



Shatin Pui Ying College
Annual School Report
2018/2019

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A. School Vision and Mission

1. Vision Statement

Together we nurture the lives of our students

Hand in hand we witness 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 the government with 4 classes each for S1 to S4, 5 classes each for S5 to S6 with a total enrolment of 758 students.

3. All S1 freshmen in our district are Band 1 students.

4. We have a full establishment of 55 teachers (including 1 native-speaking English teacher), 3 IT technicians, 3 laboratory technicians, 1 librarian, 9 clerical and administrative staff and 13 janitors. In addition, there are 5 teachers appointed under other government grants. To relieve teachers of their non-teaching workload, 2 university students serve as part-time clerical staff.

C. Major Concerns

1. Fostering self-directed learning and building a learning community

2. Inculcating personal qualities and values; committing to the growth of our students

D. Achievements and Reflection on Major Concerns

Major Concern 1: Fostering self-directed learning and building a learning community

Achievements:

➤ Teachers hone their skills in teaching in a Professional Learning Community.

- ✧ About 89.2% of the teachers were satisfied with the talk given by Principal Ms. Chan Lai Fan, Ms. Ho Po Ki, Ms. Tsui Wing Lam and Ms. Lau Kit Chi on their good practice, strategies and valuable experience in classroom management on the Staff Development Day on 24th August 2018. The talk had successfully raised teachers' awareness of how to cultivate an environment conducive to our students' learning and growth.
- ✧ Over 83.3% of the teachers were satisfied with Dr. Leung Sze-ming Samuel's talk on "Understanding the Causes of Juvenile Self-injury and Its Prevention" for our teaching staff on 30th May 2019. The talk had successfully raised teachers' awareness of the causes, symptoms and intervention measures to help students with self-injurious behavior. Teachers learnt how to identify students with emotional issues through various case studies in the seminar.
- ✧ Workshops were organized to enhance the professional development of different Key Learning Areas on Staff Development Day on 30th May 2019. Sharing sessions on "How to Optimize the Mathematics Curriculum", "How to Give Effective Feedback in Liberal Studies Assignments", "How to Make Good Use of E-learning Tools to Enhance Classroom Interaction in Science and PSHE Subjects" were held. 82% of the teachers involved agreed that the workshops were useful for their professional development. The sharing of teaching strategies among different key learning areas had further encouraged and promoted the effectiveness of classroom teaching.
- ✧ Three teachers were recommended to attend refresher courses on mental health, catering for diverse learning needs, supporting students with SEN-behavioral and emotional and social development needs held by the Education Bureau (EDB) or other education institutions. Teachers were better prepared to identify and provide assistance to students with special educational needs.

- ✧ Information on training opportunities provided by the EDB and Committee on Professional Development of Teachers and Principals (COTAP) was classified into different categories and sent to teachers concerned through the school intranet. Some teachers agreed that the measure was user-friendly and had encouraged them to apply for professional development courses. The cumulative number of hours of professional staff training reached 1712.92 hours this year which was higher than that of 2017-2018 (1260.75 hours).
- ✧ Our teachers' strategies and achievements in teaching are widely recognized as many have been invited to share their methodologies and experiences on different occasions with our counterparts in the education sector. To name but a few:
 1. Vice-Principal Mr. Chen Tak Nam is now serving as a member of the Curriculum Development Council (CDC) Committee of Chinese Language Education and the CDC-HKEAA Committee on Chinese Language Education to advise the authorities on the development of Chinese Language education and assessment of Hong Kong. He has been invited by the Chinese Language Education Unit of the EDB Curriculum Development Institute as a guest speaker to share his insights in the holistic planning and development of school-based Chinese Language curriculum in senior forms at our School, and the appropriate pedagogy and strategies to enhance the teaching of Chinese culture. The seminar entitled "Curriculum Leadership in Senior Secondary Chinese Language Education: the Planning and Development of School-Based Curriculum" was held on 11th July 2019. Mr. Chen Tak Nam was also invited to deliver a talk to P.6 students on "Mastering Skills for P.6 Interviews" at SKH Kei Fook Primary School on 24th January 2019.
 2. Ms. Ho Po Ki, one of our experienced Liberal Studies teachers, has been appointed as District Coordinator for Liberal Studies.
 3. Ms. Wong Wai Kei was invited by Ming Pao to give a talk on strategies to tackle the Chinese DSE Examination to students on 23rd February 2019.
- ✧ Stronger networks have been built between our School and other secondary schools in Hong Kong to fortify a professional education community. Our Chinese Department and STEM teachers joined the Gifted Education School Network Initiative. Teachers concerned attended workshops on curriculum design and strategies on how to cope with students' learning diversity. Our Chinese teachers were invited as speakers to share their experience on 16th January 2019. Other Professional exchange activities included: (1) The Chemistry Panel from CNEC Christian College was invited to conduct professional exchange on how to boost students' learning confidence and academic performance in DSE Chemistry on 11th January 2019. (2) The Vice-Principal Ms. Tsang Shan Shan

together with Liberal Studies teachers exchanged their professional teaching ideas and resources with members of the Liberal Studies Department of Carmel Pak U Secondary School on 14th February 2019.

➤ **Both observers and teachers find lesson observation and post-lesson observation sharing of pedagogy and ideologies effective in enhancing professional growth.**

- ✧ The Head of the Academic Committee collected all the lesson observation forms and interviewed lesson observers to better understand the teaching practices at our School. 82% of the lessons observed were systematic with clear presentation. The collected information was important to assess the strengths and weaknesses of our teaching staff and in the long run to strengthen our professional capacity.
- ✧ The standardization of the requirements in assignment inspection helped further enhance professional exchange among the core subject panels. The panel heads of the four core subjects compromised on the requirements of assignment inspection in several professional dialogues, which helped set clear expected standard of marked homework. They also reached a general consensus on how to give feedback to our colleagues in post-observation conferences.

➤ **E-learning is more widely adopted by teachers of various subjects. Multiple learning platforms are developed to enhance learning and teaching effectiveness.**

- ✧ Teachers were invited to share good e-learning practices in Academic Committee meetings and School Self-Evaluation meetings to further enhance our teaching effectiveness and consolidate our professional exchange culture. Different subject teachers shared their experience on how to use Apple TV, how to apply different teaching apps in various classroom scenarios and some trouble-shooting skills to deal with possible technical problems. The sharing was fruitful as teachers from different Key Learning Areas had the opportunity to exchange their good practices leading to further development in IT education at our School.
- ✧ Teachers had been eager to apply e-learning in classroom teaching in the previous years. The number of teachers who had borrowed iPads had a quantum leap, jumping from 113 to 271 (i.e. a 58% increase), covering most of the subjects across different levels of students. Over 80% of teachers had at least conducted their lessons in e-learning once and were eager to participate in e-learning workshops.
- ✧ To enhance inter-departmental professional exchange, the Chinese and Mathematics Departments collaborated in the adoption of e-learning. All Chinese subject teachers were divided in groups to observe five Mathematics lessons in the First Term to learn, share and feedback on successful e-teaching experiences. The exchange was fruitful as

some Chinese teachers conducted lessons with the use of Google Classroom and Apple TV after the professional exchange initiative. The Chinese Department has planned to further promote e-learning starting from S.1 in 2019-2020.

➤ **Cultivate passion in learning and develop students as self-directed learners by enhancing students' learning attitude and academic performance**

- ✧ According to surveys conducted by the Chinese, English and Mathematics Departments, over 80% of student participants agreed that remedial classes were beneficial to their learning. Students' improvement in their ranking was remarkable as two-thirds of students had moved up in form positions related subjects.
- ✧ Most of the students agreed that the reading sharing sessions conducted by teachers and students in morning assemblies were inspiring and interesting. The average point in the student survey increased from 3.4 to 4 out of 7 which showed that more students enjoyed the reading activities. About 30% of the interviewed students mentioned that they would borrow the recommended books after the sharing activity conducted by teachers or students.
- ✧ Self-directed learning has been well-addressed. With the help of a well-developed e-learning platform, teachers could make use of information technology to assist teaching and provide useful links for learners. The number of students participating in Google classroom for self-learning was increasing. They would download supplementary exercises, quizzes and articles for self-enhancement. Some teachers even produced teaching videos on difficult topics for students to learn at their own pace. The viewing of videos was especially high before tests and exams. Pre-tasks had been introduced in Chinese, English and Mathematics for three years. For example, in learning English literature, students would be asked to watch a short video or study a PowerPoint slide to prepare for the following lesson. S4-S5 students do individual presentations on topics according to their interests. Students could participate in the lessons more readily and were actively involved in the classroom activities with the aid of pre-assigned tasks. Graded additional exercises in Science subjects for senior students were available on our Intranet for self-practice and enrichment. Students were used to learning through the online platform and research their topics of interest beyond the syllabus.

Reflection:

- Some teachers might hold the thought that e-Learning courses offer no support for learners and many individuals are not enthusiastic in enrolling, even if they are highly interested in the topic. To overcome this, we have to provide a solid support system for all teachers. An E-learning pilot group comprising members from the four core subjects has been established

under the supervision of the Academic Committee to deepen the effectiveness of e-learning. Members of this pilot group are expected to draft teaching plans on e-learning and share their teaching experience in their subject panels and to members of the Academic Committee for professional development purposes. These members are also expected to provide support and assistance to colleagues and promote more e-learning tools and new teaching strategies among their panel members in the coming school year. The school would like our colleagues to understand that the most significant advantages of e-learning is that students can work at their own pace, while still being able to benefit from the experience and skills of their online peers. Moreover, the School can loan mobile devices to teachers for a prolonged period of time to facilitate lesson preparation. Peer lesson collaboration will be promoted to help our teachers develop e-learning materials.

- To enhance teachers' professional development, the focus of lesson observation should be based on key variables like the prevalent learning culture in a class as well as teachers' professional strengths and weaknesses. Lessons taught by novice teachers may be assessed primarily with respect to their mastery of basic pedagogic skills (like questioning techniques) together with the adequacy of lesson preparation. When observing veteran teachers, observers should consider such aspects as the patterns of behaviour including attention to students' learning needs, ability, the alignment to the major concerns of the school as well as the effectiveness in the creation of a positive and encouraging learning atmosphere in the classroom. The purpose of assessing veteran teachers on a wider variety of criteria is to encourage the deepening and broadening of professional expertise as their experience in teaching students of different academic abilities and motivation levels should have grown through the years. Moreover, most of the lesson observed was conducted towards the end of an academic year in 2018-2019, which was not an ideal time for lesson demonstration. Teacher observers and observees are expected to make appointment in advance. Some colleagues found that most of the lessons observed lacked interaction among students. Active interaction between students and teachers could only be found in nine observed classes. Cooperative Learning with strong interaction will be stressed in the next school term.

Major Concern 2: Inculcating personal qualities and values; committing to the growth of our students

Achievements:

- **Teachers' awareness of students' needs were raised.**
 - ✧ All students completed the "Questionnaire on Student Adaptation" (學生適應問卷) at the beginning of the school year. We analyzed data on students' physical, psychological, social and familial backgrounds. Collected data was given to class teachers to facilitate better understanding of students' needs and ensure that students would get timely and adequate care from their teachers. Class teachers found the data useful in providing

early intervention measures. Our Principal Ms. Chan Lai Fan was invited by the EDB to give a talk titled “Let Me Shine - Strengthening Protective Measures” to support students with depression symptoms on 24th May 2019. During the talk, the “Questionnaire on Student Adaptation” supplemented with scientific indicators was presented, sharing insights on how to identify students in need. Participating principals and teachers from other schools expressed interest in the questionnaire and related analysis. Many would like to explore the feasibility of applying the same measures in their own schools.

➤ **A range of activities were organized to equip our students with useful skills and positive attitudes at different developmental stages to prepare them to embrace challenges in life.**

- ✧ Different activities were organized to help S.1 students to adapt to and deal with challenges of secondary school life through goal-setting and self-evaluation. Multiple measures were introduced: S.1 class teachers distributed “Goal-setting Worksheets” at the beginning, in the middle and at the end of the school term for students to lay down their goals and conduct self-evaluation. Their plans were discussed on Parents’ Day on 2nd March 2019. Students completed these worksheets seriously while teachers would review or follow up individual cases. Self-evaluation forms of the first school term were also distributed. This allowed parents to be more aware of their children’s academic performance and fine-tune their children’s objectives if necessary. During afterschool periods and Study Weeks, S.4-6 students were invited to share useful study skills while having lunch and playing board games with S.1 students. Class teachers also held class activities and share their personal experiences with their class. By establishing a mutual-help network, S.1 students received timely support and immediate assistance in adapting to a novel environment. The above measures would continue in the coming years.
- ✧ To strengthen students’ resilience in face of adversity, stress and quicken adaptation to both their studies and social life, the Student Guidance Committee organized “A Pleasant Journey” (堅趣人生) this year. Based on results of a questionnaire, twenty S.2 students in need of psychological support were selected to join a “Pleasant Group” (堅趣小組). Students with higher tolerance to emotional stress were picked as their partners. Utilizing the established personal ties and positive peer influence, the emotional wellbeing of the 20 participants was improved.
- ✧ The whole activity echoed four major elements: engagement, cooperation, encouragement and respect. Students first participated in class-based activities and then inter-class games. Games including “cargo net”, “balance beam” and “walk of trust” were held to facilitate the building of positive life energy and resilience. Most students found the events interesting and were able to engage fully. Through the “Pleasant

Journey” programme, students did not only learn the importance of mutual respect and appreciation, but also constructed their own peer-support network.

- ✧ The “Pleasant Group” included two group activities and two external experiences (dessert-making and hiking). These challenging external activities were initiated by the participants and demanded a huge amount of their patience and perseverance. Camping activities also prompted students to cooperate with each other and solve problems through communication. Students learnt negotiation skills and the importance of mutual support. Most members of the Group agreed that their self-efficacy and self-esteem had improved, while all members felt that they were more ready in handling adversity.
- ✧ To reinforce participants’ positive outlook, problem-solving skills, self-esteem and perseverance, the School organized the “Beautiful Life Scheme” (精彩人生) which included activities like crate climbing, hiking and war games. Attendance was encouraging. In the four activities, 17 out of 21 participants were present in three or more events (81%) while 14 out of 21 reached 100% attendance (66.6%). Participation in activities related to “leadership training” and “social service” also improved with 15 participants having completed two events. These students accomplished the Scheme’s objectives and were awarded certificates.
- ✧ As shown in evaluation questionnaires, students demonstrated the highest levels of satisfaction with the activities organized this year as compared to those of previous years. The most favoured ones with 5-6 points (highest rating) were crate climbing (75%), hiking (82.4%), war games (81.2%) and high roping (92.9%). Students were also positive towards the Scheme as 94.4% of them had rated it 8-10 points (compared to 74% last year). Many thought they had given themselves a good challenge in this meaningful event. Others also appreciated the Scheme for being “diverse”, “challenging” and “interesting”.
- ✧ Most students participating in the scheme expressed that they had “breakthroughs”, “challenged themselves” and learnt “interpersonal cooperation”, reflecting how demanding tasks that required teamwork helped improve students’ self-esteem and self-recognition. Many believed “helping others”, “getting along with others” and “cooperating with others” were also acquired in the activity. Many commented that the Scheme was able to reach its expected objectives with the highest score of 5-6: (1) constructing an affirmative life attitude (72.3%), (2) strengthening participants’ problem-solving skills (77.8%), (3) increasing confidence and determination (72.3%). Items (1) and (2) received higher scores than those of last year. To conclude, the “Beautiful Life Scheme” was, to a large extent, able to achieve its aim to reinforce students’ positive values.

- ✧ During the activity, most group leaders strived their best to take care of their team members and offered positive feedback. Leaders were also able to discover how their members had changed and gave them genuine compliments after the event.
 - ✧ Opportunities were provided to S.4 and S.5 students to lead different activities and serve inside and outside school. Students served as student committee members or leaders of the P.6 fun camps to serve fellow schoolmates or P.6 students. Through organizing various activities, their leadership skills were nurtured. Take the STEM Day Camp as an example. It offered a broad range of learning opportunities to SPYC students through organizing events, preparing experiments, developing technological tools and assessing risks in crowd control. For visiting primary students, the event aroused their interest in science, technology, engineering and mathematics (STEM). In the Day Camp, around 100 primary school students from 16 schools visited our School. Through attending the Mathematics Academy, participants learnt how to encrypt and decrypt simple codes; while in the Technology Academy they acquired skills to make use of robots to do measurements. Students were taught how to investigate different blood-spilling patterns in the Science Academy. In the afternoon session, students were asked to act as detectives to investigate a murder case by using what they have learnt in the morning session. The above programmes were planned and led by SPYC students. The event was successful as most of the participants (more than 90%) enjoyed the programme with increased interest in STEM. Most of our student leaders (more than 80%) believed they had benefited much through the Camp as they were responsible for the entire preparation and execution process. Most teachers from visiting primary schools also expressed interest in joining our STEM Camp again next year.
- **The qualities of “SPYC” for student development were successfully introduced: The four core qualities of Pui Ying students “SPYC”– Servant Leaders, Passionate Learners, Youthful Seekers, and Compassionate Neighbours – were further developed and consolidated.**
- ✧ An effective platform of leadership training was established to nurture our students to be **Servant Leaders**. The Servant Leadership Training Workshops were conducted smoothly in early September 2018. Activities included seven training sessions for SPYC Ambassadors, Organic Farming Ambassadors, English Fun Camp leaders, Student Committee members, MCs and morning assembly chairpersons, photographers as well as Christian leaders. A total of 180 students participated in the workshops. The skills they learnt would prove indispensable when they took the helm to organize various activities for their fellow schoolmates at the school in the future.
 - ✧ The Servant Leader Training Camp was co-organized by SPYC and NGO U-Hearts. The activity took place at our School and the Training for Life Adventure Training Center with 35 pre-S.4 students, ten from each class. Through the 2-day camp, students’

potential in being a Servant Leader was nurtured. They were also educated necessary leadership qualities and became more aware of the interconnectedness between an individual and a group. The diverse nature of the training camp also allowed students to experience and realize the essence of a servant leader.

- ✧ Training was offered to prefects, monitors and monitresses. A workshop was held to explain the duties of monitors. Attendance was satisfactory. For prefects, a training day was held to familiarize them with the duties and routine of the Prefect Team. The prefects enjoyed the event while the organizing team showed good leadership in the preparation and execution of activities.

- ✧ We encouraged students to become lifelong learners through learning beyond the classroom. We, therefore, provided a vast variety of learning opportunities to students who demonstrated passion in exploring science. The STEM Academy was established to offer 15 hands-on courses and workshops on science, technology, engineering and mathematics (STEM). They were organized to encourage the development of self-motivated scientific investigation and research, as well as to nurture more Passionate Learners in such fields as cryptography, stage lighting design, laser cutting as well as 3D drawing and printing. Participation was satisfactory with more than 200 enrolments for all courses. More than 90% of the interviewees agreed that the courses offered rewarding learning experiences. Above 80% agreed having mastered what they had learnt and the courses stimulated their creativity and enhanced their problem-solving skills. Certificates were awarded to 22 students who had accumulated 10 credits over the last two years.

- ✧ We firmly believe that reading can broaden students' horizons and ignite their passion in learning and turn them into **Passionate Learners**. Various activities were held to raise students' interest in reading.
 - (i) Nine sharing sessions were organized during morning assemblies this year. The Library, Chinese and English teachers took turns to conduct book sharing sessions. According to questionnaires conducted this year and the previous year, those who liked "book sharing broadcast during morning assemblies" recorded a noticeable 14% rise. Around 70% of respondents were able to write out "contents (such as book names, speakers, themes) that gave them a deep impression". Almost 30% of the respondents stated "I searched for that book/ that kind of book because my teacher shared it". 39% and 35% of the surveyed students appreciated the sharing sessions in morning assemblies and weekly assemblies respectively. 31% and 32% expected more sharing sessions to be conducted in morning and school assemblies respectively.

- (ii) We invited renowned scholar and author Dr. Chu Siu Cheung to give a talk titled “Dating with Words” to S.4-6 students on 30th October 2018. Being easy to understand and with a nice touch of humour, the talk received overwhelming response from the audience.
 - (iii) To embrace the global trend of e-learning, the School Library purchased ten Kindle 8 electronic readers. Fifty students, a majority of which were S.1-3, had borrowed the readers this year. Kindle was introduced twice in morning assemblies. There was a gradual rise in the number of students interested in reading on Kindle and we will further promote and purchase more electronic readers to meet the growing demand.
 - (iv) Our new Librarian introduced a wide range of books written by up-and-coming writers. Students were attracted by these new publications. In general, students responded positively towards reading events. According to questionnaires, the number of students favoring book sharing broadcasts during morning assemblies had risen by 18%, whereas those who thought the School Library’s atmosphere was able to attract students to spend time reading there had increased by 10%.
- ✧ To equip students with knowledge, skills and attitude to make informed and responsible decisions for their personal goals in studies, careers and life, **Youthful Seekers** were cultivated. Programmes were organized to help students understand their interests, abilities and orientation. For S.2, the “Discovery Life” Workshop was held in order to help students better understand their interests, abilities and orientation. Class teachers were invited to participate and join the debriefing session. For S.3, discussion on “Finding Your Colours of Life” was conducted to help students better understand their interests and strengths so as to make informed decisions on subject selection. Reference materials and PowerPoint slides were provided to class teachers who were familiar with the strengths and weaknesses of the class. Two lessons were allocated to “Finding Your Colours of Life”. Most teachers reflected that time was sufficient and the lesson plan was clear and easy to follow. For S.4, a “Career Life” Workshop was implemented to help students better understand the world of work. Students were encouraged to conduct self-reflection in the debriefing. For S.5, the Career Interest Inventory Test was conducted in December 2018 and students’ reports were analyzed to facilitate their understanding of multiple pathways. This helped us group students of similar interests together for group counseling. 98% of students appreciated the assistance provided by teachers. 91% claimed that they learnt more about different occupations and 89% clarified their orientation of future careers. Over 80% students reflected that two sessions of life planning lessons helped them improve self-understanding. Worksheets were provided as pre-tasks and post-tasks for students. They helped enhance students’ self-assessment. Teachers found it easier to analyze students’ reports with the aid of reference materials and case studies. The overall feedback from both teachers and students to the above events was positive.

- ✧ Besides organizing programmes to facilitate students' understanding of their own abilities, alumni and parents were also invited to share their work experiences with students. The predecessors' life experiences and knowledge proved to be valuable. The Mentorship Programme for S.3 to S.5 students was launched with 77 participants. Students were getting better-prepared for their future careers after joining the briefing session. Students were required to complete a task sheet when they met with their mentor. This further opened them up to the world of work.
- ✧ In addition to the Mentorship Programme, an alumni sharing day with career talks for S.3-5 students was conducted. Thirty-six S.3 students and all S.4-5 students participated in the activity. The event was successful with encouraging feedback: 98% found the speech of the guest speaker inspiring and his performance satisfactory while at the same time helped them know more about the world of work. The same percentage (98%) of students also believed that the activity was relevant to their needs. 96% claimed that it helped with their life planning. 91% thought that the alumni's sharing encouraged them to equip themselves to face future challenges
- ✧ Activities organized this year aimed to instill in our students the core Christian morals of love and kindness, and educate them to be **Compassionate Neighbours**. Our students have actively engaged in a variety of activities both inside and outside school.
- ✧ Our students participated in the "Young Leaders Build 2018" project organized by Habitat for Humanity Hong Kong. Three students who helped to build houses in Guangzhou's villages were endorsed by the organizer with full sponsorship. Their performance was highly-praised. Participants found this activity purposeful and had learnt more about the work done by the Central Government on village education.
- ✧ Students were nominated to take part in various voluntary service programmes. Some became student ambassadors for renowned international organizations such as UNICEF and Orbis. Fifteen students who took part in the Orbis Student Ambassador Programme organized fund-raising events at our School. These representatives would also engage in overseas projects in developing countries like Cambodia. Our students' endeavours received full recognition. Prizes including the Kiwanis International Community Service Award and the Outstanding Voluntary Service Award by Hong Kong Disneyland were presented to our students.
- ✧ Student helpers were recruited to sell flags for charities. A total of 183 students helped in selling flags for four charitable organizations in 2018-2019. Participants found the activities meaningful. A training session on voluntary services was co-organized with the Shatin Assembly of God Church for 20 volunteers from our School. Participants agreed that this activity helped S.1 newcomers integrate into SPYC smoothly. This activity educated our students on the importance of taking the initiative to reach out to those in need.

Reflection:

- Potential student leaders were recommended by class teachers to participate in the Servant Leader Training Camp. As the feedback was overwhelmingly positive, similar programmes would be adopted in the coming year. Results of questionnaires revealed that students appreciated the camp's detailed arrangements, diversity of events as well as the passionate, experienced teachers. Therefore, future collaboration with U-Hearts will be considered.
- There was an overlapping of programme time and students who were being trained in the Servant Leader Workshop. Some students were unable to attend certain activities. Therefore, it is recommended that name lists of participants should be finalized earlier next year to avoid similar clashes. Teachers-in-charge could consider carrying out the training during school assemblies.
- The number of book sharing sessions could be increased from nine to ten but the number of sharing sessions in school assemblies could remain unchanged. Besides purchasing more Kindle devices, the Library could also select books which have Kindle versions to speed up the popularization of e-books.
- As the same courses were run for two school years in the STEM Academy, the number of target students seemed to have dropped gradually in 2018-2019. New courses should be introduced and content of old courses could be modified and updated or be re-run every other year.
- In view of the City's recent social turmoil, SPYC will continue to stand as a harmonious campus for its pupils. In these difficult times, we hope that stakeholders will have faith in the School's ability to provide a stable environment for them to pursue knowledge. For students who may have experienced psychological stress, we will step up on the dissemination of positive values and strengthen the provision of emotional support. This helps better equip students in face of rapid social changes. We wish to promote students' growth by creating an amicable environment that welcomes dialogues while safeguarding their wellbeing at the same time.

E. Support for Student Development

1. Policies	<ul style="list-style-type: none"> ● Under the “Whole-school Approach”, we actively promote the culture of social inclusion to support students with special educational needs (SEN). Through allocation of resources, we deliver to students suitable and diversified support measures. This fosters students’ learning efficiency and integration into campus life. ● Our School values home-school cooperation. Having established a constant communication mechanism, we discuss with parents the formulation of student support strategies through multiple channels.
2. Resources	<p>To support students with SEN and those who experience difficulties in their studies, our School is endorsed by the Education Bureau with extra resources including:</p> <ul style="list-style-type: none"> ● Capacity Enhancement Grant and ● Learning Support Grant.
3. Supporting measures and utilization of resources	<p>Our School provides the following support measures to students with SEN and those who experience challenges in their studies:</p> <ul style="list-style-type: none"> ● We have established the Student Support Team coordinated by Vice-principals. The Team comprised Vice-principals, Special Educational Needs Coordinators (SENCO), teacher-counselors, class teachers, social workers, educational psychologist (EP) and teachers from different subjects. ● To support students with speech and language impairment, we purchased Speech Therapy Service. This allows students in need to participate in individual speech therapy/ training sessions once a week. ● For S.4-6 students, enrichment courses in Chinese and Liberal Studies are provided. ● For S.1-3 students, we offer enrichment courses in Chinese, English and Mathematics. ● We adapt the timetables, homework and examination periods to meet students’ practical needs. Parents are contacted if necessary. ● The Student Mentoring Scheme is created to support S1 newcomers. ● We offer talks, training courses and workshops to inform parents on the characteristics of students with SEN. This helps facilitate cooperation between the school and parents. ● We invite the Education Bureau, The Education University of Hong Kong and university professors to provide training to our teachers. Activities include strategies and measures to support SEN students using the “Whole-school Approach”.

F. Student Performance

Hong Kong Diploma of Secondary Education Examination (2019)

1. Attainment of Level 2 or above for all subjects reached 99.4%, when compared with the Hong Kong average of 85.2%. Our school's Level 4 or above attainment was 61.9%, compared with the Hong Kong average of 36.5%. The attainment of Level 5 or above exceeded the Hong Kong average of 13.1%, reaching 19.1% this year.
2. The percentage of Level 5-5** of most subjects was better than that of the Hong Kong average, some of which exceeded the percentage of the Hong Kong average by 2 times or more.

For Geography, our Level 5-5** attainment was 3.9 times the Hong Kong average.

For ICT, our Level 5-5** attainment was 2.8 times the Hong Kong average.

For English, Chinese History and Biology, our Level 5-5** attainment was about 2 times the Hong Kong average.

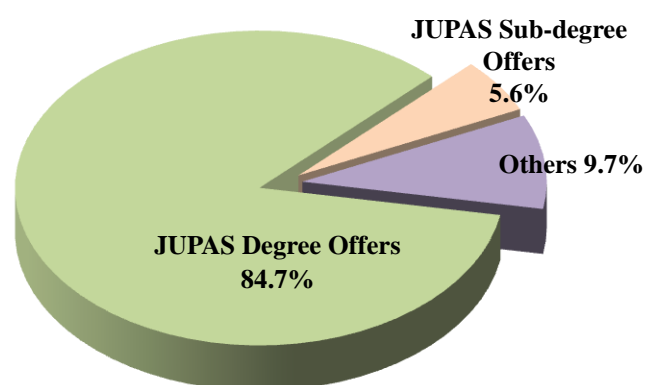
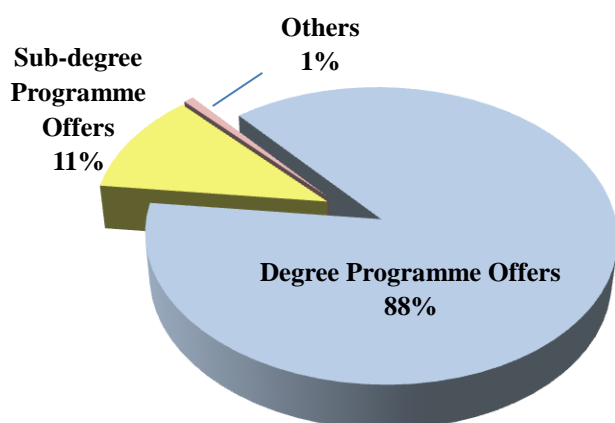
3. 88.7% of our students met the general entrance requirements of UGC-funded institutions, compared with the Hong Kong average of 37.0%.
4. Level distributions for subjects (in percentage):

	3322 (Core Subjects)	2+	3+	4+	5+
SPYC	88.7%	99.4%	91.4%	61.9%	19.1%
HK	37.0%	85.2%	61.6%	36.5%	13.1%

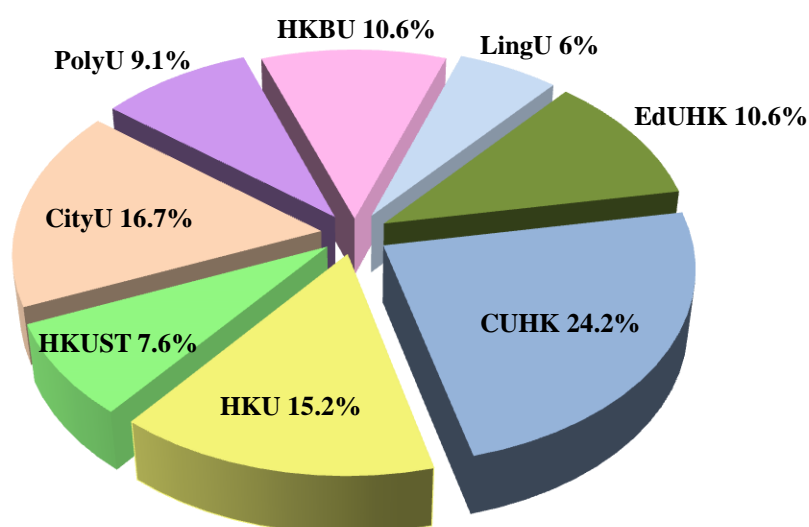
Pathways for S6 Graduates (2019)

1. The university admission rate (degree and sub-degree programmes) for S6 students was 95.97%, among which 87.9% were offered degree programmes.
2. Twelve of our S6 students were admitted to overseas and Taiwan institutes, accounting for 9.68% of the total. Details are as follows:

Country/City	No. of graduates admitted to Mainland, overseas and Taiwan universities
United Kingdom	4
Canada	2
Australia	2
Taiwan	2
Switzerland	1
United States	1



Offer Distribution to UGC-funded Programmes (2019)



Honours List (2018-2019)

Academic

1. Hong Kong Secondary School Health Exhibition Presentation Competition 2018 organized by The Medical Society, Student Union, The Chinese University of Hong Kong
1st Runner-up: Chan Fong Yuen (6D), Cheung Ching Yin (6D), Ho Wang Him (6D)
Wu Yan Ching (6D), Chan Ching Man (6E), Gurung Rabindra (6E)
2. International Biology Olympiad – Hong Kong Contest 2018
Bronze Award: Chong Cheuk Nam (5D)
Honourable Mention: Fung Tin Yan (5D)
3. Chun Wu Remote Controlled Car Challenge 2018 organized by Popular Science Education Foundation Limited
Champion (Senior): Lo Yiu Kai (5B)
4. The 15th Biliteracy & Trilingualism Composition and Speech Competition co-organized by Hong Kong Federation of Education Workers and Rotary Club of Hong Kong Island West
Merit Award (Senior Group): Ho Tsz Ying (5C)
Merit Award (Junior Chinese Composition): Wong Olivia (3C)
5. “發現生活中的感動” Writing Competition organized by Caritas Dr. & Mrs. Olinto De Sousa Integrated Service Centre
Champion (Junior Group): Chu Yan Tung (3D)
1st Runner-up (Junior Group): Chung Sze Man (3D)
Merit Award (Junior Group): Ng Tsz Ching (3D)
6. Hong Kong Biology Literacy Award (2018-19)
First Class Award: Ho Wang Him (6D)
Second Class Award: Fung Tin Yan (5D)
Third Class Award: Cheung Ching Yin (6D)
Merit: Yip Wing Yee (5C)
7. Modal Student Award organized by The Hong Kong Council of the Church of Christ in China
Pang Wai Kei (3A), Cheng Yan Ting (5C)
8. The 3rd Hong Kong Specimen Drawing Competition organized by The Hong Kong Branch of the Royal Society of Biology
Highly Commended Award (Senior Secondary): Ng Sin Lam (5A)
9. The 13th Xiangganbei Foreign Affairs Quiz Competition Merit Award co-organized by Office of the Commissioner of the Ministry of Foreign Affairs of the People’s Republic of China in the Hong Kong Special Administrative Region and Education Bureau and The Better Hong Kong Foundation
2nd Runner-up (Pioneer Group): Liu Wai Kin (3C), Lei Chun Kit (4B), Ho Tsz Ying (5C)

10. “善德基金會全港中學校際問答論證賽2019” organized by Hong Kong Shine Tak Foundation
 Excellent Performance Award: Kwok Yan Shun (2A), Ng Yu Hong (3B), Lam Yuet Hei (3C)
 Lau Hoi Ching (3C), Chu Yan Tung (3D), Dai Hiu Yee (3D)
 Xiang Chun Ho (3D), Lee Hiu Lam (4D)
 Chan Lok Hang (5C), Chu Henry Tin Heng (5C)
 Excellent Presentation Award: Chu Yan Tung (3D)
11. The 4th Hong Kong Secondary School Advertisement Competition organized by am730
 Branding Award (Senior Div.) sponsored by Oxfam Hong Kong
 Participants: Chan Man Ni (4A), Lau Shu Yee (4A), Cheung Oi Lam (4B)
 Li Wing Wa (4B), Siu Man Ching Joanne (4B), Yu Lik Chi (4B)
12. The 15th Shatin District Outstanding Student Award organized by Shatin Youths Association
 Outstanding Student Award (Senior): Cheng Yan Ting (5C)
 Merit (Junior): Chan Pui Ying (2C)
13. HKICPA/HKABE Joint Scholarships for BAFS (2018-2019): Cheng Yan Ting (5C)

Arts

1. The 55th Schools Dance Festival Competition
 Jazz and Street Dance
 Award of Excellence : Chan Yi Ting (1A), Su Tsz Ying (1A), Tse Ying Ying (1A)
 Yan Wing Sum (1A), Wu Cheng (1B), Yao Hiu Tung (1B)
 Cheng Yee Man (1C), Luk Yin Yin (1C), Tang Tsz Kiu (1D)
 Lau Bliss (2A), Law Hoi Yee Katelyn (2A), Ma Hoi Kiu (2A)
 Shek Yuen Hang (2A), Tai Ching Yiu (2A), Leung Sum Yee (2B)
 Li Wing Ching (2B), Pun Cho Yiu (2B), Tam Shannon Sisi (2B)
 Chan Cheuk Yu (2C), Lam Ka Yu (2C), Tse Pui Ling (2C)
 Tung Pak Yau (2C), Chan Nga Huen (2D), Chui Hiu Ching (2D)
 Guo Yue Shun (2D), Wu Cheuk Ka (2D), Cheung Ka Kiu (3B)
 Hui Wan Yin (3B), Wong Sze Nga (3D), Ngai Chung Sze (5A)
 Leung Ka Chai (5B), Cho Ping Ting (5D)
2. Colouring, Banner with Slogan Design Competition on ‘No Illegal Parking’ in Sha Tin
 co-organized by Sha Tin District Office and Steering Group on District-led Actions Scheme
 1st Runner-up (Senior Group): Yeung Pak Ko (4D)
 Merit Award (Senior Group): Kam Yik Nam (4C)
3. Speech
 70th Hong Kong Schools Speech Festival
- a. English Solo Verse Speaking (Non-Open)
- i. S2 Girls
 Champion: Fung Nga Hei (2C)
 Cert. of Merit: Chung Ting Ting (2C), Tse Pui Ling (2C)
 Cheng Sum Yuet (2D)
- ii. S1 Boys
 Cert. of Merit: Yung Ching Kan Quentin (1A)
- iii. S2 Boys
 Third: Kwok Ching Hei (2D)
- b. English Solo Prose Reading (Non-Open)
- i. S1 Girls
 Cert. of Merit: Chow Cheuk Nam (1A), Sin Wing Lam (1B)
- ii. S5 Girls
 Cert. of Merit: Ong Hang Yin (5C)
- iii. S5 Girls
 Cert. of Proficiency: Law Hiu Lam (5C)

- b. Volleyball
Boys A Grade
(Division 1) 3rd runner-up: Lee Chung Kei (4A), Li Yu On (4A)
Su Cheung Lam (4B), Chong Ka Chin (5A)
So Lok Ki Ivan (5A), Liu Cho Wong (5A)
Wong Tsz Ming (5D), Ryo Hayahiko (6D)
Chung Fai (6E), Fung Yat Tsun (6E)
Tin Tsz Wing (6E), Wong Kwok Ho (6E)
- Boys B Grade
(Division 1) 2nd runner-up: Yee Chun Wa (2B), Au Chun Hei (3A)
Liu Chun Ting (3A), Sin Lok Man (3A)
Li Pak Ho (3B), Yeung King Hei (3B)
Lo Ka Chun (3C), Chan Ho Lam (3D)
Yeung Hoi Kit (3D), Lam Kam Wa (4A)
Lei Chun Kit (4B), Yeung Ching Yan (4C)
Yeung Chun Yin (4C), Wan Chun Kit (4D)
- Girls B Grade
(Division 2) Champion: Ng Wing (2D), Chow Wing Tung (3A)
Mak Wing Yin (3A), Tang Man Hei (3A)
Young Wai Ting (3B), Lau Lok Yiu (3C)
Siu Cheuk Ki (3C), Tsang Sum Yi (3D)
Tsoi Yan Lam (3D), Chiu Hoi Ting Dyllis (4C)
Lui Ching Yee (4C)
- c. Handball
Girls A Grade Champion: Tse Wing Chin (3A), Chan Yuk Lam (3C)
Lo Pui Man (3C), Wong Sin Yue (3C)
Yuen Pik Ki (3C), Ho Wai Yu (4A),
Ho Pun Heung Yu (4B),
Chiang Kwan Kiu (5D), Li Lok Yee (6B)
Wong Pui (6B), Liu Hoi Lam (6C)
Chan Wing Yi (6E)
- d. Football
Boys U19
(Division 2) 1st Runner-up: Tang Kin Long (4B), Tse Long Hei (4B)
Chan Lok Yin Louis (4C), Ho Shing Chun (4C)
Lo Tsz Chung (4C), Tse Tsz Ho (4C)
Pang Chun Kiu (4D), Yeung Tsz Lok (4D)
Lai Long Fung (5A), Liu Cho Wong (5A)
Ho Chung Hei (5B), Tai Tsz Kin (5B)
Fung Tin Yan (5D), Li Man Pan (6B)
Tsang Hin Chung (6D), Wong Ka Yin (6D)
Fung Yat Tsun (6E)
- e. Athletics
Girls C Grade Long
Jump 1st Runner-up: Leung Wing Sze (2D)
- f. Badminton
Girls C Grade 1st Runner-up: Fok Wing Ka (1A),
Chung Ki Wai Anne Sophie (1C),
Ng Wai Ki (1C), Kwong Esther (2A),
So Sin (2B), Chan Lok Yee (2C)
2. Hong Kong Billiard Sports Control Council Inter-School Snooker Championship 2018
Individual Event 1st Runner-up: Lau Isaac (2D)

3. The 11th HKRSS Anti-Drug Five-Man Football Invitational Tournament organized by Hong Kong Red Swastika Society Tai Po Secondary School

Boys (Junior Group)	2 nd Runner-up:	Fong Kwan Lai Jeffrey (1C) Lam Paak Hin (1C) Chan Wai Tin Wayne (1D) Chau Cheuk Nam (1D) Tse Chi Lok (1D), Tsui Tsz Yui (2A) Yip Tin Long (2A), Tse Yau Sang (2B) Kong Cheuk Hang (3A), Wu Tung Yeung (3C)
Boys (Senior Group)	Champion:	Tse Long Hei (4B), Chan Lok Yin Louis (4C) Ho Shing Chun (4C), Pang Chun Kiu (4D) Tai Tsz Kin (5B), Fung Tin Yan (5D)

4. 2018-2019 Jockey Club Futsal Cup (School Division) organized by The Hong Kong Football Association (HKFA)

Boys (U15)	Merit Award:	Chan Pui Chung (1A) Fong Kwan Lai Jeffrey (1C) Lam Paak Hin (1C), Chau Cheuk Nam (1D) Tse Chi Lok (1D), Tsui Tsz Yui (2A) Wong Cheuk Nam (2A), Yip Tin Long (2A) Leung Man Yiu (2B), Tse Yau Sang (2B) Kong Cheuk Hang (3A), Wu Tung Yeung (3C)
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5. The HKJC Soccer 4 organized by The Hong Kong Jockey Club

Boys (U15) Bowl	Champion:	Fong Kwan Lai Jeffrey (1C) Lam Paak Hin (1C), Tsui Tsz Yui (2A) Yip Tin Long (2A), Leung Man Yiu (2B) Tse Yau Sang (2B), Kong Cheuk Hang (3A) Wu Tung Yeung (3C)
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6. The HKCCCC Inter-School Football Competition 2018-2019 organized by Hong Kong Council of the Church of Christ in China

Boys	3 rd Runner-up:	Fong Kwan Lai Jeffrey (1C) Leung Man Yiu (2B), Kong Cheuk Hang (3A) Chan Lok Yin Louis (4C), Lai Long Fung (5A) Tai Tsz Kin (5B), Fung Tin Yan (5D) Tsang Hin Chung (6D), Wong Ka Yin (6D) Fung Yat Tsun (6E)
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G. Financial Report

1. School Financial Source

The income of the school comes mainly from two sources: government subsidies (including Expanded Operating Expenses Block Grant (EOEBG) comprising of School Specific Grants and Non-School Specific Grants (Baseline Reference) and other grants for specific purposes), and fees authorized by government (such as tong fai, rental and hire charges, profits from the sale of exercise books and stationery, outside donations, etc). The EOEBG can be used with a certain degree of flexibility to cover daily expenses. The school may also apply to the Education Bureau for non-recurrent subsidies for major repairs to school buildings. All deficits appearing on the government's account can either be covered by surplus retained from the EOEBG or school's subscriptions account.

2. Teacher Relief Grant

The Teacher Relief Grant received this year amounted to \$199,865.50. The surplus brought forward from the previous year was \$240,608.54. The sums had been paid out for employing supply teachers amounting to \$49,832.00.

3. Financial Summary

		<u>Balance b/f</u> <u>(HK\$)</u>	<u>Grant Received</u> <u>(HK\$)</u>	<u>Expenditure</u> <u>(HK\$)</u>
I.	Government Fund			
1.	Expanded Operating Expenses Block Grant (EOEBG)	2,938,200.02		
	a. School Specific Grant			
	1. Administration Grant	--	3,721,296.00	3,134,449.03
	2. Air-conditioning Grant	--	541,156.00	219,814.44
	3. Composite Information Technology Grant	--	407,214.00	517,529.14
	4. Capacity Enhancement Grant	--	613,766.00	657,326.92
	5. Special Grant on Typhoon Disturbance	--	112,300.00	112,300.00
	b. Non- School Specific Grant			
	Baseline Reference	--	1,849,504.37	2,696,142.12
	Other Income	--	132,718.94	--
	<i>Sub-total</i>	2,938,200.02	7,377,955.31	7,337,561.65
	<i>Accumulated surplus for the year</i>			2,978,593.68
	<i>Amount transferred to cover the deficits of Other Grants outside EOEBG (2a, 2j & 2l)</i>			(154,953.99)
	<i>Funds set aside for Long Service Payment/Severance Payment</i>			(45,145.64)
	Balance carried forward to next year (A)			2,778,494.05
2.	Other Grants outside EOEBG			
	a. Senior Secondary Curriculum Support Grant	--	731,880.00	884,074.56
	b. Learning Support Grant	75,750.70	386,694.00	347,172.82
	c. Diversity Learning Grant – Other Programmes	17,569.05	84,000.00	60,879.60
	d. Diversity Learning Grant – Applied Learning Courses	--	25,250.00	25,250.00
	e. SB After-school Learning and Support Programme	10,722.07	96,600.00	77,494.58
	f. Career and Life Planning Grant	109,806.70	609,900.00	671,531.29
	g. Extra Recurrent Grant under ITE4	11,843.00	66,740.00	64,920.00
	h. Information Technology Staffing Support Grant	18,480.00	307,200.00	288,420.00
	i. Committee on Home-School Co-operation Project	849.50	15,474.00	14,500.00
	j. One-off Grant for e-Learning in Schools	142,780.00	--	143,656.00
	k. One-off Grant for Promotion of Chinese History and Culture	110,814.00	--	3,922.00
	l. One-off Grant – Promotion of STEM Education	19,951.90	--	21,835.33
	m. Moral and National Education Support Grant	530,000.00	--	--
	n. Other Recurrent Grants (Rent & Rates)	--	616,012.00	616,012.00
	o. Promotion of Reading Grant	--	60,000.00	32,547.22
	p. Teacher Relief Grant	240,608.54	199,865.50	49,832.00
	q. ER's Contributions to PF/MPF Scheme for NTS	--	445,761.00	447,794.49
	r. HKJC Life-wide Learning Fund	--	66,675.00	67,808.20
	s. Hong Kong School Drama Festival	1,356.23	3,400.00	223.00
	t. Salaries Grant	(76,635.00)	40,887,834.28	40,811,199.28
	<i>Sub-total</i>	1,213,896.69	44,603,285.78	44,629,072.37
	<i>Accumulated surplus for the year</i>			1,188,110.10
	<i>Amount transferred from EOEBG surplus to cover the deficits of Other Grants outside EOEBG (2a, 2j & 2l)</i>			154,953.99
	<i>Amount transferred from School Funds surplus to cover the deficit of Other Grants outside EOEBG (2r)</i>			1,133.20
	<i>Amount receivable from EDB for the deficit on ER's Contributions to PF/MPF Scheme for NTS (2q)</i>			2,033.49
	Balance carried forward to next year (B)			1,346,230.78

		<u>Balance b/f</u> <u>(HK\$)</u>	<u>Grant</u> <u>Received</u> <u>(HK\$)</u>	<u>Expenditure</u> <u>(HK\$)</u>
II.	School Funds	1,106,059.68		
	1. Tong Fai	--	217,200.00	--
	2. Tuckshop Rental	--	100,000.00	--
	3. Hiring of School Premises	--	179,495.88	--
	4. Donations	--	12,052.00	--
	5. Feed-in Tariff (FiT) Scheme	--	6,995.00	--
	6. Others	--	24,908.06	472,058.32
	<i>Sub-total</i>	<i>1,106,059.68</i>	<i>540,650.94</i>	<i>472,058.32</i>
	<i>Accumulated surplus for the year</i>			<i>1,174,652.30</i>
	<i>Amount transferred to cover the deficit of Other Grants outside EOEBG (2r)</i>			<i>(1,133.20)</i>
	<i>Balance carried forward to next year (C)</i>			<i>1,173,519.10</i>
III.	Approved Collection for Specific Purposes	741,552.08		
	1. Air-Conditioning	--	--	62,511.48
	2. Other Purposes	--	221,650.00	171,222.00
	<i>Sub-total</i>	<i>741,552.08</i>	<i>221,650.00</i>	<i>233,733.48</i>
	<i>Accumulated surplus for the year</i>			<i>729,468.60</i>
	<i>Balance carried forward to next year (D)</i>			<i>729,468.60</i>
	<i>Accumulated surplus as at the end of school year [(A)+(B)+(C)+(D)]</i>			<i>6,027,712.53</i>

4. Capacity Enhancement Grant

a. Grant received this year amounted to \$613,766.00.

b. Expenditure

1. Employing one librarian	\$	149,591.58
2. Employing two teaching & administrative assistants	\$	204,000.00
3. Employing seven coaches	\$	157,874.50
4. Employing seven part-time support staff members	\$	122,468.00
5. Employer's contribution to Mandatory Provident Fund for support staff members	\$	23,392.84

Total: \$ 657,326.92

c. There was a deficit of \$43,560.92 at the year end, which would be absorbed by the EOEBG surplus.

d. Evaluation

1. One librarian was employed to handle the operation of the School Library. She was responsible for updating and re-organizing the databases and systems of the School Library, as well as leading support staff members to carry out the work of stocktaking and data entry. Her presence lessened other teachers' workload in handling regular library duties.
2. One teaching and administrative assistant was employed. His duties included:
 - providing secretarial service;
 - assisting teachers in managing school activities;
 - assisting teachers in the preparation of teaching materials and resources;
 - conducting tutorial classes after school;
 - assisting teachers in managing students during their self-study time; and
 - substituting for lessons.
3. Seven coaches were commissioned to the School Basketball, Volleyball, Handball, and Football Teams. They coached, trained, and led the school teams in tournaments and sports events. From the feedback of teachers concerned, this arrangement had reduced their workload and given them more time and space for carrying out regular school duties.
4. Seven part-time support staff members were employed. Their duties included:
 - providing clerical support to teachers; and
 - assisting the librarian to carry out stocktaking and data input of library books.

From the feedback of relevant teachers, the appointments were helpful in reducing their 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 \$731,880.00.

b. Expenditure

1. Employing one full-time and three part-time additional teachers	\$	842,070.00
2. Employer's contribution to Mandatory Provident Fund for support staff members	\$	42,004.56
Total:		\$ 884,074.56

c. There was a deficit of \$152,194.56 at the year end, which would be absorbed by the EOEBG surplus.

d. Evaluation

Four additional teachers were employed. Their duties included:

- taking up S3 and S4 English Language and S3 History lessons;
- taking up S1, S2 and S3 English Language and S2 Religious Studies lessons;
- taking up S1, S3 and S5 Chinese Language and S3 Religious Studies lessons; and
- taking up S2, S3 and S6 Chinese Language and S1 Putonghua lessons;

Their appointments helped reduce the general workload of teachers and made small class teaching possible in S1 Chinese Language and English Language. Regular teachers enjoyed more room for curriculum work and professional training in relation to the Senior Secondary curriculum. The additional teachers also helped their subject panels prepare teaching resources. This could also create space for these subjects to design and fine-tune the curriculum to meet diverse student needs. On the whole, the Grant has facilitated our smooth implementation of the Senior Secondary curriculum.

6. Report on Life Planning Education and Career Guidance Service 2018-19

A. Major Concerns

1. To echo with the values of the school – youthful seeker through helping students to better understand their interests, abilities and orientations
2. To equip students with knowledge, skills and attitude to make informed and responsible decisions for their personal goals in studies, careers and life

B. Implementation Plan

1. **Major Concern: To echo with the values of the school – youthful seeker through helping students better understand their interests, abilities and orientations**

Targets	Strategies	Success Criteria	Evaluation, Achievements & Reflection
To help S2 students better understand their interests, abilities and orientations	“Discovery Life” Workshop	Students knowing their strengths and weaknesses, and are thus able to set goals for their studies and career	<ul style="list-style-type: none"> ➤ Class teachers were invited to participate and join the debriefing session. ➤ Feedback from both students and teachers was positive. <p>Majority of the students were actively participated in the activity and found it meaningful.</p>
To help S3 students better understand their interests and strengths so as to make decisions on subject selection rationally	Discussion on “Finding Your Colours of Life”	Students knowing more about their strengths and weaknesses and are able to make decisions on subject selection rationally	<ul style="list-style-type: none"> ➤ Reference materials and PowerPoint have been provided to class teachers who were familiar with the strengths and weaknesses of the class. ➤ Feedback from both students and class teachers was positive. ➤ Two lessons have been allocated on “Finding Your Colours of Life”. Most teachers reflected that time was sufficient and the lesson plan was clear and easy to follow.
To help S4 students better understand their interests, abilities and orientations	“Career Life” Workshop	Students finding their orientations, and are thus able to set goals for their studies and career	<ul style="list-style-type: none"> ➤ Feedback from both students and teachers was positive. ➤ Majority of the students enjoyed the activity. ➤ Students were encouraged to conduct self-reflection in the debriefing.

<p>To help S5 students better understand their interests, strengths and orientation</p>	<p>Conduct Career Interest Inventory Test and analyze students' reports</p>	<p>Students finding their orientations and getting to learn more about study programmes in Hong Kong</p>	<ul style="list-style-type: none"> ➤ All students conducted the Career Interest Inventory Test in December 2018. This also helped us to group students of similar interest. ➤ Feedback from students was positive. Over 80% students reflected that two sessions of life planning lessons helped them to improve self understanding. 91% claimed that they learnt more about different occupations and 89% found their orientation of future careers. 98% appreciated teachers' assistance provided for them. ➤ Worksheets were provided as pre-tasks and post-tasks for students. This helped enhance students' self-assessment. ➤ Teachers found it easier to analyze students' reports with the aid of reference materials and case studies.
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2. Major Concern: To equip students with knowledge, skills and attitude to make informed and responsible decisions for their personal goals in studies, careers and life

Targets	Strategies	Success Criteria	Evaluation, Achievements & Reflection
To help senior form students better understand the strategies on the selection of programme choices in JUPAS	Collect information on S6 school leavers and conduct data analysis	Students being able to get access to the data collected and know more about the admission requirements	<ul style="list-style-type: none"> ➤ Data collected was analyzed and processed. It was presented and this helped students to make decision concerning programme choices.
	Organize a talk on strategies on the selection of programme choices in JUPAS	Students being well-informed of the latest information related to JUPAS	<ul style="list-style-type: none"> ➤ Feedback of students and teachers was positive. ➤ Majority of the students found the information useful and the presentation clear.
	Organize a talk on JUPAS introduction and multiple study pathways to S5 students	Students knowing more about various study options	<ul style="list-style-type: none"> ➤ Feedback of students and teachers was positive. ➤ Majority of the students found the information useful and the presentation clear.
	Organize JUPAS experience sharing for S5-S6 students	Students getting a better understanding of the study options	<ul style="list-style-type: none"> ➤ Almost 50 past graduates came to share their JUPAS experience. ➤ Many S6 students asked the phone number and facebook of past graduates to gain connection with alumni for further assistance. ➤ Students' response was positive.

	Conduct counselling with S5-6 students on the selection of programme choices	Students revising JUPAS choices rationally	<ul style="list-style-type: none"> ➤ 98% of S6 students claimed that they filled in the Form A very seriously. ➤ 98% of them found the counselling useful. ➤ 75% of S6 students found the life planning lessons facilitated their self-understanding. ➤ 87% of S6 students claimed that they understood JUPAS more. 89% of them agreed that they knew the entrance requirements of different programmes and the corresponding strategies in particular. 85% of them thought the lessons helped them to improve their interview skills. ➤ 85% of the S6 students found the counseling useful in goal setting and life planning. ➤ 98% S6 students appreciated the assistance offered by teachers. ➤ Feedback of S5 students and teachers was positive.
	Organize Admissions talk and sharing by different institutions (S4-5)	Students being well-informed of study options of universities	<ul style="list-style-type: none"> ➤ All S5-6 students participated in the admission talk of Faculty of Social Science of Chinese University of Hong Kong and City University of Hong Kong in November 2018. ➤ All S4-5 students attended the admission talk of Department of Humanities and Engineering of The Hong Kong Polytechnic University in May 2019. ➤ Feedback of students was positive.
	Disseminate latest information about further studies opportunities, JUPAS application / non-JUPAS application updates, interviews, admission requirements and Information Day of Universities, etc. through various means	Stakeholders being well-informed of the matters relating to JUPAS	<ul style="list-style-type: none"> ➤ Information on Open Days of universities was disseminated to S4 to S6 students and parents regularly via PYCnet. ➤ Posters of Universities' Open Days were displayed on board. ➤ Class teachers encouraged students to attend the Info Days to get deeper understanding of the admission requirements of different departments and faculties of various universities. Students were encouraged to share with the class after the visits. ➤ Many S4 to S6 students visited the universities they are interested in.
	Encourage S4-6 students to attend University Open Days	Students being well-informed of campus activities and studies options of universities	

To help S6 students to prepare for the release of HKDSE Examination results	Organize a talk on Multiple Pathways for S6 students	Students being well-informed of various study paths	<ul style="list-style-type: none"> ➤ Feedback of students was positive.
	Organize a talk on “Study in Taiwan” for S6 students	Students getting to know more about universities in Taiwan and the strategies on selection of programmes and universities	<ul style="list-style-type: none"> ➤ About 40 students attended and eventually 4 applied. ➤ Feedback of participants was positive as majority found the information useful. ➤ Finally, 2 students got the offer.
	Conduct mock interviews (S6)	Students getting prepared for interviews and their interviewing skills being sharpened	<ul style="list-style-type: none"> ➤ Mock interviews were conducted in December 2018 during life planning lessons. All S6 students had to attend. This facilitated peer learning. ➤ Students were asked to prepare before the session. ➤ A list of specific questions was distributed to different teachers and they found them useful. ➤ A video on interview was shown and discussed in lesson. Some students found it useful. ➤ Students could form groups and were free to reserve a time-slot for mock interview in May-June 2019 with any Careers teachers.
	Help students to apply for local / overseas tertiary institutes including liaison and preparation of necessary documents	Students getting a higher chance of acceptance by tertiary institutes	<ul style="list-style-type: none"> ➤ Almost 30 applications were received. ➤ Students were generally aware of the one-month processing policy.
	Prepare reminders and reference materials for the release of HKDSE Examination results	Students knowing what to do after the release of HKDSE Examination results	<ul style="list-style-type: none"> ➤ Reference materials on the release of HKDSE Results were distributed to parents and students on the day of Mock Release of HKDSE Results. ➤ Students found the information useful. ➤ Reference materials were also distributed to teachers involved and their feedback was positive.

	Conduct a Mock Release of HKDSE Examination Results	Raising students' awareness towards the importance of preparation for the release of HKDSE Examination results	<ul style="list-style-type: none"> ➤ Over 110 students attended. ➤ Feedback from students was positive. ➤ Students found the information useful.
	Help students revise their JUPAS choices after release of HKDSE Examination results	Students revising JUPAS choices rationally	<ul style="list-style-type: none"> ➤ Students could reserve two 45-minute time slots for consultation and therefore resources could be used efficiently. ➤ Students' response was positive and they could feel the support from teachers.
To raise students' awareness of career path	Guide students to plan career path in class teacher period (S5)	Students being inspired to think about their career path	<ul style="list-style-type: none"> ➤ Feedback of students and teachers was positive. ➤ Most of them found the information useful and the presentation clear. Instead of playing all the videos chosen, S5 class teachers had the flexibility to choose which video to be played with reference to the characteristics of different classes.
	Nominate students to apply for external career-related activities so as to help students understand more about the world of work	Students able to get most updated careers information	<ul style="list-style-type: none"> ➤ S4-6 students' participation in the external activities was active and the frequency of attendance was almost 300.
	Launch the Mentorship Programme (S4-6)	Students getting a deeper understanding of their future career path	<ul style="list-style-type: none"> ➤ 77 S3-5 students joined the programme. ➤ Students were getting more well-prepared for future career after joining the briefing session. ➤ Students have to complete a task sheet. Therefore, they had to contact the mentor for further understanding of the world of work.
	Organize an alumni sharing day with careers talks for S3-5 students	Students getting a deeper understanding of their future career path	<ul style="list-style-type: none"> ➤ 36 S3 students and all S4-5 students participated in the activity. ➤ 98% participants found the speech of the guest speaker inspiring and his performance satisfactory. 96% claimed that it helped with their life planning. ➤ 98% participants reflected that the sharing by alumni helped them to know more about the world of work. 91% thought that alumni's sharing encouraged them to equip themselves to face challenges in the future. 98% students found the activity suitable for their needs and were satisfied with the programme.

Provide support to students through educating parents	Conduct a Mock Release of HKDSE Examination results	Parents knowing the ways to assist students' life planning	<ul style="list-style-type: none"> ➤ 54 parents attended. ➤ Parents' feedback was positive. ➤ Students found the information useful.
Enhance professional development for teachers on careers education	Arrange careers teachers to attend training on life planning education and careers guidance	Teachers in Careers Guidance Committee equipped with skills of careers counselling and knowledge of life planning education	<ul style="list-style-type: none"> ➤ Careers teachers actively joined the seminars and workshops related to life planning and multiple study pathways. ➤ Relevant materials have been disseminated to teachers and students.
	Support teachers to provide life-planning lessons to students	Teachers acquiring the knowledge and skills in careers guidance	<ul style="list-style-type: none"> ➤ Briefing sessions were held to over 50 teachers involved in S5-6 life planning lessons. ➤ Detailed guidelines and updated reference materials were also provided. Feedback of teachers was positive.

C. Financial Report

1 Stationery	\$	310.00	
2 Refreshment at JUPAS sharing	\$	2,088.40	
3 Refreshment – Careers Exploration Day	\$	2,527.20	
4 Refreshment – Mock Release of HKDSE Examination Results	\$	1,500.00	
5 Refreshment – Release of HKDSE Examination results	\$	924.70	
6 Miscellaneous	\$	204.00	
7 Binding books: 2016 JUPAS DATA	\$		1,380.00
8 Membership fee (HKACMGM)	\$		400.00
9 Employment of teacher	\$		393,660.00
10 Employment of administrative assistant and clerical staff	\$		244,689.29
11 Life Channel (\$4)	\$		17,000.00
12 Transport allowance – Career talks & workshops	\$		4,963.00
13 Careers exploration activities	\$		9,315.00
14 Life planning reference materials	\$		124.00
	Total: \$	7,554.30	671,531.29

D. Programme Team

Lin Ka Yee (Chairperson)

Iu Chu Man (Secretary)

Ho Po Ki, Hui Man Wai, Tsui Wing Lam, Li Yan Sin, Wong Ying Man, Chan Chi Kai, Lee Kin Ho

7. 「推廣閱讀津貼」計劃檢討

A. 計劃目標：

- a. 以圖書館及中英文科為主，聯合不同科組籌辦閱讀活動，營造全校閱讀氣氛，推動全體學生的閱讀風氣，培養學生的閱讀習慣，讓學生常閱讀、愛閱讀。
- b. 善用教育局於 2018-19 年度新增的「推廣閱讀津貼」。

B. 計劃內容

焦點	工作內容	配合工作	檢討
a. 建立閱讀焦點	<ul style="list-style-type: none"> ● 設立年度作家：朱少璋博士 ● 訂立主題作家：何紫及劉以鬯 	<ul style="list-style-type: none"> ● 普及活動 <ul style="list-style-type: none"> ■ 邀請朱少璋博士主講 10 月 30 日高年級周會閱讀講座 ■ 中文老師於課堂介紹年度作家及主題作家的作品，並將部份著作定為「指定書」，所有學生均有機會閱讀。 ■ 舉辦主題書展推介 3 位作家著作。 ■ 補購 3 位作家的館藏供學生借閱。 ● 進深活動 <ul style="list-style-type: none"> ■ 說書人：深度評賞何紫的作品（初中）。 ■ 圍讀：中文老師帶領學生以小組形式評賞朱少璋及劉以鬯作品（高中）。 	<ul style="list-style-type: none"> ● 朱博士以「與文字談戀愛」為題與同學暢談對文學的看法，講座內容生動活潑，深入淺出，聽眾反應熱烈。 ● 圍讀活動、說書人依計劃進行。問卷調查顯示，8% 的受訪者認為說書人活動印象深刻。圍讀活動有超過 20 位中一至中五同學參與，活動氣氛良好，同學投入討論。

焦點	工作內容	配合工作	檢討
b. 連繫閱讀、學校和社會	<ul style="list-style-type: none"> ● 閱讀分享與校園及社會大事緊密扣連 	<ul style="list-style-type: none"> ● 校園大事：音樂劇 <ul style="list-style-type: none"> ■ 說書人：以音樂劇劇本依據的文學作品為分享內容。 ● 社會大事：高鐵香港段正式營運 <ul style="list-style-type: none"> ■ 早會閱讀分享：推介有關中國鐵路發展的書籍。 ● 社會大事：六四三十年 <ul style="list-style-type: none"> ■ 早會閱讀分享：以六四及近代中國發展為主題。 	<ul style="list-style-type: none"> ● 全年共舉辦9次早會分享，圖書館、中文科、英文科各負責3次。 ● 中文科其中一次「說書人活動」以「奇幻小說」為題，由老師帶領數位學生閱讀《牧羊少年奇幻之旅》及音樂劇借鑑的小說《大魚》。 ● 原定的早會閱讀分享——「六四三十年」改為由圖書館與通識科及中國歷史科合辦的周會專題講座。同時在圖書館內舉行為期一個月的「六四三十年」書展及展覽。展覽以「當年今日」的方式逐日回顧六四事件當年的發展時序，配合老師借出的當年剪報及學生習作，能提起學生的興趣。今次是圖書館首次嘗試擺放書籍以外的展覽，不少同學駐足觀看。日後可參考這次的方式舉辦圖書以外的展覽。 ● 九月份第一次早會圖書分享的書籍以「鐵路」為主題，呼應港深廣高鐵香港段通車。 ● 金庸逝世，其中一次早會分享改為介紹金庸的封筆之作《鹿鼎記》，以示紀念。 ● 根據今年及往年的問卷調查， <ul style="list-style-type: none"> ■ 喜歡「早會時的圖書分享廣播」的平均分由去年的3.4上升至4（7分為滿分），升幅明顯。 ■ 約有70%的受訪者能夠寫出「令他們印象深刻的閱讀分享內容（如書名、講者、主題等）」。 ■ 有近30%的受訪者表示，「我曾經因為老師/同學的圖書分享而尋找該本/該類型的圖書。」 ■ 分別有39%及35%的受訪者喜歡早會及週會的圖書分享。分別有31%及32%受訪者期望更多的早會及週會的圖書分享。 ● 建議來年的早會圖書分享可由9次增加到10次。由於週會次數有限，週會圖書分享維持不變，每學期1次。

焦點	工作內容	配合工作	檢討
c. 提供多元化閱讀體驗	<ul style="list-style-type: none"> ● 推廣電子書 ● 書店體驗 ● 與不同元素結合 	<ul style="list-style-type: none"> ● 購買電子閱讀器 kindle 8 及電子書，供學生借用。 ● 舉辦「逛書店」活動。 ● 與初中問答比賽合作，加入與書籍有關的題目（例如在題目中加入與金庸作品有關的題目，並將範圍事先通知參賽者以作準備）。 	<ul style="list-style-type: none"> ● 共購置了 10 部 kindle 8 電子閱讀器，全年約有 50 個人次借閱，以初中為主。 ● 其中兩次早會閱讀分享曾介紹 kindle，借用人數隨即增加。建議日後的圖書分享選用有 kindle 版本的圖書。 ● 日後會繼續推介 kindle，並購買更多電子書。 ● 因原任的圖書館管理員於 11 月離職，接替的圖書館管理員在 3 月才正式上任，需時認識學生，未有安排「逛書店」活動。
d. 全校參與分享書籍	<ul style="list-style-type: none"> ● 邀請不同持份者分享書籍 	<ul style="list-style-type: none"> ● 圖書館設立「教職員推薦」專位，展示教職員推薦的圖書。 ● 書展期間舉辦「閱讀沙龍」，於禮堂舉辦小型閱讀分享環節，深入淺出介紹展出圖書。 ● 中、英文科及圖書館於早會時段分享閱讀。 ● 英文科老師舉辦 Story-teller series。 ● 英文科 language partners 與學生分享圖書。 ● 中文科舉辦「說書人」活動。 	<ul style="list-style-type: none"> ● 展示了「校長推薦」圖書。 ● 上學期書展期間舉行了 4 場「閱讀沙龍」。分別由陳得南副校長、洪力平老師、外籍英語老師 Mr Sloman 及同學分享。共有 114 位學生、13 位教職員出席。平均每節有約 30 人出席，反應理想。 ● 有 13 位學生連續兩日出席閱讀沙龍，每人獲贈\$10 書券以示嘉許。 ● 中、英文科分別在早會時段安排同學分享。聽眾反應良好。 ● 改善建議：場地較狹窄，禮堂環境較嘈雜，建議嘉賓使用擴音器。
e. 提升學校圖書館的使用率	<ul style="list-style-type: none"> ● 提供機會給學生參與圖書館的日常運作 ● 添置/更新館藏 	<ul style="list-style-type: none"> ● 招募學生參與圖書館採購工作，令館藏更貼近學生閱讀興趣。 ● 註銷殘破、借出率低的書籍。 ● 添置新出版書籍、影片。 ● 添置益智學習玩具。 	<ul style="list-style-type: none"> ● 因原任的圖書館管理員於 11 月離職，接替的圖書館管理員在 3 月才正式上任，需時認識學生，未有安排採購活動。 ● 添置了兩套桌遊，暫由學生圖書館管理員试玩。稍後再向同學推介。 ● 新任圖書館管理員上任後，添置了一大批新興作家的圖書，能吸引同學閱讀。
f. 嘉許熱愛閱讀的學生	<ul style="list-style-type: none"> ● 訂立閱讀獎勵計劃 	<ul style="list-style-type: none"> ● 以書券獎勵「廣泛閱讀計劃」達標的學生。 	<ul style="list-style-type: none"> ● 英文科共有 35 位學生獲獎。金獎 23 人、銅獎 1 人、銅獎 11 人，分別獲發\$100、\$80 及\$50 書券。

C 預算收支

預算收入		預算支出			實際開支
「推廣閱讀津貼」	\$60,000	1	添置/更新圖書館館藏	\$6,000.00	\$1,575.95
		2	添置益智學習玩具	\$2,000.00	/
		3	添置/更新中文科廣泛閱讀計劃圖書	\$10,000.00	\$1,060.00
		4	添置/更新英文科廣泛閱讀計劃圖書	\$10,000.00	\$6,110.14
		5	添置 10 部 kindle8 閱讀器	\$6,500.00	\$6,946.00
		6	購買電子書	\$8,000.00	\$1,506.33
		7	中文科「廣泛閱讀計劃」書券	\$6,300.00	\$12,420.80
		8	英文科「廣泛閱讀計劃」書券	\$8,000.00	\$2,580.00
		9	講員費用	\$2,200.00	/
		10	雜項	\$1,000.00	\$348.00
合共：	\$60,000	合共：	\$60,000.00	\$32,547.22	

D 成員

陳得南（副校長）、黃慧琦（中文科科主任）、呂慕華（英文科科主任）、王國棟（通識科科主任）、莊凱欣（前任圖書館館長）、何紫凝（現任圖書館職員）

8. 「推動中國歷史及文化的一筆過津貼」

第一部分：計劃內容

行程名稱：大連、瀋陽歷史和文化探索之旅

1. 交流地點：遼寧省大連及瀋陽市
2. 行程日數：5 天
3. 活動日期：2019 年 4 月 9 日至 2019 年 4 月 13 日
4. 承辦機構：華暢東方文化國際交流有限公司（「省外行——香港中學生內地交流計劃」（2018/19））

第二部分：活動評估

本活動以下合適的評估方法，評估是項交流活動擬定目標的達成程度。

1. 評估方法及對象：

評估方法	對象	
	老師	學生
匯報/分享會 (行程中及早會分享)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
總結文章	/	<input checked="" type="checkbox"/>

2. 評估結果：

1 表示為最低分，4 為最高分。

	分數	1	2	3	4
1	活動能達到預期的目的。				✓
2	活動設計緊扣學習主題。				✓
3	活動能配合校本需要，讓學生結合交流經驗與課程內容。			✓	
4	活動能加深學生對國家歷史、文化和發展現況的認識。				✓
5	行程切合學生的需要，學生投入學習。				✓
6	活動的整體規劃（包括交流前的學習準備及交流後的延伸活動）有助學生達到預期的學習目標。				✓
7	整體而言，參加者對是次活動感到滿意。				✓

3. 總結：（就活動作的整體評鑑／反思及建議）

在這次歷史文化探索之旅中，學生通過參觀日俄監獄遺址、旅順車站、瀋陽故宮等歷史建築，和具經驗導遊的講解，充份認識到大連與瀋陽兩地跟日本和俄國覬覦中國的歷史密不可分。正因如此，大連與瀋陽的建築風格與其他國內城市不同，例如張氏帥府、環繞中山廣場的舊建築物都充滿歐式及和風格調，這無疑令同學明白細心觀察四周環境與建築，有助他們探索更深、更廣的知識。

除了參觀歷史遺址，我們亦有幸到訪瀋陽市第二十七中學，獲該校校長與師生盛情款待。校方悉心安排同學參觀校史室、及與學生直接交流等活動。而為配合當天早上參觀九一八博物館的活動，校方又特意安排一節相關的歷史課，讓同學能深刻體會日本侵華時期人民的苦況，同時認識到中國人那種堅毅不屈的精神，這種對中國受難同胞的溫情與敬意只可透過到訪歷史現場和與當地人民接觸才能經歷。然而，同學與當地學生交流的準備仍略嫌不足，建議可在出發前加強以普通話即席表達意見或看法的準備。

吸取過往舉辦考察交流團的經驗，我們在出發前舉辦了一個工作坊，讓同學分組預備與考察相關的議題，整理資料及作口頭匯報，這對整團同學的實地考察及學習奠下基礎。而每晚的小組反思時間，同學大致亦能就當天所學，互相交流。

整體而言，44名師生均對這次歷史文化探索之旅感到滿意，並樂在其中，亦看到實地考察對學習別具意義，值得舉辦。

第三部分：財務報告（款額以港元為結算單位）

	項目	款額
1	活動總支出（\$1,239×40名學生）	\$49,560
2	「省外行——香港中學生內地交流計劃」（2018/19）提供4個學生全額資助（\$1,239×4名學生*）	\$4,956
3	勵進教育中心「同齡同心學歷史」中史學習活動資助計劃資助額	\$10,000
4	「推動中國歷史及文化的一筆過津貼」支出	\$3,922
5	學生繳付團費#	\$30,682

* 供正接受全額、半額學校書簿津貼或綜合社會保障援助學生使用

接受綜援學生（2位）獲\$1,239資助津貼，需繳付費用\$0（合共\$0）

接受全額學校書簿津貼學生（5位）獲\$1,000資助津貼，需繳付費用\$239（合共\$1,195）

接受半額學校書簿津貼學生（5位）獲\$600資助津貼，需繳付費用\$639（合共\$3,195）

其他學生（28位）獲\$300資助津貼，需繳付費用\$939（合共\$26,292）

9. STEM 教育計劃

STEM 學堂 (STEM Academy)

a. STEM 學堂 (STEM Academy) 課程各項檢討及實際支出：

課程名稱	舉行月份	成效檢討	參與人數	堂數	津貼支出 HK\$
模擬 DNA 親子鑑定	12/2018	學員認識到 DNA 指紋圖譜在親子鑑定和刑事案件中的角色，並在生物科技實驗室實踐所學。	19	1	--
影片製作	10/2018 2/2019	學員學習以製作「新聞報導」形式的短片，同學學習到如何取材、剪接、加入字幕、配音等。學員亦學習操作拍攝器材，最後能製作出簡單作品。部份學員成為了「校園小記者」，能學以致用。	8 6	2 2	--
Micro:bit 初體驗	9/2018	學員學習以 Micro:bit 來製作互動小玩意和音頻輸出裝置，並製作感光裝置來量度最適合閱讀的環境光度。	8	2	--
航拍	10/2018 2/2019	學員學習使用無人機拍攝的原理及操作方法，並學習如何利用無人機的特點拍攝精彩的相片及影片。	11 7	2 2	--
舞台燈光設計	12/2018	學員學習舞台燈光設計和操控，課堂包括理論和實習。	8	2	--
鐳射切割工作坊	12/2018	學員學習基礎圖形繪製設計及鐳射切割機的操作，最後每個學員均能製作特別切割的設計品。	13	2	--
Apple Pencil 素描班	11/2018	學員學習 Procreate 基本操作，並於 iPad Pro 以 Apple Pencil 作素描繪畫。參加者皆有基礎的素描能力，在課堂期間同學嘗試繪畫人物面貌。	4	2	--
電腦組裝工作坊	11/2018	學員認識到各樣硬件設備及其組裝方法，並從科學原理理解如何提升電腦整體速度效能。最後五組學員均能成功組裝一部全新電腦並嘗試安裝開源操作系統。	10	2	8,445.00
Lego 機械車編程	11/2018	學員學習機械車的基本結構及各種組件，以及基本的編程原理。個別同學在課程期間表現良好，已獲邀加入機械人競賽隊集訓及於來年參加比賽。	5	2	--
密碼學	11/2018	學員在課堂認識密碼學研究如何對秘密文字進行加密或解碼，並學習各種加密文字的方法、破解密碼的數學技術和理解現代密碼科技的原理。學員對此題目極感興趣。	15	3	--

課程名稱	舉行月份	成效檢討	參與人數	堂數	STEM 津貼支出 HK\$
相對論	5/2019	學員在課程中認識到相對論，包括各種時空的不可思議現象，例如時間延緩、空間收縮、光速極限、質能等價、時間旅行等課題。	11	3	--
日常生活之科學驗證	5/2019	學員嘗試以科學驗證方法研究不同解凍方法和風速對室內室外溫度的影響，以及透過電子顯微鏡觀察布料纖維等。因研究內容均為學員自發提出，故他們甚感興趣。	4	3	--
Arduino 在校內的應用	2/2019	學生學習使用微電路控制板(Arduino)的原理與結構，並學習使用不同感應器進行量度及收集數據。收集數據後以WiFi 傳出並在後台控制板以圖表顯示出來。同學表現積極，對能做到實時數據收集和顯示表示極感興趣。	8	3	--
立體模型繪畫及打印	4/2019	學員學習立體打印機的原理，並學習繪製立體模型，以及操作立體打印機打印設計品。每名學員均能打印出自己設計的名牌。今年的課程增設了雙色打印技術。	7	2	9,089.33
模型賽車科技	3/2019	課程中的模型賽車機件屬比賽級別，同學平常難有機會接觸，學員均感興趣和投入。在課程中學員學習了車件運作原理和如何修理模型賽車。 同學在香港科普教育基金所舉辦的「學屆模型車比賽」中獲得「高級組冠軍」。	6	2	4,301.00
基礎數論	4/2019	學員學習數論 (Number Theory) 的基礎概念，不同年級的同學一同上課亦能投入其中。	12	3	--

b. 總結：

財政方面：

- 由於部份課程所需的物資是由高中資優課程和理科實驗室借出，故無支出。
- 課程支出由 STEM 津貼及學校其他撥款支付。由 STEM 津貼支付的款額為 \$21,835.33，上年度津貼結餘為 \$19,951.90，不敷之數 \$1,883.43 則由擴大營辦津貼的盈餘補貼。
- 所有課程均由學校老師或技術員任教，故無導師費用支出。
- 截至今學年年底 STEM 津貼已無餘款，明年的課程支出主要放入資訊科技組的財政預算中。

成效方面:

- 所有課程均由學校老師或技術員任教，比較校外導師，教學質素相對有保證，老師亦可在課程中發掘一些有潛質的同學繼續培訓，或訓練其參與校外比賽。這亦配合本校一貫資優教育的政策。
- 本年度提供 16 項不同課程(共 18 個課程)，大部份課程都在 2-3 堂內完成。參加課程的總人次有 158 次，超過一百位同學參與，課程普遍有逾八成出席率，有些更達九成，反映課程甚受歡迎。
- 以一筆過撥款\$200,000 的 STEM 津貼資助了兩年 STEM 學堂的大部份課程，已購置了不少硬件器材，使大部份課程都能成為可持續舉行的課程。

H. Key Issues for the Coming Years

1. Fostering self-directed learning and building a learning community
 - a. Promoting e-learning and developing multiple learning platforms to enhance learning and teaching effectiveness
 - b. Nurturing professional growth through lesson observation and the sharing of pedagogy and ideologies among teachers
 - c. Facilitating collaborative learning to deepen students' learning experiences

2. Inculcating personal qualities and values; committing to the growth of our students
 - a. Coordinating various learning experiences to instill the four essential SPYC qualities in our students
 - i. To lead and to serve humbly
 - ii. To ignite students' passion for life-long learning
 - iii. To achieve self-understanding and establish a broad outlook on life
 - iv. To empathise with those in need and extend a helping hand
 - b. Cultivating positive thinking, developing resilience and nurturing optimism in our students