

SALEM – IMMANUEL LUTHERAN COLLEGE



School Report (2013/2014)

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Key Elements of the School Report

	<i>page</i>
• <i>School Mission</i>	<i>1</i>
• <i>Our School</i>	<i>1</i>
• <i>Learning and Teaching</i>	<i>3</i>
• <i>Major Concerns (Achievements and Reflection)</i>	<i>5</i>
• <i>Financial Summary</i>	<i>12</i>
• <i>Performance of Students</i>	<i>13</i>
<i>Appendix: Inter-school Activities and Prizes Won in the Past Year</i>	<i>16</i>

School Mission

We devote ourselves to the provision of a quality education in a Christian context and a healthy environment where students can develop their potential, excel intellectually, physically, socially, and spiritually, and prepare themselves for the challenges in life.

Our School

Brief Introduction of the School

The predecessor of SALEM - Immanuel Lutheran College was Immanuel Lutheran English Middle School which was run by the South Asian Lutheran Evangelical Mission inside a private mansion in Kwun Tong. It was small and facilities were inadequate. Nevertheless, the enthusiasm and dedication of teachers deeply impressed parents and the Education Department. In 1978, it was asked to become a caput school and before long, it was further invited to become an aided school. The transition was completed in 1982. However, due to the limitations of the school building, the learning environment and facilities could hardly be upgraded to the level of a standard aided secondary school. In order to improve the situation, South Asian Lutheran Evangelical Mission was advised by the Education Department to phase out the Immanuel Lutheran English Middle School and instead to start a new one in the New Territories. Eventually, Immanuel Lutheran College was established in 1983.

There have been a lot of improvements in our campus environment and teaching facilities over the past 29 years. From the 1996 summer to the fall of 1997, a large scale school improvement construction project was carried out to put up a new wing at the main entrance. When it was completed, more rooms were made available for various activities and the working conditions for teachers had also been made better. Furthermore, in order to catch up with the fast growing Information Technology, a computer network system was installed to connect all computers in the school, and multi-media projectors were installed in every classroom and special room. Wireless Local Area Network (WLAN) was installed too. Teachers and students could then enjoy this information technology freely on the school campus.

Overview of the School Year

The 2013-14 school year was the 30th anniversary of our school, or as it is known in Chinese, our Pearl Jubilee (珍珠禧). The theme for the celebration was “Shining pearls we nurture, God’s blessing we treasure” 同沐主恩心嚮往·培育珍珠展光芒. Over the past 30 years, we have nurtured many shining pearls. With God shining upon our children with beams of love, we witnessed students’ growth and achievements.

Throughout the year-long programme of activities, all ILCians had the chance to share their gladness with gratitude. The celebratory events were as follows: Fund Raising Walkathon; Thanksgiving Service; Open Day; ILCian Reunion; and Variety Show.

While all these activities were valuable learning opportunities for students to widen their learning horizons and sharpen their various skills, it was also a time for all our alumni to be united. We were so thankful that we had an enjoyable and fruitful year of celebrations.

This year was the 2nd year of the three-year school development plan. The slogan of the year was “By active participation, we gain experience. By enjoying the learning process, we stride towards success”. We were glad that students’ active involvement and outstanding performance in the Open Day and the Variety Show received very good feedback and applause from parents in the school and in the wider community.

In order to develop students to be active learners, the school’s academic policy was refined to promote elite enhancement. Various academic measures, learning strategies and learning tasks were refreshed and revised so as to strengthen students’ positive learning attitude and to boost students’ academic performance. This year, over 85% of S.6 graduates have continued their tertiary studies in local and overseas education institutions.

School Management

- *The school has operated under the management of the Incorporated Management Committee (IMC) since its establishment on 31 August 2009. The change-over arrangements of the School Management Committee (SMC) to the IMC were completed in a smooth and efficient manner. Teacher manager, parent manager and alumni manager were elected smoothly too.*
- *The composition of the IMC is shown below.*

Composition of Stakeholders in IMC

Member	Sponsoring Body	Principal	Parent	Teacher	Alumni	Independent
11/12	7	1	1	1	1	1
12/13	7	1	1	1	1	1
13/14	7	1	1	1	1	1

Learning and Teaching

Class Organization

- *The number of operating classes and the number of students (boy/girl/total) by level in the past year are indicated in the following table:*

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	4	6	6	28
Boy	65	53	52	67	72	64	373
Girl	65	74	77	72	89	100	477
Total Enrolment	130	127	129	139	161	164	850

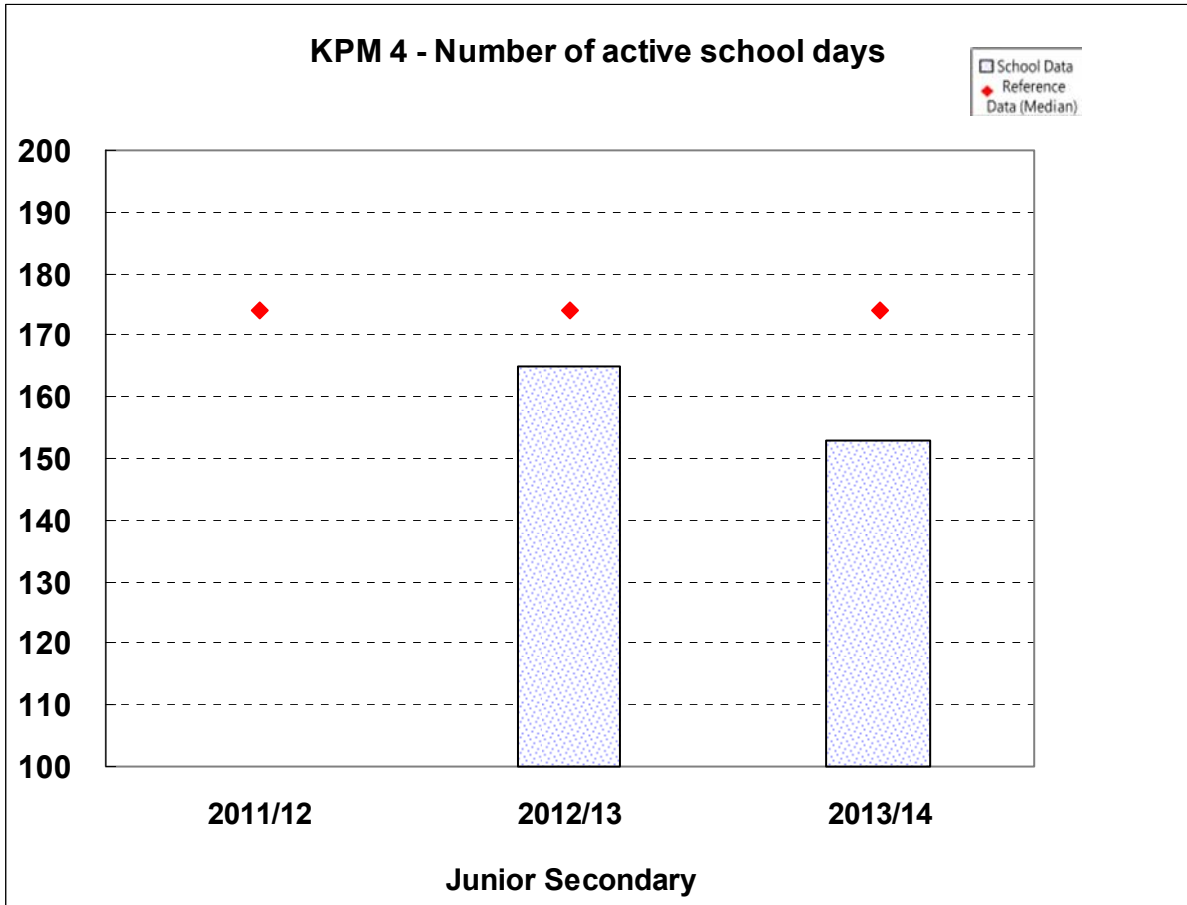
Our Teachers

- *The number of teachers in core subjects in the past 3 years.*

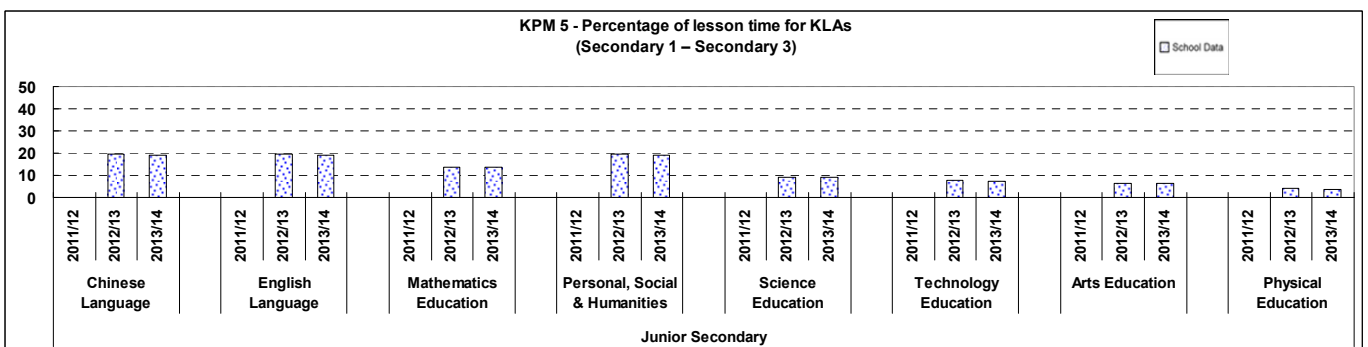
	11/12	12/13	13/14
Approved total teaching staff establishment	58.9	55.7	52.4
No. of teachers in the Chinese panel	12	12	12
No. of teachers in the English panel, excluding NET	11	12	11
No. of teachers in the Mathematics panel	10	9	9
No. of NET	1	1	1
No. of Putonghua teachers	4	4	3
No. of Non-subvented teachers	9.2	6.3	3.6

Number of Active School Days

- The number of days with learning activities organized by the school in junior secondary, including regular classes and learning activities such as school picnic, life-wide learning activities. The number of “Active School Days” is one of the KPM items for measuring students’ learning time within a school year, including the number of days for classroom instruction and days with learning activities organized for the whole junior forms or one class level or more one class levels of junior form students (exclusive of examination days).



Percentage of lesson time for Key Learning Areas



Achievements and Reflections on Major Concerns

Major Concern 1: Developing Active Learners

Achievement

1. The school academic policy was refined to promote elite enhancement

The pass rate of S1 and S2 was effectively changed from 60% to 50% to allow room for teachers to set questions of a wider range of levels of difficulty so as to more effectively differentiate students' level of ability. Questions which required students' higher thinking and analytical skills were increased in subjects like Chinese, English, IS and History. The proportion of marks for difficult questions was increased in Chinese History. Thus, elite students were encouraged to achieve high performance and preparation for senior form learning was effectively implemented.

2. Academic measures were refreshed to strengthen students' positive learning attitude

To cultivate students' positive learning attitude, academic measures like "Morning Reading Time" and "No Sleeping in the Classroom" were implemented in a whole-school approach. To enhance the smooth implementation of the measures, Dean 2 explained the rationale of the measures to students in morning devotion to encourage students' cooperation. Also, a sharing session discussing the details of implementation was arranged in a staff development program. A majority of teachers agreed that concerted effort made among teachers resulted in satisfactory behavior of students.

3. A strong staff team of active teachers was built up to support the development of active learners

(a) School suitably deployed manpower to develop teachers' capabilities. In these two years, the school administration was restructured to mobilize new manpower to participate in academic development. Panel heads of core subjects and teachers from the other committees were recruited to the three academic committees so that academic policies and measures could be refreshed from new perspectives to address current needs. This measure proved to be successful as the panel heads' profound management experience contributed greatly to academic development. Many old academic measures were revisited and effectively modified to address students' diversified learning needs. At the same time, teachers were granted valuable opportunities to perceive academic affairs at the school level. Thus, strategically the middle management of the next ladder is gradually built.

(b) Middle management's curriculum leadership was strengthened. Subject panel heads and directors of different committees were invited to participate in an external staff development program focusing on the roles of middle management and curriculum leadership, held in June. The response from the teachers was very good. Also, professional exchanges among subject panel heads were promoted. Different discussion topics were

arranged in subject panel meetings to invite subject panel heads to share their good practice and experience.

- (c) Front line teachers' observations and views were shared to help formulate constructive recommendations for academic development. Dean 2 and the Director of the Student Learning Support Committee attended senior and junior form meetings respectively to collect teacher's opinions. In this regard, not only a full grasp of the current situation of students' performance was obtained, but also the rationale of the school's academic measures could be clearly explained to teachers. The communication between school and teachers was strengthened.

4. Various learning strategies and relevant learning tasks and activities were effectively devised to develop active learners

- a. Reading to learn was successfully implemented to widen students' knowledge and deepen subject skills. Over 80% of subjects carried out extensive reading to extend subject knowledge. Over 70% of subjects carried out intensive reading to apply reading skills to learn the subject content. Integrated Science employed "KWL" reading strategy in each junior form. It was conducted in terms of self-studying a science topic. Chinese History asked students to apply their reading to project learning. Furthermore, six subjects developed pleasure reading to support the engagement and motivation of learners. Reading schemes were promoted in many subjects to foster students' reading habit and interest. Students' feedback was very positive. Some subjects conducted students' evaluation. Over 70% of students agreed that their interest in the subject was increased while over 90% of students agreed that their learning effectiveness was enhanced.
- b. Subjects selected the appropriate AFL strategies to address their specific learning needs. Exemplars, models of good practice and quality work that reflect curriculum outcomes were developed and provided for students in most subjects. Students were involved in the process of evaluation to promote their ownership of learning in lots of the subjects. Furthermore, formative assessment was employed by some subjects to monitor student learning so as to provide students with ongoing feedback. The Integrated Science Department conducted an in-depth study on the use of strategies for Assessment for Learning, which is part of the Assessment for Learning Program organized by the EDB and HKU. It was observed that not only the students' experimenting skills but also their enthusiasm about doing science experiments were enhanced.
- c. Self-regulated Learning was cultivated to promote students' ownership of learning. Students built up a note-taking habit in Chinese and Christian Ethics. They made their own notes to record what they learnt in class and also reviewed their notes to consolidate their learning after class. Home Economics encouraged students to use their own words to write summaries of learning at the end of lessons. Students found the learning task challenging and useful. In S1 Visual Arts, pre-lesson tasks were devised to extend learning before lessons. Students were required to complete the learning task before

lesson and discussed what they had learnt at the beginning of the lessons. Over 90% of students completed the tasks. Most of them agreed that pre-lesson tasks could facilitate better understanding of the subject content.

- d. The concept of Assessment as Learning (ASL) was further incorporated into the Student Learning Journal (SLJ). The use of assessment data was explored to enhance effective learning. Up-dated students' assessment data were provided for students to keep track of their learning progress. Students were asked to review their own academic performance after uniform tests and examinations so as to set goals and initiate relevant action plans for study in form periods.
- e. A rich array of outside-the-classroom learning activities was arranged for students to widen their horizons and broaden subject knowledge. To consolidate learning, post-visit learning tasks were tailor made to facilitate students' deeper reflection on the activities. Activities included visiting museums and exhibitions, territory-wide excursions, study tour in Taiwan etc. In addition, a broad scope of learning opportunities was devised to engage students in the school's 30th anniversary celebrations. Students were motivated to contribute themselves in different roles and tasks in which students' generic skills like collaboration, creativity and communication were enhanced. Reflected in the questionnaire, a majority of students agreed that the cultivation of generic skills was satisfactory. Moreover, students were encouraged to participate in various types of competitions to apply subject knowledge and skills in a wider learning context. Subject teachers provided relevant training to strengthen students' competence. Students won prizes and found the competition a valuable learning experience.
- f. Timely evaluation and revision of the NSS subject curriculum was conducted by subjects to cope with the current modification of the NSS curriculum. Chinese Language refined teaching strategies to address the modification of the DSE papers. English Language is planning to replace the module Learning English through Popular Culture with another module (Learning English through Debating) so that students will have more exposure to research, speaking, language production, writing and listening. Furthermore, appropriate strategies were employed in different subjects to boost HKDSE results. Pre-mock examination of all core subjects was coordinated by the Curriculum Affairs Committee in December to prepare S6 students to face the public examinations. Post-mock supplementary lessons were arranged for students to strengthen their mastery of examination skills. Good exemplars of the public examination with clear assessment rubrics were presented to students to meet the requirements of the public examination.

Reflection

1. The change of S1 and S2 pass rate from 60% to 50% has successfully given teachers room for inputting more open end and high-order thinking questions to promote elite enhancement. Thus, relevant teaching content and appropriate pedagogy should be developed to facilitate students' mastery of the challenging learning context.

2. The whole-school approach to implementing academic measures has proved to be an effective strategy for combining teachers' concerted efforts to strive for better students' performance. It is recommended that a whole-school approach to implement teaching strategies among subject teachers could be taken into consideration to strengthen learning effectiveness.
3. To further empower middle managers and promote their leadership capacity, school shared visions with more directional guidance should be strongly communicated with the middle management to build up consensus and closer collaboration. Furthermore, the school should make a stronger effort to oversee the implementation of the subject plans and give timely feedback so as to foster the culture of continuous improvement in teaching and learning.
4. Teachers' opinions on academic development were shared in the form meetings. It is suggested that richer channels of communication could be systematically developed to facilitate more teachers to express their observations and views to the school. Also, form teachers not only provide pastoral care to students, the role of form teachers could also be further strengthened to give academic guidance to students to strive for excellence.
5. The use of assessment data was explored. Students were informed of their personal academic data to compile their Student Learning Journal to promote Assessment as Learning. To take a step forward, both teachers and students should be equipped with the knowledge and skills to analyze the data properly so as to keep track of the learning progress of students. Also the comprehensive use of data should be further developed to facilitate a full grasp of students' performance so as to propose more concrete and solid suggestions for school improvement.
6. Subjects chose appropriate T&L strategies and made good effort to organize various programs and activities to extend learning outside classroom. Qualitative post-lessons and post-activities learning tasks were devised to consolidate learning. Yet, less attention was put on student evaluation. To further investigate the effectiveness of student learning, students' views about learning should be collected and studied.

Major Concern 2: Developing Disciplined Students

Achievement

1. Maintain a higher expectation of students' self-control
 - (a) Time management

The Discipline and Guidance Committee (DGC) devised a correction plan for late-comers named "Punctuality Remission Scheme". Frequent late-comers were reminded and encouraged individually to have better time management and, consequently, frequency of being late was reduced.

More subject panels focused on drilling students' skill of time management in homework submission. More students have been able to submit their homework as scheduled.

(b) Decision making and behavior

DGC held a series of activities about character building including DOUBLE Check, "Good Men Good Deed" (好人好事) and classroom activities for S.1 and S.2. Thus the atmosphere of building positive character was developed. Also, DGC conducted briefings to all forms separately to encourage/remind students to have good behaviors.

(c) Student leaders making effort to improve serving

The academic results of student leaders were monitored through form meetings. Student leaders were encouraged to balance their effort put on posts and studies individually by the Dean of Student Development and Support when their results were not satisfactory. Teachers in charge of student posts were notified of students' difficulties and offered guidance. Rewardingly, the commitment of the Christian Ambassadors (CA) attracted other students' interest to join CA to serve our God and fellow students. Moreover, the team structure of the Prefects was re-organized with reference to student leaders' suggestion. The performance of prefects could function better.

2. Establish an environment to practice respectful virtue

(a) Opposite sex

Apart from several talks organized by the Life Education Committee (LEC) for junior form students about "Sex education", DGC set up school policy about love affairs and announced to junior and senior forms separately. Also, known cases were reported and interviewed by DGC teachers/ social workers and most students behaved appropriately after the reminder. Moreover, a forum named Students' Voices was organized by the Students' Union (SU). The Director of DGC answered students' concerns on love affairs and most students were mature enough to show their understanding towards the school policy on love affairs in the forum.

(b) Training provided by guest speakers

A training workshop for students concerned for the 30th Anniversary was provided. More than 80% of the participants were satisfied with the workshop. Our alumnus Mr. Poon Kwok Ming, who is a Training Specialist for Cathay Pacific, served as our guest speaker in training our students in Open Days. He taught students basic manners in serving visitors and demonstrated the serving attitude with his own passion. Students highly appreciated the training provided by him that he was invited to be the trainer of the Student Ambassadors (SA) next year.

(c) The right to give opinions

Student representatives participated actively in the forum organized by the Students' Union (SU) to express opinions to school authorities directly. They voiced out their request in a respectful and harmonious way. Also, students of Student Leader Teams and

School Service Teams were encouraged to present their ideas in meetings with teachers in charge.

Reflection

1. Respect oneself and the posts assigned

A tailor-made assembly should be designed by DGC to convey the message of character building for all students. Also, student leaders should note the whole school calendar showing the scheduled academic and non-academic activities to manage their time properly. Moreover, student leaders should treasure the chances offered to serve in major school events, other than their posts, to broaden their serving aspects.

2. Respect others

ILC is a coeducational school which provides an environment for opposite genders to get along with each other. Therefore, appropriate distance between opposite sexes should be respected. Also, students should be encouraged to express ideas on school events, especially the current social issues in Hong Kong. This reflects the need for students' voices to be delivered in a proper way, including direct communication with the school.

Major Concern 3: Coping with Future Challenges

Achievement

1. Moral responsibilities

LEC collected the present element on areas of moral and national education. It was found that related learning was scattered inside and outside classrooms by different subject panels and committees. Students could be exposed to different learning opportunities to formulate their own values. Also, 20 S.1 and S.2 students joined the Inter-school Basic Law Competition at T.P.O.M.P.S.

2. Social responsibilities

Information about the current issues was displayed on boards publicly by LEC. Then students were invited to express their opinions on current issues e.g. Poverty and Bullying in Hong Kong. Through writing their thoughts, their awareness of social issues was raised and their responses to the surroundings events were practiced.

3. National responsibilities

LEC offered tours to 30 S.1 and S.2 students to join 「佛山新會交流團」 in Foshan, China. It was a valuable chance for students to experience the culture and learn in the real context of our motherland. Also, information about Mr. Bruce Jun Fan Lee and Ms. Lee Wai Sze were displayed to introduce brilliant models of Chinese who demonstrate the brightness of our

nation. Both activities impressed students and increased their sense of national identity.

4. Global responsibilities

LEC arranged an activity for raising food for a food bank that let students work for saving our planet. Also, information about Indoor Air Quality was shared to arouse students' concern about air pollution in Hong Kong and show them that they had the responsibility to take part in protecting the planet. All these aroused students' sense of global citizenship on environmental protection.

Reflection

Various means should be used to guide students to experience the journey to take up all the responsibilities mentioned above. The first stage is the information provided, which includes board displays, exhibitions and books/ magazines in static mode. A much livelier mode is information delivered through morning devotion and promotion on Mondays. The second stage is dynamic, which is composed of discussion in class and forum. The third stage is active, in which students participate in competitions. The fourth stage is the application stage, in which students raised food for the food bank or reduced energy consumption by using less air-conditioning. Overall, gradual participation should be offered to students so that they can cope with future challenges ahead.

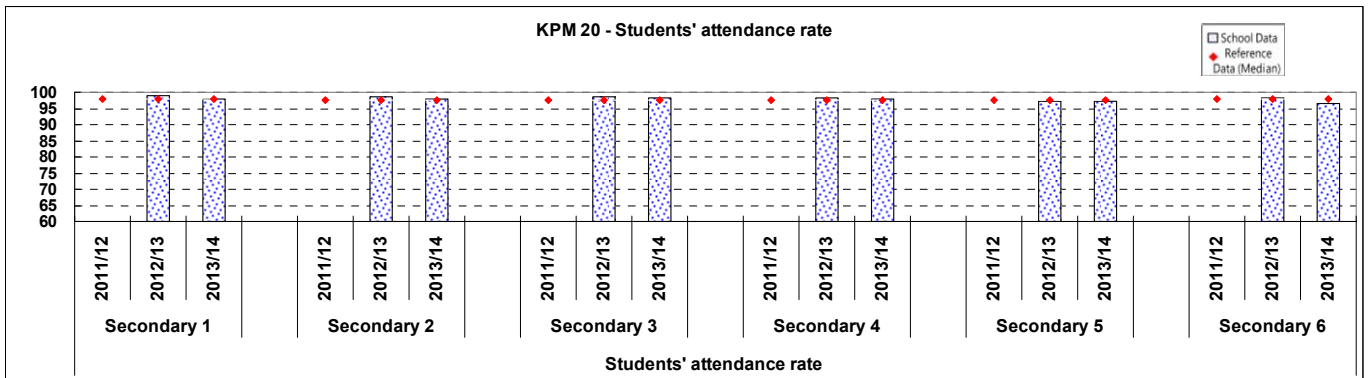
Financial Summary

- The school's annual financial position is summarized as follows:

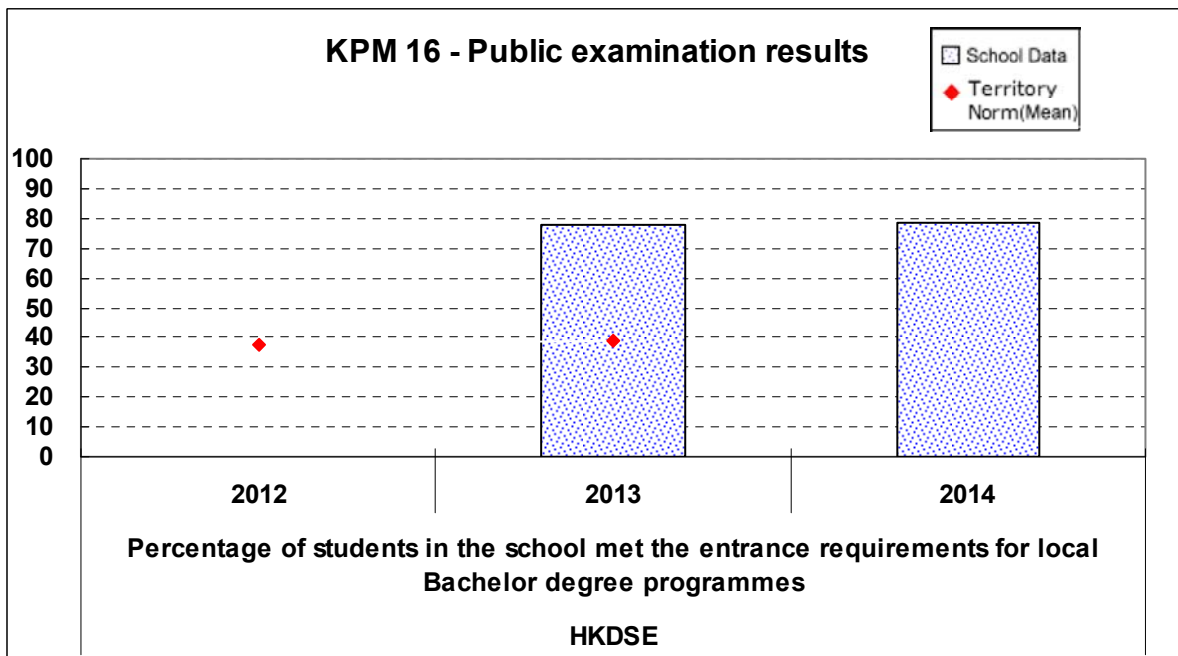
Income		Expenditure	
Description	Amount	Description	Amount
Government Funds			
Balance brought forward from previous year	3,108,117.31		
1. Teacher Salaries Grant	37,205,058.97	1. Teacher Salaries Grant	37,205,058.97
2. Teaching Supporting Staff Salaries Grant	1,328,100.00	2. Teaching Supporting Staff Salaries Grant	1,328,100.00
3. Teaching Supporting Staff P.Fund	179,559.00	3. Teaching Supporting Staff P.Fund	179,559.00
4. Clerical & Janitor P.Fund	272,134.68	4. Clerical & Janitor P.Fund	264,933.98
5. Government Rent & Rates	303,612.00	5. Government Rent & Rates	303,612.00
Sub-total:	39,288,464.65	Sub-total:	39,281,263.95
(I) Expanded OEBG			
1. Basic Baseline	1,922,231.44	1. General Administration	572,959.30
		a. Extra-Curricular Activities and Life-wide	310,370.90
		b. Library Books	53,188.45
		c. Subject and Department Consumables	417,030.05
		d. Furniture and Equipment	510,051.44
2. Noise Abatement Grant	467,947.25	2. Noise Abatement Grant	257,426.00
3. Administration Grant - Ordinary	3,573,158.00	3. Administration Grant - Ordinary	2,985,472.00
4. Composite IT Grant	392,943.00	4. Composite IT Grant	388,179.70
5. Capacity Enhancement Grant	537,792.00	5. Capacity Enhancement Grant	449,311.97
Sub-total:	6,894,071.69	Sub-total:	5,943,989.81
Balance carried forward to next year	4,065,399.89		
(II) Grants outside OEBG (Appendix 3)			
Balance brought forward from previous year	2,316,912.73		
1. SSCSG	741,510.00	1. SSCSG - Teacher Salaries	503,430.00
2. Extra SSCSG	250,000.00	2. Extra SSCSG	0.00
3. Teacher Relief Grant (TRG)	1,101,987.60	3. TRG-Supply & Additional Teachers Salaries	425,529.00
4. Fractional Post Cash Grant	346,038.00	4. Fractional Post Cash Grant	345,883.20
5. Moral and National Education Grant	0.00	5. Moral and National Education Grant	17,980.70
6. Learning Support Grant	240,000.00	6. Learning Support Grant	219,420.00
7. Refined English Enhancement Scheme	0.00	7. Refined English Enhancement Scheme	5,000.00
8. School-based After-school Learning	84,000.00	8. School-based After-school Learning &	98,400.00
9. The Hong Kong Jockey Club Life-wide	108,250.00	9. The Hong Kong Jockey Club Life-wide	108,250.00
10. Beat Drug Fund	80,000.00	10. Beat Drug Fund	67,079.60
11. One-off Grant for Upgrading WebSAMS	50,000.00	11. Upgrading WebSAMS Version	0.00
12. Diversity Learning Grant (Applied Learning)	200,255.00	12. Diversity Learning Grant (Applied Learning)	200,255.00
13. Diversity Learning Grant (Other Programmes)	105,000.00	13. Diversity Learning Grant (Other Programmes)	94,891.50
14. Committee on Home-School Co-op	14,811.00	14. Committee on Home-School Co-op	14,810.10
Sub-total:	3,321,851.60	Sub-total:	2,100,929.10
Balance carried forward to next year	3,537,835.23		
Total Balance of Government Funds	7,603,235.12		
School Funds			
Balance brought forward from previous year	1,738,142.85		
1. Non-standard Items Charges	262,840.00	1. Non-standard Items Charges	193,384.67
2. Donations - Scholarships, Religious Activities	105,338.40	2. Scholarships, Religious Activities	81,934.70
3. Tong Fai	155,310.00	3. Furniture & Equipment	167,518.38
4. Tuck Shop Rent	151,800.00	4. Setting up of "The ILC Archive"	125,100.00
5. Profit on Sales of Books & Uniforms	8,245.96	5. Others	70,564.54
6. Others	33,030.05	6. 30th Anniversay Celebration Activities	272,761.30
7. School Development Fund	375,714.10		911,263.59
8. 30th Anniversay Celebration Activities	118,009.50		
Sub-total:	1,210,288.01	Sub-total:	
Balance carried forward to next year	2,037,167.27		

Performance of Students

Students' attendance rate

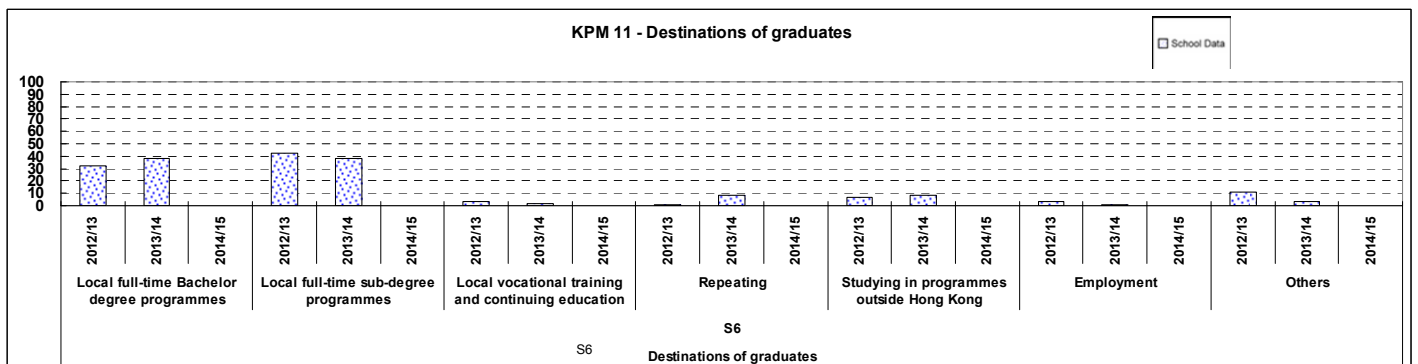


Public examination results



Destination of Graduates

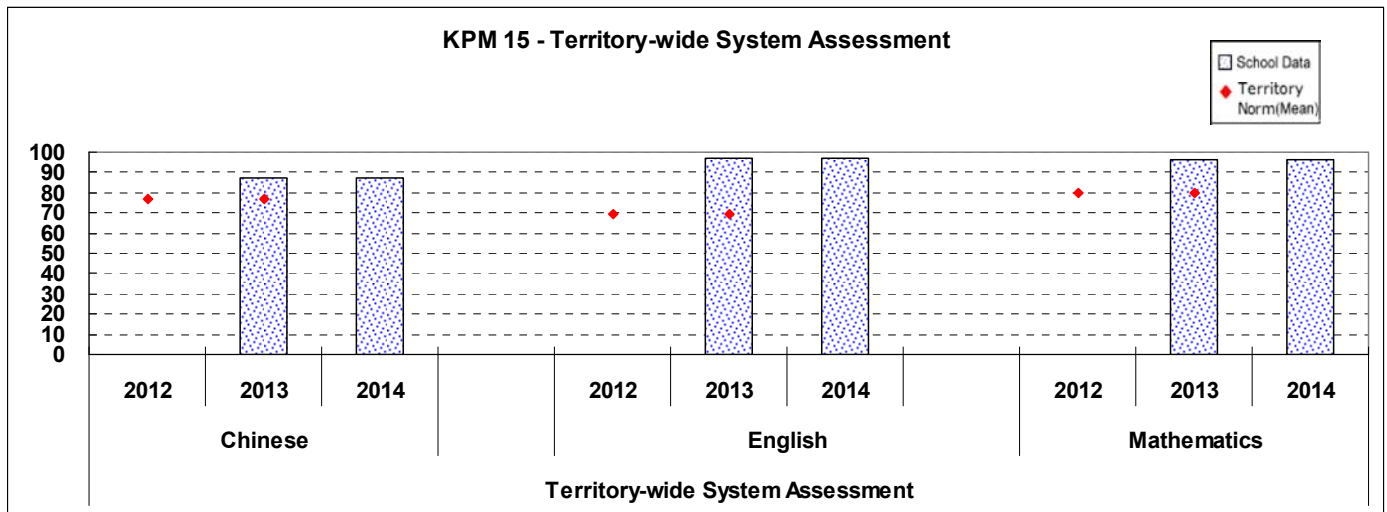
- Percentage of graduates in the following categories pertaining to further studies and employment



Local University

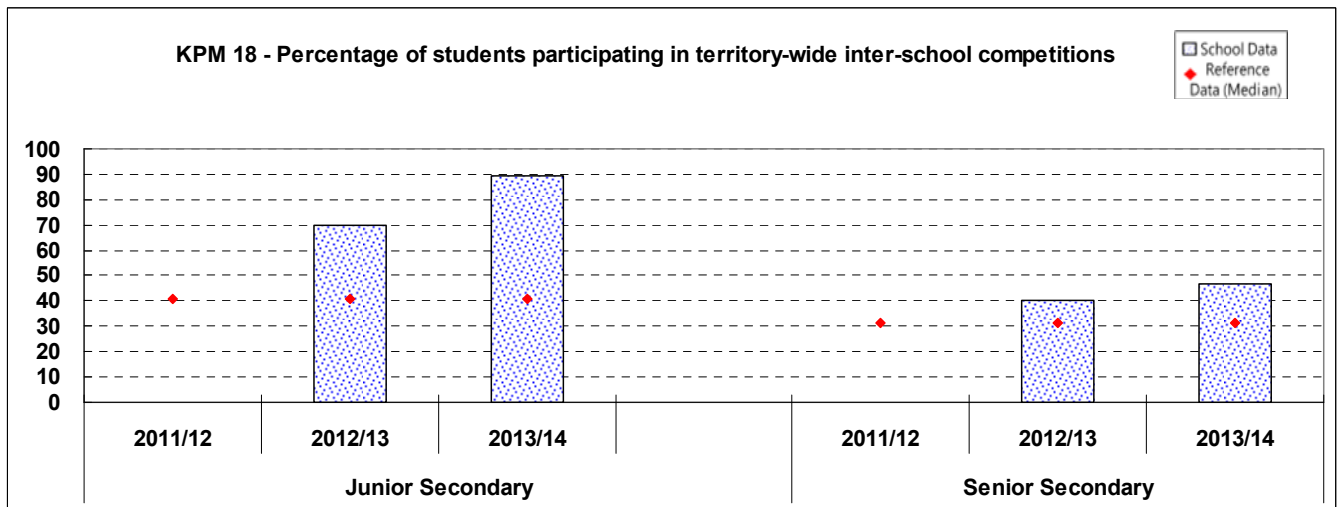
Territory-wide System Assessment

The percentage of students in the school attaining Basic Competence in Chinese, English and Mathematics in the Territory-wide System Assessment.



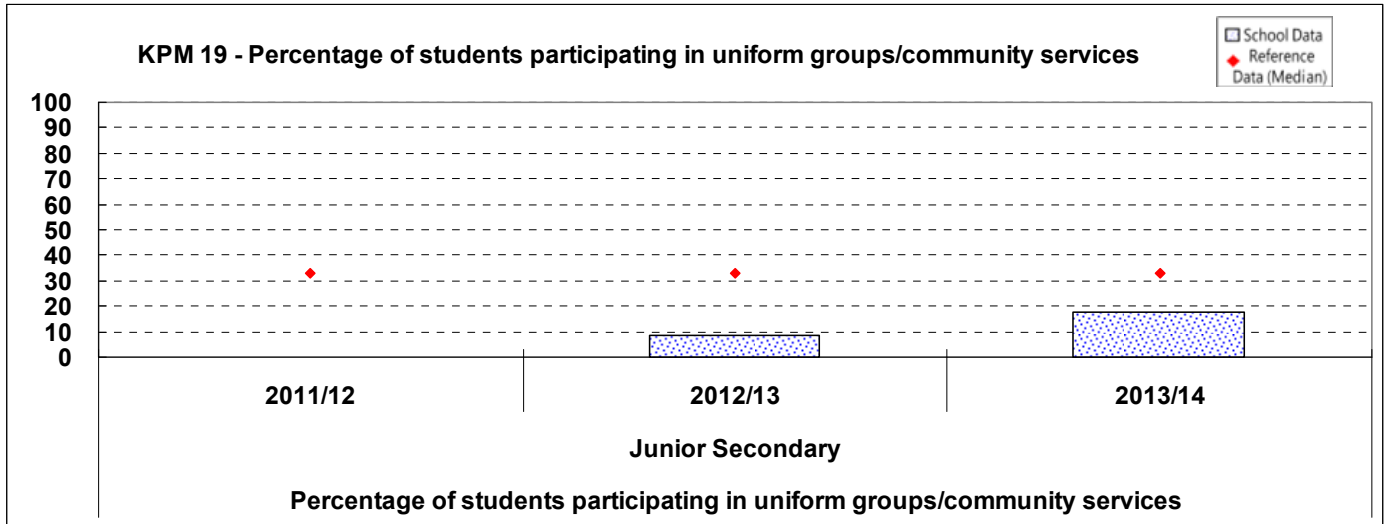
Percentage of students participating in territory-wide inter-school competitions

The percentage of students in each of the Key Stages participating as contestants on behalf of our school in territory-wide inter-school competitions within a school year.



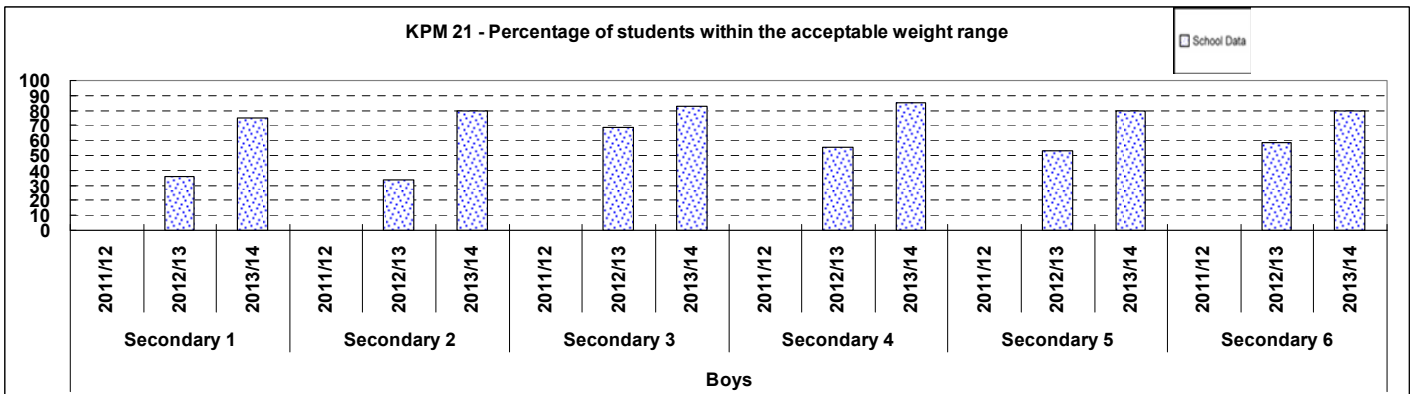
Percentage of students participating in uniform groups/community services

The percentage of junior secondary students participating in uniform groups/external community services within a school year



Percentage of students within the acceptable weight range

The percentages of students by grade level within the acceptable weight range by gender



Inter-school Activities and Prizes Won in the Past Year

一、各項校外比賽成績

甲、學術

大埔學界辯論比賽 13-14

複賽最佳辯論員	5A 鍾正康
決賽最佳辯論員	5C 李綽欣
初賽最佳辯論員	6A 顧天燦

大埔學界辯論比賽 13-14

團體	冠軍	2B 張家俊	5A 白詠賢	5A 鍾正康	5A 林志縝
		5C 孔思齊	5C 李綽欣	5D 胡嘉盈	6A 顧天燦
		6C 廖家瑩			

思辯盃全港校際辯論邀請賽第二屆

最佳風度		5D 胡嘉盈			
團體	冠軍	2B 張家俊	5A 鍾正康	5A 林志縝	5B 陳柏康
		5C 孔思齊	5D 胡嘉盈		
新界東		2B 張家俊	5A 鍾正康	5A 林志縝	5B 陳柏康
		5C 孔思齊	5D 胡嘉盈		

星島全港校際辯論比賽第 29 屆

最佳辯論員	5D 胡嘉盈
最佳交互答問辯論員	2B 張家俊
最佳辯論員	5B 陳柏康
最佳交互答問辯論員	5D 胡嘉盈

孔聖堂中學六十周年校慶全港中小學徵文比賽

高中組 散文優異獎	5C 葉穎琳
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校際朗誦節中文比賽

粵語二人對話朗誦	亞軍	4B 陳心謙	4C 朱泳湘		
	優良	1A 張詠琳	1A 李凱怡	1D 呂藹琳	1D 丁梓淇
		2A 陳怡晴	2D 陳卓儀	3A 伍絲行	3C 陳家怡
		4B 廖卓瑩	4B 蘇凱婷		
	季軍	1A 周姍姍	1A 羅琬茵	3B 鄧詠澗	3D 鄭詠晞
粵語散文獨誦	優良	1A 余珮鳴	1C 胡碧文		
	季軍	1C 劉筱瑜			
粵語詩詞獨誦	優良	2C 麥延曦	3D 麥延秋	5C 孔思齊	

普通話散文獨誦	優良	1B 李詠思	3A 林祺華	3A 王思穎	3C 鍾旭銘
普通話詩詞獨誦	優良	1C 魏溢楠	1D 劉卓寧	2D 葉康傑	3D 莊雅晴
	良好	3D 鄧曉嵐			

香港青少年數學精英選拔賽 2013-2014

二等獎 3B 蘇志軒

培正數學邀請賽

中學一年級 優異獎	1A 盧希俊	1B 郭文皓
中學二年級	2A 陳望心	

中國中學生作文大賽（香港賽區）2014

初中組	2D 陳綽滄	3A 戴倩潼	3D 郭詠恩
高中組	4C 紀天慧	5C 孔思齊	5C 葉穎琳

第二十九屆中學生閱讀報告比賽

中文主題閱讀組高級組 亞軍 4C 楊燕卿

第六十五屆香港學校朗誦節(英文朗誦)

中學一年級女子組英語詩詞獨誦	優良	1A 區麗嫻	1A 陳珈蔚	1B 林慧樟
		1C 張頌恩	1C 劉雅慧	1C 劉筱瑜
		1C 廖捷恩		
中學二年級男子組 英語詩詞獨誦	優良	2D 葉康傑		
中學二年級女子組 英語詩詞獨誦	優良	2B 鄧伊甯	2C 麥延曦	
中學三、四年級英語二人戲劇朗誦	優良	3A 戴倩潼	3A 王思穎	
中學三年級男子組 英語詩詞獨誦	優良	3D 黃浩年		
中學三年級女子組 英語詩詞獨誦	亞軍	3A 鄧慧倫	3A 王思穎	
	優良	3A 蘇珮瑜	3B 陳紫倩	3B 梁家琪
		3C 梁穎晴	3D 莊雅晴	3D 鄧曉嵐
	季軍	3B 蕭商庭	3C 李佩璇	3D 邱穎琳
中學四年級女子組 英語詩詞獨誦	亞軍	4B 陳心謙		
	優良	4C 紀天慧	4C 李穎怡	4E 徐詠琪
	良好	4E 謝曦樂		
中學五年級女子組 英語詩詞獨誦	亞軍	5E 陳映澂		
	優良	5C 羅卓楹	5E 陳樂瑤	

乙、領袖

大埔區傑出學生選舉

初中組	(大埔區) 優異獎	3A 戴倩潼
	十大傑出學生	3A 蘇珮瑜
高中組	(大埔區) 優異獎	5A 白詠賢 6C 楊香柏

明日領袖獎

3A 戴倩潼	3B 羅俊森	4C 楊燕卿	4F 陳近人	5A 鍾正康	5E 勞智遠
6C 袁碩謙	6F 余葆怡				

丙、美藝

大埔區戲劇種子計劃

演出	1A 羅琬茵	1A 呂嘉雯	1A 蘇美琪	1C 劉筱瑜
	1C 胡碧文	2A 曾雪嵐	2A 王倩兒	2A 朱俊燊
	2A 麥皓峰	2B 鄧伊甯	2D 鄧巧欣	3A 嚴子樂
	3C 李靖琳	3D 徐沅琪	4E 張樂琳	5A 吳紀華
	5A 陳維汗	5B 莫仲軒		

國際青年戲劇節

季軍	1C 劉筱瑜	1C 胡碧文	2A 朱俊燊	3A 嚴子樂
	4E 張樂琳	4E 馮詠欣		

香港創意戲劇節

傑出獎狀	1C 劉筱瑜	1C 胡碧文	2B 鄧伊甯
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大埔區中、小學校際戲劇比賽

最佳男演員	5A 林志縝			
優異整體演出	1D 呂譚琳	3C 李靖琳	3D 徐沅琪	3D 陳翰民
	3D 陳子珩	3D 張展浚	4E 馮詠欣	5A 林志縝

香港學校戲劇節

傑出整體演出	1D 呂譚琳	3C 李靖琳	3D 徐沅琪	3D 陳翰民
	3D 陳子珩	3D 張展浚	4E 馮詠欣	5A 林志縝
傑出男演員	3D 張展浚	5A 林志縝		

即興競技劇場大賽

第六名	1A 羅琬茵	1A 呂嘉雯	1C 劉筱瑜	1C 胡碧文
	1C 袁思灝	1D 關兆男	2A 朱俊燊	3A 嚴子樂

第七名
1A 吳仲婷 1B 劉美岐 1C 江詠琪 2A 曾雪嵐
2D 劉倬傑 3D 陳翰民 4E 張樂琳 4E 馮詠欣

全港青少年繪畫日

中學組 優勝者 3B 許奕敏 4D 林靜怡 5D 梁頌生

禁毒時裝設計比賽 2014

優秀設計圖獎 4C 洪允濶 4C 劉凱宜

中學生視覺藝術創作展 2014

中學組 嘉許獎 6D 李樂謙
高中組 銀獎 4D 林君賢
入圍參展 6B 徐銘亨 6E 張曉茹 6F 劉彥彤

熱愛生命圖文設計比賽 2014

初中組 金獎 3A 鄧慧倫
優異獎 3B 許奕敏 3C 陳家怡

學界道路及交通安全海報設計比賽 2013

中學組 冠軍 4C 洪允濶
季軍 4C 劉凱宜

舊事物的美(畫作及攝影比賽) ---帆布肩袋設計 2014

中學組 季軍 6E 李淑楠

2014 面具設計比賽

中學組 入圍獎
1A 林暄 1C 劉筱瑜 1C 李向澄 1C 廖捷恩
1D 區倩珩 1D 張盈盈 3A 鄧慧倫 3D 梁芝瑜
4A 林穎嵐 4C 洪允濶 4C 劉凱宜 4D 張家敏
4D 林靜怡 4D 林君賢 4D 吳蕙雯 4F 蘇洛民
優異獎 1B 譚倩樺 1B 鄧雅媚 1C 梁恩綺 3B 許奕敏
3D 莊雅晴

最佳跑手服飾設計大獎

中學組 季軍 4C 趙穎茵 4C 洪允濶 4C 黃律宜 4C 楊頌美
4D 林靜怡

水務設施繪畫比賽 2014

優異獎 5D 梁頌生

香港青年音樂匯演 2013

31-90 人 中樂團 銀獎

1A 區麗嫻	1A 張詠琳	1A 蘇仟仟	1B 楊慧茵
1C 江詠琪	1C 梁禎君	1C 鄧浩賢	1D 劉咏昕
2A 黃振熹	2B 陳瑋婷	2B 劉卓然	2B 葉枳彤
2C 陳敏諾	2C 張嘉希	2C 劉敏婷	3A 蔡宣信
3A 林祺華	3A 鄧慧倫	3A 王思穎	3A 司徒梓峰
3B 許奕敏	3B 葉喜悅	3B 莊煒俊	3B 鍾浩弘
3C 鍾旭銘	3C 李欣晴	3C 麥熹汶	3C 方銘聰
3D 邱穎琳	3D 盧沅旻	4A 尹翔俊	4B 蘇凱婷
4B 李鉅威	4B 楊樂希	4C 房滢	4C 劉凱宜
4D 林高霆	4D 梁卓康	4D 楊嶸	4E 林柏滔
4F 何詠諭	4F 蘇洛民	5A 歐焯楠	5A 謝民鑫
5A 余銘軒	5B 李詠祥	5B 杜瑋麟	5C 吳以琛
5E 李逸曦	5F 陳穎琪	6A 陳子謙	6F 陳倩儀

第六十六屆香港學校音樂節

中級組 中樂團 冠軍

1A 區麗嫻	1A 蘇仟仟	1B 楊慧茵	1C 江詠琪
1C 鄧浩賢	2B 劉卓然	2B 葉枳彤	2C 陳敏諾
2C 劉敏婷	3A 蔡宣信	3A 王思穎	3A 司徒梓峰
3B 莊煒俊	3B 鍾浩弘	3C 李欣晴	3C 麥熹汶
3D 盧沅旻	4A 尹翔俊	4B 李鉅威	4B 楊樂希
4C 房滢	4C 劉凱宜	4D 林高霆	4D 梁卓康
4D 楊嶸	4E 林柏滔	4F 何詠諭	4F 蘇洛民
5A 歐焯楠	5A 謝民鑫	5A 余銘軒	5B 杜瑋麟
5C 張雪鈴	5E 李逸曦	5F 陳穎琪	

種子計劃「數碼短片創作比賽」2014

劇情片 最佳創意獎

2B 陳煒琪	3A 鄭子揚	4A 譚浩鳴	4B 曾柱山
4E 沈子康	6A 陳諾俞	6A 徐潔珍	6A 葉綺汶
6A 張行義	6A 楊敬琛	6F 鄭子彥	6F 方獻豎

香港國家地理頻道紀錄片製作大賽 2014

中學組 最佳剪接獎

4A 潘敦誠	4A 譚浩鳴	4B 曾柱山	4E 沈子康
5B 陳朗謙			

大埔 Style 攝影及拍片拍攝比賽

中學組 最具「大埔 STYLE」短片獎

6A 徐潔珍	6A 葉綺汶	6C 連希朗	6F 鄭子彥
6F 方獻豎			

第九屆香港學界電影節短片比賽

中學組

最佳男演員	金獎	5A	林志瀨						
最佳女演員	銅獎	5E	梁賜恩						
最佳原創音樂	金獎	6A	楊敬琛						
最佳影片（非劇情片）	銀獎	4A	潘敦誠	4A	譚浩鳴	4B	曾柱山	4E	沈子康
		5B	陳朗謙						
最佳製作	銀獎	2A	陳望心	2A	何浩程	2C	黃家傑	3B	羅俊森
		3B	沈愷栢	3C	陳浩廣	3D	郭詠恩	3D	嚴穎鋒
		4A	潘敦誠	4A	譚浩鳴	4B	曾柱山	4E	沈子康
		5A	林志瀨	5B	陳朗謙	5E	梁賜恩		

第十二屆德國漢諾威 Up and coming 國際電影節 2013

國際組	入圍作品	2B	陳煒琪	3A	鄭子揚	4A	譚浩鳴	4B	曾柱山
		4E	沈子康	6A	陳諾俞	6A	徐潔珍	6A	葉綺汶
		6A	張行義	6A	楊敬琛	6F	鄭子彥	6F	方獻豎

丁、體育

2013-2014 港九街坊婦女會孫方中書院陸運會

女子組 4x100 米接力邀請賽	季軍	3A	梁瑋欣	3B	陳雪瑩	3C	吳以珩	3D	陳羨婷
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孔教學院何郭佩珍中學陸運會

男子組 4x100 米接力邀請賽	亞軍	5B	張柏迪	5B	劉招河	5E	蘇子東	5E	謝梓謙
女子組 4x100 米接力邀請賽	亞軍	4D	黃佩欣	5D	王俊鏐	5E	黃笑華	5E	梁賜恩

香港教育學院陸運會

女子組 4x100 米接力邀請賽	冠軍	4D	于皓筠	5C	李雅妍	5D	王俊鏐	5E	梁賜恩
	季軍	2B	梁可茵	2B	梁嘉希	2C	蘇文華	3D	陳羨婷

鳳溪第一中

男子 4x100 米接力邀請賽	亞軍	3A	鄭子揚	3D	嚴穎鋒	4B	陳逸洋	4D	張顥賢
(青年組)									
女子 4x100 米接力邀請賽	季軍	4D	于皓筠	5C	李雅妍	5D	王俊鏐	5E	梁賜恩

北區豐盛人生健樂跑

女子甲組	第十名	5F	何錦欣
女子乙組	冠軍	3D	盧沅旻
	第九名	2D	徐梓霖
女子丙組	第五名	1A	余珮鳴
	第六名	2D	鄧巧欣

2013-2014 香港教育學院週年越野跑

男子青年組	三公里	季軍	4B	楊樂希
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2013-2014 校際越野比賽（大埔及北區）

男子甲組	團體總成績	殿軍	5B	陳進傑	5B	郭志昊	5B	劉招河	5C	黃良俊
			5D	王柏淘	5E	謝梓謙	5F	戴浩銘		
	個人總成績	冠軍	5D	王柏淘						
男子乙組	團體總成績	殿軍	2B	周沛曦	2B	廖斯進	3A	黎智康	3B	陳家禧
			3B	陳文卓	3D	鍾展鏜	4D	余嘉恒	4E	林柏滔
	個人總成績	第六名	4B	楊樂希						
		第九名	4D	余嘉恒						
女子乙組	團體總成績	第五名	2B	鄺寶萱	2B	譚凱婷	3A	吳倩瑤	3B	吳苡靖
			3D	梁芝瑜	3D	盧沅旻	4A	劉浩名	4F	陳近人
女子丙組	團體總成績	第五名	1A	余珮鳴	2A	李卓寧	2C	李慧中	2C	麥延曦
			2D	文嘉鈴	2D	吳翠婷	2D	徐梓霖		

2013-2014 北區田徑分齡賽

400 米	亞軍	5E	謝梓謙							
4x400 米接力	冠軍	5B	張柏迪	5B	郭志昊	5E	謝梓謙	5F	戴浩銘	
男子丙組	跳遠	季軍	5E	謝梓謙						
男子 D 組	1500 米	亞軍	4B	楊樂希						
		季軍	4D	余嘉恒						
	800 米	亞軍	3B	陳文卓						
女子丙組	4x400 米接力	冠軍	4D	李嘉詠	4F	陳近人	5C	吳以琛	6D	陳琬彤
	800 米	亞軍	4D	李嘉詠						
		季軍	5C	吳以琛						
	標槍	季軍	4D	李嘉詠						
	鉛球	冠軍	5C	吳以琛						
		季軍	4D	李嘉詠						
女子 D 組	1500 米	亞軍	3D	馬希敏						
		季軍	3B	劉心怡						
	4x400 米接力	冠軍	3A	吳倩瑤	3B	劉心怡	3D	盧沅旻	3D	馬希敏
	鉛球	季軍	3A	吳倩瑤						

2013-2014 大埔及北區學界游泳比賽

男子甲組	100 米自由式	冠軍	5D	王柏淘
	50 米自由式	季軍	5D	王柏淘

大埔及北區學界田徑錦標賽

男子甲組	1500 米	季軍	5D	王柏淘			
	400 米欄	季軍	5B	劉招河			
	跳高	冠軍	5F	劉梓豪			
	團體總成績	第六名	1C	何瑞涵	2C	麥溢輝	4A 郭向榮 4F 蘇偉權
			5B	陳進傑	5B	郭志昊	5B 劉招河 5D 莫家舜
			5D	王柏淘	5E	蘇子東	5E 孫富培 5E 謝梓謙
			5F	戴浩銘	5F	劉梓豪	
男子乙組	1500 米	季軍	4B	楊樂希			
	4x100 米接力	冠軍	3A	鄭子揚	3D	嚴穎鋒	4B 陳逸洋 4D 張顥賢
	800 米	亞軍	4D	余嘉恒			
	團體總成績	殿軍	3A	鄭子揚	3A	程政皓	3B 陳文卓 3C 黃瑞倫
			3D	鍾展鏜	3D	麥卓然	3D 嚴穎鋒 4A 勞迦納
			4B	陳文斌	4B	陳逸洋	4B 楊樂希 4D 張顥賢
			4D	余嘉恒	4E	林柏滔	
	跳遠	亞軍	4D	張顥賢			
男子丙組	跳遠	亞軍	2C	周俊熙			
女子甲組	4x100 米接力	冠軍	4D	黃佩欣	4D	于皓筠	5C 李雅妍 5E 梁賜恩
	4x400 米接力	季軍	4D	李嘉詠	5C	何依霖	5D 王俊鏐 5E 黃笑華
	標槍	亞軍	5C	羅卓楹			
	團體總成績	季軍	2D	方曉瑩	4D	李嘉詠	4D 黃佩欣 4D 于皓筠
			5C	何依霖	5C	羅卓楹	5C 李雅妍 5C 吳以琛
			5D	王俊鏐	5E	梁賜恩	5E 黃笑華 5F 何錦欣
女子乙組	團體總成績	第七名	1C	張詠然	2A	陳倩瑩	2B 譚凱婷 3A 鍾凱盈
			3A	梁瑋欣	3A	吳倩瑤	3B 陳雪瑩 3B 劉心怡
			3D	陳羨婷	3D	盧沅旻	4B 蘇凱婷 4C 潘芊睿
			4C	蘇玉瑜	4F	陳近人	
女子丙組	4x100 米接力	季軍	1D	廖穎桐	2B	梁可茵	2B 梁嘉希 2C 蘇文華
			2D	林曉渝			
	跳高	亞軍	2B	梁可茵			
	團體總成績	第五名	1A	余珮鳴	1C	林詩憶	1D 林祝旋 1D 廖穎桐
			1D	楊芷澄	2A	李卓寧	2B 陳煒琪 2B 梁可茵
			2B	梁嘉希	2C	李慧中	2C 麥延曦 2C 蘇文華
			2D	林曉渝	2D	吳翠婷	2D 吳汶欣 2D 徐梓霖

大埔及北區學界籃球比賽

男子乙組	男子籃球	決賽	3A 葉晉璋	3A 姚健倫	3B 石懷熙	3B 沈愷栢
			3B 黃俊傑	3C 陳浩廣	3D 黃俊傑	4A 勞迦納
			4A 潘敦誠	4A 石振烽	4B 陳俊瑋	4B 陳文斌
			4B 陳逸洋	4B 黎懿聰	4D 余嘉恒	4E 黃偉衡
			4E 余栢欣			
男子丙組	團體總成績	季軍	1A 黃俊昇	1B 陳柏霖	1C 陳重原	1D 關兆男
			2A 石懷謙	A 黃振熹	2B 鍾遠恒	2B 江柏霖
			2C 周俊熙	2C 謝輝明	2D 鍾皓朗	

2013-14 屈臣氏集團香港學生運動員獎

青少年組 (15-17 歲)

最佳運動員 傑出學生 5D 王俊鏐

南華體育會第六十六屆全港學界田徑運動會

男子丙組 4x100 米接力 季軍 2C 蔣耀駿 2C 周俊熙 2C 謝輝明 2C 黃家傑

二、各項校內比賽成績

三十周年校慶徵文比賽

中學二年級	冠軍	2A 陳希元
	亞軍	2D 陳穎怡
	季軍	2D 陳綽滄
中學三年級	冠軍	3A 戴倩潼
	亞軍	3A 王思穎
	季軍	3C 朱子清
中學四年級	冠軍	4D 林靜怡
	亞軍	4C 潘芊睿
	季軍	4B 李佩儷
中學五年級	冠軍	5A 戴善愨
	亞軍	5B 李詠祥
	季軍	5D 蘇芷盈
中學六年級	冠軍	6D 顧美燁
	亞軍	6A 唐嘉倩
	季軍	6E 許穎鋸

中國古典文學暑期閱讀計劃

優異獎	2A 陳希元	2A 董宇鵬	2A 吳鐘豪	2B 陳煒琪	2B 譚凱婷	2B 葉枳彤
	2C 李梓淇	2C 麥延曦	2C 吳芍瑩	2D 陳綽滄	2D 呂春岸	2D 羅傲齊

3A 戴倩潼	3A 鄧慧倫	3A 王思穎	3B 陳紫倩	3B 劉心怡	3B 梁家琪
3C 朱子清	3C 林伊婷	3C 蘇家俊	3D 邱穎琳	3D 郭詠恩	3D 歐陽樂衡
4A 張凱詠	4A 李芷悠	4A 蘇泳心	4B 李佩儷	4B 勞靖汶	4B 蘇凱婷
4C 紀天慧	4C 李穎怡	4C 蘇曉彤	4D 陳翊華	4D 張家敏	4D 曾慶蘭
4E 馮詠欣	4E 勞子苑	4F 陳近人	4F 潘迪晶	4F 唐信恒	

英文網上學習計劃

第一級第一名	1C 莊煜文	第二級第一名	2D 李安瑩
第一級第二名	1C 羅卓藝	第二級第二名	2D 林曉渝
第一級第三名	1B 鄧雅媚	第二級第三名	2A 馮泳珊
第三級第一名	3A 戴倩潼	第四級第一名	4C 李穎怡
第三級第二名	3C 勞浩然	第四級第二名	4B 勞靖汶
第三級第三名	3D 何嘉兒	第四級第三名	4E 勞子苑
第五級第一名	4F 何偉斯		
第五級第二名	4C 陳曉茵		

三、獎勵計劃

大埔區好學生獎勵計劃

傑出學生 5A 楊蕙美 5B 郭寶慧 5F 黃諾瑤

優秀學生	1A 張詠琳	1A 蘇仟仟	1B 林諾允	1B 鄧雅媚	1D 宋浣媚	1D 劉卓寧
	2A 李卓寧	2A 黃凱彤	2B 譚凱婷	2B 鄧伊甯	2C 李梓淇	2C 麥延曦
	2D 陳綽滄	2D 文嘉鈴	3A 蘇珮瑜	3A 戴倩潼	3B 林盼	3B 鄧詠澱
	3C 朱子清	3C 蘇家俊	3D 何嘉兒	3D 麥延秋	4A 張凱詠	4A 李芷悠
	4B 陳心謙	4B 謝幗靜	4C 楊燕卿	4D 葉慧璇	4D 祁敬霖	4E 沈子康
	4F 陳近人	4F 何詠諭	5A 徐舒慧	5D 陳可心	5E 曾秋盈	5E 黃笑華
	5F 林卓怡					
好學生	共 415 名					

四、獎學金

陳永隆先生獎學金

2A 馮泳珊 2B 鄧伊甯 3A 戴倩潼 3D 馮弘建 4A 李芷悠 4C 陳煒程
5A 戴善愷 5C 陳惠婷 6C 連希朗 6F 吳梓維

趙玉清女士紀念獎學金

2B 譚凱婷 3A 蘇珮瑜 3A 王思穎

沐恩中學校友會獎學金

5C 黃家欣 5D 梁雋怡 6D 張進軒

沐恩中學家長教師會獎學金

3D 郭詠恩 3D 麥延秋 6A 黃致舜 6C 林凱儀 6C 羅卓恩 6C 曾綽羚

官氏獎學金

2B 譚凱婷 3D 何嘉兒 3D 麥延秋 4C 曾盛敏 4C 楊燕卿 5C 陳惠婷
6A 顧天燦 6F 余葆怡

南亞路德會獎學金

5A 白詠賢 5A 徐舒慧 6A 黃致舜 6C 區善兒 6D 崔可茵 6F 蘇靜怡

丘氏獎學金

4B 勞靖汶 4C 紀天慧 6A 張煒杭 6A 李進翹

尤德爵士紀念獎學金 2013/14

5A 戴善愷