

ST. Clare's Girls' School

聖嘉勒女書院



Annual School Report
2014-2015

I. Our School



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

A. School Philosophy

“CLARE” means “BRIGHT LIGHT”

A LIGHT A 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 Sherbrooke and by Mother Mary of the Sacred Heart. Mother Mary of the Sacred Heart was in Canton, China, when she conceived the desire to work for the establishment of a novitiate which would be especially dedicated to the training of native sisters and catechists.

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

D. School Management

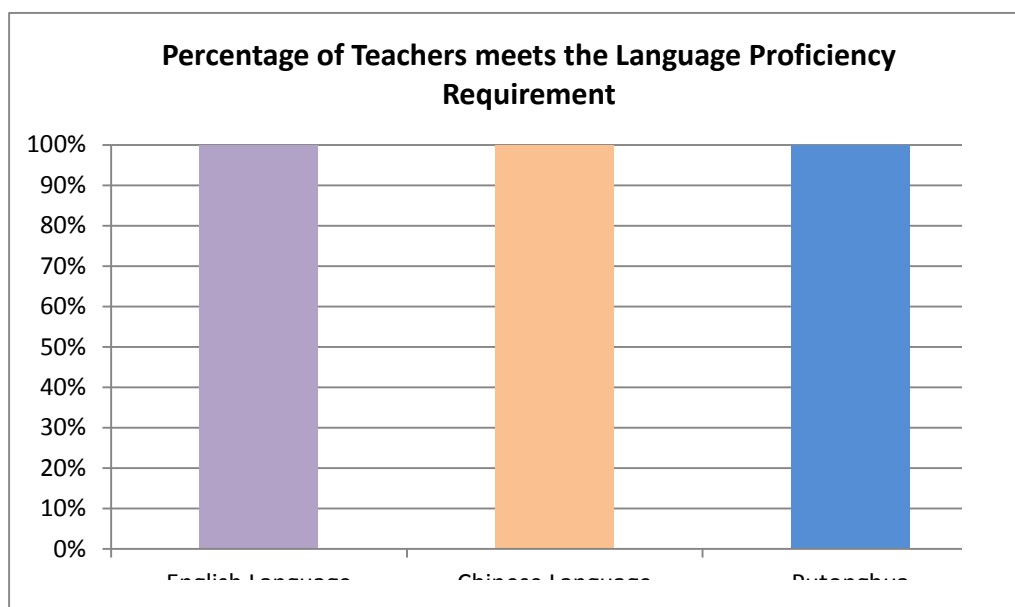
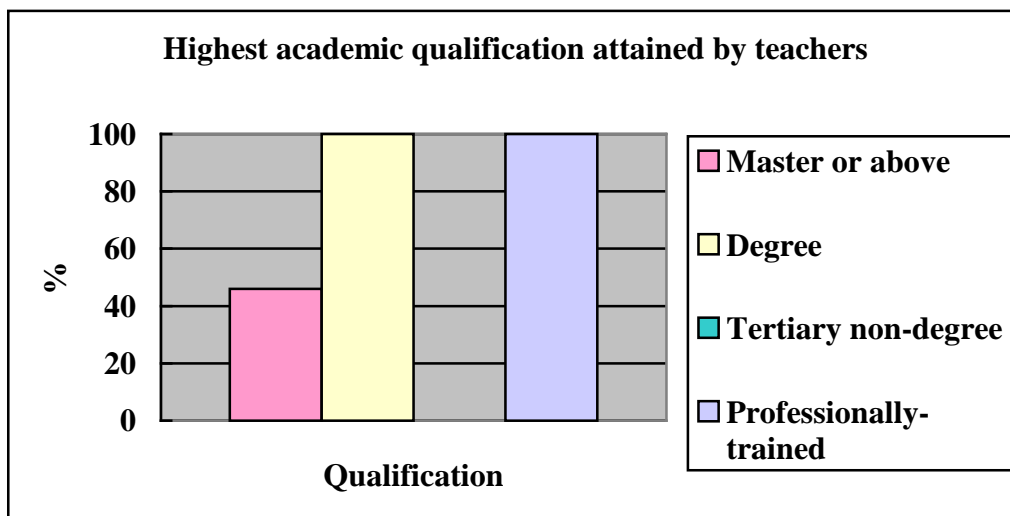
1. Members of the Incorporated Management Committee

Ms. Wong She Lai, Shirley	School Supervisor
Ms. Lau Fung Yi, Lucia	School Principal
Sr. Nancy Mak	School Sponsoring Body (SSB) Manager
Sr. Margaret Ho	SSB Manager
Sr. Catherine Ni	SSB Alternate Manager
Mrs Chan Cheung Yee Ling, Grace	SSB Manager
Mrs. Kwok Wong Si Ling, Celina	SSB Manager
Mr. Chow Pin Yeung, Val	SSB Manager
Ms. Yuen Lai Mei, Susana	SSB Manager
Ms. Cheung Sau Man ,Susanna	Independent Manager
Mr. Cheung Ngai Hung	Teacher Manager
Mr. Tang Mo Pun	Teacher Alternate Manager
Mr. Li Ming Kit, Ronald	Parent Manager
Mr. Leung Tin Ho, David	Parent Alternate Manager

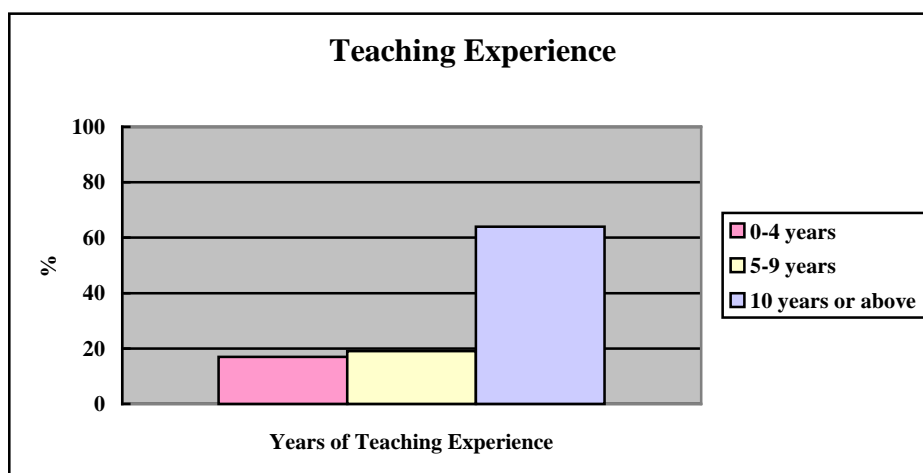
E. Our Teachers

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

1. Qualifications



2. Experience



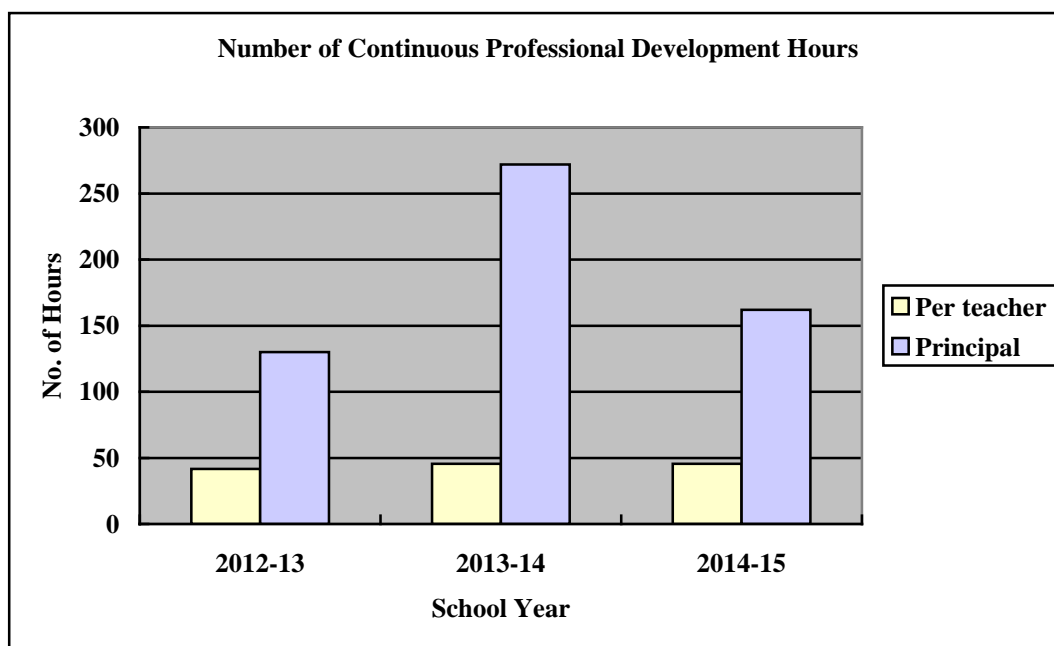
3. Teachers' Professional Development

Three school-based staff professional development programs and several sharing sessions with focused interests were conducted. Themes of the workshops were kept closely in line with the school's major concerns and updated educational philosophy. They are:

- 1) Preparing teachers for self-directed learning
- 2) Effective Teaching Strategies
- 3) (a) Roles of Class Teacher
(b) Preparation for the year 2015-16

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

To further transform the school into a learning organization with a school culture emphasizing school self-improvement, our teachers took the initiative to take part in various university and school partnership projects, including “ Self-directed Learning in Science for Learner Diversity”(HKU), “Professional Development School in L.S ”(EDB), “School-based Support Services” (EDB)



F. Our Students

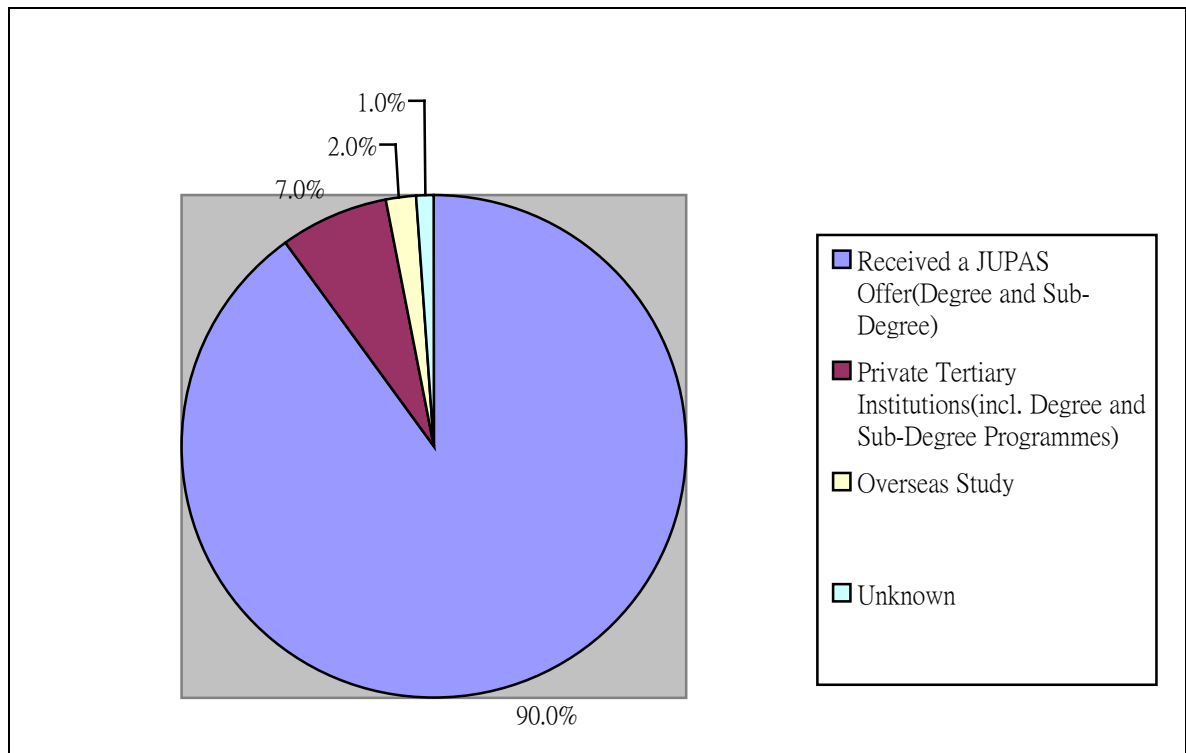
1. Number of Students and Class Structure

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	4	4	4	24
No. of Students	136	143	138	140	127	128	812

2. Students' Attendance

Level	S1	S2	S3	S4	S5	S6	S7	Average
2012-13	99.3%	98.7%	98.6%	98.5%	98.1%	97.1%	--	98.5 %
2013-14	99.1%	98.8%	98.9%	98.6%	97.9%	96.6%	--	98.5 %
2014-15	99.2%	98.9%	99.1%	98.6%	98.2%	96.8%	--	98.6 %

3. Destination of S6 Graduates



II. Achievements and Reflection on Major Concerns

Major Concern I

To put into practice the virtues of Justice with wise decision and Fortitude with resilience
Focus 1: To arrange a talk or seminar or workshop on aforesaid values stipulated in Catholic Catechism for teachers and students so that they are inspired to rise above adversity with conviction
Achievements
<ul style="list-style-type: none"> ● A workshop was held for S.3 & 5 respectively as part of WPD programs. However, the workshop for S.2 & S.4 was cancelled due to class suspension because of Occupy Movement. Instead, discussion forums and debriefing were organized. ● Almost all students (99% of the respondents in the survey) agreed that they had a better understanding of Justice and Fortitude after the workshop. ● Positive feedback received from students. ● Talks by Stanley Cheung and Cherry Yang (life warriors) were arranged for S.1 – S.6 students and class teachers. They were inspired by their positive attitude towards life.
Focus II : To enhance students' awareness of the aforesaid values through the deeds of the school and/or class saints
Achievements
<ul style="list-style-type: none"> ● The Deeds of the School/Class Saints had been introduced across all forms in September 2014. Students from each class took turns to present their class patron saints with the focus on Fortitude and Justice in the Morning Assembly. ● The virtues of Justice and Fortitude were also explained during ERE lessons. ● Survey Results: <ul style="list-style-type: none"> - 100 % of S2 & S4 students agreed that the saints are their role models and taught them how to be better persons. - 78% to 96% of S1 students agreed that the saints showed them how to fight for Justice. - 94% of them agreed that the saint is their role model and taught them how to be a better person. - On average, 82% of S5 students agreed that the saints showed them how to overcome adversity in life. - On average, 59% of S5 students agreed that the saints showed them how to fight for Justice. - On average, 92% of S5 students agreed that the saints are their role model and taught them to be better persons. - For the class patron saint of 3M & 3T, they showed temperance - 100% of 3J students and 50% of 3L students agreed that the saint showed them how to overcome adversity and to fight for justice
Focus III : To enhance religious atmosphere with special reference to justice and fortitude
a. To organize network program(s) with school(s) of Franciscan Family
b. To prepare S.1 – S.2 to do voluntary service to people with hearing impairment
c. To do sharing during Morning Assembly on current issues with reference to Bible or Church teaching so as to build up or enhance students' resilience and/or discernment.
Achievements
<ul style="list-style-type: none"> ● The network program will be held in July during the post-exam activities period. ● The workshop was held as part of WPD programs for S.1 & 2. Students were informed of some background information of people with hearing impairment in Hong Kong society. They were also taught some simple sign language and learnt about the kind of voluntary service rendered to this group of people. ● S.1 & 2 students were arranged to do voluntary service for people with hearing impairment on a few Saturdays under the guidance of their class teachers, Community Service Committee teacher in charge and Guidance teachers. Imbued with the Christian values they acquired during the ERE lessons, they prepared their service activities and exercised flexibility in responding to ad hoc

changes. Student representatives gave a sharing during the Morning Assembly. At the end of the workshop and service,

- almost all of the students (94.09% of the respondents) agreed that they had overcome difficulties encountered in the service with a positive attitude and have learnt to keep trying even if they fail.
- all of them (100%) agreed that they showed due respect to the service target groups.
- Teachers and students followed the morning assembly duty roster to lead prayers and do sharing on current issues with reference to Bible or Church teaching on Wednesdays. They were given the themes and guiding notes as reference. The sharing of Mondays was done by Catholic teachers based on the Gospel reading of the previous Sunday.
- Over 70% of S.1 – S.4 students agreed that they were much willing to put into practice the aforesaid values in their studies and interaction with their peers.

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

Achievements

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

Reflection on Major Concern I

During Morning Assemblies, teachers and students had done insightful sharing on current issues and presented stories on good deeds and meaning anecdotes. They all bettered students' understanding of exercising good reasons in making life decision and being resilient in times of difficulty.

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

Major Concern II

To develop students into engaged learners by equipping them with learn-to-learn skills.
Focus I : To introduce learn-to-learn skills to teachers and students <ul style="list-style-type: none"> (a) Seminar for teachers to get familiar with engaged learning and learn-to-learn skills (b) Sharing sessions and dissemination of information to panel heads to enhance their skills for engaged learning – with special focus on the design of pre-lesson tasks (c) Workshop for S1-3 students to understand the importance of engaged learning (d) Teaching of learn-to-learn skills to <ul style="list-style-type: none"> (i) S.1: IS, English, Chinese, Mathematics and IH (ii) S.3: LS
Achievements
<ul style="list-style-type: none"> ● Two seminars were held (one at the end of August, one in January) ● Over 90% of teachers got more familiar with self-directed learning, which includes engaged learning and learning-to-learn skills; they were willing to try it out in their daily teaching; they also agreed that they have a better understanding on how to design pre-lesson tasks; and that they have a better understanding of how to develop students into engaged learners. ● Workshop for all Panel Heads arranged. All relevant information has been made accessible to all teachers. The I.S. and Economics panels have tried out self-directed learning and shared their experience during a staff development day. ● From panel reports, over 90% of teachers have tried out the design of pre-lesson tasks and agreed that their skills have been enhanced and they have a better understanding on how to design pre-lesson tasks. ● From scrutiny of students' work, they could demonstrate the skills of engaged learning in their notes and assessment tasks related to the Pre-lesson tasks. Most students could make use of the Pre-lesson tasks to enhance their learning. ● Two workshops for students were held and a survey was conducted afterwards: Over 85% of students agreed that their skills for engaged learning are enhanced. They would like to practise pre-lesson tasks in their learning. They would like to develop a good note taking habit and would make good use of their notes for revision, demonstrating that they realized its importance. ● S.1: From scrutiny of records and teachers' survey, <ul style="list-style-type: none"> (a) 80% of them had a better understanding on learning to learn skills such as collaboration skills, problem-solving skills, logical thinking, research skills, etc.; (b) 75% of them found the skills useful. (c) Students were found to be more active in learning. They were more eager to ask questions, take notes during lesson and were familiar with co-op learning. ● S.3 L.S.: Based on lesson observations among teachers, learning-to-learn skills were demonstrated. <ul style="list-style-type: none"> (a) 83% of the students had a better understanding on the following skills like: collaboration skills, research skills, organization skills, presentation skills, peer teaching and learning skills etc. (b) 79% of them found the skills useful.
Focus II : To provide opportunities for teachers and students to put into practice the learn-to-learn skills
Achievements
<ul style="list-style-type: none"> ● Pilot Program <ul style="list-style-type: none"> (i) S.1 – I.S.: In the pilot project of self-directed learning in Science with e-learning support, 3 workshops and 4 cluster group meetings were held jointly by the school and The University of Hong Kong. Co-planning meetings were held for the design of teaching packages.

From survey, over 95% of students agreed that they were engaged in learning: collaboration in data collection, discussion and use of graphic organizers in presentation and use of e-platform.

(ii) Class 1B

- (a) English: 1B students were given different opportunities to put into practice the learning-to-learn skills in the pre-lesson task on narrative writing in the first term, show-and-tell activity in the second term as well as everyday lessons throughout the whole year. A pre-lesson task on personal letter writing in the first term and another one on oral presentation in the second term were done. Students in general found the tasks helpful for their learning.

86% of the students agreed that their interest had been aroused and they were more engaged in learning. Examples of the skills put into practice included collaboration skills, problem-solving skills, creative thinking skills and presentation skills.

- (b) Chinese: 90% of students agreed that the learning-to-learn skills were useful in facilitating their learning.

- (c) Mathematics: 2 pre-lesson tasks were carried out.

Self-directed learning strategies were used to teach the use of Protractor and various types of graphs for presenting data. Basic skills in gathering and presenting data were also taught. Most of the students found the skills useful.

- (d) I.H: Pilot program of pre-lesson task was carried out in both terms. 75% of students found the task helpful in their lesson preparation.

From survey, all students agreed that their communication skills, cooperation skills and confidence have been enhanced. Overall, they have taken a more active role in learning.

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

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

Reflection on Major Concern II

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

Major Concern III

To provide opportunities for school members to enhance work effectiveness and collegiality
Focus I :
To provide student leaders with more opportunities to learn to work more effectively, proactively and with due respect in organizing student affairs and activities
Achievements
<ul style="list-style-type: none"> ● To empower students and to provide them with more opportunities, each student leader in the ECA Student Committee was assigned to different clubs. They performed the following duties: <ol style="list-style-type: none"> i. Providing a briefing session to vice-chairpersons and secretaries. ii. Collecting information, feedback and queries from the assigned club and bringing them to the ECA Student Committee meeting for discussion. iii. Coordinating and assisting the following events: <i>ECA Club Promotion/ Swimming Gala / Sports Day / Joint Club Post Exam Activities</i> ● Club TIC Survey Results: Over 80% of club TICs were satisfied in the performance of the club chairpersons in the following areas: <ol style="list-style-type: none"> i. effectively accomplishing the targets set at the beginning of this year; ii. effectively carrying out the daily routines of the club, e.g. taking attendance, making announcements; iii. effectively monitoring club meetings and/or trainings; iv. developing a strong rapport and relationship with ex-co members and club members; v. focusing on a clear target and being keen on creating a collaborative environment. ● Club chairpersons' survey: Over 80% of club chairpersons found themselves more effective and proactive in the discharge of the following duties: <ol style="list-style-type: none"> i. Operating club activities ii. Accomplishing targets set at the beginning of this year. iii. Playing a proactive role in organizing club activities and/or leading students in competitions. <p>Over 80% of club chairpersons have shown respect to one another in the following ways:</p> <ol style="list-style-type: none"> i Developing a strong rapport and relationship with ex-co members and clubmembers. ii. Actively encouraging ex-co members and members to keenly participate in activities, training and/or competitions. iii Putting an effort to urge the more laid-back ex-co members to be more proactive in activities. iv Assigning work appropriately according to ex-co members' individual strengths. v Believing in other ex-co members' judgement and act as a mediator when there are conflicts within the team.
Focus II : To equip middle managers with skills in monitoring the development of the panels and committees through:
<p>(a) Overseas Staff Development Program.</p> <p>(b) Refinement of Staff Appraisal System and Policy & Procedure.</p> <p>(c) Training / sharing of lesson observation techniques</p>
Achievements
<ul style="list-style-type: none"> ● Overseas Staff Development Program was cancelled due to insufficient participants and high costs incurred. <ul style="list-style-type: none"> - A corresponding workshop was conducted by the School Supervisor on 2nd April 2015. - A Staff Development Program in the form of an overnight camp was organized and held on 5th - 6th June 2015. ● Staff Appraisal System was revised. ● Policy & Procedure were refined and updated. ● A sharing session on lesson observation was held by the School Principal and some teachers

concerned on the 2nd Staff Professional Development Day.

Focus III:

(a) Involvement of past Clarians in Career Life Planning programs

(b) Formation of School Ambassadors

Achievements

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

Reflection on Major Concern III

● **Empowerment of students:**

Evidence showed that more school leaders participated in helping or organizing school activities/functions/events. Students in general have positive feedback especially Student Union who had tried out the Student as Learning Experience Designer (LED) project in March 2015. In July 2015, guests from HKUST were impressed by their performances in the sharing in the Learning Symposium.

● **Refinement of Staff Appraisal System and Policy & Procedure:**

Teachers were involved in refining the Staff Appraisal system and its policy and procedure in staff meetings. They had a good understanding of the objectives and criteria in the appraisal system. Apart from teachers of senior ranks, other teachers taking up any degree of management roles were also included in the middle managers training on a date set aside for it. They were better informed and reminded of their roles, with special emphasis on monitoring and accountability. This has led to an increased collaboration among teachers and enhanced capacity of teachers. Teachers' sense of ownership towards the school was also strengthened. They have demonstrated a higher awareness of accountability and monitoring in the discharge of their duties of different roles.

● **Mentorship scheme:**

Both the mentors and mentees (S.6 students) gave positive feedback on the aforesaid programs. Students found them informative and useful for their career and life planning. It has opened the door to their knowledge of the real working world. They also enjoyed the sharing by past Clarians. The teachers concerned were generally satisfied with their performance. However, as the participation of students was on voluntary basis, only a fraction of students could benefit from it. Also, it is just at a startup stage. Therefore, more has to be done in recruiting mentors, involving more students and fine-tuning the mentorship programs.

III. Learning and Teaching

A. Curriculum Policy

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

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

B. Our Curriculum Structure

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

Curriculum 2014-15

KLA	Subjects	S1	S2	S3	S4	S5	S6
English Language Education	English Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Literature in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	*	*	*
Chinese Language Education	Chinese Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Putonghua	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-
Mathematics Education	Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Mathematics Extended Module	-	-	-	*	*	*
Science Education	Integrated Science	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-
	Physics	-	-	<input type="checkbox"/>	*	*	*
	Chemistry	-	-	<input type="checkbox"/>	*	*	*
	Biology	-	-	<input type="checkbox"/>	*	*	*
Technology Education	Information & Communication Technology	-	-	-	*	*	*
	Computer Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-
	Home Economics				-	-	-
	Technology and Living	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	*	*	*
	BAFS	-	-	<input type="checkbox"/>	*	*	*
Personal, Social and Humanities Education	Integrated Humanities	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-
	Chinese History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	*	*	*
	Economics	-	-	<input type="checkbox"/>	*	*	*
	Geography	-	-	<input type="checkbox"/>	*	*	*
	History	-	-	<input type="checkbox"/>	*	*	*
	Liberal Studies	-	-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religious Education	Ethics and Religious Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Ethics and Religious Studies(HKDSE)	-	-	-	*	*	*
Arts Education	Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-
	Visual Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	*	*	*
Physical Education	P.E.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*: Elective Subject : Compulsory Subject

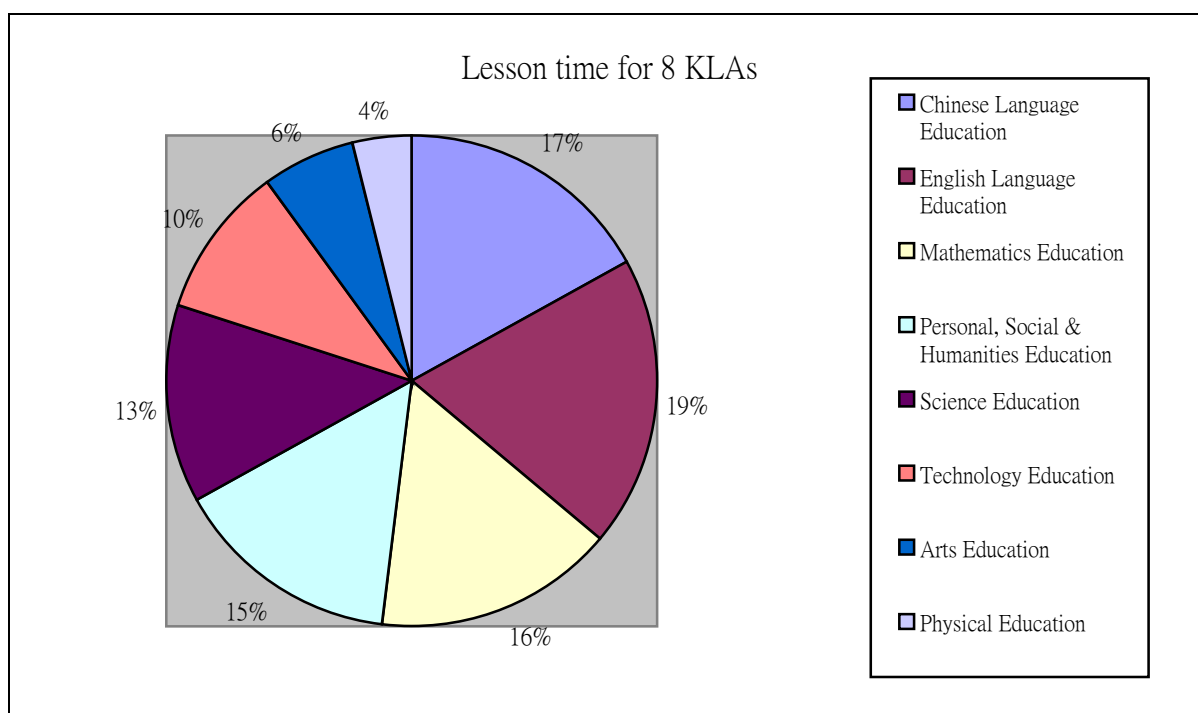
C. Assessment Policy and Supportive Measures

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

D Number of School Days

Number of School Days	
S1-6	Number
No. of School Days	190
No. of Holidays	90

E Lesson time for the Key Learning Areas



F. I.T. in Education

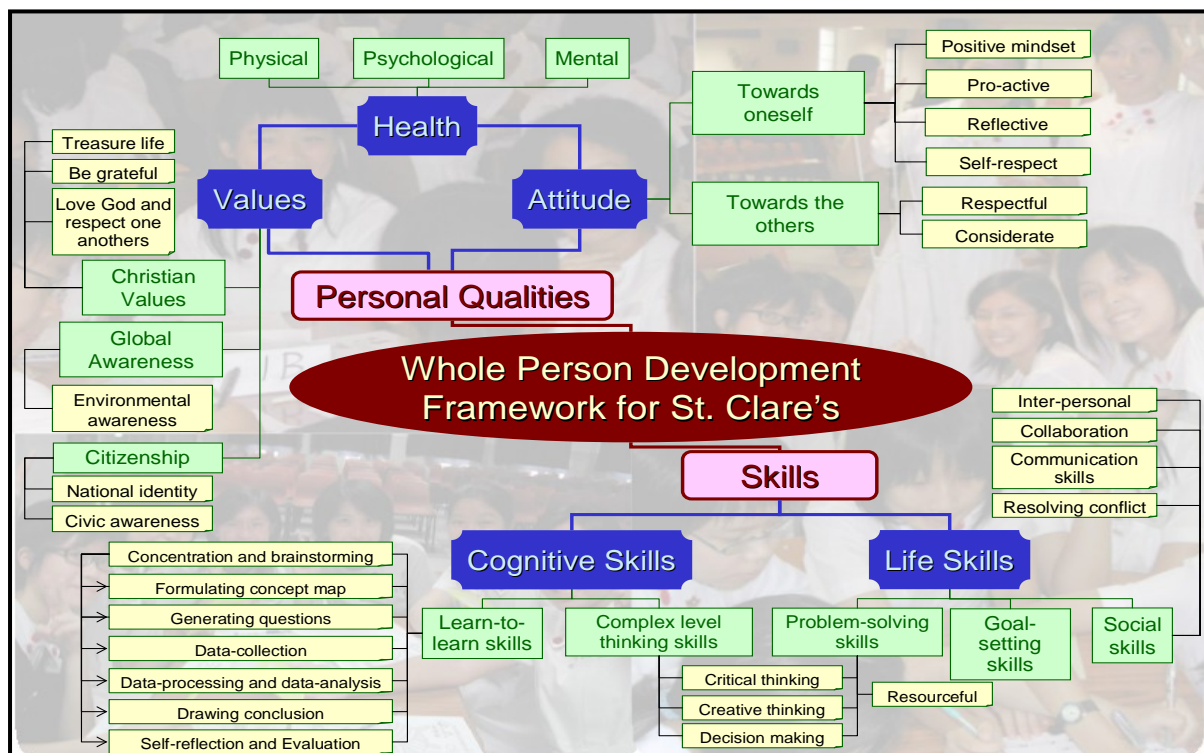
- e-Classrooms on Learning Management Systems (e-Class, Moodle and Microsoft 365) were made available for teachers to disseminate e-learning materials to students.
- Use of iPads in classroom teaching was carried out in some subjects such as L.S., Mathematics, Chemistry and Biology.
- The number of iPads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

IV. Other Learning Experiences

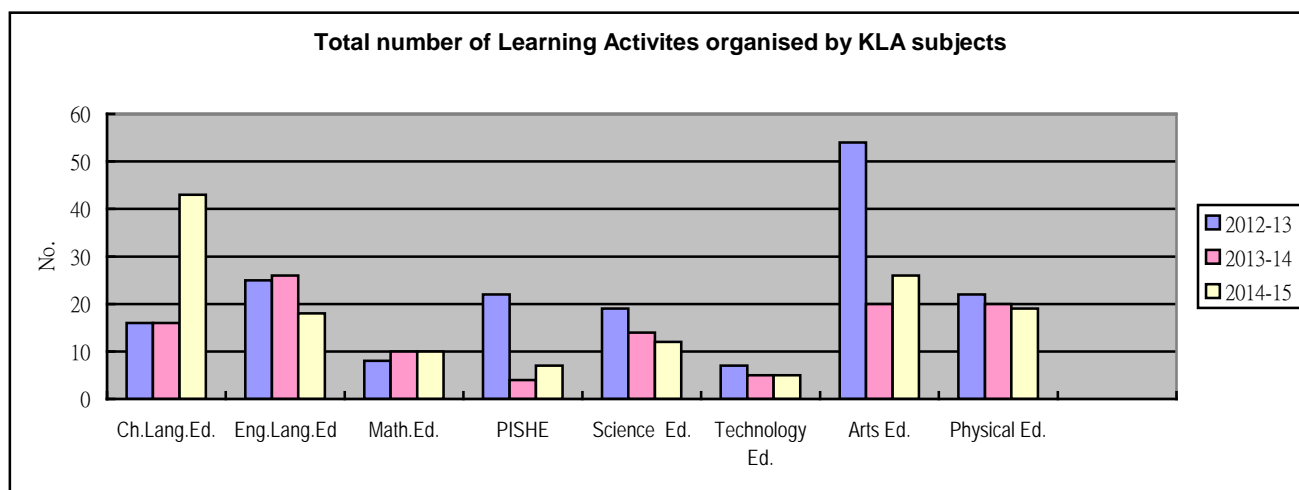
A. Framework of Whole-person Development Programs

In addition to classroom teaching, we believe that students should be encouraged and given a chance to reach beyond scholastic education by enabling them to become deep thinkers and extending their vision to the wider global community. With the concerted effort and consensus of the whole staff, a comprehensive framework has been designed:

Whole-Person Development Framework



B. Co-curricular Activities



1. English Language Activities

St. Clare's has upheld the tradition of providing a language rich environment for students and continues to do so. Throughout the whole school year, a large variety of English speaking activities were organized every day to arouse students' interest in learning English and enable them to practice what they have learned in regular English classes. There were inter-class spelling competitions and activities where students displayed their talents in creativity and drama. Learning and using English is no doubt fun in St. Clare's.

To better prepare our new S1 students for EMI education, a 5-day Bridging Course was held in August. All new S1 students had lessons in English, Integrated Humanities, Mathematics and Integrated Science with native English-speaking teachers. Students had a taste of what they would learn in S1 and enjoyed taking part in different activities, in particular learning about Science, and all of them gained confidence in speaking English.

To further enhance S1 students' confidence in the use of English, every single one of them joined the Solo Verse Speaking in the Hong Kong Schools Speech Festival. Coached by senior form big sisters, many of them were awarded Certificates of Proficiency. In addition, a group of selected S1 students joined the Harmonic Speaking in the same festival and won the first prize. It was certainly a very fruitful experience for all of them.

Students continued to do silent reading for 20 minutes every Monday and Thursday morning after the collection of homework to develop students' reading skills and to keep students informed about local and international current affairs.

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

Our school's English Debating Team competed in the HKSSDC. Our team was placed in the top division, Division 1A, and members had a chance to debate against teams from other prestigious schools in Hong Kong.

2. Literature in English Activities

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

Apart from the S5 Literature in English class performing *Othello* to the whole school in May 2015, all junior forms students took part in the Inter-class Drama Competition where they showcased their playwriting, acting and artistic talents in their adapted Shakespearean plays.

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

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

Support for Student Development

A. School Culture

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

1. Class Teachers

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

2. Whole person development

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

B. Towards a holistic approach to student development

1. Career and Life Planning

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

2. The merging of Discipline and Guidance Committees

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

3. Extra-curriculum Activities

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

Number of ECA by category

Category	No.
Academic	8
Art and Cultural	7
Interest	6

Religious	2
Service	8
Sports	11
Total	42

The systems of competition merit points and ECA participation awards were fine-tuned to encourage and recognize students' participation in ECA and competitions of all kinds. This is a boost for building up their OEA (Other Experiences and Achievements).

4. Support to cater for learning diversity and providing an integrated education

- i. Policies were drafted and resources were used effectively in pull-out programs and activities for students with specific learning needs (SEN), non-chinese speaking students (NCS), gifted students, accelerated learners, students with financial needs and also on leadership training, aesthetic education. Examples of the courses are executive functioning, thinking skills, interview workshops, sports training, music instrumental classes.
- ii. The funds from various sources helped either fully or partly subsidize these programs. They were Diversity Learning Grant, Jockey Club After-school Support Grant, Learning Support Grant and donations from alumni and friends of St. Clare's. Also, the scope of scholarships and assistance was expanded and more students were benefitted. Examples were various items of Monica Chan Scholarship for Drama and the scholarship donated by graduates of 1964.
- iii. All these created an atmosphere of recognition and appreciation of effort and talent as well as strengthening the mindset of striving for excellence.

5. Life-wide Learning Day & Picnic Day

- i. The theme for the junior levels was cross-curricular on local cultural heritage visiting Yim Tin Tsai, Yuen Long Ping Shan Heritage Centre, Wetland Park, Hong Kong Cultural and Art Museums. As for the senior levels, it was focused on career and life planning, either having hands-on job experiences or visiting a variety of companies and institutes. Examples were Heng Seng Banking Corporations, Regal Hotel, VTC V Hotel, St. James Settlement Career Sparkle and local universities. Credits need to be given to Rotary Club of Hong Kong Harbour for their help in arranging the visits.
- ii. Picnic Day was revived in the school calendar this year in an attempt to create opportunities to build up a stronger relationship for students and class teachers as part of developing class culture. Destinations were country parks and beaches.

D. Religious, Moral, Civic and Environmental Education Programs

1. Religious and Moral Education

In this academic year, the Religious & Moral Education Committee & Ethics and Religious Education Panel continue to put their concerted efforts to enhance the school's religious atmosphere with dual focuses:

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

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

For the formation of catholic students by large, cell groups have been formed. Aided by the witness, advice, spiritual sharing of catholic teachers, this kind of regular gathering awakens students to the bible knowledge and the practice of the Gospels, hence, promote the unity of all Catholic teachers and students

Focus 2 : To Evangelize

Evangelization has been a lifelong mission of a Catholic school. To evangelise is to give students a chance and to show them a way to see God, to feel His presence, and His love. A series of evangelization programmes had been carried out throughout the year in different settings.

During the Morning Assembly

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

In the Classroom

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

In the Chapel

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

At the RE Corner

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

In the Hall

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

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

On the School Campus

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

Outside School

In June and July, students showed their love and care for the needy in the community through a series of almsgiving activities. Students across all forms engaged in a variety of voluntary services. Their targeted groups range from the minority groups, the elderly who live alone to low-income groups who live in partitioned flats. S1 students went to visit the Missionaries of Charity in Sham Shui Po and did voluntary work for street

sleepers there.

With God's blessing and fervent devotion and dedication of Catholic Teachers, all the aforesaid religious activities had been successfully organized and well received.

2. Civic Education

(a) Civic Education

Our school based Civic Education programs aimed at enhancing student's social awareness through activities and helped students understand the importance of Law and Order, rights and obligations and developed them into law-abiding and responsible citizens.

Students' civic awareness was further cultivated through a variety of activities held both inside and outside the school, including flag raising ceremonies on important dates, mock court, visits to historical heritages, an ICAC talk, current news debate and current news quiz. To enhance students' understanding of and concern for their home country, students were encouraged to join study tours to China organized and subsidized by the EDB or other relevant organizations. Students also made contributions to the society through participation in uniform groups or other service groups, e.g. the Red Cross, JPC, CYC and Community Project. Hoping to expose students to a variety of service targets and spread their love and care to people with particular problems, visits to elderly people and immersion activities with the handicapped were arranged.

3. Health and Environmental Education

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

E. Aesthetic Education

1. Aesthetic Education Programme for S.4 & 5

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

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

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

H. Students' Reading Habit

To better develop and enhance students' reading skills and to keep students informed about local and international current issues, students were required to do silent reading for 20 minutes every morning after the collection of homework. On Mondays and Thursdays, students read English newspapers or novels and on Wednesdays, they do Chinese reading. Stimulated by the inter-class reading competition, students showed heightened interest and greater concentration in reading during reading time this year.

Regularly, there were reading sharing sessions where teachers and students introduced good books and shared their inspiring insights. The Golden Readers Scheme(金裝閱讀大使計劃) also encouraged more students to borrow books from the library. The reading scheme was quite a successful activity in increasing the borrowing rate of the library books from 4673 to 5349 copies in this academic year.

In addition, our Putonghua teachers and students broadcast a Putonghua program on Monday and our NET, Mr. Neil Clarke worked with the students to continue their news reading every Wednesday and Thursday before the reading time to expose students to a wide variety of topics ranging from local and international news to environmental issues. Not only could students practice their listening skills, but they could also learn more vocabulary and widen their perspectives.

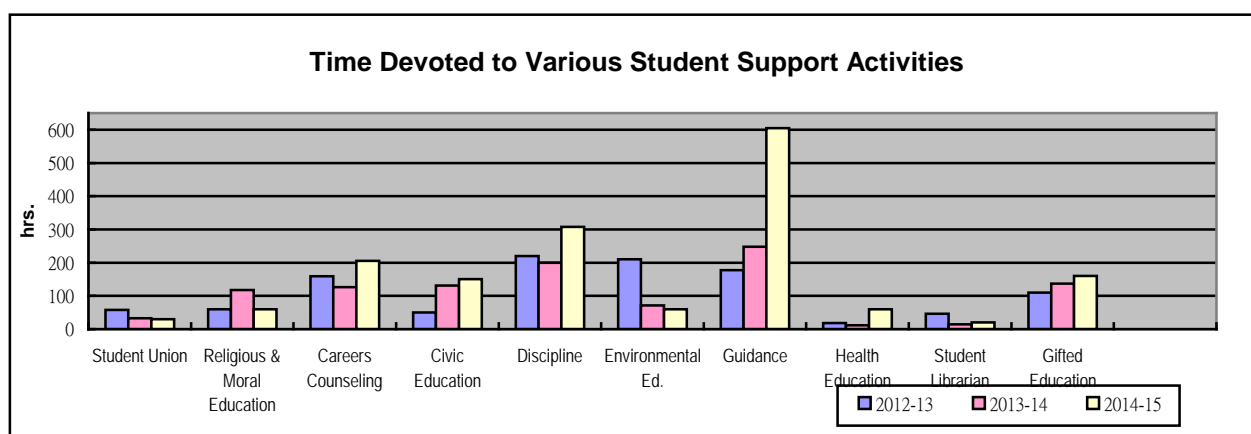
The average of readings Chinese and English books per student is 6.81 this year as shown by the survey conducted in late May.

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

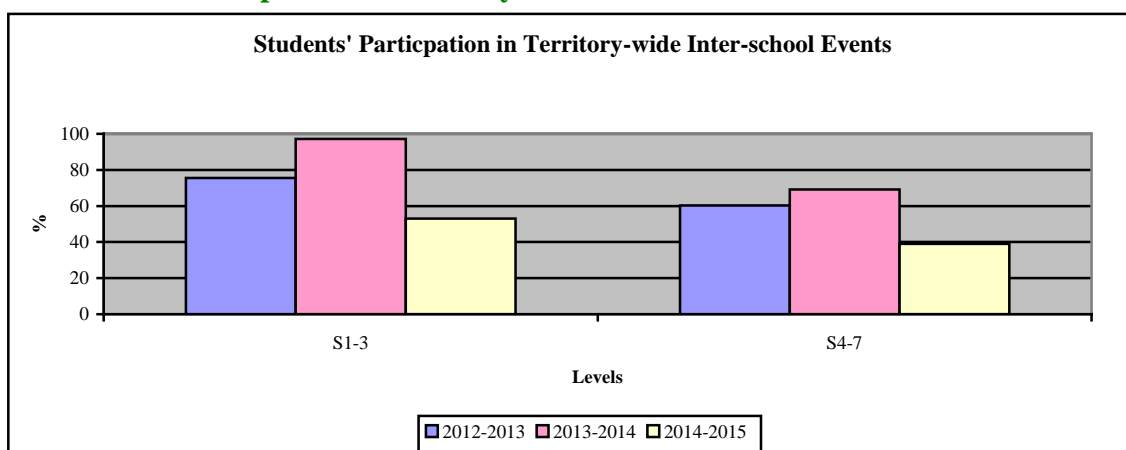
Activities	2012-13	2013-2014	2014-2015
Chinese Book Fair	254	243	195
English Book Fair	131	127	142
Total no. of books purchased	385	370	337

I. Other Related Surveys for School Self-Evaluation

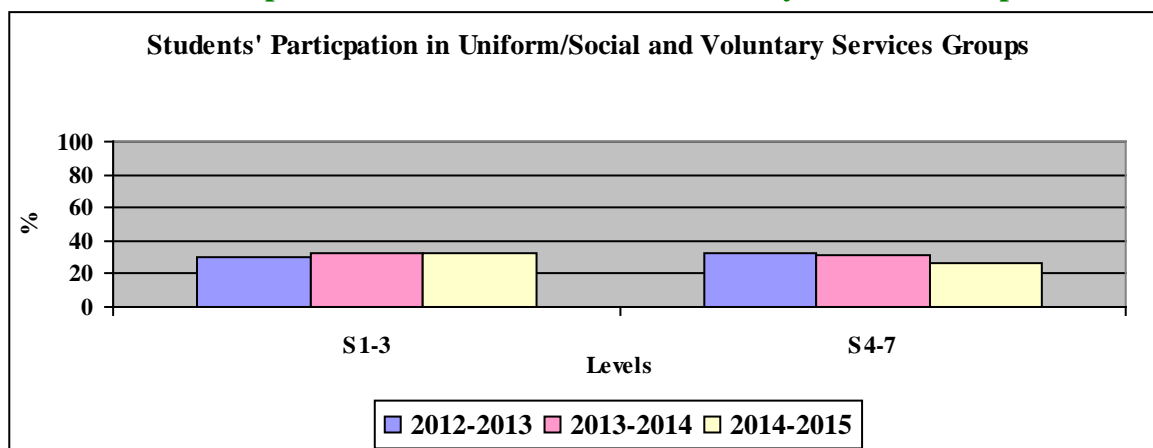
1. Total Number of Hours Devoted to Various Student Support Activities



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



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



V. Student Support and School Ethos

A. School Culture

In line with Christian values of loving oneself and others, we kept on focusing on developing students' awareness and capability of self-discipline, self-respect, respect for others, and self motivation for learning. A Twin Class Teacher system was adopted in S.1-6 to ensure that students were well cared for. In general, students were found to be well disciplined, virtuous and caring.

B. Support for Life-wide Learning

1. Use of the Jockey Club Life-wide Learning Fund and Grant for School-based After-School Learning and Support Programs

Items	Jockey Club Life-wide Learning Fund	Grant for School-based after School Learning and Support Programs	No. of Applicants
Balls Interest Club	\$27,006.00	\$6,600.00	42
Musical Class	\$22,282.00	\$4,500.00	23
Chinese Dance	\$3,000.00	\$1,600.00	3
Life-wide Learning Day	\$97.00	-	1
Picnic	\$405.00	-	5
Training Program	\$1,010.00	\$34,520.00	111
Outward Bound	\$2,000.00	-	1
Total	\$55,800.00	\$47,220.00	186

Accomplishment

A total of 186 students benefited from various learning experiences through the subsidies of the Jockey Club Life Wide Learning Fund and Grant for School Based After School Learning and Support Programs. The grants subsidized their course fees, transportation fees and so on, so that they were able to take part in a variety of outside the classroom and after-school activities including instrumental classes, dance classes and sports activities.

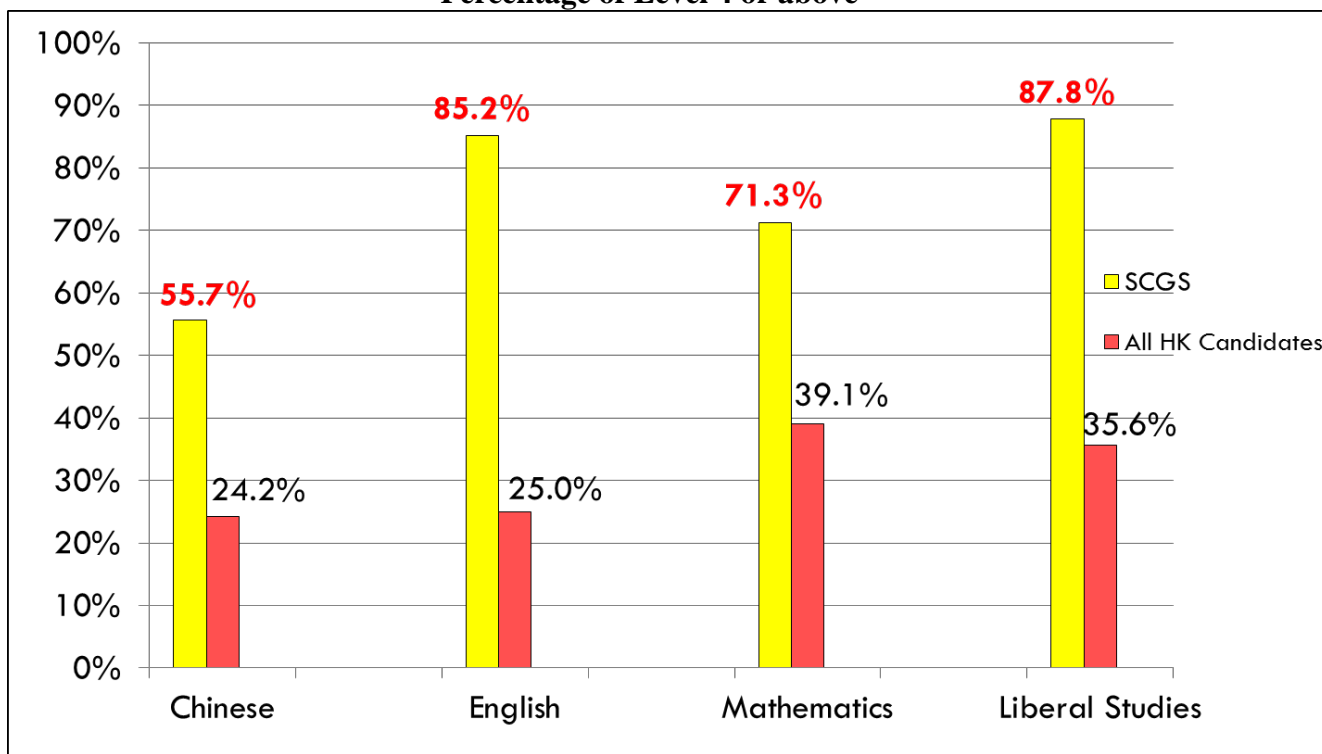
Evaluation and Reflection

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

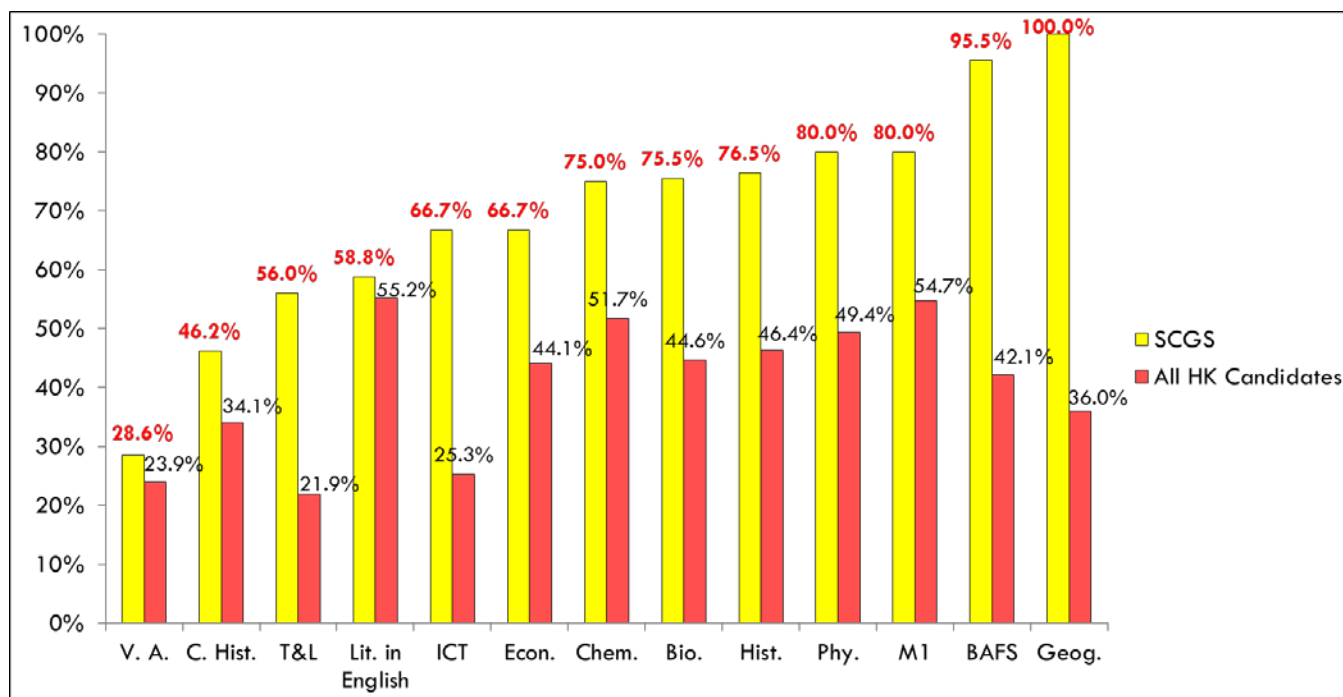
VI. Student Performance

A. Performance in HKDSE Examination

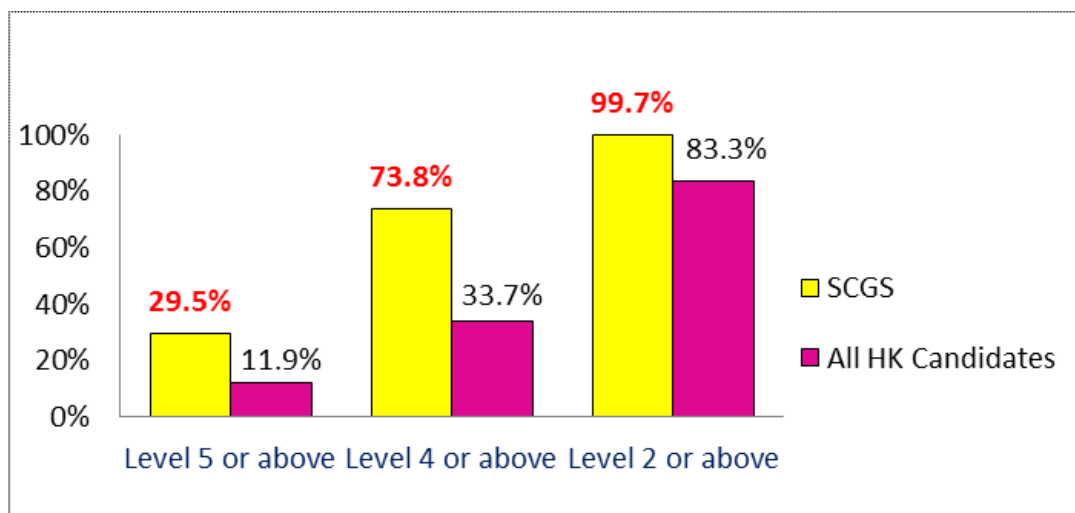
4 Core Subjects
Percentage of Level 4 or above



Electives Subjects
Percentage of Level 4 or above



Percentage of all subject entries at different levels



B. Performance in Other Learning Experience

EXTERNAL OUTSTANDING ACHIEVEMENTS

June 2014 – May 2015

Language Awards

66th Hong Kong Schools Speech Festival (English)

Solo Verse Speaking	1st Runner-up	Ma Zheng Sen Maxine	3J			
	2nd Runner-up	Wong Hoi Kiu Ealas	1A			
		Wong Wing Yan Vanessa	2G			
		Hotchkiss Crystal Lanie	2S			
Dramatic Duologue	1st Runner-up	Ho Wai Yan Iris	3J			
		Lee Ki Yan Angel	3T			
		Wong Wing Yu Natalie	6Pa			
Public Speaking Team	1st Runner-up	Fong Cheuk Sze Joyce	6Pe			
		Lo Yuen Ting Emily	6Pe			
		Yeung Yat Wan Tammy	4D			
Public Speaking Solo	1st Runner-up	Siu Pui Yu Diana	4D			
	2nd Runner-up	Fong Cheuk Sze Joyce	6Pe			
Harmonic Choral Speaking for Secondary One Students						
Members:	Chang Shu Ting Magdalene	1A	Lai Lok Yi Joyce	1B	Kan Nok Man Alissa	1M
	Choi Sin Yi Cindy	1A	Lee Fong Wa Annie	1B	Lee Hiu Ying Erica	1M
	Kwan Hoi Ching Rachel	1A	Loh Sze Wing Sharon	1B	Lo Hui Lam Kitty	1M
	Leung Lok Hang Tiffany	1A	Tse Rita Hoi Yiu	1B	Castaneda Yani Kaye Linsangan	1R
	Au Wai Ying Natalie	1B	Chan Cheuk Ki Kay	1M	Cheung Sonia	1R
	Chan Wai Laam Vivi	1B	Chan Wing Lam Stephanie	1M	Jasmeen-KaurJasmeen	1R
	Fok Huen Emily	1B	Chan Yuki	1M	Ng Wing Hei Janet	1R
	Hui Ka Yan Audrey	1B	Choi Yiu Yiu Sabrina	1M	Shek Hau Yi Joey	1R
	Hui Wing Lam Carrie	1B	Ip Hoi Ching Gladys	1M	Agoncillo Kiara Isabel Sales	1R

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

Senior Secondary Division	Best Writer Merits	Chu Tsz Tung Lettice	5L
		Shuen Tsz Yin Natalie	5M

2014 Asia School Speech Competition

Solo Verse Speaking	Silver award	Ip Hoi Ching Gladys	1M
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紫荊頌 2015 年全港青少年春季朗誦。文學。藝術交流大賽

初中組英語詩歌朗誦	銀獎	葉愷澄	1M
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第六十六屆香港學校朗誦節中文朗誦比賽

中二（粵語散文獨誦）	亞軍	吳思琪	2M
中三、四（粵語二人朗誦）	冠軍	李穎嫻	4B
	冠軍	楊逸韻	4D
中五至六（粵語二人朗誦）	冠軍	周嘉晴	5M
	冠軍	陸凱雯	5M

第八屆大學文學獎(2014-15)

少年作家獎	劉佳	3T
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2014-15 全國青少年語言知識大賽（全國作文現場決賽）

一等獎	曾思葵	1A
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2014-15 全國青少年語言知識大賽[現場作文公開賽(香港賽區)]

中學組（初中年級 S1-3）	二等獎	曾思葵	1A
中學組（初中年級 S1-3）	三等獎	黎凱晴	1M

2014-2015 中西區滅罪宣傳創作中文標語設計比賽

中學組標語創作比賽	冠軍	陳奕桐	1R
	優異獎	李希榕	4A
	優異獎	司徒巧晴	2G

2015 第十七屆全港中小學普通話演講比賽

初中組	良好	吳思琪	2M
	良好	鄭恭淇	2R
	良好	梁天怡	3T
	良好	劉佳	3T
高中組	良好	鄭詩詠	4B
	良好	周善柔	4D
	優異	粘曉真	4D

Performing Arts Awards**67th Hong Kong Schools Music Festival**

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

Joint School Music Association Music Competition 2015

School Choir Senior Secondary	Gold Prize	School Choir	
Secondary String Ensemble	Gold Prize		
Members: Wong Hin Ting Vanessa	5M	Kwok Hiu Ching Helia	4B
Wong Chiu Yu Cherry	5L	Choi Wing Sze Jasmine	3M
Sze Wai Yee Kimmy	5L	Yan Ka Ka Connie	3J
Chan Yin Lai Tiffany	4F	Wu Wing Yan Natalie	2S

Lam Hiu Hay Nichole	4D		
Secondary Woodwind Ensemble	Silver Prize	Heung Sum Yee Sammy	4D
		Chow Yuet Lam Caroline	3M
		Tsoi Chung Wan Janice	3J
		Lam Sum Yin Eunice	3L
Secondary Brass Ensemble	Silver Prize	Ng Sin Ying Shirley	5L
		Wong Anisha	4B
		Jone Sze Wai Angel	4D
		Ho Wing Man Kitty	2S
2015 Hong Kong - Asia Pacific Youth Piano Competition			
Grade 6	1st Class Honor	Ho Wing Man Kitty	2S
Chopin Class	1st Class Honor	Lee Ki Yan Angel	3T
Mainland China, Taiwan and Hong Kong Gu Zheng Competition			
	Silver Award	Yu Ying Hei Bernice	2R
年輕人藝術展才華古箏表演			
	冠軍	陳詠霖	1A
The 51st Schools Dance Festival			
旅行的意義 - Jazz Section	Champion	Jazz Crew	
Hooponopono - Jazz Section	1st Runner-up	Jazz Crew	
敦煌彩塑 - Chinese Dance Section	1st Runner-up	Chinese Dance Club	
蒲公英 - Chinese Dance Section	1st Runner-up	Chinese Dance Club	
苗娃 - Chinese Dance Section	1st Runner-up	Au Yuen Ying Lucy	3J
		Leung Mei Suet Shirley	3L
小木偶 - Chinese Dance Section	1st Runner-up	Law Tsz Man Amy	3M
		Lam Josephine Oi Yee	4A
		Chan Hei Yi Michelle	3J
泉 - Oriental Dance Section	1st Runner-up	Lam Josephine Oi Yee	4A
		Ng Tsz Wai Bonnie	4B
		Lam Yan Mei Janice	4D
第三十一屆中西區舞蹈比賽			
	冠軍	現代舞	爵士舞組
	亞軍	東方舞	中國舞組
環亞舞蹈公開賽			
兒童及青少年組標準舞			
華爾滋獨舞	冠軍	羅梓敏	3M
喳喳獨舞	亞軍	羅梓敏	3M
倫巴獨舞	亞軍	羅梓敏	3M
探戈獨舞	季軍	羅梓敏	3M
香港舞蹈藝術聯會第八屆團隊盃標準舞及拉丁舞排名大賽(青少年)			
青少年單人	探戈	羅梓敏	3M
	亞軍	馮曉穎	1A
華爾滋	冠軍	羅梓敏	3M
	亞軍	馮曉穎	1A
倫巴	冠軍	馮曉穎	1A
	亞軍	羅梓敏	3M

喳喳	亞軍	馮曉穎	1A
	季軍	羅梓敏	3M

第3屆愛麗絲盃標準舞及拉丁舞排名大賽

青少年單人	華爾滋	冠軍	羅梓敏	3M
		亞軍	馮曉穎	1A
	探戈	冠軍	羅梓敏	3M
		亞軍	馮曉穎	1A
	倫巴	亞軍	馮曉穎	1A
	喳喳	季軍	馮曉穎	1A

中國舞聯亞洲公開賽

探戈獨舞	冠軍	羅梓敏	3M
	冠軍	陳影桃	1A
	亞軍	馮曉穎	1A
華爾滋獨舞	冠軍	馮曉穎	1A
	亞軍	羅梓敏	3M
	亞軍	陳影桃	1A
倫巴獨舞	冠軍	陳影桃	1A
	亞軍	馮曉穎	1A
	季軍	羅梓敏	3M

全港標準舞及拉丁舞大賽～儷影盃

青少年單人單項公開花步			
華爾茲	冠軍	羅梓敏	3M
探戈	冠軍	羅梓敏	3M

第九屆港自由盃全港公開標準舞及拉丁舞排名大賽

少年單人分齡單項公開			
華爾茲	冠軍	羅梓敏	3M
探戈	冠軍	羅梓敏	3M
倫巴	亞軍	羅梓敏	3M

第十三屆姿彩盃標準舞及拉丁舞公開大賽

青少年單人	華爾滋	冠軍	羅梓敏	3M
	探戈	冠軍	羅梓敏	3M
	喳喳	季軍	羅梓敏	3M

東區聖誕標準及拉丁舞比賽

探戈獨舞	冠軍	羅梓敏	3M
喳喳獨舞	冠軍	羅梓敏	3M
華爾滋獨舞	冠軍	羅梓敏	3M
倫巴	季軍	羅梓敏	3M

Hong Kong School Drama Festival 2014-2015

Award for Outstanding Cooperation	All Drama Club members	
Award for Outstanding Performer	Chan Po Lam Anson	5T
	Ng Wing Yan Janice	5T

Sports Awards

1. Athletics

Hong Kong Athletics Series 2014 - Series 4

Girls A Grade	Women's 4x100m	2nd Runner-up	Wong Ching Wai Bebe	3L
	Women's 4x100m	2nd Runner-up	Wong Ching Hei Bobo	3M

Hong Kong Athletics Series 2015

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

Hong Kong Inter-City Athletics Championships 2014

Heptathlon	Champion	Chung Wai Yan Phoebe	5J
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Inter-School Athletics Competition 2014-2015 (Division I)

A Grade	Discus	Champion	Chung Wai Yan Phoebe	5J
	High Jump	1st Runner-up	Chung Wai Yan Phoebe	5J
	Long Jump	1st Runner-up	Wai Lok Heng Angelica	4F
	4x100m	3rd Runner-up	Chung Wai Yan Phoebe	5J
			Wai Lok Heng Angelica	4F
			Cheung Man Yui Marky	6A
			Fu Long Kei Jessie	4F
B Grade	100 Hurdles	1st Runner-up	Lee Ching Yan	3M
	100	2nd Runner-up	Wong Ching Hei Bobo	3M
	4x100m	3rd Runner-up	Lee Ching Yan	3M
			Wong Ching Hei Bobo	3M
			Wong Ching Wai Bebe	3L
C Grade	4x100m	3rd Runner-up	Chan Lok Yi Katie	1A
			Cheng Chloe Cybil	2G
			Wong Hoi Lam Stephanie	2G
			Tsoi Pui Yan Joanna	2R

Hong Kong Junior Age Group Athletic Meet 2014

Girls A Grade	A2 100m	2nd Runner-up	Wai Lok Heng Angelica	4F
	A2 800m	2nd Runner-up	Chui Ka Kiu Christy	5L
	A2 1500m	2nd Runner-up	Chui Ka Kiu Christy	5L
	A2 High Jump	2nd Runner-up	Chung Wai Yan Phoebe	5J
Girls B Grade	200m	2nd Runner-up	Wong Ching Wai Bebe	3L
	4x100m	Champion	Wong Ching Wai Bebe	3L
			Wong Ching Hei Bobo	3M
	4x400m	Champion	Wong Ching Wai Bebe	3L
			Wong Ching Hei Bobo	3M
Girls C Grade	4x400m	Champion	Chan Lok Yi Katie	1A
	4x100m	1st Runner-up	Chan Lok Yi Katie	1A

Hong Kong Athletic Championships 2015

Women's	Discus Throw	2nd Runner-up	Chung Wai Yan Phoebe	5J
	Heptathlon	2nd Runner-up	Chung Wai Yan Phoebe	5J

South China Athletics Association – 68th Hong Kong Athletic Meet

Girls A Grade	1500m	1st Runner-up	Chui Ka Kiu Christy	5L
	4x400m	1st Runner-up	Chui Ka Kiu Christy	5L
			Lau In Tung Edith	6J
			Chan Wing Yan Chloe	6A
			Cheng Yuk Ping Kate	5J
Girls B Grade	400m	1st Runner-up	Su Jennifer Ming Yin	4B
	800m	Champion	Su Jennifer Ming Yin	4B

中西區分齡田徑比賽 2014

女子青少年 C 組	鉛球	亞軍	鄧晴誼	4D
女子青少年 D 組	400 米	冠軍	黃靜慧	3L
	100 米	亞軍	黃靜嫻	3M

第十六屆公民青少年田徑錦標賽 2014

甲組	跳高	亞軍	鍾慧欣	5J
	鐵餅	亞軍	鍾慧欣	5J
乙組	100 米	亞軍	黃靜慧	3L
	100 米欄	冠軍	李晴昕	3M
	200 米	亞軍	黃靜慧	3L
	400 米	季軍	黃靜慧	3L

第十七屆「公民全港青少年田徑錦標賽 2015」

甲組	100 米欄	亞軍	李晴昕	3M
	800 米	季軍	崔嘉翹	5L
	1500 米	季軍	崔嘉翹	5L
	鐵餅	冠軍	鍾慧欣	5J
	跳高	季軍	鍾慧欣	5J
乙組	400 米	亞軍	黃靜慧	3L
	100 米	季軍	黃靜嫻	3M
丙組	800 米	冠軍	黃海蕎	1A
	1500 米	亞軍	黃海蕎	1A
	1500 米	季軍	李佳佳	1R

Samsung 58th Festival of Sport 2015

異程接力	冠軍	黃靜慧	3L
		黃靜嫻	3M

屈臣氏田徑會周年大賽 2014

女子				
乙組	200 米	亞軍	黃靜嫻	3M
		季軍	黃靜慧	3L
丙組	4x400 米	冠軍	陳樂怡	1A
	4x100 米	亞軍	陳樂怡	1A

第三十屆全港浸信會陸上運動會 2014

100 米	冠軍	陳樂怡	1A
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2. Basketball**Inter-School Basketball Competition 2014/15 Division 2 (HK Island)**

Girls Overall		3rd Runner-up	All Basketball Team members	
Girls Grade A		Champion		
Members:	Chan Tsz Yan Michelle	6A	Chung Wai Yan Phoebe	5J
	Pang Ka Hei Jackie	6J	Luk Hoi Man Rain	5M
	Lo Ho Yau Yoyo	6Pa	Law Cheuk Yung Chloe	4F
	Chiu Chi Yee Natalie	6Pe	Sun Lok Yee Jasmine	4F
	Leung Andrea Michelle	5J		

Wellman Basketball Tournament

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

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

Overall Champion			
Champion	Law Cheuk Yung Chloe	4F	

3. Swimming**The 5th Hong Kong Games**

200 m Freestyles	1st Runner-up	Cheung Chi Kiu Zoe	4D
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2014-15 Div.II Age Group Long Course Swimming Competition

200m Breaststroke	Champion	Cheung Chi Kiu Zoe	4D
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2014-2015 Hong Kong Age Group Course Swimming Championships

Girls 13-14yrs	400m Freestyle	Champion	Cheung Chi Kiu Zoe	4D
	50m Breaststroke	Champion	Cheung Chi Kiu Zoe	4D
	800m Freestyle	1st Runner-up	Cheung Chi Kiu Zoe	4D
	200m Freestyle	1st Runner-up	Cheung Chi Kiu Zoe	4D

2014-2015 Age Group Short Course Swimming Competition- Division 1 Part 2

Girls 15-17yrs	400m Freestyle	Champion	Cheung Chi Kiu Zoe	4D
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2014-2015 Age Group Short Course Swimming Competition- Division 1 Part 3

Girls 15-17yrs	1500m Freestyle	1st Runner-up	Cheung Chi Kiu Zoe	4D
	400m Individual Medley	2nd Runner-up	Cheung Chi Kiu Zoe	4D

2014-15 Hong Kong Age Group Short Course Swimming Championships

Girls 15-17yrs	800m Freestyle	1st Runner-up	Cheung Chi Kiu Zoe	4D
	200m Freestyle	2nd Runner-up	Cheung Chi Kiu Zoe	4D
	400m Freestyle	2nd Runner-up	Cheung Chi Kiu Zoe	4D

2014-15 Hong Kong Age Group Long Course Swimming Championships - Division 1 Part 3

Girls 15-17yrs	1500m Freestyle	2nd Runner-up	Cheung Chi Kiu Zoe	4D
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Inter-School Swimming Competition 2014/15 Division 3 (HK)

Girls Overall	2nd Runner-up	All Swimming Team members	
Girls Grade A	1st Runner-up	All Swimming Team Grade A members	
4x50m Freestyle Relay	Champion	Maolana Martina	6A
	Champion	Maolana Nicole	6A
	Champion	Mo Pui Ki Cindy	4B
	Champion	Chan Yin Kiu Nikki	3M
50m Butterfly	2nd Runner-up	Maolana Martina	6A
100m Breaststroke	3rd Runner-up	Maolana Martina	6A
100m Freestyle	3rd Runner-up	Maolana Nicole	6A
50m Butterfly	3rd Runner-up	Maolana Nicole	6A
Girls Grade B	1st Runner-up	All Swimming Team Grade B members	
100m Freestyle	Champion	Cheung Chi Kiu Zoe	4D
50m Breaststroke	Champion	Cheung Chi Kiu Zoe	4D
4x50m Medley Relay	2nd Runner-up	Cheung Chi Kiu Zoe	4D
	2nd Runner-up	Chong Lok Yan Zoe	4F
	2nd Runner-up	Ng Hoi To Tobi	3M

2nd Runner-up

Tung Yuen Ching Ayisha

3L

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

Girls Overall	Champion	All Table-tennis Teammates	
Girls Grade A	Champion	Chan Sum In	5M
		Tang Nga Lai Lily	6Pa
		Wong Yee Ting Agnes	5L
		Ma Sze Yan Winnie	5L
		Fong Kwan Yee Queenie	5J
Girls Grade B	Champion	Kwok Ching Ki Kiki	1B
		Leung Yi Ki Elektra	2M
		Chan Pak Yee Pat	3M
		Chau Pui Man Jenny	2G
		Chung Wai Ying Fiona	2S

全港青少年乒乓球公開賽 - 工商總會國慶盃
少年女子單打組 亞軍

陳琛妍 5M

2014 Kwun Tong District Table Tennis Competition

Girls Double	Champion	Chan Sum In Serene	5M
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2014 Central and Western District Table Tennis Competition

Girls Single (16-18 Years Old)	1st Runner-up	Chan Sum In Serene	5M
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2014 Southern District Table Tennis Competition

Girls Single FF Group	1st Runner-up	Chan Sum In Serene	5M
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2014 North District Table Tennis Competition

Girls Single (16-18 Years Old)	2nd Runner-up	Chan Sum In Serene	5M
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2014 Yau Tsim Mong District Table Tennis Competition

Girls Single (16-18 Years Old)	2nd Runner-up	Chan Sum In Serene	5M
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2014 Wan Chai District Table Tennis Competition

Girls Single (Junior Group FF)	2nd Runner-up	Chan Sum In Serene	5M
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2014 Sai Kung District Table Tennis Competition

Girls Single (16-18 Years Old)	3rd Runner-up	Chan Sum In Serene	5M
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2014 HK Open Junior Table Tennis Championships

Girls U18 Group (16-18 Years Old)	2nd Runner-up	Chan Sum In Serene	5M
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5. Volleyball**Inter-School Volleyball Competition 2014-2015 Division 2**

Girls Overall	1st Runner-up	All Volleyball Team members	
Girls A Grade	2nd Runner-up		
Tam Tsz Yi Gigi	4F	Shum Lok Yin Angel	5M
Lo Hoi Ying Karen	5J	Lam Ka Wing Sarah	6PA

Girls B Grade	Lee Hong Ting Vanessa	5L	Wang Jia Min Sylvia	6PA
	Chau Ka Ching Chloe	5M	Chung Sze Kai Ashley	2M
	Champion			
	Leung Lok Yin Sonya	3J	Wong Hin Yi Celia	3T
	Wu Jingmei Esther	3J	Ng Tsz Ching Angel	2G
	Kwok Hung Kwan Jenny	3T	Ren Nuo Wen Vivian	2R
	Wong Cheuk Yee Stephanie	3T	Yip Ching Yue	1R

6. Tennis

Central & Western District Age Group Tennis Competiton

Aged 14-15	Youth Female Singles	1st Runner-up	Lau Ka Hei Kelly	3L
	Youth Double	2nd Runner-up	Lau Ka Hei Kelly	3L
	Youth Double	2nd Runner-up	Tam Man Yan Mary	3J

Southern District Age Group Tennis Competiton

Aged 14-15	Youth Female Singles	2nd Runner-up	Lau Ka Hei Kelly	3L
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7. Others

A.S. Watson Group HK Student

Sports Award 2014-2015	Chan Tsz Yan Michelle	6A
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2014 年度南區空手道分齡邀請賽

女子組手分組賽(13 歲以下)	亞軍	黃桅婷	2R
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第二屆全港剛柔流空手道大賽 2014

12-14 歲女童自由組手	優異獎	黃桅婷	2R
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2014-15 全港中學學界閃避球錦標賽港島中學女子組

		Champion		
Members:	Shiu Chui Ying Didi	5T	Tiu Ka Nam Sharon	4F
	Ng Pui Yee Sarah	5T	Ching Yan Yi Angel	4F
	Cheng Yu Ting Mini	5M	Tse Hoi Lam Elizabeth	4B
	Lui Hoi Man Natalie	5J	Lo Hoi Ting Siobhan	3M
	Yuen Cheuk Ying Kitty	4F	Cheung Kwan Ying Meko	3L
	Yau Hiu Kiu Katherine	4F	Chan Yuet Rachel	2S
	Wong Hiu Lam Vanessa	4F		

2014-15 全港學界閃避球分區挑戰賽港九區女子組

		1st Runner-up		
Members:	Shiu Chui Ying Didi	5T	Wong Hiu Lam Vanessa	4F
	Ng Pui Yee Sarah	5T	Tiu Ka Nam Sharon	4F
	Cheng Yu Ting Mini	5M	Ching Yan Yi Angel	4F
	Lui Hoi Man Natalie	5J	Lo Hoi Ting Siobhan	3M
	Yuen Cheuk Ying Kitty	4F	Cheung Kwan Ying Meko	3L
	Yau Hiu Kiu Katherine	4F	Chan Yuet Rachel	2S

Hong Kong Squash League 2013/14

Division L2 HKCC L1	1st Runner-up	Lai Tiffany Hoi Jun	4A
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2014 Tuen Mun District Squash Competition

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

Members:	Mok Wing Yin Maggie	5J	Cheng Po Sing Lucky	2S
	Fong Long Hei Chloe	4B	Li Ching Yan Yammie	2M
	Tsui Yee Man Chris	4A	Kong Yuen Kiu Phoebe	2M
	Ng Hoi To Tobi	3M	Loo Nga Nam Skylar	2G
	Lam Lung Linda	2S	Lam Yan Ching Tiffany	2G
	Kwong Yuen Ming Yumi	2S		

Visual Arts Awards**中西區交通安全運動 2014-2015 海報設計比賽**

中學組	最佳學校參與獎	聖嘉勒女書院	
	冠軍	梁文琛	4D
	亞軍	何家楊	4B

2014 徐悲鴻盃國際青少年兒童美術比賽

初中組	貳等獎	黃學君	5M
		郭己嵐	2S

第十五屆芳草杯青少年書畫大賽

中學國畫組	特獎	郭己嵐	2S
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The Wharf Hong Kong Secondary School Art Competition 2014-15**Outstanding Performance**

Katherine Yau	4F
Niki Luk	6A

“星星河”全國少年兒童美術書法攝影大賽

特等獎	鄧雅麗	6Pa	黃學君	5M				
壹等獎	梁文琛	4D	樊芷榆	4B	廖珮閔	3T	周悅霖	3M
	董琬晴	3L	李敏華	3L	郭己嵐	2S	崔煒堯	5J
貳等獎	譚芷筠	6A	羅芷欣	6Pa	李雯慧	6Pa	鍾天慧	6Pa
	冼殷穎	6Pa	鄭宇婷	5M	李海琦	3T	黃立初	3M
	王銘湘	3L	吳苑彤	3J	關藹文	3J	蔡雅思	2M
	陳嘉琪	2G						
叁等獎	潘韻姿	5T	陳君雅	5T	陳鋹婷	5J	郭曉晴	4B
	何家楊	4B	李玉珠	3T	梁天怡	3T	林麗君	3T
	郭雄君	3T	馮詠彤	3T	廖旨翹	3M	陳安琪	3M
	吳凱菱	3L	吳靜媚	3J	何焯瑩	3J	張舒婷	3J
優秀獎	鐘詠兒	5L	梁家寶	4F	蕭沛俞	4D	香琛怡	4D
	葉奐廷	3T	杜珮瑩	3M	袁漾曦	3L	彭紀兒	3L
	周悅寧	3L	梁洛研	3J				

第三十三屆日本中國國際書畫大賽

少年組	銀獎	郭己嵐	2S
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「錄像藝術評賞與創作資優培育計畫—中港環保社會」

徵文比賽	大獎	陸思伶	6A
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你想的海濱圍欄設計比賽

中學組	季軍 優異獎	林麗君	3T
陸思伶	6A	莫可瑜	2G
譚芷筠	6A	關凱晴	1A
崔煒堯	5J	陳慧嵐	1B
潘韻姿	5T		
上海國際青少年書畫攝影大賽			
繪畫組	特等獎	郭己嵐	2S
少年國畫組	金獎	郭己嵐	2S
2015 「奔向未來」繪畫比賽 (亞太區)			
	貳等獎	何家楊	4B
		邱曉僑	4F
	叁等獎	陳君雅	5T
		潘韻姿	5T
	優異獎	許樂彤	4A
		劉敏行	4F
		譚芷誼	4F
		陳鋈婷	5J
		鍾慧欣	5J
第六屆全港學界書畫比賽			
書法(中學組)	叁等獎	郭己嵐	2S
國畫(中學組)	叁等獎	郭己嵐	2S
第六十五屆全港青少年書畫大賽			
國畫中學組	優異獎	郭己嵐	2S
第一屆經典杯書法比賽			
	優異證書	郭己嵐	2S
西區警區睦鄰守護計劃滅罪宣傳海報設計比賽			
	亞軍	鄧雅麗	6Pa

Other Awards

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

Inter-school Dreamcrafter Competition 2014

1st Runner-up	Leung Miu Ying Miumiu	4B
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Junior Police Call

2014 Best Participating JPC School Club

Western District	Champion	All JPC members
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Hong Kong Red Cross

Hong Kong Red Cross Outstanding Youth Competition (HK Island Division)

Top 10 Outstanding Youths of HK Island Division	Lok Wan Wai Natalie	6J
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Hong Kong Red Cross Western District Nursing Competition**1st Runner-up**

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

City orienteering competition (城市追蹤)**2nd Runner-up**

Cheng Yuk Ping Kate	5J
Lai Hiu Lam Ellen	5T
Lee Pui Wing Emma	3T
Lam Tsz Ching Michelle	3T

Hong Kong Red Cross (Youth & Volunteer Department)**Honorary Badge**

Lai Hiu Lam Ellen	5T
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Hong Kong Red Cross Western District First-aid Competition**1st Runner-up**

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

2014-2015 Hong Kong Red Cross Drill Competition**Champion of Open Category**

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

Best Guard of Honour

Yuen Hoi Yan Jamie	4B	Chen Yi Chen Coco	3J
Lee Yee Ching Letitia	4B	Kwok Hoi Lam Hebe	2G
Lee Pui Wing Emma	3T	Chan Ka Yu Canny	2R
Lam Tsz Ching Michelle	3T	Ng Alexandra	2S
Li Yi Nam Gloria	3M	Kwok Yung Yung Yoyo	1A
Wong Hin Lam Jennifer	3J	Choy Hiu Kei Crystal	1A
Ma Zheng Sen Maxine	3J		

Best Commander

Lai Hiu Lam Ellen	5T
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公益少年團**公益少年團獎勵計劃****二等榮譽級**

周怡	6J
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三等榮譽級

林靖芯	6Pe
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麥之齡	5T
-----	----

高級獎

林靖芯	6Pe
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麥之齡	5T
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傑出團員韓國交流團**中西區中學代表**

麥之齡	5T
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Volunteer Movement Service Award**Silver Award**

Lo Hoi Ying Karen	5J	Pang Chui Ying Aster	5J	Lai Lok Yiu Carol	5L
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Bronze Award

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

IX. Financial Reports

Financial Summary 2014/15 (Unaudited Report)

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

Accumulated Deficit as at 31 August 2015

-332,686.50

X. Future Planning

The 2 Major Concerns for 2015-2016 will be:

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

Focus I : Enhancing students' positive self-concept

Focus II : Helping students to realize that each individual is valuable

Focus III : Developing students' "can do" attitude

Focus IV: Building a positive classroom culture/climate

Focus V : Fostering home-school co-operation

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

Focus I : To implement self-directed learning

Focus II : To strengthen teachers' IT competence

Focus III : To enable students to become more resourceful and active

Expenditure of Grants

A. Use of Capacity Enhancement Grant (CEG)

Starting from the school year of 2000-01, the school has received a CEG from EDB every year to help relieve the workload of teachers so that they will have an 'enhanced capacity to concentrate on the critical tasks in the education reform'.

In 2014-15, the sum of CEG received, which included also the yearly Funding, was \$557,148.00 with \$257,423.35 carried forward, thus with a total of \$814,571.35. To relieve teachers' workload, the fund was used mainly for employment of teachers. The surplus of \$ 255,819.62 would be carried forward to the year 2015-16.

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

Use of Capacity Enhancement Grant (CEG)

	\$	\$	\$
	Income	Expenditure	Surplus / Deficit
	557,148.00		
Employment of Teachers		444,218.73	
Employment of Tutors		30,338.00	
Course Fee of AES		84,195.00	
Surplus C/F to 2015-2016			255,819.62

B. Use of Enhanced Senior Secondary Curriculum Support Grant (SSCSG)

Starting from the school year of 2012-13, the school has received an Senior Secondary Curriculum Support Grant flexibly for recruiting teachers or teaching assistants, and buying services and learning and teaching materials to facilitate the implementation of the NSS curriculum.

In 2014-15, the sum of SSCSG received, which included also the yearly Funding, was \$621,144.00 with \$242,731.96 carried forward, thus with a total of \$863,875.96. To relieve teachers' workload, the fund was used mainly for employment of teachers. The surplus of \$ 370,842.26 would be carried forward to the year 2015-16.

Use of Senior Secondary Curriculum Support Grant (SSCSG)

	\$	\$	\$
	Income	Expenditure	Surplus / Deficit
	621,144.00		
Employment of 2 Teachers		428,971.71	
Employment of 2 Teaching Assistants		64,061.99	
Surplus C/F to 2015-16			370,842.26

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

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

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

Use of School-based After School Learning & Support Grant			
	\$	\$	\$
	Income	Expenditure	Surplus / Deficit
	38,400.00		
(A) Dance Class		1,600.00	
(B) Instrumental Classes		4,500.00	
(C) Sports Classes		6,600.00	
(D) Leadership Training Program		34,520.00	
Surplus C/F to 2015-2016			24,682.00

Remarks: The deficit will be covered by the balance of pervious year.

D. LSGSS (Learning Support Grant) 2014-15 Report

	Item	Quantity	Organization	Date	Target Group	Aim	Evaluation	Estimated Budget (\$)	Actual Expenses (\$)
1	Speech Therapy Training	15 sessions	Speech Support Centre	16 th Mar. – 3 rd June	3 SEN student	To help SEN students improve their speaking and communication skills	Attendance rate ~93% All participants have shown improvement. They were more willing to express themselves and showed improvement in voice volume and eye contact.	8 000	30 000
2	English Study Skills Training Workshop	8 sessions	Speech Support Centre	19 th Mar – 21 st May	1 SEN student 1 S1 student 2 S2 student	To help students who are weak in English build up a stronger English foundation	Attendance rate 88% – 100% All participants were attentive. Few of them were quite active during lesson and willing to lead the discussion in class.	8 000	8 880
3	Chinese Study Skills Training Workshop	8 sessions	Speech Support Centre	25 th Mar – 20 th May	3 SEN student	To equip SpLD students with Chinese study skills and to improve their comprehensive skills	Attendance rate 100% All participants were attentive in class. Improvement was shown among them, especially for a S2 girl who had significantly improved in Chinese comprehension.	8 000	7 800
4	Executive Functioning Training Workshop	10 sessions	Caritas Life Zone	13 th Apr – 7 th July	5 SEN student 2 S2 students 1 S1 student	To enhance students' social skills, self-management skills and communication skills.	Attendance rate 80% – 100% Positive feedback was received. All participants were actively participated. Students practiced skills learnt in the workshop in two outing activities.	22 000	27 234
5	Summer Training Workshop on listening, speaking,	5 sessions	Speech Support Centre	10 th Aug – 25 th Aug	3 SEN student 1 S1 student	To enhance students' organization skills and study skills in Chinese	Attendance rate 0% – 100% One of the participants failed to attend the workshop due to the clash with her private tutorial. While the other	15 000	16 500

	reading & writing						participants were actively participated. From tutor's feedback, students' communication skills and expression skills		
6	Learning Buddy Program	58 hours	School	June	5 SEN students	To provide SEN students afterschool tutorial in helping them prepare for examination	Attendance rate 100% All participants were active and engaged in the tutorial. They would prepared questions or learning problems for the tutorial and sought help from our graduated S6 tutors.	10 000	8 700
7	Training Tool & Materials				All SEN students	To assist the training to SEN students, such as social skills, communication skills.	Have used for few times by Big Sisters and SSW. Those tools could facilitate the communication among players	2 000	1 373.2
								Total:	100 487.2

E. DLG (Diversity Learning Grant) Report 2014-15

Program title	Objective(s)	Target(no./ Level/ selection)	Duration/ start Date	Deliverables	valuation	expenditure
Mathematics enhancement program for S4 Maths Elite	To foster higher order thinking skills through small group discussions on challenging questions.	<ul style="list-style-type: none"> ● 12 students ● S4 students ● Nominated by Mathematics Department and students with highest score in the examination 	8 lessons in 7 months Started from 20 Nov (around 1-2 lesson per month) 1.5 hr x 8	Mathematics tasks are discussed during the lesson, and assignments are given	<ul style="list-style-type: none"> - The attendance of students was high (95%) - In general most students agreed that they are more confident in handling various kinds of mathematical questions. - However, students comment that the tutor changes too often. 	Tuition fee : 6480 (Be with you program education organization)
Mathematics enhancement program for S5 Maths Elite	To foster higher order thinking skills through small group discussions on challenging questions.	<ul style="list-style-type: none"> ● 12 students ● S4 students ● Nominated by Mathematics Department and students with highest score in the examination 	8 lessons in 7 months Started from 18 Nov (around 1-2 lesson per month) 1.5 hr x 8	Mathematics tasks are discussed during the lesson, and assignments are given	<ul style="list-style-type: none"> - The attendance of students was high (85%) - However students believed that the presentation skills of the tutor require enhancements and the class can be conducted in a more interactive way. 	Tuition fee : 6480 (Be with you program education organization)

Program title	Objective(s)	Target(no./ Level/ selection)	Duration/ start Date	Deliverables	valuation	expenditure
School-based pull out training course on Olympics Mathematics Skills Workshops	To further develop students' critical and logical thinking in Mathematics	<ul style="list-style-type: none"> ● 19 students ● S2-4 students ● Nominated by Mathematics Department , and,students with highest score in the examination 	8 lessons in 3 months Started from 9 Oct (around 2-3 lesson /month) 1.5 hr x 8	Questions related to Olympics Mathematics was explored and discussed in class	<ul style="list-style-type: none"> - The attendance of students was high (95%) - Students agreed that the training allow them to have higher level of critical thinking skills in Mathematics. - The organization also reported that our students are attentive and engaged 	Tuition fee : 8190 (HK Mathematical Olympiad Association)
Chinese enhancement program for S4	To foster students presentation, organization, analytical skills in composition writing.	<ul style="list-style-type: none"> ● 12 students ● S4 students ● Nominated by Chinese Department and students with highest score in the examination 	8 lessons in 7 months Started from 20 Nov (around 1-2 lesson per month) 1.5 hr x 8	Students were asked to explore various writing skills, explore the application of frameworks in class. Essays were esubmitted after class, the essay is marked by the tutor.	<ul style="list-style-type: none"> - The attendance rate is fair (78%) - Students agreed that the training allow them to explore various writing skills in more in-depth manner, and they claimed that the experience allows them to achieve better performance in the internal assessment. - However they also recommended that the content can be more difficult to allow further sketch of their potential. - Students indicated interested in other forms of practice including oral practice. 	Tuition fee : 6480 (Be with you program education organization)

Program title	Objective(s)	Target(no./ Level/ selection)	Duration/ start Date	Deliverables	valuation	expenditure
Chinese enhancement program for S5	To foster students presentation, organization, analytical skills in composition writing.	<ul style="list-style-type: none"> ● 15 students ● S5 students ● Nominated by Chinese Department ● and students with highest score in the examination 	8 lessons in 7 months Started from 18 Nov (around 1-2 lesson per month) 1.5 hr x 8	Students were asked to explore various writing skills, explore the application of frameworks in class. Essays were submitted after class, the essay is marked by the tutor.	<ul style="list-style-type: none"> - The attendance rate is low (59%) due to frequent clashes with other after school activities. - Students agreed that the program allow them to enhance their writing ability - Yet they believe that, the tutor should have better presentation skills to further enhance learning efficiency 	Tuition fee : 6480 (Be with you program education organization)
Pull out leadership training program for prefect Boards	To help students leader to sharpen leadership skills and to increase their efficiency when carrying out their duty	<ul style="list-style-type: none"> ● 4 students ● PB exco members 	A series of training	workshops, lectures, sharing, small group activities, project and presentation	<ul style="list-style-type: none"> - Students agreed that the experience allow them to widen their horizon and are able to cooperate with and exchange idea/ experience with students' leaders from other schools. - They have learnt more about the importance of consultation and effective communication. 	\$2400 (the HK confederation of youth)

Program title	Objective(s)	Target(no./ Level/ selection)	Duration/ start Date	Deliverables	valuation	expenditure
Pull out leadership training program fro Student Union	To help students leader to sharpen leadership skills and to increase their efficiency when carrying out their duty	<ul style="list-style-type: none"> ● 2 students ● SU (chair and vice Chair) 	A series of training	workshops, lectures, sharing, small group activities, project and presentation	<ul style="list-style-type: none"> - Students claimed that they are exposed to more creative ideas which are beneficial for the planning of activities. 	\$1200 (the HK confederation of youth)
Applied Strategic thinking workshop for s5 ALs and cream of subjects	To help ALs and other high achievers (i.e. Cream of subjects) to better prepare for the public examination and the future path- esp more information about overseas education- esp on highly competitive programs.	<ul style="list-style-type: none"> ● 16 students ● S5 ALs and Cream of subjects ● Nominated by the Gifted Ed. Committee 	1 workshop 4 hours	Students were given data from the jupas of various years, and information related to the admission requirements from various local and overseas institutions.	<ul style="list-style-type: none"> - The attendance rate is low (56%) due to clashes with a few inter-school competitions. - Majority of the participants agreed that have better understanding on the key factors in implementing my study plan. - Most also claimed that they are more aware of various options and platforms to study overseas in the future. - Most agreed that the organization has through understanding on the topic and are able to provide detailed information. - Students were attentive. 	Fee: 4900 (Edvenue Limited)

Program title	Program Description	Usage	Remarks	expenditure
Other Programs - HKDSE (ERS)	Joint School Network Program in HKDSE ERS	For the employment of teachers to share out the additional teaching load directly arising from offering this program	<p>The program</p> <ul style="list-style-type: none"> ➤ has been jointly organized by Hong Kong Tang Keng Po College Holy Family Canossian College & St. Clare's Girls' School ➤ aims to enhance the subject choices of students by offering courses for S5 to S6 students who are interested in taking Ethics & Religious Education as one of their elective subjects ➤ gives chances to teachers to share professional knowledge and teaching strategies, hence, help students prepare well for HKDSE ERS Exam in the year 2016 and 2017. ➤ helps create peer learning community among teachers and students in the teaching and learning of ERS 	HK\$ 50965

F. CLP (Career Life Planning) Grant Report 2014-15

Objectives	Strategies	Monitoring/Evaluation:	Allocation of the CLP Grant
1. To provide guidance to students to make a well-informed choice in future pathways.	<p>Interview preparation talk and mock practice are arranged to equip students with the necessary skills in attending university interviews</p> <p>--- a talk is given to all S6 students to explain the purposes of the university interviews, the appropriate skills and mindset for the interviews and the way to conduct self-introduction;</p> <p>-- small group mock interview practice workshops are provided for interested students.</p>	<p>Keeping contact with the service provider on the contents of the talk and the logistics of the mock interview practice is done before the activity.</p> <p>Feedback from teachers:</p> <ul style="list-style-type: none"> ■ The contents of the talk can meet the needs of students and are helpful to students in preparing university interviews ■ The instructors of the mock interview are experienced and they can give prompt feedback to students to improve their performance ■ Instead of arranging the mock interview practice workshops on Saturday morning, it is suggested to arrange the sessions after school. It is believed that this arrangement would be more convenient to students. 	<p>CLP Grant used : \$ 25400 (to purchase in-school service by service provider)</p>
2. To broaden students' perception on the world of work.	<p>Two interlocked class-based WPD lessons are arranged for all S2 students with the following aims</p> <ul style="list-style-type: none"> - let students understand the fundamental elements of Career and Life Planning; -to assist students to have better understanding of different job nature and the requirements of different occupations; -to equip students with the right mindset to make decisions for themselves and to help them find the direction of their career path. 	<p>Discussion with the service provider was held to discuss the contents of the lessons and to set up the routine. Before the start of the 1st WPD lesson, our career teacher gave an introduction of career planning to each class . Each class was looked after by their class teachers and career teacher. They helped to monitor and facilitate the progress of the lessons.</p> <p>The following are the feedback of students and teachers. The information was easy to understand. The materials were at appropriate level of difficulties for students. The company staff possessed effective presentation skills and students were engaged. It was indeed a good experience for our S2 students and it stimulated their interests and curiosity in the world of different occupations. The result of students' feedback is attached in appendix 1.</p>	<p>CLP Grant used : \$ 22000 (to purchase in-school service by service provider)</p>

Objectives	Strategies	Monitoring/Evaluation:	Allocation of the CLP Grant
<p>3. To understand more about the actual job market.</p>	<p>To arrange career-related activities for S5 students on Life Wide Learning Day</p> <p>--- a whole day job shadowing activity run by VTC at the T-Hotel (28 S5 students)</p> <p>--- to participate in career simulation activities provided by Career Live, (職業體驗遊戲™) which is run by St. James Settlement (75 S5 students)</p> <p>In the Career Live activity, students need to wear genuine working uniform and work as a staff member in different jobs. They need to use professional equipment and tools to finish the assigned duty. After their work experience, students will enjoy a video clip about various industries, to understand the situations, requirements and characteristics of different jobs through the sharing of workers. Students will also engage in group debriefing, in which they can reflect on their own interests, abilities and gains, so that they can to set up a goal in life planning.</p>	<p>Students were required to complete both pre- task and post-task worksheets.</p> <p>Briefing was conducted to explain the objectives of the activity.</p> <p>Evaluation was done after the meeting. The overall comment was good. Students were more aware of the needs to do career planning earlier and to equip themselves with the skills needed in some jobs.</p> <p>Furthermore, the Life Wide Learning Day evaluation done by the ECA committee showed that the average score of the question, “The activity enabled students to gain learning experiences that are difficult to attain through classroom learning”, is 4.7 out of 5. This reflected that the activity was successful to in enriching students’ career-related experience.</p>	<p>CLP Grant used :</p> <p>T-Hotel : \$8288</p> <p>Career Live : \$15310</p>

Objectives	Strategies	Monitoring/Evaluation:	Allocation of the CLP Grant
<p>4. To expand the capacity of the school and the responsible teaching team so as to bring about a paradigm shift from career information dissemination to implementation of more life planning education elements in a holistic and systematic manner.</p>	<p>To employ 1 full time teacher and 0.5 full time teaching assistant so as to expand the capacity of career teachers so that the service of career guidance committee can be further enhanced. The new services provided include</p> <ul style="list-style-type: none"> ■ Setting up the framework and proposal of CLP curriculum ■ Tailored-made school based WPD lesson materials were either revised or enriched (at S1) ■ To organize a small scale alumni mentorship programme as a pilot scheme. ■ To organize career-related activities across the whole level on the school's Life Wide Learning Day ■ Individual guidance service was strengthened ■ More importantly, we started to develop a whole school approach of CLP education and tried to bring a paradigm shift to teachers in CLP. ■ To coordinate with committees and academic panels in organizing suitable CLP activities which are in line with the school's CLP framework (committees and panels concerned include English, Maths, LS, BAFS, VA, Science, Religious Education, ECA Committee, Gifted Education Committee and RME Committee) 	<p>After a year of work, the understanding of CLP among teachers was enhanced.</p> <p>Teachers knew that CLP connects with the school's curriculum components, and through its implementation, students could be equipped with the knowledge, skills and attitudes to make wise choices in accordance with their interests, abilities and orientations.</p> <p>In the coming year, committees and academic panels are encouraged to continue to organize suitable CLP activities.</p>	<p>CLP Grant used :</p> <p>\$ 401300</p>

End of Report