Annual School Report
2014-2015
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 Lennoxdville 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**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Wong She Lai, Shirley</td>
<td>School Supervisor</td>
</tr>
<tr>
<td>Ms. Lau Fung Yi, Lucia</td>
<td>School Principal</td>
</tr>
<tr>
<td>Sr. Nancy Mak</td>
<td>School Sponoring Body (SSB) Manager</td>
</tr>
<tr>
<td>Sr. Margaret Ho</td>
<td>SSB Manager</td>
</tr>
<tr>
<td>Sr. Catherine Ni</td>
<td>SSB Alternate Manager</td>
</tr>
<tr>
<td>Mrs Chan Cheung Yee Ling, Grace</td>
<td>SSB Manager</td>
</tr>
<tr>
<td>Mrs. Kwok Wong Si Ling, Celina</td>
<td>SSB Manager</td>
</tr>
<tr>
<td>Mr. Chow Pin Yeung, Val</td>
<td>SSB Manager</td>
</tr>
<tr>
<td>Ms. Yuen Lai Mei, Susana</td>
<td>SSB Manager</td>
</tr>
<tr>
<td>Ms. Cheung Sau Man, Susanna</td>
<td>Independent Manager</td>
</tr>
<tr>
<td>Mr. Cheung Ngai Hung</td>
<td>Teacher Manager</td>
</tr>
<tr>
<td>Mr. Tang Mo Pun</td>
<td>Teacher Alternate Manager</td>
</tr>
<tr>
<td>Mr. Li Ming Kit, Ronald</td>
<td>Parent Manager</td>
</tr>
<tr>
<td>Mr. Leung Tin Ho, David</td>
<td>Parent Alternate Manager</td>
</tr>
</tbody>
</table>
E. Our Teachers

The school has a teaching staff of 52. Their experiences and qualifications are shown in the charts.

1. Qualifications

![Qualification Chart]

- **Highest academic qualification attained by teachers**
  - Master or above
  - Degree
  - Tertiary non-degree
  - Professionally-trained

![Percentage Chart]

- **Percentage of Teachers meets the Language Proficiency Requirement**
  - English Language
  - Chinese Language
  - Putonghua

2. Experience

![Teaching Experience Chart]

- **Teaching Experience**
  - 0-4 years
  - 5-9 years
  - 10 years or above
3. Teachers' Professional Development

Three school-based staff professional development programs 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) Preparing teachers for self-directed learning
2) Effective Teaching Strategies
3) (a) Roles of Class Teacher
   (b) Preparation for the year 2015-16

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 “Self-directed Learning in Science for Learner Diversity” (HKU), “Professional Development School in L.S” (EBD), “School-based Support Services” (EDB)
F. Our Students

1. Number of Students and Class Structure

<table>
<thead>
<tr>
<th>Level</th>
<th>S1</th>
<th>S2</th>
<th>S3</th>
<th>S4</th>
<th>S5</th>
<th>S6</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Classes</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>24</td>
</tr>
<tr>
<td>No. of Students</td>
<td>136</td>
<td>143</td>
<td>138</td>
<td>140</td>
<td>127</td>
<td>128</td>
<td>812</td>
</tr>
</tbody>
</table>

2. Students’ Attendance

<table>
<thead>
<tr>
<th>Level</th>
<th>S1</th>
<th>S2</th>
<th>S3</th>
<th>S4</th>
<th>S5</th>
<th>S6</th>
<th>S7</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>99.3%</td>
<td>98.7%</td>
<td>98.6%</td>
<td>98.5%</td>
<td>98.1%</td>
<td>97.1%</td>
<td>--</td>
<td>98.5%</td>
</tr>
<tr>
<td>2013-14</td>
<td>99.1%</td>
<td>98.8%</td>
<td>98.9%</td>
<td>98.6%</td>
<td>97.9%</td>
<td>96.6%</td>
<td>--</td>
<td>98.5%</td>
</tr>
<tr>
<td>2014-15</td>
<td>99.2%</td>
<td>98.9%</td>
<td>99.1%</td>
<td>98.6%</td>
<td>98.2%</td>
<td>96.8%</td>
<td>--</td>
<td>98.6%</td>
</tr>
</tbody>
</table>

3. Destination of S6 Graduates

- Received a JUPAS Offer (Degree and Sub-Degree) 90.0%
- Private Tertiary Institutions (incl. Degree and Sub-Degree Programmes) 2.0%
- Overseas Study 1.0%
- Unknown 7.0%
II. Achievements and Reflection on Major Concerns

Major Concern I

To put into practice the virtues of Justice with wise decision and Fortitude with resilience

Focus 1: To arrange a talk or seminar or workshop on aforesaid values stipulated in Catholic Catechism for teachers and students so that they are inspired to rise above adversity with conviction

Achievements

- A workshop was held for S.3 & 5 respectively as part of WPD programs. However, the workshop for S.2 & S.4 was cancelled due to class suspension because of Occupy Movement. Instead, discussion forums and debriefing were organized.
- Almost all students (99% of the respondents in the survey) agreed that they had a better understanding of Justice and Fortitude after the workshop.
- Positive feedback received from students.
- Talks by Stanley Cheung and Cherry Yang (life warriors) were arranged for S.1 – S.6 students and class teachers. They were inspired by their positive attitude towards life.

Focus II: To enhance students’ awareness of the aforesaid values through the deeds of the school and/or class saints

Achievements

- The Deeds of the School/Class Saints had been introduced across all forms in September 2014. Students from each class took turns to present their class patron saints with the focus on Fortitude and Justice in the Morning Assembly.
- The virtues of Justice and Fortitude were also explained during ERE lessons.
- Survey Results:
  - 100% of S2 & S4 students agreed that the saints are their role models and taught them how to be better persons.
  - 78% to 96% of S1 students agreed that the saints showed them how to fight for Justice.
  - 94% of them agreed that the saint is their role model and taught them how to be a better person.
  - On average, 82% of S5 students agreed that the saints showed them how to overcome adversity in life.
  - On average, 59% of S5 students agreed that the saints showed them how to fight for Justice.
  - On average, 92% of S5 students agreed that the saints are their role model and taught them to be better persons.
  - For the class patron saint of 3M & 3T, they showed temperance
  - 100% of 3J students and 50% of 3L students agreed that the saint showed them how to overcome adversity and to fight for justice

Focus III: To enhance religious atmosphere with special reference to justice and fortitude

a. To organize network program(s) with school(s) of Franciscan Family
b. To prepare S.1 – S.2 to do voluntary service to people with hearing impairment
c. To do sharing during Morning Assembly on current issues with reference to Bible or Church teaching so as to build up or enhance students’ resilience and/or discernment.

Achievements

- The network program will be held in July during the post-exam activities period.
- The workshop was held as part of WPD programs for S.1 & 2. Students were informed of some background information of people with hearing impairment in Hong Kong society. They were also taught some simple sign language and learnt about the kind of voluntary service rendered to this group of people.
- S.1 & 2 students were arranged to do voluntary service for people with hearing impairment on a few Saturdays under the guidance of their class teachers, Community Service Committee teacher in charge and Guidance teachers. Imbued with the Christian values they acquired during the ERE lessons, they prepared their service activities and exercised flexibility in responding to ad hoc
changes. Student representatives gave a sharing during the Morning Assembly. At the end of the
workshop and service,
- almost all of the students (94.09% of the respondents) agreed that they had overcome
difficulties encountered in the service with a positive attitude and have learnt to keep trying
even if they fail.
- all of them (100%) agreed that they showed due respect to the service target groups.

- Teachers and students followed the morning assembly duty roster to lead prayers and do sharing on
current issues with reference to Bible or Church teaching on Wednesdays. They were given the
themes and guiding notes as reference. The sharing of Mondays was done by Catholic teachers
based on the Gospel reading of the previous Sunday.
- Over 70% of S.1 – S.4 students agreed that they were much willing to put into practice the aforesaid
values in their studies and interaction with their peers.

Focus IV : To enrich students’ experiences in practising the aforesaid values through
community services for underprivileged groups

Achievements

- In S.5 service learning, students were divided into groups to organize community services for the
underprivileged. The service targets ranged from elderly people with Alzheimer’s disease, people with
hearing or vision impairment, people with intellectual or physical disabilities and mental disease
convalescence. They had to do everything themselves.
- After the service,
  - all of them (100%) found serving the underprivileged meaningful
  - 88.1% of them agreed that they have learnt to become more positive when facing difficulties
  - 91.8% of them said they had practiced Fortitude in overcoming difficulties that they encountered

Reflection on Major Concern I

During Morning Assemblies, teachers and students had done insightful sharing on current issues and
presented stories on good deeds and meaning anecdotes. They all bettered students’ understanding of
exercising good reasons in making life decision and being resilient in times of difficulty.
- From students’ written feedback, it reflected that they had a better understanding of social justice,
which requires mutual respect, courage and making wise decisions. Follow-ups were done with
senior form students in ERE lessons to enhance the concept of social justice from a religious point of
view.
- Discussion forums or debate were held successfully by most of the committees and subject panels in
hall or in classrooms on social issues, historical figures, big bankers and even bible characters which
/ who could teach students the ways to practise the four cardinal virtues, namely prudence, justice,
fortitude and temperance.
- All students found the sharing of public figures on social justice inspiring and they could effectively
inspire them how to rise above fears, to face life's adversities and to uphold Justice.
- The School seized the opportunities in Occupy Movement in heightening students’ awareness of
practicing justice with wise decision and looking at social issues from multiple perspectives.
Discussion forums in I.H., L.S. and ERE lessons as well as prayer service were organized for them.
Also, special reading materials and lessons on democracy and prominent figures in striving for
democracy such as Mahammad Ghandi were also used in the lessons. All these were in line with
Christian values and have proven to be useful. To help those students who might have been
emotionally disturbed by the incident, an emotional support gathering was offered by the school
social worker and the Guidance Committee. Only a few students showed up. All in all, students
showed respect for different opinions and were reflective. They showed care for Hong Kong amid
the splits in values and political stance in society. Yet more can be done in helping students to
connect with family and society at large so as to widen their scope of identity and responsibility.
- Besides life education and personal growth programs, the APASO data shows that more effort is
needed in helping students to understand and manage emotions and to embrace life with positivity.
## Major Concern II

**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**

(a) Seminar for teachers to get familiar with engaged learning and learn-to-learn skills
(b) Sharing sessions and dissemination of information to panel heads to enhance their skills for engaged learning – with special focus on the design of pre-lesson tasks
(c) Workshop for S1-3 students to understand the importance of engaged learning
(d) Teaching of learn-to-learn skills to
   (i) S.1: IS, English, Chinese, Mathematics and IH
   (ii) S.3: LS

**Achievements**

- Two seminars were held (one at the end of August, one in January)
- Over 90% of teachers got more familiar with self-directed learning, which includes engaged learning and learning-to-learn skills; they were willing to try it out in their daily teaching; they also agreed that they have a better understanding on how to design pre-lesson tasks; and that they have a better understanding of how to develop students into engaged learners.
- Workshop for all Panel Heads arranged. All relevant information has been made accessible to all teachers. The I.S. and Economics panels have tried out self-directed learning and shared their experience during a staff development day.
- From panel reports, over 90% of teachers have tried out the design of pre-lesson tasks and agreed that their skills have been enhanced and they have a better understanding on how to design pre-lesson tasks.
- From scrutiny of students’ work, they could demonstrate the skills of engaged learning in their notes and assessment tasks related to the Pre-lesson tasks. Most students could make use of the Pre-lesson tasks to enhance their learning.
- Two workshops for students were held and a survey was conducted afterwards:
  - Over 85% of students agreed that their skills for engaged learning are enhanced. They would like to practise pre-lesson tasks in their learning. They would like to develop a good note taking habit and would make good use of their notes for revision, demonstrating that they realized its importance.
- S.1: From scrutiny of records and teachers’ survey,
  (a) 80% of them had a better understanding on learning to learn skills such as collaboration skills, problem-solving skills, logical thinking, research skills, etc.;
  (b) 75% of them found the skills useful.
  (c) Students were found to be more active in learning. They were more eager to ask questions, take notes during lesson and were familiar with co-op learning.
- S.3 L.S.: Based on lesson observations among teachers, learning-to-learn skills were demonstrated.
  (a) 83% of the students had a better understanding on the following skills like: collaboration skills, research skills, organization skills, presentation skills, peer teaching and learning skills etc.
  (b) 79% of them found the skills useful.

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

**Achievements**

- Pilot Program
  (i) S.1 – I.S.: In the pilot project of self-directed learning in Science with e-learning support, 3 workshops and 4 cluster group meetings were held jointly by the school and The University of Hong Kong. Co-planning meetings were held for the design of teaching packages.
From survey, over 95% of students agreed that they were engaged in learning: collaboration in data collection, discussion and use of graphic organizers in presentation and use of e-platform.

(ii) Class 1B
(a) English: 1B students were given different opportunities to put into practice the learning-to-learn skills in the pre-lesson task on narrative writing in the first term, show-and-tell activity in the second term as well as everyday lessons throughout the whole year. A pre-lesson task on personal letter writing in the first term and another one on oral presentation in the second term were done. Students in general found the tasks helpful for their learning.
86% of the students agreed that their interest had been aroused and they were more engaged in learning. Examples of the skills put into practice included collaboration skills, problem-solving skills, creative thinking skills and presentation skills.
(b) Chinese: 90% of students agreed that the learning-to-learn skills were useful in facilitating their learning.
(c) Mathematics: 2 pre-lesson tasks were carried out.
Self-directed learning strategies were used to teach the use of Protractor and various types of graphs for presenting data. Basic skills in gathering and presenting data were also taught. Most of the students found the skills useful.
(d) I.H: Pilot program of pre-lesson task was carried out in both terms. 75% of students found the task helpful in their lesson preparation.
From survey, all students agreed that their communication skills, cooperation skills and confidence have been enhanced. Overall, they have taken a more active role in learning.

(iii) S.3 L.S.: 83% of the students had a better understanding on the learning to learn skills. 79% of them found them helpful.

- Teachers teaching I.H., English, Chinese and Maths of 1B formed a core group for trying out self-directed learning in the first and second terms. All relevant materials were documented and sharing by each panel was done within panels and in SPD committee meetings
- All teachers agreed that the sharing was useful and inspiring.
- Pre-lesson tasks for 2 units or more were designed, tried out and evaluated in English/Chinese/Maths/IH
- From the survey, over 70% of students agreed that the pre-lesson tasks were helpful in lesson preparation and classroom learning.

Reflection on Major Concern II

- Students and teachers were able to use the skills and try out some self-regulated learning tasks. This has facilitated the integration of self-directed learning into different subjects. Students have become more engaged in learning. Their self-learning skills of note-taking and consolidation have improved. They also found the pre-lesson worksheets useful for their learning.
Apart from imparting the skills in teaching, students were provided with more opportunities to practice their self-learning skills, for example, self-study lunches, study groups, study corners and questioning time in class. From survey, more than half of the classes had formed study groups and they found it useful. However, more organized peer learning arrangements may be needed to internalize the essence of self-learning.
- Teachers have gained more skills and confidence in trying out self-directed learning. They learnt by peer observations and learning to learn skills demonstration by colleagues such as the use of using flipped classroom in teaching Economics. Also the pilot scheme of class1B was quite useful. Teachers agreed that students’ interest in learning had been aroused and they were more engaged in learning. However, since the focus was on pre-lesson worksheets, more on cooperative learning and other areas of self-directed learning should be explored and tried out in the following academic year.
- Overall speaking, we have achieved fairly our targets of developing our students into independent learners by equipping them with self-learning skills and developing their proactive learning attitude. From teachers’ observation and their performance in various assessments, we could see that they have made marked improvement, for example, good performance in DSE examinations and TSAs. It is hoped that students could sustain their efforts and attitude of being active learners who strive for academic excellence.
### Major Concern III

<table>
<thead>
<tr>
<th>To provide opportunities for school members to enhance work effectiveness and collegiality</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus I:</strong></td>
</tr>
<tr>
<td>To provide student leaders with more opportunities to learn to work more effectively, proactively and with due respect in organizing student affairs and activities</td>
</tr>
<tr>
<td><strong>Achievements</strong></td>
</tr>
<tr>
<td>To empower students and to provide them with more opportunities, each student leader in the ECA Student Committee was assigned to different clubs. They performed the following duties:</td>
</tr>
<tr>
<td>i. Providing a briefing session to vice-chairpersons and secretaries.</td>
</tr>
<tr>
<td>ii. Collecting information, feedback and queries from the assigned club and bringing them to the ECA Student Committee meeting for discussion.</td>
</tr>
<tr>
<td>iii. Coordinating and assisting the following events: ECA Club Promotion/ Swimming Gala / Sports Day / Joint Club Post Exam Activities</td>
</tr>
<tr>
<td>- Club TIC Survey Results: Over 80% of club TICs were satisfied in the performance of the club chairpersons in the following areas:</td>
</tr>
<tr>
<td>i. effectively accomplishing the targets set at the beginning of this year;</td>
</tr>
<tr>
<td>ii. effectively carrying out the daily routines of the club, e.g. taking attendance, making announcements;</td>
</tr>
<tr>
<td>iii. effectively monitoring club meetings and/or trainings;</td>
</tr>
<tr>
<td>iv. developing a strong rapport and relationship with ex-co members and club members;</td>
</tr>
<tr>
<td>v. focusing on a clear target and being keen on creating a collaborative environment.</td>
</tr>
<tr>
<td>- Club chairpersons’ survey: Over 80% of club chairpersons found themselves more effective and proactive in the discharge of the following duties:</td>
</tr>
<tr>
<td>i. Operating club activities</td>
</tr>
<tr>
<td>ii. Accomplishing targets set at the beginning of this year.</td>
</tr>
<tr>
<td>iii. Playing a proactive role in organizing club activities and/or leading students in competitions.</td>
</tr>
<tr>
<td>Over 80% of club chairpersons have shown respect to one another in the following ways:</td>
</tr>
<tr>
<td>i. Developing a strong rapport and relationship with ex-co members and club members.</td>
</tr>
<tr>
<td>ii. Actively encouraging ex-co members and members to keenly participate in activities, training and/or competitions.</td>
</tr>
<tr>
<td>iii. Putting an effort to urge the more laid-back ex-co members to be more proactive in activities.</td>
</tr>
<tr>
<td>iv. Assigning work appropriately according to ex-co members’ individual strengths.</td>
</tr>
<tr>
<td>v. Believing in other ex-co members’ judgement and act as a mediator when there are conflicts within the team.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Focus II: To equip middle managers with skills in monitoring the development of the panels and committees through:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Overseas Staff Development Program.</td>
</tr>
<tr>
<td>(b) Refinement of Staff Appraisal System and Policy &amp; Procedure.</td>
</tr>
<tr>
<td>(c) Training / sharing of lesson observation techniques</td>
</tr>
<tr>
<td><strong>Achievements</strong></td>
</tr>
<tr>
<td>- Overseas Staff Development Program was cancelled due to insufficient participants and high costs incurred.</td>
</tr>
<tr>
<td>- A corresponding workshop was conducted by the School Supervisor on 2nd April 2015.</td>
</tr>
<tr>
<td>- A Staff Development Program in the form of an overnight camp was organized and held on 5th - 6th June 2015.</td>
</tr>
<tr>
<td>- Staff Appraisal System was revised.</td>
</tr>
<tr>
<td>- Policy &amp; Procedure were refined and updated.</td>
</tr>
<tr>
<td>- A sharing session on lesson observation was held by the School Principal and some teachers</td>
</tr>
</tbody>
</table>
Concerned on the 2nd Staff Professional Development Day.

Focus III:
(a) Involvement of past Clarians in Career Life Planning programs
(b) Formation of School Ambassadors

Achievements
- Past Clarians were invited to participate in Career and Life Planning Programs as follows:
  - Lunch time sharing / WPD lessons / Nurturing Young Clarians - A Job Shadowing and Company Visit Program / Mentorship Scheme
- 45 students from S1 to S3 were recruited and trained to be School Ambassadors to help in various school functions such as Past Clarians’ Visits, Open Day and S1 Experiencing Day.

Reflection on Major Concern III
- Empowerment of students:
  Evidence showed that more school leaders participated in helping or organizing school activities/functions/events. Students in general have positive feedback especially Student Union who had tried out the Student as Learning Experience Designer (LED) project in March 2015. In July 2015, guests from HKUST were impressed by their performances in the sharing in the Learning Symposium.
- Refinement of Staff Appraisal System and Policy & Procedure:
  Teachers were involved in refining the Staff Appraisal system and its policy and procedure in staff meetings. They had a good understanding of the objectives and criteria in the appraisal system. Apart from teachers of senior ranks, other teachers taking up any degree of management roles were also included in the middle managers training on a date set aside for it. They were better informed and reminded of their roles, with special emphasis on monitoring and accountability. This has led to an increased collaboration among teachers and enhanced capacity of teachers. Teachers’ sense of ownership towards the school was also strengthened. They have demonstrated a higher awareness of accountability and monitoring in the discharge of their duties of different roles.
- Mentorship scheme:
  Both the mentors and mentees (S.6 students) gave positive feedback on the aforesaid programs. Students found them informative and useful for their career and life planning. It has opened the door to their knowledge of the real working world. They also enjoyed the sharing by past Clarians. The teachers concerned were generally satisfied with their performance. However, as the participation of students was on voluntary basis, only a fraction of students could benefit from it. Also, it is just at a startup stage. Therefore, more has to be done in recruiting mentors, involving more students and fine-tuning the mentorship programs.
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 2014-15**

<table>
<thead>
<tr>
<th>KLA</th>
<th>Subjects</th>
<th>S1</th>
<th>S2</th>
<th>S3</th>
<th>S4</th>
<th>S5</th>
<th>S6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Education</strong></td>
<td><strong>English Language</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Literature in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td><strong>Chinese Language Education</strong></td>
<td><strong>Chinese Language</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Putonghua</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics Education</strong></td>
<td><strong>Mathematics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematics Extended Module</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>Integrated Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>Biology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td><strong>Science Education</strong></td>
<td><strong>Information &amp; Communication Technology</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>Computer Literacy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Home Economics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Technology and Living</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>BAFS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td><strong>Personal, Social and Humanities Education</strong></td>
<td><strong>Integrated Humanities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chines History</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>Economics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>Geography</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>History</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td><strong>Liberal Studies</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td><strong>Religious Education</strong></td>
<td><strong>Ethics and Religious Education</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ethics and Religious Studies(HKDSE)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td><strong>Arts Education</strong></td>
<td><strong>Music</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Visual Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td><strong>Physical Education</strong></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

![Pie Chart showing lesson time for 8 KLAs](image)

F. I.T. in Education

- e-Classrooms on Learning Management Systems (e-Class, Moodle and Microsoft 365) were made available for teachers to disseminate e-learning materials to students.
- Use of iPads in classroom teaching was carried out in some subjects such as L.S., Mathematics, Chemistry and Biology.
- The number of iPads available allows 1:1 device to student ratio in one class.
- The idea of “Flipped Classroom” had been extended to other subjects, as now the Microsoft 365 can host the video clips for the school.
- The installation of Optic Fiber Network will be completed in September, together with the completion of WiFi900 project in October, it allows high speed connectivity in school.
IV. Other Learning Experiences

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

Total number of Learning Activities organised by KLA subjects
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. In addition, a group of selected S1 students joined the Harmonic Speaking in the same festival and won the first prize. It was certainly a very fruitful experience for all of 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 affairs.

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

Our school’s English Debating Team competed in the HKSSDC. 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.

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 2015, all junior forms students took part in the Inter-class Drama Competition where they showcased their playwriting, acting and artistic talents in their adapted Shakespearean plays.

The winning classes in S1 and S2 performed their plays to Primary 4 to 6 students of St. Clare’s Primary School and their S1 and S2 schoolmates in June. They received very good response.

Furthermore, the S4 Literature in English class participated in the Drama Fest organized by the Association of English Medium Secondary Schools and one student won the Best Performer Award.
Support for Student Development

A. School Culture

Based on the mission and vision of the school and the core values of catholic education, the school is developing a positive school culture through various means and activities. It aims at providing a safe and caring learning environment for students’ personal growth and character formation. Efforts were made to help prepare students and provide them opportunities to put into practice the virtues of justice with wise decision and fortitude with resilience, aside from the core themes and values. The school has also embarked career and life planning for students and instilling in them positive psychology.

1. Class Teachers

A twin class teachers system continued to take better care of students in the class, with each played a multiple roles of mentoring students in the areas of guidance, discipline, career and life planning, civic education and so on. To ensure there is a continuation of student guidance work for class teachers over the years in school, a systematic record keeping of student profiles with family backgrounds and their individual learning needs and characteristics has started. The records are updated by class teachers every year and they find them valuable in their student guidance work. Apart from class affairs, class teachers did follow-ups on whole person development programs, reading to learn, morning broadcasts, religious and moral education and so on.

2. Whole person development

Aside from the regular themes of personal growth, community service, civic education, environmental education, personal growth, interpersonal relationships, sex education and so on, Career and Life Planning and positive psychology were added to meet the needs of students and prepare them for challenges in life. In terms of cultivating a caring heart, apart from Bright Light Project and Service Learning, the Community Service committee launched a year-long project for Secondary 1 and 2 to render service to people with hearing impairment. Positive feedback received from all parties. As for S.4 & 5, they were divided into groups and orchestrated a voluntary service to a specific group on their own with PTA parent volunteers as mentors. They charted up their learning process and did a presentation on their work.

B. Towards a holistic approach to student development

1. Career and Life Planning

On top of workshops and talks on self-exploration and colours of life, with the support from St. Clare’s Past Students Association Limited and alumni, the school has organized ‘Nurturing Young Clarians’ program and ‘Alumni Mentorship Program’ for our young Clarians. They aim at enriching them with knowledge of different careers, building up their aspiration for life and developing their attitudes for their future careers. These form one of the integral parts of Career and Life Planning.

2. The merging of Discipline and Guidance Committees

To prepare for the merging of the two teams in 2015-16 as an attempt to further enhance the work of student guidance, the two teams held joint meetings 3 times in the second term to get to know each other’s work and to facilitate communication.

3. Extra-curriculum Activities

Students were encouraged to join in a variety of 42 clubs in 6 major categories.

Number of ECA by category

<table>
<thead>
<tr>
<th>Category</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>8</td>
</tr>
<tr>
<td>Art and Cultural</td>
<td>7</td>
</tr>
<tr>
<td>Interest</td>
<td>6</td>
</tr>
</tbody>
</table>
The systems of competition merit points and ECA participation awards were fine-tuned to encourage and recognize students’ participation in ECA and competitions of all kinds. This is a boost for building up their OEA (Other Experiences and Achievements).

4. **Support to cater for learning diversity and providing an integrated education**
   
i. Policies were drafted and resources were used effectively in pull-out programs and activities for students with specific learning needs (SEN), non-Chinese speaking students (NCS), gifted students, accelerated learners, students with financial needs and also on leadership training, aesthetic education. Examples of the courses are executive functioning, thinking skills, interview workshops, sports training, music instrumental classes.

   ii. The funds from various sources helped either fully or partly subsidize these programs. They were Diversity Learning Grant, Jockey Club After-school Support Grant, Learning Support Grant and donations from alumni and friends of St. Clare’s. Also, the scope of scholarships and assistance was expanded and more students were benefitted. Examples were various items of Monica Chan Scholarship for Drama and the scholarship donated by graduates of 1964.

   iii. All these created an atmosphere of recognition and appreciation of effort and talent as well as strengthening the mindset of striving for excellence.

5. **Life-wide Learning Day & Picnic Day**

   i. The theme for the junior levels was cross-curricular on local cultural heritage visiting Yim Tin Tsai, Yuen Long Ping Shan Heritage Centre, Wetland Park, Hong Kong Cultural and Art Museums. As for the senior levels, it was focused on career and life planning, either having hands-on job experiences or visiting a variety of companies and institutes. Examples were Heng Seng Banking Corporations, Regal Hotel, VTC V Hotel, St. James Settlement Career Sparkle and local universities. Credits need to be given to Rotary Club of Hong Kong Harbour for their help in arranging the visits.

   ii. Picnic Day was revived in the school calendar this year in an attempt to create opportunities to build up a stronger relationship for students and class teachers as part of developing class culture. Destinations were country parks and beaches.

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 continue to put their concerted efforts to enhance the school’s religious atmosphere with dual focuses:

   **Focus 1: To Promote the Solidarity and Unity of Catholic Teachers and Students**

   St Clare’s Girls’ School is actually a member of Franciscan Family. To further enhance Catholic Students’ understanding of their identity as Clarians. They paid a visit to Franciscan House at Kowloon Tong on June 3rd 2015 to learn about Franciscan Spirituality and legacy of our School’s patroness, St. Clare.

   For the formation of catholic students by large, cell groups have been formed. Aided by the witness, advice, spiritual sharing of catholic teachers, this kind of regular gathering awakens students to the bible knowledge and the practice of the Gospels, hence, promote the unity of all Catholic teachers and students.
Focus 2: To Evangelize
Evangelization has been a lifelong mission of a Catholic school. To evangelize is to give students a chance and to show them a way to see God, to feel His presence, and His love. A series of evangelization programmes had been carried out throughout the year in different settings.

During the Morning Assembly
Catholic teachers were invited to share gospel messages of Sunday Mass to our Clarrians on Mondays throughout the year so as to enlighten them with important messages from the Catholic Church. Hymn Singing was introduced on Tuesdays to give all teachers and students a chance to learn about some inspiring and enchanting hymns and refrains.

In the Classroom
A broadcast entitled "Getting to know God in 10 minutes" has been introduced to students to answer their enquiries about religion or let them know some fun facts about our Class Patron Saints. For instance, “Getting to know the True Spirit of Halloween” was broadcast on 31st Oct to rectify students’ misconception about Halloween.

In the Chapel
Students of each level had been invited to attend our mass. In each of these occasions, they received blessing from our Celebrant and were connected with God in prayers.

At the RE Corner
During the season of Lent, the Committee turned the RE corner into a Holy Land. Clarrians got a chance to set on a pilgrimage to Jerusalem, to see all photos concerning the churches, relics and shrines about the childhood, the teachings, sufferings / passion, burial and glorious resurrection of our Lord, Jesus Christ, to touch with their own hands the replica of Crown of Thorns placed on Jesus’ head when he was crucified and to feel about how they are connected with God in this exhibition.

In the Hall
At Christmas, a Christmas Prayer Service was organized for all teachers and students. Meanwhile, a whole-school fund-raising campaign was also carried out. A total amount of HK$16888 was raised for the victims of Ebola in West Africa. The fund raised, together with thanksgiving cards prepared by all students, were all sent to West Africa through MSF HK office in January 2015.

During the season of Lent 2015, non-Catholic students taking Ethics & Religious Studies were invited to join our Pre-Passover Family Gathering together with all Catholic teachers and students in school hall. This religious and experiential based activity helped them understand the symbolic rituals of Passover. It proved to be an extraordinary gathering for all participating teachers and students.

On the School Campus
An amazing Easter Egg Hunt was jointly organized with English Society to let students learn about some fun facts of Easter when hunting for Easter Eggs. The activity was well-received.

Outside School
In June and July, students showed their love and care for the needy in the community through a series of almsgiving activities. 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.
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**
   (a) Civic Education
   Our school based Civic Education programs aimed at enhancing student’s social awareness through activities and helped students understand the importance of Law and Order, rights and obligations and developed them into law-abiding and responsible citizens.
   Students’ civic awareness was further cultivated through a variety of activities held both inside and outside the school, including flag raising ceremonies on important dates, mock court, visits to historical heritages, an ICAC talk, 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 were arranged.

3. **Health and Environmental Education**
   To promote environmental awareness of students, various activities were organized, e.g. talk on biodiversity, water problem in underdeveloped countries and tree-planting day. Workshops on planting strawberries and herbs were also conducted. Students found this experience fruitful and they showed appreciation to the product from nature. The school has also participated in the territory wide program ‘Earth Hour’ which aimed to promote energy saving. On the health aspect, talks on drug abuse and healthy diet and lifestyle were also organized.

E. **Aesthetic Education**

1. **Aesthetic Education Programme for S.4 & 5**
   A variety of aesthetic education programmes were offered to Secondary 4 & 5 students as part of the Whole Person Development programmes on Tuesdays. They covered the areas of music, visual arts, drama, dance and other performing arts. Tutors were hired to run courses on A Cappella, comics drawing, fashion design, mime, Jazz, Hawaiian dance, African percussion, Cantonese opera singing, stage management training and M.C. training. They were well-received by students and some of them gave a demonstration of their learning outcome on Open Day.

2. **Dance, Drama, Visual Arts and Music for ALL**
   i. To cultivate students’ aesthetic appreciation and competence, the school strongly encouraged and supported students to learn and to participate in competitions of all scales(district-wide, territory-wide & nation-wide) in Chinese dance, Hip Hop dance, drama, visual arts and music. Examples of competitions are the Hong Kong Schools Music Festival and 心晴賽馬會飛越校園計劃. The school ensured that students were given ample opportunities to showcase their talent in school functions. Students were also constantly invited to give public performance for charity and as volunteer service. They got good exposure, gained invaluable experience and enhanced confidence. Also, their talent and potential were further explored and challenged.
   ii. The school policy of ‘One Student One Musical Instrument’ continued and it formed a good foundation of students’ aesthetic competence.
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 4673 to 5349 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 6.81 this year as shown by the survey conducted in late May.

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese Book Fair</td>
<td>254</td>
<td>243</td>
<td>195</td>
</tr>
<tr>
<td>English Book Fair</td>
<td>131</td>
<td>127</td>
<td>142</td>
</tr>
<tr>
<td><strong>Total no. of books purchased</strong></td>
<td><strong>385</strong></td>
<td><strong>370</strong></td>
<td><strong>337</strong></td>
</tr>
</tbody>
</table>

I. Other Related Surveys for School Self-Evaluation

1. Total Number of Hours Devoted to Various Student Support Activities
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
V. Student Support and School Ethos

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>$27,006.00</td>
<td>$6,600.00</td>
<td>42</td>
</tr>
<tr>
<td>Musical Class</td>
<td>$22,282.00</td>
<td>$4,500.00</td>
<td>23</td>
</tr>
<tr>
<td>Chinese Dance</td>
<td>$3,000.00</td>
<td>$1,600.00</td>
<td>3</td>
</tr>
<tr>
<td>Life-wide Learning Day</td>
<td>$97.00</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Picnic</td>
<td>$405.00</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>Training Program</td>
<td>$1,010.00</td>
<td>$34,520.00</td>
<td>111</td>
</tr>
<tr>
<td>Outward Bound</td>
<td>$2,000.00</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$55,800.00</strong></td>
<td><strong>$47,220.00</strong></td>
<td><strong>186</strong></td>
</tr>
</tbody>
</table>

Accomplishment

A total of 186 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.
## 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 HK Candidates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese</td>
<td>55.7%</td>
<td>24.2%</td>
</tr>
<tr>
<td>English</td>
<td>85.2%</td>
<td>25.0%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>71.3%</td>
<td>39.1%</td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>87.8%</td>
<td>35.6%</td>
</tr>
</tbody>
</table>

#### Electives Subjects

**Percentage of Level 4 or above**

<table>
<thead>
<tr>
<th>Subject</th>
<th>SCGS</th>
<th>All HK Candidates</th>
</tr>
</thead>
<tbody>
<tr>
<td>V. A.</td>
<td>28.6%</td>
<td>25.9%</td>
</tr>
<tr>
<td>C. Hist.</td>
<td>46.2%</td>
<td>34.1%</td>
</tr>
<tr>
<td>T&amp;L</td>
<td>56.0%</td>
<td>35.2%</td>
</tr>
<tr>
<td>Lit. in English</td>
<td>44.1%</td>
<td>25.3%</td>
</tr>
<tr>
<td>ICT</td>
<td>58.8%</td>
<td>44.1%</td>
</tr>
<tr>
<td>Econ.</td>
<td>66.7%</td>
<td>51.7%</td>
</tr>
<tr>
<td>Chem.</td>
<td>66.7%</td>
<td>44.6%</td>
</tr>
<tr>
<td>Bio.</td>
<td>75.0%</td>
<td>46.4%</td>
</tr>
<tr>
<td>Hist.</td>
<td>75.5%</td>
<td>49.4%</td>
</tr>
<tr>
<td>Phy.</td>
<td>76.5%</td>
<td>54.7%</td>
</tr>
<tr>
<td>M1</td>
<td>80.0%</td>
<td>42.1%</td>
</tr>
<tr>
<td>BAFS</td>
<td>95.5%</td>
<td>36.0%</td>
</tr>
<tr>
<td>Geog.</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>
Percentage of all subject entries at different levels

B. Performance in Other Learning Experience

EXTERNAL OUTSTANDING ACHIEVEMENTS

June 2014 – May 2015

Language Awards

66th Hong Kong Schools Speech Festival (English)

Solo Verse Speaking
- 1st Runner-up: Ma Zheng Sen Maxine 3J
  - 2nd Runner-up: Wong Hoi Kiu Ealas 1A
  - 1st Runner-up: Wong Wing Yan Vanessa 2G
  - 2nd Runner-up: Hotchkiss Crystal Lanie 2S

Dramatic Duologue
- 1st Runner-up: Ho Wai Yan Iris 3J
  - 2nd Runner-up: Lee Ki Yan Angel 3T

Public Speaking Team
- 1st Runner-up: Wong Wing Yu Natalie 6Pa
  - 2nd Runner-up: Fong Cheuk Sze Joyce 6Pe

Public Speaking Solo
- 1st Runner-up: Yeung Yat Wan Tammy 4D
  - 2nd Runner-up: Siu Pui Yu Diana 4D
  - 1st Runner-up: Fong Cheuk Sze Joyce 6Pe

Harmonic Choral Speaking for Secondary One Students

Members:
- Chang Shu Ting Magdalene 1A
- Choi Sin Yi Cindy 1A
- Kwan Hoi Ching Rachel 1A
- Leung Lok Hang Tiffany 1A
- Au Wai Ying Natalie 1B
- Chan Wai Lam Vivi 1B
- Fok Huen Emily 1B
- Hui Ka Yan Audrey 1B
- Hui Wing Lam Carrie 1B

- Lai Lok Yi Joyce 1A
- Lee Fong Wa Annie 1A
- Loh Sze Wing Sharon 1A
- Tse Rita Hoi Yiu 1A
- Chan Cheuk Ki Kay 1B
- Chan Wing Lam Stephanie 1B
- Chan Yuki 1B
- Choi Yiu Yiu Sabrina 1B
- Ip Hoi Ching Gladys 1B

Asia Children Education Association Hong Kong Secondary School English Writing Competition 2014-15

Senior Secondary Division

Best Writer Merits
- Chu Tsz Tung Lettice 5L
- Shuen Tsz Yin Natalie 5M

2014 Asia School Speech Competition

Solo Verse Speaking

Silver award: Ip Hoi Ching Gladys 1M
紫荆颂 2015 年全港青少年春季朗诵，文学，艺术交流大赛
初中组英语诗歌朗诵
银奖 叶恺澄 1M

第六十六届香港学校朗诵节中文朗诵比赛
中二（粤语散文独诵）
亚 军 吴思琪 2M
中三、四（粤语二人朗诵）
冠 军 李颖娴 4B

中五至六（粤语二人朗诵）
冠 军 周嘉晴 5M

第八届大学文学奖(2014-15)
少年作家奖
刘佳 3T

2014-15 全国青少年语言知识大赛 (全国作文现场决赛)
一等奖 曾思葵 1A

2014-15 全国青少年语言知识大赛(现场作文公开赛(香港赛区))
中學組（初中年級 S1-3）
二等奖 曾思葵 1A
中學組（初中年級 S1-3）
三等奖 黎凯晴 1M

2014-2015 中西區滅罪宣傳創作中文標語設計比賽
中學組標語創作比賽
冠軍 陳奕桐 1R
優異獎 李希榕 4A

2015 第十七届全港中小學普通话演讲比赛
初中组
良好 吴思琪 2R
良好 郑恭淇 3T
良好 周善柔 4D

高中组
良好 郑诗詠 4B

Performing Arts Awards

67th Hong Kong Schools Music Festival
Zheng Solo - Advanced Champion Yu Ying Hei Bernice 2R
Zheng Solo - Intermediate 1st Runner-up Chan Wing Lam Jessica 1A
Vocal Solo - Foreign Language 1st Runner-up Li Hoi Kei Garnet 3T
Female Voice Secondary School (Age 14 or under)
Piano Duet - Senior 2nd Runner-up Lee Yan Yee Vivian 4F
Church Music - Singing in Chinese 2nd Runner-up School Choir
Secondary School Age Under 14

Joint School Music Association Music Competition 2015
School Choir Senior Secondary Gold Prize School Choir
Secondary String Ensemble Gold Prize
Members: Wong Hin Ting Vanessa 5M
Wong Chiu Yu Cherry 5L
Sze Wai Yee Kimmy 5L
Chan Yin Lai Tiffany 4F

Kwok Hiu Ching Helia 4B
Choi Wing Sze Jasmine 3M
Yan Ka Ka Connie 3J
Wu Wing Yan Natalie 2S
Lam Hiu Hay Nichole 4D

Secondary Woodwind Ensemble Silver Prize
Heung Sum Yee Sammy 4D
Chow Yuet Lam Caroline 3M
Tsoi Chung Wan Janice 3J
Lam Sum Yin Eunice 3L

Secondary Brass Ensemble Silver Prize
Ng Sin Ying Shirley 5L
Wong Anisha 4B
Jone Sze Wai Angel 4D
Ho Wing Man Kitty 2S

2015 Hong Kong - Asia Pacific Youth Piano Competition
Grade 6 1st Class Honor
Chopin Class 1st Class Honor

Mainland China, Taiwan and Hong Kong Gu Zheng Competition Silver Award

年輕人藝術展才華古箏表演

The 51st Schools Dance Festival Champion Jazz Crew
旅行的意義 - Jazz Section 1st Runner-up Jazz Crew
Hooponopono - Jazz Section 1st Runner-up Chinese Dance Club
敦煌彩塑 - Chinese Dance Section 1st Runner-up Chinese Dance Club
蒲公英 - Chinese Dance Section 1st Runner-up Au Yuen Ying Lucy
苗娃 - Chinese Dance Section 1st Runner-up Leung Mei Suet Shirley
小木偶 - Chinese Dance Section 1st Runner-up Law Tsz Man Amy

泉 - Oriental Dance Section 1st Runner-up Lam Josephine Oi Yee

第三十一屆中西區舞蹈比賽

環亞舞蹈公開賽

香港舞蹈藝術聯會第八屆團隊盃標準舞及拉丁舞排名大賽(青少年)

青少年單人
探戈 華爾滋 倫巴
第3届爱丽丝盃標準及拉丁舞排名大賽
青少年單人 華爾滋 冠軍 羅梓敏 3M
亞軍 馮曉穎 1A
探戈 冠軍 羅梓敏 3M
亞軍 馮曉穎 1A
倫巴 亞軍 馮曉穎 1A
喳喳 季軍 馮曉穎 1A

中國舞聯亞洲公開賽
探戈獨舞 冠軍 羅梓敏 3M
亞軍 陳影桃 1A
華爾滋獨舞 冠軍 馮曉穎 1A
亞軍 羅梓敏 3M
亞軍 陳影桃 1A
倫巴獨舞 冠軍 陳影桃 1A
亞軍 馮曉穎 1A
季軍 羅梓敏 3M

全港標準及拉丁舞大賽～儷影盃
青少年單人單項公開花步 華爾滋 冠軍 羅梓敏 3M
探戈 冠軍 羅梓敏 3M

第九屆港自由盃全港公開標準及拉丁舞排名大賽
少年單人分齡單項公開 華爾滋 冠軍 羅梓敏 3M
探戈 冠軍 羅梓敏 3M
倫巴 亞軍 羅梓敏 3M

第十三屆姿彩盃標準及拉丁舞公開大賽
青少年單人 華爾滋 冠軍 羅梓敏 3M
探戈 冠軍 羅梓敏 3M
喳喳 季軍 羅梓敏 3M

東區聖誕標準及拉丁舞比賽
探戈獨舞 冠軍 羅梓敏 3M
喳喳獨舞 冠軍 羅梓敏 3M
華爾滋獨舞 冠軍 羅梓敏 3M
倫巴 季軍 羅梓敏 3M

Hong Kong School Drama Festival 2014-2015
Award for Outstanding Cooperation All Drama Club members
Award for Outstanding Performer Chan Po Lam Anson ST
Ng Wing Yan Janice ST

Sports Awards
1. Athletics
### Hong Kong Athletics Series 2014 - Series 4

<table>
<thead>
<tr>
<th>Category</th>
<th>Event</th>
<th>Position</th>
<th>Name</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls A Grade</td>
<td>Women's 4x100m</td>
<td>2nd Runner-up</td>
<td>Wong Ching Wai Bebe</td>
<td>3L</td>
</tr>
<tr>
<td></td>
<td>Women's 4x100m</td>
<td>2nd Runner-up</td>
<td>Wong Ching Hei Bobo</td>
<td>3M</td>
</tr>
</tbody>
</table>

### Hong Kong Athletics Series 2015

| Series 1                | Women's Heptathlon    | 2nd Runner-up | Chung Wai Yan Phoebe | 5J    |
|                        | Women's 4x400m        | Champion      | Wong Ching Wai Bebe   | 3L    |
|                        |                        |               | Wong Ching Hei Bobo   | 3M    |
| Series 2                | Women's Discus Throw  | 1st Runner-up | Chung Wai Yan Phoebe  | 5J    |

### Hong Kong Inter-City Athletics Championships 2014

<table>
<thead>
<tr>
<th>Event</th>
<th>Position</th>
<th>Name</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heptathlon</td>
<td>Champion</td>
<td>Chung Wai Yan Phoebe</td>
<td>5J</td>
</tr>
</tbody>
</table>

### Inter-School Athletics Competition 2014-2015 (Division I)

#### A Grade

<table>
<thead>
<tr>
<th>Event</th>
<th>Position</th>
<th>Name</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discus</td>
<td>Champion</td>
<td>Chung Wai Yan Phoebe</td>
<td>5J</td>
</tr>
<tr>
<td>High Jump</td>
<td>1st Runner-up</td>
<td>Chung Wai Yan Phoebe</td>
<td>5J</td>
</tr>
<tr>
<td>Long Jump</td>
<td>1st Runner-up</td>
<td>Wai Lok Heng Angelica</td>
<td>4F</td>
</tr>
<tr>
<td>4x100m</td>
<td>3rd Runner-up</td>
<td>Chung Wai Yan Phoebe</td>
<td>5J</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wai Lok Heng Angelica</td>
<td>4F</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cheung Man Yui Marky</td>
<td>6A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fu Long Kei Jessie</td>
<td>4F</td>
</tr>
</tbody>
</table>

#### B Grade

<table>
<thead>
<tr>
<th>Event</th>
<th>Position</th>
<th>Name</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 Hurdles</td>
<td>1st Runner-up</td>
<td>Lee Ching Yan</td>
<td>3M</td>
</tr>
<tr>
<td>100</td>
<td>2nd Runner-up</td>
<td>Wong Ching Hei Bobo</td>
<td>3M</td>
</tr>
<tr>
<td>4x100m</td>
<td>3rd Runner-up</td>
<td>Lee Ching Yan</td>
<td>3M</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wong Ching Hei Bobo</td>
<td>3M</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wong Ching Wai Bebe</td>
<td>5L</td>
</tr>
</tbody>
</table>

#### C Grade

<table>
<thead>
<tr>
<th>Event</th>
<th>Position</th>
<th>Name</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>4x100m</td>
<td>3rd Runner-up</td>
<td>Chan Lok Yi Katie</td>
<td>1A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cheng Chloe Cybil</td>
<td>2G</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wong Hoi Lam Stephanie</td>
<td>2G</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tsoi Pui Yan Joanna</td>
<td>2R</td>
</tr>
</tbody>
</table>

### Hong Kong Junior Age Group Athletic Meet 2014

#### Girls A Grade

<table>
<thead>
<tr>
<th>Event</th>
<th>Position</th>
<th>Name</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>A2 100m</td>
<td>2nd Runner-up</td>
<td>Wai Lok Heng Angelica</td>
<td>4F</td>
</tr>
<tr>
<td>A2 800m</td>
<td>2nd Runner-up</td>
<td>Chui Ka Kiu Christy</td>
<td>5L</td>
</tr>
<tr>
<td>A2 1500m</td>
<td>2nd Runner-up</td>
<td>Chui Ka Kiu Christy</td>
<td>5L</td>
</tr>
<tr>
<td>A2 High Jump</td>
<td>2nd Runner-up</td>
<td>Chung Wai Yan Phoebe</td>
<td>5J</td>
</tr>
</tbody>
</table>

#### Girls B Grade

<table>
<thead>
<tr>
<th>Event</th>
<th>Position</th>
<th>Name</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>200m</td>
<td>2nd Runner-up</td>
<td>Wong Ching Wai Bebe</td>
<td>3L</td>
</tr>
<tr>
<td>4x100m</td>
<td>Champion</td>
<td>Wong Ching Wai Bebe</td>
<td>3L</td>
</tr>
<tr>
<td>4x400m</td>
<td>Champion</td>
<td>Wong Ching Wai Bebe</td>
<td>3L</td>
</tr>
</tbody>
</table>

#### Girls C Grade

<table>
<thead>
<tr>
<th>Event</th>
<th>Position</th>
<th>Name</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>4x400m</td>
<td>Champion</td>
<td>Chan Lok Yi Katie</td>
<td>1A</td>
</tr>
<tr>
<td>4x100m</td>
<td>1st Runner-up</td>
<td>Chan Lok Yi Katie</td>
<td>1A</td>
</tr>
</tbody>
</table>

### Hong Kong Athletic Championships 2015

<table>
<thead>
<tr>
<th>Event</th>
<th>Position</th>
<th>Name</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women's Discus Throw</td>
<td>2nd Runner-up</td>
<td>Chung Wai Yan Phoebe</td>
<td>5J</td>
</tr>
<tr>
<td>Heptathlon</td>
<td>2nd Runner-up</td>
<td>Chung Wai Yan Phoebe</td>
<td>5J</td>
</tr>
</tbody>
</table>

### South China Athletics Association – 68th Hong Kong Athletic Meet

#### Girls A Grade

<table>
<thead>
<tr>
<th>Event</th>
<th>Position</th>
<th>Name</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1500m</td>
<td>1st Runner-up</td>
<td>Chui Ka Kiu Christy</td>
<td>5L</td>
</tr>
<tr>
<td>4x400m</td>
<td>1st Runner-up</td>
<td>Chui Ka Kiu Christy</td>
<td>5L</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lau In Tung Edith</td>
<td>6J</td>
</tr>
</tbody>
</table>

#### Girls B Grade

<table>
<thead>
<tr>
<th>Event</th>
<th>Position</th>
<th>Name</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>400m</td>
<td>1st Runner-up</td>
<td>Su Jennifer Ming Yin</td>
<td>4B</td>
</tr>
<tr>
<td>800m</td>
<td>Champion</td>
<td>Su Jennifer Ming Yin</td>
<td>4B</td>
</tr>
</tbody>
</table>
中西區分齡田徑比賽 2014
女子青少年 C 組 鉛球 亞軍 鄧晴誼 4D
女子青少年 D 組 400 米 冠軍 黃澐慧 3L

100 米 亞軍 黃澐嬉 3M

第十六屆公民青少年田徑錦標賽 2014
甲組 跳高 亞軍 鍾慧欣 5J
鐵餅 亞軍 鍾慧欣 5J
乙組 100 米 亞軍 黃澐慧 3L
100 米欄 冠軍 李晴昕 3M
200 米 亞軍 黃澐慧 3L
400 米 季軍 黃澐慧 3L

第十七屆「公民全港青少年田徑錦標賽 2015」
甲組 100 米欄 亞軍 李晴昕 3M
800 米 季軍 崔嘉翹 5L
1500 米 季軍 崔嘉翹 5L
鐵餅 冠軍 鍾慧欣 5J
跳高 季軍 鍾慧欣 5J
乙組 400 米 亞軍 黃澐慧 3L
100 米 季軍 黃澐嬉 3M
丙組 800 米 冠軍 黃海蕎 1A
1500 米 亞軍 黃海蕎 1A
1500 米 季軍 李佳佳 1R

Samsung 58th Festival of Sport 2015
異程接力 冠軍 黃澐慧 3L

屈臣氏田徑會周年大賽 2014
女子
乙組 200 米 亞軍 黃澐嬉 3M
丙組 4x400 米 冠軍 陳樂怡 1A
4x100 米 亞軍 陳樂怡 1A

第三十屆全港浸信會陸上運動會 2014
100 米 冠軍 陳樂怡 1A

2. Basketball
Inter-School Basketball Competition 2014/15 Division 2 (HK Island)
Girls Overall 3rd Runner-up Champion
Girls Grade A All Basketball Team members
Members: Chan Tsz Yan Michelle 6A Chung Wai Yan Phoebe 5J
Pang Ka Hei Jackie 6J Luk Hoi Man Rain 5M
Lo Ho Yau Yoyo 6Pa Law Cheuk Yung Chloe 4F
Chiu Chi Yee Natalie 6Pe Sun Lok Yee Jasmine 4F
Leung Andrea Michelle 5J
Wellman Basketball Tournament
Women Open Champion Law Cheuk Yung Chloe 4F

AICBA Winter Season 12 Women Basketball Competition 2015
Women Open Champion Law Cheuk Yung Chloe 4F

第一屆博亞女子假日籃球聯賽 2015
Overall Champion
Champion Law Cheuk Yung Chloe 4F

3. Swimming

The 5th Hong Kong Games
200 m Freestyles 1st Runner-up Cheung Chi Kiu Zoe 4D

2014-15 Div.II Age Group Long Course Swimming Competition
200m Breaststroke Champion Cheung Chi Kiu Zoe 4D

2014-2015 Hong Kong Age Group Course Swimming Championships
Girls 13-14yrs 400m Freestyle Champion Cheung Chi Kiu Zoe 4D
50m Breaststroke Champion Cheung Chi Kiu Zoe 4D
800m Freestyle 1st Runner-up Cheung Chi Kiu Zoe 4D
200m Freestyle 1st Runner-up Cheung Chi Kiu Zoe 4D

2014-2015 Age Group Short Course Swimming Competition - Division 1 Part 2
Girls 15-17yrs 400m Freestyle Champion Cheung Chi Kiu Zoe 4D

2014-2015 Age Group Short Course Swimming Competition - Division 1 Part 3
Girls 15-17yrs 1500m Freestyle 1st Runner-up Cheung Chi Kiu Zoe 4D
400m Individual Medley 2nd Runner-up Cheung Chi Kiu Zoe 4D

2014-15 Hong Kong Age Group Short Course Swimming Championships
Girls 15-17yrs 800m Freestyle 1st Runner-up Cheung Chi Kiu Zoe 4D
200m Freestyle 2nd Runner-up Cheung Chi Kiu Zoe 4D
400m Freestyle 2nd Runner-up Cheung Chi Kiu Zoe 4D

2014-15 Hong Kong Age Group Long Course Swimming Championships - Division 1 Part 3
Girls 15-17yrs 1500m Freestyle 2nd Runner-up Cheung Chi Kiu Zoe 4D

Inter-School Swimming Competition 2014/15 Division 3 (HK)
Girls Overall 2nd Runner-up All Swimming Team members
Girls Grade A 1st Runner-up All Swimming Team Grade A members
4x50m Freestyle Relay Champion Maolana Martina 6A
Champion Maolana Nicole 6A
Champion Mo Pui Ki Cindy 4B
Champion Chan Yin Kiu Nikki 3M
50m Butterfly 2nd Runner-up Maolana Martina 6A
100m Breaststroke 3rd Runner-up Maolana Martina 6A
100m Freestyle 3rd Runner-up Maolana Nicole 6A
50m Butterfly 3rd Runner-up Maolana Nicole 6A

Girls Grade B 1st Runner-up All Swimming Team Grade B members
100m Freestyle Champion Cheung Chi Kiu Zoe 4D
50m Breaststroke Champion Cheung Chi Kiu Zoe 4D
4x50m Medley Relay 2nd Runner-up Cheung Chi Kiu Zoe 4D
2nd Runner-up Chong Lok Yan Zoe 4F
2nd Runner-up Ng Hoi To Tobi 3M
4. **Table Tennis**

Inter-School Table Tennis Competition 2014/15 Division 3 (Hong Kong)

<table>
<thead>
<tr>
<th>Category</th>
<th>Champion</th>
<th>Teammates</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls Overall</td>
<td>All Table-tennis Teammates</td>
<td>Chan Sum In</td>
<td>5M</td>
</tr>
<tr>
<td>Girls Grade A</td>
<td>Champion</td>
<td>Tang Nga Lai Lily</td>
<td>6Pa</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wong Yee Ting Agnes</td>
<td>5L</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ma Sze Yan Winnie</td>
<td>5L</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fong Kwan Yee Queenie</td>
<td>5J</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Champion</th>
<th>Teammates</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls Grade B</td>
<td>Champion</td>
<td>Kwok Ching Ki Kiki</td>
<td>1B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Leung Yi Ki Elektra</td>
<td>2M</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chan Pak Yee Pat</td>
<td>3M</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chau Pui Man Jenny</td>
<td>2G</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chung Wai Ying Fiona</td>
<td>2S</td>
</tr>
</tbody>
</table>

**全港青少年乒乓球公開賽 - 工商總會國慶盃**

少女女子單打組 亞軍 陳琛妍 5M

<table>
<thead>
<tr>
<th>Category</th>
<th>Champion</th>
<th>Teammates</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014 Kwun Tong District Table Tennis Competition</td>
<td>Champion</td>
<td>Chan Sum In Serene</td>
<td>5M</td>
</tr>
<tr>
<td>2014 Central and Western District Table Tennis Competition</td>
<td>1st Runner-up</td>
<td>Chan Sum In Serene</td>
<td>5M</td>
</tr>
<tr>
<td>2014 Southern District Table Tennis Competition</td>
<td>1st Runner-up</td>
<td>Chan Sum In Serene</td>
<td>5M</td>
</tr>
<tr>
<td>2014 North District Table Tennis Competition</td>
<td>2nd Runner-up</td>
<td>Chan Sum In Serene</td>
<td>5M</td>
</tr>
<tr>
<td>2014 Yau Tsim Mong District Table Tennis Competition</td>
<td>2nd Runner-up</td>
<td>Chan Sum In Serene</td>
<td>5M</td>
</tr>
<tr>
<td>2014 Wan Chai District Table Tennis Competition</td>
<td>2nd Runner-up</td>
<td>Chan Sum In Serene</td>
<td>5M</td>
</tr>
<tr>
<td>2014 Sai Kung District Table Tennis Competition</td>
<td>3rd Runner-up</td>
<td>Chan Sum In Serene</td>
<td>5M</td>
</tr>
<tr>
<td>2014 HK Open Junior Table Tennis Championships</td>
<td>2nd Runner-up</td>
<td>Chan Sum In Serene</td>
<td>5M</td>
</tr>
</tbody>
</table>

5. **Volleyball**

Inter-School Volleyball Competition 2014-2015 Division 2

<table>
<thead>
<tr>
<th>Category</th>
<th>1st Runner-up</th>
<th>2nd Runner-up</th>
<th>Teammates</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls Overall</td>
<td>All Volleyball Team members</td>
<td>Tam Tsz Yi Gigi 4F</td>
<td>Shum Lok Yin Angel 5M</td>
<td></td>
</tr>
<tr>
<td>Girls A Grade</td>
<td>2nd Runner-up</td>
<td>Lo Hoi Ying Karen 5J</td>
<td>Lam Ka Wing Sarah 6PA</td>
<td></td>
</tr>
</tbody>
</table>
6. Tennis

Central & Western District Age Group Tennis Competition
Aged 14-15
Youth Female Singles
1st Runner-up
Lau Ka Hei Kelly 3L
Youth Double
2nd Runner-up
Lau Ka Hei Kelly 3L
Youth Double
2nd Runner-up
Tam Man Yan Mary 3J

Southern District Age Group Tennis Competition
Aged 14-15
Youth Female Singles
2nd Runner-up
Lau Ka Hei Kelly 3L

7. Others

A.S. Watson Group HK Student
Sports Award 2014-2015
Chan Tsz Yan Michelle 6A

2014 年度南區空手道分齡邀請賽
女子組手分組賽 (13 歲以下)
亞軍
黃椸婷 2R

第二屆全港剛柔流空手道大賽 2014
12-14 歲女童自由組手
優異獎
黃椸婷 2R

2014-15 全港中學學界閃避球錦標賽港島中學女子組
Champion
Members:
Shiu Chui Ying Didi 5T
Ng Pui Yee Sarah 5T
Cheng Yu Ting Mini 5M
Lui Hoi Man Natalie 5J
Yuen Cheuk Ying Kitty 4F
Yau Hiu Kiu Katherine 4F
Wong Hiu Lam Vanessa 4F

2014-15 全港學界閃避球分區挑戰賽港九區女子組
1st Runner-up
Members:
Shiu Chui Ying Didi 5T
Ng Pui Yee Sarah 5T
Cheng Yu Ting Mini 5M
Lui Hoi Man Natalie 5J
Yuen Cheuk Ying Kitty 4F
Yau Hiu Kiu Katherine 4F
Wong Hiu Lam Vanessa 4F

Hong Kong Squash League 2013/14
Division L2 HKCC L1
1st Runner-up
Lai Tiffany Hoi Jun 4A

2014 Tuen Mun District Squash Competition
Girls’ Junior Group FB (Age 14-18)
1st Runner-up
Lai Tiffany Hoi Jun 4A
Young Post 6th Hong Kong Inter-school Dragon Boat Championships
Small Boat Women Silver Cup  
2nd Runner-up

Members:  
Mok Wing Yin Maggie 5J  
Fong Long Hei Chloe 4B  
Tsui Yee Man Chris 4A  
Ng Hoi To Tobi 3M  
Lam Lung Linda 2S  
Kwong Yuen Ming Yumi 2S  

Cheng Po Sing Lucky 2S  
Li Ching Yan Yammie 2M  
Kong Yuen Kiu Phoebe 2M  
Loo Nga Nam Skylar 2G  
Lam Yan Ching Tiffany 2G

Visual Arts Awards

中西區交通安全運動 2014-2015 海報設計比賽

中學組  
最佳學校參與獎  
聖嘉勒女書院

冠軍  
梁文琛 4D

亞軍  
何家楊 4B

2014 徐悲鴻盃國際青少年兒童美術比賽

初中組  
貳等獎  
黃學君 5M  
郭己嵐 2S

第十五屆芳草杯青少年書畫大賽

中學國畫組  
特獎  
郭己嵐 2S

The Wharf Hong Kong Secondary School Art Competition 2014-15

Outstanding Performance  
Katherine Yau 4F  
Niki Luk 6A

“星星河”全國少年兒童美術書法攝影大賽

特等獎  
鄧雅麗 6Pa  
黃學君 5M

壹等獎  
梁文琛 4D  
樊芷榆 4B  
廖珮閔 3T  
周悅霖 3M

肅婉珊 3L  
李敏華 3L  
崔謙categorie 3M

伍詠詩 6Pa  
羅芷欣 6Pa  
鍾天慧 6Pa

冼冀穎 6Pa  
鄭宇婷 5M  
黃立初 3M

王銘湘 3L  
吳苑彬 3J  
蔡雅欣 2M

陳嘉琪 2G

參等獎  
潘韻姿 5T  
陳君雅 5T  
陳鎮軒 5J  
郭曉晴 4B

何家楊 4B  
李玉珠 3T  
梁天怡 3T  
林麗君 3T

郭雄君 3T  
馮詠詩 3T  
廖詠薇 3M  
陳安琪 3M

吳凱菱 3L  
吳靜儀 3J  
何焯銘 3J  
張詠晴 3J

優秀獎  
鍾詠兒 5L  
梁家寶 4F  
蕭沛俞 4D  
遲琛怡 4D

葉熙廷 3T  
杜媛萱 3M  
袁淑曦 3L  
彭紀兒 3L

周悅寧 3L  
梁洛研 3J

第三十三屆日本中國國際書畫大賽

少年組  
銀獎  
郭己嵐 2S

「錄像藝術評賞與創作資優培育計畫－中港環保社會」

徵文比賽  
大獎  
陸思伶 6A

你想的海濱圍欄設計比賽
中學組

季軍
林麗君 3T

優異獎
陸思伶 6A 莫可瑜 2G
譚芷筠 6A 關凱晴 1A
崔煒堯 5J 陳慧嵐 1B
潘韻姿 5T

上海國際青少年書畫攝影大賽

繪畫組
特等獎 郭己嵐 2S
少年國畫組
金獎 郭己嵐 2S

2015 「奔向未來」繪畫比賽（亞太區）

貳等獎 何家楊 4B
邱曉僑 4F
叁等獎 陳君雅 5T
潘韻姿 5T
優異獎 許樂彤 4A
劉敏行 4F
譚芷誼 4F
陳鈺婷 5J
鍾慧欣 5J

第六屆全港學界書畫比賽
書法（中學組）
叁等獎 郭己嵐 2S
國畫（中學組）
參等獎 郭己嵐 2S

第六十五屆全港青少年書畫大賽
國畫中學組
優異獎 郭己嵐 2S

第一屆經典杯書法比賽
優異證書 郭己嵐 2S

西區警區睦鄰守護計劃滅罪宣傳海報設計比賽
亞軍 鄧雅麗 6Pa

Other Awards

第五屆全港中學中國歷史研習獎勵計劃
高級組
二等獎 譚曉汶 5T
嘉許獎 陳煒妍 5T

Inter-school Dreamcrafter Competition 2014
1st Runner-up Leung Miu Ying Miumiu 4B

Junior Police Call
2014 Best Participating JPC School Club
Western District Champion All JPC members

Hong Kong Red Cross
Hong Kong Red Cross Outstanding Youth Competition (HK Island Division)
Top 10 Outstanding Youths of HK Island Division Lok Wan Wai Natalie 6J
Hong Kong Red Cross Western District Nursing Competition

1st Runner-up
- Lai Hiu Lam Ellen 5T
- So Pik Shan Sandy 5J
- Wong Sui Suet Crystal 4D
- Cheng Yuk Ping Kate 5J

City orienteering competition (城市追蹤)

2nd Runner-up
- Cheng Yuk Ping Kate 5J
- Lai Hiu Lam Ellen 5T
- Lee Pui Wing Emma 3T
- Lam Tsz Ching Michelle 3T

Hong Kong Red Cross (Youth & Volunteer Department)

Honorary Badge
- Lai Hiu Lam Ellen 5T

Hong Kong Red Cross Western District First-aid Competition

1st Runner-up
- Lai Hiu Lam Ellen 5T
- Yuen Hoi Yan Jamie 4B
- Wong Sui Suet Crystal 4D
- Li Yan Yi Maggie 4F

2014-2015 Hong Kong Red Cross Drill Competition

Champion of Open Category
- Lai Hiu Lam Ellen 5T
- Li Pui Ying Lucia 5J
- Cheng Yuk Ping Kate 5J
- Yip Ching Yi Wendy 4D
- Wan Tsz Nga Cibe 4D
- He Yun Ying Ellica 4D
- Au Yeung Wing Yee Selena 4D

Best Guard of Honour
- Yuen Hoi Yan Jamie 4B
- Lee Yee Ching Letitia 4B
- Lee Pui Wing Emma 3T
- Lam Tsz Ching Michelle 3T
- Li Yi Nam Gloria 3M
- Wong Hin Lam Jennifer 3J
- Ma Zheng Sen Maxine 3J

Best Commander
- Lai Hiu Lam Ellen 5T

公益少年團
公益少年團獎勵計劃

二等榮譽級
- 周怡 6J
- 林靖芯 6Pe
- 麥之齡 5T

三等榮譽級
- 林靖芯 6Pe
- 麥之齡 5T

高級獎
- 中西區中學代表 5T

傑出團員韓國交流團

Volunteer Movement Service Award
Silver Award
- Lo Hoi Ying Karen 5J
- Pang Chui Ying Aster 5J
- Lai Lok Yiu Carol 5L

Bronze Award
- Cheung Shu Ting Queenie 3J
- Liu Jia Kelly 3T
- Kong Wai Lam Samantha 5M
- So Ka Wai Kary 5M
- Sukkanatt Chuthamas Amy 5M
- Chan Ho Yan Chloe 5T
- Kyu Wing Sze Natalie 5T
- Mak Chi Ling Jenny 5T
- Ng Pui Yee Sarah 5L
- Chow Yi Nichola 6J
- Shum King Tung Jeanette 6J
- Lam Ching Sam Yammi 6Pe
Financial Summary 2014/15 (Unaudited Report)

<table>
<thead>
<tr>
<th></th>
<th>$</th>
<th>$</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Income</td>
<td>Expenditure</td>
<td>Surplus / (Deficit)</td>
</tr>
<tr>
<td>1. Government Funds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I. Non-School Specific Grant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. EOEBG General Domain</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EOEBG Baseline Reference</td>
<td>1,770,120.00</td>
<td>1,817,782.50</td>
<td>(47,662.50)</td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td>1,770,120.00</td>
<td>1,817,782.50</td>
<td>(47,662.50)</td>
</tr>
<tr>
<td>b. School Special Domain</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admin Grant</td>
<td>3,513,480.00</td>
<td>3,385,376.00</td>
<td>128,104.00</td>
</tr>
<tr>
<td>Capacity Enhancement Grant</td>
<td>557,148.00</td>
<td>558,752.00</td>
<td>(1,604.00)</td>
</tr>
<tr>
<td>Composite IT Grant</td>
<td>369,649.00</td>
<td>758,678.00</td>
<td>(389,029.00)</td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td>4,440,277.00</td>
<td>4,702,806.00</td>
<td>(262,529.00)</td>
</tr>
<tr>
<td>2. School Funds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tong Fai</td>
<td>119,381.00</td>
<td>74,456.00</td>
<td>44,925.00</td>
</tr>
<tr>
<td>Scholarship</td>
<td>118,200.00</td>
<td>118,200.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Collection for electricity charges of air-conditioners in Classrooms</td>
<td>221,136.00</td>
<td>322,467.00</td>
<td>(101,331.00)</td>
</tr>
<tr>
<td>Copy Fee Income</td>
<td>426,080.00</td>
<td>439,963.00</td>
<td>(13,883.00)</td>
</tr>
<tr>
<td>Fund-raising</td>
<td>44,022.00</td>
<td>44,022.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Parking contribution</td>
<td>52,800.00</td>
<td>9,600.00</td>
<td>43,200.00</td>
</tr>
<tr>
<td>Sales of School Items</td>
<td>35,220.00</td>
<td>30,626.00</td>
<td>4,594.00</td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td>1,011,839.00</td>
<td>975,957.00</td>
<td>35,882.00</td>
</tr>
</tbody>
</table>

Accumulated Deficit as at 31 August 2015 -332,686.50
The 2 Major Concerns for 2015-2016 will be:

Major Concern 1: To foster students to be confident, positive and respectful.

Focus I: Enhancing students’ positive self-concept
Focus II: Helping students to realize that each individual is valuable
Focus III: Developing students’ “can do” attitude
Focus IV: Building a positive classroom culture/climate
Focus V: Fostering home-school co-operation

Major Concern 2: To develop students into self-directed learners by enhancing teachers’ efficacy and shaping a supportive learning environment.

Focus I: To implement self-directed learning
Focus II: To strengthen teachers’ IT competence
Focus III: To enable students to become more resourceful and active
Expenditure of Grants
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 2014-15, the sum of CEG received, which included also the yearly Funding, was $557,148.00 with $257,423.35 carried forward, thus with a total of $814,571.35. To relieve teachers’ workload, the fund was used mainly for employment of teachers. The surplus of $255,819.62 would be carried forward to the year 2015-16.

In an attempt to relieve teachers’ workload, to enhance teachers’ efficacy and to benefit students’ learning, the sum of CEG was used to employ a teacher, school team coaches and AES course tutors. It has been proven to be effectively used as reflected in our students’ performance. Our school teams have won numerous prizes in both district and territory-wide competitions throughout the year. As for AES, students’ interest in aesthetic education has increased and they did give a showcase of their learning outcome on Open Day. The addition of the teacher has allowed the training up of our girls to join an inter-school English drama competition and we won a few prizes.

<table>
<thead>
<tr>
<th>Use of Capacity Enhancement Grant (CEG)</th>
<th>$</th>
<th>$</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>557,148.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td>444,218.73</td>
<td>30,338.00</td>
<td>84,195.00</td>
</tr>
<tr>
<td><strong>Surplus / Deficit</strong></td>
<td></td>
<td></td>
<td>255,819.62</td>
</tr>
<tr>
<td>Surplus C/F to 2015-2016</td>
<td></td>
<td></td>
<td></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 2014-15, the sum of SSCSG received, which included also the yearly Funding, was $621,144.00 with $242,731.96 carried forward, thus with a total of $863,875.96. To relieve teachers' workload, the fund was used mainly for employment of teachers. The surplus of $370,842.26 would be carried forward to the year 2015-16.

<table>
<thead>
<tr>
<th>Use of Senior Secondary Curriculum Support Grant (SSCSG)</th>
<th>$</th>
<th>$</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>621,144.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td>428,971.71</td>
<td>64,061.99</td>
<td></td>
</tr>
<tr>
<td><strong>Surplus / Deficit</strong></td>
<td></td>
<td></td>
<td>370,842.26</td>
</tr>
<tr>
<td>Surplus C/F to 2015-16</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
C. 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 Program are those Secondary 1 to Secondary 6 students in receipt of CSSA/SFAS full grant.

In 2014-15, the sum of this grant received, which included also the yearly Funding, was $38,400.00 with $33,502.00 carried forward, thus with a total of $71,902.00. To relieve teachers’ workload, the fund was mainly able to take part in a variety of outside the classroom and after school activities including instrumental classes, dance classes and sports activities. The programs used $47,220.00. The accumulated surplus of $24,682.00 would be carried forward to the year 2015-16.

<table>
<thead>
<tr>
<th>Use of School-based After School Learning &amp; Support Grant</th>
<th>$</th>
<th>$</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>38,400.00</td>
<td><strong>Expenditure</strong></td>
<td><strong>Surplus / Deficit</strong></td>
</tr>
<tr>
<td>(A) Dance Class</td>
<td>1,600.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(B) Instrumental Classes</td>
<td>4,500.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(C) Sports Classes</td>
<td>6,600.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(D) Leadership Training Program</td>
<td>34,520.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surplus C/F to 2015-2016</td>
<td>24,682.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Remarks: The deficit will be covered by the balance of previous year.
## D. LSGSS (Learning Support Grant) 2014-15 Report

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
<th>Organization</th>
<th>Date</th>
<th>Target Group</th>
<th>Aim</th>
<th>Evaluation</th>
<th>Estimated Budget ($)</th>
<th>Actual Expenses ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech Therapy Training</td>
<td>15 sessions</td>
<td>Speech Support Centre</td>
<td>16\textsuperscript{th} Mar. – 3\textsuperscript{rd} June</td>
<td>3 SEN student</td>
<td>To help SEN students improve their speaking and communication skills</td>
<td>Attendance rate ~93% All participants have shown improvement. They were more willing to express themselves and showed improvement in voice volume and eye contact.</td>
<td>8 000</td>
<td>30 000</td>
</tr>
<tr>
<td>English Study Skills Training Workshop</td>
<td>8 sessions</td>
<td>Speech Support Centre</td>
<td>19\textsuperscript{th} Mar – 21\textsuperscript{st} May</td>
<td>1 SEN student 1 S1 student 2 S2 student</td>
<td>To help students who are weak in English build up a stronger English foundation</td>
<td>Attendance rate 88% – 100% All participants were attentive. Few of them were quite active during lesson and willing to lead the discussion in class.</td>
<td>8 000</td>
<td>8 880</td>
</tr>
<tr>
<td>Chinese Study Skills Training Workshop</td>
<td>8 sessions</td>
<td>Speech Support Centre</td>
<td>25\textsuperscript{th} Mar – 20\textsuperscript{th} May</td>
<td>3 SEN student</td>
<td>To equip SpLD students with Chinese study skills and to improve their comprehensive skills</td>
<td>Attendance rate 100% All participants were attentive in class. Improvement was shown among them, especially for a S2 girl who had significantly improved in Chinese comprehension.</td>
<td>8 000</td>
<td>7 800</td>
</tr>
<tr>
<td>Executive Functioning Training Workshop</td>
<td>10 sessions</td>
<td>Caritas Life Zone</td>
<td>13\textsuperscript{th} Apr – 7\textsuperscript{th} July</td>
<td>5 SEN student 2 S2 students 1 S1 student</td>
<td>To enhance students’ social skills, self-management skills and communication skills.</td>
<td>Attendance rate 80% – 100% Positive feedback was received. All participants were actively participated. Students practiced skills learnt in the workshop in two outing activities.</td>
<td>22 000</td>
<td>27 234</td>
</tr>
<tr>
<td>Summer Training Workshop on listening, speaking</td>
<td>5 sessions</td>
<td>Speech Support Centre</td>
<td>10\textsuperscript{th} Aug – 25\textsuperscript{th} Aug</td>
<td>3 SEN student 1 S1 student</td>
<td>To enhance students’ organization skills and study skills in Chinese</td>
<td>Attendance rate 0% – 100% One of the participants failed to attend the workshop due to the clash with her private tutorial. While the other</td>
<td>15 000</td>
<td>16 500</td>
</tr>
<tr>
<td>Reading &amp; Writing</td>
<td></td>
<td></td>
<td></td>
<td>participants were actively participated. From tutor’s feedback, students’ communication skills and expression skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------</td>
<td>-------------------------</td>
<td>-----------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Buddy Program</td>
<td>58 hours</td>
<td>School</td>
<td>June</td>
<td>5 SEN students</td>
<td>To provide SEN students afterschool tutorial in helping them prepare for examination</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Attendance rate 100% All participants were active and engaged in the tutorial. They would prepared questions or learning problems for the tutorial and sought help from our graduated S6 tutors.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10 000</td>
<td>8 700</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training Tool &amp; Materials</td>
<td>All SEN students</td>
<td>To assist the training to SEN students, such as social skills, communication skills.</td>
<td>Have used for few times by Big Sisters and SSW. Those tools could facilitate the communication among players</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2 000</td>
<td>1 373.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Total:</strong></td>
<td><strong>100 487.2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Mathematics enhancement program for S4 Maths Elite

<table>
<thead>
<tr>
<th>Program title</th>
<th>Objective(s)</th>
<th>Target(no./ Level/ selection)</th>
<th>Duration/ start Date</th>
<th>Deliverables</th>
<th>valuation</th>
<th>expenditure</th>
</tr>
</thead>
</table>
| To foster higher order thinking skills through small group discussions on challenging questions. | ● 12 students  
● S4 students  
● Nominated by Mathematics Department and students with highest score in the examination | 8 lessons in 7 months  
Started from 20 Nov (around 1-2 lesson per month) | Mathematics tasks are discussed during the lesson, and assignments are given | - The attendance of students was high (95%)  
- In general most students agreed that they are more confident in handling various kinds of mathematical questions.  
- However, students comment that the tutor changes too often. | Tuition fee : 6480 (Be with you program education organization) | |

### Mathematics enhancement program for S5 Maths Elite

<table>
<thead>
<tr>
<th>Program title</th>
<th>Objective(s)</th>
<th>Target(no./ Level/ selection)</th>
<th>Duration/ start Date</th>
<th>Deliverables</th>
<th>valuation</th>
<th>expenditure</th>
</tr>
</thead>
</table>
| To foster higher order thinking skills through small group discussions on challenging questions. | ● 12 students  
● S4 students  
● Nominated by Mathematics Department and students with highest score in the examination | 8 lessons in 7 months  
Started from 18 Nov (around 1-2 lesson per month) | Mathematics tasks are discussed during the lesson, and assignments are given | - The attendance of students was high (85%)  
- However students believed that the presentation skills of the tutor require enhancements and the class can be conducted in a more interactive way. | Tuition fee : 6480 (Be with you program education organization) | |
<table>
<thead>
<tr>
<th>Program title</th>
<th>Objective(s)</th>
<th>Target(no./ Level/ selection)</th>
<th>Duration/ start Date</th>
<th>Deliverables</th>
<th>valuation</th>
<th>expenditure</th>
</tr>
</thead>
</table>
| School-based pull out training course on Olympics Mathematics Skills Workshops | To further develop students’ critical and logical thinking in Mathematics                                                                                                                                                                                                 | ● 19 students  
● S2-4 students  
● Nominated by Mathematics Department, and, students with highest score in the examination                                                                                                        | 8 lessons in 3 months  
Started from 9 Oct (around 2-3 lesson/month)  
1.5 hr x 8                                       | Questions related to Olympics Mathematics was explored and discussed in class                                                                                                                                         | - The attendance of students was high (95%)  
- Students agreed that the training allow them to have higher level of critical thinking skills in Mathematics.  
- The organization also reported that our students are attentive and engaged | Tuition fee : 8190 (HK Mathematical Olympiad Association)                                                                                           |
| Chinese enhancement program for S4                                           | To foster students presentation, organization, analytical skills in composition writing.                                                                                                                                                                                  | ● 12 students  
● S4 students  
● Nominated by Chinese Department and students with highest score in the examination                                                                                                                | 8 lessons in 7 months  
Started from 20 Nov (around 1-2 lesson per month)  
1.5 hr x 8                              | Students were asked to explore various writing skills, explore the application of frameworks in class. Essays were esubmitted after class, the essay is marked by the tutor. | - The attendance rate is fair (78%)  
- Students agreed that the training allow them to explore various writing skills in more in-depth manner, and they claimed that the experience allows them to achieve better performance in the internal assessment.  
- However they also recommended that the content can be more difficult to allow further sketch of their potential.  
- Students indicated interested in other forms of practice including oral practice. | Tuition fee : 6480 (Be with you program education organization)                                                                                      |
<table>
<thead>
<tr>
<th>Program title</th>
<th>Objective(s)</th>
<th>Target(no./ Level/ selection)</th>
<th>Duration/ start Date</th>
<th>Deliverables</th>
<th>valuation</th>
<th>expenditure</th>
</tr>
</thead>
</table>
| Chinese enhancement program for S5                    | To foster students presentation, organization, analytical skills in composition writing. | ● 15 students  
● S5 students  
● Nominated by Chinese Department  
● and students with highest score in the examination | 8 lessons in 7 months  
Started from 18 Nov  
( around 1-2 lesson per month)  
1.5 hr x 8 | Students were asked to explore various writing skills, explore the application of frameworks in class.  
Essays were submitted after class, the essay is marked by the tutor. | - The attendance rate is low (59%) due to frequent clashes with other after school activities.  
- Students agreed that the program allow them to enhance their writing ability  
- Yet they believe that, the tutor should have better presentation skills to further enhance learning efficiency | Tuition fee : 6480  
( Be with you program education organization) |
| Pull out leadership training program for prefect Boards | To help students leader to sharpen leadership skills and to increase their efficiency when carrying out their duty | ● 4 students  
● PB exco members | A series of training  | workshops, lectures, sharing, small group activities, project and presentation | - Students agreed that the experience allow them to widen their horizon and are able to cooperate with and exchange idea/ experience with students’ leaders from other schools.  
- They have learnt more about the importance of consultation and effective communication. | $2400  
( the HK confederation of youth) |
<table>
<thead>
<tr>
<th>Program title</th>
<th>Objective(s)</th>
<th>Target(no./ Level/ selection)</th>
<th>Duration/ start Date</th>
<th>Deliverables</th>
<th>valuation</th>
<th>expenditure</th>
</tr>
</thead>
</table>
| Pull out leadership training program for Student Union | To help students leaders sharpen leadership skills and to increase their efficiency when carrying out their duty | ● 2 students  
● SU (chair and vice Chair) | A series of training | workshops, lectures, sharing, small group activities, project and presentation | - Students claimed that they are exposed to more creative ideas which are beneficial for the planning of activities. | $1200 (the HK confederation of youth) |
| Applied Strategic thinking workshop for S5 ALs and cream of subjects | To help ALs and other high achievers (i.e. Cream of subjects) to better prepare for the public examination and the future path- esp more information about overseas education- esp on highly competitive programs. | ● 16 students  
● S5 ALs and Cream of subjects  
● Nominated by the Gifted Ed. Committee | 1 workshop 4 hours | Students were given data from the jupas of various years, and information related to the admission requirements from various local and overseas institutions. | - The attendance rate is low (56%) due to clashes with a few inter-school competitions.  
- Majority of the participants agreed that have better understanding on the key factors in implementing my study plan.  
- Most also claimed that they are more aware of various options and platforms to study overseas in the future.  
- Most agreed that the organization has through understanding on the topic and are able to provide detailed information.  
- Students were attentive. | Fee: 4900 (Edvenue Limited) |
<table>
<thead>
<tr>
<th>Program title</th>
<th>Program Description</th>
<th>Usage</th>
<th>Remarks</th>
<th>expenditure</th>
</tr>
</thead>
</table>
| Other Programs - HKDSE (ERS)        | Joint School Network Program in HKDSE ERS     | For the employment of teachers to share out the additional teaching load directly arising from offering this program | The program  
➢ has been jointly organized by Hong Kong Tang Keng Po College Holy Family Canossian College & St. Clare's Girls' School  
➢ aims to enhance the subject choices of students by offering courses for S5 to S6 students who are interested in taking Ethics & Religious Education as one of their elective subjects  
➢ gives chances to teachers to share professional knowledge and teaching strategies, hence, help students prepare well for HKDSE ERS Exam in the year 2016 and 2017.  
➢ helps create peer learning community among teachers and students in the teaching and learning of ERS | HK$ 50965   |
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Strategies</th>
<th>Monitoring/Evaluation:</th>
<th>Allocation of the CLP Grant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To provide guidance to students to make a well-informed choice in future pathways.</td>
<td>Interview preparation talk and mock practice are arranged to equip students with the necessary skills in attending university interviews --- a talk is given to all S6 students to explain the purposes of the university interviews, the appropriate skills and mindset for the interviews and the way to conduct self-introduction; -- small group mock interview practice workshops are provided for interested students.</td>
<td>Keeping contact with the service provider on the contents of the talk and the logistics of the mock interview practice is done before the activity. Feedback from teachers: ■ The contents of the talk can meet the needs of students and are helpful to students in preparing university interviews ■ The instructors of the mock interview are experienced and they can give prompt feedback to students to improve their performance ■ Instead of arranging the mock interview practice workshops on Saturday morning, it is suggested to arrange the sessions after school. It is believed that this arrangement would be more convenient to students.</td>
<td>CLP Grant used : $ 25400 (to purchase in-school service by service provider)</td>
</tr>
<tr>
<td>2. To broaden students’ perception on the world of work.</td>
<td>Two interlocked class-based WPD lessons are arranged for all S2 students with the following aims - let students understand the fundamental elements of Career and Life Planning; -to assist students to have better understanding of different job nature and the requirements of different occupations; -to equip students with the right mindset to make decisions for themselves and to help them find the direction of their career path.</td>
<td>Discussion with the service provider was held to discuss the contents of the lessons and to set up the routine. Before the start of the 1st WPD lesson, our career teacher gave an introduction of career planning to each class. Each class was looked after by their class teachers and career teacher. They helped to monitor and facilitate the progress of the lessons. The following are the feedback of students and teachers. The information was easy to understand. The materials were at appropriate level of difficulties for students. The company staff possessed effective presentation skills and students were engaged. It was indeed a good experience for our S2 students and it stimulated their interests and curiosity in the world of different occupations. The result of students’ feedback is attached in appendix 1.</td>
<td>CLP Grant used : $ 22000 (to purchase in-school service by service provider)</td>
</tr>
<tr>
<td>Objectives</td>
<td>Strategies</td>
<td>Monitoring/Evaluation:</td>
<td>Allocation of the CLP Grant</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>3. To understand more about the actual job market.</td>
<td>To arrange career-related activities for S5 students on Life Wide Learning Day --- a whole day job shadowing activity run by VTC at the T-Hotel (28 S5 students) --- to participate in career simulation activities provided by Career Live, (職業體驗遊戲™) which is run by St. James Settlement (75 S5 students) In the Career Live activity, students need to wear genuine working uniform and work as a staff member in different jobs. They need to use professional equipment and tools to finish the assigned duty. After their work experience, students will enjoy a video clip about various industries, to understand the situations, requirements and characteristics of different jobs through the sharing of workers. Students will also engage in group debriefing, in which they can reflect on their own interests, abilities and gains, so that they can to set up a goal in life planning.</td>
<td>Students were required to complete both pre-task and post-task worksheets. Briefing was conducted to explain the objectives of the activity. Evaluation was done after the meeting. The overall comment was good. Students were more aware of the needs to do career planning earlier and to equip themselves with the skills needed in some jobs. Furthermore, the Life Wide Learning Day evaluation done by the ECA committee showed that the average score of the question, “The activity enabled students to gain learning experiences that are difficult to attain through classroom learning”, is 4.7 out of 5. This reflected that the activity was successful to in enriching students’ career-related experience.</td>
<td>CLP Grant used: T-Hotel: $8288 Career Live: $15310</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Objectives</th>
<th>Strategies</th>
<th>Monitoring/Evaluation:</th>
<th>Allocation of the CLP Grant</th>
</tr>
</thead>
</table>
| 4. To expand the capacity of the school and the responsible teaching team so as to bring about a paradigm shift from career information dissemination to implementation of more life planning education elements in a holistic and systematic manner. | To employ 1 full time teacher and 0.5 full time teaching assistant so as to expand the capacity of career teachers so that the service of career guidance committee can be further enhanced. The new services provided include:  
- Setting up the framework and proposal of CLP curriculum  
- Tailored-made school based WPD lesson materials were either revised or enriched (at S1)  
- To organize a small scale alumni mentorship programme as a pilot scheme.  
- To organize career-related activities across the whole level on the school’s Life Wide Learning Day  
- Individual guidance service was strengthened  
- More importantly, we started to develop a whole school approach of CLP education and tried to bring a paradigm shift to teachers in CLP.  
- To coordinate with committees and academic panels in organizing suitable CLP activities which are in line with the school’s CLP framework (committees and panels concerned include English, Maths, LS, BAFS, VA, Science, Religious Education, ECA Committee, Gifted Education Committee and RME Committee) | After a year of work, the understanding of CLP among teachers was enhanced.  
Teachers knew that CLP connects with the school’s curriculum components, and through its implementation, students could be equipped with the knowledge, skills and attitudes to make wise choices in accordance with their interests, abilities and orientations.  
In the coming year, committees and academic panels are encouraged to continue to organize suitable CLP activities. | CLP Grant used : $ 401300                                                                 |

End of Report