# St. Clare's Girls' School 聖嘉勒女書院

# Annual School Report 2024/25

### I. Our School



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

### A. School Philosophy

### "CLARE" means "BRIGHT LIGHT" A LIGHT ..... A BEACON .....To guide our Clarians



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

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

### **B.** Vision and Mission

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

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

### C. School Sponsoring Body & Brief History

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

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

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

### D. School Management

### 1. Members of the Incorporated Management Committee

Ms. Shirley Wong Supervisor, Chairman Mrs. Cherry Chan Principal, Ex-officio Member Sr. Celina Yuen SSB Mrs. Grace Chan SSB Mr. Wayne Chan SSB Mrs. Celina Kwok SSB Dr. Susana Yuen SSB Ms. Alice Woo SSB Sr. Rose Huang SSB- Alternate Dr. Eria Li Independent Mrs. Margaret Leung Alumni

Mr. Martin Ma

Teacher- Alternate

Ms. Fiona Tong Parent

Ms. Margaret Tsang Parent- Alternate

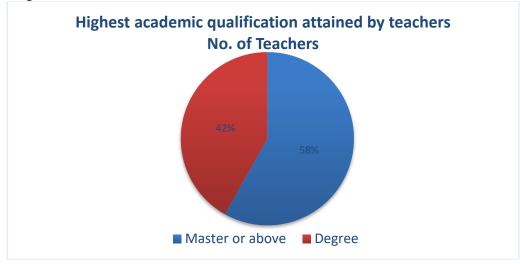
### E. Our Teachers

The school has a team of 55 teaching staff. Their experiences and qualifications are shown in the charts below:

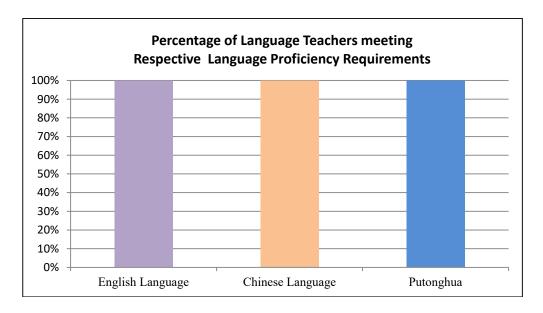
Teacher

### 1. Qualifications

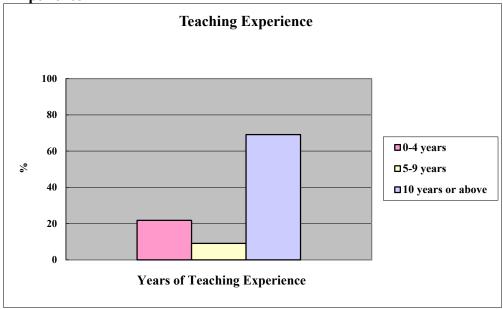
Ms. Brenda Fung







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 Family Teachers Day
  - b. Student Development Identifying At-Risk Students: Understanding Suicide and Self-Harm and Preventive Approaches
  - c. Learning and teaching Use of Artificial Intelligence in Learning and Teaching
  - d. Use of AI in Learning, Teaching & Administration
  - e. Spiritual Retreat for Teachers
  - f. School self-evaluation and development planning

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

### II. Professional Learning Community

To further transform the school into a learning organization with a school culture emphasizing school self-improvement, our teachers took the initiative to take part in various university and school partnership projects for example:

Panel / KLA	Organizer	Partnership Project
English	EDB Language Learning	Learning Community for Secondary
	Support Section	English Language Teachers:
		Integrating Curriculum Initiatives into
		the Secondary English Language
		Curriculum
Mathematics	Department of	Quality Education Fund e-Learning
	Mathematics, CUHK	Ancillary Facilities Programme
		Funded Projects (The use of
		Algorithms and AI technologies to
		enable Adaptive learning in
		Mathematical Education)
Ethics and	Sustainable Knowledge	Peace-in & Peace-Out project
Religious	Transfer Project Fund,	
Studies	CUHK	

The average number of Continuous Professional Development Hours is 50.4 hours.

### **Our Students**

### 1. Number of Students and Class Structure

Level	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	Total
No. of Classes	4	4	4	4	4	4	24
No. of Students	128	116	114	90	84	92	624

### 2. Students' Attendance

Level	S1	S2	S3	S4	S5	<b>S6</b>	Average
2015-16	99.0%	98.8%	98.7%	98.1%	98.1%	96.7%	98.3%
2016-17	98.5%	98.8%	98.1%	98.3%	97.9%	96.4%	98.1%
2017-18	98.1%	97.1%	96.9%	97.3%	97.1%	94.8%	97.1%
2018-19	98.8%	97.7%	96.7%	98.0%	97.0%	95.7%	97.5%
2019-20	98.8%	99.0%	98.9%	98.4%	98.9%	95.2%	98.5%
2020-21	98.8%	98.5%	98.9%	98.0%	97.7%	96.8%	98.2%
2021-22	99.0%	98.9%	98.9%	98.5%	98.2%	95.9%	98.5%
2022-23	97.5%	96.9%	97.3%	96.1%	96.5%	96.7%	97.0%
2023-24	98.0%	97.3%	97.7%	96.1%	97.0%	95.0%	97.3%
2024-25	97.0%	98.1%	98.1%	97.0%	95.0%	97.4%	97.5%

### 1. Pathways of S6 Graduates

### Classification according to levels of study Total Number of Graduates: 92

Level	<b>Number of Graduates</b>	%
Local Degree Programmes	57	61.96%
Local Sub-Degree Programmes	28	30.43%
Further Studies outside Hong Kong (excluding the Mainland, Taiwan and Macau)	4	4.35%
Full-time programmes outside Hong Kong (Mainland, Taiwan and Macau)	1	1.09%
Others	2	2.17%
Total	92	100.00%

### II. Achievements and Reflection on Major Concerns

### Major Concern I

# To cultivate students to become well-rounded and resilient learners for continuous self-improvement

### Focus 1: Fostering students' understanding and practice of positive values

- (i) To assist students in upholding positive values across KLAs and Committees focusing on major themes of Gratitude and Temperance.
- (ii) To incorporate debriefing sessions as a component of the School-Based Values Education program to enhance students' reflection skills.
- (iii) To review school policies and strategies to prioritize the recognition and appreciation of students' efforts and good deeds.

### **Achievements**

### (a) Cross-Curricular Emphasis on Gratitude and Temperance

### 1. Internalizing Core Values in Daily Practice

Students progressed from theoretical understanding to active application of Gratitude and Temperance in daily interactions. Through integrated lessons and school-wide campaigns, they consistently demonstrated appreciation—writing thank-you notes, engaging in mindful discussions on self-discipline, and participating in peer recognition initiatives. APASO data indicated measurable growth in moral reasoning, with notable improvements in Honesty, Morality, and National Identity.

### 2. Building a Caring School Culture

The emphasis on values strengthened interpersonal relationships and fostered a culture of mutual respect. Teachers observed students' increased willingness to support peers, while regular classroom reflections reinforced kindness and responsibility. Stakeholder surveys confirmed the program's impact: 86.4% of students attributed personal growth to these activities. Parents rated values education at 4.0/5, and teachers reported stronger collaboration among panels (4.1/5) and heightened student empathy (4.2/5).

### (b) Debriefing Sessions for Reflective Learning

### 1. Developing Critical Reflection Skills

Structured debriefing sessions enabled 93.7% of students to meaningfully connect experiences with values. Teachers noted students' ability to articulate thoughtful insights into their actions and decisions, reflecting genuine growth in self-awareness.

### 2. Translating Reflection into Action

Students demonstrated behavioral growth by applying lessons independently—resolving conflicts constructively and initiating acts of kindness—showing authentic internalization of ethical principles. Parents and teachers rated students' self-discipline at 3.9/5, affirming the program's effectiveness.

### (c) Recognition Policies Reinforcing Positive Behavior

### 1. Motivating through Meaningful Recognition

The multi-tiered recognition system successfully motivated 81.6% of students, who reported feeling genuinely valued for their efforts. Personalized feedback and peer-nominated awards shifted motivation from external rewards to intrinsic appreciation.

### 2. Cultivating Student Ownership

Students demonstrated ownership of school values by initiating projects such as kindness boards and gratitude journals, reflecting authentic engagement and sustained behavioral change.

### Focus 2: Nurturing healthy lifestyle practices for student well-being

- (a) To foster students' health through balanced diet and rest:
  - (i) Instill a well-balanced diet in students and educate them about the importance of nutrition.
  - (ii) Emphasize the significance of proper rest and encourage students to prioritize sufficient rest in their daily routine.
- (b) To promote emotional wellness among students:
  - (i) Launch school-wide programs to foster students' self-awareness and self-care strategies, such as "Mindfulness exercise", "PERMA week", and "Gatekeeper Scheme".
  - (ii) Strengthen students' emotional adaptation competence through activities / WPD programs.
- (c) To enhance students' physical wellness:
  - (i) Promote MVPA60 in PE lessons for all levels, encouraging students to engage in physical activities that elevate their heart rate.
- (d) Broaden students' exposure to sports activities by providing opportunities for them to explore and participate in a variety of sports.

### **Achievements**

### (a) Fostering Health through Balanced Diet and Rest:

### 1. Cultivating Informed Lifestyle Choices:

Students moved beyond awareness to active integration of healthy habits, with 81.2% reporting improved understanding of nutrition and rest. Through targeted educational initiatives, 75.0% articulated the importance of a balanced diet for energy and focus and prioritize sufficient sleep for recovery and mental well-being, demonstrating a mature approach to self-care.

### 2. Building a Consistently Supported Health Culture:

This cultural shift was reinforced by unwavering staff commitment, with 90.7% of teachers consistently emphasizing the importance of healthy habits. Stakeholder feedback validated the effort, with teacher agreement on health promotion rising to 4.2/5, a notable increase from the previous year.

### (b) Promoting Emotional Wellness

### 1. Developing Proactive Emotional Management Competence:

Students adopted effective emotional management skills, with 84.3% regularly employing relaxation techniques to handle stress productively. This development is confirmed by objective APASO data, which shows significant growth in key well-being indicators: Emotional Stability and No Negative Affect, marking a shift from reactive coping to proactive self-management.

### 2. Creating a Peer-Supported Community of Empathy:

The implementation of peer support initiatives has been particularly successful, with 79.3% of students reporting overall well-being improvements. The Gatekeeper and Big Sister Schemes have been instrumental in developing a caring school environment, reflected in stakeholder satisfaction scores of 4.3/5 from teachers and 4.1/5 from parents regarding the school's supportive atmosphere.

### (c) Enhancing Physical Wellness

### 1. Expanding Physical Activity Engagement and Enjoyment:

The diversification of sports offerings broadened student participation, with 73.1% reporting greater enjoyment in physical activities and 72.5% acquiring new skills in non-traditional sports such as hockey and breakdancing. This reflects a significant achievement in helping students discover personal enjoyment and confidence through varied physical pursuits.

### 2. Achieving Measurable Increases in Daily Physical Activity:

The school's emphasis on MVPA60 resulted in a measurable rise in students meeting recommended activity levels, with a 9% increase in those engaging in at least one hour of daily

exercise. This accomplishment—highlighted by 22 students receiving EDB awards—demonstrates students' growing ability to incorporate purposeful movement into their daily routines, supporting long-term physical well-being.

## Focus 3: "Clarian Growth Program" to cultivate students' resilient mindset, unleashing their potential to the fullest.

- (a) To cultivate students' autonomous and positive mindset, enabling them to face adversity and embrace future challenges by:
  - (i) providing "Clarian Growth Program" training for students.
  - (ii) sharing the meaning and examples of an optimistic mindset by students and teachers in school activities such as morning assemblies, prayers, and CT periods.
- (b) To encourage students to step out of their comfort zone and develop their potential through extended and experiential learning such as
  - (i) organizing theme-based resilience-building camps tailored to different levels of students.
  - (ii) provide a diverse range of career-related activities and programs that aim to enrich students' understanding of various career pathways.
  - (iii) engaging junior form students in community service initiatives to foster care and concern for different groups in society.
- (c) To promote students' exploration of their potential, encourage their participation in local and overseas workshops, conferences, and competitions.

### **Achievements**

### (a) Cultivating Autonomous and Positive Mindset

### 1. Embracing Challenges as Growth Opportunities:

Students have shifted their perspective to view challenges as opportunities for growth rather than obstacles. This mindset transformation is reflected in their APASO Entrepreneurial Spirit score of 116—significantly above the Hong Kong average—and supported by 83.4% of students reporting that they understand and apply optimistic thinking in daily life.

### 2. Building Confidence through Shared Learning:

Through 100% teacher participation and regular sharing sessions during assemblies and class periods, students learned to articulate personal growth experiences and draw inspiration from peers and teachers. This culture of openness and perseverance has strengthened students' confidence in overcoming difficulties, as evidenced by improved student ratings of teacher support (3.7/5).

### (b) Expanding Comfort Zones through Experiential Learning

### 1. Demonstrating Courage in Challenge Embrace:

Students have shown remarkable progress in pushing beyond their limitations, with 80.6% actively participating in activities outside their comfort zones, such as resilience-building camps requiring teamwork under pressure and community service initiatives that exposed them to diverse social groups. These experiences led to tangible improvements in personal maturity and academic engagement, as reported by 81.9% of participants.

### 2. Developing Practical Career Awareness and Social Empathy:

Career exploration programs such as JA Leader Dialogue and Architecture for Beginners broadened students' understanding of diverse career pathways, with 90.5% gaining valuable insights. Junior form students also demonstrated strong engagement in community service, with over 90% reporting increased social awareness and a desire for continued involvement.

### (c) Exploring Potential through Competitive Platforms

### 1. Developing Global Perspectives through Prestige Programs:

Participation in international programs and competitions—including HKU Academy for the Talented and the International Youth Art Festival—expanded students' global outlook. Over 50% of participants returned with enhanced confidence and a deeper understanding of global standards and interconnectedness.

### 2. Achieving Excellence Across Multiple Domains:

Students excelled in recognized competitions such as the Youth Arch Outstanding Students Awards and the Wharf Hong Kong Secondary School Art Competition. These achievements across academic, leadership, and creative fields highlight the program's success in nurturing well-rounded talents with strong critical thinking and collaborative skills.

### Reflection on Major Concern 1

# To cultivate students to become well-rounded and resilient learners for continuous self-improvement

### **Strengths:**

- The success of our values education program stems from three core strengths:
  - i. Holistic Integration Values are seamlessly woven into both academic and extracurricular activities, creating consistent learning opportunities.
  - ii. Reflective Practice Our emphasis on debriefing and self-assessment has developed students' ability to connect abstract values to concrete actions.
  - iii. Positive Reinforcement The comprehensive recognition system has cultivated a school culture where good character is visibly celebrated and valued.

These combined approaches have created a cohesive ecosystem where values are not only taught but lived. As a result, values such as Gratitude and Temperance have become natural parts of students' identities rather than abstract concepts. The upcoming Good Deeds Stickers Program will further reinforce this foundation, embedding a culture of appreciation and continuous self-improvement.

- The school's fundamental strength in promoting student well-being lies in its successful creation of a synergistic and multi-faceted wellness ecosystem. By seamlessly intertwining education on physical health, emotional intelligence, and mindful practices, we have moved beyond isolated initiatives to foster a holistic culture of health. This comprehensive approach is powered by the unwavering commitment of our teachers, with over 90% actively championing wellness messages, ensuring consistent reinforcement across all aspects of school life. The result is a student body that is not only knowledgeable about wellness concepts but intrinsically motivated to apply them, evidenced by the widespread adoption of healthier daily habits and measurable growth in emotional resilience. This solid foundation of awareness, practice, and support equips students with the essential skills to navigate challenges and thrive as balanced individuals.
- The profound success of the Clarian Growth Program lies in its holistic integration of mindset development, experiential learning, and achievement recognition. Its greatest strength is creating a school-wide culture where embracing challenges is normalized and personal growth is visibly valued. This is powerfully demonstrated through students' transformed attitudes toward difficulty, their willingness to engage in unfamiliar experiences, and their remarkable achievements across diverse competitive platforms. The full commitment of teaching staff in modeling resilience and facilitating growth conversations has been instrumental in shaping this transformative environment. The resulting development of confident, self-aware learners who approach challenges with optimism and view setbacks as opportunities represents a significant milestone in preparing students for future success. This comprehensive approach has established a strong foundation for continuous self-improvement and lifelong resilience.

### **Areas of improvement:**

### • Enhancing Value Education Implementation

- ❖ Focused Value Themes: Greater emphasis should be placed on the upcoming core values of Truth and Compassion to ensure alignment with the school-based Value Education framework. Clear guidelines and resources will be necessary to support teachers in delivering these themes effectively.
- ❖ Integration of Real-Life Contexts: While abstract values have been introduced, more concrete examples and life-event scenarios should be incorporated into lessons to deepen students' understanding and application of values in authentic contexts.

- ❖ Structured and Consistent Reflection: Current reflection practices require further refinement. Developing structured activities and maintaining a consistent reflection framework across programs will help students articulate and internalize positive values more effectively.
- \* Recognition Mechanisms: The revised Merit and Demerit Systems and Good Deeds Stickers should be closely monitored to ensure fairness and transparency. Additional efforts are needed to promote student participation and awareness of these recognition mechanisms.

### Strengthening Student Well-being Initiatives

- ❖ Healthy Lifestyle Promotion: While wellness activities have been introduced, there is a need for more sustained and systematic campaigns on healthy eating and physical fitness. Collaboration with health professionals and nutritionists should be expanded to provide expert guidance.
- ❖ Mindfulness and Stress Management: Opportunities for mindfulness practices, such as meditation and expressive arts, should be increased to support students' emotional well-being and resilience.
- ❖ Parental Engagement: Parents' involvement in Career and Life Planning (CLP) and wellness programs remains limited. More targeted workshops and communication strategies are required to foster stronger home-school partnerships.
- ❖ Diversified Physical Activities: The range of physical activities offered should be broadened to cater to diverse student interests and abilities. Additionally, the introduction of digital tools, such as daily exercise apps, should be explored to encourage consistent participation.

### • Expanding Resilience-Building Opportunities

- ❖ Diverse Role Models: The Clarian Growth Program should feature a wider variety of guest speakers from different fields to provide students with multiple perspectives on overcoming challenges.
- ❖ Collaborative Partnerships: Stronger collaboration with NGOs and external organizations is needed to enrich students' experiences and broaden their horizons in both personal development and career planning.
- **Experiential Learning through Competitions:** More in-school competitions and experiential activities should be introduced to create authentic opportunities for students to develop adaptability, problem-solving skills, and resilience.

### **Major Concern II**

### To nurture students to become effective and confident life-long learners

# Focus I: Students are exposed to meaningful learning experiences while maintaining a balance between study and well-being

- (A) Expand students' range of experiences through both classroom and co-curricular activities
- (B) Foster a positive learning environment that encourages discussions and provides ample opportunities for students to express their ideas
- (C) Review and refine school assessment policy to create space and time for learning
  - a. Arrangement of Uniform Tests and Examinations
  - b. Homework coordination

### **Achievements**

### (a) Students were exposed to a wide range of activities, broadening their experiences

- Panels organized various enriching activities such as field trips, group projects, workshops, and film appreciation, significantly broadening students' horizons.
- Life-wide Learning Day: A successful event linked to the curriculum, where S1 Geography and Chinese History students visited Nam Sang Wai, providing practical learning experiences that complemented their classroom studies.

- Theme-Based Cross-Curricular Programs were successfully held. Initiatives like Academic Week, English Week, and Chinese Culture Week fostered inter-disciplinary collaboration. These programs effectively connected classroom learning to students' daily lives and received enthusiastic feedback from participants.
- According to the stakeholder survey, significantly more students agreed that 'Teachers often organize different learning activities both inside and outside of the classroom...'. The percentage rose from 66.6% to 71.9% and the mean score from 3.7 to 3.8
- 80.9% students responded in the school-based survey that the activities enhanced their interest in the subjects. 72.8% students and 96.1% teachers agreed that the activities enhanced students' motivation to learn.

### (b) Students were given more opportunies to share their ideas in class, which has enhanced their engagement and enjoyment in class.

- Lesson observations indicated that teachers frequently facilitate discussions to boost peer-topeer interactions in the classroom. Additionally, strategies such as awarding daily bonus marks, collaborative writing tasks, and hands-on experiments were also employed.
- Some lessons incorporated e-learning tools like Padlet and Mentimeter, fostering a supportive environment where students could share their ideas in both written and verbal forms.
- 81.1% students & 98.1% teachers responded that they were engaged in the activities most of the time.
- 80.7% students agreed that they were given opportunities to share their ideas in class.
- 73.1% teachers agreed that students were willing to speak up in class.

### (c) Improved balance of students between studies and well-being

- New arrangements for Uniform Tests and Examinations were introduced in the second term, providing students with more preparation time and sufficient rest.
- A significant majority of students (86.8%) and teachers (98.1%) agreed that these revised arrangements have promoted a healthier balance between study and rest.
- 70.2% of students and 84.6% of teachers found the homework coordination chart beneficial for managing their daily homework load.
- In the Stakeholder Survey, the statement "I live a healthy life..." increased from 27% to 35.5%, with the average score rising from 2.8 to 3.0.

### Focus II: Students are equipped with effective study skills and good study habits

### (A) Develop effective study skills and good study habits

- a. Organize study skills workshops for S1 & S4 (WPD)
- b. Provide opportunities for students to practice those skills

### (B) Foster Information Literacy through

- a. formal curriculum (e.g. CES, CL, language subjects)
- b. informal curriculum (e.g. WPD programs, reading)

### (C) Provide guidance to teachers and students on utilizing AI appropriately to enhance student learning

- a. SPD program to equip teachers with the relevant knowledge, skills and attitude
- b. Set guidelines for teachers and students on the proper use of AI
- c. Develop exemplars of use of AI in teaching through pilot panels. (e.g. Eng, Chin)

### **Achievements**

### (a) Study skills of students have been enhanced through mass programs and daily learning tasks

- Study skills workshops have been successfully held in WPD time for S1 and S4, assisting students to transit from primary to secondary, and from junior to senior secondary.
- 89.2% of S1 students and 95.4% of S4 students agree that the workshops have provided them with effective study skills and good study habits.
- 83.3% of S1 students and 75.9% of S4 students reported that they have applied the skills

learned in their studies.

- Panels have implemented various strategies, such as summary notes, visual aids, vocabulary lists, regular quizzes and dictations, and awarding bonus marks, to help students develop effective revision skills and positive study habits.
- Some students have been observed using graphic organizers and mind maps to create their revision notes.
- The consistent use of pre- and post-lesson tasks has encouraged regular revision and reflection.
- 88.4% of teachers agree that students have utilized these skills and developed positive study habits.

### (b) Students have been empowered to search and use information effectively and ethically

- Information literacy have been addressed through relevant topics in the Computer Literacy and Citizenship, Economics and Society curriculum, including formal assessments and co-curricular activities such as a poster design competition.
- WPD programs, including Information Literacy Day, were organized.
- Students showcased their information literacy skills through various learning tasks.
- 92.3% of teachers and 81.4% of students responded in the survey that students are capable of searching for and utilizing information effectively (Mean scores: 3.1 and 2.86 out of 4).

### (b) Teachers have increased understanding of the potential use of Artifical Intelligence in learning and teaching.

- Staff professional development program and staff sharing on the use of AI were conducted, which effectively rasied teachers' understanding of potential use of AI in learning and teaching
- Guidelines for proper use of AI were drafted and discussed with teachers
- Several pilot panels conducted trials of various AI tools and shared their experiences with all teachers:

Chin -人工智能工具「巫筆」作為寫作評核工具;

Eng - AI-assisted writing programs;

Maths: utilization of algorithms and AI technologies to facilitate adaptive learning in mathematical education

ICT: Use of AI in school administration

- 88.5% of teachers agree that their understanding of the proper use of AI has increased (Mean score: 3.02 out of 4).
- 86.5% of teachers found the guidelines helpful for teaching students about the proper use of AI (Mean score: 3.02 out of 4).

# Focus III: "Clarian Growth Program" to cultivate positive mindset of students, enhancing their confidence in academic performance

### (A) Encourage students to take on challenging tasks

### (B) Facilitate students to set realistic goals and celebrate progress

- a. Set goals on academic achievements at the beginning of term
- b. Share their progress in class
- c. Celebrate their progress (e.g. lunchtime class parties, whole-school celebration party)

### (C) Provide opportunities for students to reflect on their learning experiences

Conduct self-reflection after tests and exams to identify strengths and determine areas of improvement

### (D) Invite students to share their challenges and growth experiences

Invite (Past) Clarians to share their challenges, growth experiences, and dreams. (e.g. through broadcast or during prize-presentation ceremonies)

#### **Achievements**

### (a) Students demonstrated an increase in self-belief and self-confidence

- Panels have encouraged students to engage in various subject-related competitions, such as the Weather and Climate Quiz, Short Video Creation Competition, Fun-Tech Competition, and Infrastructure Building Competition.
- Reflections with students were conducted after midterm exams. Some teachers held individual counseling sessions, which students found particularly helpful for understanding their academic strengths and areas for improvement.
- Students who excelled in the DSE were invited to share their learning styles and insights, providing current students with inspiring perspectives from their accomplished peers.
- 75.3% of students and 94.2% of teachers agree that the program boosted their self-belief and confidence (Mean score: 2.82 out of 4).
- Percentage of students claming that they are confident in learning in the stakeholder survey has significantly increased from 24.4% to 31.1% (Mean score 3.0 out of 4).
- As compared to last year, more students agree that they know how to set learning goals (percentage rose from 45.1% to 50.7%, mean score 3.4 out of 4)

### **Reflection on Major Concern II:**

### To nurture students to become effective and confident life-long learners

### **Strengths:**

- Students have participated in a diverse array of activities, which enriched their overall experiences and raised their interest and motivation in the subjects. Increased opportunities for students to share their ideas during class discussions have also significantly boosted their engagement and enjoyment of the learning process. This interactive environment fosters students' confidence and encourages them to express their thoughts and opinions more freely.
- There has been an improved balance between academic responsibilities and students' well-being. This holistic approach acknowledges the importance of mental health and personal development alongside academic achievement.
- Students have enhanced their study skills through various mass programs and daily learning tasks. These initiatives have provided structured guidance, helping students to adopt effective study habits and strategies that cater to their individual learning styles. They have also been empowered to search for and utilize information in an effective and ethical manner. This skill is crucial in today's information-rich environment, as it encourages critical evaluation of sources and responsible use of digital resources.
- Teachers have developed a greater understanding of the potential applications of Artificial Intelligence in both learning and teaching. This knowledge equips them to incorporate innovative tools and methods into their teaching practices, enhancing the learning experience for students.
- Through the Clarian Growth Program, students have demonstrated an increase in self-belief and self-confidence. This program has provided them with the support and resources needed to recognize their strengths and capabilities, fostering a positive mindset towards their academic and personal growth.

### **Areas of improvement:**

• Continue to diversify and expand learning activities outside classrooms, offering students handson experiences that reinforce their understanding. Debriefing sessions should be held after activities to reflect on the experiences. Specific learning tasks could also be arranged to further strengthen the understanding. Structured reflection tools, like rubrics or guiding questions, along with post-event debriefings could be developed to deepen students' learning.

- Inside classrooms, integrate multimedia resources to spark engaging discussions and create a more dynamic learning environment. The use of e-learning tools, such as Padlet, could be further enhanced to facilitate classroom discussions. Online discussion formats could also be explored to extend conversations beyond the classroom setting.
- Offer professional development for teachers to enhance their ability to facilitate student-centered discussions and debriefing sessions.
- Study skill workshops have proven effective and should be continued. These workshops could be scheduled during critical times, such as the start of a new school year or before uniform tests, to maximize their effectiveness. Further strategies should be explored to create opportunities for students to apply effective study skills, and integrating subject-specific study techniques into the curriculum can enhance revision practices and encourage good study habits.
- Further investigate the application of AI in other subjects. Facilitate professional sharing sessions among teachers on emerging AI tools and best practices to keep pace with technological advancements. It is also important to consider what qualities we should foster in our students to help them embrace and adapt to new technologies in the age of AI.
- Refine the award scheme and implement additional recognition strategies to motivate students to
  participate actively in various activities. While students have become more aware of the
  importance of goal-setting, further efforts are needed to encourage and guide them in reflecting on
  their performance.

### III. Learning and Teaching

### A. Curriculum Policy

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

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

### **B.** Our Curriculum Structure

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

KLA	Subjects	S1	S2	S3	S4	S5	S6
English	English Language	✓	✓	✓	✓	✓	✓
Language Education	Literature in English	✓	✓	<b>✓</b>	*	*	*
Chinese	Chinese Language	✓	✓	<b>√</b>	✓	<b>√</b>	✓
Language Education	Putonghua	✓	✓	-	-	-	-
Mathematics	Mathematics	✓	✓	✓	✓	✓	✓
Education	Mathematics Extended Module	-	-	-	*	*	*
	Junior Science	✓	✓	-	ı	-	-
	Junior Science (Phy/Chem/Bio)	-	-	✓	ı	-	-
Science Education	Physics	-	-	-	*	*	*
Education	Chemistry	-	-	-	*	*	*
	Biology	-	-	-	*	*  -  -  *  -  *  -  *  -  *	*
	Information & Communication Technology	-	-	-	*	*	*
	Computer Literacy	✓	✓	✓	-	-	-
	Technology and Living	✓	✓	✓	*	*	*
Laucation	Business and Management	-	-	✓	-	-	-
	BAFS	-	-	-	*	*	*
	Citizenship, Economics and Society	✓	-	-	-	-	-
	Life and Society	-	✓	✓	-	-	-
Personal, Social and Humanities Education	Citizenship and Social Development	-	-	-	✓	✓	✓
	Chinese History	✓	✓	✓	*	*	*
	Economics and Commerce	-	-	✓	-	-	-
	Economics	-	-	-	*	*	*
	Geography	<b>√</b>	✓	<b>√</b>	*	*	*

	History	✓	✓	✓	*	*	*
Religious	Ethics and Religious Education	✓	✓	✓	✓	✓	<b>✓</b>
Education	Ethics and Religious Studies(HKDSE)	-	-	-	*	*	*
Arts	Music	✓	✓	✓	-	-	1
Education	Visual Arts	✓	✓	✓	*	*	*
Physical Education	P.E.	<b>√</b>	<b>√</b>	<b>✓</b>	<b>√</b>	<b>✓</b>	<b>√</b>

\*: Elective Subject ✓: Compulsory Subject

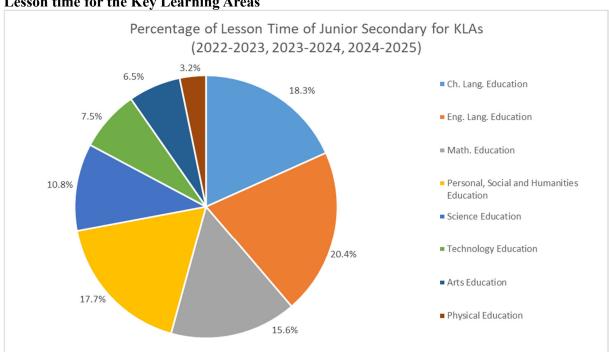
### C. Assessment Policy and Supportive Measures

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

D. Number of School Days

S1-S6	Number
No. of School Days	190
No. of Holidays	88

### **Lesson time for the Key Learning Areas**



### F. I.T. in Education

- The school continuously participated in the "Quality Education Fund e-Learning Funding Programme Provision of Mobile Computer Devices and Internet Services Support" during the 2024/25 school year. This initiative allowed the school to loan mobile computer devices to needy students, ensuring that all students had equal opportunities to access online learning.
- To align with the latest curriculum on Artificial Intelligence (AI) for Junior Secondary Level, all S1 to S3 students participated in the CUHK Jockey Club AI for the Future Project organized by The Chinese University of Hong Kong in the 2024-25 academic year. This project provides our students with opportunities to develop technological literacy, problem-solving abilities, computational thinking, and ethical considerations regarding Artificial Intelligence (AI).
- Two Staff Professional Development Programs on Artificial Intelligence in Learning and Teaching were organized on 25 October 2024 and 24 March 2025. Professional sharing sessions were conducted by teachers from other schools and the English, Chinese, Mathematics, and Technology KLAs. These sessions helped teachers understand the latest trends in using AI in education and the effectiveness of AI tools in schools.
- The computer systems, including software and hardware, in the school were regularly reviewed and updated to meet IT security requirements. Teachers and students could effectively use the computer system and e-Learning tools for their learning and teaching. The school has consistently adopted an integrated e-Learning platform (Microsoft Office 365) to provide a standardized platform for hybrid learning and teaching.

### IV. Other Learning Experiences

### A. Whole-person Development Programs

Rooted in Catholic core values, our school has adopted a whole-school approach to Whole Person Development (WPD), which aims to nurture our girls into loving, caring, and upright individuals who practice the Four Cardinal Virtues of Prudence, Justice, Fortitude, and Temperance in their daily lives.

We place significant emphasis on values education, experiential learning, and the formation of positive habits. Our theme-based program follows a spiral curriculum, which incorporates tailor-made activities, informative talks, and interactive workshops. Each year, both the themes and activities are updated to align with the evolving needs of our students and to address the school's primary concerns for that particular year.

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

Theme / Level	S1	S2	S.3	S4	S5	S6
(a) Student	(1) S1 Adaptation	(1) Emotional	(1) Emotional	(1) S4 Adaptation	(1) Emotional	(1) Towards
Guidance	Program	Intelligence	Intelligence	Program	Intelligence	adulthood
	(2) Emotional	(2) Goal Setting	(2) Goal Setting	(2) Emotional	(2) Goal Setting	(2) Emotional
	Intelligence	(3) Interpersonal	(3) Inclusive Culture	Intelligence	(3) Resilience	Intelligence
	(3) Positive Me	relationship	(4) Sex Education	(3) Goal Setting	Building	(3) Sex Education
	(4) Goal Setting	(4) Inclusive Culture	(5) Stress and Time	(4) Sex Education	(4) Sex Education	(4) Stress
	(5) Interpersonal	(5) Sex Education	Management	(5) Stress		Management
	relationship	(6) Media and	(6) Media and	Management		
	(6) Inclusive Culture	Information	Information			
	(7) Sex Education	Literacy	Literacy			
	(8) Media and					
	Information					
	Literacy					
(b) Religious,	(1) Religious services	(1) Religious services	(1) Religious services	(1) Religious services	(1) Religious services	(1) Religious services
Moral and	<ul><li>prayer, mass,</li></ul>	<ul> <li>prayer, mass and</li> </ul>	– prayer, mass	<ul> <li>prayer, mass and</li> </ul>	– prayer, mass	<ul><li>prayer, mass and</li></ul>
Civic	liturgies and	religious learning	and religious	religious learning	and religious	religious learning
Education	religious learning	experiences	learning	experiences	learning	experiences
	experiences	(2) Five core values	experiences	(2) Five core values	experiences	(2) Five core values
	(2) Five core values	of Catholic	(2) Five core values	of Catholic	(2) Five core values	of Catholic
	of Catholic	Education	of Catholic	Education	of Catholic	Education

		Education (3) Four Cardinal virtues & catholic core values (4) Care for oneself (5) National identity and National	<ul> <li>(3) Four Cardinal virtues &amp; catholic core values</li> <li>(4) Go into Sheep pen</li> <li>(5) Work Ethics</li> <li>(6) National identity and National</li> </ul>	Education (3) Four Cardinal virtues & catholic core values (4) National identity and National Security	<ul> <li>(3) Four Cardinal virtues &amp; catholic core values</li> <li>(4) Be an upright and law-abiding citizen</li> <li>(5) Be good to our</li> </ul>	Education (3) Four Cardinal virtues & catholic core values (4) Be an upright and law-abiding citizen	<ul> <li>(3) Four Cardinal virtues &amp; catholic core values</li> <li>(4) Cherish the past with gratitude , Embrace the future with hope</li> </ul>
		Security Education	Security Education	Education	body mind and Soul: Expressive Art Program (6) National identity and National Security Education	(5) National identity and National Security Education	<ul><li>(5) Social Etiquette</li><li>(6) National identity and National Security Education</li></ul>
(c)	Career and Life Planning	<ul><li>(1) Goal Setting</li></ul>	<ul> <li>(1) Goal Setting     (respond to CLP     Roadmap)</li> <li>(2) Understanding the     work world</li> <li>(3) Work ethics</li> </ul>	<ul><li>(1) Goal Setting (respond to CLP Roadmap)</li><li>(2) Subject selection</li></ul>	<ul> <li>(1) Goal Setting</li></ul>	<ul> <li>(1) Goal Setting     (respond to CLP     Roadmap)</li> <li>(2) OLE Mapping</li> <li>(3) Preparation of     SLP</li> <li>(4) Multiple     pathways: making     choices</li> </ul>	(1) JUPAS strategies & interviews
(d)	Community Service	(1) Bright Light Project	(1) Bright Light Project	(1) Bright Light Project	(1) Care for the community: Service Learning workshops & project	(1) Care for the community: Service Learning workshops & project	-
(e)	Health and Environmen tal Education	<ul> <li>(1) Physical Health – Diet &amp; Exercise</li> <li>(2) Say Goodbye to Clutter</li> <li>(3) Care for the environment</li> </ul>	<ul><li>(1) Physical Health – Diet &amp; Exercise</li><li>(2) Care for the environment</li></ul>	<ul><li>(1) Physical Health – Diet &amp; Exercise</li><li>(2) Care for the environment</li></ul>	<ul><li>(1) Physical Health – Diet &amp; Exercise</li><li>(2) Care for the environment</li></ul>	<ul><li>(1) Physical Health – Diet &amp; Exercise</li><li>(2) Care for the environment</li></ul>	-

(f) Leadership	(1) Leader in me: Six levels of reflection & courage and communication (2) Unlocking potential: Clarians Got Talent (3) To learn to respect different cultures & serve the needy: Whirl the World (4) To develop leadership & interpersonal skills: House activities	(1) Leader in me: Six levels of reflection & striving for improvement and energizing (2) Unlocking potential: Clarians Got Talent (3) To learn to respect different cultures & serve the needy: Whirl the World (4) To develop leadership & interpersonal skills: House activities	(1) Leader in me: Six levels of reflection & communication, confidence and perseverance (2) Unlocking potential: Clarians Got Talent (3) To learn to respect different cultures & serve the needy: Whirl the World (4) To develop leadership & interpersonal skills: House activities	(1) Leader in me: towards organizing Student-LED activities (2) Unlocking potential: Clarians Got Talent (3) To learn to respect different cultures & serve the needy: Whirl the World (4) To develop leadership & interpersonal skills: House activities	(1) Leader in me: towards organizing Student-LED activities (2) Unlocking potential: Clarians Got Talent (3) To learn to respect different cultures & serve the needy: Whirl the World (4) To develop leadership & interpersonal skills: House activities	-
(g) Gifted Education	(1) Learn to learn skills: Categorization and the use of visual organizers	(1) Active Reading and Knowledge Construction	(1) Learn to learn skills: Revision skills	(1) Explore the world through active reading	(1) Exploring the world through active reading	-
(h) Others	(1) Self-management skills building (2) Reading to Learn: Authors Sharing & Talks	(1) Reading to Learn: Authors Sharing & Talks		-	(1) Reading to Learn: Authors Sharing & Talks	-

### **B.** Co-curricular Activities

### 1. English Language Activities

This year has been vibrant and enriching for our students, marked by a wide array of English-rich activities that fostered both academic growth and personal development. From commendable achievements in the 76th Hong Kong Speech Festival to the engaging events of English Week, our students showcased their talents and creativity. Participation in various competitions, along with collaborative initiatives for English language teachers, further broadened their educational experiences. Through these activities, we aim to cultivate confident speakers, avid readers, and open-minded global citizens, all while reinforcing our commitment to holistic student development.

### English-rich activities

### a. Achievements in 76th Hong Kong Speech Festival 2024-2025

With 42 students participating in the English Speech Festival, and each student entitled for a school subsidy of \$100 for application, students' participation became more positive. Our students entered each category competitively, such as Solo Verse, Solo Prose, Dramatic Duologue, News Presentation, Choral Speaking, etc, and the result was encouraging. There were 4 prizes in the First Place, 5 in the Second Place and 4 in the Third Place in various categories in Solo Verse and Solo Prose Speaking and Dramatic Duologue and Shakespeare Monologue. A class of S.4 students won the Second Place for the choral speaking. We hope to encourage more students to participate in a variety of categories next year, fostering their confidence in presentation and public speaking techniques.

### b. English Week

English Week was held from May 7 to May 9, 2025. We successfully organized a Spelling Bee Competition that involved participants from two different levels, with the entire school attending as an audience. Additionally, the English karaoke provided excellent opportunities for individual students and student-teacher collaboration. On the academic side, debating competitions trained students in formal debating and rebuttal skills, offering them valuable chances to use English with greater confidence.

The drama performance that followed the Spelling Bee served as a fantastic platform for our actresses to showcase their artistic and dramatic talents. The combination of striking costumes, singing, and precise choreography contributed to the event's success and left the audience impressed by our commitment to whole-person development.

### c. Study Tour

Following last year's participation in the study tour to Cambridge, the U.K., we did not organize an overseas tour this year due to the limited number of participants. Next year, we will explore more opportunities and different locations to provide students with a taste of university life, broadening their academic worldview and inspiring them to become open-minded global citizens.

### d. The Learning Community (EDB) for English Language Teachers

In 2024-25, two English teachers and the Panel Head successfully completed a year-long participation in the Learning Community for Secondary English Langauge Teachers: *Integrating Curriculum Initiatives into the Secondary English Langauge Curriculum*. Participating schools were provided with opportunities to engage in collective inquiry, share experiences and implement changes in acoordinace with the updated English Langauge Education Key Learning Area Curriculum Guide.

Apart from the benefits gained for newly-joined English teachers, the Panel Head was invited as a guest speaker to share experiences aimed at building a smoother interface

between the upper primary and junior secondary levels through the promotion of reading/language across the curriculum. The experience was fruitful, as participating teachers shared thoughts and ideas to refine pedagogical theories and practical strategies in English teaching.

To stay current with updated educational trends, our school has successfully applied for the new Learning Community in 2025-26: Leveraging Artificial Intelligence and Media and Information Literacy to Enhance English Language Learning and Teaching. We hope that the ideas and strategies shared will be valuable in improving the implementation of AI in English teaching.

### e. Newsletter: Clarian Call

This edition showcases a compilation of remarkable writings by students, focusing on themes such as gratitude and temperance, which align with our school's core values. It includes new stories about China's dinosaurs and a variety of poems. The newsletter also highlights award recipients from the Hong Kong Young Writers Awards, the Hong Kong Budding Poets (English) Award, and the Good People English Writing Competition. It is a good platform to showcase our students' writing talents and recognize their achievements.

### f. Various external writing and speaking competitions

This year, we organized a public speaking class to nurture talented English speakers through training and practice. Three S.5 students were enrolled in the "21st Century Cup" English Speaking Competition. After two rounds of selection in both video and live formats, two of them advanced to the semi-final Round and earned a Second Prize Certificate.

Besides, in the Hong Kong Young Writers Award, the writing theme aligns with "New Tales of China's Dinosaurs", raising students' awareness of Chinese national education. Three students entered the Fiction Category of the competition. To encourage broader participation, winning entries will be selected to be published in the school newsletter in recognition of students' creativity and hard work. To encourage broader participation, winning entries will be selected to be published in the school newsletter in recognition of students' creativity and hard work.

### **Co-curricular Activities**

### a. Evaluation Study on the Implementation of the Fine-tuned Medium of Instruction Arrangements

Commissioned by the EDB, our school has conducted a three-year evaluation study on the implementation of the fine-tuned medium of instruction arrangements. Before the final year concluded, we had conducted interviews with the school principal, vice principal, and four teachers from both language and non-language subjects to gather their professional opinions on the MOI policies. By the end of 2025, we hope the study team will release an evaluation report and facilitate discussions among school members to refine the corresponding school arrangements for the benefits of student learning.

### b. "Reading is like..." Writing Competition with Chinese and English Entries

Participants were challenged to compose creative and meaningful sentences beginning with the phrase "Reading is like..." in a competition organized by the Curriculum Development Institute of the EDB. Four students received commendable awards for their efforts, and to celebrate their achievements, their work has been published in the latest edition of our English newsletter, Clarian Call.

### 2. Literature in English Activities

Our school has a long history of offering the subject of Literature in English to all students from S1 to S6. 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.

As part of the departmental tradition, inter-class drama competitions and a film project competition based on the Shakespearean plays were organised for S1 - S2 and S3 students respectively to encourage the expression of creativity and artistic talents. The inter-class drama competitions aim at developing students' confidence in communication and speaking English. Students were introduced to the basics of stage directing, backstage management as well as lighting and sound effects. The S1 students performed Twelfth Night and The Tempest whereas the S2 students performed Macbeth and A Midsummer Night's Dream. Some students did exceptionally well and they made good use of their acting skills, blocking, make-up, costumes, and special effects to enhance their performances. The S3 Premiere Show cum Prize Presentation provides a platform for students to share their learning outcomes with others and the certificates given acknowledged students' hard work in the competitions.

A total of 28 entries from S4 and S5 students taking Literature in English as well as some proliferate writers in the junior forms joined the Budding Poets (English) Awards 2025 by submitting creative poems to the Academy of Gifted Education. This competition encourages students to write creative poetry. Drafts were submitted to their teacher for feedback and students had to improve their poems accordingly before the online submission to the organisation. Ng Ka Yuen Grace from 4A received the Gold Award (Open Section), Leung Yan Kei Katie from 5J received the Silver Award (Secondary Section), Lee Nok Ching Natalie from 4F received the Bronze Award (Open Section) and Chun Tsz Ki Jasmine from 4A received an Honourable Mention (Open Section) in the competition. Lee Nok Ching Natalie from 4F was selected as the Poet of the School.

The English Drama Club is an integral part of the Literature in English Department. The activities organized by the English Drama Club aimed at promoting students' love for literature and passion for drama. The team was awarded the Best Directing Award at the Drama Fest organised by the Association of English-medium Instruction (EMI) Schools. Lam Cheuk Nam Karena from 3J won the Best Performer Award. These remarkable achievements were a testament to the tireless efforts of the English Drama Club members, who had been working tirelessly for months to perfect their performances and hone their skills. Their hard work and dedication were paid off in this prestigious competition, and we were incredibly proud of them.

#### 3. Chinese Cultural Week

This year's theme for the Chinese Cultural Week, organized by the Chinese Language Department, is "Jewel in the Palm—Gratitude and Resilience"(「掌上明珠——感恩與堅韌」). The aim is to help students take a break from their studies and explore different aspects of Chinese culture in everyday life, so they can appreciate it more and feel a stronger connection to it.

Activities include a trial of Han-style clothing(漢服介紹及試穿), an interactive face-changing workshop(互動變臉工作坊), author interviews, booth activities, a debate performance contest, and a book exhibition. For the author interview segment, we invited renowned writer Hu Yanqing(胡燕青) to share her creative experiences and discuss creative writing with the students.

In the debate performance contest, our school welcomed students from Tak Nga Secondary School to compete against our Chinese debate team. Moreover, during the booth activities,

students had the opportunity to try their hand at crafts such as grasshopper weaving, dragon dance making, and sachet crafting. The interactive face-changing workshop featured Master Yang, who demonstrated the art and shared insights on learning, aligning with the school's annual theme.

The majority of colleagues within the panel agree that the arrangements for the Chinese Culture Week are exemplary, offering a rich array of activities that foster a joyful atmosphere and fulfill the objectives of the Chinese Cultural Week.

#### 4. Academic Week

Academic Week is an annual event featuring a series of activities centered around a common theme, fostering collaboration among various subject panels, including Mathematics, Science, Technology, and PSHE KLA. This event aims to help students appreciate how knowledge from different subjects can enhance their understanding of everyday issues and facilitate the integration of diverse concepts.

Activities during the week (10 Mar – 13 Mar 2024) included exhibitions and game booths organized by different subjects under the theme "We can Fly Let's Rise and Shine", library book display, an interclass quiz competition, and a Rubber-band Plane Flying Contest. A guest speaker Ms. Christina Ho was also invited to share her journey from fashion designer to airline pilot, inspiring students with her passion for pursuing diverse life goals. These events widened the exposure of students and provided them with opportunities to showcase their creativity and teamwork, making Academic Week a vibrant celebration of interdisciplinary learning.

### 5. STEAM Education

The school continuously implemented the S2 STEAM Education curriculum to cater to the unique needs and interests of Clarians, with a focus on addressing social problems in Hong Kong. The primary objectives of our STEAM curriculum are to provide students with opportunities to integrate knowledge from different Key Learning Areas (KLAs), including Junior Science, Mathematics, Life and Society, Computer Literacy, and Visual Arts. It also aims to encourage students to solve problems using their creativity, collaboration, problemsolving, and presentation skills, while practicing the six elements of PICKER (Problemsolving, Investigation, Collaboration, Knowledge, Engineering, and Refinement).

A series of STEAM workshops organized by the JC Volunteer Programme were held on 25 November 2024, 18 December 2024, and 31 March 2025 for S2 students. The workshops aimed to help students understand and experience the challenges faced by individuals requiring support for social inclusion in Hong Kong. Students applied experiential learning and technology skills to create products designed to assist those in need. The final presentations of the prototypes took place during the S2 STEAM lessons.

Thirty S1 and S2 students were invited to participate in the Innovation and Technology Competition Preparation Program during the post-examination period. The program aims to cultivate students' creativity, problem-solving skills, and technical competence through hands-on learning experiences. It promotes collaboration and teamwork, guiding students to work effectively in groups while developing leadership and communication abilities. Additionally, the program emphasizes research and analytical thinking, helping students apply scientific methods and data analysis to support their innovative projects.

Three groups of students participated in the InnoGala 2024 STEAM Products Exhibition, organized by the Hong Kong Direct Subsidy Scheme Schools Council and the Grant Schools Council, on 4, 5 & 6 October 2024. The exhibition aimed to celebrate the 75th anniversary of the establishment of the People's Republic of China and showcase students' achievements in STEAM education. This event provided a valuable opportunity for the students to present

their works: 1) Pathfinder, 2) Rodent Buster and 3) Stitchable Chinese Arts to the academic community, Hong Kong citizens, and tourists.

Students were also encouraged to participate actively in various competitions with the guidance of teachers.

- A group of students, consisting of S3, S4, and S5 students, participated in the Birth of a Book competition organized by the Institute of Print-Media Professionals. This competition is a cross-curricular initiative between the STEAM and Reading to Learn committees. The competition aimed to teach students about book publishing through activities and to increase their interest and awareness in the printing and publishing industry. The group was awarded first runner-up in the competition.
- Two S5 ICT students participated in the Future City Architects: Girls in STEAM
  Challenge competition, organized by Preface and the Hong Kong Association for
  Computer Education, on 8 March 2025. The competition aimed to use the Roblox
  platform as a medium to encourage students to apply technology to solve urban issues
  related to the United Nations Sustainable Development Goals (SDGs) and to explore the
  various possibilities of smart cities.
- A group of junior form students, consisting of four S3 students, participated in the PolyU Fun-Tech (VR) competition organized by the Hong Kong Polytechnic University. The competition aims to spark curiosity and enthusiasm among local youth for innovative science and technology. The group was awarded first runner-up in the competition.
- A group of senior form students, consisting of five S5 students, participated in the PolyU Fun-Tech (RFID) competition organized by the Hong Kong Polytechnic University. The competition aims to enhance local youths' creative interest in science and technology and to contribute to the development of Hong Kong's innovation and technology industry. The group was awarded second runner-up in the competition.
- A group of S4 students participated in the Igniting Social Innovation Competition 2025, organized by the Hong Kong Polytechnic University. The competition aims to raise students' awareness of pressing social issues and their connection to the UN Sustainable Development Goals, particularly responsible consumption and production, as well as good health and well-being. Students had the opportunity to utilize the CAVE/HiVE facilities to develop solutions addressing social issues in Hong Kong. The team advanced to the final round presentation in the summer of 2025.
- Three S4 students participated in the PolyU FCE Build a Smart City Competition 2025, organized by The Hong Kong Polytechnic University. The assigned project, titled "Shaping a Smart Environment through Carbon-Neutral Vision: Starting from Your Campus," challenges students to develop innovative solutions for transforming Hong Kong into a Smart City. The competition aims to encourage students through workshops, demonstrations, lab visits, and discussions with esteemed researchers and members from various university departments.
- A group of S5 students participated in the IdeaPOP! 2025 Hong Kong Secondary School Students Startup Pitch Competition, organized by the Seed Foundation. The competition aimed to nurture students' creativity, collaboration, self-confidence, problem-solving skills, and ability to apply knowledge to real-life situations. The group developed a project called "FateThreader," which was designed to help teenagers explore and discover their career paths.

- Four S3 students participated in the Hong Kong Youth AI Master Applied Tech Innovation Awards, organized by the Hong Kong Polytechnic University. The competition aims to raise students' awareness of and interest in artificial intelligence, offering them an opportunity to enhance their critical thinking, problem-solving, and innovation skills, while also expressing their creativity.
- A group of S5 students participated in the IdeaPOP! 2025 Hong Kong Secondary School Students Startup Pitch Competition, organized by the Seed Foundation. The competition aimed to nurture students' creativity, collaboration, self-confidence, problem-solving skills, and ability to apply knowledge to real-life situations. The group developed a project called "FateThreader," which was designed to help teenagers explore and discover their career paths.

### C. Support for Student Development

### 1. School Culture

Guided by the mission and vision of the school, along with the core values of Catholic education, we have successfully cultivated a positive school culture through various initiatives and activities. Our primary objective is to provide a safe and nurturing learning environment that facilitates students' personal growth and character formation. We emphasize the importance of understanding and practicing the four Cardinal Virtues: Prudence, Justice, Fortitude, and Temperance, as well as the five Catholic Education Values: Justice, Truth, Love, Life, and Family. These values are consistently integrated into our core themes and school motto.

We adopt a whole-school approach to instill Christian values and promote a positive attitude among students, nurturing them to become caring, confident, positive, and respectful individuals. Additionally, we have implemented measures to create an inclusive learning environment that caters to students of diverse nationalities, abilities, and strengths, encouraging collaboration and mutual support among all students.

#### (a) Class Teachers

The twin class teacher system continues to effectively provide quality classroom care to students, with each teacher assuming multiple and complementary roles in mentoring students in areas such as guidance, discipline, career and life planning, and civic education. Building a positive class culture has been a key focus for the is academic year. To create dedicated time and space for this purpose, we introduced two Class Teacher Periods during Whole Person Development (WPD) time, eliminating the need for lining up on Tuesdays and Thursdays. This adjustment allows teachers to devote more time to addressing students' needs. In addition to class-related responsibilities, class teachers also follow up on WPD programs, reading-to-learn initiatives, morning broadcasts, religious and moral education programs, and various other activities.

### (b) Whole Person Development

In addition to regular themes related to personal growth, community service, civic education, health and environmental education, interpersonal relationships, sex education, and religious and moral education, the school recognizes the importance of incorporating positive psychology into the Whole Person Development (WPD) program. This addition aims to equip students with the necessary skills and mindset to effectively navigate and embrace the challenges they encounter in life, particularly in light of the global coronavirus pandemic.

Positive life education, guided by principles of positive psychology, is delivered through the collaborative efforts of various committees and panels within the school. These groups work together to design and implement programs that promote emotional wellness and resilience among students. By leveraging available resources and support, the school ensures that students have access to valuable tools and strategies for maintaining a positive outlook and navigating challenging life situations.

To further support students' holistic development, the Student Guidance Committee and the school-based social worker play a crucial role in providing additional support services, particularly to students with special educational needs (SEN). Through online platforms, these professionals offer guidance, counseling, and resources tailored to the unique needs of SEN students, ensuring that they receive the necessary support to thrive academically, socially, and emotionally.

The integration of positive psychology into the WPD program, along with the dedicated support provided by the Student Guidance Committee and school-based social workers, strengthens the school's commitment to fostering the well-rounded development of each student. By addressing their emotional wellness and individual needs, the school aims to empower students to overcome challenges, build resilience, and cultivate a positive mindset that will serve them well throughout their lives.

### 2. Further Strengthening the Holistic Approach to Student Development

The school places great emphasis on the holistic development of students, recognizing that their growth extends beyond academic success. We firmly believe in the importance of experiential learning and leadership qualities in every individual. Consequently, we have developed comprehensive policies and actively sought resources and support from parents, alumnae, the community, government, and non-governmental organizations to enhance our students' exposure and experiences in various domains, including extra-curricular activities, religious and moral education, civic engagement, community service, health, and environmental education, among others.

Our students are provided with abundant opportunities to participate in external competitions and engage in partnership projects and activities that broaden their horizons and enrich their experiences. Through the collaborative efforts of different stakeholders, we have implemented programs and activities that foster collaboration, peer support, and the development of essential skills, including leadership and generic skills. These initiatives aim to nurture students to become confident, positive, caring, and respectful individuals.

Central to our approach is the belief in the inherent value and uniqueness of life, rooted in Christian values. We provide a positive educational experience that equips students with a deep understanding of themselves and encourages them to prioritize their physical, mental, and social well-being. We foster an environment where students learn to accept and appreciate one another, as well as connect with society at large.

When faced with challenges and difficulties, students are equipped with the skills and attitudes they have acquired through their educational journey and other experiences. They demonstrate the application of the four Cardinal Virtues: Prudence, Justice, Fortitude, and Temperance, as they navigate and overcome obstacles with resilience and wisdom.

By continuously strengthening our holistic approach to student development, we are committed to empowering our students to become well-rounded individuals who are prepared to overcome obstacles, embrace opportunities, and contribute positively to society.

### (a) Career and Life Planning

Various CLP-related educational activities were arranged to assist students in achieving the goals outlined in the CLP roadmap. At the whole-school level, thematic WPD (Whole Person Development) lessons were conducted for each form, and a tailor-made CLP Day was organized for all S1 to S5 students. This event aimed to enrich students' career-related experiences through a variety of activities and sharing sessions led by social workers and alumni.

To address the unique developmental needs of each level, targeted programs were implemented. Examples include individual career counseling sessions for S3 and S6 students, guiding them in making informed decisions regarding S3 subject selection and future studies respectively. University taster programs and experiential activities were offered to S5 students, a school-based mock release was organized for S6 students to better prepare them for the release of HKDSE results. The Alumni Mentorship Program was arranged for S3 to S5 students, and CLP workshops were designed for selected S3

students to enhance their self-understanding, motivation for learning and self-confidence. To broaden students' exposure to diverse career pathways, site visits were organized to institutions such as the HKU School of Chinese Medicine, offering valuable insights into academic and healthcare fields. A group of students also visited the Hong Kong International Airport, where they explored various aspects of the aviation industry. Additionally, selected S4 and S5 students took part in the Career in a Nutshell Program hosted by Towngas, which deepened their understanding of engineering practices and workplace dynamics. These experiences helped students connect classroom learning with real-world applications, inspiring more informed and confident career planning. Acknowledging the important role parents play in their daughters' Career and Life Planning (CLP), the school organized a series of informative talks to keep them abreast of the latest education reforms. These sessions focused on key milestones such as S3 subject selection and the HKDSE result release, empowering parents with the insights needed to offer thoughtful support and guidance during critical decision-making stages. All CLP activities have been positively received by students and parents. The Committee remains committed to refining these initiatives to better align with the evolving needs and interests of future cohorts.

### (b) Student Guidance

The Student Guidance Committee adopts a whole-school approach to managing the discipline and guidance of students in alignment with Christian values. This approach aims to develop students' self-respect, self-discipline, positive attitudes, sense of responsibility, respect for others, and understanding of their personal growth and development.

Both preventive and intervention programs have been organized to meet students' needs, including the S1 Adaptation Program, the 'Positive Me' program, talks on Cyber Ethics and Resilience Building, and the Big Sister Scheme. To promote mental well-being among students, various activities have been launched, such as "Sunshine Week" which enhances students' awareness of self-care and fosters a caring and inclusive school atmosphere, and the "Expressive Art Workshop for S4" designed to raise students' awareness of their emotional needs. Besides, the Sunshine Squad was established to promote wellness through various programs, such as morning broadcasts and Lunch Break 1 Break activities. Students could experience mindfulness techniques and and learn effective ways to cope with challenges. Additionally, the project "Clarian Growth Program" was introduced to help students recognize their strengths, aspirations, and interests. By reflecting on their learning experiences, students are developed with resilience in the face of challenges.

### (c) Extra-curricular Activities

i. In 2024-2025, the school offered 36 extracurricular clubs, organized into six categories: co-curricular, art and cultural, interest, religious, social service, and sports. The distribution is as follows:

Categories	No. of Clubs
Co-curricular	6
Art and Cultural	6
Interest	8
Religious	3
Social Service	6
Sports	7
Total	36

These clubs provided Clarians with diverse opportunities to explore their passions, develop new skills, and foster personal growth. By engaging in these activities, students enhanced their character, leadership abilities, and teamwork, cultivating a sense of responsibility and creativity. The wide range of extracurricular pursuits empowered students to actively pursue their interests, build confidence, and prepare for future challenges in a supportive environment.

ii. Students demonstrated exceptional talent by participating in 195 external competitions, earning 398 awards across diverse categories. These achievements spanned language, sports, performing arts (music and dance), visual arts, and other fields, showcasing their multifaceted abilities and dedication to excellence.

No	o. of awards from different areas	Language	Sports	Performance Arts (Music and Dance)	Visual Arts	Others
	398	28%	44%	6%	6%	16%

- iii. The allocation of ECA Awards, based on performance levels, and the distribution of 383 competition merit points by Teachers-in-Charge underscored the vibrant extracurricular environment. These accomplishments not only celebrated individual excellence but also reinforced SAL's commitment to fostering a dynamic and supportive platform for student growth.
- iv. The breakdown of ECA awards and Competition points received by students in the 2024-2025 academic year are as follows:

ECA Awards	No. of students (%)	
None	244 (46.1%)	
Bronze Award	156 (29.5)	
Silver Award	65 (12.3)	
Gold Award	34 (6.4%)	
Diamond Award	15(2.8%)	
Ruby Award	2 (2.5%)	
Excellent ECA Performance Award	2 (0.4%)	

**Competition Merit Points** 

Merit Points / Year No. of merit poi	
Competition Merit Points	383

v. SAL committee provided leadership training workshops and learning activities to various student groups, including in-school and external programs that received positive feedback. These initiatives focused on enhancing skills such as selfconfidence, responsibility, teamwork, communication, and problem-solving. Through diverse exercises, student leaders deepened their understanding of their roles, learning to guide, inspire, and influence peers toward shared goals. The Student Union organized a range of engaging activities, including the Morning Broadcast, a two-day overnight camp for senior students focused on relaxation, an Obstacle Race, a Joint-School Service Program, Clarians Got Talent, and the Clarians' Carnival. Additionally, welfare services were offered to support student well-being. The House Committee arranged noticeboard design competition, dodgeball competition, the Kingdom of Clarians Game Day, and a Cheering Competition. In collaboration with the school's community service group and Hong Kong True Light College, the House Committee co-organized a community service program to visit subdivided flat households in the Southern District. The ECA Working Group and club chairpersons also co-hosted a club promotion program to

- encourage extracurricular involvement.
- vi. The post-exam period spanning 88 hours, offer a diverse array of activities covering academics, sports, leadership, social service, adventure-based training, gifted programs, technology, drama, art, music, and more which included bridging program, Physical Wellness Program, drama appreciation, outing, and competitions. Through these activities, students have the opportunity to develop a broad range of skills and interests that go beyond the traditional classroom setting.

### (d) Support to cater for learner diversity and providing integrated education

- i. Policies were adopted and resources were used effectively in various programs and workshops, including leadership training programs for prospective leaders, as well as aesthetic education for senior-form students. In addition, different pull-out programs were organized for students with special educational needs (SEN), non-Chinese speaking students (NCS) in order to cater for their learning diversity. There was more collaboration between committees and panels in the organization of programs and activities for the benefit of students.
- ii. School-based Educational Psychologist (SBEP) Service further supported the school in catering for students' diverse educational needs. A series of support ranging from school system level to student support level and parent support were offered, such as student's assessment, individual coaching, teachers' and parents' consultation sessions.
- iii. Different tools and policies are adopted to identify students' special learning needs at the early stage. For instance, the Case Referral Policy and the Chinese Writing Test for S1 students. Suspected cases were referred to SBEP and Clinical Psychologist (CP) for further assessment and support.
- iv. In 'Indicated Level', different pull-out programs were provided according to the diverse needs of students with special educational needs (SEN). Some examples of the programs were Executive Functioning Skill Training Workshops, Speech Therapy, Expressive Art Therapy, Clinical Psychology Services, and Animal-assisted Therapy. In promoting an inclusive school culture, various programs and activities were organized, such as talks on promoting mutual understanding and respect, song dedication in lunch time and lunch gatherings with NCS.
- v. All these have created an inclusive learning environment that properly recognizes and appreciates effort and talent, strengthening students' determination to strive for excellence.

### (e) Gifted Education

The Gifted Education Committee strategically nurtured high achievers by engaging them in both internal and external programs, activities and competitions. Examples are Hong Kong Island Outstanding Student Award 2024, Hong Kong Young Ambassadors Scheme 2024-25, Hong Kong Academy for Gifted Education School Nomination 2024-25 and Global Dialogue Workshops 2024-25.

Among all the activities, one important highlight was S5 students' participation in Wofoo Millennium Entrepreneurship Program 2024-25 (MEP25) organized by Wofoo Social Enterprises. The program aims at enhancing students' abilities in project planning and developing multiple perspectives on perennial social topics in their daily life experiences, thus shaping them as all-round thinkers by actualizing their feasible and sustainable business proposals with ethical considerations. The 5-month experience has cultivated students' entrepreneurship concepts and promoted their awareness of the necessity of corporate social responsibility. It has strengthened their understanding of in the use of Artificial Intelligence in achieving Sustainable Development Goals (SDGs).

In order to fully explore and develop the potential of gifted students, activities such as creativity workshops and effective reasoning workshops were provided to S2 to S5 students.

### (f) Religious Moral & Civic Education

### i. Religious and Pastoral Care

Over the course of the academic year, our committee organized a series of religious events, including Thanksgiving Masses and prayer gatherings led by parish priests and MNDA sisters. These events significantly enriched the spiritual morale of our school and instilled a deeper sense of wisdom, nurturing the development of positive values within our community. Our students actively engaged in various charitable endeavors, such as the sale of Caritas raffle tickets and volunteer services in Mui Wo and Tai O, which culminated in a record-high contribution to the Lenten Campaign.

Our inclusive religious formation programs catered to students of diverse faiths, featuring themed gatherings and pilgrimages. A particularly impactful initiative was a Catholic formation activity conducted in collaboration with the Catholic Association of Wah Yan College, Hong Kong, and Tak Sun Secondary School, which inspired our students to actively promote the Catholic faith in a school setting. Moreover, two "Blessive Brush" art workshops were held, where a professional artist guided our students in expressing care through creatively crafted Bible quotes. Additionally, as part of the Jubilee 2025 celebrations, thirty 'Pilgrims of Hope' visited St. Andrew's Parish, motivating them to explore various parishes within their communities.

### ii. Moral and Civic Education

The committee arranged a diverse array of Moral and Civic Education programs through a holistic school approach, working in tandem with various committees and external organizations. This initiative equipped our students with positive values and prepared them to contribute meaningfully to society. Regular RMC Friday broadcasts introduced our students to a wide range of local and global issues, including environmental conservation and the appreciation of Chinese cultural values. The Whole Person Development Programs on Day 2 incorporated interactive games aligned with the seven learning goals promoted by the Education Bureau.

Highlighted activities from Information Literacy Day in March included a series of themed workshops, such as a news authenticity workshop led by the Hong Kong Press Council and an interactive drama presented by the Intellectual Property Department. These workshops were designed to inspire our students to become reflective and responsible media users, engaging them in active discussions. Additionally, the 'Orange Farmer Simulation Game' facilitated by Fair Trade Hong Kong offered S3 students valuable insights into the significance of fair trade, emphasizing their responsibilities as global citizens. Moreover, an interactive workshop on work ethics, conducted in collaboration with the CLP committee, provided essential workplace attitudes to S2 students, further enhancing their understanding of their roles as conscientious global citizens.

### iii. National Security Education

Our school extensively integrated national security education into both the curriculum and extracurricular activities, utilizing a variety of educational strategies such as class-based competitions, WPD workshops, educational outings, study tours, and whole-school events to emphasize the significance of national identity and security in Hong Kong's development.

Key activities included National Day and Constitution Day celebrations, which featured flag-raising ceremonies and keynote speeches by various panel heads. Workshops on flag hoisting and etiquette were conducted for students, alongside thematic exhibitions and lunchtime screenings in the Chinese Cultural Room. Furthermore, twenty-six students from S3 to S5 embarked on a five-day educational tour to Shanghai and Nanjing in July, deepening their appreciation of our country's rich history and culture.

Comprehensive training programs for teachers and parents were implemented to

ensure that all stakeholders were adequately prepared to deliver effective national security education. These concerted efforts were designed to foster a deep understanding of national security among our students, cultivating a strong sense of national identity and responsibility.

### (g) Health and Environmental Education

To create a healthy and comfortable learning environment for students, our school has closely adhered to the health protection guidelines and measures mandated by the government. Personal hygiene practices were carefully reinforced and monitored among students. Additionally, the school has implemented class-based programs such as "Positive Me" and "Diet and Health" to promote concepts of a healthy lifestyle, encouraging students to adopt a balanced diet and embrace healthy habits.

Furthermore, there is a strong emphasis on environmental education within our school to raise students' awareness of environmental conservation and equip them with relevant knowledge. Morning broadcasts on environmental issues and the promotion of a "green life" have been conducted. These initiatives provide students with valuable opportunities to reflect on the impact of their daily practices on the environment and encourage them to take proactive steps toward making positive changes for the benefit of the environment. In line with our commitment to environmental conservation, the Religious, Moral, and Civic Committee has utilized morning broadcasts and Whole Person Development programs to further heighten students' awareness of environmental concerns and inspire them to become responsible global citizens.

Our school organized a Cleanliness Campaign with the objective of promoting a clean and conducive learning environment in the first term. The campaign commenced with a live morning broadcast during the Class Teacher Period, providing tips on maintaining a neat workspace and classroom, accompanied by workshops titled "Say Goodbye to Clutter." Class Teachers then engaged in discussions with students regarding the cleaning plan, regularly monitoring classroom tidiness. Students actively participated in the competition and reminded their peers to observe cleanliness as well. The successful completion of the campaign stands as a testament to the collective efforts of all members of the school community.

Overall, our school is firmly committed to ensuring the well-being of our students by promoting a healthy lifestyle and providing them with a comprehensive understanding of environmental conservation. Through these concerted efforts, students are empowered to make informed choices that contribute to their own health and the preservation of the environment.

### (h) Community Service

The community service initiatives at our secondary school are designed to serve a diverse range of individuals with specific needs. Through projects like the S.1-S.3 Bright Light Project and S.4 & S.5 Service Learning, students gain valuable hands-on experience in connecting with and assisting the disadvantaged in our society.

Following in MNDA sisters' footsteps, our students have actively participated in services to care for the elderly. They assisted in providing meal services to elderly individuals living on outlying islands and visited the elderly living in our neighbourhood with soup and daily necessities provided by Caritas Mok Cheung Sui Kun Community Centre. Additionally, our S4 students have planned and executed various services aimed at supporting children from low-income families. These efforts demonstrate our students' commitment to expressing care and support to underprivileged groups in our community. Echoing the themes of sustainability, poverty alleviation, social inclusion and aging, our S5 students planned and rendered diverse services ranging from children to elderly.

Engaging in community service has not only allowed our students to contribute to society but has also fostered personal growth and the development of important skills. Through their involvement in these initiatives, our students have gained valuable experiences that have enhanced their generic skills and helped them grow as individuals.

Overall, our school's community service programs have provided students with

meaningful opportunities to make a positive impact on the lives of others. Through their service experiences, they have grown in compassion, empathy, and the skills necessary to actively contribute to their communities.

### D. Aesthetic Education

- 1. SAL championed students' appreciation for aesthetics and mastery in creative and performing arts by promoting participation in diverse district and territory-wide competitions. Clarians excelled in disciplines such as Chinese dance, Hip Hop dance, drama, visual arts, and music. At the 61st Schools Dance Festival, the House Committee, in its debut, earned a Highly Commended Award in the Dance for Health category, while the Chinese Dance Team and Dance Crew secured four Highly Commended Awards in solo, trio, and group categories. The Chinese Dance Team further distinguished itself by winning three Gold Awards at the Hong Kong Youth Elite Dance Contest 2025. Students also showcased their vocal and instrumental talents at the Hong Kong Schools Music Festival, demonstrating exceptional skill and creativity. Clarians in Art and Design produced outstanding works, earning accolades for their innovative designs and artistic vision. Their creativity shone in an interschool drama competition, where they captivated audiences with original scripts and dynamic performances.
- 2. SAL provided robust platforms to nurture artistic growth, including school-based events like Clarians Got Talent, which offered a supportive environment for students to hone their skills. Public showcases, such as community cultural festivals and performances at the 75th Anniversary of the Establishment of the People's Republic of China Carnival and St. Paul's Convent School Dance Crew Performance, provided valuable real-world exposure. These opportunities enhanced students' stage presence, boosted self-confidence, and fostered teamwork.

### E. Students' Reading Habit

To better develop and enhance students' reading skills and to keep them abreast of local and global issues, students were required to read silently for 15 minutes on Tuesdays and Thursadays. On Tuesdays, students read Chinese books or other printed materials in Chinese; whereas on Thursdays, they read English books or the CLARIAN CALL which covers good work written by students and hot topics taken from the latest issue.

To promote extensive reading among students, the school has organized the following:

- 1. To encourage students to be "Book Reviewers", those who share their book recommendations with fellow schoolmates would have their reviews uploaded to the school library website. Library books recommended were found to be more popular as reflected by an increase in the borrowing rate.
- 2. Various activities were held throughout the year. Also, "A Star Journey of the Little Prince" by "Theater Joyful" was conducted on 27 February 2024 WPD period. The aim of these activities was to deepen students' understanding and reflection on the various meanings that "The Little Prince" conveys to readers, while fostering their interest in reading.
- 3. Various activities were held throughout the year. A "Kafka's 'The Metamorphosis' Story Rewrite Competition" was held in October 2024. By participating in this competition, students must delve into the study and understanding of Kafka's "The Metamorphosis," a classic literary work. This joint-committee program (Librarian Club x Chinese Society) developed students' creative thinking and improved their writing skills. All S1 S6 students enthusiastically participated in the competition, and the entries were creative and imaginative. Among them, there were many outstanding works that showcased the students' creativity and writing skills.
- 4. Besides, Cross subjects activity, such as "Philosophy Talk: Embracing Challenges Through a Philosophical Lens" was held by Dr. Lee King Hang on 13 November 2024. This session encouraged Clarians to explore difficulties from diverse perspectives. Dr. Lee provided tips on handling negative emotions through various scenarios, aiming to enhance resilience and cultivate a positive mindset. Additionally, the School Library has launched a mini book fair

- themed around philosophy, introducing our students to a range of renowned philosophers. This initiative will broaden their horizons through the joy of reading.
- 5. The "Winnie Wire Bookmark Workshop" by Ms. Tam Wing Yee Winnie was held on 8 April 2025, with 20 students participating in the event. Creating beautifully designed bookmarks adds a fun element to reading. Through this hands-on experience, students learned the importance of attentiveness and flexibility in managing various tasks. The workshop emphasized the significance of resilience in overcoming challenges, aligning perfectly with our school's theme.
- 6. Book displays for different subjects and committees, such as Book Display in Chinese Cultural Week, Academic Week with the topic "Aviation", English Week, Philosophy Talk, cross KLA activities (Chinese and Maths) Script Writing Activities, were held to enhance students' understanding of knowledge on the related topics. The event was well received by students, evidenced by their enthusiastic participation.
- 7. English Broadcast was conducted on selected Mondays, whereas Putonghua Broadcast was conducted on selected Wednesdays. Both broadcasts exposed students to a wide variety of topics ranging from local and international news to cultural and other subjects. Not only could students practice their listening skills, but also enrich their vocabulary and widen their horizons.
- 8. Chinese Book Fair was held on 5 and 6 March 2025. English Book Fair was held on 14 and 15 April 2025. The event was very popular among students. Students were exposed to more different types of books through the activity.

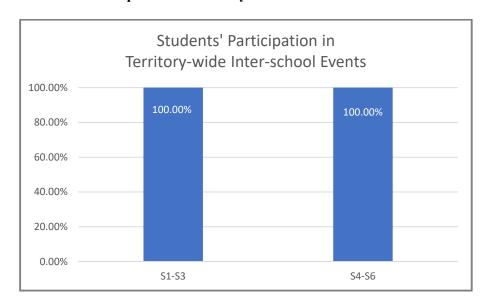
### F. Other Related Surveys for School Self-Evaluation

1. A holistic approach has been adopted in student support, wherein committees and class teachers work together to promote students' personal growth in various aspects. Students actively participate in experiential learning, community services and leadership training to maximize their exposure, enrich their experiences, develop their leadership skills, and contribute to the community.

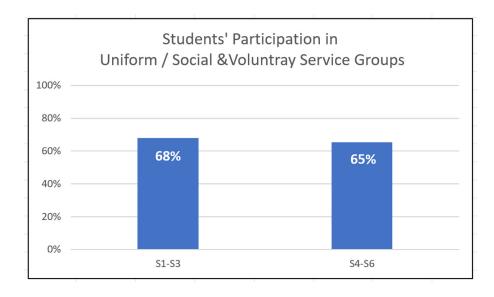
During the 2024-25 academic year, a total of 1173 hours of extra-curricular activities, organized by SU, House, clubs & societies, and leadership training programs, were offered to students. The Student Activities and Leadership Training Committee efficiently coordinated these activities. Additionally, students received 72 hours of training and workshops related to community service. The Gifted Education Committee dedicated approximately 253 hours to polish students' skills and excel in both in-school and external activities and competitions. The Student Guidance Committee devoted 610 hours to providing support for discipline, guidance, and personal growth for all students, including those with Non-Chinese Speaking (NCS) backgrounds and special education needs (SEN). The work of student support deeply embodies Catholic values. The Religious, Moral, and Civic Education Committee implemented activities for a total of 512 hours to actualize its targets. Furthermore, the Health and Environmental Education Committee, jointly with the Student Guidance and Religious, Moral, and Civic Education Committees, took care of students' mental and physical well-being. The Career and Life Planning Committee contributed 123 hours of activities and programs to guide students on their career paths and life planning.

These efforts demonstrate our commitment to providing comprehensive support to our students in various domains.

### 3. Students' Participation in Territory-wide Inter-school Events



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



### V. Student Support and School Ethos

### **School Culture**

To actualize the vision and mission of our school, we focus on the holistic development of our students, grounded in universal fraternity, evangelical simplicity, and a conscience imbued with the spirit and virtues of Christ, Our Lady, and St. Clare. A key component of our educational approach is Values-Driven Education, which seeks to instill in students a strong moral compass and a commitment to living by core values.

We consistently strive to cultivate students' awareness and capabilities in essential areas such as self-discipline, self-respect, respect for others, and self-motivation for learning. Central themes such as gratitude, sisterhood, emotional wellness, and positive psychology are integral to our annual priorities. Our students are recognized for their exemplary behavior, politeness, friendliness, helpfulness, and proactive involvement in serving both the school and the wider community.

In addition to our twin class teacher system, we have effectively implemented peer mentorship programs to provide comprehensive care and support for students in their personal growth and academic pursuits. This nurturing environment not only enhances students' educational experiences but also fosters a strong sense of values that guides them in their interactions and contributions to society.

### A. Support for Life-wide Learning

1. Use of the Student Activities Support Grant and Grant for School-based After- School Learning and Support Programs

Items	Student Activities Support Grant	Grant for School-based after School Learning and Support Programs	No. of Applicants
Sports	\$1,392.00	\$15,740.00	25
Musical Class	\$9,375.00	\$10,000.00-	15
Dance	-	\$14,360.00	20
Tutorial Class	-	\$15,900.00	40
Other Learning	16,533.00	\$1,000.00	55
Total	\$27,300.00	\$57,000.00	155

### Accomplishment

A total of 155 students benefited from various learning experiences through the subsidies of the Student Activities Support Grant and Grant for School-based After School Learning and Support Programs. The grants subsidized their course fees, transportation fees and so on, so that they were able to take part in a variety of outside the classroom and after-school activities including instrumental classes, dance classes and sports activities.

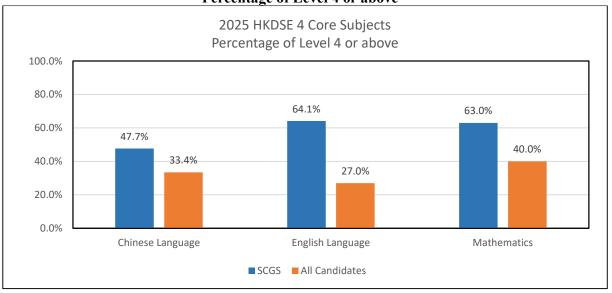
### **Evaluation and Reflection**

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

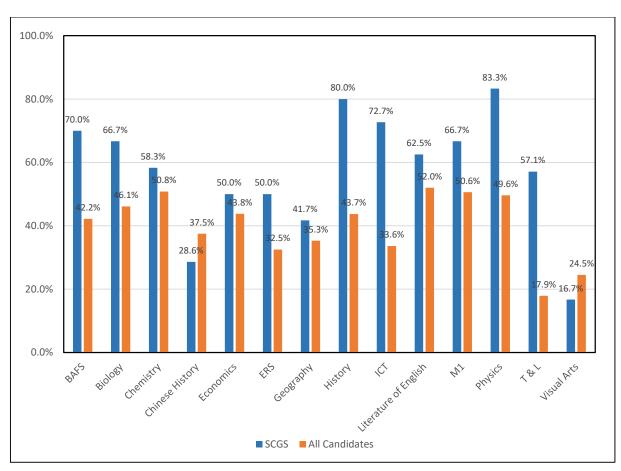
# **VI.** Student Performance

## A. Performance in HKDSE Examination (2025)

3 Core Subjects Percentage of Level 4 or above



# **2025 HKDSE Electives Subjects** Percentage of Level 4 or above



## **B.** Performance in Other Learning Experience

## EXTERNAL OUTSTANDING ACHIEVEMENTS Sept 2024 – August 2025

# Language and Academic Awards

Drama Fest 2025 - Best Directing Award

cting Award		
Merit prize	1A	Li Hiu Lam Heiley
•	1B	Au Chi Kai Asha
	1M	Chan Angelina Geneva Angie
	1M	Hui Ching Fan Lucy
	1M	Ip Wing Tung Isabelle
	1M	Yu Yat Nam Jade
	2G	Jin Zuyang Catherine
	2G	Wong Ching Yau Kaitlyn
	2R	Lee Wing Kiu Scarlet
	2R	Ng Yan Kiu Yannis
	2S	Cheung Hoi Ting Hayley
	2S	Garcia Rianne Princess Gumidam
	2S	Genova Angel Kanku
	2S	Khan Zunaira
	2S	Leung Hoi Laam Toby
	2S	Yip Chin Shun Chloe
	3J	Lam Karena Cheuk Nam
	3J	Wan King Yiu Chloe
	3J	Wong Wai Ching Regina
	3J	Yung Tsin Lok Ella
	3L	Wang Man Sin Alissa
	3M	Lai Ming Yau Tanya
	3T	Leung Tsz Yue Crystal
	3T	Navalta Yrrah Nhel Castaneda
	4A	Leung Hoi Ching Toby
	4A	Ng Ka Sin Joyce
	4F	Chan Khang Chyi Annisa Lozada
	4F	Shobi Alabat Manugue Kyle
	4F	Denisse
	5J	Leung Yan Ki Katie
	5L	Lau Eve

5M

5T

## **GOOD PEOPLE GOOD DEEDS - English Writing Competition**

Senior Level Top Ten and 6J Irene Kung Certificate of Merit

## **Hong Kong Young Writers Award 2025**

Senior Level Honourable Mention 1R Lau Cheuk Yiu Valerie

5L Chung Yue Jacqueline

Fu Tsz Ching Nicole

Rana Darshana

5L Yeong Xi Jamie

## "Reading is like..." Creative Sentence Writing Competition

	Commendable Award	2M 3J 5T 5T	Au Yeung Hei Yi Hailee Lam Wing Yee Katie Chan Chin Yau Yoei Tsoi Shun Ying Fides
The "21st Century Cup"	English Speaking Comp	etition	
Senior Level	Semi-finalists	5J	Wei Tsz Ching Sophie

# The 76th Hong Kong Schools Speech Festival 2024

Choral Speaking	Second Place	5J	Ma Hoi Man Annice
Dramatic Duologue		5M	Fong Cheuk Yi Peony
		5T	Khan Kashish Alam
		5T	Mau Hailey
		5T	Rana Darshana
		5T	Tsoi Shun Ying
Solo Verse Speaking	Third Place	1M	Chen Xi Yu Eunis
		5J	Ngo Yan Hay
		5T	Mau Hailey

## Hong Kong International Science Olympiad

Bronze Award 3L Cheung Tsz Yan Vivian

5J

Leung Yan Ki Katie

#### Junior Secondary Science Online Self-learning Scheme 2024

Gold Award	3L	Cheung Tsz Yan
	3L	Fong Audrey
	3L	Leung Hiu Hing Jasmine
	3L	Mak Sienna Hei Yau
	4A	Law Hau Chi
	4A	Ng Ka Yuen Grace
	4B	Liao Yuen Ching
	4B	Luk Ying Tung
	4D	Lau Wing Lam
Silver Award	3L	Chai Sin Nga
Bronze Award	4B	Fung Yee Lam

## Asia International Mathematical Olympiad Open Contest 2024

Bronze Award	3L	Cheung Tsz Yan Vivian
	2.77	N. C. W. E1

3T Ng Sze Wing Elsa

## Hong Kong & Macau Mathematical Olympiad Open 2024

Silver Award 3L Cheung Tsz Yan Vivian

## Hong Kong Mathematics Creative Problem Solving Competition for Secondary Schools

Bronze Award 2S Li Hoi Tung Schuyler 3J Chan Wing Lam

3M Ng Hoi Ying

#### **Mathematical Master Cup World Open Competition**

Silver Medal 3L Leung Hiu Hing Jasmine

Bronze Medal 2S Tse Haidee

#### IdeaPOP! 2024 Hong Kong Secondary School Students Startup Pitch Competition

Excellence in 5J Chan Yinhei Ceci Innovation Award 5J Ho Tsz Kwan Stephanie

> 5J Lau Ka Yu Siobhan 5M Fu Tsz Ching Nicole

#### Hong Kong Mathematics Creative Problem Solving Competition for Secondary Schools

Bronze Award 3J Chan Wing Lam

3M Ng Hoi Ying

2S Li Hoi Tung Schuyler

#### Hong Kong & Macau Mathematical Olympiad Open 2024

Gold 3T Ng Sze Wing Elsa Silver 3L Cheung Tsz Yan Vivian

#### Asia International Mathematical Olympiad Open Contest (Semi-Final) 2024

Bronze 3T Ng Sze Wing Elsa

3L Cheung Tsz Yan Vivian

## Hong Kong Financial Literacy Championship

1st Runner-up 6Pe Chu Suet Yu Victoria

6Pe Wu Tsz Ying Rachel

6Pe Yang Tsz Yin Soome

#### **Mathematical Master Cup World Open Competition**

Silver Medal 3L Leung Hiu Hing Jasmine

Bronze Medal 2S Tse Haidee

#### **Junior Secondary Science Online Self-learning Scheme 2024**

Gold Award 3L Cheung Tsz Yan

3L Fong Audrey

3L Leung Hiu Hing Jasmine

3L Mak Sienna Hei Yau

4A Law Hau Chi

4A NG Ka Yuen Grace

4B Liao Yuen Ching

4B Luk Ying Tung

4D Lau Wing Lam

Silver Award 3L Chai Sin Nga Bronze Award 4B Fung Yee Lam

#### 2025 International Primary & Secondary School Chemistry Elite Challenge

Junior Secondary 2nd Runner-up 3L Mak Sienna Hei Yau

# 「家校支持添關愛·孩子幸福又成才」標語創作比賽 初中組 冠軍 2R

中西區防火宣傳標語創作比賽

 高中組
 亞軍
 5T
 褚雯卿

 季軍
 5T
 吳靜雯

《「堅持」創作》歌詞創作比賽

中學組 季軍 5T 周穎妍

2024-2025 全國青少年語文知識大賽「菁英盃」現場作文初賽

初中組 二等獎 2M 倫珮瀅

 2R
 陳曉晴

 2R
 郭明蕙

司徒妡娜

2024-2025 全國青少年語文知識大賽「菁英盃」現場作文決賽

初中組 二等獎 2M 倫珮瀅

 2R
 陳曉晴

 2R
 郭明薫

與法治同行---全港中學校際演講比賽 2024

初中組 乙等獎 2S 陳沅蕎

第七十六屆香港學校朗誦節 2024

散文獨誦(普通話)中學 亞軍 4F 林澄言

三、四年級(女子組)

中國中學生作文大賽

高中組 銅獎 6A 楊惠婷

6J 吳星語

天馬盃 2024-2025 全港中英文硬筆書法比賽

中學高級組(中文組) 銅獎 5T 馮愷欣

尋找港灣的故事系列活動 2024---港灣議事廳辯論比賽

冠軍 1B 陳詠林

5T 馮苡晴

5T 吳靜雯

5J 黄子韻

5T 吳靜雯

# **Performing Arts Awards**

## **Joint School Music Competitions 2024**

Secondary School Cello	Bronze Award	4A	Cheung S. L. Lorraine
Solo – Senior			
Secondary School Harp	Gold Award	2S	Chan Chee Yau Audrey
Solo – Diploma Level			
Secondary School String	Silver Award	2M	Ngai Hei Yu Hayley
Ensemble		4A	Cheung S. L. Lorraine
		6Pa	Chung Wing Sum Venus
		6Pe	Cheng Wai Ting Tammy
	Bronze Award	5J	Chan Yinhei Ceci
		5T	Chu Man Hing Iris
			_

# The 4th Hong Kong Youth and Children's Music Competition 2024

Piano Grade 5 Gold Award	2R	Choi Hei Yau Kris
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## 61st Schools Dance Festival Competition

	1		
Dance for Health	Highly Commended	3J	Lam Karena Cheuk Nam
	Award	3J	Li Sin Ching Cindy
		3J	Tse Hui Yu Charity
		3L	Keung Tsz Ying Kelly
		3M	Yim Man Sin Mancy
		3T	Chan Cheuk Wai Eunice
		3T	Cheung Hoi Laam Abigail
		3T	Lee Lok Yiu
		4A	Law Sik Syun Natasha
		4A	Ma Hau Yin Megan
		4B	Chan Emma Sunnyrose
		4B	Hui Yan Sin Vanessa
		4B	Lee Sum Yuet
		4F	Cheung Tsz Yee
		4F	Coby Lee Sum Yau
		4F	Li Ka Yi Michelle
		5J	Ho Tsz Kwan Stephanie
		5L	Cheung Hei Yee, Ashley
		5L	Lee Tsz Wun, Carina
		5M	Hui Cheuk Chi Angelina
		5M	Lai Ming See Sasha
		5M	Wong Tsz Ying Tiffany
		5T	Chen Chung Yan Elmy
		5T	Cheng Sze Ching Michelle
TO SECOND IN CO.	3.6 . 35		

## The 77<sup>th</sup> Hong Kong Schools Music Festival

Zheng Solo – Senior	Third Place	4A	Wong Ka Tung Kitty
Harmonica Solo –	Third Place	2R	Ng Yan Lam Constance
Intermediate			
Church Music –	Third Place	1A	Ling Sum Yi Venus
Singing in Chinese		1A	Ngan Libby
		1M	Chu Man Ying Megan
		1M	Hui Wan Ki Kate
		1M	Pang Cheuk Yan Cloris

Lai Wing Tsun June 1R 1R Lam Ka Yan Victoria 2G Mok Tsz Kew Danielle 2GTo Tsz Wai Rachel 2GWong Yan Ki Vanesa Viki 2G Xie Tsam Yin Summer 2GYu Yan May 2MHo Tin Yeuk Euphemia 2R Chu Wing Laam Venus 2R Li Hoi Tung Schuyler 2SOr Cheuk Hei Edwina 3J Chan Yuet Miranda 3JTse Hui Yu Charity 3J Wan King Yiu Chloe 3J Wong Hoi Tung Fiona 3J Yeung Hoi Yan Cherie 3L Cheng Shuk Yu Larissa 3MHa Ching Ka Tiffany 3MHau Hiu Tung Bertie 3MKwok Hiu Ying Belle 3MWong Ying Sin Vincy 3T Soo Ching Yan Charlotte 4B Cheng Wai Yung Sophia 4D Ho Chung Yan Jessica 2S

#### 'Sonar Youth Music Contest 2024

Harp Performance Champion 2S Chan Chee Yau Audrey

# The 4th Guangdong-Hong Kong-Macao Greater Bay Area Music Competition (Greater Bay Area, Guangdong-Hong Kong-Macao)

Secondary School

Champion

2S 陳芷悠

Orchestral Group

# The 4th Guangdong-Hong Kong-Macao Greater Bay Area Music Competition (Hong Kong and Macao Regions)

Secondary School Orchestral Group Champion 2S 陳芷悠

\_\_\_\_

# The 12th Hong Kong International Performance Arts Festival and Music Competition (Hong Kong)

Guzheng Grading Class –

First Place

4A Wong Ka Tung Kitty

Grade 8

# The 12th Hong Kong International Performance Arts Festival and Music Competition (International Round)

Guzheng Grading Class –

First Place

4A Wong Ka Tung Kitty

Grade 8

#### 第11 屆香港國際音樂節音樂比賽

少年民樂彈撥(二)組 一等

4A 黃嘉彤

香港賽區 (藝韻盃)

民樂小組中學組 香港賽區 (藝韻盃) 第一名

4A 黄嘉彤

# **Sports Awards**

## "Jump Rope for Heart" Inter-School Rope Skipping Competition 2024

15 seconds (Junior) Front Speed	1st Runner-up	3J	Chan Hailey
•	2nd Runner-up	3J	Tse Hui Yu Charity
15 seconds (Junior) Double Under	Champion	3L	Chen Wing Chi Vincy
	1st Runner-up	3J	Chan Hailey
	2nd Runner-up	4F	Lam Ching Yin Kaydia
15 seconds (Junior) Front Speed Jump	Champion	3L	Chen Wing Chi Vincy
15 seconds (Junior) Side Straddle	Champion	4F	Lam Ching Yin Kaydia
	1st Runner-up	3J	Tse Hui Yu Charity
15 seconds (Junior) Speed Step	Champion	4F	Lam Ching Yin Kaydia
	1st Runner-up	3L	Chen Wing Chi Vincy
	2nd Runner-up	3T	Yau Sum Yi Melissa
15 seconds (Senior) Double Under	2nd Runner-up	5T	Fung Hoi Yan Sakura
15 seconds (Senior) Front Cross	2nd Runner-up	5T	Fung Hoi Yan Sakura
15 seconds (Senior) Speed Step	1st Runner-up	5L	Lee Pui Wing Lian
1 1	2nd Runner-up	5T	Fung Hoi Yan Sakura

# Kai Tai Sports Initiative – The 6<sup>th</sup> Hong Kong Inter-School Jump Rope Championship

2 minutes Long Rope Figure	1st Runner-up	3J	Tse Hui Yu Charity
8 Relay		3L	Chen Wing Chi Vincy
		3T	Yau Sum Yi Melissa
		4F	Lam Ching Yin Kaydia
		5L	Lee Pui Wing Lian
		6A	Fong Tsan Seen Vianne
45 second Freestyle (Age 14 or under)	Champion	4F	Lam Ching Yin Kaydia
45 second Freestyle (Age 15 or above)	2nd Runner-up	5T	Fung Hoi Yan Sakura
30 seconds Front Speed (Age 15 or above)	1st Runner-up	5L	Lee Pui Wing Lian
,	2nd Runner-up	5T	Fung Hoi Yan Sakura
30 seconds Front Speed (Age 14 or under)	Champion	4F	Lam Ching Yin Kaydia
,	1st Runner-up	3L	Chen Wing Chi Vincy
	2nd Runner-up	3T	Yau Sum Yi Melissa
4x30 seconds Medley	Champion	3L	Chen Wing Chi Vincy
Speed Relay		4F	Lam Ching Yin Kaydia
		5L	Lee Pui Wing Lian
		5T	Fung Hoi Yan Sakura

<b>Universal Jump Rope</b>	woria	Club	<i>2</i> 024
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Single Rope Team Freestyle	Bronze	4F	Lam Ching Yin Kaydia
Team Show	Bronze	4F	Lam Ching Yin Kaydia

# Hong Kong Rope Skipping Championship 2024 and Hong Kong, China Double Dutch Team Selection

1 minute Double Dutch	2nd Runner-up	4F	Lam Ching Yin Kaydia
Speed Mix 15 or above		5L	Lee Pui Wing Lian
		5T	Fung Hoi Yan Sakura
Double Dutch Pair Freestyle	Champion	4F	Lam Ching Yin Kaydia
Female 13-15			
Double Dutch Speed 4x30	Champion	4F	Lam Ching Yin Kaydia
seconds	_		

# Hong Kong Rope Skipping Championships 2025 and Hong Kong China Delegation Team Selection IRSO Qualifying Event

90 seconds Single Rope Speed Endurance	2nd Runner-up	4F	Lam Ching Yin Kaydia
(Age 14-15)			
2x30 seconds Single Rope	Champion	4F	Lam Ching Yin Kaydia
Double Speed Relay			
(Age 13-15)			
Wheel Pair Freestyle	2nd Runner-up	4F	Lam Ching Yin Kaydia
(Age 14-15)			
Single Rope Pair Freestyle	1st Runner-up	4F	Lam Ching Yin Kaydia
(Age 16 or above)			
Single Rope Team Freestyle	1st Runner-up	4F	Lam Ching Yin Kaydia
(Age 16 or above)			
4x30 seconds Single Rope	1st Runner-up	4F	Lam Ching Yin Kaydia
Speed Relay			
(Age 16 or above)			

## **Jumpy Inter-School Double Dutch Championship 2025**

Double Dutch Speed sprint	Champion	3T	Yau Sum Yi Melissa
30 seconds		5L	Lee Pui Wing Lian
		5T	Fung Hoi Yan Sakura

## Eastern Jump Rope Open 2024

Single Rope Individual Freestyle in 45 seconds (Girls, Age 16 or above)	1st Runner-up	5T	Fung Hoi Yan
(Ghis, rige to or above)	2nd Runner-up	5L	Lee Pui Wing
Partner Jump in 30 seconds	Champion	5L	Lee Pui Wing
(Girls, Age 15 or above)	1	5T	Fung Hoi Yan
Partner Jump in 30 seconds	Champion	1A	Tam Ying Yinta
(Mixed Open, Age 12-14)	_		-

# Kwai Tsing Rope Skipping Tournament 2025

Single Rope Pair Speed 30 seconds, Age 15 or above	Champion	5L 5T	Lee Pui Wing Lian Fung Hoi Yan Sakura
Single Rope Speed	Champion	5T	Fung Hoi Yan Sakura
30 seconds, Age 16 or above	•		
45 seconds Freestyle,	1st Runner-up	5T	Fung Hoi Yan Sakura
Age 16 or above			
Universal Jump Rope World	l Series 2025		

Single Rope Speed Relay	1st Runner-up	4F	Lam Ching Yin Kaydia
2x30 seconds (Mixed)			
Double Dutch Fusion	1st Runner-up	4F	Lam Ching Yin Kaydia
2-3 minutes (Open)	_		

# The 15th Teacher Sports Festival-Rope Skipping Competition

The 15 Teacher Sports Fes	anvai-Kope Skipping Co	mpeuu	IOH
Single rope speed 1x30 (Aged 14)	Champion	3L	Chen Wing Chi Vincy
	1st Runner-up	3J	Chan Wing Lam Hailey
Single rope speed 1x30 (Aged 15)	Champion	4F	Lam Ching Yin Kaydia
(11804 12)	2nd Runner-up	3J	Tse Hui Yu
Single rope speed 1x30	Champion	5T	Fung Hoi Yan Sakura
(Aged 16 or above)	0. 1 D	<b>6</b> T	T D'177' T'
	2nd Runner-up	5L	Lee Pui Wing Lian
Jogging Step 1x30 (Aged 14)	Champion	3L	Chen Wing Chi Vincy
	1st Runner-up	3J	Chan Wing Lam Hailey
Jogging Step 1x30 (Aged 15)	Champion	4F	Lam Ching Yin Kaydia
Jogging Step 1x30	Champion	5T	Fung Hoi Yan Sakura
(Aged 16 or above)			
Backwards speed 1x30 (Aged 14)	Champion	3L	Chen Wing Chi Vincy
, ,	1st Runner-up	3J	Chan Wing Lam Hailey
Backwards speed 1x30 (Aged 15)	Champion	3J	Tse Hui Yu
(11800 10)	2nd Runner-up	3T	Yau Sum Yi Melissa
Backwards speed splint 1x30 (Aged 15)	1st Runner-up	4F	Lam Ching Yin Kaydia
Backwards speed 1x30 (Aged 16 or above)	2nd Runner-up	5T	Fung Hoi Yan Sakura
` `	C1	1 1 1	T XZ XZ A 1:
Single rope speed relay	Champion	1M	Lee Yuen Yan Alisa
4x30 (Aged 15 or above)		3J	Chan Wing Lam Hailey
		3J	Tse Hui Yu
		3T	Yau Sum Yi Melissa
Long rope speed 1x30	1st Runner-up	1M	Lee Yuen Yan Alisa
(Aged 15 or above)		3J	Chan Wing Lam Hailey
		3J	Tse Hui Yu
	2nd Runner-up	3L	Chen Wing Chi Vincy
		3T	Yau Sum Yi Melissa
		4F	Lam Ching Yin Kaydia
		5L	Lee Pui Wing Lian
		5T	Fung Hoi Yan Sakura

Long rope 2 minutes endurance (Figure 8) (Aged 15 or above)	Champion	1M 3J 3J 3L 3T 4F 5L 5T	Lee Yuen Yan Alisa Chan wing Lam Hailey Tse Hui Yu Chen Wing Chi Vincy Yau Sum Yi Melissa Lam Ching Yin Kaydia Lee Pui Wing Lian Fung Hoi Yan Sakura
Nova Athletics Club Autum	n Juniors Athletics Com	petitio	n 2024-2025
Long Jump, Girls Section	2nd Runner-up	1B	Chen Lilingyuan Annie
Southern District Karate Ag	ge-group Invitational Co	mpetit	ion 2024
Girls Kumite Age 12-13, Girls Junior Group	2nd Runner-up	2S	Chau Charis Hoi Tung
Southern District Age Grou	p Athletic Meet 2024		
High Jump, Women Division E	Champion	1R	Poon Tsz Yin Cheris
Long Jump, Women Division C	Champion	6Pa	Leung Tsoi Yi Cherry
Javelin Throw, Women Division C	Champion	6Pa	Leung Tsoi Yi Cherry
100m Hurdle, Women Division C	1st Runner-up	6Pa	Leung Tsoi Yi Cherry
Central & Western District	Age Group Athletic Med	et 2024	
High Jump, Women Division E	Champion	1R	Poon Tsz Yin Cheris
	•		
Division É	•	x100m	
Division E  Pui Tak Canossian College	Annual Athletics Meet 4 Champion	x100m 1M 1R 3L	Invitation Relay Lim Ching Tung Tiffany Poon Tsz Yin Cheris Tam Man Wai Wancy
Division É  Pui Tak Canossian College A  4x100m Invitation Relay	Annual Athletics Meet 4 Champion	x100m 1M 1R 3L	Invitation Relay Lim Ching Tung Tiffany Poon Tsz Yin Cheris Tam Man Wai Wancy
Division É  Pui Tak Canossian College A  4x100m Invitation Relay  Inter-School Athletics Comp	Annual Athletics Meet 4 Champion Detition 2024-2025	1M 1R 3L 3T	Invitation Relay Lim Ching Tung Tiffany Poon Tsz Yin Cheris Tam Man Wai Wancy Wong Cheuk Lok Cherish
Division E  Pui Tak Canossian College A  4x100m Invitation Relay  Inter-School Athletics Comp  Girls Grade A – Discus  Throw  Girls Grade A – Javelin	Annual Athletics Meet 4 Champion  Detition 2024-2025  1st Runner-up	1M 1R 3L 3T 5M	Invitation Relay Lim Ching Tung Tiffany Poon Tsz Yin Cheris Tam Man Wai Wancy Wong Cheuk Lok Cherish Tsui Natalie Yuki
Pui Tak Canossian College A 4x100m Invitation Relay  Inter-School Athletics Comp Girls Grade A – Discus Throw Girls Grade A – Javelin Throw Girls Grade A – 100m	Annual Athletics Meet 4 Champion  Detition 2024-2025 1st Runner-up 2nd Runner-up	1M 1R 3L 3T 5M	Invitation Relay Lim Ching Tung Tiffany Poon Tsz Yin Cheris Tam Man Wai Wancy Wong Cheuk Lok Cherish Tsui Natalie Yuki Tsui Natalie Yuki
Pui Tak Canossian College A 4x100m Invitation Relay  Inter-School Athletics Comp Girls Grade A – Discus Throw Girls Grade A – Javelin Throw Girls Grade A – 100m Hurdle Girls Grade B – 1500m	Annual Athletics Meet 4 Champion  Detition 2024-2025 1st Runner-up 2nd Runner-up 3rd Runner-up 1st Runner-up	1M 1R 3L 3T 5M 5M 5J 3L	Invitation Relay Lim Ching Tung Tiffany Poon Tsz Yin Cheris Tam Man Wai Wancy Wong Cheuk Lok Cherish  Tsui Natalie Yuki Tsui Natalie Yuki Ho Tsz Kwan Stephanie Lui Lok Hei Helena

Girls Grade C – 100m Hurdle	1st Runner-up	1M	Lim Ching Tung Tiffany
Girls Grade C – 4x100m	2nd Runner-up	1B	Chen Lilingyuan Annie
Relay	zna ranner ap	1M	Lim Ching Tung Tiffany
relay		1M	Wong Hei Yu Hailey
		1R	Poon Tsz Yin Cheris
		110	Tooli 132 Tili Cheris
Jockey Club Youth Football	l Development Program	me 202	24-2025
Women Youth Football	1st Runner-up	1A	Tam Ying Yinta
Competition – Stage 2	_		-
(Female, Age 13 or under)			
Jockey Club Youth Football	l Development Program	me 202	4-25 – Regional Programme
Women Youth Football	2nd Runner-up	1A	Tam Ying Yinta
Competition – Stage 4			
(Female, Age 13 or under)			
"Active Students, Active Pe	ople" Campaign		
MVPA60 Award Scheme	Gold Award	2M	Chan Hoi Yiu Carly
		2R	Chu Wing Laam Venus
		2R	Li Hoi Tung Schuyler
		2R	Szeto Yan Na Jessica
		2S	Chan Chee Yau Audrey
		3L	Lam Sui Yan Athena
		3L	Pun Wing Lam Ashley
		3L	Wu Merry
		3M	Ng Hoi Ying Martina
		3T	Li Yuen Yee Ocean
		4F	Lee Nok Ching Natalie
		5T	Chu Ka Yi Kelly
		6A	Cheung Sze Man Simone
		6A	Ip Sum Yau Karly
	Silver Award	3M	Cheng Yi Lam Jasmine
		6A	Chiang On Ki Anki
	Bronze Award	2R	Ko On Ching Natalie
		2R	Wong Ching Hei Zita
		2R	Wong Nga Lam Elaine
		2S	Chan Yuen Kiu, Yuki
		3T	Kwong Hung Yu Lavina
		6A	Fong Tsan Seen Vianne
Hong Kong Island Regional	l Anti-Fraud 3x3 Basket	ball Co	ompetition
			-
Girls U14	2nd Runner-up	3J 3L	Loi Pui Yi Joey
		3L 3L	Leung Uen Sum Eva Lui Lok Hei Helena
		3L 3M	Yim Man Sin Mancy
		J1 <b>V1</b>	i iii wan sin wancy
Yau Tsim Mong Youth Fenc	ing Competition		
Open Girls Foil+	1st Runner-up	4A	Ng Yan Hei Hayley
open onto ron :	15t Kumer-up	777	116 Tall Her Hayley

<b>Kowloon City Sports Association Cup Hong Kong Primary Schools Fencing Invitation</b>
Championship

Championship			
Girls U12 Epee	1st Runner-up 2nd Runner-up	1A 1M	Hui Hiu Yu Danielle Chiu Yui Sze Sophie
Inter-School Swimming Con	mpetition 2024-2025 Div	ision T	Three (Hong Kong Island)
Girls Grade A 200m Breast Stroke	Champion	4A	Chun Tsz Ki Jasmine
Girls Grade A 200m Free Style	1st Runner-up	2R	Szeto Yan Na Jessica
Girls Grade A 100m Back Stroke	3rd Runner-up	2R	Szeto Yan Na Jessica
Precious Blood Secondary S	School Swimming Gala 2	2025	
4x50m Invitation Relay	2nd Runner-up	2G 2R 2S 4A	Chan Yuen Kiu Sofie Szeto Yan Na Jessica So Cheuk Lam Sherie Chun Tsz Ki Jasmine
<b>Inter-School Cross Country</b>	Competition 2024-2025	;	
Girls Grade B	1st Runner-up	1B 1B 3J 3J 3L	Chiang Cheuk Yiu Charlotte Wong Ashley Cheng Pak Ying Angel Choi Tsz Ying Alisa Lui Lok Hei Helena
Girls Grade B – Individual	Champion	3T 3L	Wong Cheuk Lok Cherish Lui Lok Hei Helena
Young Athletes Volleyball T	raining Scheme - Challe	enge Da	y
Girls First Pass Technique Challenge	2nd Runner-up	4B	Kwok Wing Yu Iris
ISIAsia Skate Beijing 2025			
Jump Fiesta FS4 Spin Master Silver Open FS Silver Speed Racing Lt. Ent. Spot. FS4	First Place First Place Second Place Second Place Third Place	3T 3T 3T 3T 3T	Mak Hoi Yiu Cinderella Mak Hoi Yiu Cinderella Mak Hoi Yiu Cinderella Mak Hoi Yiu Cinderella Mak Hoi Yiu Cinderella
Jockey Club Women's Yout	h Football Training Pro	gramm	e 2024
Women Youth Football Competition (Female, Age 13 or under)	1st Runner-up	1A	Tam Ying Yinta
Precious Blood Secondary S	School Swimming Gala 2	2025	
4x50m Invitation Relay	2nd Runner-up	2G 2R 2S 4A	Chan Yuen Kiu Sofie Szeto Yan Na Jessica So Cheuk Lam Sherie Chun Tsz Ki Jasmine

Hong Kong Youth Elite Dar	ice Contest 2025		
Chinese Dance, Teen Group	Gold Award	1M	Tse Hei Yan Dora
		1R	Pang Ho Laam Coco
		2G	Ho Pui Yu Chloe
		2G	Wong Hong Lam Priscilla
		2G	Wu Cho Yuen Joey
		2S	Feng May Wa Andrea
		2S	So Cheuk Lam Sherie
		3T	Ng Sze Wing Elsa
		4D	Lau Wing Lam Kitty
		5J	Hung Yin Ki Ankie
		5J	Lam Kwan Ching Natty
Chinese Dance, Teen Trio	Gold Award	4D	Lau Wing Lam Kitty
		5J	Hung Yin Ki Ankie
		5J	Lam Kwan Ching Natty
		2S	So Cheuk Lam Sherie
61st Schools Dance Festival	•		
Chinese Dance, Secondary	Highly Commended	1M	Tse Hei Yan Dora
Section, Group	Award	1R	Pang Ho Laam Coco
		2G	Ho Pui Yu Chloe
		2G	Wong Hong Lam Priscilla
		2G	Wu Cho Yuen Joey
		2S	Feng May Wa Andrea
		2S	So Cheuk Lam Sherie
		3T	Ng Sze Wing Elsa
		4D	Lau Wing Lam Kitty
		5J	Hung Yin Ki Ankie
		5J	Lam Kwan Ching Natty
Chinese Dance, Secondary	Highly Commended	4D	Lau Wing Lam Kitty
Section, Trio	Award	5J	Hung Yin Ki Ankie
		5J	Lam Kwan Ching Natty
Chinese Dance, Secondary Section, Solo	Highly Commended Award	2S	So Cheuk Lam Sherie
61st School Dance Festival (	(Jazz and Street Dance)		
	Highly Commended	1A	Chow Yin Hei Hailey
	Award	1B	Cheng Hei Yiu Cheryl
		1B	Lai Yat Yin Erin
		1M	Chu Man Ying Megan
		1M	Ng Hoi Lam Markita
		1M	Tong Sum Yue Michelle
		1R	Yu Charlie
		2R	Chen Ai Lin Ailin
		2S	Or Cheuk Hei Edwina
		3M	Ho Wing Chi Sophie
		3M	Lo Cheuk Ying Zita

3T Tsang Hoi Ching Margaret
4A Chan Ruolan Michelle
4A Ng Hoi Ki Matilda
4B Chan Emma Sunnyrose
5L Cheung Hoi Tung Ally

## 關愛和諧樂共融新來港定居及少數族學童成就獎

最具運動潛能獎 6J Joelle Jeanbourquin

4F Lozada Shobi Alabat

## Visual Arts Awards

Champion 4F Chan Hoi Ching Sovina
1st runner up 5T Ho Cheuk Lam
Silver Award 4D Cheuk Yat Kiu
Bronze Award 5M Siu Wai Tung

Celebration of Xu Beihong' Birthday and the Centennial Anniversary of his Japanese arrival – Beihong's Spirit of Sino-Japanese Children Art Exhibition

Teenage group B First Honour 3T Mak Wai Ki Jasmine

**International Youth Painting Competition** 

Gold Award 3T Mak Wai Ki Jasmine

3rd Hong Kong Youth and Children's Painting Competition 2024 – Animals Category

Champion 2G Kwok Fun Yee

The 4th International Children's Painting Autumn Competition

Open Category Grand Prize 3T Mak Wai Ki Jasmine

 $CTW\ International\ Children\ and\ Youth\ Painting\ and\ Calligraphy\ 2024\ Summer\ Competition$ 

- World of Dreams

Excellent Prize Bronze Award 3T Mak Wai Ki Jasmine

**The Monet International Art Prix** 

Gold Award 2G Kwok Fun Yee

3T Mak Wai Ki Jasmine

Stitchable Chinese Arts' Fashion Design Competition and Catwalk Show

Design Excellence 2M Lok Ying Yan Kate

Award

**International Youth Art Festival 2025** 

Preliminary Selection Gold Award 3T Leung Tsz Yue Crystal Final Round Silver Award 3T Leung Tsz Yue Crystal

徐悲鴻誕辰暨赴日百年紀念一悲鴻精神中日青少年兒童原創藝術作品展

樱馬大賞 3T 麥慧琦

關愛和諧樂共融新來港定居及少數族學童成就獎

最具藝術潛能獎 6J Joelle Jeanbourquin

5T Rana Darshana

# 中西區「香港無處不旅遊」繪畫比賽

Champion 4F Chan Hoi Ching Sovina

1st runner up 5T Ho Cheuk Lam Silver Award 4D Cheuk Yat Kiu Bronze Award 5M Siu Wai Tung

# Others Awards

"Gin1daai6.in.wd"	Г	堅社大」	Expo
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"Gin1daai6.in.wd"「堅社力	Expo		
Most Popular Booth	Champion	4A	Law Hau Chi Kylie
_	_	4A	Liao Yuen Ching Gianna
		4B	Cheung Ka Shun Natalie
		4B	Chung Pui Ching Carissa
		4B	Liao Yuen Ching Iris
		4D	Hung Hoi Ying Carly
Best Theme-oriented Award	Champion	4A	Law Hau Chi Kylie
		4A	Liao Yuen Ching Gianna
		4B	Cheung Ka Shun Natalie
		4B	Chung Pui Ching Carissa
		4B	Liao Yuen Ching Iris
		4D	Hung Hoi Ying Carly
第七屆「紫荊杯」全港中小	<b>、學生「慶祝中華人民共</b>	和國成	立 75 周年」知識競賽
	中學組個人特別嘉許獎	5J	Law Bertille Teresa
Personal Finance Literacy	Competition 2024		
	3rd Runner-up	5J	Leung Hoi Ching Phoebe
	3rd Runner-up	5L	Li Wing Chi GiGi
		5L	Ma Wui Man Alisa
		5L	Ng Sze Hang Chloe
		5L	Wong Yuk Bo April
Hong Kong Financial Liter	acy Championship 2024		
8 8	1st Runner-up	6Pe	Chu Suet Yu Victoria
	1st Kumier-up	6Pe	Wu Tsz Ying Rachel
		6Pe	Yang Tsz Yin Soome
		01 0	rang 132 rm 500me
<b>Jockey Club Volunteer Tog</b>	ether Programme		
Continuous Good Deeds	Gold Award	3L	Chai Sin Nga Sarah
Performance			
Everything You Need to Kn			nort Video Competition 2024
	Silver Award	6Pe	Liao Ying Phoebe
		6Pe	Ma Hau Tung Hiliary
		6Pe	Ng Ka Wing Chole
		6Pe	Shum Wing Yin Annika
Volunteer Service Apprecia	tion Award		
	Gold Award	6Pe	Leung Wing Yu Chloe
	Silver Award	4A	Liao Yuen Ching Gianna
		4D	Ho Chung Yan Jessica
		6A	Cheung Sze Man Simone
		6A	Fong Tsan Seen Vianne
		6A	Ko Wing Lam Kobe
		6A	Law Pui Yu Pearlie
		6 A	Van a Wai Tin a Clarista

Yang Wai Ting Christy

6A

6Pe Wu Wai Laam Sally Bronze Award 2G Kwok Fun Yee Chloe 2MChan Hoi Yiu Carly 3J Chan Wing Lam Hailey 5L Wong Ching Lam Grace **Chemical Safety Poster Design Competition 2024-2025** 1st Runner-up 3M Law Hoi Kei Bernice 3M Ng Hoi Lam Serena **Hong Kong Red Cross Youth Unit Prize Presentation Ceremony** Unit of the Year 2nd Runner-up in Hong 2GChan Hoi Kiu Yunarry Competition Kong Island Division 2G To Tsz Wai Rachel 2M Lok Ying Yan Kate and Overall 2nd Runner-up 2MLun Pui Ying Gwyneth in Hong Kong Pang Yan Ching 2MTsun Wai To Lavender 2M2S Chung Chi Yin 2S Li Nok Sum Sophie 3J Chan Hailey Wong Siu Mai Mini 3J 3J Xu Yingying Veronica 3L Hui Pui Lam Kaitlyn 3L Lam Sui Yan Athena Fan Hei Wing Wing 3M 3M Wong Pui Yan Joyce 3T Cheung Abigail Hoi Laam Leung Hei Kiu Quinci 3T 3T Soo Ching Yan Law Hau Chi Kylie 4A 4B Cheung Ka Shun Natalie 4D Lau Wing Lam Kitty 4D Ng Kiara Megan Xue Wenjun Bella 5J 5L Lai Hiu Tung Sumi Wong Ching Lam 5L 5T Au Hoi Ching Ellie Tsoi Shun Ying Fides 5T Keung Ho Yuet Keiki 6J Kung Irene 6J 6J Lee Yuet Yi Wong Ka Yi Vivian 6Pa Wong Ue Yan Amy 6Pe Service Shield Overall 2nd Runner-up 2G Chan Hoi Kiu Yunarry in Hong Kong 2G To Tsz Wai Rachel Lok Ying Yan Kate 2M2MLun Pui Ying Gwyneth 2MPang Yan Ching 2MTsun Wai To Lavender 2SChung Chi Yin Li Nok Sum Sophie 2S3J Chan Hailey 3J Wong Siu Mai Mini

		3J	Xu Yingying Veronica
		3L	Hui Pui Lam Kaitlyn
		3L	Lam Sui Yan Athena
		3M	Fan Hei Wing Wing
		3M	Wong Pui Yan Joyce
		3T	Cheung Abigail Hoi Laam
		3T	Leung Hei Kiu Quinci
		3T	Soo Ching Yan
		4A	Law Hau Chi Kylie
		4B	Cheung Ka Shun Natalie
		4D	Lau Wing Lam Kitty
		4D	Ng Kiara Megan
		5J	Xue Wenjun Bella
		5L	Lai Hiu Tung Sumi
		5L	Wong Ching Lam
		5T	Au Hoi Ching Ellie
		5T	Tsoi Shun Ying Fides
		6J	Keung Ho Yuet Keiki
		6J	Kung Irene
		6J	Lee Yuet Yi
		6Pa	
			Wong La Von Amy
Doct Thomas Compies Duciest	1 at Dannan an in Hana	6Pe	Wong Ue Yan Amy
Best Theme Service Project	1st Runner-up in Hong	2G	Chan Hoi Kiu Yunarry
Competition	Kong Island Division	2G	To Tsz Wai Rachel
	and	2M	Lok Ying Yan Kate
	Overall 2nd Runner-up	3J	Chan Hailey
	in Hong Kong	3J	Xu Yingying Veronica
		3M	Wong Pui Yan Joyce
		3T	Cheung Abigail Hoi Laam
		4A	Law Hau Chi Kylie
		5J	Xue Wenjun Bella
		5T	Au Hoi Ching Ellie
		5T	Chu Man Hing Iris
		6J	Kung Irene
		6Pa	Wong Ka Yi Vivian
Hong Kong Red Cross Yout	th Nursing Competition (	Centra	l and Western District)
Scene Simulation Competition	Best Leader Award	4A	Law Hau Chi Kylie
Hong Kong Red Cross Outs	standing Youth Unit of Ce	entral a	and Western District
	Outstanding Youth Unit	2G	Chan Hoi Kiu Yunarry
	Award	2G	To Tsz Wai Rachel
		2M	Lok Ying Yan Kate
		2M	Lun Pui Ying Gwyneth
		2M	Pang Yan Ching
		2M	Tsun Wai To Lavender
		2S	Chung Chi Yin
		2S	Li Nok Sum Sophie
		3J	Chan Hailey
		3J	Wong Siu Mai Mini
		3J	Xu Yingying Veronica
		3L	Hui Pui Lam Kaitlyn
		JL	mum i un Laim Kaltiyii

	3L	Lam Sui Yan Athena
	3M	Fan Hei Wing Wing
	3M	Wong Pui Yan Joyce
	3T	Cheung Abigail Hoi Laam
	3T	Leung Hei Kiu Quinci
	3T	Soo Ching Yan
	4A	Law Hau Chi Kylie Cheung Ka
	4B	Shun Natalie
	4D	Lau Wing Lam Kitty
	4D	Ng Kiara Megan
	5J	Xue Wenjun Bella
	5L	Lai Hiu Tung Sumi
	5L	Wong Ching Lam
	5T	Au Hoi Ching Ellie
	5T	Tsoi Shun Ying Fides
	6J	Keung Ho Yuet Keiki
	6J	Kung Irene
	6J	Lee Yuet Yi
	6Pa	Wong Ka Yi Vivian
	6Pe	Wong Ue Yan Amy
Best Improvement	2G	Chan Hoi Kiu Yunarry
Award	2G	To Tsz Wai Rachel
	2M	Lok Ying Yan Kate
	2M	Lun Pui Ying Gwyneth
	2M	Pang Yan Ching
	2M	Tsun Wai To Lavender
	2S	Chung Chi Yin
	2S 3J	Li Nok Sum Sophie
	3J	Chan Hailey Wong Siu Mai Mini
	3J	Xu Yingying Veronica
	3L	Hui Pui Lam Kaitlyn
	3L	Lam Sui Yan Athena
	3M	Fan Hei Wing Wing
	3M	Wong Pui Yan Joyce
	3T	Cheung Abigail Hoi Laam
	3T	Leung Hei Kiu Quinci
	3T	Soo Ching Yan
	4A	Law Hau Chi Kylie
	4B	Cheung Ka Shun Natalie
	4D	Lau Wing Lam Kitty
	4D	Ng Kiara Megan
	5J	Xue Wenjun Bella
	5L	Lai Hiu Tung Sumi
	5L	Wong Ching Lam
	5T	Au Hoi Ching Ellie
	5T	Tsoi Shun Ying Fides
	6J	Keung Ho Yuet Keiki
	6J	Kung Irene
	6J	Lee Yuet Yi
	6Pa 6Pe	Wong Ka Yi Vivian
Best Leader Award	6J	Wong Ue Yan Amy Kung Irene
Dest Leader Award	Oi	ixing frene

# VI. Financial Reports

## Financial Summary 2024/25 (Unaudited Report)

	\$	\$	\$
	Income	Expenditure	Surplus / (Deficit)
1. Government Funds			
I. Non-School Specific Grant			
EOEBG Baseline Reference	2,110,095.00	1,771,155.00	338,940.00
Sub-total_	2,110,095.00	1,771,155.00	338,940.00
II. School Specific Grant			
Admin Grant	4,268,940.00	4,128,370.00	140,570.00
Air-conditioning Grant	640,665.00	500,636.00	140,029.00
Composite IT Grant	520,386.00	433,374.00	87,012.00
Capacity Enhancement Grant	676,944.00	104,610.00	572,334.00
School-Based Speech Therapy Administration Recurrent Grant	8,541.00	0.00	8,541.00
School-based Management Top-up Grant	53,385.00	8,900.00	44,485.00
Renovation		1,493,636.00	(1,493,636.00)
Sub-total	6,168,861.00	6,669,526.00	(500,665.00)

## Deficit as at 31 August 2025 To be covered by EOEBG Surplus b/f from 31 August 2024

(161,725.00)

		\$	\$	\$
		Income	Expenditure	Surplus / (Deficit)
2. School Funds				
Tong Fai		90,440.00	102,538.00	(12,098.00)
Scholarship		142,300.00	168,900.00	*(26,600.00)
Approved Collection		278,145.00	125,651.00	152,494.00
Copy Fee		87,502.00	89,823.00	(2,321.00)
Fund-raising		77,940.00	77,940.00	0.00
Sales of School Items		64,504.00	79,111.00	(14,607.00)
	Sub-total	740,831.00	643,963.00	96,868.00

Surplus as at 31 August 2025

96,868.00

<sup>\*</sup> The accumulated balance carried forward from 31 August 2024 was used.

## VII. Future Planning

## The two Major Concerns for 2025-2026 will be:

# Major Concern 1: To cultivate students to become well-rounded and resilient learners for continuous self-improvement

Focus I: Fostering students' understanding and practice of positive values.

Focus II: Nurturing healthy lifestyle practices for student well-being.

Focus III: "Clarian Growth Program" to cultivate students' resilient mindset, unleashing their

potential to the fullest.

# Major Concern 2: To develop reflective learners who are open to challenges and future learning

Focus I: Students are exposed to meaningful learning experiences while maintaining a balance

between study and well-being.

Focus II: Students are equipped with effective study skills and good study habits.

Focus III: "Clarian Growth Program" to cultivate positive mindset of students, enhancing their

confidence in academic performance.

# **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 2024-25, the total amount of CEG received was \$676,944.00. To relieve teachers' workload, the fund was used mainly for teaching assistant and I.T. technician to support learning and teaching. Total expenditure was \$104,609.93. The surplus of \$572,334.07 would be transferred to the balance of EOEBG.

Use of Canacity Enhancement Grant (CEG)

ose of Capacity Enhancement Grant (CEG)										
	Income	Expenditure	Surplus / Deficit							
	\$	\$	\$							
	676,944.00									

Hiring Teaching Assistant 35,700.00
Remedial Classes 32,909.93
English Remedial Course 36,000.00

Surplus transferred to the balance of EOEBG C/F to 2025-2026 572,334.07

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
Academic	Employed 0.5 Teaching Assistant to support clerical work for some panels.	Relieved teachers' workload by supporting teaching related clerical work	Whole year	Teaching materials of various subject prepared	Useful teaching materials were prepared. Majority of teachers found that Teaching Assistant could enhance their capacity in teaching.	Ms. Fung Mut Wah
Academic	To provide after- school English classes	<ul> <li>After-school English classes could motivate students to take part in English activities and speaking practices.</li> </ul>	Whole year	Students would find the classes motivating their interest to use English	Students commented that the after-school classes could arouse their interest to speak English.	Mr. Lo Chun Lam
Student Learning	To employ past Clarians to teach remedial class after school for some subjects	<ul> <li>Teachers' workload of tutoring students after school was released.</li> <li>The capacity was created for counselling individual students and for professional development meetings.</li> </ul>	Mid of Sept to End of May	Percentage of students who show improvement in their assessments	Marks achieved as recorded on Reports Cards  Certificates, Prizes and Trophies Awarded	Ms. Hung Shin Yue

# B. Learning Support Grant for Secondary School (LSGSS)

	Item	Quantity	Organization	Duration	Target Group	Aim	Evaluation
1	Executive Functioning Training Workshop	20 sessions	The Academy of Play & Psychotherapy	Nov – May	10 students (S1 – S3, 4 SEN)	To enhance students' social skills, self-management skills and communication skills.	Attendance rate = 80% - 95%  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.
2	Chinese Writing & Reading Workshop	20 sessions	Serve Shine Care Education Centre	Oct – May	6 students (S2 – S5, 6 SEN)	To equip students with Chinese study skills and to improve their writing skills and comprehensive skills.	Attendance rate = 90% - 100% Students were attentive and engaged in class, all of them agreed that the workshop can enhance their comprehension skills.
3	Chinese Foundation Class	10 sessions	Couch Potation Education	Feb - May	2 students (S1 SEN)	To develop a solid foundation on the use of Chinese languages.	Attendance rate = 100% Students were attentive and engaged, they agreed that the workshop can enhance their comprehension skills.
4	Speech Therapy Training	22 sessions	Samlot Development Limited	Oct – May	6 students (S1 – S5, SEN)	To help students improve their speaking and communication skills	Attendance rate = 85% - 100%  Most of them showed improvement in voice volume, verbal expression and eye contact.
5	Expressive Art Therapy	32 hours	Hong Kong Expressive Arts Therapy Service Center	Jan – June	3 students (S2 – S5, 3 SEN)	To provide students a way to express themselves and explore their wants, needs and feelings.	Attendance rate = 95% - 100% Since the school attendance of our students were unstable due to their emotional wellbeing, the attendance rate of this workshop was unsatisfactory. Positive feedback was received by those who attended. They were more willing to express their thoughts.
6	Clinical Psychological Services	62 hours	MyMind Clinics	Oct - July	6 students (S2 – S5, SEN)	To provide students individualized training and counselling services.	Attendance rate = 95% - 100% Students felt relaxing and safe to share. Sessions of parent consultation were arranged.

	Item	Quantity	Organization	Duration	Target	Aim	Evaluation
					Group		
7	Animal Assisted Therapy	12 sessions	Hong Kong Animal Assisted Therapy Association	Oct – May	3 students (S2, S4, SEN)	To develop a bond with an animal which help the girl develop a better sense of self-worth and trust, stabilize their emotion.	Attendance rate =100% Students showed improved mood and emotional regulation. Reduced symptoms of anxiety and stress were shown.
8	Parent workshop	1	Yang Memorial Methodist Social Service	August	S1 parents	To provide S1 parents with the necessary knowledge and skills on mental health during the transition from primary school to secondary school.	Attendance rate = 95% Parents showed positive feedback to the workshop, enriching knowledge and skills in communicating with their daughters.

## C. 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
_	.實施「學習架						
	構」整體規畫	1.	安排具教學經驗或已接受教授	1.	任教老師須具教學經驗或已接受	1.	已接受教授非華語學生的專業培訓課程
1.	透過多元途徑,		非華語學生的專業培訓課程的		教授非華語學生的專業培訓課		的老師任教能根據非華語學生的學習情
	提升中文科教師		老師任教。		程。		況設計適切的教學策略。
	教授非華語學生	2.	任教老師於中文科組會議上與	2.	任教老師於科組會議上分享教學	2.	任教華語班老師能從分享中設計更切合
	的專業能力,以		其他教師分享教授非華語學生		心得		學生學習需要的教學方法;亦能提升教
	便實施「學習架		的心得。				師教授非華語學生的專業能力;教師能
	構」,幫助非華						從專業知識中,學會教授技巧。
	語學生解決學習	3.	鼓勵全體中文科老師參加教授	3.	曾參加相關講座	3.	部分教師曾參加相關培訓課程。
	中文作為第二語		非華語的培訓課程,提升教師				
	言的困難,以期		教授非華語生的專業知識。				
	促成非華語學生	4.	通過同儕觀課,專業交流,以	4.	每學期完成不少於1節觀課,全	4.	教師在同儕觀課中掌握教授非華語學生
	銜接主流中文課		及分享心得,從而提升教師教		學年共2節;全學年共不少於1		的教學策略。
	堂。		授非華語學生的專業能力。		次專業交流。		
			5. 購買教學所需的教材及圖	5.	已購買教學所需教材及圖書	5.	已為教師購買教材及圖書。教材方面,
			書。				隨著學校多年的經驗累積,課程和教材
							已漸趨穩定;同時,非華語學生在借閱
							中文書的數字偏低,且經過多年累積,
							圖書館已有豐富的藏書量,故將會減少
							購買相關書籍的預算。
2.	設計初中非華語	參	考教育局上載「學習架構」專頁	完	成初中非華語學生校本調適課程、	已参	*考教育局上載「學習架構」專頁的配套資
	學生校本中國語	的	配套資源,及主流課程,設計校	教	材及評估。	源及	及主流課程,設計校本非華語學生調適課
	文課程及教材。	本	非華語學生調適課程、教材及評			程、	·教材及評估。
		估	۰			初中	中非華語學生校本調適課程及教材能幫助
						學生	<b>上循序漸進地學習中文。</b>

	施行計畫		施行策略/工作		預期成果		實際成果
3.	幫助非華語學生	1.	於初中課堂學習中融入較淺易	1.	初中非華語學生校本調適教材中	1. ;	能認識更多較淺易的文學作品、歷史、成
	認識中國傳統文		的文學作品、歷史、成語故事		包括較淺易的文學作品、歷史、	Ţ	語故事等。
	化,以提升學習		等。		成語故事等。		
	中文的成效。	2.	因應中國傳統節日,舉行相關	2.	曾参加與中國傳統節日相關的活	2. 7	於全人發展課堂上與華語生一同參加。
			的活動。		動。		
		3.	安排非華語學生參加具中華文化	3.	曾參加具中華文化的體藝活動。	3.	曾参加具元宵節節慶、書法活動、中華文
			的體藝活動。(例如中秋節)			,	化日活動等具中華文化特色的活動。本年
						,	度的變臉工作城坊適合非華語學生參與,
						į	學生亦表示十分投入。
4.	初中推行多元密	1.	中一、中二採取抽離學習,與	1.	中一、中二採取抽離學習。	已採	取抽離式學習。教師在課堂中會採用不
	集中文學習模		主流生分開學習。			同的	]篇章和教材,經調適的校本教材有助學
	式,以期促成他	2.	僱用專業服務課後支援。	2.	已僱用專業服務課後支援。	生累	【積更多詞彙和句式,同時學習不同的表
	們銜接主流中文					達手	-法,學生大多能從中得益。惟未見學生
	課堂。					有駕	【馭銜接主流中文課堂的能力,以至至今
						未有	「學生能完全從非華語轉移到主流中文課
						堂。	但亦有一名學生嘗試於部分課堂嘗試轉
						移到	]主流中文課堂。成效有待觀察。
5.	評估支援措施的	1.	參考「學習架構」及評估工具設	1.	參考「學習架構」及評估工具設	1. 大	(部分學生的考試成績均合格。
	成效		計校內評估。		計校內評估。		
		2.	在本學年結束前,使用教育局評	2.	完成教育局評估。		已完成教育局評估。學生大致符合初中
			估工具的結果。			及高	了中水平,但能力有下跌趨勢。究其原
		3.	可提升非華語學生的中文水平。	3.	整體語文水平可達中等。	因,	主要是個別學生來港日子尚淺;另一方
						面,	過去部分老師在運用教育局評估工具之
							3會先教授類近的題材,如有關的實用文
						格式	<ul><li>记本年度科組參考了教育局文件後,</li></ul>
						建議	義教師盡量不干預,因此在成績上有所落
						差。	

	施行計畫		施行策略/工作		預期成果	實際成果
6.	安排非華語學生	1.	安排中三、中四非華語學生學	1.	中三及中四完成 GCE(AL)中文	1. 中三及中四課程依 GCE(AL)課程設計。
	多元升讀大學的		習 GCE(AL)課程		課程	
	途徑	2.	安排中三、中四非華語學生參加	2. 1	1 能掌握考試內容及作答技巧	2.1 學生尚能掌握應試技巧。
			課後國際 GCE(AL)中文考試。	2. 2	2 能考獲 E 或以上,符合報考中	2.2 中四、中五抽離班非華語學生已報考
					六大學聯招替代中文的要求。	2024 年 GCE(AL)中國語文科考試,考試
						成績將於8月公布。
						2.3 長遠而言,不論是每年期末試或公開試的
						成績,都顯示出本校部分非華語學生的能
						力每況愈下,應付普通教育文憑 GCE(AL)
						中文考試明顯力有不逮。惟大學院校現時
						開始有明確的成績換算,部分院校對應考
						GCE(AL)中文的學生在成績換算上有明顯
						優勢,故仍有必要保留讓學生應考
						GCE(AL)中文。
						2.4 本年有 2 名學生能力較薄弱,1 位於
						GCE(AL)中文成績考 U級,另1位亦明顯
						未能應付 GCE(AL)中文科,故已安排學生
						參與國際普通中學教育文憑(IGCSE)中國
	h 10k -1 1 1	_				語文科考試,考試成績將於8月公布。
	. 建構共融校園	1.	提供所有主要學校通告的英文	Ι.	所有主要學校通告的均附有英文	教師通過電話、面談等渠道與家長溝通,了
1.	加強與非華語學		版本。		版本。	解非華語學生在家學習中國語文的情況和需
	生家長的溝通	2.	由班主任協助非華語學生家長	2.	班主任協助非華語學生家長瞭解	要。非華語學生家長亦瞭解子女在校學習的
			瞭解學校通告的內容。		學校通告的內容。	情況和安排,並能達致家校合作。
			提供英文版本的學校簡介。		學校簡介具英文版本。	
		4.	舉辦家長講座,以便瞭解學校	4.	已舉辦家長講座。	部分非華語學生家長被選中填寫意見調查表
		_	的情况及為其子女提供支援。	_		格,反應正面。
		ე.	透過家長日向非華語學生家長	5.	已安排家長日向非華語學生家長	
			講解其子女的學習進度(包括中		講解其子女的學習進度(包括中	科組曾安排非華語生家長參加由教育局或其
			文能力、銜接主流中文課堂的		文能力、銜接主流中文課堂的進	委託的機構舉辦的家長講座或工作坊,但反

施行計畫	施行策略/工作	預期成果	實際成果
	進展等)。	展等)。	應冷淡,原因是舉辦地點僻遠,而且家長大
			多公務繁忙,未能參與。
2. 提升教師的文化	為學生推展同儕互勉計畫,鼓勵不	不同族裔的學生能互相學習。	部分學生參與同儕互勉計畫,反應良好。本
敏感度,營造多	同族裔的學生互相學習。		年繼續邀請中六非華語學生回校與現屆學生
元文化環境			分享學習心得,為學生建立圈子,增強凝聚
			力。來年將繼續舉辦。
			同時,本校亦參與了平等機會委員會舉辦之
			「2023/24 種族友善校園嘉許計劃」, 並獲得
			獎項,亦有兩位老師在活動中獲頒伙伴老師
			證書,可見教師的文化敏感度有所提升。來
			年將繼續參與。

# D. Supporting Non-Chinese Speaking Students with Special Educational Needs (NCS-SEN)

	Item	Quantity	Organization	Duration	Target	Aim	Evaluation
					Group		
	Executive	20	The Academy	Nov – May	10 students	To enhance students' social	Attendance rate = 80% - 95%
	Functioning	sessions	of Play &		(S1 - S3, S4)	skills, self-management skills	Most of the students found that they
	Training		Psychotherapy		SEN)	and communication skills.	were able to implement skills that
1	Workshop						they have learned into their daily life.
							For example, time management skills,
							communications skills and problem-
							solving skills.
	Clinical	62 hours	MyMind	Oct - July	6 students	To provide students	Attendance rate = 95% - 100%
2	Psychological		Clinics		(S2 - S5,	individualized training and	Students felt relaxing and safe to
2	Services				SEN)	counselling services.	share. Sessions of parent consultation were arranged.
	NCS Lunch	3 sessions	School	Whole year	NCS SEN	To promote the integration of	Attendance rate = 90% - 95%
2	Gathering					NCS students in school,	Students felt respected and joy, they
3						fostering cultural respect.	were also able to appreciate cultures
							of different countries.
	Teacher	Whole			·	To facilitate the administration	
4	Assistant	year				and provide support regarding	
						to SEN support	

# E. Diversity Learning Grant (DLG)

	Program title Gifted Education	Objective(s)	Target(no./ Level/ selection)	Duration/ start Date	Deliverables	Evaluation
1	Creativity: Divergence Thinking Workshop	<ul> <li>To equip students with divergence (creative) thinking</li> <li>To allow students to understand how to apply the skills into daily life in non-academic areas such as planning school activities or functions like school picnic, and academic areas such as essay writing, short presentation or instant verbal feedback.</li> </ul>	<ul> <li>17 students</li> <li>S2 to S3</li> <li>Nominated by Gifted Education Committee (Accelerated Learners), Student Activities and Leadership Committee (executive committee members or sub-committee members of houses)</li> </ul>	12 April 2025 (3 hours)	Lecture and workshop	<ul> <li>All students found that the program was meaningful and inspirational.</li> <li>Students reported that they have learned what creativity is and how to think outside the box in their daily life.</li> </ul>
2	Interview Training Workshop	• To equip students with public speaking skills so that they can present themselves more confidently in public/interviews	<ul> <li>19 students</li> <li>S2 to S3</li> <li>Nominated by Gifted Education Committee (Accelerated Learners) and Subject Panels (subject cream)</li> </ul>	10 April 2025, 29 April 2025 (1 hour 30 mins x 2)	Lecture and workshop	<ul> <li>Students were engaged and most participated actively.</li> <li>Most students agreed that the programme was meagingful, inspirational and practical.</li> <li>Students were more prepared for facing the pressure in interviews through interacting with each others.</li> </ul>

	Program title Gifted Education	Objective(s)	Target(no./ Level/ selection)	Duration/ start Date	Deliverables	Evaluation
3	Global Dialogue	<ul> <li>To enrich students' sensitivity towards global issues</li> <li>To sharpen students' communication skills, especially when communicating with non-Chinese speakers</li> </ul>	<ul> <li>44 students</li> <li>S1 to S3</li> <li>Nominated by Gifted Education Committee (Accelerated Learners) and Subject Panels (subject cream)</li> </ul>	11 November 2024 and 24 June 2025 (1 hour 20 mins x 2)	Lecture and workshop	<ul> <li>Most students (over 97%) found the workshop meaningful, inspirational and practical.</li> <li>They expressed that the program has enhanced their global vision.</li> <li>Some students reported that they enjoyed the workshop a lot and would like to have more workshops of similar nature.</li> </ul>
4	Higher order thinking skills: Workshop on logical thinking skills	• To help students become independent thinkers so that they can apply logical thinking skills in making decisions on issues and problems and identifying the values underlying different views and judgments	<ul><li>112 students (whole level)</li><li>S3</li></ul>	25 November and 18 December 2024 (1 hour 10 mins each)	Lecture and workshop	<ul> <li>Most students (over 90%) reported that they have learned some thinking skills and they were encouraged to think more in their daily life in the future.</li> <li>Most students (90%) were satisfied with the overall performance of the trainers.</li> </ul>

	Program title Gifted Education	Objective(s)	Target(no./ Level/ selection)	Duration/ start Date	Deliverables	Evaluation
5	Higher order thinking skills: Workshop on effective reasoning skills	To enhance students' comprehension and communication abilities in face of challenges in the era of information explosion	<ul> <li>15 students</li> <li>S3 to S5</li> <li>Nominated by Gifted Education Committee (Accelerated Learners)</li> </ul>	1 March 2025 (3 hours)	Lecture and workshop	<ul> <li>All students found the program practical and inspirational, enhancing students' comprehension abilities and enabling them to appreciate the usefulness of logic in their thinking and writing.</li> <li>They were satisfied with the overall performance of the trainers.</li> </ul>
6	Higher order thinking skills classes	To enhance students' exposure and higher order thinking skills	<ul> <li>49 students</li> <li>S4 and S5</li> <li>Nominated by subject panels</li> </ul>	13 March to 16 May 2025 (1 hour 30 mins each)	Lecture and workshop	<ul> <li>Over 75% of students were satisfied with the content of the classes.</li> <li>Many agreed that the classes were useful in equipping them with higher order thinking skills.</li> </ul>

#### F. 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 2024-25, the sum of this yearly grant received was \$39,000.00 in which \$57,000.00 was carried forward from the previous year, summing up to a total surplus of \$96,000.00. To relieve teachers' workload and to enhance teaching and learning, the fund was applied to subsidize students to take part in a variety of activities outside the classroom and after school activities including musical instrument classes, dance classes, sports activities and leadership training courses, etc. Total expenditure of these programs was \$57,000.00. The accumulated surplus of \$39,000.00 would be carried forward to the year 2025-26.

For details please see the table on next page:

The number of students (count by heads) benefitted under the Grant is <u>88</u> (including A. <u>5</u> CSSA recipients, B. <u>33</u> full-grant recipients and C. <u>50</u> under school's discretionary quota).

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

*Name / Type of activity			eligible s <sup>#</sup>	Average attendance rate (%)	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)		Remarks if any (e.g. students' learning and affective outcome)
Sports	3	12	15	100	Sep to Aug	16,740.00	Feedback from participants, observation, attendance record	Coaches	Punctual, attentive and good learning attitude
Musical Instrument Class	1	10	10	100	Sep to Aug	10,000.00	Feedback from participants, observation, attendance record	Tutors	Punctual, attentive and showed interest
Dance Class	0	9	5	100	Sep to Aug	14,360.00	Feedback from participants, observation, attendance record	Tutors	Punctual, attentive and cooperative
Tutorial Class	2	20	15	100	Sep to Aug	15,900.00	Attendance record, feedback from participants & observation	Various outside school organizations and former S.6 Graduates	Positive feedback and excellent attendance
Total no. of activities: 25		102							
@No. of man-times	36	216	108		Total				
**Total no. of man- times		360			Expenses	57,000.00			

#### Note:

<sup>\*</sup> Types of activities are categorized as follows: tutorial service, learn to learn skill training, language training, visits, art/culture activities, sports, confidence building, volunteer service, adventure based activities, leadership training, and communication skills training courses.

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

<sup>\*\*</sup> Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

<sup>#</sup> Eligible students: students as recipients of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C)

#### G. 運用推廣閱讀津貼報告書

第一部分:成效檢討:

- 1. 目標檢討: (例如從學生的閱讀態度、借閱圖書情況、參與閱讀活動的投入程度等,檢討「營建閱讀氛圍」能否達成,是否需要調整。)
  - 1.1 綜合學生借閱記錄,可見學生較喜歡紙本閱讀,較喜歡閱讀中文圖書(見表1)。

月份	借閱量(本)
2024-09	401
2024-10	457
2024-11	315
2024-12	290
2025-01	355
2025-02	520
2025-03	475
2025-04	401
共計:	2813

語言							
中文書	英文書						
2000	813						

表 1:學生借閱量(24年9月至25年4月)及語言分布

- 1.2 本學年學校圖書館特別推動電子閱讀,惟學生缺乏閱讀電子書的興趣,各項活動的參 與表現未算積極投入。
- 1.3 本學年學校圖書館開放予學生借閱圖書。同時開放網上電子平台,包括教育城、校外電子閱讀計畫平台,讓學生可持續閱讀,故學生仍可保持閱讀習慣及興趣。同時,學校仍不斷購入不同範圍的圖書,以豐富學生的識見。
- 1.4 學生大多樂於與人分享閱讀成果,閱讀面亦廣闊,涉獵不同類別的圖書。本組今年舉辦多個校內閱讀報告比賽,亦有參與由香港教育圖書有限公司舉辦之第三十六屆中學生閱讀報告比賽,學生大多踴躍參加,反應良好。
- 1.5 學校在舉辦閱讀活動及營造課外閱讀空間兩方面表現理想,整體校園閱讀氛圍濃厚。
- 策略檢討:(例如從學生借閱圖書數量的增減、閱讀活動的接觸層面等,檢討「營建閱 讀氛圍」所用策略的成效。)
  - 2.1 本年度舉辦一個手工製作工作坊:《金屬書籤設計》製作工作坊,讓學生可接觸不同層面的知識,並可營建閱讀的氛圍。「手工製作」活動深受學生歡迎,可見學生對此類活動較有興趣。
  - 2.2 本年度圖書館活動主題為「蛻變」,本組舉辦了一系列相關活動。包括與中文學會舉辦的「「卡夫卡《變形記》故事改寫比賽」及「哲學講座:從哲學角度看人生苦難」。本組發現以主題貫穿不同活動,較易讓學生深刻了解作品的主題,提升他們的閱讀動機和興趣,建立學生的閱讀習慣。主題活動能兼顧提升閱讀的深度和廣度。
  - 2.3 除了於圖書館內的常設展覽之外,本組於本學年舉辦了多次不同主題的書展,如配合中華文化問「掌上明珠——感恩與堅韌」的中國手工藝品製作主題書展、胡燕青作品展、配合學術問「飛航」的主題書展、配合中國語文科及數學科的跨科劇本寫作活動的「中國數學家及科學家」主題書展等。活動大受學生歡迎,有助提高學生對閱讀的興趣和意識,促進校內閱讀風氣。部分活動中,學生必須先閱讀有關書籍後才能開展創作和討論,以完成劇本寫作活動或各項比賽,亦有助學生激發創意和想像力。
  - 2.4 一如既往,本組下學期於學校禮堂舉辦年度書展。但有別去年的是,本年今年邀請 了兩間書商到校參展,一間為中文書籍,另一間則為英文書籍。兩間書商到校參展 可提供更多合適的書籍選擇,尤其是英文書商能集中選取大量適合學生能力和興趣

- 的英文書籍及雜誌,推廣多語言閱讀,增加學生的購書機會,有助於激發學生的興趣,提高他們的參與度。
- 2.5 電子閱讀計畫方面,本組已訂閱網上閱讀平台,亦已備有提供電子閱讀器和電子書資源,推廣電子閱讀。惟一如既往,本組發現學生在閱讀電子書方面的反應十分冷淡。
- 2.6 學生對跨學科學習活動的反應良好,而且樂於參與手工製作活動,建議來年可策劃或統籌其他跨學科學習活動,提升閱讀與趣與能力。

#### 第二部分: 財政報告

	項目名稱*	實際開支 (\$)
1.	購置圖書	
	☑ 實體書	29,904.00
	☑ 電子書	
2.	網上閱讀計劃	
	□ e 悅讀學校計劃	24,000.00
	☑ 其他計劃:中一至中三每日一篇、S1-S3 Highlight	
3.	閱讀活動	
	☑ 聘請作家、專業說故事人等進行講座	3,000.00
	☑ 僱用外間提供課程機構協助舉辦與推廣閱讀有關的學生學習 活動	4,766.40
	□ 支付學生參加閱讀活動或比賽的報名費	0.00
	□ 資助學生參加或報讀與閱讀有關的收費活動或課程	0.00
4.	其他:	
	☑ 中一至中三校本閱讀獎勵計劃	1,450.00
	□ 校本跨科閱讀活動	0.00
	□ 校本主題學習閱讀活動	0.00
	Total:	63,120.40

# H. Report on the Use of the Life-wide Learning Grant

Schools are required to upload this Report or the School Report which consist of this Report endorsed by their IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.

Category 1: To organise / participate in life-wide learning activities

Catego	ory 1: To organise / participate in life-wide lea	arning activities												
			Target S	Students							Essential	Learning Exp	eriences	
No.	Name, Brief Description and Objective of the Activity	Date	Level	Number of Participants	Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain 1 (Including KLAs, cross- curricular, latest education development directions; more than one option can be selected)	Evaluation Results	<b>Y</b> alues Education	Intellectual Developmen t (closely linked with curriculum)	Physical and Aesthetic Developmen t	Community Service	<b>C</b> areer-related Experiences
	Local Activities: To organise life-wide learning  Extend students' KLA learning through different subject-related experiential learning activities.	Sep 2024 – Jul 2025	LAs / cross-KLA /	curriculum areas	to enhance learning			whole Person Development Committee	cater for students' interests and abilities for stretching students' potential and nurturing in students positive values  A. Teachers' and Students' Feedback: Biology Film Appreciation: Students were able to connect the content of the movie to their new knowledge by recalling various plot points. They particularly enjoyed watching "Cells at Work," which vividly illustrates the workings of the human immune system. This activity not only deepened their understanding of the topic but also added enjoyment to their learning experience.  Citizen and Social Development Outings: In the post-activity evaluation, approximately 75% of students agreed that they gained a better understanding of Chinese traditional craftsmanship and learned concepts that could not be acquired in the classroom. The activities made learning about Citizenship Studies more engaging, and students became more aware of the importance of cultural conservation. While most students were fully engaged, some expressed disconford to to the heat during the outdoor Chinese Dragon Dance in Shau Kei Wan.  Peace-in & Peace-Out Project: Usupported by the Sustainable Knowledge Transfer Project Fund from The Chinese University of Hong Kong, each class participated in three training sessions focused on managing emotional challenges and enhancing communication skills through Catholic teachings. The evaluation indicated that 85% of participants experienced significant improvements in emotional stability. Post-course assessments showed that students were better equipped to adjust their perspectives on various issues, effectively reducing negative emotions and maintaining inner calm under stress. Students actively engaged in discussions, expressing meaningful and creative strategies for handling peer conflicts and managing anger. The tutor demonstrated patience and effectively inspired students through stories of Catholic Saints.  B. Suggestions or Recommendations for Future Activities:  Citizen and Social Development Outings: To improve comfort during outdoor activi	<i>.</i>	·	·	·	<b>√</b>
A2	Bridging Program	Sep 2024 – Jul 2025	S.2, S.5	200	\$5,055.80	\$25.28	E6	Whole Person Development Committee	program. Plans are in place to continue offering this type of workshop next year.  A. Teachers' and Students' Feedback:  S. Bridging Program: This program focuses on enhancing effective time-management skills among \$2 students. A social worker visited the school to teach these skills, aiming to improve students' organizational abilities, boost academic performance, and foster self-discipline. Feedback indicates that students developed essential life skills, which in turn improved their confidence and reduced stress. The program's interactive approach ensured high engagement levels, equipping students with practical tools to successfully balance schoolwork and extracurricular activities.  S.S. Bridging Program: This program aimed to relieve stress and enhance coordination and agility among \$5 students. The initiative focuses on improving physical filmess, sparking interest in physical activity, and promoting a healthy lifestyle. Feedback suggests that students found the program engaging, which fostered mental well-being, boosted energy levels, and encouraged teamwork. Through dynamic exercises, students developed discipline, resilience, and a positive attitude toward fitness, cultivating lifelong habits that support both physical and emotional health while enhancing social bonds and confidence.  B. Suggestions or Recommendations for Future Activities:  S.2 Bridging Program: Explore additional interactive elements or workshops that focus on other essential life skills, such as financial literacy or communication skills, to further enhance student development.	·	·	<b>✓</b>	<b>✓</b>	<b>✓</b>
A3	Value Education Program	Sep 2024 - Jul 2025	S.1 - S.5	200	\$44,900.00	\$224.50	E6	Whole Person Development Committee	abilities, ensuring all students find something they enjoy and can participate in.  A. Teachers' and Students Feedback.  A. Teachers' and Students Feedback.  Be a Grateful Child of God: Blessive Brush Workshop: Two workshops were offered, and all students expressed interest in participating. During the sessions, students wrote meaningful messages to their peers. The Christian artist demonstrated patience and skill in teaching students how to creatively express gratifized, incorporating elements from the Bible. The girls particularly enjoyed the creative calligraphy aspect of the workshop, Overall, the program successfully fostered a spirit of gratitude among participants.  Life Education for S3 WPD Program: The one-hour talk utilized animals and nature as mediums to provide students with a unique perspective and a deeper appreciation of life. Students were touched and inspired by stories of animals with disabilities and how they cope with their challenges to live fulfilling lives. Feedback indicated that students were attentive and eager to learn more about these stories. They left feeling inspired about how to handle their own setbacks and live their lives to the fullest.  B. Suggestions or Recommendations for Future Activities:  Blessive Brush Workshop: Consider exploring various expressive art forms, such as painting or sculpture, to further enhance creativity and foster positive values in students.  Life Education for S3 WPD Program: Expand the program to include more diverse topics related to resilience and personal growth, possibly integrating guest speakers or interactive activities to further engage students. Plans are in place	<b>*</b>			<b>~</b>	
A4	Tailor-made CLP workshop for students seeking inspiration	Oct 2024 - Jul 2025	S.3	25	\$24,000.00	\$960.00	E6	CLP	A. Teachers' and Students' Feedback: The workshop consisted of 8 lessons designed for S3 students, focusing on self-exploration and personal development. Participants reported a positive experience, stating it helped boost their confidence and enhance their self-understanding. Students actively engaged in diverse interactive tasks and presented their insights to teachers and person. This initiative successfully cultivated a sense of self-efficacy, enabling students to address and overcome challenges.  B. Suggestions or Recommendations for Future Activities: Consider enhancing the program with additional modules that focus on specific aspects of personal development. Plans are in place to organize this activity again in the next academic year.					~

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AS Career Live Simulation Activity	Mar 2025	S.5	90	\$10,000.00	\$111.11	E6	CLP	A. Teachers' and Students' Feedback:  A remarkable 9% of participants reported gaining a deeper understanding of work values and attitudes, emphasizing responsibility and integrity. Internal survey results indicated that students developed gratitude and appreciation for various professions through experiential learning. Observations showed high engagement levels, with students expressing satisfaction with the experience. This activity provided insights into the nature of different occupations and the work values essential for future careers.  B. Suggestions or Recommendations for Future Activities:  Explore partnerships with local businesses to provide students with firsthand experiences in various professions. It is planned to organize this activity again in the next academic year.				P
A6 Service Learning Workshop	Oct 2024 - Apr 2025	S.1 - S.5	120	\$18,500.00	\$154.17	E6	Community Service	A. Teachers' and Students' Feedback: Seven workshops were conducted, along with 14 sessions of community service. Over 80% of participants agreed that positive values such as care for others, empathy, respect, responsibility, and commitment were strengthened through community services. Collaboration, problem-solving, and communication skills were enhanced.  B. Suggestions or Recommendations for Future Activities: Introduce more diverse community service opportunities that align with students' interests and skills. This program will continue next year.			•	
A7 University summer courses and tasting program subsidies	Sep 2024 - Aug 2025	S.1 - S.5	20	\$3,000.00	\$150.00	E6	Gifted Education	A. Teachers' and Students' Feedback: The partipicants found the Math modules rewarding. They were able to taste the learning mode in universities and have acquired new knowledge. However, they found one of the modules too difficult for them to understand on their own.  B. Suggestions or Recommendations for Future Activities: Subsidy for these programmes should be continued to allow students to experience the learning modes in universities.		<b>√</b>	•	,
A8 Presentation Skills Workshop	Sep 2024 - Mar 2025	S.3 - S.5	15	\$4,000.00	\$266.67	E6	Gifted Education	A. Teachers' and Students' Feedback: Six workshops were conducted based on different themes to enhance students' speaking strategies. Approximately 80% of participants (film one confident in their speaking abilities, with some benefiting from opportunities to join out-of-school public speaking competitions. Students displayed enthusiasm throughout the sessions, particularly valuing the instructor's instant feedback. Real-world scenarios used in the workshops made the learning experience relatable. Future plans include inviting experienced speakers from various disciplines to share insights and tips, and incorporating more interactive activities like debates and role-playing.  B. Suggestions or Recommendations for Future Activities:		<b>~</b>		
A9 Personal Growth Programmes	Sep 2024 - Jul 2025	S.1 - S.6	600	\$29,965.73	\$49.94	E6	Student Guidance Committee	Incorporate peer feedback sessions to further develop students' critique skills and confidence.  A. Teachers' and Students' Feedback: The Clarian Growth Programme included logbooks for students to record their learning progress. Students completed the logbooks, with some reflecting on their progress for improvements. Two WPD programs focused on Cyber Ethics for S1 and S2 students effectively communicated the message of wise internet use. While students were willing to maintain their logbooks, time constraints limited their reflections.  B. Suggestions or Recommendations for Future Activities: Increase the frequency of sessions to allow for deeper reflections and discussions. This program will continue next year, with plants to provide more sessions and opportunities for quality reflections.	<b>√</b>	<b>√</b>	·	
A10 Promotion of students' well-being	Sep 2024 - May 2025	S.1 - S.6	110	\$35,608.51	\$323.71	E6	Student Guidance Committee	A. Teachers' and Students' Feedback: A therapeutic group was formed for students identified through an emotional survey. Participants became more aware of their mental health needs and learned to cope with negative emotions. Students expressed a willingness to attend sessions, and activities like making their own "Planet Lamp" helped them find inner peace and mindfulness.  B. Suggestions or Recommendations for Future Activities: Consider integrating more creative activities that promote mindfulness and emotional expression. This program will continue next year.	✓	✓	·	
A11 Resilience-Building Training Camp / Activities	Feb 2025 - Apr 2025	S.2 - S.5	400	\$197,764.40	\$494.41	E1, E6	Student Guidance Committee	A. Teachers' and Students' Feedback:  Various resilience camps and activities were organized for S2 (Resilience Camp), S3 & S5 (Adventure Growth Program), and S4 (Resilience Training Camp). All programs received high praise from students, who felt that these activities effectively bridged teacher-student relationships and strengthened class cohesion. Plans include organizing an overnight training camp during junior and senior cohort years, along with half-day adventure programs for selected levels next year.  B. Suggestions or Recommendations for Future Activities:  Explore additional adventure activities that challenge students while fostering teamwork and resilience.	✓	✓	<b>✓</b>	
A12 Leadership Training Program	Sep 2024 - Jul 2025	S.2 - S.5	150	\$105,695.00	\$704.63	E6	Leadership Training	A. Teachers' and Students' Feedback: Leadership training workshops were organized for student leaders (Student Union, Prefect Board, House Exco) to equip them with essential skills. A mid-derm training session allowed for reflection and future planning. All student leaders were actively engaged and eager to step out of their comfort zones. Another leadership training workshops were also conducted for Club and Society Chairpersons & Vice-Chairpersons of clubs and student working groups. Social workers noted the active participation of these leaders, highlighting enhancements in their self-confidence, communication, management, and problem-solving skills.  B. Suggestions or Recommendations for Future Activities: These two programs will be organized again next year. Introduce mentorship opportunities where experienced leaders can guide new student leaders.	<b>✓</b>	<b>✓</b>		
A13 Adventure-based Training Program	Sep 2024 - Jul 2025	S.2 - S.5	400	\$18,000.00	\$45.00	E1, E6	Leadership Training	This program has been merged with the A11. Resilience-Building Training Camp / Activities to create a more comprehensive experience for students. (Please refer to A11)	✓	✓	✓	
A14 Life-Wide Learning Day	Mar 2025	S.1 - S.5	360	\$73,702.06	\$204.73	E1, E6	Student Activity and Leadership Training Committee	A. Teacher's and Students Feedback:  The Life-Wide Learning Day provided hands-on experiences to broaden students' horizons beyond the classroom. SI students visited Nam Sang Wai, engaging with local heritage and culture. S2 students explored Sha Tau Kok, studying history and Hakka culture. S3 students learned about village history and enkyoed local sands while histing coastal trails.  Overall, the day was a success, with 75.8% of students achieving learning objectives and 67.4% developing holistically.  S3 students particularly excelled, while S1 and S2 students made significant strides in environmental and historical understanding. Students expressed interest in future trips to locations closer to urban areas.  B. Suggestions or Recommendations for Future Activities:  Include more urban exploration options to cater to students' preferences for accessible locations.	<b>✓</b>	<b>✓</b>	·	,
A15 School Picnic	Nov 2024	S.1 - S.6	600	\$23,050.94	\$38.42	E1	Student Activity and Leadership Training Committee	A. Teachers' and Students' Feedback: Students from S3 and S6 attended a school picnic at Ocean Park, while S4 students visited Stanley. This outing provided a rich blend of cleuactional, social, and environmental learning opportunities. Feedback indicated a preference for natural settings over urban areas.  B. Suggestions or Recommendations for Future Activities: Plan future outings that combine both natural and urban experiences to satisfy diverse student interests.	<b>✓</b>		·	

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A16	Sisterhood workshop & activities	Sep 2024 - Jul 2025	S.1 - S.6	600	\$20,280.93	\$33.80		tivity and Leadership ling Committee	A. Teachers' and Students' Feedback:  Activities included the SU Inter-Class Competition, LED light projects, an Overnight Camp, Swimming Gala and Sports- Day, and COT guest sharing and sing-alongs. These activities significantly enhanced students' teamwork, resilience, and leadership skills. The Swimming Gala particularly promoted physical fitness, discipline, and sportsmanship. Students expressed a desire for more engaging activities in the future.  B. Suggestions or Recommendations for Future Activities:  Explore more engaging and diverse activities to enhance student participation and enjoyment.	✓	<b>✓</b>	<b>✓</b>			F
A17	Application and transportation fee for competitions (e.g. Speech Festival, Music Festival, etc) and and other activities (e.g. KLA outing, WPD activities)	Sep 2024 - Jul 2025	S.1 - S.6	600	\$105,304.40	\$175.51		tivity and Leadership ing Committee	Support for application and transportation fees was crucial for enabling student participation in various competitions and activities, such as the Speech Festival, Music Festival, KLA outings, and WPD activities. This financial assistance allowed students to showcase their talents and engage in enriching experiences. It is recommended to continue this support to ensure equal opportunities for all students. Additionally, exploring further funding options could expand the range of competitions and activities available, providing a broader platform for students to demonstrate their skills and talents.		<b>~</b>	~	~	~	
A18	In-School Drama Performance	June 2025 - July 2025	S.1 - S.3	300	\$0.00	\$0.00	/ A	rts (Drama)	The in-school drama performance was conducted by students without the need for external services. This initiative allowed students to express their creativity and develop their acting skills, contributing to a vibrant school culture.		✓	<b>✓</b>			
A19	English Drama Lessons	Oct 2024 - May 2025	S.1 - S.5	30	\$35,810.00	\$1,193.67	E6 A	rts (Drama)	A. Teachers' and Students' Feedback:  Carachers' and Students' Feedback:  Students' and Students' Feedback:  The team won the Best Directing Award and the Best Performer Award at the Drama Fest organized by The Association of EMI Schools, showcasing the dedication of both teachers and students.  B. Suggestions or Recommendations for Future Activities:  Maintain and expand drama coaching to further develop students' artistic talents in preparation for school events. Drama coaching will continue to be offered in the 2025-2026 scademic year.		<b>✓</b>	<b>✓</b>			
A20	English Musical Lessons	Jan 2024 - Apr 2025	S.1 - S.5	30	\$44,399.63	\$1,479.99	E6 Ai	rts (Drama)	A. Teacher's and Students' Feedback: Students Idented Singing, acting, and chorvography skills from dance and singing coaches. They performed an English musical during the WPD period in English Week.  B. Suggestions or Recommendations for Future Activities: Maintain and expand musical coaching to further develop students' artistic talents in preparation for school events. This program will continue in the 2025-2026 academic year to prepare students for the centenary celebration of the school.		<b>✓</b>	<b>✓</b>			
A21	Dance Competitions a. Chinese Dance Club (\$35,000) b. Dance Crew (\$13,000)	Sep 2024 - Jul 2025	S.1 - S.5	40	\$27,131.72	\$678.29	E6 A	t t trts (Dance) s	A. Teachers' and Students' Feedback:  Chinese Dance Clib: The club provided 24 lessons, with five additional training sessions scheduled for June and July 2025. The club achieved five awards at the 61st Dance Festival and Elite Dance Competition, reflecting the hard work of alterted members and skilled coaching.  Dance Crew: The Dance Crew provided 22 lessons, with five more sessions in June and July. Students demonstrated significant skill improvement and actively participated in various performances and competitions, including Information Day, the Opening Day of St. Paul's Convent School, and the 61st Dance Festival.  B. Suggestions or Recommendations for Future Activities:  Continue to provide structured lessons and opportunities for competition to foster skill development and teamwork among			~			
A22	Music Education and Performance Program:	Sept 2024 – Aug 2025	S.1 - S.5	300	\$42,074.80	\$140.25	ES A	rts (Music)	The Missic Education and Performance Program encompassed various activities that engaged students in music education including the School Orchestra, Chinese and Western instrumental training, and choir performances.  A. Teachers' and Students' Feedback: Orchestra and Instrumental Training: Students participated actively in performances such as Info Day, the Ocean Park Ingle All the Way event, ISMA competitions, and the Joint-School Concert organized by King Ling College. The program provided 29 Lessons for Chinese instrumental training, which significantly increased students' interest in Chinese music. Feedback from students in Gutzbeng, Dizi, and Yangqin classes was overwhelmingly positive. Additionally, cight end of the school year. Students expressed appreciation for the tutors' dedication and benefited from small class sizes, leading to notable progress.  Choir Training and Performances: The choir held 21 regular rehearsals, including extra sessions during lunchtime and holidays. Students expressed appreciation for the tutors' dedication and benefited from small class sizes, leading to notable progress.  Choir Training and Performances: The choir held 21 regular rehearsals, including extra sessions during lunchtime and holidays. Students enjoyed participating in various performances, including school functions and extremal events, and took profile in wearing their performance and time. Altitude in weaker students had to withdraw due to scheduling conflicts, many members demonstrated improvement in their singing skills and leadership abilities. The choir also participated in in can drive for the corbectar), with students reporting improvements in ensemble skills and teamwork. The School Choir camed Third Place in a competition organized by the Hong Kong Schools Music and Speech Association.  B. Suggestions or Recommendations for Future Activities:  It is recommended to continue providing orchestral and instrumental training in the 2025-2026 academic year, aiming to increase participation in more performances			•			
A23	Ceramic Workshop (Art Club)	Sep 2024 - Jul 2025	S.1 - S.5	25	\$6,910.00	\$276.40	E6 Arts	t (Visual Arts)	A. Teacher's and Students' Feedback:  Throughout the year, six lessons were held, during which students reported that the workshops significantly enhanced their hands-on skills in ceramics. They found the lessons to be an effective way to unwind from school-related stress and expressed satisfaction with both the learning experience and their completed projects. Students produced impressive attrovers, demonstrating their progress and engagement in the craft.  B. Suggestions or Recommendations for Future Activities:			<b>✓</b>			
A24	STEAM courses and workshops	Oct 2024 - Jul 2025	S.1 - S.5	50	\$44,330.83	\$886.62	E5 Cross-Disa	ciplinary (STEAM)	Continue offering ceramic lessons in the 2025-2026 academic year to further develop students' artistic skills.  A. Teachers' and Students' Feedback: Two workshops were conducted. The practical workshop provided students with the opportunity to practice important social skills, such as table manners and etiquette.  B. Suggestions or Recommendations for Future Activities: This learning experience for students will be continued.		<b>✓</b>			<b>✓</b>	
A25	辯論和演說技巧訓練班及比賽	Sep 2024 - May 2025	S.1 - S.5	25	\$35,950.00	\$1,438.00	E5 Chin	iese Language	The Chinese Debate Club participated in 11 tournaments, competing in 19 matches with a win rate of approximately 63%. They completed 16 regular training sessions and conducted a performance competition during Chinese Culture Week. Over 80% of members reported improvements in critical thinking and communication skills, while 100% learned to build persuasive arguments. However, the students faced a challenging period with seven consecutive losses, impacting their confidence and performance under pressure. Despite these challenges, the dedication of the executive committee and the coach was evident, although financial constraints affected coaching quality. Most members, except for the S5 students, plan to continue participating next year.  B. Suggestions or Recommendations for Future Activities: Prepare strategies to support incoming S1-S3 members to maintain team morale and performance levels. Consider hiring alumnia as coaches to foster motivation and confidence among current students, while also reducing coaching costs by eliminating company commission fees.		<b>✓</b>				

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A26 Health Program for Physical Development	Sep 2024 - Jul 2025	S.4	100	\$9,940.00	\$99.40	E6	Physical Education	A. Teachers' and Students' Feedback:  S.4 students engaged in one-hour sports activities, including Jazz Dance, Kickboxing, and Karate, Feedback indicated high statisfaction with the program. Jazz Dance had the highest scores in organization (92%), engagement (73%), and fitness improvement (50%). Kickboxing excelled in skill acquaistion (77%), while Karate demonstrated consistent physical fitness benefits (93%). Overall, students actively participated and showed eagemess to learn, suggesting a need to increase the variety of activities to enhance engagement further.  B. Suggestions or Recommendations for Future Activities: Increase the variety of activities offered in the health program to boost student engagement and participation			~		
A27 Social Etiquettes Workshop	Mar 2025 - Jul 2025	S.3 - S.5	100	\$32,750.00	\$327.50	E6	Student Activity	A. Teachers' and Students' Feedback: Two workshops were conducted. The practical workshop provided students with the opportunity to practice important social skills, such as table manners and etiquette.  B. Suggestions or Recommendations for Future Activities: This learning experience for students will be continued.	✓			✓	✓
A28 Stage Management Training Workshop	Sep 2024 - Jul 2025	S.1 - S.5	30	\$7,000.00	\$233.33	E5	Student Activity	A. Teachers' and Students' Feedback: Four sessions of stage management skills workshops were conducted, covering essential aspects such as lighting, sound design, and cueing for performances. Students found these workshops valuable for acquiring essential skills related to stage management. The experience broadened their technical skills and deepened their appreciation for the theatrical arts. It is recommended to incorporate more hands-on-activities or outings to enhance practical learning.  B. Suggestions or Recommendations for Future Activities: Incorporate more hands-on activities and outings in future workshops to provide students with practical experience in		<b>√</b>			<b>✓</b>
A29 Cultural Activities: Tutor Fee for Japanese Culture Club	Oct 2024 - May 2025	S.1 - S.5	20	\$3,900.00	\$195.00	E5	Student Activity	A. Teachers' and Students' Feedback:  A. Teachers' and Students' Feedback: A total of 10 lessons were conducted, with 92% of participants expressing satisfaction with their learning achievements. While 85% indicated a desire to learn advanced Japanese, only 40% expressed interest in joining the Japanese Culb next year. Students learned some basic Japanese but reported feeling unfamiliar with the language. Some students provided various excuses for not attending lessons. Despite these challenges, the tutor made significant efforts to foster a positive learning atmosphere. It is recommended to maintain the class as a basic interest course in Japanese.  B. Suggestions or Recommendations for Future Activities: Continue offering the Japanese Culture Club as a basic interest class to foster students' initial engagement with the			~		<b>✓</b>
A30 Girl Guides: Adventure Camp	Mar 2025 - Jul 2025	S.1 - S.5	10	\$2,520.00	\$252.00	E1	Student Activity	language. Explore strategies to motivate more students to join and attend lessons regularly.  A. Teachers' and Students' Feedback:  Participants learned essential outdoor camping skills, with 60% expressing satisfaction with the activity. Through Participants learned essential outdoor camping skills, with 60% expressing satisfaction with the activity. Participants such as outdoor cooking, tent building, and knot-lying. However, due to adverse weather conditions, the camp activities were held indoors. For future events, it is advisable to develop contingency plans for bad weather to ensure a more effective and enjoyable experience.  B. Suggestions or Recommendations for Future Activities:  Develop and implement arrangements for adverse weather conditions to ensure that all planned activities can proceed	<b>✓</b>			<b>✓</b>	
A. Regular Sports Training and/or competitions 1. Athletic Team (855,000) 2. Basketball Team (\$20,000) 3. Rope Skipping Team (\$10,000) 4. Table-tennis Team (\$1,500) 5. Volleyball Team (\$48,000) 6. Others (e.g. Dragon Boat activity / Indoor Rowing) (\$5,000)	Sept 2024 - Jul 2025	S.1 - S.5	300	\$87,951.00	\$293.17	E5	Student Activity	effectively, even indoors.  During the academic year from September 2024 to May 2025, the school successfully organized a series of sports training sessions and competitions across various teams, including Athletics, Basketball, Rope Skipping, Table Tennis, Volleyball, and Indoor Rowing.  A. Teachers' and Students' Feedback: Training Sessions and Participation: Approximately 60 sessions were held for the Athletic Team, 48 for Basketball, 18 for Rope Skipping, 44 for Table Tennis, and nearly 60 for Volleyball. An introductory course in Indoor Rowing was also conducted. All teams participated in multiple competitions, including inter-school events and territory-wide tournaments, with students showing active engagement and improvement in their skills.  Skill Development and Teamwork: Students demonstrated significant enhancements in their athletic abilities, teamwork, and competitive performance across all sports. The training programs were effective in building confidence and fostering a strong team spirit.  B. Suggestions or Recommendations for Future Activities: Increase participation in more territory-wide and district competitions for all teams to further enhance skill development and exposure. Encourage more students to join teams, particularly in Table Tennis and Volleyball, to cultivate a stronger team environment. Maintain and operate all teams for the 2025-2026 candemic year, ensuring adequate funding for coaching and competition ending for coaching and competitive ending for the 2025-2026 candemic year, ensuring adequate funding for coaching an			<b>~</b>		
All regular clubs' activities (total 21 clubs, excluding items A19-31)	Oct 2024 - May 2025	S.1 - S.5	300	\$6,768.78	\$22.56	E5	Student Activity	A. Teacher's and Students' Feedback.  Each club held at least six sessions throughout the year. The budget was primarily allocated for competition fees, consumable items, materials for activity days, club meetings, and transportation to service centers. Teachers-in-charge (TICs) are strongly encouraged to utilize the entire budget effectively and ensure that the estimated costs align with the budget amount requested.  B. Suggestions or Recommendations for Future Activities: TICs should ensure full utilization of the budget and closely monitor expenses to match the allocated budget accurately. Consider providing training or resources to help TICs manage their budgets more effectively.		✓	<b>✓</b>	<b>√</b>	<b>✓</b>
(Please insert rows above if the space provided is insufficient		b-total of Item 1.1	6,450	\$1,147,995.32									
1.2 Non-Local Activities: To organise or participat													
B1 中國遊學團帶隊老師團費	29 Jun - 6 July	53-55	24	\$0.00	\$0.00	E4	Moral, Civic and National Education	Activities Conducted:  1. China Study Tour  2. Sister School Eschange Programme (Visits, Inspections, Classroom Experience)  Student Gains  1. Students gained deeper understanding of Mainland China's history, culture, and development through school visits, classroom experiences, and local interactions.  2. Activities fostered a stronger sense of national identity and belonging, reinforcing values of citizenship and cultural pride.  3. Exposure to different learning environments and cultural practices broadened students' perspectives beyond their local context.  4. Interaction with sister school peers helped build friendships and promote meaningful cultural exchange.  5. Students improved their Mandarin proficiency and communication skills through real-life conversations and collaborative tasks.  6. Living and learning in a new environment enhanced students' independence, adaptability, and problem-solving skills.  7. The programme provided authentic learning experiences that complemented classroom knowledge and encouraged lifelong learning attitudes.	<b>✓</b>	<b>√</b>	<b>✓</b>		

B2 A Study Tour to Cambridge, the UK 11-24 Aug 52-5	10	\$0.00	\$0.00	E4	English Language	The overall cost of the programme, including tuition, accommodation, travel, and insurance, was significantly higher than anticipated. Despite efforts to scure funding and sponsorship, the financial burden remained a major obstacle for both the school and participating families.  2. Limited Number of Participants The high cost resulted in low student enrollment, making it financially and logistically unfeasible to proceed. The minimum required number of participants to justify the programme and cover fixed costs was not met.	✓	✓	<b>*</b>	
(Please insert rows above if the space provided is insufficient.)										
Sub-total of It Expenses for Cate		\$0.00 \$1,147,995,32								

Note 1: In response to the latest educational development and students' needs, schools could make suitable use of the Grant to enhance the effort in promoting patriotic education, STEAM education and student mental health.

#### Category 2: To procure equipment, consumables or learning resources for promoting Life-Wide Learning

	y z. To procure equipment, consumables or		Actual
No.	Item	Purpose	Expenses (\$)
C1	STEAM Learning Kits (Learning Python coding platform and tool kits)	STEM Interest Group Activity e.g. coding classes, outside school competition.	\$3,080.00
C2	InBody 270 Body Composition Analysier	To measure students' lean body mass and fat mass to assess health and nutrition in order to promote physical well- being.	\$46,560.00
C3	1 Oboc, 2 Cellos and 1 Double Bass	To provide students with a variety of musical instruments during after-school orchestral training.	\$38,800.00
(Please i	nsert rows above if the space provided is insufficient	) xpenses for Category 2	\$88,440,00
			,
	Expense	s for Categories 1 & 2	\$1,236,435.32

#### Category 3: Number of Student Beneficiaries

Total number of students in the school:	620
Number of student beneficiaries:	620
Percentage of students benefitting from the Grant (%):	100%

Name of Contact Person for LWL:	Mr. Ma Tin Chun				
Post of Contact Person for LWL:	Vice-Principal				

* Input usino	* Input using the following codes: more than one code can be used for each item.							
El	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school					
E2	Transportation fees							
E3	Fees for non-local exchange activities / competitions (students)	E7	Purchase of equipment, instruments, tools, devices, consumables					
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E8	Purchase of learning resources (e.g. educational softwares,					
E5	Fees for hiring expert / professionals / coaches	E9	resource packs) Others (please specify )					

## I. Report of School Executive Officer Grant (SEOG)

Major Area(s) of Concern	Strategies/Tasks/ Implementation Plan	Benefits Anticipated (e.g. in what way teachers' workload is alleviated)	Evaluation
School Executive Officer	Employed a full time school executive officer to handle procurement, MR/ER and other administrative work.	<ul> <li>Relieve teachers' workload in procurement.</li> <li>Handle the MR/ER in connection with EDB.</li> </ul>	School Executive Officer handled procurement documents and other administrative work and released teachers' time to focus on teaching and student affairs.
Clerk	Employed a full time clerk to provide clerical support.	• The clerical work and support can ensure smooth operation of the school.	The Clerk assisted with front desk enquiries and general office clerical work. These have highly facilitated the smooth functioning of the General Office and the daily operation of the school.

# J. Use of the Provision of One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development Grant (CSDG)

Major Area(s) of Concern	Strategies/ Tasks/ Implementation Plan	Benefits Anticipated (e.g. in what way teachers' workload is alleviated)	Actual expenses of the subsidized items/ activities	Evaluation
Developing or procuring relevant learning and teaching resources	<ul> <li>Purchasing reference books, journals, magazines, multi- media and e-learning resources, mobile application and software, and other related learning and teaching resources.</li> </ul>	With more resources, teachers would be able to teach subject content more efficiently and effectively.	<ul><li>E-learning resources</li><li>Teaching kits</li></ul>	E-learning resources offer various types of information, such as infographics, photos, and videos. Teaching kits provide hands-on, visual, and interactive learning experiences. These resources can effectively increase students' interest in learning CS.
Organizing school-based learning activities relating to the CS curriculum	Organizing learning     activities for example visits     to exhibitions, field trips and     experiential learning camps,     etc., which are related to the     curriculum of Citizenship     and Social Development.	Students could learn outside classroom, deepening and extending their learning.	- Activity fees and travelling expenses for S5 students	In addition to visits, the school-based learning activities for the CS curriculum also included workshops. Through these workshops, students gained hands-on experience in learning and practicing Chinese culture. Nearly all students agreed that the activities were engaging, helped them deepen their understanding of Chinese culture, and increased their willingness to preserve it.

### K. Report on the Use of the Student Activities Support Grant

#### I. Financial Overview

A	Allocation in the Current School Year:	\$27,300.00
В	Expenditure in the Current School Year:	\$27,300.00
С	Unspent Amount to be Returned to the EDB (A – B):	\$0.00

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	3	\$5,235.00
Full-grant under the School Textbook Assistance Scheme	20	\$16,468.00
Meeting the school-based financially needy criteria	15	\$5,597.00 (capped at 25% of the total allocation for the school year)
TOTAL	38	\$27,300.00 (Remark: This item should be equal to the "Expenditure in the Current School Year" in Part I B)

**III. Details of Expenses** 

		T L'Appenses			Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)							
No.	Brief Description of the Activity	Domain	Person-times <sup>1</sup> of Student Beneficiaries	Actual Expenses (\$)	(closel V: Val P: Phy Develo S: Con	ly linke lues Ed sical ar opment nmunit	P Develo d with c ucation d Aesth y Service ted Exp	eurricult netic	,			

1. <u>Local</u> activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them

1	Tutors' Salary of Instrument Classes	Arts (Music)	120 hours	\$9,375.00	<b>✓</b>		
2	Organize Sports Teams/ Clubs (regular training) 1. Athletic Team 2. Badminton Team 3. Basketball Team 4. Chinese Dance 5. Dance Crew 6. Volleyball Team	Physical Education	30 hours	\$1,392.00		<b>√</b>	
3	School Picnic	General Studies	8 hours	\$4,309.06		✓	
4	Life Wide Learning Day	General Studies	8 hours	\$12,223.94	<b>✓</b>	<b>✓</b>	

					Essential Learning Experiences (Please put a  in the appropriate box(es); more than one option can be selected)						
No.	Brief Description of the	Domain	Person-times <sup>1</sup> of Student	Actual	I	V	P	S	C		
110.	Activity	Domain	Beneficiaries	Expenses (\$)	(close V: Va P: Phy Devel S: Cor	llectual ly linke llues Ed ysical ar opment mmunit reer-rela	d with cucation and Aesth	eurricult netic	ŕ		
	Expense	es for Category 1	208 hours	\$27,300.00							
	n-Local activities: To subsidise student mpetitions	dents with financial	needs to participa	ate in non-local ex	chang	e activ	vities o	or non	-local		
	Expense	es for Category 2	0	\$0.00			<u> </u>				
	subsidise students with financial needs-wide learning activities	ds to purchase basic	and essential lear	ning materials and	equip	ment f	or part	ticipat	ing in		
					1	1		1	1		
	Expense	es for Category 3	0	\$0.00		•		•	•		

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

### L. 姊妹學校交流報告書

學校名稱:	聖嘉勒女書院		
學校類別:	*小學 /*中學 /*特殊學校 (*請刪去不適用者)	負責老師:	周祉熲老師

本學	本學年已與以下內地姊妹學校進行交流活動:				
1.	上海市奉賢中學				
2.					
3.					
4.					
5.					

### 本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下:

(請在適當的方格內填上√號(可選多項)及/或在「其他」欄填寫有關資料)

## 甲. 管理層面 (\*已舉辦 /\*未有舉辦) (\*請刪去不適用者)

		交流項目			預期目標	
編號	Ø	描述	編號 🗹 描述			
A1	V	探訪/考察	B1	$\square$	增進對內地的認識和了解	
A2	V	校政研討會/學校管理分享	B2	V	增加對國家的歸屬感/國民身份	
112		4000 7 H B 13 400 B 12 7 1	D2		的認同	
A3		會議/視像會議	В3		交流良好管理經驗和心得/提升	
A3	]	自成/7亿1水自战	ЪЭ		學校行政及管理的能力	
A4	V	與姊妹學校進行簽約儀式/商	B4	V	擴闊學校網絡	
A4	Ŋ	討交流計劃	D <del>4</del>		<b>预周子仪码</b>	
A5		其他(請註明):	B5	$\overline{\mathbf{A}}$	擴闊視野	
			В6	$\overline{\mathbf{A}}$	建立友誼/聯繫	
			В7	Ø	訂定交流細節/活動詳情	
			В8		其他(請註明):	

管理層面				
達至預期目	C1 ☑ 完全達到	C2□ 大致達到	C3□ 一般達到	C4□ 未能達到
標程度				

## 乙. 教師層面 (\*已舉辦 /\*未有舉辦) (\*請刪去不適用者)

交流項目			預期目標		
編號	V	描述	編號	Ø	描述
D1	$\overline{\mathbf{N}}$	探訪/考察	E1	V	增進對內地的認識和了解
D2		觀課/評課	E2	$\square$	增加對國家的歸屬感/國民身份的認同
D3		示範課/同題異構	Е3	Ø	建立學習社群/推行教研
D4		遠程教室/視像交流/電子教學交 流	E4	$\square$	促進專業發展
D5		專題研討/工作坊/座談會	E5	$\overline{\mathbf{Q}}$	提升教學成效
D6		專業發展日	E6	V	擴闊視野
D7		其他(請註明):	E7	V	建立友誼/聯繫
			E8		其他(請註明):

教師層面				
達至預期目	F1 ☑ 完全達到	F2□ 大致達到	F3□ 一般達到	F4□ 未能達到
標程度				

## 丙. 學生層面 (\*已舉辦 /\*未有舉辦) (\*請刪去不適用者)

	交流項目			預期目標		
編號	A	描述	編號		描述	
G1	$\overline{\mathbf{Q}}$	探訪/考察	H1	V	增進對內地的認識和了解	
G2		課堂體驗	H2		增加對國家的歸屬感/國民身份的認同	
G3	$\Box$	生活體驗	НЗ	V	擴闊視野	
G4		專題研習	H4	<u>N</u>	建立友誼	
G5		遠程教室/視像交流/電子學習交 流	Н5		促進文化交流	
G6	$\Box$	文化體藝交流	Н6	V	增強語言/表達/溝通能力	
G7		書信交流	Н7	V	提升自理能力/促進個人成長	
G8		其他(請註明):	Н8	V	豐富學習經歷	
			Н9		其他(請註明):	

學生層面				
達至預期目	I1 ☑ 完全達到	I2□ 大致達到	I3□ 一般達到	I4□ 未能達到
標程度				

## 丁. 家長層面 (\* 已舉辦 / \*未有舉辦) (\*請刪去不適用者)

(註:學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

( <u>L</u> · + 1	X-1- 7 1	文川 郊外于牧山 對什知文刊 多民在文派	1 3/J H J 17TJ 2	<u>.,                                    </u>			
		交流項目	預期目標				
編號	Ø	描述	編號	Ø	描	述	
J1		參觀學校	K1		增進對內地的認	:識和了解	
J2		家長座談會	K2		增加對國家的歸	屬感/國民身份	
32		<b>办 戊注 吹</b> 自	IX2		的認同		
J3		分享心得	K3		擴闊視野		
J4		其他(請註明):	K4		加強家校合作		
			K5		加強家長教育		
			K6		交流良好家校合	作經驗和心得	
			K7		其他(請註明):		
家長原	<b> </b>						
達至予	頁期 目	L1 □ 完全達到   L2 □ 大3	致達到	L3	□ 一般達到   1	L4□ 未能達到	
標程原	芝						
•		·法如下: 					
編號	Ø	監察/評估方法					
M1	Ø	討論					
M2		分享					
M3	$\overline{\mathbf{V}}$	問卷調查					
M4		面談/訪問					
M5		會議					
M6	V	觀察					
M7	V	報告					
M8		其他(請註明):					
<b>r</b>							
全年則	才政報	告:					
編號	Ø	交流	.項目			支出金額	
N1	V	到訪內地姊妹學校作交流的費	用			HK\$ 113,050	
N2	V	在香港合辦姊妹學校交流活動	在香港合辦姊妹學校交流活動的費用 HI				
N3		姊妹學校活動行政助理的薪金 (註:不可超過學年津貼額的 20%) HK\$					
N4		視像交流設備及其他電腦設備的費用 HK\$ 4,074					
N5		交流物資費用 HK\$					
N6	V	在香港進行交流活動時的茶點開支(註:不可超過學年津貼額的2%) HK\$ 792.5					
N7		老師的一次入出境簽證的費用(註:不可超過學年津貼額的1%) HK\$					
N8		其他(請註明): HK\$					
NTO		銀工编用十				HK\$	
N9	$\square$	學年總開支				118,216.5	

N10		沒有任何開支	不適用			
反思及	反思及跟進:					
編號	Ø	內容				
O1	V	有關交流活動的層面 [如適用,請註明] ● 計劃於不同學年進行不同層面的交流。				
O2	<b>V</b>	有關交流活動的形式/內容 [如適用,請註明] ● 除探訪/考察活動外,發掘更多形式的交流活動。				
О3	Ø	有關交流活動的時間安排 [如適用,請註明] ● 和姊妹學校保持溝通,安排雙方合適的時間。				
O4	V	有關交流活動的津貼安排 [如適用,請註明] ● 持續擴大津貼受益者的範圍。				
O5	V	有關承辦機構的組織安排[如適用,請註明] ● 持續物色質素良好之承辦機構。				
O6		其他(請註明):				

交流多	交流参與人次:				
編號	V	層面	交流參與人次		
P1		本校學生在香港與姊妹學校交流的人次	355 人次		
P2		本校學生到訪內地與姊妹學校交流的人次	26 人次		
Р3		本校學生參與交流的總人次	381 總人次		
P4		本校教師參與交流的總人次	38 總人次		
P5	V	本校學校管理人員參與交流的總人次	16 總人次		

備註:	
/	

### N. 推廣中華文化體驗活動一筆過津貼活動報告

活動名稱	內容	受惠對象	活動評估
	● 舉辦攤位工作坊,包括剪紙、織草蜢、水墨畫、繩	中一至中六	● 攤位及變臉介紹活動深受
	結、香囊、舞龍手工、陀螺、箭藝及蹴鞠等(包括		同學歡迎,能增加同學對
	導師、材料及易拉架);		中華文化的認識。
中華文化周	● 舉辦互動變臉工作坊,介紹變臉藝術的歷史及變臉	中二	
	表演(包括道具費用及表演者費用);		
	● 舉辦閱讀活動:作家胡燕青讀書分享會費用。	中四至中五	
	● 2024-2025:南京、上海	中三至中五 24 名學生及	● 須待7月初遊學團舉行後
中國遊學活動		3 名教師	才作評估

## O. Report on using MVPA60 funding

Items	Purpose	Expenditure	Outcome
Procurement sports-related IT	To explore the possibility of	<ul> <li>Purchased Online</li> </ul>	■ The purchased Online
services, mobile applications, and	purchasing a new Sports	Swimming Gala and	Swimming Gala and Sports
related software	Day/Swimming Gala online program	Sports Day	Day Management Programme
		Management	has streamlined event
		Programme	organization, reduced
			administrative workload.
Organizing diversified PE-/sports-	To incorporate Indoor Rowing into PE	• S1 swimming lesson	Participation in the Indoor Rowing
related learning	lessons and organize Indoor Rowing		Promotional Scheme has increased
activities/competitions, or subsidizing	activities (e.g., Indoor Rowing competition,		student interest in rowing, improved
students to participate in such	award scheme for regular participation, and		physical fitness, and identified
activities	sports talent identification		promising athletes for future
			competitions.

# **End of Report**