

St. Clare's Girls' School
聖嘉勒女書院



**Annual School Report
2017-2018**

I. Our School



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

A. School Philosophy

“CLARE” means “BRIGHT LIGHT”

A LIGHT A BEACONTo guide our Clarians



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

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

B. Vision and Mission

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

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

C. School Sponsoring Body & Brief History

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

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

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

D. School Management

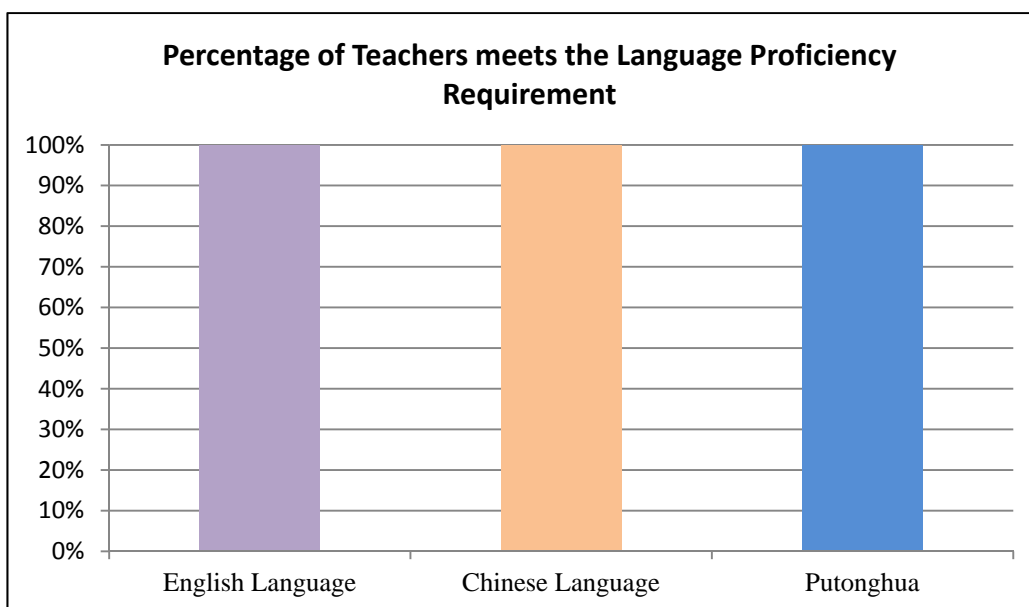
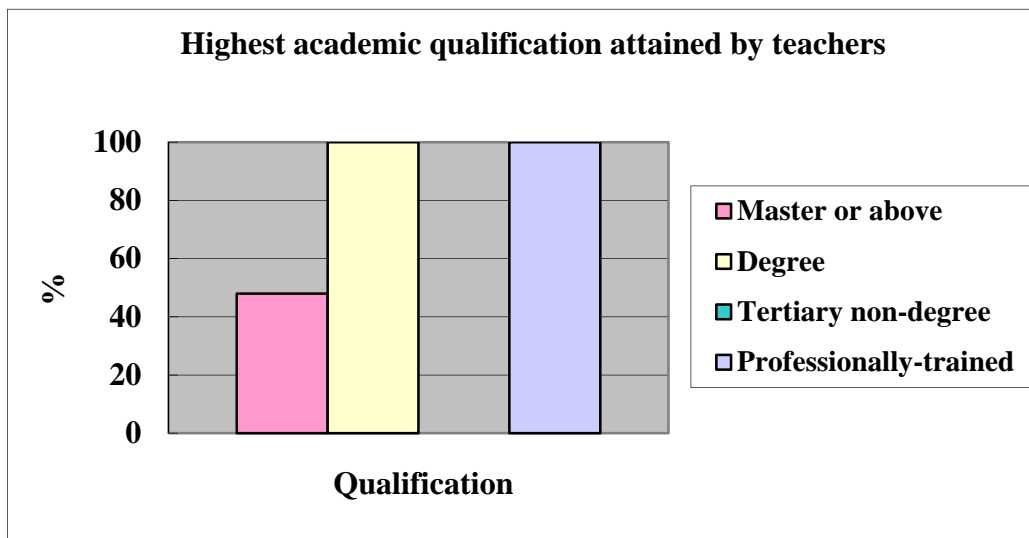
1. Members of the Incorporated Management Committee

Ms. Wong She Lai, Shirley	Supervisor, Chairman
Mrs. 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
Ms. Wong Lai Yin, Paula	Teacher
Ms. Ng Siu Ling, Giselle	Teacher- Alternate
Mr. Fu Lai Yin	Parent
Mr. Lai Wing Keung, Joshua	Parent- Alternate

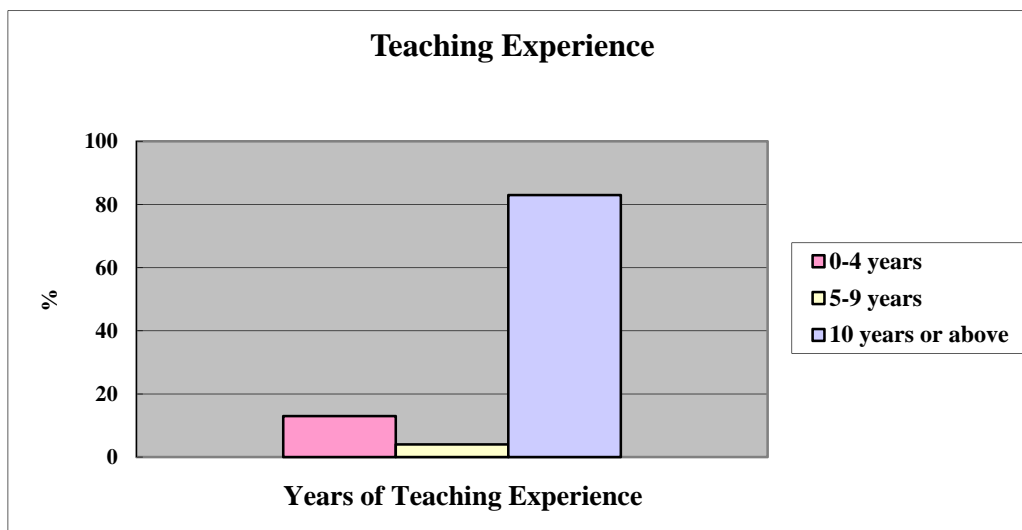
E. Our Teachers

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. Franciscan Spirituality
- b. STEM Education
- c. Mental Health Issues (Hand in Hand Project)

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

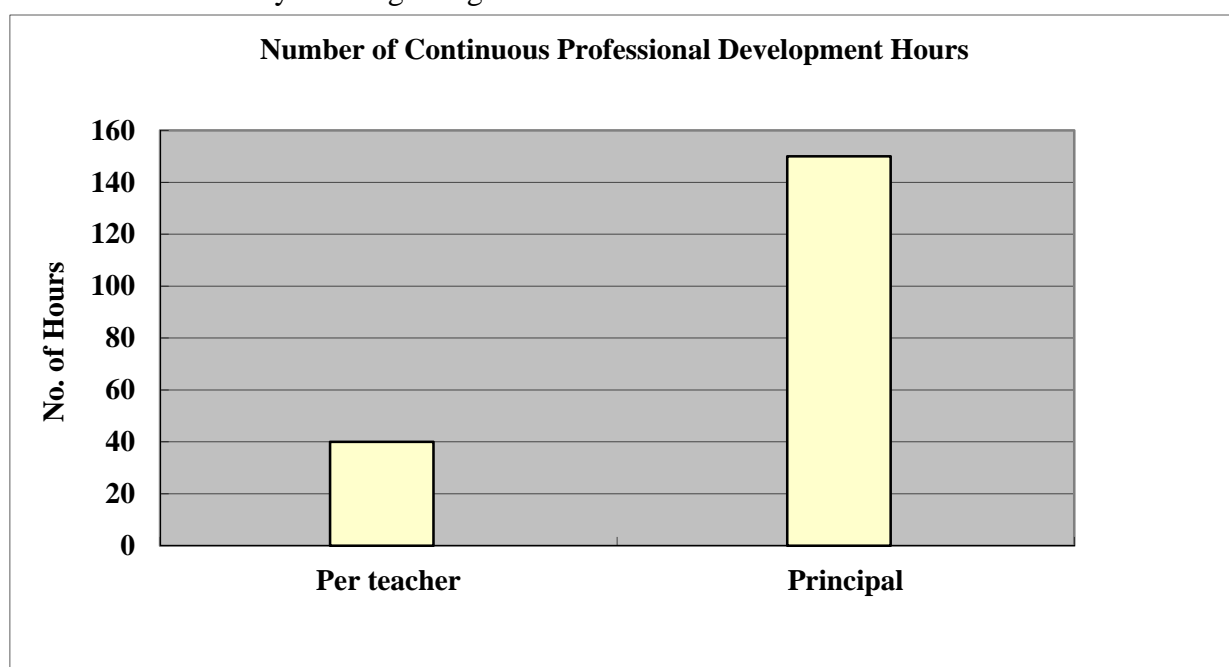
The Professional Learning Community continues to grow steadily. This Year, our emphases were on Science, Technology, Engineering and Mathematics (STEM), Language Across the Curriculum (LAC) and Catering for Learners' Diversity (CLD).

The following groups were formed.

English teachers and PSHE teachers	Language Across the Curriculum (LAC)
Chinese teachers	Catering for Learners' Diversity (CLD)
Science, Mathematics and Technology teachers	Science, Technology, Engineering and Mathematics (STEM)

Teachers would try out relevant strategies and share among their group. Four sessions for Professional Learning Community Sharing after school were assigned for sharing to all teachers.

To further transform the school into a learning organization with a school culture emphasizing school self-improvement, our teachers took the initiative to take part in various university and school partnership projects for example, "Promoting STEM education by using self-directed learning as a strategy" organized by The Education University of Hong Kong.



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	128	120	127	115	120	114	724

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%
2017-18	98.1%	97.1%	96.9%	97.3%	97.1%	94.8%	97.1%

3. Pathways of S6 Graduates

Pathways of S6 Graduates (2018)

Classification according to levels of study

Total Number of Graduates: 114

Level	Number of Graduates	
Local Degree Programmes	72	(63.3%)
Local Sub-Degree Programmes	22	(19.3%)
Overseas Study	18	(15.8%)
Employment	1	(0.8%)
Others	1	(0.8%)
Unknown	0	(0%)
Total	114	

II. Achievements and Reflection on Major Concerns

Major Concern I

To further foster students' self-concept and their sense of gratitude
<p>Focus A: Students enhance their capacity by</p> <p>(a) honing their strengths</p> <ul style="list-style-type: none"> (i) completing a Transferable Skill checklist (S.1-S.3) (ii) Personality Games (iii) Provide opportunities for students to further sharpen their strengths (iv) allocating extra Class Teacher Periods on Wednesdays (v) use school events to conduct activities and/or competitions on team building (vi) increasing the collaboration among committees in providing support and training to students for outside school activities, programmes and competitions <p>(b) building up resilience</p> <ul style="list-style-type: none"> (i) Hand-in-Hand project (ii) Expose students to shining examples of people who demonstrate resilience
<p>Achievements</p> <p>➤ Students have a better understanding of their strengths and have enhanced some of them.</p> <ul style="list-style-type: none"> - According to a student survey, 79% of students shared that they had a better understanding of their strengths. Also, almost 80% of students agreed that they had received support and training to help improve at least one of their strengths. Moreover, 73% of students found the class activities and competitions on team building useful in helping them to enhance their strengths. - The activities/strategies that had helped them to identify and enhance their strengths are as follows: <ul style="list-style-type: none"> i.) The Religious, Moral and Civic Education Committee (RMC) used the 4 Colours Character Personality Test to help students understand their strengths, weaknesses and their character traits. Students found it relevant and useful. ii.) The Student Guidance Committee (SG) gave S.1-S.3 students a workshop to hone their strengths by learning about transferable skills. They were asked to complete a skills checklist. Also, they were encouraged to set goals either based on the skills they have already possessed or those they would like to newly acquire. iii.) Life-Wide Learning Day activities based on cross-committee collaboration were organized in which students needed to practise their generic skills and to widen their exposure: <ul style="list-style-type: none"> ■ S.1: HE, RMC, Ch Hist, IH. & I.S. ■ S.2: SAL & SG ■ S.3 GE & SAL iv.) Training was provided to students for outside school competitions by the Gifted Education Committee (GE), Student Activities and Leadership Committee (SAL), RMC and so on. v.) There was the posting up of students' names who have done good work: Chinese

- Language, Mathematics, Biology, BAFS and Geography.
- vi.) Some of students' good work were also posted on the board in the classroom such as Chinese Language.
 - vii.) Level coordinators had coordinated class teachers of the level to design common class-based activities such as picnic day, Christmas party, Monthly stars (S.3).

➤ **Students have learnt to overcome difficulties and agreed that they can also solve problems and overcome difficulties**

- According to a student survey, over 70% of students have learnt from examples of people who have overcome difficulties and hardships in life. Also, they believed that they can also solve problems and overcome difficulties.
- The activities and strategies that contributed to the success are as follows:
 - i.) WPD S.1-S4 Tin Shui Wai movie sharing (by SAL)
 - ii.) Community Services S.4-5 have learnt from their service targets on how to overcome adversities.
 - iii.) Library has stocked some books on people with resilience e.g. CLP recommendation
 - iv.) Religious, Moral and Civic Education (RMC) committee arranged a performance 'Dance with Adversity' featuring Mr. Xie Hai Feng, and survivor of Sichuan Earthquake in 2008 and a life fighter for S1-S2 in Oct and for S3-S5 on 23 Mar 2018. Students were inspired by the performer's resilience, persistence and pursuit of his dream. They learnt from the life fighters to live life with joy, passion and hope.
 - v.) The RMC also introduced students across all level the life profile of Muniba Mazari, a Pakistani woman who rises above her life adversities during RME time on 19 January 2018.
 - vi.) Hand-in-Hand Project: a project which aimed at heightening students', teachers' and parents' awareness on the importance of mental health and emotional well-being was organized throughout the year. The Student Guidance (SG) Committee took charge of it with the school social worker and partnered with Baptist Oi Kwan Social Service. The programmes included class-based activities to enhance their positivity, therapeutic workshops to those students who were identified to be the high risk cases of stress and anxiety. There were also talks to teachers and parents. Also, in February, Sunshine Ambassadors set up game booths with an aim of promoting positive psychology and mental health.
 - vii.) Tuesday Class Teacher Period (CTP), students shared stories of people with resilience before prayer.

Focus (B): Students engage in building an inclusive school culture by

(a) showing sisterhood

- Organize buddy schemes/programmes (Sunshine Ambassadors, fine-tuning Budding Leaders, diversifying House activities)
- Organize Green Classroom campaign for students to work together as a team

(b) heightening their awareness of appreciation and acceptance

- Adopt PQS strategy (a positive comment + a question + a suggestion) in peer

evaluation/activities

- Organize inclusive programs

Achievements

➤ **Students have built up sisterhood**

- According to a student survey, 89% of students have felt being loved, cared for and supported by their peers or schoolmates. Also, 96% of students shared that they had worked with their classmates and or schoolmates as a team.
- The strategies carried out are as follows:
 - i.) Establishing Sunshine Ambassadors to promote mental health awareness
 - ii.) Fine-tuning the House system to ensure a vertical social integration within the House and inter-House cooperation
 - iii.) Providing training to Big Sisters in taking care of students with special education needs (SEN)
 - iv.) Green Classroom campaign for the class to work together to make the classroom clean
 - v.) Peer shadowing in Budding Leaders scheme

➤ **Students realized and shared the importance of showing appreciation and acceptance**

- According to a student survey, 82% of students felt that others appreciate their effort and performance.
- Also, over 70% of students used PQS (Positive Comment, Raise a Question, Give a Suggestion) to show their appreciation and acceptance of their peers during the sharing sessions in Class Teacher Periods (CTP). Other subject panels also used this strategy in peer valuation of classroom group discussions and sharing, examples are English, Integrated Humanities, etc.
- Strategies and activities that were carried out are as follows:
 - i.) Gratitude Corner – S.1, S.2 (class-based and level-based)
 - ii.) Gratitude Week – 26/2 to 2/3/2018 (by SAL, SG & RMC)
For each day there was a special program for students to show their gratitude and appreciation, like the prize presentation, thanksgiving day, celebration feast, gratitude cheque, Clarian's Got Talent and a tribute to frontline medical staff of Queen Mary Hospital.
 - iii.) Both Big Sisters and Prefect Board ExCo members had been encouraged to use the strategy for evaluation in their general meetings.
 - iv.) The Joy of Giving activities were held in December 2017 (by RMC). Students across all levels prepared packs of gifts and Christmas cards for the needy: people living in subdivided flats and children from poor ethnic minority groups living in the western district.

➤ **The school has started to build up an inclusive culture.**

A series of inclusive programmes were carried out and they are as follows:

- i.) S.1 Non-Chinese Speaking (NCS) classes had organized inclusive activities in CTP.

- ii.) 2S NCS students introduced their cultures on Tuesday CTP.
- iii.) Lunch gatherings were held for NCS and their local friends, organized by the SG.
- iv.) Class-based activities (S.1) conducted by Big Sisters
- v.) Various class-based activities were launched during Wed. WPD time, such as ‘三多 activity’ and team building, supported by the SG.
- vi.) Learning Buddies scheme for NCS to support their learning and other aspects in school life
- vii.) Some S3 and S4 NCS were invited / nominated to join Big Sister Scheme and Prefect Board, they worked actively and collaboratively with other members.
- viii.) NCS students were invited to be the English Captains for the English for All Days
- ix.) Some SEN students were taken care of by Big Sisters who offered individualized support.
- x.) The Gifted Education Committee (GE) has invited NCS students to join programmes suitable for them to expand their potential.

Focus (C): Students realize the values of family by showing respect and gratitude

- (a) Help students understand the Catholic core values of family by organizing talks and workshops
- (b) Provide opportunities for students to express their appreciation to their family
- (c) Provide opportunities for students to understand their roles and responsibility in their family
- (d) Expose students to contemporary family issues

Achievements

➤ **Students have a better understanding of the values of family and their roles in it.**

- According to a student survey 87% of students had a better understanding of their roles in families. Also, 93% of them understood that family is about love, care and support to one another.
- The strategies that were carried out are as follows:
 - i.) The RMC had invited the HKCMAC on Marriage and Family to give a talk to S4 to S6 and S1-S3 on 3 Oct 2017 and 27 March 2018 respectively on family. Students were inspired to share their roles in the family and to reflect on what builds up a good family relationship.
 - ii.) A broadcast on Franciscan Family was held on 20 October in which Sr. Rose shared the life in a Franciscan family as a way to demonstrate the concept of family in a broader and spiritual sense.
 - iii.) A broadcast entitled ‘Love our Family’ was held on 13 October with S1-S2 and S4-S5 in which students watched two video clips: “The story of a wheelchair” and “A letter from Mom and Daddy”. They helped students to reflect on their bonding with their family.
 - iv.) In December, S1 to S5 students were given the chance to show their appreciation towards their family in the second phase of the Joy of Giving Activities. They did and documented an act of kindness to their parents during the holiday and shared it to their class after the midterm exam during the ERE lessons in mid-January.
- A session of "Care for our Family" was conducted at RMC time through broadcast on 2 February, 2018. Contemporary family issues and common family conflicts were highlighted and students were given a chance to discuss ways to resolve their conflicts with their family members and to reflect on what they can do to create a happy and healthy family.

- **Students showed their appreciation to their family**
 - The SG Committee ran a session on My Family My class on a Wednesday WPD on 31st January, 2017 to further arouse students' awareness on their roles in families, and encourage them to show appreciation to their family members. They also extended the concept of family to their class.
 - Some of the Morning sharings and prayers were also responding to this theme.
 - Each student made a card of appreciation to their parents and they were given to parents on Parents Day scheduled on 9 February, 2018.

Reflection on Major Concern 1

To further foster students' self-concept and their sense of gratitude

Strengths:

- All strategies were smoothly and successfully carried out to help students to know and enhance their strengths as a way to further build up their self-concept. They have also learnt the importance of showing appreciation and acceptance. Moreover, the platforms provided them to show appreciation to classmates, parents and some people in society have proven to be appropriate and effective.
- With the addition of alternate Wednesday WPD follow-up time, some sessions in Friday RME time, coupled with a more structured class teacher periods within the WPD Tuesday timeslot, class teaches were given more time and guidelines in the work of whole-person development. They have engaged more actively in their roles as a guidance and career and life planning.
- The need to heighten the awareness of students, teachers and parents on mental health was addressed. The service provider of Hand-in-Hand project provided valuable information for the school and intervention sessions for the shortlisted students who were prone to anxiety and stress. Teachers have become more aware of students' mental health and more observant on symptoms for the sake of early identification.

Areas of improvement

- From various sources of data, we have discovered that follow-up actions are needed in the following areas:
 - To address to students' stress which mainly stems from their studies, public exam, parents' expectations and a lack of parental support.
 - To help students to balance their lives
- In the school development next cycle, the focus should be on
 - More collaboration with past Clarians and parents in CLP
 - balancing aspiration, competence and expectations
 - nurturing students to be joyful learners

Major Concern II

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

Focus (A): Students learn how to solve problems systematically.

To be achieved by:

1. Further enhance students' inquisitiveness by giving constructive feedback (e.g. written comments, hints on steps etc.).
2. Develop students' problem solving skills through the
 - (a) Implementation of the STEM curriculum (PICKER).
 - (b) Teaching of problem solving skills in non-STEM-related subjects.

Achievements

- **More oral and written constructive feedback were given to enhance students' inquisitiveness.**
- At the beginning of the school year, all teachers were briefed on the use of constructive feedback for the enhancement of students' learning. Most teachers have used oral and written constructive feedback in lessons and assignments to guide students to think inquisitively. For example, giving hints on steps to tackle difficult problems, giving feedback for better organization of ideas in writing and using PQS questions to guide students to think deeply, etc. From survey, 100% of teachers had provided students with constructive feedback to guide them to think inquisitively and 86% of students agreed that the feedback guided them to think inquisitively.
- **The STEM curriculum had been introduced to students through the collaboration among the Science Panels, Mathematics Panel, Technology and Living Panel and Computer Literacy Panel. Our major focus is to enhance students' problem solving skills.**
- We have formed a core group for STEM implementation. From the report of the Staff Professional Development Committee, four of the core group teachers have completed the training in STEM education provided by the EDB and they have better understanding of conducting school-based STEM education. Also, we had joined the university support program provided by the Education University of Hong Kong: Promoting STEM education by using self-directed learning as a strategy. The university lecturers and students provide expertise and support to the STEM core group and teachers to plan and implement our school based curriculum. A workshop was conducted in January to help all teachers understand coding (micro: bits) and STEM education. The majority of teachers found this workshop useful. Through Professional Learning Community meeting times, teachers shared their experience in STEM teaching with other group members.
- Implementation of STEM
 - i.) Incorporation of STEM in the curriculum
- S.1 T&L and S.2 I.S. – the elements of problem-solving skills have been incorporated in the curriculum
- S.3 collaboration among Maths, Biology and T&L panels – Topic: Nutrition (Design of school lunch box)

- S.3 Chemistry – try out the teaching of making of soap – using Picker
- S.1 – S.3 – collaboration between Maths and Computer Literacy Panels - 3D printing (Measurement, scaling, ratio etc.)
- S.4 Physics Panel – Collaboration between Maths and Physics panels: STEM related SBA e.g. making Chinese balance
 - ii.)S1 & S2 STEM Projects
- To prepare students for the projects, workshops were organized for S2 students to learn coding and micro:bits.
- S1: to make a device that can solve problems in preparation of cooking
- S2: to make a device which can solve problems encountered by the elderly in daily life.
 - iii.) Students were also encouraged to join outside STEM competitions such as the “Solar powered car design competition” and “Hong Kong Product Design Makeathon”.
 - iv.) Regular STEM activities were held in the Science & Technology Centre (opens during lunchtime on Tuesdays & Fridays) The activities include Project discussion, VR games, video shows, 3D printing, etc.
 - iv.) A STEM week to promote students’ interest in STEM and showcase their products made in the projects.
- **Teaching of problem solving skills in non-STEM related subjects.**
- In non-STEM related subjects, teachers also taught students the steps for problem solving and provided them opportunities to practise the problem solving skills. For example, in L.S. lessons, students were guided to apply the skills to solve some social problems in Hong Kong.
- From surveys, 98% of teachers have taught problem-solving skills in the lessons e.g. issue, scenarios, steps of problem-solving and 78% of students had a better understanding of problem-solving skills. Also, 82% of teachers agreed that students have shown their inquisitiveness in the problem-solving process and 72% of students shared that they have become more eager to search for information and ask questions in solving problems Moreover, from APASO result (Problem Solving), nearly 90% of students agreed that they learn how to solve problems from others and select the best method to complete tasks. Around 80% of students agreed that they like to use different methods to solve problems and they will evaluate the problem in multiple perspectives and focus on the main issues in order to solve the problem.

Focus (B): Students are more confident in knowledge sharing by strengthening their English language competence and I.T. Skills.

To be achieved by:

1. To enhance students’ proficiency in English by trying out the strategies carried out by the LAC focused groups. (e.g. Vocabulary, grammar items etc.)
2. To strengthen their skills in knowledge sharing by
 - enriching their knowledge by organizing extensive reading activities
 - teaching students organization and elaboration skills in writing
3. To provide students opportunities to have online and classroom discussion

Achievements

- **The implementation of the LAC focused groups facilitated more collaboration between the English Panel and the Humanities Panels, Literature in English Panel, BAFS and Art Panels and had helped students to raise their awareness of English in the subjects and improve their English ability.**
 - In S.1, students were given unseen dictations based on the common mistakes provided by IH teachers (the dictations comprise of complete sentences and the “IH vocab” would have a more everyday life meaning). Revisited the correct use of simple past tense in positive, negative statements and questions; highlighted the use of the tense to recount past events (e.g. historical events in Hong Kong)
 - In S.3, there was a collaboration between English and Geography Panels. Parts of Speech has always been a focus in English curriculum and were revisited in every lesson. Follow up tasks were conducted in form of online discussion, using ‘Schooly’ as the online platform. English class ambassadors helped answer language questions raised by peers. English teachers gave feedback and remarks.
 - From teachers’ survey, 90% of teachers agreed that the LAC strategies are useful for students to learn English and 88% of teachers agreed that students have shown improvement in their language proficiency. From student survey, in S.1 and S.2, 70% of students agreed that by using LAC strategies, they have become more confident in using English to learn subjects other than English and about 75% of them have shown improvement in English.

- **Students were taught the presentation and elaboration skills by English and Chinese teachers and were given opportunities to practise these skills.**
 - In most lessons, students were given opportunities to practise their presentation and elaboration skills (e.g. giving a topic sentence which is followed by an elaboration with evidence and examples for support.) There were regular in-class book sharing during reading to learn time and inter-class reading material sharing sessions organized by the Reading to Learn Committee. From observation, their performance was satisfactory.
 - From teacher survey, 96% of teachers felt that students had shown improvements in their organization, elaboration and presentation skills and they have become more confident to do presentations. From Student Survey, 83% of students had learnt some presentation and elaboration skills and close to 70% of students felt they were confident to do presentations.

- **There were more use of online discussion and classroom discussion to build up students’ confidence in knowledge sharing and practise their I.T. skills.**
 - Teachers used on-line platforms such as Schooly and Office 365 to post topics for students to discuss and post their responses. Afterwards, teachers had made use of the posts during lessons for further discussion.
 - From teacher survey, 86% of teachers have provided online forum for students to discuss their learning.

Focus (C): Teachers hone their skills in teaching through the Professional Learning Community

To be achieved by:

1. Teachers revisit the 8 school-based Self-directed learning (SDL) strategies in the Panel meetings and apply them in their teaching especially on flipped classroom and post-test analysis.
2. To provide “professional learning community” (PLC) sessions for teachers to share their experience of using the SDL and LAC strategies within the panel, among panels and to outside bodies.

Achievements

- **The Professional Learning Community continue to grow steadily and a culture of sharing teaching experiences among colleagues has been developed.**
- From teachers’ survey, 100% of teachers expressed that they have continued using the SDL strategies in their teaching. 82% of teachers agreed that the PLC sharing sessions could enhance learning and teaching and 100 % of teachers agreed that more opportunities have been provided to enhance their teaching skills. (e.g. Professional Learning time like Peer lesson observation and exchange of teaching experience among teachers within the PLC focused groups.)
- From comments of appraisers for lesson observation, most teachers have incorporated different school-based self-directed learning strategies in their teaching. And students were quite familiar with using these strategies to learn. Conferencing between appraiser, reviewer and appraisee was conducted after lesson observation to share teaching experiences
- After the lesson observation, many teachers have uploaded and shared their teaching materials to the Staff Professional Development Information Folder in N: drive for other teachers as reference.
- On 23/10/2017, we were invited by the” Chief Executive’s Award for Teaching Excellence Teachers’ Association” to share our experience in the establishment of a Professional Learning Community in School. Two sessions were conducted and there were about 50 participants in each session. The response from the participants was positive.

Reflection on Major Concern II:

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

Strengths:

- Through regular sessions of Peer Learning Community and peer lesson observation, a culture of sharing of teaching strategies among teachers has been developed. Teachers can also get access to SDL teaching materials prepared by others such as flipped classroom videos, pre-lesson tasks, etc. This could facilitate the professional development of teachers so that they are more familiar with the teaching strategies and are confident to use them in their teaching to enhance student learning.
- There has been more collaboration among panels through the implementation of STEM and LAC. For example, the focused groups of LAC provide opportunities for panels to work

together to improve student's language competence among different subjects. Moreover, through the collaboration between the Science panels, Mathematics, Computer Literacy and Technology and Living, different STEM-related activities were organized and students were given more opportunities to develop their problem solving skills.

Areas of Improvement:

- From students' survey, senior form students who put more emphasis on preparing themselves for the public examination expressed that they have different expectation on LAC. Also, S.3 students who have more workload found LAC something extra for them. In view of this, we need to revise our Language Across the Curriculum strategies to suit their learning needs.
- From students' survey, students' response did not meet the success criteria concerning that they were given more opportunities to develop their IT skills and had shown improvement in their IT skills. There may be a discrepancy on the conception of I.T. skills between teachers and students. Teachers expected students to use I.T. skills for learning such as doing presentation and on-line discussion whereas students expected to learn I.T skills like writing apps and coding. These lead to the discrepancy in the results of teacher and student survey. Therefore, clarification is needed for a better planning of I.T. teaching in the future.
- In the school development next cycle, the focus should be on;
 - refining strategies such as Language Across the Curriculum and I.T. in teaching to cater for learning diversity
 - further development of Professional Learning Community so that teachers are equipped with knowledge and skills for the implementation of the new directions stipulated in the Secondary Education Curriculum Guide.

III. Learning and Teaching

A. Curriculum Policy

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

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

B. Our Curriculum Structure

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

Curriculum 2016-17

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

* : Elective Subject : Compulsory Subject

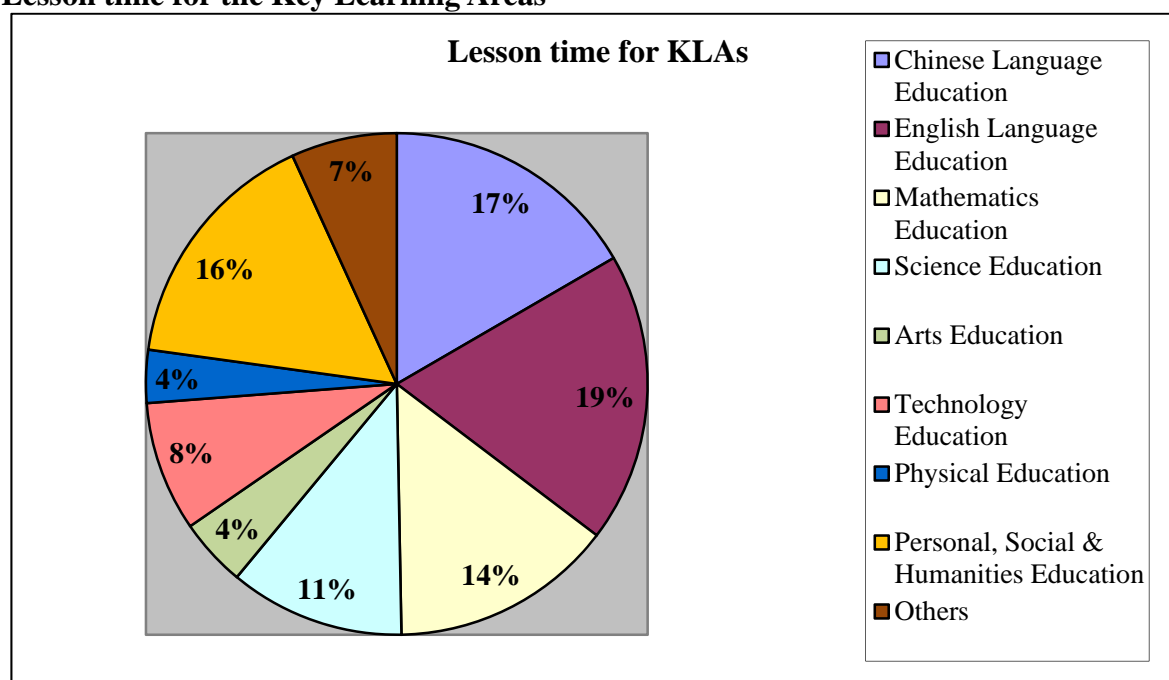
C. Assessment Policy and Supportive Measures

We believe that the key purpose of assessment is to move students on in their learning, thus, continued monitoring and appropriate supportive measures are stressed. Both formative and summative assessments are incorporated. Students are assessed through their portfolios as well as their performance in class, homework, tests, examinations, etc. To cater for students' diverse learning needs, there were also remedial classes and enhancement programs for Chinese, Mathematics and English in various forms. To cater for the needs of the gifted students, the school has set up the Gifted Education Committee to co-ordinate various programs both inside and outside school. For junior forms and senior forms, students of outstanding abilities were invited to join a special program called "Accelerated Learners" where they 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 21th 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

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

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

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

Theme / Level	S.1	S.2	S.3	S.4	S.5	S.6
(a) Student Guidance	(1) (a) Overview of Major Concerns (b) Towards self-discipline (school rules and regulations) (2) Knowing One’s Strengths: (transferrable skills checklist) (3) ‘Hand in Hand’	(1) (a) Overview of Major Concerns (b) Towards self-discipline (school rules and regulations) (2) Knowing One’s Strengths: (transferrable skills checklist) (3) Interpersonal relationship: Resolving conflicts (4) Sex Education: (a) Correct concept & attitude towards sex (b) Beware of	(1) (a) Overview of Major Concerns (b) Towards self-discipline (school rules and regulations) (2) Knowing One’s Strengths: (transferrable skills checklist) (3) Sex Education: (a) Beware of online sexual traps (b) Love & Chastity (4) ‘Hand in Hand’	(1) (a) Overview of Major Concerns (b) Towards self-discipline (school rules and regulations) (2) An overview of OLE/Leadership: adapting to changes & widen exposure (3) ‘Hand in Hand’ (4) Sex Education: Beware of online sexual traps	(1) (a) Overview of Major Concerns (b) Towards self-discipline (school rules and regulations) and regulations) (2) An overview of OLE/Leadership: adapting to changes & widen exposure (3) Sex Education: Gender Differences (4) ‘Hand in Hand’	(1) (a) Overview of Major Concerns (b) Towards self-discipline (school rules and regulations) (2) Preparation for public exam: physical, mental and psychological (3) Sex Education: Family-Intimacy & commitment (4) Looking back & looking ahead

		online sexual traps (5) Inclusive culture (6) ‘Hand in Hand’				
(b) Religious, Moral and Civic Education	(1) Talk on Family: roles, values and gratitude (2) Work Ethics	(1) Knowing One’s Strengths – 4 Personality Dimensions (2) Sex Education: Correct concept & attitude towards sex (3) Talk on Family: roles, values and gratitude	(1) Knowing One’s Strengths – 4 Personality Dimensions (2) Talk on Family: roles, values and gratitude (3) Sex Education: Love & Chastity	Talk on Family	(1) Knowing One’s Strengths – 4 Personality Dimensions (2) Talk on Family (3) Roles, rights and responsibilities : HK Policy	(1) Towards adulthood 1: Work ethics (2) Talk on Family
(c) Career and Life Planning	(1) Talk on Family: roles, values and gratitude (2) Career Exploration: From Dream to Reality (3) Work Ethics	(1) Talk on Family: roles, values and gratitude (2) My dream career	(1) Finding Your Colours of Life: making informed decision in Subject Selection (2) Talk on Family: roles, values and gratitude	(1) Career and Life Planning: What and How (2) A Dialogue with a Gen-Y Leader (3) Follow-up Family	(1) Towards adulthood 3: Rise above adversity in workplace (2) A Dialogue with a Gen-Y Leader (3) Multiple Pathways: Making choices (4) Follow-up Family	(1) Guidance on JUPAS and Multiple Pathways (2) Towards adulthood: (a) Presentation skills (b) Rise above adversity in workplace (c) A journey of independence (3) Follow-up Family
(d) Community Service	Serve the school, family and community	Serve the school, family and community	---	Service Learning: (a) Talk on target group (b) Service Planning (c) Planning and	Service Learning: (a) Skills building in organizing services (b) Service	---

				<p>fine-tuning</p> <p>(d) Skills in rendering services</p> <p>(e) Reflection</p>	<p>Planning and proposal writing</p> <p>(c) Planning and fine-tuning</p> <p>(d) Skills in rendering services</p> <p>(e) Reflection</p>	
(e) Health and Environmental Education	<p>Positive Me:</p> <p>(a) Problem-solving</p> <p>(b) Manage emotions</p> <p>(c) Stress management</p> <p>(d) Communication skills</p> <p>(e) Self-management</p> <p>(f) Positive self-concept</p>	<p>Save Food for Good Fortune</p>	---	<p>Love nature:</p> <p>Conservation of Biodiversity</p>	<p>Love nature:</p> <p>Conservation</p>	<p>Preparation for public exam:</p> <p>physical, mental and psychological</p>
(f) Leadership	<p>(1) Caring for the community: knowing about Tin Shui Wai</p> <p>(2) “Leaders in Me” Leadership Qualities & SIX levels of reflection: courage & communication</p>	<p>(1) “Leaders in Me” Leadership Qualities & SIX levels of reflection: striving for improvement & energizing</p> <p>(2) Caring for the community: knowing about Tin Shui Wai</p>	<p>(1) “Leaders in Me” Leadership Qualities & SIX levels of reflection: communication, confidence & perseverance</p> <p>(2) Caring for the community: knowing about Tin Shui Wai</p> <p>(3) Goals &</p>	<p>(1) Goals & Aspirations: Leadership, Posts of Responsibilities</p> <p>(2) An overview of OLE/Leadership: adapting to changes & widen exposure</p>	<p>An overview of OLE/Leadership: adapting to changes & widen exposure</p>	---

			Aspirations: Leadership, Posts of Responsibilities			
(g) Gifted Education	(1) Presentation Skills (2) Study Skills &Raising Questions	Presentation Skills & Effective Evaluation	Presentation Skills & Effective Evaluation	(1) Understanding cultural diversity thru travel: sharing (2) Sharing by Community of Leaders for Tomorrow on; underprivileged and SEN	(1) Understanding cultural diversity thru travel: sharing (2) Sharing by Community of Leaders for Tomorrow on; underprivilege d and SEN	---
(h) Business, Finance and Accounting Studies	---	---	---	---	---	Values of Money
(i) Reading to Learn	---	STEM: Sharing by author	STEM: Sharing by author	---	---	---
(j) STEM Talk			STEM MTR Talk	STEM MTR Talk	STEM MTR Talk	

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 practise 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. It was definitely a very fruitful experience for all of them.

There was a 5-minutes session of morning broadcast by our NET, Mr. Malby or student representatives from each class on Mondays and Thursdays. 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. They were also asked to take notes and jot down vocabulary learnt from the broadcast.

In addition, Mondays and Thursdays were designated as English for ALL Days. 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 Captains and English Class 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.

The S.5 Literature in English class performed *The Taming of the Shrew* to the whole school in May 2018. Many Literature in English students in S.4 and S.5 were recruited to be the actresses or crew members of the English Drama Club. Through taking part in the Drama Fest, some 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. Along with the English Drama Club, the winning classes of S.1 and S.2 staged performances to the St. Clare's Primary School during post-exam period.

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: Prudence, Justice, Fortitude and Temperance as well as 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 Christian values and positive attitude in students, nurturing them to be caring, confident, positive and respectful. Measures were adopted to create an inclusive learning environment in which students with different nationalities 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 extended and collaboration among committees for the Tuesday WPD Time, alternate Wednesday class teacher period 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 believe in experiential learning and that everyone is a leader. Therefore, we have meticulously formulated policies

and tapped resources and support made available by parents, alumnae, community, government and non-governmental organizations to enrich our students' exposure and experience in various aspects such as extra-curricular activities, religious, moral and civic education, community service, health and environmental education, to name but a few. Students are provided ample opportunities to participate in outside school competitions and partnership projects / activities to widen their horizons and experience. In 2017-18, with the concerted efforts of different stakeholders, students were engaged in collaborative and peer support programs, trainings of various type such as leadership and generic skills and activities to nurture them to be confident, positive, caring and respectful. Imbued with the Christian value that life is 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 and exercising the four Cardinal Virtues: Prudence, Justice, Fortitude and Temperance.

(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) Student Guidance

Student Guidance Committee adopts whole-school approach in 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' needs, such as S.1 Adaptation Program and Big Sister Scheme. In addition, different pull-out programs were organized for students with special education needs (SEN), such as Executive Functioning Skill Training Workshop, Speech and Communication Skill Training and Art Therapy Session. Besides, Learning Buddy Program was organized to provide afterschool tutorial for SEN. In promoting inclusive culture, various programs and activities were organized, such as workshops and talks in promoting mutual

understanding and respect, “Fun Teen Day”, Lunch gathering with Non-Chinese speaking students (NCS), lunch time Chinese and English Reading and Speaking sessions were organized where both NCS and Chinese students took turn to be the “little teacher” of different sessions.

(c) Extra-curricular Activities

- i. Students were encouraged to join in a variety of 50 clubs in 6 major categories and they are listed as follows:

Categories	No. of Clubs
Co-curricular	9
Art and Cultural	10
Interest	9
Religious	3
Social Service	7
Sports	12
Total	50

- 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	255 (41.7%)
Bronze Award	210 (34.3%)
Silver Award	71 (11.6%)
Gold Award	41 (6.7%)
Diamond Award	15 (2.5%)
Ruby Award	19 (3.1%)
Excellent ECA Performance Award	1 (0.2%)

Competition Merit Points

Merit Points / Year	No. of merit points
Competition Minor Merit Points	4
Competition Merit Points	827

- 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 2017 and 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 2018, participated by all S.1 – S.5 students. About 340 students (nearly half of the total

no. of students in school) have award different kind of prizes in outside school competitions.

(d) Support to cater for learner 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, After-school Learning and 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.

(e) Gifted Education

The Gifted Education Committee strategically nurtured high achievers by engaging them in both inside and outside school programs, activities and competitions. Examples are Future Leaders election 18, Outstanding Youth Commendation scheme in Central & Western District, 'Community Leaders of Tomorrow', Public Speaking Contest by HK Federation of Youth. Yet, one important highlight is S.4 & S.5 students' participation in "Wofoo Millennium entrepreneurship program" organized by The Wofoo Social Enterprises. The program allowed student to explore the importance of Green and low carbon life and unlock their creativity.

(f) Religious Moral & Civic Education 2017-18

- i. In response to the theme of the year 2017-18 "Walk hand in hand! Think Outside the Box!", a series of religious, moral and civic education programmes and activities had been carried out to foster students' sense of gratitude, love for their family, and to resolve their problems with wisdom and creativity. First and foremost, "four-colour personality test" was tried out across all levels to help students understand their strengths and areas of improvement for their personal growth in hope of building up their positive self-image. The test was well-received. Then, inspiring short videos at RME time and talks on family at WPD time had been organized for junior and senior forms to reiterate the importance of family as a sanctuary of love. To provide them with chance to pay love forward, students were engaged in a number of voluntary service and almsgivings throughout the year. Some cases in point are (1) Involvement in

Caritas Bazaar 2018; (2) Visit to the Elderly at Chee Sing Kok Social Centre of the Humanity Love” on 22 December 2017; (3) Donation of Christmas Gifts to the children of ethnic groups in the western district; (4) Donation of fruit and vote of thanks to the frontline medical workers at Queen Mary Hospital during the outbreak of flu in March. All these activities helped evoke students' empathy and compassion for the needy around the world and gave them a chance to walk hand in hand with them in joy, love and care.

- ii. Towards a better Value Education as stipulated in the Booklet 6A of Renewal of Secondary School Curriculum, all members of the committee devoted their effort to further enhance students' civic awareness in the school, community and global context. Flag Hoisting Ceremony was organized at school alongside a briefing of the history of the national flag and national anthem. An interactive program on election of top ten best social manners at school had been tried out, encouraging students to be courteous to their peers in order to build up a harmonious school. Students were also given chance to share about their memorable moments with their family. In response to some new policy concerning Hong Kong youth in the policy address of the Chief Executive 2018 and to revisit May Fourth spirit, a forum has been tried out with S4 and S5 students, participants did a very thorough research on the policy and gave a fruitful discussion on the matter in May 2019. The ESR team was impressed by their performance.
- iii. To let our students to think outside the box, students had been encouraged to step out of their comfort zone and participate in a number of competitions outside school. They also attained encouraging results. Four S5 students got 1st runner up and the best script award in their production of "Her Voice" video; another two S4 students won 2nd runner up in video-production concerning "My Dream"; one S5 girl got the champion in the Basic Law Quiz; another groups of S5 students got outstanding performance in Mock Court and Mooting Competition.
- iv. The Committee also organized TWO out-of-border exchange programmes to widen students' horizons. 20 students from S3 - S5 joined a study programmed to the Silk Road from 14 to 20 July 2018 and 15 students from S1 to S5 paid a visit to the mentally disabled at Shenzhen Hui Ling on 16 July. All participants found the trips inspiring and rewarding.

(g) Health and Environmental Education

- i. To cultivate an environmentally-friendly culture in school, various programs were organized. These include lunch broadcasts on reduction of plastic waste, 'No Straw Campaign' and an enzyme cleanser workshop. Environmental talks on conservation and biodiversity of Hong Kong were also conducted in Whole Person Development time. Through the two phases of Green Classroom Campaign, students in each class worked together to keep the classrooms clean and tidy, demonstrating the sense of collaboration and responsibility. A group of students also visited a local organic farm and served as volunteers in the Hong Kong Flower Show to promote organic farming.
- ii. To equip students with skills to manage emotions and better prepare

psychologically for examinations, various workshops were organized in Whole Person Development time.

(h) Community Service

The community service targets of 2017-18 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. Junior students participated in the meal box distribution to the needy living in Western district while senior students serve the disadvantaged with various means and visually impaired elderly were one of the target groups. 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 from such organisations as the Hong Kong Arts Festival were invited to introduce students to different art forms. Tutors were hired to hold interest classes about A Cappella, ukulele, comics drawing, photography, fitness dance and magic and tricks. The programmes were well-received by students.

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 'Music for all' 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. In the subject-based e-reading sharing, students

were guided to connect reading texts with their previous knowledge and life experiences and enhanced their literacy and critical thinking skills.

S.1 to S.3 Reading to learn Award Scheme, Golden Readers Scheme for student librarians, School Library Reading Flyer broadcast, book fair and themed activities encouraged more students to read School Library books. The borrowing numbers of the library book were 5,625 which was similar to last year's borrowing number and had been substantial increase of borrowing number over the previous three years (2013/14: 4,668, 2014/15: 5,341, 2015/16: 5,842, 2017/18: 5,625).

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 practise 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 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	2017-2018
Chinese Book Fair	195	422	428	460
English Book Fair	142	144	164	184
Total no. of books purchased	337	566	592	644

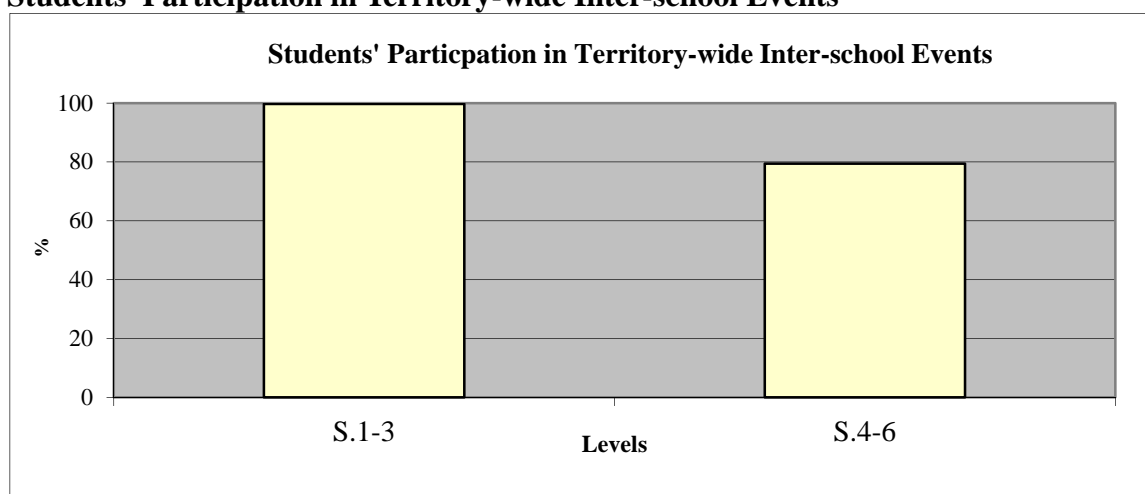
F. Other Related Surveys for School Self-Evaluation

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

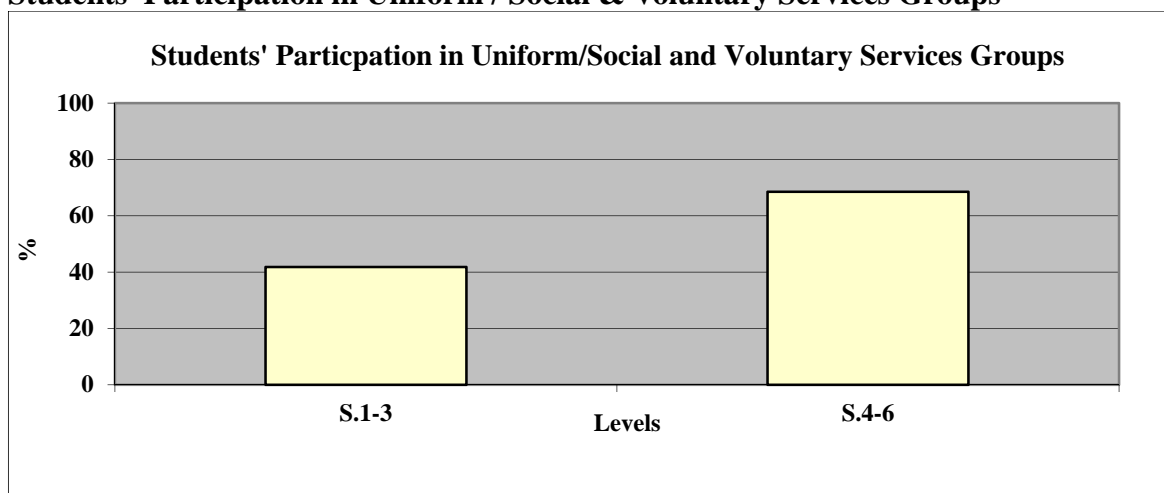
In 2017-18, a total of 768 hours of extra-curricular activities were organized namely done by House, clubs & societies, leadership trainings and so on and coordinated by the Student Activities and Leadership Training Committee. As for community service, a record of 3132.5 hours of voluntary service was done by students through various clubs and committees. The Gifted Education Committee devoted around 288 hours in polishing students to excel through in-school and outside school activities and competitions. As for Student Guidance Committee, over 800 hours were devoted to providing support to discipline, guidance and personal growth to all. It also catered for the needs of the Non-Chinese Speaking students (NCS) and students with special education needs (SEN).

Undoubtedly the catholic values are deeply embedded in the work of student support. The Religious, Moral and Civic Education Committee devoted more than 200 hours of activities in actualizing its missions. Last but not least, the mental and physical health of students and their career and life planning were taken care of by the Health and Environmental Education and Career and Life Planning Committees in which they had contributed a total of more than 200 hours of activities and programmes.

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



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



V. Student Support and School Ethos

A. School Culture

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

B. Support for Life-wide Learning

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

Items	Jockey Club Life-wide Learning Fund	Grant for School-based after School Learning and Support Programs	No. of Applicants
Sports	\$30,127.00	\$12,716.40	27
Musical Class	\$34,000.00	\$23,770.00	22
Chinese Dance	\$4,995.00	\$500.00	3
Picnic & Life-wide Learning Day	\$1,716.00	-	13
Training Program	-	\$6,707.00	31
Tutorial Class	-	\$59,132.00	83
Other Learning	\$195.00	\$1,050.00	3
Total	\$71,033.00	\$103,875.40	182

Accomplishment

A total of 182 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.

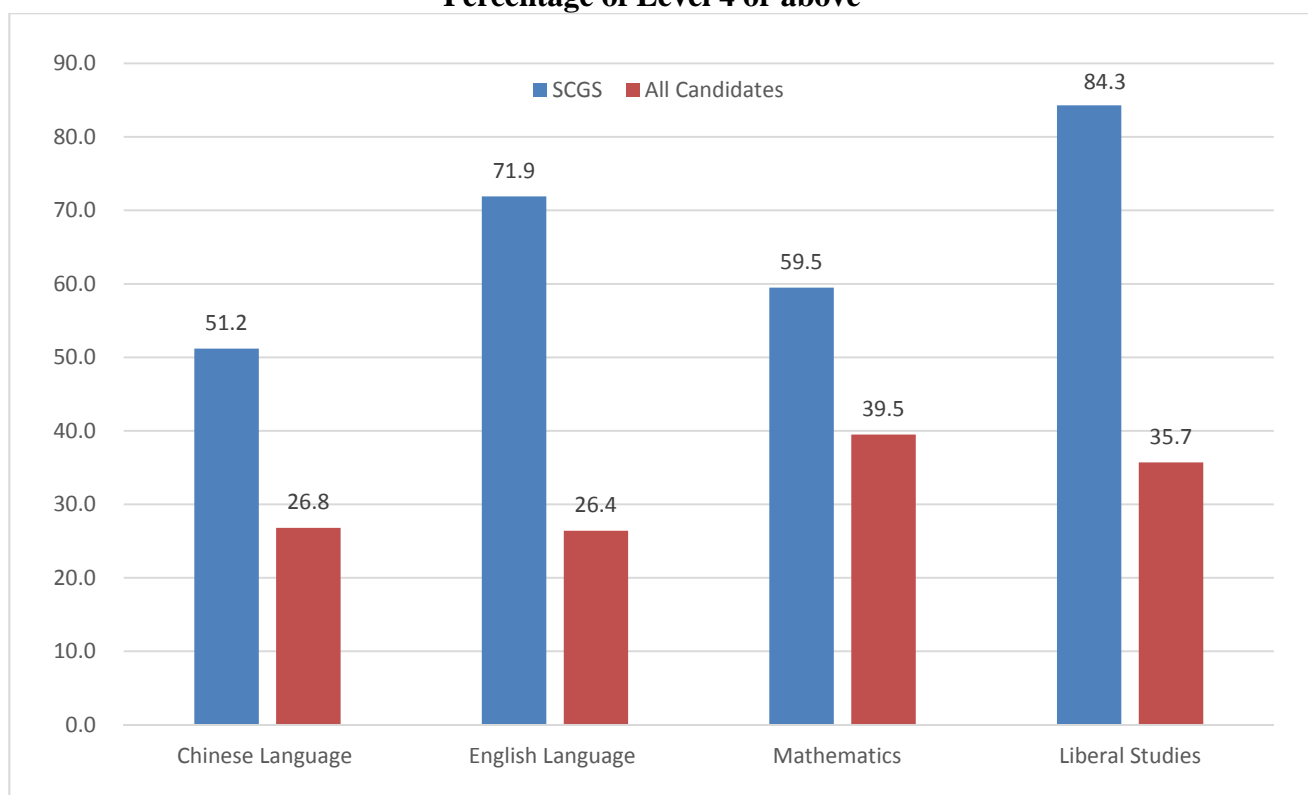
Evaluation and Reflection

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.

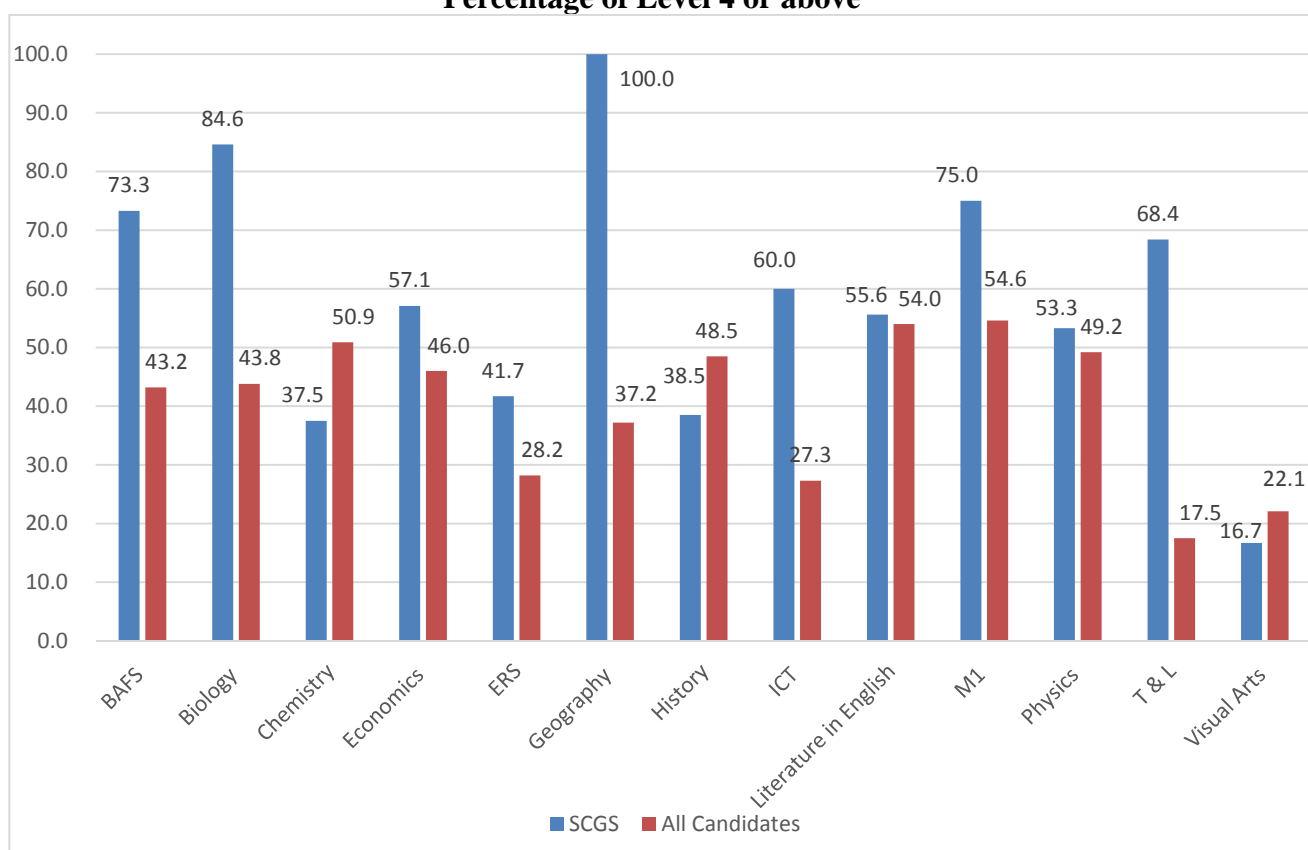
VI. Student Performance

A. Performance in HKDSE Examination (2018)

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 2017 – August 2018****Language Awards****The 69th Hong Kong Schools Speech Festival**

Public Speaking Solo	Champion	Kan Nok Man Alissa	4D
Dramatic Duologue	Champion	Leung Wai Wai Vivian	5J
		Cheng Yuen Angel	5M
Dramatic Duologue	1st runner-up	Ying Yu Yvonne	5M
		Lam Lung Linda	5L
Dramatic Duologue	2nd runner-up	Lok Yuen Yung Janice	5M
		Tsoi Pui Yan Joanna	5M

第 69 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	鄺芝彥	2M
		洪竹內摩耶	2R
	季軍	周婉婷	2G
		姚佩雯	2G
	季軍	高瑜琪	2S
		戴穎欣	2S
中學三、四年級二人朗誦	季軍	李欣悅	3T
		張玲	3T
中學五、六年級二人朗誦	季軍	關芷柔	5J
		鄭澆	5M

青年家書 2017

初中組	優異獎	何梓棋	3L
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國家語委普通話水平測試

二級甲等	Merit	Wu Siqi Kelly	5T
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Eleventh Speaking Contest

Merit	Wong Hin Lam Jennifer	6A
	Cheung Shu Ting Queenie	6J
	Li Hoi Kei Garnet	6Pa

"Artificial Intelligence for all - AI VS humans, who will win?" writing competition

Champion	Lau Yan Wai Winky	5L
1st Runner-up	Mak Tsz Yiu Sherrie	5M

全方位比賽平台第十九屆散文寫作大賽(中文)

Champion	Hui Huen Chi Jasmine	2M
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18th Lions International Youth Exchange Scholarship Essay Competition

Final	5th in position	Mak Tsz Yiu Sherrie	5M
Semi-final	Merit	Lau Yan Wai Winky	5L
		Chan Sze Ching Stephanie	5M

Hong Kong Budding Poets Award

Merit prize	Leung Wai Wai Vivian	5J
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Standard Charter Public Speaking Contest

Good Performance (Junior Division)		Hotchkiss Coral Laura	3M
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Good Performance (Senior Division)		Wong Hoi Kiu Ealas	4B
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		Kan Nok Man Alissa	4D
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		Leung Lok Hang Tiffany	4D
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		Wong Kun Yu Eunis	4D
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		Chan Sze Ching Stephanie	5M
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		Lok Yuen Yung Janice	5M
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		Ho Wing Man, Kitty	5L
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		Lau Yan Wai, Winky	5L
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Semi-finalist (Junior Division)	Semi-finalist	Lai Kei Hei Larissa	3M
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Semi-finalist (Senior Division)	Semi-finalist	Lai Hoi Ching Zoie	4B
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第二十屆全港中小學普通話演講比賽

最傑出參與學校獎			
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良好	陳穎	3L
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銅獎	李佳佳	4B
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優異獎	周婉婷	2G
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	呂舒雅	2G
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	郭芷彤	3J
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	李佳佳	4B
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	鄭恭淇	5M
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	麥曉虹	5M
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	吳思琪	5T
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全國青少年語文知識大賽 (菁英盃)

現場作文初賽			
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一等獎	陳泳潼	1A
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	鍾靜雯	5T
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二等獎	丁穎彤	1B
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	黃穎茵	1B
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	許暄慈	1R
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三等獎	蔡泳妍	2M
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	劉嘉恩	2M
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	劉美諺	5M
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Performing Arts Awards

English Drama Fest

Outstanding Performance Outstanding Spoken English

Lui Tsz Ying Peony	1A
Agoncillo Danica Alexis Sales	1M
Flauta Maria Katrina Llenos	1M
House Sara Yvonne T	1M
Lau Ching Yan Tiffany	1R
Ngan Lok Yiu Carina	1R
Fu Tsz Ki Margaret	2G
Pang Hiu Ching Kimberly	2M
Ordonez Fenela Izabel Sorita	2S
Hotchkiss Coral Laura	3M
Mercado Hailey Keaira Alcoba	3T
Agoncillo Kiara Isabel Sales	4B
Castaneda Yani Kaye Linsangan	4B
Tse Rita Hoi Yiu	4D
Jasmeen-Kaur	4F
So Hoi Kiu Elisa	4F
Chong Kam Man Kelly	5J
Ng Chak Wai Mona	5J
Chan Cartie	5M
Kwok Yiu Yan Yumi	5M
Li Tsz Yan Vivian	5M
Hotchkiss Crystal Lanie	5T
Ngoi Ka Wing Karen	5T

Outstanding Performer

22nd St. Cecilia International Music Competition 2017 Secondary School String Ensemble 2nd Runner-up

Cheung Hiu Yan Chloe	5M
Wu Wing Yan Natalie	5T
Ho Wai Yan Iris	6J
Ng Megan Hoi Ling	6J

Asia Music and Speech Association Junior Secondary School Zheng Solo Champion

Zhao Zehui Leila	2R
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Hong Kong Youth Music Interflows 2017**Secondary School String Orchestra Bronze Award**

Kwok Hin Man Kristy	1B
Hung Wing Sum Kiara	1M
Fong Cheuk Ka Francesca	1R
Tang Tin Yan Naomi	2G
Zhao Zehui Leila	2R
Lei Hiu Man Carmen	2S
Leung Wing Tung Selina	2S
Chong Cheuk Yan Chloe	3J
Leung Ching Jolly	3M
Sitchon Antonette	3M
Yiu Ka Yan Karen	3M
Wong Ling Wing Martha	3T
Wu Hoi Ting Iris	3T
Cheung Hiu Yan Chloe	5M
Wu Wing Yan Natalie	5T
Ng Megan Hoi Ling	6J

Belt and Road International Talent Show 2018**Open Western Chamber Winner**

Yeung Shun Hei Stephey 1R

4th Europe - Elbe Valley International Music Festival Invitational Competition**Expertise Category Guitar Ensemble Third Prize**

Yeung Shun Hei Stephey 1R

Hong Kong Schools Music Festival

Erhu Solo Junior Level	1st Runner-up
Zheng Solo Advanced Level	1st Runner-up
Zheng Solo Senior Level	1st Runner-up
Zhongruan Solo Intermediate Level	2nd Runner-up

Sin Wai Huen Tinkerbelle	1A
Zhao Zehui Leila	2R
Shiu Yuen Sze Kelly	4D
Chan Wing Lam Jessica	4A

5th Hong Kong International Youth Performing Arts Festival 2017**Western Chamber Guitar Champion**

Yeung Shun Hei Stephey 1R

首屆澳門國際古箏音樂節 2017 敦煌杯

少年組古箏獨奏	金獎
少年組古箏重奏	銀獎

Chan Wing Lam Jessica 4A

Joint School Music Association Competition 2018Erhu Solo Secondary School Junior Level **Gold Award**

Sin Wai Huen Tinkerbelle 1A

Secondary School Orchestra

Gold Award

Sin Wai Huen Tinkerbelle 1A
 Ding Wing Tung Vanessa 1B
 Fok Ching Yin Alice 1B
 Kwok Hin Man Kristy 1B
 Lau Man Sum Lillian 1B
 Leung Fung Ching Ulrica 1B
 Li Yu Yan Alice 1B
 Lo Pui Yu Bonnie 1B
 Flauta Maria Katrina Llenos 1M
 House Sara Yvonne T 1M
 Hung Wing Sum Kiara 1M
 Fong Cheuk Ka Francesca 1R
 Magboo Samantha Kate C 1R
 Tai Wai Lam Katie 1R
 Lai Fung Ling Judy 2G
 Tong Wing Laam Minnie 2G
 Ko Elise Yee Ning 2M
 Lo Cheuk Yiu Jessica 2M
 Siu Yee Ching 2M
 Tam Tsz Ching Gigi 2M
 Chan Elaine 2R
 Zhao Zehui Leila 2R
 Chiu Hoi Ying Carmen 2S
 Chung Tsz Kei Ella 2S
 Lei Hiu Man Carmen 2S
 Leung Wing Tung Selina 2S
 Ng Cheuk Yi Cherry 2S
 Chong Cheuk Yan Chloe 3J
 Lam Chin Ching Charlotte 3J
 Lam Wing Angie 3J
 Chung Wai Yan Selina 3L
 Tang On Ting Annie 3L
 Hotchkiss Coral Laura 3M
 Leung Ching Jolly 3M
 Sitchon Antonette 3M
 Yiu Ka Yan Karen 3M
 Wong Ling Wing Martha 3T
 Wu Hoi Ting Iris 3T
 Ho Wing Man Kitty 5L
 Leung Tsz Ching Nicole 5L
 Cheung Hiu Yan Chloe 5M
 Ng Wing Yee Bernice 5T
 Wu Wing Yan Natalie 5T
 Ng Megan Hoi Ling 6J

Secondary School String Ensemble

Silver Award

Kwok Hin Man Kristy 1B
 Fong Cheuk Ka Francesca 1R
 Cheung Hiu Yan Chloe 5M
 Wu Wing Yan Natalie 5T

Hong Kong Children and Youth Piano Contest			
Youth Group	Silver Award	Tan Tsz Kiu Kiwi	2R
Music Club Annual Singing Contest			
	Champion	Hotchkiss Crystal Lanie	6PE
HKSAR 20th Anniversary Dance Sport Cup			
14-15 Single Latin 1-dance-Jive	2nd Runner up	Fung Hiu Wing Nicole	4F
14-15 Single Latin 1-dance-Cha Cha Cha	3rd Runner up	Fung Hiu Wing Nicole	4F
14-15 Single Latin 1-dance-Rumba	3rd Runner up	Fung Hiu Wing Nicole	4F
2nd HK Viva Dance			
Jive	Champion	Fung Hiu Wing Nicole	4F
Samba	1st runner up	Fung Hiu Wing Nicole	4F
Jive (under 16 years old)	2nd Runner up	Fung Hiu Wing Nicole	4F
Rumba (under 16 years old)	2nd Runner up	Fung Hiu Wing Nicole	4F
The 9th DanceSport Open Competition of Wan Chai District			
14-15 歲單人組拉丁舞雙項(查牛)	亞軍	Fung Hiu Wing Nicole	4F
14-15 歲單人組拉丁舞三項(查倫牛)	季軍	Fung Hiu Wing Nicole	4F
第十四屆香港校際體育舞蹈錦標賽			
雙人組拉丁舞單項 牛仔舞	Champion	Fung Hiu Wing Nicole	4F
雙人組拉丁舞單項 查查查			
雙人組拉丁舞單項 倫巴舞			
第五屆香港國際青少年表演藝術節 2017			
三弦中級組獨奏	冠軍	Zhao Zehui Leila	2R
體舞達人體育舞蹈公開賽			
14-15 歲單人組拉丁舞單項(查)	亞軍	Fung Hiu Wing Nicole	4F
14-15 歲單人組拉丁舞單項(倫)	亞軍	Fung Hiu Wing Nicole	4F
14-15 歲單人組拉丁舞單項(牛)	季軍	Fung Hiu Wing Nicole	4F

34th Central and Western District Dance Competition
Modern Dance Group 2nd Runner up

Yeung Yuen Ling Lily	1B
House Sara Yvonne T	1M
Magboo Samantha Kate C	1R
Chu Pui Kiu Cody	2G
Chu Tsz Yan Annette	2M
Lee Pui Ka Janice	2M
Liu Wai Yan Vivien	2M
Pang Hiu Ching Kimberly	2M
Lai Hoi Lam Tiffany	2R
Liu Hoi Yan Angel	2R
Tam Ho Kiu Emma	2R
So Yung Ki Ivy	2S
Wong Yuk Enid	3J
Ko Chin Tung Shannon	3L
Leung Tsz Ki Miko	3T
Li Michelle	3T
Sum Ying Ting Toby	3T
Hui Wing Lam Carrie	4B
Lo Wai Lam Galie	4B
Choi Sin Yi Cindy	4D
Lee Hiu Ying Erica	4D
Lo Chung Man Joanna	5J
Leung Tsz Ching Nicole	5L
Lock Jennifer Yuen Kwan	5L
Yip Ka Moon Carmen	5L
Yuan Wing Shu Nicole	5L

滙聚體育舞蹈公開賽

單人組拉丁舞單項(牛)

單人組拉丁舞單項(查)

單人組拉丁舞單項(倫)

雙人組拉丁舞單項(牛)

雙人組拉丁舞單項(查)

雙人組拉丁舞單項(倫)

Champion

Fung Hiu Wing Nicole 4F

2018 香港體育舞蹈公開賽

12-15 歲男女混合組拉丁舞五項

(森查倫鬥牛)

1st runner up

Ko Chin Tung Shannon 3L

15 歲男女混合組拉丁舞五項

(森查倫鬥牛)

2nd runner up

Ko Chin Tung Shannon 3L

3rd Michel Cup Dancesport Championship

Under 15 C/R/J

Champion

Ko Chin Tung Shannon

3L

under 18 C/S/R/P/J

The 46th Open Dance Contest

(Chinese Dance Group)-跳煙盒

2nd runner up

Lo Pui Yu Bonnie

1B

Wong Ho Ying Chloe

1B

Chung Pik Wai Athena

2G

Huang Tsz Ching Gigi

2G

Ho Ngar Yin Irene

2S

Kwong Kit Ling Suki

2S

Leung Wing Tung Selina

2S

Ng Chi Wing Carol

2S

Sin Ka Ying Emily

3J

Li Ka Wai Karen

3L

Lee Lok Yee Venus

3T

Fai Yik Yu Tammie

5J

Cheng Sze Nga Cecilia

5L

Kwok Sammi Kei Nam

5M

Kwok Yiu Yan Yumi

5M

So Man Wai Amanda

5M

(Oriental Dance Trio)-鼓童

2nd runner up

Sin Ka Ying Emily

3J

Lee Lok Yee Venus

3T

Fai Yik Yu Tammie

5J

第十屆灣仔區體育舞蹈公開賽

冠軍

Ko Chin Tung Shannon

4B

2018 香港第八屆全球舞王挑戰賽

第一名

Ko Chin Tung Shannon

4B

第三名

Ko Chin Tung Shannon

4B

2018 精英盃全港公開標準舞及
拉丁舞大賽暨光輝舞壇三十載餐舞會

第一名

Ko Chin Tung Shannon

4B

ADSF Asian Single Dance

1st runner up

Ko Chin Tung Shannon

4B

Championship Hong Kong 2018

4th runner up

Ko Chin Tung Shannon

4B

5th runner up

Ko Chin Tung Shannon

4B

Sports Awards

1. Athletics

61st Festival of Sport Youth and Kids Athletics Day

Grade A 200m	1st runner up	Wong Hoi Lam Stephanie	5M
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2017 公民全港青少年田徑錦標賽

女子丙組 200 米	季軍	Leung Ching Jolly	3M
女子丙組 400 米	季軍	Leung Ching Jolly	3M
女子丙組 1500 米	亞軍	Wong Hoi Kiu Ealas	4B
女子丙組鐵餅	亞軍	Chung Yuen Ying Rachel	4F
女子乙組 1500 米	亞軍	Ching Lok Yan Lydia	5J

Central & Western District Age Group Athletic Meet 2017 - Women Youth

Group D 400m	Champion	Lai Kei Hei Larissa	3M
Group D 800m	Champion	Lai Kei Hei Larissa	3M
Group D Shot Put	1st Runner-up	Fu Tsz Ki Margaret	2G

Hong Kong Athletics Series 2017 Series 4

Women's 4x400m relay	Champion	Leung Ching Jolly	3M
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Inter-School Athletics Competition (Division I) 2017-2018

Girls B 4x400m	1st Runner-up	Lai Kei Hei Larissa	3M
		Leung Ching Jolly	3M
		Chan Lok Yi Katie	4B
		Wong Hoi Kiu Ealas	4B
Girls A 100m	2nd Runner-up	Wong Ching Hei Bobo	6J
Girls A 200m	2nd Runner-up	Wong Ching Hei Bobo	6J
Girls A Shot Put	2nd Runner-up	Li Hoi Lam Bonnie	6J
Girls A 4x100m	3rd Runner-up	Wong Hoi Lam Stephanie	5M
		Lee Ching Yan Yan	6A
		Wong Ching Hei Bobo	6J
		Wong Ching Wai Bebe	6J
Girls B 400m	3rd Runner-up	Leung Ching Jolly	3M

Inter School Cross Country Competition 2017-2018

Girls Grade B	8th / 112	Wong Hoi Kiu Ealas	4B
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Hong Kong Athletics Series 2018 Series 4

	Champion	Fu Tsz Ki Margaret	3L
		Lai Kei Hei Larissa	4B
		Leung Ching Jolly	4A

Hong Kong True Light College Sports Day 4x100m invitation relay 2018

	1st runner up	Choy Pui Kei Christy	2R
	Fong Hiu Tung Jennifer	2G	
		Sy Yuen Mei Shirley	2R
		Wong Tin Ching Cary	1A

Watsons Athletic Club Annual Challenge 2018

Champion	Chan Lok Yi Katie	5L
1st runner up	Fu Tsz Ki Margaret	3L
	Lai Kei Hei Larissa	4B

Southern District Age Group Athletic Meet 2017

Girls Group D 4x100m	Champion	Fung Sin Sze Sarah	2R
		Chan Tsz Yan Tracy	4B
		Choy Hiu Kei Crystal	4D
Girls Group D Discus	Champion	Fung Sin Sze Sarah	2R
Girls Group D High Jump	Champion	Chan Tsz Yan Tracy	4B
Girls Open Discus	Champion	Wu Siqi Kelly	5T
Girls Open Shot Put	Champion	Wu Siqi Kelly	5T

The Citizen Junior Athletic Competition Race 1 2017

Girls A grade 100m	1st Runner-up	Lee Ching Yan Yan	6A
Girls A grade 100m Hurdles	1st Runner-up	Lee Ching Yan Yan	6A
Girls B 200m	1st Runner-up	Wong Hoi Lam Stephanie	5M
Girls C grade 4x100m relay	2nd Runner-up	Fu Tsz Ki Margaret	2G

Wan Chai District Age Group Athletic Meet 2017

Girls Group D High Jump	Champion	Chan Tsz Yan Tracy	4B
Girls Open Discus	Champion	Wu Siqi Kelly	5T

Watsons Athletic Club Annual Challenge 2017

Girls B Grade 4x400m relay	Champion	Chan Lok Yi Katie	4B
Girls C grade 4x400m relay	1st Runner-up	Fu Tsz Ki Margaret	2G
Girls B Grade 4x400m relay	2nd Runner-up	Lai Kei Hei Larissa	3M
		Leung Ching Jolly	3M

2. Basketball**Southern District Women 3 on 3 Basketball Competition
Championship**

Chan Lok Yiu Yoyo	3L
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3. Swimming**Inter-School Swimming Competition 2017/18**

Grade A 4x50m Freestyle Relay	2nd Runner-up	Ng Sabrina T Y	3J
		Ng Hoi To Tobi	6Pa
		Tung Yuen Ching Ayisha	6Pa
		Chan Yin Kiu Nikki	6Pe
Grade B 4x50m Freestyle Relay	2nd Runner-up	Hung Sze Yiu Audrey	2S
		Tsoi Cheuk Wai Charlotte	3L
		Kwan Tsz Yau Audrey	3T
		Tam Sin Yu Kathlynn	3T
Grade B 100m Freestyle	3rd Runner-up	Hung Sze Yiu Audrey	2S
Grade B 50m Breaststroke	3rd Runner-up	Tsoi Cheuk Wai Charlotte	3L

4. Tennis

Hong Kong Tennis Association Community Junior Tennis Competition 2017

Girls' 12 & under Single	Champion	Leung Wing Man	1M
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Hong Kong Tennis Series Competition 2017

Girls' 14 & under Doubles	Champion	Leung Wing Man	1M
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LCSD and Sham Shui Po Age Group Tennis Competition 2017

Girls' 12-13 age Single	2nd Runner-up	Leung Wing Man	1M
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Kowloon Dairy Hong Kong Asian Tennis Junior Series

Girls single	3rd Runner-up	Leung Wing Man	1M
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Inter-School Tennis Competition 2017-2018 Division Two Girls

1st Runner-up	Chan Suet Ngo Alissa	1M
	Leung Wing Man Jenny	1M
	Lam Ka Yi Eva	4A
	Leung Tsz Ching Nicole	5L
	Tsang Radella Beryl	5T
	Tam Man Yan Mary	6A
	Yu Cheuk Laam Rachel	6A
	Lau Ka Hei Kelly	6J

5. Others

Hong Kong Inter-School Dodgeball Championship 2018

Secondary School (Girls)	Champion	Chiu Wing Nga Melody	2M
		Wong Tsz Hei Emily	2M
		Chung Man Kwan Angel	2R
		Law Hei Tung Amy	2R
		Chan Ching Nga Vanessa	3T
		Chan Hiu Yan Starly	3T
		Szeto Yan Janet	4A
		Ng Sze Yee Hiko	4B
		Cheng Ying Tung Chelsea	4D
		Chan Yuet Rachel	4F
		Huang Ying Ying Amy	4F
		Chan Ga Hei Abby	5J
		Lo Hoi Ting Siobhan	5J
		Hotchkiss Crystal Lanie	5T
		Tsang Radella Beryl	5T

「正向人生」空手道比賽 2018

季軍	Cheng Yuen Angel	5M
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空手道分齡邀請賽

(15-16 歲) 女子組分手組賽	亞軍	黃旒婷	4B
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2017 年南區空手道分齡邀請賽

女子(14-17 歲)賽	亞軍	黃旻婷	4B
	季軍	鄭澆	5M

港粵澳空手道邀請賽

女子(14-17 歲)賽	亞軍	黃旻婷	4B
	季軍	鄭澆	5M

2017 Glacier Open and Basic Challenge

Gamma	Champion	Chan Tak Yung Yoyo	5L
Solo	2nd runner up		

2017 Shanghai Open International Junior Track Speed Skating

1000m	Champion	Chan Sum Wing Priscilla	2S
333m	Champion	Chan Sum Wing Priscilla	2S
500m (1)	Champion	Chan Sum Wing Priscilla	2S
500m (2)	Champion	Chan Sum Wing Priscilla	2S

Asian Short Track Speed Skating Challenge 2018

Junior A Mixed Relay	1st Runner-up	Chan Sum Wing Priscilla	2S
Senior A Ladies Overall	6th in Position	Chan Sum Wing Priscilla	2S

Australian Open Short Track Speed Skating 2017

Sub Junior Skating	7th in position	Chan Sum Wing Priscilla	2S
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2018 Hong Kong Figure Skating and Short Track Speed Skating Championships

Junior Ladies C	1st Runner-up	Chan Sum Wing Priscilla	2S
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Asian Fencing College Fencing Championships 2017 (Series 3)

U12 Girls Foil	1st Runner-up	Wong Yee Denise	1R
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全港跳繩錦標賽 2018

4x30 秒單車速度	亞軍	卜倩彤	3M
		江婉菽	5M

Inter-School Fencing Competition

Girls Grade A Foil	1st Runner-up	Li Hoi Kei Garnet	6Pa
Girls Grade C Foil	2nd Runner-up	Wong Yee Denise	1R

The 9th Inter-school Dragon Boat Championship

Women Small Boat Gold Cup	2nd Runner-up
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Lam Sz Wing	4B
Chan Yuet	4F
Tang Sze Man	4F
Chen Yun Hua Kate	5L
Cheng Sze Nga	5L
Ho Hoi Yee	5L
Lam Lung	5L
Wong Cheuk Sze	5L
Kong Yuen Kiu Phoebe	5M
Kwong Yuen Ming	5M
Hotchkiss Crystal Lanie	5T

Women Small Boat Sliver Cup	Merit Prize
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Fong Tsz Hei	1M
Shum Virginia	1M
Fong Hiu Tung	1R
Yeung Shun Hei	1R
Yeung Kiu Chor	3M
Wong I Ting	4B
Wong Ching Tung	4F
Wong Sze Wai Victoria	4F
Lo Hoi Ting Siobhan	5J
Yip Ka Moon	5L

Women Standard Boat Gold Cup	2nd Runner-up
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Fong Tsz Hei	1M
Shum Virginia	1M
Fong Hiu Tung	1R
Yeung Shun Hei	1R
Yeung Kiu Chor	3M
Wong I Ting	4B
Lam Sz Wing	4B
Wong Ching Tung	4F
Wong Sze Wai Victoria	4F
Chan Yuet	4F
Tang Sze Man	4F
Lo Hoi Ting Siobhan	5J
Yip Ka Moon	5L
Chen Yun Hua Kate	5L
Cheng Sze Nga	5L
Ho Hoi Yee	5L
Lam Lung	5L
Wong Cheuk Sze	5L
Kong Yuen Kiu Phoebe	5M
Kwong Yuen Ming	5M
Hotchkiss Crystal Lanie	5T

Visual Arts

Be Yourself Drawing Competition 2017 (Asia-Pacific)

First Prize Award	Hotchkiss Crystal Lanie	5T
Second Prize Award	Leung Tsz Ching Nicole	5L
	Yeung Sze Ka Clare	5L
Third Prize Award	Yeung Sze Lok Teresa	5L

Central and Western Road Safety Poster Design Competition

Best Participating School Award

Champion	Chan Ga Hei Abby	5J
Merit	Choi Nga Sze Angie	5J
	Li Sin Kwan Melody	5L
	Wu Siqu Kelly	5T

“美麗校園·優秀特長生藝術盛典” 港澳台選拔賽 兒童 B 組繪畫項目

銀獎	劉澤恩	2M
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第四十二屆全港青年學藝比賽

中學毛筆組	優良獎	郭己嵐	5M
國畫中學組	季軍	郭己嵐	5M

愛心利是封設計比賽

高級組	亞軍	梁心瑜	5T
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預防肺塵病及間皮瘤四格漫畫設計比賽

	亞軍	梁心瑜	5T
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Mask Design Contest

Most Active Participation School Award

Selected Submission	2nd Runner-up	Li Cheuk Kei Clara	1A
	Merit	Ding Wing Tung Vanessa	1B
Shortlisted Submission		Yu Wing Sum Natalie	1B
		Chan Dik Fun Dephie	1M
		Lam Ching Yi Eliza	3L
		So Cheuk Yu Nicole	3M
		Chan Yin Tung Isabella	1A
		Fung Hei Tung Candy	1B
		Kwok Ching Yi Czerny	1B
		Tang Ka Man Ingrid	1B
		Chan Suet Ngo Alissa	1M
		Chau Yan Tung Kelly	1M
		Choy Pui Kei Christy	1M
		He Ting Yan Katie	1M
		Ng Mei Wa Mira	1R
		Ng Ka Wai Iris	3J
		Se-To Wing Yan Alison	3L
		Chan Yee Yui Natalie	3M
	Chan Wei Chin Krystal	3T	
	Mercado Hailey Keaira Alcoba	3T	

“華夏兒藝”全國少年兒童美術書法攝影作品大賽

美術組

特等獎

壹等獎

譚文欣 6A
李樂儀 3T
李倩筠 5L
林瓏 5L
梁芷晴 5L
楊詩家 5L
楊詩樂 5L

Hotchkiss Crystal Lanie 5T

貳等獎

李明怡 6A
李心朗 3T
周嘉瑜 3J
高馥瞳 3L
Sitchon Antonette 3M
陳子倩 3M
黎紀希 3M
李佳殷 3T
施思 3T
湯曉怡 3T
吳卓君 4A
徐子茵 4A
郭佩儀 4A
陳影桃 4A
張舒婷 4D
黃韻茹 4D
吳思琪 5T
鄒愛靈 5T
廖珮閔 6Pe
李嘉棋 3J
郭榕榕 4B
盧芷瑤 4D
鍾慧瑩 4F
袁鈺瑩 4F

叁等獎

2017 徐悲鴻盃國際青少年兒童美術比賽

壹等獎

李心朗 3T

優異獎

郭己嵐 5M
鄭芷欣 3M

「印象台灣」八達通卡套設計比賽

高中組

優異獎

林瓏 5L
陳允燁 5L

“華夏兒藝”全國少年兒童美術書法攝影作品大賽

特等獎	Hotchkiss Crystal Lanie	6PE
壹等獎	李沛珈	3L
	區力予	3T
	梁凱靜	4B
	郭政怡	2S
	陳允祈	3L
	陳允嬋	6J
	陳加僖	6A
	楊詩家	5L
	葉翠琳	3J

全港青少年繪畫日

優勝者	李倩筠	5L
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青年藝術節 2017

國畫比賽中學高級組

優異獎	郭己嵐	5M
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第八屆海峽兩岸少兒美術大展

優秀作品獎	李心朗	3T
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第十一屆品德教育漫畫創作比賽

高中組

亞軍	林瓏	5L
優異獎	李倩筠	5L
	楊詩家	5L

「香港是我家、不分你我他」海報設計比賽

最踴躍參與學校大獎

冠軍	胡凱婷	3T
亞軍	陳曉恩	3T
季軍	區瑜芳	3T
優異獎	張思敏	1A
	李卓琦	1A
	周恩彤	1M
	熊樂穎	2G
	楊熙妍	3J
	高翊瑚	3M
	陳子倩	3M
	譚善予	3T

香港教育大學和基督教信仰與發展中心

優異獎

蔡雅思

5J

**"Drawing with No Bound" Drawing Competition
Merit**

Chan Ngai Mei Amy

5T

「恩典太美麗」四格漫畫創作比賽

優異獎

蔡雅思

5J

Other Awards

Multi-faceted Excellence Scholarship Award 2018		Cheung Shu Ting Queenie	6J
Hong Kong Island Outstanding Student Award 2017-18			
Senior Section	Top 10	Cheung Shu Ting Queenie	6J
Junior Section	Merit	Lai Kei Hei Larissa	
3M			
SCMP Student of the Year 2017-18			
Community Contributor	Merit pize	Michelle Lam	6Pa
18th Wofoo Millennium entrepreneurship Program			
	Champion	Kan Nok Man Alissa	4D
		Cheng Sze Nga Cecilia	5L
		Kwok Hoi Lam Hebe	5M
		Kwong Yuen Ming Yumi	5M
		So Man Wai Amanda	5M
		Tsoi Pui Yan Joanna	5M
	Ranked 4th	Chan Cartie	5M
		Chan Sze Ching Stphanie	5M
		Chau Pui Man Jenny	5M
		Kwok Sammi Kei Nam	5M
		Lau Mei Yin Melinda	5M
		Yip Pui Wai Chloe	5M
傑出公民學生獎勵計劃 和富青少年網絡	傑出公民學生 (Top 10)		
		Leung Hoi Ching Ruby	3J
		Chan Cheuk Ki Kay	4B
Red Cross			
Outstanding Hong Kong Red Cross Youth of the Year		Lam Tsz Ching Michelle	6Pa
Hong Kong Red Cross Friendship Activity Desgin Competition (Hong Kong Island Division)			
	2nd Runner-up	Tsoi Wing Wing Phoebe	2G
		Ching Ho Yee Chloe	2M
		Lai Hoi Lam Tiffany	2R
		Lai Nicole Ho Sze	2R
		Chan Tsz Sin Sindy	3M
First-Aid Competition of Central and Western District			
	Champion	Wong Hau Lam Winnie	3L
		Tam Shuk Ling Sharon	4A
		Kwok Yung Yung Yoyo	4B
		Choi Ching Yung Gigi	4D
		Li Tsz Yan Vivian	5M
	5th out of 9 teams	Chung Pik Wai Athena	2G
		Chan Wing Kiu Hilary	2R
		Yeung Hei Yin Helli	3J
		Tong Hiu Yee Jenny	3T
		Wu Siu Yan Elisa	4F

	Best Leader	Kwok Yung Yung Yoyo	4B
The Most Outstanding Youth Unit of Central and Western District			
	Champion	Chung Pik Wai Athena	2G
		Chan Wing Kiu Hilary	2R
		Lai Nicole Ho Sze	2R
		Chan Tsz Yan Nicole	3J
		Kwok Tsz Tung Cherry	3J
		Yeung Hei Yin Helli	3J
		Fung Pui Huen Kathy	3L
		Wong Hau Lam Winnie	3L
		Chan Tsz Sin Cindy	3M
		Li Hong Ching Renee	3M
		Lam Hiu Tung Niki	3T
		Tong Hiu Yee Jenny	3T
		Mak Chun Ka Genevieve	4A
		Tam Shuk Ling Sharon	4A
		Kwok Yung Yung Yoyo	4B
		Choi Ching Yung Gigi	4D
		Wu Siu Yan Elisa	4F
		Leung Wai Wai Vivian	5J
		Siu Pui Yin Miley	5J
		Li Tsz Yan Vivian	5M
		Yu Cheuk Laam Rachel	6A
		Lee Pui Wing Emma	6Pa
		Lam Tsz Ching Michelle	6Pa
“Her Voice” Video Competition			
	Best Screenplay	Cheung Tsam Yu Vicki	5J
	1st Runner-up	Chu Sin Ting Cindy	5J
		Li Hing Tracy	5J
		Pao Yuen Man Anita	5J
Hong Kong Schools Mooting and Mock Trial Competition			
Benchers’ List of Honorary			
Mentions for Outstanding Advocacy	Merit	Cheung Hiu Yan Chloe	5M
		Kwong Yuen Ming yumi	5M
Junior Reporter Programme			
	Merit	Mak Tsz Yiu, Sherrie	5M
Hong Kong Young Ambassador Scheme 1617			
Outstanding Project Award			
	Winner	Chan Sze Ching Stephanie	5M
	Silver medal	Ho Wing Man, Kitty	5L
	Bronze medal	Leung Tsz Ching Nicole	5L
Hope for Success Awards Scheme			
	Gold	Li Kai Kai Amanda	4B
	Merit	Wong Hoi Kiu Ealas	4B
		Ng Tsz Ching Angel	5L

Navigator for Tomorrow

Junior Section

Overall Champion

Tsoi Cheuk Wai Charlotte 3L
 Chan Cheuk Ki Kay 4B
 Ng Sze Yee Hiko 4B

CityRun

2nd Runner up

Chong Hiu Tung Chloe 4D
 Kwan Hoi Ching Rachel 4D
 Lam Hoi Ming Joyce 3J
 Wat Long Ching Priscilla 3L
 Li Kai Kai Amanda 4B
 Choy Hiu Kei Crystal 4D
 Sin Lai Yung Bonnie 4D
 Wong Hoi Kiu Ealas 4D

Operation Santa Claus Fun4Funds Challenge 2017

Best Santa in

Community Contribution Award

1st runner up

Do Heung Ching Rheneas 2G
 Tong Wing Laam Minnie 2G
 Poliquit Elizabeth Allen Joy Cleofe 3J
 Sun Hayley 3M
 Lau Yan Wai Winky 5L
 Yip Ka Moon Carmen 5L
 Yuan Wing Shu Nicole 5L
 Lau Mei Yin Melinda 5M
 Do Heung Ching Rheneas 2G
 Tong Wing Laam Minnie 2G
 Poliquit Elizabeth Allen Joy Cleofe 3J
 Sun Hayley 3M
 Lau Yan Wai Winky 5L
 Yip Ka Moon Carmen 5L
 Yuan Wing Shu Nicole 5L
 Lau Mei Yin Melinda 5M

Top Fundraiser Award

2017 亞太區菁英數學交流營，海外總決賽

銅獎

李匡晴 3M

「華夏盃」中港澳台數學交流賽

三等獎

李匡晴 3M

「華夏盃」全港數學奧林匹克晉級賽

三等獎

李匡晴 3M

第八屆全港中學中國歷史研習獎勵計劃

初級組嘉許狀

Merit

Cheng Yan Hei Melody 3J
 Lai Kei Hei Larissa 3M
 Ng Sze Yee Hiko 4B

高級組嘉許狀

Merit

Chan Ka Yu Canny 5T
 Chung Ching Man Wendy 5T
 Ma Wing Sze Cindy 5T

Secondary School Mathematics and Science Competition 2017

Biology	High Distinction	Ho Yan Tung Olive	6J	
		Chow Yuet Lam Caroline	6J	
	Distinction	Li Hoi Kei Garnet	6Pa	
		Credit	Lam Sum Yin Eunice	6J
			Pang Kei Yi Kelly	6J
		Wong Hin Yi Celia	6J	
		Cheng See Jess	6Pa	
		Lam Lok Yee Chloe	6Pa	
		Yeung Mei Ting Winnie	6Pa	
		Chemistry	High Distinction	Ho Yan Tung Olive
Chow Yuet Lam Caroline	6J			
Distinction	Cheung Man Ying Gloria		6J	
	Yung Suet Ying Cherry		6J	
Mathematics	High Distinction	Shung Ka Man Karmen	6A	
		Au-Yeung Man Suen Michelle	6J	
		Pang Kei Yi Kelly	6J	
	Distinction	Au Yuen Ying Lucy	6A	
		Lo Yuen Ching Iris	6A	
		Li Hoi Kei Garnet	6Pa	
		Credit	Lo Wing Yan Yan	6A
	Tong Tsz Ying Natalie		6A	
	Chan Tsz Ying Ankie		6J	
	Chow Yuet Ling Elaine		6J	
	Leung Lok Yiu Yumi		6J	
	Ng Megan Hoi Ling		6J	
	Yu Wai Man Eunice		6J	
	Chan Ho Ling Rachel		6Pa	
	Yip Woon Ting Crystal		6Pa	
	Physics	Distinction	Pang Kei Yi Kelly	6J
Credit		Chan Hau Yu Angel	6J	

「'TRAIN'出光輝每一程」訓練計劃 2018

Best communication award	
Poliquit Elizabeth Allen Joy Cleofe	4B

7th Liberal Studies Writing Competition

Merit Prize	Chan Sze Ching Stephanie	6PA
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Future Leaders Election 18

Outstanding Leaders	Lau Yan Wai Winky	6J
	Yip Ka Moon Carmen	6J

HK Red Cross Outstanding Youth Unit C&W District

Champion	Choi Ching Yung Gigi	5M
Merit Prize	Chan Tsz Yan Nicole	4B

Hong Kong Young Ambassador Scheme 1617

Bronze Medal	Li Kai Kai Amanda	5L
	Tse Rita Hoi Yiu	5M

International Problem-solving Competition

2nd runner up	Chan Wing Anna	4B
	Tsun Lok Hay Audrey	4B
	Wat Long Ching Priscilla	4B

Mathematics Book Report Competition for Secondary Schools (2017/18)

Second Class Prize	Tong Jun Hui Florence	2R
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Navigator for tomorrow

First Runner up	Chan Wing Anna	4B
	Chong Hiu Tung	5M
	Kwan Hoi Ching Rachel	5M
	Leung Lok Hang Tiffany	5M
	Poon Wai Wan	4D
	Sin Lai Yung Bonnie	5M
Second runner up	Tsoi Cheuk Wai Charlotte	4D
	Wat Long Ching Priscilla	4B

Secondary School Mathematics and Science Competition 2018

Biology	High Distinction	Cheung Tze Wing Cherry	6J	
	Distinction	Choy Yi Tak Eda	6J	
		Yuan Wing Shu Nicole	6J	
Mathematics	High Distinction	Chan Sze Ching Stephanie	6PA	
		Cheung Mei Yi Daisy	6J	
		Cheung Tze Wing Cherry	6J	
		Chow Tsz Ching Ella	6PA	
		Kwok Hoi Lam Hebe	6PA	
		Lau Yan Wai Winky	6J	
		Yuen Tsz Kei Kelly	6PA	
		Distinction	Chan Mei Yu Maisy	6PE
			Yan Ka Hei Maggie	6J
明日領袖獎	明日領袖獎	Ho Wing Man Kitty	6J	
		Lau Mei Yin Melinda	6PA	
		Leung Hoi Ching Ruby	4B	
		Li Tsz Yan Vivian	6PA	
		Shek Hau Yi Joey	5M	
		Wu Yee Ki Yuki	4B	

Community Leaders of Tomorrow**最「令人感動」社會服務相片獎****傑出學生獎**

Wong Hoi Kiu Ealas	4B
Chan Wing Lam Stephanie	4D
Kan Nok Hang Alissa	4D
Leung Lok Hang Tiffany	4D
Mock Ho Ying Cherry	4D
Sin Lai Yung Bonnie	4D
Tsang Sze Kwai Ceres	4D
Tse Rita Hoi Yiu Rita	4D
Ho Wing Man Kitty	5L
Lam Lung Linda	5L
Lau Yan Wai Winky	5L
Mock Ho Yu Yuki	5L
Yip Ka Moon Carmen	5L
Yu Ying Hei Bernice	5L
Kwong Yuen Ming yumi	5M
Lok Yuen Yung Janice	5M
Mai Xiaohong Amy	5M
Tsoi Pui Yan Joanna	5M
Ying Yu Yvonne	5M
Au Yuen Ying Lucy	6A
Chan Ka Wing Nicole	6A
Cheung Hoi Kiu Windy	6A
Chow Yuet Lam Caroline	6J
Ku Yuk Ting Ada	6J
Yung Suet Ying Cherry	6J

Outstanding Student Citizen Awards Scheme**Top 10**

Leung Hoi Ching Ruby	3J
Chan Cheuk Ki Kay	4B

Law's Charitable Foundation Scholarship in Applied Learning**Winner**

Cheung Kwan Ying Meko	6A
Lee Ching Yan Yan	6A
Tam Tsz Yi Gigi	6A
Li Yi Nam Gloria	6Pe

2017 Science Assessment Test

Silver	Poliquit Elizabeth Allen Joy Cleofe	3J
Merit	Sitchon Antonette	3M
	Sun Hayley	3M

「TRAIN 出光輝每一程」訓練計劃 2017

Best in Creativity Award	Kwong Yuen Ming Yumi	5M
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Drill Proficiency Programme

Best Student	Merit Prize	Li Tsz Yan Vivian	5M
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2018 JA Company of the Year Asia Pacific @ Beijing

2nd Runner-up	Chan Cartie	5M
	Lau Mei Yin Melinda	5M
	Lok Yuen Yung Janice	5M
	Lo Yuen Ching Iris	6A

Environmental Protection Ambassador Scheme**Outstanding Student Environmental Protection Ambassador Gold Award**

Merit Prize	Lee Pui Yu Yvonne	6J
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Outstanding Student Environmental Protection Ambassador Silver Award

Merit Prize	Yung Suet Ying	6J
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公益少年團

「環保為公益」慈善花卉義賣籌款
(中西區)

亞軍

Volunteer Movement Service Award

Individual	Gold Award	Kan Wan Yin	4F
		Chan On Kei	6A
Individual	Silver Award	Li Kai Kai	4B
Individual	Bronze Award	Cheng Yan Hei	3J
		Kwok Tsz Tung	3J
		Lee Shuk Yi	3J
		Chan Wing Lam	4D
		Cheung Tze Wing	5L
		Hon Tsz Kei Danika	5M
		Yeung Mei Ting	5T

Best Students in DSE Results 2018 (Sister Lorraine Scholarship)

Lo Yuen Ching Iris	6A
Tsoi Chung Wan Janice	6A
Li Hoi Kei Garnet	6Pa

IX. Financial Reports

Financial Summary 2017/18 (Unaudited Report)

	\$ Income	\$ Expenditure	\$ Surplus / (Deficit)
1. Government Funds			
I. Non-School Specific Grant			
a. EOEBG General Domain			
EOEBG Baseline Reference	1,868,335.20	1,591,424.00	276,911.20
Sub-total	1,868,335.20	1,591,424.00	276,911.20
b. School Special Domain			
Admin Grant	3,779,976.00	3,350,434.00	429,542.00
Capacity Enhancement Grant	559,381.00	175,282.00	384,099.00
Composite IT Grant	397,670.00	512,125.00	(114,455.00)
Sub-total	4,737,027.00	4,037,841.00	699,186.00
2. School Funds			
Tong Fai	112,000.00	92,262.80	19,737.20
Scholarship	102,300.00	102,300.00	0.00
Collection for electricity charges of air-conditioners from Students	200,700.00	191,230.00	9,470.00
Copy Fee Income	159,327.80	168,130.60	(8,802.80)
Fund-raising	58,008.20	58,008.20	0.00
Parking contribution	52,800.00	9,000.00	43,800.00
Sales of School Items	90,773.50	122,567.50	(31,794.00)
90th Anniversary Celebrations	0.00	234,453.80	(234,453.80)
Sub-total	775,909.50	977,952.90	(202,043.40)
Surplus as at 31 August 2018			497,142.60

X. Future Planning

The 2 Major Concerns for 2018-2019 will be:

Major Concern 1: To nurture students to be positive, to love and to be loved.

Focus I : Students feel loved/cared for in school and at home.

Focus II : Students feel recognized for their successes and efforts.

Focus III : Students have positive relationships with people.

Major Concern 2: To stretch students' potential in learning by providing varied classroom experiences.

Focus I : Teachers use differentiated teaching strategies to cater for learner diversity.

Focus II : Students of different levels of competence have a better control of their learning progress.

Focus III : Students requiring more individual attention are given greater opportunities in classroom to extend their learning.

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 2017-18, the sum of CEG received, which included also the yearly Funding, was \$599,381.00. To relieve teachers' workload, the fund was used mainly for employment of tutors. The surplus of \$440,099.00 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
	599,381.00		
Employment of Tutors		159,282.00	
Surplus transferred to the balance of EOEBG C/F to 2018-2019			440,099.00

For details please see the table on next page:

Major Area(s) of Concern	Strategies/Tasks/ Implementation Plan	Benefits Anticipated (e.g. in what way teachers' workload is alleviated)	Time Scale	Performance Indicators	Evaluation	People Responsible
AES	To hire tutors for Aesthetic education courses held after school for all S.4 students	<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 courses 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

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

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

In 2017-18, the sum of this grant received, which included also the yearly Funding, of \$91,200.00 with \$20,193.50 carried forward, rounding up to a total of \$111,393.50. 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 \$103,875.40. The accumulated surplus of \$7,518.10 would be carried forward to the year 2018-19.

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						
Sports Class	9	6	2	98	Sep to Aug	12,716.40	Feedback from participants, observation, attendance record	Coaches	Punctual, attentive and good learning attitude
Musical Instrument Class	9	9	3	98	Sep to Aug	23,770.00	Feedback from participants, observation, attendance record	Tutors	Punctual, attentive and showed interest
Dance Class	-	-	2	100	Sep to Aug	500.00	Feedback from participants, observation, attendance record	Tutors	Punctual, attentive and cooperative
Leadership Training Program	1	7	23	100	Sep to Aug	6,707.00	Feedback from participants & observation	Various outside school organizations	Punctual, attentive, collaborative and reflective
Tutorial Class	4	39	40	95	Sep to Aug	59,132.00	Attendance record, feedback from participants & observation	Various outside school organizations and former S.6 Graduates	Positive feedback and excellent attendance
Online Learning	-	2	-	100	Sep to Aug	1,050.00	Online records of completion, feedback from teachers	Various outside school organizations	Satisfactory completion rates and performance
Total no. of activities: 38									
@No. of man-times	23	63	70		Total Expenses	103,875.40			
**Total no. of	156								

Note:

* Types of activities are categorized as follows: tutorial service, learn to learn 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)

C. LSGSS (Learning Support Grant for Secondary School)

	Item	Quantity	Organization	Date	Target Group	Aim	Evaluation
1	Executive Functioning Training Workshop	20 sessions	明愛成長天地	Nov – May	10 students (S1 – S3, 4 SEN)	To enhance students' social skills, self-management skills and communication skills.	Attendance rate = 80% - 100% All participants have actively participated in the activities. Most of the students found that they were able to implement skills that they have learned into their daily life. For example, time management skills, communications skills and problem solving skills. Some of the students were more organized in their school work and more willing to take up responsibilities.
2	Chinese Study Skills Training Workshop	16 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% Students were attentive and engaged in class, they learnt seriously and have shown improvement.
3	Art Therapy	12 sessions	Potential Engine	Oct. – Apr.	7 students (S2 – S5, 4 SEN)	To provide students a way to express themselves and explore their wants, needs and feelings.	Attendance rate = 63% - 100% Positive feedback was received. Students showed great interest. They were more willing to express themselves, such as raising question and clarifying their needs.
4	Speech Therapy Training	20 sessions	Serve Shine Care Ed. Centre	Oct. – May	8 students (S1 – S5, 8 SEN)	To help students improve their speaking and communication skills	Attendance rate = 67% - 100% All participants found that the training is useful. Most of them showed improvement in voice volume, verbal expression and eye contact. Two S5 students found that it was useful for them to practice dialogue and group interview training.

	Item	Quantity	Organization	Date	Target Group	Aim	Evaluation
5	Learning Buddy Program	245 hours	School	May – June	27 SEN	To provide SEN students afterschool tutorial in helping them prepare for examination	All participants were punctual to the class. They showed great eagerness and interest in learning.
6	Attention Training Workshop	16 sessions	Potential Engine	Oct – May	8 students (S1 – S4, 4 SEN)	To strength students' ability on attention and concentration by teaching different attention skills	Attendance rate = 57% - 100% All participants have actively engaged in the tutorial. They found that the attention skills learnt were helpful, yet they need more time to practice and master such skills.
7	Social Skill Training Workshop	16 sessions	Potential Engine	Oct – May	8 students (S1 – S3, 5 SEN)	To enhance students' social skills so that they can communicate effectively with different people and integrate into their social circle	Attendance rate = 75% - 100% All participants found that they have learnt many social skills through the activities. They were more willing to express themselves. Most of them were willing to share and communicate with each other. Some of the participants became friends after the workshop.
8	Dragan Dance	8 sessions	Ha Tak Kin Martial Art Society	Oct – Feb	16 students (S1 – S3, 9 SEN)	To help students build up self-confidence and develop a sense of physical coordination and attention focusing	Attendance rate = 63% - 92% It was the first time to participate in this kind of interest class for most of the students. They showed great interest in it. Students learnt listening to instruction carefully and attentively. Besides, it offered them an opportunity to cooperate with each other.
9	English Spelling Training Workshop	16 sessions	Serve Shine Care Ed. Centre	Oct – May	7 students (S1 – S2, 3 SEN)	To teach students skills on English spelling	Attendance rate = 13% - 100% Students were eager to learn, but they still lacked confidence in reading aloud.

	Item	Quantity	Organization	Date	Target Group	Aim	Evaluation
10	Teaching Assistant for SEN	Whole year	SCGS	Nov – April	All SEN students	To assist in the SEN work in school so as to better cater the development of SEN academically, emotionally and behaviorally	TA helped out in different SEN administrative work as well as training classes for SEN, such as lunch reading practice.

D. DLG (Diversity Learning Grant)

Program title Gifted Education	Objective(s)	Target(no./ Level/ selection)	Duration/ start Date	Deliverables	Evaluation
Leadership training program (Junior) (Part 1 and 2)	To enhance students' collaboration, problem solving skills. To allow students to plan and present with more creative means.	<ul style="list-style-type: none"> ● S2-3 ALIs and BLs 	7 hours	Workshops, sharing, small group activities, project and presentation	<ul style="list-style-type: none"> - Attendance rate: 17/21 (80.9%) - All participants agreed that they have better understanding on what good leadership qualities include and they are more aware of their leadership style.
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 ● House captain of S4 	3 hours	workshops, lectures, sharing, small group activities, project and presentation	<ul style="list-style-type: none"> - Attendance rate: 24/25 (96%) - The large majority (94%) of students found that the program was useful and satisfied with it. - Students agreed that they are more aware of the skills to come up with new ideas. The large majority (100%) of students found that the trainer was professional, friendly and were satisfied with his teaching. - Teachers believe that more time should have been allocated to provide more in-depth evaluation.
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 ● Subject Cream 	3 hours	workshops, lectures, sharing, small group activities, project and presentation	<ul style="list-style-type: none"> - Attendance rate: 8/8 (100%) - The large majority (96%) of students found that the program was useful and satisfied with it. - The large majority (100%) of students found that the trainer was professional, friendly and were satisfied with his teaching.

Program title Gifted Education	Objective(s)	Target(no./ Level/ selection)	Duration/ start Date	Deliverables	Evaluation
Pull put program Study skill workshop – Writing of personal statement (part 1 and 2)	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: 20/21 (95.24%) - All participants claimed that the workshop allows them to have better understanding on the elements required for a good piece of personal statement. - All participants agree that the workshops allow them to be more equipped for different kinds of application in the future and the workshop also reminded them the importance of planning ahead. - 100% of the participants agreed that the presenter is knowledgeable, and the information is presented clearly.
Multiple path way for High achiever	To help ALs and other high achievers (i.e. Cream of subjects) to better prepare for the public examination and the future path- esp more information about overseas education- esp on highly competitive programs.	<ul style="list-style-type: none"> ● 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). The workshop also provided students with more in-depth information concerning some competitive programs.	<ul style="list-style-type: none"> - Attendance rate:23/28 (82.3%) - 3 students need to attend the final round of a competition on that day. - 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 through understanding on the topic and are able to provide detailed information. - Students agreed the program should be organized in the coming year. - Students were attentive.

Program title Gifted Education	Objective(s)	Target(no./ Level/ selection)	Duration/ start Date	Deliverables	Evaluation
T.Y. Yang Public speaking workshop: an Induction course	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 1.5hours	<p>Students were required to prepare their own speech prior to the workshop.</p> <p>6 English ambassadors came and conducted the workshop.</p> <p>The workshop was an interactive one.</p>	<ul style="list-style-type: none"> - Attendance rate: 30/30 (100%) - Students were engaged and most participated actively. - Students agreed they are more aware of the skills needed during presentations.
T.Y. Yang Public speaking workshop: an Induction course : advanced section : impromptu	To equip students with public speaking skills so that they can present more confidently in public.	<ul style="list-style-type: none"> ● S4-S5 ALs ● S4 students who have good spoken English but need more training on presentation skills ● Members of public speaking club. 	1 workshop Around 1.5hours	<p>4 English ambassadors came and conducted the workshop.</p> <p>The workshop was an interactive one.</p>	<ul style="list-style-type: none"> - Attendance rate: 20/20 (100%) - Some of the ambassador lacks the skills of teaching. - The workshop was not a very effective one.

DLG Category	Program Description	Usage	Remarks /Evaluation
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 4 students (4 S.6 students)</p> <p>The programme:</p> <ul style="list-style-type: none"> ➤ has been jointly organized by Aberdeen Technical School, Hong Kong Tang King Po College, Holy Family Canossian College & St. Clare's Girls' School ➤ aims to enhance the subject choices of students by offering courses for S6 students who are 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 2018. ➤ 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 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. ➤ Together with the other 8 students at SCGS, they took part in Diocesan School ERS Mock Exam on 8 Dec 2017 ➤ Their performance in HKDSE ERS Exam 2018 was as follows: # L4 : 1 from NET scheme; 4 from SCGS ## L3 : 2 from NET scheme; 3 from SCGS ### L2 : 1 from NET scheme; 1 from SCGS Remarks : HK Norm : 8.8% Ss attained L5 or above ; 28.2% Ss attained L4 or above

E. 加強學校行政管理津貼

範疇	預期成效	推行項目	成功準則 (量度指標)	評估
與教學相關的行政工作	節省教師影印教材及行政文件的時間	為教員室購置3部彩色影印機	大部份教師認同在影印教材及行政文件上節省了時間	全體教師都認同加添的影印機能為準備教材及行政文件上節省不少時間。
與教學相關的行政工作	加強家校通訊的效率，同時減輕老師收發通告的行政工作負擔	推行「電子通告系統」	大部份教師、家長及學生認同新系統方便、快捷、省時。	新系統確實減輕老師收發通告的行政工作負擔。上學年終檢討時，全體教師都支持在新學年繼續使用電子通告系統。
課堂教學及學習活動的支援	提升音訊系統的質量	改善有蓋操場音訊系統	大部份教師及學生認同新系統有助提升課堂教學及學習活動的果效	新系統大大改善有蓋操場音訊質量，有效去除雜音，令活動能更暢順地進行。
資訊管理與溝通	優化學校對外界溝通的平台，及加強與持分者及社會人士的聯繫	更新學校網頁及加強校內的資訊互通	大部份教師認同新網頁的設計能促進訊息發佈的作用，能加強與持分者及社會人士的聯繫。	經多次修訂，新網頁樣式設計已作最後定稿，製作公司亦於十月十九日安排技術人員的訓練。
	優化學校的電腦設施	為全校特別室購置12部電腦	大部份教師認同特別室的新電腦有助優化教學。	大部份教師都認同特別室的新電腦能有助優化教學。

F. 改善非華語學生的中文學與教

施行計畫	施行策略/工作	預期成果	實際成果
<p>一. 實施「學習架構」整體情況</p> <p>1. 透過多元途徑，提升中文科教師教授非華語學生的專業能力，以便實施「學習架構」，幫助非華語學生解決學習中文作為第二語言的困難，以期促成非華語學生銜接主流中文課堂。</p>	<p>1. 參加香港大學「校本專業支援計畫」，以提升教師教授非華語生的專業知識。</p> <p>2. 已接受培訓課程的老師，於中文科組會議上與其他教師分享培訓所得。</p> <p>3. 同儕觀課，專業交流，分享心得。</p> <p>4. 增聘 2 位中文教師，以便調配較有經驗的中文教師負責教授非華語學生中文的工作。</p> <p>5. 安排校外教育機構於課後到校支援學生學習。</p> <p>6. 購買教學所需的教材及圖書。</p>	<p>1. 教師能掌握更多教授非華語學生的專業知識。</p> <p>2. 中文科全體老師經分享後，瞭解教授非華語學生的策略。</p> <p>3. 從分享心得中，提升專業能力。</p> <p>4. 由較有經驗的中文教師負責教授中四 GCE(AS)考試班</p> <p>5. 可鞏固學生語文基礎及提升 GCE(AS)考試技巧。</p> <p>6. 教師有更多參考資源，並設計合適的教材。</p>	<p>1. 全體中文科老師已接受教授非華語學生的專業培訓課程</p> <p>2. 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。</p> <p>3. 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。</p> <p>4. 能調配 2 位有經驗的中文教師負責教授中四 GCE(AS)考試班，並取得優異成績。</p> <p>5. 能鞏固學生的語文基礎及提升 GCE(AS)考試技巧。</p> <p>6. 已購買教學所需的教材及圖書，並應用於教學上。</p>

施行計畫	施行策略/工作	預期成果	實際成果
2. 設計初中非華語學生校本中國語文課程及教材	參考教育局上載「學習架構」專頁的配套資源，及主流課程，設計校本非華語學生調適課程、教材及評估。	初中非華語學生校本調適課程及教材能幫助學生循序漸進地學習中文。	已參考教育局上載「學習架構」專頁的配套資源，及主流課程，設計校本非華語學生調適課程、教材及評估。初中非華語學生校本調適課程及教材能幫助學生循序漸進地學習中文。
3. 幫助非華語學生認識中國傳統文化，以提升他們學習中文的成效。	<ol style="list-style-type: none"> 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(如孝愛文化活動)。 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1. 能認識更多能認識較淺易的文學作品、歷史、成語故事等； 2. 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	<ol style="list-style-type: none"> 1. 參考「學習架構」及評估工具設計校內評估。 2. 在本學年結束前，使用教育局評估工具的結果。 3. 非華語學生在中文活動的表現。 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1. 全部學生的考試成績均合格 2. 已完成，大部分符合初中水平。 3. 積極參與中文活動
5. 安排非華語學生多元出路	<ol style="list-style-type: none"> 1. 與主流生一同學習的中三級非華語學生學習中學文憑試課程 2. 與主流生一同學習，將於中六參加中學文憑試的中三及中四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。 3. 中四非華語學生參加普通教育文憑(GCE)國際中文考試。 	<ol style="list-style-type: none"> 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 3. 能考獲C等或以上，符合申報本地大學聯招替代中文E等要求。 	<ol style="list-style-type: none"> 1. 課業表現達中學文憑試中國語文科中3等水平 2. 能掌握應試技巧。 3. 7名中四非華語學生考取3A、3B、1C優異成績，符合申報本地大學聯招替代中文E等要求。

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

End of Report