



St. Catharine's School for Girls

**Annual School Report
2019 / 2020**

CONTENTS

1. Mission and Vision Statements	P.1
2. Aim of Education	P.2 – 3
3. School Major Concerns	P.4
4. Principal's Report	P.5 – 13
5. Capacity Enhancement Grant (CEG) (2019-2020)	P.14
6. Career and Life Planning Grant (CLPG) (2019-2020)	P.15
7. Composite I.T. Grant (CITG) (2019-2020)	P.16
8. Moral and National Education Subject Support Grant (MNESSG) (2019-2020)	P.17
9. Senior Secondary Curriculum Support Grant (SSCSG) (2019-2020)	P.18
10. Student Activities Support Grant (SASG) (2019-2020)	P.19
11. School-based After-School Learning and Support Programmes (2019-2020)	P.20
12. Life-Wide Learning Grant (LWLG) (2019-2020)	P.21 – 36
13. Learning Support Grant (LSG) (2019-2020)	P.37 – 41
14. DLG-Funded Other Programme (Gifted Education) (2019-2020)	P.42 – 43
15. Promotion of Reading Grant (PRG) (2019-2020)	P.44 – 46
16. Teacher Relief Grant (TRG) (2019-2020)	P.47
17. School Executive Officer Grant (SEOG) (2019-2020)	P.48
18. Award List (2019-2020)	P.49 – 55

St. Catharine's School for Girls

Mission of the School

To deliver quality education to students, making them virtuous,
all-round and knowledgeable

Our Vision

We educate our students to:

- attain excellence in conduct and academic results
- be equally good at work and play
- be consciously aware of the world around them
- be concerned about the community
- be good followers of Christ
- be in line with The Truth

Aims of Education

We believe God created man and endowed all individuals with various gifts and potentials, and the aim of education is to help everyone understand and bring out the best in themselves, enabling them to equip themselves with the following attributes:

1. A knowledge of **self-worth** and the understanding that each person has his own place in the universe.
2. A correct and **balanced** value judgement.
3. A clear concept of right and wrong; a sense of **social justice** and an obligation to ensure that these principles are being upheld.
4. A strong desire to build a fair and **orderly** society.
5. A willingness to shoulder family and social **responsibilities**.
6. Respect for others' **dignity** regardless of their social standing.
7. Respect for every individual's **right** to freedom in society; not to deprive others' freedom for your own sake, and vice-versa.
8. An ability to **empathise** with others and share their feelings objectively.
9. An ability to build up **harmonious relationship** and co-operate with others in all circumstances.
10. A sense of **proactiveness, independence, self-discipline, self-respect** and **unselfishness**.
11. A **loyal, trustworthy, magnanimous** and **sincere** character.
12. **Appreciation** of nature, culture and art.
13. An ability to think **logically, critically** and **independently**.
14. An **inquisitive** mind so as to pursue truth and knowledge.
15. A reasonable standard of language proficiency that enables one to **communicate** effectively with others.
16. **Common sense** to respond to daily issues and the ability to develop a deeper understanding of them.

教育的目標

我們相信上帝造人，並賦予人有不同的恩賜與潛能；教育的目的，是幫助每一個人發掘、了解、發展及培育自己的天賦與能力，並使自己具備以下之質素：

1. 了解到每一個人均有其價值，並在宇宙中有其地位。
2. 培養一個正確的，平衡的價值觀。
3. 對是非黑白有明確的觀念，關懷社會公義，並盡一己之責以監察社會公義之實踐。
4. 有強烈的願望去建立公正而有秩序之社會。
5. 願意承當與分擔每一個人在家庭裏與社會中應盡的責任與義務。
6. 尊重並承認每一個人——無論貧富——皆有人的尊嚴。
7. 尊重自己及任何一個其他人的自由與獨立性，絕不以一己的自由妨害其他人的自由，亦不容許相反情形發生。
8. 對別人有適度的同感性，能以客觀的態度了解他人的感受。
9. 能在任何環境中，皆與人建立和諧的關係，互相交往及合作。
10. 能自覺、自立、自律、自重而不自私。
11. 忠誠可靠，對人寬大誠懇。
12. 對自然、文化與藝術均能培養一種鑑賞的能力。
13. 有邏輯性與批判性的獨立思考能力。
14. 有適度的好奇心，能客觀地格物致知，並能對所知之事物作合理的分析與評價。
15. 有與別人溝通的能力，並有足夠的語言文字的表達技巧。
16. 有足夠的常識理解一般周圍發生的事物，並知曉以何種途徑繼續充實自己。

2019/2020 School Major Concerns (in order of priority)

1. To further enhance students' and teachers' capacity for life-long learning.
2. To further strengthen students' positive values through the acquisition of life planning skills.

Principal's Report 2019-20

Review of Major Concerns (Achievements and Reflections)

- Readers of this report are asked to refer to the individual Annual Reports of the various Panels and Functional Groups of the school for a more detailed review of the Major Concerns for the 1st year of this SDP cycle (i.e. 2018/19 – 2020/21).
- The Major Concerns for 2019/20 are reviewed in sum as follows (in order of priority):

Priority 1: To further enhance students' and teachers' capacity for life-long learning.

1.1 Students: To further enhanced students' self-directed learning through reading

1.1.1 Curriculum

Achievements (& Programme Implementation)	Reflections (& Programme Evaluation)
<ul style="list-style-type: none"> • Teachers were encouraged to include reading elements in homework or pre-lesson tasks. 	<ul style="list-style-type: none"> • The strategies were implemented in most subject panels. • Students' reading competence was reinforced.
<ul style="list-style-type: none"> • Panel heads were encouraged to recommend suitable reading resources, in both hardcopy and electronic format, to be equipped by the school library. 	<ul style="list-style-type: none"> • Obsolete books were written-off. New books were purchased, and new e-resources were subscribed to.

1.1.2 School Activities

Achievements (& Programme Implementation)	Reflections (& Programme Evaluation)
<ul style="list-style-type: none"> • Assemblies, Form Teacher periods and subject lessons were organized to promote "Reading to learn" as one of the strategies to enhance life-long learning capabilities of students. 	<ul style="list-style-type: none"> • Students were constantly reminded of the benefits of reading. Form teachers and subject teachers kept reminding students of the great importance of life-long learning. • As reported from teachers, students became more enthusiastic and interested in their learning. A positive learning atmosphere was created in most of the forms. • Students found reading interesting and helpful to their studies.

Achievements (& Programme Implementation)	Reflections (& Programme Evaluation)
<ul style="list-style-type: none"> It was planned that various reading activities to be organized by the school library to nurture students to become self-directed learners. Unfortunately, most of the activities were cancelled because of the class suspension caused by COVID-19. (Please refer to the annual report of the Library for details.) 	<ul style="list-style-type: none"> The activities will be held in the coming school years.
<ul style="list-style-type: none"> Current news sharing was organized in English during the Reading Time every Monday. Articles with English usage highlights of the above-mentioned sharing was provided on Tuesday. 	<ul style="list-style-type: none"> As the implementation was greatly affected by class suspension, survey for evaluation was not done.
<ul style="list-style-type: none"> Thematic reading for F.2 and F.3 during reading time on selected Fridays. Thematic reading using iPad for F.1 during Reading Time every Tuesday. 	<ul style="list-style-type: none"> Over 80% of the students found the length of the reading materials suitable. They were able to understand the content of the reading materials, have learnt new vocabulary items/concepts, have their horizons broadened and their learning in the related areas motivated by reading materials. F.1 students' reading was enriched with i-Learner Cross Curricular Reading. All F.1 students were subscribed to the reading e-platform. They were asked to read the articles on the i-Learner platform on their iPad every Tuesday during reading time. According to the survey results, over 70% of the students found that the articles interesting and easy to understand.
<ul style="list-style-type: none"> A F.4 OLE Day was planned in July for students on local heritage preservation. Students would have researched on the heritage that they visited and exchanged information among group members. Their reading skills and research skills were expected to be enhanced through this activity. 	<ul style="list-style-type: none"> Due to the threat of COVID-19, all school activities were suspended. It is suggested the cultural heritage visits could be organized next year.
<ul style="list-style-type: none"> Publication of students' writing. 	<ul style="list-style-type: none"> Due to the threat of COVID-19, the publication needs to be suspended. It is suggested the publication of LAC magazine and “靈聲” could be done next year.

1.2 Teachers: To foster ongoing professional development for teachers

1.2.1 Individual Level

Achievements (& Programme Implementation)	Reflections (& Programme Evaluation)
<ul style="list-style-type: none"> The school-based teacher CPD programme is under implementation. Teachers are expected to take at least 6 CPD hours courses in the structure mode domain (i.e. the learning and teaching or student development courses) and the other mode domain (e.g. CLP, peer observation) in a 3-year cycle. This year is the 2nd year of the cycle. 	<ul style="list-style-type: none"> All record forms were collected on time this year. The Continuing Professional Development progress of individual teachers will be closely monitored during the 3-year cycle. Due to the pandemic, many professional training courses were cancelled. A special arrangement needs to be made and the requirement of this 3-year plan needs to be adjusted.

1.2.2 Departmental Level

Achievements (& Programme Implementation)	Reflections (& Programme Evaluation)
<ul style="list-style-type: none"> All English teachers participated in either Common Lesson Preparation or Peer Lesson Observation. 	<ul style="list-style-type: none"> The peer lesson observation was postponed to the next school year due to class suspension. 100% of the teachers agreed that the sharing of good practices on e-learning was useful. For example, teacher shared the use of Kahoot on certain grammar items or the teaching of the Reader book.
<ul style="list-style-type: none"> All LS teachers participated in Common Lesson Preparation but the Thematic Lesson Observation was postponed to the next school year due to class suspension. 	<ul style="list-style-type: none"> The group leaders led the discussion during the Common Lesson Preparation and helped teachers choose suitable teaching materials according to students' capacity. In addition, the panel head led the panel members to discuss the teaching plan of e-learning and the key points of the subject papers set in the DSE. All the above materials were saved in the school server for teachers' reference.
<ul style="list-style-type: none"> The focus on reading / use of e-learning strategies is maintained in the Collaborative Lesson Planning (CLP). This 2-year cycle should have been completed in 2020. 	<ul style="list-style-type: none"> This 2-year cycle of the Collaborative Lesson Planning (CLP) was extended to 3-year due to class suspension. It is expected to be completed in 2021.

1.2.3 School Level

Achievements (& Programme Implementation)	Reflections (& Programme Evaluation)
<ul style="list-style-type: none"> Course materials of professional development activities attended by individual with topics on e-learning, reading and students with special educational needs in 2019-20 were saved to the school drive so as to promote positive professional sharing and create a collaborative environment in three tiers (school level, subject panel/functional group level and individual level). 	<ul style="list-style-type: none"> A sharing platform has been opened in the school drive to promote positive professional sharing and create a collaborative environment in school. Some materials with topics on classroom management have been collected and uploaded to the school drive. Teachers could access these useful materials easily. It is suggested that the platform can be used continuously.
<ul style="list-style-type: none"> A workshop was planned to equip teachers with various teaching and e-learning strategies in helping students develop self-directed learning. 	<ul style="list-style-type: none"> It was cancelled due to class suspension. It is suggested that the workshop will be carried out in the coming school year.
<ul style="list-style-type: none"> To promote self-directed learning through reading and provide teachers with staff development information, reference books were kept on the book shelves on 1/F. Posters and pamphlets about courses related to teachers' CPD were posted on the notice board outside the staff rooms. 	<ul style="list-style-type: none"> It is suggested that the promotion of the teachers' book corner should be made by sending messages to remind colleagues from time to time or during staff meeting. All staff members were well-informed with the SD information by mainly two means: <ul style="list-style-type: none"> ➤ School intranet ➤ Notice board outside the staff rooms.

Priority 2: To further strengthen students' positive values through the acquisition of life planning skills.

Achievements (& Programme Implementation)	Reflections (& Programme Evaluation)
<ul style="list-style-type: none"> The messages in developing positive values were conveyed to students during assemblies, Form Teacher periods and Morning Prayer. 	<ul style="list-style-type: none"> Positive feedback was received from most of the teachers and students. Students respect and appreciate each other. Students' strengths in terms of temperance, interpersonal relationships and intellectual effort were enhanced.
<ul style="list-style-type: none"> The theme song "I would be true" was used in line with this year's Moral Education focus during assemblies. 	<ul style="list-style-type: none"> There were assemblies held during the first school term only due to the pandemic situation. Teachers and students had few chances to sing the hymn.

Achievements (& Programme Implementation)	Reflections (& Programme Evaluation)
<ul style="list-style-type: none"> Students' spiritual well-being was developed through formal curriculum in the Religious and Life Education. 	<ul style="list-style-type: none"> A harmonious learning atmosphere has been established in the school. Students learnt to show their enthusiasm for their life & study even when they face the challenges of COVID-19. The arrangement was to ensure that students could manage their life appropriately. The attitudes they showed in their discipline & learning aspects proved that the curriculum was effective. It is proven that Religious Education and Life Education are conducive to students' growth.
<ul style="list-style-type: none"> A F.4 leadership camp was organized in September to promote the virtue of 'integrity'. 	<ul style="list-style-type: none"> The leadership camp for F.4 students to prepare them for the roles as student leaders was successfully held in the BGCA Bradbury Camp from 4th - 6th Sept, 2019 for classes M & Ma and 11th - 13th Sept, 2019 for classes D, P & Pe. The camp aimed at developing students' leadership skills and developing better team spirit among the students. The programs of the camp were planned with the right level of challenge for the students. The results were encouraging. 91.7% of the students agreed that the camp helped them cultivate their virtue of integrity. 82.7% of them found that camp useful in preparing them for better leadership roles. In general, the students gave an overwhelming response to the camp. 'The camp inspired me the importance of teamwork and cooperation.' 'The camp boosted my confidence and I am now more ready to take up challenges.' The camp was a collaborative program of the CCA, Discipline & Counseling Committees. Teachers' participation and involvement in the camps was highly appreciated by the students. Teacher-student relationship was greatly enhanced.

Achievements (& Programme Implementation)	Reflections (& Programme Evaluation)
<ul style="list-style-type: none"> Only a few social service opportunities were provided for students to learn the virtues of “to serve but not to be served” as all activities needed to be cancelled due to the social incident and the epidemic. 	<ul style="list-style-type: none"> It is suggested that more social service opportunities should be provided in the next school year. During this difficult time, students from the Guidance Service Team arranged schoolmates to write some words of encouragement, making them as a video clip and sent it to the medical staff of the United Christian Hospital. It is evident that our students will try every effort to serve others when they get a chance.
<ul style="list-style-type: none"> Two job simulation training workshops were organized for F.2 students to provide them with hands-on experience about different scenarios of selected categories of job and frameworks for students to further explore specific jobs. 	<ul style="list-style-type: none"> A large majority (94%) of students agreed that they had a better understanding on the nature, attitude and quality required of different occupations. A large majority (96%) of students found that the trainers were professional, friendly and were satisfied with his/her teaching. Students became more concerned about life planning and understood their own abilities, strengths and interests.
<ul style="list-style-type: none"> The Career Group (student’s committee) planned to organize a career stimulation game for F.4 students 	<ul style="list-style-type: none"> Due to the pandemic and class suspension, the F.4 career stimulation game was cancelled.
<ul style="list-style-type: none"> F.5 students participated in the Career Live programme which organized by The Youth Career Center. The organization provided a realistic and diversified working environment, in which students engaged in experiential learning with professional equipment. Students were also engaged in group debriefing, in which they reflected on their own interest, ability and gains, thus they were able to set up a unique goal in life planning. 	<ul style="list-style-type: none"> 96.77% of the students agreed that they had a deeper understanding of job nature and requirements in different types of jobs.

Achievements (& Programme Implementation)	Reflections (& Programme Evaluation)
<ul style="list-style-type: none"> • The QEF project which jointly organized by the school and the Christian Family Service Centre YOU CAN-Potential Exploration Unit were carried out. <ul style="list-style-type: none"> ➤ Class-based workshop ➤ Thematic activity ➤ Personal growth group 	<ul style="list-style-type: none"> • More than 85% of the participants agreed that the programme enhanced their personal growth. • More than 85% of the participants agreed that the programme improved their problem solving skills. • The data listed above was obtained from evaluation on the class-based workshop. • Most of the sessions of thematic activity and all personal growth group were postponed to 2020-21 as school suspension persisted in the second term. • Since the pandemic persisted, e-platform would be used for implementing some of the programmes.
<ul style="list-style-type: none"> • The Student Support Team led by the SENCo was set up and more comprehensive support for students with special educational needs was provided. 	<ul style="list-style-type: none"> • The assistance rendered to the needy students is more comprehensive. • Positive feedback was received from the students and the parents concerned. (Please refer to the AR of the Student Support Team (SST) 2019/20 for details.)
<ul style="list-style-type: none"> • Activities were planned for students to get exposed to positive life attitudes and strengthen their moral sense in integrity. However, due to the prolonged period of class suspension, there were great challenges for the teacher advisors and student leaders in planning appropriate activities and hardly could students develop their interest and enjoy school life. 	<ul style="list-style-type: none"> • In general, the teacher advisors are satisfied with the performance of the students with 97.3 %. This figure is slightly higher than that of the previous year (94.7%). However, with class suspension from Jan 2020 – May 2020, fewer club meetings were held with only 9 & 10 club meetings for junior forms & senior forms respectively. • 59 clubs or houses were arranged during and beyond the activity periods to organize a variety of activities for students to develop their interest and realize their talents. Only one of them was new, namely Makers & Robot Club. Throughout the year, less than 20 activities were held by different groups and clubs for the students to enrich their school life. This figure is far from satisfactory with class suspension in both school terms. These posed great challenges for the teacher advisors and student leaders in planning appropriate activities and hardly could students develop their interest and enjoy school life.

Achievements (& Programme Implementation)	Reflections (& Programme Evaluation)
	<ul style="list-style-type: none"> • It was planned to have different demonstrations in assembly and post-examination period, such as Chinese Opera, kickboxing and self-defensive skills. However, with class suspension, all these were cancelled. All these are suggested for next year. • During the class suspension period, some clubs, such as Catz' Jump and Korean Club introduced Zoom lessons introducing the techniques of rope skipping and conducting language lessons. It might be quite difficult to arouse the interest of students but it might be an alternative strategy to some clubs if face-to-face lessons are really impossible.
<ul style="list-style-type: none"> • Students seldom got chances to join activities / competitions / talks / workshops due to the social incident and the pandemic. All study tours were cancelled as well. 	<ul style="list-style-type: none"> • It is expected that students could join various activities and competitions in the next school year.
<ul style="list-style-type: none"> • The 3-hour seminar on the topic of understanding mental health and developing positive self-image was cancelled due to school suspension. 	<ul style="list-style-type: none"> • The QEF project "Create our Joy Space--Joyful@School Application" will be carried out in the next school year.
<ul style="list-style-type: none"> • A day tour was arranged to visit the revitalized heritage in The Mills and Tai Kwun in Dec. 2019. 	<ul style="list-style-type: none"> • The feedback from colleagues for this activity was encouraging. Over 83% of the staff was satisfied with the event. • Teachers were enriched with the history and heritage preservation project of The Mills and Tai Kwun. It helps them equip themselves to develop students' positive value for life planning and concern for community as well. • Some colleagues suggested future outings to be arranged in December as the weather is cooler and more stable.

St. Catharine's School for Girls

Financial Summary (2019-2020)

	Income \$	Expenditure \$
Balance B/F (Government Funds and School Funds)	15,876,657.62	
I. GOVERNMENT FUNDS		
(1) EOEBG	9,389,594.74	8,063,760.98
(2) Grants outside OEBG	62,517,433.59	60,234,324.70
(3) Others	483,715.50	485,227.15
Sub-total:	72,390,743.83	68,783,312.83
II. SCHOOL FUNDS (GENERAL FUNDS)		
(1) Tong Fai, sundry income etc.	268,782.70	153,811.77
(2) Non-standard Educational Resources Charges	343,152.04	1,512,186.27
Sub-total:	611,934.74	1,665,998.04
Total income & expenditure	73,002,678.57	70,449,310.87
Total Surplus / (Deficit) for 19/20 school year	2,553,367.70	
Amount refundable to Education Bureau	(461,420.10)	
Accumulated Surplus as at the end of 19/20 school year	17,968,605.22	

St. Catharine's School for Girls

Report for Capacity Enhancement Grant (CEG) (2019-2020)

	\$	\$
<u>Income</u>		
Grant received		634,017.00
<u>Less: Expenditure:</u>		
Enhancement Programme in Chinese	0.00	
Enhancement Programme in Mathematics	8,560.00	
Training for Speech Festival - English	59,560.00	
Training for Speech Festival - Chinese	14,400.00	
Training on Study Skills	34,650.00	
Tutorial Classes for F.1 to F.3 Students	0.00	
Whole Person Development Programmes	11,100.00	
Part-time Coaches for the School Teams	63,230.00	
One Teacher Assistant	188,475.00	
Part-time Helpers - Subject Panels & Functional Groups	<u>0.00</u>	
		<u>379,975.00</u>
Surplus / (Deficit) for the year		<u><u>254,042.00</u></u>

St. Catharine's School for Girls

Report for Career and Life Planning Grant (CLPG) (2019-2020)

	\$	\$
<u>Income</u>		
Surplus brought forward from previous year		86,262.35
Grant received		<u>642,000.00</u>
		728,262.35
<u>Less: Expenditure:</u>		
One Contract Teacher	636,418.25	
Activities for students	56,085.20	
Transportation	<u>2,800.00</u>	
		<u>695,303.45</u>
Surplus carried forward to next year		<u><u>32,958.90</u></u>

St. Catharine's School for Girls
Report for Composite I. T. Grant (CITG) (2019-2020)

	\$	\$
<u>Income</u>		
Grant Received		463,258.00
<u>Less: Expenditure</u>		
Internet Connection Fee	33,000.00	
IT related consumables	184,762.04	
Maintenance Services for IT facilities procured by government funds	<u>123,823.00</u>	
		<u>341,585.04</u>
Surplus / (Deficit) for the year		<u><u>121,672.96</u></u>

St. Catharine's School for Girls

Report for

Moral and National Education Subject Support Grant (MNESSG) (2019-2020)

	\$	\$
<u>Income</u>		
Surplus brought forward from previous year		258,440.60
Less: Expenditure:		
OLE service	27,500.00	
Assembly Talks	3,000.00	
Students' fees for Study Trip	4,000.00	
Activities for students	<u>6,500.00</u>	
		<u>41,000.00</u>
Surplus carried forward to next year		<u><u>217,440.60</u></u>

St. Catharine's School for Girls

Report for

Senior Secondary Curriculum Support Grant (SSCSG) (2019-2020)

	\$	\$
<u>Income</u>		
Surplus brought forward from previous year		126,875.02
Grant received		<u>963,000.00</u>
		1,089,875.02
<u>Less: Expenditure:</u>		
One Contract Teacher	474,421.25	
One Teaching Assistant	<u>180,345.96</u>	
		<u>654,767.21</u>
Surplus carried forward to next year		<u><u>435,107.81</u></u>

St. Catharine's School for Girls
Report for
Student Activities Support Grant (SASG) (2019-2020)

	\$	\$
<u>Income</u>		
Grant Received		174,850.00
Less: Expenditure:		
Speech Festival	1,682.50	
Student activities	6,664.00	
Prefects' training	2,952.00	
Learning materials and equipment	13,696.00	
	24,994.50	
Surplus carried forward to next year		149,855.50

School-based After-School Learning and Support Programmes

Annual Report 2019-2020

Name of School : St. Catharine's School for Girls

Name of Person-in-charge : Mr. Mak Yiu Kuen, Vice-principal

Contact No.: 2345 6481

Programme Name	Actual No. of students supported #	Attendance Rate	Dates of activities	Actual Amount of Grant (\$)	Evaluation methods	Name of Organisation supplying service (if applicable)	Note (e.g.: student learning and personal development)
1. Instrumental Class	26	>80%	Sept 2019 to June 2020	\$38,553	Evaluation forms were given to students, parents and teachers.	---	A majority of the students expressed that the school-based after-school learning and support programmes could raise their interest in co-curricular activities and they were fond of the activities. They expressed that they liked the model of after-school learning. They had learnt to appreciate the good work of others, serve others and take up responsibilities. They also expressed that the programmes could facilitate effective learning. Almost all students found that their interpersonal skills, communicative skills and collaborative skills had been enhanced
2. Immersion Made Easy (IME) for F.1 students	63	100%	10-17 Aug 2019	\$26,712	Evaluation forms were given to students, parents and teachers.	Headstart	
4. Art & Aesthetic Programme – Photography Club	5	>80%	Sept 2019 to June 2020	\$290	Evaluation forms were given to students, parents and teachers.	---	
Total Expenditure:				\$65,555			

Life-Wide Learning (LWL) Report from TICs (19-20)

[Category 1: Organization of Activities]

Clubs / Committee / Activities	Subsidies expensed
Beauty Club	\$ 3,200
Dance Club	\$ 10,832
Photography Club	\$ 2,666
Health Promotion Committee	\$ 10,000
Health Talk	\$ 2,800
STEM workshop (for F.1)	\$ 6,500
Korean Club	\$ 4,500
Leadership Training Camp (for F.4)	\$ 69,444
Pottery Club	\$ 8,100
Rope-skipping Club	\$ 13,055
Robofest Competition (5 students) – Will be postponed to 20-21 and so no report submitted yet in 19-20	\$ 3,750
Training Course (news and media)	\$ 19,500
Art Department (visit to CU museum)	\$ 1,600
Total	\$ 155,947

Category 2: Grand Total: \$6,200 + \$1,969 + \$7,534 + \$9,504 = **\$25,207**

【Category 1 + Category 2 = \$181,154】

Pending loss to claim under LWL Grant

- (1) Europe Study Tour - \$80,000 (→\$76,000) MNESG: \$4,000
- (2) T&L Tour – \$55,000

Department/ Club/Committee & Teacher-IC	Report on the Activity			
	Brief Description of the Activity (including Time Period, Objectives, No. of and level of participants etc.)	Essential Learning Experiences I / M / P / S / C	Assessment / Evaluation Results#	Actual Expenses^ (HK\$) *If exceed the budget, please indicate and give brief explanation
Beauty Club (Ho SF / Lo KY) Date of filling out this report: <u>29 / 06 / 2020</u>	<p>Details:</p> <p>Skin care and grooming workshop from 2/10/2019 to 18/12/2019.</p> <ul style="list-style-type: none"> 10 F.3 students joined the programme. (The course was cut short due to school suspension. Voluntary service to apply make up for the elderly to take funeral profile picture was cancelled.) <p>Objectives:</p> <p>(1) To cater for students' diversified interest and needs</p> <p>(2) To enable students to get hands-on experience in being beauticians.</p> <p>Key functions (can check more than 1 box):</p> <p><input checked="" type="checkbox"/> Cater for students' interests and abilities for stretching their potential and nurturing positive values/attitudes</p> <p><input checked="" type="checkbox"/> Broaden students' horizons</p> <p><input type="checkbox"/> Organize activities across KLAs to enhance learning effectiveness (e.g. fieldtrips, arts appreciation etc.)</p> <p><input checked="" type="checkbox"/> Others (specify: <u>To enable the students to empathize the elderly</u>)</p>	<p>(can check more than 1 box)</p> <p><input type="checkbox"/> I: Intellectual Development</p> <p><input type="checkbox"/> M: Moral and Civic Edu</p> <p><input type="checkbox"/> P: Physical and Aesthetic Development</p> <p><input checked="" type="checkbox"/> S: Community Service</p> <p><input checked="" type="checkbox"/> C: Career-related Experiences</p>	<ul style="list-style-type: none"> Attendance is over 90%. Students were able to get in touch with an experienced beautician (the instructor) who is familiar with skin care and grooming. They attended the workshop attentively and gave good response to the instructor, especially in being the 'model' for demonstrating 'beauty techniques'. Instructor gave positive comment on the learning attitude of all students. Students were able to practise techniques in skin care and grooming, such as the use of cleaning gel, facial mask, cosmetic foundation and rouge. The workshop also aims at providing voluntary service to the elderly, but due to school suspension, it is not executed. 	<p>8 sessions Oct to Dec 2019</p> <p>Course Fee: \$4,800</p> <p>\$4,800 / 10 students = \$480 per student</p> <p>Total fees: \$480 per student</p> <p>Subsidies expensed: \$320 / student</p> <p>Total: \$3200</p>

Department/ Club/Committee & Teacher-IC	Report on the Activity			
	Brief Description of the Activity (including Time Period, Objectives, No. of and level of participants etc.)	Essential Learning Experiences I / M / P / S / C	Assessment / Evaluation Results#	Actual Expenses^ (HK\$) *If exceed the budget, please indicate and give brief explanation
Dance Club (Chu WY) Date of filling out this report: <u>18 / 6 / 2020</u>	Details: 11 club meetings and 9 team practices were held from 2/10/2019 to 17/6/2020. 23 F1 to F5 students joined the activity. Objectives: (1) To develop students' interest and realize their talents in dancing. (2) To improve students' physical strength. (3) To enhance their self-esteem through participating in inter-school dance competition. Key functions (can check more than 1 box): <input checked="" type="checkbox"/> Cater for students' interests and abilities for stretching their potential and nurturing positive values/attitudes <input type="checkbox"/> Broaden students' horizons <input type="checkbox"/> Organize activities across KLAs to enhance learning effectiveness (e.g. fieldtrips, arts appreciation etc.) <input type="checkbox"/> Others (specify: _____ _____)	(can check more than 1 box) <input type="checkbox"/> I: Intellectual Development <input type="checkbox"/> M: Moral and Civic Edu <input checked="" type="checkbox"/> P: Physical and Aesthetic Development <input type="checkbox"/> S: Community Service <input type="checkbox"/> C: Career-related Experiences	<ul style="list-style-type: none"> • Attendance rate of 95% • Students' physical strength has been improved. • Students were enthusiastic in the lessons. • The inter-school dance competition was cancelled due to school suspension. 	Tuition fee: \$10,832

Department/ Club/Committee & Teacher-IC	Report on the Activity			
	Brief Description of the Activity (including Time Period, Objectives, No. of and level of participants etc.)	Essential Learning Experiences I / M / P / S / C	Assessment / Evaluation Results#	Actual Expenses^ (HK\$) *If exceed the budget, please indicate and give brief explanation
Photography Club (Cheung TY) Date of filling out this report: <u>30 / 6 / 2020</u>	Details: Photo taking course for 21 club meetings in Activity Periods from 2/10/2019-31/5/2020. 23 F1 to F5 students joined the activity. Objectives: (1) To cater for students' diversified interests and needs. (2) To promote the development of photographic art and techniques by providing students with opportunities to apply the skills in carious school events. Key functions (can check more than 1 box): <input checked="" type="checkbox"/> Cater for students' interests and abilities for stretching their potential and nurturing positive values/attitudes <input type="checkbox"/> Broaden students' horizons <input type="checkbox"/> Organize activities across KLAs to enhance learning effectiveness (e.g. fieldtrips, arts appreciation etc.) <input type="checkbox"/> Others (specify: _____ _____)	(can check more than 1 box) <input type="checkbox"/> I: Intellectual Development <input type="checkbox"/> M: Moral and Civic Edu <input checked="" type="checkbox"/> P: Physical and Aesthetic Development <input type="checkbox"/> S: Community Service <input type="checkbox"/> C: Career-related Experiences	<ul style="list-style-type: none"> • Attendance rate of 95% • Students' photo taking skills has been improved. • Students were enthusiastic in the lessons. 	Tuition fee: \$2,666

Department/ Club/Committee & Teacher-IC	Report on the Activity			
	Brief Description of the Activity (including Time Period, Objectives, No. of and level of participants etc.)	Essential Learning Experiences I / M / P / S / C	Assessment / Evaluation Results#	Actual Expenses^ (HK\$) *If exceed the budget, please indicate and give brief explanation
Health Promotion Committee (Yeung YWY) Date of filling out this report: <u>26 / 06 / 2020</u>	<p>Details:</p> <ul style="list-style-type: none"> A hairdressing class (義剪傳愛班) (one of the service of 生命禮讚) <p>Objectives:</p> <ol style="list-style-type: none"> To learn the hair cutting for the seniors To learn more about life and aging of seniors To strengthen students' positive value of treasuring time and help seniors to groom To promote love and caring in our local community through hair cutting To collaborate with NGO and provide hair cutting service for <p>Key functions (can check more than 1 box):</p> <p><input checked="" type="checkbox"/> Cater for students' interests and abilities for stretching their potential and nurturing positive values/attitudes</p> <p><input checked="" type="checkbox"/> Broaden students' horizons</p> <p><input type="checkbox"/> Organize activities across KLAs to enhance learning effectiveness (e.g. fieldtrips, arts appreciation etc.)</p> <p><input type="checkbox"/> Others (specify: _____)</p>	<p>(can check more than 1 box)</p> <p><input checked="" type="checkbox"/> I: Intellectual Development</p> <p><input checked="" type="checkbox"/> M: Moral and Civic Edu</p> <p><input checked="" type="checkbox"/> P: Physical and Aesthetic Development</p> <p><input checked="" type="checkbox"/> S: Community Service</p> <p><input checked="" type="checkbox"/> C: Career-related Experiences</p>	<ul style="list-style-type: none"> 4 practical lessons (4x3hr) were held in the centre of The Hong Kong Association of Hair Design. Initially 8 students enrolled, 5 students participated in, and finally 4 students finished the course. Students learned the use of the following cutting hair equipment: <ul style="list-style-type: none"> Cutting thinning shears, Razor scissors and Electric Razor The following styles were learned: <ol style="list-style-type: none"> 平頭頂 One Length 菇剪 Bob 剪短 Cut short 偷薄 Thin out 瀏青 Short back and sides A practical test was taken and a certificate was obtained for each learner. Students' interest in cutting different hair styles were raised. It was a good course for training their serious learning attitude. It is good to recommend. 	<ul style="list-style-type: none"> Training lessons were held on 2/11/2019 & 8, 15, 22/11/2019. A plastic head with long hair was given to each student to practice. Subsidies from LWL was \$10,000 for the tuition fee and paid on 4/11/2020.

Department/ Club/Committee & Teacher-IC	Report on the Activity			
	Brief Description of the Activity (including Time Period, Objectives, No. of and level of participants etc.)	Essential Learning Experiences I / M / P / S / C	Assessment / Evaluation Results#	Actual Expenses^ (HK\$) *If exceed the budget, please indicate and give brief explanation
Korean Club (Lo KY / Ng TT) Date of filling out this report: <u>18 / 06 / 2020</u>	Details: 25 F.1-F.3 students participated in Korean elementary course organized by HKU Space. Objectives: (1) To cater for students' diversified interests and needs, (2) To enable to students to communicate with a foreign language and appreciate cultural diversity. Key functions (can check more than 1 box): <input checked="" type="checkbox"/> Cater for students' interests and abilities for stretching their potential and nurturing positive values/attitudes <input type="checkbox"/> Broaden students' horizons <input type="checkbox"/> Organize activities across KLAs to enhance learning effectiveness (e.g. fieldtrips, arts appreciation etc.) <input checked="" type="checkbox"/> Others (specify: <u>language skills</u>)	(can check more than 1 box) <input checked="" type="checkbox"/> I: Intellectual Development <input type="checkbox"/> M: Moral and Civic Edu <input type="checkbox"/> P: Physical and Aesthetic Development <input type="checkbox"/> S: Community Service <input type="checkbox"/> C: Career-related Experiences	<ul style="list-style-type: none"> Students had high expectation in the course and the enrolled in the club actively. Attendance is over 90% Students participated actively and gave responses to the language teacher. Teacher from HKU Space gave a high and positive comment on the learning attitude of all students. 	20 language lessons (@ \$750) should be offered in this school year, however, due to the class suspension, only 9 lessons have been conducted. (i) $\$750 \times 9 \text{ lesson} = \$6,750$. (ii) $\$6,750 \div 25 \text{ students} = \270 . Total fees: \$270 per student Subsidies expended: \$180 per student Total: $\$180 \times 25 = \$4,500$

Department/ Club/Committee & Teacher-IC	Report on the Activity			
	Brief Description of the Activity (including Time Period, Objectives, No. of and level of participants etc.)	Essential Learning Experiences I / M / P / S / C	Assessment / Evaluation Results#	Actual Expenses^ (HK\$) *If exceed the budget, please indicate and give brief explanation
CCA (Wu MY) Date of filling out this report: <u>9 / 6 / 2020</u>	<p>Details: The camp was successfully held from 4-6/9 for 4M & 4Ma and 11-13/9 for 4D, Pe & P in BGCA Bradbury Camp. 137 Students from F4 took part in it.</p> <p>Objectives: (1) To foster better team spirit among students. (2) To nurture leadership skills and empower them to take up leadership roles in the school.</p> <p>Key functions (can check more than 1 box): <input checked="" type="checkbox"/> Cater for students' interests and abilities for stretching their potential and nurturing positive values/attitudes <input checked="" type="checkbox"/> Broaden students' horizons <input type="checkbox"/> Organize activities across KLAs to enhance learning effectiveness (e.g. fieldtrips, arts appreciation etc.) <input type="checkbox"/> Others (specify: _____) _____)</p>	<p>(can check more than 1 box)</p> <p><input type="checkbox"/> I: Intellectual Development <input checked="" type="checkbox"/> M: Moral and Civic Edu <input checked="" type="checkbox"/> P: Physical and Aesthetic Development <input checked="" type="checkbox"/> S: Community Service <input type="checkbox"/> C: Career-related Experiences</p>	<ul style="list-style-type: none"> The participants generally participated proactively in the camp. Activities like different problem solving tasks, high rope course, solo night walk, high wall and rafting were held for participants. At the end of the camp, a questionnaire was conducted. 84% of the participants find the camp challenging, 91% of them find the camp able to boost their confidence, 97% find the camp able to develop better team spirit, 92% of them show the camp able to instill them a better sense of integrity and 83% of them found the camp inspired them in taking up leadership roles in the school. Students commented that the camp was impressive. They were inspired to be brave and independent. They experienced the importance of cooperation and teamwork. 	<p>Camp (4-6/9) Accommodation and meals: \$21,594 Program fee: \$5,440 Coach: \$2,200</p> <p>Camp (11-13/9) Accommodation & meals: \$27,390 program fee: \$8,820 Coach: \$4,000</p> <p>Total: \$69,444</p>

Department/ Club/Committee & Teacher-IC	Report on the Activity			
	Brief Description of the Activity (including Time Period, Objectives, No. of and level of participants etc.)	Essential Learning Experiences I / M / P / S / C	Assessment / Evaluation Results#	Actual Expenses^ (HK\$) *If exceed the budget, please indicate and give brief explanation
Pottery Club (CCA / Wong LWS) Date of filling out this report: <u>12 / 6 / 2020</u>	Details: Recruited a tutor for 19 club meetings in Activity periods. 9 students from F.1 and F.4 attended the club meetings. Objectives: (1) To cater for students' diversified interests and needs. (2) To engage students in learning arts in an authentic context. Key functions (can check more than 1 box): <input checked="" type="checkbox"/> Cater for students' interests and abilities for stretching their potential and nurturing positive values/attitudes <input type="checkbox"/> Broaden students' horizons <input type="checkbox"/> Organize activities across KLAs to enhance learning effectiveness (e.g. fieldtrips, arts appreciation etc.) <input type="checkbox"/> Others (specify: _____ _____)	(can check more than 1 box) <input type="checkbox"/> I: Intellectual Development <input type="checkbox"/> M: Moral and Civic Edu <input checked="" type="checkbox"/> P: Physical and Aesthetic Development <input type="checkbox"/> S: Community Service <input type="checkbox"/> C: Career-related Experiences	<ul style="list-style-type: none"> • Students were able to learn from a professional tutor in pottery. They attended the lectures attentively. • Students learnt techniques such as pinching, coiling, glazing and throwing. • Students have finished two ceramics after the lessons. 	Coach Fee (materials included) $\$100 \times 9 \text{ lessons} \times 9 \text{ students}$ = \$8,100

Department/ Club/Committee & Teacher-IC	Report on the Activity			
	Brief Description of the Activity (including Time Period, Objectives, No. of and level of participants etc.)	Essential Learning Experiences I / M / P / S / C	Assessment / Evaluation Results#	Actual Expenses^ (HK\$) *If exceed the budget, please indicate and give brief explanation
Rope Skipping Club (Lo KY / Kwan CY) Date of filling out this report: <u>29 / 06 / 2020</u>	Details: 35 F.1-F.6 students participated in Rope Skipping Team. (Due to school suspension, the course was cut short from 25 sessions to 14 sessions. All competitions in the territory are cancelled) Objectives: (1) To develop students' diversified interests and needs. (2) To provide a platform for students to do an alternative sport and adopt a healthy lifestyle. Key functions (can check more than 1 box): <input checked="" type="checkbox"/> Cater for students' interests and abilities for stretching their potential and nurturing positive values/attitudes <input checked="" type="checkbox"/> Broaden students' horizons <input type="checkbox"/> Organize activities across KLAs to enhance learning effectiveness (e.g. fieldtrips, arts appreciation etc.) <input checked="" type="checkbox"/> Others (specify: <u>To take part in various competitions</u>)	(can check more than 1 box) <input type="checkbox"/> I: Intellectual Development <input type="checkbox"/> M: Moral and Civic Edu <input checked="" type="checkbox"/> P: Physical and Aesthetic Development <input type="checkbox"/> S: Community Service <input type="checkbox"/> C: Career-related Experiences	<ul style="list-style-type: none"> Attendance is over 95% The 2 instructors gave a high and positive comment on the learning attitude of all students. The students were divided into Team A (Elite Team) & Team B. It was commented by the instructors that students' diversity is better catered with two teams of different levels. 	14 sessions were conducted (i) $\$1,400 \times 14 = \$19,600$ (ii) $\$19,600 \div 35 \text{ students} = \560 Total fees: \$560 per student Subsidies expensed: \$373 per student Total: $\$373 \times 35 \text{ students} = \$13,055$

Department/ Club/Committee & Teacher-IC	Report on the Activity			
	Brief Description of the Activity (including Time Period, Objectives, No. of and level of participants etc.)	Essential Learning Experiences I / M / P / S / C	Assessment / Evaluation Results#	Actual Expenses^ (HK\$) *If exceed the budget, please indicate and give brief explanation
Health Talk (Yeung YWY) Date of filling out this report: <u>7 / 10 / 2020</u>	<p>Details:</p> <ul style="list-style-type: none"> • 4 lessons were held <ul style="list-style-type: none"> ➢ 16/10 人生教練 ➢ 23/10 成功之匙 ➢ 30/10 男神女神 ➢ 27/11 健腦營養飲食 <p>Objectives: To enhance students' awareness of healthy lifestyle and wellbeing</p> <p>Key functions (can check more than 1 box):</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Cater for students' interests and abilities for stretching their potential and nurturing positive values/attitudes <input checked="" type="checkbox"/> Broaden students' horizons <input type="checkbox"/> Organize activities across KLAs to enhance learning effectiveness (e.g. fieldtrips, arts appreciation etc.) <input checked="" type="checkbox"/> Others (specify: <u>to raise students' awareness on health related issues</u>) 	<p>(can check more than 1 box)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I: Intellectual Development <input checked="" type="checkbox"/> M: Moral and Civic Edu <input type="checkbox"/> P: Physical and Aesthetic Development <input type="checkbox"/> S: Community Service <input checked="" type="checkbox"/> C: Career-related Experiences 	Nil	\$700/lesson × 4 = \$2,800

Department/ Club/Committee & Teacher-IC	Report on the Activity			
	Brief Description of the Activity (including Time Period, Objectives, No. of and level of participants etc.)	Essential Learning Experiences I / M / P / S / C	Assessment / Evaluation Results#	Actual Expenses^ (HK\$) *If exceed the budget, please indicate and give brief explanation
News and Media Club (Cheung TY/ Yeung SM) Date of filling out this report: <u>08 / 06 / 2020</u>	<p>Details: Future Innovative Digital Leaders Programme from 2/10/2019 to 14/03/2020 (cut short due to school suspension). Thirteen F3 to F5 students joined the programme.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Nurture the empathy of youngsters for the human needs • Ignite passion, curiosity, engagement and appreciation for their lives, school, people in the society and the environment • Prepare youngsters for 21st-century careers which are all ride on digital • Develop leaders “Not to be served but to serve” <p>Key functions (can check more than 1 box):</p> <p><input checked="" type="checkbox"/> Cater for students’ interests and abilities for stretching their potential and nurturing positive values/attitudes</p> <p><input checked="" type="checkbox"/> Broaden students’ horizons</p> <p><input type="checkbox"/> Organize activities across KLAs to enhance learning effectiveness (e.g. fieldtrips, arts appreciation etc.)</p> <p><input checked="" type="checkbox"/> Others (specify: <u>interviewing skills, layout and design, and editing skills</u>)</p>	<p>(can check more than 1 box)</p> <p><input checked="" type="checkbox"/> I: Intellectual Development</p> <p><input type="checkbox"/> M: Moral and Civic Edu</p> <p><input checked="" type="checkbox"/> P: Physical and Aesthetic Development</p> <p><input type="checkbox"/> S: Community Service</p> <p><input checked="" type="checkbox"/> C: Career-related Experiences</p>	<ul style="list-style-type: none"> • Students were able to get in touch with a tutor who is familiar with mass media production and ethics. They attended the lectures attentively. • Two online conferences were held during school suspension regarding the presentation of ideas and designs. Some students were enthusiastic in asking questions at the end of the meeting. • Students were able to put their knowledge into practice: e.g. in article writing, designing the layout, etc. • The programme also aims at creating a brand for the school newspaper (e.g. designing a logo) and attempting to create publishing online, but due to school suspension, the above could not be executed. 	<p>Total: \$19,500</p> <ol style="list-style-type: none"> 1. Training classes at extra-curricular activity sessions for News and Media Club of school publication (90 mins per session, 3 sessions – 30/10/2019; 13/11/2019; 11/12/2019; Time: 15:15-16:30) -- \$4,000@, \$12,000 2. Video conference (30 mins, 2 sessions) – 26/2/2020; 4/3/2020 (\$3,000) 3. Programme execution and mentoring (\$4,500) <p><i>(Remarks: field trip was cancelled due to school suspension)</i></p>

Department/ Club/Committee & Teacher-IC	Report on the Activity			
	Brief Description of the Activity (including Time Period, Objectives, No. of and level of participants etc.)	Essential Learning Experiences I / M / P / S / C	Assessment / Evaluation Results#	Actual Expenses^ (HK\$) *If exceed the budget, please indicate and give brief explanation
Art Department (Irene Sun) Date of filling out this report: <u>29/06/ 2020</u>	<p>Details:</p> <ul style="list-style-type: none"> • Visit art exhibition “Bei Shan Tang Legacy: Chinese Painting” in Dec 2019 • 31 students from 2PE attended the activity <p>Objectives: Student would know:</p> <ol style="list-style-type: none"> 1. Different features of Chinese Paintings such as landscapes, bird-and-flower, religion, portraits, lady figures, in Song and Yuan dynasties. 2. Characteristics and styles of Chinese Paintings. <p>Key functions (can check more than 1 box):</p> <p><input type="checkbox"/> Cater for students’ interests and abilities for stretching their potential and nurturing positive values/attitudes</p> <p><input type="checkbox"/> Broaden students’ horizons</p> <p><input checked="" type="checkbox"/> Organize activities across KLAs to enhance learning effectiveness (arts appreciation)</p> <p><input checked="" type="checkbox"/> Others (specify: _____)</p>	<p>(can check more than 1 box)</p> <p><input type="checkbox"/> I: Intellectual Development</p> <p><input type="checkbox"/> M: Moral and Civic Edu</p> <p><input checked="" type="checkbox"/> P: Physical and Aesthetic Development</p> <p><input type="checkbox"/> S: Community Service</p> <p><input type="checkbox"/> C: Career-related Experiences</p>	<ul style="list-style-type: none"> • Through the guides tour and follow-up workshop, students would understand the taste, aesthetics of Chinese Arts. And enrich students’ insights into the history of Chinese painting. 	<p>Coach Fee</p> <p>\$1,600 (return trip)</p>

Life-Wide Learning (LWL) Report from Robot and Makers' Club (19-20)

[Category 2: Procurement of Equipment]

Domain *Please also indicate under which department / functional group the inventory record will be kept	Purchased Item(s)	Purpose	Actual Expenses (HK\$) *Please indicate no. of purchases x price of each purchase
I.T.	3D Printer x 1	Prepare competition material	<u>\$6,200</u>

This report was filled out by Lao Tze Kin Jackie (teacher-in-charge) on 15 / 07 / 2020.

Domain *Please also indicate under which department / functional group the inventory record will be kept	Purchased Item(s)	Purpose	Actual Expenses (HK\$) *Please indicate no. of purchases x price of each purchase
Rope Skipping Team	Ropes [consumables] (拍子交互繩 × 10) (雙人拍子繩 × 10)	For team training	\$140 × 10 + \$50 × 10 = \$1900
Rope Skipping Team	A box	For storage of ropes	\$69
Total			<u>\$1,969</u>

This report was filled out by Mr. Kwan CY (teacher-in-charge) on 30/6/2020.

Domain *Please also indicate under which department / functional group the inventory record will be kept	Purchased Item(s)	Purpose	Actual Expenses (HK\$) *Please indicate no. of purchases x price of each purchase
CCA (SU)	Timers (20)	For activities in the school	$20 \times \$68 = \$1,360$
CCA (SU)	Walkie Talkies (12)	For activities in the school	$12 \text{ (walkie talkies)} \times \$247.5 + 12 \text{ (earphones)} \times \$12 = \$3,114$
CCA (SU)	Supersonic Quiz buzzer (1 set with 6 ports)	For activities in the school	$1570 + 200 \text{ (transportation)} = \$1,770$
CCA	Wireless mic (5)	For activities in the school	$5 \times \$258 = \$1,290$
Total			<u>\$7,534</u>

This report was filled out by Miss Lo KY (teacher-in-charge) on 30/6/2020.

Domain *Please also indicate under which department / functional group the inventory record will be kept	Purchased Item(s)	Purpose	Actual Expenses (HK\$) *Please indicate no. of purchases x price of each purchase
News and Media	360 Camera	For VR development	$\$2980 \times 2 = \$5,960$
News and Media	360 & 3D Camera	For VR development	$\$2,280$
News and Media	3M 超長自拍桿	For VR development	$\$350 \times 2 = \700
News and Media	SD Card (128GB)	For VR development	$\$188 \times 3 = \564
Total			<u>\$9,504</u>

This report was filled out by Miss Cheung TY (teacher-in-charge) on 2/8/2020.

Category 2: Grand Total: $\$6,200 + \$1,969 + \$7,534 + \$9,504 = \underline{\underline{\$25,207}}$

St. Catharine's School for Girls
Report for
Life-Wide Learning Grant (LWLG) (2019-2020)

	\$	\$
<u>Income</u>		
Grant received		1,410,000.00
Less: Expenditure:		
Leadership Training	69,444.00	
Activities for students	86,503.00	
Study Tours	131,000.00	
Procurement of Equipment	<u>25,207.00</u>	
		<u>312,154.00</u>
Surplus carried forward to next year		<u><u>1,097,846.00</u></u>

Annual Report on Learning Support Grant (2019-20)

Course 1

Title:	Tutorial and Learning Skills Groups
Objectives:	To help the students concerned with the following foci: <ol style="list-style-type: none"> 1. Students with SEN who may not have enough study skills to tackle everyday learning (e.g. notetaking, mind map drawing, etc.). 2. Students with SEN who struggle in academic learning and wish to improve.
Target:	9 students (F.1 to F.4)
Background:	<ol style="list-style-type: none"> 1. The students with different special educational needs. 2. The students with special educational needs who cannot catch up with the online learning mode and fall behind the learning.
Duration and Venue:	<ol style="list-style-type: none"> 1. Five 90-minute face-to-face lessons from October to November 2019 (for 6 students). 2. Three-month online learning support from March to May 2019 (for 3 students). 3. Five 90-minute online lessons in June and July 2020 (for 9 students).
Evaluation:	<ol style="list-style-type: none"> 1. All students participated in the Tutorial and Learning Skills Groups found the groups useful. 2. The tutors are old girls of our school. The participating students feel not only supportive but also useful in the study skills learnt in the lessons.
Expenditure:	\$36,265

Course 2

Title:	Board Games Communication Skills Group
Objectives:	To help the students concerned with the following foci: <ol style="list-style-type: none"> 1. To enhance students' communication skills. 2. To improve students' social skills. 3. To train students with skills of playing different games and equip them to be volunteers later to teach other fellow schoolmates to play the games, and thus further practise their social skills.
Target:	13 students (F.1 to F.3)
Background:	<ol style="list-style-type: none"> 1. The students demonstrate weak communication skills. 2. The students who have difficulty in making friends. 3. The students (especially F.1) who struggle in enjoying school life.
Duration and Venue:	<ol style="list-style-type: none"> 1. Three 180-minute sessions in July 2020 (Due to COVID-19, the activity which was originally planned to be carried out on campus from February to April had been postponed and carried out online). 2. Online conferencing (Students take the course at home).
Evaluation:	<ol style="list-style-type: none"> 1. Despite being held online, the activity still warmly welcomed by participating students. About 90% of the participants had engaged fully into the activity. 2. The social workers brought and enhanced the awareness of importance of human relationship and group work etiquette.
Expenditure:	\$7,200

Course 3

Title:	Execution Function Group
Objectives:	To help the students concerned with the following foci: <ol style="list-style-type: none"> 1. To improve students' concentration level with the assistance of multiple senses. 2. To enhance students' social skills. 3. To further build up students' self-confidence in learning as well as interpersonal relationship.
Target:	6 students (F.1 and F.2)
Background:	<ol style="list-style-type: none"> 1. The students selected demonstrate poor attention span. 2. The students are not able to manage emotions well. 3. The students have weak social skills.
Duration and Venue:	<ol style="list-style-type: none"> 1. Seven 90-minute sessions from June to July 2020. 2. On school campus.
Evaluation:	<ol style="list-style-type: none"> 1. The students are actively engaged throughout the group. They show high motivation to participate in the activity by taking initiatives to share their ideas and attending the sessions punctually. 2. The students learnt how to use various sensory skills such as eyesight, hearing, and visual skills to collect information and improve attention span. 3. The students were grouped differently throughout the activity and showed improvement in social skills. 4. 100% of the participants showed that the skills they learnt could apply to their daily life. Five out of six participants said they would join similar training group again.
Expenditure:	\$8,800

Course 4

Title:	Western Calligraphy Group
Objectives:	To help the students concerned with the following foci: <ol style="list-style-type: none"> 1. To help students develop the sense of art appreciation. 2. To enhance students' awareness towards their own emotions. 3. To improve students' self-confidence through developing artistic skills.
Target:	11 students (F.1 to F.5)
Background:	<ol style="list-style-type: none"> 1. The students are not able to manage stress and emotions well. 2. The students are recommended by their Form Teacher that may have shown symptoms of over-stressed or aiming at perfection and a group for relaxation and emotional management is needed.
Duration and Venue:	<ol style="list-style-type: none"> 1. Four 90-minute sessions from April to May 2020 (Due to COVID-19, the activity originally scheduled to be carried out at school had been carried out during the Easter holiday to give a break for students' intensive online learning for 2 months. The course could serve as an extra-curricular activity online when school was suspended.). 2. Online conferencing (Students take the course at home).
Evaluation:	<ol style="list-style-type: none"> 1. The students are actively engaged in the activity. Students would actively show their calligraphic handwriting. They also set two cameras (with their computer and mobile phones) to interact with the tutor. 2. Over 90% of the participants expressed that they could stay focused and relaxed during the lesson when they are concentrated in the world of calligraphy.
Expenditure:	\$14,317

Other expenses

<p>5.1.1 Resources for professional development for staff</p>	<ul style="list-style-type: none"> • Fourteen books related to understanding and dealing with mental health, various types of special educational needs were purchased and shelved outside the staff room for professional development. <p>Expenditure: \$1465.10</p>
<p>5.1.2 Learning support and counselling tools</p>	<ul style="list-style-type: none"> • Five tablet devices were purchased to conduct training for students with SEN to learn how to use various apps for organization and training for concentration. • Twelve sets of board games were purchased to enhance students' social skills and for carrying out games day with students with SEN to serve fellow schoolmates. • Eight sets of counselling cards were purchased to conduct counselling with students who experience emotional disturbances. • Six sets of Pastel Nagomi Art and some other colour pencils and calligraphy pens were purchased to conduct group activities for relaxation and expression of oneself for relaxation and release of stress. <p>Expenditure: \$26,635.00</p>
<p>5.1.3 Parent activity</p>	<ul style="list-style-type: none"> • Fifteen items of skin-care products and tea set were purchased as gifts to show signs of encouragement when parents finish the sharing of ideas (to be presented in different sessions). • Sign pens and drawing papers were prepared for the Parents' relaxation group. • Materials for the parents' group (e.g. hand cream making, art expression, etc.). <p>Expenditure: \$1,968.60</p>

Evaluation Report on DLG-funded Other Programme (Gifted Education) 2019 - 2020

Mathematics

Title:	Mathematics Related Programme for High-achievers in F.5
Objectives:	<ol style="list-style-type: none"> 1. To maximize the opportunities of acknowledging students' accomplishments 2. To enable high-achievers and gifted students to maximize their potential 3. To provide learning opportunities for selected students to apply their knowledge in Mathematics in topics that are not taught in the DSE curriculum 4. To arouse students' interest in the application of Mathematics concepts and knowledge in their daily life
Deliverables:	<ol style="list-style-type: none"> 1. Students have more interest and confidence in learning Mathematics. 2. Students have acquired better problem solving skills
Target:	Six Form 5 students
Selection mechanism:	<p>Students were selected according to the following criteria:</p> <ol style="list-style-type: none"> 1. Students' performance in examination 2. Students' learning attitude
Duration and venue:	<ol style="list-style-type: none"> 1. Five 3-hour sessions for six students during winter. 2. On the campus of The Chinese University of Hong Kong
Evaluation:	<ol style="list-style-type: none"> 1. Full attendance of the six students. 2. All participants recognized the course helped more about Mathematics. 3. All participants recognized the course stimulated their learning in Mathematics. 4. All participants recognized the tutor was well prepared in general. 5. All participants recognized the tutor's presentation was good. 6. All participants recognized the duration of the course was appropriate. 7. 67% of the participants agreed that the course was well organized while 33% of the participants disagreed the claim. 8. 50% of the participants agreed that the course content was interesting while 50% of the participants disagreed the claim. 9. 50% of the participants agreed that they could manage the problems taught while 50% of the participants disagreed the claim. 10. All participants would like to join similar course in the future. 11. From reflections of the students, the course has benefited the students and is worth attending.
Expenditure:	HKD 24,760

Evaluation Report on DLG-funded Other Programme (Gifted Education) 2019-2020

Visual Arts

Title	Introduction to DSE course for students who taking Visual Arts
Objective	Learning painting skills with oil paint.
Deliverables	<ol style="list-style-type: none"> 1. Improve painting skills to create better artworks and portfolio. 2. Learn more knowledge about using oil paint in making artworks.
Target	F.4 Visual Arts students
Selection mechanism	F.4 Visual Arts students who intensively want to improve painting skills.
Duration and venue	4 lessons, a total of 8 hours
Evaluation	<ol style="list-style-type: none"> 1. Learnt new painting skills with the medium of oil paint. 2. Learnt the theory of third dimension in painting.
Expenditure	Tuition fee \$840

St. Catharine's School for Girls

Report on the Use of the Promotion of Reading Grant (EDB) (2019-2020)

1. Objective

- 1.1 To enrich the library collection after the renovation of the school library.
- 1.2 To enrich students' English language learning through article reading and e-book reading.

2. Tasks

- 2.1 Subscription of web-based reading platforms
- 2.2 Procurement of Printed books

3. Reviews of the proposals

The reviews of the proposals for different uses of the grant are as follows:

Tasks	Success criteria	Evaluation
Subscription of web-based reading platforms <ul style="list-style-type: none"> • The items procured are as follows: <ul style="list-style-type: none"> ➤ English e-book platforms: Rosen e-books (via epointplus) ➤ Chinese e-book platforms: eRead Scheme (provided by HKedCity) 	<ul style="list-style-type: none"> • 50% of the students read the eBooks borrowed. 	<ul style="list-style-type: none"> • Rosen e-books: There is not sufficient time for the promotion of this e-book platform, as it was launch just before the school suspension. Thus, the promotion strategy is needed to be strengthened. • eRead Scheme: Twelve students read the eBooks borrowed, as those who finished less than 40% of the book borrowed are not counted. However, some students read more than one book on the platform.
Procurement of printed books <ul style="list-style-type: none"> • Purchase a wide variety of fiction and non-fiction texts of different disciplines and encourage our students to borrow them through regular reading promotions. 	<ul style="list-style-type: none"> • Top 3 awardees read more than 100 books with different categories. 	<ul style="list-style-type: none"> • This target cannot be met because of the school suspension; students cannot borrow books from the school library.

St. Catharine's School for Girls
Report for
Promotion of Reading Grant (PRG) (2019-2020)

	\$	\$
<u>Income</u>		
Surplus brought forward from previous year		24,402.50
Grant Received		<u>72,310.00</u>
		96,712.50
Less: Expenditure:		
E-Book platforms subscription	40,820.00	
Library books	<u>10,523.35</u>	
		<u>51,343.35</u>
Surplus carried forward to next year		<u><u>45,369.15</u></u>

St. Catharine's School for Girls

Report for Teacher Relief Grant (TRG) (2019-2020)

	\$	\$
<u>Income</u>		
Surplus brought forward from previous year		546,806.07
Grants received		
- Annual recurrent	257,992.50	
- Optional (Temporary freezing of teaching vacant posts arising from teachers on leave)	1,411,173.12	
Others		
- TSA for supply teacher	<u>0.00</u>	<u>1,669,165.62</u>
		2,215,971.69
<u>Less: Expenditure:</u>		
One Contract Teacher	787,097.67	
One Contract Staff	305,802.00	
One Teaching Assistant	193,415.17	
Supply teachers' salary	<u>85,578.00</u>	
		<u>1,371,892.84</u>
Surplus carried forward to next year		<u><u>844,078.85</u></u>

St. Catharine's School for Girls

Report for

School Executive Officer Grant (SEOG) (2019-2020)

	\$	\$
<u>Income</u>		
Grant received		<u>534,660.00</u>
		534,660.00
 <u>Less: Expenditure:</u>		
One School Executive Officer	<u>378,932.48</u>	
		<u>378,932.48</u>
Surplus carried forward to next year		<u><u>155,727.52</u></u>

AWARD LIST (2019-2020)

(1/9/2019-31/8/2020)

Academic

Huaxiabei National Mathematics Olympiad Invitation Competition (Hong Kong District) Second Prize

「華夏盃」全國數學奧林匹克邀請賽(香港賽區)二等獎

1D	TAI CHING YAN	戴靖殷
1PE	TSAI YUK YAM	蔡鈺鑫
2P	LAM SUM YUET	林心悅
3PE	CHAN HIU WING	陳曉穎

Art & Design

「預防科技罪案」四格漫畫設計比賽初中組冠軍

2MA	HUI WING YAN	許詠茵
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「預防科技罪案」四格漫畫設計比賽初中組優異

2P	TAM LOK LAM	談樂霖
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第十屆健康人生繪畫比賽中學初級組銀獎

3MA	CAI XI	蔡熹
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4th Jewellery Design Competition for Hong Kong Secondary School Students Finalists Award

第四屆全港中學生珠寶設計比賽入圍獎

3MA	HUI KIN TUNG	許健彤
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Music

Hong Kong Inter-School Choral Competition Secondary School Junior Choir Group A Bronze Award

香港校際合唱比賽合唱團中學初級組A組銅獎

1D	CHAN NGO YU	陳傲渝
1D	CHAN UEN SUM	陳宛琛
1D	CHEUNG KI	張棋
1D	CHEUNG TING TING	張婷婷
1D	CHING PUI CHI	程沛芝
1D	HUANG YUK KI	黃鈺琪
1D	LEE YING TING	李映葶
1D	LEUNG SO-IN	梁憐妍
1D	LI YAN SIN	李欣蓓
1D	WAN YUK YING	溫鈺瑩
1D	WONG YING KIU RACHEL	黃映喬
1M	AU WAI YIN	區慧然
1M	LAI WAI SZE	黎慧詩
1M	LO SZE HANG	盧思衡

1M	MAK KA WING	麥嘉穎
1M	NG LOK YAN	伍樂昕
1M	TO CHO YU	陶楚茹
1M	YU PAK YIU	余柏瑤
1MA	CHEUK WING TUNG	卓穎桐
1MA	CHU YING CHOI	朱瑩采
1MA	HO SIU NGA	何兆雅
1MA	SO WING LAM	蘇穎琳
1MA	WONG HOI LAM	黃凱琳
1MA	WONG LOK YIU	黃樂瑤
1MA	WONG SUM YI	黃心怡
1MA	WONG YAN TUNG	王茵瞳
1MA	YEUNG HOI YING	楊愷瑩
1P	CHAN TSZ YAU	陳芷悠
1P	CHEUNG WAI YING	張慧瑩
1P	LEE YI LAM	李宜霖
1P	OR YU MAN MAVIS	柯榆雯
1P	SZE LOK YI	施樂怡
1P	WAI SING HEI	韋星晞
1PE	LI TSZ CHING	李芷晴
1PE	LIU LOK YIN	劉樂言
1PE	TSOI CHEUK NAM	蔡卓男
1PE	WONG SUM KEI	黃芯淇
2D	CHAN KIN MEI	陳見微
2D	CHOI CHUI YIN	蔡瓊妍
2MA	CHAN CHING KIU	陳靖僑
2MA	CHAN HONG KIU	陳康翹
2MA	CHEE MAN TING	池敏婷
2P	YEUNG MING YAN	楊銘恩
2PE	BAI CHING	白晴
3D	CHENG WAI YU	鄭惠娛
3D	HO YAN HEI	何欣禧
3D	LAU SHEUNG TIN	劉尚滇
3D	LAW SHUN CHI	羅舜芝
3D	NG HOI YIN	吳凱言
3D	YAN SUET CHING	殷雪晴
3M	CHEN TSZ LAM	陳芷琳
3M	LEE WING YAN	李穎恩
3MA	CHAN CHOR NAM	陳楚嵐

3MA	LING MIU CHIN	凌淼芊
3P	CHAN SZE KI	陳思琪
3P	WONG NGA MAN	黃雅雯
3PE	CHAN SHUN LING	陳洵玲
3PE	CHOW CHUNG YAN	周頌恩
3PE	HO SI WING	何思穎
3PE	LAW KA YING	羅嘉蓋
3PE	LEUNG TZE YING	梁子盈
3PE	MO YAN TUNG	巫欣桐

Hong Kong Inter-School Choral Festival Audience Choice Award

香港校際合唱比賽最受歡迎合唱團

1D	CHAN NGO YU	陳傲渝
1D	CHAN UEN SUM	陳宛琛
1D	CHEUNG KI	張棋
1D	CHEUNG TING TING	張婷婷
1D	CHING PUI CHI	程沛芝
1D	HUANG YUK KI	黃鈺琪
1D	LEE YING TING	李映葶
1D	LEUNG SO-IN	梁愷妍
1D	LI YAN SIN	李欣蓓
1D	WAN YUK YING	溫鈺瑩
1D	WONG YING KIU RACHEL	黃映喬
1M	AU WAI YIN	區慧然
1M	LAI WAI SZE	黎慧詩
1M	LO SZE HANG	盧思衡
1M	MAK KA WING	麥嘉穎
1M	NG LOK YAN	伍樂昕
1M	TO CHO YU	陶楚茹
1M	YU PAK YIU	余柏瑤
1MA	CHEUK WING TUNG	卓穎桐
1MA	CHU YING CHOI	朱瑩采
1MA	HO SIU NGA	何兆雅
1MA	SO WING LAM	蘇穎琳
1MA	WONG HOI LAM	黃凱琳
1MA	WONG LOK YIU	黃樂瑤
1MA	WONG SUM YI	黃心怡
1MA	WONG YAN TUNG	王茵瞳
1MA	YEUNG HOI YING	楊愷瑩
1P	CHAN TSZ YAU	陳芷悠

1P	CHEUNG WAI YING	張慧瑩
1P	LEE YI LAM	李宜霖
1P	OR YU MAN MAVIS	柯榆雯
1P	SZE LOK YI	施樂怡
1P	WAI SING HEI	韋星晞
1PE	LI TSZ CHING	李芷晴
1PE	LIU LOK YIN	劉樂言
1PE	TSOI CHEUK NAM	蔡卓男
1PE	WONG SUM KEI	黃芯淇
2D	CHAN KIN MEI	陳見微
2D	CHOI CHUI YIN	蔡瓊妍
2MA	CHAN CHING KIU	陳靖僑
2MA	CHAN HONG KIU	陳康翹
2MA	CHEE MAN TING	池敏婷
2P	YEUNG MING YAN	楊銘恩
2PE	BAI CHING	白晴
3D	CHENG WAI YU	鄭惠娛
3D	HO YAN HEI	何欣禧
3D	LAU SHEUNG TIN	劉尚滇
3D	LAW SHUN CHI	羅舜芝
3D	NG HOI YIN	吳凱言
3D	YAN SUET CHING	殷雪晴
3M	CHEN TSZ LAM	陳芷琳
3M	LEE WING YAN	李穎恩
3MA	CHAN CHOR NAM	陳楚嵐
3MA	LING MIU CHIN	凌淼芊
3P	CHAN SZE KI	陳思琪
3P	WONG NGA MAN	黃雅雯
3PE	CHAN SHUN LING	陳洵玲
3PE	CHOW CHUNG YAN	周頌恩
3PE	HO SI WING	何思穎
3PE	LAW KA YING	羅嘉蓋
3PE	LEUNG TZE YING	梁子盈
3PE	MO YAN TUNG	巫欣桐

Speech

71st Hong Kong Schools Speech Festival Solo Verse Speaking Cantonese Girls Secondary 1 2nd Runner-up

第71屆香港學校朗誦節詩詞獨誦-粵語-女子組-中學一年級季軍

1P NGAI YUEN CHI 倪琬姿

71st Hong Kong Schools Speech Festival Solo Verse Speaking Cantonese Girls Secondary 1 Merit

第71屆香港學校朗誦節詩詞獨誦-粵語-女子組-中學一年級優良

1M WONG WING YI 黃穎怡

1M YU PAK YIU 余柏瑤

71st Hong Kong Schools Speech Festival Solo Verse Speaking Cantonese Girls Secondary 3 and 4 Merit

第71屆香港學校朗誦節詩詞獨誦-粵語-女子組-中學三、四年級優良

4P TAM MAN WAI 譚雯慧

71st Hong Kong Schools Speech Festival Solo Verse Speaking Putonghua Girls Secondary 1 and 2 Merit

第71屆香港學校朗誦節詩詞獨誦-普通話-女子組-中學一、二年級優良

1P CHEUNG WAI YING 張慧瑩

1P LAW YUEN YING 羅婉熒

1P YIM KA PO 嚴嘉寶

1PE YE XIN YI 叶欣怡

2M WANG KA WAI 王嘉慧

71st Hong Kong Schools Speech Festival Solo Prose Speaking Cantonese Girls Secondary 1 Merit

第71屆香港學校朗誦節散文獨誦-粵語-女子組-中學一年級優良

1D LAM YUEN FEI 林琬霏

71st Hong Kong Schools Speech Festival Duologue Cantonese Secondary 3 and 4 Proficiency

第71屆香港學校朗誦節二人朗誦-粵語-中學三、四年級良好

4M CHEUNG KA HEI KATHY 張嘉希

4P TSAO WING YEE 曹穎儀

71st Hong Kong Schools Speech Festival Solo Verse Speaking Putonghua Girls Secondary 1 Proficiency

第71屆香港學校朗誦節詩詞獨誦-普通話-女子組-中學一級良好

1MA LEE WING LAM 李詠霖

Sports

Inter-School Swimming Championships Division 3 (Kowloon 1) Girls B Grade 50m Breast Stroke Champion

中學校際游泳錦標賽第三組別(九龍一區)女子乙組50米蛙泳冠軍

4MA HUI TSZ CHING 許芷晴

Inter-School Swimming Championships Division 3 (Kowloon 1) Girls B Grade 100m Breast Stroke Champion

中學校際游泳錦標賽第三組別(九龍一區)女子乙組100米蛙泳冠軍

4MA HUI TSZ CHING 許芷晴

Inter-School Swimming Championships Division 3 (Kowloon 1) Girls A Grade 50m Breast Stroke 1st Runner-up

中學校際游泳錦標賽第三組別(九龍一區)女子甲組50米蛙泳亞軍

5PE SO YUEN KWAN 蘇沅均

Inter-School Swimming Championships Division 3 (Kowloon 1) Girls A Grade 100m Free Style 1st Runner-up

中學校際游泳錦標賽第三組別(九龍一區)女子甲組100米自由泳亞軍

5PE SO YUEN KWAN 蘇沅均

Inter-School Volleyball Competition Division Two (Kowloon) Girls A Grade 2nd Runner-up

中學校際排球比賽第二組(九龍)女子甲組季軍

5D MAK YAT DAISY 麥逸
5MA CHAN HO PO 陳皓宝
5PE CHOW WING JING 周穎津
5P WONG HIU WA 黃曉華
6D HUI YUEN KEE 許婉琪
6MA MAK PUI YU 麥佩如
6MA YIU SZE WAN 姚斯韻
6M LUI UEN YAU 呂宛柔
6M NG YEE KIU 吳綺嬌

Others

Statistical Project Competition for Secondary School Students 2nd Runner-up

中學生統計習作比賽季軍

3PE CHAN SUET WA 陳雪樺
3PE CHIU SIN KIU 趙善翹
3PE CHOW CHUNG YAN 周頌恩

Scholarship

HKICPA/HKABE Joint Scholarships for Secondary Schools

香港會計師公會/香港商業教育學會「企會財」獎學金

5M LO KIM WA 羅劍華

Sir Edward Youde Memorial Prizes

尤德爵士紀念基金高中學生獎

6D CHAN SIN TUNG 陳倩彤
6MA CHIU YUET HEI 趙悅希

Future Stars Upward Mobility Scholarship

「明日之星」上游獎學金

5M LI YEE LAM 李依霖

Nicola and Kenneth Bursaries

5M LO KIM WA 羅劍華

Ng Teng Fong Scholarship

黃廷方獎學金

5M FONG MOON HEI 方玟稀

Kwun Tong Outstanding Students Election Commended Award

第十四屆觀塘區傑出學生選舉-優秀學生(2018-2019年度)

3PE CHOW CHUNG YAN 周頌恩

4D LI SZE KI 李思淇

Kwun Tong Outstanding Students Election Commended Award

第十五屆觀塘區傑出學生選舉-優秀學生

5M LO KIM WA 羅劍華

Elsie Tu Education Fund - Most Improved Award Certificate of Appreciation

杜葉錫恩教育基金 - 第五屆全港青少年進步獎

2D WONG YAN TUNG 黃恩童

3D LAM WAI CHUN 林懋津

3D YEUNG YU 楊諭

Apple Daily Scholarship

第23屆蘋果助學金

6PE CHOW YUEN YING 周婉莹