



***Shatin Pui Ying College***  
***Annual School Report***  
**2020 – 2021**

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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 5 classes for S1 and 4 classes each for S2 to S6 with a total enrolment of 729 students.
3. All S1 freshmen in our district are Band 1 students.
4. We have a full establishment of 51 teachers (including 1 native-speaking English teacher), 1 school executive officer, 3 IT technicians, 3 laboratory technicians, 1 library clerk, 9 clerical and administrative staff and 13 janitors. In addition, there are 6 teachers appointed under other government grants. To relieve teachers of their non-teaching workload, 14 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:**

##### **➤ Improving teachers' competencies in blended-learning**

- ✧ We equipped teachers with the skills to use video conferencing software. To implement online real-time lessons in replacement of screen recording, the Academic Committee organized the staff development programme “Introduction to and Professional Sharing on the Use of Google Meet in Online Lessons” on 27 August 2020. The event was divided into two parts. The first session was a workshop on the use of Google Meet, in which teachers tried out common functions and features of Google Meet. In the second session, Ms. Lie Sau Lai, Mr. Lee Kwok Yan and Mr. Lam Pui Chung shared with teachers some good online teaching practices. According to the post-activity questionnaire statistics, participants were generally satisfied with the programme (3.9/5), found the content relevant (4.0/5), and inspiring (4.1/5).
- ✧ We strived to improve teachers' ability to use a variety of teaching software to enhance interactions in the classroom. For example, the “E-Learning Development Group” organized a series of workshops on 20 November 2020. Multiple topics like “How to Use WIFI Tokens”, “Essential IT Skills for Teachers”, “How to Use E-Learning Tools to Increase Classroom Interaction and Facilitate Continuous Evaluation of Students” and “How to Make Multi-Angle Teaching Videos and 360 Panoramic Teaching Materials” were covered. Teachers learnt and practiced how to use applications such as Nearpod, Padlet and Quizizz in these workshops. Teachers found the activity helpful to their professional development (4.13/5), of suitable level of difficulty (3.46/5), and were satisfied with the instructors' performance (4.5/5).
- ✧ A Google Classroom was opened for every subject and every class. All teaching notes and homework were uploaded and assigned through this channel. Even when face-to-face lessons resumed in late September, the Google Classrooms for most classes continued to operate. Both teachers and students were ready to switch to this new platform of learning when lessons were suspended again in December 2020.
- ✧ Due to the need to evaluate students' learning progress, despite the suspension of all face-to-face lessons and school activities after the Christmas Holiday until 10 January 2020, the S1-5 First Examination was conducted online. The Academic Committee formulated detailed guidelines, produced videos and provided support to teachers during online exam invigilation. Videos were also made to instruct students on how to

properly scan and upload their scripts. Our teachers and students were well-prepared for the running of online examinations.

- ✧ Our teachers have become well-versed in the operation of online real-time teaching. We would be able to switch our teaching modes flexibly even if the authorities were to announce sudden suspension of face-to-face lessons.

➤ **Equipping students as self-directed learners under the pandemic**

- ✧ Preparing students for online learning:
  1. We produced a variety of instructional videos on online lessons for students who were less proficient in IT so that they could have online lessons successfully and scan their completed examination scripts clearly.
  2. We joined the “Provision of Subsidy to Needy Primary and Secondary Students for Purchasing Mobile Computer Devices to Facilitate the Practice of E-Learning” Programme financed by the Community Care Fund to support students with financial needs to buy mobile learning devices. 166 students benefited from this Programme.
  3. We loaned iPads to students in need. 59 students borrowed our devices in 2020-2021.
  4. To deal with disciplinary issues such as tardiness, absence, late homework submission during the online learning period, more specific arrangements were made for online classes, such as designating roll call periods, requesting students to switch on their webcams, creating online homework records, etc. These measures helped students establish good learning habits and enhanced their learning efficiency.
- ✧ Our teachers noticed that some students were lacking behind when face-to-face lessons resumed. Measures such as afterschool tutorials and small group tutorials held by student mentors were provided.

**Reflection:**

- With shortened lesson time, effective teaching strategies remained a major concern. After detailed analysis of all collected lesson observation forms, the following was observed:
  1. The lesson observation form has a total of 18 grading items on a scale of 4, with 4 being the highest and 1 being the lowest. The highest achievable scores were 72.

Below are the distribution of scores in the lesson observation practice this year.

(Highest scores: 70; lowest scores: 22; average scores: 53.4)

Score:	Over 60	50-59	40 - 49	30 - 39	20 – 29
No. of people:	16	20	14	3	1

2. Teachers performed exceedingly well in the item “Teaching Process”.
  3. There were fewer “Excellent” scores in the item “Learning Process”, which focused on peer learning, self-directed learning, learner diversity and e-learning, some of which were major concerns of 2019-2020. This could be attributed to the lack of clear lesson focuses.
  4. Measures to improve policies on the lesson observation practice should be planned in 2021-2022.
- As the School continued to conduct half-day face-to-face lessons, all subject panels should keep discussing how to use lesson time more effectively while making teaching videos available for students’ self-directed learning.
  - To enhance students’ ability to adapt to the new learning mode under the pandemic, the school would tap into available resources and hire alumni who performed well in the HKDSE as tutors of remedial classes to help low-achieving students improve their academic performance.

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

### **Achievements:**

- **Increased teachers’ awareness of students’ needs**
  - ✧ All students completed the online “Questionnaire on Student Adaptation” (學生適應問卷) at the beginning of the new school year. We analyzed the data on students’ physical, psychological, social and familial backgrounds. The data analysis report was sent 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 preventive measures. The data of student adaptation of the past three years was detailedly analysed by the Principal in the general staff meeting on 18th June 2021. The analysis prompted teachers to reflect on the strategies for catering students’ needs at different stages of learning.

➤ **A range of activities were organized to develop and consolidate the qualities of “SPYC” for student development, and equip students with positive attitudes to embrace changes in life.**

✧ Leadership training was an effective platform to nurture students to be **Servant Leaders**. Under the pandemic, students could hardly develop face-to-face leadership skills. Yet, the Student Union continued to serve students by organising the Local Cultural Week and making videos to introduce new teachers to students. Their efforts were highly appreciated by teachers and students.

Training was offered to monitors and monitresses to equip them to be class leaders who would bear the responsibility for maintaining classroom discipline and building a better learning environment. The skills they learnt would prove indispensable when they took the helm to organize various activities for their fellow schoolmates at school in the future.

✧ We encouraged students to become lifelong **Passionate Learners** and learn beyond the classroom. We, therefore, provided a vast variety of learning opportunities to students who demonstrated passion in STEM. Through participation in the school-based Coral Nursery Education Programme initiated by the Coral Academy of the Chinese University of Hong Kong, students experienced culturing live local coral fragments. They built up knowledge of coral biology and marine ecology, which gave them a better sense to environmental protection.

Our students were able to transform the limitations of distant learning into learning opportunities even under the pandemic. They were given chances to contribute in various activities like livestreaming for school assemblies, competitions and ceremonies, creating a virtual campus tour, producing videos for the school anniversary, etc.

The online learning system “WinMaths” was developed to facilitate the learning of basic Mathematics skills in different forms. Students were encouraged to implement self-directed learning through technology.

Students who were passionate about history and heritage preservation were recruited as the 10th batch of Young Friends of Heritage 2021 (YFOH). They attended a series of lectures conducted by the Antiquities & Monuments Office (AMO) in mid-August to learn about archaeological work, declared monuments and heritage education in Hong Kong. Students who became YFOH members could thereafter join its activities such as docent training, site visits, lectures and workshops.

- ✧ To equip students with knowledge, skills and attitude to make informed and responsible decisions for their studies, careers and life, **Youthful Seekers** were cultivated. School suspension due to COVID-19 forced us to try new ways to implement life planning programmes and guide students to make appropriate career choices. A video clip together with PowerPoint slides were sent to S3 students in early November to help them consider different factors in subject selection. Video clips together with students' mock results were sent to S6 students in July. Counsellors (class teachers, careers teachers or subject teachers) contacted students and parents involved by phone calls or video conferencing calls to ensure that students were well-prepared for the release of HKDSE Examination Results. Students showed positive feedback on these new arrangements. They found the video clips useful in providing them with adequate information.
- ✧ Activities aiming to instill in our students the core Christian morals of love and kindness, and educate them to be **Compassionate Neighbours** were organized. In October 2020, students participated in online flag selling for the Yang Memorial Methodist Social Service. Under the pandemic, study tours and voluntary trips were restricted in location, forms of activities, and number of participants. Instead of organising large-scale exchange tours overseas, we encouraged students to join local study camps so as to strengthen their connection with the local community. For example, 20 students participated in the guided camp “Explore and Experience Shatin” (「賞沙田、想沙田」社區體驗營) during which they were given chances to stay in a local heritage. Students learned to be “good neighbours” and took the initiative to show concern to the community.
- ✧ Although a large number of activities were cancelled under the influence of COVID-19, the Life-Wide Learning Grant from the Education Bureau remained supportive to the development even of our students. Instead of organising school-based large-scale activities, we decided to subsidise students' individual extra-curricular activities off campus using the Life-Wide Learning Grant, so as to sustain their all-round development even under the pandemic. Examples included the Aviation Summer Day Camps, Gifted Aerospace Enrichment Programme, and Indoor War-game (team-building activity) run by the Football Team.
- ✧ We also made use of the grant to purchase equipment for video production to meet the increasing need of making short clips and livestreaming of assemblies due to social-distancing requirements in the campus.
- **Assistance was provided to support students' growth in face of adversity.**
  - ✧ When social distancing measures were implemented due to COVID-19, a “new normal” in learning and teaching appeared, bringing huge challenges to both teachers and students. In response to the situation, we designated some Class Teacher Periods



and assemblies as “pastoral care periods”, during which class teachers would phone or contact each student to better understand their needs. Teachers of the Student Guidance Committee and School Social Workers contacted individual students in need regularly so as to provide appropriate emotional support. They paid some of these students home visits.

- ✧ The economy slowed down under the pandemic, leading to growing unemployment which impacted the financial situation of students’ families. In response to this, the School and the Parent-Teacher Association organised fund-raising activities in November 2020 to alleviate the urgent financial needs of affected families. A total of \$73,385 was raised. We also applied scholarships for students with financial difficulties due to the pandemic. Examples included the Sha Tin District Secondary School Heads Association’s Emergency Relief Fund, the Hong Kong Council of the Church of Christ in China’s Scholarship, and the Commission on Poverty’s “Future Stars - Upward Mobility Scholarship”. Resources donated by external parties were redistributed to students with financial needs. With the support of Rev. Hui Ah Kwong from the E.F.C.C. - Tseung Kwan O Wendell Memorial Church and the TYEC EMERGE (HONG KONG) LIMITED, we received a total of 1,200 Hung Fook Tong vouchers each worth \$50 in August 2020, October 2020 and February 2021 from the Church and individuals from the community. The Education Bureau also supplied us with 25,800 surgical masks while various organisations and individuals donated epidemic prevention supplies like alcohol-based sanitisers. These financial assistance measures supported students in times of adversity.
  
- ✧ Society was saddened by the series of suspected suicide cases of students in recent months. In response to this, we regularly held case conferences to support teachers tasked with handling such cases. To deepen our staff’s understanding of warning signs, and to enhance our teachers’ knowledge and techniques in handling students in need, our Educational Psychologist conducted a professional training session for teachers on 4 June 2021 to prevent such tragedies from happening.

### **Reflection:**

- By analysing the data generated from the “Questionnaire on Student Adaptation” of the past three years, our class teachers were able to identify students with emotional needs and to subsequently adopt appropriate preventive measures to support our students. Several areas of concern were identified such as S1 students’ problems in adapting to new academic requirements in secondary school, students’ lack of a sense of accomplishment, understanding their own strengths and weaknesses, and teachers’ timely recognition of students’ effort. It is hoped that the data analysis would trigger positive change in pedagogies and corresponding policies, so as to support teachers and cater for students’ needs.

- COVID-19 affected the financial and emotional conditions of a large number of students' families. We will continue to help students apply for relief funds and support them with teachers' care and guidance. We also hope to increase students' resilience in times of difficulty. Under teachers' guidance and help, we hope that our students will be able to develop positive values towards life and live with faith and hope in face of adversity and uncertainty.
  
- A large portion of our extra-curricular or life-wide learning activities were restricted due to COVID-19. We attempted to substitute face-to-face school-based activities with alternatives such as broadcasting, video-making and subsidies to students' off-campus activities. We would continue to explore the possibilities of organising a variety of activities for students in a safe environment. In the future, we will explore different modes of extra-curricular activities and life-wide learning programmes for students to supplement classroom learning and provide opportunities for all students to develop their potential in different ways.

## E. Support for Student Development

1. Policies	<ul style="list-style-type: none"><li>● We actively promoted the culture of social inclusion to support students with special educational needs (SEN) with a “whole-school approach”. We delivered to students suitable and diversified support measures and appropriate resources. This fostered students’ learning efficiency and integration into campus life.</li><li>● Our School valued home-school cooperation. Having established a constant communication mechanism, we discussed with parents the formulation of student support strategies through multiple channels.</li></ul>
2. Resources	<ul style="list-style-type: none"><li>● To support students with SEN and those who experienced difficulties in their studies, our School made the best use of the Capacity Enhancement Grant and the Learning Support Grant provided by the Education Bureau.</li></ul>
3. Supporting measures and utilization of resources	<p>The following support measures were provided to students with SEN and those who experienced challenges in their studies:</p> <ul style="list-style-type: none"><li>● We established the Student Support Team for SEN coordinated by the Vice-Principals. The Team comprised the Vice-Principals, the Special Educational Needs Coordinator (SENCO), teacher-counselors, class teachers, social workers and the Educational Psychologist (EP).</li><li>● To support students with speech and language impairment, we purchased Speech Therapy Service, which allowed students in need to participate in individual speech therapy / training sessions once a week.</li><li>● For S.4-6 students, enrichment courses in Chinese and Liberal Studies were provided.</li><li>● For S.1-3 students, we offered enrichment courses in Chinese, English and Mathematics.</li><li>● We adapted the timetables, homework and examination periods to meet students’ practical needs. Parents were contacted if necessary.</li><li>● The Peer Counselling Scheme was established to support S1 newcomers.</li><li>● We offered talks, training courses and workshops to inform teachers on the characteristics of students with SEN.</li></ul>

## F. Student Performance

### Hong Kong Diploma of Secondary Education Examination (2021)

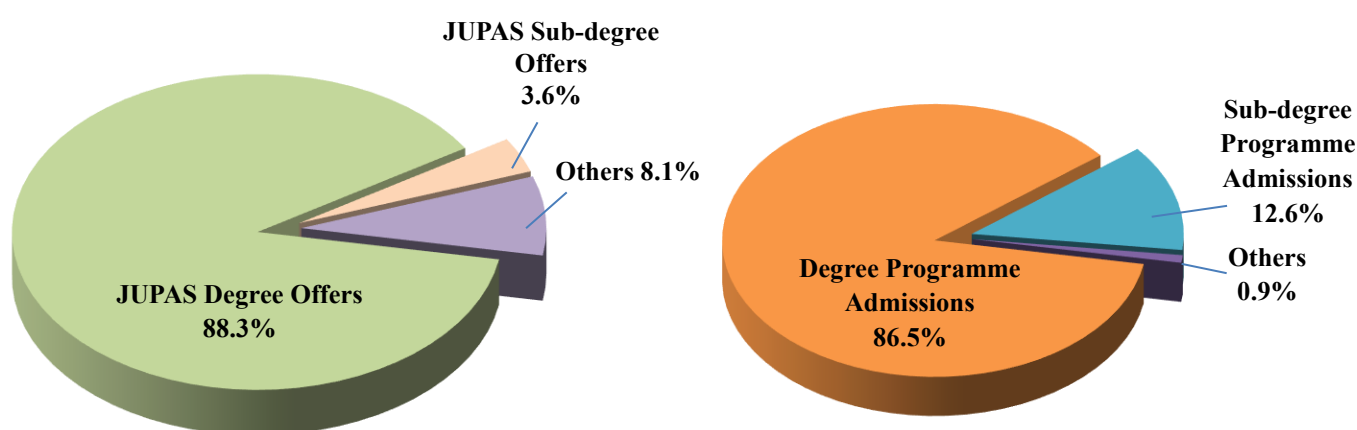
1. Attainment of Level 2 or above for all subjects reached 99.4%, when compared with the Hong Kong average of 85.4%. Our school's Level 4 or above attainment was 68.5%, compared with the Hong Kong average of 35.8%. The attainment of Level 5 or above exceeded the Hong Kong average of 12.9%, reaching 24.4% 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 Visual Arts, our Level 5-5\*\* attainment was 6.3 times the Hong Kong average.  
For Tourism and Hospitality Studies, our Level 5-5\*\* attainment was 5.6 times the Hong Kong average.  
For Geography, our Level 5-5\*\* attainment was 4.7 times the Hong Kong average.  
For History, our Level 5-5\*\* attainment was 2.9 times the Hong Kong average.  
For Economics, our Level 5-5\*\* attainment was 2.7 times the Hong Kong average.  
For Information and Communication Technology, Business, Accounting and Financial Studies and Chinese Language, our Level 5-5\*\* attainment was about 2 times the Hong Kong average.
3. 89.2% of our students met the general entrance requirements of UGC-funded institutions, compared with the Hong Kong average of 36.3%.
4. Level distributions for subjects (in percentage):

	3322 (Core Subjects)	2+	3+	4+	5+
SPYC	89.2%	99.4%	93.6%	68.5%	24.4%
HK	36.3%	85.4%	61.4%	35.8%	12.9%

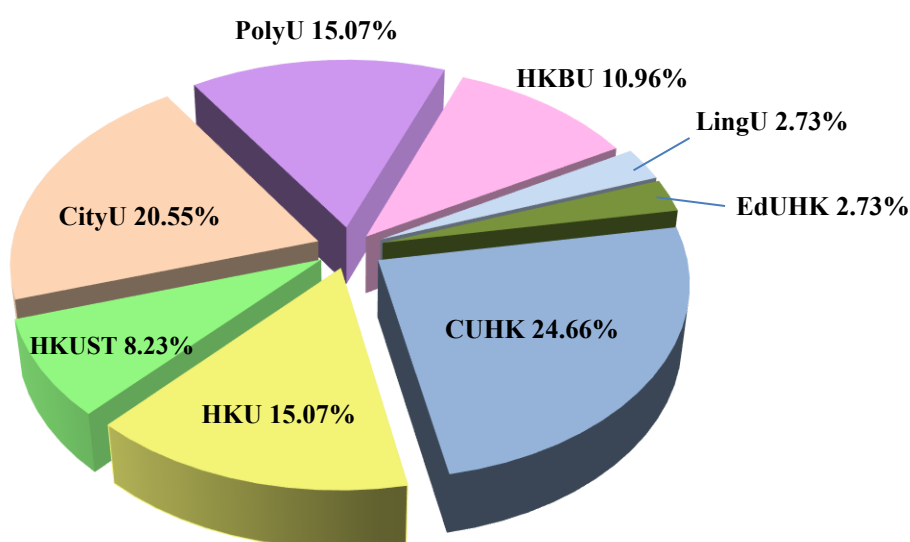
### Pathways for S6 Graduates (2021)

1. The university admission rate (degree and sub-degree programmes) for S6 students was 99.1%, among which 86.5% were admitted to degree programmes.
2. 86.5% of S6 students entered degree programmes, of which 73.9% were offered by local universities, 11.7% by overseas universities and 0.9% by universities in the Mainland.
3. 14 of our S6 students were admitted to overseas and Mainland institutes, accounting for 12.6% of the total. Details are as follows:

Country/City	No. of graduates admitted to Mainland and overseas universities
United Kingdom	9
Australia	4
Mainland	1



### Offer Distribution to UGC-funded Programmes (2021)



## Honours List (2020-2021)

### Academic

1. Students' Top Ten News Election 2020 News Commentary Competition (English Section) organized by Hok Yau Club  
Final Round Entrants Award: Fong Ching (5C)
2. Hong Kong Biology Literacy Award 2020/2021  
Second Class Honours: Wong Ying Nga (6D)  
Third Class Honours: Cheung Hoi Ying (6D), Pun Lok Ching (6D)  
Active Participation: Kwok Ka Wai (6C), Liang Yat Hei Cissy (6D)
3. '2019-2020 中國中學生作文大賽' organized by The Hong Kong Institute for Promotion of Chinese Culture  
Merit Award: Li Ho Ying Anson (3A), Tse Chi Lok (3D), Tse Pui Ling (4C)
4. Hong Kong International Computational Olympiad 2020-2021  
First Round Gold Award: Szetau Cheuk Hei Kynson (4D), Leung Cheuk Nang (5D)
5. Hong Kong Schools Mooting and Mock Trial Competition 2020/21  
2<sup>nd</sup> Runner-up: Li Pak Ho (5A), Liu Wai Kin (5C), Xiang Chun Ho (5C), Ng Yu Hong (5D)
6. Hong Kong Schools Mooting and Mock Trial Competition 2020/21  
Benchers' List of Honorary Mention for Outstanding Advocacy  
Preliminaries I: Liu Wai Kin (5C), Xiang Chun Ho (5C), Ng Yu Hong (5D)  
Preliminaries II: Li Pak Ho (5A), Xiang Chun Ho (5C)  
Quarter Finals: Xiang Chun Ho (5C), Ng Yu Hong (5D)
7. '第三屆恒大中文文學獎' organized by Department of Chinese – The Hang Seng University of Hong Kong  
Secondary School Champion: Wong Wing Laam (6A)  
Merit Award: Fu Kai Yuk (6A)
8. City Literary Awards 2020 organized by Department of Chinese and History – City University of Hong Kong  
Secondary School (Poetry) Champion: Kwan Kouki (6C)
9. '菁英盃'現場作文比賽 organized by Zhongguo Qingshaonian Yuyan Wenhua Xuehui  
Final Champion: Leung Hiu Ching (1D)
10. The Most Distinguished Student Award organized by The Association of Principals of Secondary Schools – The Hong Kong Council of the Church of Christ in China  
The Most Distinguished Student Award: Wong Ching Yin (3A), Cheung Ka Kiu (5C)
11. '觸地生情 2021 徵文比賽' organized by Hong Kong Literature Research Centre, CUHK  
Champion: Zhuo Melody (4C)  
Merit Award: Kwok Ching Hei (4C)
12. Greater Bay Area Gifted Story-telling and Speech Competition 2021 organized by Hong Kong Gifted Education Teachers' Association  
Bronze Award: Wan Pui Ka Jessica (5C)

13. Magazines International Young Writers Award 2021  
10 Outstanding Entries Award (Junior section) Tsang Sze Kit (3D)
14. ‘區會聯校數字組合遊戲 2022’ organized by The Association of Principals of Secondary Schools – The Hong Kong Council of the Church of Christ in China  
Second Class Award: Tsui Hin Tsun (2C), Lee Tsz Wai (5C), Ng Yat Long (5D)  
Best Performance Award: Lee Tsz Wai (5C)
15. ‘第二屆全港中學學界辯論比賽’ organized by Hong Kong Schools Debate Federation  
Preliminary Best Speaker Award: Kam Tsoi Lam (5D)  
Qualifier Best Speaker Award: Lau Pun Hei (4B)
16. The 32<sup>nd</sup> Annual Book Report Competition for Secondary School Students organized by Hong Kong Educational Publishing Company Ltd.  
Master Pieces Section (Written Section) Junior Division: Huang Po Ling (2C)  
Master Pieces Section (Written Section) Senior Division: Chan Yik Lam (5D)
17. 2020-2021 年全國青少年語文知識大賽‘菁英盃’organized by Zhongguo Qingshaonian Yuyan Wenhua Xuehui  
Preliminary First Class Award: Xie Yu Sze (1A), Leung Hiu Ching (1D), Yu Cheuk Hin (1D)  
Second Class Award: Chung Hei Ching (5C), Liu Wai Kin (5C),  
Yiu Wai Lam Wilinda (5C), Chow Suet Ying (6A),  
Li Wing Wa (6B)  
Semi-Final Champion: Leung Hiu Ching (1D)  
Second Class Award: Xie Yu Sze (1A), Chung Hei Ching (5C)  
Third Class Award: Yu Cheuk Hin (1D)  
Final First Class Award: Chung Hei Ching (5C)  
Second Class Award: Leung Hiu Ching (1D)  
Third Class Award: Xie Yu Sze (1A)  
Merit Award: Yu Cheuk Hin (1D)

## Arts

1. Speech  
72<sup>nd</sup> Hong Kong Schools Speech Festival
- a. English Solo Verse Speaking (Non-Open)
- |               |                 |                                       |
|---------------|-----------------|---------------------------------------|
| i. S1 Girls   | Cert. of Merit: | Bute Cheuk Ka (1C), Yip Sin Tung (1C) |
| ii. S1 Boys   | Cert. of Merit: | Kong Pak Kiu Augustine (1D)           |
| iii. S2 Girls | Champion:       | Cheung Tsz Yan (2A)                   |
|               | Cert. of Merit: | Ng Sin Yiu (2B)                       |
| iv. S4 Girls  | Second:         | Fung Nga Hei (4A)                     |
| v. S5 Girls   | Third:          | Wong Olivia (5C)                      |
- b. English Solo Prose Reading (Non-Open)
- |             |         |                         |
|-------------|---------|-------------------------|
| i. S1 Girls | Second: | Lai Hiu Sze Aurora (1E) |
| ii. S4 Boys | Third:  | Chong Cheuk Kiu (4C)    |
- c. English Dramatic Duologue
- |           |         |  |
|-----------|---------|--|
| i. S5-S6  | Second: | Wong Olivia (5C), Wong Yik Ka (5C)       |
| ii. S5-S6 | Second: | Wong Yu Yun Joyce (4A), Ng Wing Chi (5D) |
- d. Cantonese Solo Verse Speaking
- |          |                       |                      |
|----------|-----------------------|----------------------|
| S1 Girls | Cert. of Proficiency: | Yeung Wing Tung (1E) |
| S2 Boys  | Champion:             | Li Man Chit (2C)     |

- e. Cantonese Solo Prose Speaking  
S1 Girls Cert. of Merit: Xie Yu Sze (1A), Chan Sin Tsz (1D)  
S1 Boys Champion: She Chun Hin (1E)
- f. Putonghua Solo Verse Speaking  
S1 & 2 Girls Second: Sze Suet Ying (2D)  
Cert. of Merit: Leung Tin Yan (2C)
- g. Putonghua Solo Prose Speaking  
S1 & 2 Girls Second: Sze Suet Ying (2D)  
S3 & 4 Girls Cert. of Merit: Leung Sum Yee (4D)
- h. Cantonese Solo Bible Speaking  
S1 & 2 Cert. of Merit: Chan Sin Tsz (1D)  
Cert. of Proficiency: Leung Tin Yan (2C)
- i. Cantonese Solo Lyrics Speaking  
S1 to 3 Cert. of Merit: Ng Wai Ki (3C)
2. The Fifth Jewellery Design Competition for Secondary School Students  
Champion: Wai Ming (5B)
3. Greening School Subsidy Scheme 2020/21 organized by the Leisure and Cultural Services Department (Horticultural Maintenance Section)  
Champion: Shatin Pui Ying College
4. 73<sup>rd</sup> Hong Kong Schools Music Festival  
粵曲獨唱 - 子喉獨唱 - 中學高級組 Champion: Pang Wai Kei (5D)  
粵曲獨唱 - 平喉獨唱 - 中學初級組 Champion: Li Man Chit (2C)  
小提琴二重奏 - 中學組高級組 Champion: Fu Kai Yuk (6A), Yeung Pak Ko (6D)  
長笛獨奏 - 中學初級組 Third: Wong Tak Lun (1B)
5. Hong Kong School Drama Festival 2020/21  
Award for Outstanding Script: Cheng Yue Wang (5C), Wong Olivia (5C)  
Award for Outstanding Director: Cheng Yue Wang (5C), Lin Cheuk Ying (5D),  
Ng Wing Chi (5D), Woo Po Man (5D),  
Ho Yin Chi (6A), Chow Yan Yee (6B),  
Lo Chin Ming (6C), Ng Hoi Tsun (6D)  
Award for Outstanding Performer: Cheung Ka Ho (4C), Kwok Ching Hei (4C),  
Wu Cheuk Ka Candice (4D), Tsang Kai Sze (5B),  
Dai Hiu Yee (5D), Hon Kwan Yee (5D),  
Ng Wing Chi (5D)  
Award for Outstanding Audio-visual Effects: Shatin Pui Ying College  
Award for Outstanding Cooperation: Shatin Pui Ying College  
Award for Commendable Overall Performance: Shatin Pui Ying College

## **Sports**

- A. S. Watson Group Hong Kong Student Sports Awards  
Ng Wing (4A)



## G. Financial Summary for 2020-2021

		<u>Balance b/f</u> <u>(HK\$)</u>	<u>Grant Received</u> <u>(HK\$)</u>	<u>Expenditure</u> <u>(HK\$)</u>
<b>I.</b>	<b>Government Fund</b>			
1.	Expanded Operating Expenses Block Grant (EOEBG)	4,010,863.01		
a.	School Specific Grant			
1.	Administration Grant	--	3,920,537.00	3,115,674.34
2.	Air-conditioning Grant	--	572,696.00	66,114.00
3.	Capacity Enhancement Grant	--	638,461.00	650,644.96
4.	Composite Information Technology Grant	--	552,036.00	591,744.88
5.	School-based Management Top-up Grant	--	50,350.00	20,000.00
b.	Non- School Specific Grant			
	Baseline Reference	--	1,980,618.78	1,921,142.81
c.	Other Income	--	84,946.09	---
	<i>Sub-total</i>	<i>4,010,863.01</i>	<i>7,799,644.87</i>	<i>6,365,320.99</i>
	<i>Surplus for the year</i>			<i>5,445,186.89</i>
	<i>Amount transferred to cover the deficits of Other Grants outside EOEBG (2a, 2m, 2n, &amp; 2u)</i>			<i>(14,220.14)</i>
	<i>Funds set aside for Long Service Payment/Severance Payment</i>			<i>(14,454.92)</i>
	<b>Balance carried forward to next year (A)</b>			<b>5,416,511.83</b>
2.	Other Grants outside EOEBG			
a.	Career and Life Planning Grant	126,684.01	--	131,024.60
b.	CCF Assistance Programmes Account - Purchasing Mobile Computer Devices	--	608,133.00	608,133.00
c.	Committee on Home-School Co-operation Project	2,956.50	25,740.00	12,580.00
d.	Diversity Learning Grant – APL Courses	--	75,020.00	75,020.00
e.	Diversity Learning Grant – Other Programmes	91,976.72	84,000.00	95,204.00
f.	ER's Contributions to PF/MPF Scheme for NTS	--	332,891.00	304,801.58
g.	Fringe Benefits under the Enhanced NET Scheme	--	4,511.45	4,511.45
h.	Hong Kong School Drama Festival	8,133.23	3,600.00	3,600.00
i.	Information Technology Staffing Support Grant	45,478.00	319,559.00	324,990.00
j.	Learning Support Grant	85,435.98	407,835.00	399,015.10
k.	Life-wide Learning Grant	884,373.60	1,216,660.00	462,650.06
l.	Moral and National Education Support Grant	530,000.00	--	--
m.	One-off Grant for Promotion of Chi. Hist. & Culture	4,892.00	--	4,996.90
n.	One-off Special Support Grant	100,000.00	--	104,770.50
o.	Other Recurrent Grants (Rent & Rates)	--	568,012.00	568,012.00
p.	Promotion of Reading Grant	36,837.77	72,816.00	65,695.49
q.	Relief Grant for Collegial Participation in ESR	8,390.00	--	8,390.00
r.	Salaries Grant	--	44,856,781.37	44,856,781.37
s.	SB After-school Learning and Support Programme	84,036.26	91,200.00	61,533.00
t.	School Executive Officer Grant	48,816.60	534,660.00	498,036.00
u.	Senior Secondary Curriculum Support Grant	213,977.09	--	218,981.24
v.	Student Activities Support Grant	--	83,200.00	25,294.00
w.	Summer Reading Prog. - "Gift Book Pilot Scheme"	44,394.30	--	5,934.90
x.	Teacher Relief Grant	121,601.04	2,962,231.00	2,405,627.90
y.	Teacher Training Grant (SEN)	--	28,526.00	28,526.00
z.	Top-up Grant for Supporting Online Learning of Financially Needy Students	16,720.00	--	16,170.00
	<i>Sub-total</i>	<i>2,454,703.10</i>	<i>52,275,375.82</i>	<i>51,290,279.09</i>
	<i>Surplus for the year</i>			<i>3,439,799.83</i>
	<i>Amount transferred from EOEBG surplus to cover the deficits of Other Grants outside EOEBG (2a, 2m, 2n &amp; 2u)</i>			<i>14,220.14</i>
	<i>Unspent amount of Other Grants outside EOEBG (2c, 2f, 2k, 2s, 2v, 2w &amp; 2z) refunded / to be refundable to EDB</i>			<i>(587,491.62)</i>
	<b>Balance carried forward to next year (B)</b>			<b>2,866,528.35</b>

		<b><u>Balance b/f</u></b> <b><u>(HK\$)</u></b>	<b><u>Grant</u></b> <b><u>Received</u></b> <b><u>(HK\$)</u></b>	<b><u>Expenditure</u></b> <b><u>(HK\$)</u></b>
<b>II.</b>	<b>School Funds</b>	1,164,241.42		
1	Tong Fai	--	216,600.00	--
2	Tuckshop Rental	--	--	--
3	Hiring of School Premises	--	88,717.41	--
4	Donations	--	149,485.00	--
5	Feed-in Tariff (FiT) Scheme	--	12,160.00	--
6	Others	--	104,351.12	612,826.90
<i>Sub-total</i>		<i>1,164,241.42</i>	<i>571,313.53</i>	<i>612,826.90</i>
<i>Surplus for the year</i>				<i>1,122,728.05</i>
<b><i>Balance carried forward to next year (C)</i></b>				<b><i>1,122,728.05</i></b>
<b>III.</b>	<b>Approved Collection for Specific Purposes</b>	570,324.03		
1	Air-Conditioning	--	--	64,017.37
2	Other Purposes	--	229,400.00	215,589.90
<i>Sub-total</i>		<i>570,324.03</i>	<i>229,400.00</i>	<i>279,607.27</i>
<i>Surplus for the year</i>				<i>520,116.76</i>
<b><i>Balance carried forward to next year (D)</i></b>				<b><i>520,116.76</i></b>
<b><i>Accumulated surplus as at the end of school year [(A)+(B)+(C)+(D)]</i></b>				<b><i>9,924,884.99</i></b>

## H. Report on Other Grants

### 1. Teacher Relief Grant 2020-2021

The Teacher Relief Grant received this year amounted to \$2,962,231.00. The surplus brought forward from the previous year was \$121,601.04. The sum had been paid out for employing six additional teachers, supply teachers and tutors for after-school tutorial and enhancement classes, amounting to \$2,213,744.40, \$45,306.00 and 146,577.50 respectively.

### 2. Capacity Enhancement Grant 2020-2021

a. Grant and other income received this year amounted to \$638,461.00 and \$10,838.71 respectively.

#### b. Expenditure

1. Employing one librarian	\$	235,200.00
2. Employing three teaching and administrative assistants	\$	276,908.65
3. Employing fourteen part-time support staff members	\$	110,691.25
4. Employer's contribution to Mandatory Provident Fund for support staff members	\$	27,845.06
<b>Total:</b>		<b>\$ 650,644.96</b>

c. There was a deficit of \$1,345.25 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 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. She also assisted in the implementation of reading promotion activities. Her presence reduced other teachers' workload in handling regular library duties.
2. Three teaching and administrative assistants were employed. Their duties included:
  - providing secretarial service;
  - assisting teachers and the school in managing school activities;
  - assisting teachers in the preparation of teaching materials and resources;
  - conducting tutorial classes after school; and
  - substituting for lessons.
3. Fourteen part-time support staff members were employed. Their duties included:
  - providing clerical support to teachers;
  - assisting the librarian to carry out stocktaking and data entry of library books; and
  - serving as invigilators in school examinations.

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.

3. Senior Secondary Curriculum Support Grant 2020-2021

a. There was a surplus of \$213,977.09 brought forward from 2019-2020.

b. Expenditure

1. Employing two additional teachers and one teaching and administrative assistant	\$	210,759.00
2. Employer's contribution to Mandatory Provident Fund for support staff members	\$	8,222.24
<b>Total:</b>		<b>\$ 218,981.24</b>

c. There was a deficit of \$5,004.15 at the year end, which would be absorbed by the EOEBG surplus.

d. Evaluation

1. Two additional teachers were employed. Their duties included:
  - taking up S2 English Language, S1 Science, S1 Information Technology, S4 Information and Communications Technology and S2 Religious Studies lessons; and
  - taking up S1, S3 and S4 English Language lessons.
2. One teaching and administrative assistant was employed. His duties included:
  - providing secretarial support;
  - assisting teachers in the preparation of teaching materials and resources; and
  - helping teachers in organizing school activities.

Their appointments helped reduce the general workload of teachers and made small class teaching possible in S1 English Language. They helped subject panels prepare teaching resources. Regular teachers could enjoy more room for curriculum work and professional training in relation to the Senior Secondary curriculum.

#### 4. School Executive Officer Grant 2020-2021

- a. The grant received for this year was \$534,660.00 and a surplus brought forward from 2019-2020 was \$48,816.60
- b. Expenditure

1. Employing one School Executive Officer and one administrative assistant	\$	474,320.00
2. Employer's contribution to Mandatory Provident Fund to staff members	\$	23,716.00
<b>Total:</b>		<b>\$ 498,036.00</b>

- c. There was a surplus of \$85,440.00 at the year end.

#### d. Evaluation

One School Executive Officer and one administrative assistant were employed. Their duties included:

- supporting the operation of the SMC/IMC such as preparing documents for meetings and drafting minutes of meetings;
- assisting in the preparation work for the Teacher Manager Election of the Incorporated Management Committee;
- assisting in the handling of routine school administrative matters;
- assisting in reviewing school-based mechanisms, internal administrative arrangements and requirements;
- editing different procedural manuals;
- reviewing and editing the school brochure, school plans and reports;
- reviewing and updating school profiles for external publications;
- assisting in the administration work for the Parents' Academy of the PTA;
- handling internal and external scholarship applications;
- liaising with stakeholders of the School; and
- liaising with primary schools and other educational institutions.

Their presence helped strengthen school administrative support and reduce the administrative work of teachers. This created room for the school management team to focus more on core education tasks and take care of student development.

## 5. Report on Life Planning Education and Career Guidance Service 2020-2021

### A. Major Concerns

1. To echo with the values of the school – Youthful Seekers through helping students 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 Seekers 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 careers	<ul style="list-style-type: none"> <li>➤ Activity cancelled due to class suspension.</li> </ul>
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"> <li>➤ Reference materials and PowerPoint have been updated and provided to class teachers who were familiar with the strengths and weaknesses of the class.</li> <li>➤ Feedback from both students and class teachers was positive.</li> </ul>
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 careers	<ul style="list-style-type: none"> <li>➤ Activity cancelled due to class suspension.</li> </ul>
To help S5 students better understand their interests, strengths and orientations	Conduct the Career Interest Inventory Test and analyze students’ reports	Students finding their orientations and getting to learn more about study programmes in Hong Kong	<ul style="list-style-type: none"> <li>➤ The CII platform is no longer available, so we tailor-made a worksheet for students.</li> <li>➤ Feedback of students was positive and most reflected that it facilitated their self-understanding and aroused their awareness of planning for the future and goal setting.</li> </ul>

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*

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Evaluation, Achievements &amp; Reflection</b>
To help senior form students better understand the strategies on the selection of programmes in JUPAS	Collect information on S6 school leavers and conduct data analysis	Students getting access to the data collected and knowing more about the admission requirements	<ul style="list-style-type: none"> <li>➤ Data collected was analyzed and processed. It was presented and this helped students make decisions concerning programme choices.</li> </ul>
	Organize a talk on strategies on the selection of programmes in JUPAS	Students being well-informed of the latest information related to JUPAS	<ul style="list-style-type: none"> <li>➤ A video was made to explain the strategies on the selection of programmes in JUPAS.</li> <li>➤ Feedback of students and teachers was positive.</li> <li>➤ The majority of students found the information useful and the presentation clear.</li> </ul>
	Organize a talk on JUPAS introduction and multiple study pathways for S5 students	Students knowing more about various study options	<ul style="list-style-type: none"> <li>➤ Video clips were made to disseminate information to S5 students in a class teacher period so that they could learn how to make their programme choices in JUPAS.</li> <li>➤ Feedback of students and teachers was positive.</li> <li>➤ Most students found the information from JUPAS introduction useful and the presentation clear.</li> </ul>
	Organize JUPAS experience sharing for S5-S6 students	Students getting a better understanding of study options	<ul style="list-style-type: none"> <li>➤ 24 alumni were invited to conduct online zoom meetings with all S4-6 students. Two parallel sessions were launched. Students could join two out of eight disciplines which included medical care, science, engineering, business, social sciences, linguistics, hotel management, and communication, etc.</li> <li>➤ All alumni were well-prepared. Feedback of students and teachers was positive.</li> </ul>

	Conduct counselling for S5-6 students on the selection of programmes	Students revising JUPAS choices rationally	<ul style="list-style-type: none"> <li>➤ 97% of S6 students claimed that they filled in the Form A very seriously and 95% thought they had active participation in discussion.</li> <li>➤ 82% of S6 students found that the life planning lessons had facilitated their self-understanding.</li> <li>➤ 89% of S6 students claimed that they had better understanding of the strategies on programme selection in JUPAS. 92% of them agreed that they had learnt the entrance requirements of different programmes and the corresponding strategies in particular. 81% of them thought the lessons had helped them improve their interview skills.</li> <li>➤ 89% of the S6 students found the counselling useful in goal setting and life planning.</li> <li>➤ 96% S6 students appreciated the assistance offered by teachers.</li> <li>➤ S5 students did a tailored-made worksheet on career and studies. They were divided into groups and their counselling was conducted.</li> <li>➤ Feedback of S5 students and teachers was positive.</li> </ul>
	Organize admission talks and sharing by different institutions (S4-5)	Students being well-informed of study options of universities	<ul style="list-style-type: none"> <li>➤ Online zoom meetings were conducted for all S4-6 students in November 2020 and January 2021.</li> <li>➤ In the first term, students could choose from parallel sessions offered by The Hong Kong Polytechnic University. Students could pick two sessions from nursing, business and engineering (electrical engineering, aviation engineering and civil engineering, etc.)</li> <li>➤ In the second term, students chose to join the online admission talk of the Faculty of Science of the Chinese University of Hong Kong and the College of Liberal Arts and Social Sciences of the City University of Hong Kong.</li> <li>➤ Feedback of students was positive.</li> </ul>
	Disseminate the latest information about further study 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"> <li>➤ Information on Open Days of universities was disseminated to S4 to S6 students and parents regularly via PYCnet.</li> <li>➤ Most universities' Open Days were conducted online due to the pandemic. They launched zoom meetings to answer queries and students were encouraged to join them.</li> </ul>



	Encourage S4-6 students to attend University Open Days	Students being well-informed of campus activities and study options of universities	
To help S6 students 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	➤ Feedback of students was positive.
	Assist the application for universities in Taiwan for S6 students	Students getting to know more about universities in Taiwan and the strategies in the selection of programmes and universities	➤ Details were sent to students and eventually 2 students applied and 1 student got an offer.
	Conduct mock interviews (S6)	Students getting prepared for interviews and their interviewing skills being sharpened	<ul style="list-style-type: none"> <li>➤ Mock interviews were conducted in December 2020 during life planning lessons. All S6 students had to attend. This facilitated peer learning.</li> <li>➤ Many students did prepare before the session.</li> <li>➤ A list of specific questions was distributed to different teachers and they found them useful.</li> </ul>
	Help students apply for local / overseas tertiary institutes including liaison and preparation of necessary documents	Students getting a higher chance of acceptance by tertiary institutes	➤ Over 50 applications were received.
	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"> <li>➤ Video clips were made on updates of different study paths and reference materials on the release of HKDSE Results were distributed to students, parents and teachers involved in early July and their feedback was positive.</li> <li>➤ Students found the information clear and useful.</li> </ul>
	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"> <li>➤ Video clips were made and mock results were sent to S6 students in early July so that they could prepare for the release of the HKDSE Examination Results.</li> <li>➤ Counsellors (class teachers, careers teachers or subject teachers) contacted students and parents involved to ensure that they were well- prepared for the release of HKDSE Examination Results.</li> <li>➤ Feedback from students and parents was positive.</li> </ul>

	Help students revise their JUPAS choices after the release of HKDSE Examination results	Students revising JUPAS choices rationally	<ul style="list-style-type: none"> <li>➤ Students could register for individual consultation and therefore resources could be used efficiently.</li> <li>➤ Alumni were invited to answer students' queries on admission to universities.</li> <li>➤ Students' response was positive and they could feel the support from teachers and alumni.</li> </ul>
To raise students' awareness of career paths	Guide students to plan their career paths in class teacher periods (S5)	Students being inspired to think about their career paths	<ul style="list-style-type: none"> <li>➤ The PowerPoint was updated, with the addition of various careers.</li> <li>➤ Most of the students found the information useful and the presentation clear.</li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>➤ Feedback of students and teachers was positive.</li> </ul>
	Nominate students to apply for external career-related activities to help students understand more about the world of work	Students able to get most updated career information	<ul style="list-style-type: none"> <li>➤ S4-6 students' participation in the external activities was active but many activities were held online due to the pandemic. Even so, some students still joined competitions and workshops during the summer vacation.</li> <li>➤ The frequency of attendance was over 100.</li> </ul>
	Organize the Mentorship Programme (S4-6)	Students getting a deeper understanding of their future career paths	<ul style="list-style-type: none"> <li>➤ Activity was cancelled due to class suspension.</li> </ul>
	Organize an alumni sharing day with career talks for S3-5 students	Students getting a deeper understanding of their future career paths	<ul style="list-style-type: none"> <li>➤ Activity was cancelled due to class suspension.</li> </ul>
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"> <li>➤ Video clips on updates and useful information were made and mock results were sent to parents before conducting individual counselling.</li> </ul>

Enhance professional development for teachers on career education	Arrange career teachers to attend training on life planning education and careers guidance	Teachers in the Careers Guidance Committee are equipped with skills of career counselling and knowledge of life planning education	<ul style="list-style-type: none"> <li>➤ Career teachers joined seminars and workshops related to life planning, multiple study pathways and JUPAS.</li> <li>➤ Relevant materials have been disseminated to teachers and students.</li> </ul>
	Support teachers to provide life-planning lessons to students	Teachers acquiring the knowledge and skills in career guidance	<ul style="list-style-type: none"> <li>➤ Briefing sessions were held to over 50 teachers involved in S5-6 life planning lessons.</li> <li>➤ Detailed guidelines and updated reference materials were also provided.</li> <li>➤ Feedback of teachers was positive.</li> </ul>

### C. Financial Report

	<u>Other School Funding (HK\$)</u>	<u>Career and Life Planning Grant (HK\$)</u>
1 Binders: 2020 JUPAS DATA	\$	1,440.00
2 Membership fee (HKACMGM)	\$	400.00
4 Employment of clerical staff	\$	128,520.00
5 Subsidies to students for participating in career workshops	\$ 900.00	
6 Miscellaneous	\$	664.60
<b>Total:</b>	<b>\$ 900.00</b>	<b>131,024.60</b>

### D. Programme Team

Lin Ka Yee (Chairperson)  
Cheng Pui Wan (Secretary)  
Ho Po Ki, Hui Man Wai, Tsui Wing Lam, Li Yan Sin, Chan Chi Kai, Lam Pui Chung

## 6. Report on the Use of One-off Special Support Grant

A. Grant received amounted to \$100,000.00 in the school year 2019-2020. Any amount not spent by 31 August 2021, based on the school's audited account, will be clawed back.

B. Expenditure

1. Employing part-time janitors	\$	35,190.00
2. Hiring cleaning service in the school year 2019-2020	\$	18,525.00
3. Hiring cleaning service in the school year 2020-2021	\$	49,800.00
4. Employer's contribution to Mandatory Provident Fund for part-time janitors	\$	1,255.50

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**Total: \$ 104,770.50**

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C. There was a deficit of \$4,770.50 at the year end, which would be absorbed by the EOEBG surplus.

## 7. Report on the Use of the Student Activities Support Grant 2020-2021

### I. Financial Overview

A	Allocation in the Current School Year:	\$ 83,200.00
B	Expenditure in the Current School Year:	\$ 25,294.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$ 57,906.00

### II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	0	\$ 0.00
Full-grant under the School Textbook Assistance Scheme	12	\$ 21,994.00
Meeting the school-based financially needy criteria	3	\$ 3,300.00 (capped at 25% of the total allocation for the school year)
<b>TOTAL</b>	<b>15</b>	<b>\$ 25,294.00</b> (Remark: This item should be equal to the "Expenditure in the Current School Year" in Part I B)

### III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain <sup>1</sup> (Please refer to the remark for examples of domain)	Person Times of Student Beneficiaries <sup>2</sup>	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
					I	M	P	S	C
<b>1. Local activities:</b> To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Orchestra Strings Training <ul style="list-style-type: none"> <li>To provide training to the student who is talented in playing string instruments</li> </ul>	Arts (Music)	1	154.00	✓		✓		
2	“賞沙田。想沙田” Community Exploration Camp <ul style="list-style-type: none"> <li>To provide opportunities for students to know more about their community in Shatin</li> </ul>	Citizenship and Social Development	4	1,600.00		✓			
3	Fun on English Reading and Writing <ul style="list-style-type: none"> <li>To arouse students' interests in learning English and enhance their English capabilities through learning English with fun</li> </ul>	English Language	3	3,540.00	✓				

<sup>1</sup> Applicable domain includes: Chinese Language / English Language / Mathematics / Science / Geography / History / Arts (Music) / Arts (Visual Arts) / Arts (Others) / Physical Education / General Studies / Citizenship and Social Development / Cross-Disciplinary (STEM) / Cross-Disciplinary (Others) / Constitution and the Basic Law / National Security / Moral, Civic and National Education / Values Education / Gifted Education / Leadership Training etc, if the activity does not belong to any of the above domain, please fill in the domain as appropriate.

<sup>2</sup> Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.

No.	Brief Description and Objective of the Activity	Domain <sup>1</sup> (Please refer to the remark for examples of domain)	Person Times of Student Beneficiaries <sup>2</sup>	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
					I	M	P	S	C	
					I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
4	Gifted Summer Enrichment Programme (Aerospace) <ul style="list-style-type: none"> <li>To initiate students' interest in the study of aerospace and diverse their learning experiences</li> <li>To provide opportunities for students to explore the infinite energy in space and recent space technology</li> </ul>	Science, Gifted Education	8	20,000.00	✓					
<b>Expenses for Category 1</b>				25,294.00						
<b>2. Non-Local activities:</b> To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions										
1	Nil									
<b>Expenses for Category 2</b>				0.00						
<b>3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities</b>										
1	Nil									
<b>Expenses for Category 3</b>				0.00						
<b>Total</b>			16	25,294.00						

Contact Person for LWL Mr. Lee Kwok Yan (Head of Life-Wide Learning Committee)

## 8. 2020-2021 學年「全方位學習津貼」運用報告

編號	活動簡介及目標	範疇*	舉行日期	對象		評估結果	實際開支 (\$)	開支用途 <sup>^</sup>	基要學習經歷 (請於適用方格加上✓ 號, 可選擇多於一項)				
				級別	參與人數				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
第 1 項	舉辦/參加全方位學習活動												
1.1	本地活動：在不同學科/跨學科/課程範疇組織全方位學習活動，提升學習效能，或按學生的興趣和能力，組織多元化全方位學習活動，發展學生潛能，建立正面價值觀和態度												
1	球隊校隊訓練、團隊建立活動 ➤ 培養學生恆常運動的習慣、培養團隊精神及力求進步的態度、提供平台讓學生發展運動潛能	體育	11/2020 – 8/2021	S1 – S6	121	因疫情緣故，球隊於下學期及暑假期間恢復有限度訓練，同學訓練期間表現積極。	75,611.50	E1、E2、E5			✓		
2	「賞沙田·想沙田」社區體驗活動 ➤ 讓學生體驗沙田的日與夜	公民與社會發展	21/8/2021-22/8/2021	S1 – S3	20	透過社區遊踪、住宿文物旅館、沙田區地道食物品嚐及夜間神秘探索活動，讓同學可從另一方面深入認識及了解沙田社區。	6,400.00	E1	✓				

編號	活動簡介及目標	範疇*	舉行日期	對象		評估結果	實際開支 (\$)	開支用途^	基要學習經歷 (請於適用方格加上✓ 號, 可選擇多於一項)				
				級別	參與人數				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
3	語文活動「飲飲食食」問答比賽 ➤ 為增進學生對中國飲食文化的認識, 老師為學生提供有關中國八大菜系、茶及酒的篇章及影片, 同學自行閱覽後, 需完成 Google Form 的問題。參與者均獲發禮物以資鼓勵。	中文	21/5/2021、 28/5/2021、 4/6/2021	S1-S3	112	同學踴躍參與是次活動, 大部分均能細閱篇章及影片, 準確回答有關問題。	160.00	E1	✓				
4	中文科藏書票設計比賽 ➤ 為提升學生對閱讀的興趣, 同學需參閱「閱讀單元」的自習篇章, 並設計出專屬的藏書票。表現優異者均獲發禮物以資鼓勵。	中文	9/2020	S1	155	同學能根據「自習篇章」所述, 設計出具個人風格的藏書票。	375.00	E1	✓				
5	「全民造字」問答大賽 ➤ 為增進學生對中華文化的認識, 提高其學習語文的興趣, 並助其養成自學的能力, 老師為學生提供有關漢字源流的篇章及影片, 同學自行閱覽後, 需完成 Google Form 的問題, 並發揮創意, 根據漢字的特點嘗試「造字」, 運用紙筆或電腦軟件設計獨一無二的漢字。表現優異者均獲發禮物以資鼓勵。	中文	8/2021	S1-S3	15	同學多能準確回答有關問題, 且能學以致用, 設計的漢字別出心裁, 且解說具體, 饒富深意。	1,152.00	E1	✓				



編號	活動簡介及目標	範疇*	舉行日期	對象		評估結果	實際開支 (\$)	開支用途 <sup>^</sup>	基要學習經歷 (請於適用方格加上✓ 號，可選擇多於一項)					
				級別	參與人數				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗	
6	「回味無窮」寫作比賽 ➤ 為提升學生對寫作的興趣，學生可就「回味無窮」此主題寫作。表現優異者均獲發禮物以資鼓勵。	中文	10/2020	S1-S5	618	同學的作品斐然成章，令人回味無窮。有關優秀作品均已上載網頁，供全校同學欣賞。	850.00	E1	✓					
7	網球學會 ➤ 提供多元化的課外活動	體育	1/9/2020 – 31/2021	S1 – S4	8	因疫情緣故球場關閉，活動無法舉行。	204.00	E1			✓			
8	《媽媽的神奇小子》包場電影會 ➤ 透過戲中一名天生殘疾的青年克服障礙和堅毅奮鬥的經歷，鼓勵同學以積極和正面的態度面對逆境和困難。	藝術（戲劇）、德育	1/8/2021	S1 – S5	52	學生留心欣賞電影及傷殘運動員的分享。	6,060.00	E1		✓	✓			
9	女童軍 ➤ 提供活動讓同學發揮服務精神	服務	1/9/2020-31/8/2021	S1 – S5	8	因疫情緣故需取消大部份活動，故女童軍未有機會參與服務活動。	350.00	E1					✓	

編號	活動簡介及目標	範疇*	舉行日期	對象		評估結果	實際 開支 (\$)	開支 用途 <sup>^</sup>	基要學習經歷 (請於適用方格加上✓ 號, 可選擇多於一項)					
				級別	參與 人數				智能 發展 (配合課程)	德育 及公民 教育	體藝 發展	社會 服務	與工 作有 關的 經驗	
10	沙培小記者、出版組 ➤ 培訓校園小記者, 擔任校內或校外採訪及拍攝工作, 教授相片修輯、影片剪輯及直播技巧, 以協助出版校刊及學校活動直播等工作。	資優教育、 藝術 (視 藝)	1/9/2020- 31/8/2021	S1 – S5	30	➤ 於 11/2020 出版 《沙培家書》 ➤ 參與拍攝「中一 入學資訊日」短 片, 並在學校網 頁上發放 ➤ 參與拍攝校慶節 目錄影工作	4,517.00	E1	✓		✓			
11	「航空續 FUN 夏日營」活動 ➤ 提供機會讓同學探索不同行業的樂趣	職業探索	21/7/2021- 24/7/2021	S3	3	活動能開拓同學對 航空業的認識及發 掘他們對航空業的 興趣。	4,500.00	E6						✓
12	「英文讀寫多樂趣」活動 ➤ 讓學生在活動中學習英語及領會學習 英語的樂趣	英文	14/7/2021- 23/7/2021	S1 – S3	15	學生積極參與, 出 席率達 100%, 整體 表現有顯著的進 步。	14,160.00	E1、E5	✓					

編號	活動簡介及目標	範疇*	舉行日期	對象		評估結果	實際開支 (\$)	開支用途^	基要學習經歷 (請於適用方格加上✓ 號，可選擇多於一項)					
				級別	參與人數				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗	
13	學界朗誦比賽 ➤ 發掘學生興趣、培訓朗誦表達技巧	中文、英文	11/2020-2/2021	S1 – S5	23	學生獲取成績達優良或以上	256.00	E1	✓					
14	「有傘有聚」活動 ➤ 人生離合有時，教導學生珍惜身邊擁有的人和物。	價值教育	8/2/2021	S6	112	學生投入活動	3,274.04	E1		✓				
15	兩年一度英語音樂劇預工 ➤ 為明年的英語音樂劇開展籌備工作	藝術教育、語文教育	9/2020 – 8/2021	S1 – S6	約 200	可順利開展籌辦英語音樂劇的工作	48,705.80	E1、E5			✓			
16	視藝作品展覽 ➤ 出版畫集展示學生視藝作品	藝術 (視藝)	9/2020	S5 – S6	5	畫集順利出版，能展示學生的視覺藝術作品	640.00	E1			✓			
17	樂團 ➤ 發掘學生在音樂方面的潛能，提供平台發揮所能	藝術 (音樂)	7/2021 – 8/2021	S1 – S3	12	同學表現理想	5,910.00	E1、E5			✓			
18	資優航天證書課程 ➤ 提供資助予學生參加課程，讓學生認識航天知識、歷史及發展，明白宇宙無限的能量，提升學生對研究航天宇宙的熱誠。	科學	24/8/2021 – 26/8/2021	S1 – S5	22	大部份同學對課程內容表示滿意及能豐富見識，希望日後可繼續參與類似課程	55,000.00	E6	✓					

編號	活動簡介及目標	範疇*	舉行日期	對象		評估結果	實際開支 (\$)	開支用途 <sup>^</sup>	基要學習經歷 (請於適用方格加上✓ 號, 可選擇多於一項)				
				級別	參與人數				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
19	團契營會 ➤ 透過宗教教育, 培養學生靈命發展, 達至全人教育。	價值教育、德育教育	22/6/2021 – 15/8/2021	S1 – S6	132	在營會中, 學生能彼此認識、鞏固友誼, 在群體生活中建立互愛關係。學生表現出色, 能發揮領導的角色、主動參與、彼此協作, 建立合作、團隊精神, 得著深厚的情誼。	48,539.22	E6		✓			
20	「大哥哥大姐姐伴你成長計劃」 ➤ 培訓中四同學, 輔導中一同學解決升中後學業及人際關係上的問題, 讓中一同學盡快適應校園新生活。	領袖訓練	8/2021	S4	30	學長盡責, 表現良好。	2,025.80	E1		✓			
21	「給自己的信」活動 ➤ 透過活動讓中一同學能對六年的中學生活訂立目標。	德育教育	1/9/2020 – 31/8/2021	S1	155	中一同學投入活動, 能認真思考需訂立的目標。	701.10	E1		✓			

編號	活動簡介及目標	範疇*	舉行日期	對象		評估結果	實際開支 (\$)	開支用途^	基要學習經歷 (請於適用方格加上✓ 號，可選擇多於一項)					
				級別	參與人數				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗	
22	STEM 活動 ➤ 教授學生編程知識，又為學生提供資助參加校外賽事。	跨學科 (STEM)	19/6/2021	S4 – S5	2	在「香港國際編程競賽總決賽 2020-2021」中獲得銅獎及優良獎項	1,600.00	E1、E6	✓					
23	科學活動 ➤ 提升學生在生物科範疇的能力，啟發他們對科學探究的興趣。	科學	23/12/2020、30/1/2021	S6	5	同學參加「香港生物學素養競賽 2020/2021」，一位同學榮獲二等獎，兩位同學榮獲三等獎，兩位同學榮獲積極參與獎	300.00	E1	✓					
24	未來職場接班人—高中生暑期職場體驗計劃 2021 ➤ 透過一系列的互動工作坊、企業參觀及大灣區主題講座，帶領學員認識區內各行各業的發展前景，發掘個人才能及興趣，思考自己在未來職場的角色及定位。	職業探索、國民教育	8/2021	S4	1	同學完成計劃，能開拓眼界及認識大灣區內各行各業的發展	300.00	E6						✓

編號	活動簡介及目標	範疇*	舉行日期	對象		評估結果	實際開支 (\$)	開支用途 <sup>^</sup>	基要學習經歷 (請於適用方格加上✓號, 可選擇多於一項)				
				級別	參與人數				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
25	《愛·無限——犬隻義工計劃》第九屆領犬義工證書課程 ➤ 計劃可讓同學參與領犬義工課堂訓練、義工服務實踐及社區教育	職業探索、德育、公民及國民教育	21/7/2021 – 18/8/2021	S5	3	同學投入活動及對課程感興趣	600.00	E6		✓		✓	✓
26	基因工程訓練計劃 2021 ➤ 以基因工程為探究主題，涉獵微生物學及分子生物學等多個範疇的知識與應用技術。重點培訓學生的動手實驗及分析能力，體驗學校課堂較少涵蓋的學習經歷。	科學、資優教育	10、11、13、14/8/2021	S5	1	同學能認識基因工程訓練各項理論，從完成各樣細菌培植及基因複製的實驗任務，提升觀察及分析能力	1,000.00	E6	✓				
第 1.1 項總開支							283,191.46						
<b>1.2</b>	<b>境外活動：舉辦或參加境外活動／境外比賽，擴闊學生視野</b>												
1													
2													
第 1.2 項總開支							0.00						
第 1 項總開支							283,191.46						

編號	項目	範疇* (請參考附註例子)	用途	實際開支(\$)
<b>第 2 項</b>	<b>購買其他推行全方位學習所需的設備、消耗品或學習資源</b>			
1	沙培小記者及出版組攝影器材 ➤ 相機鏡頭	資優教育、藝術（視藝）	器材可供擔當校園記者的同學在採訪、拍攝學校活動及後期製作剪接時使用	6,250.00
	➤ 影像網誌相機			12,980.00
	➤ 腳架、滑輪底座			1,800.00
	➤ 器材箱			1,740.00
	➤ 攝影監影器			2,740.00
	➤ 攝錄機			38,720.00
	➤ 閃光燈、電池、電池盒			2,920.00
	➤ 無線單反領夾咪			2,200.00
	➤ iMac、MacBook Pro			29,005.00
2	校隊訓練器材 ➤ 足球訓練人牆連底座	體育	供球隊隊員於日常訓練及備賽練習時使用	2,301.60
	➤ Teqball Table			15,000.00
	➤ 守門員彈網			825.00
	➤ 球類用品			14,780.00
3	樂團樂器及混音器材 ➤ 樂器	藝術（音樂）	供樂團成員於練習及表演時使用	19,147.00
	➤ 電結他擴音器			3,230.00
	➤ 數碼音樂工作站			23,040.00
	➤ 混音器			2,780.00
<b>第 2 項總開支</b>				179,458.60
<b>第 1 及第 2 項總開支</b>				462,650.06

\* 適用範疇包括：中文 / 英文 / 數學 / 科學 / 地理 / 歷史 / 藝術 (音樂) / 藝術 (視藝) / 藝術 (其他) / 體育 / 常識 / 公民與社會發展 / 跨學科 (STEM) / 跨學科 (其他) / 憲法與基本法 / 國家安全 / 德育、公民及國民教育 / 價值觀教育 / 資優教育 / 領袖訓練等，如活動不屬於上述所列範疇，請自行填寫該活動所屬範疇。

^：輸入下表代號；每項開支可填寫多於一個代號。

#### 開支用途代號

- E1 活動費用（報名費、入場費、課程費用、營舍費用、場地費用、學習材料、活動物資等）
- E2 交通費
- E3 境外交流／比賽團費（學生）
- E4 境外交流／比賽團費（隨團教師）
- E5 專家／導師／教練費用

- E6 學生參加獲學校認可的外間機構所舉辦之課程、活動或訓練費用
- E7 設備、儀器、工具、器材、消耗品
- E8 學習資源（例如學習軟件、教材套）
- E9 其他（請說明）

#### 第3項：受惠學生人數

全校學生人數：	733
受惠學生人數：	733
受惠學生人數佔全校學生人數百分比（%）：	100%

全方位學習聯絡人（姓名、職位）：李國恩（全方學學習組主任）



## 9. 2020-2021 年度「推動閱讀計劃」報告及檢討

### 1. 計劃目標：

- 1.1 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。
- 1.2 善用教育局 2020-2021 年度的「推廣閱讀津貼」。

### 2. 計劃內容

焦點	工作內容	配合工作	檢討
1. 建立閱讀焦點	<ul style="list-style-type: none"> <li>● 配合各科設立年度主題</li> </ul>	<ul style="list-style-type: none"> <li>● 普及活動               <ul style="list-style-type: none"> <li>➢ 配合中文科的年度主題「飲食文學」推廣與飲食文化、歷史有關的書籍</li> <li>➢ 舉辦主題書展推介年度主題</li> <li>➢ 補購相關館藏供學生借閱</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● 為配合中文科年度主題，圖書館已購入與飲食文化、歷史相關的書籍，共 21 本。</li> <li>● 由圖書館及中文科老師於 22/10、2/11 及 15/3 在早會分享與飲食文化有關的書籍。</li> <li>● 因疫情關係，未有舉辦書展。</li> <li>● 因疫情關係，中文科未能舉辦「飲食沙龍」。</li> </ul>
2. 提供多元化閱讀體驗	<ul style="list-style-type: none"> <li>● 推動電子書</li> <li>● 書店體驗</li> <li>● 結合不同元素</li> </ul>	<ul style="list-style-type: none"> <li>● 繼續推廣電子書               <ul style="list-style-type: none"> <li>➢ 購買更多 kindle 及 kobo 電子書，供學生借用。</li> <li>➢ 嘗試藉閱讀分享推廣電子書</li> </ul> </li> <li>● 舉辦「逛書店」活動，參觀特色書店。</li> <li>● 帶領圖書館管理員參觀博物館</li> </ul>	<ul style="list-style-type: none"> <li>● 於 22/10 的早會閱讀分享推介電子書。電子書的借出量偏低，因學生仍然偏好借閱紙本圖書。來年會繼續推廣電子書，善用現有資源。</li> <li>● 持續購入中、英文電子書，共 78 本。</li> <li>● 英文科老師透過沙培網分享新書。</li> <li>● 利用社交媒體 instagram 分享新書。</li> <li>● 因疫情關係未能為同學舉辦實體活動。</li> </ul>
3. 全校參與分享書籍	<ul style="list-style-type: none"> <li>● 邀請不同持份者分享書籍</li> <li>● 推廣科普書籍</li> <li>● 閱讀分享呼應社會大事</li> </ul>	<ul style="list-style-type: none"> <li>● 圖書館設立「教職員推薦」專位，展示教職員推薦的圖書。</li> <li>● 中、英文科邀請學生於早會時段分享閱讀心得。</li> <li>● 中文科於課後舉辦「說書人」活動。</li> <li>● 邀請科學科老師分享</li> <li>● 嘗試配合以下的主題，包括               <ul style="list-style-type: none"> <li>➢ 熱門時事</li> <li>➢ STEM</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● 由中文科老師於早會分享與飲食文化有關的書籍。</li> <li>● 學期初更新了中二級中文指定閱讀圖書，共 73 本。</li> <li>● 英文科購入供不同年級同學閱讀的小說。</li> <li>● 選購一系列科普書目，共 24 本，可惜未有時間舉辦活動介紹。</li> </ul>

焦點	工作內容	配合工作	檢討
4. 提升學校圖書館的使用率	<ul style="list-style-type: none"> <li>提供機會給學生參與圖書館的日常運作</li> <li>添置/更新館藏</li> </ul>	<ul style="list-style-type: none"> <li>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。</li> <li>註銷殘破、借出率低的書籍。</li> <li>添置新出版書籍、影片。</li> </ul>	<ul style="list-style-type: none"> <li>這年有兩次大型購書活動（「大眾清倉」以及「商務減價書」），其中一次邀請了英文科老師一同選書。（23/10/2020）</li> <li>於盤點時篩選舊書下架。</li> </ul>
5. 嘉許熱愛閱讀的學生	<ul style="list-style-type: none"> <li>訂立閱讀獎勵計劃</li> </ul>	<ul style="list-style-type: none"> <li>以書券獎勵「廣泛閱讀計劃」達標的學生。</li> </ul>	<ul style="list-style-type: none"> <li>閱讀獎勵共用了 \$11,171.22。</li> </ul>

### 3. 預算收支

收入 (HK\$)		項目		預算支出 (HK\$)	實際開支 (HK\$)
2019/2020 年度「推廣閱讀津貼」餘款	36,837.77	1	各科組添置/更新圖書館館藏	35,500.00	10,477.02
		2	英文科額外添置/更新圖書館館藏	6,000.00	6,000.00
		3	圖書館添置/更新圖書館館藏	25,000.00	22,518.00
		4	添置/更新中文科廣泛閱讀計劃圖書	11,100.00	4,582.02
2020/2021 年度「推廣閱讀津貼」收入	72,816.00	6	添置/更新英文科廣泛閱讀計劃圖書	5,500.00	5,925.40
		7	購買電子書	7,000.00	5,021.83
		8	中文科「廣泛閱讀計劃」書券 <sup>#</sup>	8,300.00	8,997.22
		9	英文科「廣泛閱讀計劃」禮物*	3,000.00	2,174.00
		10	講員費用	2,000.00	0.00
		11	雜項	2,000.00	0.00
合共：	109,653.77	合共：		105,400.00	65,695.49

### 4. 成員

王國棟（副校長及通識科科主任）、黃慧琦（中文科科主任）、王小容（英文科科主任）、何紫凝（圖書館館長）

## 10. 2020-2021 年度「推動中國歷史及文化的一筆過津貼」

### 第一部分：運用津貼項目報告

#### (一) 本地歷史考察團

因疫情及防疫措施規限，於 2020-2021 年度未有舉辦任何本地歷史考察團。

#### (二) 購買教具及學習活動材料

運用該筆津貼餘款購買了：

- (1) 150 個考古發掘秦兵馬俑教具（共支港幣 3,975 元）  
預計在 2021-2022 年度配合中一課程，舉辦挖掘秦兵馬俑學習活動，藉此加深學生對秦朝歷史的認識。
- (2) 教師參考書（共支港幣 1,021.90 元）  
添購八本中國近現代史教師參考書，以便教師準備中三新課程（將於 2022-2023 年度開始）及高中乙部課程，書目如下：
  1. 李洪林：《中國思想運動史 1949-1989》，香港：天地圖書，2016。
  2. 李泉編著：《一本就通中國史》，台北：聯經，2019。
  3. 邵勇、王海鵬編著：《一本書讀懂中國近代史》，香港：三聯書店，2020。
  4. 周溯源編著：《毛澤東評點近代人物》，香港：中華書局，2014。
  5. 陳敬堂：《寫給香港人的中國現代史》上冊（從辛亥革命到聯俄容共），香港：中華書局，2020。
  6. 陳敬堂：《寫給香港人的中國現代史》中冊（從國共第一次合作到長征），香港：中華書局，2021。
  7. 莫里斯·邁斯納著，杜蒲譯：《毛澤東的中國及其後中華人民共和國史》，香港：中文大學出版社，2019。
  8. 張士義：《中華人民共和國簡史》，香港：開明書店，2020。

### 第二部分：財務報告（款額以港元為結算單位）

項目		款項 (HK\$)
1	2017-2020 年度已運用「推動中國歷史及文化的一筆過津貼」	145,108.00
2	2020-2021 年度已運用「推動中國歷史及文化的一筆過津貼」	4,996.90
合共：		150,104.90

截至 2020-2021 年度，港幣 150,000 元的「推動中國歷史及文化的一筆過津貼」經已用畢，不敷支出港幣 104.90 元由學校的擴大營辦津貼（EOEBG）補貼。

## **I. Key Issues for the Coming Years**

1. Adapting to students' needs and strengthening support for students' learning
  - a. Catering for students' diversified learning and developmental needs in optimising the four senior secondary core subjects
  - b. Monitoring how the pandemic may influence our learning progress to implement suitable measures accordingly to support students' learning
  
2. Building resilience under the new normal and supporting students' development
  - a. Nurturing students' resilience to empower them to weather unpredictable adversities
  - b. Cooperating with social welfare organizations to help our students build fundamental competencies
  - c. Exploring various social resources to provide students with financial assistance
  - d. Rebuilding a vibrant campus life and giving our students valuable memories of their secondary school life under the "new normal"