

*St. Clare's Girls' School*  
聖嘉勒女書院



**Annual School Report  
2021-2022**

## I. Our School



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

### A. School Philosophy

**“CLARE” means “BRIGHT LIGHT”**

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

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

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



### B. Vision and Mission

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

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

### C. School Sponsoring Body & Brief History

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

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

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

## D. School Management

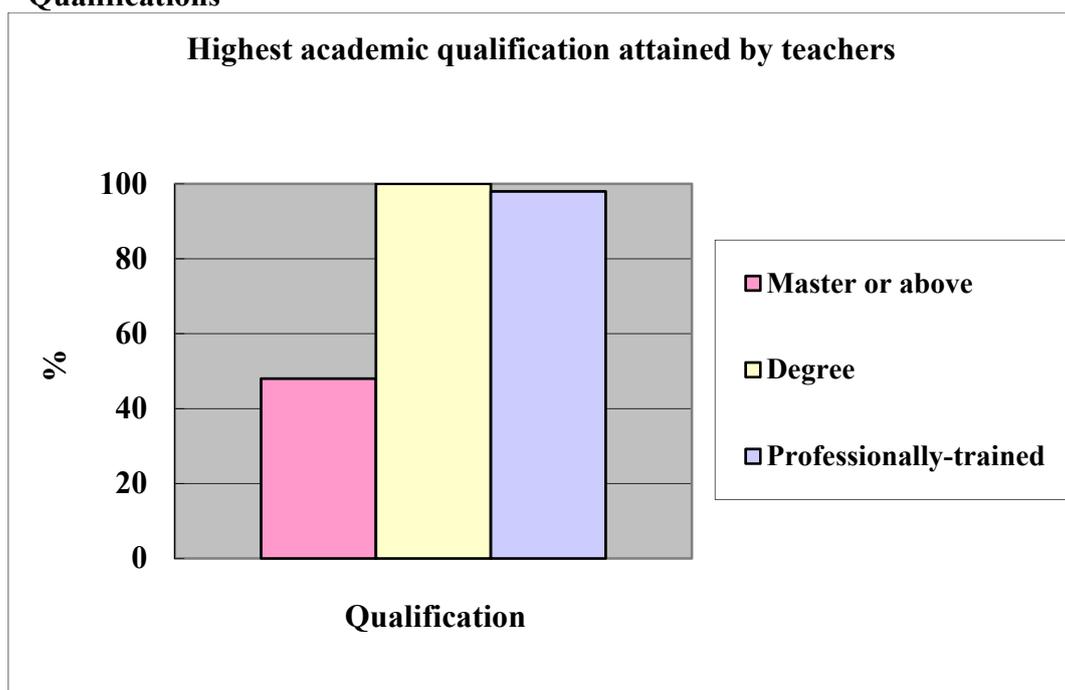
### 1. Members of the Incorporated Management Committee

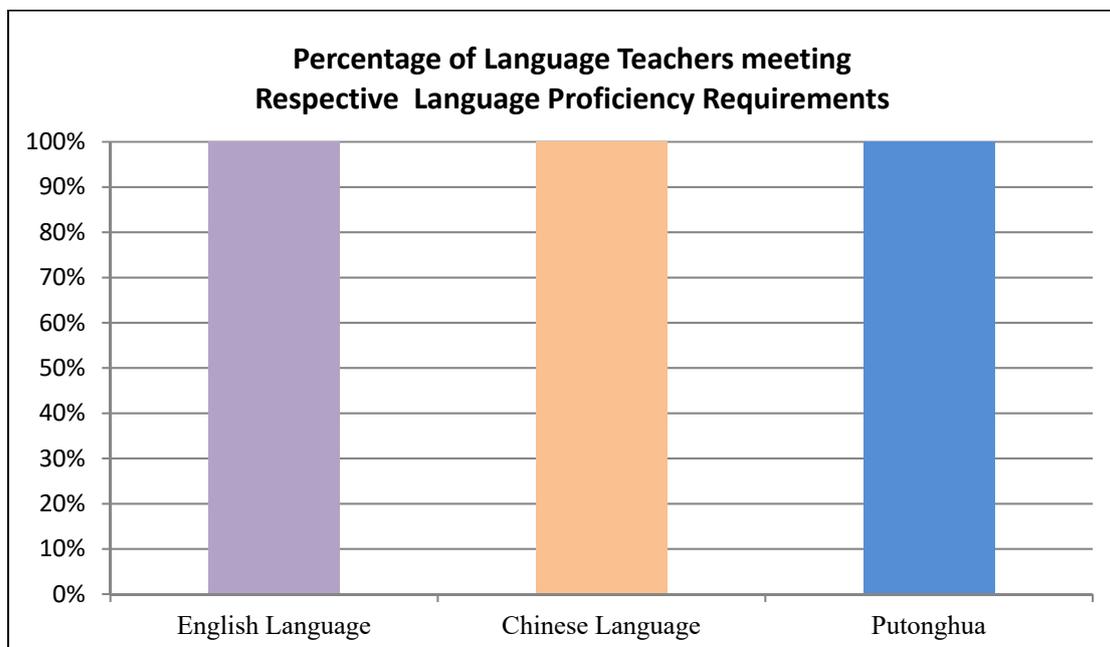
Ms. Shirley Wong	Supervisor, Chairman
Mrs. Cherry Chan	Principal, Ex-officio Member
Sr. Nancy Mak	SSB
Mrs. Grace Chan	SSB
Mr. Val Chow	SSB
Mrs. Celina Kwok	SSB
Dr. Susana Yuen	SSB
Mrs. Amy Liu	SSB
Sr. Rose Huang	SSB- Alternate
Dr. Eria Li	Independent
Mrs. Margaret Leung	Alumni
Mr. Tang Mo Pun	Teacher
Ms. Chrain Lui	Teacher- Alternate
Mrs. Deffy Ding	Parent
Ms. Fiona Tong	Parent- Alternate

## E. Our Teachers

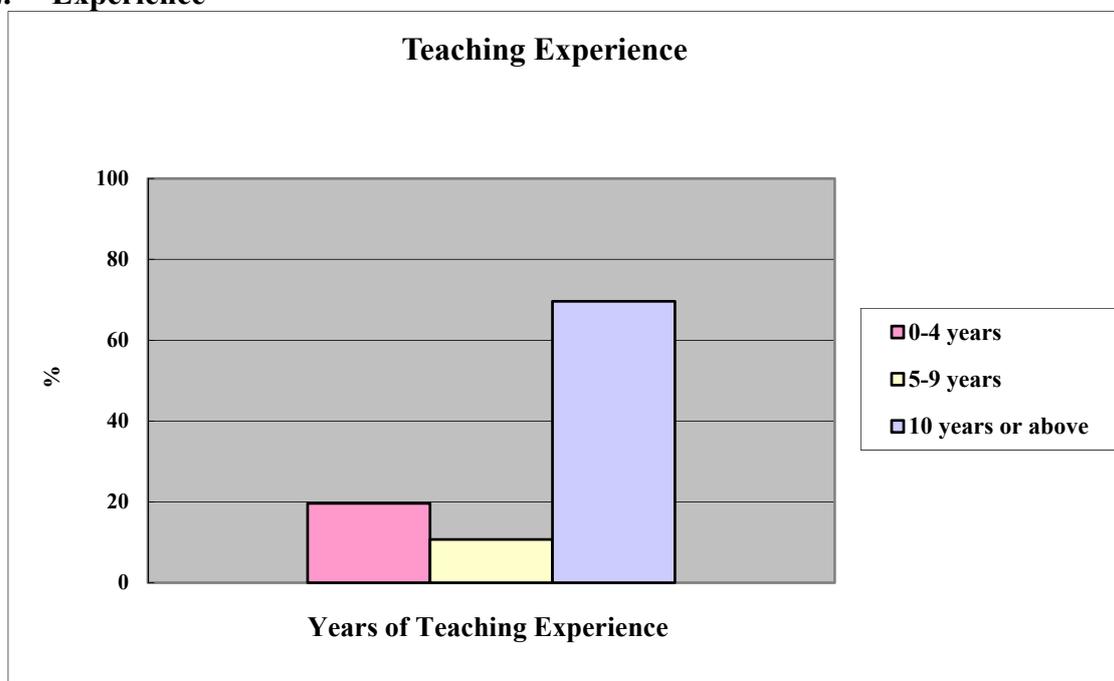
The school has a team of 54 teaching staff. Their experiences and qualifications are shown in the charts below:

### 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. Character Building
- b. Franciscan Spirituality
- c. E-learning Tools to Cater for Learner Diversity
- d. National Security Education
- e. Mental Health

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

### II. Professional Learning Community

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:

Panel	Organizer	Partnership Project
English	EDB Language Learning Support Section	Curriculum Leadership Development Programme and Onsite Project
Chinese	EDB	支援非華語學生校本支援服務

The average number of Continuous Professional Development Hours is 62.8 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	130	124	116	119	105	105	699

#### 2. Students' Attendance

Level	S1	S2	S3	S4	S5	S6	Average
2015-16	99.0%	98.8%	98.7%	98.1%	98.1%	96.7%	98.3%
2016-17	98.5%	98.8%	98.1%	98.3%	97.9%	96.4%	98.1%
2017-18	98.1%	97.1%	96.9%	97.3%	97.1%	94.8%	97.1%
2018-19	98.8%	97.7%	96.7%	98.0%	97.0%	95.7%	97.5%
2019-20	98.8%	99.0%	98.9%	98.4%	98.9%	95.2%	98.5%
2020-21	98.8%	98.5%	98.9%	98.0%	97.7%	96.8%	98.2%
2021-22	99.0%	98.9%	98.9%	98.5%	98.2%	95.9%	98.5%

#### 3. Pathways of S6 Graduates

##### Classification according to levels of study

Total Number of Graduates: 92

Level	Number of Graduates	%
Local Degree Programmes	66	71.7%
Local Sub-Degree Programmes	18	19.6%
Further Studies outside Hong Kong (excluding the Mainland, Taiwan and Macau)	6	6.5%
Full-time programmes outside Hong Kong (Mainland, Taiwan and Macau)	0	0.0%
Employment	0	0.0%
Repeat	2	2.2%
Unknown	0	0.0%
Total	92	100.00%

## II. Achievements and Reflection on Major Concerns

### Major Concern I

#### To enhance students' capacity in building strengths and to enrich their life experiences for goal setting

##### Focus 1: Teachers are empowered in their capacity

- (a) To coach students along their life journeys, fostering students' self-understanding for goal setting and reflective thinking
- (b) To engage of students with specific needs

- (a) A workshop/sharing session on the implementation strategy of class teachers as Caring Cultivator (stipulated in T-standards, COTAP)
- (b) A talk on the different types of students' specific needs and ways to handle them (for SG & new teachers)
- (c) Sharing by Student Support Team

##### Achievements

The workshops were carried out with positive feedback from teachers.

- 96.2% of teachers agreed that they were empowered in their capacity to coach students along their life journeys, fostering students' self-understanding for goal setting and reflective thinking.
- 95.1% of teachers including the GUIDANCE teachers, class teachers and new teachers, found that the talks and the sharing provided by the Student Support Team were useful for enhancing their understanding and awareness of psychopathology of common mental disorders among teenagers and acquiring intervention skills in supporting students with mental health problems.
- According to stakeholder survey, both parents and students scored high in the area "My views on support for student development." The scores were (3.5/5, rank 2) and (3.5/5, rank 2), respectively. Also, the majority of parents (77.1%) and students (63.6%) agreed with the statement that "The teachers care about my child/me."
- According to the APASO survey, the scores on Teacher-Student Relationship obtained by our students in junior forms (3.12) and senior forms (3.05) were slightly higher than the HK norm (3.02 and 2.91, respectively).

##### Examples

- Two teacher workshops on coaching students' character building, 'Character Fitness' and 'Emotional Well-being of Students' were held.
- Workshop 'Early Identification of Students with Emotional Needs' was held for all GUIDANCE teachers and new teachers to enable them to take care of students who have specific needs.
- An extract of a resource handbook 'Detecting, Supporting and Making Referral for Students with Suicidal Behaviours' prepared by the EDB was distributed to all teachers for easy reference.
- 2021 Franciscan Family Teachers' Day was integrated in the Staff Development Programme "To reflect on the Franciscan Anthropological and Pedagogical Vision with reference to the ideas of the Year of St. Joseph" held on 30 Sept.
- Online seminar "Remaining faithful. Regaining hope" (常懷信心 重拾希望) was organised by the Catholic Education Office. All panel and committee heads attended the online seminar on 29 April.
- The retreat programme 'Lectio Divina' (Deep Reading) was offered to catholic teachers and RMC members to enhance their spiritual nourishment, hence, rekindle their passion for God, strengthen their faith and to enable them to engage in a more insightful rapport with students in their teaching and pastoral care.

## **Focus 2: Students build up and work towards their aspiration based on their understanding of their strengths, aspirations and interests, and their enriched life experiences**

### **(a) Activities for students**

- **to know about personality types and their relationships with interests**
- **to realize their strengths, aspirations and interests**

### **Achievements**

The various activities and learning experiences provided by class teachers and committees have proven to be successful.

- 78.0% agreed that they had been given chances to understand themselves better and to think about how to achieve their dreams.
- 73.2% agreed that they had realized their strengths and attempted to enhance their self-development.

### **Examples**

- VIA survey - 24 Character Strengths (All), Four Colour Test (S2), Holland codes (S3), DISC Personalities Assessment (S4 & S5)
- In-school activities: Goal setting workshop (S1–S5), individual counselling for JUPAS programme choice (S6)
- Outside-school activities and competitions:
  - a. The 4<sup>th</sup> "Distinguished Master, Accomplished Students" Mentorship Programme (S4)
  - b. "Hong Kong 200" Leadership Project (S4)
  - c. Hong Kong Young Ambassador Scheme (S5)
  - d. HKFYG English Public Speaking Contest (S2–S5)
  - e. The 22<sup>nd</sup> Lions International Youth Exchange Scholarship Essay Competition (S4)
  - f. The 22<sup>nd</sup> Millennium Entrepreneurship Programme organised by Wofoo Social Enterprises (S5)

### **(b) Opportunities and platforms for students to enrich their life experiences:**

- **mapping their OLE profile with reference to a balance in different areas**
- **participating in an activity in which they can enhance self-development**
- **learning about the work of local NGOs for junior levels and global NGOs for senior levels**

### **(c) 'My Learning Stories' project for students to record and reflect their learning experiences**

### **Achievements**

The various learning opportunities provided by class teachers and committees have proven to be successful.

- 80% of students tried to take part in OLEs of different natures (e.g. sports, arts, music, leadership, etc.), which have enriched their life experiences.
- 73.2% of students agreed that they had attempted to overcome at least one of their life challenges through participating in different activities.
- 82.2% of students found the talks by local and global NGOs meaningful and inspiring.
- According to the APASO survey, the scores obtained in the area of "Attitude to school – Opportunity by our senior-form students" (2.82) were slightly higher than the HK norm (2.77).

### **Examples**

- 21 天-看見不一樣的自己 booklet and 'My Learning Stories' project
- Talks hosted during whole person development (WPD) programs by local and international NGOs: Food Angel 惜食堂 (S1 & S2), Food Grace 食德好食物回收中心 (S4 & S5) and Médecins Sans Frontières 無國界醫生 (S4 & S5)
- In-school activities: different posts in ECA committees and other student groups, 95<sup>th</sup> Anniversary Celebration-related activities, Clarians Got Talent, Career & Life Planning Day, Alumni Mentorship Programme (S4–S5)
- Outside-school activities and competitions:
  - a. Hong Kong Island Outstanding Student Award (S3 & S6)
  - b. Hok Yau Club Outstanding Student Leaders Award (S4)
  - c. Youth Arch Foundation Outstanding Students Awards (S4 & S5)
  - d. The Outstanding Young Persons' Association Tomorrow Leaders Award (S4 & S5)

- e. SCMP Student of the Year (S5)
- f. Outstanding Youth Commendation Scheme in Central & Western District (S4–S6)
- g. Self-directed online courses offered by the Hong Kong Academy for Gifted Education (S2–S5) and HKU Academy for the Talented (S3–S5)
- h. Global Youth Fair ~SURVIVE~, an international conference for high school students (S5)
- i. HKU Taster Programmes (S2–S4)

### **Focus 3: Students are able to master self-management skills**

#### **(a) A workshop on an overview of self-management in relations to goals and aspiration**

#### **(b) Workshops/Activities on**

- **Time management**
- **A healthy lifestyle**
- **Relations with others (e.g. social interactions in the cyber world)**
- **Emotional management (emotional awareness, identifying one's and others' emotions and regulating the emotions)**

#### **Achievements**

Due to the suspension of whole-day face-to-face classes, most workshops were carried out online. The effectiveness of this type of online learning varied.

- 71.3% of students have learnt and practiced different ways to lead a healthy lifestyle (e.g. physical exercise, balanced diet, social activity, stress management, emotionally health, etc.) during whole-person development programmes, class teacher periods as well as ERE lessons.
- 90.2% of students agreed that they had shown more respect to others, become more cautious when using social networking platforms and more alert of illegal cyber activities.
- According to stakeholder survey, the majority of students (78.3%) and parents (83.4%) agreed with the statement “I/My child get(s) along well with my/her schoolmates.”
- According to the APASO survey, the scores on Care for Others (Domain: Interpersonal Relationships) and Social Integration (Domain: Attitude to School) obtained by our junior-form students were 3.24 and 3.04 respectively, which were slightly higher than the HK norm (3.12 and 2.97).

#### **Examples**

- In-school activities:
  - a. Taizé Prayer and Mindfulness practice (All), Cyber ethics workshop (S1–S3), workshop and activities on Inclusive and harmonious school culture (S1–S3), Stress Management workshop (S1, S5, S6), Health and diet (S4, S6), Expressive Art Workshops (S3, S4)
  - b. WPD Activity Day
  - c. S1: ERE Happy E-network, Career & Life Planning, interpersonal skills, Adaptation Programme

#### **(c) Parents are better informed of the changes that students face through a variety of ways (e.g. Sunshine calls, PPT, pamphlet, etc.).**

#### **Achievements**

- In the stakeholder survey by parents about ‘My views on home-school cooperation’, the scores obtained on the statements “I have a good relationship with the school” (3.9/5, rank 1) and “The school often keeps parents informed of school affairs and development” (3.8/5, rank 2) were high.
- A drama performance on parent education was held during PTA AGM. Positive feedback was received.
- Sunshine calls made by class teachers helped parents to understand their daughter's school life in general.
- Case conferencing sessions with parents, held in person or over phone, were arranged. Parents were better informed of their daughter's learning and emotional needs. Professional advice from EP, CP and SSW helped improve parent-child relationships.
- Some important CLP-related information was directed to PTA representatives, who then helped with sharing the information with parents.
- S1 students were invited to share one of the cardinal virtues with their parents and briefly introduce to them the symbolic features of the St. Clare statue. Students gave positive feedback on this activity

as many parents were not Catholics and found the message delivered by their daughters insightful and meaningful.

- According to the stakeholder survey by parents,
  - ❖ 76.2% of parents agreed that “the school can foster their children's good virtues.”
  - ❖ 86.6% of parents agreed with the statement that “I am pleased to let my child study in this school.”

### Examples

- The drama ‘人間有情小飛俠’ was staged by ‘Me More Theatre,’ conveying the message of positive parent-child relationship. The aims of the performance were to remind parents to accept, support and appreciate their children, regardless of their character strengths.
- Sunshine calls were made by class teachers to help parents to know more about their daughter’s school life and needs.
- Online Parent Workshop (Theme: To enhance parenting awareness and self-care strategies)
- Subject Selection Workshop - Zoom Live Broadcast and Q & A session (S3)
- JUPAS Mock release (S6)

## Reflection on Major Concern 1

### Strengths:

- Students were given opportunities to explore their own personality and develop better understanding of themselves. Having realized both their own strengths and aspirations, they have tried successfully to overcome their aspirations through participating in different activities.
- Students welcomed the opportunities and platforms given to them to enrich their life experiences. The arrangements should continue next year.
- Students demonstrated that they were good at showing care and respect to others. They also reflected that they had acquired the knowledge and experience of mastering self-management skills. This area of focus should continue next year.
- Students have shown more awareness of the importance of cyber ethics and practiced caution when using social media platforms.
- Teachers gained some hands-on experience and knowledge about how to
  - coach students along their life journey to foster self-understanding for goal setting and reflective thinking.
  - take care of students who have specific needs.

### Areas of improvement:

- The pandemic has continued to disturb students’ learning, normal school life and their emotional wellbeing. It was suggested that a professional development workshop on catering for students’ mental wellbeing (one of the elements of character strength) should be conducted in the coming year to raise teachers’ awareness on students’ mental health and enable them to nurture students’ emotional intelligence.
- Teachers should be encouraged to enroll in EDB courses related to catering for the needs of students with SEN.
- The EDB has introduced the Values Education Curriculum Framework. There is the need for the school to address this and formulate a holistic plan on the development and implementation of a school-based Values Education Framework with the Catholic core values well incorporated.
- According to the stakeholder survey by students, 43.8% of students agreed that teachers were able to help them solve problems they encountered as teenagers, such as problems in their physical and mental development, interpersonal relationships, and academic performance. It was hoped that sufficient time could be allocated for building peer rapport and holding class activities that allow students to strengthen class cohesion and peer rapport.
- According to the APASO survey, the scores on Goal Setting (Domain: Goals of Life) for both junior-form (2.78) and senior-form (2.70) students were slightly lower than the HK norm (2.86 and 2.83). Goal setting in connection with career and life planning and more diverse learning opportunities should be developed further. More opportunities for students to broaden their horizons and enrich their life experiences should be created.

- Students' successes and efforts should be recognized through various platforms in school. The appreciation culture should be further promoted.
- According to the students' stakeholder survey, 55.0% of students agreed that through participation in the school's extra-curricular activities, their learning opportunities in respect of extra-curricular knowledge and life skills, etc. were increased. It was planned that student leaders (i.e. Student Union, House Exco and club chairpersons) would be given more opportunities to organise diverse activities (e.g. Fun Day, school charity events, joint-school programmes etc.) to help students strengthen their life skills (e.g. self-management skills) in school.
- According to the APASO survey, the scores on Self Encouragement (Domain: Stress Management) obtained by both junior-form (2.81) and senior-form (2.74) students were slightly lower than the HK norm (2.87 and 2.8). It was planned that more opportunities (ECA, leadership, community services, cross-curricular activities, etc.) would be provided to students to improve their self-management capabilities and diversify their learning.
- According to the APASO survey, the scores on Emotional Stability (Domain: Self-Concept) obtained by both junior-form (2.36) and senior-form (2.35) students were lower than the HK norm (2.64 and 2.52). It would be helpful to promote a healthy lifestyle to nurture students' emotional intelligence for benefitting their mental health and emotional well-being.
- Parent education programmes should also address the need to develop parents' awareness of their daughters' emotional needs.

**Major Concern II****To empower students and teachers with effective learning and teaching skills****Focus I: Enhance motivation and learning capacity of students with different abilities and needs**

- (A) **Provide diversified learning experiences to boost students' motivation to learn**
- a. Organize and encourage students to participate in in-school competitions / activities
  - b. Organize subject-related outings/visits in WPD time
- (B) **Organize cross-curricular programs to enrich students' learning and encourage them to integrate knowledge from different subjects**
- a. S1 – Reading across the Curriculum
  - b. S2 – STEM Education
  - c. Reading activities
- (C) **Enhance students' learning capacity through developing their study skills, including information literacy**
- a. Pilot subjects in S1 & S2
  - b. Sharing of experiences in staff meetings
  - c. Sharing of study strategies by past Clarians
- (D) **Organize enhancement programs for students with different abilities**
- a. Enhancement classes for S4-S6 elite students (Core subjects)
  - b. Recruit past Clarians as tutors for remedial classes (S4-S6)
  - c. Big sisters as tutors for junior students

**Achievements**

- (a) **Students were encouraged to participate in various activities under the constraints of COVID-19**
- Due to COVID-19 and the social distancing restrictions, most cross level activities and outings planned could not be organized. Subject-based activities were streamlined and organized in Whole Person Development (WPD) time on a level basis e.g. Chinese / English / STEM.
  - A few panels organized other activities e.g. film production competitions, 中華文化及基本法常識班際比賽(online mode) to enrich students' learning outside classrooms.
  - Some panels arranged students to join outside competitions e.g. HK Secondary Science Project Competition, HK Geographical Olympiad, JA Money Sense Programme, HK Student Startup Competition.
  - According to teachers' feedback, students participated actively in those activities.
  - 64.6% students agreed that the activities boosted their motivation to learn.
- (b) **Students had been given more opportunities to integrate their knowledge from different subjects through cross-curricular programs**
- School-based cross-curricular curriculum was designed and implemented in S1 Reading across the Curriculum (RaC) and S2 STEM, with emphasis on integrating knowledge from different subjects.
  - There has been enhanced collaboration among the following subject panels in S1 RaC and S2 STEM:  
S1 RaC – Technology & Living, History, Geography and Computer Literacy  
S2 STEM – Junior Science, Life & Society, Geography and Visual Arts
  - 64.2% students agreed that the cross-curricular activities enriched their learning.
  - 94.6% teachers commented that students were able to apply knowledge from different subjects in the tasks assigned in the cross-curricular programs.
  - Other cross-curricular programs include:  
ERE + Eng: Easter Egg Hunt  
BAFS + ERS: business ethics  
C. Hist + L&S: 「認識國情學生網上平台自學計劃」
- (c) **Students showed improvement in their study skills**

- Study skill workshops were organized in WPD time for S2 & S5. Relevant skills including information literacy were also covered in S1 RaC and S2 STEM lessons.
- Various panels introduced different subject-related study skills in lessons e.g. note-taking skills in Maths, study skills for Liberal Studies, use of graphic organizers in Ethics & Religious Studies and Biology.
- Some panels invited past Clarians to share with S6 students the strategies for preparing DSE.
- Most students found the sharing helpful and encouraging.
- 65.9% students agreed that the study skills taught were useful.
- 64.3% students agreed that the teachers often provided them with guidance in learning e.g. doing pre-lesson preparation, using concept maps, tool books and online resources.

**(d) Students with different abilities were given the opportunities to further stretch their potential**

- Enhancement classes were organized in S4-S6 Cores subjects. In 2<sup>nd</sup> Term, Chin/Eng/Maths Enhancement Classes were organized in collaboration with Gifted Education Committee.
- Online study group by Big Sisters were arranged during the Special Vacation
- Some panels recruited past Clarians to conduct remedial classes with the weaker S5/S6 students (Chin / Maths / Lit in Eng / ICT / Phy / BAFS / Chem / Bio)
- Participating students found the past Clarians understood their difficulties and almost all of them agreed that the Remedial Classes were useful.
- Almost all participating students found the Enhancement Programs in Chin/Math/LS useful.
- Most teachers agreed that students participated in Enhancement Classes (90%) and Remedial Classes (97.2%) had shown improvement in their academic performance.

**Focus II: Develop and maintain the quality of teaching through enhancing the capacity of teachers**

**(A) Strengthen the support to new teachers on teaching strategies**

- a. Assign a mentor from the same panel
- b. Regular review of performance with timely feedback
- c. Sharing of teaching strategies in panel meetings

**(B) Revisit basic teaching techniques with focus on strategies to cater for learner diversity**

- a. Staff Development Program
- b. Design differentiated learning materials to cater for learner diversity (e.g. bonus questions, tiered tasks)
- c. Sharing of experiences in panel meetings

**(C) Raise the effectiveness of e-learning for students' self-directed learning**

- a. Sharing of good practices among teachers
- b. IT in L&T Committee: Gather the needs of teachers, explore new tools and provide support to teachers

**Achievements**

**(a) Support to new teachers has been strengthened**

- Each new teacher was assigned two mentors (one from the same panel, the other being class teacher partner)
- Timely feedback was given after lesson observation and assignment inspection.
- Some subject panels made use of common lesson planning time or regular sessional meetings to share teaching plans.
- All new teachers agreed that the support to them on teaching was sufficient.

**(b) Teachers' capacity has been enhanced through revisiting basic teaching techniques**

- SPD Program on 'E-learning tools to enhance classroom interaction and self-directed learning' was conducted
- Over 90% teachers agreed that the staff development program was useful and they would apply the skills/app learnt in their teaching
- Various panels used different strategies to cater for learner diversity

e.g. graded assessment tasks (English), tiered tasks (Mathematics), PQS (Ethics & Religious Studies), bonus questions (Biology, Geography), corrective exercises (Junior Science)

**(c) Teachers gained more experience in conducting e-learning**

- Various e-learning tools were used in different panels e.g. use of online videos as lead-in (English), uploading learning materials and teaching videos to OneDrive for self-study of students (Mathematics), Kahoot!, XMind, edpuzzle, menti.com, teaching videos (Liberal Studies)
- Panels made use of a common e-platform (Office 365 OneDrive) to share learning materials (e.g. teaching videos) with students. This facilitates self-directed learning of students.
- 88.9% teachers agreed that the e-learning conducted were effective in enhancing students' self-directed learning.

**Focus III: Review the curriculum and modes of assessment to ensure that they are in line with current education initiatives**

**(A) Review and implement the curriculum in response to the optimization of Senior Core subjects**

- a. Senior Core subjects in S4
- b. Junior PSHE KLA

**(B) Incorporate National Security Education in existing curriculum**

- c. Review the Scheme of Work
- d. Update the teaching materials

**(C) Strengthen the monitoring of HW policy (regarding the quantity and marking requirements)**

**Achievements**

**(a) Relevant curriculum has been revised in line with current education initiatives**

- All relevant panels have reviewed and implemented the curriculum in accordance with the requirements.
- The revised curriculum of S1 & S2 Life & Society/History/Geography covers a wider scope of knowledge and better fulfills the objectives of the PSHE curriculum than the previous Integrated Humanities curriculum.
- All panels have revised the scheme of work to incorporate National Security Education as appropriate. Relevant teaching materials were prepared and uploaded to panel drives.
- Homework Policy regarding the quantity and marking requirements was implemented and monitored by panels through regular homework inspection.

**Reflection on Major Concern II:**

**To empower students and teachers with effective learning and teaching skills**

**Strengths:**

- With the implementation of cross curricular programs (S1 Reading across the Curriculum and S2 STEM Education), students were given more opportunities to integrate and apply knowledge from different subjects. It is also encouraging to see teachers from different subjects working together to design and conduct teaching activities. Collaboration among subject panels has been enhanced.
- Through both enhancement and remedial programs, students with different abilities were guided to further improve. Various strategies to cater for learner diversity have been practiced in daily classroom teaching.
- A common platform for e-learning has been established. Teachers are equipped with the skills necessary for both online and face-to-face teaching.
- The school-based curriculum has been kept up-to-date and in line with current education initiatives.

**Areas of improvement:**

- Under the constraints of COVID-19 and the consequential shortened face-to-face lesson time, many learning activities (both inside and outside classes) could not be carried out. Lessons have become more teacher-centered. According to the student survey, only 13.3% students agreed that teachers often arrange learning activities outside class for them. Only 53.8% students agreed that teachers often arrange learning activities such as group discussion and oral presentation in lessons. When the pandemic situation improves, more diversified learning activities can be arranged to enrich students' learning experiences and raise their motivation to learn.
- There is still room for improvement in students' confidence and capacity in learning. As reflected in the student survey, only 21.4% students agreed that they were confident in learning. 64.3% students agreed that the teachers often provided them with guidance in learning e.g. doing pre-lesson preparation, using concept maps, tool books and online resources. Besides teaching the study skills in lessons, students should be given more opportunities to put into practice those skills in their daily task. More class activities should also be arranged to allow students to express and illustrate their learning outcomes. These would boost their confidence and skills in studies.
- With a relatively great number of new teachers joining the school, sufficient support to them is essential to develop a stable teaching force in school. Besides, to respond to the rising needs of e-learning, teachers' capacity in conducting effective online lessons and use of e-learning platforms should be further enhanced. Staff professional development programs on various teaching techniques and up-to-date e-learning tools could be arranged.

### 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	<b>English Language</b>	✓	✓	✓	✓	✓	✓
	Literature in English	✓	✓	✓	*	*	*
Chinese Language Education	<b>Chinese Language</b>	✓	✓	✓	✓	✓	✓
	Putonghua	✓	✓	-	-	-	-
Mathematics Education	<b>Mathematics</b>	✓	✓	✓	✓	✓	✓
	Mathematics Extended Module	-	-	-	*	*	*
Science Education	Junior Science	✓	✓	-	-	-	-
	Junior Science (Phy/Chem/Bio)	-	-	✓	-	-	-
	Physics	-	-	-	*	*	*
	Chemistry	-	-	-	*	*	*
	Biology	-	-	-	*	*	*
Technology Education	Information & Communication Technology	-	-	-	*	*	*
	Computer Literacy	✓	✓	✓	-	-	-
	Technology and Living	✓	✓	✓	*	*	*
	Business and Management	-	-	✓	-	-	-
	BAFS	-	-	-	*	*	*
Personal, Social and Humanities Education	Life and Society	✓	✓	✓	-	-	-
	Citizenship and Social Development	-	-	-	✓	-	-
	Liberal Studies	-	-	-	-	✓	✓
	Chinese History	✓	✓	✓	*	*	*
	Economics and Commerce	-	-	✓	-	-	-
	Economics	-	-	-	*	*	*
	Geography	✓	✓	✓	*	*	*

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

\*: Elective Subject    ✓: Compulsory Subject

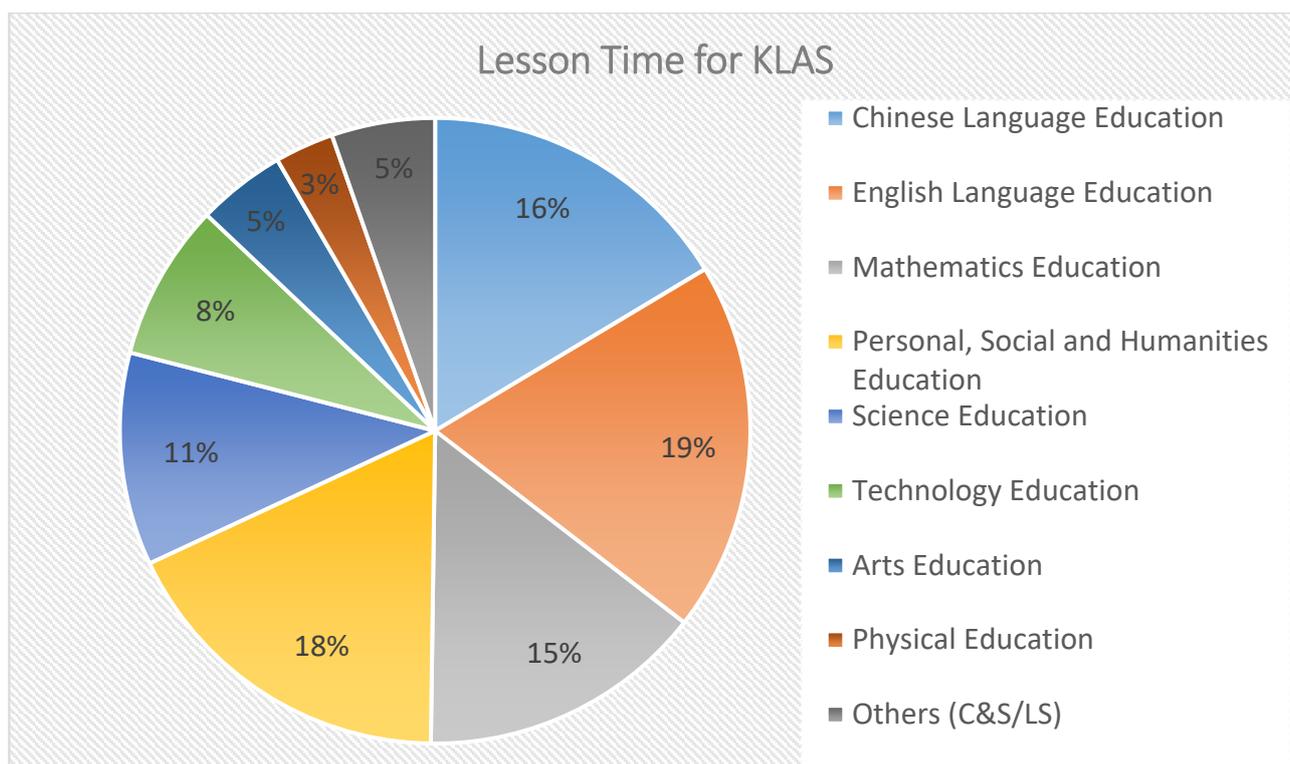
### C. Assessment Policy and Supportive Measures

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

### D. Number of School Days

S1-S6	Number
No. of School Days	192
No. of Holidays	90

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



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

- An integrated e-Learning platform (Office 365) has been introduced in the school and it provided a standardized platform for learning and teaching. This integrated platform promoted self-directed learning and supported students with learning diversity. It also provided flexibility for the school shifting from face-to-face mode to online mode.
- The computer systems including software and hardware in the school had been reviewed and updated to the version which fulfills the I.T. security requirements. Teachers and students can use the computer system and e-Learning tools for their learning and teaching in an effective way.
- The school has joined the Quality Education Fund e-Learning Funding Programme to loan mobile computer devices to needy students, so that all students have equal opportunities in accessing online learning under the “new normal”.

## IV. Other Learning Experiences

### A. Whole-person Development Programs

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

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

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

Theme / Level	S1	S2	S.3	S4	S5	S6
<b>(a) Student Guidance</b>	(1) Positive Me (2) Goal Setting (3) Emotional Well-Being (4) Interpersonal relationship (5) Inclusive Culture (6) Sex Education (7) media and information literacy	(1) Emotional Well-Being (2) Goal Setting (3) Interpersonal relationship (4) Inclusive culture (5) Sex Education (6) media and information literacy	(1) Emotional Well-Being (2) Goal Setting (3) Sex Education (4) Inclusive culture (5) Stress management	(1) Emotional Well-Being (2) Goal Setting (3) Stress management (4) Sex Education	(1) Emotional Well-Being (2) Goal Setting (3) Resilience building (4) Sex Education	(1) Emotional Well-Being (2) Towards adulthood (3) Stress management (4) Sex Education
<b>(b) Religious, Moral and Civic Education</b>	(1) Religious services – prayer, mass, liturgies and religious learning experiences (2) Five core values of Catholic Education (3) Four Cardinal	(1) Religious services – prayer, mass and religious learning experiences (2) Five core values of Catholic Education (3) Four Cardinal virtues & catholic	(1) Religious services – prayer, mass and religious learning experiences (2) Five core values of Catholic Education (3) Four Cardinal	(1) Religious services – prayer, mass and religious learning experiences (2) Five core values of Catholic Education (3) Four Cardinal virtues & catholic	(1) Religious services – prayer, mass and religious learning experiences (2) Five core values of Catholic Education (3) Four Cardinal	(1) Religious services – prayer, mass and religious learning experiences (2) Five core values of Catholic Education (3) Four Cardinal virtues & catholic

	virtues & catholic core values (4) Joy of life: embracing adversities (5) Media Edu: Be a respectful netizen (6) Care for oneself (7) National identity	core values (4) Work Ethics (5) Care for oneself (6) National identity (7) Knowing me and you: personality analysis	virtues & catholic core values (4) National identity	core values (4) Global citizenship: care for the world (5) National identity (6) Knowing me and you: personality analysis (7) Be good to our body mind and Soul: Expressive Art Programme	virtues & catholic core values (4) Global citizenship: care for the world (5) National identity	core values (4) National identity (5) Cherish the past with gratitude , Embrace the future with hope (6) Social Etiquette
<b>(c) Career and Life Planning</b>	Understanding what is CLP	Work ethics	(1) Subject selection (2) Money Sense and Management	(1) OLE Mapping (2) SLP Building (3) Entrepreneurship Programme	(1) Multiple pathways: making choices (2) OLE Mapping (3) SLP Building	JUPAS strategies & interviews
<b>(d) Community Service</b>	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	-
<b>(e) Health and Environmental Education</b>	(1) Physical Health – Diet & Exercise (2) Care for the environment	(1) Care for the environment	(1) Physical Health – Diet & Exercise (2) Care for the environment	(1) Physical Health – Diet & Exercise (2) Care for the environment	(1) Care for the environment	-
<b>(f) Leadership</b>	(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 &	(1) Leader in me: 6 levels of reflection & communication, confidence and perseverance (2) Leader in me: goals &	(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	-

		aspirations	aspirations			
<b>(g) Gifted Education</b>	(1) Learn to learn skills: Categorization and the use of visual organizers	(1) Learn to learn skills: Active reading	(1) Learning style and goal setting (2) Learn to learn skills: revision skills	(1) Explore the world through active reading	(1) Exploring the world through active reading	-
<b>(h) Others</b>	-	-	-	-	-	-

## B. Co-curricular Activities

### 1. English Language Activities

Despite the fact that the pandemic had restricted the scale and quantity of students' activities, English teachers are encouraged to arrange a range of English-rich activities, mostly run on individual basis. The highlights of activities in 2021-22 are as follows:

#### *English for ALL activities*

##### *a. English Newsletter*

English newsletter *Clarian Call* was published in the 2<sup>nd</sup> term, giving students a greater voice and taking them to a literary journey of fine writing, from fiction and poetry to creative non-fiction. Social issues were also addressed like the articles titled *The Bright Side of Quarantine* and *The Impact of the Global Epidemic*. Through publication, students have an access to demonstrating their creativity through a wide variety of texts, and it also served as a channel teachers can discover talented writers in the pursuit of forming a writers' link for future publications.

##### *b. English Broadcast*

Through regular broadcasting activities, students' confidence and exposure can be enhanced with the sense of ownership through researching, making use of IT knowledge and practising speaking based on a variety of themes thoughtfully selected by students who keep abreast of the hot topics, innovations, customs and social issues around the world. Students, as the audiences, gained opportunities to discover educational and inspiring novelties and new vocabulary that may sound unfamiliar to them in a classroom environment.

##### *c. Writing competitions inside and outside school*

To unleash creativity of young writing talents at an earlier stage and enhance their confidence built through writing, giving opinions and formulating arguments, students are encouraged to join a series of writing competitions. On level basis, one of the writing tasks was attributed to the writing competition. A wide range of topics varied from junior to senior forms. Judging panels included intra- and inter-level English teachers. Besides, meetings were organized for a group of Budding Writers who were encouraged to share and appreciate writings, thoughts and ideas with one another. Platforms outside school were also provided such as Hong Kong Young Writers Award 2022 and Magazine International Young Writers Award 2021 with an encouraging number of entries.

##### *d. Achievements in 73rd Hong Kong Speech Festival 2021*

Unlike the level-based participation in the past before pandemic, students were encouraged to join the speech festival on individual basis. Students were asked to record their performances and submit a video clip to the Speech Festival Association. Technical assistance was given to those who might not have a desirable environment or facilities for recording. There were 16 entries this year, mainly in the categories of solo verse and solo prose reading. Most students achieved satisfactory results and 5 of them achieved Third Place. Students will be encouraged to join in a wider variety of categories of speech festival such as Public Speaking, Dramatic Duologues and News Feature Presentation.

### 2. Co-curricular Activities

#### *a. The Development of a Cross-curricular subject: Reading Across the Curriculum*

In order to motivate students to develop a stronger foundation in English in cross-curricular subjects, Reading across the Curriculum is introduced for S.1 students who cope with the increasing demands of using English as the medium of instruction in various subjects. This was the third consecutive year of our school which applied for the onsite learning support led by Dr. Janet Ho, EDB District Officer to work with the Panel Head, Assistant Panel Head and S.1 English teachers. To sharpen students' reading strategies and establish meaningful links between ideas acquired in different Key Learning Areas, English panel members liaised with three other panels, Technology and Living, History

and Computer Literacy through discussing and compromising the use of authentic materials, the language focus in respective subjects and the mode of assessments that reflect the learning effectiveness.

It is hoped that students can make use of interdisciplinary skills in reading, study and language to enhance students' confidence in using English in most subjects. The year-end evaluation was held to go through the feedbacks of students' survey. Generally positive reviews were received by students.

**b. *Whole-Person Development Day***

Teachers from the Departments of English Language and Literature in English co-organized a Whole-Person Development programme entitled In Love with Popular Culture on 17 May 2022, with an aim of capturing some snippets of contemporary culture in relation to English learning.

Students of different forms were engaged in a series of fun-filled activities such as role play, bingo and charades. For example, S3 and S5 students, particularly those who study Literature in English, put on costumed performance of *The Merchant of Venice* and *The Taming of the Shrew*, showcasing their artistic talents and the importance of student-directed learning through drama performances. For senior form students, they acquired experience in voice acting on stage through manipulating intonation and emotions in some most popular animated films such as *Inside Out* and *Coco*. The programme was well received and successfully promoted the importance of popular culture to our students. This wider exposure to the English-rich environment did not only provide an educational platform for student leaders, it also enhanced their confidence in speaking English and enriched their literary interpretation in a variety of cultural contexts.

**3. Literature in English Activities**

Our school has a long history of offering the subject of Literature in English to all students from S1 to S3. We aim at enabling students to appreciate literary works and the English language. These activities help cultivate a good English learning environment in the school. Due to class suspension, large-scale activities like the S1 and S2 Literature in English Drama Competitions could not be organized. As such, we organised Film Production Competitions and Premiere Shows for S1 – S3 in the school year 2021 - 2022. With the resumption of half-day school this year, students were able to work together in groups and learn how to collaborate with one another and enjoy the process of film production. Some students did exceptionally well and they made good use of their acting skills, blocking, make-up, costumes, film angles and special effects to enhance their performances. Prize winners of the competitions were given certificates and scholarships as tokens of recognition to encourage them to strive for excellence in future activities in the year-end breaking-up ceremony.

It has been our tradition for S5 students taking Literature in English to perform the Shakespearean play they study. Due to the pandemic and social distancing measures, some selected scenes of the play were performed for S3 students during the WPD period on 17 May 2022. A shortened version of the play was performed for S1 – S2 students during the post-exam period on 28 July 2022. Through the drama production, students learnt the play by heart and they memorized the lines from the play very well. It is believed that it could boost their results in the HKDSE. Students in general had very positive feedback after the production in the WPD period. They expressed that it had been a fruitful experience for them and they had a better understanding of the characters and the themes of the play.

A total of 35 S4 and S5 students taking Literature in English as well as some proliferate writers in the junior forms joined the Budding Poets (English) Awards 2022 by submitting creative poems to the Academy of Gifted Education. This competition encourages students to write creative poetry. Drafts were submitted to their teacher for feedback and students had to improve their poems accordingly before the online submission to the organisation. Six students received awards from the competition and the results are as follows:

Silver Award: Garcia Riley Heart G. 5L

Silver Award: Leung Yan Ki 2S

Bronze Award: Agoncillo Danica Alexis Sales 5L

Honourable Mention: Simone Cheung 3M

Honourable Mention: Irene Kung 3M

Honourable Mention (Open Section): Kwok Hei Ting 1R

Poet of the School: Garcia Riley Heart G. 5L

A group of S4 and S5 students taking Literature in English were invited to participate in the 14th English Radio Drama Competition organised by the Smart Education Charitable Foundation. They wrote their own script in response to the topic, “It’s the little thing that count” and they recorded an audio dramatisation of their own scripts. They managed to get into the semi-final of the competition and they found the experience enjoyable and rewarding.

#### 4. STEM Education

The school-based S2 STEM Education curriculum was designed to suit the unique needs and interests of Clarians, with the focus on solving some of the social problems in Hong Kong. The major objectives of our STEM curriculum are to provide opportunities for students to integrate their knowledge from different KLAs including Junior Science, Mathematics, Life and Society, Geography, Computer Literacy and Visual Arts; encourage students to solve their problems by using their creativity, collaboration, problem-solving and presentation skills; practice the six elements of PICKER (Problem-solving, Investigation, Collaboration, Knowledge, Engineering & Refinement).

Rocket Car competition was held in the school hall in Dec 2021. The aim of this competition was to motivate students to build and refine their rocket car by using their Junior Science knowledge such that their rocket car can travel at the highest speed.

STEM day was held in June 2022 to provide opportunities for S1-S5 students to understand the latest technology (including Smart City, Virtual Reality etc.), apply their knowledge to solve problems (e.g. measuring the height of the school’s flag pole and building an electric greeting card). These activities allowed students to extend their learning in lessons to real-life situations.

Students were also encouraged to join different competitions with the guidance from teachers. A group of S2 students was one of the finalist teams in the fourth “Social Innovation • Community 4.0” Competition organized by the Hong Kong Council of Social Service. A S3 student and her team was awarded Second Place Award in the International Women’s Day Hackathon 2022 Global Demo Day organized by Teens in AI. Students were able to apply their knowledge and skills learnt in STEM lessons in the competitions.

### C. Support for Student Development

#### 1. School Culture

Driven by the mission and vision of the school and the underlying core values of catholic education, the school has fostered 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 with 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, in such manner consistent with the core themes and the school motto. A whole-school approach has been adopted to instill 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 that caters for students of all nationalities with different needs, abilities and strengths so that they can support and collaborate with each other.

##### (a) Class Teachers

A twin class teachers system continued to work well in providing quality classroom care to students, with each playing multiple and complementary roles of mentoring students in areas such as guidance, discipline, career and life planning and civic education.

Building a positive class culture was one focus for this academic year. To create more space and time for it, there were two Class Teacher Periods during WPD time with no lining up on Tuesday so as to allow teachers more time to attend to students' needs. Apart from class affairs, class teachers did follow-ups on the WPD programs, reading-to-learn programs, morning broadcasts, religious and moral education programs and activities, among other things. Sunshine calls were made during the class suspension period to facilitate communication between class teachers and parents.

**(b) Whole Person Development**

Apart from the regular themes related to personal growth, community service, civic education, health and environmental education, interpersonal relationships, sex education, religious and moral education, positive psychology has been added to assist students in confronting and embracing life challenges. This is particularly relevant under the global coronavirus pandemic. Positive life education was delivered through the work of committees and panels. Resources and support were tapped and fully utilized. However, some of the programs had to be conducted via live broadcasts due to the social distancing measures and new capacity restrictions on different school venues imposed by the Center of Health Protection. Besides, during the special vacation periods, class teachers maintained contact with students, attending to their needs through regular online meetings and phone calls. The Student Guidance Committee and the school-based social worker also rendered support services through online platforms to the SEN students.

**2. Further strengthening the holistic approach to student development**

The school goes to great lengths and attention in the whole person development of students beyond preparing them for academic success. We believe in experiential learning and leadership quality in everyone. 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 with ample opportunities to participate in external competitions and partnership projects / activities to widen their horizons and experience. With the concerted efforts of different stakeholders, students were engaged in collaborative and peer support programs, trainings of various types, 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 impart a positive education with opportunities for students 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, in confronting challenges and difficulties, students managed to tackle them with the skills and attitude they learnt at school and through their other experiences, exercising the four Cardinal Virtues: Prudence, Justice, Fortitude and Temperance.

**(a) Career and Life Planning**

Under the coordination of Career and Life Planning (CLP) Committee, comprehensive educational activities on career and life planning were arranged. Examples are thematic WPD lessons for all levels, individual/group career counselling, online admission talks, university taster programs, school-based mock release, CLP workshops for targeted S3 students, as well as parents' talks and so on. The committee also collaborated with other academic departments and functional committees to arrange some joint activities to help students make a smooth transition from their secondary education to further studies/career path. Due to the COVID-19 pandemic, some programs were conducted via Zoom (e.g. parents' talks on S3 subject selection and HKDSE result release). A tailor-made CLP Day was organized for all S1 to S5 students during the post-examination period. The program aimed at enriching students' career-related experiences with various activities and sharing by social workers and alumnae. All the CLP activities organized were well-received, and they will be fine-tuned to suit the needs and interests of different

cohorts.

**(b) Student Guidance**

Student Guidance Committee adopts a whole-school approach in taking care of the discipline and guidance work of students in line with Christian values which aims at developing students' self-respect, self-discipline, positive attitudes, sense of responsibility, respect for others, and understanding of their personal growth and development. Both preventive and intervention programs were organized to cater for students' needs, such as S1 Adaptation Program, talks on Cyber Ethics and resilience building, and Big Sister Scheme. To promote mental wellbeing among students, different activities were launched, such as 'Love in the Times of Coronavirus' and 'Secret of Happiness'. In addition, project 'My Learning Stories' was introduced aiming at arousing students' understanding of their own strengths, aspirations and interests, enriching their life experiences and enlightening them to build up their aspiration.

**(c) Extra-curricular Activities**

- i. During the annual Club Selection period, a total of 47 clubs in 6 major categories were offered to students as follows:

Categories	No. of Clubs
Co-curricular	8
Art and Cultural	9
Interest	9
Religious	3
Social Service	7
Sports	11
Total	47

Due to the half-day face-to-face lesson arrangement, most club meetings were conducted online via Teams. On the other hand, some clubs and school teams were able to resume face-to-face training and club meetings after the members had fulfilled the government Vaccine Pass requirements. These clubs and school teams included Basketball Team, Volleyball Team, Chinese Dance Club, Dance Crew, Athletic Team, Swimming Team, School Orchestra, School Choir, Literature of English and English Drama Club.

- ii. In recognition of students' participation in ECA and different kinds of competitions, competition merit points and ECA participation awards were presented to students. These awards were also recorded in students' OEA (Other Experiences and Achievements). A summary of the awards presented is listed as follows:
- iii.

**ECA Award System**

Awards	No. of students (S1-S5)
None	200 (37.2%)
Bronze Award	172 (32.0%)
Silver Award	109 (20.3%)
Gold Award	38 (7.1%)
Diamond Award	13 (2.4%)
Ruby Award	4 (0.7%)
Excellent ECA Performance Award	2 (0.4%)

### **Competition Merit Points**

Merit Points / Year	No. of merit points
Competition Minor Merit Points	0
Competition Merit Points	104

- iv. Leadership training workshops were provided to Student Union, House ex-co members and club chairpersons in which components of Student-LED program were introduced. Students found these workshops useful and practical in executing their roles and responsibilities as student leaders. They used the P-I-E model (planning, implementation and evaluation) readily in the discharge of their duties. In celebration of the school's 95th Anniversary, the SU organized several school activities, including the Sticker Design Competition, Clarian's Got Talent, Joy to the School etc. After conducting the above activities, SU Exco and Sub-com members learnt valuable soft skills. In particular, their public speaking and organization skills were enhanced.
- v. The Life-wide Learning Day was held in Dec 2021. It provided a chance for students to learn more about nature and conservation. This activity also strengthened teacher-student relationships.
- vi. Due to the uncertainty of pandemic, Swimming Gala and Sports Day were cancelled.
- vii. During the Post-exam period, over 160 hours of activities were provided to students by a variety of committees/ panels, including Gifted Education, Special Education Needs, Career and Life Planning, Catholic, Academic, Drama, Sports and Creative Thinking etc.
- viii. About 140 students (22.2%) were awarded prizes in different external competitions. The statistics are shown as follows:

Number of competitions with prizes	Number of winners	Number of students involved
50 competitions	182 winners	138 students (22.8%)

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

- i. Policies were adopted and resources were used effectively in various programs and workshops, including leadership training programs for prospective leaders, as well as aesthetic education for senior-form students. In addition, different pull-out programs were organized for students with special educational needs (SEN), non-Chinese speaking students (NCS), gifted students and accelerated learners in order to cater for their learning diversity. There was more collaboration between committees in the organization of programs and activities for the benefits of students than in previous years.
- ii. School-based Educational Psychologist (EP) Service further supported the school in catering for students' diverse educational needs. A series of support ranging from school system level to students support level and parent support were offered, such as student's assessment, individual coaching, teachers' and parents' consultation sessions.
- iii. Different tools and policies are adopted to identify students' special learning needs at the early stage. For instance, the Case Referral Policy and the Chinese Writing Test for all S1 students which was conducted in September. Suspected cases were referred to EP and Clinical Psychologist (CP) for further assessment.
- iv. Appropriate support and pull-out programs were provided according to the diverse needs of students with special educational needs (SEN). Some examples of the programs were Executive Functioning Skill Training Workshop, Speech Therapy, Expressive Art Therapy, Clinical Psychology Services and Animal-assisted Therapy. Besides, the Learning Buddy Program was organized to help students with SEN and on-Chinese speaking students (NCS) prepare for examinations. In promoting an inclusive school culture, various programs and activities were organized, such as talks on promoting mutual understanding and respect, recess gatherings with

NCS. To add, a sharing ‘My U Life, My Way’ by NCS alumnae was also conducted which inspired them in building up their career and life aspirations.

- v. All these created an inclusive learning environment with due regard to the proper recognition and appreciation of effort and talent, strengthening students’ determination to strive for excellence.

**(e) Gifted Education**

The Gifted Education Committee strategically nurtured high achievers by engaging them in both internal and external programs, activities and competitions. Examples are Hong Kong Island Outstanding Student Award 2021, Hong Kong Young Ambassadors Scheme 2021-22, Global Youth Fair ~SURVIVE! 2021~, Hong Kong Academy for Gifted Education Nomination 2021-22 and Model United Nations Conference Program 2021-22.

Among all the activities, one important highlight was S5 students’ participation in Wofoo Millennium Entrepreneurship Program 2021-22 (MEP22) organized by Wofoo Social Enterprises. The program aims at providing a solid learning platform which creates opportunities for students to experience building businesses through a social study project with a designated theme relating to hot social issues. After 5 months of hard work, the team was awarded the championship and the Most Astonishing Team Spirit Award. The experience has enhanced students’ project planning skills and open-minded entrepreneurial thinking, promoted their awareness on emerging social issues and has strengthened their understanding on the importance of corporate social responsibility.

To enrich students with skills to study more strategically and provide them with a chance for reflecting on their own studying techniques, revision skills workshops were also provided to S2 to S5 students.

**(f) Religious Moral & Civic Education**

- i. Celebration of the Centennial Founding of the Missionary Sisters of Our Lady of the Angels cum 95th Anniversary of St. Clare’s Girls School

To celebrate the important milestone of the School Sponsoring Body and St. Clare’s Girls School, two religious celebrations, namely Joint School 95th Anniversary Thanksgiving Mass at the Catholic Cathedral on 8 September 2021, and the Blessing of the Lorraine Turcotte Library on 27 November 2021 were held to unite all stakeholders in prayer to thank God for His many blessings bestowed upon the school over the past years. These liturgies reminded all students of the sacred missions of the school in nurturing young girls with the five core values of Catholic Education. A series of education programs related to the history and accomplishments of the Missionary Sisters of Our Lady of the Angels were held to cultivate students’ sense of belonging to the school and develop their appreciation for the devotion of the sisters.

- ii. Response to 2021-22 Theme of the Year “Build on Strengths Aspire with Faith”

In response to the captioned Theme of the Year, a wide array of religious, moral, and civic education programs and activities were conducted to nurture our girls to be positive, confident and caring young individuals with Jesus Christ as their model. Some of the highlights were as follows:

To foster students’ sense of gratitude and love for others, the RMC Committee, ERE Panel and Student Guidance Committee joined hands in organizing different activities during RMC Fridays and ERE lessons. Students were given a platform to express their love and appreciation to their beloved ones through expressive art activities. These programs were well received as many students reflected that the experience had helped them to find ways to express positive energy and gain support from their peers.

Enhancing students’ self -understanding and helping them to build a positive self-image, a fun-filled activity “Get to Know My Color” was tried out during the WPD program, helping junior-form students to identify their character strengths and to find ways in building up a good relationship with others. To further cultivate in

students some important values at work, an interactive workshop on “Work Ethics” and “Social Etiquette” were introduced to S2 and S6 students respectively, encouraging them to uphold positive values and social manners in an authentic workplace.

For spiritual nourishment, different religious programs and activities were held as follows:

**a. Christmas Prayer Service on 21 Dec 2021**

S2 & S4 students gathered together with our guests at the school hall for this joyful and meaningful prayer service. The ceremony was broadcast to classrooms through livestreaming. Rev James Boey, Parish Priest of the St. Peter’s Parish, presided over the ceremony. He reminded us of all the true spirit of Christmas – Rejoice! The Birth of Jesus is Good News to all of us.

**b. S6 online Thanksgiving Prayer Service on 4 March 2022**

S6 Thanksgiving Prayer Service was conducted online on 4 March 2022. With the concerted efforts of all S6 graduates, a video was made to reminisce their fond memories in school, conveying their heartfelt gratitude to all stakeholders in SCGS. To end the service, all members united in prayer to seek our Heavenly Father for strength and divine guidance.

**c. School Patron Saint’s Day on 18 March 2022**

To commemorate the Consecration Day of St. Clare of Assisi, an online sharing session was conducted on 18 March 2022 despite the lingering pandemic. Sr. Rose highlighted the virtues of St. Clare of Assisi. All teachers and students were invited to read two selected articles, guiding them to contemplate the words and deeds of our School Patron Saint.

**d. Crowning of Mary on 20 May 2022**

Crowning of Mary 2021 was held on 20 May 2022, at the school hall. Sr. Rose shared with all members of the school the virtues demonstrated by Mother Mary in the Wedding of Cana. The sharing was followed by the reflection of the second luminous mystery and a decade of rosary prayer, led by Sr. Helen. Subsequently, there was a presentation of roses by catholic teachers and student representatives. As culmination of the celebration, Sr. Rose placed a crown of roses on the statue of Mother Mary.

**e. Year-End Thanksgiving Mass on 12 August 2022**

The Year-End Thanksgiving Mass was successfully held on 12 August 2022 at the School Hall. Parish Priest of St. Teresa Church, Father Christopher Chor was the Celebrant.

**iii. Towards a Better Values Education at St. Clare’s Girls’ School**

All members of the RMC Committee devoted their effort to further enhance students' civic awareness in the school, the local community, and global context. Different programs and activities had been carried out, including:

Nine Moral, Civic & Environmental Education programs were conducted during RMC time on Fridays. Local issues concerning wild boars in Hong Kong, municipal solid waste charging and global issues related to natural conservation and global equality were shared with all students through broadcasts.

A seminar given by Fair Trade entitled " What am I wearing?" was held during WPD time on 9 June 2022. External speakers shared with S4 students the global issues on sweat shops in the garment industry. Our girls found the presentation inspiring and have become aware of certain ethical considerations when shopping for clothes.

To develop students’ sense of belonging to our country and sense of national identity, the committee has reviewed and revised the policy and procedures with regard to students’ character formation in accordance with the current education initiatives as suggested by the Education Bureau, including:

**a. Display of National Flag in School and Conduct of National Flag Hoisting**

**Ceremony**

- Starting from 1 January 2022, the national flag alongside with the regional flag were displayed on every school day, as well as New Year's Day (1 January), the Hong Kong Special Administrative Region Establishment Day (1 July) and National Day (1 October)
- National flag hoisting ceremony was conducted weekly on every Wednesday with the national anthem played and sung during the ceremony.
- The national flag hoisting ceremonies with sharing by teachers or students were conducted on important days or special occasions as follows:
  - i) HKSAR Establishment Day (1 July)
  - ii) National Day (1 October)
  - iii) The Nanjing Massacre National Memorial Day (13 December)
  - iv) New Year's Day (1 January)

**b. Celebration of National Day 2021**

The programs were as follows:

- The month-long exhibition in the covered playground showcasing our country's achievements in the past 40 years of reform and opening up provided useful information for students to know more about our country.
- A short video on cultural diversity in China was shown to all students during the Class Teacher period.
- All students were invited to join the 2021 National Day Online Quiz Competition.

**c. Celebration of Constitution Day 2021**

- The programs were as follows:

Secondary 1 and 2 students were invited to take part in the quiz competition on knowledge in Chinese culture and the Basic Law 「第四屆中華狀元紅中華文化及基本法知識網上問答比賽」.

- An article about the National Constitutional Day was shared with all students during the RMC time.
- The twelve Basic Law Student Ambassadors took part in an inter-school online competition on question design, co-organized by the EDB and the China Current.
- All students were invited to join the "2021 National Constitution Day Online Quiz Competition" from 29 November to 6 December 2021.

**d. 2022 National Security Online Quiz Competition**

Our students participated actively in the “2022 National Security Online Quiz Competition,” jointly organized by the Education Bureau and the Security Bureau, which aimed to raise students’ awareness on the importance of National Security. As the school with the highest average score in Central-Western district, our school was awarded the “District Outstanding School Award.”

**(g) Health and Environmental Education**

In order to create a healthy and safe learning environment for students to study at school under the pandemic, the school adhered to the health protection guidelines and measures imposed by the government to draw up different arrangements, such as recess and seating arrangement, personal hygiene, and monitoring body temperature, etc. Concepts of ‘Diet and Exercises’ were disseminated to students through various class-based programs, such as ‘Positive Me’, and ‘Diet and Health’ in order to promote a healthy lifestyle and balanced diet. To raise students’ awareness on environmental conservation and equip them with environmental knowledge, morning assembly sharing, environmental issues discussions and ‘green life’ promotion were conducted to create opportunities for students to reflect on the impact of their daily practice on the environment, and take an initiative to make change for the sake of the environment.

**(h) Community Service**

The community service of our school always targets at serving a range of people with specific needs. Through S1-S3 Bright Light Project and S4 & S5 Service Learning, students gain hands-on experience in connecting with the disadvantaged in society. Under the New Normal, community service of our school has undergone a transformation. S4 students rendered online services with the theme of “Behold God’s Wonders, Cherish the Nature” aiming at promoting environmental protection and upcycling to the children from low-income families. However, onsite student-LED community services by S5 students were cancelled due to the severe epidemic situation in February. To help our students stay connected with the community, educational talks by Médecins Sans Frontières, Food Angel and UNICEF were arranged to enable our students to understand the needs of society and the work of selected NGOs. Students have grown through community service with generic skills enhanced.

#### **D. Aesthetic Education**

##### **1. Aesthetic Education Programme**

The aesthetic education programmes were cancelled due to the suspension of face-to-face classes during the pandemic.

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

- (a) To cultivate students’ aesthetic appreciation skills and competence in performing and creative arts, the school strongly encouraged and supported students to learn and to participate in competitions of all scales (district-wide, territory-wide & nationwide) in Chinese dance, Hip Hop dance, drama, visual arts and music. Examples of such competitions are the Hong Kong Schools Music Festival and Hong Kong Schools Dance Festival. The school also ensured that students were given ample opportunities to showcase their talents in school functions as well as public performances for charity and other causes. All these invaluable experiences helped to enhance students’ confidence and further develop their potential.
- (b) There was a suspension of face-to-face after-school music instrument classes for S1 and S2 students as many junior-form students had not fulfilled the Vaccine Pass requirements.

#### **E. Students’ Reading Habit**

To better develop and enhance students’ reading skills and to keep them abreast of local and global issues, students were required to read silently for 10 minutes every morning (except for Tuesdays and Fridays) after English or Putonghua Broadcasts. On Mondays and Thursdays, students read English newspapers or books; whereas on Wednesdays, they read Chinese books or other printed materials in Chinese.

To promote extensive reading among students during the pandemic, the school has organized the following:

1. To encourage students to be “Book Reviewers” who share their book recommendations with fellow schoolmates with their reviews uploaded to the school library website. Library books that were recommended were found to have been more popular as reflected by an increase in the borrowing rate.
2. "Cooking" Your Book was jointly organized by the Library and the Cookery Club to promote cross-subject learning. In this activity, students took part in a cooking competition by making a dish introduced in a cookery book of their choice. They each had to take pictures of the dish made, share their cooking tips and write a book review on the selected cookery book. The event was well received by students, evidenced by their enthusiastic participation.

In addition, Putonghua Broadcast was conducted on selected Wednesdays. Our NET also worked with students to sustain their news reading habit every Monday and Thursday before the reading time in hope of exposing students to a wide variety of topics ranging from local and international news to cultural and other subjects. Not only could students practise their listening skills, they could also enrich their vocabulary and widen their horizons.

Due to the Covid-19 pandemic, the scheduled Chinese and English Book Fairs were cancelled.

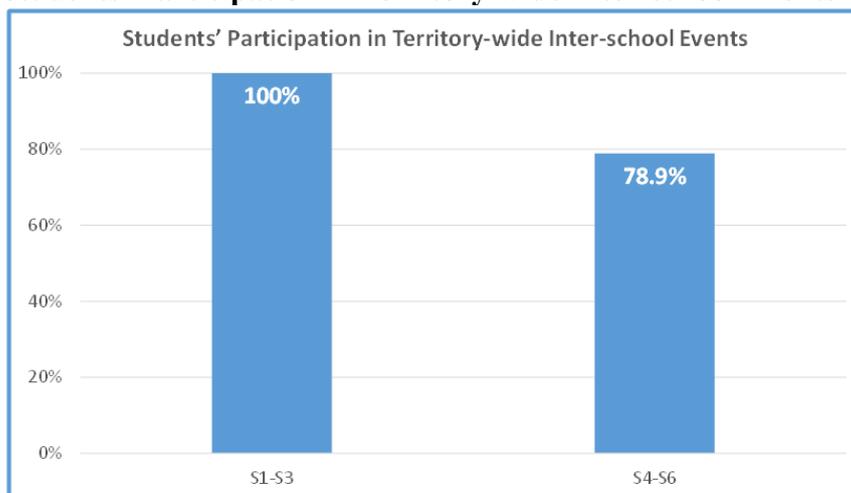
## F. Other Related Surveys for School Self-Evaluation

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

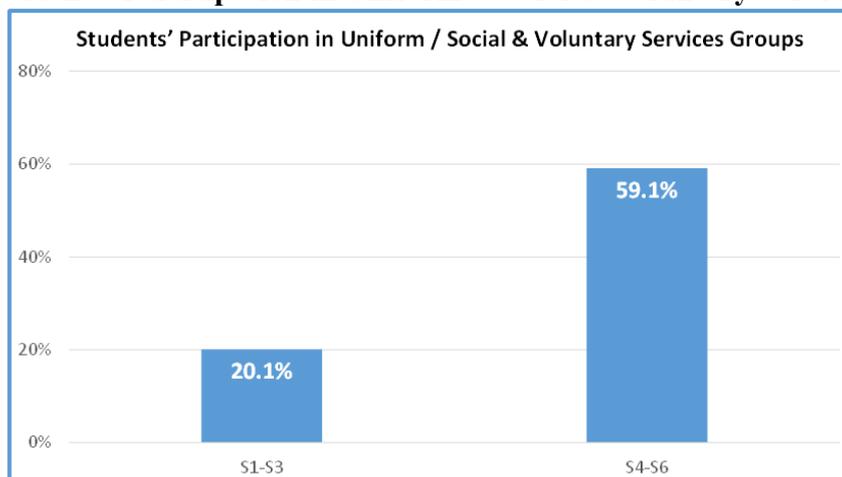
In 2021-22, a total of 550 hours of extra-curricular activities organized by House, clubs & societies, leadership trainings and so on were offered to students and they were all coordinated by the Student Activities and Leadership Training Committee. As for community service, a record of 78 hours of training and workshops was provided to students. The Gifted Education Committee devoted around 240 hours in polishing students to excel through in-school and outside school activities and competitions. As for Student Guidance Committee, 446 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 350 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 100 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 built upon universal fraternity, evangelical simplicity and a conscience imbued with the spirit and virtues of Christ, Our Lady and St. Clare. Relentless efforts are made on developing students' awareness and capability with respect to 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 proactive in serving the school and the wider community. Apart from a twin class teacher system, peer mentorship has been effectively employed to provide the greatest possible care and support to students in their personal growth and academic pursuit.

### A. Support for Life-wide Learning

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

Items	Student Activities Support Grant	Grant for School-based after School Learning and Support Programs	No. of Applicants
Sports	\$28,775.00	\$35,645.00	27
Musical Class	\$20,425.00	\$5,225.00	2
Dance	\$1,300.00	\$2,700.00	2
Tutorial Class	-	\$31,250.00	21
Other Learning	200.00	-	1
<b>Total</b>	<b>\$50,700.00</b>	<b>\$74,820.00</b>	<b>53</b>

#### Accomplishment

A total of 53 students benefited from various learning experiences through the subsidies of the Student Activities Support Grant and Grant for School-based After School Learning and Support Programs. The grants subsidized their course fees, transportation fees and so on, so that they were able to take part in a variety of outside the classroom and after-school activities including instrumental classes, dance classes and sports activities.

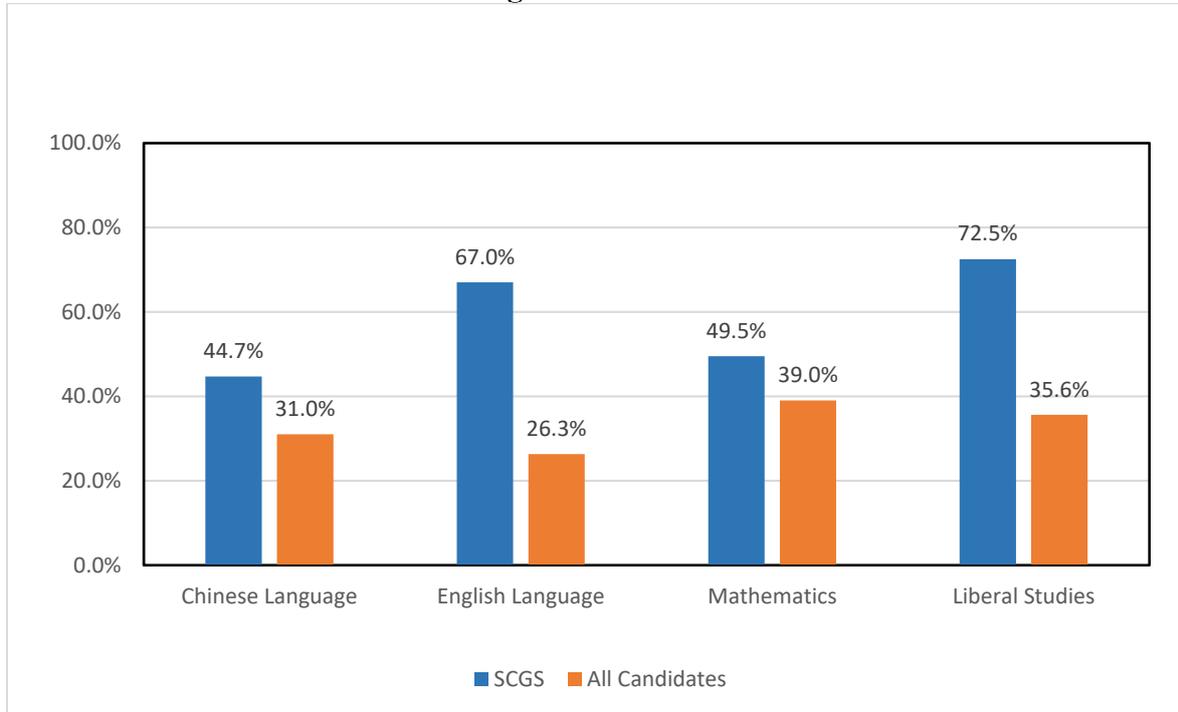
#### Evaluation and Reflection

All successful applicants found the above funded courses useful and interesting. They were grateful for the support. Other sources can be explored so as to ensure that no student will be deprived of the opportunity of having authentic learning experiences outside the classroom.

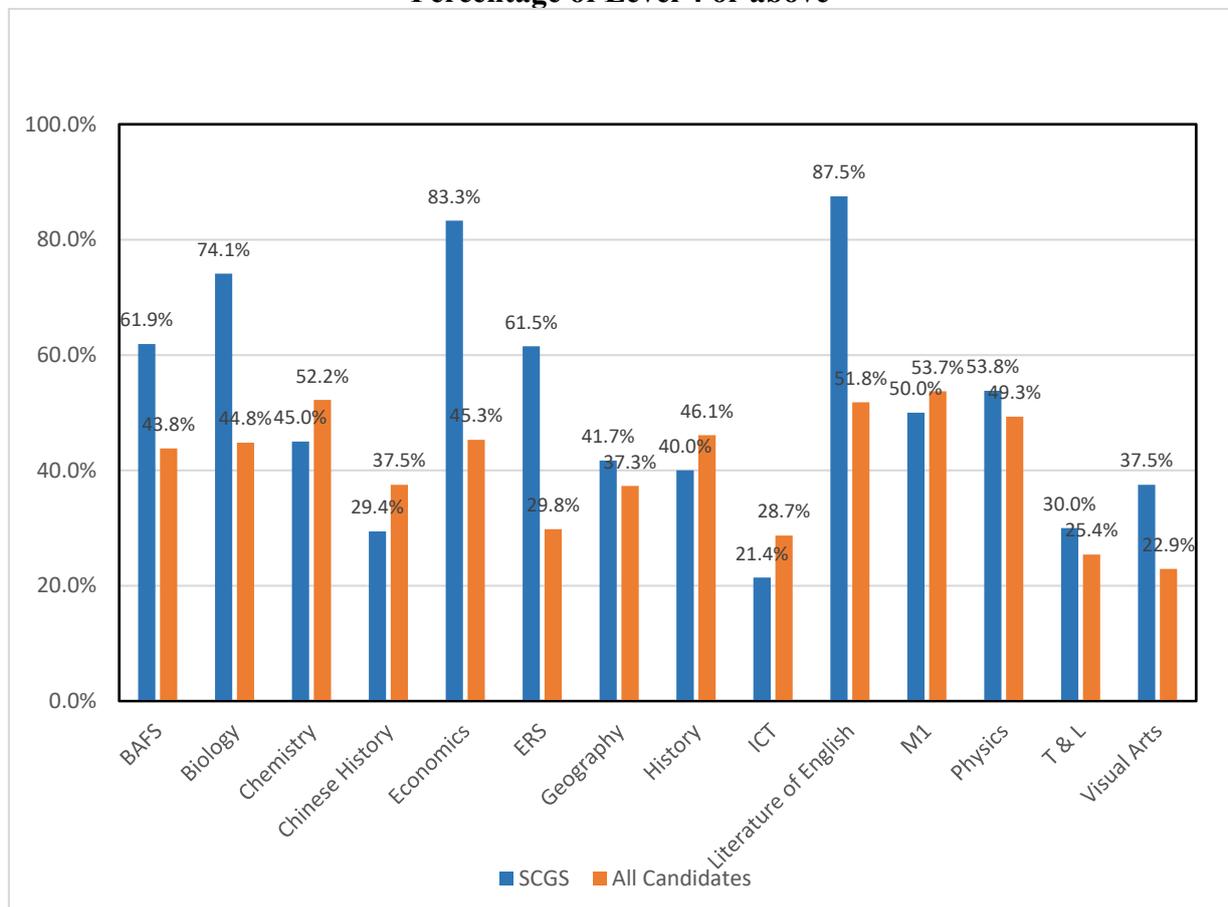
## VI. Student Performance

### A. Performance in HKDSE Examination (2022)

#### 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

Sept 2021 – August 2022

**Language and Academic Awards**

第五屆「頌和平」徵文比賽	亞軍	4F	Kwok Wang Yan
2020/21 非華語學生中文寫作及才藝比賽	優異	3T	Jeanbourquin Joelle
全港校園導讀比賽 2020	Merit	3J	Yang Wai Ting
全港理財爭霸戰 2021	優異隊伍	5M	Fong Hiu Tung
		5M	He Ting Yan
		5M	Heun Chung Yan
Tiffany		5M	Lee Yi Ling
第 73 屆香港學校朗誦節			
普通話散文獨誦	亞軍	1A	Lam Ching Yin
普通話詩詞獨誦	亞軍	3J	Yang Wai Ting
第 13 屆國際兒童及青少年普通話朗誦比賽	1st Runner-up	1A	Lam Ching Yin

**Performing Arts Awards**

<b>International Young Artist Music Contest</b>			
Vocal Youth Artistic Award Group 1	2nd Runner-up	2G	Chan Lok Ching
<b>Hong Kong Schools Music Festival</b>			
Violin Sonata	Merit	4A	Chan Ying
		4D	Deng Yuan Yuan
Piano Solo Grade 5	Merit	1B	Cheng Hoi Lum
		2R	Leung Hoi Ching
Zheng Solo Junior	Merit	2S	Chung Yue
Zheng Solo Intermediate	Merit	1B	Wong Ka Tung
第三屆鳳凰盃舞蹈大賽	Gold Award	3J	Lam Sze Man

**Legendary Cup**

Teenager Group Chinese (Solo/Duo/Trio)	Gold Award	3J	Lam Sze Man
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**Hong Kong Stage of Performing Arts**

Dance (Trio) of Youth Section	Gold Award	3J	Lam Sze Man
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**9th Hong Kong Schools Dance & Music Festival**

Gold Award and Excellent Performance Award		3J	Lam Sze Man
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**2021/22 香港學校戲劇節 (中學 廣東話)**

傑出劇本獎	5M	Chan Yin Tung
傑出合作獎	1A	Liao Yuen Ching
	1A	Mak Hoi Yiu
	1A	Lam Ching Yin
	1R	Kwok Hiu Ching
	2G	Chu Man Hing Iris
	2G	Hui Cheuk Chi Angelina
	2G	Lau Ka Yu
	2G	Tam Uen Shan
	2R	Ngai Sum Yin
	5M	Chan Yin Tung
	5T	Cheung Sze Man

**博愛好聲音-青少年歌唱比賽 2021**

Champion	3J	Lam Sze Man
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**IYDC International Young Dancers Competition**

Age Group 13-15 Folk Dance Solo	1st Place	3J	Lam Sze Man
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**Sports Awards****Lion Cup Hong Kong Jump Rope Challenge 2021**

45 seconds single rope freestyle	Champion	4A	Wong Ching Tung
1x30 seconds single rope basic jump speed	1st Runner-up	4A	Wong Ching Tung
1x30 seconds single rope speed step	2nd Runner-up	4A	Wong Ching Tung

**Community Sports Club Programmes-Fencing 2021-2022**

Champion	1R	Ng Yan Hei
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**St. James' Palace 6<sup>th</sup> Harbour Regatta**

2000m Open Women 4+	1st Runner-up	4D	Chow Ka Kiu Kathie
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**Kwai Tsing District Jump Rope Championship 2022**

Female (11-12) 45 sec single rope freestyle	Champion	1A	Lam Ching Yin
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**BMCPD Rope Skipping Championship 2021**

Female (13-15) 45 sec single rope freestyle	Champion	4A	Wong Ching Tung
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Female (16 or above) 1x30 sec pair speed	Champion	4A	Wong Ching Tung
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Female (16 or above) 4x30 sec Single Rope Speed Relay	1st Runner-up	4A	Wong Ching Tung
	4th rank	1A	Lam Ching Yin

Female (16 or above) Long Rope Speed	Champion	4A	Wong Ching Tung
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Female (13-15) 1x30 sec single rope turn speed	1st Runner-up	1A	Lam Ching Yin
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**Shing Mun River Regretta IV**

2000m Open Women 4+	1st Runner-up	4D	Chow Ka Kiu Kathie
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2000m Open Women 4X+	1st Runner-up	3L	Chang Chi Yu
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**Hong Kong School Rowing Championship 2021**

1000m U16 1x	2nd Runner-up	4D	Chow Ka Kiu Kathie
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2000m Open Mix 4+	Champion	3L	Chang Chi Yu
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2000m Open mix 4x+	Champion	4D	Chow Ka Kiu Kathie
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**Hong Kong School Rowing Virtual Indoor Championships**

J14 Junior Girl's Aged 15-16 (2000 m)	1st Runner-up	4D	Chow Ka Kiu Kathie
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J06 Junior Girl's Aged 15-16 (500m)	4th rank	4D	Chow Ka Kiu Kathie
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**Inter-School Athletics Competition 2021-2022**

Girls A 100m	3rd Runner-up	5M	Choy Pui Kei
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Girls A 1500m	Champion	5L	Wong Ching Kiu
	3rd Runner-up	5L	Ching Hau Yiu

Girls C 100m	3rd Runner-up	2R	Wong Sum Yuet
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Girls C Discus	Champion	2S	Tsui Natalie Yuki
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Girls A 4x100m	2nd Runner-up	5M	Choy Pui Kei
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**Hong Kong Coloring Illustration Design Competition**

Secondary School Category	Merit	4B	Lo Suet Ying
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**HKIT 第二屆 WhatsApp 貼圖設計比賽**

Merit	4A	Cheng Wing Lam
	4D	Lam Moon Joyce
	4F	Chan Ying Lam Ashley
	4F	Wong Lok Yiu

**The Hong Kong Baseball Association 30th Anniversary Logo Design Competition**

中學組	Champion	6A	Chow Ka Yue
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**「美麗香江共創未來」填色比賽**

Secondary School Category	Merit	1A	Lam Ching Yin
		3L	Chan Hei Yee

**「愛國愛港 25 載 攜手填上新色彩」慶祝香港回歸祖國 25 週年少年兒童填色比賽**

Secondary School Category	1st Runner-up	3L	Ma Hau Tung
	Merit	1M	Chan Hoi Ching Sovina
		1R	Kwok Hiu Ching
		3L	Law Pui Yu

高中組	Merit	4D	Lam Moon Joyce
		4F	Chan Ying Lam Ashley
		4F	Fung Wun Yin
		5M	Au Nga Ting

**「我和我的祖國」郵票設計比賽**

初中組	1st Runner-up	3M	Yiu Wing Laam
	Merit	1M	Chan Hoi Ching Sovina
		2R	Chi Tsz Ching

**Others Awards**

<b>SCMP Student of the Year</b>	Visual Artist	6J	Hung Lok Wing
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**傑出公民學生獎勵計劃 2020-21**

中五級	和富香港學生十優公民大使	5M	Kwok Hin Man
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中六級	和富香港學生十優公民大使	6J	Chan Yun Qi Carey
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**3rd Social Innovation Community 4.0 Competition**

Merit	3J	Lai Wan Ching
	3J	Yang Wai Ting

3M Cheung Sze Man  
 3M Chong Yui Lam Yvaine  
 3T Chiang On Ki

港鐵「'Train'出光輝每一程」計劃 2021 Merit 6J Tong Wing Laam

**Hong Kong Island Outstanding Student Award 2021-22**

Top 10 Most Outstanding Students on Hong Kong Island Merit 3J Yang Wai Ting

Top 10 Most Outstanding Students in Central and Western District Merit 6Pa Lui Shu Nga Joshulina

**Hong Kong Student Service Leaders Award 2021-22**

Service Leaders Award 2021-22 Certificate of Merit 5L Chau Yan Tung  
 5L Ching Hau Yiu

**“Pursuing Excellence and Beyond” Youth Leadership Award Scheme 2021**

Merit 6Pa Lai Hoi Lam

JA x AEF GoDigital Youth Challenge 2021 1st Runner-up 5J Chan Ka Yu  
 5J Cheung Wai Kiu  
 5J Gurung Suhani  
 5M Leung Sze Wing

**Best Participation JPC School Club Competition**

Merit 5J Li Wing Sum  
 5M Chan Wing Tung

**Hong Kong International Science Olympiad Heat Round 2021-2022 (Hong Kong Region)**

Silver Award 1R Kwok Hiu Ching

**2022 Immerse Education Blog Competition**

Partial scholarship of 30% to attend an online programme with Immerse Education Merit 3M Kung Irene

**Wofoo Millennium Entrepreneurship Program 2022**

The 22nd Millennium Entrepreneurship Programme Champion 5L Fong Tsz Hei  
 5L Wu Harriet  
 5M Chan Hiu Laam  
 5M Fong Hiu Tung  
 5M Lau Ching Yan  
 5M Leung Yuen Tung

Most Astonishing Team Spirit	1 of the 6 awardees	5L	Fong Tsz Hei
		5L	Wu Harriet
		5M	Chan Hiu Laam
		5M	Fong Hiu Tung
		5M	Lau Ching Yan
		5M	Leung Yuen Tung
Outstanding presenter	1 of the 6 awardees	5M	Fong Hiu Tung

### **HKICAP Accounting and Business Management Case Competition 2021-2022**

Certificate of Merit	5L	Wong Ching Kiu
	5M	Chan Wai Ying
	5M	Fok Ching Yin
	5M	Lin Yu Ching Tracy
	5M	Tam Sin Yiu

### **Asia International Mathematical Olympiad Open Contest 2022**

Silver Honor	Third Class	3J	Yang Wai Ting
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### **Hua Xia Cup National Mathematical Olympiad Competition 2022 Semi-Final**

First Class	2M	Chan Yinhei
Third Class	1R	Kwok Hiu Ching

齊來認識認知障礙症比賽	優異獎	3M	Kung Irene
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## VI. Financial Reports

### Financial Summary 2021/22 (Unaudited Report)

	\$	\$	\$
	Income	Expenditure	Surplus / (Deficit)
<b>1. Government Funds</b>			
<b>I. Non-School Specific Grant</b>			
EOEBG Baseline Reference	2,004,075.00	1,989,562.00	14,513.00
<b>Sub-total</b>	<b>2,004,075.00</b>	<b>1,989,562.00</b>	<b>14,513.00</b>
<b>II. School Specific Grant</b>			
Admin Grant	4,054,464.00	3,815,407.00	239,057.00
Air-conditioning Grant	616,919.00	463,013.00	153,906.00
Capacity Enhancement Grant	642,934.00	208,268.00	434,666.00
Composite IT Grant	494,240.00	345,182.00	149,058.00
School-based Management Top-up Grant	50,702.00	1,850.00	48,852.00
Renovation		1,723,970.00	(1,723,970.00)
<b>Sub-total</b>	<b>5,859,259.00</b>	<b>6,557,690.00</b>	<b>(698,431.00)</b>

**Deficit as at 31 August 2022** **(683,918.00)**  
**To be covered by EOEBG Surplus b/f from 31 August 2021**

	\$	\$	\$
	Income	Expenditure	Surplus / (Deficit)
<b>2. School Funds</b>			
Tong Fai	101,660.00	73,718.00	27,942.00
Scholarship	201,900.00	123,500.00	78,400.00
Approved Collection	181,200.00	164,189.00	17,011.00
Copy Fee Income	104,990.00	110,782.00	(5,792.00)
Fund-raising	28,414.00	28,414.00	0.00
Sales of School Items	82,251.00	74,218.00	8,033.00
<b>Sub-total</b>	<b>700,415.00</b>	<b>574,821.00</b>	<b>125,594.00</b>

**Surplus as at 31 August 2022** **125,594.00**

## VII. Future Planning

**The 2 Major Concerns for 2022-2023 will be:**

**Major Concern 1: To create joyful learning experiences and empower students with the ability to flourish**

Focus I: Teachers are empowered in their capacity

- (a) To coach students along their life journeys, fostering students' understanding, goal setting and reflective thinking.
- (b) To take care of students with SEN

Focus II: Students build up and work towards their aspiration based on their understanding of their strengths, aspirations and interests and their enriched life experiences.

Focus III: Students are able to master self-management skills.

**Major Concern 2: To nurture students to become joyful and confident learners through various strategies for learning and teaching**

Focus I: Enhance motivation and learning capacity of students with different abilities and needs.

Focus II: Develop and maintain the quality of teaching through enhancing the capacity of teachers.

Focus III: Review the curriculum and modes of assessment to comply with the current education initiatives.

# **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 2021-22, the total amount of CEG received was \$642,934.00. To relieve teachers' workload, the fund was used mainly for teaching assistant and I.T. technician to support learning and teaching. Total expenditure was \$208,267.50. The surplus of \$434,666.50 would be transferred to the balance of EOEBG.

**Use of Capacity Enhancement Grant (CEG)**

	<b>Income</b> \$	<b>Expenditure</b> \$	<b>Surplus / Deficit</b> \$
	642,934.00		
Hiring Teaching Assistant		60,900.00	
Hiring IT Technician		147,367.50	
Surplus transferred to the balance of EOEBG C/F to 2022-2023			434,666.50

<b>Major Area(s) of Concern</b>	<b>Strategies/Tasks/ Implementation Plan</b>	<b>Benefits Anticipated (e.g. in what way teachers' workload is alleviated)</b>	<b>Time Scale</b>	<b>Performance Indicators</b>	<b>Evaluation</b>	<b>People Responsible</b>
Academic	Employed one full time Teaching Assistant to support clerical work for some panels.	<ul style="list-style-type: none"> <li>Relieved teachers' workload by supporting teaching related administrative work</li> </ul>	Whole year	Teaching materials of various subject prepared	Useful teaching materials were provided. Majority of teachers found that Teaching Assistant could help enhance their capacity in teaching.	Ms. Brenda Fung
I.T. in Learning and Teaching	Employed one I.T. Technician to support I.T. in Teaching	<ul style="list-style-type: none"> <li>Provided technical support to facilitate I.T. in learning and teaching</li> </ul>	Whole year	Frequency in using mobile devices and software in learning & teaching	With the support of the I.T. technician, teachers were encouraged to include various I.T. elements in teaching. The frequency of using I.T. in classroom teaching was thus boosted.	Mr. Cheng Ming Leong

**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 2021-22, the sum of this yearly grant received was \$69,000.00 in which \$70,200.00 will be carried forward from the year 2020-21, summing up to a total surplus of \$139,200.00. To relieve teachers' workload and to enhance teaching and learning, the fund was applied to subsidize students to take part in a variety of activities outside the classroom and after school activities including musical instrument classes, dance classes, sports activities and leadership training courses, etc. However, most of the activities can only be carried out online activities due to COVID-19. Total expenditure of these programs was \$74,820.00. The accumulated surplus of \$64,380.00 would be carried forward to the year 2022-23.

For details please see the table on next page:

The number of students (count by heads) benefitted under the Grant is 23 (including A. 4 CSSA recipients, B. 21 full-grant recipients and C. 28 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	3	11	13	100	Sep to Aug	48,895.00	Feedback from participants, observation, attendance record	Coaches	Punctual, attentive and good learning attitude
Musical Instrument Class	0	1	1	100	Sep to Aug	5,225.00	Feedback from participants, observation, attendance record	Tutors	Punctual, attentive and showed interest
Dance Class	0	0	1	100	Sep to Aug	2,700.00	Feedback from participants, observation, attendance record	Tutors	Punctual, attentive and cooperative
Tutorial Class	1	9	15	100	Sep to Aug	18,000.00	Attendance record, feedback from participants & observation	Various outside school organizations and former S.6 Graduates	Positive feedback and excellent attendance
<b>Total no. of activities: 16</b>	55								
<b>@No. of man-times</b>	63	214.5	333.5						
<b>**Total no. of man-times</b>	611								
					<b>Total Expenses</b>	74,820.00			

Note:

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

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

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

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

## C. Learning Support Grant for Secondary School (LSGSS)

	Item	Quantity	Organization	Date	Target Group	Aim	Evaluation
1	Executive Functioning Training Workshop	20 sessions	The Academy of Play and Psychotherapy	Nov – May	12 students (S1 – S3, 4 SEN)	To enhance students' social skills, self-management skills and communication skills.	Attendance rate = 75% - 95% 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. Due to the pandemic, outdoor activities were cancelled, workshop was conducted through zoom.
2	Chinese Writing & Reading Workshop	20 sessions	Hearing & Speech Therapy Centre	Oct. – May	6 students (S2 – S5, 6 SEN)	To equip students with Chinese study skills and to improve their writing skills and comprehensive skills	Attendance rate = 90% - 100% Students were attentive and engaged in class, all of them agreed that the workshop can enhance their comprehension skills. Due to the pandemic, trainings were conducted through zoom.
3	Speech Therapy Training	20 sessions	Hearing & Speech Therapy Centre	Oct. – May	3 students (S2 – S3, 3 SEN)	To help students improve their speaking and communication skills	Attendance rate = 75% - 85% Most of them showed improvement in voice volume, verbal expression and eye contact. Due to the pandemic, training trainings were conducted through zoom.
4	Art Therapy	8 sessions	Hong Kong Expressive Arts Therapy Service Center	Jan – June	3 students (S1 – S5, 3 SEN)	To provide students a way to express themselves and explore their wants, needs and feelings.	Attendance rate = 90% - 100% Since the school attendance of our students were unstable due to their emotional wellbeing, the attendance rate of this workshop was unsatisfactory. Positive feedback was received by those who attended. They were more willing to express their thoughts. Due to the pandemic, trainings were conducted through zoom.
5	Social Skill Training Workshop	20 sessions	Potential Engine	Oct. – May	6 students (S1 – S2, 3 SEN)	To strengthen students' skills in communicating and interacting with others in social context.	Attendance rate = 70% - 90% All participants have actively engaged in the tutorial. They learnt social skills, such as listening, giving appropriate response. Due to the pandemic, trainings were conducted through zoom.

	<b>Item</b>	<b>Quantity</b>	<b>Organization</b>	<b>Date</b>	<b>Target Group</b>	<b>Aim</b>	<b>Evaluation</b>
6	Interview Skill Workshop	16 sessions	Potential Engine	Oct. – May	10 students (S1 – S5, 5 SEN)	To equip students with interview skills for preparing JUPAS or other interviews.	Attendance rate = 40% - 95% Some participants actively engaged in the workshop. They practiced interview techniques in the mock interview and prepared and drafted relevant questions for interviews. Due to the pandemic, trainings were conducted through zoom, yet students' engagement was not active enough.
7	Clinical Psychological Services	65.25 hours	Tung Wah Group of Hospitals	Oct - August	10 students (S1 – S5, 8 SEN)	To provide students individualized training and counselling services.	Attendance rate = 95% - 100% Students felt relaxing and safe to share with the CP. Sessions of parent consultation were arranged. Due to the pandemic, some sessions were conducted through zoom.
8	Animal Assisted Therapy	2 sessions	Hong Kong Animal Assisted Therapy Association	August	1 student (S4, SEN)	To develop a bond with an animal which help the girl develop a better sense of self-worth and trust, stabilize their emotion.	Attendance rate = 100%
9	Learning Buddy Program	440 sessions	School	May - July	23 students (S1-S5, 10 SEN)	To conduct homework support in group/individually.	Attendance rate = 85% - 100% Students were attentive and found it was useful in improve their academic performance.
10	Teacher Assistant for SEN	1	School	Whole year	All SEN	To help out administration work related to SEN, such as SEA.	The teacher assistant relieved the administration workload of teachers and school social workers, so that more space for them to organize and take care of all SEN.

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

	<b>Item</b>	<b>Quantity</b>	<b>Date</b>	<b>Target Group</b>	<b>Aim</b>	<b>Evaluation</b>
1	Clinical Psychology Services	27.25 hours	Whole year	NCS SEN students	To provide psychology services to NCS students with SEN. To help them to understand personal and inter-personal problems, overcome them and move forward to a more productive and happier life.	Attendance rate = 100% Students felt relaxing and safe to share with the CP. Most of them showed little improvement. Yet, due to the pandemic and class suspension, the number of sessions reduced.
2	Teacher Assistant (SEN)		3 months	NCS SEN students	To support the administration work and pull-out training/tutorial for NCS students with SEN.	Afterschool tutorial, lunch time speaking practice were conducted.
3	Inclusive Education in Whole-school Approach		Whole year	All students	To develop a caring, harmonious and inclusive school environment.	Different activities were launched during the WPD time and post-exam period, such as class-base adventure activities, board game, talks on interpersonal relationship, etc. Students were engaged in activities which fostered class cohesion and strengthened peer rapport.
4	Recess Gathering	4 sessions	Whole year	NCS SEN students	To tighten the bonding among NCS students and promote cultural diversity.	Due to the shortened school hours, gathering were held during recess, time was rush. A online session was conducted for senior NCS students to start explore the career pathway.
5	Student Book		Whole year		To widen students' horizons on effective learning skills	The book suited the needs of students, and it is easy to read.
6	Learning Buddy Program	440 sessions	May - July	23 students (S1-S5, 10 SEN)	To conduct homework support in group/individually.	Attendance rate = 85% - 100% Students were attentive and found it was useful in improve their academic performance.

## E. Diversity Learning Grant (DLG)

	<b>Program title Gifted Education</b>	<b>Objective(s)</b>	<b>Target(no./ Level/ selection)</b>	<b>Duration/ start Date</b>	<b>Deliverables</b>	<b>Evaluation</b>
1	Creativity: Divergence Thinking Workshop	<ul style="list-style-type: none"> <li>To equip students with divergence (creative) thinking</li> <li>To allow students to understand how to apply the skills into daily life in non-academic areas such as planning school activities or functions like school picnic, and academic areas such as essay writing, short presentation or instant verbal feedback.</li> </ul>	<ul style="list-style-type: none"> <li>22 students</li> <li>S2 to S4</li> </ul> Nominated by Gifted Education Committee (Accelerated Learners), Student Activities and Leadership Committee (Executive Committee members of houses and Budding Leaders)	18 June 2022 (3 hours)	Lecture and workshop	<ul style="list-style-type: none"> <li>The attendance rate was high (95%).</li> <li>All students found that the program was useful.</li> <li>All students found that the trainer was friendly.</li> <li>Students reported that they have learned what creativity is and how to think outside the box in their daily life.</li> </ul>
2	Leadership Training Workshops	<ul style="list-style-type: none"> <li>To introduce various leadership skills to student leaders.</li> <li>To allow students to have a better standing on their strengths and aspirations as a young leader.</li> </ul>	<ul style="list-style-type: none"> <li>20 students</li> <li>S2 to S4</li> <li>Nominated by Gifted Education Committee (Accelerated Learners), Student Activities and Leadership Committee (Executive Committee members of houses and Budding Leaders)</li> </ul>	4 and 5 August 2022 (3 hours each)	Lecture and workshop	<ul style="list-style-type: none"> <li>The overall attendance rate was around 90% due to clash with other activities.</li> <li>Most participants (90%) agreed that they had better understanding on what good leadership qualities include and they were more aware of their leadership style.</li> </ul>
3	Public Speaking	<ul style="list-style-type: none"> <li>To enhance students' public</li> </ul>	<ul style="list-style-type: none"> <li>24 students</li> </ul>	8 February	Lecture and	<ul style="list-style-type: none"> <li>Most students</li> </ul>

	<b>Program title Gifted Education</b>	<b>Objective(s)</b>	<b>Target(no./ Level/ selection)</b>	<b>Duration/ start Date</b>	<b>Deliverables</b>	<b>Evaluation</b>
	Workshops	<ul style="list-style-type: none"> <li>speaking skills.</li> <li>To help students to build up their confidence through public speaking.</li> </ul>	<ul style="list-style-type: none"> <li>S2 to S5</li> <li>Nominated by Gifted Education Committee (students who are good at delivering speeches)</li> </ul>	2022 (junior session) (1 hour)  9 February 2022 (senior session) (1 hour)	workshop	attended the online workshop (87.5%). <ul style="list-style-type: none"> <li>Students were engaged and many participated actively.</li> <li>Students agreed they are more aware of the skills needed during presentations.</li> </ul>
4	Personal Statement Workshops	<ul style="list-style-type: none"> <li>To help students gain insights into the techniques and tips of writing up the 'Self Account' in Student Learning Profile (SLP) and the 'Additional Information' in Other Experiences and Achievements (OEA)</li> </ul>	<ul style="list-style-type: none"> <li>32 students</li> <li>S5</li> <li>High achievers based on overall form rank in the S5 midterm exam</li> </ul>	4 and 25 June 2022 (1 hour 30 mins each)	Lecture and workshop	<ul style="list-style-type: none"> <li>The attendance rate was high (94%).</li> <li>Most students (96%) found that the program was useful.</li> <li>All students found that the trainer was friendly.</li> <li>Many students reported that they have learned some practical tips on how to include different experiences in their personal statement and how to impress the admission officers in their writing.</li> <li>However, it is expected to equip students with the skills in applying for</li> </ul>

	<b>Program title Gifted Education</b>	<b>Objective(s)</b>	<b>Target(no./ Level/ selection)</b>	<b>Duration/ start Date</b>	<b>Deliverables</b>	<b>Evaluation</b>
						non-local universities as well.
5	Model United Nations Conference Program	<ul style="list-style-type: none"> <li>To enrich students' sensitivity towards global issues</li> <li>To sharpen students' presentation and public speaking skills, ability to screen and organize information.</li> </ul>	<ul style="list-style-type: none"> <li>16 students</li> <li>S4 to S5</li> <li>Nominated by Gifted Education Committee (Accelerated Learners)</li> </ul>	1 and 3 August 2022 (3 hours each)	Lecture and workshop	<ul style="list-style-type: none"> <li>The attendance rate was high (100%).</li> <li>Some students found the format of having a model international conference new and interesting.</li> <li>Although students might not be ready for the challenging debate format (due to the limited preparation time), most of them were active in working on the presentation after learning the theories concerning international relations.</li> </ul>
6	Learn to Learn Skills: Revision Skills Workshops	To help students learn a structured approach of revision techniques, tools and tips in order to increase the effectiveness of their revision practice.	<ul style="list-style-type: none"> <li>115 students (whole level)</li> <li>S3 students</li> </ul>	3 March and 9 June 2022 (1 hour each)	Lecture and workshop	<ul style="list-style-type: none"> <li>Most students (82%) found that the program was practical.</li> <li>Most students (91%) were satisfied with the overall performance of the trainer.</li> </ul>

	<b>Program title Gifted Education</b>	<b>Objective(s)</b>	<b>Target(no./ Level/ selection)</b>	<b>Duration/ start Date</b>	<b>Deliverables</b>	<b>Evaluation</b>
						<ul style="list-style-type: none"> <li>● The workshops enriched students with skills to study more strategically and efficiently, e.g. the use of flashcards.</li> </ul>
7	Higher-order thinking skills classes	To enhance students' exposure and higher order thinking skills.	<ul style="list-style-type: none"> <li>● 34 students</li> <li>● S4 and S5</li> <li>● Nominated by subject teachers</li> </ul>	30 May to 8 July 2022 (1 hour 30 mins each)	Lecture and practices	<ul style="list-style-type: none"> <li>● The satisfaction rates ranged from 3.2 to 4.0, with 1 being strongly disagree and 5 being strongly agree: S4 Chinese (4.0), S5 Chinese (4.6), S4 English (3.2), S5 English (3.2), S4 Mathematics (3.4) and S5 Mathematics (3.5).</li> <li>● Students reflected that the two Chinese classes were more effective in preparing them to sit for the HKDSE examination.</li> </ul>

## F. 改善非華語學生的中文學與教

施行計畫	施行策略/工作	預期成果	實際成果
<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>1.1 安排具教學經驗或已接受教授非華語學生的專業培訓課程的老師任教。</p> <p>1.2 向教育局申請校本支援——聯校支援，為中一任教老師提供專業教學知識及策略，以提升學生的語文水平。</p> <p>2.1 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>2.2 其他老師應用在教學上</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. 購買教學所需的教材及圖書。</p>	<p>1.1 任教老師須具教學經驗或已接受教授非華語學生的專業培訓課程。</p> <p>1.2 ①成功申請，並展開支援 ②老師於課堂上運用建議的策略 ③學生的語文水平得以提升。</p> <p>2.1 任教老師於科組會議上分享教學心得。</p> <p>2.2 其他老師應用在教學上</p> <p>3. 曾參加相關講座</p> <p>4. ①每學期完成不少於1節觀課，全學年共2節。 ②全學年共不少於1次專業交流。</p> <p>5. 教師有更多參考資源，設計合適的教材。</p>	<p>1.1 已接受教授非華語學生的專業培訓課程的老師任教能根據非華語學生的學習情況設計適切的教學策略。</p> <p>1.2 ①成功申請，並展開支援。 ②老師於課堂上運用建議的策略。 ③學生的語文水平明顯得以提升。</p> <p>2.1 任教華語班老師能從分享中設計更切合學生學習需要的教學方法；亦能提升教師教授非華語學生的專業能力。</p> <p>2.2 教師能從專業知識中，學會教授技巧。</p> <p>3. 部分教師曾參加。</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. 已為教師購買教材及圖書。</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。	完成初中非華語學生校本調適課程、教材及評估。	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"> <li>1. 於初中課堂學習中融入較淺易的文學作品、歷史、成語故事等。</li> <li>2. 因應中國傳統節日，舉行相關的活動。</li> <li>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)。</li> </ol>	<ol style="list-style-type: none"> <li>1. 初中非華語學生校本調適教材中包括較淺易的文學作品、歷史、成語故事等。</li> <li>2. 曾參加與中國傳統節日相關的活動。</li> <li>3. 曾參加具中華文化的體藝活動。</li> </ol>	<ol style="list-style-type: none"> <li>1. 能認識更多較淺易的文學作品、歷史、成語故事等；</li> <li>2. 於全人發展課堂上與華語生一同參加。</li> <li>3. 因受疫情影響，無法進行。</li> </ol>
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"> <li>1. 中一、中二採取抽離學習，與主流生分開學習。</li> <li>2. 中一、中二各增加2節中文課</li> <li>3. 午間支援</li> <li>4. 僱用專業服務課後支援</li> </ol>	<ol style="list-style-type: none"> <li>1. 中一、中二採取抽離學習</li> <li>2. 較主流生多兩節中國歷史及文化課</li> <li>3. 已安排午間支援</li> <li>4. 已僱用專業服務課後支援</li> </ol>	<p>第1至3項，均已安排。</p> <p>第4項，因受疫情影響，導師無法到校進行，改於網上支援。</p> <p>整體而言，全部學生的中文水平均有明顯的進步。</p>
5. 評估支援措施的成效	<ol style="list-style-type: none"> <li>1. 參考「學習架構」及評估工具設計校內評估。</li> <li>2. 在本學年結束前，使用教育局評估工具的結果。</li> <li>3. 提升非華語學生在參與中文課堂的表現。</li> </ol>	<ol style="list-style-type: none"> <li>1. 參考「學習架構」及評估工具設計校內評估。</li> <li>2. 完成教育局評估。</li> <li>3. 整體語文水平可達中等。</li> </ol>	<ol style="list-style-type: none"> <li>1. 大部分學生的考試成績均合格</li> <li>2. 已完成。</li> <li>3. 大部分符合初中及高中水平。</li> </ol>



## G. 運用推廣閱讀津貼報告書

### 第一部分：成效檢討：

1. 目標檢討：（例如從學生的閱讀態度、借閱圖書情況、參與閱讀活動的投入程度等，檢討「營建閱讀氛圍」能否達成，是否需要調整。）
  - 1.1 學生尚積極且投入參加網上閱讀活動。
  - 1.2 喜愛閱讀。
  - 1.3 因受疫情影響，本學年學校圖書館間或開放予學生借閱圖書。但開放網上電子平台，包括本校、教育城、校外電子閱讀計畫平台，讓學生可持續閱讀，故學生仍可保持閱讀習慣及興趣。同時，學校仍不斷購入不同範圍的圖書，以豐富學生的識見。
  - 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。）
  - 2.1 因受疫情影響，只能推出一個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。
  - 2.2 本年度圖書館嘗試接觸更多電子閱讀計畫，探討在校推行電子閱讀計畫的可行性。學校圖書館雖以紙本為主，但電子閱讀已越趨普及，圖書館已搜集資料多時，亦已開放網上電子平台，包括本校、教育城、校外電子閱讀計畫平台，讓學生可持續閱讀；下學年起將參加電子閱讀計畫，購買電子書或刊物。本年閱讀津貼的餘款，亦將撥作建立現時學校圖書館將開設的電子藏書庫之用。
  - 2.3 跨課程閱讀活動中，圖書館透過校園電視直播系統推行閱讀快線（中英文圖書廣播推介），營建閱讀的氛圍。

## 第二部分：財政報告

	項目名稱*	實際開支 (\$)
1.	購置圖書	43,082.62
	<input checked="" type="checkbox"/> 實體書	
	<input checked="" type="checkbox"/> 電子書	
2.	網上閱讀計劃	19,040.00
	<input type="checkbox"/> e 悅讀學校計劃	
	<input checked="" type="checkbox"/> 其他計劃：中一至中三每日一篇、S1-S3 Highlight	
3.	閱讀活動	0.00
	<input type="checkbox"/> 聘請作家、專業說故事人等進行講座	
	<input 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	
	<input type="checkbox"/> 支付學生參加閱讀活動或比賽的報名費	
	<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	
4.	其他：	0.00
	<input type="checkbox"/> 中一至中三校本閱讀獎勵計劃	
	<input type="checkbox"/> 校本跨科閱讀活動	
	<input type="checkbox"/> 校本主題學習閱讀活動	
Total:		62,122.62

## H. Life-wide Learning Grant (LWLG)

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
<b>Category 1</b>	<b>To organise / participate in life-wide learning activities</b>											
<b>1.1</b>	<b>Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)</b>											
Language	Club Activities: (i) Tutor Fee for French / Spanish Culture Club (ii) Tutor Fee for Japanese Culture Club (iii) Tutor Fee for Korean Culture Club (iv) Tutor Fee for Scenarist Class (編劇班)	To expose students to different cultures and to widen their global perspectives	Oct 2021 – June 2022	S.1 - S.5	(i),(iii) Lessons were conducted successfully via TEAMS. Students are generally able to grasp the knowledge of basic French and Korean grammar, pronunciation, vocabulary and useful phrases.  (ii) Lessons were conducted successfully via TEAMS. Students are generally able to grasp the knowledge of basic Japanese pronunciation and some useful phrases about Japanese culture.	(i) \$7,265 (ii) \$8,960 (iii) \$7,100 (iv) \$8,715	E6	✓	✓	✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
					(iv) 以網上形式完成，學生提升對編寫劇本的興趣及信心。學生於校際話劇節中獲傑出編劇獎項。								
Eng. Lit.	In school drama performance by service provider	<ul style="list-style-type: none"> <li>To expose students to professional drama crew.</li> <li>To arouse students' interests in literature and drama.</li> </ul>	July 2022	S.1 - S.3	A theatre company would be hired to perform for our S3 students during post-exam period and the performance would be broadcast on live for S1-S2 students at home._	\$0	E5	✓		✓			
Eng. Lit.	Drama performances	<ul style="list-style-type: none"> <li>To expose students to the professional world of drama productions in public theatres.</li> <li>To arouse students' interests in literature and drama.</li> </ul>	Oct 2021 – July 2022	S4 – S5 Literature in English students	There weren't any age-appropriate shows for our students due to the limited offers during the pandemic.	\$0		✓		✓			
中國語文科 (中文辯論學會)	聘請導師教授學生辯論和演說技巧，同時鼓勵學生多參與校外辯論比賽，能把所學靈活運用。	<ul style="list-style-type: none"> <li>指導學生搜集、整理及組織資料的技巧。</li> <li>教授學生辯論和演說技巧。</li> <li>訓練學生多角度思</li> </ul>	全年	S.1 - S.5	以網上形式完成，並教授學生有關辯論的技巧。本年度參加了多個比賽，分別有《第三屆全港中學學界辯論比賽》、《第二屆香港中學辯論賽》、《第六屆	\$19,550	E6	✓					

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
		<ul style="list-style-type: none"> <li>考。</li> <li>增強學生演說信心。</li> <li>安排參與校外辯論比賽汲取比賽經驗及提升演說能力</li> </ul>			聯校新秀辯論比賽》、《第二屆演辯之星挑戰賽》等，部分比賽晉身全港 32 強。								
Cross KLA - STEM	(i) STEM courses and workshops (ii) STEM Day	<ul style="list-style-type: none"> <li>To enhance students' STEM-related skills through courses and workshops</li> <li>To showcase students' learning outcomes in STEM</li> </ul>	Oct 2021 – Jul 2022	S.1 - S.5	All students in school participated in the STEM day program held at 21 June 2022. S1: Blockchain and NFT talk S2: Greeting Card S3: Trundle Wheel S4: VR/SR course S5: NFT Workshop	\$32,800	E6	✓					
Cross KLA - STEM	Training students for joining the outside school STEM related competition	<ul style="list-style-type: none"> <li>To enhance students' confidence in joining the competition i.e. Microsoft imagine cup junior</li> <li>To further stretch the ability of more able students in STEM advanced skills including A.I. and app</li> </ul>	Sept 2021 – Dec 2021	S.1 - S.5	20 students joined the STEM & AI Competition preparation 15-days course which is organized by MakerBay.	\$45,000		✓					

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
		design.											
Chinese, English Language	Admission Fee for Speech Festival	<ul style="list-style-type: none"> <li>To prepare students for taking part in the Speech Festival.</li> <li>To enhance students' confidence in joining in the process.</li> <li>To further stretch the ability of more able students in English speaking</li> </ul>	Sept 2021 – Dec 2021	S.1 – S.5	Students joined the competition by themselves instead of applying through school due to Covid-19.	\$0		✓					
Music	Admission Fee for music teams competitions	Provide opportunities for students to broaden their horizons and develop a stronger sense of belonging to the school	Sept 2021 – July 2022	S.1 – S.5	Due to the COVID-19, performance videos will be submitted in July in lieu of live performances. No transportation is needed. Students have resumed their training after the special vacation. Evaluation will be conducted after the event.	\$3,520	E6	✓		✓			
<b>Expenses on Item 1.1</b>						<b>\$132,910</b>							

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)						
								I	M	P	S	C		
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences						
<b>1.2 Local Activities: To organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)</b>														
Career & Life Planning Committee	Career and Life Planning Day on preparation and exploration of career interests	<ul style="list-style-type: none"> <li>To help students understand the importance of equipping themselves for future career</li> <li>To provide an opportunity to explore their career interests</li> <li>To enrich students' career-related experiences</li> </ul>	Oct 2021 – Jul 2022	S.1 – S.5	A CLP Day was organized for all S1 to S5 students on 5/8/22. Students were given opportunities to reflect on their personal goals and gain more insights for future career development. The event was successfully held and positive feedback was received from students.	\$9,320	E6							✓
Career & Life Planning Committee	Whole person development lesson on a. Subject selection Making an informed choice in senior secondary education	<ul style="list-style-type: none"> <li>To help students making an informed choice</li> <li>To understand what programs are offered in local universities and what are the core learning areas</li> <li>To understand what are prerequisites and</li> </ul>	Oct 2021 – Jul 2022	S.3	The theme of WPD lessons related to making informed choice on subject selection as well as future job. Students' survey was done and around 86% students show they have better understanding on their subject preference and its	\$19,900	E6							✓

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
		why are they important • To understand what electives they are interested in • To understand what job they would like to pursue in the future			relationship to future studies/work.							
Career & Life Planning	Tailor-made workshop for unmotivated students	• To help students get a better self understanding • To equip students with the right mindset, proper attitudes and skills to identify the directions for their career development.  To provide opportunity to apply what they learnt and increase their confidence and become more motivated	Whole year	S.3	23 students were recruited and two workshops were done. The showcase activity was held in August. The event is successfully held and students appreciated the support from different school parties. Students agreed that they were equipped with different skills and through the showcase activity students' self-confidence was boosted.	\$15,000	E6					✓
English Drama Club	Drama Fest (Procurement of props, make-up products and costumes)	• To allow students to use English in authentic settings and	Apr 2022	S.1 – S.5	Due to COVID-19, the Drama Fest was canceled so	\$2,801.75		✓		✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)						
								I	M	P	S	C		
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences						
		boost their confidence in speaking English and expressing themselves through acting. To better equip our school for the drama activities.			no procurement was made for the occasion.									
English Drama Club	Drama Fest (Professional coach)	To offer professional directing to students	Jan 2022 – Apr 2022	S.1 – S.5	Due to class suspension during COVID-19, the Drama Fest was cancelled so the tutor was unable to continue giving drama workshops to our students.	\$2,000	E1	✓		✓				
Eng. Lit.	S.1-S.3, S.5 Literature in English Drama Performance (Shakespearean play)	<ul style="list-style-type: none"> <li>To allow students to use English in authentic settings and boost their confidence in speaking English and expressing themselves through acting.</li> <li>The performance allows them to have a better understanding of the play they study in the DSE syllabus.</li> </ul>	May 2021	S.1 – S.2 & S.5	The short versions of The Merchant of Venice and The Taming of the Shrew were performed in the WPD period.	\$1,500	E1	✓		✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
Student Guidance Committee (SG)	Self-Challenge Program	Target on students with low motivation and self-concept. Enhance students' resilience, self-connection, and to develop self-competence	Oct 2021 – Jul 2022	S.1 – S.3	15 students from S1-S2 were invited to join. Students had reflection on their learning and personal development, and set goals for the new academic year. Through the participation of the activity, students built a more positive self-concept and rapport among participants.	\$7,400	E6	✓		✓			
Student Guidance Committee (SG)	Leadership Training Program for Big Sisters and Class Monitress	<ul style="list-style-type: none"> <li>To introduce various leadership skills to student leaders.</li> <li>To allow students to have a better standing on their strengths and aspirations as a young leader.</li> </ul>	Oct 2021 – Dec 2021	S.1 – S.5	Due to the pandemic, training programs were scaled down and converted to online mode conducted by BGCA.	\$0		✓					
Student Guidance Committee (SG)	WPD program on mental wellbeing and interpersonal relationships	To instill in students positive values and attitudes in the aspects of interpersonal relationship, mental well-being, cyber ethic, etc.	Sept 2021 – Jul 2022	S.1 – S.6	Various workshops and activities were conducted in whole-school approach, such as Adventure-based activities, Laughter yoga, Animal Assisted Therapy, talks on cyber ethic.	\$19,150	E1	✓					

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Dance	Dance Competitions (Chinese Dance Club and Dance Crew)	<ul style="list-style-type: none"> <li>To develop students' dance techniques and performance skills.</li> <li>To foster teamwork among members.</li> </ul> <p>To arouse students' interests in dance.</p>	Sept 2021 – Jul 2022	S.1 – S.6	<p>10 practical Chinese dance lessons and 3 online Chinese dance lessons were provided to Chinese dance members. Videos were submitted for the Chinese dance group dance and solo dance competition.</p> <p>12 practical Jazz dance lessons and 2 online Jazz dance lessons were provided to Dance Crew members. Video was submitted for the Jazz Dance competition.</p>	<p>\$12,148.96 (Chinese Dance)</p> <p>\$6,173.99 (Dance Crew)</p>	E6			✓		
P.E.	<p>A. Regular Sports training and/or competitions</p> <ol style="list-style-type: none"> <li>Basketball Team</li> <li>Swimming Team</li> <li>Rope Skipping Team</li> <li>Volleyball Team</li> <li>Athletic Team</li> <li>Tennis Team</li> <li>Badminton Team</li> <li>Dodgeball Team</li> <li>Table-tennis Team</li> </ol>	<ul style="list-style-type: none"> <li>To encourage students to pursue a healthy lifestyle</li> <li>To allow students to have more exposure to sports</li> <li>To provide opportunities for students to engage in district or territory-wide competitions</li> </ul>	Sept 2021 – Jul 2022	S.1 – S.6	<ol style="list-style-type: none"> <li>To prepare for the Inter-school Basketball Competition in July to Aug, 20 face to face basketball training were provided to members.</li> <li>In total 20 swimming lessons including 3 on-line theory and fitness exercises lessons were provided to</li> </ol>	<ol style="list-style-type: none"> <li>\$5,500</li> <li>\$3,476</li> <li>\$1,200</li> <li>\$12,500</li> <li>\$41,836</li> <li>\$2,868</li> <li>\$0</li> <li>\$640</li> <li>\$0</li> </ol>	E6			✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
	B. Seasonal Sports trainings & Competitions 10. Dragon Boat activity 11. Indoor Rowing	<ul style="list-style-type: none"> <li>To help students to learn to be more perseverance</li> </ul>			members. Around 10 students will join Inter-school competition which will be held on 20 June at Kowloon Park Swimming Pool. Most of them will join 1 to 2 individual events.  3. Rope Skipping 3 on-line club meetings finished in 1 <sup>st</sup> term. Coach showed different skills to students and ask them to point out the teaching points of certain skills. Students showed active in lessons. We plan to have 4 to 5 face to face lessons by the end of August.  4. Volleyball competition temporarily suspended due to Covid-19. In total, there were 16 lessons and 6 online meetings provided to members.	10. \$0 11. \$800						

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
					5. Inter School Cross Country competition was cancelled and Inter School Athletic competition was postponed to June due to Covid-19. In total, there were 25 classes for short distance practice, 22 classes for field events practice and 8 classes for long distance run practice were provided to athletes. 6. 2 online and 4 practical tennis lessons were conducted this year. Some team strategies and game tactics were delivered to members  7. 6 practical and 3 online badminton training sessions were conducted. Some game strategies were delivered to the members.  8. 2 dodgeball team lessons were conducted through							

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
					Teams. Some team strategies and game tactics were delivered to members.  9. 4 online table tennis lessons were conducted. Students learnt more theories and skills in playing table tennis. A student has joined All Hong Kong Schools Jing Ying Table Tennis Tournament 2021-2022. However, there are not enough students who have vaccinated for two dose of COVID-19 vaccine. Therefore, our school cannot join the Inter-School Table Tennis Competition.  10. Dragon Boat activity cannot carry out due to pandemic.  11. 8 members have joined the two indoor rowing							

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
					training and they have joined the 6 inter-school competitions.								
Music	School Orchestra and School Choir <ul style="list-style-type: none"> <li>Regular training</li> <li>Performances</li> <li>Community service participation</li> </ul>	Help students develop interpersonal and leadership skills through training in music performance	Sept 2021 – Jul 2022	S.1 – S.6	Regular training was held from Oct to Feb and then resumed in May. In the 1 <sup>st</sup> term, students performed during the 95 <sup>th</sup> Anniversary as well as Christmas celebrations. Performances by students would be recorded between June and August for competition and promotional purposes.	\$12,900		✓	✓	✓	✓		
Student Activity and Leadership Training Committee (SAL)	Leadership Training Program <ol style="list-style-type: none"> <li>Student Union, Prefect Board, House Exco for 2021-2022</li> <li>Club and Society Chairpersons &amp; Vice-Chairpersons</li> <li>Budding Leaders Scheme</li> <li>HK federation youth groups (Student Leaders) ~ Course fee subsidies</li> </ol>	Provide Leadership Training Program to student leaders, young potential leaders and other students from S.1 to S.5 to develop and cultivate their leadership qualities and skills, e.g. communication, prioritising, planning, delegating, motivating,	<ol style="list-style-type: none"> <li>Sept 2021 – Jul 2022</li> <li>Nov 2021</li> <li>Sept 2021 – Jul 2022</li> <li>Sept 2021 – Jul 2022</li> </ol> Sept 2021 – Jul 2022	S.1 – S.5	A 3-day training workshop was conducted in July. There were 110 student leaders participated with the attendance ~95%. 2. Cannot be carried out due to Covid-19. 3. Workshops were conducted by school teachers via Teams. 4. Cannot be carried out due to Covid-19.	1. \$83,200 2. \$0 3. \$0 4. \$0 5. \$0	E6	✓	✓	✓	✓	✓	

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)						
								I	M	P	S	C		
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences						
	5. S.1-S.5 Leadership Training Workshops in WPD programme (tutor fee)	quality of self-reflection etc.			5. Cannot be carried out due to the social distancing restrictions and Covid-19.									
Student Activity and Leadership Training Committee (SAL)	Adventure-based Training Program	Through outdoor and adventure- based activities to provide junior form students a chance to challenge themselves and develop a stronger sense of competitiveness and proactivity	Oct 2021 to July 2022	S.1 – S.4	Training program held during the post-exam period. Positive feedback was received from participants.	\$49,400	E6	✓	✓	✓	✓			
Student Activity and Leadership Training Committee (SAL)	Life-Wide Learning Day	Enable students to gain a variety of experiences, including the four essential learning experiences (Moral and Civic Education, Intellectual Development, Physical and Aesthetic Development, Career-related Experiences) that are more difficult to acquire in ordinary classroom settings. The activities also link with different KLAs to help students deepen their	Mar 2022	S.1 – S.5	For S4, the Career Live Simulation program is held during the post exam period. Positive feedback was received from participants.  For S1, S2, S3 and S5 students the activities cannot be carried out due to the Covid-19	\$9,800	E6	✓	✓	✓			✓	

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
		understanding of a certain learning area in terms of knowledge, skills and attitudes.											
Student Activity and Leadership Training Committee (SAL)	AES Courses	Help students to develop a foundation for lifelong learning by nurturing confidence and skills in aesthetic appreciation	Oct 2021 to Mar 2022	S.1 – S.5	The regular after school AES courses cannot be carried out due to the Covid-19.  4 special online workshops such as Western Calligraphy Class, Leather Card Holder DIY Workshop, Zentangle Workshop and Sea Glass Workshop were conducted through the DIY Club.  Members were provided with various chances for aesthetic appreciation. In addition, they have equipped themselves better with the skills for the related areas.  An online interactive activity jointly organised	\$8,720	E6	✓		✓			

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								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
					with HKAF was held during WPD for S3 and S4 students in Feb.								
Student Activity and Leadership Training Committee (SAL)	Inter-House Team Building Activity and Inter-House competition: Cheering, Ball Games, Cross-Clubs competition, Co-curricular / Integrated curriculum competition	<ul style="list-style-type: none"> <li>Develop students' communication skills</li> <li>Enhance students' sense of belonging to their own house and to the school</li> <li>Cultivate sisterhood and friendships</li> </ul>	Sept 2021 – Jul 2022	S.1 – S.6	The lunch time Team Building Activity and Inter-House competition cannot be carried out due to the half-day lessons limitation.	\$0		✓	✓	✓			
Student Activity and Leadership Training Committee (SAL)	All regular clubs activities (excluding sports and music school teams, French / Spanish, / Japanese & Korean Culture Club) <i>for details please refer to the attachment</i>	<ul style="list-style-type: none"> <li>Develop students' potentials,</li> <li>enhance students' generic skills, especially those in collaboration, communication, critical thinking and creativity</li> </ul>	Oct 2021 – May 2022	S.1 – S.6	Most of the club activities carried out through online system. Club TICs, Coaches, Tutors or Club excos used PowerPoint/ video clips /online games to facilitated club members' knowledge in relevant aspects. Positive feedbacks were received from participants.	\$15,465.58	E1	✓	✓	✓	✓	✓	
Student Activity and Leadership Training	S.4 Adaption Programme (Training Camp)	Help students develop necessary skills to use in senior secondary school life	Nov 2021 – May 2022	S.4	Cannot be carried out due to the social distancing restrictions and Covid-19.	\$0		✓	✓	✓	✓	✓	

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)						
								I	M	P	S	C		
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences						
Committee (SAL)														
Student Activity and Leadership Training Committee (SAL)	Extend student's KLA learning through structured WPD lessons	Enrich and extend student's learning in KLAs	Oct 2021 – May 2022	S.1 – S.5	Different KLAs related activities have been carried out in school including Chinese History, RME, Moral and Civic Education, etc.	\$22,558.13		✓	✓	✓				
Student Activity and Leadership Training Committee (SAL)	University summer courses subsidies	Boost student's knowledge in a variety of topics and get a head start on university education.	Feb 2022 – Aug 2022	S.5 – S.6	5 S2 students and 2 S3 students participated in the taster programme organized by the University of Hong Kong in Christmas 2021. Positive feedback was received.	\$4,200	E6	✓						✓
Student Activity and Leadership Training Committee (SAL)	Bridging Program	Provide activities to the students for self-evaluation and planning for next academic year	Oct 2021 – Jul 2022	S.1 – S.5	Post-exam period had been postponed to 28 July 2022. Programs included various areas: classroom culture, study skills, psychology, first-aid, sign language.	\$38,700		✓						✓
Student Activity and Leadership Training	Social Etiquettes Workshop	To let students acquire social etiquettes through experiential learning	Jan 2022 – Jul 2022	S.1 – S.5	Cannot be carried out due to the social distancing restrictions and Covid-19	\$ 0		✓	✓	✓	✓	✓	✓	✓

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
Committee (SAL)													
Student Activity and Leadership Training Committee (SAL)	Transportation Fee for Speech Festival, Music Festival & Performance	To deliver Students to the competition venues so as to learn outside school	Sept 2021 – May 2022	S.1 - S.5	There is no transportation cost incurred from online competitions.	\$29,200		✓		✓			
Student Activity and Leadership Training Committee (SAL)	Sisterhood workshop	<ul style="list-style-type: none"> <li>Promote a culture of teamwork and collaboration through the Circle Painting workshops.</li> </ul> Create large banners for school 95 <sup>th</sup> Anniversary Celebration.	Sept 2021 – Dec 2021	S.1 - S.6	The activity “Circle Painting workshops” cannot be carried out inside school due to the social distancing restrictions and Covid-19.  A theme-based activities called “A Fun-filled Experience Exploring Nature” was held and provided to all students in the Ocan Park. Positive feedback was received from participants. They learnt more about the nature and conservation. Their relationships among	\$ 65,000	E1	✓		✓			

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
					students and teachers are also strengthen.								
Community Service	Visit to “No Pain No Grain” Foodstep Journey	To learn about food wastage problem in Hong Kong, how to utilize unwanted food parts, have hands-on experience to rescue vegetables collected from food donors and learn about cherishing food by interaction with the elderly	Sept 2021- May 2022	S.1 – S.3	Cannot be carried out due to COVID-19.	\$0			✓		✓		
<b>Expenses on Item 1.2</b>						<b>\$503,358.41</b>							
<b>1.3</b>	<b>Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students’ horizons</b>												
Student Activity and Leadership Training Committee (SAL)	Oversea Schools / Inter-school Online Exchange programme	To give students opportunities to broaden their outlook by learning to live with and meet people of different cultures, creeds, and	Sept 2021 – Jul 2022	S.1 - S.5	Due to the Covid-19, the oversea schools were also suspended.	\$0		✓	✓	✓	✓	✓	✓

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
		colours through online platforms.											

**Expenses on Item 1.3 \$0**

1.4	Others												
Student Guidance Committee (SG)	Expressive Art Workshop	Create platforms for students to express their feelings and needs.	Oct 2021 – Dec 2021	S.1 – S.3	2 sessions of workshop were conducted for S4 students in class-based in June.	\$14,800	E1	✓					
Student Guidance Committee (SG)	Sport is Fun	Create opportunities for students to learn how to make fun, and to strengthen their abilities to cope with challenges positively	Nov 2021 – Mar 2022	S.4 – S.6	The activity was launched for S3 students in class-based in June.	\$11,550	E1	✓	✓				

**Expenses on Item 1.4 \$26,350**

**Expenses for Category 1 \$662,618.41**

Domain	Item	Purpose	Actual Expenses (\$)
Category 2	To procure equipment, consumables or learning resources for promoting LWL		

Domain	Item	Purpose	Actual Expenses (\$)
		<b>Expenses for Category 2</b>	<b>\$0</b>
		<b>Expenses for Categories 1 &amp; 2</b>	<b>\$662,618.41</b>

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

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

### Number of Student Beneficiaries

Total number of students in the school:	650
Number of student beneficiaries:	650
Percentage of students benefitting from the Grant (%):	100

**I. Use of the Provision of One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development Grant (CSDG)**

<b>Major Area(s) of Concern</b>	<b>Strategies/Tasks/ Implementation Plan</b>	<b>Benefits Anticipated (e.g. in what way teachers' workload is alleviated)</b>	<b>Evaluation</b>
Developing or procuring relevant learning and teaching resources	<ul style="list-style-type: none"> <li>Purchasing reference books, journals, magazines, multi-media and e-learning resources, mobile application and software, and other related learning and teaching resources.</li> </ul>	With more resources, teachers would be able to teach subject content more efficiently and effectively.	Reference books, DVDs, 3D puzzles, and costumes will be bought in May or June to help extend students' learning and be used as teaching aids in the following terms.
Organizing school-based learning activities relating to the CS curriculum	<ul style="list-style-type: none"> <li>Organizing learning activities for example visits to exhibitions, field trips and experiential learning camps, etc., which are related to the curriculum of Citizenship and Social Development.</li> </ul>	Students could learn outside classroom, deepening and extending their learning.	Under the pandemic, outdoor visits could hardly be arranged. The planned expenses in this area could be used in subsidizing the mainland study tour next year.

**J. Report of School Executive Officer Grant (SEOG)**

<b>Major Area(s) of Concern</b>	<b>Strategies/Tasks/ Implementation Plan</b>	<b>Benefits Anticipated (e.g. in what way teachers' workload is alleviated)</b>	<b>Evaluation</b>
School Executive Officer	Employed 1 full time school executive officer to handle procurement and MR/ER.	<ul style="list-style-type: none"> <li>● Relieve teachers' workload in procurement.</li> <li>● Handle the MR/ER in connection with EDB.</li> </ul>	School Executive Officer handled procurement documents and other administrative work and released teachers' time to focus on teaching and student affairs.
Clerk	Employed 1 full time clerk to provide clerical support.	<ul style="list-style-type: none"> <li>● The clerical work and support can ensure smooth operation of the school.</li> </ul>	Clerk assisted with front desk enquiries and general office clerical work. These have highly facilitated the smooth functioning of the General Office.

**K. Report on the Use of the Student Activities Support Grant****I. Financial Overview**

A	Allocation in the Current School Year:	\$50,700.00
B	Expenditure in the Current School Year:	\$50,700.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$0.00

**II. Number of Student Beneficiaries and Subsidised Amount**

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	5	\$9,495.00
Full-grant under the School Textbook Assistance Scheme	8	\$30,500.00
Meeting the school-based financially needy criteria	25	\$10,705.00 (capped at 25% of the total allocation for the school year)
<b>TOTAL</b>	<b>38</b>	<b>\$50,700.00</b> (Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B)

**III. Details of Expenses**

Domain	Brief Description of the Activity	Expenses (\$)	Person Times of Student Beneficiaries <sup>1</sup>	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				I	M	P	S	C
1.1	Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises)							
	<b>Expenses on Item 1.1</b>	<b>\$0.00</b>						

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

Domain	Brief Description of the Activity	Expenses (\$)	Person Times of Student Beneficiaries <sup>1</sup>	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				I	M	P	S	C
<b>1.2</b>	<b>Local activities: To subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)</b>							
Student Activity Learning	Tutors' Salary of Instrument Classes	\$20,425.00	42 hours					
Student Activity Learning	Organize Sports Teams/ Clubs (regular training) 1. Badminton Team 2. Basketball Team 3. Rope Skipping Team 4. Athletic Team 5. Chinese Dance Club 6. Dance Crew 7. Swimming Team 8. Volleyball Team 9. DIY Club	\$30,275.00	126.5 hours					
	<b>Expenses on Item 1.2</b>	<b>\$50,700.00</b>						
<b>1.3</b>	<b>Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions</b>							
	<b>Expenses on Item 1.3</b>							
<b>1.4</b>	<b>To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities</b>							
	<b>Expenses on Item 1.4</b>							
<b>1.5</b>	<b>Others</b>							
	<b>Expenses on Item 1.5</b>							
<b>1.6</b>	<b>To pay the expenses incurred from the cancellation of learning activities due to the COVID-19 outbreak under the one-off measure</b>							
	<b>Expenses on Item 1.6</b>							

Domain	Brief Description of the Activity	Expenses (\$)	Person Times of Student Beneficiaries <sup>1</sup>	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				I	M	P	S	C
				I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
	<b>Total</b>	<b>\$50,700.00</b>	168.5 hours					

**End of Report**