

St. Clare's Girls' School

聖嘉勒女書院



**Annual School Report
2020-2021**

I. Our School



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

A. School Philosophy

“CLARE” means “BRIGHT LIGHT”

A LIGHT A BEACONTo guide our Clarians

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

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



B. Vision and Mission

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

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

C. School Sponsoring Body & Brief History

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

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

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

D. School Management

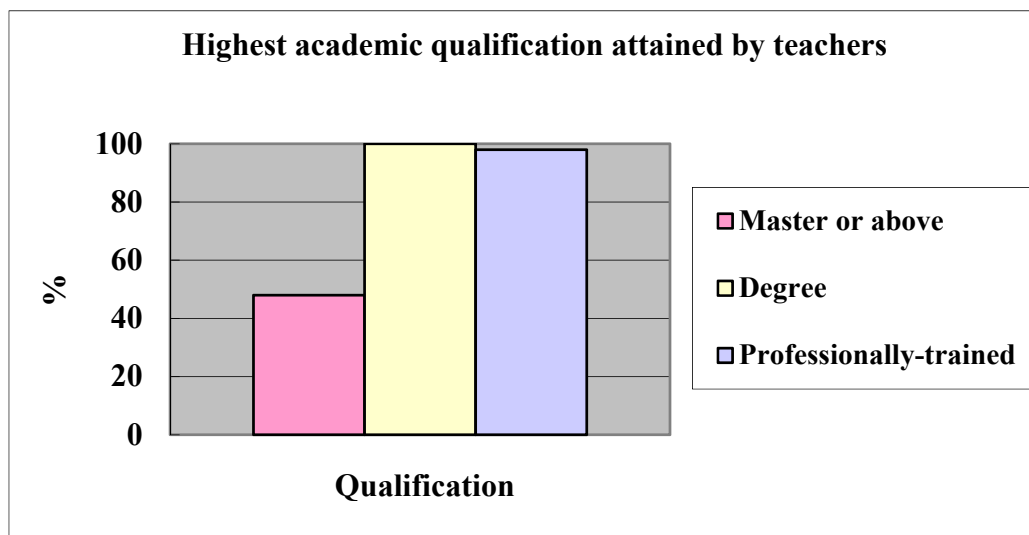
1. Members of the Incorporated Management Committee

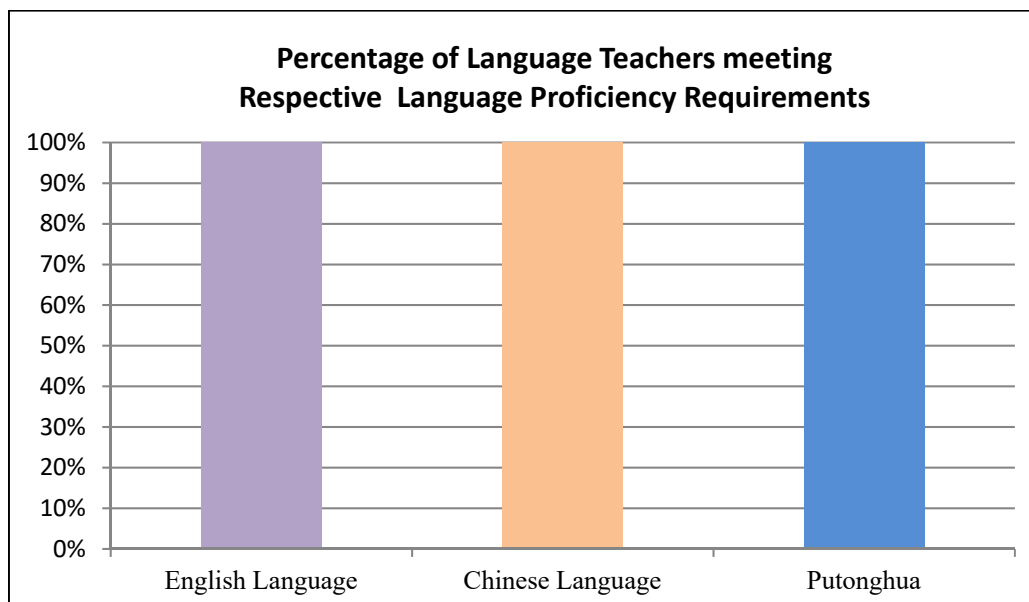
| | |
|----------------------------------|------------------------------|
| Ms. Wong She Lai, Shirley | Supervisor, Chairman |
| Mrs. Chan Wong Pik Yu | Principal, Ex-officio Member |
| Sr. Nancy Mak | SSB |
| Mrs. Chan Cheung Yee Ling, Grace | SSB |
| Mr. Chow Pin Yeung, Val | SSB |
| Mrs. Kwok Wong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

E. Our Teachers

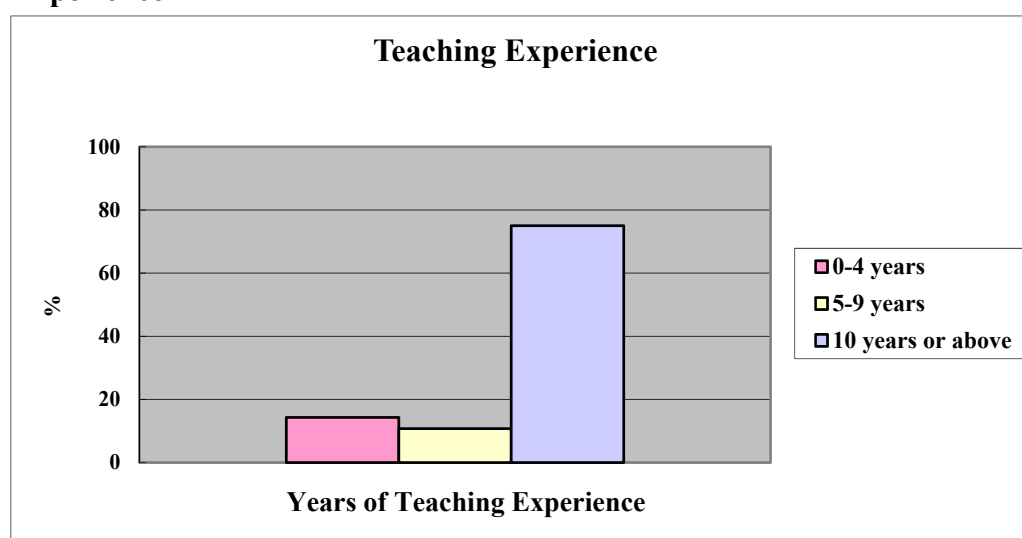
The school has a team of 56 teaching staff. Their experiences and qualifications are shown in the charts below:

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. Teachers' Professional Roles, Values and Conduct
- b. Franciscan Spirituality
- c. Use of e-learning platforms
- d. National Security Law
- e. School Self-evaluation and Development Planning

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 |
| Liberal Studies | EDB Curriculum Development Institute | SS Liberal Studies Curriculum - Learning, Teaching and Assessment of Basic Concepts |

The average number of Continuous Professional Development Hours is 48.4 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% |

3. Pathways of S6 Graduates

Classification according to levels of study

Total Number of Graduates: 101

| Level | Number of Graduates | % |
|--|---------------------|---------|
| Local Degree Programmes | 63 | 62.38% |
| Local Sub-Degree Programmes | 23 | 22.77% |
| Further Studies outside Hong Kong (excluding the Mainland, Taiwan and Macau) | 11 | 10.89% |
| Full-time programmes outside Hong Kong (Mainland, Taiwan and Macau) | 3 | 2.97% |
| Employment | 0 | 0.0% |
| Repeat | 0 | 0.0% |
| Unknown | 1 | 0.99% |
| Total | 101 | 100.00% |

II. Achievements and Reflection on Major Concerns

Major Concern I

| |
|---|
| To cultivate respect and to embrace changes with positivity |
| Focus 1: Students feel loved/cared for at school and at home. |
| <p>(a) A teacher workshop on positive psychology: expressive art and mindfulness (b) Enhance class teachers' capacity in their role as Caring Cultivators (as stipulated in T-standards+, COTAP)</p> |
| <p>Achievements The workshops were carried out with positive feedback from teachers.</p> <ul style="list-style-type: none"> ● 96.36% of teachers agreed that the expressive art workshop had helped them to understand and experience positive psychology and the reason students would be given a chance to experience it. ● 87.28% of teachers agreed that they have become more aware of their role as a caring cultivator. ● According to Student Stakeholder's Survey, teacher-student relationship of our school is slightly higher than the HK norm. There is also an increase from 3.05(J) & 2.97(S) in 2018-19 to 3.21(J) & 3.02 (S) in 2020-21. |
| <p>Examples</p> <ul style="list-style-type: none"> ● Teacher workshops on positive psychology: expressive art and mindfulness by Br. William Ng, OFM (on Franciscan Family Day) & Religious, Civic and Moral Education Committee and Ethics and Religious Education panel. ● A workshop on enhancing class teachers' capacity in their role as Caring Cultivators (stipulated in T-standards, COTAP) – an overview was conducted by the school supervisor Ms. Shirley Wong on one of the Staff Professional Development Days |
| <p>(c) To offer chances for students</p> <ol style="list-style-type: none"> i. to share their feelings, thoughts, joyful experiences and ii. to find inner peace and strengths through creative means |
| <p>Achievements The various activities provided by class teachers, panels and committees have proven to be successful.</p> <ul style="list-style-type: none"> ● 87.5% agreed that they were given chances to have joyful experiences through expressive art ● 81.6% of students found peace and strength in the activities. ● In the student stakeholder's survey on <ul style="list-style-type: none"> ➢ Inter-personal relationships – care for others, an increase from 3.10 (J) & 3.05 (S) in 2018-19 to 3.18 (J) & 3.10 (S) in 2020-21 was noted; ➢ Inter-personal relationships -'Support', the school's score is higher than HK norm in junior levels. ➢ Attitudes to School – social integration, an increase from 2.94(J) & 2.90(S) in 2018-19 to 3.06 (J) & 3.05 (S) (2020-21) was also noted. |
| <p>Examples:</p> <ul style="list-style-type: none"> - Expressive art of Nagomi painting in Gaze at God's Wonder S.1-6; - Mindfulness activities (e.g. Taize Prayer S.1-6) - Fun activities (e.g. Christmas celebration, Zesty April); Gratitude to the Community activities organized by Student Activities and Leadership Training Committee - Some of the scheduled Whole-person Development activities were carried out to help students to cope with changes: adaptation programme (S1), inter-personal relationships (S2), subject selection (S3), coping with changes (S4) & looking backward and forward (S6) |

(d) To help students understand more of their family and to appreciate them through My Story**3.0: My family & related activities****Achievements**

- Only partly achieved. Due to the pandemic, My Story 3.0 Family could not be fully implemented.
- For all the activities that could be carried out, the result was satisfactory. 84.82% of students agreed that they were given the opportunity to express gratitude to their family.
- Class teachers had a closer contact with parents by sunshine calls and this has helped them to understand their daughter's school life in general.

Examples:

- Thank you cards written by students were given to parents on Parents' Day.
- Sunshine calls to parents by class teachers to help them understand more about their daughters' school life, needs and also school policies.
- Zoom meetings with S3 parents and videos sharing on subject selection were conducted.
- ERE panel revisited the 5 Catholic Education Core Values. The value of 'family' was stressed and explored in the lesson.

Focus II: Students feel recognized for their successes and efforts

To recognized students' achievements and to provide structured platforms for them to share their successful experiences, anecdotes and to show their appreciation for one another

- Class Teacher Period: Celebration and Appreciation Wednesday
- E-platform for sharing
- Appreciation Tree and Awards

Achievements

It was successfully achieved in spite of the constraints imposed by the pandemic. Every effort was made to offer students chances to share their experiences and to give and receive recognition of their success and effort.

- 84.13% of students agreed that they felt recognized for their success and effort, and 94.49 % of teachers agreed that they have provided the platform for students to have the experiences.
- In the Student Stakeholder's Survey – Praise, there is also an increase in the score from 2.85(J) & 2.90(S) in 2018-19) to 2.95(J) & 3.12(S) (2020-21)

Examples

Multiple platforms (classroom-based, e-platform, morning assembly, etc.) were given by class teachers, committees and subject panels such as:

- class-based activity of appreciation tree,
- posting up/sharing of good work and names of students with good performances in the classroom by subject panels like Geography, Chinese History, BAFS (token scheme), Economics, ERE, LS/IH, etc.; committees like Gifted Education Committee, Student Activities and Leadership Training Committee (e-platform), Student Guidance, Community Service (reflection corner, thank you card, selection of best performed students), to name but a few.

Focus III: Students have positive relationships with people

(a) to enhance students' manners and social etiquette

(b) to heighten students' awareness of cyber ethics and cyber bullying

Achievements

Due to online lessons and half-day school, most of the Whole-person Development programs could not be carried out and only a Cyber Ethics workshop could be carried out for S1. Yet other teachers have inculcated online etiquettes and manners in their classes conducted via Zoom either as classroom rules or as presentation guidelines. More is to be done in the future.

- For S1 student workshop on cyber-bullying, 85.84% of them found it useful.
- 93.39% of all students agreed that they had practiced caution and respect in using the Internet and in their interaction with people in school.

Examples:

- All teachers and some committees (Student Guidance Committee, Gifted Education Committee, Community Service Committee) enforced online learning etiquettes in their lesson via Zoom
- Students observed manners in their online sharing and presentation (Student Union, House, subject panels)
- S.1 workshop to heighten students' awareness of cyber ethics and cyber bullying was conducted.

Reflection on Major Concern 1**Strengths:**

- Students have become more aware of the importance of
 - mental health and have experienced mindfulness exercises to ease their tension and anxiety amid the challenges during the pandemic and the mixed mode of face-to-face and online learning
 - showing respect by observing manners and etiquettes on online learning platforms
 - recognizing oneself and success and effort of others
 - having positive experiences
- Majority of students felt loved and cared for as they felt support from teachers, peers and that their efforts are recognized, in which they could engender joy.
- Most teachers found they gained hands-on experience and knowledge of how mindfulness and effective encouragement can benefit students.

Areas of improvement:

- Select some attributes of a Caring Cultivator (in COTAP) as Staff Professional Development themes as there are more new and young teachers in the coming academic year.
- Provide platforms for students to build up their learning stories of all areas:
 - enriching and reflecting life experiences,
 - making plans with realistic goals and achievable outcome, yet without compromising the pursue of excellence;
 - appreciating different cultures, values and views.
- Help students to have self-regulation and to enhance self-efficacy in order to prepare them for overcoming challenges and challenging their limits – reflect, renew & reconnect.
- Explore means for students to learn to embrace changes and to enrich experiences with a positive attitude and Christian values
- Maximize opportunities for student bodies to organize school events and activities when pandemic conditions allow. This could help students gain ownership in school and to strengthen sisterhood, as well as to add fun to school life.
- Should continue cyber ethics education and cyber world pitfalls. It should go deeper into students' value of respect, integrity, justice, compassion and fraternity (Relations with Others in Go & Teach, Franciscan Education)

Major Concern II

To help students with different abilities to achieve their highest potential

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

(A) To refine the implementation of mastery learning with emphasis on enhancement

- a. Regular quizzes
- b. Corrective exercises for weaker students
- c. Bonus questions / Enhancement exercises for high achievers

(B) To enhance students' abilities to organize, integrate and present knowledge through various cross-curricular programs

- a. STEM Education
- b. Language activities

(C) To improve students' time management skills through regular in-class timed practice

Achievements

(a) Students were guided to improve themselves academically

- Most panels have arranged more regular quizzes to consolidate students' learning and help them to master basic concepts. Those performed satisfactorily in the quizzes were given enhancement exercises while those did not had to complete corrective exercises.
- Through regular quizzes and tests, both teachers and students identified the poorly performed topics. Teachers could then provide timely interventions to help students to improve.
- Corrective exercises were found effective in rectifying students' mistakes, as reflected in the improvement shown by students in re-quizzes. Enhancement exercises were useful to extend students' learning.
- According to the student survey, 89.9% students agreed that they were guided to improve themselves academically.

(b) Students had been given more opportunities to stretch their potential

- Bonus questions were added in some tests/assignments. Students were generally willing to attempt the bonus questions. This was found useful to stretch their potential.
- A few cross-curricular programs were organized e.g. STEM projects (S1 & S2), 四字詞剪紙燈謎 (Chin & VA)
- 90.9% teachers agreed that the cross-curricular programs had enhanced students' abilities to organize, integrate and present knowledge.
- According to APASO result, S1-S3, S5 were slightly higher and S4 was moderately higher than HK norm in the dimension 'Motivation-Task'.
- 85.4% students agreed that they had been given more opportunities to stretch their potential.

(c) Students showed improvement in time management when completing tasks

- Regular in-class timed practices were arranged in most subjects, as observed in lesson observations. Students were now more aware of time allocation when completing tasks and had acted faster in tests/exams.
- 94.6% teachers agreed that students had shown improvement in time management.

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

(A) To motivate students to read a wide range of materials to broaden their knowledge base

- a. Reading activities to widen students' exposure and help them appreciate the joy of reading
- b. Award scheme to give recognition and encouragement to students

Achievements

(a) Some reading materials were shared with students to extend their learning

- Due to COVID-19, face-to-face classes had been suspended or shortened. The library had to be closed most of the time. Regular reading activities e.g. book sharing, morning broadcast by library and class-based award scheme could not be carried out. In spite of this, some panels have shared extra reading materials through online platforms or included them in the notes.
- According to the student survey, 58.9% students agreed that they were motivated to read extensively; 67.3% students agreed that the reading materials had enriched their learning

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

(A) To provide a variety of e-learning materials to help students keep track of their learning

- a. Develop teaching videos on exam skills for students of varied abilities to revisit outside classrooms based on their individual needs
- b. Enable students to use e-learning platform to retrieve learning materials, conduct online assessments and submit e-assignments

Achievements

(a) Students were more aware of their learning progress and could identify their achievement and areas for improvement

- Panels have produced and uploaded teaching videos to e-learning platforms and arranged online assessments. Most students found them useful for self-learning and keeping track of their learning progress.
- Most students have developed the habit and skill of using e-platforms to retrieve learning materials and conduct online assessments.
- Both teachers and students became more capable of using e-learning platforms.
- Teachers found that online assessments could save some teaching time, which was particularly important during the pandemic when face-to-face classes were suspended or shortened.
- According to the student survey, 89.0% students agreed that they were aware of their learning progress; 90.8% students agreed that they could identify their achievement and areas for improvement.
- According to the teacher survey, 87.3% teachers agreed that students were aware of their learning progress; 90.9% teachers agreed that students could identify their achievement and areas of improvement
- In the stakeholder survey: 75.8% students agreed that the teachers always told them about their progress and problems in learning; 62.6% students agreed that they often reviewed their learning based on their test/exam results and teachers' comments on their performance in assignments and in class; 96.4% teachers agreed that they often helped students to review their learning, so that they had a clear idea about their learning performance and progress
- APASO results showed that our students were either slightly or moderately higher than HK norm in the dimensions 'Independent Learning Capacity – Academic Monitoring; Change to Improve & Study Plan.

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

- (A) To promote teachers' self-reflection on their professional roles by adopting the T-standards self-reflection tool**
- (B) To enhance teachers' capabilities in using various e-learning tools to cater for learner diversity**
- (C) Lesson observation and post-lesson observation conference on "Study Skills Workshops" to enhance pedagogies and exchanges ideas on the teaching of useful study skills**

Achievements

- (a) Teachers were more aware of the importance and ways of self-reflection**
 - A staff professional development on 'Teachers' Professional Roles, Values and Conduct' was held in September 2020. After attending the program, 90.9% teachers agreed that they were more aware of the importance and ways of self-reflection.
 - The recommendations of the task force on professional development of teachers were brought to the attention of teachers. The template for recording teachers' CPD hours was revised to help teachers to keep track of their training progress.
- (b) Teachers were more competent in using e-learning tools**
 - Due to the suspension of face-to-face classes, teachers relied much on e-teaching which included real time online teaching, collecting and marking assignments on e-platform. Training workshops on the use of Teams and OneNote were organized for teachers.
 - As reflected in online lesson observations, teachers had used various e-learning tools in online lessons to enhance interaction with and among students.
 - 94.5% teachers agreed that they became more competent in using e-learning tools.

Reflection on Major Concern II:**To help students with different abilities to achieve their highest potential****Strengths:**

- With the implementation of the refined mastery learning, students were guided to improve academically. They had also been given more opportunities to improve and stretch their potential.
- Through regular in-class timed practice, students became more aware of time management when completing tasks.
- A mixed mode of online and face-to-face teaching had been adopted throughout the year. Provision of e-learning materials (e.g. teaching videos, online assessments) enabled students to adjust their learning pace according to their needs. This has promoted self-directed learning of students and helped them to keep track of their learning progress. Teachers' capacity in using e-learning tools has also been enhanced.

Areas of improvement:

- Due to COVID-19 and the consequential shortening of lessons, many learning activities (both inside and outside classes) were cancelled. Learning experiences of students became more limited. According to the stakeholder survey, only 19.6% students agreed that the teachers often arranged learning activities outside class for them, such as project learning week, visits, field trips, etc. Various learning activities including cross-curricular programs can be arranged when situation allows to enrich students' learning experiences.
- As many reading activities could not be carried out, the target that students extend their learning through a variety of reading activities was not achieved. Only 30.9% teachers agreed that students liked reading and only 41.1% students agreed that they often read materials such as leisure reading materials and newspapers outside class. It is essential to motivate students to read more extensively and relate what they learn with their daily life through different reading activities. Reading across the Curriculum can be implemented to achieve the above.
- With a mixed mode of teaching (online and face-to-face), the performance of students has become more diverse. Different ways to engage students and improve the effectiveness of e-learning should be explored. Teachers should also keep abreast of the updated development of e-learning tools.
- Due to COVID-19, the study skill workshops conducted by external service provider was delayed from first term to late April. Hence, the pilot scheme for teachers to learn and apply the skills could not be carried out. The stakeholder survey revealed that only 27.1% students were confident in learning. It is necessary for teachers to provide students with more guidance in learning strategies, so as to develop them to be effective learners.

III. Learning and Teaching

A. Curriculum Policy

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

- ★ Enabling students to attain knowledge and skills in diverse fields so that they will be able to actively explore their own academic pursuits and career paths;
- ★ Promoting the well-balanced development of the mind and body and offering opportunities for students to discover their own potential for self-actualization;
- ★ Cultivating self-directed learning and high-order thinking skills, (critical thinking, problem-solving, decision-making, creativity and systems thinking), necessary for self-motivated learning and daily life;
- ★ Providing students with a wide range of learning experiences conducive to the understanding of the diverse world.

B. Our Curriculum Structure

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

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

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

*: Elective Subject ✓: Compulsory Subject

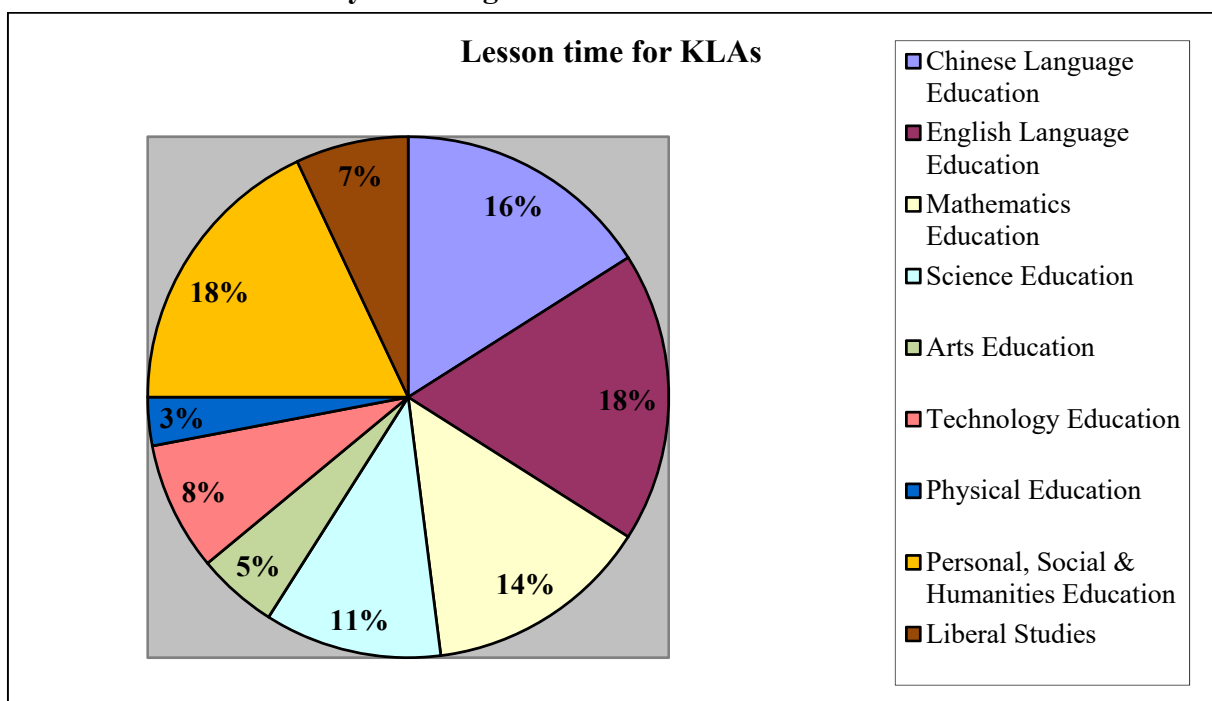
C. Assessment Policy and Supportive Measures

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

D. Number of School Days

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

E. Lesson time for the Key Learning Areas



F. I.T. in Education

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

IV. Other Learning Experiences

A. Whole-person Development Programs

With Catholic core values as the bedrock, a whole-school approach has been adopted for Whole Person Development (WPD), which aims at nurturing our girls to be loving, caring and upright individuals who 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.

However, due to the COVID-19 pandemic, some of the programmes planned had to be cancelled.

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

| Theme / Level | S1 | S2 | S.3 | S4 | S5 | S6 |
|---|--|---|---|--|--|--|
| (a) Student Guidance | (1) Self-concept (2) Emotional Health (3) Interpersonal relationship (4) Inclusive Culture (5) Sex Education | (1) Emotional Health (2) Interpersonal relationship (3) Inclusive culture (4) Sex Education | (1) Emotional Health (2) Goal Setting (3) Sex Education | (1) Emotional Health (2) Resilience building (3) Coping with changes from junior to senior secondary (4) Sex Education | (1) Emotional Health (2) Learn to learn skill (3) Sex Education | (1) Emotional Health (2) Towards adulthood (3) Sex Education |
| (b) Religious, Moral and Civic Education | (1) Religious services – prayer, mass, liturgies and religious learning experiences (2) Five core values of Catholic Education (3) Four Cardinal virtues & catholic core values (4) Gaze at God's wonders : Franciscan Spirituality (5) Joy of life: embracing | (1) Religious services – prayer, mass and religious learning experiences (2) Five core values of Catholic Education (3) Four Cardinal virtues & catholic core values (4) Gaze at God's wonders : Franciscan Spirituality (5) Work Ethics (6) Care for oneself (7) National identity | (1) Religious services – prayer, mass and religious learning experiences (2) Five core values of Catholic Education (3) Four Cardinal virtues & catholic core values (4) Gaze at God's wonders : Franciscan Spirituality (5) National identity (6) Knowing me and knowing you: | (1) Religious services – prayer, mass and religious learning experiences (2) Five core values of Catholic Education (3) Four Cardinal virtues & catholic core values (4) Gaze at God's wonders : Franciscan Spirituality (5) Global citizenship: care for the world (6) National identity (7) Social Etiquette | (1) Religious services – prayer, mass and religious learning experiences (2) Five core values of Catholic Education (3) Four Cardinal virtues & catholic core values (4) Gaze at God's wonders : Franciscan Spirituality (5) Global citizenship: care for the world (6) National identity | (1) Religious services – prayer, mass and religious learning experiences (2) Five core values of Catholic Education (3) Four Cardinal virtues & catholic core values (4) Gaze at God's wonders : Franciscan Spirituality (5) National identity (6) Cherish the past with gratitude , Embrace the future with hope |

| | | | | | | |
|---|--|---|--|--|--|-----------------------------------|
| | adversities (6) Media Edu: Be a respectful netizen (7) Care for oneself (8) National identity | | Personality analysis | | (7) Social Etiquette | (7) Social Etiquette |
| (c) Career and Life Planning | Career exploration | My dream career | Subject selection | SLP Building | (1) Multiple pathways: making choices (2) SLP Building | (1) JUPAS strategies & interviews |
| (d) Community Service | Bright Light Project | Bright Light Project | Bright Light Project | Care for the community : Service Learning workshops & project | Care for the community: Service Learning workshops & project | - |
| (e) Health and Environmental Education | (1) 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 | - |
| (f) Leadership | (1) Leader in me: 6 levels of reflection & courage and communication | (1) Leader in me: 6 levels of reflection & striving for improvement and energizing (2) Leader in me: goals & aspirations | (1) Leader in me: 6 levels of reflection & communication, confidence and perseverance (2) Leader in me: goals & aspirations | (1) Leader in me: towards organizing student-led activities (2) Leader in me: goals & aspirations | (1) Leader in me: towards organizing student-led activities (2) Unlocking potential | - |

| | | | | | | |
|-----------------------------|---|--|--|--|---|---|
| (g) Gifted Education | (1) Learn to learn skills: Categorization and the use of visual organizers | (1) Learn to learn skills: Active reading & knowledge construction | (1) Learning style and goal setting (2) Learning to learn skills: revision skills | (1) Learning style and goal setting (2) Active reading skills | (1) Learn to learn skills & time management (2) Exploring the world through active reading | - |
| (h) Others | - | Reading to learn: Talk by author | Reading to learn: Talk by author | - | - | - |

B. Co-curricular Activities

1. English Language Activities

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

English Bridging Course for Junior Form in July

To better prepare our new S1 students for EMI education, a 3-full-day Bridging Course was held from 14 July - 16 July 2021. All new S1 students were immersed in the interactive learning activities, coached by native English-speaking teachers from Synergy. The lessons, focusing on classroom language, phonics and vocabulary of different topics, were well received. Students were actively engaged in all learning activities and gained confidence in speaking English. The program was closed with a heart-warming prize presentation ceremony.

Achievements in 72nd Hong Kong Speech Festival 2020

In spite of the Covid-19 pandemic and class suspension, a handful number of S1 students took part in Hong Kong Speech Festival. The results were pleasing with two championships in Solo Verse Speaking Non-Open & Solo Prose Reading Non-Open respectively and one 2nd Runner up in Solo Verse Speaking Non-Open Category.

Education Bureau, Language Learning Support Section, Curriculum Leadership Development (CLD) Programme & Onsite Project 2020-21

The captioned program and project officially commenced in September 2020 and ended in June 2021. An EDB District Officer was assigned to the school, working with the Panel Head, two core members, namely the Assistant Panel Head and an English Teacher, together with S4 English Language Teachers. In brief, the CLD programme concerned the Panel Head and core members. They were required to take part in a total of three theme-based workshops on e-learning, lesson observation and staff appraisal. With the support of the EDB officer, all S4 English teachers jointly designed a teaching package on Writing for S4 students, brushing up their paragraph writing through the adoption of "PEEL" framework. They wrote a debate speech on plastic surgery. Lesson observations took place in April via Zoom accordingly, followed by a mini-debate and post-writing conference. An overall evaluation took place in June. The panel head and the core member were invited to showcase the project to all participating schools during the year-end plenary sharing session on 30 June 2021. The CLD and onsite support project were well-received by students and participating teachers. The "PEEL" framework will be fully implemented as a writing framework across all levels.

English for ALL activities

Although nearly all fun-filling English activities scheduled were suspended due to the Covid-19 pandemic, with the resumption of half-day face-to-face lessons for all students in late March 2021, English Broadcast was on air in April. Our NET teacher, as the

broadcaster, brought to our students a five-minute programme on viral and inspiring topics. Students managed to keep abreast of the hot topic and social issue around the world. A cross-curricular activity was jointly organized by English Society and Catholic Society in May, paying tribute to Our Lady and mothers on earth. Students were fully engaged in interactive activities, with an exchange of bible knowledge about Mary and inspiring sharing about motherhood.

Participation in English Writing Competition organized by HKYWA & MIYWA

A total of seven S4 and S5 students were nominated to take part in the English Writing Competition organized by Magazine International Young Writer Awards (MIYWA) 2021. Another six S1 students were nominated to join Hong Kong Young Writer Awards 2021 and submitted a total of five pieces of writing in Fiction and one poem. The activities were well-received.

2. Literature in English Activities

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

Due to class suspension, the department could not organize large-scale activities like the S1 and S2 Literature in English Drama Competitions, the S3 Film Production Competition and the S5 Shakespearean Drama Performance. As such, we organized the Character Monologue Competitions from S1 - S5 in the school year 2020 - 2021. Each student had to choose a character from the Shakespearean play(s) or *The Great Gatsby*, and perform a monologue for that character to express his or her feelings towards the events of the story. Many students did exceptionally in the competitions. Through the competitions, some students acquired the skills of script writing, film editing, blocking and acting. Prize winners of the competitions were given certificates as tokens of recognition to encourage them to strive for excellence in future activities. Prize winners from S1 – S3 also received scholarships along with the certificates.

To boost students' interests in learning poetry, S4 - S5 students were asked to perform a poem from the lists given. Through the Performance Poetry Competitions, students had to explore the deeper messages of the set poems and think about ways to express themselves artistically. Prize winners of the competitions were also given certificates as tokens of appreciation.

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

All S4 and S5 students taking Literature in English joined the Budding Poets (English) Awards 2021 by submitting creative poems to the Academy of Gifted Education. One of our students, Margaret Fu, was awarded the certificate "The Poet of the School".

A group of S4 and S5 students taking Literature in English were invited to participate in the 13th English Radio Drama Competition organized by the Smart Education Charitable Foundation. They wrote their own script in response to the topic, "My Unforgettable Journey"

and they recorded an audio dramatization of their own scripts. They managed to get into the semi-final of the competition and they found the experience enjoyable and rewarding.

3. STEM Education

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

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

Project-based learning was conducted in S1 and S2 to provide opportunities for students to integrate relevant learning elements from different KLAs to solve real life problems. S1 students studied a local social issue and identified a problem for further investigation. They proposed solutions to the problem making use of technology e.g. 3D printing learnt in Computer Literacy lessons. S2 students conducted a scientific investigation on photosynthesis and designed a smart device that can provide optimal conditions for plant growth. During the process, the six elements of PICKER (**P**roblem-solving, **I**nteraction, **C**ollaboration, **K**nowledge, **E**ngineering & **R**efinement) were practiced.

Students were also encouraged to participate in various STEM competitions with the guidance of teachers. They applied the skills acquired in STEM projects and gained valuable experiences.

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 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 with different nationalities, needs, abilities and strengths 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 cancelled due to class suspension. As such, class teachers had maintained contact with students attending to their needs. The Student Guidance Committee and the school-based social worker also rendered support service through online platforms.

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 excellence. 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 outside school competitions and partnership projects / activities to widen their horizons and experience. In 2020-21, with the concerted efforts of different stakeholders, students were engaged in collaborative and peer support programs, trainings of various type such as leadership and generic skills and activities to nurture them to be confident, positive, caring and respectful. Imbued with the Christian value that life is loveable, unique and valuable, we attempted to impart a positive education 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, they managed to tackle them with the skills and attitude they learnt at school and through their experience and exercising the four Cardinal Virtues: Prudence, Justice, Fortitude and Temperance.

(a) Career and Life Planning

Under the coordination of Career and Life Planning (CLP) Committee, comprehensive educational activities on career and life planning were arranged. Examples are thematic online WPD lessons for all levels, individual/group career counselling, online admission talks, university taster programmes, school-based mock release, as well as parent and staff development activities and so on. The Career and Life Planning Committee also worked together with other academic departments and functional committees to arrange

some joint activities to help students build up a connectedness between their secondary education and further studies/ career path. Due to class suspension, some programs are conducted via Zoom and videos (e.g. matters concerning JUPAS/ S4 subject selection) were sent to parents and students. A CLP Day was organized for all S1 to S5 students via Zoom in 2nd term. The program aimed to enrich students' career-related experiences with various activities and sharing by social workers and alumni. All the CLP activities organized were well-received and they will be fine-tuned to suit the needs and interests of students in future time.

(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 and respect for others. Both preventive and intervention programs were organized to cater for students' needs, such as S1 Adaptation Program and Big Sister Scheme. In addition, different pull-out programs were organized for students with special education needs (SEN), such as Executive Functioning Skill Training Workshop, Social Skill Training Workshop, Art Therapy Workshop, Speech Therapy and Clinical Psychology Services. Besides, Learning Buddy Program was organized to provide afterschool tutorial for Students with SEN and Non-Chinese speaking students (NCS). In promoting an inclusive culture, various programs and activities were organized, such as talks in promoting mutual understanding and respect, recess gatherings with NCS, online workshop aiming to enhance NCS understanding on one's VASK (value, attitude, skills and knowledge) as reference for their career and life development and learn ways to relieve the stress when facing potential dilemma in the decision making of subject selection. Moreover, School-based Educational Psychologist Service is provided for school to enhance the support for schools in catering for students' diverse educational needs. A series of support ranging from school system level to students support level and parent support have been offered, such as student's assessment, individual coaching, teachers' and parents' consultation sessions.

(c) Extra-curricular Activities

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

| Categories | No. of Clubs |
|------------------|--------------|
| Co-curricular | 8 |
| Art and Cultural | 8 |
| Interest | 9 |
| Religious | 3 |
| Social Service | 7 |
| Sports | 11 |
| Total | 46 |

Due to the half-day face-to-face lesson arrangement, all the club meeting were conducted through online.

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

ECA Award System

| Awards | No. of students (S1-S5) |
|---------------------------------|-------------------------|
| None | 238 (41.3%) |
| Bronze Award | 181 (31.4%) |
| Silver Award | 98 (17.0%) |
| Gold Award | 35 (6.1%) |
| Diamond Award | 14 (2.4%) |
| Ruby Award | 5 (0.9%) |
| Excellent ECA Performance Award | 5 (0.9%) |

Competition Merit Points

| Merit Points / Year | No. of merit points |
|--------------------------------|---------------------|
| Competition Minor Merit Points | 0 |
| Competition Merit Points | 142 |

- iii. Specific online leadership training workshops were provided to Student Union, House ex-co members and club chairpersons in which components of Student-LED program were introduced and stressed. Students found them useful and practical in executing their roles and responsibilities and they used the PIE (planning, implementation and evaluation) model readily in the discharge of their duties.
- iv. The Student Union and House Exco have joined force to offer different activities in April under the theme Zesty April in order to broaden students' horizons through various learning experiences gained outside the classroom. Exciting activities over a course of three weeks respectively named 'Reconnecting Week', 'Salute Week' and 'Best Wishes Week' brought students closer to each other, both to their family and to the wider community to which we all belong.
- v. The Picnic Day was cancelled due to COVID-19 school suspension.
- vi. The Life-wide Learning Day was held in the post exam period to help junior form students to extend their exploration and establish a healthy and balanced lifestyle, as well as to prepare them to become lifelong learners. The theme is "Quality physical and aesthetics education". Twenty different courses and learning experience (including Dining Etiquette, Floral Bundle Making, Wooden Art and Hot Chocolate Latte Art etc.) were provided to students.
- vii. Due to COVID-19 school suspension, the senior form Life-wide Learning Day was cancelled.
- viii. About 150 students (above one fourth of the total no. of students in school) were awarded different kinds of prizes in outside school competitions. The statistics are shown as follows:

| Number of competitions with prizes | Number of winners | Number of students involved |
|------------------------------------|-------------------|-----------------------------|
| 38 competitions | 216 winners | 159 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 education needs (SEN), Non-Chinese speaking students (NCS), gifted students and accelerated learners in order to cater for their learning diversity. There was more collaboration between committees in the organization of programs and activities for the benefits of students.
- ii. Funds from various sources were used in either fully or partly subsidizing these programs. These funds were Diversity Learning Grant, After-school Learning and Support Grant, Learning Support Grant and donations from alumnae and Friends of St. Clare's.
- iii. All these created an inclusive learning environment with due regard to the proper recognition and appreciation of effort and talent, strengthening the determination to strive for excellence.

(e) Gifted Education

The Gifted Education Committee strategically nurtured high achievers by engaging them in both internal and external programmes, activities and competitions. Examples are Hong Kong Island Outstanding Student Award, Outstanding Youth Commendation Scheme of Central & Western District, Wofoo Millennium Entrepreneurship Programme and Public Speaking Contest organized by the Hong Kong Federation of Youth Groups. Yet, one important highlight was S2 students' participation in the Social Innovation Community 4.0 Competition organized by Hong Kong Council of Social Service. This is the third year we joined the competition. The programme required students to develop a website and a prototype to solve an urban problem which aims at enriching students' problem-solving skills with the use of innovative ideas and STEM elements. Students had to present their ideas to different people including businessmen and residents in the community. Student entered to final round and got the merit price. To enrich students with skills to study more strategically and provide them a chance for reflecting on their own studying techniques, the revision skills and learn to learn skills workshops were also provided to S3 and S5 students.

(f) Religious Moral & Civic Education

In response to the theme of the year "Embrace with Respect, Excel with Confidence", a series of religious, moral and civic education programmes and activities had been carried out to nurture them to feel loved for at school and to find their inner peace. The RMC committee, ERE Panel and Student Guidance joined hands in organizing the captioned activities during ERE lessons in which students will be immersed in Franciscan Spirituality through expressive art and mindfulness practice. They provided an opportunity and platform for students to express their love and appreciation for the

beauty and wonders of God's creation, letting them find peace and inner strength. Taizé Prayer was organized for all classes at the School Chapel during ERE lessons, giving them a serene moment with God. Relevant bible quotes and chants helped students lift their worries to God and pray for the departed souls. The prayer was well received by all participating students. Many reflected that they experienced a sense of peace of mind amid the hectic school schedule.

i. For spiritual nourishment, special arrangements had been made for teachers and students at the beginning of this school year. Due to face-to-face class suspension, the school's opening mass was replaced by an online prayer service via Zoom with Sr Rose's opening remarks and Bishop Joseph Ha's inspiring and warm homily and blessing to all teachers and students. Besides, sisters from our school's Sponsoring Body also prepared a total of eight short video clips, sharing with Clarians their favourite hymns or their encounter with God's grace and giving us words of encouragement for the new academic year. The videos were broadcast in ERE lessons across all levels. On 18 March 2021, all members of the staff at St. Clare's gathered together to celebrate the School Patron Saint's Day. Franciscan Priest, Father Matthias Choi, OFM was the Celebrant to preside over the mass. The Eucharistic Celebration took place at School Hall with the presence of Sisters of our school's sponsoring body, the School Supervisor, the Principal and Vice-principals, teachers and liturgy helpers. Class teachers and students attended the mass via livestreaming. Father Choi's homily, highlighting the virtues of St. Clare of Assisi, was captivating and inspiring. All participants were treated with a cross bun, a reminiscence of God's miracle on St. Clare. This year, we were embraced by warm greetings and love of sisters from our School's Sponsoring Body in two occasions. The first one was Crowning of Mary 2021 taken place on May 7 2021 at the school hall, with the presence of MNDA sisters, the School Supervisor, the Principal, Vice-principals, teachers, liturgy helpers and flower presenters. Class teachers and students attended the ceremony via livestreaming. The Regional Superior, Sr. Maricris addressed the occasion and led all teachers and students to reflect on the second luminous mystery - The Wedding Feast at Cana and recite a decade of rosary prayer. Sisters, teachers and students representatives took their turns to present flowers to our Lady, followed by crowning Mary by Sr. Maricris. The second occasion was our Christmas Prayer Service. The in-person prayer service was replaced by a YouTube streaming of school-based prayer service programme. It comprised of a prayer service celebrated by Bishop Joseph Ha and produced by the HK Catholic Education Office. Other programmes in the prayer service included Sr Rose's opening remarks, messages and MNDA (Macao) Sisters' Christmas caroling led by Sr Maricris, the Regional Superior.

ii. To develop students sense of belonging to the country and sense of national identity, different programmes and activities had been carried out including

(1) National Flag Hoisting Ceremony

The Ceremony took place on 30 September 2020. Prior to the ceremony, Mr. Ching, the Chinese History Teacher gave a timely sharing to revitalize our national identity as Chinese in the commemorization of the National Day of People's Republic of

China on October 1.

(2) Celebration of Constitution Day on 4 Dec 2020

The programmes were as follows:

- For S6 students, in-person session of hoisting the National Flag during the morning assembly and a sharing on the origin and significance of “Constitution Day” by Chinese History Teacher (RMC member) were conducted.
- For S1–S2 students, a quiz on Chinese Civilization and Basic Law was conducted via Zoom.
- For S3–S5 students, a short video about the Constitution of the People's Republic of China and Basic Law was broadcast to enhance their awareness and understanding of the spirit of the Constitution of Mainland China.

(3) National Security Education Day on 15 April 2021

National flag was hoisted and national anthem was sung during the morning assembly, followed by a sharing on the origin and significance of “National Security Education” and a short prayer by LS Teacher (RMC member) with all teachers and students.

(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 advice and instructions given 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 program, such as ‘Positive Me’, and ‘Time Management Skill Workshop’ in order to promote a healthy diet and exercise routine. To raise students’ awareness on environmental conservation and equip them with environmental knowledge, morning assembly sharing, environmental issues discussion and ‘green life’ promotion were conducted to offer 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. Due to the COVID-19 pandemic, no face-to-face voluntary service has been rendered. However, school has made backup plan to provide opportunities for S4 and S5 students to render online homework tutorial service to the children from low-income families. On top of that, S2 students and members of Community Youth Club prepared DIY Zentangle art hand sanitizers as gifts to show care to the participants of homework tutorial service and members of the community. Students have grown through community service and their leadership skills were enhanced.

D. Aesthetic Education

1. Aesthetic Education Programme

The aesthetic education programmes were cancelled due to COVID-19 school suspension.

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

- (a) To cultivate students' aesthetic appreciation and competence, the school strongly encouraged and supported students to learn and to participate in competitions of all scales (district-wide, territory-wide & nation-wide) in Chinese dance, Hip Hop dance, drama, visual arts and music. Examples of such competitions are the Hong Kong Schools Music Festival, Hong Kong Schools Dance Festival and Drama Fest. The school has ensured that students were given ample opportunities to showcase their talents in school functions. Students were also regularly invited to give public performances for charity and other causes. All these invaluable experiences helped to enhance students' confidence and further develop their potential.
- (b) The school policy of 'Music for all' for S1 and S2 students remains unchanged, and it has formed a good foundation of students' competence in aesthetic appreciation and performance.

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.

There were regular reading sharing sessions in which teachers recommended their choice of books to students. During subject-based e-reading sharing sessions, students were guided to draw parallels between texts read and their prior knowledge and life experiences. It has proved successful in enhancing their literacy and critical-thinking skills.

To promote extensive reading among students during the pandemic, the school has participated in e Reading Scheme (e 悅讀學校計劃) organized by Hong Kong Education City (HKEdCity), which provides students an alternative platform for access to free online reading. Students' active participation in the scheme has brought about a downloading rate of 190 times for a number of e-books. Besides, the school also joined the "Gift Book Pilot Scheme (2020)" launched by EDB, which offers free printed books to students in order to encourage them to pick up reading as a pastime.

With the implementation of S1 to S3 Reading to Learn Award Scheme, Golden Readers Scheme for student librarians, alongside the School Library Reading Flyer Broadcast, book fairs and themed activities, the circulation rate in the school library saw an encouraging increase. Due to the renovation work in the school library, the borrowing service was suspended for some time during this academic year.

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.

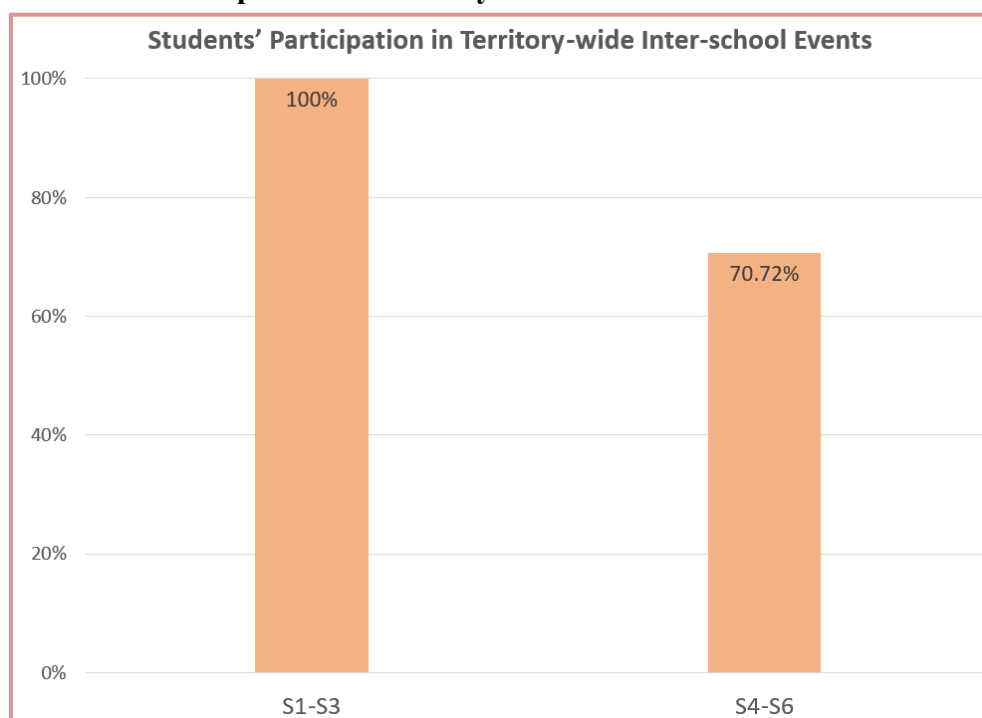
F. Other Related Surveys for School Self-Evaluation

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.

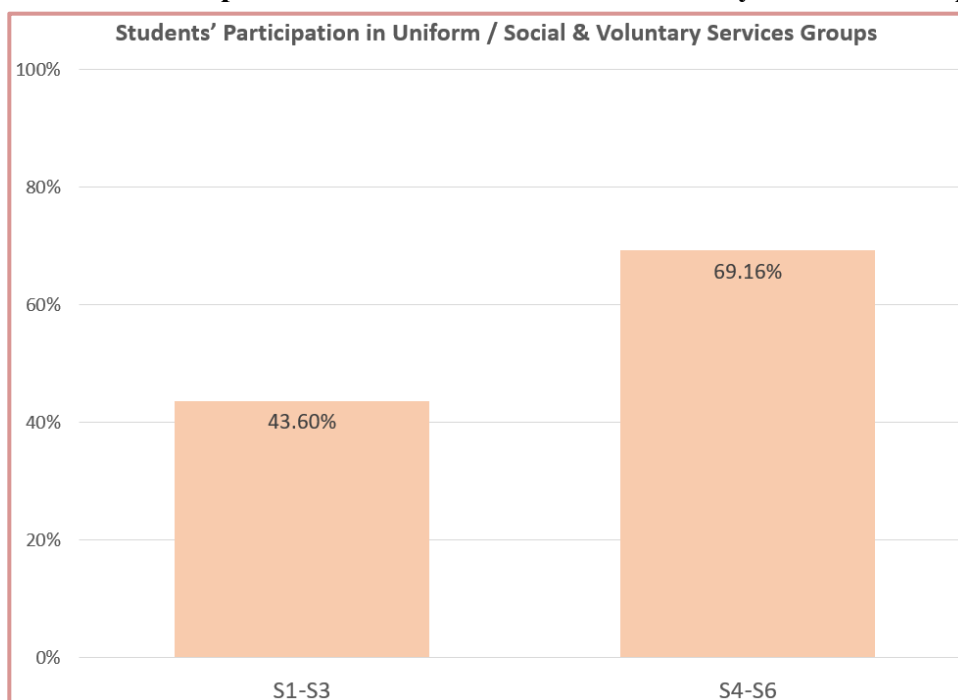
In 2020-21, a total of 453 hours of extra-curricular activities organized by House, clubs & societies, leadership trainings and so on were offered to students and they were all coordinated by the Student Activities and Leadership Training Committee. As for community service, a record of 49 hours of training and workshops was provided to students. The Gifted Education Committee devoted around 280 hours in polishing students to excel through in-school and outside school activities and competitions. As for Student Guidance Committee, 255 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 300 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 70 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 | \$7,250.00 | \$12,120.00 | 31 |
| Musical Class | \$1,050.00 | \$1,900.00 | 1 |
| Chinese Dance & Dance Crew | \$1,100.00 | - | 10 |
| Picnic & Life-wide Learning Day | - | - | - |
| Tutorial Class | - | \$9,400.00 | 4 |
| Other Learning | - | - | |
| Total | \$9,400.00 | \$23,420.00 | 46 |

Accomplishment

A total of 46 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.

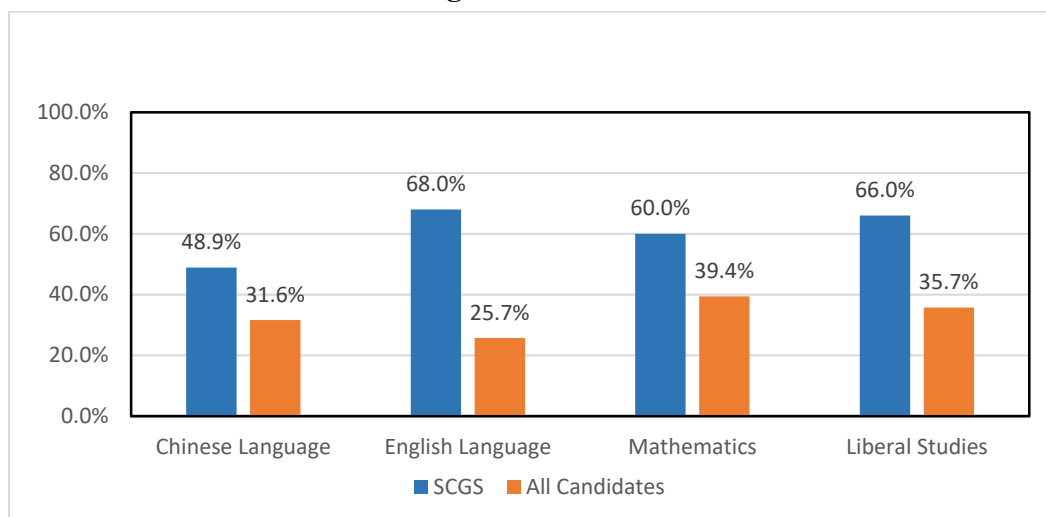
Evaluation and Reflection

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.

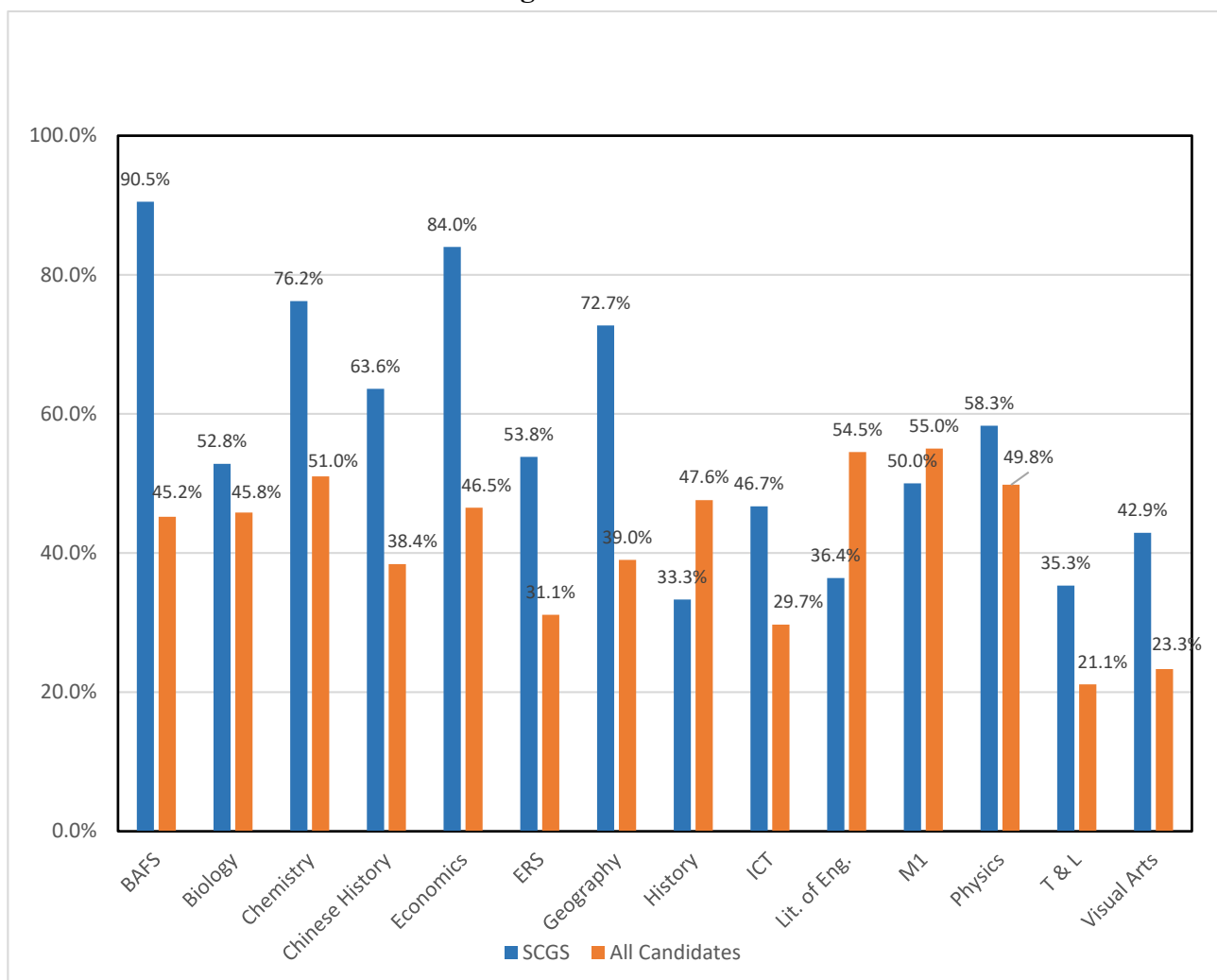
VI. Student Performance

A. Performance in HKDSE Examination (2021)

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 2020 – August 2021

Language and Academic Awards

72nd Hong Kong Schools Speech Festival 2020 (English)

Solo Prose Reading - Non-Open - Secondary 1 - Girls Champion 1M Ng Suen Ching Elly

2nd Runner-up
1R Au Hoi Ching

「尊重·包容·負責·關愛」標語創作大賽 2020 季軍 1A Lui Tiona

第六屆陳贊一博士聯校微型小說創作 季軍 4F Lee Chun Hei
推薦獎 5J Chow Ka Yue

第 23 屆全港中小學普通話演講比賽

初中組 優異獎 2G Ng Sing Yu
2G Weng Po Ki

高中組 優異獎 4B Wong Wing Yan
5J Chan Tsz Yiu Yo Yo
5J Li Wing Sum
5M Lui Shu Nga Joshulina

2019-20 非華語學生中文寫作及才藝比賽 優異獎 2R Khan Kashish Alam

語文智能之中英文寫作比賽 優異獎 4F Lee Chun Hei

Performing Arts Awards

49th Open Dance Contest

Chinese Dance (Solo) 金獎兼最佳表演獎 2S Lam Sze Man

57th Schools Dance Festival

Chinese Dance (Solo) Champion 2S Lam Sze Man
1st Runner-up 4F Cheung Sze Man

56th School Dance Festival

Oriental Dance 1st Runner-up 2S Lam Sze Man

IDO International Continent vs Continent Championships (Hong Kong Session) Performance Arts

Chinese Dance (Solo) Gold Prize (1st Runner-up) 2S Lam Sze Man

73rd Hong Kong Schools Music Festival

| | | | |
|---|---------------|----------|------------------------------|
| Vocal Solo Female Voice Foreign Language Age 14 and under | Champion | 2S | Lam Sze Man |
| Female Vocal Duet Age 14 and under | 2nd Runner-up | 2S 3T | Lam Sze Man Ng Ching Kwan |

Bauhinia Cup Dance Championships 2020

| | | | |
|--|---------------|----|-------------|
| Little Bauhinia Cup Junior Open (Chinese Trio Dance) | 2nd Runner-up | 2S | Lam Sze Man |
|--|---------------|----|-------------|

8th Hong Kong International Youth Performing Arts Festival

| | | | |
|-------------------------------|---------------|----|------------|
| Zheng Grading Class Diploma | Champion | 5J | Zhao Zehui |
| Sanxian Grading Class Diploma | 1st Runner-up | 5J | Zhao Zehui |

8th Hong Kong Asia-Pacific Youth Piano Competition 2021

| | | | |
|---------|----------|----|-------------|
| Baroque | Champion | 1M | Law Tsz Lam |
| Sonata | Champion | 1M | Law Tsz Lam |

8th Hong Kong Schools Music and Arts Festival

| | | | |
|------------|------|----|-------------|
| Vocal Solo | Gold | 2S | Lam Sze Man |
|------------|------|----|-------------|

Asia Students Arts Festival 2021

| | | | |
|-----------------------------------|-----------|----|---------------|
| English Solo Singing Aged 12-13 | Champion | 2S | Lam Sze Man |
| English Solo Singing Aged 14-15 | Champion | 3T | Ng Ching Kwan |
| Folk Dance Group Aged 12-13 Group | 1st Place | 2S | Lam Sze Man |
| Folk Dance Solo Aged 12-13 Group | 1st Place | 2S | Lam Sze Man |

JA Company Programme 2019/20

| | | |
|----------------|-----|------------------------------|
| 2nd Runner-up, | 5J | Chan See Yue |
| Presentation | 5J | Cui Wing Ki |
| Award and | 5J | Yip Chui Lam |
| Teamwork Award | 5J | Zhao Zehui |
| | 5L | Au Lik Yu |
| | 5L | Lei Hiu Man |
| | 5L | Luk Yui Yin |
| | 5L | Tong Wing Laam |
| | 5L | Wong Wing Huen Joyce |
| | 5M | Do Heung Ching |
| | 5M | Kwong Chi Chi |
| | 5M | Ng Cheuk Yi |
| | 5T | Thapa Angy |
| | 6J | Tsun Lok Hay Audrey |
| | 6Pa | Lam Ka Yan |
| | 6Pa | Leung On Ki |
| | 6Pa | Liu Yee Ching |
| | 6Pa | Mercado Hailey Keaira Alcoba |
| | 6Pa | Piwowarczyk Monika Julia |
| | 6Pa | Tsang Ariel Sum Yu |
| | 6Pe | Chung Wai Yan |

6Pe Lee Ka Hei Anna Elizabeth
6Pe Tsang Sze Wing

Sports Awards

Sham Shui Po District Fencing Competition 2020

Foil Girls (Age 14 or under 14)

2nd Runner-up 3J Yeung Sin Ting Angelina

Visual Arts Awards

“華夏兒藝”全國少年兒童美術書法攝影作品大賽

美術組

| | | |
|-----|----|------------------------|
| 特等獎 | 5T | Ngan Ka Hei |
| 壹等獎 | 4D | Au Nga Ting |
| | 5T | Tam Ho Kiu |
| 貳等獎 | 3T | Cheng Ka Man Carmen |
| | 4D | Heun Chung Yan Tiffany |
| | 4D | Yuen Siu Man |
| | 4F | Lee Chun Hei |
| | 5J | Chan See Yue |
| | 5J | Huang Tse Ching |
| | 5L | Au Lik Yu |
| | 5L | Cheung Wing Yuet |

「家校齊心·攜手抗疫」繪畫比賽

初中組

| | | |
|----|----|----------------------|
| 冠軍 | 3L | Chan Ying Lam Ashley |
| 亞軍 | 3T | Wong Lok Yiu |
| 季軍 | 3L | Wong Chloe |
| 冠軍 | 5L | Hung Lok Wing |

高中組

「印象台灣」徽章設計比賽

高中組

| | | |
|-----|----|---------------|
| 貳等獎 | 5L | Hung Lok Wing |
|-----|----|---------------|

第一屆地下管線科普繪畫比賽

中學組

| | | |
|-----|----|--------------|
| 貳等獎 | 4D | Au Nga Ting |
| | 4F | Wong Cho Kei |

「細看多元社區·共建和諧香港」香港中學生海報設計比賽 2020

| | | |
|----|----|--------------|
| 季軍 | 3T | Wong Lok Yiu |
|----|----|--------------|

St. Patrick's Day Card Design Competition 2021

| | | |
|----------|----|----------------------|
| Champion | 2R | Chong Hiu Lam Tianna |
|----------|----|----------------------|

都會國際青年藝術節 2020 全港視藝大賽(第三季)

少年高級組

| | | |
|----|----|---------------|
| 冠軍 | 5L | Hung Lok Wing |
|----|----|---------------|

VI. Financial Reports

Financial Summary 2020/21 (Unaudited Report)

| | \$ Income | \$ Expenditure | \$ Surplus / (Deficit) |
|--------------------------------------|---------------------|---------------------|---------------------------|
| 1. Government Funds | | | |
| I. Non-School Specific Grant | | | |
| EOEBG Baseline Reference | 1,990,144.00 | 1,891,000.00 | 99,144.00 |
| Sub-total | 1,990,144.00 | 1,891,000.00 | 99,144.00 |
| II. School Specific Grant | | | |
| Admin Grant | 4,026,288.00 | 3,956,058.00 | 70,230.00 |
| Air-conditioning Grant | 490,804.00 | 411,073.00 | 79,731.00 |
| Capacity Enhancement Grant | 567,815.00 | 537,444.00 | 30,371.00 |
| Composite IT Grant | 638,461.00 | 126,053.00 | 512,408.00 |
| School-based Management Top-up Grant | 50,350.00 | 7,200.00 | 43,150.00 |
| Sub-total | 5,773,718.00 | 5,037,828.00 | 735,890.00 |
| Surplus as at 31 August 2021 | | | 835,034.00 |

| | \$ Income | \$ Expenditure | \$ Surplus / (Deficit) |
|------------------------|-------------------|-------------------|---------------------------|
| 2. School Funds | | | |
| Tong Fai | 111,520.00 | 79,954.00 | 31,566.00 |
| Scholarship | 103,750.00 | 114,350.00 | (10,600.00) |
| Approved Collection | 193,380.00 | 334,070.00 | (140,690.00) |
| Copy Fee Income | 96,267.00 | 96,588.00 | (321.00) |
| Fund-raising | 21,365.00 | 21,365.00 | 0.00 |
| Sales of School Items | 88,083.00 | 73,348.00 | 14,735.00 |
| Sub-total | 614,365.00 | 719,675.00 | (105,310.00) |

Deficit as at 31 August 2021 **(105,310.00)**

To be covered by accumulated surplus b/f from 2020

VII. Future Planning

The 2 Major Concerns for 2021-2022 will be:

Major Concern 1: To enhance students' capacity in building strengths and to enrich their life experiences for goal setting

- 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 who have specific needs.
- Focus II: Students build up and work towards their aspiration based on their understanding of their strengths, weaknesses, interests and their enriched life experiences.
- Focus III: Students are able to master self-management skills.

Major Concern 2: 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.
- 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 2020-21, the total amount of CEG received was \$638,461.00. To relieve teachers’ workload, the fund was used mainly for employment of I.T. technician assistants. It use \$126,052.50 in this year. The surplus of \$512,408.50 would be transferred to the balance of EOEBG.

In an attempt to relieve teachers’ workload, to enhance teachers’ efficiency and to benefit students’ learning, the CEG was used to employ I.T. Technician. The CEG has been effectively utilized in view of the improving performance of our students. Our school teams have won numerous prizes in district and territory-wide competitions throughout the year.

Use of Capacity Enhancement Grant (CEG)

| | \$ | \$ |
|--|--------------------------|--------------------|
| | Income | Expenditure |
| | Surplus / Deficit | |
| | 638,461.00 | |
| Employment of IT Technician Assistant | | 126,052.50 |
| Surplus transferred to the balance of EOEBG c/f to 2021-2022 | | 512,408.50 |

| Major Area(s) of Concern | Strategies/Tasks/ Implementation Plan | Benefits Anticipated (e.g. in what way teachers’ workload is alleviated) | Time Scale | Performance Indicators | Evaluation | People Responsible |
|---------------------------------|---|---|-------------------|---|---|-------------------------------|
| I.T. in Learning and Teaching | Employed one I.T. Technician assistant to support I.T. in Learning and Teaching | Provided technical support for I.T. in Learning and Teaching | Whole year | Frequency in using mobile devices and software in learning & teaching | With the support of the I.T. technician, teachers were encouraged to include various I.T. elements in teaching. The frequency of using I.T. in classroom teaching was thus boosted. | I.T. in Learning and Teaching |

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

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

In 2020-21, the sum of this yearly grant received was \$70,200.00 in which \$62,236.10 will be brought forward from the year 2019-20, summing up to a total surplus of \$132,436.10. To relieve teachers' workload and to enhance teaching and learning, the fund was applied to subsidize students to take part in a variety of activities outside the classroom and after school activities including musical instrument classes, dance classes, sports activities and leadership training courses, etc. However, most of the activities cannot be carried out due to COVID-19. These programs accounted for \$23,420.00. As the surplus should not exceed the income for this financial year. Therefore the surplus of \$38,816.10 will be clawed back by EDB. The accumulated surplus of \$70,200.00 would be carried forward to the year 2021-22.

For details please see the table on next page:

The number of students (count by heads) benefitted under the Grant is 35 (including A. 3 CSSA recipients, B. 20 full-grant recipients and C. 12 under school's discretionary quota).

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

| *Name / Type of activity | Actual no. of participating eligible students # | | | Average attendance rate (%) | Period/Date activity held | Actual expenses (\$) | Method(s) of evaluation (e.g. test, questionnaire, etc) | Name of partner / service provider (if applicable) | Remarks if any (e.g. students' learning and affective outcome) |
|------------------------------------|---|----|----|-----------------------------|---------------------------|----------------------|---|---|--|
| | A | B | C | | | | | | |
| Sports | 1 | 7 | 6 | 100 | Sep to Aug | 12,120.00 | Feedback from participants, observation, attendance record | Coaches | Punctual, attentive and good learning attitude |
| Musical Instrument Class | 0 | 0 | 1 | 100 | Sep to Aug | 1,900.00 | Feedback from participants, observation, attendance record | Tutors | Punctual, attentive and showed interest |
| Tutorial Class | 0 | 2 | 2 | 100 | Sep to Aug | 9,400.00 | Attendance record, feedback from participants & observation | Various outside school organizations and former S.6 Graduates | Positive feedback and excellent attendance |
| | | | | | | | | | |
| Total no. of activities: 14 | 8 | | | | | | | | |
| @No. of man-times | 3 | 64 | 64 | | | | | | |
| **Total no. of man-times | 131 | | | | | | | | |
| | | | | | Total Expenses | 23,420.00 | | | |

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 | 10 students (S1 – S3, 3 SEN) | To enhance students' social skills, self-management skills and communication skills. | Attendance rate = 80% - 100% Most of the students found that they were able to implement skills that they have learned into their daily life. For example, time management skills, communications skills and problem solving skills. Due to the pandemic, outdoor activities were cancelled, workshop in the 1st term were conducted through zoom. |
| 2 | Chinese Study Skills Training Workshop | 20 sessions | Serve Shine Care Ed. Centre | Oct. – May | 4 students (S2 – S5, 4 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, training in the 1 st term were conducted through zoom. |
| 3 | Art Therapy | 20 sessions | Potential Engine | Oct. – May | 6 students (S2 – S5, 4 SEN) | To provide students a way to express themselves and explore their wants, needs and feelings. | Attendance rate = 0% - 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, training in the 1 st term were conducted through zoom. It was proposed that the workshop would be conducted by SSW to save the cost. |

| | Item | Quantity | Organization | Date | Target Group | Aim | Evaluation |
|---|---------------------------------|-----------------|--|--------------|-----------------------------|--|---|
| 4 | Speech Therapy Training | 20 sessions | Serve Shine Care Ed. Centre | Oct. – May | 6 students (S2 – S5, 5 SEN) | To help students improve their speaking and communication skills | Attendance rate = 80% - 100% Most of them showed improvement in voice volume, verbal expression and eye contact. Due to the pandemic, training in the 1 st term were conducted through zoom. |
| 5 | Social Skill Training Workshop | 20 sessions | Potential Engine | Oct. – May | 8 students (S1 – S3, 3 SEN) | To strengthen students' skills in communicating and interacting with others in social context. | Attendance rate = 70% - 100% All participants have actively engaged in the tutorial. They learnt social skills, such as listening, giving appropriate response. Due to the pandemic, training in the 1 st term were conducted through zoom. |
| 6 | Clinical Psychological Services | 85 hours | Earnest Educational Psychology Service | Oct - August | 9 students (S2 – 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, training in the 1 st term were conducted through zoom. |
| 7 | Learning Buddy Program | 98 sessions | School | Nov - June | 14 students (S1-S5, 7 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. |
| 8 | 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)

| | Item | Quantity | Date | Target Group | Aim | Evaluation |
|---|------------------------------|-----------------|-------------|-----------------------------------|---|---|
| 1 | Clinical Psychology Services | 20 sessions | Whole year | Students with SEN (including NCS) | To provide psychology services to SEN. To help them to understand personal and inter-personal problems, overcome them and move forward to a more productive and happier life. | Attendance rate = 100% Students felt relaxing and safe to share with the CP. Most of them showed little improvement. Due to the pandemic and class suspension, some of the sessions were conducted through zoom. |
| 2 | Teacher Assistant (SEN) | | Whole year | Students with SEN (including NCS) | To support the administration work for NCS and other SEN. | 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. |

E. Diversity Learning Grant (DLG)

| Program title Gifted Education | Objective(s) | Target(no./ Level/ selection) | Duration/ start Date | Deliverables | Evaluation |
|--|---|---|---|----------------------|---|
| Public Speaking Workshops | <ul style="list-style-type: none"> To enhance students' public speaking skills. To help students to build up their confidence through public speaking. | <ul style="list-style-type: none"> 22 students S2 to S5 Nominated by Gifted Education Committee (students who are good at delivering speeches) | 30 November 2020 (junior session) (1 hour) 2 December 2020 (senior session) (1 hour) | Lecture and workshop | <ul style="list-style-type: none"> The attendance rate was high (100%). Students were engaged and many participated actively. Students agreed they are more aware of the skills needed during presentations. |
| Creativity: Divergence Thinking Workshop | <ul style="list-style-type: none"> To equip students with divergence (creative) thinking 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. | <ul style="list-style-type: none"> 24 students S2 to S4 Nominated by Gifted Education Committee (Accelerated Learners), Student Activities and Leadership Committee (Executive Committee members of houses) and Student Guidance Committee (Big Sisters) | 24 April 2021 (3 hours) | Lecture and workshop | <ul style="list-style-type: none"> The attendance rate was high (100%). All students found that the program was useful. All students found that the trainer was friendly. Students reported that they have learned what creativity is and how to think outside the box in their daily life. |
| Personal Statement Workshops | <ul style="list-style-type: none"> To help students gain insights into the techniques and tips of writing up the 'Self Account' in Student Learning Profile (SLP) and | <ul style="list-style-type: none"> 33 students S5 High achievers based on overall form rank in the S5 midterm | 9 and 30 April 2021 (1 hour 30 mins each) | Lecture and workshop | <ul style="list-style-type: none"> The attendance rate was high (94%). Most students (95%) found that the program was useful. All students found that the |

| Program title Gifted Education | Objective(s) | Target(no./ Level/ selection) | Duration/ start Date | Deliverables | Evaluation |
|--|--|--|--|-----------------------|--|
| | the 'Additional Information' in Other Experiences and Achievements (OEA) | exam | | | trainer was friendly. <ul style="list-style-type: none"> ● 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. |
| Learn to Learn Skills: Revision Skills Workshops | <ul style="list-style-type: none"> ● 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"> ● 114 students (whole level) ● S3 students | 20 and 27 April 2021 (1 hour 10 mins each) | Lecture and workshop | <ul style="list-style-type: none"> ● Most students (94%) found that the program was useful. ● Most students (99%) found that the trainer was friendly. ● The workshops enriched students with skills to study more strategically and efficiently, e.g. with the use of associative power and categorization skills. |
| Mathematics Enrichment Classes | <ul style="list-style-type: none"> ● To enhance students' exposure and higher order thinking skills. | <ul style="list-style-type: none"> ● 10 students ● S4 and S5 ● Nominated by subject teachers | 22 April to 27 May 2021 (S4: 6 lessons; S5: 7 lessons) (1 hour 30 mins each) | Lecture and practices | <ul style="list-style-type: none"> ● Most students (80%) agreed that the class was able to enhance their knowledge and skills in Mathematics. |
| Leadership Training Workshops | <ul style="list-style-type: none"> ● To introduce various leadership skills to student leaders. ● To allow students to have a better standing on their strengths and weaknesses | <ul style="list-style-type: none"> ● 24 students ● S2 to S4 ● Nominated by Gifted Education Committee (Accelerated Learners), Student | 29 June & 6 July 2021 (3 hours each) | Lecture and workshop | <ul style="list-style-type: none"> ● The overall attendance rate was not very high (83%) due to having the make-up session after black rainstorm signal on the original scheduled day. |

| Program title Gifted Education | Objective(s) | Target(no./ Level/ selection) | Duration/ start Date | Deliverables | Evaluation |
|---|--|---|--|----------------------|--|
| | as a young leader. | Activities and Leadership Committee (Executive Committee members of houses) and Student Guidance Committee (Big Sisters) | | | <ul style="list-style-type: none"> ● Most participants (90%) agreed that they had better understanding on what good leadership qualities include and they were more aware of their leadership style. |
| Model United Nations Conference Program | <ul style="list-style-type: none"> ● To enrich students' sensitivity towards global issues ● To sharpen students' presentation and public speaking skills, ability to screen and organize information. | <ul style="list-style-type: none"> ● 19 students ● S4 to S5 ● Nominated by Gifted Education Committee (Accelerated Learners) | 30 June and 7 July 2021 (3 hours each) | Lecture and workshop | <ul style="list-style-type: none"> ● The attendance rate was high (100%). ● Some students found the format of having a model international conference new and interesting. ● Most students were active in preparing for the presentation after learning the theories concerning international relations. ● However, more guidance on the complicated rules and a more specific focus of the topic should be given. |

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 安排已接受教授非華語學生的專業培訓課程的老師任教，新入職的老師亦已具備相關的教學經驗。</p> <p>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。 4.2 全學年共不少於1次專業交流。</p> <p>5. 已購買教學所需的教材及圖書。</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已成功申請 ②老師已於課堂上運用建議的策略。 ③學生的語文水平明顯得到提升。</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. 已購入可協助教學的教材及圖書。</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"> 1. 於初中課堂學習中融入較淺易的文學作品、歷史、成語故事等。 2. 因應中國傳統節日，舉行相關的活動。 3. 安排非華語學生參加具中華文化的體藝活動(例如中秋節)。 | <ol style="list-style-type: none"> 1. 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。 2. 曾參加與中國傳統節日相關的活動。 3. 曾參加具中華文化的體藝活動。 | <ol style="list-style-type: none"> 1. 能認識更多能認識較淺易的文學作品、歷史、成語故事等； 2. 因受疫情影響，無法進行。 3. 因受疫情影響，無法進行。 |
| 4. 初中推行多元密集中文學習模式，以期促成他們銜接主流中文課堂。 | <ol style="list-style-type: none"> 1. 中一、中二採取抽離學習，與主流生分開學習。 2. 中一、中二各增加 2 節中文課 3. 午間支援 4. 僱用專業服務課後支援 | <ol style="list-style-type: none"> 1. 中一、中二採取抽離學習 2. 較主流生多兩節中國歷史及文化課 3. 已安排午間支援 4. 已僱用專業服務課後支援 | 第 1 至 3 項，均已安排。 第 4 項，因受疫情影響，無法進行。安排教學助理進行課後支援。 整體而言，全部學生的中文水平均具有進步。 |
| 5. 評估支援措施的成效 | <ol style="list-style-type: none"> 1. 參考「學習架構」及評估工具設計校內評估。 2. 在本學年結束前，使用教育局評估工具的結果。 3. 可提升非華語學生的中文水平。 | <ol style="list-style-type: none"> 1. 參考「學習架構」及評估工具設計校內評估。 2. 完成教育局評估 3. 積極語文水平可達中等 | <ol style="list-style-type: none"> 1. 大部分學生的考試成績均合格。 2. 已完成。 3. 大部分符合初中及高中水平。 |

| 施行計畫 | 施行策略/工作 | 預期成果 | 實際成果 |
|--------------------------------------|---|---|--|
| 6. 安排非華語學生多元升讀大學的途徑 | 1. 安排入讀華語班的非華語學生課後輔導 2.1 安排中三、中四非華語學生學習 GCE(AS)課程 2.2 安排中三、中四非華語學生參加課後國際 GCE(AS)中文考試預備班及考試。 | 1. 課業表現可達中學文憑試中國語文科 3 等或以卜水平 2.1 中三及中四完成 GCE(AL)中文課程 2.2 能掌握考試內容及作答技巧 2.3 能考獲 E 等或以上，符合報考中六大學聯招替代中文的要求。 | 1. 課業表現達中學文憑試中國語文科中 3 等水平。 2.1 中三及中四課程依 GCE(AL)文課程設計 2.2 學生掌握應試技巧 2.3 中四抽離班非華語學生已應考 2021 GCE(AS)中國語文科考試，考試成績包括： 5 名考取 A 6 名考取 A 1 名考取 B 成績優異，符合申報本地大學聯招替代中文 E 等級要求。 |
| 二. 建構共融校園 1. 加強與非華語學生家長的溝通 | 1. 提供所有主要學校通告的英文版本。 2. 由班主任協助非華語學生家長瞭解學校通告的內容。 3. 提供英文版本的學校簡介。 4. 舉辦家長講座，以便瞭解學校的情況及為其子女提供支援。 5. 透過家長日向非華語學生家長講解其子女的學習進度(包括中文能力、銜接主流中文課堂的進展等)。 | 1. 所有主要學校通告的均附有英文版本 2. 班主任協助非華語學生家長瞭解學校通告的內容 3. 學校簡介具英文版本 4. 已舉辦家長講座 5. 已安排家長日向非華語學生家長講解其子女的學習進度(包括中文能力、銜接主流中文課堂的進展等) | 非華語學生家長瞭解子女學習安排，並能達致家校合作。 |
| 2. 提升教師的文化敏感度及營造多元文化環境 | 為學生推展同儕互勉計畫，鼓勵不同族裔的學生互相學習。 | 不同族裔的學生能互相學習。 | 因受疫情影響，須安排學生半天上課，故無法進行課後活動。 |

G. 運用推廣閱讀津貼報告書

第一部分：成效檢討：

1. 目標檢討：（例如從學生的閱讀態度、借閱圖書情況、參與閱讀活動的投入程度等，檢討「營建閱讀氛圍」能否達成，是否需要調整。）
 - 1.1 學生積極參加閱讀活動，而且投入。
 - 1.2 喜愛閱讀。
 - 1.3 因受疫情影響，本學年學校圖書館未能開放予學生借閱圖書。但開放網上電子平台，包括教育城，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書館，準備重開學校圖書館時，豐富學生的知識。此外，已着手研究電子借閱計畫。
 - 1.4 閱讀面亦廣濶，涉獵不同類別的圖書。
 - 1.5 樂意與人分享閱讀成果。
 - 1.6 整體校園閱讀氛圍濃厚。
2. 策略檢討：（例如從學生借閱圖書數量的增減、閱讀活動的接觸層面等，檢討「營建閱讀氛圍」所用策略的成效。）

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

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

第二部分：財政報告

| | 項目名稱* | 實際開支 (\$) |
|-----|--|-----------|
| 1. | 購置圖書 | 13,581.90 |
| | <input checked="" type="checkbox"/> 實體書 | |
| | <input checked="" type="checkbox"/> 電子書 | |
| 2. | 網上閱讀計劃 | 7,000.00 |
| | <input type="checkbox"/> e 悅讀學校計劃 | |
| | <input checked="" type="checkbox"/> 其他計劃： <u>中一至中三每日一篇</u> | |
| 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 | 0.00 |
| | <input type="checkbox"/> 支付學生參加閱讀活動或比賽的報名費 | 0.00 |
| | <input type="checkbox"/> 資助學生參加或報讀與閱讀有關的收費活動或課程 | 0.00 |
| 4. | 其他： | |
| | <input checked="" type="checkbox"/> 中一至中三校本閱讀獎勵計劃 | 1,000.00 |
| | <input checked="" type="checkbox"/> 校本跨科閱讀活動 | 2,974.00 |
| | <input type="checkbox"/> 校本主題學習閱讀活動 | 0.00 |
| 合共： | | 24,555.90 |

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 |
| Category 1 | To organise / participate in life-wide learning activities | | | | | | | | | | | |
| 1.1 | Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day) | | | | | | | | | | | |
| Eng. Lit. | In school drama performance by service provider | <ul style="list-style-type: none"> To expose students to professional drama crew. To arouse students' interests in literature and drama. | July 2021 | S1 - S3 | Cannot be carried out due to Covid-19 | \$0 | | ✓ | | ✓ | | |
| Eng. Lit. | Drama performances | <ul style="list-style-type: none"> To expose students to the professional world of drama productions in public theatres. To arouse students' interests in literature and drama. | Oct – July 2021 | S4 – S5 Literature in English students | Cannot be carried out due to Covid-19 | \$0 | | ✓ | | ✓ | | |

| Domain | Brief Description of the Activity | Objective | Date | Target Student (Level and number of participants) | Evaluation Results | Actual Expenses (\$) | Nature of Expenses * | Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected) | | | | |
|-------------------|--|---|---------------------|---|--|--|----------------------|---|---|---|---|---|
| | | | | | | | | I | M | P | S | C |
| 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 2020 – May 2021 | S.1 - S.5 | (i)-(iii) Lessons were conducted successfully via Zoom. Students are generally able to grasp the knowledge of basic French, Japanese, Korean grammar, pronunciation and phrases. (iv) 以網上形式完成，學生提升對編寫劇本的興趣及信心 | (i) \$ 5,400 (ii) \$ 4,810 (iii) \$ 7,200 (iv) \$ 7,470 | E1 | ✓ | ✓ | ✓ | | |
| 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。 | 1. 指導學生搜集、整理及組織資料的技巧。 2. 教授學生辯論和演說技巧。 3. 訓練學生多角度思考。 | 全年 | S1 - S5 | 以網上形式完成，並教授學生有關辯論的技巧。惟受疫情影響，未能 | \$ 3,750 | 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 | | | | |
| | | 4. 增強學生演說信心。 5. 安排參與校外辯論比賽 汲取比賽經驗及提升演說能力 | | | 參與校外比賽。 | | | | | | | |
| Cross KLA - STEM | (i) STEM courses and workshops (ii) STEM Day | <ul style="list-style-type: none"> To enhance students' STEM-related skills through courses and workshops To showcase students' learning outcomes in STEM | Oct 2020 – Jul 2021 | S.1 - S.5 | Two workshops (including AI & App Design) were provided to S.1 and S.2 students to further enhance their capacity in STEM application. | \$48,325 | E1 | ✓ | | | | |
| Cross KLA - STEM | Training students for joining the outside school STEM related competition | <ul style="list-style-type: none"> To prepare students for taking part in the AI qualification certificate To enhance students' confidence in joining the competition i.e. Microsoft imagine cup junior To further stretch the ability of more able students in STEM | Oct 2020 – Jul 2021 | S.1 - S.5 | Two training courses were conducted. Students found it useful and resourceful. | \$31,000 | 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 |
| English Language | Training students for the Speech Festival (Solo Verse and Choral Speaking) | <ul style="list-style-type: none"> ➤ To prepare students for taking part in the Speech Festival. ➤ To enhance students' confidence in joining the competition by giving them training by native speaking tutors who are qualified and experienced in speech training. ➤ To further stretch the ability of more able students in English speaking | Sept 2020 to Dec 2020 | Selected S.1-S.5 students who have high potential in speech performance | The training session had been cancelled due to Covid-19 | \$0 | | ✓ | | | | |
| V.A. (collaborates with Chinese Society) | Through joining the “Innovative Heritage Education Programme” organized by Lingnan University, S1 students will be introduced with the origin, technique and practice of traditional Chinese papercut | <ol style="list-style-type: none"> 1. To widen students' horizons in Chinese Art 2. To enable students to create with the technique learned during the workshop | Sept 2020 to Dec 2020 | S1 | The papercutting workshop had guided the students to complete a number of artworks. Some art pieces were chosen to be displayed in the | \$ 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 | | |
| | | | | | Jockey Club ICH+ Innovative Heritage Education Programme Exhibition opened at 18/6/2021 in K11. | | | | | | | | | |
| Chinese, English Language | Admission Fee for Speech Festival | | Sept 2020 to Dec 2020 | S.1 – S.5 | Students joined the competition by themselves instead of applying through school due to Covid-19 | \$ 0 | | ✓ | | | | | | |
| Problem-solving skills | Enhancement programme for problem-solving skills | - To enhance students' learning effectiveness | Aug 2021 | S4 – S5 | To be updated after the completion of the programme. | \$ 6,000 | E6 | ✓ | | | | | | |
| Expenses on Item 1.1 | | | | | | \$113,955 | | | | | | | | |

| 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 | | | | | |
| 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) | | | | | | | | | | | | |
| Career & Life Planning Committee | S2 Whole person development lesson on exploring of jobs | <ul style="list-style-type: none"> - To understand the fundamental elements of Career and Life Planning - to develop personal interests on career by having better understanding of the job nature and requirements of different occupations - to equip students with the right mindset, proper attitudes and skills to identify the directions for their career development. | Apr 2021 | S2 | Students' survey was done and received many positive feedback. Over 90% students agreed that they have better understanding of the work world. | \$19,000 | E1 | | | | | | ✓ |
| Career & Life Planning Committee | S1 Whole Person Development lesson on the aptitude required in the workplace | <ul style="list-style-type: none"> - To provide a better understanding on career life planning and the meaning of working ability | May 2021 | S1 | Students' survey was done and students' responses are positive. Over | \$2,200 | 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 | | | | |
| | | | | | 90% students agreed that they have better understanding of what is CLP. | | | | | | | |
| Career & Life Planning Committee | Career and Life Planning Day on preparation and exploration of career interests | <ul style="list-style-type: none"> - To help students understand the importance of equipping themselves for future career - To provide an opportunity to explore their career interests | Mar 2021 | S1-S5 | Students' survey was done and students' responses are positive. | \$ 19,500 | E1 | | | | | ✓ |
| English Drama Club | Drama Fest (Procurement of props, make-up products and costumes) | <ul style="list-style-type: none"> - To allow students to use English in authentic settings and boost their confidence in speaking English and expressing themselves through acting. - To better equip our school for the drama activities. | April 2021 | S1 - S5 | The competition was cancelled by the organization due to Covid-19. | \$ 0 | | ✓ | | ✓ | | |
| English Drama Club | Drama Fest (Professional coach) | <ul style="list-style-type: none"> - To offer professional directing to students | Jan – April 2021 | S1 - S5 | The competition was cancelled | \$ 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 | |
| | | | | | by the organization due to Covid-19. | | | | | | | | |
| Eng. Lit. | S5 Literature in English Drama Performance (Shakespearean play) | <ul style="list-style-type: none"> - To allow students to use English in authentic settings and boost their confidence in speaking English and expressing themselves through acting. - The performance allows them to have a better understanding of the play they study in the DSE syllabus. | May 2021 | S5 | The performance was cancelled due to Covid-19. | \$ 0 | | ✓ | | ✓ | | | |
| Dance | Dance Competitions (Chinese Dance Club and Dance Crew) | <ul style="list-style-type: none"> • To develop students' dance techniques and performance skills. • To foster teamwork among members. • To arouse students' interests in dance. | Sept 2020 to Aug 2021 | S1 - S6 | Chinese dance group competition was cancelled due to Covid-19. However, the solo dance continued to | \$9,900 | 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 | | | | |
| | | | | | compete and achieved good results. Courses were conducted for preparing students for joining the Dance Crew group competition. The participants achieved successfully result. | | | | | | | |
| P.E. | A. Regular Sports Trainings and/or competitions 1. Basketball Team 2. Swimming Team 3. Rope Skipping Team 4. Volleyball Team 5. Athletic Team 6. Tennis Team | 1. To encourage student to pursue a healthy lifestyle 2. To allow students to have more exposure to sports 3. To provide opportunities for students to engage in district or territory-wide competitions 4. To help students to learn | Sept 2020 to Aug 2021 | S1 - S5 | 1-9. Training lessons were conducted successfully via Zoom. Students were familiar with the basic rules, | 1. \$15,000 2. \$8,400 3. \$7,200 4. \$27,500 5. \$24,200 6. \$0 7. \$0 8. \$640 9. \$0 | E1 | | | ✓ | | |

| Domain | Brief Description of the Activity | Objective | Date | Target Student (Level and number of participants) | Evaluation Results | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected) | | | | |
|------------------|---|--|------------------|---|--|----------------------|---------------------|--|---|---|---|---|
| | | | | | | | | I | M | P | S | C |
| | | | | | | | | I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences | | | | |
| | 7. Badminton Team 8. Dodgeball Team 9. Table-tennis Team B. Seasonal Sports Trainings & Competitions 10. Dragon Boat activity | to be more perseverance | | | techniques and strategies of competition. They gave positive feedback about the training lessons. 10. Cannot be carried out due to Covid-19 | 10. \$0 | | | | | | |
| P.E. | Promote Innovative Sports | 1. To widen their horizon in sports 2. To help them to develop health lifestyle and stretch their potential | Feb to July 2021 | S1 - S5 | Activities held during the post exam period. Positive feedback received from S.1 and S.2 participants. | \$ 51,900 | | | ✓ | | | |
| Student Guidance | Student Support and Intervention via LEGO®SERIOUS PLAY® | 1. To facilitate students' self-exploration, such as their emotions, strengths and weakness. | Oct – Mar 2020 | S1 - S3 | Cannot be carried out due to Covid-19 | \$ 0 | ✓ | | | | | |

| Domain | Brief Description of the Activity | Objective | Date | Target Student (Level and number of participants) | Evaluation Results | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected) | | | | | |
|------------------|--|---|------------|---|---|----------------------|---------------------|---|---|---|---|---|--|
| | | | | | | | | I | M | P | S | C | |
| | | 2. To strengthen students' self-confident and identity. 3. To enhance students' communication skills and problem-solving skills. | | | | | | | | | | | |
| Student Guidance | WPD program on interpersonal relationships | To instill in students positive values and attitudes in the aspects of interpersonal relationship, mental well-being, cyber ethic, etc. | Whole year | S1 – S6 | Relevant activities were conducted from S1 to S6 students. Due to the pandemic, only one session was held in each form. | \$ 1,551.6 | E1 | ✓ | | | | | |
| Student Guidance | Bridging Program | Provide activities to the students for self-evaluation and planning for next academic year. | June 2021 | S.1 to S.5 | Activities held during the post exam period. Positive feedback received from participants. | \$ 3,600 | | ✓ | | | | | |

| 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 | | | | |
| Music | Admission Fee for Music Festival | Provide opportunities for students to broaden their horizons and develop a stronger sense of belonging to the school | Sept 2020 to Dec 2020 | S.1 – S.5 | All group competitions were cancelled by the organization due to Covid-19. | \$ 0 | | ✓ | ✓ | ✓ | ✓ | |
| Music | School Orchestra and School Choir <ul style="list-style-type: none"> Regular training Performances Community service participation | Help students develop interpersonal and leadership skills through training in music performance | Whole year | S1 – S6 | Training for Choir, Orchestra, string and wind sectionals via Zoom was organised between March and May. | \$ 6,000 (Orchestra - \$2,850, String sectionals - \$1,500, Wind sectionals - \$1,650) | E6 | ✓ | ✓ | ✓ | ✓ | |
| Student Activity and Leadership Training Committee (SAL) | Leadership Training Program <ol style="list-style-type: none"> Student Union, Prefect Board, House Exco for 2020-2021 Student Union, Prefect Board, House Exco for 2021-2022 Club and Society Chairpersons & Vice-Chairpersons Budding Leaders Scheme | To 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, | 1. Sept 2020 2. Jul 2021 3. Oct 2021 4. Nov 2020 – | S.1 - S.5 | 1,3,5 Due to the outbreak of COVID-19, the training workshop were conducted successfully via | (i)&(iii)&(v) \$39,500 (ii) \$49,000 (iv) \$40,000 (vi) \$ 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. HK federation youth groups (Student Leaders) ~ Course fee subsidies 6. S.1-S.5 Leadership Training Workshops in WPD programme (tutor fee) | planning, delegating, motivating, quality of self-reflection etc. | Apr 2021 5. Feb 2021 6. Oct 2020 – May 2021 | | Zoom. Students' feedback were positive but it will be better if can conduct it through face-to-face mode. 2. Activities held during the post exam period. Positive feedback received from participants. 4. Activities held during the post exam period to improve students' self-esteem and self-competence. Positive feedback | | | | | | | |

| 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 | | | | | |
| | | | | | received from participants. 6. The WPD time cannot be carried out due to 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 | Nov 2020 –Mar 2021 | S.1 - S.3 | Cannot be carried out due to Covid-19 | \$ 0 | | ✓ | ✓ | ✓ | ✓ | | |
| Student Activity and Leadership Training Committee (SAL) | Bridging Program | Provide activities to the students for self-evaluation and planning for next academic year. | June 2021 | S.1 to S.5 | Activities held during the post exam period. Positive feedback received from participants. | \$ 4,850 | | ✓ | | ✓ | | | |
| Student Activity and Leadership | Life-Wide Learning Day | To enable students to gain a variety of experiences, including the four essential | June 2021 | S.1 - S.5 | Activities held during the post exam period. | \$ 48,470 | | ✓ | ✓ | ✓ | | | ✓ |

| 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 | | |
| Training Committee (SAL) | | 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 understanding of a certain learning area in terms of knowledge, skills and attitudes. | | | Positive feedback received from both teachers and students. | | | | | | | | | |
| Student Activity and Leadership Training Committee (SAL) | AES Courses | To help students to develop a foundation for lifelong learning by nurturing confidence and skills in aesthetic appreciation | June 2021 | S.4 - S.5 | Activities held during the post exam period. Positive feedback received from both teachers and students. | \$ 15,800 | | | | ✓ | | | | |

| 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 | | | | |
| 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 | 1. To develop students' - communication skills 2. To enhance students' sense of belonging to their own house and to the school & to cultivate sisterhood and friendships | Oct 2020 to May 2021 | S.1 to S.6 | All the inter-house competition (including sports day, ball games, etc.) cannot be carried out due to Covid-19 | \$ 0 | | ✓ | ✓ | ✓ | | |
| 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 | September 2020-May 2020 | S.1 - S.5 | The competition was cancelled by the organization due to Covid-19 | \$ 29,300 | | ✓ | | ✓ | | |
| | | | | | | | | | | | | |
| | | | | | | Expenses on Item 1.2 | \$423,511.60 | | | | | |
| 1.3 | Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons | | | | | | | | | | | |

| Domain | Brief Description of the Activity | Objective | Date | Target Student (Level and number of participants) | Evaluation Results | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected) | | | | | | |
|------------|-----------------------------------|-----------|------|--|--------------------|--------------------------------|---------------------|---|---|---|---|---|--|--|
| | | | | | | | | I | M | P | S | C | | |
| | | | | | | | | | | | | | | |
| | | | | | | Expenses on Item 1.3 | \$0 | | | | | | | |
| 1.4 | Others | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | Expenses on Item 1.4 | \$0 | | | | | | | |
| | | | | | | Expenses for Category 1 | \$537,466.60 | | | | | | | |

| Domain | Item | Purpose | Actual Expenses (\$) |
|--|--|---|----------------------------|
| Category 2 | To procure equipment, consumables or learning resources for promoting LWL | | |
| STEM | 1. VR/AR Packages 2. learning Python through CodeCombat platform | To provide engaging and immersive experiences for students to understand subjects and topics through personal experience | \$49,900.00 \$20,800.00 |
| I.T. | 1. Online unlimited time live teaching tools 2. Teams | | \$39,760.00 \$5,800.00 |
| PE | 1. Indoor Rowing Machine (x2) 2. High Jump Mat (x2) | To optimization students' health and fitness by purchasing suitable equipment | \$22,000.00 \$4,940.00 |
| Student Activity Learning | 1. Flying Drones | Learning Aerodynamics (Phy and STEM) Use in fieldtrip (Geog, C.Hist) Coding and Electronics (ICT) Cognitive Development and Critical Thinking (make quick decisions under stress.) | \$44,330.00 |
| Student Activity Learning | Coding: 1. learning Python through CodeCombat platform 2. apps creation (use XCODE program language) 3. other software license 4. joining Microsoft AI developer or Apple's developer programing course | STEM Education Coding and innovation (ICT) Outside School Competition e.g. Social Innovation(Gifted Education) | \$131,735.00 |
| Student Activity Learning | Hardware for (apps creation) Coding: 1. 16" MacBook Pro x2 + 3 years hardware warranty 2. 13" MacBook Air + 3 years hardware warranty 3. MacPro Server + 1 year hardware warranty Software for Drawing: 4. AI Licenses for Students | STEM Education Coding and innovation (ICT) Outside School Competition e.g. Social Innovation(Gifted Education) | \$48,964.00 |
| Student Activity Learning | 1. Sound System for English Drama Performance | | \$30,800.00 |
| Expenses for Category 2 | | | \$399,029.00 |
| Expenses for Categories 1 & 2 | | | \$936,465.60 |

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

| Code for Expenses | |
|--------------------------|--|
| E1 | Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.) |
| E2 | Transportation fees |
| E3 | Fees for non-local exchange activities / competitions (students) |
| E4 | Fees for non-local exchange activities / competitions (escorting teachers) |
| E5 | Fees for hiring expert / professionals / coaches |
| E6 | Fees for students attending courses, activities or training organised by external organisations recognised by the school |
| E7 | Purchase of equipment, instruments, tools, devices, consumables |
| E8 | Purchase of learning resources (e.g. educational softwares, resource packs) |
| E9 | Others (please specify) |
| 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: | 679 |
| Number of student beneficiaries: | 679 |
| Percentage of students benefitting from the Grant (%): | 100 |

I. Report of School Executive Officer Grant (SEOG)

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

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

I. Financial Overview

| | | |
|---|---|-------------|
| A | Allocation in the Current School Year: | \$59,800.00 |
| B | Expenditure in the Current School Year: | \$9,400.00 |
| C | Unspent Amount to be Returned to the EDB (A – B): | \$50,400.00 |

II. Number of Student Beneficiaries and Subsidised Amount

| Category | Number of Student Beneficiaries | Subsidised Amount |
|--|---------------------------------|--|
| Comprehensive Social Security Assistance | 0 | \$0.00 |
| Full-grant under the School Textbook Assistance Scheme | 7 | \$5,150.00 |
| Meeting the school-based financially needy criteria | 12 | \$4,250.00 (capped at 25% of the total allocation for the school year) |
| TOTAL | 19 | \$9,400.00 (Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B) |

III. Details of Expenses

| Domain | Brief Description of the Activity | Expenses (\$) | Person Times of Student Beneficiaries ¹ | Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected) | | | | |
|--------|--|---------------|--|---|---|---|---|---|
| | | | | I | M | P | S | C |
| 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) | | | | | | | |
| | Expenses on Item 1.1 | \$0.00 | | | | | | |

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

| Domain | Brief Description of the Activity | Expenses (\$) | Person Times of Student Beneficiaries ¹ | Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected) | | | | |
|---------------------------|--|-------------------|--|---|---|---|---|---|
| | | | | I | M | P | S | C |
| 1.2 | Local activities: To subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps) | | | | | | | |
| Student Activity Learning | Organize Sports Teams/ Clubs (regular training) 1. Badminton Team 2. Basketball Team 3. Volleyball Team | \$7,250.00 | 30 hours | | | | | |
| Student Activity Learning | 1. Tutors' Salary of Instrument Classes | \$1,050.00 | 4 hours | | | | | |
| Student Activity Learning | Organize Dance Clubs 1. Chinese Dance Team 2. Dance Crew | \$1,100.00 | 17 hours | | | | | |
| | Expenses on Item 1.2 | \$9,400.00 | | | | | | |
| 1.3 | Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions | | | | | | | |
| | | | | | | | | |
| | Expenses on Item 1.3 | | | | | | | |
| 1.4 | To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities | | | | | | | |
| | | | | | | | | |
| | Expenses on Item 1.4 | | | | | | | |
| 1.5 | Others | | | | | | | |
| | | | | | | | | |
| | Expenses on Item 1.5 | | | | | | | |
| 1.6 | To pay the expenses incurred from the cancellation of learning activities due to the COVID-19 outbreak under the one-off measure | | | | | | | |
| | | | | | | | | |
| | Expenses on Item 1.6 | | | | | | | |
| | Total | \$9,400.00 | 51 hours | | | | | |

End of Report