

ST. Clare's Girls' School

聖嘉勒女書院



Annual School Report

2016-2017

I. Our School



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

A. School Philosophy

“CLARE” means “BRIGHT LIGHT”

A LIGHT A BEACON To guide our Clarians



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

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

B. Vision and Mission

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

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

C. School Sponsoring Body & Brief History

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

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

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

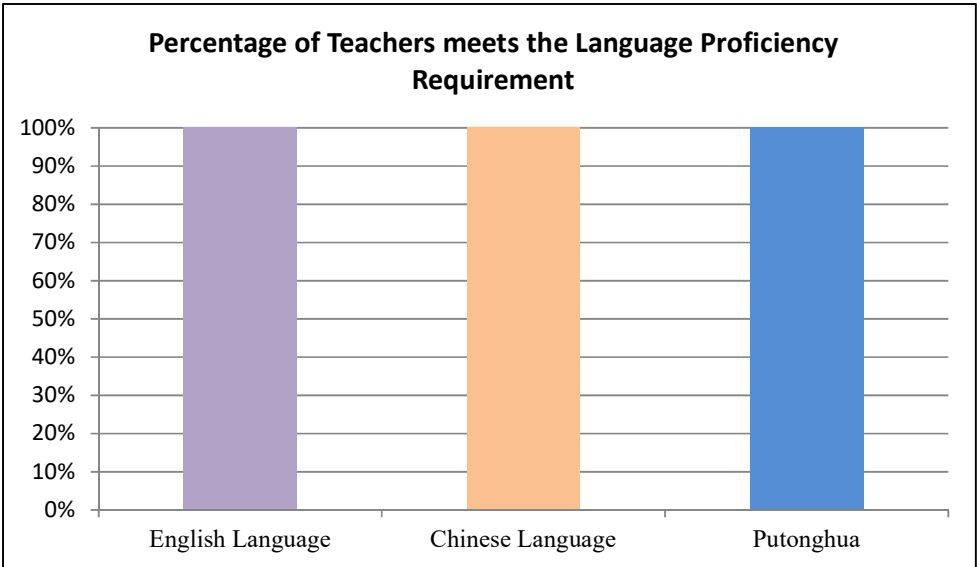
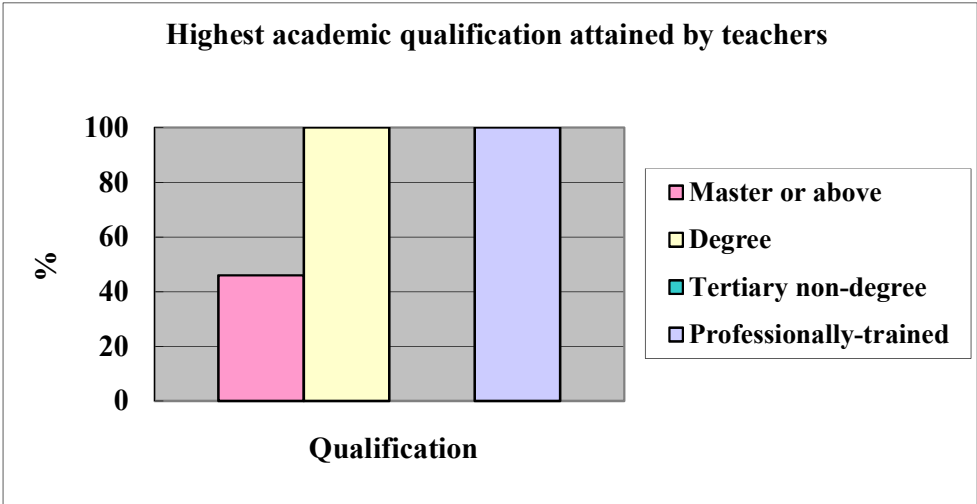
D. School Management**1. Members of the Incorporated Management Committee**

Ms. Wong She Lai, Shirley	Supervisor, Chairman
Ms. Lau Fung Yi, Lucia	Principal, Ex-officio Member
Sr. Nancy Mak	SSB
Mrs. Chan Cheung Yee Ling, Grace	SSB
Mr. Chow Pin Yeung, Val	SSB
Mrs. Kwok Wong Si Ling, Celina	SSB
Ms. Yuen Lai Mei, Susana	SSB
Mrs. Liu Tam Yuen King, Amy	SSB
Sr. Margaret Ho	SSB- Alternate
Ms. Cheung Sau Man, Susanna	Independent
Ms. Cheung Oi Man, Amelia	Alumni
Mr. Cheung Ngai Hung	Teacher
Mr. Tang Mo Pun	Teacher- Alternate
Mr. Li Ming Kit, Ronald	Parent
Mr. Leung Tin Ho David	Parent- Alternate

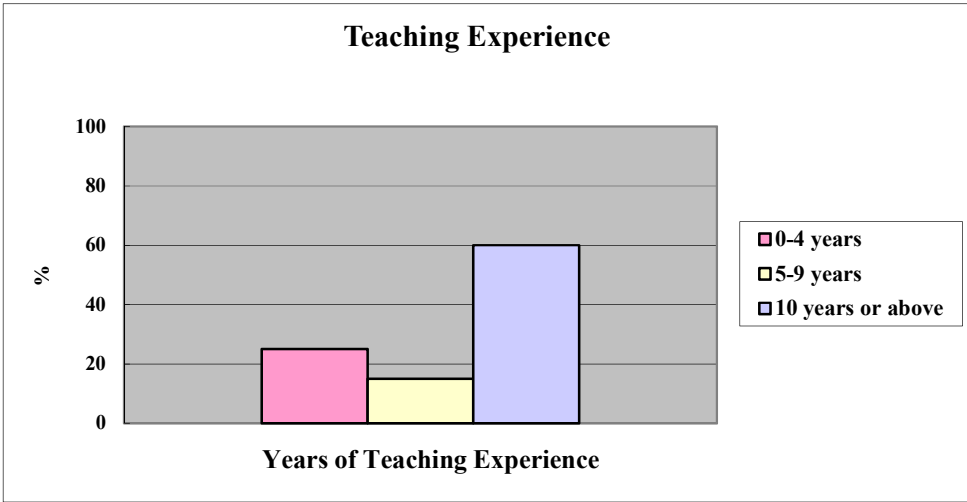
E. Our Teachers

The school has a teaching staff of 54. 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. Language Across the Curriculum

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

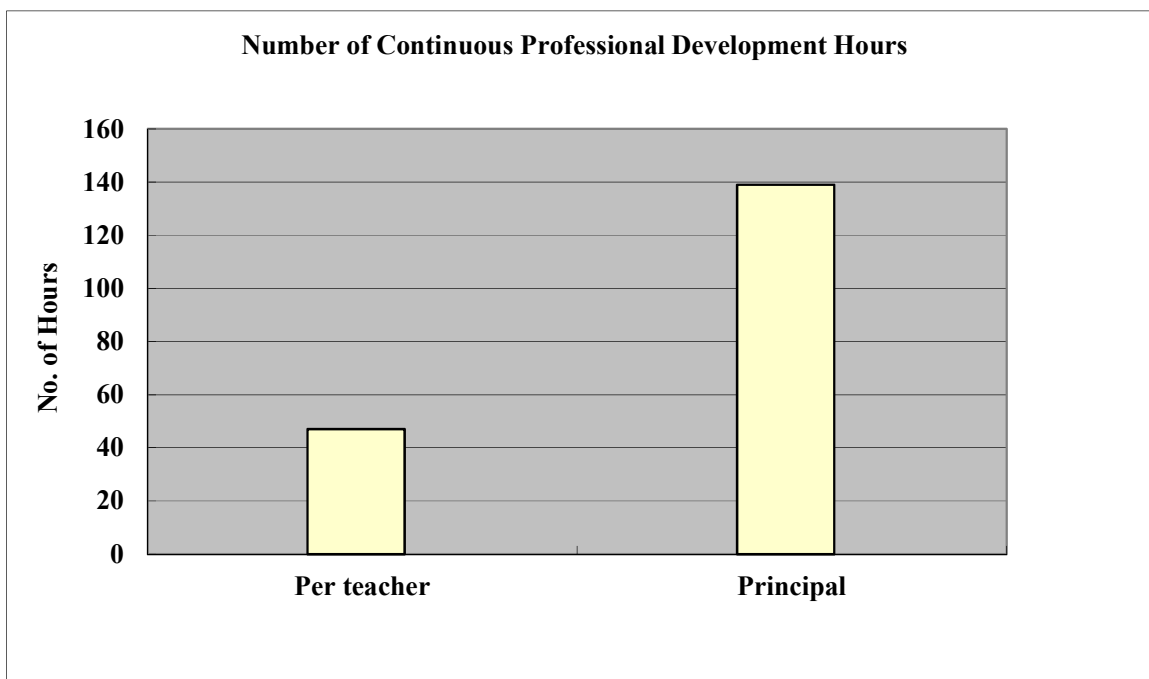
II. Professional Learning Community

The Professional Learning Community continues to grow steadily. This Year, our emphases were on Self-Directed Learning (SDL) and Language Across the Curriculum (LAC).

Concerning SDL, all teachers continued using SDL strategies in their classroom teaching for the second year. They revised the 8 SDL strategies learnt previously and shared their experience with their panels. We especially focused on Flipped Classroom to cater for learners' diversity and all panels had demonstrated a lesson for other teachers to attend. A total of 22 lesson demonstrations were conducted and most teachers agreed that Flipped Classroom benefits learning by arousing students' interest in learning and stimulating them to raise questions.

Teachers have also established a Professional Learning Community focusing on Language Across the Curriculum. Staff Professional Development programs were organized for some English, LS and Mathematics teachers to share what they learnt from courses on LAC. Other teachers who were involved in the trying out of LAC were invited to share their experience as well. Most teachers had a better understanding of the implementation of LAC and they found the sharing by colleagues fruitful. Feedback from English Panel showed that these approaches helped students be more confident in speaking in English.

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)



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	125	126	118	125	122	121	737

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%
2016 -17	98.5%	98.8%	98.1%	98.3%	97.9%	96.4%	98.1%

3. Destination of S6 Graduates

Destination of S6 Graduates (2017)

Classification according to levels of study

Total Number of Graduates: 121

Level	Number of Graduates
Local Degree Programmes	83 (68.6%)
Local Sub-Degree Programmes	19 (15.7%)
Overseas Study	12 (9.9%)
Employment	1 (0.8%)
Others	4 (3.3%)
Unknown	2 (1.7%)
Total	121

II. Achievements and Reflection on Major Concerns

Major Concern I

TO TAKE ON LIFE EXPERIENCES WITH LOVE AND WISDOM

Focus (A): Students care for the school and the community by respecting individual needs and differences. To be achieved by:

- (1) Connecting students with diverse background and cultures in various school activities e.g. 90th Anniversary Celebration activities, Open Day and class activities
- (2) Setting up Budding Leaders
- (3) Exposing students to the needs of the disadvantaged people and inspire them to take action and show love by:
 - (a) sharing of the words and deeds of St. Teresa of Calcutta
 - (b) sharing global issues of people who are in need (e.g. victims of natural disasters and refugees)

Achievements

- **Students worked together well with classmates/schoolmates of different abilities and diverse backgrounds in various school activities/functions**
 - According to student survey, **95.9%** of students agreed that they worked well together with classmates and schoolmates through their discharge of duties in a series of 90th anniversary celebration events (e.g. Best Wishes to St. Clare's, class flag, A Bagful of Gratitude – Canvas Bag Design, Open Days and Gala Night) and class activities that were organized this year. Also, in organizing programmes and activities, teachers in charge of panels and committees had included as many students as possible.
 - Three class teacher periods (CTP) were set aside in the whole person development (WPD) schedule to give time and space for the above-mentioned activities.
 - Also, all class teachers agreed that they had made use of Tuesday CTP for students to take turns in sharing and leading prayers for one another.
- **Students learnt that each one had their own strengths, personality and ability**
 - **94.5%** of students realized that each one has their strengths, personality and ability
 - This was achieved through a series of programmes and activities organized by the Student Guidance committee, other committees and panels.
 - Examples of the activities organized by the Student Guidance Committee are level-based activities such as S.1 Respect & Inclusive Culture, S.2 Resolving Conflicts and Respect Oneself and Others during the whole-person development programmes, activities to foster an inclusive culture such as Lunchtime Speaking Practice for Non-chinese Speaking (NCS) students and other students, class-based Big Sister activities on cultural diversities for S.1 & S.2, Fun Teen Day, three lunch gatherings for NCS students and a gathering for class teachers to share their experiences in fostering an inclusive culture in the classroom.
 - Other examples of programmes and activities conducted by other committees and panels are Tai Chi and Dragon Dance interest classes by PE panel, presentation skills workshops for S.1 & 2 by Gifted Education Committee and so on.

- **Students learnt that the school was a big family and they cared for one another.**
 - In the discharge of their duties and participating in the above-mentioned programmes and activities, 79.3% students agreed that the school was a big family and they cared for one another.
 - The house award system was revised in which competitions were expanded to academic and interest nature, an attempt to include all students, not just for those who are good at sports. Hence students' achievements in all areas were the criteria for the annual House of the year.
 - Also, Love in Action campaign, jointly organized by the Religious and Moral Education Committee (RME), Civic Education Committee (CE), Community Service Committee (CS) and Student Guidance (SG) provided opportunities for students to show care for the needy and one another. Through working collaboratively, they recognized each other's strengths and were able to express their appreciation to one another. Yet, more can be done.
- **Budding Leaders has been set up**
 - It has been set up by Student Activities and Leadership Training Committee.
 - 65 students from S.2 to S.4 were selected as Budding Leaders for 2016-17 and 8 training workshops and at least 8 experiential learning activities were provided to them to equip them the skills and attitudes to be future leaders and to serve the school and community.
 - Some of them joined the newly formed Interact Club and were exposed to a variety of programmes and trainings with people of diverse backgrounds, thus widening their horizons.
 - Around 90% Budding Leaders agreed that the activities and programs helped them to enhance and build up their leadership qualities.
- **Students were inspired by the words and deeds of St. Teresa of Calcutta and were exposed to global issues**
 - In order to inspire and encourage students to commit more in serving the disadvantaged, the words and deeds of St. Teresa of Calcutta and global issues of people who are in need were shared and presented during the morning assemblies, class teacher period and/or WPD time.
 - The RME organized a programme 'Care for the Needy' in October, invited guest speakers from UNHCR to give a talk on the displaced (the Syrian refugee issue) and a talk by Rev. Paul Kam on missionary work in Africa and so on. For Civic Education Committee (CE), there was a talk on 'Climate and War Refugees', a sharing by Hong Kong Seeing Eye Dog, etc.
 - During Tuesday class teacher periods, most class teachers discussed global issues with their classes during
- **Students engaged in voluntary services in caring for the disadvantaged**
 - Most students (85.75%) had been actively engaged in voluntary services to the disadvantaged people.

- Almost all students (**92.1%**) felt that they had a role to play in caring for the disadvantaged.
- This year, more students were involved in a more variety of voluntary services. Their service targets were not confined to the local's, but also those which are out of border: visiting and serving the mentally challenged targets in Guangzhou, the underprivileged in Liannan and the physically challenged targets in Shanghai.
- The Love in Action fund has been established to collect donations from students after the Chinese New Year to buy food, stationery and so on for the needy in the voluntary services.
- The Community Services reinvigorated the Bright Light project for the junior levels and fine-tuned the Service Learning project for the S.4 & S.5. Training workshops for S.4 & 5 were also organized to equip students with the skills and attitude in serving the needy.

Focus (B) Students appreciate themselves by further enhancing positive self-concept

To be achieved by creating opportunities for students to build up and share joyful experiences / memorable moments by

- (1) making use of 'Building a Positive Me' Journal for S.1- S.3 and
- (2) more sharing of both inside and outside competitions

Achievements

- With regard to 'Building a Positive Me' Journal as a way to help students to build up their self-concept, students gave some negative comments and that the student survey results cannot meet the success criteria. The details are to be dealt with in the session of Reflection: Areas of improvement
- **Students were given opportunities to share their joyful experiences and memorable moments as a way to help build their self-concept**
 - **70.7%** S.1-S.5 students agreed that they had the chance to record and share some of my joyful/memorable moments/competitions during class teacher periods or in other opportunities in school.
 - More experience sharing sessions by students were organized this year: 4 prize presentations, 90th Anniversary Celebration experience, Horseshoe Crab Rearing Program, Green Silk Road Exploration Tour 2016, Geohike in 2015-16, etc.
 - Also, during CTP and other class times, students were given chances to share their anecdotes of joyful and memorable experiences. Teachers found students enjoyed oral presentation of experiences and many of their sharing were inspiring and impressive.

Focus (C): Students cherish life by facing tribulations and adversities with serenity and hope

To be achieved by:

- (1) equipping students with skills and strategies to foster resilience in coping with life tasks with hope
 - (a) helping students to make plans and do reflections
 - (b) enhancing students' emotional and mental health by engaging them in a healthy lifestyle and to think positively
- (2) enriching students' life experiences which enable them to make their career and life planning (CLP) choices with wisdom by
 - (a) arranging visits, activities and talks with the support of past Clarians, outside

<p>organisations and parents</p> <p>(b) exposing students to more reference books in the library</p> <p>Achievements</p> <ul style="list-style-type: none"> ➤ All the strategies were carried out with satisfactory results in student surveys and positive teachers' feedback, meeting all the success criteria. ➤ Students learnt the skills and strategies to foster resilience <ul style="list-style-type: none"> - 82.2% of students agreed that they had used the skills learned to cope with life tasks such as studies, self-management, etc. Also, 82.8% of students realized that they could use the skills learned to solve problems - The Health and Environmental Education Committee (HE) organized WPD programmes to heighten students' awareness of their body, mind and emotions and be aware of having a balanced and healthy lifestyle: S.6 Positive Self: Body and Mind, S2 Emotional Management, S3 Balance of Life – rest, study and play. There was also lunch broadcast 'Are you healthy?' in April. - The Student Guidance Committee made use of the Building a Positive Me Journal to introduce ways to relieve stress and manage emotions. - Organised by the Gifted Education Committee, past Clarians were invited to share on how to handle stress and emotions engendered by HKDSE. - The Religious and Moral Education Committee also made use of Friday RME time to give sharing sessions on how people cope with adversity. ➤ Students made plans to enhance their emotional and mental health and did reflections of other areas <ul style="list-style-type: none"> - All students were required to write up a plan to maintain a healthy lifestyle and to do evaluation at midterm and the end of year. They also wrote up other plans and had reflections for their studies and extra-curricular activities. Most of them (74.3%) agreed that they have made plans and done reflection on how to live a healthy lifestyle and to think positively. - The Student Activity and Leadership Training Committee introduced the 6 levels thinking skills to S.1-5 during the WPD time. A more in-depth version was given to chairpersons of Interest Clubs, Student Working Groups and Budding Leaders through leadership training workshop in January and April - All panels engaged students in post-assessment reflection to help them to improve and to provide them the incentive to strive for excellence. - All teachers have increased the use of both oral and written feedback as a guide for students to do self-evaluation. For example, class teachers wrote comments on Building a Positive Me Journal, Individual Pledge, Maintaining a Healthy Lifestyle Plan and so on. ➤ Students were exposed to and inspired by how people confront adversities and make choices in their career and life planning. <ul style="list-style-type: none"> - The Career Guidance Committee had invited more past Clarians to share and mentor senior level students. Workshops and talks on making choices, multiple pathways, colours of life and so on were also organized during the WPD time. A session on Human Library

was organized for the senior level students. More related books were purchased and kept in the library for students' reference. **89.3%** of students agreed that they had participated in visits or talks or activities related to career and life planning.

- Through the programmes and activities of Religious and Moral Education Committee, Civic Education Committee, Community Services Committee, Student Activity and Learning Training Committee and so on, students were inspired on how to overcome adversities positively and how to make choices. As a result, **89.3%** of students felt that they were aware of how to make wise choices.

Reflection on Major Concern I:

To take on life experiences with love and wisdom

Strengths:

- A whole-school approach was adopted in implementing the strategies with some specific items resting on individual committees and class teachers. All programmes and activities were carried out in the Tuesday WPD time schedule, Friday RME time schedule, Class Teacher Period, Morning Assembly, class time, lunchtime and afterschool. This practice has been proven to be effective and will therefore be reinforced in the coming academic year. It also suggests that the school can explore the possibility of *merging some student development committees of similar nature* such as Civic Education Committee and Moral and Religious Education Committee
- According to student surveys, Focus (A) & (C) achieved encouragingly high percentages, with most of them reaching 80-95%. Also, positive feedback from teachers and students was received. Students were observed to have performed the intended outcomes through their daily performance in school, 90th anniversary celebration events and outside school competitions and activities. Most students were able to work together quite well. However, with the new intake of S.1 in the coming academic year, the total no. of Non-Chinese Speaking students in school will surely increase. Thus, there is a need to introduce *a more vigorous inclusive culture*.
- Positive feedback has been received from different stakeholders, the school sponsoring body, parents and friends of St. Clare's, etc. It was a busy year for students and they indeed did a good job this year. Many of them expressed that they enjoyed all the school events and they have learnt a lot. They have become more proactive in taking up posts of responsibilities and more confident in speaking to guests about the school and serving them. To plan for the future, the membership of *Budding Leaders* can be extended to S.1 in the second term.

Areas of improvement

- According to student surveys, the school has failed to achieve Focus B: helping students to appreciate themselves by further enhancing their positive self-concept with the strategy of making use of 'Building a Positive Me Journal'. Only **43.6%** of S.1-S.3 students found the Journal useful in helping them to understand themselves better though they enjoyed sharing it verbally to the class. They found it tedious and a burden to record their feelings and anecdotes.

- Also, only **57.9%** S.1-S.5 students felt more positive about themselves.
- As a result there is a need to launch a bigger scale and a more structured project to boost students' self-concept, building up their resilience and confidence. A whole-school approach is to be adopted in which parents should also be included. Also, there is a need to arrange a time slot *in the timetable for class teachers to conduct positive classroom culture and follow-ups* of whole-person development programmes.

Major Concern 2

TO DEVELOP STUDENTS INTO INQUISITIVE AND COLLABORATIVE LEARNERS.

Focus (A): Teachers establish a Professional Learning Community focusing on Language Across the Curriculum (LAC) and Self-Directed Learning (SDL). To be achieved by:

- (1) Further enhancing teachers' self-directed learning strategies by
 - (a) providing opportunities for teachers to share their experience of SDL to panels
 - (b) consolidating the experience from last academic year of using different SDL strategies.
- (2) The making use of IT resources to create more interactive classrooms
- (3) The implementation of a whole-school approach Language Across the Curriculum (LAC) by
 - (a) conducting curriculum mapping among panels
 - (b) the introduction of language weighting in assessment (3-5%)
 - (c) arranging Cross panels LAC projects

Achievements

- **The Professional Learning Community continues to grow steadily and the foci were on SDL and LAC.**
 - Following the usual practice, teachers shared the teaching strategies they learnt from seminars and courses. Opportunities were also given for teachers to share their experiences in panel meetings and SPD programs. From SPD programs evaluations in August, December(2016) and June (2017) teachers commented that the sharing of teachers were useful and insightful. They knew many more approaches in self-directed learning and teaching strategy and they had learnt useful tips from colleagues on how to implement new teaching methods in lessons.
 - Staff Professional development programs were organized for some English, LS and Mathematics teachers to share what they learnt from courses on LAC. Other teachers who were involved in the trying out of LAC were invited to share their experience as well. From surveys, 80% of teachers had a better understanding of the implementation of LAC and they found the sharing by colleagues fruitful.
- **All teachers continued using SDL strategies in their classroom teaching for the second year. They revised the 8 SDL strategies learnt in the academic year 2015-16 and used them in their teaching. We especially focused on Flipped classroom to cater for learner's diversity.**

- From teacher's survey: Concerning the PLC, 97% of teachers agreed that they have continued using SDL strategies in teaching and 100% of teachers agreed that they have applied SDL knowledge and skills learnt from the staff development workshops in lessons, assignments and co-curricular and extra-curricular programs. Sharing sessions were conducted in panel meetings and relevant materials and a self-reflection journal were uploaded in the N:drive.
 - All panel heads had demonstrated a lesson for other teachers to attend. A total of 22 lesson demonstrations were conducted and all teachers had attended at least one lesson observation.
 - From reports on Flipped classroom submitted by panel heads, all panel heads agreed that Flipped classroom benefits students learning by arousing students' interest in learning, stimulating them to raise questions and catering for learner's diversity as students can learn the content on their own pace by watching the video again.
- **Teachers continued to use IT resources to facilitate SDL and create an on-line platform for students to learn collaboratively.**
- From teacher's survey, 95% of teachers agreed that more opportunities have been given to students to use IT resources in learning. (e.g. Flipped classroom, iPads, Schoology and Office 365)
 - In addition, 86% teachers agreed that with the use of IT resources, students can learn more collaboratively with their classmates, e.g. using Flipped classroom, iPads, Schoology and Office 365 for group discussion and/or organizing ideas in group discussion.
- **A school-based 'Language Across the Curriculum' (LAC) approach had been devised to help students learn non-Chinese subjects more effectively.**
- Curriculum mapping was initially tried out among different panels and the English panel. Each subject panel submitted their scheme of work to the English panel as reference at the beginning of the school term so that the English panel members were aware of the topics addressed by other subject panels. Based on the topics submitted, the English teachers devised reading materials and related exercises in their teaching schedule.
 - All Panels except for English and English Literature and ERS had introduced language weighting in assessment. For example, 3% of total mark was given for language fluency in the Exam papers to encourage students to be more aware of language proficiency in essay writing. From Panel reports, students had paid more attention to their written language and most could get 2/ 3 of the marks allocated for use of English.
- **Cross-panels LAC projects were carried out for some subjects, like Geography, I.S., L.S.,IH, History, T&L, English, to boost students' confidence in using English to learn non-Chinese subjects.**
- For example, in Integrated Humanities, teachers collaborated with English teachers in teaching students the WH questions. English reading comprehension were modified from articles prepared by the Integrated Science Panel. Also, in T&L and History Panels, vocabulary and text types useful in the subject were shared with the English panel.

Teachers agreed that the projects could create more collaboration between the English Panel and other non-English Panels so as to help students to improve their Language Proficiency.

Focus (B): Students become more inquisitive in learning and more competence in using English. To be achieved by:

- (1) Further strengthen students' self-directed learning skills especially on inquisitiveness by
 - a. Refining students' peer learning circles
 - b. Providing more opportunities for students to raise questions.
 - c. Exposing students more to English in subjects other than English language

Achievements

➤ **The peer learning circles were refined to enable students to make good use of the time for peer learning.**

- Class teachers had helped students form their study groups within their class with mixed abilities. Six sessions during lunchtime were conducted. Students were given opportunities to discuss with their peers. They needed to raise some questions in relation to their learning, which would be passed to subject teachers to follow.
- From teacher's survey, concerning the Peer Learning Circle, 75% of teachers agreed that students had asked more questions about their learning in the study groups 72% of teachers agreed that students have asked more questions during the peer learning circle sessions arranged by the school. 95% of teachers agreed that the study groups have provided students with opportunities to learn collaboratively with their peers.
- From Student's Survey, 71% of students agreed that the study groups had provided them with opportunities to learn collaboratively with their peers.

➤ **Students have been provided with more opportunities to raise questions in class and in assignments**

- From teacher's survey, over 90% of teachers agreed that students had been provided with opportunities to ask questions regarding their learning e.g. in assessment/ flipped classroom lesson etc. and the assignments provided students with opportunities to reflect on their learning, e.g. assignment correction, generating questions from news clips, post-assessment analysis etc.
- From Student's survey, 73% of students agreed that the assignments had provided them with opportunities to reflect on their learning e.g. assignment correction, generating questions from news clips, post assessment analysis etc.
- From Panel's reports, most subject panels had provided opportunities for students to raise questions in class and in assignments. For example, in Literature in English, online discussion forums were used; in Liberal Studies, 5 minutes at the end of a lesson were reserved for students to ask questions.

➤ **Students were given more chances to learn English in subjects other than English**

Language with the implementation of LAC. There is an increasing awareness of the importance of the use of English in subject learning.

- The English Panel collaborated with Integrated Humanities, Integrated Science and Geography Panels respectively to try out some LAC strategies on reading, vocabulary list and grammar items.
- From Student's Survey, 84% of students agreed that they had been given more chances to learn English in subjects other than English Language and 73% of them agreed that they felt more confident in using English to learn non-Chinese subjects. It is also supported by the English Panel.
- From Teacher's Survey, concerning the exposure to English, 92% of teachers agreed that students had been given opportunities to learn English in subjects other than English Language.

Focus (C): Students learn in a more collaborative way through the use of IT resources. To be achieved by:

- (1) Providing more opportunities to students to use IT resources in learning.

Achievements

- **All panels agreed that they had given more opportunities to students to use IT in learning and majority of students could learn more collaboratively with others.**
 - All panels used a variety of IT resources in their teaching. For example, Google Form, Photoshop, YouTube, Explain everything, Research in the internet and Schoology.
 - From teacher's survey, for the student's use of IT resources, 96% of teachers agreed that students had been given more opportunities to use IT resources and students can learn more collaboratively with their classmates, e.g. using Flipped classroom, iPads, Schoology and Office 365 for group discussion and/or organizing ideas in group discussion.
 - From students' survey, 78.4% of students agreed that they had more opportunities to use IT resources (e.g. Flipped classroom, iPads, Schoology and office 365) in learning and almost 70% of students agreed that they could learn more collaboratively with their classmates in discussion and doing projects.

Reflection on Major Concern II:

To develop students into inquisitive and collaborative learners.

Strengths:

- The Professional Learning Community enables teachers to have more exchanges and sharing of teaching experience within a panel or across different panels. In March, we were invited by the Education University of HK to share our experience in developing PLC. We have accumulated some experience and resources to disseminate our experience to other education bodies in next academic year.
- Teachers have a better understanding of the strategies that could help students develop a habit of using the SDL skills so that they could become Collaborative, Responsible, Inquisitive and Proactive.
- We have smoothly implemented the school-based LAC approaches to empower students' proficiency especially spoken English in learning non-Chinese subjects.

Areas of Improvement:

- From students' survey, only 62% of students asked more questions concerning their learning during lessons and 54.8% of students asked questions after lesson to improve their learning. One of the foci for next academic year will be on further enhancement of students' inquisitiveness. This could be done by
 - Connecting their learning to their daily lives so that their curiosity to learning can be further enhanced.
 - Teaching students problem solving skills.
 - Organizing projects that require students to solve problems together e.g. STEM project.
 - Teaching students how to learn from asking questions.
- As only 64.7% of students agreed that they could learn more collaboratively with their classmates, it was suggested that we could provide different I.T. platforms for students to work collaboratively.
- With regards to students' English proficiency, students in general could speak more confidently. However, they need to brush up their elaboration and presentation skills. This would be the focus for our LAC next 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 2016-17

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

*: Elective Subject ☐: Compulsory Subject

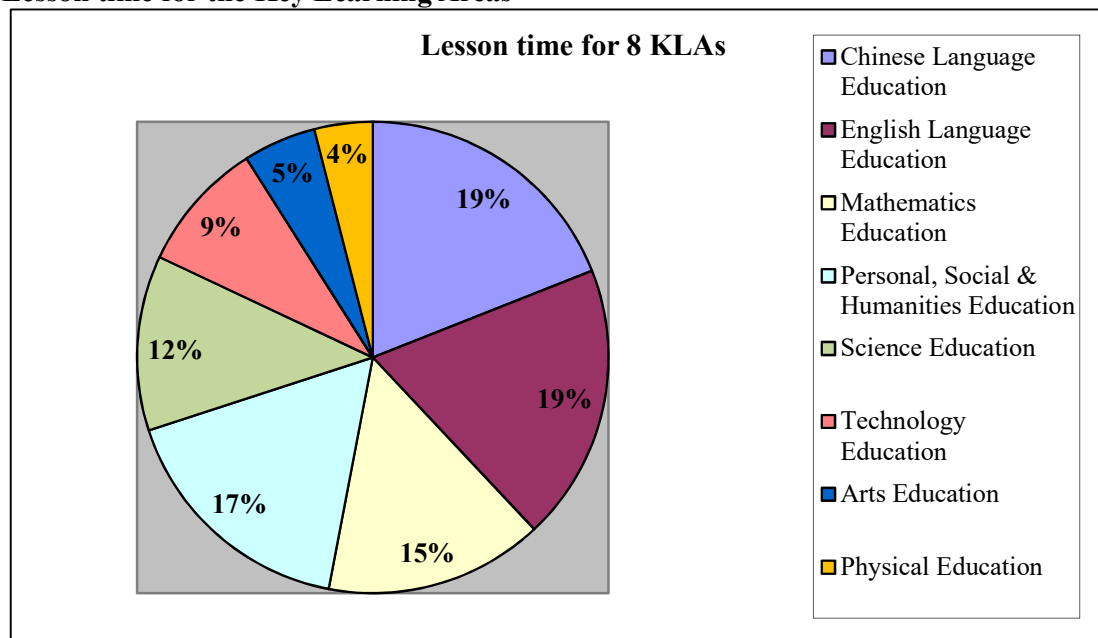
C. Assessment Policy and Supportive Measures

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

D Number of School Days

S.1-6	Number
No. of School Days	190
No. of Holidays	90

E Lesson time for the Key Learning Areas



F. I.T. in Education

- The full coverage of computer network in the school premises and the sufficient provision of mobile devices allow teachers to adopt a 1-student-1-device mode of teaching and learning pedagogy.
- With the integration of e-Learning tools, teachers have devised a wide range of learning tasks to cater for students' learning diversity and to develop students to become 21st century learners.
- The emphasis on the use of flipped classrooms and online platforms were adopted to promote self-directed learning.

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 and Interpersonal Relationship	(1) (a) Knowing oneself from different perspectives: emotional, physical, social, hobbies, history of schooling, friends and so on. (b) Self-management and Personal Hygiene (2) *Sex Education: Protecting one's body (3) Knowing emotions: A basic understanding of emotions and how to express themselves (reference from existing teaching materials, real life scenarios and role	(1) *Building up self-image / self-esteem (2) *Sex Education: Dating and intimacy (3) Emotions and Stress management: Developing a positive attitude towards emotions and learning how to read and manage them (4) Life is Valuable: ditto (5) Interpersonal relationship: (1) Resolving conflicts	(1) (a) Positive self-concept Intellectual self, social self, moral self and SWOT analysis (b) *Self-efficacy: time management, transition to adolescence, capacity building as leaders, appreciating one's strengths and overcoming shortcomings (2) *Sex Education: Love and chastity (3) Emotions and Stress management: (a) Positive	(1) Positive self-concept Intellectual self, social self, moral self and SWOT analysis (2) *Sex Education: The influence of mass media on the attitude towards love & chastity (3) Emotional management, stress and time management: (a) adaptation to changes and care for one's mental health (b) Positive	(1) (a) Positive self-concept: Intellectual self, social self, moral self and SWOT analysis (b) Social interaction - Social etiquette - Conversational strategies: introducing oneself (2) *Sex Education: The influence of mass media on the attitude towards love & chastity (3) Emotional and Stress	(1) (a) Positive self-concept: Intellectual self, social self, moral self and SWOT analysis (b) Social interaction (i) Social etiquette (ii) Conversational strategies: introducing oneself (iii) Good grooming (2) *Coping with changes: Responsibility & Commitment on Love, Marriage & Family

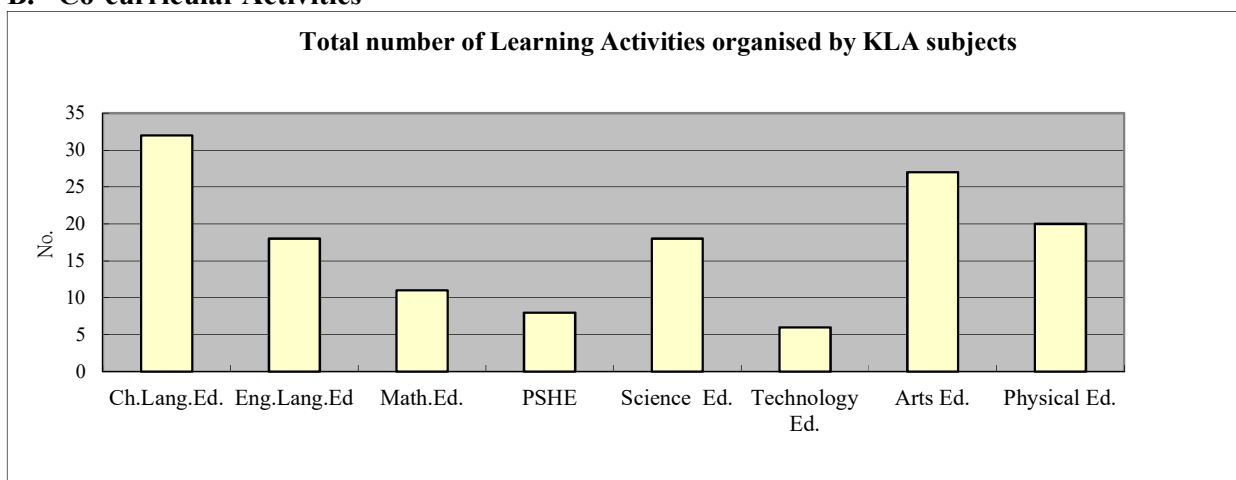
	play) (4) Life is Valuable: exposure of other people's experiences to inspire them to count their blessings and how they can help the misfortune (*S.1 to S.5) (5) Interpersonal relationship: (a) Respect oneself and others (b) Communication skills (c) Social manners (d) Making friends	(2) Respect oneself and others (3) Social manners (4) Appreciation Accepting differences	attitude towards stress (b) Knowing the importance and of ways for relieving stress (4) Life is Valuable: ditto (5) Interpersonal relationship: (a) Resolving conflicts (b) Respect oneself and others (c) Social manners (d) Appreciation (e) Accepting differences (f) Relationship with family on subject selection	attitude towards stress (c) Knowing the importance and of ways for relieving stress (4) Life is Valuable: Ditto (5) Interpersonal relationship: (a) Resolving conflicts (b) Respect oneself and others (c) Social manners (d) Appreciation (e) Accepting differences	management: (a) Positive attitude towards stress (b) Knowing the importance and of ways for relieving stress (4) Life is Valuable: ditto (5) Interpersonal relationship: (a) Resolving conflicts (b) Respect oneself and others (c) Social manners (d) Appreciation (e) Accepting differences	(3) Emotional and Stress management: (a) Positive attitude towards stress (b) Knowing the importance and of ways for relieving stress (4) Looking back and looking ahead (Ref: art/music therapy approach) (5) Interpersonal relationship: (a) Resolving conflicts (b) Respect oneself and others (c) Social manners (d) Appreciation (e) Accepting differences
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TIC	SG, HE, CS, RME, Class Teachers, SSW	SG, HE, CS, RME, Class Teachers, SSW	SG, HE, CS, RME, Class Teachers, SSW	SG, HE, CS, RME, Class Teachers, SSW	SG, HE, CS, RME, Class Teachers, SSW	SG, HE, CS, RME, Class Teachers, SSW
(b) Religious, Moral and Civic Education	<p>(1) Truth in words and deeds (Four cardinal virtues and five catholic education values) (a) Seek knowledge</p> <p>(2) Care for one another (a) Be considerate (b) Be accommodating</p> <p>(3) Joy from gratitude (a) Appreciate God's creations</p>	<p>(1) Truth in words and deeds (Four cardinal virtues and five catholic education values) (a) Seek knowledge</p> <p>(2) Care for one another (a) Be considerate (b) Be accommodating</p> <p>(3) Joy from gratitude (a) Appreciate God's creations</p>	<p>(1) Truth in words and deeds (Four cardinal virtues and five catholic education values) (a) Integrity</p> <p>(2) Care for one another (a) Be considerate (b) Be accommodating</p> <p>(3) Joy from gratitude (a) Instill hope (b) Accept oneself</p>	<p>(1) Truth in words and deeds (Four cardinal virtues and five catholic education values) (a) Integrity</p> <p>(2) Care for one another (a) Be considerate (b) Be accommodating</p> <p>(3) Joy from gratitude (a) Instill hope (b) Accept oneself</p> <p>(4) Stewardship (a) Serve one another (b) Be responsibility (c) Be compassionate</p>	<p>(1) Truth in words and deeds (Four cardinal virtues and five catholic education values) (a) Integrity</p> <p>(2) Care for one another (a) Be considerate (b) Be accommodating</p> <p>(3) Joy from gratitude (a) Instill hope (b) Accept oneself</p> <p>(4) Stewardship (a) Serve one another (b) Be responsibility (c) Be compassionate</p>	<p>(1) Truth in words and deeds (Four cardinal virtues and five catholic education values) (a) Integrity</p> <p>(2) Care for one another (a) Be considerate (b) Be accommodating</p> <p>(3) Joy from gratitude (a) Instill hope (b) Accept oneself</p> <p>(4) Stewardship (a) Serve one another (b) Be responsibility (c) Be compassionate</p>

TIC	CE, RME	CE, RME	CE, RME	CE, RME	CE, RME	CE, RME
(c) Career and Life Planning	Development of proper values (C.R.I.P.) and proper attitude towards work (a) Commitment (responsibility and punctuality) (b) Respect (diversity) (c) Integrity (honesty) (d) Positivity	Increase students' perceptions on the world of work	(1) *Linking study opportunities and career choices (2) *Making well-informed choices on subject selection (3) Goal-setting further studies and career	(1) *Work ethics and attitudes (2) *Getting to know more about the workplace (3) Career-related experiences	(1) Career-related experiences (2) Goal-setting: Multiple pathways	(1) *Provide guidance on multiple pathways (2) Making life choices: studies and career
TIC	CG, Class Teachers, RME	CG, Class Teachers, RME	CG, Class Teachers, RME	CG, Class Teachers, RME	CG, Class Teachers, RME	CG, Class Teachers, RME
(d) 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	---
(e) Health and Environmental Education	(1) *Green habit formation (2) Maintain physical and mental health	(1) *Green Habit Formation (2) Maintain physical and mental health	(1) *Green issues in Hong Kong (2) Maintain physical and mental health	(1) Roles and responsibilities as a global citizen (2) Maintain physical and mental health	(1) Roles and responsibilities as a global citizen (2) Maintain physical and mental health	---

TIC	HE, Class Teachers	HE, Class Teachers	HE, Class Teachers	HE, Class Teachers	HE, Class Teachers	---
(f) Leadership	(1) To be courageous (2) To Communicate well with others	(1) To emphasize improvement (2) To be energetic	(1) To Continue to improve communication (2) To be self-confident (3) To persevere	(1) To Communicate powerfully and prolifically (2) To dedicate wholeheartedly	(1) To Adapt to changes / spontaneity (2) To widen exposure	---
TIC	SAL, Class Teachers	SAL, Class Teachers	SAL, Class Teachers	SAL, Class Teachers	SAL, Class Teachers	---
(g) Appreciation of Life (AES, Life and Cultures)	---	---	---	To be carried out in conjunction with club activities.		---
TIC	---	---	---	FLY, YPY, SAL		---

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 S.1 students for EMI education, a 5-day Bridging Course was held in August. All new S.1 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 S.1 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 S.3 and S.4 big sisters, many of them were awarded Certificates of Proficiency. In addition, a group of selected S.1 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. Malby 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 S.1 to S.3. We aim at enabling students to appreciate literary works and the English language. These activities help cultivate a good English learning environment in the school.

Apart from the S.5 Literature in English class performing *The Taming of the Shrew* to the whole school in May 2017, three S.5 Literature in English students were the playwrights of the school's 90th anniversary musical. Also, many Literature in English students in S.4 and S.5 were recruited to be the actresses or crew members of the musical. Through the production of the 90th anniversary musical, the Literature in English students acquired the skills of playwriting, stage directing, blocking and acting.

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

In order to develop our students' creativity, S.3 students had to produce video clips adapting the two Shakespearean plays they studied. Producing an adaptation gave them the autonomy to make changes to the storyline and characters. Students had to write their own scripts and prepare their costumes and props. They had to learn how to edit the movies by themselves and look for suitable background music.

All S.4 and S.5 students taking Literature in English joined the Budding Poets (English) Awards by submitting creative poems to the Academy of Gifted Education. One of our students was awarded the certificate "The Poet of the School".

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 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 was 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 and Life Planning Committee, comprehensive educational activities on career and life planning were arranged. Examples are thematic WPD lessons for all levels, job shadowing activities, individual/group career advice service, universities and company visits, university taster programmes, EDB-BSPP activities, career day for senior level students, school-based mock interview training, mentorship scheme as well as parent and staff development activities and so on. The Career and Life Planning Committee also worked together with suitable academic departments and functional committees to arrange some joint activities to help students to build up a connectedness between their secondary education and further studies/career path. For examples, a Human Library sharing session is organized with school Library to help students to know more about some careers. Together with Department of Mathematics, a talk on the programmes Investment Science is organized. Professors of The Hong Kong Polytechnic University came to school to introduce the contents and the career prospect of the course which is specially suitable for students who are studying M1.

All the CLP activities organized were well-received and they will be 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

Student Guidance Committee aims at taking care of the discipline and guidance work of students in line with Christian values. Both preventive and intervention programs were organized to cater for students at large, such as S.1 Adaptation Program, Big Sister Scheme, Whole Personal Development programs. Various activities were launched to cater the learning diversity, such as pull-out programs for students with special education needs, lunch gathering with Non-Chinese speaking students, Fun Teen Day, in order to develop an inclusive school culture. Closely working with School Social Worker and School based Educational Psychologist, assessment, coaching and counselling work were conducted to offer timely support to individual needs.

(d) Extra-curricular Activities

- i. Students were encouraged to join in a variety of 52 clubs in 6 major categories and they are listed as follows:

Categories	No. of Clubs
Co-curricular	9
Art and Cultural	10
Interest	10
Religious	4
Social Service	7
Sports	12
Total	52

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

ECA Award System

Awards	No. of students (S1-S5)	
None	290	(46.5%)
Bronze Award	169	(27.1%)
Silver Award	82	(13.1%)
Gold Award	47	(7.5%)
Diamond Award	20	(3.2%)
Ruby Award	8	(1.3%)
Excellent ECA Performance Award	8	(1.3%)

Competition Merit Points

Merit Points / Year	No. of merit points
Competition Minor Merit Points	1
Competition Merit Points	908

- iii. Leadership qualities and Six levels of reflection were provided to all S.1-S.5 students during WPD time. Leadership training workshops were provided to club 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.)
- iv. The Picnic Day and Life-Wide Learning Day were held in late September 2016 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 camp site. Furthermore, students will participate in different activities arranged at the campsite so as to raise their self-confidence when overcoming difficulties.
- v. A celebration party 'Clarians shine with attainments' was held in late June 2017, participated by all S.1 – S.5 students. About 300 students (more than one-third of the total no. of students in school) have award different kind of prizes in outside school competitions.

(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 and Moral Education

- i. To celebrate St. Clare's 90th Anniversary and in response to the theme of the year 2016-17 "Love for all! Passion for Future", a series of Eucharistic celebrations namely Joint School 90th Anniversary Thanksgiving Mass at the Catholic Cathedral on 7 February 2017, and the Blessing of the Running Path on 10th March had been held to gather all stake holders for this joyful occasion and to remind students of the legacy, vision and missions of Catholic Education in our alma mater. Canvas Bag Design and Class Flag Design Competitions were held to showcase students' creativity and love for school. The winning designs were reproduced as flags for display. Another important highlight of the year is the "Love in Action" Campaign. The Campaign is to provide students with a golden opportunity to show their love for the needy in local community and in China.
- ii. Joining with the school's Civic Education Team, a number of broadcasts were organized for students, motivating them to follow in the footsteps of St. Teresa of Calcutta's deeds. "Love in Action" Fund was set up to sponsor students' almsgiving activities. In brief, three large scale voluntary services were organized namely "Have a Happy Christmas with the Elderly at Chee Sing Kok Social Centre of the Humanity Love" on 21 December 2017; Visit to and Voluntary Service at Guangzhou Hui on 17 to 18 April 2017. All the activities were well-received and left a far-reaching impact on their life in which they gave positive feedback and were inspired by these life-rewarding experiences. Students by large were also exposed to many different ways to put their love in action.
- iii. Through the activity of "In search of Love with Wisdom", they knew more about the missionary work of the renowned publisher in evangelization i.e. St. Paul's sisters.
- iv. Also students revisited Jesus' passion in season of Lent through "Fast for A Reason" – A short prayer service for the World Hunger ; "Feed the Poor" – Donation of Canned Food to Food Bank & the Underprivileged Families in the southern district. Students and teachers were fully engaged in all these activities and fostered love and care and support to the least, the last and lost in their local community and out of border.

(g) Civic Education

- i. In order to enhance students' civic awareness, there were some programmes carried out during morning assemblies, Whole person Development Period and RME Time, some programmes concerning global issues and needs of disadvantage people had been organized (Climate refugees, war refugees and 4 sets of reading material on disadvantage people were given to students). Students were also reminded to exercise proper and respectful manners in their daily life. Apart from understanding and taking actions of helping others, students also exposed themselves to outside

competition, equipping their critical thinking and soft skills. A group of students participated in Hong Kong Schools Mooting and Mock Trial Competition 2016/17 and won the 2nd runner-up award. Moreover, we had organized a visit to Lingnan in late June 2017 to provide voluntary services to the needy there.

- ii. 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.

(h) Health and Environmental Education

To arouse students' awareness on various environmental and health issues, lunch broadcast on different topics e.g. Zika virus, Climate Change & Paris Agreement, Green Christmas and Earth Hour was conducted every month. The school also joined again the 'Juvenile Horseshoe Crab Rearing Program' organized by the Ocean Park Conservation Foundation and City University. Students have gained precious experience and developed a sense of responsibility. They also realized the importance of conserving the environment and treasuring wildlife. Besides, the committee has also organized a workshop on making recycled paper and a firefly eco-tour to Tai Po Kau Nature Reserve.

(i) Community Service

The community service targets of 2016-17 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. Visually impaired elderly were one of the target groups. Prior to the service, our junior form students DIY calendula cream as gifts for the target groups and senior form students prepared "Love Action" towels. 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 and provided them with opportunities to show care and love to the needy ones in action.

D. Aesthetic Education

1. Aesthetic Education Programme

A variety of aesthetic education programmes were offered to our students as part of the Whole Person Development programmes. They covered the areas of music, visual arts, drama, dance and other art forms. Guest artists and performers 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 S.1 and S.2 students continued and it formed a good foundation of students' aesthetic competence.

E. Students' Reading Habit

To better develop and enhance students' reading skills and to keep students informed about local and international current issues, students were required to do silent reading for 15 minutes every morning 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) for student librarians, S.1 to S.3 Reading to learn Award Scheme and themed activities encouraged more students to read School Library books. The borrowing numbers of the library book were 5,855. There had been substantial increase over the previous three years (2013/14: 4,668, 2014/15: 5,341, 2015/16: 5,842).

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.

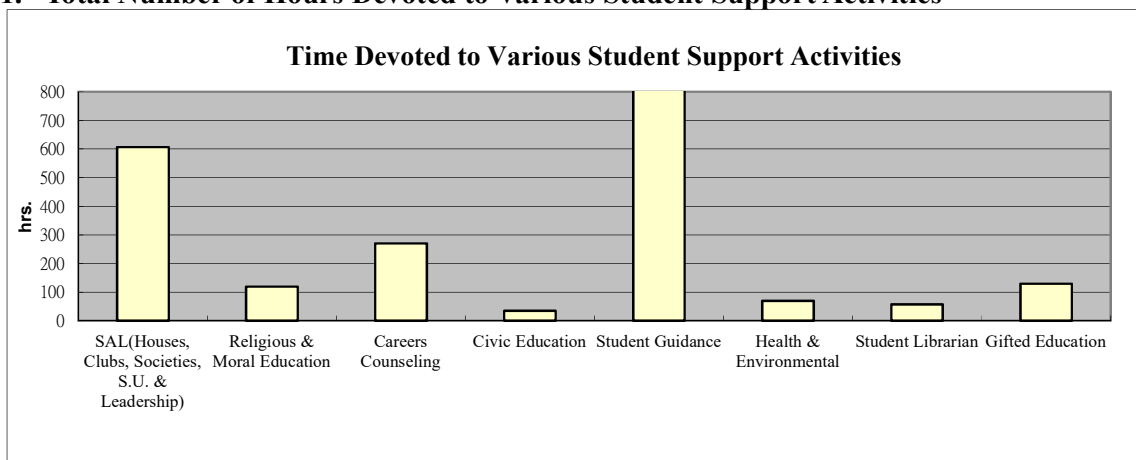
The average of readings Chinese and English books per student is 8 this year as shown by the survey conducted in late May.

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

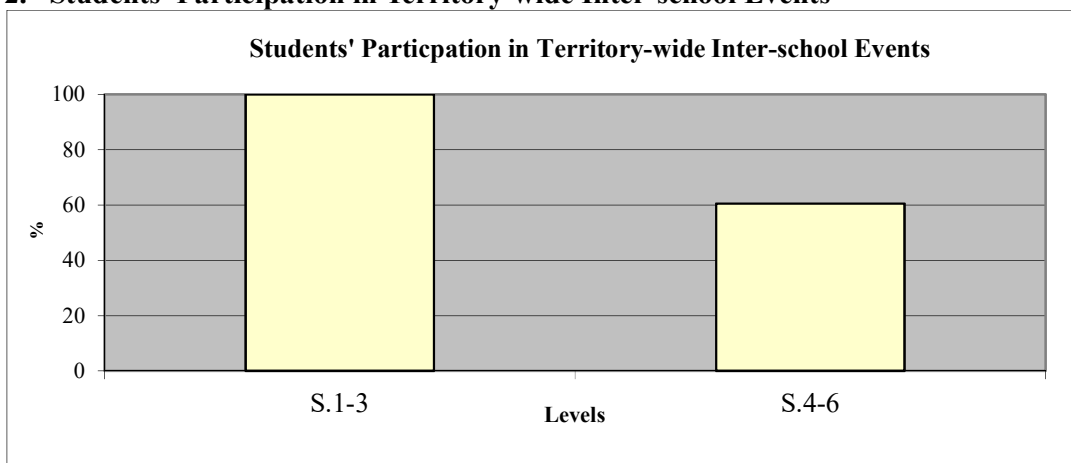
Activities	2014-2015	2015-2016	2016-2017
Chinese Book Fair	195	422	130
English Book Fair	142	144	521
Total no. of books purchased	337	566	651

F. Other Related Surveys for School Self-Evaluation

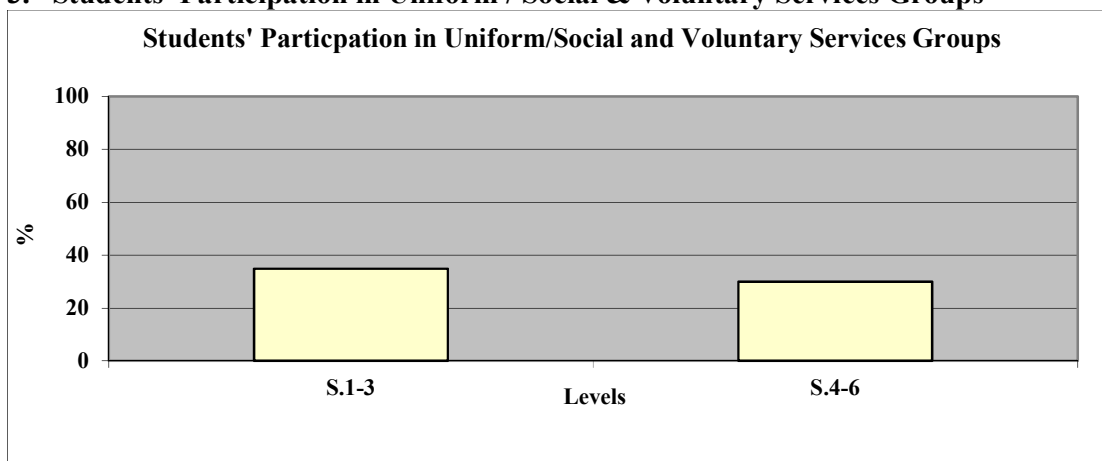
1. Total Number of Hours Devoted to Various Student Support Activities



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	\$23,682.50	\$20,921.50	19
Musical Class	\$25,466.00	\$7,884.00	14
Chinese Dance	\$12,400.00	\$750.00	5
Picnic & Life-wide Learning Day	\$377.00	-	4
Training Program	\$620.00	\$19,971.00	48
Tutorial Class	-	\$40,100.00	126
E-learning	-	\$78.00	1
Other Learning	\$612.50	-	1
Total	\$63,158.00	\$89,704.50	218

Accomplishment

A total of 218 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.

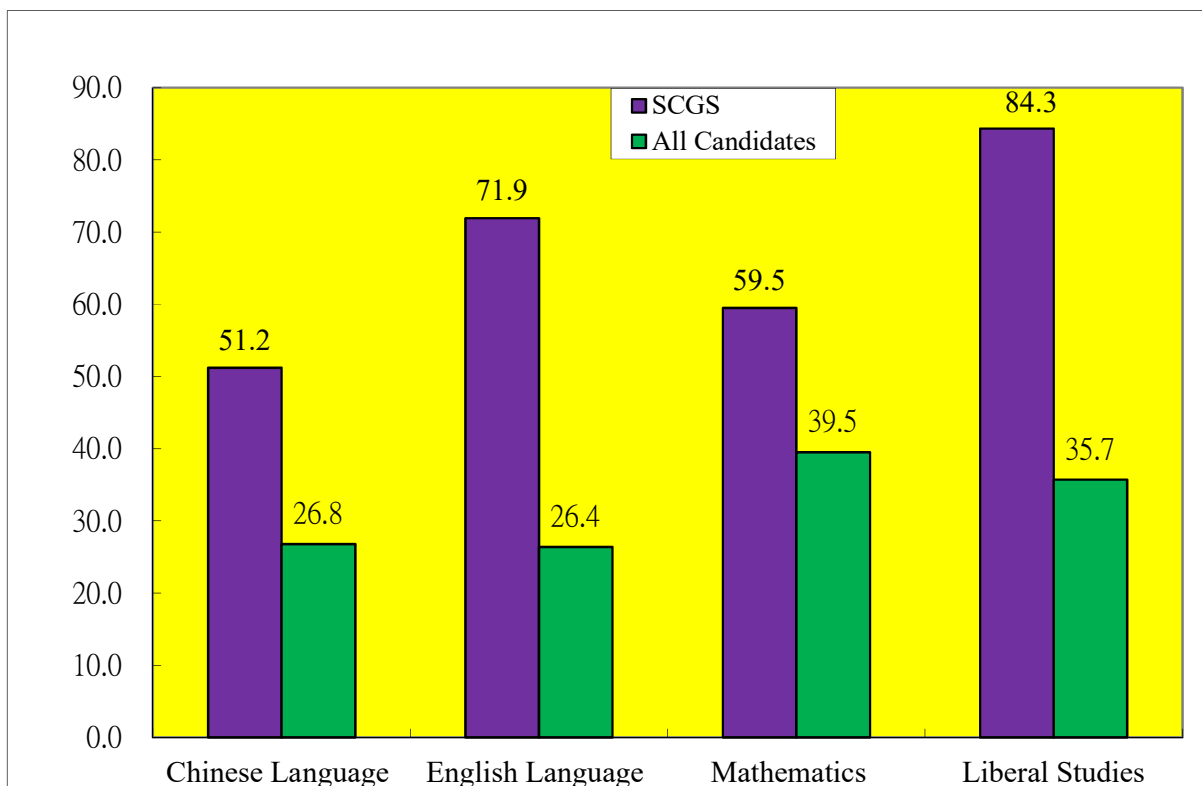
Evaluation and Reflection

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.

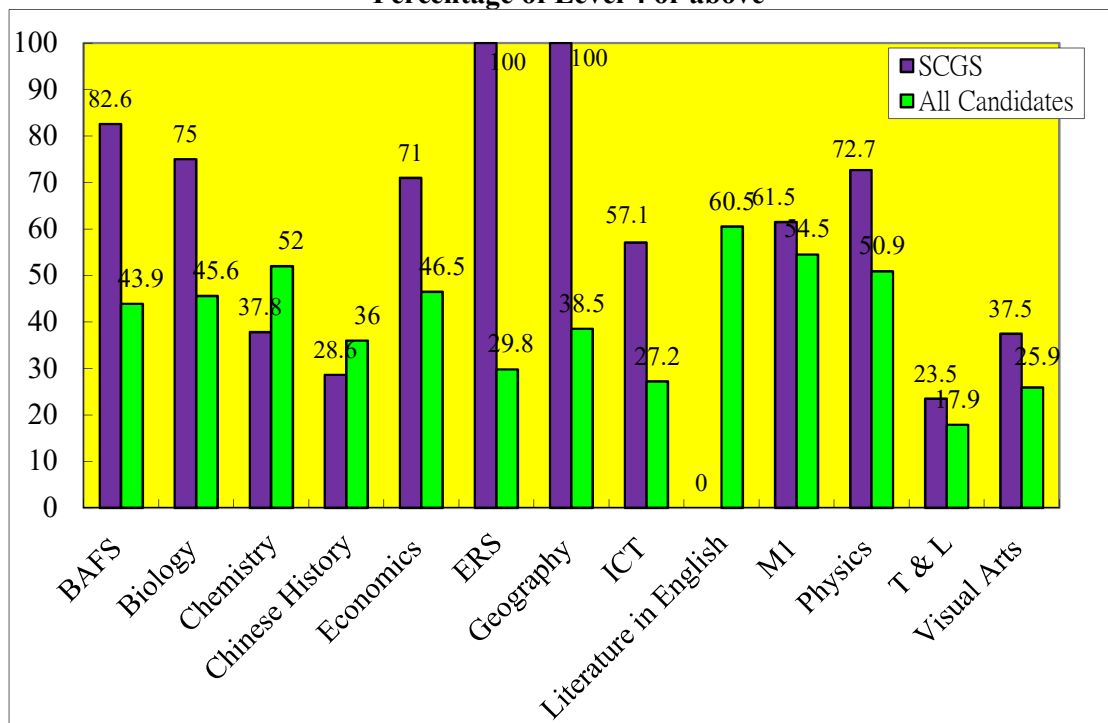
VI. Student Performance

A. Performance in HKDSE Examination (2017)

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****June 2016 – May 2017****Language Awards****The 68th Hong Kong Schools Speech Festival**

Solo Verse Speaking	Champion	Li Michelle	2G
	2nd Runner-up	Yeung Yan Tung Chloe	1B
		Wu Yee Ki Yuki	2G

Dramatic Duologue	Champion	Heung Sum Yee Sammy	6Pa
		Hui Ka Yi Katherine	6J

Dramatic Duologue	Champion	Li Evelin	5M
		Li Hoi Kei Garnet	5M

Public Speaking Solo	2nd Runner-up	Cheung Tze Wing Cherry	4B
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第 68 屆香港學校朗誦節中文朗誦比賽

中學一、二年級二人朗誦	亞軍	Chan Hiu Yan Starly	2M
		Yip Chui Lam Mag	2R

亞軍	Zhang Ling Apple	2R
	Chan Ching Nga Vanessa	2S

中學三、四年級二人朗誦	季軍	Pao Yuen Man Anita	4A
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		O Chak Fong Audrey	4B
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中學五、六年級二人朗誦	季軍	Cheung Shu Ting Queenie	5L
		Gwo Siu Yau Yoyo	5T

第十九屆全港中小學普通話演講比賽 2017

銅獎	Wu Siqi Kelly	4F
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Hong Kong Schools Debating Competition

Best speaker	Hone-Takeuchi Moya	1R
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Winning team	Chan Long Ting Joey	4B
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Lau Yan Wai Winky	4B
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Lau Mei Yin Melinda	4D
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Performing Arts Awards

The 69th Hong Kong Schools Music Festival

Church Music Singing in Chinese	2nd runner-up	School Choir
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Zheng Solo Senior	Champion	Zhao Zehui Leila	1R
	2nd runner up	Chan Wing Lam Jessica	3T
Zhongruan Solo Junior	2nd runner up	Zhao Zehui Leila	1R

第十三屆《德藝雙馨》香港區賽 - 鋼琴獨奏 - 少年 A 組

Youth Group A Piano Solo	2nd Runner-up	Lee Hang Yee Audrey	2G
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第三屆國際青少年古箏比賽

	銀獎	尤盈晞	4B
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第四屆香港國際青少年表演藝術節 2016

中阮中級組獨奏	亞軍	Zhao Zehui Leila	1R
古箏高級組獨奏			

屯門區中西器樂比賽

中樂彈撥少年初級組	冠軍	Zhao Zehui Leila	1R
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海南一博鰲第三屆古箏樂團展演

小型樂團初中組 最佳演奏獎	Merit	Chan Wing Lam Jessica	3T
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Hong Kong Youth Piano Competition

Grade 5 Piano Solo	Distinction	Yeung Wing Sum Yvonne	3L
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Hong Kong Youth Talent Music Competition (Season 4)

Zheng-Junior Secondary	2nd Runner-up	Zhao Zehui Leila	1R
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20th Japan Piara Piano Competition (Section A) HK Selection

Senior Class	1st Class Award	Lee Hang Yee Audrey	2G
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2016 Swayder Youth and Children Piano Competition

Chopin Class	2nd Class Award	Lee Ki Yan Angel	5M
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9th Hong Kong Cup Arts Contest (Music)

Piano Open Class – Junior Secondary	Gold Medal Award	Tan Tsz Kiu Kiwi	1M
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2017 HKIEACA Music Festival - Dance CompetitionJazz Dance - Teenage Group
(Age 13-15) Group**Champion**

Lee Pui Ka Janice

1A

Lee Hiu Ying Erica

3L

Get The Beat International Dance Competitions 2017

Duo Jazz Dance

Champion

Lee Hiu Ying Erica

3L

袋鼠盃舞蹈比賽 2016 (Kangaroo Cup Dance Competition 2016)

Ballet(Solo)

Silver

Lee Hiu Ying Erica

3L

IDTA Trophy 2016 暨環亞超級會長盃舞蹈公開賽

Over 15's Solo Standard Tango

1st runner up

Fung Hiu Wing Nicole

3T

Over 15's Solo Standard Waltz

拉丁舞單人單項 ChaCha

2nd runner up

Fung Hiu Wing Nicole

3T

拉丁舞單人單項 Ramba

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

亞軍

Law Tsz Man Amy

5M

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

青少年單人雙項標準

冠軍

Law Tsz Man Amy

5M

第二屆《舞聯盃》- 中國民族民間舞蹈比賽**銀獎**

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

第十一屆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
同步舞單項 Samba	冠軍	Fung Hiu Wing Nicole	3T
同步舞單項 Tango			
同步舞單項 Waltz			
同步舞雙項 C.C.+R			
雙人同步倫巴			
雙人同步探戈			
雙人同步喳喳			
雙人同步華爾茲			
少年單人雙項公開 W+T	亞軍	Fung Hiu Wing Nicole	3T
同步舞單項 Cha Cha			
同步舞雙項 W+T	亞軍	Law Tsz Man Amy	5M
同步舞單項 Rumba	季軍	Fung Hiu Wing Nicole	3T

Sports Awards

1. Athletics

AVOHK 5k Series 2016

Ladies' Junior 17 Race 1	2nd runner up	Li Kai Kai Amanda	3J
Ladies' Junior 17 Race 2			
Ladies' Junior 17 Race 3			
Girls Overall	2nd runner up		

Hong Kong Junior Age Group Athletic Championships 2016

Girl's A1 100m	Champion	Wai Lok Heng Angelica	6Pe
Girl's A2 100m	2nd runner up	Wong Ching Hei Bobo	5L
Girl's B 4x100m	Champion	Chan Lok Yi Katie	3L

公民全港青少年田徑錦標賽 2016

Girls B grade 100m Hurdle	Champion	Cheng Chloe Cybil	4A
Grade A 100m	2nd runner-up	Lee Ching Yan Yan	5J
Grade A 200m	1st runner-up	Wai Lok Heng Angelica	6Pe

The 70th Annual Inter-School Athletics Meet

Grade B 200m	2nd runner up	Wong Hoi Lam Stephanie	4D
Grade B 4x100m relay	Champion	Leung Ching Jolly	2R
		Cheng Chloe Cybil	4A
		Tsoi Pui Yan Joanna	4D
		Wong Hoi Lam Stephanie	4D
Grade B 4x400m relay	2nd runner up	Choy Hiu Kei Crystal	3J
		Li Kai Kai Amanda	3J
		Wong Hoi Kiu Ealas	3J
		Lok Yuen Yung Janice	4D
Grade C 400m	1st runner up	Lai Kei Hei Larissa	2G
Grade B Overall	1st runner up		

東區分齡田徑比賽 2016

女子 D 組 100 米	亞軍	Leung Ching Jolly	2R
女子 D 組 100 米	冠軍	Leung Ching Jolly	2R
女子 D 組 4x100 米接力			

南區分齡田徑比賽 2016

女子青少年 C 組 100 米	季軍	Tang Ching Yi Cherry	6Pe
女子青少年 C 組 鉛球	亞軍	Wu Siqi Kelly	4F
女子青少年 C 組 鐵餅	冠軍	Li Hoi Lam Bonnie	5L
女子青少年 D 組 4x100 接力	冠軍	Tai Wing Yan Angel	1A
		Chan Tsz Yan Tracy	3L
		Chung Yuen Ying Rachel	3T
		Ying Yu Yvonne	4D
女子青少年 D 組 跳高	季軍	Chan Tsz Yan Tracy	3L
女子青少年 D 組 跳遠	季軍	Chung Yuen Ying Rachel	3T
女子青少年 D 組 鉛球	季軍	Hotchkiss Crystal Lanie	4F
女子青少年 D 組 100 米	季軍	Chan Tsz Yan Tracy	3L
女子青少年 E 組 100 米	亞軍	Tai Wing Yan Angel	1A

中西區分齡田徑比賽 2016

女子青少年 C 組 100 米	冠軍	Wong Ching Hei Bobo	5L
女子青少年 C 組 100 米跨欄	季軍	Tang Ching Yi Cherry	6Pe
女子青少年 C 組 200 米	冠軍	Wong Ching Wai Bebe	5L
女子青少年 C 組 400 米			
女子青少年 C 組 跳遠	亞軍	Chan Yin Lai Tiffany	6Pe
女子青少年 C 組 鉛球	亞軍	Wu Siqi Kelly	4F
女子青少年 C 組 鐵餅			
女子青少年 C 組 鉛球	季軍	Tang Ching Yi Cherry	6Pe
女子青少年 D 組 100 米	亞軍	Leung Ching Jolly	2R
女子青少年 D 組 200 米			
女子青少年 D 組 400 米	冠軍	Lai Kei Hei Larissa	2G
女子青少年 D 組 4x400 米	冠軍	Lai Kei Hei Larissa	2G
		Leung Ching Jolly	2R
女子青少年 D 組 跳高	亞軍	Chan Tsz Yan Tracy	3L
女子青少年 D 組 跳遠	季軍	Chung Yuen Ying Rachel	3T
女子青少年 D 組 鉛球	季軍	Ying Yu Yvonne	4D
女子青少年 D 組 鐵餅	亞軍	Chung Yuen Ying Rachel	3T
女子青少年 E 組 400 米	冠軍	Fu Tsz Ki Margaret	1A

屈臣氏周年大賽 2016 (Watsons Athletic Club Annual Challenge 2016)

B grade 4x400m Relay	1st runner up	Leung Ching Jolly	2R
B grade 4x400m Relay	Champion	Chan Lok Yi Katie	3L
C grade 4x400m Relay	2nd runner up	Fu Tsz Ki Margaret	1A
		Lai Kei Hei Larissa	2G

2. Basketball

第十七屆籃球錦標賽

女子青年組	亞軍	Law Cheuk Yung Chloe	6Pe
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Inter-School Basketball Competition

Girls' Grade A	1st Runner-up	To Man Hei Emily	3M
		Law Wun Tsz Gigi	5J
		Chan Hau Yu Angel	5L
		Chu Wai Yin Cherry	6A
		Cheng Tsz Ching Annie	6A
		Cheung Ka Sin Karen	6Pa
		Ng Wing Kee Alice	6Pa
		Keung Yee Ting Ella	6Pe
		Law Cheuk Yung Chloe	6Pe
		Sun Lok Yee Jasmine	6Pe

3. Swimming**Central & Western District Age - Group Competition**

Girls Junior Group F 100m Backstroke	2nd Runner-up	Chan Yin Kiu Nikki	5T
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Inter-school Swimming Competition 2016-17 DIV 3 HK Island

Girls' Grade A 100 m Freestyle	1st Runner-up	Cheung Chi Kiu Zoe	6Pa
4X50 m Freestyle Relay	Champion	Kwan Tsz Yau Audrey	2S
		Chan Yin Kiu Nikki	5T
		Mo Pui Ki Cindy	6J
		Cheung Chi Kiu Zoe	6Pa
Girls' Grade A – Overall	1st runner-up	Kwan Tsz Yau Audrey	2S
		Lam Lung Linda	4B
		Ng Hoi To Tobi	5M
		Tung Yuen Ching Ayisha	5M
		Chan Yin Kiu Nikki	5T
		Fong Long Hei Chloe	6J
		Mo Pui Ki Cindy	6J
		Cheung Chi Kiu Zoe	6Pa

4. Others**“Shanghai Open” International Junior Short Track Speed Skating Tournament 2016**

Ladies 2 Lap follow-the pattern Skating in Group A	1st Runner-up	Chan Sum Wing Priscilla	1A
Women's 1000m (1)			
Women's 1000m (2) in Group A			
Women's 500m in Group A			

2016 年香港硬式空手道交流賽

女子 14-15 歲 套拳組賽	1st Runner-up	Cheng Yuen Angel	4D
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2016 南區空手道分齡邀請賽

女子組(14 歲以上)分手組賽	亞軍	Wong I Ting Sally	3L
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新春賀歲跳繩大賽 2017

30 秒側擺交叉跳	Champion	Chan Tsz Ching Charlotte	1A
側擺開跳			
跨下一式交叉跳			
女子中學公開組 30 秒 單車 步速度跳	1st Runner-up	Chan Tsz Ching Charlotte	1A

The 8th Inter-School Dragon Boat Championships HKSSSF

Small Boat Girls Silver Cup	1st Runner-up	Chan Yuki	3J	Kong Yuen Kiu Phoebe	4D
		Lam Sz Wing Vivian	3M	Kwong Yuen Ming Yumi	4D
		Lam Yan Ching Tiffany	4A	Ng Hoi To Tobi	5M
		Cheng Sze Nga Cecilia	4B	Tsui Yee Man Chris	5T
		Ho Hoi Yee Charlotte	4B	Fong Long Hei Chloe	6J
		Lam Lung Linda	4B		
	Merit Prize	Tang Sze Man Jasmine	3M	Chan Mei Yu Maisy	4F
		Yeung Michelle Kiu Chor	3T	Hotchkiss Crystal Lanie	4F
		Ng Chak Wai Mona	4A	Leung Hiu Ying Yvonne	4F
		Ren Nuo Wen Vivian	4D	Loo Nga Nam Skylar	4F
		Chan Hei Yi Michelle	4F	Ng Pui Yiu Yetta	4F
		Chan Ka Yu Canny	4F		
Standard Boat Girls Gold Cup	2nd runner up	Chan Yuki	3J	Ren Nuo Wen Vivian	4D
		Lam Sz Wing Vivian	3M	Chan Hei Yi Michelle	4F
		Tang Sze Man Jasmine	3M	Chan Ka Yu Canny	4F
		Yeung Michelle Kiu Chor	3T	Chan Mei Yu Maisy	4F
		Lam Yan Ching Tiffany	4A	Hotchkiss Crystal Lanie	4F
		Ng Chak Wai Mona	4A	Leung Hiu Ying Yvonne	4F
		Cheng Sze Nga Cecilia	4B	Loo Nga Nam Skylar	4F
		Ho Hoi Yee Charlotte	4B	Ng Pui Yiu Yetta	4F
		Lam Lung Linda	4B	Ng Hoi To Tobi	5M
		Kong Yuen Kiu Phoebe	4D	Tsui Yee Man Chris	5T
		Kwong Yuen Ming Yumi	4D	Fong Long Hei Chloe	6J
Inter-school Fencing Competition					
Girls' Grade A Foil	2nd Runner-up		Li Hoi Kei Garnet	5M	

Visual Arts

上海國際書畫攝影大賽

特等獎

Lee Sum Lon Rose 2M

「感受・欣賞・分享一刻」攝影比賽

1st runner up

Ko Cho Yan Elena 5L

2016「奇幻之旅」繪畫比賽 (亞太區)

壹等獎

Liu Pui Man Annette 5T

心連心・手拉手上海國際青少年書畫攝影大賽

特等獎

Lee Sum Lon Rose 2M

以愛建城磁石貼設計比賽

Champion

Lee Ming Yi Minnie 5J

1st Runner-up

Wu Jingmei Esther 5T

印象台灣 - T 恤設計比賽

1st Runner-up

Liu Pui Man Annette 5T

Harbourfront Leisure Facilities Painting Competition

1st Runner-up

Yeung Sze Lok Teresa 4B

2nd Runner-up

Yeung Sze Ka Clare 4B

Central & Western District Fire Safety Poster Design Competition

1st Runner-up

Li Sin Kwan Melody 4B

2nd Runner-up

Lam Lung Linda 4B

Central & Western District Road Safety Poster Design Competition

Champion

Yeung Sze Ka Clare 4B

1st Runner-up

Choi Nga Sze Angie 4A

中國少年兒童美術書法攝影作品大賽

美術特等獎	Chen Yun Hua Kate	4B				
美術壹等獎	Lai Kei Hei Larissa	2G	Wong Ki Kwan Kasey	2S	Lau Yan Wai Winky	4B
	Lee Sum Lon Rose	2M	Wong Kun Yu Eunis	3J	Wong Pui Ki Kitty	4B
	Hotchkiss Coral Laura	2R	Chan Ga Hei Abby	4A	Yeung Sze Ka Clare	4B
	Lam Ching Yi Eliza	2R	Kwan Tsz Yau Yoyo	4A	Kwong Yuen Ming Yumi	4D
	Leung Ching Jolly	2R	Cheung Tze Wing Cherry	4B	Ho Kar Yeung Agnes	6A
美術貳等獎	Tsun Lok Hay Audrey	2G	Wong Chi Ching Crissy	3M	Kwok Sammi Kei Nam	4D
	Wong Hei Tung Sunnie	2M	Fung Siu Shun Hannah	3T	Lau Mei Yin Melinda	4D
	Yeung Chin Yung Candy	2M	Chan Long Ting Joey	4B	Cheng Tsz Ham Doris	4F
	Ko Chin Tung Shannon	2S	Leung Tsz Ching Nicole	4B	Hotchkiss Crystal Lanie	4F
	Chan Wing Lam Stephanie	3J	Wong Wing Sze Winsy	4B	Liu Pui Man Annette	5T
	Sin Lai Yung Bonnie	3J	Yeung Sze Lok Teresa	4B	Cheng Lam Ting Sally	6A
	Wong Hoi Kiu Ealas	3J	Chan Cartie Cartie	4D		
	Sohail Armesh	3M	Cheung Hiu Yan Chloe	4D		

SENPFA Annual Award 2016

1st Runner-up Ho Kar Yeung Agnes 6A

Other Awards

Outstanding Youth Commendation Scheme in Central & Western District 2016

	2nd runner up	Cheung Shu Ting Queenie	5L
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Navigator of Tomorrow

City Run	Champion	Leung Tsz Ching Nicole	4B
		Yip Ka Moon Carmen	4B
		Mak Tsz Yiu Sherrie	4D
		Chan Sze Ching Stephanie	4D
		Chung Cheuk Man Erika	4D
		Tsoi Pui Yan Joanna	4D
	1st runner up	Leung Lok Hang Tiffany	3J
		Chan Ga Hei Abby	4A
		So Man Wai Amanda	4D
		Kwok Yiu Yan Yumi	4D
		Wu Wing Yan Natalie	4F
		Ko Tsz Ting Yoyo	4F

NWS HK GEO Wonder Hikes

Final round	Top 6	Cheung Hoi Kiu Windy	5J
		Chan On Ki Angel	5M
		Wong Ming Sheung	5M
		Mandy	

The 2016 Future Leaders Award

Mock Ho Yu Yuki	4B	Cheung Shu Ting Queenie	5L
Kwong Yuen Ming Yumi	4D	Chan Wing Lam Kelly	6Pa
Tsoi Chung Wan Janice	5J	Cheung Ho Ching Crystal	6Pa

Wofoo Millennium Entrepreneurship Programme 2015-2016

最佳創意宣傳短片	Champion	Cheung Shu Ting Queenie	5L
Overall	2nd runner-up	Leung Tin Yi Tiffany	5L
		Liu Jia Kelly	5L
		Ng Megan Hoi Ling	5L
		Wong Hin Yi Celia	5L
		Chan On Ki Angel	5M

JA Company programme

**Champion of JA Company of the year,
Best Presentation Award,
Second runner-up of Best Booth Award**

**Creativity and Innovation Award,
Corporate Sustainability Award**

Siu Pui Yin Miley	4A	Ng Carol Carol	4D	Au-Yeung Man Suen Michelle	5L
Chan Cartie Cartie	4D	Tsoi Pui Yan Joanna	4D	Ho Wai Yan Iris	5L
Cheng Kung Ki Suki	4D	Wong Hoi Lam Stephanie	4D	Leung Tin Yi Tiffany	5L
Kwok Sammi Kei Nam	4D	Yip Pui Wai Chloe	4D	Chan Ho Ling Rachel	5M
Kwong Yuen Ming Yumi	4D	Yuen Tsz Kei Kelly	4D	Chan Nga Man Tiffany	5M
Lau Mei Yin Melinda	4D	Chong Cheuk Yin Christy	5J	Cheng See Jess	5M
Lok Yuen Yung Janice	4D	Lo Yuen Ching Iris	5J	Leung Mei Suet Shirley	5M
Mai Xiaohong Amy	4D	Tsoi Chung Wan Janice	5J	Wu Jingmei Esther	5T
Mak Tsz Yiu Sherrie	4D	Wong Hin Lam Jennifer	5J		

「華夏盃」全國數學奧林匹克邀請賽 2017 (香港賽區)**二等獎**

Li Michelle	2G
Wu Yee Ki Yuki	2G

三等獎

Leung Wing Tung Selina	1A
Chan Si Ki Suki	1M
Cheung Chi Wan Gigi	1M
Zhao Zehui Leila	1R
Li Hong Ching Renee	2G

「華夏盃」全國數學奧林匹克邀請賽 2017 (華南賽區)**三等獎**

Zhao Zehui Leila	1R
Li Michelle	2G
Li Hong Ching Renee	2G

Hong Kong Biology Olympiad for Secondary School 16-17**Second Class Honour**

Ku Yuk Ting Ada	5L
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The 14th International Problem-solving Competition**1st Runner-up of S.3**

Leung Lok Hang Tiffany	3J
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2nd Runner-up of S.2

Leung Cheuk Ling Nancy	2G
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2nd Runner-up of S.3

Wong Hoi Kiu Ealas	3J
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Outstanding Hong Kong Red Cross Youth of the Year

Red Cross Youth of the Year

Yuen Hoi Yan Jamie	6J
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Hong Kong Ambassador Scheme**Silver medal**

Yan Ka Ka Connie

5M

Hong Kong Red Cross Central and Western District First-aid Competition**Champion**

Siu Pui Yin Miley

4A

Li Tsz Yan Vivian

4D

Lam Tsz Ching Michelle

5M

Lee Pui Wing Emma

5M

Chen Yi Chen Coco

5T

Hong Kong Red Cross Central and Western District Nursing Competition**2nd Runner-up**

Yeung Hei Yin Helli

2R

Kwok Yung Yung Yoyo

3L

Chu Sin Ting Cindy

4A

Li Tsz Yan Vivian

4D

Mak Chun Ka Genevieve

4F

Hong Kong Red Cross Drill Competition

Elite Category

Champion

Chung Pik Wai Athena

1B

Choi Ching Yung Gigi

3M

Lai Nicole Ho Sze

1B

Wu Siu Yan Elisa

3T

Lam Hiu Tung Niki

2M

Ng Alexandra

4A

Poon Wai Wan Candy

2M

Siu Pui Yin Miley

4A

Wong Hau Lam Winnie

2M

Kwok Hoi Lam Hebe

4D

Wong Hei Tung

2M

Li Tsz Yan Vivian

4D

Chan Tsz Sin Cindy

2R

Poon Wai Yan Joyce

5J

Yeung Hei Yin Helli

2R

Lam Tsz Ching Michelle

5M

Tong Hiu Yee Jenny

2S

Lee Pui Wing Emma

5M

Kwok Yung Yung Yoyo

3L

Chen Yi Chen Coco

5T

Hong Kong Red Cross Outstanding Youth Unit Competition in Central and Western District Competition

Champion	Kwok Tsz Tung Cherry	2G	Chung Cheuk Man Erika	4D
	Lai Yongyi Eva	2G	Mak Chun Ka Genevieve	4F
	Lam Hiu Tung Niki	2M	Poon Wai Yan Joyce	5J
	Chan Tsz Sin Sindy	2R	Wong Hin Lam Jennifer	5J
	Yeung Hei Yin Helli	2R	Yu Cheuk Laam Rachel	5J
	Choy Hiu Kei Crystal	3J	Lam Tsz Ching Michelle	5M
	Kwok Yung Yung Yoyo	3L	Lee Pui Wing Emma	5M
	Choi Ching Yung Gigi	3M	Chen Yi Chen Coco	5T
	Tam Shuk Ling Sharon	3T	Yuen Hoi Yan Jamie	6J
	Wu Siu Yan Elisa	3T	Au Yeung Wing Yee Selena	6Pa
	Leung Wai Wai Vivian	4A	Wong Sui Suet Crystal	6Pa
	Siu Pui Yin Miley	4A	Li Yan Yi Maggie	6Pe

公益少年團

「環保為公益」慈善花卉義賣籌款(中西區) 亞軍

聖嘉勒女書院

2015/16 年度公益少年團
公益少年團獎勵計劃

傑出團隊
中級獎

聖嘉勒女書院公益少年團
劉奕彤 6Pe

Volunteer Movement Service Award

Individual

Silver Award

Leung Lok Yiu Yumi 5L
Yeung Mei Ting Winnie 5M

Individual

Bronze Award

Li Hong Ching Renee	2G	Lam Lok Yee Chloe	5M
Chan Cartie Cartie	4D	Lee Ki Yan Angel	5M
Chan Ka Yu Canny	4F	Leung Mei Suet Shirley	5M
Au Yuen Ying Lucy	5J	Chan Lok Lam Mavis	5T
Cheung Shu Ting Queenie	5L	Wong Yuen Kiu Nafe	5T
Ko Cho Yan Elena	5L	Yau Ming Ha Helena	6Pa
Chan On Ki Angel	5M	Chun Sheung Crystal	6Pe
Cheong Yan Kei Patricia	5M		

Committee on Home-School Co-operation

“We did it” Award Scheme
2016/17

Outstanding contributions/achievements in Voluntary Services

Yau Ming Ha Helena 6Pa Chun Sheung Crystal 6Pe

IX. Financial Reports

Financial Summary 2016/17 (Unaudited Report)

	\$ Income	\$ Expenditure	\$ Surplus / (Deficit)
1. Government Funds			
I. Non-School Specific Grant			
a. EOEBG General Domain			
EOEBG Baseline Reference	1,833,498.70	2,080,017.20	(246,518.50)
Sub-total	1,833,498.70	2,080,017.20	(246,518.50)
b. School Special Domain			
Admin Grant	3,709,452.00	3,332,449.50	377,002.50
Capacity Enhancement Grant	588,202.00	286,467.90	301,734.10
Composite IT Grant	390,255.00	329,979.60	60,275.40
Sub-total	4,687,909.00	3,948,897.00	739,012.00
2. School Funds			
Tong Fai	119,040.00	67,373.60	51,666.40
Scholarship	101,300.00	101,300.00	0.00
Collection for electricity charges of air-conditioners in Classrooms	206,132.00	214,800.00	(8,667.50)
Copy Fee Income	230,000.00	245,241.00	(15,241.00)
Fund-raising	21,297.10	21,297.10	0.00
Parking contribution	52,800.00	9,000.00	43,800.00
Sales of School Items	75,727.20	57,769.50	17,957.70
90th Anniversary Celebrations	237,374.00	52,343.60	185,030.40
Sub-total	810,286.10	899,645.10	274,546.00
Surplus as at 31 August 2017			767,039.50

X. Future Planning

The 2 Major Concerns for 2017-2018 will be:

Major Concern 1: To further foster students' self-concept and their sense of gratitude

Focus I : Students enhance their capacity by

- (a) honing their strengths and**
- (b) building up resilience**

Focus II : Students engage in building an inclusive school culture by

- (a) showing sisterhood**
- (b) heightening their awareness of appreciation and acceptance**

Focus III : Students realize the values of family by showing respect and gratitude

Major Concern 2: To develop students into competent learners by enhancing their language competence and problem solving skills.

Focus I : Students learn how to solve problems systematically.

Focus II : Students are more confident in knowledge sharing by strengthening their language competence and I.T. skills

Focus III : Teachers hone their skills in teaching through the Professional Learning Community

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 2016-17, the sum of CEG received, which included also the yearly Funding, was \$588,202.00. To relieve teachers’ workload, the fund was used mainly for employment of IT Technician. The surplus of \$301,734.10 would be transferred to the balance of EOEBG.

In an attempt to relieve teachers’ workload, to enhance teachers’ efficacy and to benefit students’ learning, the sum of CEG was used to employ a half of 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
	588,202.00		
Employment of IT Technician		123,553.50	
Employment of Tutors		162,914.40	
Surplus C/F to 2016-2017			301,734.10

For details please see the table on next page:

Major Area(s) of Concern	Strategies/Tasks/ Implementation Plan	Benefits Anticipated (e.g. in what way teachers' workload is alleviated)	Time Scale	Performance Indicators	Evaluation	People Responsible
AES	To hire tutors for Aesthetic education courses held after school	<ul style="list-style-type: none"> Relieve teachers workload from conducting courses after school and so they can concentrate more on teaching. 	Whole year	AES coursed held	Teachers non-teaching duties were relieved. More time could be spent on taking care of individual needs of students after school.	SAL Committee
ECA	To hire tutors for interest classes held after school	<ul style="list-style-type: none"> Relieve teachers in carrying out non-teaching activities 	Whole year	Interest classes held	Teachers non-teaching duties were relieved. More time could be spent on taking care of individual needs of students after school.	SAL Committee
IT	To hire an IT Technician	<ul style="list-style-type: none"> Provide technical support for teaching & learning 	Sept/16 to Mar/17	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 2016-17, the sum of SSCSG received, which included also the yearly Funding, was \$680,256.00 with \$145,300.07 carried forward, thus with a total of \$825,556.07. To relieve teachers' workload, the fund was used mainly for employment of teachers.

Use of Senior Secondary Curriculum Support Grant (SSCSG)

	\$	\$	\$
	Income	Expenditure	Surplus / Deficit
	680,256.00		
Employment of 2 Teachers		825,556.07	
Balance of the account			0.00

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 S.1 to S.6 students in receipt of CSSA/SFAS full grant.

In 2016-17, the sum of this grant received, which included also the yearly Funding, of \$82,800.00 with \$26,234.00 carried forward, rounding up to a total of \$109,034.00. To relieve teachers' workload and to enhance teaching and learning, the fund was used to subsidise students to take part in a variety of activities outside the classroom and after school activities including musical instrument classes, dance classes, sports activities and leadership training courses, etc. These programs used \$89,704.50. The accumulated surplus of \$19,329.50 would be carried forward to the year 2017-18.

For details please see the table on next page:

The number of students (count by heads) benefitted under the Grant is 99 (including A. 6 CSSA recipients, B. 52 full-grant recipients and C. 41 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	4	6	4	97	Sep to Aug	7,884.00	Feedback from participants, observation, attendance record	Tutors	Punctual, attentive and showed interest
Dance Class	1	-	1	95	Sep to Aug	750.00	Feedback from participants, observation, attendance record	Tutors	Punctual, attentive and cooperative
Sports Class	3	9	5	95	Sep to Aug	20,921.50	Feedback from participants, observation, attendance record	Coaches	Punctual, attentive and good learning attitude
Leadership Training Program	1	12	30	99	Sep to Aug	19,971.00	Feedback from participants & observation	Various outside school organizations	Punctual, attentive, collaborative and reflective
Tutorial Class	1	31	30	98	Sep to Aug	40,100.00	Attendance record, feedback from participants & observation	Various outside school organizations and former S.6 Graduates	Positive feedback and excellent attendance
Online Learning	1			100	Sep to Aug	78.00	Online records of completion, feedback from teachers	Various outside school organizations	Satisfactory completion rates and performance
Total no. of activities: 28									
@No. of man-times	11	58	70		Total Expenses	89,704.50			
**Total no. of	139								

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)**Financial Report**

Balance from 2015-16	Tier (No. of students)	Grant 2016-17	Total
\$1,700	Tier-3 (0)	\$0	= \$248,750
	Tier-2 (18)	$\$13\,725 \times 18$ = \$247 050	

Item	Description	Cost (\$)
1	Executive Functioning Training Workshop	23 200
2	Chinese Writing & Reading Workshop	17 680
3	Art Therapy	13 680
4	Speech Therapy	32 000
5	Learning Buddy Program	26 950
6	Attention Training Workshop	18 116
7	Social Skill Training Workshop	13 376
8	Juggling Class	4 900
9	Teacher Assistance for SEN	50 400
Total Expenditure		\$200 302
Balance		\$48 448

	Item	Quantity	Organization	Date	Target Group	Aim	Evaluation	Actual Expenses (\$)
1	Executive Functioning Training Workshop	10 sessions	東華三院樂展坊	Feb – May	7 students (S1 – S3, 3 SEN)	To enhance students' social skills, self-management skills and communication skills.	Attendance rate = 95% - 100% Positive feedback was received with active participation especially in outings for community service. They were more confident in expressing themselves, and have learnt various skills from the program, such as time management, social skills and communication skills.	23,200
2	Chinese Study Skills Training Workshop	13 sessions	Serve Shine Care Ed. Centre	Oct – May	5 students (S1 – S3, 5 SEN)	To equip students with Chinese study skills and to improve their writing skills and comprehensive skills	Attendance rate = 85% - 100% All participants were punctual and attentive in class. They have also improved their Chinese language skills.	17,680
3	Art Therapy	12 sessions	Potential Engine	Oct – Apr	4 students (S2 – S5, 3 SEN)	To enhance students' social skills, self-management skills and communication skills	Attendance rate = 78% - 100% Positive feedback received and students showed interest. 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	Aim	Evaluation	Actual
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					Group			Expenses (\$)
4	Speech Therapy Training	16 sessions	Serve Shine Care Ed. Centre	Oct. – May	4 students (S1, 2 & 4, 4 SEN)	To help students improve their speaking and communication skills	Attendance rate = 90% – 100% All participants have shown improvement particularly in voice volume and eye contact. They were more willing to express themselves.	32,000
5	Learning Buddy Program	245 hours	School	May – June	19 SEN	To provide SEN students afterschool tutorial in helping them prepare for examination	Attendance rate 95% All participants were active and engaging in the tutorial. They would prepared questions or learning problems for the tutorial and sought help from our graduated S6 tutors.	26,950
6	Attention Training Workshop	16 sessions	Potential Engine	Oct. – May	8 students (S1 – S5, 7 SEN)	To strength students' ability on attention and concentration by teaching different attention skills	Attendance rate = 90% – 100% Well received with positive feedback. Active participation demonstrated. They found that the attention skills learnt were useful, yet it takes time for them to practice and develop such skills.	18,116
7	Social Skill Training Workshop	16 sessions	Potential Engine	Oct. – May	6 students (S1 – S3, 3 SEN)	To enhance students' social skills so that they can communicate effectively with different people and integrate into their social circle	Attendance rate = 93% – 100% All participants were active and engaged in the tutorial. They found that the skills learnt were useful, yet it takes time for them to further develop such skills.	13,376
8	Juggling Class	7 sessions	Smileys	July	14 students (S1 – S3, 9 SEN)	To help students build up self-confidence and develop a sense of physical coordination and attention focusing		4,900

	Item	Quantity	Organization	Date	Target	Aim	Evaluation	Actual
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					Group			Expenses (\$)
9	Teacher Assistance for SEN	Whole year				To assist in the SEN work in school so as to better cater the development of SEN academically, emotionally and behaviorally	The TA was able to relieve the administrative burden of teachers so that teachers had more time to cater the needs of SEN students. Besides, the TA also conducted some training classes to SEN students, such as lunch reading practice, after school HW remedial, assisting them to use screen reader.	50,400
							TOTAL	195,562
						\$248,750 – \$200,302 Surplus of		48,448

E. DLG (Diversity Learning Grant)

Program title Gifted Education	Objective(s)	Target(no./ Level/ selection)	Duration / start Date	Deliverables	Evaluation	Expenditure (HKD)
1. Pull out leadership training program-creativity workshop (Senior)	To equip students with techniques to develop explore new ideas.	<ul style="list-style-type: none"> ● Accelerated learners ● Budding leaders ● House captain of S4 	3 hours	Workshops, Small group activities, Presentation	<ul style="list-style-type: none"> - Attendance rate: 28/28 (100%) - The majority (96%) of students found that the program was useful and were satisfied with it. - Students agreed that they are more aware of the skills for generating new ideas. The large majority (100%) of students found that the trainer was professional, friendly and satisfied with his teaching. - Teachers believe that more time should have been allocated to provide more in-depth evaluation. 	\$5,500
2. Pull out leadership training program-creativity workshop (Junior)	To equip students with techniques to develop explore new ideas.	<ul style="list-style-type: none"> ● Accelerated learners ● Budding leaders ● Subject Cream 	3 hours	workshops, lectures, sharing, small group activities, project and presentation	<ul style="list-style-type: none"> - Attendance rate: 26/26 (100%) - The large majority (96%) of students found that the program was useful and were satisfied with it. - The large majority (96%) of students found that the trainer was professional, friendly and satisfied with his teaching. 	\$5,500

Program title Gifted Education	Objective(s)	Target(no./ Level/ selection)	Duration / start Date	Deliverables	Evaluation	Expenditure (HKD)
3. Pull put program Study skill workshop – Writing of personal statement	To equip high achievers for University, Scholarship and ECAs application	<ul style="list-style-type: none"> ● Accelerated learners ● Subject cream of S4-5 	3 hours	Workshops, Writing tasks, Group discussion	<ul style="list-style-type: none"> - Attendance rate: 20/23 (86.96%) - Over 90% of participants agreed that the workshop is a meaningful and practical one. - 100% of the participants agreed that the presenter is knowledgeable, and the information is presented clearly. 	\$5,500
4. Effective Study Skill and Applied Strategic thinking workshop for s5 ALs and cream of subjects	To help Accelerated Learners (ALs) and other high achievers (i.e. Cream of subjects) to better prepare for the public exam and the future path- esp more information about overseas education- esp on highly competitive programs.	<ul style="list-style-type: none"> ● S5 ALs and other students who rank among the top 40% ● Subject cream 	1 workshop 3 hours	Students were given data from the JUPAS of various years, and information related to the admission requirements from various local and overseas institutions (esp. some popular program overseas).	<ul style="list-style-type: none"> - Attendance rate: 28/31 (90.3%) - Majority of the participants agreed that have better understanding on the key factors in implementing strategic study plan to enhance learning efficiency. - Most also claimed that they are more aware of various options and platforms to study overseas in the future. - Most agreed that the organization has thorough understanding on the topics and are able to provide detailed information. - Students agreed the program should be organized again in the coming year. - Students were attentive. 	\$5,500

Program title Gifted Education	Objective(s)	Target(no./ Level/ selection)	Duration / start Date	Deliverables	Evaluation	Expenditure (HKD)
5. T.Y. Yang Public speaking workshop: use of current issues for public speaking	To equip students with public speaking skills so that they can present more confidently in public	<ul style="list-style-type: none"> ● S2-S3 ALs ● S4 students who have good spoken English but need more training on presentation skills ● Members of public speaking club. 	1 workshop around 2 hours	Students were required to prepare their own speech prior to the workshop. 6 English ambassadors came and conducted the workshop. The workshop was an interactive one.	<ul style="list-style-type: none"> - Attendance rate: 33/33 (100%) - Students were engaged and most participated actively. - Students agreed they are more aware of the skills needed during presentations. - Teachers commented that the topic is a bit too difficult for the participants, it is recommended that the workshop can be split into 2 groups, including elementary and advanced level. 	\$1,500
6. Leadership training program for prefect board	To equip and develop leadership skills to prefects for S.3 to S.5	<ul style="list-style-type: none"> ● 110 students selected by teachers and students 	1-day training camp	Students participated in various group activities which require cooperation collaboration and decision making.	<ul style="list-style-type: none"> - The attendance rate is excellent (100%) - Most students agreed that the workshop was very interesting and useful. They were more refocused of the role of a prefect, a student leader of the school. Also, they got to know each other were so as to build up a team spirit. 	\$18,241

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 programme	<p>There were a total number of 5 students (4 S5 and 1 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. ➤ 1 S6 students attained Level 5 in HKDSE ERS Examination 2017. 	\$54,690
			\$107,335 – \$96,431 Surplus of	10,904

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	Career teachers discussed with the service provider on the contents of the talk and the logistics of the mock interview practice before and during the activities. Student feedback is good. Average scores of the questions “The mock practice is helpful” and “ I am satisfied the performance of the instructors” are 4.1 and 4.2 (5= highly agreed).	\$21 800.00
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 equip students with the right mindset to make decisions for themselves and to help them find the direction of their career path.	Career teachers discussed with the service provider on the contents of the lessons in order to satisfy the need of students. Student feedback is satisfactory. Average scores of the questions “ I am better knowing how to make a wise and suitable choice.” and “My awareness of career planning is enhanced”. are 3.8 and 3.6 (5= highly agreed).	\$15 000.00
3. To broaden S1 students’ perception on career and life planning.	Class-based WPD lessons will be arranged by service provider for all S1 students to investigate options, opportunities and constraints of work. Moreover, they will get a taste of the skills in some jobs.	Career teachers discussed with the service provider on the contents of the lessons in order to satisfy the need of students. Class teachers also helped to monitor the smooth running of the lesson. Student feedback is good. Average scores of the questions “I am satisfied with the activity.” and “My awareness of career planning is enhanced”. are both equal 4.1. (5= highly agreed).	\$22 000.00

Objectives	Strategies	Monitoring/Evaluation:	Allocation of the CLP Grant
4. To develop S3 students' career aspirations which correspond to personal abilities, interests and values.	A Personality Dimensions Workshop is arranged for S3 students during post-examination period. The aims of this workshop is to help S3 students to know more about their personality types by using a reliable tool. Moreover, with reference on the results, to guide students to explore suitable career options in future.	Career teachers will discuss with the service provider on the contents of the lessons so as to satisfy the need of students. Class teachers will also help to monitor the smooth running of the lesson. Student feedback is good. The average scores of the questions Q1: I understood the importance of equipping myself for my future career . Average score 4.0 Q2: The activity is helpful for my career & life planning. Q3: My understanding of personal interests and characters is enhanced. Are 4.0, 4.1 and 4.1 respectively.	\$10 000.00
5. To enrich students' life experiences and knowledge of different careers which enable them to better make their career and life planning	To enrich books and resources in the Careers Corner in school library.	In order to address the need of readers, library books to be purchased will be recommended by teachers and students. Promotion activity will be organized to encourage readers to borrow the books.	\$4,026.80
6. To expand the capacity of the school and the responsible teaching team so as to implement more life planning education elements in a holistic and systematic manner.	To employ 2 full time teacher and 1 full time teaching assistant so as to expand the capacity of career teachers so that the service of career guidance committee can be further enhanced.	Performance of the employees will be appraised according to school's appraisal framework. Effectiveness of service provided by Career Guidance Committee will be evaluated.	\$553,047.20
		\$625,874 – \$625,874	Balance of 0

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
一. 實施「學習架構」整體情況 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。	1. 參加香港大學「校本專業支援計畫」，以提升教師教授非華語生的專業知識。 2. 中一級參加教育局校本支援計畫，定期到訪學校，在教學策略、教材設計等方面提供專業意見。 3. 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。 4. 同儕觀課，專業交流，分享心得。 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。 6. 安排教學助理於午間或課後支援學生學習。 7. 購買教學所需的教材及圖書。	1. 教師能掌握更多教授非華語學生的專業知識。 2. 能提升教師教授非華語學生的專業知識及能力。 3. 中文科全體老師經分享後，瞭解教授非華語學生的策略。 4. 從分享心得中，提升專業能力。 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教學助理能協助教師 6. 可鞏固學生語文基礎。 7. 教師有更多參考資源，設計合適的教材。	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 2. 豐富了中一級任教老師的教學知識，其他級別的老師亦採用專業校本支援計畫的意見，設計教學，成績顯著。 3. 全體老師除了明白教授非華語學生的策略外，亦有興趣在華語班上採用授課，以便照顧學習多樣性。 4. 能從分享中，分享教學設計以期更切合學生學習需要；亦能提升教師教授非華語學生的專業能力。 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。 6. 教學助理能協助於午間或課後支援學生學習。 7. 已購買教學所需的教材及圖書。

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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	1. 能認識更多能認識較淺易的文學作品、歷史、成語故事等； 2. 學生能認識更多傳統節日 3. 學生能進一步認識中華文化。
4. 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	1. 全部學生的考試成績均合格 2. 已完成，且符合初中水平。 3. 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五級非華語學生學習中學文憑試課程 2. 安排與主流生一同學習，但語文能力較弱的中四級非華語學生參加課後普通教育文憑(GCE)國際中文考試預備班。	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. 考獲 C 等，符合申報大學聯招替代中文 E 等要求。

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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