



# *Shun Lee Catholic Secondary School*

ANNUAL SCHOOL REPORT 2016-2017



# Shun Lee Catholic Secondary School

## Annual School Report

### 2016/ 2017

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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.

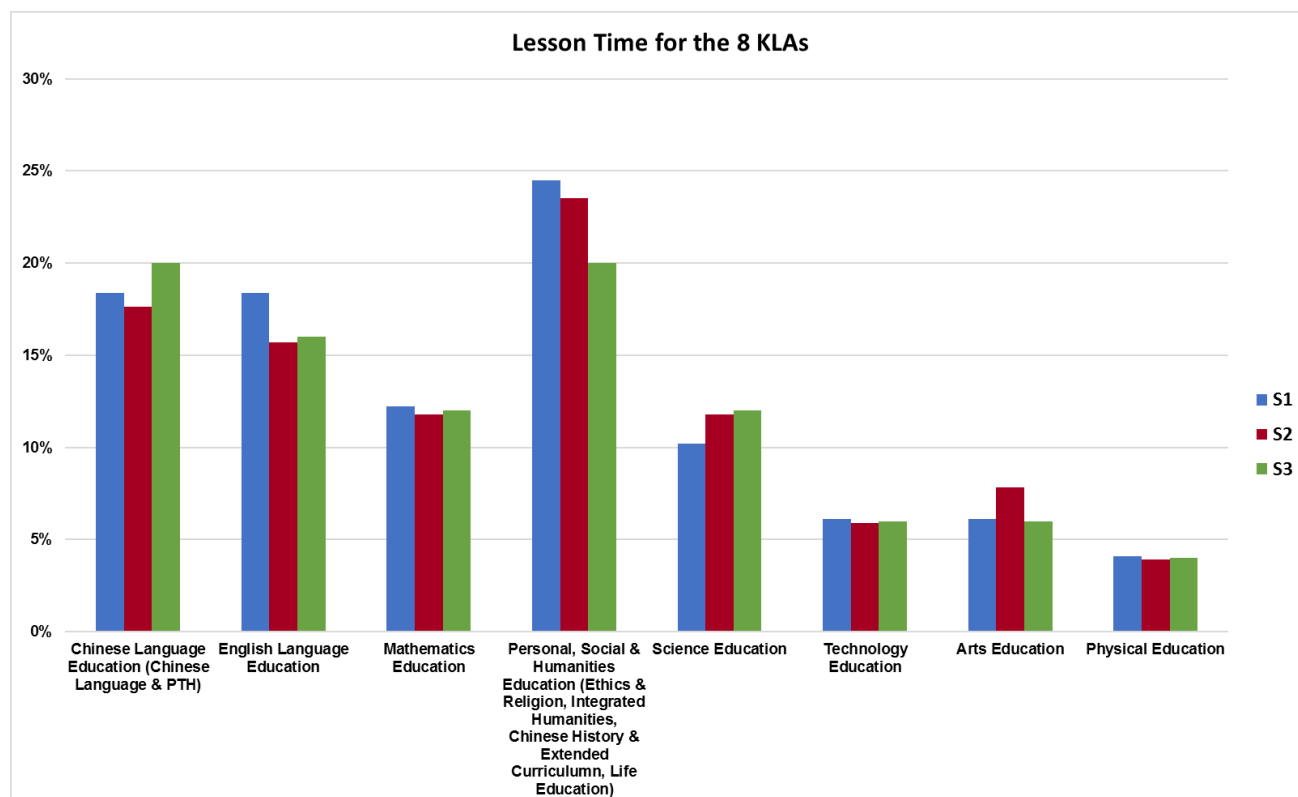
## Composition of IMC

Category of Manager	Number of Managers
Sponsoring Body Manager (Supervisor)	1
Sponsoring Body Managers	6
Alternate Sponsoring Body Manager	1
Independent Manager	1
Parent Manager	1
Alternate Parent Manager	1
Teacher Manager	1
Alternate Teacher Manager	1
Alumni Manager	1
Ex-Officio Manager (Principal)	1

## Active School Days

The number of active school days was 190.

## 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	4	4	25
No. of Students	128	128	129	138	133	137	793

**Students' Attendance**

	Secondary 1	Secondary 2	Secondary 3	Secondary 4	Secondary 5	Secondary 6
Attendance Rate	99.3%	99.3%	98.7%	98.1%	97.9%	97.1%

## 2 Achievements and Reflection on Major Concerns

### 2.1 Major Concern 1: Enhance Students' Learning Ownership

#### **Achievements**

#### **1. Ensure students' engagement and responsibility in learning by incorporating 4Ps – Preparation, Participation, Presentation & Possession in learning and teaching**

#### **Learning and Teaching**

4Ps have become a regular practice in learning and teaching. The two submissions of teaching packages exhibiting 4Ps in 2016-2017 were continued to provide students with sufficient opportunities to prepare, participate, present and possess their learning. While lesson observation continued to centre on the implementation of 4Ps, professional sharing of successful practices in enhancing Possession was conducted in Subject Heads' Meetings and Staff Meetings throughout the academic year to further strengthen the implementation of Possession.

A number of surveys have been conducted to observe students' perceptions of 4Ps and their learning performance. The school-based Learning and Teaching Questionnaire Survey indicated that students were generally positive about 4Ps. They even gave higher ratings in 2016-2017 when compared to the second term in 2015-2016 in all four aspects. Comparing both school terms in 2016-2017, higher ratings in the second term were seen and the deviations among subjects were less obvious, especially in Possession. This may suggest students have developed a better understanding of how to possess their learning.

Stakeholders' Survey data regarding students' perception of teaching indicated that teachers provided sufficient opportunities for students to conduct 4Ps. An increase in ratings given to questions regarding 4Ps, for example, "Teachers often arrange group discussions and oral presentations in lessons" and "Teachers often provide us with guidance in learning strategies such as pre-lesson preparation" was observed.

Stakeholders' Survey data regarding students' perception of learning indicated that they became more aware of how to apply different learning strategies in study. An increase in ratings given to questions regarding Possession, for example, "I know how to set learning goals", "I am able to apply learning strategies such as doing pre-lesson preparation, using concept maps and online resources", and "I often review my learning based on my assessment results and teachers' comments" was observed.

Apart from the encouraging findings collected from the school-based Learning and Teaching Survey and Stakeholders' Survey, teachers also observed a greater confidence in students when presenting

ideas in English, attributed to the increased opportunities to present their learning outcomes verbally in lessons through 4Ps. The implementation of 4Ps also brought further changes in teaching pedagogy when more teachers incorporated the use of IT in executing 4Ps through Schoology, Kahoot and Flipped Classroom.

### **Professional Development**

Since September 2017, the school has participated in Quality Schools in Hong Kong (QSHK), a school improvement scheme administered by the Chinese University of Hong Kong. The scheme has provided professional support to a number of subjects including S1 Learning Skills Across Curriculum (LSAC), Liberal Studies and Mathematics. Two staff development programmes entitled “Feedback to stock-taking survey and interviews” with the focus on self-regulated learning and “Enhancing students’ learning motivation” were conducted on October 26, 2016 and March 20, 2017 respectively.

### **2. Embrace social skills through collaborative learning**

S1 students were seated in groups of 4 and given a clear framework detailing their roles and responsibilities when participating in group work. Students developed a heightened awareness of their roles, duties and manners in group work through teachers’ guidance and training sessions provided to Student T. Students were always seen to work closely with their peers to co-construct knowledge. Active participation in lessons was observed in S1 classes.

However, some problems were reflected through the Focus Group Interview conducted by the end of the school year about the TEAM arrangement in S2, including ineffective division of labour, which resulted in heavy reliance on Student T in group projects.

### **3. Equip students with life-long learning skills**

Learning Skills Across Curriculum (LSAC) in S1 and S3 were revised to incorporate more learning skills such as interpreting and responding to different texts and data. Professional support from QSHK also helped S1 students develop effective note-taking skills.

## Reflections

### **1. Ensure students' engagement and responsibility in learning by incorporating 4Ps – Preparation, Participation, Presentation & Possession in learning and teaching**

The survey findings suggest that the implementation of 4Ps has made a positive impact on student learning. Teachers' continued efforts in revising their teaching packages to incorporate 4Ps and sharing their successful practices regarding Possession have also enhanced the quality of teaching.

#### **Follow-up actions in 2017-2018**

Many subjects are already adopting e-learning strategies. Academic Committee and IT Committee will work closely to explore more e-learning platforms to enhance learning and teaching. The two committees will also encourage teachers to use Plickers in their lessons to enhance students' participation and minimize the use of private digital devices next academic year.

### **2. Embrace social skills through collaborative learning**

The TEAM seating arrangement, which facilitates collaborative learning, will be continued in S1 and S2 in 2017-2018.

#### **Follow-up actions in 2017-2018**

- (1) To address the problems in S2, teachers should be constantly reminded to monitor the group dynamics for a more effective division of labour. "Job rotation" among roles could be applied to reduce reliance on student T and to motivate student M's participation.
- (2) More suggestions should be provided to teachers to fully utilize the TEAM setting for collaborative learning. Successful practices will be collected from teachers for professional sharing.

### **3. Equip students with life-long learning skills**

Collaboration with subjects will be strengthened to enhance the Learning Skills Across Curriculum in S1 and S3.

#### **Follow-up actions in 2017-2018**

LSAC will work closely with Chinese History, English and Integrated Humanities to provide ample opportunities for students to apply learning skills acquired in LSAC.



## 2.2 Major Concern 2 : Enhance Student Development through the Integration of Value Education and Life Planning

### Achievements

#### 1. To enhance Students Development through the Integration of Value Education and Life Planning, the following has been done:

In the school year 2016-2017, we continuously refined our school based Student Development Framework. The framework includes the values of love, responsibility, mutual respect, justice, service, perseverance and truth. A clear and balanced framework was devised. The Quality School of Hong Kong (QSHK) was invited to revise and enhance the Service Education programmes. Cross-curricular collaboration between Guidance Team, Life Education and Religious Education concerning sex and life education was achieved. We arranged meetings for different teams and subject panels to optimize the student development programmes.

#### **Service Education**

S2 V-power Programme was revised and improved with the advice of QSHK. S4 Elderly Academy will be replaced by a new service learning programme co-organised with The Boys' and Girls' Clubs Association of Hong Kong (BCGA) in the next academic year. Students activities and service programmes will be better coordinated and integrated with values.

#### **Mental Health**

We joined the Student Mental Health Support Scheme to provide better support for the SEN students. 3 teachers attended a five-day course and 4 teachers attended a two-day course about student mental health. A sharing session was organized to share the insight of the course to all staff. Some SEN and suspected SEN cases will be investigated with psychiatric nurses and psychiatrists.

#### **Class Management**

Positive class spirit was strengthened through different class activities. Good practices of class management were shared in staff development training programmes. S1 class teachers were invited to participate in the Student Development Programme in order to enhance classroom atmosphere.

#### **Life Education**

The school-based Life Education Curriculum was continuously refined to enhance Life values and Emotional Education. Form teachers were invited to join the lessons to foster better understanding between form teachers and students. Emotional support for students were thus enhanced. A school based cross disciplinary platform was set up to foster better communication among different groups and subjects. Better coordination with Life Education, Guidance Team

and Religious Education concerning life education was achieved

### **Parents Education**

The participation rate of S1 & S2 parents' nights was 70% or above. Parents workshop and Day Camp about mental health and parenting skills were organized by PTA and social workers. More parents showed awareness of their children's development.

### **New Focus Group Interview and SA questionnaire**

Interviews for S1-S5 focus groups were conducted to collect students' views on different aspects of their school life. SA questionnaire was delivered to collect students' views on different values to strengthen the evaluation of various programmes.

## **2. To strengthen the Career and Life Planning Education through the concerted efforts of teams and subject panels.**

### **The career education curriculum and programme**

The main objective of Career Guidance Team concerning Major Concern 2 is to tap resources from external organisations to organize different programmes for students. Among all programmes held in 2016-2017, 5 outsource services were arranged for the whole form across levels during lesson time and 2 outsource services were arranged for all S4 and S5 students respectively outside lesson time. Moreover, 17 outsource activities were arranged for students feeling interested. Students generally found most of these outsource programmes useful to their career and life planning and participants were mostly active and highly engaged in the process.

It was nice to have more alumni to help share their career paths with our students in different occasions like Career Days and Alumni Mentorship Programme. The School has built a good connection with Alumni Association to facilitate our students' career and life planning.

## **Reflections**

1. Different programmes organized under the coordination of the Student Affairs Committee enhanced students' development through the Integration of Value Education and Life Planning. Programmes and activities were well received by students. The evaluation of the programmes will be done through different surveys.
2. Teachers should pay more attention when organizing activities which involve value education to make sure students are able to connect the learning tasks / activities with the values we expect them to acquire.
3. In order to facilitate students to gain a better understanding of working world, Career Guidance Team will continue to explore possibilities to arrange career sharing activities to Senior Form

students.

4. Student Mental Health Support Scheme「醫教社同心協作計劃」as a two-year pilot programme (2016 - 2018 ) will be continued in the coming year to enhance support for students with mental health needs. Care plan of the target students will be delivered in a more cohesive manner to meet the needs of the children with the right level of intervention. Cross-disciplinary interventions according to their care plans are provided to help the students resume a normal developmental pathway. Their progress will be reviewed and adjustment will be made if needed.
5. In order to support students' developmental needs and increase the students' knowledge and understanding about mental health, the School will join the Joyful@School Scheme (好心情計劃) in the coming year. Joint effort with different groups and subjects will be strengthened to meet the needs of students and support their developmental growth.
6. New parent education programme will be arranged to empower parents to support students' development and develop network among parents to enhance the peer support.

## 2.3 Major Concern 3 : Enhance Students' Digital Competence

### Achievements

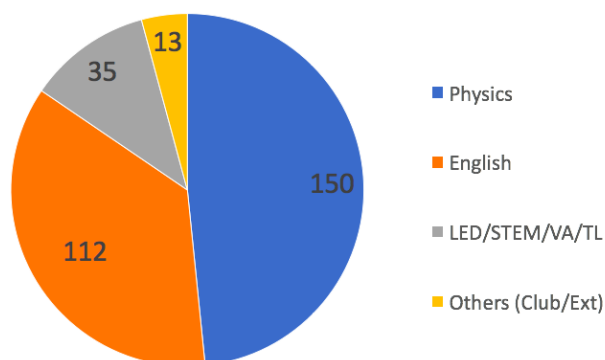
#### 1. Upgrade IT Infrastructure to facilitate the implementation of e-learning

- The infrastructure of the WiFi network was established and the broadband was upgraded from 100M to 500M.
- New TSS was recruited in Aug 2016 but our old TSS resigned in Sep 2016. Up till now, there is still a vacancy for TSS. As a result, workloads on Mr. John Ng and the IT committee are extremely high.
- Makerspaces were established in Geography room and DT room, which provide students space and equipment to work on projects and competitions.
- A new IT Equipment Booking System, based on Google Forms, was introduced this academic year. A Samsung tablet is stationed in the control room for teachers to check in and out the IT equipment.
- School web was revamped to include a content management system which makes it easier to maintain.
- e-Learning progress:

Month	Event
Sep 2016	Training on Schoology specially arranged for Mathematics and Chinese panel
Oct 2016	Plicker workshop for all teaching staff
Feb 2017	Set up Google sheet tablets loan form
Apr 2017	Chinese panel tried out flipped learning
May 2017	Joined eReap programme and “Twig” online resource was launched among Science subjects
May 2017	52 iPads were purchased
Jun 2017	Successfully applied EduVenture, a GPS-location based learning system, which can support outdoor learning and teaching.
Jul 2017	Set up Apple MDM and configured iPads

- Summary of tablets loan records

310 Tablets usage records (Feb - May 2017)



According to the feedback of tablets heavy users, the main purposes of using mobile device in the lesson were for instant responsive feedback and flipped learning.

- Work done in pilot subjects:

Subject	Level	eLearning Activities Held
ICT	S4, 5	<ul style="list-style-type: none"> <li>- Flipped lessons were conducted in learning Pascal programming.</li> <li>- MS OneNote Class Notebook was created for distributing flipped videos, online quizzes and lesson materials to the students. Students could also take notes online during the computer lessons.</li> </ul>
Physics	S3, 4, 5, 6	<ul style="list-style-type: none"> <li>- Flipped videos were created for almost 100% syllabus.</li> <li>- Google sites, combined with Google classrooms were used for distributing flipped videos, lesson materials and online quizzes to the students.</li> </ul>
English	S5	<ul style="list-style-type: none"> <li>- Inter-class project using tablets to conduct research and conduct presentations in class was held.</li> </ul>
	S3, 4, 5, 6	<ul style="list-style-type: none"> <li>- Schoology was used for reflection post and discussion.</li> </ul>
	S4, 5	<ul style="list-style-type: none"> <li>- Kahoot was tried to deliver instant quizzes.</li> <li>- GoVote / Mentimeter was tried to receive instant responses from the students.</li> </ul>
Science	S1, 2	<ul style="list-style-type: none"> <li>- Tried out Twig platform and students had to complete a summer assignment based on the online science resources provided by the platform.</li> </ul>
VA	S4, 5	<ul style="list-style-type: none"> <li>- Used tablets for artwork appreciation during lessons.</li> </ul>
	S1, 3, 4, 5	<ul style="list-style-type: none"> <li>- Flipped videos on selected topics (e.g. Chinese painting) were used for lesson preparation.</li> </ul>
	S3	<ul style="list-style-type: none"> <li>- Students learned how to use Photoshop to design the cover of the student handbook.</li> </ul>

## 2. Nurture students into competent and ethical users of technology

- Three IT lessons were added in the summer bridging program to prepare the readiness of S1 students to use the computer in our school.
- Basic IT skills like presentation skill, survey design, chart application were introduced in the S3 LSAC lessons.
- Cyber ethics like copyright issues and cyber bullying were included in the S1 Life Education curriculum.
- According to the student survey conducted in the 2<sup>nd</sup> term, the results of Q6, Q11 and Q12 are as follows:

	Q6	Q11	Q12
S1	3.13	3.11	3.19
S2	2.95	2.89	2.97
S3	3.04	2.88	3.00
S4	3.00	2.80	3.01
S5	3.05	2.87	3.01

Q6. I am confident in selecting relevant information online / from different media formats for my learning.

Q11. The teacher always gives us opportunities to use I.T. for learning or accessing subject knowledge.

- S1 students show higher competent in using IT for learning or accessing subject knowledge.
- S2 students are relatively less confident in applying IT in learning among the levels. One possible reason for this is that there is no computer lessons in S2.
- According to the results of Q11, teachers should give students more opportunities to use IT in and outside lessons in the coming academic year.
- IT skills were exhibited through the following learning activities
  - Making of class magazine in S1 using Google Docs
  - Video shooting and editing in S2 Life Education project
- Less than 20% of students fulfilled 80 % of the basic requirements in the HKYITA scheme. The result was not satisfactory as most students failed in Chinese and English typing test. It was also found that the requirements in the scheme are a bit out-dated and could not reflect the latest technological needs of students.
- Achievements of Public Competitions
  - Champion in “STEM in mBot 2017” competition (Kowloon Division)
  - First runner-up in “六藝創意比賽 2017” - music section

- IT Exchange Programme

- Two S5 students have joined the ICT Exchange Programme (21/8 – 26/8) co-organized by the “Association for Study in Japan Support (HK)” and the “University of Aizu”.

### 3. Bridge the digital gap between parents and students

- “共建更好的網絡世界” package, developed by EDB and HKedcity, was linked on the school web.
- No Talks related to e-learning is arranged for the parents this academic year.

## Reflections

### 1. Upgrade IT Infrastructure to facilitate the implementation of e-learning

- It was found that the strength of the WiFi signal at school hall and the school entrance is not strong enough. Therefore, it was suggested that extra APs or extenders should be installed.
- According to the usage records of Samsung tablets, the main purposes of using mobile device in the lesson were for instant responsive feedback and flipped learning. Therefore, the following actions are suggested:
  - Plicker code will be attached in student handbook 2017-2018 so that teachers only need one mobile device for collecting instant feedback from students.
  - The e-Learning team are going to promote instant responsive tools, like “kahoot” in the coming academic year.
- According to the survey on using mobile phone in lesson, most of the activities involved the use of mobile phone are requesting instant feedback from students. Therefore, there is no immediate need to provide WiFi access to the students as the data flow is limited.

### 2. Nurture students into competent and ethical users of technology

- It was found that students were very weak in both Chinese and English typing and they failed in the related HKYITA assessment. As traditional Chinese Input Method such as Changjei becomes less popular and students use mobile phone to process text, it was suggested that handwriting input method should also be installed in all school computers and a certain number of writing pads should be purchased for students to use afterschool.

- As less than 20% of students fulfilled 80% of the basic requirements of the HKYITA scheme in S1, it was suggested that the coming S1 students should not be forced to join the HKYITA scheme, but the related assessment records should be maintained by the TL subject teachers which serves as a proof in case student is eligible to apply for the award in the future.
- Class IT assistants did not know clearly their responsibility and they can only provide limited support to the teachers. Special training should be provided to teach them how to deal with common hardware and software failure in the classroom.

### **3. Bridge the digital gap between parents and students**

- Talks related to e-learning and cyber ethics should be arranged for both students and parents in the coming academic year. On-site seminars / workshops organized by NGO such as “Hong Kong Family Welfare Society” will be considered.



### **3 Our Learning and Teaching**

#### **Students' Self-efficacy in Learning**

Despite a more positive perception of learning revealed by the school-based Learning and Teaching Survey and Stakeholders' Survey, students in general do not have a strong sense of achievements, according to the APASO survey results. More attention should be given to S2 and S3 as their ratings were relatively lower than other levels. Similar pattern has also been observed in the QSHK self-directed learning survey conducted in mid-September 2016, which concluded that S2 and S3 students were less confident about their learning (self-efficacy).

Observing that some junior secondary students might feel defeated by some assessment questions that are out of their reach, teachers were reminded to examine the level of difficulty of questions and provide students with adequate exposure to different question types before assessments in 2016-2017. To further strengthen students' self-efficacy in learning, a series of staff development programmes will be provided by QSHK next academic year, with the focus on assessment literacy which emphasizes the coherence between teaching, learning, revision and assessment.

#### **STEM Education**

STEM education has been another focus in school. The spirit of STEM education is to call for cross-curricular collaboration to provide opportunities for students to apply subject knowledge and skills in daily life. Through STEM education, our school hopes to bring about changes in teaching and learning at student and school levels.

##### ***Student Level***

STEM education aims to expose students to more hands-on and minds-on experiences through which they can learn to solve problems in an innovative way. Moving on to the next level, the school hopes to see more students interested in Science & Technology so that they will consider these disciplines in their future education and career planning. The long-term goal of STEM education is to nurture students into Makers who are capable of integrating theory and skills and transforming them into actions or even innovations.

##### ***School Level***

STEM will bring about some changes in Junior Science and T&L curricula, in which subject teachers will bring in ideas about STEM to renew their curricula. In 2016-2017, S2 students had two STEM lessons alternate cycle, but in 2018-2019, S2 students will have two STEM lessons every cycle. In other words, S2 STEM teachers will have to renew their curriculum by introducing more topics to students. Lastly, the school hopes that STEM will provide opportunities for different subjects to work

together, and at the same time, provide opportunities for the school to work with some external organizations such as universities or even the commercial sector. Through these cross-curricular and interdisciplinary opportunities, students' exposure can be widened.

## **4 Support for Student Development**

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 (S1) were arranged to cater for students' developmental needs. Students showed positive feedbacks on these programmes.
- 145 sessions of Love Series Group activities, including Love & Words, Love & Praise, Love & Play, Love & Tune -African Drum, Love & Chess, Love & Goal, Love & Peace, Love our Community-Excursion to Tai Wai, Love & Tune in Concert -Love Our Family, Love & Share Lunch Gathering, Love & Share Camps, Goal Keeper and Photo-taking activities were designed and successfully held to develop students' potential self, reinforce students' positive values as well as cultivate a harmonious atmosphere. The activities were well received by students.

#### **1.2 Discipline Team Programmes**

- Most classes got improvement in “Classroom Tidiness” and “Homework record” in the STARS Campaign for S1 to S3 this year. There will be some level-based programs for different forms to cater for students' needs in the campaign next year.
- A talk given by Police Community Relations Office of Hong Kong Police Force was arranged to raise students' awareness of common offences and triad related offences.

### **II. Moral and Civic Education Programmes**

- The School Commencement Day received good feedback from students. It has reinforced the family culture within the school. S1 students were impressed with the drama show and the warm atmosphere in the school. It scored higher than 3 on average on a scale of 1 to 4.
- To cultivate a harmonious and caring atmosphere on campus, students were encouraged to write heart-warming letters to their schoolmates in the “Secret Angel” programme to show their love and care to others. The theme of the event of this year was “關愛，從心出發” (Care – Begins within Our Hearts). The programme was very successful and gained much support from students and teachers. Around 92% of students agreed that Secret Angel had encouraged them to show care to their schoolmates and had also enhanced the school's ethos and value education.
- Two sharing sessions on the theme “Justice” and “Persistence” were organized. Both were well received by students and teachers. The guest speaker of the first sharing session was Mr. Pong Yat-ming, who showed the way to practise the value of justice in his daily life. Students were

greatly inspired and organized similar activities to exhibit the values of “love” and “justice”. In the second sharing session, Mr. Lai Chi Wai, a paraplegic athlete, was invited to share about the peaks and valleys in his life. Students were amazed by his perseverance and invincible spirit. In the questionnaire, around 99% of students agreed that the talk could exhibit the importance of “persistence” and it inspired them to develop positive attitude towards lives. The team was delighted to know students all enjoyed the sharing and had learnt something meaningful from it.

- Recycling of Christmas Decorations also received good response from students and teachers. It encouraged students to practise recycling in their lives and enhanced students’ environmental awareness.

### **III. Careers and Guidance Programmes**

- The career education curriculum this year included 8 and 21 whole-form programmes for Junior Form students and Senior Form students respectively. The team also promoted programmes / activities related to future careers or studies to interested students. 17 of them were joined by students from S3 to S6. A wide variety of programmes was organized to unleash the potential of students with different abilities or interests. Most of them became regular programmes of the team. The programmes ranged from school-based career programmes, job-related talks and visits, university talks, university tasting programmes, mentorship programmes to individualized counselling meetings. The School is able to raise students’ awareness on having better career and life planning through different kinds of activities.
- To raise the senior form students’ awareness on their own career and life planning, a Career Portfolio was created for each S5 student since the first S5 OLE lesson. Students put completed career assessment, materials, information, and reflections related to CLP into the portfolio. This portfolio was found useful during individualized counselling meetings with Career teachers and meetings with their teacher mentors. The portfolio could facilitate teachers’ understanding of each student and students’ self-understanding for their future planning.
- A closer co-operation was created with Alumni Association. Apart from Alumni Mentorship Programme, two Career Days were successfully held for S4 and S5 students. Students were able to receive more information about industries they were interested in from their elder brothers and sisters for their future planning.
- The "Mock Job Interview" was successfully held for all S6 students with the collaboration of the English Department in October and November. Interview preparation workshops were arranged during OLE lessons and English lessons. They were all conducted by Career teachers and English teachers.
- The team also incorporated value education in some programmes. 5 lessons / programmes were designed for S4 and S5 students to focus on work values or attitudes people should have as an employee.

#### **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).
- 78 students participated in various pull-out programmes which include debate workshops, study tours to Taiwan, Korea and China this year.
- Being subsidized by Diversity Learning Grant, 3 students attended off-site programmes organized by local tertiary institutes.
- More than 25 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 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 effort of the 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) Parents questionnaires and parents night for S1 and S2 students enabled the school to identify students with SEN at an earlier stage;
  - (2) An additional teaching assistant was employed to help the implementation of this policy;
  - (3) Outsource resources provided motor skills, social skills and communication skills training;
  - (4) Small groups organized by guidance teachers and social workers helped cultivate harmonious learning atmosphere;
  - (5) Parent workshops were conducted to foster better communication and understanding;
  - (6) Coordination with parents of SEN students to compile Individualised Education Programme of Tier Three Student; and
  - (7) Coordination with internal and external assessment adjustment for SEN students.

## 5 Student Performance

### 5.1 Academic Performance

Students' performance in HKDSE in recent years:

Year		2015	2016	2017
Total no. of students		185	166	137
JUPAS Results	No. of students receiving JUPAS offer	133 (71.9%)	126 (75.9%)	98(72.1%)
	No. of students receiving JUPAS Degree offer	118 (63.8%)	107 (64.5%)	89(65.4%)
	No. of students receiving JUPAS AD/HD offer	15 (8.1%)	19 (11.4%)	9(6.6%)
	No. of students receiving Top 3 Us Degree offer	43 (23.2%)	36 (21.7%)	27(19.9%)
Overall Results	No. of students eligible for sub-degree courses and civil service appointments	174 (94.1%)	154 (92.8%)	131(95.6%)
	No. of students meeting minimum entrance requirements for local degree courses	151 (81.6%)	137 (82.5%)	115(83.9%)

Our students have achieved good results in both language subjects:

Results of HKDSE English Language of our school

	Level 5 or above	Level 4 or above	Level 3 or above
2015	24.3%	63.8%	94.6%
2016	17.1%	54.3%	94.5%
2017	14.7%	57.4%	93.4%

Results of HKDSE Chinese Language of our school

	Level 5 or above	Level 4 or above	Level 3 or above
2015	24.9%	57.8%	85.4%
2016	20.6%	52.1%	87.3%
2017	20.4%	51.1%	85.4%

For junior levels, the following table shows the results of 2017 TSA results of our S3 students.

Subject	Number of students completing written assessment	Number of students achieving Basic Competency	School percentage of students achieving Basic Competency	Territory-wide percentage of students achieving Basic Competency
Chinese language	128	120	94	77
English Language	127	120	94	70
Mathematics	127	119	94	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 Whole-person development

Event	Organized by	Class	Student(s)	Prize
第五屆正能量青年選舉	基督教家庭服務中心	5C	陳文輝	青年組優異獎
青年使者計劃- 聯合國兒童基金香港委員會	聯合國兒童基金香港委員會	4D	何詠兒	青年使者
祁良神父教育基金	祁良神父教育基金有限公司	5D	張榕江	得獎者
第十一屆觀塘傑出學生選舉	觀塘區傑出學生協會	4D	甘麗琪	初中組傑出學生
		5D	張展滔	高中組傑出學生
		4B	陳詩瑩	初中組優秀學生
		5B	郭遠志	高中組優秀學生
觀塘優秀學生獎勵計劃	觀塘區學校聯會	6A	陳小燕	得獎者
2016 明日之星計劃之「上游獎學金」	扶貧委員會 香港社會服務聯會	5A	任倩怡	得獎者
		5D	張榕江	
		6B	練悅寶	
尤德爵士紀念基金高中學生獎 2016/17	尤德爵士紀念基金高中	6A	劉珈言	得獎者
HKSAR Junior High School Students Award	Unison Hope Charitable Foundation Limited	1D	高睿瑩	行樂優異獎學金

## 5.2.2 Subject-related

Event	Organized by	Class	Student(s)	Prize
Hong Kong Secondary Schools Debating Competition	HKSSDC organizer	4B	周翹翹	1st Runner-up
		4D	陳培彥	1st Runner-up, Best Debater in final round
		4D	何詠兒	1st Runner-up
		5A	馬嘉慧	1st Runner-up, Best debater in 1st and 2nd rounds
		5B	蔡樂盈	1st Runner-up
第六十八屆香港學校朗誦節 2016	香港學校音樂及朗誦協會	順利天主教中學		詩詞集誦 季軍
		1C	易芍霖	詩詞獨誦 季軍
		2B	林樂琛	
		3D	何靄蔥	
		3D	劉銳華	
		4C	張羽在	
		1A	陸楚霖	詩詞獨誦 優良獎
		1B	黃詠恩	
		1C	朱文琦	
		2A	曾雯琳	
		1A	黃穎琳	
		3D	黃樂怡	
		4B	陳詩瑩	
		4B	徐佩欣	
		4B	冼士婷	
		5B	黃樂彥	
		1B	陳琦	詩詞獨誦 良好獎
		1B	鄭嘉慧	
		1B	黎凱恩	
		1B	李雪兒	
		1C	馮宇妍	
		4D	陳樂盈	
		5B	譚芷欣	
5B	葉蔚嵐			
1B	林曉桐			
1B	馬汶銻			
68th Hong Kong	Hong Kong Schools	2A	羅蔚桐	Third in Solo Verse Speaking



Event	Organized by	Class	Student(s)	Prize
Schools Speech Festival 2016 (English)	Music and Speech Association	1B	余諾炫	Merit in Solo Verse Speaking
		1C	莊瑩瑩	
		1C	賴熾同	
		2B	何寶琳	
		3D	賴苑晴	
		3D	劉銳華	
		4A	范文琪	
		4B	陳媛	
		4B	吳玟恩	
		4D	何詠兒	
		5A	楊嘉瑤	
		5A	庾穎心	
		5B	陳煒淇	
		5B	古玉珊	
		5B	呂卓琳	
		5C	利子然	
5C	鄧潔瑩			
5D	劉倩怡			
HKICPA Accounting & Business Management Case Competition & HKICPA/HKABE Joint Scholarships for BAFS	Hong Kong Institute of Certified Public Accountants	5A	Chan Hau Man	Merit Award
		5A	Chiu Wai Lam Sean	
		5A	Ma Ka Wai	
		5A	Yeung Sze Nga	
		5A	Yeung Ka Yiu	Merit Award & HKICPA/HKABE Joint Scholarships
中國中學生作文大賽 (香港賽區)	中華全國學生聯合會辦公室、中國作家協會兒童文學委員會、中國關心下一代工作委員會公益文化中心、中國少年兒童報刊工作者協會中學報刊專業委員會	5D	張榕江	「旭日文學之星」香港賽區 高中組 銅獎
		順利天主教中學		成績優異

Event	Organized by	Class	Student(s)	Prize
全國青少年語文知識大賽	中國語文現代化學會 中國傳統文化促進會 中國青少年語言文化學會 中國青少年素質教育發展中心	5D	張榕江	(現場作文初賽) 中學五年級三等獎
				(現場作文決賽) 中學五年級二等獎
				(現場作文全國總決賽) 中學五年級二等獎

### 5.2.3 Music, arts and sports

Event	Organized by	Class	Student(s)	Prize
A Grade Boys Inter-school Football Competition	The HK Sch Sports Federation	Football Team, Shun Lee Catholic Secondary School		1 <sup>st</sup> Runner-up
Inter-School Athletic Meet	The HK Sch Sports Federation	Athletic Team, Shun Lee Catholic Secondary School		4X400m 1st Runner-up
2016-2017 校際越野比賽 (個人賽)	香港學界體育聯會	5B	范樂健	第七名
2016-2017 校際越野比賽 (隊際賽)	香港學界體育聯會	4A	葉伶栢	季軍
		4B	陳曉桐	
		4B	徐佩欣	
		4B	黃維	
		4B	彭永琪	
		4B	黃鈞婷	
		4D	林永昇	
		4D	羅梓霖	
		4D	黃子詩	
		4D	袁梓善	
		5B	張展滔	
		5B	范樂健	
		2A	劉智誠	殿軍
		2C	鍾皓光	
		2C	鄺建宗	
2C	司徒宇謙			
2D	吳灝鋸			

Event	Organized by	Class	Student(s)	Prize
		2D	鄧子鋒	
第九屆校園藝術大使計劃	香港藝術發展局	5A	陳倩婷	校園藝術大使
		5B	朱嘉琳	
第四屆全港中學微電影創作大賽	香港中華基督教青年會	6A	李俊豪	最 LIKE FACEBOOK 大獎及高中組優異獎
		6A	司徒國成	
		6A	蘇曉桐	
		6A	黃靖怡	
		6B	胡嘉琪	
		6B	姚志能	
中學校際羽毛球比賽	香港學界體育聯會	2A	高樂滸	女子乙組冠軍
		2B	林樂琛	
		3D	張綺桐	
		3D	李嘉怡	
		4B	徐佩欣	
		4C	布泳彤	
聯校音樂大賽 2017	香港聯校音樂協會	順利天主教中學管樂團		管樂團(中學組)銀獎
69 <sup>th</sup> Hong Kong Schools Music Festival	Hong Kong Schools Music and Speech Association	5B	Wong Kei Man	1st runner up in Clarinet junior solo
		5B	Lam Yee Wing	1st runner up in Clarinet junior solo
		3D	Chan Hiu Laam	2nd runner up in Alto Saxophone junior solo
		2A	伍康堯	嗩吶獨奏初級組亞軍

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

Our students actively participated in many types of extra-curricular activities and just like in the past years, they attained good results. Totally, all students participated in 242 events this year.

	S1	S2	S3	S4	S5	S6	School
The average time each student participated in activities (hours)	53	82	98	160	134	28	<b>93</b>
Students participated in activities for 10 hours or above	91%	85%	77%	98%	95%	31%	<b>79%</b>

The average number of events each student participated	4	5	4	8	6	1	5
Service time (hours)	1,963	2,004	5,139	8,100	4,441	504	<b>22,151</b>
Activity time (hours)	4,827	8,498	7,446	13,999	13,386	3,274	<b>51,429</b>

There were 79 percent of students participating in activities for 10 hours or above. It satisfied the basic requirement to students on activity participation. Every student joined 5 events on average. It shows the students were enthusiastic in participating in activities.

### 5.3 Achievements of Alumni

Event	Organized by	Year of Graduation	Name	Prize / Achievement
Dean's List	The Chinese University of Hong Kong	2015	Chan Chung Hin	Dean's List Award, Insurance, Financial & Acturial Analysis/ Quantitative Financial & Acturial Analysis Programme, The Chinese University of Hong Kong
Dean's List	The Chinese University of Hong Kong	2014	Wong Ho Tai	Dean's List Award, Insurance, Financial & Acturial Analysis Programme, The Chinese University of Hong Kong
Tagore Centenary Trust Scholarship 2015/2016	The Indian Chamber of Commerce Hong Kong 60 <sup>th</sup> Anniversary Education Trust	2015	Tsang Yu	Scholarship Winner
			Kong Wing Yan	
童夢慈善基金會慈善獎學金	童夢慈善基金會	2016	Tung Leung	得獎者
			Hui Wai Yee	
			Lam Ka Wai	
Concord Fortune Scholarship	Concord Fortune Charity Fund	2016	Wang Shan	Scholarship Winner
			Shan	
			Tsang Ho Yi	

HKUST Dean of Engineering Scholarship	School of Engineering, The Hong Kong University of Science and Technology	2016	Tai Ka Chun	HKUST Dean of Engineering Scholarship Winner
Environmental Conservation Award	Wu Yee Sun College, The Chinese University of Hong Kong	2015	So Ching Ching	Award Winner
		2015	Lau Ka Yu	Award Winner
Outstanding BAFS Student Awards 2016	Hong Kong Institute of Certified Public Accountants	2016	Cheuk Kai Ho	Outstanding BAFS Student Awards 2016
Hong Kong Baptist University		2015	Chan Wai Yee	Dean's List (Sem 1) & President's Honour Roll (Sem 2)
			Cheung Yuet Ching	Dean's List (Sem 1)
			Huang Mei Yee	President's Honour Roll (Sem 1) & Dean's List (Sem 2)
			Kong Wing Yan	Dean's List (Sem 1) & President's Honour Roll (Sem 2)
				Lam Kai Ying
			CIE Entrance Scholarship	Hong Kong Baptist University
Dean's List	College of International Education of the Hong Kong Baptist University	2015	Man Nga Yee	Dean's List
President's Honour Roll		2016	Tsang Tsz Chung	President's Honour Roll
Bachelor of Business Administration (Honours)	Hang Seng Management College (HSMC)	2016	Wong Sin Yi	Entrance Scholarship for Local Students (Scheme 2) 2016/17
Bachelor of Business Administration (Honours) in corporate Governance		2016	Chan Yee Lam	President's Commendation Scheme (Academic) 2016/17
Bachelor of Business Administration		2016	Lam Chi Wing	President's Commendation Scheme (Academic) 2016/17

(Honours) in Supply Chain Management				
Bachelor of Journalism and Communication (Honours)		2015	Kwong Pui Tung	Distinguished Award 2016/17

## 6. Financial Summary

### SHUN LEE CATHOLIC SECONDARY SCHOOL

#### Income & Expenditure from 01/09/2016 to 31/08/2017 (UNAUDITED)

Balance b/f	\$
1. Government Funds - EOEBG Baseline Reference Provision	(709,245.02)
2. Government Funds - EOEBG Specific Grants	3,748,844.41
3. Government Funds - Grants outside EOEBG	3,883,517.35
3. School Funds	2,725,403.11
	9,648,519.85

#### I. Government Funds

	<u>balance b/f</u>	<u>Income</u>	<u>Expenditure</u>	<u>Surplus for</u> <u>the year</u>	<u>carried forward</u>
	\$	\$	\$	\$	\$
(a) EOEBG - Baseline Reference Provision	(709,245.02)	1,775,986.81	1,978,916.75	(202,929.94)	(912,174.96)
(b) EOEBG - Specific Grants					
Administration Grant	1,868,413.29	3,576,068.00	3,275,325.00	300,743.00	2,169,156.29
Composite Information & Technology Grant	(29,470.47)	390,255.00	528,403.51	(138,148.51)	(167,618.98)
Capacity Enhancement Grant	1,909,901.59	588,202.00	637,723.60	(49,521.60)	1,860,379.99
(C) Government Grants outside EOEBG	3,883,517.35	45,928,558.64	46,276,382.91	(347,824.27)	3,535,693.08
<b>Sub-Total</b>	6,923,116.74	52,259,070.45	52,696,751.77	(437,681.32)	6,485,435.42
<b>II. School Funds (General Funds)</b>					
Tong Fai	1,707,941.53	439,130.20	356,428.93	82,701.27	1,790,642.80
Anniversary Fund-raising & Donations	693,092.78	441,813.43	151,640.90	290,172.53	983,265.31
Approved Collections for Specific Purposes	22,585.05	261,350.00	283,935.05	(22,585.05)	0.00
Students' Fees & Payments Accounts (include ePayment)	301,783.75	2,216,396.40	2,135,253.53	81,142.87	382,926.62
<b>Sub-Total</b>	2,725,403.11	3,358,690.03	2,927,258.41	431,431.62	3,156,834.73
<b>Total surplus for school year</b>	9,648,519.85	55,617,760.48	55,624,010.18	(6,249.70)	

Accumulated surplus as at the end of school year

9,642,270.15

## 7. Appendix

### 7.1 Annual Evaluation on Programme Under Capacity Enhancement Grant 2016-2017

Teacher-in-charge : Wong Ling Yan

Concerns and Evaluation methods	Evaluation Results		Suggestions for Improvement / Follow-up
	Quantitative	Qualitative	
1. Self-evaluation and Development Planning	<ul style="list-style-type: none"> <li>✧ 12 part-time invigilators were employed to share the invigilation duties of teachers.</li> <li>✧ 85% of the evaluation reports and programme plans were collected before the deadline.</li> </ul>	<ul style="list-style-type: none"> <li>✧ The evaluation reports of subjects and committees could correspond to the success criteria stated in their respective programme plans.</li> </ul>	<ul style="list-style-type: none"> <li>✧ The arrangement will be kept to facilitate the self-evaluation and planning cycle.</li> </ul>
2. Enhance moral, civic and value education	<ul style="list-style-type: none"> <li>✧ A part-time TA was employed to support moral, civic, value and spiritual education.</li> <li>✧ With the support of the TA, a tour to Taiwan was arranged.</li> </ul>	<ul style="list-style-type: none"> <li>✧ More students become moral and civic education ambassadors and spiritual education ambassadors.</li> <li>✧ Student ambassadors displayed higher self-esteem while participating in the related activities.</li> </ul>	<ul style="list-style-type: none"> <li>✧ Further enhance the support of external resource in moral and civic education.</li> </ul>
3. Enhance students' speaking and presentation skills	<ul style="list-style-type: none"> <li>✧ A total of 50 students attended the speaking training workshops organized by Chinese and English Language teachers.</li> </ul>	<ul style="list-style-type: none"> <li>✧ Students displayed more confidence in speaking exams in both languages.</li> </ul>	<ul style="list-style-type: none"> <li>✧ The arrangement will be kept to strengthen students' confidence in speaking in both languages.</li> </ul>
4. Provide support to teachers in Chinese and English Language	<ul style="list-style-type: none"> <li>✧ Two teaching assistants were employed.</li> </ul>	<ul style="list-style-type: none"> <li>✧ With the support of TA, both Chinese and English Language teachers developed various school-based learning materials for students of different levels.</li> </ul>	<ul style="list-style-type: none"> <li>✧ The arrangement will be kept to facilitate language teachers to continuously develop learning materials to cater for students' learning diversity.</li> </ul>



5. Provide support to the learning and teaching of STEM	✧ No suitable candidate could be hired to support the development of STEM education.		✧ The school will continue to look for the right candidate while laboratory technicians will offer support to STEM education.
6. Provide support to the learning & teaching of Liberal Studies	✧ One teaching assistant was employed.	✧ With the support of TA, students were given more opportunities to participate in the learning activities organized by external organizations.	✧ The arrangement will be kept to enhance students' participation in outside school activities for widened exposure.
7. Enhance students' proficiency in PTH	✧ A tutor was hired to coach students in preparing for the PTH Choral Speaking competition in Speech Festival for ten hours.	✧ Students showed greater confidence in delivering their performance in PTH.	✧ The arrangement will be kept next year,
8. Provide learning support for S1 students	✧ The original plan of inviting a service provider to run a notes-making workshop for S1 students was cancelled because the professional support from QSHK helped teachers responsible for S1 Learning Skills Across the Curriculum (LSAC) revise the curriculum and develop some school-based materials for students.		✧ The professional support of QSHK will continue to enrich the current S1 LSAC curriculum and there is no urgent need to hire service providers.
9. Enrich the learning experience of students in Chinese Literature	✧ A Chinese creative writing workshop was organized instead of an excursion to promote greater interest and motivation in Chinese Language and Literature learning.	✧ Teachers and students gave very positive feedback on the writing workshop which motivated students to learn the subject and enabled them to appreciate Chinese culture.	✧ The arrangement will be kept next year.

## 7.2 Annual Evaluation on Programme of Senior Secondary Curriculum Support Grant 2016-2017

Person in-charge : Wong Ling Yan

<b>Concerns and Evaluation methods</b>	<b>Evaluation Results</b>	<b>Suggestions for Improvement / Follow-up</b>
1. Enhancing students' language proficiency	<ul style="list-style-type: none"> <li>✧ With an additional part-time Chinese teacher and a full-time English teacher, both Chinese and English panels refined their existing curriculum to better support student learning and prepare them for HKDSE.</li> <li>✧ English teachers designed and conducted the curriculum of Learning Skills Across Curriculum in S1.</li> </ul>	<ul style="list-style-type: none"> <li>✧ The support from SSCSG will be kept to provide manpower support to the major concern on learning and teaching</li> </ul>
2. Providing more subject combination for senior secondary students	<ul style="list-style-type: none"> <li>✧ Under the optimization of class structure, the number of class in senior secondary was reduced from 5 classes to 4 classes in each level. With the extra-resource from SSCSG, 11 elective subjects can still be maintained, by employing a full-time Liberal Studies and Humanities teacher to take up the lessons.</li> <li>✧ Over 95% of the S3 students can get their elective subject combination according to the choices.</li> </ul>	<ul style="list-style-type: none"> <li>✧ The support from SSCSG will be kept to maintain a diversified curriculum for senior secondary.</li> <li>✧ The School will explore the outside school resource to enable students to take subjects for which fewer students opt, such as Music.</li> </ul>

### 7.3 School-based After-school Learning and Support Programmes 2016/17.

#### School-based Grant - Programme Report

Name of School: Shun Lee Catholic Secondary School

Staff-in-charge: Koong Tak Man

Contact Telephone No.: 23893082

I) The number of students (count by heads) benefitted under the Grant is 568  
 (including A. 123 CSSA recipients; B. 375 SFAS full-grant recipients and C. 70 under school's discretionary quota).

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

*Name / Type of activity	#Actual no. of participating eligible students			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
1. Writing Workshop for S1-3	4	13	0	100%	July 2017	2550	● Student Survey and Teachers' observation of	Synergy Education Co. Ltd	
2. Writing Workshop for S5	1	6	0	100%	August 2017	1400	● Teachers' observation of students' written output	Alumni	
3. HKDSE Speaking Exam Practice for S5	/	/	/	NA	NA	0	NA	NA	Programme Cancelled
4. HKDSE Speaking Exam Practice for S6	/	/	/	100%	May 2017	0	● HKDSE Result	Alumni	Not able to refund
5. Speaking Workshop for S1 – S3	10	15	4	100%	July 2017	1620	● Teachers' observation of students' verbal	Alumni	
6. Maths Remedial Class for S1-S3	12	35	8	98%	July 2017	10200	● Individual Interview	Alumni	
7. Mathematics Remedial Classes in summer holiday	13	37	7	98%	Oct 2016 – May 2017	1651	● Test ● Individual Interview	Alumni	
8. Mathematics Remedial Classes after school	5	13	3	98%	Sept 2016 – May 2017	9025	● Questionnaire ● Individual Interview	Alumni	

9. <i>International Competition and Assessments for Schools – Mathematics</i>	33	112	12	98%	March 2017	7575	● Assessment Report	ICAS Hong Kong Office	
10. <i>Musical instrument classes</i>	8	43	7	80%	Sept 2016 - Aug 2017	57360	● Questionnaire, ABRSM exam	Central Arts	
11. <i>Musical Festivals</i>	3	6	1	85%	March 2017	1995	● The result, the number of distinction and merit	Hong Kong Schools Music and Speech Association	
12. <i>S1 Saturday Tutorial Class</i>	10	23	1	95%	Oct 2016 - June 2017	31320	● Questionnaire, subject teachers and tutors observation	Alumni	<ul style="list-style-type: none"> <li>● After the first term, 24 students out of 36 passed in their Math, Science and IH in the first term examination and did not need to attend the class in the second term.</li> <li>● In the second term, 7 out of 28 participants passed in all three subjects and 4 students failed in one of the three subjects.</li> <li>● Over 85% of the participants agreed that the tutorial class could help them learn Math, Science and IH.</li> <li>● Nearly 90% of the participants agreed that the tutors could help them learn Math, Science and IH in English.</li> </ul>
13. <i>S6 Spiritual Class</i>	0	8	2	90%	Sept 2016 - Aug 2017	1620	<ul style="list-style-type: none"> <li>● Questionnaire</li> <li>● Teachers' observation</li> </ul>		
14. <i>S6 Spiritual Education Program</i>	2	6	1	90%	Sept 2016 - Feb 2017	2040	<ul style="list-style-type: none"> <li>● Attendance record</li> <li>● Teachers' observation</li> </ul>	NA	
15. <i>St. John First Aid Classes</i>	3	1	1	90%	July 2017	2074	<ul style="list-style-type: none"> <li>● Students' feedback</li> <li>● Passing Percentage</li> </ul>	HK St. John Ambulance	

16. <i>Painting Lesson</i>	/	/	/	NA	NA	0	● NA	NA	<i>Programme Cancelled</i>
17. <i>Chinese Literature Creative Writing Workshop</i>	1	3	0	98%	June-July 2017	2120	● <i>Feedback from participants</i> ● <i>Course work of participants</i>	<i>Ms. Chiu Hiu Tung (writer, author)</i>	
18. <i>Culture Interflow- Taiwan Farm Experience Tour</i>	4	3	6	100%	April 2017	13260	● <i>Questionnaire</i> ● <i>Teachers' observation</i>	<i>Travel Agent</i>	
19. <i>Culture Interflow- Taiwan Geography Field Trip</i>	1	5	3	100%	April 2017	18750	● <i>Questionnaire</i> ● <i>Teachers' observation</i>	<i>Travel Agent</i>	
20. <i>Culture Interflow- English Korea Study Tour</i>	3	9	4	100%	April 2017	28000	● <i>Questionnaire</i> ● <i>Teachers' observation</i>	<i>Travel Agent</i>	
21. <i>Poly U Maths &amp; Science Competition fees</i>	3	4	6	100%	Feb 2017	3510	● <i>Questionnaire</i> ● <i>Teachers' observation</i>	<i>Poly U</i>	<i>Ad hoc program</i>
22. <i>English Summer Remedial Class</i>	7	25	4	100%	Aug 2017	3400	● <i>Students' result</i>	<i>Alumni</i>	<i>Ad hoc program</i>
<b>Total no. of activities: 22</b>									
<b>@No. of man-times</b>	123	375	70			199470			
<b>**Total no. of man-times</b>	568				<b>Total Expenses</b>				

Note:

\* Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

# Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C).

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

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

### III. Project Effectiveness

*In general, how would you rate the achievements of the activities conducted to the benefitted eligible students?*

Please put a “✓” against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
<b>Learning Effectiveness</b>						
a) Students’ motivation for learning		✓				
b) Students’ study skills		✓				
c) Students’ academic achievement		✓				
d) Students’ learning experience outside classroom		✓				
e) Your overall view on students’ learning effectiveness		✓				
<b>Personal and Social Development</b>						
f) Students’ self-esteem		✓				
g) Students’ self-management skills		✓				
h) Students’ social skills		✓				
i) Students’ interpersonal skills		✓				
j) Students’ cooperativeness with others		✓				
k) Students’ attitudes toward schooling		✓				
l) Students’ outlook on life		✓				
m) Your overall view on students’ personal and social development		✓				
<b>Community Involvement</b>						
n) Students’ participation in extracurricular and voluntary activities		✓				
o) Students’ sense of belonging		✓				
p) Students’ understanding on the community		✓				
q) Your overall view on students’ community involvement		✓				

## IV. Comments on the project conducted

*Problems/difficulties encountered when implementing the project (You may tick more than one box)*

- unable to identify the eligible students (i.e., students receiving CSSA, SFAS full grant);
- difficult to select suitable non-eligible students to fill the discretionary quota;
- eligible students unwilling to join the programmes;
- the quality of service provided by partner/service provider not satisfactory;
- tutors inexperienced and student management skills unsatisfactory;
- the amount of administrative work leads to apparent increase on teachers' workload;
- complicated to fulfill the requirements for handling funds disbursed by EDB;
- the reporting requirements too complicated and time-consuming;
- Others (Please specify) \_\_\_\_\_

## V. Do you have any feedback from students and their parents? Are they satisfied with the service provided? (optional)

1. The students gain confidence when performing on stage. The students have improved the skills of playing instruments. (Music Festivals)  
\_\_\_\_\_
2. S5 and S6 students shown positive feedback in both questionnaire and individual Interview. (Maths Remedial Class)  
\_\_\_\_\_
3. Students have positive feedback on both learning content and creative writing experience. (Chinese Literature Creative Writing Workshop)  
\_\_\_\_\_

## 7.4 Programme Evaluation Report for Diversity Learning Grant

### Programme Evaluation Report for DLG-Other Programme: Gifted Education for the 2016/17 school year

Programme Title	Objective	Target (No./level/selection)	Duration/ Start Date	Deliverable	Evaluation	Expenditure
Debating Team	➤ To hone students' critical thinking skills and argumentative skills	➤ Senior form gifted students	<u>English Debating Team</u> ➤ September 2016 – May 2017 ➤ Each workshop lasted 2 hours, from 10am to 12am. The workshops were held in Room 204. <u>Chinese Debating Team</u> ➤ September 2016 – January 2017 ➤ Training sessions were held after school and weekend.	<u>English Debating Team</u> ➤ 13 workshops were held. Debaters participated in the 32nd SingTao Debating Competition and the Hong Kong Secondary School Debating Competition (HKSSDC). <u>Chinese Debating Team</u> ➤ 9 training sessions were held. Debaters participated in the SingTao Debating Competition, and Basic Law Tournament.	<u>English Debating Team</u> ➤ Debaters were devoted in the debating tournaments and they displayed much enthusiasm in researching related issues regarding the motions. ➤ As shown from the questionnaires the participants filled in, they were pleased to be asked to 'prepare a debate speech in a short time', to learn 'how to develop good ideas and rebut', to have 'discussion among members', to have 'mock debate before competitions' and to 'ask questions in free debate'. ➤ In addition, improvement was observed in terms of their language skills, critical thinking skills and argumentative skills. ➤ Debaters worked closely with each other and a supportive atmosphere was established. <u>Chinese Debating Team</u> ➤ Debaters actively participated in preparation work. They were capable of expressing their thoughts clearly and raising different compelling reasons about the topic in meetings. ➤ Senior members showed deep understanding of the issues in preparation process.	➤ \$15,000 (11 senior form students for the Chinese Team) (6 senior form students for the English Team)



Programme Title	Objective	Target (No./level/selection)	Duration/ Start Date	Deliverable	Evaluation	Expenditure
					➤ It was promoted to the 3rd round in 16th Basic law Debate tournament.	
Korea Study Tour 2017	<ul style="list-style-type: none"> <li>➤ Develop students' capacity to use English to respond to authentic experiences</li> <li>➤ Encounter different cultures through visiting traditional museums and landmarks or other experiences</li> <li>➤ Understand and compare some social issues in Korea and Hong Kong</li> <li>➤ Promote mutual understanding of the two Asian cities among students</li> </ul>	<ul style="list-style-type: none"> <li>➤ 30 Secondary</li> <li>Four students</li> </ul>	<ul style="list-style-type: none"> <li>➤ 5 days in Korea</li> </ul>	<ul style="list-style-type: none"> <li>➤ A Facebook page showing the study result was made.</li> <li>➤ Every student wrote a reflection passage after activity.</li> <li>➤ An assembly for S2 and S3 students to introduce the culture of Korea and study result was organised.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The attendance of students was high.</li> <li>➤ The study tour was well commended by students in the reflection of the students.</li> <li>➤ The assembly was successfully held according to the response of the S2 and S3 student audiences.</li> <li>➤ The students were confident in speaking English after the trip.</li> </ul>	<ul style="list-style-type: none"> <li>➤ \$24,000</li> </ul>
Mainland Study Tour 2017 (「一帶一路」北疆機遇探討之旅)	<ul style="list-style-type: none"> <li>➤ Investigate the result of two-time Western Development of China</li> <li>➤ Know about the role of Xinjiang in One Belt One Road Development</li> <li>➤ Investigate the</li> </ul>	<ul style="list-style-type: none"> <li>➤ 28 S4 and S5</li> <li>Students</li> </ul>	<ul style="list-style-type: none"> <li>➤ 5 days in Heilongjiang 黑龍江 and 2 days in Russia</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students designed a board to show the study result.</li> <li>➤ Every student wrote learning Journal during the tour and made a reflection booklet.</li> <li>➤ They created a photo album after the tour</li> </ul>	<ul style="list-style-type: none"> <li>➤ The attendance of students was high.</li> <li>➤ The study tour was well commended by students in the reflection of the students.</li> <li>➤ Teachers reported that the students showed an enthusiastic attitude during the tour</li> <li>➤ The quality of the deliverables is good.</li> <li>➤ The venue of the study is attractive to the students.</li> </ul>	<ul style="list-style-type: none"> <li>➤ \$22,400</li> </ul>

Programme Title	Objective	Target (No./level/selection)	Duration/ Start Date	Deliverable	Evaluation	Expenditure
	<p>economic and social development in Xinjiang (「一帶一路」北疆機遇探討之旅)</p> <ul style="list-style-type: none"> <li>➤ Understand the relationship of different races</li> </ul>			<p>and it was on display in the library.</p> <ul style="list-style-type: none"> <li>➤ They created a Facebook page to show the study result.</li> <li>➤ They created a video showing the study sidelights.</li> </ul>		
Credit Bearing Courses and Offsite Support Programmes (CUHK; Hong Kong Outstanding Students' Association)	<ul style="list-style-type: none"> <li>➤ To develop students' capacity;</li> <li>➤ To sharpen the thinking skills of those academically talented students</li> <li>➤ To enhance the communication skills of selected students</li> </ul>	<ul style="list-style-type: none"> <li>➤ S4 to S6 students</li> </ul>	<ul style="list-style-type: none"> <li>➤ From half-day to multiple-day programmes</li> <li>➤ Venue offered by the organisations</li> </ul>	<ul style="list-style-type: none"> <li>➤ Assessment given by the organisations fulfilled</li> </ul>	<ul style="list-style-type: none"> <li>➤ The attendance of students in the courses taken was high.</li> <li>➤ The programmes were well commended by students.</li> <li>➤ Students were awarded with certificates of commendation.</li> </ul> <p>*No student tendered application for the grant.</p>	NA
Mathematics Training Course for Senior Form Students	<ul style="list-style-type: none"> <li>➤ To improve students' high order thinking skills</li> <li>➤ To enhance students' techniques on solving different mathematical problems</li> </ul>	<ul style="list-style-type: none"> <li>➤ 5 to 10 S4 and S5 elite students who have strong interest towards mathematics</li> </ul>	<ul style="list-style-type: none"> <li>➤ 10 training sessions in our school</li> <li>➤ (1 hour 15 mins per session)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Participation in different open mathematics competitions</li> <li>➤ Assessments as given by the trainers</li> </ul>	<ul style="list-style-type: none"> <li>➤ It was failure to run such a mathematics training course due to the difficulties encountered in finding suitable trainers (alumni with excellent results in mathematics).</li> </ul>	NA
Tuition Course for Physics Olympiad	<ul style="list-style-type: none"> <li>➤ To prepare students for physics Olympiad (HK)</li> <li>➤ To provide learning opportunity to students who are talented and/or</li> </ul>	<ul style="list-style-type: none"> <li>➤ 5 to 10 S5 students</li> </ul>	<ul style="list-style-type: none"> <li>➤ 8 sessions, 2-3 hrs per session</li> </ul>	<ul style="list-style-type: none"> <li>➤ Progress displayed in school examination</li> <li>➤ Physics Olympiad Competition results</li> </ul>	<ul style="list-style-type: none"> <li>➤ The tuition course was not conducted.</li> <li>➤ Qualified / eligible tutor was invited (an ex-student of my friend), but he/she declined the offer.</li> </ul>	NA

Programme Title	Objective	Target (No./level/selection)	Duration/ Start Date	Deliverable	Evaluation	Expenditure
	having interest to learn advanced physics					
Taiwan Study Tour 2017	<ul style="list-style-type: none"> <li>➤ Know the city development and the environmental protection policies in Taiwan</li> <li>➤ Compare the city development and planning between Taiwan and Hong Kong. Then provide suggestions for sustainable development Hong Kong</li> </ul>	<ul style="list-style-type: none"> <li>➤ 20 Secondary Four and Five Geography Students</li> </ul>	<ul style="list-style-type: none"> <li>➤ 5 days in Taiwan (Taichung 台中 and Taipei 台北)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Every student wrote a reflection passage after activity.</li> <li>➤ A video for all students was made and shown in the Campus TV.</li> <li>➤ Every group wrote a suggestion plan for sustainable development of Hong Kong.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The attendance of student was high.</li> <li>➤ The study tour was well commended by students in the reflection of the students.</li> <li>➤ Teachers reported that the students showed an enthusiastic attitude during the tour</li> <li>➤ The quality of the deliverables is good.</li> </ul>	<ul style="list-style-type: none"> <li>➤ \$25,000</li> </ul>
高中文言文閱讀拔尖班	<ul style="list-style-type: none"> <li>➤ 提升同學閱讀文言文的興趣、能力及應試信心</li> </ul>	<ul style="list-style-type: none"> <li>➤ 中五中文能力較佳同學</li> </ul>	<ul style="list-style-type: none"> <li>➤ 11/7(星期二), 12/7(星期三), 17/7(星期一), 19/7(星期三)</li> <li>➤ 共 4 節, 上午 10:30 至中午 12:00。</li> <li>➤ 本校 201 室</li> </ul>	<ul style="list-style-type: none"> <li>➤ 大部分同學能回答 80% 以上有關文字、詞、句、段的問題, 加強了同學對文言文的閱讀和理解能力。</li> </ul>	<ul style="list-style-type: none"> <li>➤ 28 名參加者中共有 25 名出席 3 節或以上課堂。</li> <li>➤ 學生問卷反映同學對課程反應正面。</li> </ul>	<ul style="list-style-type: none"> <li>➤ \$4,980</li> </ul>