



Shun Lee Catholic Secondary School

ANNUAL SCHOOL REPORT 2015-2016



Shun Lee Catholic Secondary School

Annual School Report

2015/ 2016

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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

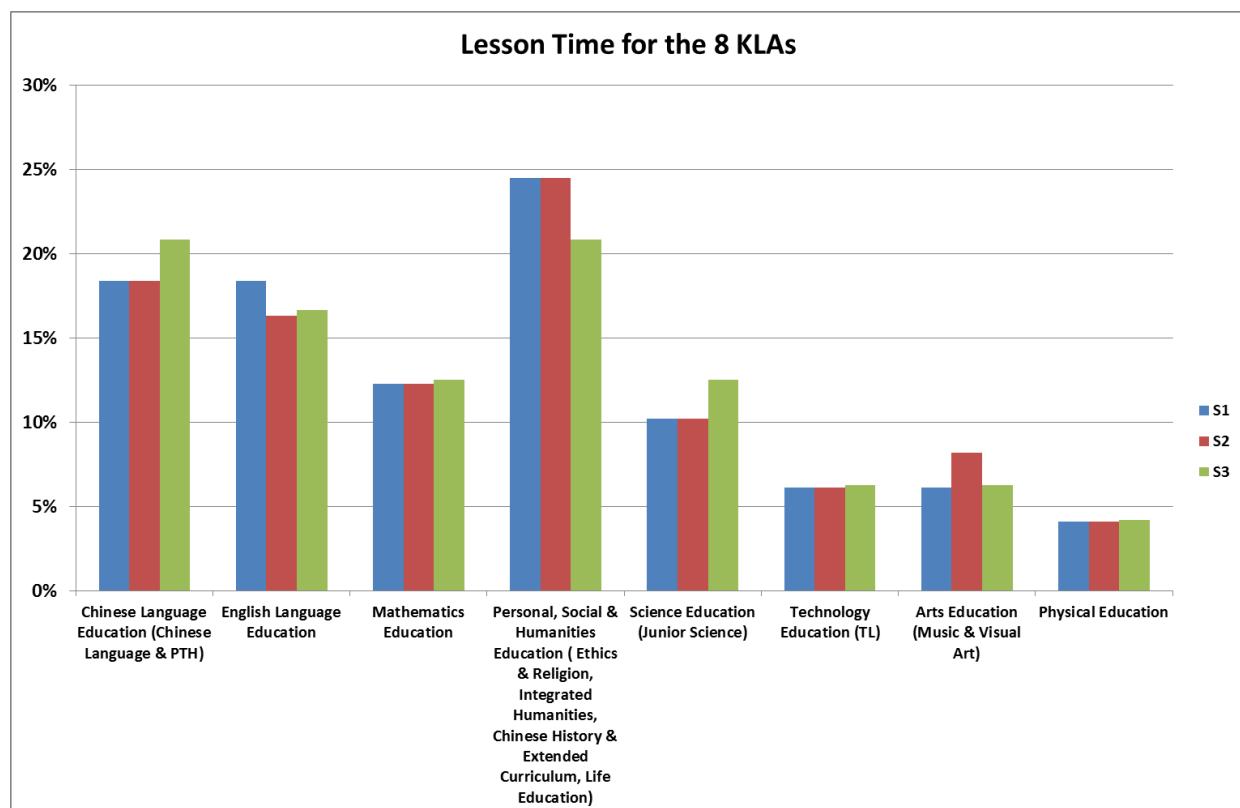
Our school is managed by the Incorporated Management Committee, which comprise sponsoring body managers, the Principal, teacher manager(s), parent manager(s), alumni manager and an independent manager. This participatory governance framework, with different key stakeholders helps our school to enhance transparency and accountability of school governance and contribute to more effective school operation.

2015-2016	SSB Members(s)	Principal	Teacher(s)	Parent(s)	Alumni	Independent Member(s)
No. of Member(s)	7	1	1	1	1	1

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	4	5	26
No. of Students	129	131	138	136	137	166	837

Students' Attendance

	Secondary 1	Secondary 2	Secondary 3	Secondary 4	Secondary 5	Secondary 6
Attendance Rate	99.2%	98.6%	98.5%	98.1%	97.6%	98.2%

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

Teachers have developed a heightened awareness of incorporating 4Ps in learning and teaching through designing and delivering 2 teaching packages that exhibit 4Ps in both junior and senior secondary levels. In some departments, teachers arranged peer lesson observation after they co-planned the package to strengthen the implementation of 4Ps.

A questionnaire was issued to all subject panels to collect teachers' views of students' performance under the implementation of 4Ps. Teachers generally agreed that students' learning habits of lesson preparation, participation in lessons and opportunities to present their learning outcomes were enhanced.

The Learning and Teaching Questionnaire was redesigned to collect students' feedback on learning. They showed positive response to their own performance in Preparation, Participation, Presentation and Possession. They also agreed that teachers provided adequate opportunities for them to practise 4Ps.

Professional Development

A joint school staff development programme entitled "Maximizing Students' Participation" was conducted on October 23, 2015 in which teachers acquired more ideas from other schools on how to engage students in learning.

Classroom Hardware

Magnetic blackboards were installed in all classrooms and small blackboards were provided for students to facilitate student participation and presentation of their learning outcomes.

2. Embrace social skills through collaborative learning

All 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.

The new seating arrangement and the improved classroom hardware facilitated collaborative learning. Students were always seen to work closely with their peers to co-construct knowledge. Active participation in lessons was observed in S1 classes.

Two training sessions were also provided to S1 group leaders (Student T) to facilitate the collaborative learning in class.

3. Equip students with life-long learning skills

S1 students were equipped with different learning skills through three programmes:

- (1) Understanding their learning style (Summer Bridging Programme Phase 1 conducted by service provider)
- (2) Preparing for secondary education (Summer Bridging Programme Phase 3 conducted by class teachers)
- (3) Enhancing note-taking skills (November conducted by service provider)

Junior secondary students were trained to transfer skills learnt to other KLAs. 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.

Reflections

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

The surveys completed by teachers and students indicated that both teachers and students gave a high rating to Preparation, Participation and Presentation, but a relatively low rating to Possession.

Some possible reasons can explain the low rating to Possession:

- (1) Teachers have high expectations of how students should achieve Possession of Learning. At this stage, teachers are not satisfied with students' performance in reflecting on their learning process, identifying their strengths and areas for improvement and making connections between what they are currently learning and how they can use the skills or knowledge acquired in daily life as well as in the future for vocational or educational purposes.
- (2) Different subjects adopt different strategies for Possession which are not as standardized and explicit as strategies of Preparation / Participation / Presentation. That may explain why both teachers and students are not confident about how to truly "possess" learning.

Follow-up actions in 2016-2017

- (1) Subjects will strengthen 4Ps by refining the modules already developed with the 4Ps framework; or developing new teaching packages.
- (2) Academic Committee will collect successful practices in enhancing Possession from teachers for professional sharing.

2. Embrace social skills through collaborative learning

The TEAM seating arrangement, which facilitates collaborative learning, will be continued in S1 and extended to S2 in 2016-2017.

3. Equip students with life-long learning skills

The learning skills programmes will be strengthened for S1 in collaboration with service providers or external organizations. Collaboration with subjects will also be strengthened to enhance the Learning Skills Across Curriculum in S1 and S3.

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

Achievements

1. Refine the framework of holistic student development with the integration of value education

The school-based Student Development Framework has been formulated. The framework comprises seven values including, love, responsibility, mutual respect, justice, service, perseverance and truth. Meetings were arranged for different teams and subject panels to improve the coordination of various student development programmes and to ensure those programmes were organized in accordance with the holistic Student Development Framework.

Life Education

The school-based Life Education curriculum has been refined to strengthen students' emotional management, to reinforce values of appreciation and acceptance among students and to heighten their awareness of the ethical use of IT. Students have developed a heightened awareness of the seven values in the framework.

Sex Education

Better coordination of Sex Education programmes provided by Guidance Team, Religious Education and Life Education has been achieved. An improved balance of programmes ensured clear dissemination of learning objectives for different levels of students.

Service Education

Improved coordination has facilitated the implementation of S2 V-power and S4 Elderly Academy and the dissemination of values through the activities. The two school-based programmes have also been trimmed down to make them more effective.

Class Management

The revised Level Coordinator System engaged class teachers in the formulation of major focuses of each level of students. They worked closely, in accordance with the set focuses, to strengthen class spirit through different class activities. They also shared successful class management practices. The revised level coordinator system strengthened the communication among class teachers.

Parent Education

Parents' Night for S1 & S2 parents were organized respectively in October 2015. They were well-received with more than 70% of parents attending the meetings. Parents' Night provided a good channel for the school to build trust with parents and for parents to understand their children's development in school.

School-based Student Development Questionnaire

A new school-based questionnaire was designed and issued to students to collect their views on different values and their needs. Their feedback has become an important tool to strengthen the evaluation of programmes conducted by various teams.

2. Strengthen the Career and Life Planning Education through the concerted efforts of teams and subject panels.

Resources from External Organizations

More resources from external organizations were tapped to enrich Career Education curriculum. Alumni Mentorship Programme was successfully launched in collaboration with Alumni Association. With the enthusiastic support of alumni, students were able to receive more guidance and support regarding their future planning.

Career Education

Career Guidance Team provided 11 and 33 programmes for junior and senior secondary students respectively. A wide variety of programmes were organized to unleash the potential of students with different abilities or interests. The programmes ranged from school-based career programmes, job-related talks and visits, job shadowing programmes, university talks, university taster programmes, mentorship programmes to individualized counselling meetings. Students have become more aware of the importance of career and life planning through their participation in different programmes.

Student Learning Profile

Students worked on a revised worksheet instead of typing in their account in the eclass directly. Class teachers agreed that it was more convenient for their follow-up.

Equipping Teachers

A 3-hour talk was organized in April to help teachers understand the interface between spiritual education and life planning.

Parent Education

Two talks for S6 parents were arranged in September 2015 and July 2016 respectively. The talks helped parents understand more about JUPAS and know how they can support their children when facing the pressure of HKDSE and the result release. Both talks were attended by parents of nearly 70% of S6 students. Parents found the talks useful in facilitating communication between parents and children on children's career and life planning.

Reflections

1. Refine the framework of holistic student development with the integration of value education

Different programmes organized under the strengthened coordination of Student Affairs Committee enhanced students' development through the Integration of Value Education and Life Planning. The programmes and activities were well-received by students. The evaluation of the programme will continue to be done through different surveys.

Follow-up actions in 2016-2017

- (1) Different teams, committees and subjects should continue to incorporate the seven values in their programmes.
 - (2) A caring and supportive family-like school ethos must be sustained in the following years in order to foster positive values in students. Good practices on class management will be collected from level coordinators to cultivate a positive school atmosphere.
 - (3) S2 V-power and S4 Elderly Academy will be scaled down in the coming academic year. Student Affairs Committee should continue its coordination to improve the quality and effectiveness of the two service programmes.
- 2. Strengthen the Career and Life Planning Education through the concerted efforts of teams and subject panels.**

Follow-up actions in 2016-2017

To help students gain a better understanding of the working world, Career Guidance Team will continue to explore possibilities to arrange career sharing activities for senior secondary students.

2.3 Major Concern 3 : Enhance Students' Digital Competence

Achievements

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

WiFi 900 project was completed in late September, 2015. 47 Access points were installed to provide full WiFi coverage on campus.

The file servers were upgraded successfully last summer holiday. The new servers now provide more than 8TB storage capacity and a more sophisticated backup solution.

The IT facilities in both classroom and staff room were upgraded and the accessibility of electronic resources has been increased in school.

The e-learning centre (Rm 107) was established which provides an innovative classroom space for teaching and learning.

The Interactive Learning Centre was upgraded with two LCD projectors and a wireless control system. Displays from any two sources can now be selected and projected through a mobile device.

An additional TSS has been recruited and he will report duty on 1 September, 2016.

18.2% of our teaching staff have tried to use Android tablets in their lessons (e.g. Using Google apps for collaboration, flipped videos, video filming and editing, researching & taking notes for group discussion, study tour, etc.) and 45.5% of our teaching staff have shown intention to apply e-learning in their lessons in the coming academic year.

All S4 – S6 students have opened an account in Schoology and the subjects involved are Chinese, English and Liberal Studies.

2. Nurture Students into competent and ethical users of technology

All S1 students have joined the “Young IT Ambassador Award Scheme”.

The school has joined the “Ambassador School Program” organized by City University. This programme aims at lining up secondary schools with primary schools and providing train-the-trainer workshops on information technology.

Reflections

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

The stability of some equipment such as visualizer in the classroom is still not satisfactory. Further efforts should be devoted to refining the hardware for better performance.

New tablets (e.g. iPad) should be purchased to cater the increasing demands on mobile learning in the future.

The role of the seed teachers in the subject panels should be strengthened to facilitate the transfer of IT skills and the promotion of e-learning in their subject context.

2. Nurture Students into competent and ethical users of technology

A framework of digital literacy should be provided to help teachers plan activities with the aims of strengthening students' digital literacy.

It was found that some S1 students had limited knowledge about computer file management. Some even could not type English and Chinese at a reasonable speed. It is therefore decided that IT lessons should be included in the coming Summer Bridging Programme to enhance the basic IT competence of the new S1 students.

3 Our Learning and Teaching

With the implementation of 4Ps, teachers have developed a heightened awareness of providing “student-centred” lessons. As a result, students’ active participation in classroom learning has been maximized. They have been provided with ample opportunities to prepare themselves before lessons; to participate in group work and get involved in peer interaction; to verbally present their learning outcomes, facilitated by classroom hardware; and to reflect on their learning process.

However, it has been observed that some junior secondary students might feel defeated by some questions that are out of their reach. More attention will be given to address this issue. Teachers will be more aware of the level of difficulty of assessments and provide students with adequate exposure to different question types, so that they can have more confidence while being assessed.

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 were arranged for different levels to cater for their developmental needs. Students showed very positive feedbacks on these programmes.
- 189 sessions of Love Series Group activities, including Love & Words, Love & Praise, Love & Play, Love & Tune African Drum, Love & Chess, Love & Goal, Love & Lines, Boyz Club, YouTalk Channel, Love Our Community Dialogue in the Dark, Love our Community-Excursion to Tai Po, Love & Tune in Concert Love Our Well-being, Love & Share Lunch Gathering, Love & Share Camps were successfully held to develop students' potential self, to reinforce students' positive values as well as to cultivate a harmonious school ethos. The activities were well received by students.

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.
- Two talks given by Law Society of Hong Kong and Police Community Relations Office of Hong Kong Police Force were 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 2015- 2016, “Possess Learning, Embrace Life” was the theme for student development. The Commencement Day introduced 4Ps, namely Preparation, Participation, Presentation and Possession, in the form of drama and highlighted the importance of responsibility of students in learning.
- To cultivate a harmonious and caring atmosphere on campus, students were encouraged to write heart-warming letters to their schoolmates through the “Secret Angel” programme and show their love and care to others. The money raised from the sale of memo pads designed by students was donated to Orbis. Overall, the programme was well-received by both students and

teachers.

- Mr. Benson Tsang, the originator of *Equal Share Movement*, was invited as our guest speaker to introduce his idea of sharing. His speech inspired students to change their perspective on the underprivileged groups and to share their possession in a more meaningful and respectful way.
- Numerous green activities were held throughout the year to increase students' awareness to environmental protection and nurture their love and care for the environment as citizens of Earth. A platform was provided for students to share things they no longer need and exchange them with others. These meaningful activities, along with the collection of the used Christmas decorations, mooncake boxes and red packets, have encouraged students to practise an environmentally friendly daily life through sharing.

III. Careers and Guidance Programmes

- Career Guidance Team provided a wide variety of programmes for junior and senior secondary students to unleash the potential of students with different abilities or interests. Students have become more aware of the importance of career and life planning through their participation in different programmes.
- More resources from external organizations were tapped to enrich Career Education curriculum. With the enthusiastic support of alumni, Alumni Mentorship Programme was successfully launched to give guidance and support for the future planning of students.
- The Mock Job Interview was successfully held in collaboration with the English Department in October, providing an authentic interview experience for 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 90 students participated in various pull-out programmes this year which include debate workshops, study tours to Singapore, Korea and China.
- 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 established 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) 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 a harmonious learning atmosphere.
 - (5) Coordination with parents of SEN students to compile Individualized Education Programme of Tier Three Student.
 - (6) Coordination with Exam Group to provide 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
Total no. of students		185	166
JUPAS Results	No. of students receiving JUPAS offer	133 (71.9%)	126 (75.9%)
	No. of students receiving JUPAS Degree offer	118 (63.8%)	107 (64.5%)
	No. of students receiving JUPAS AD/HD offer	15 (8.1%)	19 (11.4%)
	No. of students receiving Top 3 Us Degree offer	43 (23.2%)	36 (21.7%)
Overall Results	No. of students eligible for sub-degree courses and civil service appointments	174 (94.1%)	154 (92.8%)
	No. of students meeting minimum entrance requirements for local degree courses	151 (81.6%)	137 (82.5%)

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%

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%

For junior levels, S3 students performed well in the Territory-wide System Assessment in 2016.

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	134	131	98	77
English Language	136	134	99	70
Mathematics	136	130	96	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
2015/16 數學奧林匹克解難邀請賽	中國教育華夏數學集團基金會及香港數學集團	4D	張榕江	優異獎
第六十七屆香港學校朗誦節普通話詩詞集誦	香港學校音樂及朗誦協會	順利天主教中學		普通話詩詞集誦季軍
第三屆科技新苗100 計劃	香港科技協進會	6A 6B 6C	周灝麟 鄧瑞康 余美均	順利完成
香港歷史文化專題研習報告比賽 2016	香港專上學院(HKCC)	4A 4A 4A 4B	林釗煒 吳俊羲 胡加敏 黃爾詩	季軍
i-Learner 智愛閱讀中文計劃	智愛中文平台 (香港)	1A 2D	吳灝錩 鄭家文	銀獎 金獎
2015-2016 中國中學生作文大賽(香港賽區)	香港中華文化促進中心	1C 2D 3C 5B 6B 6B	柳欣儀 甘麗琪 魏細妹 蕭栢東 馬燊威 王珊瑚	優異獎

5.2.2 Others

Event	Organized by	Class	Student(s)	Prize
第七屆九龍地域傑出學生選舉	九龍地域校長聯會及香港青年協進會	6B	徐國峰	優秀學生
祁良神父教育基金	祁良神父教育基金有限公司	5B	練悅寶	
聯合國兒童基金會 青年使者計劃	聯合國兒童基金會	6B	鍾煥維	青年使者

Event	Organized by	Class	Student(s)	Prize
第 68 屆香港學校 音樂節	香港學校音樂及朗誦協會		順利天主教中學	Proficiency in girls' choir 2nd division intermediate
			順利天主教中學	Proficiency in concert band intermediate
		3D	陳培彥	箏獨奏中級組季軍
		3C	尹珮晴	Merit in trombone junior
		5C	蕭偉亮	Merit in trumpet junior
		5B	劉芷澄	Merit in saxophone ensemble junior
		4A	楊斯雅	
		4B	王曉嵐	
		2D	陳曉嵐	
		3C	冼士婷	Merit in clarinet ensemble junior
		4B	林依穎	
		4B	黃紀雯	
		5B	鄺嘉浪	
		1B	張詩雨	Merit in Piano G5
		4B	李穎林	Merit in Piano G7
		1C	黃詩雅	Merit in Piano G3
		4A	馬嘉慧	Merit in Piano G6
		2A	陳澤匡	Merit in Tuba
		3D	司徒麟輝	Merit in xylophone
		1E	申朗	Merit in Piano G3
		1B	伍康堯	Proficiency in suona junior
		5B	劉芷澄	Proficiency in alto saxophone junior
		3C	鄺智霖	Proficiency in Zheng junior
		5C	李凱欣	Proficiency in flute ensemble junior
		4B	鄭滌喬	
		4A	黃樂瑤	
		2D	陳靖紅	
		1E	黃樂遜	Proficiency in zheng junior
		1C	林苑彤	Proficiency in Piano G2
		1D	黎穎恩	Proficiency in Piano G5

Event	Organized by	Class	Student(s)	Prize
		3D	何詠兒	Proficiency in yangqin junior
		3D	黃靖苗	Proficiency in zhongruan junior
		4A	陳子晴	Proficiency in clarinet junior
		4B	黃紀雯	Proficiency in clarinet junior
		5C	蕭偉亮	Proficiency in brass ensemble
		4D	羅家豪	
		2A	黃康濤	
		2A	陳澤匡	
		4B	何雙怡	
		3C	尹珮晴	
		1B	黃詩軒	Proficiency in Piano G7
尤德爵士紀念基金 高中學生獎	Sir Edward Youde Memorial Fund Council	6B	羅愷瑩	尤德爵士紀念基金 高中學生獎
香港傑出學生選舉 2015-16	青苗基金及傑出青年協會	6B	羅愷瑩	決選生
九龍區手球第二組			順利天主教中學	總冠軍
2015-2016 年度香 港學校戲劇節		1A	許安妮	Award for Outstanding Stage Effect, Award for Outstanding Cooperation
		1A	劉海清	
		1A	鄧子鋒	
		1A	楊常希	
		1B	張詩雨	
		1D	梁嘉麟	
		2B	洪欣	
		3A	李嘉雯	
		3A	鄧彩梨	
		3A	黃穎莎	
		3A	丘愛玲	
		3A	楊銘怡	
		3A	葉翠燕	
		3B	吳劭賢	
		3B	黃子詩	
		3C	練悅茵	

Event	Organized by	Class	Student(s)	Prize
		3C	吳潤安	Award for Outstanding Stage Effect, Award for Outstanding Cooperation, Award for Outstanding Performer
		3C	曾子酋	
		3D	伍耀熙	
		4A	連澤名	
		4A	葉啟聰	
		4B	龍泓潛	
		4B	葉蔚嵐	
		5A	黃靖怡	
		5B	林永熹	
		3D	袁梓善	
香港工程師學會四十周年紀念 太陽能充電車模型設計比賽	香港工程師學會	4B	戴曉婷	優異獎
		4D	梁詠嵐	
		5A	詹愷嬈	
		3D	陳培彥	
The Hong Kong Mathematical High Achievers Selection Contest 2015-2016	保良局及香港數理教育學會	3D	陳媛	三等榮譽獎
		3D	周翹翹	
		3D	鄧諺祖	
The Chemists Online Self-study Award Scheme 2014-15	Education Bureau of HKSAR and Hong Kong Virtual University	3D	羅梓霖	Platinum Award
		3D	鄧諺祖	
		3D	容頌言	
		4A	陳巧敏	
		4A	陳嘉安	
		5B	林子竣	
		6C	高雅文	Bronze Award
		6D	冼進樂	
		4B	張燕妮	Gold Award
		6C	余美均	
		6C	方楚文	

Event	Organized by	Class	Student(s)	Prize
2015/16 Statistical Project Competition for Secondary School Students	The Hong Kong Statistical Society and the Education Bureau of the Government of the Hong Kong Special Administrative Region	4A	陳巧敏	Distinguished Prizes
		4A	譚曉恩	
		4A	林琳	
		4A	畢凱羚	
		4A	邱欣宇	
I MAKE Typographic Design Competition	The HK Polytechnic University	6A	黃志妍	Silver Award Senior Category
		6B	陳杞彤	
Green Leaders Bloc	The Conservancy Association	5A	陳芬芳	冠軍 Champion
		5A	姜雅昕	
		5A	劉珈言	
		5B	陳恒森	
		5B	練悅寶	
		5B	姚志能	
		5B	容頌恆	
		5C	黃詠琪	
Boys A Grade Inter-School Football competition	HKSSF	順利天主教中學		亞軍
A.S.Watson Group HK Student Sports Award	Watson Group	6B	劉德基	Sports Boy of the Year

5.2.3 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 246 events this year.

- Statistics of Students Participation in Activities (Club activities, Services and Competitions).

	S1	S2	S3	S4	S5	S6	School
The average time each student participated in activities (hours)	63	69	102	189	99	19	90
Students participated in activities for 10 hours or above	91%	89%	89%	100%	96%	55%	86%

The average number of events each student participated	5	5	7	9	6	2	6
Service time (hours)	1,680	3,227	4,318	10,030	3,805	1,118	24178
Activity time (hours)	8,153	9,023	14,063	25,739	13,607	2,789	73,374

There were 86 percent of students participating in activities for 10 hours or above. It satisfied the basic requirement to students on activity participation. Every student joined 6 events on average. Students were enthusiastic in participating in activities.

5.3 Achievement of Alumni

Event	Organized by	Year of Graduation	Name	Prize / Achievement
Admission Scholarship	The Chinese University of Hong Kong	2015	Chan Chung Hin Chan Yui Chit Chong Man Hin Lau Ka Yu Ng Ka Yi Wong Hiu Kwan	Winner of Admission Scholarship
School of Business and Management	School of Business and Management, The Hong Kong University of Science and Technology	2012	Lee Wing Leung	Academic Exchange: The University of British Columbia Dean's List (2014-15 Spring) Kowloon Investment Co. Ltd. Overseas Exchange Scholarship Scholarship Scheme for Continuing Undergraduate Students
			Chan Hoi Ki	Dean's List (2014-15 Spring)
			Lai Ho Sum	Dean's List (2014-15 Spring and Fall)
			Lo Chun Cheung	HKSAR Government Scholarship Fund-Talent Development Scholarship
Dean's List Award 2014-15	School of Engineering, The Hong Kong University of Science and Technology	2012	Kwok Hiu Fung	Dean's List Award

Event	Organized by	Year of Graduation	Name	Prize / Achievement
Concord Fortune Ming Tak Scholarship 2015	Concord Fortune Charity Fund	2015	Chan Ka On Chung Wing Yan So Ching Ching	Scholarship Winners
Admission Scholarship / Award	Wu Yee Sun College, The Chinese University of Hong Kong	2015	Lau Ka Yu	Francis Wong Hok Bun Memorial Scholarship for Distinguished, Finance Freshman, Admission Scholarship for Academic Excellence, The “Sunny” Award
		2015	Wong Hiu Kwan	Admission Scholarship for Academic Excellence
		2015	Ng Ka Yi	Admission Scholarship for Academic Excellence, The “Sunny” Award
		2015	Chong Man Hin	Admission Scholarship for Academic Excellence
Dean's List	The Hong Kong University of Science and Technology	2012	Kwok Hiu Fung	Dean's List Award
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 th Anniversary Education Trust	2015	Tsang Yu Kong Wing Yan	Scholarship Winner

6. Financial Summary

SHUN LEE CATHOLIC SECONDARY SCHOOL					
Income & Expenditure from 01/09/2015 to 31/08/2016 (UNAUDITED)					
Balance b/f					
					\$
1.	Government Funds - EOEBG Baseline Reference Provision				1,602,628.68
2.	Government Funds - EOEBG Specific Grants				3,358,112.93
3.	Government Funds - Grants outside EOEBG				2,793,944.79
3.	School Funds				2,675,147.70
					10,429,834.10
I. Government Funds					
		<u>bal b/f</u>	<u>Income</u>	<u>Expenditure</u>	<u>Surplus for the year</u>
		\$	\$	\$	\$
(a)	EOEBG - Baseline Reference Provision	1,602,628.68	1,816,917.92	4,133,339.62	(2,316,421.70)
(b)	EOEBG - Specific Grants				(713,793.02)
	Administration Grant	1,445,433.62	3,531,069.67	3,109,090.00	421,979.67
	Composite Information & Technology Grant	72,948.79	504,649.00	617,020.26	(112,371.26)
	Capacity Enhancement Grant	1,839,730.52	574,415.00	518,743.93	55,671.07
(C)	Government Grants outside EOEBG	2,793,944.79	45,705,174.26	44,617,324.70	1,087,849.56
	<i>Sub-Total</i>	7,754,686.40	52,132,225.85	52,995,518.51	(863,292.66)
					6,891,393.74
II. School Funds (General Funds)					
Tong Fai		1,521,816.75	363,626.20	177,501.42	186,124.78
Anniversary Fund-raising (Donations)		747,128.58	138,764.20	192,800.00	(54,035.80)
Approved Collections for Specific Purposes		32,349.31	287,800.00	297,564.26	(9,764.26)
Students' Fees Receivables & Payables		349,701.85	2,234,546.90	2,282,465.00	(47,918.10)
	<i>Sub-Total</i>	2,650,996.49	3,024,737.30	2,950,330.68	74,406.62
Total surplus for school year		10,405,682.89	55,156,963.15	55,945,849.19	(788,886.04)
Accumulated surplus as at the end of school year					9,616,796.85

7. Appendix

7.1 Annual Evaluation on Programme Under Capacity Enhancement Grant 2015-2016

Teacher-in-charge : Leung Kam Chiu

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"> ❖ 12 part-time invigilators were employed to share the invigilation duties of teachers ❖ 85% of the evaluation reports and programme plans were collected before the deadline. 	<ul style="list-style-type: none"> ❖ the evaluation reports can better echo the success criteria in the programme plans 	<ul style="list-style-type: none"> ❖ The arrangement will be kept
2. Enhance moral, civic and value education	<ul style="list-style-type: none"> ❖ A part-time TA was employed to support moral, civic, value and spiritual education ❖ With the support of the TA, a tour to Taiwan was arranged 	<ul style="list-style-type: none"> ❖ More students become moral and civic ed. ambassadors and spiritual ambassadors ❖ There was fluctuation in the self-esteem of the students 	<ul style="list-style-type: none"> ❖ Further enhance the support of external resource in moral and civic education
3. Provide support to teachers in Chinese and English Language	<ul style="list-style-type: none"> ❖ Two teaching assistants were employed 	<ul style="list-style-type: none"> ❖ With the support of TA, teachers developed self-regulated learning materials for students of different junior levels. 	<ul style="list-style-type: none"> ❖ The arrangement will be kept for the support to the production of learning materials for DSE levels.
4. Provide support to the learning & teaching of Liberal Studies	<ul style="list-style-type: none"> ❖ One teaching assistants were employed 	<ul style="list-style-type: none"> ❖ With the support, students join more external learning activities 	<ul style="list-style-type: none"> ❖ The arrangement will be kept to enhance the participation of external activities
5. Enhance the proficiency in PTH	<ul style="list-style-type: none"> ❖ One instructor was employed to provide 20 hours training in choral speaking in PTH 	<ul style="list-style-type: none"> ❖ Get the 2nd runner-up in the Music and Speech Festival 	<ul style="list-style-type: none"> ❖ The arrangement will be kept
6. Support for S1 new students	<ul style="list-style-type: none"> ❖ A note-taking course for all S1 students was arranged 	<ul style="list-style-type: none"> ❖ The students showed positive response. However, teachers found that they cannot transfer the skill to the daily learning. 	<ul style="list-style-type: none"> ❖ Further exploration on other service provider and subject teacher involvement will be arranged.

7. Support for the mathematic development of students	❖ Three instructors were employed to provide 40 hours training for talented students	❖ Students got good result in various mathematics competition	❖ The arrangement will be kept
8. Enrich the learning experience of students in Chinese Literature	❖ An excursion related to Chinese Literature were arranged for 30 students by service provider	❖ Teachers and students gave very positive feedback on the learning experience	❖ The arrangement will be kept

7.2 Annual Evaluation on Programme of Senior Secondary Curriculum Support Grant 2015-2016

Person in-charge : Leung Kam Chiu

Concerns and Evaluation methods	Evaluation Results	Suggestions for Improvement / Follow-up
1. Enhancing students' language proficiency	<ul style="list-style-type: none">❖ With lower workload, the English Panel enhance the existing curriculum and provide support to Language Across Curriculum and Learning Skills Across Curriculum.❖ The speaking curriculum of S3 and S5 were enhanced.	<ul style="list-style-type: none">❖ The support from SSCSG will be kept to provide manpower support to the major concern on learning and teaching
2. Providing more subject combination for senior secondary students	<ul style="list-style-type: none">❖ 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.❖ Over 95% of the S3 students can get their elective subject combination according to the choices.	<ul style="list-style-type: none">❖ The support from SSCSG will be kept to maintain a diversified curriculum for senior secondary.❖ The School will explore the outside school resource to enable students to take subjects with small number of student, such as Music.

7.3 Annual Evaluation on Life Planning Education and Career Guidance Service 2015-2016

Concerns	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> <th>S1</th><th>S2</th><th>S3</th><th>S4</th><th>S5</th><th>S6</th></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> <th>S1</th><th>S2</th><th>S3</th><th>S4</th><th>S5</th><th>S6</th></tr> <tr> <td>3.1</td><td>3.3</td><td>2.9</td><td>3.2</td><td>2.</td><td>2.</td></tr> <tr> <td>0</td><td>0</td><td>6</td><td>7</td><td>67</td><td>87</td></tr> </table> ❖ 3 career and life planning workshops outsourced and arranged for S2 ❖ 1 life experiential programme outsourced and arranged for S4 ❖ All S4 and 5 students finished at least one online career assessment test in the second-term 	S1	S2	S3	S4	S5	S6	2	2	5	1	5	1	S1	S2	S3	S4	S5	S6	3.1	3.3	2.9	3.2	2.	2.	0	0	6	7	67	87	<ul style="list-style-type: none"> ❖ Students enjoyed the career-related programmes ❖ Most S4 and 5 students completed the career assessment seriously and showed more initiatives in career planning ❖ Outsourced career-related programmes were well 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
S1	S2	S3	S4	S5	S6																												
2	2	5	1	5	1																												
S1	S2	S3	S4	S5	S6																												
3.1	3.3	2.9	3.2	2.	2.																												
0	0	6	7	67	87																												
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 (including 3 OLE lessons, engineering talk, high court visit, job interview days) 	<ul style="list-style-type: none"> ❖ Most students prepared well before meeting the CLP counsellors ❖ Students appreciated the efforts made by the CLP teachers 	<ul style="list-style-type: none"> ❖ Arrange a career sharing activity (Career Day) in co-operation with Alumni Association ❖ Additional manpower (e.g. support from TA) is strongly needed for 																														

	<ul style="list-style-type: none"> ❖ One extra staff member was employed to reduce workload of teachers responsible for the personalized career counselling. ❖ No. of individualized meeting per student <ul style="list-style-type: none"> ➢ S5: One ➢ S6: One ❖ S6 students agreed showed positive feedback towards our career guidance service (7.88 out of 10) ❖ School-based mentorship programme for S5 and S6 students were implemented ❖ 20 S5 students joined Alumni Mentorship Programme which was held in co-operation with Alumni Association ❖ 40 S4 and S5 students took part in School-Company-Parent programme organized by Young Entrepreneurs Development Council ❖ 12 S5 students participated in job shadowing in a kindergarten ❖ One S6 student worked as summer interns in a CPA firm ❖ Talks and 2½ -day operation of support centre available in Jul 2016 for S6 graduates' release of DSE results 	<ul style="list-style-type: none"> ❖ Both class teachers and students believed that the work-related activities helped students to set targets ❖ S6 BAFS students supported the summer internship offered by the alumni 	arranging activities outside school
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3. Help senior secondary students explore multiple pathways	<ul style="list-style-type: none"> ❖ 3 OLE lessons conducted to introduce multiple pathways to NSS students ❖ Visits paid to one career expo in January ❖ S4 students showed that the Career Expo gave them insights into multiple pathways in the future (3.05 out of 4) ❖ Career Award Scheme held for S4 to S5 students to encourage them to join more career-related activities, both inside and outside school 	<ul style="list-style-type: none"> ❖ Most students focused on local university education but were aware of the multiple pathways available ❖ Class teachers reflected that more S4 students were eager to join career-related activities, like information days of different institutes. 	<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
4. Equip parents and teaching staff with the necessary knowledge and technique to provide career guidance support	<ul style="list-style-type: none"> ❖ Parents' talks held in Sep 2015 and Jul 2016 respectively <ul style="list-style-type: none"> ➤ Attended by parents of nearly 70% S6 students ❖ One professional training outsourced and arranged for staff 	<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

7.4 School-based After-school Learning and Support Programmes 2015/16 s.y. School-based Grant - Programme Report

Name of School: ShunLee Catholic Secondary School

Staff-in-charge: Koong Tak Man

Contact Telephone No.: 23893082

A. The number of students (count by heads) benefitted under the Grant is 318 (including A. 62 CSSA recipients, B. 206 SFAS full-grant recipients and C. 50 under school's discretionary quota).

B. 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						
Reading Aloud Programme for S1	0	0	0	NA	NA	NA	● NA	NA	Programme Cancelled
Writing Workshop for S1-3	3	11	1	100%	July 2016	2250	● Student Survey ● Teachers' observation of students' written output	Synergy Education Co. Ltd	
Writing Workshop for S5-6	7	29	12	100%	Nov 2015 – May 2016	14500	● Teachers' observation of students' written output	Alumni	
HKDSE Speaking Exam Practice	2	10	0	100%	Oct 2015 – May 2016	1080	● HKDSE Result	Alumni	
HKDSE Speaking Exam Practice	0	0	0	NA	NA	NA	● NA	NA	Programme Cancelled
Speaking Workshop for S1 – S3	7	21	2	100%	July 2016	2610	● Teachers' observation of students' verbal output	Alumni	
Remedial Class for S1-S3	7	29	1	100%	Easter Holiday & Post-exam	3650	● Teachers' observation of students' performance	Alumni	
Mathematics Remedial Classes in summer holiday	8	28	1	90%	July 2016	7300	● Test ● Tutors' and Teachers' report	Alumni	

<i>Mathematics Remedial Classes after school</i>	32	51	7	100%	Sept 2015 – May 2016	16229	● Internal exam or HKDSE results	Alumni	
<i>International Competition and Assessments for Schools – Mathematics</i>	37	107	10	100%	January 2016	7500	● Assessment report	ICAS Hong Kong Office	
<i>Mathematics Enrichment Course</i>	0	0	0	NA	NA	NA	● NA	NA	<i>Programme Cancelled</i>
<i>Musical instrument classes</i>	4	34	3	100%	Sept 2015- Aug 2016	36320	● Tutors' report ● ABRSM result	Central Arts	
<i>SI Saturday Tutorial Class</i>	9	15	3	90%	Oct 2015- March 2016	24587	● Questionnaire ● Tutors' observation	NA	After phase I, 14 out of 36 students got satisfactory result and did not need to join phase II. Most
<i>Spiritual Education Program</i>	2	13	0	100%	Sept 2015	1620	● Student questionnaire	NA	Students develop positive thinking and learn from meditation
<i>St. John First Aid Classes</i>	1	11	0	90%	July 2016	5414	● Pass in Examination	HK St.John Ambulance	
<i>Painting Lesson</i>	2	7	1	100%	Oct 2015 – Nov 2015	516	● Artwork	Alumni	
<i>文化之旅</i>	0	0	0	100%	二零一六年 七月	0	● 口頭回饋	饒宗頤文化館	學生免費
<i>境外文化交流活動 地理&視藝~韓國</i>	0	0	0	100%	二零一六年 三月至四月	NA	● Questionnaire and reflection	Travel Agent	By HKJC
<i>境外文化交流活動 宗教倫理~台灣</i>	3	7	3	100%	二零一六年 六月至七月	28750	● Questionnaire and reflection	Travel Agent	
<i>境外文化交流活動 中史~中國</i>	1	10	5	100%	二零一六年 六月至七月	27000	● Questionnaire and reflection	Travel Agent	

<i>S4 Orientation Camp tutor fees</i>	5	17	1	100%	Sept 2015	675	● <i>Teachers' observation of students' verbal output</i>	<i>Social Worker</i>	
Total no. of activities:									
@No. of man-times	130	400	50						
**Total no. of man-times	580				<i>Total Expenses</i>	180001			

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.

@ 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)

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).

C. 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			
Learning Effectiveness						
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	✓					
Personal and Social Development						
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	✓					
Community Involvement						
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			✓			

D. 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) _____

E. Do you have any feedback from students and their parents?

Are they satisfied with the service provided? (optional)

Programme Evaluation Report for DLG-Other Programme: Gifted Education for the 2015/16 school year

Programme Title	Objective	Target (No./level/selection)	Duration/ Start Date	Deliverable	Evaluation	Expenditure
A Course in High Order Thinking	(The course was not conducted due to the suspension of the service by the service provider.)					
Debating Team	<ul style="list-style-type: none"> ➤ To hone students' critical thinking skills and argumentative skills. 	<ul style="list-style-type: none"> ➤ Senior form gifted students ➤ Both existing members and new members in senior forms were interviewed to assess their potential and competency, as well as their participation rate in the activities held the previous year. ➤ Team members were selected based on their performance in internal matches. 	<ul style="list-style-type: none"> ➤ October 2015 – May 2016 Each workshop lasted 2 hours, from 9.30pm to 11.30pm. ➤ September 2015 - February 2016 Training sessions were held after school or at weekend. 	<ul style="list-style-type: none"> ➤ English Debating team: 14 workshops were held. Debaters have participated in the 31st SingTao Debating Competition, HK Bar Association Debating Competition and the Hong Kong Secondary School Debating Competition. ➤ Chinese Debating team: 16 training sessions were held. Debaters have participated in the SingTao Debating Competition, Basic Law Tournament. 	<ul style="list-style-type: none"> ➤ Debaters were devoted in the debating tournaments and they displayed much enthusiasm in researching related issues regarding the motions. ➤ In English team, all workshop participants (100%) agreed that they understood 'the teaching content of the debate lessons', and found 'the lessons provided useful or helpful'. In addition, they have demonstrated discernible improvement in their language skills, critical thinking skills and argumentative skills. ➤ Debaters worked closely with each other and a supportive atmosphere was established. ➤ 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 the preparation process. 	<ul style="list-style-type: none"> ➤ English Debating Team \$6930 (6 students; S4-S6) ➤ Chinese Debating Team \$13200 (7 students; S4-6)

Singapore Study Tour 2016	<ul style="list-style-type: none"> ➤ To develop students' capacity to use English to respond to authentic experiences; ➤ To enable students to encounter different cultures through traditional museums and landmarks or other experiences; ➤ To enable students to understand and compare some social issues in Singapore and Hong Kong; ➤ To promote mutual understanding of the two Asian cities among students. 	➤ 30 Secondary Four Students	➤ 5 days in Singapore(April 2016)	<ul style="list-style-type: none"> ➤ Built a Facebook page showing the study result. ➤ Every student wrote a reflection passage after the activity. ➤ Organized an assembly for Secondary Two and Secondary Three students to introduce the culture of Singapore and the study result. ➤ Invited and received students from Singapore to visit Hong Kong. 	<ul style="list-style-type: none"> ➤ The attendance of student was high. ➤ The study tour was well commended by students from the reflection of the students. ➤ The assembly was successfully held according to the response of the S2 and S3 student audiences. ➤ The students were confident in speaking English after the trip. 	➤ \$24,000
Korea Study Tour 2016	<ul style="list-style-type: none"> ➤ To enable students to know the city development and the environmental protection policies in Pusan 釜山 and Seoul 首爾; ➤ To enable students to compare the city development and planning between Korea and Hong Kong. Then provide suggestions for sustainable development of Hong Kong. 	➤ 15 Secondary Four and Five Geography Students	➤ 5 days in Korea (Pusan 釜山 and Seoul 首爾)	<ul style="list-style-type: none"> ➤ Every student wrote a reflection passage after the activity; ➤ A video for all students and to be shown in the Campus TV was made ; ➤ Every group wrote a suggestions plan for sustainable development of Hong Kong. 	<ul style="list-style-type: none"> ➤ The attendance of student was high. ➤ The study tour was well commended by students from the reflection of the students. ➤ The students were enthusiastic during the tour through teachers' observation. ➤ The quality of the deliverables were good. 	➤ \$30000

Mainland Study Tour 2016 (河南文化經濟考察之旅)	<ul style="list-style-type: none"> ➤ To enable students to know the history and culture development of central China; ➤ To enable students to know the history and development of Buddhism in China; ➤ To enable students to investigate the relationship between the economic development and environmental conservation of Shaolin Temple 	<ul style="list-style-type: none"> ➤ 30 Secondary Four and Five Students 	<ul style="list-style-type: none"> ➤ 5 days in Henan Province 	<ul style="list-style-type: none"> ➤ Students prepared a board to show the study result; ➤ Every student wrote learning Journal during the tour and made a reflection booklet; ➤ Created a photo album after the tour and it was displayed in library; ➤ Created a Facebook page to show the study result; ➤ Created a video showing the study sidelights. 	<ul style="list-style-type: none"> ➤ The Attendance of student was high. ➤ The study tour was well commended by students from the reflection of the students. ➤ The students showed enthusiasm during the tour. ➤ The quality of the deliverables were good. ➤ The venue of the study was attractive to the students. 	➤ \$24,000
中文寫作工作室	(因時間關係，未能舉辦。)					
Credit Bearing Courses and Offsite Support Programmes (CUHK; Hong Kong Outstanding Students' Association)	<ul style="list-style-type: none"> ➤ To develop students' capacity; ➤ To sharpen the thinking skills of those academically talented students ➤ To enhance the communication skills of selected students 	<ul style="list-style-type: none"> ➤ One S5 students and two S6 students 	<ul style="list-style-type: none"> ➤ From half-day to multiple-day programmes; ➤ Venue offered by the organisations 	<ul style="list-style-type: none"> ➤ Assessments given by the organisations were completed 	<ul style="list-style-type: none"> ➤ The attendance of student in the courses taken was high. ➤ The programmes were well commended by students. ➤ Students were awarded with certificates of commendation. 	➤ \$5,710