ST. STEPHEN’S GIRLS’ COLLEGE

Annual School Report 2010-2011
Annual School Report Contents

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1. **School Vision and Mission**

St. Stephen’s Girls’ College (SSGC) is a Christian school that was founded by the Anglican Church (Hong Kong Sheng Kung Hui). It strives for excellence in teaching and learning in its leadership and policies and in its activities and community life as a whole.

St. Stephen’s Girls’ College endeavours to emphasize the education of the ‘whole person’, including the development of body, mind and spirit, paying attention not only to the five aspects of moral, intellectual, physical, social and aesthetic development but also adding a sixth aspect, the spiritual dimension.

We seek to help students to become responsible citizens of Hong Kong and of the wider world community. Academic excellence, good conduct, integrity in relationships, respect and concern for others, and an awareness of the world and the environment, are all seen as essential elements of a holistic education.

Through corporate worship, work and recreation, the school aspires ‘to serve and not to be served’, rendering service to God and the community, faithfully translating our motto ‘In Faith Go Forward’ from words into action.
2. Our School

Endowed with a rich legacy of fine traditions and a unique culture, St. Stephen’s Girls’ College continues to strive for excellence in providing an all-round education that caters to life-wide learning and whole person development. Founded by the Church Missionary Society in 1906, St. Stephen’s has played an integral part in Hong Kong’s education system. It moved from its earliest site on Caine Road to Babington Path, and then to the present site on Lyttelton Road in 1924. Being a Grant School as well as an EMI school, it has been in the forefront of education reforms, spearheading pioneering projects and undertaking innovative programs in pursuit of quality teaching and learning. Inspired by the Christian spirit, the school is committed to transforming generations of students into well-rounded and aspiring individuals, capable not only of critical but creative thinking. Through corporate worship, work and recreation, the school seeks to educate students not only to value themselves but also to have compassion for others, working for the betterment of the wider community. Indeed, St. Stephen’s and its graduates have had a profound impact on Hong Kong society.

2.1 Sponsoring Body

Since 1962, St. Stephen’s Girls’ College has been managed by the St. Stephen’s Girls’ College Council. The Council is composed of members from different sectors. These include the Principal, the Vicar of St. Stephen’s Church, nominees from Sheng Kung Hui (SKH), a representative from St. John’s College, one parent, one alumnae representative and independent members. Teachers are represented at Council meetings with the attendance of both Vice Principals.

2.2 Christian Education

The promotion of Christian values and a good Christian spirit have always been an important mission of the school. In SSGC, Christian Education is implemented through many different activities across the school curriculum. Religious Education as a compulsory part of the curriculum is taught in all classes. The whole school attends regular morning assemblies which include hymn singing, Bible reading and prayers. Besides the School Chaplain, teachers students and guest speakers are invited to speak in these assemblies. Each year the school also holds regular seasonal services, such as
the Harvest Thanksgiving Service, Christmas Service, Veneration of the Cross Service, and the Easter Service. Chapel services and Holy Communion services are held once every month for all interested students and teachers to join. A Christian Fellowship for students offers an opportunity for leadership, spiritual nurturing and voluntary social service. The school receives strong support from St. Stephen’s Church.

2.3 Brief History of St. Stephen’s Girls’ College

1906 St. Stephen’s Girls’ College (SSGC) was founded by the Church Missionary Society of the Anglican Church of England with the support of Sir Kai, Ho Kai and Dr. Tso Sin Wan. The aims of the school were to propagate the Christian faith and provide quality education for girls. The earlier Principals and teachers were missionaries. Miss W. Carden was the first Principal. Miss W.I. Griffin was the second Principal.

1918 The school moved to Babington Path after the destruction of the original school site in Caine Road by an earthquake.

1922 Miss E. Middleton-Smith was appointed the third Principal. The Foundation Stone of the Main Building on Lyttelton Road was laid by HRH the Prince of Wales (later to become King Edward VIII).

1924 The Main Building was officially opened by Lady Stubbs. The school premises were shared by SSGC and Fairlea School. SSGC also became a Government Grant-in-aid School.

1926 SSGC Alumnae Association was set up.

1927 One of the students, Ellen Tso (later to become Dr. Ellen Li), led a student campaign to seek the Principal’s approval for them to wear a school uniform.

1929 Miss E.S. Atkins was appointed the fourth Principal.
1941-45 During the Second World War, the school was occupied and used by the Japanese army as a hospital and later an academy. The Principal and some English teachers were interned in Stanley camp. Many valuable archives and old documents were lost.

1945 After the war, the speedy re-opening of the school was made possible with the concerted efforts of Rev. Wong Nai Hong and the staff.

1949 Miss K.D. Cherry was appointed the fifth Principal. SSGC Primary School was set up.

1951 The SSGC Parent Teacher Association (one of the first few PTAs in Hong Kong) was established.

1956 SSGC celebrated its 50th Anniversary. The Foundation Stone of the Jubilee Building was laid by Lady Grantham.

1958 The Jubilee Building was officially opened by the Governor, Sir Robert Black.

1959 SSGC admitted boys to Form Six for the first time.

1961 Miss K.E. Barker was appointed the sixth Principal.


1967 The boarding school was closed.

1972 Blind students were admitted for the first time.

1974 The rebuilding plan and fund-raising campaign was launched. But the project was delayed for about twenty years due to a landslide and building ban in the Mid-levels.
1991  The Foundation Stone of the Hsu Ta Tung Memorial Building and Reprovisioning Project was laid by Lady Wilson. Dr. K.E. Barker retired after thirty years of service. Her successor, Mrs. Too So Kwok Chun, became the first Chinese Principal of the school.

1992  The Main Building was declared a historic monument (the first school to be so listed) by the Hong Kong Antiquities and Monuments Board.

1996  The completion of the Hsu Ta Tung Memorial Building and Reprovisioning Project enabled the secondary school to expand to thirty one classes with more special rooms and a computerized library.

1998  SSGC was selected as one of the ten Pilot Secondary Schools for Information Technology Development. The school was equipped with state-of-the-art computer technology and multimedia facilities for the provision of quality education in the 21st century.

2003  Mrs. K.C. Too retired. The Reverend Mrs. Jenny Nam succeeded her as the eighth Principal of the school.

2005  SSGC & the High School Attached to the Capital Normal University in Beijing became ‘Sister Schools’.

2006  SSGC celebrated its 100th anniversary. The Foundation Stone of the new primary school and kindergarten building was laid by Archbishop Peter Kwong.

2007  SSGC was the first secondary school in Hong Kong to deploy a 10GE network on campus.
2008 External School Review - The Review rated SSGC as a very good school with a strong sense of identity and community and a team of knowledgeable and conscientious staff. The ongoing School Self-Evaluation process will enable SSGC to continually build on its strengths, identify areas in need of improvement and go forward in faith. Also in 2008, some excellent public examination results were scored by many SSGC students. Ma Yiming was one of five girls in Hong Kong who scored ten As in the HKCEE.

2009 The completion of a new building for St. Stephen’s Girls’ Primary School and kindergarten at 33 Park Road enabled the expansion of the primary section to twenty four classes. The Primary School moved out of its decanting premises in Pokfulam during the summer. The new building was ready for use by both the Primary School and Kindergarten in the new term commencing September 2009.

2010 A Thanksgiving Service held on 10 July 2010 officiated by The Most Reverend Archbishop, Dr. Paul Kwong, celebrated the official opening of St. Stephen’s Girls’ Primary School and Kindergarten as well as the dedication of the new School Chapel. The holding of a bazaar on the same day kicked-off our 105th anniversary celebratory events.

2011 105th Anniversary celebrations included the Cake Cutting Ceremony which took place in February while the Thanksgiving Service, the Dinner and the Concert were held in July. The Revd. Mrs. Jenny Nam retired from principalship in August 2011. Her successor, Mrs. Christine Shain, became the ninth Principal of the College.

2.4 The Principal and Staff

The Principal, the Rev. Mrs. Jenny Nam Wong Chun Nai, was in office from 2003 – 2011. She was assisted by a teaching staff of over seventy, consisting of both local and expatriate teachers. The College has a non-teaching and service staff of over twenty five. Mrs. Christine Shain became Principal of the College in September 2011.
2.5 Curriculum Structure of New Form Four – Six

Geared towards the spirit of the 334 Education Reform, SSGC has devised a New Senior Secondary (NSS) curriculum to help provide our students with a broad and holistic education for whole-person development and lifelong learning.

Characterized with a distinct focus on “knowledge construction” and skills development, our NSS curriculum is conducive to the promotion of higher order thinking as well as the nurturing of positive values and attitudes.

Comprised of four core subjects and three electives, the NSS curriculum framework seeks to deliver a comprehensive coverage of all the Key Learning Areas (KLAs). A wide range of subject choices from across the Humanities, Sciences (single-discipline Sciences as well as Combined Sciences) and Technology are available for selection to help meet our students’ specific interests and aspirations. Offering all students Religious and Physical Education as well as Music and Art for Other Learning Experiences (OLE) helps enrich their physical, aesthetic and spiritual development. Liberal Studies, anchored as a core subject in the NSS curriculum, forms an essential link between all other learning areas. Through cross-curricular thinking and critically analyzing contemporary socially significant issues in multiple perspectives, Liberal Studies helps cultivate among students independent thinking, a respect for diversity as well as positive values and attitudes for citizenship education.

To help fine-tune our NSS curriculum framework, a Subject Choice Conference was conducted for all Form Three students in April 2011. A Careers’ Conference and a Parents’ Evening were also held in April and May. Form Three students and their parents were able to raise questions regarding the philosophical underpinning of our NSS curriculum structure or on the effective selection of subjects to help realize students’ potential in order to maximize their learning outcomes. Students were informed of the results of their subject selection in early July.

A NSS webpage uploaded on our school website has enabled all parents and students to peruse the latest news related to NSS development.
2.6 **Medium of Instruction**

With a long tradition as an Anglo-Chinese school, St. Stephen’s Girls’ College has always used English as the main teaching medium. The school aims to help students to become trilingual and biliterate in order to meet the genuine needs of society.

2.7 **Buildings and Facilities**

The St. Stephen’s Girls’ College campus is made up of four separate buildings.

The Main Building, opened in 1924, was declared a historical monument by the Monuments and Antiquities Board in 1992. It acquired this status because of its architectural beauty and historical value. In 1998, it was renamed the June Li Building.

The Jubilee Building, opened in 1958, was named the Ellen Li Jubilee Building after reprovisioning in 1996. The construction of an annex to the Building, which comprises five classrooms, was completed in February 2006 under the EMB School Improvement Programme.

The Hsu Ta Tung Memorial Building, which was constructed on the old Primary School site, was completed in 1996.

A new building for the Primary School and the Kindergarten at 33 Park Road was completed and ready for use in the school term beginning September 2009, though the official grand opening was held in July 2010.

The Secondary school has thirty one classrooms with over twenty special rooms which include the Chinese Room and the Liberal Studies Corner, five laboratories, two computer rooms, two multi-media rooms, three halls, a library, an interactive learning centre, a chapel, a gymnasium, the Dance Room, the Student Association Room, three playgrounds, two parking areas, a tuck shop and a large garden with luscious greenery.
3. Our Students

3.1. Class Organization

Number of operating classes

<table>
<thead>
<tr>
<th>Level</th>
<th>F1</th>
<th>F2</th>
<th>F3</th>
<th>F4</th>
<th>F5</th>
<th>F6</th>
<th>F7</th>
<th>Total</th>
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<td>No. of Classes</td>
<td>5</td>
<td>5</td>
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<td>5</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>31</td>
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Number of students

<table>
<thead>
<tr>
<th>Level</th>
<th>F1</th>
<th>F2</th>
<th>F3</th>
<th>F4</th>
<th>F5</th>
<th>F6</th>
<th>F7</th>
<th>Total</th>
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<tr>
<td>Enrolment</td>
<td>179</td>
<td>188</td>
<td>184</td>
<td>178</td>
<td>161</td>
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<td>84</td>
<td>1067</td>
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### 3.2 Destination of exit students

<table>
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<tr>
<th>Destination of F.7 graduates</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<tbody>
<tr>
<td>The University of Hong Kong</td>
<td>12</td>
<td>26</td>
<td>16</td>
<td>13</td>
</tr>
<tr>
<td>The Chinese University of Hong Kong</td>
<td>10</td>
<td>6</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>The H.K. University of Science &amp; Technology</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>The Hong Kong Polytechnic University</td>
<td>20</td>
<td>16</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>City University of Hong Kong</td>
<td>6</td>
<td>9</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Hong Kong Baptist University</td>
<td>6</td>
<td>3</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>Lingnan University</td>
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<td>2</td>
<td>2</td>
</tr>
<tr>
<td>The Hong Kong Institute of Education</td>
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<td>1</td>
<td>0</td>
</tr>
<tr>
<td>The Open University of Hong Kong</td>
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<td>Hong Kong Shue Yan University</td>
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<td>4</td>
<td>4</td>
<td>3</td>
</tr>
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<td>Universities in U.K.</td>
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<td>2</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Universities in U.S.A/Canada</td>
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<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Universities in Australia</td>
<td>5</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Others</td>
<td>8</td>
<td>0</td>
<td>8</td>
<td>7</td>
</tr>
</tbody>
</table>

**Destination of F.7 graduates**

![Graph showing the destination of F.7 graduates for different institutions from 2008 to 2011.](image)
3.3 Support

3.3.1 Careers Guidance

Guidance to Form 7 students on JUPAS applications
Members of the Careers Team met with all Form Seven students in the first term to provide guidance on their JUPAS programme choices. Our students also took part in the ‘Career Interest Inventory: online version’ provided by the Hong Kong Association of Careers Masters and Guidance Masters, which helped them gain a better understanding of their personality and aptitude before making their JUPAS choices. Students generally found these exercises useful in helping them decide on their JUPAS choices.

Guidance was also given to students on the release of the HKAL results and advice was provided on their JUPAS choices re-prioritisation.

 Guidance to Form 5 students on further studies
As this is the first cohort of NSS students, the F5s were given information and guidance on further studies well ahead of the HKDSE Examination 2012.

In October, an expert on Enneagram came to talk to the F5s to help them understand their personality and to choose their future course of study accordingly.

A 3-session Careers Conference was conducted by the HKFYG in March to help them understand their potential, interests and abilities. A set of materials called Careers Mapping, prepared by the HK Association of Careers Masters and Guidance Masters, were also used during Form Periods to serve similar purposes.

In June, six local tertiary institutions were invited to the school to brief the F5s on programme choices and their admission requirements.

Students found the Conference helpful and the advice practical.
Guidance to Form 4 students on career aspirations
The F.4 Careers Conference was held in February when students were introduced to the world of work. After the presentation on what they could expect from their future job and how they could prepare themselves, alumnae of different professions came to give talks on the following careers: medicine, law, mass media, journalism, investment banking, photography and event planning, and architecture.

Good connections with past students provided excellent opportunities for careers talks. Students responded positively to the meetings.

Guidance to Form 3 students on Form 4 subject choices
Aptitude tests and careers exercises were conducted during Form Periods. In addition, the Form 3 Careers Conference was held on in April to provide students with advice on how to decide on their subject choices. During the conference, two current Form 5 students who were taking Arts, Science and Commercial subjects were invited to talk about their decision making process in choosing subjects when they were in Form Three and give appropriate advice to their junior schoolmates.

Students found the information and advice gained from the event helpful and relevant.

Information sessions for the Sixth Form Programme on university entrance
Representatives from CUHK, HKU, HKUST, The HK Baptist University, City University and The HK Polytechnic University visited our school between February and March to give information on the background and general entry requirements of their institutions. Some of their more popular programmes were also introduced in these sessions, and their student ambassadors were able to provide a vivid picture of life at university.

Guidance on overseas studies
Students were offered advice and guidance when applying for institutions overseas. The most popular destination for our students this year was the U. K. To help Forms 4 -7 students better understand tertiary education in the U. K, the Education U. K. Universities Road Show organised by the British Council was held in September. Representatives from nine British universities set up booths in the school hall during the event and provided interested students with useful information.
Junior Achievement Hong Kong

Our Forms 3, 4 & 5 students took part in various programmes organized by Junior Achievement HK. These programmes included: JA Goal for Youth Workshops, the JA Youth Financial Management Workshop, and the COOL Forum (jointly organised with the CLP). Through their participation in the activity-based education programmes, students came to understand the world of work, and their work-readiness, entrepreneurial thinking, and life-wide values were developed.

Careers Education Programmes conducted in Form Periods

Two resource books published by the Hong Kong Association of Careers Masters and Guidance Masters, namely, Finding Your Colours of Life (for Forms 2 & 3) and Career Mapping (for Forms 4 & 5), were adopted as careers education materials which were used during Form Periods. Through these materials, students’ became more aware of the importance of finding their strengths so that they were better prepared for further studies and the world of work.

3.3.2 Student Guidance

The Student Guidance Team gives advice and counselling to students on matters concerning studies, behaviour, stress and personal problems. The ‘whole school approach’ is adopted in implementing guidance activities in our school. The involvement of all teachers, the Parent Teacher Association and as many parents as possible help enhance guidance work which aims to raise our students in a positive, healthy and happy environment. This year, besides helping students, the Team also organized briefing sessions on ‘Student Guidance’ for teachers and an induction programme for new teachers. As in past years, Peer counselling was also encouraged through the implementation of the ‘Big Sister Scheme’ in which senior students from Forms 4 to 6 assisted students in junior forms in their studies and adjustment to secondary school life. The orientation for new students and their parents took place in August to give a thorough understanding of the school policies and practices, while at the same time facilitating the opening of channels for communication between home and school.
Life and Careers Education Programmes
Life Education seminars were held for all classes of different age groups. A weekly ‘Form Teacher Period’ was allocated to every class for running Life and Careers Education Programmes with the aim of facilitating personal development, social adaptation and adjustment in school. At the beginning of the school year, a Form 1 Programme was conducted to help students adjust to and cope with secondary school life. A Sixth Form Programme, which was specially designed to help students develop their study skills, social skills and ability to choose their courses for university studies, was conducted throughout the whole year.

Life Skills Programmes
Students’ personal development was enhanced through life skills learning programmes

<table>
<thead>
<tr>
<th>Event</th>
<th>Achievement</th>
<th>Reflection</th>
</tr>
</thead>
</table>
| Life Education Seminars/Programmes | • Theme-based programmes cater to a diversity of student needs.  
• Enabled students to ponder on wider issues in life.  
• More outside speakers were invited to enrich the programme | • Teachers’ full support and students’ active participation essential to success.  
• Need to constantly revise and update themes/topics to meet changing needs.  
• Should design more interactive activities to involve more student participation. |
| Life and Careers Education Programme for Friday Form Period | • Specific topics were chosen to meet the developmental needs of students  
• Enabled Form Teachers to discuss the issues with their own class  
• The newly added theme on goal setting and reflection was appreciated by students | • Form Teachers’ preparation and active involvement essential to success |
| Big Sister Scheme | ● Positive feedback from Forms 1, 4 to 6 participants  
● Training sessions were appreciated by participants  
● The Big Sister Tutorial Group was appreciated by participants | ● Should train Big Sisters’ problem-solving skills  
● Lack of venues affects smooth running of scheme |
|-------------------|-------------------------------------------------|------------------------------------------------|
| Student Ambassadors for Forms 2 to 7 | ● 100% of the student ambassadors helped in various school functions.  
● The performance of the student ambassadors was highly commended by teachers and parents. | ● More training in social and communication skills should be arranged.  
● More gatherings for Student Ambassadors would enhance their team spirit.  
● Student Ambassadors were able to set a good model for other students.  
● Student Ambassadors were able to develop a stronger sense of school spirit through their responsibility and participation in school functions. | ● More promotion for the recruitment of Student Ambassadors should be arranged. |
| Notice-board Competition for Forms 1 to 3 | ● Developed and built team spirit and team collaboration  
● Creativity shown in students’ design  
● The preparation and communication among various parties have been improved | ● Teachers’ full support and students’ active participation essential to success.  
● Should have more promotion of the activity |
| Study Skill Workshop | ● Academically weaker F.1 and 2 students acquired basic study skills to enhance their studies | ● Could start the workshop in the first term or at the beginning of the second term |
School Social Work Service
The Hong Kong Family Welfare Society has been offering its service to St. Stephen’s Girls’ College through its School Social Work service for over 25 years. The school social worker helped devise preventive and developmental programmes for both students and parents. Regular stationing days were: Monday, Wednesday, Thursday and Friday.

3.3.3 Scholarships and Bursaries

Thanks to generous donations from parents, past students and friends in the past, St. Stephen’s has been able to set up a considerable number of scholarships and bursaries to award students who excel academically and to help those who need financial assistance. In 2010-2011, over two hundred students benefited from this sizable funding.

3.3.4 Parent Teacher Association

Through the Parent Teacher Association (PTA), founded in 1951, St. Stephen's Girls' College seeks to foster closer co-operation and better communication between parents and teachers. All parents automatically become members with a voluntary small annual subscription. The Association holds the Annual General Meeting and other occasional meetings, as well as regular Parents' Days and Parents' Evenings.

In 2010-2011, the Annual General Meeting was held on 3 December, 2010, which included a talk on 「放手管理學」 (‘Let go of’ Management) delivered by Mrs. Linda Ma (馬王培琪女士), the wife of Mr. Frederick Ma, JP, the former Secretary for Commerce and Economic Development and their daughter Ms. Christine Ma (馬露明小姐), founder and Principal of JEMS Learning House, a school for educating young people in character and values. Under the leadership of Mr. Tai Tak-ching, Chairman of the PTA in 2009-2011, the PTA continued to support the school in providing quality education to our students.

The school also held its orientation day for the parents of Form 1 students and all the other new students in August 2010. A Form 1 Parents’ Evening was held on 29 October, 2010 to enable parents to exchange their opinions, and to gain a better understanding of each other’s concerns in relation to their child’s growth at school. Parents acquired a comprehensive understanding of the rich school life of the students.
in SSGC. A Form Three Parents’ Evening on subject choice was also held on 13 May, 2011.

To celebrate the 60th anniversary of the PTA, a commemorative magazine was published and distributed to all students in July, 2011.

3.3.5 Alumnae Association

St. Stephen’s Girls’ College Alumnae Association (SSGCAA) was founded in 1926. It has played a pivotal role in helping to perpetuate the fine traditions of the school and to maintain a close link between all ‘St. Stephenies’ and their Alma Mater. It has made a valuable contribution to the school and generously donates scholarships to students in financial need.

The Mentorship Programme, launched in 2006, was successful in providing a platform for the mentees (Form 6 students) to learn from and be inspired by their mentors (alumnae) in their academic pursuits and career aspirations. Activities such as voluntary work, company visits and individual gatherings were held regularly throughout the year. The past year also witnessed the most impressive growth in the number of mentors and mentees.

The SSGCAA AGM and Annual Dinner cum Homecoming on 20 November 2010, was much more than just a ritual, regular annual event. The programme of the day was packed with exciting activities. Many alumnae were invited by our School Tour Ambassadors to embark on a guided tour of the school campus which included the kindergarten and primary school as well as the secondary school. While many marveled at the modern and contemporary design of our new primary school building, others found joy and nostalgia as they strolled down memory lane through the arched doorways and corridors of June Li Building, the first declared historical monument in a secondary school in Hong Kong. In the evening, a Poon Choi dinner which consisted of hot pots brimming with abalone and a rich assortment of other fine ingredients was served in the JC Hall for the enjoyment of hundreds of past and present students as well as teachers.

Throughout the last academic year, SSGCAA conducted many other meaningful activities and participated enthusiastically in the celebratory events of our 105th
anniversary. The organizing of the mini concert performance by the Alumnae Orchestra in the JC Hall in December 2010, the Spring Lunch in February 2011, the community service and fun-sharing with children at Po Leung Kuk in April, the publication of the Oldies Newsletter, and the co-organizing with the PTA of the 105th Anniversary Dinner in July all helped in reinforcing the close bond among the whole St. Stephen’s community.
4. Our Teachers

4.1 Number of Teachers

There were 70 teachers, including the Principal, two part-time teachers, three resource teachers and one voluntary teacher.

4.2 Qualification

Highest academic qualification attained by teachers:

<table>
<thead>
<tr>
<th>Year</th>
<th>Qualification</th>
<th>Masters Degree or Above</th>
<th>Bachelor’s Degree</th>
<th>Tertiary Non-degree</th>
<th>Total No.</th>
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Teacher Qualification
4.3 School-based Staff Development

To boost the professionalism of teachers, two staff conferences were organized in the academic year 2009-2010. The first staff conference was held on 25 September 2009. In the morning teachers attended the first section of a workshop on "Increased Teachers' Awareness of Effective Strategies in Building Positive Students' Self-image". It was indeed an honour to have Dr. Eugenie Y. Leung, the Director of Counselling and Person Enrichment of The University of Hong Kong, hosting the workshop. The topic of the workshop was in line with the Annual School Plan, of which the main concern was “Care and Respect for Self”.

As a renowned and experienced clinical psychologist in Hong Kong, Dr. Leung delineated the characteristics of students with low self-esteem as being attributable to unpleasant childhood or adolescent experiences, and/or their inability to live up to the expectations of their parents. Six typical cases were then presented for group discussion and analysis. Teachers examined the problems behind each case and suggested remedies for them. Subsequently, Dr. Leung stressed that teachers must be perceptive in understanding the emotional needs of students in the helping process. In addition, teachers must appreciate the multifaceted nature of the cases and try to recognize the many factors that affect the students’ self-esteem. In complimenting our teachers, the speaker lauded their ability to approach each case from different perspectives. She also underlined a common problem our students may grapple with when they are promoted to secondary school. Top students from primary schools may be disheartened to discover that they are no longer the best ones in secondary school in view of the keen competition. In such a situation, she suggested that students should adjust their mindset to help them cope.

Moreover, techniques to improve the self-image of students who were lacking in confidence were examined. Students should be encouraged to embrace a change in their self-image, develop greater self-awareness and dare to dream. Affirmation, self-supporting thoughts and forgiveness are useful means for confidence building. In a case discussion that followed, teachers were asked to give comments on the decisions made by various principals in dealing with the students’ problems. It was concluded that teachers should never ascribe their own values in handling cases. Biased perception and interpretation should be avoided. Dr. Leung defined the role of teachers as perceptive, open-minded and methodical in dealing with less confident students. Most importantly, they should help students build up a positive self-image.
themselves by providing guidance only. Teachers should be eagle-eyed enough to spot early signs of a decline in students’ self-esteem. All these strategies are conducive to the ultimate goal of the personal enrichment of students.

Following the edifying workshop conducted by Dr. Leung, we were delighted to have Mr. Gilbert Lee who tried to highlight some legal issues related to the education sector. First and foremost, teachers should abide by the Code of Aid, the Professional Code of Conduct and the Guidelines on Extracurricular Activities in exercising their duties. Conflict of interest and inappropriate conduct should be avoided and teachers should never contravene the rules or else consequences may ensue. Also, they should refrain from infringing copyright by unlawfully copying materials and using pirated software.

The second Staff Conference was held in the Holy Spirit Church in Yuen Chau Kok, Shatin, on 30th April 2010 (Friday). With a view to inspiring individuals to live their lives with equanimity, the activity proved to be a unique and edifying experience for all teachers.

Meticulously adorned with delightful flowers, the Holy Spirit Church offered a serene venue for this staff development workshop entitled "Mindfulness Training". It was our great honour to have Fr. Dr. Thomas Kwan, an avid advocate of spiritual education, as our speaker and trainer. Fr. Dr. Kwan is both the Associate Director of the Centre for Catholic Studies and a part-time lecturer of the Hong Kong Institute of Educational Research, at The Chinese University of Hong Kong.

Fr. Dr. Kwan commenced by describing all individuals as unique divine gifts and a "source of blessing" for everyone. At the beginning, Fr. Dr. Kwan taught the teachers ways to breathe in order to relax and focus on achieving equanimity. Throughout the programme, there were several sessions of quiet time, singing and slide shows to underscore the message that a calm and peaceful state of mind and the happiness associated with it should not to be taken for granted. Aside from all this, teachers were given the chance to ruminate on their lives and think about the people in their lives for whom they were most grateful. Participants were also advised to cherish their lives and live for the moment. This is because lives are inherently meaningful given that everyone is a "source of happiness and blessing" for others.
After a lunch which encouraged the practice of "Mindful Eating", teachers proceeded to participate in "Mindful Walking" in the Church to create emotional calmness and tranquility. Fr. Dr. Kwan also offered insightful views on the "Three Selves" of each individual which ideally should be reconciled to form the "actual self". He added that self-negation and dissatisfaction stemmed from the incompatibility of the "Three Selves". One should "be aware, acknowledge, act and appreciate" to create peace in oneself and at the same time create an authentic self which maintains a state of euphoria.

The session culminated in a prayer which bestowed blessings on the participants and the people they might be grateful for. It was hoped that teachers could help instill the sense of equanimity in students which was conducive to spiritual education.
5. Our Learning and Teaching

5.1 Curriculum

5.1.1 English Language Education

Priority 1: To promote care and respect for self and for others

Achievement
In alignment with the school’s annual plan of Fostering a Caring and Learning Community, the English Department integrated ‘Care and Respect for Self and for Others’ into the English Enhancement Programmes, which succeeded in boosting students’ language skills and making them reflect on ways to express one’s care and respect for oneself and others. Presentations during assemblies provided a channel for them to demonstrate their level of creativity, depth of understanding as well as the extent of their achievement on the chosen theme.

Reflection
Close examination of students’ creative work reflects their varying levels of understanding and perception of how to love themselves and others. However, learning activities were generally confined to the classrooms. The possibility of extending students’ discussions to the cyber world should be utilized.

Priority 2: To promote collaboration

Achievement
All students in Forms 1-2 and those who needed additional support to improve their English skills in Forms 3-4 subscribed to English Builder in 2010-2011. Students’ reading skills were strengthened.

Group projects continued to be integrated into the English curriculum: Restaurant Reviews (Form 2), Media Education (Form 3) and Modern Women (Form 6). Through teamwork, students learned to develop greater generic skills.

The English Department continued to collaborate with St. Paul’s College to organize a Form 7 Joint School Oral Examination in February 2011. Students were given the chance to better prepare for their public oral examinations through a simulated setting.
Collaboration with the University of Hong Kong on mentoring 2 student teachers for 8 weeks (Feb - April 2011) allowed both mentors and mentees to exchange professional knowledge and expertise on learning and teaching English.

**Reflection**
How to entice reluctant learners to utilize online resources needs to be further explored next year. Online exhibitions of outstanding Form 1 poems, Form 2 short stories and Form 3 radio plays could be considered for better promotion and recognition of students’ effort and language skills.

**Priority 3: To aspire for excellence in performance**

*Achievement*
Form 7 students performed well in their public examinations with a passing percentage of 100%. 68% of matriculated students obtained grade A-C in the HKASL Examination 2011. All Form 3 students passed their Territory-wide System Assessments 2011.

*Reflection*
Interactive feedback will be used more frequently with the addition of more manpower to reduce the workload of teachers. Students generally need to strengthen their writing and speaking skills, which could be accomplished through conducting more text/genre analysis and displays of exemplary essays.

**Priority 4: To cater to learners’ diversity**

*Achievement*
Various enrichment or remedial programmes were run during the summer or after school to address different learners’ needs including the Form 1 Summer Bridging Class and after school Conversational English Classes, Form 1 English Speaking Classes and Form 1 and 2 remedial English. These diverse oral activities helped participants practise using their English more. School-based assessment in Form 5 was conducted according to the requirements laid down by the HKEAA. Learners’ interests in their chosen text types and the level of difficulty of the assessment tasks were all carefully catered for. Subscriptions to Scholastic Book Clubs were placed in November 2010 and March 2011 to allow students to select from a wide variety of titles and genres.
Students took part in a myriad of extra-curricular activities and competitions for language enrichment and wider exposure to authentic English and obtained pleasing results. Examples are the Model United Nations, Secondary Schools Mock Trial Competition, Stanford University Education Program for Gifted Youth, the 26th Annual Book Report Competition for Secondary School Students, AFS Intercultural Fair 2011, the Hong Kong English Public Speaking Contest 2011, the English Language Leadership Programme 2011, ‘Chip Tsao’s Guide to Writing Better English’, ‘English Creative Writing Workshop by Xu Xi’ and ‘How and What and Why do Writers’ Write’

**Reflection**
The English Department will continue to utilize various resources and funding to run enhancement courses or devise strategies to meet the diverse needs of our students. Senior students may be enlisted to assist the academically less capable junior ones to meet the dual purposes of training senior students’ leadership skills while raising the junior students’ English standard. More professional exchanges on changing learners’ needs and frequent collection of students’ opinions on how to assist them best are needed to reach the intended goals.

**5.1.2 Chinese Language Education**

**關注重點一：建立課程規劃架構**
課程規劃小組統籌各級課程規劃及其教與學的工作。各級設統籌老師負責協作級務，課程規劃明晰，教師掌握有關學習領域的內容及分享教學心得。學校傳統中英並重，重視學生兩文三語的發展，積極支援課程規畫及語文活動的開展。課程規劃配合本校三年發展計畫的主題：「關愛」，並根據香港教育改革和本校發展方向，使學生於不同學習階段，在知識的積累、能力的掌握、態度和習慣的培養等各方面都能獲得均衡而全面的發展。

**關注重點二：配合學校三年計劃之主題，將關愛、委身元素滲透在教學及語文活動上，建立校園關愛文化**
透過多元化教學及語文活動，如篇章閱讀、徵文活動、書籍分享、標語創作、書法(勵志金句)、創意寫作/命題作文/隨筆/話題寫作、校園電視節目製作、新聞評論、小組討論等，指導學生體會關愛委身蘊含的元素和恰切的表達方法。
關注重點三：建立協作教學、課堂研究、同儕觀摩的學與教文化

- 共同備課節：共同規畫全年課程進度，設計課業、課堂活動及教學法，進行教學檢討，促進積極溝通，交流分享，發展適合學生能力、興趣及性向的校本課程。
- 觀課、評課及課堂研究：協定全年觀課的目標和成效準則，藉著分享與交流，建立有效的評估，以促進教學的反思和回饋。觀察學生學習效能、教學方法及策略，找尋學習成果顯著。教師共同設計課堂活動，編定教材、訂定評估工具，設置自評和跟進活動，科任老師透過同儕觀課及評課，互相切磋，交流教學心得，提高教與學的效能。
- 課堂協作教學：於中三至中五級推行協作及平行教學，並在中一、中二級進行按學生能力分組教學，減輕科任老師的工作量，進行多元化的單元及專題教學活動，支援校本評核及照顧學生學習能力的差異，提高教與學的效能。
- 跨級會議：科任老師共同制定課程導向，協定課程統整的重點項目，討論教學內容，加強初高中課程的銜接。
- 資源共享：
  - 中央資料庫：有系統地上載本科務文件、教學資源、語文活動等訊息於本校內聯網，並設立本科資源角及資源目錄，加以整理，收集有關文件專業資料及教學資源等。為配合交流、分享的教學互動趨勢。
  - 中文科網頁：為教學輔助，學生自學，師生交流的園地，是一個有系統的教學平台。
  - 發佈語文活動消息：鼓勵學生積極參與語文活動
  - 自學平台：善用多媒體輔助教學，開拓教學空間，輔助學生主動學習，交流分享，共創知識。
  - 網上討論平台：中四至中七學生透過資訊科技，善用 eClass 的功能，加強互動學習，鼓勵自學、交流，有效使用資訊科技，培養學生對時事及文化價值的思考與認同。學生能透過指定議題，表達意見，並了解不同觀點，主動參與交流。設置討論區，引發學生關注時事新聞，供學生自由發表意見，從而提升對時事新聞的觸覺。

關注重點四：促進學與教的反思、加強教學評估後的跟進工作

- 學生學習檔案，記錄學生讀寫聽說成績的發展，促進學生自我學習的反省。
- 透過教科書各單元教學重點的學生自我評估，課業表現、觀察、評估測試等，讓教師作即時回饋，了解學生學習情況，訂定跟進工作。
- 透過學生學習問卷，教師和學生參與檢討和反思評估資料的工作；協助學生了解自己的學習情況；教師可因應情勢，調適教學策略和內容。
- 透過全年教師教學問卷，反思教學的成效。
- 單元檢閱及寫作歷程紀錄表：引導學生培養反思習慣，並給科任老師提出建議；科任老師收集學生意見後，在備課節中分享討論，調整教學策略和內容。
關注重點五：創設多元化語文學習經驗，鼓勵全方位學習

● 閱讀課
鼓勵學生廣泛閱讀；在特設的課堂上，透過小組活動，引導學生掌握文言文詞性句式，閱讀散文、詩歌、戲劇小說等作品，賞析不同文體的特色，將閱讀的成果轉化為創作和演繹。

● 專題研習
令學生增進知識，同時讓學生在搜尋、整理、綜合、分析、質疑與判斷等研習能力也得到完整的發展。學生在級任老師指導下學習如何解讀不同形態的資料素材，例如文字、數據、視聽資料等。學生也在同儕學習的過程中，培養共通能力。

● 校園電視節目製作
由科任老師及資源老師領導，由中一至中四級同學組成的「中文科校園電視製作組」，配合新高中選修單元的課程，製作以「關愛委身」為題的校園電視節目(本年度的主題為「訪問之前......」，帶領學生自編、自導、自演，為收集資料、擬寫劇本及舉辦面試會選拔演員中，發揮製作的潛能與創意，生生形象地闡釋中國文化的關愛與懷精神及採訪人物的語文運用技巧。

● 課餘輔導班
本科為幫助語文能力稍遜的學生，培養其學習中國語文的興趣及鞏固其語文基礎，特開辦中一及中二級課餘輔導班，由校外特約專業導師任教，開設為期一年的增潤課程，為中一級和中二級語文能力較遜的學生進行梯級式學習。部分同學接受輔導後，課堂表現及期終成績均見進步。

● 中三級全港系統性評估寫作及說話訓練課程
為幫助中三級寫作及說話能力稍遜的學生，並提升其應試技巧及鞏固其語文基礎，特開辦中三級全港系統性評估寫作及說話訓練課程，由校外特約專業導師任教，導師及科任老師於課程結束後，評估參與同學的表現及檢討課程的成效。

● 創藝傳意綜合課程之「多角度觀點—生活思維」
課程揉合聽、說、讀寫元素，因應不同的主題及素材，輔以同學的討論、小結、思考及總結並鞏固深化，所以互動活動，引導初中同學多思考及參與，析辨客觀、主觀事實，並發表自己的意見及理據，培養學生多角度思考，以提升批判性能力。

● 我愛香港少年網之「每日一篇」
本年度繼續參加「我愛香港協會」屬下網站之我愛香港少年網閱讀計劃，該網站每日提供一篇文章或通識文章供學生選讀，藉此鼓勵青少年培養良好品德，加強對時事新聞的理解，擴闊國際視野，並有助鼓勵學生積極養成閱讀習慣。

● 從聲音「體」「顕」文學課程
旨在透過聲音欣賞立體化，讓初中學生從多角度理解及體驗文學。透過用聲音去演繹不同的角色及劇本，引導學生透過戲劇、聲音的練習、閱讀的技巧，令他們明白聲音的可塑性，並思考及理解當中劇本的內容、重點、脈絡、人物、情感等。導師於最後一節課率學生到專業錄音室進行配音，讓她們從中體驗用自己的聲音演
譯不同類型的人物不同層次的感情，更將完成的作品製成光碟，供互相欣賞及參考留念。

• 體驗中國文化─書法班及水墨畫班
為提高同學對中國書法藝術及水墨畫的興趣，讓同學掌握筆法技巧，並體驗中國文化的特色，特別舉辦書法班及水墨畫班。各級同學積極參與，反應熱烈。

• 說話技巧訓練班
為了提高學生的說話應試技巧，增強信心，本科為中五級學生舉辦說話技巧的工作坊，讓學生能從實踐中學習口語溝通的技巧。透過導師的講解及實踐，提升學生口語溝通的技巧和能力。

• 詩與思尋-書展 2011
本科為推廣閱讀風氣，於三月在校郭少流堂，以【詩與思尋】為題，與三聯書店合辦書展，同場展出各級同學撰寫的好書推介及優秀閱讀報告，中文學會負責同學擺設攤位，籌辦語文活動，會場展出各類文史哲書籍，種類繁多，各級參觀人數眾多，反應熱烈。

• 第六十二屆校際朗誦節(中文組)及優勝者表演
本科老師每年都積極鼓勵同學參與香港學校朗誦節各項賽事，讓同學們透過備賽時的訓練及參賽時的互相觀摩，學習朗誦及談話的技巧。本科同學於散文獨誦、詩詞朗誦、二人朗誦的粵語及普通話組取得優異成績，獲獎同學均安排在學校早會上參與優勝者表演。

• 普通話課程
為提升學生普通話聽說能力及應用技巧，本學年開辦了普通話小記者訓練班，參加普通話小記者訓練班，不但改善了我的普通話說話技巧，導師運用新聞素材，向同學講解和分析重點，引導他們思考，加強時事觸覺，並增加了他們對新聞的興趣，擴闊視野。此外亦舉辦了語音訓練班，導師以輕鬆、活潑的方法授課，設計多種活動讓同學活學活用普通話，例如辯論、猜字、講故事等，同學在活動中學得語音知識，既多說了普通話，又從錯誤中學習，鞏固所學。同學亦能透過上述課程互相認識，交流學習普通話的心得。
普通話增益班主要為中一級以普通話作為中文科授課語言的同學而設，旨在幫助普通話能力稍遜的學生，培養其學習中國語文的興趣及鞏固其普通話的基礎。此外，本科亦推薦學生參加全港中小學普通話演講比賽，協助普通話興趣學會舉辦各類活動，於學校早會以「談談說說普通話」形式推廣普通話，為學生提供更多學習普通話的機會。

• 普通話日
本校一向重視同學兩文三語的均衡發展，每年均舉行普通話日。普通話日的節目推陳出新，提高同學學習普通話的興趣和能力。揭開序幕的是普通話早會，早會以普通話影片介紹學校的建築物和歷史，與同學進行問答比賽。午膳時間舉辦才藝表演，各班的表演隊伍都使出渾身解數，表演話劇、唱歌、相聲，老師們
亦積極參與，樂在其中。普通話大使鼓勵同學說普通話。各級同學積極參與當天的收集貼畫大行動。同學們為了收集貼畫，爭相向老師和普通話大使說普通話。

- **公民及品德情意教育**，透過課堂篇章指導與討論、專題活動的創作與閱讀等給學生反思現代公民該具備的素養。

- **中國文學科學與教支援計畫**，推廣校園文風

為配合新高中中國文學科課程發展，並推廣校園文風，本科調配資源，推行了一連串的學與教支援活動。就評鑑和創作兩方面，提升學生的學習動機及能力。計劃包括「作家夢工坊」寫作工作坊、「小作家論壇」及「作家分享會文學賞析及創作工作坊、文學創作工作坊(小說創作)、「片段寫作」教學支援活動及建立中國文學科學與教的資源庫，以提升新高中課程的教學素質。

在導師的帶領下，中四級文學班同學到香港大學及香港中文大學參觀並進行戶外寫作，找尋創作靈感，跳出平日的學習模式，發掘新的創作題材，點評同儕作品，透過討論和分享以提升文學賞析能力。

- **2010年香港文學節「文影共舞短片創作比賽」**

本校中六級中國文學班的同學於香港文學節的文影共舞短片創作比賽奪得中學組季軍。同學選取了劉以鬯的〈天堂與地獄〉作為文本，加以整理及想像，拍成短片。同學樂於透過多媒體學習及欣賞文學，更可把自己的閱讀心得用短片形式跟其他人分享，享受寓學習於娛樂的過程。

- **早會分享「宋詞欣賞」**

中七級修讀中國文學科的同學於學校早會時段內，與全校同學分享她們學習宋詞的心得和體會。她們首先簡介「詞」這種文學體裁的特色，然後由淺入深，講解譜曲作詞的平仄技巧，即場播放片段供大家欣賞，並現場獻唱，把文學作品譜上新曲，配以鋼琴及揚琴的伴奏，用粵語唱出，別有一番韻味之餘，更令全校同學喜出望外。

- **文學賞析與創作工作坊**

為了加強初中級同學對文學的認識，本科特別舉辦「文學賞析與創作工作坊」，聘請專業導師在課餘時間進行指導，集中介紹各類文學體裁及各時代的著名作品，配以仿作及片段寫作，提升其賞析及創作能力，培養他們對學習文學的興趣。另外，為鞏固高年級同學對文學創作的技巧，本校外聘導師，教授散文及小說的創作技巧。同學通過影片欣賞、故事分享等學習活動，掌握文藝創作的竅門，在輕鬆的學習氣氛下，增進知識，提高研習文學的興趣。

### 關注重點六：繼續推行「以普通話為中文科授課語言」試行計畫

- 按學生中文能力水平、普通話評核測試的成績及家長意願決定安排有關學生入讀中一以普通話為授課語言的班別。本年度共開辦中一級兩組(a 及 x 組)及中二級兩組(a及 x 組)，本科每年根據老師的教學檢討報告，學生的學習情況、家長意願及人力資源的分配，決定是否繼續開辦或增加以普通話為中文科的授課語言的班別。
關注重點七：評估多元多向，跟進學習差異
- 促進學習評估：重視評估過程中學生自我反思和朋輩的觀察報告來進行回饋。
- 多方參與的評估文化：透過課業及網上學習歷程檔案讓學生及家長共同思考評估的結果，了解學生的強弱項，藉此擬定合理的期望，照顧學習差異。
- 網上個人學習檔案，讓學生了解自己的學習情況，從而訂立個人習目標及方向。
- 分級及科組評卷會議：利用評估結果診斷及分析學生是否掌握學習目標，根據學生的表現反思教學，調整教學策略及教學內容。
- 重視學生學習過程中的表現，透過「學習歷程檔案」讓學生了解自己語文能力的發展，從而回饋學與教。
- 校本評核(SBA)：配合香港中學會考中國語文科及高級補充程度中國語文及文化科公開評核要求，本學年中四、中五級、中六及中七級按考評局要求推行校本評核並按要求提交學生校課業習作。中四及中五級評核項目共分三項：閱讀紀錄、語文活動及日常課業；中六及中七級校本評核則按要求提交學生閱讀課業紀錄。

關注重點八：科組協作、專業培訓及同工關係
本科同工具專業精神及教學熱誠，能以學生利益為先：積極提升語文教學的素質，幫助學生發揮潛能，開拓視野；並主動參與課程規畫及研究，努力開發資源，提升專業水平。科任老師主動積極參與有關新高中及其他有關課程培訓，努力裝備自己。教師之間已建立交流和協作的文化。科組同事保持良好溝通，樂於合作及分享，科務工作得以順利展開及推行。

反思一：配合公開考試評核要求，繼續發展校本語文能力水平參照、等級描述等工作。採用多樣化、多向性的評估模式，因應學生的興趣及能力，善用資源，為學生提供多元智能的學習經歷，提供機會讓學生展現不同的學習成果和能力。

反思二：加強公開考試技巧的訓練，就公開考試各卷的考核趨勢、要求及學生的學習難點、弱項，製作教學材料，配合單元教學，裝備學生應付考試，爭取理想表現。

反思三：配合學校三年發展工作計劃【建立關愛文化】目標，規畫課程關注重點及教學活動。

反思四：繼續推展以普通話為中文科授課語言試行計畫，善用資源，提高學生普通話水平，推廣普通話；鼓勵科任老師努力裝備自己，積極進修，參加普通話課程培訓。

反思五：繼續加強與其他學科的協作，籌劃跨學科專題學習，有效運用資源，促進學習。善用人力資源，促進團隊精神；減少師生比例，加強照顧學生學習能力的差異，提升教學素質。，促進教師的專業發展及共同備課的效益，調適教
学方法及策略，共同设计课堂活动，编定教材，制定评估工具，设置自评和跟进活动，互相切磋，交流教学心得，提高教与学的效能。

反思六：善用资源，配合新高中课程，举办多元化的语文教学活动，丰富学生学习经验，开拓视野，提高语文能力及学习兴趣。发展新高中中国语文科及中国文学科核心及选修单元课程规划，建构校本课程，有效调配人力，开发资源。

反思七：课程剪裁及调适：课程范围涉及广泛，卷数繁多，校本评核工作沉重；加上教学时数不足，影响教学进度；继续致力剪裁及调适课程内容；并善用课堂时间。

反思八：加强与附属小学中文科的教学协作交流，循序渐进作课程衔接，以加强交流观摩。

5.1.3 Mathematics Education

Priority 1: Respect and commitment

Achievement
Applications of Mathematics

Reflection
• Some newspaper articles and statistical figures were used to arouse the students’ interest and awareness on social issues.
• Students’ value judgments were improved through the application of knowledge in some selected topics.

Achievement
Co-operative learning in junior forms.

Reflection
• Group activities were arranged in class in order to encourage care and respect among students in these activities.
• Special seating was arranged for some divisions so that more able students could help weaker students.

Priority 2: Collaboration

Achievement
• Lesson study was carried out in both junior and senior forms.
Reflection
- Teachers’ professional development was enhanced.
- It was found that students learned more effectively.

Achievement
- Peer observation

Reflection
- Each member invited at least one other member to observe his or her lesson. The culture of peer observation was enhanced.

Priority 3: Assessment

Achievement
- Supplementary examinations, exercises or quizzes focusing on students’ weaknesses in the examinations were given to students after the examinations.

Reflection
- Assessment for learning was enhanced. Students clearly understood their weaknesses, and this provided opportunities for students to improve their work.

Achievement
- Comments and statistics were given to students after tests and examinations.

Reflection
- Students found that the comments and statistics were useful and could help their efforts to improve.

Priority 4: Students’ activities

Achievement
- 118 Form 2 to Form 5 students participated in the Australian Mathematics Competition 2010, and they were awarded 11 Certificates of Distinction, 46 Certificates of Credit, 60 Proficiency Certificate, and 1 Participation Certificate.
Reflection
- The competition aimed to give students an opportunity to achieve in mathematics. All students who participated received a certificate for their effort, while the upper half could receive a credit certificate or higher. This not only gave higher achievers a sense of achievement, but also helped others build up their confidence.

Achievement
- The school team participated in the preliminary round in the 3rd HK Mathematics Creative Problem Solving Competition for Secondary Schools, and obtained the Silver Award.
- Four F.1 and F.2 students participated in the 2010-2011 Hong Kong Young Mathematical High Achievers Selection Contest, and Li Zhuo Yao of F.2A and Lam Hiu Man Gloria of F.3A obtained the second class award and the third class award respectively.

Reflection
- The achievements in the mathematics competitions showed that the training courses were effective.

Priority 5: Catering for individual differences

Achievement
- The results of F.1 and F.4 lower-ability students were improved in the second term.

Reflection
- The remedial class system run in Form 1 and Form 2 was effective, as the students had more individual attention from the teachers in lower forms.
- Mathematics Enhancement classes held for of F.1 and F.4 lower-ability students were effective.
5.1.4 Personal, Social and Humanities Education

5.1.4.1 Chinese History

關注重點：貫徹二零一零 — 二零一一年學校計劃重點項目

成果：

甲、 教學方面
1. 在課堂上利用歷史事件和歷史人物事蹟，培育學生的正確道德價值觀——盡力完成職責及為目標委身等。如中五校本評核部分，要求學生以一個在香港從事革命活動的人物作研究對象，了解並評論其委身革命運動的經過。
2. 要求各級學生在學習中盡責盡力，初見成效。如本年中七學生於高級程度考試取得全體合格成績，更有一位學生考獲甲級成績，難能可貴。

乙、 活動方面
本科與姊妹學校組及英文科合辦「北京姊妹學校交流研習團」，考察地點為北京及天津。研習團的舉辦日期為二零一一年四月十五日至四月十九日，參加者有四十位中五、中六學生。本科安排學生參觀金山嶺長城、中國人民抗日戰爭紀念館、盧溝橋、頤和園、圓明園及天津瓷房子。是次活動有助加強學生認識長城對明清兩代邊防的重要性；了解清末至民國時期，列強侵略中國的歷史及其影響；天津瓷房子的建造，更可幫助學生學習如何為目標捨身，最終達致目標。

檢討：
1. 各級的教學都能配合學校計劃重點項目，並且收到一定的成果，尤其是中四至中七學生的學習日見用心，故在校內考試及公開考試都取得進步的成績，誠可喜現象。
2. 「北京姊妹學校交流研習團」的目標基本達到，參加學生均對中國的歷史文化加深了認識。然而，因未能找到適當的參觀地點及時間，致未能為初中學生安排教學參觀，是來年需要改善的。
5.1.4.2 Economics

Priority 1: Academic Enhancement

Achievement

- Students showed keen interest in studying Economics. They demonstrated sound knowledge of the economic principles and forces which helped explain and predict human behaviour. They had a comprehensive understanding of contemporary issues facing Hong Kong as well as its economic relationship with the mainland and other parts of the world.

- Students’ social awareness was enhanced. They became more conscious of the current issues including the economic restructuring and the minimum wage legislation in Hong Kong and the economic growth in the Mainland and the Grecian financial crisis. They were able to apply their economic knowledge, problem-solving and critical thinking skills to explain, analyse and predict the possible consequences of such events on human economic behaviour.

- The junior form students’ vocabulary bank was enriched so as to pave a more solid foundation on which new knowledge could be constructed in the senior forms.

- In order to cope with the implementation of the NSS Economics curriculum, appropriate teaching plans and strategies were applied to help students develop their essential skills for “learning to learn” and further enhance their academic performance.

- Extra lessons were conducted to help students improve their academic performance. Extra time and effort were put in to coach both the high- and low-achievers outside regular school hours. Students developed a greater interest in Economics and had a better understanding of the economic concepts.

- On 18 October 2010, a group of Form 6 Economics students, led by Mrs. M. Lee and Miss C. W. Wong, attended the Edward K Y Chen Distinguished Lecture on “Global Growth Prospects and Financial Services Post-Regulatory Reforms” delivered by Mr. Stephen A. Schwarzman, Chairman, CEO and co-founder of the Blackstone Group, at the University of Hong Kong. In the lecture, students learnt about current and future global financial development.

- On 22 October, 2010, a Form 3 educational visit to the Hong Kong Museum of Coastal Defence was co-organised by the Economics & EPA Department and the History Department. The participating teachers and students appreciated the artifacts and relics, and learnt about Hong Kong’s 600-year history of coastal defence through enjoyment in a relaxed environment.
• The visit to the Hong Kong Monetary Authority organised by the Social Science Society and the visit to the eco-paving block factory and the Top 10 News Election 2010-2011 organised by the Civic Education Society enriched students’ authentic experiences, broaden their learning horizons and arouse their social awareness.

Reflection

• Teachers should continue to emphasise the importance of students engaging in reflective, critical and multiple-perspective thinking in order to achieve an in-depth understanding of the interconnectedness of global events on the economy of the HKSAR.
• The strengths and weaknesses of the department and students should always be taken into consideration. It has been unanimously agreed that the quality of student-intake is a key contributing factor in the results scored in public examinations.
• Teachers should continue to refine their teaching strategies and modes of assessment to cater for learner diversity so that both the high- and low-achievers will benefit from quality education and strive for academic excellence.
• However, teachers ought to be mindful of the broadened concept of “knowledge” which cannot be fully reflected by examination performance alone. Students’ positive values and attitudes developed in the course of study were of no less importance. Rather, they should also be seen as meaningful manifestations of the economic postulate of “constrained maximization” viewed from another real-life perspective.

Priority 2: Commitment to One’s Work and Others

Achievement

• Students’ positive self-management was developed through the incorporation of the elements of “Commitment” into the curricula of EPA and Economics, through topics such as the role of the government, the rights and responsibilities of citizens, the commitment of political leaders, law and order, and the economic co-operation between the HKSAR government and the Chinese central government, social welfare, mass media, environmental pollution, private property rights, efficiency and equity, international trade and monopoly pricing and competition policy.
• Students’ commitment to learning was enhanced through the regular setting of individual learning goals and reflections on academic performance throughout the year. Students’ time management and punctuality in assignment submission were
improved and they kept their learning materials in a more systemic way for self reflection.

- Students’ generic skills were strengthened to enhance their reasoned value judgements and rational decision-making through participation in diversified learning activities such as group discussions, role plays and debates on current local, regional and global issues. Students’ creativity, critical and higher order thinking, problem-solving skills were enhanced.

**Reflection**

- The theme of “Commitment” will continue to be incorporated in the curricula of EPA and Economics so as to further enhance students’ sense of communal identity and belonging, and their understanding of the special features of the Chinese culture and help them to become even more aware of, and understand, matters of concern for the HKSAR, China and the world.
- Students’ regular learning goal setting, self-reflection and self-centred learning activities were effective in enhancing students’ commitment to learning as well as their academic performance and so they will be carried out continuously.
- Group discussions, news commentaries and role plays about controversial current issues were effective in strengthening students’ generic skills to enhance students’ reasoned value judgements and rational decision-making. These interactive learning activities will be organised regularly in order to help students acquire the necessary social and political skills and understanding, and also to prepare them for a responsible and decision-making role in order to make a positive contribution to HK society and the nation.

**Priority 3: Professional Enhancement**

**Achievement**

- Teachers attended EDB seminars and workshops on enriching teachers’ knowledge for the NSS Economics curriculum such as the introduction to the latest developments in compiling the Gross Domestic Product of Hong Kong and learning and teaching strategies for the NSS Economics curriculum such as preparing students for school-based assessment. Advice on guiding students to write news commentaries and consolidating students' learning of Economics through essay writing was provided. Teachers were also updated with the latest knowledge and innovative teaching pedagogies through this training.
Reflection

- Participation in the seminars and workshops, especially seminars on the curriculum of the new subject, Life and Society and school-based assessment for the NSS curriculum, will be strongly encouraged among department members to update their professional knowledge and skills to cope with the implementation of the NSS curriculum.
- Teachers will be encouraged to reflect on their own teaching practices and refine their teaching pedagogies to meet the needs of individual students.

5.1.4.3 Christian Education

Priority: To strengthen Religious Education both within and outside classrooms.

Achievement

The Religious Education department is concerned about the reduced student teacher contact time with the introduction of the New Senior Secondary School curriculum. This year, all Religious Education classes were conducted in English. The School continued to arrange all classes in the Main Building so students could take their R. E. lessons in the School Chapel which provides them with a religiously rich environment. An effort was made to increase religious and moral education outside the classroom. Opportunities and encouragement were given for student involvement in activities sponsored by, for example, Hong Kong Sheng Kung Hui.

A number of additional school religious activities were organized, including the Ash Wednesday Service in the School Chapel, the Consecration of the Stations of the Cross, the 105th Anniversary Thanksgiving Service at the Hong Kong Cultural Centre, and an Evangelistic Meeting co-organised by the Hong Kong Youth for Christ towards the end of the second semester in the J C Hall.

The Lay Chaplaincy Team also continued to play a helpful role in nurturing Christian religious values amongst students. Likewise teachers who embrace the Christian faith were encouraged to give talks in morning assemblies. This was further enhanced by the hosting of the Religious Education Week by the Christian Fellowship as well as sharing by teachers during one of the Christian Fellowship meetings.
Reflection
The Department continues to recommend that, as formal lesson time for this subject has been reduced, the cultivation of religious values and knowledge should be included in other curricula and activities outside the classroom.

5.1.4.4 Geography

Priority 1: Holistic learning and a multinational perspective for academic enhancement

Achievement
- To enhance the academic capabilities of students by learning from their fellow classmates, peer learning was adopted in Form 4. Students were introduced to essay writing skills. Through reviewing and commenting on essays written by themselves and their classmates, students appreciated good essays and developed respect for high-quality intellectual products. Less capable students could be catered for as they were able to learn from their classmates and polish their writing skills.
- To broaden the horizon of students and cultivate a multinational perspective in students, the discussion on the topic of plate tectonics was extended to all forms, supplemented by a worksheet given to students in the wake of the 311 Sendai Earthquake in Japan. To consolidate textbook knowledge on plate tectonics and synthesize information drawn from different sources, discussions were conducted in classes and Form 5 and Form 6 students researched and made presentations on the topic. This promoted self-learning and encouraged students to keep abreast of the latest international news and adopt a more original, analytical approach instead of regurgitating textbook knowledge.
- To assist students in their preparation for the public exam, make up lessons were arranged to cover certain topics in greater detail. This improved the academic foundation of students, which is conducive to academic excellence.
- To better equip students for the public examination, drilling using past papers was done as in previous years, in order to familiarize students with the format and the level of difficulty of the exam. Students acknowledged that this helped them hone their exam skills and bolstered their confidence in tackling exam questions.
- Various visits were organized to cultivate the care and appreciation of natural and urban landscapes worldwide. Form 6 students paid a visit to the Sai Kung Geopark, Ap Chau and Hoi Ha Wan, while Form 5 students visited Ma Shi Chau and Shek O. Students were introduced to various geographical features and the response was
encouraging. Form 4 students also visited the Urban Renewal Authority and thus developed greater empathy about the dilemma faced by residents, as well as the multifaceted nature of the issues surrounding urban renewal. A field study on Lantau Island Development was also organized for Form 1 students. Students were apprised of the impact of Lantau development on the indigenous ecosystem.

- Form 2 and Form 3 students also examined the slope and plants on the campus for geographical inquiry, helping students apply classroom learning to real-life contexts.

**Reflection**

- As there is a wide difference in learning capabilities, more methods must be probed to cater to individual differences and to narrow the gap in academic ability. Efforts in this area were hindered by the tight teaching schedule in the past year.
- Due to the tight teaching schedule owing to the NSS curriculum, peer teaching could have been more extensively adopted in senior forms so as to enable students to benefit from the process of evaluating and critiquing essays, thereby learning from the merits of other essays and avoiding common pitfalls.
- More pertinent international issues could have been incorporated into the curriculum to nurture multinational perspectives and encourage students to commit themselves to keeping abreast of global issues and to becoming savvier global citizens.
- Field trips were very well received by students. However, the difficulty of coming up with a time slot convenient to all during class time or after class have precluded the possibility of organizing more field trips. It is hoped that more field trips could be organized to provide students with hands-on experience in more topics and chances of appreciating more geographical features.

**Priority 2: Professional enhancement and continuous development for quality teaching**

**Achievement**

- In light of the latest developments in the curriculum, teachers have dedicated themselves to staying in the vanguard of the latest developments in the syllabus and to enhancing their professional competence. All members of the Department are actively engaged in continuous professional development courses.
- New members of the Department enthusiastically participated in various courses pertaining to the new curriculum, namely NSS enrichment courses. To hone IT
teaching skills in Geography, members also joined courses on GIS to supplement their teaching through interactive tools.

**Reflection**

- Teachers were unable to enrol in all the desired courses due to time clash with class time.

**Priority 3: Commitment to one’s work and others**

**Achievement**

- In line with the annual school plan, commitment to one’s work and others was also emphasized. A variety of class activities were arranged to inculcate commitment in students. Presentations and debates on geographical issues were held in class to cultivate commitment towards constructive discussions and society at large. In response to the 311 Sendai Earthquake, students expressed their views enthusiastically and expressed their concern for the afflicted. The discussions elicited much empathy and sympathy for the victims, which exemplified the commitment of students towards caring for others. Form 5 to Form 6 students even researched and made in-class presentations on the topic of Plate Tectonics. They prepared PowerPoint presentations containing information beyond that covered in textbooks and explained the processes leading to the occurrence of the earthquake and tsunami. Their work reflected their commitment towards lifelong self-learning and towards striving for the best quality in their own work.

- The high attendance rate for make-up classes showed that students are in general committed to their studies.

- Punctuality was underscored in collecting assignments and was an integral part of fostering commitment amongst students to their studies. Students were dedicated in their studies as they would turn in all their assignments. They have thus demonstrated diligence and great commitment to their own work.

**Reflection**

- The attendance rate could have been even better for some of the supplementary class sessions.

- In-class presentations could be made more frequently, especially in the lower forms, to bolster their confidence and to develop greater respect for other’s opinions.
5.1.4.5 History

Priority 1: Academic Enhancement

Achievement

- Students learned effectively in the classroom through participation in activities such as role-plays, simulations, group discussions, and presentations. There were some outside school activities such as the visit of the Form 5 History students to the exhibition on the 1911 Revolution at the Hong Kong Museum of History on 4 April, 2011, an EDB web-based learning course: The Rise of Contemporary China taken by four Form 3 students and a talk on "Common Mistakes in History Examinations" delivered by Dr. W. W. Yeung, Manager of the HKEAA, organised for the Form 6 History students in July 2011. These activities were effective in helping students to acquire a better knowledge and understanding of history, and improve their examination techniques.

- The teaching strategies were refined and applied in the teaching of NSS History. The school-based assessment for the HKDSE was carried out smoothly in this academic year.

- On 22 October, 2010, a Form 3 educational visit to Hong Kong Museum of Coastal Defence was organised by the History Department and the Economics & EPA Department. The participating teachers and students appreciated the artifacts and relics, and learnt Hong Kong’s 600-year history of coastal defence through enjoyment in a relaxed environment.

- Through the use of IT, some lost historical artefacts can be seen again. Scenes of historical significance can be reconstructed through the wonders of computer graphics. Teachers in the department also prepared some tailor-made IT resources covering different civilizations, historical events, and the people who had shaped history - from the earliest communities to our modern world.

Reflection

- Diversified learning activities were effective in arousing students’ interest and catering for learner diversity will continue to be fostered.

- The new teaching and learning materials and assessment methods for the NSS History syllabus were reviewed and further improvements will be made. The teachers will continue to give advice and guidance to the students for completing the school-based assessment.
As Liberal Studies is a core subject which is assessed like other subjects in the New Senior Secondary School Curriculum, the relevancy of junior form history learning to the study of Liberal Studies will be further examined.

**Priority 2: Commitment to One’s Work and Others**

*Achievement*

- Students’ positive self-management was developed through the incorporation of “Commitment” in history education through the study of the commitment of historical figures to their nations.
- Students’ commitment to learning was enhanced through regular goal setting and self-reflection throughout the year. Improvement has been shown in time management and the punctuality of assignment submission. They were able to organise their learning materials systematically for self-reflection. Students’ initiative to learn and sense of responsibility towards learning were enhanced through student-centred activities such as discussions and presentations. Commendations for active participation, good academic performance and considerable progress had a positive reinforcement on students’ learning.
- Students’ generic skills were strengthened to enhance their reasoned value judgments and rational decision-making through diversified group activities such as group projects, group discussions, role plays or debates on historical events to enhance students’ communication skills, to develop fundamental values and attitudes commonly held in our community and across other societies, such as regard for human life and dignity, and the quest for peace, cooperation and prosperity. They approached past and current events in an impartial and empathetic manner, using a variety of perspectives; distinguished facts from opinions; detected biased viewpoints, ambiguous assumptions and unsubstantiated arguments; and built up proper historical perspectives.
- Through the introduction to the characteristics and values of students’ own culture and appreciation of the shared humanity and common problems of the world’s many people, students’ national consciousness and their consciousness of being citizens of the global community were cultivated. They became rational and sensible members of the local community, the nation and the world.
- Teachers’ appreciation and encouragement of the good work of students was effective in enhancing students’ commitment to their work.
Reflection

- The theme of “Commitment” will continue to be incorporated into history education to enhance students’ positive self-management.
- Students’ regular learning goal setting and self-reflection were effective in enhancing students’ commitment to learning as well as their academic performance and they will be carried out continuously.
- Teachers will continue to organise group discussions, presentations, role plays or debates to strengthen students’ generic skills and help students understand and respect the values and attitudes of different people in the world, distinguish facts from opinions, build up proper historical perspectives and make rational decisions.
- Student-centred activities, praise and encouragement, peer learning and cooperative learning which were effective in enhancing students’ commitment to one’s work and others will be practised continuously.

Priority 3: Professional Enhancement

Achievement

- Teachers attended seminars and workshops in the past academic year including HKDSE History seminars on assessing student learning, setting quality assessment tasks, a preliminary review on the implementation of the NSS History curriculum, diversified learning and stretching potential, as well as an SBA school co-ordinators’ seminar and a History SBA mark submission seminar. The EDB and HKEAA also jointly organized the 2010 AL History Examinations and History SBA review section. Through these seminars and workshops teachers were acquainted with the latest knowledge and innovative teaching pedagogies.
- One department member was appointed as a member of the CDC-HKEAA One Committee on Senior Secondary Curriculum (History).

Reflection

- The History Department will continue its commitment to history education. Teachers will continue to update their knowledge and skills, and make innovations in teaching and learning.
5.1.5 Liberal Studies

Priority 1: Care and Respect for Self and Others

Achievement

- The teaching of Form Four and AS Level Liberal Studies focused on issues of Self and Personal Development so that they understand the personal development process with respect to the different challenges and opportunities they face. Through exploring issues concerning interpersonal relationships in the context of the family, peers and society, students reflected on how they could care and respect self and others.
- Exploration of issues in other modules enabled students to understand the world, both physical and social from views of different stakeholders so that they would appreciate and respect diversity in cultures and views in a pluralistic society.
- Collaboration and communication skills were enhanced when students participated in group discussions, presentations, debate and role-play.

Reflection

- The importance of translating knowledge into action should be further encouraged to further cultivate independent thinking, positive values and attitudes, social awareness and adaptability to change.

Priority 2: Responsibility and Commitment to One’s work

Achievement

- Opportunities were provided for self-regulated learning through individual and group projects as well as forums to nurture reflection and metacognitive skills. Students were guided through the different stages of an extended independent enquiry study. As students were asked to work on a self-chosen topic through a number of stages, and feedback was provided at each stage, self-regulated learning was enhanced.
- Feedback and explanations of rubrics were also used with written assessments to help students to set learning targets and reflect on their performances.
**Reflection**

- Students will be further encouraged to enhance the quality of performance and the well-being of all through strengthening responsibility and commitment to one’s work and to others, as well as through reflecting constantly.
- Collaborative learning activities on current issues should be continued to be arranged to enhance students’ communication skills and their commitment to others.

**Priority 3: To implement New Senior Secondary (NSS) Liberal Studies**

**Achievement**

- Diversified learning activities such as role plays, debates and group discussions were arranged to help students analyse the core of the questions, give balanced considerations to different views and make reasoned judgments. The following form-based activities were held during the year:
  - Study tour to Shanghai World Expo to observe China’s growing national power, heritage conservation and re-development, and to foster a sense of belonging.
  - An interactive drama on Money Management to promote the importance of this aspect of self-management.
  - Talks on Re-development in Hong Kong and Global Citizenship to enrich students’ knowledge.
  - A visit to Lantau Island, jointly organized with the Geography Department, to observe the changes to the physical and human environment of Hong Kong.
  - Participation in essay-writing contests on social issues and project competitions to promote students’ awareness of current affairs
  - Discussions and reviews of current news.
- To help students in their school-based assessment, Liberal Studies lessons were conducted in groups. The five streams in Form Four and Form Five were split into eight divisions. This greatly improved the time and attention provided to individual students. Furthermore, more resources were provided through the library, through access to an on-campus news search service by Wisenews, through platforms such as e-class and lastly, through talks such as a School Workshop on Statistics. As NSS Liberal Studies is now a new core subject, standardization meetings for school based assessment were held for teachers across Hong Kong and within schools. These proved to be very helpful.
- Teachers in the department attended several seminars, workshops and courses to keep abreast of the latest developments in Liberal Studies.
Reflection

- The learning activities enabled students to understand the contemporary world and its pluralistic nature.
- The department will continue to help students to make connections among different disciplines, examine issues from a variety of perspectives, and construct personal knowledge of immediate relevance to themselves in today’s world.
- Teachers will continue to review the school syllabus and teaching and learning materials from time to time in the light of teaching and learning experiences.
- The independent enquiry study will continue to be closely monitored to allow for the smooth running of this school-based assessment item and to enrich students’ learning through the study.

5.1.6 Science Education

5.1.6.1 Biology

Priority 1: Commitment

Achievement

- Form 4 students completed their biological investigation projects, achieving a very high standard. Students articulated various insights on the topics under investigation. Through this project, their investigative skills, as well as their communication, presentation and analytical skills were further enhanced. Many good projects with innovative ideas were collected.
- Form 5 and Form 6 students completed their SBA and TAS assessments punctually and with a positive learning attitude.
- In order to ensure the smooth implementation of the NSS Biology Curriculum, teachers attended various courses, revised teaching materials for sharing and reviewed the syllabus from time to time in the light of teaching and learning experiences.
- The revision of the Form 3 syllabus topic, “A Healthy Living” was successfully completed. Students became more aware of the applications of biological knowledge in healthy living habits.

Reflection

- Some students have developed better self-management skills through balancing their study loads and extra-curricular activities.
• Students showed enthusiasm for practicals and investigations. Some innovative and good projects were collected.

• More encouragement and guidance should be given to the weaker students.

• Teachers will continue to attend seminars and workshops regarding the NSS Biology curriculum and School-based Assessment.

• Students found the syllabus interesting but at the same time had difficulty in spelling all the biological terms. More practicals and investigations should be arranged to arouse students’ interest and improve their proficiency in using the biological terms.

Priority 2: Care and Respect for self and for others

Achievement

• Horseshoe crab Rearing Programme:
The department collaborated with the Ocean Park Academy and City University of Hong Kong to rear 50 horseshoe crabs for 1 year. With the help of a group of committed and dedicated students, the newly hatched crabs grew to suitable sizes and were successfully released to their natural habitats in April, 2011.

• Some Form Five students participated in the International Coastal Cleanup Day in October, 2010 in San Tau Tung Chung. This was a project designed to aid in the conservation of horseshoe crabs through protecting their environment. Students worked shoulder-to-shoulder, not only picking up trash, but also recording every item they found on standardized data cards and then shared the data worldwide.

• Elements of “Care and Respect for Self” and “Care and Respect for Others” were incorporated into the biology curricula. For example, two topics that incorporated these themes were Health and the Human impact on the Environment. Teachers reminded students that they are expected to show respect for all living things and the environment, recognize their responsibility for conserving, protecting and maintaining the quality of the environment and develop positive values and attitudes towards adopting a healthy lifestyle.

• The following educational visits were arranged: Form 5 – a visit to a mangrove habitat and Form 6 - bird watching in the Wetland Park and a field study of a fresh water stream in Sai King Ho Chung. Through these activities, students have learnt to appreciate the natural environment and understand the importance of sustainable development.
Reflection

- Such programmes are highly recommended as they arouse students’ environmental awareness and foster students’ responsibility, care and respect for nature.
- Through the International Coastal Cleanup activity, students understood the importance of the protection of special places, the restoration of sustainable fisheries, the reduction of the human impact on ocean ecosystems, and the need for comprehensive management of our nation’s ocean resources and ecosystems. They also learnt how to collect data to share worldwide. To further enhance students understanding of problems, it would be better to ask the students to suggest solutions.
- Due to a very tight teaching schedule, teachers found that there was not enough time for student reflection, and presentations. More group presentations should be arranged to further sharpen students’ communication skills and enhance their confidence.
- Students mostly found the guided visits and field trips educational, interesting and useful. However, guided visits for the whole form could not be arranged on the same day (educational visit day) as the guided visits are mostly for a maximum of about 40 students. A guided visit to the Wetland Park would have been possible but guided visits for more than 100 students are provided only on Thursdays. If time allows, guided educational visits will be arranged for other forms. Students enjoyed all the educational visits and found the guided visit to the Wetland Park interesting.
- More diversified collaborative learning activities will be organized so that students will be able to understand their strengths and weaknesses and learn to respect one another.

Priority 3: To enhance academic achievement and improve students’ examination techniques

Achievement

- There was an increase in the number of As and credits in the AL public examination.
- Tutorials after school and during lunch breaks were arranged for Form 4 and Form 5 students and attendance reached almost 100%.
- Students finished the text book exercises and past papers after each chapter. Many students benefited from this practice with improved examination techniques.
- More exercises were uploaded on the server for students. More capable students could finish all the exercises.
Reflection

- Form 5 and Form 6 students should be advised to start their revision earlier. More tasks should be set for students during the summer holidays. Revision assessment would be helpful in guiding them to start their revision earlier.
- More guidelines will be given for students’ revision.
- More modified past papers will be prepared to cater for learner diversities.
- More exercises will be given to the students especially those “new” topics in the NSS and essay writing questions.

Priority 4: To arouse students’ interests in reading biological-related articles and news.

Achievement

- Form 3 students completed the book reviews and many thoughtful reports were received. They learnt about many interesting facets of life and the biological applications in daily situations. Many students borrowed books from the school library.
- Teachers and students selected suitable and interesting articles and shared the articles by posting them up on the notice boards in the laboratories and on the web.
- Selected articles were assigned for Form 5 and Form 6 reading.
- Mind-mapping and essay writing practice were assigned to Form 6 students.

Reflection

- Most students were able to provide in-depth book reviews and the books selected were suitable. The revised, detailed guideline was useful. Students should be encouraged to read more than one book. The library catalog for biology books will be introduced to students to try to motivate them to make good use of it.
- More recent newspapers and posters should be posted up inside and outside the laboratory to ensure students read more recent news on current environmental and biotechnology issues. More contributions from students and teachers should be encouraged.
- Some students enjoyed reading the articles but some did not. A record of their work should be kept and more sharing from teachers and students should help to motivate students who are not avid readers. Furthermore, articles and topics related to the syllabus will be used for lesson preparation so that students will be more familiar with the issues.
- These activities also improved students’ self-learning and active-learning.
• A few good assignments were received and students demonstrated a more in-depth understanding of a particular concept. More classroom discussions should be conducted to ensure those students who “lag” behind the schedule can catch up.

Priority 5: To cater to learner diversity

Achievement
• Various exercises for each chapter were uploaded onto the school server for revision and reference. Students found them useful.
• Students’ performance in tests and exam papers was discussed after each assessment.
• Tutorials were conducted for weaker students.
• Three Form Five students participated in the Hong Kong Youth Science and Technology Invention Competition organized by the Hong Kong New Generation Cultural Association Science Innovation Centre.

Reflection
• Diversified learning activities were effective in arousing students’ interest and will be organised continuously.
• Special seating will be arranged for some activities so that the more able students can help weaker students.
• Teachers’ praise and encouragement will be further encouraged to stimulate students’ positive reinforcement.
• All students who participated received a certificate for their effort. This activity helped to widen the students’ horizons and various skills e.g. organizational, research, investigative skills etc. were also further enhanced.
• Students will be reminded to maintain a good balance of time allocation between their academic work and extra-curricular activities.
• The new teaching and learning materials and assessment methods for the NSS Biology syllabus had reviewed and further improvement will be made.

Priority 6: To improve students’ scientific literacy

Achievement
• Experimental worksheets and manuals were prepared for Form 3 students, and students found them easy to follow.
• The Form 5 and Form 6 students’ report writing skills were much improved after a year of training.
• Essay writing exercises were arranged for AL classes and the activity helped students to revise details better.

**Reflection**
• The training on report writing skills in Form 3 was insufficient. More exercises will be given.
• With the consent of the students concerned, good assignments will be copied and shared so they can be used as a learning reference.
• Students found the activity useful, however, limited lesson time made it difficult to arrange the activity.

**5.1.6.2 Chemistry**

**Priority 1: To widen students’ exposure to Chemistry and to enhance students’ participation in class**

**Achievement**
Form Three students completed their newspaper reviews. Teachers found this practice effective in raising students’ awareness of the applicability of chemistry in daily situations and the importance of learning basic sciences even though they may not continue their studies in the science field after Form Three. Students’ work also reflected their learning of new subject knowledge and critical thinking skills. Investigative studies for Form Four were not carried out as planned due to limited teaching time. Students, however, carried out more experiments compared with last year’s Form Four class. Students were, therefore, more prepared for school-based assessment in the coming academic year.
Two Form Four chemistry students along with two Form Two students, as a part of the Gifted Education Programme, participated in the Budding Scientists Award organized by the Education Bureau and won second place. They chose a chemistry topic, to remove odour from household waste, and received advice from teachers and staff in the department.
Data logger was used for quantitative demonstrations relating to pH and temperature measurements.
Reflection
More guidelines were given to Form Three students to help them select suitable news stories and make comments.

The promotion of science (chemistry) learning should not be confined to exam purposes but for a larger purpose in life. It has therefore been important to make Form Three chemistry not just fun, but closely related to daily life.

Better planning in arranging investigative studies will be needed, especially for the coming Form Four classes that will be assessed in such areas.

Teachers foresee that time constraints will still be a key factor in hindering the carrying out of more practical work sessions. But we realize that this element is important in widening students’ exposure to ‘real’ chemistry and also in enhancing their participation in class. We will try to improve our time management and arrange for the necessary extra lessons.

Participation in the Budding Scientists Award was a great experience for both teachers and students. We enjoyed working with the students. And we are sure that this kind of participation can enhance students’ motivation in learning.

The data-logger equipment helped in illustrating certain topics but it has been difficult arranging it for students’ use due to the limited number of computers and sensors. It is also not economical to purchase more sets. Therefore, it will mainly be used for teaching demonstration purposes.

Priority 2: Reflective teaching and learning

Achievement
- *End of lesson quizzes* were conducted for Form Three to Form Five classes. They were found to be useful in motivating students to be more attentive and reflective in their studies.
- *Practical assessments* were carried out for Form Three and Form Four classes.

Reflection
- Again time constraints were the key concern here. The practice of end-of-lesson quizzes may not be able to be carried out so often as teachers need to spend more time on actual teaching or school-based assessment sessions.
- The practical assessments were useful in showing the students the importance of the practical / technical aspects of the subject. They also indicated to teachers those skills and concepts which required more drilling.
• More opportunities for reflective learning, especially in understanding the strengths and weaknesses in studying the subject, will be arranged.

5.1.6.3 Physics

**Priority 1: To improve students’ understanding and academic results.**

**Achievement**
- Good results: 100% passed and 50% received credits or above in the HKALE.
- *Self-learning assessments* were arranged for most forms and a 50% pass rate for each assessment was achieved.
- Students self-learning skills and understanding improved. They were also encouraged to prepare for lessons.

**Reflection**
- More frequent and shorter *self-learning assessments* will be assigned to facilitate students’ revision for the lengthy DSE syllabus.
- *Tutorials* will be arranged for different groups, according to their ability, at different times.
- Examination type questions will be used for revision tests and teachers will also use these chances to teach students how to solve unfamiliar problems.

**Priority 2: Arouse students’ interest and improve their problem solving skills.**

**Achievement**
- *Model Making Projects* and *Reading Assignments* aroused students’ interest in learning Physics.
- Students could apply Physics knowledge in solving problems and appreciated the usefulness of Physics in daily situations.
- Students showed an improvement in problem solving and their investigation skills.
- Students participated actively in the different stages of the projects, including searching for information, discussions, peer evaluation and proposal writing. They learned Physics in an enjoyable environment.

**Reflection**
- Teaching time was limited for NSS classes. Some projects had to be cancelled. A model-making component will be included in the *SBA Investigative Studies*. 
• Booklets provided for the ‘Reading Assignment’ could not reflect good understanding and creativity. It was suggested that only ‘video clips’ would be used.
• The use of various kinds of activities for assessment worked well and students appreciated the arrangement.

Priority 3: Catering for learning differences

Achievement
• Some Form 4 and Form 5 students trained for the ‘Physics Olympiad’ competition. These students gained a lot of confidence through the training. One Form 4 student was awarded 3rd honour.
• Sample tests, past tests / examinations and teaching notes were posted for all the forms on the school web so that students could study at home, at their own pace.
• Tutorials were arranged to help weaker students and students taking Combined Science (Physics). Students appreciated the arrangement.

Reflection
• Students will be encouraged to participate more in different science competitions.
• Sorted CE/AL past papers will be posted as revision exercises for DSE preparation.
• Some weaker students did not take the initiative to complete the exercises. It was suggested that tests should be arranged based on the posted materials.
• More tutorials will be arranged for weaker students to guide their revision.

Priority 4: Reflective learning and teaching

Achievement
• End-of-lesson assessments were arranged for most classes. They helped to promote a better learning atmosphere and students became more attentive in class. Teachers improved their teaching strategies based on the results of these assessments.
• Summary writing exercises helped students improve their understanding and a better awareness of their learning progress.
• Self evaluation after projects improved students’ quality of learning and was useful in assessing students’ study skills.

Reflection
• Limited teaching time caused problems in arranging end-of-lesson assessment. Lengthening lesson times would be preferred.
• Summary writing should be extended to all classes.
• Written report was found to be the best format for self evaluation. It would be even better if teachers could discuss the evaluation report with each student.

5.1.6.4 Integrated Science

Priority 1: Care and Respect for Self and for Others

Achievement
• Elements of care and respect for self and others were incorporated into the I.S. curricular e.g. laboratory safety, looking at living things, various environmental issues etc. Through various discussions, students developed a more accepting attitude towards oneself and others, understood the need to protect the environment, showed respect and care for all forms of life and recognized their responsibility for conserving, protecting and maintaining the quality of the environment.
• A visit to the Hong Kong Museum of Medical Sciences was arranged for Form1 in the first term. Through the visit, students developed an awareness of scientific advancement and its social, economic, environmental and technological implications. It also heightened their curiosity and interest in science.
• A visit to the Hong Kong Space Museum was arranged for Form 2 in the first term.

Reflection
• Attitudes such as curiosity, care and concern for living things are important in science learning. As these attitudes take time to develop, their assessment should take place over a period of time to show the progress that the students have made. Apart from the observation of students’ behaviour by teachers, additional methods of assessing attitude should be employed, e.g. asking students to write essays and using questionnaires.
• It was discovered that the exhibition time for the Form 2 educational visit to the Hong Kong Space Museum was too long.

Priority 2: Commitment

Achievement
• Generally students handed in their homework punctually. Students have better self-management skills.
• Form 1 and Form 2 students completed their science projects. Their projects reflected their hard work and understanding of the investigation. Students developed personal integrity through honest recording of experimental data.

• Students were able to handle the laboratory apparatus and chemicals safely and properly, and carry out instructions for experiments. There were no major accidents. Students were aware of the importance of the safety of oneself and others in the laboratory and were committed to safe practices in daily life.

**Reflection**

• Students should keep a good record of their work to show their progress and achievements.

• Form 1 students required more guidance, encouragement and reminders.

**Priority 3: To improve students’ investigative skills and report-writing skills**

**Achievement**

• More discussions and exercises on training students’ investigative skills and report-writing skills for Form 1 and Form 2 were arranged. It was found that students enjoyed doing exercises and showed improvement.

• Form 1 *Group investigative projects* - Students conducted research and carried out an investigation with the guidance of teachers. Many good projects were received.

• Form 2 model-making projects – Students were given electrical components and training. They used the electrical components to make their own models for daily applications. Many good and creative models were designed.

• Through these group activities, students learned to discuss scientific ideas and values with one another, interpret scientific information from data presented and make objective judgments based on the data collected.

**Reflection**

• Due to time constraints, only some students presented their projects during lessons. They enjoyed doing the projects very much and were proud of their creations. Good work will be exhibited in the next academic year.

• Students require more practice in the organization of data e.g. drawing data and plotting graphs.

• Students showed a slight improvement in their report-writing skills but more practice should be given to sharpen their investigative skills.
Some academically weak students were found to be very talented in the practical work and enjoyed conducting investigations. More guidance and encouragement should be given to the weaker students in order to boost their confidence.

Priority 4: To arouse students’ interests in reading science related articles and books.

Achievement
- Science Reading Scheme - A box of books was circulated in each form and students completed a written book report. Students reflected that some books were very interesting and easy to read and understand which aroused their interests in reading science books.

Reflection
- More books should be purchased. Teachers have been encouraged to select additional suitable books for students. Students will also be encouraged to borrow books from the school library and the public library.
- The program will start in the first term and each student will be expected to read at least 3 books and write a brief report.
- More newspaper and passage reading will be given to the students.

Priority 5: To create an active learning environment through various activities and cater to learner diversity

Achievement
- Various types of activities and assessment were conducted. Students enjoyed the various types of classroom activities e.g. hands-on experiments, group discussions, games, competitions etc.
- Practical assessment - Students worked seriously on their practicals and teachers found the running of the assessment went smoothly with the previous modifications and the help of laboratory technicians.
- Reward scheme - More praise was given to students for their good work and those who made improvements were awarded the BEST improvement award in each class.
- Two Form 2 students were nominated to participate in the Hong Kong Budding Scientists Award competition organised by the Gifted Education Section of the Education Bureau (EDB) in collaboration with the Hong Kong Association for Science and Mathematics Education, the Hong Kong Federation of Education
Workers, the Union of Heads of Aided Primary Schools of Hong Kong and the School of Education Alumni Association, The Chinese University of Hong Kong. They worked in a team with two other Form Four students and were the 1st runners-up and received the Best presentation award.

**Reflection**

- Teachers were encouraged to be more generous and to give more encouragement and appraisal to the students. The good work of students will be posted up and small gifts will be given to the students especially for those who have made progress and improvement.

**Priority 6: To promote active and self learning**

**Achievement**

- *Group investigative projects* – The Form1 investigative project and Form 2 model-making project required students to conduct research and participate in an active discussion with their group members. Various generic skills were trained.
- *Guided self-learning* - Sections of some chapters were selected for students’ guided self-learning in Form1 and Form 2. An assessment was arranged to check students’ understanding afterwards. Students were guided on how to be independent learners. The results of the assessment were generally good and students found the topic selected was easy to understand.

**Reflection**

- The above practices will be continued and students shall be encouraged to ask more questions.
- Some students were quite passive and needed more guidance and encouragement, especially Form1 students.
- More classroom discussions for group investigative projects could further enhance their communication and organizational skills.
5.1.7 Technology Education

5.1.7.1 Home Economics

Priority 1: To arouse student’s awareness of care and respect for self

*Achievement*
- Learning activities were devised to arouse students’ awareness of care and respect for themselves. They were able to construct and connect knowledge and improve their skills and attitude through different learning experiences. The success of the programme was reflected in their creative assignments and through their enthusiastic participation during lessons.

*Reflection*
- Teaching content had to be adjusted due to the constraints of limited lesson time and the uneven distribution of lessons for each class and in each school term.

Priority 2: To enhance students’ concern for caring for others and interrelationship skill

*Achievement*
- Students gave positive feedback on the special theme projects for Form 2, *Meal at Home* in Form Two, and the Form 3 theme projects, *A Dish for My Beloved Family* and the *T-shirt Refashioning*. Encouraging comments from parents were given and recorded in students’ projects.
- Environmentally friendly practices were adopted and the amount of waste produced in practical lessons was reduced. Waste separation for Home Management classes was effectively carried out.
- Though peer support, students’ communication and interpersonal skills were improved. They were able to produce high quality and sophisticated work. Students showed an appreciation of the work and effort of their classmates by giving positive and constructive comments on the project work of their peers.

*Reflection*
- Students’ interests were considered when planning learning activities to reinforce teaching and learning effectiveness.
• Supervision and reminders will be given frequently to maintain an awareness of environmental protection and achieve ideal results.
• More time should be allocated for preparing group work and peer evaluation sessions.

Priority 3: To enhance students’ commitment to self and others

Achievement
• Good quality work reflects students’ understanding of the activities devised for Form 3, *My Dietary Goal* and *Low Carbon Diet*.
• Students carefully followed the 4Rs and kept both the Home Management room and Needlework room tidy throughout the school year.
• Effective strategies were set up to improve self management skills.

Reflection
• The duration of the special themed project, *My dietary Goal*, should be lengthened to achieve a more commendable result.
• Students should be encouraged to do more research work on the related theme of projects.
• More guidance will be given to the weaker students on time management.

5.1.7.2 Computer Studies

Priority: to maintain a good standard in the external examinations and arouse students’ interest in learning IT.

Achievement
• All the CA students attained a pass or above in the external AS level examination except one.
• More students used the MMRI, MMRII, CRI and CRII for learning

Reflection
• The following practices should be adopted to enhance the performance of students
  - Past paper exercises: The students are encouraged to complete past paper questions which are grouped according to the topics.
  - Introducing project work to Form 3 assessment: It was agreed their mini project work on both web pages and programmes should be introduced in Form 3
Computer Literacy classes to help students understand the mechanism of coursework assessment in the Form 4 NSS ICT curriculum.

- Closer supervision of coursework and projects: It was agreed more guidance should be offered to students and more checkpoints (deadlines to hand in sub-parts) and specific requirements (e.g. number of pages) should be given to students.

- Student-centred joint school activities: The possibility of having joint-school ECA activities was explored. Members agreed that joint-school ECA activities could motivate students to become active learners. However, problems with supervision and legal responsibilities should be resolved beforehand.

- The following practices should be adopted to promote the interest of the students
  - Visits: to organize more visits to enrich the learning experience of students and to help them cope with the new type of examination questions related to daily-life applications.
  - Skills Training through ECA: It was also agreed that more courses could be provided through the Computer Society to supplement classroom teaching, to arouse the interest of students in the subject and also help them gain exposure to skills that would be useful for their coursework.
  - Subscription to an IT magazine such as EZONE, or PCM.

5.1.7.3 Business, Accounting and Financial Studies (BAFS)

Priority 1: To help students develop an awareness and interest in business to plan for their academic and career development.

2: To foster positive values and attitudes so that students may behave responsibly in controlling their personal finance.

3: To apply the management concepts related to human resources, finance and marketing in business decision-making.

Achievement:

- Students show a keen interest in the study of commercial subjects. The number of students choosing BBA on their JUPAS application is increasing.
- Students are keen to participate in the virtual investment market. They have more topics to chat about with their parents now.
- Students have a clearer understanding of the concept of ‘money’. They know the importance of saving early and investing early.
**Reflection:**

- Although it was a little challenging to prepare students to sit for the two AAT examination papers on 6 Aug 2010 and 14 Jan 2011, instead of one LCCI exam, it was the correct choice as the AAT examination syllabus is more in line with the NSS BAFS curriculum.
- The Business Summer Camps organized by the universities were well-received by the F6 students. It is expected that more students, including those in the Science stream, will participate as well.
- Students are keen to participate in activities related to finance organized by the EDB, NGOs, and commercial banks, e.g. Accounting Software Application Workshops and Competitions and Debating Competitions on Financial planning. Participation in such activities will continue if time allows.
- It would be perfect if more accounting firms, banks etc. allowed our students to pay a visit to them so that students’ exposure to the realities of business can be enriched.

**5.1.8 Arts Education**

**Priority 1: Care and respect for others through art making and art appreciation**

**Achievement**

- Affective and reflective learning is further enhanced through learning art in context. Art themes related to care and respect were introduced to internalize learning and art making.
- An active learning environment was continually enhanced through peer support in group work, appreciation and evaluation sessions of peers’ work, self learning of selected artists or masters through research from library materials or the Internet, and through observation and experiences from daily life.

**Reflection**

- Success criteria were elicited through sharing experiences, personal views and artwork displays.
- Continue to foster an affective and reflective learning environment through more supportive and interactive approaches
- Students’ authorship should be respected especially when their work is used by school in publication. Their work should not be altered arbitrarily without the knowledge of the author.
Priority 2: Enhance one’s commitment through learning and teaching activities

Achievement

- A majority of students could accomplish assigned tasks through observation, record, research, interpretation and visual representations. Students made use of visual journals effectively to record idea development, work process and critical appreciation.
- Timely reflection and evaluation of students’ performance through formative assessment.
- More than 90% of students in general accomplished their assigned tasks accordingly.
- Constant review of teaching strategies and schedule were conducted to facilitate effective teaching and learning.
- Ms. E. Tsang had been invited by Hong Kong Examinations and Assessment Authority (HKEAA) and Curriculum Development Institute (CDI for Visual Arts) to serve as District Coordinator and Portfolio Builder for HKDSE Visual Arts for SBA respectively.
- Ms. E. Tsang was invited by CDI to share her experience in SBA portfolio building in a territory-wide Visual Arts seminar in July 2011. Besides, one of the F.5 students’ SBA portfolios was selected as good example in the first SBA portfolio exhibition.

Reflection

- More innovative teaching strategies will help stretch students’ aesthetic abilities.
- Visual journals are effective tools for recording students’ experiences, acquired knowledge and critical art studies visually and textually.
- Support from school administration for teachers helps build team spirit as well as enabling teachers to reinforce good practices in learning.
- The HKEAA and CDI appreciation of the good practices in our NSS Visual Arts implementation definitely helps teachers and students get on the right track.
- Ms. E. Tsang’s services of District Coordinator and Portfolio Builder can help serve the community as well as bring the most updated information that benefits our own students and art teachers.
Priority 3: Enhance students’ generic skills through the teaching of subject

Achievement

- A range of generic skills were incorporated into relevant art activities for validating set objectives. For example, students learned subtractive and additive sculpture technique through carving and assemblage; spatial relationship through linear perspective; expressive paintings through the use of colour and brushwork and so on.

- About 80% of students were able to integrate visual language into generic skills to achieve what were required of the themes.

- Artist in Residence workshops:
  - A contemporary jewellery making workshop with expertise from VTC Pro-Act Training Centre for Jewellery was arranged in June. There were a total of five 2-hour sessions for which the intensive subject content was well tailor-designed.
  - The overwhelming response indicated students’ interest in learning particular art skills such as soft wax modeling for lost wax ring making, resin pendant making and wire bracelet making.
  - Thirty students from Form Two to Form Six participated in the five 2-hours per session workshops. The students were delighted to have their unique jewellery pieces made despite the intricate process. In addition, each student participant was awarded a certificate from VTC after the course.

- Art room safety measures were maintained to ensure appropriate use of tools and materials.

Reflection

- Teachers should continue to update teaching strategies and generic skills through research, practices, and professional enhancement programmes

- Capacity Enhancement Grant is essential in providing funding for Artist-in-residence programmes

- The summer time-table facilitates a relatively hassle free time slot for operating the Artist-in-Residence workshop

- More measures will be necessary to encourage senior form art students to make better time arrangement and strike balance in handling art study as well as other academic studies.
Priority 4: Life-wide learning for stretching personal experience as well as developing greater awareness and responsibility for personal development and catering to the needs for others

Achievement

Community art:
- Students participated in a variety of art and design competitions and achieved outstanding results (See Appendix I). Some of the competition themes aligned with the theme of ‘Care and Respect’ for self, and others as well as worldly issues.
- Tsang Siu Yung, Ingrid from F.4A was nominated as our Arts Ambassador in the 3rd Arts Ambassador in School Scheme. Apart from participating in external art events, she also helped promote art activities organized by the Art and Photography club as well as demonstrating a good role model in art learning. Her invaluable contribution in creating imaginative graphic designs for the 105th Anniversary Concert was highly appreciated too. She also submitted an article that was published in South China Morning Post expressing her views on her exposure to Chinese Opera during Cultural Arts lesson.
- More emphasis has been put on appreciation of each other’s work through work reviews that further enhance a sense of achievement as well as reinforcing respect and care for peers’ work

Reflection

- Students’ initiatives and performance in external art activities and competitions are highly commendable.
- Enhanced students’ interest in art through active participation in art and cultural activities.
- Students gain opportunities in greater exposure to traditional/contemporary art forms and art scenes.
- Effective promotion of student-oriented activities organized by the Art and Photography Club.
- We should strive for having more opportunities for collaboration amongst schools and various community sectors in order to have a joint effort to effectively achieve the set targets in art curriculum design.
5.1.9  Physical Education

Priority 1: To further uphold care and respect for self and for others in the learning community through:

- Providing quality feedback to students and peers.
- Promoting self-management skills.
- Enhancing health education through physical activities.
- Encouraging students’ aesthetic appreciation.

Achievement:

- Teachers provided quality feedback on the performance of students during lesson time.
- The performance of students during lessons was generally satisfactory. The learning atmosphere was good and students were more focused on improving their skills. Most classes could finish the syllabus and assessment on time.
- The fitness levels of students have generally improved, especially in the Form 3 & Form 4 classes.
- The students had to fill in information concerning the sporting activities they participated in in early September and finish filling in their rate of satisfaction at the end of the term. They had to fill in their comments and photos after Sports Day and the Swimming Gala; this is a kind of self-management skill. All forms performed this task well.
- There is a departmental notice-board outside the Gym. Ms. Man was responsible for posting and updating all the information such as health education, sports news and sports knowledge including topics such as how to do proper stretching. Teachers noticed that students often read through the information after they had changed their clothes and were waiting for the start of the lesson.
- Teachers always advise the students to drink enough water during P.E. lessons, wash their hands after lessons and wear facial masks if they don’t feel well.
- Teachers cleared up some mistaken beliefs concerning weight loss. They advised students that they should lose weight through physical activity rather than dieting. This was necessary as many students are overweight or underweight.
- A set of display-boards based on the topic, 'self management of body weight, stress management' was displayed for a week.
- There was a one hour first-aid talk on basic first aid skills organized for Form1 students during April. A speaker from St. John's Ambulance was invited to the school.
To develop an awareness of athletic appreciation is always the focus of the P.E. department. A variety of sports activities were provided for all students throughout the term to develop their athletic appreciation. The activities included Sports Day, the Swimming Gala, different Inter-class sporting competitions, games days and sports courses.

There were 10 sports teams in school which provided athletic appreciation opportunities for students. They could go to any competition venues to watch the school team members' competitions throughout the year.

The Form 4 students’ topic for the P.E. Portfolio was 'watching a sports competition'.

**Reflection:**
- It was found that quality feedback did help to improve students’ performances especially those students with lower level motor skills. Teachers will continue this practice.
- Apart from developing motor skills and sports knowledge, cultivating positive values and attitudes for the development of an active and healthy lifestyle is also one of the important aims of the department. Teachers will also give more feedback on students’ attitudes and participation so as to further strengthen their lifelong participation in sports.
- It is hoped that students will give more feedback to each other when they are learning new skills.
- Some students continue to violate school rules and change into their P.E. uniform in the classroom. Teachers need to continue to warn them that they must not break this school rule. Their self-management skills need to be improved in this area.
- Some students forgot to bring their P.E. uniform at least three times per term.
- Teachers also noted that some students, especially students in the higher forms, appeared to suddenly lose weight. Teachers should monitor these students very carefully.
- Inter-class competitions and the student-teacher volleyball match tend to attract very large audiences which enhances athletic appreciation. There should be more promotion of sporting activities during assembly or through e-class so that more students will attend team competitions and provide support for the teams.
Priority 2: To enhance students’ commitment through learning and teaching activities

- Punctuality rate and bringing their P.E. uniforms to lessons.
- Participation in sports activities throughout the year.
- Self-learning for assigned tasks.
- P.E. Portfolio

Achievement:

- Students, especially Form 1 to Form 3 students, arrived punctually for lessons.
- The number of students forgetting to bring their P.E. uniforms generally declined, especially in Forms 6 and 7.
- Adequate sporting opportunities were provided for students with different abilities and interests.
- Students were encouraged to take up different roles in different sporting activities, such as players, spectators, referees, organizers, officials or supporters. This helped to broaden their horizons in sport.
- The general participation rate in sporting activities throughout the year is satisfactory. There are 10 sports team and a Modern Dance team. A new school team called Lawn Bowl was set up this year. Eight students were recruited under the leadership of a present Form 6 Hong Kong team member. Moreover, there are students who learn horse riding and taekwondo outside school.
- Students were encouraged to plan for their participation so as to develop an active and healthy lifestyle.
- Students were responsible for learning the folk dances and memorizing the Mass P.E. routine on a group basis through using the video clips and information put up on the department webpage. Students could perform two types of dance well. A mass P.E. demonstration has now become a Sports Day tradition. Students perform on mass at the opening ceremony. They practiced in the morning and at lunchtimes in their classrooms when the computer was free so they could view the demonstrations.
- The feedback students wrote in the P.E. Portfolio was positive especially for their participation in Sports Day and the Swimming Gala. They enjoyed the functions whether as athletes or as audience members. Students’ performances have improved over the years and they completed their portfolio with a more serious attitude. Students noted that the portfolio helped them develop a clearer direction in sports participation and also guided them to complete their set goals. By reviewing the
reflections made in previous years, they could improve their plans for the new academic year.

**Reflection:**

- There is still room for improvement in punctuality rates in the higher forms. Students claim that the teachers in the previous lesson dismissed the class late or they had to walk a long distance from another building. However, some just dawdle in the changing room tying up their hair or chatting.
- As for bringing their P.E. uniforms, there were generally 1-2 students who frequently forgot to bring their uniform. More serious punishments should be considered for those students such as doing some service for the department.
- SportAct was introduced to Form 1 students but the return rate is dropping, therefore we are planning to include SportAct as a part of the term grade next year for Forms 1 and 2.
- For self-learning for assigned tasks, Form 1 students need to have more time to practice and a dance team member has been assigned to help with their practice.
- The P.E. Portfolio has been running for at least 7 years now so students complete the task promptly and efficiently. Students are now writing more and more for their reflections, especially the two Form 4 classes that entered the final match for the inter-class volleyball competition in the second term. Most reflections were positive regardless of whether they were a winning or losing class, most of them mentioned their class spirit was strengthened as a result of the competition and winning did not really matter.
- Through the portfolio, we can learn more about the students, learning more about what sporting activities they participate in outside school. Moreover, we appreciate the hard work of students when compiling their portfolios. Only a few students failed to finish their portfolios or left a number of blank pages.
5.2 Civic Education

Priority 1: To enable students to acquire knowledge and learning experiences related to civic education through commitment to a whole-school approach and to activities both inside and outside the classroom

2. To help develop among students critical thinking and commitment to positive values and attitudes

3. To promote among students the commitment to social and civic awareness essential for responsible global citizenship.

4. To help promote national education and a better understanding of China as our motherland.

Achievement

- Students’ general awareness of civic education was fostered through information and news updates posted on the Civic Education Society’s notice board as well as the various activities conducted. All classes remained committed to participating in the “Election of the Top Ten News” held monthly throughout the school year. It was a campaign launched in 2007-08 with the aim of promoting students’ awareness of current issues. Through the election by each class of the ten news issues which they considered the most newsworthy, students’ knowledge of current social and global issues was sharpened. Positive values and attitudes towards responsibility, courtesy, commitment, a respect for diversity, social cohesion and national identity were also enhanced.

- The Civic Education Society organized a series of workshops conducted by HER FUND 婦女動力基金 with a distinctive focus on the commitment of gender roles in contributing to the family as well as the welfare of the wider community. The workshops, catering to the different levels throughout the whole school, received positive feedback from the students.

- An ICAC interactive drama 廉政互動劇場 presented in March 2011 to all the Form 4 classes was enthusiastically received by the students. The drama, which stressed the importance of equality, empathy, mutual respect and commitment to self and for the well-being of others in order to achieve social harmony, also helped demonstrate the commitment of the School in promoting students’ positive values and reasoned value judgements.

- National education forms an important part of civic education. Besides the sharing of news about China during assemblies to help enhance an understanding of our motherland, flag-raising has also become a regular monthly activity. A Flag-raising
Team was formed and special training was provided. Moreover, a flag-raising ceremony at Hsu Ta Tung Playground on the morning prior to the return of sovereignty on 1 July was broadcast live to the whole school during assembly.

- To provide an eye-opening experience and a better understanding of the commitment of our motherland in promoting global cultural exchange, a 4-day tour to Shanghai Expo was organized in October 2010. 130 students from Forms 4 and 5, accompanied by the Principal, Vice Principals and 14 teachers and staff, visited not only World Expo 2010, but also went on sightseeing tours to the old village of Zhujiajiao and the contemporary and uptown areas in Tianzifang and Xintiandi.

- Committed to promoting cultural exchange, a 5-day visit to our Sister School in Beijing (首都師範大學附屬中學) was organized for 44 students and teachers in April 2011. Our Principal, the Rev. Jenny Nam was invited as a special guest by our Sister School to deliver a talk on “The Influence of Christianity on Education in the West.” The visit helped strengthen the cultural exchange and provided a valuable opportunity for the sharing of teaching and learning experiences between the teachers and the students. Our counterparts in Beijing were all deeply impressed with the history of our school and the quality of the holistic education provided to all students for an all-round and whole-person development.

- Community service also played a vital role in promoting students’ sense of civic and social responsibility. Many students participated in various community service programmes organized by the Social Service Group, Zonta Z Club, Changing Young Lives as well as the “Dress Casual Day” conducted by the Hong Kong Community Chest.

**Reflection**

- All the activities helped contribute towards raising students’ social awareness in their role as responsible global citizens. They helped encourage students to reflect on how to better perform their civic duties when they make connections between their own experiences with those portrayed in the different situations or scenarios in the activities.

**5.3 Information Technology**

The school has built up its IT infrastructure since 1998, with state-of-the-art equipment installed in every classroom, staff room and special room. The campus network installed was a 10GE network, and SSGC was the first secondary school in Hong Kong to deploy this solution. This academic year, the college replaced some of
the obsolete computers and notebooks with Core™ 2 Duo computers and notebooks for teachers. Some of the old projectors installed were replaced by new 2500 ANSI lumen Epson projectors. A new domain controller with Xenon CPU, 8GB RAM and windows 2003 Enterprise server R2 was installed to provide better network services. The total network storage size increased to over 2000GB. New software and functions on the intranet were also introduced. These enabled teachers, parents and students to use the Intranet more readily.

**Improvement in School IT Facilities**

This year new equipment and servers were added and updated:

- Wisenews with Liberal Studies facilities was installed for staff and student access.
- The LINUX proxy server was upgraded for filtering and better service. This provided staff and students with a fast connection to the Internet with adequate security.
- Some of the teachers’ obsolete notebooks were replaced by the new IBM i3 mobile laptop with 4G RAM
- Four new projectors, with an intensity of 2500 ANSI lumens, were installed in four classrooms and one multimedia room.

**Staff Training**

Some IT training courses for office staff were carried out during the academic year. New teacher induction seminars were carried out for the new teachers. ECLASS refresher training courses were carried out for some teaching staff.

**Student Training**

Besides the formal training in the school curriculum, additional training for Intranet, network, Flash, email, news-group and word processing for Form Four to Six students was conducted. The school carried out training for office 2003 and 2007, Game factory and Cisco Network training. Students were also encouraged to join WebPage design competitions and courseware development competitions. Students won prizes for web design, office competition, computer games and network competition awards.

**Use of IT in School Administration**

With the existing IT infrastructure and resources, the intensive use of IT in the school administration was made possible to enhance efficiency and bring about greater convenience to both teachers and students. In addition to the functions offered by SAMS (a School Administration and Management System provided by the Education
and Manpower Bureau), a web-based extranet system was developed to provide the following customized functions:

- Retrieval of name lists for classes and subject divisions
- Retrieval of timetables for teachers, classes and rooms
- Retrieval of academic records of students
- Selection of classes and subjects in the NSS curriculum
- Enrollment in extra-curricular activities and recording of voluntary services
- Enrollment in competitions such as the Swimming Gala and Sports Day
- Computerization of discipline records
- School calendar
- Time-table of classes and teachers
- Assessment booking for Form One to Three

5.4 School Library

Priority 1: To encourage more students to borrow books and resources from the school library on a daily basis.

Achievement

- Several small-scale book exhibitions on specific themes were held and teachers of relevant subjects were invited to bring their classes to the library to have a preview of those books.
- Members of the Library Interest Group introduced new books on certain themes several times during Tuesday assemblies.
- When subject teachers assigned project work, they encouraged their students to use reference books borrowed from the school library, with additional marks awarded for doing so.

Reflection

- More junior than senior students came to borrow books, probably because of the pressure of public examinations.
- Many students were keen to borrow the new books when they were introduced by their fellow students in the assembly.
- The award of additional marks for projects that utilized library resources provided a strong incentive for students to borrow reference books from their own school library.
Priority 2: To continue encouraging students to use the WebOpac

Achievement
- More students have got used to checking their own loan activities, reserving and renewing books through the WebOpac, at home or in school. This was certainly more convenient for the classes that were located a bit far away from the library.
- Students and teachers could access e-resources through the WebOpac, e.g. useful websites on certain subjects, such as Liberal Studies, Mathematics, Geography, Commerce and Accounting, as well as the ebook collection offered by the HKU Libraries.

Reflection
- Students should be given more training on using the WebOpac to search for library books as it is crucial for independent learning.

Priority 3: To encourage teachers and students to use the new interactive learning centre in the library

Achievement
- This newly-renovated room is ideal for small-group learning activities, e.g. discussions, project work and watching DVDs.
- To encourage subject-teachers to use it, the booking procedure was made very simple.

Reflection
- The most frequent users of the room were subjects with a relatively small number of students such as English Literature and Computer Application.
- The room is also useful for the NSS subjects/divisions with a small number of students.
- Senior students can use the room for self-study, with a certain degree of teacher supervision.
### 5.5 Other Learning Experiences

#### 5.5.1 Educational Visits

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject (Form)</th>
<th>No. of Students</th>
<th>Place / Activities</th>
</tr>
</thead>
<tbody>
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<td>Sep 2010</td>
<td>Integrated Science (F.1)</td>
<td>179</td>
<td>Hong Kong Museum of Medical Sciences.</td>
</tr>
<tr>
<td>Sep &amp; Oct 2010</td>
<td>Cultural Arts (F.4)</td>
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<td>Hong Kong Film Archive</td>
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<tr>
<td>Oct 2010</td>
<td>Geography, Liberal Studies (F.1)</td>
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<td>Bus tour to northern Lantau</td>
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<td>Oct 2010</td>
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<td>Space Museum</td>
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<td>Oct 2010</td>
<td>EPA, History, Civic Education (F.3)</td>
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<td>Hong Kong Museum of Coastal Defence</td>
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<tr>
<td>Oct 2010</td>
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<td>Noah's Ark in Ma Wan</td>
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<td>Oct 2010</td>
<td>Careers (F.5)</td>
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<td>Careers Talk on Understanding Your Personality</td>
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<td>Oct 2010</td>
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<td>Macau Tour</td>
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<tr>
<td>Oct 2010</td>
<td>English (F.7)</td>
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</tr>
<tr>
<td>Nov 2010</td>
<td>Biology (F.6)</td>
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<td>Youth Forum on “Hong Kong’s Climate Strategy and Action Agenda”</td>
</tr>
<tr>
<td>Nov 2010</td>
<td>Chinese History (F.7)</td>
<td>6</td>
<td>“River of Wisdom - Animated Version of the Riverside Scene at Qingming Festival” Exhibition</td>
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<td>Dec 2010</td>
<td>Cultural Arts (F.4)</td>
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<td>Hong Kong Museum of Arts</td>
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<td>Feb 2011</td>
<td>Cultural Arts (F.4)</td>
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<td>Hong Kong Park, Kowloon Park, Hong Kong Museum of Arts</td>
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<td>Mar &amp; Apr 2011</td>
<td>Cultural Arts (F.4)</td>
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<td>Hong Kong Disneyland (Animation Workshop)</td>
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<td>Mar 2011</td>
<td>Chinese History (F.5)</td>
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<td>Hong Kong Museum of History</td>
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<td>Apr 2011</td>
<td>History (F.5)</td>
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<td>Hong Kong Museum of History</td>
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<tr>
<td>Apr 2011</td>
<td>Geography (F.5)</td>
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<td>Apr 2011</td>
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<td>Mai Sze Chau (Tai Po) Field Trip</td>
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<tr>
<td>May 2011</td>
<td>Cultural Arts (F.4)</td>
<td>64</td>
<td>Gingko House</td>
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</tbody>
</table>
5.5.2 Music

Priority 1: To celebrate the school 105th anniversary with the musical talents of the students.

Achievement
The 105th Anniversary Thanksgiving Service
- All the singers of the Senior and Junior Choir joined together to lead the congregational singing in the Thanksgiving Service at the Concert Hall, Hong Kong Cultural Centre on 4 July 2011. The Chamber Orchestra, as well as the two student organists led by our organ instructor, supported the service with beautiful music.

The 105th Anniversary Dinner
- The Chinese Instrumental Ensemble represented the secondary school section of the St. Stephen’s family to perform in the 105th anniversary dinner held in the Grand Hall of the Hong Kong Convention & Exhibition Centre on 9 July 2011. The Orchestra members took part in it by joining the Alumnae Orchestra.

The 105th Anniversary Concert
- The Kindergarten, Primary and Secondary sections and the Alumnae joined efforts to present the 105th anniversary concert at the Lyric Theatre, Hong Kong Academy for Performing Arts on 26 July 2011. The performances were warmly received.

Reflection
- These anniversary events are arranged every five years. Apart from celebrating the school anniversary, these activities provide opportunities for the students to show their talents, to build a stronger bond within the St. Stephen’s family, and to consolidate their sense of belonging to the school.
Priority 2: To broaden the students’ awareness of the diverse range of cultural styles by encouraging the students to participate in different musical groups, performances, instrumental classes and competitions.

Achievement

New Senior Secondary Music
- The New Senior Secondary Music was introduced in the Form four and five curriculum.

SSGC Music Teams
- Various music activities are under the supervision of the Music Department. They include the School Orchestra, the Senior Choir, the Junior Choir, the Form One Choir, the Madrigal Group, the String Quartet, the Recorder Ensemble, the Chinese Instrumental Ensemble and the Music Committee.

63rd Hong Kong Schools Music Festival
- Members of our school music teams worked very hard to give their best performances and obtained very encouraging results. The Senior Choir came second in the Chinese category and third in the Foreign Language category. The Junior Choir came second in the Foreign Language category. The F.1 Choir joined the Church Music (Chinese) class and came second in the competition. Our School Orchestra members strove to give their best performance on stage although they didn’t receive any placement in the competition. Individual students obtained very pleasing results in the festival. Six of them came first in the Vocal class, Cello solo, and Yangqin solo classes.

The Schools Creative Music Showcase 2010-11
- The Showcase is jointly presented by the Arts Education Section of the EDB and the Hong Kong Composers’ Guild. It aims to stimulate and promote creative music making in schools, and encourage pupils to present their original ideas in and derive pleasure from multi-media creative activities. Our F.5 NSS Music formed a team and submitted a work called “Mirror”. They were awarded the Best Creative Ideas Gold Award, the Best Performance Silver Award, the Prize for Individual Composition and the Merit Prize.
Reflection
The students strove to do their best in the competitions and they obtained very pleasing results. Their performances were warmly received. These activities and the rehearsals for the competitions have helped to nurture the students in a cultural environment.

Priority 3: To introduce Christian and citizenship education through music activities.

Achievement
The Percussion Ensemble represented the School to perform in the Michaelmas Fair at St. John’s Cathedral on 30th October 2010. This is an annual event organized by St. John’s Cathedral to raise funds for local charities since 1946.

The Senior Choir joined in the Sunday service of St. John’s Cathedral on 20th February 2011. They were invited to sing an anthem during the Holy Communion and the light lunch after the service

Reflection
Students found these performances meaningful though they needed to sacrifice their time and put in a lot of effort to take part in them. The department would like to encourage more students to participate in these services.

5.5.3 Cultural Arts
The one-year school-based programme for Form Four students combined and integrated elements of Living Arts, Performing Arts, Multi-media Arts, Music Appreciation and Visual Arts. Activities were designed to enhance students’ interests, experiences and exposure to the arts, and encouraged their appreciation and understanding of the arts and their cultural heritage.

The theme of the programme 2010-2011 was Appreciation of Hong Kong Culture. The first area of study was Mass Media in Hong Kong that commenced with a talk on Films and Identity of Hong Kong by Mr. CHAN Ka-ming, a lecturer at The Chinese University of Hong Kong. It was followed by a visit to an exhibition, Capturing Light and Shadow, and film appreciation at Hong Kong Film Archive. Talks on Television Broadcasting in Hong Kong and Mass Media and Political Spinning were given by Mr. POON Wai-man, who works in mass media and Ms WONG Ming-lok, a writer,
respectively. In the area of Hong Kong Architecture, Ms Carmen Wong, who is an alumna and an architect, introduced the development of local architecture and the sophisticated buildings in Hong Kong. With her inspiration, students participated in sharing sessions of an ad hoc issue, Conceptual Plan Options for the Western Kowloon Cultural District. In the area of Public Arts Appreciation, visits to exhibitions in the Hong Kong Museum of Art were arranged. Students also joined ArtAlive@Park Tour and Outdoor Sculpture Mobile Tour. The Hong Kong Chinese Orchestra, A Cappella Choir of The Hong Kong Federation of Youth Groups and Dance Angles of TWGHs Jockey Club Service Centre were invited to perform for the area of Music and Dance Appreciation. Through Photo Appreciation, students shared their understanding of relation between living and culture. Mr. TSAO Chip, a columnist and broadcaster, was invited to conduct a conversation session on the topic of Opportunities for developing local teenagers' awareness of arts and culture. A variety of workshops including animation, Cantonese popular songs, Chinese dining etiquette, Chinese opera and dance (Jazz, Tap and Cha Cha Cha) were also organized.

Students’ interest was stimulated through enthusiastic participation of the diversified programme. Their knowledge of arts and cultural infrastructure in Hong Kong society was enriched. It was an enjoyable and fruitful experience for all Form Four students.

5.5.4 Fifth Form Programme

As this year’s Form 5 students will be the first cohort of students attending the HKDSE Examination next year, various activities, similar to those under the Sixth Form Programme, were organised for them. These included the talk on Enneagram, the 3-session programme on Career Planning and Further Studies, career education exercises conducted during Form Periods, and programme talks delivered by the various tertiary institutions in HK.

5.5.5 Sixth Form Programme

The Sixth Form Programme provides Form 6 students with activities that help to develop their study skills, social skills and ability to choose suitable courses for tertiary education. The weekly 70-minute sessions went from late August, 2010 to the end of April, 2011. In the 2010 - 2011 academic year, the programme commenced with an orientation to sixth form study and experience sharing by past students. The students then had a chance to set goals for themselves. This was followed by a 2-
session workshop on *Understanding Your Personality*, in which Mr. Cheung Cheung-ho from the Boys and Girls’ Club’s Association introduced the Enneagram, a personality type system, to students. To help students plan for their future, social workers from the Hong Kong Federation of Youth Groups were invited to run a 3-session programme on *Career Planning and Further Studies*. Workshops on *Interview Techniques* and *Grooming* were conducted by Ettusais Hong Kong. Our alumna also came to share their valuable life and work experiences, and also on the topic of Social Etiquette on two of the Fridays. To facilitate students’ understanding of The Joint University Programmes Admissions System (JUPAS) and their university programme choices, talks on JUPAS and different courses offered by local universities were conducted by our careers teachers, university staff and past students. A highlight of the Sixth Form Programme was a 3-day education camp organized by both teachers and students. Through participation in the camp, students learnt skills such as communication, organization and leadership. It was an unforgettable and enjoyable event for all Sixth Formers.

### 5.5.6 Student Exchange Programme

Due to 105 Anniversary Celebrations, the student exchange programme was cancelled this year.

### 5.5.7 Summer Study Tours

Two UK summer study tours were organized in 2010-2011.

Led by Ms. J. Ma, Ms. W. Y. Cheung and Ms. Y. F. Chan, thirty Form 2 to 4 students went on a study tour to Cambridge from 31 July to 14 August, 2011. The students attended either Science, English Language or English Literature lectures and tutorials in the fashion of Cambridge university education. They visited various museums both in Cambridge and London, and attended cultural events such as watching the musical *Love Never Dies* and Shakespeare’s *Romeo and Juliet*, and taking part in a Scottish evening (Burn’s Night supper and Ceilidh dancing). There were also workshops on study and interview skills, a visit to the Swaffam Wind Turbine, and a day tour to Oxford. The students stayed at Churchill College, supervised by mentors, who were students of Cambridge or other UK universities, and teachers. The programme concluded with a concert, a final presentation of what participants had learnt, and a formal hall. The 2-week tour offered our students a foretaste of life at a top British
university, which encouraged and inspired them to start planning for their future studies and work hard to reach their goals.

Another group of thirty Form 1 students went on an English Language study tour to Surrey, UK. The teachers-in-charge were Mrs. E. Pak, Ms. M. L. Woo and Ms. W. S. Chan. The 18-day tour (3-20 August 2011) consisted of a drama and literature curriculum, with the students staying at Epsom College. Taught in small groups, students were involved in a great variety of activities: role-plays, simulations, drama, presentations, focused discussions and debates, which developed their confidence and fluency in using English. Excursions to places of interests in the UK such as the British Museum, the Globe Theatre (where students learnt to express themselves in drama workshops conducted by professional actors), St. Paul’s Cathedral, Greenwich and Hampton Court, plus watching the London musical Lion King, gave them a unique opportunity to experience British culture first-hand and to communicate with British people and teachers in English.

5.5.8 Sister School

一、活動概況：

拜訪姊妹學校

在本年四月十六日，我校師生四十四人前往北京拜訪姊妹學校──首都師範大學附屬中學。校長藍黃珍妮牧師也應姊妹學校的邀請，為該校高中學生主持講座，講題為「基督教對西方文化的影響」。

當天早上九時，我校師生準時抵達首都師範大學附屬中學，開始了當天的訪問行程。當天訪問程序緊湊：師生首先參觀姊妹學校的校史館，館內收藏豐富。接著，我校師生出席姊妹學校每周一次的升國旗典禮，典禮簡單莊嚴。是次又安排了分組觀課，觀課科目為英文科，師生咸稱得到不少啟發。觀課後，師生便前往禮堂出席校長藍黃珍妮牧師主持的講座。午飯時間便是兩校同學的交流時間，氣氛熱烈；彼此更交換電郵地址，以便日後繼續聯絡。在下午兩時，訪問結束，我校師生帶著豐富的收穫和依依不捨的心情離開了姊妹學校。
二、反思

1. 本年在兩校交流項目上有所突破。經本組與英文科商討後，本年安排了師生在姊妹學校進行英文科觀課，而隨團的英文科科主任勞黃嘉瑗老師及白曾芷夏老師也與姊妹學校的英文科教師交流了教學心得。期望未來，能有更多學科及學生活動的交流，以成功貫徹兩校締結姊妹學校的宗旨及目標。

2. 是次參觀師生出席了姊妹學校每周一次的升國旗典禮，有助師生了解國內推行國民教育的方式，可供本校借鏡。

5.6 Use of the Capacity Enhancement Grant (CEG)

Starting from the 2000-2001 school year, the school has received a CEG from the Education and Manpower Bureau 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 2010-2011, a sum total amounting to $685,003 was available for use. This sum total included a grant of $471,771 received for the year together with a balance of $213,232 brought forward from the previous year. Approximately 6% of the grant was allocated to curriculum development and school-based assessment as well as the conducting of art courses and workshops. A teaching assistant was hired to help teachers in producing multimedia teaching materials.

Some 20% was used in enhancing students’ language proficiency through running debating skills training courses, listening workshops, writing workshops, creative thinking workshops and learning workshops for NSS & School Based Assessment.

Another 35% was allocated to coping with the diverse needs of students. Chinese, English and Mathematics remedial classes for the less able students were arranged after-school while leadership training courses were also organized for the high-achievers. At the same time, a technician was hired and training courses were organized for media production.
A surplus of $268,301 will be carried forward to the next financial year 2011-2012. Particulars of the expenditure of the CEG are listed below:

<table>
<thead>
<tr>
<th>Particulars</th>
<th>Amount ( HK $)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technicians to assist teachers in producing multimedia teaching materials</td>
<td>36,790</td>
</tr>
<tr>
<td>Art courses / workshops</td>
<td>7,500</td>
</tr>
<tr>
<td>Enhancement in English writing skills</td>
<td>20,783</td>
</tr>
<tr>
<td>Courses/workshops for Chinese – Writing workshops</td>
<td>62,100</td>
</tr>
<tr>
<td>Literature appreciation &amp; listening workshops</td>
<td>13,000</td>
</tr>
<tr>
<td>Learning workshops for NSS &amp; School Base Assessment</td>
<td>18,000</td>
</tr>
<tr>
<td>Debating skills training courses</td>
<td>5,100</td>
</tr>
<tr>
<td>Creative thinking workshops</td>
<td>13,000</td>
</tr>
<tr>
<td>Chinese, English and Mathematics remedial classes</td>
<td>76,825</td>
</tr>
<tr>
<td>Leadership training course</td>
<td>4,000</td>
</tr>
<tr>
<td>Media production including technician and training course</td>
<td>159,604</td>
</tr>
<tr>
<td>Total</td>
<td>416,702</td>
</tr>
</tbody>
</table>

5.7 Use of the New Senior Secondary Curriculum Migration Grant (NSSCMG)

Starting from the 2006-07 school year, the school received an additional NSS CMG of $110,000 each year for a period of three years to procure necessary learning and teaching materials and equipment to prepare for the implementation of NSS and to cover start-up expenses such as minor conversion work to maximize the use of school premises for small group teaching.

From 2006-2009, SSGC received a total of $330,000. In 2007-08, approximately $21,200 was allocated for the renovation of study rooms. In 2008-2009 around $190,000 was spent on the construction of an interactive learning room in the library. A sum of $74,000 was used on the installation of air-conditioning and other improvement works in the Needlework Room and Home Economics Room. Also for 2009-2010, a sum of $39,000 was used to subsidize the decorating cost of the Chinese Room which was helpful in promoting a learning environment conducive to the study of Chinese and the development of other cultural activities. The remaining balance of $5,800 was carried forward to 2010-11 during which $6,150 was spent mainly on the refurbishment of the Liberal Studies Corner (Phase II) in order to provide an additional classroom for a double cohort in 2011-12.
5.8 Use of Teacher Professional Preparation Grant (TPPG) and Senior Secondary Curriculum Supporting Grant (SSCSG)

Starting from 2005-06, the school received a TPPG with a sum total of $2,000,000 which was spread over a period of 4 years for use in supporting teacher professional development in preparation for the NSS curriculum. A balance of $204,682.00 was brought forward from 2009-10. In 2010-11, $296,505.00 was spent on the employment of a GM English teacher to share the teaching load and to better enable all teachers to achieve an effective implementation of NSS. A deficit of $91,823.00 was covered by Tong Fai.

With regard to the SSCSG, we had $42,135.00 brought forward from 2009-10 together with a grant of $635,220.00 received for 2010-11. A sum of $453,600.00 was spent on the employment of 2 Resource Teachers in the English and Chinese Departments, leaving a balance of $223,755.00 to be carried forward to 2011-12 school year.
6. Major Concerns (“CARE”)

The successful implementation from 2006 to 2009 of our last School Development Plan, “CREATE”, helped establish a collaborative and reflective teaching and learning culture in our school. The formative use of multidimensional assessment strategies not only enhanced student motivation and the quality of learning, but also provided useful feedback to help fine-tune and improve teaching pedagogy.

To perpetuate and consolidate the good practices developed in catering to the New Senior Secondary (NSS) curriculum, the school will strive for excellence through fostering a caring culture and a values-conscious environment in our learning community with English as the medium of instruction (EMI). By refocusing on positive values development in our 2009-2012 School Development Plan, “CARE”, it will help strengthen the affective basis for constructing knowledge, thereby broadening intellectual capacity and enhancing lifelong learning skills which are essential for the development of the whole person as well as competent global citizenship. In 2010-2011, our major concern was “Commitment”.

Commitment
To enhance the quality of performance and the well-being of all through strengthening responsibility and commitment to one’s work and to others, as well as through reflecting on our performance constantly.

Achievement
Elements of “Care and Commitment” were incorporated in the annual plans of subject departments, teams and extra-curricular activities. The Student Association took an active role in helping to promote the major concern of the school year by launching the “YOU Campaign”. Various activities were organized by the Student Association throughout the year revolving round the main theme, “Commitment”.

Staff Conferences on positive reinforcement for teachers were organized. The first staff conference held at St. Stephen's College, Stanley, in September 2010 began with an insightful talk delivered by Professor Frederick Ma on the commitment required of teachers. The historical heritage of the campus and the heroic acts of the teachers during the Japanese invasion in World War II could indeed bear testimony to “commitment” in its pristine form. The second staff conference was held in April 2011. A workshop on "Identifying, Understanding and Developing Students with Special Educational Needs (SEN)" was delivered in the morning by Mrs. Eva Sum, an
experienced educational psychologist. She cited many true stories of success among celebrities earlier considered as “SEN”. It was the commitment of dedicated teachers that finally helped in unleashing their hidden gifts and innate talents. The afternoon session consisted of an inspiring talk by Dr. Eddy Li at his peak residence after a grand lunch served in his garden. Dr. Li, Vice President of The Chinese Manufacturers' Association of Hong Kong and our past PTA Chairman, revealed to us that the secret to success in today’s world lies in resourcefulness, perfection and commitment to your tasks.

The Civic Education Society organized a series of workshops conducted by HER FUND (婦女動力基金) with a distinctive focus on the commitment of gender roles in contributing to the family and to society. Besides, continued participation in activities such as “Election of Top 10 News” and the organization of an ICAC drama helped demonstrate the School’s commitment to promoting students’ social awareness and positive moral values. As for national education, the sharing of news about China was arranged during assemblies and flag-raising became a monthly activity and was no longer simply confined to the celebration on National Day and the return of Hong Kong’s sovereignty.

For environmental education, the school was committed to the continuation of the energy saving campaign. Energy-saving lights were installed and the green roof project was implemented.

Students’ records for lateness, absence and detention were reduced. Students were generally well disciplined, courteous and helpful towards others.

The Guidance Team conducted regular programmes like life education seminars and life education files to help promote commitment for self and for the well-being of all. Other schemes such as Big Sisters, Little Angels, Student Ambassadors and School Tour Ambassadors provided services which aimed at emphasizing care and commitment in promoting the well-being of the entire SSGC community.

The Student Learning Profile is in progress. Students were requested to write a reflection on their participation. It was hoped that students could have all-round development by making some reflections on their performance throughout the year.
The successful organization of a series of 105th anniversary celebratory events was an exemplification of the commitment of all our stakeholders to SSGC.

**Reflection**

The annual plan was successfully implemented, adopting a whole school approach that involved both students and teachers. The incorporation of values education matched the needs of today’s society. It is hoped that our students will be better equipped to face the complexity and dynamic changes in today’s socio-economic landscape.

Good practices strengthening “Care”, “Respect” and “Commitment” will be continued to help ensure the maximization of beneficial and fruitful outcomes.
## 7. Financial Summary

ST. STEPHEN'S GIRL'S COLLEGE  
FINANCIAL SUMMARY 2010/2011  
(Unaudited Report)

<table>
<thead>
<tr>
<th>Surplus balance B/F (Government Funds and School Funds)</th>
<th>$</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>22,133,127</td>
<td></td>
</tr>
</tbody>
</table>

### I. Government Funds

#### (1) OEBG Grant

**(a) General Domain**

1. **Admin Grant**  
   $3,978,945  
   $3,935,003
2. **School & Class Grant**  
   $704,807  
   $1,038,000
3. **Consolidated Subject Grant**  
   $181,581  
   $200,484
4. **Noise Abatement**  
   $439,758  
   $395,733
5. **Enhancement Grant**  
   $4,444  
   $6,500
6. **Supplementary Grant**  
   $167,013  
   $133,267
7. **Training & Development Grant**  
   $6,901  
   $21,379
8. **Composite & Information Technology Grant**  
   $376,501  
   $282,266
9. **Lift Maintenance Grant**  
   $31,452  
   $68,517

**General Domain**  
$5,893,402  
$6,081,149

#### (b) Special Domain

1. **Capacity Enhancement Grant**  
   $471,771  
   $416,702
2. **Programme Funds for Implementation of whole School Approach to Guidance & Discipline Grant**  
   $7,234  
   $8,210

**Special Domain**  
$479,005  
$424,912

#### (2) Composite Furniture and Equipment Grant

$464,690  
$652,921

**Government Funds**  
$6,837,097  
$7,158,982

### II. School Funds (General Funds)

#### (1) Tong Fai

$2,248,405  
$2,765,975

#### (2) Donations

$404,573  
$169,321

#### (3) Others

$356,903  
$25,594

**Sub-total**  
$3,009,881  
$2,960,890

**Total surplus / (deficit) for school year 2010/2011**  
(272,894)

**Accumulated surplus as at the end of school year 2010/2011**  
21,860,233
8. Performance of Students

8.1 Academic Performance

8.1.1 Hong Kong Advanced Level Examinations (HKALE) 2011

In 2011, 82 students sat for the HKALE. The pass percentage was 94.9%

8.2 Internal Scholarships and Awards

Mrs. Cheng Tien Tau Award

- Lam Wai Yan 4E
- Ho Rachel Wing Hei 4A
- Mok Kar Yan Natalie 4E
- Chien Leung Lam Alice 4D
- Li Nga Yan 4E
- Au Yeung Yui Ying 4E
- Wong Wing Tung Charlotte 5E
- Chan Tsz Hei 5E
- Lau Sin Ha 5A
- Tse Shing Yan 5E
- Mak Yi Chun 6C
- Lam Kiu Yan 6A
- Yong Sin Mau 6A

For Renewal

- Leung Tim Yin Miriam 5E
- Cheung E Manna 5E
- Lai Yan Yee 5E
- Chau Morian 5D
- Ho Pui Chi 5E
- Leung Ka Hei Nicole 6C
- Leung Hoi Ying Candice 6C
- Wang Nga Hing 6C
The Wong Kwan Pui Scholarship for Academic Achievement
(best academic results in each Form)
Chan Chun Yiu 1E (1st)
Au Ying Heung 1C (2nd)
Yu Rochelle Charis 1A (3rd)
Lau Sze Ki Peony 2B (1st)
Tse Atalie Ching Yee 2C (2nd)
Leung Cheuk Lam Charlie 2B (3rd)
Wong Cheuk Sze Cathy 3C (1st)
Lam Hiu Man Gloria 3A (2nd)
Lam Sonia 3E (3rd)
FLam Wai Yan 4E (1st)
Ho Rachel Wing Hei 4A (2nd)
Mok Kar Yan Natalie 4E (3rd)

Alumnae Scholarship
Lam Wai Yan 4E
Ho Rachel Wing Hei 4A

Mrs. Stella Wei Cheung King Chi Memorial Scholarship
Wong Cheuk Sze Cathy 3C

Prize for the Most Outstanding Academic Achievement in Form Five
Leung Tim Yin Miriam 5E

Yu Siu Ching Scholarship
Chan Chun Yiu 1E
Tse Atalie Ching Yee 2C
Wong Cheuk Sze Cathy 3C
Lam Wai Yan 4E
Wong Wing Tung Charlotte 5E
The PTA Scholarship
for Outstanding Contribution to School Life
Chan Pui Yu 6C

for Community Service
Leung Ka Hei Nicole 6C
Ho Pui Chi 5E

Madam Cheung Yee-Sun Scholarship for Faith Practicing Students
Cheung Hiu Lam 6A
Khoo Butt Lou 5E

Prize of the Best Improved Students (sponsored by an anonymous donor)
(students obtain the Youth Arch Student Improvement Award)

Tee Hei Shuen 1A
Lau Yuen Yee 1B
Chan Yeung Yan 1C
So Faith 1D
Fung Ching Tung 1E
Heung Sheung Ying 2A
Wong Siu Ching 2B
Wong Ching Yi 2C
Leung Danielle 2D
Chow Yu Ling 2E
Lau Wai Huen 3A
Ho Tsz Yin 3B
Wong Ho Sum 3C
Tam Yim Wing 3D
Mak Wing Yee 3E
Leung Siu Tung 4A
Chan Hin Shuen 4B
Pang Shan De 4C
Mao Tsz Yan 4D
Tseung Hoi Yan 4E
Lau Cinzia Kwun Chee 5A
Hung Sze Wing 5B
Cheung Ka Yan Emily 5C
Kwok Sze Hiu 5D
Ng Hei Shun Hazel 5E
Tam Pui Man 6A
Wang Lee Man 6B
Mak Yi Chun 6C

Tai Yu Chor Prizes for Chinese
Leung On Yu 1A
Chan Ho Yee 1A
Yung Ching Man 1A
Shum Man Yee 1A
Chow Lai Yui 1E
Poon Wing Kei 1E
Lau Wing Lam 1E
Lau Sze Ki Peony 2B
Tse Atalie Ching Yee 2C
Wong Sum Lui 2B
Wong Yee 2A
Tang Chit 2E
Ng Wing Hei Agnes 2D
Li Hon Kwan 2D
Yim Yee Ling 3A
Tai Wing Yi 3B
Hu Xiaobei 3C
Choi Winni 3D
Lam Sonia 3E
Law Yat Ching 4A
Au Yeung Kwai Kuen 4B
Ho Lok Yee Gloria 4C
Li Wing Lam 4D
Au Yeung Yui Ying 4E
Law Yat Ching 4A (Lit)
Lau Cinzia Kwun Chee 5A
Chan Wing Hang 5B
Wong Po Yee 5C
Kwok Hoi Ching 5D
Leung Tim Yin Miriam 5E
Ng Yui Ka Tiffany 5A (Lit)
Yong Sin Man 6A (Lang & Cult)
Lam Kiu Yan 6A (Lit)
Lau Pui Yan 7B (Lang & Cult)
Yip Pui Ki 7B (Lit)

**Miss Lee Shiu Mui Memorial Scholarship for Chinese**
Leung Tim Yin Miriam 5E

**Mrs. Tang Leung Man Nee Scholarship for Chinese Literature**
Lau Pui Yan 7B

**Miss Poon Chor Ying Scholarship for Chinese History**
Kam Tsz Ching Cherie 4A

**Miss Chau Bek Chi Memorial Prizes for English**
Yu Rochelle Charis 1A
Lee Sze Ting 1C
Lee Lok Lam Amiel 1B
Leung Hoi Ying 1C
Cheng Jordan Elizabeth Yuen Ying 1E
Lee Kai Yung Karen 1D
Fung Ching Tung 1E
Wong Ling Oi Helen 2A
Wong Ka Yee 2B
Wong Ching Yi 2C
Tsang Hoi Man Heidi 2A
Chan Shek Nga 2E
Lui Yi Wai 2E
Cheng Kwan Hei 2D
Yuen Yee Lok Eleanor 3A
Mak Yuen Lam Linda 3B
Cheung Hoi Yan 3C
Cheung Pak Ling 3D
Lam Sonia 3E
Tsang Siu Yung 4A
Tsui Wing Kwan 4B
Poon Dik May Demi 4C
Pong Ka Yee Elizabeth 4D
Li Nga Yan 4E
Chien Leung Lam Alice 4D (Lit)
Lau Cinzia Kwun Chee 5A
Cheung Cheuk Long 5B
Fung Carolyn Ka Yan 5C
Ho Lok Yee 5D
Chan Tsz Hei 5E
Keung Man Yan Leona 5A (Lit)
Ho Lok Yee 5D (Lit)
Leung Hoi Ying Candice 6C (Lang)
Chan Pui Yu 6C (Lit)
Miu Yat See Melody 7A (Lang)
Miu Yat See Melody 7A (Lit)

Wong Hon Ning Scholarship for the Secondary One Student with the Greatest Improvement in English Language
Kei Yi Zoe 1D
Chan Wai Ching 1E

K.E. Barker Mathematics Prizes
Ng Cheuk Yu 1A
Chan Sin Yu 1B
Au Ying Heung 1C
Lau Xin Wai 1D
Poon Wing Kei 1E
Ho Seen Yee 2A
Leung Cheuk Lam Charlie 2B
So Tsz Ching 2C
Lo Yui Kei 2D
Lam Ka Wai 2E
Chan Hoi Ching 3A
Zhang Scarlett 3B
Chung Choi See 3C
Xu Yijia 3D
Cheng Michelle Wing Shan 3E  
Mak Yuen Ting 4A  
Tsui Wing Kwan 4B  
Wong Hoi Tung 4C  
Ng Cheuk Hay Winona 4D  
Au Yeung Yui Ying 4E  
Chan Yin Ling 5A  
Cheung Cheuk Long 5B  
Kan Sin Yi Lillian 5C  
Chan Chit Yee Portia 5D  
Leung Tim Yin Miriam 5E  
Chung Wai Man 6A (Maths & Stat)  
Lau Wai 6C (Pure Maths)  
Wong Oi Man 7B (Maths & Stat)  
Leung Yuen Yik 7C (Pure Maths)  

**Miss Yeung So Min Scholarship for Mathematics**  
Leung Tim Yin Miriam 5E  

**The Stephen Sturton Memorial Prize**  
Fung Tsz Ching 7C  

**Margaret Oblitas Chemistry Prize**  
Lai Yan Yee 5E  

**Miss Julia Lam Biology Prize**  
Mak Yi Chun 6C  

**Mrs. K. Fu Integrated Science Prize**  
Lau Sze Ki Peony 2B  

Economics Prize  
Wong Oi Man 7B
The K.C. Too Scholarship for Creativity
For Schools Creative Music Showcase (Composers)
Ho Fung Ling 5A
Lam Pei Hsia 5C
O Nim Yu Stella 5C
Tse Yan Kei 5C
Wong Jing Nadia 5C
Ko Yeung Yeung 5D
Tam Sum In 5E

The Wong Chau Yuk Bing Scholarship for Music
Yeung Choi Tung 2D
Ho Fung Ling 5A
Lau Yik Ching 6C

Irene Lo Memorial Scholarship
Lai Wing Lam Rachel 6C
Tse Yan Kei 5C
Chien Leung Lam Alice 4D
Yuen Yee Lok Eleanor 3A
Leung Sze Ching 2E
Siu Hoi Yan 1A

Mrs. Chung Lo Shuk Ying Prize for Music
Tai Hiu Ching 6A

The Wong Chau Yuk Bing Scholarship for Art
Cheung Oi Wai Charity 6C

Mrs. Chung Lo Shuk Ying Prize for Art
Tsang Siu Yung 4A

Dr. Ko Wah Man Prize for Art
Lau Hiu Man Mandy 5A
The Siu Wai Ling Sports Leadership Award
Tang Sin Heng 4A
Ip Ka Yan Jessica 5D
Tam Wai Yin Kandy 5E
Yiu Wai Yue Tiffany 6A
Kiu Ling Yau 6C

The Wong Kwan Pui Scholarship for Sports
Ng Hay Yu 5A

Siu Wai Ling Sportsgirl of the Year Award
Ng Ka Ying 6A

The Fung King Ping Memorial Sports Prize
(for the most outstanding achievement in Athletics)
So Ka He 6A

(for contribution to school life in the promotion of sports)
Lam Ka Yee 5D

The Green Scholarship: for Enthusiasm in Promoting Environmental Protection
Lau Hin Kwan Valerie 5E
So Ka He 6A

Mrs. Ko Wong Sze Tung Bursary
Chiu Wing Yi 4A

Mrs. Stella Wei Cheung King Chi Memorial Bursary
Yun Hiu Ying 6B

Mrs. Yip Chan Wai Fong Bursary
Tam Wai Hang 3D

Mrs. Yuen Chan Wai Fun Bursary
Lam Yan Lun 4E
Chiu Yan Lok 6C
Miss Leung Pui Han Scholarship
Lo Wing Yee 6C  
Yeung Yuen Shan Cindy 6C  
Tse Lai Sze 5A  
Wing Sze Lok 5D  
Yun Hiu Kwan 5E  
Poon Yan Yi 5B  
Law Yat Ching 4A  
Cheng Hiu Wa 4B  
Ng Tsz Wai 4B  
Lam Yan Lun 4E  
Luk Ching Yin 4E  

8.3 External Scholarships & Awards

Grantham Scholars of the Year Award 2010-2011
馮曦慧 Fung Hei Wai, Michelle 6C  

Sir Edward Youde Memorial Prizes 2010/2011
梁恬彥 Leung Tim Yin, Miriam 5E  
秦詠婷 Chun Wing Ting, Christine 6C  

2010-2011 Hong Kong Outstanding Students Awards
organized by Youth Arch Foundation
陳珮茹 Chan Pui Yu 6C  

The Princeton Club of Hong Kong 2011 Book Award
organized by the Princeton Club of Hong Kong
何佩姿 Ho Pui Chi 5E  

Harvard Book Prize 2011
organized by The Harvard Club of Hong Kong
1st 馮曦慧 Fung Hei Wai Michelle 6C  
Runner-up 張彥農 Cheung Yin Nung Ingrid 6A  
陳樂妍 Chan Lok Yin 6B  

The Kiwanis Community Service Award 2011
presented by the Kiwanis Club of Hong Kong
戴卓穎 Tai Cheuk Wing 7C
2010-2011 A. S. Watson Group Hong Kong Student Sports Awards

程孝慧 Chen Siu Wai Alvina 5D

The 3rd Hong Kong Games

200M 3rd

程孝慧 Chen Siu Wai Alvina 5D

8.4 Inter-school Activities and Awards

62nd Hong Kong Schools Speech Festival

Improved Dramatic Scenes Secondary 1 to 3 - Boys and/or Girls

鄭雪兒 Cheng Sherry Xueer 2D 1st

賀紫君 Ho Gabrielle Ji Chuen 2D 1st

林頌恩 Lam Chun Yan Abbie 2D 1st

楊穎欣 Yeung Vivian 2D 1st

林芝樂 Lam Charlotte 2E 1st

Solo Verse Speaking : Non - Open Secondary 2 - Girls

鄭雪兒 Cheng Sherry Xueer 2D 1st

胡曉貝 Hu Xiaobei 3C 1st

郭宣麟 Kwok Suen Lun 3A 1st

Dramatic Duologue : Secondary 5 to 7

劉冠之 Lau Cinzia Kwun Chee 5A 1st

洪瑄蔓 Hung Suen Man Charmaine 5C 1st

Solo Verse Speaking : Non-Open Secondary 2 - Girls

林愷庭 Lam Hoi Ting Leanne 2A 2nd

藍曉雯 Lam Hiu Man Gloria 3A 2nd

張栢齡 Cheung Pak Ling 3D 2nd

Solo Verse Speaking : Non-Open Secondary 4 - Girls

林蕙欣 Lam Wai Yan 4E 2nd

張依汶 Cheung E Manna 5E 2nd

柯均宜 Or Kwan Yi 5A 2nd

Solo Verse Speaking : Non-Open Secondary 5 - Girls

何易恩 Ho Yick Yan 4D 2nd

Solo Prose Reading : Non-Open Secondary 4 - Girls

何易恩 Ho Yick Yan 4D 2nd
Solo Prose Speaking : Non-Open Secondary 6 & 7 - Girls
姚瑋瑜 Yiu Wai Yue Tiffany 6A 2nd

Public Speaking Solo : Secondary 1 & 2
賀紫君 Ho Gabrielle Ji Chuen 2D 2nd

Dramatic Duologue : Secondary 1 & 2
岑宙怡 Ramsden Julia Emma 2A 2nd
王嘉蔚 Wang Jiawei 2C 2nd

Dramatic Duologue : Secondary 3 & 4
鄺慧賢 Kwong Wai Yin Denise 4B 2nd
龐嘉宜 Pong Ka Yee Elizabeth 4D 2nd

Solo Verse Speaking : Non-Open Secondary 1 - Girls
陳蔚晴 Chan Wai Ching 1E 3rd

Solo Verse Speaking : Non-Open Secondary 2 - Girls
周宇翎 Chow Yu Ling 2E 3rd

Solo Verse Speaking : Non-Open Secondary 2 - Girls
王嘉蔚 Wang Jiawei 2C 3rd

Solo Verse Speaking : Non-Open Secondary 3 - Girls
曹嘉怡 Tso Ka Yee 3D 3rd

Solo Prose Reading : Non-Open Secondary 2 - Girls
林芝樂 Lam Charlotte 2E 3rd

Solo Prose Speaking : Non-Open Secondary 3 - Girls
蘇允盈 So Wan Ying 3A 3rd

Solo Prose Speaking : Non-Open Secondary 3 – Girls
宋煒妍 Sung Wai Yin Gemma 3C 3rd

Solo Prose Speaking : Non-Open Secondary 5 – Girls
張嘉欣 Cheung Ka Yan Emily 5C 3rd
何樂兒 Ho Lok Yee 5D 3rd

Solo Dramatic Performance Age 15 & over
賴詠霖 Lai Wing Lam Rachel 6C 3rd

Dramatic Scene Secondary 5 to 7
劉冠之 Lau Cinzia Kwun Chee 5A 3rd
洪瑄蔓 Hung Suen Man Charmaine 5C 3rd
費瑩瑩 Bates Harriet Ying Ying 6A 3rd
Dramatic Duologue Secondary 1 & 2
蘇樂曈 So Faith 1D 3rd
董恩廷 Toong Yan Ting 1D 3rd
張倩婷 Cheung Sin Ting 2C 3rd
劉哲 Lau Chit 2C 3rd

Dramatic Duologue Secondary 5 to 7
吳蕋珈 Ng Yui Ka Tiffany 5A 3rd
謝昕琦 Tse Yan Kei 5C 3rd
陳蔚婷 Chan Wai Ting 5E 3rd
張正芯 Cheng Zheng Xin 5E 3rd

第六十二屆香港學校朗誦節 - 中文組
散文獨誦 - 粵語 (中學一年級)
陳蔚晴 Chan Wai Ching 1E 冠軍

散文獨誦 - 普通話 (中學一、二年級)
何潔慧 Ho Kit Wai 2D 冠軍

歌詞獨誦 - 粵語 (中學一至三年級)
周宇翎 Chow Yu Ling 2E 冠軍

散文獨誦 - 普通話 (中學三、四年級)
李思穎 Li Siying 3C 冠軍

散文獨誦 - 粵語 (中學五年級)
吳熙愉 Ng Hay Yu 5A 冠軍

詩詞獨誦 - 普通話 (中學五至七年級)
李曉濤 Lee Hiu To Jennifer 6B 冠軍

歌詞獨誦 - 粵語 (中學一年級)
蕭凱恩 Siu Hoi Yan 1A 亞軍

歌詞獨誦 - 粵語 (中學一至三年級)
梁詩程 Leung Sze Ching 2E 亞軍

基督教經文朗誦 - 粵語或普通話 (中學一、二年級)
周宇翎 Chow Yu Ling 2E 亞軍

散文獨誦 - 粵語 (中學五年級)
羅子恩 Law Tsz Yan 5A 亞軍

詩詞獨誦 - 普通話 (中學一、二年級)
蕭凱恩 Siu Hoi Yan 1A 季軍
散文獨誦 - 普通話 (中學一、二年級)
周詠儀 Chow Wing Yee 1A 季軍
周宇翎 Chow Yu Ling 2E 季軍

詩詞獨誦 - 粵語 (中學二年級)
趙家尉 Chiu Ka Wai 2E 季軍

歌詞獨誦 - 粵語 (中學一至三年級)
李宜霖 Li Yi Lam Janice 2B 季軍

散文獨誦 - 粵語 (中學三年級)
黃嘉敏 Wong Ka Man 3C 季軍

散文獨誦 - 普通話 (中學三年級)
胡曉貝 Hu Xiaobei 3C 季軍

詩詞獨誦 - 普通話 (中學三、四年級)
袁嘉蕾 Yuen Ka Lui 3A 季軍

散文獨誦 - 粵語 (中學四年級)
趙尹尉 Chiu Wan Wai 4C 季軍
林恩綸 Lam Yan Lun 4E 季軍

散文獨誦 - 粵語 (中學五年級)
李金蕙 Li Kim Wai 5D 季軍

詩詞獨誦 - 粵語 (中學五年級)
洪韻迪 Hung Wan Tik 5D 季軍

二人朗誦 - 粵語 (中學一、二年級)
簡頌庭 Kan Chung Ting 2B 季軍
霍祉澄 Fok Tsz Ching 2B 季軍

Music - 63rd Hong Kong Schools Music Festival

School Teams
Senior Choir
1st Division (in Chinese) 2nd
1st Division (in Foreign Language) 3rd

Junior Choir
1st Division (in Foreign Language) 2nd

F.1 Choir
Church Music : Age 14 or under (in Chinese) 2nd
### Vocal Classes

**Female Duet : Age 19 or under**
- 黃 靖 Wong Jing Nadia 5C 1st
- 麥倚洋 Mak Chloe
- 劉奕晴 Lau Yik Ching 6C 2nd
- 丘思蔚 Yao Sharin Seewai 6C

**Female Voice : Age 17 or under (in Chinese)**
- 黃 靖 Wong Jing Nadia 5C 1st

**Female Voice : Age 17 or under (in Foreign Language)**
- 關幬怡 Kwan Kwok Yee 5D 1st

**Female Voice : Age 13 or under (in Foreign Language)**
- 梁詩程 Leung Sze Ching 2E 1st
- 林芝樂 Lam Charlotte 2E 2nd

**Female Voice : Age 13 or under (in Chinese)**
- 梁詩程 Leung Sze Ching 2E 3rd

### Piano Classes

**Piano Solo : Grade 7**
- 余樂思 Yu Rochelle Charis 1A 2nd
- 譚燁霈 Tam King Pui 2B 3rd

**Piano Solo : Grade 6**
- 謝靜宜 Tse Atalie Ching Yee 2C 1st
- 林芝樂 Lam Charlotte 2E 2nd

**Piano Duet : Intermediate**
- 劉柏妍 Lau Laura Lavinia 2E 3rd
- 陳睿媛 Chan Yui Woon 1D 3rd

**Piano Duet : Junior**
- 余樂思 Yu Rochelle Charis 1A 2nd

### Instrumental Classes

**Flute Solo : Senior**
- 蘇芷晴 So Tsz Ching 2C 1st
- 梁詩程 Leung Sze Ching 2E 2nd
- 陳安詠 Chan On Wing 3E 2nd

**Flute Solo : Junior**
- 馮思正 Fung Janet Sarua 3D 2nd
Cello Solo: Senior
張蔚瑩 Cheung Wai Ying Vanne 4E 3rd

Cello Solo: Intermediate
林青怡 Lam Chloe Ching Yee 1A 1st

Clarinet Solo: Junior
羅曉君 Law Hiu Kwan Cathleen 2A 3rd

Alto Saxophone Solo: Senior
譯心妍 Tam Sum Inn 5E 2nd

Chinese Instrumental Classes
Yangqin Solo: Intermediate
劉柏妍 Lau Laura Lavinia 2E 1st

Erhu Solo: Intermediate
劉衍均 Lau Hin Kwan Valerie 5E 3rd

Sports

Inter-school Swimming Championships 2010-2011
C Grade Overall – 4th

A Grade 4 x 50M Freestyle Relay – 4th
劉芷澄 Lau Tsz Ching 2D
陳施婷 Chan Sze Ting 4B
譚慧姸 Tam Wai Yin Kandy 5E
吳家盈 Ng Ka Ying 6A

C Grade 4 x 50M Freestyle Relay – 4th
蘇樂曈 So Faith 1D
白沅樺 Pai Yuan Hua 2D
馮媛施 Fung Bonnie Wun Sze 2E
黃晞朗 Wong Hei Long 2E

Joint School Orienteering Championships 2010
B Grade – 1st
孫凱平 Suen Hoi Ping 4E

C Grade – 1st
何善宜 Ho Seen Yee 2A

Ma On Shan Cup 2km Race 2011
Girls' Category – 2nd
黃朗翹 Wong Long Kiu 1D
Island Cross Country Race 2011
Junior Women Category – 1st
黃朗翹 Wong Long Kiu 1D

Riverside Winwin Run 2010
Overall Result in Team School Women 3km Race

1st - Representatives
區恩霖 Au Yan Lam Hosanna 1D
黃朗翹 Wong Long Kiu 1D
葉匡婷 Ip Hong Ting 2A
鄧靖瑜 Tang Ching Yu 2A

2nd – Representatives
陳善盈 Chan Sin Ying Ruby 1A
楊雯雯 Yeung Man Man 1A
蘇樂曈 So Faith 1D
陳施婷 Chan Sze Ting 4B

3rd – Representatives
梁早恩 Liang Stephanie Joanne 3A
潘卓雅 Pun Cheuk Nga Janice 3A
楊舒詠 Yeung She Wing Christy 3E
孫凱平 Suen Hoi Ping 4E

Individual Result in 3km Race

Junior Girls Category
蘇樂曈 So Faith 1D 1st
黃朗翹 Wong Long Kiu 1D 6th

Women Category
葉匡婷 Ip Hong Ting 2A 4th
程孝慧 Chen Siu Wai Alvina 5D 5th
吳熙愉 Ng Hay Yu 5A 7th
孫凱平 Suen Hoi Ping 4E 9th
楊舒詠 Yeung She Wing Christy 3E 10th

Schools Individual Fencing Tournament 2010-2011
A Grade Epee
容可兒 Yung Ho Yee 4A 1st
姚太初 Yiu Annabelle 7B 2nd

B Grade Epee
黃筱棻 Wong Siu Fan 4D 3rd
B Grade Foil  
蕭珮霖  Siu Pui Lam  4A  3rd

B Grade Sabre  
胡珮珩  Wu Pui Hang Rachel  4D  3rd

**Young Athletes Fencing Scheme Final competition**  
Ladies' Foil  
徐嘉琳  Tsui Ka Lam  2D  2nd

**廣東省業餘劍比賽**  
女子重劍（個人）  
容可兒  Yung Ho Yee  4A  3rd

女子重劍（團體）  
容可兒  Yung Ho Yee  4A
黃筱棻  Wong Siu Fan  4D

**Schools Interport Badminton Championships**  
Hong Kong Team Representative  
謝 映  Tse Ying  2A  Champion

**Inter-school Badminton Competition (Division One)**  
Overall 4th  
林嘉頤  Lam Ka Yee (Captain)  5D

C Grade  2nd  
Representatives:  
容以琳  Yung Denise  1D
葉匡婷  Ip Kong Ting  2A
伍靖瑜  Ng Ching Yue  2A
謝 映  Tse Ying  2A
徐芷君  Tsui Tsz Kwan  2C

**Inter-school Volleyball Competition (Division One)**  
Overall 4th  
Captain:  
葉嘉欣  Ip Ka Yan Jessica  5D
譚心妍  Tam Sum In  5E

C Grade  3rd  
Representatives:  
原靜嵐  Yuen Ching Laam  1B
潘可琳  Poon Ho Lam  1C
徐翠君  Tsui Chui Kwan  1C
陳曉漫  Chan Hui Man  1D
吳進利  Ng Chun Lei  1D
張天慧  Cheung Tin Wei  1E
劉詠琳  Lau Wing Lam  1E
梁樂蔚  Leung Lok Wai  2B
賴欣寧  Lai Yan Ning  2C
梁浩僑  Leung Ho Kiu  2C
陳祉欣  Chan Chi Yan  2D

Inter-school Lawn Bowls Competition

Overall 2nd
Representatives:
潘汶熹  Poon Jessica  5E
葉蔚祺  Ip Wai Ki  5E
黃倩禔  Wong Chantelle  5E
蘇嘉希  So Ka Hei  6A

All Hong Kong Inter-Secondary Schools Gymnastic Competition
Girls - Junior

7th in Individual all-round

8th in Floor Exercise

Merits in Floor Exercise, Balance Beam and Vaulting
Yu Tsz Yan  2A

Merits in Floor Exercise
Law Hiu Kwan Cathleen  2A

YMCA 110 Anniversaries-Youth Badminton Double Tournament
Girls - A Grade (age 14-15)

2nd runner-up
Yung Denise  1D
Tse Ying  2A

第八屆飛達全港田徑新星大賽
200及400米
Chen Siu Wai Alvina  5D  亞軍

飛達慈善復活跑 2011
女子少年 II 組 - 3 公里
黃朗翹  Wong Long Kiu  1D  季軍

Tribal - Swim, Bike, Run-Enduro Aquathon Series Race 2 (Kids Distance)
Female Age 12-13
Wong Long Kiu  1D  2nd runner-up

2011 Age Group Sprint Triathlon and Tri Tid Triathlon Championships
Course B2 Girls 1998
Wong Long Kiu  1D  1st runner-up
**Girls**

### D Grade - High Jump

沈欣渝  Shum Yan Yue  1C  Champion

### 剣擊特別獎勵計劃

教育統籌局、康樂文化事務署及香港業餘劍擊學會舉辦

外展教練武士金章

楊夏曉  Yang Xia Xiao  1A
林靜兒  Lam Ching Yee  1D
蔡杏琳  Tsoi Hang Lam  1E

外展教練武士銀章

謝欣彤  Tse Yan Tung  1E

外展教練武士銅章

蔡子蔚  Tsoi Tsz Wai  1B
陳雅然  Chan Nga Yin Ariel  1C
崔子昕  Chui Chi Yan  1B
伍洛瑩  Wu Luo Ying  1C
陳馨妮  Chan Yui Wun  1D
陳雅瑩  Chan Alrene  1E
馬穎婷  Ma Wing Ting  3B

### Dance

**47th School Dance Festival**

### Jive Dance

**Highly Commended Award**

徐芷茵  Tsui Chi Yan  4A
黃穎昕  Wong Wing Yan  4E

**Commended Award**

盧詩敏  Lo Sze Man  4C
馮梓妲  Fung Tsz Wun  4D
林恩綸  Lam Yan Lun  4E
喬令柔  Kiu Ling Yau  6C

### Cha Cha Cha Dance

**Commended Award**

陳雅然  Chan Nga Yin Ariel  1C
羅琳  Law Ellen Lam  1D
梁樂怡  Leung Emily Lok Yee  2B
李思恩  Li Sze Yan  2E
Modern Dance - Group
Team A - Accompanies
Highly Commended Award
陳浩菁 Chan Ho Ching Andrea  1C
孫葆宜 Suen Zoe  1D
李詠茵 Lee Dorothy  3D
杜俊頤 To Chun Yee  3D
黎頌賢 Lai Chung Yin  3E
冼曉晴 Sin Michelle  3E
吳君朗 Ng Kwan Long Angel  4A
毛梓昕 Mao Tsz Yan  4D
蘇仙詠 So Sin Wing  4D
歐倩寧 Au Sin Ling  4E
柯晞怡 Or Christie  5A
鄭苑芹 Cheng Yuen Kun  5C
姚淑愉 Yiu Shuk Yue Jocelyn  5C
張正芯 Cheung Zheng Xin  5E
姚瑋瑜 Yiu Wai Yue Tiffany  6A
許善琳 Hui Sin Lam  7B
余頌詩 Yu Chung Sze  7B

Team B - 爸爸媽媽停一停…可以嗎?
Commended Award
顧倩儂 Koo Syn Loong  1A
張沅淇 Cheung Yuen Ki  1C
傅曉楠 Fu Hiu Nam  1D
李靖嵐 Lee Gladys Ching Nam  1D
王蔚淇 Wong Wae Ki Sammi  1D
周麗銳 Chow Lai Yui  1E
柯晞曼 Or Natalie  1E
蔡杏琳 Tsoi Hang Lam  1E
張凱婷 Cheung Hoi Ting  2C
劉哲 Lau Chit  2C
余明慧 Yu Teresa  4A
方曦譽 Fong Haily Hei Yu  4B
葉卓翹 Ip Cheuk Kiu  4D
羅君慈 Law Kwan Chi Sarah  4E
第七屆香港校際體育舞蹈錦標賽
中學女子組 15 歲或以下
陳雅然 Chan Nga Yin Ariel 1C 森巴舞 第二名
羅琳 Law Ellen Lam 1D 鬥牛舞 第二名
梁樂怡 Leung Emily Lok Yee 2B 森巴舞 一等獎
李思恩 Li Sze Yan 2E 查查查 二等獎
蔡淳欣 Choi Shun Yan Sharen 2E 查查查 二等獎
林嘉慧 Lam Ka Wai 2E 牛仔舞 二等獎
阿陽沛霖 Au Yeung Pui Ling 1C 查查查 二等獎
董恩廷 Toong Yan Ting 1D 牛仔舞 二等獎
張凱琳 Chang Hoi Lam Sara 1C 查查查 三等獎
周洛筠 Chow Lok Kwan 2E 牛仔舞 三等獎
余欣緻 U Kristy 1B 查查查 三等獎
李卓遙 Li Zhuo Yao 2A 牛仔舞 三等獎
中學女子組 16 歲或以上
鄭曉蔚 Cheng Hiu Wai 1D 查查查 第一名
鄭曉殷 Cheng Yvonne 4D 鬥牛舞 第二名
林恩綸 Lam Yan Lun 4E 倫巴舞 一等獎
<table>
<thead>
<tr>
<th>Name</th>
<th>Class</th>
<th>Dance</th>
<th>Award</th>
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<tbody>
<tr>
<td>喬令柔</td>
<td>Kiu Ling Yau</td>
<td>6C</td>
<td>鬥牛舞 一等獎</td>
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<td>牛仔舞 一等獎</td>
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<td>徐芷欣</td>
<td>Tsui Chi Yan</td>
<td>4A</td>
<td>牛仔舞 一等獎</td>
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<td>黃穎昕</td>
<td>Wong Wing Yan</td>
<td>4E</td>
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<td>Lo Sze Man</td>
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<td>馮梓媛</td>
<td>Fung Tsz Wun</td>
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<td>陳欣儀</td>
<td>Chan Yan Yee</td>
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<td>Man Oi Laam</td>
<td>5B</td>
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<td>Poon Yan Yi</td>
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<td>牛仔舞 二等獎</td>
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<td>劉明真</td>
<td>Lao Ming Chun</td>
<td>1A</td>
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<td>黃樂晴</td>
<td>Wong Lok Ching</td>
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<td>Yip Tsz Ying</td>
<td>5B</td>
<td>牛仔舞 三等獎</td>
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Services Awards

Volunteer Movement
organized by Social Welfare Department

Award for Volunteer Service

<table>
<thead>
<tr>
<th>Award</th>
<th>Description</th>
<th>Name</th>
<th>Class</th>
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<tbody>
<tr>
<td>Gold Award</td>
<td>(200 service hours or above)</td>
<td>Ip Cheuk Kiu</td>
<td>4D</td>
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<td>Chan Hing Lam</td>
<td>5A</td>
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<td>Chan Yan Hay</td>
<td>5A</td>
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<tr>
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<td>Chan Yin Ling</td>
<td>5A</td>
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<td>Kwok Hoi Ching Janice</td>
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<tr>
<td>Silver Award</td>
<td>(100 service hours or above)</td>
<td>Chan Wing Lam</td>
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<td>Yu Teresa</td>
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<td>Yung Ho Yee</td>
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<td>Ng Tsz Wai</td>
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<td>Chu On Ki</td>
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<td>Hung Wan Tik</td>
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<td>Law Hiu Tung Virginia</td>
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<td>Ma Hoi Wan</td>
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<td>Cheung E Manna</td>
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<td>Sham Hiu Ying</td>
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<td>Ko Tak Shan Clarissa</td>
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<td>Yuen Ka Ying Sandy</td>
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<td>Bronze Award</td>
<td>(50 service hours or above)</td>
<td>Yeung Vivian</td>
<td>2D</td>
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<td>Kam Tsz Ching Cherie</td>
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<td>Tang Sin Heng</td>
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<td>Li Nam</td>
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<td>Leung Wing Man</td>
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<td>Chan Sau Yuk</td>
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<td>Chan Ying</td>
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<td>Lau Sin Ha</td>
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<td>Tse Lai Sze</td>
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<td>Poon Yan Yi</td>
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<td>Cheng Hiu Kwan</td>
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<td>Li Yuk Ching</td>
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<td>Yeung Wing Yan</td>
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<td>Wong Hoi Man</td>
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<td>Chau Kar Yee</td>
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<td>Choy Wan Hei</td>
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</table>
Others Awards

School Creative Music Showcase 2010-11
Best Creative Ideas Prize - Gold
Best Performance Prize - Silver
Prize for Individual Competition - Merit Prize

3rd Hong Kong Students Open Music Competition 2010
Piano Pop Music Easy - Winner
馮思行 Fung Sze Hang 1C

Piano Solo (Grade 7) Repertoire Group – Honorable Mention
林芝樂 Lam Charlotte 2E

“Say Cheers” 口腔健康標語海報創作比賽及設計比賽
香港牙醫學會及《明報》合辦
初中組 - 入圍獎
鮑嬿而 Pau Yin Yee 1E

DIY Pop Card Design Competition
organized by Gold Fish Creative Ltd.
唐泳儀 Tong Wing Yee 4C 3rd Prize

Home Fish Home Design to Empower - Learning Thru Marine Conversation
organized by Hong Kong Design Centre and Ocean Park
網上最高票數大獎及優異獎
馮嘉裕 Fung Ka Yu 3E

《「家」多一點愛》攝影比賽
基督教靈實協會主辦
學生組 - 亞軍
劉柏妍 Lau Laura Lavinia 2E

Australian National Chemistry Quiz
organized by Royal Australian Chemical Institute
Junior Division - Credit
高琳 Kao Lam 5E
Junior Division - High Distinction
陳蔚婷  Chan Wai Ting  5E
張依汶  Cheung E Manna  5E
黎恩怡  Lai Yan Yee  5E
梁恬彥  Leung Tim Yin Miriam  5E

《藍天盟》改編舞台劇創作比賽
海天書樓主辦
趙茵洛  Chiu Yan Lok  6C  入圍獎

2010年度學屆詩歌朗誦擂台賽
香港朗誦團主辦
普通話古詩 - 初中組
周宇翎  Chow Yu Ling  2E  第一名
普通話散文 - 初中組
周宇翎  Chow Yu Ling  2E  第一名

第三十五屆全港青年學藝比賽大賽
港島獅子會主辦 - 全港青年中國古典詩詞朗誦比賽
粵語初中組
周宇翎  Chow Yu Ling  2E  季軍

第七屆《德藝雙韾》香港區選拔賽 - 書法比賽
中國藝術家協會主辦
中文硬筆 - 少年 B 組
劉詠琳  Lau Wing Lam  1E  冠軍

第十五屆全港中小學硬筆書法比賽
香港教育專業人員協會主辦
中文硬筆書法 - 初級中學組
王琛蔚  Wong Chen Wei  1B  優良

第五屆「善言巧論：全港學生口語溝通大賽」
香港教育學院、理性溝通教育學會主辦
中學文憑經典朗讀項目
余明慧  Yu Teresa  4A  總亞軍

第二十三屆和平海報設計比賽
國際獅子總會中國港澳三零三區主辦、教育局公益少年隊協辦
港澳區優異獎
楊穎雯  Yeung Wing Man  2A
公益少年團獎勵計劃
教育局公益少年團主辦
三等榮譽級獎章 (藍星榮譽徽章)
羅曉彤  Law Hiu Tung Virginia  5D

中學高級獎章 (紫色徽章)
羅曉君  Law Hiu Kwan Cathleen  2A

香港女童軍總會「優秀女童軍選舉 2011」
港島西區 - 區優秀女童軍
劉倩霞  Lau Sin Ha  5A

港島西區 - 隊伍優秀女童軍
楊詠欣  Yeung Wing Yan  6B

關懷接納助更生 - 全港學生演講比賽
表現優異獎(中學甲廣東話組)
陳蔚晴  Chan Wai Ching  1E

第七屆當代作家詩文朗誦比賽(2011 香港)《天地情懷》專輯
故事獨誦
周宇翎  Chow Yu Ling  2E  冠軍

詩歌獨誦
周宇翎  Chow Yu Ling  2E  冠軍

第八屆學界粵語正音大賽
周卓瑩  Chow Cherry  4E  優異獎
朱樂然  Chu Lok Yin  4E  優異獎
林皓程  Lam Ho Ching Chloe  4E  優異獎
羅曉晴  Law Hiu Ching  4E  優異獎
吳嘉媛  Ng Ka Wun  4E  優異獎
吳素怡  Ng Zoe  4E  優異獎

The 15th Hong Kong Secondary and Primary School Chinese and English Penmanship Competition
English - Senior Section
洪思穎  Hung Sze Wing  5B  Merit

道路安全宣傳創作比賽
道路安全議會主辦
學生組 - 優軍
曾兆容  Tsang Siu Yung  4A
朱棗溰  Chu Jo Yee  4B
彭善德  Pang Shan De  4C
Make it Green Competition
organized by New Green World Greeners Action
Junior Secondary Section - 2nd
禤倩敏  Huen Sin Man  3D
梁燕慧  Leung Yin Wai  3E

Point media 2011 第七屆傳媒初體驗計劃
中學文字媒體組 - 季軍
陳芷希  Chan Tsz Hei  5E
梁恬彥  Leung Tim Yin Miriam  5E

聖公會在我主的家短片創作比賽
教堂組
王雅馨  Wang Nga Hing  6C

Student Environmental Protection Ambassador Scheme (2010-2011)
organized by Environmental Protection Department, Environmental Campaign Committee and Education Bureau
Students have successfully completed the Specific Environmental Badge Training in Climate Change
何易恩  Ho Yick Yan  4D
歐陽銳櫻  Au Yeung Yui Ying  4E
謝麗施  Tse Lai Sze  5A
張依汶  Cheung E-manna  5E
謝承恩  Tse Shing Yan  5E

Students have successfully completed the Basic Environmental Badge Training
黃熙婷  Wong Hei Ting Natasha  4A
容可兒  Yung Ho Yee  4A
錢亮霖  Chien Leung Lam Alice  4D
李婷舫  Lee Ting Fong  4D
陳倩怡  Chen Sin Yee  5D
何思蔚  Ho See Wai  6B

Outstanding Student Environmental Protection Ambassador
Gold Award
劉衍均  Lau Hin Kwan Valerie  5E

Silver Award
蘇嘉希  So Ka He  6A

Bronze Award
張卓朗  Cheung Cheuk Long  5B
Merit Award

韓珈琪  Hon Ka Ki  3D
何謹言  Ho Kun Yin  3E
冼曉晴  Sin Michelle  3E
蘇樂彤  So Lok Tung Jeanie  3E
麥苑婷  Mak Yuen Ting  4A
徐芷茵  Tsui Chi Yan  4A
鍾奕霖  Chien Leung Lam Alice  4D
崔子晴  Chui Chi Ching Bertha  4D
何易恩  Ho Yick Yan  4D
林蕙欣  Lam Wai Yan  4E
謝麗詩  Tse Lai Sze  5A
張嘉欣  Cheung Ka Yan Emily  5C
黃靖淇  Wong Ching Ki  5C
陳倩怡  Chen Sin Yee  5D
凌奕彤  Ling Yick Tung Tracy  5D
陳樂恩  Chan Lok Yan (3)  5E
戴貝莎  Tai Bui Sha Sally  5E
謝承恩  Tse Shing Yan  5E
李穎甜  Lee Etty  5E
韋德穎  Wai Joycelyn  6B

第十三屆香港青少年數學精英選拔賽
個人賽 - 二等榮譽獎
李卓遙  Li Zhuo Yao  2A

Internal Awards

Reading Award (1st Term)

陳煒琳  Chan Wai Lam Claudia  2A  Gold
羅曉君  Law Hiu Kwan Cathleen  2A  Gold
陳碩雅  Chan Shek Nga  2E  Gold
崔子昕  Chui Chi Yan Danika  1B  Silver
趙樂翔  Chiu Lok Kiu Rachel  2A  Silver
何善宜  Ho Seen Yee  2A  Silver
袁詩朗  Yuen Sze Long  2C  Silver
羅睿琦  Lo Yui Kei  2D  Silver
吳詠希  Ng Wing Hei Agnes  2D  Silver
楊穎欣  Yeung Vivian  2D  Silver
陳淳蔚  Chan Shun Wai  1A  Bronze
黎天欣  Lai Tin Yan Charmaine  1A  Bronze
翁靖雯  Yung Ching Man  1A  Bronze
蔡子蔚  Tsui Tsz Wai  1B  Bronze
黃楚翹  Wong Cho Yi  1B  Bronze
陳欣彤  Chan Yan Tung  2A  Bronze
張靖雅 Cheung Ching Nga 2A Bronze
李卓遙 Li Zhuo Yao 2A Bronze
黃瑞盈 Wong Sui Ying 2A Bronze
鄭加齋 Cheng Rachel Ka Kiu 2B Bronze
周韻晴 Chow Wan Ching Rachel 2B Bronze
葉銘恩 Ip Ming Yan 2B Bronze
利卓詩 Lee Cheuk Sze Chelsea 2B Bronze
李穎希 Lee Wing Hei 2B Bronze
梁愷琳 Leung Janice Hoi Lam 2B Bronze
黃筱晴 Wong Siu Ching 2B Bronze
張凱婷 Cheung Hoi Ting 2C Bronze
林曉恩 Lam Hiu Yan 2C Bronze
盧信希 Lo Son Hei 2C Bronze
譚善文 Tam Sein Man Michelle 2C Bronze
王貝渝 Wong Pui Yu 2C Bronze
林海樂 Lam Hoilok Heather 2D Bronze
李欣琳 Lee Yan Lam Eileen 2D Bronze
梁巧筠 Leung Danielle 2D Bronze
謝爾霖 Tse Yi Lam 2D Bronze
胡靖嵐 Wu Ching Laam Grace 2D Bronze
周洛筠 Chow Lok Kwan 2E Bronze
黃思齊 Wong Si Tsai 2E Bronze
楊穎 Young Chun Wing 2E Bronze

2010-2011 中文科優秀閱讀報告
陳澔儀 Chan Ho Yee 1A
崔子昕 Chui Chi Yan Danika 1B
陳靖媛 Chan Ching Wun 1C
蔡芍筠 Choi Cheuk Kwan 1D
劉倩煒 Lau Xin Wai 1D
謝欣彤 Tse Yan Tung Audrey 1E
趙樂翹 Chiu Lok Kiu Rachel 2A
周諾 Chow Nok 2B
溫靜雯 Wan Ching Man 2B
易慧芝 Yik Wai Chi Claudia 2C
卓瑩 Cho Ying 2D
林嘉慧 Lam Ka Wai 2E
呂綺圍 Lui Yi Wai 2E
陳海晴 Chan Hoi Ching 3A
何家昕 Ho Kar Yan Jessica 3B
麥曉宜 Mak Hiu Yee 3C
黃欣儀 Wong Yan Yi 3D
林子恩 Lam Tsz Yan 3E
羅逸晴  Law Yat Ching  4A
王思明  Wong Sze Ming Janice  4A
廖懿淳  Liu Eunice  4C
李穎琳  Li Wing Lam  4D
黃朗寧  Wong Long Ning  4D
朱樂然  Chu Lok Yin  4E
黃皓婷  Wong Ho Ting Christie  4E

謝麗詩  Tse Lai Sze  5A
何玉媛  Ho Yuk Wun  5B
黃靖淇  Wong Ching Ki  5C
鄭家晴  Cheng Ka Ching  5D
劉袓均  Lau Hin Kwan Valerie  5E

Reading Awards 2010-2011 (2nd Term)
陳煒琳  Chan Wai Lam Claudia  2A Gold
趙樂翔  Chiu Lok Kiu Rachel  2A Gold
葉銘恩  Ip Ming Yan  2B Gold
羅曉君  Law Hiu Kwan Cathleen  2A Gold
利卓詩  Lee Cheuk Sze Chelsea  2B Gold
梁愷琳  Leung Janice Hoi Lam  2B Gold
歐陽沛琳  Au Yeung Pui Lam  2D Gold
鄭雪兒  Cheung Sherry Xueer  2D Gold
林頌恩  Lam Chun Yan Abbie  2D Gold
楊穎欣  Yeung Vivian  2D Gold
陳毓雅  Chan Shek Nga  2E Gold
周洛筠  Chow Lok Kwan  2E Gold
林愷庭  Lam Hoi Ting Leanne  2A Silver
梁卓琳  Leung Cheuk Lam Charlie  2B Silver
甘希賢  Kam Hei Yin Andrea  2C Silver
王貝渝  Wong Pui Yu  2C Silver
林海樂  Lam Hoi Lok Heather  2D Silver
羅春琦  Lo Yui Kei  2D Silver
吳詠希  Ng Wing Hei Agnes  2D Silver
鄭敬莊  Cheng King Chong  2E Silver
周宇翎  Chow Yu Ling  2E Silver
王安盈  Wong Katherine On Ying  2E Silver
陳善盈  Chan Sin Ying Ruby  1A Bronze
莫芷晴  Mok Tsz Ching  1A Bronze
余樂思  Yu Rochelle Charis  1A Bronze
許穎嵐  Hui Wing Laam  1B Bronze
李樂琳  Lee Lok Lam Amiel  1B Bronze
余穎知  Yu Wing Chee Sophie  1C Bronze
區恩霖  Au Yan Lam Hosanna  1D Bronze
蔡芍筠  Choi Cheuk Kwan  1D Bronze
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<td>Lau Yin Kwan</td>
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<td>Cheng Jordan Elizabeth Yuen Ying</td>
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<td>Hui Chui Yee</td>
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<td>Cheung Ching Nga</td>
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<td>Ho Seen Yee</td>
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<td>Lee Pui Ka Vanessa</td>
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<td>Leung Cheuk Kiu Joni</td>
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<td>Li Zhuo Yao</td>
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<td>Mok Kam Yu</td>
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<td>Ramsden Julia Emma</td>
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<td>Wong Ling Oi Helen</td>
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<td>Wong Sui Ying</td>
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<td>Cheng Rachel Ka Kiu</td>
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<td>Chow Wan Ching Rachel</td>
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<td>Chu Nicole</td>
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<td>Ko Hoi Ching Cynthia</td>
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<td>Lai Yan Ning</td>
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<td>Lau Chit</td>
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<td>Lau Sze Wing</td>
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<td>So Tsz Ching</td>
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<td>Wang Jiawei</td>
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<td>Yuen Sze Long</td>
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<td>Ho Gabrielle Ji Chuen</td>
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<td>Lee Wing Laam</td>
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<td>Leung Danielle</td>
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<td>Liu Yuen Sum Tiffany</td>
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<td>Tse Yi Lam</td>
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<td>Wu Ching Laam Grace</td>
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<tr>
<td>Yu Wing Po</td>
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Best Reader for Each Division (English Language)

余樂思  
Yu Rochelle Charis  
1A  
1 a

蔡子蔚  
Tsoi Tsz Wai  
1B  
1 b

余穎知  
Yu Wing Chee Sophie  
1C  
1 c

莫芷晴  
Mok Tsz Ching  
1A  
1 d

馮靖倹  
Fung Ching Tung Florence  
1E  
1 z

陳煒琳  
Chan Wai Lam Claudia  
2A  
2 a

李沛家  
Lee Pui Ka Vanessa  
2A  
2 b

葉銘恩  
Ip Ming Yan  
2B  
2 c

鄭雪兒  
Cheng Sherry Xueer  
2D  
2 x

蔡婷  
Tsoi Ting Westing  
2E  
2 y

鄭君希  
Cheng Kwan Hei  
2D  
2 z

Inter-Class Junior Volleyball Competition

F.3 Champion  
3A

F.4 Champion  
4E

8.5 Participation in Extra-curricular Activities

8.5.1 Sports and Physical Development

2010-2011 was yet again another fruitful year for the school sports teams due to the dedication and excellent team spirit of the members. Although the overall result has dropped a place, there were still some impressive individual and team results this year. They ranked sixth out of thirty eight girls’ schools in the overall sports results of the Hong Kong Schools Sports Federation. In 2010-2011, our six sports teams will compete in Division One. For individual results, our Badminton Team came fourth in the overall competition whilst the C Grade Team came second in Division One of the Inter-school Badminton Competition. Our C Grade Volleyball Team came 3rd in Division One of the Inter-school Volleyball Competition and they came fourth in the overall competition. Our C Grade Swimming Team came 4th in the overall competition in Division One of the Inter-school Swimming Competition. Two relay teams came fourth. Our Tennis Team came fourth in the overall competition in Division Two of the Inter-school Tennis Competition. Two of our Form two girls achieved impressive results in the All Hong Kong Inter-secondary Schools Gymnastic Competition. Yu Tsz Yan and Law Hiu Kwan came third and fourth in the Floor exercise of the Novice Group respectively. Our outstanding athlete, Chen Siu Wai of Form Five D, received the A.S. Watson Group Hong Kong Student Sports Award 2011 for her outstanding performance in Athletics. Representing the Central and Western District, she came third in the women’s 200m for the 3rd Hong Kong Games.
So Ka Hei of Form Six A, who has been a member of Hong Kong Lawn Bowls Team since last year, had the opportunity to frequently represent Hong Kong and received a number of prizes. These achievements are manifestations of our students’ concerted effort to strive for excellence in sports.

To enhance our sports culture, our Physical Education Department as well as the Sports and Recreation Association worked hard at promoting sports in the school. A series of sporting activities was organized throughout the year. They were the Swimming Gala, Sports Day, Mass PE, Sports Talents and Inter-class Sports Competitions (volleyball and basketball). Mass PE was also held regularly during PE lessons. All these events provided our students with valuable opportunities to explore sporting opportunities at different levels. It is hoped that the unswerving sports spirit will encourage our students to maintain an active and healthy lifestyle.

8.5.2 Prefects’ Council and Students’ Association

The Students’ Association and the Prefects’ Council play an important role in the school life of St. Stephen’s. The five Boards, namely the Co-operation Board, Communication Board, Extra-Curricular Activities Board, Tidiness Board and Welfare Board, acted as executive arms of the Standing Committee. They worked closely together to carry out a number of duties and activities to fulfill the goal of enriching school life through promoting students’ welfare, fostering communication between students and the school, and enhancing students’ sense of belonging. This year, the SA organized a “YOU” Campaign to help promote the school theme of the year – Commitment. A series of activities were organized throughout the year like special assemblies, class monthly tasks, teachers’ week and SA Day. The activities were highly commended by all staff and students.

8.5.3 Club Activities

A balanced range of extra-curricular activities was provided throughout the year. There were over 40 school teams which provide opportunities for students to show and enhance their talents. They gave outstanding performances in different kinds of competitions. There were also a total of 35 clubs and societies divided into 4 categories relating to ‘publication’, ‘academic’, ‘cultural’ and ‘service’. Student leaders were elected and trained to take up leading roles to organize a multitude of functions and activities for their schoolmates. This year, we have successfully
organized the RE Week, Computer Week, inter-class competitions, workshops with different themes like science, art, gardening, environmental protection, dance, philatelic, etc. These activities helped to broaden students’ experience and make learning fun. These experiences also provide students with the opportunities to discover their potential, develop their talents and enhance their generic skills. Furthermore, through organizing and/or participating in these activities, the school spirit, class spirit and student integration among different forms were greatly enhanced.

8.5.4 Community Service

The Social Service group is one of the service teams in St. Stephen’s Girls College. Our aims are to serve the needy and arouse students’ social awareness. In the academic year 2010-2011, our students have completed 680 service hours. The target groups are the elderly, new immigrants and the mentally disabled. Regular services were held on the last Saturday of each month at Caritas Lok Fung Day Activity Centre, with the aim of enhancing the social skills and independence of the mentally handicapped persons. A Christmas party for the elderly in St. James Settlement Wan Chai District Elderly Community Centre was jointly organized with Interact Club of Wah Yan College Hong Kong. The party comprised games and performance sessions which allowed the elderly whose partners had already passed away to immerse themselves into the happiness of the Christmas atmosphere. A visit to the Garden Farm with the less privileged children was jointly organized with the Zonta Z Club and Heep Hong Society to highlight the importance of protecting our environment. Students also joined two flag selling days which were organized by the Hong Kong Blind Union and Suen Mei Speech & Hearing Centre to help the needy. Through joining different activities, committee members had a chance to develop their leadership skills. Participants’ social awareness was also raised.

8.5.5 Environmental Protection Activities

Through participation in the Environmental Protection Ambassador Scheme, a series of training sessions and activities were held throughout the term. 16 students successfully completed the Basic Environmental Badge Training for the Student Environmental Protection Ambassador (SEPA) Scheme. 20 students were awarded the SEPA Merit Award, 3 students were awarded Outstanding SEPA Gold, Silver and Bronze Awards.
The theme of 2010-2011 was energy saving. From September 2010 to August 2011, the electricity bills were reduced by about 7%.

<table>
<thead>
<tr>
<th>Programme</th>
<th>Period</th>
<th>Achievement and reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assembly reminders concerning environmental protection.</td>
<td>Whole year</td>
<td>On average there were at least two notices concerning environmental protection given in the morning assembly to remind students of various environmental practices.</td>
</tr>
<tr>
<td>2. Green reminders to all Form teachers, class, staff, and janitors.</td>
<td>October</td>
<td>The response was good and the electricity bill in October was greatly reduced by 15% compared to that of the last year.</td>
</tr>
<tr>
<td>3. Setting up of patrol teams to spot check the students’ green practices at least 3 times a year.</td>
<td>Whole year</td>
<td>More student environmental ambassadors were recruited in the patrol team. More patrols were conducted in both Jubilee and Main building in the morning, during breaks, lunch time and after school. Results of the best green classroom and the classrooms needing further improvement were announced during assembly after each patrol cycle.</td>
</tr>
<tr>
<td>4. Replace and renew energy saving labels.</td>
<td>Whole year</td>
<td>More energy saving labels were put up around the school campus e.g. classrooms, special rooms, staff rooms, resource rooms etc.</td>
</tr>
<tr>
<td>5. To give announcements on the school electricity bill every month and give reminders to students and teachers. Posting up a bar chart showing the monthly electricity bill comparing the consumption of electricity in 2009-2010 to 2010 to 2011.</td>
<td>Whole year</td>
<td>This action was quite effective in reminding the students of the importance of energy saving in the first few months. However, we observed that after every long holiday, students needed to be reminded immediately for a more ‘sustainable’ practice. A monthly update of the electricity bill bar chart would be more effective in reminding students instead of a bimonthly one.</td>
</tr>
<tr>
<td>6. Reduction in the use of plastic utensils.</td>
<td>Whole year</td>
<td>After a serious of promotions and inspections, there was a tremendous reduction in the use of plastic utensils and students were encouraged to bring their own utensils.</td>
</tr>
</tbody>
</table>

Various reduction and recycling programs were also held e.g. the collection of recyclable items such as paper, metals and plastics and more recycling bins were allocated on the school campus. The Environmental Protection Society conducted various craft-making workshops using recycled materials and an organic farm visit with the Community Youth Club (CYC). The teaching of environmental issues was
integrated into various curriculum e.g. Biology, Integrated Science, Geography, Liberal Studies etc. and various field trips were organized by various departments. Students were also encouraged to participate in competitions outside school. For example, Yan Oi Tong organized an expedition to the South Pole in 2010 and one Form Five student entered the final stage of the training. In 2011 there was an expedition to the North Pole in 2011 and one Form Four students entered the semi-finals of this competition.

The roof-greening project funded by the Environmental Campaign Committee in the Ellen Li Jubilee Building is in progress. Approval on the roof-greening project from the Education Bureau was received in July 2011.

8.5.6 Leadership Training

It was our major concern to develop and enhance leadership abilities, a sense of citizenship and the social responsibility of students. Training for different student groups was provided throughout the year. Students were provided with ample opportunities to take up different duties in school which included being Captain or student in-charge of the school teams; ECA clubs; Students’ Association; Class Associations, etc. Training workshops and meetings were frequently held for students so that they could use their knowledge to manage the club and team affairs. Under the guidance of the teacher coordinators and advisors, student leaders learnt and were trained to plan and work in line with the goals set for the year. Besides, our school also encouraged students to take part in other leadership training programs like the “Hong Kong 200” Leadership Project, UNICEF Ambassador, Hong Kong Young Ambassador Scheme, LCSD Sports Captain Program, Caritas Volunteer Leader Training Scheme and the Leadership Enhancement Program organized by the EDB, etc. Through working and collaborating with different parties, students gained experiences which were important for their future development. This year, with their outstanding performance, Tai Cheuk Wing of F.7C was awarded the Kiwanis Community Service Award, Law Hiu Tung of F.5D received the Community Youth Club Blue Star Honor Badge and Lau Sin Ha of F.5A received the Outstanding Girls Guide Award. Our students also received 4 Gold, 14 Silver and 20 Bronze Awards in Volunteer Movement.
8.5.7 Dance
Dance has long been a tradition of our school. The dance team members were actively involved in different school functions like the Thanksgiving Service, Inter-class Dance Competition, Mass PE, SA Day and the school musical. This year, our dance team achieved excellent results in the 47th Dance Festival in which our team got 2 Highly Commended Awards and 7 Commended Awards in the Modern, Jive and Cha Cha Cha Dance Categories. Besides, the Dancesport Team also got impressive results in the 7th Inter-school DanceSport Championships. In individual prizes, they got 1 in first place, 4 in 2nd place and 2 in third place. Students’ dance and performing skills were greatly enhanced through these experiences.

8.5.8 Drama
Drama plays an important role in whole-person development. As a regular co-curricular and extra-curricular activity, it helps to develop students’ self-confidence, imagination and creativity. It also provides greater opportunities for students to use English for purposeful communication outside the classroom. With this in mind, the Drama Club continues to promote a drama culture within the school.

During 2010-11, the Drama Club focused primarily on the 105th Anniversary Concert with a large scale musical production of the “The Wizard of Oz”. The production involved many months of preparation and rehearsal involving a total of 140 students on stage, to be ready for a professional stage and a public audience.

8.5.9 Debates
The Debating Team participated enthusiastically in a wide range of debating activities in and outside school. To enhance the debating skills and interest in this activity among students, a series of inter-school debates were arranged for our members. By watching and participating in these friendly debates, students were able to pick up useful techniques and gather valuable experience, which they were able to put into practice in some more vigorous competitions including the NESTA/SCMP (Native English Speaking Teachers Association and South China Morning Post) Debate Competition and the Hong Kong Schools Debating Council Tournament, a world schools style competition in which debaters can ‘cross examine’ their opponents by calling for points of information.

Our students also actively took part in the Hong Kong Model United Nations 2010, in which over twenty international and local schools debated current issues of concern in
international politics and economy. The topics this year were; The Digital Divide, Managing Aging Populations, Small Island Developing States, Nuclear Disarmament and The Conflict in Yemen. This year our students represented Israel in the General Assembly. Through this experience, students not only enhanced their debating and research skills but also developed their knowledge of world affairs and their roles as global citizens.

Another opportunity to develop debating skills was presented in the Secondary School Mock Trial Competition in which students role-played defence and prosecution lawyers and witnesses in a courtroom trial. Members of our school team received a number of awards including Lawyer of the Trial, Best Lawyer of the Competition (2nd Runner-up), and Witness of the Trial. This competition affords students the opportunity to learn about courtroom procedures and language and is particularly beneficial to those interested in a career in law.

8.5.10 Campus Broadcasting Programme

Achievement

2010-2011 was a fruitful and prolific year for the Campus TV Committee. Twelve production teams were formed with a total of 90 members, 24 of which were Executive Committee Members. Many of our video productions were broadcast during the four regular broadcasts in November, January and March.

Eight video clips of school events were recorded: Sports Day, Speech Day, the Sixth Form Camp, the Swimming Gala, the Cake Cutting Ceremony, the 105th Anniversary Thanksgiving service, the 105th Anniversary Dinner and the 105th Anniversary Concert. In co-operation with the Students’ Association, over six video clips were recorded which involved an array of extra-curricular activities: The Michaelmas Fair, Inter-class Sports Competition, RE Week, Teachers’ Week, Putonghua Day and the End of Term Celebration. The Committee also produced 23 video episodes and won a number of awards.
### 2010-2011 Campus TV Committee – Prizes and Awards

<table>
<thead>
<tr>
<th>Organization</th>
<th>Competition</th>
<th>Group</th>
<th>Group leader</th>
<th>Prize</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Chinese Manufacturers’ Association of Hong Kong</td>
<td>第二屆全港中學生廣告短片比賽</td>
<td>4B</td>
<td>6C Kiu Ling Yau</td>
<td>最佳攝影 Merit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6A</td>
<td>5C Lam Pei Hsia 4D Wong Yui Yan</td>
<td>Merit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6B</td>
<td>5C Wong Jing Nadia</td>
<td>Merit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4A</td>
<td>4E Li Sze Wai 4E Luk Ching Yin</td>
<td>Merit</td>
</tr>
<tr>
<td>eTV Online</td>
<td>第七屆傳媒初體驗計劃</td>
<td>N/A</td>
<td>5E Chan Tsz Hei 5E Leung Tim Yin Miriam</td>
<td>Third</td>
</tr>
<tr>
<td>Diocese of Hong Kong Island, Hong Kong Sheng Kung Hui</td>
<td>「在我主的家」短片創作比賽</td>
<td>6C</td>
<td>6C Wang Nga Hing</td>
<td>(Church Category) Second</td>
</tr>
</tbody>
</table>

The Committee also helped teachers and students in producing videos for classroom purposes and also assisted the Chinese Department in producing a programme entitled 《訪問之前......》.

The Committee achieved its goal of training students in video production. Two introductory training courses for new members, three intermediate training courses, one advanced training courses for all members were organized. Besides, a multi-cam training course and a joint-school film making workshop were organized to further strengthen the production skills of our members.

**Reflection**

Despite the fact that the Committee accomplished the goal of producing various video productions, there is still room for improvement in the following two areas:

- Technical skills of members
- Planning and organization of video production

Due to the busy schedule of students, it was difficult for them to attend many training courses and to practise shooting and editing. The lack of experience in shooting and editing affected the quality of productions.

Our plan for next year will be:

- To improve the work distribution of the Committee
- To strengthen the shooting and editing skills of the members
9. **Key Issues for the new School Development Plan**

To consolidate the good practices developed and facilitate the effective inaugural implementation of the New Senior Secondary (NSS) curriculum in 2009, the school will strive for excellence through fostering a caring culture and a value-conscious environment in our learning community by strengthening the affective basis for constructing knowledge, thereby broadening intellectual capacity and enhancing lifelong learning skills in achieving whole person development and competent global citizenship.

9.1 **Respect**

*To promote a positive self-image and integrity and to enhance interpersonal competency and social harmony*

9.1.1 **Care and respect for self in attainment of the following aspects:**
- enhanced self-esteem
- a positive self-image and integrity
- improved self-management
- strengthened care for personal health and development

9.1.2 **Care and respect for others in promoting the following among all stakeholders:**
- mutual respect for one another
- multi-perspectives and diversity
- nature and environment
- the motherland (national identity) & the global community

9.2 **Commitment**

*To enhance the quality of performance and the well-being of all through strengthening responsibility and commitment to one’s work and to others through constant reflection*
The main concern in the Annual School Plan was successful in helping to promote a stronger sense of ‘Commitment’ among all stakeholders with exemplifications of the following qualities:

- responsibility and dedication to assigned tasks
- a critical attitude
- commitment to having justified beliefs, values and rational morality
- respect for high-quality intellectual products and performances, and
- metacognition (reflection and self-assessment / self-evaluation)
- perseverance
- the St. Stephen’s spirit
- national identity