

Shatin Pui Ying College
Annual School Report
2013/2014



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A. School Vision and Mission

1. Vision Statement

Together we nurture life abundant
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

- a. Shatin Pui Ying College was established in 1978.
- b. It is a Christian EMI secondary school fully subsidized by government with 4 classes each for S1 to S3, 6 classes for S4 and 5 classes each for S5 to S6 with a total enrolment of 963 students.
- c. All S1 freshmen are Shatin District Band 1 students.
- d. We have a full establishment of 56 teachers (including 1 native-speaking English teacher), 3 IT technicians, 3 laboratory technicians, 1 librarian, 5 clerical and administrative staff and 12 janitors. In addition, there are 7 teachers appointed under other government grants. To relieve teachers of their non-teaching workload, 6 undergraduates serve as part-time clerical staff.
- e. 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. Devising better policies and tools in support of the New Senior Secondary curriculum
3. Catering for learning diversities
4. Nurturing an international outlook and making better use of the global Pui Ying Network

D. Achievements and Reflection on Major Concerns

Vision and Core Values

Our school has ‘holistic education’ as its philosophy, with ‘Faith, Hope, Love’ as its motto. This is achieved with the collaboration of all stakeholders including teachers, parents, alumni, retired teachers, people in the neighbourhood and affiliated churches.

Our vision and educational philosophy are well received by parents. Many often approach the school for help or offer suggestions for improvement. It is a school-parent relationship built on mutual trust which encourages close cooperation. People in the neighbourhood also from time to time volunteer comments on how our students carry themselves in the community. Their acclamation has helped build a good image for our school.

Many past students and teachers have chosen to maintain close ties through the years. Many offer help with our programme on life-planning education, giving advice on further studies and career development. An alumni team digitalised past public exam questions for the benefit of current students. Teachers who have retired also contribute to the school's teaching quality by participating in lesson observations and in teacher's professional development. They sometimes offer free remedial lessons for students.

Collaboration with Christ’s Harvest Church and Shatin Church in evangelical missions and the promotion of Christian values is also helpful to the realisation of our school vision. Teachers, Christian and otherwise, are loving and caring professionals, striving to give reality to the school vision: “Witness to the Love of Christ”.

We also celebrate a student-centred approach in running our school, realised in the provision of opportunities for students to unleash their potential and broaden their horizons. School facilities are improved to cater for student needs; e.g. new air-conditioners at the covered playground to make the area more comfortable for after-class self-studies. We are also planning to construct a lecture theatre and refurnish the study room to better the learning environment.

Major Concern 1: Continuing to highlight Values Education

The theme of our values education was based on the nine attributes of the Fruit of the Holy Spirit. The ambitious coverage, however, comes at the expense of deep reflection. As it is, teachers seek every opportunity in and outside class to help students develop positive values. Our experience is that values education, if it is to have some depth, has to be passed on in relation to and in response to the social environment. We are also displaying attractive quotable quotes which convey positive values around the campus as a daily reminder.

School assemblies covered a wide spectrum of topics ranging from personal development to social issues, such as stress handling, electronic game addiction, online sharing and privacy and volunteer service in the mainland. The effectiveness in values education could be compounded by class-based follow-up recapitulation and sharing after the assemblies. Teachers are also encouraged to share articles related to designated values education themes.

The Family Chat sessions 「閒話家常」 at the beginning of assemblies often have teachers share their experience as parents on some everyday happenings. Students generally showed positive responses to such input. In comparison 「心靈加油站」 which focused on article sharing was not as effective, as the same article may not suit all levels of understanding or need. Another difficulty was that senior form students often had to float to other classrooms for lessons and as a result could not make use of the entire Reading Time for this activity. It is suggested that in the coming year, this activity will only be conducted in junior forms and the articles will be sent via PYCnet to all students subsequently.

We continued to promote Invitational Education on campus and students in general know that the school does care for them. Students with financial difficulties have benefited from school subsidies for various activities and programmes. However, some students may take this for granted and abuse may sometimes happen.

Sex education is a key aspect of values education. The Student Guidance Committee has developed sex education programmes appropriate to the needs of students of different forms. For instance, a drama on self-protection and respect for others was performed before S1 students while a talk on compensated dating was given to S5 students. A talk on the prevention of sexual harassment is being planned for all staff in the year 2014-15, following a similar presentation in previous years.

With the cooperation of the PTA, values education was extended to parents. Sharing on topics such as relationship within marriage and adolescent dating were featured in the Parents' Academy programme, which has received much positive feedback and support. We will therefore continue to offer Parents' Academy in the year 2014-15.

Major Concern 2: Devising better policies and tools in support of the New Senior Secondary curriculum

S3 is the year in which students have to make an important decision in their course of studies. Therefore, the Academic Committee has arranged for a series of activities to prepare S3 students for subject selection. There would be a talk on the requirements of NSS electives with a sharing session by senior form students. And the occasion will be announced at the Parents' Meet in October 2014.

We offered a wide range of NSS electives to cater for student preferences. In 2013-2014, the satisfaction rate for S4 subject selection by S3 students was 100%. One concern of S3 students in subject selection was that they were not familiar with some NSS electives because they did not have the opportunity to take these subjects in junior forms. In response to this, trial lessons of subjects such as Economics, Tourism and Hospitality Studies and Business, Accounting and Financial Studies for S3 students in the year 2014-15 will be offered.

Support for students for NSS did not end at S3. We provided continuous guidance for senior form students as well. For instance, the Academic Committee explained clearly to senior form students the school's policy on dropping electives, so that students can develop and refine their study strategies for DSE.

We are introducing small-class teaching in senior forms. We have arranged for more Chinese Language, English Language and Liberal Studies lessons for the two 2X classes in S4 and this has received positive feedback from teachers as it enabled teachers to have more time for teaching and to better cater for weaker students. In 2014-15, this policy will continue to be adopted and be extended to include one more Mathematics lesson for the three 2X classes in S4.

In order to optimise language education, our school has, in addition to small-class teaching, provided a range of language learning activities, such as Simultaneous Interpretation Program, Impromptu Speaking, Chinese and English Youth Forums, Chinese and English Storyteller Series, Chinese and English debating competitions, etc. There were also opportunities for students to meet with guests from foreign countries such as professors from University of London, Art reporters from the US, descendants of our school founder. We also arranged to have teachers enrolled in training courses such as Language across Curriculum which optimises our school-based LAC work. With training, subject teachers will collaborate to extend our LAC work to cover Mathematics and Science subjects.

Self-directed learning is another strategy to support the effective implementation of the NSS curriculum. Different speakers were invited to share their experience on the subject. Our teachers have observed that quite some students have developed a habit of self-learning. Senior form students in particular would like teachers to supply them with more exercises and self-study materials. Meanwhile, some junior form students found self-directed learning a bit too demanding for all subjects. It is suggested that teachers should make sure that students are adequately prepared before launching the attempt. We have since invited Mr Philip Chan Tak-hung to share strategies of self-directed learning with our teachers on 10 October 2014.

Our IT Committee has provided a lot of assistance to various subject panels and in response to the trend of mobile learning. ICT teacher has designed and tried out an I-Response programme in teaching, enhancing classroom interaction. We will offer workshops on I-Response for our teachers, hoping that the programme can be used to enhance the teaching of other subjects as well. In order to make mobile learning more user friendly, we will continue to upgrade our wireless network system. And, with the prevalence of smartphones among students, the school's tablet computers originally set aside for student use can be exploited for other purposes.

We believe that staff development is necessary for the enhancement of teaching and this is particular effective with support services offered by professional bodies. Our Liberal Studies (LS) Panel, for example, has participated in the Professional Development Schools Scheme by EDB, focusing on optimising implementation of Independent Enquiry Study (IES) and honing students' examination skills. LS teachers find the support service helpful and will continue to seek it in the coming year.

In addition to services by professional bodies, our school has also arranged for staff development days focusing on various topics ranging from personal development, such as team building and reflection on teachers' influence, to educational issues, such as teaching strategies, self-directed learning and catering for learner diversity. We will try to avoid repeating the same topics in different staff development days and consider organising workshops or talks on new topics with reference to governmental policies, for example, life-planning education.

Professional exchanges among staff members and with professionals from other institutes have proved beneficial. For instance, teachers on the Chinese Language Panel had regular exchanges on teaching strategies during panel meetings and the panel head also from time to time shared with colleagues the latest information from EDB; the English Language Panel in collaboration with the Chinese University of Hong Kong arranged for training on the teaching of writing. And teachers from the Careers Guidance Committee received training on life-planning education and, together with the vice-principals, visited other schools to learn about the implementation life-planning programmes. All these exchanges have broadened our teachers' horizons with new insights into various professional aspects.

In order to release teachers of their regular duties for all the above new developments, our school has devoted extra resources to recruiting alumni as part-time staff and additional staff to help with administrative work. Some alumni volunteered to help with the organisation of school activities.

Major Concern 3: Catering for learning diversities

We believe that a smaller class size allows teachers to better cater for individual needs and hence for learner diversity. Therefore, small-class teaching was implemented in S1 for Chinese Language, English Language and Mathematics subject groups. The class size of S1 and S2 English oral class was reduced to 8-9 students only. In S4, we lowered the teacher-student ratio on a class-basis (instead of on a subject-group basis) by opening six classes, which encouraged more classroom interaction. This arrangement allowed for one extra Chinese Language lesson, one extra English Language lesson and two Liberal Studies lessons for 2X classes. This helped build solid foundation of the core subjects. This also reduced the time spent on floating to other classrooms. Both teachers and students are positive about this arrangement. If human resources permit, we will continue to implement small-class teaching in senior forms.

We have also offered remedial classes on Chinese Language, English Language and Mathematics. Students in general have positive feedback and improvements have been witnessed. On the other hand, we have also arranged for enhancement classes for students with high potentials. For example, the English Language Panel recruited native-speaking instructors to teach English writing classes for S1 and S2 students; the Chinese Language Panel invited Ms.Y.P. Wong, renowned writer to be the instructor of the enhancement class; the Gifted Education Team nominated students to participate in gifted programmes offered by HKUST, credits gained from which can be transferred to satisfy university graduation requirements in the future. In addition to classes on core subjects, we also invited Mr Mong Kar Keung, our former vice-principal, to assist with enhancement and remedial work in Chemistry. In 2014-15, we are employing Mr Mok Hong Yin, alumnus, to be the instructor of the remedial class in science and liberal studies subjects. We will continue to look for suitable people to support the enhancement and remedial work in Humanities subjects or other KLAs.

As for students with special education needs, our teachers and students have hand in hand constructed a caring and accepting atmosphere conducive to inclusive education. Our school made good use of subsidies to employ staff to handle administrative work related to SEN students and to procure services, such as the “Make Friends and Have Fun” social group, Speech Evaluation and Therapy, Chinese Language Enhancement Classes and Liberal Studies Enhancement Classes. We had our educational psychologist to follow up on more serious SEN cases and design Individual Education Plans (IEP) for those students. We also made special examination arrangements for SEN students and helped them apply for special arrangements in HKDSE. Furthermore, we tried our best to entertain requests from parents if feasible. For instance, in response to a grade-skipping request from the parents of a student being promoted to S4, we asked the S5 subject teachers to set papers in order to assess the student’s ability and determine whether grade-skipping was beneficial to the student. Parents in general are satisfied with the school’s arrangements in supporting SEN students. Under current practice, the Special Education Team would give out information on SEN students to subject teachers in class meetings or case conferences. In the future, we hope to optimise the reporting mechanism so as to let teachers get hold of such information as early as possible.

Major Concern 4: Nurturing an international outlook and making better use of the global Pui Ying Network

Our school makes good use of the Pui Ying network and establishes connections between current students and alumni. The Academic Committee invited alumni to share their experiences as students in this school; the Careers Guidance Committee, in an effort to support the life-planning education, collected work information from alumni and invited alumni working in different sectors to share their work experience with our students. Our school also invited the descendants of the school founder to the school anniversary celebration in April 2014 so that students could meet with them.

We believe students do not necessarily have to travel abroad to broaden their horizons. Our school provides various opportunities for students to learn more about foreign cultures; at the same time, we encourage students to experience and reflect upon the cultural differences. The Liberal Studies panel prepared and posted articles on Window of the World, a page on PYCnet. With the reading materials, like ‘Public art in different places in the world’ and ‘How HK cha chaan tengs (tea restaurants) have become increasingly popular in the mainland’, our students could have their horizons broadened. In addition, an exchange student from Germany held a short German course, in which she taught the language as well as the culture of Germany. Students were generally enthusiastic about these learning opportunities. Our school will offer more such opportunities with experience drawn from developed and developing countries around the globe. Issues of the humanities, the environment and economics will be the focus. Our school will also consider arranging for a Casual Chat session on travels and invite teachers to share their travel experiences. The true purpose of travelling lies not only in enjoyment, but also in learning and reflection.

Our school provides ample opportunities for students to receive foreign guests. Such encounters help nurture an international outlook. For instance, Clare Morin, an arts journalist, was invited to our school to discuss visual arts with our students; a delegation from the University of London visited our school and students were given the opportunity to introduce our school English musical to the guests; a representative from the Consulate General of the US was invited to our school to host the US Consulate Speaker Programme, during which our students discussed global issues with the representative. Many of our students took the initiative to take part in these programmes and their performance was satisfactory. With the programmes being well received, the school will continue to offer students a variety of opportunities to broaden their horizons, nurture an international outlook, and of course, to shine.

E. Student 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 2014

a. Level 2 attainment for all subjects has reached 99.8%, compared with the Hong Kong average of 82.6%, while Level 5 attainment reaching 29%, compared with the Hong Kong average of 11.6%.

b. The percentage of students attaining level 2 up to level 5 is well above the Hong Kong average. The percentage of level 5* to 5** is better than the Hong Kong average.

c. The percentage of levels 5-5** attainment for all subjects is well above the Hong Kong average.

For Geography and History, our level 5 or above attainment is about 5 times the Hong Kong average.

For English Language, Information and Communication Technology and Visual Arts, our level 5 or above attainment is about 4 times the Hong Kong average.

For Chinese Language, Chinese History, Economics and Business, Accounting and Financial Studies, our level 5 or above attainment is about 3 times the Hong Kong average.

For Mathematics (Compulsory Part), Mathematics (Extended Part Module 1), Chinese Literature and Physics, our level 5 or above attainment is about 2 times the Hong Kong average.

For Mathematics (Extended Part Module 2) and Biology, our level 5 or above attainment is about 1.5 times the Hong Kong average.

d. University admissions rate (including both degree and sub-degree programs) for S6 students is 95.7%.

74.7% of our graduates were admitted to degree courses.

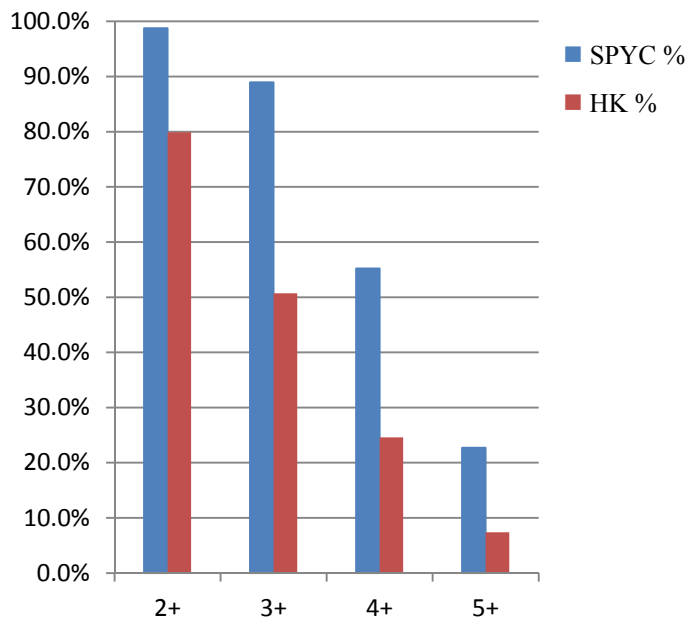
e. 14 of our graduates are admitted by overseas universities, accounting for 8.5 % of the total. The details are as follows:

Country	No. of Graduates admitted by overseas universities
United Kingdom	5 (2 of them are admitted by the Imperial College, London)
Australia	3
Canada	2
New Zealand	1

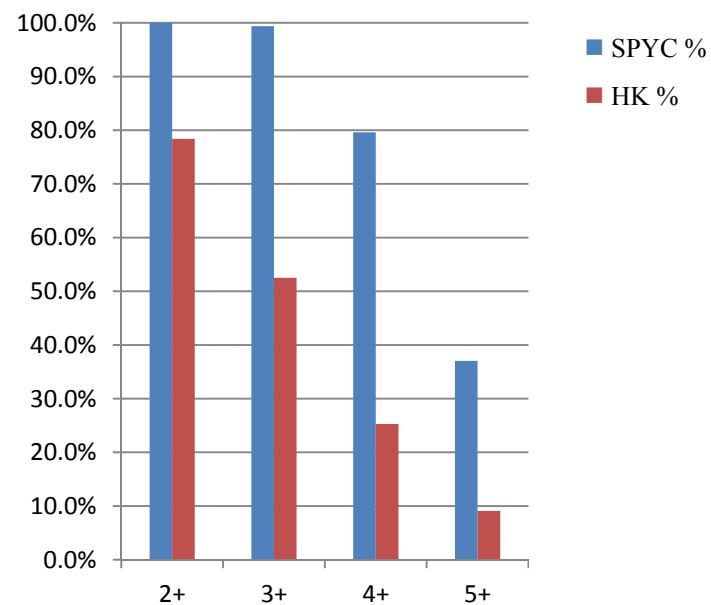
Level distributions for subjects (in percentages):

	3322 (Core Subjects)	2+	3+	4+	5+	5*+	5**+
SPYC	89.0%	99.8%	95.3%	69.4%	29.0%	9.4%	1.7%
HK	34.7%	82.6%	59.4%	33.2%	11.6%	4.6%	1.2%

Chinese Language:

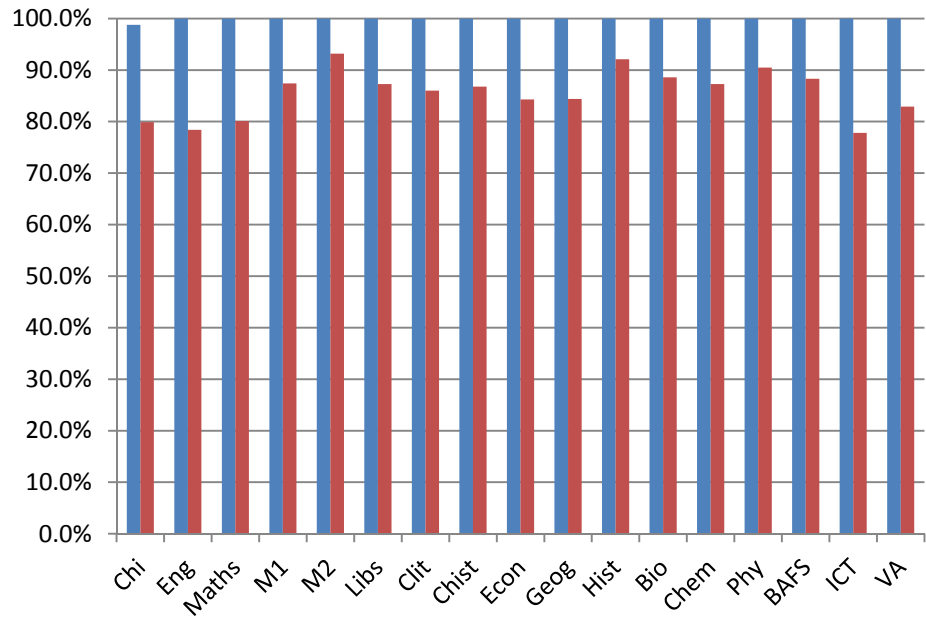


English Language:



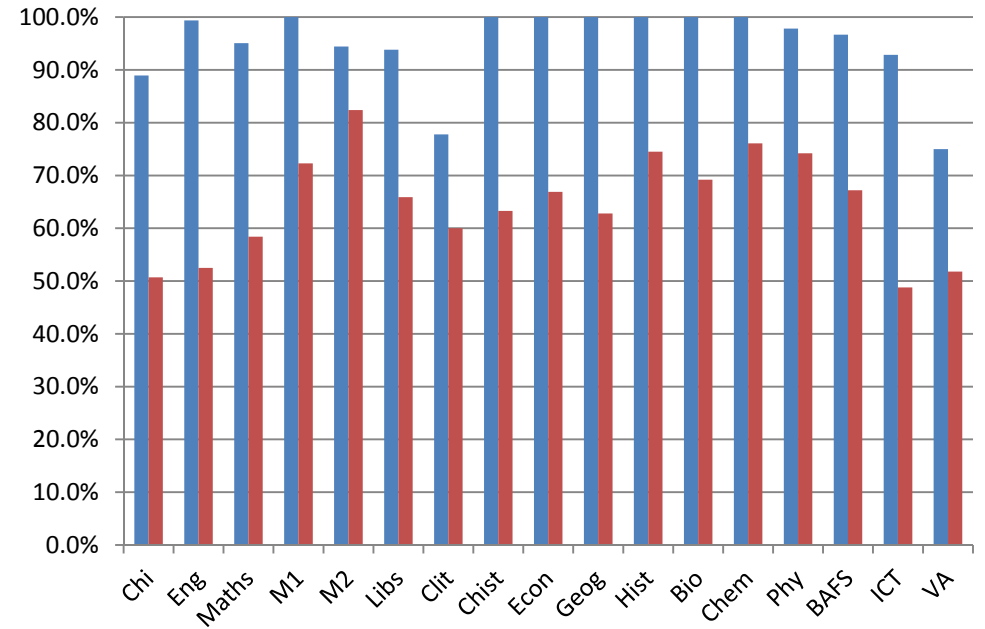
HKDSE Examination 2014
Percentage of Level 2 or above

■ SPYC % 2+
 ■ HK % 2+



HKDSE Examination 2014
Percentage of Level 3 or above

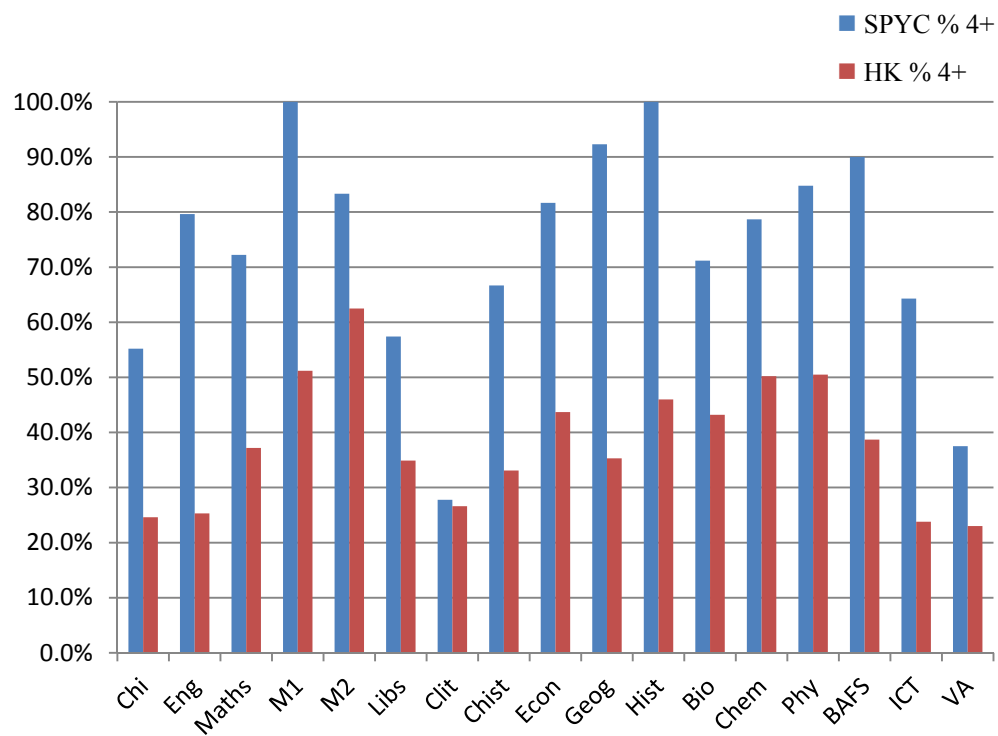
■ SPYC % 3+
 ■ HK % 3+



HKDSE Examination 2014

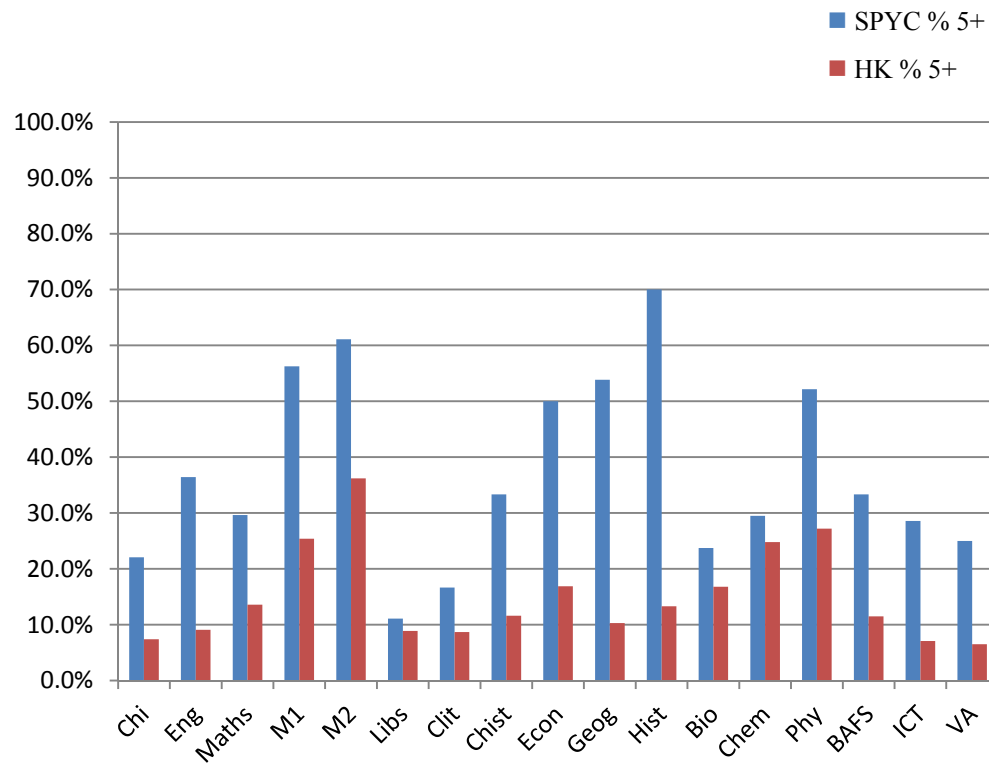
Percentage of Level 4 or above

(Remarks: According to the HKEAA, Level 4 is comparable to grade C in GCE A Level)

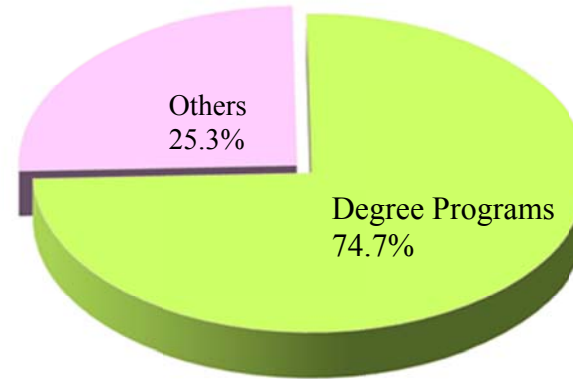
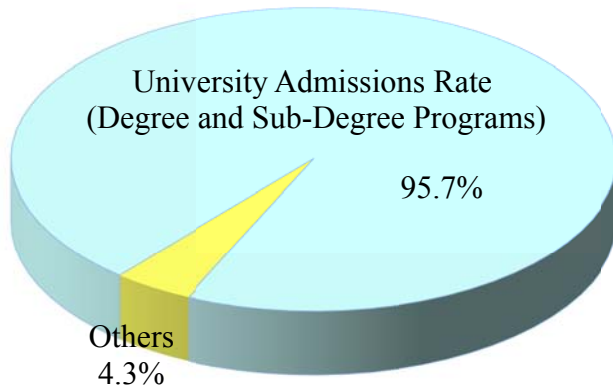


HKDSE Examination 2014

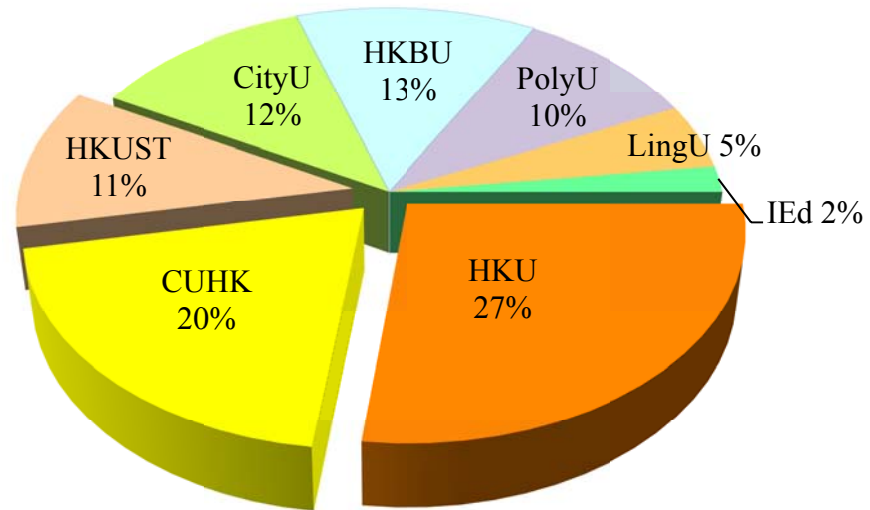
Percentage of Level 5 or above



University Admissions Rate



University Admissions Distribution 2014 (UGC-funded Programs)



Honours List

1. “7th Xianggangbei Foreign Affairs Quiz Competition” organized by Office of The Commissioner of The Ministry of Foreign Affairs of PRC in HKSAR and Education Bureau Bronze Award:
Participating students: Tsang Tak Wing (2B), Cheung Man Sze (5C), Chan Hiu Yee (5D), Mak Ka Chung (5D), Chim Wing Yi (6B), Yip Sum Yi (6E), Cheng Ming Chun (2012-13 6B)
2. Represented The Centre for the Development of the Gifted and Talented, HKUST for competitions:
Participants: Chan Lok Tung (4D), Ng Hoi Yi (4D), Tong Yee Man (4D), Yeung Kai Sui (4D)
Silver Award: Thematic Presentation
Best Presentation: Thematic Presentation
Overall Performance Bronze: Talented Show
3. “Pursuing Excellence and Beyond” Youth Leadership Award Scheme (2013-2014)
sponsored by the Fung Hon Chu Education Trust Fund and co-organized by Man Kwan Education Fund
Lam Nok Ting (5A)
4. 「明日領袖獎」 organized by EDB, The Outstanding Young Persons’ Association and Youth Arch Foundation
Chu Long Hey (3B), Or Wai Sum (3C), Li Cheuk Yan (4C), Ng On Ho (4D), Leung Cheuk Man (5A), Man Shing Hin (5C), Lo Chung Hang (6C)
Wong Kwan Ho (6E)
5. “A Crystal Future” organised by the Faculty of Science of Hong Kong Baptist University (HKBU)
2nd Runner Up: Kwok Wing Lam (4F), Chan Hoi Ching (5A), Lam Nok Ting (5A), Wong Ho Chin (5B), Man Shing Hin (5C)
6. The Hong Kong Physics Olympiad organized by The Hong Kong Academy of Gifted Education
Third Class Honours: Lai Ho Wa (4E)
7. “RIDYI 2013” sponsored by Creative Power Education Association
2nd runner-up: Chung Kin Tong (6D), Chiu Ho Sing (6D), Lee Yan Ho (6E), Ng Yin To (6E), Wong Hon Sai (6E)
8. 『環保物料藝術創作比賽』 organized by Sha Tin District Council Health and Environment Committee and Hong Kong Society for Education in Art
Merit Award : Chan Tsz Ching (3C), Fan Hoi Ki (3C), Lee Hiu Yuet (3C), Ho Long Fung (3C), Chung Pui Pui (3D)
9. School of Visual Arts Exhibition in Shatin 2013, organized by EDB
Gold Award: Ho Sin Man (6A)
Silver Award: Wong Wai Ying (6C)
10. “Top Ten News 2013 ” organized by Sing Dao Daily News
5th runner-up: Ng Sin Man (3D)

11. Young Writers Training Program” organized by Ming Pao Daily News
Chau Yu Yan (3D)
12. "Ming Pao Reporters on campus plan" organized by Ming Pao Daily News
Reporter: Chan Hiu Yee (5D)
13. The Senior Secondary Applied Learning Scholarship co-organized by the Law’s Charitable Foundation and the Education Bureau.
Special Award: Shing Wai Lam (6D)
14. Lam Yan Lok (2012-13 6D) guest sand animation performer at the opening ceremony of Lee Woo Sing College, The Chinese University of Hong Kong.
15. Civic Cup Debating Competition:
1st runner-up
Participating students: Lee Sau Ching (4C), Chin Wai Kei (4C), Lo Hoi Man (4F)
16. 13th The Basic Polyhedron-Secondary School Students Debating Competition (Basic Law Cup)
Entered Final Round
Participating students: Ho Wai Sum (3D), Heng Si Yuan (5B), Yu Kwai Ping (5D), Leung Hoi Ching (5E)
17. “青苗盃” Debate Competition
Entered Quarter-final
Participating students: Chiu Chin Tung (2D), Chin Wai Kei (4C), Lo Hoi Man (4F), Kwok Wing Lam (4F)
Best Debater: Chin Wai Ki (4C)
18. 30th New Territories Inter-school Debate Competition
Entered 2nd Round
Participating students: Chiu Chin Tung (2D), Chin Wai Kei (4C), Lee Sau Ching (4C)
Best Debater: Chin Wai Ki (4C)
19. iCity 校際辯論挑戰杯
Entered 2nd Round
Participating students: Ho Wai Sum (3D), Wong Tak Wai (4D), Yu Kwai Ping (5D), Leung Hoi Ching (5E)
Best Debater: Ho Wai Sum (3D)
20. “文化盃” Debate Competition
Entered 2nd Round
Participating students: Ho Wai Sum (3D), Chin Wai Kei (4C), Lee Sau Ching (4C), Lo Hoi Man (4F)

21. 3rd “奇趣盃” Debate Competition
Entered 2nd Round
Participating students: Kwong Mei Suet (3C), Ho Wai Sum (3D), Lee Sau Ching (4C), Yu Kwai Ping (5D)
Best Debater: Yu Kwai Ping (5D)
22. 香港學界辯論挑戰賽 2014
Entered 2nd Round
Participating students: Leung Tsz Wai (2C), Ho Wai Sum (3D), Chin Wai Ki (4C), Lee Sau Ching (4C), Lo Hoi Man (4F)
23. “傑生盃” Debate Competition
Entered 2nd Round:
Participating students: Chin Wai Kei (4C), Lee Sau Ching (4C), Heng Si Yuan (5B), Yu Kwai Ping (5D)
24. English Debate against SKH Tsang Shiu Tim Secondary School (2 March 2014)
Winning School: Shatin Pui Ying College
Participants: Chan Lok Tung (4D), Lau Wai Yin (4D), Yeung Kai Sui (4D)
Best Debator: Yeung Kai Sui (4D)
25. English Debate against SKH Tsang Shiu Tim Secondary School (20 March 2014)
Winning School: Shatin Pui Ying College
Participants: Lui Sze Wing (2C), Wong Wing Tung (2C), Loo Hiu Tung (2D)
26. English Debate against Chan Sui Ki (La Salle) College (27 March 2014)
Winning School: Shatin Pui Ying College
Participants: (Senior Group) Chan Wai Yan (4C), Wong Tan Lo (4E), Wong Tan Hok (4F)
Best Debator: Chan Wai Yan (4C), Wong Tan Lo (4E)
(Junior Group) Ho Ho Yan (1C), Wong Sau Laam (2D), Chan Cheuk Tung (3C)
Best Debator: Chan Cheuk Tung (3C)
27. English Debate: The 3rd WYK Junior Inter-school Debating Tournament
Merit Prize: Shatin Pui Ying College
Participants: Wong Wing Tung (2C), Lui Sze Wing (2C), Loo Hiu Tung (2D), Wong Sau Laam (2D)
28. School Creative Music Showcase 2013/14 (Elite Group) sponsored by Education Bureau
Best Creative Ideas Prizes Silver Award: Chu Hoi Leung (2A), Wong Wing Yan (2D), Ngan Wing Suet (3A), Chan Kwok On (3B), Chong Yuk Ying (3C)
Cheung Hiu Long (3D), Lee Nim Yan (3D), Lam Long Fung (3D), Cheuk Tsz Fung (4B), Chui Ka Man (4C)
Ho Tsz Yau (4C), Tang Yi Lam (4C), Yeung Kai Sui (4D), Yip Ho Hong (4D), Ng Pui Yan (5A)
Yuen Wang Chun (5E), Yau Tin Gap (5E), Li Tin Chung (6E), Lau Kai Lam (6E)

29. “第二屆全港學界微型小說創作比賽”
Champion (Junior Forms): Hui Ka Yau (4D)
Commended Award: Yeung Hei Suet (4A)
30. “第二屆李聖華現代詩青年獎 (2013)” sponsored by Hong Kong Council of the Church of Christ in China, Pui Ying College Management Committee and 香港中學生文藝月刊
Secondary School Section
Champion: Ho Sin Man (6A)
Commendation Award: Chau Yu Yan (3D), Cheong Tsz Lok (6C)
Participating School Award: Shatin Pui Ying College
31. 第六屆「歧視不存在—精神病在香港」 Designated Topic Speech Competition organized by 明愛全樂軒
Merit Award : Au Wing Long (3D)
32. 4th Greater China Web Design Competition for Secondary School Students
Originality award : Chui Ka Man (4C), Wong Mei Sze (4E), Chong Sum Yu (5C)
33. HuaXia Cup Mathematical Olympiad 2013 (Hong Kong)
1st Honour : Hui Chi Lik (2A), Chow Hau Wing (2B)
2nd Honour : Ip Cheuk Hei (1A), Wu Yan Ching (1A)
3rd Honour : Luk Ka Chun (1A), Wong Ka Yin (1B), Yau Yam Tat (2C), Lee Sheung Fu (2D)
34. 2013 HuaXia Cup Mathematical Olympiad Second Round Competition (Hong Kong)
2nd Honour : Hui Chi Lik (2A), Yau Yam Tat (2C)
3rd Honour : Ip Cheuk Hei (1A), Wu Yan Ching (1A)
35. The Hong Kong Mathematical High Achievers Selection Contest
3rd Honour : Chan Tak Pang (3A)
36. Pui Ching Invitational Mathematics Competition
Merit : Lai Ho Wa (4E)
37. Hong Kong & Macao Mathematical Olympiad Open Contest “HKMO OPEN”
Gold : Hui Chi Lik (2A)
Silver : Ip Cheuk Hei (1A), Yau Yam Tat (2C), Chung Ho Pong (2C), Lee Sheung Fu (2D), Chan Tak Pang (3A), Yip Ho Hong (4D), Chan Wai Ting (5A)
Bronze : Lee Chung Kei (1B), Fan Hoi Ki (3C), Pan Liu Ting (3D), Lai Ho Wa (4E), Wong Ka Kit (5A)
38. The Hong Kong School Drama Festival organized by Hong Kong Art School
Award for Outstanding Director : Ng Pui Yan (5A), Yuen Wang Chun (5E)
Award for Outstanding Performer : Leung Ching Tung (2C) , Kot Yan Lok (2C)
Award for Outstanding Cooperation : Drama Club & AV Team

39. 2014 English Drama Festival organized by The Association of English Medium Secondary Schools
Outstanding Creativity : Drama Club
Outstanding Spoken English : Drama Club
Award for Outstanding Actress : Cheung Sum Yuet (2D), Chan Wing Ching (3D)
40. “Consumer Culture Study Award XV” 「第十五屆消費文化考察報告獎」 organized by Consumer Council and EDB
Certificate of Award: Chan Cheuk Tung (3C), Fan Hoi Ki (3C), Lee Hiu Yuet (3C), Yan Wing Yin (3C), Ng Sum Bo (3C), Yuen Ka Fung (3C)
Hui Hiu Tsung (3C)
41. The Hong Kong Red Cross Blood Transfusion Service
Jean Cassels Trophy and Commendation Shield: Shatin Pui Ying College
42. Greening School Project Award to meritorious schools (2013-2014), Leisure and Cultural Services Department
Shatin Pui Ying College
43. 「2013-2014數碼達人創作比賽」 organized by Intelligent Software Co. Ltd.
Champion: Tang Yin Ting (4B)
2nd Runner-up: Liu Hoi Ning (4F)
Merit: Leung Yee Ting (4A)
44. 「2014我愛香港德育演講比賽」 organized by We Love Hong Kong Association
Merit (Secondary School) : Or Wai Sum (3C)
45. 「我Like牛！」 Drawing Competition organized by Yoshinaya
Outstanding Award: Chu Ching Lam (1B), Chan Cheuk Wai (1B)
46. Harvard Book Prize 「哈佛圖書獎」 organized by 哈佛大學香港校友會
Harvard Book Prize: Lai Ka Man (5A)
Merit: Leung Tin Yee (5D), Liu Man Tung (5E)
47. 「好書推介網頁設計比賽」 organized by HKPTU and Hong Kong Public Libraries
Champion: Yeung Hei Suet (4A), Chui Ka Man (4C), Yip Ho Hong (4D)
48. ACCA
HKICPA Scholarship for Secondary Schools 2013-2014 : Chan Yuk Shan (5C)

49. Sports

a. Hong Kong School Sports Federation Shatin and Sai Kung Secondary Schools Area Committee Inter-School Championships 2013-2014

i. Athletics

Girls C Grade 400m	Champion: Chan Cheuk Wai (1B)
Girls C Grade 200m	2nd runner-up: Chan Cheuk Wai (1B)
High Jump Boys A Grade	4th runner-up: Lau Tsz Him (5C)
Boys B Grade 3000m	7th runner-up: Lai Ho Ching (3D)
Long Distance Run Girls A Grade	Overall Merit: Chan Cheuk Wai (4B), Lai Ka Man (5A), Poon Po Lam (5B), Tam Sze Yui (5B), (Seventh) Lau Long Hei (5B), Leung Oi Wai (5C)
Girls B Grade	Individual Sixth: Ho Henryka (3A) Overall Merit: Lee Cheuk Yiu (2C), Chao Chung Yan (3A), Ho Henryka (3A), (Sixth) Chong Yuk Ying (3C), Ng Tsz Yan (3D), Chui Ka Man (4C)
Boys B Grade	Individual Tenth: Lai Ho Ching (3D) Overall Merit: Yeung Yat Hin (3C), Lai Ho Ching (3D), Chane-Thu Ka Ho (4C) (Seventh) Tam Ho Man (4C), Ng On Ho (4D), Yee Cheuk Wun (4E)

ii. Swimming

Girls Grade B 50M Breaststroke	1st runner-up: Ho Henryka (3A)
Girls Grade B 200M Breaststroke	2nd runner-up: Ho Henryka (3A)
Girls Grade C 100M Breaststroke	6th runner-up: Chan Lok To (1C)
Boys A Grade 200m Freestyle	5th runner-up: Yu Cheuk Hang (6E)
Boys A Grade 50m Backstroke	7th runner-up: Yu Cheuk Hang (6E)
Boys B Grade 200m Freestyle	7th runner-up: Wu Kwan Cheung (4C)
Boys C Grade 200m Individual Medley	5th runner-up: Mak E Fan (2D)
Boys C Grade 100m Freestyle	3rd runner-up: Mak E Fan (2D)

iii. Cross-Country Competition

Girls Grade A	Overall: Chan Cheuk Wai (4B), Lai Ka Man (5A), 4th runner-up: Poon Po Lam (5B), Tam Sze Yui (5B), Leung Oi Wai (5C), Leung Hoi Yan (5C), Yim Wing Sze (6D), Lau Ho Kwan (6E)
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iv. Badminton (Girls Grade C)

1st runner-up: Mak Hiu Lam (1A), Ng Tsz Ngai (1A), Wong Hei Man (1A), Leung Wing Yan (1C), Lee Carmen (2A), Woo Hau Yin (2B), Lee Wing Yiu (2B)
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v. Basketball

Girls Grade B	Champion: Chao Chung Yan (3A), Cho Tsz Ching (3B), Lau Kit Ying (3B), Or Wai Sum (3C), Chan Wing Kiu (3C), Tsui Tung Yan (4C), Lam Tsz Ki (4D), Tsang Tsz Yan (4E), Chan Wing Ching (4E), Wong Tan Lo (4E)
Girls Grade C	Merit: Kwok Wing Tsam (1B), Chan Ching Man (1C), Cheung Kai Mei (1D), Lam Yan Tung (2B), Law Ho Yan (2B), Lee Wing Yiu (2B), Ng Ming Man (2B), Chan Wing Sze (2D), Mo Hang Ying (2D)

- Boys Grade A 3rd runner-up: Chung Shing Kit (3B), Yu Tsz Fung (4A), Fan Parco (4B), Sze Ka Chun (5A), Lam Kwong Wai (5A), Li Man Hin (5A), Cheung Ka Shek (5B), Cheung Siu Fung (5B), Chun Chung Yin (5E), Lam Sing Sen (5E), Tsang Yiu Tong (6E)
- vi. Volleyball
- Boys Grade A Merit: Au Yeung Long Hin (5A), Mak Fung Yu (5A), Chan Ching Kwan (5B), Wong Ka Fu (5B), Lau Tsz Him (5C), Cheung Chun Hoi (5E), Lam Ho Hei (5E)
- Boys Grade B 2nd runner-up: Fung Yat Kit (3A), Wong Hon Fung (3B), Leung Sin Hou (3C), Tong Lok Him (3C), Lai Ho Ching (3D), Yeung Long Yiu (3D), Lee Ka Chun (4A), Tam Ho Man (4C), Lau Ka Wun (4E)
- Boys Grade C 3rd Runner-up: Chung Fai (1A), Ryo Hayahiko (1A), Wong Kwok Ho (1A), Yiu Wai Lok (1A), Chan Hung Yan (1B), Fung Yat Tsun (1B), Tin Tsz Wing (1D), Shum Chung Wong (2A), Lam Chun Kit (2B), Lam Tik Sum (2B), Law Yun Hung (2B), Lee Sheung Fu (2D)
- Girls Grade A Merit: Tam Sze Yui (5B), Tsang Hin Kan (6A), Chan Man Hei (6C), Yeung Wai Yi (6C), Chiu Ching Pok (6E), Li Ka Yui (6E)
- Girls Grade B Merit: Sat Wai Kiu (3A), Cheung Wing Yee (3B), Hui Hoi Ying (3B), Chong Yuk Ying (3C), Yiu Lee (3C), Chung Pui Pui (3D), Lai Wai Ching (3D), Ho Hiu Laam (4E), Mak Ying Ying (4F)
- vii. Handball (Girls) 3rd Runner-up: Lau Kit Ying (3B), Chan Wing Kiu (3C), Or Wai Sum (3C), Chan Wing Ching (3D), Tsui Tung Yan (4C), Chan Lok Sze (4C), Chan Wing Ching (4E), Tsang Tsz Yan (4E), Fan Sze Hang (4F)
- b. 2013-2014 Overall (All Sports) - Seventh: Shatin Pui Ying College Girls Team
- c. HKSSF All Hong Kong Secondary Schools Girls Football competition 2013-14
Girls Group Second: Lam Yan Tung (2B), Chan Wing Kiu (3C), Chan Cheuk Wai (4B), Yeung Pik Fung (4B), Tsang Tsz Yan (4E), Wong Tan Lo (4E), Lai Ka Man (5A), Mok Chin Yu (5B), Hui Ka Lam (5D), Kwong Wan Yi (5D)
- d. Shunqun International Schools Volleyball Championship 2013
Girls Group Champion: Mak Ying Ying (4F)
- e. 全國青少年 U16 Volleyball Championship
10th place & Sportsmanship Award: Lai Ho Ching (3D)
- f. All Hong Kong Secondary Schools Girls Handball competition
2nd Runner-up: Lau Kit Ying (3B), Chan Wing Kiu (3C), Or Wai Sum (3C), Au Wing Long (3D), Chan Wing Ching (3D), Chan Cheuk Wai (4B), Chan Lok Sze (4C), Tsui Tung Yan (4C), Chan Wing Ching (4E), Tsang Tsz Yan (4E), Fan Sze Hang (4F), Sze Ka Chun (5A)
- g. Sports Stars Awards
- h. Ping Ying Cup Volleyball Championship
Junior Secondary Group Champion: Hui Wai Lok (2A), Yim Lok (2A), Chaing Shuk Hang (2B), Sat Wai Kiu (3A), Cheung Wing Yi (3B), Hui Hoi Ying (3B), Chong Yuk Ying (3C), Yiu Lee (3C), Chung Pui Pui (3D), Lai Wai Ching (3D)

50. Speech: 65th Hong Kong Schools Speech Festival

a. Putonghua Solo Verse Speaking

i. S1 Girls

Third: Cheung Shin Yan (1C)
 Cert. of Merit: Mak Hiu Lam (1A), Ho Ho Yan (1C), Chan Ue Ka (1D), Kwok Chin Yuet (1D)

ii. S2 Girls

Second: Ho Tsz Wai (2B)
 Third: Loo Hiu Tung (2D)
 Cert. of Merit: Lee Wing Yiu (2B), Ng Ming Man (2B), Lui Sze Wing (2C)
 Cert. of Merit: Tsoi Hon Sun (2D)

b. Putonghua Solo Prose Speaking

i. S2 Girls

Cert. of Merit: Tse Ylang (2D)

c. Cantonese Solo Verse Speaking

i. S1 Girls

Champion: Leung Tsz Ching (1C)
 Second: Cho Ping Ting (1A), Chan Wing Yi (1B)
 Third: Kwok Wing Tsam (1B), Chan Hoi Yu (1C)
 Cert. of Merit: Pak Ching Tung (1B)
 Third: Lee Wing Yiu (2B)

ii. S2 Girls

Cert. of Merit: Chung Shuk Ying (2A), Choi Hoi Yan (2B), Wong Wing Tung (2C)
 Third: Chau Ka Him (2C)

iii. S2 Boys

Cert. of Merit: Li Cheuk Yan (4C), Yu Man Ting (4F)

iv. S4 Girls

Second: Ng Pui Yan (5A), Ng Wing (5C)

v. S5 Girls

Cert. of Merit: Kwok Man Chun (5C), Lau Tsz Him (5C), Wong Lok Hang (5C)

vi. S5 Boys

d. Cantonese Solo Prose Speaking

i. S1 Girls

Cert. of Merit: Leung Wing Yan (1C)

ii. S1 Boys

Cert. of Merit: Lai Long Fung (1D)

iii. S2 Girls

Cert. of Merit: Kwok Hei Tung (2A)

iv. S3 Girls

Third: Tam Wing Sze (3A)

Cert. of Merit: Chung Tsz Shan (3D)

v. S4 Girls

Cert. of Merit: Chui Ka Man (4C)

e. English Solo Verse Speaking

i. S1 Girls

Third: Cho Ping Ting (1A)
 Cert. of Merit: Chan Ching Man (1C), Ho Ho Yan (1C), Kuan Feng Jung (1D)
 Cert. of Proficiency: Chan Sze Wai (1A)

ii. S2 Girls

Third: Wong Wing Tung (2C), Loo Hiu Tung (2D)
 4th runner-up: Chung Shuk Ying (2A)
 Cert. of Merit: Lee Wing Yiu (2B), Ng Ming Man (2B),
 Yuen Man Hin (2B), Cheung King Tung (2C), Chan Kam Ching (2D),
 Cheung Sum Yuet (2D), Luk Sin Hang (2D)

iii. S3 Girls

Champion: Au Wing Long (3D)
 3rd runner-up: Chan Wing Ching (3D)
 Cert. of Merit: So Wai Lam (3B), Lai Sum Yi (3C), Au Yee Ki (3D), Chung Pui Pui (3D)

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|---|---|
| iv. S4 Girls | Second: Lau Wai In (4D)
Third: Wong Tan Hok (4F)
Cert. of Merit: Ma Yuen Ting (4D) |
| v. S5 Girls | Cert. of Proficiency: Chan Lok Tung (4D)
Champion: Ng Pui Yan (5A)
Second: Wong Ho Chin (5B)
Third: Cheng Yan Kiu (5E)
Cert. of Merit: Cham Yu Sum (5D), Ho Wing Yan (5D) |
| vi. S1 Boys | Second: Ryo Hayahiko (1A)
Cert. of Merit: Mok Chun Yin (1D) |
| vii. S2 Boys | Second: Lam Shu Him (2D)
Cert. of Merit: Chan Ching Lam (2D), Kwok Wai Lok (2D) |
| f. English Pubic Speaking Solo (S5) | Second: Chan Hoi Ching (5A) |
| g. English Solo Prose Reading (S4) | Cert. of Merit: Yeung Kai Sui (4D) |
| 51. Music : 66 th Hong Kong Schools Music Festival | |
| a. Mixed Voice Choir Section – Junior | Cert. of Merit: School Choir |
| b. Female Voice Solo - Age 14 and under | Champion: Chan Cheuk Tung (3C)
Second: Chan Cheuk Tung (3C) |
| c. Vocal Solo - Age 14 and under | Cert. of Merit: Yan Wing Yin (3C) |
| d. Cantonese Operatic Songs 子喉獨唱 (Junior) | |
| e. Percussion Classes | |
| Violin Solo (Grade 6) | Cert. of Proficiency: Cheung Hiu Long (3D) |
| f. Brass Classes | |
| i. Marimba Solo (Secondary School) | Cert. of Merit: Chong Lik Wai (3D) |
| ii. Recorder Duet (Secondary School – Junior) | Cert. of Merit: Fung Yat Tsun (1B), Fung Yat Tung (2A) |
| g. Piano Classes | |
| i. Piano Solo (Grade 4) | Cert. of Merit: Kuan Feng Jung (1D), Kong Shing Chung (2D) |
| ii. Piano Solo (Grade 5) | Cert. of Merit: Mak Cheuk Ying (1D), Shea Tsz Hei (2B) |
| iii. Piano Solo (Grade 6) | Cert. of Merit: Leung Tsz Ching (1B), Wai Ching Yin (2B), Cheung Hiu Long (3D) |
| iv. Piano Solo (Grade 7) | Cert. of Proficiency: Li Cheuk Yan (4C)
Cert. of Merit: Tin Tsz Wing (1D), Lee Nim Yan (3D), Chung Kin Long (4A), Yuen Wai Lam (5C), Chan Yuet Sum (5E) |
| v. Piano Solo (Grade 8) | Cert. of Proficiency: Au Wing Lam (2D), Ng Sin Man (3D)
Cert. of Merit: Cheung Ho Yuen (3A), Chow Oi Tung (3D), Chan Lok Tao (4C), Lee Cheuk Ting (4C) |
| vi. Piano Solo – Composer of the year | Cert. of Proficiency: Ng Pui Yan (5A) |
| vii. Piano Duet – Senior | Cert. of Merit: Lam Sing Sen (5E)
Cert. of Merit: Ng Pui Yan (5A) |
| h. Chinese Instrumental Music Classes | |
| i. Pipa Solo (Junior Group) | Champion: Lui Chun Man (1B) |
| ii. Zhongruan Solo (Junior Group) | Cert. of Merit: Yeung Hei Suet (4A) |

F. Financial Report

1. Substitute Teacher Grant

The Substitute Teacher Grant received this year amounted to \$154,913.86. The surplus brought forward from previous year was \$174,230.46. The sums had been paid out for employing supply teachers, staff training and purchasing equipment and software, amounting to \$93,016.00, \$4,092.85 and \$170,908.00 respectively.

2. Composite Furniture and Equipment Grant

- Grant received this year amounted to \$ 461,376.00.
- The expenditure for the purchases of furniture and equipment prior to auditor's certification are as follows:

<u>Audio-visual Aids Equipment</u>	(\$)	(\$)
- Digital camera 4 sets	17,840.00	
- Camera lens 1 set	4,800.00	
- Flash 2 sets	4,960.00	
- Gooseneck microphone 2 sets	990.00	
- Desktop base for microphone 2 pcs.	990.00	
- HandyCam 1 set	5,300.00	
- Battery 3 pcs.	2,550.00	
- Amplifier audio system in Covered Playground	23,473.00	
- Condenser microphone 2 pcs.	7,638.00	
- Bodypack transmitter 2 pcs.	3,182.00	
- Headset microphone 2 pcs.	2,912.00	74,635.00
<u>Chemistry Equipment</u>		
- Dispensette III 2 sets	5,400.00	5,400.00
<u>General Equipment</u>		
- Book shelf 4 units	2,538.00	
- 2-seater sofa 28 sets	25,792.00	
- 3-seater sofa 2 sets	2,798.00	
- Storage cabinet 60 units	7,020.00	
- Stool 12 units	3,468.00	
- Walkie-talkie 3 sets	690.00	

- 60" LED IDP Touch Panel 1 set	28,500.00	
- Trolley stand 1 unit	6,750.00	
- Double-sided movable board	10,000.00	
- Plastic trolley 1 unit	680.00	
- Rectangular folding table with trolleys 5 pcs.	5,250.00	
- Non-slippery carpet 5 pcs.	6,500.00	
- Transparent rolling gate 1 set	12,500.00	
- Lamipacker 1 set	6,460.00	
- Ceiling air-conditioner 4 sets	93,400.00	
- LED flood light 6 pcs.	26,200.00	
- Spot light 1 pc	2,000.00	
- EP wooden platform 1 unit	10,611.00	
- Speaker 1 pc.	658.00	
- Three-speed floor dryer	2,280.00	
- Office chair 7 pcs.	5,177.00	
- Bar chair 11 pcs.	3,290.00	
- 3-stage water purifier 3 sets	12,500.00	
- Water dispenser 1 set	7,500.00	282,562.00

H.E. Equipment

- Gas cooker 2 sets	19,275.00	
- Microwave oven 1 set	720.00	19,995.00

I.T. Equipment

- LCD Projector 3 sets	15,020.00
- Visualizer 12 sets	43,800.00
- IPEVO ZIGGI HD USB visualize 1 set	820.00

- Tablet PC 10 sets	17,180.00	
- Printer 1 set	1,478.05	
- Electric screen 2 pcs.	2,320.00	
- Metal cage for projector 1 pc.	250.00	
- Network device and cabling	101,193.00	
- Computer 44 sets	186,090.00	368,151.05

Music Equipment

- Marimba Beater 2 pairs	684.00	
- Glockenspiel 1 set	4,140.00	
- 49 key midi keyboard 3 sets	2,640.00	7,464.00

P.E. Equipment

- Ball cart trolley 2 sets	2,140.00	
- Volleyball pole 1 pair	9,800.00	11,940.00

Physics Equipment

- Voltmeter 10 sets	1,300.00	1,300.00
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Visual Arts Equipment

- Pine Wooden Studio Easel 2 pcs.	360.00	360.00
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Maintenance

- Annual maintenance and repairs to drinking water system	10,800.00	
- Annual maintenance and repairs to collator & stapler	2,940.00	
- Annual maintenance and repairs to air-conditioning facilities	14,510.00	
- Installation charges of audio amplifier system in covered playground	10,000.00	

- Installation charges of projector in covered playground	8,000.00	
- CBS inspection service charge	4,965.00	
- Renovation to 1/F exposed wall	15,400.00	
- Repairs to guest chairs	7,780.00	
- Repairs to camera	34.00	
- Repairs to intercom system	800.00	
- Repairs to musical instruments	5,218.00	
- Repairs to notebooks	1,404.00	
- Repairs to sewing machines	1,751.00	
- Repairs to bench power unit	500.00	84,102.00
	Total:	855,909.05

3. OEBG Expenditure

<u>Name of Grant</u>	<u>Grant Received</u> <u>SY 2013/2014</u>	<u>Budgeted Expenditure</u> <u>SY 2013/2014</u>	<u>Actual Expenditure</u> <u>SY 2013/2014</u>
<u>General Domain</u>			
Administration Grant - Ordinary & Additional CA	3,701,322.00	2,800,000.00	2,785,368.65
Enhancement Grant	6,426.00	6,850.00	18,320.00
Lift Maintenance Grant	86,016.00	53,000.00	50,830.00
Composite Information Technology Grant	392,943.00	353,780.00	364,728.80
Noise Abatement Measures Recurrent Subsidy	318,042.00	190,000.00	153,784.29
Recurrent Sub. for A/C facilities in Lab. Prep. Rm.	9,084.00	4,000.00	3,838.50
SBM Supplementary Grant	190,391.00	307,502.00	149,325.05
School & Class Grant	712,608.00	1,707,482.50	1,186,963.05
Training and Development Grant	7,867.00	15,000.00	5,739.29
Consolidated Subject Grant	147,791.01	140,236.01	93,635.50
Other Income / Expenditure	144,226.46	-	1,634.00
Sub-total	5,716,716.47	5,577,850.51	4,814,167.13
<i>Surplus for the year</i>			<i>902,549.34</i>
<i>Balance brought forward from 2012-2013</i>			<i>3,296,334.92</i>
<i>Amount transferred to Special Domain and Grants outside OEBG</i>			<i>(844,945.06)</i>
<i>Funds set aside for Long Service Payment</i>			<i>-</i>
<i>Balance carried forward to next year (A)</i>			<i>3,353,939.20</i>
<u>Special Domain</u>			
Capacity Enhancement Grant	537,792.00	743,679.00	689,326.15
SB Support Scheme for Schools with Intake of Newly Arrived Children	-	-	-
Whole Sch. Approach to Guid. & Discipline Prog. Funds	6,875.00	8,500.00	5,095.50
Sub-total	544,667.00	752,179.00	694,421.65
<i>Deficit for the year</i>			<i>(149,754.65)</i>
<i>Balance brought forward from 2012-2013</i>			<i>9,811.00</i>
<i>Amount transferred from General Domain of OEBG</i>			<i>151,534.15</i>
<i>Balance carried forward to next year (B)</i>			<i>11,590.50</i>
<u>Total (A) + (B)</u>			<u>3,365,529.70</u>

4. Capacity Enhancement Grant

a. Grant received this year amounted to \$537,792.00.

b. Expenditure

1. Employing one support teacher	\$	179,500.00
2. Employing one full-time teaching and administrative assistant	\$	87,753.60
3. Employing one librarian	\$	144,790.03
4. Employing three coaches	\$	119,550.00
5. Employing twelve part-time support staff members	\$	130,792.50
6. Employer's contribution to Mandatory Provident Fund for teacher and support staff members	\$	26,940.02
Total:		\$ 689,326.15

c. There was a deficit of \$151,534.15 at the year end, which would be absorbed by the surplus in the OEGB General Domain.

d. Evaluation

1. One support teacher was employed. Her duties included

- taking up Chinese Language and Putonghua lessons.
- conducting Chinese Language 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. 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. One librarian was employed to handle the operation of library. She updated and re-organized the databases and systems of the library, led the support staff to carry out the stocktaking and data input work. Her presence could release the workload of the teacher to perform duties dealing with the Library.
4. Three coaches were commissioned to the School Basketball, Volleyball and Handball 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 school work.
5. Twelve 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.
 - assisting the librarian to carry out the stocktaking and data input of library books.

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 \$741,510.00.

b. Expenditure

1. Employing three full-time and one part-time additional teachers	\$	980,669.83
2. Employer's contribution to Mandatory Provident Fund for teachers	\$	48,759.48
Total:		\$ 1,029,429.31

c. There was a deficit of \$287,919.31 at the year end, which would be absorbed by the surplus in the OEGB General Domain.

d. Evaluation

Four additional teachers were employed with three taking up the full workload of three full-time regular positions. The other one took up 0.3 of a regular workload. Their duties included

- taking up S2, S3 and S5 Chinese Language lessons and S2 Putonghua lessons.
- taking up S5 and S6 English Language lessons.
- taking up S2 to S4 English language 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 \$58,116.35 was brought forward from the school year 2012/2013.

b. Expenditure

1. Employing one full-time additional teacher	\$	278,643.83
2. Employer's contribution to Mandatory Provident Fund for teacher	\$	13,932.19
Total:		\$ 292,576.02

c. There was a surplus of \$15,540.33 at the year end and would be carried forward to next year.

d. Evaluation

One additional full-time teacher was employed to take up S1, S3 and S4 Chinese Language lessons. The appointment helped reduce the workload of teachers and make small class teaching possible in Chinese Language. 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. Refined English Enhancement Scheme (REES)

Refined English Enhancement Scheme (REES) Shatin Pui Ying College Report on Expenditure of the 2013/14 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	<u>Expenditures paid</u>	<u>Expenditures committed</u>	Latest approved cashflow (as at 11.7.12)	<u>Expenditures paid</u>	<u>Expenditures committed</u>	Latest approved cashflow (as at 11.7.12)	<u>Expenditures paid</u>	<u>Expenditures committed</u>	Latest approved cashflow (as at 11.7.12)	<u>Expenditures paid</u>	<u>Expenditures committed</u>	Total approved cashflow (till current year)	<u>Total expenditure (till current year)</u>
	(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	0.00	289,380.00	282,397.50	25,672.50	578,760.00	593,378.40
	(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.	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.	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	0.00	N.A.	N.A.	N.A.	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		282,397.50	25,672.50		994,118.55
	(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	289,380.00		308,070.00	983,160.00	994,118.55
(C)	Surplus/(Deficit) for the school year (= (A)-(B)(II))			0.00			9,014.50			(91,283.05)			71,310.00		(10,958.55)
(D)	Interest gained, if any, in school designated account of the Scheme						0.00			0.00			0.00		0.00
(E)	Balance in school designated account (funding in hand) (= (C)+(D))			0.00			9,014.50			(91,283.05)			71,310.00		(10,958.55)

**Refined English Enhancement Scheme
Project-end Evaluation Report**

Name of School: Shatin Pui Ying College
Project Period: 2011/12 to 2013/14

Part 1 - Project deliverables:

No.	Describe the tangible deliverables	Suitable for dissemination
1.	Learning beyond curriculum e.g. students were trained to be little reporters and they would interview visitors and our own students during different events.	Yes
2.	Language across the curriculum e.g. materials on teaching useful grammatical items related to science subjects were prepared.	Yes
3.	Training outside classroom e.g. TA provided extra lessons on writing and speaking to low achievers.	Yes

Part 2 - Attainment of output targets:

Output / outcome-based targets pledged by school in the proposal	Extent of Attainment

Output / outcome-based targets pledged by school in the proposal	Extent of Attainment
<ul style="list-style-type: none"> ➤ Full set of lesson plans and materials for writing and speaking lessons (S1-3) ➤ Sets of teaching materials and worksheets on the chosen electives for junior forms ➤ Revised materials for S4-5 electives (Social Issues, Pop cultures, Workplace Communication) ➤ Lesson plans and exercises on vocabulary building and reading skills ➤ 6 sets of materials prepared for S1-3 tutorial classes (two terms) ➤ New materials for LAC ➤ 80% of teachers involved being able to use the tailor-made materials with confidence ➤ 70% of S4-6 students regarding the materials for electives useful ➤ 80% of teachers involved regarding the materials for junior forms useful ➤ Students being able to answer essay-type questions in science subjects confidently. ➤ 90% of students trained to be student reporters and to host Youth Forum Training workshops and Youth Forum being able to complete the task with confidence. ➤ Students being trained to produce school newspapers ➤ 70% of students taking part in tutorial classes show improvement in exams 	<p>Successfully attained. Materials were used in junior forms.</p> <p>Successfully attained. Materials on Literature were developed for junior forms.</p> <p>Partially successful as electives were not taught as an independent part of curriculum. Some materials were integrated in Paper 1.</p> <p>Successfully attained. Reading skills were taught in enhancement classes in S1.</p> <p>Successfully attained. Materials on teaching on grammar items were prepared and used.</p> <p>Successfully attained.</p> <p>Successfully attained.</p> <p>Successfully attained.</p> <p>Successfully attained.</p> <p>Successfully attained.</p> <p>Successfully attained. Some students actively participated in interviewing guests (foreigners) during various occasions and writing reports for school magazines, and others were able to host workshops on Youth Forum for junior forms.</p> <p>Three school magazines were produced.</p> <p>More than 70% of students attending the classes made improvement in Paper 1 Part B Usage (when compared their first and final exam results). Certificates were given to those students as recognition of their hard work.</p>
<ul style="list-style-type: none"> ➤ S1 teachers being able to integrate phonics and vocabulary building in reading with confidence 	<p>Successfully attained. Most students could recycle the vocabulary or expressions they learned in their writing.</p>
<ul style="list-style-type: none"> ➤ 70% of students making improvement in speaking exam Part A (Read Aloud) 	<p>Partially successfully. Quite a number of students still made lots of pronunciation mistakes in their oral exams.</p>

Part 3 - Reflections on the project

Let Our Students Shine is one of our school-based objectives. As our students were trained to interview strangers and schoolmates on various occasions, they enjoyed ample opportunities to develop their speaking and problem-solving skills.

Impromptu Speaking helped train students to speak in English with confidence. It could be seen from the fact that the number of students volunteering to be leaders or coordinators of P.6 Fun Camp was increasing and their performance was highly appreciated by not only P.6 students but also P.6 teachers.

Tutorial classes for low achievers helped them learn better in regular class as they received catching up help after school.

Part 4 - Self-rating on the implementation of the project:

Taken Parts 1 to 3 above together, the overall rating on my school's implementation of the Project is : (3)

[4= Very good 3 = Good 2 = Satisfactory 1 = Can be improved]

Part 5 - Information for stakeholders:

(1) Has your school included the Strategy and implementation Plan of the Project in your school development plan?

Yes.

No. [Please give reason(s)]:

(2) Has your school included the report(s) on the progress and evaluation of the Project in the annual school report?

Yes.

No. [Please give reason(s)]:

8. School-based After-school Learning and Support Grant (2013-2014)

2013／2014 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 65 名（包括 A. 領取綜援人數：12 名，B. 學生資助計劃全額津貼人數：50 名及，C. 學校使用 10% 酌情權的清貧學生人數：3 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	3	3		90.5%	15/3/2014 – 17/5/2014	1,330.00	Questionnaire	J & J Eureka International Company Limited	Students could apply what they learned in their writing.
ELIC English Camp	4	13		98%	7/7/2013 – 25/7/2013	29,000.00	Teachers' observation	中華基督教會香港區會中學校長會及美國英語學會	Students were more confident to speak in English.
LETCE English Camp		1		100%	4/8/2014 – 8/8/2014	1,800.00	Teachers' observation	中華基督教會香港區會	Students were more confident to speak in English.
中二中文寫作班		2		100%	17/10/2013 – 28/11/2013	300.00	問卷及教師觀察	王天緣先生	同學表示更喜愛寫作。
中三中文小說創作工作坊	1			100%	17/10/2013 – 21/11/2013	150.00	教師觀察	利倚恩女士	同學表示能提升對小說創作的興趣。
中六中文聯校課程		1		100%	18/10/2013 – 6/12/2013	800.00	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。
中文新詩創作坊	2	2		100%	30/6/2014 – 4/7/2014	300.00	問卷及學生訪問	關木衡先生	同學表示能提升創作新詩的興趣。
中文暑期寫作卷提升課程	3	15	1	98.9%	21/7/2014 – 25/7/2014	6,020.00	問卷	「灼華文字工藝坊」 黃燕萍女士	學生在問卷中表示滿意，認為成效顯著。
中文暑期綜合卷提升課程	2	9		98.1%	21/7/2014 – 25/7/2014	3,340.00	問卷	「灼華文字工藝坊」 黃燕萍女士	學生在問卷中表示滿意，認為成效顯著。
中文暑期寫作課程		6		100%	21/7/2014 – 25/7/2014	900.00	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。
國內義務工作體驗團	1	6		100%	18/4/2014 – 20/4/2014	8,400.00	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	3	4	2	92.9%	15/10/2013 – 14/5/2014	5,400.00	問卷	蘇家慶先生、林靈軒先生、 鄭皓彥先生、鄭曉霖小姐、 韋恒熹先生、杜兆明先生、 譚爾正先生、動藝工作坊	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。
「精彩人生」計劃	1	4		100%	17/10/2013 – 10/6/2014	977.00	問卷及學生訪問	循道衛理楊震社會服務處 沙田青少年綜合發展中心	學生能提升個人的自信心及解難能力。
學生人次	20	66	3						
總學生人次	89								
活動項目總數	13								
					總開支	58,717.00			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）：_____

9. Diversity Learning Grant (2013-2014) 2013-2014 多元學習津貼（其他課程）報告

名稱	「科大新體驗」中學／大學雙修課程計劃
目標	讓具潛質兼能力高的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，並發揮學生的潛能
學習成果	有潛質及對科學或數學有熱忱的學生能獲得機會，於大學學習高等科學及數學知識，從而提升學生對科學興趣，加深同學對個別範圍之了解
目標學生	8 位中四及中五學生
遴選機制	透過同學自薦、家長及科任老師推薦
修業期及上課地點	1. 課堂日期：逢星期六 2. 課堂地點：香港科技大學
成效評估	1. 大部份同學考試表現優異，50%同學獲優良成績 2. 計劃能加深同學對學習範圍的了解及學科的興趣，成效理想
支出	HK\$26,000.00（課程費用津貼，由 DLG 撥款中扣除）

課程名稱	科大 2014 城際卓越學生數學與科學夏令營
目標	1. 為卓越學生提供學習平台，透過跨地域的學術交流，以提供高水平的數學和科研課題的學習 2. 夏令營主題為「從數學和科學角度檢視中國古代建築」，讓學生通過理解數學、科學和工程的深度和美感，開拓視野
學習成果	同學能學習高等科學及數學知識，與其他香港代表隊員合作，從而增加同學的解難及協作能力。同學亦於營內獲得不同獎項，包括「營員科研專題簡報」獲銀獎及最佳演說獎、「才藝表演」獲綜合表現季軍
目標學生	5 位中四學生
遴選機制	透過同學自薦、家長或科任老師推薦
修業期及上課地點	1. 夏令營日期：2014 年 7 月 16 至 21 日 2. 夏令營地點：香港科技大學
成效評估	1. 同學表現卓越，初步遴選時獲大學教授高度評價 2. 入選代表隊的同學能發揮團隊精神，利用所學的科學及數學知識，完成探究關於中國古代建築的專題報告，並於營內獲不同獎項。
支出	HK\$6,000.00（註冊費津貼，由 DLG 撥款中扣除）

課程名稱	英文校報組
目標	<ol style="list-style-type: none"> 1. 提升語文資優學生對新聞採訪工作的興趣 2. 讓學生接觸及有編寫不同類型文藝作品的機會 3. 提升學生的英文寫作能力
學習成果	<ol style="list-style-type: none"> 1. 學生能用已學的技巧實踐採訪工作 2. 全年共出版三期英文校報《Matrix》，除派發校內學生外，更派予各中、小學及訪校嘉賓，共同分享成果
目標學生	八位高中（中四、中五）學生及五位初中學生
遴選機制	校內英文科寫作成績及老師推薦
修業期及上課地點	<ol style="list-style-type: none"> 1. 集會時間：不定期課後集會 2. 集會地點：本校課室
成效評估	<ol style="list-style-type: none"> 1. 出版刊物 2. 從學生的文稿可見學生持續進步，能從課程中學習到如何應付不同寫作題目，並運用想像力實踐創作。 3. 參考本年度參與學生之經驗分享，修訂來年計劃。
支出	HK\$ 19,390.00（印製三期英文校報 Matrix，由 DLG 撥款中扣除）

課程名稱	2013/2016 沙田區新高中課程聯網計劃－音樂科
目標	<ol style="list-style-type: none"> 1. 為具音樂天賦的學生提供的一個新高中選修科目，以照顧學生的學習及升學需要 2. 提供支援予學生以展現才能
學習成果	學生能夠掌握新高中音樂科的課程
目標學生	2 位中四學生
遴選機制	經香港浸會大學附屬學校王錦輝中小學的老師面試收錄本校學生
修業期及上課地點	<ol style="list-style-type: none"> 1. 上課時間：逢星期四 16:30 – 19:00 2. 上課地點：香港浸會大學附屬學校王錦輝中小學
成效評估	每個學期成績報告
支出	HK\$ 4,800.00（聯校課程費用，由 DLG 撥款中扣除）

課程名稱	演說及辯論訓練
目標	<ol style="list-style-type: none"> 1. 提升具演說潛質學生的公開演說技巧 2. 提高學生批判思考及思維邏輯的能力 3. 參與同學透過常規訓練及比賽，對社會現象更為了解
學習成果	<ol style="list-style-type: none"> 1. 學生能運用學習的技巧，制訂策略進行對辯 2. 學生參與多項辯論的公開賽及友誼賽 3. 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 4. 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。
目標學生	7 位中四及中五學生
遴選機制	辯論隊教練及負責老師按以下準則遴選隊員： <ol style="list-style-type: none"> 1. 演說有條理。 2. 能就某社會議題有多角度及合理的理解。 3. 能適當地分配課餘時間。
修業期及上課地點	<ol style="list-style-type: none"> 1. 全年共訓練 25 節 2. 每星期一課節，每課節兩小時（下午 4 時至 6 時） 3. 上課地點：本校課室
成效評估	<ol style="list-style-type: none"> 1. 學生出席率達 95% 2. 賽後檢討會中，學生能正確評估比賽表現，並提出相關的改善方法。 3. 勝出多項公開比賽。 4. 多位隊員獲選為最佳辯論員。
支出	HK\$932.00（辯論營津貼） HK\$6,314.00（辯論隊導師費） HK\$ 1,680.00（辯論比賽報名費） 合共：HK\$8,926.00（由 DLG 撥款中扣除）

課程名稱	即時傳譯課程
目標	1. 為具語言天份的學生提供訓練，以掌握中英文即時傳譯的技巧
學習成果	1. 學生能有效掌握即時傳譯的竅門 2. 學生於學校周會、訪校活動等，為外籍交流生及外籍嘉賓提供即時傳譯服務
目標學生	8 位中四及中五學生
遴選機制	1. 老師推薦 2. 校內小組面試以甄選合適學生
修業期及上課地點	1. 全期共提供 4.5 小時訓練 2. 分 3 個課節進行，每課節為 1.5 小時，上課時間為下午 4 時至 5 時 30 分 3. 上課地點：本校音樂室
成效評估	導師對學生的表現表示讚賞；外籍學生表示透過即時傳譯能清楚了解周會內容，從而更能投入學校活動
支出	HK\$ 3,000.00 (課程費，由 DLG 撥款中扣除)

課程名稱	領袖培訓證書課程 2013-2014
目標	培訓校園領袖
學習成果	學員能瞭解個人特質，掌握帶領技巧，並有效地在學校所屬崗位推行活動及實踐職務。
目標學生	24 位中三及中四學生，其中 14 位為中四學生
遴選機制	自薦或老師推薦，在校內擔任幹事職務者優先。
修業期及上課地點	1. 訓練時間：10 月至 11 月共兩次校內工作坊 (校內) 及一次校外訓練營 (校外營舍) 2. 上課地點：校內課室及校外營舍
成效評估	1. 學員出席率達 90% 2. 學員對自我特質有充分瞭解，明白個人的長處及限制。 3. 學員能掌握不同的帶領技巧。 4. 學員能在所屬崗位回饋學校。
支出	HK\$5,072.00 (課程費用，由 DLG 撥款中扣除)

課程名稱	英文拔尖課程（翻譯範疇）
目標	為語文資優學生提供中文與英文的翻譯訓練，藉以提升英文寫作能力
學習成果	學生能從中英文翻譯的學習中，提升英文的寫作能力。
目標學生	12 位中五學生
遴選機制	老師推薦
修業期及上課地點	1. 兩個月共上課 8 節，每節為 1 小時（下午 4 時至 5 時） 2. 上課地點為本校 307 室
成效評估	學生在英文作文方面有進步
支出	HK\$4,800.00（課程費，由 DLG 撥款中扣除）

課程名稱	中文新詩創作坊 2013-14
目標	1. 提升學生創作新詩的技巧。 2. 提高學生鑒賞新詩的能力。
學習成果	1. 學生運用課程中所學的創作多首新詩。 2. 經導師點評，學生作品於《香港中學生文藝月刊》(2014 年 8 月號) 刊載。
目標學生	3 位中四及中五學生
遴選機制	中文科老師循以下準則遴選學生： 1. 曾參加新詩工作坊 2. 於平日隨筆新詩創作課業表現良好。 3. 對新詩創作感興趣。
修業期及上課地點	1. 全期共 4 個課節，每課節 1.5 小時（下午 2 時至 3 時 30 分） 2. 上課地點：本校視聽室
成效評估	1. 學生出席率達 80% 2. 學生作品於 2014 年 8 月《香港中學生文藝月刊》刊載。 3. 根據課後檢討調查，大部份學生對課程表示滿意；其中十多人願意繼續修讀新詩創作進深課程。
支出	HK\$180.00（課程津貼，由 DLG 撥款中扣除）

課程名稱	音樂創作班
目標	讓學生學習怎樣創作歌曲
學習成果	創作音樂片段
目標學生	10 位中四學生
遴選機制	音樂方面有才能及有興趣的學生，經老師面見及推薦
修業期及上課地點	1. 兩個月共上 4 課節，每課節 2 小時（上午 10 時至中午 12 時） 2. 上課地點為本校音樂實驗室
成效評估	1. 學生出席率達 80% 2. 學生能創作由最少三種樂器組成的樂曲
支出	HK\$1,913.00（課程費，由 DLG 撥款中扣除）

課程名稱	科學及科技競賽隊
目標	提供機會讓學生學習高等科學知識並代表學校參與校外比賽，從而提升學生對科學興趣，發展所長。
學習成果	同學能夠學習高等科學知識，科學根基加以穩固。透過參與不同比賽，同學解難及協作能力得以增加。
目標學生	12 位中一至中五學生，其中 9 位為中四及中五學生
遴選機制	透過同學自薦、家長或科任老師推薦。
修業期及上課地點	1. 集會時間：逢星期五雙週集會（因應比賽日子可能有所調整） 2. 集會地點：物理實驗室
成效評估	同學透過參與不同比賽，獲取經驗及獎項。其中一位中四同學更獲「香港物理奧林匹克香港區選拔賽」三等獎
支出	HK\$65.00（比賽報名費） HK\$1,013.36（比賽用物資） 合共：HK\$1,078.36（由 DLG 撥款中扣除）

課程名稱	立體相片工作坊
目標	提供創作平台予具藝術天賦學生，讓其發揮創藝潛能
學習成果	1. 學生運用攝影及拼貼技巧製作立體模型。 2. 於校內展示創作成果。
目標學生	11 位中四學生
遴選機制	透過同學自薦及科任老師推薦
修業期及上課地點	1. 全期共五課節，首三課節為每節 1.5 小時，餘下兩課節為每節 2 小時 2. 上課地點為本校美術室
成效評估	1. 學生出席率達 90% 2. 從學生的作品可見能掌握工作坊所教授的技巧，可用於日後的藝術創作上。
支出	HK\$3,400.00 (課程費，由 DLG 撥款中扣除)

G. Key Issues for the Coming Years

1. Continuing 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. Devising better policies and tools in support of the New Senior Secondary 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 much 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 as they each understand it.
 - 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. Nurturing an international outlook and making better use of the global Pui Ying Network
 - 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.