



St. Catharine's School for Girls

Annual School Report 2020 / 2021

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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。

2020/2021 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 2020-21

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 2020/21 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.• About 70% of the students in each class were able to finish the pre-lesson tasks before the lessons.• Students' reading competence was reinforced.

1.1.2 School Activities

Achievements (& Programme Implementation)	Reflections (& Programme Evaluation)
<ul style="list-style-type: none">• The digital library services were reorganized as follows: 1/ Repurposed the "Library Online Catalog", focusing on library orientation and circulation services. 2/ Repurposed the Library's Google Classroom, focusing on the interaction with students. 3/ Developed and managed a new Google site as the official library website, which works as a digital repository of library's thematic exhibitions, reading recommendations and self-learning resources with	<ul style="list-style-type: none">• 68% of the students used the Library Online Catalog this year.• 97% of the students, who used the Library Online Catalog, were satisfied with this service.• 96% of the students who used the Library's Google Classroom were satisfied with this service. It is suggested that students should submit their entries and feedback of reading activities the Google Classroom.• Due to the pandemic, only three forms of students participated in the assigned online reading activities during the special reading time. Based on the

Achievements (& Programme Implementation)	Reflections (& Programme Evaluation)
<p>virtual place to archive the related reading materials, influential school-wide reading culture was developed. (Please refer to the annual report of the Library for details.)</p>	<p>observation from the librarian, all students were attentive to the tasks allocated.</p> <ul style="list-style-type: none"> • 97% of the students, who used the New Library’s Google site, were satisfied with this service. • 64% of the students, who used the Library’s Google site, found the presentation of this site is user-friendly.
<ul style="list-style-type: none"> • Reformed the “Thematic Reading Scheme” and renamed as “Book Recommendation Scheme by teachers”. It was composed of two parts: <ul style="list-style-type: none"> ➤ Junior Forms: Reading Express ➤ Senior Forms: Knowledge Hunt <p>(Please refer to the annual report of the Library for details.)</p>	<ul style="list-style-type: none"> • 50% of the students were interested in reading the books recommended by the teachers through these programmes. • 62.1% of the students understood the content of the book recommendations. • 50.5% of the students wanted to explore more about the selected themes after the book recommendations. • 55% of the students found the reading lists helpful in exploring more about the selected themes. • 48.6% of the students found that the thematic exhibitions encouraged them to borrow the books recommended. • The survey on our students’ reading habits showed that peers (61.7%) and social media (60.4%), are the top-most popular channels to get book recommendations. Only 14.4% of students would get book recommendations from parents and teachers. Therefore, peer influence would be a much effective way of reading promotion. • To improve our senior students’ ability to inquire into any research topic that they are interested in, a much more specific pathfinder bridging their studies and daily life, or even future studies has to be developed.
<ul style="list-style-type: none"> • The following whole-school level activities were cancelled or adjusted due to the class suspension: <ul style="list-style-type: none"> ➤ Task 1: Library Orientation for all teachers and students ➤ Task 2: Writer’s talk ➤ Task 3: Reading Week <p>(Please refer to the annual report of the Library for details.)</p>	<ul style="list-style-type: none"> • Task 1 was cancelled. It is suggested that user guides be developed to instruct teachers and students on how to use different online platforms and databases. Therefore, even if the orientation has to be cancelled again, library users can learn by themselves with the online materials. • Task 2 was cancelled. • For Task 3, since the reading time and afternoon lessons were cancelled, a one-off

Achievements (& Programme Implementation)	Reflections (& Programme Evaluation)
<ul style="list-style-type: none"> It was expected that subject-level and individual-level programmes would be organized by the school library to help teachers and students utilize the library resources, print and digital, to their full capacity. However, due to the pandemic, most of the collaborating activities were cancelled. (Please refer to the annual report of the Library for details.) 	<p>special reading time activity was arranged in April and May respectively for three forms. Based on the observation from the librarian during the special reading time, all students read and participated in the tasks attentively.</p> <ul style="list-style-type: none"> Although most of the collaborating activities were cancelled, the individual level events regarding eBook promotion, periodical promotion and referencing service were held. More than 90% of the students who used the eBook platform found the e-reading platforms satisfying. However, around 19% to 37% of the students have never used the platforms before, especially the Britannica Launchpacks and Rosen eBooks. This may be due to the scale of promotions and the level of complication on usage of the platform. The Britannica Launchpacks will be promoted to teachers as an extended e-reading resources for students to enrich their learning in the coming years. 97.8% of the students, who used the referencing service, were satisfied with the service provided. Guidelines on research skills will be immersed into the pathfinders, to gradually teach students to gather information and data they need efficiently. Based on the discussions with teachers who used the library's e-services, they agreed that the e-learning directory webpage on our library's Google site enriched students' learning. It is suggested that a workshop on utilizing the online e-resources on the library website be organized next year.
<ul style="list-style-type: none"> Current news sharing should have been organized in English during the Reading Time every Monday. 	<ul style="list-style-type: none"> The implementation was greatly affected by the half-day classes. Reading time was cancelled and no current news sharing was made.

Achievements (& Programme Implementation)	Reflections (& Programme Evaluation)
<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. Due to the threat of COVID-19, all school activities were suspended. Instead, the Young Academy Cantonese Opera Troupe Company Limited was invited to perform Chinese Opera for all F.4 students on 7/7/2021. 	<ul style="list-style-type: none"> Students were distributed leaflets about Cantonese Opera. 89.4% of the students responded in a post-performance online survey done on Google Classroom that they found the leaflet enabled them to know more about Chinese Opera. Students were encouraged to read more about Chinese Opera. 90.5% of them stated that they could exchange information/views with their classmates about the performances. The advisors commented that the activity promoted traditional culture and helped enhance national identity.
<ul style="list-style-type: none"> An England Study Tour in which students may be exposed to different learning methods by exchanging ideas with people of different nationalities about their favorite authors so as to develop their interest in reading was planned to be organized. Due to the threat of COVID-19, no study tour was held. Instead, a virtual summer school named EtonX held by Eton College in England was organized for 24 students in F4 & F5. Two courses titled “Creative Problem Solving Skills” or “Critical Thinking” were provided for students to choose from. Each online course lasted for 1-2 weeks. Each group was led by EtonX tutors for two of our students and 6 students of other nationalities. Our students had a chance to collaborate, socialize and debate with students from around the world. 	<ul style="list-style-type: none"> In the survey form at the end of the program, 90.9% of the participants commented that the program had improved their reading skills as they had to read extensively before each session. They learned skills of finding connections among pictures and guessing hidden assumptions through given clues. All of them agreed the programme enhanced their critical thinking or problem solving skills and English proficiency by interacting in the groups. They are more confident to interact with others in English.
<ul style="list-style-type: none"> Publication of students’ writing. 	<ul style="list-style-type: none"> Due to the threat of COVID-19, the learning time was shortened and the publication needed to be suspended. It is suggested that the publication of LAC magazine and “靈聲” 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 was in force. Teachers were expected to take at least 12 CPD hours courses in this 3-year cycle (2018/19-2020/21).	<ul style="list-style-type: none">All record forms were collected on time. However, only 95% of the teachers can fulfill the requirement under the epidemic. It is suggested that the online self-learning platform can be introduced to all teachers in the coming year.

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">During the co-planning meetings, teachers shared with each other how they used the teaching materials and what can be improved to suit the needs of their students. A very good atmosphere of professional sharing was created in each co-planning meeting.Over 90% of the teachers agreed that a culture of sharing was established and their capacity for life-long learning was enhanced. They also found such sharing very fruitful.They found that co-planning meetings provided very good chances for professional development as teachers, and were given specific time to share their good teaching practices and prepare the teaching materials together.
<ul style="list-style-type: none">All LS teachers participated in Common Lesson Preparation but the Thematic Lesson Observation was suspended due to face-to-face class suspension.	<ul style="list-style-type: none">Co-planning meetings were held only when the 9-lesson timetable was used. Thus, the co-planning meetings were not held very frequently. They only lasted for around two months in both the first term and the second term.During the co-planning meetings, teachers discussed the key concerns of the teaching topics and what materials to be used in accordance with the students' ability. Apart from the co-planning meetings, teachers mainly used e-platforms and emails to do the professional sharing. All the above materials were shared via Google Drive among teachers.

Achievements (& Programme Implementation)	Reflections (& Programme Evaluation)
<ul style="list-style-type: none"> The focus on reading / use of e-learning strategies was incorporated in the Collaborative Lesson Planning (CLP). The 2-year cycle was extended to 3-year due to the pandemic and this cycle was completed this year. 	<ul style="list-style-type: none"> One teaching and learning package with the use of e-resources or with the incorporation of reading skills were made in at least two forms.
<ul style="list-style-type: none"> T & L teachers participated in the programme ‘Design-led STEM (D-STEM) with interdisciplinary practice of Artificial Intelligence (AI) and Design’ held by Institute of Textiles & Clothing, the Hong Kong Polytechnic University (HKPolyU) 	<ul style="list-style-type: none"> 100% of attendance was achieved. The teachers concerned reflected that the programme equipped them with STEM knowledge in the T & L subject.

1.2.3 School Level

Achievements (& Programme Implementation)	Reflections (& Programme Evaluation)
<ul style="list-style-type: none"> A positive profession sharing atmosphere was established and a collaborative environment was created via the following methods: 1/ A sharing platform has been created on the school drive to promote positive professional sharing and a collaborative environment in school. 2/ Subject teachers were advised to attend subject-related e-learning seminars. 3/ A 2-hour sharing session of using Zoom and Google Classroom has been organized to teachers. 	<ul style="list-style-type: none"> Some materials used on the staff development day have been uploaded to the school drive. Teachers could access these useful materials easily. The results were encouraging. 43 e-learning seminars have been attended by subject teachers. Colleagues shared their teaching experience and challenges encountered in the lessons. The feedback from colleagues for this sharing was positive.
<ul style="list-style-type: none"> A 2-hour e-learning workshop in May, 2021 was organized on the topic of developing students’ self-directed learning skills by using the flipped classroom approach. Mr. Chung Chi Kit and Mr. Sze Sui Lam, teachers of Buddhist Kok Kwong Secondary School introduced the importance of using IT in education and the skills of using apps (such as Explain Everything, ClassDojo) and platforms (such as Loilonote) in teaching and learning. 	<ul style="list-style-type: none"> The feedback from colleagues for this workshop was encouraging. Over 80% of the colleagues agreed that the programme was useful and satisfied their needs. The content was fruitful and some reflected that teaching pace could be slower.

Achievements (& Programme Implementation)	Reflections (& Programme Evaluation)
<ul style="list-style-type: none"> In order 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 and via School Intranet. 	<ul style="list-style-type: none"> One book was borrowed this year. It is suggested that promotion of the use of the teachers' book corner by sending messages to remind colleagues from time to time or during staff meeting be done. All staff were well-informed about the Staff Development information.

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 Prayers. 	<ul style="list-style-type: none"> Positive feedback was received from most of the teachers and students. Students in general were cooperative during the morning broadcasting, and the school atmosphere was a friendly one. Morning Prayers, Bible Verses, Christian messages and sharing with a focus on Optimism and Perseverance, in line with theme of Moral and Civic Education, were delivered by the assistant chaplain and Christian teachers. 90% of the students kept quiet and paid attention. Teachers and parents in general gave positive comments on the behavior of our girls.
<ul style="list-style-type: none"> Students did not have chances to sing the theme song "Day by Day" as most of the assemblies were suspended or held in their classroom. 	<ul style="list-style-type: none"> It is hoped that assemblies could be held in the JMB Hall in the coming school year and teachers and students can sing the theme hymn together.
<ul style="list-style-type: none"> Students' spiritual well-being was developed through the 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 & studies 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.

Achievements (& Programme Implementation)	Reflections (& Programme Evaluation)
<ul style="list-style-type: none"> Students participated in the “Jockey Club Inspiring HK SportsCHAT!” programme. This programme was a Hong Kong-wide sports programme aiming to support teenage girls in doing sports, building confidence and protecting themselves. Instructors were recruited to teach Kickboxing and Yoga in two clubs. In addition, two sessions were arranged in an assembly for F.2 students in which they had a chance to share experience with HK athletes and learned stretching exercises. In the post-examination period, F.2 & F.3 students learned practical self-defense skills from professionals. The students got a chance to build better self-image and strive for optimism by engaging in regular exercise. 	<ul style="list-style-type: none"> In an online survey at the end of the programme, 92.5% of the students stated that they enjoyed the programme and 85% of them felt more confident in their own ability and found the programme had changed their attitude towards physical activities. They were particularly positive towards the Self-defense Skills Workshop held in the post-examination period with 94.5% of them enjoying the workshop. To develop students with better self-image, a workshop on nutritious diet and fitness is suggested next year. With too few club meetings this year, Yoga and Kickboxing should also be introduced next year as students were given too little time to develop skills and interests in sports.
<ul style="list-style-type: none"> Only a few social service opportunities were provided for students to learn the virtue of respect as all activities needed to be cancelled due to the epidemic. 	<ul style="list-style-type: none"> It is suggested that more social service opportunities be provided in the next school year. Students from the Guidance Service Team organized various cheering activities to cheer up students facing the challenging study environment and to create a caring and supportive school atmosphere. It was proved successful as the target groups were all delighted when they received the candies, small gifts or blessings. It was also important to launch the activity to spread the message of positivity on the school campus.
<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 jobs and frameworks for students to further explore specific jobs. 	<ul style="list-style-type: none"> A large majority (96%) of the students agreed that they had a better understanding on the nature of, as well as the attitude and quality required for different occupations. A large majority (99%) of the students found the trainers professional and friendly; and were satisfied with his/her teaching. Students became more concerned about life planning and understood their own abilities, strengths and interests.

Achievements (& Programme Implementation)	Reflections (& Programme Evaluation)
<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 was 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"> 100% of the students agreed that they had a deeper understanding of the job nature and requirements in different types of jobs.
<ul style="list-style-type: none"> The QEF project jointly organized by the school and the Christian Family Service Centre YOU CAN-Potential Exploration Unit was carried out. <ul style="list-style-type: none"> ➤ Class-based workshop ➤ Thematic activity ➤ Personal growth group 	<ul style="list-style-type: none"> The programme was completed successfully in this school year and it also marked the completion of the 2-year QEF project. With the changing situation, the schedule and the mode of the programme needed to be revised from time to time. In September 2020, the workshop was conducted online. After that, with more experience of dealing with the workshop online, the effectiveness of the activity was ensured. The positive feedback of the participants proved the suitability and effectiveness of the programme. The programme could strengthen the awareness of the importance of mental health. As the challenging situation persisted, supportive programmes are suggested in the coming year to facilitate the personal growth of the students.
<ul style="list-style-type: none"> Different kinds of work which were done by the Student Support Team to enhance home-school cooperation and support parents to provide guidance to students with SEN. For example, a support group for parents was set up; in-person interviews or phone contacts for information exchange with parents were made; student support summaries were distributed to parents to update parents about the accommodation and services arranged for the students with SEN, etc. 	<ul style="list-style-type: none"> All participants agreed that the following aspects were properly dealt with: understanding oneself, releasing stress, reflecting parent-child relationship, and overall arrangement. With the positive feedback, it is suggested that similar activities, such as support groups (mingled with parents of students with SEN and other students) or one-off parent-child fun workshops be held in the coming academic year. From face-to-face interviews and phone contact, the parents responded positively

Achievements (& Programme Implementation)	Reflections (& Programme Evaluation)
<ul style="list-style-type: none"> • Cases of students with SEN were referred to social workers, EP and ST for assessment and therapy. Individual meetings with students with SEN to understand their needs and goal setting and to review and evaluate their progress were done. • 8 tailor-made services were rendered to students with special needs on developing various skills and to enhance their perseverance in facing adversity in life and learning difficulty. (Please refer to the annual report of the Student Support Team for details.) 	<p>for the parent-school cooperation and information exchange during the school suspension period.</p> <ul style="list-style-type: none"> • The parents expressed that the summary could let them understand the training their children received at school. However, feedback from parents could not be collected as the Parents' Day was cancelled. It is suggested that if the Parents' Day is cancelled again, a Google Form to collect feedback will be designed for parents to evaluate the effectiveness of the work done. • The assistance rendered to the needy students was more comprehensive. • The tailor-made services could meet the success criteria set in the annual plan of the Student Support Team. • Positive feedback was received from the students and the parents concerned.
<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 or online learning, 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"> • 58 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. Two new clubs, namely Kickboxing and Health-Yoga, were introduced. With too many activity periods cancelled, the students had little chance to develop their interest in these. These two activities are suggested next year. • Throughout the year, only 6 activity periods out of 19 were successfully held. To comply with the regulation of prohibition of group gathering, all lunchtime and after school activities were suspended. The situation for students to enjoy school activities is far from satisfactory. These posed great challenges for the teacher advisors and student leaders in planning appropriate activities and students could hardly develop their interest and enjoy school life. • Different demonstrations, namely Chinese Opera, Self-defensive skills, SPCA Life Education – Respect for animals and Grooming Workshop, were arranged in the post-examination period. In general, the students enjoyed the activities. 100% of the F.1 students found that the SPCA workshop enlightened them the importance of respecting life.

Achievements (& Programme Implementation)	Reflections (& Programme Evaluation)
<ul style="list-style-type: none"> • A 1-hour sharing session in March 2021 was held on the topic of supporting students' need. It was co-organized with the Student Support Team and conducted by Ms. Karen Ng, the Speech Therapist and Ms. Connie Tsang, the Educational Psychologist. • Two 2-hour workshops were held in March and May, 2021 respectively on the topic of supporting students' mental health. They were conducted by the social worker from the Christian Family Service Centre under the QEF project "Create our Joy Space--Joyful@School Application". 	<ul style="list-style-type: none"> • Over 82% of the staff were satisfied with the event. They were enriched with the ways and procedures to identify and support students with special needs. • Over 80% and 60% of the staff were satisfied with the events held in March and May respectively. They were enriched with the strategies and techniques to enhance positive emotional intelligence.

St. Catharine's School for Girls

Financial Summary (2020-2021)

	Income \$	Expenditure \$
Balance B/F (Government Funds and School Funds)	17,973,010.22	
I. GOVERNMENT FUNDS		
(1) EOEBG	9,444,738.80	8,102,740.34
(2) Grants outside OEGB	61,150,536.18	57,000,435.45
(3) Others	380,236.25	375,819.20
Sub-total:	70,975,511.23	65,478,994.99
II. SCHOOL FUNDS (GENERAL FUNDS)		
(1) Tong Fai, sundry income etc.	510,968.94	408,345.45
(2) Non-standard Educational Resources Charges	10,799.67	95,332.81
Sub-total:	521,768.61	503,678.26
Total income & expenditure	71,497,279.84	65,982,673.25
Total Surplus / (Deficit) for 19/20 school year	5,514,606.59	
Amount refundable to Education Bureau	(1,165,119.63)	
Accumulated Surplus as at the end of 19/20 school year	22,322,497.18	

St. Catharine's School for Girls

Report for Capacity Enhancement Grant (CEG) (2020-2021)

	\$	\$
<u>Income</u>		
Grant received		638,461.00
 <u>Less: Expenditure:</u>		
Enhancement Programme in Chinese	0.00	
Enhancement Programme in English	72,400.00	
Enhancement Programme in Mathematics	0.00	
Training for Speech Festival - English	0.00	
Training for Speech Festival - Chinese	15,300.00	
Training on Study Skills	0.00	
Tutorial Classes for F.1 to F.3 Students	34,650.00	
Whole Person Development Programmes	22,730.00	
Part-time Coaches for the School Teams	20,000.00	
One Contract Teacher	438,480.00	
Part-time Helpers - Subject Panels & Functional Groups	<u>10,000.00</u>	
		<u>613,560.00</u>
Surplus / (Deficit) for the year		<u><u>24,901.00</u></u>

St. Catharine's School for Girls

Report for Career and Life Planning Grant (CLPG) (2020-2021)

	\$	\$
<u>Income</u>		
Surplus brought forward from previous year		32,958.90
Grant received		<u>642,000.00</u>
		674,958.90
 <u>Less: Expenditure:</u>		
One Contract Teacher	459,180.00	
Activities for students	32,424.00	
Transportation	<u>160.00</u>	
		<u>491,764.00</u>
Surplus carried forward to next year		<u><u>183,194.90</u></u>

St. Catharine's School for Girls
Report for Composite I. T. Grant (CITG) (2020-2021)

	\$	\$
<u>Income</u>		
Grant Received		552,036.00
<u>Less: Expenditure</u>		
Internet Connection Fee	70,883.00	
IT related consumables	343,505.01	
Maintenance Services for IT facilities procured by government funds	<u>64,260.00</u>	
		<u>478,648.01</u>
Surplus / (Deficit) for the year		<u><u>73,387.99</u></u>

St. Catharine's School for Girls

Report for

Moral and National Education Subject Support Grant (MNESSG) (2020-2021)

	\$	\$
<u>Income</u>		
Surplus brought forward from previous year		221,440.60
Less: Expenditure:		
Activities for students	<u>10,500.00</u>	<u>10,500.00</u>
Surplus carried forward to next year		<u><u>210,940.60</u></u>

St. Catharine's School for Girls

Report for

Senior Secondary Curriculum Support Grant (SSCSG) (2020-2021)

	\$	\$
<u>Income</u>		
Surplus brought forward from previous year		435,107.81
Grant received		<u>963,000.00</u>
		1,398,107.81
<u>Less: Expenditure:</u>		
One Contract Teacher	438,480.00	
One Teaching Assistant	<u>203,144.52</u>	
		<u>641,624.52</u>
Surplus carried forward to next year		<u><u>756,483.29</u></u>

St. Catharine's School for Girls
Report for
Student Activities Support Grant (SASG) (2020-2021)

	\$	\$
<u>Income</u>		
Grant Received		184,600.00
Less: Expenditure:		
Speech Festival	<u>1,187.50</u>	<u>1,187.50</u>
Surplus carried forward to next year		<u><u>183,412.50</u></u>

School-based After-School Learning and Support Programmes

Annual Report 2020-2021

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

Name of Person-in-charge : Miss So Wing Yan, 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	0	N/A	N/A	0	N/A	N/A	No grant was used as the programmes were cancelled to reduce exposure via non-essential gathering.
2. Art & Aesthetic Programme	0	N/A	N/A	0	N/A	N/A	
4. Open Eye, open mind - Study	0	N/A	N/A	0	N/A	N/A	
Total Expenditure:				\$0			

Life-Wide Learning (LWL) Report from TICs (20-21)

[Category 1: Organization of Activities]

Clubs / Committee / Activities	Subsidies expensed
Beauty Club	\$ 4,080.00
Pottery Club	\$ 4,500.00
Rope-skipping Club	\$ 12,600.00
Chinese Opera Demonstration for F.4	\$ 5,900.00
SPCA Virtual talk “Respect for Life Begins with Concern for Animals”	\$ 1,000.00
Interview Manner and Basic Make-up Demonstration for F.5	\$ 2,000.00
EtonX Online Summer School for F.4 & F.5	\$ 71,712.00
Summer Interest Class_ Coffee Brewing and Latte Art	\$ 10,200.00
Summer Interest Class_ Woodcraft	\$ 32,000.00
Summer Interest Class_ Ukulele	\$ 3,840.00
Summer Interest Class_ Pottery	\$ 9,600.00
Yoga Class	\$ 2,449.50
Kickboxing Class	\$ 2,449.50
STEM Committee - F.1 AI motor car workshop and Competition	\$ 25,300.00
STEM Committee - The 3rd SKH Secondary Schools 3D-printed Robot Competition	\$ 24,700.00
STEM Committee - 2020-21 FIRST Lego League Challenge	\$ 17,641.00
Science Department	\$ 1,300.00
Dance Club	\$ 1,462.50
Table-tennis Team	\$ 16,676.00
Badminton Team	\$ 10,089.00
Total	\$ 259,499.50

Category 2: Grand Total: \$880 + \$1,038 + \$46,100 + \$17,600 + \$1,480 + \$68096.22 + \$49,413.05 + \$46,100 = **\$184,607.27**

【Category 1 + Category 2 = \$444,106.77】

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: Beauty Club (TIC: Lo KY & Ho SF)	<p>Details: Skin care and grooming workshop from 14/10/2020 to 11/11/2020 & 26/5/2021. 10 F.3 students and 7 F.4 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> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To cater for students' diversified interest and needs 2. To enable students to get hands-on experience in being beauticians. <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><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"> • 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 and facial mask. • The workshop also aims at providing voluntary service to the elderly, but due to school suspension, it is not executed. 	<p>16 lessons of workshop should be offered in this school year, however, due to the school suspension, only 4 lessons has been conducted. (14/10, 21/10, 4/11 & 11/11)</p> <p>Beauty Club Training Course Fee: \$60 per lesson / per student</p> <p>\$60 × 4 lessons × 17 students = \$4,080</p> <p><u>Total fees:</u> \$4,080</p> <p><u>Subsidies expensed:</u> \$4,080</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
CCA: Pottery Club (TIC: Wong LWS)	<p>7/10/2020 to 12/11/2020 & 26/5/2021</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To cater for students' diversified interests and needs. 2. To engage students in learning arts in an authentic context. <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 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><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"> • Students were able to learn from a professional tutor in pottery. They attended the lectures attentively. • Students learnt techniques such as pinching, coiling and glazing. • Students have finished two ceramics after the lessons. 	<p>Coach Fee (materials included)</p> <p>\$150 × 5 lessons × 6 students = \$4,500</p> <p><u>Total fees:</u> \$4,500</p> <p><u>Subsidies expensed:</u> \$4,500</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
CCA: Rope Skipping Team (TIC: Lo KY & Mr. Kwan CY)	<p>Details: 37 F.1-F.6 students participated in Rope Skipping Team. (Due to school suspension, the course was cut short from 25 sessions (1hr 30 mins per session) to 18 sessions (45 mins per session). All competitions in the territory are cancelled.)</p> <p>Objectives:</p> <ol style="list-style-type: none"> 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. <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: To take part in various competitions)</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"> • 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. • Online lessons were conducted in 2021-2021. Team spirit was maintained in this period in which most extra-curricular activities cannot be carried out. 	<p>18 sessions (45 mins per session) were conducted.</p> <p>(i) $\\$1,400 \times \frac{1}{2} \times 18 = \\$12,600$</p> <p>(ii) $\\$12,600 \div 37$ students = \$341</p> <p>Total fees: \$341 per student</p> <p>Subsidies expensed: \$341 per student</p> <p>Total: $\\$341 \times 37$ students = <u>\$12,600</u></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
Chinese Opera Demonstration for F.4 (CCA) (TIC: Lo KY & Ng WY)	<p>The Young Academy Cantonese Opera Troupe was invited to demonstrate operatic singing, body movements from 10am – 11am on 7/7/2021.</p> <ol style="list-style-type: none"> To develop students a sense of belonging to HK and China through intangible links to cultural heritage. To enable the students to understand the value and pressing need of preserving and conserving local heritage. To enable the students to gain delight, enjoyment and satisfaction through appreciating performing arts. <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 promote national identity by promoting traditional Chinese culture.</u>)</p>	<p><input 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 type="checkbox"/> S: Community Service</p> <p><input type="checkbox"/> C: Career-related Experiences</p>	<ul style="list-style-type: none"> The students were attentive during the activity. Some students took an active part in trying out Chinese opera techniques on stage. At the end of the performance a survey Google Form was sent as results were encouraging as follows: 94.1% of the students enjoyed the event. 97.6% of them agreed that the performance helped them to realize the importance of preserving local culture. 	<p><u>Total fees:</u> \$5,900</p> <p><u>Subsidies expensed:</u> \$5,900</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
SPCA Virtual talk “Respect for Life Begins with Concern for Animals” (CCA) (TIC: Lo KY & Ngan MP)	<p>SPCA was invited to hold a virtual talk with all F1 students from 11am – 12 noon on 13/7/2021.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To cultivate the students a respect for life and love of animals. 2. To help raise awareness of animal welfare issues. 3. To enable the students to become more considerate and caring by respecting lives. <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><input type="checkbox"/> I: Intellectual Development</p> <p><input checked="" 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 type="checkbox"/> C: Career-related Experiences</p>	<ul style="list-style-type: none"> • The students were attentive during the activity. Some students actively raised questions at the end. After the performance a survey was sent to collect students’ opinions towards the activity. • 100% of the F.1 students found the SPCA workshop enlightened them the importance of respecting life while adopting animals. 	<p><u>Total fees:</u> \$1,000</p> <p><u>Subsidies expensed:</u> \$1,000</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
Interview Manner and Basic Make- up Demonstration for F.5 (CCA) (TIC: Lo KY & Ng WY)	<p>CMM Monita Academy was invited to demonstrate applying basic make-up and grooming techniques for all F5 students online from 10am – 12noon on 13/7/2021.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To empower the students with confidence attending interviews. 2. To enable the students to enhance their first impression and visual effectiveness. 3. To equip the students with the necessary skills at workplace. <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 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><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 checked="" type="checkbox"/> C: Career-related Experiences</p>	<ul style="list-style-type: none"> • The students were attentive during the activity. Students raised questions at the end of the activity. After the demonstration, a survey Google Form was sent as results were encouraging as follows: <ul style="list-style-type: none"> ➤ 93.7% of the students found the workshop gave them insights to of the importance of maintaining good manner in interviews. 94% of them found practical tips for them to prepare for interviews. 83.8% of them were more confident in attending interviews in the future. 93% of them were satisfied with the workshop. 	<p><u>Total fees:</u> \$2,000</p> <p><u>Subsidies expensed:</u> \$2,000</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
EtonX Online Summer School for F.4 & F.5 (CCA) (TIC: Lo KY & Ng WS)	<ul style="list-style-type: none"> 24 students from F4 & F5 applied for EtonX Online Virtual Classes. Two courses titled “Creative Problem Solving Skills” or “Critical Thinking” were provided for students to choose from. Each online course lasted for 1-2 weeks led by EtonX tutors for two of our students and 6 students of other nationalities. Our students had a chance to collaborate, socialize and debate with other students from around the world. <p>Objectives:</p> <ol style="list-style-type: none"> To empower the students with confidence interacting with native speakers. To improve the students reading skills. To nurture them with generic skills of problem solving or creative thinking. <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 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><input checked="" 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 type="checkbox"/> S: Community Service</p> <p><input checked="" type="checkbox"/> C: Career-related Experiences</p>	<ul style="list-style-type: none"> The students were attentive during the activity. Students raised questions at the end of the activity. After the demonstration, a survey Google Form was sent as results were encouraging as follows: <ul style="list-style-type: none"> ➤ In the survey form at the end of the program, 90.9% of the participants commented that the program had improved their reading skills as they had to read extensively before each session. They learned skills of finding connections among pictures and guessing hidden assumptions through given clues. All of them agreed the program enhanced their critical thinking or problem solving skills and English proficiency by interacting in the group. They are more confident to interact with others in English. 	<p>Fee / student: \$2,988 × 24 students</p> <p><u>Total fees:</u> \$71,712</p> <p><u>Subsidies expensed:</u> \$71,712</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
Summer Interest Class_ Coffee Brewing and Latte Art (CCA) (TIC: Lo KY & Ng WY)	<p>6 sessions of coffee brewing and café latte art were introduced from 21st July to 8th Aug, 2021. It was held in My Flavour Coffee Studio.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To cater for students' diversified interests and needs. 2. To nurture students with different talents. 3. To provide hands-on experience of being a barista. <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 checked="" 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><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 type="checkbox"/> S: Community Service</p> <p><input checked="" type="checkbox"/> C: Career-related Experiences</p>	<ul style="list-style-type: none"> • The students were attentive during the activity. All students attended the workshop with 85% attendance. After the workshop, a survey Google Form was sent as results were encouraging as follows: <ul style="list-style-type: none"> ➤ 100% of the participants found the program had developed them the talent of coffee brewing and latte art. 89% of them found the program giving them insights in future career planning. 	<p><u>Total fees:</u> \$10,200</p> <p><u>Subsidies expensed:</u> \$10,200</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
Summer Interest Class_ Woodcraft (CCA) (TIC: Lo KY & Tong NLK)	<p>5 sessions of woodcraft workshop were introduced from 21st July to 18th Aug, 2021. It was held in Woodwise Studio.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To cater for students' diversified interests and needs. 2. To nurture students with different talents. <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 checked="" 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><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 checked="" type="checkbox"/> C: Career-related Experiences</p>	<ul style="list-style-type: none"> • The students were attentive during the activity. All students attended the workshop with 85% attendance. After the workshop, a survey Google Form was sent as results were encouraging as follows: <ul style="list-style-type: none"> ➤ 100% of the participants found the program had developed them the talent in woodcraft. 85% of them found the program giving them insights in future career planning. 	<p><u>Total fees:</u> \$32,000</p> <p><u>Subsidies expensed:</u> \$32,000</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
Summer Interest Class_ Ukulele (CCA) (TIC: Lo KY)	<p>8 sessions of ukulele course were introduced from 20th July to 13th Aug, 2021. Parkland arranged a tutor to teach the students.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To cater for students' diversified interests and needs. 2. To nurture students with different talents. 3. To arouse students' interest in music appreciation. <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 checked="" 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><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 checked="" type="checkbox"/> C: Career-related Experiences</p>	<ul style="list-style-type: none"> • The students were attentive during the activity. All students attended the workshop with 85% attendance. After the workshop, a survey Google Form was sent as results were encouraging as follows: <ul style="list-style-type: none"> ➤ 100% of the participants found the program had aroused them the interest in ukulele. All of them agreed that the program inspired them the importance of perseverance in achieving excellence. 	<p><u>Total fees:</u> \$3,840</p> <p><u>Subsidies expensed:</u> \$3,840</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
Summer Interest Class_ Pottery (CCA) (TIC: Lo KY)	<p>8 sessions of Pottery Course were introduced from 20th July to 14th Aug, 2021. Potter Fun was invited to provide such service.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To cater for students' diversified interests and needs. 2. To engage students in learning arts in an authentic context. <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 checked="" 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><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 checked="" type="checkbox"/> C: Career-related Experiences</p>	<ul style="list-style-type: none"> • The students were attentive during the activity. All students attended the workshop with 85% attendance. After the workshop, a survey Google Form was sent as results were encouraging as follows: <ul style="list-style-type: none"> ➤ 100% of the participants found the program had aroused them the interest in ukulele. All of them agreed that the program inspired them the importance of perseverance in achieving excellence. 	<p><u>Total fees:</u> \$9,600</p> <p><u>Subsidies expensed:</u> \$9,600</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
Yoga Class (CCA) TIC: Lo KY & Yeung YWY	<p>To subscribe to a course from SportsChat Program during activity periods from 7/10/2020 to 12/11/2020 & 26/5/2021.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 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. <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><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"> • The students were attentive during the activity. All students attended the course with 97% attendance. • The teachers-ic commented that the instructor gave clear instruction and could arouse students' interest in yoga and developing them a positive life style. 	<p><u>Total fees:</u> \$2,449.50</p> <p><u>Subsidies expensed:</u> \$2,449.50</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
Kickboxing Class (CCA) TIC: Lo KY & So SM	<p>To subscribe to a course from SportsChat Program during activity periods from 7/10/2020 to 12/11/2020 & 26/5/2021.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 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. <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><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"> • The students were attentive during the activity. All students attended the course with 97% attendance. • The teachers-ic commented that the instructors gave clear instructions and could arouse students' interest in kickboxing and developing them a positive life style. 	<p><u>Total fees:</u> \$2,449.50</p> <p><u>Subsidies expensed:</u> \$2,449.50</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
STEM Committee (TIC: Mak KK)	<p>F.1 AI motor car workshop and competition.</p> <p>Time period Nov 2020- April 2021</p> <p>No. of participant (student helper): 15</p> <p>Level of participant: F.4-5</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. 6 hours student helper training workshop for STEM Society committee members to learn the application of micro: bit and Huskylens (AI camera) in designing of motor car. 2. To allow students to learn the programming technique to control AI vision sensor to detect objects, faces and colors. 3. Training workshop for F.1 applicants with the help of student helpers. 4. To carry out internal competitions to promote STEM education. <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><input checked="" 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 type="checkbox"/> S: Community Service</p> <p><input type="checkbox"/> C: Career-related Experiences</p>	<ul style="list-style-type: none"> • Students helpers had joined the 2 hours-training workshops. • The training workshops covered the learning of programming in micro:bit and the production of motor car. • Due to pandemic, the training workshops and the competition in the second term were cancelled. • All student helpers agreed that the training workshops were useful in guiding their future teaching of the technique to F.1 students. 	<p><u>Actual Expenses :</u> \$25,300 (Training workshop, teaching materials and equipment)</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
STEM Committee (TIC: Mak KK)	<p>The 3rd SKH Secondary Schools 3D-printed Robot Competition</p> <p>Objective:</p> <ol style="list-style-type: none"> 1. Training workshops for students to learn the programming skills of AI machine, including control AI vision sensor to detect objects, faces and colors. 2. To allow students to learn the techniques of 3D printing using various 3D drawing software (e.g. Tinkercad and SketchUp etc.) <p>Time period May-July 2021</p> <p>No. of participant: 3 Level of participant: F.4</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 type="checkbox"/> Others (specify: _____)</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 type="checkbox"/> C: Career-related Experiences</p>	<ul style="list-style-type: none"> • Students joined the competition. • All of them agreed that they found the activity interesting and inspiring. Also, they were able to learn the interdisciplinary skills in controlling AI vision sensor to detect objects, faces, and colors. 	<p>Actual Expenses: \$15,000 (Training fee) + \$9,700 (Materials for competition) = \$24,700</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
STEM Committee (TIC: Mak KK)	<p>2020-21 FIRST Lego League Challenge</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To develop students' programming and engineering skills through building Lego robots. 2. To allow students to gain real-world problem-solving experiences through a guided, global robotics program. 3. To allow students to engage in hands-on STEM experiences, building confidence, growing their knowledge and developing habits of learning. <p>Time period March-July 2021</p> <p>No. of participant: 4 Level of participant: F.4</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 type="checkbox"/> Others (specify: _____)</p>	<p><input checked="" 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 type="checkbox"/> S: Community Service</p> <p><input type="checkbox"/> C: Career-related Experiences</p>	<ul style="list-style-type: none"> • Students joined the competition. • All of them agreed that they found the activity interesting and inspiring. • More than half of them thought that the competition was challenging and hoped that more training could be provided. • Students agreed that their programming skills and presentation skills were consolidated through the Lego competition. 	<p><u>Actual expenses:</u></p> <p>\$17,641</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
Science Department (TIC: Mak KK)	<p>Name of activity: Molecular gastronomy workshop</p> <p>Objectives: 1. An after-school workshop in STEM week. 2. To investigate how chemical reactions transform the physical properties of food e.g. spherification. 3. To allow students to explore and apply scientific concepts in daily life examples.</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>	<input checked="" 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"> The teaching materials were well set. 	<p><u>Actual expenses:</u> \$1,300 (teaching materials)</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 (TIC: Chu WY)	<p>Details: 3 club meetings were held from 14/10/2021 to 11/11/2021. 21 F1 to F5 students joined the activity.</p> <p>Objectives: 1. To develop students' interest and realize their talents in dancing. 2. To improve students' physical strength.</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 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>	<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 was over 90% Students' physical strength has been improved. Students were enthusiastic in the lessons. 	<p>3 sessions Oct to Nov 2021 Course Fee: \$1,462.5</p> <p>\$1,462.5 / 21 students = \$69.6 per student</p> <p><u>Total fees:</u> \$69.6 per student</p> <p><u>Subsidies expensed:</u> \$69.6/ student</p> <p><u>Total: \$1,462.5</u></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
Table-tennis Team (TIC: Tam YS)	<p>Details: Table-tennis training from 23/9/2020 to 29/5/2021. 10 F.2-6 students joined the training programme.</p> <p>Objectives: 1. To improve the skills in table-tennis. 2. To enhance their confidence in competitions.</p> <p>Key functions (can check more than 1 box): <input 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 improve students' performance in any related competitions.</u>) </p>	<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 100%. Students were able to improve ball serving, defensive and offensive skills. In addition, the programme helped players' to stabilize their psychological state and adjustment countermeasures. Due to the limitation of quota, 2 students were selected to join "All Hong Kong Schools Jing Ying Table Tennis Tournament 2020". They advanced to the second round and had an actual combat experience. 	<p>34 sessions Sept. 2020 to May 2021</p> <p>Course Fee: \$15,300 Booking LCSD Venues Fee: \$1,376</p> <p>$\\$(15,300 + 1,376) / 10 \text{ students} = \\$1,667.60 \text{ per student}$</p> <p><u>Total fees:</u> \$1,667.60 per student</p> <p><u>Subsidies expensed:</u> \$1,667.60 / student</p> <p><u>Total: \$16,676</u></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
Badminton team (TIC: Chow YH)	<p>Details: Badminton team training</p> <p>15 F2-5 students joined the team training</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To cater for students' diversified interest and needs 2. To enhance their performance in possible competitions <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 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><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"> • Attendance is over 90%. • Instructor gave positive comment on the learning attitude of all students. 	<p>17 sessions from Jun-Aug 2021</p> <p><u>Court fee:</u> \$1,144 (Shui Wo Street Sports Centre) (July 2021 – August 2021 – Monday & Saturday) \$695 (Shui Wo Street Sports Centre) (Jun 2021 – August 2021 – Monday & Saturday)</p> <p><u>Coach fee:</u> \$8,250 (July 2021 - Aug 2021)</p> <p><u>Subsidies expensed:</u> \$(1,144+695+8,250) = \$10,089</p>
Grand Total for Category 1:				\$259,499.50

Life-Wide Learning (LWL) Report 2020-2021

[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 × price of each purchase
CCA Summer Interest Class (TIC: Lo KY)	Ukulele	- For summer ukulele class	220×4 Total: \$880
AYP (TIC: Lo KY & Li CY)	1 Set of Cook Set & Gas Stove	- For club members to take part in expedition.	Total: \$1,038 / set
Science department (TIC: Mak KK)	Veative VR headset	- In-school VR course: interactive module of riding roller coaster and Launching of rocket for space exploration	Headset: \$30,100 Licenses: \$16,000 Total: \$46,100
	Lego education sets and Renewable Energy Add-on Set	- Use to build solar powered robots and several models to solve daily-life problems, such as light detector	Lego education sets: $4,960 \times 2 = \$9,920$ Renewable Energy Add-on Sets: $1536 \times 5 = \$7,680$ Total: \$17,600
IT department (kept in Rm 21) (TIC: Fung HH, Lao TK)	Tools and material for competition	- For preparing the robot for competition (Robofest).	\$1,480

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 × price of each purchase
News and Media (TIC: Cheung TY)	<ul style="list-style-type: none"> - Laptop computers - Video Camera & accessories - Video Mixer - Audio Mixer - Wireless Microphone - Chorus Microphone - Cables& accessories (for connection) 	<ul style="list-style-type: none"> - for school TV - for video taking and editing - for publish of school magazine 	<ul style="list-style-type: none"> - 5 Laptop computers (Total: \$44,005) - Tripod \$1,474.48 - Video Mixer \$4,276 - Audio Mixer \$10,800 - Wireless Microphone \$4,280 - Chorus Microphone \$733.02 - Cables & accessories \$2,527.72 <p>Total: \$68,096.22</p>
Photography Club (TIC: Cheung TY)	<ul style="list-style-type: none"> - Camera & accessories - Aerial Camera - SD Card 	<ul style="list-style-type: none"> - for photography course 	<ul style="list-style-type: none"> - Camera & accessories (1 set) \$ 38,418.42 - Video Camera \$ 10,315.63 - SD Card \$679 <p>Total: \$49,413.05</p>
Sub-total:			\$ 184,607.27

St. Catharine's School for Girls
Report for
Life-Wide Learning Grant (LWLG) (2020-2021)

	\$	\$
<u>Income</u>		
Surplus brought forward from previous year		1,093,846.00
Grant received		<u>1,419,870.00</u>
		2,513,716.00
Less: Expenditure:		
Leadership Training	0.00	
Activities for students	259,499.50	
Study Tours	0.00	
Procurement of Equipment	<u>184,607.27</u>	
		<u>444,106.77</u>
Surplus carried forward to next year		<u><u>2,069,609.23</u></u>

Annual Report on Learning Support Grant (2020-21)

Course 1 (5.1.1)

Title:	Tutorial and Learning Skills Groups
Objectives:	<p>To help the students concerned with the following foci:</p> <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 3. Students with weak academic foundations and study skills
Target:	22 students (F.1 to F.6)
Background:	<ol style="list-style-type: none"> 1. The students with different special educational needs 2. Cases referred by social workers who need assistance for study skills
Duration and Venue:	<ol style="list-style-type: none"> 1. Six 90-minute tutorials from October to November 2020, four tutorials from February to March 2021, and four tutorials from May to June 2021 (for 9 students) 2. Two subject-based study groups were arranged for senior form: one group for F6 BAFS (3 students, six 90-minute tutorials), one for F4 Liberal Studies (3 students, eight 90-minute tutorials) 3. Regular weekly 90-minute tutorials for F1 (3 students), F2 (2 students) and F3 (3 students) in the second term
Evaluation:	<ol style="list-style-type: none"> 1. All students participated in the Tutorial and Learning Skills Groups found the assistance helpful. 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:	\$51,240

Course 2 (5.1.2)

Title:	Executive Function Group
Objectives:	<p>To help the students concerned with the following foci:</p> <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. Eight sessions from October 2020 to May 2021 (10 hours in total) 2. On school campus
Evaluation:	<ol style="list-style-type: none"> 1. The students showed motivation to participate in the group. 2. The students learnt communication skills and various executive functions such as working memory and emotion regulation through board games and campus orienteering. 3. Eighty percent of the participants showed enthusiastic participation. They all expressed that they had acquired skills in focusing themselves when they are ever distracted in learning setting or in everyday life. One participant gave neutral feedback.
Expenditure:	\$9,500

Course 3 (5.1.3)

Title:	Western Calligraphy Group
Objectives:	<p>To help the student concerned with the following foci:</p> <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:	5 students (F.2 to F.4)
Background:	<ol style="list-style-type: none"> 1. The students are not able to manage stress and emotions well 2. The students who participated in the previous year are invited to join
Duration and Venue:	<ol style="list-style-type: none"> 1. Four 90-minute sessions from February to March 2021 (Due to COVID-19, the activity originally scheduled to be carried out at school could not be carried out. Instead, it was held online.) 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. 2. 100% of the participants showed enjoyment to the class and stay focused.
Expenditure:	\$13,020

Course 4 (5.1.4)

Title:	Board Games Communication Skills Group
Objectives:	<p>To help the students concerned with the following foci:</p> <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 practice their social skills
Target:	9 students (F.1 to F.2)
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. Two 180-minute sessions in April 2021 2. Christian Family Service Centre Headquarter, Kwun Tong
Evaluation:	<ol style="list-style-type: none"> 1. More than 80% of the participants expressed that they learnt interpersonal skills which are applicable to their everyday life, and over 80% showed enjoyment to the group activity. 2. The social workers brought and enhanced the awareness of importance of human relationship and group work etiquette.
Expenditure:	\$7,200

Course 5 (5.1.5)

Title:	Life Planning: Project Bridge
Objectives:	<p>To help the students concerned with the following foci:</p> <ol style="list-style-type: none"> 1. To help students understand their own strengths and weaknesses 2. To help students explore their possible future career 3. To provide chances for students to experience the skills needed for different jobs
Target:	8 students (F.3 to F.5)
Background:	<ol style="list-style-type: none"> 1. Students who are going to select subjects in F4 for their future 2. Senior form students who are going to choose their major in universities
Duration and Venue:	<ol style="list-style-type: none"> 1. Five 90-minute sessions from December to April 2021 to experience jobs including: magician, occupational therapist, illustrator, barista and bartender. 2. One 60-minute individual career counselling service.
Evaluation:	<ol style="list-style-type: none"> 1. The students showed enthusiasm in the job shadowing and experiences. 2. Comparing to the pre-test, the evaluation showed that they learnt about their own strengths and weaknesses much better (about 20% increase in the score).
Expenditure:	\$21,611.90

Other expenses

5.1.6 Parent activity	<p>A parent relaxation group was carried out in October and November, 2020. There were four 1.5-hour sessions held on Saturday afternoons. Relaxation activities such as making hand cream and drawing zentangle were held. The feedback was very positive. Participants showed 100% agree to the following aspects: understanding oneself, releasing stress, effective in reflecting parent-child relationship, and overall arrangement.</p> <p>Expenditure: \$533.30</p>
5.1.7 Parent-child activity: Sand drawing workshop	<p>A 1.5-hour workshop was conducted for parents and their child with SEN. Among the 6 participants, 100% agreed that the activity made them feel relaxed, among them, 80% expressed that they felt extremely engaged in the activity.</p> <p>Expenditure: \$3,460</p>
5.1.8 Indigo Dyeing workshop	<p>Ten F.3 students were invited in the post-exam activity of dyeing a handkerchief into indigo colour. Among the 7 students who filled in the evaluation form, over 80% of them expressed that they found the activity help them relax and enjoyed the making process.</p> <p>Expenditure: \$2,000</p>
5.1.9 Resources for professional development for staff	<p>Two books related to understanding and dealing students of special educational needs were purchased and shelved outside the staff room for professional development.</p> <p>Expenditure: \$200</p>
5.1.10 Learning support and counselling tools	<p>Cheer-up cards, stationery and motivational quotes were purchased and packed into little gift packages to give support to the students with SEN during the school suspension period right before the First Term Examination.</p> <p>Expenditure: \$614.30</p>

5.1.11 Resources (others)	<p>Digital clocks, cabinet to house examination scripts for SEA, USB for document storage and SEA storage of listening soundtrack, etc. where purchased.</p> <p>Expenditure: \$855.70</p>
5.1.12 Hiring of Teaching Assistant (0.5)	<p>A Teaching Assistant with half of the duty related to Student Support was hired from January to June 2021. The duties include:</p> <ol style="list-style-type: none"> 1) conducting tutorial classes for struggling students weekly; 2) supporting special examination arrangements; 3) preparing documents such as student support summary; 4) data entry and research on resources supporting students with SEN (books, teaching aids, online resources, etc.) <p>Expenditure: \$65,025</p>

Evaluation Report on DLG-funded Other Programmes (Gifted Education) 2020 - 2021

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:	Three Form 5 students were accepted. They completed the programme.
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 three students during winter. 2. On the campus of The Chinese University of Hong Kong
Evaluation:	<ol style="list-style-type: none"> 1. The attendance of the three students was 100%. 2. 100% of the participants recognized the course helped them with enriching their understanding about Mathematics. 3. 100% of the participants recognized the course stimulated their learning in Mathematics. 4. 100% of the participants recognized the tutor was well-prepared in general. 5. 100% of the participants recognized the tutor's presentation was good. 6. 100% of the participants recognized the duration of the course was appropriate. 7. 100% of the participants agreed the course was well-organized. 8. 100% of the participants agreed the course content was interesting. 9. 100% of the participants agreed they could manage the problems taught. 10. 100% of the participants agreed to join similar courses in the future. 11. Judging from the reflections of students, the course has benefited the students and is worth attending.
Expenditure:	HKD 12,030

Evaluation Report on DLG-funded Other Programme (Gifted Education) 2020-2021

Technology and Living

Title:	3D Virtual Fashion Design Workshop (12 hours)																								
Objectives:	<ul style="list-style-type: none"> To learn the use of 3D CAD to make pattern drafts faster. To learn the making of 3D Virtual Fashion Design and sew the pattern drafts together. To learn more about Fashion Design by using computers. To enrich students' design folio of the SBA. 																								
Deliverables:	<ul style="list-style-type: none"> To demonstrate the skills of CLO (a design software) 																								
Target:	S.5 and S.4 students (total: 13)																								
Selection Mechanism:	Students were nominated by the Technology and Living teacher according to the performance of the first term examination. F.4's and F.5's score was higher than or equal to 48 and 51 marks respectively.																								
Duration and Venue:	A two-day course was conducted on 16 & 19/7/2021 and in the Clothing Industry Training Authority.																								
Evaluation:	<p>The following table showed the evaluation of the training course</p> <p>1. The training session (the highest is 6 and the lowest is 1)</p> <table border="1"> <thead> <tr> <th>Criteria</th><th>Average of rating</th></tr> </thead> <tbody> <tr> <td>Relevant to my studies</td><td>5.8</td></tr> <tr> <td>Useful for my studies</td><td>5.8</td></tr> <tr> <td>Well-conducted</td><td>5.4</td></tr> <tr> <td>Demanding</td><td>5.5</td></tr> <tr> <td>My objectives are achieved</td><td>5.8</td></tr> </tbody> </table> <p>2. The trainers</p> <table border="1"> <thead> <tr> <th>Criteria</th><th>Average of rating</th></tr> </thead> <tbody> <tr> <td>Well organized</td><td>5.7</td></tr> <tr> <td>Knowledgeable in the subject area</td><td>5.7</td></tr> <tr> <td>Good teaching skills</td><td>5.8</td></tr> <tr> <td>Responsive to questions</td><td>5.8</td></tr> <tr> <td>Concern for learners</td><td>5.8</td></tr> </tbody> </table> <p>Other comments: Please refer to the report from CITA</p>	Criteria	Average of rating	Relevant to my studies	5.8	Useful for my studies	5.8	Well-conducted	5.4	Demanding	5.5	My objectives are achieved	5.8	Criteria	Average of rating	Well organized	5.7	Knowledgeable in the subject area	5.7	Good teaching skills	5.8	Responsive to questions	5.8	Concern for learners	5.8
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Expenditure:	HK\$17,800																								

Evaluation Report on DLG-funded Other Programme (Gifted Education) 2020-2021

Technology and Living

Title:	Learn to Sew in 4 Days (24 hours)
Objectives:	<ul style="list-style-type: none"> To equip students with 2-D pattern adaptation and garment construction techniques through a summer dress with flounce. To train their skills on clothing technology with minimum time and maximum learning facilities.
Deliverables:	<ul style="list-style-type: none"> To demonstrate the skills of constructing a summer dress.
Target:	Ten S.5 and S.4 students in total
Selection Mechanism:	Students were nominated by their Technology and Living teacher according to the performance of the mid-term test. F.4's and F.5's score was higher than or equal to 50 and 56 marks respectively.
Duration and Venue:	A four-day course from 9:30 am to 12:30 pm and 2:00 pm to 5:00 pm was conducted on 6, 9, 13 & 17/8/2021 in the Clothing Industry Training Authority.
Evaluation	<ol style="list-style-type: none"> The attendance of students was excellent (100%) All students could finish their summer dresses. The following sewing construction were learnt and enhanced: Pattern adaptation, laying and cutting out, seams making, armhole finishing, neckline finishing, flounce making and attaching, invisible-zip opening, princess line cutting and easing.
Expenditure	HK\$25,000

Evaluation Report on DLG-funded Other Programme (Gifted Education) 2020-2021

Visual Arts

Title:	DSE Art Course
Objective:	<ol style="list-style-type: none"> 1. To learn more knowledge about using water color, color pencil and acrylic in making artworks. 2. To improve painting skills to create better artworks and portfolio.
Deliverable:	Create artwork or a portfolio by using the skills learned in the course
Target:	Four F.4 to F.6 Visual Arts students
Selection Mechanism:	F.4-6 Visual Arts students who are interested in Art
Duration :	9 sessions, a total of 9 hours
Evaluation:	<ol style="list-style-type: none"> 1. Achieved a 100% attendance rate. 2. Learnt a lot of drawing skills useful in the preparation for the SBA artwork. 3. After this programme, students have shown more interest in drawing.
Expenditure:	Tuition fee \$170 per hour (lesson) \times 9= \$1,530

Evaluation Report on DLG-funded Other Programme (Gifted Education) 2020-2021

Visual Arts

Title:	Introduction of metalwork and design workshop
Objective:	<ol style="list-style-type: none"> 1. To know the tools and materials used in metalwork making. 2. To learn the basic metalwork skills such as cutting, bending, filing, polishing, forging, welding and etching. 3. To apply the metalwork skills in jewelry making.
Deliverable:	Create artwork or a portfolio by using the skills learned in the course
Target:	Four F.4 Visual Arts students
Selection Mechanism:	F.4 Visual Arts students who are interested in metalwork and design.
Duration :	1 session, a total of 6 hours
Evaluation:	<ol style="list-style-type: none"> 1. Achieved a 100% attendance rate. 2. Completed assignments as per course requirements. 3. Learned basic metalwork and design skills useful in the preparation for the SBA and the future employment. 4. One out of the four students joined another metalwork and design workshop after this programme, showing an evoked interest in metalwork and design.
Expenditure:	Tuition fee \$740 per head \times 4= \$2,960

St. Catharine's School for Girls

Report on the Use of the Promotion of Reading Grant (PRG) (2020-2021)

1. Objective

- 1.1 To provide a diversified range of appropriate, user-friendly, well-written and high-quality web-based reading materials.
- 1.2 To empower students to utilize the reading materials related to their learning, print and digital, to their full capacity.
- 1.3 To inculcate a school-wide reading culture and a broad scope of reading and knowledge.

2. Tasks

- 2.1 Subscription of web-based reading platforms and resources
- 2.2 Expenditures on Reading Activities

3. Proposal

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

Tasks	Time scale	Evaluation	Recommendation
Subscription of web-based reading platforms and resources <ul style="list-style-type: none"> • The items to be procured are as follows: <ul style="list-style-type: none"> ➤ English e-book platforms ➤ Chinese e-book platforms ➤ Cross-curricular e-reading resources 	September 2020 to August 2021	<ul style="list-style-type: none"> • Overall, more than 90% of the students find the e-reading platforms satisfying. 	<ul style="list-style-type: none"> • Some of the advanced e-reading platforms will be promoted to teachers to utilize as an extended e-reading resources for students to enrich their learning.
Expenditures on Reading Activities <ul style="list-style-type: none"> • The “Reading Week” will be held in April 2021 to inculcate a school-wide reading culture and nurture students’ multiple literacies, and to celebrate the 4.23 World Book and Copyright Day. • Activities to be held including the Annual Book Fair, display of students’ reading outcomes, polling stall, Copyright stall, and other reading-related activities. 	April 2021	<ul style="list-style-type: none"> • Due to the pandemic, reading time and afternoon lessons were cancelled. We could only manage to arrange three forms of students to have a one-off special reading time in April and May. Base on the observation from the librarian during the special reading time, all three forms of students read and participated on the tasks attentively. 	

4. Person-in-charge

Leung Mei Ying (School librarian)

5. Budget

The Promotion of Reading Grant for this school year (2020-2021) \$ **72,816.00**

Unspent Balance for last school year (2019-2020) \$ **45,369.15**

No. Items		Estimated Expenses
1.	The subscription fee of English e-book platforms	\$ 21,341.35
2.	The subscription fee of Chinese e-book platforms	\$ 10,400.00
3.	The subscription fee of Cross-curricular e-reading resources (Science, Humanities and others)	\$ 39,000.00
4.	Expenditures on Reading Week	\$ 0.00
Total :		\$ 70,741.35

St. Catharine's School for Girls

Report for

Promotion of Reading Grant (PRG) (2020-2021)

	\$	\$
<u>Income</u>		
Surplus brought forward from previous year		45,369.15
Grant Received		<u>72,816.00</u>
		118,185.15
Less: Expenditure:		
E-Book platforms subscription	70,741.35	
Library books	<u>0.00</u>	
		<u>70,741.35</u>
Surplus carried forward to next year		<u><u>47,443.80</u></u>

致： 教育局常任秘書長
經辦： 教育局教育統籌委員會秘書處
(傳真號碼：2537 4591) (查詢電話：3509 8573)

[請於**2021年11月30日或之前**透過傳真提交。如學校遲交有關文件，本局會按需要要求學校提交書面解釋。若情況嚴重，本局會向其法團校董會／校董會／學校管理委員會再作跟進。]

適用於錄取 1至9名非華語學生¹的普通中學²

**加強支援非華語學生的中文學與教
額外撥款
2020/21 學年學校報告 (普通中學適用)**

學校名稱： 聖傑靈女子中學

學校註冊編號： 170321 (6 位數 SCRN)

學校電話號碼： 2345 6481

學校傳真號碼： 2790 2381

總統籌人員姓名： 譚裕生

總統籌人員職位： ☐ 副校長 ☐ 中文科主任 ☐ 中文科任教師
☒ 其他 (請說明)： 教務主任

總統籌人員電郵： tys@scsg.edu.hk

按教育局通告第 8/2020 號，本校在 2020/21 學年獲提供額外撥款。本校確保非華語學生與華語同儕享有同等學習中文的機會，並充分及適時運用額外撥款作特定用途（即加強支援非華語學生的中文學與教及建構共融校園，包括加強與非華語學生家長的溝通和家校合作）。

本校 2020/21 學年的學校報告已獲法團校董會／校董會／學校管理委員會通過。

¹ 規劃教育支援措施時，「家庭常用語言不是中文」的學生均歸納為非華語學生。

² 普通中學包括公營中學及提供本地課程的直接資助計劃（直資）中學。

(一) 整體規劃

(1) 確保教職員了解有關事宜及提升其文化敏感度

本校的專責統籌人員於 2020/21 學年透過以下方式，確保教職員了解學校支援非華語學生的政策及措施，以及提升他們的文化敏感度（可選多於一項）：

- ☒ 向教職員闡釋有關政策及措施／匯報推行有關措施的進展
- ☐ 安排教師參與教育局與平等機會委員會協辦有關支援非華語學生暨建構共融校園的分享會
- ☐ 其他（請說明）：_____

(2) 安排教師專業培訓

為提升中文科教學人員教授中文作為第二語言的專業能力，本校於 2020/21 學年：

- ☐ 已安排他們參加的相關培訓如下（可選多於一項）：
 - ☐ 教育局舉辦有關「中國語文課程第二語言學習架構」（「學習架構」）及／或《中國語文校內評估工具—非華語學生適用》（《評估工具》）的研討會、工作坊等
 - ☐ 教育局專業人員／教育局委託專上院校提供的校本支援服務
 - ☐ 教育局透過語文基金推行的「教授中文作為第二語言專業進修津貼計劃」
 - ☐ 教育局委託香港教育大學開辦為期五星期的「為非華語學生而設的中國語文教學專業進修課程證書」
 - ☐ 校內中文科教學人員同儕觀課，進行專業交流，分享心得
 - ☐ 校內中文科教學人員共同備課，調適教學策略和教學內容等
 - ☐ 其他（請說明）：_____
- ☒ 未有安排他們參加相關培訓，原因是（可選多於一項）：
 - ☐ 本校教師已接受相關師資訓練／過往曾參加相關培訓或支援服務，現正鞏固有關經驗。
 - ☐ 本校在照顧非華語學生的中文學習方面已有足夠經驗。
 - ☒ 本校需優先處理其他關注事項（請說明）： STEM
 - ☒ 其他（請說明）： 本校非華語學生人數不多

(3) 評估非華語學生的中文學習需要

本校於 2020/21 學年適時評估所有錄取的非華語學生的中文學習需要，以訂定適切的學習目標，以及制定支援計劃：

(a)	<input type="checkbox"/> 已採用《評估工具》。 <input checked="" type="checkbox"/> 未有採用《評估工具》，原因是（可選多於一項）： <input checked="" type="checkbox"/> 本校的非華語學生可應付主流中文課堂的學習，故學校只須採用與華語學生相同的校本評估工具，已能有效評估他們的學習表現。 <input type="checkbox"/> 本校已發展多元化的校本評估方法，評估非華語學生的中文學習表現。 <input type="checkbox"/> 其他（請說明）：_____
(b)	<input type="checkbox"/> 已實施學習架構。 <input checked="" type="checkbox"/> 未有實施學習架構，原因是： <input checked="" type="checkbox"/> 本校的非華語學生與華語同儕一起學習中文，並受惠於沉浸的中文語言環境，可應付主流中文課堂的學習，故學校只須為他們訂定與華語學生相同的學習目標和教學策略，已能幫助他們有系統地學習中文。 <input type="checkbox"/> 本校已按非華語學生的需要，發展校本中國語文課程，幫助非華語學生循序漸進，學習中文。 <input type="checkbox"/> 其他（請說明）：_____

(4) 安排非華語學生考取合適的中國語文資歷

本校於 2020/21 學年提供的中國語文資歷考試，以及參加有關考試的高中非華語學生人數如下：

中國語文資歷考試		提供有關考試	參加有關考試的非華語學生人數		
			中四	中五	中六
(a)	香港中學文憑考試	<input type="checkbox"/>	/		
(b)	香港中學文憑考試應用學習中文（非華語學生適用）	<input type="checkbox"/>			
(c)	普通教育文憑試（GCE）高級程度（A-Level）	<input type="checkbox"/>			
(d)	普通教育文憑試（GCE）高級補充程度（AS-Level）	<input type="checkbox"/>			
(e)	國際普通中學教育文憑（IGCSE）	<input type="checkbox"/>			
(f)	綜合中等教育證書（GCSE）	<input type="checkbox"/>			

(二) 運用額外撥款提供校本支援措施

- (5) 本校會充分及適時運用每學年發放的額外撥款，支援該學年的非華語學生。本校已運用 2020/21 學年獲提供的額外撥款 **A** 150,000 元，按校本情況及非華語學生的學習需要，提供以下的校本支援措施（可選多於一項）：

校本支援措施		運用 額外撥款	整合 其他資源 ³
(a)	<input type="checkbox"/> 聘請額外員工 （請注意：如學校運用額外撥款支付額外員工的部分薪金／非全職員工（包括日薪員工、兼職員工等）的薪金，請以小數表示 ⁴ ）		
	<input type="checkbox"/> 教學助理 () 名	\$	<input type="checkbox"/>
	<input type="checkbox"/> 不同種族的助理 () 名	\$	<input type="checkbox"/>
	<input type="checkbox"/> 教師 () 名	\$	<input type="checkbox"/>
(b)	<input type="checkbox"/> 購買促進非華語學生學習中文的教學資源 （請注意：有關額外撥款不可用於購買流動電腦裝置及電子器材等）	\$	<input type="checkbox"/>
(c)	<input checked="" type="checkbox"/> 僱用專業服務		
	<input type="checkbox"/> 翻譯／傳譯服務	\$	<input type="checkbox"/>
	<input checked="" type="checkbox"/> 校外導師／機構舉辦課後中文學習班	\$14,500	<input type="checkbox"/>
	<input type="checkbox"/> 校外導師／機構協助教師舉辦共融校園活動 （請於第(6)(c)項提供補充資料）	\$	<input type="checkbox"/>
	<input type="checkbox"/> 其他（請說明）：_____	\$	<input type="checkbox"/>
(d)	<input type="checkbox"/> 由學校籌辦的推廣共融校園活動 （例如多元文化活動／家校合作活動等） （請於第(6)(c)項提供補充資料）	\$	<input type="checkbox"/>
(e)	<input type="checkbox"/> 其他（請說明）：_____	\$	<input type="checkbox"/>
運用額外撥款總支出 B		\$14,500	
（請注意：運用額外撥款總支出 B 應小於或等於 A 。）			

（請注意：上述額外撥款開支應與學校有關學年／財政年度經審核周年帳目的相關項目一致。）

³ 學校應善用和適當分配額外撥款作特定用途（即加強支援非華語學生的中文學與教及建構共融校園）。當學校使用額外撥款出現不敷之數時，可運用其他資源，作整體性的規劃。此外，如學校安排華語學生參加上述校本支援措施，同樣應按比例整合其他資源，以支援華語學生學習中文和共融文化的需要。

⁴ 舉例學校聘請一名額外教學助理，其全學年總薪金為 20 萬元。學校以額外撥款 15 萬元支付其總薪金的 75%，並整合其他資源 5 萬元支付其餘 25%。就額外撥款的運用，學校應於第(5)(a)項註明學校以額外撥款 15 萬元聘請 0.75 名額外教學助理（該教學助理工作時間不少於 75% 用作加強支援非華語學生的中文學與教及建構共融校園），並透過整合其他資源，支付其餘薪金。

- (f) 2020/21 學年完結時，本校的額外撥款累積結餘為 \boxed{C} 135,500 元 $[\boxed{A} - \boxed{B}]$ ，佔 2020/21 學年額外撥款的百分比為 90 % $[\boxed{C} \div \boxed{A} \times 100\%]$ 。

只供額外撥款的餘額 \boxed{C} 累積至高水平（70%或以上）的學校填寫

- ☒ 2020/21 學年完結時，本校額外撥款的餘額累積至高水平，有關原因，以及改善建議／下學年運用額外撥款餘款的計劃⁵如下：

- (i) 原因：因疫情緣故，學校原定籌辦的推廣共融校園活動(例如:樂意日及新春園遊會)均需取消。
- (ii) 改善建議／下學年運用額外撥款餘款的計劃：聘請助教，以校本形式支援非華語學生學習中文。

(6) 本校於 2020/21 學年校本支援措施的詳情如下：

(a)	本校已聘請的額外教師／教學助理／不同種族的助理，主要負責以下工作：
	<input type="checkbox"/> 提供中文科的課堂支援：(可選多於一項) <input type="checkbox"/> 抽離學習 (年級：_____) <input type="checkbox"/> 分組／小組學習 (年級：_____) <input type="checkbox"/> 協作／支援教學 (年級：_____) <input type="checkbox"/> 發展校本中國語文課程及／或調適學與教材料 (年級：_____) <input type="checkbox"/> 採用／參考教育局上載學習架構專頁或「中國語文教育學習領域學與教資源」內聯網的配套資源 <input type="checkbox"/> 採用／參考教育局發展的《中國語文（非華語學生適用）》教材 <input type="checkbox"/> 申請優質教育基金撥款，發展校本課程／教材 <input type="checkbox"/> 其他(請說明)：_____
	<input checked="" type="checkbox"/> 提供課後支援：(可選多於一項) <input type="checkbox"/> 中文學習小組 (年級：_____) <input type="checkbox"/> 暑期銜接課程 (年級：_____) <input type="checkbox"/> 中文銜接課程 (年級：_____) <input type="checkbox"/> 伴讀計劃 (年級：_____) <input type="checkbox"/> 朋輩合作學習 (年級：_____) <input type="checkbox"/> 故事導讀 (年級：_____) <input checked="" type="checkbox"/> 其他 (請說明有關支援及年級)： <u>中文課後延展班(中一級)</u>
	<input type="checkbox"/> 安排推廣共融校園活動／提供有關服務 (請於第(6)(c)項提供補充資料)
	<input type="checkbox"/> 其他 (請說明有關支援及年級)：_____

⁵ 資助學校、直資學校及按位津貼學校可保留部分額外撥款，惟累積餘款不可超過該學年所獲撥款的總額，任何超出上限的餘款須歸還教育局。教育局將根據學校經審核的周年帳目，收回超出上限的餘款。學校不得將這項額外撥款／餘款調往其他帳目。官立學校可將不超過該財政年度撥款總額的結餘轉至下一財政年度，任何超出上限的餘款會在財政年度完結時予以取消。

(b)	本校已購買促進非華語學生學習中文的教學資源，詳情如下：	
	<u>教學資源</u>	<u>年級和用途</u>
	<u>翻譯軟件</u>	<u>中一同學可在利用軟件認識日常用語</u>
	<u>認識漢字</u>	<u>中一同學了解漢字寫法及發音</u>
(c)	本校已籌辦／僱用專業服務協助教師舉辦的共融校園／多元文化活動及／或提供的有關服務，詳情如下：	
	(請注意：學校可運用部分額外撥款，為非華語學生及其家長舉辦共融校園／多元文化活動及／或提供相關服務。)	
	<u>服務／活動類型</u>	<u>年級</u>
	(i) 舉辦推廣共融校園／多元文化的活動 (請簡述活動如何推廣共融校園／多元文化)	
	1. 活動內容：	
	<input type="checkbox"/> 由學校籌辦 <input type="checkbox"/> 僱用專業服務協助教師舉辦	
	<input type="checkbox"/> 使用額外撥款 <input type="checkbox"/> 沒有使用額外撥款	
	2. 活動內容：	
	<input type="checkbox"/> 由學校籌辦 <input type="checkbox"/> 僱用專業服務協助教師舉辦	
	<input type="checkbox"/> 使用額外撥款 <input type="checkbox"/> 沒有使用額外撥款	
(ii) 加強與非華語學生家長的溝通和家校合作 (例如家長日、家長講座及家長教育活動等)(可選多於一項)		
<input type="checkbox"/> 僱用傳譯服務或聘請會說英語及／或其他語言的教職員，協助講解學校政策及其他安排		
<input type="checkbox"/> 僱用翻譯服務或翻譯學校通告／學校網頁／其他資料，闡釋學校政策及其他安排		
<input type="checkbox"/> 定期與非華語學生的家長討論其子女的學習進度(包括中文學習)，強調學好中文的重要性		
<input type="checkbox"/> 為非華語學生的家長提供有關其子女選校／升學／就業的資訊		
<input type="checkbox"/> 其他(請說明：_____)		

學校應在 **2021 年 11 月 30 日或之前**，提供一份中、英文對照的學校支援摘要（內容應與此學校報告相符），闡述學校於 2020/21 學年如何加強支援非華語學生學習中文及建構共融校園，並上載學校網頁，以供家長參閱。摘要範本見教育局網頁（網頁路徑：主頁（<https://www.edb.gov.hk>） > 學生及家長相關 > 非華語學童 > 相關通告）。

請學校隨學校報告夾附已填妥的中、英文版本學校支援摘要於此附件，以供本局備考。

附件二

學校應在 **2021 年 11 月 30 日或之前**，在學校網頁主頁的當眼位置設置圖標或簡單的英文提示，以便家長瀏覽本校的中、英文版本學校支援摘要。

請學校隨學校報告夾附有關電腦頁面截圖於此附件，以供本局備考。

St. Catharine's School for Girls

Report for Teacher Relief Grant (TRG) (2020-2021)

	\$	\$
<u>Income</u>		
Surplus brought forward from previous year		844,078.85
Grants received		
- Annual recurrent	257,992.50	
- Optional (Temporary freezing of teaching vacant posts arising from teachers on leave)	2,725,228.19	
Others		
- TSA for supply teacher	<u>0.00</u>	
		<u>2,983,220.69</u>
		3,827,299.54
<u>Less: Expenditure:</u>		
One Contract Staff	342,027.00	
One Teaching Assistant	131,428.00	
Supply teachers' salary	<u>259,263.71</u>	
		<u>732,718.71</u>
Surplus carried forward to next year		<u><u>3,094,580.83</u></u>

St. Catharine's School for Girls

Report for

School Executive Officer Grant (SEOG) (2020-2021)

	\$	\$
<u>Income</u>		
Surplus brought forward from previous year		155,727.52
Grant received		<u>534,660.00</u>
		690,387.52
 <u>Less: Expenditure:</u>		
One School Executive Officer	418,200.00	
Two Temporary staff	<u>138,699.02</u>	
		<u>556,899.02</u>
Surplus carried forward to next year		<u><u>133,488.50</u></u>

St. Catharine's School for Girls

Report on the Use of One-off Special Support Grant

<u>Date of work done</u>	<u>Type of work</u>	<u>Actual cost (HK\$)</u>
Sep 2020	Application of disinfectant coating	5,300
Feb 2020	Window cleansing (*excluding classrooms)	13,000
Dec 2020	Application of disinfectant coating	5,300
March 2021	Application of disinfectant coating	5,300
May 2021	Window cleansing	18,900
Jun/Jul 2021	Window cleansing	18,900
August 2021	Window cleansing (*excluding classrooms)	13,000
August 2021	Application of disinfectant coating	5,300
Total cost :		85,000

AWARD LIST (2020-2021)

(1/9/2020-31/8/2021)

Academic

香港浸會大學第十一屆大學文學獎「少年作家獎」

4MA CAI XI 蔡熹

全國青少年語文知識大賽「菁英盃」現場作文決賽特等獎

1PE CHEN CHI YAN 陳姿因

全國青少年語文知識大賽「菁英盃」現場作文決賽二等獎

1PE HO HOI LAM 何凱琳

全國青少年語文知識大賽「菁英盃」現場作文初賽二等獎

1PE CHEN CHI YAN 陳姿因

全國青少年語文知識大賽「菁英盃」現場作文初賽三等獎

1PE HO HOI LAM 何凱琳

5MA CHAN HIU MAN 陳曉雯

5MA MA PUI YEE CHRISTINE 馬佩儀

**UNESCO Hong Kong Association "Calligraphy for Peace" Youth Fai Chun Calligraphy Contest
Secondary Group Gold**

香港聯合國教科文組織協會和平中心「寫出和平」全港青少年揮春書法大賽中學組金獎

6D KWOK HIU YUI 郭曉蕊

教育局公益少年團觀塘區委員會中文硬筆書法比賽高中組優異獎

4MA NG CHIU YEE 吳昭儀

ICAS Assessment HK-Science in English Credit Award

國際聯校學科評估及比賽科學科(英文)優異證書

1D CHAN WING SUET 陳咏雪

1M LEE SZE YUET RIHANNA 李思悅

1M POON KA HEI 潘嘉晞

2M TSAI YUK YAM 蔡鈺鑫

2M TSE KA KI 謝嘉琪

2PE CHAN UEN SUM 陳宛琛

2P LEE YI LAM 李宜霖

ICAS Assessment HK-Science in English Merit Award

國際聯校學科評估及比賽科學科(英文)優良證書

1MA CHENG YI TING 鄭伊婷

2D KONG HIU WING 鄺曉詠

2MA HO SIU NGA 何兆雅

Art & Design

第五屆全港中學生珠寶設計比賽季軍

4PE HUI KIN TUNG 許健彤

全港校園戰勝COVID及疫下護眼大行動「戰勝COVID」T恤設計比賽(中學組)季軍

3PE LO WING LAAM 老詠嵐

The 33rd Peace Poster Contest “Peace Through Service” Merit

第三十三屆和平海報設計比賽「以服務創和平」優異獎

2MA LEUNG HIU CHING 梁曉晴

Virtual Face Mask Design Competition Merit

3D 虛擬口罩設計比賽優異獎

5PE LIANG YUK YING 梁鈺瑩

6PE WU TSZ NGA 胡子雅

Drama**Hong Kong School Drama Festival Award for Outstanding Script**

香港學校戲劇節傑出劇本獎

5D LEUNG LEE LEE 梁俐俐

5M TAM TSZ YING 譚紫瑩

Hong Kong School Drama Festival Award for Outstanding Director

香港學校戲劇節傑出導演獎

5D LEUNG LEE LEE 梁俐俐

5D TAI KA YAN 戴嘉欣

5M TAM TSZ YING 譚紫瑩

Hong Kong School Drama Festival Award for Outstanding Performer

香港學校戲劇節傑出演員獎

4MA MO YAN TUNG 巫欣桐

4MA TANG MAN WAI 鄧汶慧

5D TAI KA YAN 戴嘉欣

Hong Kong School Drama Festival Award for Outstanding Audio-visual Effects

香港學校戲劇節傑出影音效果獎

3D SHEK SZE WAN 石詩韻

3MA LIU TSZ LOK 廖紫樂

3PE LEUNG YAU HE 梁祐熙

3PE TSE WING KI 謝穎琪

4PE MA HUI CHING KIRSTEN 馬栩澄

5M FONG TSZ KIU 方芷喬

5PE LIANG YUK YING 梁鈺瑩

5P CHAN YU 陳予

5P TANG YIM YAN 鄧艷欣

Hong Kong School Drama Festival Award for Outstanding Cooperation

香港學校戲劇節傑出合作獎

3D CHEUNG WING TING 張穎婷

3D LAM TSZ YAN 林芷恩

3D SHEK SZE WAN 石詩韻

3MA LAU KA LAM 劉嘉嵐

3MA LIU TSZ LOK 廖紫樂

3PE LEUNG YAU HE 梁祐熙

3PE	TSE WING KI	謝穎琪
4MA	MO YAN TUNG	巫欣桐
4MA	TANG MAN WAI	鄧汶慧
4PE	MA HUI CHING KIRSTEN	馬栩澄
5D	LEUNG LEE LEE	梁俐俐
5D	SIT LAI TUNG	薛禮潼
5D	TAI KA YAN	戴嘉欣
5M	FONG TSZ KIU	方芷喬
5M	TAM TSZ YING	譚紫瑩
5P	CHAN YU	陳予
5P	NG YUK YIN	伍玉妍
5P	TANG YIM YAN	鄧艷欣
5PE	LAM CHAU WUN	林秋媛
5PE	LIANG YUK YING	梁鈺瑩

Hong Kong School Drama Festival Award for Commendable Overall Performance

香港學校戲劇節傑出整體演出獎

3D	CHEUNG WING TING	張穎婷
3D	LAM TSZ YAN	林芷恩
3D	SHEK SZE WAN	石詩韻
3MA	LAU KA LAM	劉嘉嵐
3MA	LIU TSZ LOK	廖紫樂
3PE	LEUNG YAU HE	梁祐熙
3PE	TSE WING KI	謝穎琪
4MA	MO YAN TUNG	巫欣桐
4MA	TANG MAN WAI	鄧汶慧
4PE	MA HUI CHING KIRSTEN	馬栩澄
5D	LEUNG LEE LEE	梁俐俐
5D	SIT LAI TUNG	薛禮潼
5D	TAI KA YAN	戴嘉欣
5M	FONG TSZ KIU	方芷喬
5M	TAM TSZ YING	譚紫瑩
5P	CHAN YU	陳予
5P	NG YUK YIN	伍玉妍
5P	TANG YIM YAN	鄧艷欣
5PE	LAM CHAU WUN	林秋媛
5PE	LIANG YUK YING	梁鈺瑩

Music

73rd Hong Kong Schools Music Festival Zheng Solo Senior 1st Runner-up

第七十三屆香港學校音樂節箏獨奏高級組亞軍

1D	TIN LUK IN	田綠妍
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73rd Hong Kong Schools Music Festival Cello Solo Intermediate Merit

第七十三屆香港學校音樂節大提琴獨奏中級組優良獎

5D CHAU HO YAN KATIE 周可欣

73rd Hong Kong Schools Music Festival Graded Piano Solo Grade Four Merit

第七十三屆香港學校音樂節分級鋼琴獨奏四級優良獎

2D LAM YUEN FEI 林琬霏

73rd Hong Kong Schools Music Festival Graded Piano Solo Grade Five Proficiency

第七十三屆香港學校音樂節分級鋼琴獨奏五級良好獎

1D LO TSZ MAN 羅子旻

3MA LIAN WAI YAN 練慧欣

73rd Hong Kong Schools Music Festival Graded Piano Solo Grade Four Proficiency

第七十三屆香港學校音樂節分級鋼琴獨奏四級良好獎

1PE HO HOI LAM 何凱琳

Speech**72nd Hong Kong Schools Speech Festival English Solo Verse Speaking Non-Open Girls Secondary 5 Merit**

第72屆香港學校朗誦節英語獨誦-女子組中學五年級優良獎

5M KOON SZE WING 管思穎

72nd Hong Kong Schools Speech Festival Duologue Cantonese Secondary 5 and 6 2nd Runner-up

第72屆香港學校朗誦節二人朗誦-粵語-中學五、六年級季軍

5MA LAU CHEUK LAM 劉芍霖

5M SHEK HEI LAM 石晞霖

72nd Hong Kong Schools Speech Festival Duologue Cantonese Secondary 5 and 6 Merit

第72屆香港學校朗誦節二人朗誦-粵語-中學五、六年級優良

5MA CHU CHEUK KI 朱卓淇

5MA LEE UEN KWAN 李宛君

72nd Hong Kong Schools Speech Festival Solo Verse Speaking Cantonese Girls Secondary 1 Merit

第72屆香港學校朗誦節詩詞獨誦-粵語-女子組-中學一年級優良

1D KWOK WING YAN 郭詠甄

1D LAI KA TUNG 黎家彤

1D LO TSZ MAN 羅子旻

1P KWOK KA HEI 郭珈希

72nd Hong Kong Schools Speech Festival Solo Verse Speaking Cantonese Girls Secondary 2 Merit

第72屆香港學校朗誦節詩詞獨誦-粵語-女子組-中學二年級優良

2D LIANG PO MAN 梁寶文

2PE NGAI YUEN CHI 倪琬姿

72nd Hong Kong Schools Speech Festival Solo Verse Speaking Putonghua Girls Secondary 1 Merit

第72屆香港學校朗誦節詩詞獨誦-普通話-女子組-中學一年級優良

1MA LI TONG 李同

1P LAW YUEN YING 羅婉熒

72nd Hong Kong Schools Speech Festival Solo Prose Speaking Cantonese Girls Secondary 1 Merit

第72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 CHAU CHEUK WING 仇芍穎

1PE CHAN KIT SIN 陳杰茜

72nd Hong Kong Schools Speech Festival Solo Prose Speaking Cantonese Girls Secondary 5 Merit

第72屆香港學校朗誦節散文獨誦-粵語-女子組-中學五年級優良

5MA LEE UEN KWAN 李宛君

72nd Hong Kong Schools Speech Festival Solo Prose Speaking Putonghua Girls Secondary 2 Merit

第72屆香港學校朗誦節散文獨誦-普通話-女子組-中學二年級優良

2M LIU LOK YIN 劉樂言

72nd Hong Kong Schools Speech Festival Solo Verse Speaking Putonghua Girls Secondary 1 Proficiency

第72屆香港學校朗誦節詩詞獨誦-普通話-女子組-中學一年級良好

1P CHENG CHOI KIU 鄭楚翹

72nd Hong Kong Schools Speech Festival Solo Verse Speaking Cantonese Girls Secondary 2 Proficiency

第72屆香港學校朗誦節詩詞獨誦-粵語-女子組-中學二年級良好

2MA HUI WING YAN 許詠茵

72nd Hong Kong Schools Speech Festival Solo Verse Speaking Cantonese Girls Secondary 3 Proficiency

第72屆香港學校朗誦節詩詞獨誦-粵語-女子組-中學三年級良好

3MA TANG PUI KA 鄧珮珈

Others**2nd Hong Kong Secondary School Students' Microfilm Production Competition Best Filming and Editing Award**

第二屆全港中學生微電影製作比賽最佳攝影及最佳剪接

5D LEUNG LEE LEE 梁俐俐

5M FONG TSZ KIU 方芷喬

5PE LIANG YUK YING 梁鈺瑩

5P TAI YIN YI 戴燕怡

2nd Hong Kong Secondary School Students' Microfilm Production Competition Highest Online Popularity Award

第二屆全港中學生微電影製作比賽最高網絡人氣獎

5D LEUNG LEE LEE 梁俐俐

5M FONG TSZ KIU 方芷喬

5PE LIANG YUK YING 梁鈺瑩

5P TAI YIN YI 戴燕怡

第三屆聖公會中學3D列印機械人對抗賽「奪寶奇兵」冠軍

4MA CHAN SUET WA 陳雪樺

4MA CHENG KA LEE 鄭嘉莉

4MA SO WA YAN 蘇嬋欣

Girls Go Tech Hackathon Coding Competition Silver Award

Girls Go Tech 創意編程大賽銀獎

5D	CHAU HO YAN KATIE	周可欣
5D	CHEN YANZHI	陳彥之
5D	LEUNG CHEUK YING	梁卓盈
5D	LUI HOI TING	雷凱婷

Girls Go Tech STEM Competition Netizen's Choice Award

Girls Go Tech 創意科技大賽最具網絡人氣大獎

5D	CHAU HO YAN KATIE	周可欣
5D	CHEN YANZHI	陳彥之
5D	LEUNG CHEUK YING	梁卓盈
5D	LUI HOI TING	雷凱婷

Girls Go Tech STEM Competition Merit Award

Girls Go Tech 創意科技大賽優異獎

4D	HUANG TSZ YIN	黃紫嫣
4D	LAM YAN YI	林欣怡
4MA	NG CHIU YEE	吳昭儀

FIRST LEGO League Challenge Second Class Award

FLL 創意機械人大賽二等獎

4D	HUANG TSZ YIN	黃紫嫣
4D	SZE TSOI YIU	施采瑤
4D	WONG TSZ CHING	王芷晴
4D	YAU WING SZE	邱詠詩

Statistical Project Competition for Secondary School Students Certificate of Appreciation

中學生統計習作比賽感謝狀

4MA	CHAN SHUN LING	陳洵玲
4MA	CHAN SUET WA	陳雪樺
4MA	HO SI WING	何思穎
4M	CHIU SIN KIU	趙善翹
4M	CHOW CHUNG YAN	周頌恩

Scholarship

HKICPA/HKABE Joint Scholarships for BAFS

香港會計師公會/香港商業教育學會「企會財」獎學金

5M	NG HOI CHING	吳鎧晴
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HKICPA Outstanding BAFS Student Awards

「企業、會計與財務概論」傑出學生獎

6M	LO KIM WA	羅劍華
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Ng Teng Fong Scholarship

黃廷方獎學金

5MA	IP CHEUK YIU	葉綽瑤
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Sir Edward Youde Memorial Prizes

尤德爵士紀念基金高中學生獎

6M	FONG MOON HEI	方玟稀
6M	LO KIM WA	羅劍華

Future Stars Upward Mobility Scholarship

「明日之星」上游獎學金

5D	HO YAN HEI	何恩曦
5D	YEUNG TSZ YING ABBY	楊子瑩
6D	MOK WING YAN	莫詠欣

Tian Ran Healthcare Limited Scholarship

天然養生有限公司優異學生獎勵計劃

6D	MA SUI YAN	馬瑞欣
6MA	NG HANG LAM	吳幸霖