# 2012-13 ANNUAL SCHOOL REPORT

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1. **School Vision and Mission**

St. Stephen’s Girls’ College 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. As a Grant School receiving funding from the HKSAR Government, SSGC must abide by all regulations stipulated by the Education Bureau.

St. Stephen’s Girls’ College is committed to providing the community with a quality all-round education for girls that caters to whole-person development and life-wide learning. The school emphasizes the education of the ‘whole person’ which includes the development of body, mind and spirit. It focuses not only on the development of the five aspects of ‘tak’ (morals), ‘chi’ (intelligence), ‘tai’ (physical), ‘kwan’ (social), ‘mei’ (aesthetic), but also a sixth aspect, ‘ling’, the spiritual dimension. We seek to educate all students to become thinking and aspiring individuals. The school therefore strives to develop each student’s potential, encouraging each student to develop her talents, and her own individual ambition and set of ethical values. Every student is seen as a unique individual made in the image of God, with her own dignity, freedom and responsibility before God and the community. SSGC aims to help students to become competent and responsible citizens of Hong Kong and of the wider world community. 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.

The school is concerned with the students’ spiritual development. The good news of the Christian faith is presented to students through various religious activities, though freedom of religious beliefs among students is always respected. Religious Education is part of the standard curriculum for all classes, and all students attend regular morning assemblies. The school seeks not only to enable students to learn about the Christian faith in theory and practice but also to help develop their compassion for others and to live meaningful and fulfilling lives. In addition, there are a number of optional religious activities including Chapel Services of worship and Holy Communion (conducted in accordance with the practice of the Hong Kong Sheng Kung Hui), Bible study and group discussion, and Christian Fellowship. Christians of all churches are welcome to share in the religious life of the school. Through corporate worship, work and recreation, SSGC aspires ‘to serve and not to be served’, rendering service to God and the community, faithfully translating the school motto ‘In Faith Go Forward’ (‘In Fide Vade’) 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. As a Grant School and an EMI school, it has been at 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 at 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. A Christian Fellowship for students offers an opportunity for leadership, spiritual
nurturing and voluntary social service. The school receives strong support from and maintains a close partnership with 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.

1911 The school’s motto, ‘In Faith Go Forward’, was chosen in 1911, and expresses the missionary vision of the founders.

1918 The school moved to Babington Path after the destruction of the original school site on 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 an historic monument (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 for 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 enabled 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.


2012  Wireless networking was installed throughout the campus and up-to-date iPads, windows tablets and mobile computer labs with
2.4 The Principal and Staff

The Principal, Mrs. Christine Shain, has been in office since September 2011. She is assisted by 70 teaching staff consisting of both local and expatriate teachers. The College has a non-teaching and service staff of over twenty five.

2.5 Curriculum Structure

The advancement of information technology and the development of knowledge-based economies in a climate of global economic restructuring have brought about unprecedented worldwide changes. The New Academic Structure (NAS) implemented in September 2009 aims to prepare students for such future challenges. Under the NAS, students with different abilities, interests and aptitudes can give full play to their talents through the broad and balanced senior secondary curriculum which aims to foster a broader scope of views, whole-person development and life-long learning abilities for students.

In the Form One to Form Three curriculum, an optimal balance is maintained among language, arts, science and cultural subjects, in addition to religious and physical education.

Characterized by 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. The curriculum helps to provide our students with a broad and holistic education for whole-person development and lifelong learning.

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 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 helps to enrich their physical, aesthetic and spiritual development. Also, through participating in Other Learning Experiences, students can acquire learning experiences in moral and civic education, community service, physical and aesthetic education and career-related activities.

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. Teachers advise students on the suitability of their course selection and parents are also consulted during the decision-making process. The school aims to provide every student with a subject combination which can best suit her individual needs and aspirations.

To help fine-tune our NSS curriculum framework, a Subject Choice Conference was conducted for all Form Three students in April 2013. A Careers Expo for Form Three students was held in May where parents and alumnae shared considerable information regarding various career paths. A Form Three Parents’ Evening was also held in May. Form Three students and their parents were able to raise questions regarding the philosophical underpinnings of our curriculum structure and 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. Over 90% of the students were offered their first choice, with the rest offered their second or third choice. The submission of subject selection through the school web admin system continued to run smoothly.

An information evening was held in early July to provide our Form Five parents with more comprehensive information on how to best support their daughters in preparing for their HKDSE Examination and JUPAS applications. In particular, the Self-Account composition, preparation of the Student Learning Profile (SLP), Other Experiences and Achievements (OEA) activity selection, Multiple-Pathways and the eClass iPortfolio were discussed.

The School based Assessment (SBA) of various subjects has been implemented smoothly according to schedule and marks were submitted to the HKEAA according in the time frame set by the Hong Kong Examination and Assessment Authority (HKEAA).

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 comprised 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 re-provisioning 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 September 2009. 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>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Classes</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>30</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>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolment</td>
<td>180</td>
<td>171</td>
<td>161</td>
<td>167</td>
<td>169</td>
<td>143</td>
<td>991</td>
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3.2. Destination of exit students

<table>
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<th>S6 Graduates’ Pursuits 2013</th>
<th>Total</th>
<th>Percentage</th>
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<tr>
<td>Local Degree</td>
<td>68</td>
<td>46%</td>
</tr>
<tr>
<td>Local Associate Degrees / Higher Diploma</td>
<td>30</td>
<td>20%</td>
</tr>
<tr>
<td>Overseas Studies</td>
<td>28</td>
<td>19%</td>
</tr>
<tr>
<td>Others</td>
<td>21</td>
<td>14%</td>
</tr>
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</table>
Local Programmes | Degree | Associate Degree / Higher Diploma
---|---|---
The University of Hong Kong | 30 | 8
The Chinese University of Hong Kong | 11 | 1
The H.K. University of Science & Technology | 4 | 0
The Hong Kong Polytechnic University | 8 | 8
City University of Hong Kong | 6 | 3
Hong Kong Baptist University | 2 | 1
Lingnan University | 0 | 0
The Hong Kong Institute of Education | 3 | 1
The Open University of Hong Kong | 0 | 0
Hong Kong Shue Yan University | 2 | 0
Institute of Vocational Education | 0 | 3
Others | 2 | 5
Total | 68 | 30

Overseas institutions SSGC graduates attend include:
- UK: University of Cambridge, Central Saint Martins College of Art and Design, University of London, University of Sheffield
- Canada: The University of British Columbia, York University

3.3 Support

3.3.1 Careers Guidance

Guidance to Form 5 & 6 students on further studies
Admission talks by both local and overseas institutions were conducted throughout the year.
Members of the Careers Team met with all Form 6 students in small groups to discuss their JUPAS programme choices. They also helped students work out alternative plans and apply to other self-financed tertiary institutions in Hong Kong.

The Mock HKDSE Result Release Workshop was held in February for our Form Six students with the assistance of staff from The Boys' and Girls' Clubs Association of Hong Kong. Students were briefed on and reminded about multiple pathways and possible courses of action. The participants were also given a set of mock HKDSE results. Using the strategies learnt they had to take appropriate action and decide on the pathway they were best qualified to take. Students found this workshop a useful channel to voice concerns they had about their future.

To prepare our Form 5 students for university and work interviews, a workshop on interview techniques was held in August. Staff from the Mizuho Bank gave useful tips on how to ensure a successful interview and conducted individual mock interviews with our students, giving them concrete comments on how to improve.

Guidance was given to students on the HKDSE result day, especially on JUPAS programme choice modification.

A 3-session Careers Conference was conducted by the HKFYG in February and March to help our F.5’s understand their potential, interests and abilities.

All Form 5 students took the ‘Career Interest Inventory: online version’ developed by HKACMGM in June, the results of which will be discussed when they meet with their Careers Teachers next year before the JUPAS applications.

The Form 4 Careers Conference was held in March when students explored the world of work. Each class gave a presentation on jobs related to these disciplines: languages, ICT, science, mathematics and visual/performing arts.

The Alumnae Association helped to make this a very successful event.

**Guidance to Form 3 and 4 students on careers aspirations**

The first mini-Careers Expo was held in March. During the event, some 40 parents and alumnae representing more than 20 professions introduced their work to all Form 3’s.

The Form 4 Careers Conference was also held in March when students explored the world of work. Each class gave a presentation on jobs related to these disciplines: languages, ICT, science, mathematics and visual/performing arts.
Guidance on overseas studies
Advice and guidance were given to students who would like to further their studies overseas. The most popular destination for our students this year continued to be the UK, while some others chose to go to the US, Canada, and Australia.

Junior Achievement Hong Kong
Our Form 3 to Form 6 students took part in programmes organized by Junior Achievement HK, including: JA Works Readiness Seminar, TEDxYouth@Hongkong talks, and JA Youth Financial Management Workshop. Through their participation in the activity-based programmes, students came to understand the world of work, and their work-readiness, entrepreneurial thinking, and life-wide values were developed.

Business-School Partnership Program
Our school was partnered with the Mizuho Bank, Ltd., which ran very useful activities for our students, including: a visit to the bank, a finance education seminar for all Form 1 students, and an interview workshop for Form 5 students.

Career-Related Experience
Students in Forms 5 and 6 were encouraged to take part in the Career-Related Experience Scheme organised by the HKACMGM.

Careers Education Programmes conducted in Form Periods
Careers education programmes were delivered by Form teachers during Form Periods for all students. Some of these materials included two resource books published by the HKACMGM, namely, Finding Your Colours of Life (for Forms 2 & 3) and Career Mapping (for Forms 4 to 6). Through the programmes, students learnt to set goals for themselves and became more aware of their strengths, which assisted in their preparation for further studies and the world of work.

3.3.2 Student Guidance and Discipline

Student Guidance
The Student Guidance Team gives advice and counselling to students on matters regarding academic 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 parents helps to enhance guidance work which aims to raise our students in a positive, healthy and happy environment.

Besides helping students, the team also organized an induction programme for new teachers. As in past years, Peer Counselling was also encouraged through the implementation of a ‘Big Sister Scheme’ through which senior
students from Forms Four and Five assisted students in junior forms in their studies and adjustment to secondary school life. The orientation for new students and their parents, which took place in August, gave 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.

<table>
<thead>
<tr>
<th>Event</th>
<th>Achievement</th>
<th>Reflection</th>
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| Life Education Seminars      | • A theme-based programme was designed to cater for a diversity of student needs.  
                              | • Enabled students to ponder on wider issues in life.                         | • Teachers’ full support and students’ active participation are essential to success.  
                              |                                                                             | • Need to constantly revise and update themes of the programme to meet changing needs.  
                              |                                                                             | • More interactive activities should be designed to arouse students’ interest. |
| Life and Careers Education Programme | • A weekly ‘Form Teacher Period’ was allocated to every class for running the programme with the aim of facilitating personal development, social adaptation and adjustment in school.  
                              | • Specific topics were chosen to meet the developmental needs of students.  
                              | • Enabled Form Teachers to discuss various issues with their own class.      |                                                                             |
| Big Sister Scheme            | • Positive feedback was received from all participants.                      | • More gatherings should be held to increase the bonding between Big Sisters and Little Sisters.  
                              | • Training sessions were appreciated by Big Sisters.                          |                                                                             |
| Form One Programme           | • Form One students gained a better understanding of the new school environment and they had acquired more skills and knowledge to cope with their secondary lives.  
                              |                                                                             | • Support from teachers and student helpers and active participation of different parties are required.  
                              |                                                                             |                                                                             |
| Training                     | • F.1 life skills training camp and F.3                                     |                                                                             |

SSGC Annual School Report 2012-2013
| Camps | Adventure training camp were organized with encouraging responses.  
- Students enthusiastically engaged in co-operative activities which helped build confidence, teamwork, trust, problem-solving and leadership skills. | accompanying teachers, students and parents are essential to success.  
- More challenging programmes could be designed. |
| Study Skill Workshops | A class-based workshop was conducted for all Form One students to enhance their studies.  
- Academically weaker Form One and Two students participated in a special designed workshop to reinforce their study skills.  
- Positive feedback was given by both participants and tutors of the workshops. | Class-based workshops should be held at the beginning of the first term. |
| Peer Mediation Workshop | Form Two students learnt to critically reflect on the negative impact of peer pressure and how to deal with such pressure and conflict between peers.  
- They agreed that the interactive and informative nature of the workshop enabled them to better understand themselves and to better get along with others. | Longer sessions could be allocated for carrying out the interactive activities more thoroughly. |
| Anxiety Management Workshop | Class-based workshop, ‘Art in Life’ was conducted for Form Six students. Techniques to deal with stress were reinforced.  
- Students enjoyed and actively participated in the activity. | More time could be arranged for the workshop. |
| Assessment of Psychological Health | The Hong Kong Shue Yan University Counselling and Research Centre was invited to conduct a comprehensive scheme to assess psychological health for Form One and Form Five students. The scheme aimed at providing early identification of students who may be at risk of developing | Support from parents is fundamental. |
more serious emotional and behavioral problems.
- Intervention was arranged for students who were at risk by providing a cognitive behavioral training workshop.

**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 services 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.

**Discipline**

St. Stephen’s Girls College is a community of students, teachers and parents dedicated to: excellence in education; fostering personal and social growth in an environment of individual responsibility; the development of independence and self-discipline in each student.

All students are expected to obey and observe the school rules and all teachers are involved in handling students’ misbehavior, with the School Discipline Team specializing in investigating more severe disciplinary problems and handling habitual misbehavior.

To promote positive behavior and the maintenance of good discipline, the school uses a progressive approach of discipline that may include reminders, reviews on expectations, internal referrals, detention, contact with parents, written reflections, referrals for support and guiding services and suspension.

As in the past years, the School Discipline Team organized an orientation session for all Form One students on school rules and an induction session for new teachers on handling students’ discipline problems. For education and prevention purposes, talks were organized for students with reference to the needs of students in Hong Kong and the concerns of society.

The school recognizes helping students with habitual misbehavior and disciplinary problems may need the support of the guidance services. As a result, the School Discipline Team has been working very closely with the Student Guidance Team. The School Discipline Team also works very closely with the Students’ Cooperation Board in maintaining the good order of the school. Regular uniform checks were conducted with the assistance of the School Prefects.

**F.1 Orientation Session on School Rules**

The Form One Orientation Session on School Rules was a part of the Form One Orientation Program, which was held in late August. This session aimed
to acquaint all Form One students with the school rules and the school’s expectations concerning their behaviors.

**New Teacher Induction Session on School Discipline**
The New Teacher Induction Session on School Discipline was a part of the New Teacher Induction Program. It briefed new teachers on the manner and approach of St. Stephen’s Girls’ College in handling students’ misbehavior and disciplinary problems. It also familiarized new teachers with the school’s punishment system and the procedures.

**Talks**
With reference to the needs of 21st Century students, the School Discipline Team arranged talks on cyber bullying, drug abuse and protection of personal data in 2012-2013.

The talk on cyber bullying was held in November 2012. Miss Cheng from the Tung Wah Group was invited to talk to our students from Forms One to Three. Miss Cheng first helped our students to categorize the individuals involved in, and affected by, cyber bullying: bullies, the bullies’ accomplices, bystanders and victims. Miss Cheng also showed our students the consequences of being a part of cyber bullying. The talk delivered one important message – stop cyber bullying.

In January and March 2013, the School Discipline Team arranged two assembly talks on drug abuse. The first one was delivered by the Liaison Officer of the Police Force. Its focus was the laws regarding drug taking and drug trafficking. The second talk was delivered by a social worker, Mr. Chan, from the Tung Wah Group. Mr. Chan updated our students on the possibilities of taking drugs without their consent or knowledge as drugs could be disguised in sachets of tea and coffee. They speaker also reminded our students not to accept drinks from any strangers.

In April 2013, Miss Yu from the Office of the Privacy Commissioner for Personal Data was invited to talk to our students on the protection of personal data. Miss Yu first filled our students in on the relevant laws and the Privacy Ordinance. She also talked about the prevention of the leakage of personal data and respect for other people’s personal data. The talk was followed by an exhibition held in the KSL Hall.

**Uniform Checks**
The School Discipline Team organized 3 uniform checks in 2012-2013. All uniform checks were assisted by the Students’ Cooperation Board. Only a small number of students needed to be reminded about wearing their uniform properly. These students were in general very cooperative and willing to accept advice.

3.3.3 Gifted Education
Nominations of students
The team has nominated students to the following programmes (results shown if applicable):
- The Hong Kong Academy for Gifted Education - Members;
- Hong Kong Budding Scientists Award - 2nd runners-up; Most Creative Proposal; Best presentation;
- HKU Academy for the Talented - Members;
- HKU Junior Science Institute - participants in course;
- PolyU Secondary School Junior Science Competition - Distinction and High Distinctions;
- EDB Web-based Learning Courses;
- CUHK Program for the Gifted and Talented;
- 1+1 Science Tip-top Talent Scheme – Winner.

Diversity Learning Grant
English, Chinese, Mathematics, Physics and Liberal Studies departments received funds from the Diversity Learning Grant to provide selected students with pull-out gifted programmes.

Future Actions
The team will finish drafting a school-based Gifted Education Policy by September.

Foundational training in Gifted Education for all staff will be conducted in late September.

3.3.4 Spiritual Support

1. Whole-school Approach
Spiritual Support in St. Stephen’s Girls’ College comes in various modes, including lessons, assemblies, religious services, chapel services and Christian Fellowship, with the close support of the Chaplaincy Team.

2. Teaching and Learning of Religious Education
Religious Education lessons are delivered to students in all forms. This year, however, there was a lack of continuity as Form 1, 3, 4 and 5 classes had RE lessons for one term only. This also resulted in some imbalance between the amount of teaching time in Term 1 and Term 2.

An incorporation with chapel services allowed Form 2 and Form 3 students to lead singspiration sessions in the chapel as an expansion of the RE curriculum.

3. Assembly and Services
Apart from the School Chaplain, other HKSCHK ministers, teachers, students, and guests were invited to speak at assemblies. The frequency was one chaplain homily per month and one homily per week. The
Harvest Thanksgiving Service, Christmas Service, Veneration of the Cross Service, and Easter Service are held every year according to the Anglican holy calendar.

Chapel services were held in the chapel on Tuesday, including Holy Communion services for Form One students and Singspiration sessions.

An Evangelistic Meeting by the New America Singers was arranged on 11 July with the help of Hong Kong Youth for Christ.

4. Christian Fellowship
The Christian Fellowship, although placed under the Student Association, is not an ordinary club. There were 10 meetings in the year which included worship, singing, sharing, talks and discussions.
In response to the rumour of 21 December 2012 being the end of the world, two talks on “The Last Days” were arranged in mid-December, one by Dr. Lee and one by the Christian Fellowship.

Christian Fellowship committee members helped out during the Evangelistic Meeting, distributing and collecting reply forms and accompanying students who responded to the altar call.

The highlight of the year was the 3-day 2-night Gospel Camp held in Stewards High Rock Center in Shatin from 15 to 17 July. A total of 38 students took part. Activities included ice-breaking games, team building activities, evening worship, morning worship, Bible study Q & A, Taize worship, 11-station check-point game, keynote programme, candlelight sharing and application workshops.

While St. Stephen’s Church helped to host two of the activities, all booking, planning and organisation work were done by the organising committee, comprised of Christian Fellowship committee members from Forms Three to Five. All CF committee members also hosted the various activities and led student groups throughout the entire three days. It was a most thorough demonstration of dedication, leadership, teamwork and service.

5. Plans for the future
a. A re-union of the Gospel Camp has been planned, as preparation for the Christian Fellowship.
b. With the success of the gospel camp hosted by the Christian Fellowship this summer, it is expected to be held annually.
c. There are plans to also hold the evangelistic meeting annually. A date in February 2014 has been suggested as it would then be part of the RE Week.
3.3.5 Special Educational Needs (SEN)

The Special Educational Needs (SEN) Team strives to provide an obstacle-free learning environment to ensure that each student can develop her potential to the fullest and to motivate her to strive for excellence. Many of our teachers have already received professional training courses related to catering for students with special needs. This training lays a solid foundation for us to identify students’ talent and cater for their learning diversity.

The SEN team received $190,000 as a Learning Support Grant from the EDB for the year 2012-13. The sum was used to hire a SEN assistant to help with the SEN students and students with emotional needs.

Activities organized in 2012-2013:

Little Angel Scheme
14 pairs of angels were chosen from Form Four and higher to help a student with special educational needs. The angels have regular meetings with the coordinator and the assigned student at lunch time or after school. The objective is to help students not only academically but socially. A primary goal of the angels to the Form One students is to help prevent Form One students, in particular, from becoming withdrawn and to help them adapt to the new environment more easily.

“Communication with the visually impaired” Workshop
A special workshop called “communication with the visually impaired” was organized before the Form Three students had their Adventure training camp on 25 Jan 2013. The speaker, Ms Chong, from Ebenezer introduced different kinds of skills that were useful for us to help / communicate with the visually impaired. E.g. Orientation & Mobility (定向行走), sighted guide technique (领路法), clock face direction (鐘面定位). She prepared a number of activities for the students to experience life living in complete darkness and introduced the equipment used by the blind such as braille, the embosser, talking calculator, and how to distinguish bank notes......, etc.

Special care given to 3 Form Six SEN students
There was close collaboration with Ms Chong from Ebenezer. Meetings were held every Thursday. Mock interview, oral practice and individual subject drilling were given to students.

Peer Tutoring Program
The program was conducted during the summer timetable in May by the Form Six students who had completed their HKDSE. The objective is to provide revision to students with learning diversity before their final examination. Most of them came on time and learnt willingly during the
tuition.

**Post examination activity**

“Dialogue in the Dark” is an awareness-raising social franchising company, offering exhibitions and business-training in total darkness, creating jobs for the blind, disabled and disadvantaged worldwide. Its exhibition uses blind guides to lead visitors in small groups through different settings in total darkness where they learn how to interact without sight by using their other senses, and offers the public an experience that can change their attitude towards disability and diversity, and increase tolerance. The participants, 3E, wrote on the Facebook that they were extremely lucky to be the only class chosen to participate in the activity after their examination.

**Purchase of equipment for the blind students**

The tendering of two lighter and more advanced notebook computers were prepared and funds for buying a new device for note taking called Braillino was applied for. The quiet and efficient note taking device will be helpful not only to students’ learning but also to the teachers’ teaching.

3.3.6 **Student Learning Profile (SLP)**

Under the New Academic Structure of the Hong Kong SAR Government, the SLP is a summary presentation of the whole-person development of students in the senior secondary curriculum in conjunction with the Hong Kong Diploma of Secondary Education (HKDSE) qualification. Each student is encouraged to develop an SLP for recording and reflecting on their learning experiences, particularly their participation and achievements in Other Learning Experiences.

Starting from the 2012-2013 academic year, eClass/ iPortfolio has been adopted to systematically record the following student information:

- Academic performance in school;
- Other Learning Experiences;
- Performance / awards gained outside school; and
- Student’s self-accounts (e.g. highlighting any impressive learning experiences or career goal setting.)

Students from Forms Four to Six were asked to input the activities that were not arranged by the school themselves and Form Teachers checked their information and verified the related documents at the end of the school year.

To prepare our students for setting up their SLPs, talks on the SLP were held for Form Four and Form Five students on 8th July 2013. In addition, two essay writing workshops were held in June 2012 and September 2013 to assist our Form Six students in the writing of their SLP self-accounts. Subject teachers
from the Liberal Studies and English Language department, as well as Form Teachers, offered advice and support to Form Six students on preparing their essays.

### 3.3.7 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 small voluntary annual subscription. The Association holds the Annual General Meeting and other occasional meetings. Under the leadership of Ms. Carmen Wong, Chairman of the PTA in 2012-2013, the PTA continued to support the school by providing quality education for our students.

In 2012-2013, the Annual General Meeting was held on 23 November 2012, which included a talk by Mrs. Regina Ip, JP who is one of our alumnae and was also a past parent. She shared with us her journey of being a parent as well as a friend to her daughter after her adolescence.

The PTA also showed their full support for the Walkathon in December 2012 with over 2200 students, staff, parents, old girls, school council members and friends joining the event. All donations were to support school development projects.

In February 2013, a set of 2 PTA folders, designed by our committee member Ms. Erica Li, were issued for distribution to all teachers and parents.

On 23 February 2013 more than 110 participants joined the 「新春表愛心」event organized by the PTA and the Primary School. 38 families from Primary 5 to Primary 6 visited the elderly and less privileged families in Shatin during the Lunar New Year holiday. This was a precious opportunity for the families to show love and care to the needy in our community.

In March 2013, the PTA joined the 19th Parents-Also-Appreciate-Teachers Appreciation Cards and delivered an Appreciation Card to each teacher.

In order to reinforce the home-school partnership, an excursion to the Science Park and the Kadoorie Farm was arranged on 27 April 2013 for Primary and Kindergarten parents, staff and students. All the participants were impressed by the variety and scale of the geological features in Hong Kong. The trip also provided a good opportunity for parents to interact with teachers and with other parents and students.

To encourage the reuse of school uniforms and old books, the SSGPS Summer Uniform Recycle was held in November 2012 and the Winter Uniform Recycle in April 2013. A book-sharing scheme for all students was also conducted on 27 April 2013 by the PTA and the Primary school. Both Chinese and English
books were collected and reused by the students.

Events organized by the school for parents

To enhance communication with parents, the school also held its Orientation Day for the parents of Form One students and all other new students on 25 August 2012. A two-day Orientation Programme was organized to assist the smooth transition of all Form One students before the new term commenced.

A Form One Parents’ Evening was held on 26 October 2012 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 were able to acquire a comprehensive understanding of the rich school life of the students in SSGC.

On 12 October 2012 a Parents’ Evening on Liberal Studies in SSGC was held in the JC Hall. It was to provide parents with more comprehensive information on the teaching of the NSS Liberal Studies curriculum in SSGC and how to best support their daughters in the study of the subject. Over three hundred parents attended with more than half of them having daughters in junior secondary school.

A Form Three Parent Information Evening was held on 10 May 2013 to provide parents with information and advice on how to best support their daughters in their studies and the choice of subjects they would like to follow in their senior secondary years. This year, parents were able to move to various support stations to ask questions and seek advice and information regarding senior secondary studies, subject choices, careers guidance and other learning experiences from the Principal, Vice Principal, Form teachers, Heads of Departments, Other Learning Experiences and Global Experience Coordinators and the WebSAMS Administrator.

3.3.8 Alumnae Association

The St. Stephen’s Girls’ College Alumnae Association (“SSGCAA”) was founded in 1926. It plays an important role in helping to perpetuate the fine traditions of the school and in maintaining a close link between all alumnae and their Alma Mater. It makes invaluable contributions to the School and generously donates scholarships to students through the Siu Wai Ling Scholarship and Alumnae Association Scholarship.

In the last academic year (2012-2013), SSGCAA arranged various activities and participated enthusiastically in many school functions.

The Annual General Meeting followed by a tea reception were held in the AV Room in Ho Tung Hall during which Miss Eliza Chang Lai Shan, President of SSGCAA duly reported the activities and affairs of the SSGCAA with the
presence of the Honorary Advisors of SSGCAA, Mrs. Judy Chua and Mrs. Judy Kant, Executive members of SSGCAA and many alumnae who had kindly attended the function on the day.

The annual Homecoming event was held jointly with the school’s Fundraising Walkathon on 1 December, 2012. SSGCAA ran twelve booths for nail painting and one game booth at the school premises where participants gathered after the walk for a luncheon at school. The Alumnae Orchestra also organized a music programme at Kwok Siu Lau Hall to provide entertainment for the event.

The Spring Lunch was held on 23 February 2013 with over eighty alumnae, students and teachers gathered together for a festive Shanghainese banquet. Lunch with our past teachers and principals was held on 5 July 2012 in the Maxim’s restaurant at City Hall. These lunch gatherings offered the alumnae a great opportunity to get together and meet many of our current and past teachers.

The Mentorship Programme, first launched in 2006, was successful in providing a platform for the mentees (Form Five students) to learn from and be inspired by their mentors (alumnae) in their academic pursuits and career aspirations. This year 120 mentees and 65 mentors were recruited under the Mentorship Programme. The opening ceremony of the Mentorship Programme was held on 27 December 2012 in the JC Hall where all the mentors had an opportunity to introduce themselves to all the participants. The first event of the programme was held around Christmas time where mentors and mentees gathered together for a Christmas party. The annual corporate visit for the Programme was organized on 13 April, 2013 at L’hotel Elan in Kwun Tong. Much positive feedback was received from all the participants. To conclude the 2012-2013 Mentorship Programme, a gathering with mentors was held on 28 June 2013 at the clubhouse of the Law Society of Hong Kong during which invaluable comments were gathered from the mentors which will no doubt prove useful for the improvement of the Mentorship Programme.

For fellowship with alumnae, the SSGCAA Fellowship Sub-Committee had arranged a cake making session on 18 May 2013 at Coup's Kitchen. Many alumnae participated in this fun filled event and made some delicious Mango Yoghurt cakes together.

The above activities and events all helped in reinforcing a close bond among the whole St. Stephen’s community. SSGCAA has rendered wholehearted service and unreserved support to our Alma Mater and will continuously support the school in her development as it has always done. All graduates are welcome to join SSGCAA as life members and the application form can be downloaded at the school’s official web site.
3.3.9 Scholarships and Bursaries

Thanks to generous donations from parents, past students and friends from the past, St. Stephen’s has set up a considerable number of scholarships and bursaries over the years to award students who excel academically and to help those who need financial assistance. In 2012-2013, members of the school community, including past recipients of these awards, continued the tradition of generous donations. Over two hundred students benefited from scholarship funding in 2012-2013.
4. **Our Teachers**

4.1 **Number of Teachers**

There were 71 teachers, including the Principal and six part-time teachers.

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>
</tr>
</thead>
<tbody>
<tr>
<td>2012 – 2013</td>
<td></td>
<td>42</td>
<td>27</td>
<td>2</td>
<td>71</td>
</tr>
</tbody>
</table>

4.3 **Staff Development**

4.3.1 **School-based Staff Development**

To bolster the professionalism of teachers, three staff conferences were organized in the academic year 2012-2013. In addition, all staff meeting times were used for professional conversations related to teaching and learning or school operations. As well, teacher professional learning teams were established to provide opportunities for classroom based action research, sharing and support for teacher learning.
Staff Conferences 2012-2013

In line with our school’s Annual School Plan 2012-2013 to become more adept at incorporating information technology into regular lessons, the school has purchased 44 iPads for classroom use. At staff development sessions held on the 30 August and 28 September 2012, teachers were encouraged to incorporate apps for learning into their lessons.

In the first session, Steve Wilmarth, a North American educator, spoke about the importance of using this new technology. As the author of "Five Socio-Technology Trends in Education" in Curriculum 21 published by ASCD, and currently working with IT implementation in a Beijing secondary school, Mr. Wilmarth was well placed to identify the potential and usefulness of iPad technology.

In the second session on 28 September a team from the Apple corporation, led by Mr. Gilbert Ho (Senior Education Market Manager), Mr. Karl Cheung (Project Co-ordinator), Ms. Grace Au (Trainer) and Ms. Cecilia Tsang (Education Manager), introduced teachers to some very useful functions and apps for iPads. They were given the opportunity to familiarize themselves with the technology and experiment with some apps. Ms. Cecilia Tsang entertainingly demonstrated the usefulness of certain apps and how they can be adapted for classroom use.

Teachers, who may have at first been apprehensive about incorporating iPads and apps into their lessons, are now eager to apply their new knowledge to their classroom teaching in order to better prepare their students to participate in the 21st century workplace.

On Thursday, December 13, SSGC teachers updated their professional skills and engaged in relationship building activities at a staff conference.

The first session was dedicated to understanding the aims and objectives of PISA, (Programme for International Student Assessment) an international study that was launched by the OECD in 1997. It aims to evaluate education systems worldwide every three years by assessing 15-year-olds' competencies in the key subjects: reading, mathematics and science. To date over 70 countries and economies have participated in PISA and the data provides governments with a powerful tool to shape their policy making.

Dr. Terence Lam Yuk Ping and Mr. Sum Kwok Wing from the Hong Kong PISA Centre gave an overview of the programme and its implications for learning and teaching. PISA does not test content knowledge which is directly linked to the school curriculum, but focuses on the application of skills. The tests are designed to assess to what extent students at the end of compulsory...
education can apply their knowledge to real-life situations and be equipped for full participation in society. Teachers were shown and asked to evaluate a variety of test questions and to think about how this form of testing can be used in their lessons to strengthen the analytical and critical thinking skills of their students.

The second morning session was a practical workshop based on applying the principles of Academic Conversations in the classroom. Ms. Susie Heinrich, Director of Smart Coaching, played the role of teacher and the teaching staff were her students as she took us through a variety of activities designed to make students interact in academic ways. While group work has always been a valuable classroom practice, Ms. Heinrich’s activities focused on the way higher order thinking skills can be emphasized and enhanced through interaction. Consequently, SSGC classrooms are about to become a bit noisier and a lot more fun.

Teachers spent the afternoon participating in a range of enjoyable, recreational activities in an endeavor to develop closer collegiate relationships. They could choose from regular sports such as basketball, badminton and table tennis to more unusual pursuits such as belly dancing. For those less physically oriented, karaoke was popular, with some potential stars emerging. The final choice was cooking in the kitchen, or more precisely, baking, and the results were the deliciously light and tasty rock cakes which were consumed rapidly for afternoon tea, especially by those who had expended a lot of energy running, jumping and dancing.

4.3.2 Progressive Staff Meetings

This year, staff meetings have taken on an innovative structure which allows teachers to select from a range of professional development workshops presented by their colleagues. The 15 April 2013 Progressive Staff Meeting offered six choices of workshops, all of which were relevant to the school’s academic mission. After the Assessment Policy and Practice Committee shared the school’s newly drafted Assessment Policy and discussed how it emphasized consistency in grading across departments through criteria referencing and alignment to DSE criteria, teachers attended two workshops of their own choice.

Ms. W.Y. Cheung presented her teaching strategies for developing critical thinking skills in students while Miss L.T. Cheung, Mr. Y.H. Yam and Mrs. S.Y. Fung presented a framework for logical analyses and value judgment in Liberal Studies. Both workshops were applicable to subjects across the curriculum as such skills are at the forefront of the NSS.

Although Ms. J. Hawthorne and Ms. S.T. Wong are both English language teachers, they were able to show teachers how to integrate Academic
Conversations into lessons regardless of subject area. Teachers were reminded of the importance of encouraging students to discuss what they are learning in order to consolidate their knowledge as well as providing in-class opportunities to do so.

Two of the workshops were technology related: Using Tablets for Student-Centered Learning, presented by Mr. S.M. Lui and Mr. C. Pang, and Learning Geography Through iPads offered by Ms. K.Y. Law, Ms. P.K. So. As SSGC moves into the cyber age it is important for teachers to develop the necessary IT skills to not only engage students’ interest but to also present information in a technologically appropriate way. The use of iPads and Tablets are becoming a normal part of the pedagogy and SSGC teachers are being kept up-to-date through such expert training sessions.

In keeping with SSGC’s global experience programme and broadening our students’ horizons, Ms. K.F. Tong and Ms. K.K. Chan demonstrated how their Form Three Home Economics Project: Be Global – ‘When Modern Meets Tradition’ can develop students’ knowledge of the world and its various cultures and customs. This was also enlightening for the staff who attended.

All in all, this style of staff meeting is progressive in more ways than one. Not only do staff move from workshop to workshop but teachers also increase their understanding of how other subject areas are meeting the same needs and aspirations of our students in the education we offer here at SSGC.

4.3.3 Assessment Teacher Learning Team

1. Scope of Study
   With members from different departments, different approaches to formative assessment have been studied. Members meet during the term to review progress.

2. Work
   The present practices in formative assessment in the Liberal Studies and Chinese departments were studied. Modifications to the present practice were suggested. Trial runs were arranged during lessons. The outcomes were reviewed and refinements were then made.

   An incorporation with chapel services allowed Form Two and Form Three students to lead singspiration sessions in the chapel as an expansion of the RE curriculum.

3. Plans for the future
   After the preliminary study and trial runs, it was suggested that formative assessment strategies should be documented, from the complex strategies used in LS to the simpler ones, and then distributed to other
members of staff. Further implementation policies will follow.

4.3.4 Assessment Policy and Practice Committee

The Assessment Policy and Practice Committee held 11 meetings this year. The work of the committee includes the setting up of a new assessment policy for the school by providing a set of guidelines for students, teachers, heads of departments and school administrators on the use of assessments. Committee members acted as group leaders in staff meetings to help teachers understand clearly how to employ formative assessments in their teaching. In addition, the committee commenced their work on revising the present assessment (especially the report card) system and some proposed ideas have been drafted for teachers’ comments and modifications. It is expected that a new system, which will better enhance student learning quality, will be ready for implementation in the year 2014-2015.

4.3.5 Academic Conversations Teacher Learning Team

In 2012-2013, a Teacher Learning Team comprised of seven teachers from different disciplines, namely English Language, Geography, History, Biology, Liberal Studies and Home Economics worked on how to best support students in the classroom through developing their academic conversation skills to foster their critical thinking and content understanding.

Academic conversations are back-and-forth dialogues in which students focus on a topic and explore it by building, challenging and negotiating relevant ideas. It was found that much classroom discussion does not advance beyond short responses to teachers’ questions whereas academic conversations encourage students to better understand lesson content and think more deeply about their learning.

The skills involve elaborating and clarifying information, supporting ideas with examples, building on and/or challenging others' ideas, paraphrasing and synthesizing conversation points. The Team explored how these skills can be explicitly taught and cultivated in all classes across the curriculum by following the suggestions provided in the book written by Jeff Zwiers and Marie Crawford on the subject.

At the beginning of the term, all staff were provided with information about how to weave the academic conversation skills into their current teaching approaches in a staff meeting. Students were presented with the explicit skills by their English language teachers and certain hand motions were taught as stimulus for them to incorporate particular skills during discussions.

The appropriate signal language that prompts individual skills as well as the appropriate language for responding has been taught to students and is
provided on large posters in every classroom to remind both teachers and students to incorporate those skills in their everyday classroom discourse. The team also made several recommendations on how to strengthen academic conversation skills in the classroom. Firstly, the school should start training and establishing the rules and expectations in Form One, where students will learn how to ask questions, make responses and assess the quality of such. In addition, they should learn about Bloom’s Taxonomy and apply it. Meanwhile, teachers can consider conducting action research involving a pilot group and a control group. Secondly, the use of iPads and iPhones may provide more opportunities for students to create online discussions both in and outside the classroom. They can also use such wireless technology to generate more ideas and add details through various Apps. Thirdly, the Chinese Department could consider teaching the language and skills of academic conversations in Chinese in the Chinese lessons. Lastly, English teachers will introduce advanced prompts, sentence starters and possible responses on laminated cards.

This focus on academic conversation enables students to engage more fruitfully in understanding and conversing about the subject matter of their curriculum.
5. Our Learning & Teaching

5.1 Curriculum

5.1.1 English Language Education

1. Achievements and reflection on major concerns

Priority 1: To support the annual school plan’s Global Experience Programme (GEP)

Achievement
The English Department supported the annual school plan’s Global Experience Programme through teaching students how to acquire the ability to comprehend, understand and work with other cultures and traditions by incorporating topics and issues related to this area in the curriculum. Students also learned English through pop culture and social issues. Senior students subscribed to the International Herald Tribune which broadened their perspectives on international affairs and developed their understanding of events in other parts of the world.

Reflection
Senior students gave positive feedback on the use of an international newspaper in their English lessons. They engaged in meaningful and thoughtful discussions on world issues that might or might not have a direct impact on their lives. Junior forms found such topics as ‘Birthday Traditions around the World’ or ‘The World’s Most Popular Brands’ enlightening.

Priority 2: To provide students with opportunities to use English outside the classroom

Achievement
In a bid to raise our students’ level of spoken English and to enhance professional exchanges between our primary and secondary schools, the English Department organized the Reading Circle and Reading Buddies programmes for Form Four and Form Two respectively in the last academic year. Three classes of Form Four students were given the opportunity to act as facilitators to our Primary Four students in their reading journeys. Each student took a different role in the Reading Circle. Meanwhile, Form Two remedial English students shared orally with Primary Two students their own written short stories illustrated by colourful comic strips. These two programmes succeeded in providing valuable opportunities for our students to use their English outside the classroom in meaningful contexts. They helped Form Four students enhance their interest in reading short stories through listening to other students’ reading (though they were their primary
schoolmates) and talking about their own reading and also polished their questioning and speaking skills. The Form Two students found the programme a confidence booster and a positive step towards making them enjoy writing and speaking English more.

Our students actively took part in open competitions or programmes that trained their skills and confidence in using English and yielded very fruitful outcomes. These activities included the annual Hong Kong Schools Speech Festival, the Liberal Education Essay Writing Competition, the ‘Traditional vs Western Culture’ English Essay Competition, the GeoCaching Competition, the World’s Scholar’ Cup, the 2012-2013 Hong Kong Secondary School Mock Trial Competition and the Model United Nations. Meanwhile, students took part in other activities or programmes: the AFS Intercultural Fair 2012, the Jockey Club “From Page to Stage” Programme 2013, the Voluntary Language Ambassadors Programme, the ELLP Summer Programme 2013 and the International Arts Carnival English Musical Drama School Tour 2013. This widened the use of living English outside the classroom.

Our Department collaborated with St. Paul’s College to organize the Form 6 Joint School English Oral Examination, which was held on 19 December 2012. Students were better prepared for their public examinations.

**Reflection**

Feedback from students and teachers who were involved in the two reading programmes revealed that prior timetable construction was essential in ensuring their smooth running. It is recommended that some Form Two and Four English lessons must be scheduled in the afternoons to meet with the teaching schedules of our primary school. In addition, our students should be taught how to conduct simple English conversations with their junior counterparts so as to maximize learning opportunities. Furthermore, we should consider soliciting help from some parents or senior students in training our academically less inclined students to speak clear and good English before sending them to our Primary Two classrooms. Finally, the Reading Buddies programme can also be extended to the high achievers in Form Two to further stretch their language abilities and potential.

While commending the success and achievements of our students in open competitions or events, we need to consider how to encourage less academically inclined students to participate in these activities, too. Special support or additional help should be given to the average students in the form of lunch time or after school speaking enhancement programmes. One recommendation is to solicit the help of alumnae who are undergraduates of the University of Hong Kong due to its proximity.

Our department will continue to organize joint school oral examinations or practice sessions to enhance our students’ English skills.
Priority 3: To aspire for excellence in performance

Achievement
Form Six students performed well in the HKDSE Examination 2013 with a passing percentage of 98.6%. 57% of students obtained Level 5 or above while more than 90% reached Level 4 or above.

All Form One students passed the Pre-S1 Attainment Test, so did Form 3 students in their Territory-wide System Assessments 2012.

Fifteen students from Form Six sat for the Test of English for International Communication (TOEIC) Public Test on 19 December 2012 and one student took it on 30 January 2013. All performed very well. The mean score was 815 (the maximum score being 900). Two students - Cheung Wau Ying Vanne and Huang Chor Mei of 6E obtained the highest scores and were each awarded a scholarship. This public test results demonstrated the high level of English proficiency of our students.

Reflection
The high number of students obtaining Level 5 or above in the HKDSE Examination 2013 shows that half of our students have acquired a good standard of English to meet the demands in their future studies or world of work. Special credit goes to the strong team work in the English Department and the hard work and devotion of its panel members.

Priority 4: To enhance English competency in the junior secondary section

Achievement
The English Department took charge of the Refined English Enhancement Scheme (REES) in 2012-2013. It implemented a school-based Language Arts Enhancement Programme in Form One by incorporating Shakespeare’s Merchant of Venice into its regular curriculum. Students developed skills in drama appreciation through understanding the importance of characterization, themes, conflict and literary techniques in the chosen text. It culminated in the performance of the play in the form of a musical on 8 July 2013 in our school hall. All first formers were involved in the production. The original composition of the songs and lyrics by alumnae won great commendation from the audience, which were made up of mainly Primary Five and Six students and their parents.

The original work of Charles Dicken’s Christmas Carol was introduced in Form Two. Students were taught how to create story boards with speech bubbles to depict the plot and characterization of the story.

Form Three introduced Animal Farm in their language arts enhancement
programme. Students learned how to write an anthem based on the book. The Joy Luck Club was integrated into the elective of Learning English through Short Stories. Students wrote bio-poems based on the characters in the novel.

Reflection
The Language Arts Enhancement Programme has greatly benefited our students understanding that language is both a tool for thinking and learning as well as for communication and fun. It has laid a good foundation for the New Senior Secondary English curriculum language arts electives of learning English through drama, short stories and songs.

Priority 5: To cater to learner diversity

Achievement
The English Department continued with its practice of streaming students according to their language abilities in Forms One and Two. A Form One Summer Bridging Class held in mid-August 2012 provided the necessary support to some first formers to study in English. After School Conversational English classes were organized from October to December 2012 to build up participants’ confidence in speaking English. Form One English Speaking Classes were held from October to December 2012 to offer additional support to the academically weak students. Form One and Form Two remedial English classes were organised to address the needs of some less able learners. EL2100 conducted these classes and the focus was on writing skills. All of these additional classes served to strengthen the foundation of our students’ English skills.

Compulsory subscription to English Builder, an online English learning programme, continued to be in place for Form One and Two students. Low achievers in Forms Three to Five were also strongly encouraged to use the programme to consolidate their English proficiency.

Reflection
All the remedial support mentioned above will be continued in the next academic year. To encourage more students in Forms One and Two to use the online programme, the scores will be incorporated into the calculation of term grades. Furthermore, it is anticipated that with the inclusion of more SEN students, teachers need to meet more regularly to exchange experiences and to work out solutions on how to meet the needs of different learners.

2. Meetings

A total of two English Panel Meetings (31/8/2012 and 5 July 2013) and fourteen form meetings were held in 2012-2013.
5.1.2 **Chinese Language Education**

關注項目一：關注學習差異、拔尖保底，提升中國語文科及中國文學科公開考試成績

- 提升中國語文科成績的工作：
  - 本科於今年度開設「中文基礎鞏固計劃」，以助學生力爭佳績。計劃由科組策劃推動，部分中文科老師支援。工作範圍有九項：「暑期研習班教材整理」、「閱讀課書籍及跟進計劃」、「拔尖補底」、「校本評核：日常課業支援及行政支援」、「文言文導讀及課堂設計」、「說話能力自學材料」、「思維訓練單元」、「額外中文課 (Extra Chinese) 教材設計」及「語文活動課程檢討工作」。計劃旨於促進學與教效能，加強拔尖補底的工作，讓有學習難點的學生，可以得到更大的支援，力爭上游。
  - 開辦並支援各類課餘活動及學習能力較強及較弱的學生，如：
    - 閱讀卷應試班：本科去年開設針對公開考試的譯座及工作坊，反應良好；本年開辦針對卷一閱讀卷的拔尖補底班，邀請了前線教師何燕茹老師擔任課程導師，深入仔細地對每位參加者作出指導，讓中五及中六的準考生做好準備。
    - 以中六級作為試點，用卷目來分類，由科任老師於課堂時間外，特別教授尖子及能力極弱的學生。任教中六級的同事大多有公開考試審批試卷的經驗，能與同儕及學生分享答題技巧，期望有助學生爭取更優良的學科成績。
    - TSA 能力鞏固班：聘請校外專責導師，指導中三級學生進一步紮實語文基礎，同時教授應試技巧。
    - 星島日報 S-file 小記者訪問活動、初中課餘輔導班、及非華語學生學習支援計劃等，讓能力較強及稍遜的學生有所提升。

- 提升中國文學科成績的工作：
  - 開辦課後不同的工作坊，以培養初中同學對文字藝術的興趣，以及提升高中同學對文學創作的能力和興趣。
    - 小說創作坊：聘請《字花》總編及其他著名作家教授創作坊，讓有興趣創作的同學得以發揮潛能；又教授同學二人合寫小說的技巧，以支援與姊妹學校合辦的「緣創原創文學創作計劃」，借交流切磋提升學生學習的能動力。
    - 從聲音體驗文學：繼續與有關機構合作，讓初中學生從不同的媒介接觸文學，培養興趣並提高鑒賞能力。

- 2013年中學文憑試中國語文科成績：
  - 本屆成績比去年進步甚多，考獲 5**或 5*的同學共有 14 位，佔 9.9%，是去年 1.5%的 6.6 倍。
  - 考獲 3 級或以上的同學有 119 位，即 84.3%，比去年 79.5%增多了 4.8%。
○ 除卷二寫作卷外，各卷目考獲 5**或 5*的同學都比去年多了。
○ 卷四及卷五的進步情況是最顯注的：卷四由去年 7.3% 考獲 5**或 5*，增至今年的 26.4% ；卷五則由去年 12.4% 考獲 5**或 5*，增至今年的 26.2%。

- 2013 年中學文憑試中國文學科成績：
  中國文學科成績也比去年進步了，全部 13 位同學均達 2 級或以上的水平。

- 2013 年中學文憑試成績大有進步，實賴科組所有同事的通力合作：任教高中同事的奮力鑽研題型、積極參與評卷工作、主動提出拔尖保底的各項計劃；任教初中同事用心替同學打好基礎、善於策劃初高中的銜接工夫、培養同學對語文的興趣等，科組感激之餘，也為團隊有良佳素質的同事感到驕傲。

關注項目二：配合學校三年發展計劃，將「全球體驗、執行功能、科技」等元素滲透在教學及語文活動

- 維持一貫融入課堂習作的原則，配全學校三年發展計劃。

- 2012-2015 學年的關注重點為「全球體驗、執行功能、科技」，本科除了把重點融入課堂習作（例如：滲入此等元素於書法、標語、作文、堅毅故事小品集等，體現她們在情意品德上的領悟）外，更開設不同的學習計劃（例如：緣創原創文學創作計劃、網上學習平台等），引導學生全方位學習。

- 各級統籌老師則帶領科任老師貫徹計劃，在施教中實踐相應的活動。

關注項目三：繼續發展校本新高中課程及促進教師專業發展

- 加強同學的思維訓練：
  新高中課程五卷均講求高階思維的理解與運用，並非只流於搬紙過紙或考核複述能力的層面；要提高學生學習成效，必先從加強思維訓練做起。本學年特設「思維訓練課程」，讓學生有系統地學習有關中文的邏輯思維及語理分析，配以例子導入、顯淺理論解釋、批判及應用、具理據的欣賞及評鑒，有助學生掌握高中各卷的要求及模式，有助學生在溫故知新及循序漸進下有所收成。

- 加強核心單元與選修單元的相輔相成：
  確立核心單元的主導性，儘管選修單元的教學時數不少，仍需明確表明選修單元為輔線的位置，避免因小失大，影響學習效能及表現。選修單元的設置宜有目標地針對學生在研習核心單元的弱項，善用教學時間，鞏固學生表現稍遜的範疇。由於選修單元可能隨時勢、學生能力或興趣而有所轉變，同儕輪流分擔備課壓力，各科任老師交流教學心得，均能促進教學與協作的效率及效能。
**教師專業發展：**
- 新高中課程（中國語文及中國文學科）
  - 定期檢視科組同事進修狀況，設定達標的準則（所有新高中課程科任老師均修畢課程詮釋和學習評估的單元，而選修單元則以本校有開設的單元為先），鼓勵及提醒同事報讀的時期，並鼓勵同事於有需要時分享進修心得。
- 特殊學習需要學生的支援課程
  - 鼓勵中一及中二級輔導班科任老師及時留意學習表現極弱的學生，並行有餘力則可報讀有關支援 SEN 學生。如時間未許可，也可請各級科任老師留意有關支援讀寫障礙學生的教材。
- 积極鼓勵同事參與公開考試評卷工作，協調同事之間的分工安排，並注重評卷後的分享，以加強科組同事對公開試最新發展趨勢的認知。

**關注項目四：繼續推行「以普通話為中文科授課語言」試行計劃及推廣普通話**
- 按學生中文能力水平、普通話評核測試的成績及家長意願，安排有關學生入讀中一級以普通話為授課語言的班別。本年度共開辦四組（中一級 a 及 x 組、中二級 a 及 x 組）普教中班別。本科每年根據老師的教學檢討報告、學生的學習情況、家長意見及人力資源的分配，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。
- 透過不同的推廣活動及課餘課程，如：普教中增益班、普通話小記者課程、趣味普通話課程、中文周——「普通話歌唱比賽」及「聽歌學普通話」，進一步向全校學生推廣普通話的學習與應用。

**關注項目五：創設多元化語文學習經驗、鼓勵全方位學習**
- 本科於四月二十二日至二十六日成功舉行了一連五天的「中文周」活動，把一向推行的語文及文學宣傳推廣活動統整起來。「中文周」旨於提高學生學習中文的興趣，讓全校師生有更多機會接觸中國語文、中國文化、中國文學及普通話等有趣的素材。
- 「中文周」每天設不同的主題，務求讓全校同學對重新認識中國語文、中国文化及中國文學，透過有趣益智的活動，秉承本校一貫提倡閱讀及創作的風氣。
  - 早會分享：中文學會同學於「中文周」首天的早會時間，以短劇的形式宣傳中文周各項活動，並介紹「中文密碼」的遊戲玩法等，揭開序幕。
  - 書展：為推廣閱讀風氣，與商務印書館合辦書展，展出各類文、史、哲書籍及文儀用品，種類繁多。各級參觀人數眾多，反應熱烈。同場更設展板，介紹各類語文常識、戲劇源流及特色等。
  - 攤位遊戲：以語文常識為題材，吸引同學於午膳時間到郭少流堂籌辦語文活動，以吸引更多同學愉快地學習中文。
尋寶遊戲：以中國的飲食文化為題材，吸引同學於午膳時間到郭少流堂集合，然後在校的指定位置進行尋寶遊戲，寓學習於娛樂，歡欣非常。

國畫初體驗：科組邀得謝愛玲女士及邱月明女士兩位國畫老師擔任嘉賓，在課後演說嶺南派國畫的風格，更即席示範畫國畫的竅門。同學於聆講後主動學習，即場繪製自己的第一幅國畫，感覺既興奮又難忘。

普通話歌唱比賽及聽歌學普通話：科組邀得歌手周沂女士擔任比賽評判及表演嘉賓，讓當日的氣氛推至高潮。午膳時段同學更能率先學習各參賽歌曲的普通話詞彙，寓學習於音樂，效果良佳。

嘉賓講座：科組邀得陳桂芬女士在早會時間與全校同學分享演說的技巧，透過有趣互動的遊戲，配以陳女士精彩的解釋，大家都獲益良多。

第六十四屆學校朗誦節（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。本校同學在散文獨誦、詩詞朗誦、二人朗誦的粵語及普通話組均取得優異成績。

「中文周」深得全校同學的愛戴，更於學期末贏得「我最喜愛的課外活動大獎（B組）」，在此感謝全體中文科同事的付出，以及本屆中文學會及普通話學會的各位幹事，悉心安排及執行各項活動，使各項活動順利及圓滿地舉行。

專題研習

學生藉專題研習增進知識，同時讓她們在搜尋、整理、綜合、分析、質疑與判斷等研習能力也得到完整的發展。學生在科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、視聽資訊等。學生也在同儕學習的過程中，培養共通能力。

關注項目六：跨科合作及跨校合作

與北京姊妹學校合辦「緣創原創文學創作計劃」：

由本校中國文學科推動上述計劃，主要讓修讀中國文學科的中四及中五學生參加。計劃已於2012年下學期正式開展，讓兩地師生在網絡上交流文學創作的心得。

本科聯同中國歷史科、經濟科及歷史科於2013年3月28日至4月1日舉辦「北京學習交流團」，期間安排拜訪姊妹學校的時間，讓京港的參與者都有機會總結及檢討活動的成效；預期於下一學期把兩地學生的作品蒐集中製成電子雜誌，於網上發佈。

本科與中國歷史科合辦中六級教育性考察活動，於2012月10月5日與中史科合辦教育性考察活動，參觀香港歷史博物館及屏山文物徑，讓學生多了解歷史及文化。

關注項目七：初中與高中課程銜接
科組為加強初中與高中的課程銜接，特別召開了兩次統籌老師會議，以便各科任老師了解不同級別的教學情況，加強各科組同事的溝通，優化本科的學與教。

### 關注項目八：繼續提倡資源共享

- 推行記錄用卷情況的措施，讓各級科任老師清晰試卷資源庫的情況，加強教學效能。
- 創設有關非華語學生的學習素材庫及學習檔案，讓師生參考，提升學與教效能。
- 繼續以中央資料庫作為資源平台，有系統地載本科科務文件、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。
- 中文科網頁為師生提供了一個學與教的平台。透過語文活動的消息發放，鼓勵學生積極參與語文活動，學生更可利用自學平台，主動學習，交流分享，與老師及同儕共創知識。

### 反思一：
- 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。

### 反思二：
- 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。

### 反思三：
- 善用資源，配合新高中課程，舉辦多元化的語文教學活動，豐富學生學習經驗，開拓視野，提高語文能力及學習興趣。發展新高中中國語文科及中國文學科核心及選修單元課程規劃，建構校本課程，有效調配人力，開發資源。

### 反思四：
- 發展支援非華語學生學習的素材，鑽研相關的教學策略，為她們個別設計學習計劃，以提高學習素質。

### 反思五：
5.1.3 Mathematics Education

Priority 1: Executive functions

**Achievement**
A programme on goal setting and evaluation was carried out to help students set goals at the beginning of each term and evaluate their performance at the end.

**Reflection**
- Teachers all agreed that the programme was successful in developing students’ planning, prioritizing, time management, perseverance and commitment.
- From the evaluation forms collected from students, it was evident that students benefited from the programme.

**Achievement**
A mark was incorporated into the term grade for punctuality of submission of homework to help students’ self-management skills.

**Reflection**
- Teachers agreed that there was some improvement in the punctuality of students’ submission of homework after the implementation of the system.
- It was recommended that this practice be continued but with some slight modifications so as to further strengthen students’ self-management skills.

Priority 2: Technology

**Achievement**
Mathematics software “Geogebra” was used in teaching Mathematics in all forms.

**Reflection**
Teachers agreed that students learned the topics related more effectively.

**Achievement**
Teachers attended various training courses related to the use of technology in
teaching Mathematics and shared their experiences with staff in the department.

*Reflection*
Teachers were more confident in using technology in the teaching of Mathematics.

**Priority 3: Collaboration**

*Achievement*
Lesson study was carried out in both junior forms.

*Reflection*
- Teachers’ professional development was enhanced.
- It was evident that students learned more effectively.

**Priority 4: Students’ activities**

*Achievement*
- A group of six Form Four students participated in the Mathematics Resource Contest organised by the Hong Kong Academy for Gifted Education (HKAGE) and Mathematical Database, and entered the Top 10 Finalists.
- Form Two Wong Chin Chin participated in the 2012/13 Statistical Project Competition for Secondary School Students, organized by the Hong Kong Statistical Society, and co-organized by the EDB, and obtained the Distinguished Prize.

*Reflection*
- Through the contests, students developed their problem solving and critical thinking skills, and learned various executive functions skills.

*Achievement*
- The school team participated in the 30th Hong Kong Mathematics Olympiad, organized by the EDB and Hong Kong Institute of Education, and obtained 3rd Class Honours in the Geometric Construction Section.
- The school team participated in The 15th Hong Kong Mathematical High Achievers Selection Contest, organized by Po Leung Kuk and the Hong Kong Association of Science and Mathematics Education. Form Three Poon Wing Kei obtained a First Class Honour Award, Form Two Wong Chin Chin obtained a Second Class Honour Award, while Form Two Chan Wai Yan Vanessa, Form Three Yang Sasha Xia Xiao and Form Three Chan Tsz Shan obtained a Third Class Honour Award.
- Form Two Wong Chin Chin participated in the 9th Mathematic Olympic Asia Cup, and obtained the Third Class Honour Prize.

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

Priority 5: Catering for individual differences

Achievement
The results of the weaker students in Form One and Form Four improved in the second term.

Reflection
- The remedial class system designed for Form One and Form Two students was effective as the students had more individual attention from the teachers in the lower forms.
- Mathematics Enhancement classes held for of Form One and Form Four weaker students were effective.

5.1.4 Personal, Social and Humanities Education

5.1.4.1 Chinese History

經過一學年的工作，在科組同工們的努力和合作之下，本科在過去一年有以下成果，現將其概況報告如下，敬祈省覽：

關注重點一：貫徹二零一二至二零一三年學校計劃重點項目

成果：

甲. 教學方面
1. 在課堂講授及日常研習方面，利用歷史事件和歷史人物事蹟，以古為鑑，幫助學生學習人物成敗，事件得失的原因；又借研習促進中外交通及文化交流的歷史人物事蹟，進一步幫助學生認識中國自古已與鄰近地區、國家以及遠方國家進行政治、經濟及文化的交流，印證全球視野的重要性。

在日常研習方面，安排學生作專題研習：
初中方面，中一研習張騫、班超的事蹟；中二研習玄奘、義淨、鄭和事蹟；中三研習清末民初留學或到外國遊歷的人物事蹟，對其救國思想的啟發和影響；
高中方面：中五校本評核則須學生研究海外遊歷對孫中山先生的革命思想的影響。

2. 要求各級學生在學習中盡責盡力，已見成效，實賴師生的共同努力。如在第二屆中學文憑試，本科有 30%的同學取得四級或以上的成績，更有 15%的同學取得 5*成績，整體合格率為 95%。

乙. 活動方面
1. 本科與中國語文科、經濟科、歷史科合辦「北京姊妹學校交流研習團」，日
期為二零一三年三月二十八日至四月一日，參加者有十六位中四學生及二十位中五學生。本科安排學生參觀故宮博物館、金山嶺長城、頤和園、盧溝橋及中國人民抗日戰爭紀念碑。

2. 2012年6月18日原本安排中一級40位同學參觀深圳(東江縱隊基地、大鵬所地、中英街)，因天氣取消。

檢討：
1. 各級在教學上都能配合學校計劃的重點項目，並且收到一定成果，尤其是中四至中六各級學生學習日見用心，誠可喜可賀的現象。公開考試成績持續進步，與科任教師的用心教授及學生的堅毅學習態度有關。

2. 「北京姊妹學校交流研習團」方面，學生能於歷史現場印證所學，咸稱能提高其研習興趣，深化其歷史知識，成功貫徹是次研習團的目標。

丙. 致謝
本學年中史科工作能順利完成，有賴各位科任老師用心教學，衷誠合作，本人謹在此致以衷心的感謝。

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 help explain and predict human behaviour. They also displayed 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 through news discussions, projects, debates and role plays. They became more aware of current issues including the election of the Chief Executive, income inequality, the booming property market, inflation in Hong Kong and the Mainland, and the Greek 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. They were trained to be rational, informed and responsible global citizens.
• The junior form students’ vocabulary bank was enriched so as to ensure 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, more student-centred learning activities such as group discussions, presentations, role-plays and debates were arranged to enhance students’
active participation and develop their essential skills for “learning to learn”.

- Cooperative and collaborative learning were conducted to cater for learner diversity. Both high- and low-achievers developed a greater interest in Economics and had a better understanding of the economic concepts. Constructive and formative assessments were also adopted in the context of teaching in order to foster critical thinking and further enhance their academic performance.

- A group of Form Five Economics students participated in the “Economics Arena: Policy Analysis” program organised by The Undergraduate Office of CUHK Business School, Economic Education Program of CUHK, and the Education Bureau from December 2012 to March 2013. Our three school teams received the Most Outstanding Policy Analysis Awards and 5E Ma Wing Ting received the Most Outstanding Question Awards for both the online forum and the live debate.

- A group of Form Five economics students, led by Miss C.W. Wong, attended the Wu Yee Sun Education Fund Lecture on Creating and Managing Your Personal Wealth: A Sharing of Personal Experiences by Professor Frederick Ma at the University of Hong Kong on 7 December 2012. Our students learnt some different ways of accumulating wealth, starting a business and making profitable investments from Professor Ma’s own experience and they all found the lecture useful and inspirational.

- From March to June 2013, many Form Four and Form Five students joined the Citi Youth Investment Education Program 2012 co-organised by Citi, Econschool of Hong Kong Economic Times, Education Bureau and Learning Society. Students’ investment knowledge was greatly enhanced through this activity.

- On 29 January 2013, two students, led by Miss C.W. Wong, attended a luncheon presentation on Healthy People: The Key to Economic Development and Global Security conducted by Dr. Julio Frenk, Dean, Harvard School of Public Health and Former Minister of Health, Mexico, at the Asia Society Hong Kong Centre. After the presentation, our students were able to understand the importance of health reforms and social and economic policies in promoting health and wealth, the close connections between health and wealth in different counties, and the feasibility of implementing these policies in Asia.

- A Form Two News Competition was held in the first term to arouse students’ social awareness and raise their concern for local and global social and political conditions, and carry out the rights and responsibilities of global citizens.

**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.

- Teachers should continue to adopt cooperative and collaborative learning to cater for learner diversity so that both the high- and low-achievers will benefit from quality education and strive for academic excellence.

- Global experiences, executive function, enquiry learning, assessment for learning, academic conversations and technology enhancement in education will be further promoted.

- 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.

- Yet, 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 their studies were of no less importance. Rather, they could also be seen as meaningful manifestations of the economic postulate of “constrained maximisation” viewed from another real-life perspective.

Priority 2: 21st Century Learning Environment

Achievement

(a) Global Experiences

- A 5-day study tour to Beijing for Form Four and Form Five students from 28 March to 1 April 2013. Thirty-five students participated in this national education program which focussed on professional educational exchange, an exploration of historic landmarks, an understanding of Beijing’s economic development and an appreciation of Chinese arts and culture.

- Visits to the High Court and the Drug Information Centre were organised to broaden students’ horizons, enrich their knowledge of the judicial system in Hong Kong and provide ways for students to avoid drug abuse.

- Emphasis was put on the understanding of local, national and global issues into the curricula of Life and Society and Economics. There was particular emphasis on the following areas: political and economic development in HK, China and the world; world trade, world economics such as the Great Recessions due to the US Subprime Crisis and European Sovereign Debt Crisis, efficiency, equity and income inequality in the world, the economic effects of globalization, environmental protection and sustainable development to name a few. Students’ global outlook was developed and their competitiveness in a dynamically changing globalised world was also enhanced.

(b) Executive Function

- The key features of executive function including Planning, Reinforcement, Organisation, Metacognition, Perseverance, Time Management, and Social Intelligence were introduced to students explicitly.
• Students’ executive function skills which were essential for becoming lifelong learners were strengthened. They were able to make reasoned value judgements and rational decisions through participation in diversified learning activities such as group discussions, role plays and debates on current local, regional and global issues.

• Students applied their creativity, critical and higher order thinking, and information technology in their projects and competitions including the Form Two projects on “An In-depth Look into the Eight Major Industries in China” and “The Economic Development in Shanghai, Nanjing, Suzhou, Wuxi, Hangzhou and Ningbo”, the Form Three project on Budget 2013-2014, the CILTHK Essay competition organised by the Chartered Institute of Logistics and Transport in Hong Kong, and the Green Entrepreneurship Education Programme 2012-13 organised by the University of Hong Kong.

(c) Technology Enhancement
• Video shows and PowerPoint presentations were carried out in lessons so as to arouse students’ interest and enhance teaching and learning effectiveness.
• Teachers also helped enhance students’ skills in searching for and selecting useful information from the web for completing their projects.
• There was effective e-communication between teachers and students through emails and e-class.

Reflection
• The elements of global experiences and executive function will be incorporated into the Life and Society and Economics curricula constantly so that students will understand and appreciate Chinese culture, preserve and conserve various cultures and respect cultural differences; become more concerned about the local and global social and political conditions, and carry out the rights and responsibilities of citizens. Students’ thinking, research, analysis and problem solving skills will be enhanced and their metacognition and inquiry learning will be strengthened.

• The Life & Society and Economics department will cooperate with the History Department to organise a Paris study tour in July 2014 so as to broaden students’ horizons, and deepen students’ understanding of the life, culture and economic activities in France.

• Group discussions, news commentaries and role plays about controversial current issues were effective in strengthening students’ executive function 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 to prepare them for responsible, decision-making roles in order to make a positive contribution to Hong Kong society and the nation.
Teachers will continue to communicate with students through email and e-class and search for useful apps which can be applied in economics education.

Priority 3: Professional Enhancement

Achievement
- Teachers’ knowledge of the NSS Economics curriculum and assessment was enriched through their participation in the EDB and HKEAA seminars such as the briefing sessions on the New Senior Secondary (NSS) Learning Journey - Recommendations for Fine-tuning the NSS Curriculum and Assessment of Economics, the public assessment of HKDSE Economics- illustration of 2012 Exam Papers.
- Teachers analysed the examination questions and modified the mode of assessment so as to stimulate students’ critical thinking and evaluation skills through the application of Bloom’s Taxonomy. Teachers also adopted criteria-referencing in assessing students’ assignments.

Reflection
- Participation in seminars and workshops, especially on the curriculum of the new subject, Life and Society, and the NSS curriculum and assessment, enquiry learning, assessment for learning, and e-learning will be strongly encouraged. Teachers will refresh their subject knowledge and skills, reflect on their own teaching practices and refine their teaching pedagogies regularly so as to ensure that students are equipped with the knowledge and skills for becoming competent global citizens in the 21st century.

5.1.4.3 Christian Education

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

1. Department Meetings
   The Religious Education Department held four meetings in the academic year, and Form Coordinators held monthly meetings for each form for the past year.

2. Teaching and Learning of Religious Education
   In general, the implementation of the Religious Education syllabuses was smooth.
   The new timetable allowed the smoother delivery of the Form Two curriculum. However, there was a lack of continuation as Form One, Three, Four and Five classes had RE lessons for one term only. This also resulted in some unbalance in the teaching times between the first and second terms.
   There have been continuing efforts to encourage students to practise the
Christian faith in their daily life and school community.

3. **Assessment**
This year, the Department followed the new school policy of standard referencing in setting term grades. As such, the same criteria were applied to classes taking RE in the second term as those classes taking RE in the first term.

Junior form term grades were composed of a formal written test (40%), a mini project (30%), homework exercises (20%), and observation of classroom participation (10%). Less than 5% of students received a grade E or below. Term grades for Form Four and Form Five included a written quiz (20%), a reflective essay, various small assignments and the observation of classroom participation (10%). Again, only a few received grade E or below.

A minimum amount of assessment per form was set and followed.

4. **Other support**
Christian Education is implemented via many different activities across the school curriculum, and the promotion of Christian values and spirit has always been an important mission of the school. Religious Education as part of the curriculum is taught in all classes. The whole school attends regular morning assemblies which include hymn singing, Bible reading and prayers. Apart from the School Chaplain, other HKSKH ministers, teachers, students, and guests are invited to speak. A Harvest Thanksgiving Service, Christmas Service, Veneration of the Cross Service, and Easter Service are held every year according to the Anglican holy calendar. A Chapel service and Holy Communion service are held once each month for all who are interested to join. The school receives strong support from, and maintains a close partnership relationship with, St. Stephen’s Church.

5. **Plans for the future**
   a. An enhanced timetable for next year will allow RE classes throughout both terms for all forms.
   b. An offset is a possible reduced lesson time, as a 5-minute break has been assigned for the transition between those half-lessons.
   c. There would be singspirations led by Form Two and Form Three classes as part of their learning. These singspirations welcome all students and teachers to join and even take part in sharing.
   d. Religious Education should take up a much more visible role of Moral, National and Civic Education in the coming years. This will depend on instructions from the HKSKH.

5.1.4.4 **Geography**

**Priority 1: Global Experience**
Students’ global competencies were enhanced through their understanding of various global issues in different forms. They acquired the geographical knowledge and moral courage to respond to various global issues.

Students’ concepts on environmental sustainability were strengthened through various authentic experiences in out-of-classroom activities such as studying the slopes around our school campus (Form Two) and School Garden visit (Form Three).

From January 28 to 29, 2013, 56 Form Four Geography students, accompanied by Ms. K.Y. Law and Ms. P.K. So, participated in a Field Studies Camp organized by the Caritas Chan Chun Ha Field Studies Centre in Cheung Chau. Through the field studies, they acquired a better understanding on the effects of deforestation on woodland ecology and the issues of sustainable development in Cheung Chau.

From 28th March to 1st April, 2013, nine senior form geography students and one of our teachers, Ms P. K. So, participated in a study tour organized by the Education Bureau. Over 400 Hong Kong students and teachers took the high speed rail to Hunan Province. Apart from exploring the natural beauty of Zhangjiajie and Hengshan, students were offered opportunities to interact with local tour guides, university students, and residents of an agricultural village through different visits and excursions.

On 19 April 2013, all Form Two students had a boat tour to visit the northeastern part of the New Territories, including Lai Chi Wo, Kat O and Ap Chau. They learned to appreciate and understand further the geological landscape and features of the area.

**Reflection**
Teachers should continue to emphasise the cultivation of global competencies in our students by encouraging students to understand different parts of the world and their needs.

More out-of-classroom activities, field trips and exposure should be arranged to expand students’ horizons and to enhance their interest in their living environment.

**Priority 2: Executive Function**

An enquiry-based approach was adopted in the teaching and learning of Geography. Students in general were able to use an enquiry approach to study various geographical issues. The Majority of students were conscientious in their studies and worked hard for tests and examinations.

**Reflection**
While most students were committed to their studies, some weaker students
did not turn in homework punctually. Some small group revision would be arranged for these students to provide more individual attention and support.

**Priority 3: Technology Enhancement**

Since October 2012, the Geography Department has striven to provide a cutting edge learning experience through incorporating the use of iPads as an educational tool in the Geography curriculum. With the introduction of iPads in classes, students became more motivated and enthusiastic in class activities involving the use of iPads. In addition, students’ higher order thinking skills were enhanced as iPads provided a more convenient platform for students to create and present their work to their peers and teachers. Peer evaluation and the sharing of students’ work with the whole class were also easier and simpler with iPads.

Members of the Department attended courses to learn how to apply technology in Geography teaching and learning.

More frequent use of emails and eClass was adopted to communicate and share teaching and learning resources with students. Students were also asked to upload their assignments to eClass.

**Reflection**

Whilst use of iPads have raised students’ interests in studying Geography, more time is needed in training students and teachers’ preparation. Teachers would also have to adjust their teaching pedagogies when incorporating the use of iPads in classroom learning.

5.1.4.5 **History**

**Priority 1: Academic Enhancement**

**Achievement**

- Students enjoyed studying history through active participation in class activities such as role-plays, simulations, group discussions, and presentations.
- Bloom’s Taxonomy was generally applied in questioning for teaching and assessment so as to stimulate students’ higher order thinking. Academic conversations were organised to enhance students’ communication and organisation and presentation skills. Criteria referencing was adopted in marking students’ assessments so that students knew clearly how they could raise their standard of work.
- The teaching strategies were refined and applied in all forms with a view to optimising learning attainment. Cooperative and collaborative learning were conducted to cater for learner diversity and constructive and
Formative assessments were adopted in the context of teaching conducive to fostering critical thinking.

- The school-based assessments for the HKDSE were carried out smoothly in this academic year under the guidance of the teacher.
- Through the use of IT, some disappeared or lost historical artefacts could be seen again. Scenes of historical significance could be reconstructed through the wonders of computer graphics. Teachers 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**

- The department will continue to organise student-centred activities such as projects, group discussions and presentations, visits and study tours to arouse students’ interest in history, help students to acquire a better knowledge and understanding of history and made history learning relevant to their daily life.
- Diversified learning activities such as cooperative and collaborative learning which were effective in arousing students’ interest, fostering critical thinking and catering for learner diversity will be organised continuously.
- The new teaching and learning materials and assessment methods for the NSS History syllabus were reviewed and further improvement will be made. The teacher will continue to give advice and guidance to the students for completing the school-based assessments.
- Enquiry learning should be further emphasised in history study since the enquiry skills are compatible with the study of Liberal Studies.

**Priority 2: 21st Century Learning Environment**

**Achievements**

(a) **Global Experiences**

- Students’ understanding and commitment of global citizenship were developed through the emphasis on the understanding of local, national and global history in the curricula, such as the modernisation and transformation of Hong Kong, China, Japan and Southeast Asia, the major conflicts and the quest for peace, and the quest for cooperation and prosperity in the Twentieth-Century. Students were able to understand and appreciate Chinese history, preserve and conserve Chinese traditions and customs and respect cultural differences. Students’ global outlook was developed through discussion of historical events and they were trained to be responsible and competent global citizens.
- A Beijing study tour was organised for Forms 4 and 5 students from 28 March to 1 April 2013. Thirty five students participated in this national education program which focussed on professional educational exchange, an exploration of historic landmarks, an understanding of Beijing’s economic development and an appreciation of Chinese arts and culture.
• On 11 March and 12 March 2013, Form 1 students joined the educational visits to the Hong Kong Science Museum for a special exhibition named “Julius Caesar - Military Genius and Mighty Machine”.

• On 30 April 2013, Form 5 History students visited the Dr. Sun Yat-sen Museum to enhance their understanding of a key component of their history syllabus, the Modernisation and Transformation of China. Students enjoyed a guided tour of the Sun Yat-sen Museum and learnt about Sun’s close relationship with Hong Kong and the important role Hong Kong played in Sun’s revolutionary thoughts and uprising plans.

• Some extra-curricular activities focused on global citizenship were be organised through the Social Sciences Society.

(b) Executive Function

• The key features of executive function including Planning, Reinforcement, Organisation, Metacognition, Perseverance, Time Management, and Social Intelligence were introduced to students explicitly.

• Students were trained to be life-long learners who were able to reasoned value judgments and rational decisions through the enhancement of executive function skills. Diversified group activities such as project learning, group discussions, role plays or debates on historical events were organised to enhance students’ critical thinking and communication skills, develop the 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.

• Assignments such as Form 1 project on My History, essay on ancient Egypt, Form 2 project on Crusade, Form 3 project of Napoleon Postcards and Forms 4 and 5 SBA study reports on issue-based study, comparative study and heritage study created opportunities for students to approach 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.

(c) Technology Enhancement

• Video shows of documentary films and PowerPoint presentation were carried out in History lessons so as to arouse students’ interest and enhance teaching and learning effectiveness.

• Teachers also helped enhance students’ skills in searching for and selecting useful information from the web for completing their projects.

• There was e-communication between teachers and students through email and e-class.

Reflections

• The History Department will cooperate with the Life and Society and Economics Department to organise a Paris study tour in July 2014.
• The elements of global experiences and executive functions will be incorporated into the history education continuously to introduce the characteristics and values of students’ own culture and appreciate the shared humanity and common problems of the world’s many people. It will help cultivate students’ national consciousness and their consciousness of being citizens of the global community, and thus become rational and sensible members of the local community, the nation and the world.

• Teachers will continue to organise group discussions, presentations, role plays or debates to strengthen students’ skills in executive function and information technology. They will 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.

• Teachers will continue to communicate with students through email and e-class and search for useful apps which can be applied in history education.

Priority 3: Professional Enhancement

Achievements

• Teachers participated in professional development training including the briefing session on the New Senior Secondary (NSS) Learning Journey – Recommendations for Fine-tuning the NSS Curriculum and Assessment, the HKDSE History SBA Conference, the History Teachers’ Seminar on 2012 HKDSE History Examination organised by the EDB and HKEAA in this academic year. They were equipped with updated knowledge and innovative teaching pedagogies through these training.

• Teachers refined their teaching strategies and assessment modes according to the Bloom’s Taxonomy and started to carry out criteria-referenced assessments. They also modified the examination questions to test students’ ability to analyse, synthesise, and evaluate different historical events.

Reflections

• The History Department will continue its commitment to history education. Participation in seminars and workshops, especially on the school-based assessment, enquiry learning, assessment for learning, organisation of study tours and e-learning will be strongly encouraged among the department members so that they can refresh their professional knowledge and skills to cope with the new curriculum and assessment system.

• Teachers will continue to adopt innovative teaching strategies to arouse students’ interest in study, enhance students’ critical thinking and improve their academic performance.

5.1.5 Liberal Studies
Priority 1: To work in line with the major concern, Global Experience, laid down in the Annual School Plan 2012-2013

Achievement

- To explore the needs and solutions to global problems facing humanity today, in particular the problem of poverty, Form five students participated in an activity “Struggle for Survival” organized by Crossroads Foundation Global Village in November 2012. This simulation allows participants to step into the shoes of those in poverty and experience global needs first hand.

- A workshop “Bring Fair Trade to Your School” was conducted in January 2013 by Fair Trade Hong Kong Foundation Limited for F.5 students to help them explore about Fair Trade from the perspectives of globalization, sustainable development, gender equity and corporate social responsibility.

- During the post-exam period in January 2013, our Form 4 students participated in an investigation organized by the Urban Renewal Authority Resource Centres in Kwun Tong and Tai Kok Tsui. The students were taken on a tour around the regions to investigate the sites of two significant urban renewal projects in town. Our students were shocked by the unhygienic sanitary condition and poor living environment of the old districts. Through the activity, students gained a better understanding of the poor living conditions inside the dilapidated buildings and the need for urban renewal and sustainability.

- On Thursday, 2nd May, 2013, the Hon. Mrs. R. Fan HSU Lai-tai, member of the Standing Committee of the Twelfth National People’s Congress of the People’s Republic of China, to have an interactive discussion with our F.4 and F.5 Liberal Studies student. In addition to knowing more about the latest developments in China and Hong Kong, students were much inspired by Mrs. Fan’s sincerity and warmth, plus her zeal and dedication to her work and to serving others.

Reflection

- The activities this year has helped widened students’ horizons. Even more opportunities could be provided for students to further enhance their understanding of the world from different perspectives and to appreciate the diversities of societies and cultures.

Priority 2: Executive Function

Achievement

- A workshop on Dr. Edward de Bono Thinking Systems by Thinksmart Training Limited was arranged for a selected group of elite F.5 students in September 2012 to teach them the High order Thinking Tools. This helped them to think better and more efficiently.
Many opportunities have been provided for individual and group projects to nurture reflection and metacognitive skills as well as planning and time management. Some students worked with visiting students from Singapore on cultural preservation. Another group worked on a project “EXCEL” to train leaders in an ecotourism project, aiming to raise the quality of life of Hong Kong people. Yet some other groups worked on consumer culture in a competition organized by the Consumer Council.

To better guide students in preparing their independent enquiry studies, Liberal Studies lessons were conducted in smaller classes. The five streams in each of the senior Forms were put into seven or eight divisions. This has much improved time and attention to individual students. As students were guided through the different stages of their extended independent enquiry studies in which they were asked to work on a self-chosen topic through a number of stages, feedbacks were provided at each stage and self-regulated learning was enhanced.

**Reflection**

- Project-based learning has helped engaging students and enhanced their executive functioning skills such as planning, organisation, metacognition, time management and perseverance.
- More opportunities of group projects will be provided to students to better develop the all-important executive function skills.

**Priority 3: Technology Enhancement**

*Achievement*

Students were asked to familiarize themselves with different technologies by doing their news quiz assessments in eClass and submit some of their assignments in electronic forms through eClass. They carried out research on current issues using WiseNews and other tools. They used various presentation software and iPads during different occasions.

**Reflection**

Teachers will expand the use of various technologies such as iPads and software for interactive classroom learning. However, a certain proportion of lesson time would need to be used for dealing with the technologies. Adjustment will be necessary.

5.1.6 Science Education

5.1.6.1 Biology

**Priority 1: Academic enhancement**

*Achievement:*

- We have 100% passed in the HKDSE and there was an increase in number of students obtained 5 and above. 6.5% of the Form Six students obtained 5** and 22.7% obtained 5* in HKDSE Examination. This proved that we
were able to stretch further the more able students.

- 10 Form six students participated in the Hong Kong Biology Olympiad for Secondary Schools 2012-2013 in December, 3 students obtained First Class Honors, 1 got Third Honors and the others obtained Merit.
- Teachers’ comments on the test and examination papers were given to the students soon after the tests and examination.
- Teachers arranged extra lessons to help students to improve their academic performance. Extra time and effort were put in to coach both the high- and low-achievers outside regular school hours.

Reflection:
- Some students found difficulties in answering essay type question, more trainings and exercises will be conducted for this purpose.
- Most students were unable to finish revision before the examination. Students should be reminded to start their revision earlier.
- Some weaker students found difficulties in identifying the question verb in the question. More examination questions will be discussed during lessons.
- Students will be requested to keep a good record of their works in an exercise book. Their records will be checked by teacher after teaching each chapter.
- Some students worked well in School Based Assessment in practical but might not do equally good in public examination papers as different skills are assessed.
- Many exercises uploaded in the school sever for students were useful for catering for different learning pace of students.

Priority 2: Catering for learner diversities

In order to help all students achieve the learning targets of the curriculum, teachers altered the organization of learning elements in the curriculum framework and use lesson time flexibly to cater for students with a range of abilities and inclinations. The following strategies and activities were adopted and were found effective and practical:

- Varying the sequence of learning and teaching to cater for student’s different interests and abilities.
- Adjusting the learning targets to make them more challenging for students with a strong interest or outstanding ability in biology and provide them with learning opportunities to develop their full potential. Five students Form Four were recommended to Junior Science Institute (JSI) Science Enrichment Programs for Secondary Schools organized by University of Hong Kong Faculty of Science and two Form Four students were recommended to participate in the Baptist University’s Chinese Medicine Summer Programme.
- Various talks and visits were organized to arouse students’ interests and widen their horizons. Professor Dong-Yan Jin from the Department of
Biochemistry of University of Hong Kong, was invited to give our Form Six students a talk on “Understanding Influenza Viruses in October, 2012 and.

- Forms Four and Five students have a tour visit of the SOYBEAN HOMECOMING EXHIBITION AND THEN A SEMINAR ON “Impact of Genomics Studies on Life Science – an example in Chinese wild soybean research” by Prof. Hon Ming Lam in June, 2013. Students have shown keen interest in the work of Professor Lam and raised many questions during the seminar. After the visits, students have a better understanding on the application and development of biotechnology in food production and impact of genomics studies on life science.

- One of our distinguished graduates, Dr. Christina Fan Hei Mun, came to our Biology Laboratory and gave a talk to our Form Six students. She shared her work on the development of a non-invasive prenatal diagnostic test for Down’s syndrome when she was a PhD student at Stanford University. Students not only learned about Dr. Fan’s science achievement but also her perseverance in doing research and learning attitude.

- Extra tutorial lessons were conducted to help some students to master the knowledge and improve examination skills by doing more exercises.

- More revision questions uploaded in the school server to cater for learner diversities and more classroom discussion for examination-type questions.

- Teachers and students found the exercises on training students’ answering techniques were useful.

- Various modes of formative and summative assessments e.g. students’ project, oral presentation, biological investigation, book report, problem-based learning etc. were adopted to assess students’ understandings.

**Reflection:**

- Visits and talks were helpful in arousing students’ interests and in widening students’ exposure. Students also found the topic selected were practical and interesting.

- More exercises on training students’ answering techniques will be arranged.

- More focused learning for weaker students e.g. adapt the depth of treatment to an appropriate level for demanding topics in the compulsory and elective parts and provide extra support to help students master the knowledge and understanding of these topics.

**Priority 3: To enhance Executive Function skills through different curricular learning activities**

Through project learning various Executive Function skills e.g. collaboration, leadership, decision making etc., of students were enhanced.

- Ecological study of grassland succession in our green roof was successfully conducted by our Form Three students. It was a collaborative learning
among different classes in the Form. Students gained a better knowledge and have hands-on experience on the ecological study.

- Form four students Biology Investigative project was conducted in the second term. Students showed enthusiasm and perseverance on practical and investigations. Some innovative and good works were collected.

- Form Six students attended a one day field study camp at Chan Chun Ha Field study Centre in Cheung Chau on 5 October, 2012. Students conducted an ecological study on fresh water stream in Tung Chung and appreciated nature and respect living things. The field study work was followed by a lab work discussion and analysis in the laboratory at Chan Chun Ha Field study Centre. The content of the field camp is based on the HKDSE Biology syllabus. In the field study, students learn how to do field work, raise students’ awareness and help them appreciate the beauty of nature and through presentations; students can improve their effectiveness in communicating with others.

- A field study on rocky shore at Stanley organized by biology teachers was conducted by Form Five students on 25 June 2013. Students conducted an ecological study on rocky shore and appreciated nature and respect living things. The content of the field camp is based on the HKDSE Biology syllabus. In the field study, students learn how to do field work and raise students’ awareness and help them appreciate the beauty of nature. The worksheets and identification key prepared were found very useful and comprehensive.

**Reflection:**
- Form Three students enjoyed the ecological study and their collaboration, management, problem-solving skills were enhanced. It was suggested that the study period should be increased to 2-3 months for a more obvious observation with more data for a comprehensive discussion and analysis. In order to involve more students for the measuring the environmental parameters, more sensors, measuring instrument and equipment would be purchased.

- Most students in Form Four were able to hand in the investigative projects punctually with high quality and innovative ideas. However, few students needed more guidance on writing up the report punctually.

- Both field studies for Form Five and Form Six were highly recommended by students and teachers. They all enjoyed the field study learning activity very much.

**5.1.6.2 Chemistry**

**Priority 1: To develop students’ habit of applying chemical knowledge to daily life situations**

**Achievement**
• The target of “to develop students’ habit of applying chemical knowledge to daily life situations” was achieved through more inquiry-based learning, scientific investigations or interactive approaches on learning and teaching of daily-life chemistry issues.

• Form Three students completed newspaper reviews. Teacher found this practice effective in raising students’ self-learning ability and awareness of the applicability of the subject matter in daily situations. Students’ work also reflected their learning of new subject knowledge and critical thinking skills. When self-learning topics like ‘find out the sugar content in a piece of chewing gum’ were assigned, some students did try do research and even simple practical procedures to solve the problem on their own. Some topics about fundamental chemistry were also introduced to F.3 students.

• Inquiry-based studies for Form Four were carried out. Students were given time to do prior discussions and research work before the actual conduction of experiments. The assignments challenged their thinking and turned out to have inspired them to think deeper and out-of-the-box about the different approaches to solve a problem. For Form Five classes, these studies were mainly for SBA purposes. But still they helped students to consolidate and apply the knowledge they learned.

• Top students from Form Three to Five participated in outside-school competition / courses. A few Form Four students participated in the Anti-smoking campaign. Four Form Five students joined the Chemists Online Project. A few students from Form Three and Four have been nominated to join HKUJSI courses. The department has also guided a winning team of five students from Form Three to Four for the Budding Scientists Award.

• Data loggers were used in quantitative demonstrations relating pH and temperature measurements. Handheld computers / tablets were used mainly for instant on-line search, showing animations and molecular structures for in-class discussions.

Reflection

• Teachers found that students’ interests in learning chemical knowledge were enhanced and their abilities in applying such knowledge in daily applications were raised. Some Form Three parents, during the parents’ evening on subject choice, even mentioned about how their daughters apply what they have learnt from chemistry lessons.

• Teacher found students became very attentive when the topics being taught are related to daily life situations. Teacher found this kind of guided study with self-motivated students very inspiring and encouraging. Some students were also identified during the guided learning process for participation in outside-school competitions. Form Three students had a better picture of the Form Four syllabus before they decided on subject choice.
• More studies of inquiry nature can be assigned although it may not be easy for Form Five classes in terms of the time constraint for teaching. Some experiments can be modified to include more inquiry-based formats.
• Teachers found students able to apply knowledge learnt in designing investigations. Students will be encouraged to continue to take part in various similar outside-school activities to widen their learning experiences.
• Handheld computer equipments helped in illustrating effectively certain teachings involving drawing graphs. Tablets can also help students to learn build virtual molecular models and study analytical chemistry through simulations. However teachers may need to spend much time in finding suitable sharewares for these purposes.

Priority 2: Reflective learning

Achievement
• End of lesson quizzes were conducted for Form Three to Five classes. They were found useful in motivating students to be more attentive and to reflect on what they learned more frequently.
• Practical assessments were carried out for Form Three and Four classes. They served to help students brushing up some basic practical and also report-writing skills for better SBA performances.

Reflection
• Teachers found the quizzes could be more frequently given to Form Three classes than to other forms due to time constraint. Teachers modified the format by trying even simpler assessment methods which were also more like formative assessments e.g. oral questioning with instant feedbacks or completing one or two equations shown on board and marking each other’s answers and giving feedbacks right away.
• Teachers found practical assessments reflecting the kind of skills and concepts on which more time would needed to be spent. Teachers decided to try give these assessments earlier in the term so that students would be guided to improve as soon as possible.

5.1.6.3 Physics

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

Achievement
• The targets of 100% level 3 or above were achieved, both in Physics and Combined Science (Physics).
• Good overall results were achieved for Physics: 13% of level 5** and 74% of level 4 or above.
• Active learning was encouraged and peer learning was promoted.
• Students, especially the weaker ones, understood the content better through tutorials and discussions.

Reflection
• More discussions would be arranged during tutorials. Besides knowledge, students could improve their problem-solving skills through discussions.
• Tutorials would be arranged according to ability and in mixed forms. This would enhance peer learning and students would enjoy tutorials more.
• More revision tests would be arranged for F.6.

Priority 2: Innovative teaching to arouse students’ interest and improve their problem solving skills.

Achievement
• Projects on Ocean Park Visit and Model Making, and the use of technology such as ‘MVA’ and ‘remote lab’ greatly aroused students’ interest in learning Physics.
• Students could apply Physics knowledge in solving problems and good work was collected.
• Students showed improvement in investigation skills.

Reflection
• The use of various kinds of activities worked well and students appreciated the arrangement.
• More application of Physics would be introduced in arousing interest.

Priority 3: Cater learning differences

Achievement
• Different learning materials were posted on web for students’ use. These materials encouraged students to study harder and on their own pace.
• Individual guidance on revision would be provided for F.6 students.
• The gifted programme ‘Physics Enhancement Programme’ was a big success. It received great compliment from guest/judges and the programme enhanced learning quality and promoted active learning of talented students.
• Tutorials improved students’ understanding, especially for the lower ability students.

Reflection
• More individual help would be provided and peer learning would be arranged.
• Students joining the ‘Physics Enhancement Programme’ would be trained as helpers for tutorials.

Priority 4: Reflective learning

Achievement
• End-of-lesson assessments were arranged for most classes. These assessments helped to improve understanding and quality of learning. They also promoted a better learning atmosphere and students participated more actively during lessons.
Summary writing exercises improved students’ learning skills and understanding of content.
Self evaluation on projects demonstrated good quality of reflection and students improved their learning skills.

Reflection
- End-of-lesson assessments provided useful and immediate data for teachers to check students’ misconceptions and understand their needs. They would be used more frequently.
- More summary writing exercises would be arranged for revision purpose.
- Self-evaluation reports provided data for teachers to understand students’ learning better.

5.1.6.4 Integrated Science

Priority 1: To enhance students’ science skills

Achievements
- Inquiry based teaching and investigative approaches in teaching and learning were adopted. Most students enjoyed practical and investigative work.
- Form One students conducted research on Chinese scientists and organized the information and presented their research in writing. They also conducted some investigations and showed a good understanding of making fair comparisons.
- Exercises for training students’ science skills in Forms One and Two were completed and students showed improvement in science skills.
- Form Two Group investigative projects - Students conducted research and carried out the investigation with the guidance of teachers. Some good projects were received. Through these group activities, students learned to communicate scientific ideas and values with one another, interpret scientific information from data presented in appropriate forms, make objective judgments based on data collected.

Reflection:
- It was commented that students enjoyed practical tasks and investigation. Various executive functions skills e.g. collaboration, time management were enhanced. It was agreed that such activity could arouse students’ interest in science and will be conducted in Form One.
- Due to time constraints, there was not enough time for in-depth classroom discussions and students found difficulties in selecting topics for investigation. It was suggested that more guidelines and suggested topics will be provided to students.

Priority 2: To arouse students’ interests in learning Science
Achievements

- A visit to Hong Kong Museum of Medical Sciences was arranged for Form One in the first term. Through the visit, students developed an awareness of scientific advancement and its social, economic, environmental and technological implications, and developed curiosity and interest in science.
- The Form One assignment on learning laboratory safety rules using interactive on-line educational games and video during lesson using tablet computers was completed.
- More hands on experiments were arranged and students enjoyed doing practical and investigations.

Reflection

- The visit was successfully conducted however due to change of the time slot of Hong Kong Museum of Medical Science and we have problem on time table constraints, the visit time was too short. It was suggested not to arrange such activity in the next academic year.
- It was suggested that the on-line interactive game could be conducted by students at home instead of using lesson time due to tight teaching schedule.
- It was suggested that students should be encouraged to borrow science books from the library. A list of science book list should be posted up for students’ reference in the notice board in the General Science laboratory.

Priority 3: To cater for learner diversities

Achievements

- The top six students in Form Two were nominated to join the International Junior Science Olympiad Hong Kong Screening Test.
- Students found useful and convenient to download learning references and past test paper for revision from the Integrated Science webpage.
- Various types of activities and assessment were conducted. Students enjoyed various types of classroom activities e.g. hands-on experiments, group discussions, games, competitions etc.
- Students worked seriously on their practical assessment and teachers found the running of the assessment went smoothly with the previous modifications and the help of laboratory technicians.
- Sections of some chapters were selected for students’ guided self-learning in Forms One and Two. An assessment was arranged for checking 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.
- The use of worksheets for teaching on using English in learning Science and identifying question verbs were found useful for students’ references.
Reflection
- It was suggested that some past examination papers with answers will be uploaded for references and revision.
- Guided self-learning sessions will continue to be employed and more exercises and assessment will be given to check students’ understanding.
- Some students were quite passive and needed more guidance and encouragement especially Form One students.

5.1.7 Technology Education

5.1.7.1 Home Economics

Priority 1: To enrich understanding of the world and oneself

Achievement
- Learning activities, Packed Lunch of Your Choice for Form Two and Global Food Culture for Form Three were devised to arouse students’ awareness of the unique features of various national cuisines. They also enriched their understanding of the influence of various food cultures to their own one. Embroidered Landscape for Form Two allowed students to experience the living habits of people world-wide. Fashion journal and needlework project, When Modern Meets Tradition, for Form Three provided opportunities for students to explore the relationship of various national costumes and modern fashion trend. Students were able to construct and connect knowledge and improve their skills and attitudes through different learning experiences. The success of the programmes was reflected in their learning outcomes and through their enthusiastic participation during lessons.
- Students carefully followed environmentally friendly practices to avoid improper use of paper, foils and plastic bags. The amount of waste generated was reduced and waste separation was effectively carried out.

Reflection
- Teaching content had to be adjusted due to the shorten lesson time during summer timetable and uneven distribution of lessons for each class and in each school term.
- Students will be reminded to do more in-depth research on the related theme of projects.
- Students will be encouraged to maintain the good practice of tidying up their working areas and being aware of environmental protection.

Priority 2: To enhance executive function skills

Achievement
- Through curricular activities, both meal planning and needlework projects, students demonstrated planning, organization and time management
skills satisfactory. High quality assignments were produced and displayed.

- Students showed keen interest in group discussion sessions that reflected collaboration among their peers. They also performed their independence in producing individual assignments. Most of them showed their creativity and completed elaborate course work punctually.
- Through peer support, students’ communication and interpersonal skills were improved. They showed appreciation for the work and effort of their classmates by giving positive and constructive comments on the project work of others.
- Students strictly maintained the tidiness of both the Home Management room and the Needlework room throughout the whole school year, assisting in providing a clean learning environment.

**Reflection**

- Students’ interests were considered when planning learning activities to ensure teaching and learning effectiveness.
- More effective strategies will be set up to improve the self-management skills of less capable students.

**Priority 3: To improve communication through eClass**

**Achievement**

Learning files on course matters, assignments and assessment lists could be assessed through eClass that assisted effective learning.

**Reflection**

More students’ work can be showcased when eClass is resumed in proper operation.

**5.1.7.2 Computer Studies (Information and Communication Technology / Computer Literacy)**

**Priority 1:** To maintain a quality information technology education for student and a good external examination standard for senior form students taking ICT.
- To provide junior students necessary information and communication skills for collaboration and learning
- To provide taster programmes on handheld devices in Computer Literacy lesson.

**Achievement**

- The percentage of students getting levels 5 or above, 3 or above, and 2 or above in HKDSE Information and Communication Technology (ICT) are 18.0%, 76.2% and 95.2% respectively, while the percentages for all candidates in HK are 7.4%, 51.3% and 78.0% respectively.
In-class and after-class help sessions were arranged to facilitate both individual and group support to students for their completion of SBA project.

- eClass was continued to be used as a medium for collaboration in learning, including forum, group homework and online assessment.
- Students produced quality work in the group video project for Form 2 Computer Literacy (CL).
- Taster programme on handheld devices was arranged in some Form 1 CL classes. Students tried at least 5 learning apps for collaborative learning making use of the campus-wide wireless network infrastructure.

**Reflection**

- Students would be encouraged to start the SBA project work earlier so that more Form 6 class time could be spent on revision and past paper practice.
- More collaborative features in eClass, such as peer assessment, could be explored to promote collaborative learning.
- With the adoption of new textbooks for Form 1 CL starting next year, it is hoped that the quality of information technology education at junior secondary could be further strengthened.
- It is hoped that through subscription to computer magazine, students could have a better grasp of global technology trend so that they can be better prepared for examination questions.

5.1.7.3 Business, Accounting and Financial Studies (BAFS)

**Priority 1:** To arouse students’ awareness of social responsibilities, care and respect to others but not just making profit when doing business.

**Priority 2:** To help students develop an interest in accounting and business for planning their academic and career development.

**Priority 3:** To foster positive values and attitudes so that students may behave responsibly in controlling their personal finance, face challenges and adversities in life more courageously.

**Achievement:**

- Students show a keen interest in the study of Accounting & Finance, Business Management and Accountancy. Many students put these choices in Band A of their JUPUS application.
- The passing rate and the percentage of students getting Level 5** in the HKDSE BAFS in our school are 100% and 4.6% respectively while the general percentage for all candidates in HK are 88% and 1.2% respectively.
- Chiu Wing Yi who has got Level 5** in her HKDSE is qualified to apply for the HKIAAT Outstanding BAFS Student Awards as she has outstanding results in her HKIAAT examination Papers I & II as well.
- CHAN Hiu Lok, Tiffany 5D has been awarded the HKIAAT scholarship, a subsidiary of the HK Certified Public Accountant.
• Students know how to distinguish which companies have social responsibilities, business ethics, care and respect for others. This can help them make the best decision when doing their investment.

• The Business Partnership Program organized by the Hong Kong Chamber of Commerce and paired up with the Mizuho Corporate Bank, Ltd. of Japan is a great success. Apart from having the chance of understanding the operation of a Corporate banking system, students can also have the priority of having mock interview.

• Other activities like Business Excellence Contest 2012-13 organized by the University of Polytechnic; the “Cash flow Game” activity jointly organized with the Social Sciences Society; Investment Competition through the web organized by Citibank, etc. all help widen students’ horizon and enable them to have greater exposure.

Reflection:
• It is hoped that after the syllabus is cut by 15%, more practices can be done in class and less supplementary lessons are needed.

• Students are reminded to be more alert to the current news in order to enhance their social awareness and apply their knowledge where appropriate.

• It is hoped that students can complete their professional examination smoothly and be able to get more awards and scholarships.

5.1.8 Arts Education

Annual Theme: Educating for Global Citizenship through Learning and Making Art in Context

Priority 1: Global Citizenship through Art Making and Art Appreciation

Achievements
• Students acquired knowledge ranging from cultural heritage worldwide to global trends in art and design nowadays through appreciation of an array of art forms. They experimented skills and exerted imagination in transforming or adapting cultural rich elements in contextual art making.

• With regard to the range of artwork showcased in the ‘End of Term Art Exhibition’ held in KSL Hall in July, students demonstrated their global perspectives in a range of art pieces through applying cultural rich art skills in redefined context. For example, students created unique necklaces and recycled denim fashion with the use of their tie dyed fabric; painted themselves in imaginative context with their own favourite landmarks around the world and etc.

• Students were competent in communicating visually, verbally and textually through analyzing and expressing personal viewpoints on global issues such as environmental and humanity subjects in terms of aesthetic creation, symbolic and contextual meanings in their visual presentations.
Reflection

- The primary target of developing global citizenship competence helped broaden students’ global perspective in relation to their own identity as local and global learner. They were equipped with the necessary skills to perceive and develop their ideas visually from first-hand sources and experiences.

Priority 2: Environmental sustainability

Achievement

- Raised environmental awareness and respect to the environment through appreciating artists’ unique visual expressions embracing relevant context as well as making art to interpret personal responses to global and local environmental issues.
- Students were provided with a range of art materials to facilitate effective art making, whereas economical and clever use of materials were also addressed.
- Reduced printing of digital images as students were required to submit copies of digital images for viewing and assessment.

Reflection

- Further measures will be explored to reinforce students’ awareness to sustain harmony between human and nature through art making and understanding in context.
- Continuous effort will be necessary to encourage clever and economical use of materials and resources. The practice of 4 ‘R’s, reduced, recycled, reuse, replace, will be further enhanced in lesson planning.

Priority 3: Life-wide learning for stretching personal experience as well as developing greater awareness and responsibility for one self and cater the needs for others

Achievement

The Art Department initiated a variety of workshop, talks, sharing, competitions and visits to enrich students’ experiential learning throughout the year.

1. CEG Art workshops:
   a. A 9-hour contemporary jewellery making workshop was arranged as post examination activity in June 2013 as experiential learning. Twenty students were enrolled to create rings and pendants applying lost wax technique. They also had invaluable experience in polishing their semi-finished pieces at the well-equipped VTC Pro-Act Training Centre for Jewellery.
   b. 14 students from F3 to F5 participated in the 10-hour sculpture
workshop conducted by a local artist, Mr. John Li. Students had opportunities to communicate and learn the skills from the invited artist in actualizing their ideas into carved sculptures. The finished foam sculpture would be further processed into bronze or fiber glass sculpture in professional workshop.

2. Assembly guest talk and student-led assembly
   a. Mr. Szeto Yuen Kit, the curator of Xuebaizhai, was invited to deliver an assembly talk on the ‘Art and Education of Feng Zikai’s Comics’ in November 2012. The talk was complemented with Feng’s famous comics with profound implications in humanity and Mr. Szeto’s profound knowledge of Feng’s life and work.
   b. The F.1A students shared their imaginations in redesigning peace signs which were further utilised as major elements in the subsequent peace costume designs in a presentation during assembly in July 2013. The students excelled their talents in narrative script writing and multi-media video presentations complemented with a happy catwalk finale which was the highlight of the presentation.

3. The Art and Photography Club - effective promotion of student-oriented activities
   Under the leadership of the Art & Photography Club Chairperson, the A & P committee had been working closely with the Coordinator to initialise series of events for cultivating an active art learning. In particular, the joint organized photography contest with Archives club yielded enthusiastic responses for capturing glimpses of school life and the unique views of the school campus. A renowned local photographer, Mr. Tony Lim, was invited to serve as chief adjudicator who gave valuable comments to winning entries. In addition, the ‘Plimsole Painting’ and the ‘Art Gallery Walk’ were proven successful art events based on the high attendance rate.

4. Community art
   a. Students’ interest in art through active participation in art and cultural activities were enhanced. Students were well informed of art events, exhibitions and competitions that further broaden their vision and experience in the arts beyond the classroom.
      • The ‘My Place, My People’ Photography Contest organized by the EDB in April 2013 were promoted to encourage whole-school participation. It aims to stimulate students’ awareness to the people and places in their immediate surroundings. Amongst the approximately 280 entries submitted, 10 of them attained merit award.
      • The F.2 students also achieved outstanding results in attaining 1st and 2nd Runner-ups and 2 merit awards in ‘Road Safety Poster Design Competition’. Our school also achieved the Best Participation Award in the secondary school section.
b. Participation in the Chinese New Year Family Day at the Asia Society Hong Kong Center
   • A collaborative activity with Asia Society HK to introduce and demonstrate craftsmanship in Chinese traditional crafts such as Chinese knotting, red packet lantern making, dancing dragon decorative designs and DIY red packets. The 12 senior form art students were enthusiastically involved in communicating with locals and expatriate the unique cultural Chinese New Year crafts.

5. Art Visits:
   a. for F.4 to F.6 students: in September 2012
      Visit to the exhibition ‘Accidental Photography’, an evening reception and discussion at the Asia Society Hong Kong Centre. Students learned the essence of photography in capturing fleeting moment or confluence of unrepeatable circumstances through a friendly conversation with the featured photographer, Ms. Kitty Chou.
   b. for F.1A students – in November 2012
      The ‘Peace Costume’ design project was preceded by visit to the exhibition, “The Majesty of All under Heaven: The Eternal Realm of China’s First Emperor”, from which the students were inspired by the cultural relics of the Qin dynasty terra cotta warriors in military armour. They were much enchanted by the multimedia programmes apart from appreciating the fine craftsmanship of the modular construction of warriors armour together with weapons and chariots. Students then interpreted ideas for their happy peace costume embracing love and peace messages, connoting ‘peace not war’ as the key meaning of this project.

6. Experience Sharing by Alumni, Vivian Lam, with F5 students (April 2013)
   • Vivian was a former SSGC visual arts student, attained her first degree in design in HK Polytechnic University, specializing in footwear design.
   • The current visual arts students learned from her the idea development in context and creative process which were of invaluable inspiration to SBA portfolio building.

Reflection
   • Both art workshops broadened students’ knowledge and skills in creativity that required particular expertise and production process beyond classroom setting. Capacity Enhancement Grant had been effectively utilized to provide students free art workshops.
   • Students gained sense of achievement and fulfilled citizenship through their participation in external art activities and competitions.
• Students gained greater exposure to local and global art and design through a variety of art-related events.
• Continue to seek opportunities for collaboration amongst school and various community sectors in order to make joint efforts in achieving effectively the set goals in the art curriculum.
• The summer time-table facilitates a relatively hassle free time slot for operating the art workshop.

**Priority 4: Executive Functions for Teaching and learning capacity enhancement Achievements**

**Achievement**
• 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/masters through research from library materials or the Internet, and through observation and experiences from daily life. Extended lesson activities such as photo-stocking from their immediate environment; and visual journaling from guided to self-discovery.
• The emphasis on variety in syllabus planning was proven effective in enriching students’ exposure and experience in artistic possibilities. Teaching and learning were much better cohered through scaffolding knowledge and skills in syllabus planning.
• The senior form visual arts students continually demonstrated their strength in portfolio building through well informed guidance as well as students’ persistence in exploration and experimentation. They worked with greater focus on art critique skills verbally and textually, demonstrated their sensitivity to the perceived visual language underlying in their immediate environment in their SBA research process. It was encouraging that perseverance and commitment in both teaching and learning yielded fruitful return. The majority of graduated visual art students was admitted to School of Design in HK Polytechnic University or further pursued design studies overseas.
• A majority of students could accomplish assigned tasks through observation, record, research, interpretation and visual representations which were also benefits to learning in other subject areas.
• A set of summative assessment criteria was formulated for students’ better understanding of their overall performance in visual journaling, art making as well as learning attitude. These descriptors also align level of achievement across form.
• Art room safety measures had been maintained to ensure appropriate use of tools and materials

**Reflection**
• Teachers should continue to update teaching strategies and generic skills through research, practice, and professional enhancement programmes.
• Continue to foster an affective and reflective learning environment through more supportive and interactive approaches.
• Success criteria were elicited through class discussion and peer appreciation, classroom interaction and teachers’ observation, formative and summative assessment of assigned tasks and public examination results.
• Collaborative learning did not only encourage students to share ideas but also orchestrate students’ diverse generic skills such as in leadership and art making. Per affective learning, intrapersonal skills and active learning environment were other benefits gained from peer support. Teachers’ frequent enquiry of progress helps ensure contributions required from members in collaborative art project.
• Strategies should be continually reviewed to upkeep with educational needs and reinforce affective and reflective learning. Diversification will be continually addressed in devising art themes and skills within the same art genres across the same form. Students should enjoy more the process, thus yielding fruitful outcomes.
• Visual journals are effective tools for recording students’ experiences and emotions, acquired knowledge and critical art studies visually and textually.
• The authentic practice of progressive teaching and learning stemmed from teachers’ passion and growth mindsets at planning level. The art teachers’ zeal for imaginative and creative teaching is essential in quality teaching. Department member has been well-informed of seminars, exhibitions and talks for professional development and teaching methodology update etc. She will be continuously encouraged to broaden her vision in art education and update teaching approaches for professional enhancement.

Priority 5: Technology enhancement

Achievement
• The majority of F.1 and senior form art students were competent in applying digital media in art learning and making. Students acquired basic skills in using graphic software like Illustrator and PhotoShop.
• Visual Arts students were engaged in using tablet PC in learning basic skills in using Illustrator for graphic rendering.
• Students were encouraged to use the inbuilt camera and relevant apps of their mobile devices for image stocking and processing that helped unleash students’ creative expressions.
• Art events and activities were well informed through Art & Photography Club FaceBook page.
• Using ‘Whatsapps’ and ‘Line’ for communication with senior form art students had been proven effective and direct channel without the confines of space and time.

Reflection:
• The use of mobile technology such as iPads and PC tablets complemented with WiFi installation offered allows flexibility and mobility in using computer as a tool for research, art appreciation and art making in and out of the art room.

• Art teachers’ updated professional development in IT competencies would be beneficial to effective use of mobile technology to facilitate teaching and learning. Staff sharing sessions on the use of educational apps in teaching were informative.

• Enhanced communication with students using mobile apps.

5.1.9 Physical Education

Priority 1: To enhance Executive Functions through physical education:

• Organize Life skills workshops for different forms such as first-aid
• Collaborate with other subjects to organize Life Skills Camping Trips
• Incorporate planning and organization skills in class activities
• Further enhance the leadership training for sports leaders

Achievement

• An assembly talk was organized. The Guest Speaker was Dr. Chien and his focus is on sports injury.
• A leadership training camp was organized for all Form Five students. Various activities related to physical fitness such as hiking, dance performance were involved.
• Self-learning mode was applied in learning Mass PE & Folk Dance. Students were asked to watch video upload on PE webpage and learned in small groups.
• For Folk Dance lesson, each group chose one dance and need to practice before the presentation. They need to teach other classmates during the lesson.
• Different kinds of sports activities were provided to all students throughout the term to cultivate and develop their leadership and organization skills. The most important thing is the enhance class/team spirit and supporting attitude. They were the Sports Day, Swimming Gala, different Inter-class sporting competitions, Sports Talent and sports courses. There is a section in the P.E. portfolio about comments on the Swimming Gala and Sports Day, most students wrote positive feedback such as although our class didn’t receive any prizes, the bonding between us was made stronger, class spirit is most important, etc. Through this feedback, we are happy to see that most students have positive attitudes towards competitions. Some even said they would prepare earlier in order to get better results next year. One most encouraging point is that some students said this was their first time to participate in a new event.
• Cheering competition was organized in Swimming Gala & Sports Day in which every class member need to involved.
• For inter-class competitions, the class team captains will ask PE teachers for borrowing courts and balls for practice. Moreover, students asked more about the rules and regulations.

• Briefing to the sports team captains at the beginning of each term will be held concerning the attendance taking, reminders for the attitude and code of conduct of team members

• An evaluation meeting will also be held at the end of the school year

• There are three annual events for Sports team in which all team captains and convenors are involved in the organization.

**Reflection**

• The response of the sports injury talk by Dr. Chien was positive. His presentation was simple and use-friendly to all forms students. He will be invited again in the coming year and the topic will be on Injury taping and the target participants will be sports team members.

• A self-learning assessment sheet will be added in P.E. portfolio

• For the inter-class competitions: basketball and volleyball in addition to the players most classes came down to support their classmates and some classes even prepared their cheering cards. The strong bonding between the classmates can be seen throughout the competitions, their Form teachers came to support them too. The inter-class volleyball competition was held for F.3 classes, many classes came down to practise earlier and there were quite a lot of students joining the practices. Some even came back to school very early in the morning. We created a form in which classes can share the court fairly. The balls were provided by the department. If time permits, we hope table-tennis and badminton competitions can be held in the coming year.

• There were 13 sports teams in the school which provided opportunities for students for playing and cheering. They could go to any competition venue to watch the school team members' competition throughout the year. This year, with the support from SA, more students come and supported the school teams. Moreover, cheering videos were recorded for each team from different classes and played during assembly times. We hope this practice will continue and for next year, we hope the school can organize a cheering team to join for the Inter-school Swimming and Athletics Competitions. These activities can be counted in their SLP as well.

**Priority 2: To enhance student global experience through:**

**Overseas**

• Organize visits to overseas schools (e.g. Guangzhou, Shanghai, Beijing) for sports team training & friendly matches

• Organize more educational visits(e.g. local sports institutions, leisure and recreational facilities)
Within school
• Post updated local and international sports issues on P.E. noticeboards

Outside school
• Being volunteer helpers in inter-school or local sports competitions and events
• Develop connections to local universities and sports associations
• Encourage students to take part in community sports program

Achievement
• A sports training tour was organized to Guangzhou on 2-4 February, 2013. 21 Athletics team members joined. Most members reflected they learned a lot during the training tour and team spirit was further boosted.
• An educational visit was organized for two F.2 classes.
• Several sports team members joined the sports leader training scheme during summer holiday

Reflection
• Most members reflected that they learned a lot during the sports training tour and team spirit was further boosted. They will join again if the school will continue to organize in next year.
• We hope different sports teams will have chance to join a training tour in future.
• More education visit will be organized to each form depending on the timetable and division of labour

Priority 3: Use of technology
i) PE webpage
ii) E-class

Achievement
• Students learned Mass PE & folk dance through PE webpage
• Photos of Swimming Gala & Sports Day were uploaded on webpage

Reflection
• More update news can be put on the webpage
• We can recruit students to help inputting and updating the webpage
• More communication were used through E-class
• E-class was temporarily closed in second term in which we cannot try the MC test through E-class
• We will try to use it in the coming year

Priority 4: QEF project - Gymnasium

Achievement
Application was not notified whether it is successful or not until now.
5.1.10 Music Education

Priority 1: To broaden students’ horizon and to develop global citizenship through participation in international music events.

Achievement

Italy Music Tour – Festival di Verona
Sixty of our Forms One to Five students took part in 24th Concorso Internazionale di Canto Corale (International Competition of Choral Singing) in Verona, Italy from 1st to 9th April 2013 and received two awards - the Gold Award in Category 5 (Youth & Young Adult Choirs without Compulsory Song) and the Special Award (Outstanding Music Director).

Highlights of the tour included the Evening Concert at the Teatro Filarmonico in Verona and the Official Closing Ceremony, with one thousand choristers singing Amazing Grace and the chorus of an Italian opera at the Arena di Verona. During the lunch reception, our students mingled with members of the other choirs and learnt about each other’s music making experiences. Our group was one of the three choirs who were invited to perform in the Friendship Concert held at the Santino Martine Church. Their performance in cheongsam received a standing ovation from the audience.

On the non-performing days, the students did sightseeing in Parma, Verona, Venice and Milan. The girls’ horizon was broadened by their visits to Certosa di Pavia, Palazzo Comunale, Lake Garda, a producer of the famous Parma ham, Piazza San Marco and the magnificent cathedral in Milan, Duomo di Milano.

Reflection
Throughout the tour, the participants were immersed in the Italian music culture. In addition to the singing, they were greatly impressed by the exquisite workmanship of the antique violins on display in the Museo Stradivariano, Palazzo Comunale and the Violinmakers Consortium Antonio Stradivari in Cremona, a city whose violin-making tradition has been registered in the UNESCO Intangible Cultural Heritage List since 2012. The most important of all, the students have built the SSGC spirit and the sense of belonging during the days they lived and shared together.

Priority 2: To aspire for excellence in performance

Achievement

New Senior Secondary Music
The Form Six music students performed well in their public examinations. 50% of them obtained Level 5 in the HKDSE Examination 2013.

Instrument test new arrangement
Due to the implementation of the new timetable this year, Form Two and
Form Three will not have a whole-year music programme as before. This will surely affect the teaching and learning of the subject as well as the test arrangements. Starting from this year, Form Two and Form Three instrument test will be arranged in May within school hours and guests will be invited to help examining the students, hoping to keep the high standard of instrument tradition in school.

65th 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 Madrigal Group came second and the Junior Choir won the champion of Church Music, singing in foreign language. All the participants were overjoyed and the adjudicator commented that the performance was musical with a lovely voice. They were then invited by the Hong Kong Schools Music and Speech Association to perform in the Winners’ Concert which was held at St. John’s Cathedral on 3rd May 2013 and received the Good Hope Singers Trophy. The individual participants strove for the best and obtained encouraging results. Four of them came first in the vocal, piano and cello solo.

The Schools Creative Music Showcase 2012-13
The Hong Kong Schools Creative Music Showcase is a competition jointly presented by the Arts Education Section of the EDB and the Hong Kong Composers’ Guild. The aims are to stimulate and promote creative music making in schools, and encourage students to present their original ideas for and derive pleasure from multi-media creative activities.

The Final Performance of the Showcase was held in the Auditorium of the Sha Tin Town Hall on 25th January 2013. Our school team was recommended by the adjudicating panel to participate in the event after the Preliminary Selection on 29th November 2012. Their work “Happy Birthday?” (生日・快樂) is a combination of music and film, creatively integrated to express the feeling of insecurity in young people’s lives. The team members were pleased to have received the Gold Award for the Best Creative Ideas Prize and the Silver Award for the Best Music Prize.

Their work and interview were broadcast in the ATV programme “通識小學堂” on 14th March 2013 and on youth.gov.hk.

Reflection
The number of students obtaining Level 5 in the HKDSE Examination 2013 shows that our students have very good musical knowledge to meet the demands in their future studies. Special credit goes to the help and devotion of Dr. So in teaching the students music compositional techniques. The students strove to do their best in the competitions and they obtained very pleasing results.
The structure of the Music programme has been changing throughout the years. Ten years ago there were still General Music lessons for all Form One to Form Five students, but now only the Form One students have the privilege to have a whole-year music programme. Form Two and Form Three students can only have music in one of the terms and there is no General Music for Form Four to Form Six students. This will undoubtedly affect the quality of teaching and learning music in SSGC, as well as the performance of the music teams.

Priority 3: To broaden the students’ awareness of the diverse range of cultural styles by encouraging the students to participate in different musical groups, performances and instrumental classes.

Achievement

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 Madrigal Group, the String Quartet, the Woodwind Ensemble, the Brass Ensemble, the Chinese Instrumental Ensemble and the Music Committee.

SSGC Instrumental Classes
Over 240 students studied under 27 instructors in various instrumental classes. Mr. Kalvin Chau, Miss Gloria Yuen and Miss Vicky Shum joined us as our new violin, handbell and oboe instructor respectively. The instrumental class calendar was uploaded to the school web so that the instructors and students could follow the dates easily.

Guest performance in St. Paul’s College Summer Concert 2013 “La Famiglia”
Our choir members were invited to join the SPC Hip Hop Choir and performed in the St. Paul’s College Summer Concert on 6th July 2013. The singers were trained by the Italian conductor Mr. Alessandro Cadario and their performance was energetic and charismatic.

Reflection
The performances were warmly received. These activities and the rehearsals have helped to nurture the students in a cultural environment.

Priority 4: To introduce Christian and citizenship education through music activities.

Achievement

Michaelmas Fair 2012
The Woodwind Ensemble and the Brass Ensemble represented the School to perform in the Michaelmas Fair at St. John’s Cathedral on 27th October 2012. This is an annual event organized since 1946 by St. John’s Cathedral to raise
funds for local charities.  

**Fundraising Concert at St. John’s Cathedral**  
The School Choir was invited by the Nesbitt Centre to perform in a fundraising concert at St. John’s Cathedral on 29 November 2012. The Nesbitt Centre provides an English speaking educational programme for adults with learning disabilities together with a respite and residential facility, which helps to achieve independence and development of the students' own potential and opportunities within the community.

**Anthem singing in the Christmas service and the Easter service**  
The Senior Choir, led by the student conductor, sang two Christmas anthems in the Christmas service in the JC Hall. Mr. K.C. Li conducted the Junior Choir to share the famous Psalm 23 “The Lord is my Shepherd” in the Easter service held at St. John’s Cathedral.

**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.

**5.2 Civic Education**

**Priority 1:** To encourage students to acquire knowledge and global learning experiences related to civic education through a whole-school approach and activities both inside and outside the classroom.  
**Priority 2:** To help enhance students’ executive function, e-learning and e-communication skills, critical and creative thinking, and uphold positive values and attitudes for the sustainable development of responsible global citizenship.  
**Priority 3:** 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 including a Form 2 news competition and visits to the High Court and the Drug Information Centre through which students’ social awareness was aroused and their knowledge of judicial system and prevention of drug abuse was greatly enriched.
- In January 2013, we were delighted to win “The Most Active Participation Award” as a result of the active participation of the whole school in the “Top Ten News Election” competition conducted by the Hok Yau Club on 23 November 2012. It was an activity which aimed at promoting students’ interest in current affairs. Through the election by each class of the ten news issues which they considered the most newsworthy, students’
knowledge of current local and global issues was sharpened. Positive values and attitudes towards responsibility, respect for diversity, social cohesion and national identity were also enhanced.

- Three Form 5 students joined the Outstanding Student Citizen Awards Scheme 2013 organised by Wofoo Social Enterprises and sponsored by the Committee for the Promotion of Civic Education. This scheme aimed to convey the message of ‘Love Oneself, Love Family, Love Hong Kong, Love Country’ and enhance students’ understanding of global citizenship through various activities such as a seminar on the understanding of personal growth, a student citizen leadership training camp, an environmental protection field trip and a Student Citizen Election. Our three students were awarded with Certificates of Appreciation and 5D Winni Choi was awarded one of the Top 10 Outstanding Hong Kong Student Citizen Ambassadors Awards.

- To provide an eye-opening experience and a better understanding of the history, culture, traditions, values and economic development of our motherland, a 5-day tour (from 28 March – 1 April 2013) to Beijing was organized by the Chinese History, Chinese Language, Economics and History Departments for 36 students in Forms Four and Five.

- On 29 January 2013, two Form 4 students attended a luncheon presentation on Healthy People: The Key to Economic Development and Global Security conducted by Dr. Julio Frenk, Dean, Harvard School of Public Health and Former Minister of Health, Mexico, at the Asia Society Hong Kong Centre. After the presentation, our students were able to understand that good health can reduce poverty, enhance academic performance, raise labour productivity, create a favourable investment environment, and stimulate economic growth eventually.

- An ICAC interactive drama 廉政互動劇場 presented on 30 January 2013 to all the Form Four classes was enthusiastically received by the students. The drama, which stressed the importance of fairness, equality and justice could help better achieve social harmony and the sustainable development of a diverse and dynamically changing 21st century global community.

- Students also participated in the 11th CILTHK Essay competition organised by the Chartered Institute of Logistics and Transport in Hong Kong and the Green Entrepreneurship Education Program organised by the University of Hong Kong. These competitions greatly raised students’ concern about environmental protection.

- 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, Young Save the Children.

**Reflection**

All the activities helped raise students’ social awareness, broadened their learning horizons, enriched their global experience, and enhanced their
executive function skills, e-learning and e-communication skills. Through reflection and evaluative activities, students were encouraged to make connections between their own authentic experiences with those portrayed in the different situations or scenarios in the activities. As a result, students were better able to think critically and creatively in performing their civic duties while developing the positive values essential for the sustainable development of a responsible 21st century global citizenship.

5.3 Moral & National Education

前言：
为了培育學生優良的品格及價值觀，本校綜合課堂學習、情境學習及生活實踐三方面，推行有關活動。現摘要概述如下：

甲. 國民教育

一. 校內活動

I. 探索國情
i. 於郭少流堂壁報板張貼有關報章新聞及評論。
ii. 擬定專題利用早會時間，由中五同學以「中國面向世界」為題，介紹中國對外的海陸交通路線及促進中外交往的代表人物。

<table>
<thead>
<tr>
<th>日期</th>
<th>活動</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012年10月</td>
<td>中國面向世界——陸上交通</td>
</tr>
<tr>
<td>2013年4月</td>
<td>中國面向世界——海上交通</td>
</tr>
</tbody>
</table>

II. 升旗禮

<table>
<thead>
<tr>
<th>日期</th>
<th>參加者</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012年9月</td>
<td>全校師生 (早會直播)</td>
</tr>
<tr>
<td>2012年10月</td>
<td>全校師生</td>
</tr>
<tr>
<td>2012年11月</td>
<td>全校師生</td>
</tr>
<tr>
<td>2013年2月</td>
<td>全校師生</td>
</tr>
<tr>
<td>2013年3月</td>
<td>全校師生</td>
</tr>
<tr>
<td>2013年4月</td>
<td>全校師生</td>
</tr>
<tr>
<td>2013年6月</td>
<td>全校師生 (因訊號接收故障，未能在早會直播)</td>
</tr>
</tbody>
</table>

III. 課程配合

按教育局要求，中國歷史科、通識教育科、生活與社會科均於課程加上認識國情的內容，幫助學生了解國家的歷史、發展及政治制度等。

二. 校外研習

I. 2013年3月28日至4月1日安排中四中五共36位同學前往北京，除了拜訪姊妹學校首都師範大學附屬中學，了解國內的教育概況，促進兩地學生分享交流，也安排學生參觀當地名勝古蹟及中外合資企業，加強學習
生對國家的歷史及經濟發展的認識和了解。

II. 2013年4月19日，為了幫助學生認識新界東北地貌特色及風土人情，培養其欣賞及保護大自然之情操，國情教育組與地理科合辦「中二級戶外學習日」，安排中二級全體學生前往荔枝窩、吉澳及鴨洲，實地了解當地概況。

III. 公民教育學會於2013年7月舉辦參觀高等法院活動。

乙. 德育

一. 校內活動

I. 宗教教育科：灌輸基督教的信仰精神，幫助學生培養正確的價值觀。

II. 中國歷史科：介紹歷史人物的佳言懿行，成敗得失，作為立身處世的借鏡及鑑戒。

III. 通識教育科、生活與社會科：認識及了解青少年的成長期的發展與挑戰，學習面對與克服困難。

IV. 早會：邀請聖公會牧師主持周一的證道，邀請講者主持專題講座。

V. 學生輔導組：舉辦生活教育研討會、專題早會、工作坊等。

二. 校外活動

鼓勵學生在課餘時間參加社會服務和社會福利署舉辦的義工獎勵計劃。

丙. 反思及建議

一. 學校一直致力推動德育及國民教育，並由各科組、工作小組及活動小組於課堂及課外活動推行相關活動，效果良好。今年雖然成立德育及國民教育組，但仍沿用往年模式，由各科組、工作小組及活動小組協力推行各項德育及國民教育的活動，成效良好。建議來年繼續沿用。

二. 國民教育推廣方面，建議於本部大樓設一固定壁報板，張貼有關報章新聞及評論。其次，每月宜安排一次早會，定期向全校學生介紹國情，幫助學生認識國家的種種情況。

三. 走出課堂，幫助學生實地認識及了解本土及國內種種情況，甚受學生歡迎，建議來年繼續籌辦。

丁. 致謝

本學年德育及國民教育組各項工作能順利完成，有賴相關老師通力合作，本人
5.4 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. In 2007, the campus-wide wired network was upgraded to 10GE network, which was a solution first deployed to secondary schools of Hong Kong. In Autumn 2012, a campus-wide high-speed wireless network supporting IEEE 802.11n was deployed, together with mobile learning labs equipped with about 100 iPad3 and PC tablets for use in class and outdoor learning activities. The use of eClass Intranet was extended to parents with the introduction of eCommunication so that teachers, parents and students can communicate via the Intranet more effectively and efficiently.

**Improvement in School IT Facilities**

- A campus-wide wireless network infrastructure with over 80 wireless access points was installed covering all classrooms, special rooms and open areas of the campus.
- About 100 tablet computers including iPad3 and PC tablets were purchased for use by teachers and students in classroom learning and outdoor learning activities.
- eClass Intranet was re-installed with doubled storage size and off-site backup facilities added.

**Staff Training**

Besides the annual new teacher induction IT session for new teachers to familiarize our IT infrastructure, three staff development workshops were arranged to introduce various IT updates and the use of IT tools for teaching and learning. Sharing session was arranged in progressive staff meeting on the use of technology in classroom learning. Besides, training and consultation were provided to teachers on the use of iPads for teaching and learning in small group or individual basis.

**Student Training**

Besides the formal training in the school curriculum, additional training was provided to IT monitors for care-taking of school IT equipment. Briefings on the use of various eClass features to student groups were made. Also, training sessions on use of software including graphic design and app development were provided through the Computer Society ECA activities. Students were also encouraged to join various IT competitions including programming contests. Training sessions on data structure, algorithms and programming skills were arranged to prepare students for those programming contests.

**Parent Training**
A parent training session on eClass was held in late October after the launch of eCommuncation to help parents familiarise with the use of eClass Intranet in accessing school notices electronically.

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 WebSAMS (a School Administration and Management System provided by the Education 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 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

Starting this school year, eClass was used for room booking, enrollment of extra-curricular activities and recording of OLE activities for the preparation of Student Learning Profile.

5.5 School Library

Achievement

1. Purchases of Library Resources:

- The following purchases were made from September 2012 to July 2013, with a total expenditure of about HK $73414.00:

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>English books</td>
<td>156</td>
</tr>
<tr>
<td>Chinese books</td>
<td>33</td>
</tr>
<tr>
<td>Audio-visual materials</td>
<td>11</td>
</tr>
</tbody>
</table>

- The following purchases were made by the English Department budget and put into the Library collection:

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>English books</td>
<td>57</td>
</tr>
<tr>
<td>English Extensive Reading</td>
<td>47</td>
</tr>
<tr>
<td>F4-5 Reading Scheme</td>
<td>20</td>
</tr>
</tbody>
</table>
2. Subscription of Magazines

13 magazines, on different subjects/areas of interest, were subscribed, at a total cost of HK $3000.00:

1. Time 6. Discover 11. 香港文学
3. Reader’s Digest 8. Hong Kong Discovery 13. 明報周刊 B 冊
4. Culture Hong Kong 9. CNN Interactive English 14. 選擇月刊
5. Good Housekeeping 10. Breakazine!

3. Library Collection

Up to June 2013, the Library has a total collection of 24,094 items, divided into the following categories:

1. Audio-visual materials 551
2. English Fiction (Junior) 1.348
3. English Fiction (Senior) 1.733
4. General Reference 6.657
5. Chinese books 6.091
6. F.6 Reference (English) 557
7. F.6 Reference (Chinese) 523
8. Chinese Extensive Reading (F.1-3) 796
9. Chinese Extensive Reading (F.4-5) 764
10. English Extensive Reading (F.1-3) 2.164
11. Quick Reference 676
12. Teacher’s Reference 507
Pastpaper 129
13. Periodicals 1.727

4. Library Services

4.1 Monthly Issue Rates
The total number of Library items on loan each month, from 1 September 2012 to 30 June 2013, was as follows:

<table>
<thead>
<tr>
<th>Month</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sep 2012</td>
<td>92</td>
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<tr>
<td>Oct 2012</td>
<td>188</td>
</tr>
<tr>
<td>Nov 2012</td>
<td>350</td>
</tr>
<tr>
<td>Dec 2012</td>
<td>200</td>
</tr>
<tr>
<td>Jan 2013</td>
<td>136</td>
</tr>
<tr>
<td>Feb 2013</td>
<td>99</td>
</tr>
<tr>
<td>Mar 2013</td>
<td>130</td>
</tr>
<tr>
<td>Apr 2013</td>
<td>120</td>
</tr>
</tbody>
</table>
4.2 Photocopying service
Due to the breakdown of the card reader machine, the service was not available this year. However scanning and printing still functioned for users.

4.3 New equipment
A book binder and a laminating machine were sponsored by the PTA for the library.

4.4 Opening hours had extended to 17:00 during summer time and examination period so that more students were able to self-study in the library.

4.5 Problem of overdue
To improve the situation, this year, printed overdue records were sent to individual borrowers besides the automatic overdue notices. Most of the students were able to return their overdue books while some reported loss of them. Since all lost books had to be replaced with new ones, it was quite difficult for students to purchase the suitable ones as some of them were out of stock in the market. Moreover a few graduated students did not return their books. Next year Form Six students would have to return all the materials to the library before their study period and are not allowed to borrow materials after it too.

5. Activities

5.1 Book Promotion
A Book Promotion Team which comprised of 10 committee members was set up to introduce both English and Chinese books to the whole school during assemblies through PowerPoint Presentation. Besides fictions, tool books for Liberal Studies and WiseNews were also recommended so as to assist schoolmates’ research skill. Most students found the presentations interesting and all those books were available in the Library.

5.2 Joint School Librarianship Competition
This year 17 members from the Library Interest Group joined this competition. Its aim was to familiarize the student librarians with the classification systems and to develop a better proficiency of library operations. A series of training sessions were conducted by the Teacher-Librarian to prepare the members for it.

5.3 Book Fair and exhibitions
A Chinese and English book fair was held from 26 to 28 February 2013 at KSL Hall. To prepare for it, book shopping by both teachers and students of Library Interest Group was organized to enable more student involvement. Besides, Language teachers from Form One to Three were encouraged to bring their students to visit the book fair. There was a briefing session of ‘Make Friends with Books’ conducted by one of the book vendors. The last day fell on the Parents’ Day and parents had showed their great support of it. To conclude, this book fair was a great success as most of the teachers, students and parents found it useful and helpful in getting books they love to read.

Moreover, three thematic book exhibitions were held in the Library this year, on the following topics:
1. Home Economics - When the Old Meets the New
2. Geography - Natural Disaster
3. Science – Environmental Protection Issues

As there were not enough books for the Form Three Home Economics project, block loan from the City Hall Library was made in order to provide more resources for students.

As both teachers and students of the relevant subject were encouraged to come to the Library in lesson time or during lunch time and after school to view those books, it proved to be quite useful for introducing new reference books to them.

5.4 Bookmark Design Competition
In support of the World Book Day on 23 April, the Library Interest Group ran the competition with the theme ‘Life is Like a Play’. Besides the design, participants had to write a description about their design. There were altogether 26 entries in both junior and senior sections. Principal, Vice-principal, Heads of Language and Visual Art Departments and the Teacher-Librarian were judges of this competition. Book coupons were given as rewards and the Champion’s bookmark was printed as gifts to schoolmates.

5.5 Book Crossing
A book-crossing activity was held by Library Interest Group from April to May 2013. When a participant donated one book to the book box, she could take away one book of her own choosing from the box. It was recorded by a chop on the participant’s card. Enthusiastic participants who earned thirty chops were awarded with a book coupon. Last year this activity proved to be quite popular and an effective way to encourage reading among our students but this year the number of participants dropped and it might be insufficient promotion.
6. **F1 and 2 Language Art (Reading) Lessons in the Library**

This year, the English Department continued the system of conducting the F.1 and F.2 Reading Lessons in the Library. Every week, a total of 12 Reading Lessons were held in the Library. Students were allowed to borrow books at the end of each lesson. The teachers of Reading Lessons supported this arrangement as the Library provided a better reading atmosphere than the classroom. It helped to increase the circulation of Junior Fiction books but it was found that some students carelessly took away the books they had been reading. Suggestion is that all the borrowing should have been completed before each lesson.

Another drawback was that they might disturb those who were studying in the Library during their free lessons, especially when a considerable number of students were ‘free’, the Library became very crowded.

7. **Other service catering for learning diversity**

7.1 **Visually-impaired students**

This year there were 2 visually-impaired students using the library in their free lessons for self-study, quizzes and tests. A resource teacher from Ebenezer School came occasionally to assist their learning.

7.2 **Non-Cantonese speaking students**

In the second term, non-Cantonese speaking students had received assistance in learning Chinese language in the library by a supportive staff. Materials were provided by the Chinese Department.

5.6 **Educational Visits**

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject</th>
<th>No. of Students</th>
<th>Place / Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 2012</td>
<td>Biology (F.6)</td>
<td>6</td>
<td>Talk on ‘Women On the Go: Child Bearing &amp; Fertility’</td>
</tr>
<tr>
<td>Sep 2012</td>
<td>Cultural Arts (F.4)</td>
<td>171</td>
<td>Hong Kong Museum of Art – Art Exhibition Visit</td>
</tr>
<tr>
<td>Sep 2012</td>
<td>Visual Arts (F.4-6)</td>
<td>13</td>
<td>Talk on ‘Accidental Photographer: Explorations in Abstract Realism’</td>
</tr>
<tr>
<td>Oct 2012</td>
<td>Chinese &amp; Chinese History (F.6)</td>
<td>72</td>
<td>Visit to Hong Kong Museum of History &amp; Ping Shan Heritage Trail</td>
</tr>
<tr>
<td>Oct 2012</td>
<td>Biology (F.6)</td>
<td>68</td>
<td>Field Study at Caritas Chan Chun Ha Field Studies Centre</td>
</tr>
<tr>
<td>Oct 2012</td>
<td>Geography (F.4)</td>
<td>56</td>
<td>Visit to City Gallery</td>
</tr>
<tr>
<td>Date</td>
<td>Subject</td>
<td>Class</td>
<td>Event Description</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------</td>
<td>-------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Oct 2012</td>
<td>Integrated Science (F.1)</td>
<td>180</td>
<td>Hong Kong Museum of Medical Sciences</td>
</tr>
<tr>
<td>Nov 2012</td>
<td>Chinese History (F.4)</td>
<td>21</td>
<td>Visit to Hong Kong Museum of History - ‘The Majesty of All Under Heaven’</td>
</tr>
<tr>
<td>Nov 2012</td>
<td>ECA Committee (F.4)</td>
<td>4</td>
<td>TED x Youth@ HK</td>
</tr>
<tr>
<td>Nov 2012</td>
<td>Geography (F.6)</td>
<td>8</td>
<td>Visit to Urban Renewal Authority - Living Heritage Exploration</td>
</tr>
<tr>
<td>Nov 2012</td>
<td>Liberal Studies (F.5)</td>
<td>171</td>
<td>Visit to Crossroads Global Village and Life X-perience Programme</td>
</tr>
<tr>
<td>Nov 2012</td>
<td>Music (F.6)</td>
<td>4</td>
<td>EDB Kowloon Education Services Centre Introduction to Cantonese Operatic Music</td>
</tr>
<tr>
<td>Nov 2012</td>
<td>Physical Education (F.2)</td>
<td>71</td>
<td>Visit to UBS Hong Kong Open 2012 - ‘Golf in the City’</td>
</tr>
<tr>
<td>Nov 2012</td>
<td>Social Science Society (F.1-5)</td>
<td>25</td>
<td>Visit to Hong Kong Museum of History - ‘The Majesty of All Under Heaven’</td>
</tr>
<tr>
<td>Dec 2012</td>
<td>Astronomy Club (F.1-5)</td>
<td>20</td>
<td>Visit to Hong Kong Space Museum – Skyshow</td>
</tr>
<tr>
<td>Dec 2012</td>
<td>Economics (F.5)</td>
<td>12</td>
<td>Lecture on Creating and Managing Your Personal Wealth by Professor Ma</td>
</tr>
<tr>
<td>Dec 2012</td>
<td>English (F.5)</td>
<td>40</td>
<td>Drama Appreciation – ‘The Duchess of Malfi’</td>
</tr>
<tr>
<td>Dec 2012</td>
<td>Students’ Association (F.5)</td>
<td>6</td>
<td>Talk on Global Defense Against the Threat of Infectious Disease</td>
</tr>
<tr>
<td>Jan 2013</td>
<td>Careers &amp; BAFS (F.5)</td>
<td>23</td>
<td>Bank Visit</td>
</tr>
<tr>
<td>Jan 2013</td>
<td>Cultural Arts (F.4)</td>
<td>171</td>
<td>Visit to Chinese Cuisine Training Insitute</td>
</tr>
<tr>
<td>Jan 2013</td>
<td>Economics (F.4)</td>
<td>2</td>
<td>Talk on Healthy People: The Key to Economic Development and Global Security</td>
</tr>
<tr>
<td>Jan 2013</td>
<td>Geography (F.4)</td>
<td>56</td>
<td>Field Studies Camp at Cheung Chau</td>
</tr>
<tr>
<td>Jan 2013</td>
<td>Liberal Studies Geography (F.4)</td>
<td>171</td>
<td>Visit to Urban Renewal Authority Exploration Centres in Kwun Tong and Tai Kok Tsui</td>
</tr>
<tr>
<td>Month</td>
<td>Subject</td>
<td>Class</td>
<td>Activity Description</td>
</tr>
<tr>
<td>---------</td>
<td>------------------</td>
<td>-------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Jan 2013</td>
<td>Physics</td>
<td>F.5</td>
<td>Ocean Park</td>
</tr>
<tr>
<td>Feb 2013</td>
<td>Computer Society</td>
<td>F.1-5</td>
<td>Visit to HKU Department of computer Science</td>
</tr>
<tr>
<td>Mar 2013</td>
<td>Cultural Arts</td>
<td>F.4</td>
<td>Visit to Hung Fook Tong Herbal Culture Museum</td>
</tr>
<tr>
<td>Mar 2013</td>
<td>Cultural Arts</td>
<td>F.4</td>
<td>Visit to Shamshuipo – Explore and visit the retail shops</td>
</tr>
<tr>
<td>Mar 2013</td>
<td>Cultural Arts</td>
<td>F.4</td>
<td>Dance Appreciation</td>
</tr>
<tr>
<td>Mar 2013</td>
<td>Chinese History</td>
<td>F.5</td>
<td>Visit to Dr. Sun Yat Sen Museum</td>
</tr>
<tr>
<td>Mar 2013</td>
<td>English</td>
<td>F.3</td>
<td>Drama Appreciation – ‘Animal Farm’</td>
</tr>
<tr>
<td>Mar 2013</td>
<td>English</td>
<td>F.5</td>
<td>Drama Appreciation – ‘The Lost World’</td>
</tr>
<tr>
<td>Mar 2013</td>
<td>Geography</td>
<td>F.5</td>
<td>Visit to HKU Stephen Hui Geographical Museum</td>
</tr>
<tr>
<td>Mar 2013</td>
<td>History</td>
<td>F.1</td>
<td>Hong Kong Science Museum – ‘Julius Caesar’</td>
</tr>
<tr>
<td>Mar 2013</td>
<td>Music</td>
<td>F.5</td>
<td>EDB Kowloon Education Services Centre – Introduction to Cantonese Operatic Music</td>
</tr>
<tr>
<td>Mar 2013</td>
<td>Music</td>
<td>F.6</td>
<td>EDB Kowloon Education Services Centre – Introduction to Popular Music</td>
</tr>
<tr>
<td>Mar 2013</td>
<td>Science Society</td>
<td>F.3-5</td>
<td>Visit to HKU – Science Festival</td>
</tr>
<tr>
<td>Mar 2013</td>
<td>Zonta Z Club</td>
<td>F.5</td>
<td>Talk on ‘How to excel in a competitive world’</td>
</tr>
<tr>
<td>Apr 2013</td>
<td>Art &amp; Photography</td>
<td>F.1-5</td>
<td>Art Gallery Walk in Sheung Wan</td>
</tr>
<tr>
<td>Apr 2013</td>
<td>Civic Education</td>
<td>F.1-5</td>
<td>Visit to the Drug Information Centre</td>
</tr>
<tr>
<td>Apr 2013</td>
<td>Cultural Arts</td>
<td>F.4</td>
<td>Visit to HK Electric Home Management Centre</td>
</tr>
<tr>
<td>Apr 2013</td>
<td>Cultural Arts</td>
<td>F.4</td>
<td>Music Appreciation – ‘A Concert of Mongolian Ethnical Music’</td>
</tr>
<tr>
<td>Apr 2013</td>
<td>History</td>
<td>F.5</td>
<td>Visit to Dr. Sun Yat Sen Museum</td>
</tr>
</tbody>
</table>
### 5.7 Cultural Arts

The one-year school based programme for Form Four students aims to enrich students’ understanding of different interfaces between culture and arts as well as stimulate their interest in further exploration of arts and encourage their appreciation of their cultural heritage.

The theme of the programme 2012-2013 was “Global Citizenship”.

<table>
<thead>
<tr>
<th>Areas</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Visual arts</strong></td>
<td><strong>Talk and Workshop</strong></td>
</tr>
<tr>
<td></td>
<td>- The Making of a Fashion and Accessory Collection by Miss Ada Pat and Miss Imellda Ho</td>
</tr>
<tr>
<td></td>
<td>- Jewellery design by Miss Pinky Seung</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Areas</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective : Millinery Design and Making</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>

**Photography**

**Sharing and Appreciation**
- Mr. Chun Wai on Photography "The vulnerable group under globalization"
- Mr Tony Lim on Toy / Pinhole cameras

**Elective : Micro-film**

**Living arts**

**Talk and demonstration**
- Global Beauty: “Appreciation of Individual Uniqueness” by Miss Yuki Cheng
- Towngas “Belly Belli: Global Diet Cultutre”
- Miss Elsa Wu on Japanese culture

**Elective : Art of Tea**

**Performing arts**

**Talk and demonstration**
- Miss Emily Pak on Dance “Ballet in Global – Already but Not Yet”
- Hong Kong Dance Company

**Elective : Dance around the World**

**Music**

**Talk and performance**
- Elisa Scollavezza on the Arts of Italian Violin Making
- The Young Academy Cantonese opera Troupe “演藝青年粵劇團”

**Elective : International Anthem**

**Visits**

<table>
<thead>
<tr>
<th>Date</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>25th Sept</td>
<td>Hong Kong Art Museum</td>
</tr>
<tr>
<td>22nd Jan</td>
<td>Chinese Cuisine Training Institute</td>
</tr>
<tr>
<td>12th March</td>
<td>Dance demonstration at Sheung Wan Civic Centre</td>
</tr>
<tr>
<td>19th March</td>
<td>Hung Fook Tong Herbal Culture Museum</td>
</tr>
<tr>
<td>23rd April</td>
<td>Hong Kong Teaism Centre</td>
</tr>
<tr>
<td>30th April</td>
<td>HK Electric Home Management Centre</td>
</tr>
<tr>
<td>30th April</td>
<td>A Concert of Mongolian Ethnical Music at Sheung Wan Civic Centre</td>
</tr>
</tbody>
</table>

In the second term, students could choose to join an elective course out of five. Their works were presented on the “International Day” on 9th July 2013. There were groups of dance in different styles, demonstration of art of tea in Chinese and Japanese ways, two newly arranged national anthems, two pieces of micro-films, and a fashion show of the millinery made by our student designers.

Through enthusiastic participation and the experiences gained in the diverse programme, students were greatly enhanced their appreciation of different forms of arts and developed a deeper understanding of their global citizenship. It was a joyful and fruitful experience for all Form Four students.
5.8 Student Exchange Programme

From April 17th to 19th, 2013, ten Form 5 boys from DBS joined our school as part of a Local Student Exchange Programme, while eleven of our Form 5 girls went to their school.

As well as attending lessons, students were offered the opportunities to take part in various workshops and in-school activities. The boys adapted quite happily to school life in SSGC as found our girls and teachers friendly and helpful. Likewise, our girls received a warm welcome from the Principal, staff and students at DBS. They enjoyed meeting new friends and interacting with each other in a completely new environment.

All participants assert that the exchange programme is a valuable opportunity to experience different teaching and studying methods and extra-curricular activities and ethos of another school.

5.9 English Language Summer Study Tour

Two UK summer study tours were organized in 2012-2013.

Ten students from Forms 2 to 4 went on a study tour to Cambridge from 28 July to 11 August, 2013, two of whom were holders of the K. E. Barker Scholarship for Overseas Study Tours. During the programme, the students attended Science, Academic English or Literature lectures and tutorials in the fashion of Cambridge university education. They visited museums in Cambridge and London, and attended cultural events such as the musical Wicked, Shakespeare’s Richard III and a Scottish evening (Burn’s Night supper and Ceilidh dancing). There were also workshops on study and interview skills, an author’s talk, science lectures, a visit to the Swaffam Wind Turbine, and a day tour to Oxford. The students boarded 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 set academic goals for themselves and work hard to reach them.

Another group of eighteen Form 1 students went on an English Language study tour to Surrey during the summer. The teachers-in-charge were Mrs. Melinda Lo and Ms. Eileen Tsang. The 18-day tour (1-18 August, 2013) consisted of a drama and literature curriculum, during which the students stayed at Epsom College. Taught in small groups, students were involved in a great variety of activities: role-plays, 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 Canterbury,
the Globe Theatre (where students learnt to express themselves in drama workshops conducted by professional actors), the National Gallery, St. Paul’s Cathedral, Windsor and Hampton Court Palace, plus watching the musical *Matilda*, gave them a unique opportunity to experience British culture firsthand and to communicate with British people and teachers in English. The hard work of our students came to fruition as demonstrated by their performances in the final presentation: drama, singing and dancing from excerpts of *Rome and Juliet* (the original version) and *Matilda*.

5.10 Sister School

現將過去一年與姊妹學校的接觸、聯繫及活動概況報告如下：

一. 活動概況：

**I. 「緣創·原創」文學創作計劃**

為了促進姊妹學校之間的學術交流，幫助兩地高中學生交流文學創作的心得，相互學習以收切磋砥礪之效，本校中文科與北京首都師範大學附屬中學合辦「緣創·原創」文學創作計劃。

計劃進展報告如下：

i. 「緣創·原創」文學創作計劃已於二零一二年六月開始，預期於二零一三年九月結束。

ii. 兩地學生利用網上平台，就同一題目進行創作，並把作品放置於網上，互相觀摩學習及發表閱後感。

iii. 二零一三年三月二十九日，在首都師範大學附屬中學舉行了中期工作匯報。

iv. 兩地學生自由配對，共同創作一篇小說，利用網上平台進行即時商討及修

v. 結集兩地學生成果成作品集或電子作品集，公開發佈。

**II. 拜訪姊妹學校**

在本年三月二十九日，我校師生四十人前往北京拜訪姊妹學校——首都師範大學附屬中學。

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舍設施。接著，我校師生到姊妹校的國際部分組觀課，觀課科目為英文科，師生咸稱得到不少啟發。觀課後，師生便出席「緣創·原創」文學創作計劃的中期工作匯報。午飯時間便是兩校同學的交流時刻，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. 反思及建議

本年本校中文科與姊妹校合辦「緣創·原創」文學創作計劃，以文學創作的方式，促進兩校學生的交流，成果顯著。期望未來，能有更多科組及學生活動的交流，以成功貫徹兩校締結姊妹學校的宗旨及目標。
5.11 Archives Team

一. 工作概況

I. 整理及保存學校的歷史文物
因文物儲物室積存了不少舊相片，本年主要工作為掃描舊相簿相片，存放在相簿，並儲存至內聯網。現存相片檔案已增至 49 個。其次是把文物組儲物室的文物資料檔案分類收藏。

II. 收集有關學校的歷史文物
本年繼續收到校友捐贈的物品，其中包括相片、明信片，而曾在本校任教的潘楚英老師、戴如初老師先後離世，也蒙其家人、校友捐贈她們的追思特刊。

二. 反思
I. 現時的文物組儲物室已放滿物品，欠缺適當及足夠的儲物設施及空間。
II. 文物組一直以來都沒有固定的工作間。
III. 文物組組員教務繁忙，只能抽出有限時間去整理積存的文物。

三. 建議
繼續向校方爭取更大的儲物空間及改善儲物設施，並要求校方提供固定的工作間。

四. 託謝：
本人在此衷心感謝文物組各位老師鼎力合作，尤其是黃曉林老師兼任學生文物小組專責老師，勞心勞力，令學生文物小組的工作得以順利完成。

5.12 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 2012-2013, a sum total amounting to $783,688 was available for use. This sum total included a grant of $516,616 received for the year together with a balance of $267,072 brought forward from the previous year. Approximately 20% of the grant was allocated to curriculum development and school-based assessment. A IT administration officer was hired to help teachers in producing multimedia teaching materials. Art workshops were arranged to enhance students’ Art knowledge, critical appreciation and generic skills of specific art disciplines while workshops were organized for weaker students to enhance their critical thinking and writing skills used in Liberal Studies.
Some 15% was used in enhancing students’ language proficiency through running debating skills training courses, writing workshops, speech class, reading skills workshop, Putonghua courses and learning workshops for NSS & School Based Assessment.

Another 34% 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 $248,251 will be carried forward to the next financial year 2013-2014.

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>128,033</td>
</tr>
<tr>
<td>Art workshop</td>
<td>5,000</td>
</tr>
<tr>
<td>Critical thinking workshops</td>
<td>21,075</td>
</tr>
<tr>
<td>Enhancement in English writing skills</td>
<td>11,250</td>
</tr>
<tr>
<td>Courses/workshops for Chinese –</td>
<td></td>
</tr>
<tr>
<td>Writing workshops</td>
<td>45,185</td>
</tr>
<tr>
<td>Speech class</td>
<td>3,840</td>
</tr>
<tr>
<td>Debating skills training course</td>
<td>6,300</td>
</tr>
<tr>
<td>Reading skills workshops</td>
<td>9,000</td>
</tr>
<tr>
<td>Learning workshops for NSS &amp; School Base Assessment</td>
<td>26,474</td>
</tr>
<tr>
<td>Putonghua courses</td>
<td>13,330</td>
</tr>
<tr>
<td>Chinese, English and Mathematics remedial classes</td>
<td>75,080</td>
</tr>
<tr>
<td>Leadership training course</td>
<td>11,950</td>
</tr>
<tr>
<td>Media production including technician and training course</td>
<td>178,920</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>535,437</strong></td>
</tr>
</tbody>
</table>

5.13 Use of Liberal Studies Curriculum Support Grant (LSCSG) and Senior Secondary Curriculum Supporting Grant (SSCSG)

There was a one-off grant of $160,000 to the school for supporting the implementation of the NSS Liberal Studies curriculum. The school used the grant for recruiting staff, hiring services and to purchase learning and teaching materials. A sum of $252,000 was spent for hiring one CM teacher. There was a deficit of $92,000 which was covered by Tong Fai.
The Senior Secondary Curriculum Supporting Grant had $712,334 brought forward from 2011-12 together with a grant of $713,520 received for 2012-13. A sum of $1,463,983 was spent on the employment of a one GM teacher, 0.25 CM teacher in the Mathematics department, one GM teacher in Geography department, 0.70 GM teacher in Liberal Studies department and 0.50 CM teacher in Home Economic department. There was a deficit of $38,128 which was covered by Tong Fai.

5.14 Use of Additional Support for Secondary Schools Adopting English medium Teaching and Refined English Enhancement Scheme (REES)

Additional Support for Secondary Schools Adopting English medium Teaching

With the special funding from the Education Bureau under the Use of Additional Support for Secondary Schools Adopting English medium Teaching, the English Department published ‘Writers’ Kaleidoscope: SSGC Anthology’ which is a collection of creative writing by Form 4 students in February 2012. The book included such language art forms as jokes, riddles, poems and short stories.

Refined English Enhancement Scheme (REES)

The REES proposed four measures to attain the overall aim of strengthening the English ability of our students. First, it hired a Graduate Mistress to release one experienced teacher from one class to implement a school-based Language Arts Enhancement Programme in junior secondary. Second, it organized professional development for teachers on the teaching of Religious Education and other non-language subjects in English. Third, it assisted English teachers to organize after-school English remedial support to low ability students and develop relevant supporting materials for future use. Lastly, it assisted English teachers to promote English use through setting up extra English language activities.

The first measure was successfully implemented with the inclusion of Shakespeare’s Merchant of Venice and the teaching of poetry in the Form 1 English curriculum. All first formers were involved in the production of a musical adapted from the famous play in July 2012. Students were also taught how to express their thoughts and feelings through different forms of poetry.

The second measure was about organising professional development for teachers on the teaching of Religious Education and other non-language subjects in English. One period per week was allocated to the NET to work with teachers from other subjects to analyse the language demands of individual subject areas and to identify ways in which these language
demands could be met. The NET worked with the Head of the Biology department and teachers of Economics and Public Affairs and Religious Education. Some sample materials for use by teachers in conjunction with the textbook were prepared. The focus of these materials was on the grammar necessary to express the concepts outlined in the text. The purpose of the materials was to draw teachers' and students' attention to the grammar rather than focus on the specific terminology of the subject, as this is already managed very well by the teachers. It was suggested that a committee could be set up to identify language across the curriculum needs as a whole school focus to facilitate more effective work of the language advisor.

The third measure benefitted the low ability students both in Form 5 and 6. Remedial English classes focusing on expanding students' vocabulary range and writing skills were organized. Students learned how to express themselves more effectively using a greater variety of sentence types and words.

The last measure took the form of running some lunch time activities such as tongue twisters, movie appreciation and news report.

The scheme is for three academic years starting from 2011/2012 to 2013/2014. The grant for each year is $317,520. In 2012/2013, a sum total amounting to $317,736 was available for use. This sum total included a grant for the year of $317,520, interest earned in the year of $3 and a balance of $213 brought forward from the previous year. A sum of $417,715 was spent for hiring one GM teacher. There was a deficit of $99,979 which was covered by the grant received for the year of 2013/2014.
6. Major Concerns

6.1 Major Concerns: Global Experience, Executive Function, Enhanced Technology

The major concerns in the School Development Plan 2012-2015, *A Learning Environment for 21st Century Global Citizenship*, comprise three interconnected areas which will be addressed in different ways in each year. The areas of concern include Global Experiences (G), Executive Function (E), and Enhanced use of Technology (T). Subject departments, curricular and co-curricular teams focus on one or more areas to support a cohesive interconnected implementation of the SDP 2012-2015.

Global Experience (G)
Outcomes addressed in the 2012 -2013 school year include:
- ability to comprehend, understand and work with other cultures and traditions
- respect for social justice, and our interconnectedness and dependency on a sustainable environment
- ability to learn through research, and collaboration
- strengthened understanding of healthy living

Executive Function (E)
Outcomes addressed in the 2012 -2013 school year include:
- Enhance Executive Function skills through the development of life skills
- Gain a positive outlook on life and the ability to respond appropriately to unexpected situations for all members of the community
- Acquire the ability to anticipate own & others’ needs for all SSGC members
- Expand thinking, research, analysis and problem solving skills
- Cultivate the ability of members of the community to make quality informed decisions
- Coordinate Assessment for, of and as Learning Policy and practices throughout the school

Technology Enhancement (T)
Outcomes addressed in the 2012 -2013 school year include:
- Augment teaching effectiveness through the broadened use of technology and e-learning
- Acquired the ability to navigate floating social networks and to communicate powerfully using appropriate technologies
- Enhance effective and efficient communication through technology
- Promote Digital Citizenship by establishing common expectations regarding the use of technology
6.2 Global Experience

The aim of the Global Experience Programme is to provide opportunities for students to develop global citizenship through interactions with members of the local and international community. Global citizens require the skills, knowledge and attitude to work effectively in our increasingly interdependent world and global citizenship is developed through experiencing new situations and people in the context of problem-solving. The ability to communicate effectively across linguistic and cultural boundaries, to see and understand the world from a perspective other than one’s own, and to understand and appreciate the diversity of societies and cultures are key to SSGCs Global Experience Programme. Examining our shared humanity, valuing our uniqueness and our similarities with equal dignity and enriching humanity through the multiplicity of races, religions, genders and languages is significant to developing our students’ capability to live and work in the global world.

Global Experience
- Ability to comprehend, understand and work with other cultures and traditions
- Respect for social justice, and our interconnectedness and dependency on a sustainable environment (please refer to the report of Environmental Protection Team)

Achievement
To prepare students to assume these global citizenship attitudes and actions, a vast array of local and overseas educational visits, exchange opportunities and study tours were organised to ensure students have chances to enhance their global citizenship. This year, students had chances to travel to India, Asia, Europe and Australia to deepen their understanding of other cultures, and to work and learn in partnership with students from around the globe.

<table>
<thead>
<tr>
<th>Month</th>
<th>Destination</th>
<th>Theme</th>
<th>Students involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 2012</td>
<td>New Delhi, India</td>
<td>Community Development and Leadership Summit</td>
<td>Four F.5 students</td>
</tr>
<tr>
<td>January 2013</td>
<td>Sydney, Australia</td>
<td>Leadership Conference</td>
<td>Four F.4 students</td>
</tr>
<tr>
<td>February 2013</td>
<td>Guangzhou, China</td>
<td>Sports Training Tour</td>
<td>Twenty-one students from F.1-5</td>
</tr>
<tr>
<td>March 2013</td>
<td>Singapore</td>
<td>School visits and cultural tour</td>
<td>Thirty-nine students from F.1-4</td>
</tr>
<tr>
<td>March 2013</td>
<td>Beijing, China</td>
<td>Sister school visit and cultural tour</td>
<td>Forty F.4 &amp; F.5 students</td>
</tr>
<tr>
<td>March 2013</td>
<td>Hunan, China</td>
<td>Geography Study Tour</td>
<td>Nine F.5 students</td>
</tr>
<tr>
<td>April 2013</td>
<td>Verona, Italy</td>
<td>Music Tour</td>
<td>Sixty F.1-5 Students</td>
</tr>
<tr>
<td>April 2013</td>
<td>Toronto, Canada</td>
<td>Student Exchange to Havergal College</td>
<td>Two F.4 students</td>
</tr>
<tr>
<td>June 2013</td>
<td>Dubai, the Middle East</td>
<td>World Scholar’s Cup</td>
<td>Seven F.2, 3, 4 students</td>
</tr>
<tr>
<td>July 2013</td>
<td>Cambridge, UK</td>
<td>English Study Tour</td>
<td>Ten F.2-4 students</td>
</tr>
<tr>
<td>August 2013</td>
<td>Epsom, UK</td>
<td>English Study Tour</td>
<td>Twenty-five F.1 students</td>
</tr>
<tr>
<td>August 2013</td>
<td>Australia</td>
<td>Student Exchange to St. Michael’s College</td>
<td>Two F.4 students</td>
</tr>
</tbody>
</table>

**Reflection**

In our rapidly changing and more interdependent world, we need to equip our students with the necessary knowledge, skills and attitude to be global citizens who are actively engaged with the world. Form the many positive feedback and reflections written in the school websites, parent’s newsletter and school magazine by teachers and students, we know that we are on the right track in which participants really gained a lot from the global experience programmes. This fruitful and meaningful global experiences has not only widened students’ horizon and aroused their interest in the history, culture, traditions and values of different countries, but also deepened their understanding of globalisation and technology, strengthened the connections and bonds with students from different countries, enhanced students’ confidence and communication skills, gained first-hand experience by seeing the world by themselves. Having these international travel experiences and knowing different cultures and languages is a huge advantage for their future development.

However, to understand the nature of citizenship, students also need to ascertain their position and role, in relation to the world in which they live. Global citizenship involves understanding one’s own identity and citizenship and contributing at the local level. It is challenging to understand another country’s culture, religion or traditions if one does not deeply understand one’s own. Moreover, it is difficult to improve the lives of the weak and disadvantaged in another country if we have not considered the situation of those in our own back yard. By fine-tuning our GEP programme to include working in partnership to investigate common concerns, we hope to help our students develop the skills which will enable them to participate fully in society as global citizens.

Furthermore, more support for both teachers and students are needed to make the experiences more enriching, exciting and engaging.
6.3 Executive Function

Executive Function is the brain’s ability to control and regulate mental processes. These mental processes enable students to perform activities such as planning, organising, paying attention to and remembering details, managing time and space, thinking about their thinking (metacognition) persevering, self-regulating and using effective social intelligence. In this era of constant flashing images from TV, computers, mobile devices and with endless multi-tasking, students must systematically and explicitly learn the Executive Function skills in order to maximize their learning potential. The school identified Life Skills and Social Intelligence along with Teaching and Learning as the two main areas where Executive Function skills would be addressed.

Life Skills and Social Intelligence
- Enhance Executive Function skills through the development of life skills
- Gain a positive outlook on life and the ability to respond appropriately to unexpected situations for all members of the community
- Acquire the ability to anticipate own & others’ needs for all SSGC members

Achievement
Executive Function skills were addressed through Life and Careers Education classes in Friday Form periods. As well the Life and Careers Education Teams provided a series of workshops and seminars for each Form. The workshops spanned a variety of life skills such as stress management, handling anxiety, social and academic affairs while specific Executive Function skills were addressed.

The Executive Function skills of organization, planning, time management, perseverance, metacognition, self-regulation and social intelligence were addressed through workshops, seminars and presentations through the Guidance Life Education Programme, and Careers Programme and Student Development Programmes. Examples include:

Form 1
- Study skills workshops
- Self-management seminars
- Note taking and examination skills workshops
- Problem Solving workshops
- Use of the Internet and Cyber Bullying presentations
- Self-efficacy workshops
- Life Skills Training Camp
- Big Sisters Programme
- Peer Tutoring

Form 2
• Study skills workshops
• Self-management seminars
• Note taking and examination skills workshops
• Problem Solving workshops
• Use of the Internet and Cyber Bullying presentations
• Self-efficacy workshops
• Peer Tutoring

Form 3
• Life Skills Training Camp
• Careers Expo for F.3 students
• Seminars on “How to help visually impaired students’
• Coping with Adversity Workshop

Form 4
• Leadership Training
• Careers Conference
• Life Goal Planning Workshop
• Positive Life Value Seminar

Form 5
• Careers workshops Form 5
• Careers Interest Inventory
• Alumnae Form 5 Mentorship Programme
• Life Skills Training Camp
• Interview Techniques Workshop
• Sharing from Physically Challenged

Reflection
The area of Executive Function had a lesser focus in the first year of the School Development Plan 2012-2015 than did the areas of Global Experiences and Enhanced Technology. However, the beginning stages of implementation assisted teachers and students in understanding the need to explicitly teach, learn and practice executive function skills for success in school and life.

Teachers’ full support and students’ active participation in the workshops, seminars and life camps are essential for success. As well, the workshops must be updated regularly to meet the changing needs of today’s youth. Executive function skills can also be enhanced through explicit teaching and practice in academic subjects as well as the Student Development, Life Education and Careers programmes. More support for teachers emphasizing Executive Function skills will be required for enhanced implementation over the next two years.

Learning and Teaching
• Expand thinking, research, analysis and problem solving skills
• Cultivate the ability of members of the community to make quality informed decisions
• Coordinate Assessment for, of and as Learning Policy and practices throughout the school

Achievement
A focus on teaching and learning can assist with the enhanced development of students’ Executive Function skills. When students and teachers are provided with opportunities to collaborate, lead, become involved in problem solving and decision making they enhance the Executive Function skills of planning, organization, time management, self-regulation, perseverance and social intelligence. Opportunities for collaboration, leadership, voice and decision making were provided through:
• Staff sharing sessions in Staff Meetings and Staff Conferences
• Functional Heads meetings
• Department meetings
• Form Teachers meetings
• Surveys on new time table for teachers and students
• Academic Conversations and collaborative work in some classes
• Enquiry project work in some subjects

Problem solving skills were enhanced through a variety of curricular and co-curricular programmes. Some examples from across the school include:
• Project work, contests, extra-curricular activities organized and led by students
• Involving all students in organising cheering teams, posters, class T shirts and class mascots for Sports Day and Swimming Gala
• Students managing different clubs with internal and external activities
• Participation and success in a variety of contests including MTR contest, Green School Contest, mathematics Contests, Top Best News Stories Contests, Campus TV Advertising contests,
• Student leaders overseeing all aspects of the Student Association
• Teacher learning teams engaged in classroom based action research

Using a variety of assessment practices including Assessment for, of and as learning can also enhance a number of Executive Function skills including organization, planning, perseverance, self-regulation, self-assessment, and metacognition. Assessment practices were strengthened through:
• Establishing a school wide Assessment Policy and Practice Committee
• Developing a whole school Assessment Policy focused on Assessment for, of and as learning
• Providing teacher professional development in criteria referencing and formative assessment
• Providing opportunities for sharing of teacher expertise among faculty
• Participating in EDB organized educational seminars.
- Providing opportunities for students to self-assess and peer evaluate
- Promoting student reflection and goal setting

**Reflection**
Structures have been put in place to encourage more teacher and student collaboration and involvement in problem solving and decision making. Teachers and students are learning to work together across the school and use their voice for positive decisions. The school will continue to explore ways to engage teachers in teaching and learning practices and collaborative work that will expand their own Executive Function skills and those of their students.

The school began the process of encouraging teachers to embrace the new approach to assessment as articulated in NSSS expectations. Workshops on formative assessment, led by the Assessment Policy and Practice Committee helped teachers to understand what formative assessment is, how it can assist student learning, and strategies for effective implementation. Work needs to continue in the area of criteria referenced assessment practices (assessment of learning), formative assessment (assessment for learning), and reflection (assessment as learning). The Assessment Policy and Practice Committee will continue to lead the school in developing teacher knowledge and practice.

6.4 Technology Enhancement

Technology is a part of students' everyday lives, and substantial advances in technology have profoundly affected the way they learn. Using communication, information processing, and research tools (such as word processing, e-mail, groupware, presentation software, and the Internet) to access, manage, integrate, evaluate, create, and communicate information are important 21st century skills. Students must have the ability to navigate floating social networks, use personal development and productivity tools (such as e-learning, time managers, and collaboration tools) to enhance productivity and personal development and use problem-solving tools (such as spreadsheets, decision support, and design tools) to manage complexity, solve problems, think critically, creatively, and systematically.

Among the three foci on technology enhancement, namely eLearning, ePortfolio and eCommunication, emphasis was made on eLearning and eCommunication.

**eLearning**
- Augment teaching effectiveness through the broadened use of technology and elearning
- Acquired the ability to navigate floating social networks and to communicate powerfully using appropriate technologies
Achievement

- Installation of campus-wide wireless access infrastructure with 81 wireless access points and 2 mobile labs (of about 100 tablet computers) was completed in September 2012.
- Two professional development programmes for the effective use of technology in classroom instruction were held in the beginning of school year for all teaching staff, plus two experience sharing sessions on the use of iPads in teaching and learning were arranged in the April’s progressive staff meeting attended by over 30 teachers.
- Throughout the school year, 18 teachers made 80 bookings requests on the use of mobile labs for classroom learning, with an overall average of using 15 tablets per request.
- Taster sessions on iPads were arranged for some F1 Computer Literacy classes for students to try different learning apps for collaborative work and learning.
- Educational social networking with teachers and students beyond SSGC was used in different occasions including collaborative creative writing among students of SSGC taking Chinese Literature and our Beijing sister school, as well as parallel mathematics lesson with a school in Singapore.
- The use of eClass Intranet was extended to cover room booking, club enrollment and issuing of some parent notices as well as other administrative work.

Reflection

- The large campus limits the use of mobile labs mainly to Ellen Li Jubilee Building. It is anticipated that more teachers could enjoy the use of iPad in classroom learning if a new mobile lab could be acquired in the next school year.
- Experience sharing session and informal sharing on the use of learning apps and different ways of using tablets to enhance learning were found to be effective to facilitate teachers to try out different learning approaches with the use of tablet computers to enrich classroom learning experiences.
- The school applied for the Partner Schools Scheme for the first phase of EDB’s E-Textbook Market Development Scheme (EMADS) in September 2012 and was selected as one of the pilot school. However, as the e-Textbook could not be made available to fit our teaching schedule, the school withdrew from the scheme in December 2012. The school will continue to actively seek for other means to try using e-Textbooks in classroom in the next school year.
- The crash of eClass server in April 2013 interrupted the use of forum for learning. Efforts were made to enhance the reliability of eClass service.

eCommunication

- Enhance effective and efficient communication through technology
- Promote Digital Citizenship by establishing common expectations regarding the use of technology

**Achievement**
- The first stage of eCommunication was launched in October 2012, providing parents access to school notices on eClass platform. At least 25% of parents were frequent users of the platform.
- The Policy of Acceptable Use of Technology (PAUT) was issued to all members of SSGC in October 2012 to establish a common expectation regarding the use of technology in school. A poster design competition was held by Computer Society in March 2013 to promote the observance of PAUT by students.

**Reflection**
- Besides school notices, other forms of eCommunication with parents would be explored in the next school year.
- Sending of mass “SMS” as a means to enhance communication with parents was explored, but was not adopted due to high running costs. Alternatively, as the use of smart phones is increasing common among parents, the school would look for app-based solution of eCommunication in the next school year.
### 7. Financial Summary

**ST. STEPHEN'S GIRL'S COLLEGE**  
**FINANCIAL SUMMARY 2012/2013**  
(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>24,364,074</td>
<td></td>
</tr>
</tbody>
</table>

### I. Government Funds

(1) OEBG Grant

(a) General Domain

1. Admin Grant 4,428,187 4,541,137  
2. School & Class Grant 773,416 1,057,619  
3. Consolidated Subject Grant 194,606 187,197  
4. Noise Abatement 481,573 457,664  
5. Enhancement Grant 6,870 6,900  
6. Supplementary Grant 182,892 174,069  
7. Training & Development Grant 7,557 11,093  
8. Composite & Information Technology Grant 377,467 373,440  
9. Lift Maintenance Grant 581,276 71,146  

General Domain 7,033,844 6,880,265

(b) Special Domain

1. Capacity Enhancement Grant 516,616 535,437  
2. Programme Funds for Implementation of whole School Approach to Guidance & Discipline Grant 7,922 27,479  

Special Domain 524,538 562,916

(2) Composite Furniture and Equipment Grant 492,450 428,973  
(3) Senior Secondary Curriculum Supporting Grant 713,520 1,425,854  
(4) Liberal Studies Curriculum Support Grant 160,000 160,000  
(5) Refined English Enhancement Scheme 317,736 417,715  
(6) Diversity Learning Grant 119,950 142,805  
(7) Learning Support Grant 190,000 148,018  
(8) Fractional Post Cash Grant 9,787 111,068  

Government Funds 9,561,825 10,277,614

II. School Funds (General Funds)

3,317,214 5,668,250

**Total surplus / (deficit) for school year 2012/2013** (3,066,825)

**Accumulated surplus as at the end of school year 2012/2013** 21,297,249
8. Performance of Students

8.1 Academic Performance

Hong Kong Diploma of Secondary Education Examination (HKDSE) 2013

In 2013, 141 students sat for the Hong Kong Diploma of Secondary Education Examination (HKDSE). The percentage of students obtaining Level 2 or above in 5 subjects was 97.2%. There were 992 entries with level 2 or above out of 1005 total entries. Subjects with significantly better percentages in Level 5 or above than Hong Kong school candidates are Visual Arts (100%), English (57.4%), Music (50%), Biology (39.4%), Physics (38.7%), Literature in English (36.4%), BAFS (33.3%) and Liberal Studies (30.7%).

8.2 Internal Scholarships and Awards

E.S. Atkins Award
林蕙欣 Lam Wai Yan 6E

Katherine Cherry Scholarship
李雅欣 Li Nga Yan 6E

Mrs. Cheng Tien Tau Award
黄嘉敏 Wong Ka Man 4A
陳碩雅 Chan Shek Nga 4D
方晞研 Fong Hei Yin 4E
甘希賢 Kam Hei Yin Andrea 4E
林嘉慧 Lam Ka Wai 4E
劉思岐 Lau Sze Ki Peony 4E
梁卓琳 Leung Cheuk Lam Charlie 4E
吳詠希 Ng Wing Hei Agnes 4E
謝穎茵 Tse Wing Yan 4E
黃嘉儀 Wong Ka Yee 4E
李懿珊 Lee Yee Shan Mavis 5D
藍曉雯 Lam Hiu Man Gloria 5E
余馨庭 Yu Hing Ting 5E
袁鈺淵 Yuen Yee Lok Eleanor 5E

The Wong Kwan Pui Scholarship for Academic Achievement
楊亮澄  Yeung Leong Ching  1C
盧思澄  Lo Sze Ching  1D
鄭子晴  Cheng Tsz Ching  1E
郭熙妍  Kwok Hei Yin  2A
何美詩  Ho Mei Sze  2B
麥綺菁  Mak Yee Ching  2C
區凝香  Au Ying Heung  3C
李佳容  Lee Kai Yung  3D
潘詠琦  Poon Wing Kei  3E
甘希賢  Kam Hei Yin Andrea  4E
劉思岐  Lau Sze Ki Peony  4E
黃嘉儀  Wong Ka Yee  4E

Alumnae Scholarship
韓珈琪  Hon Ka Ki  5A
黃安允  Wong On Wan  5A
黃安蕎  Wong On Kiu Tiffany  5E

Mrs. Stella Wei Cheung King Chi Memorial Scholarship
潘詠琦  Poon Wing Kei  3E

Prize for the Most Outstanding Academic Achievement in Form Six
林蕙欣  Lam Wai Yan  6E

Yu Siu Ching Scholarship
鄭子晴  Cheng Tsz Ching  1E
朱皓玥  Chu Ho Yuet Davina  2C
余樂思  Yu Rochelle Charis  3A
甘希賢  Kam Hei Yin Andrea  4E
黃卓思  Wong Cheuk Sze Cathy  5E

The PTA Scholarship
for Outstanding Contribution to School Life
蘇樂彤  So Lok Tung Jeanie  5E

for Community Service
李彥樺  Lee Yin Wa  5D
楊舒詠  Yeung She Wing Christy  5E
**Madam Cheung Yee-Sun Scholarship for Faith Practicing Students**

<table>
<thead>
<tr>
<th>Name</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>傅諾誼</td>
<td>4A</td>
</tr>
<tr>
<td>曾嘉寶</td>
<td>5C</td>
</tr>
</tbody>
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**Prizes of the Best Improved Students**

<table>
<thead>
<tr>
<th>Name</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>尹愷羨</td>
<td>6A</td>
</tr>
<tr>
<td>吳銘銦</td>
<td>6B</td>
</tr>
<tr>
<td>潘銳薇</td>
<td>6C</td>
</tr>
<tr>
<td>藤美媛</td>
<td>6D</td>
</tr>
<tr>
<td>羅君思</td>
<td>6E</td>
</tr>
<tr>
<td>潘麗銘</td>
<td>5A</td>
</tr>
<tr>
<td>梁燕慧</td>
<td>5B</td>
</tr>
<tr>
<td>梁琬琳</td>
<td>5C</td>
</tr>
<tr>
<td>李彥樺</td>
<td>5D</td>
</tr>
<tr>
<td>蘇樂彤</td>
<td>5E</td>
</tr>
<tr>
<td>陳巧霖</td>
<td>4A</td>
</tr>
<tr>
<td>廖婉琛</td>
<td>4B</td>
</tr>
<tr>
<td>林家希</td>
<td>4C</td>
</tr>
<tr>
<td>陳姿蓉</td>
<td>4D</td>
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<tr>
<td>方晞研</td>
<td>4E</td>
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<tr>
<td>姚思靖</td>
<td>3A</td>
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<tr>
<td>葉明欣</td>
<td>3B</td>
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<tr>
<td>陳靖媛</td>
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<tr>
<td>蘇樂瞳</td>
<td>3D</td>
</tr>
<tr>
<td>周麗銳</td>
<td>3E</td>
</tr>
<tr>
<td>李昱澄</td>
<td>2A</td>
</tr>
<tr>
<td>胡潔詩</td>
<td>2B</td>
</tr>
<tr>
<td>馬恩琳</td>
<td>2C</td>
</tr>
<tr>
<td>黃陶</td>
<td>2D</td>
</tr>
<tr>
<td>陳思婕</td>
<td>2E</td>
</tr>
<tr>
<td>盧洛堯</td>
<td>1A</td>
</tr>
<tr>
<td>谷盈玉</td>
<td>1B</td>
</tr>
<tr>
<td>馮芷芊</td>
<td>1C</td>
</tr>
<tr>
<td>李筱瑜</td>
<td>1D</td>
</tr>
<tr>
<td>潘穎彤</td>
<td>1E</td>
</tr>
</tbody>
</table>

**Tai Yu Chor Prizes for Chinese**

<table>
<thead>
<tr>
<th>Name</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>鄭愷瑩</td>
<td>1A</td>
</tr>
<tr>
<td>林子晴</td>
<td>1A</td>
</tr>
<tr>
<td>劉思晴</td>
<td>1B</td>
</tr>
<tr>
<td>張詠淇</td>
<td>1C</td>
</tr>
</tbody>
</table>
盧思澄  Lo Sze Ching  1D
陳倩蓉  Chan Sin Yung Belcher  1E
梁悦  Leung Megan Yue  1E
張皓澄  Chang Ho Ching Zoe  2A
吳雅霖  Ng Yar Lin  2A
何美詩  Ho Mei Sze  2B
尹淑儀  Wan Shuk Yee  2C
馮涇  Fung Xian  2E
江詠希  Kong Wing Hay  2E
郭樗枦  Kwok Hoi Yan  2E
陳淳蔚  Chan Shun Wai  3A
陳倩榆  Chan Sin Yu  3B
區凝香  Au Ying Heung  3C
李佳容  Lee Kai Yung  3D
潘詠琦  Poon Wing Kei  3E
梁妁妁  Leung Danielle  4A (Literature)
黃嘉敏  Wong Ka Man  4A
嚴芝柟  Yim Chi Nam Hazel  4A
陳可潼  Chan Ho Ying  4C
周洛銘  Chow Lok Kwan  4D
譚璟霽  Tam King Pui  4D
黃嘉儀  Wong Ka Yee  4E
黃斯媛  Wong Sze Wun  5A
黃斯媛  Wong Sze Wun  5A (Literature)
張可欣  Cheung Ho Yan  5B
成奕奕  Shing Yik Yik  5C
蔡溫妮  Choi Winni  5D
蔡展晴  Choi Chin Ching  5E
羅逸晴  Law Yat Ching  6A (Literature)
黃可翹  Wong Ho Kiu  6A
吳銘銦  Ng Ming Yan  6B
何樂怡  Ho Lok Yee Gloria  6C
李穎琳  Li Wing Lam  6D
黃皓婷  Wong Ho Ting Christie  6E

The Putonghua Prize
胡曉貝  Hu Xiaobei  5D

Miss Lee Shiu Mui Memorial Scholarship for Chinese
吳嘉媛  Ng Ka Wun  6E
Mrs. Tang Leung Man Nee Scholarship for Chinese Literature
羅逸晴  Law Yat Ching  6A

Miss Poon Chor Ying Scholarship for Chinese History
黃斯媛  Wong Sze Wun  5A

Miss Chau Bek Chi Memorial Prizes for English
潘悅婷  Poon Kristie  1A
林佩瑩  Lam Pui Ying  1B
冼榕妍  Sin Pak Yin Andrea  1B
蕭若琳  Sui Yeuk Lam  1B
林晞雯  Lam Hei Man  1D
俞詠恩  Yu Isabelle Wing Yan  1D
許心  Hui Denise  1E
黎洛銦  Lai Lok Yan  2A
吳羽翹  Ng Yu Kiu Yuki  2A
盤樂瑤  Poon Valerie Lok Yiu  2B
朱曦玥  Chu Ho Yuet Davina  2C
覃善欣  Chum Sin Yan  2D
梁語桁  Leung Yu Hang  2D
王佩宜  Wong Pui Yee  2D
余樂思  Yu Rochelle Charis  3A
陳允祈  Chan Wan Kee Sarita  3B
陳芷彤  Chan Zi Tong  3C
李佳容  Lee Kai Yung  3D
潘詠琦  Poon Wing Kei  3E
賀紫君  Ho Gabrielle Ji Chuen  4A
謝映  Tse Ying  4A
劉思穎  Lau Sze Wing  4A
鄧捷  Tang Chit  4D
劉思岐  Lau Sze Ki Peony  4E
林芝樂  Lam Charlotte  4D (Literature)
梁靜琦  Leung Andrea Tseng Kay  5A
張可欣  Cheung Ho Yan  5B
梁奐琳  Leung Christy Yuen Lam  5C
宋煒妍  Sung Wai Yin Gemma  5D
林子靖  Lam Sonia  5E
何謹言  Ho Kun Yin  5D (Literature)
徐芷茵  Tsui Chi Yan  6A
徐泳鈞  Tsui Wing Kwan  6B
潘廸薇  Poon Dik May Demi  6C
錢亮霖  Chien Leung Lam Alice  6D
李雅欣  Li Nga Yan  6E
### Wong Hon Ning Scholarship for the Secondary One Student with the Greatest Improvement in English Language

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Grade</th>
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<tbody>
<tr>
<td>魏亮霖 Chien Leung Lam Alice</td>
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### K.E. Barker Mathematics Prizes

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<td>魏亮霖 Sui Yeuk Lam</td>
<td>1B</td>
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<tr>
<td>楊亮澄 Yeung Leong Ching</td>
<td>1C</td>
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<tr>
<td>盧思澄 Lo Sze Ching</td>
<td>1D</td>
</tr>
<tr>
<td>丘芷其 Yau Tsz Ki Jackie</td>
<td>1E</td>
</tr>
<tr>
<td>郭熙妍 Kwok Hei Yin</td>
<td>2A</td>
</tr>
<tr>
<td>何美詩 Ho Mei Sze</td>
<td>2B</td>
</tr>
<tr>
<td>麥綺菁 Mak Yee Ching</td>
<td>2C</td>
</tr>
<tr>
<td>陳錦欣 Chan Wai Yan Vanessa</td>
<td>2D</td>
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<tr>
<td>陳可宜 Chan Ho Yee</td>
<td>2E</td>
</tr>
<tr>
<td>楊夏曉 Yang Sasha Xia Xiao</td>
<td>3A</td>
</tr>
<tr>
<td>丘曉津 Yau Hiu Chun</td>
<td>3B</td>
</tr>
<tr>
<td>區凝香 Au Ying Heung</td>
<td>3C</td>
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<tr>
<td>區恩霖 Au Yan Lam Hosanna</td>
<td>3D</td>
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<tr>
<td>潘詠琦 Poon Wing Kei</td>
<td>3E</td>
</tr>
<tr>
<td>蔡沚螢 Choi Tsz Ying</td>
<td>4A</td>
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<tr>
<td>袁詩朗 Yuen Sze Long</td>
<td>4C</td>
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<tr>
<td>陳姿蓉 Chan Chi Yung</td>
<td>4D</td>
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<tr>
<td>林嘉慧 Lam Ka Wai</td>
<td>4E</td>
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<tr>
<td>趙思雅 Chiu Sze Nga</td>
<td>5A</td>
</tr>
<tr>
<td>林加兒 Lam Ka Yi Honoria</td>
<td>5B</td>
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<tr>
<td>張雅晴 Chang Nga Ching</td>
<td>5C</td>
</tr>
<tr>
<td>潘卓雅 Pun Cheuk Nga Janice</td>
<td>5D</td>
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<tr>
<td>黃卓思 Wong Cheuk Sze Cathy</td>
<td>5E</td>
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<tr>
<td>甘芷澄 Kam Tsz Ching Cherie</td>
<td>6A</td>
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<tr>
<td>陳施婷 Chan Sze Ting</td>
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<td>王海同 Wong Hoi Tung</td>
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<td>李珈汶 Lee Ka Man</td>
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<td>黃楚薇 Huang Chor Mei</td>
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### Miss Yeung So Min Scholarship for Mathematics

<table>
<thead>
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<th>Student Name</th>
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<tbody>
<tr>
<td>黃卓思 Wong Cheuk Sze Cathy</td>
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</table>

### The Stephen Sturton Memorial Prize

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>莫家恩 Mok Kar Yan Natalie</td>
<td>6E</td>
</tr>
</tbody>
</table>
Margaret Oblitas Chemistry Prize
張可欣 Cheung Ho Yan 5B

Miss Julia Lam Biology Prize
林慧思 Lam Wai Sze Ivy 5E

Mrs. K. Fu Integrated Science Prize
霍嘉敏 Fok Catalina Ka Man 2B

Economics Prize
何詠晞 Ho Rachel Wing Hei 6A

Revd. Jenny Nam Prize:
*Liberal Studies*
陳樂彤 Chan Lok Tung Dilys 6E

*B A F S*
趙穎怡 Chiu Wing Yi 6A

*Geography*
何詠晞 Ho Rachel Wing Hei 6A

The K.C. Too Scholarship for Creativity
*For the EMI Drama Festival 2012-2013 Winning Play – Les Real Miserables:*
The English Drama Team

*For Schools Creative Music Showcase 2012-2013 Winning Work – Happy Birthday?*
鄭苑鎣 Cheng Yuen Ga 5A
鄺紀瑜 Kuong Kei Yu 5A
江澄 Kong Ching 5A
黃芷盈 Wong Tsz Ying Melanie 5A
唐泳儀 Tong Wing Yee 5B
黃映婷 Wong Ying Ting 5B
張可欣 Cheung Ho Yan 5B
葉蔚芊 Yeh Wei Qian Tiffany 5D
蘇樂彤 So Lok Tung Jeanie 5E
袁鍇澳 Yuen Yee Lok Eleanor 5E
關敏 Kwan Man 5B
林嘉儀 Lam Ka Yee Christy 5C
李凯晴 Li Hoi Ching Vanessa 5C
何綻苗 Ho Eunice 5D
李彦桦 Lee Yin Wa 5D

The Wong Chau Yuk Bing Scholarship for Music
梁詩程 Leung Sze Ching 4D
鄺紀瑜 Kuong Kei Yu 5A
袁錦瀅 Yuen Yee Lok Eleanor 5E

Irene Lo Memorial Scholarship
李霭澄 Lee Oi Ching 1D
劉韻珩 Lau Andrea Lavinia 2D
柴千惠 Zai Chin Wai Christie 3C
白沅樺 Pai Yuan Hua 4A
李凱晴 Li Hoi Ching Vanessa 5C
錢亮霖 Chien Leung Lam Alice 6D

Mrs. Chung Lo Shuk Ying Prize for Music
余樂思 Yu Rochelle Charis 3A

The Wong Chau Yuk Bing Scholarship for Art
曾兆容 Tsang Siu Yung 6A

Mrs. Chung Lo Shuk Ying Prize for Art
唐卓研 Tong Cheuk Yin 3A

Dr. Ko Wah Man Prize for Art
禤倩敏 Huen Sin Man 5B

Siu Wai Ling Sportsgirl of the Year Award
陳祉忻 Chan Chi Yan 4E

The Siu Wai Ling Sports Leadership Award
何曦 Ho Hay Iane 5A
林子晴 Lam Chi Ching 5A
潘卓雅 Pun Cheuk Nga Janice 5D
杜俊頤 To Chun Yee 5E
The Wong Kwan Pui Scholarship for Sports
陳曉樂 Chan Hiu Lok 5D

The Fung King Ping Memorial Sports Prize
For the most outstanding achievement in games
鄔卓欣 Wu Cheuk Yan 2D
For contribution to school life in the promotion of sports
許思詠 Hui Si Wing Natalie 5A

The Green Scholarship
楊穎欣 Yeung Vivian 4A
謝穎茜 Tse Wing Yan 4E
韓珈琪 Hon Ka Ki 5A
余馨庭 Yu Hing Ting 5E

Miss Leung Pui Han Scholarship
張靜妍 Cheung Ching Yin 4B
何佩珊 Ho Pui Shan 4C
袁嘉敏 Yuen Ka Man 4D
林嘉慧 Lam Ka Wai 4E
梁泳山 Leung Wing Shan 5B
梁燕慧 Leung Yin Wai 5B
柯沛銣 Or Pui Yu Melody 5B
唐泳儀 Tong Wing Yee 5B
吳詠秋 Ng Wing Chau 5C
吳婉瑩 Ng Yuen Ying 5C
謝靜兒 Tse Ching Yi 5C

8.3 External Scholarships & Awards

Sir Edward Youde Memorial Prizes 2012-2013
蘇允盈 So Wan Ying 5D
黃皓婷 Wong Ho Ting Christie 6E

Edward Youde Memorial Prizes for Disable Students 2012-2013
張詠妍 Cheung Wing Yin 6C

The Princeton Club of Hong Kong 2012 Book Award

SSGC Annual School Report 2012-2013
117
Organised by the Princeton Club of Hong Kong
楊舒詠 Yeung She Wing Christy 5E

The Kiwanis Community Service Award 2013
Presented by the Kiwanis Club of Hong Kong
錢亮霖 Chien Leung Lam Alice 6D
楊芷珊 Yeung Tsz Shan 6E

2012-2013 A. S. Watson Group Hong Kong Student Sports Awards
陳施婷 Chan Sze Ting 6B

The 13th Tomorrow’s Leader Award
Co-organised by EDB and the Outstanding Young Persons’ Association
蘇允盈 So Wan Ying 5D

Hong Kong Outstanding Students Award 2012-2013
黃朗寜 Wong Lang Ning 6D

Hong Kong Island Outstanding Students Award 2012
Senior Section
錢亮霖 Chien Leung Lam Alice 6D

Junior Section
甘希賢 Kam Hei Yin 4E

Accounting (Secondary School Group) Scholarship 2012-2013
Organised by HKIAAT
陳曉樂 Chan Hiu Lok 5D

Outstanding BAFS Student Award 2013
Organised by HKIAAT
趙穎怡 Chiu Wing Yi 6A

Woo Hay Tong Scholarship 2012-13
Organised by Education Scholarship Fund
Khan Nadia T 2B

Li Chu Kwan Scholarship for visually impaired students
朱靖怡 Chu Jing Yi 3C
高中應用學習奨學金
羅氏慈善基金及教育局合辦
梁泳山 Leung Wing Shan 5B

AWARDS AT UNIVERSITY

Wang Xianyong Chinese Language Education Scholarship
張悅豫 Cheung Yuet Yu (F.7, 2010) HKIEd

First Class Honours
翁曉欣 Yung Hiu Yan Emily (F.7, 2010) HKBU

President’s Honour Roll
林嘉莉 Lam Ka Lee Kelly (F.7, 2010) HKBU
葉詠柔 Yip Wing Yau Bianca (F.7, 2010) HKBU
翁曉欣 Yung Hiu Yan Emily (F.7, 2010) HKBU

Dean’s List
鄭子伶 Cheng Sophia Augustine (F.7, 2010) HKBU
蔡傲淳 Choi Ngo Shun (F.7, 2010) HKBU
郭施惠 Kwok Sze Wai (F.7, 2010) HKBU
魏寶婷 Nguy Isabelle Hing Wei (F.7, 2010) HKBU
黃允茜 Wong Vanessa Wan Sin (F.7, 2010) HKUST
翁曉欣 Yung Hiu Yan Emily (F.7, 2010) HKBU
陳穎童 Chan Wing Tung (F.7, 2011) HKBU
洪韻詩 Hung Wan Sze (F.7, 2011) HKUST
高德珊 Ko Tak Shan Clarissa (F.6, 2011) HKUST
黃慈雅 Wong Chi Nga (F.7, 2011) HKUST
楊藹如 Yeung Oi Yu Audrey (F.7, 2011) HKBU
葉沛棋 Yip Pui Ki (F.7, 2011) HKBU
陳樂妍 Chan Lok Yin (F.7, 2012) HKBU
趙茵洛 Chiu Yan Lok (F.7, 2012) HKBU
馮嘉茵 Fung Carolyn Ka Yan (F.6, 2012) HKBU
賴詠霖 Lai Wing Lam Rachel (F.7, 2012) HKBU
梁志甜 Leung Chi Tim (F.7, 2012) HKBU
王雅馨 Wang Nga Hing (F.7, 2012) HKBU
Outstanding Academic Achievements
繆芷晴 Mow Chi Ying (F.7, 2012) CUHK

Self-financing Post-secondary Scholarship
楊浩欣 Yeung Hoo Yan (F.6, 2012) HKIT

Yu Pang Lin Scholarship
盧穎儀 Lo Wing Yee (F.7, 2012) HKUST

香港大學附屬學院獎學金
杜映彤 To Ying Tung Michelle (F.5, 2010) HKU SPACE Community College

8.4 Inter-school Activities and Awards

Music Tour - International Choir Competition (Verona, Italy)
Gold Award in Category 5 (Youth & Young Adult Choirs without Compulsory Song) and the Special Award (Outstanding Music)

Schools Creative Music Showcase 2012-13
Organised by Education Bureau & Hong Kong Composers' Guild

Best Creative Ideas Prize (GOLD)
Best Music Prize (SILVER)

Composers
鄭苑葭 Cheng Yuen Ga 5A
鄺紀瑜 Kuong Kei Yu 5A

Artists
江澄 Kong Ching 5A
黃芷盈 Wong Tsz Ying Melanie 5A
唐泳儀 Tong Wing Yee 5B
黃映婷 Wong Ying Ting 5B

Performers
張可欣 Cheung Ho Yan 5B
葉蔚芊 Yeh Wei Qian Tiffany 5D
2013 HK Drama Festival Awards

Outstanding Performance
林愷庭 Lam Hoi Ting Leanne 4A

Outstanding Script
賀紫君 Ho Gabrielle Ji Chuen 4A

Outstanding Spoken English
岑宙怡 Ramsden Julia Emma 4E

Best Actor Award
梁靜琦 Leung Andrea Tseng Kay 5A
劉哲 Lau Chit 4D

World Scholar's Cup 2013 Regional Round
Junior Team – 7th Top Team

Senior Team – 10th Top Team

2nd in Best Overall Junior Competitor
2nd in Special Area "The World in Motion"
3rd in Writing
余樂思 Yu Rochelle Charis 3A

3rd Top Team
Best Rookie Team
3rd in Art
朱樂晴 Chu Lok Ching Alice 4D

1st in Current Affairs
3rd in Science
黃洛琳 Wong Lok Lam 1B
2nd in Literature
趙樂翹  Chiu Lok Kiu Rachel  4A

2nd in Writing
麥婉琳  Mak Yuen Lam Linda  5D

2nd in Art
鄭斯月  Zheng Gloria Siyue  3A

3rd in Literature
朱皞玥  Chu Ho Yuet Davina  2C

4th in Scholar Bowl
楊夏曉  Yang Sasha Xia Xiao  3A

Li Po Chun United World College Debating Tournament 2013
Certificate of recognition
盧思澄  Lo Sze Ching  1D

Jenkins Cup Secondary School Mock Trial Invitational 2013
Organised by Joint School Mock Trial Club

Jenkins Cup - SSGC Mock Trial Team
梁靜琦  Leung Andrea Tsang Key  5A
麥婉琳  Mak Yuen Lam  5D
朱彥如  Chu Yen Yu  4A
蕭曉晴  Siu Hiu Ching  4A
劉哲  Lau Chit  4D
王嘉蔚  Wang Jiawei  4D

Lawyer of The Trial - Opening Speech
朱彥如  Chu Yen Yu  4A

Lawyer of The Trial - Examination-in-Chief
蕭曉晴  Siu Hiu Ching  4A

Lawyer of The Trial - Closing Submission
麥婉琳  Mak Yuen Lam  5D

The Outstanding Student Citizen Awards Scheme 2013
Organised by the Wofoo Social Enterprises and sponsored by the Committee on the Promotion of Civic Education

*Outstanding Student Citizen Awards*
蔡溫妮 Choi Winni 5D
馮嘉裕 Fung Ka Yu 5E
馬穎婷 Ma Wing Ting 5E

*Top 10 Outstanding Hong Kong Student Citizen Ambassadors Award*
蔡溫妮 Choi Winni 5D

*Outstanding Girl Guide Award 2013 (Unit Level)*
Organised by Hong Kong Girl Guides Association
楊穎欣 Yeung Vivian 4A

*Outstanding Unit Award 2012-2013*
Organised by Hong Kong Girl Guides Association
24th Island Company

*Hong Kong Young Ambassador Scheme 2013/14*
Organized by Tourism Commission and The Hong Kong Federation of Youth Groups
崔子昕 Chui Chi Yan Danika 3B
余曉華 Yu Hiu Wa 6A

*Science on Stage Competition*
3rd place Team Prize
謝穎茵 Tse Wing Yan 4E

*2013 Hong Kong Odyssey of the Mind Competitions*
Technical Problem "The Email Must Go Through" Division II
Best Performance in Spontaneous Problem
陳語翹 Chan Yu Kiu 1B
盧思澄 Lo Sze Ching 1D
蘇雍婷 So Yung Ting 1E
朱皓玥 Chu Ho Yuet Davina 2C
陳梓珊 Chan Tsz Shan 3C
紀懿 Kei Yi Zoe 3D
孫葆宜 Suen Zoe 3D

*Economics Arena: Policy Analysis Program*
Organised by the Undergraduate Office of CUHK Business School, Economic
Education, Program of CUHK and EDB

The Most Outstanding Policy Analysis Awards

**Team 1**
- 蔡溫妮  Choi Winni  5D
- 文思穎  Man See Wing  5D
- 鄧雅宜  Tang Nga Yi  5D
- 謝欣妏  Tse Yan Man  5D

**Team 2**
- 麥婉琳  Mak Yuen Lam  5D
- 馮嘉裕  Fung Ka Yu  5E
- 馬穎婷  Ma wing Ting  5E
- 曹嘉怡  Tso Ka Yee  5E

**Team 3**
- 陳珮汶  Chan Pui Man  5A
- 葉詠欣  Ip Samantha Wing Yan  5A
- 張雅晴  Chang Nga Ching  5C
- 嚴芝楓  Yim Morie  5E

The Most Outstanding Question Awards
- 馬穎婷  Ma Wing Ting  5E

2012-13 Hong Kong Budding Scientists Award

2nd Runner-up

**Best Presentation Award**

**Most Creative Award**

<table>
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<th>年级</th>
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<td>首奖</td>
<td>Wu Hoi Ki</td>
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<td>首奖</td>
<td>Ling Cheuk Kwan</td>
<td>4D</td>
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**Science Knowledge Quiz – 1st Class Honour**

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<td>Ling Cheuk Kwan</td>
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**Science Knowledge Quiz – 2nd Class Honour**

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<tr>
<td>Lai Yan Ning</td>
<td>4E</td>
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</table>

Liberal Education Essay Writing Competition
Organised by Centennial College, the University of Hong Kong

Secondary Group (English Essay) – First Runner-up
林芝樂 Lam Charlotte 4D

"時事知多少" 網上通識問答比賽
Organised by the Hong Kong Economic Journal, supported by HKedcity, the Hong Kong Institute of Education, the Hong Kong Liberal Studies Teachers' Association and the Hong Kong Subsidised Secondary Schools Council

Merit
白沅樺 Pai Yuan Hua 4A
黃沁蕾 Wong Sum Lui 4A
黃嘉敏 Wong Ka Man 4A
楊穎欣 Yeung Vivian 4A
鄧捷 Tang Chit 4D
韓珈琪 Hon Ka Ki 5A
黃靖殷 Wong Ching Yan Jessica 5B
劉宛姍 Lau Yuen Shan 5C
蔡芷晴 Choi Tsz Ching 5C
張皓嵐 Cheung Ho Nam 5E
黃卓思 Wong Cheuk Sze Cathy 5E

MTR-CUHK Youth Quality of Life Champion Competition
Organized by CUHK and MTR

Silver
羅睿琦 Lo Yui Kei Kathy 4D
李欣琳 Lee Yan Lam Eileen 4E
吳詠希 Ng Wing Hei Agnes 4E
謝爾霖 Tse Yi Lam Gloria 4E
胡靖嵐 Wu Ching Laam Grace 4E

'Traditional vs Western Culture' English Essay Competition
Senior Secondary Group (English)

Merit
林嘉慧 Lam Ka Wai 4E

Smoke-free Youth Ambassador Leadership Training Programme 2013
Organised by Hong Kong Council on Smoking and Health
Outstanding Smoke-free Programme Awards – Champion
St. Stephen's Girls' College (Team 2)

Outstanding Smoke-free Team
Stephen's Girls' College (Team 1)

The Most Active Participation Award in the Top 10 News Election
Organised by Hok Yau Club and sponsored by the Civic Education Committee of the Hong Kong Government

李旼蔚 Li Adas 5A
何樂思 Ho Joyce Loksee 5D
孫晞庭 Sun Tiana 5D
嚴漪鈴 Yim Yee Ling 5D

Spring Program for the Gifted and Talented
李靄澄 Lee Oi Ching 1D

The 15th Hong Kong Mathematical High Achievers Selection Contest
Organised by Po Leung Kuk and Hong Kong Association of Science and Mathematics Education

1st Class Honour
潘詠琦 Poon Wing Kei 3E

2nd Class Honour
黃芊芊 Wong Chin Chin 2C

3rd Class Honour
陳鏸欣 Chan Wai Yan Vanessa 2D
楊夏曉 Yang Sasha Xia Xiao 3A
陳梓珊 Chan Tsz Shan 3C

The 5th Hong Kong Creative Problem-Solving Competition for Secondary Schools
Organised by Gifted Education Section of EDB and HK Federation of Education Workers

Silver Award
黃芊芊 Wong Chin Chin 2C
陳鏸欣 Chan Wai Yan Vanessa 2D
廖安齊 Liu Andree Jasper 1D
楊桑曉 Yang Sang Xiao Sandra 1E
The 30th Hong Kong Mathematics Olympiad 2012/13  
Organised by EDB and Hong Kong Institute of Education

Geometric Construction 3rd Class Honour
林嘉慧 Lam Ka Wai  4E  
蔡婷 Tsoi Ting Westing  4E  
李懿珊 Lee Yee Shan Mavis  5D  
潘卓雅 Pun Cheuk Nga Janice  5D

Mathematics Resources Contest 2012-13
Organised by The Hong Kong Academy for Gifted Education and Mathematical Database

Silver Award & Award of Originality
鄭晴怡 Cheng Ching Yee  4E  
張凱琳 Cheung Hoi Lam  4E  
甘希賢 Kam Hei Yin Andrea  4E  
李卓恩 Lee Rachael  4E  
蘇芷晴 So Tsz Ching  4E  
謝靜宜 Tse Atalie Ching Yee  4E

第九屆“亞洲盃”奧數之星創新思維初賽  
三等獎
黃芊芊 Wong Chin Chin  2C

2012/13 Statistical Project Competition for Secondary School Students  
Organised by Hong Kong Statistical Society, and co-organized by EDB

Distinguished Prize
黃芊芊 Wong Chin Chin  2C

The 2nd SKH Math Board Games Competition
4th Place
梁語桁 Leung Yu Hang  2D  

Gold Award
廖于賢 Liao Yue Yin Rachel  2D

Merit Award
黃寶怡 Wong Bao Yi  2E
智愛閱讀中文計劃表現優異學生
丘芷其 Yau Tsz Ki Jackie 1E
吳子荍 Ng Chi Kiu 1D
陳凱瀅 Chan Hoi Ying 2D
陳淳蔚 Chan Shun Wai 3A

2012 長城杯中國文化藝術大賽
香港特別行政區文學藝術界聯合會、香港文聯曲藝家協會、北京普通話教育中心(香港)、香港資助小學校長會、香港相聲俱樂部協辦

中學初級組普通話散文朗誦比賽 – 金獎
陳慧玲 Chan Wai Ling 2A

中學初級組普通話古詩文朗誦比賽 – 金獎
陳慧玲 Chan Wai Ling 2A

中學初級組曲藝對口相聲比賽 – 金獎
陳慧玲 Chan Wai Ling 2A

普通話初中組 – 亞軍
陳慧玲 Chan Wai Ling 2A

中西區交通安全運動議會主辦中西中西區交通安全運動海報設計比賽
Best School Participation Award
St. Stephen's Girls' College

1st Runner Up
劉韻菁 Lau Wan Ching 2D

2nd Runner Up
簡介清 Kan Kai Ching 2A
羅梓僑 Law Tse Kiu 2D
Merit
謝梓芹 Tse Tze Kun Ishanna 2A

防癆書籤設計比賽：防癆活動多元化，你我一起齊參加
香港防癆心臟及胸病協會主辦

Merit
陳浩儀 Chan Ho Yee 3A

「愛‧珍惜」全港兒童青少年攝影大賽
Organised by China Construction Bank (Asia)

中學組 - 第一名
黄芷盈 Wong Tsz Ying Melanie 5A

中學組 - 第二名
江澄 Kong Ching 5A

「老」點「新」活攝影比賽
市區重建局 (市建局) 聯同香港大學建築文物保護碩士課程、香港大學通識教育部合辦

冠軍
芮潁洋 Zay Vivienne 4B

季軍
區樂澄 Au Linette Chara 4A

防火安全海報標語設計比賽
Organised by Central and western District Council

1st Runner-up
李樂琳 Lee Lok Lam Amiel 3B

Outstanding award
陳凱瀅 Chan Hoi Ying 2D

2012 Anti-drug Fashion Design Competition
Organised by Society of Boys' Centres Hui Chung Sing Memorial School

Merit award
羅琳 Law Ellen Lam 3D
李靖嵐 Lee Gladys Ching Nam 3D
李佳容 Lee Kai Yung Karen 3D

第四十七屆工展會 - 全港中學生廣告短片創作比賽
最佳商業觸覺獎
張啟妍 Cheung Veronica Megan 2D
劉韻珩 Lau Andrea Lavinia 2D
董恩廷 Toong Yan Ting 3D
林家希 Lam Ka Hei 4C
陳銘 Chan Ming 4D
王栢妍 Wong Pak In 4D
M21 青年微電影大賽
香港青年協會主辦

最具人氣大奬 - 阪些錯過
陳曉樂 Chan Hiu Lok 5D
陳海晴 Chan Hoi Ching 5D
鄭詠珊 Cheng Michelle Wing Shan 5D
關佩瑩 Kwan Pui Ying 5D
林子恩 Lam Tsz Yan 5D
李思穎 Li Siying 5D
麥婉琳 Mak Yuen Lam 5D
黃綽嘉 Wong Tricia 5D
邱少君 Yau Siu Kwan 5D
袁彩玲 Yuen Choi Ling 5D

最具人氣大奬 - 情，伴你每一程
沈欣渝 Shum Yan Yue 3C
徐翠君 Tsui Chui Kwan 3C
袁穎施 Yuen Wing Sze 3D
徐芷君 Tsui Tsz Kwan 4B
趙家尉 Chiu Ka Wai 4C
周諾 Chow Nok 4D
伍靖瑜 Ng Ching Yue 4D
徐嘉琳 Tsui Ka Lam 4D
楊穎雯 Yeung Wing Man 4E

新市盛世優秀社責大奬
蕭凱恩 Siu Hoi Yan 3A

SUPERNOVA Inther-school Singing Contest
Organised by the Hong Kong Federation of Schools Union

Champion in the Grand Final
蕭凱恩 Siu Hoi Yan 3A

2012 Hong Kong Spirit Ambassador Award
蕭凱恩 Siu Hoi Yan 3A

Volunteer Movement
Organised by Social Welfare Department, Award for Volunteer Service
### Gold Award
St. Stephen's Girls' College

#### Gold Award (200 service hours or above)
- 王沛婷 Wong Pui Ting 2A
- 羅曉君 Law Hiu Kwan Cathleen 4D

#### Silver Award (100 service hours or above)
- 李佳容 Lee Kai Yung 3D
- 葉卓翹 Ip Cheuk Kiu 6D
- 蕭茜彤 Siu Sin Tung 6E

#### Bronze Award (50 service hours or above)
- 梁愷淇 Leung Hoi Kei 2A
- 莫芷晴 Mok Tsz Ching 3A
- 鮑嬿而 Pau Yin Yee 3E
- 陳泳霖 Chan Wing Lam 4C
- 盧家穎 Lo Ka Wing Catherine 4E
- 陳珮汶 Chan Wing Christy 5A
- 周欣祈 Chow Dorothy Yan Kei 5A
- 黃芷盈 Wong Tsz Ying Melanie 5A
- 楊舒詠 Yeung She Wing Christy 5E

### 社會福利署中西南及離島區推廣義務工作計劃
2012年度義工服務嘉許狀

#### 金獎
- 王沛婷 Wong Pui Ting 2A
- 李佳容 Lee Kai Yung 3D
- 羅曉君 Law Hiu Kwan Cathleen 4D
- 葉卓翹 Ip Cheuk Kiu 6D
- 蕭茜彤 Siu Sin Tung 6E

#### 銀獎
- 梁愷淇 Leung Hoi Kei 2A
- 莫芷晴 Mok Tsz Ching 3A
- 鮑嬿而 Pau Yin Yee 3E
- 陳泳霖 Chan Wing Lam 4C
- 盧家穎 Lo Ka Wing Catherine 4E
- 陳珮汶 Chan Pui Man 5A
- 周欣祈 Chow Dorothy Yan Kei 5A
- 黃芷盈 Wong Tsz Ying Melanie 5A
- 楊舒詠 Yeung She Wing Christy 5E
- 袁曉澄 Yuen Hiu Ching 6A
毛梓昕 Mao Tsz Yan 6D
歐陽銳櫻 Au Yeung Yui Ying 6E

**銅獎**
傅諾誼 Foo Nok Yi 4A
陳凱欣 Chan Kwok Yan Kornee 4C
黃彬彬 Wong Pan Pan 5A
張凱恩 Cheung Hoi Yan 5D
關佩瑩 Kwan Pui Ying 5D
李彥樺 Lee Yin Wa 5D
黃皓心 Wong Ho Sum 5D
馮嘉裕 Fung Ka Yu 5E
吳君朗 Ng Kwan Long 6A
莊晴芝 Chong Jeanette 6C
庾翠桐 Yiu Tsui Tung 6D
羅君慈 Law Kwan Chi Sarah 6E
黃穎昕 Wong Wing Yan 6E
楊芷珊 Yeung Tsz Shan 6E

**11th Hong Kong Gren School Award**
Organised by Environmental Campaign Committee, Environmental Protection Department and Education Bureau

**St. Stephen’s Girls’ College**
**Student Environmental Ambassador Scheme 2012-2013**
**Outstanding Student Environmental Protection Ambassador**

**Gold Award**
楊穎欣 Yeung Vivian 4A

**Silver Award**
余馨婷 Yu Hing Ting 5E

**Bronze Award**
韓珈琪 Hon Ka Ki 5A

**Merit Award**
張稚驩 Cheung Chi Foon 1A
關睿晴 Kwan Yui Ching 1A
劉頌珩 Lau Andrea Lavinia 2D
莫芷晴 Mok Tsz Ching 3A
吳進欣 Ng Marry Aurora 3A
翁靖雯 Yung Ching Man 3A
鄭斯月 Zheng Gloria Siyue 3A
徐翠君 Tsui Chui Kwan 3C
郭敏賢 Kwok Man Yin 3D
呂綺圍 Lui Yi Wai 4A
陳欄欣 Chan Kwok Yan Kornee 4C
盧信希 Lo Son Hei 4C
陳穎妍 Chan Wing Yin Sally 4D
羅曉君 Law Hiu Kwan Cathleen 4D
羅睿琦 Lo Yui Kei 4D
伍靖瑜 Ng Ching Yue 4D
譚璟霈 Tam King Pui 4D
曾煒敏 Tsang Hoi Man Heidi 4D
徐嘉琳 Tsui Ka Lam 4D
庾頌詩 Yu Jose Chung Sze 4D
袁嘉敏 Yuen Ka Man 4D
袁若汧 Yuen Ruo Qian 4D
方晞研 Fong Hei Yin 4E
何善宜 Ho Seen Yee 4E
甘希賢 Kam Hei Yin Andrea 4E
劉柏妍 Lau Laura Lavinia 4E
劉思岐 Lau Sze Ki Peony 4E
梁卓琳 Leung Cheuk Lam Charlie 4E
梁愷琳 Leung Janice Hoi Lam 4E
盧家穎 Lo Ka Wing Catherine 4E
彭曉彤 Pang Hiu Tung 4E
岑宙怡 Ramsden Julia Emma 4E
蘇芷晴 So Tsz Ching 4E
鄧靖瑜 Tang Ching Yu 4E
謝穎茵 Tse Wing Yan 4E
蔡婷 Tsoi Ting Westing 4E
黃嘉儀 Wong Ka Yee 4E
王樂瑤 Wong Lok Yiu 4E
楊雋穎 Young Chun Wing 4E
袁穎忻 Yuan Wing Yan 4E
何禮禧 Ho Lai Hei 5A
何曦 Ho Hay lane 5A
馮嘉裕 Fung Ka Yu 5E
劉蔚萱 Lau Wai Huen 5E
楊舒詠 Yeung She Wing Christy 5E

Successfully completed the Specific Environmental Badge Training in Waste Management
劉柏妍 Lau Laura Lavinia 4E
韓珈琪 Hon Ka Ki 5A
余馨婷 Yu Hing Ting 5E
Successfully completed the Basic Environmental Badge Training in Waste Management

盧芷曦  
莫芷晴  
黃筠朝  
李樂琳  
蔡子蔚  
黃楚懿  
郭敏賢  
楊穎欣  
陳銘  
鄭晴怡  
何善宜  
甘希賢  
梁卓琳  
伍琳  
吳詠希  
蘇芷晴  
邓靖瑜  
謝爾霖  
王樂瑤  
黃瑞盈  
何雅瑩  
何施華  
謝靜兒  
林慧思  
劉蔚萱  
楊舒詠

64th Hong Kong Schools Speech Festival – English Festival

Solo Verse Speaking – Non-Open Secondary 1 – Girls : First

馮芷芊  
盧思澄

Solo Verse Speaking – Non-Open Secondary 1 - Girls : First

林芝樂

Solo Prose Reading – Non-Open Secondary 4 - Girls : First

Public Speaking Solo – Secondary 1 & 2 : First

Shakespeare Monologue – Non-Open Age 15 and over : First

林芝樂
**Dramatic Scenes – Secondary 3 and 4: First**
- 賀紫君  Ho Gabrielle Ji Chuen  4A
- 林頌恩  Lam Chun Yan Abbie  4A
- 林愷庭  Lam Hoi Ting Leanne  4A
- 林芝樂  Lam Charlotte  4D
- 王嘉蔚  Wang Jiawei  4D

**Solo Verse Speaking – Non-Open Secondary 1 - Girls: Second**
- 楊亮澄  Yeung Leong Ching  1C

**Solo Verse Speaking – Non-Open Secondary 1 - Girls: Second**
- 趙悅融  Chao Yuet Yung  1A

**Solo Verse Speaking – Non-Open Secondary 1 - Girls: Second**
- 張詠淇  Cheung Wing Ki  1C

**Solo Verse Speaking – Non-Open Secondary 2 - Girls: Second**
- 袁洛嘉  Walker Mary Lauren  2B

**Solo Verse Speaking – Non-Open Secondary 3 - Girls: Second**
- 陳梓珊  Chan Tsz Shan  3C

**Solo Verse Speaking – Non-Open Secondary 4 - Girls: Second**
- 林愷庭  Lam Hoi Ting Leanne  4A

**Public Speaking Team – Non-Open Secondary 4 to 6 – Boys and/or Girls: Second**
- 趙樂翹  Chiu Lok Kiu Rachel  4A
- 謝映  Tse Ying  4A
- 王伶靄  Wong Ling Oi Helen  4D

**Shakespeare Monologue – Non-Open Age 15 and over: Second**
- 劉哲  Lau Chit  4D

**Dramatic Duologue Secondary 1 and 2: Second**
- 李天穎  Lee Tin Wing Alvina  2E
- 江詠希  Kong Wing Hay  2E

**Dramatic Duologue Secondary 3 and 4: Second**
- 胡婧婷  Wu Tiffany Christine Ching Ting  3D
- 容以琳  Yung Denise  3D

**Dramatic Duologue Secondary 3 and 4: Second**
- 王嘉蔚  Wang Jiawei  4D
- 岑宙怡  Ramsden Julia Emma  4E
Rehearsed Original Scene Secondary 4 to 6: Second
賀紫君  Ho Gabrielle Ji Chuen  4A
林頌恩  Lam Chun Yan Abbie  4A
林愷庭  Lam Hoi Ting Leanne  4A
林芝樂  Lam Charlotte  4D
王嘉蔚  Wang Jiawei  4D

Solo Verse Speaking – Non-Open Secondary 1 – Girls: Third
蘇雍婷  So Yung Ting  1E

Solo Verse Speaking: Non-Open Secondary 2 – Girls: Third
朱皓玥  Chu Ho Yuet Davina  2C

Solo Verse Speaking: Non-Open Secondary 4 – Girls: Third
周洛筠  Chow Lok Kwan  4D

Solo Verse Speaking – Non-Open Secondary 5 – Girls: Third
宋煒妍  Sung Wai Yin Gemma  5D

Choral Speaking – Non-Open Secondary 3 – Girls: Third
3A

Public Speaking Solo Secondary 5: Third
宋煒妍  Sung Wai Yin Gemma  5D

Improvised Dramatic Scenes Secondary 4 to 6 – Boys and/or Girls: Third
林頌恩  Lam Chun Yan Abbie  4A
林愷庭  Lam Hoi Ting Leanne  4A
林芝樂  Lam Charlotte  4D
王嘉蔚  Wang Jiawei  4D

第六十四屆香港學校際朗誦節 – 中文組
詩詞獨誦(中學一年級) – 冠軍
陳曉彤  Chan Hiu Tung  1B

d散文獨誦(中學一年級) – 冠軍
陳曉彤  Chan Hiu Tung  1B

d散文獨誦(中學一年級) – 冠軍
余沛恩  Yue Pui Yan Charmaine  1C

d散文獨誦(中學二年級) – 冠軍
陳慧琳  Chan Wai Lam  2A

d散文獨誦(中學一及二年級)(普通話) – 冠軍
<table>
<thead>
<tr>
<th>姓名</th>
<th>班級</th>
<th>級別</th>
</tr>
</thead>
<tbody>
<tr>
<td>陳慧玲</td>
<td>2A</td>
<td>散文獨誦(中學五年級) - 冠軍</td>
</tr>
<tr>
<td>麥曉宜</td>
<td>5E</td>
<td>散文獨誦(中學五年級) - 冠軍</td>
</tr>
<tr>
<td>盤樂瑤</td>
<td>2B</td>
<td>二人朗誦(中學一及二年級) - 冠軍</td>
</tr>
<tr>
<td>孫子晴</td>
<td>2B</td>
<td>二人朗誦(中學三及四年級) - 冠軍</td>
</tr>
<tr>
<td>霍祉澄</td>
<td>4B</td>
<td>二人朗誦(中學五及六年級) - 冠軍</td>
</tr>
<tr>
<td>簡頌庭</td>
<td>4C</td>
<td>二人朗誦(中學五及六年級) - 冠軍</td>
</tr>
<tr>
<td>林宇凰</td>
<td>5A</td>
<td>詩詞獨誦(中學四年級) - 亞軍</td>
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<tr>
<td>黃彬彬</td>
<td>5A</td>
<td>詩詞獨誦(中學四年級) - 亞軍</td>
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<td>趙家尉</td>
<td>4C</td>
<td>詩詞獨誦(中學四年級) - 亞軍</td>
</tr>
<tr>
<td>何潔慧</td>
<td>4A</td>
<td>散文獨誦(中學三及四年級)(普通話) - 亞軍</td>
</tr>
<tr>
<td>何采茜</td>
<td>5E</td>
<td>二人朗誦(中學五及六年級) - 亞軍</td>
</tr>
<tr>
<td>馬穎婷</td>
<td>5E</td>
<td>二人朗誦(中學五及六年級) - 亞軍</td>
</tr>
<tr>
<td>蕭凱恩</td>
<td>3A</td>
<td>詩詞獨誦(中學一至三年級) - 亞軍</td>
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<tr>
<td>余沛恩</td>
<td>1C</td>
<td>基督教經文朗誦(中學一及二年級) - 亞軍</td>
</tr>
<tr>
<td>盧思澄</td>
<td>1D</td>
<td>詩詞獨誦(中學一及二年級)(普通話) - 季軍</td>
</tr>
<tr>
<td>唐穎思</td>
<td>2B</td>
<td>詩詞獨誦(中學二年級) - 季軍</td>
</tr>
<tr>
<td>招鎧琦</td>
<td>2D</td>
<td>詩詞獨誦(中學三年級) - 季軍</td>
</tr>
<tr>
<td>蕭凱恩</td>
<td>3A</td>
<td>詩詞獨誦(中學四年級) - 季軍</td>
</tr>
<tr>
<td>黎嘉珮</td>
<td>4C</td>
<td>詩詞獨誦(中學四年級) - 季軍</td>
</tr>
</tbody>
</table>
詩詞獨誦(中學五年級) - 季軍
何采茜  Ho Choi Sin  5E

散文獨誦(中學一年級) - 季軍
邱淑華  Khoo Shuk Wa  1A

散文獨誦(中學一年級) - 季軍
陳語翹  Chan Yu Kiu  1B

散文獨誦(中學一年級) - 季軍
楊亮澄  Yeung Leong Ching  1C

散文獨誦(中學一及二年級)(普通話) - 季軍
唐穎思  Tong Wing Sze  2B

散文獨誦(中學三年級) - 季軍
陳蔚晴  Chan Wai Ching  3E

散文獨誦(中學三及四年級)(普通話) - 季軍
梁詩程  Leung Sze Ching  4D

二人朗誦(中學一及二年級) - 季軍
方烯婷  Fong Hai Ting  2C
王筠婷  Wong Kwan Ting  2C

二人朗誦(中學五及六年級) - 季軍
陳珮汶  Chan Pui Man  5A
張嘉鈺  Cheung Ka Yuk Maggie  5A

二人朗誦(中學五及六年級) - 季軍
周思朗  Chow Sharon  6A
郭可瑩  Kwok Ho Ying  6A

Music – 65th Hong Kong Schools Music Festival

School Teams

Church Music: Age 14 or under (in Foreign Language)
First – SSGC Junior Choir

Vocal Ensemble: Madrigal (in Foreign Language)
Second – SSGC & SPC Madrigal Groups

Vocal Classes
Vocal Solo: Age 19 or under (in Foreign Language) - First
梁詩程 Leung Sze Ching 4D

Vocal Solo: Age 19 or under (in Chinese) - Third
梁詩程 Leung Sze Ching 4D

Operatic Solo - Open Class - Second
梁詩程 Leung Sze Ching 4D

Art Song - Open Class - Third
梁詩程 Leung Sze Ching 4D

Miss Barbara Fei Vocal Prize Final (Non-Open) - Third
梁詩程 Leung Sze Ching 4D

Female Voice Duet: Age 19 or under - Third
梁詩程 Leung Sze Ching 4D
郭芷彥 Kwok Janice Chi Yin 4E

Vocal Solo: Age 16 or under (in Chinese) - First
林芝樂 Lam Charlotte 4D

Vocal Solo: Age 16 or under (in Chinese) – Second
蕭凱恩 Siu Hoi Yan 3A

Vocal Solo: Age 14 or under (in Chinese) - Third
車曉嵐 Che Hiu Lam 2D

Vocal Solo: Age 14 or under (in Foreign Language) - Third
鄺敬婷 Kwong Jing Ting Deborah 2E

Piano Classes

Piano Solo: Grade 8 - First
余樂思 Yu Rochelle Charis 3A

Piano Solo: Grade 8 - Second
趙家苗 Chiu Ka Miu 2B

Piano Solo: Grade 7 - Third
黃朗程 Wong Long Ching Laurel 1A
譚天恩 Tam Tin Yan 1D

Piano Solo: Grade 5 - Second
邱淑華 Khoo Shuk Wa 1A
余樂希 Yu Lauren Carmen 1C
Piano Duet: Senior - Second
劉韻珩 - Lau Andrea Lavinia - 2D
劉柏妍 Lau Laura Lavinia 4E

Piano Duet: Junior - Third
丘芷欣 Yau Tsz Yan Grace 1B
丘芷其 Yau Tsz Ki Jackie 1E

Instrumental Classes

Cello Solo: Junior - First
李靄澄 Lee Oi Ching 1D

Xylophone Solo - Third
車曉嵐 Che Hiu Lam 2D

Flute Solo: Junior - Third
黎溢穎 Lai Yat Wing Betty 1A

Chinese Instrumental Classes

Yangqin Solo: Intermediate - Second
劉韻珩 Lau Andrea Lavinia 2D

BOCHK Bauhinia Bowl Award
Most Progressive School

Inter-school Table Tennis Competition (Division Two)
Overall - Champion
A Grade – Champion
姜天慧 Keung Tin Wai Christy 2D
鄒淩 Chow Ning Kelly 2E
李芷晴 Li Tsz Ching 5D
羅美媛 Lo Mei Wun 6D

B Grade – Champion
鄒洛怡 Chow Lok Yee Christie 2A
趙家苗 Chiu Ka Miu 2B
唐穎思 Tong Wing Sze 2B
古蒨瑩 Koo Sin Ying 4C

Inter-school Volleyball Competition (Division One)
Overall - Fourth

B Grade - Second

梁鈞棱  Leung Queenie  2A
陳可晴  Chan Ho Ching  2D
潘可琳  Poon Ho Lam  3C
陳曉漫  Chan Hiu Man  3D
陳姿蓉  Chan Chi Yung  4D
陳祉忻  Chan Chi Yan  4E
賴欣寧  Lai Yan Ning  4E
李穎希  Lee Wing Hei  4E

C Grade - Fourth

張凱嵐  Cheung Hoi Laam Karis  1A
梁嘉裕  Leung Ka Yu  1A
黃曉暄  Wong Hiu Huen  1A
鄭伊喬  Cheng Claudia Yi Kiu  1B
謝曉盈  Tse Hiu Ying  1B
羅慧宇  Lo Wai Yu Elanor  1C
鄧凝睿  Tang Ying Yui  1C
馬式倫  Ma Sik Lun  1D
彭尉晴  Pang Wai Ching  1D
黃頌瑜  Wong Chung Yu  1D
郭心妍  Kwok Sum Yin  2A
李碧睿  Lee Phoebe Pik Yui  2B
陳銘欣  Chan Wai Yan Vanessa  2D
陳允禧  Chan Wan Hei  2D
鍾卓穎  Chung Cheuk Wing  2D

Inter-school Badminton Competition (Division One)

Overall – Third

吳凱婷  Ng Hoi Ting  2C
陳文諾  Chan Man Nok  2D
佘慧欣  Yu Wai Yan  3C
劉倩煒  Lau Xin Wai  3D
容以琳  Yung Denise  3D
謝映  Tse Ying  4A
徐芷君  Tsui Tsz Kwan  4B
伍靖瑜  Ng Ching Yue  4D

C Grade – Second

蕭卓盈  Siu Cheuk Ying  1A
林穎希  Lam Chloe Wing Hay  1B
周奕彤  Chou Yik Tung  1C
馮芷芊  Fung Katrina  1C
梁灝琳  Leung Ho Lam Trista  1D
陳倩蓉  Chan Sin Yung Belcher  1E
黃樂瑤  Wong Lok Yiu Charlotte  1E
馮羨  Fung Xian  2E

Inter-school Athletics Championships (Division One)
C Grade 4X100M – Fourth
張凱嵐  Cheung Hoi Laam Karis  1A
劉韻菁  Lau Wan Ching  2D
馮卓欣  Wu Cheuk Yan Nikki  2D
馮羨  Fung Xian  2E

B Grade Shot Put – Fourth
賴欣寧  Lai Yan Ning  4E

C Grade 100m & 200m – First
馮卓欣  Wu Cheuk Yan Nikki  2D

C Grade High Jump – First
張凱嵐  Cheung Hoi Laam Karis  1A

全港中學生排球錦標賽  U16
香港隊代表
梁鈞棱  Leung Queenie  2A

4th Hong Kong Games
Women’s High Jump – Third
張凱嵐  Cheung Hoi Laam Karis  1A

響應第五十六體育節-南區聯校草地滾球戰日
優異獎
彭思衡  Pang Sze Hang  1B
李樂琳  Lee Lok Lam Amiel  3B
梁詩程  Leung Sze Ching  4D
李懿珊  Lee Yee Shan Mavis  5D

2013 青少年草地滾球新秀賽
亞軍
彭思衡  Pang Sze Hang  1B
Central & Western District Athletics Meet  
Organized by Leisure & Cultural Services Department

<table>
<thead>
<tr>
<th>Event</th>
<th>Name</th>
<th>Class</th>
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<tbody>
<tr>
<td><strong>C Grade</strong></td>
<td></td>
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<tr>
<td>800M – Third</td>
<td>林嘉儀 Lam Ka Yee Christy</td>
<td>5C</td>
</tr>
<tr>
<td>High Jump – Second</td>
<td>陸世婷 Luk Sai Ting</td>
<td>6B</td>
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<tr>
<td>Long Jump – Second</td>
<td>黃皓婷 Wong Ho Ting Christie</td>
<td>6E</td>
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<tr>
<td>4 x 100M – Second</td>
<td>張凱嵐 Cheung Hoi Laam Karis</td>
<td>1A</td>
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<tr>
<td></td>
<td>文逸瑜 Man Marie</td>
<td>2B</td>
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<tr>
<td></td>
<td>林嘉儀 Lam Ka Yee Christy</td>
<td>5C</td>
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<td>潘卓雅 Pun Cheuk Nga</td>
<td>5D</td>
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<tr>
<td><strong>D Grade</strong></td>
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<tr>
<td>100M – First</td>
<td>鄧卓忻 Wu Cheuk Yan</td>
<td>2D</td>
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<tr>
<td>800M – First</td>
<td>黃寶怡 Wong Bao Yi</td>
<td>2E</td>
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<tr>
<td>1500M – First</td>
<td>黃寶怡 Wong Bao Yi</td>
<td>2E</td>
</tr>
<tr>
<td>1500M – Second</td>
<td>區恩霖 Au Yan Lam Hosanna</td>
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<tr>
<td>Shot Put – First</td>
<td>賴欣寧 Lai Yan Ning</td>
<td>4E</td>
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<tr>
<td>Shot Put – Third</td>
<td>林祖慧 Lam Cho Wai</td>
<td>2E</td>
</tr>
<tr>
<td>High Jump – Second</td>
<td>沈欣渝 Sham Yan Yue</td>
<td>3C</td>
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<tr>
<td>Long Jump – Third</td>
<td>鄧卓忻 Wu Cheuk Yan</td>
<td>2D</td>
</tr>
<tr>
<td>4 x 100M Relay – First</td>
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</tbody>
</table>
劉韻菁 Lau Wan Ching  2D
鄔卓忻 Wu Cheuk Yan  2D
馮羨 Fung Xian  2E
王幸玲 Wong Han Ling  3D

4 x 400M Relay – First
李天穎 Lee Tin Wing Alvina  2E
黃寳怡 Wong Bao Yi  2E
林袓慧 Lam Cho Wai  2E
區恩霖 Au Yan Lam Hosanna  3D

E Grade
4 x 400M Relay – First
陳靄汶 Chan Oi Man  1A
李馥妝 Lee Fook Chong  1A
盧洛堯 Lo Lok Yiu Ronni  1A
文朗晴 Man Long Ching  1A

South China Athletics Meet
Organised by South China Athletics Association

A Grade
Shot Put – Third
黃筱棻 Wong Siu Fan  6D

B Grade
High Jump – Second
沈欣渝 Shum Yan Yue  3C

C Grade
High Jump – First
張凱嵐 Cheung Hoi Laam Karis  1A

100M – First (New Record)
邬卓忻 Wu Cheuk Yan  2D

200M – First
邬卓忻 Wu Cheuk Yan  2D

Shot Put – Second
林袓慧 Lam Cho Wai  2E
Riverside Win Win Run 2012
Organised by Activist Association

Overall – Second
3km Schools Girls Team (Representatives)
文朗晴 Man Long Ching 1A
黃寶怡 Wong Bao Yi 2E
林嘉儀 Lam Ka Yee Christy 5C
楊舒詠 Yeung She Wing Christy 5E

3km Junior – Eighth
文朗晴 Man Long Ching 1A

3km Open – Second
黃寶怡 Wong Bao Yi 2E

學校體育推廣計劃 - 隨際外展劍擊 (花劍) 比賽 2012/2013
Organised by Leisure & Cultural Services Department

女子高級組 – Third (Representatives)
蔡杏琳 Tsoi Hang Lam 3E
蕭曉晴 Siu Hiu Ching 4A
徐嘉琳 Tsui Ka Lam 4D

Joint School Orienteering Championships 2012/2013
Organised by Orienteering Association of Hong Kong

Group: WB-HKI – First
何善宜 Ho Seen Yee Cindy 4E

All Hong Kong Schools Jing Ying Badminton Tournament 2012-2013
Organised by Hong Kong Schools Sports Federation

Quarter Final (Secondary Girls Singles)
謝映 Tse Ying 4A

2012 東、西、南區、離島區分齡羽毛球賽
U15 女單 – 冠軍
謝映 Tse Ying 4A
2012 九龙城区、葵青区、湾仔分龄羽毛球赛
U15 女单 - 亚军
谢映 Tse Ying 4A

2012 Triathlon Overall Individual Series
Organised by Hong Kong Triathlon Association

Duathlon Series Race 1 & Race 2 – Second
黄朗翘 Wong Long Kiu 3D

Wong Tai Sin District Age Group Athletics Competition
Tsuen Wan District Age Group Athletics Competition
Northern District Age Group Athletics Competition
Kwai Ching District Age Group Athletics Competition
Shum Shui Po District Age Group Athletics Competition
Kwun Tong District Age Group Athletics Competition
Organised by Leisure & Cultural Services Department

Girl Junior D Grade High Jump – First
林浩恩 Lam Ho Yan 4E

響應第五十六體育節 - 體育舞蹈精英賽
女子组 16 岁或以上
牛仔舞、倫巴舞、鬥牛舞 - 第一名
查查查 - 第二名
森巴舞 - 第三名
張浩欣 Cheung Ho Yan 1D
梁樂怡 Leung Emily Lok Yee 4E

男女混合组 12-13 岁 標準舞五項全能 - 第二名
張浩欣 Cheung Ho Yan 1D

49th School Dance Festival

Jazz (Group) – Highly Commended Award
Team A
李馥妆 Lee Fook Chong Alma 1A
吴沅凌 Goh Yuen Ling Joan 1E
周浠婷 Chau Hei Ting 2A
吴雅霖 Ng Yar Lin 2A
陳思行 Chan Sze Hang Abigail 2D
陳依彤 Chan Yee Tung 2D
陳浩菁 Chan Ho Ching Andrea 3C
張沅淇 Cheung Yuen Ki 3C
孫葆宜 Suen Zoe 3D
胡婧婷 Wu Tiffany Christine Ching Ting 3D
周麗銳 Chow Lai Yui 3E
柯晞曼 Or Natalie 3E
李漢鈞 Li Hon Kwan 4A
黃晞朗 Wong Hei Long 4B
張子盈 Cheung Tsz Ying 4C
趙家尉 Chiu Ka Wai 4C
關蠻影 Kwan Tip Ying 4C
黎頌賢 Lai Chung Yin 5A
黃甦怡 Wong Ching Yi 5C
杜俊頤 To Chun Yee 5E
黃安蕎 Wong On Kiu Tiffany 5E

_Jazz (Group) – Commended Award_

**Team B**

柯文欣 Kitchell Katrina 1A
周麗翹 Chow Lai Kiu 1B
李卓瑩 Li Cheuk Ying Vanessa 1B
林嘉希 Lin Ka Hei 1B
謝欣桐 Tse Yan Tung 1D
徐凱筠 Tsui Jacqueline Hoi Kwan 1D
陳曉彤 Chan Hiu Tung Yo Yo 1E
秦燕淇 Chun Yin Kei 1E
李嘉津 Li Ka Chun 1E
余心喬 Yee Sum Kiu Rykiel 2A
梁靖 Leung Kirsten Ching 2B
高芷萱 Ko Tsz Huen 3D
李思恩 Li Sze Yan 4B
余穎寶 Yu Wing Po 4B
鄭進怡 Cheng Chun Yi 5A
陳映芺 Chan Ying Fu 5C

_Chinese Dance (Solo) – Commended Award_

林宇凰 Lam Yvonne 5A

第 9 屆香港校際體育舞蹈錦標賽
校際賽

中學女子組 – 總亞軍
香港學校體育舞蹈運動推廣獎 - 銅獎
聖士提反女子中學

中學組隊際賽 A 組 - 銀獎
張浩欣 Cheung Ho Yan 1D
陳慧琳 Chan Wai Lam 2A
劉明真 Lao Ming Chun 3A
歐陽沛玲 Au Yeung Pui Ling 3C
陳雅然 Chan Nga Yin Ariel 3C
羅琳 Law Ellen Lam 3D
董恩廷 Toong Yan Ting 3D
林愷庭 Lam Hoi Ting Leanne 4A
蔡淳欣 Choi Shun Yan Sharen 4D
林芝樂 Lam Charlotte 4D
劉哲 Lau Chit 4D
王梓妍 Wong Pak In 4D
梁樂怡 Leung Emily Lok Yee 4E
麥婉琳 Mak Yuen Lam 5D

中學組隊際賽 B 組 - 金獎
謝曉盈 Tse Hiu Ying 1B
張詠淇 Cheung Wing Ki 1C
丘諾琳 Yau Nok Lam 1C
文心言 Man Sum In Natalie 1D
許煒欣 Hui Wai Yan 2A
簡介清 Kan Kai Ching 2A
林懿德 Lam Yee Tak Natalie 2B
李泰 Li Sabrina Yee 2B
黃詠芝 Wong Ching Yan 2C
黃詠芝 Wong Wing Che 2C
梁語桁 Leung Yu Hang 2D
陳倩榆 Chan Sin Yu 3B

中學組專項賽成績

中學女子組 16 歲或以下

森巴舞 - 冠軍
倫巴舞、鬥牛舞、牛仔舞 - 亞軍
張浩欣 Cheung Ho Yan 1D
梁樂怡 Leung Emily Lok Yee 4E

鬥牛舞 - 冠軍
查查查 - 亞軍
### Participation in Extra-curricular Activities

#### 8.5.1 Sports and Physical Development

2012-13 was a rewarding and successful year for the school sports team. With members’ great dedication and high team spirit, we have achieved very remarkable results. Our School ranked 5th out of 38 girls’ schools in the BOCHK Bauhinia Bowl Award and have been promoted for one place comparing to last year. Moreover, our school also attained the “Most Progress School Award”. This trophy is awarded to the school which has improved the most in encouraging students to participate in Inter-school sports events during that specific year. The school’s achievement in the preceding years will also be considered. Other than the actual performance, the school’s attitude in sports both on and off the field will also be considered. Our school has attained this award in 2005.

Our Table-Tennis Team came overall Champion in the Inter-school Table-Tennis Competition Division Two with A & B grade came Champion. They will be promoted to Division One next year. For Badminton Team, they got overall Third in the Inter-school Badminton Competition Division One with B grade & C grade came Second. Our Volleyball Team came overall Fourth in the Inter-school Volleyball Competition Division One with B Grade came Second and C Grade came Fourth. As for Fencing Team, they got overall Fourth & Epee team also came Fourth in the Inter-School Fencing Competition Open Division. Last but not least, Our Dance Team got one highly commendable & two commendable awards in 48th Dance Festival Jazz
& Chinese Dance category. Our DanceSport Team got overall Second in 9th Hong Kong School DanceSport Champion - Secondary School Section with Team A and B got Silver & Gold Award respectively. They also got overall Third in the School DanceSport Promotion Award.

Overall, we got 5 sports teams in Division One next year. It is also our pride that two students in our schools represented Hong Kong for International sports competitions, they were 6B Chan Sze Ting (water-polo) and 2A Leung Queenie (volleyball). Moreover, we got two junior form students being selected as Hong Kong Junior Team, they were 1B Pang Sze Hang (Lawn Bowl) and 1D Cheung Ho Yan (DanceSport). These achievements are surely recognition of our students’ concerted effort in striving for sports excellence, and the school’s strong support in promoting sports.

To enhance our sport culture, both our Physical Education Department as well as the Sports and Recreation Association tried their best to promote sports to every student. A series of sports activities had been organized throughout the year. They were the Swimming Gala, Sports Day, Mass PE, Sports Talents and Inter-Class Competitions (volleyball and basketball). Mass PE was also held regularly during PE lesson and all students need to perform as part of the opening ceremony during Sports Day. Moreover, to enrich students’ global experience, we have organized a 3 day training tour in Guangzhou Sports Polytechnic for the school Athletics team to prepare for the Inter-school Athletics Championships (Division One). Inside school, we have invited a parent of our present student – Dr. Chien Ping, a renowned specialist in Orthopaedics and Traumatology to give an assembly talk in dealing with sports injury. We have also organized a visit to UBS Hong Kong Open 2012 - “Golf in the City” for Form Two classes. Last but not least, our school will also participate as one of the cheering team in FIVB Volleyball World Grand Prix - HK 2013 which will be held in Hong Kong Coliseum in August.

8.5.2 Prefects’ Council and Students’ Association

The Prefects’ Council and the Students’ Association 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 had organized a “VOYAGE” Campaign. The VOYAGE campaign aimed to develop this year’s school theme “global citizenship” through inviting fellow students on board a voyage. This global voyage
helped students to have a deeper understanding of different countries, cross culture exposure and new perspectives. This global voyage included an international week which showcased history, national costumes and food of different countries; experience sharing sessions by different guest speakers; and monthly highlight presentation of different countries.

Besides, SA also successfully organized their regular events like Mentorship Programme, Teachers’ Days, Team Encouragement Projects, End of Term Performance, SA products and Inter-class competitions.

This year’s activities were highly commended by staff and students by providing our schoolmates with a fruitful and enjoyable school year.

8.5.3 Club Activities

In actualizing the school’s goal of promoting the holistic development of students, the school has offered a good balance of extra-curricular activities which provided students the opportunities to discover their potential, develop their talents and enhance their generic skills. There were 36 clubs and over 42 school teams in the school. 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 activities with different themes like English Week, Chinese Week, Computer Week, Music Week, CF Week, science technology experiments, jewellery design workshop, debating competitions, sports competitions, Cantonese Opera singing, hiking activities, joint school service projects, etc. These activities helped to broaden students’ experience and make learning fun. Through organizing and/or participating in these activities, the school spirit, class spirit and student integration among different forms were greatly enhanced.

To broaden students’ horizons, the school also encouraged students to take part in many different kinds of internal as well as inter-school competitions. They performed very well and have won numerous awards in different fields.

8.5.4 Community Service

One of the school’s traditions is in service to the community. Every student is encouraged to participate in at least one voluntary service during the year. The school service groups were keen to organize activities and successfully completed different service projects with the co-operation of other schools as well as with community centers. The service targets ranged from children, elderly as well as people with special needs. Student leaders not only enhanced their leadership and organization skills, but participants also raised their awareness of the needy in our community and throughout the world. A
new project “Children’s Festival” for the children of Central and Western District was also successfully completed this year. It was organized by the Students’ Association with the joint effort of all F.4 and 5 classes and Zonta Z Club. The project was funded by the Constitutional and Mainland Affairs Bureau which aims to raise public awareness and understanding of children’s rights enshrined in the United Nations Convention on the Rights of Children. It was an enjoyable and fun day for all.

In 2012, our students completed over 2000 service hours. Two students received a Gold Award from the Volunteer Movement organized by the HK Social Welfare Department in recognition of over 200 service hours; three students earned the Silver Award (over 100 hours); and twelve students received the Bronze Award (over 50 hours). Chien Leung Lam of F.6D and Yeung Tsz Shan of F.6E received the Kiwanis Community Service Award for their outstanding performance and contribution to voluntary service.

8.5.5 Environmental Protection Activities

11th Green School Award
This year St. Stephen’s Girls’ College was awarded the 11th Green School Award which is organised by the Environmental Campaign Committee, Environmental Protection Department and Education Bureau. The Hong Kong Institute of Education, Hong Kong Productivity Council and Vocational Training Council are the co-organisers. It recognized all our hard work and dedication to promote environmental activities and education at school in the following aspects: environmental policy and campus environment, environmental management and measures, environmental education plan and implementation, and environmental education effectiveness.

School Environmental Mission
Our mission is to promote environmentally responsible and sustainable behavior within the school community, maintain an environmental-friendly and sustainable teaching and learning atmosphere for all members of the school, to enhance students and staff’s awareness and understanding of the importance of the environment, and to help students become conscientious global citizens and stewards of the environment, protecting it for themselves and generations to come.

SSGC engages in various activities that reinforce eco-friendly values by action and inspiration. In addition to acting themselves, we educate and inspire students about environmental issues, equipping them to make informed choices about the consequences of their actions.

Environmental Protection Team
An Environmental Protection Team (EPT) has been established to draw up a whole-school green policy. 250 Student Environmental Protection
Ambassadors (SEPAs) from Form One to Form Six and 60 green monitors, 2 from each class work under the coordination of 16 working group student leaders and 8 teacher advisors to promote and enforce all the environmental activities in the school.

<table>
<thead>
<tr>
<th>Working group</th>
<th>Roles</th>
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| Greening the school campus | • In alliance with green monitors to ‘green’ the classrooms  
• To organize green school activities and practice organic farming.  
• To conduct the maintenance work of green roof and garden. |
| Environmental Bulletin Board and dissemination of environmental news | • To display posters and news concerning programs and competitions  
• To inform students about various programs and competitions during assembly and through e class  
• To maintain a web page on the school web.  
• To update the monthly electricity consumption. |
| Waste recycling, reduction and management | Recycling:  
• To allocate recycling bins in both buildings on the school campus.  
• To make sure that each classroom and staffroom has a paper recycling box.  
• To remind students to put the waste into the appropriate recycling bins.  
Waste reduction:  
• More green tips should be given to both the teachers and students during assembly.  
• To investigate the consumption rate and practice of the use of toilet paper in school. |
| Green lunch | • To remind students to bring utensils and properly return lunch boxes and utensils  
• To liaise with the tuck shop to provide green lunch every month. |
| Energy conservation | • Sets of energy saving labels will be posted in every classroom, special rooms and staff rooms such as reminding students and staff to close doors  
• Labels concerning the use of air conditioners will be posted in every classroom  
• Monthly assembly announcement about the energy consumption report to remind all students and staff about energy saving tips. |
| Training of | • Recruiting and training of SEPAs |
### SEPAs
- Arranging workshops and training for SEPAs

### Patrol Team
- To coordinate SPEAs to patrol the school during lunch time, during breaks and after school to investigate the effectiveness of the environmental policy and green practices of students.
- To report their investigation and evaluation during assembly periodically.

### Environmental Protection Society
- To advise students to organize various activities to promote Environmental Education

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**Environmental Ambassadors Scheme**

There are about 250 Student Environmental Protection Ambassadors (SEPAs) from Form One to Form Six and 2 green monitors from each class to promote the awareness of keeping a green and hygienic learning environment. The Students Environmental Protection Ambassador Scheme, jointly organized by The Environmental Campaign Committee, Environmental Protection Department and Education Bureau, held a series of training sessions and activities throughout the term.

To commend the Student Environmental Protection Ambassadors (SEPAs) for their contribution to promoting school environmental programmes in this academic year, three student green leaders were awarded Gold, Silver and Bronze Outstanding SEPA Awards, and 45 students were awarded SEPA Merit Awards, 26 students were awarded Environmental Basic Badges and 3 students were awarded Specific Badges in waste management.

**SSGC Green Oath**

In the assembly to introduce the school’s green plan, all our environmental protection ambassadors stood up and said our Green Oath together. They promised to devote themselves to creating a sustainable environment.

**SSGC Green Promise**

At the beginning of the academic year, all students at SSGC were working together to create a new School Green Promise. Green monitors in each class led a class discussion about how they, as a class, can help to reduce the school’s waste and carbon footprint. After collecting all the suggestions the Environmental Protection Team reviewed and selected 6 ideas to create the School Green Promise for the academic year.

The final School Green Promise is now posted in each classroom and hopefully students will make every effort to adopt the environmentally friendly practices to help build a green SSGC school campus.

**Waste management program**

With the help of the Central &Western Mid-levels Owner Association
Recycling Centre, our school’s plastic will now be collected for recycling every Thursday afterschool. Members of the waste management group will collect plastic bottles from each class and take them to the Jubilee Building entrance. People from the recycling centre will then take the bottles back to their centre located in Centre Street Market by a trolley car, not causing any further pollution.

2013 Environmental Protection Summit, Model United Nations Conference (Economic and Financial Committee of the Green Assembly)
With the sponsorship from the Environmental Campaign Committee and the Environment and Conservation Fund, four students from Form Four and Form Five participated in the program. They explored global issues with a deeper understanding of the effort made internationally.

Meeting with Mr. K.S. Wong, the Secretary for the Environment 2013
The student leader of the Environmental Protection Team, 4A Vivian Yeung, felt greatly honoured to be invited to join a meeting with Mr. K.S. Wong, the Secretary for the Environment and Dr. Christine Loh, the Under Secretary for the Environment. A group of professors, district councillors, teachers and students met with the Secretary and Under Secretary of the Environment to hand over a proposal that was drawn up after their visit to Taiwan in late June. In the meeting, they discussed how the waste management problem is dealt with in Taiwan and whether the approaches adopted in Taiwan could be applied in Hong Kong. The government representatives were very impressed with their suggestions and promised to try their best to resolve Hong Kong’s serious waste problems.

Green Roof Presentation 2012
Ms. Joanne Kwan, our alumna, is a Project Manager at CIRIA and EWB in the UK, and the Advisor for the Environment in the PRC. She delivered a training course for members of the BEAM Society on 14 November, 2012 and the topic was Green Infrastructure for the Built Environment of Hong Kong: Sustainable Drainage Systems, Green Roofs and Green Walls.

It was a great honour to be invited by Joanne to introduce SSGC’s green roof as part of the training course. The three Green Environmental Protection Ambassadors, F.4A Vivian Yeung, F.4E Laura Lau and F.4E Jacinta Tse, explained how just a few individuals and a small-scale enterprise can initiate affordable and effective action in the fight against climate change. The students also shared their experiences in many related educational activities e.g. organic farming, composting green waste and managing micro-weather systems through the green building design.

Public Engagement Workshop
Two representatives of our Student Environment Protection Ambassador (SEPAs), attended a public engagement workshop on “How to inspire and
engage the Community in Solving Our Waste Crisis” on the 24th November, 2012. This workshop was organized by Sino-Forest Applied Research Centre for Pearl River Delta Environment, Hong Kong Baptist University and sponsored by Environmental Campaign Committee and Environment and Conservation Fund.

Andy Lipkis, the founder and president of Tree People was the guest of honor that day. Tree People is a non-profit green organization in the USA. He shared his experience of how to engage people with passion, to motivate the community and to draw out creative solutions in advance waste reduction. This workshop inspired our students and they learned how to interact and communicate with people in the community, how to galvanise people’s power to motivate the community and how to draw out solutions and create new ideas to enhance waste reduction. The SEPAs will definitely continue to work together with the SSGC community and public to solve our waste crisis.

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 so as to prepare them to be future leaders. Training for different student groups was provided throughout the year. In 2012-2013, the Prefects’ Camp was successfully held in September. All F.5 students joined the 3-days-2 nights Leadership Training Camp in Tung Chung in January. All F.4 had joined the Apprentice Leadership Project and attended a leadership workshop in June.

Students were provided with ample opportunities to take up different duties in school which included being Student Ambassadors, Captain or student in-charge of the school teams; Chairpersons of ECA clubs; student leaders of Students’ Association; Monitors of 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 business. 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, “Leaders to Leaders” Lecture Series, YWCA Joint Schools Leadership Training Program, Hong Kong Young Ambassador Scheme, LCSD Sports Captain Program, the Overture of Global Leadership Program of HKU, AIESEC Global Youth program 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.

In 2012-2013, we nominated students to take part in the Student Leadership Conference in Sydney and India. 4 of our F.4 students joined the 2013 Student
Leadership Conference at the Women's College in Sydney from 16 to 20 January 2013, which was jointly organized by the Alliance of Girls' Schools and the Rising Generations. Another 4 Form 5 students the Community Development and Leadership Summit (CDLS) was held at the Modern School in New Delhi, India between 2 November and 11 November 2012. These were surely eye-opening experience. The conferences were highly successful and have inspired the participants to become enthusiastic and active leaders in their communities.

With the exemplary and outstanding performance of our student leaders, students got different awards and prizes in leadership. Our Head Girl So Wan Ying Davina got the 2013 Tomorrow's Leader Award jointly organized by the Education Bureau and the Outstanding Young Persons’ Association. 2 groups of F.4 students clinched the Champion and the Merit Award in the Smoke-free Youth Ambassador Leadership Training Programme organized by the Hong Kong Council on Smoking and Health (COSH). Ten F.4 students received the Outstanding Community Service Project Award in the Joint Schools Leadership Training Program funded by Central and Western District Council and executed by HKYWCA Western District Integrated Social Service Centre.

8.5.7 Life Skills Camps

Outdoor education camps were organized for F.1, F.3 and F.5 students in academic year 2012-2013. Through specially designed whole form programmes, the students’ executive function skills were greatly enhanced. Students were engaged in co-operative and challenging activities which helped build confidence, teamwork, trust and leadership skills. Through learning to overcome obstacles, students gained insight into their strengths. They enthusiastically participated in various activities and enjoyed every moment spent with their peers. With their great team spirit and outstanding performance, they were highly commended by the instructors. It also provided students with quality learning experiences in real situations beyond the classroom which made an important contribution to their physical, personal and social education and development.

On 22 October 2012, F.1 students, who were accompanied by their form teachers, participated in a Life Skills Training Camp which was held at the YWCA Sydney Leong Holiday Lodge located on Lantau Island. The camp was one of the major activities of the F.1 programme which was organized by the Student Guidance Team. Through various adventure activities, students were made aware that effective communication within a team is a key factor to success. They learned to appreciate their team mates and this greatly enhanced their team spirit.

On January 31 and February 1, F.3 students accompanied by their form teachers joined an adventure training camp in the Hong Kong YWCA Sydney
Leong Holiday Lodge. Through the training program which required good communication and problem solving abilities, the students’ team spirit was greatly improved and their executive function skills were also enhanced. They enthusiastically participated in various group activities and enjoyed every moment spent with their peers.

The 3-day 2-night Leadership Training Camp, which was held from 28 January to 30 January 2013 at the YWCA Sydney Leong Holiday Lodge, was surely an amazing and unforgettable experience for our Form 5 students. Through various activities like hiking, outdoor cooking and other adventurous activities, our Form 5 students worked closely together and took up different responsibilities which further enhanced their personal qualities and knowledge for becoming effective leaders.

8.5.8 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 impressive results in the 49th Dance Festival in which our team got the Highly Commended Awards in the Jazz Categories. Besides, the Dancesport Team also got excellent results in the 9th Inter-school DanceSport Championships. In the overall results, they came 2nd in the overall in secondary school category, Gold Award and Silver Award in Team Categories and Bronze Award in Best Participation. In individual category, we received 6 gold, 6 silver and 12 bronze awards in the competitions. Students’ dance and performing skills were greatly enhanced through these experiences.

8.5.9 Drama

中文戲劇

本校學生積極參與各類戲劇活動，發揮其想像力及藝術表演才能。中文戲劇隊成員大多來自中文戲劇學會的同學，本學年學會共有 57 名會員(中一 9 名; 中二 6 名; 中三 7 名; 中四 16 名; 中五 9 名; 中六 7 名及中七 3 名)。

學會於十一月份舉行了一次聯誼活動、十二月份舉辦了一項舞台劇欣賞活動、三月份呼籲全校同學出席戲劇隊校外比賽的總決賽賽事，並在五月份支援學校開放日，籌備戲劇演出。

戲劇隊於本年參加了由勞工及福利局社區投資共享基金主辦的「齊結互助網 社區動起來」話劇比賽的全場總冠軍、最佳舞台效果獎及最引發共鳴獎，藉此宣揚社區互助的精神，把戲劇元素、生活素材及團隊精神發揮得淋漓盡致。隨後，本校同學更接受星島日報及電視廣播有限公司的訪問，又在青少年電視節目中即席表演得獎作品，可謂獲益良多。

本校參與戲劇活動的人數逐年上升，可見同學對戲劇的興趣和重視。籌委們期望精益求精，於未來的日子多加培育低年級的同學，讓她們一同參與籌備工作，增加經驗，有助學會順利運作。
English 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 English Drama Club continues to promote a drama culture within the school.

2012-2013 proved to be a very busy year for the Drama Club. On 6th May, St Stephen’s Girls’ College acted as a host venue for the 2013 Drama Fest (organized by the Association of English Medium Secondary Schools) which involved a total of 48 participating schools. Our own entry entitled *Les Real Miserables* did exceptionally well and we were thrilled to win awards for Outstanding Performance, Outstanding Script and Outstanding Spoken English. Earlier, on 30th April, the Drama Team participated in the newly introduced Shakespeare Category, performing an excerpt from *Othello*. Once again, we were delighted to win two Outstanding Performer awards in addition to the award for Outstanding Spoken English. (On 28th May, the SSGC Team performed once again to a full audience at the Gala Performance and Prize Giving Ceremony which was held at Tsuen Wan Town Hall.

8.5.10 Debates

中文辯論隊
本校中文辯論隊透過參與公開比賽及與友校的友誼辯論賽，提升各隊員的思辨能力，增強論辯技巧。本年度，中文辯論隊參與了第十二屆《基本法》多面體——全港中學生辯論賽(基本法盃)、第二屆奇趣盃等，隊員全力投入各項比賽，獲益良多。此外，中文辯論隊為培訓新隊員及初中隊員的技巧，本學年首次與香港辯論學會合辦訓練班，讓新隊員作系統培訓。訓練課程結束後，隊員反應良好，並要求可以多作練習，效果令人鼓舞。本隊於農曆年假期中，亦與皇仁書院合辦「聯校中文辯論工作坊」，讓初中的隊員有機會與友校同學交流，並能多作練習。本校中文辯論隊也與不同友校如英皇書院、九龍華仁書院、皇仁書院等作十多場友誼辯論賽，以求切磋技巧，互相砥礪，為不同的公開比賽作準備。中文辯論隊各隊員在訓練和比賽都很認真投入，能夠透過辯論活動，有效提升思辨能力及說話技巧。

English Debating Team
The Debating Team participated enthusiastically in a wide range of debating activities. To enhance the debating skills and interest in this activity among students, a series of inter-school debates and training workshops were arranged for our members. By watching and participating in these activities, 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 Sing-Tao Debating Competitions, the Hong Kong Schools Debating Championships, the NESTA (Native English Speaking Teachers Association) Debate Competition and the First Chengdu High School Debate Competition for the English section and the Basic Law Cup, Sing Tao
Inter-school Debating Competition, the Joint School Economic Debate Competition and many friendly matches with other schools for the Chinese section. Students were awarded the Best Debater in some of the competitions.

8.5.11 Model United Nations & World Scholar’s Cup

Model United Nations
Model United Nations involves students role-playing delegates that represent countries not their own. They debate issues of international significance with a view to developing, writing and passing resolutions at a general assembly of nations.

This year, SSGC had both a senior and junior team. Under the guidance of Ms J Hawthorne, they attended three main MUN general assemblies hosted by different organisations. The Hong Kong Model United Nations (HKMUN) is organized by a committee of students from a variety of international and local schools. Schools are allocated to represent countries and four main issues are debated in three committees (Social, Humanitarian and Cultural Affairs, Disarmament Affairs and the Security Council). The issues debated included defamation of religion, gender inequality and international intervention. One of our girls, Ada Li, headed the IT team and was responsible for the website maintenance.

The Li Po Chun Model United Nations (LPCMUN) is hosted by Li Po Chun United World College and students are individually allocated to countries and participate in eight committees which debate a variety of topics. Our junior team attended the Hong Kong Junior Model United Nations (HKJMUN) which was hosted by Victoria Shanghai Academy. There they learned about international issues and the basics of resolution writing and debate. A number of individual students also attended other general assemblies hosted by other schools and universities.

In general, the students who participated in MUN this year developed a greater awareness of important global issues and the role that diplomacy plays in resolving international conflict. They developed their research and debating skills while making friends with a wide range of students from other schools in Hong Kong.

World Scholar’s Cup
World Scholars’ Cup is an academic competition that engages students in researching and debating ideas and information across a variety of fields related to a particular theme. In 2013, students watched films and videos, read stories and poems, analysed paintings and sculptures, listened to music, and studied history, science, geography and current affairs in relation to the theme, ‘A world in Motion’. Eleven SSGC students signed up for the regional round which was held in May at West Island School in Hong Kong. Two of our girls each joined a team from St Francis Xavier College as students must compete
in teams of three.

Under the guidance of Ms J. Hawthorne, the teams met after school twice weekly for two hours each meeting to discuss the information they had researched and to debate the issues pertinent to the theme. Their hard work paid off and they performed very well, securing berths in the global round, held in Dubai in June. Seven students, accompanied by Ms Hawthorne and a parent, Ms Ching Ka Bun, attended the global round where their academic, writing and debating skills were also recognized.

8.5.12 Campus Broadcasting Programme

Achievements
2012-2013 was another productive and prolific year for the Campus TV Committee. Seven production teams were formed with a total of 78 members, 20 of which were Executive Committee Members. Many of our video productions were broadcast during the three regular broadcasts in December, February and April.

Four video clips of school events were recorded: Sports Day, Speech Day, Swimming Gala and Walkathon. In co-operation with the Students’ Association, video clips were recorded which involved an array of extra-curricular activities: The Michaelmas Fair, Teachers’ Days, F.6 Last Assembly, SA Day and End of Term Celebration, etc. Besides, the Committee also produced video episodes for internal and external competitions.

Following are the awards won from external competitions:

<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 47 屆工展會-全港中學生廣告短片創作比賽</td>
<td>N/A</td>
<td>4D Chan Ming</td>
<td>最佳商業觸覺</td>
</tr>
<tr>
<td>The Hong Kong Federation of Youth Groups</td>
<td>M21青年微電影大賽 Title: 險些錯誤</td>
<td>N/A</td>
<td>5D Yau Siu Kwan</td>
<td>最具人氣大奬</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4D Tsui Tsz Kwan</td>
<td>最具人氣大奬</td>
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</tbody>
</table>

The Committee achieved its goal of training students in video production. Two Multi-cam Controlling Training Courses, two Intermediate Training Courses and two Advanced Training Courses were held during the academic year. In the coming summer, there will be an Introductory Training Course, an Advanced Training Course and a Joint School Film Making Workshop to further strengthen the production skills of our members, also for training and recruiting new members for the Committee.

Reflection
Despite the fact that the Committee accomplished the goal of producing
various video productions, there are still rooms for improvement in the following areas:

- Technical skills of junior form members
- Minimum criteria for keeping membership
- Structure of the shooting crews of school events
- Weekly report scheme
- Grouping of members

Our plans for next year will be:

- Strengthen the shooting and editing skills of members
- Encourage members to join more external programmes or competitions
- Tighten up the requirements for keeping membership
- Restructure the shooting crews of school events
- Reconsider the method of handing in weekly reports
- Improve the grouping of members according to their attendance and performance in previous year
9. Key Issues for the new School Development Plan

21st Century Learning Environment for Global Citizenship

St Stephen’s Girls’ College is committed to providing students with the knowledge, skills, experiences and attributes necessary for today’s world. Therefore, the School Development Plan 2012-2015 focuses on offering a 21st century learning environment for global citizenship. According to the OECD and the Partnership for 21st Century Skills (P21) a 21st century learning environment consists of support systems that organize the conditions in which humans learn best, accommodate the unique needs of every learner and support positive human relationships. Global citizenship requires realistic personal and national identity, appreciation of diverse cultures and society, and the ability to understand different perspectives. These competencies are addressed through the focus on Global Experiences, Executive Function and Enhanced use of Technology.

9.1 Global Experiences

Global Experiences prepare students for Global Citizenship and the skills, knowledge and attitude to work effectively in an increasingly interdependent world. Communicating effectively across linguistic and cultural boundaries, understanding the world from a perspective other than one’s own, and appreciating the diversity of societies and cultures are important competencies for Global citizenship. Moreover, Global citizens have the moral courage to act on the principles of shared humanity based on their understanding of the interdependence of nations’ economies, politics and environment.

9.1.1 Global Experience Outcomes

Global Experiences

• Acquired the ability to comprehend, understand and work with other cultures and traditions
• Gained an active respect for social justice, and our interconnectedness and dependency on a sustainable environment

Community Outreach

• Achieved more active participation in social service partnerships and volunteer work in the local and international community

Innovative Teaching

• Attained the ability to learn through research, and collaboration
• Developed and strengthened an understanding of the concept of healthy living

9.2 Executive Function

Global Citizens have effective Executive Function skills. Executive function is the active engagement of the brain’s cognitive dimension that helps connect past experience with present action. People use it to perform activities such as planning, organizing, strategizing, paying attention to and remembering details, and managing time and space. The learner who activates the executive function tends to reflect on prior experience, predict outcomes, and then act on acquired insights. Key features of executive function include planning, organizing, metacognition, time management, perseverance, and social intelligence.

9.2.1 Executive Function Outcomes

Life Skills and Social Intelligence
• Enhanced Executive Function skills through the development of life skills
• Gained a positive outlook on life and the ability to respond appropriately to unexpected situations for all members of the community
• Acquired the ability to anticipate own & others’ needs for all SSGC members
• Equipped all members of the community with integrity, moral courage & the personal qualities required for 21st century Global Citizens

Learning and Teaching
• Expanded thinking, research, analysis and problem-solving skills
• Enhanced 21st century skills with an emphasis on metacognition & inquiry learning
• Cultivated the ability of members of the community to make quality informed decisions
• Coordinated Assessment for, of and as Learning Policy and practices throughout the school

9.3 Technology Enhancement

Technology is a part of students' everyday lives, and substantial advances in technology have profoundly affected the way they learn. Using communication, information processing, and research tools (such as word processing, e-mail, groupware, presentation software, and the Internet) to access, manage, integrate, evaluate, create, and communicate information are important 21st century skills. Students must have the ability to navigate floating social networks, use personal development and productivity tools (such as e-learning, time managers, and collaboration tools) to enhance productivity and personal development and use problem-solving tools (such
as spreadsheets, decision support, and design tools) to manage complexity, solve problems, think critically, creatively, and systematically.

9.3.1 Technology Enhancement Outcomes

eLearning
• Augmented teaching effectiveness through the broadened use of technology and elearning
• Acquired the ability to navigate floating social networks and to communicate powerfully using appropriate technologies

iPortfolios
• Enriched the organization and management of work for teachers and students through technology

eCommunication
• Enhanced effective and efficient communication through technology
• Promoted Digital Citizenship by establishing common expectations regarding the use of technology
10. Appendix

10.1 School Development Plan 2012-2015

St. Stephen’s Girls’ College


21\textsuperscript{st} Century Learning Environment for Global Citizenship

‘GET’

\textit{Global Experience}

\textit{Executive Function}

\textit{Technology Enhancement}

At St. Stephen’s Girls’ College the vision for a 21\textsuperscript{st} century learning environment defines \textbf{Global Experiences, Executive Function} and enhanced use of \textbf{Technology} as essential outcomes for teaching and learning in all programs.

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Experience</td>
<td>Global Experiences prepare students for Global Citizenship and the skills, knowledge and attitude to work effectively in an increasingly interdependent world. Communicating effectively across linguistic and cultural boundaries, understanding the world from a perspective other than one’s own, and appreciating the diversity of societies and cultures are important competencies for Global citizenship. Moreover, Global citizens have the moral courage to act on the principles of shared humanity based on their understanding of the interdependence of nations’ economies, politics and environment</td>
</tr>
<tr>
<td>Executive Function</td>
<td>Global Citizens have effective Executive Function skills. Executive function is the active engagement of the brain’s cognitive dimension that helps connect past experience with present action. People use it to perform activities such as planning, organizing, strategizing, paying attention to and remembering details, and managing time and space. The learner who activates the executive function tends to reflect on prior experience, predict outcomes, and then act on acquired insights Key features of executive function include planning, organization, metacognition, time management, perseverance and social intelligence</td>
</tr>
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</tr>
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</table>
### 10.1.1 Global Experience

<table>
<thead>
<tr>
<th>Focus</th>
<th>Intended Outcomes / Targets</th>
<th>Strategies</th>
<th>Time Scale</th>
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<tbody>
<tr>
<td>Global Experience</td>
<td>Develop the ability to comprehend, understand and work with other cultures and traditions while respecting, social justice, our interconnectedness and dependency on a sustainable environment</td>
<td><strong>Enrich global experience through:</strong>&lt;br&gt;- Global Experience Programme with overseas visits and exchange opportunities&lt;br&gt;- An e-platform to share teaching ideas, experiences and students’ work with teachers and students in sister schools&lt;br&gt;- Engagement in real world problem solving through enhanced educational visits&lt;br&gt;- Curricular emphasis on understanding the world and self&lt;br&gt;- Co-curricular programmes that enhance analysis, problem solving, decision making&lt;br&gt;- A series of Assembly presentations related to global issues (political, social, environmental, economic, technological, cultural)&lt;br&gt;- Promoting the understanding and use of environmentally friendly practices within the school community.&lt;br&gt;- Ensuring the school fulfills its obligations as a ‘green school’ by reduction of carbon footprint.</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td>Community Outreach</td>
<td>SSGC members actively participate in social service partnerships and volunteer work in the local and international community</td>
<td><strong>Engage in Active Citizenship through:</strong>&lt;br&gt;- Community Outreach Programmes and more structured volunteer services&lt;br&gt;- Community Partnerships&lt;br&gt;- Volunteer Opportunities to Mainland China and developing countries&lt;br&gt;- Service learning in and outside school&lt;br&gt;- Curricular and co-curricular programs focusing on the local and global community</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td>Innovation Teaching and Learning</td>
<td>Develop and strengthen the ability to learn through research, collaborative work and healthy living</td>
<td><strong>Advance innovative teaching through:</strong>&lt;br&gt;- Professional development for teachers&lt;br&gt;- Teacher learning teams&lt;br&gt;- Differentiated instruction for diverse learners&lt;br&gt;- Opportunities for collaboration, investigation, enquiry and interactive learning activities in curricular programmes, - a student-centred approach&lt;br&gt;- Building a QEF funded Exercise room</td>
<td>✓ ✓ ✓</td>
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</table>
### Executive Function

<table>
<thead>
<tr>
<th>Focus</th>
<th>Intended Outcomes / Targets</th>
<th>Strategies</th>
<th>Time Scale</th>
</tr>
</thead>
</table>
| **Life Skills & Social Intelligence** | Executive function skills are enhanced through the development of life skills Students develop a positive outlook on life and the ability to respond appropriately to unexpected situations for all members of the community Enhanced ability to anticipate own & other’s needs for all SSGC members All members of the community are equipped with integrity, moral courage & the personal qualities for 21st century Global Citizens | Enhance Executive Function skills through:  
- Workshops for teachers on how to explicitly teach EF  
- Workshops for students on how to recognize & reinforce EF  
- Curricular and co-curricular ongoing reinforcement of EF skills through common practices and shared language  
- Life Skills workshops for all Forms (management skills, lifelong learning, social intelligence, self-management skills)  
- Life Skills Camping Trips  
- More school-parent partnership  
- Enhancing collaboration with internal stakeholders & external organisations | ✓ ✓ ✓ |
| **Learning and Teaching**     | Thinking, research, analysis and problem solving skills are improved Enhanced 21st century skills with emphasis on metacognition & inquiry learning Members of the Community make quality informed decisions | Innovate teaching and learning through:  
- inquiry based curricular programmes  
- Opportunities for collaboration, leadership, voice and decision making in curricular and co-curricular programmes  
- Developing problem solving skills through curricular and co-curricular programmes  
- Teacher learning teams engaged in classroom based action research  
- Project learning | ✓ ✓ ✓ |
| **Coordinated Assessment Practices** | Coordinated Assessment Practices throughout the school that emphasize Assessment for, of and as Learning | Strengthen Assessment through:  
- Teacher professional development  
- Establishment of a School Assessment Team  
- Providing timely and encouraging feedback (Assessment for learning) using various strategies  
- School Assessment policy completed with a focus on criteria referenced assessment and formative assessment  
- Variety of types of assessment used in all curricular courses encouraging peer evaluation  
- Opportunities for students to self-assess & peer evaluate  
- Promote student reflection on work for further improvement | ✓ ✓ ✓ |
### 10.1.3 Technology Enhancement

<table>
<thead>
<tr>
<th>Focus</th>
<th>Intended Outcomes / Targets</th>
<th>Strategies</th>
<th>Time Scale</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Expand access to and use of technology through:</strong></td>
<td>12/13 13/14 14/15</td>
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<tr>
<td><strong>elearning</strong></td>
<td>Teaching effectiveness enhanced through broadened use of technology and elearning</td>
<td>• Installing Wireless access throughout the school</td>
<td>✓ ✓ ✓ ✓</td>
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<td></td>
<td>Ability to navigate floating social networks and to communicate powerfully using appropriate technologies</td>
<td>• Teacher professional development for use of technology in classroom instruction and administrative work</td>
<td>✓ ✓ ✓ ✓</td>
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<td></td>
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<td>• Augment access to notebooks through mobile labs</td>
<td>✓ ✓ ✓ ✓</td>
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<td></td>
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<td>• Use of various software programmes for interactive classroom learning</td>
<td>✓ ✓ ✓ ✓</td>
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<td></td>
<td></td>
<td>• Use of educational social networking for learning with students beyond SSGC</td>
<td>✓ ✓ ✓ ✓</td>
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<td></td>
<td>• Pilot Programmes with handheld devices (ipads, smartphones etc.) and learning apps to enhance educational experiences</td>
<td>✓ ✓ ✓ ✓</td>
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<td></td>
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<td>• Discussion forum on eclass</td>
<td>✓ ✓ ✓ ✓</td>
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<td>• Evaluation and reflection through elearning platforms</td>
<td>✓ ✓ ✓ ✓</td>
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<tr>
<td><strong>eportfolios</strong></td>
<td>Organization and management of work for teachers and students is improved through technology</td>
<td><strong>Showcase student achievement and performance through:</strong></td>
<td>✓ ✓</td>
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<td></td>
<td></td>
<td>• Electronic portfolios for each student with SLP, OEA, SBA and important student work</td>
<td>✓ ✓</td>
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<tr>
<td><strong>ecommunication</strong></td>
<td>Effective and efficient communication with enhanced use of technology</td>
<td><strong>Improved Communication through:</strong></td>
<td>✓ ✓ ✓</td>
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<td></td>
<td>Common expectations regarding the use of technology</td>
<td>• Class-based assignments and assessments lists accessible by students and parents through eclass</td>
<td>✓ ✓ ✓ ✓</td>
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<td></td>
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<td>• Email and eclass communication with parents</td>
<td>✓ ✓ ✓ ✓</td>
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<td>• Explore replacing some telephone call or parents letter/ notices to parents by sending mass “SMS”</td>
<td>✓ ✓ ✓ ✓</td>
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<td></td>
<td>• Acceptable Use Policy for the use of all school related technology</td>
<td>✓ ✓ ✓ ✓</td>
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<td></td>
<td>• Teacher web pages accessible by students and parents with information on course content, homework and major assignments</td>
<td>✓ ✓ ✓ ✓</td>
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21st Century Learning Environment for Global Citizenship

**Global Experience**
Global Experiences prepare students for Global Citizenship and the skills, knowledge and attitude to work effectively in an increasingly interdependent world. Communicating effectively across linguistic and cultural boundaries, understanding the world from a perspective other than one’s own, and appreciating the diversity of societies and cultures are important competencies for Global citizenship. Moreover, Global citizens have the moral courage to act on the principles of shared humanity based on their understanding of the interdependence of nations’ economies, politics and environment.

**Executive Function**
Global Citizens have effective Executive Function skills. Executive function is the active engagement of the brain’s cognitive dimension that helps connect past experience with present action. People use it to perform activities such as planning, organizing, strategizing, paying attention to and remembering details, and managing time and space. The learner who activates the executive function tends to reflect on prior experience, predict outcomes, and then act on acquired insights. Key features of executive function include planning, organization, metacognition, time management, perseverance and social intelligence.

**Technology**
Technology is a part of students' everyday lives, and substantial advances in technology have profoundly affected the way they learn. Using communication, information processing, and research tools (such as word processing, e-mail, groupware, presentation software, and the Internet) to access, manage, integrate, evaluate, create, and communicate information are important 21st century skills. Students must have the ability to navigate floating social networks, use personal development and productivity tools (such as e-learning, time managers, and collaboration tools) to enhance productivity and personal development and use problem-solving tools (such as spreadsheets, decision support, and design tools) to manage complexity, solve problems, think critically, creatively, and systematically.
## 10.2.1 Global Experience

<table>
<thead>
<tr>
<th>Major Concerns</th>
<th>Targets</th>
<th>Strategies</th>
<th>Success Criteria</th>
<th>Evaluation</th>
<th>Time</th>
<th>People</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td>Global Experience</td>
<td><strong>Enhance global awareness and cross-cultural skills for learning in a</strong></td>
<td>Provide opportunities for joining local and overseas visits and exchange</td>
<td>10% increase in number of tours organized</td>
<td>Participation Record</td>
<td>Sept 2013-</td>
<td>GEP Team</td>
<td>Grant for students in financial need</td>
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<td></td>
<td><strong>globalized and sustainable world</strong></td>
<td>programmes which serve as a sustained platform for study and cultural</td>
<td>Over 80% of students agreed that they have better knowledge and awareness of</td>
<td>Tour Evaluation</td>
<td>July 2014</td>
<td>Staff Development Team</td>
<td>IT support for the E-platform</td>
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<td>immersion</td>
<td>global issues</td>
<td>Executive Function Self-</td>
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<td>IT Coordination Team</td>
<td>Manpower for leading the visits and</td>
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<td>Over 70% of attended students are more confident in interacting with</td>
<td>assessment</td>
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<td>programmes</td>
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<td>different people</td>
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<td>Budget for the staff workshop</td>
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<td>Over 70% of staff participants agreed that the workshop is useful for them</td>
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<td>More communication channels (e.g. student-to-student, teacher-to-teacher,</td>
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<td>class-to-class) are opened with 5 additional schools</td>
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<td><strong>Arouse students' awareness of their roles in the global community</strong></td>
<td>Provide opportunities for self management</td>
<td>Students take on the role of ambassadors during tours</td>
<td>Over 70% of student participants increased awareness of their roles in the global community</td>
<td>Tour Evaluation Executive Function Self-assessment Students' Feedback and Reflection in Reflection Journal</td>
<td>Sept 2013-July 2014</td>
<td>GEP Team</td>
<td>Grant for students in financial need</td>
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<td></td>
<td>Organize pre-tour training in GEP programmes</td>
<td></td>
<td>Over 70% of student participants agreed that the training was useful</td>
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<td>Manpower for leading the visits and programmes</td>
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<td></td>
<td>Establish clear personal goals for joining the visit and do a critical self-appraisal after the event</td>
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<td>Over 70% of students showed an improvement in self-management</td>
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<td></td>
<td>Provide reflection journal for all participants</td>
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<td>All students completed reflection journal</td>
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<tr>
<td><strong>Develop a sense of their own worth and pride as world citizens</strong></td>
<td></td>
<td>Organize assembly presentation on related global issues</td>
<td>At least 5 assembly presentations on global issues and 5 sharing sessions on GEP visits were made</td>
<td>Evaluation Reports</td>
<td>Sept 2013-July 2014</td>
<td>Assembly Team Committee for Environmental Education</td>
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<td></td>
<td>Organize post-visit sharing</td>
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<td>Human Resources</td>
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<td></td>
<td>Consolidate our status as a Green School</td>
<td>Fulfill obligation as a &quot;Green School&quot;</td>
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<td>Launch a &quot;Go Green&quot; Webpage</td>
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<td></td>
<td>Involve students in major school activities</td>
<td>All students participated in at least one major school activity</td>
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SSGC Annual School Report 2012-2013
<table>
<thead>
<tr>
<th>Major Concerns</th>
<th>Targets</th>
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<th>Resources</th>
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</thead>
<tbody>
<tr>
<td>Community Outreach</td>
<td>Develop the knowledge, cultural sensitivity and skills needed to address the needs of different communities</td>
<td>Incorporate related elements of “Global Citizenship” in the annual plans of subject departments / teams / ECA clubs</td>
<td>Over 70% of feedback reflected effective implementation of proposed strategies in the explicit and implicit curricular of the school</td>
<td>Evaluation reports</td>
<td>Sept 2013-July 2014</td>
<td>Functional Heads Co-ordinators of Clubs and Teams</td>
<td>Grant for students in financial need</td>
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<td></td>
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<td></td>
<td>Observations of teachers</td>
<td></td>
<td></td>
<td>Manpower for leading the programmes</td>
</tr>
<tr>
<td>Develop positive attitudes and values to work in diverse communities</td>
<td>Foster positive attitudes towards cultural differences in the curriculum</td>
<td>Over 70% of students show understanding and awareness on the diversity of societies and cultures</td>
<td>Evaluation reports</td>
<td>Sept 2013-July 2014</td>
<td>GEP Teachers</td>
<td>Manpower for leading the programmes</td>
<td></td>
</tr>
<tr>
<td>Cultivate social consciousness to contribute to the global community</td>
<td>Organize service projects</td>
<td>Minimum of two projects held</td>
<td>Evaluation Reports</td>
<td>Nov 2013-July 2014</td>
<td>Students' Association ECA Clubs</td>
<td>Manpower for leading the programmes</td>
<td></td>
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</table>
## 10.2.2 Executive Function

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<tr>
<th>Major Concerns</th>
<th>Targets</th>
<th>Strategies</th>
<th>Success Criteria</th>
<th>Evaluation</th>
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<th>Resources</th>
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</thead>
<tbody>
<tr>
<td>Life Skills and Social Intelligence</td>
<td>Enhance Executive Function skills through the development of Life Skills</td>
<td>Workshops for teachers on how to explicitly teach Executive Function Skills and enhance self-directed learning</td>
<td>2 workshops</td>
<td>Staff Development Evaluation Forms</td>
<td>Sept 2013-July 2014</td>
<td>Staff Development Team, Assessment Policy and Practice Committee</td>
<td>Manpower for leading the programmes, Budget for the staff workshop</td>
</tr>
<tr>
<td>Life Skills workshops (including life and careers sessions conducted in Form periods)</td>
<td></td>
<td></td>
<td>More than 50% of teachers find the workshops useful and effective</td>
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<td>Life education seminars</td>
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<td>Study skills training workshops</td>
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<td>Life Skills Training Camp</td>
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<td>Careers Expo and Careers Conferences F 3,4,&amp;5</td>
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## Major Concerns

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<th>Targets</th>
<th>Strategies</th>
<th>Success Criteria</th>
<th>Evaluation</th>
<th>Time</th>
<th>People</th>
<th>Resources</th>
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<tbody>
<tr>
<td>Big Sister Scheme</td>
<td>80% of student participants find this programme effectively enhance their EF skills</td>
<td>Student evaluation forms</td>
<td>Sept 2013 - July 2014</td>
<td>Student Development Team</td>
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<td>Little Angel Scheme</td>
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<td>Peer Tutoring Programme</td>
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<td>Summer Tutoring Programme</td>
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<td><strong>Gain a positive outlook on life and the ability to respond appropriately to unexpected situations for all members of the community</strong></td>
<td>Talks/ workshops on facing adversity organized for different forms/ in an assembly</td>
<td>Positive feedback from participants</td>
<td>Sept 2013 - July 2014</td>
<td>All Teachers</td>
<td>Manpower for leading the visits and programmes</td>
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<td>Budget for the workshops</td>
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<tr>
<td><strong>Acquire the ability to anticipate own and others needs for all SSGC members</strong></td>
<td>Executive Function enhanced through interactions with parents, alumnae and community</td>
<td>10% increase in Form 3 Careers Expo Parent and Alumnae participants</td>
<td>Sept 2013 - July 2014</td>
<td>Careers Team</td>
<td>Parents/alumnae</td>
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<td>10% increase in Alumnae Mentorship Programme</td>
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<td>10% increase in community service learning</td>
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| Learning and Teaching | Equip all members of the community with integrity, moral courage and the personal qualities required for 21st century Global citizens | • Talk/ Workshop/ Seminar/ Life Education programme on Financial Management  
• Workshop on Time Management Skills for parents  
• Community Outreach opportunities | Assembly for all students  
Talks/ seminars for selected forms  
Workshop for parents  
Sharing sessions in SSGPS | Positive feedback from participants | Sept 2013-July 2014 | Students, teachers, SLP Coordinator and Team, Form Teachers, OLE Coordinator | Manpower for leading the visits and programmes  
Budget for workshops |

| Learning and Teaching | Expand critical thinking, research, analysis and problem solving skills | Emphasize inquiry, critical thinking and collaboration through project based learning | At least 50% increase in learning through inquiry, research and collaboration  
1 whole Form cross discipline project (eg STEM) per Form  
More co-ordination and discussion among teachers | Department Curriculum Annual Reports  
Projects completed, teacher observation and evaluations show student critical thinking, problem solving and research skills improved | Sept 2013-July 2014 | Teachers | Manpower for leading the visits and programmes  
Budget for resource materials |
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<th>Success Criteria</th>
<th>Evaluation</th>
<th>Time</th>
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<tr>
<td><strong>Cultivate the ability of members of the community to make quality informed decisions</strong></td>
<td>Provide problem solving opportunities through curricular and co-curricular programmes</td>
<td>Incorporate more problem solving skills in lessons and assignments</td>
<td>Department Curriculum Annual Reports show 20% increase in problem solving activities</td>
<td>Sept 2013-July 2014</td>
<td>Teachers</td>
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<td>2 partnership school projects as a result of GEP</td>
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<td><strong>Enhance 21st century skills with an emphasis on metacognition and Inquiry Learning</strong></td>
<td>3 teacher learning teams engaged in classroom based action research on pedagogy and assessment</td>
<td>Teacher learning teams meet 4 times in the year Teachers indicate usefulness</td>
<td>Annual School Report</td>
<td>Sept 2013-July 2014</td>
<td>Teachers</td>
<td>Budget for resource materials</td>
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<tr>
<td><strong>Coordinate Assessment For, Of and As Learning Policy and Practices throughout the school</strong></td>
<td>School wide consistency in criteria referencing Review the report card to show more consistency across subject areas criteria referencing</td>
<td>50% increase in use of Criteria referencing consistency Report Card reviewed and decisions made</td>
<td>Annual School Report</td>
<td>Sept 2013-July 2014</td>
<td>Assessment Policy and Practice Committee, Teachers</td>
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### 10.2.3 Technology Enhancement

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<tr>
<td>elearning</td>
<td>Teaching effectiveness enhanced through broadened use of technology and elearning</td>
<td>Expand access to and use of technology through: Teacher professional development for use of technology in classroom instruction and administrative work</td>
<td>At least 2 group-based professional development programmes for the use of technology in classroom instruction and/or administrative work were held in the school year</td>
<td>Report of staff development programmes</td>
<td>Sept 2013-July 2014</td>
<td>IT Coordination Team, Staff Development Team &amp; Subject Departments</td>
<td>Funding to hire trainer</td>
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<td>Ability to navigate floating social networks and to communicate powerfully using appropriate technologies</td>
<td>Augment access to notebooks through mobile labs (iPad and PC tablets)</td>
<td>Two mobile labs were available for teachers’ use</td>
<td>Mobile lab (e.g. iPad and PC tablets) booking record showing increased use</td>
<td>Sept 2013-July 2014</td>
<td>IT Coordination Team &amp; Subject Departments</td>
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<td></td>
<td>Use of educational social networking for learning with students beyond SSGC</td>
<td>Use of educational social networking for learning with students beyond SSGC</td>
<td>At least 1 educational social networking project with students beyond SSGC used</td>
<td>Report of the use of educational social networking portal for learning with students beyond SSGC</td>
<td>Sept 2013 – July 2014</td>
<td>IT Coordination Team, GEP team, ECAB &amp; Subject Departments</td>
<td>N/A</td>
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<td>Major Concerns</td>
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<td>Pilot Programmes with handheld devices (ipads, smartphones etc.) and learning apps to enhance educational experiences</td>
<td>At least 3 new learning apps used in class</td>
<td>Write-up reporting increased use of such use of learning apps and pilot programme(s)</td>
<td>Sept 2013 – July 2014</td>
<td>IT Coordination Team &amp; Subject Departments</td>
<td>Funding for various educational apps</td>
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<td>Discussion forum on eclass</td>
<td>At least 20% increase in the use of discussion forum on eClass by students</td>
<td>Report on the increased use of discussion forum on eClass</td>
<td>Sept 2013 – July 2014</td>
<td>IT Coordination Team, ECAB &amp; Subject Departments</td>
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<td>eportfolio</td>
<td>Organization and management of work for teachers and students is improved through technology</td>
<td>Showcase student achievement and performance through: Electronic portfolios for each student with SLP, OEA, SBA and important student work</td>
<td>All students will prepare self-reflection with eClass</td>
<td>Usage statistics showing each student has updated her self-reflection in eClass for electronic portfolio</td>
<td>Sept 2013 – July 2014</td>
<td>IT Coordination Team &amp; SLP team</td>
<td>Funding for iPortfolio</td>
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<td>Major Concerns</td>
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<td>ecommunication</td>
<td>Effective and efficient communication with enhanced use of technology</td>
<td>Improved Communication through: Class-based syllabus, major assignments and assessment information accessible by students and parents through eClass</td>
<td>Course syllabus plus major assignments/assessment (e.g. projects) posted on eClass for students and parents to access</td>
<td>Usage statistics</td>
<td>Sept 2013 – July 2014</td>
<td>IT Coordination Team &amp; Subject Departments</td>
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<td>Common expectations regarding the use of technology</td>
<td>Email and eClass communication with parents</td>
<td>ecommunication with parents extended to include ECA Activity Notices</td>
<td>Usage statistics showing increased use of ecommunication</td>
<td>Sept 2013 – July 2014</td>
<td>IT Coordination Team &amp; ECA Coordinator</td>
<td>Related eClass modules</td>
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<td>Explore replacing some telephone call or parents letter/ notices to parents by sending mass “SMS”</td>
<td>eClass Parent App deployed to replace mass “SMS”</td>
<td>Feedback from parents on the use of eClass Parent App</td>
<td>Sept 2013 – July 2014</td>
<td>IT Coordination Team</td>
<td>Funding for eClass Message Centre and eClass Parent App</td>
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<td>Promotion on “Policy of Acceptable Use of Technology” for the use of all school related technology</td>
<td>Every member understood and followed the “Policy of Acceptable Use of Technology”</td>
<td>Student quiz / survey on understanding of “Policy of Acceptable Use of Technology”</td>
<td>Sept 2013 – July 2014</td>
<td>IT Coordination Team &amp; ICT Department</td>
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### 10.3 Plan on Use of Capacity Enhancement Grant for 2013-2014

**St. Stephen's Girls' College**  
Capacity Enhancement Grant 2013/2014

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<td>Technician to assist teachers in producing multimedia teaching materials</td>
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<td>-- Art courses/workshops</td>
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<td>III. Coping with Diverse Student Needs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese, English &amp; Maths remedial classes</td>
<td>$78,000</td>
<td>$114,800</td>
<td>$192,800</td>
</tr>
<tr>
<td>Leadership Training Courses</td>
<td>$9,000</td>
<td>$20,000</td>
<td>$29,000</td>
</tr>
<tr>
<td>Media production including technician &amp; training course</td>
<td>$170,100</td>
<td>$182,700</td>
<td>$352,800</td>
</tr>
<tr>
<td>Total Expenditure</td>
<td>$499,414</td>
<td>$582,500</td>
<td>$660,914</td>
</tr>
<tr>
<td>Surplus c/f</td>
<td>$267,072</td>
<td>$201,200</td>
<td>$71,510</td>
</tr>
</tbody>
</table>

A/C/Misc/CEG/Capacity En. Grant 12-13  
24/3/12
10.4 Key Performance Measures 2011-2012

10.4.1 Composition of the School Council

<table>
<thead>
<tr>
<th>Vicar of St. Stephen’s Church</th>
<th>Nominated by SKH</th>
<th>Nominated by St. John’s College</th>
<th>Principal</th>
<th>Parent</th>
<th>Teacher</th>
<th>Alumnae</th>
<th>Independent member</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>15</td>
</tr>
</tbody>
</table>

10.4.2 Teachers’ qualification and experience

Highest academic qualification attained by teachers:

<table>
<thead>
<tr>
<th>Masters degree or above</th>
<th>Bachelor’s degree</th>
<th>Tertiary non-degree</th>
<th>S6/7</th>
<th>S5 or below</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>42</td>
<td>27</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>71</td>
</tr>
</tbody>
</table>

Teacher Qualification

- Masters degree or above: 59%
- Bachelor’s degree: 38%
- Tertiary non-degree: 3%
- S6/7: 0%
- S5 or below: 0%

10.4.3 Number of active school days

There were 190 active school days in school year 2012 - 13.
10.4.4  Percentage of lesson time allocated to the 8 KLAs

<table>
<thead>
<tr>
<th>Chinese language education</th>
<th>English language education</th>
<th>Mathematics education</th>
<th>Technology education</th>
<th>Science education</th>
<th>Personal, social &amp; humanities education</th>
<th>Arts education</th>
<th>Physical education</th>
</tr>
</thead>
<tbody>
<tr>
<td>18.8%</td>
<td>18.1%</td>
<td>15.3%</td>
<td>7.6%</td>
<td>9.7%</td>
<td>19.4%</td>
<td>6.9%</td>
<td>4.2%</td>
</tr>
</tbody>
</table>

10.4.5  Destination of exit students

<table>
<thead>
<tr>
<th></th>
<th>Local university course</th>
<th>F.6 course</th>
<th>Local full-time post-secondary/vocational training course</th>
<th>Overseas studies</th>
<th>Full-time employment</th>
<th>Others</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>61.8%</td>
<td>0.7%</td>
<td>12.5%</td>
<td>16.7%</td>
<td>0%</td>
<td>8.3%</td>
<td>0%</td>
</tr>
<tr>
<td>2012-13</td>
<td>46.9%</td>
<td>1.4%</td>
<td>19%</td>
<td>19%</td>
<td>1.4%</td>
<td>6.8%</td>
<td>5.4%</td>
</tr>
</tbody>
</table>
10.4.6  Hong Kong Attainment Tests (HKAT) - S1A

<table>
<thead>
<tr>
<th></th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese</td>
<td>84.19</td>
<td>74.17</td>
<td>81.91</td>
</tr>
<tr>
<td>English</td>
<td>86.67</td>
<td>85.09</td>
<td>89.15</td>
</tr>
<tr>
<td>Mathematics</td>
<td>72.90</td>
<td>75.50</td>
<td>76.47</td>
</tr>
</tbody>
</table>

**Average HKAT Scores (Percentile)**

<table>
<thead>
<tr>
<th></th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese</td>
<td>84.19</td>
<td>74.17</td>
<td>81.91</td>
</tr>
<tr>
<td>English</td>
<td>86.67</td>
<td>85.09</td>
<td>89.15</td>
</tr>
<tr>
<td>Mathematics</td>
<td>72.90</td>
<td>75.50</td>
<td>76.47</td>
</tr>
</tbody>
</table>

10.4.7  HKDSE Examination Result

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of number of students obtaining Level 2 or above in at least 5 subjects</td>
<td>97.1%</td>
<td>97.9%</td>
</tr>
<tr>
<td>Percentage of number of students obtaining level 2 or above in English Language</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of number of students obtaining level 2 or above in Chinese Language</td>
<td>98.5%</td>
<td>97.9%</td>
</tr>
<tr>
<td>Percentage of number of students obtaining level 2 or above in Mathematics</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of number of students obtaining level 2 or above in Liberal Studies</td>
<td>99.3%</td>
<td>100%</td>
</tr>
</tbody>
</table>
10.4.8 Students' attendance

<table>
<thead>
<tr>
<th>School year</th>
<th>F.1</th>
<th>F.2</th>
<th>F.3</th>
<th>F.4</th>
<th>F.5</th>
<th>F.6</th>
<th>F.7</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>98.7</td>
<td>98.6</td>
<td>98.6</td>
<td>97.3</td>
<td>97.5</td>
<td>97.7</td>
<td>98.2</td>
</tr>
<tr>
<td>2011-12</td>
<td>98.6</td>
<td>98.5</td>
<td>98</td>
<td>97</td>
<td>97</td>
<td>97.7</td>
<td>97.2</td>
</tr>
<tr>
<td>2012-13</td>
<td>98.3</td>
<td>98</td>
<td>98.1</td>
<td>96.7</td>
<td>96.6</td>
<td>97.2</td>
<td>0</td>
</tr>
</tbody>
</table>
~~~ The End ~~~