

St. Clare's Girls' School

聖嘉勒女書院



**Annual School Report
2019-2020**

I. Our School



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

A. School Philosophy

“CLARE” means “BRIGHT LIGHT”

A LIGHT A BEACON To guide our Clarians

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

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



B. Vision and Mission

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

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

C. School Sponsoring Body & Brief History

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

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

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

D. School Management

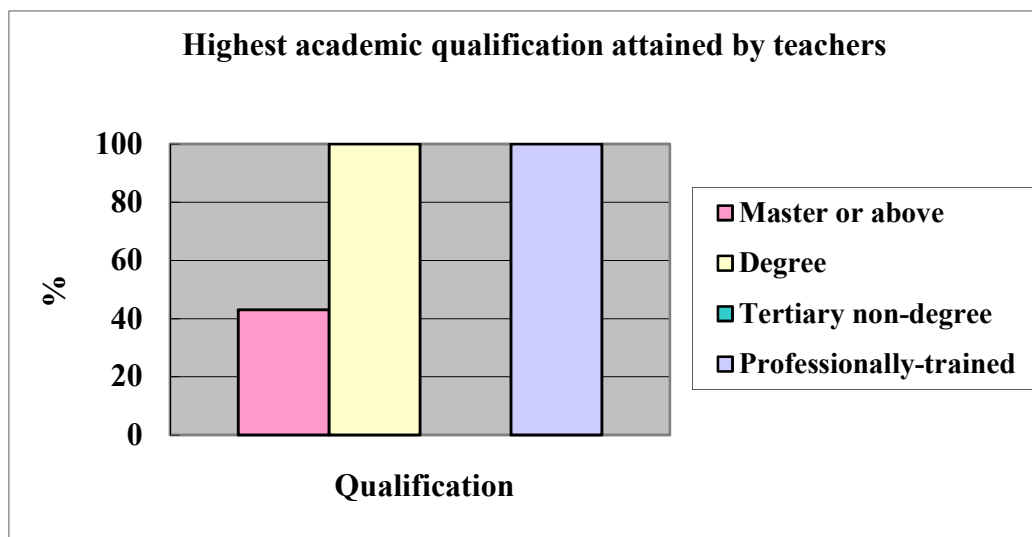
1. Members of the Incorporated Management Committee

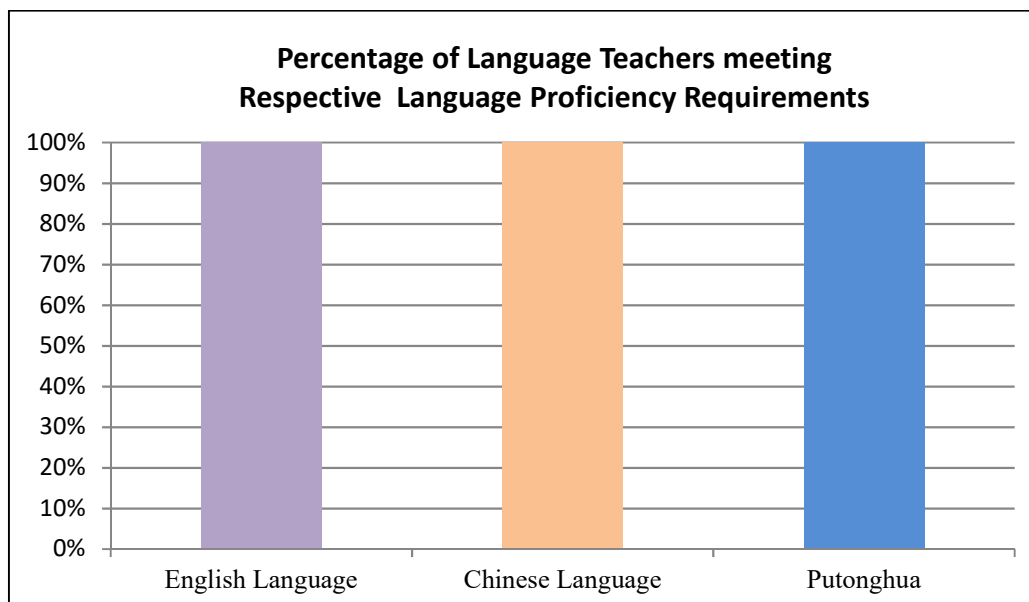
| | |
|----------------------------------|------------------------------|
| Ms. Wong She Lai, Shirley | Supervisor, Chairman |
| Mrs. Chan Wong Pik Yu | Principal, Ex-officio Member |
| Sr. Nancy Mak | SSB |
| Mrs. Chan Cheung Yee Ling, Grace | SSB |
| Mr. Chow Pin Yeung, Val | SSB |
| Mrs. Kwok Wong Si Ling, Celina | SSB |
| Dr. Yuen Lai Mei, Susana | SSB |
| Mrs. Liu Tam Yuen King, Amy | SSB |
| Sr. Margaret Ho | SSB- Alternate |
| Dr. Joseph Lee | Independent |
| Ms. Poon Dora Kwok Chun | Alumni |
| Mr. Tang Mo Pun | Teacher |
| Ms. Wong Lai Yin, Paula | Teacher- Alternate |
| Mr. Fu Lai Yin | Parent |
| Ms. Yeung Tze Ching | Parent- Alternate |

E. Our Teachers

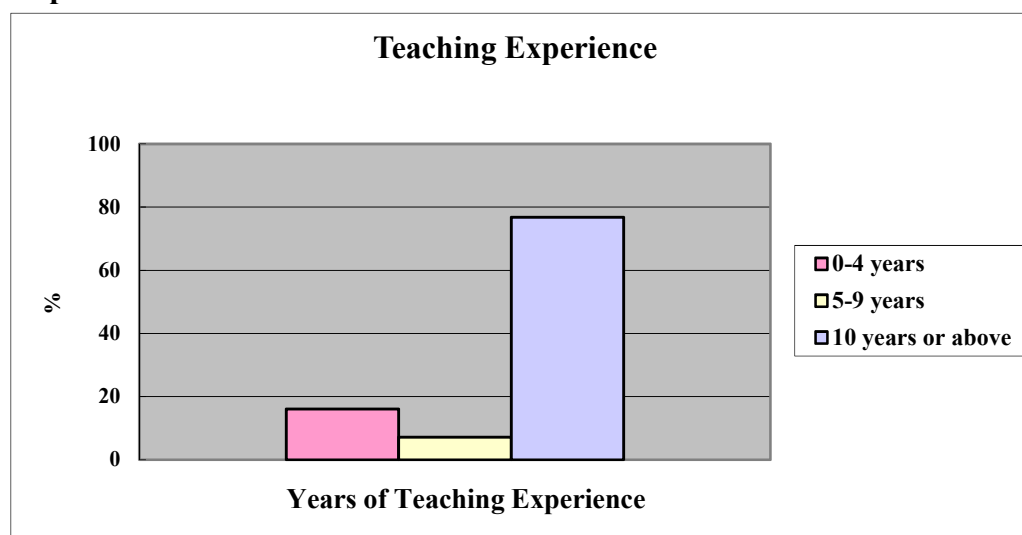
The school has a team of 54 teaching staff. Their experiences and qualifications are shown in the charts below:

1. Qualifications





2. Experience



3. Teachers' Professional Development

I. Several school-based staff professional development programs and 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:

- a. Franciscan Spirituality
- b. IT in Education
- c. Teachers' Mental Health

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

II. Professional Learning Community

The Professional Learning Community continues to grow steadily. This Year, our emphases were on Science, Technology, Engineering and Mathematics (STEM), Language Excellence and Catering for Learner Diversity (CLD).

The following groups were formed.

| | |
|--|---|
| English teachers and PSHE teachers | Language Excellence |
| Chinese teachers | Catering for Learners' Diversity (CLD) |
| Science, Mathematics and Technology teachers and Integrated Humanities | Science, Technology, Engineering and Mathematics (STEM) |

Teachers tried out relevant strategies and shared among their group.

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 for example, the English Department has participated in the Curriculum Leadership Development Programme and Onsite Project organized by the EDB Language Learning Support Section.

The average number of Continuous Professional Development Hours is 28 hours.

Our Students

1. Number of Students and Class Structure

| Level | S1 | S2 | S3 | S4 | S5 | S6 | Total |
|-----------------|-----|-----|-----|-----|-----|-----|-------|
| No. of Classes | 4 | 4 | 4 | 4 | 4 | 4 | 24 |
| No. of Students | 128 | 127 | 124 | 111 | 114 | 102 | 706 |

2. Students' Attendance

| Level | S1 | S2 | S3 | S4 | S5 | S6 | Average |
|---------|-------|-------|-------|-------|-------|-------|---------|
| 2015-16 | 99.0% | 98.8% | 98.7% | 98.1% | 98.1% | 96.7% | 98.3% |
| 2016-17 | 98.5% | 98.8% | 98.1% | 98.3% | 97.9% | 96.4% | 98.1% |
| 2017-18 | 98.1% | 97.1% | 96.9% | 97.3% | 97.1% | 94.8% | 97.1% |
| 2018-19 | 98.8% | 97.7% | 96.7% | 98.0% | 97.0% | 95.7% | 97.5% |
| 2019-20 | 98.8% | 99.0% | 98.9% | 98.4% | 98.9% | 95.2% | 98.5% |

3. Pathways of S6 Graduates

Classification according to levels of study

Total Number of Graduates: 102

| Level | Number of Graduates | % |
|--|---------------------|---------|
| Local Degree Programmes | 72 | 70.59% |
| Local Sub-Degree Programmes | 22 | 21.57% |
| Further Studies outside Hong Kong (excluding the Mainland, Taiwan and Macau) | 5 | 4.90% |
| Full-time programmes outside Hong Kong (Mainland, Taiwan and Macau) | 1 | 0.98% |
| Employment | 0 | 0.0% |
| Repeat | 2 | 1.96% |
| Unknown | 0 | 0.0% |
| Total | 102 | 100.00% |

II. Achievements and Reflection on Major Concerns

Major Concern I

To empower students to cherish the love and joy in life

Focus 1: Students feel loved/cared for at school and at home

- (A) To give multiple platforms to students to express their feelings /comments/ suggestions to school positively and constructively**
- through SU, PB and class monitresses
- (B) To teach students when and how to give positive and constructive comments**
- WPD workshop on SWOT analysis
 - class discussion on class/school affairs
- (C) To foster parent-child relationship - My Story 2.0 – a chapter on My Family**

Achievements

- (a) Students were given the platforms to express their feelings, comments and suggestions to school and they also felt loved and cared for at school.**
- For those measures that were able to be carried out, they were conducted successfully and with good outcomes. According to teachers' observation and feedback, students were given opportunities to express their feelings, comments and suggestions to school through various strategies organized by committees and class teachers. Students were able to enhance their roles and identity in school as well as to increase their participation as valued members of the school.
 - The activities and strategies that contributed to the success are as follows:
 - Two sessions of "Read & Share, Show our Care" (22 November & 6 December 2019) were organized at RMC Time in the first term. Class discussion on current and moral issues were led by CME Edu Ambassadors.
 - Based on concerned teacher advisors' and CME Edu Ambassadors' observation and feedback, all participating students were engaged in the class discussion and agreed that the setting was cozy where they could freely express their feeling and opinions.
 - PB Exco were able to collect opinions, give positive and constructive comments in holding event meetings and general meetings. While PB Sub-committee still have room for improvement.
 - The percentage of classes which had conducted platforms for students to express their feelings / comments / suggestions to school, such as during House evaluation meeting, students expressed their comments on events, like Sports Day and Swimming Gala are as follows: S1:50%; S2:60%; S3:75%; S4:70%; S5:75% . Also, according to class teachers' observation, students were engaging in the platforms and that they shared their comments and suggestions for school events.
 - 2 student leader meetings, for Student Union and club chairpersons, were held in the first term to give the students a platform to express their opinions and give constructive suggestions on ECA activities and learning activities outside the classroom. Their suggestions will be considered in the next year's planning.
 - Platforms for S6 students to express their concerns over the HKDSE examinations and Career & Life Planning had been arranged by school for each S6 class in December 2019. They gave positive feedback and constructive suggestions over those areas.
 - According to S6 Class Teachers' observation, S6 students were actively engaged in

discussions on different class/school affairs such as School Picnic, Graduation Dinner, class-based Christmas Celebration, etc. Same for other levels when students planned for School Picnic Day, class race on Sports Day, Swimming Gala and Christmas celebration.

- viii) Various opportunities were offered to PB and class monitresses to express feelings, opinions and suggestions on school activities, such as purchasing desks and chairs, revising the procedure of school uniform inspection, organizing school events, like Joy to the School.
- ix) Class teachers of S6 and the school-based social workers stayed connected with S6 students through WhatsApp during the class suspension period, giving them constant support, and encouragement.

(b) Students have learnt how to use SWOT analysis to give positive and constructive comments

- A workshop on SWOT analysis was conducted during the WPD lessons by the Gifted Education Committee and the application was tried out in the activities by different committees and in the classroom across all levels.
- The activities and strategies that contributed to the success are as follows:
 - i) WPD workshop(s) on SWOT analysis was held for all S2 students and all of them learnt how to provide constructive feedbacks by using SWOT analysis.
 - ii) PB and class monitresses have learnt how to collective opinions, give positive and constructive comments through training sessions and PB general meetings.
 - iii) Students have learnt when and how to give positive and constructive comments, such as adopting PQS during class discussion on class pledge, class rules and school campaigns. According to class teachers' observations, students' participation percentage are as follows: S1:70%; S2:100%; S3:70%; S4:70%; S5:75%.

(c) In fostering parent-child relationships with the strategy of using 'My Story 2.0 – a chapter on My Family could only be partly carried out. Yet for the parts that were carried out, they are successful in achieving the purposes

- The activities and strategies that contributed to the success are as follows:
 - i) Parent workshop on parent-child relationships was conducted in the PTA AGM to arouse parents' awareness and understanding on how to walk in hand with their daughters.
 - ii) The ad-hoc 'class teacher sunshine calls' during the class suspension period has proven to be effective in fostering parent-child relationship as parents were better informed of the school policy, the academic progress and performance of their daughters during this period. In such way, they can offer help and advice to their daughters as well as better understand their school life.

Focus II: Students feel recognized for their successes and efforts

(A) To implement class-based and/or level based award scheme

- a. to recognize students' successes
- b. to encourage them to share their meaningful experiences e.g. effort chart

Achievements

(a) Students were given platforms to share their successes, efforts and meaningful experiences through class-based and level-based award schemes

- Despite class suspension, award schemes and sharing sessions of meaningful experiences were widely used by class teachers and a few committees to show recognition and support to students, to build a culture of appreciation and to foster a caring and loving environment in school. Besides, based on teachers' observation, most of the students were able to identify their breakthroughs, strengths, and areas for further improvement. They are keener on competing posts of responsibilities for the next academic year when compared with this year. This has proven that they are more aware of their gifts, more eager to unleash their potential and more ready to challenge their limits.
- The activities and strategies that contributed to the success are as follows:
 - i) The Religious, Moral and Civic Education Committee organized sharing sessions for students to share their experiences and things learnt in their overseas study tours, voluntary services and activities outside school as a way to share joy.
 - ii) In the first term, class teachers of S2-S5 successfully conducted class-based programs and they received enthusiastic response from students. They are as follows:
 - ◆ S2: 'What gifts I have' and 'My Strengths' were carried out in which students shared their happy and meaningful experiences and students displayed their talents and potential on the board);
 - ◆ S3: 'Individual effort chart' was posted up on the board to help encourage students to set goals in different areas, such as academic, ECA; students also reviewed the goals regularly with self-evaluation and feedback from parents and teachers;
 - ◆ S4: 3 out of 4 classes displayed their good work on the board and students shared their experiences in tackling difficulties;
 - ◆ S5: 2 classes displayed their good work on the board, students shared their experiences in accomplishing tasks.
 - ◆ S6: students were eager to share their meaningful learning and life experiences on Tuesday mornings, subsequently generating positive energy among peers.
 - ◆ Small awards were given to students who participated in the events representing the class as a way to recognize their efforts, such as class relay on Sports Day.
 - iii) The Gifted Education Committee provided platforms to students to share their successes and meaningful experiences after participating in outside school activities including rendering community service, participating in competition and or training sessions, i.e. HK Island Outstanding Student Award, Outstanding students award of the Youth Arch, etc., to name but a few. During the class suspension period, the GE switched to e-platform for award-winning students to do their sharing and it was quite smooth and successful.
 - iv) Students are more enthusiastic in volunteering to compete for posts of responsibilities for the next academic year.

Focus III: Students have positive relationships with people

(A) To further enhance students' interpersonal relationships with emphasis of making friends, showing respect and practising cyber ethics through

- a. My story 2.0
- b. WPD and RMC workshops/talks/programs
- c. Courtesy campaign

(B) To enrich teachers' knowledge on cyber ethics education

Achievements

(a) Students' interpersonal relationships with emphasis on making friends and showing respect

were enhanced.

- The activities and strategies that contributed to the success are as follows:
 - i) Showing respect has been chosen as one of the targets to be achieved by S4 and S5 students in Service Learning. Service learning logbook was revised. From the students' survey, 100% of them have shown respect to their classmates and parent volunteers when planning and having discussion on the service. Among those students who rendered service, 100% of them have shown respect to the service targets including listening attentively, using appropriate tone and words to speak and responding to the concerns of the service targets.
 - ii) A cross-curricular activity entitled "Courtesy Campaign" was jointly organized by RMC and School Guidance Committee. The campaign had been held smoothly from 28 October – 29 November 2019. Awards were given to the most courteous classes.
 - iii) My story 2.0 - the chapter on Peer Relationship was conducted for S1-S5.
 - iv) The first phase of Courtesy campaign was also completed. However, the second phase was cancelled due to the class suspension. Yet students were drawn to the importance of observing manners. Below is the result of their feedback:
 - ◆ S1:85%; S2:70%; S3:80%; S4:80%; S5:80% of students have learnt how to make friends and show respect to others.
 - ◆ S1:70%; S2:70% of students are more aware of the importance of cyber ethics.
 - ◆ S1:50%; S2:50%; S3:50%; S4:70%; S5:50% of class teachers agreed that students have become more courteous.
 - v) 'My Story 2.0 – 5 Love Language' was conducted from S1 to S5, which allowed students to understand more about 'friendship' and acquire skills in making friends.
 - vi) Due to the pandemic and class suspension, 'Cyber Ethics' workshop was only conducted in S1 and S2. However, from teachers' observation, students were more alert on cyber ethics, such as showing respect on different opinions and stance, students were willing to listen to others' opinions.
 - vii) Class-based Taize Prayer was arranged for S6 girls and they found the session very soothing and relaxing and they got the chance to give their peers spiritual support in their prayer and reflections.

Reflection on Major Concern 1: To empower students to cherish the love and joy in life

Strengths:

- With the strategies that could be successfully carried out, they were mostly effective in achieving their objectives, according to teachers' observation and students' participation.
- More collaboration among class teachers of each level to work out plans for the level was seen.
- Sunshine calls by class teachers to parents and students have proven to be timely and effective in helping parents to understand the school measures better and to know their daughters' academic performance and their problems as well. It should be carried on next year.
- Students have become more enthusiastic in competing for posts of responsibilities. It shows that they feel a strong sense of belonging to school and that they are ready to share their talents. They have had joy in the discharge of their duties. It makes their life more meaningful.
- The use of e-platform for students to share experiences and successes have been welcome by students and was quite effective.
- Sunshine calls to parents have proven to be useful to foster home-school cooperation which in turn helps parents to understand their daughters' learning process and development needs.

Areas of improvement:

- Students might have learnt the skills and tried them out. Yet they need more opportunities to apply the skills learnt and to internalize the skills through practices.

- Cyber ethics need to be carried out more vigorously next year to meet the needs of students in their personal growth and to meet with the challenges of the special situations in HK and the world.
- More should be done on fostering parent-child relationships to foster understanding and rapport to each other, for example, sunshine calls by class teachers, video clips of S3 subject selection should continue.
- There can be more sharing of good practices of student experience sharing session and award scheme to hone class teachers' capacity in student guidance and student development.

Major Concern II

To help students excel by enriching their learning experiences

Focus I: Students become more aware and reflective of their learning progress

(A) To guide students to construct and organize knowledge by using different learning strategies (e.g. effective note taking and construct concepts through graphic organizers)

(B) To adopt assessment learning strategies for mastery learning

- a. To keep track of students' learning progress with regular short quizzes
- b. To set assessment tasks to a level where most students can pass but find it challenging to get high marks
- c. To help students identify ways to monitor their own learning progress and strategies to improve (e.g. corrective / enhancement exercises after a quiz)

(C) To conduct professional development programs for teachers on strategies to cater for learner diversity

Achievements

(a) Students were guided to organize knowledge by using different learning strategies

- In nearly all subjects, teachers demonstrated or taught the use of graphic organizers (e.g. mind maps, flow charts, tables) and requested students to organize their notes using these methods.
- Most students have developed the habit of taking notes in class. By inspecting students' notes, it was observed that some students were able to use graphic organizers in their notes to consolidate their learning.
- According to the student survey conducted by some panels, majority students surveyed reflected that they knew the ways to organize and construct knowledge (e.g. Chinese 70%, Physics 92%) and understood better their learning progress (e.g. BAFS 90%).

(b) Mastery Learning strategies were adopted to keep track of students' learning progress and help students to identify the ways to improve

- Most panels have arranged more frequent short quizzes to keep track of students' learning progress (Online quizzes were conducted during school suspension period).
- Teachers agreed that this is effective in providing feedback to teachers and students on the learning progress and to identify students' problems e.g. common errors, answering skills not yet mastered, poor time management in tests.
- From student surveys conducted by some panels, students found that short quizzes motivated them to revise regularly (e.g. Physics 86%) and identified their achievement and areas for improvement (e.g. Physics 77%, BAFS 90%).
- Re-quizzes or corrective exercises were arranged in some subjects which were found useful in helping weaker students to improve.

(c) Teachers have tried various strategies to cater for learner diversity

- Due to school suspension, staff professional development programs involving all teachers could not be arranged. Some panels have conducted sharing of good practices in their panel meetings.
- Post-exam/assignment analysis have been done in many subjects regularly. During school suspension period, some panels did the analysis through teaching videos. This mode was found to be effective in catering learner diversity. Students can revisit the videos based on their individual needs.

Focus II: Students extend their learning through a variety of e-reading activities

(A) To provide an online reading platform to enrich students' reading experiences with a reading target set for each level

(B) To encourage post-reading presentations to enhance students' abilities to locate, evaluate, organize and present information

Achievements

(a) Online reading platforms were set up to enrich students' reading experiences

- Reading to Learn Committee set up online reading platforms (Moodle and Stanford House – Benchmark & Highlight) which provided students a great variety of reading materials.
- Various reading activities were organized in 1st term e.g. Interclass Extensive English e-book sharing, morning broadcast 閱讀快線
- Subject-based reading materials were also provided and students shared in class after reading the materials
- From the student survey conducted by some panels, students agreed that the materials raised their interest in the subject and enriched their reading experiences (e.g. Chinese 70%, BAFS 72%)
- In 2nd term, due to school suspension, most of the sharing / presentations planned could not be conducted. Some panels provided e-reading materials or videos for students during the period.
- Some students agreed that they have shown improvement in their reading skills (e.g. Geography 85%)

Focus III: To further stretch the potential of students to achieve academic excellence

(A) To devise subject-based strategies to further stretch potential of high achievers

(e.g. ask high-order questions, extended tasks, bonus questions)

(B) To encourage high achievers to participate in more external academic activities in collaboration with the Gifted Education Committee

(C) To implement a class-based Academic Excellence Scheme to acknowledge the effort of students who have shown marked improvement

Achievements

(a) Subject-based strategies were adopted to further stretch potential of high achievers

- Many subjects have set tiered tasks or bonus questions in assignments or tests to further boost the performance of high achievers
- Teachers agreed that this could encourage students to aim higher and improve academically
- Enhancement classes / tutorials for high achievers were arranged in many subjects and this was found helpful in addressing their weakness so that they knew the ways to improve.
- Some panels have developed a question bank and encouraged the high achievers to attempt the questions (e.g. LS)

(b) High achievers were encouraged to participate in external academic activities

- Due to the pandemic, most competitions in the second term were cancelled
- Some teachers coached students for outside competitions and achieved good results e.g. A S2 student who was awarded top ten in Issue 27 of the RTHK Liberal Studies Essay Competition (Junior Section) was given the Champion in Season 10 (Issues 27 and 28) in which more than 8300 pieces of writing had been submitted by students from 83 secondary schools in Hong Kong. Two teams of students also entered the final round in a social innovation competition.

(c) Students who have shown marked improvement were given more recognition

- Some subjects put up in class a chart of 'Star' students regularly (e.g. Chinese, Mathematics)
- Many teachers showed recognition through verbal compliments and posting up good work in the classrooms

Reflection on Major Concern II: To help students excel by enriching their learning experiences

Strengths:

- Teachers have used various strategies to help students to monitor their learning progress and identify ways to get better results.
- Through the implementation of mastery learning, students received constant feedback on their performance and were guided to correct the mistakes or improve further.
- During school suspension, teachers developed various e-learning strategies which were found effective to cater for learner diversity e.g. use of teaching videos, online quizzes and question banks. These could be further developed to enhance self-directed learning of students.

Areas of improvement:

- Although some students have used graphic organizers in note-taking, the quality varied among subjects and classes. Teachers' feedback is essential to help students to construct and organize knowledge through these means.
- Most subjects have provided corrective measures to help the weaker students to improve. However, more measures to further stretch potential of high achievers could be explored and adopted (e.g. enhancement exercise after quizzes, enhancement programs for gifted students). Students' time management skills in tests and exams should also be enhanced.
- Reading materials were provided and reading activities were arranged to enrich students' reading experience. However, interest of students in reading should be further enhanced so that students find the joy of reading instead of taking it as an assignment. Reading activities should be organized to widen students' exposure (e.g. theme-based reading through collaboration among subject panels) and help them to appreciate the joy of reading.
- In 2nd term, face-to-face teaching was replaced by online teaching. Teachers have used various online platforms to provide teaching materials, collect and mark assignments, and conduct assessments. However, some students found it difficult to manage and adapt to such mode of learning. Teachers' capability in using those platforms to conduct e-learning effectively also vary and needs to be further enhanced.

III. Learning and Teaching

A. Curriculum Policy

In order to reach the goal of developing well-educated learners 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 self-directed learning 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.

| KLA | Subjects | S1 | S2 | S3 | S4 | S5 | S6 |
|---|--|----|----|----|----|----|----|
| English Language Education | English Language | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Literature in English | ✓ | ✓ | ✓ | * | * | * |
| Chinese Language Education | Chinese Language | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Putonghua | ✓ | ✓ | - | - | - | - |
| Mathematics Education | Mathematics | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Mathematics Extended Module | - | - | - | * | * | * |
| Science Education | Integrated Science | ✓ | ✓ | - | - | - | - |
| | Physics | - | - | ✓ | * | * | * |
| | Chemistry | - | - | ✓ | * | * | * |
| | Biology | - | - | ✓ | * | * | * |
| Technology Education | Information & Communication Technology | - | - | - | * | * | * |
| | Computer Literacy | ✓ | ✓ | ✓ | - | - | - |
| | Technology and Living | ✓ | ✓ | ✓ | * | * | * |
| | BAFS | - | - | ✓ | * | * | * |
| Personal, Social and Humanities Education | Integrated Humanities | ✓ | ✓ | - | - | - | - |
| | Chinese History | ✓ | ✓ | ✓ | * | * | * |
| | Economics | - | - | ✓ | * | * | * |
| | Geography | - | - | ✓ | * | * | * |
| | History | - | - | ✓ | * | * | * |
| | Liberal Studies | - | - | ✓ | ✓ | ✓ | ✓ |

| | | | | | | | |
|---------------------|-------------------------------------|---|---|---|---|---|---|
| Religious Education | Ethics and Religious Education | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Ethics and Religious Studies(HKDSE) | - | - | - | * | * | * |
| Arts Education | Music | ✓ | ✓ | ✓ | - | - | - |
| | Visual Arts | ✓ | ✓ | ✓ | * | * | * |
| Physical Education | P.E. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

*: Elective Subject ✓: Compulsory Subject

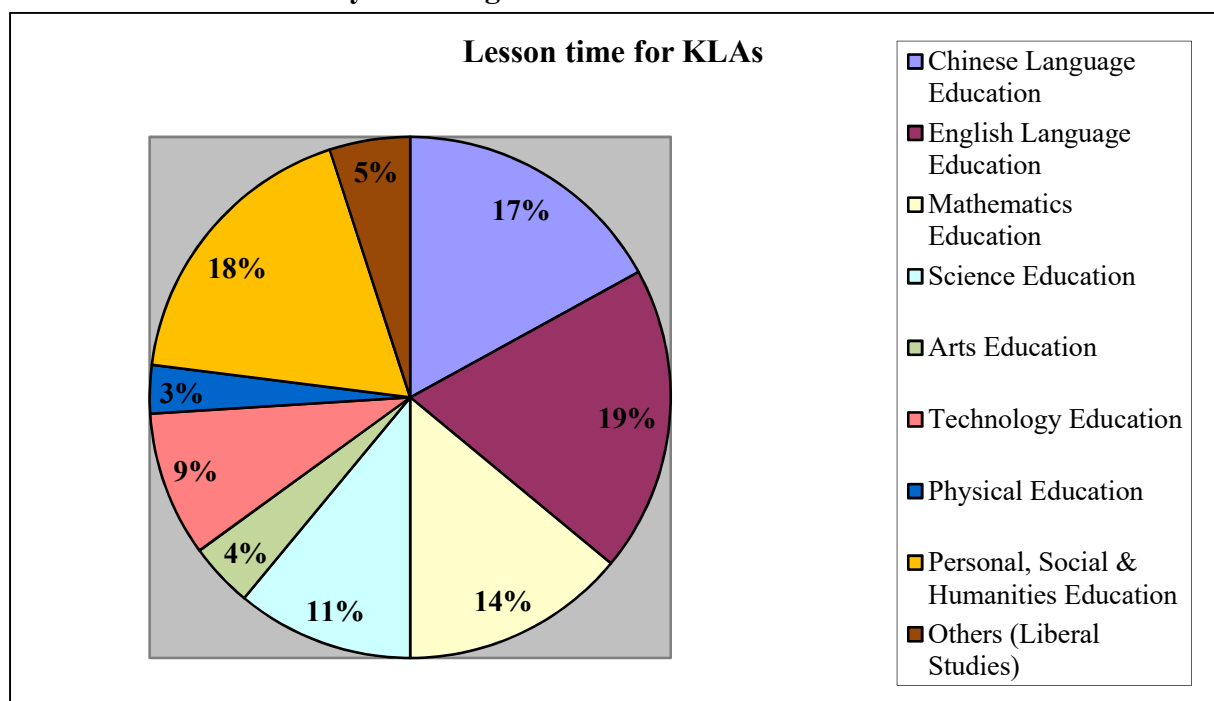
C. Assessment Policy and Supportive Measures

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 the gifted students, the school has set up the Gifted Education Committee to co-ordinate various programs both inside and outside school. For junior forms and senior forms, students of outstanding abilities were invited to join a special program called "Accelerated Learners" where they were 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

| S1-S6 | Number |
|--------------------|--------|
| No. of School Days | 190 |
| No. of Holidays | 90 |

E. Lesson time for the Key Learning Areas



F. I.T. in Education

- The full coverage of computer network in the school premises and the sufficient provision of mobile devices allow teachers to adopt a 1-student-1-device mode of teaching and learning pedagogy.
- With the integration of e-Learning tools and online platforms, teachers have devised a wide range of learning tasks to promote self-directed learning, to cater for students' learning diversity and to develop students to become 21st century learners.
- In view of the shift to online learning and teaching, an audit of educational tools for online interactive teaching and learning was conducted and teachers have explored the use of educational tools to enhance student engagement and interaction.

IV. Other Learning Experiences

A. Whole-person Development Programs

With Catholic core values as the bedrock, a whole school approach has been adopted for Whole Person Development (WPD) which aims at nurturing our girls to be loving, caring and upright individuals who practice the Four Cardinal Virtues of Prudence, Justice, Fortitude and Temperance in their everyday life.

Much of the emphasis has been put on values education, experiential learning and habit formation. This theme-based programme is conducted as a spiral curriculum in which tailor-made activities, talks and workshops are organized. Both the themes and activities are updated annually to meet the needs of students and to match the school major concerns of the year.

However, due to COVID-19, all the programmes planned for 2nd term had to be cancelled.

Whole Person Development at St. Clare's Girls' School

| Theme / Level | S1 | S2 | S. | S4 | S5 | S6 |
|---|---|--|--|---|---|---|
| (a) Student Guidance | (1) Self-concept – My Story (2) Emotional Health (3) Positive relationships (4) Sex Education | (1) Self-concept - My Story (2) Emotional Health (3) Positive relationships (4) Inclusive culture (5) Sex Education | (1) Self-concept – My Story (2) Mental Health – Mindfulness (3) Inclusive culture (4) Sex Education | (1) Self-concept – My Story (2) Emotional Health (3) Positive relationships (4) Sex Education | (1) Self-concept – My Story (2) Emotional Health (3) Sex Education | (1) Self-concept – My Story (2) Emotional Health (3) Towards adulthood: Looking back and forward, social manners (4) Sex Education |
| (b) Religious, Moral and Civic Education | (1) Religious services – prayer, mass, liturgies and religious learning experiences (2) Four Cardinal virtues & catholic core values (3) Joy of life: embracing adversities (4) Media Edu: cyber bullying & pitfalls (5) Care for oneself (6) National identity (7) Manners and | (1) Religious services – prayer, mass and religious learning experiences (2) Four Cardinal virtues & catholic core values (3) Joy of life: embracing adversities (4) Media Edu: cyber bullying & pitfalls (5) Care for oneself (6) National identity (7) Manners and Etiquette | (1) Religious services – prayer, mass and religious learning experiences (2) Four Cardinal virtues & catholic core values (3) Global citizenship: care for the world (4) Media Edu: cyber bullying & pitfalls (5) National identity (6) Manners and Etiquette | (1) Religious services – prayer, mass and religious learning experiences (2) Four Cardinal virtues & catholic core values (3) Global citizenship: care for the world (4) Civic Education forum (5) National identity (6) Manners and Etiquette | (1) Religious services – prayer, mass and religious learning experiences (2) Four Cardinal virtues & catholic core values (3) Global citizenship: care for the world (4) Policy address forum (5) Social manners & etiquette (6) National identity | (1) Religious services – prayer, mass and religious learning experiences (2) Four Cardinal virtues & catholic core values (3) National identity |

| | | | | | | |
|---|---|---|---|---|---|-----------------------------------|
| | Etiquette | | | | | |
| (c) Career and Life Planning | Career exploration | My dream career | Subject selection | Dialogue with Gen Y | (1) Multiple pathways: making choices (2) Dialogue with Gen Y | (1) JUPAS strategies & interviews |
| (d) Community Service | Bright Light Project | Bright Light Project | Bright Light Project | Care for the community : Service Learning workshops & project | Care for the community: Service Learning workshops & project | - |
| (e) Health and Environmental Education | (1) Positive Me – Emotional management, problem-solving skills, stress management, making friends, etc. (2) Care for the environment: cleanliness campaign | (1) Mental health - Mindfulness (2) Care for the environment: cleanliness campaign | (1) Mental health - Mindfulness (2) Care for the environment: cleanliness campaign | (1) Mental health - Mindfulness (2) Care for the environment: cleanliness campaign | (1) Mental health - Mindfulness (2) Care for the environment: cleanliness campaign | - |
| (f) Leadership | (1) Leader in me: 6 | (1) Leader in me: 6 | (1) Leader in me: 6 | (1) Leader in me: | (1) Leader in me: | - |

| | | | | | | |
|---------------------------------|---|---|--|---|--|---|
| | levels of reflection & courage and communication | levels of reflection & striving for improvement and energizing (2) Leader in me: goals & aspirations | levels of reflection & communication, confidence and perseverance (2) Leader in me: goals & aspirations | towards organizing student-led activities (2) Leader in me: goals & aspirations | towards organizing student-led activities (2) Unlocking potential | |
| (g) Gifted Education | (1) Presentation skills (2) Learning to learn skills: categorization | (1) Presentation Skills; means & reflection (2) Learning to learn skills: reading and note taking | (1) Strategic thinking skills & creativity (2) Learning to learn skills: doing revision | Special coaching and support to individual selected students | Special coaching and support to individual selected students | - |
| (h) Others | | Reading to learn: Talk by author | Reading to learn: Talk by author | Money Management | Money Management | - |

B. Co-curricular Activities

1. English Language Activities

To sustain an English-rich environment for students, to raise students' motivation and interest in English learning, and to better the curriculum development and pedagogies, members of English Department were committed to planning and implementing a wide range of programs and/or activities, the highlights are as follows:

English Bridging Course & Enhancement Program for Junior Form in July

To better prepare our new S1 students for EMI education, a 3-full-day Bridging Course was held from 15 July - 17 July 2019. All new S1 students were immersed in an interactive learning activities, coached by native English-speaking teachers from Headstart. The lessons focused on classroom language, poetry, phonics and vocabulary of different topics were well received. Students were actively engaged in all learning activities and gained confidence in speaking English.

A 15-hour English Enhancement Course with diagnostic strategies, had been organized for selected Pre-S2 and Pre-S3 students to improve their English standard and lay a better groundwork in their learning of English for the coming academic year.

S4 Reading Buddy Scheme in July

A total of 62 S4 students paid a visit to St. Clare's Primary School and Precious Blood Primary School on 2 July & 3 July 2019. They spent a morning with Primary 4 and 5 students there, conducting interactive reading activities with them. The visits and the Reading Buddy Scheme were well-received, bringing enjoyment to primary girls and boosting S4 girls' confidence in speaking.

Study Tour to New Zealand & UK in late July and August

Twenty shortlisted students (6 S1 students, 1 S2 student, and 13 S4 students) participated in the 2-week New Zealand study tour from 6 August to 19 August 2019. They stayed with local host families, attending lessons in Baradene College of the Sacred Heart in Auckland with local students as their buddies. The study tour included a two-day trip to Rotorua, where they learned about the Maori culture and had a taste of sheep shearing and routine work as a farmer. The tour was a life-rewarding learning experience.

Six students (3 S1 students and 3 S3 students) partook in a 2-week study tour in Cambridge from 28 July to 10 August 2019. Participating students were assigned with a mentor, who was an undergraduate or graduate of Cambridge University. They attended lessons mainly on English and Literature and joined excursions with counterparts from other elite schools in Hong Kong. Their dormitory was the Churchill College of Cambridge University. All participants gave positive feedback, claiming it was an eye-opening and invaluable learning experience.

Participation in RTHK Teen Time in September

Four S6 students, who had been disc jockeys of the school's Radio Clare program, were invited to take part in the radio programme Teen Time, hosted by the RTHK. The recording took place on 23 September 2019 at RTHK in Kowloon Tong.

The students experienced their life as broadcasters, hosting a radio program based on their authentic ideas and scripts. The pre-recorded programme was broadcast in October 2019 on RTHK Radio 3.

Achievements in Hong Kong Speech Festival 2019 & Invitation of Speech Festival Recital by HKSMSA

There were a total of 184 entries, including 171 students taking part in the category of Solo-verse speaking, 12 joining dramatic duologue and 1 group entry on Harmonic Speaking. (All mentioned competitions scheduled on or before 27 November 2019 were cancelled due to the social movement taken place in November.) Nonetheless, the results were still encouraging (a total of 10 prizes) with 2 championships and 1 first-runner-up for Dramatic Duologue; 1 championship; 1 first-runner-up and 4 second-runner-ups for Solo-verse Speaking; together with 1 first-runner-up for Public Speaking Solo.

Two S6 students, the champions of Dramatic Duologue were invited to perform in a recital organized by the HKSMSA and in Ying Wa Primary School on 17 January 2020.

Education Bureau, Language Learning Support Section, Curriculum Leadership Development (CLD) Programme & Onsite Project 2019-20

The captioned program and project officially commenced in September. An EDB District Officer was assigned to the school, working with the Panel Head, two core members, namely the Assistant Panel Head and a Senior English Teacher, together with S1 English Language Teachers. In brief, the CLD programme concerned the Panel Head and core members. They were required to take part in a total of three to four theme-based workshops. With the support of the EDB officer, all S1 English teachers jointly designed a total of two teaching packages on Writing for S1 students, giving them a taste of elective module on language art and non-language art. They wrote a short story and a speech about body shaming. Lesson observations took place in April via Zoom accordingly. An overall evaluation took place in June. Participating teachers gave constructive feedback on the Onsite Project, agreeing that the project helped brush up their skills in curriculum planning and teaching pedagogies in the teaching of writing.

English for ALL activities (in English Room and/or outside classroom)

On top of the routine activities on Mondays and Thursdays, namely Morning Broadcast, Radio Clare, Show Time, board games and speaking practices for S6 in the first term and S5 in the second term, two monthly events were held.

On 7 November 2019, a drone activity was organized in the covered and open playground. Instructed by the school's NET teacher, students had a chance to see how a drone navigated around the campus and to learn to manoeuvre it. A record high of 50 students were fully engaged in this activity and found the whole experience mesmerizing. On 28 November 2019, a movie quiz was held in the covered playground. Nearly 80 students gathered together listened to the captivating soundtracks of classic or famous movies with fun-filled question-answer session and spent a wonderful afternoon. To award students' active participation in the English Activities, English for ALL stickers were given out to all participants. The stickers were displayed on The English for ALL charts and kept as reference to grant students

bonus marks at the end of each term.

All English activities scheduled in the second term were cancelled due to class suspension triggered off by the COVID-19 pandemic from February to April 2020.

Participation in ICAS Assessments organized by UNSW Global

More than half of S4 students signed up to take part in the captioned International English Reading Assessment with the hope of striving for English excellence. The assessment was scheduled in late March 2020 during a common English lesson time. However, due to school suspension, the assessment was cancelled.

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 cultivate a good English learning environment in the school.

Due to class suspension, the department could not organise large-scale activities like the S1 and S2 Literature in English Drama Competitions, the S3 Film Production Competition and the S5 Shakespearean Drama Performance. As such, we organised the Character Monologue Competitions from S1-S3 and S5 in the second term. Each student had to choose a character from the Shakespearean play(s) they studied, and perform a monologue for that character to express his or her feelings towards the events of the story. Many students did exceptionally in the competitions. Through the competitions, some students acquired the skills of script writing, film editing, blocking and acting. Prize winners of the competitions were given certificates as tokens of recognition to encourage them to strive for excellence in future activities.

To boost students' interests in learning poetry, all S1-S2 students were asked to perform a poem from the lists given. Through the Performance Poetry Competitions, students had to explore the deeper messages of the set poems and think about ways to express themselves artistically. Prize winners of the competitions were also given certificates as tokens of appreciation.

The performances of students were encouraging. Therefore, our department will continue to organise the Monologue Competitions and Performance Poetry Competitions in the future.

All S4 and S5 students taking Literature in English joined the Budding Poets (English) Awards 2020 by submitting creative poems to the Academy of Gifted Education. One of our students, Amy Law, was awarded the certificate "The Poet of the School".

3. STEM Education

The major objectives of STEM education include developing a solid knowledge base among students and enhancing their interest in Science, Technology and Mathematics; strengthening their ability to integrate and apply knowledge and skills; nurturing their creativity, collaboration and problem solving skills through student-centred activities.

The curriculum is designed to suit the unique needs and interests of Clarians, with the focus on solving real life problems with technology. It is well integrated with the existing curriculum and involves cross-curricular collaboration of subjects from different KLAs, including Integrated Humanities, Integrated Science, Technology & Living, Computer Literacy and Mathematics.

Project-based learning was conducted in S1 and S2 to provide opportunities for students to integrate relevant learning elements from different KLAs to solve real life problems. S1 students studied a local social issue and identified a problem for further investigation. They proposed solutions to the problem making use of technology e.g. 3D printing learnt in Computer Literacy lessons. S2 students conducted a scientific investigation on photosynthesis and designed a smart device that can provide optimal conditions for plant growth. During the process, the six elements of PICKER (Problem-solving, Investigation, Collaboration, Knowledge, Engineering & Refinement) were practiced.

STEM workshop was also organized in Whole Person Development time for students to discuss and work on the project.

C. Support for Student Development

1. School Culture

Driven by the mission and vision of the school and the core values of catholic education, the school has built up and will continue to sustain 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 have been made to help prepare students and provide them opportunities to put into practice the four Cardinal Virtues: Prudence, Justice, Fortitude and Temperance as well as the five Catholic Education Values namely Justice, Truth, Justice, Love, Life and Family, aside from the core themes and school motto. A whole school approach has been adopted to implement Christian values and positive attitude in students, nurturing them to be caring, confident, positive and respectful. Measures have been employed to create an inclusive learning environment in which students with different nationalities, needs, abilities and strengths can support and complement each other.

(a) Class Teachers

A twin class teachers system continued to take care of students in the class, with each playing multiple roles of mentoring students in the areas of guidance, discipline, career and life planning, civic education and so on. Building a positive class culture was a focus for this academic year. To create space and time for it, three sessions of Class Teacher Periods were held during the WPD time and that there was no lining up on Tuesday so as to release time for teachers to spend time with students in the classroom. Apart from class affairs, class teachers did follow-ups on whole person development programs, reading to learn programs, morning broadcasts, religious and moral education programs

and activities and so on. Sunshine calls were made during the class suspension period to foster communication between class teachers and parents.

(b) Whole person development

Aside from the regular themes of personal growth, community service, civic education, health and environmental education, interpersonal relationships, sex education, religious and moral education and so on, positive psychology has been added to address the needs of students and prepare them for challenges in life. It is especially important when Hong Kong is caught by social movement and coronavirus pandemic. A positive life education was implemented through the work of committees and panels in various means and forms. Resources and support were tapped and fully utilized. However, the programs in the second term had to be cancelled due to class suspension. As such, class teachers had maintained contact with students attending to their needs. The Student Guidance Committee and the school-based social worker also rendered support service through online platforms.

D. Support for Student Development

Further strengthening the holistic approach to student development

The School goes to great lengths and attention in the whole person development of students, apart from preparing them for academic excellence. We believe in experiential learning and that everyone is a leader. Therefore, we have meticulously formulated policies and tapped resources and support made available by parents, alumnae, community, government and non-governmental organizations to enrich our students' exposure and experience in various aspects such as extra-curricular activities, religious, moral and civic education, community service, health and environmental education, to name but a few. Students are provided ample opportunities to participate in outside school competitions and partnership projects / activities to widen their horizons and experience. In 2019-20, with the concerted efforts of different stakeholders, students were engaged in collaborative and peer support programs, trainings of various type such as leadership and generic skills and activities to nurture them to be confident, positive, caring and respectful. Imbued with the Christian value that life is loveable, unique and valuable, we attempted to impart a positive education providing students opportunities to better understand themselves and take care of their physical, mental and social health; to accept and appreciate one another and to connect to society at large. Undoubtedly, they confronted challenges and difficulties. However, they managed to tackle them with the skills and attitude they learnt in school and through their experience and exercising the four Cardinal Virtues: Prudence, Justice, Fortitude and Temperance.

(a) Career and Life Planning

Under the coordination of Career and Life Planning Committee, comprehensive educational activities on career and life planning were arranged. Examples are thematic WPD lessons for all levels, mentorship programme, individual/group career advice service, universities visits, university taster programmes, school-based mock release, as well as parent and staff development activities and so on. The Career and Life Planning Committee also worked together with suitable academic departments and functional committees to arrange some joint activities to help students to build up a connectedness

between their secondary education and further studies/ career path. Due to class suspension, supportive programs held in the second term were conducted via Zoom and videos were sent to parents and students. All the CLP activities organized were well-received and they will be fine-tuned to suit the needs and interests of students.

(b) Student Guidance

Student Guidance Committee adopts a whole-school approach in taking care of the discipline and guidance work of students in line with Christian values. Both preventive and intervention programs were organized to cater for students' needs, such as S1 Adaptation Program and Big Sister Scheme. In addition, different pull-out programs were organized for students with special education needs (SEN), such as Executive Functioning Skill Training Workshop, Speech and Communication Skill Training and Art Therapy Session. Besides, Learning Buddy Program was organized to provide afterschool tutorial for SEN students. In promoting an inclusive culture, various programs and activities were organized, such as workshops and talks in promoting mutual understanding and respect, lunch gatherings with Non-Chinese speaking students (NCS), lunchtime Chinese and English reading and speaking sessions were organized whereby both NCS and Chinese-speaking students took turns to be the "little teacher" of different sessions.

(c) Extra-curricular Activities

- i. Students were encouraged to join in a variety of 46 clubs in 6 major categories and they are listed as follows:

| Categories | No. of Clubs |
|------------------|--------------|
| Co-curricular | 9 |
| Art and Cultural | 9 |
| Interest | 7 |
| Religious | 3 |
| Social Service | 7 |
| Sports | 11 |
| Total | 46 |

- ii. In order to enrich students' OEA (Other Experiences and Achievements), competition merit points and ECA participation awards were given to students to encourage and recognize students' participation in ECA and competitions of all kinds. The statistics are listed as follows:

ECA Award System

| Awards | No. of students (S1-S5) |
|---------------------------------|-------------------------|
| None | 255 (42.1%) |
| Bronze Award | 177 (29.2%) |
| Silver Award | 94 (15.5%) |
| Gold Award | 41 (6.8%) |
| Diamond Award | 22 (3.6%) |
| Ruby Award | 11 (1.8%) |
| Excellent ECA Performance Award | 6 (1.0%) |

Competition Merit Points

| Merit Points / Year | No. of merit points |
|--------------------------------|---------------------|
| Competition Minor Merit Points | 0 |
| Competition Merit Points | 265 |

- iii. Leadership qualities and six levels of reflection were provided to all S2, S4 and S5 students during WPD time. Moreover, specific leadership training workshops were provided to Student Union, House ex-co members and club chairpersons in which components of Student-LED program were introduced and stressed. Students found them useful and practical in executing their roles and responsibilities and they used the PIE (planning, implementation and evaluation) model readily in the discharge of their duties.
- iv. The Picnic Day was cancelled due to special social movement.
- v. The Life-wide Learning Day was cancelled due to COVID-19 school suspension.
- vi. About 250 students (above one third of the total no. of students in school) were awarded different kinds of prizes in outside school competitions. The statistics are shown as follows:

| Number of competitions with prizes | Number of winners | Number of students involved |
|------------------------------------|-------------------|-----------------------------|
| 101 competitions | 423 winners | 240 students (33.9%) |

(d) Support to cater for learner diversity and providing integrated education

- i. Policies were drafted and resources were used effectively in various programs and workshops including leadership training programs for school leaders as well as aesthetic education for senior form students. In addition, different pull-out programs were organized for students with special education needs (SEN), Non-Chinese speaking students (NCS), gifted students and accelerated learners in order to cater for their learning diversity. There was more collaboration between committees in the organization of programs and activities for the benefits of students.
- ii. The funds from various sources helped either fully or partly subsidize these programs. They were Diversity Learning Grant, After-school Learning and Support Grant, Learning Support Grant and donations from alumni and friends of St. Clare's.
- iii. All these created an inclusive learning environment with due regards to the recognition and appreciation of effort and talent, strengthening the mindset of striving for excellence.

(e) Gifted Education

The Gifted Education Committee strategically nurtured high achievers by engaging them in both internal and external programmes, activities and competitions. Examples are Outstanding Youth Commendation Scheme of Central & Western District, Wofoo Millennium Entrepreneurship Programme and Public Speaking Contest organized by the Hong Kong Federation of Youth Groups. Yet, one important highlight was S4 & S5 students' participation in the Social Innovation Community 4.0 Competition organized

by the Social Enterprise Business Centre. The programme required students to develop a mobile phone application and a prototype to solve an urban problem which aims at enriching students' problem-solving skills with the use of innovative ideas and STEM elements. Students had to present their ideas to different people including businessmen and residents in the community. The programme was a memorable and eye-opening one.

(f) Religious Moral & Civic Education

In response to the theme of the year “Cherish our Gifts Challenge our Limits”, the focuses of the school’s moral and civic education programmes and activities were threefold. First and foremost, to empower students to cherish the love and joy in life, SWOT analysis was introduced to students as a tool to teach them to give positive and constructive comments in the discussion of current or moral issues at RMC time, especially, “Read & Share, Show our Care” sessions on 22 November & 6 December. Meanwhile, Edward De Bono’s six thinking hats were also infused into their sharing of moral issues during ERE lessons, evoking their positive psychology. At best, the strategy helped nurture them to be positive, finding ways to resolve conflicts and look on the bright side. Secondly, students were given a platform to share their meaningful experiences at RMC broadcast on 13 September. The sharing contained joyful anecdotes of their local voluntary services, out of border study tours and voluntary work. Feeling recognized for their successes and efforts, the session was well received not only by broadcasters but also fellow schoolmates. To further enhance an inclusive and harmonious school environment, a cross-curricular activity entitled “Courtesy Campaign” was jointly organized by RMC and School Guidance Committee in hope of encouraging students to practise 3 Cs - Be Courteous; Be Considerate; Be Cheerful. All teachers were invited to evaluate class’ performance by giving stickers or marks on designed mark sheets from 28 October to 29 November 2019. The Most Courteous Class Awards were given to the top three classes on 20 December 2019. All participants were fully engaged and demonstrated sisterhood and the virtue of Temperance, reminding each other to observe their social manners and behaviour in class.

- i. For spiritual nourishment, special arrangements had been made for teachers and students at the beginning of this school year. Two sessions of Taize Prayer were arranged for junior form and senior form students in the school hall on 3 September. Teachers and students were given a moment of silence to relax their mind and soul, and to pray for peace in Hong Kong with Taize hymns. After the prayer service, they were given a chance to express their feeling or offer their prayers for their intention in a card anonymously. Then, during the school’s opening mass on 6 September 2018, the Parish Priest of the Catholic Cathedral, Rev Dominic Chan presided over the mass with his inspiring and warm homily. He reiterated our love for Hong Kong should never fail and encouraged all teachers and schoolmates to live every moment to the fullest and with love, to uphold the five core values, i.e. Truth, Justice, Love, Life & Family in our deeds and actions. The mass closed with a Prayer for Youth. These two special rituals lifted the spirit of all teachers and students with peace and hope. Likewise, Taizé Prayer were also organized specifically for all S6 classes on 18 October, 25 October and 29 November, leading them to have a serene moment with God. Relevant bible quotes and chants helped

students lift their worry to God. The prayer was well received by S6 students. Many reflected that they felt a sense of peace in mind and heart. Two ordinary masses were held for all catholic students, inviting S4 class teachers. students on November 22 and S2 class teachers and students on 6 December respectively. Students were enlightened by the homily and blessing from the Celebrant, Rev Pierre Lam Minh who is the parish priest of Our Lady of Rosary Church. This year, we were embraced by warm greetings and love of sisters from our School's Sponsoring Body in two occasions. The first one was Crowning of Mary 2019 taken place on 11 October, the Regional Superior, Sr. Louisa Lui addressed the occasion with an interactive activity with Clarians. She then led all teachers and students to recite a decade of rosary prayer and the ceremony was closed by a solemn Gregorian Chant "Ave Maria" in Latin. The second occasion was our Christmas Prayer Service, Sr. Louisa Lui and Sr. Maricris introduced a meditation and relaxation exercise to all teachers and students, inviting us to feel how Jesus is knocking on our hearts, revisiting the true spirit of Christmas – Peace, Joy, Hope and Love. In line with the core values in Catholic Education and Franciscan Spirituality, student representatives led all to pray for Truth, Life, Family, Love, Justice & Peace. Students were actively engaged in singing Christmas carols and action song.

- ii. Towards a better Values Education at St. Clare's, all members of the committee devoted their effort to motivate students to challenge their limits and to be a change agent, sharing love and joy in life. Some cases in point were S5 students' active participation in the training workshops organized by Children's Council In the first term, together with another group of S5 students' enrollment in "Legal Pioneers" Mentorship Programme organized by Law Society of Hong Kong starting from 9 May 2020. All these programmes were well received. To be a change agent, sowing seed of love and care for one another, a total of 12 Exco members of Catholic Society and Friends of Clare paid a visit to Chee Sing Kok Social Centre of the Humanity Love at 404 Mount Davis Road on 20 Decemebr 2019 after the Christmas Celebration. They sent their well wishes to the elderly there, singing Christmas carols, giving out gifts and chatting with the grannies there.
- iii. Supposedly, two interactive workshops by Fair Trade were planned and scheduled on 17 March for S2 and S3 students to arouse their global awareness of the plight of orange farmers and labours in Sweat Shops. Due to the COVID-19 pandemic, the workshops were cancelled and they will be rescheduled to the next academic year.

(g) Health and Environmental Education

To cultivate an environmentally-friendly culture in school, various programs were organized. The first one was entitled Cherish Life, Plant Hope for our Future on 18 October 2019. In response to the forest fires in Amazon, a broadcast was conducted on 18 October to enlighten students' understanding of the causes and aftermath of this disaster. A Franciscan approach to ecology was taught and The "Encyclical Letter of The Holy Father Francis -- On Care For Our Common Home" (2015) were explained to students. Another one was "Say No to Plastic Wastes" scheduled on 29 November 2019, enlightening students' knowledge about the policy on the treatment of plastic wastes in

Hong Kong.

(h) Community Service

The community service of 2019-20 targeted at serving a range of people with specific needs. Through S1-S3 Bright Light Project and S4 & S5 Service Learning, students gained hands-on experience in connecting with the disadvantaged in society. Junior students offered sewing service to the elderly in the nursing home and sending soup to the elderly who live alone in the Western district while senior students served the disadvantaged with various means and visually impaired elderly were one of the target groups. Indeed our students derived a lot of joy in serving. They have learnt about how people with disabilities and difficulties overcome adversities. All these have impacted them positively and provided them with opportunities to show care and love to the needy in action.

D. Aesthetic Education

1. Aesthetic Education Programme

A variety of aesthetic education programmes were offered to our students as part of the Whole Person Development programmes. They covered the areas of music, visual arts, drama, dance and other art forms. Tutors were hired to hold interest classes about A Cappella, ukulele, pottery throwing, photography, fitness dance, home décor, dubbing and magic & tricks. The programmes were well-received by students.

2. Dance, Drama, Visual Arts and Music for ALL

- (a) 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, Hong Kong Schools Dance Festival and Drama Fest. The school ensured that students were given ample opportunities to showcase their talents in school functions. Students were also constantly invited to give public performance for charity and to serve as volunteers. They got good exposure, gained invaluable experiences and all these have enhanced their confidence. Also, their talent and potential were further explored and challenged.
- (b) The school policy of 'Music for all' for S1 and S2 students continued and it formed a good foundation of students' aesthetic competence.

E. 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 15 minutes every morning (except Tuesday and Friday) after the English or Putonghua Broadcast. On Mondays and Thursdays, students read English newspapers or books while on Wednesdays, they do Chinese reading.

There were regular reading sharing sessions in which teachers and students introduced good books and shared their insights. In the subject-based e-reading sharing, students were guided to connect reading texts with their previous knowledge and life experiences. It has successfully enhanced their literacy and critical thinking skills.

S1 to S3 Reading to learn Award Scheme, Golden Readers Scheme for student librarians, School Library Reading Flyer broadcast, book fair and themed activities had encouraged more students to read books from the school library. The total number of library books borrowed was 1992 while the daily average number of books borrowed was 40. The total number of books borrowed over the past three years are: 2017-18 (5,625), 2018-19 (5,003), 2019-20 (2,026).

In addition, our Putonghua teachers guided students in a Putonghua broadcast program on selected Wednesdays. Our NET teacher worked with students to continue their news reading every Monday and Thursday before the reading time so as 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 horizons.

Due to the pandemic, the Chinese and English Book Fair planned was cancelled.

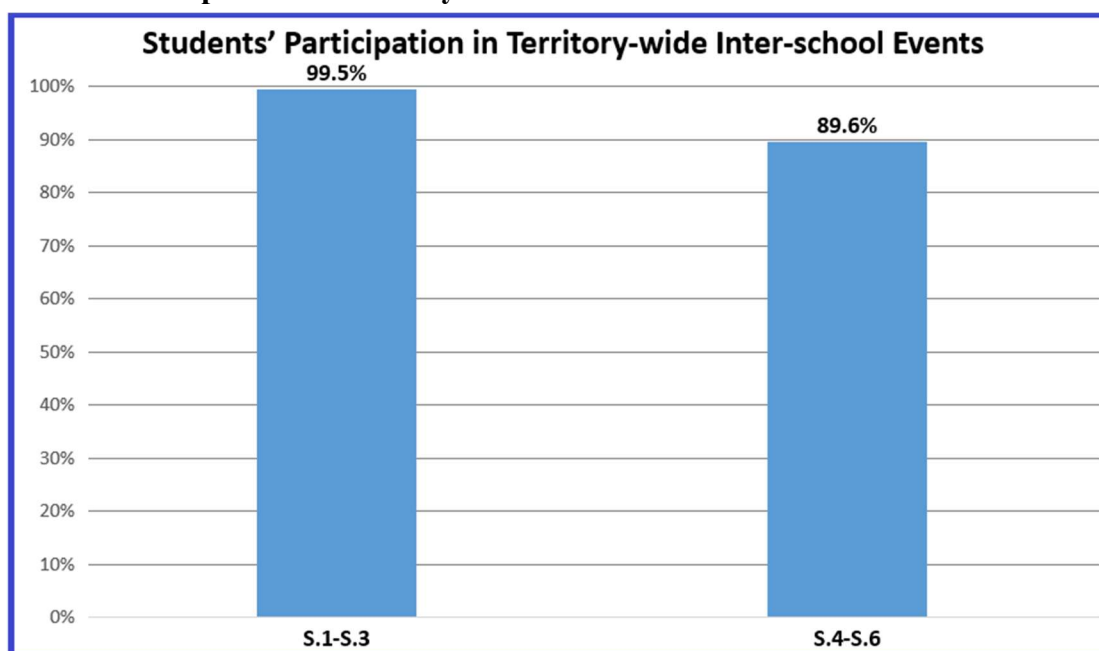
F. Other Related Surveys for School Self-Evaluation

1. A holistic approach has been adopted in student support in which committees and class teachers work alongside for the personal growth of students in various aspects. Students are often engaged in experiential learning, community services and leadership training as a way to maximize their exposure, enrich their experience, hone their leadership skills and serve the community.

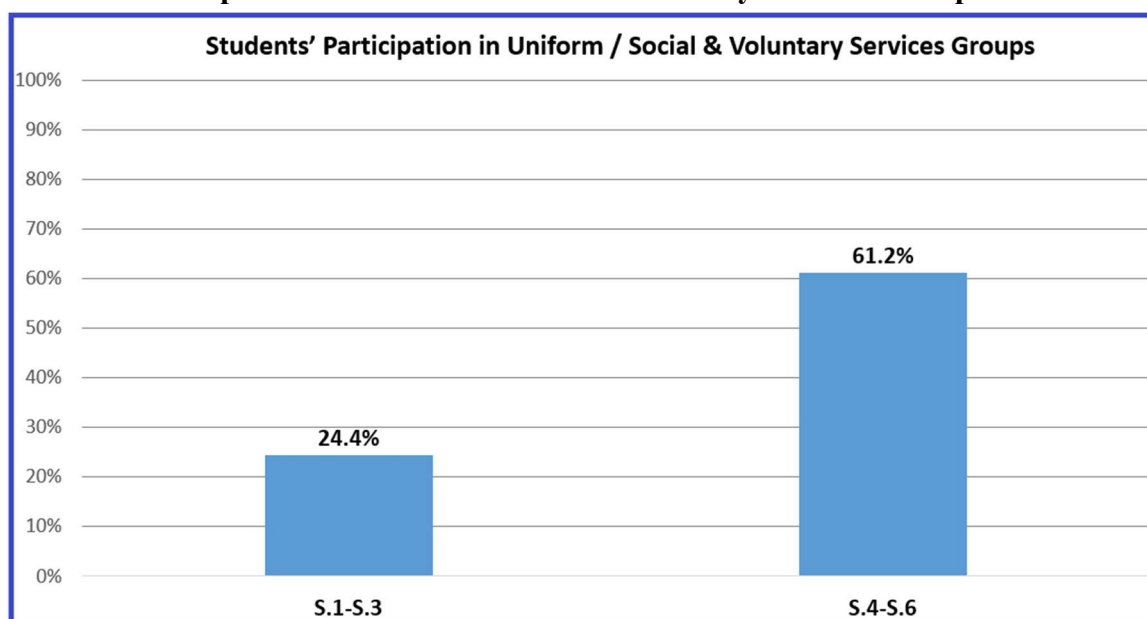
In 2019-20, a total of 874 hours of extra-curricular activities organized by House, clubs & societies, leadership trainings and so on were offered to students and they were all coordinated by the Student Activities and Leadership Training Committee. As for community service, a record of 53 hours of training and workshops was provided to students. The Gifted Education Committee devoted around 202 hours in polishing students to excel through in-school and outside school activities and competitions. As for Student Guidance Committee, 302 hours were devoted to providing support to discipline, guidance and personal growth to all. It also catered for the needs of the Non-Chinese Speaking students (NCS) and students with special education needs (SEN).

Undoubtedly, the catholic values are deeply embedded in the work of student support. The Religious, Moral and Civic Education Committee devoted around 356 hours of activities in actualizing its targets. Last but not least, the mental and physical health of students were taken care of by the Health and Environmental Education and jointly with Student Guidance and Religious, Moral and Civic Education. Career and Life Planning Committee had contributed a total of 76 hours of activities and programmes.

2. Students' Participation in Territory-wide Inter-school Events



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



V. Student Support and School Ethos

School Culture

In actualizing the vision and mission of the school, our focuses are on the whole person development of students with a belief in universal fraternity, evangelical simplicity and a conscience imbued with the spirit and virtues of Christ, Our Lady and St. Clare. Tireless efforts are spent on developing students' awareness and capability of self-discipline, self-respect, respect for others, and self-motivation for learning. Themes like gratitude, sisterhood, mental health and positive psychology have always been our yearly concerns. Our students are generally well-behaved, polite, friendly, helpful and active in serving the school and the community. Apart from a twin class teacher system, peer mentorship of various nature and forms have been employed to provide the greatest possible care and support to students in their personal growth and academic pursuit.

A. Support for Life-wide Learning

1. Use of the Student Activities Support Grant and Grant for School-based After-School Learning and Support Programs

| Items | Student Activities Support Grant | Grant for School-based after School Learning and Support Programs | No. of Applicants |
|---------------------------------|----------------------------------|---|-------------------|
| Sports | \$3,435.50 | \$2,000.00 | 6 |
| Musical Class | \$5,170.00 | \$3,688.00 | 12 |
| Chinese Dance | - | \$450.00 | 1 |
| Picnic & Life-wide Learning Day | - | - | - |
| Tutorial Class | - | \$10,800.00 | 20 |
| Other Learning | \$221.00 | - | 4 |
| Total | \$8,605.50 | \$16,938.00 | 43 |

Accomplishment

A total of 43 students benefited from various learning experiences through the subsidies of the Student Activities Support Grant 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.

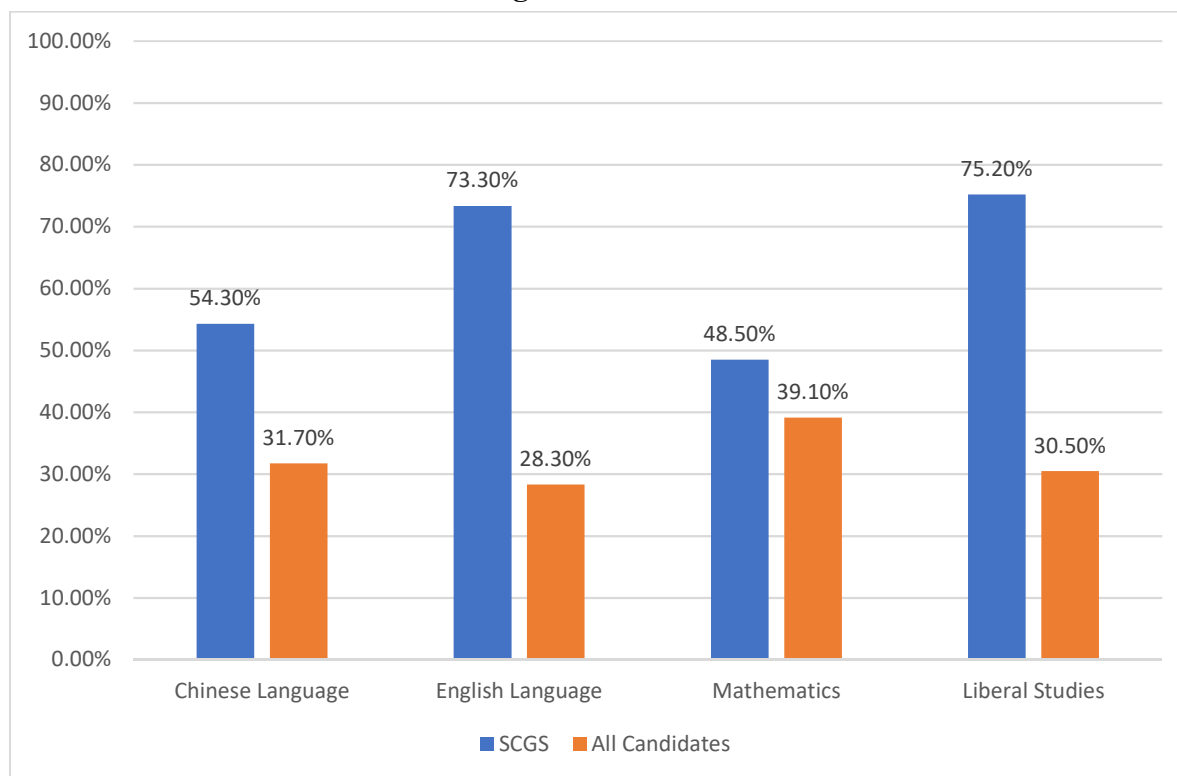
Evaluation and Reflection

All successful applicants found the above funded courses useful and interesting. They 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.

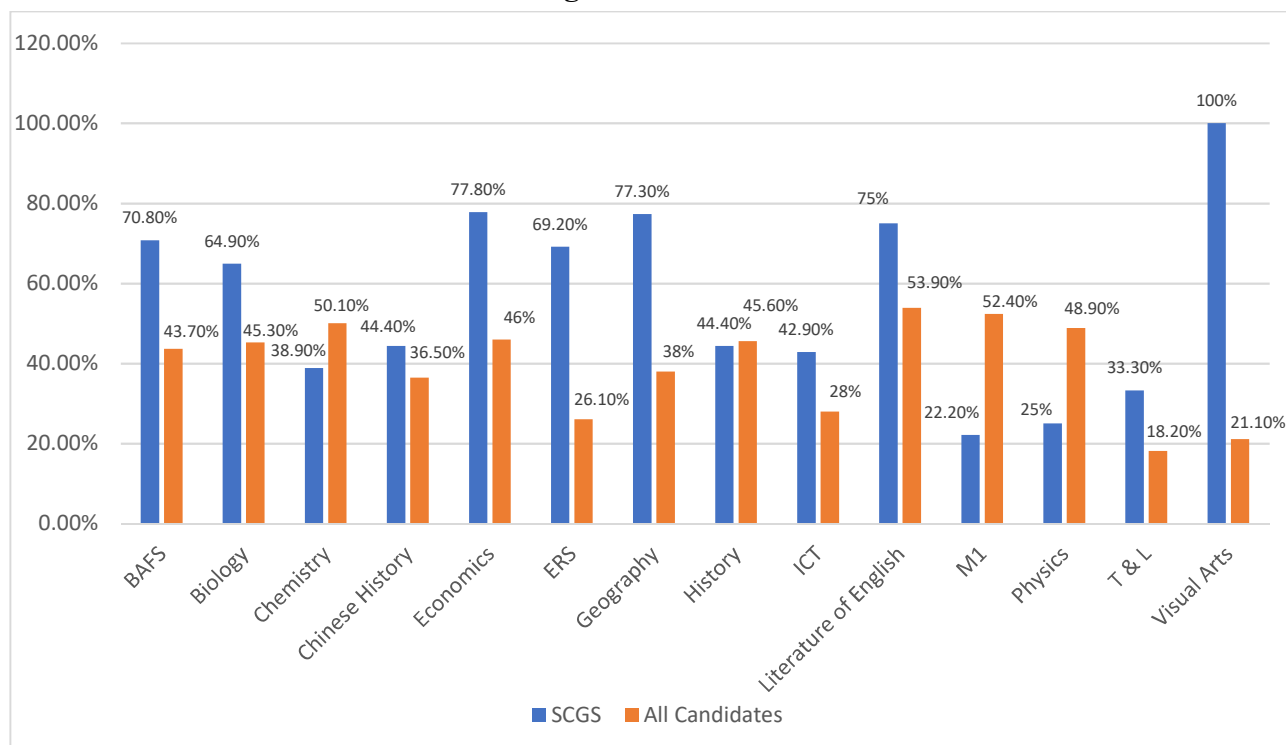
VI. Student Performance

A. Performance in HKDSE Examination (2020)

4 Core Subjects Percentage of Level 4 or above



Electives Subjects Percentage of Level 4 or above



B. Performance in Other Learning Experience

EXTERNAL OUTSTANDING ACHIEVEMENTS

September 2019 – August 2020

Language and Academic Awards

71st Hong Kong Schools Speech Festival (English Speech) (2020)

| | | |
|-------------------------------------|----------|---------------------------------|
| Secondary 5 and 6 Dramatic Duologue | Champion | 6J Agoncillo Kiara Isabel Sales |
| | | 6J Castaneda Yani Kaye |

Linsangan

| | | |
|-------------------------------------|---------------------------|------------------------|
| Secondary 3 and 4 Dramatic Duologue | 1 st Runner up | 4D Chu Tsz Yan Annette |
| | | 4D Pang Hiu Ching |

| | | |
|-------------------------------------|----------|-------------------|
| Secondary 1 and 2 Dramatic Duologue | Champion | 2R Bibi-Munazza |
| | | 2R Singh Bhairavi |

| | | |
|----------------------------------|---------------------------|---------------|
| Secondary 5 Public Speaking Solo | 1 st Runner up | 5L Yu Lok Yiu |
|----------------------------------|---------------------------|---------------|

| | | |
|--|---------------------------|---------------------------|
| Secondary 5 Girls Non Open Solo Verse Speaking | 2 nd Runner up | 5M Chan Wing Yan Eleanore |
|--|---------------------------|---------------------------|

| | | |
|--|---------------------------|-------------|
| Secondary 2 Girls Non Open Solo Verse Speaking | 1 st Runner up | 2G Sin Yuki |
|--|---------------------------|-------------|

| | | |
|--|---------------------------|------------------|
| Secondary 2 Girls Non Open Solo Verse Speaking | 2 nd Runner up | 2R Chum Pui Hang |
|--|---------------------------|------------------|

| | | |
|--|----------|------------------|
| Secondary 1 Girls Non Open Solo Verse Speaking | Champion | 1R Yuen Wai Chun |
|--|----------|------------------|

| | | |
|--|---------------------------|-------------------|
| Secondary 1 Girls Non Open Solo Verse Speaking | 2 nd Runner up | 1R Fong Tsan Seen |
| | 2 nd Runner up | 1R Yu Suet |

| | | |
|-----------------------|----|--------|
| 第 71 屆香港學校朗誦節(粵語二人朗誦) | 季軍 | 2G 葉芷悠 |
| | 季軍 | 2G 袁蔚慈 |

| | | |
|--|----------|----------------------|
| Liberal Studies Writing Competition (Junior Section) (Issue 27) | Champion | 2M Ng Hei Yiu Hailey |
|--|----------|----------------------|

| | | |
|---|----------|----------------------|
| Liberal Studies Writing Competition (Junior Section) (Season 10) | Champion | 2M Ng Hei Yiu Hailey |
|---|----------|----------------------|

| | | |
|----------------------------------|---------------------------|-----------------------------|
| American Culture Writing Contest | 2 nd Runner up | 5M Piwowarczyk Monika Julia |
|----------------------------------|---------------------------|-----------------------------|

華文盃全港書法大賽 2019

高級組

銀獎

5L Sit Hoi Lam
 5L Yeung Hei Yin
 6A Lo Hui Lam
 6Pa Chong Hiu Tung
 6Pa Lam Ting Yiu
 6Pe Huang Ying Ying

銅獎

6Pe Kan Wan Yin
 5T Ng Ka Wai

初級組

銅獎

2M Ng Hei Yiu Hailey
 3L Ng Mei Wa
 3T Chan Sum Wing
 4B Chiu Hoi Ying
 4D Ching Ho Yee Chloe
 4D Chung Tsz Kei

Performing Arts Awards**2019 WDSF Taipei Open**

Youth Under 21 & Youth Open Grade C Latin

1st Runner up

5L Ko Chin Tung Shannon

南昌市第二十屆體育舞蹈錦標賽1st Runner up

1B Lam Sze Man Charmaine

光映躍動投影舞大匯演

中學組冠軍和現場躍動獎

冠軍

6J Hui Wing Lam Carrie
 6J Lo Wai Lam Galie
 6Pa Choi Sin Yi Cindy
 6Pa Lee Hiu Ying Erica

Hong Kong Youth Catania Music Competition 2019

String Ensemble Class

Champion

2M Deng Yuan Yuan Annie
 2M Yeung Sin Ting Angelina
 3J Fong Cheuk Ka Francesca
 5M Chong Cheuk Yan Chloe

第七屆香港國際青少年表演藝術節 2019

三弦獨奏高級組

Champion

4A Zhao Zehui Lelia

中阮獨奏高級組

Champion

4A Zhao Zehui Lelia

Sports Awards

1. Athletics

第 26 屆公民青少年田徑錦標賽 2019

| | | |
|---------------|----|--|
| 女子丙組 4x100 米 | 冠軍 | 3J Choy Pui Kei Christy 3J Sy Yuen Mei Shirley 3M Kwok Cheuk Tung Charlotte |
| 女子丙丁組 4x100 米 | 亞軍 | 2G Ho Sheung Ying Miyuki 2M Hung Lok Yee Cathy 2M Lock Ying To Rachael 2S Wong Tin Ching Cary |
| 女子丙組 100 米欄 | 季軍 | 3J Sy Yuen Mei Shirley |

True Light Middle School Sport Day 4x100m Invitation Relay

| | | |
|-------------------------------|---------------------------|--|
| Girls 4x100m invitation relay | 1 st Runner up | 2G Lai Tsz Ching Edith 2M Hung Lok Yee Cathy 2M Lock Ying To Rachael 2S Wong Tin Ching Cary |
|-------------------------------|---------------------------|--|

Marymount Secondary School 4x100m Relay

| | | |
|-------------------------------|---------------------------|---|
| Girls 4x100m invitation relay | 1 st Runner up | 2S Lai Angelika Wing Kei 3J Choy Pui Kei Christy 3J Sy Yuen Mei Shirley 3M Kwok Cheuk Tung Charlotte |
|-------------------------------|---------------------------|---|

Pui Tak Canossian College Sport Day 4x100m Invitation Relay

| | | |
|-------------------------------|----------|--|
| Girls 4x100m invitation relay | Champion | 2G Lai Tsz Ching Edith 2M Hung Lok Yee Cathy 2M Lock Ying To Rachael 2S Wong Tin Ching Cary |
|-------------------------------|----------|--|

2. Swimming

PTCC Swimming Gala Invitation Relay 2019

| | | |
|------------------------------|---------------------------|--|
| Girls 4x50m Invitation Relay | 2 nd Runner up | 2S Kwan Tsz Ying Agnes 3J Hung Sze Yiu Audrey 3J Shum Virginia 5L Kwan Tsz Yau Audrey |
|------------------------------|---------------------------|--|

Inter-School Swimming Competition 2019-2020

| | | |
|-------------------------------------|---------------------------|--|
| Girls Grade A 4x50m Freestyle Relay | 1 st Runner up | 1M Wong Wai Ki Kiki 3J Hung Sze Yiu Audrey 5L Kwan Tsz Yau Audrey 5M Tam Sin Yu Kathlynn |
| Girls Grade A Overall | 2 nd Runner up | 1M Wong Wai Ki Kiki 2R Sung Scarlett Sam Yue 2R Cheung Ching Hei Kate 2R Lee Cheuk Wing Orane 3J Hung Sze Yiu Audrey 5L Kwan Tsz Yau Audrey 5M Tam Sin Yu Kathlynn 6Pa Leung Lok Hang Tiffany |
| Girls Grade A 50m Freestyle | Champion | 3J Hung Sze Yiu Audrey |
| Girls Grade A 100m Freestyle | Champion | 3J Hung Sze Yiu Audrey |

3. Other Awards**2019 Australian Open Ice-racing Championship**

| | | |
|--|---------------------------|----------------------------|
| Junior Ladies Australian Short Track Championship 2019 | 1 st Runner up | 3T Chan Sum Wing Priscilla |
|--|---------------------------|----------------------------|

Visual Arts Awards**百仁基金第二十一屆香港國際龍舟錦標賽「百仁百槳」龍舟槳設計比賽 2019**

| | | |
|-----|----|-------|
| 中學組 | 亞軍 | 5M 黃郁 |
|-----|----|-------|

第四十四屆全港青年學藝比賽

| | | |
|-------|----|--------|
| 國畫中學組 | 季軍 | 5L 鄭芷欣 |
|-------|----|--------|

VI. Financial Reports

Financial Summary 2019/20 (Unaudited Report)

| | \$ | \$ | \$ |
|--------------------------------------|---------------------|---------------------|-----------------------|
| | Income | Expenditure | Surplus / (Deficit) |
| 1. Government Funds | | | |
| I. Non-School Specific Grant | | | |
| EOEBG Baseline Reference | 1,976,310.00 | 2,122,500.00 | (146,190.00) |
| Sub-total | 1,976,310.00 | 2,122,500.00 | (146,190.00) |
| II. School Specific Grant | | | |
| Admin Grant | 3,998,340.00 | 3,413,196.00 | 585,144.00 |
| Air-conditioning Grant | 563,865.00 | 197,696.00 | 366,169.00 |
| Capacity Enhancement Grant | 634,017.00 | 397,075.00 | 236,942.00 |
| Composite IT Grant | 420,652.00 | 411,358.00 | 9,294.00 |
| School-based Management Top-up Grant | 50,000.00 | 1,500.00 | 48,500.00 |
| Renovation | 0.00 | 2,442,810.00 | (2,442,810.00) |
| Sub-total | 5,666,874.00 | 6,863,635.00 | (1,196,761.00) |

Deficit as at 31 August 2020 **(1,342,951.00)**

To be covered by EOEBG Surplus b/f from 2019

| | \$ | \$ | \$ |
|------------------------|-------------------|-------------------|---------------------|
| | Income | Expenditure | Surplus / (Deficit) |
| 2. School Funds | | | |
| Tong Fai | 111,180.00 | 57,177.00 | 54,003.00 |
| Scholarship | 187,000.00 | 125,200.00 | 61,800.00 |
| Approved Collection | 196,800.00 | 69,026.00 | 127,774.00 |
| Copy Fee Income | 88,795.00 | 125,219.00 | (36,424.00) |
| Fund-raising | 74,388.00 | 74,388.00 | 0.00 |
| Sales of School Items | 102,417.00 | 89,006.00 | 13,411.00 |
| Sub-total | 760,580.00 | 540,016.00 | 220,564.00 |

VII. Future Planning

The 2 Major Concerns for 2020-2021 will be:

Major Concern 1: To cultivate respect and to embrace changes with positivity

Focus I: Students feel loved/cared for at school and at home.

Focus II: Students feel recognized for their successes and efforts.

Focus III: Students have positive relationships with people.

Major Concern 2: To help students with different abilities to achieve their highest potential

Focus I : Students are given more opportunities to extend their learning and stretch their potential.

Focus II : Students extend their learning through a variety of reading activities.

Focus III : Students of different abilities have a better control of their learning progress.

Focus IV: Teachers become more reflective and capable of developing students' abilities.

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 2019-20, the total amount of CEG received was \$634,017.00. To relieve teachers' workload, the fund was used mainly for employment of tutors and teaching assistants. The surplus of \$275,942.00 would be transferred to the balance of EOEBG.

In an attempt to relieve teachers' workload, to enhance teachers' efficiency and to benefit students' learning, the CEG was used to employ tutor, teaching assistant and I.T. Technician. The CEG has been effectively utilized in view of the improving performance of our students. Our school teams have won numerous prizes in district and territory-wide competitions throughout the year. As for AES, students' interest in aesthetic education has been raised and they did give an impressive showcase of their learning outcome in school events.

Use of Capacity Enhancement Grant (CEG)

| | \$ | \$ | \$ |
|--|---------------|--------------------|--------------------------|
| | Income | Expenditure | Surplus / Deficit |
| | 634,017.00 | | |
| Employment of Teaching Assistant | | 307,650.00 | |
| Employment of IT Technician Assistant | | 86,625.00 | |
| Employment of Tutor | | 2,800.00 | |
| Surplus transferred to the balance of EOEBG C/F to 2020-2021 | | | 236,942.00 |

For details please see the table on next page:

| Major Area(s) of Concern | Strategies/Tasks/ Implementation Plan | Benefits Anticipated (e.g. in what way teachers' workload is alleviated) | Time Scale | Performance Indicators | Evaluation | People Responsible |
|---------------------------------|---|--|-------------------|--|---|-------------------------------|
| P.E. | Hired tutors to conduct swimming lessons for S.1 students. | <ul style="list-style-type: none"> ● Provided a professional swimming training to S.1 students | 9/2019 | Swimming lessons | Swimming technique was taught to improve students' swimming skills. | Panel Head of P.E. |
| STEM | Employed one full time Teaching Assistant to help promote STEM education. | <ul style="list-style-type: none"> ● Relieved teachers' workload from making STEM products after school so that they can concentrate more on teaching | Whole year | STEM Products | Capacity of teachers was expanded and the teaching assistant facilitated various STEM-related activities and competitions. | STEM Coordinator |
| Academic | Employed one full time Teaching Assistant to support clerical work for some Panels. | <ul style="list-style-type: none"> ● Relieved teachers' workload ● Prepared teaching materials for teachers ● Spared teachers' time to take care of individual students | Whole year | Overall academic performance of students Design of Teaching materials | The overall academic performance was improved. Useful teaching materials were provided. | Different Panels |
| I.T. in Learning and Teaching | Employed one I.T. Technician assistant to support I.T. in Learning and Teaching | Provided technical support for I.T. in Learning and Teaching | Whole year | Frequency in using mobile devices and software in learning & teaching | With the support of the I.T. technician, teachers were encouraged to include various I.T. elements in teaching. The frequency of using I.T. in classroom teaching was thus boosted. | I.T. in Learning and Teaching |

B. 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 S.1 to S.6 students in receipt of CSSA/SFAS full grant.

In 2019-20, the sum of this yearly grant received was \$75,600.00 in which \$16,324.10 will be carried forward to the year 2020-21, summing up to a total surplus of \$91,924.10. To relieve teachers' workload and to enhance teaching and learning, the fund was applied to subsidize students to take part in a variety of activities outside the classroom and after school activities including musical instrument classes, dance classes, sports activities and leadership training courses, etc. However, most of the activities cannot be carried out due to COVID-19. These programs accounted for \$16,938.00. The accumulated surplus of \$74,986.10 would be carried forward to the year 2020-21.

For details please see the table on next page:

The number of students (count by heads) benefitted under the Grant is 29 (including A. 3 CSSA recipients, B. 20 full-grant recipients and C. 6 under school's discretionary quota).

A. Information on Activities to be subsidised/complemented by the Grant.

| *Name / Type of activity | Actual no. of participating eligible students # | | | Average attendance rate (%) | Period/Date activity held | Actual expenses (\$) | Method(s) of evaluation (e.g. test, questionnaire, etc) | Name of partner / service provider (if applicable) | Remarks if any (e.g. students' learning and affective outcome) |
|------------------------------------|---|----|----|-----------------------------|---------------------------|----------------------|---|---|--|
| | A | B | C | | | | | | |
| Sports | 1 | 0 | 0 | 98 | Sep to Aug | 2,000.00 | Feedback from participants, observation, attendance record | Coaches | Punctual, attentive and good learning attitude |
| Musical Instrument Class | 1 | 4 | 0 | 98 | Sep to Aug | 3,688.00 | Feedback from participants, observation, attendance record | Tutors | Punctual, attentive and showed interest |
| Dance Class | 0 | 1 | 0 | 100 | Sep to Aug | 450.00 | Feedback from participants, observation, attendance record | Tutors | Punctual, attentive and cooperative |
| Tutorial Class | 1 | 13 | 6 | 100 | Sep to Aug | 10,800.00 | Attendance record, feedback from participants & observation | Various outside school organizations and former S.6 Graduates | Positive feedback and excellent attendance |
| Total no. of activities: 14 | 29 | | | | | | | | |
| @No. of man-times | 30 | 65 | 30 | | Total Expenses | 16,938.00 | | | |
| **Total no. of man-times | 125 | | | | | | | | |

Note:

* Types of activities are categorized as follows: tutorial service, learn to learn skill training, language training, visits, art /culture activities, sports, confidence building, volunteer service, adventure based activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

** Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

Eligible students: students as recipients of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C)

C. Learning Support Grant for Secondary School (LSGSS)

| | Item | Quantity | Organization | Date | Target Group | Aim | Evaluation |
|---|---|-----------------|---------------------------------------|-------------|------------------------------|--|---|
| 1 | Executive Functioning Training Workshop | 20 sessions | The Academy of Play and Psychotherapy | Nov – May | 10 students (S1 – S3, 5 SEN) | To enhance students' social skills, self-management skills and communication skills. | Attendance rate = 80% - 100% Most of the students found that they were able to implement skills that they have learned into their daily life. For example, time management skills, communications skills and problem solving skills. Some of the students were more organized in their school work and more willing to take up responsibilities. The profession of tutors still have room for improvement in leading activities and debriefing. Due to the social movement and class suspension, outdoor activities and workshop in the 2 nd term were cancelled. |
| 2 | Chinese Study Skills Training Workshop | 20 sessions | Serve Shine Care Ed. Centre | Oct. – May | 5 students (S1 – S3, 5 SEN) | To equip students with Chinese study skills and to improve their writing skills and comprehensive skills | Attendance rate = 90% - 100% Students were attentive and engaged in class, all of them agreed that the workshop can enhance their comprehension skills. Due to the social movement and class suspension, all training in the 2 nd term was cancelled. |

| | Item | Quantity | Organization | Date | Target Group | Aim | Evaluation |
|---|--------------------------------|-------------|-----------------------------|-------------|-----------------------------|--|---|
| 3 | Art Therapy | 20 sessions | Potential Engine | Oct. – Apr. | 5 students (S2 – S5, 3 SEN) | To provide students a way to express themselves and explore their wants, needs and feelings. | Attendance rate = 30% - 100% Since the school attendance of our students were unstable due to their emotional wellbeing, the attendance rate of this workshop was unsatisfactory. Positive feedback was received by those who attended. They were more willing to express their thoughts. Due to the social movement and class suspension, workshops in the 2 nd term were cancelled. |
| 4 | Speech Therapy Training | 20 sessions | Serve Shine Care Ed. Centre | Oct. – May | 6 students (S1 – S5, 5 SEN) | To help students improve their speaking and communication skills | Attendance rate = 70% - 100% Most of them showed improvement in voice volume, verbal expression and eye contact. Due to the social movement and class suspension, workshops in the 2 nd term were conducted via Zoom. |
| 5 | Social Skill Training Workshop | 20 sessions | Potential Engine | Oct. – May | 8 students (S1 – S4, 4 SEN) | To strengthen students' skills in communicating and interacting with others in social context. | Attendance rate = 50% - 100% All participants have actively engaged in the tutorial. They learnt social skills, such as listening, giving appropriate response. Due to the social movement and class suspension, workshops in the 2 nd term were conducted via Zoom. |
| 6 | Inclusive Education Activities | 1 session | School-based | January | ~100 students | To cultivate an inclusive school culture. | Attendance rate = 92% All participants have actively |

| | Item | Quantity | Organization | Date | Target Group | Aim | Evaluation |
|---|---------------------------------|----------|---|--------------|--------------|---|--|
| | | | | | (with NCS) | | participated, they shared their experiences in celebrating New Year, and knew more about Chinese culture. |
| 7 | Clinical Psychological Services | 57 hours | Tung Wah Group of Hospitals Ho Yuk Ching Educational Psychology Service Centre | Oct - August | 6 students | To provide students individualized training and counselling services. | Attendance rate = 92% - 100% Students felt relaxing and safe to share with the CP. Sessions of parent consultation were arranged. Due to the social movement and class suspension, some sessions were arranged in the centre. |
| 8 | Teacher Assistant for SEN | 1 | School | 9 months | All SEN | To help out administration work related to SEN, such as SEA. To hold small group homework support group for SEN. | Attendance rate = 70% - 100% Students were engaged in the support group. They learnt seriously during the lesson. Due to the social movement and class suspension, homework support groups in the 2 nd term were conducted via Zoom. |

D. Supporting Non-Chinese Speaking Students with Special Educational Needs (NCS-SEN)

| | Item | Quantity | Date | Target Group | Aim | Evaluation |
|---|------------------------------|-----------------|-------------|---------------------|---|--|
| 1 | Clinical Psychology Services | 6 hours | Whole year | NCS SEN students | To provide psychology services to SEN. To help them to understand personal and inter-personal problems, overcome them and move forward to a more productive and happier life. | Attendance rate = 100% Students felt relaxing and safe to share with the CP. Most of them showed little improvement. Yet, due to the pandemic and class suspension, the number of sessions reduced. |
| 2 | Teacher Assistant (SEN) | | 3 months | | To support the administration work and pull-out training/tutorial for NCS SEN | Afterschool tutorial, lunch time speaking practice were conducted. |

E. Diversity Learning Grant (DLG)

| Program title Gifted Education | Objective(s) | Target(no./ Level/ selection) | Duration/ start Date | Deliverables | Evaluation |
|--|--|---|-----------------------------|---|--|
| Leadership training program | To enhance students' collaboration and problem solving skills. To allow students to understand their leadership styles and area for enhancement. | S2-3 potential young leaders (20-30 students in total, 1 class) | 2 workshops 3 hours each | Workshops, sharing, small group activities, project and presentation | Due to Convid-19, the program has been postponed to post exam period (27 & 29/7/20) |
| Creativity workshop | To equip students with techniques to develop explore new ideas. | S2-3 potential young leaders (20-30 students in total, 1 class) | 1 workshop 3 hours | workshops, lectures, sharing, small group activities, mini project and presentation | Due to Convid-19, the program has been postponed to post exam period (28/7/20) |
| Workshop on writing personal statement | To equip students with skills needed apply for scholarships, and other competitive programs outside school. | S5 High achievers (20-30 students in total, 1 class) | 1 workshop 3 hours | Writing workshops, group discussions and presentations | Due to Convid-19, the program has been postponed to post exam period (25/7/20) |
| Public speaking workshop: Induction course | To equip students with public speaking skills so that they can present more confidently in public. | <ul style="list-style-type: none"> ● S2-S3 ALs and students ● S3 students with good spoken English but need more training on presentation skills (15-25 students in total, 1 class) | 1 workshop 1.5 hours | Speech writing, lectures, group discussion and presentations | <ul style="list-style-type: none"> - Attendance rate: 15/20 (75%) - Students were engaged and most participated actively. - Students agreed they are more aware of the skills needed during presentations. - The attendance rate is low this year as the social movement has caused the cancellation and reschedule of ECAs, extra lessons and tutorial classes at the very last minute, clashes appeared and many students failed to attend the workshop as promised. |

| Program title Gifted Education | Objective(s) | Target(no./ Level/ selection) | Duration/ start Date | Deliverables | Evaluation |
|--|--|--|--|---|---|
| Public Speaking Workshop: Advanced section | To equip students with public speaking skills so that they can present more confidently in public. | <ul style="list-style-type: none"> ● S4-S5 ALs ● S4 students who have good spoken English but need more training on presentation skills ● Members of public speaking club. (15-25 students in total, 1 class) | 1 workshop 1.5 hours | Speech writing, lectures, group discussion and presentations | <ul style="list-style-type: none"> - Attendance rate: 10/17 (58.83%) - The workshop an interactive one. - Students agreed they are more aware of the skills needed during presentations. - The attendance rate is low this year as the social movement has caused the cancellation and reschedule of ECAs, extra lessons and tutorial classes at the very last minute, clashes appeared and many students failed to attend the workshop as promised. - |
| Learning to Learn | To equip students with proper skills to learn more effectively | <ul style="list-style-type: none"> ● All S3 students (4 classes) | 2 workshops 1 hour 10 mins each | Reflect on revision strategies adopted Use of mini-games to foster students/ associative power and memorization skills | <ul style="list-style-type: none"> - All students attended the workshop - Over 95% of students agreed that the workshops are fruitful and they are more aware of use of association during revision. |

F. 改善非華語學生的中文學與教

| 施行計畫 | 施行策略/工作 | 預期成果 | 實際成果 |
|--|---|--|---|
| 一. 實施「學習架構」整體規畫 1. 透過多元途徑，提升中文科教師教授非華語學生的專業能力，以便實施「學習架構」，幫助非華語學生解決學習中文作為第二語言的困難，以期促成非華語學生銜接主流中文課堂。 | 1. 安排已接受教授非華語學生的專業培訓課程的老師任教，新入職的老師亦已具備相關的教學經驗。 2. 任教老師於中文科組會議上與其他教師分享教授非華語學生的心得。 3. 鼓勵全體中文科老師參加香港大學「校本專業支援計畫」，以提升教師教授非華語生的專業知識。 4. 通過同儕觀課，專業交流，以及分享心得，從而提升教師教授非華語學生的專業能力。 5. 增聘 2 位中文教師， ①以便調配較有經驗的中文教師負責教授非華語學生中文的工作。 ②協助教師設計教學活動、編寫教材、於午間或課後支援、協助推行語文活動等。 6. 購買教學所需的教材及圖書。 | 1. 能更瞭解非華語學生的學習情況，並設計適切的教學策略。 2. 中文科全體老師通過分享活動，更瞭解非華語學生的學習需要及教授非華語學生的策略。 3. 教師能掌握更多教授非華語學生的專業知識，並應用於教學上。 4. 從專業交流中提升教師的專業能力。 5. ①由較有經驗的中文教師負責教授非華語學生中文的工作 ②協助教師設計教學活動、編寫教材、於午間或課後支援、協助推行語文活動等。 6. 教師有更多參考資源，設計合適的教材。 | 1. 已接受教授非華語學生的專業培訓課程的老師任教能根據非華語學生的學習情況設計適切的教學策略。 2. 任教華語班老師能從分享中設計更切合學生學習需要的教學方法；亦能提升教師教授非華語學生的專業能力。 3. 教師能從專業知識中，學會教授技巧。 4. 教師在同儕觀課中掌握教授非華語學生的教學策略。 5. ①已增聘 2 位中文教師及調配 2 位有教授非華語學生經驗的中文教師負責任教中三 GCE(AL)及中四 GCE(AS)考試班，學生能更易學習。 ②協助教師設計教學活動、編寫教材、於午間或課後支援、協助推行語文活動等。 6. 已購入可協助教學的教材及圖書。 |

| 施行計畫 | 施行策略/工作 | 預期成果 | 實際成果 |
|-----------------------------------|---|---|--|
| 2. 設計初中非華語學生校本中國語文課程及教材 | 參考教育局上載「學習架構」專頁的配套資源，及主流課程，設計校本非華語學生調適課程、教材及評估。 | 初中非華語學生校本調適課程及教材能幫助學生循序漸進地學習中文。 | 已參考教育局上載「學習架構」專頁的配套資源及主流課程，設計校本非華語學生調適課程、教材及評估。 初中非華語學生校本調適課程及教材能幫助學生循序漸進地學習中文。 |
| 3. 幫助非華語學生認識中國傳統文化，以提升他們學習中文的成效。 | <ol style="list-style-type: none"> 1. 於初中課堂學習中融入較淺易的文學作品、歷史、成語故事等。 2. 因應中國傳統節日，舉行相關的活動。 3. 安排非華語學生參加具中華文化的體藝活動(例如中秋節)。 | <ol style="list-style-type: none"> 1. 能認識較淺易的文學作品、歷史、成語故事等。 2. 對中國文化多一分認識。 3. 進一步認識中華文化 | <ol style="list-style-type: none"> 1. 能認識更多較淺易的文學作品、歷史、成語故事等； 2. 學生能認識更多傳統節日 3. 學生能進一步認識中華文化。 |
| 4. 初中推行多元密集中文學習模式，以期促成他們銜接主流中文課堂。 | <ol style="list-style-type: none"> 1. 中一、中二採取抽離學習，與主流生分開學習。 2. 中一、中二各增加 2 節中文課 3. 午間支援 4. 僱用專業服務課後支援 | <ol style="list-style-type: none"> 1. 能更有效幫助非華語學生學習中文。 2. 能多元化地認識中文。 3. 能鞏固中文基礎。 4. 能切合學生的需要，並鞏固中文基礎。 | 整體而言，全部學生的中文水平均具有明顯的進步。 |
| 5. 評估支援措施的成效 | <ol style="list-style-type: none"> 1. 參考「學習架構」及評估工具設計校內評估。 2. 在本學年結束前，使用教育局評估工具的結果。 3. 非華語學生在中文活動的表現。 | <ol style="list-style-type: none"> 1. 能達致合格或以上的水平 2. 能達致符合初中水平 3. 積極參與中文活動 | <ol style="list-style-type: none"> 1. 全部學生的考試成績均合格 2. 已完成，大部分符合初中水平。 3. 因應社會事件及疫情，中文活動無法進行。 |

| 施行計畫 | 施行策略/工作 | 預期成果 | 實際成果 |
|------------------------|---|---|---|
| 6. 安排非華語學生多元升讀大學的途徑 | 1. 安排中三、中四非華語學生學習 GCE(AS)課程 2. 安排中三、中四非華語學生參加課後國際 GCE(AS)中文考試預備班及考試。 | 1. 課業表現可達中學文憑試中國語文科中 3 等水平 2.1 能掌握考試內容及作答技巧 2.2 能考獲 E 等或以上，符合報考中六大學聯招替代中文的要求。 | 1. 課業表現達中學文憑試中國語文科中 3 等水平。 2. 學生掌握應試技巧 3. 中四抽離班非華語學生已應考 2020GCE(AS)中國語文科考試，考試成績包括：5 名考取 A 2 名考取 B 成績優異，符合申報本地大學聯招替代中文 E 等級要求。 |
| 二. 建構共融校園 | | | |
| 1. 加強與非華語學生家長的溝通 | 1. 提供所有主要學校通告的英文版本。 2. 由班主任協助非華語學生家長瞭解學校通告的內容。 3. 提供英文版本的學校簡介。 4. 舉辦家長講座，以便瞭解學校的情況及為其子女提供支援。 5. 透過家長日向非華語學生家長講解其子女的學習進度(包括中文能力、銜接主流中文課堂的進展等)。 | 非華語學生家長瞭解子女學習安排及透過家校合作，鼓勵非華語學生努力學習。 | 非華語學生家長瞭解子女學習安排，並能達致家校合作。 |
| 2. 提升教師的文化敏感度及營造多元文化環境 | 為學生推展同儕互勉計畫，鼓勵不同族裔的學生互相學習。 | 不同族裔的學生能互相學習。 | 非華語學生積極參加電台廣播、英語大使等活動，達致與不同族裔學生互相學習。 學生多了關注少數族裔同學的學習困難。 |

G. 運用推廣閱讀津貼報告書

第一部分：成效檢討：

1. 目標檢討：（例如從學生的閱讀態度、借閱圖書情況、參與閱讀活動的投入程度等，檢討「營建閱讀氛圍」能否達成，是否需要調整。）
 - 1.1 學生積極參加閱讀活動，而且投入。
 - 1.2 喜愛閱讀。
 - 1.3 定期借閱圖書館圖書，上學期共借出1992本圖書。
 - 1.4 閱讀面亦廣濶，涉獵不同類別的圖書。
 - 1.5 樂意與人分享閱讀成果。
 - 1.6 整體校園閱讀氛圍濃厚。
2. 策略檢討：（例如從學生借閱圖書數量的增減、閱讀活動的接觸層面等，檢討「營建閱讀氛圍」所用策略的成效。）

因受社會事件及疫情影響，尚能推出小量多元化及跨課程閱讀活動，讓學生可接觸不同層面的知識，並可營建閱讀的氛圍。

2.1 閱讀活動多元化

- ①作家講座——不斷突破的作家之旅能開拓學生視野、並引導學生敢於克服挫折，挑戰困難，追尋自己的夢想。
- ②圖書館吉祥物設計——吸引學生借閱圖書的興趣，並從設計中深化閱讀的樂趣。

第二部分：財政報告

| | 項目名稱* | 實際開支 (\$) |
|--------|--|-----------|
| 1. | 購置圖書 | 12,367.20 |
| | <input checked="" type="checkbox"/> 實體書 | |
| | <input checked="" type="checkbox"/> 電子書 | |
| 2. | 網上閱讀計劃 | 44,700.00 |
| | <input type="checkbox"/> e 悅讀學校計劃 | |
| | <input checked="" type="checkbox"/> 其他計劃：中一至中三每日一篇、S1-S3 Highlight | |
| 3. | 閱讀活動 | 2,210.00 |
| | <input checked="" type="checkbox"/> 聘請作家、專業說故事人等進行講座 | |
| | <input checked="" type="checkbox"/> 僱用外間提供課程機構協助舉辦與推廣閱讀有關的學生學習 | 0.00 |
| | <input type="checkbox"/> 支付學生參加閱讀活動或比賽的報名費 | 0.00 |
| | <input type="checkbox"/> 資助學生參加或報讀與閱讀有關的收費活動或課程 | 0.00 |
| 4. | 其他： | |
| | <input checked="" type="checkbox"/> 中一至中三校本閱讀獎勵計劃 | 850.00 |
| | <input checked="" type="checkbox"/> 校本跨科閱讀活動 | 250.00 |
| | <input checked="" type="checkbox"/> 校本主題學習閱讀活動 | 0.00 |
| Total: | | 60,377.20 |

H. Life-wide Learning Grant (LWLG)

| Domain | Brief Description of the Activity | Objective | Date | Target Student (Level and number of participants) | Evaluation Results | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected) | | | | |
|------------|--|---|-----------|---|---------------------------------------|----------------------|---------------------|--|---|---|---|---|
| | | | | | | | | I | M | P | S | C |
| | | | | | | | | I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences | | | | |
| Category 1 | To organise / participate in life-wide learning activities | | | | | | | | | | | |
| 1.1 | Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day) | | | | | | | | | | | |
| Eng Lit | In school drama performance by service provider | It exposes students to professional drama crew. It can arouse students’ interests in literature and drama | June 2020 | S1 - S3 | Cannot be carried out due to Covid-19 | \$0 | | | | | | |
| Eng Lit | Drama performances | 1. It exposes students to the professional world of drama productions in public theatres 2. It can arouse students’ interests in literature and drama. | Oct 2020 | S4 – S5 (E.Lit Students) | Cannot be carried out due to Covid-19 | \$0 | | | | | | |
| English | Bridging Program | Provide activities to the students for self-evaluation and planning for next academic year. | June 2020 | S.1 to S.5 | Cannot be carried out due to Covid-19 | \$0 | | | | | | |

| Domain | Brief Description of the Activity | Objective | Date | Target Student (Level and number of participants) | Evaluation Results | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected) | | | | |
|----------------------|--|--|-------------------------|--|--------------------|--|---------------------|--|---|---|---|---|
| | | | | | | | | I | M | P | S | C |
| | | | | | | | | I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences | | | | |
| Language | Clubs Activities: 1. Tutor Fee for Scenarist Class (編劇班) 2. Tutor Fee for Debate Training Course 3. Tutor Fee for French Club | Develop students' potential, enhance students' generic skills especially those of collaboration, communication, critical thinking and creativity | September 2019-May 2020 | S.1 to S.6 | | 1. \$7,470 2. \$2,750 3. \$2,325 | | | | | | |
| Expenses on Item 1.1 | | | | | | \$12,545 | | | | | | |

| 1.2 | Local Activities: To organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps) | | | | | | | | | | | |
|---------------------------|--|---|--|------------|--|---|--|--|--|--|--|--|
| Student Activity Learning | Leadership Training Program (i) Student Union, House Exco (ii) Club Chairpersons & Vice-Chairpersons (iii) HK federation youth groups (Student Leaders) ~ Course fee subsidies (iv) Budding Leaders Scheme (v) S.1-S.5 Leadership Training Workshops in WPD programme (tutor fee) | Provide Leadership Training Program to student leaders, young potential leaders and students from S.1 to S.5. | (i) Jul 2020 (ii) Oct 2019 (iii) Feb 2020 (iv) Nov 2019 (v) Nov 2019 | S.1 to S.5 | (i)-(iii) Cannot be carried out due to Covid-19 (iv) (v) | (i) \$0 (ii) \$0 (iii) \$0 (iv) \$42,000 (v) \$15,000 | | | | | | |

| Domain | Brief Description of the Activity | Objective | Date | Target Student (Level and number of participants) | Evaluation Results | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected) | | | | |
|---------------------------|--|--|----------------------------|---|---------------------------------------|----------------------|---------------------|--|---|---|---|---|
| | | | | | | | | I | M | P | S | C |
| | | | | | | | | I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences | | | | |
| Student Activity Learning | Life-Wide Learning Day | Enable students to gain a variety of experiences, including the four essential learning experiences that are more difficult to acquire in ordinary classroom settings. | March 2020 | S.1 to S.5 | | \$17,391 | | | | | | |
| Student Activity Learning | AES Courses | Help students develop a foundation for lifelong learning by nurturing confidence and aesthetic appreciation | Oct to Nov 2019 | S.4 | | \$45,000 | | | | | | |
| Student Activity Learning | Inter-House Team Building Activity and Inter-House competition: Cheering, Ball Games, Cross-Clubs competition, Co – curricular / Integrated curriculum competition | Develop the communications skills Enhance the senses of belonging to house and schools Cultivate the sisterhood | 2019-2020 | S.1 to S.6 | Cannot be carried out due to Covid-19 | \$0 | | | | | | |
| Student Activity Learning | Tutors' Salary of Instrument Classes | 1. To stretch students' potential in music activities 2. To widen their horizons through participating in Inter-school and/or district competitions | September 2019-August 2020 | S.1 to S.5 | | \$21,125 | | | | | | |
| Student Activity Learning | A. Organize Sports Teams/ Clubs (regular training) 1. Basketball Team | 1. To encourage student to pursue a healthy lifestyle | September 2019- | S.1 to S.6 | | \$109,007.50 | | | | | | |

| Domain | Brief Description of the Activity | Objective | Date | Target Student (Level and number of participants) | Evaluation Results | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected) | | | | |
|---------------------------|--|--|-------------------------|---|--|----------------------|---------------------|--|---|---|---|---|
| | | | | | | | | I | M | P | S | C |
| | | | | | | | | I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences | | | | |
| | 2. Swimming Team 3. Rope Skipping Team 4. Volleyball Team 5. Athletic Team 6. Hip Hop Jazz 7. Chinese Dance 8. Tennis Team 9. Table-tennis Team 10. Badminton Team | 2. To stretch students' potential in sports activities 3. To widen their horizons through participating in games, Inter-school and/or district competitions | August 2020 | | | | | | | | | |
| Student Activity Learning | Transportation Fee for Speech Festival, Music Festival & Performance | To deliver Students to the competition venues so as to learn outside school | September 2019-May 2020 | S.1 to S.5 | | \$6,200 | | | | | | |
| Career & Life Committee | S1 WPD lesson (talk by HKFYG) | To provide a better understanding on career life planning and the meaning of working ability | 5/5/2020 | S1 | Due to the outbreak of COVID-19, there is a class suspension and the event is cancelled. | \$0 | E1 | | | | | |
| Career & Life Committee | Career Live Simulation Games organized by St. James' Settlement | 1. To let our students have some hand-on experience and know the qualities they should possess when working in a particular job. | 13/3/2020 | S4 | Due to the outbreak of COVID-19, there is a class suspension and | \$0 | E1 | | | | | |

| Domain | Brief Description of the Activity | Objective | Date | Target Student (Level and number of participants) | Evaluation Results | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected) | | | | |
|-------------------------|---|---|-----------------------|---|---|----------------------|---------------------|--|---|---|---|---|
| | | | | | | | | I | M | P | S | C |
| | | | | | | | | I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences | | | | |
| | | 2. To motivate students to develop their career goals and build a positive work value | | | the event is cancelled. | | | | | | | |
| Career & Life Committee | S2 Whole person development lesson (talk by Edvenue Limited) | 1. to understand the fundamental elements of Career and Life Planning; 2. to develop personal interests on career by having better understanding of the job nature and requirements of different occupations; 3. to equip students with the right mindset, proper attitudes and skills to identify the directions for their career development. | 7/4/2020 21/4/2020 | S2 | Due to the outbreak of COVID-19, we conduct this activity via zoom. Both teachers' and students' feedback are positive but it will be better if can conduct it through face-to-face mode. | \$19,000 | E1 | | | | | |
| | | | Expenses on Item 1.2 | | | \$274,723.50 | | | | | | |
| 1.3 | Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons | | | | | | | | | | | |

| Domain | Brief Description of the Activity | Objective | Date | Target Student (Level and number of participants) | Evaluation Results | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected) | | | | |
|---------------------------|-----------------------------------|--------------------|----------------------|---|---------------------------------------|----------------------|---------------------|--|---|---|---|---|
| | | | | | | | | I | M | P | S | C |
| | | | | | | | | I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences | | | | |
| Student Activity Learning | Fees for Study Tour | Subsidy to Student | 1/4/19-15/8/19 | S1 – S5 | Cannot be carried out due to Covid-19 | \$0 | | | | | | |
| | | | Expenses on Item 1.3 | | | \$0 | | | | | | |

| 1.4 | Others | | | | | | | | | | | |
|---------------------------|------------------------------|---------------------|-------------------------|---------|---------------------------------------|--------------|--|--|--|--|--|--|
| Student Activity Learning | Chaperone Fee for Study Tour | Subsidy to Teachers | 1/4/19-15/8/19 | S1 – S5 | Cannot be carried out due to Covid-19 | \$0 | | | | | | |
| | | | Expenses on Item 1.4 | | | \$0 | | | | | | |
| | | | Expenses for Category 1 | | | \$287,268.50 | | | | | | |

| Domain | Item | Purpose | Actual Expenses (\$) |
|------------|---|---|--|
| Category 2 | To procure equipment, consumables or learning resources for promoting LWL | | |
| STEM | Computer and 27" monitor (7 sets) | Interactive STEM activities and discussion of projects | \$77,549.00 |
| STEM | 1. Interactive board 2. Laser printer 3. Microscopes (10 sets) | Interactive STEM activities and presentation of projects | \$87,324.00 \$4,364.00 \$13,000.00 |
| PE | 1. Trampoline 2. Treadmill (2 sets) | To optimization students by purchasing suitable equipment/ applause | \$60,800.00 \$16,710.00 |

| Domain | Item | Purpose | Actual Expenses (\$) |
|--|--|---|----------------------|
| Arts | 1. 10 sets of clip-on mics for the school hall 2. Wireless Mic for School | For drama performances, competitions, school's anniversary musical and all school functions | \$18,600.00 |
| Others | 1. Digital Buzzer | Learning Aerodynamics (Phy and STEM) Use in fieldtrip (Geog, C.Hist) Coding and Electronics (ICT) Cognitive Development and Critical Thinking (make quick decisions under stress.) | \$6,400.00 |
| Expenses for Category 2 | | | 284,747.00 |
| Expenses for Categories 1 & 2 | | | 564,030.77 |

*: Input using the following codes; more than one code can be used for each item.

| Code for Expenses | | | |
|-------------------|--|-------|--|
| E1 | Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.) | E6 | Fees for students attending courses, activities or training organised by external organisations recognised by the school |
| E2 | Transportation fees | E7 | Purchase of equipment, instruments, tools, devices, consumables |
| E3 | Fees for non-local exchange activities / competitions (students) | E8 | Purchase of learning resources (e.g. educational softwares, resource packs) |
| E4 | Fees for non-local exchange activities / competitions (escorting teachers) | E9 | Others (please specify) |
| E5 | Fees for hiring expert / professionals / coaches | COVID | Fees chargeable under the one-off measure to pay the expenses incurred from the cancellation of learning activities due to the COVID-19 outbreak |

Number of Student Beneficiaries

| | |
|--|-----|
| Total number of students in the school: | 706 |
| Number of student beneficiaries: | 706 |
| Percentage of students benefitting from the Grant (%): | 100 |

I. Report of School Executive Officer Grant (SEOG)

| Major Area(s) of Concern | Strategies/Tasks/ Implementation Plan | Benefits Anticipated (e.g. in what way teachers' workload is alleviated) | Evaluation |
|--------------------------|--|--|--|
| School Executive Officer | Employed 1 full time school executive officer to handle procurement and MR/ER. | <ul style="list-style-type: none"> ● Relieve teachers' workload in procurement. ● Handle the MR/ER in connection with EDB. | School Executive Officer handled procurement administration and followed up with MR/ER which spared time for teachers to focus on teaching-related tasks. |
| Office Assistant | Employed 0.5 full time office assistant to provide clerical support. | <ul style="list-style-type: none"> ● The clerical work and support can ensure smooth operation of the school. | Office Assistant assisted with handling phone enquiries and general office clerical work. These have highly facilitated the smooth function of the General Office. |

J. Report on the Use of the Student Activities Support Grant

I. Financial Overview

| | | |
|---|---|-------------|
| A | Allocation in the Current School Year: | \$55,900.00 |
| B | Expenditure in the Current School Year: | \$8,826.50 |
| C | Unspent Amount to be Returned to the EDB (A – B): | \$47,073.50 |

II. Number of Student Beneficiaries and Subsidised Amount

| Category | Number of Student Beneficiaries | Subsidised Amount |
|--|---------------------------------|--|
| Comprehensive Social Security Assistance | 5 | \$5,763.00 |
| Full-grant under the School Textbook Assistance Scheme | 5 | \$1,870.00 |
| Meeting the school-based financially needy criteria | 3 | \$1,193.50 (capped at 25% of the total allocation for the school year) |
| TOTAL | 13 | \$8,826.50 (Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B) |

III. Details of Expenses

| Domain | Brief Description of the Activity | Expenses (\$) | Person Times of Student Beneficiaries ¹ | Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected) | | | | |
|----------|--|---------------|--|--|---|---|---|---|
| | | | | I | M | P | S | C |
| | | | | I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences | | | | |
| 1.1 | Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises) | | | | | | | |
| Language | Tutor Fee for Japanese Club | \$93.50 | 3 hours | | | | | |
| Language | Speech Festival | \$127.50 | 1 hour | | | | | |
| | Expenses on Item 1.1 | \$221.00 | | | | | | |

¹ Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.

| Domain | Brief Description of the Activity | Expenses (\$) | Person Times of Student Beneficiaries ¹ | Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected) | | | | |
|---------------------------|--|-------------------|--|---|---|---|---|---|
| | | | | I | M | P | S | C |
| 1.2 | Local activities: To subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps) | | | | | | | |
| Student Activity Learning | Tutors' Salary of Instrument Classes | \$5,170.00 | 20 hours | | | | | |
| Student Activity Learning | Organize Sports Teams/ Clubs (regular training) 11. Basketball Team 12. Rope Skipping Team 13. Athletic Team | \$3,435.50 | 45 hours | | | | | |
| | Expenses on Item 1.2 | \$86,05.50 | | | | | | |
| 1.3 | Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions | | | | | | | |
| | | | | | | | | |
| | Expenses on Item 1.3 | | | | | | | |
| 1.4 | To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities | | | | | | | |
| | | | | | | | | |
| | Expenses on Item 1.4 | | | | | | | |
| 1.5 | Others | | | | | | | |
| | | | | | | | | |
| | Expenses on Item 1.5 | | | | | | | |
| 1.6 | To pay the expenses incurred from the cancellation of learning activities due to the COVID-19 outbreak under the one-off measure | | | | | | | |
| | | | | | | | | |
| | Expenses on Item 1.6 | | | | | | | |
| | Total | \$8,826.50 | 69 hours | | | | | |

End of Report