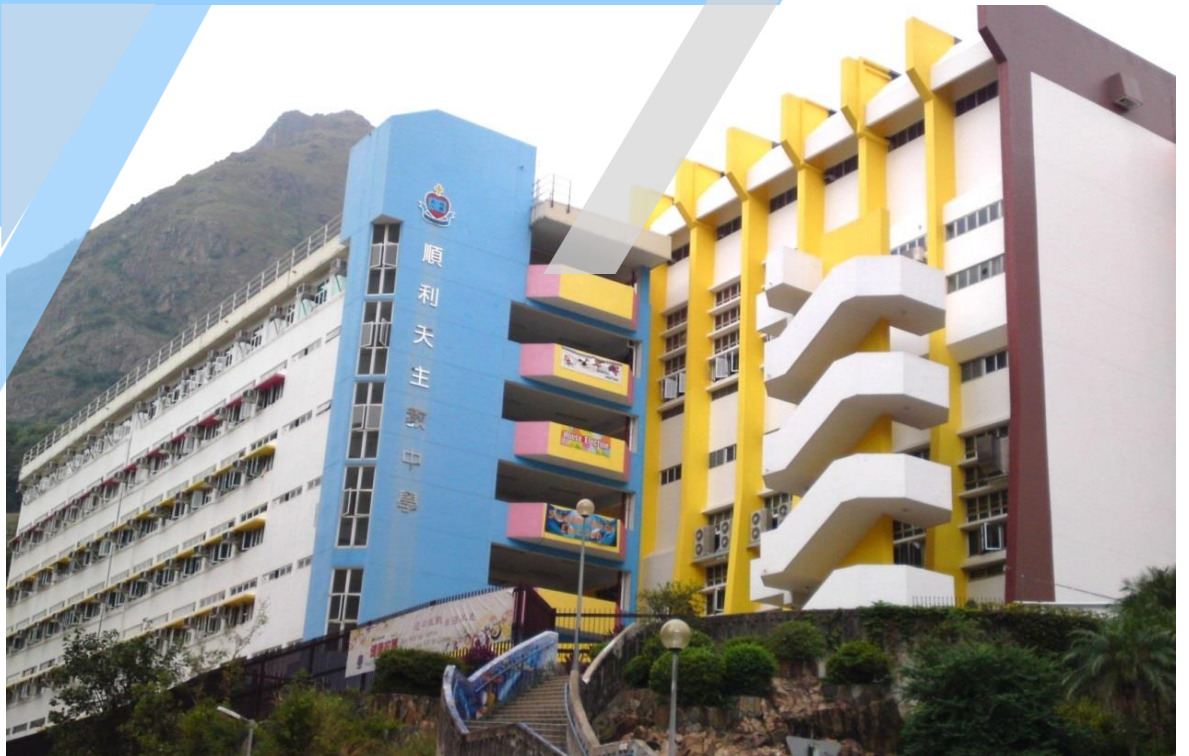


# Shun Lee Catholic Secondary School

## Annual School Report 2020-21



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## Shun Lee Catholic Secondary School Annual School Report 2020/ 2021

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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

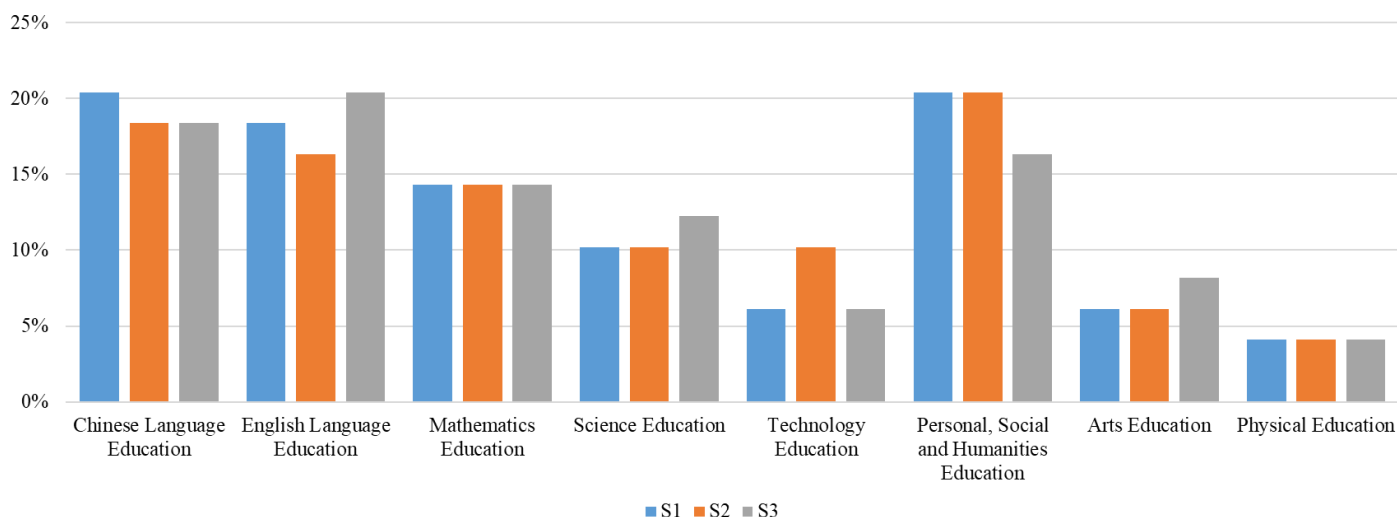
Category of Manager	Number of Managers
Sponsoring Body Manager (Supervisor)	1
Sponsoring Body Managers	6
Alternate Sponsoring Body Manager	1
Independent Manager	1
Parent Manager	1
Alternate Parent Manager	1
Teacher Manager	1
Alternate Teacher Manager	1
Alumni Manager	1
Ex-Officio Manager (Principal)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

### Active School Days

The number of active school days was 190.

### Lesson time for the 8 KLAs

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	133	126	122	131	113	118	112

### Students' Attendance

	Secondary 1	Secondary 2	Secondary 3	Secondary 4	Secondary 5	Secondary 6
Attendance Rate	98.97%	99.27%	96.73%	97.02%	95.06%	87.89%

## 2. Achievements and Reflection on Major Concerns

### 2.1 Major Concern 1: Enhancing Learning Effectiveness

Achievements				
<b>1. Strengthening students' learning strategies</b>				
<p>The major concern emphasizes teachers' efforts in providing students with learning strategies and feedback to enhance their confidence and effectiveness in learning. Over the past academic year, teachers have provided more opportunities for students to practise the specific strategies through assignment tasks so that they can make full use of the strategies in assessments to improve their performance.</p> <p>One assignment package was submitted in the second term by Core &amp; HKDSE elective subjects to illustrate how teachers addressed students' difficulties in learning; how they equipped students with learning strategies to tackle their difficulties, and provided students with opportunities to practice these strategies in classroom learning, assignment and assessment tasks; and how they reviewed the implementation of learning strategies based on students' performance in assessments.</p> <p>Apart from the positive feedback from students about the learning strategies and feedback provided by teachers in both the first and second term school-based teaching and learning survey, students' perception of teaching in Stakeholders' Survey indicated that teachers were highly aware of the importance of providing feedback and learning strategies to help students improve their learning performance. A rise in ratings has again been observed in the following survey items:</p>				
		18/19	19/20	20/21
1.	"Teachers often provide us with guidance in learning strategies, such as doing pre-lesson preparation, using concept maps, tool books and online resources."	3.81	3.91	4.15
2.	"Teachers often tell us about our progress and problems in learning."	3.92	4.08	4.30
<p>Students' perception of teaching in Stakeholders' Survey indicated that students became more aware of how to apply different learning strategies in study. A rise in ratings has again been observed over in the following survey items:</p>				
		18/19	19/20	20/21
1.	"I know how to set learning goals."	3.34	3.45	3.46
2.	"I am able to apply learning strategies such as doing pre-lesson preparation, using concept maps and online resources."	3.59	3.65	3.64
3.	"I often review my learning based on my assessment results and teachers' comments".	3.57	3.70	3.78
<p>The survey results indicated that students developed a better understanding of learning strategies and they acknowledged teachers' efforts in providing them with feedback to enhance their learning effectiveness. The emphasis on learning strategies has given students more confidence in mastering their learning.</p>				
<b>2. Strengthening Assessment Literacy</b>				
<p>The collection of assignment package has enabled subject heads to closely monitor the linkage between teaching, assignment and assessment to help students consolidate their learning and bridge them for assessments. Teachers have also become more aware of the use of assessment data to inform curriculum planning and implementation.</p>				

### **3. Changing Learning Mode during School Suspension / Half-day Schooling**

#### **(i) Blended Learning**

With the IT training provided for teachers to support e-learning in our newly renovated Future Classrooms after school resumption and to continuously support online learning throughout the suspension period, teachers have developed greater confidence and competence in e-learning. Moving on from Zoom teaching, teachers have started to adopt blended learning. To extend the face-to-face learning time, consolidate students' learning and enhance students' self-learning skills, some subjects have developed digital learning content and made them available for students' self-access. Students are required to study the digital learning content before the face-to-face lessons, including pre-recorded videos and online discussion. During the face-to-face lessons, students are engaged in discussions, presentations and group learning tasks, which maximize peer interaction in classrooms. Despite the constraints posed by the half-day schooling over the past academic year, blended learning extends students' learning time and transforms limited face-to-face class time into student-centred lessons.

#### **(ii) Learning beyond Zoom Lessons**

Although the originally planned extended curriculum learning activities could not be conducted face-to-face because of the pandemic, a number of programmes were conducted online to ensure students' exposure can be continuously enriched.

##### S1 Virtual Tours

The originally scheduled visits to Kowloon City and Kowloon Tong for S1 Integrated Humanities and Kowloon Walled City Park for S1 Chinese History became virtual learning tours. With the use of teachers' newly shot and tailor-made videos, students' understanding of the subjects can be deepened.

##### S2 V Power

While visiting the elderly in person was not possible during the pandemic, online chats with the elderly were organized with the assistance of teachers and social workers from The Hong Kong Federation of Youth Groups. Through the online visits to the elderly living in the neighbourhood, students developed a heightened awareness of their needs in daily life, which helps students to produce an information card about the elderly-friendly shops and facilities in Shun Lee as a gift for the elderly.

##### S3 Career Talks

Apart from the subject selection talks, an alumnus who is now a Korea-based YouTube content developer gave a talk about her career on Zoom. Her inspiring sharing on both the achievements and struggles of being a famous YouTuber has opened students' eyes to the digital media industry.

#### **Reflections**

##### **Students' Learning Performance**

First Term Examination for S1, S2, S4-S5 was cancelled due to the school suspension whereas that of S3 and S6 were postponed to January. Though students' learning progress and performance, based on the quality of assignments and the online assessment results, was generally satisfactory, some junior secondary students have shown poorer learning habits. 4Ps should be re-introduced as our regular learning and teaching practice to foster good learning habits. e-Learning tools should be incorporated to 4Ps to maximize students' active participation in lessons in the next academic year. More student-centred learning tasks or self-learning opportunities should be provided for students to apply the subject-specific learning strategies and develop self-regulated learning skills.

## 2.2 Major Concern 2: Strengthening Catholic Education Core Values

### Achievements

#### **1. Teachers and students share the values of life, family, justice, love and truth.**

With the whole school approach to promote the five core values of Catholic Education, programmes held this year successfully raised students' awareness of the focus core value "Family". Students were inspired to rethink the relationship between the core values and their daily life. Positive feedback was received in different related programmes.

The school fully utilized different opportunities to instill values in students. A family meeting was held to discuss school reprovisioning, through which class teachers shared the value of "Family" by involving students in the discussion on the future school development. Through the Student Union Election, the school held another family meeting to instill the value of "Justice", in which teachers shared with students the value and importance of election during the assembly period. It encouraged students to ponder on the purposes of holding a school-wide and a city-wide election, and helped students understand the value of every single ballot. Apart from these thematic family meetings, a mask design competition and the best class photo competition were held to enhance students' sense of belonging to the class and the school.

#### **2. Foster students' positive attitude**

Different thematic activities were organized by the Guidance Team to foster students' positive values. 160 sessions of Love Series Group activities were held to develop students' potential self, reinforce students' positive values as well as cultivate a harmonious atmosphere. The activities were well received by students.

To cater for students' developmental needs, assemblies and workshops on Sex Education, Stress Management, School Adjustment, Mental Health, Life Education & Anti-Bullying Culture were arranged. The programmes were well-received among students.

To help students release stress when facing difficulties, two "Garden of Mind" activities were held to introduce the five senses decompression method to all students. Students enjoyed the activities and showed positive feedbacks.

A video about the athlete Yiu Kit-ching, who excels in long-distance run and is an inspiration to many, was shown to students during the assembly period. It encourages discussion between class teachers and students on the importance of perseverance and persistence in success.

#### **3. Teachers and parents show more awareness of the Catholic Education core values and put them in practice**

The school has been devoted to sharing the Catholic Education core values with teaching staff and parents. Professional development programme was arranged to deepen teachers' understanding of the Catholic Education core value "Family". To enhance parents' understanding of Catholic Education core values, parent education programmes (e.g., S1, S3 & S6 parents' talks and parents' cell group) were arranged. Four workshops about communication and parenting skills were also organised by social workers.

## Reflection

On top of the Catholic education core values, nine priority values and attitudes from EDB - "Perseverance", "Respect for Others", "Responsibility", "National Identity", "Commitment", "Integrity", "Care for Others", "Law-abidingness" and "Empathy" will be incorporated into the value education curriculum. The Students Development Framework will be further revamped to cover all these virtues.

To further promote the Catholic Education core values, students and teachers will be invited to do sharing on the values during school activities such as assemblies. Parents are close partners to the school. They should be continuously empowered to support students' development through parent education programmes. The school will continue to strengthen parents' understanding of the five core values.

Though the school selects one Catholic Education value to be the focus every year (2020-21: Life; 2021-22: Family), other values such as "Justice", "Truth" and "Love" will also be promoted through other school-based programmes so that students will be given a comprehensive value education. To foster positive attitude, activities focusing on nurturing students' resilience in adversities will also be organized.

## 2.3 Major Concern 3: Nurturing Students into Competent Shunleers

### Achievements

#### 1. Enhancing the Current ECA System

To motivate students to participate in activities, the ECA Committee encourages teacher advisors to revamp the old clubs / teams or introduce new clubs. This year, Netflix and Philosophy Club has replaced English Debating Team. The new club, incorporating viewing, philosophy and discussion, is a highly popular choice among students on the Activity Enrolment Day.

The ECA Students Team, which was set up last academic year, effectively coordinates the work of clubs or teams. The Team assisted in organizing the Activity Enrolment Day, communicating with the club chairpersons and collecting and checking the official documents of all clubs.

The e-Enrolment system has been introduced with the following objectives:

- (i) monitor students' attendance to enhance their sense of responsibility;
- (ii) link to the future award system to enhance students' motivation to participate in ECA;
- (iii) enable the school to better understand students' holistic development by developing an inter-disciplinary student data management system.

#### 2. Developing Students' Competence

Learning how to execute plans, organize and lead activities is an important learning experience for students. When the class resumed in October, the school spared a regular school day for the Activity Day, which provided an opportunity for student leaders to learn to organize activities for their peers; and for students to enjoy activities on campus after the long class suspension period. Students enjoyed the day very much and S6 students also took that special school day to organize S6 Graduation Run on campus. To provide more non-academic learning experiences for students, the second Activity Day was successfully held in October. All clubs were required to organize activities on Zoom.

Despite the cancellation of leadership training programmes and overseas exchange programmes, the ECA Committee has done its best to enliven students' school life and enrich their non-academic



learning experiences. The Stakeholders' Survey indicated students' improved participation rate in extra-curricular activities. Students' positive responses also acknowledged the school's efforts.

<b>Stakeholders' Survey – Students' perception of ECA</b>	<b>18/19</b>	<b>19/20</b>	<b>20/21</b>
“My schoolmates actively participate in extra-curricular activities.”	3.60	3.72	3.86
“Through participation in the school's extra-curricular activities, my learning opportunities in respect of extra-curricular knowledge and life skills, etc. are increased.”	3.73	3.89	4.02
“The school is intent on fostering our leadership.”	3.62	3.86	4.01

Teachers also agreed that students' learning experiences can be extended through extra-curricular activities, but expressed more efforts needed to foster students' leadership qualities.

<b>Stakeholders' Survey – Teachers' perception of ECA</b>	<b>18/19</b>	<b>19/20</b>	<b>20/21</b>
“The school's extra-curricular activities can help extend students' learning experiences.”	4.05	4.09	4.16
“The school provides enough opportunity to foster students' leadership.”	3.91	4.14	4.09

## **Reflections**

Though class suspension has deprived students of other learning experiences, teachers have become more aware of the needs to provide opportunities for students to have fun and learn beyond classrooms. The arrangement of two Activity Days in an academic year should be kept to fully engage students in organizing and participating in extra-curricular activities.

While more clubs which suit students' interest should be introduced to enrich their learning experiences, teacher advisors' deployment and training play a crucial role in nurturing students' interests in ECA and grooming student leaders. Teachers' awareness in coaching committee members on how to conduct committee meetings as well as club activities should be strengthened. Activity tasting programmes will be provided for teachers in the future professional development day so that they know how to coach students in organizing activities.

Other than teacher training, more training opportunities will be provided for students in the future to strengthen their confidence and leadership qualities. Different training sessions will be provided to cater for the needs of students responsible for different roles. Outstanding student leaders will be given some advanced training opportunities.

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

After devoting years of efforts to equipping students with learning strategies, teachers have become more aware of the importance of providing feedback to improve students' learning and using assessment data to inform their curriculum and assessment. Meanwhile, students' learning efficacy has shown some improvement as they have been given different tools and clearer guidance in how they can improve their academic performance. Some students have shown weaker learning habits due to the school suspension and half-day schooling. In response to this phenomenon, teachers have adopted different measures to offer learning support to them, including afternoon Zoom lessons. The Future Classrooms infrastructure has facilitated teachers to adopt more e-learning strategies to enhance students' interactions in lessons and encouraged teachers to conduct blended learning to extend students' learning time and develop their self-learning skills.

### **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 (S1 to S6), stress management (S4 to S6), school adjustment (S1), mental health (S1 to S6), life education (S2 & S5) & Anti-Bullying culture (S1) were conducted to cater for students' developmental needs. Students showed positive feedbacks to these programmes. They were confident in applying positive thinking when facing difficulties.
- With the collaboration work of the Student Support Team, 160 sessions of Love Series Group activities, including Love & Words (speech therapy), Love & Tune (music therapy), Love & Lines (academic support), Love & Share (group activities by social workers) were arranged 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.
- Two "Garden of Mind" activities were held to introduce the five senses decompression method to all students to release stress when facing difficulties. Students showed positive feedbacks on these activities.
- 20 S4 students became Guidance Prefects to assist S1 students to adapt to their new school life. They displayed their enthusiasm in participating in training sessions. They demonstrated keenness to arrange activities to S1 students and assisted them to prepare well for the examination. They developed their leadership potential and the good relationship with S1 students.
- 4 sessions of parents' workshop were held by school social workers to strengthen the parent-child relationship. Most parents agreed that the workshops were useful to provide different parenting skills for them to communicate with their children.

## **1.2 Discipline Team Programmes**

- The survey of STAR campaign indicated that
  - ✧ S1-S3 students could mostly keep classrooms clean and go to school on time. 12 out of 13 classes gained stars in the items of “Classroom Tidiness” & “Late Record”.
  - ✧ Learning atmosphere was satisfactory. Classes generally received two stars to three stars (The highest standard).
  - ✧ However, the homework record was still unsatisfactory. Ten classes could not obtain any star in this item, which indicated that more attention should be given to students’ habits in assignment submission.
  - ✧ Most of the students were pleased by the award stamps given and motivated to perform better.
- Head prefect and Vice-head prefects were willing to shoulder the responsibility. They were confident and responsible.
- Although it was difficult to organize student training under COVID-19, head prefects and leaders still tried their best to organize Zoom training and some short after-school training sessions in September.
- Prefects could share the fruitful experience with leaders. They are willing to take up the duty of being leaders next academic year. Most of the prefects will stay in the team next academic year. They show high commitment to the team.

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

- To celebrate the school’s Commencement Day, Moral and Civic Education Ambassadors prepared a video which included interviews of students and teachers. The video aimed to get students prepared for the new school year amid the pandemic and cultivate students’ sense of belonging to the school.
- An inter-class mask design and class photo competition was organized to enhance students’ sense of belonging to the class and to the school. It was hoped that a good rapport could be established within each class. Each class was required to design one mask together as a unit and take a class photo with the same mask on their face.
- In order to nurture students’ sense of responsibility and increase their understanding of the value of holding an election, a class discussion was held during the assembly period. With class teachers leading the discussion, the activity effectively encouraged students to ponder on the purposes of holding a school-wide as well as a city-wide election. It also helps students understand the value of every single ballot.
- Perseverance and resilience are considered important values in life and the key to success. Thus, Moral and Civic Education Team organized a discussion session during the assembly period to help nurture students with these essential values. A video about the athlete Yiu Kit-ching, who excels in long-distance run and is an inspiration to many, was shown to students. With the assistance of class teachers in leading the discussion, the activity helped students reflect on the importance of perseverance and persistence in success.

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

- The career education curriculum this year included 10 and 16 whole-level programmes for Junior Secondary students and Senior Secondary students respectively. Some workshops were outsourced as planned. Among the many programmes / activities / nominations related to future careers or studies the Team promoted, S3 to S6 students participated in 20 of them.

- Similar lessons and topics were given to different levels as those in the previous year because of the well-chosen topics. Some new topics were introduced as follows:

S2	Outsourced talks on <ul style="list-style-type: none"> <li>• What kind of future employees the world looks for</li> <li>• How students could appreciate one-self and develop positive values</li> </ul>
S3	Outsourced talks on <ul style="list-style-type: none"> <li>• The newly developed jobs</li> <li>• Understanding students' learning style</li> </ul>

- An individualized meeting was held for each S5 and S6 student. Students were well prepared before meeting CLP teachers. Due to the pandemic, most students attended the individualized meeting via Zoom. Those who had dropped an elective subject could meet CLP teachers face-to-face during free lessons. Most students were active in the discussion with CLP teachers. All CLP teachers were satisfied with the active participation of students.
- The same online career assessment tool “Probe test” was purchased for all S3 and S5 students. S3 students used the test results to reflect on their own interests and the potential NSS subjects they are interested in taking. CLP teachers guided S5 students to reflect on the fields they may be interested in during the S5 individualized meetings.
- Information about Applied Learning and taster classes was disseminated to all S4 students. Two students applied for Applied Learning courses.
- S5 Mentorship System was carried out as usual. 36 teachers became mentors for all S5 students to provide emotional and career-and-life-planning-related support to students.
- S5 Career Day 2020-2021, co-organized by Alumni Association, was cancelled due to the arrangement of online learning. However, five online alumni sharing sessions were organized in different months. 107 S4 to S6 students participated in the sharing sessions about different careers.
- Due to the arrangement of online learning, S6 Mock Job Interview, co-organized by English Department was cancelled. An outsourced Mock Admission Interview Activity was arranged for all S6 students via Zoom. Positive feedback was collected from students and teachers.
- The Team agrees that parent education is essential and important. Information related to subject selection (S3), JUPAS application (S6), multiple pathways (S6), preparation for HKDSE result release (S6) was disseminated in events like S3 Parents' Night, S6 Parents' Night, S6 Parents' Day and S6 Parents' Talk before HKDSE Result Release Day.
- All team members have become better equipped, more confident and are willing to help with counselling work in the coming years because all of them participated in S5 and S6 individualized meetings and got experience in providing counselling service to S5 and S6 students.

#### **IV. Gifted Education Programmes**

- Due to the pandemic, overseas study tours, pull-out programmes organized by the school and off-site programmes organized by local tertiary institutes were cancelled.
- Being subsidized by Diversity Learning Grant, five S4 students attended off-site programmes organized by MIT Innovation Academy.

## V. Integrated Education

- In response to the development of inclusive education and Code of Practice on Education under the Disability Discrimination Ordinance, the Student Support Team fosters an inclusive school atmosphere and ensures that students with special educational needs (SEN) have equal opportunities to gain access to all forms of education. The team aims at providing learning support services to students with SEN.
- Sen Coordinator (SENCO) was responsible to organise & coordinate the support measures and learning for SEN students. Guidance & Discipline Teachers, SENCO, Sen Teacher (SEN Support Teacher), Teachers from Academic Committee, Class & Subject Teachers, School Social Workers and School Educational Psychologist work collaboratively to provide SEN students with counseling services of all kinds to cater for their individual differences and education needs.
- With the provision of the LSGSS (Learning Support Grant for Secondary School) and the joint effort of social workers and school education psychologist, the school has organized different programmes and activities to help support the learning of the students with SEN.
- Supporting measures include:
  - ✧ Parent questionnaires and Parents' Day for S1 students enabled the school to identify students with SEN at an earlier stage.
  - ✧ Student Development Assistant was employed to help with the implementation of this policy.
  - ✧ Outsourced workshops provided motor skills, social skills, communication skills and intellectual skills training.
  - ✧ Small groups organized by guidance teachers and social workers helped cultivate harmonious learning atmosphere.
  - ✧ Parent seminars and workshops were conducted to foster better communication and parenting skills.
  - ✧ Coordination with parents of SEN students, SENCO, SEN Support Teacher, class teachers, social workers and school education psychologist to compile the IEP (Individualized Education Plan) of Tier Three Student.
  - ✧ Coordination with internal and external assessment adjustment for SEN students.
- With the collaboration work of Guidance Team, 160 sessions of Love Series Group activities, including Love & Words (speech therapy), Love & Tune (music therapy), Love & Lines (academic support), Love & Share (group activities by social workers) were arranged 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.

## 5 Student Performance

### 5.1 Academic Performance

Students' performance in HKDSE in recent years:

Year		2015	2016	2017	2018	2019	2020	2021
Total no. of JUPAS applicants		185	166	137	130	132	124	112
JUPAS Results	No. of students receiving JUPAS offer	133 (71.9%)	126 (75.9%)	98 (72.1%)	104 (80.0%)	111 (84.1%)	104 (83.9%)	108 (96.4%)
	No. of students receiving JUPAS Degree offer	118 (63.8%)	107 (64.5%)	89 (65.4%)	94 (72.3%)	98 (74.2%)	91 (73.4%)	99 (88.4%)
	No. of students receiving JUPAS AD / HD offer	15 (8.1%)	19 (11.4%)	9 (6.6%)	10 (7.7%)	13 (9.8%)	11 (8.9%)	9 (8.0%)
	No. of students receiving Top 3 Us Degree offer	43 (23.2%)	36 (21.7%)	27 (19.9%)	22 (16.9%)	29 (22.0%)	28 (22.0%)	29 (25.9%)
Overall Results	No. of students eligible for sub-degree courses and civil service appointments	174 (94.1%)	154 (92.8%)	131 (95.6%)	126 (96.9%)	126 (95.5%)	119 (96.0%)	111 (99.1%)
	No. of students meeting minimum entrance requirements for local degree courses	151 (81.6%)	137 (82.5%)	115 (83.9%)	106 (81.5%)	111 (84.1%)	104 (83.9%)	105 (93.8%)

#### 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%
2018	10.0%	44.6%	92.3%
2019	12.8%	49.6%	91.0%
2020	12.1%	48.4%	94.4%
2021	8.9%	53.6%	96.4%

#### 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%
2018	20.8%	55.4%	87.7%
2019	19.5%	54.1%	88.0%
2020	33.1%	71.0 %	91.1%
2021	29.1%	69.1%	97.3%

**Results of HKDSE Mathematics of our school**

	<b>Level 5 or above</b>	<b>Level 4 or above</b>	<b>Level 2 or above</b>
2015	32.4%	64.9%	97.8%
2016	23.0%	60.0%	97.6%
2017	19.1%	64.7%	100.0%
2018	26.2%	73.1%	100.0%
2019	16.5%	50.4%	95.5%
2020	23.4%	61.3%	96.8%
2021	16.1%	69.6%	92.9%

**Results of HKDSE Liberal Studies of our school**

	<b>Level 5 or above</b>	<b>Level 4 or above</b>	<b>Level 2 or above</b>
2015	24.3%	69.7%	98.9%
2016	9.8%	56.1%	99.4%
2017	11.0%	47.8%	97.8%
2018	6.2%	46.2%	98.5%
2019	12.8%	52.6%	99.2%
2020	15.4%	53.7%	100.0%
2021	17.0%	63.4%	96.4%

\*TSA 2021 was cancelled.

## 5.2 Other Learning Experiences

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

### 5.2.1 Whole-person development

Issue Date	Event	Organized by	Class	Name	Student(s)	Prize
Jul-2021	Dr. Wong Kam Kuen Scholarship(Ethnic minority) 2020	Principal Chan Free Tuition world	6A	Mahmood Khalil	林家勵	Award Winner
Jul-2021	The Rev. Joseph Carra Memorial Education Grant	The Rev. Joseph Carra Memorial Education Grant	5D	Chan Huen Ying	陳暄瑩	Award Winner
Jul-2021	天然養生有限公司優異學生獎學金	天然養生有限公司	3A	Ng Tsz Kwan	吳子君	Award Winner
			6A	Chung Ho Kwong	鍾皓光	
Jul-2021	祈良神父獎學金	祈良神父獎學金	5D	Chan Huen Ying	陳暄瑩	Award Winner
Jul-2021	黃廷方獎學金	黃廷方獎學金	4B	Cheung Yan Yin	張恩妍	Award Winner

### 5.2.2 Subject-related

Issue Date	Event	Organized by	Class	Student(s)	姓名	Prize
Jul-2021	“Digi-Science” Video Production Competition for Hong Kong Secondary Schools 2020-2021	Hong Kong Association for Science and Mathematics Education	2D	Chan Hei Lam	陳希嵐	2nd Runner-up
			2D	Chen Tsz Ching	陳芷晴	2nd Runner-up
			2D	Mok Frances	莫湘宜	2nd Runner-up
Jul-2021	37th CDSC Mathematics Competition	CDSC Mathematics Committee	5B	Fung Ho Long	馮浩朗	Outstanding Award
			5B	So Cheong	蘇暢	
			5D	Chan Huen Ying	陳暄瑩	
			5D	Gao Ruiying	高睿瑩	
Jul-2021	38th Hong Kong Mathematics Olympiad	HKMO	5B	Fung Ho Long	馮浩朗	Kowloon East Region Winners
			5B	So Cheong	蘇暢	
			5D	Chan Huen Ying	陳暄瑩	
			5D	Gao Ruiying	高睿瑩	
Jul-2021	Chemists Online Self-study Award Scheme 2020	Education Bureau of HKSAR and Hong Kong Virtual University	5D	Wong Sze Yuen	黃思源	Bronze Award
			6D	Law Pok Man	羅博文	Diamond Award
			6D	Tang Tsz Fung	鄧子鋒	Diamond Award
Jul-2021	Harvard Book Price	The Harvard Club of Hong Kong	5D	Wong Ka Po	黃家宝	Price Winner
Jul-2021	Hong Kong WRO 世界奧林匹克機械人競賽 小創造大挑戰 2020	WRO, HKRETA, 創意桃子, 西覓亞, Flip Creation	2D	Man Chun Lok Morris	文雋樂	發明獎



### 5.2.3 Music, arts and sports

Issue Date	Event	Organized by	Class	Student(s)	姓名	Prize
May-2021	第七十三屆香港學校音樂節 2021	香港學校音樂及朗誦協會	2A	So Pak Sze	蘇珀斯	Silver award in Clarinet junior
			3D	Lam Wai Hong	林漳康	Silver award in Piano Grade 6
			4D	Yau Shuk Ching Cindy	游淑楨	Silver award in Alto Saxophone junior
			3D	Lau Kei Yau	劉紀攸	Bronze award in Piano Grade 6
			4A	Chan Tin Yu	陳天裕	二胡高級組銀獎
			2A	Au Lok Yiu	區洛遙	箏高級組銅獎
Jul-2021	A.S. Watson Group HK Student Sports Award	A.S. Watson Group	6D	Lee Wing Yee	李穎儀	Hong Kong Student Sports Award Winner
Jul-2021	Hong Kong School Drama Festival 2020/21	Education Bureau , Hong Kong Art School	1A	So Chun Fung	蘇俊峯	Award for Outstanding Audio-visual Effects; Award for Outstanding Cooperation
			1A	Zhang Hung Yam	張雄鑫	
			2D	Wong Tsz Yee	黃芷儀	
			3B	Fung Sze Ching	馮思晴	
			3B	Fung Tsz Yan	馮芷茵	
			3B	Lam Hiu Yan	林曉茵	
			4A	Chan Yin Yi	陳彥沂	
			4A	Chen Yu Lam	陳汝霖	
			4A	Wong Wing Yan	黃詠恩	
			4B	Yung Tsz Ching Jessie	容芷澄	
			4D	Fung Chau Pik	馮秋碧	
			4D	Lam Yan Wing	林昕穎	
			4D	Lee Man Hei	李汶晞	
			4D	Ng Tsz Yan	吳芷欣	
Jul-2021	寫出和平 全港青少年揮春書法大賽	聯合國教育科學及文化組織和平中心	1A	Fung Wan Fun	馮韻歡	銅獎
			1A	Ho Ka Wai	何嘉慧	優異獎
			1A	Tsang Chui Ying	曾翠瑩	優異獎
			1A	Wong Mei Ting	黃美婷	優異獎
			1B	Huang Ue Ting	黃煦婷	銅獎
			1B	Wang Man Kei	王文琦	優異獎
			1B	Zheng Xi	鄭熙	金獎
			1C	Lin Choi Tung	連彩童	優異獎
			1C	Lin Wai Ming	連蔚名	金獎
			1C	Yu Lok Hei	余樂希	優異獎
			1D	Wong Ka Lam	王嘉琳	優異獎
			1E	Chen Ching Yu	陳政孺	銀獎
			1E	Ho Tsz Yin Elvan	何梓賢	優異獎
			1E	Mai Tsz Ki	麥芷琪	銀獎
			1E	Ng Ka Ying	伍家瑩	優異獎

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

All students participated in 111 events this year.

	S1	S2	S3	S4	S5	S6	School
The average time each student participated in activities (hours)	16	28	30	53	26	3	27
Students participated in activities for 10 hours or above	58%	68%	70%	100%	69%	10%	63%
The average number of events each student participated	2	3	3	4	3	1	2
Service time (hours)	833	2,253	2,198	2,489	1,691	209	9,672
Activity time (hours)	1,304	1,529	1,460	4,481	1,393	140	10,306

63% of students participated in activities for 10 hours or above. It shows that students were generally enthusiastic about participating in activities.

### 5.3 Achievements of Alumni

Issue Date	Event	Organized by	Year of Graduation	Name	姓名	Prize / Achievement
Feb-21	Dean's List Award 2019-20	School of Engineering, HKUST	2017	Yeung Hon Kit	楊翰傑	Dean's List
			2017	Lam Tsz Chun	林子竣	
Feb-21	Dean's List, Asso. Of Science (Health Sciences)	College of International Education, HKBU	2020	Lau Ying Yuk	劉瑩鈺	Dean's List
Mar-21	Academic Improvement Award	Wu Yee Sun College, The Chinese University of Hong Kong	2016	Wong Ka Wai	黃嘉煒	Award Winner
May-21	Self-financing Post-secondary Scholarship Scheme (SPSS) – Outstanding Performance Scholarship (OPS),	Tung Wah College	2020	Lam Siu Yuk	林小鈺	Award Winner
	TWGHs Ma Kam Chan Memorial Scholarships (Entrance Scholarships),					
	TWGHs Fung King Wai Scholarships (Entrance Scholarships)					
Aug-21	Outstanding Academic Performance	Hong Kong Baptist University	2018	Hui Ngan Sin	許銀仙	Outstanding Academic Performance
Aug-21	Academic Exchange, BBA(ACCT & MARK)	School of Business and Management, The Hong Kong University of Science and Technology	2017	Tang Sze Yan	鄧詩欣	Outstanding Performance
	Dean's List, BBA(ACCT & MGMT)		2017	Law Ho Man John	羅浩文	Dean's List
	Dean's List, BBA(GBUS)		2018	Wong Ho Yin	黃浩然	Dean's List
	Scholarship, BBA(ACCT & MGMT)		2017	Hung Hin Long	孔憲朗	Scholarship Winner
	Scholarship, BBA(ACCT & MARK)		2017	Tang Sze Yan	鄧詩欣	Scholarship Winner

## 6. Financial Summary

Updated on 11/10/2021

### SHUN LEE CATHOLIC SECONDARY SCHOOL

#### Income & Expenditure from 01/09/2020 to 31/08/2021 (UNAUDITED)

Balance b/f	\$
I. (A) Government Funds - EOEBG Baseline Reference Provision	558,745.10
(B) Government Funds - EOEBG Specific Grants	222,202.80
(C) General Domain Control A/C	1,936,738.67
(D) Government Funds - Grants outside EOEBG	2,782,768.70
II. School Funds	3,919,006.09
III. Other Funds	603,756.00
	<b>10,023,217.36</b>

	<u>Balance b/f</u>	<u>Income</u>	<u>Expenditure</u>	<u>Surplus for the year</u>	<u>Balance c/f</u>
<b>I. Government Funds</b>					
	\$	\$	\$	\$	\$
(A) EOEBG - Baseline Reference Provision	0.00	1,907,777.87	1,349,032.77	558,745.10	558,745.10
(B) EOEBG - Specific Grants					
Administration Grant	0.00	3,870,948.00	3,586,530.00	284,418.00	284,418.00
Composite Information & Technology Grant	0.00	490,804.00	550,160.09	-59,356.09	-59,356.09
Air-conditioning Grant	0.00	563,287.00	115,996.00	447,291.00	447,291.00
Capacity Enhancement Grant	0.00	638,461.00	1,100,026.11	-461,565.11	-461,565.11
School-based Management Top-up Grant	0.00	50,350.00	38,935.00	11,415.00	11,415.00
(C) General Domain Control A/C	1,936,738.67				1,936,738.67
(D) Government Grants outside EOEBG	2,198,431.55	52,789,479.88	52,205,142.73	584,337.15	2,782,768.70
<b>Sub-Total</b>	<b>4,135,170.22</b>	<b>60,311,107.75</b>	<b>58,945,822.70</b>	<b>1,365,285.05</b>	<b>5,500,455.27</b>
<b>II. School Funds</b>					
Approved Collections for Specific Purposes	200,106.63	144,000.00	63,090.00	80,910.00	281,016.63
Tong Fai	2,175,108.14	254,029.30	385,003.19	-130,973.89	2,044,134.25
Anniversary Fund-raising & Donations	1,173,923.71	279,305.00	281,318.00	-2,013.00	1,171,910.71
Students' Fees & Payments Accounts (include ePayment)	400,561.00	1,072,379.30	1,050,995.80	21,383.50	421,944.50
<b>Sub-Total</b>	<b>3,949,699.48</b>	<b>1,749,713.60</b>	<b>1,780,406.99</b>	<b>-30,693.39</b>	<b>3,919,006.09</b>
<b>III. Other Funds</b>					
Quality Education Fund (QEF)	324,470.00	1,466,880.00	1,564,514.00	-97,634.00	226,836.00
IT Lab	0.00	376,920.00	0.00	376,920.00	376,920.00
<b>Sub-Total</b>	<b>324,470.00</b>	<b>1,843,800.00</b>	<b>1,564,514.00</b>	<b>279,286.00</b>	<b>603,756.00</b>
<b>Total surplus for school year</b>	<b>8,409,339.70</b>	<b>63,904,621.35</b>	<b>62,290,743.69</b>	<b>1,613,877.66</b>	

**Accumulated surplus as at the end of school year** 10,023,217.36

## 7. Appendix

### 7.1 Annual Evaluation Report of Pastoral Care Worker

1. 順利天主教中學

2. 牧民工作者姓名：歐陽瑋笙

3. 學校牧民工作方向及目標

3.1 學校牧民工作方向及目標（可選多項或自行填寫）\*

- ☒ 加深學生對天主教信仰的認識
- ☒ 鞏固及深化教友的信仰
- ☒ 深化心靈成長
- ☒ 推動天主教五大核心價值

3.2 計劃對學校牧民工作發展的幫助（可選多項或自行填寫）\*

- ☒ 增聘牧民關顧不同學生需要
- ☒ 提昇祈禱及宗教氣氛
- ☒ 深化教友信仰

3.3 推行學校牧民工作所遇到的困難

學生因為疫情而被迫停課或只提供網上教學，所有課堂以外的活動被取消或延期

## 4. 可推介的活動

### 4.1 全校性宗教活動

開學-信仰分享短片：

內容：由於疫情所限，開學彌撒被迫取消拍攝信仰分享短片，主題是「這一家！」，由校監狄和詩神父作分享及訓勉。

成效：讓參加者認識天主教信仰的核心及禮儀。整體老師及學生反應正面，加入了更多音樂元素。

聖誕活動禮儀：

內容：設置馬槽佈置及聖誕許願樹，邀請全校師生及堂區教友一同將聖誕對他人的祝福及祈禱意向掛於聖誕樹上。

成效：學生反應理想及正面，設計充滿創意，也就不同人士的需要，作祈禱意向。

原訂計劃以天主教五大核心價值「家庭」為題，以” The Greatest gift is ME. 幸運是我”及短片作信仰分享，並舉行祈禱會。可惜，由於受疫情影響，活動被中途腰斬，主題將保留至 2021 年聖誕重做後。活動改為校監及校長的信仰分享，供師生一同於網上觀看。

農曆新年：

攝製校監及校長的新春祝福及信仰分享短片，供全校師生於網上課堂收看。

復活節：

分享夏主教的復活節信仰分享短片，並鼓勵學生完成網上問答遊戲，

散學禮

內容：誦讀聖言及祈禱，並且嘉許成績優異的學生。

成效：感謝天主過去一年的眷顧，表揚成績優異而獲獎的同學。

## 4.2 禮儀年活動

四旬期：

四旬期愛德活動獎勵計劃

內容：學生將被邀請於40天內完成10個不同程度的愛德任務，並以不同形式，包括拍照、撰寫禱文、Hunger Meal等等，於四旬期期間作克己、祈禱及愛德行為

## 4.3 祈禱氣氛

項目名稱：早禱

對象及人數：全校師生

內容：每月以不同的五大核心價值為主題，透過不同的形式，包括心靈故事分享、心靈歌曲、默想、聖詠等，引領學生投入祈禱的氣氛之中，並以天主經、聖母經作結束祈禱，讓同學更熟習經文。（於網上教學時期，由各班班主任及同學自行帶領班別，每天以一個意向及唸天主經為基本禱文要求）

成效：學生反應理想，大部份學生以尊敬的態度參與早禱，並且嘗試讓自己投入於祈禱之中。而由各班自行帶禱的安排，也增加了師生自行帶禱的能力。

中六畢業祈禱聚會

內容：為中六將面臨公開試的挑戰而祈禱，活動中包括師生分享，聖詠、聖言反省、神父訓勉等。

## 4.4 宗教環境和標記

對象及人數：全校師生

內容：小聖堂舉行美化工程兩項，分別為壁畫及明陣。視藝科、宗教倫理科及天主教同學會，分別派出學生，參加有關的靈性及藝術培育工作坊，之後於小聖堂外牆與畫家校友一同協助完成宗教原素的壁畫及明陣。此外，亦於地下走廊增設天主教教育五大核心價值之裝置藝術。

成效：以上所以創作，均由學生及舊生主導及完成，加強學生對五大核心價值的認識及反省以外，也為校園加添靈入默想的機會及空間。

內容：於正門大電視播放不同的信仰短片，包括家庭核心價值、勵志小故事、青年信仰歌曲、神父及修女生活小分享等等。

## 4.5 信仰培育

天主教同學會

對象及人數：會員，42人

內容：舉行定期聚會，例如：學會活動日、網上信仰遊戲日等。另外，暑假期間為幹事舉辦領袖訓練日營。

成效：已舉行的活動反應理想，讓會員之間彼此認識，建立團隊合作精神，認識信仰。惜因停課關係取消。

網上社交平台 Instagram

內容：開設 Instagram 戶口，發佈信仰反省訊息、宣傳活動，同時分享校內宗教活動花絮。

## 4.6 福傳工作

信仰小團體

對象及人數：各級學生，共 25 人

內容：分別為高年級的慕道班學生、天主教同學會幹事及中一學生舉辦每月定期定的網上聚會，以小組形式鼓勵學生主動參與及分享，建立互助小團體。

成效：學生反應正面，願意主動分享及主動邀請其他同學參與聚會。

家長信仰分享聚會

內容：邀請家長作定期聚會，以小組形式讓家長互相分享育兒心得，成為互助平台，並藉此作信仰分享。

## 4.7 回應教區主題

項目名稱：聖若瑟年

對象及人數：全校師生

內容：派發聖若瑟祈禱卡

## 4.8 總鐸區、堂區聯繫

堂校合作

對象及人數：全校師生

內容：堂區主任司鐸擔任本校校監，邀請校監狄和詩神父主持彌撒、參與祈禱聚會及帶領早禱。另外，於社交平台發佈總鐸區及堂區活動訊息，鼓勵學生參與堂區慕道班。

成效：與堂區合作順利愉快，並藉此增進認識及交流。

## 4.9 公教教師團隊

對象：公教老師，20 人

靈修活動：周年退省

定期聚會：每兩個月一次午餐聚會

內容：因疫情關係，被迫取消

## 4.10 義工服務

項目名稱：／

對象及人數：／

內容：／

## 4.11 課程支援

項目名稱：中一至中三延伸學習課程

對象及人數：中一(135 人)

項目：中一

內容：協助安排中一師生前往耶穌復活堂參觀，由主任司鐸介紹建築特色及信仰原素，及初步認識教友信仰生活，最後進行祈禱禮儀。

成效：部份參與同學第一次參觀教堂，感受深刻，增加對天主教信仰的認識。

項目：中二及中三延伸學習課程

內容：因停課關係取消。

## 4.12 其他

項目名稱：家長信仰分享聚會

對象：中一學生家長

內容：原定為兩個月一次聚會，邀請嘉賓分享與孩子溝通的方法及邀請校監神父分享信仰。  
因疫情關係，活動延期今年5月舉辦

成效：家長反應正面及投入，並樂意出席下年度的聚會。

項目名稱：中五靈修班

對象：中五甲班

內容：每年選取一班中五作為靈修班，上學期舉辦靈修營給全班學生及老師，下學期舉辦定期午餐聚會。

成效：受疫情影響，定期午餐聚會取消。學生於下學期完成兩天的靈修日營，所幸學生反應投入及高度評價，加強學生團結合作的精神，強化凝聚力，增進彼此支持及鼓勵。



## 7.2 Annual Evaluation on Programme Under Capacity Enhancement Grant 2020-2021

Teacher-in-charge : Wong Ling Yan

Concerns and Evaluation methods	Evaluation Results		Suggestions for Improvement / Follow-up
	Quantitative	Qualitative	
1. Enhancing the learning and teaching of Chinese Language	✧ 1.4 Chinese Language teachers were employed.	✧ Students displayed greater confidence and showed better performance in Chinese Language.	✧ The arrangement will be kept to strengthen students' Chinese language proficiency.
2. Self-evaluation and Development Planning of Subjects and Committees	✧ 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.	✧ The evaluation reports of subjects and committees could correspond to the success criteria stated in their respective programme plans.	✧ The arrangement should be maintained to facilitate the self-evaluation and planning cycle of subjects and committees.
3. Enhancing students' religious and spiritual development	✧ A part-time pastoral care worker was employed to organize religious activities.	✧ More activities were provided for students to enrich their religious experiences.	✧ The arrangement will be kept to foster the religious atmosphere in school and provide religious immersion for students.
4. Enhancing the administration work of Language Subjects	✧ 2 teaching assistants were employed to take up the administration and clerical work of the Department of English and Department of Chinese to provide enrichment lessons for senior secondary students who drop elective subjects.	✧ Teachers' workload in clerical and teaching was relieved and they could spend more time on curriculum development and rendering learning support to students. ✧ Senior secondary students displayed more confidence in both language subjects after the support class.	✧ The arrangement should be kept to strengthen students' confidence in the learning of both language subjects.

## 7.3 Report on the Use of Life-wide Learning Grant

### Shun Lee Catholic Secondary School Report on the Use of the Life-wide Learning Grant 2020-2021 School Year

#### Category 1: To organize / participate in life-wide learning activities

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
				Level	Average Number of Participants				Intellectual Development (closely linked with curriculum)	Moral and Civic Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	Local Activities: To organize life-wide learning activities in different KLA s / cross-KLA / curriculum areas to enhance learning effectiveness , or to organize diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes												
1	MIT Course Fees	Academic Committee	Jul-21	S3-S4	3	Defray the expenses incurred by teachers for leading student activities	\$9,000.00	E9	✓				
2	Experiential Learning programme	Geography	Aug-21	S4	43	1 activity has been arranged 100%Passed	\$12,000.00	E1	✓	✓			✓
3	Tote Bag Workshop(HE)	Technology and Living	Jul-21	S1-S2	13	1 activity has been arranged 100%Passed	\$9,700.00	E1	✓				✓
4	Tutor Fee (Interested Class)	Chinese	Jul-21	S1-S5	50	1 activity has been arranged 100%Passed	\$4,950.00	E1	✓				
5	Salary of the virtual field trip assistant	Integrated Humanities	Jul-21	S1	132	1 activity has been arranged 100%Passed	\$4,000.00	E1	✓				
6	Camping Court Booking Fee Workshop fee of 天主教五核心價值裝置 Training fee	Religious Activities Team	Jul - Aug 21	S3-S4	25	3 activities have been arranged 80% Passed	\$8,400.00	E1	✓				
7	Instructor's fee of Activities Tickets fee of Musical Theater	OLE-Aesthetic development & Career	Sep 20 - Jun21 Jun 21	S4-S6	361 46	8 activities have been arranged 100% Passed	\$6,560.00	E5	✓				✓
8	Learning Resources for Activity	OLE(RS)	Jul-21	S4	5	3 activities have been arranged 100% Passed	\$356.40	E1	✓				

**Shun Lee Catholic Secondary School**  
**Report on the Use of the Life-wide Learning Grant**  
**2020-2021 School Year**

**Category 1: To organize / participate in life-wide learning activities**

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					
				Level	Average Number of Participants				Intellectual Development (closely linked with curriculum)	Moral and Civic Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	<b>Local Activities:</b> To organize life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness , or to organize diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes													
9	Mountaineering training course fee Coach fee SHUN Teens Leader Training	SHUN Teens Programme	Jul - Aug 21	S2-S5	35	1 activity has been arranged 100%Passed	\$23,620.00	E1 & E5				✓		
10	Registration fee of HKECAMA Training Fee	ECA student team	Sep 20 - Aug 21	S3-S5	10	3 activities have been arranged 100% Passed	\$71,093.00	E1 & E6				✓		
11	Sports Ground Booking Fee	Athletic Meets	2021-2022	S1-S6	756	Cancelled & the booking fee will be refund at this year	\$1,820.00	E5				✓		
12	Coach fee	Badminton Club & Team	Sep 20 - Aug 21	S1-S6	40	61 activities have been arranged 93% Passed	\$67,143.00	E5			✓			
13	Transportation fee & Coach fee	Basketball Team	Sep 20 - Aug 21	S1-S6	31	16 activities have been arranged 36% Passed	\$41,995.00	E2 & E5			✓			
14	Workshop fee	Dance Club	Nov-20	S1-S5	16	3 activities have been arranged 94% Passed	\$400.00	E1			✓			

**Shun Lee Catholic Secondary School**  
**Report on the Use of the Life-wide Learning Grant**  
**2020-2021 School Year**

**Category 1: To organize / participate in life-wide learning activities**

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					
				Level	Average Number of Participants				Intellectual Development (closely linked with curriculum)	Moral and Civic Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	Local Activities: To organize life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness , or to organize diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes													
14	Workshop fee	Dance Club	Nov-20	S1-S5	16	3 activities have been arranged 94% Passed	\$400.00	E1			✓			
15	Custom & Mask	Drama Society	Jun-21	S1-S5	20	17 activities have been arranged 95% Passed	\$1,738.20	E1			✓	✓		
16	Master Class fee	Girls' Choir	Aug-21	S1-S5	14	2 activities have been arranged 66% Passed	\$1,760.20	E5			✓	✓		
17	WAGGGS Annual Membership Fees Medical & Thinking Day Donation Fee	Girl Guide	Dec-20 May-21	S1-S5	13	2 activities have been arranged 81% Passed	\$922.85	E1	✓		✓	✓		
18	Coach fee & taxi fee	Handball Team	Sep 20 - Aug 21	S1-S6	33	6 activities have been arranged 84% Passed	\$20,350.50	E5 & E2			✓			
19	Court Booking	Table Tennis Team	Sep 20 - Aug 21	S1-S5	14	6 activities have been arranged 88% Passed	\$154.00	E1			✓			



**Shun Lee Catholic Secondary School**  
**Report on the Use of the Life-wide Learning Grant**  
**2020-2021 School Year**

**Category 1: To organize / participate in life-wide learning activities**

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
				Level	Average Number of Participants				Intellectual Development (closely linked with curriculum)	Moral and Civic Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	Local Activities: To organize life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness , or to organize diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes												
20	Refund of Coach Fee from Hong Kong Table Tennis Association Ltd.	Table Tennis Team	Jun-21	-	-	-	(\$6,000.00)	E5					
21	Book coupons	Four House	Jul-21	S2-S5	32	8 activities have been arranged 100% Passed	\$1,800.00	E1				✓	
22	Photo	Photography Club	Dec-20	S1-S5	30	10 activities have been arranged 100% Passed	\$206.00	E1			✓		
23	Coach fee Transportation fee Competition Fee	School Band	Sep 20 - Aug 21 Apr-21	S1-S5	14	33 activities have been arranged 63% Passed	\$148,357.14	E5 & E2			✓		
24	Coach fee	String Orchestra	Sep 20 - Aug 21	S1-S5	8	6 activities have been arranged 89% Passed	\$49,911.01	E5			✓		
25	Coach fee	Volleyball Team	Sep 20 - Aug 21	S1-S6	22	7 activities have been arranged 67% Passed	\$7,173.00	E5			✓		

**Shun Lee Catholic Secondary School**  
**Report on the Use of the Life-wide Learning Grant**  
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**Category 1: To organize / participate in life-wide learning activities**

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					
				Level	Average Number of Participants				Intellectual Development (closely linked with curriculum)	Moral and Civic Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	<b>Local Activities:</b> To organize life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness , or to organize diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes													
26	Court Booking	Football Team	Sep 20 - Aug 21	S1-S5	40	6 activities have been arranged 93% Passed	\$1,590.00	E1			✓			
27	Instructor's fee	Yoga Club	Sep 20 - Aug 21	S1-S5	12	2 activities have been arranged 67% Passed	\$1,400.00	E5			✓			
28	Workshop & Activities fee	Leathercraft Club	Oct 20 & Jul 21	S1-S5	34	9 activities have been arranged 100% Passed	\$5,170.00	E1			✓			
29	Workshop fees	Cosmetics Club	Jun-21	S1-S5	18	3 activities have been arranged 72% Passed	\$2,100.00	E1			✓			
30	Tutor fee & prizes	Putonghua & Foreign Language Club	May & Jul 21	S1-S5	12	7 activities have been arranged 41% Passed	\$5,412.50	E1 & E5	✓					
31	Coach fee, workshop & training course fee	Coffee Club	Sep 20 - Aug 21	S1-S5	14	2 activities have been arranged 70% Passed	\$11,800.00	E1 & E5			✓			

**Shun Lee Catholic Secondary School**  
**Report on the Use of the Life-wide Learning Grant**  
**2020-2021 School Year**

**Category 1: To organize / participate in life-wide learning activities**

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
				Level	Average Number of Participants				Intellectual Development (closely linked with curriculum)	Moral and Civic Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	Local Activities: To organize life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness , or to organize diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes												
32	Netflix Annual Subscription Fee	Netflix & Philosophy Club	Mar & Jun 21	S1-S5	11	20 activities have been arranged 55% Passed	\$751.44	E1			✓		
33	Service Plan from NGO	V-Power	Jul-21	S2	136	10 activities have been arranged 100% Passed	\$97,460.00	E1				✓	
34	Coach Fee for Activity	Religious Education	May-21	S1	132	1 activity has been arranged 100%Passed	\$900.00	E5	✓				
35	Prefect Training Fees(Floor Curling)	Discipline Team	Jul-21	S3-S5	30	1 activity has been arranged 100%Passed	\$4,500.00	E1				✓	
36	S.6 Mock Interview Workshop fee	Careers Guidance Team	Jun-21	S6	112	1 activity has been arranged 100%Passed	\$24,300.00	E1					✓
(Please insert rows above if the space provided is insufficient.)													
Sub-total of Item 1.1							\$642,794.24						

**Shun Lee Catholic Secondary School**  
**Report on the Use of the Life-wide Learning Grant**  
**2020-2021 School Year**

**Category 1: To organize / participate in life-wide learning activities**

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
				Level	Average Number of Participants				Intellectual Development (closely linked with curriculum)	Moral and Civic Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.2	<u>Non-Local</u> Activities: To organize or participate in non-local exchange activities or non-local competitions to broaden students' horizons												
1													
2													
Sub-total of Item 1.2							\$0.00						
Expenses for Category 1							\$642,794.24						



**Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning**

No.	Item	Domain (Please select or fill in the domain as appropriate)	Purpose	Actual Expenses (\$)
1	Materials	OLE(RS)	E7	\$1,247.20
2	Rob master EP	Computer	E8	\$8,000.00
3	Ropes, basketballs, whistle & equipment	Physical Education	E7	\$18,774.00
4	Camping Equipment	SHUN Teens Programme	E7	\$2,426.00
5	Stationery	ECA Student team	E7	\$114.00
6	Training tools & materials	Badminton Club & Team	E7	\$4,488.00
7	Basketball	Basketball	E7	\$4,440.00
8	Stationery	Catholic Society	E7	\$377.00
9	Prizes	Class Club	E7	\$563.00
10	Stationery & Cosmetic	School Backstage Team	E7	\$994.20
11	Scores	Girls' Choir	E7	\$570.00
12	Materials	Girl Guide	E7	\$380.80
13	Programme Materials	Green Club	E7	\$222.50
14	Fitness Equipment & handballs	Handball Team	E7	\$6,470.00
15	Ballet paper & badges	Four House	E7	\$1,480.00
16	Consumables & photos printing fee	Photography Club	E7	\$514.00
17	Instrument, accessories, scores, maintenance fee & reed	School Band	E7	\$77,859.70
18	Materials	Science Society	E7	\$364.00
19	Violin & Viola	String Orchestra	E7	\$2,485.00
20	Sanitizer	Yoga Club	E7	\$109.80
21	Materials, tools	Leathercraft Club	E7	\$1,306.00
22	Make up products	Cosmetics Club	E7	\$415.80

**Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning**

No.	Item	Domain (Please select or fill in the domain as appropriate)	Purpose	Actual Expenses (\$)
23	Refreshment & Stationery	Putonghua & Foreign Language Club	E7	\$544.80
24	Coffee beans	Coffee Club	E7	\$521.90
25	Materials	Religious Activities Team	E7	\$2,091.90
26	Video Conference Cam System	IT Committee	E8	\$9,280.00
27	S.2 STEM showcase & foam board	STEM Education	E7	\$10,588.90
(Please insert rows above if the space provided is insufficient.)				
<b>Expenses for Category 2</b>				<b>\$156,628.50</b>
<b>Expenses for Categories 1 &amp; 2</b>				<b>\$799,422.74</b>

\* : Input using the following codes; more than one code can be used for each item.

**Code for Expenses**

- E1 Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc. )
- E2 Transportation fees
- E3 Fees for non-local exchange activities / competitions (students)
- E4 Fees for non-local exchange activities / competitions (escorting teachers)
- E5 Fees for hiring expert / professionals / coaches
- E6 Fees for students attending courses, activities or training organized by external organizations recognized by the school
- E7 Purchase of equipment, instruments, tools, devices, consumables
- E8 Purchase of learning resources (e.g. educational softwares, resource packs)
- E9 Others (please specify )

**Category 3: Estimated Number of Student Beneficiaries**

Total number of students in the school:	752
Number of student beneficiaries:	752
Percentage of students benefitting from the Grant (%):	100%

Contact Person for LWL (Name & Post):	Yip Pak Hang Assistant Vice-principal
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## 7.4 Programme Report on School-based Grant

School-based After-school Learning and Support Programmes 2020/21 s.y.

### 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 154  
 (including A. 36 CSSA recipients; B. 144 SFAS full-grant recipients and C. 26 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	/	/	/	NA	NA	0	● NA	NA	Programme Cancelled
2. Writing Workshop for S5	1	1	1	NA	NA	0	● NA	NA	Programme Cancelled
3. HKDSE Speaking Exam Practice for S6	/	/	/	NA	NA	2000	● NA	NA	Programme Cancelled
4. Speaking Workshop for S1 – S5	11	11	14	100%	NA	0	● Teachers' observation and feedback given by course instructors	Alumni	
5. Summer Learning Support Classes	3	15	0	100%	July 2021 Sept 2021	1440	● Assessment score and comments from course instructors	Alumni	

6. Maths Remedial Class in summer	13	41	5	100%	July 2021 Sept 2021	13700	● Tutors' and Teachers' report	Alumni	
7. Maths Remedial Class after school for S1-S3	/	/	/	NA	NA	0	● NA	NA	Programme Cancelled
8. Maths Remedial Classes after school for 5-6	0	3	0	100%	Sept 2020 Jan 2021	1800	● International Exam ● Tutors' and Teachers' report	Alumni	
9. International Competition and Assessments for Schools – Mathematics	/	/	/	NA	NA	0	● NA	NA	Programme Cancelled
10. Musical instrument classes	9	32	2	100%	Sept 2020- Sept 2021	34902	● Questionnaire, ● Tutors' report	Tutor	
11. Musical Festivals	/	1	/	100%	Sept 2020- Sept 2021	260	● The result	Tutor	
12. S1 Saturday Tutorial Class	/	/	/	NA	NA	171	● NA	Alumni	\$171 for printing materials Programme Cancelled
13. S5 Spiritual Class	/	/	/	NA	NA	0	● NA	NA	Programme Cancelled
14. S5 Spiritual Education Program	/	/	/	NA	NA	0	● NA	NA	Programme Cancelled
15. St. John First Aid Classes	/	/	/	NA	NA	0	● NA	Na	Programme Cancelled
16. Painting Lesson	/	/	/	NA	NA	0	● NA	NA	Programme Cancelled
17. Photoshop Workshop	/	/	/	NA	NA	0	● NA	NA	Programme Cancelled

18. HKDSE Cultural Enhancement Classes	/	/	/	NA	NA	0	● NA	NA	Programme Cancelled
19. Culture Interflow	/	/	/	NA	NA	0	● NA	NA	Programme Cancelled
20. Poly U Maths & Science Competition fees	/	/	/	NA	NA	0	● NA	NA	Programme Cancelled
21.. BAFS Mock Exam fees	0	5	5	100%	May 2021	1050	● Students' exam result	HKICPA	
Total no. of activities: 21									
@No. of man-times	36	144	26		Total Expenses	55323			
**Total no. of man-times	56								

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).

### 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 (Please specify: \_\_\_\_\_);
- ☐ 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)

Student found the programme useful.

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## 7.5 Evaluation Report on DLG-funded Other Programme(Gifted Education)

### 7.5.1 Credit Bearing Courses and Offsite Support Programmes 2020: MIT Innovation Academy

Title:	Credit Bearing Courses and Offsite Support Programmes 2020 MIT Innovation Academy
Objectives:	<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>
Deliverables:	1. Assessment given by the organisations fulfilled
Target:	Two S4 students; Three S5 students
Selection mechanism:	1. Outstanding performance in relevant subjects in school examinations.
Duration and venue:	From half-day to multiple-day summer programme; Venue offered by the organisation
Evaluation:	1. The student attended the course and met the requirement. 2. The programme was well commended by student. 3. Students were awarded with certificate of commendation.
Expenditure:	\$15,000.

### 7.5.2 China Study Tour

Title:	China Study Tour
Objectives:	<ul style="list-style-type: none"> <li>✧ Investigate the history of China;</li> <li>✧ Investigate the economic and social development;</li> <li>✧ To understanding the relationship among different races of difference dynasties.</li> </ul>
Deliverables:	1. Student should designed a board to show the study result; 2. Every student wrote learning Journal during the tour and make a reflection booklet; 3. Created a photo album after the tour and show in library; 4. Created a video showing the study sidelights.
Target:	Secondary Four and Five Students
Selection mechanism:	1. Students studying Chinese History in S4 or S5. 2. Student should have better result in Chinese History in Form 3. 3. Student should have better result in Liberal study in Form 4 or 5.
Duration and venue:	5 days
Evaluation:	The tour was cancelled due to pandemic
Expenditure:	-



### 7.5.3 English Singapore Study Tour 2020

Title:	English Singapore Study Tour 2020
Objectives:	<ul style="list-style-type: none"><li>✧ develop students' capacity to use English to respond to authentic experiences;</li><li>✧ encounter different cultures through traditional museums and landmarks or other experiences;</li><li>✧ understand and compare some social issues in Singapore and Hong Kong;</li><li>✧ promote mutual understanding of the two Asian cities among students.</li></ul>
Deliverables:	<ol style="list-style-type: none"><li>1. Built a Facebook page showing the study result.</li><li>2. Every student writes a reflection passage after activity.</li><li>3. Organize an assembly for Secondary Four Three students to introduce the culture of Singapore and study result.</li></ol>
Target:	30 Secondary Four Students
Selection mechanism:	<ol style="list-style-type: none"><li>1. Winners in English project presentation about Singapore.</li><li>2. Most improved in English result in the 1<sup>st</sup> term Examination.</li><li>3. Best result in English Language in the 1<sup>st</sup> term Examination.</li><li>4. Good performance in the interview about Singapore which conducted in English.</li></ol>
Duration and venue:	5 days in Singapore
Evaluation:	The tour was cancelled due to pandemic.
Expenditure:	-

### 7.5.4 Korea Study Tour 2020

Title:	Korea Study Tour 2020
Objectives:	<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>
Deliverables:	<ol style="list-style-type: none"><li>1 A Facebook page showing the study result.</li><li>2 Every student writes a reflection passage after activity.</li><li>3 An assembly for S2 and S3 students to introduce the culture of Korea and study result.</li></ol>
Target:	30 Secondary Four Students
Selection mechanism:	<ol style="list-style-type: none"><li>1. Most improved students in the 1<sup>st</sup> term Examination.</li><li>2. Students with best result in the 1<sup>st</sup> term Examination.</li><li>3. Good performance in the interview about Korea conducted in English.</li></ol>
Duration and venue:	5 days in Korea
Evaluation:	The tour was cancelled due to pandemic.
Expenditure:	-

## 7.6 「促進香港與內地姊妹學校交流試辦計劃」交流報告書

**2020/21 學年**

學校名稱： 順利天主教中學

姊妹學校名稱： 上海田家炳中學

締結日期： 13-6-2017

### 第一部分：交流活動詳情

項目編號	交流項目名稱及內容	預期目標	評估結果	反思及跟進
	因疫情影響,原本計劃的交流活動被迫取消	·	·	·

### 第二部分：財政報告

項目編號	交流項目	支出項目	費用	備註
	製作 VR360 校園影片, 與姊妹學校分享	STEM Education Service of VR360	\$39,960	無
		總計	\$0	無
		津貼年度結餘	\$271,025	無

### 第三部分：資料修訂（如適用）

	修訂內容	備註
1.	無	無

本學年參加交流活動的總人次如下:

學生：共0人次

老師：共0人次

校長：共0人次

### 第四部分：聲明

茲證明—

1. 本報告書已獲本校法團校董會／校董會批核；
2. 所有支出項目已具備單據證明，並妥善存放本校；
3. 所有開支均符合運用「促進香港與內地姊妹學校交流試辦計劃」津貼的準則和要求，以及教育局發出有關採購程序的通告及指引；
4. 本校會在每學年完結後的規定期限內，向教育局呈交經審核的周年帳目報告，報告內會分項列出使用津貼的收支；及
5. 以上提供的資料均屬真確，亦知悉教育局有權要求學校提供支出證明，作審核之用。

學校  
印章

校監簽署：

校監姓名：

Rev. Devos Pierre Joseph

日期：

## 7.7 Report on the Use of the Promotion of Reading Grant 2020-21

### Part 1: Evaluation of the Effectiveness

#### Part 1: Evaluation of the Effectiveness

The objective of creating a positive reading atmosphere was partially achieved. Books of a wide range of disciplines were purchased in order to cater for the various interests of students. However, students were not allowed to borrow books most of the time during the school year due to the pandemic. Only a small number of library activities were organized at the beginning of the first term and towards the end of the second term.

Various titles of English readers have been purchased for junior form students. These books will still be used as regular reading materials in the school-based Reading to Learn lessons. Theme-based reading lessons will continue to be conducted in Reading to Learn lessons and the books recommended in such lessons will be purchased for the library. The library will also continue to enrich its collection of books in both English and Chinese.

#### Part 2: Budget Report

	Item	Expenses (\$)
1.	Purchase of books for the library	16052.27
	Subscription of magazines	
2.	Hiring writers	1085
	Library activities	
	Holiday reading scheme	
3.	Book wrapping plastic film & stationery	8668
	Total	25805.27

## 7.8 Report on the Use of Student Activities Support Grant

### 學生活動支援津貼 運用報告 2020-2021 學年

#### (一) 財務概況

A	本學年獲發撥款：	\$ 178,100
B	本學年總開支：	\$ 21,540
C	須退還教育局餘款 (A - B)：	\$ 156,560

#### (二) 受惠學生人數及資助金額

學生類別	受惠學生人數	資助金額
綜合社會保障援助	50	\$ 3,6406
學校書簿津貼計劃－全額津貼	214	\$ 16,280
校本評定有經濟需要	27	\$ 1,620 (上限為全學年津貼金額的 25%)
<b>總計</b>	<b>291</b>	<b>\$ 21,540</b> 〔註：此項應等於 (一) B「本學年總開支」〕

#### (三) 活動開支詳情

編號	活動簡介及目標	範疇 <sup>1</sup> (請參考附註例子)	受惠學生 人次 <sup>2</sup>	開支 (\$)	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)
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<sup>1</sup> 適用範疇包括：中文 / 英文 / 數學 / 科學 / 地理 / 歷史 / 藝術 (音樂) / 藝術 (視藝) / 藝術 (其他) / 體育 / 常識 / 公民與社會發展 / 跨學科 (STEM) / 跨學科 (其他) / 憲法與基本法 / 國家安全 / 德育、公民及國民教育 / 價值觀教育 / 資優教育 / 領袖訓練等，如活動不屬於上述所列範疇，請自行填寫該活動所屬範疇。

<sup>2</sup> 受惠學生人次指參加每項活動的學生人數，學生參加多於一項活動可重覆計算。

					智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
1. 本地活動：資助有經濟需要的學生參與不同學科／跨學科／課程範疇的全方位學習活動，提升學習效能，或參與多元化全方位學習活動，以豐富五種基要學習經歷									
1	班會費	班會	291	8,730				√	
2	學生會費	學生會	291	2,910				√	
3	社費	社	291	5,820				√	
4									
5									
		第 1 項總開支		17,460					
2. 境外活動：資助有經濟需要的學生參與境外活動／境外比賽									
1									
2									
3									
4									
5									

編號	活動簡介及目標	範疇 <sup>1</sup> (請參考附註例子)	受惠學生 人次 <sup>2</sup>	開支 (\$)	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)				
					智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
		第 2 項總開支							
3. 資助有經濟需要的學生購買參與全方位學習活動所必要的基本學習用品及裝備									
1			51	\$4,080				√	
2									
3									
4									
5									
		第 3 項總開支							
		總計		\$4,080					

全方位學習聯絡人（姓名、職位）： Yip Pak Hang (SGM)

**順利天主教中學**  
**推動中國歷史及文化的一筆過津貼報告(2017-2021)**

	活動名稱	目標	日期	對象	實際支出	評估報告
1	齊魯文化今昔-山東歷史文化之旅 2018	透過到魯東及魯西的考察及學習，讓師生認識孔子創立的儒家文化、歷代君主的封禪文化及意義、認識清中葉以來被列強侵略的慘痛歷史，以及親身體驗近代中國強盛的情況。	30/6/2018-5/7/2018	中二、中三學生、中史科及中文科老師	\$20,000	師生均對透過是次活動了解預期的學習內容，同時增加了對中國國情的認識。
2	大澳考察之旅	透過體驗一些有趣的文化活動，如製作茶粿、咸蛋、魚網等，並與當地居民接觸、交流，認識及欣賞大澳的漁村文化。	11/4/2018	中四、中五學生及中史科老師	\$7,700	活動能增加學生對香港獨特的漁村文化的認識。
			23/2/19 或 27/4/19	中二至中五同學 中文科老師	—	因疫情關係，未有舉辦有關活動。
			2020 年度	中二至中五同學 中文科老師	—	因疫情關係，未有舉辦有關活動。
3	活字印刷工作坊	加深學生對「活字印刷」這項重要的中華文明的認識	12/10/2018	全校學生 中史科老師	\$3,000	活動除了加深學生對活字印刷的認識外，更讓學生了解七、八十年代香港繁榮的概況。
4	山西歷史文化之旅	到山西的晉商文化、中國的剪紙藝術發展、宗教發展、以及近代經濟發展與煤礦發展的關係	28/6/2019-4/7/2019	中四、中五學生 中史科及中文科老師	\$20,000	考察能加深對研習課題的認識，更讓學生真切認識中國的現況，甚至強化祖國在推動環保發展的認識。
5	九龍寨城考察	到九龍寨城公園考察，了解自宋至清香港在中國南方的防務地位；認識九龍寨城的居民生活	23/11/2018	中一學生	\$3,600	學生能了解九龍寨城的歷史，亦能初步認識江南園林建築的特色。

6	大灣區考察之旅	加深老師對大灣區的發展的認識	26/1/2019	全校老師	\$39,144	活動加深老師對大灣區發展的認識，以及了解香港在大灣區的重要角色。
7	上環考察	到開埠初期華人聚居的太平山街一帶，了解香港早期的衛生狀況，探討中國傳統的生死觀	11/4/2019	中五學生 中史科老師	\$2,800	考察加深學生對香港開埠初期的社會狀況的認識。
8	文化工作坊	透過體驗有趣的中國文化活動，加深對傳統文化的認識	11/1/2019	全級學生	\$2,500	活動讓學生接觸摺草蜢這個文化遺產，從而了解失傳了的民間智慧。但因為工作坊需要較多手工技巧，部份學生未能掌握。
9	國內交流團	到國內考察，加深學生對歷史及文化課題的認識。	2019 年試後活動	中四、中五學生 中史科及中文科老師	—	因疫情關係，未有舉辦有關活動。
10	中國文化工作坊	透過一系列文化工作坊，加深師生對傳統中國文化的認識（如通勝、剪紙、花牌、撕紙）	2019 年度	中二學生 班主任、副班主任	\$2,250	因文化工作坊需要一定的手工技巧，而學生表示對相關課題的興趣不大。故改到文化博物館參觀，讓學生重點參觀金庸館及李小龍館，加深學生對六、七十年代香港的認識。
				中三學生 班主任、副班主任	—	
11	南港漁香導賞	認識香港仔、鴨脷洲的漁港歷史，讓學生認識本地漁民的生活及信仰	2019 年度	全校學生 中史科老師	—	因疫情關係，未有舉辦有關活動
受到疫情影響，擔心部份預定舉辦的活動可能受到影響，故計劃進行下列項目以取代部份原定的活動。						
12	中史通應用程式	讓初中學生在應用程式中自行學習課程內及外的中史知識。另外，教師可於課堂期間運用應用程式中的部份功能輔助教學。	2020 年度	全校學生 中史科老師	\$18,000	初中學生能透過應用程式進行自學，並加強學生的資訊科技素養。



13	中上環虛擬考察活動	透過虛擬考察活動讓學生了解香港在開埠初期的衛生狀況及華人地位	21/5/2021	中四、中五中史學生、中史科及歷史科老師	\$15,000	活動某程度上能彌補學生因疫情而未能親身進行考察的不足，讓學生對相關課題有所認識，惟學生表示虛擬考察始終不及親身體驗的真切感受。
14	寫作精進班	透過深入閱讀作品，提升同學提煉寫作素材的能力；大量創作實踐，比較及欣賞同儕作品，加強對中國文學及文化的認同	17/7-30/7		\$5697	活動提升了學生的寫作技巧，強化對中國文化的認同感。
15	中文書法班	<p>1. 透過學習書法及認識不同書體，讓同學欣賞中國傳統書寫方式和文化，提升學生對中國書法藝術的認識</p> <p>2. 認識文房用品、學習提肘執筆、運筆、控墨；學習楷書橫、直、撇、捺筆畫；學習楷書趯鉤筆法、「永字八法」等</p>	12/7-22/7		\$18,100	活動讓體會書法藝術的博大精深，學習欣賞中國的文化藝術。

撥款總數	\$150,000
各項活動總支出	\$149,989