

**Shatin Pui Ying College**  
**Annual School Report**  
**2012/2013**



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

### **1. Vision Statement**

Together we nurture the life of our students  
Hand in hand we witness to the Love of Christ

### **2. School Mission**

- a. 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 to promote the moral, intellectual, physical, social, aesthetic and spiritual development of our students.
- b. We help our students grow in physical fitness, self-discipline, responsibility, independent thinking, creativity, leadership and social skills.
- c. Seeking to nurture in our students positive attitudes and Christian values, we want to see them develop into good citizens, serving the community and contributing 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 4 classes each for S1 to S2 and 5 classes each for S3 to S6 with a total enrolment of 1,029 students.
3. All S1 freshmen from the Shatin District are Band 1 students.
4. We have a full establishment of 57 teachers, 1 native-speaking English teacher, 2 IT technicians, 3 laboratory technicians, 7 clerical and administrative staff and 14 janitors. In addition, there are 10 teachers appointed under other government grants. To relieve teachers of their non-teaching workload, 8 university students serve as part-time clerical staff.
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**
- 2. Effective Implementation of the New Academic Structure of Senior Secondary Education and Development of a professional culture**
- 3. Developing strong language capacities**
- 4. Optimum utilization of the Pui Ying Network and equipping students with an international outlook**

## D. Achievements and Reflection on Major Concerns

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

#### Achievements

A specific set of virtues - temperance, meekness and joy – is designated as Theme of the Term and given regular corporate focus.

1.1 A variety of value-driven issues such as life, sex, moral and national education, is explored to instill in students positive attitudes. This takes the form of talks, school-based programmes and participation in quality off-campus events.

- (1) The chief carrier of Values Education is the school morning assembly, where the Theme of the Term is expounded. Select speakers testified to lives transformed and moving experiences were shared. There were often occasions where the student congregation clapped in affirmation.
- (2) Day C or Day F assemblies have a focus on the theme of the year. A Community Chest presentation exposed S1-S6 students to poverty issues in Hong Kong. A talk on the value of life and positive psychology deepens understanding of human ties. I-Mission, an ICAC presentation, was an interactive drama on corruption and drugs. There was a sharing session on voluntary teaching services in China led by the Hong Kong Committee for UNICEF, calling upon students to be sensitive to people in need.
- (3) “A Trip to Dongguan (東莞「心」度行)” turned out to be an occasion for serious reflection. Students did home visits and tutored the kids of labourers. Their simplicity of life made an impact on the young minds from Hong Kong.
- (4) “People Come and Go (有「傘」有聚)” is a farewell function to build up a sense of belonging to the school. S6 graduates learn to let go and treasure the ties built along the journey of life.
- (5) A wide assortment of activities fall under the umbrella of a Life Programme. Designed for S4-S6 students, it includes several schemes such as “Planning your Future”, ‘I CAN’, “We Are One” and “Positive Emotion and Healthy Life”. Student response was positive and encouraging.
- (6) The class teacher’s period is the hour where trust and pastoral care are best expressed and where moral education takes place most naturally and effectively. This calls for a high degree of freedom on the part of the teacher and trust on the part of the administration. It has proved to be a satisfying endeavour.

- (7) Student participation in the Community Chest Dress Casual Day was a remarkable 90.9%.
- 1.2 (1) We embrace the concept and practice of Invitational Education which helps students form positive attitudes, shoulder responsibilities and show respect for others.  
S1-S5 parents were served tea by their children as a way of thanksgiving on Parents' Day. It was a moving occasion.  
S4 students made solemn pledges to learn to be independent and responsible in a "Rite of Youth" and S5 students were reminded to strive for excellence in "You Can Beat the Odds".  
In an annual "Baton Passing Ceremony", S6 students urged their S5 sisters and brothers to carry on with the Pui Ying spirit. Teachers, parents and students found the event impressive.
- (2) The Flying Eagle Award gave recognition to academic achievement and moral development. 78 students completed different phases of the scheme. 3 students completed phase 4.
- (3) A peer counseling scheme steers S1 students in their entrance to secondary school life. The juniors strongly agreed that their seniors managed to help them find their niches in the new learning environment.
- 1.3 The Beautiful Life Scheme seeks to cultivate leadership skills among S3 and S4 students, including confidence enhancement.
- 1.4 The School and the Parent-Teacher Association jointly sponsored a "Parents' Academy (家長學堂)" with a focus on the nurture of Pui Ying young people. A total of 100 parents enrolled. Participants showed great interest in the seminars and looked forward to the next season.

### **Reflections**

- (1) Sex education with a number of foci is offered through form-based and class-based group activities and talks.  
It is suggested that provisions of the Sex Discrimination Ordinance on same sex behaviour should be added to the programme content.
- (2) S1 to S3 teachers found students generally attentive in assemblies. However, certain topics were so familiar that students found them boring.  
It is suggested that a broad range of assembly topics be encompassed. One or two assemblies slots could be reserved for class teacher discussion on important issues relevant to class performance.

(3) Sex education

Young people have developed a habit of sharing and commenting on racy photos of their idols on Facebook, some as profile pictures. They were not in the least concerned about appropriateness. Social online platforms often portray inappropriate intimacy.

Class teacher sessions or workshops should clearly remind students of basic behavioral requirements and teacher expectations. Sex and related issues are better dealt with in small groups instead of talks in the school hall.

## **2. Major Concern: Devise effective policies and tools in support of the New Senior Secondary curriculum**

### **Achievements**

#### 2.1 Stakeholders are regularly informed of school measures regarding the NSS Academic Structure.

Briefings on NSS were given to students in each form with positive responses.

Two Parents' Meets took place in October 2012 and March 2013. Communication between parents and teachers was enhanced.

In a joint Panel-Heads meeting, chairpersons reported on measures to implement NSS curriculum and assessment strategies. In the Academic Committee, support measures to teachers and students in the implementation of NSS curriculum were developed. Reports of progress were made in staff meetings regularly. Teachers were clear about their roles in the implementation of NSS.

The Principal reported on progress in the implementation of NSS to Directors in School Board meetings. Communication was demonstrably adequate. Students have developed an appreciation for the importance of Other Learning Experience and Student Learning Profile.

#### 2.2 We have adopted a flexible time-tabling arrangement to provide students with good access to elective subjects.

Subject combinations and the number of electives on offer are based on S3 survey findings (2012-13). This provides for a great variety of choices. A new senior secondary curriculum on Tourism and Hospitality Studies would be made available to S4 students (2013-14). The S4 (2013-14) cohort is divided into 6 classes, of which 2 take two NSS electives for the sake of more training on core subjects, with one extra lesson in English and Chinese and two extra lessons in Liberal Studies. The adoption of a flexible time-tabling arrangement improves student performance in core subjects and development of close ties among classmates.

2.3 Quality off campus life-wide learning activities are encouraged and students are nominated for participation.

#### Arts Education

Multifarious Instrumental Composers – Music Composition Animateur Scheme is an arts education programme which sends distinguished Hong Kong composers to schools. The course covers music appreciation and music creation. In the process, students grow in self-confidence, expression, communication, performance and creativity.

The project encourages students to compose music. S6 students composed songs for Speech Day which were presented by the choir on the occasion.

#### Physical Education

We encourage students to take part in the specialist programme offered by sports clubs and athletic associations, specifically the Youth Football Scheme, the Volleyball Training Course, Referee Classes, and the Nike Elite Training Unit Football Programme. More training opportunities were made available in-house with the help of alumni, teachers and hired coaches. Cycling specialist, Mr. C. Y. Hung, was invited to share his experience and he urged student to participate in sports. We took part in the School Sports Programme - SportACT Award Scheme and visited major sports events such as the Hong Kong Sevens.

#### Cultural Activities

Apart from the School Culture Day Scheme which encourages visits to performing arts venues, museums and libraries during school hours, our students also participated in a study tour to Zhengzhou and Kaifeng in Henan from 1 to 5 April 2013 in which they were exposed to local history and culture.

#### Student Contests

Talented students are nominated for assorted competitions.

2.4 To enhance learning and teaching effectiveness, resources are provided for small-class teaching in English Language (S1, S4 and S5), Chinese Language (S1, S3 and S5), Mathematics (S1 and S4), Liberal Studies (S4-S6) and Home Economics (S1-S2). The class size in S1 and S2 English oral class is reduced to 9.



2.5 We optimize language education by helping students build a firm language foundation.

(1) Bridging Programmes for S1 students

We offered a 5-day English and Chinese Summer Bridging Programmes from 22 to 26 July 2013. Feedback from S1 newcomers was positive.

(2) Reading

A daily 20-minute Reading Time develops interest in reading.

A reading culture is being cultivated through a comprehensive range of Chinese and English Reading Schemes. More than 90% of S1 students attained some awards and shared what they read before the class. The programmes improve language proficiency, develop thinking skills, enrich knowledge and deepen understanding.

Book fairs and mini book exhibitions are organized on a regular basis. Over ten thousands books were sold during a half-day book fair in July 2013. Parents are enthusiastic in motivating their children to read. Two book exhibitions sponsored by the School Library highlighted a variety of books.

(3) Tutorial classes after school

Most students find tutorial classes useful and are well-behaved. An English teacher conducted a creative writing class after school on weekdays and a volunteer from CUHK conducted a reading course for S5 students. An extended writing class was made available to S1-S3 students weak in Chinese and their subject teachers took pleasure in the marked improvement shown as a consequence.

(4) Impromptu Speaking, Youth Forum and Inter-School Oral Practice all contributed to high spoken language proficiency and confidence.

(5) 14 students joined a 3-week Summer Overseas Immersion Study Tour to Vancouver, Canada in 2013. They came back with a deeper understanding of the history and culture of Canada. They also showed confidence and competence with English in their course presentations.

(6) 160 junior students took part in a 3-week Summer English Day Camp in July 2013. The majority found the camp helpful and fun with friendly native-speaking tutors and games. The tutors in turn found them enthusiastic learners.

- (7) Students are encouraged to participate in quality off-campus activities. Some examples:
- “Young Writers Award” Writing Competition organized by Hong Kong Baptist University Faculty of Arts and Hong Kong Baptist University Language Centre.
  - 64<sup>th</sup> Hong Kong Schools Speech Festival organized by the Hong Kong Schools and Music Association.
  - 『精神文化生活』 Essay Writing Competition
  - Civic Cup Debating Competition

(8) Self-directed learning

Self-directed learning is one of our major concerns. Experts from CUHK and experienced educators were invited to our professional development sessions and it was well-received. The subject was also covered in staff meetings focusing on ways and means of empowering students to be self-directed learners. Student response has been enthusiastic.

2.6 Towards a culture of professional exchange among teachers

(a) Professional experience sharing sessions in panels.

Panel chairpersons shared their experience of participation in seminars and workshops organized by EDB and external education institutes. This enriches teaching skills. Exchanging strategies on self-directed learning in staff meetings creates an exciting dynamism. We are grateful for having a team of devoted and professional teachers.

(b) 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. Most teachers met the target of two lesson observations with a focus on questioning techniques. Peer lesson observation has become an established practice. Coupled with collaborative lesson planning, it has contributed to a culture of professional exchange. Good communication and cooperation among teachers are apparent within and across the panels.

(c) Joint Panel Heads Meetings to encourage professional sharing

Panel chairs work collaboratively in regular joint meetings on curriculum development, the new senior secondary curriculum in particular. The agenda covers academic performance and implementation of school-based assessment, which helps panel heads formulate follow-up measures to equip students for public examinations. This practice enhances professionalism.

## 2.7 Appointment of additional teachers, teaching assistants and support staff

The addition of 10 part-time and support staff made small-class teaching possible. 6 support teachers and teaching assistants led tutorial classes and provided administrative and teaching support. Morale and team spirit has been lifted. 6 university students served as part-time clerical staff, partially relieving teachers of their non-teaching workload. To cater to low achievers in S1-4, alumni who are studying in universities offer tutorial classes. This helps low achievers to keep up with the regular curriculum and retain interest in learning.

### Reflections

- (1) Many school-based support services offered by the EDB, universities and other institutes are successfully incorporated into our learning system. \$980,000 was granted to the English Panel under the Refined English Enhancement Scheme. The scheme aims at optimizing English teaching, builds up teaching capacity and fosters professionalism. We believe it has been a success.  
The school participated in a Quality School Improvement Project of the EDB and CUHK. Experts visited the campus and provided professional support.  
They observed lessons and conducted post-observation discussions with teachers. The support measures helped enhance teaching professionalism and teacher feedback was positive.  
The Chinese Panel invited EDB Officers to give a talk on oral communication skills. Student feedback was positive.  
Similar courses and training sessions would be offered next year.
- (2) Love of reading cements ties among many students and teachers who introduced their favourite books at the English and Chinese Storytellers Series gathering during lunch time and after school. A strong reading culture enriches the campus.  
Subject teachers will be invited to be storytellers next year.
- (3) Writing platforms encourage self-exploration and the exercise of imagination. Students are welcome to comment on current issues on the school English online discussion board. An online forum The Young Authors' Land promotes writing and unearths talents. These provisions helped create a friendly environment for writing.  
To further nurture a writing culture, more awards will be offered next year.
- (4) Strong effort is placed on enhancing IT support. Mobile learning packages have been developed in support of activities such as L.S. lessons and study trips, Geography study trips and school orienteering. A mobile version of PYCnet is now available so that online learning activities inside

PYCnet such as online writing and online discussion can be carried out on a mobile device. Support is also offered to the ICT Panel in developing an e-book on the NSS curriculum. School-based E-books for the ICT Department received very positive comments from teachers and students. This helps reduce cost. And students can now do revisions with their mobile devices.

More hardware and software will be purchased in support of mobile learning in coming years.

(5) Staff Development Days

6 Staff Development sessions were hosted on teaching and learning, student guidance and school administration. Teachers found them useful. Topics on team-building and personal health may be offered next year.

(6) The practice of employing university students as part-time clerical staff has proved to be a good move. They are highly efficient and teacher feedback very positive. Such practice would continue in the coming year.

### 3. Major Concern: Cater for learning diversities

#### Achievements

3.1 Small-class teaching

To enhance learning and teaching effectiveness, resources have been developed for small-class teaching in English Language (S1, S4 and S5), Chinese Language (S1, S3 and S5), Mathematics (S1 and S4), Liberal Studies (S4-S6) and Home Economics (S1-S2). The class size in S1 and S2 English oral class is reduced to 9. The small class size enables teachers to cater for learning diversity. Teachers have found that individual conferencing better identifies a student's strength and weakness.

3.2 Remedial and enrichment programmes outside school hours

English Language

Matrix, the campus English newspaper, provides students with opportunities to practise their writing skills and showcase their talents.

Participation in debate competitions enhances English public speaking skills. Regular impromptu speaking activities are open to all students.

Native English speakers conduct English Enhancement Courses for S1 to S2 with emphasis on writing skills. S3 enhancement courses are led by in-house staff.

English Fun Camps are offered to P6 and S1 students with select S1 to S5 seniors serving as leaders. The Camps boosts English standards and nurtures leadership skills.

Students are nominated to take part in the Hong Kong Speech Festival and Writing Competitions.

### Chinese Language

The celebration of writing culture is the mission of a literary collection – Wellspring of Writings (清泉一掬) edited and designed by students.

Reading comprehension classes are offered which seek to enhance comprehension, analytical and critical thinking skills.

Renowned poets and alumni are invited to hold enrichment programs to encourage high achievers to pursue excellence, cultivate literary interest and develop higher-order thinking.

### Mathematics

An S1 inter-class Mathematics competition is held annually to enhance interest in the discipline. Intra-class contests identify the gifted. And gifted students are exposed to elitist competitions such as the Hang Lung Mathematics Awards, the International Mathematics Olympiad — Hong Kong Selection Contest, ‘華羅庚盃賽’, the Hong Kong Mathematics High Achiever’s Selection Contest, the Hong Kong Mathematics Olympiad, the Pui Ching Invitational Mathematics Competition and the S1 Inter-class Mathematics Competition. Taking part in these events, gifted students compete with the best and work through difficult but pleasurable mathematical problems.

### Remedial Activities

English tutorial classes for S1 to S3 students are designed and led by in-house teachers.

S6 students attend inter-school Chinese oral practice sessions and mock oral exams.

Chinese tutorial classes are offered to S1-S3 low achievers. For seniors, we collaborate with external educational organizations to offer oral practice sessions, writing classes and enhancement courses.

For Mathematics, alumni undergraduates and tutors conduct tutorials for S1-S4 low achievers. This helps low achievers to keep up with the curriculum and retain interests.

S1 low achievers in Chinese, English and Mathematics are put in small remedial classes with materials tailor-made for their needs.

All teachers are involved in Enhancement Programmes and Tutorial Schemes. The continuous improvement in academic performance shows that we have achieved our goal.

- 3.3 Ample opportunities are available to students with high potentials to stretch their capacities in mathematics, science, creativity, the humanities, debates and leadership. A Gifted Education Team has been formed to identify the gifted and to help bring out their potentials and stimulate interest in learning. Where appropriate, students are nominated for elite competitions such as
- The Fourth Greater China Web 2.0 Design Competition Invitation (Technology)
  - The 5th Hang Lung Mathematics Awards 2012 (Mathematics)
  - International Junior Science Olympiad Hong Kong Screening (Science)
  - Hong Kong International Youth Art Competition 2012-13 (Arts)
  - Civic Cup Debating Competition (Debating)
  - 『精神文化生活』 Essay Writing Competition (Humanities)
- 3.4 More students had taken active part in the seminars organized at school. The school had made arrangement for students to be speakers to share with the guests during seminars and workshops. In addition, the school had offered workshops to train a group of students to serve as simultaneous interpreters for the two exchange students during school assemblies.

### **Reflections**

- (1) Measures catering for learning diversity are in place and, in general, capable of attaining the goals. There is room for improvement. Small class teaching for core subjects should continue in senior forms. More forceful measures would be taken to help students with low motivation. Talks and workshops to foster positive learning attitudes and study skills across subjects would be held at the beginning of the next school year. Extra-curricular activities should be so scheduled as to leave students time for revision after school and at weekends. A good learning ambience should be created to arouse student interest in reading. Weaker students should be allowed two electives right at the beginning of S4 so that they can spend more time on compulsory subjects. The needs of weaker students should be identified early in S4 and S5 so that remedial measures could be introduced. Positive learning attitudes demonstrated in S1 tended to get lost in S2. Constant reminded is called for.. Communications among subject teachers, panel heads, academic committee and careers counseling team should be strengthened in order to provide comprehensive support for students in need.
- (2) Nominations and subsidies are offered to enable students to take part in gifted education programmes and schemes run by external bodies. And their effort is highly recognized. For example,
- ‘Secondary Schools – Hong Kong University of Science and Technology (HKUST) Dual Program’

➤ Enrichment Program for Gifted Learners

As it is, the school would identify and encourage more students to take part in similar gifted programmes.

(3) Procure specialist services to cater to students with special education needs

A Special Education Needs team provides support to needy students.

A fund is earmarked for learning schemes and services for SEN students:

- Speech Assessment and Therapy
- Enhancement Team on Chinese Language
- “Learning and Concentration” – attention training and study group
- “Make Friends and Have Fun” – social group
- School-based Therapy Scheme on Chinese and English Languages
- Liberal Studies Enhancement Classes for senior students

Measures to help SEN students to adapt to school life are given support, and more resources will be allocated when needed in the coming year.

(4) English Musical

The biennial English musical has become a school tradition since 1999.

It has considerably advanced the English learning environment on campus. Students exercise their talents to compose music, write lyrics, design costumes and let their aesthetic gifts bloom. The performance was accompanied live by an instrumental ensemble. The script is adopted from *Twelfth Night*, of William Shakespeare, great poet and dramatist. The musical was successfully performed from July 3 to July 5, 2013 in the School Auditorium. We will continue to let our students shine through the making of an English musical.

#### **4. Major Concern: Nurture an international outlook and make better use of the global Pui Ying Network**

##### **Achievements**

##### 4.1 Exchanges with Pui Yingers

Academic and non-academic exchanges have been hosted among Pui Yingers in Hong Kong, the Mainland and overseas and are well-received. The Pui Ying Board of Directors and Alumni Association sponsored a trip to the US and Canada in July 2012. Student representatives visited Vancouver, Toronto, Los Angeles and New York, and took part in the celebration of the 20th anniversary of Pui Ying Christian Services Society. The tour was an eye-opening occasion for our young people.

- 4.2 A broad outlook through reading and sharing  
Window to the World is an on-line forum where current issues are featured and debated. Participants include alumni, guests and students. Students had grown to have an international outlook and were willing to take part in different forums and workshops to equip themselves. Liberal Studies, China Today and discussion of globalization issues have helped students to embrace a more worldwide perspective.
- 4.3 Talks on current issues  
Professionals and scholars are invited on campus to share their views on current issues. Events to raise student awareness of local and global affairs feature regularly. To name a few, Dr. C.N. Ng, Associate Professor, University of Hong Kong and Mr. C.C. Wong, spokesman for the HK Wildlife Forum, met with students and share their views on environmental and social development. Professor X.H. Shen Xu, Faculty of Social Science, CUHK took up the issue of North Korea in a Liberal Studies Salon.
- 4.4 Towards Life-wide Learning  
A wide spectrum of external activities widens student outlook and empowers them as leaders. Some examples:  
A discussion with Financial Secretary C.W. Tsang on the Budget.  
A discussion with Prof. Anthony Cheung, Secretary for Transport & Housing, on Long Term Housing Strategy.  
Participation in the Youth Model United Nations Conference 2013 by CUSUMUNC. These events help students appreciate the interactions of society, culture and international affairs.  
Participation in the Leaders Summit Forum and the 2013 Prize Presentation organised by the Outstanding Young Persons' Association. One of our students was awarded a prize.
- 4.5 Opportunities to explore foreign cultures and learn a third language  
A Study Tour to Canada provides full language and cultural immersion for participants. Student feedback was positive, their English competency enhanced.

### **Reflections**

- (1) An exchange student from Mexico gave a course on Spanish. Students are keen to be exposed to yet another language and culture.
- (2) We are blessed with a global Pui Ying Network which offers our young people with social capital and financial support. We will continue to maximize this strength and nurture our students with an international outlook.



- (3) There are students who always forgot to bring their own reading materials or failed to do revision. Some were sleepy after lunch. Some seniors came to class late because of prefect duties. For “Window to the world”, the issues featured were sometimes incomprehensible to junior forms. Reading time should be kept after lunch serving as a buffer period between lunch and the 5<sup>th</sup> lesson.

## E. Students' Performance

### 1. S1 newcomers

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

### 2. S3 promotion to S4

All S4 places are filled by our own S3 students.

### 3. Hong Kong Diploma of Secondary Education Examination 2013

a. Level 2 attainment for all subjects has reached 99%, compared with the Hong Kong average of 82.8%, while Level 5 attainment reaching 16.7%, compared with the Hong Kong average of 10.8%. Subjects achieving 100% Level 2 attainment include Business, Accounting and Financial Studies, Chemistry, Chinese History, English Language, Geography, Information and Communication Technology, Mathematics (Compulsory Part), Mathematics (Algebra and Calculus), Physics, Visual Arts and Music.

b. The percentage of students attaining Level 2 up to Level 5 is better than the Hong Kong average while Level 5\*\*achievement equivalent to the Hong Kong average.

The percentage of Levels 5-5\*\* attainment for the majority of subjects is well above the Hong Kong average. They include Business, Accounting and Financial Studies, Chemistry, Chinese Language, Chinese Literature, Combined Science (Chemistry / Physics), Economics, English Language, Geography, History, Information and Communication Technology, Mathematics (Compulsory Part), Physics and Music.

Attainment level 5 or above for Music is about 6 times the Hong Kong average.

Attainment level 5 or above attainment for Information and Communication Technology is about 4.5 times the Hong Kong average.

Attainment level 5 or above attainment for History is about 3 times the Hong Kong average.

For Business, Accounting and Financial Studies, Chinese Language, Combined Science (Chemistry / Physics), Physics, our Level 5 or above attainment is about 2 times the Hong Kong average.

Level 5 attainment for Economics, English Language and Geography is about 1.5 times the Hong Kong average.

c. 90% of our S6 students gained university admission.

## Honours List

1. Greening School Subsidy Scheme sponsored by Leisure and Cultural Services Department  
Horticultural Maintenance 1st runner-up: Shatin Pui Ying College  
Tree Planting Merit: Shatin Pui Ying College
2. Outstanding Arts Teacher Award presented by Hong Kong Arts Development Council  
Outstanding Arts Teachers: Ms. Ho Yee Ki and Mr. So Dick Fai
3. The Seventh Hong Kong Cup Diplomatic Knowledge Contest  
Bronze Award: Tsang Tak Wing(1C), Cheung Man Sze(4C), Chan Hiu Yee(4D), Mak Ka Chung(4D), Chim Wing Yi(5B), Yip Sum Yi(5E),  
Cheng Ming Chun(6B)
4. Hong Kong Olympiad in Informatics 2013  
Enter the Final Event: Chung Kin Tong (5D), Lam Ki Fung (5C)
5. The 5th Hang Lung Mathematics Awards 2012  
Honorable mention: Lai Kwun Hang (11-12 6E), Tsang Tin Chuen (11-12 6E), Tsoi Kin Lam (11-12 6E),  
Yeung Cheong Tai (11-12 6E), Hui Hon Ka (11-12 7B)
6. International Junior Science Olympiad Hong Kong Screening  
3rd Class Honour: Yeung Long Yiu (2A)
7. Hong Kong International Youth Art Competition 2012-13  
Enter the Final Event: Chui Ka Man (3A)
8. School of Visual Arts Exhibition in Shatin 2012  
Participating students: Wu Wai Ying (6B), Lam Yat (6C), Ho Kei Yan (5A), Tam Tak Hei (5B)
9. Calligraphy and Traditional Chinese Painting in Shatin organized by Shatin District National Education Committee  
4th runner-up: Kong Hin Yung (1C)
10. NTEC Give for Life Photo Competition organized by Hospital Authority New Territories East Cluster  
Merit Award: Leung Wing Lam (5C), Chan Cheuk Nam (5C)
11. “Run for a Reason” Design Campaign organized by Standard Chartered Hong Kong Marathon  
Competing students:  
Team One: Cheung Sum Yuet (1B), Cheng Wai Lam (1B), Choi Hoi Yan (1B), Chan Kam Chiu (1B),  
Chung Shuk Ying (1B), Chiu Chin Tung (1B)  
Team Two: Ko Hiu Yee (1C), Leung Ching Tung (1C), Lai Ching Yi (1C), Fong Tsz Ying (1C), Lam Chun Kit (1C)  
Team Three: Chui Ka Man (3A), Yeung Hei Suet (3A)

Team Four: Lee Sau Ching (3A), Ho Tsz Yau (3A), Lam Ka Wai (3B), Fang Jiamin (3A), Mok Sin (3C), Yeung Lee Fan (3C)

Team Five: Lee Cheuk Yiu (1B), Chan Wing Sze (1B), Liu Hoi Ning (3E), Lee Chun Fat (3E), Chan Lok Tung (3E)

12. Exhibition of Secondary School Students' Creative Visual Arts Work (2012/13) organized by Education Bureau  
Merit Award: Wu Wai Ying (6B)  
Entries Award: Ho Sin Man (5A)
13. The Wharf Hong Kong Secondary School Art Competition 2012-13  
Merit Award: Tam Tak Hei (5B), roving exhibition of the best 18 entries will be held in March 2013
14. 「第四屆兩岸四地中國青少年兒童書畫大賽」 organized by International Youth Cultural Exchange Association  
The Best 40 Entries : Chui Ka Man (3A)
15. 第二屆《李聖華現代詩青年獎》  
Pui Ying Youth Group Champion: Ho Sin Man (6A)  
Commendation Award: Chau Yu Yan (3C), Cheong Tsz Lok (6C)
16. “第二屆全港學界微型小說創作比賽”  
Champion (Junior Forms): Hui Ka Yau (12-13 3A)  
Commended Award (Junior Forms): Yeung Hei Suet (12-13 3A)  
Certificate of Merit (Junior Forms): Chau Yu Yan (12-13 2D)
17. 『精神文化生活』 Essay Writing Competition  
Third: Chow Yan Tung (5E)
18. The 27<sup>th</sup> Sing Tao Inter-School Debating Competition:  
Preliminary:  
Shatin Pui Ying College won 3:0 against Maryknoll Convent School  
Best Debater: Koo Wing Ki (6E)  
Participating students: Chak Wai Ki (4A), Wong Kin Ho (5B), Koo Wing Ki (6E)
19. Civic Cup Debating Competition: Entered Quarter-final  
Best Debater: Chak Wai Ki (4A)  
Participating students: Wong Tak-Wai (3C), Chiu Wai Kuen(3E), Chak Wai Ki (4A), Leung Cheuk Man (4A), Yu Kwai Ping (4D),  
Mak Ching Sum (5A)

20. 12th The Basic Polyhedron-Secondary School Students Debating Competition (Basic Law Cup)  
4th Round:  
Best Debater: Wong Kin Ho (5B)  
Participating students: Ho Wai Sum (2C), Heng Si Yuan (4B), Leung Hoi Ching (4E), Wong Kin Ho (5B)
21. 第十三屆「明日領袖高峰論壇暨明日領袖獎」 organized by The Outstanding Young Persons' Association  
「明日領袖獎」: Ong Duan Yi (5E)
22. The Hong Kong Award for Young People  
Gold Award: Lo Hiu Lam (6C)  
Silver Award: Kam Yee Ching (11-12 6B), Wong Wai Lam (11-12 6B), Or Wing Sum (11-12 6D),  
Tsang Chui Fong (2011-2012 6D)
23. Shatin District Singing Contest 2012-13  
Most Popular Singer Award: Chan Cheuk Tung (2C)  
Junior Category – 1<sup>st</sup> runner-up: Chan Cheuk Tung (2C)  
Art Songs Group Champion: Chan Cheuk Tung (2C)
24. All Schools in Hong Kong “Light Art” Competiton 2013  
Finalist: Ho Long Fung (2D)
25. 24th Secondary Students’ Best Ten Books Election 2012/13 Book Report Competiton organized by HK Professional Teachers’ Union and HK Public Libraries  
Junior Level Merit Award: Wong Wing Tung (1C)
26. “Young Writers Award” Writing Competition organized by Hong Kong Baptist University Faculty of Arts and Hong Kong Baptist University Language Centre  
Young writers award:Siu Oi Yi (6D)
27. Pui Ching Invitational Mathematics Competition  
Merit in Heat: Chan Tak Pang (2B), Chan Kwok On (2B), Lai Ho Wa (3C)
28. Hong Kong Mathematics Olimpiad  
1<sup>st</sup> Class in Construction: Chiu Lee Lee (5D), Mak Hoi Ki (5D), Ong Duan Yi (5E), Tsang Ching Long (5E)
29. The Hong Kong Mathematical High Achievers Selection Contest  
Silver Award: Yip Ho Hong (3B)  
Bronze Award: Lai Ho Wa (3C)
30. HuaXia Cup Mathematical Olympiad 2013 (Hong Kong)  
Gold Award: Yau Yam Tat (1A)  
Silver Award: Hui Chi Lik (1A)  
Bronze Award: Chan Kwok On (2B), Leung Sum Yi (2D)

31. Hong Kong & Macao Mathematical Olympiad Open Contest “HKMO OPEN”  
 Gold Award: Yip Ho Hong (3B), Lai Ho Wa (3C)  
 Silver Award: Chan Kwok On (2B), Chui Ka Man (3A), Lam Ka Wai (3B), Yu Lee Kan (5E)  
 Bronze Award: Hui Chi Lik (1A), Chung Ho Pong (1B), Chan Tak Pang (2B), Tang Wai Tin (3A), Chan Wai Ting (4A), Kao Chiu (4B)
32. “Pui Ying Cup” Singing Competition to Celebrate 134<sup>th</sup> Anniversary of Pui Ying  
 Second Class Honours: School Choir
33. The Fourth Greater China Web 2.0 Design Competition Invitation  
 The most creative award: Chui Ka Man (3A), Wong Mei Sze(3E), Chong Sum Yu(4C)
34. Speech  
 64<sup>th</sup> Hong Kong Schools  
 Speech Festival
- a. Putonghua Solo Verse  
 Speaking
- i. S1 Girls  
 Second: Ho Tsz Wai (1A)  
 Third: Lee Wing Yiu (1D)  
 Cert. of Merit: Ng Ming Man (1D), Tse Ylang (1D)
- ii. S2 Girls  
 Cert. of Merit: Chung Tsz Shan (2B), Au Yee Ki (2D),  
 Pan L iu Ting (2D)
- iii. S5 Girls  
 Second: Butt Kar Bo (5E)
- iv. S6 Girls  
 Second: Ng Chung Ying (6C)  
 Cert. of Merit: Lam Yat (6C)
- b. Putonghua Solo Prose Speaking
- i. S3 Girls  
 Cert. of Merit: Wong Mei Sze (3E)
- c. Cantonese Solo Verse Speaking
- i. S1 Girls  
 Third: Lee Cheuk Yiu (1B), Loo Hiu Tung (1C)  
 Cert. of Merit: Cheung Man Shan (1B), Wong Wing Tung (1C)
- ii. S2 Girls  
 Third: Ho Wai Sum (2C)
- iii. S3 Girls  
 Third: Li Cheuk Yan (3D)  
 Cert. of Merit: Ho Hiu Laam (3B), Chan Wing Ching (3C)  
 Cert. of Proficiency: Yu Man Ting (3B)
- iv. S4 Girls  
 Champion: Ng Pui Yan (4A)  
 Cert. of Merit: So Suet Wing (4A)
- v. S1 Boys  
 Third: Chu Hoi Leung (1C)
- d. Cantonese Solo Prose Speaking
- i. S1 Girls  
 Second: Leung Ching Tung (1C)
- ii. S3 Girls  
 Cert. of Merit: Tsui Tung Yan (3B), Chan Wing Ching (3C), Tang Hoi Yan (3D)  
 Cert. of Proficiency: Chui Ka Man (3A)

e. English Solo Verse Speaking

i. S1 Girls

Second: Loo Hiu Tung (1C)

Third: Chung Shuk Ying (1B), Ko Hiu Yee (1C)

Cert. of Merit: Kaur Aman Jot (1A), Lee Yuet Long (1A), Sarkar Prabrisha (1A), Wong Wing Ji (1A), Woo Hau Yin (1A), Cheung Sum Yuet (1B), Kwan Hiu Ching (1B), Li Lok Yee (1B), Lai Ching Yi (1C), Leung Ching Tung (1C), Lui Sze Wing (1C), Wong Wing Tung (1C), Chan Kam Ching (1D), Hui Wai Lok (1D), Kwok Hei Tung (1D), Ng Ming Man (1D), Tze Ylang (1D), Tsoi Tsz Kwan (1D)

ii. S2 Girls

Champion: Au Wing Long (2D), Au Yee Ki (2D)

Third: Chan Wing Ching (2D), Chung Pui Pui (2D)

Cert. of Merit: Foo Yan Long (2A), Ng Hoi Yan (2A), Sat Wai Kiu (2A), Tsang Ching Yee (2A), Chan Tsz Ching (2B), Chung Shu Wai (2B), Chung Tsz Shan (2B), Ho Tsz Ki (2C), Chan Cheuk Tung (2C), Poon Cui San (2C), Yiu Lee (2C), Yu Yan Kiu (2C), Chau Yu Yan (2D), Chiu Sum Wai (2D), Leung Sum Yi (2D)

Cert. of Proficiency: Yan Ka Ying (2A)

iii. S3 Girls

Cert. of Merit: Lau Wai In (3A), Chan Lok Sze (3B), Wong Tsz Kwan (3B), Fu Ka Yi (3E), Wong Tan Hok (3E)

iv. S4 Girls

Champion: Ng Pui Yan (4A)

Second: Ho Wing Yan (4D), Cheng Yan Kiu (4E)

Cert. of Merit: Chan Hoi Ching (4A), Chan Tin Yuet (4A), Lau Long Hei (4B), Wong Ho Chin (4B), Leung Wing Tung (4E)

v. S5 Girls

Third: Lam Sonia (5A)

Cert. of Merit: Ho Kei Yan (5A), Leung Wing Ka (5A), Ho Hei Tung (5B), Kwan Choi Hang (5B), Shing Wai Lam (5D)

Cert. of Proficiency: Cheung Pui Ka (5C)

vi. S1 Boys

Cert. of Merit: Chow Hau Wing (1B), Lai Ho Fai (1D)

vii. S2 Boys

Cert. of Merit: Chu Long Hey (2A), Yeung Long Yiu (2A), Mo Hok Chun (2C)

Cert. of Proficiency: Leung Ching Fung (2C)

viii. S3 Boys

Cert. of Merit: Lee Chun Fat (3E)

ix. S4 Boys

Third: Lam Nok Ting (4A)

x. S5 Boys

Cert. of Merit: Ng Hei Yiu (5B)

f. English Pubic Speaking Solo

i. S3 & 4

Cert. of Merit: Tam Ho Wa (3B), Chan Wai Yan (3D), Wong Tan Lo (3D)

ii. S5

Second: Cheung Long Jin (5C)

Cert. of Merit: Chan Cheuk Nam (5C), Lam Kam Ling (5E), Tsang Ching Long (5E)

Cert. of Proficiency: Lo Chung Hang (5C)

- g. English Solo Prose Reading  
 i. S3  
 Second: Ma Yuen Ting (3D)  
 Cert. of Merit: Cheng Sze Lok (3D), Li Cheuk Yan (3D), Lo Ho Wing (3D), Yeung Kai Sui (3D)
- h. English Solo Verse Speaking  
 i. Age 12  
 Third: Leung Ching Tung (1C)
35. Music  
 65<sup>th</sup> Hong Kong Schools Music Festival
- a. Female Voice Solo - Age 14 and under  
 Second: Chan Cheuk Tung (2C)
- b. Operatic Solo  
 (Secondary School – Junior)  
 Cert. of Merit: Chan Cheuk Tung (2C)
- c. Cantonese Operatic Songs  
 子喉獨唱 (Junior)  
 Cert. of Merit: Yan Wing Yin (2D)
- d. Percussion Classes  
 i. Violin Solo – Intermediate  
 Cert. of Merit: Cheung Hiu Long (2B)
- e. Brass Classes  
 i. Marimba Solo  
 (Secondary School – Junior)  
 Cert. of Merit: Chong Lik Wai (3D)
- ii. Flute Solo  
 (Secondary School – Junior)  
 Cert. of Proficiency: Yeung Kai Sui (3D)
- iii. Flute Solo  
 (Secondary School – Intermediate Group)  
 Cert. of Proficiency: Chong Yuk Ying (2D)
- f. Piano Classes  
 i. Piano Solo (Grade 4)  
 Cert. of Merit: Kot Yan Lok (1A)
- ii. Piano Solo  
 (Grade 5)  
 Cert. of Proficiency: Lam Yan Tung (1C), Chan Kam Ching (1D)
- iii. Piano Solo (Grade 6)  
 Cert. of Merit: Kwok Ka Wing (3E), Chiu Tsz Yan (4D)  
 Cert. of Proficiency: Yeung Cho Ki (1D), Hui Ka Chun (4C)



- iv. Piano Solo (Grade 7)
  - Second: Lee Cheuk Ting (3E)
  - Third: Ng Pui Yan (4A)
  - Cert. of Merit: Wong Tsz Yan (2A), Cho Mak Irene (3A), Chan Lok Tung (3E), Yuen Wai Lam (4C)
- v. Piano Solo (Grade 8)
  - Champion: Lam Sing Sen (4E)
  - Third: Chung Man Fai (2A)
  - Cert. of Merit: Chow Oi Tung (2B), Yeung Hei Suet (3A), Chong Lik Wai (3D), Yau Tin Gap (4E)
  - Cert. of Proficiency: Kwok Sum Wing (5C)
  - Cert. of Merit: Kong Hin Yung (1C)
- vi. Chinese Composers – Junior
- g. Chinese Instrumental Music Classes
  - i. Zhongruan Solo (Junior Group)
    - Cert. of Merit: Yeung Hei Suet (3A)
  - ii. Guzheng Solo (Junior Group)
    - Cert. of Proficiency: Lam King Lok (2B)
- h. Open Classes
  - i. Vocal Solo – Foreign Language
    - Third: Chan Cheuk Tung (2C)

### 36. Sports

- a. Hong Kong School Sports Federation Shatin and Sai Kung Secondary Schools Area Committee Inter-School Championships 2012-2013
  - i. Athletics
    - High Jump Boys Grade B
      - Second: Lau Tsz Him (4C)
  - ii. Swimming
    - Boys Grade C
      - 7th runner-up: Mak E Fan (1B)
    - 50m Freestyle
      - Boys Grade A 4x50m
        - 5th runner-up: Yu Cheuk Hang (5E)
      - Medley Relay
        - Lai Chun Hung (6B), Wong Tsz Wing (6B), Wong Wa Chun (6D)
      - Girls Grade C 100M
        - Champion: Ho Henryka (2B)
      - Breaststroke
        - Girls Grade C 200M
          - Second: Ho Henryka (2B)
    - iii. Volleyball
      - Girls Grade B (Division 2)
        - Champion: Ho Hiu Laam (3B), Mak Ying Ying (3B), Tam Sze Yui (4B), Poon Po Lam (4B), Leung Oi Wai (4C), Wong Sin Nga (4C), Chan Ming Wai (4D)

- Girls Grade C (Division 2) Third: Chaing Shuk Hang (1A), Yim Lok (1A), Hui Wai Lok (1D), Hui Hoi Ying (2A), Sat Wai Kiu (2A), Cheung Wing Yee (2B), Yiu Lee (2C), Chow Wing Tung (2D), Chung Pui Pui (2D), Lai Wai Ching (2D), Chong Yuk Ying (2D)
- Boys Grade A (Division 1) 4th runner-up: Au Yeung Long Hin (4A), Mak Fung Yu (4A), Chan Chun Hung (4D), Cheung Chun Hoi (4E), Choi Wai Yin (6A), Ma Yat Long (6A), Tsim Ho Man (6A), Xu Man Pan (6A), Chan Ho Yin (6B), Tang Wing Chak (6D), Lai Ho Wai (6E)
- Boys Grade C (Division 1) 3rd runner-up: Lam Tik Sum (1B), Mak E Fan (1B), Lam Chun Kit (1C), Shum Chung Wong (1D), Yeung Long Yiu (2A), Fung Yat Kit (2C), Leung Sin Hou (2C), Sit Man Ho (2D), Tong Lok Hin (2D)
- iv. Handball
- Girls Grade A 6th runner-up: So Ho Yi (4A), Choi Wing Ting (4A), Cheung Man Sze (4C), Yim Man Ki (4E), Wong Po Kwan (5B), Wong Man Wai (6B), Lam Lai Hung (6B), Cheung Yuen Sin (6B), Pong Hei Sen (6D), Yeung Po Yan (6E)
- Girls Grade B 6th runner-up: Tsang Tsz Yan (3B), Chan Lok Sze (3B), Tsui Tung Yan (3B), Chan Wing Ching(3C), Chan Cheuk Wai (3C), Cho Tsz Ching (4C), Fan Sze Hang(3E), Chan Hei Yin Christy(4B), Yam Tsz Yin(4C), Leung Oi Wai(4C), Kong Siu Man(4C), Ting Yee Yung(4D)
- Girls Grade C 6th runner-up: Kot Yan Lok (1A), Yeung Hei Ching (1A), Mok Man Yan (1A), Lam Yan Tung (1C), Lee Wing Yiu (1D), Lau Kit Ying (2B), Chan Wing Kiu (2B), Au Wing Long (2D), Or Wai Sum (2D), Chan Wing Ching (2D)
- v. Basketball
- Girls Grade B (Division 2) Champion: Tsang Tsz Yan (3B), Tsui Tung Yan (3B), Chan Wing Ching (3C), Chan Cheuk Wai (3C), Cho Tsz Ching (3C), Wong Tan Lo (3D), Fan Sze Hang (3E), Lam Tsz Ki (3E), So Suet Wing (4A), Hui Ka Lam (4D), Yun Ho Ying (4E)
- Girls Grade C (Division 2) Third: Chan Wing Sze(1B), Ho Hui Ching(1B), Lam Yan Tung(1C), Mo Hang Ying(1C), Law Ho Yan(1D), Lee Wing Yiu(1D), Ng Ming Man(1D), Chan Wing Kiu(2B), Chao Chung Yan(2B), Chung Shu Wai(2B), Lau Kit Ying(2B), Fan Hoi Ki(2D), Or Wai Sum(2D)
- Boys Grade B (Division 2) Second: Ng Chun Wa (2A), Chung Shing Kit (2B), Lai Ho Ching (2C), Lam Kwong Wai (4A), Sze Ka Chun (4A), Chan Ching Kwan (4B), Cheung Ka Shek (4B), Cheung Siu Fung (4E), Chun Chung Yin(4E)
- b. The 4th Hong Kong Games of Open Water Swimming Competition (Girls)  
7th runner-up Ho Henryka (2B)

- c. Hong Kong Youth Aged Group Handball Competition 2013 (U16 Girls)  
 Third: Chan Wing Kiu (2B), Lau Kit Ying (2B), Au Wing Long (2D), Or Wai Sum (2D),  
 Chan Wing Ching (2D), Tsui Tung Yan (3B), Tsang Tsz Yan (3B), Chan Lok Sze (3B),  
 Chan Wing Ching (3C), Chan Cheuk Wai (3C), Fan Sze Hang (3E)
- d. “Pui Ying Cup” Volleyball Competition to Celebrate 134th Anniversary of Pui Ying  
 Boys Group  
 Second: Yeung Long Yiu (2A), Fung Yat Kit (2C), Lai Ho Ching (2C), Leung Sin Hou (2C),  
 Tong Lok Him (2D), Lau Ka Wun (3A), Tam Ho Man (3B), Lee Ka Chun (3D),  
 Lam Kin Ming (3E)
- e. The Hong Kong Council of the CCC Secondary School Heads Association  
 Inter-School Volleyball  
 Championships  
 (Boys Group)  
 Third: Lai Ho Ching (2C), Tam Ho Man (3B), Lee Ka Chun (3D), Au Yeung Long Hin (4A),  
 Mak Fung Yu (4A), Chan Ching Kwan (4B), Wong Ka Fu (4B), Lau Tsz Him (4C),  
 Chan Chun Hung (4D), Cheung Chun Hoi (4E), Lam Ho Hei (4E)
- f. The 14th Hong Kong Trampolining Inter-School Competition  
 Girls Group C  
 Champion: Chow Oi Tung (2B)
- g. The 31st Hong Kong Open Chinese Martial Arts Tournament 2012  
 Girls Youth Long Weapon The First Prize: Lau Ho Kwan (5E)  
 Girls Youth Short Weapon The First Prize: Lau Ho Kwan (5E)
- h. 2012 World Traditional Wushu Tournament  
 Girl Junior Group The First Prize: Lau Ho Kwan (5E)  
 Traditional Long Weapon  
 Girl Junior Group The First Prize: Lau Ho Kwan (5E)  
 Traditional Short Weapon
- i. 2012 Hong Kong Open Youth Chinese Martial Arts Tournament  
 Girl Junior Group 1<sup>st</sup> Runner-up: Lau Ho Kwan (5E)  
 Long Weapon  
 Girls Junior Group The First Prize: Lau Ho Kwan (5E)  
 Short Weapon
- j. Lai Ho Ching (2C), with his remarkable performance in the selection process and the three-phase intensive training programme, gained entrance to the Hong Kong Youth Boys' Volleyball Delegation and represented Hong Kong in All China Youth U-16 Boys Volleyball Tournament in Qinhuangdao in August, ranking the tenth nationwide along with the Sportsmanship Award.

## **F. Financial Report**

### **1. Substitute Teacher Grant**

The Substitute Teacher Grant received this year amounted to \$319,195.46. The sums had been paid out for employing supply teachers, staff training, traveling allowance for TSA oral invigilators and purchasing equipment and software, amounting to \$67,909.00, \$6,802.00, 174.00 and \$70,080.00 respectively.

## 2. Composite Furniture and Equipment Grant

- Grant received this year amounted to \$459,620.00.
- The expenditure for the purchases of furniture and equipment prior to auditor's certification are as follows:

<u>Audio-visual Aids Equipment</u>	(\$)	(\$)
- LED television 4 sets	40,569.00	
- Mini headset microphone 6 sets	2,400.00	
- Wireless microphone 7 sets	25,200.00	
- Speaker stand 4 sets	1,360.00	
- Speaker 11 sets	20,500.00	
- Digital camera 1 set	3,980.00	
- DV camera 1 set	5,280.00	
- Transmitter 1 set	650.00	
- Equipment rack 1 unit	14,650.00	
- Lightsky follow sport 2 sets	18,500.00	
- Mixing console 1 unit	6,265.00	
- Back stage lighting bar system	7,500.00	146,854.00
<u>Biology Equipment</u>		
- Mini bath water 1 unit	3,160.00	
- Hotplate 2 sets	2,560.00	
- Mitosis model 1 unit	2,790.00	
- Meiosis model 1 unit	3,090.00	
- Animal cell model 1 unit	1,990.00	
- Plant cell model 1 unit	1,990.00	15,580.00
<u>Chemistry Equipment</u>		
- Molecular model 4 units	1,007.00	
- Magnetic water kit	359.00	
- Hardness scale collection	293.00	
- Luster collection	302.00	1,961.00
<u>General Equipment</u>		
- Locker 180 units	49,500.00	
- Swirling chair 9 sets	2,810.00	

- Renovation of sofa sets	21,900.00	
- Plastic chair 10 sets	6,200.00	
- Backdrop roller set	2,840.00	
- Handheld microphone 10 pcs.	8,400.00	
- Air-conditioner 4 sets	42,800.00	
- Carpet	5,500.00	
- Table lamp 2 sets	536.40	
- Classroom amplifier 4 sets	2,400.00	
- Microwave oven 1 set	528.00	
- Telephone headset 1 unit	258.00	
- Mini-refrigerator 1 unit	1,122.00	
- Iron 1 unit	430.00	
- Umbrella stand 6 sets	4,660.60	
- Fireproof & lightproof curtain	15,870.00	
- Walkie-talkie 6 sets	1,620.00	
- Re-construction of Digital Studio	245,300.00	412,675.00

#### **H.E. Equipment**

- Sewing machine 2 sets	4,910.00	
- Iron 4 sets	888.25	5,798.25

#### **I.S. Equipment**

- Rheostat 2 units	660.00	
- PowerPoint presenter 2 pcs.	398.00	1,058.00

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

- Visualizer 12 sets	43,800.00	
- Touchsmart 1 unit	5,790.00	
- LCD monitor 35 sets	36,750.00	
- Tablet PC with cover 17 sets	20,888.00	
- USB Camera 1 set	590.00	
- Apple iMac 2 sets	23,676.00	
- LCD Projector 5 sets	48,900.00	
- Computer 9 sets	34,992.00	
- Notebook computer 5 sets	30,830.00	
- Computer server 2 sets	17,914.00	264,130.00

**Library Equipment**

- USB barcode scanner 3 sets	2,280.00	2,280.00
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**Music Equipment**

- Stage piano 1 set	14,400.00	
- Chinese zither 2 sets	6,480.00	
- Mirror with wheel 4 sets	600.00	
- Keyboard amplifier 1 set	2,100.00	
- Copper timpani 2 sets	44,200.00	
- Music stand 8 pcs.	1,544.00	
- Chinese zither stand 4 sets	850.00	
- Electric guitar 1 set	1,785.00	
- SP bass rumble 1 set	2,000.00	
- Guitar stand 1 set	85.00	74,044.00

**P.E. Equipment**

- Gymnastics mat 2 pcs.	6,078.00	
- Electric weight scale 2 sets	1,040.00	
- Volleyball referee stand 1 unit	2,600.00	
- Aluminum height scale 2 sets	1,200.00	
- Basketball board 1 unit	4,350.00	15,268.00

**Physics Equipment**

- Ray box 4 pcs.	760.00	
- Telescope 1 unit	299.00	
- Microvoltmeter 2 sets	1,060.00	
- Coil 240 turns 6 units	1,200.00	3,319.00

**Visual Arts Equipment**

- Rack 5 pcs.	1,150.00	1,150.00
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**Maintenance**

- Annual inspection and repairs to fire prevention system	17,837.40	
- Annual maintenance and repairs to drinking water system	13,400.00	
- Annual maintenance and repairs to collator & stapler	2,740.00	
- Annual maintenance and repairs to air-conditioning facilities	14,120.00	

- Annual cleaning service of water tanks	1,361.00	
- Audio & network cabling in Digital Studio	2,500.00	
- Installation charges on LED televisions	10,500.00	
- Repairs to flushing water system	5,924.40	
- Repairs to typewriter	450.00	
- Repairs to gas appliances	1,751.00	
- Repairs to electrical installations	9,200.00	
- Repairs to public address system	450.00	
- Repairs to facsimile machine	600.00	
- Repairs to cameras	459.00	
- Repairs to rolling gate	1,500.00	
- Repairs to Venetian blinds & carpet flooring	2,955.00	
- Repairs to pianos	3,760.00	89,507.80
	<b>Total:</b>	<b>1,033,625.05</b>



### 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 2012/2013</u>	<u>SY 2012/2013</u>	<u>SY 2012/2013</u>
Administration Grant - Ordinary & Additional CA	3,595,668.00	2,556,000.00	2,595,534.97
Enhancement Grant	6,412.00	6,850.00	12,746.00
Lift Maintenance Grant	82,632.00	50,000.00	46,245.00
Composite Information Technology Grant	377,467.00	331,280.00	292,086.82
Noise Abatement Measures Recurrent Subsidy	305,513.00	190,000.00	143,037.00
Recurrent Sub. for A/C facilities in Lab. Prep. Rm.	8,726.00	4,000.00	10,715.16
SBM Supplementary Grant	182,892.00	317,597.00	159,970.00
School & Class Grant	706,358.00	1,422,055.00	1,725,451.89
Training and Development Grant	7,557.00	16,685.00	9,300.00
Consolidated Subject Grant	146,209.42	153,255.95	104,745.95
Other Income / Expenditure	128,180.63	-	-
<b>Sub-total</b>	<b>5,547,615.05</b>	<b>5,047,722.95</b>	<b>5,099,832.79</b>
<i>Surplus for the year</i>			<i>447,782.26</i>
<i>Balance brought forward from 2011-2012</i>			<i>4,022,298.60</i>
<i>Amount transferred to Special Domain and Grants outside OEBG</i>			<i>(1,142,319.18)</i>
<i>Funds set aside for Long Service Payment</i>			<i>(31,426.76)</i>
<b><i>Balance carried forward to next year (A)</i></b>			<b><i>3,296,334.92</i></b>
<b><u>Special Domain</u></b>			
Capacity Enhancement Grant	516,616.00	542,862.00	583,936.59
SB Support Scheme for Schools with Intake of Newly Arrived Children	-	-	-
Whole Sch. Approach to Guid. & Discipline Prog. Funds	6,604.00	9,670.00	11,623.80
<b>Sub-total</b>	<b>523,220.00</b>	<b>552,532.00</b>	<b>595,560.39</b>
<i>Deficit for the year</i>			<i>(72,340.39)</i>
<i>Balance brought forward from 2011-2012</i>			<i>11,849.10</i>
<i>Amount transferred from General Domain of OEBG</i>			<i>70,302.29</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>3,306,145.92</i></b>

## 4. Capacity Enhancement Grant

a. Grant received this year amounted to \$516,616.00.

b. Expenditure

1. Employing one additional teacher	\$	273,260.00
2. Employing one full-time teaching and administrative assistant	\$	120,000.00
3. Employing two coaches	\$	83,150.00
4. Employing ten part-time support staff	\$	83,924.50
5. Employer's contribution to Mandatory Provident Fund for teacher and support staff	\$	23,602.09
<b>Total:</b>		<b>\$ 583,936.59</b>

c. There was a deficit of \$67,320.59 at the year end, which would be absorbed by the surplus in the OEGB General Domain.

d. Evaluation

1. One additional teacher was employed. His duties included

- taking up Mathematics lessons.
- conducting Mathematics tutorial classes.

The appointment provided relief, enhanced capacity for curriculum work, and generated more time for professional training to regular teachers. The additional teacher assisted the panel in the preparation of teaching resources, and provided valuable input on improving student performance. On the whole, the Capacity Enhancement Grant has been beneficial to students and teachers.

2. One full-time teaching and administrative assistant was employed. Her duties included

- providing secretarial service
- issuing school memoranda to students / parents
- assisting teachers in managing school activities
- assisting teachers in the preparation of teaching materials and resources
- conducting tutorial classes and assisting in their administration
- substituting for lessons

From the feedback of teachers, the appointment of teaching and administrative assistant helped reduce workload. It created space for them to design and fine tune the curriculum to meet diverse student needs.

3. Two coaches were commissioned to the School Basketball and Volleyball Teams. They coached, trained and led the school teams in tournaments and sports events. From the feedback of teachers concerned, this arrangement had the effect of reducing their workload and of giving them for more space for curriculum work.
4. Ten part-time support staff were employed. Their duties included
  - providing clerical support to teachers.
  - assisting teachers in the preparation of teaching resources.
  - assisting teachers in managing students during their self-study time.

From the feedback of teachers, the appointments were helpful in reducing workload, allowing them to concentrate on teaching and developing curriculum materials in support of student learning.

## 5. Senior Secondary Curriculum Support Grant

a. Grant received this year amounted to \$713,520.00.

b. Expenditure

1. Employing two full-time and three part-time additional teachers	\$	1,009,888.20
2. Employer's contribution to Mandatory Provident Fund for teachers	\$	50,329.89
<b>Total:</b>		<b>\$ 1,060,218.09</b>

c. There was a deficit of \$346,698.09 at the year end, which would be absorbed by the surplus in the OEGB General Domain.

d. Evaluation

Five additional teachers were employed with two taking up the full workload of two full-time regular positions. The other three took up respectively 0.3, 0.8 and 0.35 of a regular workload. Their duties included

- taking up S2 to S4 Chinese Language lessons and S2 Putonghua lessons.
- taking up S3 and S4 Chinese Language lessons.
- taking up S6 English Language lessons.
- taking up S1 and S5 English language lessons, S6 Integrated Arts lessons and S2 Religious Studies lessons.
- taking up S1 to S6 Visual Arts lessons.

Their appointments helped reduce the general workload of teachers and make small class teaching possible in the subjects Chinese Language and English Language. Regular teachers enjoyed more room for curriculum work and professional training in relation to the NSS curriculum. The additional teachers also helped the panels prepare teaching resources and provided valuable input for NSS curriculum development. On the whole, the Senior Secondary Curriculum Support Grant has facilitated our implementation of the NSS curriculum.

## 6. Extra Senior Secondary Curriculum Support Grant

a. Grant received this year amounted to \$250,000.00 and a surplus of \$93,424.75 was brought forward from the school year 2011/2012.

b. Expenditure

1. Employing one full-time additional teacher	\$	271,766.33
2. Employer's contribution to Mandatory Provident Fund for teacher	\$	13,542.07
<b>Total:</b>		<b>\$ 285,308.40</b>

c. There was a surplus of \$58,116.35 at the year end and would be carried forward to next year.

d. Evaluation

One additional full-time teacher was employed to take up S3 – S4 Liberal Studies lessons, and S1 – S2 Information Technology lessons. The appointment helped reduce the workload of teachers and make small class teaching possible in the subject Liberal Studies. The additional teacher also helped the panel prepare teaching resources. On the whole, the Extra Senior Secondary Curriculum Support Grant has been conducive to enhance the quality of education.

## 7. Liberal Studies Curriculum Support Grant

a. Grant received this year amounted to \$71,800.00.

b. Expenditure

1. Employing one full-time support teacher	\$	179,300.00
2. Employer's contribution to Mandatory Provident Fund for teacher	\$	8,965.00
<b>Total:</b>		<b>\$ 188,265.00</b>

c. There was a deficit of \$116,465.00 at the year end, which would be absorbed by the surplus in the OEGB General Domain.

d. Evaluation

One full-time support teacher was employed. Her duties included

- taking up S4 and S5 Liberal Studies lessons.
- assisting teachers in managing learning activities related to Liberal Studies curriculum.
- assisting teachers in the preparation of teaching materials and resources for Liberal Studies curriculum.
- conducting Liberal Studies tutorial classes.

From the feedback of the teachers concerned, the appointment helped reduce workload. Teachers enjoyed more room for curriculum work, professional training and sharing among panel members in relation to the Liberal Studies curriculum. The appointment facilitated the team building for the panel and made small-class teaching possible in S4 to S6 Liberal Studies. On the whole, the Liberal Studies Curriculum Support Grant has provided ample support for the implementation of the NSS Liberal Studies curriculum.

## 8. Refined English Enhancement Scheme (REES)

### Report on Expenditure of the 2012/13 School Year

School Year		2010/11 (HK\$)			2011/12 (HK\$)			2012/13 (HK\$)			2013/14 (HK\$)			Total (HK\$)	
(A)	Scheduled payment (HK\$) (as at approval of 14.9.2011)	0.00			224,400.00			379,380.00			379,380.00			983,160.00	
(B)	<u>Expenditure on approved measures</u>	Latest approved cashflow	Expenditures paid	Expenditures committed	Latest approved cashflow (as at 11.7.12)	Expenditures paid	Expenditures committed	Latest approved cashflow (as at 11.7.12)	Expenditures paid	Expenditures committed	Latest approved cashflow	Expenditures paid	Expenditures committed	Total approved cashflow (till current year)	Total expenditure (till current year)
	(a) Employing an additional qualified graduate teacher (GM rank) to create time and space for some English teachers to review the English curriculum for S1-S6 and develop teaching materials for junior and senior forms to address the needs of different groups of students				N.A.	N.A.	N.A.	289,380.00	285,308.40					289,380.00	285,308.40
	(b) Hiring consultancy service to provide support for English teachers to conduct school-based curriculum development				N.A.	N.A.	N.A.	N.A.	N.A.	N.A.				0.00	0.00
	(c) Hiring service to assist teachers in organising an in-class training course for all S1 students to enhance their reading and vocabulary building skills through the teaching of phonics				48,000.00	47,250.00	0.00	N.A.	N.A.	N.A.				48,000.00	47,250.00
	(d) Employing a teaching assistant to support teachers to conduct school-based English remedial programmes for students and develop related teaching materials to address the needs of less able students, and conduct English learning activities for students				176,400.00	168,135.50	0.00	180,000.00	185,354.65					356,400.00	353,490.15
	Subtotal of expenditures (up to 31 August of the school year)		0.00	0.00		215,385.50	0.00		470,663.05	0.00		0.00	0.00		686,048.55
	(I) Total approved cashflow / (II) Total expenditures (up to 31 August of the school year)	0.00		0.00	224,400.00		215,385.50	469,380.00		470,663.05	0.00		0.00	693,780.00	686,048.55
(C)	Surplus/(Deficit) for the school year (= (A)-(B)(II))			0.00			9,014.50			-91,283.05					-82,268.55
(D)	Interest gained, if any, in school designated account of the Scheme						0.00								0.00
(E)	Balance in school designated account (funding in hand) (= (C)+(D))			0.00			9,014.50			-91,283.05					-82,268.55

**Evaluation on the Refined English Enhancement Scheme**

Measure	Target	Date / Duration	Evaluation Mechanism	Evaluation
1. Employing a CM teacher and a teaching assistant to support other English teachers in school-based English remedial programmes. 2. Their duties include: a. developing graded exercises b. conducting English learning activities	English teachers and students	2012-2013	1. Feedback from teachers 2. Assessment of materials designed	1. The speaking and writing sessions run during lunch time and after school hours were found to be helpful. 2. Some students requested extra lessons. 3. Course materials on speaking and grammars were well-designed to enhance students' speaking and writing skills.



二零一二/一三學年校本課後學習及支援計劃  
校本津貼 - 活動報告表

學校名稱：	沙田培英中學		
計劃統籌人姓名：	蔡耀忠老師	聯絡電話：	2691 7217

A. 本計劃受惠學生人數(人頭)共 124 名(包括 A. 領取綜援人數：18 名，B. 學生資助計劃全額津貼人數：102 名及，C. 學校使用 10 來酌情權的清貧學生人數：4 名)

B. 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)
	A	B	C						
English Enhancement Class	1			100%	13/10/2012 – 8/12/2012	210.00	Questionnaire	J & J Eureka International Company Limited	Students could apply what they learned in their writing.
English Enhancement Class		5		97.1%	16/3/2013 – 18/5/2013	925.00	Questionnaire	J & J Eureka International Company Limited	Students could apply what they learned in their writing.
ELIC English Camp	1	22		99.4%	8/7/2013 – 26/7/2013	33,350.00	Interview	美國英語學會	Students were more confident to speak in English.
中二中文閱讀能力提升課程	1			87.5%	15/2/2013 – 7/5/2013	240.00	問卷及教師觀察	「璞」中文教育機構	同學表示能提升閱讀理解的能力及技巧。
中三中文寫作班		2		100%	3/10/2012 – 28/11/2012	430.00	教師觀察	王天緣	同學表示更喜愛寫作。
中五閱讀理解課程	1	8		97.2%	25/3/2013 – 30/5/2013	2,520.00	問卷及學生訪問	「璞」中文教育機構	同學表示能提升應試技巧。
中六中文寫作班		3		75%	5/12/2012 – 11/1/2013	420.00	問卷及學生訪問	「璞」中文教育機構	同學表示能提升應試技巧，應付文憑寫作考試的要求。
中六中文閱讀理解班	1	1		87.5%	3/10/2012 – 26/10/2012	417.00	問卷及學生訪問	「璞」中文教育機構	同學表示能提升應試技巧，應付文憑閱讀理解考試的要求。
中四暑期中文寫作卷課程	1	10	1	98.6%	15/7/2013 – 26/7/2013	870.00	學生訪問	「之衡」教育機構 何應權先生	學生認為寫作的技巧訓練甚為有用，信心也增加了。
中四暑期中文閱讀理解課程	2	12	1	93.3%	15/7/2013 – 26/7/2013	4,950.00	問卷及教師觀課	「璞」中文教育機構	學生更有信心處理閱讀理解試卷。
中五暑期中文綜合卷提升課程	2	5		94.3%	15/7/2013 – 19/7/2013	2,300.00	問卷	黃燕萍女士	學生在問卷中表示滿意，認為成效顯著。
中五暑期中文寫作卷提升課程	4	14		98.9%	15/7/2013 – 19/7/2013	3,950.00	問卷	黃燕萍女士	學生在問卷中表示滿意，認為成效顯著。
高中暑期中文說話課程	2	6	1	97.2%	15/7/2013 – 19/7/2013	1,655.00	學生訪問	「璞」中文教育機構	同學認為說話訓練及技巧甚為有用。
國內義務工作體驗團	1	5		100%	29/3/2013 – 31/3/2013	6,600.00	問卷、個人反思	香港青年協會 (青年交流部)	同學對中國民工的情況有更多了解，加深對國情的認識。
「一人一樂器」計劃	1	9	1	95.5%	9/10/2012 – 30/4/2013	10,900.00	問卷	蘇家慶先生、黃兆輝先生、鄭皓彥先生、鄭曉霖小姐、韋恒熹先生、杜兆明先生	學生對計劃抱正面的態度。同學可嘗試學習未曾接觸過的樂器，從而豐富個人的學習經歷。
學生人次	18	102	4						
總學生人次									
活動項目總數									
					總開支	69,737.00			

備註: # 對象學生: 指領取綜援 (A) / 學生資助計劃全額津貼 (B) 及學校使用 10% 酌情權的清貧學生 (C)

### C. 計劃成效

整體來說，你認為活動對受惠學生的合資格學生有何得益？

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			✓			

### D. 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)

- 未能識別合資格學生(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；
- 合資格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)：\_\_\_\_\_

沙田培英中學

2012-2013 多元學習津貼（其他課程）報告

課程名稱	對象學生	支出	評估成效
「科大新體驗」 中學／大學雙修 課程先導計劃 2012	中四學生	2,650.00	<ul style="list-style-type: none"> <li>➤ 透過是次計劃，學生能於大學校園學習接近大學水平的知識，以滿足其學習的需要，並有效發掘學生的潛能。</li> </ul>
香港科技大學 「優才增益課程 －2012 年秋季」	中五學生	3,915.00	<ul style="list-style-type: none"> <li>➤ 透過是次計劃，學生能於大學校園學習接近大學水平的知識，以滿足其學習需要，並有效發掘學生的潛能。</li> </ul>
校園無伴奏合唱 計劃	中四及中五學生	1,800.00	<ul style="list-style-type: none"> <li>➤ 學生以小組形式學習基礎的聲樂和獲得合唱訓練。</li> <li>➤ 導師在訓練中加入介紹無伴奏合唱的歷史和不同的風格。</li> <li>➤ 學生在知識和技能上得以提升，能於初中合唱團發揮了領導的角色。</li> </ul>
機械課程	中五學生	6,064.00	<ul style="list-style-type: none"> <li>➤ 同學於課後練習機械人組裝及熟習機械人編程。</li> <li>➤ 於 2013 年 5 月份參加一項機械人任務比賽，名為「智能機械由我創 2013」，在中學組中榮獲二等獎。</li> <li>➤ 於 2013 年 6 月份參加「Robo Cup Junior 2013」比賽，榮獲全場季軍獎項。</li> </ul>
科學競賽隊訓練	中四學生	492.70	<ul style="list-style-type: none"> <li>➤ 透過校內培訓，同學能代表學校參加全港學界「2013 香港物理奧林匹克」比賽，同學於比賽中分別獲二等獎、三等獎及優異獎。</li> <li>➤ 學生透過訓練能鞏固科學知識，亦能增加自信心及溝通協作能力。</li> </ul>
辯論隊訓練	中四至中五學生	15,980.00	<ul style="list-style-type: none"> <li>➤ 參與同學透過常規訓練及比賽，對社會現象更為了解。</li> <li>➤ 在思考辯題時更全面及深入，思維邏輯得以提升。</li> <li>➤ 在演說技巧方面，同學能夠運用更多元化的技巧，言辭更為生動。</li> <li>➤ 在個性方面，同學均能表現自信及成熟，在隊中的角色亦愈見投入及負責。</li> </ul>

中文寫作訓練計劃	中四至中六學生	44,500.00	<ul style="list-style-type: none"> <li>➤ 學生在中文寫作的造詣上有所提升。</li> <li>➤ 學生在「李聖華現代詩青年獎——白綠青年組」比賽中獲得獎項。</li> <li>➤ 印製中文文集《青泉一掬》，除派發本校同學外，更派發予各中、小學及訪校嘉賓，共同分享學生創作的成果。</li> </ul>
英文寫作訓練計劃	中四至中六學生	37,000.00	<ul style="list-style-type: none"> <li>➤ 提升同學英文寫作技巧。</li> <li>➤ 提升同學對英詩的認識。</li> <li>➤ 印製英文文集《Young Minds》，除派發本校同學外，更派發予各中、小學及訪校嘉賓，共同分享學生創作的成果。</li> </ul>
領袖培訓證書課程 2012-2013	中四及中五學生	13,436.00	<ul style="list-style-type: none"> <li>➤ 透過領袖培訓活動，同學在解難方面加強了自信，在各學會帶領活動時能更有信心，發揮所學的技巧。</li> </ul>
英文校報組	中四至中六學生	17,840.00	<ul style="list-style-type: none"> <li>➤ 同學於課後學習以英文進行採訪、撰寫報導及編輯報章的技巧。課程能提升同學的英語能力及培養同學對新聞工作的興趣，並能提供同學編寫不同類型文藝作品的機會。</li> <li>➤ 同學在語文方面的潛能，得以發展及展露。</li> <li>➤ 本年該組同學共出版三期英文校報《Matrix》，除派發本校同學外，更派發予各中、小學及訪校嘉賓，共同分享學生創作的成果。</li> </ul>
聽作演奏器樂曲計劃	中四及中五學生	1,400.00	<ul style="list-style-type: none"> <li>➤ 同學透過課程能掌握作曲的技巧及運用軟件創作樂曲。</li> <li>➤ 同學藉著課程能接觸不同的音樂家（包括小提琴、大提琴、雙簧管及巴松管），從而可擴闊視野，亦能增加對這些樂器的了解。</li> <li>➤ 同學創作的曲目於學年終結時在校內表演，同學對創作的信心得以提升。</li> <li>➤ 表現較好的同學於 2013 年 7 月在大會堂表演，並由資深的音樂家演繹其作品，學生的創作得到極大的肯定。</li> </ul>
總額		145,077.70	

沙田培英中學

多元學習津貼

第三屆（2012-2014 學年）高中應用學習課程報告

課程名稱	對象學生	支出	評估成效
應用心理學	中五學生	18,000.00	<ul style="list-style-type: none"><li>➤ 本屆共有三位同學修讀由嶺南大學持續進修學院主辦的「應用心理學」課程。</li><li>➤ 全年平均出席率為 92.5%</li><li>➤ 課程內容包括：<ol style="list-style-type: none"><li>1. 簡介應用學習課程——應用心理學</li><li>2. 工作坊：「壓力管理」及「群體動力」</li><li>3. 活動：「心理測驗」及「遊戲活動」</li></ol></li><li>➤ 透過工作坊及遊戲活動，加深同學對「應用心理學」的了解及興趣。</li><li>➤ 其中一位同學更榮獲由羅氏慈善基金與教育局設立的「高中應用學習獎學金(2012-13 學年)」，以獎勵同學在課程中積極和優秀的表現。</li></ul>
總額		18,000.00	

## 11. Auditor's Annual Report

The auditor's Annual Report is expected to be released in December 2013 and endorsed in the School Board Meeting in March 2014.

## G. Key Issues for the Coming Years

1. Continue to highlight Values Education
  - a. To help students form positive values, the school would further develop parent education, including regular courses and working together in partnership for the nurture of their children.
  - b. We wish to encourage students to probe into value-driven issues such as poverty, environmental protection, and cultural diversity so that students become more socially aware, critically mindful and, independent in thinking, capable of facing up to the challenges of the times.
2. Devise better policies and tools in support of the NSS curriculum
  - a. Encourage teachers to continue their participation in external and school-based training and renewal efforts, placing a strong emphasis on a culture of professional exchange among our teachers.
  - b. Maximize resources beyond the school  
Participate in the NSS Joint Schools Network Programme. Seek to provide students with more choices of elective subjects to cater to their needs, aptitudes, abilities and interests.
  - c. Enhance IT support to further develop the PYCnet and promote mobile learning.
  - d. Give priority to knowledge management so that the PYCnet can serve as a knowledge base for different subjects where knowledge is freely shared, transferred and created and made use of in the interest of teaching and learning effectiveness.
  - e. Optimize language education by helping students build a firm language foundation on which reading, writing, listening and speaking work together for the learning of the multiple disciplines under the NSS.
3. Catering for learning diversities
  - a. Our aspiration is that the needs of gifted students, low-achievers and students of special learning needs are addressed appropriately in such a manner that their potential can be met.
  - b. Small-class teaching will continue to be implemented to foster cooperative learning among students in a creative and interactive learning environment. There will be room for the design of quality teaching materials and teachers are invited to be flexible in curricula adaptation to meet students' diverse needs.
  - c. Students are encouraged to set their own learning goals and monitor their own learning progress, adopt learning strategies, form regular learning habits and put self-learning into effect.
4. Utilizing the Pui Ying network to inculcate an international outlook among students
  - a. The global Pui Ying network will continue to be utilized in support of all-round learning and international exposure. Programmes such as the Mentorship Scheme, US-Canada Cultural Exchange and Stories of Vancouver go beyond the Hong Kong border.
  - b. Plans are being developed for exposure to additional cultures and languages such as Spanish.