



Shun Lee Catholic Secondary School



Annual School Report 2014-2015



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2014/ 2015

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1 Our School

School Background

Shun Lee Catholic Secondary School is an aided co-educational secondary school founded in 1982 by the Hong Kong Catholic Diocese, which has a mission for her schools to promote the formation of the whole person. The school motto SIC DEO PLACET “悅樂主心” reflects our commitment to realize this mission of the sponsoring body.

School Motto

SIC DEO PLACET

The Biblical Origin:

“So whether we are at home or away, we make it our aim to please Him” (2 Corinthians 5:9)

Message: May we live according to the will of God

School Mission

The school is dedicated to providing a positive learning environment in which students understand the truth of the Gospel and experience the love of Christ. It is where students learn to integrate Christian faith with Chinese culture and life for holistic personal development.

We believe that students are unique individuals possessing distinctive gifts and talents. We thus commit ourselves to helping students develop their potential to the fullest and become independent learners capable of mastering self-learning skills, with emphasis on fostering positive attitudes towards life.

We devote ourselves to educating students to become responsible citizens who are eager and competent to make contributions to society, and to encourage them to carry on the best of Chinese culture.

Core Values of School

As a Catholic school, we shall uphold and pass on the core values of TRUTH, JUSTICE, LOVE, LIFE and FAMILY to our students to prepare them properly for their life and future responsibility. The school also works in accordance with the school mission and dedicates itself to cultivating the core values of “Love”, “Mutual respect” and “Responsibility” in students.

Composition of IMC

Our school is managed by the Incorporated Management Committee, which was set up in 2013 with the following composition:

2014-2015	SSB Members(s)	Principal	Teacher(s)	Parent(s)	Alumni	Independent Member(s)
No. of Member(s)	7	1	1	1	1	1

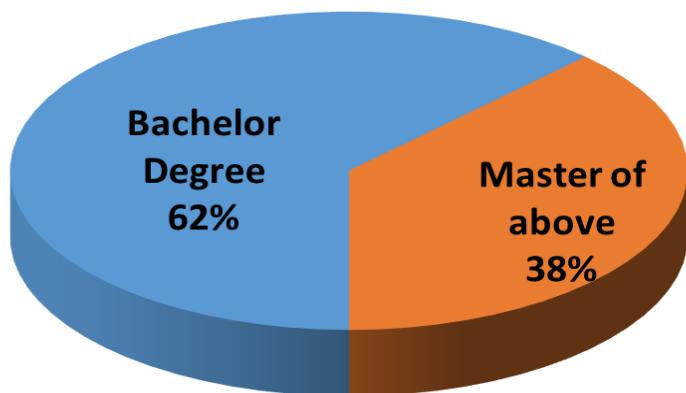
The participatory framework of the IMC helps our school to enhance transparency and accountability of school governance and contributes to more effective school operation.

Teacher Profile

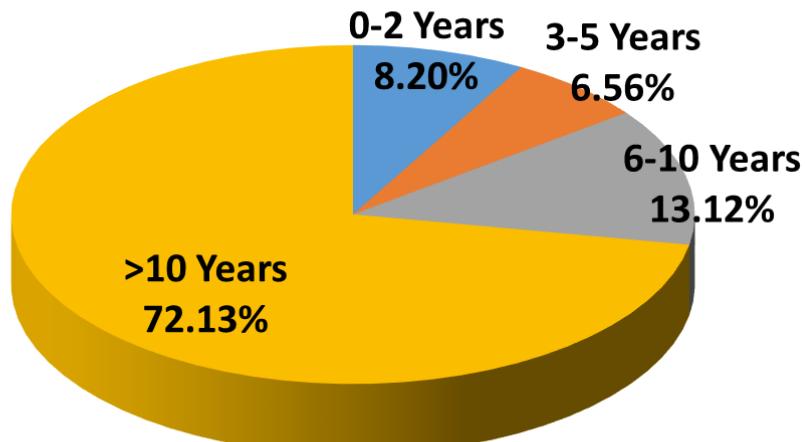
Number of Teachers : 61

Teacher-student ratio : 1: 15.67

Teacher Qualification



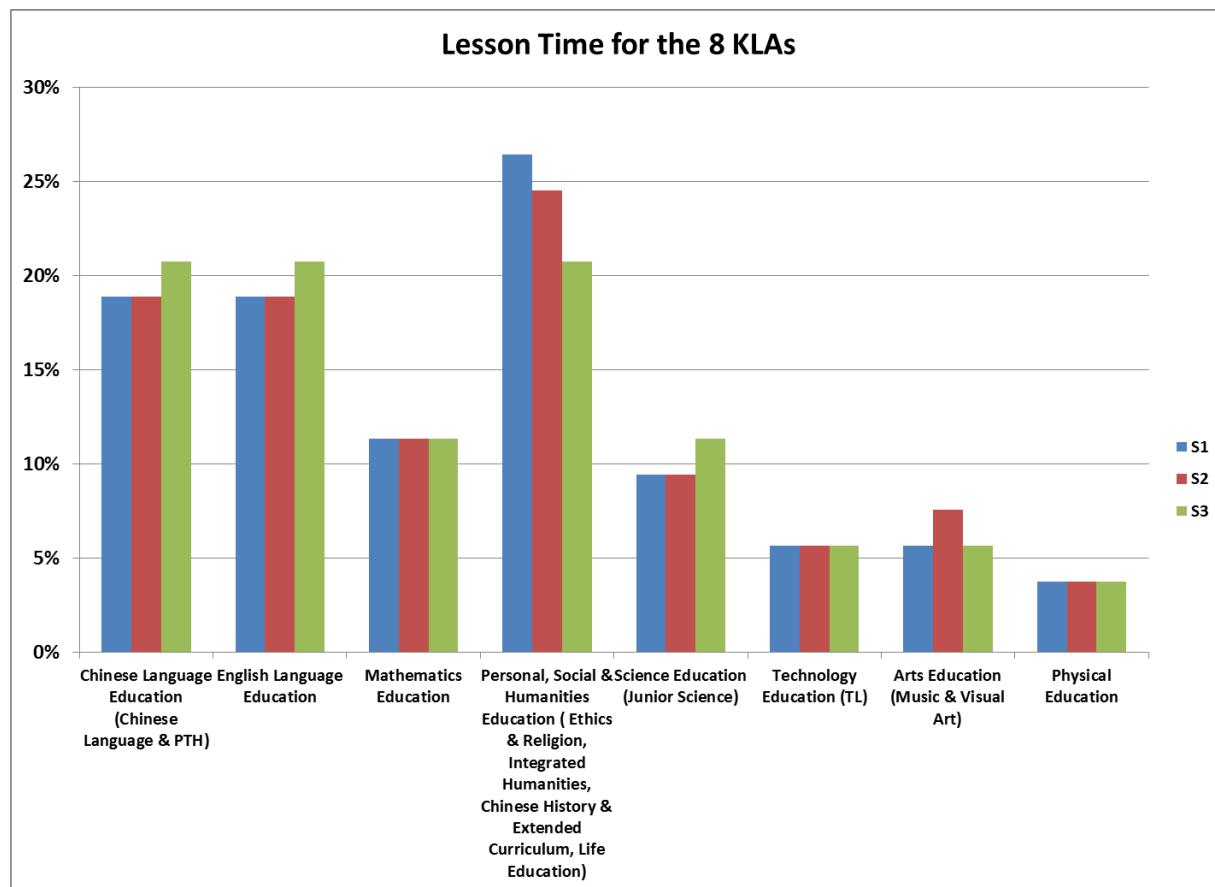
Teacher Experience



Active School Days

The number of active school days was 191.

Lesson time for the 8 KLAs



Class Structure

	Secondary 1	Secondary 2	Secondary 3	Secondary 4	Secondary 5	Secondary 6	Total
No. of Classes	5	4	4	4	5	5	27
No. of Students	131	137	140	140	166	185	899

Students' Attendance

	Secondary 1	Secondary 2	Secondary 3	Secondary 4	Secondary 5	Secondary 6
Attendance Rate	99.2%	99.3%	98.2%	98.3%	98.4%	98.2%

2 Achievements and Reflection on Major Concerns

2.1 Major Concern 1: Fine-tuning the Implementation of NSS

Achievements
Enhance NSS learning and teaching The arrangement of 2-elective class was extended to two classes in this school year. Students of these classes benefitted from having extra lessons in Chinese Language, English Language and Mathematics. Teachers of these subjects spent more time helping students improve their basic skills and gave them more training on new topics. Teachers have tailored the curriculum to meet students' needs and used strategies more appropriate to students' abilities. Teachers could adjust the pace more effectively because of the smaller class size. With the experience of arranging enhancement classes for students who dropped an elective last year, teachers have refined the materials and lesson mode this year. Students could spend the lesson time more effectively on the enhancement of the core subjects.
Enhance life-wide career planning The NSS career education curriculum has been fine-tuned to facilitate NSS students to make decisions and carry out plans regarding further education and vocation. Different online career assessment tools were adopted and the meetings for S5 and S6 providing individualized career guidance were well received among students.
Reflections
Enhance NSS learning & teaching Other than extra lessons in core subjects, other support measures for students opting 2 electives, such as studying skills and time-management, should be provided. The number of elective subjects will be affected under the optimization of class structure. However, a balanced curriculum and sufficient subject combinations should be maintained. Guidance on subject selection should be enhanced to help students make well-informed choices.
Enhance life-wide career planning The School recognizes the importance of career education and life planning. The curricula and programmes of different subjects and teams will be revisited for a better concordance.

2.2 Major Concern 2 : Enhancing Active Learning

Achievements

Promote existing effective learning and teaching practices

The sharing of good teaching practices by different departments like student tutor system, flipped classroom and using mobile devices by pilot subjects was conducted on staff development days and Subject Heads' meetings.

Cross-KLAs lesson observation was further promoted to help teachers get first-hand experience of good practice of their colleagues.

Staff development programme, including a seminar on “Effective Classroom Teaching and Learning” conducted by Mr Chan Hon Sum of School Improvement Project of CUHK and six school visits by different departments on strategies promoting active learning and catering for learning diversity were arranged. Teachers found these programmes inspiring.

A sharing culture has been well-established through collaborative lesson preparation, cross- KLAs lesson observation and staff development programmes.

Promote self-regulated learning

After visiting 6 schools to study their practice in self-regulated learning, follow-up discussion was arranged to screen out the good practices that can be adopted in our school.

An S2 classroom setting has been upgraded to facilitate collaborative learning. The setting encouraged more teachers to try out new strategies to enhance active learning.

A new practice of “Reading Circle” was tried out in S1, S3 and S5 English and RTL lessons. The practice was also introduced to all teachers in staff development programmes.

To equip students with more learning skills in active learning, “Learning Skill Course” was introduced in S1 and S3.

The School continues to arrange various overseas study trips, such as Singapore, Taiwan and Mainland China. We extended the study tours to China-Russia border and Malaysia this year. Students were also encouraged to join the home-stay tour in Australia and New Zealand organized by the Catholic Diocesan Schools Council.

Reflection

After some good practices were identified, more structured strategies would be developed to help students build up capacity and habit on active learning in the coming year. Common learning skills across subjects should be enhanced, especially for S1 students. To enhance the effectiveness of the existing programmes and practices, a platform should be developed to facilitate teachers' professional communication.

2.3 Major Concern 3: Developing Potential Self and Fostering Positive Values

Achievements

To develop potential Self, the following has been done:

1. The school opening ceremony was kicked off with the theme "Sow more, Grow more, Accomplish more". The ceremony successfully delivered the message of "Developing their sense of responsibility and confidence in becoming leaders".
2. To echo with this year's major concerns, the sharing of guest speaker, Mr. Francis Ngai Wah Sing, and our students who went on an exchange programme in Italy and a round-island cycling trip in Taiwan successfully inspired students to explore their talents and pursue their dreams. They were encouraged to prepare themselves for the future and face challenges proactively. Students enjoyed the sharing and found it very inspiring.
3. 206 Love Series group activities organized by the Guidance Team helped students develop their potential and provided a good platform for student performance.
4. Career Guidance Team collaborated with Life Education Panel to refine the SLP for junior secondary students. Students have been encouraged to set up short term and long term goals in their junior secondary education.

To foster positive values, we have the following programmes:

1. The school-based Life Education curriculum implemented in S1 and S2 was refined. It successfully enhanced students' self-understanding and instilled positive values in them.
2. Anti-drug activities heightened students' awareness of the adverse impacts of drugs and the importance of pursuing a healthy life.
3. Some students were nominated to join SEPAS (Student Environmental Protection Ambassadors Scheme) to promote the sense of environmental protection inside and outside the School.
4. Sustainable Use of Paper programme was organized by Moral and Civic Education team to promote care for the environment.

Reflection

1. Different programmes organized under the coordination of the Student Affairs Committee have successfully enhanced students' understanding of potential self.
2. The school has been successful in cultivating a caring and supportive family-like school ethos which must be sustained in the following years in order to help foster positive values in our students.
3. The school recognizes the importance of career education and life planning. The team will continue to explore the possibility to incorporate more career education programmes in junior levels to raise students' awareness on career and life planning. The curricula and programmes of different subjects and teams will be revisited for a better concordance.

3 Our Learning and Teaching

In order to promote active learning, all teachers were arranged to visit six different schools for their good practices in learning and teaching. With follow-up discussion, we identified strategies which meet the needs of our students and can be integrated into the classroom activities of various subjects.

The “student tutor system” in junior levels and “flipped classroom” in senior levels were further promoted. Experience sharing and lesson observation were arranged and more teachers were inspired to try out new strategies.

An action research on reading circle was carried out and materials on non-fiction reading were prepared to extend the programme to S2. Guided lesson preparation packages for Chinese Language were prepared to promote self-regulated learning.

4 Support for Student Development

Apart from the achievement mentioned in the major concerns, the school has provided different measures and activities for students to develop positive attitudes.

I. Guidance and Discipline Programmes

1.1 Guidance Team Programmes

- Assemblies on sex education (all levels), stress management (S4 to S6), NSS adjustment (S4 to S6) and S1 adjustment have been arranged to cater for their developmental needs. These programmes were well-received among students.
- 206 sessions of Love Series group activities, including Love and Taste, Love and Chess, Love and Goal, Love and Lines, Love and Play, Love and Words, Love and Share, Love and Praise, Love Our Dreams in Concert, Love our Community-Excursion to Tai Po, Love & Tune in Concert Take On Challenge, Love & Share BBQ Gathering, Love & Share Camps were successfully held to develop students' potential self, reinforce students' positive values as well as cultivate a harmonious school culture.

1.2 Discipline Team Programmes

- The STARS Campaign for S1 to S3 aiming at enhancing class atmosphere and the physical environment of classrooms was successfully held this year. The school will continue to hold this campaign next year for junior level students to foster self-discipline and cultivate a positive class atmosphere.
- A talk given by Law Society of Hong Kong was arranged to raise students' awareness of drug issue and common offences, sexual conviction and triad related offences.

II. Moral and Civic Education Programmes

- In the school year 2014-2015, “Sow more, Grow more, Accomplish more” was the theme for student development. The sharing by guest speaker, Mr. Francis Ngai Wah Sing, and our students who went on an exchange in Italy and a round-island cycling trip in Taiwan successfully inspired students to explore their talents and pursue their dreams.
- “Secret Angel” programme has successfully been held to reinforce the family culture within the school. It also helped raise students' self-confidence since they were given the opportunities to extend their love and care within and beyond their social circle. The programme received positive feedback from both students and teachers, and therefore similar functions should be held in the following years.

III. Careers and Guidance Programmes

- The curriculum this year included 10 and 21 programmes for Junior secondary students and Senior Secondary students respectively to facilitate students to make better career and life planning. With the provision of the Career and Life Planning Grant, the School was able to provide a wider range of activities to cater for the needs of the students. Outsource packages and personalized career counselling were well-received by students and teachers. In particular, 88.5% of S6 students agreed and/or strongly agreed that individualized meetings were effective in helping them understand themselves and making career decisions.
- Cooperating with different NGOs, professional bodies and tertiary education institutions, numerous activities were arranged for students across levels to increase their exposure. The various aspects of the working world has been strengthened, not only by organizing lectures and visits, but also providing valuable job shadowing opportunities to our students.
- School-Company Partnership programme, alumni sharing and visits were held. Newly adopted programmes about the working world were particularly well-received by students and teachers.
- The "Mock Job Interview" was successfully held in collaboration with the English Department in October, creating a more authentic interview experience for all S6 students.

IV. Gifted Education Programmes

- Gifted students were nurtured through various pull-out (school-based) programmes as well as off-site programmes organized by local tertiary institutes and the Hong Kong Academy of Gifted Education (HKAGE).
- Nearly 60 students participated in various pull-out programmes this year which include Chinese and English debate workshops, study tours to Singapore and China and enrichment programmes.
- Being subsidized by Diversity Learning Grant, 7 students attended off-site programmes organized by local tertiary institutes. 24 students were selected to take part in courses honing thinking skills by a private educational institute.
- More than 30 students were nominated for prizes and scholarships by local organizations in recognition of their outstanding achievements.

V. Integrated Education

- Our school has adopted a whole school approach to support students with special education needs (SEN). The School Support Team was set up in August in 2008 to implement and coordinate the support measures for SEN students.
- With the provision of the LSGSS (Learning Support Grant for Secondary School) and the joint efforts of social workers and school education psychologist, the school has organized programmes to help support the learning of the students with SEN.
- Supporting measures include:
 - (1) Parent questionnaires and parents night for S1 students enabled the School to identify students with SEN at an earlier stage.
 - (2) An additional teaching assistant was employed to help the support of the SEN students.
 - (3) Outsource resources provided training for students on motor skills, social skills and communication skills.
 - (4) Small group activities organized by guidance teachers and social workers helped cultivate harmonious learning atmosphere.
 - (5) Coordination with parents of tier-three SEN students enabled the School to compile their Individualized Education Programmes.
 - (6) Assessment adjustments for SEN students in internal and external examinations were arranged.

5 Student Performance

5.1 Academic Performance

Our students have got stable and good academic results in public examinations in recent years.

	School percentage of students satisfying the entrance requirements for local Bachelor degree programmes	Overall percentage of all Hong Kong day school students satisfying the entrance requirements for local Bachelor degree programmes
2013-2014	86.3%	40.2%
2014-2015	81.6%	40.1%

	Number and percentage of our students attaining 33222 in HKDSE (satisfying the entrance requirements for local Bachelor degree programmes)	Number and percentage of our students attaining 22222 in HKDSE (satisfying the entrance requirements for local sub-degree programmes)
2013-2014	158 (86.3%)	178 (97.3%)
2014-2015	151 (81.6%)	174 (94.1%)

Results of HKDSE English Language of our school

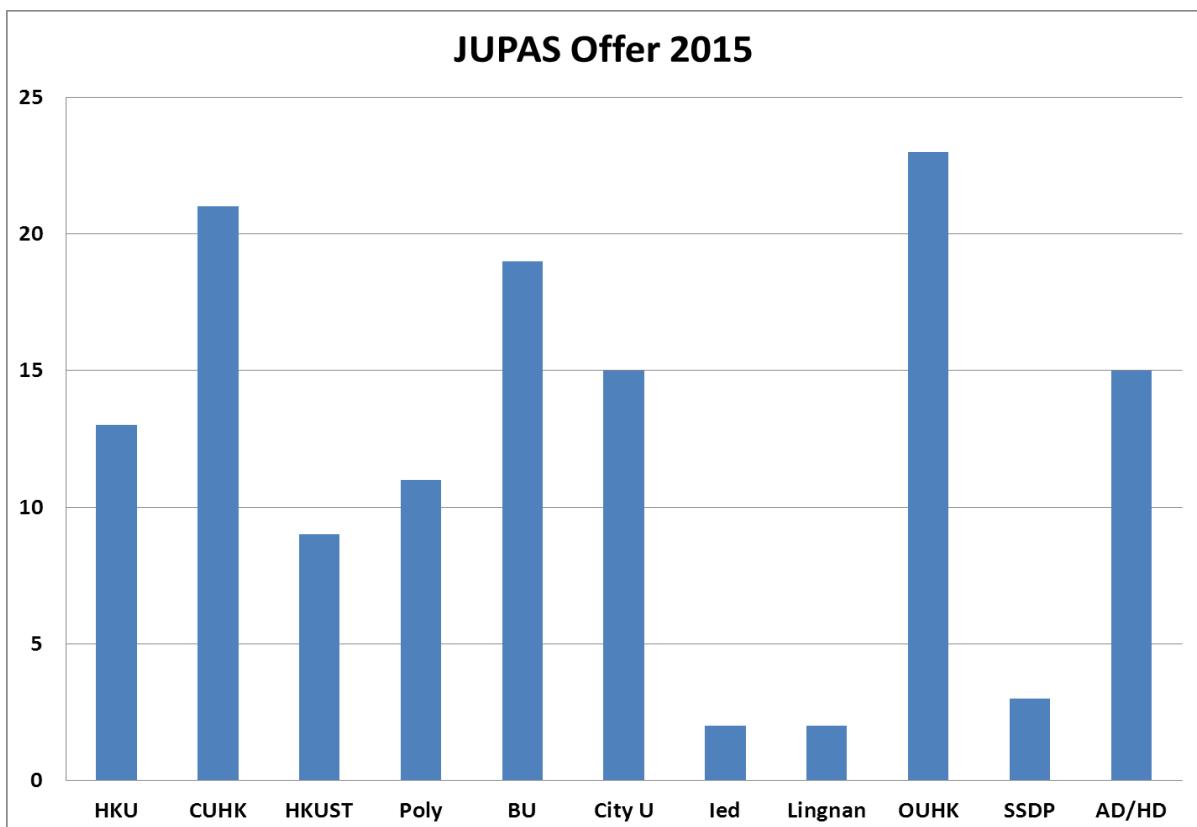
	Level 5 or above	Level 4 or above	Level 3 or above
2014	21.3%	68.3%	99.5%
2015	24.3%	63.8%	94.6%

Results of HKDSE Chinese Language of our school

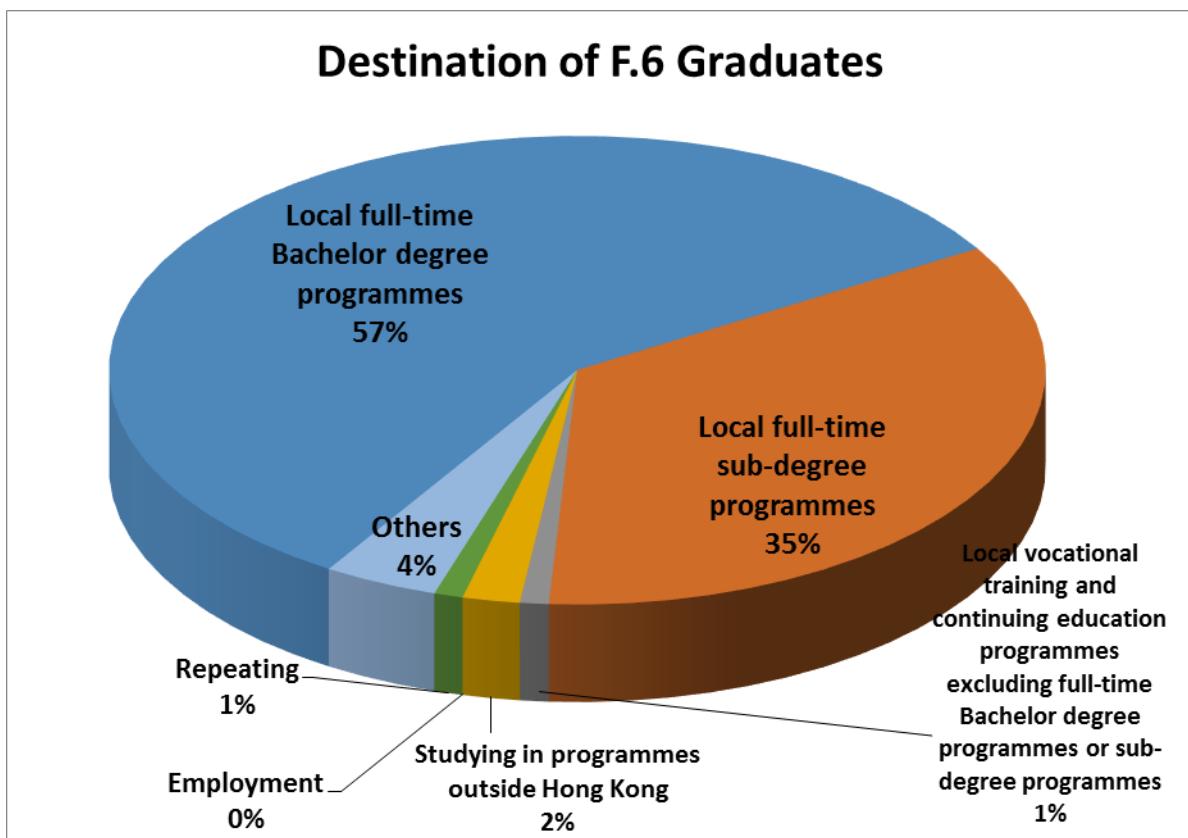
	Level 5 or above	Level 4 or above	Level 3 or above
2014	20.8%	56.3%	87.4%
2015	24.9%	57.8%	85.4%

Results of JUPAS of our school

Total no. of students	185
No. of students receiving JUPAS offer	133 (71.9%)
No. of students receiving JUPAS Degree offer	118 (63.8%)
No. of students receiving JUPAS AD/HD offer	15 (8.1%)
No. of students receiving JUPAS UGC-funded Degree offer	92 (49.7%)
No. of students receiving Top 3 Us Degree offer	43 (23.2%)



*Result as at 10th August 2015



For junior levels, S3 students performed well in the Territory-wide System Assessment in recent years.

	School percentage of students achieving Basic Competency in 2014	School percentage of students achieving Basic Competency in 2015	Territory-wide percentage of students achieving Basic Competency
Chinese language	98	99	77
English Language	99	100	69
Mathematics	99	99	80

5.2 Other Learning Experiences

Our students actively participated in many types of extra-curricular activities and their achievements in various areas were shown below.

5.2.1 Subject-related

Event	Organized by	Class	Student(s)	Prize
2014/15 數學奧林匹克解難邀請賽	中國教育華夏數學集團基金 香港數學集團	3C	張榕江	升中三組優異獎
第二屆科技新苗 100 計劃	香港科技協進會	6A	吳嘉怡	第二屆科技新苗 100 計劃
		6E	陳睿哲	
		5A	周灝麟	
		5A	鄧瑞康	
		5C	余美均	
第六十六屆香港學校朗誦節 2014 (中文)	香港學校音樂及朗誦協會	10 位同學獲得詩詞獨誦 優良獎; 1 位同學獲得詩詞獨誦 良好獎		
66th Hong Kong Schools Speech Festival 2014 (English)	Hong Kong Schools Music and Speech Association	3D	Yu Wing Sum	First in Solo Verse Speaking
		2A	Fan Man Ki	Second in Solo Verse Speaking
		3B	Lau Sin Yi	Third in Solo Verse Speaking
		5C	Ng Hei Tung	Third in Solo Verse Speaking
		36 students received Merits in Solo Verse Speaking; 1 student received Proficiency in Solo Verse Speaking		
The Electrical Model Design Contest 2015	Hong Kong Institution of Engineers	2D	Chow Ngo Kiu	Merit Award
		2D	Tang Yin Cho	
		3D	Wong Hiu Laam	
		3C	Chu Ka Lam	
The 32nd Diocesan Secondary Schools Mathematics Competition	Catholic Diocesan School Council Mathematics Education Committee	4B	Lam Tsz Chun	1st Runner-up
		4B	Yung Chung Hang	
		5A	Hung Long Yin	
		5A	Chow Ho Lun	
		5C	Lam Wai Kit	
		5C	Wong Yik Kwo	
30th Sing Tao Inter-School Debating Competition	Sing Tao Daily, The Standard and the Education Bureau	3D	Ma Ka Wai	2nd runner up/ Best Interrogative Speaker
		5B	Lui Ka Ying	2nd runner up/ Best Debater/ Best Interrogative Speaker
		5B	Tang Sui Hong	2nd runner up/ Best Debater/ Best Interrogative Speaker
		2C	Law Wing Hei	2nd runner up
		2C	Li Cheuk Yan	2nd runner up
		2D	Chow Ngo Kiu	2nd runner up

		3D	Choi Lok Ying	2nd runner up
		3D	Ho Sheung Yi	2nd runner up
		3D	Tam Hiu Yan	2nd runner up
		4A	Keung Nga Yan	2nd runner up
		4B	Chan Tin Lok	2nd runner up
		4B	Siu Pak Tung	2nd runner up
		5B	Hui Wai Yee	2nd runner up
		5B	Wang Shan Shan	2nd runner up
Hong Kong Secondary Schools Debating Competition		4A	Keung Nga Yan	Winners of Preliminary Rounds
		4B	Siu Pak Tung	
		5B	Tang Sui Hong	
高中數理學科比賽 2015	香港理工大學	5A	周灝麟	生物榮譽獎章
		5A	洪朗然	生物及物理最高榮譽獎章
		5B	馬燊威	生物最高榮譽獎章
		5B	鄧瑞康	生物「卓越」獎章及化學榮譽獎章
		5B	黃婉瑩	生物優異獎
		5C	周委宣	生物及化學榮譽獎章
		5C	高雅文	生物最高榮譽獎章及化學優異獎
		5C	高雅文	生物最高榮譽獎章及化學優異獎
		5A	戴嘉俊	物理優異獎
		5A	徐樂然	
		5B	徐國峰	
		5B	王珊珊	生物優異獎
		5D	何旭豐	化學榮譽獎章
		5D	黃鑑嶠	
		5C	黃雪玟	生物最高榮譽獎章
		5D	冼進樂	
International Mathematical Olympiad (IMO) Preliminary Selection Contest – Hong Kong 2015	EDB, IMO Committee and The Hong Kong Academy for Gifted Education	5A	Hung Long Yin	Honourable Merit
Pui Ching Invitation Mathematics Competition	Pui Ching Middle School	5A	Hung Long Yin	Bronze Medal
中學生統計習作比賽	香港統計學會	4A	劉珈言	恒生指數有限公司高級

		4A	李妙虹	組季軍
		4B	陳恒森	
		4B	丘可兒	
		4B	周月婷	

5.2.2 Sports

Event	Organized by	Class	Student(s)	Prize
Inter-School Badminton Competition		Grade C	2nd runner-up	
Inter-School Football Competition		Grade A	1st runner-up	
		Grade B	2nd runner-up	
Inter-School Table Tennis Competition		Grade A	3rd runner-up	
		Grade C	1st runner-up	
Inter-School Basketball Competition		Grade A	3rd runner-up	
Student Sports Award	A.S.Watson Group HK	6E	Cheung Ka Man	Sports Girls of the School

5.2.3 Art

Event	Organized by	Class	Student(s)	Prize
南華早報傑出學生選舉	南華早報及香港賽馬會	6E	張家華	傑出學生-藝術
67th Hong Kong Schools Music Festival	Hong Kong Schools Music and Speech Association	4B	Lau Tsz Ching	2nd runner-up in Alto Saxophone Solo-Secondary School-Junior
		1A	Iu Sum Yi Sammi	Proficiency in Piano G4
		1C	Chau Shing Cheong	Proficiency in Erhu Intermediate
		1C	Ng Sze Ki	Proficiency in Piano G5
		1D	Chan Wai Shan	Proficiency in Piano G3
		2B	Chan Hiu Yan	Merit in Piano G4
		2D	Chan Pui Yin	Proficiency in Zheng intermediate
		2D	Wong Ching Miu	Proficiency in Zhong Ruan Junior
		3A	Chan Tsz Ching	Merit in Clarinet Junior
		3D	Lam Yee Wing	Merit in Piano duet Junior; Merit in Clarinet Junior
		3D	Lee Wing Lam	Merit in Piano G6
		3D	Ma Ka Wai	Merit in Piano duet Junior;

			Merit in Piano G5
3D	Wong Lok Yiu	Merit in Flute Junior	
4A	Wong Tsz Ching	Merit in Piano duet intermediate	
4B	Chen Wai Ming		
4C	Cheung Chi Kit	Merit in Piano G7	
4C	Law Ka Ho	Proficiency in Trombone Junior	
4C	Li Hoi Yan	Merit in Flute Junior	
4D	Ho Nok Yi	Proficiency in Piano G5	
5B	Cheung Po Yan	Merit in Brass concerto	
5C	Chan Ho Man	Merit in Piano G8; Merit in Piano duet intermediate	
5C	Chung Tok Tin	Merit in Piano duet intermediate	
5D	Hung Hiu Man	Proficiency in Piano G7	
3D	鄭滌喬	Merit in Woodwind ensemble Junior (flute)	
3D	黃樂瑤		
4C	李凱欣		
5C	黃雪玟		
3D	林依穎	Merit in Woodwind ensemble Junior (clarinet)	
3A	陳子晴		
4B	鄺嘉娘		
3D	黃紀雯		
3C	王曉嵐		
5A	黃志妍		
5C	吳晞潼		
4C	鄭喆欣		
5A	王凱盈		
4A	劉珈言		
香港花卉繪畫比賽	康樂及文化事務署	3C	王曉嵐
		5A	黃志妍
		5C	吳晞潼
藝術大使	香港藝術發展局	4C	鄭喆欣
		5A	王凱盈

5.2.4 Others

Event	Organized by	Class	Student(s)	Prize	
第九屆觀塘區傑出學生選舉	觀塘區傑出學生協會	3D	呂卓琳	初中組傑出學生	
		4A	劉珈言	初中組優秀學生	
		6D	蘇晴晴	高中組傑出學生	
Dr Ivy Chan Scholarship		3D	張展滔	Dr Ivy Chan	
		3D	朱嘉琳		

		3D	庾穎心	Scholarship Recipient	
		4B	劉芷澄		
		5A	黃俊傑		
		5B	張浦甄		
		5B	羅愷瑩		
第十屆觀塘區傑出學生選舉	觀塘區傑出學生協會	5B	徐國峰	高中組傑出學生	
		2D	何詠兒	初中組傑出學生	
		3D	郭遠志		
		4B	容頌恆	高中組優秀學生	
		1A	雷綺妍	初中組優秀學生	
		2D	吳玟恩		
		3D	李穎林		
		6A	劉珈余	優異學生	
香港青年大使計劃	香港青年協會	4B	何穎淇	香港青年大使 (本地)	
		4B	蕭栢東		
		4B	黃恩童		
		4B	葉穎心		
		5B	許慧儀		
明日之星計劃 上游獎學金	教育局	5B	許慧儀		
		5C	劉清		
		5C	林偉杰		
香港 200	香港青年協會	5B	羅愷瑩		
		5B	王珊珊		
		5C	曾可兒		
		5C	楊亨詠		
港富明德獎學金計劃		6A	陳伽安		
		6A	鍾咏欣		
		6D	蘇晴晴		
HKAYP		47 students received Silver Award 19 students received Bronze Award			

5.2.5 Statistics of Student Participation in Activities (Club activities, Services and Competitions)

	S1	S2	S3	S4	S5	S6	School
The average time each student participating in activities (hours)	64	125	121	143	122	20	96
Students participating in activities for 10 hours or above	100%	90%	89%	95%	95%	61%	87%
The average number of events each student participated	8	6	6	6	6	2	5
Service time (hours)	2,403	10,704	10,343	9,192	11,172	2,976	46,793
Activity time (hours)	8,377	17,183	16,924	20,085	20,235	3,788	86,593

Students showed active participation in extra-curricular activities. 87 percent of students participated in activities for 10 hours or above and every student joined 5 events on average.

5.3 Achievement of Alumni

Event	Organized by	Class	Student(s)	Prize
Outstanding BA FS Student Awards	Hong Kong Institute of Certified Public Accountants	2014	Chan Wing Yee	Outstanding BA FS Student Awards
			Wong Ho Tai	
Hong Kong Baptist University		2012	Lee Wing Lam	President's Honour Roll
		2009	Sze Wing Sum	Dean's List
Concord Fortune Ming Tak Scholarship	Concord Fortune Charity Fund	2014	Sit Ka Ming	Scholarship Winners
		2014	Chan Ka Man	
School of Business and Management The Hong Kong University of Science and Technology	School of Business and Management	2012	Lo Chun Cheung	BBA-OM Academic Achievement Award
Honorable Citations	The Hong Kong University of Science and Technology	2012	Chan Hoi Ki	Academic Exchange NEOMA Business School (2013-14 Spring)
Dean's List Award 2013-14	The Hong Kong University of Science and Technology	2011	Ho Man Sing	Dean's List Award 2013-14
City University School of Law Admission Scholarship 2014	City University of Hong Kong	2014	Leung Tsz Kwan	LLB Admission Scholarship
United College Scholarship Presentation	United College, The Chinese University of Hong Kong	2014	Chan Wing Yee	WEDO Admission Scholarship
		2014	Wong Ho Tai	HKSAR Government Scholarship and Yau Ying Sum Hostel Scholarship
		2014	Lee Tsz Ching	CUHK Golf Day Scholarship
Dean's List	School of Engineering, The Hong Kong University of Science and Technology	2013	Kwok Hiu Fung	Dean's List
Innovation and Technology Scholarship Award Scheme 2015	The Hong Kong Federation of Youth Groups (HKFYG)	2013	Kwok Hiu Fung	Awardee
United College Scholarship	United College, The Chinese University of Hong Kong	2014	Lee Tsz Ching	Awardees
		2014	Chan Wing Yee	
		2014	Sit Ka Ming	
		2014	Wong Ho Tai	
Dean's List	College of International Education, Hong Kong Baptist University	2014	Ho Wing Sze	Dean's List
		2014	Kung Chin Hung	
		2013	Lam Tsz Ching	

6 Financial Summary

SHUN LEE CATHOLIC SECONDARY SCHOOL					
Income & Expenditure from 01/09/2014 to 31/08/2015 (UNAUDITED)					
Balance b/f					\$
1. Government Funds - EOEBG Baseline Reference Provision					2,778,336.47
2. Government Funds - EOEBG Specific Grants					2,345,048.38
3. School Funds					2,675,147.70
					7,798,532.55
I. Government Funds					
	bal b/f	Income	Expenditure	Surplus for the year	carried forward
	\$	\$	\$	\$	\$
(a) EOEBG - Baseline Reference Provision	2,778,336.47	1,813,692.11	2,905,655.75	(1,091,963.64)	1,686,372.83
(b) EOEBG - Specific Grants					
Administration Grant	906,657.62	3,584,988.36	3,026,268.11	558,720.25	1,465,377.87
Composite Information & Technology Grant	108,594.24	407,089.00	436,879.45	(29,790.45)	78,803.79
Capacity Enhancement Grant	1,329,796.52	557,148.00	47,214.00	509,934.00	1,839,730.52
(C) Government Grants outside EOEBG	2,510,230.56	44,507,291.39	44,195,629.51	311,661.88	2,821,892.44
	<i>Sub-Total</i>	7,633,615.41	50,870,208.86	50,611,646.82	258,562.04
					7,892,177.45
II. School Funds (General Funds)					
Tong Fai	1,229,911.00	459,516.55	166,014.00	293,502.55	1,523,413.55
Anniversary Fund-raising (Donations)	824,356.38	461,588.00	538,790.00	(77,202.00)	747,154.38
Approved Collections for Specific Purposes	286,192.05	298,950.00	552,792.74	(253,842.74)	32,349.31
Students' Fees Receivables & Payables	334,688.27	1,812,272.40	1,797,284.52	14,987.88	349,676.15
	<i>Sub-Total</i>	2,675,147.70	3,032,326.95	3,054,881.26	(22,554.31)
Total surplus for school year	10,308,763.11	53,902,535.81	53,666,528.08	236,007.73	
Accumulated surplus as at the end of school year					10,544,770.84

7 Feedback on Future Planning

- The school will restructure and integrate some value education and life planning programmes to support students in their pursuit of holistic development.
- The school shall encourage teachers to adopt more varied teaching strategies so that students can be given ample opportunities to work collaboratively with their peers and learn more proactively, especially with the use of IT.
- The school shall restructure and integrate some school-based curricula at junior levels, namely, Reading to Learn, Language Across Curriculum and Learning Skills so that students' reading strategies and generic skills can be strengthened to achieve self-regulated learning.
- The school shall improve the learning environment and infrastructure of the campus to enhance learning and teaching.
- The school shall nurture students into competent and ethical users of technology to meet the challenges in the 21st century.

(Please also refer to 3-year Development Plan 2015-2018 and Annual School Plan 15-16)

8 Appendix

8.1 Annual Evaluation on Programme Under Capacity Enhancement Grant 2014-2015

Teacher-in-charge : Leung Kam Chiu

Concerns and Evaluation methods	Evaluation Results		Suggestions for Improvement / Follow-up
	Quantitative	Qualitative	
1. Enhance moral, civic and value education	<ul style="list-style-type: none">❖ A tour on green education was organized to Taiwan❖ A tour to Mainland China and Russia was organized❖ A part-time TA was employed to support moral, civic, value and spiritual education❖ With the support of the TA, a tour to Malaysia was arranged	<ul style="list-style-type: none">❖ Students were trained to conduct school assembly❖ Student ambassadors played a more active role in the promotion of moral, civic and value education❖ Better use of external resource to support moral and civic education	<ul style="list-style-type: none">❖ Further enhance the participation of the student ambassadors
2. Self-evaluation and Development Planning	<ul style="list-style-type: none">❖ 15 part-time invigilators were employed to share the invigilation duties of teachers❖ 1 full-time teaching assistant was employed to support the evaluation and survey on the effectiveness of programmes organized❖ 1 workshop on the smart use of data on P-I-E cycle was organized for all subject panel heads	<ul style="list-style-type: none">❖ Subject panels and administration teams evaluated their effectiveness based on feedback from students❖ Student feedback and evaluation data were used in making annual school plan❖ Evaluation data were available before the last subject panel meeting and team meetings	<ul style="list-style-type: none">❖ The arrangement will be kept

3. Enhance students' ability in critical thinking and English proficiency	<ul style="list-style-type: none"> ✧ External instructors were employed to support junior English teaching ✧ In junior levels, some English lessons were conducted in small groups. Language arts, drama and debate skill were added 	<ul style="list-style-type: none"> ✧ Students could have better communication with English teachers and their fellow school-mates 	Further refinement of the junior English curriculum is needed
4. Enhance students' speaking skills	<ul style="list-style-type: none"> ✧ Tutors were employed to conduct practices in speaking of both Chinese and English 	<ul style="list-style-type: none"> ✧ The feedback from students was highly positive ✧ Even the less motivated students had a high rate of presence 	<ul style="list-style-type: none"> ✧ Coordination of enrichment courses will be improved ✧ Explore other high quality service providers and suitable courses for junior levels

8.2 Annual Evaluation on Programme of Senior Secondary Curriculum Support Grant 2014-2015

Person in-charge : Leung Kam Chiu

Concerns and Evaluation methods	Evaluation Results	Suggestions for Improvement / Follow-up																							
1. Enrichment programmes for students who have dropped elective subjects	<ul style="list-style-type: none"> ❖ Teaching assistants were trained to support the enrichment courses ❖ Small group support was provided 	<ul style="list-style-type: none"> ❖ Enrichment course materials would be refined 																							
2. Liberal Studies and Independent Enquiry Study	<ul style="list-style-type: none"> ❖ An additional LS teacher was employed. Therefore, smaller group size in LS lesson could be maintained. The participation of students and teachers' care in LS lesson were enhanced. ❖ Teachers could have more time to support the IES of students 	<ul style="list-style-type: none"> ❖ The curriculum and teaching materials of LS should be further refined ❖ The design of IES should be refined 																							
3. Enhancing students' language proficiency	<ul style="list-style-type: none"> ❖ Improvement in HKDSE result of both English and Chinese Language <table border="1" data-bbox="570 901 1349 1129"> <thead> <tr> <th colspan="2"></th> <th>Level 5 or above</th> <th>Level 4 or above</th> <th>Level 3 or above</th> </tr> </thead> <tbody> <tr> <td rowspan="2">English Language</td> <td>2014</td> <td>21.3%</td> <td>68.3%</td> <td>99.5%</td> </tr> <tr> <td>2015</td> <td>24.3%</td> <td>63.8%</td> <td>94.6%</td> </tr> <tr> <td rowspan="2">Chinese Language</td> <td>2014</td> <td>20.8%</td> <td>56.3%</td> <td>87.4%</td> </tr> <tr> <td>2015</td> <td>24.9%</td> <td>57.8%</td> <td>85.4%</td> </tr> </tbody> </table> 			Level 5 or above	Level 4 or above	Level 3 or above	English Language	2014	21.3%	68.3%	99.5%	2015	24.3%	63.8%	94.6%	Chinese Language	2014	20.8%	56.3%	87.4%	2015	24.9%	57.8%	85.4%	
		Level 5 or above	Level 4 or above	Level 3 or above																					
English Language	2014	21.3%	68.3%	99.5%																					
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Chinese Language	2014	20.8%	56.3%	87.4%																					
	2015	24.9%	57.8%	85.4%																					

4. Support evaluation and planning	<ul style="list-style-type: none"> ❖ 12 part-time invigilators were employed to provide time for evaluation and planning meetings ❖ The 3-year school development plan was completed for the endorsement by the IMC in June ❖ School evaluation report and annual school plan were completed on time before the end of the academic year 	<ul style="list-style-type: none"> ❖ The arrangement should be kept in the coming academic year
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8.3 Annual Evaluation on Life Planning Education and Career Guidance Service 2014-2015

Concerns and Evaluation methods	Evaluation Results						Suggestions for Improvement / Follow-up																				
	Quantitative			Qualitative																							
1. Allow students to better understand one-self and relate self-assessment outcomes to career and life planning	<ul style="list-style-type: none"> ❖ No. of programmes held by career teachers or affiliated parties for each form <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>S1</td><td>S2</td><td>S3</td><td>S4</td><td>S5</td><td>S6</td></tr> <tr> <td>2</td><td>2</td><td>5</td><td>1</td><td>5</td><td>1</td></tr> </table> ❖ Statistical results on programmes effectiveness in helping students reflect and plan for the future (based on a scale of 4 points) <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>S1</td><td>S2</td><td>S3</td><td>S4</td><td>S5</td><td>S6</td></tr> <tr> <td>3.17</td><td>3.13</td><td>3.38</td><td>2.86</td><td>2.91</td><td>2.79</td></tr> </table> ❖ 3 career and life planning workshops outsourced and arranged for S2 ❖ All S4 and 5 students finished at least one online career assessment test in the second-term ❖ Six S5 students participated in 學友所承校本輔導大使計劃 and conducted career-related activities for schoolmates 	S1	S2	S3	S4	S5	S6	2	2	5	1	5	1	S1	S2	S3	S4	S5	S6	3.17	3.13	3.38	2.86	2.91	2.79	<ul style="list-style-type: none"> ❖ Students enjoyed the increased variety of talks ❖ Most S4 and 5 students completed the career assessment seriously and showed more initiatives in career planning ❖ External career-related programmes were better received by students this year 	<ul style="list-style-type: none"> ❖ Continue to explore the possibility to work with different NGOs to conduct programmes for students ❖ More emphasis should be put on junior levels
S1	S2	S3	S4	S5	S6																						
2	2	5	1	5	1																						
S1	S2	S3	S4	S5	S6																						
3.17	3.13	3.38	2.86	2.91	2.79																						
2. Facilitate students to make decisions and act out plans regarding various study and work choices	<ul style="list-style-type: none"> ❖ Events about working world were organized for senior students as planned (3 OLE lessons plus job interview days) ❖ One extra staff member was employed to reduce workload of teachers responsible for the personalized career counselling. ❖ No. of meetings per student 	<ul style="list-style-type: none"> ❖ Most students did preparation before meeting the CLP counsellors ❖ Students appreciated the efforts made by the CLP teachers ❖ Both class teachers and students believed that the work-related activities 	<ul style="list-style-type: none"> ❖ CLP meetings should be arranged as early as possible <ul style="list-style-type: none"> ➢ S6: Early September ➢ S5: After Chinese New Year holiday/ Early March ❖ Encourage teachers (CTs, ACTs, and mentors) to make good use of the career assessment reports 																								

	<ul style="list-style-type: none"> ➤ S5: One ➤ S6: Two ❖ 88.5% of S6 students agreed and/or strongly agreed that CLP meetings were practical ❖ Mentorship programme for S5 and 6 students were implemented ❖ 120 senior students attended EDB and/or Y.E.S. seminars about work and job interviews ❖ 30 S4 and S5 students took part in SCP programme <ul style="list-style-type: none"> ➤ The activity helped me to make reflection on my interests, ability and character (3.04 out of 4) ➤ The activity helped me understand employers' expectation (3.17 out of 4) ❖ 18 S5 students participated in job shadowing ❖ Two S6 students worked as summer interns in a CPA firm ❖ Talks and 2½ -day operation of support centre available in Jul 2015 for S6 graduates' release of DSE results 	<ul style="list-style-type: none"> ❖ helped students to set targets ❖ S6 BAFS students supported the summer internship offered by the alumni 	<ul style="list-style-type: none"> and tailor-made worksheets to facilitate discussion with students ❖ A small-scale mentorship programme collaborated with the Alumni Association ❖ Additional manpower (e.g. support from TA) is strongly needed for arranging activities outside school
3. Help senior secondary students explore multiple pathways	<ul style="list-style-type: none"> ❖ 10 OLE lessons were conducted to introduce multiple pathways to NSS students ❖ One alumni sharing for S6 on work and studies which students found it useful (3.07 out of 4) ❖ A series of programmes about higher education in South Korea were arranged for S4 and 5 students ❖ Visits were paid to two different 	<ul style="list-style-type: none"> ❖ Most students focused on local university education but were aware of the multiple pathways available ❖ Only a few students showed interest in Korea tertiary education 	<ul style="list-style-type: none"> ❖ Explore the possibility to arrange appropriate activities using assembly periods to increase the coverage ❖ Should focus more on local tertiary education

	<ul style="list-style-type: none"> ❖ career and education expos ❖ S4 students showed that the Career Expo gave them insights into multiple pathways in the future (3.10 out of 4) 		
4. Equip parents and teaching staff with the necessary knowledge and technique to provide career guidance support	<ul style="list-style-type: none"> ❖ Parents' talk was held in Sep 2014 <ul style="list-style-type: none"> ➢ Attended by parents of nearly 70% of S6 students ➢ All participating parents claimed that they would have follow-up discussions with their children ❖ Another parents' talk was held in Jul 2015 ❖ One professional training for staff <ul style="list-style-type: none"> ➢ 100% of participants agreed/strongly agreed that the training was useful 	<ul style="list-style-type: none"> ❖ Both SA team and teachers agreed that parents' and teachers' education were necessary to facilitate career education 	<ul style="list-style-type: none"> ❖ Should continue arranging such programmes in the coming years