Annual Report
2013 - 2014
St. Stephen's Girls' College
聖士提反女子中學
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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. Being a Grant School as well as an EMI school, it has been in the forefront of education reforms, spearheading pioneering projects and undertaking innovative programs in pursuit of quality teaching and learning. Inspired by the Christian spirit, the school is committed to transforming generations of students into well-rounded and aspiring individuals, capable not only of critical but creative thinking. Through corporate worship, work and recreation, the school seeks to educate students not only to value themselves but also to have compassion for others, working for the betterment of the wider community. Indeed, St. Stephen’s and its graduates have had a profound impact on Hong Kong society.

2.1 **Sponsoring Body**

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

2.2 **Christian Education**

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

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

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

1926 SSGC Alumnae Association was set up.

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

1929 Miss E.S. Atkins was appointed the fourth Principal.

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

1945 After the war, the speedy re-opening of the school was made possible with the concerted efforts of Rev. Wong Nai Hong and the staff.
1949  Miss K.D. Cherry was appointed the fifth Principal. SSGC Primary School was set up.

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

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

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

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

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


1967  The boarding school was closed.

1972  Blind students were admitted for the first time.

1974  The rebuilding plan and fund-raising campaign was launched. But the project was delayed for about twenty years due to a landslide and building ban in the Mid-levels.

1991  The Foundation Stone of the Hsu Ta Tung Memorial Building and Reprovisioning Project was laid by Lady Wilson.

Dr. K.E. Barker retired after thirty years of service. Her successor, Mrs. Too So Kwok Chun, became the first Chinese Principal of the school.

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

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

1998  SSGC was selected as one of the ten Pilot Secondary Schools for Information Technology Development. The school was equipped with state-of-the-art computer technology and multimedia facilities for the provision of quality education in the 21st century.
2003 Mrs. K.C. Too retired. The Reverend Mrs. Jenny Nam succeeded her as the eighth Principal of the school.

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

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

2007 SSGC was the first secondary school in Hong Kong to deploy a 10GE network on campus.

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

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

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

2011 105th Anniversary celebrations included the Cake Cutting Ceremony which took place in February while the Thanksgiving Service, the Dinner and the Concert were held in July.


2012 Wireless networking was installed throughout the campus and up-to-date iPads, windows tablets and mobile computer labs with notebooks were added to the available technology.

2014 Mrs. Christine Shain retired as Principal in August 2014. Her successor Miss Maggie Chau became the tenth Principal of St. Stephen’s Girls’ College.
2.4 The Principal and Staff

The Principal, Miss Maggie Chau has been in office since August 2014. She is assisted by 67 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 principally 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 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 with a distinct focus on “knowledge construction” and skills development, our NSS curriculum is conducive to the promotion of higher order thinking as well as the nurturing of positive values and attitudes. 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 March 2014. The Careers Expo for Form Three, also held in March, was an event where parents and alumnae shared considerable information regarding various career paths. The Form Three Parents’ Evening, held in May, provided opportunities for Form Three students and their parents to raise questions regarding the philosophical underpinnings of our curriculum structure and the effective selection of subjects, which helped realize students’ potential and 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 being mostly offered their second or third choices. 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 had been implemented smoothly according to schedule and marks were submitted to the HKEAA according to 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 reprovisioning in 1996. The construction of an annex to the Building, which comprises five classrooms, was completed in February 2006 under the EMB School Improvement Programme.

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

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

The Secondary school has thirty one classrooms with over twenty special rooms which include the Chinese Room and the Liberal Studies Corner, five laboratories, two computer rooms, two multimedia 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

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<th>F4</th>
<th>F5</th>
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Number of students

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<th>F2</th>
<th>F3</th>
<th>F4</th>
<th>F5</th>
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3.2 Destinations of exit students

Percentage of graduates taking degree and sub-degree programmes
Local institutions (undergraduate programmes) our graduates attend

Percentage of graduates studying locally and overseas

**Overseas/Non-local institutions SSGC graduates attend include:**
- **Mainland China:** Tsinghua University, Beijing Foreign Studies University
- **UK:** Imperial College, Durham University, University of Surrey, University of Birmingham
- **Canada:** University of British Columbia, Simon Fraser University
- **Australia:** University of New South Wales, University of Melbourne, Monash University
- **Germany:** Philipps-Universitaet Marburg
3.3 Support

3.3.1 Careers Guidance

Programmes Held to Enhance Students’ Exploration of the World of Work

To prepare students for better understanding of the world of work and enhance their exposure to the authentic workplace, a series of visits and events were jointly organized with local universities and the SSGC Mentorship Programme, including the HKU School of Nursing Community Health Care Training by Simulation Session, the Aviation Exploration Day, TEDxYouth@Hongkong talks, the Junior Achievement Economics for Success Workshop, the Junior Achievement Leadership Compass Workshop, the Visit to HKBU Faculty of Journalism, the Visit to Union Hospital and the Visit to a law firm and the High Court. 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.

In addition, students in Forms 5 and 6 were encouraged to take part in the Career-Related Experience Scheme organised by the HKACMGM. Successful applicants are given opportunities to take up a summer internship in a local organization. It is a valuable opportunity for the to gain authentic working experience.

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 Careers Education guidebooks 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. Senior Form students also identified their Holland’s career personality type and had a clearer picture of their academic and career goals.

Guidance to Senior Form Students on Further Studies and the World of Work

A good range of 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 6s with the assistance of staff from The Boys' and Girls' Clubs Association of Hong Kong. Students were briefed on and reminded about the multiple pathways and the possible courses of action to take. 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 out concerns they had about their future. It is suggested that workshop of similar nature can be held after the HKDSE in the next year.

To guide the Form 5 students to set career goals, a 3-session Careers Conference was conducted by the Hong Kong Federation of Youth Group in February and March, which help our Form 5 students understand their potential, interests and abilities. The Careers Conference guide students to devise a plan to pursue their career goals. The focuses are: career goal setting and pursuit of dream career; exploring the relationship between personality and ambition; analysis of the current employment market and the latest employment trend; analysis of different fields of careers and guidance on how to devise an action plan to attain one’s career goals.

To prepare our Form 5 students for university a Careers talk on Multiple Pathways was held in July. Useful tips on exploring multiple pathways were given and students had a grasp of how to get prepared for making choices regarding tertiary education. Students had gained a general understanding of the JUPAS and non-JUPAS choices available to them. They were also given some reference materials which include useful information regarding multiple pathways in post-secondary education.

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

The Form 4 Careers Conference was held in April when students explored local tertiary education. Each class gave a presentation on a local university. The features and programmes offered by the university were introduced in the presentation. Students have gained a better understanding of the local universities, which prepares them for setting academic goals in paving way for tertiary education. During the conference, four alumnae were invited to share with the students on school life at university and how to get prepared for tertiary education. The four alumnae are from different disciplines: Government and Law, Education, Translation and Medicine. On top of that, one of them shares her experience studying overseas in her senior secondary school years. The alumnae have helped to make this a very successful event.

**Guidance to Junior Form Students on Careers Aspirations**
The second mini-Careers Expo was held in March. During the event, some 35 parents and alumnae representing more than 20 professions introduced their work to all Form 3 students. The students were enthusiastic in participating in the event and gave positive feedback on the event. It was reviewed that the JC Hall is an ideal venue for the event and that all Form 3 students can participate in the even together at the same time and be given two periods to interact with the guests.

Guidance to Form 2 and Form 1 students are mainly done through the Careers Education Programmes conducted in form periods. Through the programmes, students learnt to set academic and career goals for themselves and became more aware of their strengths, which assisted in their preparation for senior years.

Some Form 2 and Form 3 students were nominated to participate in the Oxford University Summer School to be held in July at Diocesan Boys’ School. The course is organized by the Oxford University and target at high achievers. A total of 6 students have enrolled in the course successfully.

**Guidance on Overseas Studies**

Advice and guidance were given to students who would like to further their studies overseas. Two overseas university fairs were held in September, one of which was jointly organized with the British Council. Representatives from the U.K., the U.S.A., Australia, Canada and Korea were invited to the two fairs. In addition, guest speakers from the University of Cambridge, the University of Durham and the Yonsei University came to our school to hold admission talks.

A good number of students have plans in studying overseas. The most popular destination for our students this year remained to be the UK, while some others consider going to the US, Canada, Australia, New Zealand, Germany, Canada, Korea, Japan, and mainland China.

**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 help 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>
</tr>
</thead>
</table>
| Life Education Seminars             | ● A theme-based programme was designed to cater for a diversity of students’ 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 could 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.       | ● Form Teachers’ preparation and active involvement are required.                   |
| Big Sister Scheme                   | ● Positive feedback was received from all participants.                      | ● Specific training on organizing activities and peer mediation arranged for Big Sisters enhance effectiveness of their service provided. |
|                                     | ● Training sessions were appreciated by Big Sisters.                        |                                                                           |
|                                     | ● More gatherings were held to increase bonding between Big and Little 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, student helpers and active participation of different parties are required. |
| Life Skills Training Camp           | ● F.1 life skills training camp was organized with encouraging responses.   | ● Support from accompanying teachers, students and parents are essential to success.  
                                     | ● Students enthusiastically engaged in co-operative activities which helped build confidence, teamwork, trust, problem-solving and leadership skills. | ● More challenging activities could be designed.                                  |
### 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. The scheme aimed at providing early identification to students who may be at risk of developing more serious emotional and behavioral problems.
- Intervention was arranged to students who were at risk by providing a cognitive behavioral training workshop, named as ‘School Growth Promoting Ambassador Scheme’. After completing the workshop, performance of participants showed improvement in a post-assessment. Their qualities to meet different development needs in general enhanced.
- Supports from parents are fundamental.

### Study Skill Workshops
- Class-based workshop was conducted for all Form One students to enhance their studies and adaption of studying methods in secondary school.
- Academically weaker Form One and Two students participated in workshops, ‘Love Study Campaign’ and ‘Study Formula’ respectively to reinforce their study skills.
- Positive feedback was given by both participants and tutors of the workshops.
- Further discussion should be made to avoid time clash of all other supplementary classes provided to support the same target group.

### Workshop for Students with Low Self-esteem and Low- motivation
- A workshop, ‘Learning in Drama’ was held to strengthen self-affirmation of a target group of Form One and Form Two students.
- Most of the participants were enthusiastically involved in producing a video clip to showcase their achievement in the workshop.
- Interactive activities encourage participation.

### Pre-examination Study Group
- Volunteers from Form Four and Five assisted their Junior Form counterparts in revision and preparation for examination.
- Encouragement and support from teachers reinforce students’ participation.
### Anxiety Management Workshop

- Class-based workshop, ‘Give Your Life a Boost’, was conducted for Form Six students. Techniques to deal with stresses were reinforced.
- Students enjoyed and actively participated in the activity.
- Longer sessions could be arranged for the 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’ misbehaviors, with the School Discipline Team specializes in investigating more severe disciplinary problems and handling habitual misbehaviors.

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

As in the past years, the School Discipline Team organized an orientation session for all F.1 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 the society.

The school recognizes helping students with habitual misbehaviors and disciplinary problems may need the support of the guidance services, in this manner, 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 F.1 Orientation Session on School Rules was a part of the F.1 Orientation Program, which was held in late August. This session aimed for filling all F.1 students in with the school rules and the school’s expectation on 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 the manner and approach of St. Stephen’s Girls’ College in handling students’ misbehaviors and disciplinary problems. It also familiarized new teachers with the school’s punishment system and the procedures.

**Talks**
With reference to the needs of the 21st Century students, the School Discipline Team arranged talks on girls’ safety and time management in 2013-2014.

The talk on girls’ safety was held on 12 March 2014. Sergeant Ng Wai Man from Hong Kong Police Force was invited to talk to our students from Form One to Five. The talk covered general safety on public transport, cyber safety and safety issues when girls meeting with new friends.

The talk on time management for all Form One students was delivered by our fresh F.6 graduates on 15 October 2013. They shared with the Form One students how they managed and overcame the challenges and changes from a primary school student to a secondary school student.

**Uniform Checks**
The School Discipline Team also organized 4 uniform checks in 2013-2014. All uniform checks were assisted by the Students’ Cooperation Board. Only a small number of students needed to be reminded wearing their uniform properly. These students were in general very cooperative and willing to accept advices.

**Exhibition**
A one-day exhibition on drug abuse, shop theft and road safety was held on 18 March. The Liaison Officer of the Hong Kong Police Force came to set up display boards in KSL Hall and a short quiz was arranged. Student participated enthusiastically.

### 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
- HKU Academy for the Talented
- HKU Junior Science Institute

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17 SSGC Annual School Report 2013-2014
PolyU Secondary School Mathematics and Science Competition ------------------ distinctions and high distinctions

EDB Web-based Learning Courses
CUHK Program for the Gifted and Talented
IJSO HK Screening ------------------------------- first class honor
1+1 Science Tip-top Talent Scheme -------------------------- winner

Diversity Learning Grant
English drama, Sports team training, Leadership training, Mock trial, MUN, World scholars cup and various student conferences have applied for the grant to provide selected students with pull-out gifted programmes.

Staff Development
- Most team members have completed the foundation training course. Some have completed the intermediate and advanced courses too.
- There was a staff development on ‘Introduction to Gifted Education’ conducted for all staff. Mr. Patrick Lam from HKAGE was the speaker.

Gifted Education Policy
The school gifted education policy was drafted and comments have been collected. The team will have on-going evaluation on the policy.

Future actions
- The team will cooperate with SLP team to investigate on building a school talent pool. We will also seek advice from HKAGE.
- Strategies and planning on implementing pull-out programmes and training on catering for learning diversity in classrooms will be discussed.

3.3.4 Spiritual Support

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.

Teaching and Learning of Religious Education
Religious Education lessons are delivered to students to all forms. This year, under the new timetable, RE lessons of F.1, 3, 4, 5 and 6 share half-lessons with other subjects so that the curricula could be covered from September to July throughout.
An incorporation with chapel services allowed F.2 and F.3 students to lead Singspiration sessions at the chapel as an expansion of the RE curriculum.

Assembly and Services
Apart from the School Chaplain, other HKSKH ministers, teachers, students, and guests are invited to speak at assemblies. The frequency was one chaplain homily per month and one homily per week. Harvest Thanksgiving Service, Christmas Service, Veneration of the Cross Service, and Easter Service are held every year according to the Anglican holy calendar. This year, the Ash Wednesday Service (lunchtime) and the Ascension Service have been added.

Chapel services were held in the chapel on Tuesday, including Holy Communion services for F.1 students and Singspiration sessions.

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

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 December, the CF committee of St. Paul’s College visited us and our CF committee received them in the chapel.

The RE week was held in mid-February 2014, including morning assembly, lunchtime outreach, teachers’ assembly sharing, teachers’ concert, evangelistic meeting with Prof. Brian Duggan as speaker, and a special CF meeting after school.

Plans for the future
A meeting of active CF participants has been planned, as a preparation for the Christian Fellowship.

With the success of the gospel camp hosted by the Christian Fellowship last summer, it would be expected to be held again next year.

The evangelistic meeting is planned to be held annually, but would not take place near to end of term. A date in February 2015 has been planned. This would be part of the RE Week and in the middle of it to facilitate follow-up.
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 their potential to the fullest and to motivate them 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’ talents and cater for their learning diversity.

The SEN team got $190,000 as a Learning Support Grant from EDB for the year 2013-14. The sum was mainly attributed by Chu Jing Yi’s visually impairment, ADHD and Asperger syndrome. The sum was mostly spent on hiring a Student support and running courses for students with special needs.

Activities organized / special arrangements in 2013-2014:

- Little Angel Scheme
- Speech therapy
- English reading & writing course
- Remedial classes
- Exam accommodation e.g. extra time allowance, special room provision
- Subject choice advice
- Home calling
- SpLD screening
- Preliminary assessments for suspected SEN students
- Formal assessments
- Meetings with SEN students’ parents
- Counselling

Special equipment / materials purchased

- Installation of special software in the computer used in the library for blind students
- MyInk (for Chu Jing Yi) only
- 2 Talking calculators
- Teaching materials for speech enhancement
- Book coupons

3.3.6 Student Learning Profile (SLP)

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

eClass/iPortfolio is used to systematically record the following information of our students:

- 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 4 to Forms 6 were asked to input the activities that were not arranged by school themselves and Form Teachers would check their information and verify related documents at the end of the school year.

To better prepare our students in building up their SLP, briefing session for Form 4 was held in September and a sharing session of OLE and SLP was held for Form 5 students in July. In addition, information about SLP was delivered during the Form 4 and Form 5 Parents' Evenings to help parents to better understand the requirement of SLP.

Moreover, English lessons focusing on how to write SLP self-accounts were held in the second term. Teachers from the English Department provided guidance and support to the Form 5 students in 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 2013-2014, the PTA continued to support the school by providing quality education for our students.

In 2013-2014, the Annual General Meeting was held on 29 November 2013, The meeting was an opportunity to celebrate last year's success and plan for the year ahead. The highlight of the AGM was a talk entitled “Lessons for Tiger Parents – How to let go and relax” by the guest of honor, Ms. Tang Oi Lam. Ms. Tang is a media veteran, columnist, author of parenting books and a speaker at parenting seminars. She spoke of her own parenting experiences and the importance of valuing the parent-child relationship and developing a mutual trust. Her insights were very well received by all who attended.
On 8 February 2014 more than 110 participants joined the 「新春表愛心」 event organized by the PTA and the Primary School. 22 Primary 5 students and their families, and a total of 70 teachers, students and parents participated in the event. The participants visited the "Food Bank" in Hong Fook Church. Then, students played musical instruments, gave recitations and performed karate and other exciting programs for more than 100 elderly people. This was a precious experience for the students and their families to show love and care to the needed in our community. It also helps equip them with the skills and knowledge to become global citizens.

In March 2014, the PTA joined the event of 19th Parents-Also-Appreciate-Teachers Appreciation Cards and delivered an Appreciation Card to each teacher.

On 22 March 2014, over 100 students, parents and teachers participated in a day trip to Tap Mun (塔門) and Tung Ping Chau (東平洲) organized by the Parent-Teacher Association. 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 the teachers and with other parents and students. The PTA has also received many wonderful entries for the photo competition.

To encourage the reuse of school uniform and old books, the SSGPS Winter Uniform Recycle was held in May 2014 whereas a book-sharing scheme for all students in late April was conducted by the PTA and the Primary school. Both Chinese and English books were collected and reused by the students.

**Events organized by school related to 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 24 August 2013. 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 18 October, 2013 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.

To strengthen home-school partnerships and provide opportunities for parents to connect with their daughters' school life, a Form Two Parents’ Evening was held on 13 December 2013. Each discussion group comprised one or two PTA representatives, a Vice Principal or Senior Teacher, two Form Teachers and attending parents. Participants were encouraged to freely exchange their opinions and to learn from each others' experiences, leading to a very fruitful exchange.

A Form Three Parent Information Evening was held on 16 May, 2014 to provide parents with information and advice on how to best support their daughters in the course of study and choice of
subjects they would like to follow in their senior secondary years. 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 Principals, Form teachers, Heads of Departments, Other Learning Experiences Coordinators and the WebSAMS Administrator.

3.3.8 Alumnae Association

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 the Alumnae Association Scholarship.

In the last academic year (2013-2014), SSGCAA arranged various activities and participated enthusiastically in many school functions.

The Annual General Meeting cum Dinner was held at the South Pacific Hotel on 30 November 2013, during which Ms Eliza Chang, President of SSGCAA duly reported the activities and affairs of SSGCAA. Ms Monique Yu was then elected as the next President, who will serve a two-year term.

The Spring Lunch was held on 22 February 2014 with about one hundred alumnae, students and teachers gathered together for a festive Shanghainese banquet. Highlight of the event was the signing on a book in memory of the late Ms. Poon Chor Ying, past Chinese History teacher. The book was donated to the school and kept in the School Library in honour of Ms. Poon’s contribution.

During the School Concert held on 4 April, the SSGCAA Choir sang two songs. They also formed part of the joint choir and orchestra together with the students’ choirs and orchestras, and performed in the grand finale – the School Hymn and Why We Sing, the theme song of the Concert.

The Mentorship Programme, first launched in 2006, was successful in providing a platform for the mentees (Form 5 students) to learn from and be inspired by their mentors (alumnae) in their academic pursuits and career aspirations. In the 2013-2014 school year 103 mentees and 77 mentors
were recruited under the Mentorship Programme. The opening ceremony was held on 23 November 2013 in the JC Hall where all the mentors had an opportunity to introduce themselves to all the participants. During the Mini New Year Fair organised by the Students’ Association held on 25 January 2014, the SSGCAA showed support by putting up several nail stalls in the JC Hall. Another popular item was the cookie stall which sold cookies made by the mentors and the mentees. Other activities organised by the mentors for their mentees included visits to the Union Hospital and the Department of Journalism, HKBU, and an organic soap workshop.

Our alumnae have also initiated and facilitated the refurbishment of the Home Management Room and the decoration of a special corner of the School Garden in memory of Ms. Poon Chor Ying.

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 in her development as it has always been. All graduates are welcomed 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, 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 in need of financial assistance. In 2013-2014, 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 2013-2014.
4. Our Teachers

4.1 Number of Teachers

There were 71 teachers, including the Principal and seven 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 Sub-degree</th>
<th>Total No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td></td>
<td>43</td>
<td>26</td>
<td>2</td>
<td>71</td>
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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 2013-2014**

1. **27 September 2013**
Two important issues were covered in the first Staff Conference of the school year: the future of the school and educating gifted and talented students. In the first session, members of the Taskforce led a visioning exercise, during which all staff explored the school’s future development. There were enthusiastic and candid discussions about the values, ethos and mission of the school, as well as our current strengths, weaknesses and opportunities. The Taskforce took away many ideas and observations that would inform their report and help to strengthen the school. The second session was a presentation given by the Hong Kong Academy for Gifted Education about educating gifted and talented students. Teachers learnt from the talk how to identify gifted students and meet their academic and social needs.

2. **31 October 2013**
Dr. Paul Nung, a specialist in curriculum planning and an education consultant, spoke to the staff in the second Staff Conference about strategies on how to help students to acquire knowledge and skills, and develop attitude, moral principles, and courage to take action. Teachers were reminded of the importance of helping our students to ‘learn how to learn’, and developing their generic skills. Dr. Nung also explained the significance of using various evaluation tools and relevant data to measure our progress and improvements, and how the process of making evaluation can help the school reflect on and adjust its next stage of planning and implementation of the school plan. The talk was followed by a professional development week facilitated by Dr. Nung. Teachers were involved in peer observation exercises, after which comprehensive self-evaluation and debriefing were done to enhance teaching and learning practices; his meetings with various departments were also conducive to the evaluation of departmental strategies and the professional exchange of ideas. Later on in January, teachers gathered again to share the benefits of lesson observation.

3. **10 March 2014**
The third staff development exercise was held at the Pilgrim’s Hall, Tao Fong Shan, Shatin. Professor Lam Man Ping and Mr. Calvin Luk of the Humanistic T & T Holistic Growth and Therapy Institute were invited to conduct a workshop on effective team building. Teachers had the opportunity to reflect on their own strengths and how the school has helped them grow, and acknowledge their positive impact on each other as a team. There were also discussions on how further improvements could be made for team building. The day, although short, was spent in a peaceful environment with refreshing air.
4.3.2 Staff Professional Development

In the previous school year, a series of workshops were conducted by teachers at one of the Progressive Staff Meetings, during which teachers demonstrated to their colleagues how to use technology like iPads in their lessons, and delivered lessons in keeping with the school’s focus on the Global Experience Programme. Following on from this, staff members engaged in a session on 31st October 2013, when education consultant, Dr. Paul Nung, spoke about strategies on how to facilitate students’ acquisition of knowledge, skills, attitude and moral principles. He further explained the significance of using various evaluation tools and relevant data to measure progress, and how the process of evaluation can help the school reflect on and adjust its next stage of planning and implementation of the school plan. The talk was followed by a professional development week facilitated by Dr. Nung, with teachers involved in peer observation exercises, after which a comprehensive self-evaluation was undertaken to enhance teaching and learning practices. Dr. Nung’s meetings with various departments were also conducive to the evaluation of departmental strategies and the professional exchange of ideas. Later in January 2015, teachers gathered again to share the benefits of lesson observation.

4.3.3 Teacher Learning Team

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

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

Plans for the future
After the preliminary study and trial runs, it was suggested to start paraphrasing formative assessment strategies, from the grand one used in LS to the minimal ones suggested in document, and start promoting them to other staff. Further implementation would be followed.

4.3.4 Assessment Policy and Practice Committee

The Assessment Policy and Practice Committee consists of teachers from different disciplines and background. The major task this year was to finalize the proposals on new systems (award, report card and repeat) for the Cabinet’s consideration.
The present practices have been adopted for nearly twenty years and they may not be suitable for the current educational system. First, the validity of adding raw examination marks in calculating Order of Merit (OOM) is questionable. Also, the present report card system may not provide sufficient guidance to students for improving their work.

The discussions on revising these systems began in January 2013 and a proposal was drafted for Functional Heads’ review in October and November 2013. Opinions were collected and after months of revision by the Committee, the final proposal was completed and submitted to the Cabinet in May 2014.

The major purpose of the new report card system is to provide students with useful, accurate and clear information about their learning of individual subjects. Subject teachers are encouraged to write detailed comments and as a result, the present report card design is no longer suitable. It was thus proposed a change of format to 3 different sections. The first section lists overall academic information (term grades and examination marks), form teachers’ comments and attendance records. Additional information about students’ examination results, such as their percentiles/positions will be provided separately. The second section lists the ECA records and awards. The last section lists all subject teachers’ comments for students’ reference in improving their work.

The giving of academic awards will change from OOM to subject based. This can more accurately reflect students’ performances. Heads of departments will nominate around the top 5% students according to their examination results (with consideration of their term work and actual level) for individual subject awards. On top of this, students who score the highest number of subject awards will be given the ‘Elite Student Award (gold or silver)’. In final examinations, students with the highest scores in each subject paper will be nominated for the ‘Certificate of Distinction’.

In the proposed repeat system, students who cannot pass a required standard of a subject will be requested to take a re-examination of that subject. Students who fail the re-examination or who fail too many subjects in their examinations will be requested to repeat. More discussions on this system by different parties will be conducted in the next academic year before implementation.

4.3.5 Academic Conversations teacher Learning Team

To improve students’ oral language skills, critical thinking and content understandings, the Academic Conversations Teacher Learning Group continued its second year of professional exchange on how to train students to converse academically in pairs and small groups. In September 2013, a meeting of science teachers on Conversations in Science revealed that the thinking skills listed in the book ‘Academic Conversations’ by Jeff Zwiers and Marie Crawford were all in place in the science classrooms. Regarding the development of academic grammar and vocabulary through
conversation, it was found that certain recommended methods might work better with small group teaching of academically weak students. The fact that the majority of our students are non-native English speakers may account for the difficulties of using a wider range of the suggested model sentences.

4.3.6 Professional Learning Groups (PLGs)

PLGs were set up in 2013-2014 with three objectives: (1) To build a professional learning community through establishing cross-curricular teacher groups to specifically support professional learning; (2) To cater for learner diversity through creating opportunities for cross-curricular foci in school; (3) To adopt a paradigm shift – from a focus on teaching to a focus on learning.

On 31 October 2013, a Staff Conference on ‘Self-evaluation for Improving Classroom Practice’ was conducted by Dr. Paul Nung, an education consultant with expertise in school improvement and curriculum leadership.

In November 2013, nine teachers from different subject disciplines participated in a 5-day peer lesson observation and feedback to share teaching practices. They engaged in professional dialogue with the ultimate goal of improving student learning outcomes.

In the second term, teachers from three departments – Liberal Studies, Geography and Life and Society – engaged in separate meetings with colleagues who taught the same subject and level of students. They collaborated in lesson planning prior to observing their peers in action. During a post lesson study meeting, they shared their observations and teaching beliefs with one another.
5. Our Learning and Teaching

5.1 Curriculum

5.1.1 English Language Education

1. Achievements and reflection on major concerns

Priority 1: To support the school’s annual school plan

*Achievement*

To support the school’s annual school plan in preparing students for global citizenship, the English Department incorporated topics that open our students’ minds to the outside world such as ‘Birthday traditions around the world’ in Form One, ‘The World’s Most Popular Brand’ in Form Two, ‘The Top 100 places to visit before you die’ in Form Three, ‘Lost in Translation’ in Form Four, ‘Selling Hong Kong to the World’ in Form Five and ‘Nip-tuck Tourism’ in Form Six. Form Two learned about international cuisines and produced restaurant reviews. Senior students subscribed to the *International New York Times* which widened their perspectives on international affairs. A lesson study was conducted with Form Four teachers to explore innovation in teaching and learning.

*Reflection*

English teachers will continue to select material about topical or current issues from the newspaper and encourage students to engage in discussion forums via e-class. Lesson studies will be extended to other forms in the following academic year.

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

*Achievement*

Thirteen Form Two student ambassadors and sixty-one Form Four students collaborated with SSPS Primary Two and Four respectively on reading and sharing stories. These two events provided valuable opportunities for our students to use their English outside the classroom in meaningful contexts. Students viewed the programme as a confidence booster and a positive step toward making them enjoy speaking English more.

Our students obtained pleasing results in open competitions that train their skills and confidence in using English. The competitions included the annual Hong Kong Schools Speech Festival, the Junior Writers’ Award 2014, the World Scholar’s Cup, the Hong Kong Model United Nations 2014, the 2014 Hong Kong Inter-school Mock Trial Competition, the Central and Western District Secondary Schools Translation Competition, the EMI Schools DramaFest 2014, the EdB NET
Section ‘Science on Stage’ competition and various Debating tournaments. They also joined other activities such as the AFS Intercultural Fair 2013 and the Jockey Club “From Page to Stage” Programme 2014 to experience using English outside the classroom.

Our Department collaborated with St. Paul’s College to organize the Form Six Joint School English Oral Examination, which was held on 17 December 2013. Students learned how to better prepare for their public examinations.

**Reflection**
The two reading activities were fun events which enabled participants to use English in a relaxed environment. It could have involved more secondary students to reduce each group size and greater interaction among participants.

Our department will continue to organize a joint school oral examination or practice sessions to equip our students better for their English skills.

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

**Achievement**
In the HKDSE Examination 2014, Form Six students performed well in their English Language subject with a passing percentage of about 99%. 54% obtained Level 5 or above while 84% scored Level 4 or above. All Form Three students passed their Territory-wide System Assessments 2013.

**Reflection**
To boost our students’ overall performance, more opportunities could be created to encourage students to interact with each other through task-based activities. The use of wireless learning can be further manipulated for greater achievement.

**Priority 4: To enhance English competency in Language Arts**

**Achievement**
2013-2014 was the last year of the Refined English Enhancement Scheme (REES). An original play-script was written and composed by students with the assistance of teachers. An action plan that enhances teachers’ confidence and the repertoire of skills required for producing a play or a musical based on a Shakespearean play was produced. Resources for teaching language arts were developed – Form One drama (*Merchant of Venice*); Form Two presentations (*A Christmas Carol*); Form Three drama presentations (*Animal Farm*); Form Four character presentation and bio-poem (*The Joy Luck Club*).

**Reflection**
Students in Forms One to Four acquired a solid foundation in Language Arts appreciation that prepares them for the NSS electives. They were able to understand the importance of characterization, themes, conflict and literary techniques in the chosen texts and gave expression to imaginative ideas and feelings in response. Teachers commented that students produced work that provided evidence of their skill development. They also observed that students were able to respond in writing and speech more creatively and confidently to English language tasks than they had been able to do so previously. In Form One, all students participated in an end-of-year performance of the studied text *The Merchant of Venice*. In Form Two, students produced higher quality posters and gave presentations that showed a deeper appreciation of themes and characters related to the studied text *A Christmas Carol*. In Form Three, students collaboratively wrote and performed chapter-based dramas and created anthems for various social groups based on the studied text *Animal Farm*, showing greater understanding of how the text reflected real events in society. In Form Four, students created role plays and bio-poems based on the characters in the studied text *The Joy Luck Club*, demonstrating a deeper appreciation of how a text relates to their personal experience, in this case, mother-daughter relationships, than before as there had not been a focus on studying a novel in the English curriculum before this scheme.

**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 2013 provided the necessary support to some weaker first formers learning in English. After-School Conversational English classes were organized from October to December 2013 to build up participants’ confidence in speaking English. Form One English Speaking Classes were held from October 2013 to May 2014 to offer additional support to the academically weak students. Form One and Form 2 remedial English classes run by EL2100 were continued during the year to address the needs of some less able learners. All of them served to strengthen the foundation of our students’ English skills.

**Reflection**

All the remedial support mentioned above will be continued in the next academic year. It is anticipated that with the inclusion of more SEN students, teachers will need to meet more regularly to exchange experiences and to work on strategies for meeting different learner’s needs.

**2. Meetings**

A total of three English Panel Meetings (31/8/2013, 5/11/2013 and 8/7/2014) and fourteen form meetings were held in 2013-2014.
5.1.2 Chinese Language Education

關注項目一：中國語文科課程重整

本港中國語文教育的課程及測考模式自 2003 年迄今，經歷多次大大小小的變更。本校的中文教育為進一步緊貼教育局課程發展處及考評局的步伐，宜由專業且前線的教師籌組「課程重整研究小組」，適時檢討本校中文科的教學重點、施教模式、教材編排、鞏固跟進、測考安排等各方面的內容，並提出相關的建議，以迎接未來的教學所需。本科於本學年設立課程重整研究小組，成功地就以下幾方面進行了檢討及研究：

一 檢討現時初高中校本中國語文課程，重整初高中課程大綱及學習重點；
二 研究引入文憑試寫作文捲閱卷模式的可行性，由高中寫作文捲閱卷工作小組主導，參照文憑試閱卷模式，評改本校學生作品，並就校本的評改模式提出建議；
三 推動學生自學的計劃，初步策劃了下學年的廣泛閱讀計劃及其配套活動；
四 檢討普教中試行計劃的成效，初步撰寫了本校以普通話作中國語文科教學語言的檢討報告暨發展建議書。

另一方面，本科於本學年加強了與附屬小學中文科的教學協作交流，兩校的中文科科主任交流了關於課程編排的建議，讓彼此多了解小學生升上初中時會面對的難點，循序漸進地作出課程上的銜接工夫，以加強學生學習效能。

關注項目二：關注學習差異，拔尖補底，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：
  ○ 開辦並支援各類課餘課程予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講座及工作坊，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。
    ▪ 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穩語文基礎，
      同時教授應試技巧。

• 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。
    ▪ 文學欣賞班：聘請校外專責導師，指導初中年級的學生初步認識文學作品，對
      各類文學體裁有基本的認識。
2014年中學文憑試中國語文科成績：
- 本屆成績比去年的成績稍為遜色，考獲5**或5*的同學共有13位，佔8.2%，比去年微跌1.7%。
- 考獲3級或以上的同學有126位，即79.2%；考獲2級或以上的同學有154位，即96.9%。
- 卷一和卷二的表現均比去年出色：卷一考獲5**或5*的同學有14.5%，卷二考獲5**或5*的同學有18.3%，均比去年多1%-1.3%。卷三的表現與去年差不多。卷四及卷五則比去年差，大概減少了9%-14%的人數考獲5*或5**。
- 至於不予評級的類別，有兩位同學在卷五的表現屬此情況，而去年卷二有一位同學不予評級，今年則完全沒有。

2014年中學文憑試中國文學科成績：
- 中國文學科成績與去年的差不多，同樣只是得一位同學考獲5級，幸而考獲4級或以上的同學急升至9位，佔全級的47.4%；可惜考獲1級的有兩位，比去年的水平低一點。

2014年中學文憑試成績與去年相比稍為遜色，相信與本屆同學的潛質有關。科組同事用心鑽研閱讀及寫作兩卷的應試技巧，加強訓練同學，在分卷的表現上的確見其成效。至於卷四及卷五的情況，則期望學與教也更上一層樓。

關注項目三：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。

關注項目四：繼續發展校本新高中課程及促進教師專業發展

- 開發及善用校本自學材料—《聖士提反女子中學：高中校本自學材料冊》（上、下冊）：
本科於去年特別編製一輯適合高中學生使用的《高中校本自學材料冊》，讓學生能
按能力和學習進程，教師從旁點撥，讓同學有系統地自學不同範疇的語文及文化知
識。

- 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
      習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。
  - 特殊學習需要學生及非華語學生的支援課程
    - 鼓勵中一及中二級輔導班科任老師及教授非華語學生的老師，適時留意學習表
      現極弱的學生，並行有餘力則可報讀有關支援 SEN 及非華語學生的課程。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及非華語學生的教材。
  - 積極鼓勵同事參與公開考試評卷工作，協調同事間的分工安排，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。

關注項目五：多元語文、普通話及文學活動

本科繼去年成功舉辦「中文周」後，擬於今年主力領導中文學會的幹事在校內籌辦不同類型
的語文活動，讓全校師生有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。學會將繼承去年「中文周」的做法，集中統整以往一向推行的語文及文學宣傳的推廣
活動，如書展、普通話日、早會表演、午間遊戲活動等，秉承本校一貫提倡閱讀及愉快學習
語文的風氣。

除此之外，本科也透過其他推廣活動及課餘課程，如：善教中增數班、普通話小記者課程、
趣味普通話課程等，進一步向全校學生推廣普通話的學習與應用，同時支援中－及中二「善
教中」組別的學習。
關注項目六：跨校合作

本科於本年度獲香港大學教育學院邀請，參與於英皇書院舉辦的講座，讓中六同學在經驗豐富的教授指導下，多了解四口岸語溝通考試的評分重點，以及試前應有的準備工夫，師生均獲益良多。

關注項目七：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。
- 科主任與輔導班老師商議及創設有關教授能力稍遜學生的教材，於中央資料庫建立材料庫，讓教師參考，以提升學與教效能。
- 繼續以中央資料庫作爲資源平台，有系統地上載本科科務文件、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，作配合交流、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：
- 繼續推廣普通話，提高學生普通話水平；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：
- 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。

反思四：
- 繼續加強與其他學科的協作，籌劃跨學科專題學習、同儕觀課、有效運用資源等，促進學與教的效能。善用人力資源，促進團隊精神；減少師生比例，加強照顧學生學習能力的差異，提升教學素質。
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 of the term.

Reflection

- Teachers all agreed that the programme was successful in developing students’ planning, time management, perseverance and commitment.
- Since the original “Goal-setting and Evaluation” form was similar to the one used by the Careers Team and it has been used for two years, teachers proposed to make some amendments.

Achievement

- A scoring system was adopted to award marks for punctuality in the submission of homework. The marks were included in the term grade. This new practice was carried out to improve students’ self-management skills.

Reflection

- Teachers agreed that there was some improvement in the punctuality of the submission of homework after the implementation of the system.
- Teachers agreed to keep the submission of homework as 10% of the term grade as it has encouraged students to submit homework punctually.

Priority 2: Technology

Achievement

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

Reflection

- Teachers agreed that students learned the related topics more effectively.

Achievement

- Teachers attended various training courses related to technology in teaching Mathematics and shared their experiences with staff members in the department.
- Teachers were more confident in using technology in teaching Mathematics.
Priority 3: Collaboration

_Achievement_

- A lesson study was carried out in both the junior and senior forms.

_Refection_

- It was suggested that a cross-form lesson study (in the Junior Forms and Senior Forms) should be conducted so that teachers in different forms can exchange ideas and have more interaction.
- It was found that students learned more effectively.

Priority 4: Students’ activities

_Achievement_

- A group of five Form Four students participated in the 2013/14 Statistical Project Competition for Secondary School Students, organized by Hong Kong Statistical Society, and co-organized by the EDB. They obtained a “Distinguished Prize” in the Senior Section.

_Refection_

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

_Achievement_

- A group of Form One and Form Two students participated in the 全港中小學『 T 字之謎』大賽, organised by Heung To Middle School. Form One Kan Ka Lam Rachel was awarded 1st Class Honours, while Form Two Lo Sze Ching and Form Two Ng Pui Ki obtained 2nd Class Honours.
- The school team participated in The 16th Hong Kong Mathematical High Achievers Selection Contest, organized by Po Leung Kuk and the Hong Kong Association of Science and Mathematics Education. Form Three Wong Chin Chin obtained 2nd Class Honours and Form Two Yang Sang Xiao Sandra obtained 3rd Class Honours.
- A group of Form One to Three students participated in the Hong Kong Junior Mathematics Olympiad – National Mathematical Forum for Youths, organised by International Mathematical Olympiad Hong Kong Committee. Form One Tang Yanna was awarded 2nd Class Honours and Form Three Wong Chin Chin obtained 3rd Class Honours.
- Form Three Wong Chin Chin obtained 金獎 in both 港澳盃 and SASMO (新加坡數學競賽).
- Form One Lam Hui Yin participated in 華夏盃 and obtained 2nd Class Honours.
- A group of Form Five students participated in the Secondary School Mathematics and Science Competition 2014, organised by PolyU. Kam Hei Yin Andrea was awarded the Medal, Cheng Ching Yee and Lam Ho Shan obtained High Distinctions, Lam Ka Wai and Tang Chit obtained...
Distinctions, Chan Chi Yung, Chan Ming, Choi Shun Yan Sharen and Tsang Hoi Man Heidi obtained Credits while Chan Chi Yan and Wong Jiawei obtained Proficiency awards.

- The school team participated in the 31st Hong Kong Mathematics Olympiad, organized by the EDB and Hong Kong Institute of Education, and was admitted to the Final Event.

**Reflection**
- The achievements in the mathematics competitions demonstrate that the training provided by the teachers was effective.

**Priority 5: Catering for individual differences**

**Achievement**
- The results of Form One students and the weaker students in Form Four to Six improved.

**Reflection**
- The enhancement class system run in Form One and Forms Four to Six was effective, as the students received more individual attention from the teachers.

**5.1.4 Personal, Social and Humanities Education**

**5.1.4.1 Chinese History**

經過一學年的努力，在科組同工們的辛苦和合作之下，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：

甲、教學方面

關注重點一：貫徹二零一二三至二零一四年學校計劃重點項目

成果:
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，事件得失的原委；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、國家以至遠方國家進行政治、經濟及文化的交流，印證全球視野的重要性。
2. 在日常研習方面，安排學生作專題研習：如初中方面，中一研習張騫、班超的事蹟；中二研習玄奘、義淨、鄭和事蹟；中三閱讀《大清留美幼童記》，了解晚清留美幼童計劃的始末和貢獻，從中研習推行改革的成敗關。
Priority 1: Academic Enhancement

Achievement

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

- Students’ social awareness was enhanced through news discussions, projects, debates and role plays. They became more conscious 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 global 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 pave the way for 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 conducive to fostering 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 on 5 October 2013. Our three school teams received the Outstanding Participation Awards for both the online forums.

**Reflection**

- Teachers should continue to emphasise the importance of students’ need to engage 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 the 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 study 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**

**Achievements**

(a) **Global Experiences**
- On 28 October 2013, a group of economics students, led by Miss C.W. Wong, attended the Edward K Y Chen Distinguished Lecture named “Business Transformation in the Facebook Era”, organised by the School of Economics and Finance, Faculty of Business and Economics of The University of Hong Kong. Students’ knowledge about the importance of Facebook in the business field was greatly enriched.
- A 7-day itinerary for the Paris study tour in July 2014 was planned for students in Forms Three to Five. The program consisted of an exploration of historic landmarks, an understanding of the economic development and an appreciation of arts and culture in Paris. However, the tour was cancelled due to an insufficient number of participants.
- One emphasis of the Life and Society and Economics curricula was on the understanding of local, national and global issues such as political and economic developments in HK, China and the world, world trade, world economics such as the Great Recessions of 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, etc. 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 life-long 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 “Industrial Development in China” and “Regional Economic Development in China”; and the Form Three projects on the “Policy Address” and “Budget”.

(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 email and e-class.
- Learning materials were uploaded to the e-Class for students’ reference.

**Reflections**

- The elements of global experiences and executive functions will be incorporated into the Life and Society and Economics curricula continuously so that students will understand and appreciate the Chinese culture, preserve and conserve various cultures and respect cultural differences; develop more concern for 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.
- 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 a responsible and decision-making role ready to make contributions 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 public assessment of HKDSE Economics- illustration of 2013 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 Life and Society, 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 three meetings this past year, and Form Coordinators held monthly meetings for each form over the past year.

2. **Teaching and Learning of Religious Education**
In general, the implementation of the Religious Education curricula was smooth.

   The new timetable allowed a more efficient delivery of the Form Two curriculum. The problem of an inefficient arrangement for other forms has been solved by sharing half lessons with different subjects.

   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 was applied to classes taking RE in term two and classes taking RE in term one.

   Junior forms 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 students received a grade E or below.

   A minimum amount of assessment per form has been 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 a Christian 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. 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 service and Holy Communion service are held once every month for all those interested in joining. The school
receives strong support from, and maintains a close partnership relationship with St. Stephen’s Church.

5. Plans for the future

a. There will be a Holy Communion for Form Two classes once a year, during lesson time.

b. There will 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.

c. Religious Education should take up a much more visible role of Moral, National and Civic Education in the coming years. This new role will be initiated after receiving further 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 geographical knowledge and the moral courage to respond to various global issues.

Students’ concepts on environmental sustainability were strengthened through various authentic experiences in out-of-classroom activities.

In October 2013, Form One Geography students, accompanied by Ms. K.Y. Law and Ms. P.K. So, visited the Urban Renewal Exploration in Sheung Wan. Through the visit, they acquired a better understanding of urban problems in the inner city and the concepts of sustainable development in Hong Kong.

On 3 March 2014, twenty-one Form Five geography students, accompanied by Ms. K.Y. Law went on a field trip to Shek O to learn more about the special rock types and landform features formed by waves and weathering. They learned to appreciate the wonderful work of nature and enhanced their awareness of the importance of conserving the natural environment.

From 22 to 26 April, 28 Form Four to Form Five Biology and Geography students accompanied by Ms. L.Y. Lam, Ms. K.F. Lai and Ms. K.Y. Law, went on a 5-day study tour to Malaysia. Students engaged in eco-tourism, exploring the unique wildlife species and experiencing traditional culture in Taman Negara, a tropical rainforest. All participants developed a greater appreciation of and respect for the natural landscape and culture of the indigenous people of the tropical rain forest.
Besides visits and field trips, students’ understanding of global issues was further enhanced by participating in outside school competitions focusing on global issues.

On 1 March 2014, twelve Form Four to Form Five Geography students participated in the International Geography Olympiad (Hong Kong Round), which is an annual competition for 16-19 year old geography students from all over the world. Julia Ramsden (5E) was awarded 2nd-runner up in the Hong Kong round so she, with the other top 15 candidates, qualified to enter the second round which involved a written test and an interview. Julia, along with three other outstanding candidates, was selected to represent Hong Kong at the International Geography Olympiad which will be held in Krakow, Poland, in August 2014.

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 and field trips should be arranged to expand students’ horizons and to enhance their interests 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 committed to their studies and worked hard for tests and examinations. They were also asked to better organize their time in preparing group presentation work.

Reflection
While most students were committed to their studies, some weaker students found it hard to meet the required standard. Some small group revision will be arranged for these students to give more individual attention and support to them.

Priority 3: Technology Enhancement
The Geography Department continues to incorporate the use of iPads as an educational tool in the Geography curriculum. When iPads were used in classes, students became more motivated and enthusiastic in class. 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.

Besides classroom learning, students were asked to use iPads in fieldwork and the app ‘My Map Editor’ was used. The use of iPads enabled them to search for information on the internet, answer
the questions preset in the iPad, take photos and upload the photos to their iPads in a more convenient manner.

Besides, more frequent use of emails, eclass and google drive was adopted to communicate and share teaching and learning resources with students. Students were also asked to upload their assignments to google drive.

**Reflection**

Whilst the use of iPads has raised students’ interest in studying Geography, more time is needed in training students and for the teachers’ preparation. Teachers 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 improve 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 assessment for the HKDSE was carried out smoothly in this academic year under the guidance of the teacher.
- Through the use of IT, some 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.
- An interclass History crossword competition was carried out in the first term to enhance students’ understanding of global history.

**Reflection**
• The department will continue to organise student-centred activities such as projects, group discussions and presentations as well as visits and study tours to arouse students’ interest in history, help students to acquire a better knowledge and understanding of history and make 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 regularly.

• The new teaching and learning materials and assessment methods for the NSS History syllabus were reviewed and further improvements will be made. The teacher will continue to give advice and guidance to the students for completing the school-based assessment.

• Enquiry learning should be further emphasised in the study of history since enquiry skills are compatible with the study of Liberal Studies.

Priority 2: 21st Century Learning Environment

Achievements

(a) Global Experiences

• Students’ understanding and commitment to global citizenship were developed through an emphasis on the understanding of local, national and global history in the curricula through topics 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 a discussion of historical events and they were trained to be responsible and competent global citizens.

• On 2 July 2013, a group of Form Four History students, led by Mrs. K. Lim, participated in the luncheon panel discussion on China and Europe organised by the Asia Society Hong Kong through which students were able to explore the evolving relationship between China and Europe; the latest trends in trade and investment; the scope for cooperation and China’s geopolitical role and foreign policy positions in the context of Europe’s economic crisis and the Ukraine troubles.

• On 7 July 2014, 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.

• A 7-day itinerary for the Paris study tour in July 2014 was planned for students in Forms Three to Five. The program consisted of an exploration of historic landmarks, an understanding of the economic development and an appreciation of arts and culture in Paris. However, the tour was cancelled due to an insufficient number of participants.
Some extra-curricular activities focussing on global citizenship were 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 are able to use 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 as well as helping to 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 the Form One project on the Stone Age, an essay on ancient Egypt, Form Two projects on the Spread of Christianity and the Crusades, the Form Three project on the Agricultural Revolution and Napoleon; and the Form Four and Five SBA study reports on issue-based studies, comparative studies or heritage studies created opportunities for students to approach past and current events in an impartial and empathetic manner, using a variety of perspectives. The projects and school-based assessment also enabled students to develop the skills required to distinguish fact from opinion; detect biased viewpoints, ambiguous assumptions and unsubstantiated arguments; and build up proper historical perspectives.

(c) Technology Enhancement

- Video were viewed in Form One lessons with the use of iPads.
- PowerPoint presentations 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, e-class and google drive.
- Learning materials were uploaded to the server for students’ reference.

Reflections

- The History Department will continue to organize visits to museums so as to arouse students’ interest in their history studies and deepen their understanding of global history.
- The elements of global experiences and executive functions will be incorporated into history education continuously to inculcate the characteristics and values of Chinese culture and appreciate the shared humanity and common problems of the world’s many people. The study of history will also continue to 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’ participation in professional development training included a course on enhancing students’ writing and presentation skills in History and the History Teachers’ Seminar on 2013 HKDSE History Examination organised by the EDB and HKEAA in this academic year. Teachers were equipped with updated knowledge and innovative teaching pedagogies through this 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 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 school-based assessment, enquiry learning and assessment for learning will be promoted. The organisation of study tours and e-learning will also be strongly encouraged among the department members. These efforts are to ensure 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 their studies, 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 2013-2014

Achievement
Students’ global competencies were enhanced through their understanding of various global issues, particularly in the module Globalisation. Different global issues including global warming, sustainability, world energy mix, drug patenting, food security, spread of epidemic diseases, cultural plurality, sweat shops, emergence of a global civil society and others were discussed. Students’ awareness of the many dimensions of globalisation and how people are affected in different ways and have different responses to it was enhanced. Students developed positive values and attitude towards life so that they can become informed and responsible citizens of the world.

Different kinds of activities were held to encourage students to apply critical thinking skills and to understand issues from different perspectives:

- 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 the Crossroads Foundation - Global Village in October 2013. This simulation allows participants to step into the shoes of those in poverty and experience global needs first hand.

- During the Global Experience Programme in February 2014, our Form Four students participated in a thematic workshop organized by Oxfam Interactive Education Centre. The students were led by “Sound Art” to walk around the area in the centre of North Point to observe various issues concerning development of the area. This has helped students to appreciate the diversity of societies and cultures which is important for Global citizenship.

- Two seminars by guest speakers were arranged to help students better understand the latest developments in China and Hong Kong. The title for the seminar on 22 October 2013 was "China, a strong but yet poor country?" The speaker was Mr. Bruce Lui, a journalist, a columnist and also a visiting lecturer at Hong Kong Baptist University. Mr. Lui shared his personal experiences in China as well as his thoughts on China's increasing global power, prestige and influence. The seminar on 7 May 2014 was entitled “Universal suffrage and political development in Hong Kong”. Professor Ma Ngok, the Acting Department Head of the Department of Government and Public Administration at the Chinese University of Hong Kong gave a talk on issues concerning the Chief Executive nomination and universal suffrage, and the future development of Hong Kong politics. At the end of each seminar, students had an interactive discussion with the speakers. In addition to knowing more about social issues, students learned about the role and identity of a citizen.

- Other activities during the Global Experience Programme also helped to develop students’ citizenship and raised their awareness of global issues. Students visited a Civic Education Resources Centre (citizens’ values as well as roles and identities at different levels), City Gallery (urban planning and sustainability), Zero Carbon Building and Electrical and Mechanical Services Department (low carbon life styles and strategies).

**Reflection**
• The activities this year have helped widened students’ horizons so that they can better appreciate diversity in society and cultures and develop their global competencies. Even more opportunities to gain first-hand experience could be provided for students to further enhance their skills, knowledge and attitude to work effectively in an increasingly interdependent world.

Priority 2: Executive Function

Achievement
• Many opportunities have been provided for individual and group projects to nurture reflection and metacognitive skills as well as planning and time management which are important executive function skills. Several groups of students worked on consumer culture projects for the Consumer Culture Study Award organized by the Consumer Council. The Award invites students to conduct studies on consumer-related topics of their choice. They need to make their own plans and execute the plans. Students also took part in presentations to the whole school during assembly and a forum with other schools. These were opportunities in which they needed to apply and polish self-regulation skills. The list would not be complete without mentioning the extended independent enquiry studies in which each Form Five student was asked to work on a self-chosen topic through a number of stages. Students were guided and feedback was provided at each stage and self-regulated learning was enhanced. Form One students carried out a group project on surveying their classmates.

Reflection
• Presenting students with problems in curricular and co-curricular programmes and a nurturing environment could help students to develop skills related to executive functions, including self-management skills, problem-solving skills, communication skills, information processing skills and skills using information and communication technology. Students should be encouraged to take up opportunities to develop their executive function skills.

Priority 3: Technology Enhancement

Achievement
• Students familiarized themselves with different technologies by doing their news quiz assessments in eClass and submitted a portion of their assignments in electronic form through eClass. They carried out research on current issues using WiseNews and other tools. They used various presentation software and iPads during lessons. In addition, teachers communicated with students using Google apps, emails, and social networking sites. Students became more motivated and enthusiastic in learning activities and there was also increased interaction.
• Teachers took part in a professional development session on “Application of apps in teaching” with sharing from EDB seconded teachers. Hands on experience with iPads in LS lessons to carry out discussions and feedback instantly was much appreciated by participants.
Reflection

- Students’ interaction and interest was increased with the use of technology. Further use of various technologies such as iPads and Apps for interactive classroom learning could enhance students’ learning. Extra time and support from the IT department is needed to familiarise teachers on how to incorporate different technology into their lessons.

5.1.6 Science Education

5.1.6.1 Biology

Priority 1: Academic enhancement

Achievement:

- 98.5% passed in the HKDSE. 6% of the Form Six students obtained 5** and 26% obtained 5 or above in the HKDSE Examination. This proved that we were able to stretch the more able students further.
- Ten Form Six students participated in the Hong Kong Biology Olympiad for Secondary Schools 2013-2014 in December, 2013. Four students obtained First Class Honors, three received Third Class Honors and the others obtained Merit awards.
- 15 Form Five biology students participated in the PolyU Secondary School Mathematics and Science Competition 2014. Six students obtained High Distinctions, one student obtained a Distinction and four students obtained Credits.
- Teachers arranged extra lessons to help students improve their academic performance. Extra time and effort were put in to coach both the high- and low-achievers outside regular school hours.
- Revision guidelines and a record of revision were used to keep a record of students’ revision throughout the year and during the summer holidays.

Reflection:

- Many students were passive learners. To encourage a more active learning environment, more classroom activities like discussions, hands on experiments, inquiry-based learning, writing etc will be reinforced. Students learn by thinking about events, activities and experiences. More frequent reflective time, reflective exercises, discussions and reflective activities will be provided for students.
- Some students had problems answering essay type questions. More training and exercises will be conducted to overcome this problem from Form Five.
- Students need to do lesson preparation before lessons.
- More revision tests requiring higher order thinking will be arranged for Form Six.
Priority 2: To enhance Global awareness

- The Biology and Geography Departments organized a 5-day study tour to Malaysia during the Easter Holidays in 2014 for students in Forms Four and Five. 28 students were engaged in eco-tourism with a special focus on the exploration of the natural beauty and unique characteristics of the wildlife species of Tama Negara, the tropical rain forest in Malaysia. The following Global Citizenship Competencies were enhanced: an understanding, appreciation and respect for the natural landscape, different wildlife species and the culture of indigenous people of the tropical rain forest. Students also developed greater environmental awareness, especially of the importance of preserving rainforests. It was really a great eye-opening learning opportunity. After the trip, students reflected on what they had learnt during the tour and conducted a presentation to share their experiences and the knowledge gained on the tour with the whole school during the morning assembly. Through these activities various Executive Function skills of the students e.g. collaboration, leadership, decision making etc., were further enhanced.

- Working closely with the Environmental Protection Team, the biology students conducted various workshops for the whole school like gardening, composting, making recycled paper, making organic detergent. Not only did they learn about the biological principles of the processes but also the importance of conserving the environment.

- A group of Form Four and Form Five students became Climate Youth Ambassadors and joined the Climate Youth Network organized by Green Power and won the Outstanding Climate Youth Ambassador Award. The team hosted a campaign named “The Growing Seed” which held various activities that promoted low carbon living as well as reducing the carbon footprint.

- Form Five students attended a one day field study camp at Chan Chun Ha Field study Centre in Cheung Chau in November, 2014. Students conducted an ecological study on fresh water streams and developed a new appreciation for nature and a new respect for living things. The field 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. The field study helped students learn how to do field work, raised students’ awareness and helped them appreciate the beauty of nature. Through the presentations they conducted, the students also improve their communication skills.

Reflection:

- Both teachers and students found the educational tour to Malaysia tour a valuable experience. It was not only a meaningful learning experience but also a character-building. Students were able to apply the knowledge learnt through the educational tour and the objectives of the educational tour were achieved. This type of thematic educational tour is recommended but there are two concerns when organizing this kind of tour, the cost of the tour and the choice of time.

- Students enjoyed organized workshops and through these activities they had to do a lot of
research before the activities. Such activities are highly recommended.

- The Form Five Field study was highly recommended by students and teachers. They all enjoyed the field study learning activity very much. The field study provided an opportunity to apply previous knowledge, view real examples set in a real-world framework, and the opportunity to be physically involved with real situations in the field. This promoted students’ deeper understanding of the subject being studied and improved their ability to recall the information and experiences as needed.

**Priority 3: To cater for learner diversities**

In order to help all the students achieve the learning targets of the curriculum, teachers altered the organization of learning elements in the curriculum framework and used lesson time flexibly to cater for students with a range of abilities and inclinations. The following strategies and activities were adopted and were found to be 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 to provide them with learning opportunities to develop their full potential.
- An ecological study of grassland succession on our green roof was successfully conducted by our Form Three students. It was a collaborative learning exercise among different classes in the Form. Students gained a better knowledge of this topic and enjoyed a hands-on ecological study experience.
- The Form Four students Biology Investigative Project was conducted in the second term. Students showed great enthusiasm for the practical and investigations. Some innovative and exemplary work were collected.
- Five Form Four students were recommended to the Junior Science Institute (JSI) Science Enrichment Programs for Secondary Schools organized by the University of Hong Kong Faculty of Science.
- Various talks and visits were organized to arouse students’ interests and broaden their horizons. Professor Dong-Yan Jin, from the Department of Biochemistry of the University of Hong Kong, was invited to give our Form Six students a talk on “Understanding Influenza Viruses in October, 2013.
- Students were encouraged to participate in various competitions outside school e.g. 10 Form Six students participated in the Hong Kong Biology Olympiad for Secondary Schools 2013-2014 and 15 Form Five biology students participated in the PolyU Secondary School Mathematics and Science Competition 2014.
- Extra tutorial lessons were conducted to help some students master their knowledge and improve examination skills by doing more exercises.
- More revision questions were uploaded on the school server to cater for learner diversities and
more classroom discussion for examination-type questions.

- Various modes of formative and summative assessments e.g. student projects, oral presentations, biological investigation, book reports, problem-based learning etc. were adopted to assess students’ understanding.

**Reflection:**

- Joining competitions, visits and talks was helpful in arousing students’ interest and in widening students’ exposure.
- More focused teaching for weaker students e.g. adapting the depth of treatment to an appropriate level for demanding topics in the compulsory and elective parts and providing extra support to help students master the knowledge and understanding of these topics. Extra summer work and revision guidelines should be given to the weaker students in order to consolidate what they have learnt.
- Form Three students enjoyed the ecological study and their collaboration, management and problem-solving skills were enhanced. It was suggested that more equipment for field studies should be purchased for each group. In order to involve more students in the measuring of the environmental parameters, more sensors, measuring instruments and equipment will be purchased.
- Most students in Form Four were able to hand in good quality investigative projects punctually. However, some students had difficulties in selecting an appropriate topic for investigation. It was suggested that more examples should be provided.

**Focus Inspection on Science Education Key Learning Area**

- The focus inspection was conducted by the Quality Assurance and School-based Support Division Education Bureau from 25-27 November and on 2 December 2013 to evaluate the development of the Science Education KLA in the school. The comments were very encouraging:
  - The curriculum objectives formulated by the department are clear and align well with the school’s focus in providing students with an all-round education and nurturing their whole-person development. Commendable efforts have been made by the science teachers in arranging both subject-related and cross curricular activities to enrich their learning experiences. To arouse students’ interest and broaden their exposure in science, visits, and field studies have been regularly organized. Students are enthusiastic in participating in these events. Good performance, in particular, has been demonstrated by the Environmental Protection Team, which comprises an active group of students who have assisted in formulating and implementing measures to raise fellow students’ awareness of cross-curricular environmental issues, such as recycling, energy-saving and conservation, and have contributed to helping the school obtain “The Hong Kong Green School Award”.
  - Annual subject plans, generally, align well with the school’s major concerns and the development needs of the science departments. Due consideration has been given to
enhance students’ inquiry and reflective learning capabilities. Subject departments have, on the whole, devised concrete implementation strategies. Practical activities and project work have been appropriately implemented in all science subjects to promote inquiry learning, enhance students’ scientific process skills and deepen their understanding of subject matter.

- In addition to promoting self and reflective learning, the school has placed an emphasis on catering for learner diversity. Enhancement programmes have been organized to provide challenging tasks for the gifted students. Students who demonstrate good ability also frequently take part in external competitions. For those who are less able, revision notes, tests and tutorial lessons are provided to help them build a better foundation.

5.1.6.2 Chemistry

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

Achievement

- The target “to develop students’ habit of applying chemical knowledge to daily life situations” was achieved through various learning activities in which students were taught to relate what they learnt to their lives and to develop a greater interest in studying the subject.
- Form Three students completed newspaper reviews. Teachers 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.
- Inquiry-based experiments for Form Four were carried out. Students were challenged to think more deeply, to apply prior knowledge and to think out of the box with respect to the design of procedures. The practice also helped students to brush up their communication skills as they needed to debate with group members on different approaches to solve the problems. And they needed to persevere to reach a possible conclusion. 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 in Forms Four and Five participated in outside-school competitions / courses. Sixteen of them joined the Chemists Online Project. Also sixteen students joined the Australia National Chemistry Quiz. Nine Form Five students joined the JingKung mock exam while six others joined the Secondary School Mathematics and Science Competition organized by Polytechnic University and achieved outstanding results: one high distinction and two distinctions. The department also guided Andrea Kam of Form 5E through her year-round journey as a 1+1 Tip-top Scientist selected by HKFYG.
- Data loggers were used in quantitative demonstrations relating to pH and temperature measurements. Handheld computers / tablets were used mainly for instant on-line searches, showing animations and molecular structures for in-class discussions.
Reflection

- Teachers found students became very attentive when the topics being taught were related to daily life situations. And some particularly bright students were even inspired to do self-learning on topics not included in the syllabus and discussed their findings with teachers from time to time. Form Three students had a better picture of the Form Four syllabus before they decided on their subject choices.

- Some experiments can be modified to include more inquiry-based formats. Form Three and Form Four classes will be assigned observation exercises during experiments in the beginning of the term so as to prepare them for inquiry-based learning.

- Students will be encouraged to continue taking part in similar outside-school activities to widen their learning experiences. Teachers found guiding students to stretch their potential one of the most enjoyable teaching aspects throughout the year.

- The computer-based equipment helped in illustrating effectively certain teaching areas involving drawing graphs. Teachers will continue to search for suitable software for the study of molecular structures and analytical chemistry. Teachers will assign self-learning work to Form Three students who will be taking chemistry in the coming term. The self-learning exercises will enable the study of fundamental chemistry through computer simulations and games.

Priority 2: Reflective learning

Achievement

- End of lesson quizzes were conducted for Form Three to Five classes. They were 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 brush up on some basic practical and also report-writing skills for better SBA performances and further inquiry-based learning.

Reflection

- Teachers found the quizzes could be more frequently given to Form Three classes than to other forms due to time constraints. Teachers modified the format by trying even simpler assessment methods which were also more like formative assessment e.g. oral questioning with instant feedback or completing one or two equations shown on board and marking each other’s answers and providing feedback right away.

- Teachers found practical assessments helped determine the kind of skills and concepts on which more time would need to be spent. Teachers decided to try give these assessments earlier in the term so that students would be motivated 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 was achieved
- Good overall results were achieved: 48% achieved level 5 or above and 88% level 4 or above.
- Students showed improvements in their learning and communication skills.
- Active learning was promoted through student-centred tutorials.
- Drilling exercises and post-examination mock examinations helped students improve their understanding and examination skills.

Reflection
- Students will be encouraged to take more responsibility in their learning. This includes:
  (a) arranging more self-learning assessment
  (b) requesting students prepare for tutorials
  (c) ensuring students prepare their own ‘procedural account’ exercises
- More individual guidance in learning strategies and revision methods will be given, especially to students of lower ability.

Priority 2: Arouse interest and improve problem solving skills.

Achievement
- Projects on visits (EMSD/ZCB and Ocean Park) and Model Making successfully aroused students’ interest in learning Physics.
- Students could apply their Physics knowledge in solving problems and good project work was collected.
- Students showed an improvement in organization, presentation and investigation skills.
- The Form Three project promoted peer learning.
- The Form Five students learned new data-handling techniques through the project using MVA and Excel.

Reflection
- The use of various kinds of activities worked well and students appreciated the arrangement. These could also promote the image of the subject.
- Relating Physics knowledge with daily situations was helpful in understanding knowledge and in arousing interest.

Priority 3: Cater learning differences

Achievement
- Most students used the materials posted on the web and these materials encouraged students to
revise and ask more.

- The use of textbook exercises helped to build the confidence of students of lower ability and improved their self-learning skills.
- Excellent results were obtained in the Hong Kong Physics Olympiad (the school obtained an honourable mention award and one student received First Class Honours and another student received an Honourable Mention).
- Tutorials arranged for different ability groups helped students with different needs.

**Reflection**

- More individual guidance will be provided for higher forms and peer learning will be emphasized.
- Though most students used the materials on the web, those of lower ability were not able to make the best use of the material and ask questions as expected, more instruction will be provided.

**Priority 4: Reflective learning**

**Achievement**

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

**Reflection**

- End-of-lesson assessments provided constructive data for teachers to check students’ misconceptions and understand their needs. They will be used more frequently, especially in Form Four.
- Form Six students will be encouraged to share their summaries to promote peer learning.
- Self-evaluation reports provide data for teachers to understand students’ learning better.

**Priority 5: Reflective teaching**

**Achievement**

- Surveys using questionnaires were conducted for all classes, from Form Three to Form Six.
- Results collected were used in evaluating the activities and in planning for strategies next year.

**Reflection**
• The implementation-evaluation-modification cycle helps the department to further enhance the quality of work.

5.1.7 Technology Education

5.1.7.1 Home Economics

Priority 1: To enrich the understanding of the world and oneself

Achievement
• The learning activity, Global Food Culture for Form Two was devised to arouse students’ awareness of the unique features of various national cuisines. It also enriched their understanding of the influence of various food cultures on their own food culture. A Low Carbon Diet for Form Three allowed students to experience the modern living habits of people world-wide. Fashion journals and needlework projects, To be an Invited Global Citizen for Form Two and When Modern Meets Tradition for Form Three, provided opportunities for students to explore the relationship of various national costumes and modern fashion trends, and, enhanced their understanding of the important competencies for a global citizen. Students were able to construct and connect knowledge and improve their skills and attitudes through different learning experiences. The success of the programme 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. Through cooperation with the Environmental Protection Team, food waste during cooking lessons was used to produce organic fertilizer which was used within the school campus. The activity raised students’ awareness of the importance of protecting the environment through avoiding food wastage and enhanced their sense of belonging to the school.

Reflection
• Students will be reminded to do more in-depth research on the related theme of their projects.
• Students will be encouraged to maintain the good practice of tidying up their working areas and being aware of the importance 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 satisfactorily. High quality assignments were produced by Form Two and Form Three students.

- Students showed a keen interest in group discussion sessions that reflected collaboration among their peers. Most of them displayed good creativity and completed elaborate course work punctually.
- Through peer support, students’ communication and interpersonal skills were improved. They showed an appreciation for the work and effort of their classmates by giving positive and constructive comments on the project work of their peers.
- 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.
- The newly renovated Home Management room was available for classes two months after the school term began. In order to have an even distribution of lessons for all students in both divisions, students had to attend Home Management and Needlework lessons in alternative weeks instead of having either Home Management or Needlework lessons throughout the whole term. The less frequent meetings may have hindered the development of their skills in the respective subjects, especially for Form One Needlework.

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

**Achievement**

- Learning files on course matters, assignments and assessment lists could be accessed through eClass which assisted effective learning.

**Reflection**

- More examples of the work of students should be showcased through eClass.

**5.1.7.2 Information and Communication Technology / Computer Literacy**

**Priority 1: Provide opportunities for students to succeed through the ICT curriculum**

**Achievement**

- 80% of Form Six ICT students sat for the joint-school mock exam organized by the Hong Kong Association for Computer Education. They were provided with prompt feedback by our
teachers who marked their scripts and made suggestions on how to enhance their preparation for the HKDSE exam.

- Information processing skills and knowledge of computer systems were included in the curriculum and assessment of the junior form Computer Literacy started this year. This could provide a solid foundation for students to study the senior form ICT curriculum.

**Reflection**

- Form Six students will be encouraged to enroll in the joint-school mock exam in the coming year.
- The name of the junior form subject Computer Literacy will be changed to Information and Communication Technology in 2014-15 to ensure better alignment of the curriculum aims of junior and senior forms.

**Priority 2: Foster subject knowledge at junior secondary level**

**Achievement**

- Students were given more class time to practice their information processing skills using the exercises provided with the new textbook. More questions on Computer Literacy were included in tests to assess their knowledge on theory topics. Students were also briefed on collaborative tools available for group assignments and projects.

**Reflection**

- While collaborative tools were introduced to Form One students, more group assignments other than the video editing assignments in Form Two should be arranged to help students practise the collaboration skills they have learnt.

**Priority 3: Technology Enhancement – Promote eLearning and ePortfolio**

**Achievement**

- Form One students were given the opportunity to use various collaborative learning apps with tablet computers. They were also briefed and assessed on their understanding on the Policy of Acceptable Use of Technology.
- In Computer Literacy lessons Form Two students were briefed on how to build their learning portfolio.

**Reflection**

- While discussion forums and Facebook pages were setup for Form Five ICT students, students indicated that they were more willing to use the Facebook page set up by teachers than the eClass discussion forum for post-lesson communication.
- The use of e-textbooks in conjunction with the Form One textbook should be tried out more
thoroughly in the next school year.

- The time spent on introducing the learning portfolio to Form Two students should be better aligned with the Life and Careers Education programme in the coming year.

Priority 4: Executive Function – Foster problem solving skills

Achievement

- Project-based learning was arranged for Form Two and Form Five students to foster their problem solving and research skills.
- The students who participated in the two programming contests in this school year, namely CityU Robocode and Hong Kong Olympiad in Informatics, received recognition and awards.

Priority 5: Global Experience – Exposure to Outside World

Achievement

- In-class discussions with exchange student broadened students’ horizons on how ICT was taught in different countries.
- Students were encouraged to participate in visits to universities and student competitions to widen their ICT exposure.

5.1.7.3 Business, Accounting and Financial Studies (BAFS)

Priority 1: To arouse students’ awareness of social responsibilities and care and respect for others rather than just making a profit when doing business.

2: To help students develop an interest in accounting and business to plan for their academic and career development.

3: To foster positive values and attitudes so that students may behave responsibly to control their personal finances and face challenges and adversities in life more courageously.

(a) Global experience

Achievement:

- Students got the chance to visit the Hong Kong Monetary Authority in late October, learning how to identify fake banknotes.
- Students engaged in a talk on how to find out the actual financial status of a company through its balance sheet.
- Students participated in the Young Banker’s Insight Program 2014 organized by the Standard Chartered Bank and Senate House. This programme is designed for high caliber students in Hong Kong who have a passion for finance. They can experience first-hand the atmosphere at
the forefront of the Banking world through trading simulations, interactive workshops and shadowing real professionals on the trading floors, research desk and dealing rooms.

**Reflection**
- Although the experience was only a local one, all students appreciated and treasured the chance to visit such organizations which is forbidden to outsiders normally.
- The talk the students attended was another stimulating activity which encouraged students to think more carefully before making investments.
- The Young Banker’s Insight Program is a corporate social responsibility initiative. It helped students gain invaluable knowledge of banking and the benefits of pursuing a career in finance.

**Executive functions**

**Achievement:**
- Students were downgraded if they failed to hand in their homework punctually three times.
- Students were encouraged to sit the professional examinations so that they could work with greater incentive and perseverance.

**Reflection**
- The system worked well. It enabled the students to become more self-disciplined and work towards their goals. More students handed in their work on time.

**Technology enhancement**

**Achievement:**
- The Accounting software MYOB (Mind Your Own Business) was introduced. Students were also encouraged to use Excel in order to prepare the Income Statement.
- Some Form Six students participated in the “Application of Office Software” program organized by the Youth College of VTC in Kwai Chung

**Reflection**
- Students found the software powerful. They were eager to sit for the professional exam, Computerized Accounting, organized by the HK Institute of Certified Public Accountants (HKICPA) after Form Six.
- The functions of Excel also enabled the students to get the correct profit figure more accurately and efficiently.
- Students gained experience in a simulated office where they could understand the importance of knowing the application of different software, especially Chinese inputting methods.
- Teachers also need to keep themselves abreast of the latest developments in accounting software.
5.1.8 Arts Education

Annual Theme: Social-cultural Consciousness in Global Context

Priority 1: Global Citizenship through Art Making and Art Appreciation

Achievements

- Students connected self and social identity in knowledge and art making.
- Students explored and experimented skills and exert imagination in transforming or adapting cultural rich elements in art making.
- Visits to art exhibitions, cultural design events and talks had been organised to broaden students’ knowledge in art and culture from local and global perspectives.
- Students applied cultural rich art skills in redefined social cultural context.

Reflection

- The primary target of developing global citizenship competence helps broaden students’ global perspective in relation to their own identity as local and global learner. They are equipped with the necessary skills to perceive and develop their ideas visually from first-hand sources and experiences.
- Continue to scaffold acquired teaching and learning for synthesize knowledge and skills, critical thinking skills will still be a key component in senior form visual arts portfolio building.

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.
- Students were required to submit soft copies of their digital assignment for viewing and assessment in order to reduce printing.

Reflection

- Continue to address green concepts in curriculum planning for raising 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, reduce, recycle, reuse, replace, will be further enhanced in lesson planning.
Priority 3: Life-wide learning for stretching personal experience as well as developing greater social-cultural consciousness in local and global context

Achievement

- Educational visit, talks, sharing, competitions had been organized to enrich students’ experiential learning throughout the year.

<table>
<thead>
<tr>
<th>Events</th>
<th>Objectives</th>
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<tbody>
<tr>
<td>1. The Splendours of Royal Costume: Qing Court Attire in Sept 2013 for all F.3 students</td>
<td>to enrich students’ knowledge on cultural heritage and aesthetic development</td>
</tr>
<tr>
<td>2. PolyU Annual Design Show 2013 - Design Moves in Sept 2013 for F4 to F6 VA students</td>
<td>to broaden student’s horizon in various disciplines in design</td>
</tr>
<tr>
<td>3. Prompts &amp; Problems: An Outsider Chats about Design Pedagogy &amp; Practice in Oct 2013 for F4 to F6 NSS Visual Arts students</td>
<td>to inspire students’ creative mindset through prompting an idea/theme</td>
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<tr>
<td>4. Students’ Sharing Session on Building Senior Secondary Visual Arts Portfolio in November 2013 for F4 &amp; F5 NSS Visual Arts students</td>
<td>to be inspired and enlightened by the good work and practice of selected outstanding HKDSE art portfolios</td>
</tr>
<tr>
<td>5. Students’ and Teachers’ Sharing Session on Building Senior Secondary Visual Arts Portfolio in April 2014 for F4 &amp; F5 NSS Visual Arts students</td>
<td>to share our visual arts students’ good practice in portfolio building</td>
</tr>
</tbody>
</table>

- The Art and Photography Club - effective promotion of student-oriented activities

The Art & Photography Club committee had been working closely with the Coordinator to organize a series of events for cultivating an active art learning. In particular, the cap design yielded enthusiastic participation. A sharing session of photographic technique and work on capturing glimpses of life amongst members encouraged peer learning and appreciation.

- Community art

**DETOUR Eatery**

Twenty F.3 to F.6 students participated in the DETOUR Eatery which was one of the highlights of Detour 2013. The DETOUR Eatery tram was a transformed dining venue embracing cultural and communal orientations. The 50 minutes tram ride satiated students with sights of transient urban life through the business hub from Central District to the old district crowded with local retail shops and post-war 5-storey buildings in Sheung Wan. Our students enjoyed very much the afternoon tea provided on board while listening to the docents' explanations of the DETOUR highlights.

**Central and Mid-Level Community Beautification Project**

The project was initiated by The Central and Mid-Levels Area Committee aiming to promote harmony, conservation and vitality within the district. Our students from Form 1 to Form 5
participated enthusiastically in this project and joined hands with pupils from our neighbor primary school.

A painting workshop was held in November 2013 to familiarize participants with large scale painting before they actually executed their brushwork on site. The subsequent mural painting finale and closing ceremony were held in early December 2013. Some participants uttered their thoughts to guests and school principals from both secondary and primary schools. They were proud of leaving their artistic traces on a public venue through this community art event.

**Reflection**

- Students gain sense of achievement and fulfilled citizenship through their participation in external art activities and competitions.
- Students gain greater exposure to local and global art and design through these 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.

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

**Achievement**

- A revised format of the art assessment report with assessment criteria and descriptors was formulated for students’ better understanding of their overall performance in art making, visual journaling as well as learning attitude.
- The senior form visual arts students continually demonstrated their strength in portfolio building through well informed guidance as well as students’ endeavour 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. The majority of graduated visual art students pursued further studies in art and design locally or overseas.
- Tsang Siu Yung, Ingrid, a visual arts graduate from F6A 2012-2013, her HKDSE SBA visual arts portfolio had been selected by Hong Kong Examination and Assessment Authority as a Level 5 SBA exemplar in the HKEAA website. ([http://www.hkeaa.edu.hk/DocLibrary/SBA/HKDSE/2013-Sample-VA-SBA-Level5-E.pdf](http://www.hkeaa.edu.hk/DocLibrary/SBA/HKDSE/2013-Sample-VA-SBA-Level5-E.pdf))
- Six students enrolled the 2014 HKDSE for Visual Arts and attained satisfactory results: 100 % attained L3 or above and 50% attained L5.
- Students’ commitment and perseverance were reinforced as active and responsible individuals in the learning community as well as in society they live in through self discovery learning.
- 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.
• A majority of students could accomplish assigned tasks through observation, record, research, interpretation and visual representations. Students were encouraged to synthesize knowledge and skills acquired in learning other subject areas in creativity.
• Art room safety measures had been maintained to ensure appropriate use of tools and materials.

**Reflection**

• To align with 21st century art education, the authentic practice of progressive teaching leading to critical thinking is essential. Teachers’ passion and growth mindsets at planning level will definitely help cultivate students’ imagination and creativity. Teaching strategies and generic skills can be further enhanced through research, hands on experimentation and professional enhancement programmes.
• Teachers have been well-informed of seminars, exhibitions and talks for professional development and teaching methodology update etc.
• Teaching strategies should be continually reviewed to upkeep with educational needs and reinforced to facilitate 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.
• Success criteria are 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 does not only encourage students to share ideas but also orchestrate students’ diverse generic skills. 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. Timely adjustment is necessary to facilitate students’ needs and intended outcome.
• Visual journaling has been proven an effective tool for recording students’ experiences and emotions, acquired knowledge and critical art studies visually and textually.
• Students are continuously encouraged to work with better time management and self discipline so that they are able to learn genuinely and master work progress.

**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. Besides, students were taught to use free download 3-D rendering programme such as SketchUp and TopMod in creative design activities.
• Visual Arts students were engaged in using tablet PC in learning basic skills in using graphic design software. Students were also encouraged to use the inbuilt camera and relevant apps of
their mobile devices for image stocking and processing, which handily unleashed students’ creative expressions.

- Art events and activities were well informed through Art & Photography Club Facebook page.
- Using ‘WhatsApp’s’ and ‘Line’ for communication with senior form art students had been proven effective and direct channel.

**Reflection:**
- The use of mobile technology such as iPad and PC tablets complemented with WiFi installation 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 will be beneficial to effective use of mobile technology to facilitate teaching and learning. More staff sharing sessions on the use of educational apps in teaching will be informative.
- Enhanced communication with students using mobile apps.

### 5.1.9 Physical Education

**Priority 1: To enhance Executive Functions through physical education:**

- SportACT & SportFIT Award Scheme
- Incorporate planning and organizational skills in class activities
- Pre-exam Study Group

**Achievement.**

- It was compulsory for Form One to Three students to fill in the SportACT record book twice a year and over three hundred students attained a Gold, Silver or Bronze Award.
- A self-learning mode was adopted to learn Mass PE and Folk Dance. Students were asked to watch a video uploaded on the PE webpage and learned in small groups.
- For the Folk Dance lesson, each group chose one dance and had to practice before the presentation. They had to teach other classmates during the lesson.
- Different kinds of sports activities were provided for all students throughout the term to cultivate and develop their leadership and organizational skills. The important goals were to enhance the class/team spirit through these activities which included Sports Day, the Swimming Gala, Sports Talent and various Inter-class sporting competitions and sports courses. There was a section in the P.E. portfolio for comments on the Swimming Gala and Sports Day, most students provided positive feedback. In this section, students often mentioned that although their class didn’t receive any prizes, the class bond became stronger or the class spirit improved, etc. Through this feedback, we were happy to see that most students have a positive attitude 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 the first time they had participated in a new event.

- A cheering competition was organized for the Swimming Gala & Sports Day. Every class member had to become involved.
- For inter-class competitions, the class team captains asked PE teachers to borrow courts and balls for practice. Students also asked more questions about the rules and regulations.
- A briefing for the sports team captains at the beginning of each term will be held concerning attendance taking, reminders on attitude and the 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 the Sports team which involve all team captains and convenors in the organization of the events: Sports Team Meeting, Sports Team Farewell Party and Sports Team Celebration Party and the Sports Referee workshops.
- A Pre-exam Study Group was organized during the Summer-time. The academically weaker sports team members were invited to join the study group. Moreover, students with a good academic performance were invited to be their tutors.

**Reflections**

- More students were awarded the sportACT and sportFIT award. Two students were invited to attend the School Sports Promotion Award Prize Presentation Ceremony as they attained SportTAG. They received an award for successfully joining a sports course organized by the LCSD and received the Gold award.
- The inter-class basketball and volleyball competition was held for Form Two and Form Three classes respectively. Many classes came down to practise early and there were quite a lot of students joining the training sessions. Some even came back to school very early in the morning. On the day of the competition, most classes came down to support their classmates and some classes even prepared supporting placards. The strong bond between classmates could be seen throughout the competitions. Their Form teachers came to support them too.
- This year we booked the LCSD basketball and volleyball courts for the Form Two and Form Three competitions during the post-exam period and the students’ feedback was good. A school bus was also provided from school to the court. We will continue the practice in the coming year if the courts are available.
- There were 13 sports teams in the school which provided opportunities for students to play and cheer. Students could go to any competition venue to watch their school team members compete throughout the year. Cheering videos were recorded for each team from different classes and played during the assembly. We will continue this practice next year. We hope the school can organize a cheering team to join the Inter-school Swimming and Athletics Competitions. These activities can be counted in their SLP as well.
- Full attendance was achieved for most of the participants of the Pre-exam Study Group, which is better than last year. Moreover, most of them improved during the final exam and some of
them even received a conscientious work award. We will continue to organize the study group in the coming year.

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

- Organizing a leadership training workshop organized by a local organization
- Organizing different kinds of sporting workshops
- Organizing Referee Workshops before Inter-class Competitions
- Inviting alumnae for assembly talks
- Posting the latest local and international sporting news on the P.E. noticeboards
- Being volunteer helpers in inter-school or local sports competitions or events

**Achievement**

- A leadership training workshop was organized for selected Form Four and Three students this year. 30 students went to the YMCA and joined a 3-hour workshop. Feedback on the workshop was very good.
- Two Referee Workshops were organized before the Inter-class Competitions for Volleyball and Basketball. The workshops were conducted by a parent of one of our alumnae and he is a qualified basketball referee.
- About 8 students joined the Inter-School Swimming Competition 2013-14 as volunteer officials.
- About 10 students joined the BOCHK School Sports Volunteer Scheme and attained Outstanding Volunteer Service in the Inter-School Athletics Competition 2013-14.

**Reflection**

- Most members reflected that they learned a lot during the sports leadership workshop and that their team spirit was further boosted. We hope more sports team members will have the opportunity to join the workshop in the future.
- The assembly talk conducted by one of our alumnae, Gladys Cheung Hoi Tung, was meaningful. She shared how she managed to balance her involvement in sport and her academic studies. Most importantly, she shared how she achieved her dream of becoming a pilot.
- Team members reflected that they learned how to be better referees through the Referee Workshop and their performance during the Inter-class competitions generally improved as a result of their participation in the workshop.
- Two workshops were organized – Rugby and Rope-skipping during the post-exam period for Form One to Five students. We invited teams from the Rope-skipping association and the Hong Kong Baptist University Rugby team to come and conduct a one hour workshop for some classes. The response was generally good. We hope more classes can be involved next year.

**Priority 3: Use of technology**

- PE webpage
- E-class
Achievement
- Students learned Mass PE and folk dancing through the PE webpage
- Photos of the Swimming Gala and Sports Day were uploaded on to the webpage
- MC tests using eClass

Reflection
- More of the latest news can be uploaded to the webpage.
- More communication through E-class will be encouraged.
- MC tests through E-class in the second term for Forms Three to Five were conducted efficiently and effectively using MMR 1 or 2 for the testing. We will try to adopt this approach for all the classes in the coming year.

5.1.10 Music

Priority 1: To broaden students’ awareness of the diverse range of cultural styles by encouraging the students to participate in different musical groups, performances, instrumental classes and competitions.

Achievement
- **Top 10 Music Headlines**
  Top 10 Music Headlines, presented by RTHK Radio 4, invites listeners around the world and professional critics to choose their top headlines every year. The news items are nominated by professionals in the music scene, based on their influence on cultural and academic development in Hong Kong. Among the 21 nominations, St. Stephen’s Girls’ College Choir won the Gold Award in the Youth Choirs Category and the Special Award for Outstanding Music Director in the 24th Concorso Internazionale di Canto Corale in Italy, coming second.

- **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 *Mixed Choir*, the *Madrigal Groups*, the *Chamber Orchestra*, the *String Quartet*, the *Wind Ensemble*, the *Brass Ensemble*, the *Chinese Instrumental Ensemble*, the *Guzheng Ensemble* and the *Music Committee*.

- **66th Hong Kong Schools Music Festival**
  Members of our school music teams worked very hard to give their best performances and obtained very encouraging results. The Senior Choir came first in the Sacred Music (Age 19 or under) category. Our School Orchestra members strove to give their best performance on stage although they haven’t placed in the competition since 2010. Individual students obtained very
pleasing results in the festival. Nine of them came first in the Vocal class, Piano Duet, Violin Concerto, Cello and Trumpet solo classes.

- **The Schools Creative Music Showcase 2013-14**
  The Showcase is jointly presented by the Arts Education Section of the EDB and the Hong Kong Composers’ Guild. It aims to stimulate and promote creative music making in schools, and encourage pupils to present their original ideas in and derive pleasure from multi-media creative activities. Our Form Five NSS Music students formed a team and submitted a work called “Sognatore”, the name of a robot who dreamed of becoming a human. They were awarded the Silver Award for the Best Performance Prize and the Best Music Prize.

**Reflection**
The students strove to do their best in the competitions and they obtained very pleasing results. Their performance was warmly received. These activities and the rehearsals for the competitions have helped to nurture the students in a cultural environment.

**Priority 2: To introduce Christian and citizenship education through music activities.**

**Achievement**
- **Michaelmas Fair 2013**
  The Guzheng Ensemble represented the School at the Michaelmas Fair at St. John’s Cathedral on 26th October 2013. First inaugurated in 1946, this is an annual event organized by St. John’s Cathedral to raise funds for local charities. Both the traditional Chinese Pieces and the interpretations of the modern pieces were well received.

- **Ocean Park Caroling 2013**
  The Senior Choir took part in the "Angelic Christmas Voice for Ocean Park Christmas Sensation 2013" on 24th December 2013. They sang Christmas carols at the Waterfront Plaza and celebrated Christmas with the tourists and children at Ocean Park.

- **EU Day 2014**
  The SSGC Senior Choir was invited by the European Union Office to Hong Kong and Macao to sing the Anthem of the European Union and the National Anthem of China on the occasion of the European Union Day Celebration on 12th May 2014. The ceremony ended with speeches by Mr. Vincent Piket (Head of the European Union Office to Hong Kong and Macao) and Mr. Rimsky Yuen Kwok-keung (Secretary for Justice of Hong Kong). The Choir members then began their eye-opening journey, exploring the 16 booths set up in the venue to showcase European food and culture.
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:
- 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.
- 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.
- To help promote national education and a better understanding of China as our motherland.

Achievement
- Form One students took part in a reading programme on the website www.welovehk.org. Students were asked to read articles on moral and civic education regularly and answer the questions that accompany each article. Their progress was checked by their Liberal Studies teachers.
- Community service 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.
- Students’ general awareness of civic education was fostered through information and news updates posted on the Liberal Studies Society’s notice board, as well as the various activities conducted including Teen Talk 2013 arranged by the Law Society of Hong Kong, news quizzes, the rich-poor banquet and visits to LegCo, and the Civic Education Resource Centre. Through these activities students’ social awareness was aroused and their knowledge of the judicial system and citizenship was greatly enriched.
- Six 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’. Students’ understanding of global citizenship was also enhanced 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. F.4D Lee Lok Lam Amial was awarded a Top 10 Outstanding Hong Kong Student Citizen...
Ambassadors Award. Three students were awarded with Certificates of Appreciation.

- In September 2013, six students attended an Asia Society Hong Kong - Luncheon Presentation by Vali Nasr, Dean, The Paul H. Nitze School of Advanced International Studies on “US Foreign Policy in the Middle East and What it Means for Asia”. The presentation helped our students gain a better understanding of how changes in US foreign policy have affected the current world situation and Hong Kong.

- In January 2014, all students participated in the “Top Ten News Election” competition conducted by the Hok Yau Club. This competition aims to promote 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.

- An ICAC interactive drama 廉政互動劇場 presented on 16 February 2014 to all the Form Four classes was enthusiastically received by the students. The drama, which stressed the importance of fairness, equality and justice, helped students to understand how to better achieve social harmony and the sustainable development of a diverse and dynamically changing 21st century global community.

- In April, Form Four and Form Five students took part in the News Quiz competition “IKnowQuiz” co-organized by HK EdCity, HK Institute of Education and HK Economic Journal. Nine students were awarded “Merit” Award as their scores were among the top 50. Each of them was awarded a certificate and a book coupon.

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 National Education

目標：
为了培育学生优良的品格及价值观，本校综合课堂学习、情境学习及生活实践三方面，推行有关活动。现摘要概述如下：
甲、 国民教育

一、 校内活动

I. 探索国情
   i. 於李余愛喜大樓「國情」壁報板張貼有關中港兩地的報章新聞及評論。
   ii. 擬定專題利用早會時間，向全校學生介紹本校歷史。

| 2013 年 10 月 | 感恩、回饋 (一) |
| 2014 年 5 月 | 感恩、回饋 (二) |

II. 升旗禮

<table>
<thead>
<tr>
<th>日期</th>
<th>參加者</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 年 9 月</td>
<td>全校師生 (早會直播)</td>
</tr>
<tr>
<td>2013 年 10 月</td>
<td>全校師生</td>
</tr>
<tr>
<td>2013 年 11 月</td>
<td>全校師生</td>
</tr>
<tr>
<td>2014 年 2 月</td>
<td>全校師生</td>
</tr>
</tbody>
</table>

二、 校外研習

为了加深中二级学生对中國歷史及文化的認識，提高其研習興趣，2014 年 2 月 13 日至 2 月 14 日為中二级全體學生舉辦了「廣東開平碉樓歷史及文化研習團」，目的地為廣東開平。研習團行程緊密，先後參觀了立園、開平自力村碉樓群、南樓、赤坎古鎮、馬降龍碉樓村落及錦江裏村。為了加強研習成效，學生須呈交小組專題研習報告。此次研習團成功幫助學生認識碉樓的用途和建築特色。

三、 設程配合

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。

乙、 德育

一、 校内活动

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，作爲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
鼓励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，本年在本部大樓設一固定壁報板，定期張貼有關報章新聞及評論，
有一定的成效。其次，每月宜安排一次早會，定期向全校學生介紹國情或校史，相信
有助學生認識中港的最新發展，也能培養學生對學校的感情和歸屬感。
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，本人謹在此致以衷
心的感謝。

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 a 10GE network, which was a solution first deployed to secondary schools in 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

- Migrating and virtualizing servers in ITEd segment to Windows 2012 platform with increased storage to pave the way for a client OS upgrade
- Replacement of all computers in Multimedia Room 1 and some defective projectors
- Replacement of CRT monitors used in classrooms with LCD monitors
- 45 more tablet computers (iPad mini 2) were purchased for use by teachers and students in classroom learning and school activities

Staff Training

Besides the annual new teacher induction IT session, designed to familiarize new teachers with our IT infrastructure, training and consultation were provided to teachers on the use of iPads for teaching and learning in small groups or on an individual basis.

Student Training

Besides the formal training in the school curriculum, additional training was provided to IT monitors for the care of school IT equipment. Briefing sessions were provided for students on the use of various eClass features. Also, training sessions on the use of software including graphic design were provided through the Computer Society ECA activities. Students were also encouraged to join various IT competitions including programming contests. After two years of training and exposure, one student was awarded a bronze medal in the Hong Kong Olympiad in Informatics 2014, and a student group received a certificate of merit in the CityU-CS Robocode Competition 2013.

Use of IT in School Administration

Due to 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 the 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 Forms One to Three
- Computerization of the preparation of parents’ letters (new)
eClass continued to be used for issuing parent notices, room booking, enrollment of extra-curricular activities, building up of a self-reflection learning portfolio and recording OLE activities for the preparation of a Student Learning Profile. The following functions were also launched this school year: inventory record, course outline posting, survey and learning portfolio.

5.5 School Library

Achievement

- Purchases of Library Resources:
  - The following purchases were made from September 2013 to July 2014, with a total expenditure of about HK $58780.25
    
    | Type                | Number |
    |---------------------|--------|
    | English books       | 4453   |
    | Chinese books       | 364    |
    | Audio-visual materials | 6      |
  
  - The following purchases were made by the English and Chinese Departments and put into the Library collection:
    
    | Type                | Total |
    |---------------------|-------|
    | English books       | 103   |
    | Chinese books       | 23    |

- Subscription of Magazines
  17 magazines, 8 of which are new this year, on different subjects/areas of interest, were subscribed to, at a total cost of HK $7,457.80
  
  a. Breakazine !
  b. CNN Interactive English
  c. National Geographic
  d. Psychology Today
  e. Reader’s Digest
  f. Seventeen
  g. Time
  h. 選擇月刊
  i. 明報周刊 B 刊
  j. 明報月刊
  k. 天使心
  l. 字花
  m. 香港中學生文藝月刊
  n. 香港文學
  o. 城市文藝
  p. 運動版圖
  q. 味道 Liza
• Library Collection

Up to June 2014, the Library has a total collection of 24,898 items, divided into the following categories:

a. Audio-visual materials 572
b. Chinese books 6,403
c. Chinese Extensive Reading (F.1-3) 796
d. Chinese Extensive Reading (F.4-5) 764
e. English Fiction (Junior) 1,384
f. English Fiction (Senior) 1,807
g. F.6 Reference (Chinese) 213
h. F.6 Reference (English) 522
i. General Reference 7,078
j. English Extensive Reading (F.1-3) 2,220
k. Quick Reference 660
l. Teacher’s Reference 504
m. Past paper 129
n. Periodicals 1,923
Total: 24,898

• Library Service and problems encountered

○ Monthly Issue Rates

The total number of Library items on loan each month, from 1 September 2013 to 30 June 2014, was as follows:

<table>
<thead>
<tr>
<th>Month</th>
<th>Number (12-13)</th>
<th>Number (13-14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sep 2012</td>
<td>92</td>
<td>46</td>
</tr>
<tr>
<td>Oct 2012</td>
<td>188</td>
<td>358</td>
</tr>
<tr>
<td>Nov 2012</td>
<td>350</td>
<td>313</td>
</tr>
<tr>
<td>Dec 2012</td>
<td>200</td>
<td>169</td>
</tr>
<tr>
<td>Jan 2013</td>
<td>136</td>
<td>(exam) 87</td>
</tr>
<tr>
<td>Feb 2013</td>
<td>99</td>
<td>122</td>
</tr>
<tr>
<td>Mar 2013</td>
<td>130</td>
<td>149</td>
</tr>
<tr>
<td>Apr 2013</td>
<td>120</td>
<td>102</td>
</tr>
<tr>
<td>May 2013</td>
<td>125</td>
<td>135</td>
</tr>
<tr>
<td>June 2013</td>
<td>29</td>
<td>Exam and stock check</td>
</tr>
</tbody>
</table>

Total: 1481 per this year

○ Photocopying service

A new photocopier was purchased this year. It provides photocopying, network printing and scanning services for users using Octopus cards. Students found it useful and convenient.
○ **Laminating and book binding service**
Students were able to buy materials at the Octopus kiosk and get the material from the library. More students were using the book binder especially Form Five students for their IES folder.

○ **Notebook loan and new equipment**
Since the notebook loan service received a very good response, a total of 552 loans were made throughout the year, the library needed to keep charging them. The library battery charging cabinet for notebooks and iPads was sponsored by the PTA and it is very useful.

○ **Opening hours were extended to 18:00 during the winter timetable so that more students were able to enjoy self-study in the library.**

○ **Overdue record**
Both automatic overdue notices and printed overdue records were sent to individual borrowers. This year the situation has improved a bit but some students were still not able to return their overdue books or report the loss of them. It was suggested that an overdue charge should be imposed and punishment should be made to improve the situation.

- **Activities**
  ○ **Book Promotion**
  A Book Promotion Team successfully organized the following activities:
  - Introduction of new English and Chinese books during assemblies;
  - Book exhibitions with themes like mystery stories and historical fiction;
  - Book readings by the Principal Mrs. Shain were conducted throughout the year and the School Council Chairman Ms. Wong Fung Yi also conducted a book reading in late May. The book readings were introduced to arouse students’ interest in both English and Chinese fiction.

  ○ **Joint School Librarianship Competition**
  16 members from the Library Interest Group joined this competition. The aim was to familiarize student librarians with the classification systems and to develop a better proficiency in library operations. Participants had to train regularly during their library duty so as to prepare for it.

  ○ **Joint School Activity – Chamber Escape and Campus Tracing**
  This activity was jointly organized with three other secondary schools and the venue was at St. Paul’s College. The committee members learnt how to organize activities with students from other schools.
○ **Book Fair and exhibitions**
A Chinese and English book fair was held from 16 to 18 December 2014 in the KSL Hall. Book shopping by both Teacher-Librarians and students in the Library Interest Group was organized in advance to enable more student involvement. This year the vendor for the English books was Metrobooks while the Chinese vendor was Joint Publishing HK. Language teachers from Forms One to Three were scheduled to bring their students to visit the book fair. The book fair was quite a big success as most of the teachers and students found it useful and helpful in purchasing books they love to read.

○ **Bookmark Design Competition**
In support of the World Book Day on 23 April, the Library Interest Group ran the competition with the theme ‘School History is like a Gallery of Pictures’. There were altogether 29 entries in both the junior and senior sections. The Principal, Vice-principal, Visual Arts Department, a history teacher and Teacher-Librarian were the judges for this competition. Book coupons were given as rewards and the Champion’s bookmark was printed as gifts to schoolmates and visitors.

○ **Book Crossing**
A book-crossing activity was held from April to May 2014. A participant donated one book to the book box and took away one book of her own interest. Enthusiastic participants who crossed 5 times were awarded a $20 book coupon. This year the response from the junior forms was quite good and the period was extended to the end of term.

- **F1 and 2 Language Art (Reading) Lessons in the Library**
  ○ This year, the English Department continued the system of conducting the Form One and Form Two Reading Lessons in the Library. Every week, a total of 12 Reading Lessons were held in the Library. The teachers for the 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.

  ○ Moreover, a designated area which was able to accommodate 36 students and one teacher was arranged for the GR class so that students who had free lessons were not disturbed. Teachers could even bring a small group of students for a group discussion.

- **Other services catering for learning diversity**
  ○ **Visually-impaired students**
    This year the equipment for the 2 visually-impaired students in the library during their free lessons for self-study, quizzes and tests was upgraded. A resource teacher from Ebenezer School came occasionally to assist in their learning.
- Non-Cantonese speaking students
  In the second term, non-Cantonese speaking students received assistance in learning the Chinese language in the library with the help of a supportive staff member. Materials were provided by the Chinese Department.

### 5.6 Educational Visits

<table>
<thead>
<tr>
<th>Date</th>
<th>Department</th>
<th>Place / Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2013</td>
<td>Liberal Studies Department</td>
<td>Asia Society Hong Kong – Luncheon Presentation by Vali Nasr, Dean, The Paul H. Nitze School of Advanced International Studies</td>
</tr>
<tr>
<td>September 2013</td>
<td>Students’ Association</td>
<td>Asia Society Hong Kong – Documentary screening and discussion with Ein Ganju</td>
</tr>
<tr>
<td>September 2013</td>
<td>Visual Arts Department</td>
<td>Visit to Hong Kong Polytechnic University – The Annual Design Show 2013</td>
</tr>
<tr>
<td>October 2013</td>
<td>Economics Department</td>
<td>Talk on Business Transformation in the Facebook Era</td>
</tr>
<tr>
<td>October 2013</td>
<td>Girl Guides</td>
<td>Girl Guides Hiking Activity (To Tei Wan - Dragon Back - Siu Sai Wan)</td>
</tr>
<tr>
<td>October 2013</td>
<td>Visual Arts Department</td>
<td>Prompts &amp; Problems: An Outsider Chats about Design Pedagogy &amp; Practice</td>
</tr>
<tr>
<td>October 2013</td>
<td>Liberal Studies Department</td>
<td>Life X-perience Programme at Crossroads Foundation Global Village</td>
</tr>
<tr>
<td>October 2013</td>
<td>Visual Arts Department</td>
<td>Hong Kong Museum of History – The Splendours of Royal Costume: Qing</td>
</tr>
<tr>
<td>October 2013</td>
<td>Liberal Studies Department</td>
<td>Talk on China (Mr. Lui Ping Kuen)</td>
</tr>
<tr>
<td>November 2013</td>
<td>Hiking Interest Group</td>
<td>Hiking (To Tei Wan - Big Wave Bay)</td>
</tr>
<tr>
<td>November 2013</td>
<td>Liberal Studies Department</td>
<td>Teen talk 2013 at Asia Expo</td>
</tr>
<tr>
<td>November 2013</td>
<td>History Department</td>
<td>Visit to Hong Kong Central Library</td>
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<tr>
<td>November 2013</td>
<td>ECA Committee</td>
<td>Talk on Smart Use of Communications Service</td>
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<tr>
<td>November 2013</td>
<td>BAFS Department</td>
<td>Seminar on the Linked Exchange Rate</td>
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<tr>
<td>November 2013</td>
<td>Students’ Association</td>
<td>High Table Dinner at St. John's College, HKU</td>
</tr>
<tr>
<td>November 2013</td>
<td>Chinese Department</td>
<td>Hong Kong Literature Education Visit</td>
</tr>
<tr>
<td>Month</td>
<td>Department</td>
<td>Event Description</td>
</tr>
<tr>
<td>-------------</td>
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</tr>
<tr>
<td>November 2013</td>
<td>Liberal Studies</td>
<td>TED X Youth@Hong Kong 2013</td>
</tr>
<tr>
<td>November 2013</td>
<td>Biology Department</td>
<td>Biological Field Study of Fresh Water Streams in Lantau Island</td>
</tr>
<tr>
<td>November 2013</td>
<td>English Department</td>
<td>Talk: “Ode to English”</td>
</tr>
<tr>
<td>November 2013</td>
<td>Chinese Department</td>
<td>Chinese Literature Creative Writing Workshop – Outdoor activity (Book Club)</td>
</tr>
<tr>
<td>November 2013</td>
<td>Geography Department</td>
<td>Visit to the Urban Renewal Exploration Centre</td>
</tr>
<tr>
<td>November 2013</td>
<td>English Department</td>
<td>AFS Intercultural Fair 2013</td>
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<tr>
<td>November 2013</td>
<td>Astronomy Club</td>
<td>Skyshow 2013</td>
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<tr>
<td>December 2013</td>
<td>Physics Department</td>
<td>Ocean Park Christmas Sensation 2013</td>
</tr>
<tr>
<td>December 2013</td>
<td>Chinese Department</td>
<td>Talk on Papers 4 &amp; 5 of the HKDSE Chinese Language Exam by Mr. Alain Lo Man Fong, HKU</td>
</tr>
<tr>
<td>December 2013</td>
<td>English Department</td>
<td>Drama Appreciation – The Browning Version and Harlequinade Drama</td>
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<tr>
<td>December 2013</td>
<td>Visual Arts Department</td>
<td>DETOUR Eatery</td>
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<tr>
<td>January 2014</td>
<td>Music Department</td>
<td>Senior Secondary Enriching Knowledge for the Music Curriculum - Introduction to Popular Music</td>
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<td>January 2014</td>
<td>Girl Guides</td>
<td>Girl Guides Hiking Activity - Lamma Island</td>
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<td>January 2014</td>
<td>Careers Team</td>
<td>Nursing Simulation Workshop</td>
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<td>January 2014</td>
<td>Physics Department</td>
<td>Physics Workshop – Learning Dynamics in Ocean Park</td>
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<td>February 2014</td>
<td>Mathematics Department</td>
<td>Mathematics talk</td>
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<tr>
<td>February 2014</td>
<td>Students’ Association</td>
<td>Visit to Union Hospital</td>
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<td>February 2014</td>
<td>Science Society</td>
<td>HKU Departmental Visit – Biochemistry</td>
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<td>February 2014</td>
<td>Environmental Protection Team</td>
<td>Climate Youth Network Training - Field study</td>
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<tr>
<td>February 2014</td>
<td>Computer Society</td>
<td>Visit to Department of Computer Science, HKUST</td>
</tr>
<tr>
<td>March 2014</td>
<td>English Department</td>
<td>Watching the final performance of 'The Merchant of Venice' as part of the programme, Shakespeare: A Worldwide Classroom</td>
</tr>
<tr>
<td>March 2014</td>
<td>English Department</td>
<td>Drama Appreciation – “The 39 Steps” Drama Appreciation</td>
</tr>
<tr>
<td>March 2014</td>
<td>Music Department</td>
<td>42nd Hong Kong Arts Festival - Masterclass with The Anonymous 4</td>
</tr>
<tr>
<td>Month</td>
<td>Department</td>
<td>Event Description</td>
</tr>
<tr>
<td>------------</td>
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</tr>
<tr>
<td>March 2014</td>
<td>Mathematics Department</td>
<td>Hong Kong Junior Mathematics Olympiad – National Mathematical Forum for Youths</td>
</tr>
<tr>
<td>March 2014</td>
<td>ECA Committee</td>
<td>Dr. Peter Vardy's Talk at La Salle College</td>
</tr>
<tr>
<td>March 2014</td>
<td>Geography Department</td>
<td>Geography Field Trip to Shek O</td>
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<tr>
<td>April 2014</td>
<td>Parent Teacher Association</td>
<td>Hiking (Po Toi Island)</td>
</tr>
<tr>
<td>April 2014</td>
<td>Odyssey of the Mind Team</td>
<td>Visit to Odyssey of the Mind Competitions</td>
</tr>
<tr>
<td>April 2014</td>
<td>Girl Guides</td>
<td>Visit - Golden Guides Group</td>
</tr>
<tr>
<td>May 2014</td>
<td>Zonta Z Club &amp; Liberal Studies Department</td>
<td>Visit to The Legislative Council</td>
</tr>
<tr>
<td>May 2014</td>
<td>Students’ Association</td>
<td>Visit to Hong Kong Baptist University</td>
</tr>
<tr>
<td>May 2014</td>
<td>Chinese Drama Team</td>
<td>Drama Appreciation (Haunted Haunted Little Star)</td>
</tr>
<tr>
<td>June 2014</td>
<td>Students’ Association</td>
<td>Visit to Law Firm and Observing the court proceedings at the High Court</td>
</tr>
<tr>
<td>June 2014</td>
<td>Cultural Arts</td>
<td>Visit to Elderly Centre: St. James Settlement - True Light Home for The Aged</td>
</tr>
<tr>
<td>July 2014</td>
<td>School Library</td>
<td>Guided Tour at Comix Base at Hong Kong Arts Centre</td>
</tr>
<tr>
<td>July 2014</td>
<td>History Department</td>
<td>Visit to the Dr. Sun Yat-sen Museum</td>
</tr>
<tr>
<td>July 2014</td>
<td>Environmental Protection Team,</td>
<td>Climate Youth Network Forum</td>
</tr>
<tr>
<td></td>
<td>History Department</td>
<td>China and Europe Panel Discussion at Asia Society Hong Kong</td>
</tr>
</tbody>
</table>

### 5.7 Cultural Arts

**Theme:** “Community Arts, Arts for Our Community”

- **Objectives:**
  - To collaborate with local community-based artists or art groups to develop CARTS programmes and showcase learning outcomes
○ To empower community-oriented or grass-root artists/art groups through appreciation and interaction
○ To develop students’ awareness of community-based arts
○ Engage students in further exploration and practice of their favourite art disciplines

- **Targets:**
  ○ Global Citizenship Competency
    - **Community Outreach**
      ○ Develop the knowledge, cultural sensitivity and skills needed to address the needs of our local community;
      ○ Cultivate social consciousness to contribute to the local community;
      ○ Develop positive attitudes and values to work in diverse communities
    - **Executive Function**
      ○ Gain a positive outlook on life and develop care and respect for members of the community
      ○ Equip all members of the community with integrity and moral courage
      ○ Expand critical thinking, research, analysis and problem solving skills
    - **Technology**
      ○ Enhance knowledge of and communication with local arts groups
      ○ Enhance IT competence in arts creativity

- **Programmes**
  ○ 1st term programmes:

<table>
<thead>
<tr>
<th>Events</th>
<th>Content and Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sports and Dance:</strong></td>
<td></td>
</tr>
<tr>
<td>‘Tempo-Rhythm-Steps on Stage’ tap dance performance</td>
<td>Students immersed themselves in the tap dance fantasy through video recordings, narration and dance demonstration.</td>
</tr>
<tr>
<td>Organisation of a community event</td>
<td>Students identified the ways to plan and implement a social service project.</td>
</tr>
<tr>
<td><strong>Living Arts</strong></td>
<td></td>
</tr>
<tr>
<td>Poverty in Asia – by Ms. Peko Man (Senior officer from World Vision)</td>
<td>Students raised awareness of the challenges faced by poor Asian countries and encouraged students to respond with action.</td>
</tr>
<tr>
<td>Global Beauty: Appreciation of Individual Uniqueness: by Ms. Yuki Cheng, (Professional make-up artist)</td>
<td>Various make-up styles during different time periods and in different countries were acquired. Identified the purpose of skin care and make up.</td>
</tr>
<tr>
<td><strong>Visual Arts</strong></td>
<td></td>
</tr>
<tr>
<td>Visit to HK Museum of Art</td>
<td>Students gained an opportunity to understand visual arts from local and Chinese art practitioners through docent-led tours.</td>
</tr>
<tr>
<td><strong>Arts with the HKADA – Community Arts and artist’s demonstration by Ms. Chan Tung Mui, the feet painting artist</strong></td>
<td>Students understood the community service provided by the HKADA and participated in an immersive feet painting session led by Ms. Chan Tung Mui.</td>
</tr>
<tr>
<td><strong>Theatre Arts</strong></td>
<td></td>
</tr>
<tr>
<td>Drama and Community - Talk on drama by Ms. Kitty Kong, (Education and Outreach Manager of Chung Ying)</td>
<td>Students gained some insights into how Drama could be connected to the community and help reflect the voices and stories of different groups of people. They also learned some interesting drama skills through interactive drama activities.</td>
</tr>
<tr>
<td>Fantasy Puppet Theatre</td>
<td>The work with the Charles Kao foundation for Alzheimer’s Disease raised students’ awareness of dementia. The puppeteers demonstrated puppet making as an art form that involved a series of experimental procedures and problem-solving strategies.</td>
</tr>
<tr>
<td><em>The 39 Steps</em> Pre-show Workshop &amp; <em>The 39 Steps</em> Theatre Performance</td>
<td>Students learned drama technique through facial expressions and gestures. The viewing of the theatrical performance enhanced students’ understanding of various aspects of theatre arts. An interactive session was conducted through involving students in acting with the performers.</td>
</tr>
<tr>
<td><strong>Music</strong></td>
<td></td>
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<tr>
<td>“Classical Music Host @ School” by Ms. Gladys Lau</td>
<td>The students learned about Ms. Lau’s experiences introducing classical music on radio, including the basic techniques, data collection and script preparation.</td>
</tr>
<tr>
<td>Making Music, Being Well HK – by Jacqueline Leung and Kevin Chung</td>
<td>The music therapy industry in Hong Kong was introduced and some activities based on real cases were demonstrated.</td>
</tr>
<tr>
<td><strong>Multi-media Arts</strong></td>
<td></td>
</tr>
<tr>
<td>Talks on Bruce Lee by Mr. Po Fung – Blend on East and West, self-identity; and Hong Kong Film in Social Issue and Care</td>
<td>Students gained insights on the contribution and influence of Bruce Lee in the community; and it raised their interest and awareness of social issues through local film appreciation.</td>
</tr>
</tbody>
</table>
2nd term Elective Programmes:

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Collaborative partners</th>
<th>Outcome</th>
</tr>
</thead>
</table>
| **Sports and Dance - Dancing for a sense of community**                   | Community Centres and Primary Schools in Central & Western District | • Enhanced confidence, commitment and performance quality  
                                                                                       |                                                                              | • Worked in collaboration to create a dance for the community service project |
| • To apply dance elements to develop and create a choreographic plan in a performance setting |                                                                              |                                                                                               |
| • To refine dance and performance skills through experimentation and practices |                                                                              |                                                                                               |
| • To apply planning and organizing skills to work out a community service project |                                                                              |                                                                                               |
| • To appreciate and value dance as an art form through the interrelated experiences of performing, composing and appreciating dances |                                                                              |                                                                                               |
| **Living Arts - Healthy & Low Carbon Living**                            | Professional make-up artist, Ms Yuki Cheng     | • Donated hand knitted scarves to the homeless;  
                                                                                       |                                                                              | • Visited an elderly home and delivered handmade gift bags from recycled materials |
| • To develop healthy living habits and set goals to improve living habits through low carbon living |                                                                              |                                                                                               |
| • To work with a professional make-up artist in the creation of healthy and natural skin care products |                                                                              |                                                                                               |
| • To build imagination and stimulate creativity in creating daily products to cater for individual differences |                                                                              |                                                                                               |
| **Visual Arts - Creativity Hand in Hand**                                | Ms Chan Tung Mui, a foot-painting artist from the HKADA, The St. James Settlement Ceramics Workshop | • Created three paintings with Ms. Chan Tung Mui for public showcase  
<pre><code>                                                                                   |                                                                              | • Created figurative sculptures with mentally challenged artists for the school garden beautification |
</code></pre>
<table>
<thead>
<tr>
<th>• To promote integration, inclusion, mutual respect and appreciation in society and to engage students in artistic creation through collaborating with artists from charitable organizations</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>• To develop an appreciation for drama and theatre as a process and art form</td>
<td>• To work with a professional composer in the learning and creation of musical works</td>
<td>• To arouse students’ awareness of community issues and the underprivileged.</td>
</tr>
<tr>
<td>• To empower the underprivileged and promote some positive messages to the community</td>
<td>• To acquire knowledge of reflecting and expressing ideas on community issues with song writing</td>
<td>• -</td>
</tr>
<tr>
<td>• To acquire knowledge of self and others through participation in and reflection on dramatic experience</td>
<td>• To empower the underprivileged and promote some positive messages to the community</td>
<td>• Created a video documentary on the underprivileged such as the homeless and the disabled.</td>
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<tr>
<td>• To develop competence in communication skills through participation in and exploration of various dramatic disciplines.</td>
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<td></td>
<td>• Chung Ying Theatre Company – (Ms. Kitty Kong)</td>
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<td></td>
<td>• SSGPS/SSGC Students’ Association</td>
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<td></td>
<td>• A drama performance for the target group</td>
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<tr>
<td><strong>Cultural Arts Showcase</strong></td>
<td><strong>Dr. William So, a composer</strong></td>
<td><strong>-</strong></td>
</tr>
<tr>
<td>• The showcase is an annual highlight of the Cultural Arts programme which enables students to present the learning outcomes of their elective.</td>
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<tr>
<td>• The showcase was held on 8 July 2014. Our Form Three students, the Principal and the Vice Principals were joined by honourable guests from the EDB and Ms. Ivy Chow, an enthusiastic alumna and her sister, Ms. Katy Chow. Miss Chow and her sister also brought their homemade refreshments and a beautiful floral setting to cheer up our students and share their philosophy of quality living.</td>
<td></td>
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<tr>
<td><strong>Commendation of students’ participation and achievement:</strong></td>
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<tr>
<td>To commend students’ participation and achievement in Cultural Arts as one of their ‘Other Learning Experiences’, certificates will be presented to all Form Four students to recognise their attainment throughout the year.</td>
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<tr>
<td>Areas</td>
<td>Activities</td>
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<td>-----------------------------------------------------------------------------</td>
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<tr>
<td>Visual arts</td>
<td><strong>Talk and Workshop</strong></td>
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<tr>
<td></td>
<td>- The Making of a Fashion and Accessory Collection by Miss Ada Pat</td>
<td></td>
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<tr>
<td></td>
<td>and Miss Imellda Ho</td>
<td></td>
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<td></td>
<td>- Jewellery design by Miss Pinky Seung</td>
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<tr>
<td></td>
<td><strong>Elective : Millinery Design and Making</strong></td>
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<tr>
<td>Photography</td>
<td><strong>Sharing and Appreciation</strong></td>
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<td></td>
<td>- Mr. Chun Wai on Photography &quot;The vulnerable group</td>
<td></td>
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<tr>
<td></td>
<td>under globalization&quot;</td>
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<td></td>
<td>- Mr Tony Lim on Toy / Pinhole cameras</td>
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<td></td>
<td><strong>Elective : Micro-film</strong></td>
<td></td>
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<tr>
<td>Living arts</td>
<td><strong>Talk and demonstration</strong></td>
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<tr>
<td></td>
<td>- Global Beauty: “Appreciation of Individual Uniqueness” by Miss</td>
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<tr>
<td></td>
<td>Yuki Cheng</td>
<td></td>
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<td></td>
<td>- Towngas “Belly Belli: Global Diet Culture”</td>
<td></td>
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<tr>
<td></td>
<td>- Miss Elsa Wu on Japanese culture</td>
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<tr>
<td></td>
<td><strong>Elective : Art of Tea</strong></td>
<td></td>
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<tr>
<td>Performing arts</td>
<td><strong>Talk and demonstration</strong></td>
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<tr>
<td></td>
<td>- Miss Emily Pak on Dance “Ballet in Global – Already but Not Yet”</td>
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<td></td>
<td>- Hong Kong Dance Company</td>
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<tr>
<td></td>
<td><strong>Elective : Dance around the World</strong></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td><strong>Talk and performance</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Elisa Scrollavezza on the Arts of Italian Violin Making</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The Young Academy Cantonese Opera Troupe “演藝青年粵劇團”</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Elective : International Anthem</strong></td>
<td></td>
</tr>
<tr>
<td>Visits</td>
<td>25&lt;sup&gt;th&lt;/sup&gt; September - Hong Kong Art Museum</td>
<td></td>
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<tr>
<td></td>
<td>22&lt;sup&gt;nd&lt;/sup&gt; January - Chinese Cuisine Training Institute</td>
<td></td>
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<tr>
<td></td>
<td>12&lt;sup&gt;th&lt;/sup&gt; March - Dance demonstration at Sheung Wan Civic Centre</td>
<td></td>
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<tr>
<td></td>
<td>19&lt;sup&gt;th&lt;/sup&gt; March - Hung Fook Tong Herbal Culture Museum</td>
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<td></td>
<td>23&lt;sup&gt;rd&lt;/sup&gt; April - Hong Kong Teaism Centre</td>
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<td></td>
<td>30&lt;sup&gt;th&lt;/sup&gt; April - HK Electric Home Management Centre</td>
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<tr>
<td></td>
<td>30&lt;sup&gt;th&lt;/sup&gt; April - A Concert on Mongolian Ethnic Music at Sheung</td>
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<tr>
<td></td>
<td>Wan Civic Centre</td>
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</tbody>
</table>

In the second term, students could choose to join one elective course from five options. Their work was presented on “International Day” on 9<sup>th</sup> July 2013. There were dance performances featuring different styles, a demonstration of a Chinese and Japanese tea ceremony, two newly arranged national anthems, two excerpts from micro-films, and a fashion show featuring the millinery made by our student designers.
Through enthusiastic participation and the experiences gained in the diverse programme, students greatly enhanced their appreciation of different art forms 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

本地學生交換計劃

本校與拔萃男書院合辦的學生交換計劃，如常於二零一四年四月二十八日至四月三十日舉行。兩校各有八位中五同學前往友校上課，體驗不同的學習生活，交流學習經驗和心得。除了上課之外，本校學生會為訪校的拔萃男書院同學悉心安排不同的活動，如烹飪甜品、再造紙工藝班、學會主席分享會等。活動既令友校同學體驗本校多姿多采的課外活動，又能提供兩校同學分享籌辦課外活動經驗的機會，成功達致是次學生交換計劃的目標。

5.9 English Language Summer Study Tour

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

Ten students from Forms Two to Four 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 same fashion as Cambridge University students. They visited museums in Cambridge and London, and attended cultural events such as the musical Wicked, Shakespeare’s Richard III and a Scottish evening (a 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 Swaffham 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 One 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 first-hand and to communicate with British people and teachers in English. The hard work of our students led to great improvements in their English 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

一、活動概況:

1. 賀姊妹學校百周年校慶
   二零一四年為姊妹學校首都師範大學附屬中學建校百周年校慶紀念，本校學生會應姊妹校的邀請，製作了一段祝賀短片。

2. 「緣創·原創」文學創作計劃
   「緣創·原創」文學創作計劃於二零一二年六月開始，至今年順利完成。兩校學生作品可於網上瀏覽。

二、反思
本年在兩校交流項目上有所突破：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。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

1. 整理及保存學校的歷史文物
   a. 重新裝裱在李余愛喜大樓展出的字畫、相片
b. 把 2013-2014 學年內聯網的活動相片庫 (photo drive) 存副本


2. 「古蹟周遊樂 2013」
由香港政府發展局文物保育專員辦事處及「香港歷史文物──保育‧活化」聯合主辦
「古蹟周遊樂 2013」之「聖士提反女子中學主樓開放公眾參觀活動」於 2013 年 10 月 19 日下午 5 時圓滿結束。是次活動分別於 2013 年 10 月 5 日及 10 月 19 日下午 2 時 30 分至 5 時舉行，參觀的市民人數兩天合計約 300 多人。本校更安排了學生大使及學生文物小組會員擔任導賞員，為蒞臨參觀的市民提供導賞服務，學生的詳盡講解獲得參觀者讚賞。

二、反思
1. 「古蹟周遊樂 2013」雖然成功舉辦，但是個別市民未有遵守校方的參觀指引，引起了管理和安全的問題。
2. 文物組儲物室已經放滿物品，欠缺適當及足夠的儲物設施及空間。

三、建議
1. 若未來開放校舍供公眾參觀，需要加倍注意及勸告公眾遵守校方的參觀指引。
2. 向校方爭取更大的儲物空間。

四、致謝：
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 2013-2014, a sum total amounting to $786,043 was available for use. This sum total included a grant of $537,792 received for the year together with a balance of $248,251 brought forward from
the previous year. Approximately 21% 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. Critical thinking workshops were organized for weaker students to enhance their critical thinking and writing skills used in Liberal Studies and the School provide learning materials to students for NSS Chinese Language and Chinese Literature.

Some 11% was used in enhancing students’ language proficiency through running debating skills training courses, creative thinking and writing workshops, drama workshops, Putonghua courses and learning workshops for NSS & School Based Assessment.

Another 38% 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. To strengthen the learning in Chinese, enhancement of non-Chinese speaking students’ courses and enhancement of Chinese courses for F4-F6 were organized. At the same time, a technician was hired and training courses were organized for media production.

A surplus of $250,016 will be carried forward to the next financial year 2014-2015.

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>131,825</td>
</tr>
<tr>
<td>Critical thinking workshops</td>
<td>13,600</td>
</tr>
<tr>
<td>Courses/workshops for English</td>
<td></td>
</tr>
<tr>
<td>Enhancement in writing skills courses</td>
<td>8,890</td>
</tr>
<tr>
<td>Debating skills training course</td>
<td>8,000</td>
</tr>
<tr>
<td>Drama workshops</td>
<td>23,750</td>
</tr>
<tr>
<td>Learning materials for NSS Chinese Language and Chinese Literature</td>
<td>17,262</td>
</tr>
<tr>
<td>Courses/workshops for Chinese</td>
<td></td>
</tr>
<tr>
<td>Creative thinking and writing workshops</td>
<td>16,400</td>
</tr>
<tr>
<td>Learning workshops for NSS &amp; School Base Assessment</td>
<td>8,640</td>
</tr>
<tr>
<td>Putonghua courses</td>
<td>11,970</td>
</tr>
<tr>
<td>Enhancement of non-Chinese speaking students’ courses</td>
<td>5,120</td>
</tr>
<tr>
<td>Enhancement of Chinese courses for F4-F6</td>
<td>37,500</td>
</tr>
<tr>
<td>Chinese, English and Mathematics remedial classes</td>
<td>67,220</td>
</tr>
<tr>
<td>Media production including technician and training course</td>
<td>185,850</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>536,027</strong></td>
</tr>
</tbody>
</table>
5.13 Diversity Learning Grant

In 2013-2014, a sum total amounting to $166,020 was available for use. This sum total included a grant of $105,000 received for the year together with a balance of $61,020 brought forward from the previous year.

A speech and communication programme was organized for F4 students who showed talent and ability in their English language skills. The programme culminated in a 20-minute performance on 26 June 2014. Participants demonstrated improved creativity and imagination in communicating with others in English.

Leadership training was arranged for the sports teams and a provision of gifted sports training programme for one of our F4 students.

A surplus of 137,233 will be carried forward to the next financial year 2014-2015. Particulars of the expenditure of the DLG are listed below:

<table>
<thead>
<tr>
<th>Particulars</th>
<th>Amount ( HK $)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech and communication programme for F4</td>
<td>23,987</td>
</tr>
<tr>
<td>Leadership training for Sports term</td>
<td>3,000</td>
</tr>
<tr>
<td>Provision of gifted sports training programme to a F4 student</td>
<td>1,800</td>
</tr>
</tbody>
</table>

5.14 Use of Senior Secondary Curriculum Supporting Grant (SSCSG)

The School received $741,510 for the Senior Secondary Curriculum Supporting Grant in 2013-14. A sum of $816,042 was spent on the employment of a one GM teacher in Geography department, .0.25 CM teacher in the Mathematics department and 0.60 CM teacher in Home Economics department. There was a deficit of $74,532 which was covered by Tong Fai.

5.15 Additional Support for Secondary Schools Adopting English-medium Teaching and the 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 Four
students in February 2012. The book included such language art forms as jokes, riddles, poems and short stories.

**Refined English Enhancement Scheme (REES)**

2013-2014 was the last year of the Refined English Enhancement Scheme (REES). An original play-script was written by students with the assistance of teachers. An action plan that enhances teachers’ confidence and repertoire of skills required for producing a play or a musical based on a Shakespearean play was produced. Resources for teaching language arts were developed – Form 1 drama (*Merchant of Venice*); Form 2 presentations (*A Christmas Carol*); Form 3 drama presentations (*Animal Farm*); Form 4 character presentation and bio-poem (*The Joy Luck Club*).

Form One to Four students have acquired a solid foundation in Language Arts appreciation that prepares them for the NSS electives. They are able to understand the importance of characterization, themes, conflict and literary techniques in the chosen texts and give expression to imaginative ideas and feelings in response. Teachers commented that students have produced work that is evidence of their skill development. They also observed that students were able to respond in writing and speech more creatively and confidently to English language tasks than they had previously. In Form One, all students participated in an end-of-year performance of the studied text *The Merchant of Venice*. In Form Two, students produced higher quality posters and gave presentations that showed a deeper appreciation of themes and characters related to the studied text *A Christmas Carol*. In Form Three, students collaboratively wrote and performed chapter-based dramas and created anthems for various social groups based on the studied text *Animal Farm*, showing greater understanding of how the text reflected real events in society. In Form Four, students created role plays and bio-poems based on the characters in the studied text *The Joy Luck Club*. Through the writing tasks the students demonstrated a deeper appreciation of how a text relates to their personal experience, in this case, mother-daughter relationships, than before as there had not been a focus on studying a novel in the English curriculum before this scheme.

The scheme is for three academic years starting from 2011/2012 to 2013/2014. The grant for each year is $317,520. In 2013/2014, a sum total amounting to $217,543 was available for use. This sum total included a grant for the year of $317,520, interest earned in the year of $2 less a deficit of $99,979 brought forward from the previous year. A sum of $467,250 was spent for hiring one GM teacher. There was a deficit of $249,707 which was covered by Tong Fai for the year of 2013/2014.
6 Major Concerns

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 2013 -2014 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 2013 -2014 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 2013 -2014 school year include:
• 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
• Enhance effective and efficient communication through technology
• Promote Digital Citizenship by establishing common expectations regarding the use of technology
6.1 Major Concerns: 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

- Enhance global awareness and cross-cultural skills for learning in a globalized and sustainable world (please also refer to the report of environmental protection)
- Arouse students’ awareness of their roles in the global community
- Develop a sense of their own worth and pride as world citizens
- Cultivate social consciousness to contribute to the global community (please refer to the report of community service)

Achievement

<table>
<thead>
<tr>
<th>Month</th>
<th>Destination</th>
<th>Theme</th>
<th>Students involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2013</td>
<td>SSGC</td>
<td>Four exchange students from two Australian Schools</td>
<td>Form 4 classes</td>
</tr>
<tr>
<td>November 2013</td>
<td>Sydney, Australia</td>
<td>Social Service Project with students from Kincoppal Rose Bay</td>
<td>Fifteen F.3 students</td>
</tr>
<tr>
<td>January 2014</td>
<td>Gold Coast, Australia</td>
<td>Leadership Conference</td>
<td>Three F.4 students</td>
</tr>
<tr>
<td>February 2014</td>
<td>Japan</td>
<td>Japan-East Asia Network of Exchange for Students and Youth Programme 2013/14</td>
<td>One F.5 student</td>
</tr>
<tr>
<td>February 2014</td>
<td>Sydney, Australia</td>
<td>Student Exchange to Ascham College</td>
<td>Three F.4 students</td>
</tr>
<tr>
<td>February 2014</td>
<td>Toronto, Canada</td>
<td>Student Exchange to Havergal College</td>
<td>Two F.4 students</td>
</tr>
<tr>
<td>February 2014</td>
<td>Kaiping, China</td>
<td>F.2 National Education Study Tour</td>
<td>All Form 2 students</td>
</tr>
<tr>
<td>Month</td>
<td>Location</td>
<td>School/Activity</td>
<td>Class/Group</td>
</tr>
<tr>
<td>------------</td>
<td>----------</td>
<td>--------------------------------------------------------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>February</td>
<td>Hong Kong</td>
<td>GEP days</td>
<td>All Form 1 – 5 students</td>
</tr>
<tr>
<td>March 2014</td>
<td>SSGC</td>
<td>Two Exchange students from Havergal College, Toronto</td>
<td>All Form 4 students</td>
</tr>
<tr>
<td>March 2014</td>
<td>Hong Kong</td>
<td>Heritage Study Tour with students’ from Singapore Anglican High School</td>
<td>Eight F.5 students and Five F.6 students</td>
</tr>
<tr>
<td>April 2014</td>
<td>SSGC &amp; Diocesan Boys’ College</td>
<td>Exchange Programme with Diocesan Boys’ School</td>
<td>Form 5 classes</td>
</tr>
<tr>
<td>April 2014</td>
<td>Malaysia</td>
<td>Biology &amp; Geography Rain Forest Study Tour</td>
<td>Twenty-eight F.4-5 Students</td>
</tr>
<tr>
<td>June 2014</td>
<td>Singapore</td>
<td>World Scholar’s Cup International Competition</td>
<td>Eight F.1 – 4 students</td>
</tr>
<tr>
<td>July 2014</td>
<td>Cambridge, UK</td>
<td>English Study Tour</td>
<td>Ten F.2-4 students</td>
</tr>
<tr>
<td>July 2014</td>
<td>Beijing</td>
<td>Aerospace Science and Technology Summer Camp</td>
<td>Two F.5 students</td>
</tr>
<tr>
<td>July 2014</td>
<td>Shanghai</td>
<td>The 12th All China Student Games</td>
<td>One F.5 student</td>
</tr>
<tr>
<td>July 2014</td>
<td>Taipei</td>
<td>17th Asian Women’s U19 Volleyball Championship</td>
<td>One F.5 student</td>
</tr>
<tr>
<td>July 2014</td>
<td>Korea</td>
<td>2014 Asia-Pacific Youth Environmental Forum</td>
<td>One F.5 student</td>
</tr>
<tr>
<td>August 2014</td>
<td>Fujian</td>
<td>Hong Kong - Fujian Cultural Exchange Tour 2014</td>
<td>Two F.2 students</td>
</tr>
<tr>
<td>August 2014</td>
<td>Poland</td>
<td>International Geography Olympiad in Krakow</td>
<td>One F.5 student</td>
</tr>
<tr>
<td>August 2014</td>
<td>Epsom, UK</td>
<td>English Study Tour</td>
<td>Eighteen F.1 students</td>
</tr>
<tr>
<td>August 2014</td>
<td>Australia</td>
<td>Student Exchange to St. Michael’s College</td>
<td>Two F.4 students</td>
</tr>
</tbody>
</table>

To further enhance students to develop global citizenship attitudes and actions, a vast array of local and overseas educational visits, exchange opportunities and study tours were organised to ensure students had a sustained platform for study and cultural immersion. This year, students had opportunities to travel to different countries to deepen their understanding of other cultures, and to work and learn in partnership with students from around the globe. These experiences lead to broadened perspectives, enhanced knowledge and a heightened appreciation of one’s own and other cultures. Students also gained more confidence in interacting with different people.

Pre-tour briefing for students and parents were organized for every global experience. Participants also shared what they learnt through reflection and assembly presentations. From the highly positive feedback and reflections written in the school websites, Parents Newsletter and school magazine, participants truly gained a great deal from the global experience programmes. These fruitful and
meaningful global experiences have 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 confidence and communication skills, and allowed students to gain first-hand experience of seeing the world by themselves. These international study experiences that expose students to different cultures and languages are a huge advantage for their future development.

In order 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. This year, the newly introduced GEP days organized for all classes from F.1 – 5 from 12 to 14 February were successfully completed. These were exciting days for the students as they were totally immersed in Global Experiences designed to meet the specific educational needs of each Form. The GEP days augment classroom learning through practical experiences, self and peer exploration and exposure to the many dimensions of Chinese culture and society. Each Form’s experiences helped to build on whole person education and global citizenship. The unexpected cold wet weather did not dampen the girls’ spirits for any of the Form activities. They persevered through even the coldest of days and remained engaged in the many cross-curricular activities and projects.

**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. It is delightful to see that the programme is well received and that the global experiences made learning more enriching and exciting. Various opportunities will continue to be provided to make sure students get involved and keep connected with the real world.

The school will continue to work towards more active-based student-centred learning with experiential and inquiry opportunities. It is hoped that the valuable skills attained in the programme can be transferred to different areas that help enhance student learning. By enhancing the connection of global experiences, executive function and technology, students’ potential can be further developed and be better equipped to be life-long learners.

### 6.2 Major Concerns: 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 continued to be 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 continued to be addressed through workshops, seminars and presentations through the Guidance Life Education Programme, and Careers Programme and Student Development Programmes.

In addition to the Life and Careers Programme, subject departments incorporated the explicit teaching and development of Executive Function Skills in their 2013-2014 Annual Plans. The Science Department in particular focused on teaching organization and time management skills as well as note taking, metacognition and reflecting on class work. Other departments such as Geography and Maths incorporated opportunities for students to set, review and reflect on subject goals while identifying strategies that could assist with the successful achievement of the goals. Departments such as English, Liberal Studies and the Humanities incorporated more student-centred activities and project work that required students to practice more self-directed learning to enhance their Executive Function Skills.

The Student Development Team created an Executive Function Self-Assessment that students completed in May 2014. The self-assessment enabled students to reflect on their EF skills, identify strengths and understand areas for improvement. In each class during a special Form period in June, students with strong EF skills shared strategies with the classmates to assist with further EF development. Moreover, all students used their Executive Function Self-Assessment to set goals for the 2014-2015 school year.
In order to enhance EF skills in the 2014-2015 school year, an SSGC student organizer was developed. Students in Forms One to Form Three will be taught in Form period how to use the student organizer to improve their Executive Function skills.

A Teacher Learning Team [Form One Self-Directed Learning Team] was established to learn and plan for enhanced Form One training and explicit teaching in EF skills through Form periods and in Form One subject classes. More work from this team in developing students’ executive Function.

**Reflection**

The area of Executive Function continued to grow in importance and focus when implementing the School Development Plan 2012-2015. Teachers and students are beginning to use the term in their everyday language and they are exploring ways to improve time management, organization, study skills and work habits. With explicit teaching, the Executive Function Self-Assessment and continued reflection it is hoped that the learning skills of SSGC students will improve.

**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 student centred learning where students think, analyze, inquire and solve problems can assist with the enhanced development of Executive Function skills. During the 2013-2014 school year some teachers engaged in lesson study and video-taped lesson observations in order to deeply understand their own teaching and to learn from each other. Teacher learning and sharing can enhance teachers’ ability to further student learning using innovative approaches.

Transferable skills were enhanced through a variety of cross discipline programmes in each Form during the Global Experience Days. Some examples from across the school include:

- Form One students planning and organizing a BBQ
- Form Two National Education Tour
- Form Three Life Skills Camp
- Form Four Local Community Outreach
- Form Five Leadership Training

The Assessment Policy and Practice Committee initiated new approaches to the report card format and comments as well as recognition of student achievement.
Reflection

Structures have been put in place to encourage more teacher and student collaboration and involvement in school-wide policies. Teachers and students are learning to work together across the school and use their voice views. The school will continue to explore ways to engage teachers in teaching and learning practices and collaborative work that will expand their teaching repertoire, their own Executive Function skills and those of their students.

6.3 Major Concern: 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.

The three foci on technology enhancement this year were eLearning, ePortfolio and eCommunication.

eLearning

- To augment teaching effectiveness through the broadened use of technology and eLearning
- To acquire the ability to navigate floating social networks and to communicate powerfully using appropriate technologies

Achievement

- While a professional development programme, such as a staff meeting or staff conference, was not arranged, the promotion of the effective use of technology in classroom instruction was done individually and in small groups.
- The use of the eClass Intranet was further extended to cover inventory records, post-activity surveys and course outlines. Face-to-face briefing or instruction sheets were prepared to help staff and students become familiar with these new functions.
- The in-house developed webAdmin portal was further customized to automate the drafting, approval and issuing of most parents letters and web news, as well as providing a comprehensive list of students’ records for teachers’ use on parents’ day.
Throughout the school year, 19 teachers made 101 booking requests for the use of mobile labs for classroom learning, with an overall average of 12 tablets per request. The number of booking requests saw a 26% increase from the previous year. Tablet computers were also used on excursions and for student club activities.

Taster sessions on iPads were arranged for some Form One Computer Literacy classes, providing students with the opportunity to try different learning apps for collaborative work and learning. Other subject teachers used various learning apps in class.

**Reflection**

- Experience sharing on the use of learning apps and different ways of using tablets to enhance learning, both for formal and informal means, will continue to be practised to encourage teachers to try out different learning approaches to enrich classroom learning experiences.
- It is anticipated that the roll out of the second mobile lab by the end of 2014 will ensure greater ease in using tablets for classroom instruction.
- With more and more ECA clubs using social networking portals to promote their activities and disseminate information to their members, the use of discussion forums and/or education social networking portals to promote the use of technology and the delivery of professional development programmes should be actively explored. Further guidelines and support could be provided to promote the good use of social networking portals.
- With the e-textbook accounts provided by textbook publishers, a small-scale trial use of e-textbook could be carried out in the next school year.

**ePortfolio**

- To improve the organization and management of work for teachers and students through technology

**Achievement**

- eEnrollment and iPortfolio continued to be used to keep students’ ECA and OLE records.
- A learning portfolio trial run was carried out for all Form Two students at the end of the second term. Students prepared their annual self-reflection in eClass which will be retained in eClass for their reference until graduation.

**Reflection**

- Junior form Computer Literacy lessons could be used to help students build up a learning portfolio. Launching the programme across all forms, would require more coordination with the Student Development Team, SLP team and form teachers. The challenge in the next year will be on how to help senior form students prepare their learning portfolio when they do not have computer lessons.
eCommunication
- To enhance effective and efficient communication through technology
- To promote Digital Citizenship by establishing common expectations regarding the use of technology

Achievement
- Starting from the beginning of the second term, the course syllabus plus major assignments /assessment were posted on eClass for students and parents to access.
- Parents’ notices continued to be disseminated through eClass whenever applicable. At least 25% of parents were frequent users of the platform.
- The Policy of Acceptable Use of Technology (PAUT) issued to all members of SSGC in October 2012 was explained to new staff and students in the orientation programme as well as in computer literacy lessons. Related questions were included in the first computer literacy test.

Reflection
- With the use of the eClass App and ePayment solution in the next school year, it is anticipated parents will use eCommunication in a more active manner. It is anticipated that more forms of eCommunication with parents will be launched at a suitable time next year.
## 7. Financial Summary

**ST. STEPHEN’S GIRL’S COLLEGE**  
**FINANCIAL SUMMARY 2013/2014**  
(Unaudited Report)

<table>
<thead>
<tr>
<th></th>
<th>Income</th>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Surplus balance B/F</strong></td>
<td>$21,346,891</td>
<td></td>
</tr>
<tr>
<td><em>(Government Funds and School Funds)</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### I. Government Funds

#### (1) OEBG Grant

#### (a) General Domain

1. Admin Grant
   - 4,245,225
   - 4,374,867
2. School & Class Grant
   - 804,479
   - 878,366
3. Consolidated Subject Grant
   - 202,585
   - 196,441
4. Noise Abatement
   - 501,318
   - 471,620
5. Enhancement Grant
   - 7,140
   - 7,140
6. Supplementary Grant
   - 190,391
   - 182,168
7. Training & Development Grant
   - 7,867
   - 74,705
8. Composite & Information Technology Grant
   - 392,943
   - 430,082
9. Lift Maintenance Grant
   - 146,256
   - 77,132

**General Domain**

- **Total**
  - **Income**: 6,498,204
  - **Expenditure**: 6,692,521

#### (b) Special Domain

1. Capacity Enhancement Grant
   - 537,792
   - 536,027
2. Programme Funds for Implementation of whole School Approach to Guidance & Discipline Grant
   - 8,247
   - 43,876

**Special Domain**

- **Total**
  - **Income**: 546,039
  - **Expenditure**: 579,903

**Government Funds**

- **Total**
  - **Income**: 7,044,243
  - **Expenditure**: 7,272,424

### II. School Funds (General Funds)

<table>
<thead>
<tr>
<th></th>
<th>Income</th>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total surplus / (deficit) for school year 2013/2014</strong></td>
<td>$(2,541,624)$</td>
<td></td>
</tr>
<tr>
<td><strong>Accumulated surplus as at the end of school year 2013/2014</strong></td>
<td>$18,805,267</td>
<td></td>
</tr>
</tbody>
</table>

07/11/14
8. Performance of Students

8.1 Academic Performance

Hong Kong Diploma of Secondary Education Examination (HKDSE) 2014

In 2014, 159 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 96.9%. There were 1029 entries with level 2 or above out of 1056 total entries. Subjects with significantly better percentages in Level 5 or above than Hong Kong school candidates are English Language (54.1% cf. 9.1%), Visual Arts (50% cf. 6.5%), Physics (48.5% cf. 27.2%), Mathematics Compulsory Part (28.3% cf. 13.6%), Music (30% cf. 18.8%), Liberal Studies (29.6 % cf. 8.9%), Economics (29.4% cf. 16.9%), Biology (26.5% cf. 16.8%), BAFS (21.7% cf. 11.5%), Geography (22.4% cf. 10.3%), and ICT (21.7% cf. 7.1%).

8.2 Internal Scholarships and Awards

1. E. S. Atkins Award
   黃卓思 Wong Cheuk Sze Cathy 6E

2. Katherine Cherry Scholarship
   藍曉雯 Lam Hiu Man Gloria 6E
   袁憶樺 Yuen Yee Lok Eleanor 6E

3. Cheng Cho Chi On Scholarship
   林子靖 Lam Sonia 6E

4. Mrs. Cheng Tien Tau Award
   陳曉漫 Chan Hiu Man 4D
   李佳容 Lee Kai Yung 4D
   区凝香 Au Ying Heung 4E
   陳淳 Woon Chun Yiu 4E
   陳淳蔚 Chan Shun Wai 4E
   劉曉瑤 Lau Hiu Yiu Haily 4E
   劉倩煒 Lau Xin Wai 4E
   潘詠琦 Poon Wing Kei 4E
   楊夏嘨 Yang Sasha Xia Xiao 4E
   余樂思 Yu Rochelle Charis 4E
5. **Wong Kwan Pui Scholarship for Academic Achievement**

- 謝芷彤 (Chie Tsz Tung) 5D
- 鄭晴怡 (Cheng Ching Yee) 5E

6. **Mrs. Stella Wei Cheung King Chi Memorial Scholarship**

- 馮宇因 (Fung Yu Yan) 3A

7. **Prize for the Most Outstanding Academic Achievement in Form Six**

- 黃卓思 (Wong Cheuk Sze Cathy) 6E

8. **Yu Siu Ching Scholarship**

- 簡嘉琳 (Kan Ka Lam Rachel) 1D
- 林子晴 (Lin Tsz Ching Rachel) 2A
- 江詠希 (Kong Wing Hay) 3E
- 余樂思 (Yu Rochelle Charis) 4E
- 甘希賢 (Kam Hei Yin Andrea) 5E

9. **Alumnae Scholarship**

- 陳銘 (Chan Ming) 5D
- 黃嘉儀 (Wong Ka Yee) 5E

10. **PTA Scholarship**

   **For Outstanding Contribution to School Life**

   - 甘希賢 (Kam Hei Yin Andrea) 5E

11. **Madam Cheung Yee-Sun Scholarship for Faith Practicing Students**

   - 吳進欣 (Ng Marry Aurora) 4C
### Prizes of the Best Improved Students

*Sponsored by an anonymous donor*

<table>
<thead>
<tr>
<th>Student</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>馬嘉希</td>
<td>Ma Ka Hei 1A</td>
</tr>
<tr>
<td>黃芷晴</td>
<td>Wong Tsz Ching 1B</td>
</tr>
<tr>
<td>余泳澄</td>
<td>Yu Wing Ching Bridget 1C</td>
</tr>
<tr>
<td>勞愷丕</td>
<td>Lo Hoi Pei 1D</td>
</tr>
<tr>
<td>楊穎妍</td>
<td>Yeung Wing Yin Grace 1E</td>
</tr>
<tr>
<td>張靜盈</td>
<td>Cheung Ching Ying 2A</td>
</tr>
<tr>
<td>李綽知</td>
<td>Lee Cheuk Chee Jacey 2B</td>
</tr>
<tr>
<td>周奕彤</td>
<td>Chou Yik Tung 2C</td>
</tr>
<tr>
<td>梁學慧</td>
<td>Leung Hok Wai 2D</td>
</tr>
<tr>
<td>吳沅凌</td>
<td>Goh Yuen Ling Joan 2E</td>
</tr>
<tr>
<td>郭心妍</td>
<td>Kwok Sum Yin 3A</td>
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<tr>
<td>吳若嵐</td>
<td>Ng Yeuk Nam 3B</td>
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<td>王筠婷</td>
<td>Wong Kwan Ting 3C</td>
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<tr>
<td>蕭善欣</td>
<td>Chum Sin Yan 3D</td>
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<tr>
<td>郭愷欣</td>
<td>Kwok Hoi Yan 3E</td>
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<tr>
<td>陳曉彤</td>
<td>Chan Hiu Tung 4A</td>
</tr>
<tr>
<td>梁儀儀</td>
<td>Leung Chui Yu Cheryl 4B</td>
</tr>
<tr>
<td>鄭穎欣</td>
<td>Chau Wing Yan 4C</td>
</tr>
<tr>
<td>陳曉曼</td>
<td>Chan Hiu Man 4D</td>
</tr>
<tr>
<td>梁思荇</td>
<td>Leung Sze Hang Karina 4E</td>
</tr>
<tr>
<td>莫錦諭</td>
<td>Mok Kam Yu 5A</td>
</tr>
<tr>
<td>余穎寶</td>
<td>Yu Wing Po 5B</td>
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<tr>
<td>陳可瀅</td>
<td>Chan Ho Ying 5C</td>
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<tr>
<td>郭敏彤</td>
<td>Tsang Hoi Man Heidi 5D</td>
</tr>
<tr>
<td>梁愷琳</td>
<td>Leung Janice Hoi Lam 5E</td>
</tr>
<tr>
<td>黎顯賢</td>
<td>Lai Chung Yin 6A</td>
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<tr>
<td>關敏</td>
<td>Kwan Man 6B</td>
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<tr>
<td>郭敏彤</td>
<td>Kwok Man Tung 6C</td>
</tr>
<tr>
<td>孫晞庭</td>
<td>Sun Tiana 6D</td>
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<tr>
<td>何家昕</td>
<td>Ho Kar Yan Teresa 6E</td>
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### Tai Yu Chor Prizes for Chinese

<table>
<thead>
<tr>
<th>Student</th>
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</thead>
<tbody>
<tr>
<td>林詠淇</td>
<td>Lam Wing Ki Amelie 1A</td>
</tr>
<tr>
<td>梅詩蔚</td>
<td>Mui Sze Wai 1A</td>
</tr>
<tr>
<td>鄭苑芯</td>
<td>Cheng Yuen Sum 1B</td>
</tr>
<tr>
<td>姚寶樺</td>
<td>Yiu Fannie 1B</td>
</tr>
</tbody>
</table>
江芷晴  Kong Tsz Ching  1D
雷楚中  Lui Chu Chung Vanessa  1E
謝宜穎  Tse Yi Wing  1E
劉浩怡  Lau Ho Yee Tzezl Haresco  2A
黃朗程  Wong Long Ching Laurel  2A
邱逸嵐  Yan Yat Laam  2A
黃家悦  Wong Ka Yue  2C
盧思澄  Lo Sze Ching  2D
梁悅  Leung Megan Yue  2E
童悅妍  Tung Yuet Yin  2E
郭熙妍  Kwok Hei Yin  3A
李韻琦  Li Wan Kei  3B
麥琛玥  Mak Sum Yue Faustine  3C
招鎧琦  Chiu Beatrice Hoi Kei  3D
陳可宜  Chan Ho Yee  3E
劉宛兒  Lau Yuen Yee  4A
董恩廷  Toong Yan Ting  4A
王琛蔚  Wong Chen Wei  4A Literature
李思恩  Li Sze Yan  4B
鄭婷方  Cheng Ting Fon Heidy  4D
何綻苗  Ho Eunice  5A Literature
葉苑彤  Yip Yuen Tung  6A
黃卓思  Wong Cheuk Sze Cathy  6E

14. Putonghua Prize
黃沁蕾  Wong Sum Lui  5A

15. Miss Lee Shiu Mui Memorial Scholarship for Chinese
黃卓思  Wong Cheuk Sze Cathy  6E
16. **Mrs. Tang Leung Man Nee Scholarship for Chinese Literature**

<table>
<thead>
<tr>
<th>Name</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>黃斯媛  Wong Sze Wun</td>
<td>6A</td>
</tr>
</tbody>
</table>

17. **Miss Poon Chor Ying Scholarship for Chinese History**

<table>
<thead>
<tr>
<th>Name</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>黃沁蕾  Wong Sum Lui</td>
<td>5A</td>
</tr>
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</table>

18. **Miss Chau Bek Chi Memorial Prizes for English**

<table>
<thead>
<tr>
<th>Name</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>王苡琳 Wang Faith</td>
<td>1A</td>
</tr>
<tr>
<td>莊恩 Chong Yan</td>
<td>1B</td>
</tr>
<tr>
<td>何靖晴 Ho Ching Tsing Chloe</td>
<td>1C</td>
</tr>
<tr>
<td>吳苑彤 Ng Yuen Tung</td>
<td>1C</td>
</tr>
<tr>
<td>簡嘉琳 Kan Ka Lam Rachel</td>
<td>1D</td>
</tr>
<tr>
<td>王欣渝 Wong Yan Yu</td>
<td>1E</td>
</tr>
<tr>
<td>楊穎妍 Yeung Wing Yin Grace</td>
<td>1E</td>
</tr>
<tr>
<td>張靜盈 Cheung Ching Ying</td>
<td>2A</td>
</tr>
<tr>
<td>文朗晴 Man Long Ching</td>
<td>2A</td>
</tr>
<tr>
<td>鄭伊喬 Cheng Claudia Yi Kiu</td>
<td>2B</td>
</tr>
<tr>
<td>周文君 Ng Man Kwan</td>
<td>2C</td>
</tr>
<tr>
<td>程心怡 Ching Sum Yi</td>
<td>2D</td>
</tr>
<tr>
<td>盧思澄 Lo Sze Ching</td>
<td>2D</td>
</tr>
<tr>
<td>陳曉彤 Chan Hiu Tung Yo Yo</td>
<td>2E</td>
</tr>
<tr>
<td>馮宇因 Fung Yu Yan</td>
<td>3A</td>
</tr>
<tr>
<td>麥琛玥 Mak Sum Yuet Faustine</td>
<td>3C</td>
</tr>
<tr>
<td>羅梓僑 Law Tse Kiu</td>
<td>3D</td>
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<tr>
<td>容承宜 Yung Shing Yi Alia</td>
<td>3E</td>
</tr>
<tr>
<td>陳允祈 Chan Wan Kee Sarita</td>
<td>4A</td>
</tr>
<tr>
<td>劉明真 Lao Ming Chun</td>
<td>4A</td>
</tr>
<tr>
<td>王貝渝 Wong Pui Yu</td>
<td>4C</td>
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<tr>
<td>李佳容 Lee Kai Yung</td>
<td>4D</td>
</tr>
<tr>
<td>李佳容 Lee Kai Yung</td>
<td>4D Lit in Eng</td>
</tr>
<tr>
<td>余樂思 Yu Rochelle Charis</td>
<td>4E</td>
</tr>
<tr>
<td>谢映 Tse Ying</td>
<td>5A</td>
</tr>
<tr>
<td>黃沁蕾 Wong Sum Lui</td>
<td>5A</td>
</tr>
<tr>
<td>王嘉蔚 Wang Jiawei</td>
<td>5D</td>
</tr>
<tr>
<td>岑宙怡 Ramsden Julia Emma</td>
<td>5E</td>
</tr>
<tr>
<td>梁靜琦 Leung Andrea Tseng Kay</td>
<td>6A Lit in Eng</td>
</tr>
<tr>
<td>林子靖 Lam Sonia</td>
<td>6E</td>
</tr>
</tbody>
</table>
19. Wong Hon Ning Scholarship for the Secondary One Student with the Greatest Improvement in English Language

何靖晴 Ho Ching Tsing Chloe 1C

20. K.E. Barker Mathematics Prizes

林詠淇 Lam Wing Ki Amelie 1A
朱泳欣 Chu Wing Yan 1B
姜芷盈 Keung Tsz Ying 1C
黎子詠 Lai Chloe Chi-wing 1D
李心怡 Lee Xin Yi 1E
萬雅澄 Man Nga Ching 2A
蕭若琳 Sui Yeuk Lam 2B
楊亮澄 Yeung Leong Ching 2C
盧思澄 Lo Sze Ching 2D
石倩汶 Shek Cara Sin Man 2E
陳子洵 Chan Tsz Shun 3A
何美詩 Ho Mei Sze 3B
梅庭甄 Mui Ting Yan 3C
陳錦欣 Chan Wai Yan Vanessa 3D
黃樂彤 Wong Lok Tung 3E
陳海遙 Chan Hoi Yiu Yoyo 4A
黃晞朗 Wong Hei Long 4B
楊芷希 Yeung Tsz Hei Koneko 4C
陳睿媛 Chan Yui Woon 4D
潘詠琦 Poon Wing Kei 4E
嚴芷桁 Yim Chi Nam Hazel 5A
徐芷君 Tsui Tsz Kwan 5B
張子盈 Cheung Tsz Ying 5C
李昕如 Lee Yan Yu 5D
鄭晴怡 Cheng Ching Yee 5E
潘麗銘 Poon Lai Ming Tammy 6A
張可欣 Cheung Ho Yan 6B
張雅晴 Chang Nga Ching 6C
張凱恩 Cheung Hoi Yan 6D
黃卓思 Wong Cheuk Sze Cathy 6E

21. Miss Yeung So Min Scholarship for Mathematics

黃卓思 Wong Cheuk Sze Cathy 6E
22. **Stephen Sturton Memorial Prize**
   黃卓思 Wong Cheuk Sze Cathy  6E

23. **Margaret Oblitas Chemistry Prize**
   藍曉雯 Lam Hiu Man Gloria  6E

24. **Wong Chuen But Chemistry Prizes**
   區凝香 Au Ying Heung  4E
   甘希賢 Kam Hei Yin Andrea  5E

25. **Miss Julia Lam Biology Prize**
   梁卓琳 Leung Cheuk Lam Charlie  5E
   黃嘉儀 Wong Ka Yee  5E

26. **Mrs. K. Fu Integrated Science Prize**
   楊亮澄 Yeung Leong Ching  2C

27. **Economics Prize**
   何樂思 Ho Joyce Loksee  6D

28. **Rev. Jenny Nam Prize**
   **Liberal Studies**
   蔡展晴 Choi Chin Ching  6E

   **BAFS**
   陳曉樂 Chan Hiu Lok  6D

   **Geography**
   戴詠沂 Tai Wing Yi  6E

29. **K.C. Too Scholarship for Creativity**
   林柏慧 Lam Pak Wai  4A
   朱彥如 Chu Yen Yu Agnes  5A
   白沅樺 Pai Yuan Hua  5A
   梁樂蔚 Leung Lok Wai  5B
   雷漪晴 Lui Yee Ching Jessie  5B
   梁詩程 Leung Sze Ching  5D
   蘇蔚恩 So Wai Yan Victoria  5D
30. **Wong Chau Yuk Bing Scholarship for Music**
   - 陳慧媛  Chan Yui Woon  4D
   - 朱彥如  Chu Yen Yu  5A
   - 白沅樺  Pai Yuan Hua  5A

31. **Mrs. Chung Lo Shuk Ying Prize for Music**
   - 蕭凱恩  Siu Hoi Yan  4A

32. **Wong Chau Yuk Bing Scholarship for Art**
   - 蕭倩敏  Huen Sin Man  6B
   - 梁燕慧  Leung Yin Wai  6B
   - 劉宛姍  Lau Yuen Shan  6C

33. **Mrs. Chung Lo Shuk Ying Prize for Art**
   - 劉宛兒  Lau Yuen Yee  4A

34. **Dr. Ko Wah Man Prize for Art**
   - 蘇蔚恩  So Wai Yan Victoria  5D

35. **Wong Kwan Pui Scholarship for Sports**
   - 陳祉忻  Chan Chi Yan  5E

36. **Siu Wai Ling Sports Leadership Award**
   - 徐芷君  Tsui Tsz Kwan  5B
   - 古詩蕊  Koo Sin Ying  5C
   - 馮婉施  Fung Bionnie Wun Sze  5D
   - 伍靖祐  Ng Ching Yue  5D
   - 梁樂怡  Leung Emily Lok Yee  5E

37. **Siu Wai Ling Sportsgirl of the Year Award**
   - 鄧卓忻  Wu Cheuk Yan  3D

38. **Fung King Ping Memorial Sports Prize**
   **For the most outstanding achievement in Game**
   - 徐嘉琳  Tsui Ka Lam  5D

   **For contribution to school life in the promotion of sports**
   - 李瑋珊  Lee Esther Wai Shan  5B
39. **Green Scholarship**

<table>
<thead>
<tr>
<th>Name</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ng Wing Hei Agnes</td>
<td>5E</td>
</tr>
<tr>
<td>Tse Wing Yan</td>
<td>5E</td>
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</tbody>
</table>

40. **Miss Leung Pui Han Scholarship**

<table>
<thead>
<tr>
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<th>Class</th>
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</thead>
<tbody>
<tr>
<td>Ho Ho Yi</td>
<td>4A</td>
</tr>
<tr>
<td>Yu Nga Wun</td>
<td>4B</td>
</tr>
<tr>
<td>Chan Hiu Ching</td>
<td>4D</td>
</tr>
<tr>
<td>Tong Tsz Ching</td>
<td>4D</td>
</tr>
<tr>
<td>Ho Kit Wai</td>
<td>5A</td>
</tr>
<tr>
<td>Cheung Ching Yin</td>
<td>5B</td>
</tr>
<tr>
<td>Ho Pui Shan</td>
<td>5C</td>
</tr>
<tr>
<td>Yuen Ka Man</td>
<td>5D</td>
</tr>
<tr>
<td>Lam Ka Wai</td>
<td>5E</td>
</tr>
</tbody>
</table>

41. **The Christine Shain Prize for Global Citizenship**

<table>
<thead>
<tr>
<th>Name</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yeung Vivian</td>
<td>5A</td>
</tr>
</tbody>
</table>

8.3 **External Scholarships and Awards**

1. **2013 Hong Kong Awards for Environmental Excellence Prize**

Secondary School Sector
St. Stephen’s Girls’ College

2. **Sir Edward Youde Memorial Prizes 2013-14**

<table>
<thead>
<tr>
<th>Name</th>
<th>Class</th>
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</thead>
<tbody>
<tr>
<td>Kam Hei Yin Andrea</td>
<td>5E</td>
</tr>
<tr>
<td>Lee Yee Shan Mavis</td>
<td>6D</td>
</tr>
</tbody>
</table>

3. **The Princeton Club of Hong Kong 2014 Book Award**

Organised by the Princeton Club of Hong Kong

<table>
<thead>
<tr>
<th>Name</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wong Ka Yee</td>
<td>5E</td>
</tr>
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</table>

4. **Harvard Book Prize 2014**

Organised by Harvard Club of Hong Kong

**Winner**

<table>
<thead>
<tr>
<th>Name</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wang Jaiwei</td>
<td>5D</td>
</tr>
</tbody>
</table>
Runners-up
趙樂翹  Chiu Lok Kiu Rachel  5A
林芝樂  Lam Charlotte  5D

5. **Hong Kong Island Outstanding Students Award 2014**
Organised by the Hong Kong Island School Heads Association

Top 10 Outstanding Student Award (Senior Section)
藍曉雯  Lam Hiu Man Gloria  6E

Central & Western District
Outstanding Student Award (Junior Section)
余樂思  Yu Rochelle Charis  4E

6. **Hong Kong Outstanding Students Award 2013-2014**
Organised by Wofoo Social Enterprises and sponsored by the Committee for the Promotion of Civic Education

李樂琳  Lee Lok Lam Amiel  4D

7. **The 14th Tomorrow’s Leader Award**
Co-organised by EDB and the Outstanding Young Person’s Association & the Youth Arch Foundation

陳慧琳  Chan Wai Lam  3A
梅庭甄  Mui Ting Yan  3C
李佳容  Lee Kai Yung  4D
陳淳蔚  Chan Shun Wai  4E
鄧捷  Tang Chit  5D
謝穎茵  Tse Wing Yan  5E
王志喜  Wong Gwyneth Zhi Xi  6A
何謹言  Ho Kun Yin  6D

8. **3A Outstanding Student Award**
Organised by City University of Hong Kong
趙樂翹  Chiu Lok Yiu Rachel  5A
蔡淳欣  Choi Shun Yan Sharen  5D
鄧捷  Tang Chit  5D
林芝樂  Lam Charlotte  5D

Certificate of Appreciation
陳祉忻  Chan Chi Yan  5E
謝穎茵  Tse Wing Yan  5E
9. **The Kiwanis Community Service Award 2014**  
*Presented by the Kiwanis Club of Hong Kong*  
羅詠琪  Law Wing Ki  6D  
蘇樂彤  So Lok Tung Jeanie  6E

10. **5th Hong Kong Outstanding Volunteer Award**  
*Sponsored by AVS and Roadshow*  
蕭凱恩  Siu Hoi Yan  5A

11. **Li Bing Scholarship for Vocal Music Development**  
*Organised by Hong Kong Blind Union*  
蕭凱恩  Siu Hoi Yan  4A

12. **蜆殼/港島青商展能學童獎學金**  
*最佳融合教育學生奬*  
蕭凱恩  Siu Hoi Yan  4A

13. **Outstanding Unit Award 2013-2104**  
*Organised by the Hong Kong Girl Guides Association*  
24th Island Company

14. **Outstanding Girl Guide Award 2014**  
*Organised by the Hong Kong Girl Guides Association*  
**Division Level**  
楊穎欣  Yeung Vivian  5A  
吳詠希  Ng Wing Hei Agnes  5E  

**Unit Level**  
區凝香  Au Ying Heung  4E

15. **The Chief Scout’s Award**  
*Organised by Scout Association of Hong Kong*  
張凱琳  Cheung Hoi Lam  5E

16. **Chief Commissioner’s Guide Award**  
*Organised by The Hong Kong Girl Guides Association*  
吳詠希  Ng Wing Hei Agnes  5E

17. **The 2013-2014 A.S. Watson Group Hong Kong Student Sports Awards**  
陳祉忻  Chan Chi Yan  5E
18. **Raising Star Athlete Award 2013-2014**

張凱嵐 Cheung Hoi Laam Karis  2A

19. **The Hong Kong Award for Young People**

*Organised by the Hong Kong Award for Young People*

**Bronze Award**

林懿德 Lam Yee Tak Natalie  3B

20. **明日之星上游獎學金**

譚慧衡 Tam Wai Hang  6E

林嘉慧 Lam Ka Wai  5E

21. **Hong Kong Institute of Certified Accountants Scholarship for Secondary School**

*Organised by HKIAAT*

李昕如 Lee Yan Yu  5D

22. **4th Asia-Pacific Youth Environmental Forum Field in Suwon, Korea**

*Organized by Gyeonggi Provincial Office of Education and the Marine Environmental Education Centre of the Republic of Korea*

楊穎欣 Yeung Vivian  5A

23. **Japan-East Asia Network of Exchange for Students and Youths (JENESYS) Programme**

*Sponsored by the Japanese Government*

**Hong Kong Delegate**

趙樂翹 Chiu Lok Kiu Rachel  6A

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**8.4 Awards at University**

1. **President’s Honour Roll**

林沅汶 Lam Yuen Man  (F.7, 2011)  HKBU

許馨允 Hui Hing Wan Ada  (F.7, 2012)  HKBU

鄭子澄 Cheng Chi Ching Christina Stephanie  (F.7, 2012)  HKBU

2. **Dean’s List**

高德珊 Ko Tak Shan Clarissa  (F.6, 2011)  HKUST

林佩霞 Lam Pei Hsia  (F.6, 2012)  HKBU

李嘉敏 Lee Ka Man  (F.6, 2012)  HKBU

梁佩玲 Leung Pui Ling  (F.6, 2012)  HKBU
3. **Self-financing Post-Secondary Scholarship Scheme**

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chung Cheuk Yin</td>
<td>HKIE</td>
<td>F.5, 2010</td>
</tr>
<tr>
<td>Tsoi Ching Wai</td>
<td>HKIE</td>
<td>F.5, 2010</td>
</tr>
</tbody>
</table>

8.5 **Inter-school Activities and Awards**

24. **Schools Creative Music Showcase 2013-14**  
*Organised by Education Bureau & Hong Kong Composers' Guild*

- **Best Music Prize**: Silver
- **Best Performance Prize**: Silver

25. **Barry Alexander International Vocal Competition**  
*High School Category - Honourable Mention*

- 林芝樂 (Lam Charlotte)
- 5D

26. **1st Hong Kong International Music Competition for Young Pianists**  
*Third*

- 楊泓慧 (Yeung Wang Wai)
- 2C

27. **The 3rd Macau-Asia Youth Piano Competition**  
*Organized by Macau Piano Association*

- **Honour Award**
  - 張倩婷 (Cheung Sin Ting)
  - 5D

28. **Top 10 Music Headlines**  
*Presented by RTHK Radio 4*

- **Second**
  - St. Stephen’s Girls’ College Choir

29. **2013 HK Drama Festival Awards**  
*Modern Drama*  
*Outstanding Script*

- 陳語翹 (Chan Yu Kiu)
- 2B
Best Performer
譚天恩  Tam Tin Yan  2D

**Shapespeare Drama**

Best Overall Performance
岑宙怡  Ramsden Julia Emma  5E

Best Spoken English
王嘉蔚  Wang Jiawei  5D

Best Performer
劉哲  Lau Chit  5D
岑宙怡  Ramsden Julia Emma  5E

30. **Li Po Chun United World College of Hong Kong Model United Nation**
*Organised by Li Po Chun World College of Hong Kong*

Outstanding Delegate
李佳容  Lee Kai Yung  4D

*Organised by Commercial Press Ltd. and HK Educational Publishing Company*

English Junior Merit Prize
柯文欣  Kitchell Katrina  2A

32. **Junior Writers Awards 2014**
*Organised by Senate House, Norton House and Upper House Academy*

Advanced Group - 2nd Runner Up
林芝樂  Lam Charlotte  5D

33. **Top 100 Writers of 2014**

Advanced Group
林芝樂  Lam Charlotte  5D
林浩珊  Lam Ho Shan  5D

Intermediate Group
霍嘉敏  Fok Catalina Ka Man  3B
車曉嵐  Che Hiu Lam  3D
34. World Scholar’s Cup 2014
   Global Round (Singapore)

**Challenge**
Top Individuals - Honor Roll
余樂思 Yu Rochelle Charis 4E

**Debate**
Team - Honor Roll
陳善盈 Chan Sin Ying Ruby 4E
駱詠祺 Lok Wing Kei 4E

Top Scorer From Each School (Junior)
吳苑彤 Ng Yuen Tung 1C

Regional Round (Hong Kong)

Junior:

**Challenge**
Science & History - Honor Roll
甄多加 Chen Dorcas 1C

Social Science The Arts - Honor Roll
李卓霖 Lee Cheuk Lam Kelly 2C

Top Individuals - Honor Roll
甄多加 Chen Dorcas 1C
李卓霖 Lee Cheuk Lam Kelly 2C
黎溢穎 Lai Yat Wing Betty 2A
李頤 Li Sabrina Yee 3B

**Scholar’s Bowl**
Honor Roll
甄多加 Chen Dorcas 1C
李穎婷 Li Wing Ting 1C
吳苑彤 Ng Yuen Tung 1C

Top Individuals - Top Scorer from Each School
張詠淇 Cheung Wing Ki 2C
Senior:

**Challenge**  
Special Area & Science - Honor Roll  
文朗晴  Man Long Ching  2A

**Top Individuals - Honor Roll**  
文朗晴  Man Long Ching  2A

**Literature - Honor Roll**  
陳善盈  Chan Sin Ying Ruby  4E

**Team - Honor Roll**  
陳善盈  Chan Sin Ying Ruby  4E

**The arts – Challenge Subject Winner**  
余樂思  Yu Rochelle Charis  4E

**Debate**  
**Team & Top Individuals - Honor Roll**  
陳善盈  Chan Sin Ying Ruby  4E

**Bowl - 4th Place**  
文朗晴  Man Long Ching  2A  
黃洛琳  Wong Lok Lam  2B  
余樂思  Yu Rochelle Charis  4E

**Honor Roll**  
陳善盈  Chan Sin Ying Ruby  4E

**Top Scorer From Each School**  
余樂思  Yu Rochelle Charis  4E

35. **39th Hong Kong Youth Translation Competition**  
*Organised by Junior Chamber International Peninsula*  
**1st Runner Up**  
歐陽沛琳  Au Yeung Pui Lam  5D
36. **2013/14 Statistical Project Competition for Secondary School Students**  
*Organised by Hong Kong Statistical Society*

**Senior Section - Distinguished Prize**
- 李佳容 Lee Kai Yung 4D
- 李穎欣 Li Wing Yan 4D
- 莫芷晴 Mok Tsz Ching 4D
- 沈欣渝 Shum Yan Yue 4D
- 鄧凱祺 Wu Hoi Ki 4D

37. **Secondary School Mathematics and Science Competition 2014**  
*Organised by The Hong Kong Polytechnic University*

**Medal**
- 甘希賢 Kam Hei Yin Andrea 5E

**High Distinction**
- 林浩珊 Lam Ho Shan 5D
- 鄭晴怡 Cheng Ching Yee 5E

**Distinction**
- 鄧捷 Tang Chit 5D
- 林嘉慧 Lam Ka Wai 5E

**Credit**
- 陳姿蓉 Chan Chi Yung 5D
- 陳銘 Chan Ming 5D
- 蔡淳欣 Choi Shun Yan Sharen 5D
- 曾愷敏 Tsang Hoi Man Heidi 5D

**Proficiency**
- 王嘉蔚 Wong Jiawei 5D
- 陳芷忻 Chan Chi Yan 5E

38. **1 + 1 Science Tip-top Talent Scheme 2013-2014**  
*Organised by HKFYG Centre for Creative Science and Technology*

One of the top 5 selected projects from senior Secondary students
- 甘希賢 Kam Hei Yin Andrea 5E

39. **Physics Olympiad**

First honour and the school’s honourable mention
- 鄧凱祺 Wu Hoi Ki 4D
Honourable mention
潘詠琦 Poon Wing Kei 4E

40. International Junior Science Olympiad Screening Test
Organised by Hong Kong Academy of Gifted Education
2nd Class Honour
霍嘉敏 Fok Catalina Ka Man 3B

3rd Class Honour
王沛婷 Wong Pui Ting 3A

41. Winter Program for the Gifted and Talented 2013
李靄澄 Lee Oi Ching 2D
鄧子茵 Tang Yanna 1C
楊芷曦 Yeung Tsz Hay 1E

42. Hong Kong Olympiad in Informatics 2014
Junior Group - Bronze
潘詠琦 Poon Wing Kei 4E

43. CityU-CS Robocode Contest 2013
Organised by Department of Computer Science, City University of Hong Kong
Certificate of Achievement
鄔凱祺 Wu Hoi Ki 4D
潘詠琦 Poon Wing Kei 4E

44. Chemistry Online Self-study Award Scheme
Organised by Hong Kong Virtual Unviersity
Platinum Award
區凝香 Au Ying Hung 4E
陳諄 Chan Chun Yiu 4E
陳梓珊 Chan Tsz Shan 4E
劉倩煒 Lau Xin Wai 4E
潘詠琦 Poon Wing Kei 4E
麥穎恩 Mak Wing Yan 5A
何佩珊 Ho Pui Shan 5C
黃靖懿 Wong Ching Yi 5D
陳詠忻 Chan Chi Yan 5E
鄭晴怡 Cheng Ching Yee 5E
林嘉慧 Lam Ka Wai 5E
45. **Hong Kong Geography Olympiad 2014**
   Organised by Hong Kong Geography Association
   
   2nd runner-up
   
   岑宙怡 Ramsden Julia Emma 5E

46. **International Geography Olympiad 2014**
   Organised by International Geographical Union Olympiad Task Force
   
   Bronze
   
   岑宙怡 Ramsden Julia Emma 5E

47. **“Economics Arena: Policy Analysis” Competition**
   Organized by the Business School of the Chinese University of Hong Kong and the Education Bureau
   
   Outstanding Participation Awards
   
   謝芷彤 Chie Tsz Tung 5D
   黃思齊 Wong Si Tsai 5D
   余芷昕 Yu Tsz Yan 5D
   袁嘉敏 Yuen Ka Man 5D
   袁若汧 Yuen Ruo Qian 5D
   陳欣彤 Chan Yan Tung 5E
   李華麗 Lee Wa Lai 5E
   吳詠希 Ng Wing Hei Agnes 5E
   楊雋穎 Young Chun Wing 5E

48. **第十六屆香港青少年數學精英選拔賽**
   二等榮譽奬
   黃芊芊 Wong Chin Chin 3C

49. **通識時事問答比賽 2014**
   信報及香港教育城主辦
   
   個人優異奬
   
   梁巧盈 Leung Hau Ying 4B
   梁凱瑩 Leung Hoi Ying 4B
   区凝香 Au Ying Heung 4E
   簡慧盈 Kan Wai Ying 4E
   劉倩煒 Lau Xin Wai 4E
   鮑燕而 Pau Yin Yee 4E
   嚴芝枬 Yim Chi Nam Hazel 5A
   周諾 Chow Nok 5D
   李穎希 Lee Wing Hei 5E
50. 2013年第三屆長城杯中國文化藝術大賽 - 香港賽區語言類現場比賽
香港教育工作者聯會、香港教育學院幼稚園校友會、長城國際文化藝術交流中心主辦
詩詞朗誦組 - 冠軍
陳慧琳  Chan Wai Lam  3A

散文朗誦組 - 冠軍
陳慧玲  Chan Wai Ling  3A

51. 第十六屆明報校園記者計劃最佳表現學生獎
《明報》主辦
最佳表現學生大獎
周韻晴  Chow Wan Ching Rachel  5A

52. 第二十九屆中學生閱讀報告比賽
商務印書館主辦
中文廣泛閱讀組 - 高級組冠軍
陳浩儀  Chan Ho Yee  4D

53. 金港中學粵語拼音大賽
香港城市大學中文系、翻譯及語言學系及香港語言學學會主辦
銅獎
潘麗銘  Poon Lai Ming Tammy  6A

54. 香港學界辯論挑戰賽 2013
香港學界辯論挑戰賽 2013 筹委會
決賽最佳辯論員
劉哲  Lau Chit  5D

55. 孔聖盃儒家經典詩詞背默大賽
孔教學院主辦
初中組 - 季軍
楊亮澄  Yeung Leong Ching  2C

高中組 - 季軍
梁玓玓  Leung Danielle  5A

56. 智愛中文閱讀平台
香港智國集團主辦
部落格寫作獎
葉錦樺  Ip Vanessa Karina Kam Wa  1C
### 金獎
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<td>中2c組</td>
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57. **第四屆智趣無限 - 智力測驗玩具嘉年華暨全港中小學「T字之謎」大賽（中學組）**

### 一等奬
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### 二等奬
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58. **珍惜水資源」水務設施繪畫比賽**
   水務局主辦
   **優異獎**
   林保縈 Lam Po Ying 4A

59. **Student Support Programme of Chinese Language Learning 2013-14**
   *Organised by The University of Hong Kong*
   Uson Erika Denielle Nacinopa 1D
   Khan Nadia T. 3B

60. **2014 Youth Drill Competition**
   *Organised by Hong Kong Red Cross & Volunteer Department (Hong Kong Island Division)*
   **Advanced Group - 2nd runner-up**
   Red Cross Cadet Unit 171

61. **Youth Nursing Competition**
   *Organised by Hong Kong Red Cross & Volunteer Department*
   **Champion**
   Red Cross Cadet Unit 171

62. **United Nations Environmental Programme - Climate Youth Network Programme**
   *Organised by Green Power*
   **Outstanding Climate Youth Amabssador**
   朱靖怡 Chu Jing Yi 4A
   謝映 Tse Ying 5A
   林子恩 Lam Tsz Yan 5D
   羅睿琦 Lo Yui Kei 5D
   謝穎茵 Tse Wing Yan 5E
   劉思岐 Lau Sze Ki Peony 5E
   梁卓琳 Leung Cheuk Lam Charlie 5E
   李思濤 Li Sze Ching 5E
   吳詠希 Ng Wing Hei 5E
   謝爾霖 Tse Yi Lam 5E
   蔡婷 Tsoi Ting Westing 5E
   黃嘉儀 Wong Ka Yee 5E
   王樂瑤 Wong Lok Yiu 5E
   楊雋穎 Young Chun Wing 5E
   袁穎忻 Yuan Wing Yan 5E
63. **Orbis Student Ambassador Programme**  
*Organized by Orbis Hong Kong*

- 劉哲  
  Lau Chit  
  5D
- 劉思岐  
  Lau Sze Ki Peony  
  5E
- 梁卓琳  
  Leung Cheuk Lam Charlie  
  5E
- 鄧靖瑜  
  Tang Ching Yu  
  5E
- 蔡婷  
  Tsai Ting Westing  
  5E
- 黃嘉儀  
  Wong Ka Yee  
  5E
- 王樂瑤  
  Wong Lok Yiu  
  5E

64. **公益少年團團員獎勵計劃 2013-14**

**中學中級(橙章)**
- 李樂琳  
  Lee Lok Lam Amiel  
  4D
- 莫芷晴  
  Mok Tsz Ching  
  4D
- 彭芷萱  
  Pang Tsz Huen  
  4D
- 黃楚懿  
  Wong Cho Yi  
  4D

**中學初級(綠章)**
- 郭熙妍  
  Kwok Hei Yin  
  3A
- 李芷蕙  
  Lee Tsz Wai  
  3A
- 莫芷晴  
  Mok Tsz Ching  
  4D
- 彭芷萱  
  Pang Tsz Huen  
  4D

**中學基本級(黃章)**
- 陳慧琳  
  Chan Wai Lam  
  3A
- 黎靖雯  
  Lai Ching Man  
  3A

65. **2013-2014 Student Environmental Protection Ambassador Scheme**

**Outstanding Student Environmental Protection Ambassador - Gold Award**
- 謝穎茵  
  Tse Wing Yan  
  5E

**Silver Award**
- 鄧靖瑜  
  Tang Ching Yu  
  5E

**Bronze Award**
- 潘詠琦  
  Poon Wing Kei  
  4E

**Merit Award**
- 王沛婷  
  Wong Pui Ting  
  3A
- 朱靖怡  
  Chu Jing Yi  
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黃瑞盈 Wong Sui Ying 5E
胡靖嵐 Wu Ching Laam Grace 5E
楊雋穎 Young Chun Wing 5E
袁穎忻 Yuan Wing Yan 5E

has successfully completed the Basic Environmental Badge Training

朱靖怡 Chu Jing Yi 4A
簡慧盈 Kan Wai Ying 4E
梁思荇 Leung Sze Hang Karina 4E
孫葆宜 Suen Zoe 4E
王韻玲 Wong Han Ling 4E
謝映 Tse Ying 5A
張伊彤 Chang Yi Tung Tivoli 5B
林子恩 Lam Tsz Yan 5D
羅睿琦 Lo Yui Kei 5D
李欣琳 Lee Yan Lam Eileen 5E
李思澈 Li Sze Ching 5E
謝穎茵 Tse Wing Yan 5E
蔡婷 Tsoi Ting Westing 5E
楊雋穎 Young Chun Wing 5E
袁穎忻 Yuan Wing Yan 5E

66. Volunteer Movement
Organized by Social Welfare Department

Gold Award
St. Stephen’s Girls’ College

Gold Award (200 service hours or above)

鄭苑葭 Cheng Yuen Ga 6A
許思詠 Hui Si Wing Natalie 6A
梁靜琦 Leung Andrea Tseng Kay 6A

Silver Award (100 service hours or above)

莫芷晴 Mok Tsz Ching 4D
雷漪晴 Lui Yee Ching Jessie 5B
陳泳霖 Chan Wing Lam 5C
羅曉君 Law Hiu Kwan Cathleen 5D

Bronze Award (50 service hours or above)

陳姿同 Chan Chi Tong 3B
陳雅穎  Chan Nga Wing  3B
麥綺菁  Mak Yee Ching  3C
李佳容  Lee Kai Yung  4D
傅諾誼  Foo Nok Yi  5A
廖肇昕  Liu Oi Yan  5A
徐嘉琳  Tsui Ka Lam  5D
鄭靖瑜  Tang Ching Yu  5E
楊舒詠  Yeung She Wing Christy  6E

67. 社會福利署中西南及離島區推廣義務工作計劃
2013年度義工服務嘉許狀

金獎
莫芷晴  Mok Tsz Ching  4D
雷漪晴  Lui Yee Ching Jessie  5B
陳泳霖  Chan Wing Lam  5C
羅曉君  Law Hiu Kwan Cathleen  5D
鄭苑葭  Cheng Yuen Ga  6A
許思詠  Hui Si Wing Natalie  6A
梁靜琦  Leung Andrea Tseng Kay  6A

銀獎
陳姿同  Chan Chi Tong  3B
陳雅穎  Chan Nga Wing  3B
麥綺菁  Mak Yee Ching  3C
李佳容  Lee Kai Yung  4D
傅諾誼  Foo Nok Yi  5A
廖肇昕  Liu Oi Yan  5A
徐嘉琳  Tsui Ka Lam  5D
鄭靖瑜  Tang Ching Yu  5E
楊舒詠  Yeung She Wing Christy  6E

銅獎
葉錦樺  Ip Vanessa Karina Kam Wa  1C
徐翠君  Tsui Chui Kwan  4D
區凝香  Au Ying Heung  4E
張伊彤  Chang Yi Tung Tivoli  5B
羅依雯  Loh Yee Man Kristy  5B
徐芷君  Tsui Tsz Kwan  5B
楊曉婷  Yeung Hiu Ting  5B
余穎寶  Yu Wing Po  5B
芮潁洋  Zay Vivienne  5B
陳幗欣  Chan Kwok Yan Kornee  5C
劉思岐  Lau Sze Ki Peony  5E
梁卓琳  Leung Cheuk Lam Charlie  5E
伍琳    Ng Lam  5E
謝爾霖  Tse Yi Lam  5E
蔡婷    Tsoi Ting Westing  5E
王樂瑶  Wong Lok Yiu  5E
胡靖嵐  Wu Ching Laam Grace  5E
楊雋穎  Young Chun Wing  5E
袁穎忻  Yuan Wing Yan  5E
關佩瑩  Kwan Pui Ying  6D
藍曉雯  Lam Hiu Man Gloria  6E

68. 65th Hong Kong Schools Speech Festival

*English Speech*

**Solo Verse Speaking – Non-Open Secondary 1 - Girls**

*Second*
劉悅呈  Lau Yuet Ching  1E

*Third*
灌昭如  Koon Chiu Yue  1B

**Third**
簡嘉琳  Kan Ka Lam Rachel  1D

**Solo Verse Speaking – Non-Open Secondary 2 – Girls**

*First*
趙悅融  Chao Yuet Yung  2A

*Second*
盧思澄  Lo Sze Ching  2D

**Solo Verse Speaking – Non-Open Secondary 3 - Girls - First**
鄭敬婷  Kwong Jing Ting Deborah  3E

**Solo Verse Speaking - Non-Open Secondary 4 - Girls - Third**
蔡子蔚  Tsoi Tsz Wai  4B
Solo Verse Speaking – Non-Open Secondary 5 - Girls - Second
林芝樂 Lam Charlotte 5D

Solo Prose Reading – Non-Open Secondary 2 – Girls - First
陳語翹 Chan Yu Kiu 2B

Solo Prose Reading – Non-Open Secondary 5 - Girls - First
王嘉蔚 Wang Jiawei 5D

Solo Prose Speaking – Open Age 16 and over - Boys and Girls - Third
林芝樂 Lam Charlotte 5D

Public Speaking Solo – Secondary 1 and 2 - Third
張詠淇 Cheung Wing Ki 2C

Public Speaking Solo – Secondary 5 - First
林芝樂 Lam Charlotte 5D

Public Speaking Solo – Secondary 6 and Post-secondary - First
宋煒妍 Sung Wai Yin Gemma 6D

Choral Speaking – Non-Open Secondary 5 and 6 – Girls - Third
F.5D

Dramatic duologue – Secondary 5 to 6 - First
王嘉蔚 Wang Jiawei 5D
岑宙怡 Ramsden Julia Emma 5E

中文組

散文獨誦 (中學一及二年級)
冠軍
余沛恩 Yue Pui Yan Charmaine 2C

亞軍
陳曉彤 Chan Hiu Tung Jessica 2B

季軍
陳語翹 Chan Yu Kiu 2B
詩詞獨誦 (中學一、二年級) - 季軍
古靄彤 Koo Sin Tung 1B

詩詞獨誦 (中學四年級) - 季軍
蕭凱恩 Siu Hoi Yan 4A

詩詞獨誦 (中學五年級) - 季軍
趙家尉 Chiu Ka Wai 5C
黎嘉珮 Lai Ka Pui 5C
徐嘉琳 Tsui Ka Lam 5D

詩詞獨誦 (中學一、二年級) (普通話)
亞軍
王子文 Wong Tsz Man 1B

季軍
李穎婷 Li Wing Ting 1C
吳佩琪 Ng Pui Ki 1D
余沛恩 Yue Pui Yan Charmaine 2C

詩詞獨誦 (中學三、四年級) (普通話) - 亞軍
陳慧玲 Chan Wai Ling 3A

歌詞朗誦 (中學四至六年級) - 亞軍
梁詩程 Leung Sze Ching 5D

二人朗誦 (中學一及二年級) - 冠軍
莊恩 Chong Yan 1B
鍾潔言 Chung Kit Yin 1B

二人朗誦 (中學三及四年級)
冠軍
楊雯雯 Yeung Man Man 4B
陳淳蔚 Chan Shun Wai 4E

季軍
洪澄如 Hung Ching Yu 4A
沈欣瑜 Shum Yan Yue 4D
宗教作品朗誦 (基督教經文) (中學一及二年級) - 季軍
劉悅呈 Lau Yuet Ching 1E

69. 66th Hong Kong Schools Music Festival
Solo Verse Speaking : Non-Open Secondary 1 – Girls - Second
劉悅呈 Lau Yuet Ching 1E

Sacred Music : Age 19 or under (in Chinese) - First
SSGC Mixed Choir (with Queen's College)

Vocal Classes

Vocal Solo : Open (in Chinese) - Second
梁詩程 Leung Sze Ching 5D

Vocal Solo : Age 14 or under (in Foreign Language)
First
車曉嵐 Che Hiu Lam 3D

Second
羅亦琛 Law Yik Sum 1B

Third
張凱迪 Cheung Heidi 2E

Vocal Solo : Age 14 or under (in Chinese) - Second
羅亦琛 Law Yik Sum 1B

Vocal Solo : Age 19 or under (in Chinese) - Third
朱彥如 Chu Yen Yu 5A

Female Voice Duet : Age 14 or under - First
趙菁鏵 Chiu Ching Wah 3A
車曉嵐 Che Hiu Lam 3D

Piano Classes

Piano Solo : Grade 8
Second
陳子洵 Chan Tsz Shun 3A
Third
黎溢穎  Lai Yat Wing Betty  2A

Piano Duet : Senior
First
陳子洵  Chan Tsz Shun  3A
陳睿媛  Chan Yui Woon  4D

Third
鄭曉蔚  Cheng Hiu Wai  4D
劉曉瑤  Lau Hiu Yiu Haily  4E

Instrumental Classes
Violin Concerto
Age 13 or under - First
江芷晴  Kong Tsz Ching  1D

Age 19 or under - Second
蕭嘉悅  Siu Ka Yuet Emily  1E

Viola Solo : Senior - Second
方希桐  Fong Hei Tung Ingrid  2E

Cello Solo : Intermediate - First
邱淑華  Khoo Shuk Wa  2A

Violin Duet : Senior - Second
沈易蔚  Sum Yvette  1E
沈易鞍  Sum Yvonne  3E

Double Bass Solo : Senior - Third
陳睿媛  Chan Yui Woon  4D

Flute Solo : Junior - Third
黎溢穎  Lai Yat Wing Betty  2A

Clarinet Solo : Junior - Second
鄭善蓮  Tang Cinlin Celine  3D
**Trumpet Solo : Junior - First**
陳慧玲 Chan Wai Ling 3A

**French Horn Solo : Senior - Second**
陳慧玲 Chan Wai Ling 3A

**Treble Recorder Solo : Age 13 or under - Second**
冼愷晴 Sin Hoi Ching Ingrid 1C

**Trumpet Solo : Junior - Second**
楊諾彤 Yeung Yolanda 2C

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<thead>
<tr>
<th>Instrument</th>
<th>Grade</th>
<th>Name</th>
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<tbody>
<tr>
<td>French Horn</td>
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<td>Chan Wai Ling</td>
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<tr>
<td>Treble Recorder</td>
<td>1C</td>
<td>Sin Hoi Ching Ingrid</td>
</tr>
<tr>
<td>Trumpet</td>
<td>2C</td>
<td>Yeung Yolanda</td>
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**Xylophone Solo**
<br>Second
趙家苗 Chiu Ka Miu 3B

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<tr>
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<th>Grade</th>
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<tbody>
<tr>
<td>Xylophone</td>
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</table>

**Third**
利漪 Leher Athena Franziska 1C

70. **BOCHK Bauhinia Bowl Award**
Overall Ranking in Girls’ School : Fourth (out of 38)

71. **BOCHK Schools Sports Volunteer Scheme**
Outstanding Volunteer Service in Inter-School Athletics Competition 2013-14

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
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<tbody>
<tr>
<td>林柏慧</td>
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<tr>
<td>姚思靖</td>
<td>4A</td>
</tr>
<tr>
<td>李穎欣</td>
<td>4D</td>
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<td>丘曉津</td>
<td>4D</td>
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<tr>
<td>梁家榕</td>
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<td>梁思荇</td>
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<tr>
<td>陳姿蓉</td>
<td>5D</td>
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<tr>
<td>朱樂晴</td>
<td>5D</td>
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<tr>
<td>譚璟靚</td>
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<tr>
<td>謝芷晴</td>
<td>3D</td>
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<tr>
<td>吴卓忻</td>
<td>3D</td>
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<tr>
<td>姚思靖</td>
<td>4A</td>
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</tbody>
</table>

72. **All China Youth Athletics Championships (14-15 years old)**
Girls – 100M - Second
鄔卓忻 Wu Cheuk Yan 3D

Girls – 200M - Fourth
鄔卓忻 Wu Cheuk Yan 3D
Girls – High Jump - Second
張凱嵐 Cheung Hoi Laam Karis 2A

73. 2014 Asia Junior Women’s Volleyball Championship
陳祉忻 Chan Chi Yan 5E

74. School Interport Athletics Competition 2013-14
100M & 200M - Second
鄔卓忻 Wu Cheuk Yan 3D

4X100M Relay - First
鄔卓忻 Wu Cheuk Yan 3D

75. BD Dance World Superstars DanceSport Championship Singapore
Latin – Girl’s Colo – 15 years and Below - First
陳諾藍 Chan Naveen 1C

Junior II – Open Standard - First
張浩欣 Cheung Ho Yan 2D

76. 2014年全澳公開體育舞蹈選拔賽暨澳港粵青少年體育舞蹈友誼邀請賽
Junior Age Group : Ballroom Section - Second
張浩欣 Cheung Ho Yan 2D

Latin Section - Third
陳諾藍 Chan Naveen 1C

77. Inter-School Badminton Competition (Division One)
Overall - Second
B Grade - First
C Grade - Third

A Grade
黃樂瑤 Wong Lok Yiu Charlotte 2E
鄭欣婷 Cheng Yan Ting 4E
謝映 Tse Ying 5A
徐芷君 Tsui Tsz Kwan 5B
伍靖瑜 Ng Ching Yue 5D
魯承恩 Lo Shing Yan 6D
曹嘉怡 Tso Ka Yee Ashley 6E
B Grade
鄺梓琦 Kwong Natalie 3B
張善盈 Cheung Zin Ying 3E
黎衛儀 Lai Tracy Wai Yee 3E
林祖慧 Lam Cho Wai 3E
劉倩瑤 Lau Xin Wai 4E
容以琳 Yung Denise 4E

C Grade
莊恩 Chong Yan 1B
方彩欣 Fong Choi Yan Angie 1C
劉倩楟 Lau Xin Ting 1C
李祿嵐 Lee Rachel Cheuk Nam 1C
蕭卓盈 Siu Cheuk Ying 2A
邱逸嵐 Yau Yat Laam 2A
林穎希 Lam Chloe Wing Hay 2B
阮思瑜 Ruan Si Yu 2B
周奕彤 Chou Yik Tung 2C
馮芷芊 Fung Katrina 2C
梁穎琳 Leung Ho Lam Trista 2D
陳倩蓉 Chan Sin Yung Belcher 2E

78. All Hong Kong Schools Jing Ying Badminton Tournament 2013-2014
Organised by Hong Kong Schools Sports Federation
Quarter Final (Secondary Girls Singles)
謝映 Tse Ying 5A

79. Inter-School Swimming Competition (Division One)
B Grade
100 M Back Stroke Style - Fourth
卞安蕎 Pin Chloe On Kiu 3D

A Grade
4X50 M Free Style Relay - Fourth
白沅樺 Pai Yuan Hua 5A
劉芷澄 Lau Tsz Ching 5B
馮媛施 Fung Bonnie Wun Sze 5D
何曦 Ho Hay Iane 6A
80. **Inter-school Fencing Competition (Open Division)**

**Overall - Third**

**Epee - Fourth**

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<tr>
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<tbody>
<tr>
<td>李長熊</td>
<td>Li Cheung Hung Kelly 1D</td>
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<td>廖婉彤</td>
<td>Liu Yuen Tung 1D</td>
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<tr>
<td>曾婉澄</td>
<td>Tsang Yin Ching 1E</td>
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<tr>
<td>邱淑華</td>
<td>Khoo Shuk Wa 2A</td>
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<tr>
<td>潘悦婷</td>
<td>Poon Kristie 2A</td>
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<tr>
<td>馮伊婷</td>
<td>Fung Yi Ting 3D</td>
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<tr>
<td>程嘉儀</td>
<td>Ching Ka Yee 3E</td>
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<tr>
<td>龍筠宜</td>
<td>Loong Kwan Yee 3E</td>
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<td>伍洛瑩</td>
<td>Wu Luo Ying Joyce 4D</td>
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<td>陳靖媛</td>
<td>Chan Ching Wun 4E</td>
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<td>謝欣彤</td>
<td>Tse Yan Tung Audrey 4E</td>
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<td>蔡杏琳</td>
<td>Tsoi Hang Lam 4E</td>
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<tr>
<td>鄭捷</td>
<td>Tang Chit Gigi 5D</td>
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<tr>
<td>徐嘉琳</td>
<td>Tsui Ka Lam 5D</td>
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<tr>
<td>張柏齡</td>
<td>Cheung Pak Ling 6A</td>
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<tr>
<td>馬穎婷</td>
<td>Ma Wing Ting 6E</td>
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**Individual Result**

**Epee**

**A Grade - Third**

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>張柏齡</td>
<td>Cheung Pak Ling 6A</td>
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</table>

**C Grade - Third**

<table>
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<th>Name</th>
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<tbody>
<tr>
<td>曾婉澄</td>
<td>Tsang Yin Ching 1E</td>
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**Foil**

**A Grade - Third**

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<tbody>
<tr>
<td>徐嘉琳</td>
<td>Tsui Ka Lam 5D</td>
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81. **Iner-school Basketball Competition (Division Two)**

**Overall - Fourth**

**C Grade - Third**

**A Grade**

<table>
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<tr>
<th>Name</th>
<th>Grade</th>
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<tbody>
<tr>
<td>唐卓研</td>
<td>Tong Cheuk Yin 4D</td>
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### B Grade

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<tr>
<td>劉芷澄</td>
<td>5B</td>
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<tr>
<td>周諾</td>
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<td>譚穎廬</td>
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<td>許思詠</td>
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<td>郭思延</td>
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### C Grade

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<tr>
<td>蔡穎欣</td>
<td>2C</td>
</tr>
<tr>
<td>黃雪瑩</td>
<td>2D</td>
</tr>
<tr>
<td>李懿澄</td>
<td>2D</td>
</tr>
<tr>
<td>吳烯桐</td>
<td>2D</td>
</tr>
<tr>
<td>張凱迪</td>
<td>2E</td>
</tr>
<tr>
<td>潘穎彤</td>
<td>2E</td>
</tr>
</tbody>
</table>
82. **Inter-School Tennis Competition (Division Two)**

**Overall - Fourth**

<table>
<thead>
<tr>
<th>Name</th>
<th>Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>王苡琳</td>
<td>1A</td>
</tr>
<tr>
<td>王子文</td>
<td>1B</td>
</tr>
<tr>
<td>陳可祈</td>
<td>1E</td>
</tr>
<tr>
<td>張凱嵐</td>
<td>2A</td>
</tr>
<tr>
<td>何詠浠</td>
<td>2C</td>
</tr>
<tr>
<td>謝欣桐</td>
<td>2D</td>
</tr>
<tr>
<td>鍾芷昕</td>
<td>2E</td>
</tr>
<tr>
<td>雷昭怡</td>
<td>2E</td>
</tr>
<tr>
<td>馮宇因</td>
<td>3A</td>
</tr>
<tr>
<td>周若嵐</td>
<td>3B</td>
</tr>
<tr>
<td>劉韻珩</td>
<td>3D</td>
</tr>
<tr>
<td>羅慧德</td>
<td>4C</td>
</tr>
<tr>
<td>汪本娴</td>
<td>5D</td>
</tr>
<tr>
<td>陳海晴</td>
<td>6D</td>
</tr>
<tr>
<td>藍曉雯</td>
<td>6E</td>
</tr>
</tbody>
</table>

83. **Inter-School Beach Volleyball Competition (Division Two)**

**Overall - Fourth**

<table>
<thead>
<tr>
<th>Name</th>
<th>Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>梁鈞棱</td>
<td>3A</td>
</tr>
<tr>
<td>陳可晴</td>
<td>3D</td>
</tr>
<tr>
<td>吳進俐</td>
<td>4B</td>
</tr>
<tr>
<td>陳曉漫</td>
<td>4D</td>
</tr>
<tr>
<td>賴欣寧</td>
<td>5E</td>
</tr>
</tbody>
</table>

84. **All Hong Kong Inter-Secondary Schools Gymnastic Competition**

**Girl Junior - Balance Beam – Sixth**

<table>
<thead>
<tr>
<th>Name</th>
<th>Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>羅曉君</td>
<td>5D</td>
</tr>
</tbody>
</table>

85. **Inter-school Athletics Championships (Division Two)**

**B Grade - First**

**B Grade 4 x 400 M - Second**

<table>
<thead>
<tr>
<th>Name</th>
<th>Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>劉韻菁</td>
<td>3D</td>
</tr>
<tr>
<td>鄧卓忻</td>
<td>3D</td>
</tr>
<tr>
<td>馮羨</td>
<td>3E</td>
</tr>
<tr>
<td>沈欣瀛</td>
<td>4D</td>
</tr>
</tbody>
</table>
C Grade 4 x 400M - Second
張凱嵐 Cheung Hoi Laam Karis 2A
李馥妝 Lee Fook Chong Alma 2A
文朗晴 Man Long Ching 2A
黃頌瑜 Wong Chung Yu 2D

Individual Result

B Grade

100M - First
鄔卓忻 Wu Cheuk Yan 3D

200M - First
鄔卓忻 Wu Cheuk Yan 3D

800M - Third
黃寶怡 Wong Bao Yi 3E

1500M - Frist
黃寶怡 Wong Bao Yi 3E

High Jump - First
沈欣渝 Shum Yan Yue 4D

High Jump - Second
陳仰欣 Chan Yeung Yan 4A

Long Jump - Fourth
沈欣渝 Shum Yan Yue 4D

Javelin - Fourth
容以琳 Yung Denise 4E

C Grade High Jump - First
張凱嵐 Cheung Hoi Laam Karis 2A

86. Girls Novice, Floor Exercise, Vaulting
Merit
蕭若琳 Sui Yeuk Lam 2B
87. **學界跆拳道比賽 2014**

女子色帶組 - 隊際及個人冠軍

<table>
<thead>
<tr>
<th>姓名</th>
<th>名字</th>
<th>年級</th>
</tr>
</thead>
<tbody>
<tr>
<td>葉皓晴</td>
<td>Ip Ho Ching</td>
<td>1D</td>
</tr>
<tr>
<td>蕭卓盈</td>
<td>Siu Cheuk Ying</td>
<td>2A</td>
</tr>
<tr>
<td>梁瀿琳</td>
<td>Leung Ho Lam Trista</td>
<td>2D</td>
</tr>
</tbody>
</table>

88. **隊際外展劍擊(花劍)比賽**

女子初級組 - 季軍

<table>
<thead>
<tr>
<th>姓名</th>
<th>名字</th>
<th>年級</th>
</tr>
</thead>
<tbody>
<tr>
<td>潘悅婷</td>
<td>Poon Kristie</td>
<td>2A</td>
</tr>
<tr>
<td>邱淑華</td>
<td>Khoo Shuk Wa</td>
<td>2A</td>
</tr>
<tr>
<td>李長熊</td>
<td>Li Cheung Hung Kelly</td>
<td>1D</td>
</tr>
<tr>
<td>廖婉彤</td>
<td>Liu Yuen Tung</td>
<td>1D</td>
</tr>
</tbody>
</table>

89. **67th South China Athletics Association Inter-School Athletics Meets**

*Organised by South China Athletics Association*

**A Grade 4X400M Relay - Third**

<table>
<thead>
<tr>
<th>姓名</th>
<th>名字</th>
<th>年級</th>
</tr>
</thead>
<tbody>
<tr>
<td>葉匡婷</td>
<td>Ip Hong Ting</td>
<td>4C</td>
</tr>
<tr>
<td>容以琳</td>
<td>Yung Denise</td>
<td>4E</td>
</tr>
<tr>
<td>黎嘉珮</td>
<td>Lai Ka Pui</td>
<td>5C</td>
</tr>
<tr>
<td>林嘉儀</td>
<td>Lam Ka Yee Christy</td>
<td>6C</td>
</tr>
</tbody>
</table>

**B Grade High Jump - Second**

沈欣渝 | Shum Yan Yue | 4D |

**C Grade High Jump - First (New Record)**

張凱嵐 | Cheung Hoi Laam Karis | 2A |

90. **Central & Western District Athletics Meet**

*Organised by Leisure & Cultural Services Department*

**D Grade High Jump**

**First**

沈欣渝 | Shum Yan Yue | 4D |

**Second**

陳仰欣 | Chan Yeung Yan | 4A |
91. CyberRun for Rehab – Healthy Steps in Cyberport 2013
Organised by the Hong Kong Society for Rehabilitation
5Km Secondary School Girls Team - Third
SSGC Team 1
顏詩渟 Ngan Sze Ting Joanna 4A
葉匡婷 Ip Hong Ting 4C
林嘉儀 Lam Ka Yee Christy 6C
Age 12 - Third
胡頌恩 Wu Veronica Joanne 1A
Age 16 - First
林嘉儀 Lam Ka Yee Christy 6C
Age 16 - Third
葉匡婷 Ip Hong Ting 4C

92. 12th Rosaryhill Sports Tournament
Volleyball - First
陳祉忻 Chan Chi Yan 5E
賴欣寜 Lai Yang Ning 5E
Basketball - Third
唐卓研 Tong Cheuk Yin 4D
劉芷澄 Lau Tsz Ching 5B

93. SportExcel 運動卓越奬
黃愷欣 Wong Hoi Yan 1B
馬式倫 Ma Sik Lun 2D

94. 運動攀登比賽
女子組(12-13 歲)
李軍 許栢妍 Hui Pak In 1C

95. 學校體育推廣計劃
劍擊章別獎勵計劃
武士金章
黃愷欣 Wong Hoi Yan 1B
Uson Erika Denielle Nacinopa 1D
96. 中西區分齡網球比賽 2013-14
女子青少年組單打(14-15 歲) - 冠軍
馮宇因 Fung Yu Yan 3A

97. 十一屆飛達全港田徑新星大賽
Women’s High Jump - First
張凱嵐 Cheung Hoi Laam Karis 2A

98. 屈臣氏田徑會青少年挑戰賽
Women’s High Jump - Second
張凱嵐 Cheung Hoi Laam Karis 2A

99. Hong Kong Athletics Championships
張凱嵐 Cheung Hoi Laam Karis 2A

100. Samsung 57th Festival of Sport IAAF World Athletics Day
張凱嵐 Cheung Hoi Laam Karis 2A

101. PB RUN Race 1: Tseung Kwan O
Organised by Activist Association
5K, Girl Age 12-15 - First
黃寶怡 Wong Bao Yi 3E

102. Hong Kong Annual Athletic Championships for the Disabled
Organised by Hong Kong Paralympic Committee & Sports Association for the Physically Disabled
企立組(視障組) T11
60M, 100M, 擲木球 - First
蕭凱恩 Siu Hoi Yan 4A
103. Hong Kong Team Challenge 2014
   Ladies Foil
   Champion
   徐嘉琳 Tsui Ka Lam 5D

104. SCAA Fencing Championship 2014
   Under 17 Women’s Sabre Team - Champion
   徐嘉琳 Tsui Ka Lam 5D

105. Junior Fencing Champions 2014
   Under 17 Women’s Sabre Team - Champion
   徐嘉琳 Tsui Ka Lam 5D

106. HKU Open Tournament 2013
   Women’s Team - 2nd Runner-up
   徐嘉琳 Tsui Ka Lam 5D

107. 全國少年撃劍賽 2013
   女子花劍甲組 - 第四名
   徐嘉琳 Tsui Ka Lam 5D

108. Watsons Athletics Club Annual Challenge
   林浩恩 Lam Ho Yan 5E

109. Hong Kong Junior Age Group Athletic Meet- Race2
   林浩恩 Lam Ho Yan 5E

110. Tsuen Wan, Sham Shui Po, Sai Kung, Southern District Age Group Athletics Competition
   High Jump - Champion
   林浩恩 Lam Ho Yan 5E

111. Central & Western District Age Group Athletics Competition 2013
   High Jump - 1st Runner-up
   林浩恩 Lam Ho Yan 5E

112. Tuen Mun District Age Group Athletics Competitions 2013
   High Jump - 1st Runner-up
   林浩恩 Lam Ho Yan 5E
113. The 28th New Territories Inter-district Athletics Meet 2013

High Jump - 2nd Runner-up
林浩恩 Lam Ho Yan 5E

114. 10th Inter-school DanceSport Competition

Secondary School Section: Promotion Award - Bronze

Formation Competition - Gold
吳穎彤 Ng Wing Tung Clarice 1B
陳諾藍 Chan Naveen 1C
吳苑彤 Ng Yuen Tung 1C
梁溥莛 Leung Po Ting 1D
黃悉如 Wong Karen Sik Yu 1D
張詠淇 Cheung Wing Ki 2C
馮芷芊 Fung Katrina 2C
丘諾琳 Yau Nok Lam 2C
張浩欣 Cheung Ho Yan 2D
文心言 Man Sum In Natalie 2D
陳慧琳 Chan Wai Lam 3A
許煒欣 Hui Wai Yan 3A
許煒欣 Hui Wai Yan 3A
簡介清 Kan Kai Ching 3A
林懿德 Lam Yee Tak Natalie 3B
李頤 Li Sabrina Yee 3B
劉明真 Lao Ming Chun 4A
董恩廷 Toong Yan Ting 4A
羅琳 Law Ellen Lam 4D
陳倩榆 Chan Sin Yu 4E
梁樂怡 Leung Emily Lok Yee 5E

Individual Events

Girls: 14 or under

Samba - Bronze
吳苑彤 Ng Yuen Tung 1C
陳諾藍 Chan Naveen 1C

Samba - Commended Award
馮芷芊 Fung Katrina 2C
Cha Cha Cha - Highly Commended Award
陳諾藍  Chan Naveen  1C
吳苑彤  Ng Yuen Tung  1C

Cha Cha Cha - Commended Award
吳穎彤  Ng Wing Tung Clarice  1B
黃悉如  Wong Karen Sik Yu  1D

Rumba - Highly Commended Award
陳諾藍  Chan Naveen  1C
吳苑彤  Ng Yuen Tung  1C

Cha Cha Cha - Highly Commended Award
張詠淇  Cheung Wing Ki  2C
陳慧琳  Chan Wai Lam  3A
李頤  Li Sabrina Yee  3B
陳倩榆  Chan Sin Yu  4E

Cha Cha Cha - Commended Award
梁溥莛  Leung Po Ting  1D
許煒欣  Hui Wai Yan  3A
簡介清  Kan Kai Ching  3A
林懿德  Lam Yee Tak Natalie  3B
劉明真  Lao Ming Chun  4A
羅琳  Law Ellen Lam  4D

Girls: 16 or under

Rumba - Highly Commended Award
梁溥莛  Leung Po Ting  1D
陳慧琳  Chan Wai Lam  3A
李頤  Li Sabrina Yee  3B
林懿德  Lam Yee Tak Natalie  3B

Rumba - Commended Award
張詠淇  Cheung Wing Ki  2C
許煒欣  Hui Wai Yan  3A
簡介清  Kan Kai Ching  3A
劉明真  Lao Ming Chun  4A
羅琳   Law Ellen Lam   4D
陳倩榆  Chan Sin Yu   4E

**Paso Doble - Gold**
劉明真  Lao Ming Chun  4A
羅琳   Law Ellen Lam   4D

**Paso Doble - Highly Commended Award**
梁溥莛  Leung Po Ting   1D
張詠淇  Cheung Wing Ki  2C
陳慧琳  Chan Wai Lam   3A
李頤   Li Sabrina Yee   3B
林懿德  Lam Yee Tak Natalie  3B
陳倩榆  Chan Sin Yu   4E

**Jive - Highly Commended Award**
劉明真  Lao Ming Chun  4A
羅琳   Law Ellen Lam   4D

**Jive - Commended Award**
梁溥莛  Leung Po Ting   1D
陳慧琳  Chan Wai Lam   3A
李頤   Li Sabrina Yee   3B
林懿德  Lam Yee Tak Natalie  3B

**Girls: 21 or under**

**Samba - Bronze**
張浩欣  Cheung Ho Yan   2D
梁樂怡  Leung Emily Lok Yee  5E

**Samba - Highly Commended Award**
丘諾琳  Yau Nok Lam   2C
董恩廷  Toong Yan Ting  4A

**Cha Cha Cha - Highly Commended Award**
丘諾琳  Yau Nok Lam   2C
董恩廷  Toong Yan Ting  4A
張浩欣  Cheung Ho Yan   2D
梁樂怡  Leung Emily Lok Yee  5E

**Rumba - Silver  2D**
張浩欣  Cheung Ho Yan  5E
梁樂怡  Leung Emily Lok Yee

**Rumba - Highly Commended Award**
丘諾琳  Yau Nok Lam  2C
董恩廷  Toong Yan Ting  4A

**Paso Doble - Gold**
張浩欣  Cheung Ho Yan  2D
梁樂怡  Leung Emily Lok Yee  5E

**Paso Doble - Highly Commended Award**
丘諾琳  Yau Nok Lam  2C
董恩廷  Toong Yan Ting  4A

**Jive - Gold**
張浩欣  Cheung Ho Yan  2D
梁樂怡  Leung Emily Lok Yee  5E

**Jive - Highly Commended Award**
丘諾琳  Yau Nok Lam  2C
董恩廷  Toong Yan Ting  4A

115. 50th School Dance Festival

**Jazz (Group) - Highly Recommended Award**
陳紫欣  Chan Tsz Yan  1B
鍾潔言  Chung Kit Yin  1B
陳心怡  Chan Sum Yee  1C
柯文欣  Kitchell Katrina  2A
李馥妝  Lee Fook Chong Alma  2A
李卓瑩  Li Cheuk Ying Vanessa  2B
吳沅凌  Goh Yuen Ling Joan  2E
吳雅霖  Ng Yar Lin  3A
周麗銳  Chow Lai Yui  4A
高芷萱  Ko Tsz Huen  4A
柯晞曼  Or Natalie  4A
蔡子蔚  Tsoi Tsz Wai  4B
8.6 Participation in Extra-curricular Activities

8.6.1 Sports and Physical Development

2013-14 was a fulfilling and successful year for the school sports team. Through our members’ great dedication and excellent team spirit, we achieved remarkable results. Our School ranked 4th out of 38 girls’ schools in the BOCHK Bauhinia Bowl Award, increasing our ranking by one place. Moreover, 2A Cheung Hoi Laam Karis attained the “Rising Star Athlete Award”. The establishment of the Rising Star Athlete Award is to recognize the achievement of athletes who have achieved an excellent performance and devoted a great deal of time and effort to a single sport. This award is open to C grade athletes only. A total of 42 awards are awarded with no restrictions on sporting events. Each Rising Star Athlete receives a trophy, a certificate and a scholarship for HK$1,000.

Our Badminton Team came Second overall in the Division One Inter-school Badminton Competition. The B Grade team were the Champions and the C Grade team came Third. The Basketball Team came Fourth overall in the Division Two Inter-school Basketball Competition. The C Grade team came Third. The B Grade Athletics Team were Champions in the Division Two Inter-school Athletics Competition. Our Tennis Team and Beach Volleyball Team came Fourth overall in the Inter-school Tennis and the Division Two Beach Volleyball Competition. As for the Fencing Team, they came Third overall and the Epee team came Fourth in the Inter-School Fencing Competition Open Division. Last but not least, Our Dance Team received one highly commended award in the 50th Dance Festival Jazz Dance category. Our DanceSport Team received a Gold Award in the Formation Competition in the 10th Hong Kong School DanceSport Champion - Secondary School Section. They also received a Bronze in the School DanceSport Promotion Award. Overall, we will have four sports teams in Division One next year.
We were also proud to have five students in our school representing Hong Kong in International sports competitions. They were 5E Chan Chi Yan, 3D Wu Cheuk Yan (Athletics), 3A Leung Queenie (volleyball), 2D Cheung Ho Yan and 1D Naveen Chan (DanceSport). These achievements are in recognition of our students’ concerted effort to strive for sporting excellence and the school’s strong support for sports.

To enhance our sport culture, our Physical Education Department as well as the Sports and Recreation Association tried their best to promote sports in the school. A series of sports activities were Organised 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 lessons and all students had to perform in the opening ceremony on Sports Day. To enrich students’ leadership we also Organised a half-day training workshop in the YMCA to encourage Form Three and Four students to be responsible sports team leaders in the coming year. Internally, we invited two alumni – Cheung Hoi Tung and Chan Pui Yu to share their experiences during assembly and during the Sports Team party. Last but not least, our school will also participate as one of the cheering teams in the FIVB Volleyball World Grand Prix - HK 2014 which will be held in the Hong Kong Coliseum in August.

8.6.2 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 fulfil 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 Organised a “PANORAMA" Campaign. The Panorama Campaign aimed to push students to ‘Dream Big, Aim High’, by motivating them to go beyond their limits; to ‘Pan the love’, by strengthening bonds within the school; and to promote ‘Unity and Continuity’, by fostering effective school-student communication. This campaign included the “Carry the Good Name Drawstring Bag Design Competition, the Dress Casual Day, a Chinese New Year Mini Funfair, the Memory Night for Form Six students and the Panorama Week. The SA also successfully organised regular events like the Mentorship Programme, SA Day, Open Forum, End of Term Performance, SA products and Inter-class competitions. This year’s activities were highly commended by staff and students as they provided our schoolmates with a fruitful and enjoyable school year.
8.6.3 Club Activities

In actualizing the school's goal of promoting the holistic development of students, the school offers a good balance of extra-curricular activities which provide students with the opportunity to discover their potential, develop their talents and enhance their generic skills. Students may also join one of 34 clubs which range from academic societies such as Mathematics, Social Science, English and Chinese, to drama and public speaking such as debating, Model United Nations, Odyssey of the Mind, and Campus TV teams. There is even a hiking club. Student leaders were elected and trained to take up leading roles and to organize a multitude of functions and activities for their schoolmates. This year, we successfully Organised activities with different themes like English Week, Chinese Week, Computer Week, CF Week, Mathematics Week, Sports Week, science technology experiments, baseball cap design workshop, debating competitions, cookery classes, 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 external as well as inter-school competitions. They performed very well and won numerous awards in different fields.

8.6.4 Community Service

One of the school’s traditions is 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, the 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. There are 17 service societies that provide opportunities for students to contribute to the school, Hong Kong and the international community. Zonta Z, Changing Young Lives, Student Ambassadors, Big Sisters and the Environmental Protection Team are but a few of the groups that engage students in citizenship.

In 2013, our students completed over 2800 service hours. Seven students received a Gold Award from the Volunteer Movement organized by the HK Social Welfare Department in recognition of over 200 service hours; nine students earned the Silver Award (over 100 hours); and twenty-one students received the Bronze Award (over 50 hours). 6D Law Wing Ki Winky and 6E So Lok Tung Jeanie received the Kiwanis Community Service Award for their outstanding performance and contribution to voluntary service. A community project “Childream” for the children of Central and Western District was also successfully organized by the Students’ Association. 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.

8.6.5 Environmental Protection Activities

8.6.5.1 School Environmental Mission

Our mission is to promote environmentally responsible and sustainable behavior within the school community, to maintain an environmentally-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.

8.6.5.2 Green Awards:

2013 Hong Kong Awards for Environmental Excellence (HKAEE) Gold Award
Our school was awarded the Gold Award under the Sectorial Awards of the 2013 HKAEE in Schools sector (Secondary Sub-sector) and was awarded a HKD $60,000 Green Fund to improve environmental facilities at school. The award is in recognition of our school’s outstanding achievement in promoting environmental protection and our excellent work in going green.

Climate Youth Network
Our school also won the “Outstanding Climate Youth Ambassadors Award” and was awarded a HKD $10,000 Green Fund to improve environmental facilities at school.

8.6.5.3 Environmental Protection Team
Our school Environmental Protection Team (EPT) was established to draw up a whole-school green policy. This year, 180 Student Environmental Protection Ambassadors (SEPAs) from Form One to Form Six and 60 green monitors, two from each class work under the coordination of one team leader, two vice team leaders and 15 working group student leaders and nine teacher advisors to promote and enforce all the environmental activities in the school.

8.6.5.4 Green Activities in School

<table>
<thead>
<tr>
<th>Working group</th>
<th>Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greening the school campus</td>
<td>• In alliance with green monitors to ‘green’ the classrooms &lt;br&gt;• To organize green school activities and practice organic farming. &lt;br&gt;• To conduct the green roof and garden maintenance work.</td>
</tr>
<tr>
<td>Environmental Bulletin Board and dissemination of environmental news</td>
<td>• To display posters and news concerning programs and competitions. &lt;br&gt;• To inform students about various programs and competitions during assembly and through e class. &lt;br&gt;• To maintain a web page on the school web. &lt;br&gt;• To update the monthly electricity consumption.</td>
</tr>
<tr>
<td>Waste recycling, reduction and management</td>
<td><strong>Recycling:</strong> &lt;br&gt;• To allocate recycling bins in both buildings on the school campus. &lt;br&gt;• To make sure that each classroom and staffroom has a paper recycling box. &lt;br&gt;• To remind students to put the waste into the appropriate recycling bins. &lt;br&gt;• To recycle plastic in the whole school campus every week. Other materials such as glass, electronics, red packets and papers are also recycled. &lt;br&gt;<strong>Waste reduction:</strong> &lt;br&gt;• More green tips should be given to both the teachers and students during assembly. &lt;br&gt;• To investigate the consumption rate and use of toilet paper in school.</td>
</tr>
<tr>
<td>Green lunch</td>
<td>• To remind students to bring utensils and properly return lunch boxes and utensils &lt;br&gt;• To liaise with the tuck shop to provide a green lunch every month.</td>
</tr>
<tr>
<td>Energy conservation</td>
<td>• Sets of energy saving labels are posted in every classroom, special rooms and staff rooms to reminding students and staff to switch off appliances when not in use and to refrain from using the air-conditioners when the temperature is below 25°C. &lt;br&gt;• Labels concerning the use of air conditioners are posted in every classroom &lt;br&gt;• Monthly assembly announcements about energy consumption are made to remind all students and staff about energy saving tips.</td>
</tr>
<tr>
<td>Training of SEPAs</td>
<td>• Recruiting and training of SEPAs. &lt;br&gt;• Arranging workshops and training for SEPAs.</td>
</tr>
<tr>
<td>Patrol Team</td>
<td>• To coordinate SEPAs to patrol the school during lunch time, during breaks and after school to investigate the effectiveness of the environmental policy and green practices of the students. &lt;br&gt;• To report their investigation and evaluation during assemblies periodically.</td>
</tr>
</tbody>
</table>
Environmental Ambassadors Scheme
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 during this academic year, three student green leaders were awarded Gold, Silver and Bronze Outstanding SEPA Awards, and 40 students were awarded SEPA Merit Awards and 15 students were awarded Environmental Basic Badges.

Green Oath
At the beginning of the term a Green Oath was taken by the whole school community; not only members but also teachers and other students swore to put in an effort to create a sustainable and green school campus.

Green Promise
At the beginning of the academic year, the whole school came up with 10 promises that they vowed to carry out. By carrying out the green promises, it helped to make the school a greener campus and enhance students’ sense of protecting the environment as well.

Gardening workshop
The Green Campus Group has been working very hard to provide a comfortable and relaxing environment for the school. They have been watering the plants in the newly built garden every day. Gardening workshops are held periodically, Green Campus group members are taught how to take care of different plant species.

Composting workshop
A composting workshop was held by the Green Campus Group. Leftovers from Home Economics classes were collected for composting.

Waste Recycling Programmes
The waste management group has organized several recycling programmes for plastic, paper, aluminum cans, ink cartridges etc. Our school also joined the Scheme for Promoting Waste Reduction and Recycling in the School Sector organized by the Environmental Protection Department of the HKSAR. Students and teachers collected computers, electronics equipment and glass for recycling.

Green Day
In collaboration with the Student Association, Green Day was held on 29th April. On that day, students got to wear their class t-shirts if their patrol marks reached a certain standard. In addition, a paper making workshop was held. The paper made was then used as presents for Teachers’ Day.
SSGC EPT webpage
A webpage was established to act as a platform for students. It has regular updates on the activities held and introduces the structure and mission of the EPT. Students can gain a better understanding of our team and also promotions from other green organizations.

8.6.5.5 Green Services to the Community:

Climate Youth Network
"Climate Youth Network" recruits secondary students to become "Climate Youth Ambassadors", training them to become climate leaders through a series of training schemes, activities, experiences and practices. Cultivating the secondary students' low carbon habits through the enhanced awareness and understanding of climate change; they will also promote the messages in their schools and communities, applying their knowledge to combat climate change. 18 Climate Youth Ambassadors from Form Four and Form Five joined the climate youth network organized by Green Power and won the Outstanding Climate Youth Ambassador Award. The team hosted a campaign named “The Growing Seed” which held various activities that promoted low carbon living as well as reducing carbon footprints.

Part I: Low Carbon Funfair
On the 22 March 2014, the Campaign held a Low Carbon Funfair in the KSL and Ho Tung Hall. The Funfair was a great opportunity for primary school students and their parents to gain a better understanding of the principles of low carbon living through various activities such as lively presentations, wonderful game stalls and garden tours. It was very exciting to see over 250 primary school students and family members participate in the event and have a lot of fun.

Part II: R n M
From March to May 2014, a joint school recycling project, RnM was held. It was a collaborative project by 7 secondary schools across Hong Kong and Kowloon. A briefing session was held on 14 March 2014 and a promotion video with actors recruited from the participating schools was recorded as well. All schools responded enthusiastically to the recycling programme.

A prize giving ceremony was held on 30 June 2014 to acknowledge the contribution and hard work of various schools. Our Principal Mrs. Shain, Vice Principal Mrs. Yau and the teacher in charge, Ms. Lam attended the ceremony along with the three winning schools, Sacred Heart Canossian College, Ying Wa College and St. Paul’s College.

Part III: Climate Youth Forum
The "Climate Youth Forum" was the highlight of the "Climate Youth Network". It provided "Climate Youth Ambassadors" with a valuable chance to share their views with climate change
experts and pupils in other schools, broadening their horizons. Ten "Climate Youth Ambassador" teams with outstanding performance in the Second Stage – Implementation of School & Community Activities shared their accomplishments in implementing low carbon activities.

Our school won the “Outstanding Climate Youth Ambassador Award” and was awarded a HKD $10,000 Green Fund to improve environmental facilities at school.

8.6.6 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 2013-2014, the Prefects’ Camp was successfully held in September. A 2-days-1 night training camp in Sung Kung for all Form Three students and a 3-days-2 nights training camp in Tung Chung were arranged in February.

Students were provided with ample opportunities to take up different duties in school which included being Student Ambassadors, Captains or students in-charge of the school teams; Chairpersons of the ECA clubs; student leaders of the Student 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.

Our school also encouraged students to take part in other leadership training programs like the “Leaders to Leaders” Lecture Series, YWCA Leadership Training Program, LCSD Sports Captain Program, the Overture of Global Leadership Program of HKU, Climate Youth Network Program, JA Leadership Compass Workshop, Orbis Ambassador Programme 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 2013-2014, we nominated students to take part in the Student Leadership Conference in Gold Coast. Three of our Form Four students joined the 2014 Student Leadership Conference at the Bold University in the Gold Coast from 15 to 19 January 2014, which was jointly organized by the Alliance of Girls’ Schools and the Rising Generations. These were eye-opening experiences. The conferences were highly successful and have inspired the participants to become enthusiastic and active leaders in their community.

With the exemplary and outstanding performance of our student leaders, students received different awards and prizes in leadership. Fifteen student leaders received the new Outstanding Student
Leader Award which recognizes the excellent performance of student leaders in different discipline like Students’ Association, Sports, Music, Dance, Debate, Drama, Social Service, Christian Fellowship and Media. Another eight students received the 2014 Tomorrow’s Leader Award jointly organized by the Education Bureau, the Outstanding Young Persons’ Association and the Youth Arch Foundation. Two students also received the Outstanding Girl Guides Award.

8.6.7 Life Skills Camps

Outdoor education camps were organized for Form One, Form Three and Form Five students in the academic year 2013-2014. 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 an 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 1 November 2013, Form One 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 Form One 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.

From 12 February to 13 February, Form Three students accompanied by their form teachers joined an adventure training camp in the HKFYG Jockey Club Sai Kung Outdoor Training Camp. 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 12 February to 14 February 2014 at the YWCA Sydney Leong Holiday Lodge, was an amazing and unforgettable experience for our Form Five students. Through various activities like outdoor cooking, experiential and other adventurous activities, our Form Five students worked closely together and took up different responsibilities which further enhanced their personal qualities and knowledge for becoming effective leaders.
Dance has a long and rich history at SSGC. Today, students have been engaged in a wide range of dance including, Chinese, Western, modern, jazz, ballroom and our newest addition, tap. This year, we worked collaboratively with Rhythm & Tempo, Hong Kong’s first professional tap dancing group. Through myriad dance clubs, students use sport and art to develop a strong bond with their peers. Not only do our dance programmes provide quality training from dance professionals, they also help ensure that students develop a broader interest in the Arts and cultural studies. The girls appreciate the relationship of dance to the wider world and become articulate and intelligent advocates for their art form. Apart from joining inter-school competitions, our students choreograph their own dance pieces and perform at school and community events.

This year, our dance team achieved impressive results in the 50th Dance Festival. Our team got the Highly Commended Awards in the Jazz Category. The Dancesport Team also got excellent results in the 10th Inter-school DanceSport Championships. The team clinched a Gold Award in the Team Categories and a Bronze Award for Best Participation. In the individual category, we received 3 gold, 1 silver, 2 bronze, 12 Highly Commended and 10 Commended awards in the competitions. In addition, our school dance team also joined the Tap Dance Animateur Scheme under the Leisure & Cultural Services Department. The course provided skills training, rhythm and tempo, Tap Jam, practices and performance. Their performance was well received by staff and students.

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。本學年中文戲劇隊共有50名隊員（中一 6名; 中二 3名; 中三 1名; 中四 18名; 中五 16名; 中六 6名）。

戲劇隊本年的工作主要於十月份舉行五場中學巡迴演出。演出獲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」話劇比賽全場總冠軍的劇目－－《一》，讓更多中學生認知社會資本的理念，同時宣傳戲劇藝術對學生帶來的好處。

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.

2013-2014 proved to be a very busy year for the English Drama Team. In April, we participated in two categories of the 2014 Drama Fest (organized by the Association of English Medium Secondary Schools). We did exceptionally well in the Shakespeare category and were thrilled to win the Outstanding Performance Award as well as two awards for Outstanding Performer. Our entry in the modern category was entitled “The Lottery”, a satire on racial discrimination in Hong Kong. Again, the team was delighted to receive awards for Outstanding Performer, Outstanding Script and Outstanding Spoken English.

8.6.10 Debates

English Debate

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, and many friendly matches with other schools. Students were awarded the Best Debater in some of the competitions.

中文辯論

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，中文辯論隊參與了青苗盃、大律師公會主辦的中學生辯論賽、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，由本隊教練、港大粵隊隊員李昕君小姐為新隊員舉辦辯論工作坊，讓新隊員作有系統培訓。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，亦與男拔萃書院、保良局合辦「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。

8.6.11 Model United Nations & World Scholar’s Cup

MUN 2013-14

The Model United Nations team attended three conferences this year, one for junior students and
two for seniors. The junior conference at Victoria Shanghai Academy was an opportunity for
students to learn the basic structure of the United Nations and the protocols for debating the issues.
Our students represented Rwanda in the Security Council and the High Commission for Refugees.
The main theme for the conference was Water and students created resolutions for debate on issues
associated with water such as water-borne illnesses, access to water in arid regions, fishing rights
and water pollution.
In the Hong Kong MUN, our students were delegates of South Africa and debated issues such as the
weaponization of space, combating pollution and achieving environmental sustainability in
developing nations, The Rwandan Genocide in 1994 and generic drugs and drug patents.

Individual students attended the Li Po Chun Model United Nations and represented a range of
countries and issues.

World Scholar’s Cup

World Scholar’s Cup is an exciting, international, academic competition that tests students’
understanding of a range of issues and ideas associated with a theme. The students have to research
these ideas and then sit a test, participate in three debates, write an essay and work as a team to
answer questions in the Scholar’s Bowl, an exciting quiz very similar to a TV game show that the
students enjoy greatly. The focus of this festival of learning is to create a global community of
intelligent, motivated students who enjoy acquiring knowledge and using it to think outside the box.

In 2014, the theme was ‘The World Within’ and students investigated the History of Espionage, the
Within Walls’, in Social Studies, ‘Echoes of the Interior’, in Art and Music and, in the special area,
This year, five, three-person teams from SSGC (one included a student from St Francis Xavier College) attended the Regional Round in Hong Kong and won a number of prizes. As a result, three teams went to Singapore in June, under the guidance of Ms. Hawthorne, to compete in the Global Round where social activities were added to the program to ensure that all these academically-oriented students made friends with fellow scholars from around the world.

8.6.12 Campus Broadcasting Programme

**Achievements**
The Campus TV Committee experienced another productive and prolific year in 2013-2014. Seven production groups were formed with a total of 88 members, 20 of whom were Executive Committee Members. Two broadcasts were held in the mid-term and second term respectively.

During the summer holiday, a joint school MV production workshop was organized to strengthen members’ filming and editing skills. Three music video clips were produced. Internally, five video clips of school events were recorded: the Swimming Gala, Garden Dedication Ceremony, Speech Day, Sports Day and School Concert. In co-operation with the Students’ Association, five video clips were recorded which involved an array of extra-curricular activities: The Michaelmas Fair, SA Mini Funfair, Form Six Last Assembly, SA Week, the End of Term Celebration and SA Day. Furthermore, the Committee produced video episodes for three external competitions.

The following are the video production entries for external competitions:

<table>
<thead>
<tr>
<th>Organization</th>
<th>Competition / Activity</th>
<th>Group</th>
<th>Group Leader</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Term</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Chinese Manufacturers' Association of Hong Kong</td>
<td>The 48th HK Brands &amp; Products Expo-Short Movie Competition</td>
<td>1</td>
<td>5B Tsui Tze Kwan</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>5C Lam Ka Hei</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>5D Ng Ching Yue</td>
<td>Production entered the final round</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>5E Yeung Wing Man</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>5</td>
<td>4D Tsui Chui Kwan</td>
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<td></td>
<td></td>
<td>7</td>
<td>5E Ramsden Julia Emma</td>
<td></td>
</tr>
<tr>
<td>M21</td>
<td>M21 Tick Your Choice-Healthy Video Contest</td>
<td>4</td>
<td>5E Yeung Wing Man</td>
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<tr>
<td></td>
<td></td>
<td>7</td>
<td>5E Ramsden Julia Emma</td>
<td></td>
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<tr>
<td><strong>Second Term</strong></td>
<td></td>
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</tr>
<tr>
<td>幸福薬品 Fortune Pharmacal</td>
<td>幸福要拍一部短片創作比賽 2014</td>
<td>2</td>
<td>5C Lam Ka Hei</td>
<td></td>
</tr>
</tbody>
</table>
This year, the Committee continuously provided members with filming and editing experiences to further strengthen their capabilities. A Form One Campus TV Programme was organized to train the potential Form One students. Also, a Multi-cam Controlling Training Course was held within the school term. In the coming summer, the committee will organize an Introductory Training Course, an Intermediate Training Course and an Advanced Training Course. A Joint School Detective Story Production Workshop will also be held. It is hoped that the participants will share and exchange their creative ideas during the three-day-workshop.

**Reflection**

Despite the success made in this academic year, there are still opportunities for further enhancement.

- Filming arrangements for school events
- Requirements for keeping membership
- A reporting scheme
- Number of broadcasts
- Grouping of members
- Selection of group leaders and executive committee members

We have proposed the following plans for next year:

- Encourage members to join more external activities and competitions
- Tighten up the requirements for keeping membership
- Reorganize the arrangement for the shooting crews in different school events
- Increase the number of broadcasts and develop multiple broadcasting formats
- Provide lower form members with opportunities to take up significant roles
- Consider the possibility of streamlining the structure of the committee
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.

**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, organization, metacognition, time management, perseverance and social intelligence.

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 and others’ needs for all SSGC members
- Equipped all members of the community with integrity, moral courage and 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 and 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.
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


21st Century Learning Environment for Global Citizenship

‘GET’

Global Experience
Executive Function
Technology Enhancement

At St. Stephen’s Girls’ College the vision for a 21st century learning environment defines Global Experiences, Executive Function and enhanced use of Technology as essential outcomes for teaching and learning in all programs.

<table>
<thead>
<tr>
<th>Global Experience</th>
<th>Executive Function</th>
<th>Technology</th>
</tr>
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<tbody>
<tr>
<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>
<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>
<td>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.</td>
</tr>
<tr>
<td>Focus</td>
<td>Intended Outcomes / Targets</td>
<td>Strategies</td>
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<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>Enrich global experience through:</td>
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<tr>
<td></td>
<td></td>
<td>• Global Experience Programme with overseas visits and exchange opportunities</td>
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<td></td>
<td></td>
<td>• An e-platform to share teaching ideas, experiences and students’ work with teachers and students in sister schools</td>
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<td>• Engagement in real world problem solving through enhanced educational visits</td>
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<td>• Curricular emphasis on understanding the world and self</td>
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<td>• Co-curricular programmes that enhance analysis, problem solving, decision making</td>
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<td></td>
<td>• A series of Assembly presentations related to global issues (political, social, environmental, economic, technological, cultural)</td>
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<td>• Promoting the understanding and use of environmentally friendly practices within the school community.</td>
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<td>• Ensuring the school fulfills its obligations as a ‘green school’ by reduction of carbon footprint.</td>
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<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>Engage in Active Citizenship through:</td>
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<tr>
<td></td>
<td></td>
<td>• Community Outreach Programmes and more structured volunteer services</td>
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<td></td>
<td>• Community Partnerships</td>
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<td></td>
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<td>• Volunteer Opportunities to Mainland China and developing countries</td>
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<td>• Service learning in and outside school</td>
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<td></td>
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<td>• Curricular and co-curricular programs focusing on the local and global community</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>Advance innovative teaching through:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Professional development for teachers</td>
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<td></td>
<td></td>
<td>• Teacher learning teams</td>
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<td></td>
<td></td>
<td>• Differentiated instruction for diverse learners</td>
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<td></td>
<td>• Opportunities for collaboration, investigation, enquiry and interactive learning activities in curricular programmes, - a student-centred approach</td>
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<td></td>
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<td>• Building a QEF funded Exercise room</td>
</tr>
</tbody>
</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, life-long learning, social intelligence, self-management skills)  
- Life Skills Camping Trips  
- More school-parent partnership  
- Enhancing collaboration with internal stakeholders & external organisations | 12/13 | 13/14 | 14/15 |
| **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 | 12/13 | 13/14 | 14/15 |
| | 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 | 12/13 | 13/14 | 14/15 |
### Technology Enhancement

<table>
<thead>
<tr>
<th>Focus</th>
<th>Intended Outcomes / Targets</th>
<th>Strategies</th>
<th>Time Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>eLearning</strong></td>
<td>Expand access to and use of technology through:</td>
<td>• Installing Wireless access throughout the school</td>
<td>✓  ✓  ✓</td>
</tr>
<tr>
<td></td>
<td>• Teacher professional development for use of technology in classroom instruction and administrative work</td>
<td>✓  ✓  ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Augment access to notebooks through mobile labs</td>
<td>✓  ✓  ✓</td>
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<td></td>
<td>• Use of various software programmes for interactive classroom learning</td>
<td>✓  ✓  ✓</td>
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<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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<tr>
<td></td>
<td>• Discussion forum on eclass</td>
<td>✓  ✓  ✓</td>
<td></td>
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<tr>
<td></td>
<td>• Evaluation and reflection through elearning platforms</td>
<td>✓  ✓  ✓</td>
<td></td>
</tr>
<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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<tr>
<td></td>
<td>• Electronic portfolios for each student with SLP,OEA,SBA and important student work</td>
<td></td>
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</tr>
<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>
</tr>
<tr>
<td></td>
<td>• Class-based assignments and assessments lists accessible by students and parents through eclass</td>
<td>✓  ✓  ✓</td>
<td></td>
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<tr>
<td></td>
<td>• Email and eclass communication with parents</td>
<td>✓  ✓  ✓</td>
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<tr>
<td></td>
<td>• Explore replacing some telephone call or parents letter/ notices to parents by sending mass “SMS”</td>
<td>✓  ✓  ✓</td>
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<tr>
<td></td>
<td>• Acceptable Use Policy for the use of all school related technology</td>
<td>✓  ✓  ✓</td>
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<tr>
<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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</tr>
</tbody>
</table>
### 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.

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<tr>
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</table>

**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.

<table>
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<th>Executive Function</th>
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</thead>
</table>

**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.

<p>| 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. |</p>
<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><strong>Global Experience</strong></td>
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<tr>
<td>Global Citizenship</td>
<td><strong>Enhance awareness of global issues and cross-cultural skills</strong></td>
<td>Provide opportunities for joining local and overseas visits and exchange programs which serve as a sustained platform for study, cultural immersion and service</td>
<td>Over 90% of participating students agreed that they have better knowledge and awareness of global issues</td>
<td>Participation record</td>
<td>Sept 2014 - July 2015</td>
<td>GEP Team</td>
<td>Grant for students in financial needs</td>
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<td></td>
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<td>Add an additional school to individual exchange opportunities</td>
<td>Over 90% of students are more confident in interacting with different people as a result of the GEP days, tours and service learning</td>
<td>Tour Evaluation</td>
<td></td>
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<td>Manpower for leading the visits and programs</td>
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<td></td>
<td>Emphasize 'service to the local and global community'</td>
<td></td>
<td>Executive Function</td>
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<td>Organize staff development workshop on planning and management of educational visits and tours and continue to build and share GEP materials</td>
<td>Over 80% of staff participants agreed that the workshop and materials are useful for them to plan the tour</td>
<td>Self-assessment</td>
<td></td>
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<tr>
<td>Arouse students' awareness of their roles in the global community</td>
<td>Students take the initiative in planning in GEP days and community outreach programs</td>
<td>Continue to organize and expand pre-tour training in GEP programs to help students identify their role, e.g. ambassadors, leaders, co-workers in a team, active participants</td>
<td>Over 90% of participating students indicate increased awareness of their roles in the global community</td>
<td>Staff Development Evaluation Form</td>
<td></td>
<td>GEP Team, Community Outreach Team, Staff Development Working Group</td>
<td>Budget for the staff workshop</td>
</tr>
<tr>
<td></td>
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<td>Tour, GEP Days and Exchange Evaluation</td>
<td>Sept 2014 - July 2015</td>
<td>GEP Team</td>
<td>Manpower for leading the visits and programs</td>
</tr>
<tr>
<td>Major Concerns</td>
<td>Targets</td>
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<tr>
<td>Develop a sense of their own worth and pride as world citizens</td>
<td>Continue to establish clear personal goals and critical self-appraisal before and after GEP activities</td>
<td>Over 80% of student participants agreed that the training was useful and enhanced their learning and understanding their role in the global community. All students completed reflection journal.</td>
<td>Executive Function, Self-assessment, Students’ feedback and reflection in Reflection Journal, Evaluation Reports, Evaluation Report on individual exchange Programs</td>
<td>Sept 2014 - July 2015</td>
<td>GEP Team, Student Development Team</td>
<td>Grant for students in financial need, Manpower for leading the visits and programs</td>
<td></td>
</tr>
<tr>
<td>Sustainable environment</td>
<td>Continue whole school approach to environmental protection</td>
<td>Continue our practice as a Green School through in school awareness activities and joining local competitions and international activities. Continue “Go Green” Webpage. Explore more green practices, e.g. organic farming, Explore more ways to influence the local society.</td>
<td>Average of one assembly presentation on global issues in a month. Fulfill its obligation as a “Green School” All students participated in at least 2 major green activities held by the school. Minimum of 2 Green workshops held. At least one activity held for the community</td>
<td>Green School Reports, Participation Records</td>
<td>Sept 2014 - July 2015</td>
<td>Environmental Protection Team</td>
<td></td>
</tr>
<tr>
<td>Major Concerns</td>
<td>Targets</td>
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<tr>
<td>Innovative Teaching and Learning</td>
<td>Continue to develop innovative teaching practices that encourage student-centred learning, self-regulated learning and development of higher level thinking and problem solving skills</td>
<td>Opportunities for Lesson Observation within school and with other schools including overseas partners</td>
<td>Minimum of 33% of teachers engage in lesson observation in SSGC and other schools</td>
<td>Department and Learning Team Reports</td>
<td>Sept 2014 - July 2015</td>
<td>Learning Teams, Subject Departments and Teachers</td>
<td>Human Resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use of Teachers Competency Framework for teacher self-assessment</td>
<td>Overseas teacher exchange and sharing initiated with Alliance schools</td>
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<td></td>
<td>Continue Professional development and teacher collaboration on higher level questioning techniques and student-centred, collaborative and inquiry-based learning</td>
<td>Two Progressive staff meetings held for colleague presentations and sharing</td>
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<td></td>
<td></td>
<td>Support individual teachers to adopt a variety of student-centred practices in classroom teaching</td>
<td>Documented increase in student-centred learning in reports of Self-directed Learning Team and subject departments</td>
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<tr>
<td>Attain the ability to learn through research, and collaboration</td>
<td>Research skills taught in Forms 1 &amp; 2 using Library collaboration</td>
<td>Form 1 &amp; 2 lessons on research conducted and evaluated</td>
<td>Department Annual Reports</td>
<td>Sept 2014 - July 2015</td>
<td>Librarian, Learning Teams, Subject Departments</td>
<td></td>
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</tr>
<tr>
<td>Develop and strengthened an understanding of the concept of healthy living</td>
<td>Workshops in Life Education, specific subjects and general counselling on balanced lifestyle</td>
<td>At least 5 workshops/seminars/activities per term for teachers and students</td>
<td>Teacher observation, Department and Team Annual Reports</td>
<td>Sept 2014 - July 2015</td>
<td>ECA Committee, Student Guidance Team, Subject Departments and Teachers</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Review of ECA involvement of students to ensure they strike a good balance between study and ECA</td>
<td>At least 80% of students reported that they can maintain a balance between study and ECA</td>
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<tr>
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<tr>
<td>Community Outreach</td>
<td>Enhance the knowledge, cultural sensitivity and skills needed to address the needs of different communities</td>
<td>Incorporate related elements of community and world service in the annual plans of subject departments / teams / ECA clubs</td>
<td>Over 70% of feedback reflected effective focus in curricula / team / club activities (where appropriate) of service to the community and requirements for systemic change</td>
<td>Evaluation reports, Observations of teachers</td>
<td>Sept 2014 - July 2015</td>
<td>Functional Heads, Subject teachers, Co-ordinators of Clubs and Teams</td>
<td>Grant for students in financial needs, Manpower for leading the programs</td>
</tr>
<tr>
<td></td>
<td>Reinforce positive attitudes and values to work in diverse communities</td>
<td>Foster positive attitudes towards cultural differences through diversity training for students in Life Education Seminars and Form Periods and teachers in staff meetings</td>
<td>Over 70% of students show understanding and awareness on the diversity of societies and cultures Non-Chinese Speaking students indicate increased acceptance in the SSGC community</td>
<td>Evaluation forms and reports</td>
<td>Sept 2014 - July 2015</td>
<td>Student Development Team, Student Guidance Team and Social Worker</td>
<td>Manpower for leading the programs</td>
</tr>
<tr>
<td></td>
<td>Strengthen social consciousness to contribute to the global community</td>
<td>Organize service projects, focus GEP days and tours on service and social justice and share across the school the various service projects held by school clubs and teams</td>
<td>Over 70% of student participants increased their social consciousness Minimum of 20% increase in service projects Students involved in service projects have a minimum of 50% increase in opportunity to share learning experiences</td>
<td>Evaluation forms and Reports</td>
<td>Sept 2014 - July 2015</td>
<td>Students' Association, ECA Clubs, GEP Team, Community Outreach Team</td>
<td>Manpower for leading the programs</td>
</tr>
<tr>
<td>Major Concerns</td>
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<tr>
<td>Life Skills, Executive Function and Social Intelligence</td>
<td>Enhance Executive Function skills through the development of Life and Academic Skills</td>
<td>Workshops for teachers on how to explicitly teach Executive Function Skills and enhance self-directed learning</td>
<td>2 workshops held More than 50% of teachers find the workshops useful and effective</td>
<td>Staff Development Evaluation Forms</td>
<td>Sept 2014 - July 2015</td>
<td>Student Development Team</td>
<td>Manpower for leading the programmes Budget for the staff workshop</td>
</tr>
<tr>
<td></td>
<td>Continue Life Skills workshops (including life and careers education programme conducted in Form periods, Life education seminars, Study skills training workshops, Life skills training camp, Careers expo and careers conferences for Forms 3, 4 &amp; 5)</td>
<td>At least 6 sessions of life and careers education programme for F1-5 and F1 life education seminar held per Form</td>
<td>Executive Function self-assessment in Sept/Oct 2014 and June 2015</td>
<td></td>
<td></td>
<td>Student Development Team, Form Teachers</td>
<td></td>
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<tr>
<td></td>
<td>Students use EF self-assessment reflections and results to set personal, academic, co-curricular and career goals</td>
<td>Over 90% of students indicate enhanced metacognition, self-management, organization and time management skills, better understanding of subject choice, and career goals and opportunities</td>
<td>EF self-assessment, teacher observations and report card comments</td>
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<tr>
<td></td>
<td>Continue to help students increase respect for others and heighten integrity</td>
<td>At least 2 assembly talks on respect for others/ bullying/ wise use of electronic devices arranged</td>
<td>Department Annual Reports</td>
<td></td>
<td></td>
<td>Student Development Team</td>
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</tbody>
</table>

SSGC Annual School Report 2013-2014
<table>
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<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-wide student organizer agenda for recording</td>
<td>School-wide student organizer agenda for recording due dates and</td>
<td>Over 90% of students show improvement in organization, time</td>
<td>EF self-assessment, teacher observations</td>
<td>Sept 2014 - July 2015</td>
<td></td>
<td>Student Development Team, Subject Department and Teachers</td>
<td>Budget for student organizer</td>
</tr>
<tr>
<td>due dates and managing time with how to use</td>
<td>and managing time with how to use incorporated into Form Period and</td>
<td>management and homework submission</td>
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<td>incorporated into Form Period and Subject</td>
<td>Subject lessons</td>
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<td>lessons</td>
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<tr>
<td>Self-Directed Learning team lead Form 1 programme</td>
<td>Self-Directed Learning team lead Form 1 programme to explicitly teach</td>
<td>Students actively engage in goal setting and reflection EF self-assessments</td>
<td>Teacher Evaluation Form for Form One Programme</td>
<td></td>
<td>Self-Directed Learning Team</td>
<td>Human Resources</td>
<td></td>
</tr>
<tr>
<td>to explicitly teach EF and academic skills</td>
<td>to explicitly teach EF and academic skills consistently across the</td>
<td>show improved ratings on EF skills</td>
<td>Student evaluation forms</td>
<td></td>
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<tr>
<td>consistently across the Form in subjects and</td>
<td>Form in subjects and Form periods</td>
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<td>Form periods</td>
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<tr>
<td>Review approach to homework to involve</td>
<td>Review approach to homework to involve partnership with parents and</td>
<td>Reduced number of related discipline records</td>
<td>Discipline records</td>
<td></td>
<td>Self-Directed Learning Team, Subject Departments</td>
<td></td>
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<tr>
<td>involve partnership with parents and immediate</td>
<td>immediate whole school follow up</td>
<td>Improved homework quality</td>
<td>Teacher observations</td>
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<td>whole school follow up</td>
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<tr>
<td>Extend Big Sister Scheme, continue Little Angel</td>
<td>Extend Big Sister Scheme, continue Little Angel Scheme, Speech therapy,</td>
<td>Minimum of 80% of student participants find these Programmes effectively</td>
<td>Exam results, report cards comments, students’ feedback, evaluation form from</td>
<td></td>
<td>Student Development Team</td>
<td>EDB: CEG, SEN fund</td>
<td></td>
</tr>
<tr>
<td>Scheme, Speech therapy, Reading &amp; Learning</td>
<td>speech therapy, Reading &amp; Learning enrichment classes, IEP, Special</td>
<td>enhance their EF skills and service to others</td>
<td>Little Angels &amp; SEN students, teachers’ observation, parents’ feedback</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>enrichment classes, Peer Tutoring Programme,</td>
<td>exam, accommodation, After school enhancement classes, Peer Tutoring</td>
<td>Positive comments from the Educational Psychologist, parents, teachers,</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Summer Tutoring Programme</td>
<td>Programme, Summer Tutoring Programme</td>
<td>Resource teachers, Little Angels &amp; peers</td>
<td></td>
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</tr>
</tbody>
</table>

SSGC Annual School Report 2013-2014
<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>
</tr>
</thead>
<tbody>
<tr>
<td>Gain a positive outlook on life and the ability to respond appropriately to unexpected situations for all members of the community</td>
<td>Talks/Workshops on facing adversity organized for different Forms/classes</td>
<td>Continue to provide opportunities and support for students to learn from their mistakes and overcome failure</td>
<td>Positive feedback from over 70% of participants</td>
<td>Evaluation forms</td>
<td>Sept. 2014 - July 2015</td>
<td>Student Development Team</td>
<td>Budget for the visits and programmes</td>
</tr>
<tr>
<td>Acquire the ability to anticipate own and others needs for all SSGC members</td>
<td>Executive Function enhanced through interactions with parents, alumnae and community</td>
<td>Extended Form 3, 4 and 5 Careers Conferences and Careers Education Programmes</td>
<td>Over 70% of students show increased perseverance and ability to handle adversity</td>
<td>EF self-assessment, goals and reflection of students, Teacher Observations</td>
<td>Sept. 2014 - July 2015</td>
<td>All Teachers</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Extended Alumnae mentorship programme, AA statistics</td>
<td></td>
<td>Careers Team</td>
<td>Parents and alumnae</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>20% increase in community service learning</td>
<td></td>
<td>OLE Co-ordination</td>
<td></td>
</tr>
<tr>
<td>Major Concerns</td>
<td>Targets</td>
<td>Strategies</td>
<td>Success Criteria</td>
<td>Evaluation</td>
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</tr>
<tr>
<td>Equip all members of the community with integrity, moral courage and the personal qualities required for 21st century Global citizens</td>
<td>Talks / Workshops / Seminars / Life Education programmes (internal and external)</td>
<td>Variety of workshops / assemblies and talks held.</td>
<td>70% of student participants agreed that they were engaged and able to apply learning</td>
<td>Evaluation forms</td>
<td>Sept 2014 - July 2015</td>
<td>Students, teachers, SLP Coordinator and team, Form Teachers, OLE Coordinator</td>
<td>Manpower for leading the visits and programmes</td>
</tr>
<tr>
<td>Workshop for parents on Form 1 Programme</td>
<td>Workshop held for parents with positive feedback</td>
<td>Evaluation and feedback</td>
<td></td>
<td></td>
<td>Sept 2014 - July 2015</td>
<td>Student Development Team, Form 1 Form Teachers</td>
<td>Manpower for leading the visits and programmes</td>
</tr>
<tr>
<td>Student organized Community Outreach opportunities and Programmes</td>
<td>Sharing sessions in SSGPS and other primary schools held</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Student Development Team, OLE Coordinator</td>
<td>Budget for workshops</td>
</tr>
<tr>
<td>Campus TV in house production to promote personal qualities of integrity, moral courage and acceptance of diversity</td>
<td>Production successfully completed and well received with noticeable impact on the community</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Campus TV Committee</td>
<td></td>
</tr>
<tr>
<td>Major Concerns</td>
<td>Targets</td>
<td>Strategies</td>
<td>Success Criteria</td>
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</tr>
<tr>
<td>Learning and Teaching</td>
<td><strong>Expand critical thinking, research, analysis and problem solving skills</strong></td>
<td>Emphasize inquiry, critical thinking and collaboration in student learning through project-based learning, subject-based pedagogy, and academic opportunities in and outside the classroom</td>
<td>Documented increase in learning through inquiry, research and collaboration across all forms</td>
<td>Department Annual Reports Projects completed, teacher observation and evaluations and appraisals&lt;br&gt;Teacher observation and student reflections show student critical thinking, problem solving and research skills improved</td>
<td>Sept 2014 - July 2015</td>
<td>Subject Departments</td>
<td>Budget for resource materials</td>
</tr>
<tr>
<td>Cultivate the ability of members of the community to make quality informed decisions</td>
<td><strong>Provide problem-solving opportunities through curricular and co-curricular programmes</strong></td>
<td>Incorporate more problem-solving skills in lessons, assignments and activities in classroom and co-curricular learning</td>
<td>Department Annual Reports show 20% increase in problem-solving activities</td>
<td>Evaluation forms</td>
<td>Sept 2014 - July 2015</td>
<td>Subject Departments, Teachers</td>
<td>Budget for resource materials</td>
</tr>
<tr>
<td></td>
<td><strong>Minimum of 2 partnership school projects as a result of GEP</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>GEP Team</td>
<td></td>
</tr>
<tr>
<td>Major Concerns</td>
<td>Targets</td>
<td>Strategies</td>
<td>Success Criteria</td>
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<tr>
<td>Enhance 21st</td>
<td>century skills with an emphasis on metacognition and Inquiry Learning</td>
<td>Increase Teacher learning teams engaged in classroom based action research on</td>
<td>Teacher learning teams meet a minimum of 4 times in the year</td>
<td>Annual School</td>
<td>Sept 2014 - July 2015</td>
<td>Teacher Learning Teams, Subject teachers</td>
<td>Budget for resource materials</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pedagogy and assessment</td>
<td></td>
<td>Report</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Teacher Learning Teams share in Progressive Staff Meetings</td>
<td>Over 70% of teachers indicate usefulness of sharing &amp; collaborating with colleagues in learning teams and partnership programmes with a distinct impact on their classroom teaching</td>
<td>Evaluation Forms</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>School-wide use in descriptors in criteria referencing</td>
<td>All DSE subjects use criteria referencing</td>
<td>Annual School</td>
<td>Sept 2014 - July 2015</td>
<td>Subject Departments</td>
<td>Budget for resource materials</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Report Card comments extended to all subjects and Forms: emphasis on specific strengths and concrete suggestions/ next steps for improved learning</td>
<td>Comments are included in the Report Cards for all DSE subjects and Forms</td>
<td>Report card</td>
<td></td>
<td>Assessment Policy and Practice Committee, Subject Departments and Teachers</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review and change in award system to motivate and encourage high achievers in individual subjects and across all disciplines</td>
<td>Award system is revised, implemented and evaluated</td>
<td>Evaluation</td>
<td></td>
<td>Student Support Teaching Assistant, Subject Teachers, Gifted Education Team</td>
<td>EDB: DLG, SEN fund</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Continual provision of support and ‘as learning’ strategies for low achieving students and stretched opportunities for high achievers</td>
<td>Support sessions and opportunities for low and high achievers are arranged</td>
<td>feedback from</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Students find the support useful</td>
<td>teachers and students</td>
<td></td>
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<td>Major Concerns</td>
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<tr>
<td>Technology Enhancement</td>
<td>Teaching effectiveness enhanced through broadened use of technology and e-learning</td>
<td>Expand access to and use of technology through:</td>
<td>Reconfiguration of wireless infrastructure to allow wireless access of students’ own mobile devices for class time learning activities</td>
<td>Report of IT department</td>
<td>Sept 2014 - Jun 2015</td>
<td>IT Coordination Team, Subject Departments</td>
<td>Funding for reconfiguration</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Provide more teacher professional development programme for use of technology in classroom instruction and administrative work</td>
<td>Individual and group-based professional development for the use of technology in classroom instruction and/or administrative work held throughout school year</td>
<td>Report of staff development programmes</td>
<td>Sept 2014 - Jun 2015</td>
<td>IT Coordination Team, Staff Development Team, Subject Departments. Heads of Departments</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Improve computer software in classrooms and introduce quality printing solution in computer rooms</td>
<td>Software installed in classroom computers and computer rooms are upgraded Old printers in computer rooms are replaced and quality printing service launched</td>
<td>Report of IT department</td>
<td>Sept 2014 - Jun 2015</td>
<td>IT Coordination Team, ICT/CL Department</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Augment access to notebooks through mobile labs (iPad and PC tablets)</td>
<td>Additional mobile lab available and promoted for learning activities Use of technology in class, e.g. by using mobile labs, continues to increase by 20%</td>
<td>Mobile lab (e.g. iPad and PC tablets) booking record showing increased use</td>
<td>Sept 2014 - Jun 2015</td>
<td>IT Coordination Team &amp; Subject Departments</td>
</tr>
<tr>
<td>Major Concerns</td>
<td>Targets</td>
<td>Strategies</td>
<td>Success Criteria</td>
<td>Evaluation</td>
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<td></td>
<td></td>
<td>Explore effective strategies for using discussion forum and/or educational social networking portal for learning with students in/beyond SSGC</td>
<td>At least 1 educational social networking project with students in beyon SSGC used. Sharing of effective strategies in using discussion forum and/or educational social networking portal</td>
<td>Student survey and report on the use of discussion forum and social networking portal for learning</td>
<td>Sept 2014 – July 2015</td>
<td>IT Coordination Team, GEP team, Student Association &amp; Subject Departments</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Continue programmes with handheld devices (iPads, smartphones etc.) and learning apps to enhance educational experiences, e.g. interactive classroom learning</td>
<td>At least 5 learning apps tried in class in increasing interactivity in classroom learning</td>
<td>Write-up reporting such use of learning apps and/or pilot programme(s)</td>
<td>Sept 2014 – July 2015</td>
<td>IT Coordination Team &amp; Subject Departments</td>
<td>Funding for various educational apps</td>
</tr>
<tr>
<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 SLP, EF self-assessment scores and self-directed learning progress, goals and reflection uploaded to eportfolio</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 2014 – July 2015</td>
<td>IT Coordination Team, Student Development Team, SLP team</td>
<td>Funding for iPortfolio</td>
</tr>
<tr>
<td>Major Concerns</td>
<td>Targets</td>
<td>Strategies</td>
<td>Success Criteria</td>
<td>Evaluation</td>
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</tr>
<tr>
<td><strong>Effective and efficient communication with enhanced use of technology</strong></td>
<td><strong>Common expectations regarding the use of technology</strong></td>
<td><strong>Improved Communication through:</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>All course outlines, major assignments and assessment information accessible by students and parents in all Forms through eClass</td>
<td>Course outlines, plus major assignments/assessment (e.g. projects, exam syllabus) and subject web pages / various links to specific projects/activities/assignments posted on eClass for students and parents to access</td>
<td>Usage statistics</td>
<td></td>
<td></td>
<td>Sept 2014 - July 2015</td>
<td>IT Coordination Team &amp; Subject Departments</td>
<td>Assistance from IT Teaching Assistant</td>
</tr>
<tr>
<td>Opportunities to expand shared information through subject web pages / links etc. are used by teachers and parents</td>
<td>ecommunication with parents extended to include certain ECA Activity Notices and certain payment notices</td>
<td>Usage statistics showing increased use of ecommunication and ePayment</td>
<td></td>
<td></td>
<td>Sept 2014 - July 2015</td>
<td>IT Coordination Team &amp; OLE Coordinator</td>
<td>Funding for related eClass modules</td>
</tr>
<tr>
<td>Email and eClass communication with parents</td>
<td>eClass App deployed to replace telephone calls</td>
<td>Feedback from parents on the use of eClass App</td>
<td></td>
<td></td>
<td>Sept 2014 - July 2015</td>
<td>IT Coordination Team</td>
<td>Funding for eClass Message Centre and eClass Parent App</td>
</tr>
<tr>
<td>Explore replacing some telephone call or parents letter/ notices to parents by sending mass &quot;SMS&quot;</td>
<td>Continue to remind school community of responsibilities under the ‘Policy of Acceptable Use of Technology’ (PAUT)</td>
<td>Every member observed and followed the PAUT</td>
<td>Teacher and Student survey on observance of PAUT</td>
<td></td>
<td>Sept 2014 - July 2015</td>
<td>IT Coordination Team &amp; ICT / CL Department</td>
<td>N/A</td>
</tr>
</tbody>
</table>

SSGC Annual School Report 2013-2014
### OEBG Expenditure Budget - Special Domain

**Note 1**

St. Stephen's Girls' College  
Capacity Enhancement Grant 2013/2014

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bal b/f</td>
<td>268,301</td>
<td>267,072</td>
<td>201,200</td>
</tr>
<tr>
<td>Grant Received</td>
<td>498,185</td>
<td>516,628</td>
<td>526,960</td>
</tr>
<tr>
<td><strong>Total Grant</strong></td>
<td>766,486</td>
<td>783,700</td>
<td>728,160</td>
</tr>
<tr>
<td><strong>LESS : Expenditure</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>I. Curriculum Development</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technician to assist teachers in producing multimedia teaching materials</td>
<td>160,055</td>
<td>131,000</td>
<td>190,000</td>
</tr>
<tr>
<td>Art courses/workshops</td>
<td>--</td>
<td>10,000</td>
<td>--</td>
</tr>
<tr>
<td>Critical Thinking workshops</td>
<td>--</td>
<td>30,000</td>
<td>20,000</td>
</tr>
<tr>
<td>Learning materials for NSS Chinese Language &amp; Chinese Literature</td>
<td>--</td>
<td>--</td>
<td>20,950</td>
</tr>
<tr>
<td><strong>II. Students' Language Proficiency</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debating Skills Training Course</td>
<td>2,300</td>
<td>6,000</td>
<td>8,000</td>
</tr>
<tr>
<td>Enhancement in Writing Skills Facilitator's Fees</td>
<td>16,280</td>
<td>15,000</td>
<td>15,000</td>
</tr>
<tr>
<td>Chinese</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing &amp; Chinese Drawing Workshops</td>
<td>13,000</td>
<td>39,000</td>
<td>8,000</td>
</tr>
<tr>
<td>TSA Learning Workshops</td>
<td>--</td>
<td>--</td>
<td>6,000</td>
</tr>
<tr>
<td>Chinese Speech Class</td>
<td>--</td>
<td>4,000</td>
<td>--</td>
</tr>
<tr>
<td>Debating Skills Training Course</td>
<td>--</td>
<td>--</td>
<td>8,000</td>
</tr>
<tr>
<td>Creative Thinking &amp; Writing Workshop</td>
<td>45,000</td>
<td>--</td>
<td>13,000</td>
</tr>
<tr>
<td>Reading Skills Workshop &amp; Miscellaneous Expenses</td>
<td>4,080</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Workshops for NSS &amp; School Base Assessment</td>
<td>1,599</td>
<td>15,000</td>
<td>15,000</td>
</tr>
<tr>
<td>Putonghua courses</td>
<td>--</td>
<td>15,000</td>
<td>15,000</td>
</tr>
<tr>
<td><strong>III. Coping with Diverse Student Needs</strong></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>135,800</td>
</tr>
<tr>
<td>Leadership Training Courses</td>
<td>9,000</td>
<td>20,000</td>
<td>16,000</td>
</tr>
<tr>
<td>Media production including technician &amp; training course</td>
<td>170,100</td>
<td>182,700</td>
<td>185,900</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td>499,414</td>
<td>582,500</td>
<td>656,650</td>
</tr>
<tr>
<td><strong>Surplus c/f</strong></td>
<td>267,072</td>
<td>201,200</td>
<td>71,510</td>
</tr>
</tbody>
</table>
10.4 Key Performance Measures 2013-2014

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

![Teacher Qualification Chart]

10.4.3 Number of active school days

There were 190 active school days in school year 2013 - 14.
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>
<tr>
<td>2013-14</td>
<td>51.6%</td>
<td>0.0%</td>
<td>25.2%</td>
<td>20.1%</td>
<td>1.3%</td>
<td>1.9%</td>
<td>0%</td>
</tr>
</tbody>
</table>
10.4.6  Hong Kong Attainment Tests (HKAT) - S1A

<table>
<thead>
<tr>
<th></th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese</td>
<td>74.17</td>
<td>81.91</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>85.09</td>
<td>89.15</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>75.50</td>
<td>76.47</td>
<td></td>
</tr>
</tbody>
</table>

Average HKAT Scores (Percentile)

10.4.7  HKDSE Examination Result

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</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>
<td>97.5%</td>
</tr>
<tr>
<td>Percentage of number of students obtaining level 2 or above in English Language</td>
<td>100%</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>
<td>96.9%</td>
</tr>
<tr>
<td>Percentage of number of students obtaining level 2 or above in Mathematics</td>
<td>100%</td>
<td>100%</td>
<td>98.1%</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>
<td>98.7%</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>2011-12</td>
<td>98.6</td>
<td>98.5</td>
<td>98</td>
<td>97.6</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>
<tr>
<td>2013-14</td>
<td>98.5</td>
<td>98.1</td>
<td>97.8</td>
<td>97.4</td>
<td>96.5</td>
<td>96.5</td>
<td>0</td>
</tr>
</tbody>
</table>

~ The End ~