

ST. Clare's Girls' School

聖嘉勒女書院



Annual School Report
2015-2016

I. Our School



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

A. School Philosophy

“CLARE” means “BRIGHT LIGHT”

A LIGHT A BEACONTo guide our Clarians



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

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

B. Vision and Mission

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

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

C. School Sponsoring Body & Brief History

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

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

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

D. School Management

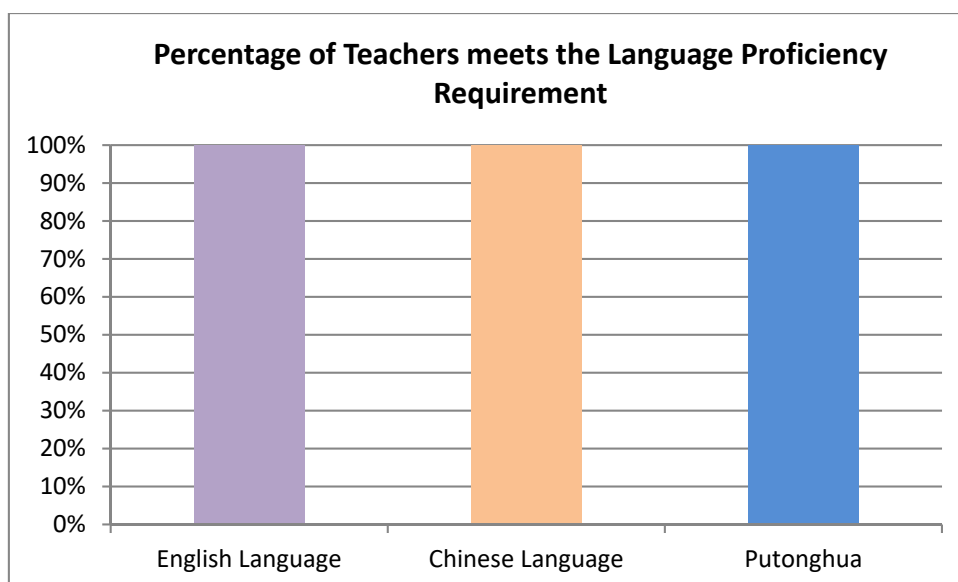
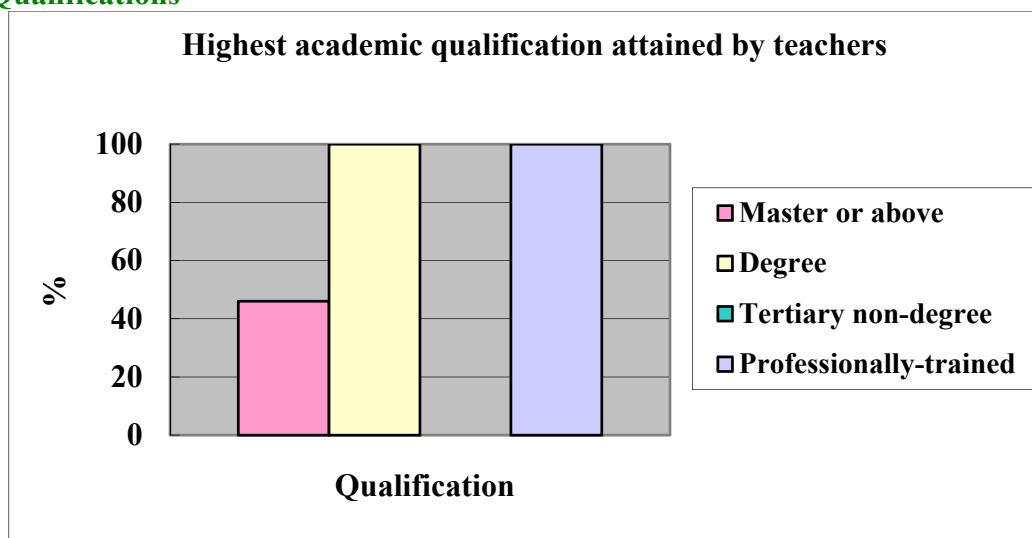
1. Members of the Incorporated Management Committee

Ms. Wong She Lai, Shirley	School Supervisor, Chairman
Ms. Lau Fung Yi, Lucia	School Principal, Ex-official Member
Sr. Catherine Ni	School Sponsoring Body (SSB) Manager
Sr. Nancy Mak	SSB 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
Sr. Margaret Ho	SSB Alternate Manager
Ms. Cheung Sau Man ,Susanna	Independent Manager
Ms. Cheung Oi Man Amelia	Alumni 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

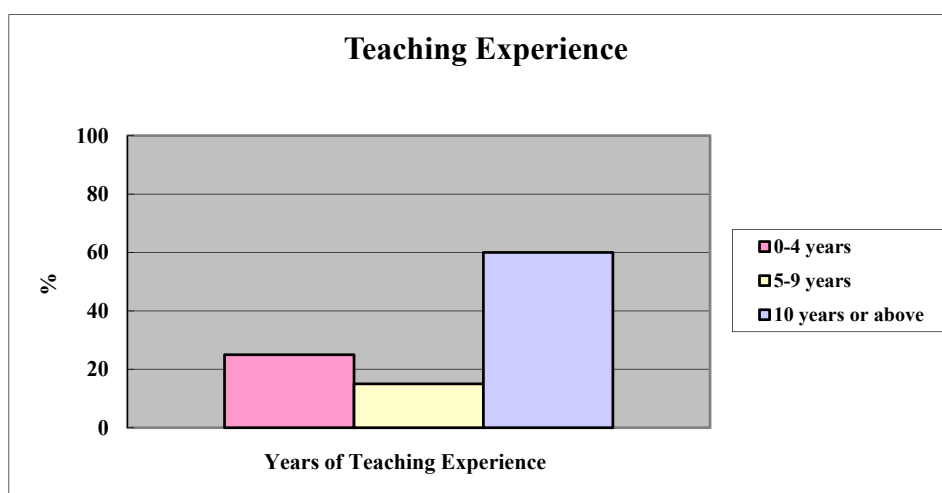
E. Our Teachers

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

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

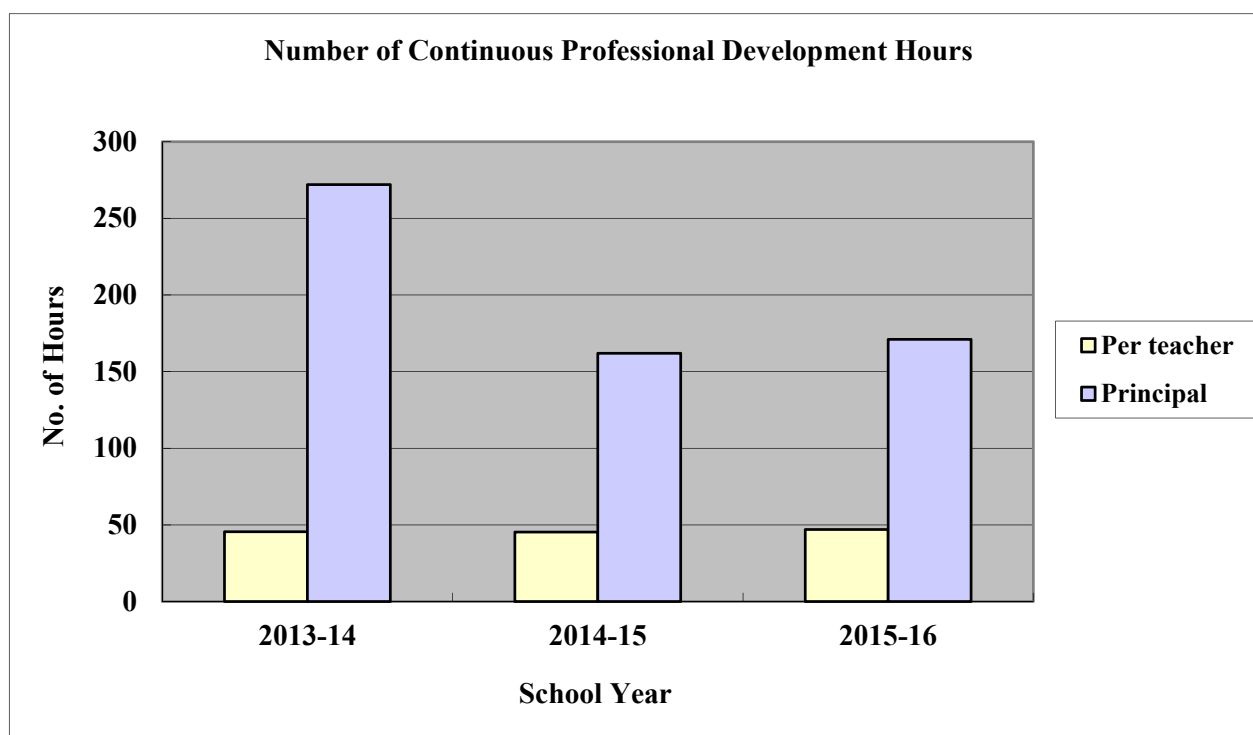
- a. Self-directed learning strategies
- b. I.T. in teaching
- c. Effective communication skills with parents.
- d. Mediation Skills workshop

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

II. Professional Learning Community

Class based Lesson study had been conducted in the first term. Teachers found the experience beneficial to the betterment of L & T. They also agreed that students were more active in learning. Self-directed Learning (SDL) Mentorship groups were held in the second term for teachers to try out different SDL strategies and incorporate the skills in lessons, assignments and co-curricular and extra-curricular programs. From lesson demonstration by teachers, the incorporation of SDL skills in teaching was carried out. Follow-up meetings and sharing of materials were organized. The materials would be documented for reference. Teachers' responses are positive. They agreed that they have more knowledge and skills on how to conduct SDL.

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 "Developing KS3 Students' Self-directed Learning in English Literacy Skills Development through Promoting Assessment as Learning,(HKU) "Professional Development School in L.S "(EDB), "School-based Support Services" (EDB)



F. Our Students

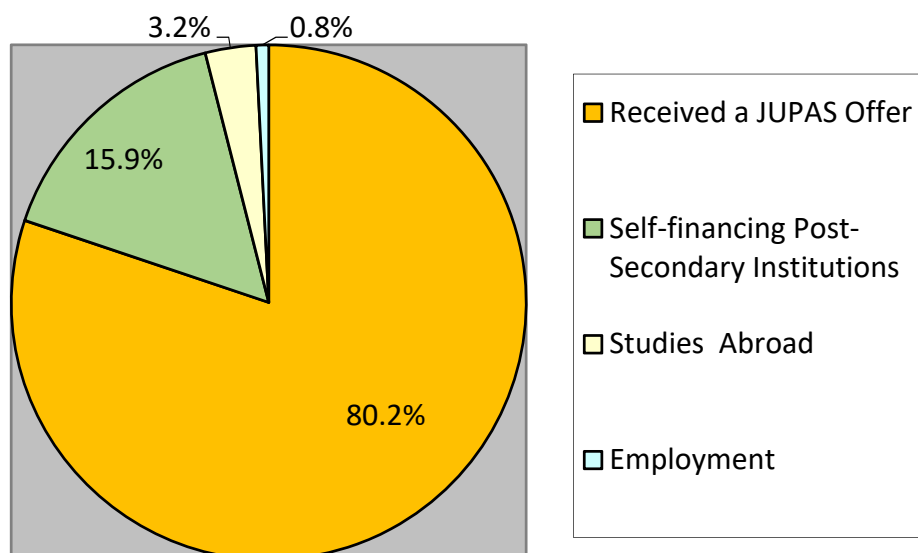
1. Number of Students and Class Structure

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	4	4	4	24
No. of Students	127	122	132	132	128	126	767

2. Students' Attendance

Level	S1	S2	S3	S4	S5	S6	Average
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 %
2015-16	99.0%	98.8%	98.7%	98.1%	98.1%	96.7%	98.3%

3. Destination of S6 Graduates



II. Achievements and Reflection on Major Concerns

Major Concern I

To foster students to be confident, positive and respectful
Focus I: Enhancing students' positive self-concept by: <ol style="list-style-type: none"> helping them to understand their strengths and weaknesses through participating in related activities during WPD and CTP time and using reflective tools equipping students with the know-how to manage emotions
Achievements
<ul style="list-style-type: none"> ➤ Students have been well-aware of their strengths and weaknesses <ul style="list-style-type: none"> - With the implementation of class-based activities and WPD programs (e.g. teaching of soft skills by ECA Committee), Students' Survey on MC1 and class teachers' observation, students (86.1%) across all levels agreed they had a clearer understanding of their strengths and weaknesses with an average score of 2.89 out of 4. With reference to APASO results, students' scores in most domains of Self Concept were higher than or similar to Hong Kong norm. - Student Guidance Committee had organized a series of WPD activities and workshops on self-concept for all forms. Topics were knowing emotions, peer relationships, positive thinking, stress management and positive self. ➤ Students have displayed a positive attitude towards themselves by engaging in collaborative and peer support activities <ul style="list-style-type: none"> - Most students (74.2%) displayed a positive attitude towards themselves through their participation in different activities e.g. School Picnic and Open Day. Health and Environmental Education teachers observed that S6 students had showed a positive attitude towards themselves in the program Physical & Psychological Preparation for Public Exams. ➤ Students have applied positive psychology strategies to manage their emotions <ul style="list-style-type: none"> - From the student survey: More than half (63%) of students managed to apply positive psychology strategies to manage their emotions. APASO – Situation Control of Stress Management: all forms scored higher than or similar to Hong Kong norm. Students were equipped with the know-how to manage their emotions as reflected in Teachers' Survey.
Focus II : Helping students to realize that each individual is valuable by: <ol style="list-style-type: none"> learning from role models and Bible characters/scriptures/teaching knowing the lives of people from different walks of life in society organizing activities that can help students to treasure life
Achievements
<ul style="list-style-type: none"> ➤ Students have been inspired by the understanding that life is full of possibilities and they can tackle difficulties with life skills <ul style="list-style-type: none"> - From the student survey, more than two thirds of students (71.9%) agreed that they had learnt from role models from various fields that life is full of possibilities. This is reflected by the following: - Almost all panels used role models in class to raise students' awareness that everyone is unique in their own ways and valuable no matter what jobs they do as each person contributes to society in different ways. - Religious and Moral Education Committee: a series of programs were organized, such as a talk by cancer survivor from Cancer Foundation Fund; a talk on World Refugee Issue and sharing by Social Workers across Borders. Students were all inspired that life is full of possibilities.

<ul style="list-style-type: none"> - Health and Environmental Education Committee: for S.4 & 5, a talk on animal rights was organized to help students to treasure life. - Community Service Committee: for S.5 students, through the service to 6 target groups and a video show, their feedback indicated that they had understood the difficulties these people have and realized that life is full of possibilities. - Civic Education Committee: teachers observed that students were engaging in the campaign of Count Your Blessings in which students reflected on the disadvantaged groups in society. - From the student survey (81.2%) & (75.3%) indicated that students can tackle difficulties with life skills and had participated in activities to learn to treasure life. <p>➤ Students have learnt and practiced ways to take care of their physical, mental and social health</p> <ul style="list-style-type: none"> - Physical Education: student's average score of the fitness test is 3.5 out of 5 (70%). The results are satisfactory. - 80.4% of students across all levels agreed that they had taken care of their physical, mental and social health through fitness exercise in PE lessons, ECA participation, WPD workshops on interpersonal skills and stress management. The results are satisfactory.
<p>Focus III : Developing students' "can do" attitude by:</p> <ul style="list-style-type: none"> a) broadening their learning experience b) refining goal-setting strategies
<p>Achievements</p>
<p>➤ Refining goal-setting strategies – students have learnt how to set and refine goals</p> <ul style="list-style-type: none"> - S.1-3 CTs taught students to set short-term and long-term goals on personal growth with the materials prepared by SG. It is reflected in student Survey that 76.3% of students indicated that they had set short-term and long-term goals. Goals were refined after midterm evaluation. S.4 students refined and monitored their goal setting. - Extra-curricular Activities Committee: chairpersons and vice chairpersons in clubs, societies and student working groups set goals in leadership, conducted an evaluation and refined their goals - APASO – Goals of Life on Goal Setting (set achievable goals, realistic timetable, using goals as a guide to my actions etc.): except S.1, all of the scores were similar to Hong Kong norm. It shows that they have a direction of life and are confident that they can achieve their goals set. <p>➤ Students have been able to accomplish at least one new task that they found challenging</p> <ul style="list-style-type: none"> - APASO – Stress Management, Self-Encouragement: S.2 scored slightly higher while the other levels were similar to Hong Kong norm. - Aesthetic Development: new interest groups of A Capella, magic, rope skipping were organized. - Physical Education for S.1, 4 – 5, new skills were taught. 97% of students could do a new task, 50% could do two or above. - Music: S.1-3 presented music pieces and songs in new performance combination. - Mathematics: set open-ended and challenging questions for students. - English: students in all forms worked in pairs or small groups to teach their classmates different things (peer-tutor). - Integrated Science: S2 brainstormed and set investigative questions for I.S. project themselves. - B.A.F.S.: S3 designed B.A.F.S. games for the Game Day. - Chemistry: students participated in Chemistry Olympiad Competition. - Economics: S5 joined the CUHK Youth Economic Forum Program.
<p>Focus IV : Building a positive classroom culture/climate by:</p> <ul style="list-style-type: none"> a) giving praise and recognition b) building up students' interpersonal skills c) enhancing the role of class teachers and the effectiveness of the class teacher period

<p>Achievements</p> <ul style="list-style-type: none"> ➤ Teachers have given praise, recognition and constructive feedback <ul style="list-style-type: none"> - From teacher survey, 100% of teachers gave praise, recognition and constructive feedback to students (e.g. displayed good work of students, gave verbal praises). The Homework Inspection Form was revised to strengthen constructive feedback elements in assignments. - From student survey, 70.5% of students agreed that they had received more praise and constructive feedback from teachers. - 11 panels involved parents in the assessment of students' work (e.g. parents writing feedback, comments and words of encouragement). - CT evaluation: CTs across all levels made more sunshine calls. ➤ Positive class morale was built <ul style="list-style-type: none"> - From teacher survey, 97.8% of teachers agreed that they had used various ways such as secret angels, buddy program, more effective use of bulletin board and award system. - From student survey, 88.7% of students felt comfortable, accepted and had a sense of belonging to the class. ➤ The use of the Class Teacher Period (CTP) has been reviewed and revised <ul style="list-style-type: none"> - According to Class Teachers' feedback, the CTPs were useful - WPD evaluation: teachers' feedback showed that CTPs were useful and effective. - SG: tailor-made materials were devised and uploaded for CTs to use in CTPs. ➤ Good practice of how to be effective and caring CTs has been shared <ul style="list-style-type: none"> - From teacher survey, 95.8% of teachers agreed that they had become more aware of their roles as CTs; 91.6% of teachers shared good practices with other CTs during staff meetings. ➤ Students' interpersonal skills were built <ul style="list-style-type: none"> - CT evaluation: all forms organized different activities such as school picnic and some class-based/level-based activities which had included components of interpersonal relationships. - APASO – Attitude to School – Social integration & Teacher-student relationship: all scores were similar to Hong Kong norm, showing that students had learnt how to get along well with other students in class. 	<p>Focus V: Fostering home-school co-operation by:</p> <ul style="list-style-type: none"> a) holding workshops / sharing sessions for class teachers to improve their effective communication with parents b) increasing parent's knowledge of Career and Life Planning c) enhancing the effectiveness of parents' days
<p>Achievements</p> <ul style="list-style-type: none"> ➤ Class Teachers have learnt and practiced effective communication with parents <ul style="list-style-type: none"> - SPD – 85% of teachers learnt skills on effective communication with parents from a guest speaker. - From teacher survey, 97.9% of teachers reported that they had learnt and practiced effective communication with parents. ➤ Opportunities have been given to parents to get involved in students in CLP <ul style="list-style-type: none"> - More opportunities were given to parents to get involved in students' CLP. For example, more Parents' Days and thematic talks were organized; S.3 parents were involved in WPD subject selection session, leaflets of information on CLP were given to parents on Parents' Day in Feb and so on. Oral feedback from parents was positive and they welcomed such information. - S.5 CT evaluation: CLP programs were informative and well-received. - From teacher survey, 97.9% of teachers agreed that they had more opportunities to engage parents in matters related to CLP and school life. - PTA AGM talk by Ms. Smile Cheung on parents' role in teenagers' CLP received positive feedback from parents. 	

- Parents' Days have been fine-tuned
 - One more Parents' Day was organized for each level at the beginning of the school year.
 - From teacher survey, 89.6% of teachers agreed that the Parents' Days were useful after fine-tuning.
 - Parents' Day: level-based Parents' Days were well-received.
- Prize presentation was organized in October, December, March and May. Parents joined 3 out of 4 of the morning assemblies.

Reflection on Major Concern I:

To foster students to be confident, positive and respectful.

Strengths:

- Students have become more confident as reflected by the following:
 - They learnt to take leading roles in posts of responsibilities.
 - They had developed a 'can do' attitude since the goal-setting strategies had been done satisfactorily
- Students have become more positive and respectful as reflected by the following:
 - Students realized that each individual is valuable and has a different role to play
- Higher class morale was displayed in each class through teachers giving more praises, recognition and positive feedback to students. By attending a related workshop and sharing among teachers regarding good class teacher practices, teachers had a good grasp of the strategies and will continue the good practices in the coming year.
- Students showed that they had learnt and practised good interpersonal skills through different school-based activities.

Areas of Improvement:

- More opportunities should be given to students to take up more challenges so as to equip them with the necessary skills, attitudes and values. They should be taught higher levels of reflection so as to internalize what they have learned and enhance their generic skills.
- Students could show more respect towards each other's individuality so as to get along well with each other in their family, school and society at large. Therefore, they will need to learn to be more sensitive to people's needs and in particular the needs of the disadvantaged and needy in society. In such way, they will engage themselves more proactive in connecting with people with diverse backgrounds, especially in school with Non-Chinese speaking students and students with special education needs.
- Also, students will also have to know more about the roles and responsibilities of different jobs so as to help them to be understanding and to appreciate others.
- With the celebration of the 90th Anniversary in the coming year, students would be given more opportunities to work with others to further sharpen their interpersonal skills.
- As students in general have shown a direction of life, it is time for the junior students to start preparing for their future career life so they can be better prepared and make better choices for themselves.
- Students' emotional and stress management can further be strengthened. To do so, students should be engaged in adopting positive psychology strategies to help them face tribulations and adversities with serenity and hope. Also, they need to learn more practical skills to help them relieve their stress, manage their emotions and solve problems. Strategies like giving them chances to share their happy experience and count their blessings can be adopted. Skill-based workshops should also be organized.

Major Concern II

To develop students into self-directed learners by enhancing teachers' efficacy and shaping a supportive learning environment.
Focus I : To implement self-directed learning by: <ol style="list-style-type: none"> equipping teachers with a variety of self-directed learning skills. having teachers incorporate self-directed learning (SDL) elements into classroom teaching. guiding teachers to use the 'Teachers Competency Framework' for the self-assessment of teaching efficacy. asking panels to conduct a lesson study in each term with the focus on self-directed learning. providing self-directed learning opportunities through extra-curricular (LED) and co-curricular programmes.
Achievements
<ul style="list-style-type: none"> ➤ Teachers' SDL knowledge has been enhanced and skills have been refined <ul style="list-style-type: none"> - 98% of teachers agreed that they had had a better understanding of knowledge of SDL because of the professional learning community (PLC). It is reflected in the evaluation of the 4th SPD programme on 18 Jan, 2016, teachers agreed that they had learnt more SDL strategies and that the PLC could enhance teaching and learning. ➤ Teachers have incorporated more self-directed learning skills in lessons, assignments and co-curricular and extra-curricular programmes <ul style="list-style-type: none"> - 96% of teachers agreed that they had applied SDL knowledge and skills learnt from the SPD programmes in lessons, assignments and co-curricular and ECA programmes. ➤ Documented increase in self-directed learning in reports of subject panels <ul style="list-style-type: none"> - Pilot scheme was conducted in a few subjects in 2014-15, but in 2015-16, it was fully implemented in all panels. The target was therefore successfully achieved. ➤ Majority of teachers have agreed that the lesson study was beneficial to the betterment of learning and teaching <ul style="list-style-type: none"> - 92% of teachers agreed that the lesson study had been beneficial to the betterment of learning and teaching. - 92% of teachers agreed that the lesson study had enabled them to reflect on their teaching pedagogies. - 94% of teachers agreed that the lesson study had provided opportunities to try out new teaching pedagogies and share the experience with colleagues. - Lesson observation: peer lesson observation record reached 83 times by 50 teaching staff. ➤ Majority of teachers have agreed that students have become more collaborative, responsible, inquisitive and proactive (CRIP) in learning <ul style="list-style-type: none"> - 90% of teachers found that students had become more collaborative and proactive, 82% of teachers found that students had become more responsible and 78% of teachers found that students had become more inquisitive. - Almost all panels (Biology, Geography, Economics, English, Chemistry, ICT, History, BAFS, I.S., L.S., C. Hist., T&L, Mathematics, Chinese Language) used one or more of these learning strategies: peer learning, cooperative learning, flipped classroom. All these enabled students to be CRIP learners. - Class Teachers evaluation: CTs of all levels found that students had become more collaborative, responsive, inquisitive and proactive (CRIP) in learning. ➤ Providing self-directed learning opportunities through ECA (LED) and co-curricular programmes <ul style="list-style-type: none"> - TICs of clubs and student working groups found that comparing with last year, the performance of chairpersons and vice-chairpersons had improved in playing a more proactive role in organizing club activities (from 3.97 out of 5 in 2014-15 to 4.13 out of 5 in 2015-16) and had proactively reported the performance of Exco members and the

<p>progress of the activities to the club TIC (from 3.81 out of 5 in 2014-15 to 4 out of 5 in 2015-16).</p> <ul style="list-style-type: none"> - Gifted Education: 'Community Leaders for Tomorrow' participants improved in their level of reflection from level 4 to level 5, meaning that students were able to apply what they had learnt to new situations.
<p>Focus II : To strengthen teachers' IT competence by:</p> <ul style="list-style-type: none"> a) providing more teacher professional development programmes on the use of e-teaching tools b) peer sharing on use of e-teaching resources
<p>Achievements</p> <ul style="list-style-type: none"> ➤ Teachers' literacy has been enhanced and confidence in the use of e-teaching tools has been raised. <ul style="list-style-type: none"> - The IT in Teaching & Learning Committee had conducted 3 workshops to enhance teachers' IT literacy; two of which were conducted by speakers from EDB IT in Education Centre of Excellence Support. - From the teacher survey, majority of teachers shared that they had become more confident in using IT in teaching. - 17 panels had incorporated a variety of e-learning tools in teaching such as Schoology, Socrative, Plickers, Explain Everything, Nearpod, Popplet and etc. - Panels including L.S., Maths, Chemistry, Biology, T&L, P.E., I.S., Physics, Chinese, English and ERE shared the use of IT tools during panel meetings and teachers' competence in this area had been enhanced. ➤ Documented increase in sharing of e-learning within and among panels <ul style="list-style-type: none"> - Almost all panels had provided opportunities for members to share their experience of I.T. in teaching within panel and relevant materials were documented. - Through the formation of PLC, teachers shared and documented the use of e-learning among panels.
<p>Focus III: To enable students to become more resourceful and active by:</p> <ul style="list-style-type: none"> a) giving them more opportunities to use mobile devices in their learning. b) promoting extensive reading by <ul style="list-style-type: none"> (i) making constructive changes to existing guidelines and strategies. (ii) designing more activities to promote extensive reading. c) enriching students' English competence d) sharpening their learning-to-learn skills e) forming peer learning communities
<p>Achievements</p> <ul style="list-style-type: none"> ➤ There is an increase in the use of mobile devices in learning. ➤ Majority of students agreed that e-learning is beneficial to their learning <ul style="list-style-type: none"> - From the student survey, 73% of students found that it was effective to learn with electronic devices such as iPad. - S.4 students found the use of IT tools in WPD programs useful and interesting. ➤ Majority of students agreed that they had become more confident and competent in using English <ul style="list-style-type: none"> - From the student survey, 73.9% of students agreed that they had become more confident in using English. - From the APASO, – Self-Concept –S.2, S.4 and S.5 scored higher than Hong Kong norm; S.1 and S.3 were similar to Hong Kong norm (students found that they looked forward to English classes, the work in English class was easy, English was one of their best subjects, they obtained satisfactory results in English) - From the teacher survey, 73% of teachers agreed that students had become more competent in using English during lesson than before. - From the teacher survey, 77% of teachers agreed that students had used more English in discussions than before. - Class teachers: through observation from Class Teachers Periods it was found that

students of all levels were willing to use more English.

- Panels: teachers of all subjects helped students to build a habit of preparing vocabulary lists. They also implemented reading aloud and taught grammatical items during lessons. Furthermore, they marked students' English in their assignments and identified common mistakes and rectified them.
- Majority of teachers have agreed that students had made effective use of learning-to-learn skills and other resources in learning (results more than half) for examples students had demonstrated good problem-solving skills, critical thinking skills and memory skills. In different subjects, teachers taught students to have effective group discussion, the use of graphic organizers, categorization skills, how to search and select information from the Internet and how to write chapter summaries. Moreover, students' learning-to-learn skills were sharpened through post-assessment investigation.
- Students have become more active and confident in learning which is reflected by their performance in lessons as reflected in the teacher survey.
 - 96% of teachers agreed that students had become more confident in doing presentation than before.
 - 94% of teachers agreed that students had participated more actively in discussions than before.
 - 63% of teachers agreed that students had asked more questions than before.
 - 77% of teachers agreed that students had had a more proactive learning attitude than before.
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Reflection on Major Concern II:

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

Strengths:

- Professional Learning Community (PLC) took its shape as a platform for professional exchange of SDL strategies among teachers through class-based PLC in the first term and the mentorship programme in the second term. Teachers' SDL knowledge and skills had been enhanced. Deliverables which include lesson plans, teaching materials and evaluation have been documented. Teachers found students to be more collaborative, responsible and proactive.
- Teachers' IT competency and confidence have been enhanced and many teachers have been using different apps and learning platforms in their lessons
- Students have become more resourceful and active to a certain extent through making more use of English, reading and IT.
- We have joined a pilot scheme on STEM in S.1 and have gained some experience of incorporating SDL elements in STEM teaching.

Areas of Improvement:

- Students' inquisitiveness has to be enhanced.
- The effectiveness of using IT in their teaching should be raised.
- Less than half of the students found Peer Learning Circle helpful in improving their studies, therefore the implementation of PLC would be revised.
- Teachers have a basic grasp of SDL strategies this year, therefore in the coming year, teachers will share with others their strategies they have consolidated so that all teachers can try out other SDL strategies in their teaching.
- Besides joining the pilot STEM project, there will be more cross-panel-discussion and collaboration in the coming year for the progressive implementation of STEM curriculum.
- To further enhance students' proficiency in using English in all subjects, Language Across the Curriculum(LAC) will be implemented in the coming year.

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 self-directed learning and high-order thinking skills, (critical thinking, problem-solving, decision-making, creativity and systems thinking), necessary for self-motivated learning and daily life;
- ★ Providing students with a wide range of learning experiences conducive to the understanding of the diverse world.

B. Our Curriculum Structure

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

Curriculum 2015-16

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

* : Elective Subject : Compulsory Subject

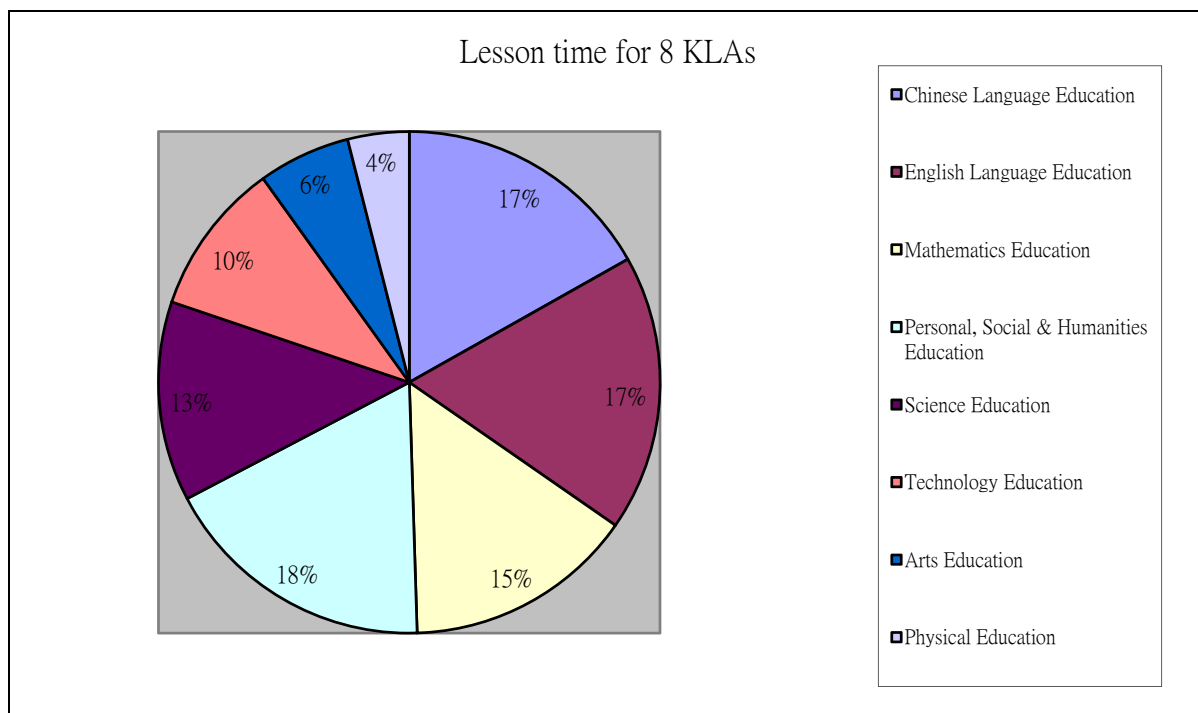
C. Assessment Policy and Supportive Measures

We believe that the key purpose of assessment is to move students on in their learning, thus, continued monitoring and appropriate supportive measures are stressed. Both formative and summative assessments are incorporated. Students are assessed through their portfolios as well as their performance in class, homework, tests, examinations, etc. To cater for students' diverse learning needs. There were also remedial classes and enhancement programs for Chinese, Mathematics and English in various forms. To cater for the needs of 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
No. of School Days	190
No. of Holidays	90

E Lesson time for the Key Learning Areas



F. I.T. in Education

- The installation of Optic Fiber Network and the WiFi900 project had been completed in October 2016. The infrastructure allows high speed connectivity in school which enable the use of mobile devices inside school campus.
- Teachers' literacy has been enhanced and confidence in the use of mobile devices has been raised through teacher professional development programmes.
- 2 storage carts with 35 iPads each are now available for e-Learning. There was an increase in the use of mobile devices during lessons from 45 times in the first term to 108 times in the second term.

IV. Other Learning Experiences

A. 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 series of Whole-Person Development programs have been designed:

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

Theme \ Level	S.1	S.2	S.3	S.4	S.5	S.6
(a) Personal Growth	(1) *Self-management and Personal Hygiene	(1) *Building up self-image / self-esteem	(1) *Self-efficacy: time management, transition to adolescence, capacity building as leaders, appreciating one's strengths and overcoming shortcomings	(1) *Leadership qualities and skills	(1) *Social etiquette	Stepping into adulthood: (1) *Social etiquette
	(2) *Sex Education: Protecting one's body	(2) *Sex Education: Dating and intimacy	(2) *Sex Education: Love and chastity	(2) *Sex Education: The influence of mass media on the attitude towards love & chastity	(2) *Sex Education: The influence of mass media on the attitude towards love & chastity	(2) *Coping with changes: Responsibility & Commitment on Love, Marriage & Family

	<p>(3) Knowing emotions: A basic understanding of emotions and how to express themselves (reference from existing teaching materials, real life scenarios and role play)</p>	<p>(3) Emotions and Stress management: Developing a positive attitude towards emotions and learning how to read and manage them</p>	<p>(3) Emotions and Stress management: - Managing emotion and stress - Knowing the importance of and ways for relaxation</p>	<p>(3) Emotional management, stress and time management, adaptation to changes and getting to know different mental illnesses</p>	<p>(3) Emotional and Stress management: Peer support and getting to know different mental illnesses</p>	<p>(3) Emotional and Stress management: Peer support and getting to know different mental illnesses</p>
	<p>(4) Life is Valuable: exposure of other people's experiences to inspire them to count their blessings and how they can help the misfortune (through sharing of successful experiences, visit NGOs, orphanages, happy moments)</p>	<p>(4) Life is Valuable: knowing the value of different kinds of occupations and cherishing individuals' gifts (through visiting centers for disabilities, follow-up with group presentation and reflection – Level of reflection 3 or 4)</p>	<p>(4) Life is Valuable: knowing the value of different kinds of occupations and cherishing individuals' gifts (through visiting centers for disabilities, follow-up with group presentation and reflection – Level of reflection 3 or 4)</p>	<p>(4) Life is Valuable: knowing how one can overcome challenges and disabilities in life and how one can make a difference to the lives of the others (through visiting social enterprises and participating in activities e.g. Dialogue in the Dark and programs, Bridge to You – Level of reflection 5 or 6)</p>	<p>(4) Life is Valuable: knowing how one can overcome challenges and disabilities in life and how one can make a difference to the lives of the others (through visiting social enterprises and participating in activities e.g. Dialogue in the Dark and programs, Bridge to You – Level of reflection 5 or 6)</p>	<p>(4) *Looking back and looking ahead (SWOT analysis)</p>

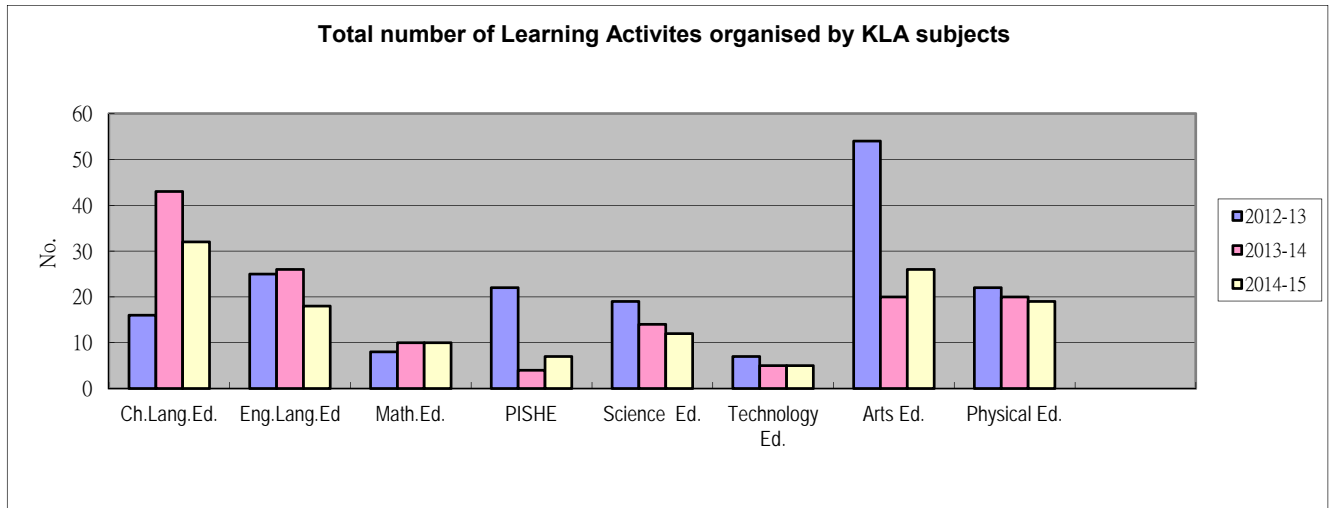
	(5) Knowing oneself from different perspectives: emotional, physical, social, hobbies, history of schooling, friends and so on.			(5) Positive self-concept: Intellectual self, social self, moral self and SWOT analysis	(5) Positive self-concept: Intellectual self, social self, moral self and conducting SWOT analysis	(5) *Positive self
TIC	SG, HE, CS, Class Teachers, SSW	SG, HE, RME, CS, SSW	SG, HE, CS, Class Teachers, SSW	HE, SG, ECA, RME, CS, Class Teachers	HE, SG, ECA, RME, CS, Class Teachers	SG, CG, ERE, RME, SSW, Class Teachers
(b) Community Service	---	---	---	(1) *Generic skills (2) *Developing and promoting social consciousness	(1) *Organizing a community service programme (Planning, Implementation and Evaluation) (2) *Developing and promoting social consciousness	---
TIC	---	---	---	CS, Class Teachers, RME	CS, Class Teachers, RME	---
(c) Interpersonal Relationship	(1) *Respect for individual differences, communication skills, social manners (2) Classroom culture: making friends, mutual respect, interpersonal	(1) *Peer relationship: resolving conflicts, anti-bullying (2) *Social manners (3) Classroom culture: respect and appreciation,	(1) *Relationship with family (Resolving conflicts with parents on subject choices) (2) *Peer relationship: resolving conflicts, anti-bullying	---	---	---

	<i>relationship and social manners</i>	<i>accepting differences and building trust</i>	(3) Classroom culture: <i>Manners, bullying, respect, art of appreciation, positive psychology</i>			
TIC	SG, RME, Class Teachers, SSW	SG, RME, ERE, Class Teachers, SSW	SG, RME, Class Teachers, SSW	---	---	---
(d) Health and Environmental Education	(1) *Green habit formation (2) *Healthy lifestyle	(1) *Green Habit Formation (2) *Healthy lifestyle	(1) *Green issues in Hong Kong (2) *Awareness on infectious diseases	(1) *Green issues in Hong Kong (2) *Awareness on infectious diseases	(1) *Roles and responsibilities as a global citizen	---
TIC	HE, Class Teachers	HE, Class Teachers	HE	HE, Class Teachers	HE, CE	---
(e) Civic Education	*Social awareness, knowing one's identity, law-abiding, rights and responsibilities	(1) *Social awareness, knowing one's identity, law-abiding, rights and responsibilities (2) *Law and Order (3) *National Education	(1) *Law and Order (2) *National Education	(1) *Rights and obligations as a responsible citizen – local and national (2) *Media education	(1) *Rights and obligations as a responsible citizen in a global context (2) *Media Education	---
TIC	CE, RME, CS	CE, LS, RME, Class Teachers	CE	CE, RME	CE	---
(f) Career and Life Planning	(1) *Development of proper values and proper attitude towards work (2) Goal-setting	(1) *Increase students' perceptions on the world of work	(1) *Linking study opportunities and career choices	(1) *Work ethics and attitudes (2) *Getting to know more about the	(1) *Learning experiences about work (2) Goal-setting (short/long term)	(1) *Provide guidance on multiple pathways (2) Making life

	<i>(academic goals and life goals): Planning, Implementation and Evaluation (PIE) and (S.M.A.R.T.)</i>	(2) *Goal-setting (academic goals and life goals): Planning, Implementation and Evaluation (PIE) and (S.M.A.R.T.)	(2) *Making well-informed choices on senior secondary elective subjects (3) Goal-setting (academic goals and life goals): Planning, Implementation and Evaluation (PIE), (S.M.A.R.T.) and subject selection	workplace (3) *Learning experiences about work (4) *Development of Other Learning Experiences	<i>academic/life goals): Multiple pathways in life, Planning, Implementation and Evaluation (PIE) and (S.M.A.R.T.)</i>	choices: studies and career (3) Planning, Implementation and Evaluation (PIE)
TIC	CG, Class Teachers, RME	CG, Class Teachers, ERE, AA	CG, Class Teachers, ERE, AA	CG, RME	CG, RME	CG, RME, Class Teachers
(g) Appreciation of Life (AES, Life and Cultures)	---	---	---	To be carried out in conjunction with club activities.		---
TIC	---	---	---	FLY, YPY, ECA		---
(h) Religious & Moral Education	(1) *School Motto: Truth Conquers (2) *School Sponsoring Body (3) *4 Cardinal Virtues: Prudence, Justice, Fortitude and Temperance	(1) *School saints / Class saints (2) *Franciscan family	(1) *Ethics (?)	(1) *Getting to know more about world charity organizations (2) *Media ethics	(1) *Business ethics (2) *Media ethics	---

TIC	RME, ERE, Class Teachers	RME, ERE, Class Teachers	RME, ERE	RME, CE	RME, CE	---
(i) Learning to learn	(1) <i>Learning-to-learn skills</i> (<i>Note-taking, categorization, mind-mapping, filing, memory skills</i>) (2) <i>Peer Learning Communities</i>	(1) <i>Refining the skills</i> of <i>note-taking, categorization, mind-mapping, filing, memory</i> (2) <i>Peer Learning Communities</i>	(1) <i>Learning-to-learn skills: 6 Thinking Hats</i> and <i>time management</i> (2) <i>Peer Learning Communities</i>	(1) <i>Project-based learning skills</i> (SBA) (2) <i>Goal-setting</i> (<i>short/long term academic/life goals</i>): <i>Planning, Implementation and Evaluation (PIE) and (S.M.A.R.T.)</i>	(1) <i>Project-based learning skills</i> (SBA) (2) <i>Goal-setting</i> (<i>short/long term academic/life goals</i>): <i>Planning, Implementation and Evaluation (PIE) and (S.M.A.R.T.)</i>	---
TIC	LS, AA	LS, AA	LS, AA	CG, RME, Class Teachers	CG, RME, Class Teachers	---

B. Co-curricular Activities



1. English Language Activities

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

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 with native English-speaking teachers. Students learned some classroom language, poetry, phonics and vocabulary of different topics. They enjoyed taking part in different activities and all of them gained confidence in speaking English.

To further enhance 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 S3 and S4 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 third prize. It was definitely a very fruitful experience for all of them.

Students continued to do silent reading for 15 minutes every Monday and Thursday morning after morning broadcast by our NET, Mr. Clarke or student representatives from each class. Through listening to the broadcast on various topics and reading novels or newspaper, students could broaden their minds and be kept abreast of current affairs.

In addition, Mondays and Thursdays were designated as English for ALL Days. English pop songs were played in the morning before students lined up to give them a fresh start. Then during first lunch, student DJs would host Radio Clare to share topics and songs of their interest. Following that, during second lunch, students could chat with English Ambassadors to raise their confidence and proficiency.

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

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 2016, 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.

Furthermore, all S1 and S2 students took part in the Inter-class Drama Competitions where they showcased their playwriting, acting and artistic talents in their adapted Shakespearean plays.

In order to develop our students' creativity, S3 students had to produce video clips adapting the two Shakespearean plays they studied. Producing an adaptation gave them the autonomy to make changes to the storyline and characters. Students had to write their own script and prepare the costumes and props. They had to learn how to edit the movies by themselves and look for suitable background music.

All S4 and S5 students taking Literature in English joined the Budding Poets (English) Awards by submitting creative poems to the Academy of Gifted Education. One student entered the final round and she attended an Improvisation Writing Session and Student Interview at HKBU. She was awarded "The Poet of the School" and a Commendation Prize for "The Outstanding Student Poet".

Winning classes in S1 and S2 drama competitions and the S4 students who took part in the Drama Fest performed for the Primary 4 to 6 students of St. Clare's Primary School and their S1 and S2 schoolmates in June. They received very good response.

C. Support for Student Development

1. School Culture

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

a. Class Teachers

A twin class teachers system continued to take care of students in the class, with each played multiple roles of mentoring students in the areas of guidance, discipline, career and life planning, civic education and so on. Building a positive class culture was a focus for this academic year. To create space and time for it, three to four sessions of Class Teacher Periods were held during the WPD time and that there was no lining up on Tuesday to release time for teachers to spend time with students. 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.

b. Whole person development

Aside from the regular themes of personal growth, community service, civic education, health and environmental education, interpersonal relationships, sex education, religious and moral education and so on, positive psychology were added to meet the needs of students and prepare them for challenges in life. A positive life education was implemented through the work of committees and panels in various means and forms. Resources and support were tapped and fully utilized. There was a better coordination and collaboration among committees for the WPD Time and Friday RME Time. Students were engaged in workshops, discussions, talks, projects and presentations.

2. Further strengthening the holistic approach to student development

The School goes to great length and attention in the whole person development of students, apart from preparing them for academic excellence. We are meticulous in formulating policies and tapping resources and support made available by parents, alumnae, community, government and non-governmental organizations to enrich our students' exposure and experience in various aspects such as extra-curricular activities, religious, moral and civic education, community service, health and environmental education and to name but a few. In 2015-16, with the concerted efforts of different stakeholders, students were engaged in

collaborative and peer support programs, trainings and activities to nurture them to be confident, positive and respectful. Imbued with the Christian value that life is valuable, precious and loveable, we attempted to impart a positive education providing students opportunities to better understand themselves and take care of their physical, mental and social health; to accept and appreciate one another and to connect to society at large. Undoubtedly they confronted challenges and difficulties. However they managed to tackle them with the skills and attitude they learnt in school and through their experience.

a. Career and Life Planning

Under the coordination of Career Guidance Committee, comprehensive educational activities on career and life planning were arranged. Examples are thematic WPD lessons for all levels, job shadowing activities, individual/group career guidance service, universities and company visits, universities taster programmes, EDB-BSPP activities, school-based mock interview training, mentorship programme as well as parent and staff development activities and so on. A few more sessions of past clarians sharing on passion for life were added to give insights to students on finding their dreams. All the programmes were well-received and they will be further fine-tuned to suit the needs and interests of students.

b. 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. Resources were also tapped from outside school organisations such as the Jockey Club for running a course on mental health workshop for teachers and student leaders respectively.
- iii. All these created an inclusive learning environment with due regards to the recognition and appreciation of effort and talent, strengthening the mindset of striving for excellence.

c. Student Guidance

The Discipline and Guidance committees were finally combined to become Student Guidance Committee. Its teacher membership includes both the former Discipline and the Guidance committees, totaling 12, including the Student Guidance Coordinator. Both preventive and intervention programs were organized to cater for students at large and students with specific education needs. A systematic administration policy and procedure was fine-tuned and enforced to facilitate the planning, implementation and evaluation of programs and works. Staff development workshops on Handling students with suicidal attempts and Emotional management for students were held. A group of selected student leaders also participated in a program on emotional management. Indeed, much effort was put into steering students to develop a positive psychology and to build up an inclusive culture.

d. Extra-curricular Activities

- i. Students were encouraged to join in a variety of 47 clubs in 6 major categories and they are listed as follows:

Categories	No. of Clubs
Co-curricular	10
Art and Cultural	9
Interest	10
Religious	2
Social Service	6
Sports	10
Total	47

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).

- ii. Leadership training workshops were provided to chairpersons and Ex-co members in which components of Student-LED program were introduced and stressed. Students found them useful and practical in executing their roles and responsibilities and PIE (planning, implementation and evaluation.) They have attempted to make high level reflection a common practice. Regarding the House system, it was refined and a vertical bonding of students of all levels has been successfully built, fostering in them a stronger sense of belonging to the House. The duties of teachers-in-charge were also revised. What's more, there was a larger variety of inter-House competitions for students to excel their talents in different areas.
- iii. Since April 2016, a new banner 'Student Achievements' has been added to the school webpage to give recognition to students who have won competitions inside and outside school competitions, to encourage them to strive for excellence and to better inform parents and the public of their achievements. A celebration party 'Clarians reaching new heights' was held, participated by 330 students (more than one-third of the total no. of students in school) winning all kinds of outside school competitions.
- iv. Life-wide Learning Day and School Picnic
Specific themes were set aside for each level incorporating co-curricular and cross-curricular activities. The themes for Levels One and Two helped students connect the past and future, understand the cultural interaction between Hong Kong and China. As for Levels Three to Five, the focuses were on life and career planning. They took part in adventure-based counseling, admission talks and campus tours organized by local universities, hands-on job experiences, and various company visits including VTC T Hotel and St. James Settlement Career Sparkle respectively.
- v. The Picnic Day was held in late September as one of the ways for each class to develop class culture. It provided them a chance to get to know more about their classmates and class teachers outside the classroom and to appreciate the wonders of God's Creation. Destinations were country parks and beaches.

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

- i. Policies were drafted and resources were used effectively in various programs and workshops including leadership training programs for school leaders as well as aesthetic education for senior form students. In addition, different pull-out programs were organized for students with special education needs (SEN), Non-Chinese speaking students (NCS), gifted students, accelerated learners, and students with financial needs in order to cater for their learning diversity.

Examples of newly added programs were Art Therapy for SEN, a booth for Non-Chinese Speaking students on Open Day to introduce their cultures and so on. Also, there was more collaboration between committees in the organization of programs and activities for the benefits of students.

- ii. The funds from various sources helped either fully or partly subsidize these programs. They were Diversity Learning Grant, Jockey Club After-school Support Grant, Learning Support Grant and donations from alumni and friends of St. Clare's. Resources were also tapped from outside school organisations such as the Jockey Club for running a course on mental health workshop for teachers and student leaders respectively.
- iii. All these created an inclusive learning environment with due regards to the recognition and appreciation of effort and talent, strengthening the mindset of striving for excellence.
- iv. The Gifted Education Committee strategically nurtured high achievers by engaging them in both inside and outside school programs, activities and competitions. Examples are 'I Can Fly' project by Cathay Pacific, 'Community Leaders of Tomorrow', Public Speaking Contest by HK Federation of Youth. Yet, one important highlight is the S.1 & S.2 students' participation in "Touring Central with Surveyors" and it was documented by Cable TV. The program allowed student to explore the importance of urban planning and the work of urban planners and surveyors.

f. Religious, Civic and Moral Education

- i. In response to the Jubilee Year of Mercy and to echo the school's first major concern of the year, religious activities comprising of liturgies, voluntary service, pastoral care, evangelization work and catechument course had been carried out to nurture our students to be Merciful Like The Father during school and outside school time. Much effort was put into instilling students a caring heart to be a good Samaritan, reaching out to the needy. Examples of activities are 2016 Caritas Bazaar, Fast for A Reason, Food Donation Campaign, Christmas fundraising for Precious Blood Children's Village in Fanling and visiting the elderly's home. The nurturing of our catholic students was of prime importance and we attempted to widen their exposure to the work of the Church and to strengthen their identity as the children of God. A series of pilgrimages were arranged and both Catholic and Non-Catholics participated in them. They were the visits to the Poor Clares' Portiuncula Monastery on Lamma Island and the seven Churches chosen by the Hong Kong Diocese for the celebration of the Jubilee Year of Mercy. Also, S1 and S2 non-Catholic students, representing the school, took part in the Jubilee Year of Mercy Teenage Carnival at Aberdeen Technical School.
- ii. Students' moral and civic awareness was further enhanced through a variety of activities organized and co-organized by various committees and panels such as the Civic Education Committee, the Religious and Moral Education Committee and the Student Guidance Committee. Examples of activities were flag raising ceremonies on important dates, "Civic Education Week" themed 'Count our Blessings and Be Respectful', mock court, current news debate and current news quiz. In June 2016, students joined a service tour to the Linam, a rural area in Guangdong province, China and a study tour to Qing Dao to enhance their understanding of and concern for their home country.
- iii. Students also made contribution to society through participation in uniform groups or other service groups, e.g. the Red Cross, Girl Guides, the Junior Police Call and the Community Youth Club. Our Red Cross students did exceptionally good and won numerous territory-wide awards.

g. Health and Environmental Education

To arouse students' awareness on various environmental and health issues, lunch broadcast on different topics e.g. lead-tainted water, food waste problem was conducted every month. The school also joined for the first time the 'Juvenile Horseshoe Crab Rearing Program' organized by the Ocean Park Conservation Foundation in which students gained precious experience and developed a sense of responsibility. They also realized the importance of conserving the environment and treasuring wildlife. Talks and workshops were also organized in Whole Person Development time to help students to develop a healthy and green lifestyle.

h. Community Service

The community service targets of 2015-16 included a range of people with specific needs. Through S.1-S.3 Bright Light Project and S.4 & S.5 Service Learning, students gained hands-on experience in connecting with the disadvantaged in society. Children from the The Hong Kong Society for the Deaf were one of the target groups. Prior to the service, our students had learnt basic sign language which they found it fun to learn and useful in communicating with the service targets. Indeed our students derive a lot of joy in serving. They have learnt about how people with disabilities and difficulties can overcome adversities. All these have impacted them positively, giving them the notion that life is full of possibilities and is valuable.

D. Aesthetic Education

1. Aesthetic Education Programme

A variety of aesthetic education programmes were offered to Secondary 4 students as part of the Whole Person Development programmes on Tuesdays and interest classes on Wednesdays. They covered the areas of music, visual arts, drama, dance and other art forms. Guest artists and performers were invited to introduce students to such topics as Topography and French operas. Tutors were hired to hold interest classes about A Cappella, ukulele, comics drawing, photography, fitness dance, rope skipping and magic and tricks. 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, Hong Kong Schools Dance Festival and Drama Fest. 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' for S1 and S2 students continued and it formed a good foundation of students' aesthetic competence.

E. Students' Reading Habit

To better develop and enhance students' reading skills and to keep students informed about local and international current issues, students were required to do silent reading for 15 minutes every morning after the English or Putonghua Broadcast. On Mondays and Thursdays, students read English newspapers or books and on Wednesdays, they do Chinese reading.

Regularly, there were reading sharing sessions where teachers and students introduced good books and shared their inspiring insights. The Current affairs sharing kept students abreast of local and global news and issues; helped students to think from different perspectives. The Golden Readers Scheme (金裝閱讀大使計畫) and the themed activities also encourage 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 5349 to 5850 copies in this academic year.

In addition, our Putonghua teachers and students broadcast a Putonghua program on Wednesday and our NET worked with the students to continue their news reading every Monday 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.

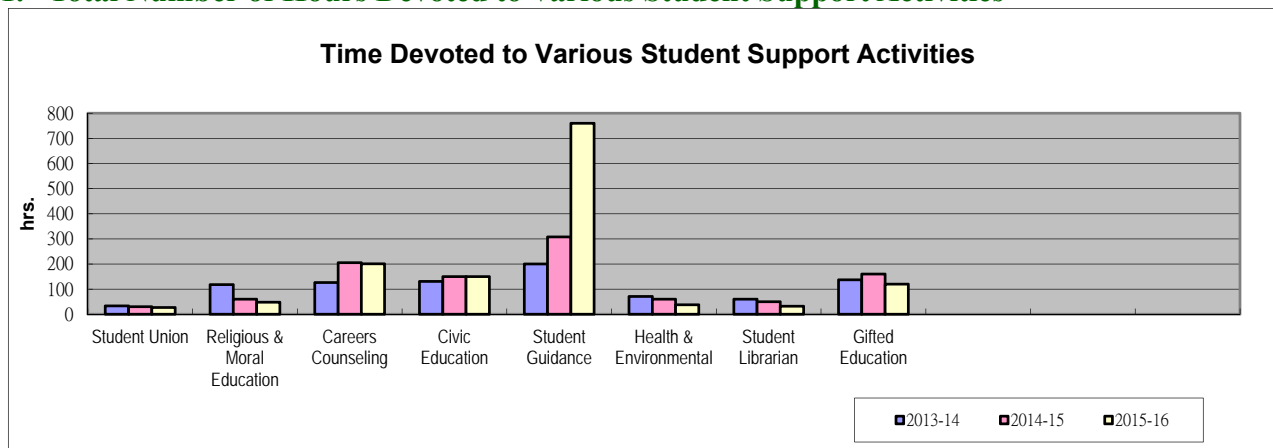
The average of readings Chinese and English books per student is 7.65 this year as shown by the survey conducted in late May.

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

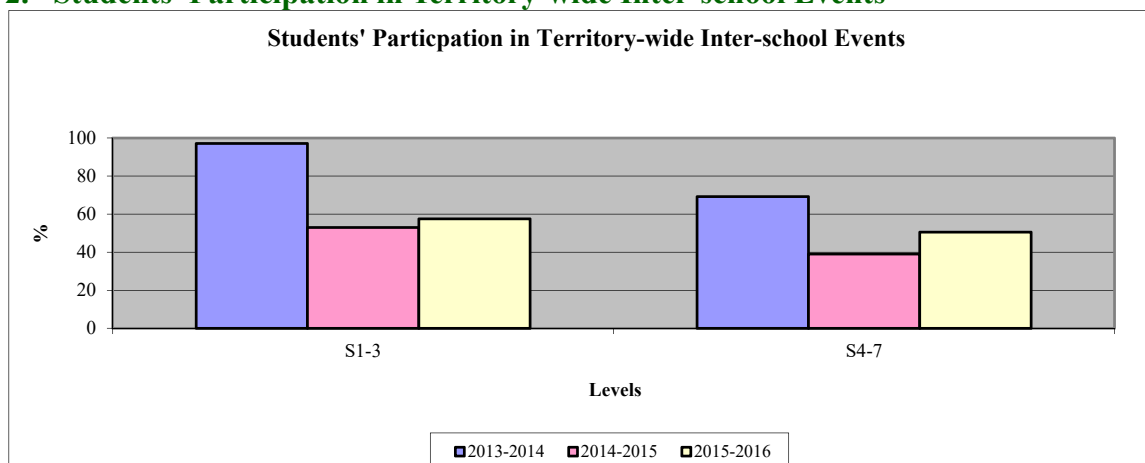
Activities	2013-14	2014-2015	2015-2016
Chinese Book Fair	243	195	422
English Book Fair	127	142	144
Total no. of books purchased	370	337	566

F. Other Related Surveys for School Self-Evaluation

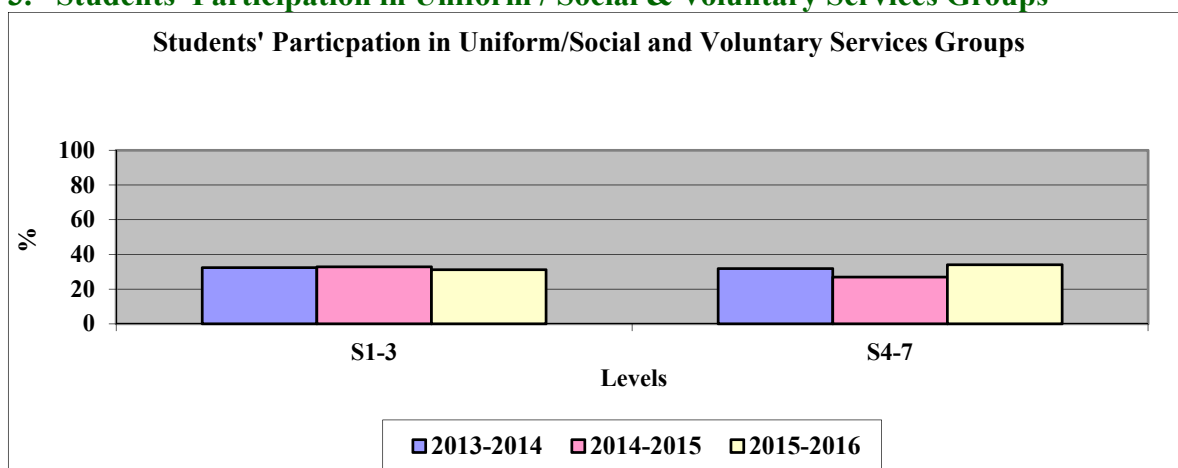
1. Total Number of Hours Devoted to Various Student Support Activities



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
Sports	\$30,016.00	\$9,273.00	31
Musical Class	\$22,700.00	\$3,525.00	20
Chinese Dance	\$5,400.00	\$500.00	3
Picnic & Life-wide Learning Day	\$285.00	-	5
Training Program	-	\$5,520.00	6
Tutorial Class	-	\$10,820.00	100
AES	-	\$27,800.00	100
Other Learning	\$977.00	\$152.00	6
Total	\$59,378.00	\$57,590.00	271

Accomplishment

A total of 271 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.

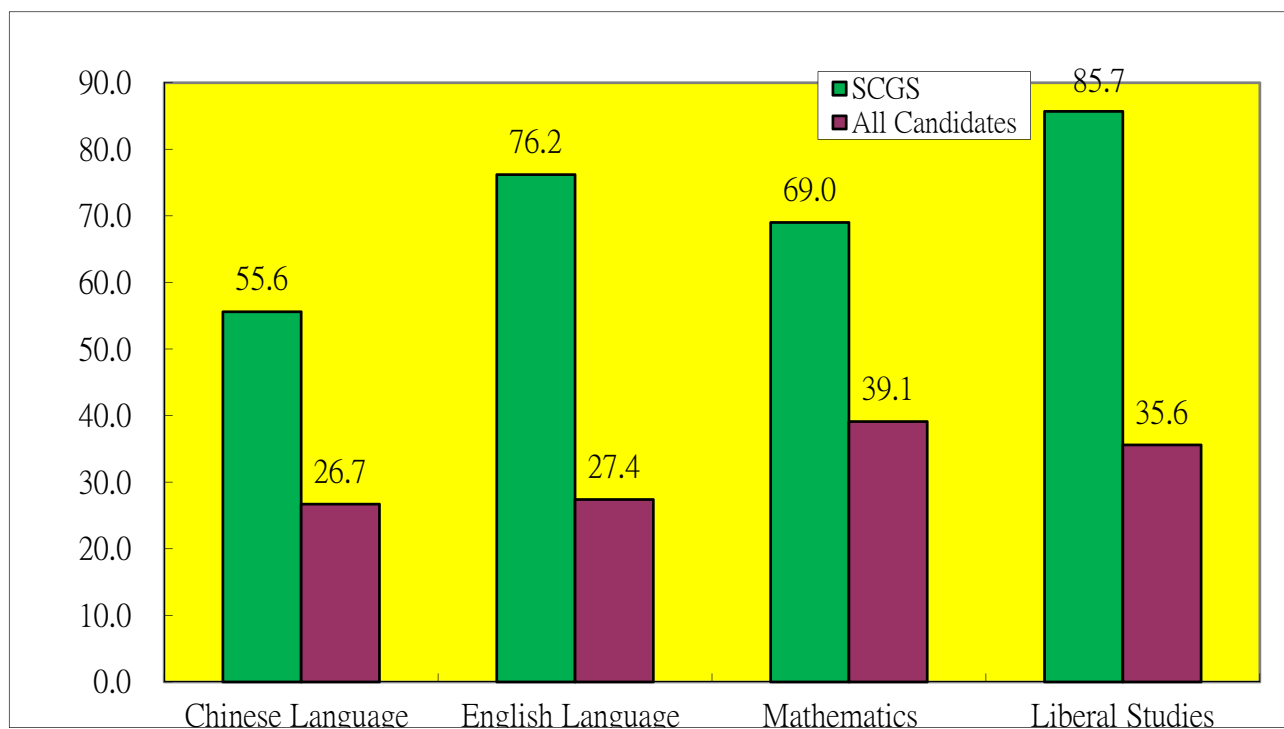
Evaluation and Reflection

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.

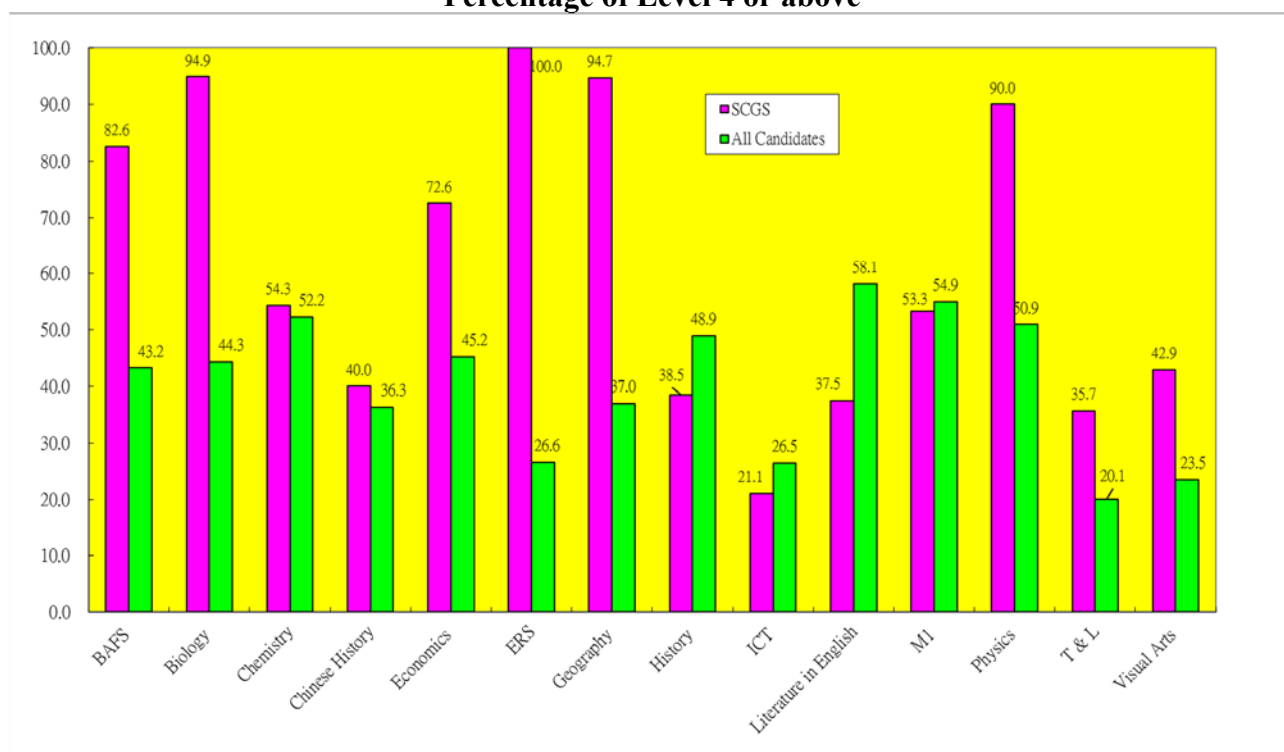
VI. Student Performance

A. Performance in HKDSE Examination (2016)

4 Core Subjects Percentage of Level 4 or above



Electives Subjects Percentage of Level 4 or above



B. Performance in Other Learning Experience

EXTERNAL OUTSTANDING ACHIEVEMENTS

September 2015 – August 2016

Language Awards

67th Hong Kong Schools Speech Festival

Solo Verse		1st Runner-up	Lee Hang Yee	1A	
		1st Runner-up	Sun Hayley	1B	
		1st Runner-up	Li Michelle	1R	
		1st Runner-up	Pang Wing Sze	5J	
		2nd Runner-up	Leung Hoi Ching Ruby	1A	
		2nd Runner-up	Chau Hoi Tung Hayden	1R	
Public Speaking Solo		Champion	Wong Ying Ying	5M	
		1st Runner-up	Chan Wing Lam	5M	
		1st Runner-up	Cheung Ho Ching	5M	
		1st Runner-up	Jim Hiu Chun	5M	
		1st Runner-up	Mok Sammi Wing Kiu	5M	
		1st Runner-up	Siu Pui Yu Diana	5M	
		1st Runner-up	Yau Ming Ha	5M	
		1st Runner-up	Yeung Yat Wan Tammy	5M	
		2nd Runner-up	Lam Yan Mei	5M	
Dramatic Duologue		Champion	Heung Sum Yee	5M	
			Yuen Cheuk Ying	5T	
Dramatic Duologue		Champion	Yeh Yonglin	5M	
			Lee Wing Shan	5L	
Dramatic Duologue		1st Runner-up	Ng Carol	3J	
			Choy Yi Tak	3J	
Dramatic Duologue		2nd Runner-up	Pong Sau Wan	5L	
			Cheng Man Hei	5L	
Dramatic Duologue		2nd Runner-up	Chan Wing Lam	5M	
			Su Jennifer Ming Yin	5L	
Harmonic Speaking		2nd Runner-up			
Au Yu Fong	1A	Tsang Ariel Sum Yu	1A	Ho Tsz Ki	1R
Chong Cheuk Yan	1A	Tsui Tsz Ching Jessie	1A	Hotchkiss Coral Laura	1R
Ko Yik Wu	1A	Wat Long Ching	1A	Lam Chin Ching	1R
Lai Kei Hei	1A	Wu Yee Ki	1A	Li Michelle	1R
Lai Yongyi	1A	Yim Cheuk Ki	1A	Mercado Hailey Keaira Alcoba	1R
Lee Hang Yee	1A	Chan Sze Pui Cybill	1B	Ng Sabrina T Y	1R
Lee Ka Hei Anna Elizabeth	1A	Chow Jessie Cheuk Tung	1B	Pasha Miriam Jahan	1R
Lee Ka Man	1A	Chui Hei Yin	1B	Poliquit Elizabeth Allen Joy	1R
			Cleofe		
Leung Tsz Ki	1A	Li Katie Sum Yuet	1B	Sitchon Leana Antonette Dominesto	1R
Piwowarczyk Monika Julia	1A	Yu Lok Yiu	1B	Thapa Reena	1R
Tong Wan Ching	1A	Chau Hoi Tung Hayden	1R	Tsoi Cheuk Wai	1R

Kids4kids "Writing for a Cause" Competition 2015-2016

Most Promising Writer Kwan Hoi Ching Rachael 2G

The Hong Kong Budding Poet (English) Award**The Outstanding Student Poet Awards****The Poet of the School Awards**

Chik Ning Sum Latina

4A

Chik Ning Sum Latina

4A

The Hong Kong Federation of Youth Groups Standard Chartered Hong Kong English Public Speaking Contest 2016

		First		Chan Ka Wing Nicole	4A
		Second		Leung Lok Hang Tiffany	2G
		Second		Wan Tsz Nga Cibe	5M
Top 10 of the section					
Kwan Hoi Ching Rachel	2G	Chow Yuet Lam Caroline	4B	Jim Hiu Chun Vanessa	5M
Lai Hoi Ching Zoie	2G	Ng Megan Hoi Ling	4B	Lam Hiu Hay Nichole	5M
Sin Lai Yung Bonnie	2G	Lai Cheuk Lam Cherry	4D	Lau Kit Jenny	5M
Tse Hoi Yiu Rita	2G	Wong Anisha	5L	Wong Sui Suet Crystal	5M
Chan Sze Ching Stephanie	3J	Cheung Ho Ching Crystal	5M	Yau Ming Ha Helena	5M
Tsoi Chung Wan Janice	4A				

第 67 屆香港學校朗誦節

中二粵語散文獨誦		亞軍	郭榕榕	2M
中五至六粵語二人朗誦		冠軍	粘曉真	5M
		冠軍	鄭詩詠	5L
中五至六粵語二人朗誦		冠軍	李穎珊	5L
		冠軍	楊逸韻	5M
中五至六粵語二人朗誦		季軍	張雅淳	5M
		季軍	吳詠琪	5M

「全國青少年語言知識大賽」

全國作文現場決賽	二等獎	任諾汶	3M
現場作文晉級賽	一等獎	任諾汶	3M

水上安全標語創作比賽

中學組	季軍	周嘉瑜	1R
	優異獎	吳芷清	3J

中西區滅罪宣傳創作比賽

優異獎	姚家恩	1A
優異獎	蘇洛晴	1B

Performing Arts Awards**68th Hong Kong Schools Music Festival**

Church Music Singing in Chinese Secondary School Choir Age 14 and under

2nd Runner-up

School Choir

Female Voice Duet Singing in Foreign Language Age 19 and under

Champion

Li Hoi Kei Garnet

4D

Solo Piano Grade 8

Champion

Lee Hang Yee Audrey

1A

Solo Zhong Rong Junior

2nd Runner-up

Chan Wing Lam Jessica

2M

香港國際青少年表演藝術節 2015 總決賽

鋼琴獨奏八級組

亞軍

Lee Hang Yee Audrey

1A

Joint School Music Association Music Competition 2016**Secondary Brass Ensemble****Silver Prize**

Members:	Lam Chin Ching Charlotte	1R	Ho Wing Man Kitty	3J
	Jone Sze Wai Angel	5M	Wong Anisha	5L

Secondary Orchestral Ensemble**Bronze Prize**

Members:	Wu Wing Yan Natalie	3T	Leung Ching Jolly	1A
	Lam Hoi Ming Joyce	1B	Lam So Ching Ada	3J
	Szeto Hau Ching Kathy	3M	Ng Megan Hoi Ling	4B
	Ho Wai Yan Iris	4B	Heung Sum Yee Sammy	5M
	Lau Kit Jenny	5M		

Hong Kong Youth Music Interflows 2015

Symphony Orchestra Contest, Secondary School Class B

Bronze Award

School Orchestra

6th Hong Kong Virtuoso Music Competition

ABRSM Grade 8 Class

2nd Runner-up

Lee Hang Yee Audrey 1A

Internal-School International Performance Challenge 2015

Style Grade 8 Cello

Champion

Ng Megan Hoi Ling 4B

「2015 國際青年文化藝術節」中西器樂、聲樂及兩文三語朗誦比賽

英國皇家音樂學院鋼琴八級組

亞軍

Lee Hang Yee Audrey 3J

英國皇家音樂學院鋼琴六級組

季軍

Ho Wing Man Kitty 3J

2016 19th Hong Kong – Asia Piano Competition

Beethoven Sonata Class

**First Class Award
5th Place**

Lee Hang Yee Audrey 1A

Dunhuang Music From Five Continents 4th International Zheng Contest

Junior Group A

Silver Prize

Chan Wing Lam Jessica 2M

Junior Professional Group

Bronze Prize

Yu Ying Hei Bernice 3M

Non-professional youth group

Bronze Prize

Yu Ying Hei Bernice 3M

第三屆國際青少年古箏比賽**銀獎**

尤盈晞 4B

52nd Schools Dance Festival

中國舞(群舞)(古扎麗古麗)

1st Runner-up

Chinese Dance Club

中國舞(群舞)(鼓樂)

1st Runner-up

Chinese Dance Club

爵士舞(群舞)(Farewell)

1st Runner-up

Hip-hop Dance Club

爵士舞(群舞)(Tutorial King)

1st Runner-up

Hip-hop Dance Club

東方舞(三人舞)(鼓兒敲起來)

1st Runner-up

Lam Josephine Oi Yee 5J

Lam Yan Mei Janice 5M

So Man Wai Amanda 3T

中國舞(三人舞)索瑪花開

1st Runner-up

Leung Mei Suet Shirley 4D

Lam Josephine Oi Yee 5J

Ng Tsz Wai Bonnie 5L

中國舞(三人舞)傣源

1st Runner-up

Au Yuen Ying Lucy 4A

Law Tsz Man Amy 4D

Chan Hei Yi Michelle 4F

第 44 屆全港公開舞蹈比賽

中國舞群舞公開組 - 古扎麗古麗	銀獎	中國舞組	
爵士舞群舞公開組 - DSE Fighter	銀獎	爵士舞組	
爵士舞群舞公開組 - 歡送	銀獎	爵士舞組	
中國舞(三人舞)傣源	金獎	Au Yuen Ying Lucy	4A
		Law Tsz Man Amy	4D
		Chan Hei Yi Michelle	4F
中國舞(三人舞)(鼓兒敲起來)	銀獎	Lam Yan Mei Janice	5M
		So Man Wai Amanda	3T
		Kwok Yiu Yan Yumi	3J
中國舞(三人舞)索瑪花開	銀獎	Leung Mei Suet Shirley	4D
		Lam Josephine Oi Yee	5J
		Ng Tsz Wai Bonnie	5L

全港公開標準舞及拉丁舞排名大賽

少年單人標準舞公開雙項 W+T	亞軍	Fung Hiu Wing Nicole	2S
少年單人標準舞公開雙項 C.C.+R+T	優異獎	Fung Hiu Wing Nicole	2S

7th Let's Dance in HK Competition

Teenage Group - Solo Jazz	Champion	Lee Hiu Ying Erica	2G
中國舞-苗娃	金獎	Au Yuen Ying Lucy	4A
		Leung Mei Suet Shirley	4D
中國舞-小木偶	銀獎	Law Tsz Man Amy	4D
		Chan Hei Yi Michelle	4F
		Lam Josephine Oi Yee	5J

32nd Central & Western District Dance Competition

東方舞	季軍	中國舞組	
現代舞	季軍	爵士舞組	

Kangaroo Cup Dance Competition 2015	Champion	Chan Wing Yan Eleanore	1A
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國際芭蕾舞比賽 2015

群舞組	金獎	Keung Yee Ting Ella	5T
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第二屆《舞聯盃》- 中國民族民間舞蹈比賽

So Man Wai Amanda	4D	Chan Hei Yi Michelle	4F
Au Yuen Ying Lucy	5J	Law Tsz Man Amy	5M
Leung Mei Suet Shirley	5M	Ng Tsz Wai Bonnie	6J

第 10 屆團隊盃全港公開標準舞及拉丁舞排名大賽

青少年單人雙項拉丁季軍	Fung Hiu Wing Nicole	3T
青少年單人雙項標準季軍	Fung Hiu Wing Nicole	3T
青少年單人雙項拉丁亞軍	Law Tsz Man Amy	5M
青少年單人雙項標準冠軍	Law Tsz Man Amy	5M

第 11 屆香港自由盃全港公開標準舞及拉丁舞排名大賽

少年單人雙項公開 W+T 冠軍	Law Tsz Man Amy	5M
雙人同步探戈 冠軍	Law Tsz Man Amy	5M
	Fung Hiu Wing Nicole	3T
雙人同步倫巴 冠軍	Law Tsz Man Amy	5M

雙人同步喳喳 冠軍	Fung Hiu Wing Nicole	3T
同步舞雙項 C.C.+R 冠軍	Law Tsz Man Amy	5M
同步舞單項 Samba 冠軍	Fung Hiu Wing Nicole	3T
同步舞單項 Tango 冠軍	Law Tsz Man Amy	5M
同步舞單項 Waltz 冠軍	Law Tsz Man Amy	5M
少年單人雙項公開 W+T 亞軍	Fung Hiu Wing Nicole	3T
同步舞雙項 W+T 亞軍	Fung Hiu Wing Nicole	3T
同步舞單項 Cha Cha 亞軍	Law Tsz Man Amy	5M
同步舞單項 Rumba 季軍	Law Tsz Man Amy	5M
少年單人雙項公開 C.C.+R 優異	Fung Hiu Wing Nicole	3T
	Law Tsz Man Amy	5M
	Fung Hiu Wing Nicole	3T

香港校際戲劇節 2015-2016

傑出導演獎	黃曉琳	5T
傑出演員獎	李芷穎	5T
	吳貝瑤	3M
	吳家妍	2G
	陳嘉詠	1M
傑出舞台效果獎	聖嘉勒女書院戲劇學會	
傑出合作獎	聖嘉勒女書院戲劇學會	
傑出整體演出獎	聖嘉勒女書院戲劇學會	

Drama Fest 2016	Best Performer Award	Li Hoi Kei Garnet	4D
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Sports Awards

1. Athletics

3 公里女子個人賽	1st Runner-up	Wong Hoi Kiu Ealas
	2nd Runner-up	Li Kai Kai Amanda

Hong Kong Junior Age Group Athletic Championship 2015

Girl's A	4x400m	Champion	Lai Kei Hei Larissa	1A
Girl's A2	High Jump	1st Runner-up	Chung Wai Yan Phoebe	6A
	Discus Throw	2nd Runner-up	Chung Wai Yan Phoebe	6A
Girl's B	400m	2nd Runner-up	Wong Ching Wai Bebe	4B
Girl's C	400m	1st Runner-up	Lai Kei Hei Larissa	1A
	4x400m	Champion	Chan Lok Yi Katie	2M
	4x100m	Champion	Chan Lok Yi Katie	2M
	4x400m	2nd Runner-up	Lai Kei Hei Larissa	1A

Girls Overall		3rd Runner-up	
A Grade	Discus	1st Runner-up	Chung Wai Yan Phoebe
	High Jump	3rd Runner-up	Chung Wai Yan Phoebe
	100m	1st Runner-up	Wai Lok Heng Angelica

	Long Jump Javelin Throw 4x100m	2nd Runner-up 3rd Runner-up 2nd Runner-up	Wai Lok Heng Angelica Ho Kar Yeung Agnes Wai Lok Heng Angelica Chung Wai Yan Phoebe Lee Ching Yan Chan Wing Lam Kelly Wong Ching Wai Bebe
B Grade	400m	3rd Runner-up	Wong Ching Wai Bebe
C Grade	400m	1st Runner-up	Lai Kei Hei Larissa
	800m	3rd Runner-up	Wong Hoi Kiu Ealas
	4x400m	2nd Runner-up	Lai Kei Hei Larissa Leung Ching Jolly Wong Hoi Kiu Ealas Chan Lok Yi Katie Choy Hiu Kei Crystal
Overall Series Award		1st Runner-up	Chow Yau Josephine
Race 1		1st Runner-up	Chow Yau Josephine
5K Ladies' Junior 15			
Overall Series Award		1st Runner-up	Li Kai Kai Amanda
Race 1		Champion	Li Kai Kai Amanda
Race 2		1st Runner-up	Li Kai Kai Amanda
Race 4		1st Runner-up	Li Kai Kai Amanda
Race 4		2nd Runner-up	Ching Lok Yan Lydia
5K Ladies' Junior 13			
Overall Series Award		2nd Runner-up	Wong Hoi Kiu Ealas
Race 4		1st Runner-up	Wong Hoi Kiu Ealas
Race 1		2nd Runner-up	Wong Hoi Kiu Ealas
Girl's B Grade	400m	2nd Runner-up	Wong Ching Wai Bebe
Girl's C Grade	4x100m Relay	Champion	Chan Lok Yi Katie
		2nd Runner-up	Lai Kei Hei Larissa
		2nd Runner-up	Leung Ching Jolly
C 組	100 米	冠軍	Chan Yin Lai Tiffany
		亞軍	Tang Ching Yi Cherry
	100 米跨欄	亞軍	Tang Ching Yi Cherry
	跳遠	冠軍	Chan Yin Lai Tiffany
	跳高	亞軍	Chan Yin Lai Tiffany
	鉛球	亞軍	Chun Sheung Crystal
		季軍	Wu Siqi Kelly
	鐵餅	亞軍	Wu Siqi Kelly
		季軍	Wong Ying Ying Mary
D 組	100 米	冠軍	Wong Ching Hei Bobo
	200 米	冠軍	Wong Ching Hei Bobo
	200 米	冠軍	Wong Ching Wai Bebe
	400 米	亞軍	Wong Ching Wai Bebe
	跳高	冠軍	Wong Cheuk Sze Kelly
	跳遠	季軍	Chan Ga Hei Abby
E 組	跳高	亞軍	Chan Tsz Yan Tracy
	60 米	亞軍	Chan Tsz Yan Tracy
女子 E 組	60 米	Champion	Leung Ching Jolly
	100 米	1st Runner-up	Leung Ching Jolly
	4x100 米	Champion	Leung Ching Jolly

女子青少年 C 組	100 米	2nd Runner-up	Tang Ching Yi Cherry
	鉛球	2nd Runner-up	Wu Siqi Kelly
	鐵餅	2nd Runner-up	Wu Siqi Kelly
	跳高	1st Runner-up	Chan Yin Lai Tiffany
	跳遠	1st Runner-up	Chan Yin Lai Tiffany
女子青少年 D 組	跳高	Champion	Wong Cheuk Sze Kelly
	4x100 米接力賽	Champion	Wong Cheuk Sze Kelly
			Chan Tsz Yan Tracy
			Chan Ga Hei Abby
			Chan Lok Yi Katie
			Chan Ga Hei Abby
	鉛球	1st Runner-up	Chan Ga Hei Abby
	鐵餅	1st Runner-up	Chan Ga Hei Abby
女子甲組	跳高	冠軍	Chung Wai Yan Phoebe
女子乙組	鉛球	亞軍	Li Hoi Lam Bonnie
	800 米	亞軍	Li Kai Kai Amanda
	400 米	亞軍	Wong Ching Wai Bebe
女子丙組		冠軍	
	800 米	冠軍	Wong Hoi Kiu Ealas
女子甲組	200 米	冠軍	Wai Lok Heng Angelica
	鉛球	季軍	Wu Siqi Kelly
女子乙組	1500 米	亞軍	Li Kai Kai Amanda
女子丙組	1500 米	亞軍	Wong Hoi Kiu Ealas
	800 米	季軍	Wong Hoi Kiu Ealas
	400 米	亞軍	Lai Kei Hei Larissa
	4x100 米	季軍	Lai Kei Hei Larissa
	4x100 米	季軍	Leung Ching Jolly
女子甲組	跳高	冠軍	Chung Wai Yan Phoebe
女子乙組	鉛球	亞軍	Li Hoi Lam Bonnie
	800 米	亞軍	Li Kai Kai Amanda
	400 米	亞軍	Wong Ching Wai Bebe
女子丙組	800 米	冠軍	Wong Hoi Kiu Ealas
Girls B Grade		1st Runner-up	Li Kai Kai Amanda
Girls Grade A		Champion	
Members:	Chan Hau Yu Angel	4B	Ng Wing Kee Alice
	Cheng Tsz Ching Annie	5J	Keung Yee Ting Ella
	Chu Wai Yin Cherry	5J	Law Cheuk Yung Chloe
	Cheung Ka Sin Karen	5M	Sun Lok Yee Jasmine
	Lau Hiu Ting Kristy	5M	
Southern District Basketball Competition 2015			
Women		2nd Runner-up	Law Cheuk Yung Chloe
The 7th TAC Super League			
Women		Champion	Law Cheuk Yung Chloe
The 4th KICKZ-LAB x VIVA Ladies Basketball League 2015			
Women		Champion	Law Cheuk Yung Chloe
The ACE Basketball League			
Women		1st Runner-up	Law Cheuk Yung Chloe

Central and Western District Basketball Competition 2015-16

Women

Champion

Law Cheuk Yung Chloe

2. Swimming**Central and Western District Age Group Competition 2015**

Girls	50m Backstroke	Champion	Chan Yin Kiu Nikki	4F
(Group G)	Girls 50m Freestyle	1st Runner-up	Chan Yin Kiu Nikki	4F
	Girls 100m Butterfly	2nd Runner-up	Chan Yin Kiu Nikki	4F
	Girls 50m Backstroke	Champion	Chan Yin Kiu Nikki	4F

Southern District Swimming Competition 2015

Girls Junior	200m Freestyle	Champion	Cheung Chi Hiu Zoe	5M
(13-17 yrs)	Individual Medley	Champion	Cheung Chi Hiu Zoe	5M

Women	400m Freestyle	2nd Runner-up	Cheung Chi Hiu Zoe	5M
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Hong Kong Age Group Long Course Swimming Championships 2015/16

Girls 15-17yrs	800m Freestyle	2nd Runner-up	Cheung Chi Hiu Zoe	5M
	200m Freestyle	1st Runner-up	Cheung Chi Hiu Zoe	5M
	400m Freestyle	1st Runner-up	Cheung Chi Hiu Zoe	5M

Hong Kong Amateur Age Group Swimming Competition 2015

Girls 13-14yrs	50m Backstroke	2nd Runner-up	Chan Yin Kiu Nikki	4F
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2015-16 (Division 1) Age Group Long Course Swimming Competition (Part 3)

Girls	4x100m Freestyle Relay	Champion	Cheung Chi Hiu Zoe	5M
(Age 15-17)	200m Freestyle	1st Runner-up	Cheung Chi Hiu Zoe	5M
	100m Butterfly	2nd Runner-up	Cheung Chi Hiu Zoe	5M

Inter-School Swimming Championships 2015/16 (Division 3)

Girls Grade A	Overall	2nd Runner-up		
	100m Freestyle	Champion	Cheung Chi Hiu Zoe	5M
	50m Butterfly	Champion	Cheung Chi Hiu Zoe	5M
	4x50m Relay	Champion	Chan Yin Kiu Nikki	4F
			Tsoi Cheuk Wai Charlotte	1R
			Mo Pui Kei Cindy	5L
			Cheung Chi Hiu Zoe	5M

3. Table Tennis**Wong Tai Sin District Table-tennis Competition 2015**

Girls' Junior Single (Age 16-18)	Champion	Chan Sum Yin Serene	
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Central & Western District Table-tennis Competition 2015

Girls' Junior Single (Age 16-18)	Champion	Chan Sum Yin Serene	6Pa
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HK Junior Table-tennis Tournament 2015

Girls' Group (Age 16-18)	2nd Runner-up	Chan Sum Yin Serene	6Pa
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Kowloon City District Table-tennis Competition 2015

Girls' Junior Double	Champion	Chan Sum Yin Serene	6Pa
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Inter-School Table-tennis Competition 2015/16 (Division 2)

Overall	2nd Runner-up		
Girls Grade A	1st Runner-up		

Chan Sum In Serene	6Pa	Wong Yee Ting Agnes	6J
Pang Tsz Yan Coco	6A	Chan Pak Yee Pat	4A
Ma Sze Yan Winnie	6J		
Grade B	3rd Runner-up		
Chau Pui Man Jenny	3J	So Man Wai Amanda	3T
Yip Cheuk Ying Peony	3L	Wong Chi Ching	2R
Wong I Ting Sally	3M		

4. Volleyball

第二十六屆 YMCA 盃女子排球賽

殿軍

Wong Ching Yee	2G	Yuen Hoi Lam Emily	3J	Chui Tsz Yan Samantha	3M
Chan Sau Kuen Candy	3T	Lui Ka Man Carmen	3T	Ng Chak Wai Mona	4A
Ng Tsz Ching Angel	4B	Ren Nuo Wen Vivian	4D	Wong Hin Yi Celia	5L
Kwok Hung Kwan Jenny	5M	Leung Lok Yin Sonya	5M	Wu Jingmei Esther	5T

Inter School Volleyball Competition 2015-2016

Girls' Overall	3rd runner-up	Volleyball Team	
Girls Grade B	Champion		
Ng Tsz Ching Angel	3J	Wong Hin Yi Celia	4B
Ng Chak Wai Mona	3L	Leung Lok Yin Sonya	4D
Hotchkiss Crystal Lanie	3M	Wu Jingmei Esther	4F
Ren Nuo Wen Vivian	3M		

14th Rosaryhill Sports Tournament

Girls'		Champion			
Wong Hin Yi Celia	4B	Ng Chak Wai Mona	3L	Tang Wing Wa Annie	2M
Kwok Hung Kwan Jenny	4D	Hotchkiss Crystal Lanie	3M	Chui Tsz Yan Samantha	2S
Leung Lok Yin Sonya	4D	Ren Nuo Wen Vivian	3M	Yuen Hoi Lam Emily	2G
Wu Jingmei Esther	4F	Fung Yat Laam Allison	2M	Hotchkiss Crystal Lanie	3M
Ng Tsz Ching Angel	3J				

5. Tennis

Kowloon City District Age Group Tennis Competitions

Youth Female Singles Aged 14-15	Champion	Lau Ka Hei Kelly	4B
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Central & Western District Age Group Tennis Competitions

Youth Doubles	Champion	Lau Ka Hei Kelly	4B
		Tam Man Yan Mary	4A

Southern District Age Group Tennis Competitions

Youth Female Singles Aged 14-15	2nd Runner-up	Lau Ka Hei Kelly	4B
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Youth Doubles	2nd Runner-up	Lau Ka Hei Kelly	4B
		Tam Man Yan Mary	4A

6. Others

A.S Watson Group HK Student Sports Award

Certificate	Cheung Chi Hiu Zoe	5M
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Sha Tin District Squash Competition 2015

Girls Junior FC group	2nd Runner-up	Lai Hoi Chun Tiffany	5J
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Singapore Cadet World Cup 2016

Women's Foil Team	2nd Runner-up	Li Hoi Kei Garnet	4D
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第四屆全港交互繩速度跳比賽

14 歲以下混合組

全場總冠軍

1 分鐘四人交互繩速度跳接力

冠軍

Yiu Pui Man Mandy

1B

1 分鐘四人交互繩擺繩

冠軍

Yiu Pui Man Mandy

1B

30 秒三人交互繩速度跳

冠軍

Yiu Pui Man Mandy

1B

2015-2016 全港學界閃避球錦標賽(港島及九龍區)**Champion**

Chan Ching Nga Vanessa

1R

Huang Ying Ying Amy

2S

Tse Hoi Lam Elizabeth

5L

Chan Hiu Yan Starly

1R

Chan Yuet Rachel

3T

Ching Yan Yi Angel

5T

Chan Tsz Yiu Yo Yo

2M

Hotchkiss Crystal Lanie

3M

Wong Hiu Lam Vanessa

5T

Chan Wing Lam Jessica

2M

Cheung Kwan Ying Meko

4A

Yau Hiu Kiu Katherine

5T

Cheng Ying Tung Chelsea

2M

Lo Hoi Ting Siobhan

4F

Shiu Chui Ying Didi

5T

Szeto Yan Janet

2R

Women Small Boat Silver Cup**2nd Runner-up**

Fong Long Hei Chloe

5L

Lam Yan Ching Tiffany

3M

Kwong Yuen Ming Yumi

3J

Ng Hoi To Tobi

4D

Lam Sz Wing Vivian

2M

Ho Hoi Yee Charlotte

3M

Lam Lung Linda

3L

Chan Yuki

2R

Tsang Renia Bernice

4F

Kong Yuen Kiu Phoebe

3M

Ng Chak Wai Mona

3L

Tsui Yee Man Chris

4F

Visual Arts Awards**“Paint Your Dream Journey” Drawing Competition**

Secondary School Section

Most Active School Participation Award**Champion**

Leung Sum Yu Sammy

4A

2nd runner-up

Leung Tsz Ching Nicole

3J

Merit

Chan Wai Laam Vivi

2M

Ho Kar Yeung Agnes

5J

Leung Masan Sam

5M

Pokfulam Art Exhibition 2015

Overall Best Art Piece Award

Tsui Oi Yiu Gabrielle

6A

“星星河”全國少年兒童美術書法攝影大賽

美術特等獎

黃學君

6Pa

美術壹等獎

張子詠

3J

梁芷晴

3J

楊詩樂

3J

葉芍瑩

3L

鄭遠明

3J

楊詩家

3J

林瓏

3L

崔煥堯

6A

美術貳等獎

鍾焯敏

3J

王穎昕

3J

李倩筠

3T

邱曉僑

5T

何穎雯

3J

張曉茵

3L

吳思琪

3T

陳鋤婷

6A

郭己嵐

3J

吳澤蕙

3L

譚芷誼

4A

麥芷瑤

3J

楊凱茵

3L

劉敏行

5J

美術叁等獎

莫可瑜

3J

戴苑廷

3J

葉霈璉

3L

何祉霖

3T

吳嘉慧

3J

司徒巧晴

3L

關芷柔

3M

鄧穎欣

4F

第九屆品德教育漫畫創作比賽

中學組(中四至中六)

優異獎

梁文琛

5M

全港青年繪畫比賽 (2014-2015 年度)

西洋畫中學組

亞軍

Wong Wan Yee Charlotte

4F

第五屆兩岸四地中國青少年兒童書畫攝影大賽

國畫初中組

貳等獎

李心朗

1M

優異獎

郭己嵐

3J

2015 “夢想家園” 亞洲兒童繪畫大賽

青年組

金獎

蔡雅思

3T

2015「奔向未來」繪畫比賽 (亞太區)**貳等獎**

何家楊

5J

邱曉僑

5T

叁等獎

郭佩儀

2S

潘韻姿

6Pe

優異獎

陳鋈婷

6A

劉敏行

5T

鍾慧欣

6A

譚芷誼

4A

許樂彤

5J

心連心、手拉手上海國際青少兒書畫攝影大賽**金獎**

李心朗

1M

金獎

郭己嵐

3J

第十三屆海內外中國書畫大賽**金獎**

郭己嵐

3J

銀獎

李心朗

1M

My Australian Christmas Card Competition 2015

Secondary School Category

Selected Entry

Leung Sum Yu Sammy

4A

品味成都蓉港青年學生創意設計賽**叁等獎**

邱曉僑

5T

紀念獎

鄭琳婷

5J

紀念獎

陳妍儷

5T

“美麗中國幸福香港” 首屆香港少年兒童繪畫比賽**優異獎**

梁心瑜

4A

中國少年兒童美術書法攝影作品大賽**美術特等獎**

陳允燁

4B

美術壹等獎

黎紀希

2G

林菁怡

2R

梁靖

2R

王棋筠

2S

黃韻茹

3J

陳加僊

4A

關芷柔

4A

張子詠

4B

劉姻瑋

4B

王沛淇

4B

楊詩家

4B

鄺遠明

4D

何家楊

6A

Coral Hotchkiss

2R

美術貳等獎

秦樂曦

2G

黃晞桐

2M

楊千融

2M

高馥瞳

2S

陳穎琳

3J

冼麗瑤

3J

黃海蕎

3J

艾美雪

3M

黃子澂

3M

馮小純

3T

陳朗婷

4B

梁芷晴

4B

王穎詩

4B

楊詩樂

4B

陳嘉琪

4D

張曉茵

4D

郭己嵐

4D

劉美諺

4D

鄭紫涵

4F

廖珮閔

5T

鄭琳婷

6A

Crystal Hotchkiss

4F

美術叁等獎	區瑜芳	2G	梁昀	2G	吳子如	2G	蔡卓慧	2M
	于樂瑤	2M	鄒菁菁	2R	鄭愷瞳	2S	陳綽祺	3J
	簡諾旻	3J	關凱晴	3J	黎樂兒	3J	李佳佳	3J
	吳思儀	3J	吳琦茵	3L	陳曉慧	3M	蔡靜蓉	3M
	白嘉欣	3M	艾美娜	3M	陳詠霖	3T	鄭映彤	3T
	馮曉穎	3T	卓文	3T	蘇海橋	3T	張沁愉	4A
	林瓏	4B	戴苑廷	4B	黃卓思	4B	葉霽璉	4D
	何嘉怡	4F	吳靜媚	5T	Antonette Sitchon	2R		
	Hailey Keaira		2S					

Pets with Love Drawing / Painting Competition

Secondary School Category	Champion	Leung Sum Yu Sammy	4A
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Mask Design Contest	Selected Submission	Yeung Sze Lok Teresa	3J
	Shortlisted Submission		
Leung Tsz Ching Nicole	3J	Ho Kar Yeung Agnes	5J
Leung Sum Yu Sammy	4A	Hui Lok Tung Emily	5J
Lee Man Wah Kristy	4B	Chan Yin Lai Tiffany	5T
Wu Jingmei Esther	4F	Lau Man Hang Monica	5T

手繪社區繪畫比賽	優異獎	鄭琳婷	5J
	優異獎	陳妍儷	5T
	優異獎	邱曉僑	5T

中西區交通安全運動 2015-2016 海報設計比賽

最佳學校參與獎

冠軍	黃蘊貽	4F
亞軍	梁文琛	4A
優異獎	廖珮閔	4F
優異獎	梁心瑜	5M

2016「奇幻之旅」繪畫比賽 (亞太區)	壹等獎	廖珮閔	5T
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Other Awards

SCMP – Student of the Year award

Merit	Chung Wai Yan Phoebe	6A
Merit	Cheung Chi Kiu Zoe	5M
Merit	Law Tsz Man Amy	4D

Panasonic 烘焙大賽

兩岸三地	最佳造型獎	Ho Mei Yin Selina	6J
香港區選拔賽	亞軍		

社創校園通通識「小想法・大改變」點子比賽

	冠軍		
Fung Sin Sze	6Pe	Ng Wing Yan	6Pe
Nicole Li	6Pa	Ng Pui Yee	6Pe
Chow Yuen Sze	6A	Cheung Yan Chi	6J
Wong Ming Wai	6J		

Secondary School Mathematics and Science Competition 2015

Biology	High Distinction	Chan Hei Tung Dee Dee	6J
	High Distinction	Chan Ze Lin Michelle	6Pa
	High Distinction	Huang Po Yin Bobo	6J
	High Distinction	Ng Sin Ying Shirley	6J
Chemistry	High Distinction	Wong Chiu Yu Cherry	6J
Mathematics	High Distinction	Wong Chiu Yu Cherry	6J
	High Distinction	Chan Ying Yuk Lina	6Pa
	High Distinction	Ng Pui Yee Sarah	6Pe
	High Distinction	To Ka Yee Kerry	6J

Australia Big Science Competition 2015

High Distinction	Hui Ka Yi	5L
Distinction	Ford Victoria Natasha	4D
Distinction	Lam Hiu Hay	5M

Hong Kong Student Science Project Competition 2016**Visitor's Favourite Award**

Cheng Man Hei	5L	Pong Sau Wan	5L
Hui Ka Yi	5L	Kwok Hiu Ching	5J

Science Talent Cup 2015

優異	Ng Ka Yin Kelsey	2G
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Hong Kong Biology Olympiad for Secondary Schools 2015-2016

Third Class Honour	Chow Sin Yau	5M
Third Class Honour	Wong Hoi Lun Helen	6Pe

Youth Economic Forum: Policy Analysis**“Outstanding Performance Award”**

Chow Yau Josephine	5M	Yip Ching Yi Wendy	5M
Wan Tsz Nga Cibe	5M	Heung Sum Yee Sammy	5M
Lau Hiu Ting Kristy	5M		

第十六屆和富千禧企業家精神計劃

承傳—活化傳統產業
季軍
最佳創意宣傳短片

Cheung Shu Ting Queenie	4B	Ng Megan Hoi Ling	4B
Leung Tin Yi Tiffany	4B	Wong Hin Yi Celia	4B
Liu Jia Kelly	4B	Lai Cheuk Lam Cherry	4D

承傳—活化傳統產業
優異獎

Chan On Ki Angel	4D	Wong Ming Sheung Mandy	4D
Kwok Hung Kwan Jenny	4D	Yip Woon Ting Crystal	4D
Lee Ki Yan Angel	4D	Wu Jingmei Esther	4D

毒品面面觀_多元智能禁毒減罪挑戰賽

多元智能禁毒減罪挑戰賽
總冠軍

Lok Yuen Yung	3J	Chan Ka Wing	4A
Mock Ho Yu	3J	Lai Cheuk Lam	4D

Kwong Yuen Ming
「向毒品說「不」」
冠軍

Lok Yuen Yung	3J	Chan Ka Wing	4A
Mock Ho Yu	3J	Lai Cheuk Lam	4D
Kwong Yuen Ming	3J		

「向毒品說「不」	亞軍		
Chu Wai Yin	5J	Ho Kar Yeung Agnes	5J
Lee Hei Yung	5J	Chun Sheung	5T
「回頭是岸」	冠軍		
Lok Yuen Yung	3J	Chan Ka Wing	4A
Mock Ho Yu	3J	Lai Cheuk Lam	4D
Kwong Yuen Ming	3J		
「毒品面面觀」	亞軍		
Chu Wai Yin	5J	Ho Kar Yeung Agnes	5J
Lee Hei Yung	5J	Chun Sheung	5T
「並肩創明天」	亞軍		
Lok Yuen Yung	3J	Chan Ka Wing	4A
Mock Ho Yu	3J	Lai Cheuk Lam	4D
Kwong Yuen Ming	3J		
「並肩創明天」	季軍		
Chu Wai Yin	5J	Ho Kar Yeung Agnes	5J
Lee Hei Yung	5J	Chun Sheung	5T
明日領航者計劃			
Junior Team 1	3rd – City Run		
Tsoi Chung Wan Janice (Leader)	4A	Leung Tin Yi Tiffany	4D
Chow Yuet Lam Caroline	4B	Ho Wing Man Kitty	3J
Li Hoi Kei Garnet	4D	Lok Yuen Yung Janice	3J
Junior Team 2	Overall:4th among all teams in HK		
Ng Megan Hoi Ling (Leader)	4B	Lai Cheuk Lam Cherry	4D
Kelly Liu Kelly	4B	Chan Tsz Ying Ankie	4B
Cheung Shu Ting Queenie	4B	Leung Lok Hang Tiffany	2G
Community Leaders of Tomorrow 2015– 16			
Top ten - Champion of competition City Run			
Leung Tsz Ching Nicole	4B	Yip Ka Moon Carmen	4B
Chan Sze Ching Stephanie	4D	Chung Cheuk Man Erika	4D
Mak Tsz Yiu Sherrie	4D	Tsoi Pui Yan Joanna	4D
Top ten - First runner up of City Run (Active participation)			
Leung Lok Hang Tiffany	3J	Chan Ga Hei Abby	4A
So Man Wai Amanda	4D	Kwok Yiu Yan Yumi	4D
Ko Tsz Ting Yoyo	4F		
Ranked 4th - Awarded (Active participation)			
Tsoi Chung Wan Janice	5J	Chow Yuet Lam Caroline	5L
Leung Tin Yi Tiffany	5L	Wong Hin Yi Celia	5L
Wong Ming Sheung Mandy	5M	Ng Che Wing Ashley	5T
Girls in aviation Day			
The top 10 winner of the essay competition		Wong Anisha	5L
		Li Hoi Kei Garnet	4D

2015/16 Hong Kong Budding Scientists Award

Level 2 award	Chung Cheuk Man Erika	3J
Level 3 award	Pang Kei Yi Kelly	4B
Level 3 award	Chow Yuet Lam Caroline	4B

The Tenth Speaking Contest for HK students

Honorable Mention	Li Evelin	4D
Certificate of Merit	Hui Ka Yi	5L

The 10th Cultural Generation – Teens Leader Program (Museteen Programme)

Active Participation	Ng Megan Hoi Ling	4B
Active Participation	Li Hoi Kei Garnet	4D

Youth Award Scheme For Central And Western District 2015

Youth Award Scheme (Active Community Service)	Champion	Ho Mei Yin Selina	6J
	2nd Runner-up	Lai Hiu Lam Ellen	6Pe
	Certificate of Merit	Cheng Yuk Ping Kate	6A
	Certificate of Merit	Choi Cho Yu Edith	6Pa
	Certificate of Merit	Lau Yik Tung Teresa	5T
	Certificate of Merit	Mak Chi Ling Jenny	6Pa
	Certificate of Merit	Sze Wai Yee Kimmy	6Pe

Hong Kong Ambassador Scheme	Silver medal	Yan Ka Ka Connie	5M
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Hang Seng Leaders to Leaders Lectures

Outstanding leadership insight award - Merit	Ng Megan Hoi Ling	5L
Most influential leaders award - outstanding performance	Lee Ki Yan Angel	5M
Outstanding leadership insight award - Merit	Lee Ki Yan Angel	5M

Junior Police Call**2015 Best Participating JPC School Club Award**

Western District	All JPC members
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Hong Kong Girl Guides Association

隊伍優秀女童軍	Cheung Nga Ting Kathy	5M
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Hong Kong Red Cross

Youth Attainment Badge 青年榮譽章	Cheng Yuk Ping	6A
	Lai Hiu Lam Ellen	6Pe

Red Cross Youth of the Year

2014-2015 年度訓練盾	港島總部季軍	Lai Hiu Lam Ellen	6Pe
Lai Hiu Lam Ellen	6Pe	Li Tsz Yan Vivian	3J
Cheng Yuk Ping	6A	Lee Pui Wing Emma	4D
Yuen Hoi Yan Jamie	5L	Lam Tsz Ching Michelle	4D
Wong Sui Suet Crystal	5M	Choy Hiu Kei Crystal	2G
Siu Pui Yin Miley	4A	Kwok Yung Yung Yoyo	2M
Chen Yi Chen Coco	4F		

2015-2016 Hong Kong Red Cross Drill Competition

		Best Commander	Yuen Hoi Yan Jamie	5L	
		Best Assistant Commander	Lee Pui Wing Emma	4D	
		Best Flag Party	Poon Wai Yan Joyce	4A	
			Yip Ching Yi Wendy	5M	
			Lee Yee Ching Letitia	5L	
Champion Of The Elite Category					
Wong Hei Tung Sunnie	1R	Kwok Hoi Lam Hebe	3M	Chen Yi Chen Coco	4F
Lam Hiu Tung Niki	1R	Ng Alexandra	3M	Li Yi Nam Gloria	4F
Yeung Hei Yin Helli	1M	Poon Wai Yan Joyce	4A	Yuen Hoi Yan Jamie	5L
Choi Ching Yung Gigi	2G	Siu Pui Yin Miley	4A	Lee Yee Ching Letitia	5L
Choy Hiu Kei Crystal	2G	Lam Tsz Ching Michelle	4D	Yip Ching Yi Wendy	5M
Li Tsz Yan Vivian	3J	Lee Pui Wing Emma	4D		

香港紅十字會漸進式活動計劃

Wong Sui Suet Crystal	榮譽章	6Pa	Siu Pui Yin Miley	4A
Li Yan Yi Maggie	6Pe	Yuen Hoi Yan Jamie	6J	

公益少年團

「環保為公益」慈善花卉義賣籌款

季軍

聖嘉勒女書院

2014/15 年度公益少年團傑出團隊

公益少年團獎勵計劃	中級獎	聖嘉勒女書院公益少年團	郭曉晴	5J
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Volunteer Movement Service Award

Individual

Silver Award

Chan Ka Yu	3L	Cheung Wing Yan	4D	Lai Lok Yiu Carol	6J
Liu Jia	4B	Chan Tik Yau	5L	Mak Chi Ling	6Pe
Leung Lok Yiu Yumi	4B	Lau Tsz Man	5M	Pang Chui Ying	6A
Cheung Shu Ting	4B				
Individual		Bronze Award			
Chan Tsz Ying Ankie	4B	Leung Andrea Michelle	6A	Leung Ka Ming	6Pe
Gwo Siu Yau	4F	Pang Ting Wai	6A	Ng Wing Yan	6Pe
Jim Hiu Chun	5M	Ng Sin Ying Shirley	6J	Fung Pui Wing	6Pe
Mok Sammi Wing Kiu	5M				

The Hong Kong Award for Young People

Hong Kong Award for Young People

Bronze Award

Luk Hoi Man Rain	6Pa
Chan Tsz Ting Ariel	6Pe

Outstanding Youth Commendation Scheme in Central & Western District 2016

Second runner up	Cheung Shu Ting Queenie	5L
Certificate of merit	Liu Jia Kelly	5L
Certificate of merit	Cheung Wing Yan Angel	5M
Certificate of merit	Jim Hiu Chun Vanessa	6PA

Home Affairs Bureau Presentation Ceremony for Multi-faceted Excellence Scholarship 2015-2016

Multi-faceted Excellence Scholarship	Lai Hiu Lam Ellen	6Pe
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IX. Financial Reports

Financial Summary 2015/16 (Unaudited Report)

	\$	\$	\$
	Income	Expenditure	Surplus / (Deficit)
1. Government Funds			
I. Non-School Specific Grant			
a. EOEBG General Domain			
EOEBG Baseline Reference	1,824,994.00	2,040,444.00	(215,450.00)
Sub-total	1,824,994.00	1,809,499.00	(215,450.00)
b. School Special Domain			
Admin Grant	3,622,476.00	4,253,435.00	(630,959.00)
Capacity Enhancement Grant	574,415.00	709,367.00	(134,952.00)
Composite IT Grant	381,108.00	534,604.00	(153,496.00)
Sub-total	6,402,993.00	6,611,074.50	(919,407.00)
2. School Funds			
Tong Fai	119,660.00	84,456.00	35,204.00
Scholarship	119,200.00	119,200.00	0.00
Collection for electricity charges of air-conditioners in Classrooms	214,105.00	232,720.00	(18,615.00)
Copy Fee Income	220,000.00	232,299.00	(12,299.00)
Fund-raising	29,784.50	29,784.50	0.00
Parking contribution	52,800.00	4,707.00	48,093.00
Sales of School Items	54,736.60	50,114.60	4,622.00
Sub-total	810,286.10	899,645.10	(57,005.00)

Deficit as at 31 August 2016 **(1,191,862.00)**

The deficit to be covered by EOEBG Surplus carried forward from 31 August 2015.

X. Future Planning

The 2 Major Concerns for 2016-2017 will be:

Major Concern 1 : To take on life experience with love and wisdom.

Focus I : Students care for the school and the community by respecting individual needs and differences

Focus II : Students appreciate themselves by further enhancing their positive self-concept

Focus III : Students cherish life by facing tribulations and adversities with serenity and hope

Major Concern 2 : To develop students into inquisitive and collaborative learners

Focus I : Teachers establish a Professional Learning Community focusing on SDL, LAC and STEM

Focus II : Students become more inquisitive and competent in using English

Focus III : Students learn in a more collaborative way through the use of IT resources

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 2015-16, the sum of CEG received, which included also the yearly Funding, was \$574,415.00 with \$255,820.00 carried forward, thus with a total of \$830,235.00. To relieve teachers' workload, the fund was used mainly for employment of teachers and TA. The surplus of \$120,897.77 would be carried forward to the year 2016-17.

In an attempt to relieve teachers' workload, to enhance teachers' efficacy and to benefit students' learning, the sum of CEG was used to employ one English Teacher, one Teacher Assistant, one I.T. Technician, school team and AES class 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 in school events.

Use of Capacity Enhancement Grant (CEG)			
	\$	\$	\$
	Income	Expenditure	Surplus / Deficit
	574,415.00		
Employment of Teacher/ IT Technician		547,638.00	
Employment of Tutors		145,779.00	
Course Fee of Chinese Debate		15,950.00	
Surplus C/F to 2016-2017			120,868.00

For details please see the table on next page:

Major Area(s) of Concern	Strategies/Tasks/ Implementation Plan	Benefits Anticipated (e.g. in what way teachers' workload is alleviated)	Time Scale	Performance Indicators	Evaluation	People Responsible
Diverse learning needs of students in English	To employ one English Contract Teacher to teach English and Literature in English	<ul style="list-style-type: none"> Relieve English teachers' workload (a) Most English teachers do not need to take up Literature in English lessons (b) Split class in Secondary 2 	Whole year	Internal examination results	As most English teachers did not need to teach Literature, they can focus on the teaching of English Language which benefited students' learning of English. The split classes in S2 enabled English teachers to better take care of the students.	English Panel
Diverse learning needs of students in Chinese	To employ an instructor to teach students debating techniques	<ul style="list-style-type: none"> Students' debating technique improved 	Whole year	Competition results and interest class held	Students feedback attendance record observation by teacher in-charge	Chinese Panel
ECA	To hire tutors for interest classes held after school	<ul style="list-style-type: none"> Relieve teachers' non-teaching duties in carrying out non-teaching activities 	Whole year	Interest classes held	Teachers non-teaching duties were relieved. More time could be spent on taking care of individual needs of students after school.	ECA Committee
IT	To hire an IT Technician	<ul style="list-style-type: none"> Provide technical support for teaching & learning 	Whole year	More use of mobile devices in learning & teaching	As the I.T. technician provided technical support for learning and teaching, teachers had more confidence in using I.T. in teaching. The record showed that frequency of using I.T. in classroom teaching was increased.	IT in Learning & Teaching

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 2015-16, the sum of SSCSG received, which included also the yearly Funding, was \$649,872.00 with \$370,842.26 carried forward, thus with a total of \$1,020,714.26. To relieve teachers' workload, the fund was used mainly for employment of teachers. The surplus of \$ 145,300.07 would be carried forward to the year 2016-17.

Use of Senior Secondary Curriculum Support Grant (SSCSG)

	\$	\$	\$
	Income	Expenditure	Surplus / Deficit
	649,872.00		
Employment of 2 Teachers		696,754.19	
Employment of 1 Associate Teacher		117,600.00	
Employment of 1 Teaching Assistant		61,060.00	
Surplus C/F to 2016-17			145,300.07

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 2015-16, the sum of this grant received, which included also the yearly Funding, was \$76,800.00 with \$25,082.00 carried forward, thus with a total of \$101,882.00. To relieve teachers' workload, the fund was mainly able to take part in a variety of activities outside the classroom and after school activities including instrumental classes, dance classes, sports activities and leadership training courses. The programs used \$75,898.00. The accumulated surplus of \$25,984.00 would be carried forward to the year 2016-17.

For details please see the table on next page:

The number of students (count by heads) benefitted under the Grant is 97 (including A. 7 CSSA recipients, B. 70 full-grant recipients and C. 20 under school's discretionary quota).

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

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate (%)	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner / service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Musical Instrument Class	1	5	1	98	Sep to Aug	3,525	Feedback from participants, observation, attendance record	Tutors	Punctual, attentive and good learning attitude
Dance Class	-	-	1	100	Sep to Aug	500	Feedback from participants, observation, attendance record	Tutors	Punctual, attentive and good learning attitude
Sports Classes	1	6	2	95	Sep to Aug	9,273	Feedback from participants, observation, attendance record	Coaches	Punctual, attentive and good learning attitude
Leadership Training Program	3	25	5	100	Sep to Aug	14,045	Feedback from participants & observation	Various outside school organizations	Punctual, attentive and good learning attitude
Tutorial Class	5	42	35	98	Sep to Aug	10,130	Attendance record, feedback from participants & observation	Various outside school organizations	Positive feedback and excellent attendance
Online Learning	-	1	1	100	Sep to Aug	152	Online records of completion, feedback from teachers	Various outside school organizations	
Aesthetics Education	4	40	25	100	Oct to May	32,800	Attendance record, course evaluation by students	Various outside school organizations	Students shared interest and were exposed to discover their interest and talent
Qingdao Study Tour	1	-	-	100	July	5,473	Student feedback, Assignment & observation	香島國際交流中心	Enthusiastic response, positive feedback from students and well received
Total no. of activities: 28									
@No. of man-times	15	119	70		Total Expenses	75,898			
**Total no. of man-times	204								

Note:

* Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

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

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

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

D. LSGSS (Learning Support Grant)

	Item	Quantity	Organization	Date	Target Group	Aim	Evaluation	Actual Expenses (\$)
1	Speech Therapy Training	33 sessions	16 sessions from Mc Kenzie & Associates Rehabilitation Services Ltd 17 sessions from Serve Shine Care Ed. Centre	27 th Oct. – 13 th July	8 students (S1 – S5, 6 SEN)	To help students improve their speaking and communication skills	Attendance rate = 77% - 94% All participants have shown improvement. They were more willing to express themselves and showed improvement in voice volume and eye contact.	57,600
2	Chinese Study Skills Training Workshop	20 sessions	Serve Shine Care Ed. Centre	10 th Oct. – 1 st June	5 students (S1 – S3, 3 SEN)	To equip students with Chinese study skills and to improve their writing skills and comprehensive skills	Attendance rate = 90% - 100% All participants were attentive in class. Improvement was shown among them.	26,000
3	Executive Functioning Training Workshop	18 sessions	Caritas Life Zone	13 th Oct. – 26 th June	13 students (S1 – S2, 6 SEN)	To enhance students' social skills, self-management skills and communication skills	Attendance rate = 78% - 100% Positive feedback received. All participants were actively participated, especially the outings for community service. They were more self-disciplined and have learnt various skills from the program such as time management, social skills and communication skills.	63,240

	Item	Quantity	Organization	Date	Target Group	Aim	Evaluation	Actual Expenses (\$)
4	Art Therapy	10 sessions	LINK Education Limited	6 th Apr. – 13 th July	3 students (S3 – S5, 3 SEN)	To provide students a way to express themselves and explore their wants, needs and feelings	Attendance rate = 80% - 90% Positive feedback received. All participants were engaging. All girls were more eager to express themselves, such as raising question, clarify their needs.	14,250
5	Learning Buddy Program	231 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 prepare questions or learning problems for the tutorial and sought help from our graduated S6 tutors.	23,100
								184,190
						\$182 065.8 – \$184 190	Deficit of	(\$2 124.2)

E. DLG (Diversity Learning Grant)

Program title Gifted Education	Objective(s)	Target(no./ Level/ selection)	Duration / start Date	Deliverables	Evaluation	Expenditure (HKD)
1. Effective Study Skills and 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 public examination and the future path- esp. more information about overseas education- esp on highly competitive programs.	<ul style="list-style-type: none"> ● 27 students ● S5 ALs and other students who rank among the top 35% ● Nominated by the Gifted Ed. Committee 	1 workshop 4 hours	Students were given JUPAS data of previous years, and information related to the admission requirements from various local and overseas institutions (esp. some popular program); course offered by Edvenue Limited	<ul style="list-style-type: none"> - The attendance rate is high (90%) - Majority of the participants agreed that they had a better understanding on the key factors in implementing their study plan. - Most also claimed that they were more aware of various options and platforms to study overseas. - Most agreed that the organization had given them a thorough understanding on the topic and they were informative. Students agreed that the program should be organized in the coming year. - Students were attentive. 	4,900

Program title Gifted Education	Objective(s)	Target(no./ Level/ selection)	Duration / start Date	Deliverables	Evaluation	Expenditure (HKD)
2. T.L. Yang Public speaking workshop	To enhance students public speaking skills. To help students to build up their confidence through public speaking	<ul style="list-style-type: none"> ● 24 students ● S2-S3 ALs and students who have good spoken English but need more training on their presentation skills 	1 workshop of around 2 hours	-Students were required to draft their own speech prior to the workshop. -Some English ambassadors from DGS came and provided suggestions on the content and the presentation skills to individual student.	<ul style="list-style-type: none"> - The attendance rate is high (100%) - Students were engaging and most of them participated actively. - Students agreed they have become more aware of presentation skills. 	1,000
3. Leadership training program (Junior form)	To introduce various leadership skills to potential young leaders in S2 and S3 To allow students to have a better standing on their strengths and weaknesses as young leaders.	<ul style="list-style-type: none"> ● 29 students identified by class teachers and subject teachers 	2 workshops around 4 hours each	Students participated in various group activities which require cooperation and collaboration among the group. Trainers observe students' performance and provide detailed evaluation on their strengths and weaknesses as a young leader. Course offered by Edvenue Limited	<ul style="list-style-type: none"> - The attendance rate is high (100%) - Most students agreed that the workshop is very interesting and useful. The speaker spoke clearly about leadership. Also, the workshop helped to enhance friendship among students 	8,500

Program title Gifted Education	Objective(s)	Target(no./ Level/ selection)	Duration / start Date	Deliverables	Evaluation	Expenditure (HKD)
4. Applied Strategic Thinking and Deep learning workshop for S4 ALs and cream of subjects	<p>To help students to learn more efficiently through cooperating strategic reading and information collection skills</p> <p>To facilitate students to convert information into knowledge which they can apply in various subjects more effectively</p>	<ul style="list-style-type: none"> ● 30 students ● S4 ALs and Cream of subjects (LS) ● Nominated by the Gifted Ed. Committee 	<p>1 workshop</p> <p>4 hours</p>	<p>-Students were given news articles; they are required to categorize the news by appropriate visual organizer.</p> <p>-Students are required to relate the information to the DSE curriculum and the subject content learnt.</p> <p>-Course offered by Edvenue Limited</p>	<ul style="list-style-type: none"> - The attendance rate is high (100%) - However students claimed that although the strategies taught is useful, they can hardly applied in frequently as that's too time consuming - Teachers observed that, some students cannot fully understand the skills required in the process. - Teachers observed that the program placed too much emphasis on LS, there was a lack of focus on the application of the information in other subjects. - Teacher suggested that, in 1617, the topic of workshop can be changed to teach students how to prepare for interviews i.e. preparation for CV, self-recommendation letter 	4,900

DLG Category	Program Description	Usage	Remarks /Evaluation	Level of Grant
Other Programs	Joint School Network Program for HKDSE ERS	For the employment of teachers to share out the additional teaching load directly arising from offering this program	<p>There were a total of 2 S5 and 2 S6 students</p> <p>The programme:</p> <ul style="list-style-type: none"> ➤ has been jointly organized by Hong Kong Tang King Po College, Aberdeen Technical School, 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 <p>Evaluation</p> <ul style="list-style-type: none"> ➤ In general, the program was well received by participating teacher and students. ➤ There had been a good documentation on students' learning schedule; attendance and examination performance and regular report on students' learning progress in class and exam. ➤ The participating S5 and S6 students were commended for their good attendance and class performance. ➤ They completed and handed in all assignments on time and had a steady performance in the examination. ➤ 2 S6 students attained Level 4 in HKDSE ERS Examination 2016. 	\$50,965

F. Career Life Planning Grant (CLP)

Objectives	Strategies	Monitoring/Evaluation:	Allocation of the CLP Grant
1. To equip students with interviewing skills to attend university interviews.	Interview preparation talk and mock practice will be arranged by service provider to equip students with the necessary skills in attending university interviews --- a talk will be 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; -- small group mock interview practice workshops are provided for students.	Our career teachers discussed with the service provider on the contents of the talk and the logistics of the mock interview practice both before and during the activities. Feedback 1. It is good to have native English speakers as instructors. 2. The mock interview sessions were done after school and students welcomed this arrangement. 3. However, the content of the talk was too general and the skills had been covered in English lessons. 4. Teachers suggested that students should be grouped according to their major areas of studies they were interested in and more subject-related questions could be asked during the mock interview sessions.	\$13,580
2. To broaden S2 students' perception on the world of work	Class-based WPD lessons will be arranged by service provider for all S2 students with the following aims - let students understand the fundamental elements of Career and Life Planning; -to assist students to have a better understanding of the nature and requirements of different jobs and ; -to equip students with the right mindset to make decisions for themselves and to help them find the direction of their career path	Our career teachers will discuss with the service provider on the contents of the lessons in order to meet the needs of students. Evaluation 1. The contents were clear and easy to understand. 2. The materials were at appropriate level of difficulties for students. 3. The instructors of the service provider had shown effective presentation skills and students were engaging. 4. The data analysis was used as a useful resource for S2 class teachers in designing the S2 Bridging Program.	\$22,000

<p>3. To enable senior form students to understand more about the actual job market</p>	<p>To arrange career-related activities for S4 and S5 students on Life Wide Learning Day</p> <p>--- a whole day job shadowing activity run by VTC at the T-Hotel (20 S4 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 (all S5 students)</p> <p>--- career visit sessions are arranged for all S5 students (provided by St. James' Settlement)</p>	<p>Students were required to complete both pre- task and post-task worksheets.</p> <p>Briefing to students will be conducted to explain the objectives of the activity.</p> <p>Evaluation</p> <p>Most students participated in the activities actively and they agreed that they had broadened their horizons. They learnt something valuable outside the classroom. They also agreed that the activities helped them with their career and life planning.</p>	<p>T-Hotel : \$6,120</p> <p>Career Live : \$17,290</p> <p>Career Visits : \$8,500</p>
<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 in order to give support to the relevant committees in carrying out CLP programs</p>	<p>Students and feedback from students will be collected to advise directions for further improvement.</p> <p>Evaluation</p> <p>Capacity of teachers was expanded. As a result, more extensive services were provided . For instance,</p> <ul style="list-style-type: none"> ■ WPD lesson materials are revised to suit the need of students, ■ Individual/group guidance sessions are provided for S5 and S6 students ■ More thematic talks to parents are delivered. ■ To provide support and advise on subject panels and committees to arrange CLP related activities 	<p>\$460,398</p>

G. 改善非華語學生的中文學與教

施行計畫	施行策略/工作	預期成果	實際成果
<p>一. 實施「學習架構」整體情況</p> <p>1. 透過多元途徑，提升中文科教師教授非華語學生的專業能力，以便實施「學習架構」，幫助非華語學生解決學習中文作為第二語言的困難，以期促成非華語學生銜接主流中文課堂。</p>	<p>1. 安排教授中一、中二非華語學生的教師接受教授非華語學生的專業培訓課程</p> <p>2. 已接受培訓課程的老師，於中文科組會議上與其他教師分享培訓所得。</p> <p>3. 參加香港大學「校本專業支援計畫」，以提升教師教授非華語學生的專業知識。</p> <p>4. 提升教師教授非華語學生的專業能力</p> <p>4.1 同儕觀課，專業交流，分享心得。</p> <p>4.2 與其他學校進行專業交流</p> <p>5. 增聘 1 位中文教師，以便調配較有經驗的中文教師負責教授非華語學生中文的工作。</p> <p>6. 增聘 1 名中文教學助理，協助教師設計教學活動、編寫教材、於午間或課後支援、協助推行語文活動等。</p> <p>7. 購買教學所需的教材及圖書。</p>	<p>1. 教授中一、中二非華語學生的教師已接受教授非華語學生的專業培訓課程，並能應用在教學上。</p> <p>2. 中文科全體老師經分享後，瞭解教授非華語學生的策略。</p> <p>3. 教師能掌握更多教授非華語學生的專業知識</p> <p>4.1 從分享心得中，提升專業能力。</p> <p>4.2 從專業交流中，提升教師的專業能力。</p> <p>5. 由較有經驗的中文教師負責教授非華語學生中文的工作</p> <p>6. 教學助理能協助教師設計教學活動、編寫教材、於午間或課後支援、協助推行語文活動等。</p> <p>7. 教師有更多參考資源，設計合適的教材。</p>	<p>1. 全體中文科老師已接受教授非華語學生的專業培訓課程</p> <p>2. 經分享後，中文科全體老師瞭解教授非華語學生的策略。</p> <p>3. 教師能掌握更多教授非華語學生的專業知識</p> <p>4. 能從分享中，修訂教學設計以期更切合學生的學習需要能提升教師教授非華語學生的專業能力</p> <p>5. 能調配 1 位有經驗的中文教師負責教授非華語學生中文的工作</p> <p>6. 教學助理能協助教師設計教學活動、編寫教材、於午間或課後支援、協助推行語文活動等。</p> <p>7. 已購買教學所需的教材及圖書。</p>

施行計畫	施行策略/工作	預期成果	實際成果
2. 設計初中非華語學生校本中國語文課程及教材	參考教育局上載「學習架構」專頁的配套資源，及主流課程，設計校本非華語學生調適課程、教材及評估。	初中非華語學生校本調適課程及教材能幫助學生循序漸進地學習中文。	已參考教育局上載「學習架構」專頁的配套資源，及主流課程，設計校本非華語學生調適課程、教材及評估。初中非華語學生校本調適課程及教材能幫助學生循序漸進地學習中文。
3. 幫助非華語學生認識中國傳統文化，以提升他們學習中文的成效。	1. 把有關較淺易的文學作品、歷史、成語故事等融入初中課堂學習中 2. 因應中國傳統節日，舉行相關的活動。 3. 安排非華語學生參加具中華文化的體藝活動(如書法、朗誦)	1. 能認識較淺易的文學作品、歷史、成語故事等。 2. 對中國文化多一分認識。 3. 進一步認識中華文化	能認識更多能認識較淺易的文學作品、歷史、成語故事等； 學生能認識更多傳統節日 學生能進一步認識中華文化。
4. 評估支援措施的成效	1. 參考「學習架構」及評估工具設計校內評估 2. 在本學年結束前，使用教育局評估工具的結果 3. 非華語學生在中文活動的表現	1. 能達致合格或以上的水平 2. 能達致符合初中水平 3. 積極參與中文活動	全部學生的考試成績均合格 已完成，且符合初中水平。 積極參與中文活動
5. 安排非華語學生多元出路	1. 安排與主流生一同學習的中四非華語學生學習中學文憑試課程 2. 安排與主流生一同學習、但語文能力較弱的中三及中四非華語學生參加課後國際中文考試預備班。(綜合中等教育證書(GCSE)及普通教育文憑(GCE))	1. 課業表現可達中學文憑試中國語文科中 3 等水平 2. 能掌握考試內容及作答技巧	1. 課業表現達中學文憑試中國語文科中 3 等水平 2. 能掌握國際中文考試的內容及作答技巧

施行計畫	施行策略/工作	預期成果	實際成果
6. 初中推行多元密集中文學習模式，以期促成他們銜接主流中文課堂。	1. 中一、中二採取抽離學習，與主流生分開學習。 2. 中一、中二各增加 2 節中文課 3. 午間支援 4. 僱用專業服務課後支援	1. 能更有效幫助非華語學生學習中文 2. 能多元化地認識中文 3. 能鞏固中文基礎 4. 能切合學生的需要，並鞏固中文基礎。	整體而言，全部學生的中文水平均具有明顯的進步。
二. 建構共融校園			
1. 加強與非華語學生家長的溝通	1. 提供所有主要學校通告的英文版本 2. 由班主任協助非華語學生家長瞭解學校通告的內容 3. 提供英文版本的學校簡介 4. 舉辦家長講座，以便瞭解學校的情況及為其子女提供支援。 5. 透過家長日向非華語學生家長講解其子女的學習進度(包括中文能力、銜接主流中文課堂的進展等)	非華語學生家長瞭解子女學習安排及透過家校合作，鼓勵非華語學生努力學習。	非華語學生家長瞭解子女學習安排，並能達致家校合作。
2. 提升教師的文化敏感度及營造文化共融環境	為學生推展同儕互勉計畫，鼓勵不同族裔的學生互相學習。	不同族裔的學生能互相學習，互相體諒及接受。	非華語學生積極參加電台廣播、英語大使、學校開放日等活動，達致與不同族裔學生互相學習。 學生多了關注少數族裔同學的學習困難。

End of Report