

YING WA COLLEGE

School Report

(2013/2014)



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School Vision & Mission

According to the College Deed of 1821, the objective of Ying Wa College was the reciprocal cultivation of English and Chinese literature and the diffusion of Christianity. These aims remain today in the context of a very different world.

We are committed to a policy of providing a free and positive learning environment that students could develop into healthy and responsible citizens through a balanced educational programme which recognizes the needs of young people in all areas covering ethics, intellect, physique, social skills and aesthetics.

It is our aspiration that our students will be

Willing to learn

Skilful to communicate

Eager to serve and contribute

Brave to show innovation and creativity

With the school motto: “Steadfast faith, beneficent deeds” we encourage our students to live a meaningful life.

SCHOOL REPORT 2013-2014

A. Our School

1. Brief History of Ying Wa College

Ying Wa College traces her history back to the Anglo-Chinese College founded in Malacca by Rev. Robert Morrison of the London Missionary Society in 1818. The mission of the school was the reciprocal cultivation of English and Chinese literature and the diffusion of Christianity. She trained students to be well versed in both Chinese and Western cultures, so as to help spread the gospel in China.

In 1843 when Hong Kong became the colony of Britain, Rev. James Legge brought the school to Hong Kong where she continued her educational, translation, and publishing activities. Since then, the school had experienced various internal and external difficulties, leading to repeated instances of closure and then reopening with renewed vigor. At present, Ying Wa remains one of the schools having the longest history in Hong Kong.

2. Sponsoring Body

Ying Wa College is an Anglo-Chinese secondary school for boys. She was originally founded by the London Missionary Society. When the London Missionary Society ended her mission in China, the school was affiliated with the Hong Kong Council of the Church of Christ in China, Hong Kong Chapter.

3. Board of Directors

The Ying Wa College School Management Committee Limited was set up in 2009 to meet the need of DSS. There are now altogether 19 members in the Board of Directors including 10 members elected by and representing the Hong Kong Council of the Church of Christ in China, 2 members elected by and representing the Ying Wa College Old Boys' Association, 1 teacher representative, 1 parent representative, the Principal and 4 independent members.

| Member | Sponsoring Body | Principal | Parent | Teacher | Alumni | Independent |
|--------|-----------------|-----------|-----------|-----------|------------|-------------|
| 11/12 | 10 (53%) | 1 (5%) | 1 (5%) | 1 (5%) | 2 (11%) | 4 (21%) |
| 12/13 | 10 (53%) | 1 (5%) | 1 (5%) | 1 (5%) | 2 (11%) | 4 (21%) |
| 13/14 | 10 (53%) | 1 (5%) | 1 (5%) | 1 (5%) | 2 (11%) | 4 (21%) |

4. Number of Active School Days

| | 11/12 | 12/13 | 13/14 |
|---|-------|-------|-------|
| Total number of days in the school year | 365 | 365 | 365 |
| Number of school holidays | 88 | 92 | 92 |
| No. of staff development days | 2 | 2 | 2 |
| No. of school days | 191 | 191 | 191 |
| No. of active school days | 173 | 173 | 173 |

5. Lesson Time for the 8 Key Learning Areas

The school timetable in 2013-2014 was based on a 6-day cycle arrangement. The percentage of the 8 Key Learning Areas for S1-S3 in 2013-2014 was as follows:

| | Chi. Lang. | Eng. Lang. | Maths | Science | Tech. | PSHE | Arts | P.E. |
|-----------------------|------------|------------|--------|---------|-------|--------|-------|------|
| Recommendation of EDB | 17-21% | 17-21% | 12-15% | 12-15% | 8-15% | 15-20% | 8-10% | 5-8% |
| Practice in YWC | 17.5% | 19.2% | 14.2% | 12.5% | 8.3% | 17.5% | 5.8% | 5% |

6. Improvement projects

The School Improvement Works 2013-2014

1. Repaint external wall, metal railing and other metal architectural fittings.
2. Install exhaust and wall mount fans in student toilets from G/F to 7/F.
3. Replace metal windows of block C (classrooms) from G/F to R/F and block B (special rooms) from 2/F to 7/F.
4. Replace of besser block at boundary area of basketball courts.
5. Renovate flooring, teacher's desk and bookshelf at C601 English Corner.
6. Install moveable steel cabinets at C605 English Resource Room.
7. Install new air-conditioners of Student Activities Centre, OBA room and PTA room.
8. Install Security Posts between block B and C from 1/F to 5/F.
9. Replace LED lightings of 3/F Noble Hall balcony.
10. Replace projector of Noble Hall.
11. Renovate Staff Female Toilets from 1/F to 6/F.
12. Install a pair of new basket ball stands and renovate a pair of basket ball stands.
13. Install new waterproof notice board at G/F.
14. Renovate new intercom and door lock system of main gate.
15. Replace blinds in classrooms at 3/F and 4/F.

B. Our Students

1. Class Organization and Enrolment

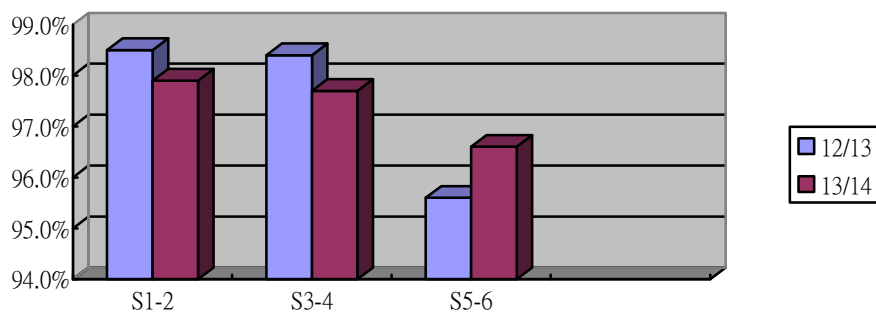
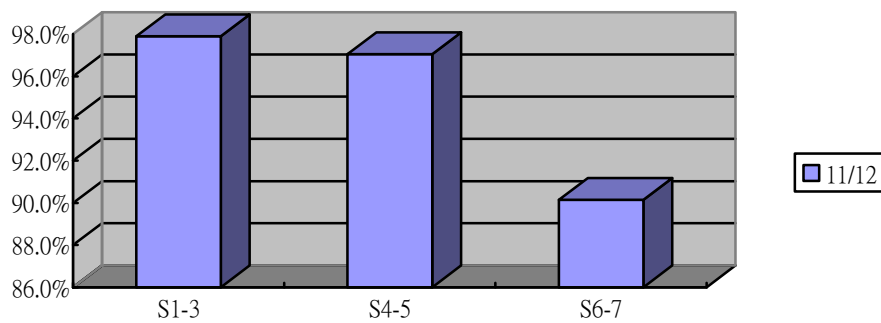
The academic year 2013-2014 began with a total of 1141 students registered for 35 classes including 5 classes in each form from S1 to S3, 6 classes in S4 and 7 classes in S5 to S6.

| Level | S1 | S2 | S3 | S4 | S5 | S6 | Total |
|----------------|-----|-----|-----|-----|-----|-----|-------|
| No. of Classes | 5 | 5 | 5 | 6 | 7 | 7 | 35 |
| Enrolment | 205 | 205 | 198 | 198 | 175 | 162 | 1143 |

There were 60 DSS students in S1, 72 in S2, 73 in S3, 81 in S4, 47 in S5 and 45 in S6, accounting for 33% of the student population.

2. Students' Attendance

The students' attendance rate was satisfactory. The attendance rates of S1-S2 were 97.9%, S3-S4 were 97.7% and S5-S6 were 96.6%.



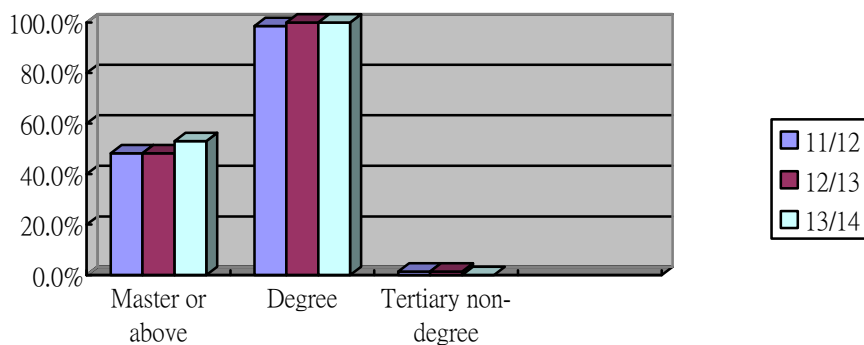
3. Students' Early Exit

At the end of the school year, a total number of 48 students were recorded left. Most of them chose to further their studies abroad. The drop-off rate was 4.2%.

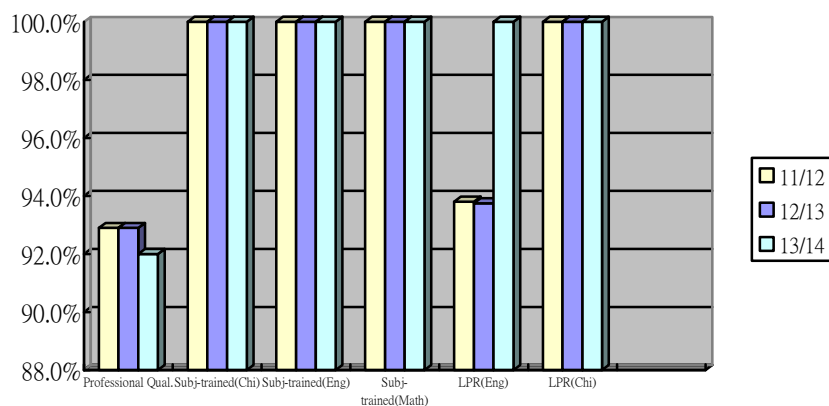
C. Our Teachers

1. Teachers' Qualification

The School has a strong team of 79 dedicated and professional teachers. With the school fund, we employed 1 additional NET and 6 additional teachers in order to support classroom teaching and student development initiatives. All of our teachers are graduates from university with 42 teachers holding at least one master's degree.

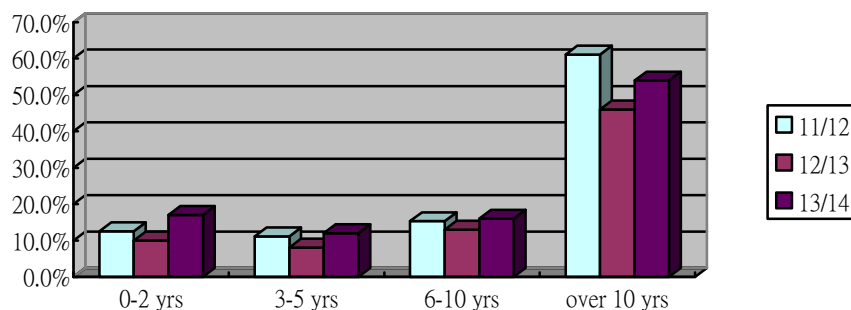


Over 90% of our teachers have received professional training in Education. All teachers teaching Chinese, English and Mathematics are subject-trained. All teachers teaching Putonghua have fulfilled the Language Proficiency Requirement.

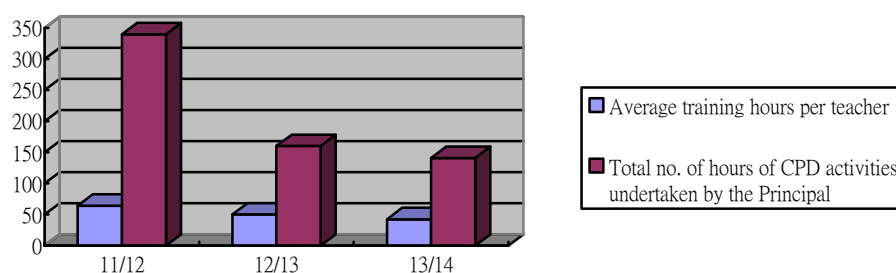


2. Teachers' Experience

Over 54% of our teaching staff have over 10 years of teaching experience.



3. Teachers' Professional Development



Before the start of the academic year 2013-14, 12 new teachers attended a half day 'New Teacher Induction' workshop to familiarise themselves with Ying Wa culture, school features, school policies and interrelationship between teachers, students and parents. They also received information technology (IT) training. A mentor was assigned for each new teacher.

Before the start of school year, Mr Kong Yiu-Wah, Chris, a restorative Justice facilitator conducted a Staff development session to our staff, the theme is 'Positive behaviour support: Build up a close tie with students'. He recommended teachers to convey a clear school requirement and standard to students, build up a good relationship with students, and praise the positive behaviour of students.

In response to school major concern, 'enhancement of learning atmosphere and attitude—promotion of assessment for learning'. Dr Wong Ngai-Ying, Department of Curriculum & Instruction, CUHK, came in November, 2013, and shared with us the ways in getting knowledge on assessment for learning, and also introduced the significance of lesson collaboration on classroom assessment activities. Afterwards, teachers planned a lesson collaboration on "Promotion of Assessment for Learning".

In January 2014, our School Education psychologist Mr Ricky Leung and school social workers Mr Wong KF and Ms Zo Leung, shared with us the appropriate steps in handling campus crisis. Mr Wong and Ms Leung concentrated on "debriefing" of puzzled students, passed some skills to us to relieve pressure of students concerned.

A whole day YingWa retreat camp was held on 4 April 2014 in Sai Kung Outdoor Recreation Centre. Dr Leung Tin-Ming, a professional psychologist conducted a 'Relieving pressure' workshop for all of us.

A joint school Staff development day was held on 30 April 2014. Dr Philemon Choi Yuen Wan conducted a speech on 'different approaches on students of different ages' to staff.

In years 2013-14, the total number of hours of CPD activities undertaken by the Principal were 141 hours and the average training hours per teacher were 42.73 hours.

4. Staff Turnover Rate

At the end of the academic year, 7 teachers left Ying Wa. The school expressed her gratitude to them for their contribution to the school and wished them all the best.

The turnover rate was 9%. The turnover rates for the past 3 years are as follows:

| Academic Year | Turnover Rate |
|---------------|---------------|
| 11/12 | 19.1% |
| 12/13 | 11.7% |
| 13/14 | 9% |

D. Major Concerns

Major Concern 1: Enhancement of Learning and Teaching

| Targets | Strategies | Evaluation |
|--|--|---|
| <p>1.1 Catering for learning diversity</p> | <ul style="list-style-type: none"> • Setting up remedial/enhancement curriculum <ul style="list-style-type: none"> - Composition of core and extended curriculum in S1-2 - Split class according to students' ability - After school tutorials according to students' needs • Pedagogical changes through lesson collaboration and peer observation <ul style="list-style-type: none"> - Holding regular whole school lesson collaboration exercises - Sharing of good practices • Modification of Assessment format <ul style="list-style-type: none"> - Assessment according to the core and extended curriculum in S1-2 - Composition of challenging questions in exam papers • Consolidation of language ability <ul style="list-style-type: none"> - Promotion of language-related activities / workshops - Use of assistant teachers for remedial and enhancement needs | <ul style="list-style-type: none"> • Composition of core and extended curriculum in S1-2 were made as reflected in subject SOW, daily assessments and tests/exams. Adjustments in such curriculum were made due to teaching progress. However, some subjects which have few lessons in a cycle reflected that it may be difficult them to compile a meaningful extended curriculum. • Split class was practiced in Chinese, English, Mathematics and Integrated Humanities/ Liberal Studies in junior forms. However, the measure of putting all relatively weak students in one to two classes in order to maximize the effective of split class was not significant. Concentration of less capable students should be avoided in the next academic year. • After school tutorials were conducted by various subjects throughout the whole school year, conducted by teachers, ATs & old boys. Although they helped weaker students improve their academic performance, better organization (e.g. centralized arrangement) is needed since there were a lot of clashes between after school tutorials. • Teachers generally agreed LC/PO helped accumulation of good teaching materials and promoted the exchange of teaching ideas and pedagogies and therefore raised teachers' professionalism in the survey conducted in February. • Most subjects could finish LC/PO in both terms but some colleagues expressed that they were too busy to hold regular whole school lesson collaboration. The current scale of lesson collaboration is appropriate and should be maintained. Progress reports & materials developed by LC are uploaded in teaching sharing area in eclass. • Colleagues also expressed that platforms for sharing good practices needed to be strengthened. • These were carried out in mid-year & final exams. Questions on core curriculum were able to access the core ability and expected mastery of subject knowledge and therefore helped to maintain a fair passing rate in tests and exams despite great learners' diversity. Challenging questions were welcomed by stronger students as stimulus of learning. • Numerous language-based activities like debates, public speaking, writing competitions, morning assemblies, English corners, 中華文化推廣活動 were conducted. • Chinese AT conducts lunchtime & afterschool remedial classes on daily basis • English AT conducts NET Chat together with NET in senior form. Yet some colleagues hoped that language AT could offer more to subject teachers for remedial lessons. |
| <p>1.2 Enhancement of learning atmosphere & attitude</p> | <ul style="list-style-type: none"> • Promotion of Assessment for learning <ul style="list-style-type: none"> - Knowledge on assessment for learning (giving feedback to Ss) - Lesson collaboration on classroom assessment activities • Promotion of co-curricular activities in support of students' learning <ul style="list-style-type: none"> - Broadening students' learning interest and motivation through activities • Fostering of a campus with strong academic atmosphere <ul style="list-style-type: none"> - Board display - Promotion of academic related activities | <ul style="list-style-type: none"> • Staff Dev workshop on AfL was carried out in 1st term. Colleagues were encouraged to implement AfL in 2nd Term LC/PO • Exam paper discussion across S1 to S5 was done after uniform tests, mid-year exam and final exam (newly introduced this year). Teachers treasured the opportunities to make feedback to students' performance in these summative assessments. Yet, the format of year-end exam paper discussion could be further refined. • Teachers expressed high confidence in making professional feedback to students' learning. • Many such academic activities were carried out, e.g. Sci-land, Horseshoe crab workshop, news presentation, etc. They helped to raise student's learning interest outside classroom and contribute to the learning atmosphere of the school. Yet, the scale of subject-based co-curricular activities should be reviewed to ensure that the activities are manageable. More manpower support needed to be given in organizing activities. • New boards along staircases and G/F and posters of academic themes on 1/F to 5/F in Block C helped to bring about a vibrant atmosphere. Board and aquarium display of Horse-crab Activities also grasped the interest of students. • Board Display could be further used for promoting reading. Some colleagues observed that boards which are located in popular spots on campus are about promotion of sports and art activities instead of academics. Some boards were also poorly decorated or maintained. • Trophy cabinet related to academic excellence on G/F outside covered playground • Activities of subjects & KLA, Gifted Ed Com, Library, clubs & societies were in place. |

Major Concern 1: Enhancement of Learning and Teaching

| Targets | Strategies | Evaluation |
|---|--|---|
| <p>1.3 Development of teachers' professionalism</p> | <ul style="list-style-type: none"> • Staff Development programs on pedagogy: assessment for/as learning <ul style="list-style-type: none"> - Invitation of outside agents for mass talks and subject based workshop • Sharing of good practices in/across departments through lesson observation and open class <ul style="list-style-type: none"> - Inter/intra KLA lesson observation - Organization of open class • Support to teachers in participating in invitational posts | <ul style="list-style-type: none"> • Staff Dev workshop on AfL was carried out in 1st term. Colleagues looked forward to more education experts coming to our school to conduct workshop and seminars so as to raise teachers' professionalism. Parallel workshops for different subjects could be carried out in staff development days. • Subject-based workshop / training on Assessment for / as Learning is preferred in the coming year. • Gifted Education workshops sharing pedagogies that can be applied in normal classrooms to cater for S1 with better academic ability are preferred. • Various subject departments used departmental shared folders, eclass teaching sharing area and dropbox as data bank to share teaching materials, staff development materials and departmental documents. • Daily sharing within departments were observed. • Chinese Department conducted within department open classes to share good teaching ideas and pedagogies among veteran and new teachers. • A handful of teachers work as HKDSE markers & examiners |
| <p>1.4 Strengthening the role of personnel in middle-management</p> | <ul style="list-style-type: none"> • Knowledge management of departmental materials <ul style="list-style-type: none"> - All teaching materials, administration reports, EDB course materials are put on web - Expansion of virtual and physical storage capacity • Development of instructional leadership <ul style="list-style-type: none"> - Participation in training courses - Implementation of PIME cycle | <ul style="list-style-type: none"> • Teacher sharing area in eclass was revamped and largely used by teachers for KM. • SHs & ComHs have developed a habit of uploading AR, AP, SOW, minutes and teaching materials on eclass or dept shared folders/ drop box. • Due to limited space, physical storage did not see an expansion. Campus is on major repair and renovation. More capacity is to be created depending on school needs. • SHs conduct result analysis of UTs and exams to review L&T effectiveness. • SHs being continuously reminded of implementation of PIME cycle in various meetings • SHs do interim & annual report with reference to school major concerns related to academic development (report template provided) |
| <p>1.5 Excellence in public examinations</p> | <ul style="list-style-type: none"> • Development of subject-based study plans and curriculum planning <ul style="list-style-type: none"> - Flexibility in the study of the number of elective subjects - Subject-based study plans - Sharing on study and exam skills by old boys • Coordination of district resources <ul style="list-style-type: none"> - Participation in joint school exam practices - Participation in district or organization activities in support of exam • Promotion of Assessment of learning <ul style="list-style-type: none"> - Subject based revision tests | <ul style="list-style-type: none"> • IN HKDSE 2014, all core subjects (Chinese Language, English Language, Mathematics, Liberal Studies) obtained good percentages of Level 5+(5/5*/5**) and Level 4+ (4/5/5*/5**). Most of the YWC figures of core subjects doubles / triples HK figures. Quite a handful of subjects have shown significant improvement while others may require revision of teaching strategies. Percent of student eligible to university admission (3322+2) has prominent improvement from 75.6% to 82.4% due to improvement in Chinese Language. • 50% of S.4 are taking 3 elective subjects while the other 50% are taking 2 elective subjects. Some less academically inclined students are allowed to take 1 elective subject only in S.5 and S.6. • SHs submitted S6 study plans to VP in October. • Old boy workshops of various X Subjects were conducted throughout the year. However, less old boys were able to offer such help. The school and subject teachers may need to be more proactive to invite alumni as supportive resources to public exam classes. • Chinese and English joint school oral practice conducted. • However, district resources may not be up to standard and do not fit the students' need. |

Major Concern 2: Student Support

| Targets | Strategies | Evaluation |
|--|---|---|
| <p>2.1 Development of a student support curriculum with clear themes across the whole Year</p> | <ul style="list-style-type: none"> • SDSC formulating student support curriculum by reviewing, refining and enhancing current programs and add new ones in response to the development needs of students • Highlighting core values / themes: <ul style="list-style-type: none"> - self-discipline - positive thinking and appreciation - brotherhood and peer support - healthy self-image - goal-driven life | <ul style="list-style-type: none"> • Students support curriculum jointly developed by the Guidance and Discipline Committees, Careers and Guidance Committee, Civic Education Committee, OLE Committee as well as the Religious Education Committee and the School Social Workers, was developed and introduced to teachers in the staff meeting. • Explicit core values/themes served as a clear reference for class teachers to follow. • Prioritization of the core values for implementation will be required. • Emphasis on self discipline is suggested. |
| <p>2.2 Establishment of a whole-school student support framework</p> | <ul style="list-style-type: none"> • Enhancing synergistic collaboration of committees under SDSC • Enhancing form committee which comprises class teachers and SDSDC member to implement and monitor student support program effectiveness • Promoting core values through theme based multi-level implementation - mass programs, class-level workshops, assemblies, OLE, etc. • Developing form councils to enhance class building and inter-class cooperation | <ul style="list-style-type: none"> • Collaboration of committees under SDSC is observed. • Form meetings led by Discipline/ Guidance teachers were held regularly • Core values, with special emphasis on positive thinking and appreciation were promoted in different programs. (Special assemblies, tailored programs and class teachers periods) • Only limited inter-class cooperation activities were observed. |
| <p>2.3 Collaboration with parents</p> | <ul style="list-style-type: none"> • Organizing well-structured parent education programs (courses, seminar talks) which echo student support themes and values • Strengthening communication channel • Making school information readily available | <ul style="list-style-type: none"> • Consensus on parent education program was reached with the PTA. • Application of the e-notice system helped the dissemination of school information and gathering the feedback from parents in an efficient way. • Re-structuring of the school web site is underway. School information will be made more prominent and accessible in the school web page. |
| <p>2.4 SEN student support</p> | <ul style="list-style-type: none"> • Giving higher priority to SEN students support for teachers • Encouraging & supporting teachers to receive professional training • Promoting good practice sharing in case conference • Refining school-based guidelines and workflow in handling SEN cases | <ul style="list-style-type: none"> • More resources were allocated to support SEN students. <ul style="list-style-type: none"> - An administrative assistant was employed to offer front line SEN support. - The Education Psychologist interviewed all new students claiming for extra support and offered professional advices to school. - Operation of the SENs support team was refined. - Clarifications of examination procedures of SEN students were made. Clearer instructions were given to all invigilators. • Teachers were encouraged to attend courses catering the needs of SEN students. This year 7 teachers attended the courses and more teachers will be encouraged to join. • Case conferences on SEN students provided a platform for teachers to share their experience in handling SENs case. • A school-based guidelines based on the recommendations made by Education psychologist was in place and shared in Staff Meeting. |

Major Concern 3: Through-train Development

| Targets | Strategies | Evaluation |
|--|---|---|
| <p>3.1 Improvement in the collaboration between YWC & YWPS</p> | <ul style="list-style-type: none"> • Organizing joint-section activities between teaching staff from YWC and YWPS • Organizing joint-section activities between YWC and YWPS students • Organizing joint-section formal meetings between different departments of YWC and YWPS • Keeping documents of all the meetings between YWC and YWPS | <ul style="list-style-type: none"> • Joint-section staff development was successfully held on 30 April 2014 with positive feedback. It was followed by joint-section subject meeting. • Chinese and English teachers of YWC attended and supported language-related learning activities of YWPS. In addition, YWPS students also took part in Science activities held by YWC. P4-P6 Parents also found the introductory talk of YWC in October impressive. PTA dinners of both sections were also mutually attended in December 2013, with the participation of teachers. Parents of YWPS also attended talk for parents of YWC on the topic of gifted education in March 2014. However, few activities were “jointly” organized. • Numerous joint-section meetings were held to facilitate effective communication and cooperation, such as the meetings of Principals and Vice Principals of YWC & YWPS at the beginning and the end of the school year for the promotion criteria for P6 students and relevant arrangements, year-opening subject meetings of YWC & YWPS, joint-section formal meetings of core subjects, and joint-meeting on student support for discussion on P6 students’ information and learning background. • Curriculum and assessment documents of both Sections were exchanged in joint-section subject meetings. It facilitated better mutual understanding on learning and teaching as well as academic standard of both sections. |
| <p>3.2 Further development in the ele-middle stage curriculum</p> | <ul style="list-style-type: none"> • Improving the mutual understanding of the students’ characteristics and teaching approaches adopted by teachers by means of reciprocal lesson observation between YWC and YWPS • Exchanging the summary of class academic results, TSA and AT | <ul style="list-style-type: none"> • Reciprocal lesson observation, pre-observation and post-observation meetings in core subjects were successfully held. Teachers found the observation and meetings fruitful in facilitating mutual understanding. • YWC teachers attended subject review meeting of YWPS in late June 2014 and gained more understanding on the curriculum approach of YWPS. • Summary of class academic results, TSA, AT, P6 Assessments and Mid-year Examination results and analysis were exchanged in the second term. In particular, the P6 Assessment papers and marking criteria were read by teachers of YWPS for reference. On the whole, the exchange of academic results facilitated the understanding of academic standard and expectation of both sections. |
| <p>3.3 Development of common campus routines</p> | <ul style="list-style-type: none"> • Developing common learning practices or habits to be followed by students in both YWC and YWPS • Organizing more taster programs for YWPS students to cultivate the sense of belongings of YWPS students | <ul style="list-style-type: none"> • Student handbooks of YWC & YWPS were exchanged for better mutual understanding on campus routines. However, more work needs to be done on the development of common campus routines and learning practices. • Students from YWPS took part in the Anniversary Concert and Swimming Gala of YWC. YWC students also shared their art works in the Visual Arts Exhibition of the YWPS and vice versa in school anniversary functions. In addition, taster programs such as Scienceland, Horse Shoe Crab Scheme were arranged for YWPS P6 students in the second term. • It was revealed that more systematic and thematic taster programs should be arranged for YWPS students in order to help them get familiar with the campus life and academic culture of YWC. |

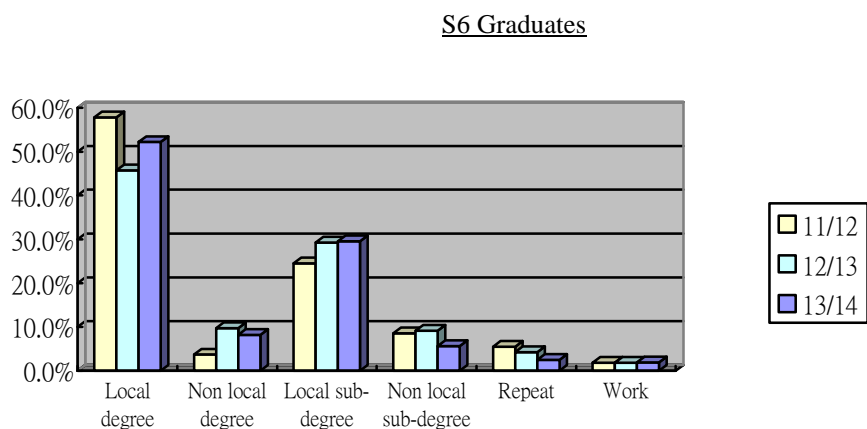
Major Concern 4: Strengthening School Administration, Management and Leadership

| Targets | Strategies | Evaluation |
|---|---|--|
| 4.1 Development in consensus and team spirit on commonly shared vision | <ul style="list-style-type: none"> Organizing staff retreat, school-review, self-reflection and team building activities Organizing staff professional development activities for building consensus on the commonly shared vision as well as the changes and innovations needed | <ul style="list-style-type: none"> Due to the tight schedule in the preparation of Comprehensive Review and school anniversary functions, there was a lack of time in organizing staff retreat and relevant activities. Instead of consensus building, there were pressure-release and recreational activities. Teachers found them enjoyable and effective in strengthening staff cohesion. It was recommended that such kinds of activities can be arranged in the coming years as a facilitation and starting point of team building and opportunity of vision sharing. |
| 4.2 Re-structure of organization framework and duty re-allocation | <ul style="list-style-type: none"> Re-framing organizational chart by simplifying, merging, clarifying responsibilities and representatives Re-allocating teachers' duties Re-allocating duties of supporting staff members by re-engineering the General Office | <ul style="list-style-type: none"> The organization chart was re-framed and further modified in the school year. With the revision of procedural manual, teachers found their duties clarified. Some teachers' duties were re-allocated but the balance of administrative duties and teaching duties should be further addressed and carefully handled. With the leaving of some supporting staff members, there were opportunities to re-engineer the General Office and re-allocate duties to meet the need of school administration. The re-engineering and re-allocation of duties would continue in the upcoming school year. |
| 4.3 Leadership enhancement for school effectiveness | <ul style="list-style-type: none"> Consolidating the Core Team to enhance group leadership & to gather critical mass to enhance the competencies of middle-managers for school changes Enhancing leadership of middle-managers by helping them to set up targets and expectations, and by promoting professional training Developing the monitoring practice in PIME cycle | <ul style="list-style-type: none"> With the implementation and smooth operation of SEDC in the past 2 years, the Core Team has been formed. It was expected that there should be an increase in efficiency and effectiveness in the Core Team in order to lead the change. Relevant enhancement was promoted through Subject Heads and KLA Committee (SHKLAC), Academic Committee (AC) and Student Development and Support Committee (SDSC). However, there was not enough relevant staff development and training. It was expected that middle-managers would attend relevant courses and training in the coming years. Through the administrative measurements in school administrative calendar and meetings of SHKLAC, AC and SDSC, the PIME cycles in subjects and committees were strengthened. |
| 4.4 Strengthening static management | <ul style="list-style-type: none"> Revising staff procedural manual to meet the need of the school and the new standard of DSS schools Consolidating and refining work calendars and manual for work description and standard specification for subject panels / units and teams | <ul style="list-style-type: none"> With the revision and distribution of staff procedural manual in the middle of the school year, the static management had been strengthened. Through clear administrative measurements in school administrative calendar and preparation of manuals in all subjects and some committees, relevant static management had been strengthened. It was expected that the comprehensiveness of subject manuals could be further improved. |
| 4.5 Strengthening human resources management | <ul style="list-style-type: none"> Revising and strengthening the enforcement of staff appraisal system Rewarding / recognizing high-performing staff members Facilitating staff collaboration | <ul style="list-style-type: none"> The staff appraisal system was reviewed and revised. It would be implemented in the coming school year. Some high-performing staff members were recognized and praised openly for their hard work and contribution. However, there was no rewarding system for high-performing staff members. It would be made possible after the effective implementation of the revised staff appraisal system. Staff collaboration in subject and student development was observed. |
| 4.6 Enhancing efficiency and effectiveness of school administration | <ul style="list-style-type: none"> Setting up electronic administration system | <ul style="list-style-type: none"> The electronic administrative system was set up successfully. Further modification would be expected for higher efficiency and effectiveness. |

E. Performance of Students

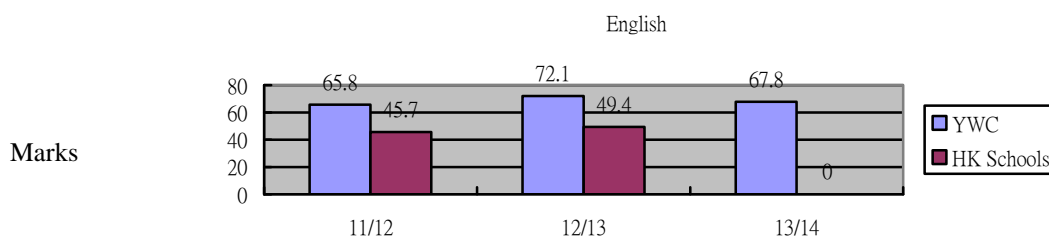
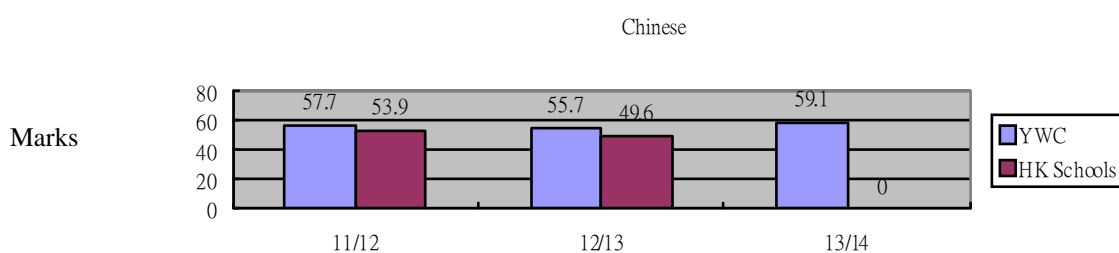
1. Graduates' Pathways

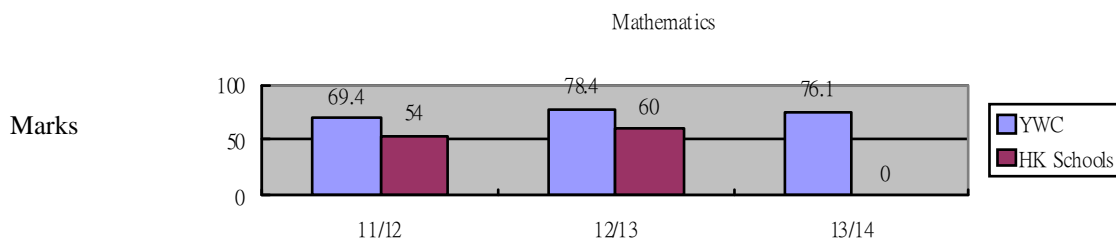
Most of our S6 graduates are offered degrees and sub-degrees, either local or overseas. In 2013-14, the rate was 95.6%.



2. HKAT (Pre-S1)

The average HKAT (Pre-S1) scores of our S1 students in the three core subjects were higher than the overall average of schools in Hong Kong for the 11/12 and 12/13 academic years. This indicates that our students are on a higher level and have the ability to achieve better performance. However, no figures have been provided for the HK Schools by EDB for the 13/14 academic year.





3. HKDSE Results

| | 11/12 | | 12/13 | | 13/14 | |
|---|--|-----------|--|-----------|--|-----------|
| | YWC | Territory | YWC | Territory | YWC | Territory |
| No. of students sitting the exam | 163 | 73074 | 164 | 81354 | 159 | 78401 |
| % of students fulfilling the minimum entrance requirements for degree education | 76.7% | 37.6% | 75.6% | 34.7% | 82.4% | 40.4% |
| % of students fulfilling the minimum entrance requirements for sub-degree education | 97.5% | 68.6% | 98.2% | 68.3% | 97.5% | 72.3% |
| % of students attaining Level 2 or above in English Language | 100% | 78.6% | 100% | 78.1% | 100% | 78.4% |
| % of students attaining Level 5 or above in English Language | 20.9% | 7.6% | 26.2% | 8.9% | 27.7% | 9.1% |
| % of students given offers of tertiary education | Over 90% | | Over 90% | | Over 95% | |
| Subjects with good percentages of Level 5+(5/5*/5**) that double or triple HK figures | Chinese Language English Language Mathematics Liberal Studies Biology Chemistry Chinese Literature | | Chinese Language English Language Mathematics Liberal Studies Economics Geography History Math (M1 – Calculus & Statistics) | | Chinese Language English Language Mathematics Liberal Studies Economics Geography History Physics | |

4. Student Participation in Inter-school Events and Uniform Groups

Over 70% of our students participated in inter-school events including the School Music Festival, the School Speech Festival and the inter-school sports events organised by the Hong Kong Schools Sports Federation.

More than 10.8% of our students participated in uniform groups including Boy Scouts and Hong Kong Red Cross in the year 13/14.

| Activities | 11/12 | 12/13 | 13/14 |
|----------------------------|-------|-------|-------|
| Inter-school sports events | 420 | 410 | 334 |
| Music Festival | 270 | 270 | 260 |
| School Speech Festival | 103 | 119 | 112 |
| Boy Scouts | 34 | 37 | 38 |
| Red Cross | 70 | 60 | 83 |

42 students were awarded Gold Certificate in voluntary work. Each of them served the community for more than 200 hours in the past year.

F. Student Support

1. Evangelistic Work

With the mission to bring our students to Christ, there are student fellowship, morning devotion and morning prayers in our school. Guests and ministers of Ying Wa Church are invited to deliver sermons in the evangelistic morning assemblies. In addition, the Gospel Week and the Gospel Camp are held every year so that our Lord Jesus Christ can be introduced to our students through various means.

The Gospel Week was held in November 2013. The programmes included evangelistic morning assemblies, gospel meetings, individual preaching and sermons. About 400 students decided to follow Christ and reconfirmed their faith.

The Summer Gospel Camp was held from 13 July to 16 July 2014 at Wu Kwai Sha Youth Village. In the camp, there were not only students of Ying Wa College, but also alumni of Ying Wa College and brothers and sisters from Ying Wa Church. It truly reflected the love among Christians in Ying Wa.

Some Ying Wa boys joined mission trips during the summer holiday in China, Middle Asia and India. They conducted a series of programmes for the local students there and introduced Christ to them.

We must express our gratitude to Rev. Dr. Cheng Yee Sum, Pastor-in-charge of Ying Wa Church, for serving Ying Wa as our College Chaplain. We also thank Mr. Yap See Kiang, Minister of Ying Wa Church, and many brothers and sisters of Ying Wa Church, for their great contribution to the Gospel Week, Gospel Camp, morning prayers and fellowship. May the Lord be glorified and His blessing be with us.

2. Cultural Exchange

In order to widen students' horizons and develop their potential, the school welcomed visitors, educationalists and musicians from Hong Kong and other countries to promote cultural exchange. Students also took part in different learning programmes outside Hong Kong. Below is a summary of the exchange programmes throughout the academic year:

| Activity | Organiser | Date | Destination | No. of Students |
|---|---|---------------|---------------------------|-----------------|
| Mainland Exchange Tour for Senior Secondary Students | Education Bureau | 21/04 – 25/04 | Hunan, China | 10 |
| Jeju Study Tour on Nature Conservation and Geographical Studies | Ying Wa College | 22/04 – 26/04 | Jeju, Korea | 48 |
| Guangzhou Sports Training Tour | HKCCCC Secondary School Principals' Association | 26/06 – 30/06 | Guangzhou, China | 10 |
| PTA Exchange Tour on School History & Ecological Studies | Parent Teacher Association, Ying Wa College | 28/06 – 02/07 | Malaysia | 16 |
| Arts Study Trip to Jingdezhen | Visual Arts Department, Ying Wa College | 28/06 – 03/07 | Jiangxi, China | 9 |
| National High School Science Camp 2014 | Hong Kong New Generation Cultural Association | 14/07 – 20/07 | Nanjing University, China | 10 |
| UNICEF Young Envoys Mission Trip | UNICEF | 21/07 – 25/07 | Laos | 1 |
| Student Ambassador Summer Mission Trip | ORBIS | 27/07 – 01/08 | Nepal | 2 |
| Mainland China-Taiwan-Hong Kong Handball Summer Camp | Hong Kong Handball Association | 10/08 – 15/08 | Guangzhou, China | 9 |
| Youth Leadership Development Scheme Exchange Tour | YMCA | 12/08 – 17/08 | Cambodia | 2 |

3. Training Camp

Apart from normal lessons and daily academic and non-academic curriculum, the school highly appreciates the training given to students in different training camps. The most important ones included:

| Name | Date | Venue | Target | Focus |
|---------------------------------------|-----------------------------|--------------------------------------|----------|--|
| S4 Leadership Training Camp | 31/3-2/4/2014 & 1/3/2013 | Sai Kung PLK Recreation Camp | S4 | Leadership skills Sense of responsibility |
| Joint School Leadership Training Camp | 23-25/7/2014 | PLK Pak Tam Chung Recreation Camp | S3,S4,S5 | Leadership training Collaboration and team work |
| S1 Training Camp | 15-16/8/2014 | College Campus | S1 | Morals Sense of belonging |

G. Inter-school Activities and Prizes 2013-2014

1. Hong Kong Schools Sports Competitions

| Event | Division | Grade position | | | Overall position |
|------------------|----------|----------------|---------|---------|------------------|
| | | A grade | B grade | C grade | |
| Athletics | Three | 1 | 2 | 3 | 1 |
| Badminton | One | 2 | 2 | 3 | 2 |
| Basketball | One | 2 | 2 | 3 | 2 |
| Cross-country | Two | 9 | 3 | 2 | 2 |
| Football | One | 1 | 5 | 6 | 3 |
| Handball | One | 1 | 2 | 5 | 2 |
| Indoor Rowing | One | 23 | 10 | / | 17 |
| Rugby Seven | Two | / | 2 | / | / |
| Swimming | One | 3 | 4 | 5 | 4 |
| Table Tennis | One | 1 | 5 | 5 | 4 |
| Volleyball | Two | 5 | 2 | 4 | 2 |
| Beach Volleyball | One | | | | 5 |
| Fencing | One | | | | 7 |
| Life-saving | One | | | | 4 |
| Squash | One | | | | W/O |
| Tennis | Two | | | | 6 |

The BOCHK Bauhinia Bowl Award

中銀香港紫荊盃

Boys Schools
男校組

Third
第三名

The BOCHK Bauhinia Bowl Award Outstanding Athlete Award

中銀香港紫荊盃傑出運動員獎項

Outstanding Football Player
最佳足球運動員

Cheng Siu Kwan 3C
鄭兆均

Outstanding Handball Player
最佳手球運動員

Chan Ming Yeung 6C
陳名揚

2. Results of Jing Ying and All Hong Kong Schools Competitions 2013-2014

Badminton 羽毛球

2.1 The BOCHK All Hong Kong Schools Badminton Championship

中銀香港全港學界羽毛球邀請賽

Junior Overall
初級組

Third
季軍

Basketball 籃球

2.2 All Hong Kong Schools Jing Ying Basketball Tournament

全港學界精英籃球賽

Boys Schools
男子組

Third
季軍

2.3 Panasonic All Hong Kong Schools Basketball Championship

Panasonic學界籃球邀請賽

Boys Schools
男子組

Second
亞軍

2.4 Inter-School Basketball Marathon

全港學界馬拉松籃球賽

Boys Schools

男子組

Outstanding Athlete Award

最有價值球員

Champion

冠軍

Lam Chung Kwong 6F

林俊光

Fencing 劍擊

2.5 All Hong Kong Schools Fencing Tournament

全港學界劍擊錦標賽

Boys C Sabre

男子丙組佩劍

Third

季軍

Chan Long Hei 3D

陳朗禧

Boys C Epee

男子丙組重劍

Second

亞軍

Li Fu Sing 1D

李富盛

Boys C Epee

男子丙組重劍

Third

季軍

Ho Hon Kiu 2D

何翰橋

Boys B Epee

男子乙組重劍

Champion

冠軍

Law Shiu Chung 4A

羅紹中

Boys Sabre Overall

男子佩劍團體

Second

亞軍

Football 足球

2.6 All Hong Kong Schools Jing Ying Football Tournament

全港學界精英足球賽

Boys Schools

男子組

Best Forward

最佳前鋒

Second

亞季

Liu Ho Wang 5G

廖浩弘

Handball 手球

2.7 All Hong Kong Schools Jing Ying Handball Tournament

全港學界精英手球賽

Boys Schools

男子組

Outstanding Athlete Award

最有價值球員

Champion

冠軍

Chan Tsz Long 6F

陳子朗

Indoor Rowing 室內划艇

2.8 All Hong Kong Schools Indoor Rowing Tournament

全港學界室內划艇錦標賽

Boys B 2000m

男子乙組二千米

Champion

冠軍

Lam Pak Wing 4A

林柏榮

Rugby 欖球

2.9 All Hong Kong Schools Rugby Seven Tournament

全港學界七人欖球賽

Grade B

乙組

Second

亞軍

Table Tennis 乒乓球

2.10 All Hong Kong Schools Jing Ying Table Tennis Tournament

全港學界精英乒乓球賽

Boys single

男子單打

Boys single

Third

季軍

Champion

Hung Wah Tak 4E

孔鐸德

Hung Ka Tak 1B

| | | | |
|--------------|----------|--------------|----|
| 男子單打 | 冠軍 | 孔嘉德 | |
| Boys Doubles | Champion | Hung Ka Tak | 1B |
| | | Hung Wah Tak | 4E |
| 男子雙打 | 冠軍 | 孔嘉德 | |
| | | 孔鏗德 | |

2.11 Youth Olympics Game 2014 青年奧運會 2014

| | | | |
|---------------|-------|-------------|----|
| Mixed Doubles | Third | Hung Ka Tak | 1B |
| 混合團體 | 季軍 | 孔嘉德 | |

3. Music

International Winter Festival 國際冬季音樂節

- 3.1 5th Winter Band Festival 國際冬季管樂節
Senior Band Contest/Gold Award 高級組管樂團/金獎 Gold
College Band 管樂團
- 3.2 4th Winter Choral Festival 國際冬季合唱節
Equal Voices (Open Class)/Gold Award Gold
男聲合唱 (公開組)/金獎
College Chamber Choir 合唱團
- 3.3 1st Winter Chinese Orchestra Festival 國際冬季中樂節
Chinese Orchestra Contest/Gold Award 中樂團/金獎 Gold
College Chinese Orchestra 中樂團

New Tune Chinese Music Contest 新聲盃中樂比賽

- 3.4 New Tune Chinese Music Contest - Bowed String Section First
「新聲盃」中樂合奏比賽(拉弦組)
College Erhu Ensemble 二胡小組
- 3.5 New Tune Chinese Music Contest - Chinese Orchestra (Senior Section) Second
「新聲盃」中樂合奏比賽(高級組)
College Chinese Orchestra 中樂團
- 3.6 New Tune Chinese Music Contest - Wind Percussion Section Third
「新聲盃」中樂合奏比賽(吹打組)
College Wind Percussion Ensemble 吹打小組

Hong Kong Schools Music Festival 香港學校音樂節

- 3.7 Brass Ensemble (Open) / Hong Kong Festival Wind Orchestra Trophy First
銅管樂合奏(公開組) / 香港節日管樂團獎杯
College Brass Ensemble 銅管小組
- 3.8 Church music (Oratorio) – S.A.T.B. Second
聖樂混聲四部合唱(神曲)
College Senior Mixed Choir 高級男女混聲合唱團
(with True Light Girls' College) 真光女書院
- 3.9 Intermediate Boys' Choir (Singing in English) Third
中級組男聲合唱(英文)
College Intermediate Choir 中級男聲合唱團
- 3.10 Flute Solo – Junior 長笛獨奏 (初級組) First
Pang King Hin 彭敬軒 1B
- 3.11 Tom Lee Music Prize for Woodwind Concerto / Tom Lee Music Trophy First
通利琴行木管樂協奏曲獎 / 通利琴行音樂獎杯
Lee Fu Shing 李富盛 1D
- 3.12 Original Composition (Open) 作曲 (公開組) First
Lau Shing Ho 劉承皓 4B

| | | |
|------|---|--------|
| 3.13 | Viola Solo – Intermediate 中提琴獨奏 (中級組) Wong Lok Hang Joshua 黃樂行 5F | First |
| 3.14 | Trombone Solo – Junior 長號獨奏 (初級組) Wong Yeung Chung Jeffrey 黃揚中 1B | First |
| 3.15 | Flute Solo – Junior 長笛獨奏 (初級組) Ling Wai Haang 凌煒桁 2B | Second |
| 3.16 | Saxophone Solo – Junior 薩克斯管獨奏 (初級組) Cheung Tik San 張滌新 1B | Second |
| 3.17 | Trumpet Solo – Junior 小號獨奏 (初級組) Wan Ho Chun 溫浩俊 4A | Second |
| 3.18 | Euphonium Solo – 上低音號獨奏 Leung Wilfred Wing-fai 梁永輝 3B | Second |
| 3.19 | Sheng Solo – Advanced 笙獨奏 (深造組) Ho Chun Sang 何雋笙 1C | Second |
| 3.20 | Violin Solo (Grade Seven) 小提琴獨奏 (第七級) Fung Cheuk Yin 馮卓賢 2B | Second |
| 3.21 | Trumpet Solo – Senior 小號獨奏 (高級組) Chan Chun Ping 陳璉坪 1A | Second |
| 3.22 | Vocal Solo – Singing in Foreign Language (Age 16 or under) 男聲獨唱 – 外文歌曲 (十六歲或以下) Yeung Chi Hang 楊知行 4B | Second |
| 3.23 | Vocal Solo – Singing in Foreign Language (Age 16 or under) 男聲獨唱 – 外文歌曲 (十六歲或以下) Hung Chun Ming 熊駿銘 3B | Second |
| 3.24 | Vocal Solo – Singing in Chinese (Age 16 or under) 男聲獨唱 – 中文歌曲 (十六歲或以下) Law Ho Wa Howard 羅浩華 4D | Second |
| 3.25 | Trumpet Solo – Junior 小號獨奏 (初級組) Tse Yat Hei Jeremy 謝逸希 1D | Third |
| 3.26 | Erhu Solo – Senior 二胡獨奏 (高級組) Ip Wing Ho 葉永浩 2B | Third |

| | | | | |
|------------------------------|-------------|-----------------------------|--------|-------|
| 3.27 Clarinet Solo – Senior | 單簧管獨奏 (高級組) | Lee Fu Shing | 李富盛 1D | Third |
| 3.28 Trumpet Solo – Junior | 小號獨奏 (初級組) | Wong Chun Hong | 黃俊康 4C | Third |
| 3.29 Trumpet Solo –Senior | 小號獨奏 (高級組) | Mak King Him Jerry | 麥敬謙 2A | Third |
| 3.30 Trombone Solo – Junior | 長號獨奏 (初級組) | Pedro arcanjo do nascimento | 侯希哲 1B | Third |
| 3.31 Piano Solo – Grade Five | 鋼琴獨奏 (第五級) | Wei Yen | 魏 焰 1B | Third |

Other Events 其他比賽

| | | | | |
|---|---------------------------------|----------------|--------|-------|
| 3.32 4th Kawai Asia Piano Competiti (Amateur Junior Group - Chopin Recital) | 第四屆 KAWAI 亞洲鋼琴大賽 – 少年組(業餘) 蕭邦專題 | Lian Tsung Wah | 梁崇華 3C | Final |
|---|---------------------------------|----------------|--------|-------|

(In addition, 60 students were awarded Merit Certificates or Proficiency Certificates)
(另有 60 位同學獲優良或良好獎狀)

4. Hong Kong Schools Speech Festival 香港學校朗誦節

Chinese Entries 中文部分

| | | |
|------|---|--------|
| 4.1 | Duo Verse Speaking in Cantonese 粵語二人朗誦 So Chak Kwan 蘇澤鈞 5A Fong Leon Lixin 方力行 5B | First |
| 4.2 | Lyrics Speaking in Cantonese 粵語歌詞朗誦 Hung Chun Ming 熊駿銘 3B | First |
| 4.3 | Solo Prose Speaking in Putonghua 普通話散文獨誦 Choi Ho Yin 蔡皓賢 3A | First |
| 4.4 | Choral Verse Speaking in Putonghua 普通話詩詞集誦 1A | First |
| 4.5 | Bible Speaking in Cantonese 粵語基督教經文朗誦 Hung Chun Ming 熊駿銘 3B | First |
| 4.6 | Solo Verse Speaking in Putonghua 普通話詩詞獨誦 Li King Man 李璟旻 1A | Second |
| 4.7 | Solo Verse Speaking in Putonghua 普通話詩詞獨誦 Cheung King Sang Jason 張敬生 1B | Second |
| 4.8 | Solo Prose Speaking in Putonghua 普通話散文獨誦 Lo Wai Chun 勞瑋浚 5C | Second |
| 4.9 | Solo Verse Speaking in Cantonese 粵語詩詞獨誦 Hung Chun Ming 熊駿銘 3B | Third |
| 4.10 | Solo Prose Speaking in Putonghua 普通話散文獨誦 Lui Long Yin 雷朗言 5B | Third |
| 4.11 | Duo Verse Speaking in Cantonese 粵語二人朗誦 Choi Ho Yin 蔡皓賢 3A Lam Sai Chak 林世澤 3B | Third |

(In addition, 28 students were awarded Merit Certificates or Proficiency Certificates)
(另有 28 位同學獲優良或良好獎狀)

English Entries 英文部分

| | | |
|------|---|--------|
| 4.12 | Solo Verse Speaking 英詩獨誦 Chan Chun Ping 陳進坪 1A | First |
| 4.13 | Solo Verse Speaking 英詩獨誦 Wei Yan 魏 焰 1B | First |
| 4.14 | Solo Verse Speaking 英詩獨誦 Lam Ernest Chun Ting 林晉廷 1C | Second |
| 4.15 | Solo Verse Speaking 英詩獨誦 Chan Chun Yin Hugo 陳俊彥 2A | Second |

| | | | |
|------|--|----------------------------|--------|
| 4.16 | Solo Verse Speaking 英詩獨誦 Lam Chun Ngai | 林峻毅 2A | Second |
| 4.17 | Solo Verse Speaking 英詩獨誦 Lok Wing Lai Benjamin | 駱穎禮 1E | Third |
| 4.18 | Solo Verse Speaking 英詩獨誦 Suen Brian Yat Man | 孫逸汶 2A | Third |
| 4.19 | Solo Verse Speaking 英詩獨誦 Wong Hong Yiu Adrian | 黃康堯 3A | Third |
| 4.20 | Solo Verse Speaking 英詩獨誦 Tang Lok Hin | 鄧諾軒 3E | Third |
| 4.21 | Public Speaking Team 小組演講 Lui Long Yin Lo Christopher Justin Wong Chi Him | 雷朗言 5B 羅樂恆 5C 黃智謙 5C | Second |

(In addition, 57 students were awarded Merit Certificates or Proficiency Certificates)
(另有 57 位同學獲優良或良好獎狀)

5. Academic Awards 學術獎項

5.1 International competitions and assessments for school 2014

國際聯校學科評估及比賽

Science in English 科學科 (英語)

Medal 獎牌

Chan Yu Sing 陳譽陞 4F

8 students were awarded higher distinction in Mathematics in English

3 students were awarded higher distinction in Science in English

3 students were awarded higher distinction in English

8 位同學於數學科 (英語) 獲高級優異

3 位同學於科學科 (英語) 獲高級優異

3 位同學於英文科獲高級優異

5.2 HKUST Dual Program

香港科技大學 中學/大學 雙修課程

Mathematics (Level 2) (Oct 2013 – Apr 2014)

Result: A-

Choi Wang Hei 蔡宏禧 3B

Mathematics (Level 1) (Apr 2013- May 2014)

Result: A+

Man Ryuichi 文龍一 2B

Result: A+

Wong Yik Wai 黃亦維 4F

Result: A

Cheng Wing Sun 鄭穎新 3B

Result: B

Au Yang Ho Yin 歐陽灝然 2B

Physics (Level 2) (Oct 2013 – Apr 2014)

Result: A-

Ma Yui Kwan 馬睿均 5C

Physics (Level 1) (Apr 2013- May 2014)

Result: B

Kong Chi To Christopher 江志道 3B

Chemistry (Level 1) (Apr 2013 – May 2014)

Result: B

Kan Yik Shun 簡翊淳 5D

5.3 HKPU Secondary School Mathematics and Science Competition 2014

香港理工大學 高中數理學科比賽 2014

Physics 物理

Medal 獎牌

Kelvin Lam 林奇寬 5C

Lee Sze Him 李思謙 5C

Chemistry 化學

Medal 獎牌

Kelvin Lam 林奇寬 5C

Wan Long Yin 溫朗然 5C

- | | | |
|-----------------------|-----|----|
| High Distinction 高級優異 | | |
| Chan Ho Ching | 陳浩正 | 5A |
| Yim King Long | 嚴敬朗 | 5A |
| Biology 生物 | | |
| Medal 獎牌 | | |
| Kelvin Lam | 林奇寬 | 5C |
| High Distinction 高級優異 | | |
| Chan Ho Ching | 陳浩正 | 5A |
| Wong Chun Wai | 王浚璋 | 5A |
- 5.4 International Junior Science Olympiad - Hong Kong Screening 2013
2013 國際初中科學奧林匹克 - 香港選拔賽
- | | | |
|------------------------------|-----|----|
| 1 st Honour (一等獎) | | |
| Cheng Wing Sun | 鄭穎新 | 3B |
| 2 nd Honour (二等獎) | | |
| Choi Wang Hei | 蔡宏禧 | 3B |
| 3 rd Honour (三等獎) | | |
| Cheung Wai Lok | 張煒樂 | 3A |
- 5.5 Choices - Charity Presentation Programme
- | | | |
|-----------------------------------|-----|----|
| Champion 冠軍 | | |
| Wong Yat Fung | 王溢鋒 | 3A |
| Champion and Best Speaker 冠軍及最佳講員 | | |
| Wu Kam Hung | 胡錦鴻 | 4D |
- 5.6 IGCSE Physics accelerated program and examination
IGCSE 物理加速課程及考試
- | | | |
|-----------------------|-----|----|
| Physics (May 2014) | | |
| Result: A* | | |
| Lee Matthew Sherray | 李敏碩 | 4E |
| Result: A | | |
| Wong Man Ho Herman | 黃民昊 | 4D |
| Chan Jeffery Yik Ming | 陳亦銘 | 4E |
| Leung Chun Hin | 梁俊軒 | 4E |
| Lo Pak Hin | 盧栢軒 | 4E |
| Result: B | | |
| Tang Michael | 鄧維高 | 4E |
- 5.7 2014 Hong Kong Science Outreach team
Good Performance in the "Capture Science" Video Competition
2014 香港大學科學外展隊主辦
中學生科學影片比賽 2014 優異獎
- | | | |
|-----------------------|-----|----|
| Ng Tsun Yin | 吳峻諺 | 1A |
| Lam Chun Ngai | 林峻毅 | 2A |
| Wong Issac Hiu Yeung | 王曉暘 | 2A |
| Lam Tsz Wang | 林祉宏 | 3A |
| Chui Ling Kit Marco | 崔凌傑 | 3A |
| Lee Chun Fai | 李鎮輝 | 3A |
| Lo Christopher Justin | 羅樂恆 | 5C |
| Lee Sze Him | 李思謙 | 5C |

5.8 2012-2013 EDB Web-based Learning Courses
教育局網上學習課程
Successfully pass phase 3 test and completed the course
成功考取第三階段測驗合格並完成課程

| | |
|---|---------------------|
| Earth Science (Chinese) Ho Tsz Lok | 地球科學 (中文) 何子樂 1B |
| Astronomy (Chinese) Fong Kai Hei | 天文學 (中文) 方啟希 1A |
| Astronomy (English) Chan Joel Ho Fung | 天文學 (英語) 陳可丰 2A |
| Mathematics (English) Cheng Wing Sun | 數學 (中文) 鄭穎新 3B |
| Palaeontology (English) Lam Chun Ngai | 古生物學 (英語) 林峻毅 2A |
| Palaeontology (Chinese) Chan Yin Leung Freeman | 古生物學 (中文) 陳彥良 2A |

5.9 School Nomination 2013-2014, Hong Kong Academy for Gifted Education
香港資優教育學院 2013-2014 學校提名入選名單

Mathematics Enhancement Programmes 卓越數學培訓

| | |
|----------------|---------|
| Lam Yik Ting | 林奕廷 2B |
| Man Ryuichi | 文龍一 2B |
| Au Yang Ho Yin | 歐陽灝然 2B |

Science Enhancement Programmes 卓越科學培訓

| | |
|---------------------|--------|
| Lin Yan Ki | 連恩祺 2A |
| Lee Matthew Sherray | 李敏碩 4C |
| Wan Chak Sam | 溫澤琛 4F |

Humanities Enhancement Programmes 卓越人文學科培訓

| | |
|-------------|--------|
| Choi Ho Yin | 蔡皓賢 3A |
| Law Yui Hin | 羅銳軒 4E |
| Wong Kar Ho | 王嘉豪 4F |

Leadership Enhancement Programmes 領導才能培訓

| | |
|--------------|--------|
| Leung Ho Hei | 梁顯熹 2B |
|--------------|--------|

5.10 Nomination through “Nurturing the Gifted Scheme” 2013-2014, Hong Kong Academy for Gifted Education
香港資優教育學院 2013-2014 以“尖子培育計劃”入選名單

Science Enhancement Programmes 卓越科學培訓

| | |
|----------------|--------|
| Cheng Wing Sun | 鄭穎新 3B |
|----------------|--------|

Mathematics Enhancement Programmes 卓越數學培訓

| | |
|--------------|--------|
| Chan Yu Sing | 陳譽陞 4F |
|--------------|--------|

5.11 Hong Kong Mathematics High-Achievers Selection Contest 2013-2014

香港青少年數學精英選拔賽 2013-2014

Group 團體: School Best-10 Prize

全港十佳學校獎

Individual 個人:

First Grade Prize 一等獎

Lam Chung Yin 林頌賢 3A

Poon Wing Hei Levi 潘詠曦 3A

Second Grade Prize 二等獎

Choi Wang Hei 蔡宏禧 3B

Wong Lap Him 黃立謙 3B

5.12 Pui Ching Invitational Mathematics Contest

培正數學邀請賽 2014

Individual 個人:

Bronze Award 銅獎

Tang Hong Ting 鄧匡廷 1B

Merit Prize 優異獎

Wong Ngai Chun 黃毅晉 1A

Kwok Chi Hang 郭知行 2A

Woo Siu Ting 胡紹廷 2B

Lam Chung Yin 林頌賢 3A

5.13 Hong Kong Mathematics Olympiad 香港數學競賽 2013-2014

Group 團體:

First Runner-up in Kowloon Region 2 (Heat Event)

九龍二區亞軍(初賽)

First-class Honour of Geometric Construction Section 幾何構圖一等榮譽獎

Individual 個人:

Third Class Honour 三等榮譽獎

Poon Wing Hei Levi 潘詠曦 3A

Lee Sze Him 李思謙 5C

5.14 Hong Kong & Macao Mathematical Olympiad Open Contest 2014

'HKMO Open' 港澳數學奧林匹克公開賽 2014

Group 團體:

Champion (Secondary Section) 中學團體總冠軍

Champion (Secondary One) 中學一年級團體冠軍

Champion (Secondary Two) 中學二年級團體冠軍

Champion (Secondary Three) 中學三年級團體冠軍

Individual 個人:

Gold Award 金獎

Chiu Long Him 趙朗謙 1A

Chu Cheuk Nam 朱倬楠 1A

Wong Ngai Chun 黃毅晉 1A

Tang Hong Ting 鄧匡廷 1B

Au Yang Ho Yin 歐陽灝然 2B

Man Ryuichi 文龍一 2B

Woo Siu Ting 胡紹廷 2B

Lam Chung Yin 林頌賢 3A

Poon Wing Hei Levi 潘詠曦 3A

Cheng Wing Sun 鄭穎新 3B

Choi Wang Hei 蔡宏禧 3B

Chan Yu Sing 陳譽陞 4F

Wong Yik Wai 黃亦維 4F

Silver Award 銀獎

Lau Sze Hang 柳思行 1A

Wong Yeung Chung 黃揚中 1B

Kwok Chi Hang 郭知行 2A

Leung Chung Hong 梁頌康 4F

Bronze Award 銅獎
Fung Wai Kit 馮偉傑 4F

5.15 Hong Kong Junior Mathematics Olympiad National Mathematical Forum for Youths
Demonstrate Problem-solving Fun Math Skills
2014 香港初中數學奧林匹克全國青少年數學論壇選拔賽 - 數學解題技能展示比賽

Individual 個人:

Second Grade Prize 二等獎

| | | |
|--------------------|------|----|
| Kwok Chi Hang | 郭知行 | 2A |
| Au Yang Ho Yin | 歐陽灝然 | 2B |
| Poon Wing Hei Levi | 潘詠曦 | 3B |
| Choi Wang Hei | 蔡宏禧 | 3B |

Third Grade Prize 三等獎

| | | |
|----------------|-----|----|
| Chu Cheuk Nam | 朱倬楠 | 1A |
| Wong Ngai Chun | 黃毅晉 | 1A |

5.16 Huaxiabei China National Mathematical Olympiad 2014 (Hong Kong Division)
華夏盃全國中小學數學奧林匹克邀請賽 2014 (香港賽區)

Group 團體:

Second Runner-up of Secondary Section 中學組團體總季軍

First Runner-up of Secondary One 中學一年級團體亞軍

Second Runner-up of Secondary Two 中學二年級團體季軍

Individual 個人:

First Grade Prize 一等獎

| | | |
|----------------|------|----|
| Chu Cheuk Nam | 朱倬楠 | 1A |
| Lam Tat Hin | 林達軒 | 1A |
| Wong Ngai Chun | 黃毅晉 | 1A |
| Puk Yan Hoi | 濮昕愷 | 1B |
| Tang Hong Ting | 鄧匡廷 | 1B |
| Kwok Chi Hang | 郭知行 | 2A |
| Au Yang Ho Yin | 歐陽灝然 | 2B |
| Man Ryuichi | 文龍一 | 2B |
| Woo Siu Ting | 胡紹廷 | 2B |

Second Grade Prize 二等獎

| | | |
|---------------|-----|----|
| Chiu Long Him | 趙朗謙 | 1A |
| Lau Sze Hang | 柳思行 | 1A |
| Wong Hin Kwan | 黃顯鈞 | 1B |
| Ching Tsz Ho | 程子浩 | 1C |
| Lau Tsz Yuen | 劉梓源 | 1D |
| Fu Shi Kuen | 傅仕權 | 2B |
| Ha Chun Kit | 夏駿傑 | 2C |

5.17 2013 Nanfang Cup International Mathematics Competition (Hong Kong Division)
2013 南方杯國際數學邀請賽(香港賽區)

Individual 個人:

Gold Award 金獎

| | | |
|--------------|-----|----|
| Wong Yik Wai | 黃亦維 | 4F |
|--------------|-----|----|

Merit Prize 優異獎

| | | |
|------------------|-----|----|
| Leung Chung Hong | 梁頌康 | 4F |
|------------------|-----|----|

5.18 STFA Seaward Woo College Super 24 Invitational Contest
順德聯誼總會胡兆熾中學 Super 24 邀請賽

Group 團體:

First Runner-up (Secondary Section) 中學組亞軍

Individual 個人:

First Runner-up 亞軍

| | | |
|---------------|-----|----|
| Kwok Chi Hang | 郭知行 | 2A |
|---------------|-----|----|

| | | | |
|------------------------|-----|----|--|
| Second Grade Prize 二等獎 | | | |
| Chan Chun Nok Bedco | 陳駿諾 | 2A | |
| Man Ryuichi | 文龍一 | 2B | |
| Chuk Yin Cheung | 祝彥章 | 2D | |
| Third Grade Prize 三等獎 | | | |
| Puk Yan Hoi | 濮昕愷 | 1B | |
| Li Ho Kan | 李灝勤 | 2A | |

5.19 Singapore and ASEAN Schools Mathematics Olympiads Trial 2014
新加坡數學競賽初賽 2014

Group 團體:

Champion (Secondary Section) 中學團體總冠軍
Champion (Secondary One) 中學一年級團體冠軍
Champion (Secondary Three) 中學三年級團體冠軍

Individual 個人:

Gold Award 金獎

| | | | |
|--------------------|-----|----|--|
| Chiu Long Him | 趙朗謙 | 1A | |
| Wong Ngai Chun | 黃毅晉 | 1A | |
| Tang Hong Ting | 鄧匡廷 | 1B | |
| Wong Hin Kwan | 黃顯鈞 | 1B | |
| Kwok Chi Hang | 郭知行 | 2A | |
| Fu Shi Kuen | 傅仕權 | 2B | |
| Ha Chun Kit | 夏駿傑 | 2B | |
| Lam Chung Yin | 林頌賢 | 3A | |
| Poon Wing Hei Levi | 潘詠曦 | 3A | |
| Cheng Wing Sun | 鄭穎新 | 3B | |
| Choi Wang Hei | 蔡宏禧 | 3B | |

Silver Award 銀獎

| | | | |
|----------------|------|----|--|
| Au Yang Ho Yin | 歐陽灝然 | 2B | |
|----------------|------|----|--|

5.20 The 19th National Hua Luo-geng Cup Mathematics Competition (Hong Kong Region)
第十九屆全國華羅庚金杯少年數學邀請賽(香港賽區)

Individual 個人:

First Grade Prize 一等獎

| | | | |
|-------------|-----|----|--|
| Man Ryuichi | 文龍一 | 2B | |
|-------------|-----|----|--|

Second Grade Prize 二等獎

| | | | |
|---------------|-----|----|--|
| Chiu Long Him | 趙朗謙 | 1A | |
|---------------|-----|----|--|

5.21 IMO Preliminary Selection Contest – Hong Kong 2014
國際數學奧林匹克香港區選拔競賽 2014

Individual 個人:

Bronze Award 銅獎

| | | | |
|---------------|-----|----|--|
| Lam Chung Yin | 林頌賢 | 3A | |
|---------------|-----|----|--|

5.22 Joint School Writing Competition: Senior Poem Competition

聯校徵文比賽：高中組新詩

| | | | |
|-----------|-----|----|-------|
| Lo Ho Wan | 羅浩雲 | 4D | First |
|-----------|-----|----|-------|

Joint School Writing Competition: Senior Poem Competition

聯校徵文比賽：高中組新詩

| | | | |
|----------------|-----|----|--------|
| Mong Chi Kwong | 蒙志光 | 5D | Second |
|----------------|-----|----|--------|

Joint School Writing Competition: Junior Prose Competition

聯校徵文比賽：初中組散文

| | | | |
|----------|----|----|--------|
| Wong Yat | 黃逸 | 2B | Second |
|----------|----|----|--------|

Joint School Writing Competition: Junior Poem Competition

聯校徵文比賽：初中組新詩

| | | | |
|--------------|-----|----|-------|
| Lee Chun Yin | 李濬彥 | 1B | Third |
|--------------|-----|----|-------|

- 5.23 The 39th Hong Kong Youth Cultural and Arts Competitions
 第 39 屆全港青年學藝比賽
 Impromptu Speech Contest 即席演講比賽
 Lo Kwun Ngai 盧冠毅 5D Distinction
- 5.24 The 16th Hong Kong Schools Putonghua Public Speaking Contest
 第十六屆全港中小學普通話演講比賽
 Silver Award 銀獎
 Chu Pui Lun 朱沛綸 4F
 Distinction 優異星獎
 Ho Shing Lok 何承樂 4E
 Distinction 優異星獎
 Choi Ho Yin 蔡皓賢 3B
 Distinction 優異星獎
 Au Yeung Ho Yin 歐陽灝然 2B
- 5.25 Hong Kong Schools Proper Cantonese Pronunciation Competition 2014
 學界粵語正音比賽 2014
 Overall Champion 總冠軍
 Kam Ho Wang 甘昊泓 6A
 Cheng Wai Tung 鄭煒東 5C
 Lee Sze Him 李思謙 5C
 Poon Chi Ngai 潘致毅 5C
 Lui Kwan Ting 雷鈞霆 4F
 Kwok Wai Yin 郭偉賢 4E
- 5.26 Chinese Culture Promotion Scheme 2014
 全港中華文化推廣活動 2014
 中學組古典詩詞文獨誦
 Chan Hiu Chi 陳曉智 2A Golden Award
 Golden Award
 Yeung Kin Yat 楊建一 2A Sliver Award
 中學組演講
 Cheung Ka Long 張家朗 1A Sliver Award
 Choi Ho Yin 蔡皓賢 3A Bronze Award
 Leung Ho Hei 梁顯熹 2B Distinction
 Au Yeung Ho Yin 歐陽灝然 2B Distinction
 中學組相聲
 Liu Zheng 劉正 4F Golden Award
 Hua Shuwen 華舒文 4F Golden Award
 中學組經典新詩
 Cheung Lok Tin 張樂天 1C Sliver Award
 中學組繞口令
 Yeung Kin Yat 楊建一 2A Sliver Award
 中學組自選誦材
 Ho Shing Lok 何承樂 4E Golden Award
 Chu Pui Lun 朱沛綸 4F Sliver Award
- 5.27 Hong Kong Mock Court Competition
 全港中學生模擬法庭比賽
 Case-filming Champion
 案件短片拍攝冠軍
 Poon Chi Ngai 潘致毅 5C
 Wong Ying Ho 黃英浩 5A
 Yan Kai Yin 甄啟然 5C
 Tse Ho Ming 謝浩明 5A
 Cheng Wai Tung 鄭煒東 5C
 Chu Pui Lun 朱沛綸 4F

| | | |
|---------------|-----|----|
| Tai Ka Chun | 戴嘉駿 | 4F |
| Tang Ho Yan | 鄧皓仁 | 4F |
| Law Yui Hin | 羅銳軒 | 4E |
| Tsui Ling Kit | 崔凌傑 | 3A |
| Lee Chun Fai | 李鎮輝 | 3A |
| Choi Ho Yin | 蔡皓賢 | 3A |
| Lam Sai Chak | 林世澤 | 3B |

5.28 The 13th Basic Law Cup Hong Kong Secondary School Debating Competition

第十三屆《基本法》多面體—全港中學生辯論賽（基本法盃）

Chinese Debate Team Kowloon District Second Runner-up

英華書院中文辯論隊 九龍區季軍

| | | |
|------------------|-----|----|
| Lo Kwun Ngai | 盧冠毅 | 5D |
| Chan Tsz Ho | 陳子豪 | 5B |
| Ho Shing Lok | 何承樂 | 4E |
| Law Yui Hin | 羅銳軒 | 4E |
| Lui Kwan Ting | 雷鈞霆 | 4F |
| Chong Yin Cheung | 莊彥章 | 4F |
| Chung Siu Long | 鍾兆朗 | 4D |
| Tsang Wai To | 曾偉濤 | 4D |
| Wong Man Ho | 黃民昊 | 4D |
| Chan Hiu Chi | 陳曉智 | 2A |

5.29 Ka Wah Cup Wenhui Post Chinese Writing Competition

嘉華盃文匯報 65 周年徵文比賽

| | | | |
|---------------|-----|----|-------------|
| Chan Chun Kit | 陳俊杰 | 4F | Distinction |
|---------------|-----|----|-------------|

5.30 The 1st Hong Kong Secondary School Group Discussion Competition

第一屆高論盃

| | | | |
|----------------|-----|----|-------------|
| Kwok Chun Yiu | 郭俊堯 | 6C | Distinction |
| Lo Cheuk Ki | 盧卓奇 | 6C | Distinction |
| Mak Chun Wai | 麥晉維 | 6C | Distinction |
| Cheng Wai Tat | 鄭偉達 | 6D | Distinction |
| Chan Yin Chong | 陳演聰 | 6A | Distinction |

5.31 Chinese Knowledge Competition of Teenager in China 2013

2013 全國青少年語言知識大賽

| | | | |
|----------------|-----|----|-------------------------|
| Cheung Lok Tin | 張樂天 | 2A | First-class Distinction |
| Chan Hiu Chi | 陳曉智 | 2A | First-class Distinction |

5.32 The 23rd Golden Mouth Speech and Writing Competition

第二十三屆「金口獎」兩文三語作文及演講比賽

| | | | |
|---------------|-----|----|-----------------|
| Tse Cheuk Yin | 謝卓賢 | 4F | First Runner-up |
| Lui Kwan Ting | 雷鈞霆 | 4F | Distinction |

6. Other Awards 其他獎項

6.1 ORBIS Student Ambassador Campaign

奧比斯學生大使運動

| | | | |
|---------------------|-----|----|----------|
| Chung Yat Long | 鍾一瑯 | 5B | Champion |
| Tse Yui Pok | 謝睿博 | 5B | |
| Hui Ming Ho Vincent | 許銘浩 | 5C | |
| Wong Chi Him | 黃智謙 | 5C | |
| Chu Tsz Chun Jeremy | 朱子進 | 5D | |
| Lou Kwun Ngai | 盧冠毅 | 5D | |
| Chow Chin Yeung | 周展楊 | 5G | |
| Ho Chung Hin | 何仲軒 | 5G | |

6.2 Sir Edward Youde Memorial Prizes 2013-2014

尤德爵士紀念獎 2012-2013

| | | |
|---------------|-----|----|
| Poon Chi Ngai | 潘致毅 | 5C |
| Ng Tsz Wai | 吳子唯 | 6C |

6.3 SCMP Student of the Year Awards 2013-2014

南華早報傑出學生選舉 2013-2014

Grand Prize Finalist 傑出整體表現獎決選生
Ng Tsz Wai 吳子唯 6C

Sports Prize Finalist 傑出運動表現獎決選生
Hung Wah Tak 孔鐸德 4E

6.4 Hong Kong Outstanding Students Selection 2013-2014

香港傑出學生選舉 2013-2014

Finalist 決選生

Best Performance Award in Written Test 筆試最佳表現獎

Ho Shing Lok 何承樂 4E

6.5 The 27th Hong Kong Special Administrative Region Outstanding Students Selection

第二十七屆香港特別行政區傑出學生選舉

Merit 優異獎

Yim King Long 嚴敬朗 5A

6.6 The 6th Kowloon District Outstanding Students Selection

第六屆九龍地域傑出學生

Distinction 優秀學生

Ho Shing Lok 何承樂 4E

6.7 Shamshuipo District Outstanding Student Award

深水埗區傑出學生獎

Senior Section 高中組

| | | | |
|---------------|-----|----|------------------|
| Ho Shing Lok | 何承樂 | 4E | High Distinction |
| Poon Chi Ngai | 潘致毅 | 5C | High Distinction |
| Hung Wah Tak | 孔鐸德 | 4E | Distinction |

Junior Section 初中組

| | | | |
|--------------|-----|----|------------------|
| Choi Ho Yin | 蔡皓賢 | 3A | High Distinction |
| Chan Hiu Chi | 陳曉智 | 2A | Distinction |

6.8 The Bank of Communications Charitable Foundation Scholarship for Secondary Students 2013

交通銀行慈善基金 2013 中學生獎學金

High Distinction 品學優異獎

| | | |
|----------------|-----|----|
| Poon Chi Ngai | 潘致毅 | 5C |
| Chan Yin Chung | 陳演聰 | 6A |

| | | |
|---------------|-----|----|
| Ng Chi Wai | 吳子唯 | 6C |
| Mak Chun Wai | 麥晉維 | 6C |
| Kwok Chun Yiu | 郭俊堯 | 6C |

Distinction 品學良好獎

| | | |
|---------------|-----|----|
| Ho Shing Lok | 何承樂 | 4E |
| Chan Ka Pong | 陳加邦 | 6B |
| Lo Cheuk Ki | 盧卓奇 | 6C |
| Cheng Wai Tat | 鄭偉達 | 6D |

Merit 品學俱備獎

| | | |
|----------------|-----|----|
| Chan Chin Wang | 陳展弘 | 6A |
|----------------|-----|----|

6.9 Sham Shui Po District Outstanding Young Persons Selection 2013

深水埗區傑出優秀青年選舉 2013

Outstanding Achievements Award 傑出成就獎

| | | |
|---------------|-----|----|
| Yim King Long | 嚴敬朗 | 5A |
|---------------|-----|----|

Outstanding Young Leaders Award 青年領袖獎

| | | |
|---------------|-----|----|
| Yim King Long | 嚴敬朗 | 5A |
| Ling Yao Man | 凌焜汶 | 6C |
| Cheng Wai Tat | 鄭偉達 | 6D |

Outstanding Volunteers Award 傑出義工獎

| | | |
|----------------|-----|----|
| Lou Kwun Ngai | 盧冠毅 | 5D |
| Yuen Cheuk Hin | 袁卓軒 | 6C |
| Yuen Yuk Ho | 阮旭昊 | 6F |

6.10 "Pursuing Excellence and Beyond" Young Leaders Award

「卓越今天，成就將來」青少年領袖獎勵計劃 青年領袖獎

| | | |
|--------------|-----|----|
| Ho Shing Lok | 何承樂 | 4E |
|--------------|-----|----|

6.11 The Kiwanis Community Service Award 2014

亞太同濟會社區服務獎 2014

| | | |
|--------------|-----|----|
| So Chak Kwan | 蘇澤鈞 | 5A |
|--------------|-----|----|

6.12 Future Leaders Summit Young Leaders Award 明日領袖高峰論壇 明日領袖獎

| | | |
|--------------------|-----|----|
| Liu Chun Yin | 廖進賢 | 3A |
| Chung Him Ching | 鍾謙呈 | 3B |
| Wong Man Ho Herman | 黃民昊 | 4D |
| Wang Shi Sheng | 王詩聖 | 4E |
| Lau Tsz Yeung | 劉子揚 | 5A |
| So Chak Kwan | 蘇澤鈞 | 5A |
| Chan Chin Wang | 陳展弘 | 6A |
| Chan Yin Chung | 陳演聰 | 6A |

6.13 Harvard Book Prize 2013

| | | |
|-----------------------|-----|----|
| Chan Ho Ching | 陳浩正 | 5A |
| Lo Christopher Justin | 羅樂恆 | 5C |
| Lou Kwun Ngai | 盧冠毅 | 5D |

6.14 The Hong Kong Chaoren Shamshuipo Clans Association Scholarship 2013

香港潮人深水埗同鄉會獎學金 2013-2014

| | | |
|-----------------|-----|----|
| Cheng Chi Shing | 鄭志城 | 3A |
|-----------------|-----|----|

6.15 The Eighth Hong Kong Cup Diplomacy Knowledge Contest

第八屆香港盃外交知識競賽

| | | | |
|-----------------|-----|----|-------|
| Cheng Chi Shing | 鄭志城 | 3A | Merit |
|-----------------|-----|----|-------|

Lau Yeuk Shan Sean 劉若山 3A
Fung Lap Tin 馮納天 4E
Lou Kwun Ngai 盧冠毅 5D

6.16 Grantham Uniformed Youth Groups Outstanding Service Award
葛量洪青少年制服團隊傑出服務獎
Red Cross 紅十字會

6.17 Outstanding Red Cross Youth Award 2013
傑出紅十字會青年會員 2013
Chan Ka Pong 陳加邦 6B

6.18 Community Youth Chest Charity Flowers Auction
環保為公益 花卉義賣籌款
Community Youth Club 公益少年團
Gold Award

6.19 The 25th Reading Carnival Booth Design Competition
第 25 屆閱讀嘉年華遊戲攤位比賽
Fung Lap Tin 馮納天 4E
Best Booth Design Award

7. Visual Arts and Drama Competition Awards 視覺藝術及戲劇獎項

- 7.1 2013 “Wen Yi Bei” Chinese Calligraphy Competition
深水埗文藝協會 2013 文藝盃”硬筆. 毛筆書法大賽
Merit 優秀賞
Chui Lok On 徐樂安 5G
- 7.2 The Art Ambassador of HKADC and Secondary Schools of HK 2014
香港藝術發展局校園藝術大使計劃 2014
Fong Hin Nam 徐樂安 5B
Ng Yan Cht 吳殷喆 5E
- 7.3 Book Mark Design Competition held by PTA & Art Club
書籤設計比賽 (家長教師會及美術學會)
Champion 冠軍
Lam Yuet Lai 林悅禮 3B
Frist Runner-up 亞軍
Lam Chun Ngai 林峻毅 2A
Second Runner-up 季軍
Lam Sai Chak 林世澤 3B
Merit 優秀獎
Tsoi Chun Fai 蔡俊輝 3D
Lam Tsz Wang 林祉宏 3B
Lee Chung Shun 李忠信 3B
- 7.4 “Star River” National Children’s Fine Arts Calligraphic & Photography Contest
“星星河”全國少年兒童美術書法攝影大賽
Golden 美術特等獎
Chu Kwan Ching 朱君正 3A
Tsoi Chun Fai 蔡俊輝 3D
Yuen King Ting Nazirite 袁敬庭 3E
Law Ho Wa Howard 羅浩華 4D
Tang Chin Hei 鄧展熙 5A
Cheng Wai Tat 鄭偉達 6D
First 美術壹等獎
Chiu Ho Him 趙顯謙 1A
Cheng Wang Chung 鄭宏中 1A
Cheung Ka Long 張家朗 1A
Lai Yanis Honi 黎逸謙 1A
Poon Chi Lam 潘致霖 1C
Ng Yik Lung 吳亦龍 1C
Ng Ping Him 吳秉謙 1D
Lam Ho Ron 林浩朗 1D
Or Tik Chun 柯迪俊 2A
Lam Chun Ngai 林峻毅 2A
Hui Chun Hei Nico 許俊熙 2A
Ho Yan Mong 何恩望 2A
Wong Lok Hang 王樂行 2A
Yip Tsz Yu 葉梓羽 2B
Leung Ho Hei 梁顯熹 2B
Chan Chi Chung 陳梓聰 2B
Yip Ho Lung 葉灝龍 2C
Law Parn 羅磐 2D
Chan Tsz Ho 陳子昊 2D
Wong Lok Hang 王樂行 3E
Fung Pak Hong 馮栢康 3C

| | | | |
|--------|---------------------------|-----|----|
| | Au Yui Man | 歐睿文 | 3C |
| | Lee Shun Hang | 李淳鏗 | 3A |
| | Cheng Wing Sun | 鄭穎新 | 3B |
| | Lam Yuet Lai Timothy | 林悅禮 | 3B |
| | Yau Tsun Hin | 丘浚軒 | 3B |
| | Lam Hei Yu Jonathan | 林希宇 | 4D |
| | Lo Shing Lok Sherlock | 盧成樂 | 4E |
| | Fong Leon Lixin | 方力行 | 5B |
| | Fong Hin Nam | 方顯楠 | 5B |
| | Chui Lok On | 徐樂安 | 5G |
| | Chan Ka Wing | 陳嘉穎 | 6D |
| Second | 美術貳等獎 | | |
| | Chiu Long Him | 趙朗謙 | 1A |
| | Leung Man Hoi | 梁文愷 | 1C |
| | Wong Ho Yan | 黃灝恩 | 1D |
| | Ng Pan Ip Gabriel | 吳品燁 | 1D |
| | Kwok Chi Hang | 郭知行 | 2A |
| | Chan Yin Leung Freeman | 陳彥良 | 2A |
| | Chan Joel Ho Fung | 陳可丰 | 2A |
| | Yu Chi Chun | 俞資俊 | 2B |
| | Ip Wing Ho | 葉永浩 | 2B |
| | Fung Cheuk Yin | 馮卓賢 | 2B |
| | Wong Kit Hay Eugene Felip | 黃傑曦 | 2C |
| | Leung Chi Chiu | 梁智昭 | 2C |
| | Poon Wing Hei Levi | 潘詠曦 | 3A |
| | Wong Man Ho | 黃文浩 | 3A |
| | Tan Tammy Hon Chuen | 譚漢銓 | 3B |
| | Leung Wai Lut | 梁煒律 | 3B |
| | Lam Sai Chak | 林世澤 | 3B |
| | Lai Hung Ching | 黎鴻靖 | 3B |
| | Kong Chi To | 江志道 | 3B |
| | Wan Yin Kiu | 尹彥喬 | 3C |
| | Lee Kin Hei | 李建羲 | 3C |
| | Kwan Chun To | 關雋陶 | 3C |
| | Chong Paak Shing Raymond | 莊珀丞 | 3C |
| | Fu Lok Hei | 傅樂曦 | 3C |
| | Yeung Ho Kiu | 楊可翹 | 3D |
| | Li Wing Ho | 李永濠 | 3D |
| | Lee Chee Wai | 李知為 | 3D |
| | Law Tsz Kin | 羅子健 | 5D |
| | Ng Yan Chit | 吳殷喆 | 5E |
| | Yip Tsz Chun | 葉子俊 | 5G |
| | Lee Kei Yau | 李紀佑 | 5G |
| Third | 美術叁等獎 | | |
| | Chu Cheuk Nam | 朱倬楠 | 1A |
| | Chan Sheung Yin | 陳尚然 | 1A |
| | Cheung Chun Yi | 張晉怡 | 1B |
| | Ho Tze Lok | 何子樂 | 1B |
| | Ho Tsz Lok | 何子樂 | 1B |
| | Fung Tsun Sing | 馮峻星 | 1C |
| | Ho Chun Sang | 何雋笙 | 1C |
| | Wong Lok Kwun | 黃諾觀 | 1C |
| | Wong Yin Kam | 黃彥淦 | 1C |

| | | | |
|-------|-------------------|-----|----|
| | Yu Tin Long | 俞天朗 | 1C |
| | Li Ho Kan | 李灝勤 | 2A |
| | Leung Chun Ho | 梁竣豪 | 2B |
| | Chao Ming Sum | 曹銘心 | 2B |
| | Tang Pok Him | 鄧博謙 | 2D |
| | Lau Pok Lam | 劉博霖 | 2E |
| | Tse Chin Kiu | 謝展僑 | 3A |
| | Choi Wang Hei | 蔡宏禧 | 3B |
| | Chow Hau Yin | 周孝彥 | 3B |
| | Chan Chi Man | 陳志泯 | 3B |
| | Leung Yik Hong | 梁弈匡 | 3B |
| | Kwan Ho Yin | 關浩然 | 3C |
| | Kan Pok Shing | 簡泊成 | 3C |
| | Lau Kai Ho | 劉啟豪 | 5E |
| Merit | 美術優秀獎 | | |
| | Yeung Hoi Tung | 楊海東 | 1A |
| | Chau Wang Hei | 周泓曦 | 1A |
| | Chan Yu Yeung | 陳譽洋 | 1C |
| | Chan Ka Yu | 陳家裕 | 2A |
| | Wong King Ho | 黃敬濤 | 2B |
| | Tso Hong | 曹滙 | 2C |
| | Wong Max Sau Wang | 黃守宏 | 3C |
| | So Chak Nam Linux | 蘇澤楠 | 3D |
| | Law Tsz Ho | 羅梓濠 | 5F |

7.5 China- Japan International Fine Arts Competition

32 回中國日本國際書畫大賽

Sliver 銀

| | | | |
|--|---------------|-----|----|
| | Fong Hin Nam | 方顯楠 | 5B |
| | Chui Lok On | 徐樂安 | 5G |
| | Yip Tsz Chun | 葉子俊 | 5G |
| | Ng Yan Chit | 吳殷喆 | 5E |
| | Chan Ka W'ing | 陳嘉穎 | 6D |
| | Cheng Wai Tat | 鄭偉達 | 6D |

Bronze 銅

| | | | |
|--|----------------|-----|----|
| | Poon Chi Lam | 潘致霖 | 1C |
| | Leung Man Hoi | 梁文愷 | 1C |
| | Chow Hau Yin | 周孝彥 | 3B |
| | Kong Chi To | 江志道 | 3B |
| | Lai Hung Ching | 黎鴻靖 | 3B |
| | Tang Chi Hei | 鄧展熙 | 5A |
| | Law Tsz Kin | 羅子健 | 5D |
| | Lau Kai Ho | 劉啟豪 | 5E |

Merit 優秀

| | | | |
|--|---------------|-----|----|
| | Ng Tsun Yin | 吳峻諺 | 1A |
| | Chan Ka Yu | 陳家裕 | 2A |
| | Chan Ho Fung | 陳可丰 | 2A |
| | Leung Chun Ho | 梁竣豪 | 2B |
| | Chan Chi Man | 陳志泯 | 3B |
| | Choi Wang Hei | 蔡宏禧 | 3B |

7.6 School Drama Festival (Secondary School Cantonese Group) 2012-2013

香港學校戲劇節 (中學廣東話組) 2012-2013

Award for Outstanding Actor 傑出演員獎

| | | |
|--|-----|----|
| Yeung Chi hang | 楊知行 | 4B |
| Award for Outstanding Stage Effect 傑出舞台效果獎 | | |
| Chan Bowie | 陳摯諾 | 1C |
| Ho Chun Sang | 何雋笙 | 1C |
| Kwok Yiu Yat | 郭曜日 | 1C |
| Lee Malik Sherray | 李敏誠 | 1C |
| Leung Man Hoi | 梁文愷 | 1C |
| Tang Kei Yin | 鄧已然 | 1C |
| Tse Ching Yin | 謝正彥 | 1C |
| Tse Man Ki | 謝旻岐 | 1C |
| Yu Tin Long | 俞天朗 | 1C |
| Li Yuk Lam | 李育林 | 1E |
| Lui Siu Tung | 呂兆東 | 1E |
| Lam Chun Yin | 林俊賢 | 1E |
| Wong Wan Hang | 黃允恆 | 1E |
| Wong King Hei | 黃景熹 | 3A |
| Wong Yat Fung | 王溢鋒 | 3A |
| Lee Marcus Sherry | 李敏宣 | 3A |
| Fung Pak Hong | 馮柏康 | 3C |
| So Kwun Wai | 蘇冠維 | 3C |
| Wan Ho Chun | 溫浩俊 | 4A |
| Hui Chi Yui | 許智銳 | 4B |
| Ma Ka Wai | 馬家維 | 4B |
| Lam Hei Yu | 林希宇 | 4D |
| Lo Chiu Wing | 盧昭榮 | 4F |
| Fong Hin Nam | 方顯楠 | 5B |
| Lau Kai Ho | 劉啟豪 | 5E |
| Ng Yan Chit | 吳殷喆 | 5E |
| Tai Shi Kit | 戴士傑 | 5E |
| Leung Ho Yan | 梁浩恩 | 5D |
| Lee Kei Yau | 李紀佑 | 5G |
| Yip Tsz Chun | 葉子俊 | 5G |
| Award for Outstanding Cooperation 傑出合作獎 | | |
| Chan Bowie | 陳摯諾 | 1C |
| Ho Chun Sang | 何雋笙 | 1C |
| Kwok Yiu Yat | 郭曜日 | 1C |
| Lee Malik Sherray | 李敏誠 | 1C |
| Leung Man Hoi | 梁文愷 | 1C |
| Tang Kei Yin | 鄧已然 | 1C |
| Tse Ching Yin | 謝正彥 | 1C |
| Tse Man Ki | 謝旻岐 | 1C |
| Yu Tin Long | 俞天朗 | 1C |
| Li Yuk Lam | 李育林 | 1E |
| Lui Siu Tung | 呂兆東 | 1E |
| Lam Chun Yin | 林俊賢 | 1E |
| Wong Wan Hang | 黃允恆 | 1E |
| Wong King Hei | 黃景熹 | 3A |
| Wong Yat Fung | 王溢鋒 | 3A |
| Lee Marcus Sherry | 李敏宣 | 3A |
| Fung Pak Hong | 馮柏康 | 3C |
| So Kwun Wai | 蘇冠維 | 3C |
| Wan Ho Chun | 溫浩俊 | 4A |
| Hui Chi Yui | 許智銳 | 4B |

| | | |
|--------------|-----|----|
| Ma Ka Wai | 馬家維 | 4B |
| Lam Hei Yu | 林希宇 | 4D |
| Lo Chiu Wing | 盧昭榮 | 4F |
| Fong Hin Nam | 方顯楠 | 5B |
| Lau Kai Ho | 劉啟豪 | 5E |
| Ng Yan Chit | 吳殷喆 | 5E |
| Tai Shi Kit | 戴士傑 | 5E |
| Leung Ho Yan | 梁浩恩 | 5D |
| Lee Kei Yau | 李紀佑 | 5G |
| Yip Tsz Chun | 葉子俊 | 5G |

8. Ying Wa Scholarship for DSS students

8.1 Academic

| | | |
|----------------|-----|----|
| Chan Ho Tin | 陳浩田 | 1B |
| Ho Tsz Lok | 何子樂 | 1B |
| Li Ho Kan | 李灝勤 | 2A |
| Leung Ho Hei | 梁顯熹 | 2B |
| Lee Chung Shun | 李忠信 | 3B |
| Woo Ho Yin | 吳浩賢 | 3B |
| Ho Shing Lok | 何承樂 | 4E |
| Wong Yik Wai | 黃亦維 | 4F |
| Yung Wai Yin | 容煒然 | 4F |
| Law Kai Hong | 羅啟康 | 5C |
| Poon Chi Ngai | 潘致毅 | 5C |
| Mak Chun Wai | 麥晉維 | 6C |
| Ng Tsz Wai | 吳子維 | 6C |

8.2 Sports

| | | |
|------------------|-----|----|
| Hung Ka Tak | 孔嘉德 | 1B |
| Lok Wing Lai | 駱穎禮 | 1E |
| Suen Ho Yan | 孫灝昕 | 2E |
| Chong Paak Shing | 莊珀丞 | 3C |
| Lee Chun Lai | 李俊禮 | 3C |
| Chong Paak Yee | 莊珀而 | 3D |
| Ho Chik Hin | 何直軒 | 3E |
| Man Wai Sum | 文偉森 | 4A |
| Lam Pak Wing | 林柏榮 | 4A |
| Lau Chun Hei | 劉駿浹 | 4C |
| Hung Wah Tak | 孔鐸德 | 4E |
| Lam Lok Hin | 林樂軒 | 5F |
| Liu Ho Wang | 廖浩弘 | 5G |
| Chan Kwan Ho | 陳君浩 | 6D |
| Li Kuen Yui | 李權叻 | 6D |

8.3 Music

| | | |
|-----------------------------|-----|----|
| Arcanjo Do Nascimento Pedro | 侯希哲 | 1B |
| Wong Yeung Chung | 黃揚中 | 1B |
| Mak King Him | 麥敬謙 | 2A |
| Wong Yat | 黃逸 | 1B |
| Chan Ho Sing | 陳浩升 | 3A |
| Chu Kwan Ching | 朱君正 | 3A |
| Wong Nok Hang | 黃諾恒 | 4E |
| Wong Yik Wai | 黃亦維 | 4F |
| Hui Ming Ho | 許銘浩 | 5C |
| Wong Chi Him | 黃智謙 | 5C |
| Lam Cheuk Hin | 林卓軒 | 6B |
| Yuen Cho Kau | 袁楚構 | 6G |

Ying Wa College
Report on Using the Capacity Enhancement Grant (CEG) 2013–2014

| Departments and Areas of Concern (Enhancing students' language proficiency) | Plans and Strategies | Evaluation | Expenditure |
|--|---|---|----------------------|
| Department of Chinese | To employ one full-time Chinese teacher to help create a language-rich environment in the school | The Chinese teacher took up 3 full / split classes of Chinese and helped to run a variety of language activities to enrich the language environment of the school. Students' participation and achievements in various school-based and inter-school Chinese learning activities and competitions were good examples to show the increasing interest and improving capability of students in the mastery of the language. | \$ 293,390.99 |
| Department of English | To employ one more full-time Native English Teachers (NET) to help create a language-rich environment in the school | The NET took up 1 full and 1 split classes of English and helped to run a variety of language activities to enrich the language environment of the school. The popularity of English Corner was a good example to show the increasing interest and improving capability of students in the mastery of the language. | \$ 339,117.75 |
| | | Total : | \$ 632,508.74 |

Income:

| | | |
|--|---|--------------------|
| Capacity Enhancement Grant for the academic year 2013-2014 | : | \$ 626,958.00 |
| Top-up fund from non-government fund | | <u>\$ 5,550.74</u> |
| Total | : | \$ 632,508.74 |

| | | |
|-------------------------------|--|-----------------|
| Less Expenditure for the year | | \$ (632,508.74) |
|-------------------------------|--|-----------------|

| | | |
|---|---|---------|
| Deficit for the academic year 2013-2014 | : | \$ 0.00 |
|---|---|---------|

School-based After-school Learning and Support Programmes 2013/14 s.y.

School-based Grant - Programme Report

Name of School: Ying Wa College

Project Coordinator: Mak Tak Cheung

Contact Telephone No.: 2336 8838

A. The number of students (count by heads) benefitted under this programme is 29 (including A. 8 CSSA recipients, B. 21 SFAS full-grant recipients and C. under school's discretionary quota).

B. Information on Activities under the Programme

| *Name / Type of activity | Actual no. of participating eligible students # | | | Average attendance rate | Period/Date activity held | Actual expenses (\$) | Method(s) of evaluation (e.g. test, questionnaire, etc) | Name of partner/ service provider (if applicable) | Remarks if any (e.g. students' learning and affective outcome) |
|--|---|-----|---|-------------------------|---------------------------|----------------------|---|---|--|
| | A | B | C | | | | | | |
| Music Instrumental Class | 3 | | | 80% | Sept 2013 – June 2014 | 7,360 | Test, observations by instructors | - | - |
| Training Camp | 5 | 17 | | 100% | Aug 2013 & Mar 2014 | 12,090 | Observations & Feedback by Teachers | - | - |
| Tutorial Class | | 4 | | 80% | Sept 2013 – June 2014 | 4,330 | Academic Advancement in Exam | - | - |
| | | | | | | | | | |
| Total no. of activities: <u>3</u> | | | | | | | | | |
| @No. of participation counts | 294 | 856 | - | | | | | | |
| *Total no. of participation counts | 1,150 | | | | Total Expenses | 23,780 | | | |

Note:

* Name/type of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Participation count: refers to the aggregate no. of benefitted students participating in each activity listed above.

** Total no. of participation count: the aggregate of (A) + (B) + (C)

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the 10% discretionary quota (C).

C. Project Effectiveness

In general, how would you rate the achievements of the activities conducted to the benefitted eligible students?

| Please put a “✓” against the most appropriate box. | Improved | | | No Change | Declining | Not Applicable |
|--|-------------|----------|--------|-----------|-----------|----------------|
| | Significant | Moderate | Slight | | | |
| Learning Effectiveness | | | | | | |
| a) Students’ motivation for learning | | ✓ | | | | |
| b) Students’ study skills | | | ✓ | | | |
| c) Students’ academic achievement | | | ✓ | | | |
| d) Students’ learning experience outside classroom | ✓ | | | | | |
| e) Your overall view on students’ learning effectiveness | | ✓ | | | | |
| Personal and Social Development | | | | | | |
| f) Students’ self-esteem | | ✓ | | | | |
| g) Students’ self-management skills | | ✓ | | | | |
| h) Students’ social skills | ✓ | | | | | |
| i) Students’ interpersonal skills | ✓ | | | | | |
| j) Students’ cooperativeness with others | | ✓ | | | | |
| k) Students’ attitudes toward schooling | ✓ | | | | | |
| l) Students’ outlook on life | | ✓ | | | | |
| m) Your overall view on students’ personal and social development | | ✓ | | | | |
| Community Involvement | | | | | | |
| n) Students’ participation in extracurricular and voluntary activities | | ✓ | | | | |
| o) Students’ sense of belonging | ✓ | | | | | |
| p) Students’ understanding on the community | ✓ | | | | | |
| q) Your overall view on students’ community involvement | | ✓ | | | | |

D. Comments on the project conducted

Problems/difficulties encountered when implementing the project

(You may tick more than one box)

- unable to identify the eligible students (i.e., students receiving CSSA, SFAS full grant);
- difficult to decide on the 10% discretionary quota;
- eligible students unwilling to join the programmes;
- the quality of service provided by partner/service provider not satisfactory;
- tutors inexperienced and student management skills unsatisfactory;
- the amount of administrative work leads to apparent increase on teachers' workload;
- complicated to fulfill the requirements for handling funds disbursed by EDB;
- the reporting requirements too complicated and time-consuming;
- Others (Please specify): _____

E. Do you have any feedback from students and their parents? Are they satisfied with the service provided? (optional)

Ying Wa College

Audited Financial Summary for year ended 31.8.2013

| | Government Funds | Non-Government Funds |
|---|---|-------------------------|
| INCOME (in terms of percentages of the annual overall income) | | |
| DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools) | 80.81% | N.A. |
| School Fees | N.A. | 7.77% |
| Donations, if any | N.A. | 1.35% |
| Other Income, if any | N.A. | 10.07% |
| Total | 80.81% | 19.19% |
| EXPENDITURE (in terms of percentages of the annual overall expenditure) | | |
| Staff Remuneration | 81.97% | |
| Operational Expenses (including those for Learning and Teaching) | 9.08% | |
| Fee Remission / Scholarship ¹ | 1.10% | |
| Repairs and Maintenance | 2.38% | |
| Depreciation | 1.39% | |
| Miscellaneous | 4.08% | |
| Total | 100% | |
| Surplus for the School Year [#] | 0.5496 months of the annual expenditure | |
| Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year [#] | 2.57 months of the annual expenditure | |
| [#] in terms of equivalent months of annual overall expenditure | | |

Details of expenditure for large-scale capital works, if any

¹ The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements (Put a "✓" where appropriate).