

School Report 2009-2010

Vision

We hope all our graduates, in addition to achieving value-added academic performance, will develop a well-balanced character and value systems compatible with Catholicism.

School Mission Statement

We follow our school motto 'Ora et Labora (Pray and Work)': we encourage our students to do their best in academic pursuits and glorify the Creator with their work.

We provide students with quality education which prepares them to become citizens with independent thinking and full social awareness in order to play a positive role in the ever-changing world.

Bilingualism is an important objective of the college. Through enhancement of knowledge and basic skills in English and Chinese, students will become better able to face the cultural diversity and challenges of Hong Kong.

1 Our School

1.1 Brief Introduction

Shung Tak Catholic English College is an aided secondary school in Yuen Long sponsored by the Catholic Diocese of Hong Kong. The old school campus was situated in Shui Pin Tsuen, Yuen Long, and was relocated to the present premises in Hung Shui Kiu in 1992. Co-educational since its founding in 1958, the school is now operating 29 classes, from S.1 to S.7, with approximately 1200 pupils, aged 11-19.

For the academic year 2009-2010, the school is preparing S.5 –S.7 students for the Hong Kong Certificate of Education Examinations and Hong Kong Advanced Level Examinations; and S.1 to S. 4 students for the Hong Kong Diploma of Secondary Education (HKDSE) Examination. The first cohort of student under the HKDSE will have their examinations in 2012.

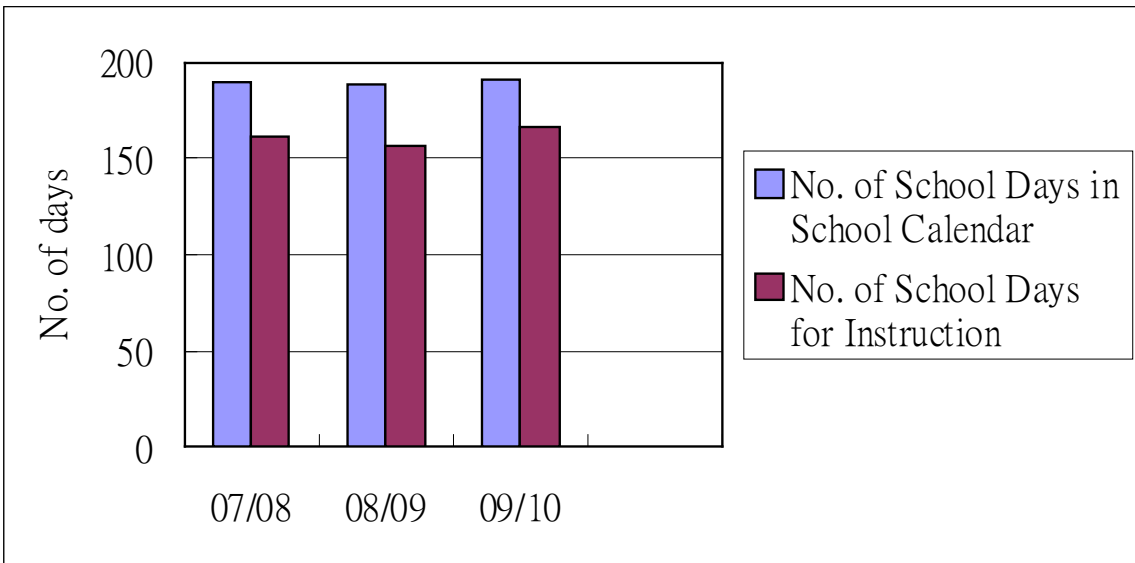
Shung Tak is a highly sought after school as it offers education in the medium of English which sets it far apart from its neighbours. The school's Catholic background strengthens the discipline and character of its students. The motto 'Ora et Labora' (Pray and Work) is part of the life of every Shungtakian, past and present.

1.2 School Management

Our school joined the School Management Initiative Scheme in 1996 to implement school-based management. The SMC then strongly believed that such a revamp of the school management would certainly enable the SMC to hear more opinions on school improvement and empower the school administration to formulate initiatives to enhance students' learning outcomes. The Board consists of not only representatives from the sponsoring body but has members that represent all stakeholders of the College.

Year of Membership	Sponsoring Body Representatives	Principal	Parent	Teacher	Alumni	Independent
07/08	4	1	1	1	1	2
08/09	3	1	1	1	1	2
09/10	3	1	1	1	1	2

1.3 Number of Active School Days



2 Our Students

2.1 Class Organization

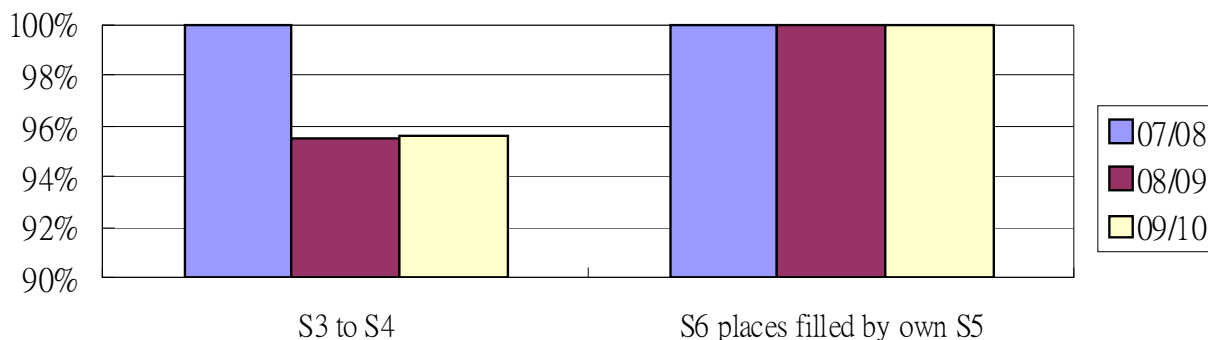
The following table shows the class structure and the number of students in each level in the school year 2009-10.

Each of the levels from Secondary One to Three and Five were divided into 5 classes, namely J, L, M, P and S with the exception of Secondary 4 which was divided into 6 groups. At the secondary four level, the additional class was called 4T. The letters of the class represented justice, love, mercy, peace, spirituality and talentum. These traits were incorporated into the teachings of the school and the Religious Education Department placed particular emphasis on these principles.

Level	S1	S2	S3	S4	S5	S6	S7	Total
No. of Classes	5	5	5	5	5	2	2	29
Boys	78	84	88	76	76	22	24	448
Girls	113	120	115	137	133	42	39	699
Total Enrolment	191	204	203	213	209	64	63	1147

2.2 Students' Promotion

In the past three years, all S.6 and S.4 places were filled by our own S.5 graduates and S.3 students respectively. A very small number of S.3 students were retained for unsatisfactory academic performance.

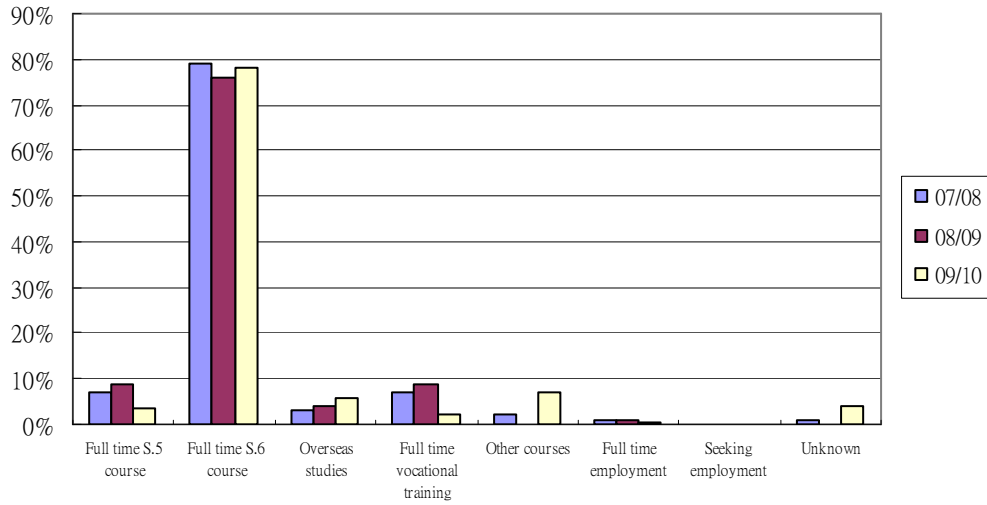


2.3 Unfilled Places

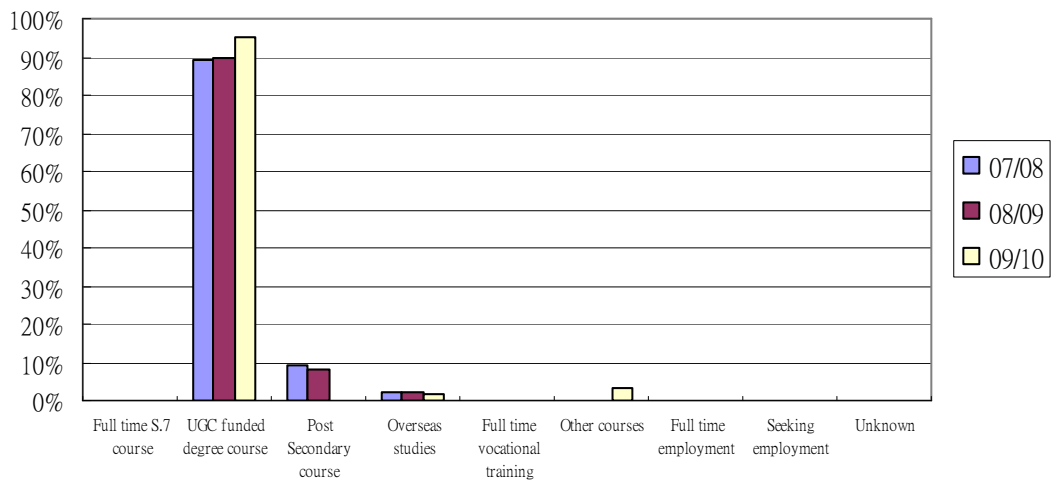
Our school has an excellent reputation and is a highly sought-after secondary schools in the Yuen Long and Tin Shui Wai areas. There was about six hundred primary six students applying for our S.1 discretionary place.

2.4 Destination of Exit Students, including early exits

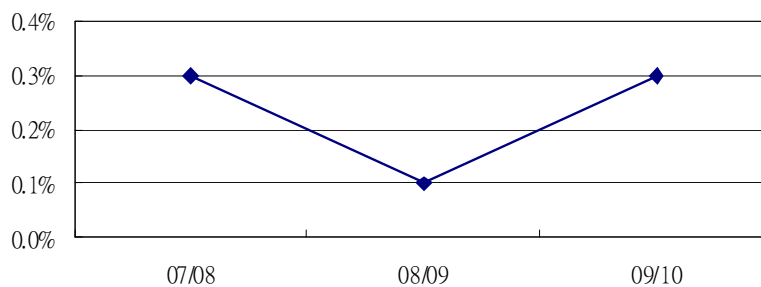
Pursuits of Secondary 5 Graduates



Pursuits of Secondary 7 Graduates

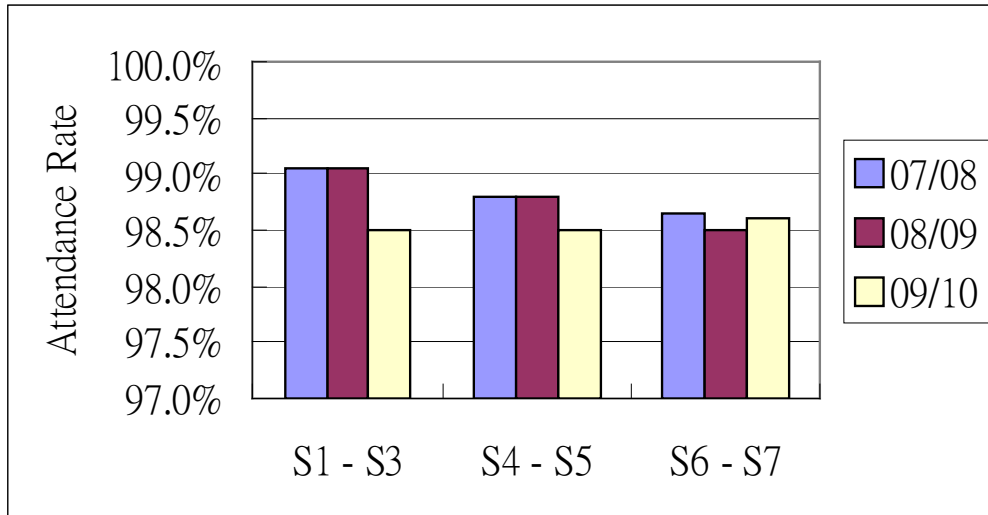


Percentages of student early exit in the past three years



2.5 Student Attendance

Our student attendance rate is high as the school places special emphasis on this. Failure to meet minimum attendance rate may result in students not being able to participate in examinations. The average attendance rate for the past 3 years is 98.5%.



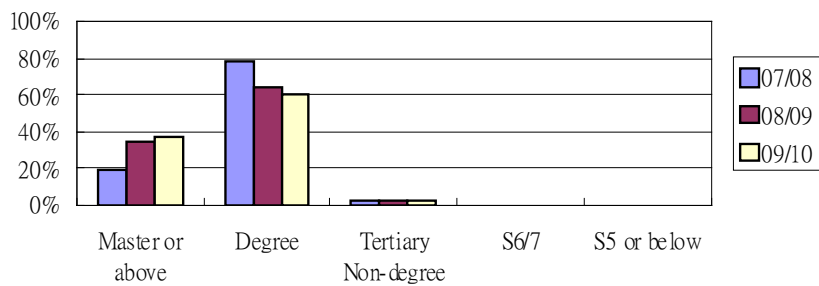
3 Our Teachers

3.1 Qualifications of Teachers

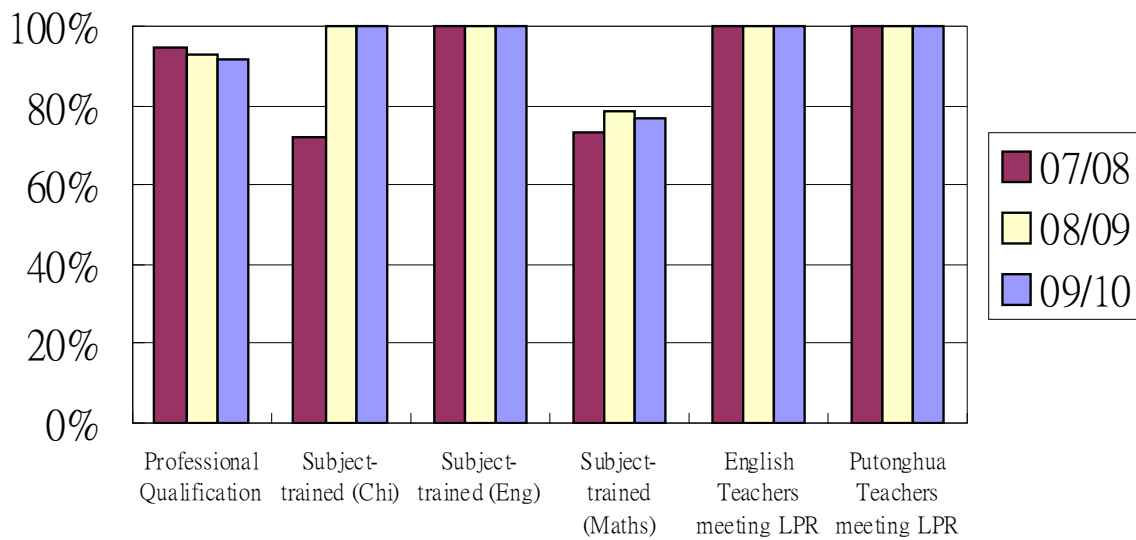
Number of teachers:

School Year	2007-2008	2008-2009	2009-2010
Number of Teachers	59	59	56

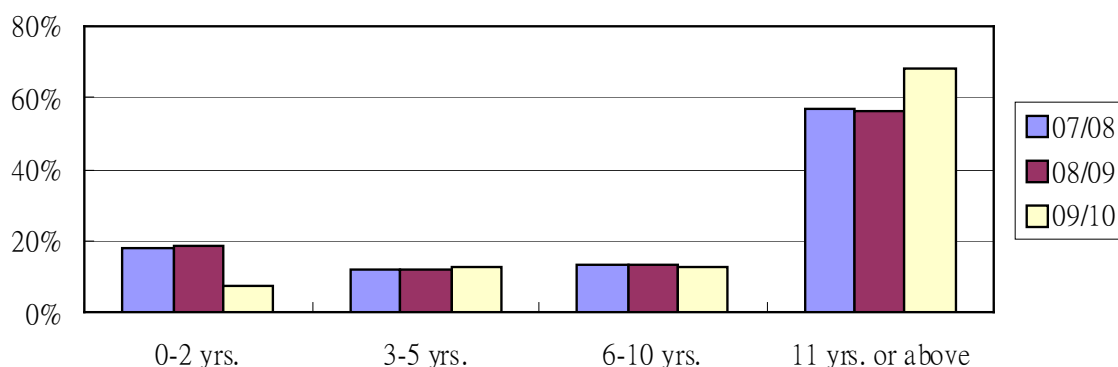
Percentages of teachers' highest academic qualifications in the past 3 years



Professional status of teachers in our school:



3.2 Teacher Experience



3.3 Teacher Professional Development

Our teachers showed high aspirations for multi-faceted professional development during the academic year of 2009-10. Teachers interest was not only subject based but also emphasised their goal to expose themselves to a variety of teaching strategies and classroom management techniques.

Teachers also continued to prepare for the challenge of the new academic system where all students will be expected to complete three years of junior secondary education followed by three years of senior secondary education by taking part actively in New Senior Secondary curriculum focussed seminars and workshops organized by the Education Bureau and the Hong Kong Examinations and Assessment Authority.

Teachers of the core subjects of English Language, Chinese Language, Math and Liberal Studies are well prepared for the challenges ahead as a large percentage of teachers on these panels have taken not only the compulsory seminars and workshops helping them deal with School Based Assessment, Understanding and Interpreting the Curriculum and Assessing Student Learning but have also taken the courses on the elective modules to be offered in their subject area.

The Continuous Professional Development hours mounted to almost 1136.25 hours not including the hours of studying part time, time spent on in-house staff development programmes, sharing sessions after the staff meetings, seminars with other Diocesan schools, and also inter-Diocesan school visits by the Chinese Language, Economics, Science, Maths and English Language departments. At the inter-school sharing sessions, teachers had the opportunity to share teaching pedagogy and achievements.

Peer observations and peer learning continue to play a key role in teacher development at the College. The staff mentorship programme also helped new teachers fit into the culture of the school better and provided support in the subject specific area.

The year of 2009-2010 was also Staff Appraisal Year and this offered more interflow with the Academic Head on teaching goals and strategies. The exercise also gave the time for teachers to do some reflection and set new goals for themselves.

3.4 Staff Turnover

Staff appointed in 2009-10	: Mr. MY Chan	Ms. LM Chiu
	Mr. FC Fong	Ms. ML Ho
	Ms. HC Kwan	Mr. SK Leung
	Ms. YC Lau	Ms. WS Woo

Staff appointments ending in 2009-10:	Mr. WM Cheung	Ms LM Chiu
	Mr. FC Fong	Ms. SF Ng
	Ms. ML Ho	Ms. WS Woo

4. Achievements and Evaluation

4.1 General Comments and Evaluation

4.1.1 Capacity Enhancement Grant

This grant was used to employ teaching assistants for the Chinese Language and Math Departments, a tutor for the Marching Band, a Information Technology technician for the Information Technology development and for contributions to the Mandatory Provident Fund for staff not covered by other pension schemes.

The contract teacher for Math helped with remedial classes in S 1 to 4 and with enhancement programmes through co-teaching in Secondary 5M, 4J, 4T and 3M. This measure meant that weaker students were offered special help in the class and that individual specific needs were attended to. Training was also provided for Math high achievers of the junior forms and for competition preparation like the Pui Ching Invitation Math Competition and the HKYMHA Selection Contest. This teacher also assisted the Math Club in organizing math related activities.

The Chinese Department was also provided an additional resource person for the department. The assistant helped teachers with teaching material, clerical work, oral support and helped in the oral lessons for Secondary 1 and 7 classes. In addition to helping the Chinese Department promote Chinese activities, the assistant was also able to provide help to students who are weak in Chinese through additional practices at lunchtime, and tutorial classes in writing and comprehension after school.

The Marching Band tutor helped to develop students' musical and aesthetic skills, discipline, confidence and independence. Their participation in a number of Hong Kong wide activities help to widen students experiences. This also offered them the opportunities to learn from other competitors. Self esteem and confidence were also boosted.

4.1.2 Additional Support for English Medium Teaching Grant

The use of this fund was divided into three major areas, namely Professional Curriculum development of teachers, promoting language across the curriculum and creating an English-rich environment for the school.

For the first measure of professional development for the staff, this was not met as the proposed measures were not offered by the Education Bureau. Since the measure had been shelved in the past and was only recently restarted, it was decided that the school would not reapply again for the money to be carried forward to the next year.

For the measure of promoting language across the curriculum, we were happy to be able to employ a tutor to provide phonics and phonetics workshops for our teachers who use English as the medium of instruction. Some English teachers also took the initiative to join this course as well. It is unfortunate, though, that the number of classes could not be more as either teachers who joined the workshop or the tutor was unavailable. Teachers did find the workshops very useful, as they were able to get personal attention to some of the difficulties they themselves had in using English as the medium of instruction. The key benefit gained was the confidence of teachers was boosted.

The Visual Arts department was also able to benefit from this measure by hiring an English-speaking tutor to provide a Mixed Media Art workshop where students were equipped with skills in making art using different media. The Visual Arts Department will exhibit their works in the new academic year 2010-2011. In the meantime, they have highlighted the works of students in the newly published yearbook of the school, 'the Shung Tak Chronicle.'

For the measure of creating an English-rich language environment, the funds have really provided a good source of income to get experts in the school to offer workshops in public speaking, prose reading, story-telling; hiring a professional group to stage an interactive drama, 'Robin Hood', and purchasing English movies, books and posters to promote English reading and viewing programmes around the campus.

The grant has certainly helped to provide a richer English language environment and broaden the English language experiences of teachers and students.

4.1.3 Teacher Professional Preparation Grant

The English Department used this grant to employ a teaching assistant to help with the running of the department. Her main duties included inputting data for statistical analysis to facilitate assessment for learning, making arrangements for the Hong Kong Schools Speech Festival, contacting students to inform them of extra classes details, follow up on circulars for the department and also preparing entries for other competitions like the Think Great Awards and the Budding Poet Awards. Arrangements for the study tours abroad, KET and PET arrangements, input of marks for SBA for the Hong Kong Examinations Authority, oral timetabling and running of oral examinations, also required the help of this Assistant. The help provided by this assistant is integral for the success of this department.

This grant also was used for contributions to the Mandatory Provident Fund for staff.

4.2. Major Concern 1:

To develop a campus atmosphere imbued with justice, love, mercy, peace and spirituality

Classes were named J, L, M, P and S in accordance to the Christian values and principles of justice, love, mercy, peace and spirituality for the year. The Religious Education committee worked on incorporating these principles into their teaching and as students presented in the morning assembly, these traits were given special emphasis to. Class teachers were also conveying the same messages in the classrooms so that students can relate better to the value associated with their class. Sunshine calls made to parents by class teachers, the assignment of two class teachers to each lower form class, the PATHS Programme for Secondary 1 students, the Blood Donation and Organ Signing Campaign and the Board Decoration Competition are examples of some of the programmes that also helped to solidify experiences on these values.

A big and new venture for the school this year was the Poverty Exposure Programme to Cambodia which offered opportunities to raise students' awareness towards injustice in the society, and to highlight the values of love and mercy. The project also helped students develop empathy. Students' lives were especially enriched as they see how much the poor and those who have so little are able to appreciate the little things they have in life. The Cambodians' ability to savor moments in life and to just enjoy life and be thankful for the little things that life offers also raised Shungtakians awareness of how fortunate they are and how to be more appreciative of all the chances and opportunities they have.

The lunchtime cells groups formed by the Religious Education Committee continue to depend the Christian values through its work by KATSO and Pioneers of Christ. The Current Issues Society and the Civic and Moral Education group also promoted activities that got students more involved in giving service to the community.

The English Department organized different activities in conjunction with the Music Department, the Parent Teacher Association, the Students Union and other clubs to raise students' awareness of the needs of others in society through its fund raising activity held in December for Operation Santa Claus. This project not only offered the chance for the school to show its care to the less fortunate in the community but also gave students opportunities to develop skills in creativity and independence. The school in fact won the South China Morning Post's and Radio Television Hong Kong's "Most Creative School Award". The prize Giving Ceremony was well attended by the Principal and five student representatives. The school was given media coverage in the Young Post's article 'Schools Dig Deep' where our achievements were highlighted.

On the religious side, liturgical services, such as School Opening and Closing Ceremonies, Christmas Service & Benediction Mass for S5 and S7 students were organized to enable our students to feel that God provides for us and cares about our well being all the time. These solemn occasions offered the chances for students to learn to respect themselves and to be grateful for what we have through our service to others. Other prayer meetings were regularly organized in the School Chapel and in front of the Marian Shrine to imbue a rich sense of community in a spiritual milieu. Students enriched their knowledge, language and social awareness through the weekly readings of Kung Kao Pao. Through participating in the annual Caritas Bazaar and Lenten Charity Campaign, students were able to practise what our Lord Jesus has taught, "Love your neighbour as yourselves" was the major theme stressed on.

4.3 Major Concern 2

To nurture students to be confident, responsible and independent learners

The results of our HKALE and HKCEE exceeded expectations. Our university admission rate is 96.8 percent with the best individual result for the Advanced Level Examination being 3As, 1B and 1C. For the HKCEE, 94.2% of our students are able to meet the minimum requirements of E and above but what is most pleasing is that we were able to receive a record number of seven students qualifying for early admission to the university. Our best individual result is six As and two 5*.

Students are encouraged daily to take initiative and responsibility for their own learning through more self-directed learning methods being employed in class. Students are also encouraged to continuously strive for excellence through reflecting on their daily learning experiences and opportunities given to them outside the classroom so that they can find meaning in what they are doing in school. Through the exchange student scheme with the American Field Service (AFS) and Education First (EF), and through exchanges with the two cities in Italy of Rome and Udine, and a study tour to England, students were afforded the chance to learn more about the world and to establish relationships with students from other parts of the world.

In the classrooms, teachers offered more interactive lessons. They asked more open questions and focused more on peer assessment and learning through the building in of School Based Learning Portfolios into their curriculum. The e-class platform also offered further chances to students to develop a more responsible approach in learning. The Student Learning Profile that has also been implemented really helps students on be on task by asking them to record all the activities that they have participated in.

Co-curricular activities in the Humanities, Science and Language areas were arranged to help students take more initiative in learning and to give some groups of students to extend their learning outside the classrooms. The Mock Trial Competition, the NESTA Debate Competition were also wonderful chances for our students to interact with students from different schools. It also gave them the challenge to prepare and face challenges of competitions and overcoming them, in fact bringing great honour to the school.

The English Department provides students with opportunities to take initiative for their own learning through a series of activities. The newly added English Speech Contest that offers training and competition for the neighboring primary schools offered a new challenge for our student helpers who had to train students to recite poetry with meaning. The department also continues to work on Operation Santa Claus, English Fun Day for Primary Six students and English workshops in the primary schools later in the school year. These activities give them the chance to truly show their ability to take initiative for their own learning as they work with peers in preparing tasks and improving the quality of the activities they themselves provide. The Hong Kong School Speech Festival is another platform available to students to take responsibility for their own learning. Other opportunities that the department has given to students includes the Think Great Series Competition, the YODAC Lions Quest and Youth Outreach Awareness Debating Competition, the Standard Chartered Hong Kong Public Speaking Contest, the Hong Kong Budding Poets Competition and the Coca Cola Challenge where our Secondary 1 student won the ambassador award for Hong Kong. Awards received were certainly indicative of the ability of students to take charge of their own learning and the growing number of participants shows that students do indeed care and make the effort to take learning outside the classroom.

Other subject departments also leave no stone unturned in the search for ways to help students acquire independent learning skills. Panels like Liberal Studies put a lot of emphasis on cooperative learning aiming at enhancing learning motivation and responsibility. Visits to Stanley and to Shanghai also show students that learning does not necessary just take place in the classroom and every opportunity they have can be made into a learning outcome. Special mention must be given to the collaborative venture between the Parent Teacher Association and the Business, Accounting and Financial Studies Department for taking on the challenge of setting up a booth for the Chinese New Year Fair. This provided students a hands-on chance to put what they have learnt into action. The Physical Education Department also took students to Guangzhou Sports University to widen their experiences in sports training during the summer of 2010.

Students are also given an endless number of opportunities through the clubs, houses and committees like the Civic Education Committee which organized activities like the Shung Tak Forum, participation sessions in the City Forum and even a Visit to the Legislative Council where they had tea with Mr. Tsang Yuk Shing.

The school continues to strive for excellence in all it does. The variety of activities, different kinds of learning experiences will continue to be part of the education of Shung Tak. It is hoped that students really learn to be ever-learning, responsible, independent and confident learners.

4.4. Major Concern 3

To promote interactive classroom teaching and develop vertical curriculum and assessment strategies, which help students acquire analytical and critical thinking skills.

The school continues to put emphasis on the interactive classroom where students participate as equal partners in an ongoing discovery process. Different departments continue to use a variety of strategies to help achieve this aim including organizing students into small groups and encouraging these small groups to engage in collaborative small-group activities such as discussions and problem solving. Students are actively learning and these guided inquiry classes are where interactive learning, peer-lead team learning, and student-focused learning happen. Some departments have been more successful in achieving this aim and it is hoped that more departments will see the use of this method in helping our students become more critical and analytical lifelong independent learners.

The use of peer observation, panel observation, inter-school sharing and observation also helped to raise teachers awareness of the strategies discussed as they were a main focus for the observation and this alone helped teachers to be more aware of pedagogy used in the classrooms. The School Based Assessment Scheme and the Portfolios also creates chances for students to take charge of and be responsible for their learning.

The Continuous Assessment reporting of marks that took the place of the Organised Tests in Secondary Four is another big change that helped students to be continuously learning. Departments have also given some consideration to the homework policy that is an essential part of the learning process as it helps students to be able to create connections without external guidance. Using classroom time for learning and discussing new material, information, writing ideas, and basic skills forces students to come to class having prepared the assignment; students quickly become aware that any lack of preparation on their part holds back the entire class. This approach allows students to feel as if they are part of an

intellectual community: each student feels responsible for arriving in class with an ability to contribute to their peers' learning. Discussions that pursue in class will allow students to approach and to examine their own ideas, connections, and conclusions, giving them a greater sense of achievement as they are respected.

The vertical curriculum prepared by the Math, Chinese and English Departments was an important goal for the school as successful learners are able to connect what they know with new information. The vertical alignment of creating use for previous years' information and building on that knowledge in successive years will create excited learners as it enables students to create their own connections thus enhancing self esteem and further establishing their sense of self. Correct vertical curriculum alignment improves student performance by decreasing the amount of instructional time consumed with re-teaching concepts.

5 Financial Summary (2009-10)

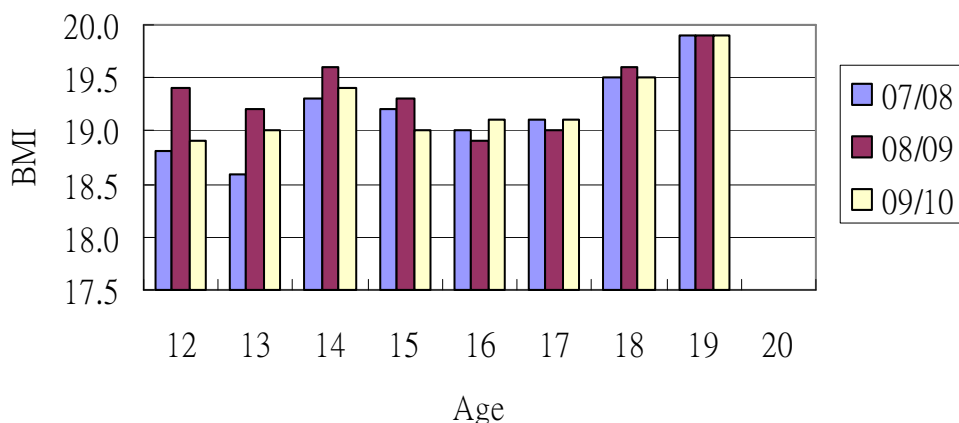
	<u>Income \$</u>	<u>Expenditure \$</u>
I. GOVERNMENT FUND		
(1) Operating Expenses Block Grant		
<i>(a) General domain</i>		
Admin. Grant (Salaries for non-teaching staff)	3,443,083	3,391,488
School & Class Grant (Daily running cost) *	646,833	653,717
Consolidated Subject Grant	184,335	112,161
Composite Information and Technology	335,307	663,993
Supplementary Grant	162,464	113,684
Other Grants (including Enhancement Grant, Noise Abatement Grant, etc)	399,240	400,383
	sub-total: 5,171,262	5,335,425
 <i>(b) Special domain</i>		
Grants related to student support (including Programme Fund, etc.)	7,037	1,479
Grants related to extensive reading	0	20,084
Capacity Enhancement Grant	458,927	305,172
	sub-total: 465,964	326,735
 (2) Composite Furniture and Equipment Grant	 423,463	 352,311
(3) Teacher Professional Preparation Grant	0	122,230
(4) Additional Support for Adopting English-medium Teaching Grant	0	71,793
(5) Enhanced Senior Sec. Curr. Support Grant	421,140	402,577
(6) Learning Support Grant	130,000	168,951
(7) Diversity Learning Grant - Other Programmes	35,000	25,440
 II. SCHOOL FUNDS (GENERAL FUNDS)		
Tong Fai	338,226	266,896
Sun Hung Kei	305,000	315,000
Scholarship	50,759	54,559
Collection of fees for electricity charges of air-conditioners in Classrooms	114,700	114,700
	sub-total: 808,685	751,155
 Total Deficit for 2009/10 school year up to 31 August 2010		 <u><u>-101,103</u></u>

* Electricity charge was partly paid by the air-conditioning fees collected from students.

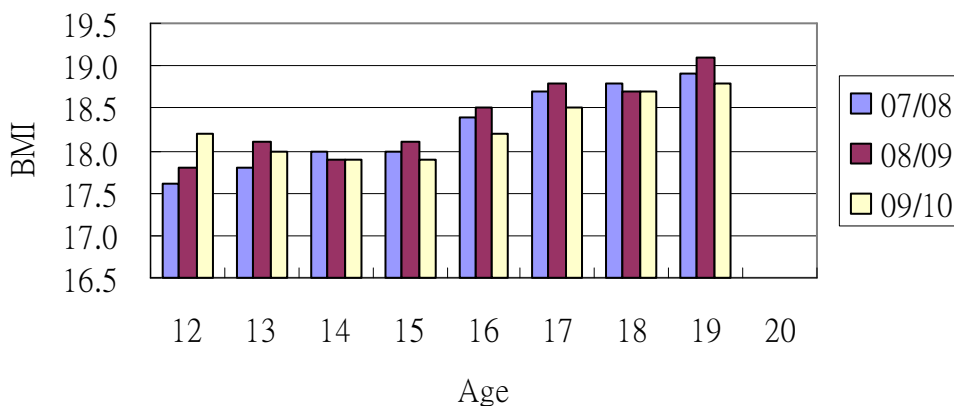
6 Performance of Students

6.1 Students' Physical Development

Body Mass Index of Boys (Normal range: 18.5 – 22.9)



Body Mass Index of Girls (Normal range: 18.5 – 22.9)



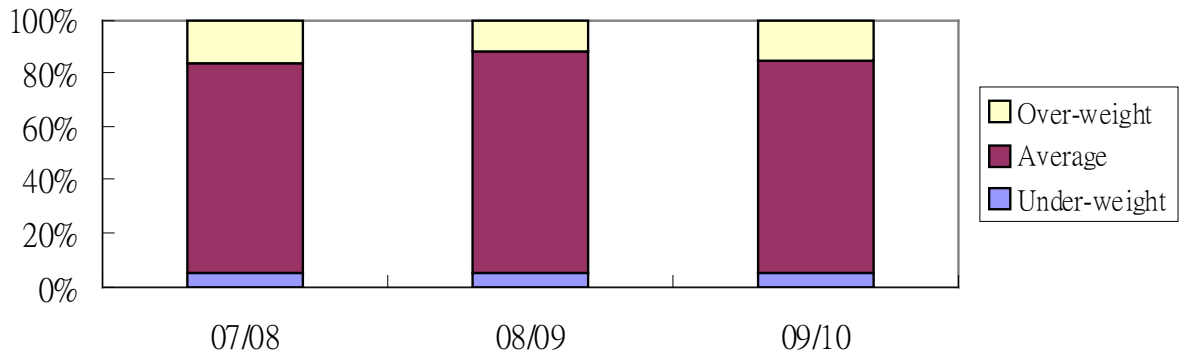
Physical Fitness Test

Items	Requirement	Percentage of students reaching the requirement in 2009-10
Skinfolds	10.3%-20.1%	76%
Sit-ups	36 per min	62%
Sit-and-reach	27 cm	69%
Push-ups	16 times	61%
9-minute run	1650 m	46%

Students' Weight

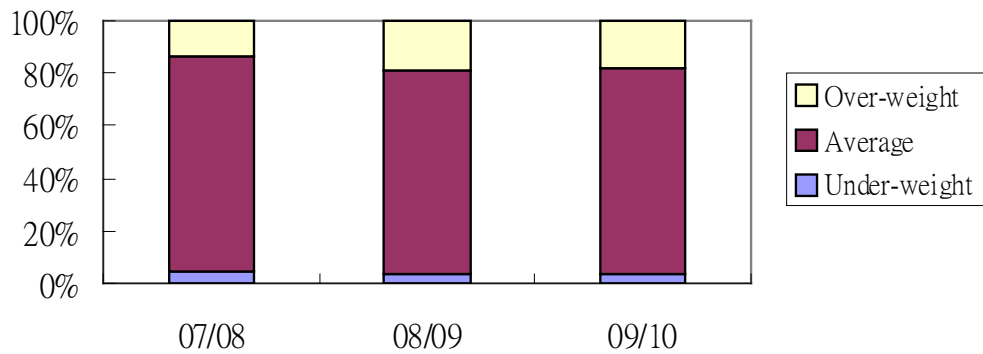
Students' Weight of Girls

Girls



Students' Weight of Boys

Boys



6.2 Students' Reading Habit

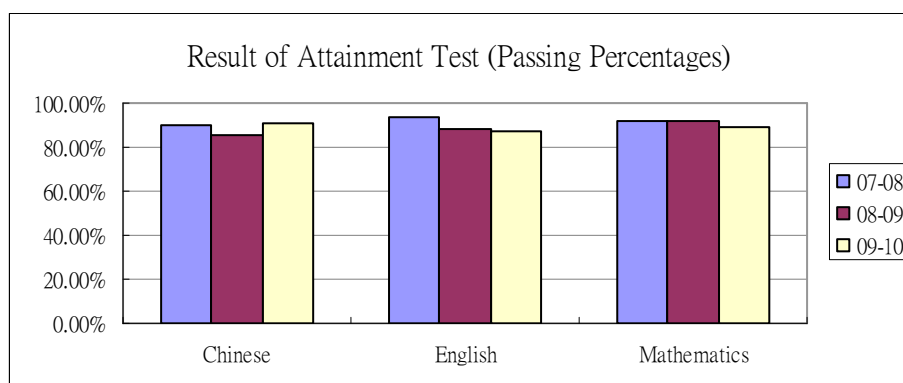
Number of books borrowed from the school library:

Level	Number of books borrowed		
	<i>2007-2008</i>	<i>2008-2009</i>	<i>2009-2010</i>
Secondary One	2065	2564	1910
Secondary Two	1678	1357	1573
Secondary Three	1063	1741	768
Secondary Four	1684	1400	2036
Secondary Five	1316	1714	1396
Secondary Six	194	371	480
Secondary Seven	206	135	375

Students do also borrow books from the Avid Reader Club run by the English Department. This library stocks a very extensive and updated collection of books and movies.

6.3 Hong Kong Attainment Tests (Pre-S1)

All secondary one students sit for an attainment test provided by EDB after their registration. The test provides general information about their academic standards in the three core subjects before their studies in our school. The following table shows the passing percentages of the attainment tests in the past three years.



6.4 Hong Kong TSA

All students of Secondary Three are expected to complete the written assessments in the Chinese Language, English Language and Mathematics. The following is the information for the 2010 TSA examinations.

Subject	Number of students completing written assessments	Number of students achieving Basic Competency	School Percentage of students achieving Basic Competency	Territory Wide Percentage Of Students achieving Basic Competency
Chinese Language	195	191	98	77
English Language	194	194	100	69
Mathematics	194	190	98	80

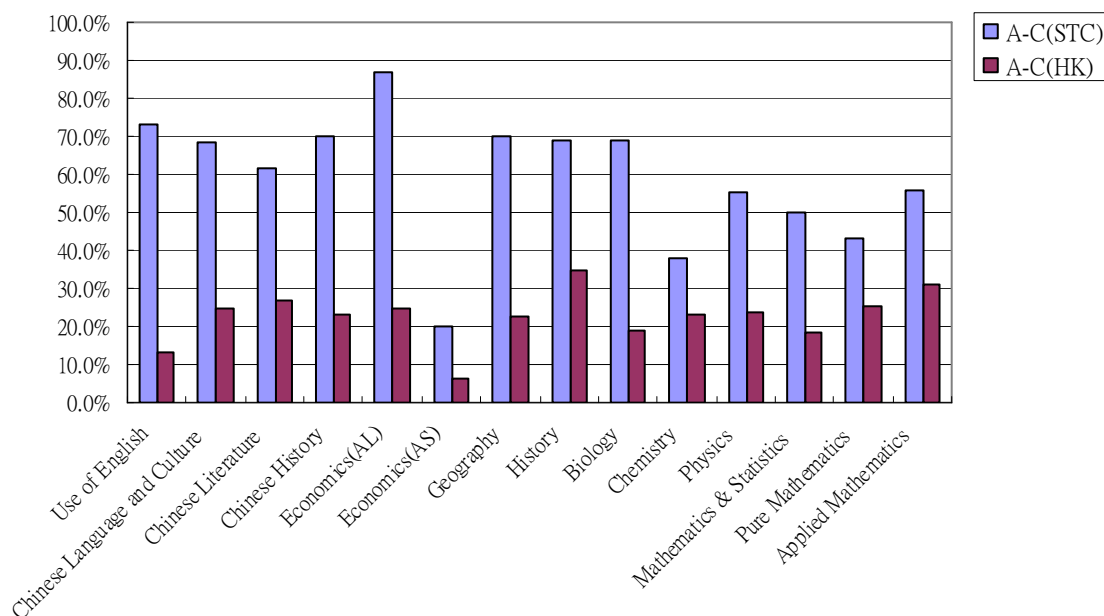
6.5 Public Examinations Results

The table below shows the overall performance in the public examinations of 2010:

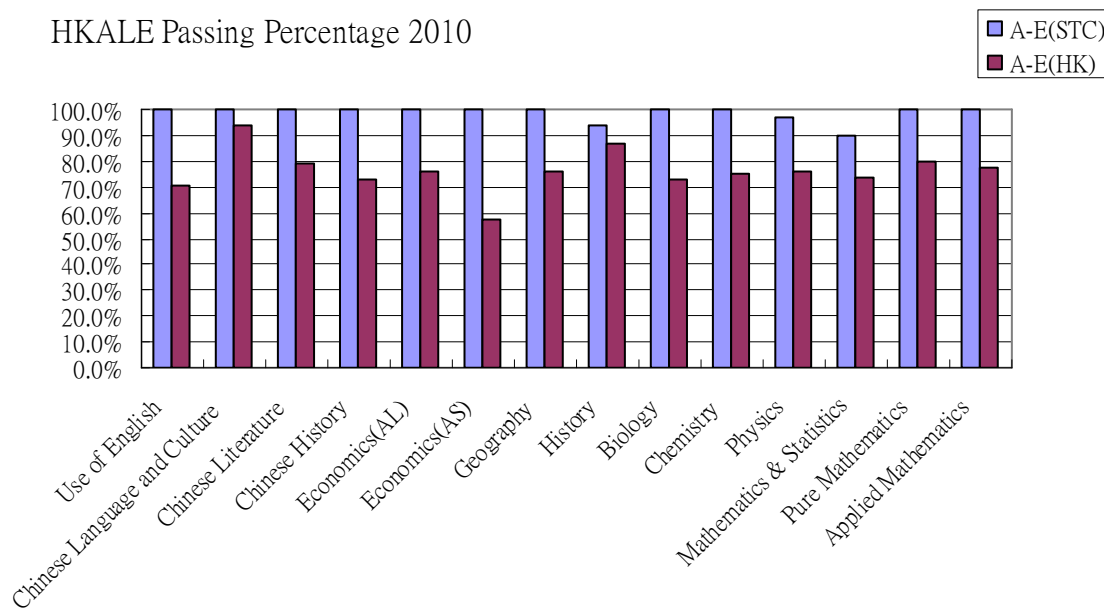
HKCEE		HKALE	
No of students sat	209	No of students sat	63
% of students awarded grade E or above in at least 5 subjects	94.2%	% of students awarded the minimum entrance requirements for local degree courses	96.8%
% of students awarded 14 points or more in the best 6 subjects	68.9%	No of distinctions (grade A)	23
No of distinctions (grade A)	129	No of credits (grades B & C)	172
No of credits (grades B & C)	658	Best individual result	3A1B1C
Best individual results	6A and 2(5*)		

Hong Kong Advanced Level Examination Results, 2010

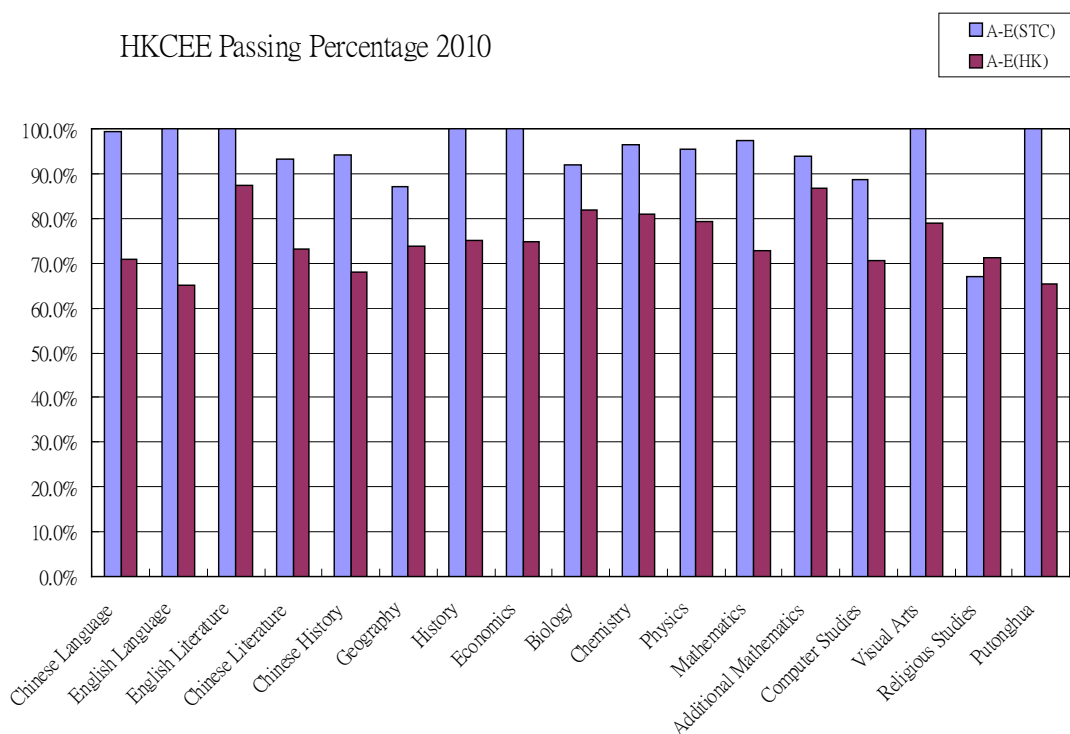
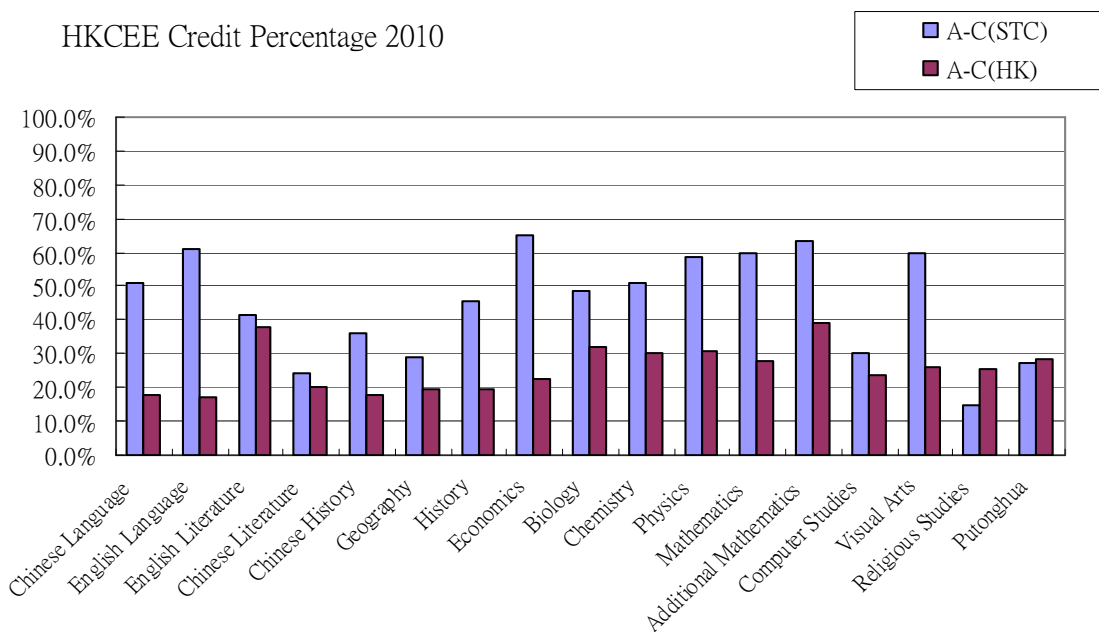
HKALE Credit Percentage 2010



HKALE Passing Percentage 2010



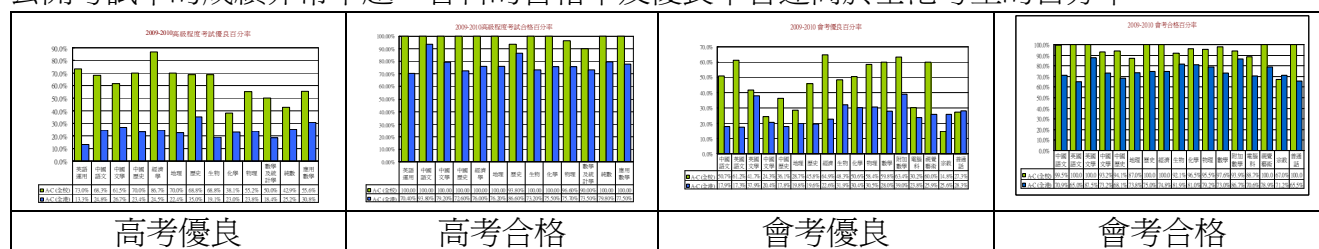
Hong Kong Certificate of Education Examination Results, 2010



Scholarships and Excellence in Public Examinations

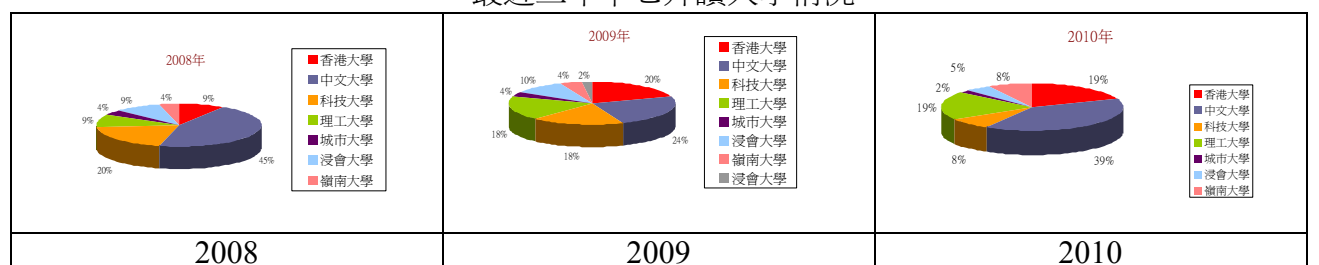
獎學金與公開考試成績優異

本校十分注重學生學業成績，致力為學生提供優良的學習環境和優質課程。歷年來，學生在公開考試中的成績非常卓越，各科的合格率及優良率皆遠高於全港考生的百分率。



2009/10 年度中學會考，本校英文合格率為 100%、中文及數學科合格率接近 100%。高級程度會考成績同樣驕人，成功升讀大學比率達九成以上。本校更是會考尖子的搖籃，在 2004 年的會考有兩位同學分別考獲九優與八優的成績，翌年更有兩位九優一良的學生；2006 年會考更有一位當上十優狀元。同學在學術方面的出色成就，可謂有目共睹。

最近三年中七升讀大學情況



為了鼓勵學生奮發向上，追求更卓越的成績，校方特別設立多項獎學金，以表揚在學術方面有進步或成績卓越的學生。學校的獎學金由不同的持分者資助，如家長教師會、校友會、前任校長，以及地區鄉紳等。各持份者熱心於教育，對崇德學生的支持更是不遺餘力。

此外本校更參與不同的課程培訓，藉以提升學生各方面的潛能，當中包括精英培訓班「中一級左右腦思維訓練課程」、「中二級批判思考資優課程」、「中三級批判思考進階課程」等等，亦配會新高中課程的發展，舉辦「通識教育科暑期寫作訓練」，著以加強同學的分析能力和答題技巧。

除此以外，本校亦成功申請「新鴻基獎學金」，為成績稍遜的同學提供「保底課程」和「新頁計劃」，務求照顧全體學生的需要。

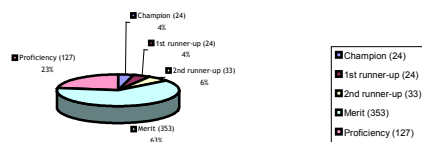
Excellence in Competitions 比賽成績



World Cultures Fiesta was a 3 month long programme organized by ET English and English Street. The focus of the group was on the history of Italy and promoting Italian culture. Huge win of promoting Italian culture in an authentic way.



2009 61st Hong Kong Schools Speech Festival Results



慶祝建國 60 周年徵文比賽

20 得獎學生將赴湘交流

天主教崇德英文書院中二級王瑾，憑《歌唱祖國，耀我中華》一文奪得初中組冠軍。她表示，當電視每天播放新聞報道前奏起國歌，看到國旗及北京奧運等國家成就的片段，即時倍感感觸及驕傲。她說，國家近年在航天科技發展從未間斷，看到「神七」升空，身為中國人深感自豪。國家經過多年努力，從申辦奧運至圓滿舉行，看到盛大的奧運開幕，更令人印象深刻。她期望，下月到湖南能與當地學生交流，吸收更多不同文化及知識。

民政事務專員副局長許曉暉頒發予初中組冠軍得主天主教崇德英文書院中二級王瑾 (本報攝)

節錄自二零零九年十一月五日文匯報

Excellence in Competitions

比賽成績

English										
賽事名稱	獲獎項目		成績	得獎者						
World Cultures Fiesta				4M 謝駿軒 4S 周鈺琪	4P 張富松 4T 李淮峰	4S 林澤堯				
ThinkSeries Competition	Snapshot Competition	Snapshot Award	3rd	4L 陳晶順	4L 陳彥霖					
	Lyrics Competition	The Most Harmonious Lyrics Award	2 nd	4S 文丹哲	4S 余汶芳					
Expedition 206 Winner: The Route to Happiness		School Section Winner	1 st	1M 林彥瑜						
Hong Kong Schools English Speech Festival 2009-2010			Public Speaking Solo	1 st	6S 梁凱琪 4S 周鈺琪	5M 陳梓慧	5M 李愷縈			
				2 nd	6A 潘卓鋒					
				3 rd	6S 吳慧妍	3J 吳芷欣				
			Shakespeare Monologue, Non-open			2 nd	6A 蘇子傑	4J 梁皓怡	4S 周鈺琪	
			Solo Prose Reading, Non-open			1 st	7S 林愷瑩 5M 李愷縈 5S 周智豐 1L 楊弘邦	6A 郭雅菁 5M 黃浩然 3L 伍慧玲	5J 梁穎彤 5P 黃玉堃 3M 戴瑋倫	
							2 nd	6S 黃智敏 5J 李樂敏 5S 李浚昇 3J 張翰翹	5J 孫駿健 5M 呂芷瑩 4P 邱嘉蓉 1S 陶澤瑜	5J 尹杏楠 5P 梁寶意 3J 陳俊亨
								3 rd	7S 湛璧樺 5L 劉穎怡 5P 梁俊偉 4M 陳佳琦 3J 黃伊羚 2L 賀焯妍	6A 蔡樂然 5P 陳希駿 5S 葉文熙 4M 楊佩慈 3L 鄭俊文 2L 林子逸
			Solo Verse Speaking, Non-open			1 st	7S 葉美琪 2M 傅頌懿	3L 伍慧玲 1L 馮樂盈	2J 楊紫卿 1L 羅綺鑾	
						2 nd	7A 姚尚勤 3S 饒真真 1M 唐紹彤	3L 卓潤姿 1L 駱穎淇	3L 蘇霏琳 1L 楊弘邦	
							3 rd	5M 張明偉 4S 林澤堯 3L 顧敏慧	5S 林熙彤 3L 周啓德 3L 林嘉玲	4M 鍾卓容 3L 馮慧婷 1M 曾宛瑩
			Public Speaking Team, Non-open			1 st	7A 鄧均 3L 陳映諭 2L 張詠詩	7A 尹思詠 3L 伍慧玲 2L 黃凱澄	7A 甄碧華 3L 鄧以諾 2M 陳鏗松	
							2 nd	5J 戴君倩 4J 曾善美	5J 尹杏楠 4T 解旖旎	5J 黃珮盈 4T 黃熙雯
								3 rd	5J 胡希彤 4L 陳彩姿	5M 呂芷瑩 4S 馬定通
			Solo Prose Speaking, Open			2 nd	7A 劉秋彤			
			Choral Speaking			1 st	5S			
						2 nd	2J			
						3 rd	4L			
			Public Speaking Team, Open			3 rd	7S 曾淑萍	7S 黃豔霞	7S 姚尚勤	

Hong Kong Budding Poets Award	Poet of the School		7A 薛倩楹
“Write No to Drug Abuse” Essay Writing Competition		3 rd	7S 黃鳳儒
NESTA-SCMP English Debate Competition Round 1 - 3		Winner	4L 陳彩姿 4L 張詠霖 4L 莊穎陶 4M 謝駿軒
HK School Drama Festival 2009-10	Award for Outstanding Cooperation		本校英文話劇組
	Award for Outstanding Stage Effect		
	Award for Outstanding Actress		

中文科			
<i>賽事名稱</i>	<i>獲獎項目</i>	<i>成績</i>	<i>得獎者</i>
慶祝建國六十周年徵文比賽	初中組	冠軍	2J 黃瑾
第六十一屆校際朗誦節	中四級散文集誦	季軍	4M 同學
	獨誦	冠軍	1L 趙倩怡 1L 馮樂盈 2M 傅頌懿
		亞軍	1P 何焯圻 1P 吳雅婷 2J 梁佩珊 1M 唐紹彤
		季軍	4L 陳彩姿 6A 陳偉儀 6A 王玉寶

數學科			
<i>賽事名稱</i>	<i>獲獎項目</i>	<i>成績</i>	<i>得獎者</i>
培正數學邀請賽		金獎	2J 陳鋒
		銀獎	3L 易灝揚
		銅獎	4S 李裕軒
香港青少年數學精英選拔賽		一等獎	3L 易灝揚
		二等獎	2J 陳鋒
全國中小學數學奧林匹克比賽(華夏杯)	中二初賽	第五名	中二級同學
	個人初賽	二等獎	2J 姚啓男 2J 高莉婷 2L 陳康濤 2L 張詠詩 2S 趙宇謙
		三等獎	1J 顧天勇 1L 鄧慧珊 1M 黎卓杰 1M 蔡諾宜 1P 鄭思蘊
		特別獎	2J 陳鋒
港澳數學比賽 2009		金獎	3L 易灝揚
		銅獎	4P 孫唯朗
香港天主教區中學數學比賽		第二名	4S 李裕軒 4S 王家諾 4S 張嘉洪 4P 葉嘉明

科學科			
<i>賽事名稱</i>	<i>獲獎項目</i>	<i>成績</i>	<i>得獎者</i>
中文大學科學英才精進計劃	中三及中四組	金獎	4S 王家諾
		銀獎	4S 李文希
第一屆中學生公共衛生專題探究獎勵計劃		亞軍	4M 鍾卓容 4M 吳少琼 4L 陳晶順 4S 何雅婷 4S 潘楚堯

音樂科			
賽事名稱	獲獎項目	成績	得獎者
全港步操管樂大賽錦標賽	步操樂	金獎	步操管樂團
	敲擊樂組	銀獎	
	最佳步操花式獎		
	最佳制服服飾獎		
	最受歡迎樂隊獎		
		最受歡迎木管樂獎	
香港新聲音樂協會中國音樂合奏比賽(新聲盃)	中樂合奏	三等獎	中樂團
	彈撥樂合奏	優良獎	
	笛子組合奏	優良獎	
超級巨聲		香港傑出歌手獎	3M 何紫慧
		亞軍	
第六十二屆香港學校音樂節	中級組女聲合唱	良好証書	女聲合唱團
	初級組混聲合唱	優良証書	混聲合唱團
	中級組中樂合奏	優良獎	中樂團
	彈撥樂合奏	優良獎	中樂團
	鋼琴獨奏(第六級)	第一名	2J 陳旭鋒
	古箏獨奏	亞軍	4M 黃海茵
	二胡	季軍	2J 李倩雯 2L 龔雪梅
梯琴	季軍	4L 高凱雯	

體育科					
賽事名稱	獲獎項目	成績	得獎者		
元朗區校際籃球比賽	男子乙組	冠軍	3J 陳愷風 4L 梁焯隴 4P 梁瀚文 4S 湯文英	3P 崔均培 4M 崔景科 4S 何啓迪 4T 林晉熙	3P 陸文瀚 4M 胡文韜 4S 馬定通 4T 林蔚萱
元朗區校際籃球比賽	男子丙組	季軍	2J 陳澤中 2M 鄭俊琪 2M 李俊輝 2S 黃偉文	2J 連浩宏 2P 劉懷祖 2S 周家輝 2S 邱嘉鴻	2J 姚啓男 2P 關卓文 2S 楊志德
元朗區校際羽毛球比賽	女子甲組	亞軍	6S 黃凱悠 5J 梁紫茵	6A 馮慧婷 5J 余詠嘉	6A 麥韻澄 5M 姚澄心

視覺藝術			
賽事名稱	獲獎項目	成績	得獎者
墨彩杯第六屆全國青少年兒童書畫作品電視網絡展評		一等獎	4M 黃熙雯
第廿五屆中國-日本國際書畫大賽		金獎	4M 黃熙雯
動力元朗關愛社區填色比賽		亞軍	4S 胡倩霓
第十二屆冰雪國際師生書畫攝影交流展中學組		銅獎	2M 何衍熹
第八屆菲律賓-中國-日本國際書畫大賽		少年組 三等獎	2M 何衍熹
元朗大會堂聖誕卡設計比賽		冠軍	1P 姚錦榮
二零一零年香港花卉展覽學童繪畫比賽初級組		季軍	1P 姚錦榮
		優異獎	3M 陳樂恒 3L 謝嘉琳
國際文化交流(香港)之2009-2010 繪畫比賽「信心存摺」		優異獎	6A 羅卓瑤
第四屆香港學界素描比賽		優異獎	4S 胡倩霓 3J 文亭楓
香港國際學生視覺藝術比賽		優異獎	3J 文亭楓 1P 姚錦榮

其他					
賽事名稱	獲獎項目	成績	得獎者		
聖約翰救傷隊隊制步操比賽		冠軍	本校聖約翰救傷隊少年團		
制服比賽		季軍			
全場隊制比賽		亞軍			
新界地域步操比賽		冠軍	本校男童軍		
新界地域蔡加頌盃技能比賽		冠軍			
模擬法庭大賽計劃	最佳律師		4S 鄧瑞芬		
	季軍	4S 何啓迪	4S 林澤堯	4S 李裕軒	
		4S 勞芷晴	4S 潘楚堯	4S 譚裕婷	
		4S 杜國良	4S 湯文英	4S 胡倩霓	
		4S 袁子揚	4T 李淮峰		

~ End ~