

**Shatin Pui Ying College**  
**Annual School Report**  
**2010/2011**



# Contents

A.	School Vision and Mission .....	3
B.	Our School .....	3
C.	Major Concerns .....	4
D.	Implementation Plan and Evaluation	
1.	First Major Concern .....	6
2.	Second Major Concern .....	20
3.	Third Major Concern .....	28
4.	Fourth Major Concern .....	41
E.	Student Attainment .....	44
F.	Honours List .....	46
G.	Financial Report	
1.	Substitute Teacher Grant .....	58
2.	Composite Furniture and Equipment Grant .....	58
3.	OEBG Expenditure .....	61
4.	Capacity Enhancement Grant .....	62
5.	Enhanced Senior Secondary Curriculum Support Grant .....	63
6.	Liberal Studies Curriculum Support Grant .....	64
7.	New Senior Secondary Curriculum Migration Grant .....	65

8.	School-based After-school Learning and Support Grant .....	66
9.	School-based Support Scheme Grant for Schools with Intake of NAC .....	70
H.	<b>Mandatory Performance Measures</b>	
1.	School Management .....	71
2.	Number of Active School Days .....	71
3.	Class Organization .....	71
4.	Student Attendance .....	71
5.	Early Exit Students .....	72
6.	Lesson Time for the 8 Key Learning Areas (S1 – S3) .....	72
7.	Teacher Qualifications .....	72
8.	Teacher Experience .....	73
9.	Teacher Professional Development .....	73
10.	Destination of S7 Graduates in 2010 .....	74
11.	Hong Kong Attainment Test (S1A) .....	74
12.	Student Reading Habit .....	74
I.	<b>Key Issues for the Coming Years</b> .....	75

## **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 develop in our students 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 subsidized by government with 5 classes each for S1-5 and 2 classes each for S6-7 with a total enrolment of 1,075 students.
3. All S1 newcomers from the Shatin District are Band 1 students.
4. We have a full establishment of 56 teachers, 1 native-speaking English teacher, 2 IT technicians, 3 laboratory technicians, 10 clerical and administrative staff and 13 janitors. In addition, there are 7 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. Continuing to highlight Values Education**

- 1.1 Introduce “Theme of the Term” as focus for the cultivation of a specific set of virtues.
- 1.2 Sponsor talks and school-based programmes and activities offered by external organizations.
- 1.3 Promote Invitational Education.
- 1.4 Organize talks, sharing sessions and other activities to cultivate a sense of national belonging.
- 1.5 Host Inter-class Self-discipline Competition and School Cleanliness Competition.
- 1.6 Sponsor "Beautiful Life Scheme" for select junior and upper form students.
- 1.7 Provide training courses for class monitors/monitress and school prefects and equip them to be role models.
- 1.8 Introduce sex education with a number of foci.
- 1.9 Construct a harmonious campus by nurturing among students self-respect and love for others.

### **2. Effective Implementation of the New Academic Structure of Senior Secondary Education and Development of a professional culture**

- 2.1 Communicate with stakeholders school strategies on the NSS Academic Structure.
- 2.2 Adopt a flexible time-tabling arrangement to provide students with access to different elective subjects.
- 2.3 Promote on/off campus life-wide learning activities and nominate students to join them.
- 2.4 Equip students with study skills required of the NSS curriculum through seminars or experience sharing sessions.
- 2.5 Develop further the Student Learning Profile.
- 2.6 Sponsor Staff Development Days.
- 2.7 Nourish a culture of professional exchange among teachers.
- 2.8 Encourage teachers to make good use of the Standard-referenced Reporting Information Package on the requirement of HKSDSDE at different levels.
- 2.9 Update the resources bank on the NSS curriculum in the school intranet.
- 2.10 Make evaluations on curriculum planning such as timetabling, the subjects offered and manpower arrangement in NSS.
- 2.11 Further develop the curricula of Liberal Studies in junior forms.
- 2.12 Introduce small-class teaching for S4 and S5 Liberal Studies.
- 2.13 Review subject strategies for the implementation of NSS Education.

### **3. Developing strong language capacities**

- 3.1 Nurture reading habits among students.
- 3.2 Participate in the Quality School Improvement Programme offered by CUHK to enhance student interest and proficiency in English.
- 3.4 Provide programmes and courses to enhance language ability.
- 3.4 Strengthen language competence through extra-curricular activities.
- 3.5 Enrich the school environment to make it more English friendly.
- 3.6 Set up a Language Across Curriculum Team to support non-language subjects.

### **4. Optimum utilization of the Pui Ying Network and equipping students with an international outlook**

- 4.1 Organize trips to Pui Ying Schools in other parts of the world.
- 4.2 Exchange visits with other Pui Ying schools.
- 4.3 Broaden student outlook through reading and sharing.
- 4.4 Host talks and sharing sessions on global issues.
- 4.5 Encourage students to broaden their horizons by participating in life-wide learning activities.
- 4.6 Provide Information on voluntary services

## D. Implementation Plan and Evaluation

### 1. Major Concern: Continuing to highlight Values Education

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
<p><b>1.1</b> <i>Introduce “Theme of the Term” as focus for the cultivation of a specific set of virtues.</i></p> <p>The aim is to encourage students to think positively, and nurture a love for school, family and community</p>	Year-round	<ul style="list-style-type: none"> <li>➤ Students becoming more positive &amp; caring persons</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student feedback</li> <li>➤ Observation</li> <li>➤ Evaluation meeting</li> </ul>	<ul style="list-style-type: none"> <li>➤ All committees organized activities in line with the “Theme of the Term”—“Strengthen Yourself by Trusting Yourself” for the first term, and “Love Your Community” for the second term.</li> <li>➤ Student confidence was enhanced with activities such as leadership training camps, lectures on healthy self-image and wonderful life.</li> <li>➤ Six flag selling activities record the largest number of participants over the years. Eight students selected as student ambassadors for the Shatin District.</li> <li>➤ Students gave positive feedback, willing to listen and were reflective. More than 70% stakeholders including parents supported the cultivation of virtues. Teachers dedicated.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
<b>1.2 Sponsor talks and school-based programmes and activities offered by external organizations.</b>				
(a) Morning assembly	September 2010 – May 2011	<ul style="list-style-type: none"> <li>➤ Positive attitudes instilled in students</li> <li>➤ Students showing positive behaviour</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student response</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students usually attentive. Impressed by the sharing of lives and valuable experiences. Some classes gave positive response.</li> <li>➤ The sharing matched the theme of the term.</li> <li>➤ Theme of the term provided space for the cultivation of positive values.</li> </ul> <p><b>Suggestion:</b></p> <ul style="list-style-type: none"> <li>➤ More teacher supervision is needed for higher student attentiveness.</li> </ul>
(b) Day C or Day F assemblies	October 2010 – March 2011			<ul style="list-style-type: none"> <li>➤ Talks on “Keeping your Emotional Health” by Hong Kong Phab Association; on “Anti-Drug” by Neo Horizon, Hong Kong Sheng Kung Hui Welfare Council; on “Reflection upon Weight-losing and Cosmetic Surgery - Ways to Boost Self-Esteem”; on “Resisting Negative Influence” and on “The Use of Facebook” by Society For Truth And Light</li> <li>➤ Values such as love yourself, respect yourself, self-discipline, thankfulness and say “no” to drugs with resolve were shared with students.</li> <li>➤ The topics matched the theme of the term. Students were attentive and showed positive response.</li> </ul>



Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
(c) 內地義教服務團	January 2011 – May 2011	<ul style="list-style-type: none"> <li>➤ Students showing reflectiveness on the trip</li> <li>➤ Students making serious responses</li> </ul>	<ul style="list-style-type: none"> <li>➤ Number of participants</li> <li>➤ Students' response</li> </ul>	<ul style="list-style-type: none"> <li>➤ “Trip to Dongguan” took place this year.</li> <li>➤ More than 40 students signed up.</li> <li>➤ Through attending workshops, visiting families and tutoring kids of Dongguan labourers, students had a chance to experience simple life, learned to be content with material goods, and became respectful to others.</li> <li>➤ The trip exposed students to the life of the poor in China. Through home visits and training workshops, students learned to be thankful for what they have and cultivated respect for others.</li> <li>➤ This program matched the theme of the second term “Love Our Community”</li> <li>➤ Students shared deep reflections and gave serious responses.</li> </ul>
(d) People Come and Go (有「傘」有聚) Target: S7 students	February 2011	<ul style="list-style-type: none"> <li>➤ Attendees exceeding 60</li> <li>➤ Students acquiring fond memories of school life</li> </ul>	Student response through interviews	<ul style="list-style-type: none"> <li>➤ “People Come and Go” builds a sense of belonging.</li> <li>➤ S7 attendees exceeded 60.</li> <li>➤ It was joyful and pleasant.</li> <li>➤ Students understood that people come and go in life. They will treasure the people they cherish and the things they possess.</li> <li>➤ A sharing session showed a video of the school life of S7 students. Students were attentive. Response was positive.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
(e) A survey among S7 students on “Coping with Stress”, and a workshop on “How to Cope with Stress and not be Evasive” for students in need of stress relief service	November 2010 – March 2011	Students becoming more able to deal with stress	<ul style="list-style-type: none"> <li>➤ Student response</li> <li>➤ Questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sharing and workshop were held in each class by school social worker and educational psychologist.</li> <li>➤ Students were very attentive.</li> <li>➤ The survey helped students gain deeper self understanding and handle stress properly.</li> <li>➤ Class teachers and students gave positive feedback.</li> </ul> <p><b>Suggestions:</b></p> <ul style="list-style-type: none"> <li>➤ S6 and S7 students are going to take public examination next year, and they become more stressful. Class teachers need to pay more attention to students taking HKDSE.</li> <li>➤ To help students handle stress and emotion, it is suggested S5 students join the “Positive Emotion Program” next year. Mental health will be a major concern.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
(f) Life Education program Target: S4 students	October 2010- June 2011	Students acquiring positive attitude in life.	<ul style="list-style-type: none"> <li>➤ Student response</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ A program “Simulating Life – Planning Your Future” was conducted.</li> <li>➤ It was designed to help S4 students understand the importance of goal setting.</li> <li>➤ Over 80% students appreciated the importance of goal setting after the activity.</li> <li>➤ Students showed positive response.</li> </ul>
(g) PATHS Target: S1 and S2 students	August 2010- June 2011	Students acquiring positive attitude, self-respect and love for others	<ul style="list-style-type: none"> <li>➤ Student response</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ All S1 and S2 students joined PATHS Tier 1. Moral education lessons were conducted in class-teacher periods to promote positive attitudes, strengthen students’ positive thinking and help establish upright values.</li> <li>➤ Students were attentive and showed positive response.</li> <li>➤ More than 60 students joined Tier 2. They strongly agreed that the program helped build up their confidence, positive values and leadership.</li> </ul> <p><b>Suggestion:</b></p> <ul style="list-style-type: none"> <li>➤ The materials of the moral education lessons (Tier 1), revised by the social worker of Stewards, was good in quality. It is suggested we cooperate with Stewards next year.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
(h) ICAN Target: S4-S5	Year-round	<ul style="list-style-type: none"> <li>➤ Positive attitudes instilled in students</li> <li>➤ Students show positive behaviour, self-respect and love for others</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student feedback</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ S4 and S.5 students took part in the “I CAN program”.</li> <li>➤ Students and class teachers showed positive response. They agreed that moral education lessons helped promote positive attitudes, strengthen positive thinking and establish upright values.</li> </ul>
(i) Co-organize voluntary services with Yang Memorial Methodist Social Service	December 2010 & April 2011	Students engaging themselves in service	<ul style="list-style-type: none"> <li>➤ Feedback from social worker and questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>➤ 21 students participated in the two training sessions.</li> <li>➤ Students showed enthusiasm in caring for children and animals.</li> </ul>
(j) Recruit student helpers to sell flags for charity.	Year-round	Students appreciating the value of helping those in need	Feedback from students through informal interviews	<ul style="list-style-type: none"> <li>➤ 435 students sold flags for 6 charitable organizations.</li> <li>➤ Students found the flag selling activity meaningful and were willing to do it again.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
<b>1.3 Promote Invitational Education.</b> (a) Rite of Youth and Passing the Baton	November 2010 & February 2011	<ul style="list-style-type: none"> <li>➤ Positive attitudes instilled in students</li> <li>➤ Students show positive behaviour</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student feedback</li> <li>➤ Teacher feedback</li> <li>➤ Parent feedback</li> <li>➤ Observation</li> </ul>	<p><b>Rite of Youth</b></p> <ul style="list-style-type: none"> <li>➤ It was held for S4 students in November 2010.</li> <li>➤ It aimed at instilling in students positive attitudes towards life and helping them to set targets in studies.</li> <li>➤ Through the sharing of teachers and senior students, S4 students were encouraged to be responsible persons and independent learners. They also pledged to strive for excellence before parent representatives and teachers.</li> <li>➤ Feedback was positive</li> </ul> <p><b>Passing the Baton</b></p> <ul style="list-style-type: none"> <li>➤ It took place in February 2011.</li> <li>➤ In the ceremony, S7 students encouraged S6 (last cohort of HKALE students) and S5 (first cohort of NSS students) schoolmates to value and pass on the Pui Ying spirit.</li> <li>➤ Response was positive.</li> </ul>
(b) Talent Quests for each form	Year-round	<ul style="list-style-type: none"> <li>➤ Student potential realized</li> <li>➤ Students holding fond memories of school life</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student response</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students of each class performed in front of their schoolmates of the same form.</li> <li>➤ Most students enjoyed the activities and they acquired a memorable experience. It also helped cultivate a sense of belonging to their class and school.</li> <li>➤ Some students found they needed to spend a lot of time practising and doing rehearsal. Their studies were affected.</li> </ul> <p><b>Suggestion:</b></p> <ul style="list-style-type: none"> <li>➤ Cancel the program next year as there are similar programs run by other teams or committees.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
(c) Flying Eagle Award Scheme	Year-round	<ul style="list-style-type: none"> <li>➤ Active participation</li> <li>➤ Student achievement recognized</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student feedback</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ 117, 27, 10 and 2 students completed first, second, third and fourth phases of scheme respectively.</li> <li>➤ Success criteria met.</li> </ul>
(d) Merit Award to students with good conduct.		More students being awarded with merits	Number of students obtaining merits	<ul style="list-style-type: none"> <li>➤ Teachers were aware of the benefit of awarding merits to students with good conduct.</li> <li>➤ It helped encourage more students to behave well.</li> </ul>
(e) The Least Offences Award	Once a year	At the end of the school year	Number of students obtaining black marks and demerits.	<ul style="list-style-type: none"> <li>➤ The winners: S1: 1D S2: 2D S3: 3A S4: 4E S5: 5E S6: 6A</li> <li>➤ Some students, especially from junior forms, showed strong urge to behave properly in school.</li> </ul>
<b>1.4 Organize talks, sharing sessions and other activities to cultivate a sense of national belonging.</b>				
a. Flag raising ceremony	September 2010	Students observing the ceremony	Feedback from teachers through observation	The ceremony was held smoothly on 30 <sup>th</sup> September 2010. Students observed all the rules.

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
b. A sharing session about a tour to Sichuan	October 2010	Students more knowledgeable about the rescue work in Sichuan	Feedback from students through informal interviews	Students were attentive and they learnt more about the rescue work in Sichuan.
c. Display Boards on China	October 2010	Students more knowledgeable about their country	Feedback from students through informal interviews and questionnaire	This activity was canceled as resources failed to materialize.
d. Special talk on the 100 <sup>th</sup> Anniversary of the 1911 Revolution	April 2011	Students more knowledgeable about their country		Students found the sharing interesting. They were attentive and became more knowledgeable with the 1911 Revolution.
e. Nominating students to join relevant activities of other organizations.	Year-round	Students actively participating		<ul style="list-style-type: none"> <li>➤ Leo Law and Heric Kan of S6A were nominated to join the Beijing Exchange Programme organized by EDB.</li> <li>➤ They learnt about modern China and the strength of China today.</li> </ul>
1.5 <b><i>Host inter-class Self-discipline Competition and School Cleanliness Competition.</i></b>	November 2010 & March 2011	Students able to keep their classrooms clean	Feedback from teachers and prefects through informal interviews	<ul style="list-style-type: none"> <li>➤ Students cared about the results. They showed discipline and kept their classrooms clean. Target achieved.</li> <li>➤ The self-discipline Competitions were found effective in arousing student awareness of neat and tidy classrooms.</li> </ul> <p><b>Suggestion</b></p> <ul style="list-style-type: none"> <li>➤ It was suggested the competitions should include S6 and S7 classes.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
<p><b>1.6</b>    <i>Sponsor "Beautiful Life Scheme" for select junior and upper form students.</i></p>	<p>Monthly</p>	<ul style="list-style-type: none"> <li>➤ Moral standards raised because of correct values</li> <li>➤ Improved student behaviour</li> </ul>	<p>Feedback from staff</p>	<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>➤ Some active students were invited to join the scheme again in the coming academic year as leaders.</li> </ul> <p><b>Suggestion:</b></p> <ul style="list-style-type: none"> <li>➤ External resources should be deployed in order to lighten teacher workload.</li> </ul>
<p><b>1.7</b>    <i>Organize training courses for class monitors and school prefects and equip them to be role models in school</i></p>	<p>Year-round</p>	<ul style="list-style-type: none"> <li>➤ Monitors and prefects active as role models</li> <li>➤ Monitors and prefects performing duties actively</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher feedback</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ The training camp was found to be helpful.</li> <li>➤ It gave prefects a better understanding of their roles.</li> <li>➤ The camp helped promote team spirit.</li> <li>➤ Some prefects found the camp fees quite high which might discourage future participation.</li> </ul> <p><b>Suggestion:</b></p> <ul style="list-style-type: none"> <li>➤ Encourage students to apply for scholarship or other school funds.</li> </ul>



Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
<b>1.8</b> <i>Introduce sex education with a number of foci.</i>				
(a) Sex education Target: S1 students	September 2010	<ul style="list-style-type: none"> <li>➤ Students seriously exploring issues on getting along with the opposite sex</li> </ul>	<ul style="list-style-type: none"> <li>➤ Observation</li> <li>➤ Questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>➤ S1 Sex Education Workshop “Are You Ready” was held. Students understood and became aware of physical and psychological development during puberty.</li> <li>➤ Students paid high attention in a serious manner.</li> <li>➤ It’s good to arrange the workshop in the first week of September.</li> <li>➤ One sharing was added by Mr. Qian Fung, an alumnus. Students showed positive response.</li> </ul>
(b) Journey of Love Target: S2, S3 students	February 2011(S2) March 2011 (S3)	<ul style="list-style-type: none"> <li>➤ Students seriously exploring issues on getting along with the opposite sex</li> <li>➤ Becoming aware of responsibilities and love</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student response</li> <li>➤ Questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>➤ Talks for S2 and S3 students helped explore attitudes in interacting with the opposite sex and ways of showing respect for self and others. It also sought to highlight the values of gender equality and chastity before marriage.</li> <li>➤ Students showed good response and were very attentive during the talk.</li> </ul> <p><b>Suggestion:</b></p> <ul style="list-style-type: none"> <li>➤ Cooperate with Breakthrough Square or Life Angel Education Centre (The Evangelical Lutheran Church of Hong Kong) to organize the event next year.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
(c) Sex Education Target: S4 –S7 students	March 2011(S4) January 2011 (S5) 3/2011 (S.6) 1/2011 (S.7)	<ul style="list-style-type: none"> <li>➤ Students exploring issues on getting along with the opposite sex</li> <li>➤ Students able to handle the breaking up of a romantic relationship</li> </ul>	<ul style="list-style-type: none"> <li>➤ Observation of student responses</li> <li>➤ Questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sex Education workshop was conducted through case studies. Students discussed how they resisted pornographic information and an increasingly promiscuous culture.</li> <li>➤ In talks for students from S4 to S7, students explored 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 and showed interests in some case studies.</li> <li>➤ Students generally considered the talks helpful and the aims duly achieved.</li> <li>➤ Such sex education programmes were appropriate to the needs of puberty.</li> <li>➤ A sharing session was added with Mr. Qian Fung, an alumnus, as speaker. Students were attentive and showed positive response.</li> </ul> <p><b>Suggestion:</b></p> <ul style="list-style-type: none"> <li>➤ It's suggested that we cooperate with Life Angel Education Centre (The Evangelical Lutheran Church of Hong Kong) next year.</li> </ul>
(d) On intimacy Target: S1 –S7 students	October 2010 – December 2010	Students acquiring correct attitude on love relationship	<ul style="list-style-type: none"> <li>➤ Observation</li> <li>➤ Interviewing students</li> </ul>	<ul style="list-style-type: none"> <li>➤ A “Proper Friendship” Seminar was conducted by school social worker.</li> <li>➤ S1 to S7 students explored attitudes in making friends.</li> <li>➤ Most students acquired a better understanding of how to interact with the opposite sex and ways of showing respect for self and others.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
(e) Drama Activities on Sexual Harassment Target: S1 students	May 2011	Students learning how to prevent sexual harassment	Observation	Sexual Harassment Prevention Drama – “Say ‘No’ to Sexual Harassment” <ul style="list-style-type: none"> <li>➤ The Drama Association was invited to perform for S1 students. Through lively drama and discussion, students learned ways of protecting themselves from sexual harassment and how to prevent it from happening.</li> <li>➤ Students showed good responses to the lively drama and discussion.</li> <li>➤ Students came to learn how to prevent sexual harassment through live performances.</li> </ul>
<b>1.9 Construct a harmonious campus by nurturing among students self-respect and love for others.</b>				
(a) Peer Counseling Scheme Target: S1 students	September 2010 – June 2011	<ul style="list-style-type: none"> <li>➤ New students building rapport with seniors</li> <li>➤ Adapting to campus life</li> </ul>	<ul style="list-style-type: none"> <li>➤ Observation</li> <li>➤ Interviewing students</li> </ul>	<ul style="list-style-type: none"> <li>➤ S1 students were carefully guided to adapt to secondary school life. They received help and advice from senior students, which enables them to adjust in academic life and in personal growth. They strongly agreed that senior students could help them adapt to the new learning environment.</li> <li>➤ Moral education activities provided support and a sense of belonging to junior form students who were adapting to the new learning environment.</li> <li>➤ Senior students performed satisfactorily.</li> <li>➤ One form-based activity was held on OLE Day. Students were attentive and enjoyed it.</li> <li>➤ Some boys from S1 were unwilling to meet the seniors.</li> <li>➤ It's not possible to have the peer sharing in form time or during the monthly staff meeting because many senior students were prefects. They needed to report to duty.</li> </ul> <p><b>Suggestion</b></p> <ul style="list-style-type: none"> <li>➤ It's suggested that contact with S1 students be made through PYCnet especially in the second term.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
(b) Newcomers' Day Target: S1 students	August 2011	<ul style="list-style-type: none"> <li>➤ Parents and students able to know school better</li> <li>➤ Students able to build relationships with seniors</li> </ul>	<ul style="list-style-type: none"> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ There were 225 participants, 13 less than that of the previous year.</li> <li>➤ Parents were eager to raise questions and showed much concern about studies and campus life.</li> <li>➤ The Day enabled parents to know the school better.</li> <li>➤ The programme enabled students to get used to the new learning environment the soonest.</li> </ul>

## 2. Major Concern: Effective implementation of the New Academic Structure of Senior Secondary Education and Development of a professional culture

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
<b>2.1</b> <i>Communicate with stakeholders school strategies on the NSS Academic Structure.</i>				
(a) Talks to students	Year-round	Stakeholders becoming aware and supportive	<ul style="list-style-type: none"> <li>➤ Student feedback</li> <li>➤ Parent feedback</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Talks were organized for individual forms.</li> <li>➤ During the talks, higher form students encouraged their juniors to work hard in their studies. The seniors also shared their study and time management skills.</li> <li>➤ Representatives from S4 shared their experience in selecting NSS elective subjects. They encouraged S3 students to explore interests in different areas to prepare for NSS curriculum requirements.</li> <li>➤ Student response was positive.</li> </ul>
(b) S1-4 Parents' Meets	Oct 2010 (S1-3) Feb 2011 (S4)			<ul style="list-style-type: none"> <li>➤ S1-3 Parents' Meet and S4 Parents' Meet took place in October 2010 and February 2011 respectively.</li> <li>➤ The Principal and Vice-Principal reported on supporting measures for the smooth implementation of NSS curriculum. We also shared how parents can help equip their children for the NSS.</li> <li>➤ Parent feedback was good.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
(c) Regular briefings to teachers in staff meetings	Year-round	Stakeholders becoming aware and supportive	<ul style="list-style-type: none"> <li>➤ Teacher feedback</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ In Joint-Panel Heads Meetings, Panel Chairpersons reported on measures to implement NSS curriculum and assessment strategies.</li> <li>➤ In the Academic Committee, supporting measures to teachers and students in the implementation of NSS curriculum were developed.</li> <li>➤ Reports of progress on strategies were made in staff meetings regularly.</li> <li>➤ Teachers were clear about their roles in the implementation of NSS.</li> </ul>
(d) Briefing Directors of School Board				<ul style="list-style-type: none"> <li>➤ The Principal reported on progress in the implementation of NSS to Directors in School Board meetings.</li> <li>➤ Directors met the teachers and expressed their appreciation and support. They encouraged our teachers to strive for excellence.</li> <li>➤ Adequate communication between the school and the Directors of School Board.</li> </ul>
(e) Sharing on OLE and SLP	September, December 2010	Students showing greater concern	<ul style="list-style-type: none"> <li>➤ Feedback from teachers and students</li> <li>➤ Evaluation meeting</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students appreciated the importance of OLE and SLP in NSS.</li> <li>➤ Students engaged in self-reflection after OLE activities and kept a record of it.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
(f) OLE Day	September 2010	Students exposed to many aspects of OLE.	<ul style="list-style-type: none"> <li>➤ Feedback from teachers and students</li> <li>➤ Evaluation meeting</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students in different forms were assigned different OLE activities.</li> <li>➤ Participants gave positive feedback.</li> </ul>
2.2 <i>Adopt a flexible time-tabling arrangement to provide students with good access to elective subjects</i>	July - September 2010	Students enjoying a good variety of choices in subject selection	<ul style="list-style-type: none"> <li>➤ Student feedback</li> <li>➤ Teacher feedback</li> </ul>	<ul style="list-style-type: none"> <li>➤ The subject combinations and the number of electives offered are based on the survey findings of S3 students.</li> <li>➤ The first and second electives are stream-directed, but the third elective is not. Students are allowed to choose 1 out of 6 options as their third elective subject. The 6 options offered subjects from Science, Technology, PSHE and Arts KLAs. The arrangement allows students with different interests and ability to have greater variety of choices.</li> </ul> <p><b>Suggestions:</b></p> <ul style="list-style-type: none"> <li>➤ Students found great difficulty in doing BAFS and Combined Science.</li> <li>➤ A survey should be conducted for upcoming S3 students on their preferences for NSS subjects.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
<b>2.3</b> <i>Promote on/off campus life-wide learning activities and nominate students to join them.</i>				
(a) Inculcate moral and civic education in morning assemblies, class-teacher periods and assemblies	Year-round	<ul style="list-style-type: none"> <li>➤ Sufficient provision of other learning experiences</li> <li>➤ Student horizon broadened</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student feedback</li> <li>➤ Teacher feedback</li> <li>➤ Evaluation meetings</li> </ul>	<ul style="list-style-type: none"> <li>➤ Various teams and committees made use of morning assemblies, class-teacher periods and assemblies for relevant talks, sharing and workshops.</li> <li>➤ These activities provided different learning experiences to students.</li> <li>➤ Moral and civic education was systemically instilled into class-teacher periods.</li> <li>➤ Student and teacher feedback was positive.</li> </ul>
(b) Promote arts education through the introduction of the subject Integrated Arts in S4 & S5		<ul style="list-style-type: none"> <li>➤ Student interest in the arts raised</li> <li>➤ Presentation skills enhanced</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student feedback</li> <li>➤ Evaluation meetings</li> </ul>	<ul style="list-style-type: none"> <li>➤ In individual and group presentations, students did well. They applied knowledge learned from Integrated Arts, showed their creativity, marrying ability and presenting skills.</li> <li>➤ They became interested in different forms of arts, and enhanced their art appreciation ability.</li> </ul>
(c) Participate in School Culture Day Scheme and Arts Experience Scheme for Senior Secondary Students		<ul style="list-style-type: none"> <li>➤ Student cultural literacy enhanced</li> <li>➤ Students exposed to various arts experiences</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>➤ Students experienced different artistic forms such as drama, dance and opera.</li> <li>➤ The schemes not only strengthened cognitive and appreciation abilities, but also increased student interest in arts.</li> </ul>



Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
<b>2.4</b> <i>Equip students with study skills required by the NSS curriculum through seminars or experience sharing sessions.</i>	S1: 23/11/2010 S2: 16/11/2010 S3: 14/12/2010 S4: 5/11/2010 S5: 25/10/2010 S6: 24/11/2010 S7: 8/10/2010	Study skills enhanced	Feedback from students	<ul style="list-style-type: none"> <li>➤ Experience sharing sessions by students or teachers for different forms took place.</li> <li>➤ Student study skills enhanced.</li> </ul>
<b>2.5</b> <i>Develop further the Student Learning Profile Scheme.</i>	Year-round	Student academic and non-academic achievement clearly recorded	Records in Student Learning Profile	<ul style="list-style-type: none"> <li>➤ Sharing sessions on developing Student Learning Profile were offered.</li> <li>➤ Students' academic and non-academic achievements were recorded.</li> </ul>
<b>2.6</b> <i>Sponsor Staff Development Days.</i>	August 2010, December 2010 July 2011	<ul style="list-style-type: none"> <li>➤ Teaching skills enhanced</li> <li>➤ Teaching effectiveness achieved</li> </ul>	<ul style="list-style-type: none"> <li>➤ Observation</li> <li>➤ Questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>➤ Staff Development Days               <ul style="list-style-type: none"> <li>■ On 19<sup>th</sup> August 2010, Dr. C.S. Chiu from CUHK spoke on catering to individual differences among students. In the afternoon, a physiotherapist gave a talk on Occupation and Health.</li> <li>■ On 27<sup>th</sup> August 2010, Dr. C.K. Wong spoke on how to live a fruitful life. Dr. Wong's sharing encouraged teachers to reflect on the vocation of teaching.</li> <li>■ On 9<sup>th</sup> December 2010, Ms S.P. Ng Siu, resident educational psychologist, gave a talk on 'Molding our Life' and shared with teachers how to manage the class teacher period. Then Ms Yau and Mr. T.N. Chen spoke on the importance of lesson observation for teaching effectiveness. In the afternoon, Mr. C.W. Chan Chi Wai from EDB gave a talk on 'The Art of Reflection'.</li> </ul> </li> <li>➤ Teachers' feedback was positive.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
2.7 <i>Nourish a culture of professional exchange among teachers.</i>				
(a) Organize professional experience sharing sessions on skills required in NSS curriculum	Year-round	Teaching skills enhanced	Teacher feedback	<ul style="list-style-type: none"> <li>➤ Panel chairpersons arranged for professional experience sharing among panel members after attending seminars and workshops organized by external education institutes.</li> <li>➤ Teaching skills enhanced.</li> </ul>
(b) Join the Professional Development Schools (PDS) Scheme as participating school	September 2010 – June 2011	Effective learning and teaching of NSS Liberal Studies enhanced through experience sharing with other participating schools	Feedback from teachers and students	<ul style="list-style-type: none"> <li>➤ The Scheme helped equip teachers with necessary skills in teaching NSS Liberal Studies.</li> <li>➤ Through experience sharing, our teachers' horizons were broadened and a support network was built up.</li> </ul>
(c) Encourage peer observation with a focus on interactive learning and teaching in a 55 minutes lesson. Each teacher observes and is observed at least once in a school term.	Year-round	Teacher effectiveness improved	<ul style="list-style-type: none"> <li>➤ Records of lesson observation</li> <li>➤ Feedback from teachers through informal interviews</li> </ul>	<ul style="list-style-type: none"> <li>➤ Two lesson observations with focus on questioning technique in two terms can be achieved for most teachers.</li> <li>➤ Most teachers find lesson observations useful.</li> </ul> <p><b>Suggestions:</b></p> <ul style="list-style-type: none"> <li>➤ It is suggested that teachers should start peer lesson observation earlier.</li> </ul>
(d) Encourage teachers to attend seminars or courses on the NSS curriculum and share their experience with other teachers.		Professionalism enhanced	Records of seminar and course attendance	<ul style="list-style-type: none"> <li>➤ Teachers attended seminars or courses concerning NSS curriculum and experience was shared in panel meetings.</li> <li>➤ Professionalism was enhanced.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
2.8 <i>Encourage teachers to make good use of the Standard-referenced Reporting Information Package on HKDSE requirement at different levels.</i>		Understanding of HKDSE requirement at different levels enhanced	Feedback from teachers and students	<ul style="list-style-type: none"> <li>➤ The standard-referenced Reporting Information Package was used.</li> <li>➤ Understanding of HKDSE requirements at different levels was enhanced.</li> </ul>
2.9 <i>Update the resources bank on the NSS curriculum in school intranet.</i>	Year-round	Teachers' awareness of NSS requirement enhanced	Feedback from teachers	<ul style="list-style-type: none"> <li>➤ Resources bank was continually updated.</li> <li>➤ Teachers' awareness towards NSS enhanced.</li> </ul>
2.10 <i>Make evaluations on curriculum planning such as timetabling, subjects offered and manpower arrangement in NSS.</i>		Curriculum planning such as timetabling, subjects offered and manpower arrangement in NSS evaluated		<ul style="list-style-type: none"> <li>➤ Timetabling, the subjects offered and manpower arrangement in NSS were evaluated.</li> </ul>
2.11 <i>Further develop the curricula of Liberal Studies in junior forms.</i>		Curricula of Liberal Studies in junior forms developed		<ul style="list-style-type: none"> <li>➤ Evaluation meeting</li> <li>➤ Feedback from teachers and students</li> </ul>
2.12 <i>Introduce small-class teaching for S4 and S5 Liberal Studies.</i>		Learning diversity catered to and student-involvement enhanced	Feedback from teachers and students	<ul style="list-style-type: none"> <li>➤ Small-class teaching in S4 and S5 Liberal Studies implemented.</li> <li>➤ Small groups catered to learning diversity and generated more students' involvement.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
<p><b>2.13</b> <i>Review subject strategies for the implementation of NSS Education.</i></p>		<p>Measures to strengthen student ability to adapt to the requirements of NSS implemented</p>	<ul style="list-style-type: none"> <li>➤ Evaluation meetings</li> <li>➤ Feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>➤ Panel heads reported on the strategies for the implementation of NSS education in the Joint Panel Head Meeting.</li> <li>➤ Measures to enhance student language ability were taken to help junior form students to adapt to NSS requirement in each subject.</li> </ul>

### 3. Major Concern: Developing strong language capacities

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
<b>3.1</b> <i>Nurture reading habits among students</i>			➤	
(a) Introduce a 20-minute Reading Time each day.	20 minutes before 5th lesson	Student interest and habit in reading English books developed	➤ Feedback from teachers and students ➤ Record of books borrowed by students	➤ 20 minutes of reading time each day were implemented. ➤ Both teachers and students read English and Chinese books in alternate order. ➤ Student interest and habit in reading books developed.
(b) Co-ordinate reading schemes under different subjects and encourage students to read more books in different categories and languages.	Year-round	Students developing interest and habit in reading	Number of participants	➤ Most subjects provided reading schemes. Students were able to finish the assigned reading tasks. ➤ Some subjects set up class library in their special rooms to arouse student interests in reading. ➤ The English and Chinese Panel organized extensive reading schemes. 97.5% students met the minimum requirements. ➤ During English reading lessons, students were ready to share with their classmates what they had read. Junior form students read more since they had a reading lesson every cycle and they found the books provided interesting.

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
(c) Newspaper subscription	Year-round	Magazines subscribed	Subscription records	<ul style="list-style-type: none"> <li>➤ The library subscribed to different kinds of newspapers to cultivate reading interest and strengthen language competence.</li> <li>➤ The English newspapers subscribed included <i>South China Morning Post</i>, <i>The Standard</i> and <i>English Street</i>. Also, newspapers with strong Chinese and liberal studies coverage. Day options were also available.</li> <li>➤ Most students were willing to subscribe to newspapers regularly.</li> </ul>
(d) Book Fairs on school campus		Students showing interest in reading	<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>➤ Teachers and students were invited to recommend their favourite books at the Book Fairs.</li> <li>➤ There were more than 700 books sold last year, valued at HK\$40,000.</li> <li>➤ Response from teachers and students was good.</li> </ul>
(e) Make better use of the library with mini book exhibitions, English and Chinese Story-tellers Series.		Students showing interest in reading and being able to read extensively on their own	<ul style="list-style-type: none"> <li>➤ No. of books read</li> <li>➤ Student participation in Award Scheme</li> <li>➤ Quality of reports done by students</li> <li>➤ Student performance in oral presentation</li> </ul>	<ul style="list-style-type: none"> <li>➤ The Storyteller Series, was implemented. In this programme, teachers and students from S1 to S6 were invited to introduce their favourite books during lunchtime or after school.</li> <li>➤ Mini book exhibitions &amp; S1 library tour were organized to make better use of the library. Students are reading more English books now.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
<b>3.2</b> <i>Participate in the Quality School Improvement Programme offered by CUHK to enhance student interest and proficiency in English</i>		<ul style="list-style-type: none"> <li>➤ Student English proficiency raised</li> <li>➤ Student interest enhanced</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student performance</li> <li>➤ Teacher feedback</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Workshops on empowering English form conveners and on vocabulary building were led by staff from CUHK under QSIP.</li> <li>➤ With professional help from QSIP staff, teachers designed different English programmes for students.</li> <li>➤ Teaching materials and worksheets on “Slimming is beauty” were developed. It was found that S4 students could make use of what they had learned in their writing.</li> <li>➤ The leader of QSIP also observed lessons of our LS teachers. Post-lesson observation sharing was conducted. Teachers found it useful and their teaching professionalism was enhanced.</li> </ul>
<b>3.3</b> <i>Provide programmes and courses to enhance language ability</i>				
(a) 5-day English summer course for S1 newcomers	Between late July and early August	S1 students able to follow lessons conducted in English	<ul style="list-style-type: none"> <li>➤ Observation of S1 teachers</li> </ul>	<ul style="list-style-type: none"> <li>➤ There were altogether 114 newcomers taking part in the programme.</li> <li>➤ The programme helped S1 students adapt to an EMI environment</li> <li>➤ Students enjoyed themselves in the activities.</li> <li>➤ Both newcomers and tutors had positive feedback about the Programme.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
(b) Bridging programme for S1 newcomers	First few cycles in first term	S1 students able to follow lessons conducted in English	Observation of S1 teachers	➤ Bridging programmes were on schedule and effective.
(c) English tutorial classes after school	Year-round	Student English proficiency enhanced	<ul style="list-style-type: none"> <li>➤ Student performance</li> <li>➤ Teacher feedback</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Tutorial classes helped reduce average mark discrepancy in internal examinations. Improvement in examination result was observed.</li> <li>➤ Positive feedback from students.</li> </ul>
(d) English enhancement courses on Saturdays			<ul style="list-style-type: none"> <li>➤ Student performance</li> <li>➤ Tutor feedback</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Enhancement courses helped students obtain better results in both school &amp; public exams.</li> <li>➤ Student response was positive.</li> </ul>
(e) Joint school English oral practice for senior forms		Students equipped with better oral skills	<ul style="list-style-type: none"> <li>➤ Student performance</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Joint school oral practice for S7 students and inter-class oral practice for S4 - S7 students were organized. Group oral practice for S7 students were also available after term break.</li> <li>➤ Though senior form students were able to fulfill the tasks, quite a number tended to depend too much on their note card, which greatly affected their marks.</li> <li>➤ On the whole, student performance was satisfactory.</li> </ul>



Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
(f) English phonetics courses	Year-round	<ul style="list-style-type: none"> <li>➤ Student pronunciation improved</li> <li>➤ Student phonetic knowledge increased</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student performance</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Phonetics courses were offered.</li> <li>➤ Students found the courses useful and practical.</li> </ul>
(g) English public speaking courses		<ul style="list-style-type: none"> <li>➤ Student pronunciation improved</li> <li>➤ Student presentation skills and confidence enhanced</li> </ul>		<ul style="list-style-type: none"> <li>➤ The courses helped improve students' presentation skills.</li> <li>➤ Student feedback was positive.</li> </ul>
(h) Youth Forum		<ul style="list-style-type: none"> <li>➤ Student presentation skills and confidence enhanced</li> </ul>		<ul style="list-style-type: none"> <li>➤ Training was given to each form and helped equip students with necessary presentation skills.</li> <li>➤ Students were not only ready to take part in the Youth Forum as speakers but also as MCs.</li> <li>➤ Some students became trainers for other forms.</li> <li>➤ Students became more confident and were willing to be ambassadors on occasions when English was the medium of communication.</li> </ul>
(i) Summer Overseas Immersion Study Tour (3 weeks)	July 2011 – August 2011	<ul style="list-style-type: none"> <li>➤ Student English proficiency raised</li> <li>➤ Student interest enhanced</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student feedback</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ 23 students led by an English teacher and an Economics teacher joined the tour.</li> <li>➤ Students were exposed to the English environment of Vancouver, Canada.</li> <li>➤ They enjoyed the tour very much.</li> <li>➤ Their interest and proficiency in English enhanced.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
(j) Summer English Day Camp for junior students	July 2011 – August 2011	<ul style="list-style-type: none"> <li>➤ Student English proficiency raised</li> <li>➤ Student interest enhanced</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student feedback</li> <li>➤ Tutor feedback</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ 124 junior form students joined the Day Camp. Through the 3-week programme, students learned from their native-speaking English tutors. Their interest in English was enhanced and proficiency raised.</li> <li>➤ A 1-week Summer English Day Camp was also provided for S5 and S6 students. Students were divided into small groups to facilitate interactions between members and native-speaking tutors. Students' confidence in speaking English enhanced. They also acquired a better understanding of a foreign culture.</li> </ul>
(k) Chinese writing classes offered by writers	Year-round	Student Chinese writing skills enhanced	<ul style="list-style-type: none"> <li>➤ Student performance</li> <li>➤ Tutor feedback</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ A creative writing class for junior forms was taught by young writers, and a novelette writing class for senior forms was conducted by renowned author Mr. Leung Wai Lok.</li> <li>➤ It helped to nurture student interest and skills in writing.</li> <li>➤ Student response was good.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
(l) Inter-school Chinese oral practice for senior forms	Year-round	Students equipped with better oral skills	<ul style="list-style-type: none"> <li>➤ Student performance</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ S6 students were invited to participate in a Speaking Contest for Hong Kong Students hosted by the Hong Kong Institute of Education. Less than half attended. Response was not so good.</li> <li>➤ S7 students attended an inter-school Chinese oral practice session and mock oral exams at SKH Tsang Shiu Tim Secondary School and our school.</li> <li>➤ Through interaction with students from other schools and from observation, we were inspired to improve our own oral skills.</li> </ul>
(m) Chinese public speaking course		<ul style="list-style-type: none"> <li>➤ Students equipped with better oral skills</li> <li>➤ Student presentation skills and confidence enhanced</li> </ul>		<ul style="list-style-type: none"> <li>➤ Students were helped in this public speaking course. With small classes and immediate interaction, it was effective.</li> </ul>
(n) Putonghua broadcasts in morning assemblies	Once each term	Student interest in Putonghua enhanced	<ul style="list-style-type: none"> <li>➤ Student feedback</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ There were 3 broadcasts in total.</li> <li>➤ All broadcasts ran on schedule.</li> <li>➤ Students were very attentive during the morning assemblies and their response was positive.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
(o) Free Talks boost power of expression and self-confidence.	Every Wednesday English Language lessons	Students able to speak with confidence in public	<ul style="list-style-type: none"> <li>➤ Observation</li> <li>➤ Visit by the Principal</li> </ul>	<ul style="list-style-type: none"> <li>➤ Free Talks took place in all classes and student performance was good.</li> </ul>
(p) School anniversary celebration programmes introduced in English by masters of ceremony.	April 2011	Students can well follow the progress of the celebration	Feedback from students	<ul style="list-style-type: none"> <li>➤ Teachers and students were willing to use English to promote and conduct programme.</li> <li>➤ An English-rich environment on campus is thus created.</li> </ul>
<b>3.4 Strengthen language competence through extra-curricular activities</b>				
(a) English musical	Year-round	<ul style="list-style-type: none"> <li>➤ Student English proficiency raised</li> <li>➤ Student presentation skills and confidence enhanced</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student feedback</li> <li>➤ Teacher feedback</li> <li>➤ Feedback of participants</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ The 6<sup>th</sup> English Musical “Project Messiah” was put on stage in July 2011 and was well-received.</li> <li>➤ Through intensive training, students learnt how to project their voices and pronounce the words clearly and correctly.</li> <li>➤ Apart from learning English, generic skills like problem-solving, communication, creativity, collaboration, etc. were nurtured.</li> </ul>
(b) S1 and P6 English Fun Camp	October & November, 2010	<ul style="list-style-type: none"> <li>➤ Student English proficiency raised</li> <li>➤ Presentation skills and confidence enhanced</li> <li>➤ Students taking active leading roles</li> <li>➤ P.6 students enjoying the camp</li> </ul>		<ul style="list-style-type: none"> <li>➤ Though not all students were ready to be leaders or helpers, many were recruited to be co-coordinators of the S1 and P6 English Fun Camp.</li> <li>➤ More than 70 students volunteered to take part in these two English camps. It was also a good way for them to practise their speaking skills.</li> <li>➤ The programme was well-received.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
(c) English Corner	Year-round	<ul style="list-style-type: none"> <li>➤ Majority of students communicating in English effectively and with confidence</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student feedback</li> <li>➤ Teacher feedback</li> <li>➤ Feedback of participants</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ English activities were provided by an English teacher for S1 students. The activities aimed at making learn English fun.</li> <li>➤ “Adventure World Glimpses” was provided by the native-speaking English teacher for each S2 class.</li> <li>➤ Student feedback to the activities was positive.</li> </ul>
(d) English Week	January 2011	<ul style="list-style-type: none"> <li>➤ Students’ willingness to participate in programmes</li> </ul>		<ul style="list-style-type: none"> <li>➤ Various activities like tongue twister, food tasting, variety show were launched outside the classroom to help promote an English-rich environment.</li> <li>➤ A Quiz Competition was organized for S2-3. Students’ response was good.</li> <li>➤ Junior form students showed great enthusiasm in the activities whereas senior form students were less so. The latter had to face exams soon.</li> </ul>
(e) English Debate Society	Year-round	<ul style="list-style-type: none"> <li>➤ Students’ willingness to participate in activities</li> </ul>	<ul style="list-style-type: none"> <li>➤ Number of students joining the society</li> </ul>	<ul style="list-style-type: none"> <li>➤ The Debate Team provided students with opportunities to practise speaking and analytical skills.</li> <li>➤ Students gained invaluable experience in the Secondary School Mock Trial Competition.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
(f) On-line Chinese writing through PYCnet	Year-round	<ul style="list-style-type: none"> <li>➤ Student interest in writing raised</li> <li>➤ Student writing skills enhanced</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student performance</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ A web-based interactive platform named “Young Authors’ Land” has been in operation for more than 6 years.</li> <li>➤ Students submitted their writings and commented on the works of others’ online.</li> <li>➤ Teachers monitored and conducted assessment through web administration.</li> <li>➤ Students participated actively. They uploaded many pieces of writings. But their thematic writing showed lower quality than last year.</li> <li>➤ Mr. Kwan Mong Nam (關夢南) volunteered to give an editor training course for our young writers.</li> </ul>
(g) On-line Chinese exercises and competitions in PYCnet: S1 ~ “查字典練習及比賽”, “字形辨識練習” S2 ~ “成語練習” S3 ~ “簡化字練習”		<ul style="list-style-type: none"> <li>➤ Student interest raised</li> <li>➤ Student Chinese proficiency enhanced</li> </ul>		<ul style="list-style-type: none"> <li>➤ Students were encouraged to do exercises online and to develop independency in self-learning.</li> <li>➤ Most students participated, but not many care to look words up in the dictionary.</li> <li>➤ Interest and proficiency in Chinese were enhanced.</li> </ul>
(h) Language activities offered by Chinese Society		Student interest raised	<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>➤ The activities were well received and aroused much student interest.</li> </ul>
(i) Putonghua Corner				

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
(i) Participating in language activities and competitions offered by external organizations	Year-round	Student interest in Chinese and English enhanced	<ul style="list-style-type: none"> <li>➤ Student performance</li> <li>➤ Records of student participation</li> </ul>	<ul style="list-style-type: none"> <li>➤ More than 30 students took part in Stories Alive Writing competition and 10 pieces were submitted.</li> <li>➤ 19 students took part in HK Young Writers Awards competition and around 10 pieces were submitted. Three students got on the waiting list and one student received an award.</li> <li>➤ All S6 students participated in the Budding Poet Competition and 20 submissions were made. Two awards were won.</li> <li>➤ 2 students participated in 4.23 World Book Day Creative Competition in 2011. One won an Outstanding Award.</li> <li>➤ 24 students contested the Hong Kong Schools Speech Festival in Putonghua and two won prizes.</li> <li>➤ See Honours List for details.</li> </ul>
<b>3.5 English-enriched environment</b>				
(a) Appoint English buddies to create an English-rich classroom	Year-round	Students showing interest in the programme	<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>➤ Teachers and students were willing to use English in promoting and conducting programme. In this way, an English-rich environment on campus could be created.</li> <li>➤ Students became more confident in speaking English.</li> <li>➤ Language Partners were appointed who would speak with schoolmates during school hours.</li> <li>➤ Positive feedback from students</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
(b) Using English to promote activities via announcements, notices and posters	Year-round	Students able to promote activities in English	<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>➤ Since most students were able to read promotional messages in English, all posters on campus were in English (except those from Chinese Dept.)</li> </ul>
(c) English Speaking Days	Year-round (Every Monday)	Students willing to speak English and with confidence	<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>➤ Monday is made an English Speaking Day and English teachers were encouraged to communicate with students in English and English only.</li> <li>➤ Some S1 students were keen on speaking English with teachers in order to earn stickers. They were invited to share with their schoolmates.</li> <li>➤ More incentive is needed to motivate students to speak up.</li> </ul>
(d) Posting English materials and famous quotes on bulletin boards in classrooms and along corridors	Year-round	Students showing interest in English		<ul style="list-style-type: none"> <li>➤ Believing that “seeing is learning”, English material and quotations were posted on the bulletin board of classrooms and everywhere on campus.</li> <li>➤ Both teachers and students liked reading the quotations on campus.</li> <li>➤ An English pricelist at the tuck shop helps students learn and use English.</li> </ul>
(e) Arrange for library lessons or English learning activities in case of teacher absence.		Student interest in learning English enhanced	Feedback from teachers and students	<ul style="list-style-type: none"> <li>➤ Library lessons in case of teacher absence were in place.</li> <li>➤ Teaching assistants also had English learning materials prepared in case of teacher absence.</li> <li>➤ Students learnt English in a more relaxed environment.</li> </ul>



Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
(f) Encouraging members of Pui Ying News Group to do interviews and write reports in English	Year-round	Members of Pui Ying News Group using English frequently in their work	Feedback from students	<ul style="list-style-type: none"> <li>➤ Students wrote reports on different school events.</li> <li>➤ The reports were published in PYCnet.</li> <li>➤ Students enjoyed acting as reporters and had improved a lot in interviewing and writing skills.</li> </ul>
<b>3.6</b> <i>Set up a Language Across Curriculum Team to support non-language subjects.</i>		English learning environment enhanced	Feedback from teachers and students	<ul style="list-style-type: none"> <li>➤ Language Across Curriculum Team was set up.</li> <li>➤ The work of the Team was well appreciated by the inspectors of EDB during their visit in May 2011.</li> <li>➤ For details of their comments, please see the MOI Focus Inspection Report (2011).</li> </ul>

#### 4. Major Concern: Optimum utilization of the Pui Ying Network and equipping students with an international outlook

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
4.1 <i>Organize trips to Pui Ying Schools in other parts of the world.</i>	4/2010 & 7-8/2010	Sense of belonging to Pui Ying family enhanced	<ul style="list-style-type: none"> <li>➤ Student feedback</li> <li>➤ Parent feedback</li> <li>➤ Teacher feedback</li> </ul>	<ul style="list-style-type: none"> <li>➤ We organized a trip to Jiangmen Pui Ying to celebrate the School's 132<sup>nd</sup> Anniversary. School Directors, the Principal, 8 members of teaching and non-teaching staff, 18 parents and family members and 35 students participated in the celebration activities. Students enjoyed the opportunity to exchange with students of other Pui Ying Schools.</li> <li>➤ Wong Yuen Sam (4A) won the "Pui Ying Cup" Cantonese Opera Contest.</li> <li>➤ The School Board sponsored a 3-week Overseas English Immersion Course to Vancouver, Canada in July 2011. An English teacher and an Economics teacher led 23 students on this trip. They attended English classes and visited scenic spots. Student feedback was positive. Their English competency was enhanced. They were grateful to have such an opportunity and their sense of belonging to the school was fostered.</li> </ul>
4.2 <i>Exchange visits with other Pui Ying schools.</i>	Year-round	Sense of belonging to Pui Ying family enhanced	<ul style="list-style-type: none"> <li>➤ Observation</li> </ul>	
4.3 <i>Broaden student outlook through reading and sharing.</i>	Year-round	<ul style="list-style-type: none"> <li>➤ Student outlook broadened</li> <li>➤ Critical thinking developed</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student feedback</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ A school-based reading platform "世界之窗" provided select articles or news of current issues for reading and discussion among teachers and students.</li> <li>➤ Topics included East China Sea Dispute (中日東海問題), Southern Africa (南部非洲), Chaos in Arabian World (阿拉伯世界動盪), Conflicts of South Korea and North Korea (兩韓問題), Who's Ai Wei Wei (誰是艾未未), and Wedding of Royal Family (你不知道的皇室婚禮).</li> <li>➤ These readings helped broaden student horizon and enrich their knowledge of current affairs. It also aided in their Liberal Studies.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
<p><b>4.4</b> <i>Host talks and sharing sessions on global issues.</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>➤ Student feedback</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Seminars and the “Meeting with Scholars/Experts” Series for students were scheduled. Experts and celebrities such as Mr. K.K. Leong, Senior Counsel, S.C and Legislative Councillor; Mr. C.Y. Lee, Legislative Councillor; Mr. P.W. Cheng, Chief News Editor, News Desk, Sing Tao Newspaper Group Limited; Dr. S.W. Wong, Associate Professor, Department of Applied Social Studies; Mr. Derek Sun, Design, Planning and Destination Development Manager of West Kowloon Cultural District; came to meet with our students on topics such as law and politics.</li> <li>➤ 15 professors and postgraduate students from Rangsit University, Thailand visited us in October, 2011. Our Principal and teachers expounded on administrative management and school culture while our students spoke of widening horizons and English learning. Student reporters of MATRIX, our English newspapers, interviewed the guests and led them on a campus tour. On the occasion, students staffed most of the procedures in fluent English with impressive manners. They truly benefit from this exchange opportunity.</li> <li>➤ By request of the HKIED, we received nine scholars from the Tokyo University of Foreign Studies on 4<sup>th</sup> May 2011. The guests observed classes and had post-observation sharing with the teachers concerned. Students shared with the guests various ways of learning English. Many students volunteered to provide reception for the guests and they actively engaged the guests on English learning and cultural differences.</li> <li>➤ Two American scholars specializing in gifted education visited us on 16<sup>th</sup> May, 2011. Teachers addressed the guests on our school-based strategies of gifted education. Students also spoke on their learning experience and how they benefited from the school policy.</li> <li>➤ The exchange with overseas guests and scholars provided invaluable opportunities to experience different cultures and enhance confidence in speaking English. These occasions helped broaden students’ outlook.</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
<b>4.5</b> <i>Encourage students to broaden their horizons by participating in life-wide learning activities.</i>				
(a) Introduce ECA groups to students and facilitate their applications.	September 2010	S1 and S2 students joining at least one ECA group and no more than three.	Computer records	<ul style="list-style-type: none"> <li>➤ S1 and S2 students joined at least one ECA group.</li> <li>➤ All students participated in not more than three ECA groups.</li> </ul>
(b) Publicize activities offered by outside organizations.	Year-round	Students attending a wide variety of quality activities organized by other organizations	<ul style="list-style-type: none"> <li>➤ Records of student participation</li> <li>➤ Feedback from students</li> </ul>	<ul style="list-style-type: none"> <li>➤ Many students joined activities outside school.</li> <li>➤ Students who joined activities outside school gave positive feedback.</li> </ul>
<b>4.6</b> <i>Provide information on voluntary services</i>	September 2010	Students knowing what skills are required in voluntary services	Feedback from students through informal interviews	<ul style="list-style-type: none"> <li>➤ Target has been met. Students actively participated in voluntary work.</li> <li>➤ The total number of hours of voluntary work: 3,110 hours, 505.5 more than last year.</li> </ul>

## E. Student Attainment

### 1. S1 newcomers:

All S1 newcomers from our own district are Band 1 students.

### 2. S3 promotion to S4:

All S4 places in our school are filled by our own S3 students.

### 3. S7 Hong Kong Advanced Level Examination in 2010:

- a. The average pass percentage for all subjects has reached 99.0%, compared with the Hong Kong average of 78.6%. Subjects achieving 100% pass are: Use of English (ASL), Chinese Language and Culture (ASL), Computer Applications (ASL), Chinese Literature, Chinese History, Economics, Geography, History, Principles of Accounts, Physics and Pure Mathematics
- b. The average credit and distinction percentage for all subjects is 41.9%, compared with the Hong Kong average of 21.8%. Most subjects achieve credit and distinction percentages well above the overall Hong Kong figures. They include Use of English (ASL), Chinese Language and Culture (ASL), Chinese Literature, Chinese History, Economics, Geography, History, Principles of Accounts, Biology, Chemistry, Physics, Computer Applications (ASL) and Pure Mathematics.  
The credit and distinction rate for Chinese History and Computer Applications (ASL) is about 2.5 times the Hong Kong average.  
For Chinese Language and Culture (ASL), Geography and Pure Mathematics, the credit and distinction rate is about 2 times the Hong Kong average.  
For Pure Mathematics, Chinese History and geography, the credit and distinction rate is about 2.5 times the Hong Kong average.  
For Use of English (ASL) Economics, History, Principles of Accounts, Chemistry and Physics, the credit and distinction rate is about 1.5 times the Hong Kong average.
- c. Both Mok Hong Yin and Leung Wing Kan scored 3A1B1C and Wong Wing Yee scored 3A1C1D.
- d. 98.2% of our graduates gain university admission.
- e. Mak Tin Chak got 7 distinctions and 2 merits in the HKCEE in 2010. Mak was admitted to BBA (Hons), CUHK through the Early Admission Scheme in 2011.
- f. Chan Hoi Tung (6B) and Li Shi Pui (6B) are admitted to Tsinghua University, China.

## 2011 HKALE Credit & Distinction Rates

Subject with 70% Credit & Distinction Rates:

	A-C (SPYC)	A-C (HK-wide)
Chinese History	75%	26.4%

Subjects with Credit & Distinction Rates of 60% and above:

	A-C (SPYC)	A-C (HK-wide)
History	66.7%	36.1%
Pure Mathematics	63.6%	27.7%

Subject with Credit & Distinction Rate of 50% and above:

	A-C (SPYC)	A-C (HK-wide)
Geography	50.0%	23.5%
Chinese Language and Culture (ASL)	53.2%	25.1%
Computer Applications	50.0%	17.4%

Subjects with Credit & Distinction Rates of 30% and above:

	A-C (SPYC)	A-C (HK-wide)
Chinese Literature	35.3%	28.9%
Economics	44.4%	23.4%
Principles of Account	42.9%	24.9%
Chemistry	44.8%	23.7%
Physics	47.6%	24.5%

## F. Honours List

1. Greening School Project Award 2010-2011, Leisure and Cultural Services Department  
Champion in Horticultural Maintenance Award (Person-in-charge: Hung Yee Fan)
2. Volunteer Recognition Programme, Shatin District Council  
Golden Award: Kwok Wing Tung (3C), Cheung Siu Chun (4B), Tsang Lai Shuen (5D), Tsang Chui Fong (5D), Ching Wai Ping (5E)  
Bronze Award: Ho Kai San (5D), Or Wing Sum (5D), Chan Pik Ying (5E), Chiu Mei On (5E)
3. The Hong Kong Award for Young People  
89th Silver Award Recipient: Lo Hiu Lam (5A), Yin Ying Xin Amy (7B), Chan Sau Man (2009-2010 7B)
4. Mingpao Student Reporters 2010-2011  
Tong Ka Yan (4A), Mak Cheuk Man (4C), Wong Hoi Yan (5C)
5. “4.23 World Book Day Creative Competition in 2011” on the theme of “Modern China”  
Outstanding Award in the Senior Secondary English Category:  
Tiffany Chan Hoi Tung (6B)
6. The 4<sup>th</sup> Hang Lung Mathematics Awards  
Honorable mention: Mak Tin Chak (6B), Hui Hon Ka (6B), Wong Wing Yee (7B), Wong Ho Ming (2009-2010 7B), Leung Man Han (2009-2010 7B)
7. The HuaXia Cup Mathematical Olympiad 2011(Hong Kong)  
3<sup>rd</sup> Class Honour: Chui Ka Man (1C), Lam Ka Wai (1D), Tang Wai Tin (1E)  
2<sup>nd</sup> Class Honour: Yip Ho Hong (1E)
8. The Hong Kong Mathematical High Achievers Selection Contest  
3<sup>rd</sup> Class Honour: Mak Hoi Ki (3B)
9. The Hong Kong Mathematics Olympiad  
2<sup>nd</sup> Class Honour in Heat Event: Lai Kwun Hang (5A)
10. The Pui Ching Invitational Mathematics Competition organized by Pui Ching Education Centre  
Merit in Heat Events, Finalist Round:  
Leung Cheuk Man (2B), Hui Hon Ka (6B), Mak Tin Chak (6B)

11. S-Math 數學全面提升計劃 2010-2011  
Outstanding Award: Lam Tsz Chun (1B), Mak Kai Tsun (1B), Tang Hilary Yin Ting (1B), Wong Derrick Tak Wai (1C), Tong Yee Man (1D), Liu Man Tung (2A), Wong Ka Chun (2B), Kao Chiu (2E), Lau Ho Kwan (3A), Shing Wai Lam (3A), Chim Wing Yi (3B), Li Hin Yeung (3C), Pang Ho Ting (3C), Lee Cho Shing Jeremiah (4E), Wu Ka Yi (4E)  
Outstanding Mathematics Achievement Award: Mak Kai Tsun (1B), Liu Man Tung (2A), Wong Ka Chun (2B), Kao Chiu (2E), Shing Wai Lam (3A), Li Hin Yeung (3C), Pang Ho Ting (3C), Lee Cho Shing Jeremiah (4E), Wu Ka Yi (4E)
12. The Hong Kong Budding Scientist Awards: Quarter-finalists  
Second Class Honours: Chung Kin Tong (3E), Leung Cheuk Man (2B), Man Shing Hin (2A)  
Third Class Honours: Chan Ho Fung (2D)
13. The International Junior Science Olympiad (Hong Kong Screening)  
First Class Honours: Man Shing Hin (2A)  
Second Class Honours: Leung Cheuk Man (2B)  
Third Class Honours: Lee Ka Chun (1A)
14. The Hong Kong Physics Olympiad  
Best School Award (Senior Level): Lai Kwun Hang(5E), Tsang Tin Chuen(5E), Wan Yu Sang(5E), Yeung Cheong Tai(5E), Tsoi Kin Lam(5E), Chan Kin Kei(5E), Lip Tsz Yui(5E), Cheung Chi Yuen(5E)  
Second Class Honour(Senior Level): Lai Kwun Hang(5E)  
Second Class Honour(Junior Level): Chiu Lee Lee(3B)  
Third Class Honour(Junior Level): Wong Hon Sai(3A)
15. RI DIY 2011, Creative Power  
First Class Honour: Cheung Lok Yuen (5D), Ngan Wing Him (5D), Wat Ho Tin Thomas (5D), Lee Man Him (5E)
16. Program for the Gifted and Talented,  
Faculty of Education, The Chinese University of Hong Kong  
Participating Student: Lam Nok Ting (2A)



17. 鳴辯盃 Debating Competition 2010: 3<sup>rd</sup> runner-up  
Participating students: Koo Wing Ki (4E), Luk Sze Wan (5E), Woo Hong Ki (5E), Hung Mei Wan (5C),  
Wong Hoi Yan (5C), Tsang Man Hon (7B), Law Pak Lun (7A), Mok Hong Yin (7B)
- Preliminary:  
Shatin Pui Ying College won 2:1 against St. Louis School
- 2<sup>nd</sup> Round:  
Shatin Pui Ying College won 2:1 against SKH Mok Sau Tseng Secondary School  
Best Debater: Law Pak Lun (7A)
- Quarter-final:  
Shatin Pui Ying College won 2:1 against Diocesan Boys' School  
Best Debater: Law Pak Lun (7A)
18. Civic Cup Debating Competition: Quarter-finalists
- Preliminary:  
Shatin Pui Ying College won against Immaculate Heart of Mary College  
Best Debater: Liu Ho Fung (5D)
- Participating students: Lau Wa Kwan (6B), Hung Mei Wan (5C), Wong Hoi Yan (5C), Liu Ho Fung (5D), Chan Yee Yan (4A), Koo Wing Ki (4E), Luk Sze Wan (5E),  
Ho Sze Ting (4B), Lam Yuen Pui (3C), Wong Kin Ho (3D), Wong Chi Yan (4E)
19. The 26<sup>th</sup> Sing Tao Inter-School Debating Competition: Entered Quarter-final
- Participating students: Hung Mei Wan (5C), Wong Hoi Yan (5C), Woo Hong Ki (5E), Lau Wa Kwan (6B), Mok Hong Yin (7B)
- Preliminary:  
Shatin Pui Ying College won 2:1 against Kiangsu-Chekiang College (Shatin)  
Best Debater: Woo Hong Ki (5E)
- 2<sup>nd</sup> Round:  
Shatin Pui Ying College won 2:1 against Queen Elizabeth School Old Students' Association Secondary School  
Best Debater: Wong Hoi Yan (5C), Best Interrogative Debater: Wong Hoi Yan (5C)
- 3<sup>rd</sup> Round:  
Shatin Pui Ying College won 3:0 against Po Leung Kuk Laws Foundation College  
Best Debater: Mok Hong Yin (7B), Best Interrogative Debater: Mok Hong Yin (7B)
- 4<sup>th</sup> Round:  
Shatin Pui Ying College won 3:0 against Chan Sui Ki (La Salle) College  
Best Debater: Hung Mei Wan (5C), Best Interrogative Debater: Wong Hoi Yan (5C)

20. New Territories Joint School Debating Competition: 1st runner-up  
Preliminary:  
Participating students: Chan Yee Yan (4A), Koo Wing Ki (4E), Mok Hong Yin (7B)  
Shatin Pui Ying College won against Tsuen Wan Public Ho Chuen Yiu Memorial College  
Best Debater: Mok Hong Yin (7B)  
2<sup>nd</sup> Round:  
Participating students: Chan Yee Yan (4A), Koo Wing Ki (4E), Mok Hong Yin (7B)  
Shatin Pui Ying College won against Daughters of Mary Help of Christians Siu Ming Catholic Secondary School  
Best Debater: Mok Hong Yin (7B)  
3<sup>rd</sup> Round:  
Participating students: Yeung Ho Yan (5B), Luk Sze Wan (5E), Mok Hong Yin (7B), Tsang Man Hon (7B), Yin Ying Xin (7B)  
Shatin Pui Ying College won against SKH Lam Kau Mow Secondary School  
Best Debater: Mok Hong Yin (7B)  
Quarter-final:  
Participating students: Chan Yee Yan (4A), Koo Wing Ki (4E), Mok Hong Yin (7B), Yeung Ho Yan (5B), Wong Chi Yan (4E)  
Shatin Pui Ying College won against Carmel Holy Word Secondary School  
Best Debater: Mok Hong Yin (7B)  
Semi-final:  
Participating students: Mok Hong Yin (7B), Tsang Man Hon (7B), Yin Ying Xin (7B), Wong Kin Ho (3D), Luk Sze Wan (5E), Wong Tak Wai (1C)  
Shatin Pui Ying College won against Queen Elizabeth School Old Students' Association Tong Kwok Wah Secondary School  
Best Debater: Mok Hong Yin (7B)  
Final:  
Participating students: Chan Yee Yan (4A), Koo Wing Ki (4E), Mok Hong Yin (7B), Wong Chi Yan (4E), Wong Kin Ho (3D), Lam Yuen Pui (3C), Ho Sze Ting (4B)  
Shatin Pui Ying College lost to Kwok Tak Seng Catholic Secondary School  
Best Debater: Mok Hong Yin (7B)
21. “扶輪環保盃中學校際辯論比賽”: 2<sup>nd</sup> runner-up  
Participating students: Wong Hoi Yan (5C), Hung Mei Wan (5C), Liu Ho Fung (5D), Lau Wa Kwan (6B)  
Best Debater: Wong Hoi Yan (5C)  
Best Interrogative Debater: Lau Wa Kwan (6B)
22. 90%全港學界原創音樂大賽  
Award: Third Prize, and the song was recorded and distributed on CD.  
Sony Name: 人面桃花  
Composed and arranged by Chow Wah Yan (5A)  
Lyrics by Wong Tsz Wing (5A)  
Sung by Lee Yin Ching (5D)

23. “Pui Ying Cup”, Chinese Opera Contest 132nd Anniversary of Pui Ying  
Champion : Wong Yuen Sam (4A)

24. 47<sup>th</sup> Hong Kong Schools Dance Festival

Highly Commended Award & Choreography Award

Participating Students: Chow Kit Yee (1A), Chiu Wai Kuen (1B), Fan Sze Hang (1B), Chiu Ying Ying (1C), Ho Hei Man (1C), Ho Tsz Yau (1C), Cheuk Tsz Fung (1D), Lau Wai In (1D), Li Yi Lee Lisa (1D), Tang Hoi Yan Rebecca (1D), Ip Sin Hang (1E), Tang Wai Kwan (1E), Li Ka Yi (2A), Lung Ho Yan (2A), Wu Lok Yi (2A), Lim Yuk Ting (2B), Lau Yuen Tung (2C), Chan Hoi Ching (2D), Shiu Nok Man (2D), Kwan Choi Hang (3A), Li Suet Yan (3A), Yim Wing Sze (3A), Ng Wing (3B), Wong Hin Ching (3B), Lee Wing Sheung (3C), Lau Hiu Wun (3D), Tam Tsz Ching Janet (3D), Leung Wing Ka (3E), Pang Ho Yee (4A), Chow Hoi Yin (5D), Kwong Tsz Yan (6A)

25. Hong Kong Schools Drama Festival, Hong Kong Arts Center

Award for Outstanding Stage Effect

Award for Outstanding Cooperation

Award for Outstanding Actress: Butt Kar Bo (3D)

Award for Outstanding Director: Lip Tsz Yui (5E)

Cast:

Cheng Sze Lok (1B), Chan Tsz yau (1C), Chan Wai Yan (1C), Tang Yin Ping (1C), Hui Ka Lam (2B), Lim Yuk Ting (2B), Tam Chi Kei (2B), Yeung Man Shu (2B), Wong Ho Chin (2D), Chak Wai Ki (2E), Leung Oi Wai (2E), CHuang Hoi Kiu (3C), Li Tin Chung (3D), Butt Kar Bo (3D), Ma Ka Man (3E), Sze Ngai Yan (3E), Cheung Wai Ting (4D), Fung Wai Tung (4D), Ho Cheuk Chi (4D), Tang Oi Ying (4D), Tang Ho Chung Oswin (4E)

Backstage Team:

Chui Tsz Kwan (5B), Lip Tsz Yui (5E), Chan Jian Heng (4C), Lai Kam Fung (4C), Wu Wai Ying (4B), Choi Tsz Wan George (5D), Ho Hei Tung (5B), Chung Yan Chi Arthur (5D), Ching Wai Ping (5E), Tsang Kwok Wai (5D), Chan Nha Ngai (5D), Chan Cheuk Lok (5E), Chan Tsz Him (5D), Chan Chun Lam (5E), Kwok Hei Man (7B)

Make-up Team:

Cheung Kong Ki (2B), Cheung Wing Yi (3C), Cheung Yin Mei (5B), Li Long Yan (5B), Wong Yuet Yan (5C), Siu Tsz Kwan (5E)

Composer and Lyricist:

Tang Suet Yee Sara (5D)

26. 2011 English Drama Fest organized by the Association of English Medium Secondary Schools  
Award for Outstanding Creativity  
Cast:  
Cheng Sze Lok (1B), Chan Tsz Yau (1C), Chan Wai Yan (1C), Tang Yin Ping (1C), Hui Ka Lam (2B), Lim Yuk Ting (2B), Tam Chi Kei (2B), Yueng Man Shu (2B), Wong Ho Chin (2D), Chak Wai Ki (2E), Leung Oi Wai (2E), Chuang Hoi Kiu (3C), Li Tin Chung (3D), Butt Kar Bo (3D), Sze Ngai Yan (3E), Cheung Wai Ting (4D), Fung Wai Tung (4D), Ho Cheuk Chi (4D), Tang Oi Ying (4D), Tang Ho Chung Oswin (4E)  
Backstage Team:  
Chui Tsz Kwan (5B), Lip Tsz Yui (5E), Chan Jian Heng (4C), Ma Ka Man (3E), Lai Kam Fung (4C), Wu Wai Ying (4B), Choi Tsz Wan George (5D), Ho Hei Tung (5B), Chung Yan Chi Arthur (5D), Ching Wai Ping (5E), Tsang Kwok Wai (5D), Chan Nha Ngai (5D), Chan Cheuk Lok (5E), Chan Tsz Him (5D), Chan Chun Lam (5E), Kwok Hei Man (7B)  
Make-up Team:  
Cheung Kong Ki (2B), Cheung Wing Yi (3C), Cheung Yin Mei (5B), Li Long Yan (5B), Wong Yuet Yan (5C), Siu Tsz Kwan (5E)  
Composer and Lyricist  
Tang Suet Yee Sara (5D)
27. Design to Empower – Learning Design Thru Marine Conservation “Home Fish Home”  
Won the most 40 voted pieces prize and got into the second phrase of 3D design competition together with 15 competitors:  
Ho Sze Ting (4B), Wu Wai Ying (4B)
28. Hong Kong International Students’ Visual Arts Contest cum Exhibition (2010)  
Certificate of Merit: Fung Bo Yan (5A)
29. 小企業大長征 2011 之 傳統名店，風華顯現  
Champion: Mok Maegan Huey (5B), Ng Ka Yan (5B), Chan Chi Wing (5B), Wong Tin Ying (5B)
30. “第五屆香港杯外交知識競賽” jointly organized by The Commissioner’s Office of China’s Foreign Ministry in the Hong Kong SAR, Education Bureau and The Better Hong Kong Foundation  
Merit Award: Chim Wing Yi (3B), Yip Sum Yi (3C), Xu Man Pan (4A), Cheng Ming Chun (4B), Mak Tin Chak (6B)
31. 7th Bilingual & Trilingualism Composition and Speech Competition  
Qualified for 2<sup>nd</sup> Round:  
Junior group: Wong Winnie Pao Yee (3A)  
Senior group: Chan Hoi Tung (6B)

32. The Hong Kong Young Writers Awards 2011

Winning Entry:

Lee Cho Shing, Jeremiah (4E) (Poetry Title: The Tale of the Silk Road)

Shortlisted Entries:

Ng Hei Man, Emily (2B) (Fiction Title: A Romantic Journey)

Chiu Ho Sing, (3E) (Fiction Title: A New Tale of the Silk Road)

33. The Hong Kong Budding Poets (English) Award 2010/11, Curriculum Development Institute

Poet of the School (Secondary Section): Sit Chung Ping (7A)

34. Speech

62nd Hong Kong Schools Speech Festival

a. English Solo Verse Speaking:

Non-Open

i. S.1 Girls

Champion: Chan Tsz Yau (1C)  
Ip Sin Hang Bella (1E)

Second: Chan Lok Sze (1C)

Third: Li Cheuk Yan (1B)  
Chan Wai Yan (1C)  
Mok Wing Chi (1C)  
Lau Wai In (1D)  
Li Yi Lee Lisa (1D)

Cert. of Merit: Leung Tak Man (1A)  
Ma Yuen Ting (1A)  
Wong Tan Hok (1A)  
Wong Tan Lo (1A)  
Cheng Sze Lok (1B)  
Fu Ka Yi (1B)  
Ng Sum Bo(1B)  
Chung Cheuk Lam (1C)  
Cheuk Tsz Fung (1D)  
Chik Tsz Yau (1D)

ii. S.1 Boys

Champion: Ng Ho Ming (1B)  
Lee Chun Fat (1E)

Second: Awan, Sami-Ul-Lha (1C)

Third: Chan Yu Chi (1A)

Cert. of Merit: Tam Ho Wa(1A)

			Wong Yan Shun Joseph (1C)
			Au Yeung Tsz Chung (1D)
iii.	S.2 Girls	Cert. of Proficiency:	Ng On Ho (1C)
		Third:	Cheng Yan Kiu (2B)
			Ng Angeles Pui Yan (2C)
		Cert. of Merit:	Lau Long Hei (2A)
			Wu Lok Yi (2A)
			Leung Cheuk Man (2B)
			Chan Yu Sum (2C)
			Chan Hei Yin Christy (2D)
			Chan Hoi Ching (2D)
			Chan Tin Yuet (2D)
			Chung Sum Ka (2D)
		Cert. of Proficiency:	Leung Hoi Ching (2C)
			Ngai Pui Tsun (2D)
			Wong Ho Chin (2D)
iv.	S.2 Boys	Champion:	Ng Yuk Lam (2B)
		Cert. of Merit:	Lam Nok Ting (2A)
			Mak Ka Chung (2A)
v.	S.3 Girls	Third:	Tam Nok Ling (3D)
			Sze Ngai Yan (3E)
		Cert. of Merit:	Cheng Hiu Tung (3B)
			Kwok Sum Wing (3B)
			Ho Hei Tung (3D)
			Lin Ka Man (3D)
			Shek Yu Wo Yvonne (3D)
			Chiu Ching Pok (3E)
			Leung Wing Ka (3E)
vi.	S.3 Boys	Cert. of Merit:	Lee Yan Ho Jonathan (3C)
			Kwan Yick Hang (3D)
			Wong Kin Ho (3D)
vii.	S.4 Girls	Cert. of Merit:	Chan Man Tsz (4D)
			Cheung Wai Ting (4D)
			Chong Yuk Yee (4D)
			Lam Kit Yau (4D)
			Chan Ka Ching (4E)
			Koo Wing Ki (4E)

viii. S.4 Boys	Second:	Chan Jian Heng Dominic (4C)
	Cert. of Merit:	Chung Oliver Wing Lok (4B)
b. English Prose Reading Solo(Non-Open)		
i. S.5 Girls	Cert. of Merit:	Chan Cheuk Wing (5E) Chan Pik Ying (5E) Ching Wai Ping (5E) Chiu Mei On Marian (5E) Ho Yee Ting (5E) Kwong Hoi Ting (5E) Tang Hiu Yi (5E) Woo Hong Ki (5E)
ii. S.5 Boys	Cert. of Merit:	Lip Tsz Yui (5E)
c. English Public Speaking Solo		
i. S.5 Girls	Cert. of Merit:	Chan Cheuk Lok (5E) Woo Hong Ki (5E)
ii. S.5 Boys	Cert. of Merit:	Lip Tsz Yui (5E)
iii. S.6-7 and Post-Secondary	Cert. of Merit:	Cheung Hiu Kwan (6A) Leung Ka Ley Frances (6A)
	Cert. of Proficiency:	Wong Chun Wing (6A)
d. Cantonese Solo Verse Speaking		
i. S.1 Girls	Champion:	Li Cheuk Yan (1B)
	Third:	Chan Wing Ching (1C)
ii. S.2 Girls	Third:	Leung Wing Tung (2A)
iii. S.3 Girls	Third:	Tam Tsz Ching Janet (3D)
e. Cantonese Solo Prose Speaking		
i. S.1 Girls	Second:	Tsui Tung Yan (1E)
f. Putonghua Solo Verse Speaking		
i. S.1&2 Girls	Champion:	Yam Tsz Yin (2E)
g. Putonghua Solo Prose Speaking		
i. S.1&2 Girls	Third:	Lau Long Hei (2A)

35. Music

63rd Hong Kong Schools Music Festival

- |   |                          |   |
|---|--------------------------|---|
| a. Secondary School Choir                                       |                          |   |
| Foreign Language - Age 14 and under -<br>Mixed Voice - Junior   | Cert. of Merit:          | School Choir  |
| Madrigal - Foreign Language - Mixed<br>Voice - Secondary School | Cert. of Merit:          | School Choir  |
| b. Female Voice Solo  | Champion:                | Ting Tung Yan Tunes (4C)  |
| Chinese - Age 19 and under                                      |                          |   |
| c. Cantonese Operatic Songs<br>子喉獨唱                             | Cert. of<br>Proficiency: | Wong Yuen Sam (4A)  |
| d. Percussion Classes   |                          |   |
| i. Violin Solo (Grade 7)  | Cert. of Merit:          | Ho Tsz Yau (1C)   |
| ii. Guitar (Junior Group)                                       | Cert. of Merit:          | Yung Pak Yu (2D)  |
| e. Brass Classes  |                          |   |
| i. Alto Saxophone Solo<br>(Secondary School – Junior)           | Cert. of Merit:          | Tang Yi Lam (1C)  |
| ii. Harmonica Solo<br>(Intermediate Group)                      | Cert. of Merit:          | Leung Chun Lok (2D)<br>Chow Chun Shing (2E)                     |
|   | Cert. of Proficiency:    | Chan Hing Wing (2D)<br>Chan Yuet Sum (2E)<br>Lai Ka Man (2E)    |
| iii. Flute Solo<br>(Secondary School – Junior)                  | Cert. of Merit:          | Yau Tsz Ching (3C)  |
| f. Piano Classes  |                          |   |
| i. Piano Solo ( Grade 1 )                                       | Cert. of Merit:          | Yeung Yuen Ching (1B)   |
| ii. Piano Solo ( Grade 2 )                                      | Cert. of Merit:          | Yu Shuk Man (1A)  |
|   | Cert. of Proficiency:    | Yuen Tsz Chun (2D)  |
| iii. Piano Solo ( Grade 4 )                                     | Cert. of Proficiency:    | Lam Wai Ying (1E)<br>Chiu Tsz Yan (2D)                          |
| iv. Piano Solo ( Grade 5 )                                      | Third:                   | Kwok Ka Wing (1D)<br>Cho Mak Irene (1D)                         |
|   | Cert. of Merit:          | Chan Lok Tao (1D)<br>Leung Hoi Ching (2C)<br>Cheung Pui Ka (3E) |



		Cert. of Proficiency:	Wai Ngai Ting (1A) Chan Wai Yan (1C) Tang Hoi Yan Rebecca (1D) Yuen Wai Lam (2A) Lau Yuen Kiu (2C)
v.	Piano Solo (Grade 6)	Cert. of Merit:	Chong Lik Wai (1B) Lee Cheuk Ting (1E) Leung Wing Tung (2A) Ng Angeles Pui Yan (2C)
		Cert. of Proficiency:	Leung Tin Yee Christy (2A) Mok Chin Yu (2C) Wong Ming Sun (2D) Tam Tsz Ching Janet (3D)
vi.	Piano Solo (Grade 7)	Cert. of Merit:	Kwok Sum Wing (3B) Ma Hin Kam (4E)
		Cert. of Proficiency:	Yuen Wai Lam (2A) Lau Kai Nam Julian (3C) Wai Yi Chun (5C)
vii.	Piano Solo (Grade 8)	Third:	Ngan Yi Ching Daniel (3B)
		Cert. of Merit:	Yau Tin Gap (2C) Lam Yan Lok Emilie (4D)
		Cert. of Proficiency:	Lau Long Hei (2A) Lam Sing Sen (2C)
viii.	Piano Duet	Second:	Wong Tan Hok (1A) Wong Tan Lo (1A)
g.	Chinese Instrumental Music Classes		
i.	Liuqin Solo	Third:	Yeung Hei Suet (1E)
ii.	Chinese Zither Solo (Junior Group)	Cert. of Merit:	Chan Yu Sum (2C) Lau Yuen Tung (2C)
iii.	Chinese Zither Solo (Intermediate Group)	Cert. of Proficiency:	Lo Hei Yin (2E) Lau Ho Kwan (3A)

36. Sports
- a. Hong Kong School Sports Federation  
Shatin and Sai Kung Secondary Schools Area Committee  
Inter-School Championships 2010-2011
- i. Athletics
- |                        |                |                   |
|------------------------|----------------|-------------------|
| Boys Grade C High Jump | 2nd runner-up: | Lau Tsz Him (2C)  |
| Boys Grade C Long Jump | 3rd runner-up: | Sze Ka Chun (2B)  |
| Boys Grade C 100M      | 7th runner-up: | Sze Ka Chun (2B)  |
| Girls Grade B 100M     | 5th runner-up: | Yeung Po Yan (4E) |
- ii. Swimming
- |                                |                |                          |
|--------------------------------|----------------|--------------------------|
| Boys Grade C 100M Breaststroke | 2nd runner-up: | Lam Sheung Nam Sean (1B) |
| Boys Grade C 200M Breaststroke | 1st runner-up: | Lam Sheung Nam Sean (1B) |
| Boys Grade B 100M Backstroke   | Champion:      | Wong Wa Chun (4D)        |
| Boys Grade B 200M Backstroke   | Champion:      | Wong Wa Chun (4D)        |
- iii. Long distance
- |                      |                |  |
|----------------------|----------------|--|
| Boys Grade C Overall | 2nd runner-up: | Lai Ho Ching (1A), Tam Ho Man (1A), Lam Kwong Wai (2A), Lam Ho Hei (2A),<br>Sze Ka Chun (2B), Lam Yan Lok (2E) |
|----------------------|----------------|--|
- iv. Volleyball
- |                           |           |  |
|---------------------------|-----------|--|
| Boys Grade B (Division 2) | Champion: | Cheung Chun Hoi (2B), Jim Cheuk Hei Vincent (3E), Choi Wai Yin (4A), Ma Yat Long (4A),<br>Xu Man Pan (4A), Chan Ho Yin (4B), Chan Chun Hung (4C), Tang Wing Chak (4D),<br>Tse Pak Hong (4D), Lai Ho Wai (4E) |
|---------------------------|-----------|--|
- v. Table Tennis
- |               |                |   |
|---------------|----------------|---|
| Girls Grade C | 3rd runner-up: | Wong Tan Lo (1A), So Suet Wing (2C), Ngai Pui Tsun (2D) |
|---------------|----------------|---|
- vi. Basketball
- |                           |   |  |
|---------------------------|---|--|
| Boys Grade C (Division 2) | Champion &<br>Overall 1 <sup>st</sup> runner-up : | Chung Shing Kit (1B), Lam Kwong Wai (2A), Sze Ka Chun (2B), Leung Tsz Lok (2B),<br>Chun Chung Yin (2C), Cheung Siu Fung (2C), Wong Chin Ching (2C), Chan Ching Kwan (2D),<br>Wong Lok Hang (2D), Cheung Ka Shi (2E), Lam Yan Lok (2E), Chau Chun Hei (2E)<br>Wong Wa Chun (4D) |
|---------------------------|---|--|
- b. A.S.Watson Group HK Student Sports Awards 2010-2011:

## G. Financial Report

### 1. Substitute Teacher Grant

The Substitute Teacher Grant received this year totals \$83,359.02. The surplus brought forward from previous year was \$241,682.15. The sums have been paid out for employing supply teachers and purchasing I.T. equipment and software, amounting to \$103,576.12 and \$178,978.00 respectively.

### 2. Composite Furniture and Equipment Grant

- Grant received this year was \$434,710.00.
- The expenditure for the purchases of furniture and equipment prior to auditor's certification are as follows:

<u>Audio-visual Aids Equipment</u>	(\$)	(\$)
- Wall speaker 1 unit	700.00	
- Condenser microphone 1 pc.	2,550.00	
- Digital mixer 1 set	27,285.00	
- Handheld transmitter 2 pcs.	4,250.00	
- Storage case for control panel 1 unit	3,250.00	
- Hid light with light stand 2 sets	3,320.00	41,355.00
<u>Biology Equipment</u>		
- Refrigerator 1 unit	3,908.00	3,908.00
<u>General Equipment</u>		
- Walkie-talkie 9 sets	2,220.00	
- Sofa 8 sets	18,800.00	
- HD video recorder 1 set	2,678.00	

- PA amplifier 4 sets	2,160.00	
- Paper shredder 1 unit	4,300.00	
- Movable mirror 4 sets	3,400.00	
- 2-step stepper 1 unit	900.00	
- Movable platform 1 unit	5,500.00	
- Canvas awning 5 sets	6,500.00	
- Infrared wireless microphone system 30 sets	50,400.00	
- Infrared wireless handheld microphone 60 pcs.	39,000.00	
- Infrared pendant transmitter 10 pcs.	6,500.00	
- Dual slot charger 36 pcs.	12,250.00	
- Refrigerator 1 unit	2,420.00	
- Stand fan 5 units	3,459.00	
- Renovation works to ELC	21,200.00	
- Renovation works to Dressing Room	500,770.00	
- Renovation works to Biology and IS Laboratories	302,080.00	984,537.00

### **I.T. Equipment**

- LCD Projector 19 sets	114,510.00	
- Electric screen 2 sets	4,260.00	
- Laser barcode scanner 1 set	790.00	119,560.00

### **Music Equipment**

- Professional arranger 1 set	6,538.00	6,538.00
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### **Home Economics Equipment**

- Sewing machine 2 units	4,680.00	4,680.00
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**Library Equipment**

- Laser barcode scanner 1 unit	790.00	
- Dehumidifier 1 unit	3,818.00	4,608.00

**P.E. Equipment**

- Aluminum foldable ball trolley 1 unit	800.00	800.00
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**Visual Arts Equipment**

- Steel Trolley 3 units	2,250.00	
- Wooden chair 34 pcs.	3,504.00	
- Easel 1 pc.	1,600.00	7,354.00

**Maintenance**

- Repairs to floor brushing machine and vacuum cleaner	1,754.20	
- Repairs to paper shredder	600.00	
- Repairs to canvas awning facilities	500.00	
- Repairs to PA system	300.00	
- Repairs to musical instruments	7,057.30	
- Annual maintenance of drinking water system	13,980.00	
- Annual maintenance and repairs to air-conditioning facilities	24,860.00	
- Annual maintenance to IT equipment	119.04	
- Repairs to collator and stapling machine	6,020.00	
- Repairs to camera lens and HD camcorder	2,167.00	
- Repairs to stage lighting system	19,660.00	
- Repairs to sewing machines	678.50	77,696.04

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**Total: 1,251,036.04**

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### 3. OEBG Expenditure

<u>Name of Grant</u>	<u>Grant Received</u>	<u>Budgeted Expenditure</u>	<u>Actual Expenditure</u>
<u>General Domain</u>	<u>SY 2010/2011</u>	<u>SY 2010/2011</u>	<u>SY 2010/2011</u>
Administration Grant - Ordinary & Additional CA	3,283,525.00	2,185,000.00	2,244,797.60
Enhancement Grant	6,061.00	5,800.00	7,960.00
Lift Maintenance Grant	75,456.00	50,000.00	44,865.00
Composite Information Technology Grant	344,696.00	348,280.00	301,679.94
Noise Abatement Measures Recurrent Subsidy	278,982.00	150,000.00	163,108.18
Recurrent Sub. for A/C facilities in Lab. Prep. Rm.	7,968.00	4,000.00	3,046.98
SBM Supplementary Grant	167,013.00	147,623.68	96,414.45
School & Class Grant	664,951.00	1,739,528.00	1,397,529.06
Training and Development Grant	6,901.00	8,100.00	2,320.00
Consolidated Subject Grant	137,386.32	130,086.32	107,958.30
Other Income	108,813.55	-	-
Others: Amount transferred to Special Domain and Grants outside OEBG	-	-	1,386,333.29
<b>Sub-total</b>	<b>5,081,752.87</b>	<b>4,768,418.00</b>	<b>5,756,012.80</b>
<i>Deficit for the year</i>			<i>(674,259.93)</i>
<i>Balance brought forward from 2009-2010</i>			<i>5,246,939.08</i>
<b><i>Balance carried forward to next year (A)</i></b>			<b><i>4,572,679.15</i></b>
<b><u>Special Domain</u></b>			
Capacity Enhancement Grant	471,771.00	940,656.20	1,024,226.32
SB Support Scheme for Schools with Intake of Newly Arrived Children	12,712.00	16,785.00	6,858.00
Whole Sch. Approach to Guid. & Discipline Prog. Funds	7,234.00	9,120.00	11,704.20
Other Income	3,870.97	-	-
Others: Amount transferred from General Domain of OEBG	551,156.45	-	-
<b>Sub-total</b>	<b>1,046,744.42</b>	<b>966,561.20</b>	<b>1,042,788.52</b>
<i>Surplus for the year</i>			<i>3,955.90</i>
<i>Balance brought forward from 2009-2010</i>			<i>5,855.10</i>
<b><i>Balance carried forward to next year (B)</i></b>			<b><i>9,811.00</i></b>
<b><i>Total (A) + (B)</i></b>			<b><i>4,580,500.15</i></b>

## 4. Capacity Enhancement Grant

a. Grant received this year was \$471,771.00.

b. Expenditure

1. Employing one additional teacher	\$	245,490.00
2. Employing one part-time teacher	\$	64,693.31
2. Employing five full-time and four part-time teaching and administrative assistants	\$	665,204.58
3. Employer's contribution to Mandatory Provident Fund for teachers and support staff	\$	48,838.43
<b>Total:</b>		<b>\$ 1,024,226.32</b>

c. Evaluation

1. Two additional teachers were employed. One of them took up the workload of a full-time regular teacher while the other one took up 0.3 workload of a full-time regular teacher. Their duties included

- taking up Mathematics lessons and Liberal Studies lessons.
- taking up English Language lessons.

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

2. Five full-time and four part-time teaching and administrative assistants were employed. Their duties included

- providing secretarial service
- issuing school memoranda to students / parents
- assisting teachers to organize school activities
- assisting teachers in the preparation of teaching materials and resources
- conducting tutorial classes to students and assisting the administrative work of tutorial classes
- substituting lessons

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

## 5. Enhanced Senior Secondary Curriculum Support Grant

a. Grant received this year was \$635,220.00 and a surplus of \$19,021.77 was brought forward from the school year 2009/2010.

b. Expenditure

1. Employing one full-time and two part-time additional teachers	\$	482,883.08
2. Employer's contribution to Mandatory Provident Fund for teachers	\$	13,912.59
<b>Total:</b>		<b>\$ 496,795.67</b>

c. Evaluation

Three additional teachers were employed. One of them took up the workload of one full-time regular teacher and two of them took up 0.3 and 0.35 workload of a full-time regular teacher respectively. Their duties included

- taking up S2 and S6 English Language lessons.
- taking up S1, S3 and S4 English Language lessons.
- taking up S7 Use of English lessons.
- taking up S2 Liberal Studies lessons.
- taking up S3 Liberal Studies lessons.

Their presence provided relief to regular teachers. Teachers could have more room for curriculum work and professional training in relation to NSS curriculum. Besides, the additional teachers helped the panels to prepare teaching resources and provided valuable opinions for the NSS curriculum. On the whole, the Enhanced Senior Secondary Curriculum Support Grant has facilitated the implementation of the NSS curriculum and allowed the smooth running of the school in the double cohort year.



## 6. Liberal Studies Curriculum Support Grant

a. Grant received this year was \$320,000.00.

b. Expenditure

1. Employing one part-time additional teacher	\$	112,157.50
2. Employing one part-time teaching and administrative assistant	\$	60,500.00
3. Employer's contribution to Mandatory Provident Fund for teachers	\$	8,632.93
<b>Total:</b>		<b>\$ 181,290.43</b>

c. Evaluation

1. One part-time teacher was employed. She took up 0.5 workload of a full-time regular teacher. Her duty included

- taking up S2 & S3 Liberal Studies lessons.

Her presence provided relief to LS teachers. It created more room for curriculum work, and more time for professional training. She helped the panel to prepare teaching resources. Her presence also facilitated the team building for the panel. It also allowed the school to introduce small-class teaching in NSS Liberal Studies. On the whole, the Liberal Studies Curriculum Support Grant has provided ample support for the implementation of the NSS Liberal Studies curriculum.

2. One part-time teaching and administrative assistant was employed for the support work related to Liberal Studies curriculum. Her duties included

- providing secretarial service
- assisting teachers to arrange learning activities
- assisting teachers in the preparation of teaching materials and resources
- collecting information related to LS curriculum

From the feedback of LS teachers, the teaching and administrative assistant helped to release their workload. It created more space for them to concentrate in the development of the subject, and more time for them to undertake the professional training and sharing towards the curriculum. The teaching assistant also helped prepare reading and teaching materials in support of the teaching and learning of NSS Liberal Studies.

## 7. New Senior Secondary Curriculum Migration Grant

### a. Expenditure

	(\$)
Reference books	4,202.60
Teaching aids and equipment	138,270.00
News search engine	9,800.00
Minor renovation works	147,900.00
	<hr/>
<b>Total:</b>	<b>300,172.60</b>
	<hr/> <hr/>

b. There was a deficit of \$18,790.80 this year, which could be absorbed by the surplus of the OEGB General Domain.

## 8. School-based After-school Learning and Support Grant 校本課後學習及支援計劃

### 校本津貼 - 活動報告表

#### 甲. 計劃的各項活動資料

活動名稱	實際受惠對象學生人數#	平均出席率	活動舉辦期間 / 日期	實際開支 (\$)	評估方法 (例如:測驗, 問卷等)	合辦機構/ 服務供應機構名稱 (如適用)	備註(例如:學生的學習及情意成果)
English Writing Class	5	97.5%	2/10/2010-27/11/2010	2,000.00	Questionnaires	English for Asia	Students learnt some useful expressions and vocabularies. Their writing skills were improved.
English Writing Class	5	92.5%	12/3/2011-14/5/2011	1,850.00	Questionnaires	J & J Eureka International Company Limited	Students learnt some useful expressions and vocabularies. Their writing skills were improved.
English Summer Camp	1	100%	8/8/2011-13/8/2011	354.32	Feedback from students	中華基督教會香港區會	It was fun and useful. Students' communication skills were improved.
ELIC English Camp	34	98.8%	11/7/2011-29/7/2011	12,546.00	Feedback from students	美國英語學會	Students' listening and communication skills were improved.
中國文化增潤課程	7	100%	30/9/2010-4/11/2010	1,300.00	問卷	外邀導師	問卷反應正面, 認為課程有助應付考試。
中文閱讀理解增潤課程	1	100%	6/11/2010-27/11/2010	300.00	問卷	「璞」中文教育機構	問卷反應正面, 同學認為課程有助提升答題技巧。
文憑試寫作及綜合卷提升課程	11	100%	15/1/2011-12/3/2011	4,940.00	問卷	黃燕萍女士	問卷反應正面, 同學認為課程有助應付公開考試; 課堂模擬試卷有助加強學生答題技巧。
小說創作工作坊	13	100%	18/9/2010	382.35	老師回應	青年作家梁偉洛先生	教師從學生口中得知反應正面; 學生平日習作能有效呈現創作坊所學。
輕輕鬆鬆寫作課程	1	87.5%	16/11/2010-15/2/2011	100.00	問卷	外邀青年作家	問卷反應正面; 入節課堂的寫作練習及課堂討論均見同學積極表現。
中文暑期班	38	100%	18/7/2011-3/8/2011	14,720.00	問卷	「璞」中文教育機構	問卷反應正面, 認為課程有助應付考試。
國內義務工作體驗團	7	100%	22/4/2011-24/4/2011	5,740.00	1. 遞交文章一篇 2. 周會分享	香港青年協會 (青年交流部)	同學能對自己的生活作出反思, 並學會珍惜。

活動名稱	實際受惠對象學生人數#	平均出席率	活動舉辦期間/日期	實際開支(\$)	評估方法(例如:測驗, 問卷等)	合辦機構/服務供應機構名稱(如適用)	備註(例如:學生的學習及情意成果)
「一人一樂器」計劃	7	95%	5/10/2010-19/4/2011	7,000.00	問卷	Music Friendly	大部份同學均對樂器班有正面的評價。
OLE Day Programmes: Visit to Hong Kong Museum of Coastal Defence	16	100%	27/9/2010	480.00	Questionnaires and evaluation meeting	Hong Kong Museum of Coastal Defence	Students showed positive feedback.
OLE Day Programmes: Leadership Training Day Camp	24	100%	27/9/2010	1,680.00	Questionnaires and evaluation meeting	PLK Pak Tam Chung Holiday Camp	Students acquired leadership skills through activities.
OLE Day Programmes: Visit to Ho Koon Nature Education cum Astronomical Centre	4	100%	27/9/2010	136.00	Questionnaires and evaluation meeting	Ho Koon Nature Education cum Astronomical Centre	Students acquired the skills to collect and analysis data. The experience is valuable to them in carrying out project work.
OLE Day Programmes: Ocean Park Work Shadowing – OLE Career Related Experience	14	100%	27/9/2010	2,100.00	Questionnaires and evaluation meeting	Ocean Park	Students enjoyed to be involved in the working environment of different jobs in Ocean Park.
OLE Day Programmes: Visit Textile Factory in Panyu	5	100%	27/9/2010	555.00	Questionnaires and evaluation meeting	Pacific Textile Holdings Ltd.	Students learnt the real working environment outside Hong Kong. They may consider to work outside Hong Kong in the future.
			總開支	56,183.67			

備註:

# 對象學生: 指領取綜援/學生資助計劃全額津貼及學校使用 10% 酌情權的清貧學生.

## 乙.計劃成效

整體來說活動對受惠學生的成效評估如下

請在最合適的方格填上「✓」號	改善			沒有改變	下降	不適用
	明顯	適中	輕微			
學習成效						
a) 學生的學習動機		✓				
b) 學生的學習技巧		✓				
c) 學生的學業成績		✓				
d) 學生於課堂外的學習經歷	✓					
e) 你對學生學習成效的整體觀感	✓					
個人及社交發展						
f) 學生的自尊		✓				
g) 學生的自我照顧能力		✓				
h) 學生的社交技巧	✓					
i) 學生的人際技巧	✓					
j) 學生與他人合作	✓					
k) 學生對求學的態度	✓					
l) 學生的人生觀		✓				
m) 你對學生個人及社交發展的整體觀感	✓					
社區參與						
n) 學生參與課外及義工活動	✓					
o) 學生的歸屬感		✓				
p) 學生對社區的了解				✓		
q) 你對學生參與社區活動的整體觀感		✓				

### 丙. 對推行活動計劃的意見

在推行計劃時遇到的問題/困難

(可在方格上✓超過一項)

- 未能識別對象學生(即領取綜援及學生資助計劃全額津貼的學生)；
- 難以甄選 10%的酌情名額；
- 對象學生不願意參加計劃；
- 伙伴/提供服務機構提供的服務質素未如理想；
- 導師經驗不足，學生管理技巧未如理想；
- 活動的行政工作明顯地增加了教師的工作量；
- 對執行教育局對處理撥款方面的要求感到複雜；
- 對提交報告的要求感到繁複、費時；
- 其他 (請說明)：\_\_\_\_\_

9. School-based Support Scheme Grant for Schools with Intake of NAC 為學校取錄新來港兒童而提供的校本支援計劃

津貼報告表

甲. 計劃的各項活動資料

津貼運用範疇	活動名稱	實際開支 (\$)	學生學習及適應的成效
英語學習活動	英文增潤班	740.00	在正規課堂以外，為新來港學童提供趣味性的英語學習活動，從而提昇其英語能力及學習英語的興趣，對他們適應英中的學習生活有極大的幫助。
	英語日營	2,850.00	
	智愛英語閱讀計劃	170.00	
個人發展及社會適應活動	音樂課程	2,000.00	透過活動，學童有更多機會與同學溝通及相處，對學童盡快融入學校生活有極大的幫助。
	校慶觀禮團	1,098.00	
	總支出：	6,858.00	

## H. Mandatory Performance Measures

### 1. School Management

In 2010-2011, the School Management Committee comprises 13 registered school managers, including 1 Chairman, 1 School Supervisor, 1 Hon. Treasurer, 1 Hon. Secretary and 9 Directors.

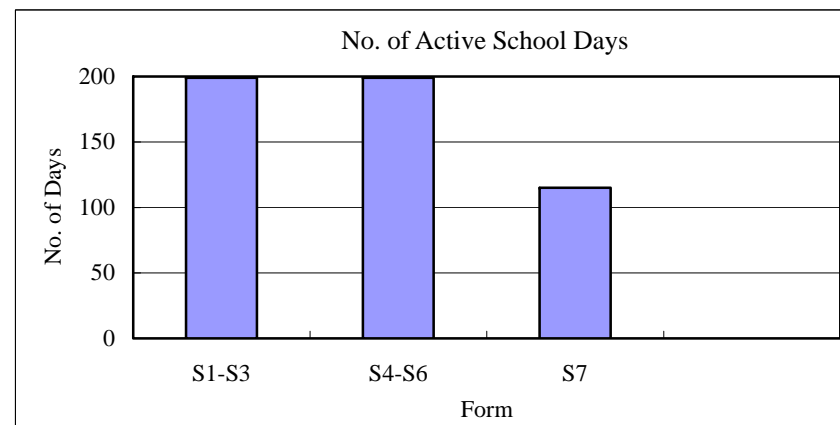
Chairman : Dr. Hung Hon Cheung  
 Supervisor : Rev. So Shing Yit  
 Hon. Treasurer : Mr. Fung Sau Chung  
 Hon. Secretary : Ms. Yau Oi Yuen  
 Directors : Mr. Chan Chi Yung  
 Mr. Leung Kwok Kay  
 Rev. Ng Pik Shan  
 Rev. Ma Chi Man  
 Rev. Yu Ying Ngok  
 Prof. Choi Kin Chung

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

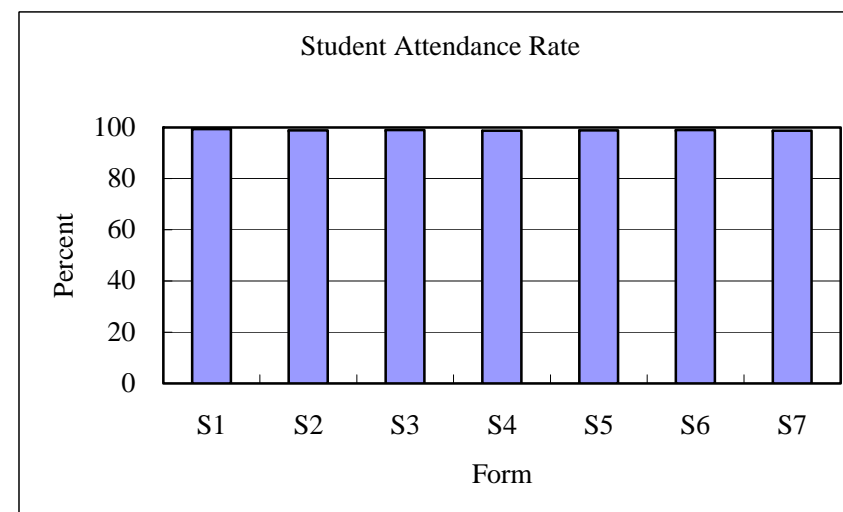
### 3. Class Organization

Level	S1	S2	S3	S4	S5	S6	S7	Total
No. of Classes	5	5	5	5	5	2	2	29
Total Enrolment	180	189	199	197	180	67	62	1,074

### 2. Number of Active School Days



### 4. Student Attendance

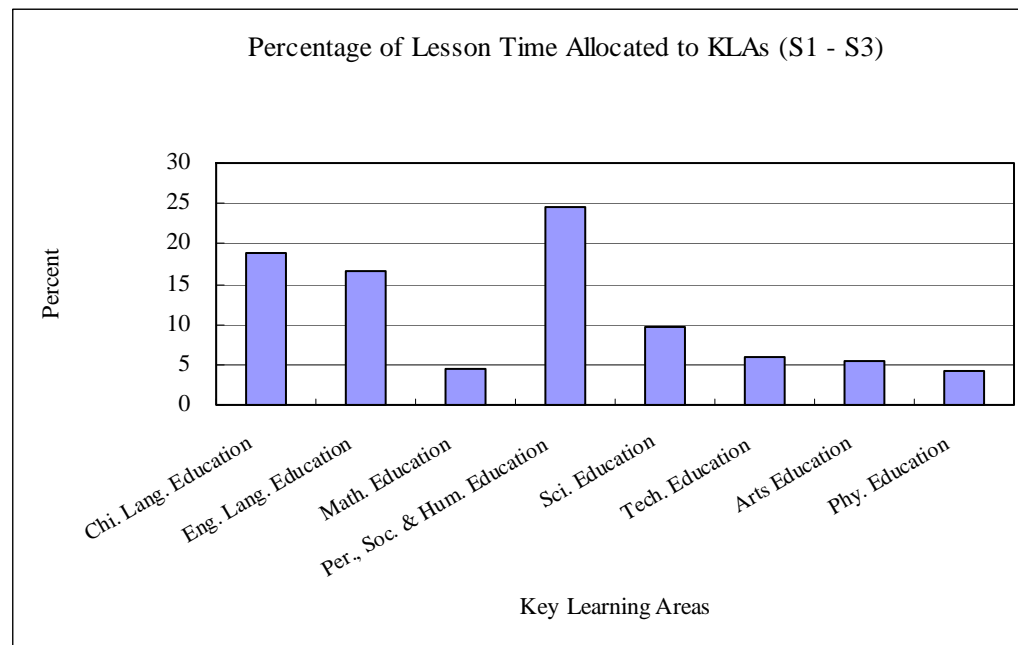




### 5. Early Exit Students

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

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

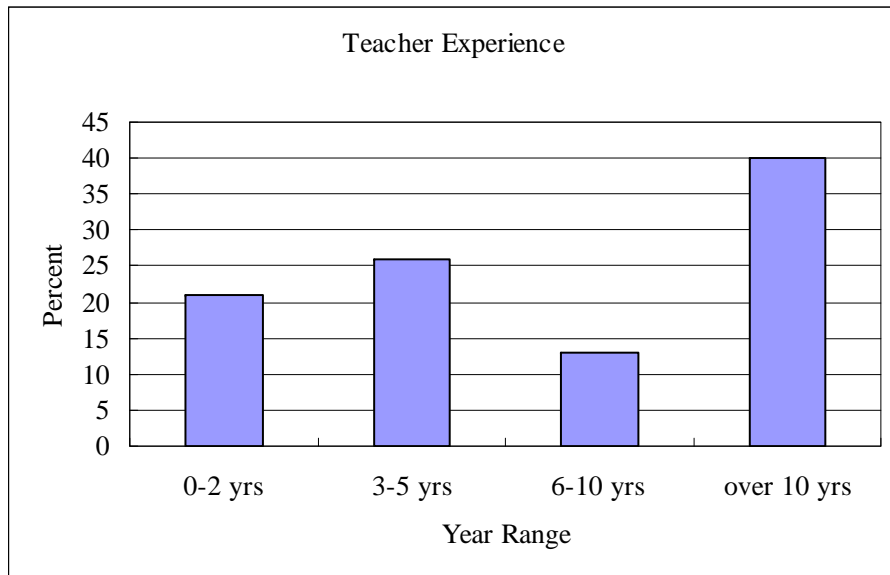


### 7. Teacher Qualifications

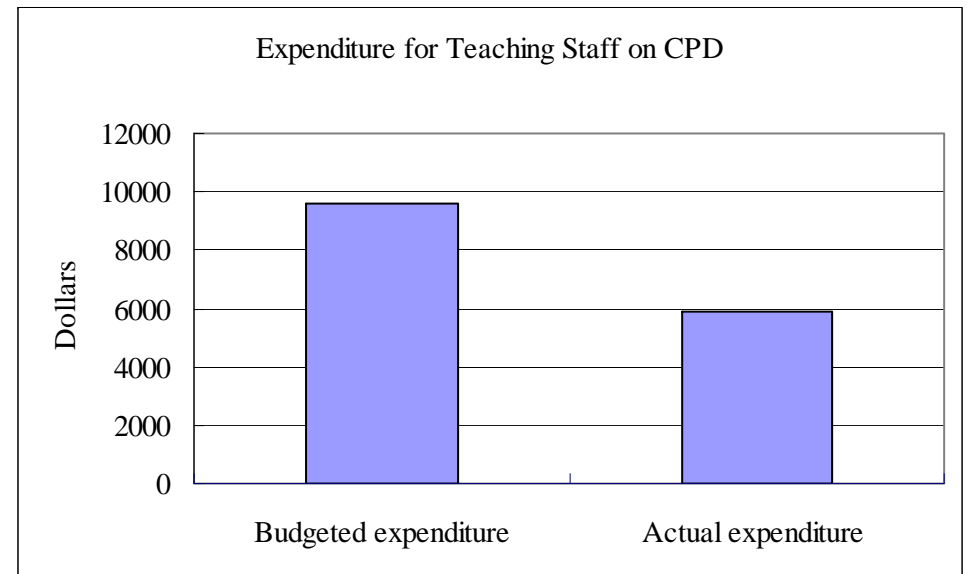
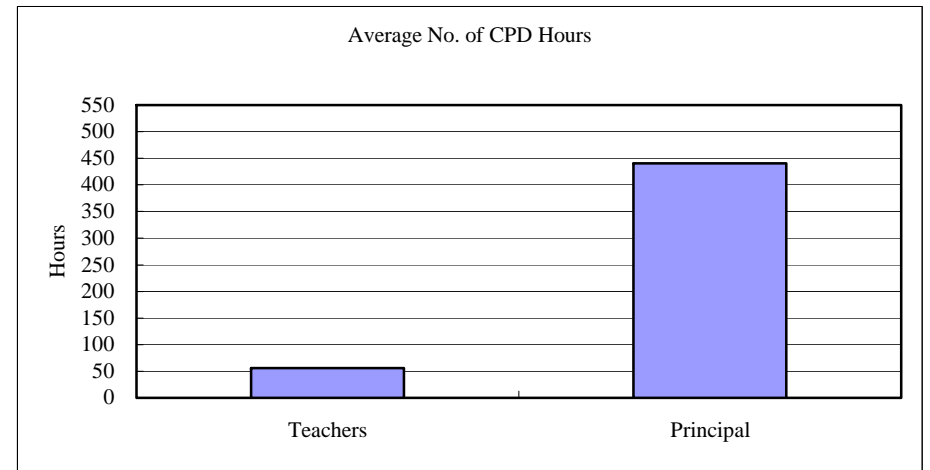
It has a full establishment of 61 teachers, 1 native-speaking English teacher, 2 IT technicians, 3 laboratory technicians, 10 clerical and administrative staff and 14 janitors. In addition, there are 10 teachers appointed with other government grants. The teacher qualifications are shown below:

Qualifications	No.	Percentage
Doctoral Degree	1	1.39%
Master Degree	31	43.06%
Bachelor Degree	71	98.61%
Teacher's Certificate	1	1.39%

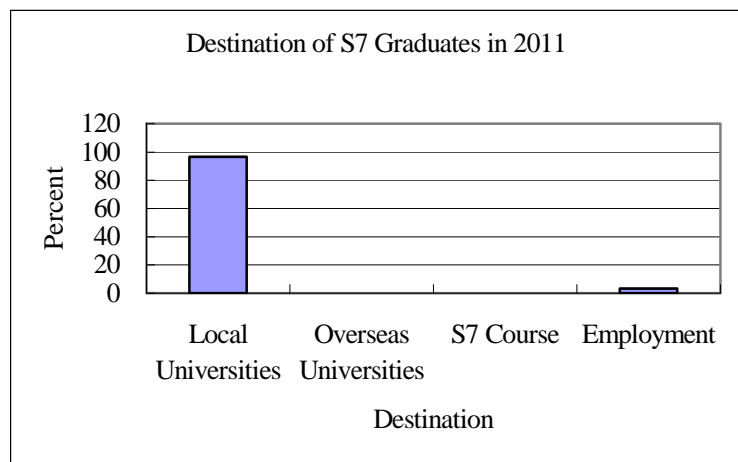
## 8. Teacher Experience



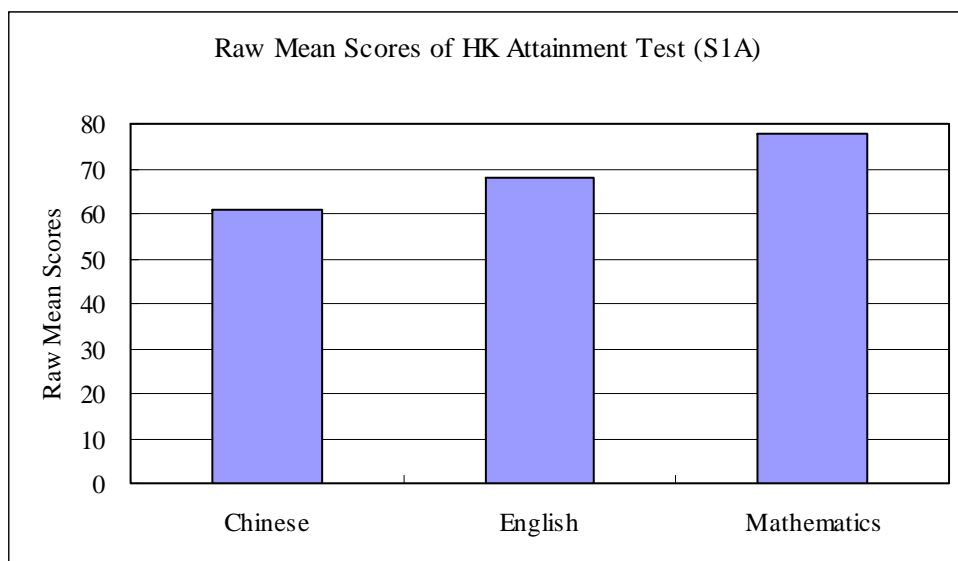
## 9. Teacher Professional Development



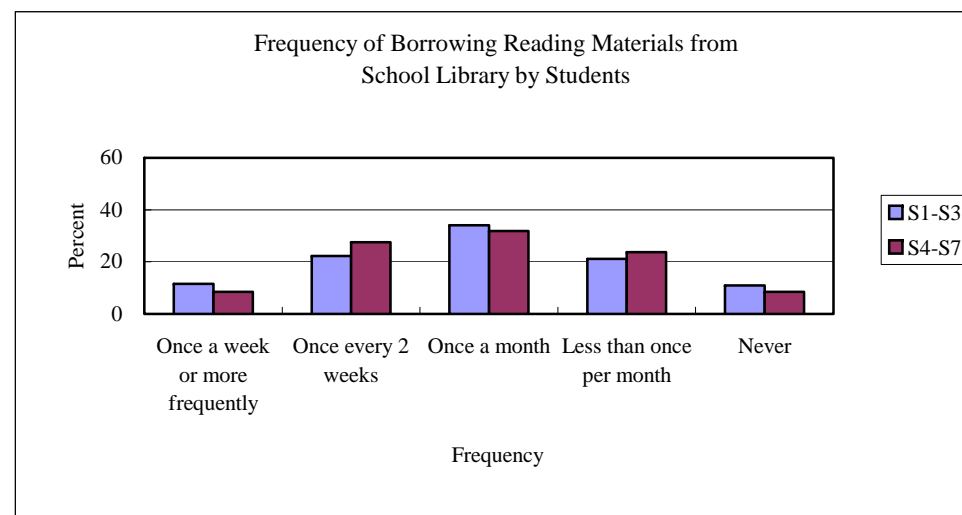
### 10. Destination of S7 Graduates in 2011



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



### 12. 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 form 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 develop a professional culture among teachers
  - a. Encourage teachers to participate in external and school-based training and renewal efforts, and place a heavy emphasis on developing a culture of professional exchange among our teacher.
  - b. Enhance the professional development of teachers by participating in training courses, Seed Projects and School-based Support Services offered by the EDB and other organizations.
  - c. Review our teaching structure so that students will be better equipped with a variety of learning skills appropriate to subject-based and cross-subject learning.
  - d. Familiarize ourselves with 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. Develop an effective language capacity in our students
  - 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 and equipping students with an international outlook  
Continue to utilize and develop the network, and 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.