

St. Clare's Girls' School

聖嘉勒女書院



**Annual School Report
2018-2019**

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 BEACONTo guide our Clarians

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

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



B. Vision and Mission

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

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

C. School Sponsoring Body & Brief History

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

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

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

D. School Management

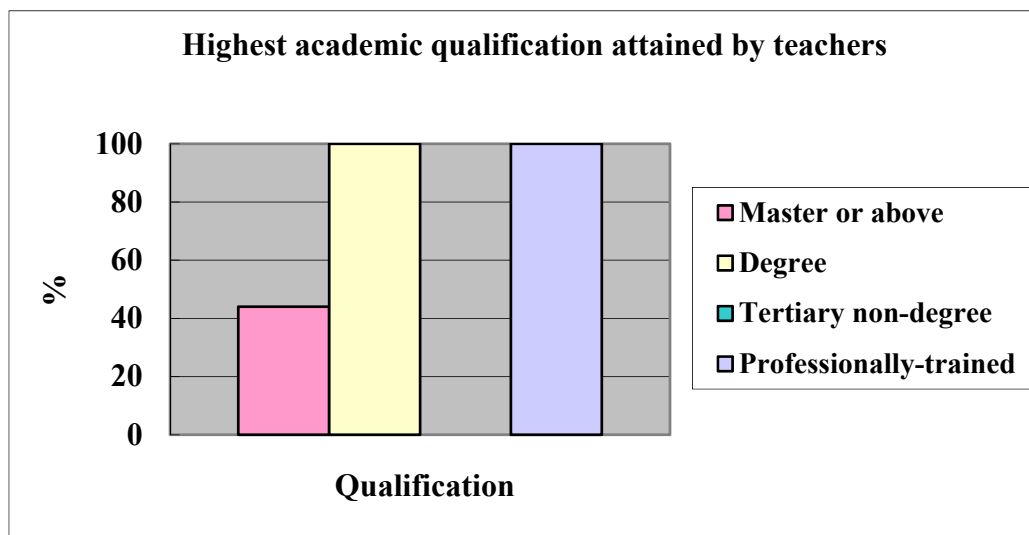
1. Members of the Incorporated Management Committee

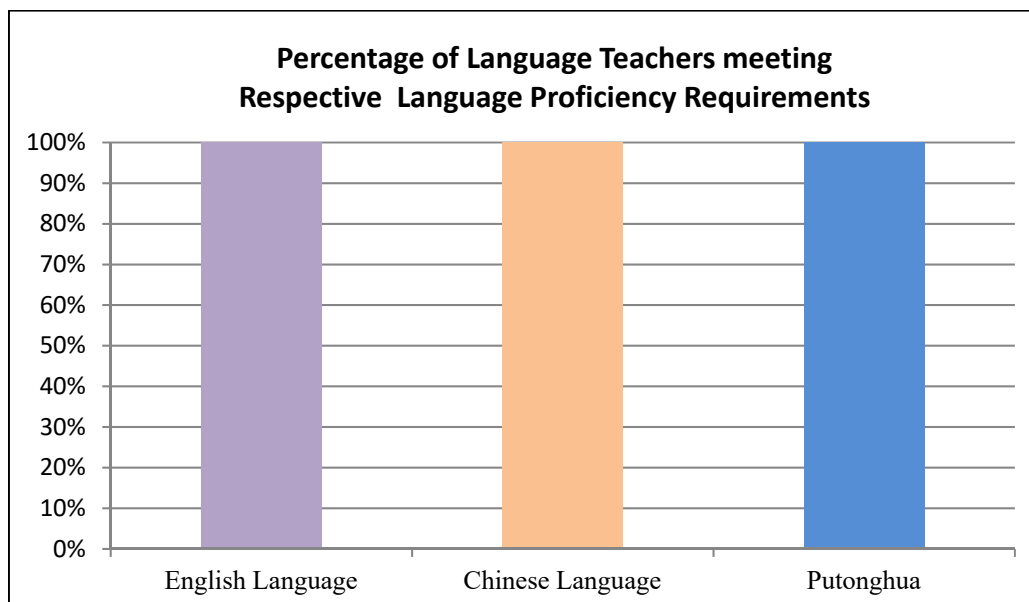
Ms. Wong She Lai, Shirley	Supervisor, Chairman
Mrs. Chan Wong Pik Yu	Principal, Ex-officio Member
Sr. Nancy Mak	SSB
Mrs. Chan Cheung Yee Ling, Grace	SSB
Mr. Chow Pin Yeung, Val	SSB
Mrs. Kwok Wong Si Ling, Celina	SSB
Ms. Yuen Lai Mei, Susana	SSB
Mrs. Liu Tam Yuen King, Amy	SSB
Sr. Margaret Ho	SSB- Alternate
Dr. Lee Joseph	Independent
Ms. Cheung Oi Man, Amelia	Alumni
Ms. Wong Lai Yin, Paula	Teacher
Ms. Ng Siu Ling, Giselle	Teacher- Alternate
Mr. Fu Lai Yin	Parent
Mr. Lai Wing Keung, Joshua	Parent- Alternate

E. Our Teachers

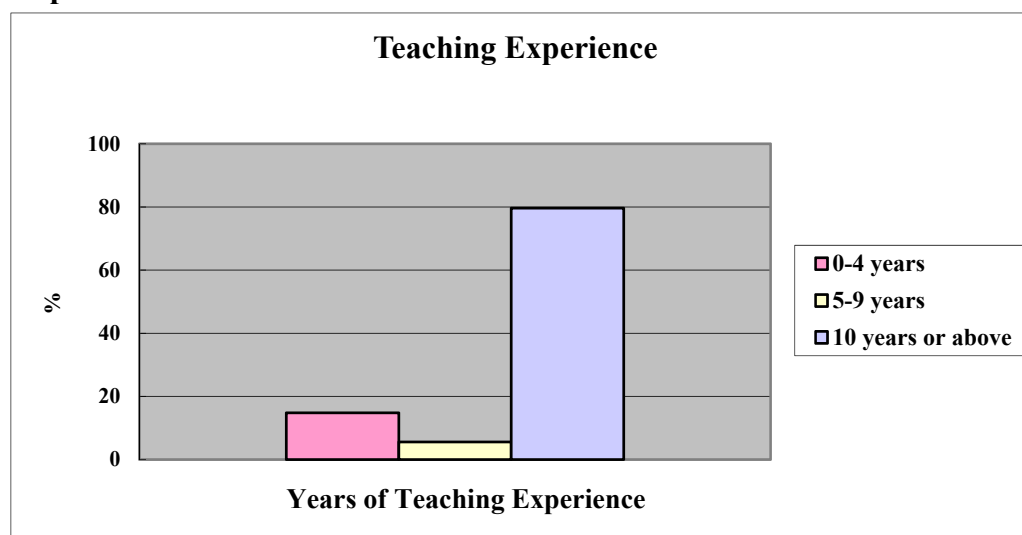
The school has a team of 54 teaching staff. Their experiences and qualifications are shown in the charts below:

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. Catholic Education
- b. Franciscan Spirituality
- c. IT in Education
- d. Catering for Learner Diversity

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 Across the Curriculum (LAC)
Chinese teachers	Catering for Learners' Diversity (CLD)
Science, Mathematics and Technology teachers	Science, Technology, Engineering and Mathematics (STEM)

Teachers would try out relevant strategies and share among their group. Four sessions for Professional Learning Community Sharing after school were assigned for sharing to all teachers

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, "Promoting STEM education by using self-directed learning as a strategy" organized by The Education University of Hong Kong.

The average number of Continuous Professional Development Hours is 46 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	125	113	120	107	113	706

2. Students' Attendance

Level	S1	S2	S3	S4	S5	S6	Average
2014-15	99.2%	98.9%	99.1%	98.6%	98.2%	96.8%	98.6%
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%

3. Pathways of S6 Graduates

Pathways of S6 Graduates (2019)

Classification according to levels of study

Total Number of Graduates: 113

Level	Number of Graduates	%
Local Degree Programmes	72	63.7%
Local Sub-Degree Programmes	29	25.6%
Overseas Study	8	7.1%
Mainland Study	1	0.9%
Employment	0	0.0%
Repeat	3	2.7%
Unknown	0	0.0%
Total	113	100.00%

II. Achievements and Reflection on Major Concerns

Major Concern I

To nurture students to be positive, to love and to be loved

Focus I: Students feel loved/care for in school and at home

(A) For teachers

To strengthen teachers' professional capacity on strategic guidance and counselling skills:

- a. Workshop (s) on collective classroom efficacy
- b. Level meetings for class teachers to brainstorm ideas for and share good practices of collective classroom efficacy
- c. Class teacher pilot mentor scheme

(B) For Students

To enhance their understanding of one area of positive psychology:

- a. arrange workshop(s) on how to build positive relationships with people
- b. implement class-based buddies program(s)
- c. provide space for students to have class-based celebrations
- d. engage students in My Story as a way for them to express their feelings and emotions as well as to count their blessings.

Achievements

(a) Teachers strengthened their professional capacity on counselling skills and strategic guidance

- According to a teacher survey, 95% of class teachers found the mental health workshop useful in enhancing their understanding of students' mental health and their subsequent behaviours and the resources booklet on classroom efficacy useful. Also, 100% of class teachers agreed that they shared good practices during level meetings. Moreover, over 92% of class teachers conducted class-based celebrations, and 100% teacher agreed that their students were given chances to express their feelings and emotions through My Story.
- The activities and strategies that contributed to the success are as follows:
 - i) The Student Guidance Committee (SG) shared ideas and good practices of collective classroom efficacy.
 - ii) Teachers shared strategic guidance and counselling skills in case conference held by SG committee.
 - iii) Student Guidance teachers served as level coordinators, giving support and advice with regards to WPD programs and other student counselling matters.
 - iv) Class teachers agreed that they were briefed sufficiently in the My Story project.

(b) Students have had a better understanding of positive psychology.

- According to a student survey, 92% of students agreed that they had learnt the basic knowledge of building positive relationships with their classmates and others; 88% of S1 students expressed that they have learnt to build up a positive self-image.

- Moreover, 90% and 77% of all students felt they had received support from teachers, classmates and schoolmates and they had been given chances to express their emotions and feelings.
- In terms of self-concept on physical appearance, the APASO survey reported that our school is higher than the HK norm in both the junior and senior levels, an improvement from last year's 'negligible'.
- Examples of activities/strategies that have helped them to understand themselves and identify their strengths are as follows:
 - i) The Religious, Moral and Civic Education Committee (RMC) tried out "4 colour test" with S1 students. All S1 Class teachers agreed that the data had been useful for them to tailor-make class-based activities to help build students' positive self-image and a better relationship with other people.
 - ii) The Student Guidance Committee (SG) arranged workshops in WPD program. 98% of teachers had carried out class-based buddies' scheme, such as Secret Angels'. Our school's APASO result on 'Interpersonal Relationships' showed negligible difference with the HK norm in general. 'Interpersonal Relationships-Share' is slightly higher than HK norm, showing our students are willing to initiate and maintain relationships with others. 'My Story' was conducted throughout the year. The majority of them said that they were more willing to accept and appreciate themselves, and they were more positive.

Focus II: Students feel recognized for their successes and efforts

(A) To facilitate students to play a more active role in organizing and managing their own learning experiences.

- a. give chances to students to organize some self-initiated activities
- b. Student leaders use different means in building up their reflective habit

Achievements

(a) Students were given chances to organize some self-initiated activities

- In a student survey, over 70% of students agreed that they had the chance to suggest and organize some activities.
- In the same survey, 82% of students shared that they enjoyed the activities.
- Examples of a series of programs and activities that gave rise to the positive survey results are as follows:
 - i) Moral & Civic Education Ambassadors - organized a series of whole-school programs namely news sharing on Thursdays, broadcasters at RMC programs on Fridays, helped prepared Inter-house religious, moral and civic education quiz, and top ten news election.
 - ii) Students Activities and Leadership Training Committee (SAL) organized self-initiated activities:
 - ◆ Student Union: Giving Thanks to Firefighters ; Joint-school service program with Wah Yan College Kowloon
 - ◆ House Exco: House Day activities and mini-games
 - ◆ Clubs and Societies: peer mentorship program
 - ◆ Budding Leaders: Joy to the School program; UNESCO Peacemaker

Program; WoFoo Millennium Entrepreneurship Program

- ◆ Class Monitresses: class team-building activities in school picnic
- iii) Career & Life Planning Committee (CLP) encouraged students to design discussion session on the year plan by themselves. Also, Career Service group organized two self-initiated activities. They decided on their own contents and published two leaflets to disseminate career information to students. Moreover, they invited Hong Kong Circus to deliver a career talk for S3 to S5 students to enrich their understanding of this profession.
- iv) Health and Environmental Education committee (HE) gave chances to Ex-co members to organize some self-initiated activities. They identified the needs and problems of schoolmates and then suggested different activities to promote the relevant health and environmental awareness.
- v) The Student Guidance Committee (SG) encouraged Big Sisters (BS) to organize different class-based activities for S1 students, whereby teachers acted as facilitators, giving them encouragement and support.
- vi) Community Service Committee (CS) carried out the soup delivery service whereby CS Student Working Committee served as group leaders to provide junior form students guidance and support in rendering services. Positive feedback was received from the CS Student Working Committee as they found this experience rewarding and joyful.
- vii) The Gifted Education Committee reported that a series of learning experiences have allowed students to take the initiative to start and join outside school programs. Examples are the HK Young Ambassadors in which students took the initiative to organize a joint school city hunt in December 2018. Also, students formed a team for Community Leaders for Tomorrow. They took the initiative to contact corresponding NGOs, attend pre-trip visits and allocate manpower to take charge of different mini-events. The three services were carried out (visiting the ethnic minority) successfully. Students had a breakthrough this year: they trained the kids to perform magic and brought them to visit the home for the elderly. Moreover, 2 teams entered the semi-final round of Wofoo Millennium Entrepreneur Program and 1 team was awarded 2nd runner-up. Their success was recognized and awarded.

(b) Students leaders used different means in building up their reflective habit

According to a student survey, almost 70% of students shared that they had used different ways to do reflection and doing reflection had become a habit to them. Examples of nurturing and developing students' reflective habits are as follows:

- i) The Students Activities and Leadership Training Committee (SAL) formed the habit of evaluation among student leaders. They held the evaluation meeting after each activity. Evaluation reports were submitted by them within one month after the program. In order to develop different means of reflection, Budding Leaders (BL) Logbook was modified. BLs were given opportunities to express their reflection in non-verbal means (e.g. drawings and other ways) besides the written format.
- ii) The Health and Environmental Education committee (HE) conducted reflection and

evaluation in meetings after the activities. All ex-co members agreed that the experience had built up their reflective habit.

- iii) The Student Guidance Committee (SG) reported that Ex-co members were able to develop a reflective habit in carrying out their duties.
- iv) Gifted Education Committee (GE) conducted different means of evaluation. Participants of HK Outstanding Students Award, Hak Yau Club Outstanding Student Award and Wofoo Civic Citizen scheme all shared their experiences and reflected on their own performance and their groupmates performance via various digital platforms (i.e. Recording). The participants of 'Be a Government Official for a Day' completed the reflection in written form, while the participants of Co-revitalize our heritage will complete a micro-film as a reflection on what they have learnt from the program.

Focus III: Students have positive relationships with people

(A) Students write up action plans to take care of their physical and mental well-being (e.g. maze walking)

(B) Walk in Joy project

Achievements

(a) Students wrote up actions plans to take care of their physical and mental well-being

According to a student survey, 79% of students shared that they had become more aware of keeping their physical and mental health. Also, 80% of all students expressed that they had learnt some ways to take care of their physical and mental health. Such positive results indicated an improvement when compared to last year in the score of the APASO survey in Self-Concept-Emotional Stability. Examples of related activities that contributed to the success are as follows:

- i) The Religious, Moral and Civic Education Committee (RMC) conducted the activity "My Action Plan for Good Physical & Mental Health" jointly with Health & Environmental Committee. Besides, S1-S5 students were given a chart "Be good to oneself and the environment" derived from Franciscan Friar, Brother William Ng, ofm as reference. Participants were engaged in their sharing, found the chart practical and the activity useful. Moreover, students were introduced to mindfulness and given more in-depth practices. S1-4 girls did mandala painting and at least one session of Taize prayer was carried out with each level of students for them to contemplate in silence, chants and prayer. S1 and S5 students gave positive feedback to the activities held.
- ii) The Health and Environmental Education Committee (HE) introduced the ways of taking care of the physical and mental well-being to students. Each student then wrote up an action plan to practice some of the suggestions in the designated period.
- iii) The Student Guidance Committee (SG) launched Class-based 'Art Therapeutic Adventure Workshops' during WPD time. Messages related to building a positive self were delivered so that students could appreciate themselves more. Two therapeutic groups (one for junior and one for senior) for high-risk students were organized after school. Due to the unstable situation of these students, the attendance of the therapeutic groups was low. Yet, students who attended the groups found it interesting and relaxing.

(b) Walk in Joy project

- i) The Student Guidance Committee (SG) launched 'Walk in Joy' project and positive feedback

received from teachers and students. Fun activities and therapeutic intervention service were conducted, giving students chances to know more about their strengths and weaknesses and embracing their gifts. Class Teachers also helped out in the project.

- ii) The Ethics and Religious Education panel helped echoing the joy of practicing gratitude and caring for oneself and others in class.
- iii) The Moral, Civic and Religious Education Committee also worked in line with the essence of the project as part of their programs.

Reflection on Major Concern 1: To nurture students to be positive, to love and to be loved

Strengths:

- All programs and activities were carried out smoothly and successfully as reflected from overall positive results of Stakeholder's Survey for Students, APASO and Student Survey for Major Concern 1 of the Annual School Plan.
- Cross curricular programs were held in the WPD time e.g. RMC with HE, SG with SAL & RMC, SAL with CLP, etc., enhancing collaboration between committees.
- Students felt loved / cared for in school. It is reflected in students' having the knowledge and experiences of building a positive psychology and relationships; having given chances to express their emotions and feelings both in and outside the classroom. Their awareness of maintaining physical and mental health has also been strengthened.

Areas of improvement:

- Yet, for the item 'Interpersonal Relationships-Respect for Others', the scores of S1 and S2 are slightly lower than the HK norm. According to teachers' observation, it may be due to their shyness in greeting people and not knowing how to show respect to others. It is true that teachers found them a bit self-centred and lacking the initiative in offering help in the classroom and performing classroom duties. The statistics also shows students do not trust people easily.
- Peer relationships issues still existed in the junior levels and needed teachers' intervention. Students should be taught more strategically on making friends and matters related to resolving conflicts in inter-personal relationships.
- To address the above areas of improvement, programs on interpersonal relationships, social manners and building class culture should continue to be implemented in the next academic year. More interactive activities will have to be devised so as to activate students' participation and raise their awareness. Award schemes can also be explored.

Major Concern II

To stretch students' potential in learning by providing varied classroom experiences

Focus I: Teachers use differentiated teaching strategies to cater for learner diversity.

(A) To further enhance teachers' understanding of catering for learner diversity:

- a. Staff development programs (e.g. effective questioning techniques, designing of tiered tasks, ways for students to demonstrate their learning)
- b. Arrange collaborative lesson preparation sessions
- c. Conduct organized peer lesson observation

(B) To provide a variety of e-learning tools for students of different abilities (e.g. learning apps, quizzes, online discussion)

(C) Enhance students' reading skills

- a. Equip students with subject-related reading skills
- b. Enrich students' reading experience by providing a variety of reading materials (e.g. text and non-text)

Achievements

(a) Teachers have a better understanding of catering for learner diversity (CLD).

From survey (after the professional development talk by Mr. Hon Hau-sut), the majority of teachers have used/are using strategies for CLD. For those who have used them before, they found the strategies effective (over 80% found them medium to high level of effectiveness)

(b) Most panels have organized collaborative lesson preparation sessions and peer lesson observation, the majority of teachers agreed that these allowed exchanges of ideas and sharing of good practices

(c) From student survey, 54% agreed that the e-learning tools have made classroom learning more interesting and 57% agreed that these e-learning tools were useful for consolidating their learning.

(d) The use of e-learning tools is a good extrinsic motivation for students to learn. Some teachers point out the importance of facilitating deep learning and interactive learning. Providing an e-platform for students to share their learning is useful.

(e) From APASO in reading strategies, all levels gave positive responses as they are all higher than HK norms (*the difference is negligible for S1 and S4 and small in S2, S3 & S5*).

(f) Most panels have provided opportunities to equip students with subject-related reading skills.

Focus II: Students of different levels of competence have better control of their learning progress.

(A) To revise existing homework policies and to better coordinate the delivery of homework

(B) To provide more room for students to make meaningful reflection and devise own improvement strategies

- conduct strategic post-exam evaluations
- better coordinate subject-based post-assessment analysis

Achievements

- (a) Homework Policy was revised. Suggested time for completing homework was 2.5 hours for the completion of 5 pieces of homework. One piece of homework was reduced during U.T. period.
- (b) From the student survey, 67% found most of the assignments useful for them to stretch their abilities. 50% found them difficult to do while 50% did not.
- (c) From stakeholder survey, 60.2% students often completed the assignments seriously. About 50% students agreed that they knew how to set learning goals for themselves. 65% students often reviewed their learning progress based on their test/exam results and teachers' comments on their performance in assignments and tests
- (d) From APASO in Academic Monitoring, all levels gave positive responses as they were all higher than HK norms (*the difference is negligible in S1 & S5 and small in S2-S4*).
- (e) From APASO in the Study Plan, all levels gave positive responses as they were all higher than HK norms (*the difference is negligible in S1, S4 & S5 and small in S2 & S3*).

Focus III: Students requiring more individual attention are given greater opportunities in the classroom to extend their learning

(A) To provide challenging learning activities for gifted students to stretch their potential and to enhance peer support for weaker students.

- tiered tasks
- invite high achievers to serve as student teachers (with measures NOT to overload students)
- cooperative learning (e.g. seating arrangement, think-pair-share, different roles in discussion)

Achievements

- (a) From the student survey, 86% agreed that they had sufficient opportunities to collaborate with their classmates in classroom learning.
- (b) From the stakeholder survey, around 70% students agreed that teachers often informed them of their progress and problems in learning.

Reflection on Major Concern II: To stretch students' potential in learning by providing varied classroom experiences

Strengths:

- There was consensus among teachers that it was important to use different strategies to cater for learner diversity.
- Through various staff development programs (e.g. talks, peer lesson observation & discussion, sharing in staff meetings), teachers acquired the skills in designing and conducting teaching activities which suited the needs of students with varied abilities. Teachers also took the initiative to strengthen their skills in lessons.
- Teachers have explored the use of various e-learning tools and have used them to make classroom learning more interactive.
- Teachers have guided students to reflect on their learning through well designed assignments and post-test evaluations. This helped students to monitor their learning progress.

Areas of improvement:

- Students used e-learning tools mainly for surface learning such as searching for information and expressing opinions. How to enhance students' deep learning through the use of e-learning tools will be the focus of the next academic year.
- Teachers have put a lot of effort into helping the weaker students and the result was promising. Therefore, more focus should be on how to help students (especially the high achievers) to further stretch their potential and achieve academic excellence (further enrich their learning experience in various areas)
- Students should be more proactive rather than relying on teachers' feedback and instructions. More strategies need to be deployed to help students to be reflective learners.
- As the homework policy has been revised, the next focus should be on improving the quality of homework. By adjusting the level of difficulties, high achievers would find the homework sufficiently challenging and help them boost their performance.

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)	-	-	-	*	*	*
	Music	✓	✓	✓	-	-	-

Arts Education	Visual Arts	✓	✓	✓	*	*	*
Physical Education	P.E.	✓	✓	✓	✓	✓	✓

*: Elective Subject ✓: Compulsory Subject

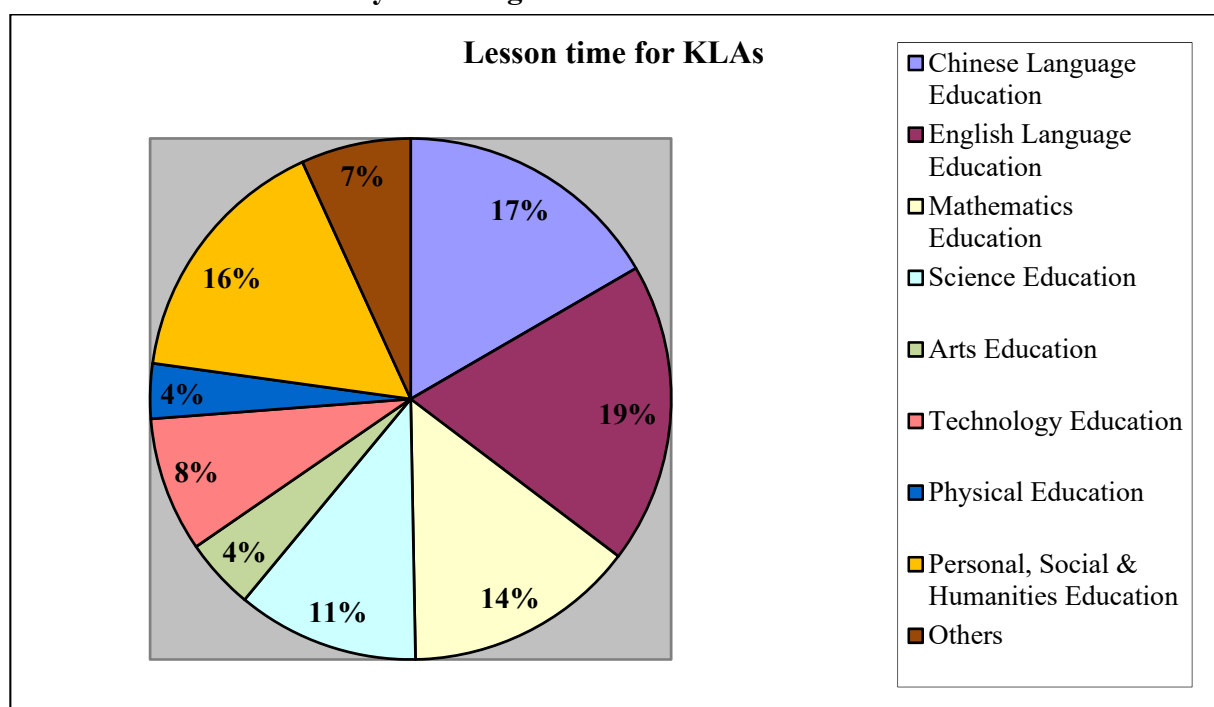
C. Assessment Policy and Supportive Measures

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

S.1-6	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, teachers have devised a wide range of learning tasks to cater for students' learning diversity and to develop students to become 21th century learners.
- The emphasis on the use of flipped classrooms and online platforms were adopted to promote self-directed learning.

	virtues & catholic core values (3) Joy of life: embracing adversities (4) Media Edu: cyber bullying & pitfalls (5) Be a joyful giver (6) Care for oneself (7) Gratitude to parents (8) National identity	virtues & catholic core values (3) Joy of life: embracing adversities (4) Media Edu: cyber bullying & pitfalls (5) Be a joyful giver (6) Care for oneself (7) Gratitude to parents (8) National identity	virtues & catholic core values (3) Global citizenship: care for the world (4) Media Edu: cyber bullying & pitfalls (5) Be a joyful giver (6) Gratitude to parents (7) National identity	virtues & catholic core values (3) Global citizenship: care for the world (4) Civic Education forum (5) Be a joyful giver (6) Care for oneself (7) Gratitude to parents (8) National identity	virtues & catholic core values (3) Global citizenship: care for the world (4) Policy address forum (5) Social manners & etiquette (6) Be a joyful giver (7) Care for oneself (8) Gratitude to parents (9) National identity	virtues & catholic core values (3) Be a joyful giver (4) Care for oneself (5) Gratitude to parents (6) National identity
(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	(1) Mindfulness (2) Care for the environment: cleanliness	(1) Mindfulness (2) Care for the environment: cleanliness	(1) Mindfulness (2) Care for the environment: cleanliness	(1) Mindfulness (2) Care for the environment: cleanliness	-

	skills, stress management, making friends, etc. (2) Care for the environment: cleanliness campaign	campaign	campaign	campaign	campaign	
(f) Leadership	(1) Leader in me: 6 levels of reflection & courage and communication	(1) Leader in me: 6 levels of reflection & striving for improvement and energizing (2) Leader in me: goals & aspirations	(1) Leader in me: 6 levels of reflection & communication, confidence and perseverance (2) Leader in me: goals & aspirations	(1) Leader in me: towards organizing student-led activities (2) Leader in me: goals & aspirations	(1) Leader in me: towards organizing student-led activities (2) Unlocking potential	-
(g) Gifted Education	(1) Presentation skills	(1) Presentation Skills; means & reflection	(1) Strategic thinking skills & creativity	(1) Learning style	(1) Effective learning thru reading/current issues	-
(h) STEM	STEM Workshop	STEM Workshop	-	-	-	-
(g) 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

St. Clare's has upheld the tradition of providing a language-rich environment for students and continues to do so. Throughout the whole school year, a large variety of English speaking activities were organized regularly to arouse students' interest in learning English and enable them to practise what they have learned in regular English classes.

To better prepare our new S.1 students for EMI education, a 3-full-day Bridging Course was held in July. All new S.1 students were split into small groups and had lessons in English with native English-speaking teachers. Students learned some classroom language, poetry, phonics and vocabulary of different topics. They enjoyed taking part in different activities and all of them gained confidence in speaking English.

To further enhance S.1 students' confidence in the use of English, every single one of them joined the Hong Kong Schools Speech Festival. One group of S.1 were selected to take part in Harmonic Speaking led by English teacher Ms. Fong. They won the second runner-up. The remaining S.1 students joined the Solo Verse Speaking. Two of them received the second runner-up and many of them were awarded Certificates of Proficiency. Additionally, S.2 and S.4 also took part in Harmonic Speaking and Choral Speaking respectively. Our S.4 Choral Speaking received the first runner-up. It was definitely a very fruitful experience for all of the participants.

There was a 5-minutes session of morning broadcast by our NET, Mr. Malby or student representatives from each class on Mondays and Thursdays. Through listening to the broadcast on various topics and reading novels or newspaper, students could broaden their minds and be kept abreast of current affairs. They were also asked to take notes and jot down vocabulary learnt from the broadcast.

In addition, Mondays and Thursdays were designated as English for ALL Days. During first lunch, student DJs would host the Radio Clare radio programme. Students could listen to the sharing of DJs about a topic as well as songs chosen by the DJs. Following that, there was a Show Time session during second lunch organized in the English Room, where they enjoyed snacks while watching video clips of fun topics related to their everyday life.

All in all, students certainly had a lot of opportunities to practise their four skills in English.

2. Literature in English Activities

Our school has a long history of offering the subject of Literature in English to all students from S.1 to S.3. 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.

The S.5 Literature in English class performed *The Taming of the Shrew* to the whole school in May 2019. Many Literature in English students in S.4 and S.5 were recruited to be the actresses or crew members of the English Drama Club. Through taking part in the Drama Fest, some Literature in English students acquired the skills of playwriting, stage directing, blocking and acting.

Furthermore, all S.1 and S.2 students took part in the Inter-class Drama Competitions where they showcased their playwriting, acting and artistic talents in their adapted

Shakespearean plays. Along with the English Drama Club, the winning classes of S.1 and S.2 staged performances to the St. Clare's Primary School during post-exam period.

In order to develop our students' creativity, S.3 students had to produce video clips adapting the two Shakespearean plays they studied. Producing an adaptation gave them the autonomy to make changes to the storyline and characters. Students had to write their own scripts and prepare their costumes and props. They had to learn how to edit the movies by themselves and look for suitable background music. A Premiere Film Show was held in May 2019 and the film clips made by students were screened. The Film Show was a good platform for students to showcase their talents.

All S.4 and S.5 students taking Literature in English joined the Budding Poets (English) Awards by submitting creative poems to the Academy of Gifted Education. One of our students 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 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 designed and made a device using 3D printing that can help in preparation of cooking, while S2 students designed and made 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.

Several STEM workshops were organized in Whole Person Development time and post-examination period for students to discuss and work on the project. In late June, students showcased their outcome of learning in the STEM Day project exhibition. Parallel sessions of workshops including the making of simple devices and coding were also conducted.

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, morning broadcasts, religious and moral education programmes and activities and so on.

(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 to the needs of students and prepare them for challenges in life. 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. There was a better coordination extended and collaboration among committees for the Tuesday WPD Time, alternate Wednesday class teacher period and Friday RME Time. Students were engaged in workshops, discussions, talks, projects and presentations.

2. Further strengthening the holistic approach to student development

The School goes to great length 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 2018-19, 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, job shadowing activities, individual/group career advice service, universities and company visits, university taster programmes, EDB-BSPP activities, career day for senior level students, school-based mock interview training, mentorship scheme 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. Together with the BAFS panel, professors of CUHK were invited to come to our school to share to our S.4 students the use of dig data.

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 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 S.1 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, "Fun Teen Day", 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	232 (38.9%)
Bronze Award	179 (30.0%)
Silver Award	112 (18.8%)
Gold Award	35 (5.9%)
Diamond Award	20 (3.4%)
Ruby Award	13 (2.2%)
Excellent ECA Performance Award	5 (0.8%)

Competition Merit Points

Merit Points / Year	No. of merit points
Competition Minor Merit Points	2
Competition Merit Points	1351

- iii. Leadership qualities and six levels of reflection were provided to all S.1-S.5 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 held in late September 2018 for each class to develop class culture. It provided them a chance to get to know more about their classmates and class teachers outside the classroom and to appreciate the wonders of God's Creation. Destinations were camp site and outlying islands. Furthermore, students participated in different activities arranged at the campsite so as to raise their self-confidence when overcoming difficulties.
- v. The Life-wide Learning Day was held in mid-March 2019 to help students acquire the five essential learning experiences (including Moral and Civic Education, Intellectual Development, Community Service, Physical and Aesthetic Development and Career-related Experiences). It took place in different contexts outside school.
- vi. Each form had its own theme: exploration of the balance between city development and culture preservation for S.1; experience nature, cherish our life for S.2; adventure-based counseling for S.3; Career and Life planning and Career Related Experience for S.4 and S.5.

- vii. About 400 students (above half 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
105 competitions	1030 winners	400 students (56.1%)

(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. Examples of newly added programs were Art Therapy for SEN, a booth for Non-Chinese Speaking students on Open Day to introduce their cultures and so on. Also, 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. Resources were also tapped from outside school organizations such as the Jockey Club for running a course on mental health workshop for teachers and student leaders respectively.
- 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 in and outside school programs, activities and competitions. Examples are Future Leaders election 18, Outstanding Youth Commendation Scheme of Central & Western District, 'Community Leaders of Tomorrow', Public Speaking Contest by HK Federation of Youth. Yet, one important highlight was S.4 & S.5 students' participation in "Wofoo Millennium entrepreneurship program" organized by The Wofoo Social Enterprises. The program allowed students to explore the importance of heritage conservation and unlock their potential. Co-Vitalize Our Heritage organized by The Hong Kong Institute of Architects was another highlight of the year. Our students visited a number of heritages and created a micro-film under the guidance of the mentors. The program was a memorable and eye-opening one.

(f) Religious Moral & Civic Education

- i. In response to the theme of the year "Reaping Joy Unlocking Potential", a series of religious, moral and civic education programmes and activities had been carried out to nurture them to be positive, to love and to be loved. First and foremost, "four-colour personality test" was tried out with S1 girls to help them to identify their

strength. In order to teach students' ways to take good care of their physical and mental well-being, an activity entitled "My Action Plan for good physical & mental health" was conducted with Health & Environmental Committee. Students across all levels wrote up their personal plan and tried out in Oct and Nov. They shared with their peers the effectiveness of their plan during RME time. The activity was well-received. Mandala painting and "Taize Prayer" were tried out with S1 to S5 students. All participants gave positive feedback. They found the prayer soothing and peaceful and the painting a relaxing exercise. The life fighter, Ms. Yeung Siu Fong (a lady with no arms) was invited to give an inspiring sharing with all S1 and S2 students during the Season of Lent. Students were moved by Siu Fong's life profile and were fully engaged in a writing activity with their legs, like the way the guest speaker did. Students sent their well wishes to the guest with warm hugs. Another guest speaker, Ms. Rose Lau, a life fighter and foundress of a service centre for mentally disabled people in Macau also gave a warm and touching sharing on her ways to rise above adversities.

- ii. Towards a better Values Education at St. Clare's, all members of the committee devoted their effort to arouse students' awareness of their civic responsibility, the problem of poverty and global issues and nurture our girls to be responsible, empathetic and civic-minded teenagers. A series of talks namely Refugee Crisis by UNHCR on 4 December, Caring for the Community by Social Workers from Caritas Mok Cheung Siu Kun Community Centre on 11 December, and Loopholes of Cyber World on 19 March were organized. Students also actively engaged in the follow-up activities after the talks. S3 and S4 students wrote hundreds of postcards to send their words of encouragement to the child refugees in South Sudan and S2 girls also took part in an almsgiving activity on 5 July. They visited the elderly who earn their living by selling paper boxes.
- iii. To extend students' learning experience, a total of 35 students from S3 – S5 paid a visit to the High Court during the Prosecution Week in July, where they took part in an interactive role play and learnt to be prosecutors in a mock court room. Another 30 S4 to S5 students joined an eye-opening study tour (involving a study of the landscape, history and visit to the Church) in Inner Mongolia in early July.
- iv. To further stretch students' potential, S5 students took part in the GeNext (Share Good Values Case Competition 2018) and got two awards, namely "My Most Favourite Policy" and "The Most Viral Policy". S3 and S4 students were shortlisted to be members of Children Council and will attend training workshops in July and in the year 2019-2020.
- v. To motivate them to sow the seeds of love, students also engaged in a series of alms giving activities in and outside school and even out of border. Some cases in points are their visit to the Evergreen Elderly Home on 26 June 2019 where they warmly chatted with the grannies there and donated daily necessities to them. 20 S1-S3 students were also shortlisted to pay a visit to our sister school, Our Lady of Fatima School and did a voluntary service with mentally disabled children in Macau on 8 July 2019.

(g) Health and Environmental Education

- i. To cultivate an environmentally-friendly culture in school, various programs were organized. These include lunch broadcast on clean recycling and an enzyme cleanser workshop. Through the revised Classroom Cleanliness Campaign, students in each class worked together to keep the classrooms clean and tidy, demonstrating a sense of collaboration and responsibility. A group of students also served as volunteers in the Hong Kong Flower Show 2019 to promote organic farming.
- ii. Mindfulness workshops (across all forms) and ‘Positive Me’ workshops (for S1) were organized to equip students with skills to manage their stress and negative emotions.
- iii. To engage students in building a healthy lifestyle, students were invited to write up an action plan to take care of their physical and mental well-being. They were encouraged to try out the plan and an evaluation was done afterwards.

(h) Community Service

The community service of 2018-19 targeted at serving a range of people with specific needs. Through S.1-S.3 Bright Light Project and S.4 & S.5 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 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. Guest artists and performers from such organisations as the Hong Kong Arts Festival were invited to introduce students to different 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

- i. To cultivate students’ aesthetic appreciation and competence, the school strongly encouraged and supported students to learn and to participate in competitions of all scales (district-wide, territory-wide & nation-wide) in Chinese dance, Hip Hop dance, drama, visual arts and music. Examples of competitions are the Hong Kong Schools Music Festival, 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.

- ii. The school policy of ‘Music for all’ for S.1 and S.2 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.

S.1 to S.3 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 5,003 while the daily average number of books borrowed was 39. It was an increase compared to the figures of the previous years (15-16: 37 / 17-18: 35). The total number of books borrowed over the past three years are: 2014/15: 5,341, 2015/16: 5,842, 2017/18: 5,625).

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 practise their listening skills, but they could also learn more vocabulary and widen their horizons.

The number of Chinese and English books purchased by students for 2018-19 is shown below:

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

Activities	2014-2015	2015-2016	2016-2017	2017-2018	2018-19
Chinese Book Fair	195	422	428	460	434
English Book Fair	142	144	164	184	365
Total no. of books purchased	337	566	592	644	799

F. Other Related Surveys for School Self-Evaluation

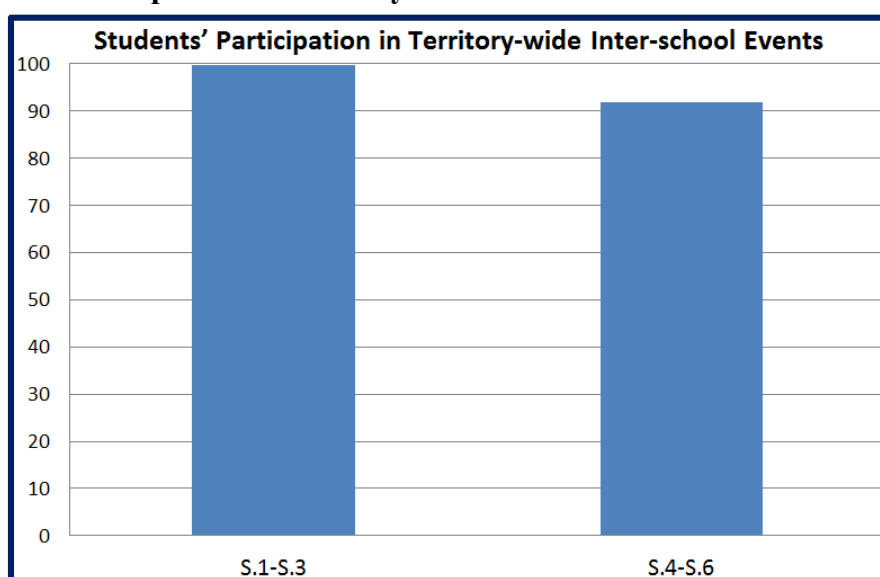
1. A holistic approach has been adopted in student support in which committees and class teachers work alongside for the personal growth of students in various aspects. Students are often engaged in experiential learning, community services and leadership training as a way to maximize their exposure,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

In 2018-19, 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

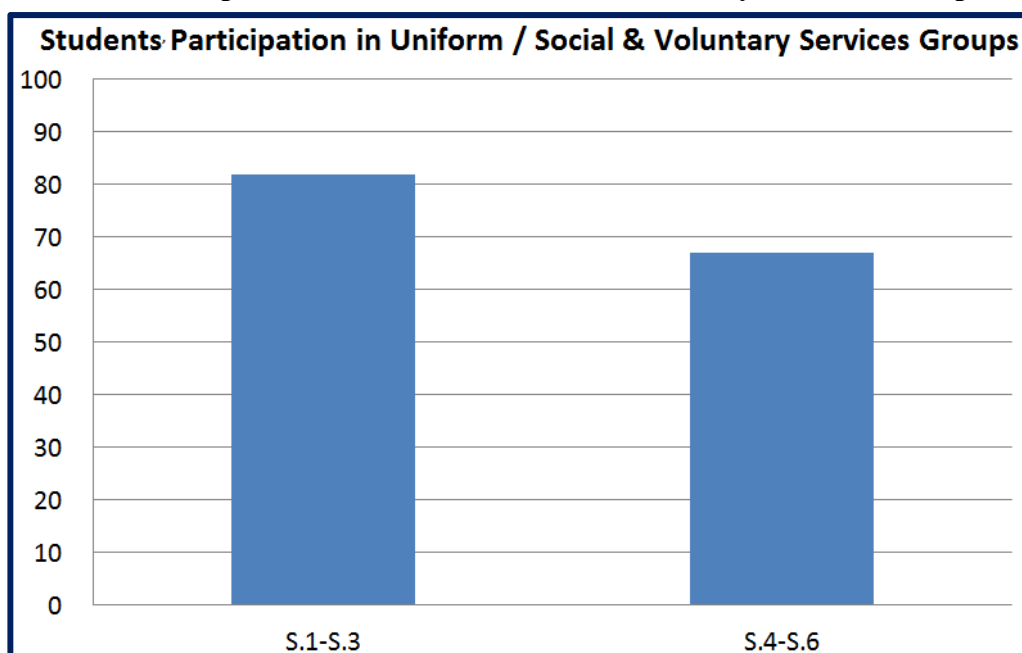
community service, a record of 53 hours of training and workshops was provided to students. The Gifted Education Committee devoted around 288 hours in polishing students to excel through in-school and outside school activities and competitions. As for Student Guidance Committee, 843 hours were devoted 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 145 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 Jockey Club Life-wide Learning Fund and Grant for School-based After-School Learning and Support Programs

Items	Jockey Club Life-wide Learning Fund	Grant for School-based after School Learning and Support Programs	No. of Applicants
Sports	\$27,401.50	\$28,909.00	55
Musical Class	\$38,838.00	\$19,189.00	70
Chinese Dance	\$4,995.00	\$450.00	4
Picnic & Life-wide Learning Day	\$397.50	-	4
Tutorial Class	-	\$31,300.00	50
Other Learning	\$976.00	-	4
Total	\$72,608.00	\$79,848.00	187

Accomplishment

A total of 187 students benefited from various learning experiences through the subsidies of the Jockey Club Life Wide Learning Fund and Grant for School Based After School Learning and Support Programs. The grants subsidized their course fees, transportation fees and so on, so that they were able to take part in a variety of outside the classroom and after-school activities including instrumental classes, dance classes and sports activities.

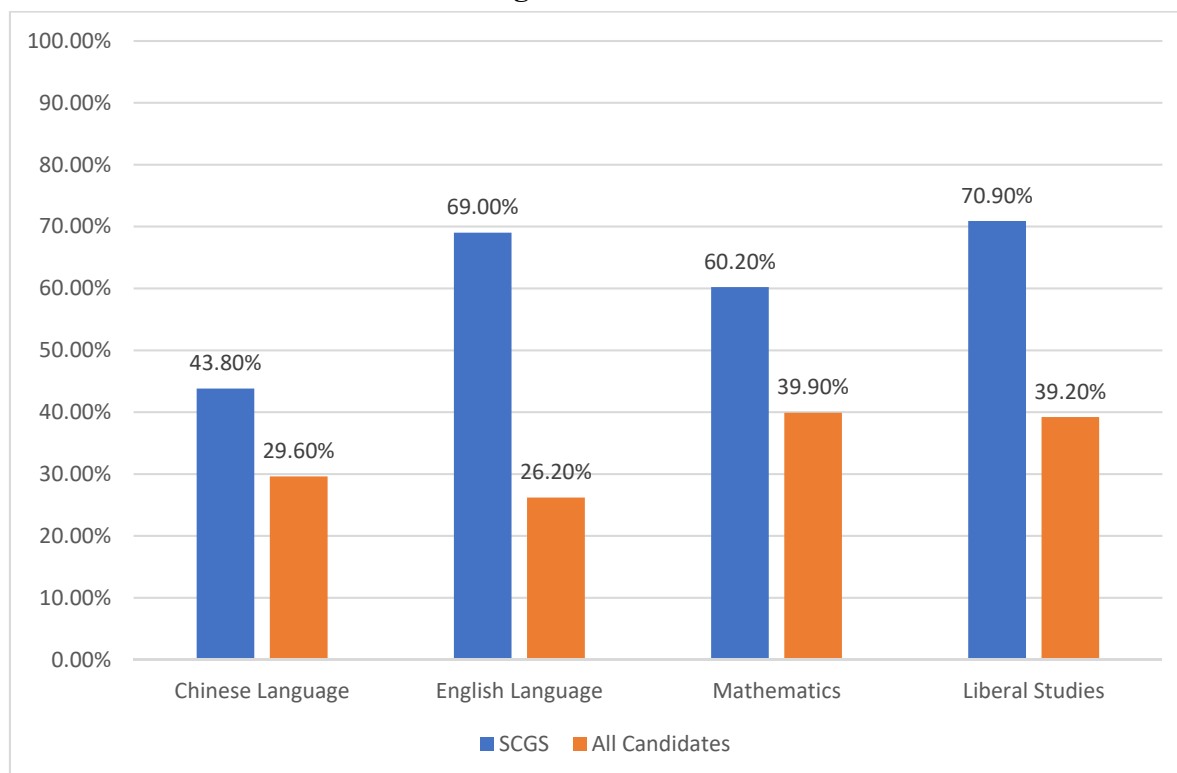
Evaluation and Reflection

All successful applicants found the 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.

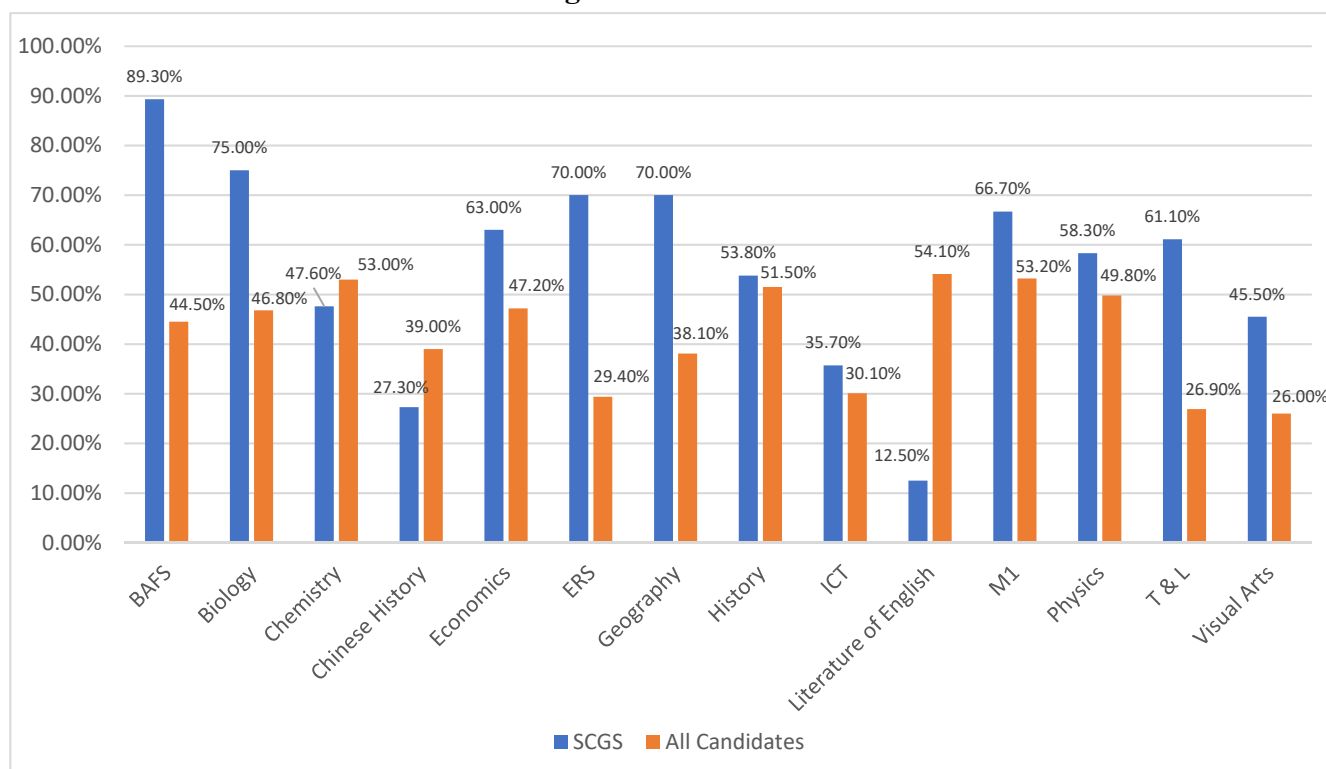
VI. Student Performance

A. Performance in HKDSE Examination (2019)

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 2018 – August 2019****Outstanding External Awards**

- | | | |
|---|-----|-------------------------|
| 1. Sir Edward Youde Memorial Prize | 6J | Eda Choy |
| 2. 2018 Hong Kong Island Outstanding Students Award
Outstanding Student Award-Top Ten (Junior) | 3T | Charlotte Chan |
| 3. 2018 Hong Kong Island Outstanding Students Award
Outstanding Student Award-Top Ten (Senior) | 6J | Carmen Yip |
| 4. Future Leaders Selection 18
Outstanding Leadership | 6J | Carmen Yip |
| 5. Drama Fest 2019
Outstanding Directing and Outstanding Performance | 3L | Margaret Fu* |
| 6. Drama Fest 2019
Outstanding Performer | 4B | Coral Laura Hotchkiss * |
| 7. HK Red Cross Outstanding Youth Unit C&W District
Outstanding Youth Unit-Champion | 2R | Sara Yvonne T House |
| 8. 70 th Hong Kong Schools Speech Festival 2018
Secondary 5 Public Speaking Solo - Champion | 6Pa | Vivian Li* |
| 9. 第 70 屆香港學校朗誦節
粵語二人朗誦-冠軍 | 5M | Bonnie Sin |
| | 2G | Denise Wong |
| | 2G | Harriet Wu |
| | 2G | Mira Ng |
| | 2S | Corine Ching |
| | 4A | Joyce Lam |
| | 4A | Tina Leung |
| 10. Wofoo Millennium Entrepreneurship Program 2018
Champion | 5M | Alissa Kan |
| | 6J | Cecilia Cheng |
| | 6Pa | Hebe Kwok |
| | 6Pa | Yumi Kwong |
| | 6Pa | Amanda So |
| | 6Pa | Joanna Tsoi |

- | | |
|--------------------------------------|------------------|
| 11. 第 35 屆中西區舞蹈比賽 | 5L Galie Lo* |
| 現代舞-冠軍兼全場最佳表現獎 | 5M Cindy Choi* |
| 12. Navigator for Tomorrow | 4B Anna Chan* |
| Outstanding Leader | 4D Candy Poon* |
| Champion | 4D Katie Li* |
| | 4B Coie Wong* |
| | 4A Yoyo Chan |
| | 4B Nancy Leung |
| 13. Future Leaders Selection 2018 | 4B Ruby Leung |
| Certificate of Appreciation | 4B Yuki Wu |
| | 5M Joey Shek |
| | 5M Gigi Choi |
| | 6J Kitty Ho* |
| | 6Pa Melinda Lau* |
| | 6Pa Vivian Li* |
| 14. Volunteer Movement Service Award | 6Pa Suki Cheng |
| Individual – Gold Award | |

Secondary Six External Awards

- | | | | | |
|----|--|---------------------------------|-----|----------------|
| 1. | Future Leaders Selection 18 | Commendable Leadership | 6J | Winky Lau |
| | Secondary School Mathematics and Science Competition 2018 | High Distinction in Mathematics | | |
| 2. | 第 70 屆香港學校朗誦節
粵語詩詞獨誦 | 季軍 | 6J | Audrey O |
| 3. | 18th Lions International Youth Exchange | 5 th Place | 6Pa | Stephanie Chan |
| | Scholarship Essay Competition | Merit prize | | |
| | The 7th Liberal Studies Writing Competition | Best Article | | |
| | Secondary School Mathematics and Science Competition 2018 | High Distinction in Mathematics | | |
| 4. | 青年藝術節 2018
國畫比賽中學高級組 | 優異獎 | 6Pa | Sammi Kwok |
| | 第五屆兩岸暨港澳青少年書畫大賽
中學國畫組 | 優秀獎 | | |
| 5. | Hope for Success Awards Scheme | Bronze Award | 6Pa | Amy Mai |
| 6. | 南區分齡田徑比賽 2018
女子成年組鉛球
女子成年組鐵餅 | 亞軍 | 6Pe | Kelly Wu |
| | “華夏兒藝”全國少年兒童美術書法攝影作品大賽 | 貳等獎 | | |
| 7. | The 23 rd St. Cecilia International Music Competition
2018 String Ensemble Class | Champion | 6Pe | Natalie Wu |

8. The 10th Inter-School Dragon Boat Competition Standard Boat Women Gold Cup	Champion	6J Kate Chen 6J Cecilia Cheng 6J Charlotte Ho 6J Linda Lam 6J Jennifer Lock 6J Angel Ng 6J Carmen Yip 6J Yumi Kwong
9. Wofoo Millennium Entrepreneurship Program 2018	3rd Runner-up	6Pa Cartie Chan 6Pa Stephanie Chan 6Pa Jenny Chau 6Pa Sammi Kwok 6Pa Melinda Lau 6Pa Chloe Yip 6J Angel Ng
10. “華夏兒藝” 全國少年兒童美術書法攝影作品大賽	特等獎	6Pe Crystal Lanie Hotchkiss
11. “華夏兒藝” 全國少年兒童美術書法攝影作品大賽	壹等獎	6A Abby Chan 6J Kate Chen 6J Linda Lam
12. Secondary School Mathematics and Science Competition 2018	High Distinction in Biology	6J Cherry Cheung
13. Secondary School Mathematics and Science Competition 2018	High Distinction in Mathematics	6J Cherry Cheung 6J Daisy Cheung 6Pa Ella Chow 6Pa Hebe Kwok 6Pa Kelly Yuen

Language and Academic Awards

第 70 屆香港學校朗誦節

粵語二人朗誦 (中二)	冠軍	2G Wong Yee Denise 2G Wu Harriet 2G Ng Mei Wa
	季軍	2S Ching Hau Yiu 2G Chan Yin Tung
粵語二人朗誦 (中三、四)	冠軍	2G Ip Ngai Ting Cory 4A Lam Hoi Ming
	季軍	4A Leung Pik Ying 4D Chan Wei Chin Krystal 4D Tam Sin Yu Kathlynn
粵語散文獨誦 (中五、六)	亞軍	5J Chan Wing Lam
	季軍	5L Hui Wing Lam
粵語詩詞獨誦 (中三)	季軍	3L Chow Ka Yue
粵語詩詞獨誦 (中六)	季軍	6J O Chak Fong
全方位比賽平台第十九屆散文寫作比賽 青少年組	冠軍	2M Hui Huen Chi Jasmine
第十一屆香港青少年及幼兒藝術節 英語獨誦(詩歌)	季軍	2M Hui Huen Chi Jasmine
2018 Science Assessment Test	Bronze Award	3T Chan Tsz Ching Charlotte 3T Thapa Angy 3J Hung Anna Yuen Fong
The 70th Hong Kong Schools Speech Festival 2018 (English)		
Public Speaking Solo	Champion	5M Sin Lai Yung Bonnie
	2 nd Runner-up	5J Sunwar Rai Asmina 5L Chan Cheuk Ki Kay
Dramatic Duologue	1 st Runner-up	5L Agoncillo Kiara Isabel Sales 5L Linsangan Yani Kaye
Castaneda	2 nd Runner-up	5M Kwan Hoi Ching Rachel 5M Tse Hoi Yiu Rita
Secondary 4 Girls Choral speaking	1 st Runner-up	4D Chan Sze Pui Cybill 4D Chan Wei Chin Krystal 4D Chan Wing Yan Eleanore 4D Cheng Yan Hei 4D Chong Cheuk Yan 4D Chui Hei Yin 4D Ho Sau Yin Gloria 4D Ho Tsz Ki 4D Lam Ka Yan 4D Lee Ka Man 4D Lee Lok Yee 4D Lee Sum Lon 4D Leung On Ki 4D Leung Tsz Ki

Secondary 1 Boys & Girls Harmonic Speaking 2nd Runner-up

4D Li Katie Sum Yuet
 4D Li Michelle
 4D Liu Yee Ching
 4D Mercado Hailey Keaira Alcoba
 4D Piwowarczyk Monika Julia
 4D Poon Hiu Lui
 4D Poon Wai Wan
 4D Sitchon Leana Antonette
 4D So Cheuk Yu
 4D Tam Sin Yu Kathlynn
 4D Tang On Ting
 4D Tsang Ariel Sum Yu
 4D Tsoi Cheuk Wai
 4D Tsui Tsz Ching Jessie
 4D Wong Pik Ki
 4D Wong Yuk Enid
 4D Wu Hoi Ting
 4D Yim Cheuk Ki
 1R Chan Kei Lam
 1R Chan Sin Yung
 1R Chan Tsoi Yi
 1R Cheng Cheuk Ying Charlene
 1R Cheng Ka Man Carmen
 1R Cheng Yat Tung Andrea
 1R Cheong Sophia On Yee
 1R Chow Ka Kiu Kathie
 1R Chow Man Hei
 1R Ho Hoi Ting
 1R Ho Jessie Ka Yuet
 1R Ho Tsz Yan
 1R Lai Angelika Wing Kei
 1R Lee Cheuk Kiu
 1R Lee Lok Ching Bernice
 1R Lee Ming Hei
 1R Lee Yuen Wai Gloris
 1R Leung Ching Man
 1R Li Long Ching
 1R Mak Hoi Lok
 1R Mangat Kavleen Kaur
 1R Ng Ching Kwan
 1R Ng Hei Yiu Hailey
 1R Si Chloe Sih
 1R Sin Yuki
 1R Yip Tsz Yau Bella
 1R Yiu Nga Ting
 1R Yuen Reese
 1M Chen Tsz In
 1M Chen Yuen Kiu
 1M Chum Pui Hang
 1M Chung Wai Kiu
 1M Lai Tsz Ching
 1M Tse Sum Yui
 1M Tsui Yan Hei
 1M Wong Ching Kiu Andrea

		1M Wong Ching Tung 1M Wong Chloe 1M Yeung Sin Ting Angelina
Solo Verse Speaking	2 nd Runner-up	1A Chan Ying Crystal 1M Tsui Yan Hei 2M Chung Man Kwan 5T Jasmine Kaur
第一屆全港非華語學生硬筆書法比賽 初中組	優異獎	3M Fontanilla Gillianne Chloe B.
第十九屆深港澳中學生讀書交流活動中學生讀書隨筆寫作比賽 高中組	優秀獎	5L Fung Siu Shun Hannah
第二十一屆全港中小學普通話演講比賽 最傑出學校獎(初中組)	優異 優異星及銀獎 良好	2R Lau Ka Ching 3J Lui Shu Nga Joshulina 3J Yip Chui Lam 3M Chau Yuen Ting
最傑出學校獎(高中組)	優異星 良好	4B Kwok Tsz Tung 5L Li Kai Kai 5M Wong Kun Yu 4F Ng Ka Wai
The 18th Lions International Youth Exchange Scholarship Essay Competition Top 5 of Mainland and Hong Kong Region	Merit	6Pa Chan Sze Ching Stephanie
The 7th Liberal Studies Writing Competition	Merit	6Pa Chan Sze Ching Stephanie

Performing Arts Awards

Children Small Group National and Folklore: Dazzling Light

Asian Cup	Gold Award	2G Tai Wai Lam Katie
Hong Kong Qualifying Match	Bronze Award	2G Tai Wai Lam Katie

The 23rd St Cecilia International Music Competition 2018: String Ensemble Class

Secondary School String Ensemble Class	Champion	2M Kwok Hin Man Kristy 2S Fong Cheuk Ka Francesca 4D Chong Cheuk Yan Chloe 6Pe Wu Wing Yan Natalie
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6th Triumphal Cup Hong Kong Schools Music and Arts Festival

Solo Singing	Gold Award	5M Tse Rita Hoi Yiu
	Silver Award	5M Wong Chau Yi Melody

第十屆灣仔區體育舞蹈公開賽

男女混合組 12-15 歲拉丁舞五項(森查倫鬥牛)	冠軍	4B Ko Chin Tung Shannon
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社會共融齊起舞 2018 義工舞蹈比賽

Chinese Dance

金獎

2G Tai Wai Lam Katie

2018 W.D.S.F.TaiPei Open

Youth Under 21 & Youth Open Grade C

Champion

4B Ko Chin Tung Shannon

Junior I+II Open Grade B Latin

1st Runner-up

4B Ko Chin Tung Shannon

Junior II Open Latin

1st Runner-up

4B Ko Chin Tung Shannon

Junior I+II Open Grade C Latin

2nd Runner-up

4B Ko Chin Tung Shannon

Youth Under 21 & Youth Open Grade B

2nd Runner-up

4B Ko Chin Tung Shannon

2019 Hong Kong International Exchange of Artist and Culture Association Arts Festival Singing Competition

Group Entry for Youth Group (Aged 16-18)

Champion

5M Tse Rita Hoi Yiu

5M Wong Chau Yi Melody

71st Hong Kong Schools Music Festival

Descant Recorder Solo for Age 14 or under

1st Runner-up

1B Choi Tsz Yan Zoe

Advanced Zheng Solo

1st Runner-up

3L Zhao Zehui Leila

Advanced Zheng Solo

1st Runner-up

5M Shiu Yuen Sze Kelly

Plain Song - Church Music for Secondary Schools

(School Choir)

1st Runner-up

1A Chang Chi Yu Ashley

1M Chen Tsz In Vicky

1M Chum Pui Hang Jane

1M Lai Tsz Ching Edith

1M Tsui Sum Yui Talenie

1M Tsui Yan Hei Haylie

1M Wong Sze Wing Jeanny

1R Chan Tsoi Yi Rochelle

1R Cheong Sophia On Yee

1R Chow Man Hei Agnes

1R Ho Jessie Ka Yuet

1R Kwan Tsz Ying Agnes

1R Mangat Kavleen Kaur

1R Ng Ching Kwan Nicole

1R Wong Chloe

2G Ng Mei Wa Mira

2M Kwok Hin Man Kristy

2M Lam Wai Ting Rachel

2M Li Daisy

2M Ting Ling Elena

2M Wong Ka Yan Jasmine

2R Kwok Sze Yuet Felicia

2R Lai Hoi Yee Chloe

2R Tong Jun Hui Florence

2S Heun Chung Yan Tiffany

2S Leung Fung Ching Ulrica

2S Li Cheuk Kei Clara

2S Tang Hoi Ling Hoiling

2S Tung Ling Yan Sammie

2S Vanessa Wong

3L Chan Yun Qi Carey

3L Lei Hiu Man Carmen

3M Pang Hiu Ching Kimberly

4B Kwan Tsz Yau Audrey

4B Kwok Tsz Ki Katy
 4D Ho Sau Yin Gloria
 4D Liu Yee Ching Angela
 4D Li Michelle
 4D Poon Hiu Lui Natalie
 4F Lee Ka Hei Anna

Llangollen International Musical Eisteddfod 2018

Vocal Solo Aged 16-19

Champion

6Pa Li Garnet Hoi Kei

Joint School Music Association Competitions 2019

String Ensemble – Secondary Schools

Gold Award

1B Deng Yuan Yuan Annie
 2M Kwok Hin Man Kristy
 2S Fong Cheuk Ka Francesca
 4D Chong Cheuk Yan Chloe

Symphony Orchestra – Secondary Schools

(School Orchestra)

Silver Award

1B Choi Tsz Yan Zoe
 1B Deng Yuan Yuan Annie
 1B Lam Sze Kei Sophie
 1B Li Wing Yee Vincy
 1B Lock Ying To Rachael
 1M Imai Rika
 1M Kwok Yan Ting Chloe
 1M Yeung Sin Ting Angelina
 1R Cheung Ka Yee Wendy
 1R Ho Tsz Yan
 2G Lo Pui Yu Bonnie
 2G Hung Wing Sum Kiara
 2G Tai Wai Lam Katie
 2M Kwok Hin Man Kristy
 2R Garcia Riley Heart G.
 2R House Sara Yvonne T
 2R Lau Man Sum Lillian
 2R Sin Wai Huen Tinkerbelle
 2S Fong Cheuk Ka Francesca
 2S Leung Fung Ching Ulrica
 2S Magboo Samantha Kate C
 3J Tam Tsz Ching Gigi
 3L Lei Hiu Man Carmen
 3L Ng Cheuk Yi Cherry
 3L Tong Wing Laam Minnie
 3M Chiu Hoi Ying Carmen
 3M Siu Yee Ching
 3T Leung Wing Tung Selina
 4F Yiu Ka Yan Karen
 4D Chong Cheuk Yan Chloe
 4D Wu Hoi Ting Iris
 6Pe Wu Wing Yan Natalie

2018 Taiwan Dance Festival WDSF GrandSlam Taipei Latin & Standard

Youth Under 21 All Girls Open Grade D Latin

2nd Runner-up

5T Fung Hiu Wing Nicole

Youth Under 21 All Girls Open Latin

2nd Runner-up

5T Fung Hiu Wing Nicole

2018 香港第八屆全球舞王挑戰賽

16 歲以下 A 組拉丁舞	第一名	4B Ko Chin Tung Shannon
業餘少年 II 組五項(14-15 歲)拉丁舞	第一名	4B Ko Chin Tung Shannon
公開 A 組拉丁舞	第三名	4B Ko Chin Tung Shannon

香港體育舞蹈大獎賽

香港拉丁舞五項選拔賽-15 歲項目	亞軍	4B Ko Chin Tung Shannon
香港拉丁舞五項選拔賽-12-15 歲項目	季軍	4B Ko Chin Tung Shannon

第三屆「敦煌杯」中國古箏藝術菁英展演比賽

重奏組別	Silver Award	5J Chan Wing Lam Jessica
少年 B 組優秀演奏獎	Merit	5J Chan Wing Lam Jessica

Drama Fest 2019**Outstanding Directing and Outstanding Performance**

1M Chum Pui Hang
 1M Sandhu Hargun Kaur
 1M Tse Sum Yui
 1M Tsui Yan Hei Haylie
 1M Wong Ching Kiu Andrea
 1M Wong Chloe Chloe
 1R Chan Sin Yung Eliza
 1R Chow Ka Kiu Kathie
 1R Sin Yuki Yuki
 1R Singh Bhairavi
 2R Lau Ching Yan Tiffany
 2S Agoncillo Danica Alexis Sales
 3L Fu Tsz Ki Margaret
 3L Lee Pui Ka Janice
 3L Lin Hoi Ying Evana
 3M Chu Tsz Yan Annette
 3M Fontanilla Gillianne Chloe B.
 3M Ordonez Fenela Izabel Sorita
 3M Pang Hiu Ching Kimberly
 3M Pasha Miriam Jahan
 3M Yuen Tsoi Wing Irene
 4B Hotchkiss Coral Laura
 4D Mercado Hailey Keaira Alcoba
 4F So Hoi Kiu Elisa
 5L Agoncillo Kiara Isabel Sales
 5L Castaneda Yani Kaye Linsangan
 5T Jasmeen-Kaur
 1B Ng Pui Yee Apple
 1A Au Hoi Lam Haylie

Outstanding Performer

2R House Sara Yvonne T

第三屆全港中學學界廣告賣橋王

至 SELL 得優異獎及初級組品牌優異獎	1 st Runner-up	4B Tsun Lok Hay Audrey 4B Chan Wing Anna 4B Ko Yik Wu Angel 4B Lai Kei Hei Larissa 4B Lam Ka Ying Kelly 4B Sun Cheuk In Coco
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4B Leung Cheuk Ling Nancy
 3L Chu Pui Kiu Cody
 3T Ching Ho Yee Chloe
 3T Lai Hoi Lam Tiffany
 3J Lai Nicole Ho Sze
 3L Law Hei Tung Amy
 3T Tam Ho Kiu Emma
 3L Tam Lok Man Kobe

恒生銀行之協助警方撲滅青少年罪行比賽之滅罪「一分鐘 KOL」短片創作比賽

中學組

季軍

5M Cheng Ying Tung Chelsea
 5T Fung Hiu Wing Nicole
 5T Chung Yuen Ying Rachel

International Music and Arts Competition

Guitar Group Performance at Adult Level

Bronze Award

2G Yeung Shun Hei Stephy

第 35 屆中西區舞蹈比賽

現代舞

冠軍兼全場最佳表現獎

1A Ko Tsz Ching Elva
 1B Wong Lok Yiu Kaka
 1B Yeung Yuen Ling Lily
 1M Wong Chloe Chloe
 1R Chow Ka Kiu Kathie
 2R Garcia Riley Heart G.
 2R House Sara Yvonne T
 2S Magboo Samantha Kate C
 3J So Yung Ki Ivy
 3L Chu Pui Kiu Cody
 3L Lee Pui Ka Janice
 3L Liu Hoi Yan Angel
 3M Chu Tsz Yan Annette
 3M Ordonez Fenela Izabel Sorita
 3M Pang Hiu Ching Kimberly
 3T Ching Ho Yee Chloe
 3T Lai Hoi Lam Tiffany
 3T Liu Wai Yan Vivien
 3T Tam Ho Kiu Emma
 4B Ko Chin Tung Shannon
 4D Leung Tsz Ki Miko
 4D Li Michelle
 4D Wong Yuk Enid
 4F Sum Ying Ting Toby
 5L Hui Wing Lam Carrie
 5L Lo Wai Lam Galie
 5M Choi Sin Yi Cindy
 5M Lee Hiu Ying Erica

東方舞

優異

1B Kan Wing Yee Cara
 1B Tong Regina
 2G Chan Yin Tung Isabella
 2G Ho Ngar Yin Irene
 2G Lo Pui Yu Bonnie
 2G Yuen Siu Man Jasmine

2M Cheung Kwan Hee Vicki
 2M Cheung Sze Man Teresa
 2M Wong Ho Ying Chloe
 2R Lau Man Sum Lillian
 2S Wong Si Rui Carol
 3J Chung Pik Wai Athena
 3J Huang Tsz Ching Gigi
 3J Kwong Kit Ling Suki
 3L Ng Chi Wing Carol
 3T Leung Wing Tung Selina
 4B Sin Ka Ying Emily
 4A Li Ka Wai Karen
 4D Lee Lok Yee Venus

2018 精英盃全港公開標準舞及拉丁舞大賽暨光輝舞壇三十載餐舞會

15-18 歲以下拉丁三項 第一名 4B Ko Chin Tung Shannon

2018 東望洋澳港粵體育舞蹈公開賽暨永峰盃公開賽

16-19 歲以下獨舞單項牛仔 第一名 5T Fung Hiu Wing Nicole
 16-19 歲以下獨舞單項森巴 第一名 5T Fung Hiu Wing Nicole
 16-19 歲以下獨舞單項倫巴 第二名 5T Fung Hiu Wing Nicole
 16-19 歲以下獨舞單項喳喳 第二名 5T Fung Hiu Wing Nicole

ADSF Asian Single Dance Championship Hong Kong 2018

Hong Kong Open Lation 5-Dance - Age 15 1st Runner-up 4B Ko Chin Tung Shannon
 Hong Kong Open Lation 5-Dance - Age 12-15 4th Runner-up 4B Ko Chin Tung Shannon
 ADSF Asian Junior Open Championship-Rumba 5th Runner-up 4B Ko Chin Tung Shannon
 ADSF Asian Junior Open Championship-Samba 5th Runner-up 4B Ko Chin Tung Shannon

Sports Awards

1. Athletics

ASICS Hong Kong Junior Age Group Athletic Championships 2018

Girl's A2 4x100m Champion 5L Chan Lok Yi Katie

Hong Kong Athletics Series 2018 Series 4

Women's 4x400m Champion 3L Fu Tsz Ki Margaret
 4B Lai Kei Hei Larissa
 4A Leung Ching Jolly

Inter-School Cross Country Competition (D2)2018-2019

Girls A Grade (Individual) Champion 5L Wong Hoi Kiu Ealas
 Girls B Grade (Group) 1st Runner-up 1B Lee Cheuk Wing Orane
 1B Liu Ka Wai Kary
 1B So Wing Ting Joviter
 1R Lai Angelika Wing Kei
 1R Lee Cheuk Kiu Ocean
 2M Au Wing Yee Christy
 2M Wong Ching Kiu Queenie
 2S Ching Hau Yiu Corine

Girls C Grade	1 st Runner-up	2M Shum Virginia Virginia 3J Hung Sze Yiu Audrey 3J Lui Shu Nga Joshulina 3L Fu Tsz Ki Margaret 3L Fung Sin Sze Sarah 3M Lam Wing Kiu Belle 4B Kwan Tsz Yau Audrey 4B Lai Kei Hei Larissa
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南華體育會第七十二屆全港學界田徑運動會

女子乙組 400 米	冠軍	4B Lai Kei Hei Larissa
女子甲組 400 米	冠軍	4A Leung Ching Jolly
女子甲組 800 米	冠軍	5L Wong Hoi Kiu Ealas
女子乙組 4x400 米	亞軍	2M Shum Virginia 3J Lui Shu Nga Joshulina 3L Fu Tsz Ki Margaret 4B Lai Kei Hei Larissa
女子甲組 4x400 米	亞軍	4A Leung Ching Jolly 5L Chan Lok Yi Katie 5L Wong Hoi Kiu Ealas 5L Chan Tsz Yan Tracy
女子乙組 1500 米	季軍	2M Shum Virginia

Watsons Athletic Club Annual Challenge 2018

Girls U18 4x400m	Champion	5L Chan Lok Yi Katie
Girls U16 4x400m	1 st Runner-up	3L Fu Tsz Ki Margaret 4B Lai Kei Hei Larissa

南區分齡田徑比賽 2018

女子青少年 C 組跳高	冠軍	5L Chan Tsz Yan Tracy
女子青少年 E 組 100 米	冠軍	1A Wong Tin Ching Cary
女子青少年 E 組 200 米	冠軍	1A Wong Tin Ching Cary
女子青少年 D 組 200 米	亞軍	3L Fu Tsz Ki Margaret
女子成年組鉛球	亞軍	6Pe Wu Siqi Kelly
女子成年組鐵餅	亞軍	6Pe Wu Siqi Kelly
女子青少年 C 組 100 米	季軍	5L Chan Tsz Yan Tracy
女子青少年 C 組跳遠	季軍	5L Chan Tsz Yan Tracy
女子青少年 D 組鐵餅	季軍	2G Wu Harriet

東區分齡田徑比賽 2018

女子 D 組	冠軍	4A Leung Ching Jolly
女子 D 組跳遠	亞軍	3L Fu Tsz Ki Margaret
女子 D 組 200 米	季軍	3L Fu Tsz Ki Margaret
女子 D 組 400 米	季軍	3L Fu Tsz Ki Margaret

灣仔區分齡田徑比賽 2018

女子 E 組 200 米	冠軍	1A Wong Tin Ching Cary
女子 E 組 100 米	亞軍	1A Wong Tin Ching Cary
女子 E 組壘球	季軍	1A Wong Tin Ching Cary

中西區分齡田徑比賽 2018

女子青少年 C 組 4x100 米	冠軍	3L Fu Tsz Ki Margaret
女子青少年 D 組 400 米	亞軍	3L Fu Tsz Ki Margaret
女子青少年 D 組鉛球	季軍	3L Fu Tsz Ki Margaret

Hong Kong True Light College Sports Day

4x100m Invitation Relay 2018	1 st Runner-up	1A Wong Tin Ching Cary 2G Fong Hiu Tung Jennifer 2R Choy Pui Kei Christy 2R Sy Yuen Mei Shirley
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True Light Middle School of HK 4x100 Invitation Relay

4x100m	1 st Runner-up	1A Wong Tin Ching Cary 2G Fong Hiu Tung Jennifer 2R Choy Pui Kei Christy 2R Sy Yuen Mei Shirley
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St. Margaret's Co-educational English Secondary & Primary School Sport Day

4x100m Invitation	3 rd Runner-up	1A Wong Tin Ching Cary 2G Fong Hiu Tung Jennifer 2R Choy Pui Kei Christy 2R Sy Yuen Mei Shirley
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2018 公民青少年田徑錦標賽

季軍	Bronze Award	3L Fu Tsz Ki Margaret
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2. Swimming**Inter-School Swimming Competition 2018-2019**

Grade B 4x50m Freestyle Relay	Champion	3J Hung Sze Yiu Audrey 4B Ng Sabrina T Y 4B Kwan Tsz Yau Audrey 4D Tam Sin Yu Kathlynn 4D Tsoi Cheuk Wai Charlotte
Grade B 50m Breaststroke	1 st Runner-up	4D Tsoi Cheuk Wai Charlotte
100m Free Style	2 nd Runner-up	3J Hung Sze Yiu Audrey
Grade B 50m Free Style	2 nd Runner-up	3J Hung Sze Yiu Audrey

Pui Tak Canossian College Swimming Gala

4x50m Invitation Relay	Champion	3J Hung Sze Yiu Audrey 4B Ng Sabrina T Y 4B Kwan Tsz Yau Audrey 4D Tsoi Cheuk Wai Charlotte
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St. Mark's School Swimming Gala

4x50m Invitation Relay	Champion	3J Hung Sze Yiu Audrey 4B Kwan Tsz Yau Audrey 4D Tam Sin Yu Kathlynn 4D Tsoi Cheuk Wai Charlotte
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3. Basketball

Inter-School Basketball Competition 2018-19

Hong Kong Island Division 2 Girls Grade C	2 nd Runner-up	1B Cheung Yan Ting Janet
		1B Lee Wing Hei Chloe
		1R Chan Kei Lam Danielle
		2G Fok Wing Yin Alex
		2R Gurung Suhani
		2R Yau Suet Ying Sheron
		2S Gurleen Kaur
		2S Dingal Kiel Ashley Caasi
		2S Kwok Ching Yi Czerny
		2S Liu Wing Lam Sonia

4. Other**2018 Hong Kong Island Outstanding Students Award**

Outstanding Student Award	Top Ten (Junior)	3T Chan Tsz Ching Charlotte
	Top Ten (Senior)	6J Yip Ka Moon Carmen

Asian Cup Short Track Speed Skating 2019

Junior C Ladies 333m	Champion	3T Chan Sum Wing Priscilla
Junior C Ladies 500m	Champion	3T Chan Sum Wing Priscilla
Junior C Ladies 777m	1 st runner-up	3T Chan Sum Wing Priscilla

10th Inter-School Dragon Boat Championships

Standard Boat Women Gold Cup	Champion	1B Sy Yuen Man Kelly
		2G Fong Hiu Tung Jennifer
		2M Fong Tsz Hei Sophie
		2M Shum Virginia
		4A Tang Sze Man Jasmine
		5J Choi Yiu Yiu Sabrina
		5J Chui Tsz Yan Samantha
		5L Lam Sz Wing Vivian
		5M Shek Hau Yi Joey
		5M Sin Lai Yung Bonnie
		5M Yuen Hoi Lam Emily
		5T Chan Yuet Rachel
		5T Wong Ching Tung Janice
		5T Wong I Ting Sally
		5T Wong Sze Wai Victoria
		6J Chen Yun Hua Kate
		6J Cheng Sze Nga Cecilia
		6J Ho Hoi Yee Charlotte
		6J Lam Lung
		6J Lock Jennifer Yuen Kwan
		6J Ng Tsz Ching Angel
		6J Yip Ka Moon Carmen
		6P Kwong Yuen Ming Yumi
Small Boat Women Silver Cup	1 st Runner-up	1B Sy Yuen Man Kelly
		2G Fong Hiu Tung Jennifer
		2M Shum Virginia

	4A	Tang Sze Man Jasmine
	5T	Chan Yuet Rachel
	5J	Choi Yiu Yiu Sabrina
	5J	Chui Tsz Yan Samantha
	5M	Yuen Hoi Lam Emily
	5T	Wong Sze Wai Victoria
	5T	Wong I Ting Sally
	5M	Sin Lai Yung Bonnie
2 nd Runner-up	5L	Lam Sz Wing Vivian
	5M	Shek Hau Yi Joey
	5T	Wong Ching Tung Janice
	6J	Chen Yun Hua Kate
	6J	Cheng Sze Nga Cecilia
	6J	Ho Hoi Yee Charlotte
	6J	Lam Lung Linda
	6J	Ng Tsz Ching Angel
	6J	Yip Ka Moon Carmen
	6J	Lock Jennifer Yuen Kwan
	6Pa	Kwong Yuen Ming Yumi

全港跳繩錦標賽(女子組)

1x30 秒單車速度跳比賽十二歲或以下	冠軍	1M	Wong Ching Tung Janice
3x40 秒交互繩速度跳接力比賽十二歲或以下	冠軍	1M	Wong Ching Tung Janice
二人同步花式比賽十六歲或以下	冠軍	1M	Wong Ching Tung Janice
三人交互繩花式比賽十二歲或以下	冠軍	1M	Wong Ching Tung Janice
四人同步花式比賽十六歲或以下	冠軍	1M	Wong Ching Tung Janice
個人花式比賽十二歲或以下女子組	亞軍	1M	Wong Ching Tung Janice
4x30 秒單車速度跳接力比賽十六歲或以下	季軍	1M	Wong Ching Tung Janice

Asia & Pacific Jump Rope Championship & Camp Korea 2019

1*30 sec Single Rope Speed(13-14 female)	3 rd Runner-up	1M	Wong Ching Tung Janice
2*30 sec Single Rope Double Under Speed Relay(13-14 female)	1 st Runner-up	1M	Wong Ching Tung Janice
1*30 sec Double Dutch Speed(13-14 female)	2 nd Runner-up	1M	Wong Ching Tung Janice
4*30 sec Single Rope Speed Relay(13-14 female)	2 nd Runner-up	1M	Wong Ching Tung Janice
45-75 sec Single Rope Freestyle(13-14 female)	1 st Runner-up	1M	Wong Ching Tung Janice
45-75 sec Single Rope Pairs Freestyle(13-14 female)	1 st Runner-up	1M	Wong Ching Tung Janice
45-75 sec Double Dutch Freestyle(13-14 female)	1 st Runner-up	1M	Wong Ching Tung Janice
45-75 sec Single Rope Team Freestyle(13-14 female)	1 st Runner-up	1M	Wong Ching Tung Janice
Grand 45-75 sec Single Rope Pairs Freestyle(open female)	2 nd Runner-up	1M	Wong Ching Tung Janice
Grand 45-75 sec Double Dutch Freestyle(open female)	3 rd Runner-up	1M	Wong Ching Tung Janice
Grand 4*30 sec Single Rope Speed Relay	2 nd Runner-up	1M	Wong Ching Tung Janice
Grand 45-75 sec Single Rope Team Freestyle(open female)	3 rd Runner-up	1M	Wong Ching Tung Janice

飛越啟德·第四屆全港學界跳繩比賽

30 秒前繩速度賽(14 歲或以下)	冠軍	1M	Wong Ching Tung Janice
	亞軍	2M	Tse Kylie Hay Yee
30 秒前繩速度賽(15 歲或以上)	冠軍	3T	Hone-Takeuchi Moya
	季軍	4A	Ho Pok Yin Kristy
	季軍	4F	Bu Sin Tung Sandy

二重跳之王(14 歲或以下)	冠軍	1M	Wong Ching Tung Janice
	季軍	1R	Lee Ming Hei Celine
二重跳之王(15 歲或以上)	冠軍	6PA	Kong Yuen Kiu Phoebe
	季軍	4A	Lee Chun Yi Doris
30 秒單側迴旋速度賽(14 歲或以下)	冠軍	2S	Lai Yuen Kiu Jocelyn
	冠軍	2G	So Kei Yau Gail
	季軍	1R	Ho Tsz Yan
	季軍	1A	Lui Wing Sze Wincy
30 秒單側迴旋速度賽(15 歲或以上)	冠軍	6PA	Kong Yuen Kiu Phoebe
	冠軍	4F	Bu Sin Tung Sandy
	季軍	1M	Wong Ching Tung Janice
	季軍	4A	Lee Chun Yi Doris
4x30 秒混合速度賽(港島區中學女子組)	冠軍	1M	Wong Ching Tung Janice
		6PA	Kong Yuen Kiu Phoebe
		2M	Tse Kylie Hay Yee
		4A	Ho Pok Yin Kristy
2 分鐘 8 字走位速度賽(港島區中學女子組)	冠軍	1M	Wong Ching Tung Janice
		4A	Lee Chun Yi Doris
		2M	Tse Kylie Hay Yee
		3T	Hone-Takeuchi Moya
		4F	Bu Sin Tung Sandy
		2S	Lai Yuen Kiu Jocelyn
		4A	Ho Pok Yin Kristy
		3T	Kwong Chi Yin Genny
學界表演杯(中學女子組)	亞軍	1A	Chan Ying Crystal
		1A	Cheung Ching Hei Kate
		1A	Lee Wai Ching Emily
		1A	Lui Wing Sze Wincy
		1M	Wong Ching Tung Janice
		1R	Ho Tsz Yan
		1R	Lee Ming Hei Celine
		2G	So Kei Yau Gail
		2M	Tse Kylie Hay Yee
		2S	Lai Yuen Kiu Jocelyn
		3M	Chan Tsz Yan Belle
		3M	Cheung Lok Yi Lory
		3T	Hone-Takeuchi Moya
		3T	Kwong Chi Yin Genny
		4A	Ho Pok Yin Kristy
		4A	Lee Chun Yi Doris
		4F	Bu Sin Tung Sandy
		6Pa	Kong Yuen Kiu Phoebe
港島區中學女子組全場總季軍	季軍	1M	Wong Ching Tung Janice
		1A	Lui Wing Sze Wincy
		1A	Lee Wai Ching Emily
		1A	Cheung Ching Hei Kate
		1A	Chan Ying Crystal
		1R	Lee Ming Hei Celine
		1R	Ho Tsz Yan
		2M	Tse Kylie Hay Yee
		2G	So Kei Yau Gail
		2S	Lai Yuen Kiu Jocelyn

3T Hone-Takeuchi Moya
 3T Kwong Chi Yin Genny
 3M Cheung Lok Yi Lory
 3M Chan Tsz Yan Belle
 4A Lee Chun Yi Doris
 4A Ho Pok Yin Kristy
 4F Bu Sin Tung Sandy
 6Pa Kong Yuen Kiu Phoebe

11th Syangja Cup 2018

Women's Open

1st Runner-up 3T Thapa Angy**12th Syangja Cup 2019 Women's Open**

Champion 3T Thapa Angy

2018 年南區空手道分齡邀請賽

(16-17 歲) 女子組手

亞軍 5T Wong I Ting

Inter-School Fencing Competition

Girls Grade C Foil

2nd Runner-up 2G Wong Yee Denise**HKCDF Dodgeball Competition**

2nd Runner-up 1A Yip Tsz Yan Rowena
 1A Yu Nok Hei Norries
 4A Chan Ching Nga Vanessa
 4F Chan Hiu Yan Starly
 5J Szeto Yan Janet
 5M Cheng Ying Tung Chelsea
 5T Chan Yuet Rachel
 5T Huang Ying Ying Amy
 6A Chan Ga Hei Abby
 6Pe Hotchkiss Crystal Lanie
 6Pe Tsang Radella Beryl

Inter -School Badminton Competition Grade B 2018-2019

Division 2 Girls B Grade

3rd Runner-up 1M Chan Ying Lam Ashley
 1R Cheng Yat Tung Andrea
 4B Tsun Lok Hay Audrey
 4D So Cheuk Yu Nicole
 4D Tsui Tsz Ching Jessie

Inter-Secondary Schools Competition BOCHK Indoor Rowing Cup

Girls C Grade 500m

Tenth 2S Sy Yuen Man Kwly

Visual Arts Awards

第十五屆芳草杯青少年書畫大賽

金獎

4D Lee Sum Lon

升降機安全標誌設計比賽

中學組

季軍

2S Leung Yuen Tung

	優異獎	1A Wong Hoi Lam 2S Li Cheuk Kei 4F Yiu Ka Yan
青年藝術節 2018 畫比賽中學高級組	優異獎	6Pa 郭己嵐
第五屆兩岸暨港澳青少年書畫大賽 中學國畫組	優秀獎	6Pa 郭己嵐
“華夏兒藝”全國少年兒童美術書法攝影作品大賽	特等獎	6Pe Hotchkiss Crystal Lanie
	壹等獎	2S Kwok Ching Yi 3J Yip Chui Lam 3L Chan Yun Qi 3L Lee Pui Ka 3T Au Lik Yu 4B Leung Hoi Ching Ruby 5L Yeung Sze Ka Clare 6A Chan Ga Hei 6J Chen Yun Hua Kate 6J Lam Lung
	貳等獎	2G Chan Yin Tung 2G He Ting Yan 2M Lam Wai Ting 2R Ngan Lok Yiu 2R Tam Sin Yiu 3L Cheung Wing Yuet 3L Ng Cheuk Yi 3M Lau Chak Yan 3M Liu Tsam Ngai 3T Tam Ho Kiu 4B Wu Yee Ki 4D Lee Lok Yee 4D Sitchon Leana Antonette 4F Yiu Ka Yan 6A Choi Nga Sze 6J Leung Tsz Ching 6J Yeung Sze Lok Teresa 6Pe Chow Oi Ning 6Pe Leung Sum Yu 6Pe Wu Siqi
	叁等獎	2G Ip Ngai Ting Cory 2G Lee Tsz Ching 2G Ng Mei Wa 2M Chen Chiu Ping 2M Lee Yi Ling 2M Li Daisy 2M Wong Yan Lam 2R House Sara Yvonne T 2R Lau Man Sum Lillian

2R Yu Wing Sum
 2S Heun Chung Yan Tiffany
 2S Kwok Cheuk Tung
 2S Lipert Zoe Sze Ching
 3J Ngan Ka Hei
 3J Tong Wing Wai
 3L Chan Si Ki
 3L Lei Hiu Man
 3M Fontanilla Gillianne Chloe
 3T Tai Wing Yan
 3T Tsoy Wing Yin
 4B Au Yu Fong
 4B Cheng Tsz Yan
 4B Ko Yik Wu
 4B Leung Cheuk Ling
 4B Ng Sabrina T Y
 4B Tsun Lok Hay Audrey
 4B Yu Lok Yiu
 4D Chong Cheuk Yan
 4D Ho Sau Yin Gloria
 4D Leung Tsz Ki
 4D So Cheuk Yu
 4D Wong Yuk Enid
 4F Wong Ching Wa

Other Awards

Navigator for Tomorrow Outstanding Team

Champion

4A Chan Lok Yiu Yoyo
 4B Chan Wing
 4B Wong Ching Yee
 4B Leung Cheuk Ling
 4D Poon Wai Wan
 4D Li Katie Sum Yuet

1st Runner-up

4A Chan Lok Yiu Yoyo
 4B Chan Wing
 4B Leung Cheuk Ling
 4B Wong Ching Yee
 4D Li Katie Sum Yuet
 4D Poon Wai Wan
 5L Chan Tsz Yan
 5L Li Kai Kai
 5L Ng Sze Yee
 5L Wong Hoi Kiu

2nd Runner-up

5M Leung Lok Hang
 5M Sin Lai Yung
 5J Kwok Pui Yee
 5M Chan Wing Lam
 5M Choi Sin Yi
 5M Chong Hiu Tung
 5M Kwan Hoi Ching Rachel
 5M Tse Rita Hoi Yiu

First Aid Competition

1 st Runner-up	4B	Yeung Hei Yin Helli
	5M	Choi Ching Yung Gigi
	5L	Kwok Yung Yung Yoyo
	5J	Tam Shuk Ling Sharon

Outstanding Youth Commendation Scheme in Central & Western District 1718

Outstanding Student Award	1 st Runner-up	5L	Wong Hoi Kiu
	Certificate of Merit	4B	Kwok Tsz Tung
		4B	Lai Kei Hei Larissa
		5L	Li Kai Kai
		5M	Choi Ching Yung
		6A	Leung Wai Wai
		6Pa	Li Tsz Yan
		6Pe	Yeung Mei Ting

Hong Kong Young Ambassador Scheme 1718

Active Participation	Silver Award	5L	Li Kai Kai Amanda
		5M	Tse Rita Hoi Yiu

Junior Secondary Category of Mathematics Book Report Competition for Secondary Schools

2 nd Class Prize	2R	Tong Jun Hui
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International Problem-solving Competition

2 nd Runner-up	4B	Chan Wing Anna
	4B	Tsun Lok Hay Audrey
	4B	Wat Long Ching Priscilla

Hope for Success Awards Scheme

Bronze Award	5M	Tse Rita Hoi Yiu
	6Pa	Mai Xiaohong Amy

「'TRAIN'出光輝每一程」訓練計劃 2018

Outstanding Participation - Best Communication Award Cleofe	4B	Poliquit Elizabeth Allen Joy
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Pursuing Excellence and Beyond 卓越今天，成就將來青少年領袖獎勵計劃

Outstanding Leader	Certificate	4B	Lai Kei Hei Larissa
		5M	Shek Hau Yi Joey

HK Red Cross Outstanding Youth Unit C&W District

Outstanding Youth Unit	Champion	3J	Chan Wing Kiu Hilary
		3J	Chung Pik Wai Athena
		3J	Lai Nicole Ho Sze
		3M	Liu Tsam Ngai Candy
		3T	Ching Ho Yee Chloe
		3T	Lai Fung Ling Judy
		4B	Chan Wing Anna
		4B	Kwok Tsz Tung Cherry
		4B	Yeung Hei Yin Helli
		4F	Tong Hiu Yee Jenny
		4F	Wong Hau Lam Winnie

5J Mak Chun Ka Genevieve
 5J Tam Shuk Ling Sharon
 5L Kwok Yung Yung Yoyo
 5M Choi Ching Yung Gigi
 5T Wu Siu Yan Elisa
 6A Leung Wai Wai Vivian
 6A Siu Pui Yin Miley
 6PA Li Tsz Yan Vivian

The Best Student of the Hong Kong Red Cross Drill Instructor Programme

Merit Prize 4B Chan Tsz Yan Nicole

主場國情我智叻比賽(第四期)

Merit 2M Hui Huen Chi Jasmine

Youth Arch Student Improvement Award

Improvement Award

Merit 2M Cheung Sze Man Teresa
 2M Au Wing Yee Christy
 2S Lee Wing Sum Summy
 2S Leung Yuen Tung

Constance

3L Cheng Hong Ni Connie
 3L Lei Hiu Man Carmen
 3M Fontanilla Gillianne Chloe B.
 3T Chan Alice Hiu-Yee Alice
 4A Zhang Ling Apple
 4B Chan Tsz Yan Nicole
 4D Leung On Ki Angel
 4D Yim Cheuk Ki Heidi
 5J Chan Wing Lam Jessica
 5L Fung Siu Shun Hannah
 5M Shek Hau Yi Joey
 5T Ng Wing Yan Cathy
 6A Ng Chak Wai Mona
 6J Wong Pui Ki Kitty
 6Pa Ying Yu Yvonne
 6Pe Chan Ka Yu Canny

Community Leaders of Tomorrow 1718

Merit 4B Leung Hoi Ching Ruby
 4B Poliquit Elizabeth allen

Joy Cleofe

4B Sin Ka Ying
 4B Tsun Lok Hay Audrey
 4B Chan Wing
 4B WAT LONG CHING
 4B Wu Yee Ki Yuki
 4B Lai Kei Hei Larissa
 4B Li Hong Ching Renee
 4B Sun Cheuk In Coco
 4B Leung Cheuk Ling
 4D Piwowarczyk Monika Julia
 5J Sunwar Rai Asmina
 5L Agoncillo Kiara Isabel

Sales

Linsangan

5L Castaneda Yani Kaye
 5L Lai Hoi Ching
 5L Leduc Stefhanie Wingsee
 5L Sohail Armesh
 5L Wong Hoi Kiu Ealas
 5M Stephanie Chan
 5M Alissa Kan
 5M Rachel Kwan
 5M Lo Tsz Yiu Melanie
 5M Melody Wong
 6J Mock Ho Yu Yuki
 6J Wong Pui Ki
 6J Lau Yan Wai
 6Pa Chloe Cheung
 6Pa Hebe Kwok
 6Pa Kwong Yuen Ming Yumi
 6Pa Janice Lok

第十三屆善言巧論政策辯論

Merit

3L Chu Pui Kiu Cody
 3L Chung Tsz Kei Ella
 3L Law Hei Tung Amy
 4A Li Kai Yan Angel
 4B Tsun Lok Hay Audrey
 4D So Cheuk Yu Nicole
 5L Ng Sze Yee Hiko
 5L Chan Cheuk Ki Kay
 5M Lai Lok Yi Joyce
 5M Tsang Sze Kwai Ceres
 5L Kwok Yung Yung Yoyo
 5L Lo Wai Lam Galie
 5L Ng Sze Yee Hiko

The Speaker, 2019

Top 10 Finalist

5J Sunwar Rai Asmina

**Wofoo Social Enterprise Outstanding Student Award in Civic Responsibility
 (Secondary Section)**

Top 10 Outstanding Students Award With Civic Responsibility

2nd Runner-up

3M Yuen Tsoi Wing Irene

Wofoo Millennium Entrepreneurship Program 20192nd Runner-up

4D Ho Sau Yin Gloria
 4D Ho Tsz Ki Gladys
 4D Lee Ka Man Carman
 4D Leung On Ki Angel
 4D Piwowarczyk Monika Julia
 4D Poon Hiu Lui Natalie

公益少年團「環保為公益」慈善花卉義賣籌款(中西區)

冠軍

聖嘉勒女書院

傑出團員日本交流團中西區代表
公益少年團獎勵計劃

高級章	5M Chan Wing Lam
中級章	5M Chan Wing Lam
	5M Chan Wing Lam
	4D Wong Pik Ki

Volunteer Movement Service Award

Gold Award	6Pa Cheng Kung Ki
	4B Li Hong Ching
Silver Award	4B Kwok Tsz Tung
Bronze Award	4A Lee Shuk Yi
	5M Chan Wing Lam

IX. Financial Reports

Financial Summary 2018/19 (Unaudited Report)

	\$ Income	\$ Expenditure	\$ Surplus / (Deficit)
1. Government Funds			
I. Non-School Specific Grant			
a. EOEBG General Domain			
EOEBG Baseline Reference	1,913,175.00	1,959,342.00	(46,167.00)
Sub-total	1,913,175.00	1,959,342.00	(46,167.00)
b. School Special Domain			
Admin Grant	3,870,636.00	3,644,155.00	226,481.00
Air-conditioning Grant	545,848.00	241,344.00	304,504.00
Capacity Enhancement Grant	613,766.00	475,643.00	138,123.00
Composite IT Grant	407,214.00	363,424.00	43,790.00
Special Grant on Typhoon Disturbance	98,650.00	98,650.00	0.00
Sub-total	5,536,114.00	4,823,216.00	712,898.00
2. School Funds			
Tong Fai	109,440.00	91,998.00	17,442.00
Scholarship	120,300.00	120,300.00	0.00
Approved Collection	198,585.00	248,617.00	(50,032.00)
Copy Fee Income	244,846.00	251,606.00	(6,760.00)
Fund-raising	76,796.00	76,796.00	0.00
Parking contribution	16,692.00	9,000.00	7,692.00
Sales of School Items	104,876.00	110,014.00	(5,138.00)
Sub-total	871,535.00	908,331.00	(36,796.00)

Surplus as at 31 August 2019

629,935.00

X. Future Planning

The 2 Major Concerns for 2019-2020 will be:

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

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 excel by enriching their learning experiences.

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

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

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

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 2018-19, the sum of CEG received, which included also the yearly funding, was \$613,766.00. To relieve teachers’ workload, the fund was used mainly for employment of tutors and teaching assistant. The surplus of \$138,123.00 would be transferred to the balance of EOEBG.

In an attempt to relieve teachers’ workload, to enhance teachers’ efficacy and to benefit students’ learning, the sum of CEG was used to employ tutors for school team training and AES class. It has been proven to be effectively used as reflected in our students’ performance. Our school teams have won numerous prizes in both district and territory-wide competitions throughout the year. As for AES, students’ interest in aesthetic education has increased and they did give a showcase of their learning outcome in school events.

Use of Capacity Enhancement Grant (CEG)

	\$	\$	\$
	Income	Expenditure	Surplus / Deficit
	613,766.00		
Course Fee		25,170.00	
Salary of Teaching Assistant		163,760.00	
Employment of Tutors		286,713.00	
Surplus transferred to the balance of EOEBG C/F to 2019-2020			138,123.00

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
AES	To hire tutors for Aesthetic education courses held after school for all S.4 students	<ul style="list-style-type: none"> Relieve teachers' workload from conducting courses after school so that they can concentrate more on teaching. 	Whole year	AES coursed held	Teachers' non-teaching duties were relieved. More time could be spent on taking care of individual needs of students after school.	SAL Committee
ECA	To hire tutors for interest classes held after school	<ul style="list-style-type: none"> Relieve teachers in carrying out non-teaching activities 	Whole year	Interest classes held	Teachers' non-teaching duties were relieved. More time could be spent on taking care of individual needs of students after school.	SAL Committee
STEM	To employ 1 full time teaching assistant in order to give support to STEM Projects	<ul style="list-style-type: none"> Relieve teachers' workload from making STEM products after school and so they can concentrate more on teaching. 	Whole year	STEM Product	Capacity of teachers was expanded and the teaching assistant provided support in STEM related activities and competitions that helped a lot in promoting STEM education.	STEM Coordinator

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 2018-19, the sum of this grant received, which included also the yearly Funding, of \$87,600.00 with \$7,518.10 carried forward, rounding up to a total of \$95,118.10. To relieve teachers' workload and to enhance teaching and learning, the fund was used 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. These programs used \$79,848.00. The accumulated surplus of \$15,270.10 would be carried forward to the year 2019-20.

For details please see the table on next page:

The number of students (count by heads) benefitted under the Grant is 136 (including A. 13 CSSA recipients, B. 40 full-grant recipients and C. 83 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	6	15	6	98	Sep to Aug	28,909.00	Feedback from participants, observation, attendance record	Coaches	Punctual, attentive and good learning attitude
Musical Instrument Class	4	10	20	98	Sep to Aug	19,189.00	Feedback from participants, observation, attendance record	Tutors	Punctual, attentive and showed interest
Dance Class	-	-	1	100	Sep to Aug	450.00	Feedback from participants, observation, attendance record	Tutors	Punctual, attentive and cooperative
Tutorial Class	8	40	103	98	Sep to Aug	31,300.00	Attendance record, feedback from participants & observation	Various outside school organizations and former S.6 Graduates	Positive feedback and excellent attendance
Total no. of activities: 45									
@No. of man-times	18	65	130						
**Total no. of man-times	213								
					Total Expenses	79,848.00			

Note:

* Types of activities are categorized as follows: tutorial service, learn to learn skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure 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 in receipt 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	明愛成長天地	Nov – May	10 students (S1 – S3, 4 SEN) 11 students (S1 – S3, 4 SEN)	To enhance students' social skills, self-management skills and communication skills.	Attendance rate = 80% - 100% All participants have actively participated in the activities. 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.
2	Chinese Study Skills Training Workshop	16 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 = 85% - 100% Students were attentive and engaged in class, they learnt seriously and have shown improvement.
3	Art Therapy	12 sessions	Potential Engine	Oct. – Apr.	7 students (S2 – S5, 4 SEN)	To provide students a way to express themselves and explore their wants, needs and feelings.	Attendance rate = 63% - 100% Positive feedback was received. Students showed great interest. They were more willing to express themselves, such as raising question and clarifying their needs.

	Item	Quantity	Organization	Date	Target Group	Aim	Evaluation
4	Speech Therapy Training	20 sessions	Serve Shine Care Ed. Centre	Oct. – May	8 students (S1 – S5, 8 SEN)	To help students improve their speaking and communication skills	Attendance rate = 67% - 100% All participants found that the training is useful. Most of them showed improvement in voice volume, verbal expression and eye contact. Two S5 students found that it was useful for them to practice dialogue and group interview training.
5	Learning Buddy Program	245 hours	School	May – June	27 SEN	To provide SEN students afterschool tutorial in helping them prepare for examination	All participants were punctual to the class. They showed great eagerness and interest in learning.
6	Attention Training Workshop	16 sessions	Potential Engine	Oct. – May	8 students (S1 – S4, 4 SEN)	To strength students' ability on attention and concentration by teaching different attention skills	Attendance rate = 57% - 100% All participants have actively engaged in the tutorial. They found that the attention skills learnt were helpful, yet they need more time to practice and master such skills.
7	Inclusive Education Activities	3 sessions	Treats	June	S1 – S3	To provide opportunities for students to understand individual differences and show respect	Attendance rate = 96% Students found the activity interesting and had a higher awareness on individual differences.
8	Educational Psychology Services	8 sessions	Tung Wah Group of Hospitals Ho Yuk Ching Educational Psychology Service Centre	Jan - July	5 students	To provide students individualized training and conselling services.	Attendance rate = 92% - 100% Students felt relaxing and safe to share with the CP. Most of them showed little improvement.

D. Diversity Learning Grant (DLG)

Program title Gifted Education	Objective(s)	Target(no./ Level/ selection)	Duration/ start Date	Deliverables	Evaluation
Leadership training program (Part 1 and 2)	To enhance students' collaboration, problem solving skills. To allow students to plan and present with more creative means.	<ul style="list-style-type: none"> ● S3-4 ALs and BLs 	7 hours	Workshops, sharing, small group activities, project and presentation	<ul style="list-style-type: none"> - Attendance rate: 24/29 (82.76%) - All participants agreed that they have better understanding on what good leadership qualities include and they are more aware of their leadership style.
Pull out leadership training program-creativity workshop (Junior)	To equip students with techniques to develop explore new ideas.	<ul style="list-style-type: none"> ● Accelerated learners ● Budding leaders ● House captains of S4 	3 hours	workshops, lectures, sharing, small group activities, project and presentation	<ul style="list-style-type: none"> - Attendance rate: 22/24 (91.67%) - The large majority (94%) of students found that the program was useful and satisfied with it. - Students agreed that they are more aware of the skills to come up with new ideas. The large majority (100%) of students found that the trainer was professional, friendly and were satisfied with his teaching. - Teachers believe that more time should have been allocated to provide more in-depth evaluation.
Multiple path way for High achiever	To help ALs and other high achievers (i.e. Cream of subjects) to better prepare for the public examination and the future path- esp more information about overseas education- esp on highly competitive	<ul style="list-style-type: none"> ● S5 ALs and other students who rank among the top 40% ● Subject cream 	1 workshop 3 hours	Students were given data from the Jupas of various years, and information related to the admission requirements from various local and overseas institutions (esp. some popular program overseas).	<ul style="list-style-type: none"> - Attendance rate:23/28 (82.3%) - Majority of the participants agreed that have better understanding on the key factors in implementing strategic study plan to enhance learning efficiency. - Most agreed that the organization has through understanding on the topic and are able to provide detailed information. - Students were attentive. - However, some students stated that the

Program title Gifted Education	Objective(s)	Target(no./ Level/ selection)	Duration/ start Date	Deliverables	Evaluation
	programs.			The workshop also provided students with more in-depth information concerning some competitive programs.	content is a bit similar to programs offered by CLP.
Public speaking workshop: an Induction course(Junior)	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 ● S4 students who have good spoken English but need more training on presentation skills ● Members of public speaking club. 	1 workshop Around 1.5hours	Students were required to prepare their own speech prior to the workshop. The workshop was an interactive one.	<ul style="list-style-type: none"> - Attendance rate: 16/17 (94%) - Students were engaged and most participated actively. - Students agreed they are more aware of the skills needed during presentations.
Public Speaking Workshop: advanced	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 	2 workshops Around 3 hours	Students were required to prepare their own speech prior to the workshop. The workshop was an	<ul style="list-style-type: none"> - Attendance rate: 28/32 (87.5%) - The workshop an interactive one. - Students agreed they are more aware of the skills needed during presentations. -

Program title Gifted Education	Objective(s)	Target(no./ Level/ selection)	Duration/ start Date	Deliverables	Evaluation
section		spoken English but need more training on presentation skills ● Members of public speaking club.	*the second workshop is provided for students who entered the district semi-final	interactive one.	

E. 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
<p>一. 實施「學習架構」整體規畫</p> <p>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。</p>	<p>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。</p> <p>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。</p> <p>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。</p> <p>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。</p> <p>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。</p> <p>6. 購買教學所需的教材及圖書。</p>	<p>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。</p> <p>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。</p> <p>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。</p> <p>4. 從專業交流中提升教師的專業能力。</p> <p>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。</p> <p>6. 教師有更多參考資源，設計合適的教材。</p>	<p>1. 全體中文科老師已接受教授非華語學生的專業培訓課程；亦能根據非華語學生的學習情況設計適切的教學策略。</p> <p>2. 全體老師除了明白教授非華語學生的策略外，亦有興趣在華語班上採用授課，以便照顧學習多樣性。</p> <p>3. 能從分享中，分享教學設計以期更切合學生學習需要；亦能提升教師教授非華語學生的專業能力。</p> <p>4. 教師在同儕觀課中掌握教授非華語學生的教學策略。</p> <p>5. ①已增聘 2 位中文教師及調配 2 位有經驗的中文教師負責任教中三及中四 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。</p> <p>6. 已購買教學所需的教材及圖書，並應用於教學上。</p>

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. 把有關較淺易的文學作品、歷史、成語故事等融入初中課堂學習中。 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. 能認識更多能認識較淺易的文學作品、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. 積極參與中文活動

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. 安排與主流生一同學習的中四級非華語學生學習中學文憑試課程 2. 安排與主流生一同學習、但語文能力較弱的中四非華語學生參加課後國際GCE(AS)中文考試預備班及應考2019國際考試。 3. 安排入讀抽離班的4名中四非華語學生參加2019GCE(AS)中文考試。	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。 3. 4名中四非華語學生考獲A等成績。	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. 已應考2019GCE(AS)中國語文科考試，考試成績包括：4名中四入讀抽離班非華語學生及2名中四入讀華語班學生全部考取A，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文化共融環境	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，互相體諒及接受。	非華語學生積極參加電台廣播、英語大使、學校開放日等活動，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。

F. 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，全年借書量高達5003本。
 - 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。）
 - 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——旅遊文學及視學文學，能開拓學生視野、並引導學生進入深層理解社會事物。
 - ②主題圖書推介及活動——視覺文學、英文書法工作坊、英文閱讀標語創作比賽、圖書借閱邀請卡活動、中文圖書閱後感寫作比賽、職場（書店）體驗實習活動。
 - 2.2 跨課程閱讀活動
 - 閱讀快線（中英文圖書廣播推介）、中英文圖書書展、金裝閱讀大使計畫、初中閱讀獎勵計畫。

第二部分：財政報告

	項目名稱*	實際開支 (\$)
1.	購置圖書	13,301.00
	<input checked="" type="checkbox"/> 實體書	
	<input checked="" type="checkbox"/> 電子書	
2.	網上閱讀計劃	33,600.00
	<input type="checkbox"/> e 悅讀學校計劃	
	<input checked="" type="checkbox"/> 其他計劃：_____	
3.	閱讀活動	
	<input checked="" type="checkbox"/> 聘請作家、專業說故事人等進行講座	2,000.00
	<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活動	4,600.00
	<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	1,700.00
	<input checked="" type="checkbox"/> 校本跨科閱讀活動	1,299.00
	<input checked="" type="checkbox"/> 校本主題學習閱讀活動	3,500.00
	Total:	60,000.00

End of Report