I. Our School

St. Clare's Girls' School is a member of the Grant Schools Council using English as the medium of instruction (EMI) in most of the subjects. The school is located on Mount Davis Road, along a hill slope overlooking the sea, providing a serene and natural environment for students.

A. School Philosophy

“CLARE” means “BRIGHT LIGHT”

A LIGHT ….. A BEACON ….. To guide our Clarians

The school is dedicated to the whole-person development of students in the footsteps of our school patron saint St. Clare, a model of truth, honesty and simplicity; to inspire them to lead a full and meaningful life in the spirit of Christ and to become mature and responsible persons.

To this end, the school's motto “Veritas Vincit” or “Truth Conquers” aims at fostering in our students a critical mind and a caring heart so that they can become brightly shining light in the world.

B. Vision and Mission

The School cherishes the vision that all Clarians will develop into mature and responsible persons possessing the qualities of simplicity, honesty and loyalty.

The Principal, together with a staff of dedicated and caring teachers, pledge to join hands with parents and members of the community to incorporate the spirit of love and service into education and work towards providing an environment imbued with care, encouragement and inspiration which will foster the moral, intellectual, physical, social, aesthetic and spiritual growth of our students.

C. School Sponsoring Body & Brief History

St. Clare's Girls' School was founded in 1927 by Missionary Sisters of Our Lady of the Angels (天神之后傳教女修會).

Missionary Sisters of Our Lady of the Angels was founded at Lennoxville in Quebec, Canada in 1922, with the approval of the Most Reverend Paul LaRocque, Bishop of Sherbooke and by Mother Mary of the Sacred Heart. Mother Mary of the Sacred Heart was in Canton, China, when she conceived the desire to work for the establishment of a novitiate which would be especially dedicated to the training of native sisters and catechists.

The school was first located on Peace Street in Homantin, then moved to Sands Street in Kennedy Town, after that to Prospect Place on Bonham Road and finally to Mount Davis Road in 1959.
D. School Management

1. Members of the Incorporated Management Committee

Ms. Wong She Lai, Shirley  School Supervisor
Ms. Lau Fung Yi, Lucia  School Principal
Sr. Nancy Mak  School Sponoring Body (SSB) Manager
Sr. Margaret Ho  SSB Manager
Sr. Catherine Ni  SSB Alternate Manager
Mrs Chan Cheung Yee Ling, Grace  SSB Manager
Mrs. Kwok Wong Si Ling, Celina  SSB Manager
Mr. Chow Pin Yeung, Val  SSB Manager
Ms. Yuen Lai Mei, Susana  SSB Manager
Ms. Cheung Sau Man, Susanna  Independent Manager
Mr. Cheung Ngai Hung  Teacher Manager
Mr. Tang Mo Pun  Teacher Alternate Manager
Mr. Li Ming Kit, Ronald  Parent Manager
Mr. Leung Tin Ho, David  Parent Alternate Manager
E. Our Teachers
The school has a teaching staff of 51. Their experiences and qualifications are shown in the charts.

1. Qualifications

![Qualifications Chart]

2. Experience

![Experience Chart]
3. Teachers' Professional Development

Three school-based staff professional development activities and several sharing sessions with focused interests were conducted. Themes of the workshops were kept closely in line with the school’s major concerns and updated educational philosophy. They are:

1) Interflow of Civic & Moral Education-Hong Kong and Macau (Appendix A)

2) Teachers’ Professionalism and Liabilities  (Appendix A)

3) Visit to Guangzhou on Self Directed Learning (Appendix A)

These programs were in line with the school’s major concerns, strategically addressing students’ needs, and effectively enhancing the capacity of the teaching staff.

To further transform the school into a learning organization with a school culture emphasizing school self-improvement, our teachers took the initiative to take part in various university and school partnership projects, including “Professional Development School in L.S ”, “Quality School Improvement Project” of CUHK.

![Number of Continuous Professional Development Hours](image-url)
F. Our Students

1. Number of Students and Class Structure

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<th>Level</th>
<th>S1</th>
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<th>S3</th>
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<th>S5</th>
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2. Students’ Attendance

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<td>98.8%</td>
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<td>98.6%</td>
<td>97.9%</td>
<td>96.6%</td>
<td>--</td>
<td>98.5%</td>
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3. Destination of S6 Graduates

![Destination of S6 Graduates]

- Received a JUPAS Offer (Degree and Sub-Degree) 73.0%
- Private Tertiary Institutions (incl. Degree and Sub-Degree Programmes) 8.0%
- Overseas Studies 17.0%
- Re-sit HKDSE Examination 2.0%
## II. Achievements and Reflection on Major Concerns

### Major Concern I

**To live out the virtues of Prudence and Justice**

**Focus I**: To arrange a workshop on Prudence and Justice stipulated in Catholic Catechism for teachers so that they understand how to live our conviction in action and how to be upright persons.

**Achievements**

- A briefing for teachers on the revised mission and vision was conducted by the School Sponsoring Body.
- Teachers had informal dialogue and formal sharing in staff meetings on the virtues of Prudence (live their conviction & be a wise and honest person) and Justice (speak the truth and be an upright person) throughout the year.

**Focus II**: To arrange a workshop on Prudence and Justice stipulated in Catholic Catechism for students and a de-briefing session on the aforesaid values so that they understand how to live their conviction in action and how to be upright persons.

**Achievements**

1. Workshops on Prudence and Justice were held for students of S1-S3 & S4 –S6 were arranged by the Other Learning Experiences Team. De-briefing was done after the workshops and many students got a better understanding of the aforesaid values afterwards.
2. A survey was conducted to find out students’ understanding of Prudence & Justice and their application of these two virtues. The results are as follows:
   - 89.65% of the students agreed with the statement “I have tried to exercise Prudence in order to be an upright person in decision making, making judgment and carrying out duties”.
   - 98.33% of the students agreed with the statement “I understand that everyone should be respected and treated fairly”.
   - 93.46% of the students agreed with the statement “I have learnt to uphold this value in my everyday life”.

**Focus III**: To provide opportunities for students to exercise discernment by holding discussion/ forums/debates/sharing on moral issues

**Achievements**

- Discussions, forums or debates were held by most of the committees and subject panels, with the exception of Mathematics and Physics. The topics of discussions, forums and debates included social issues, historical figures, big bankers, and outstanding people.
- APASO results are as follows:
  - S.2-5 (2013-14): when compared with 2012-13, in terms of Ethical Conducts, the differences fall between the range of 0.01 and 0.32 in the domains of Commitment, Ethical Conduct, No Indulgence Life Style, Perseverance and Self Control. The scores are similar to the HK norm.
  - S1 (2013-2014): The scores of our school in Ethical Conducts are equal to the HK norm.

**Focus IV**: To provide opportunities for students to live their conviction and be an upright person

**Achievements**

- Class Pledges were discussed and formulated by students of individual class in the beginning of the school year. Mid-term evaluation was done before the second term started in late January 2014.
- A survey on the effectiveness of the class pledges was conducted and the results are as follows:
  - 87.06% of the students agreed with the statement “I have fulfilled my obligations stated in the
class pledge”.
- 77.17% of the students agreed with the statement “The class pledge has motivated me to perform and exercise prudence and justice in performing my duties”.
- 83% students agreed that they become upright persons and are more willing to exercise right reason in action.

The Good Samaritan Campaign Workshop was held for S.1-S.3. The parable of the Good Samaritan from the Bible was shared and discussed. Students found themselves more familiarized with the content and meaning. They also expressed that they could identify who the people in need were and how they should care for and help them. They were required to chart up their good deeds in a table. The follow-up work was done during Ethics & Religious Education lessons. A survey was conducted to find out the effectiveness of the campaign. The results are as follows:

- 82.11% of the students agreed with the statement “The Good Samaritan Campaign has given me a chance to reflect upon my words and deeds”.
- 93.38% of the students strongly agreed with the statement “I am able to identify the needs of others and try my best to offer help”.
- 83.82% of the students agreed with the statement “The Good Samaritan Campaign has given me the opportunities to offer help to the others”.

During Morning Assembly, students and teachers shared current issues and stories related to moral values and good deeds, e.g. introducing Malala.

‘Lead to Shine’ was held in which students had to choose one of their jobs of responsibility to be scrutinized in their discharge of duties. Students’ self-evaluation and teachers’ comments on students’ performance were done.

During the Reading Period, articles on Prudence and Justice were given to students.

**Reflection on Major Concern I**

It was delighted to see that both teachers and students had grasped the meaning of Prudence and Justice, two of the four Cardinal Virtues (Prudence, Fortitude, Justice and Temperance) which the School Sponsoring Body has adopted in the mission and vision of the school when we set up the Incorporated Management Committee. The data both from the survey on the workshops and class pledges from students was also very encouraging as a very high percentage of them expressed that they had learnt to uphold these virtues in daily life and tried to exercise Prudence in order to be an upright person in making decisions and judgement when carrying out duties. The Good Samaritan Campaign was another sign of success because many students had learnt to reflect on their words and deeds and they had tried to help other people in daily lives. In short, the target of living out the virtues of Prudence and Justice has been achieved.

Our scores in APASO were similar to Hong Kong, but it was a bit lower than what we have expected in the success criteria. The possible reasons were:

1) Since teachers introduced the issues related to Prudence and Justice across most lessons, students might have over-encountered the topics and hence found them a bit overwhelming.
2) The focus of the questions in the APASO is mainly on Ethical Conduct which is not exactly relevant to the virtues of Prudence and Justice of our school.

Hence in writing up the success criteria, caution has to be taken as not to solely rely on APASO results as our success criteria in future planning.
### Major Concern II

**To develop students into proactive learners by enhancing and practising their self-learning skills**

#### Focus I: To reinforce students’ self-learning skills taught by individual subject panel so that they learn how to organize learning materials

**Achievements**

- However it was not too effective in Visual Arts and Physics. S.1-3: All subject panels facilitated students to practise the method of categorization and their self-learning skills, e.g. mind map, tables, ring folders, coloring, vocabulary lists. Awards or adding bonus marks were methods used to encourage students to practise categorization. Most students have found these skills effective and useful. For the statement, “For S1-3 students, I have learnt the skills of categorization and find them useful”, 86.73% of the students agreed with the statement.
- S.4-5: Some teachers observed that S.4 students were better than S.5 in elaboration of content, e.g. Chemistry. Some panels required students to take notes during teaching or group discussion. For the statement, “For S4-5 students, I have learnt the skills of elaboration and find them useful”, 87.34% of the students agreed with it.

#### Focus II: To enhance students’ proactive learning attitude

**Achievements**

- A majority of panels assigned a few minutes of lesson time for students to ask questions. It was done usually after a topic but not for all topics.
- Award scheme was done by two methods: students were either awarded bonus marks for answering teachers’ questions; or students were awarded for raising questions during the discussion time. By observation, S.1, S.5 and S.6 students showed higher level of initiative to seek help.
- Each S1 to S3 student had to keep a Learning Log which had to be signed by parents. Every week, students had to do reflection by raising some questions in the learning logs. Class teachers carried out follow-up checks.
- Most subject panels uploaded on-line assignments / self-study materials / additional references to the school intranet.
- Nine self-learning lunches were carried out this year. Class teachers gave very positive feedback. Most students agreed that they had involved in self learning, e.g. S.1 students formed study groups under the arrangement of Big Sisters, and they made use of the self-learning lunch time to do revision. S.6 students took initiative to take part in speaking practice. S.5 and S.6 students taking the same elective subject gathered together to discuss their learning materials.

### Reflection on Major Concern II

Self-learning skills such as categorization and elaboration were integrated into learning and teaching across all subjects throughout the whole academic year and it is one of the effective ways to develop students into proactive learners. By observation, S1, S5 and S6 students showed higher level of initiative to seek help.

Consolidation of what is learnt either at the end of a chapter or a lesson should be done more frequently and timely. This is to enable students to take a more proactive role in learning. They need to raise questions to enhance their understanding of what has been learnt and to clarify any misunderstanding or ambiguity. Therefore, it is hoped that teachers can continue to find time for students to do it during lessons all the time.

Since students had to fill in the learning log every day, they should have formed a habit of recording of what they have learnt every day. However, from the survey, students did not think...
that the learning log enhanced their academic performance. Teachers had observed that students preferred writing up their notes for revision and questions to explore on the stationery of their choice, rather than the Learning Log. Keeping a notebook for a subject seems to be more effective to them. Yet a better organization of the notebook should be reinforced like including the contents page, adding dates for notes, arranging the notes systematically and adding a column for writing learning outcomes and reflection.

Besides, students expressed that they did not prefer online self-learning. They preferred having hardcopies of extra worksheets and tasks. In view of this, online work can be used for pre-lesson preparation or pre-exam revision instead in future.

Self-learning Lunch was proved to be quite effective and helpful as it gave students the time to clarify/consolidate what was learned. It will be continued next year. To further improve it, students are strongly encouraged to form study groups on their own and use the second lunch time to revise/ask questions more frequently.

**Major Concern III**

**To enhance students’ and teachers’ ownership of the school**

**Focus I : To enhance students’ sense of ownership in school**

**Achievements**

- APASO Results are as follows:
  a. Under the category “Attitude to school”, the scores of our school are similar to Hong Kong. In some levels the scores under “Attitude to School” are higher than Hong Kong norm; some are lower. A possible reason can be that senior form students are more mature and have a better understanding of school policies.
  b. In the domain of General Satisfaction of Attitude to school, it was surprising to find that the score of S.1 is slightly lower than Hong Kong norm because as reported from S1 class teachers’ observation, all S1 students enjoyed their school life a lot. They actively participated and volunteered in activities and service. Also, they were cheerful and spirited in school. It was suspected that S1 students might have misinterpreted the questions in the survey.
  c. To further investigate this area, another survey was conducted and the results are as follows:
    - For the statement, “I enjoy being at school”, 81.97% of the students agree with it.
    - For the statement, “I feel proud of being a Clarian”, 87.37% of the students agree with it.
    - For the statement, “I feel that the school is providing us a good learning environment”, 84.44% of the students agree with it.
    - For the statement, “I feel that the school is caring about our whole personal development”, 80.59% of the students agree with the statement.
    - For the statement, “I have some successful experience in school”, 81.97% of the students agree with the statement.

- Related activities on building up Class Culture were conducted and students took an active role. They are as follows:
  - S.1: “Stars of the Month” on virtues, e.g. Prudence, Justice, etc.
  - S.2: Class discussions before writing up the class pledge
  - S.3: Discussion and making of class t-shirts which reflects individual class culture; representatives from each class joining the committee to plan Life-Wide-Learning Day activities
  - S.4: Display of students’ good work
  - S.5: Students form study groups as learning buddies during lunch period voluntarily.

- Think Tank program was held twice. The purposes were to encourage students to participate
more actively in school development by offering opinions, and to help them to think from
different perspectives. A survey was conducted and the results are as follows:
- For the statement, “With Think Tank, I know more about the school’s development”,
  61.02% of the students agree with it.
- For the statement, “I have chances to express my opinions on school’s development in
  Think Tank”, 66.56% of the students agree with it.
- Both cannot meet the success criteria of at least 70% students.
- A survey was conducted and the results are as follows:
  - For the statement, “Through the ‘I love my school’ Campaign, I have the opportunity to
    express my love for the school”, 55.16% of the students agree with it.
- Students in general have positive feedback. However, students were not too enthusiastic in
  the photo-taking and classroom decoration activities.

**Focus II : To enhance teachers’ sense of ownership in school**

**Achievements**

- All panel heads prepared panel handbooks for members.
- Committee co-ordinators prepared Policy and Procedures.
- For the statement “When compared with the previous year, I have been more involved in the
  compilation of policy and procedures/panel handbook/action plan”, 95.3% of the teachers
  agree with it.
- All panels conducted collaboration and had sharings of seminar resources through iMail, DSE
  marking experiences and teaching resources except one-man panels.
- As for collaboration among panels, there were activities conducted between Chinese and
  Chinese History panels (Culture week); Economics and BAFS panels; English Society and
  Big Sisters; English Society and Korean Club (Valentine’s Day Song Dedication); and
  Physics, Chemistry and Biology panels (Science week).
- For the statement “The collaboration among teachers in panels has been enhanced by sharing
  of seminars attended in regular meetings”, 95.3% of teachers agree with it.

**Reflection on Major Concern III**

From the students’ survey, it is quite clear that S.1 students were satisfied with the school.
They enjoyed being at school and proud to be clarians. They also expressed that the school had
provided a good learning environment for them and they had successful experience at school.
Students’ sense of belonging to the school was satisfactory though it might not be reflected in the
APASO data.

The two Think Tank sessions have encouraged students to share opinions and think from
different perspectives. However, they just focused on school facilities and minor school policies.
This showed there is room for a deeper understanding of the purposes of Think Tank and
widening their scope of concerns. In addition, they need to be activated in sharing personal
opinions. More opportunities should be catered for this in future.

Among the three activities launched in ‘I Love My School’ campaign, the photo contest was
the least popular. It may be due to the fact that students were not interested in this activity and that
they considered it as an extra work on top of their assignments. It is suggested that in future, it is
better to have the activities tied in in subjects so that students can finish them during class time or
as part of their assignment. Then, they can get the message of the activities more positively.

The enhancement of teachers’ ownership to the school is very encouraging as over 90% of
them showed they were involved in the compilation of panel handbook and policy & procedures
and more collaboration among teachers has been enhanced. But for students more work has to be
done in future.
A. Curriculum Policy

In order to reach the goal of developing well-educated people who are able to meet future challenges, the curriculum is designed with the following emphasis:

★ Enabling students to attain knowledge and skills in diverse fields so that they will be able to actively explore their own academic pursuits and career paths;

★ Promoting the well-balanced development of the mind and body and offering opportunities for students to discover their own potential for self-actualization;

★ Cultivating essential learn-to-learn and high-order thinking skills, (critical thinking, problem-solving, decision-making, creativity and systems thinking), necessary for self-motivated learning and daily life;

★ Providing students with a wide range of learning experiences conducive to the understanding of the diverse world.

B. Our Curriculum Structure

Our school offered the following curriculum leading to the HKDSE Examination.

Curriculum 2013-14

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<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Physical Education</td>
<td>P.E.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

*: Elective Subject  ✓: Compulsory Subject
C. **Assessment Policy and Supportive Measures**

We believe that the key purpose of assessment is to move students on in their learning, thus, continued monitoring and appropriate supportive measures are stressed. Both formative and summative assessments are incorporated. Students are assessed through their portfolios as well as their performance in class, homework, tests, examinations, etc. To cater for students’ diverse learning needs. There were also remedial classes and enhancement programs for Chinese, Mathematics and English in various forms. To cater for the needs of more gifted students, the school has set up the Gifted Education Committee to co-ordinate various programs in school. For junior forms and senior forms, students of outstanding abilities were invited to join a special program called “Accelerated Learners” where they would be given ample opportunities to develop their potential through selective training courses and competitions. As for senior forms, more able students were provided with extra resources and support to enable them to set and achieve higher goals.

D. **Number of School Days**

<table>
<thead>
<tr>
<th>Number of School Days</th>
<th>S1-6</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of School Days</td>
<td>190</td>
<td></td>
</tr>
<tr>
<td>No. of Holidays</td>
<td>90</td>
<td></td>
</tr>
</tbody>
</table>

E. **Lesson time for the Key Learning Areas**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Lesson Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese Language Education</td>
<td>15%</td>
</tr>
<tr>
<td>English Language Education</td>
<td>20%</td>
</tr>
<tr>
<td>Mathematics Education</td>
<td>14%</td>
</tr>
<tr>
<td>Personal, Social &amp; Humanities Education</td>
<td>13%</td>
</tr>
<tr>
<td>Science Education</td>
<td>12%</td>
</tr>
<tr>
<td>Technology Education</td>
<td>5%</td>
</tr>
<tr>
<td>Arts Education</td>
<td>3%</td>
</tr>
<tr>
<td>Physical Education</td>
<td>18%</td>
</tr>
</tbody>
</table>

F. **I.T. in Education**

- e-Classrooms on online platform were made available for teachers to disseminate e-learning materials to students. Statistics showed that most of subjects had prepared e-learning contents for students.
- Use of iPads in classroom teaching was carried out in some subjects such as L.S.
- The procurement of more iPads allowing 1:1 device to student ratio is under progress.
- The idea of “Flipped Classroom” had been tried out in some subjects (Economics and Mathematics). The committee is seeking support from HKEdCity by subscribing its free EdV services to host video clips made by teachers.
A. Framework of Whole-person Development Programs

In addition to classroom teaching, we believe that students should be encouraged and given a chance to reach beyond scholastic education by enabling them to become deep thinkers and extending their vision to the wider global community. With the concerted effort and consensus of the whole staff, a comprehensive framework has been designed:

Whole-Person Development Framework

B. Co-curricular Activities
1. **English Language Activities**

St. Clare’s has upheld the tradition of providing a language rich environment for students and continues to do so. Throughout the whole school year, a large variety of English speaking activities were organized every day to arouse students’ interest in learning English and enable them to practice what they have learned in regular English classes. There were inter-class spelling competitions and activities where students displayed their talents in creativity and drama. Learning and using English is no doubt fun in St. Clare’s.

To better prepare our new S1 students for EMI education, a 5-day Bridging Course was held in August. All new S1 students had lessons in English, Integrated Humanities, Mathematics and Integrated Science with native English-speaking teachers. Students had a taste of what they would learn in S1 and enjoyed taking part in different activities, in particular learning about Science, and all of them gained confidence in speaking English.

To further enhance S1 students’ confidence in the use of English, every single one of them joined the Solo Verse Speaking in the Hong Kong Schools Speech Festival. Coached by senior form big sisters, many of them were awarded Certificates of Proficiency. It was certainly a very fruitful experience for them.

Students continued to do silent reading for 20 minutes every Monday and Thursday morning after the collection of homework to develop students’ reading skills and to keep students informed about local and international current issues.

In addition, our NET, Mr. Clarke, gave a morning broadcast on selected Mondays. He sang, read poems and presented other materials on a wide variety of topics before the reading time. Furthermore, student representatives from each class read an article of their choice to the whole school Monday and Thursday mornings. Not only could students practise their reading and listening skills, but they could also learn more vocabulary and acquire knowledge of different topics.

Our school’s English Debating Team competed in the NESTA/SCMP English Debating Competition and got into the second round. Our team was placed in the top division, Division 1A, and members had a chance to debate against teams from other prestigious schools in Hong Kong.

With the Refined English Enhancement Scheme, there were workshops for English Literature teachers where useful techniques for teaching drama and directing were taught.

2. **Literature in English Activities**

Our school has a long history of offering the subject of Literature in English to all students from S1 to S3. We aim at enabling students to appreciate literary works and the English language. These activities help to cultivate a good English learning environment in the school.

Apart from the S5 Literature in English class performing *Othello* to the whole school in May 2014, all junior forms students took part in the Interclass Drama Competition where they showcased their playwriting, acting and artistic talents in their adapted Shakespearean plays.

C. **Life Skills, Learning Skills, Life and Career Planning and Gifted Education(Appendix B1)**

Based on the framework devised previously with the consensus of the whole staff, a variety of strategically planned programs were organized to provoke deep thinking and enhance global concerns have been organized throughout the year. Also workshops on learning skills were
held this year to help students in their studies.

1. **Life Skills Workshops**

   Through a partnership program with the Department of Health, a series of workshops were conducted to develop S1 students’ life skills e.g. problem-solving skills, communication skills, ways to reduce stress and emotion management. It is hoped that through these workshops, S1 students adapt better to secondary school life and acquire the essential skills to tackle the problems they encounter.

2. **Learning Skills Workshops**

   To develop our students into life-long learners, our school recognizes the importance of self-regulated learning. Self-regulated learning (SRL) as the three words imply, emphasizes autonomy and control by the individual who monitors, directs, and regulates actions towards the goals of information acquisition, expanding expertise, and self-improvement.” (Paris and Paris 2001). We have conducted workshops to teach our students the essentials of self-regulated learning, effective note-taking and active recall and develop them a habit for writing learning log for revision use. Students are then given opportunities to practice these skills in the learning of different subjects.

3. **S3 Life and Career Planning Learning**

   To prepare our S. 3 girls to better fit into the NSS system, a new Life and Career Planning program has been introduced. The programme aims at enabling our F3 girls to better understand their strengths and weaknesses, aptitude for subjects, the job world and the pathways lying ahead. Introduction of the NSS curriculum and subject selection workshops were also conducted.

4. **Gifted Education**

   The Gifted Education Committee aims to develop the potentials and talents of high-ability students. Diversified learning opportunities are provided to stretch their potentials and develop students in the pursuit of excellence.

   This year, 6 students from S4 and S5 have been offered memberships in the HKU Academy for Talented. Besides, 10 students from S3 to S6 were elected as members of The Hong Kong Academy for Gifted Education. Our students can take this opportunity to learn from other members from diversified backgrounds.

   In addition, our girls have joined various territory-wide competitions, like The Singapore and ASEAN School Maths Olympiad 2014 (SASMO), Hong Kong Joint Institutions Model United Nations Conference (Youth) 2014, Train for life's journeys Program 2014. Those are valuable experiences for our girls to further extend their intellect and widen their exposure.

   To foster our high achievers’ study effectiveness and efficiency, we have organized workshops and programs aims at equipping our girls with effective study strategies and problem solving skills throughout the year.

**D. Religious, Moral, Civic and Environmental Education Programs**

1. **Religious and Moral Education**

   In this academic year, the Religious & Moral Education Committee & Ethics and Religious Education Panel had taken a proactive role to further enrich the school’s religious atmosphere. To teach students a variety of ways to pray to God, Hymn Singing
as prayer was introduced during the Morning Assembly in the second term. An All Saints Day Mask Design Competition was held on November 1, inviting student representatives of each class to share with teachers and schools their design and characteristics of their Class Patron Saint. All S6 students paid a visit to St. Michael’s Catholic Cemetery in the month of purgatory so as to enlighten their understanding of the history and missionary work of different congregation in Hong Kong Diocese. A new whole-school religious programme entitled “Get to Know God in Ten Minutes” was broadcast during Doctrine Lesson in which Catholic teachers clarified and explained students’ queries over Christianity and Catholicism and students could dedicate songs and words of encouragement to their peers. All teachers and students offered their “Best Christmas Moments” by donating HK$15838 to Caritas for the victims affected by Typhoon Haiyan in the Philippines.

To enhance students’ understanding of the season of Lent and the passion of Christ, an evangelization week was organized from 17 to 21 March 2014. A Franciscan Priest, Brother Raymond Mary Yeung Yim came to our school to conduct a cross-making workshop. All teachers and students were given chances to contemplate the Way of the Cross. The highlights of the evangelization week were “Pre-passover Gathering” and “Footprint of Love Gathering”. Students in these activities learnt about the origin and tasted about the dishes of “Passover”. They also got to know the vocation of Catholic Teachers. Easter Prayer Service was held to spread the message of love and hope to students. In May, all teachers and students were taught the beautiful Rosary Prayers. A joint school formation program was organized with Sacred Heart Canossian College and Raimondi College for catholic students to exchange their religious learning experiences.

In June and July, students were given chances to show their love and care for the needy in the community through a series of almsgiving activities and pilgrimage. Students across all forms engaged in a variety of voluntary services. Their targeted groups range from the minority groups, the elderly who live alone to low-income groups who live in partitioned flats. S1 students went to visit the Missionaries of Charity in Sham Shui Po and did voluntary work for street sleepers there. A pilgrimage to Guangzhou was also organized in early July to expose our students to the missionary work in Dongguan and Guangzhou.

With God’s blessing and fervent devotion and dedication of Catholic Teachers, all the aforesaid religious activities had been successfully organized and well received.

2. Civic Education

Students’ civic awareness was further cultivated through a variety of activities held both inside and outside the school, including a flag raising ceremony, mock court, visit to historical heritages, an ICAC talk, a good Samaritan campaign, current news debate and current news quiz. To enhance students’ understanding of and concern for their home country, students were encouraged to join study tours to China organized and subsidized by the EDB or other relevant organizations. Students also made contributions to the society through participation in uniform groups or other service groups, e.g. the Red Cross, JPC, CYC and Community Project. Hoping to expose students to a variety of service targets and spread their love and care to people with particular problems, visits to elderly people and immersion activities with the handicapped have been arranged.

3. Health and Environmental Education

To raise the awareness of students on health and environmental issues, a number of activities were organized in this academic year. These included a classroom cleanliness campaign, a photo-contest, planting activities and workshops during OLE time. The school has also participated in the territory wide program ‘Earth Hour’ which aimed to promote energy saving. During summer, about 30 students from S1 to S5 joined an
eco-tour to Taipei and visited the waste treatment facilities and environmental education centers there. This provided an opportunity for students to experience the environmental friendly culture in Taipei and reflect on their own behavior and attitude towards the environment.

E. Aesthetic Education

1. Dance

Our students took part in a number of dance activities and performances in 2013-14. We gained a number of awards in the 50th Schools Dance Festival and territory-wide dance competitions. Some of the dances obtained Honours Awards in the competitions and we were invited to perform in the prize presentation ceremony of the Festival. Moreover, the level of performance skills and dance ability of our dancers is recognized by the community and dance professional groups. Our dance group was invited to perform in large scale dance events such as each year’s Hong Kong Flower Show organized by LCSD, Western District Auxiliary Police annual refresher training camp graduation ceremony organized by Western District Auxiliary Police, Folk Dance Fiesta organized by Hong Kong Dance Company and Hong Kong Dance Federation and Charity Entertainment Show for the Elderly.

2. Visual Arts

The school has been striving hard to develop students’ visual arts skills and talent through formal and informal curriculum. Also, we constantly provide them opportunities to enrich their experience and widen their exposure through competitions and exhibitions held both inside and outside school. They achieved good results in 2013-14. For example, in “Pokfulam Art Exhibition” organized by West Island School, our DSE V.A. students had won the prize of the Best Award (Overall), the Best Award (Secondary Division) and the People’s Choice Prize. Two S6 students had been awarded the Silver Prize in the exhibition of Secondary School Students Creative Visual Arts Work 2013/14. In 「家」添正能量愛溢滿社區之正能量-標誌設計比賽, a S.2 student was awarded 2nd runner-up. Other competitions, exhibitions and activities were 向老師致敬書籤設計比賽, 「再造理想城市」拼布創作比賽 and “Class Summer School for Secondary Five Students” organized by City University of Hong Kong, “Seeing is Believing”, visiting the Art Basel Hong Kong and so on. Students found these inspiring and rewarding.

3. Drama

Apart from the school tradition of English Literature Drama competitions, our school’s Drama club had a year of good fun and harvest last year. We joined the Hong Kong School Drama Festival 2013-2014 (Cantonese Section). The play, entitled “再見，再見!” was written by students themselves and it explored the friendship and teenage quest for their dreams. Three students won the Outstanding Performer Award and a student won an Award for Outstanding Director. We also won Outstanding Script, Outstanding Stage Effects, Outstanding Cooperation and the Award for Commendable Overall Performance. Besides this festival, six of our students have enrolled for participating in a drama training program(心晴賽馬 會飛越校園計 劃) co-organized by the Joyful(Mental Health) Foundation and The Hong Kong Jockey Club Charities Trust this year. They are learning script writing and performance skills, and their final product is a 20-minute play which would be performed at different schools to heighten the public awareness of mental health.

4. Music

At St. Clare’s Girls’ School, opportunities to learn music are offered in music lessons (S1 to S3), as well as in the music modules under Aesthetic Education (S4 to S5). Music lessons are taught with the aims to develop students’ ability to appreciate music of diverse cultures and styles, strengthen their score-reading and research skills and encourage them
to be creative using music as a means to express themselves. The policy ‘One Student – One Musical Instrument’ aims to enhance students’ musicianship and aesthetic abilities, broaden their horizons and form good self-management skills. Furthermore, extra-curricular activities, such as Music Club and performing ensembles (Choir, Orchestra and Chinese Orchestra), are organized to motivate students to set higher goals as performers, develop their artistry, communication and leadership skills, teamwork and a strong sense of community.

During the academic year 2013 – 2014, in addition to such school events, our students actively participated in external musical activities, including a guest performance at Wong Tai Sin Children’s Choir 40th Anniversary Celebration, outreach programs organized by Hong Kong Philharmonic Orchestra, i.e. School Concert and Instrument Masterclass Series, a Christmas performances co-organized with Boys and Girls Club Association, a musical celebration co-organized with Junior Police Call, a Christmas Carolling performance in IFC Atrium, a music performance-health workshop for the elderly funded by the LCSD ‘School Care’ Subsidy Scheme and lastly, joint-school performance at the Central-Western District Federation of Parent-Teacher Association Teachers Day, to name a few.

In the Hong Kong Schools Music Festival, two of our students were awarded the championship and the 2nd-runner up in solo zheng performance, respectively. Also, our choir was awarded 2nd-runner up in the category Church Music Singing in Chinese.

F. Extra-curricular Activities

Extra-curricular activities form an indispensable part of a student’s education. The aims are:

1. To promote students’ personal development by broadening their interests, widening their knowledge about the world, and encouraging in them a desire to develop their understanding further.

2. To develop students’ multiple intelligence and enable teachers to discover and develop students’ potentials.

3. To help students develop positive civic and moral values, to stimulate an appreciation of themselves and others; and to help them develop a serious learning attitude.

4. To enable students to work collaboratively and acquire social skills; and to enhance teacher-student relationships.

5. To help students develop leadership qualities, a sense of responsibility and a serious attitude to service.

Students were encouraged to join in a variety of 43 clubs in 6 major categories.

<table>
<thead>
<tr>
<th>Number of ECA by category</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Category</strong></td>
</tr>
<tr>
<td>Academic</td>
</tr>
<tr>
<td>Art and Cultural</td>
</tr>
<tr>
<td>Interest</td>
</tr>
<tr>
<td>Religious</td>
</tr>
<tr>
<td>Service</td>
</tr>
<tr>
<td>Sports</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
<tr>
<td>Academic</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>1 Chinese Society</td>
</tr>
<tr>
<td>2 English Society</td>
</tr>
<tr>
<td>3 Mathematics Society</td>
</tr>
<tr>
<td>4 Science Society</td>
</tr>
<tr>
<td>5 Business Club</td>
</tr>
<tr>
<td>6 English Debating Club</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>8</td>
</tr>
<tr>
<td>9</td>
</tr>
<tr>
<td>10</td>
</tr>
<tr>
<td>11</td>
</tr>
<tr>
<td>12</td>
</tr>
<tr>
<td>13</td>
</tr>
</tbody>
</table>
G. Life-wide Learning Day

Aims:

1. To move student learning beyond the classroom into other learning contexts.
2. To extend and enrich our student experience for whole-person development so that they will become effective life-long learners.

Features:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The Life-wide Learning Day 2013-2014 enabled S. 1 students to enhance their problem-solving skills, strengthen their personal skills, have a better understanding of self-limitations and develop their team spirit through participating in various adventure-based group activities at Chinese YMCA Wu Kai Sha Youth Village in Shatin. <em>(Whole-Person Development)</em></td>
</tr>
<tr>
<td>2.</td>
<td>Life-wide learning Day offered learning in real contexts, and experiential learning that could not be provided by classroom learning. The visit to Produce Green Organic Farm in Fanling, gave S. 2 students an opportunity to experience a natural way of life and enhance their environmental awareness through joining various activities including an eco-tour, organic farming and the making of organic bread and recycled paper. <em>(Environmental Education)</em></td>
</tr>
<tr>
<td>3.</td>
<td>Life-wide learning Day offered learning opportunities conducive to whole-person development. This year, S. 3 students were given a chance to develop effective communication and problem-solving skills, understand self-limitations and enhance team work through completing missions at Hong Kong Baptist Assembly, Fanling to win a race designed by the HKFYG Jockey Club Shaukeiwan Youth S.P.O.T. <em>(Whole-Person Development)</em></td>
</tr>
<tr>
<td>4.</td>
<td>This year’s Life-wide Learning Day enabled S. 4 students to know more about the importance of having a positive work attitude and the skills needed to do the different jobs in Ocean Park through visiting various back-of-house work areas there and observing the different teams carrying out their roles. <em>(OLE – Career-related Experience)</em></td>
</tr>
<tr>
<td>5.</td>
<td>For S. 5 students, they were able to discover the cultural heritage, natural environment and lifestyle of the local people of Tai O Fishing Village by joining the guided tours and ecologically themed events e.g. fishnet making and making own salted eggs organized by the Tai O Cultural and Ecological Integrated Resource Centre. <em>(Liberal Studies)</em></td>
</tr>
</tbody>
</table>
H. Students’ Reading Habit

To better develop and enhance students’ reading skills and to keep students informed about local and international current issues, students were required to do silent reading for 20 minutes every morning after the collection of homework. On Mondays and Thursdays, students read English newspapers or novels and on Wednesdays, they do Chinese reading. Stimulated by the inter-class reading competition, students showed heightened interest and greater concentration in reading during reading time this year.

Regularly, there were reading sharing sessions where teachers and students introduced good books and shared their inspiring insights. The Golden Readers Scheme (金裝閱讀大使計劃) also encouraged more students to borrow books from the library. The reading scheme was quite a successful activity in increasing the borrowing rate of the library books from 3914 to 4673 copies in this academic year.

In addition, our Putonghua teachers and students broadcast a Putonghua program on Monday and our NET, Mr. Neil Clarke worked with the students to continue their news reading every Wednesday and Thursday before the reading time to expose students to a wide variety of topics ranging from local and international news to environmental issues. Not only could students practice their listening skills, but they could also learn more vocabulary and widen their perspectives.

The average of readings Chinese and English books per student is 3.29 and 2.81 this year as shown by the survey conducted in late May. Students tended to read more Chinese books than English books.

Number of Books Purchased by Students in the Book Fairs Organised by the School

<table>
<thead>
<tr>
<th>Activities</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese Book Fair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Book Fair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total no. of books purchased</td>
<td>374</td>
<td>385</td>
<td>370</td>
</tr>
</tbody>
</table>

I. Other Related Surveys for School Self-Evaluation

1. Total Number of Hours Devoted to Various Student Support Activities

![Time Devoted to Various Student Support Activities](chart.png)
2. Students’ Participation in Territory-wide Inter-school Events

Students' Participation in Territory-wide Inter-school Events

3. Students’ Participation in Uniform / Social & Voluntary Services Groups

Students' Participation in Uniform/Social and Voluntary Services Groups
A. School Culture

In line with Christian values of loving oneself and others, we kept on focusing on developing students’ awareness and capability of self-discipline, self-respect, respect for others, and self motivation for learning. A Twin Class Teacher system was adopted in S.1-6 to ensure that students were well cared for. In general, students were found to be well disciplined, virtuous and caring.

B. Support for Life-wide Learning

1. Use of the Jockey Club Life-wide Learning Fund and Grant for School-based After-School Learning and Support Programs

<table>
<thead>
<tr>
<th>Items</th>
<th>Jockey Club Life-wide Learning Fund</th>
<th>Grant for School-based after School Learning and Support Programs</th>
<th>No. of Applicants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balls Interest Club</td>
<td>12,570.00</td>
<td>$17,448.00</td>
<td>20</td>
</tr>
<tr>
<td>Dance Crew</td>
<td>800.00</td>
<td>$800.00</td>
<td>2</td>
</tr>
<tr>
<td>Korean Course</td>
<td>280.00</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Life-wide Learning Day</td>
<td>2,528.00</td>
<td>-</td>
<td>14</td>
</tr>
<tr>
<td>Musical Class</td>
<td>27,322.00</td>
<td>$19,000.00</td>
<td>24</td>
</tr>
<tr>
<td>Tutorial Course</td>
<td>-</td>
<td>$400.00</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$43,500.00</strong></td>
<td><strong>$37,648.00</strong></td>
<td><strong>62</strong></td>
</tr>
</tbody>
</table>

**Accomplishment**

A total of 62 students benefited from various learning experiences through the subsidies of the Jockey Club Life Wide Learning Fund and Grant for School Based After School Learning and Support Programs. The grants subsidized their course fees, transportation fees and so on., so that they were able to take part in a variety of outside the classroom and after-school activities including instrumental classes, dance classes and sports activities.

**Evaluation and Reflection**

All successful applicants found the funds helpful and were grateful for the support. Other sources can be explored so as to ensure that no student will be deprived of the opportunity of having authentic learning experiences outside the classroom.
2. Use of School-based After School Learning and Support Programs

<table>
<thead>
<tr>
<th>Items</th>
<th>Grant for School-based after School Learning and Support Programs</th>
<th>No. of Applicants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance Class</td>
<td>$800.00</td>
<td>1</td>
</tr>
<tr>
<td>Instrumental Classes</td>
<td>$19,000.00</td>
<td>6</td>
</tr>
<tr>
<td>Sports Classes</td>
<td>$17,448.00</td>
<td>7</td>
</tr>
<tr>
<td>Tutorial Class</td>
<td>$400.00</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$37,648.00</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

**Accomplishment**
A total of 15 students benefited from various learning experiences through the grant for School based after school learning and support programs. The grants subsidized their course fees and tutorial class fees so that they were able to take part in a variety of outside the classroom and after-school activities including instrumental classes and tutorial class, which enabled students to enjoy a varied school life.

**Evaluation and Reflection**
All successful applicants found the funds helpful and were happy for the support.
VI. Student Performance

A. Performance in HKDSE Examination

4 Core Subjects
Percentage of Level 4 or above

<table>
<thead>
<tr>
<th>Subject</th>
<th>SCGS</th>
<th>All Hong Kong Candidates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese Language</td>
<td>48.40%</td>
<td>24.60%</td>
</tr>
<tr>
<td>English Language</td>
<td>84.40%</td>
<td>25.30%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>60.20%</td>
<td>37.20%</td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>82.80%</td>
<td>34.90%</td>
</tr>
</tbody>
</table>

Electives Subjects
Percentage of Level 4 or above

<table>
<thead>
<tr>
<th>Subject</th>
<th>SCGS</th>
<th>All Hong Kong Candidates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>80.91%</td>
<td>43.22%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>51.58%</td>
<td>50.26%</td>
</tr>
<tr>
<td>Chinese History</td>
<td>30.96%</td>
<td>23.13%</td>
</tr>
<tr>
<td>Chinese Literature</td>
<td>60.16%</td>
<td>36.96%</td>
</tr>
<tr>
<td>Design and Living</td>
<td>42.50%</td>
<td>32.40%</td>
</tr>
<tr>
<td>Economics</td>
<td>48.10%</td>
<td>31.00%</td>
</tr>
<tr>
<td>English Literature</td>
<td>39.81%</td>
<td>25.10%</td>
</tr>
<tr>
<td>History</td>
<td>58.18%</td>
<td>42.67%</td>
</tr>
<tr>
<td>HumArts</td>
<td>43.80%</td>
<td>36.00%</td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>80.91%</td>
<td>43.22%</td>
</tr>
<tr>
<td>Literature in English</td>
<td>59.70%</td>
<td>50.70%</td>
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<tr>
<td>Mathematics</td>
<td>54.00%</td>
<td>38.65%</td>
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<tr>
<td>Physics</td>
<td>56.40%</td>
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<td>Politics</td>
<td>40.00%</td>
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<td>36.00%</td>
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<td>Physics and Living Arts</td>
<td>43.80%</td>
<td>32.40%</td>
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<tr>
<td>Religious Ethics</td>
<td>60.16%</td>
<td>36.96%</td>
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<tr>
<td>Geography</td>
<td>58.18%</td>
<td>42.67%</td>
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<tr>
<td>Science</td>
<td>48.10%</td>
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</tr>
<tr>
<td>Social Studies</td>
<td>59.70%</td>
<td>50.70%</td>
</tr>
</tbody>
</table>
B. Performance in Other Learning Experience

**LCSD District Age Group Tennis Competitions 2013/14**
Central & Western District - Youth Female Singles Aged 16-18 Champion (冠軍)

第八屆港自由盃亞洲區公開業餘排名香港計分賽
少年單人分齡單項公開 Waltz Champion (冠軍)
少年單人分齡單項公開 Tango Champion (冠軍)

飛達國慶盃田徑錦標賽
100m Champion (冠軍)
200m Champion (冠軍)
4x100m Champion (冠軍)

**Kwai Ching District Squash Competition 2013**
女子青少年 A 組單打(14 至 18 歲) Champion (冠軍)

屈臣氏田徑會周年大會
女子丙組 60 米 Champion (冠軍)
女子丙組 200 米 Champion (冠軍)

第十四屆公民全港青少年田徑錦標賽 2013
女子丙組 400 米 Champion (冠軍)
女子丙組 800 米 Champion (冠軍)
女子丙組 100 米 Champion (冠軍)
女子丙組 200 米 Champion (冠軍)

**Hong Kong Junior Age Group Athletic Meet 2013**
Girls A2 Long Jump Champion (冠軍)
Hong Kong Junior Age Group Athletic Meet 2013 - Race 2
Girls C 60m Champion (冠軍)
Girls C 100m Champion (冠軍)
Girls C 200m Champion (冠軍)
Girls C 4x100m Champion (冠軍)
Girls C 4x400m Champion (冠軍)
Girls C 400m Champion (冠軍)
Girls C 4x100m Champion (冠軍)
Girls C 4x400m Champion (冠軍)

灣仔區分齡田徑比賽 2013
400 米嘉賓接力賽 Champion (冠軍)

儷影盃 2013
青少年單人單項公開花步 Rumba Champion (冠軍)
青少年單人單項公開花步 Tango Champion (冠軍)

Hotung Secondary School Invitation Relay
4x100m invitation relay Champion (冠軍)

第六十七屆全港學界田徑運動會
女子丙組 200 米 Champion (冠軍)
女子丙組 400 米 Champion (冠軍)

第四屆全港中學中國歷史研習獎勵計畫
初級組 Champion (一等獎)

第 65 屆香港學校朗誦節-中文朗誦
粵語散文獨誦 Champion (冠軍)

Hong Kong Junior Age Group Athletic Meet 2013 - Race 3
Girls A2 100m Champion (冠軍)
Girls A2 Long Jump Champion (冠軍)
Girls C 60m Champion (冠軍)
Girls C 100m Champion (冠軍)
Girls C 200m Champion (冠軍)
Girls C 400m Champion (冠軍)

30th Central and Western District Dance Competition 第三十屆中西區舞蹈比賽
Oriental Dance Group Champion (冠軍)

50th Schools Dance Festival Champion (冠軍)
Modern Dance Section
2013 广州市粤港澳击剑公开赛
少年乙组女子团体 花剑 Champion (冠軍)

Inter-Schools Athletics Championship 2013-2014
Girls A Grade 100m Champion (冠軍)
Girls A Grade Long Jump Champion (冠軍)

Prince Hong Kong Junior Squash Championships 2013
Girls Under-15 Plate Winner (冠軍)

65th Hong Kong Schools Speech Festival 2013
Solo Verse Speaking Second
Dramatic Duologue Second
Public Speaking Solo Second

“星星河”全国少年儿童美术书法摄影大赛
美術特等獎 美術壹等獎

The Champion of the Hong Kong Red Cross outstanding youth unit in Western District 2012-2013
Western Cup
"Hong Kong Outstanding Red Cross Youth“ 2012-2013

「關懷父母」烹饪比赛

LCSD District Age Group Tennis Competitions 2013/14
Sai Kung District - Youth Female Singles Aged 16-18 1st runner up (亞軍)
Tsuen Wan District - Youth Female Singles Aged 16-18 1st runner up (亞軍)
Central & Western District - Youth Female Doubles 1st runner up (亞軍)
Central & Western District - Youth Female Singles Aged 16-18 1st runner up (亞軍)

Hong Kong Cross Country Championships 2013
Junior School Girls A Grade 1st runner up (亞軍)

飛達國慶盃田徑錦標賽
100m 1st runner up (亞軍)
200m 1st runner up (亞軍)

Inter-school Swimming Competition 2013/2014 Division Three Hong Kong Island
Girls Grade A 50m Butterfly 1st runner up (亞軍)

Central and Western District Age-Group Table-tennis Competition 2013
女子單打 FF 組
1st runner up (亞軍)

屈臣氏田徑會周年大會
女子丙組 60 米
1st runner up (亞軍)

第十四屆公民全港青少年田徑錦標賽 2013
女子丙組 200 米
女子丙組 400 米
1st runner up (亞軍)

Hong Kong Junior Age Group Athletic Meet 2013 - Race 2
Girls B 100m
Girls C 200m
1st runner up (亞軍)

Marymount Secondary School Sports Day Invitation Relay
4x100m invitation relay
1st runner up (亞軍)

儷影盃 2013
青少年單人單項公開花步 Waltz
1st runner up (亞軍)

香港天主教教區中學第二十一屆聯校運動會
友校邀請賽女子組 4x100 米接力
1st runner up (亞軍)

南區分齡田徑比賽 2013
女子青少年 E 組 400 米
1st runner up (亞軍)

第六十七屆全港學界田徑運動會
女子丙組 4x100 米接力
女子丙組 100 米
女子丙組 200 米
女子丙組 4x100 米接力
女子丙組 4x100 米接力
女子丙組 4x100 米接力
女子甲組跳遠
女子乙組 800 米
女子乙組 200 米
女子甲組 100 米
女子乙組 4x100 米接力
1st runner up (亞軍)
1st runner up (亞軍)
1st runner up (亞軍)
1st runner up (亞軍)
1st runner up (亞軍)
1st runner up (亞軍)
1st runner up (亞軍)
1st runner up (亞軍)
1st runner up (亞軍)
1st runner up (亞軍)
1st runner up (亞軍)

Ying Wa Girls' School Sports Day Invitation Relay
4x100m invitation relay
1st runner up (亞軍)

Hong Kong Junior Age Group Athletic Meet 2013 - Race 3
Girls C 60m  1st runner up (亞軍)
Girls C 100m  1st runner up (亞軍)
Girls B 800m  1st runner up (亞軍)

**Hong Kong Athletics Series 2014**
Women's Long Jump  1st runner up (亞軍)

**2013 廣州市粵港澳擊劍公開賽**
少年乙組女子個人 花劍  1st runner up (亞軍)

**50th Schools Dance Festival**
Chinese Dance Section  1st runner up (亞軍)
Chinese Dance Section  1st runner up (亞軍)
Jazz Section  1st runner up (亞軍)
Jazz Section  1st runner up (亞軍)
Chinese Dance Section  1st runner up (亞軍)

**Inter-Schools Athletics Championship 2013-2014**
Girls B Grade High Jump  1st runner up (亞軍)
Girls C Grade 200m  1st runner up (亞軍)

**第四屆全港中學中國歷史研習獎勵計畫**
高級組  1st runner up (二等獎)

**“星星河”全國少年兒童美術書法攝影大賽**
美術貳等獎

**全港中小學 傳統美德·徵文比賽**
初中散文組  1st runner up (亞軍)

**第 65 屆香港學校朗誦節-中文朗誦**
粵語二人朗誦  1st runner up (亞軍)

**65th Hong Kong Schools Speech Festival 2013**
Solo Verse Speaking  First
Dramatic Duologue  First
Public Speaking Solo  First

**2014 維多利亞杯亞洲音樂舞蹈藝術節民族樂器大賽**
古箏初中組  銀獎

**LCSD District Age Group Tennis Competitions 2013/14**
Tsuen Wan District - Youth Female Doubles  2nd runner up (季軍)
Central & Western District - Youth Female Singles Aged 14-15  2nd runner up (季軍)
Hong Kong Cross Country Championships 2013
Junior School Girls B Grade 2nd runner up (季軍)

飛達國慶盃田徑錦標賽
200m 2nd runner up (季軍)

Inter-school Swimming Competition 2013/2014 Division Three Hong Kong Island
Girls Grade A 50m Freestyle 2nd runner up (季軍)
Girls Grade A 100m Breaststroke 2nd runner up (季軍)
Girls Grade A 50m Butterfly 2nd runner up (季軍)

Hong Kong Junior Age Group Athletic Meet 2013 - Race 2
Girls A2 100m 2nd runner up (季軍)
Girls A2 100m Hurdles 2nd runner up (季軍)
Girls B 200m 2nd runner up (季軍)

中區海濱禁毒滅罪跑 2013
長跑 2nd runner up (季軍)

SKH Lui Ming Choi Secondary School Invitation Relay
4x100m invitation relay 2nd runner up (季軍)

St. Mary’s Canossian College Sports Day 2013-2014 Invitation Relay
4x100m invitation relay 2nd runner up (季軍)

St. Mark’s School Swimming Gala
4x50m Invitation Relay 2nd runner up (季軍)

Hong Kong Junior Age Group Athletic Meet 2013 - Race 3
Girls A2 100m Hurdles 2nd runner up (季軍)
Girls B 100m Hurdle 2nd runner up (季軍)
Grade B 100m 2nd runner up (季軍)

50th Schools Dance Festival
Jazz Dance Section 2nd runner up (季軍)
Chinese Dance Section 2nd runner up (季軍)

Inter-Schools Athletics Championship 2013-2014
Girls C Grade 4x100m 2nd runner up (季軍)

Hong Kong Budding Scientists Award (Secondary Session) (Heats)
"星星河"全國少年兒童美術書法攝影大賽
美術叁等獎

第二十三屆 YMCA 盃女子排球賽
2nd runner up (季軍)

港島四區壁球比賽 2013（南區、東區、中西區及灣仔區）
女子單打青少年組(11 至 14 歲)
2nd runner up (季軍)

屈臣氏田徑會周年大會
女子丙組 800 米
2nd runner up (季軍)

Asia International Mathematical Olympiad Open Contest 2013 Final
Certificate of Honour Grade 8
Bronze Honor (季軍)

南區分齡田徑比賽 2013
女子青少年 E 組 400 米
2nd runner up (季軍)

第67屆全港學界田徑運動會
女子甲組 1500 米
2nd runner up (季軍)
女子乙組
2nd runner up (季軍)
女子丙組
2nd runner up (季軍)

第 65 屆香港學校朗誦節-中文朗誦
粵語散文獨誦
2nd runner up (季軍)
粵語二人朗誦
2nd runner up (季軍)

65th Hong Kong Schools Speech Festival 2013
Solo Verse Speaking
Third
Dramatic Duologue
Third
Public Speaking Solo
Third

Inter-Schools Athletics Championship 2013-2014
Girls A Grade 100m
3rd runner up (殿軍)
Girls A Grade 200m
3rd runner up (殿軍)
Girls A Grade 4x100m
3rd runner up (殿軍)
Girls A Grade Overall
3rd runner up (殿軍)
Girls B Grade Discus
3rd runner up (殿軍)
Girls B Grade Long Jump
3rd runner up (殿軍)
Girls B Grade 4x100m
3rd runner up (殿軍)
Girls B Grade Overall
3rd runner up (殿軍)
Inter-school Swimming Competition 2013/2014 Division Three Hong Kong Island
Girls Grade A 4x50m Girls Medley Relay
4th runner up
Girls Grade A 4x50m Girls Medley Relay
4th runner up
Girls Grade A 4x50m Girls Medley Relay
4th runner up
Girls Grade A 4x50m Girls Medley Relay
4th runner up

Inter-school Squash Team Competition 2013/2014
Girls’ Team Open
3rd runner up (殿軍)

第二屆香港青年史學家年獎
嘉許獎

敬師活動委員會「書籤設計比賽 2013」
表現卓越獎

“星星河”全國少年兒童美術書法攝影大賽
美術優秀獎

儷影盃 2013
青少年單人單項公開花步 Cha Cha Cha
優異

孔聖盃家經典-詩詞背默大賽
優異獎

A.S.Watson Group HK Student Sports Award 2013-2014
Sports Award
Certificate
## IX. Financial Reports

Financial Summary 2013/14 (Unaudited Report)

<table>
<thead>
<tr>
<th></th>
<th>$</th>
<th>$</th>
<th>$( )</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Surplus / (Deficit)</strong></td>
<td>$</td>
<td>$</td>
<td></td>
</tr>
</tbody>
</table>

### 1. Government Funds

#### I. EOEBG

**a. General Domain**

<table>
<thead>
<tr>
<th>Grant Type</th>
<th>Income</th>
<th>Expenditure</th>
<th>Surplus / (Deficit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admin Grant</td>
<td>3,391,380.00</td>
<td>3,837,375.00</td>
<td>(445,995.00)</td>
</tr>
<tr>
<td>Composite IT Grant</td>
<td>356,804.00</td>
<td>389,469.00</td>
<td>(32,665.00)</td>
</tr>
<tr>
<td>EOEBG Baseline Reference</td>
<td>1,708,610.00</td>
<td>1,893,890.00</td>
<td>(185,279.00)</td>
</tr>
</tbody>
</table>

**Sub-total**

| Sub-total              | 4,550,759.00 | 4,310,445.00 | 660,833.00          |

**b. Special Domain**

<table>
<thead>
<tr>
<th>Grant Type</th>
<th>Income</th>
<th>Expenditure</th>
<th>Surplus / (Deficit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capacity Enhancement Grant</td>
<td>537,792.00</td>
<td>330,182.00</td>
<td>207,610.00</td>
</tr>
</tbody>
</table>

**Sub-total**

| Sub-total              | 537,792.00  | 330,182.00  | 207,610.00          |

### 2. School Funds

<table>
<thead>
<tr>
<th>Grant Type</th>
<th>Income</th>
<th>Expenditure</th>
<th>Surplus / (Deficit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tong Fai</td>
<td>114,550.00</td>
<td>96,690.00</td>
<td>17,860.00</td>
</tr>
<tr>
<td>Scholarship</td>
<td>84,900.00</td>
<td>84,900.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Collection for electricity charges of air-conditioners in Classrooms</td>
<td>247,834.00</td>
<td>290,895.00</td>
<td>(43,061.00)</td>
</tr>
<tr>
<td>Copy Fee Income</td>
<td>372,526.00</td>
<td>337,831.00</td>
<td>34,694.00</td>
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<tr>
<td>Fund-raising</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Parking contribution</td>
<td>52,800.00</td>
<td>0.00</td>
<td>52,800.00</td>
</tr>
<tr>
<td>Sales of School Items</td>
<td>88,703.00</td>
<td>78,936.00</td>
<td>9,767.00</td>
</tr>
</tbody>
</table>

**Sub-total**

| Sub-total              | 961,312.00  | 889,252.00 | 72,060.00           |

**Accumulated Deficit as at 31 August 2014**

<table>
<thead>
<tr>
<th></th>
<th>$</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Surplus / (Deficit)</strong></td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Accumulated Deficit as at 31 August 2014</td>
<td>-384,269.00</td>
<td></td>
</tr>
</tbody>
</table>
X. Future Planning

The 3 Major Concerns for 2014-2015 will be:

Major Concern 1: To put into practice the virtues of Justice with wise decision and Fortitude with resilience

Focus I: To enhance students’ awareness of the aforesaid values
Focus II: To enhance religious atmosphere with special reference to justice and fortitude
Focus III: To enrich students’ experiences in practising the aforesaid values through community services

Major Concern 2: To develop students into engaged learners by equipping them with learn-to-learn skills

Focus I: To introduce learn-to-learn skills to teachers and students
Focus II: To provide opportunities for teachers and students to put into practice the learn-to-learn skills

Major Concern 3: To provide opportunities for school members to enhance work effectiveness and collegiality

Focus I: To provide student leaders with more opportunities to learn to work more effectively, proactively
Focus II: To equip middle managers with skills in monitoring the development of the panels and committees
Focus III: To involve past Clarians in Career Life Planning programs;
APPENDICES
**A. Use of Capacity Enhancement Grant (CEG)**

Starting from the school year of 2000-01, the school has received a CEG from EDB every year to help relieve the workload of teachers so that they will have an ‘enhanced capacity to concentrate on the critical tasks in the education reform’.

In 2013-14, the sum of CEG received, which included also the yearly Funding, was $537,792.00. To relieve teachers’ workload, the fund was used mainly for employment of teachers. The surplus of $207,610.00 would be carried forward to the year 2014-15.

<table>
<thead>
<tr>
<th>Use of Capacity Enhancement Grant (CEG)</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Employment of Tutors</td>
<td>537,792.00</td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td>$</td>
</tr>
<tr>
<td>Surplus C/F to 2014-2015</td>
<td>330,182.00</td>
</tr>
<tr>
<td><strong>Surplus / Deficit</strong></td>
<td>$</td>
</tr>
<tr>
<td>Surplus C/F to 2014-15</td>
<td>207,610.00</td>
</tr>
</tbody>
</table>

**B. Use of Enhanced Senior Secondary Curriculum Support Grant (SSCSG)**

Starting from the school year of 2012-13, the school has received an Senior Secondary Curriculum Support Grant flexibly for recruiting teachers or teaching assistants, and buying services and learning and teaching materials to facilitate the implementation of the NSS curriculum.

In 2013-14, the sum of SSCSG received, which included also the yearly Funding, was $593,208.00. To relieve teachers’ workload, the fund was used mainly for employment of teachers. The surplus of $212,329.37 would be carried forward to the year 2014-15.

<table>
<thead>
<tr>
<th>Use of Senior Secondary Curriculum Support Grant (SSCSG)</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Employment of 3 Teaching Assistants</td>
<td>593,208.00</td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td>$</td>
</tr>
<tr>
<td>Surplus C/F to 2014-15</td>
<td>380,878.63</td>
</tr>
<tr>
<td><strong>Surplus / Deficit</strong></td>
<td>$</td>
</tr>
<tr>
<td>Surplus C/F to 2014-15</td>
<td>212,329.37</td>
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</tbody>
</table>

**C. Use of Diversity Learning Grant (DLG)**

The school has used the Diversity Learning Grant for the support of a diversified curriculum to meet the interests of students in the NSS academic structure. The funding was used to support Applied Learning, Other Languages and Other Programmes which include programmes for gifted students and network programmes of NSS subjects.

In 2013-14, Our school supported a total of seven S.5 students and eight S.6 students to take Applied Learning courses on child development, health care, marketing, hospitality services, commercial comic art and radio production programmes.

As for gifted education programmes, our school provides diversified learning opportunities for students of high-ability so as to fully develop their potential. With the support of DLG, various pull-out programs were organized this year. For S4 and S5 talented students, “Effective Study Skills Workshop”, “Critical Thinking Skills” and “Applied Strategic Thinking Training Workshop” were organized to foster their study skills and problem-solving skills. Also,
“Admission Interview Preparation Workshop” was conducted in November to sharpen interviewing skills of S6 high achievers. Moreover, leadership training programs were launched to develop and nurture our school leaders’ leadership.

In 2013-14, the sum of DLG received was $84,000 with $45,175.30 carried forward, thus with a total of 129,175.30. The programs used $121,382.00. The accumulated surplus of $7,793.30 would be carried forward to the year 2014-15.

<table>
<thead>
<tr>
<th>Use of Diversity Learning Grant (DLG)</th>
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<tbody>
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<tr>
<td>(A) Tutorial Programme</td>
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<tr>
<td>(A) Tutorial Programme</td>
</tr>
<tr>
<td>Deficit C/F to 2014-15</td>
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</tbody>
</table>

Remarks: The deficit will be covered by the balance of pervious year.

D. Use of School-based After School Learning & Support Grant

Starting from the school year of 2005-06, the school has received a School-based After School Learning & Support Grant from EDB every year to support the disadvantaged students to participate in after-school activities with a view to facilitating their whole-person development and personal growth. The target students of the Programme are those Secondary 1 to Secondary 6 students in receipt of CSSA/SFAS full grant.

In 2013-14, the sum of this grant received, which included also the yearly Funding, was $36,400.00. To relieve teachers’ workload, the fund was used mainly for employment of teachers. The accumulated surplus of $35,152.00 would be carried forward to the year 2014-15.

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<th>Use of School-based After School Learning &amp; Support Grant</th>
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Remarks: The deficit will be covered by the balance of pervious year.