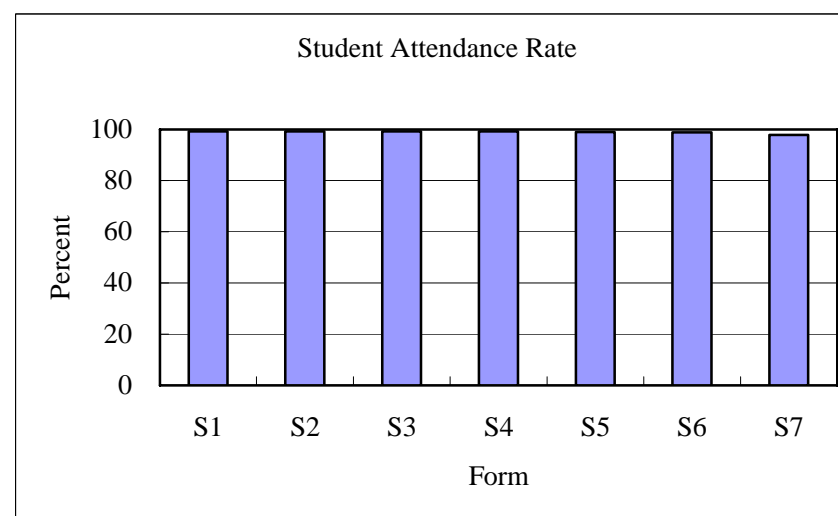
### 3. Class Organization

Level	S1	S2	S3	S4	S5	S6	S7	Total
No. of Classes	5	5	5	5	5	2	2	29
Total Enrolment	190	199	200	190	204	68	57	1,107

### 2. Number of Active School Days



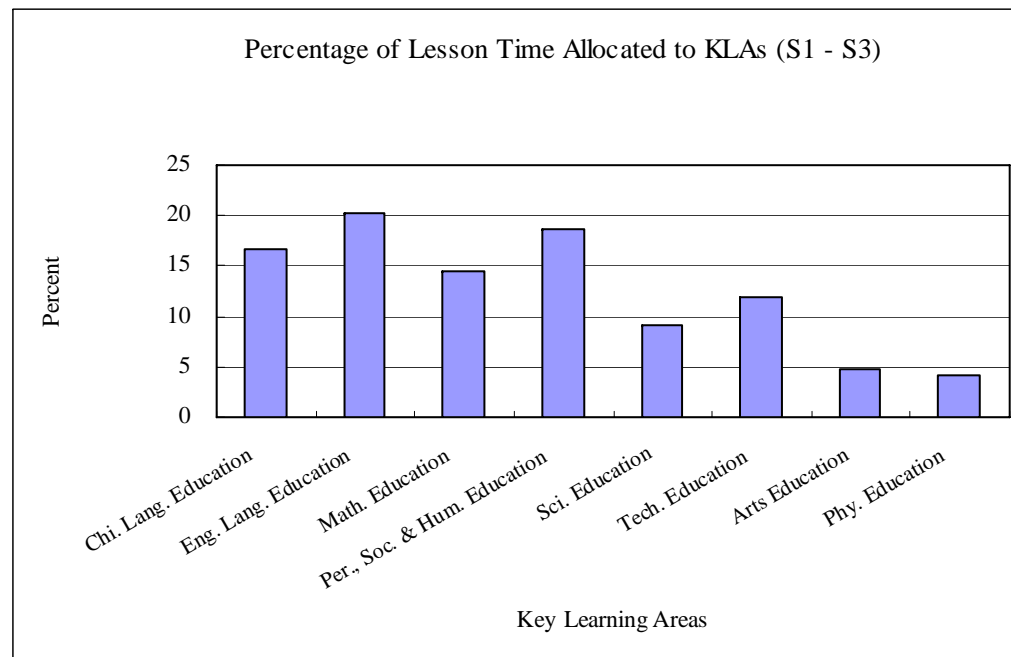
### 4. Student Attendance



### 5. Early Exit Students

Level	S1	S2	S3	S4	S5	S6	S7	Total
No.	0	1	1	3	2	2	0	8

### 6. Lesson Time for the 8 Key Learning Areas (S1 – S3)

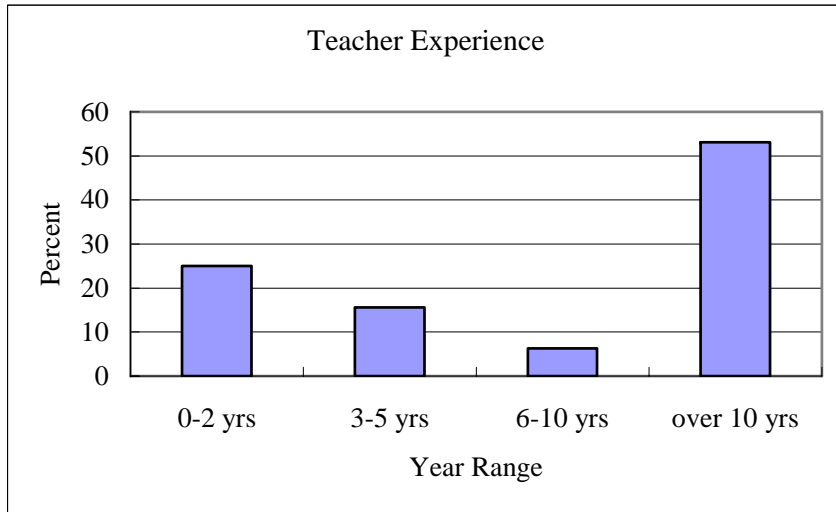


### 7. Teacher Qualifications

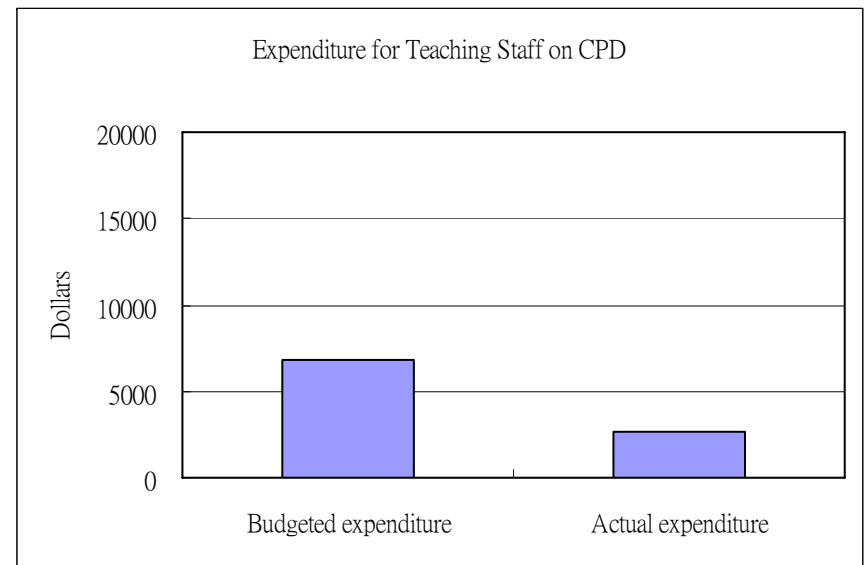
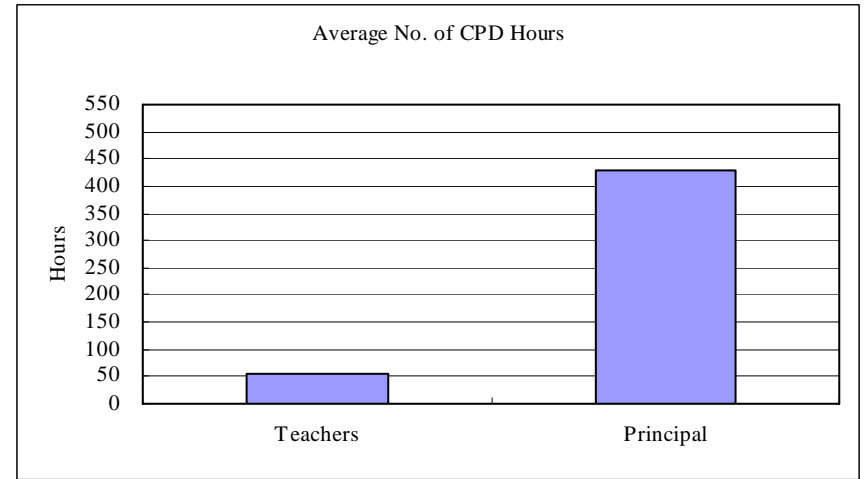
It has a full establishment of 57 teachers, 1 native-speaking English teacher, 2 IT technicians, 3 laboratory technicians, 9 clerical and administrative staff and 13 janitors. In addition, there are 8 teachers appointed with other government grants. The teacher qualifications are shown below:

Qualifications	No.	Percentage
MA / MS / MED with Dip. Ed. / Cert. Ed.	18	29.51%
Bachelor Degree with Dip. Ed. / Cert. Ed.	39	63.93%
Bachelor Degree	1	1.64%
Teacher's Certificate	3	4.92%

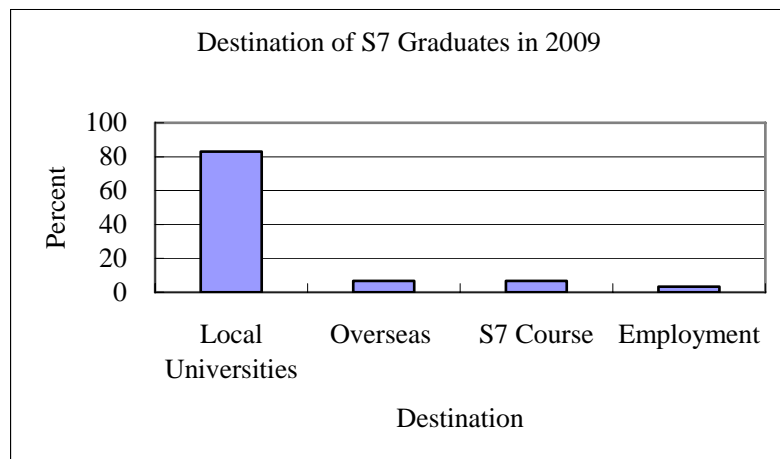
## 8. Teacher Experience



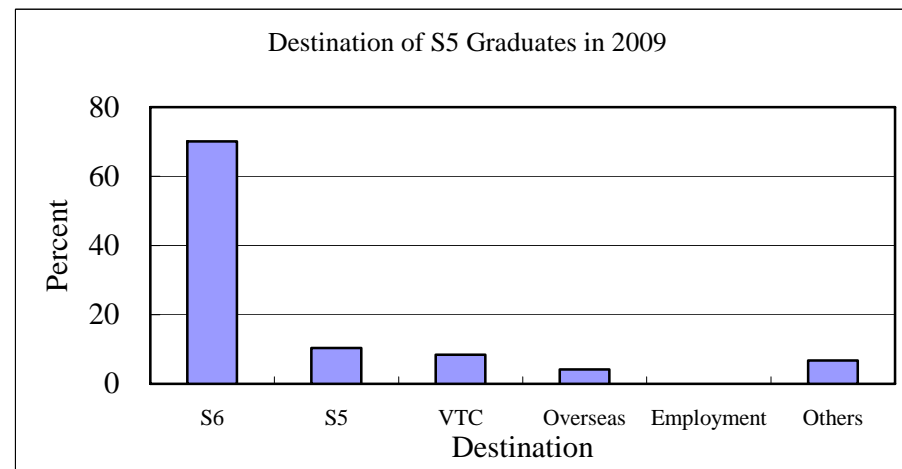
## 9. Teacher Professional Development



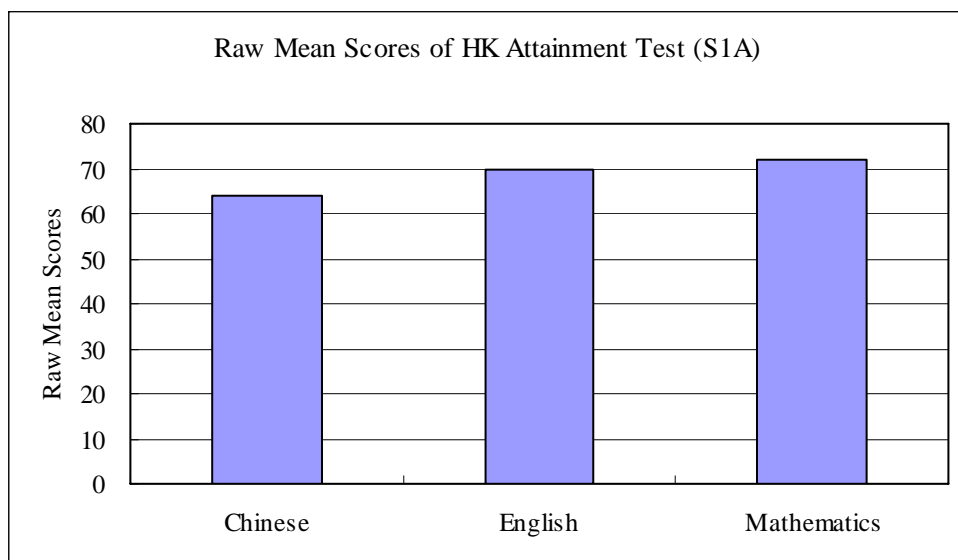
### 10. Destination of S7 Graduates in 2009



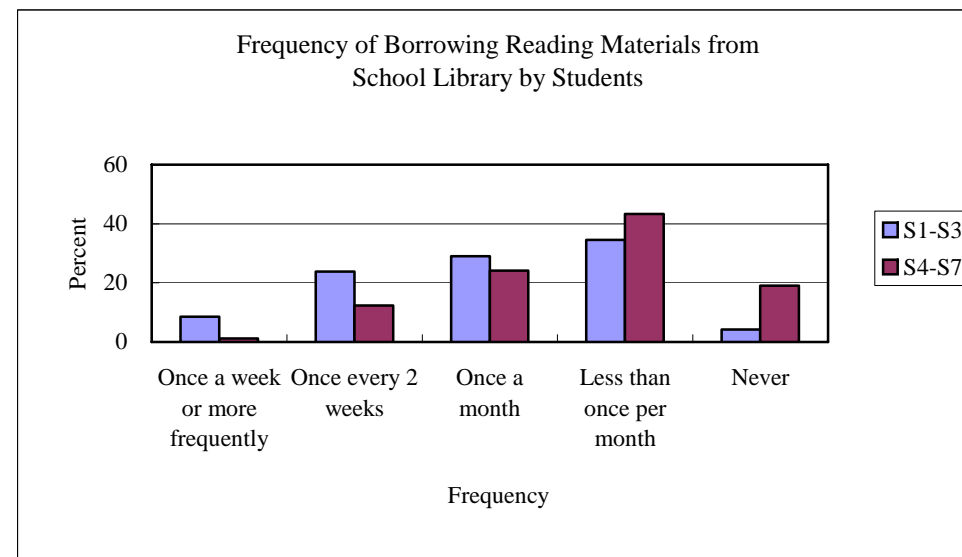
### 11. Destination of S5 Graduates in 2009



### 12. Hong Kong Attainment Test (S1A)



### 13. Student Reading Habit



# I. Key Issues for the Coming Years

1. Continuing to highlight Values Education
  - a. Continue to highlight Values Education in order to assist students to adopt positive values.
  - b. Strengthen collaboration between school and family, and nurture in our students a sense of responsibility, self-respect and empathy for others.
  
2. Effective transition to the New Academic Structure of Senior Secondary Education and developing a professional culture
  - a. Encourage teachers to participate in external and school-based training and renewal efforts, and heavy emphasis on developing a culture of professional exchange among our teacher.
  - b. Enhance the professional development of teachers by participation in training courses and School-based Support Services offered by the EDB and other organizations.
  - c. Review our teaching strategy so that students will be better equipped with a variety of learning skills appropriate to both subject-based and cross-subject learning.
  - d. Familiarize ourselves with the NSS Standard Referenced Reporting in order to raise the school's assessment literacy level.
  - e. Build in our students a strong language foundation, with a comprehensive range, capable of supporting diversified developments under the New Senior Secondary Education.
  
3. Developing an effective students' language capacity
  - a. Enhance language teaching by participating in the On-Site Curriculum Development Support Service provided by EDB.
  - b. Enhancements Programmes and Tutorial Schemes available to all students in need.
  - c. Build an English-rich environment by means such as the English Musical, Overseas Immersions Courses, Summer English Camps etc.
  - d. Young Authors' Lands, Post-reading Sharing on Select Authors, Writing Classes and Debate Competitions nurture competence in Chinese and Putonghua.
  
4. Optimum utilization of the Pui Ying Network in order to equip students with an international outlook  
Continue to utilize and develop the network, and to step up Hong Kong, Chinese mainland and international exchanges. We want to turn out a generation of young people who love their motherland and dare see themselves as world citizens.