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I. Our School

1. Brief History

The school was founded in 1953 and run by the Daughters of Mary Help of Christians (FMA), a religious order for women with about 13,000 members in over 90 countries. It is situated in Wong Tai Sin. The 3 sectors: Kindergarten, Primary and Secondary Sections are closely related in spirit but are separated in administration. The school nurtures young girls of all walks of life especially those working class and the less fortunate ones. In alignment of the education reform and with the constant support of parents and alumnae, it strives to provide quality education and to cope with the needs of society and the young.

2. School Vision and Mission

School Vision

- Optimistic and Upright Character
- Life-long Learner
- Commitment to Society and the Nation

<table>
<thead>
<tr>
<th>School Emblem</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crown, Sceptre</td>
<td>Our Lady, Queen of Heaven and Earth—the Guide, the Teacher and the Mother of all those entrusted to her care</td>
</tr>
<tr>
<td>Lily</td>
<td>Purity – a pure heart strengthens the unity of mind, thus rendering it capable of assimilating all that is True, Good and Beautiful</td>
</tr>
<tr>
<td>Rose</td>
<td>Charity – care, understanding and self-giving for the love of God and fellowmen, nurturing the flower of love and spreading the joy of love in action</td>
</tr>
<tr>
<td>Puritas et Caritas</td>
<td>Purity and Charity</td>
</tr>
<tr>
<td>OLC</td>
<td>Our Lady’s College</td>
</tr>
</tbody>
</table>

Mission Statement

Our School was founded by the Institute of the Daughters of Mary Help of Christians (FMA). We have been educating the students according to the principles of Catholic education and the spirit of our Founders: St. John Bosco and St. Mary Mazzarello. Imbued with a joyful and family ambience, we carry out the Preventive System (Reason, Religion and Loving-kindness) which aims to nurture the students’ integral development of the spiritual, moral, intellectual, cultural and social aspects. We stimulate them to apply the acquired knowledge and the internalized values to life, to face reality with integrity and to serve society with dedication.
3. School Premises and Facilities

The three blocks, namely Old Building, New Building and New Annex, form the outer wall of the school campus. The School Improvement Programme was completed in 2006 which provides more space and better facilities for learning and activities. Apart from the classrooms, laboratories, school hall, library, the school also provides rooms and facilities for campus TV production, multi-media learning and aesthetic development.
4. Structure of School Organization

School Sponsoring Body
Daughters of Mary Help of Christians
辦學團體天主教母佑會

Incorporated Management Committee
法團校董會

School Management and Staff Consultative Committee
校董教師諮詢委

Supervisor
校監

Principal
校長

Vice-Principals

Home-School Liaison Committee
家庭學校合作委員會

School Development Committee
學校發展委員會

Vice-Principals

Past Pupils Association
舊生會

School Management and Staff Consultative Committee
校董教師諮詢委

Principal
校長

Vice-Principals

Student Development Committee
學生發展委員會

School Administration Committee
校務管理委員會

Teacher Professional Development Team
教師專業發展組

Academic Development Committee
教務發展委員會

Academic Support Group
學術支援組

Student Awards and Grant Team
學生獎勵及助學組

Examination and Assessment Team
考試及評核組

Library Development Team
圖書館發展組

Subject Panels
各科組

Campus TV
校園電視台

Teacher Support Working Team
教師支援工作組

Project Learning Team
專題研習組

Learning Support Group
學習支援組

Exam Support Group
考試支援組

Religious Formation Team
宗教培育組

Student Awards and Gift Team
學生獎勵及贈學組

Social Service Team
社會服務組

Extramural Activities
課外活動

Information Technology Support Team
資訊科技支援組

Examination and Assessment Team
考試及評核組

Discipline Team
訓導組

Careers Guidance Team
職業輔導組

Liberal and Environmental Education Team
公民及環保教育組

Counselling Team
輔導組

Moral Educational and Health Service Team
德育及健康服務組

Learning Support Team
學習支援組

Subject Panels
各科組
5. School Management

- Establishment of the Incorporated Management Committee
  The Incorporated Management Committee (IMC) was established on 29 August 2014. The school managers were composed of several categories: Sponsoring Body Managers, Teacher Managers, Parent Managers, Alumni Manager and Independent Manager. These key stakeholders had direct participation in school management. By providing a participatory decision-making mechanism, the IMC helped enhance transparency and accountability of school governance and contributed to more effective school operation.

- Review of Promotion / Re-grading Mechanism of Teaching Staff
  The Promotion / Re-grading Mechanism of Teaching Staff was reviewed to ensure the recommendation of suitable applicants for promotion / re-grading to the IMC underwent in a transparent and fair way.

- Establishment of Mechanism on Handling Teacher Redundancies
  The mechanism on Handling Teacher Redundancies was established to ensure the procedures on the identification of redundant teachers and arrangements would be carried out in a transparent and fair way as well as in line with Education Bureau guidelines.

- Review of Appraisal System
  To facilitate identification of areas for development and to promote self-improvement among teachers, the appraisal system was reviewed.

- The Continuing Professional Development of Teachers
  The continuing professional development of teachers was undertaken in various domains to help assure competence to skills and practical experience. In the teaching and learning domain, workshops on the brain-based and thinking-based teaching were organized; in the school development domain, a seminar on the core values of Catholic education was held. The Joint School Staff Development Day with schools run by FMA (the sponsoring body) was held to deepen teachers’ educative charism. The school self-evaluation was conducted for the betterment of teachers and the school.

6. Number of Active School Days  (KPM04)

- There was a sufficient number of active school days to develop students’ learning experiences in different perspectives. Other than the structured learning activities, co-curricular and life-wide learning activities were held in activity days, with 10 half days and 1 full day. This year, the school hoped to create more space for students to focus on academic work; therefore most activities were scheduled for the activity days. Those activities fell into different categories, namely academic/intellectual development programmes, arts, music & other cultural development, career-related experiences, community/school services, leadership training, moral & civic education, religious activities and sports & games. The activities served as supplements to formal classroom learning and provided students with balanced experiential learning experiences for whole-person development.

<table>
<thead>
<tr>
<th>No. of Active School Days</th>
<th>12/13</th>
<th>13/14</th>
<th>14/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1-S3</td>
<td>169</td>
<td>164</td>
<td>160.5</td>
</tr>
</tbody>
</table>
7. Curriculum and Allocation of Lesson Period/Time

**Time-tabling arrangements**

- It was on a 5-day week basis, with a total number of 42 periods for S1-S3 regular classes and 43 periods for S1-S3 fine-tuned classes and S4-S6. Each period lasted 40 minutes.

- **S1-S3 (Regular classes)**: 8 periods on Monday, Wednesday and Friday, 9 periods on Tuesday and Thursday

- **S1-S3 (Fine-tuned classes) & S4-S6**: 8 periods on Monday and Friday, 9 periods on Tuesday, Wednesday and Thursday

Subjects offered in the 2014-2015 school year and the time-tabling arrangements:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Period</th>
<th>S1</th>
<th>S2</th>
<th>S3</th>
<th>HKDSE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No of Groups</td>
<td>No of Periods</td>
<td>No of Groups</td>
<td>No of Periods</td>
</tr>
<tr>
<td>Ethics</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Religious Studies</td>
<td></td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Chinese Language</td>
<td></td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Putonghua</td>
<td></td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>–</td>
</tr>
<tr>
<td>English Language</td>
<td></td>
<td>7</td>
<td>7</td>
<td>9/8</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td>6</td>
<td>6/5</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Math. – Module 1</td>
<td></td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>1*</td>
</tr>
<tr>
<td>Math. – Module 2</td>
<td></td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>1*</td>
</tr>
<tr>
<td>Liberal Studies</td>
<td></td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>4</td>
</tr>
<tr>
<td>Integrated Humanities</td>
<td></td>
<td>5.5/5</td>
<td>4.5</td>
<td>4.5</td>
<td>4.5</td>
</tr>
<tr>
<td>Geography</td>
<td></td>
<td>–</td>
<td>1.5</td>
<td>1.5</td>
<td>–</td>
</tr>
<tr>
<td>History</td>
<td></td>
<td>1.5</td>
<td>1.5</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Chinese History</td>
<td></td>
<td>2</td>
<td>1.5</td>
<td>1.5</td>
<td>1*</td>
</tr>
<tr>
<td>Economics</td>
<td></td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>2*</td>
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<td>Ethics and Religious Studies</td>
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<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
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<td>Geography</td>
<td></td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>1*</td>
</tr>
<tr>
<td>History</td>
<td></td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>1*</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>4</td>
</tr>
<tr>
<td>Biology</td>
<td></td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>1*</td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
<td>–</td>
<td>–</td>
<td>1*</td>
<td>5</td>
</tr>
<tr>
<td>Physics</td>
<td></td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>1*</td>
</tr>
<tr>
<td>Combined Science</td>
<td></td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Biology, Chemistry</td>
<td></td>
<td>–</td>
<td>–</td>
<td>1*</td>
<td>5</td>
</tr>
<tr>
<td>Physics, Chemistry</td>
<td></td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>BAFS</td>
<td></td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>2*</td>
</tr>
<tr>
<td>Computer Literacy/Information &amp; Communication Technology</td>
<td></td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1*</td>
</tr>
<tr>
<td>Technology &amp; Living</td>
<td></td>
<td>1+</td>
<td>2+</td>
<td>2+</td>
<td>1*</td>
</tr>
<tr>
<td>Information Literacy</td>
<td></td>
<td>1</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Visual Arts</td>
<td></td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

**Notes:**
- + split class
- * NSS elective
- ▲ fine-tuned class / regular class
Percentage of lesson time for Key Learning Areas  (KPM05)

S1-S3

- The percentages of lesson time allocated to most of the KLAs met the EDB’s recommendation.
- A balanced curriculum was provided at the junior secondary levels.
- The percentages allocated to different KLAs remained the same in the past three years. Though the percentages for the Arts and Physical Education KLAs slightly fell short of the recommended time allocated throughout those years, teachers organized different learning activities outside the structured-learning timetable to make up for the lack of lesson time. Those learning activities were organized during activity days, the post-examination period and holidays.

The percentage of lesson time for Key Learning Areas is as follows:

<table>
<thead>
<tr>
<th>Key learning area</th>
<th>12/13</th>
<th>13/14</th>
<th>14/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese Language Education</td>
<td>18.25</td>
<td>18.25</td>
<td>18.25</td>
</tr>
<tr>
<td>English Language Education</td>
<td>17.46</td>
<td>17.46</td>
<td>17.46</td>
</tr>
<tr>
<td>Mathematics Education</td>
<td>13.49</td>
<td>13.49</td>
<td>13.49</td>
</tr>
<tr>
<td>Personal, Social &amp; Humanities Education</td>
<td>21.43</td>
<td>21.43</td>
<td>21.43</td>
</tr>
<tr>
<td>Science Education</td>
<td>10.30</td>
<td>10.32</td>
<td>10.32</td>
</tr>
<tr>
<td>Technology Education</td>
<td>8.73</td>
<td>8.73</td>
<td>8.73</td>
</tr>
<tr>
<td>Arts Education</td>
<td>6.35</td>
<td>6.35</td>
<td>6.35</td>
</tr>
<tr>
<td>Physical Education</td>
<td>3.97</td>
<td>3.97</td>
<td>3.97</td>
</tr>
</tbody>
</table>

S4-S6

- The percentage of lesson time allocated to the core and elective subjects met the recommendation of the EDB. The percentages of this year remained the same as those of last year. Teachers found no problem with the arrangement. The teaching time far exceeded the stipulated percentages because supplementary lessons were organized after school and during long holidays.

- The percentage of lesson time for OLE did not meet the recommendation of the EDB and even dropped slightly after the adjustment in 2013/14. In spite of the unfavourable situation, sufficient learning activities were organized outside formal lesson time to enrich students’
learning experience in the OLE area. Learning activities were organized during the Morning Assembly, activity days, Saturdays, the post-examination period and long holidays.

The percentage of lesson time for S4-S6:

<table>
<thead>
<tr>
<th>NSS Curriculum</th>
<th>12/13</th>
<th>13/14</th>
<th>14/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core subjects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language</td>
<td>16.28</td>
<td>15.50</td>
<td>15.50</td>
</tr>
<tr>
<td>Chinese Language</td>
<td>13.95</td>
<td>14.73</td>
<td>14.73</td>
</tr>
<tr>
<td>Mathematics</td>
<td>11.63</td>
<td>13.18</td>
<td>13.18</td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>11.63</td>
<td>11.63</td>
<td>11.63</td>
</tr>
<tr>
<td>Electives</td>
<td>34.89</td>
<td>34.89</td>
<td>34.89</td>
</tr>
<tr>
<td>Other Learning Experiences</td>
<td>11.63</td>
<td>10.08</td>
<td>10.08</td>
</tr>
</tbody>
</table>

8. **Policy on Medium of Instruction (MOI)**

**School-based MOI Plan**

**S1 to S3**

- For each level, there were 3 regular classes and 1 fine-tuned class.
- For the regular classes, English was the teaching medium for all non-language subjects except R.S., Ethics, Chinese History, Visual Arts and P.E..
- For the fine-tuned classes, Chinese was the major teaching medium of the non-language subjects with 2 discretionary subjects namely, Integrated Humanities and Science, with English being the teaching medium.
- Mechanism allocating students to fine-tuned classes:
  - S1: Students were assigned to individual classes based on their performance in the
Pre-S1 Hong Kong Attainment Test (English). Students who were ranked the lowest were allocated to the fine-tuned class.

- **S2-S3:** Students who were ranked the lowest according to the weighted average of marks of English Language, Science and Integrated Humanities were allocated to the fine-tuned classes.

**S4 to S5**

- English was the major teaching medium.
- Among the elective subjects offered, 4 were CMI subjects. They were Ethics and Religious Studies, Technology and Living, Chinese History and Visual Arts. This ensured students of the fine-tuned students had sufficient subject choice in the senior secondary schooling.

**Building Teachers’ Capacity**

- EMI teachers were required to meet the English proficiency requirement. All non-language teachers adopting EMI teaching met the requirement.
- Each EMI content subject teacher was required to attend training courses on using English as the teaching medium in their subjects. By the end of this school year, 23 teachers had received training on using English as the teaching medium in respective subjects with 4 of them being trained as resource persons in implementing language across curriculum in the English medium.
- Sharing sessions were organized by individual subjects on language across curriculum-related professional development activities.

**Whole-school Approach**

- Enhancing students’ learning effectiveness through language support was made a major area of concern in the current School Development Cycle.
- Work of content subject panels
  - Enhance students’ learning of the subject through using English
    - Bilingual vocabulary lists were prepared to facilitate learning and revision.
    - Vocabulary exercises were included in the school-based workbooks to enhance students’ exposure to subject-related vocabulary.
    - Students were offered support over pronunciation and spelling through reading aloud practice, regular dictations, e-books and other audio aids.
    - Handouts and revision worksheets on subject-specific language functions & patterns were prepared for students.
    - Reading across the curriculum was promoted through visits to the school library during which the librarian introduced subject-specific readings to students and various kinds of subject-related reading programmes.
    - Students were required to write book reports to practice reading and writing in subject-specific contexts.
    - A mapping of the curricula among Science, I.H. and English was conducted to facilitate the coverage of the text types, language patterns and skills required for Science and I.H. in the English curriculum.
  - Help students switch from fine-tuned class to regular class
    - Measures included individual meetings with the students concerned to discuss the problems encountered in learning and the help needed, tailor-made learning materials, frequent revision quizzes and dictations, tutorial classes and small group coaching.
    - Bridging courses were conducted for Maths, T&L and Computer Literacy in which the teaching contents were re-taught in English.
  - Make a better transition from junior forms to senior forms
Curriculum tailoring was done to cover part of the NSS curriculum in the junior form curriculum to help students understand the requirements of the subjects so as to lay the foundation for the senior secondary curriculum and to facilitate their choice of subjects in S4.

- Work of the English Panel
  - The English teachers helped to equip students with language skills to enable them to communicate in English effectively and develop their study skills to enable them to learn effectively in the English medium.
  - The panel also worked to provide language support for the learning of EMI content subjects and enrich students’ exposure to English across the curriculum.
  - The NET teacher was deployed as a resource person for EMI subject teachers.
  - Language support was provided for the school through proofreading test and exam papers of EMI content subjects and school documents.
  - The English learning environment was enriched through organizing various learning activities/programmes such as English Speaking Day, English Corner and Weekly English morning programme.

- Work of the Language Across Curriculum Team
  - It co-ordinated the collaboration between the English Panel and the EMI content subject panels in implementing measures in support of learning and teaching through the English medium.
  - LAC Programme for S1 I.H.
  - LAC Programme for S2 Science
  - Language support for Maths
  - Summer bridging programme for pre-S1

- Work of the School Library
  - It strived to optimize students’ exposure to English and create an authentic English learning and application environment for students.
  - It collaborated with subject panels in promoting reading across the curriculum.
  - Library tours, book exhibitions & author talks were organized regularly.
  - Subject-related reading programmes were held.

An Environment Conducive to English Learning

- English programme hosted by the NET in the Morning Assembly
- Morning reading session on Thursdays
- English Speaking Day on Tuesdays and Wednesdays
- English Ambassador Scheme
- Reading Pal Programme
- A print-rich language environment
II. Our Students

1. Class Organization
   - The number of operating classes and the number of students are shown below:

<table>
<thead>
<tr>
<th>Level</th>
<th>No. of Classes</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>4</td>
<td>132</td>
</tr>
<tr>
<td>S2</td>
<td>4</td>
<td>132</td>
</tr>
<tr>
<td>S3</td>
<td>4</td>
<td>137</td>
</tr>
<tr>
<td>S4</td>
<td>4</td>
<td>131</td>
</tr>
<tr>
<td>S5</td>
<td>4</td>
<td>134</td>
</tr>
<tr>
<td>S6</td>
<td>6</td>
<td>158</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>824</td>
</tr>
</tbody>
</table>

   - The percentage of S3 students promoted to S4 is as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>S3 students who were promoted to S4</th>
</tr>
</thead>
<tbody>
<tr>
<td>95.42</td>
<td></td>
</tr>
</tbody>
</table>

2. Unfilled Places

<table>
<thead>
<tr>
<th>S1-S6</th>
<th>12/13</th>
<th>13/14</th>
<th>14/15</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

3. Students’ Attendance (KPM 20)

<table>
<thead>
<tr>
<th></th>
<th>12/13</th>
<th>13/14</th>
<th>14/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>98.76</td>
<td>98.16</td>
<td>98.53</td>
</tr>
<tr>
<td>S2</td>
<td>99.09</td>
<td>98.93</td>
<td>98.32</td>
</tr>
<tr>
<td>S3</td>
<td>98.75</td>
<td>98.40</td>
<td>99.03</td>
</tr>
<tr>
<td>S4</td>
<td>98.57</td>
<td>98.84</td>
<td>98.20</td>
</tr>
<tr>
<td>S5</td>
<td>98.36</td>
<td>97.86</td>
<td>97.66</td>
</tr>
<tr>
<td>S6</td>
<td>98.69</td>
<td>98.32</td>
<td>97.25</td>
</tr>
</tbody>
</table>
4. Students’ Early Exit

- The number and percentage of early exit students are as follows:

<table>
<thead>
<tr>
<th>Level</th>
<th>12/13</th>
<th>13/14</th>
<th>14/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>S2</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>S3</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>S4</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>S5</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>S6</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

![Early Exit Students](chart.png)

<table>
<thead>
<tr>
<th>12/13</th>
<th>13/14</th>
<th>14/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.31</td>
<td>0.45</td>
<td>0.85</td>
</tr>
</tbody>
</table>

5. Destination of S6 Graduates (KPM 11)

- The number and percentage of S6 graduates in the following destination categories are shown below:

<table>
<thead>
<tr>
<th>S6 Graduates (146 students)</th>
<th>14/15</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Students</td>
</tr>
<tr>
<td>Local full-time Bachelor degree programmes</td>
<td>40</td>
</tr>
<tr>
<td>Local full-time sub-degree programmes</td>
<td>82</td>
</tr>
<tr>
<td>Local vocational training and continuing education programmes</td>
<td>10</td>
</tr>
<tr>
<td>Repeating</td>
<td>6</td>
</tr>
<tr>
<td>Studying in programmes outside Hong Kong</td>
<td>17</td>
</tr>
<tr>
<td>Employment</td>
<td>0</td>
</tr>
<tr>
<td>Others</td>
<td>3</td>
</tr>
</tbody>
</table>

Majority of S6 students continued their studies in local universities or other educational institutes. Some students furthered studies outside Hong Kong. The percentage of students repeating S6 or re-sitting DSE was low.

6. Students within the Acceptable Weight Range (KPM 21)

- Percentage of students within the acceptable weight range is as follows:

<table>
<thead>
<tr>
<th>Level</th>
<th>14/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>79.5</td>
</tr>
<tr>
<td>S2</td>
<td>79.0</td>
</tr>
<tr>
<td>S3</td>
<td>77.4</td>
</tr>
<tr>
<td>S4</td>
<td>76.6</td>
</tr>
<tr>
<td>S5</td>
<td>87.3</td>
</tr>
<tr>
<td>S6</td>
<td>91.8</td>
</tr>
</tbody>
</table>
The data indicated that more S3 and S4 girls were overweight or underweight when compared with other forms.

The overall average of the percentage of students within the acceptable range stayed around 82.3%.

Suggestion for improvement:

- promote physical activity among students during recess and lunchtime
- improve students’ access to sports apparatus such as volleyball and basketball
- enrich students’ knowledge of the theory and techniques of body weight control
III. Our Teachers

1. Number of Teachers

There were 56 teachers in our school:

<table>
<thead>
<tr>
<th></th>
<th>12/13</th>
<th>13/14</th>
<th>14/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved total teaching staff establishment</td>
<td>59</td>
<td>58</td>
<td>56</td>
</tr>
<tr>
<td>No. of teachers in the Chinese panel</td>
<td>14</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>No. of teachers in the English panel, excluding NET</td>
<td>11</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>No. of teachers in the Mathematics panel</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>No. of NET</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>No. of Putonghua teachers</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

2. Teachers’ Qualifications

- The qualifications of teachers are shown as below:

<table>
<thead>
<tr>
<th>Highest Academic Qualifications attained</th>
<th>12/13</th>
<th>13/14</th>
<th>14/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Teachers with master or above qualification</td>
<td>21</td>
<td>21</td>
<td>24</td>
</tr>
<tr>
<td>No. of Teachers with degree qualification</td>
<td>34</td>
<td>34</td>
<td>29</td>
</tr>
<tr>
<td>No. of Teachers with tertiary non-degree qualification</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>No. of Teachers with S6/7 qualification</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No. of Teachers with S5 or below qualification</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

The chart below indicates the percentages of teachers’ highest academic qualifications in the recent 3 years:

<table>
<thead>
<tr>
<th></th>
<th>12/13</th>
<th>13/14</th>
<th>14/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of teachers with master or above qualification</td>
<td>35.59</td>
<td>36.20</td>
<td>42.86</td>
</tr>
<tr>
<td>% of teachers with degree qualification</td>
<td>57.63</td>
<td>58.62</td>
<td>51.79</td>
</tr>
<tr>
<td>% of teachers with tertiary non-degree qualification</td>
<td>6.78</td>
<td>5.18</td>
<td>5.35</td>
</tr>
<tr>
<td>% of teachers with S6/7 qualification</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>% of teachers with S5 or below qualification</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

More than \(\frac{2}{5}\) of the teaching staff obtained master or above qualifications.
All teaching staff were professionally trained and the numbers and percentages of subject-trained teachers in the core-three subjects are shown below:

<table>
<thead>
<tr>
<th>Subject-trained teachers in the core-three subjects</th>
<th>12/13</th>
<th>13/14</th>
<th>14/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of subject-trained Chinese Language teachers</td>
<td>11</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>No. of subject-trained English Language teachers</td>
<td>11</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>No. of subject-trained Mathematics teachers</td>
<td>9</td>
<td>9</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% of subject-trained Chinese Language teachers</th>
<th>12/13</th>
<th>13/14</th>
<th>14/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of subject-trained English Language teachers</td>
<td>78.57</td>
<td>78.57</td>
<td>76.92</td>
</tr>
<tr>
<td>% of subject-trained Mathematics teachers</td>
<td>91.67</td>
<td>90.91</td>
<td>90.91</td>
</tr>
</tbody>
</table>

Among the 3 core subjects, English Language teachers have the highest percentage of subject-trained.

All English Language and Putonghua teachers have attained their Language Proficiency Requirement. The number and percentage of teachers meeting LPR are as follows:

<table>
<thead>
<tr>
<th>No. of English teachers meeting LPR</th>
<th>12/13</th>
<th>13/14</th>
<th>14/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Putonghua teachers meeting LPR</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% of English teachers meeting LPR</th>
<th>12/13</th>
<th>13/14</th>
<th>14/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Putonghua teachers meeting LPR</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Percentages of (i) teachers holding qualified professional status; (ii) subject-trained teachers in the core-three subjects; and (iii) teachers meeting Language Proficiency Requirement (LPR):
3. Teachers’ Experience

The experience of the teachers is shown below:

<table>
<thead>
<tr>
<th>Teaching Experience</th>
<th>12/13</th>
<th>13/14</th>
<th>14/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 to 2 years</td>
<td>8</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>3 to 5 years</td>
<td>7</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>6 to 10 years</td>
<td>5</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>over 10 years</td>
<td>39</td>
<td>36</td>
<td>36</td>
</tr>
</tbody>
</table>

We have a well-experienced and stable teaching team.

4. Staff Turnover Rate

Two teachers retired and two teachers left due to end of contract.

5. Teachers’ Professional Development

- Teachers’ professional training

Teachers were required to attend professional training for at least 15 hours for the whole school year. 87.5% of the teaching staff satisfied the requirement. The seminars/workshops attended covered various fields, most of which were subject-related.

<table>
<thead>
<tr>
<th></th>
<th>12/13</th>
<th>13/14</th>
<th>14/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average no. of CPD hours undertaken by teachers</td>
<td>56.37</td>
<td>46.64</td>
<td>60.04</td>
</tr>
<tr>
<td>No. of CPD hours undertaken by principal</td>
<td>115</td>
<td>224</td>
<td>102.25</td>
</tr>
</tbody>
</table>

We have a well-experienced and stable teaching team.
Whole school professional sharing
Three sharing sessions were organized for the whole teaching staff.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Teacher-in-charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>18/12/2014</td>
<td>The Effects of SODO on our Religious Beliefs, Families and Children</td>
<td>Rev. J. Kwok, Mr. Y.C. Yeung</td>
</tr>
<tr>
<td>16/03/2015</td>
<td>IMC Core Values</td>
<td>Mr. F.Y. Chu, Mr. C.C. Leung</td>
</tr>
<tr>
<td>11/05/2015</td>
<td>Movie Appreciation – “Little Big Master”</td>
<td>Sr. A. Lim</td>
</tr>
</tbody>
</table>

Staff Development Day
Three Staff Development Days were held for the whole year.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>02/01/2015</td>
<td>FMA Joint School Staff Development Day</td>
</tr>
<tr>
<td>25/03/2015</td>
<td>Brain-based Learning and Teaching</td>
</tr>
<tr>
<td>15/05/2015</td>
<td>School Self-evaluation: Three Major Concerns of the School Development Plan</td>
</tr>
</tbody>
</table>

Intra-panel professional sharing
Individual subject panels were required to organize at least one sharing session for the whole school year. 100% of the subject panels satisfied the requirement.

Collaborative lesson planning & peer observation
100% of the teaching staff had completed the scheme by the end of the school year; each teacher had observed his/her peer and had been observed once a year.

SEN Training
10.7% of the teaching staff had received training on special education for the provision of professional support to students with special education needs.
IV. Areas of Major Concern: Achievements & Reflection

Major Concern 1: Develop students’ learning capacity through self-regulated learning

**Target 1: Students demonstrate the ability to apply different study skills in their learning**

**Achievements**

- Measures were taken to familiarize teachers and students with self-regulated learning skills
  - Students generally understood the importance of self-regulated learning. They learned the skills of goal setting, learning strategies, self-monitoring and evaluation in Ethics lessons and other subject lessons. Students were told to set goals in learning and given ample opportunities to develop their skills of monitoring their own learning.
  - A workshop on self-regulated learning was organized for S3 students. They were instructed to set achievable study goals and learned some specific strategies based on students’ preferred learning styles (visual, auditory, read/write and kinesthetic) for effective learning. It also raised students’ awareness of the importance of time management and effective study skills. They were required to set their own goals and transform their goals into action plan in the form of a fixed timetable. Students also learned how to arrange their daily tasks and activities in a prioritized manner. Additionally, this workshop allowed students to understand their strengths and weaknesses so that they could make improvement in their future studies.

- Self-regulated learning skills were implemented in individual subjects
  - Individual subjects organized different learning activities to help develop self-regulated learning skills among students. To start off the process of self-regulated learning skills, many subjects organized self-learning activities for the students, for example, web-based searching tasks (E.P.A., Biology, History, Science), News Commentary (Economics and Liberal Studies), learning portfolio (Geography, Biology, Liberal Studies, Physics), self-reflection on assignments (Liberal Studies), online self-learning courses (Integrated Humanities, Chinese Language, English Language) and use of I.T. skills, such as mobile Apps and Q.R. Code (Religious Studies, Science). These learning activities helped students develop the skills needed in self-regulated learning.
  - Students set appropriate goals for those learning activities; however, not many of them were able to reach the goals. Nevertheless, students showed improvement in organizing information in different contexts. Those of the higher abilities were more proactive in learning. They reflected that they had worked hard throughout the year. However, in setting goals for the HKDSE, many of the students were too modest. They only set the goal of obtaining Level 2 to Level 4 in the examination. This showed that they lacked confidence in themselves. Some were probably not well-prepared for the public examination.

- Dissemination of good practices was promoted among teachers and students
  - Students were invited to share their revision plans and success tips for different subjects. But quite a few students were rather shy about sharing their experience in class.
  - Good work was shared in class for peer learning (Chemistry, Economics, History, Chinese Language). Students shared their work with their fellow students and teachers pointed out the strengths and the areas for improvement on the spot. The whole class could learn from the work presented and the comments made by the teachers. Some subjects uploaded good work to eclass (BAFS, Technology and Living) to make it accessible to all students for self-learning.
• Good work was also displayed in classrooms (English Language, Physics, Visual Arts) and on the school campus (English Language, Visual Arts). The displays were accessible to students and it was hoped that with daily exposure, students would learn from the good work. At the same time, the recognition given to the owners of the good work would be a great encouragement. The good work displayed on the school campus also fostered cross-level peer learning.

Reflection

➢ Many students understood the process of self-regulated learning. However, they only focused on the process of goal setting but they were not able to make strategic plans to work for their goals and they skipped the self-monitoring and evaluation process.

➢ Quite a few students reflected that they failed to achieve their goals because they were too lazy to carry out the measures they had suggested for themselves. The lack of persistence would be an issue for teachers and students to deal with in the coming year.

➢ It was also found that some students regarded goal setting and self-reflection as just an assignment. Students should therefore be encouraged to apply the reflection process in their daily learning. Some class time should be set aside regularly for them to review their own learning and performance. The idea of reflection for learning should be instilled among the students.

➢ Senior forms especially the exam classes and the academically strong students showed greater initiative for self-learning. Closer monitoring and more guidance from teachers were needed for the junior forms and the lower-ability students.

➢ Students should be reminded of being realistic in setting goals. They should consider their abilities and set attainable goals. They should also learn to persevere when striving towards their goals.

➢ In general, students enjoyed learning from their peers. But when asked to discuss and comment on the performance of their peers, many tended to give very general feedback. To enhance the effectiveness of sharing, students of higher abilities could be asked to analyze the strengths and areas for improvement for their peers’ work. This would train their critical thinking skills. As for the students of lower abilities, teachers should give sufficient and clear guidelines to develop their sense of judgment and critical thinking skills.

Target 2: Students develop an active learning attitude

Achievements

➢ A diverse assessment practice was implemented to encourage self-learning

• In response to last year’s evaluation, self-learning topics were only included in coursework for the content subjects at the junior levels with mark weighting of 10%.

• Many subjects continued to employ a diverse assessment practice to encourage self-learning: learning portfolio (Liberal Studies, Geography, Physics, BAFS), on-line learning courses (Chinese Language, English Language, Integrated Humanities), formative assessment on students’ learning process (Integrated Humanities, Technology and Living), peer assessment (Putonghua, Chinese Language). Learning tasks were given to the students. The assessment practice could cater for the different abilities and learning needs of the students. As these assessments were different from conventional paper and pen assessment, many students, even those of lower abilities, showed greater motivation in learning.

➢ Ample opportunities were provided to enhance students’ self-learning attitude

• Different subjects organized co-curricular and cross-curricular activities to enhance students’ self-learning attitude. They were arranged to attend seminars, talks or workshops outside school. They were also asked to conduct museum visits or outings themselves for theme-based research. They were required to write reports or do worksheets on the activities attended.
• The Project Learning in S3 provided students with a good chance to cultivate a positive learning attitude. It was a self-learning oriented learning activity. The students found a topic themselves and planned the whole learning process. Teachers only served as facilitators. However, many of the students were not serious in the learning process. This year, the students were required to focus on getting second-hand information for the project. Many groups did not make an effort to get relevant and in-depth information and thus the information they got for the project was superficial. Most of the students just wanted to get the task done.

• A leadership training day camp was organized for S4 students. This learning activity provided chances for the students to challenge their strengths and abilities and develop self-learning skills, sense of responsibility, communication skills and team spirit through various experiential learning programmes. It was hoped that the students would be inspired to be more positive in learning.

Attempts were made to encourage students to become reflective learners

• Students were told to reflect on their learning. In the learning portfolios, they had to reflect on their learning and made adjustment to their learning based on their reflection and teachers’ suggestions. In some lessons, teachers spared some time to ask students to reflect on what they had learned. On some occasions, students shared their successful experiences with their fellow students. All these would help students develop the habit of self-reflection for self-improvement.

• Students also shared their learning experiences with their class teachers in the monthly diary. They made reflections on their learning plans. Class teachers gave them advice and also played the role of monitoring their learning process.

• After attending a workshop on self-regulated learning, each S3 student was required to produce a learning portfolio. It included a learning plan with respect to goal setting, strategies and mode of evaluation. Class teachers monitored the progress of the students and checked their portfolios regularly.

Reflection

• Students of higher-abilities had a more active learning attitude because they had a sense of achievement in their studies. Students of lower-abilities should therefore be given a chance to achieve so as to raise their motivation in learning. The mode of learning tasks should be diverse and consist of different levels of difficulty to cater for students of different abilities. Once the weaker students had got a sense of achievement, they would be willing to try more and would be more confident in facing greater challenges in learning.

• Formative assessment should be used more widely to sustain students’ effort in learning. Students would have a chance to reflect on their learning and work for improvement. This would help them develop a positive learning attitude.

• Co-operative learning should be encouraged to promote effective learning. Students could learn from each other. The weaker students would be more motivated to learn as they would learn faster and become more confident in themselves.

• The leadership training programme gave students an invaluable experience on personal breakthrough and they were given chances to demonstrate various skills attributing to self-regulated learning. The programme should be continued.

• Students were asked to reflect on their learning. However, the reflection that many of the students made was superficial and it did not cover a thorough examination of the whole learning process. Teachers should give more detailed guidelines on writing personal reflections. Good reflection should be shared among the students so that they could learn from each other.

Conclusion

Different subjects and groups took a variety of measures to promote self-learning among students in the hope of guiding them to the path of self-regulated learning. To make self-regulated learning effective, students should have an active learning attitude. Once students
have the motivation to learn, they will be willing to learn, monitor, reflect, correct and apply actively by themselves. Therefore, a greater effort should be made to develop an active learning attitude among the students.

Major Concern 2: Enhance students’ learning effectiveness through language support

Target 1: Implement LAC in the English medium

Achievements

- This year the Language Across Curriculum (LAC) Team continued to coordinate with the English Language Panel to give language support to S1 Integrated Humanities (I.H.) and S2 Science. In S1, the bridging programme held in September covered language items and functions relevant to students’ language needs in I.H. and Science. The English language curriculum was tailored based on last year’s experience to create space for the LAC programmes. Attempts were made to match the syllabus on grammar teaching and the syllabus of I.H. and Science. The English curriculum was adjusted to address the language needs of the two EMI content subjects.

- LAC programme for S1 Integrated Humanities
  - Support measures for I.H. included dictations on I.H. vocabulary items in English lessons and worksheets on parts of speech based on I.H. vocabulary for consolidation and revision purposes.
  - Cross-curricular modules were implemented. News comprehension exercise was given in English lessons to teach students the skills of comprehending a news article and revise the question words commonly used in I.H.
  - For the I.H. project on the monuments in Hong Kong, language support was given in both English and I.H. lessons on descriptive writing and writing a proposal.

- LAC programme for S2 Science
  - To meet students’ needs in S2 Science, the use of imperative and procedural writing presented in the science context were introduced in the English lessons. Follow-up teaching activities were conducted in the Science lessons in the second term to get students to apply the knowledge acquired. Grammar practice on the use of tense and parts of speech in the science context was also arranged.
  - Language support was given to the Science coursework on how to prevent browning of apples. Procedural writing and presentation skills were taught in English lessons before students designed and conducted the experiment in Science lessons. Students were also required to present their experiment in the English speaking exam.

- Professional development on LAC
  - Members of the LAC Team attended LAC-related workshops and sharing sessions were held for the teachers involved in the LAC Programmes.
  - EMI content subject teachers also attended courses on teaching different KLAs in the English medium and other related workshops/sharing sessions. In the past four years, 23 teachers received various training programmes on using English as the teaching medium, with 4 of them being trained as resource persons in implementing language across curriculum in the English medium and 13 having attended a 5-day course on teaching different KLAs in the English medium.
  - Mrs. Bette Li, former Principal of the school, was invited to share her expertise on LAC support measures and review the school’s LAC programmes.
  - The training programmes and sharing sessions provided a good opportunity for teachers to reflect on the current practice and keep themselves informed of the latest
development in the implementation of LAC, which would help set directions for future planning.

**Reflection**

- Teachers of I.H. and Science found the language support materials helpful. In the case of I.H., students showed greater readiness and confidence in using their words when writing their proposal for the term project when compared with students of last year. In general, students showed greater care in spelling and language accuracy in their coursework and exams for both subjects though the results of some students remained unsatisfactory owing to their failure to follow instructions or meet teachers’ requirements, which was mostly caused by their negligence and poor learning attitude rather than their language ability.

- The English Panel would review and adjust the language support given to meet the needs and levels of the students. To ensure a more holistic and comprehensive coverage, the mapping of the curricula of English, I.H. and Science would cover genres and themes. English language teachers would provide support in helping students understand the features of the major text types used in I.H. and Science.

- The I.H. and Science Panels would review the LAC programme to ensure a proper balance between subject knowledge and language support.

- Students expressed interest in the cross-curricular learning activities. They also found the language input and additional practice such as the dictations on I.H. vocabulary items helpful in improving their results in the EMI content subjects.

- Science teachers realised that there was limited room for integrating language support in daily lessons and would consider providing subject-related language practice for self-learning. Students would be required to be prepared for the upcoming lessons so as to facilitate learning.

- Teachers would be encouraged to attend related professional training activities and share the information or resources disseminated with fellow panel members and other teachers involved in the LAC programmes. Teachers would be encouraged to review and refine their pedagogy through collaborative lesson planning and peer observation with fellow team members or teachers involved in the LAC programmes.

**Target 2: Help students adapt to the switch of medium of instruction**

**Achievements**

- S1 summer bridging course was organized for the pre-S1 students
  - A summer bridging programme covering school orientation, classroom language as well as the language skills and vocabulary of EMI subjects was held for the pre-S1 students of 2014-2015. The course materials were based on the topics and materials provided by the related EMI subjects.
  - According to a survey conducted at the end of the course, most of the participants found the programme helpful in improving their English language skills and confidence in using the language as well as preparing them for the new school year.
  - Copies of the course materials were given to the subject teachers concerned and the S1 English teachers for reference or follow-up.
  - Apart from revising the unit on Mathematics in the summer bridging programme, a worksheet on the vocabulary used in writing mathematics equations was given in the English lessons in September.

- Support measures were provided for the students switching to regular classes
  - Different EMI content subjects arranged bridging courses for the students switching to regular classes. The Mathematics Panel organized bridging courses during the
summer holiday whereas Technology and Living and Computer Literacy arranged intensive courses in September and October after school. Feedback of the students on the bridging courses was positive.

- Special attention and guidance was given to these students. In addition to classroom guidance, some teachers met the students regularly to discuss the problems they encountered. Individual coaching and tutorials were given afterwards. An afterschool tutorial class on EMI content subjects was arranged for S2 students with the majority of the participants coming from this batch of students.
- The S2 students demonstrated better academic performance than the S3 students. Among the 21 S2 students who came from S1 fine-tuned class, all except one would stay in regular classes in S3, with the same number of students in the enhancement class. This owed much to the support measures provided to them.
- The S3 and S4 students found that their learning was going on well. The problems they encountered were mostly related to subject content and study skills, not language.

Reflection

- Teachers found the summer bridging programme useful in helping students adapt to the use of English as the learning medium.
- The language support for S1 Mathematics was relevant though it might not have an obvious impact on students’ performance as the understanding of Mathematical concepts plays a more critical role in students’ academic performance.
- The course materials of the Pre-S1 Bridging Course were revised upon consulting the subject panels concerned. More model language patterns and a vocabulary box would be added for each unit.
- To encourage students to take the programme seriously, a test would continue to be conducted in September and students would be assessed on the knowledge acquired.
- To enrich students’ general knowledge, free copies of Young Post would be given to all participants of the bridging programme for home reading. News comprehension worksheets would also be assigned as summer vacation homework for the new S1 students.
- The school provided sufficient support measures to cater for the needs of the students switching from the fine-tuned classes to regular classes. For more effective learning, the bridging elements could be integrated into classroom teaching in addition to the formal short courses.

Target 3: Strengthen cross-curricular collaboration

Achievements

- Cross-curricular learning was conducted
  - Students expressed interest in the English learning activities and materials involving other EMI subjects and participated well. Students were awarded bonus points for the English Award Scheme for completing the worksheets uploaded to e-class and this proved an effective incentive.
  - LAC readers were used in the reading programmes organized by the school library in collaboration with the EMI subject panels, namely Science (My favourite pet), T & L and ICT (healthy food) and Geography (global warming). The LAC readers were used as part of the extensive reading scheme for S1-2. Students were required to finish reading one LAC reader per GR lesson. To cater for learner diversity, LAC readers were chosen according to the language abilities of students. They were also used as additional reading resources for the enhancement class of S3.
Cross-curricular activities were implemented

- The cross-curricular English-medium activities were held as scheduled.
- Topics related to EMI content subjects were covered in the English morning programme and the lunchtime conversations held on the English Speaking Day.
- Follow-up quizzes on the morning talks were organized.
- EMI subject teachers were consulted on the topics to be covered in the activities and were invited to join the lunchtime conversations. This activity was well received by the students.

Language support measures were given to Liberal Studies

- To prepare students for the learning of Liberal Studies, the Chinese Language panel taught S4 students the skills of argumentative writing. They were taught different ways of presenting arguments and points of view. Writing practices were given as consolidation.
- Most students were able to organize their writing properly. However, the discussion was superficial because they did not have sufficient in-depth knowledge to elaborate their points.

Reflection

- Teachers agreed that the LAC readers could widen students’ reading exposure. However, it was found that some readers were too hard for the lower-ability students. Further adjustment would be made.
- The Team would continue to approach the EMI subject panels and the school librarian to discuss the possibility of organizing exhibitions or reading programmes on LAC readers.
- Teachers found that the cross-curricular learning activities provided a good opportunity for collaboration across the curriculum.
- Teachers also found that the activities were relevant to students’ learning and helped raise students’ awareness of the use of English across the curriculum.
- The Wednesday lunchtime conversation proved a well-received activity among teachers and students. Many students were eager to have the chance to chat with the content subject teachers in English.
- The participation of junior form students was unsatisfactory. A greater effort should be made to promote the activities among junior forms.

Conclusion

With the effort of the LAC Team and different subject panels, the effectiveness of teaching and learning in the English medium was enhanced. It was indeed encouraging. To ensure sustainable development, the LAC Team would continue to co-ordinate the collaboration between the English Panel and the EMI subject panels in promoting the use of English across the curriculum through English-medium activities and other LAC-related measures.

Major Concern 3: Foster whole person development through enhancing students’ awareness of career planning

Target 1: Students understand their interests, abilities and career aspirations

Achievements

- Through different topics in Ethics lessons and Religious Studies lessons, students could
understand more about themselves. They learned to acknowledge their weaknesses and appreciate their strengths. Examples were as follows:

- In a S1 Religious Studies lesson, teachers used Our Lady as a role model to illustrate the spirit to serve.
- In a S3 Religious Studies lesson, students were asked to list their strengths, weaknesses, interests and goals.
- For Ethics lessons of S1 and S2, the topics 「天生我才」、「志趣餅店」、「我值得讚賞」和「生命有價」 enabled students to understand their potentials and appreciate other people’s strengths.
- For S4 Ethics lessons, the topics 「自我形象」、「一人一夢想」 enabled students to further investigate their interests and goals.

- Students actively participated in those activities assigned to their respective forms and they were provided with opportunities to further understand themselves. For instance, all S1 students were required to join at least one ECA club, and S1 and S2 students had to participate in at least one Sports Day event. As a result, they had chances to understand their interests and explore their potentials.

- In the S4 social service programme “Show Your Warmth”, students prepared gifts and designed service programmes for their service targets, such as the elderly and the disabled. It allowed them to explore the areas which they were good at.

- The self-exploration workshop for S3 helped students acquire skills of goal setting, which could inspire them to devote greater to their studies in the year. As for the careers exploration game, it helped them explore their career interests and gain basic understanding of the entry requirements and job nature of different careers.

**Reflection**

- It was reflected that lower form students were still unclear about their interests and goals. An Orientation Day Camp would be organized to S1 at the beginning of the school term to help them adapt to the new environment, understand themselves, develop their potential and enhance their personal responsibility.

- The Moral Education and Health Service Team would join the Basic Life Skill Training (BLST) Programme (成長新動力) of the Health Department, which provided outreaching service to S1 students during their ethics lessons. Moreover, the Hong Kong Federation of Youth Groups (HKFYG) would be invited to design four ethics lessons to help S2 students set appropriate goals.

**Target 2: Students develop their potentials and the spirit to serve**

**Achievements**

- 85% of students joined at least one ECA club. 34% of the committee members of ECA clubs and service teams were from junior forms. It gave chances for those students to gain experience in organizing activities, which was valuable for their future.

- The overall percentage of students participating in inter-school competitions was 67.7%, with 34.8% (S1), 33.3% (S2), 100% (S3), 100% (S4), 100% (S5) and 41.8% (S6). The inter-school competitions participated in included Speech Festival, Music Festival, Secondary School Mathematics and Science Competition, Hong Kong Biology Olympiad for Secondary Schools, HKSSF Hong Kong Island and Kowloon Secondary Schools Regional Committee Inter-School Athletics, Badminton and Swimming Competition, Southern District Age Group Athletic Meet, Hong Kong Cup Arts Festival Dance Competition and International Dance Performances, 「香港盃外交知識競賽」 T shirt 設計比賽 and 「童樂」 國際繪畫比賽. Besides, all S3 and S4 students joined the PEACE 和平計劃標誌設計比賽 and 全港通識理財問答比賽 respectively. Through the
participation in these competitions, students gained valuable opportunities to acquire new knowledge, meet new friends and explore their potentials. Their horizons were broadened. For those students who won prizes, their sense of achievement was enhanced.

- As committee members of clubs and teams, students were given opportunities to organize activities, such as fun fair, thanksgiving day, inter-house singing contest, inter-class competitions, flea market, organic farming and Campus TV programmes, etc. Through the activities, their leadership skills were fostered.

- On the Experiential Learning Days, School Prefects, Big Sisters, members of GIF Team, English Club, Visual Arts Club and Cooking Club learned the proper manner of receiving guests and handling questions from visitors.

- For S4 social service, students were required to design a service programme for different service targets after attending some training sessions and workshops. Most of the students showed a high level of participation and care for the people in need during the activities.

- Three leadership training programmes were held – one for S2 students, one for S4 and one for School Prefects and Big Sisters. Students were provided with chances to have personal breakthrough. Their self-learning ability, sense of responsibility, communication skills and team spirit were enhanced through various experiential learning programmes. After joining the programmes, some students became more confident and better motivated to solve problems when encountering difficulties. For example, in the Peer Reading Pal Programme, some S4 students demonstrated their leadership skills to perform as tutors to help younger students become better readers. Committee members of Students’ Association were able to use their problem-solving skills in organizing activities.

- All the activities allowed students to develop their leadership abilities, sense of achievement and spirit to serve.

**Reflection**

- The measures implemented were sufficient, but it was suggested that teachers-in-charge of all functional groups should encourage their committee members to carry out reflection after organizing an activity. It could give chances for them to learn from past experience.

- It was also suggested to identify those students with lower socio-economic status earlier and encourage them to join the life-wide learning activities by providing them with financial support through the Hong Kong Jockey Club Life-wide Learning Fund and School-based After-School Learning and Support Programmes.

**Target 3: Students understand the importance of setting and reviewing their goals at different stages of their secondary school lives and realize their goals**

**Achievements**

- Different inspirational sayings were printed in the Student Handbook. These sayings were also used for prayers in the morning assembly.

- Posters designed by students with inspirational sayings were posted in the school campus.

- Three past pupils from the first cohort of DSE were invited to attend the S6 Parents’ Day to share their valuable experience on JUPAS strategies. The study paths of these past pupils were impressive to students and helped them make appropriate choice for future studies.

- Ethics lessons were tailor-made for S1 to S3 and S6 students. Example were as follows:
  - S1: 「我為我掌舵」
  - S2: 「學習全攻略」
  - S3: 「理想發電站」、「一路向前」
Students learned that they had to set clear, realistic and achievable goals with relevant strategies according to their abilities and interests and adjustments needed to be made at different stages of personal developments. Students were also encouraged to overcome difficulties and make room for improvement.

- “Reflection” was added in the Self-development Award Scheme Booklet. Students had to write reflection in each term. Class teachers would follow the progress of the goals students set throughout the year. However, students generally lacked initiative to achieve their goals, so only 29% of them obtained awards.

- The Careers Guidance Team guided students to build up a high-quality Student Learning Profile (SLP). For S4 students, the uses of SLP were introduced in the “Career Mapping Workshop”. Besides, one ethics lesson was designed for S5 students to teach them more strategies in choosing relevant and suitable OLE activities. For S6 students, two ethics lessons were spent, one about OEA and the other on SLP. These lessons could help students understand how to start preparing a high-quality SLP.

- The mentorship programme continued this year. It was the second year of the programme. 6 mentees of last year withdrew from the programme, so there were a total of 58 mentees; 5 among them were new mentees. A total of 17 activities were organized this year, such as visits to universities and companies, participation in talks and workshops, etc. Most of the mentees were satisfied with the activities organized. They agreed that this programme helped them set goals and understand their career interests and planning.

- Information about local and overseas studies on the careers website and bulletin board was updated timely. This allowed students to grasp the latest careers information. Careers Guidance Team also continued to send frequent emails to students through eclass. Besides, the Careers Room was officially open in March. Activities were held during lunchtime and after school, such as 『彩蜜派對』, an activity to help students assess their career interests and 『築夢工程』, a programme to help students understand the factors affecting one's career path. Moreover, the “OLC Careers Guidance Team” facebook page was set up in May 2015 for trial. More information on further studies would be posted on this facebook page.

Reflection

- Most of the students lacked perseverance to actualize their goals, so it was suggested that guidelines should be given to S3 to S6 students on goal setting. In their monthly diary, they should also be required to design their own action plan and carry out reflection on how well they could achieve their goals.

- To encourage students to learn from each other, students would be invited to share their successful experience on setting and actualizing goals during the morning assembly.

- In order to raise S1 and S2 students’ initiative to participate in the Self-development Award Scheme, Big Sisters, class teachers and counseling teachers would encourage and remind students regularly to accomplish the targets set in the scheme.

Target 4: Students understand their social responsibility and establish proper ethical values

Achievements

- An inspiring careers talk by Anson Chan was organized by Alumnae-in-Action (AinA). The theme of the talk was "Civic Society and the Role of Young People". Positive feedback was received from participants as her profound insights on Hong Kong’s situation challenged students to reflect on their roles in society.

- In Religious Studies lessons, teachers taught students about the meaning of work using
examples of famous people in society and saints. Students learned that working is not only for earning money but also for realizing and fulfilling one’s responsibility. Their sense of mission was nurtured.

- Morning talks delivered by teachers and the Principal brought out the message of how to make sensible choices and resist temptations. Topics covered included “上學的意義”, “正確的學習態度”, “如何成為5***的學生” and “教宗聖方濟給青年的一封信”.

- Through S1 to S5 Ethics lessons on topics, such as 「人生的價值」, 「廣告睇真 D」 and 「暑期工陷阱」, students were taught to distinguish right from wrong.

- In Religious Studies lessons on 「生命的優次」, 「自勝者強」 and 「自由」, students were taught how to resist temptations and make good use of freedom.

Reflection

Overall speaking, students understood the importance of having proper values and a sense of responsibility through the above measures. The school should continue to carry out measures to help students develop a positive attitude towards life.

Conclusion

Targets were set appropriately. With the provision of the Career and Life Planning Grant and the support of AinA, more school-based career guidance services were provided to students. However, to enhance the effectiveness of the policies and to promote students’ perseverance, teachers should give students more guidance and encouragement.
V. Our Learning and Teaching

1. Curriculum

- The 2014-15 school year was the second year of the current school development cycle, and the highlights of curriculum planning were in line with the school’s areas of major concern. They were to enhance learning effectiveness through language support and self-regulated learning. Another focus of development was measures on academic enhancement.

- Academic support measures in the form of tutorial groups were provided to students of higher, average and lower abilities.

### S1-3

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<thead>
<tr>
<th>Lower abilities</th>
<th>Remedial class (Structured learning)</th>
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<tbody>
<tr>
<td></td>
<td>S1-S3 English Language, Chinese Language, Maths</td>
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<tr>
<td></td>
<td>English enhancement tutorial class</td>
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<td></td>
<td>S1 &amp; S2 students of fine-tuned and remedial classes</td>
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<tr>
<td></td>
<td>Academic support tutorial group</td>
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<tr>
<td></td>
<td>mainly for students of S1 fine-tuned class switching to S2 regular classes</td>
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<tr>
<td></td>
<td>Coaching on EMI subjects</td>
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<td></td>
<td>Big Sister Scheme</td>
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<td></td>
<td>S1</td>
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<td></td>
<td>Individual coaching on school work by Big Sisters</td>
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<tr>
<td></td>
<td>Tutorial groups catering for Bottom 15</td>
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<td></td>
<td>S1-S3 English Language, Chinese Language, Maths</td>
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<tr>
<th>Average abilities</th>
<th>Afterschool Academic Enrichment Courses</th>
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<tr>
<td></td>
<td>S1-S3 English Language, Chinese Language, Maths</td>
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<table>
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<th>Higher abilities</th>
<th>Enhancement class (Structured learning)</th>
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<td></td>
<td>S2 and S3</td>
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### S4-6

<table>
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<tr>
<th>Lower abilities</th>
<th>Free Lesson Tutorial Class (Structured learning)</th>
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<tbody>
<tr>
<td></td>
<td>S4 &amp; S5 English Language, Chinese Language and Maths</td>
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<tr>
<td></td>
<td>A-in-A tutorial groups</td>
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<td></td>
<td>S4 Liberal Studies and Maths</td>
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<table>
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<tr>
<th>Average abilities</th>
<th>Free Lesson Tutorial Class (Structured learning)</th>
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<tbody>
<tr>
<td></td>
<td>S4 &amp; S5 English Language, Chinese Language and Maths</td>
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<tr>
<td></td>
<td>Enhancement courses for core subjects</td>
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<tr>
<td></td>
<td>English Language (S4 &amp; S5), Chinese Language (S4 &amp; S5), Maths (S6) &amp; Liberal Studies (S6)</td>
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<table>
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<tr>
<th>Higher abilities</th>
<th>Enhancement courses for core subjects (S4 - S6)</th>
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<tbody>
<tr>
<td></td>
<td>English Language (S4 &amp; S5), Chinese Language (S4 &amp; S5) &amp; Maths (S6)</td>
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- Bridging courses were arranged for Pre-S1 students and students switching to regular classes:
  - Pre-S1 bridging programme in August and S1 extended bridging programme in September
• Bridging courses for students switching from fine-tuned to regular classes: 
  Maths (S1-3), Technology and Living, and Computer Literacy (S2 & S3)

  Special arrangements were made for two S1 non-Chinese students. A test on their 
  Chinese language standard was conducted at the beginning of the school year. Special 
  arrangements were made to address the learning needs of the students. Teacher gave them 
  individual guidance and peer coaching was arranged. In the second term, they attended an 
  outsourced course on Chinese language learning which provided them with learning 
  materials and assessments. In order to increase their exposure to the Chinese language 
  through learning and interaction with local students, they were required to attend all the 
  lessons, including those subjects with Chinese as the teaching medium.

  A review on the elective subject combination was made with reference to resource 
  deployment of the school, the abilities and interests of students and adequacy of choices 
  for students.

2. Student Learning and Teaching

  ➢ Students became more familiar with using IT in learning. Other than taking part in 
  subject-based on-line self-learning courses, eclass was used as a self-access learning tool, 
  in which students could find additional information to supplement formal lesson learning 
  and additional assignments to facilitate further learning.

  ➢ The Campus TV provided a platform for enriching students’ learning experiences. 
  Different subjects worked together with the Campus TV Team to produce programmes to 
  promote learning. For example, the Chinese Language and Liberal Studies panels 
  produced a programme on reading skills, whereas the English Language and Mathematics 
  panels produced a programme about the Amazing Race, a fun-filled event for 
  Mathematics and Science.

  ➢ As one of the major areas of concern of the school development was the promotion of 
  self-regulated learning, students were told to set goals for their learning, and devise 
  strategies to work on their goals. Many were able to reflect from time to time for 
  self-improvement though they had yet to develop the ability to work on their own. 
  Nevertheless, it was a good way to promote effective learning.

  ➢ Self-learning played an important part in students’ learning. Self-learning topics were 
  included in coursework in all the subjects except English Language and Chinese 
  Language. The mark weighting was 10% of the total marks.

  ➢ Homework non-submission was a serious problem of the lower forms. The homework 
  non-submission rate of S1 and S2 students was extremely high and many of them 
  received demerits owing to their poor homework submission records. In order to help 
  students develop a better sense of responsibility and enhance self-discipline, S1 to S3 
  students who failed to submit homework 10 times were required to attend the after-school 
  homework class for two weeks.

  ➢ The following new measures would be implemented to alleviate the problem of 
  homework non-submission:
    • Class teachers would help S1 to S3 students develop good habits of recording the 
      assignments given by teachers every day
    • The ‘Homework Guidance Class’ would be held for S1 and S2.
    • The on-the-day detention class would be cancelled and a demerit would be given for 
      not submitting homework punctually 10 times instead of 15 times.
3. Assessment

- The school struck a balance between summative and formative assessment and a diverse assessment practice was employed to assess students’ ability.
- Formative assessment was well received by both teachers and students. Teachers knew the progress of the students and could carry out timely follow-up work. Students were aware of the need to make continuous efforts in their studies. It was suggested that formative assessment should be carried out in a larger scale in the coming academic year.
- Evaluation on students’ performance in tests and examinations was carried out to identify students’ strengths and weaknesses. Follow-up measures were also suggested for further improvement. This year, based on the test and exam results, the bottom 15 students of S1 to S3 in English Language, Chinese Language and Mathematics were identified, and intensive remedial coaching was given to those students to uplift their competency in those subjects.
- Students also took part in self and peer assessment, most notably in the large-scale assignments such as the Integrated Humanities project for S1 and S3 Project Learning. Students improved their generic skills through these learning activities.
- Special arrangements were made for the SEN and non-Chinese students. To cater for the needs of the SEN students, special time-table arrangements were made for them. The duration of test/exam was usually lengthened upon the advice of the specialists. For the non-Chinese students, oral assessment instead of written assessment was arranged for subjects including Chinese History, Religious Studies and Putonghua. For Chinese Language, special test/exam question papers were designed by the course provider to cater for students’ standard.
VI. Support for Student Development

Student Support

As a Salesian Catholic School, under the preventive system, we nurture students to have an optimistic and upright character, be a life-long learner and commit to society and the nation. Different functional groups such as Careers Guidance Team, Civic Education Team, Counseling Team, Extra-curricular Activities and Services Groups Coordinating Team, Discipline Team, Moral and Health Education Team and Religious Formation Team implemented different measures. Cross-group collaboration and resource allocation were coordinated by the Student Development Committee.

In order to put St. Bosco’s preventive educational rationale into practice, we cultivated a caring, harmonious, religious atmosphere and family spirit in the campus. Every day student prayer leaders wrote and led prayers with appropriate intentions. Also, the Salesian Spirituality was enhanced through a series of Salesian Activities such as mass, liturgy and Salesian Youth Day. In order to celebrate Don Bosco 200th anniversary of birth, a fun fair day was held in January. In addition, the Principal and teachers alternated to give talks in the morning assembly. The talks were on a variety of topics such as ethical values, spiritual development, disciplinary issues and civic responsibilities. Moreover, in order to understand students better, class teachers talked with them individually twice a year. This was followed by discussions in ethics lessons and monthly diaries, all of which consolidated students’ positive values towards life and enhanced the relationship between the students and class teachers.

To ensure S1 students started and adapted well in their first year at our school, an Orientation Day was organized for them and their parents. Together with the Big Sister Scheme, Houses, ECA Policy and Co-class Teacher System, S1 students adapted well in our school.

To foster students’ whole person development, activities were organized based on the targets set for each form. The targets for each form were: Time Management for S1, Inter-personal relationship for S2, Preparation for Senior Secondary for S3, Promotion of Positive Energy for S4, Career Planning for S5 and S6. In order to develop students’ healthy lifestyle, activities with different themes were held. The themes were ‘Anti-drugs’, ‘Sex Education’ ‘Anti-smoking’, ’Internet Education’, ‘Social Services’, ‘Leadership Training’ and ‘Life Education’. The activities included talks, workshops and interactive drama shows, etc. They were conducted on the first ten school days, afterschool, activity days and during the post-examination period. Apart from joining these activities, students had ample opportunities to organize extra-curricular activities through being the committee members of ECA clubs and service teams.

Students’ behavior and learning attitude were monitored and assessed through their performance in the Self-Development Award Scheme, Student Learning Profile and ECA, deliberations of conduct marks, as well as their records of daily attendance, merits, demerits, and violation of school regulations.

In order to help the fine-tuned class students or students of low self-esteem to improve their time management skills and become more self-motivated, some tailor-made programmes including peer reading pal programme, ‘種出新 Teen’ planting workshop, emotional group and horticulture group were provided to them throughout the year.

Partnership

As in previous years, the Home-School Liaison Committee and the Past Pupils Association supported the school. Parent volunteers delivered lunch boxes to S1 and S2 students. They also helped selling used textbooks to our students at the end of the academic year. Also, the Past Pupils Association initiated ‘Alumnae in Action’ (AinA) to help current students. AinA organized Saturday tutorials for S1 fine-tuned class and English remedial class, and bottom 15% students of S2 and S3. Past students studying in local universities were also recruited by AinA to tutor the academic low
ability students of S2 and S4 in Science and Humanities subjects and trained students for Speech Festival. Besides, AinA worked with the Careers Guidance Team to run a mentorship programme and workshops for students.

As a member of the Salesian Family which consists of 19 schools, resources were fully utilized to conduct religious activities.

This year, we continued to cooperate with YMCA to organize activities and provide services to the elderly and disabled. In addition, we also cooperated with the Organized Crime and Triad Bureau of the Hong Kong Police Force, the Caritas, Health Department and the Hong Kong Lutheran Social Service-Rainbow Lutheran Centre to offer counseling services. Furthermore, the Careers Guidance Team cooperated with the Hong Kong Federation of Youth Groups, the Savannah College of Art and Design (SCAD), HKU Space Po Leung Kuk Stanley Ho Community College (HPSHCC), Junior Achievement Hong Kong, Salvation Army Chuk Yuen Children and Youth Centre to provide students with information of multiple pathways. The Wong Tai Sin District Secondary School Heads Association, EDB and the Hong Kong Association of Careers Masters of Guidance Masters (HKACMGM) provided internship opportunities to students.

1. Religious Formation Team

A series of religious activities were organized to enhance the religious atmosphere and strengthen the Salesian Spirituality in the school community.

➢ To encounter Christ in prayers and liturgy

Achievements

- Daily morning prayer was carried out throughout the school year. Prayers leaders prayed for a diversity of intentions including the needs of the world and current affairs.
- In the morning prayer, the prayer leader elaborated the inspirational sayings by using the examples of Jesus or Saints, and guided schoolmates to review their daily life.
- Mass and liturgy were held to celebrate the special feast days, e.g. School Opening Mass, St. John Bosco Mass, Mary Help of Christians Mass. Teachers and students participated well and were impressed by the homily of the celebrant.

Suggestions for improvement

- More English religious songs can be taught in the Music lessons or RS lessons to promote Catholic values.
- Follow-up reflection should be carried out in RS lessons after the mass.
- Students who play musical instruments can be invited to accompany the hymn-singing in the mass.

➢ To strengthen the Salesian Spirituality in the school community

Achievements

- Students participated in several activities organized by the Salesian Youth Ministry Office. Many students joined the Salesian Youth Day. A few students joined the leadership training camp, action song workshop and prayer training workshop.
- A fun fair day was held for the celebration of DB200. Sisters, teachers and students experienced spirit of freedom and joy under the blessing of Don Bosco on the day.
Suggestions for improvement

- Some spiritual sharing sections can be carried out about the experience of joining the Salesian Youth activities.
- Videos on the activities of the Salesian youth of other nations can be promoted through campus TV.

➢ To enhance students’ caring spirit and sense of thanksgiving

Achievements

- Teachers and students were encouraged to practice charity towards the poor through several fund raising activities, e.g. Caritas raffle tickets, the Lenten Campaign and the World Vision Child Sponsorship programme. The number of raffle tickets sold, the amount of money collected and the number of participants was satisfactory.
- A brief input about Caritas and the Lenten Campaign was given to the students during the morning assembly. This enables students to have a better understanding of charity and service.
- The themes of caring spirit were introduced in the liturgy and the daily morning prayer.

Suggestions for improvement

- RS teachers can give further input about the Catholic charitable organisations and explain to students the meaning of generosity and solidarity with the poor.
- More information of our sponsored child can be shared to all students to widen their knowledge about the world and show concern for people in need.

2. Civic and Environmental Education

Both formal and informal activities were organized in school and outside school so as to develop students’ positive civic attitudes, values and sense of belonging to the family and the community, and are willing to contribute for their betterment.

Achievements

- During the year, several activities were organized. Board display on Policy Address 2015, Election on the Top 10 News (2014), Interactive Drama on “Fighting against Corruption” and News Corner were organized to promote civic-mindedness among our students.
- “Inter-class Recycling Box Design Competition” and “Low Carbon Day” were organized to increase students’ awareness in reusing, reducing and recycling waste.
- Activities such as “CIE Environmental Ambassadors Training Programme 2014/15”, “Hong Kong Green Youth Ambassador Training Programme”, “ZCB Ambassador Scheme” and “SEPAs” were organized to nurture students the enthusiasm and concern for the environment, comment on environmental policies and get ready to change their personal lifestyles to secure sustainable cultures.
- Through all these activities, the objectives were achieved and students were ready to contribute to the betterment of the community.

Suggestions for improvement

- More environmental activities and training programme like Plastic Recycling Training Workshop will be arranged for students to learn the proper way to recycle plastic in daily
Students will then promote the importance of waste recycling in school environment through Campus TV, Tuesday Morning Programme and English Speaking Day. This is hoped that more students will be led towards a green life.

- More activities should be organized to help students develop positive civic attitudes in response to current local and global events. Students can learn to analyze critically and objectively and give rational comments on these issues.

3. **Moral Education and Health Service**

The Moral Education and Health Service Team arranged the Ethics lessons and organized an array of programmes that focused on following the school policy, teaching moral values, sex education, health and life education. The Ethics lessons and the organized activities aimed at building up students’ moral competence, goal-setting and choice-making competence, self-determination, resilience, social competence, emotional competence, cognitive competence, behavioral competence, self-efficacy, spirituality, clear and positive identity as well as pro-social involvement.

**Achievements**

- Ethics lessons were given to inculcate in students positive values essential to their personal development. For the S1 to S3 curricula, ‘P.A.T.H.S to Adulthood’ was introduced by ‘Jockey Youth Enhancement Scheme.’ Most teachers received the training and joined the Tier 1 Programme. Part of the S3 curriculum and the whole of S4 to S6 curricula were planned by the teachers to cater for students’ needs at various stages of their development. Moreover, close collaboration with other teams such as the Religious Formation Team, the Careers Guidance Team, the Counselling Team, the Academic Support Group, the Social Service Team, and the social workers of the Hong Kong Caritas, was made so as to incorporate students’ needs with the Ethics curricula for various forms.

- To develop students’ learning capacity through self-regulated learning and foster students’ whole person development through enhancing their awareness of career planning, a number of Ethics lessons were tailor-made for various forms so as to familiarize students with self-regulated skills, setting, reviewing and realizing their goals at different stages of their secondary school lives. The Ethics lessons were also arranged so as to help students understand their interests, abilities and career aspirations.

- Our team also collaborated with various subjects and groups such as the Liberal Studies Panel, the Religious Formation Team and the Business Exposure Club to organize activities for students throughout the year. These activities were implemented smoothly to echo our school’s major concerns and promote the balanced academic, moral and healthy development of students as well as their caring spirit for people in need. A number of activities were organized to guide students to make sensible choices and resist temptation. Some of these activities were a “Personal Finance” workshop, a roving educational drama on “Healthy Information for a Healthy Mind” and a talk on “Sexual Education”.

- A wide range of activities were carried out to heighten students’ awareness of moral nurturing and a healthy lifestyle. Some examples were Students’ Health Services, a talk on “Eye Health”, “World Sight Day”, a drama on “Sexual Harassment”, an educational talk on “Poverty in Asia” and a ‘Health Info’ board display. 477 students brought light and hope to the blind by donating HK$24,100 to the 11th World Sight Day campaign jointly organized by the World Health Organization (WHO) and the International Agency for the Prevention of Blindness (IAPB) on 9th October, 2014. 99% of students (821) donated a total of $28,500 in red packets, helping children with disabilities in China to breakthrough obstacles and grow happily. Students’ resilience was also enhanced through the educational talks on “Living with Marathon Spirit”, “I Love You” and “Mental Health”. All the activities arranged by the Moral and Health Service Team received
positive and enthusiastic feedback from different parties.

Suggestions for improvement

- All programmes were well received by students and they will continue to be implemented in the coming year, such as Student Health Services, a ‘Health Info’ board display, and the Ethics lessons on enhancing students’ active learning, career planning, moral nurturing and healthy lifestyle. Talks, workshops and drama performances on civic participation in politics, life and sex education, different health and moral issues, such as the Hong Kong Monetary Authority’s interactive drama on personal finance, ICAC’s interactive drama on anti-corruption, Otic Foundation’s drama on caring about young people with hearing impairment, a sharing from Neuro-Muscular Disease Association Limited on caring about the needs of the disabled and UNICEF Hong Kong’s talk on water and sanitation, will be organized.

- Continued collaboration with various subjects and groups will be conducted so as to plan the Ethics curricula and organize activities for both junior and senior form students in the coming school year. The Moral Education and Health Service Team will continue to take an active role in planning and organizing the Ethics curricula and lessons.

4. Morning Assembly

The morning assembly is held with an aim to foster students’ moral and spiritual development, through the morning prayer and various programmes for different days of the week, subjects, clubs and other groups / teams are brought together, thus enhancing teacher-student communication and facilitating the running of the school.

Achievements

- The morning prayer was conducted in Cantonese, English and Putonghua respectively from Monday to Friday. This helped create a trilingual learning environment.

- On Mondays, all students were asked to take turns to give a short talk on current affairs. They had a chance to share and develop the speaking skills. Their social awareness and concern for the local and global community were also raised.

- In recognition of students’ achievements and honor them with good performance in extra-curricular activities and competitions, prize presentation was arranged on Tuesdays. To help students get used to the English environment, a weekly English morning programme was also hosted by the NET teacher and student helpers. Topics related to EMI content subjects were covered in the programme.

- Besides the school announcement, several Wednesdays were arranged for the programmes produced by Campus TV. The results were good as students were more attentive in watching or participating in the programmes.

- Flag raising ceremony and national educational talk were organized on some Thursdays to encourage students to enhance and foster students’ awareness of their national identity. A weekly Morning Reading Programme was also arranged, in which junior form students read ‘Junior Standard’ while senior form students read ‘Student Standard’. This scheme helped cultivate students’ reading habit, broaden their horizon and knowledge.

- Several Mondays and Thursdays were arranged for the Principal Talk in each class to enhance communication.

- On Fridays, Putonghua conversation was conducted by students chosen from each class to enrich the atmosphere of speaking Putonghua. The principal, vice-principals and teachers of different groups gave a morning talk to share their experiences with students. Topics were mainly related to the school objectives and school major concerns.
Suggestions for improvement

- In order to foster whole person development, students would be encouraged to share their successful experience in setting and actualizing goals during the morning assembly on Mondays.
- More alumnae sharing would be arranged to strengthen students’ understanding of the importance of setting and reviewing their goals at different stages of their secondary school lives.
- Talks delivered by teachers on Fridays would be advised to focus more on school major concerns.

5. National Education

After the first and second term activities, students could cultivate their national awareness. Besides, through the activities, students increased their understanding of the national knowledge and identity.

Achievements

- The National Education Team organized the flag-raising ceremony and the morning talk on national education. Students were serious when attending the ceremony. The flag-raising ceremony was held once every two months.
- The National Education Team has recently organized a ZhongShan Exchange Programme. It was a 2-day tour starting from 7th March to 8th March. 30 students participated in this programme and they had sightseeing in some famous spots such as the Sun Yat Sen’s Residence Memorial Museum, ZhongShan Yangyin Former Residence, ZhongShan Zhan Park and ZhongShan Fufeng Wen Tower. Having high level of participation and fun in the programme, our students benefitted a lot. They learnt communication skills and developed team spirit. Their friendship was also promoted. The programme was truly successful and was a great opportunity for students to learn and understand more about ZhongShan culture.
- On the 6th May, the National Education team and Campus TV team organized an exchange programme with Yan Bu Secondary School through the remote video system. Our students interacted with the mainland students and teachers, for instance, they introduced our school and Hong Kong culture to them.
- To commemorate the 128 Incident, a video about Japan’s invasion of China was delivered. The video not only introduced this particular event but also aroused the students’ awareness of the Chinese’s patriotic spirit in protecting our homeland.
- An exhibition about the New Culture Movement was held as well. Students knew more about the history and background of the New Culture Movement. A Q&A competition about the display was arranged on the same day. It helped student to further digest and consolidate the knowledge that they learnt from the these activities.

Suggestions for improvement

- Students are encouraged to concern more about social issues in the mainland and increase their awareness of our motherland.
- Apart from holding national flag raising ceremony, more videos about the mainland will be played to increase students’ knowledge about its recent development.
- In the coming school year, more exchange programs will be held to broaden students’ horizon toward the mainland.
6. Counselling

Achievements

- The Atonement of Demerits by Merits Scheme encouraged students who misbehaved to rectify their behavior. The successful rate was 53% and it was worth continuing.

- About 121 cases of behavioural problems were dealt with. These included problems relating to unstable emotions, peer influence, lack of parental supervision, late arrivals and late submission of homework. Personal counseling, remedial groups, discussion with parents, etc. were measures used to help the students.

- Talks on Internet’s Crime and Risk, sex education, workshops, talks on Fighting Against Crime, Anti-smoking, Anti-drug Programmes were held to develop the right attitudes of the students towards the teenagers’ problems. Most students found the activities useful in teaching them how to cope with the prevailing problems.

- Big Sister Scheme, Time Management and Study Skills Workshop, Stress Management Workshop, Motivation Enhancement Workshop and School-based Intervention Programme were held to equip students with various abilities to cope with difficulties independently. It was found that students had more confidence in handling their developmental and emotional problems.

Suggestions for improvement

- Improper uses of internet and smartphone’s apps, casual relationships developed via friends-making websites still created lots of problems. Therefore, enhancement of students’ awareness of adverse effect of internet’s risk and crime through a series of programmes would remain the main focus of the coming year.

- This year, the problem of late submission of homework was very serious, especially in lower forms. Therefore, 10 times of non-submission of homework would get a demerit next year and the Atonement of Demerits by Merits Scheme would be refined to deal with these cases.

7. Discipline

Achievements

- There were steady improvements in the uniform and grooming code due to the regular checking and the co-operation of teachers.

- Not only the cleanliness in the playground had been improved, the condition in classrooms was improved due to the introduction of the new policy: no rubbish related to food should be found in the classroom. The students were very cooperative.

- The number of students copying homework was reduced because the Discipline Team teachers walked around the playground every morning. The playground duty should be continued.

- The cases of losing personal belongings especially their books and wallets were reduced. The key holders of each class were willing to cooperate and work properly according to the instructions from the Discipline Team.

Suggestions for improvement

- Frequent late in submission of homework among the S1 and S2 students are quite common, therefore new measures have to be adopted to improve such condition, eg. 10 times of non-submission of homework would get a demerit instead of 15 times next year.
Apart from enhancing students’ awareness of the adverse effects of taking drugs, the phenomena of net bullying, trap on compensating dating, online dating, posting inappropriate photos on the web were common. Raising the awareness of the adverse effect of risk and crimes in the internet remain the main focus of the coming year.

8. Careers Guidance

With the provision of ‘Career and Life Planning Grant’ (CLPG), the school implemented a whole-school life planning education programme. Under the coordination of the Careers Guidance Team, a series of activities were organized to help different forms of students understand their interests and strengths in order to plan their future career paths.

Achievements

- For S6 students, Careers Guidance Team continued to organize programs like parents’ days, talk on JUPAS application, mock JUPAS program selection, consultation sessions and mock interviews for further education. One briefing session on JUPAS program selection strategies and application of Non-JUPAS programs through e-APP were also held. Parents’ participation was quite satisfactory in the parents’ days.
- For S5 students, two career workshops were organized to help students understand their characters with the tool of MBTI. A large majority of students found that the program was useful and satisfied with it.
- For S4 students, the workshop on “Career Mapping” was refined. Students showed excellent response in the workshop and found the knowledge useful. They had more understanding on both the study and career paths. Besides, the school also acted as the host school of the programme – ‘It’s My Business’ organized by the Junior Achievement (JA). Furthermore, university visits were organized, which included the ‘Savannah College of Art and Design’ (SCAD) and ‘HKU Space Po Leung Kuk Stanley Ho Community College’ (HPSHCC). Students’ feedback on the above activities was very overwhelming.
- For S3 students, two major activities were organized. It included the ‘Self-exploration workshop’ and the ‘Careers exploration game’. It aimed at helping students understand their interests, abilities and career aspirations. A large majority of students found that the activities were useful and interesting. Besides, one parents’ day and four sharing sessions by the subject panel heads and S5 students on selection of elective subjects were continued to be organized. Feedback from both parents and students were encouraging and positive.
- To help students understand the importance of setting and reviewing their goals, a form of goal-setting and reflection was designed for S3 to S6 students. Students were able to set their goals, and write reflections on whether they could achieve their academic goals.
- The two-year mentorship programme (2013-2015) was successfully completed. A total of 8 students (2013-2014) and 58 students (2014-2015) completed the mentorship programme. It helped students explore their career interests through different mentorship activities.
- Different channels of career information dissemination were used. The Careers Room was started in use in the second term. The webpage and bulletin board of the team were kept up-to-date. Besides, the “OLC Careers Guidance Team” facebook page was set up in May 2015. A lot of information on future studies were posted on the facebook page.
- Briefings on Applied Learning (ApL) were held for S4 students and the progress of students taking ApL was monitored.
Suggestions for improvement

- A great variety of school-based career-related activities using Career Life Planning (CLP) Grant will be continued organized:
  - There will be 4 ethics lessons on ‘Raising Learning Motivation’ for S2 students. The aim is to help students set appropriate goals for the year, understand their learning styles and improve learning skills. A ‘Self-exploration Workshop’ will be organized too.
  - A ‘Careers exploration game’ will be organized for S5 students. ‘Personality Test for Exploring Career Interests’ will be continued organized.
  - ‘Workshops of Mock interviews for Further Education’ will focus more on group interviews of different fields of studies.

- Apart from the above, the team will collaborate with the Hok Yau Club for arranging activities for S3, S5 and S6. Different activities including career day camp, career visits, university visits, mock deliberation of DSE results, mock interviews for future studies and parents’ days will be organized.

9. Extra-curricular Activities

Achievements

- The number of categorized ECA clubs/interest groups is as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>12/13</th>
<th>13/14</th>
<th>14/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>6</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Sports</td>
<td>6</td>
<td>6</td>
<td>5</td>
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<tr>
<td>Art</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Interest</td>
<td>7</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Social services</td>
<td>5</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

- The Extra-curricular Activities and Service Groups Coordinating Team continued to offer various learning activities to promote all-round development of students.
- Aiming at helping S1 students to involve in the secondary school life, the ECA Orientation Programme was arranged for them in the first week of September. The programme introduced procedures for the application for clubs and teams. S1 students were required to participate in at least one ECA club/team on their preference.
- In order to help students understand themselves, develop their potential and enhance their personal responsibility, a leadership training day camp was organized on the whole activity day for all S2 students this year. The day camp aimed at providing chances for students to collaborate with others, to be self-discipline, promote responsibility and communication skills. They had to coordinate with their group members to complete a number of tasks throughout the day. It could help them to build up their self-confidence, learn the problem solving skills and the importance of team building. Most of them were devoted to complete those tasks. All these were valuable and important for their personal development.
- The skills of team building, effective communication, human resource management and problem solving are all valuable for students to organize and coordinate activities in the future. Therefore, a leadership training day camp was also provided to all S4 students on the whole activity day this year. This day camp aimed at providing chances for students to be brave and to have personal breakthrough. It also gave chances for them to gain experience in team building, problem and conflict solving, communicating and self-learning through various Experiential Learning Programmes. All of the participants were willing to attempt all task assigned. Most
of them were interested in those high challenging activities. These activities not just gave them chances to have personal breakthrough, they also learned the importance of paying attention and following instructions as well. All these were valuable for them to organize and coordinate activities in the future.

- There were eleven activity days this year and one of them was a whole activity day. Different kinds of life-wide learning activities such as visits, talks, workshops, interactive drama shows, singing contest, social services, games, day camp, sports activities, field trips and visit to the mainland were held in these activity days for students to capture more “Other Learning Experiences”.

- Five days of post-exam activities, such as talks, inter-house singing contest, musical concert, interactive drama shows and sports activities were held, students could widen their horizons and had chances to develop their potential.

- The lists of students who received external awards from joining competitions were posted and updated timely on the Awards and Achievement Board and webpage of our school. Students shared their achievements and can learn from them.

- The percentage of students in each of the Key Stages participating as contestants on behalf of their school in territory-wide inter-school competitions within a school year (KPM 18)

<table>
<thead>
<tr>
<th>Level</th>
<th>12/13</th>
<th>13/14</th>
<th>14/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior Secondary</td>
<td>43.4%</td>
<td>52.6%</td>
<td>56.6%</td>
</tr>
<tr>
<td>Senior Secondary</td>
<td>91.2%</td>
<td>71.2%</td>
<td>78.3%</td>
</tr>
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</table>

Compared with the last year, the participation rate of junior and senior form students increased as those inter-school competitions organized by various organizations might be appropriate for them to join this year. Moreover, the participation rate of senior form students was still higher than that of the junior form students since some of the teachers encouraged the whole form of S4 and S5 students to participate some inter-school competitions to gain valuable experience to broaden their horizon.

- The percentage of junior and senior secondary participating in uniform groups / external community services within a school year (KPM 19)

<table>
<thead>
<tr>
<th>Level</th>
<th>12/13</th>
<th>13/14</th>
<th>14/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior Secondary</td>
<td>22.4%</td>
<td>47.7%</td>
<td>20.9%</td>
</tr>
<tr>
<td>Senior Secondary</td>
<td>75.0%</td>
<td>72.9%</td>
<td>55.3%</td>
</tr>
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</table>

This year, the social service programme called “Show your Warmth” was held for S4 students only. Hence there was a decrease in the percentage of the lower forms as compared with last year. The programme aimed at promoting their caring attitude towards other people. Besides, all S5 students only took part in flag selling activities voluntarily. Therefore, the percentage of upper forms students dropped. However, it should also be noted that actually other forms of students participated in community services indirectly by preparing small gifts for S4 students to carry out their voluntary work in the “Warming Hearts” programme. For example, S1 students prepared the content of self-made cards, S2 students designed the self-made cards, S3 students sewed small bags, S5 students prepared a gift for the serving targets for the social service programme for S4.

Suggestions for improvement

- In order to help S1 students adapt to the new environment, understand themselves, develop their potential, enhance their personal responsibility and skills of time management, an orientation day camp will be organized in September next year.

- To release more time and encourage students to spend time on their studies to improve their academic performance, the number of regular training periods of Athletics Clubs, Badminton Club, Basketball Club and Volleyball Club will be reduced.

- For raising the team spirit among house members and encouraging students to have better academic performance, an inter-house competition on a academic achievements will be held by the ECA team next year.
10. Students’ Association

Achievements
- The committee and sub-committee members organized different activities throughout the year. They learned different skills which were very useful and relevant for their future development, such as skills of being a good leader, problem solving, collaboration and communication.
- During the school year, a lot of welfare and school activities were arranged for helping students to develop a sense of belonging to school:
  
  **Students’ Welfare:**
  - Sale of stationery
  - Stationery Expo
  - Sale of ice-cream and cotton candy
  - Chess lending

  **School Activities:**
  - Casual wear day to raise funds for the Hong Kong World Vision
  - Photo-taking service in the Christmas Party
  - Thanksgiving Day
  - Farewell ceremony for S6 students
  - Inter-house singing contest
- To celebrate the Don Bosco 200th of birth, the association coordinated with the Religious Formation Team and Catholic Society to organize a fun fair day in January.
- In order to strengthen the communication among the association, students and the school, the following were conducted:
  - Introducing the objectives of the association, annual plan and committee and sub-committee members in the “Our Ladian”
  - Carrying out survey to collect opinions from students at the end of the school year
  - Conducing sharing sessions among the Principal, committee and sub-committee members
- All in all, all the activities were enthusiastically supported by the students. The committee and sub-committee members also learnt a lot in organizing these activities.

Suggestions for improvement
- In order to raise the team spirit among house members and arouse students’ awareness in current affairs and general knowledge, a general knowledge contest will be held next year.

11. Home-School Communication

- **Home-School Liaison**
  
  It aims at establishing strong liaison, and building up trust and rapport among parents, teachers and the school.

Achievements
- Meetings, workshops, Parents’ Tea Gatherings, “Parents Also Appreciate Teachers Drive”, picnic, parents’ interest group, lunch programme — most well-behaving
class award and sale of old textbooks were organized to share experience in parenting and enhance a close relationship among parents, students, teachers and the school.

- Being a member of the Wong Tai Sin Parent-Teacher Association, it participated in district activities and established a relationship of mutual support and assistance to other members.
- In order to promote good communication between the school and parents, 2 newsletters “Bridge (橋)” were published.
- Parent volunteer team distributed lunch boxes to S1 and S2 students, and being helpers of the Library in order to increase the participation of parents in school activities.

Suggestions for improvement
- In order to strengthen communication with parents, more promotion of the school activities would be done to encourage parents’ participation.
- Parents’ education was more and more important nowadays, talks concerning different topics would be introduced to parents’ meeting next year.

➤ Parents’ Day

Achievements
- There were seven parents’ days held in the year. They were:
  
  S1 Orientation Day (August 2014)
  Special Parents’ Day (November 2014)
  General Parents’ Day (February 2015)
  S6 Parents’ Days (October 2014 and May 2015)
  S3 Parents’ Day (March 2015)
  Parents’ Consultation Meeting (May 2015)

- The attendance rate of the Special Parents’ Day in November was about 70%. A talk was held in the hall followed by group discussion in the classroom with class teachers. Both parents and teachers had a better understanding of the students. Parents showed great concern for their children.

- All parents were required to attend the General Parents’ Day in February and those who were unable to come would be arranged to meet the class teacher at their convenience. Students’ conduct and academic performance were discussed and home-school understanding and cooperation were strengthened.

- Two Parents’ days for S6 parents and students were arranged which focused on the strategies of selection of JUPAS programme choices, multiple pathways of NSS students and preparation for the release of DSE results. Most S6 students and their parents attended in the first parents’ day. Most participants found the information delivered useful and the message conveyed by the speakers very clear and useful.

- One parents’ day for S3 parents and students was arranged. It focused on different aspects including the aim and structure of NSS DSE Curriculum, strategies of subject selection and the school’s policy in placement of students to subjects. Nearly all S3 students and their parents attended. The response from parents was very positive. 95.1% agreed that the aims of the activity could be achieved.

Suggestions for improvement
- Parents’ education became more and more important nowadays, it was suggested that more talks were introduced to Special Parents’ Day, S3 Parents’ Day and S6 Parents’ Day.
- The date of S3 Parents’ Day should not be too close to the second term test so that
students have more time to prepare for the test.

- The second S6 Parents’ Day will be postponed to July (before the release of HKDSE results) to enable higher attendance rate of students and parents. Besides, the booklet named “出路指南” published by the Hok Yau Club can only be released in early July. Therefore, more timely and accurate information could be disseminated by the team at that time.

12. Past Pupils Association

- Liaison between School and Past Pupils

The mission of Past Pupil Association is to promote and maintain friendships among past pupils and between past pupils and the school. Through its website and newsletters, past pupils are able to get updated information on school activities and development.

Achievements

- **Poon-choi gathering**
  The gathering was held at the playground of the school on 29th November 2014. More than 200 past pupils, retired teachers, sisters and their family members gathered to enjoy traditional Chinese dishes and reminisce their years in the school. Everyone had an enjoyable night.

- **Annual dinner**
  The dinner was held at Kowloon Bay International Trade & Exhibition Centre on 11th July 2015. The theme of the dinner was ‘Rose and Lily’. Past pupils of different years wore clothes of rose and lily colours, gathering with their old schoolmates and teachers. There were also joyful activities which provided all participants a chance to recall their happy memories at school.

Suggestions for improvement

The highlights of the activities will be featured in the newsletters, emails and websites of the Past Pupils Association. Promotion of upcoming activities would be targeted at younger past pupils. Moreover, announcements regarding the activities would be made at school to current students’ awareness of our activities so as to increase their sense of belonging to the school.

- **Alumnae in Action**

**Academic Enhancement Program**

The committee of Alumnae-in-Action, under the Past Pupils Association of Our Lady’s College, is committed to enhancing the academic performance of students.

Academic Enhancement Program for English

Achievements

- **Speech Training**
  - A 6-session training programme was held to prepare both junior and senior students for the Hong Kong Schools Speech Festival.
  - Two of the students were awarded the second prize and two were awarded the third prize with the rest of them obtaining the merit prize.

- **Saturday tutorials**
Saturday tutorials were held for the S1 fine-tuned class and English remedial class (both 1st and 2nd terms), bottom 15% students of S2 (both 1st and 2nd terms) and S3 (2nd term) to support the learning of English. Veteran teachers were invited to be tutors to revise the contents covered in English lessons and prepare for tests and examinations.

Both the participating students and teachers found the measures helpful in strengthening students’ English foundation and helping them cope with the use of English as a teaching medium. Many of them showed improvement as reflected in their performance in school exams, especially S2 and S3 bottom students. The students gave positive comments on the tutorials. The majority of them felt that the contents of the tutorials could match their needs. About 80% of them said the teachers effectively delivered the lesson. Moreover, over 60% of them were satisfied with the time, venue and length of the tutorials.

Suggestions for improvement

- For the speech training, the coach found the students co-operative and eager to learn. Students also enjoyed the lively coaching. The training program would continue in the next school year.

- The tutorials will be arranged after school in the coming school year so as to give students more time to self-study at weekends. The weakest students of S1 to S3 would be required to join the tutorials.

- Academic Enhancement Program could be extended to higher-ability students of the junior forms so as to further enhance their listening and speaking skills in preparation for the senior secondary curriculum.

Academic Enhancement Program for EMI Content Subjects

Achievements

- Past students studying in local universities were recruited to help the low-achieving and disadvantaged students in S2 and S4 to overcome the learning barrier they faced in their study of Science and Humanities subjects. The program could also consolidate the bond between our students and alumnae and help the current students expand their horizons.

- 19 S2 students and 17 S4 students joined the program. 24 lessons were arranged after school in the second term.

- Students enjoyed a high attendance rate of over 80%. Questionnaires were given to the students to evaluate the program. More than 80% of the students showed positive feedback on the course content, teaching quality and arrangement of the program.

- When comparing the participants’ marks in the two term tests, about 75% of the S2 students showed improvement in Humanities subjects.

Suggestions for improvement

Some students failed to concentrate well during the lessons, which might explain why they did not make any significant improvement in their results as in the case of the S4 participants. To improve the effectiveness of the program, teachers and past students should work more closely to ensure the course content and coverage meet the needs and the abilities of the participating students.

Mentorship Program

The Alumnae-in-Action (AinA) Program has been organised in 2013. One of its main tasks is to organize the Mentorship Program for the current S4-6 students. Under this program, students will participate as mentees; while the alumnae, with at least 8 years of working experience in different fields, will serve as mentors. Mentors will be divided
into groups, with one mentor matched with 1 to 4 mentees. Matching will be done according to the personal interests and career aspirations of the mentees.

**Achievements**

- More than 40 mentors were recruited. They came from different fields, such as arts, music and design, business, science and technology, medical and paramedical services. A total of 66 students had completed the Mentorship Program.
- A total of 46 activities were successfully organized by mentors. Apart from activities arranged by mentors, different large-scale and theme-based activities were organized. It included:
  - Orientation Days
  - Talks of great leaders
  - Mentors’ sharing
  - Visits of Polytechnic University, Matilda Hospital, Hong Kong Science and Technology Park and companies
  - Summer internships
  - Attending information days held in universities and talks
  - Image and interview techniques workshops
  - Re-union dinner and graduation ceremony

A majority of mentees enrolled in the mentorship program participated in at least some of the activities mentioned above.

- The Careers Guidance Team gathered mentees’ feedback before the end of the two-years program. They were satisfied with the Mentorship Program (90.6%) and reflected that the program met their expectations (73.6%).

- A majority of students (96.8%) appreciated the visits organized and they (84.9%) were satisfied with the activities arranged by mentors. Students were inspired by the activities held during the year and got lots of unforgettable experience. The mentees agreed that the program helped them set goals (84.9%) and to understand their career interests and career planning (88.7%). For instance, they learned more about university entrance requirements of their interested fields of study and understood more about the working environment of different career fields. Good relationship between mentors and mentees was found (86.8%). The mentees reflected that the mentors understood their feelings and situation (84.8%). In general, the feedback from mentees was very positive and encouraging.

**Suggestions for improvement**

The mentorship program will continue in next two years. The Careers Guidance Team will continue to work closely with Alumnae-in-Action (AinA) to facilitate better implementation of the Mentorship Program.

---

### 13. Social Service

**Achievements**

- A programme ‘Warming Hearts’ was held for students to promote a caring attitude towards other people. There were workshop, training and services. All S4 students needed to take part in planning and organizing activities, this enhanced their generic skills. S4 students showed their high level of participation and care for the people in need during the activities. They used plenty of time to plan and prepare for the service. As a result, most of them did a great job. In addition, through the students’ reflection, 91.5% were willing to continue the voluntary work in the coming future. 20.8% of students strongly
agreed that the programme was successful and 79.2% of students agreed that the programme was successful. However, due to the lack of experience, they showed their limitation especially in preparation. Time management was really a problem in some of the classes. Many of the leaders complained that the time for discussion was not enough. In addition, they should be more careful about the receipts as some of them could not claim their money as they used octopus or credit cards to buy things even they were reminded not to use them.

- An activity “Warming Hearts” was organized between various departments and PTA to provide more chances for students and parents to take part in community services. They were required to prepare small gifts used for the service days.

On the whole, the programme was successful. The voluntary work could help teenagers to express their care and concern to the society.

- A “Reading Pal Programme” was organized for the S2D and S4A students to promote a caring attitude towards others. The attendance rate of the tutors was 92.1% and for the tutees was 80.2%. The overall attendance rate was 86.2%. On the whole, most of the tutors and tutees found the programme successful. It improved their motivation, confidence in speaking in English and communication skills. Tutors learnt to be more considerate, patient and polite to the other people.

Suggestions for improvement

- The social worker should constantly remind the students to pay attention to the receipt as they may not be able to claim the fee if they do not follow the refund requirements.
- Some of the tutees were irresponsible and sometimes forgot to bring their story books. Therefore, the teachers will bring some spare copies to the reading sessions. Moreover, some of the tutees and one of the tutors were not serious in filling out the log books, therefore half of the stamps obtained should be deducted.

14. Students’ Award and Development

- Academic Award
  - 103 students attained Academic Progress Award.
  - 12 students attained Past Pupils of Mary Help of Christians Scholarship.
  - 21 students attained Don Bosco Award.

- Merit Assessment

This year, 2 top merits, 30 major merits and 197 merits were given to the students who were conscientious towards their studies, enthusiastic about promoting activities or strong in organizational skills and leadership.

- Self-Development Award Scheme (junior forms)

The Scheme aimed to provide a set of pragmatic guidelines for S1 to S3 students to learn and to experience in a joyful ambience, where they could achieve whole person development and grow up to be responsible citizens. With the collaboration of all the teachers concerned, 25 students got the Golden Awards; 40 students got the Silver Awards and 52 students got the Bronze Awards.
VII. Student Performance

1. Public Examination Result (KMP16)

- **HKDSE**

  Our students got 95.1% of the total subject entries passed (level 2 or above), and the number of 5**, 5* and Level 5 of total subject entries was 6.2%. We got 5-5**, 17-5* and 35-Level 5 with 1 student got 1 subject 5**, 3 subjects 5*, 2 subjects Level 5 and 1 subject Level 4. Seven subjects (Business, Accounting & Financial, Chinese History, Economics, Ethics & Religious Studies, History, M1 and M2) got 100% passed. Percentage of students qualified for JUPAS degree course (core subjects at 3322 or above, with 1X at level 2 or above) was 51.90% (82 students).
2. Inter-school Activities and Prizes Won during the year

<table>
<thead>
<tr>
<th>Nature</th>
<th>Name of Competition/Organisation</th>
<th>Prize</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>Hong Kong Schools English Penmanship Competition</td>
<td>Second Merit</td>
</tr>
<tr>
<td></td>
<td>Secondary School Mathematics and Science Competition</td>
<td>Certificate of Distinction(4) Certificate of Credit(4)</td>
</tr>
<tr>
<td></td>
<td>Hong Kong Biology Olympiad for Secondary Schools</td>
<td>Second Class Honor(3)</td>
</tr>
<tr>
<td></td>
<td>“T Word Puzzle” Competition</td>
<td>Third Class Honor(2)</td>
</tr>
<tr>
<td></td>
<td>The Hong Kong Youth Mathematical Challenge</td>
<td>Bronze Award (2)</td>
</tr>
<tr>
<td></td>
<td>我愛香港閱讀網徵文比賽</td>
<td>優異獎</td>
</tr>
<tr>
<td></td>
<td>我愛香港閱讀網徵文比賽</td>
<td>電子學習世紀之星(4)</td>
</tr>
<tr>
<td></td>
<td>夢想盃即席演講比賽</td>
<td>初中組優異獎(2)</td>
</tr>
<tr>
<td></td>
<td>Hong Kong Schools Speech Festival</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English Solo Verse Speaking</td>
<td>Second(2) Third(2) Merit(17)</td>
</tr>
<tr>
<td></td>
<td>Chinese Solo Prose Reading Solo Verse Speaking Dramatic Dualogue</td>
<td>Merit(2) Merit Thrird(2) Merit(10)</td>
</tr>
<tr>
<td></td>
<td>Putonghua Solo Prose Reading Solo Verse Speaking</td>
<td>Merit(7) Merit(3)</td>
</tr>
<tr>
<td></td>
<td>Popular Reading Award Scheme</td>
<td>Purple Badge(8) Blue Badge(19) Green Badge(13)</td>
</tr>
<tr>
<td>Sports</td>
<td>HKSSF Hong Kong Island and Kowloon Secondary Schools Regional Committee</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inter-School Athletics Championships Div. II (Kln) Girls A Grade</td>
<td>Second Runner-up Forth Forth</td>
</tr>
<tr>
<td></td>
<td>4x400m Relay High Jump Shot Put</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Girls C Grade Shot Put Long Jump</td>
<td>Champion First Runner-up</td>
</tr>
<tr>
<td></td>
<td>Inter-school Badminton Competition Div. II (Kln) Girls A Grade</td>
<td>Second Runner-up</td>
</tr>
<tr>
<td></td>
<td>Inter-School Swimming Competition Div. III (Kln) 50m Freestyle 50m Butterfly 50m Breaststroke</td>
<td>Rank 6 Rank 6 Rank 7</td>
</tr>
<tr>
<td>Nature</td>
<td>Name of Competition/Organisation</td>
<td>Prize</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------------</td>
<td>-------</td>
</tr>
</tbody>
</table>
| Sports | Southern District Age Group Athletic Meet  
Girls C Grade  
100m | Champion  
1st Runner up  
2nd Runner up |
| Sports | Girls C Grade  
200m | Champion  
1st Runner up  
2nd Runner up |
| Sports | Girls C Grade  
4x400m Relay | Champion  
2nd Runner up |
| Sports | Girls C Grade  
High Jump | Champion |
| Sports | Girls C Grade  
Long Jump | Champion |
| Sports | Girls C Grade  
Shot Put | Champion |
| Sports | Girls D Grade  
100m | 1st Runner up |
| Sports | Girls D Grade  
200m | 2nd Runner up |
| Sports | Girls D Grade  
4x400m Relay | Champion |
| Sports | Girls D Grade  
100m Hurdle | 1st Runner up |
| Sports | Girls D Grade  
Long Jump | 1st Runner up |
| Sports | Girls D Grade  
Shot Put | Champion |
| Sports | Girls D Grade  
Discus | Champion |
| Sports | Girls E Grade  
4x400m Relay | 1st Runner up |
| Sports | Girls E Grade  
High Jump | 2nd Runner up |
| Arts | Hong Kong Cup Arts Festival Dance Competition and International Dance Performances | Youth Group – Group Dance: Honourable Gold Cup Award |
| Arts | Hong Kong Schools Music Festival  
Graded Piano Solo  
Grade 7 | Merit |
| Arts | Hong Kong Schools Music Festival  
Graded Piano Solo  
Grade 6 | Merit |
| Arts | Hong Kong Schools Music Festival  
Graded Piano Solo  
Grade 5 | Merit (2) |
| Arts | Hong Kong Schools Music Festival  
Graded Piano Solo  
Grade 4 | Merit |
| Arts | Hong Kong Schools Music Festival  
Graded Piano Solo  
Grade 3 | 3rd Place |
| Arts | Hong Kong Schools Music Festival  
Piano Duet  
Senior | Merit (2) |
| Arts | Hong Kong Schools Music Festival  
Graded Violin Solo  
Grade 6 | Merit |
| Arts | Hong Kong Schools Music Festival  
Oboe Solo  
Junior | Merit |
| Arts | Hong Kong Schools Music Festival  
Clarinet Solo  
Junior | Merit |
| Arts | Hong Kong Schools Music Festival  
Zhongruan Solo  
Junior | Merit |
| Arts | Hong Kong Schools Music Festival  
Di Solo  
Intermediate | Merit |
| Arts | Hong Kong Schools Music Festival  
Guitar Solo  
Senior | Merit |
<table>
<thead>
<tr>
<th>Nature</th>
<th>Name of Competition/Organisation</th>
<th>Prize</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>救護車車身拉花設計比賽</td>
<td>優異獎</td>
</tr>
<tr>
<td></td>
<td>「香港盃外交知識競賽」 T-shirt 設計比賽</td>
<td>季軍</td>
</tr>
<tr>
<td></td>
<td>「童樂」國際繪畫比賽</td>
<td>優異獎 (3)</td>
</tr>
<tr>
<td></td>
<td>「香港盃外交知識競賽」 T-shirt 設計比賽</td>
<td>一等獎</td>
</tr>
<tr>
<td></td>
<td>「童樂」國際繪畫比賽</td>
<td>二等獎 (2)</td>
</tr>
<tr>
<td></td>
<td>「童樂」國際繪畫比賽</td>
<td>三等獎</td>
</tr>
<tr>
<td></td>
<td>「童樂」國際繪畫比賽</td>
<td>優異獎</td>
</tr>
<tr>
<td>Service</td>
<td>The Arts Ambassadors-in-School Scheme (2)</td>
<td>Gold Award (2)</td>
</tr>
<tr>
<td></td>
<td>School Environmental Protection Ambassador Scheme</td>
<td>Silver Award</td>
</tr>
<tr>
<td></td>
<td>ZCB Student Ambassador Scheme</td>
<td>Bronze Award (2)</td>
</tr>
<tr>
<td></td>
<td>Hong Kong Red Cross Youth First Aid Competition (East Kowloon District)</td>
<td>Merit Award (25)</td>
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<tr>
<td></td>
<td>Red Cross Progressive Activities Scheme</td>
<td>Bronze Award (4)</td>
</tr>
<tr>
<td></td>
<td>香港紅十字會東九龍總部傑出紅十字青年會員 (1)</td>
<td>Forth</td>
</tr>
<tr>
<td></td>
<td>&quot;V-ARE-ONE Program&quot; (1)</td>
<td>The Best term leader Youth Attainment Badge</td>
</tr>
<tr>
<td></td>
<td>Unit Outstanding Girl Guide Award (1)</td>
<td></td>
</tr>
<tr>
<td>Scholarship</td>
<td>香港黃大仙工商業聯會獎學金</td>
<td>最顯著進步獎</td>
</tr>
<tr>
<td></td>
<td>Applied Learning Scholarship (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HKICPA Scholarship for Secondary Schools (1)</td>
<td></td>
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<tr>
<td></td>
<td>Rev. Joseph Carra Memorial Education Grant for Secondary 4-6 Students (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Upward Mobility Scholarship (4)</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td>Sir Robert Black Trust Fund-Grants for Talented Students in Non-academic Fields (4)</td>
<td>Best Endeavour Award (9)</td>
</tr>
<tr>
<td></td>
<td>Best Endeavour Award Scheme</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Don Bosco Prize (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sir Edward Youde Memorial Prizes for Senior Secondary School Students (1)</td>
<td>Excellent Student</td>
</tr>
<tr>
<td></td>
<td>Kowloon Region Outstanding Student Election</td>
<td>Silver Award (2)</td>
</tr>
<tr>
<td></td>
<td>Youth Arch Student Improvement Award (12)</td>
<td>Bronze Award</td>
</tr>
<tr>
<td></td>
<td>The Hong Kong Award for Young People</td>
<td>Outstanding Student</td>
</tr>
<tr>
<td></td>
<td>Wong Tai Sin District Outstanding Student Election</td>
<td>Excellent Student</td>
</tr>
</tbody>
</table>
## VIII. Financial Report

### Financial Summary  1st September 2014 - 31st August 2015

<table>
<thead>
<tr>
<th>I. Government Funds</th>
<th>Income ($)</th>
<th>Expenditure ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expanded Operating Expenses Block Grant</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>(a) School Specific Grant</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Administration Grant</td>
<td>3,405,553.00</td>
<td>3,748,232.56</td>
</tr>
<tr>
<td>2. Noise Abatement Measures</td>
<td>159,753.00</td>
<td>151,012.32</td>
</tr>
<tr>
<td>3. Composite Information Tech. Grant</td>
<td>407,089.00</td>
<td>443,959.25</td>
</tr>
<tr>
<td>4. Capacity Enhancement Grant</td>
<td>557,148.00</td>
<td>608,098.94</td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td>4,529,543.00</td>
<td>4,951,303.07</td>
</tr>
<tr>
<td><strong>(b) Non-School Specific Grant</strong></td>
<td>1,744,659.80</td>
<td></td>
</tr>
<tr>
<td>1. School &amp; Class Grant</td>
<td></td>
<td>994,745.44</td>
</tr>
<tr>
<td>2. Air-Conditioning Grant for Preparation Rooms of Lab.</td>
<td></td>
<td>9,438.27</td>
</tr>
<tr>
<td>3. Composite Furniture and Equipment</td>
<td></td>
<td>278,527.00</td>
</tr>
<tr>
<td>4. Lift Maintenance</td>
<td></td>
<td>42,411.00</td>
</tr>
<tr>
<td>5. Training and Development</td>
<td></td>
<td>5,500.00</td>
</tr>
<tr>
<td>6. Consolidated Subject</td>
<td></td>
<td>121,699.90</td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td>1,744,659.80</td>
<td>1,452,321.61</td>
</tr>
<tr>
<td><strong>(c) Others</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deficit transferred from ESSCSG</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td>0.00</td>
<td>9,726.05</td>
</tr>
<tr>
<td><strong>Total EOEBG</strong></td>
<td>6,274,202.80</td>
<td>6,413,350.73</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. School Funds</th>
<th>Income ($)</th>
<th>Expenditure ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Collection of Fees for specific purposes (including electricity charges for air-conditioning)</td>
<td>233,956.50</td>
<td>263,738.04</td>
</tr>
<tr>
<td>2. Tong Fei</td>
<td>130,851.00</td>
<td>0.00</td>
</tr>
<tr>
<td>3. Tuckshop rental</td>
<td>188,000.00</td>
<td>0.00</td>
</tr>
<tr>
<td>5. Insurance</td>
<td>0.00</td>
<td>43,947.00</td>
</tr>
<tr>
<td>6. Others</td>
<td>0.00</td>
<td>66,318.71</td>
</tr>
<tr>
<td><strong>Total School Funds</strong></td>
<td>650,914.70</td>
<td>472,110.95</td>
</tr>
</tbody>
</table>

Total surplus for school year | 39,655.82 |
IX. Feedback and Future Planning

In a learning environment imbued with family spirit, Our Lady’s College aims to nurture the students to possess positive values towards life. With the passion and collaboration of all our staff members, we endeavor to enhance students’ academic performance through various learning support measures to cater for individual learning diversity. We will also continue to provide our students with various learning opportunities to unleash their potentials and enhance their capacities.

The coming academic year will be the third year of this cycle of the School Development Plan. Our school will evaluate our achievements, and identify the need for further development and improvement to formulate the next cycle.

We entrust all our endeavors into the hands of Our Lady who is the real master of the school.
X. Appendices

1. Strengthening of the Reading Culture among Students

Achievements

- All students from S1 to S5 had submitted entries to the ‘Best Book Commentary Writing Competition’ while S1 and S2 students had taken part in the ‘Best Bookmark Design Competition’ of the ‘26th Sixty Good Books To Share (第二十六屆中學生好書龍虎榜)’ organized jointly by the Hong Kong Professional Teachers’ Union and the Hong Kong Public Libraries.

- Various reading award schemes were organized, including the Popular Award Scheme which was jointly organized with the Professional Teachers’ Union and a class-based English reading award scheme, to foster reading culture amongst students. A total of 43 Awards, including 14 Green Badges, 20 Blue Badges and 9 Purple Badges of Honour of the Popular Reading Award Scheme were obtained as a result of students’ persistent effort.

- To encourage active participation in the E-reading Programme and the Cross-curricular Multimedia Reading & Listening Programme funded by REES, award schemes were organized.

- To enable students to have a fruitful summer vacation, all students were invited to take part in the Summer Reading Contract organized by the Hong Kong Education City. For S1-S5 students, they could participate in the Reading Contract via its online platform while a printed version was distributed to the S1 new students to immerse them in the reading culture of the school.

- Five book clubs on the following titles were conducted collaboratively by the Chinese Language Panel and the Library to engage students in reflective reading and critical thinking.

<table>
<thead>
<tr>
<th>日期</th>
<th>年級</th>
<th>書目</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/10/2014</td>
<td>中五</td>
<td>辻井逸子《喝采！：全盲天才鋼琴家辻井伸行的圓夢之路（のぶカンタービレ！）》（寶瓶）</td>
</tr>
<tr>
<td>24/10/2014</td>
<td>中四</td>
<td>沈祖堯《灌溉心靈的半杯水──沈祖堯最想分享的感恩故事》（皇冠）</td>
</tr>
<tr>
<td>14/11/2014</td>
<td>中三</td>
<td>于丹《〈論語〉心得》（台灣聯經）</td>
</tr>
<tr>
<td>12/12/2014</td>
<td>中二</td>
<td>蔣慧瑜《給自己一個LIKE》（青源）</td>
</tr>
<tr>
<td>13/3/2015</td>
<td>中一</td>
<td>陳曉蕾《阿媽》（三聯）</td>
</tr>
</tbody>
</table>

- 90% of the students had taken part in at least one book club and they reflected that the book club gathering could stimulate their interest in reading the book shared as well as other extended reading.

- Three book fairs were organized in collaboration with various vendors to introduce students to contemporary English and Chinese reading materials on diversified topics. To enable students to make a wise choice of books that can broaden their scope, a novice reading enabler, Ms. Fan Kin-mui was invited to give a book introductory talk to S1-S2 students before the book fair organized collaboratively with PTU Promising Book Store. Such arrangement was proved to be a success as feedbacks from students, teachers and the vendor all reflected that students could make an informed choice of materials during the book fair.

- Students were encouraged to read across the curriculum. English books related to other KLAs were purchased for the school library. Students of all forms were required to read English books related to other subject areas. All students were able to meet the requirement.

- Prominent authors Ms. Chiang Wai Yu, Annie (蔣慧瑜) and Mr. Tsui Cheuk-yin (徐焯賢) were invited to give talks to students on promoting positive energy and strategies of
encountering adversities and creative story writing strategies respectively.

- To celebrate World Book Day 2015, the English Panel Head together with the Reading Ambassadors shared their favourite books during the English Morning Programme hosted by the NET. Prominent Author, Mr Tsui Cheuk-yin (徐焯賢) was invited to share with our students his detective story and his inspirations that brought about the book through Campus TV during the morning assembly. The Reading Carnival was held during lunchtime on the World Book Day, in which students enjoyed themselves in various reading game stalls.

- All students subscribed to English newspapers for the English morning reading programme.
- All S2 and S3 students subscribed to the English magazine, English Corner.
- The Reading Pal Programme was organized for S2D with S4 students being tutors hosting reading sessions for their tutees.
- Lunchtime reading workshops were hosted by the NET for S1 students to introduce them to texts on language arts and additional sessions were arranged for the fine-tuned class.
- Students’ compositions were posted up at the English Corner and students were encouraged to read the works on display and write comments on them.
- Short readers on various themes downloaded from the online reading programme Reading A-Z were incorporated into the extensive reading scheme of S1-2.
- Students were encouraged to join reading-related competitions such as book report competitions and the Liberal Studies Writing Contest held by Student Standard.
- News articles were assigned to all the junior forms including the new S1 students as summer vacation homework. The higher-ability classes of S3-5 were required to join a summer newspaper reading programme.

**Students’ Performances**

26th Sixty Good Books To Share (第二十六屆中學生好書龍虎榜)

- Teachers’ feedbacks reflected that students had satisfactory performances in their submission. One student from the Junior Section and one from the Senior Section won the Merit Prize in the Book Commentary Writing Competition.

Extensive reading scheme organized by the English Language Panel

- No. of classes with 80% or above of students meeting the minimum requirements:
  - First Term – 19/25 (S1-5)
  - Second Term – 17/25 (S1-5)
- Number of reading awards:
  - First Term
    - Gold – 104
    - Silver – 49
    - Bronze – 89
  - Second Term
    - Gold – 89
    - Silver – 33
    - Bronze – 74

Other reading activities

- For the e-reading programme for S1-3, most students met the minimum requirement set by teachers. Performance in the accompanied online exercises also improved.
- The Reading Pal Programme was successfully completed. The attendance of both tutors (92.1%) and tutees (80.5%) was satisfactory. Participants generally found the programme useful in boosting their interest in reading and confidence in using English.
- Library tours & book fairs
  - The activities were well-received by students.
- Lunchtime reading workshops
  - The NET found that the S1 students were co-operative and participated well. The participants generally expressed interest in reading poems.
English Corner

Many students were eager to give comments on the writing being displayed, demonstrating a more active role in reading.

Collaborative Library activities

All the collaborative Library activities were well-received by students. According to the questionnaires collecting students’ feedbacks on the library tours and book talks, over 98% were highly satisfied or satisfied with the library visits and book talks and an average of 96.4% of them agreed or strongly agreed that the book talks could arouse their interest in reading the subject related books.

All 5 Book Club gatherings were highly appreciated and enjoyed by all participants with an average satisfactory rate of 98% whereas two of the book clubs, i.e. «給自己一個LIKE» and «亞媽» reported 100% satisfactory rate on the atmosphere as students enjoyed the interactive sharing of their opinions.

Reflection

Students’ performance in the extensive reading scheme organized by the English Language Panel showed a decline in the second term in terms of the percentage of students meeting the minimum requirements and the number of reading awards given. A greater effort was needed to sustain students’ interest in reading.

Of the Popular Reading Award achievers, 81.3% were senior formers whose perseverance was well appreciated while the performances of the junior formers were far from satisfactory. Senior formers were eager and enthusiastic to accomplish the Scheme so that the award could be recorded in their SLP. On the other hand, the lack of perseverance, persistence and motivation accounted for the poor performance of junior form students.

English teachers were pleased to see that students enjoyed the readers of the Reading A – Z Programme and found the programme helpful in broadening students’ reading exposure.

The Reading Pal Programme provided a valuable opportunity for peer support and sharing. However, some tutees did not take the programme seriously. They forgot to bring along their story books and failed to complete their log books properly. Some claimed that the story books were too easy and not interesting enough and the venue for the sharing sessions was not convenient. In the coming year, the activity would be held in the newly set up English Activity Room. Teachers would also review the titles to ensure the story books meet the interests and levels of the participating students.

Suggestions for the coming year

To enrich students’ exposure to the language and their vocabulary, English language teachers would continue to encourage students to make good use of the print media and online reading resources. Both junior and senior forms would be assigned to read about current issues to broaden their general knowledge.

The English Panel would continue to work closely with the Teacher-Librarian to promote reading.

The readers of the Reading A – Z Programme would also be integrated into the extensive reading scheme for S3 next year. As the readers covered a wide range of themes, the English Panel would work with the School Library in setting up a LAC reading scheme to promote reading across the curriculum.

The Reading Pal Programme would continue next year. The programme would target S1 students, hoping that they would have fewer motivational or disciplinary problems, thus more manageable for the S4 tutors.

Book clubs will continue to be arranged in the coming year to encourage reflective reading.
Students welcomed the book fairs where they could be introduced to the contemporary publications which are offered at bargain prices. Therefore, book fairs would continue to be held in the coming year and a novice reading enabler would be invited to give a book introductory talk before the Book Fair to ensure that students make a smart choice of reading materials based on their interests and abilities.

2. Provision of Co-curricular and Cross-curricular Activities

Different subjects organized co-curricular and cross-curricular activities to complement classroom teaching and sustain student learning. A good variety of co-curricular and cross-curricular activities were organized for students. There were altogether 79 co-curricular activities (S1-S3: 33, S4-S6: 46) and 41 cross-curricular activities organized during this school year. The school set aside 10 half-days and 1 whole day as Activity Days for those learning activities. Special timetabling arrangement was made on those days to facilitate activities. Some S4 and S5 teachers also made use of the lesson time in the afternoon to organize learning activities outside the school.

The activities were well received by both teachers and students. Teachers found it easier to organize activities for the students with the flexible timetabling arrangement. Students’ horizons were broadened as they were exposed to more learning situations. This would enhance self-learning skills of the students.

Co-curricular activities:

**S1-S3**

English Language Education KLA

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<thead>
<tr>
<th>Subject</th>
<th>Level</th>
<th>Activity</th>
<th>No. of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language</td>
<td>S1</td>
<td>Lunchtime Reading Workshop</td>
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<tr>
<td></td>
<td>S1</td>
<td>Reading Pal Programme</td>
<td>132</td>
</tr>
<tr>
<td></td>
<td>S1-S2</td>
<td>Library Tour</td>
<td>263</td>
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<tr>
<td></td>
<td>S2D</td>
<td>Reading Pal Programme</td>
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<td>S1-S3</td>
<td>Book Fair</td>
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<td>E-reading Programme</td>
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<td></td>
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<td>Creative Singing Contest</td>
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## Chinese Language Education KLA

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<tbody>
<tr>
<td>中國語文</td>
<td>S1</td>
<td>讀書心得分享會</td>
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<tr>
<td></td>
<td>S2</td>
<td>讀書心得分享會</td>
<td>200</td>
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<tr>
<td></td>
<td>S3</td>
<td>讀書心得分享會</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td>S1-S3</td>
<td>文化大展示 故事創作比賽</td>
<td>200</td>
</tr>
<tr>
<td>普通話</td>
<td>S1-S3</td>
<td>專普對對碰</td>
<td>200</td>
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<tr>
<td></td>
<td>S2-S3</td>
<td>午膳活動 (看普通話節目)</td>
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## Mathematics Education KLA

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<tr>
<td>Mathematics</td>
<td>S3</td>
<td>T 字之謎</td>
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<td></td>
<td></td>
<td>數學學習能力測驗</td>
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<tr>
<td></td>
<td>S5</td>
<td>開數而至</td>
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## PSHE KLA

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<tr>
<td>I.H. (E.P.A., History, Geography)</td>
<td>S3</td>
<td>Oxfam Interactive Workshop on Globalization and International Trade</td>
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## Technology Education KLA

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<tr>
<td>T &amp; L</td>
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<td>Wellness 4U program (香港營養學會)</td>
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<tr>
<td>Computer Literacy</td>
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<td>Powerpoint Design</td>
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## Science Education KLA

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<tr>
<td>Science</td>
<td>S1, S3</td>
<td>Visit to Hong Kong Science Museum, Special Exhibition – ‘Strange Matter’</td>
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## Physical Education KLA

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<tbody>
<tr>
<td>體育科</td>
<td>S1-S2</td>
<td>Inter-class Dodge Ball Competition</td>
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<tr>
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<td>S3</td>
<td>Inter-class Volleyball Competition</td>
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### Project Learning

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<tr>
<td>S3</td>
<td>工作坊 (一): 專題研習簡介及擬訂研習題目</td>
<td>137</td>
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<tr>
<td></td>
<td>工作坊 (二): 研習方法之問卷調查、個案研究、實地考察、實驗、口述歷史、內容分析、文獻整理及如何撰寫專題研習計劃書</td>
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</tr>
<tr>
<td></td>
<td>工作坊 (三): 處理及分析資料</td>
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<tr>
<td></td>
<td>工作坊 (四): 處理分析資料、如何撰寫參考書目及書面報告</td>
<td>137</td>
</tr>
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<td></td>
<td>專題研習報告匯報</td>
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<td><strong>Total no:</strong> 33</td>
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### S4-S6

**English Language Education KLA**

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<tbody>
<tr>
<td>English Language</td>
<td>S4A</td>
<td>Reading Pal Programme</td>
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<td></td>
<td>S4-S5</td>
<td>English Ambassador Scheme</td>
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<td>News presentation Competition</td>
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<td></td>
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<td>Extensive Reading Scheme</td>
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<td>English Award Scheme</td>
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<td>Cross-curricular Multi-media Reading &amp; Listening Programme</td>
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<td></td>
<td>S4-S6</td>
<td>Book Fair</td>
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<td>English Penmanship Competition</td>
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**Chinese Language Education KLA**

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<td>中國語文</td>
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<td>讀書心得分享會</td>
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<td>S5</td>
<td>讀書心得分享會</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td>S4-S5</td>
<td>文化大展示</td>
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<td></td>
<td>微型小說創作比賽</td>
<td>200</td>
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<tr>
<td>普通話</td>
<td>S4-S5</td>
<td>粵普對對碰</td>
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**Mathematics Education KLA**

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<tbody>
<tr>
<td>Mathematics</td>
<td>S4-S5</td>
<td>Riddle Day</td>
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**Liberal Studies**

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<tr>
<td>通識科</td>
<td>S5</td>
<td>國內(深圳)考察團</td>
<td>130</td>
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## PSHE KLA

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<tr>
<th>Subject</th>
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<tbody>
<tr>
<td>Economics</td>
<td>S4</td>
<td>Visit to the Hong Kong Productivity Council</td>
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<td>S5</td>
<td>Visit to the Hong Kong Monetary Authority</td>
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<tr>
<td>History</td>
<td>S4-S5</td>
<td>Visit to the Hong Kong Museum: Stories of Tsarskoye Selo: A Journey into Russian History</td>
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<tr>
<td>Geography</td>
<td>S4-S5</td>
<td>CIE Environmental Ambassadors Training Programme 2014/15 (Workshop)</td>
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<td>CIE Environmental Ambassadors Training Programme 2014/15 (Filed Studies)</td>
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<td>S5</td>
<td>Orienteering Competition at Cheung Chau</td>
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<td>Green Space Design Competition</td>
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<td>「升學及就業專題講座」 - 環境資源管理的挑戰與機會</td>
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## Science Education KLA

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<tr>
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<tr>
<td>Physics</td>
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<td>Physics talk: The Big Bang</td>
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<td>Bio, CS Bio</td>
<td>S5-S6</td>
<td>Visit to Hong Kong Wetland Puri – Aquatic Plant Watch</td>
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## Technology Education KLA

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<th>Activity</th>
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<tbody>
<tr>
<td>T &amp; L</td>
<td>S4</td>
<td>Talk on Personal Financial Management</td>
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<td>S4-S5</td>
<td>Talk on Accounting Profession</td>
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<td></td>
<td>S5</td>
<td>Visit to Cathay Pacific City</td>
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<td></td>
<td></td>
<td>有機種植工作坊 (菜聯社)</td>
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<td>參觀中華煤氣烹飪中心</td>
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<td>「萬縷同心為公益 2015」(中華煤氣)</td>
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<td>「文化傳承－知識轉移工作坊」(香港教育學院)</td>
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<td>S5-S6</td>
<td>‘Better Food, Better Life’ 健康食譜烹飪比賽</td>
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<td>「明火大使訪校活動」(中華煤氣)</td>
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<td>「我‧惜‧食」健康飲食計劃工作坊</td>
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<td>食物安全研討會「陷阱與機遇」食物 (浸會大學)</td>
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<td>「茶藝活動坊」(青年事務委員會)</td>
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## PE Education KLA

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<td>體育科</td>
<td>S4</td>
<td>Bowling Fun Day</td>
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<td>S4-S5</td>
<td>Inter-class Volleyball Competition</td>
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<td>S6</td>
<td>Tennis Fun Day</td>
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Art Education KLA

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<td>視藝科</td>
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<td>2014-2015 健康四格漫畫創作大賽</td>
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<td>PEACE 和平計劃漫畫設計比賽</td>
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<td>S4-S5</td>
<td>黃大仙區環保圖案設計比賽</td>
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<td>2014 我的海洋夢粵港澳海海洋生物繪畫比賽</td>
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<td>「第九屆香港盃外交知識競賽」 T shirt 設計比賽</td>
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**Total no : 46**

**Cross – curricular activities**

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<tbody>
<tr>
<td>Eng. Lang. &amp; School Library</td>
<td>S1-S2</td>
<td>Library tours/theme-based reading activities</td>
<td>1st Term</td>
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<tr>
<td>Eng. Lang. &amp; Social Service Team</td>
<td>S1,S4</td>
<td>Reading Pal Programme</td>
<td>1-5/2015</td>
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<tr>
<td>Eng. Lang. &amp; Careers Guidance Team</td>
<td>S5-S6</td>
<td>SLP &amp; OLE self account / personal statement</td>
<td>2nd Term</td>
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<td>EMI subjects</td>
<td>All</td>
<td>English Speaking Day – Lunchtime Conversation</td>
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<tr>
<td>Eng. Lang. &amp; EMI subjects</td>
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<td>English Morning Programme</td>
<td>Every Tuesday</td>
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<tr>
<td>Eng. Lang., Maths &amp; Campus TV</td>
<td>All</td>
<td>English Programme for Campus TV</td>
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<tr>
<td>Eng. Lang., School Library &amp; Campus TV</td>
<td>All</td>
<td>English Programme for Campus TV</td>
<td>4/2015</td>
</tr>
<tr>
<td>Eng. Lang. &amp; Religious Formation Team</td>
<td>All</td>
<td>English Morning Prayer</td>
<td>Whole Year</td>
</tr>
<tr>
<td>中文科、中史</td>
<td>S1-S3</td>
<td>閱讀歷史人物傳記</td>
<td>2nd Term</td>
</tr>
<tr>
<td>閱讀歷史人物傳記</td>
<td>S1-S5</td>
<td>主題閱讀</td>
<td>5/2015</td>
</tr>
<tr>
<td>中文科、數學科、國情教育組</td>
<td>S1-S5</td>
<td>猜燈謎活動</td>
<td>3/2015</td>
</tr>
<tr>
<td>中文科、圖書館</td>
<td>S1-S5</td>
<td>60 本好書讀後感、書評、書籤設計比賽</td>
<td>2/2015</td>
</tr>
<tr>
<td>中文科、宗教組、輔導組、訓導組</td>
<td>S1-S5</td>
<td>主題閱讀</td>
<td>4/2015</td>
</tr>
<tr>
<td>普通話、國情教育組</td>
<td>S1-S5</td>
<td>粵普對對碰</td>
<td>3/2015</td>
</tr>
<tr>
<td>普通話、早訓組、學術提升組</td>
<td>S1-S5</td>
<td>兩文三語話劇</td>
<td>3/2015</td>
</tr>
<tr>
<td>GIF, School Promotion Team</td>
<td>P6</td>
<td>OLP 數理日</td>
<td>9/2014</td>
</tr>
<tr>
<td>GIF, Science</td>
<td>S1</td>
<td>Amazing Race</td>
<td>11/2014</td>
</tr>
<tr>
<td>Mathematics, Chinese Lang.</td>
<td>S4-S5</td>
<td>Riddle Day</td>
<td>2/2015</td>
</tr>
<tr>
<td>Subjects</td>
<td>Level</td>
<td>Activity</td>
<td>Month</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-------</td>
<td>---------------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Mathematics, Science Club</td>
<td>S4-S5</td>
<td>Talk in HKU</td>
<td>3/2015</td>
</tr>
<tr>
<td>教育科、德育組</td>
<td>S2,4,5</td>
<td>亞洲貧困問題教育講座及中國農村兒童的需要展板</td>
<td>2/2015</td>
</tr>
<tr>
<td>通識教育科、專題研習組</td>
<td>S3</td>
<td>專題研習報告（事前預備）</td>
<td>Whole Year</td>
</tr>
<tr>
<td>通識科、資優教育組</td>
<td>S6</td>
<td>通識科潛能發展訓練班</td>
<td>10-12/2014</td>
</tr>
<tr>
<td>Geography, Civic and Environmental Education Team</td>
<td>S5</td>
<td>Field trip to Mai Po</td>
<td>9/2014</td>
</tr>
<tr>
<td>I.H. (E.P.A.), School Library</td>
<td>S2</td>
<td>Library tour on HKSAR government, Law and Order Enforcement Bodies, and Drug Abuse</td>
<td>9-10/2014</td>
</tr>
<tr>
<td>I.H. (Geography), School Library</td>
<td>S2</td>
<td>Library tour on Global Warming</td>
<td>3/2015</td>
</tr>
<tr>
<td>Economics, School Library</td>
<td>S4</td>
<td>Library tour on Economic Concepts</td>
<td>2/2015</td>
</tr>
<tr>
<td>History, School Library</td>
<td>S5</td>
<td>Library tour on SBA Resources Searching</td>
<td>2/2015</td>
</tr>
<tr>
<td>宗教科、德育及健康服務組</td>
<td>S1</td>
<td>「性騷擾・咪忍」教育戲劇</td>
<td>10/2014</td>
</tr>
<tr>
<td>宗教科、德育及健康服務組</td>
<td>S3-S4</td>
<td>「值得等」講座</td>
<td>4/2015</td>
</tr>
<tr>
<td>宗教科、音樂科、視藝科、電腦科</td>
<td>S3</td>
<td>舊曲新詞 DVD 封套設計</td>
<td>10-12/2014</td>
</tr>
<tr>
<td>Computer Literacy, School Library &amp; T&amp;L</td>
<td>S1</td>
<td>Library tour on Making of Healthy Food Flyers</td>
<td>10-11/2014</td>
</tr>
<tr>
<td>Computer Literacy &amp; Social Service Team</td>
<td>S2</td>
<td>Making Caring Cards</td>
<td>9-12/2014</td>
</tr>
<tr>
<td>T &amp; L, Social Service Team</td>
<td>S3</td>
<td>Donation of Zipped Bags to the Elderly Homes</td>
<td>12/2014</td>
</tr>
<tr>
<td>BAFS, Business Exposure Club</td>
<td>S1-S5</td>
<td>Incredible Business Opportunities in Our Lady’s College</td>
<td>5/2015</td>
</tr>
<tr>
<td>Ethics, P.E.</td>
<td>S1-S5</td>
<td>Sports Injuries &amp; Sports Drinks</td>
<td>3/2015</td>
</tr>
<tr>
<td>音樂科、中文科</td>
<td>S1-6</td>
<td>中國文化活動工作紙（中樂）</td>
<td>Whole Year</td>
</tr>
<tr>
<td>音樂科、視藝科</td>
<td>S6</td>
<td>陶笛藝術 — 設計與吹奏</td>
<td>10-12/2014</td>
</tr>
</tbody>
</table>

Total no : 39

3. Enhancement of Language Proficiency

**English Language**

The English Panel has taken various measures to enhance students’ English language proficiency. The following report will include a review of some of the key measures adopted.

**A. Enhancement of students’ listening skills**

**Achievements**

- The morning assembly was conducted in English and most announcements were made in English. An English morning programme was held every Tuesday. These
measures aimed at giving students more exposure to spoken English.

- Students were encouraged to browse the recommended English learning websites linked to the homepage of the English Panel to enrich their exposure to authentic English.
- Regular listening and note-taking assignments were given to students. Training on the use of the data file was provided for the junior forms to equip them with the skills for the listening paper of the senior secondary curriculum.
- All S1-5 students were required to join the school-based cross-curriculum multimedia reading and listening. Prizes were awarded to the top score winners of individual classes.

**Students’ Performance**

Pass percentage of various forms in examinations:

<table>
<thead>
<tr>
<th></th>
<th>S1</th>
<th>S2</th>
<th>S3</th>
<th>S4</th>
<th>S5</th>
<th>S6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Term:</td>
<td>81.8%</td>
<td>78.0%</td>
<td>56.9%</td>
<td>55.8%</td>
<td>59.2%</td>
<td>73.1%</td>
</tr>
<tr>
<td>2nd Term:</td>
<td>80.4%</td>
<td>63.6%</td>
<td>69.2%</td>
<td>60.2%</td>
<td>77.8%</td>
<td>44.8%</td>
</tr>
</tbody>
</table>

**Reflection**

- For S1-2, students’ performance declined slightly while S3 showed some improvement. Listening was a challenging paper for the fine-tuned class and the remedial class. Most could follow the recording. But many had problems extracting relevant information from the data file and were not fast enough when jotting down notes. Carelessness with language accuracy like spelling was still a major problem.
- For S4-6, the pass percentage improved in the second term though the performance of the weaker classes was still unsatisfactory. The listening tasks in Part A proved challenging for many students because of their limited vocabulary and poor spelling. Gap-filling questions involving the change of word form proved challenging for most students. In Part B, they had difficulty extracting relevant information from the recording. They also had problems presenting data in sentences or in their own words.

**Suggestions for the coming year**

- More remedial work on students’ weaknesses should be given such as sound recognition exercise, dictations and vocabulary building.
- Online listening resources would continue to be recommended to students to boost their listening skills and general knowledge.
- More teaching and practice on note-taking and the use of the data file would be done for all forms.
- More training on presenting information in students’ own words would be done for senior forms.

**B. Enhancement of students’ reading skills**

**Achievements**

- All students were required to subscribe to English newspapers for the English morning reading programme and all S2-3 students were required to subscribe to the English magazine, English Corner.
- More class time was devoted to the use of the English newspapers and magazines students subscribed to.
- The Reading Pal Programme was organized for the S2 fine-tuned class. Students from 4A were recruited as tutors to host reading sessions for S2 students.
Lunchtime reading workshops were hosted by the NET for all S1 students to introduce to them texts on language arts like poetry. Additional meetings would be held for the fine-tuned class.

Students’ compositions would be regularly displayed at the English Corner. Students were also encouraged to comment on the work on display, thus encouraging them to be more active readers.

Short readers on various themes downloaded from the online reading programme Reading A-Z were used in the GR lessons of S1-2 to promote reading across the curriculum.

Students were encouraged to join reading-related competitions such as book report competitions and the Liberal Studies Writing Contest held by Student Standard.

Under the Alumnae in Action Academic Enhancement Programme, tutorials were held for the lower-ability students of junior forms on Saturdays to develop students’ English language skills with a special focus on reading comprehension.

Other academic support measures like the after-school enrichment course for S1-3 put emphasis on reading comprehension.

### Students’ Performance

Pass percentage of various forms in examinations:

<table>
<thead>
<tr>
<th></th>
<th>S1</th>
<th>S2</th>
<th>S3</th>
<th>S4</th>
<th>S5</th>
<th>S6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Term:</td>
<td>80.0%</td>
<td>50.5%</td>
<td>46.6%</td>
<td>83.6%</td>
<td>93.5%</td>
<td>57.5%</td>
</tr>
<tr>
<td>2nd Term:</td>
<td>90.1%</td>
<td>66.9%</td>
<td>53.5%</td>
<td>60.0%</td>
<td>77.5%</td>
<td>53.8%</td>
</tr>
</tbody>
</table>

### Reflection

- For the junior forms, some improvement was made. But for senior forms, there was a decline in performance. For the weaker classes of S1-2, the pass percentage was rather low.
- For the junior classes, many students read rather slowly and had problems handling long texts and difficult vocabulary. As for S3, many were weak at questions requiring students to give answers in the correct word forms or in their own words.
- For the senior forms, questions involving the change of word form, the interpretation of figurative language and the use of students’ own words proved challenging for many students. Quite a few had problems following the instructions and made many careless spelling and grammar mistakes. Open-ended questions requiring extended answers were hard for many students.
- Teachers generally found the readers from the Reading A – Z Programme helpful in enriching students’ reading exposure.
- The general feedback on the Reading Pal Programme was good. Most of the tutors and tutees found that peer sharing and the integration of speaking and reading could make reading a more interesting experience though some tutees were absent-minded and forgot to bring their story books to the reading sessions.
- Students’ feedback on the lunchtime reading workshops hosted by the NET was generally positive. They found the reading activities enjoyable.
- The Saturday tutorials for the S1 fine-tuned class were effective in improving students’ academic performance. Some of them were admitted to the enhancement class in the next academic year owing to their outstanding performance.

### Suggestions for the coming year

- As reading comprehension is an essential skill for learning through the English medium, teachers should continue their effort in promoting a reading habit among
students and developing their reading skills.
- Students would be encouraged to read newspapers and magazines to expose them to the use of English in the real world.
- The Reading Pal Programme would continue next year and would target students of S1 fine-tuned class.
- More exposure to poetry and language arts text types should be given to both senior and junior forms.
- The online reading programme Reading A-Z would be integrated into the extensive reading scheme of S3.
- The academic support programme for the lower-ability students of junior forms would be held after school. Reading would still be a major focus.

C. Enhancement of students’ speaking skills

Achievements
- Training and handouts on discussion skills were given to S1 and S2 at the beginning of the school year.
- Students were required to join at least one activity held on English Speaking Days.
- Students were encouraged to join external speech competitions and speaking events to boost their confidence in using English.
- To improve students’ performance in public oral assessments, additional oral practice was arranged for S3 and S6 outside class.
- To prepare students for the speaking paper in TSA and HKDSE, the NET was asked to arrange oral practice and training in his split oral lessons for S3-5.
- A variety of activities were held to promote the use of English outside class e.g. English Speaking Day, English morning programme, etc. In the English morning programme, students of various forms were invited to speak to the whole school, which offered a valuable opportunity to develop students’ public speaking skills. Through the English Ambassador Scheme, senior form students were involved in organizing and conducting English activities for the junior form students. To encourage active participation, an English Award Scheme was held for S1-5 under which bonus points were awarded for participating in English activities held in and outside school.
- A creative singing contest was held for S1-3.
- A news presentation competition was organized for S4-5.
- Under the AinA Academic Enhancement Programme, a training programme was held to prepare students for the Hong Kong Schools Speech Festival. Some of the participants were awarded prizes.

Students’ Performance
Pass percentage of various levels in examinations:

<table>
<thead>
<tr>
<th></th>
<th>S1</th>
<th>S2</th>
<th>S3</th>
<th>S4</th>
<th>S5</th>
<th>S6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>82.3%</td>
<td>100.0%</td>
<td>81.3%</td>
<td>98.2%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>2nd</td>
<td>88.7%</td>
<td>91.9%</td>
<td>96.5%</td>
<td>99.1%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Reflection
- Most junior form students showed improvement in their confidence and ability to present their ideas in English though many still lacked the initiative to interact with their peers and teachers in English outside class. The limited use of eye contact and the reliance on note cards were the major problems facing students.
For the senior forms, students were generally willing to contribute ideas in group discussion, but many failed to elaborate on their ideas with details and examples. They made better use of the discussion input, but quite a few failed to maintain good eye contact with other members of the group. In the part of individual response, most could give a relevant response though they had difficulty handling long questions and missed certain question words carelessly.

The attendance rate of the lunchtime oral practice for S3 and S6 was satisfactory. Students were generally co-operative. All participants took it seriously.

The creative singing contest was well received by students. Most classes showed initiative and good effort in preparing for the event. Adjudicators were impressed by the creativity and high standard of the performances.

The news presentation competition was successfully held. In general, students demonstrated creativity and showed confidence in expressing themselves in English.

Suggestions for the coming year

- Additional oral practice would continue to be held for S3 and the senior forms to prepare them for the TSA and HKDSE speaking assessments.
- Training on the use of eye contact and the elaboration of ideas in group discussion would be given a greater emphasis.
- An inter-class drama competition would be organized for S1-3.
- Speech training would continue to be provided to prepare students for speech competitions and to boost their confidence in using English.
- An English activity room would be set up to enhance the English speaking environment.
- A greater effort would be made to promote the use of English among students in their daily interactions.

D. Enhancement of students’ writing skills

Achievements

- Students were given additional writing practice in the form of journal writing or short writing tasks.
- To give recognition to students’ efforts in writing, teachers were encouraged to display students’ work in the classrooms regularly. Outstanding work recommended by teachers was posted up at the English Corner in the covered playground to encourage students to learn from one another. Bonus points for the English Award Scheme were awarded to encourage students to write comments on the writing on display. Students’ response was enthusiastic.
- The higher-ability students were encouraged to participate in external writing competitions to boost their confidence and polish their writing skills.
- With the funding of the DLG, an English enhancement programme focusing on writing and vocabulary was held for S4.

Students’ Performance

Pass percentage of various levels in examinations:

<table>
<thead>
<tr>
<th></th>
<th>S1</th>
<th>S2</th>
<th>S3</th>
<th>S4</th>
<th>S5</th>
<th>S6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Term</td>
<td>85.2%</td>
<td>98.0%</td>
<td>68.2%</td>
<td>100.0%</td>
<td>99.0%</td>
<td>95.5%</td>
</tr>
<tr>
<td>2nd Term</td>
<td>93.3%</td>
<td>99.0%</td>
<td>88.5%</td>
<td>98.3%</td>
<td>96.6%</td>
<td>95.9%</td>
</tr>
</tbody>
</table>
Reflection

- Most classes showed improvement, especially the S3 classes.
- Though the pass percentage of all classes was quite high, there was a lot of room for improvement in both language and content, especially for the lower-ability classes.
- In general, the junior students understood the writing tasks and were able to give relevant ideas. But their ideas lacked creativity. They failed to elaborate on their ideas with supporting details and examples. Limited vocabulary and poor sentence structure were the major problems for many students.
- For the senior forms, a variety of writing genres were covered. Most students were able to use the proper format. Many S4 students had problems giving a balanced coverage of every part of the questions. Many senior students also failed to read the topics carefully and misinterpreted or missed out the keywords of the questions. Some showed insufficient audience awareness, thus failing to use the appropriate tone and style. Limited vocabulary, poor language accuracy and careless spelling remained the major problems.

Suggestions for the coming year

- To address the problems of language accuracy and limited vocabulary, grammar teaching and vocabulary building should be reinforced for all forms. A greater effort should be made to help the junior forms master the basic sentence patterns.
- The English Corner in the classrooms and the vocabulary book kept by students could be better utilized to develop students’ vocabulary base.
- Proofreading should be promoted among students so as to help them develop self-editing skills.
- As misinterpretation of essay topics was a growing problem among students including the stronger students, more attention should be given to topic analysis in the course work.

E. Strengthening of the reading culture among students

Achievements

- An English book fair was organized to introduce to students various types of English reading materials.
- A class-based reading award scheme was organized for S1 to S5.
- Award schemes were held to encourage active participation in the E-reading Programme and the Cross-curricular Multimedia Reading & Listening Programme funded by REES.
- Students were encouraged to read across the curriculum. English books related to other KLAs were purchased for the school library. Students of all forms were required to read English books related to other subject areas. All students were able to meet the requirement.
- All students subscribed to English newspapers for the English morning reading programme.
- All S2 and S3 students subscribed to the English magazine, English Corner.
- The Reading Pal Programme was organized for S2D with S4 students being tutors hosting reading sessions for their tutees.
- Lunchtime reading workshops were hosted by the NET for S1 students to introduce them to texts on language arts and additional sessions were arranged for the fine-tuned class.
- Students’ compositions were posted up at the English Corner and students were encouraged to read the works on display and write comments on them.
Short readers on various themes downloaded from the online reading programme Reading A-Z were incorporated into the extensive reading scheme of S1-2.

Students were encouraged to join reading-related competitions such as book report competitions and the Liberal Studies Writing Contest held by Student Standard.

News articles were assigned to all the junior forms including the new S1 students as summer vacation homework. The higher-ability classes of S3-5 were required to join a summer newspaper reading programme.

**Students’ Performance**

**Extensive reading scheme**

- No. of classes with 80% or above of students meeting the minimum requirements:
  - 1st Term: 19 out of 25 classes (S1-S5) met the success criterion
  - 2nd Term: 17 out of 25 classes (S1-S5) met the success criterion

- Number of reading awards:

<table>
<thead>
<tr>
<th></th>
<th>Gold</th>
<th>Silver</th>
<th>Bronze</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Term</td>
<td>104</td>
<td>49</td>
<td>89</td>
</tr>
<tr>
<td>2nd Term</td>
<td>89</td>
<td>33</td>
<td>74</td>
</tr>
</tbody>
</table>

**Other reading activities**

- For the e-reading programme for S1-3, most students met the minimum requirement set by teachers. Performance in the accompanied online exercises also improved.

- The Reading Pal Programme was successfully completed. The attendance of both tutors (92.1%) and tutees (80.5%) was satisfactory. Participants generally found the programme useful in boosting their interest in reading and confidence in using English.

- Library tour & book fair
  The activities were well-received by students.

- Lunchtime reading workshops
  The NET found that the S1 students were co-operative and participated well. The participants generally expressed interest in reading poems.

- English Corner
  Many students were eager to give comments on the writing being displayed, demonstrating a more active role in reading.

**Reflection**

- Students’ performance in the extensive reading scheme showed a decline in the second term. A greater effort was needed to sustain students’ interest in reading.

- English teachers were pleased to see that students enjoyed the readers of the Reading A – Z Programme and found the readers helpful in broadening students’ reading exposure.

- The Reading Pal Programme provided a valuable opportunity for peer support and sharing. However, some tutees did not take the programme seriously. Some claimed that the story books were too easy and not interesting enough and the venue for the sharing sessions was not convenient. In the coming year, the activity would be held in the newly set up English Activity Room. Teachers would also review the titles to ensure the story books meet the interests and levels of the participating students.
Suggestions for the coming year

➢ To enrich students’ general knowledge and vocabulary, both junior and senior forms would be assigned to read about current issues.

➢ The readers of the Reading A – Z Programme would also be integrated into the extensive reading scheme for S3 next year. As the readers covered a wide range of themes, the English Panel would work with the School Library in setting a LAC reading scheme to promote reading across the curriculum.

➢ The Reading Pal Programme would continue next year. The programme would target S1 students, hoping that they would have fewer motivational or disciplinary problems, thus more manageable for the S4 tutors.

中文科

A. 閱讀能力的提升

➢ 由於本學年加強了文言閱讀理解的訓練，同學對文言詞彙的掌握略見進步。

➢ 學生對寫作手法和修辭技巧的複習不足，可以在下學年加強。

B. 聆聽能力的提升

➢ 學生具備基本的聆聽技巧，故多能掌握聆聽材料的重點。

➢ 學生對不同類型題目的要求掌握不足，下學年課堂練習類型宜多元化。

C. 寫作能力的提升

➢ 審題仍有欠謹慎的情況，學生未能充份掌握題眼所在。

➢ 對寫作技巧雖有一定的認識，但運用未見純熟。

D. 說話能力的提升

➢ 初中學生在正音及演說部分表現則頗佳；但在小組討論部分，論據尚較薄弱。

➢ 高中學生對論證手法的掌握已有所改善，只是論據的運用及論析的角度亦有所不足。

4. Academic Guidance

Pre-S1 Summer English Bridging Course

Dates : 20-24 & 27-31 July, 2015 (10 days)

Duration : 15 hours (1 ½ hrs per session)

Content : school orientation, classroom language, language skills and vocabulary of EMI subjects

No. of participants : 118 out of 120 new students

Attendance : The attendance rate was high with 95.8% of the students attending 90% or above of the lessons.
Feedback from tutors

- The tutors found most students attentive and cooperative. Some tended to be a bit quiet but gained confidence with practice.
- They also commented that quite a few were keen to learn and were able to use English confidently.

Feedback from participants

An end-of-course survey was conducted to collect students’ comments and views about the course.

- All the respondents found the programme helpful in preparing them for the new school year, especially the vocabulary input.
- Most respondents found the topics relevant and useful.
- All agreed that the course materials were easy to read and use.
- All found the course duration appropriate.
- It was suggested that more games and fun activities should be included.
- All found that the tutors were friendly and taught in an interesting way. All agreed that the tutors were patient and encouraged students to ask and answer questions and take part in the lessons.

Follow-up

- Copies of the course materials would be given to the subject teachers concerned and the S1 English teachers for reference or follow-up.
- Copies of the course materials would be distributed to the repeaters and students who did not join the course.
- A quiz on the course materials would be organized for all S1 students in mid September.

Summer Mathematics Bridging Programme for S1 to S3 students

- Students who would be promoted from fine-tuned classes to regular classes in the coming school year were required to attend a 5-day bridging programme in order to help them adapt to the change in medium of instruction before the start of the new school year.

The bridging programme is normally held before the end of the school year. Due to Assets Registration for the setting up of IMC, the programme was rescheduled for the summer holiday this year.

Performance of the students

- As students demonstrated satisfactory mathematical ability and they had some experience in solving problems in English before, they could handle problems presented in short sentences. But for problems presented in longer texts, they had difficulty in interpreting the information.

Suggestions for improvement

- As teachers of the bridging course also teach S4-S5, they may not be available in the summer holiday. Therefore it is suggested that the bridging course should be held before the summer holiday. Moreover, all students in the fine-tuned classes should be required to attend the programme.
Bridging Course for S1 and S2 students promoted from fine-tuned classes to regular classes

Computer Literacy

Course Objectives
- To assist the students to adapt to the change of medium of instruction (MOI) of the subject
- To help the students recognize the English words for the Chinese computer terminology

Course Implementation
- Three meetings, each lasting for an hour, were held in a period of three consecutive weeks at the beginning of the school term. The meetings focused on drilling students’ recognition of the English words for the Chinese computer terms through handouts and worksheets. The learning was enhanced through visual tools such as the display of images and the use of classroom demonstration.

Evaluation
The students gave positive feedbacks. However, the bridging course did not benefit them a lot for the following reasons.
- Students, especially those of low abilities and high language deficiency, would learn more effectively through continuous exposure, rather than a compacted 3-hour bridging course. The bridging course should therefore be designed in such a way that students are encouraged to learn continuously.
- The bridging course could cater only for those students from the fine-tuned class who are eligible to be promoted to regular-classes. Support should also be given to those students who had to stay in the fine-tune class as they would face greater difficulty in learning through the English medium at the NSS level.

Follow-up Measures
- The bridging course would be integrated into the normal lessons of the fine-tuned classes and extended to the regular classes.
- Copies of Chinese vocabulary lists along with their English translation would be distributed to students.
- When explaining a concept, teachers would give the Chinese terms and refer to their English meanings in the vocabulary list at the same time so that students could learn the concepts of the topic and the vocabulary in context at the same time.
- Students would be required to recognize and learn the English meanings for the Chinese terms for the dictation in the next lesson.
- During the dictation, English words would be displayed on their screen and students would be required to write down their meanings in Chinese. The purpose was to strengthen students’ recognition of the English translation for the Chinese terms.

Technology & Living

Course Objectives
The course objectives are as follows:
- To assist the students in learning the subject content in English.
- To ensure the students have a smooth transition in their learning due to the change of
medium of instruction (MOI) of the subject.

- To give support and guidance to the students throughout the whole academic year.
- To guide students in obtaining better academic results.

**Course Implementation**

- There were a total of three meetings held at the beginning of the school term, i.e. from September to Mid-October. Each meeting lasted for an hour. The meetings mainly focused on the teaching of subject content in English, and the explanation and revision of important concepts and theories. A set of bridging course workbooks was specially designed for students’ use and dictations were carried out in the second and third meetings to check students’ understanding of the subject vocabulary. A summary was made at the end of every meeting to consolidate the learning of the students.

**Evaluation**

- Questionnaires were given to students for evaluation purposes. Most returned feedbacks were positive and some suggestions had been made. The course would be continued next year and held in the PM sessions of the first ten school days. The dictation and correction page of the course workbooks would be revised to achieve better learning outcomes of students.

**Follow-up Measures**

- Sharing with students was done throughout the year to discuss their learning difficulties. Individual guidance and assistance were given to the students in need and constant monitoring had been conducted on their learning progress.

**Remedial class (S1-S3)**

**A. English Language**

**Measures**

- Meaningful learning situations, games, activities were designed for them to stimulate students’ interest and learning motivation.
- The teaching pace was adjusted to cater for the abilities of the students. In view of their short attention span, teachers would review with students the key learning points at the end of each lesson and at the beginning of the next lesson.
- Shorter and more frequent quizzes, dictations and writing practice were given to students. Revision quizzes or supplementary lessons were given before tests and exams.

**Performance of Students**

- Most of the students were passive but they were willing to improve themselves. Most of them handed in their work on time though the quality of some was not good enough. Most of them showed improvement in the final examination.

**Suggestions for improvement**

**Reading and writing**

- Students should be encouraged to read more so as to enrich their vocabulary and get more ideas for writing.
- More reading comprehension exercises should be given to the students to enhance
their reading skills.

- More exercises on grammar and sentence making should be given to improve their writing.

Listening

- Students should be given more listening practice through doing past exam papers and using online listening resources.

Speaking

- Students should be encouraged to participate in the English Speaking Day on Wednesdays and speak more often with the NET.
- More opportunities should be given to students to present their ideas in English during lessons.

B. 中文科

施行情況

- 中一至中三班均設有輔導班，每班二十人，十人來自 B 班，十人來自 D 班。輔導班的學生基礎較弱，學習動機較弱，故此在教學方面，多採用重點細分，反覆解說的策略。為了有足夠時間進行解說，課程內容亦會稍作調整。

學生表現

- 科任老師表示，學生上課態度不錯，而且在循序漸進的教學策略下，學生的寫作能力和說話能力大多能達到基本要求。但是在閱讀理解能力方面，學生並未認真完成課業，所以未能鞏固所學。在聆聽理解方面，審題與作答態度欠認真，亦影響了考試表現。

跟進工作

針對以上的情況，在教學方面將施行以下的策略：
- 在閱讀教學，盡量採用學習重點細分、循序漸進的策略，令學生易於吸收，容易產生成果，以提升其學習動機。
- 在教授新單元時，協助學生重溫以往所學，使之能溫故知新，鞏固所學。
- 在進行聆聽教學時，向學生強調審題的重要性，並指導學生尋找題眼，以培養其認真審題的習慣。

C. Mathematics

Measures

- The remedial classes were small in size, enabling more interaction between teachers and students. Also, the small class size allowed teachers to select teaching materials that suit students’ abilities so as to help students learn more effectively.

Performance of Students

- The students in S1 remedial class were attentive in general but some of them had no motivation in learning Mathematics. Some of them got quite good results in examinations.

The students in S2 remedial were quite weak, but their learning attitudes were satisfactory. Only some of them improved in the results.

Most of the students in S3 remedial class were willing to learn and hardworking. Their results were comparable to those of students in the regular classes.
Suggestions for improvement

- A sense of achievement would help improve students’ motivation to learn. Therefore, a tailor-made syllabus for the weak students would be needed. In addition, students’ English proficiency had to be enhanced.

Guidance for S1 to S3 lower ability students (Bottom 15)

A. English Language

Measures

- Extra after-school TSA oral practice for S3
  Students were put into groups and stayed after school twice from March to Mid-April to practice individual presentation and group discussion in preparation for the speaking assessment of TSA in late April.

- Saturday and After-school English tutorial class
  S2-3 students attended one 1-hour-15-minute tutorial class on ten Saturdays in the 2nd term. The tutor did the past TSA reading and writing questions with the S3 students and reading comprehension and grammar exercises with S2 students. S1 students attended a 1-hour-15-minute tutorial class every Tuesday in the 2nd term.

- Longman Activate Grammar Book
  Students were given a schedule to complete the supplementary exercises and check answers on their own. English teachers met them to monitor their progress and explained some of the mistakes students made in doing the exercises.

Performance of Students

- Students’ attendance was good. They were attentive and completed most tasks on time. However, most students found reading boring and preferred spending more time on writing and grammar drilling. The majority completed the supplementary exercises on time. They found the extra grammar practice helpful for their revision before examination.

- Students made improvement in their results. 74.2% of students moved out from the Bottom 15 list in the second term.

Suggestions for improvement

- Since bottom students might need to attend the compulsory remedial class after school in the coming school year, extra oral practice for S3 students would be done at lunchtime instead of after school.

- Grammar drilling, TSA reading and writing practice and sentence writing should continue to be done. The curriculum of the after-school remedial class should be carefully designed so as to address the needs of the participating students.

B. 中文科

施行情況

- 根據測驗及考試成績，選取成績最差的十五位學生，在課後舉行額外課程。課程內容針對其在測驗及考試中的不足，課堂約為一小時，上課日期不定，由負責老師與學生磋商決定。中一級的參加人數為 14 人，中二級為 13 人，中三級則為 15 人。

學生表現

- 學生上課尚見專注，但由於在課後舉行，學生稍見疲倦。由於教學內容多針對是
次的測驗或考試，未必與下次的測驗或考試內容相呼應，故此難於評估教學成效。

跟進工作

➢ 下學年形式及教學重點將有改變以配合學生的需要。

C. Mathematics

Measures

For low-ability students whose marks in the term test and first term exam fell below 40, two measures were taken to improve their performance in the exam.

➢ In the Christmas holiday, the students in S1-S3 were required to do holiday exercises and the assignments of students who scored below 40 in the term test were marked by their teachers. The results in the exam were as follows.

<table>
<thead>
<tr>
<th></th>
<th>Score &lt; 40 in tests</th>
<th>Score &lt; 40 in exam</th>
<th>Score &gt; 40 in exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>12</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>S2</td>
<td>28</td>
<td>18</td>
<td>10</td>
</tr>
<tr>
<td>S3</td>
<td>11</td>
<td>7</td>
<td>4</td>
</tr>
</tbody>
</table>

Some of the students showed improvement in the exam compared to the mean in the tests.

➢ The S1 and S3 students who scored below 40 in both the term test and the first term exam were asked to attend revision sessions during lunchtime or before the morning assembly.

The subject teachers of S2 arranged revision sessions for their classes individually before each chapter test and students with scores below 40 were required to attend the sessions.

Performance of Students

The standard scores of their results in tests and exams are as follows:

<table>
<thead>
<tr>
<th></th>
<th>Mean of standard score (average up to 1\textsuperscript{st} term test)</th>
<th>Mean of standard score (1\textsuperscript{st} term exam)</th>
<th>Mean of standard score (final exam)</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>-1.973</td>
<td>-2.053</td>
<td>-1.724</td>
</tr>
<tr>
<td>S2</td>
<td>-1.332</td>
<td>-1.363</td>
<td>-1.253</td>
</tr>
<tr>
<td>S3</td>
<td>-1.941</td>
<td>-1.578</td>
<td>-0.795</td>
</tr>
</tbody>
</table>

The students showed improvement in the second term relative to their classmates.

Suggestions for improvement

➢ It was suggested that the support measures for the lower-ability students should start from September so that students have more time to make improvement.

After-school academic enrichment course for S1 to S3

A. English Language

Measures

➢ The course aimed to enhance the English language abilities of the average-ability students of S1-3. It covered grammar practice, reading comprehension and proofreading exercise. The course for S3 also included a component on TSA preparation.
Performance of Students

- Students’ attendance was good. They were attentive and completed most tasks on time. They found the supplementary exercises useful. As reflected in their exam results, many of them showed improvement. 51.8% of students made improvement in ranking in the second term.

Suggestions for improvement

- As most of the average-ability students were willing to learn and eager to improve their results, with extra support and attention given to them, they could strive for more outstanding academic performance.

B. 中文科

施行情況

- 本學年課後增潤課程以長期課程的形式進行，對象為中一至中三級學生，每週一節，以訓練閱讀能力為主。

學生表現

- 學生的學習態度不俗，出席率頗佳。學生亦能投入課堂活動，亦願意完成課業，課堂小測的成績有中上的表現。
- 課業答案則略見粗疏，反映學生整合和伸展能力仍有待提升。
- 學生對文言文理解力不足，但經科任老師集中講解詞序句法及字詞音義，同學尚能掌握，漸見成效。

跟進工作

- 由於下學年課後課程改以能力較低的學生為對象，故此施教方式和重點將有所改變。

C. Mathematics

Measures

- After the first term test, S1 to S3 students in regular classes ranked between 35th percentile and 65th percentile were eligible to apply for the after-school enrichment class. The tutorials were held every Wednesday. In the lessons, teachers went through contents with medium to higher difficulty to help students attain better results.

Performance of Students

- The response rate of application was satisfactory and the attendance rate was high. As the class was on a voluntary basis, students were attentive in class. However, as the teacher found that their ability were not high enough, most of the time was spent on contents with medium difficulty.
- In S1 and S2, students’ results in the second term were better than those in the first term, proving that the course was useful for those students.
- In S3, students’ results dropped throughout the school year. The course might not be very useful for the students though their attitude in class was satisfactory.

Suggestions for improvement

- As the average-ability students form the majority of the students, the enrichment programme materials should be integrated into the subject curriculum.
Free Lesson Tutorial Class for S4 and S5

A. English Language

Measures

➢ The lower-ability students who took one or two elective subjects were assigned two extra English lesson per week during their free lessons. The free lesson tutorial class mainly aimed at giving participating students extra language support ranging from improving students’ grammar knowledge to practicing the skills for various papers. Students were given ample feedback from teachers. Online resources, past papers and supplementary notes were used in the lessons.

Performance of Students

➢ For the S4 group, most students were eager to learn and had a positive learning attitude. They took part in the lesson actively. With more individual attention from the teacher due to the small class size, students generally found the lessons interesting and useful. As for the S5 class, students were quite passive though they were very attentive and jotted notes seriously.

Suggestions for improvement

➢ It was suggested that the free lesson tutorial class should be limited to students with motivation to learn and improve because some students who were unmotivated to learn could upset the class atmosphere. It was advisable to recruit students from the same class to facilitate the preparation of materials. The tutor of the tutorial class should work more closely with the regular teacher so as to ensure the course materials better meet the needs and abilities of the students.

B. 中文科

施行情況

➢ 於 4C 及 5B 進行施教，每週兩個課堂，教學內容以文言基礎知識和說話能力為主。

學生表現

➢ 中四級學生的學習態度一般，不過對小組討論練習則較投入。
➢ 中五級學生的學習態度較參差，其學習表現亦與態度有密切關係。

跟進工作

➢ 由於學生的學習動機較弱，故此宜以多元化的教學模式引發他們的學習興趣。
➢ 課程內容宜緊扣公開試模式，亦可提升學生的學習動機。

C. Mathematics

Measures

➢ Tutorial classes were provided for S4 and S5 students with free lessons.

Performance of Students

<table>
<thead>
<tr>
<th></th>
<th>Mean of standard score (2nd term previous year)</th>
<th>Mean of standard score (1st term report card)</th>
<th>Mean of standard score (2nd term report card)</th>
</tr>
</thead>
<tbody>
<tr>
<td>S4</td>
<td>-0.650</td>
<td>-0.623</td>
<td>-0.589</td>
</tr>
<tr>
<td>S5</td>
<td>-1.303</td>
<td>-0.946</td>
<td>-0.445</td>
</tr>
</tbody>
</table>
The results of students in the tutorial classes improved relative to their schoolmates during the school year. The practices in the tutorial classes proved to be helpful to the students.

Suggestions for improvement

- It was suggested that the tutorial class should be run by the assistant teacher and held in the free lessons of all option timeslots (X1, X2 and X3) of S4 and S5.
- For the contents, it was suggested that half of the time should be allocated for students to ask questions on their assignments.

5. Learning Support

A. Academic Enhancement

Achievements

- Workshop on Self-regulated Learning were organized for S3 students to teach them the techniques in goal setting, memory, note-taking and examinations skills. In addition, Sharings on study skills were organized for S5 students to help them understand the importance of infusing study skills into their existing curriculum.
- For the Workshop on Self-regulated Learning, 92% of S3 students agreed that the program was helpful in their learning and study. Students were advised to set achievable study goals and learn some specific strategies based on different learning styles (visual, auditory, read/write and kinesthetic) for effective learning. It also raised students’ awareness of the importance of time management and effective study skills. They need to set their own goals and transform their goals into action plan in the form of a fixed timetable. Students also learned how to arrange their daily tasks and activities in a prioritized manner. The instructors were professional, friendly and used interactive activities to enhance the students’ learning motivation. They also demonstrated a good knowledge of the content and were able to adjust the pace of teaching in response to students’ performance. They used lively teaching skills so that the students could learn in a fun and relaxing atmosphere. The topic fit the needs of the students.
- For the sharings on study skills, S5 students found the sharings useful and met their needs. Most students found the contents helpful in enhancing their examination skills.

Reflection

- Students appreciated the activities and gave very positive feedback. Students can learn more effectively in class. Most of them were attentive and active in answering questions, though some students were quite passive, inattentive and lost attention easily. In order to enhance their learning motivation, more interactive activities can be included in the workshop. Besides, one and a half hours for holding the workshop was quite alright for most students. For the sharing program, some students hoped to get more information about memory skills and answering techniques.
- We will amend and update the contents of the workshop and video programs according to the needs of the students to improve their study skills and foster life-long learning attitude.

B. Homework Class

- To develop a better sense of responsibility and enhance self-discipline, a Homework Class was introduced on 27th October 2014. S1 to S3 students who failed to submit
homework 10 times must attend Homework Class every day after school for 1.5 hours for two weeks.

- 22 students attended the Homework Class in the 1st term (27/10 – 18/12) and 64 students attended the Homework Class in the 2nd term (19/1 – 5/6). Most of them were S1 & S2 students. The majority of the students attending Homework Class had very disappointing records of homework submission. In spite of arranging them to stay after school for 1.5 hours to do their homework attentively, they were still unable to correct their poor habits in homework submission and some of them were absent from Homework Class frequently. These showed that the effectiveness of Homework Class was limited. A strategic measure should be taken to reduce the frequency of homework non-submission.

Reflection

- Preventive measures should be adopted in order to help junior students develop good habits of recording the assignments given by teachers every day.
- S1 to S3 class teachers will use the 15-minute after-school class-teacher period to help students to acquire the skills of recording assignments by using their handbooks at the beginning of the term to ensure quality and punctual homework submission. Class teachers will remind their students the importance of cultivating a good learning habit.
- The “Homework Guidance Class” will be implemented in S1 and S2. This policy aims to strengthen students’ academic abilities. If students fail to complete their assignments due to weak abilities, they will be invited by class teachers to join the Homework Guidance Class in which they will be given support to complete the school work by teachers or tutors. The class will be held on three weekdays after school. Each lasts for 1 hour and 15 minutes with a quota of 20 students.

C. Students with Special Educational Needs

The team aims to provide students with Special Education Needs (SEN) an obstacle-free learning environment that could facilitate their learning potentials to the full strength. The team received $91,000 from the EDB as the Learning Support Grant in this academic year 2014-2015. The sum was used to provide various services to cater for the needs of the SEN students.

Achievements

- After-school Individual Tutorial Programmes
  The programmes were conducted throughout the whole academic year to senior form students with Attention Deficit Disorder (ADD) or Autism Spectrum Disorder (ASD). Tutors were recruited from universities and were alumnus of the school. The main objective was to provide continuous academic support for the students and to improve their HKDSE results.
- Speech Therapy Services
  A school-based individualized speech therapy service had been bought from a service provider for two students with speech and language impairment. The provision of speech therapy services had improved the voice and speech problems of the students.
- Individual Counseling Service
  A senior counselor who was a teaching fellow in Shue Yan University was invited to provide an individual after-school counseling service for a student with ASD in the second term. The counseling service proved to be useful in improving the emotional and psychological condition of the student.
- Social Skills Training Programmes
  Two social skills training programmes were organized for the junior form SEN
students to develop their social and collaboration skills. Feedbacks from students and parents were positive. Improvements had been observed for individual students after the completion of the programmes.

- **Attention Skills Training Programme**
  One attention skills training programme was organized which targeted students with ADD. Different tactics had been adopted in the programme to reinforce the attention skills and to accelerate the working speed of the students. Feedbacks from students were positive and they found the programme content interesting.

- **Case Conferences**
  Several case conferences were conducted throughout the academic year to discuss the learning problems of a few SEN students. It aimed to resolve the difficulties encountered by the teachers and students, and to formulate feasible measures to cater the learning needs of the SEN students.

- **Support Group Meetings**
  Several support group meetings were launched for students with hearing impairments. The group acted as a support measure to encourage the students to share and collaborate with each other in the meetings.

- **Special Examination Arrangements**
  Internal and public special examination arrangements such as the provision of special aids and special rooms, extension of exam duration had been made to different SEN students. These arrangements aimed to provide fair and appropriate exam moderations for the SEN students so that they might improve their academic performance in the exams.

### Evaluation

- All the above programmes were carried out to cater for the learning, social and emotional needs of the SEN students. All programmes were monitored closely and conducted successfully with positive feedbacks returned from different stakeholders of the programmes.

### Follow up measures

Several suggestions were made to optimize the existing programmes as follows:

- **Whole-school approach to students with SEN**
  The school-based psychological services would be provided in next academic year. With provision of this new service, different whole-school programmes could be launched to promote the inclusive educational culture of the school.

- **Teacher Professional Development**
  More teachers could attend the professional training courses and/or seminars related to SEN topics. These training courses and/or seminars would update the knowledge of teachers and inspire them with new ideas and methodology to cater for different needs of the SEN students.

- **Service Providers**
  Some service providers in this year were having good reputation and made effective outcomes for our SEN students, such as the NGOs, ‘The Caritas’ and ‘Shue Yan University’. Services could be continuously rendered from these organizations to provide appropriate and tailor-made services to the SEN students in the next academic year.

### D. Gifted Education

This year the “Gifted Education Team” continues to explore and develop the abilities of
gifted students with resources from the school and educational parties. Students are given ample opportunities to stretch their potential to the full at appropriate levels in a flexible teaching and learning environment.

In school

- For lower form students, several large scale activities were organized as below to enhance students’ creativity and high order thinking.
  - Creative Workshops for S1 and S2 students
  - Amazing Race, Airplane Construction Competition for S1 students
  - Model car Construction Competition for S2 students
  - The Secret of letter T for S3 students

- For upper form students, courses provided by the external educational centers were arranged to raise their learning abilities in core subjects, included Chinese language, English language, Mathematics and Liberal Students.

Outside School

Students were nominated to join courses, programmes and competitions.

- Learning Experience
  - 5 students were admitted to the Support Measures for the Exceptionally Gifted Students Scheme
  - 4 students joined the Hong Kong International Model United Nations
  - 5 students participated in the Building Safety Pioneer Programme (BSPP - 樓宇安全學生大使計劃).

- Competitions
  - Hong Kong Physics Olympiad
  - GreenMech Contest
  - Secondary School Mathematics and Science Competition
  - Paper Airplane Competition
  - Water Rocket Competition
  - The secret of letter T competition

- 7 students from S3 joined different gifted programmes organized by the Chinese University of Hong Kong. The programmes covered wide variety including ‘Insight from Nature’, ‘Robotic Engineering’, ‘Introduction to Game Theory’ and ‘Introduction to Psychology’, etc.

Reflection and follow-up measure

- To discover the gifted nature of all our students, large scale activities for lower form students and courses for upper form students would be the focus of the coming year.

- A year-round learning opportunity for gifted students is important for their whole person development and therefore connections with external educational organizations and different universities to search suitable learning context for our students in different aspects should be extended.

E. Enhancement Courses for S4 to S6 Higher Ability Students

Achievements

- Ten Enhancement Courses for core subjects, including Chinese Language, English Language, Mathematics and Liberal Studies were organized. They were provided by different educational organizations and could enhance students’ learning ability and
examination skills.

- Most of the students showed positive feedback in all courses.
- All students agreed that the teachers were well prepared and the courses could help them improve their learning skill.

**Reflection**

- Due to learner diversity, some students commented that the teaching materials were too easy or too difficult for them.
- It was quite hard to recruit students to attend the Chinese Language course as they had a preference for other core subjects.
- Four Mathematics classes with shorter duration were organized. Students gave positive feedback to the shorter and more focus Mathematics courses. Learning diversity was small as students of similar abilities were assigned to the same class.
- The Liberal Studies course was well-received and highly recommended by most students.
- The course content and the duration of the courses should be reviewed to meet the learning needs of students.

6. Language Across the Curriculum in the English medium

**Achievements**

- Bridging Programmes
  - The pre-S1 summer bridging programme and the S1 extension bridging programme held in September covered language items and functions as well as vocabulary relevant to the EMI content subjects.

- LAC Programmes for S1 I.H. and S2 Science
  - Mapping of the curricula of English, S1 I.H. and S2 Science was done to match the syllabus of grammar teaching and the syllabus of the 2 content subjects. The English curriculum was adjusted to address the language needs of the content subjects.
  - Comprehension exercises on current issues and science topics were given to broaden students’ knowledge of the content subject in the English medium.
  - Exercises on subject-specific language patterns and vocabulary items were given in the English lessons and for self-learning.
  - Cross-curricular projects and modules were implemented to enhance students’ ability to learn in the English medium.

- Cross-curricular learning programmes
  - E-learning programmes and cross-curricular reading activities were held to widen students’ exposure to English and broaden their knowledge base.

- Cross-curricular English-medium activities
  - The Morning Programme hosted by the NET and lunchtime conversations held on English Speaking Days covered content subject-related themes, which promoted students’ interest in learning through the English medium.

**Reflection**

- Both teachers and students found the bridging programmes useful in helping S1 students adapt to the use of English as the learning medium. The course materials for the coming year would be updated and the language component would be enriched to meet the needs
Teachers of I.H. and Science found the language support provided through the LAC Programmes helpful. Students generally showed greater readiness and confidence in using English. They also showed greater care in spelling and language accuracy in their coursework and exams.

To ensure a more holistic and comprehensive coverage, the LAC Programmes for I.H. and Science for the coming school year would also cover the text types used in the content subjects.

The various cross-curricular learning programmes and activities provided a valuable opportunity for collaboration across the curriculum and promoted learning in the English medium outside the classroom. However, the participation of junior form students was unsatisfactory. A greater effort should be made to promote the activities among junior forms especially S1.

7. A two-year review on AinA Academic Enhancement & Mentorship Program

In 2013, the Past Pupils Association established a sub-committee, “Alumnae in Action” (AinA) with the support of Mrs Bette Li, Former Principal of Our Lady’s College and the Diamond Jubilee Celebration Organizing Committee, to initiate “Our Ladians Academic Enhancement & Mentorship Program”. The main objectives are to enhance the academic performance of and to provide mentorship to current students of OLC and to engage alumnae in reciprocation to our alma mater and to encourage alumnae bonding.

AinA Academic Enhancement Program

Introduction

Under the Academic Enhancement Program, a series of academic activities were launched in the past two years to enhance the academic performance of current students, particularly their proficiency in English and learning through the English medium.

Activities

- Writing workshops
  Activities such as a 2-day writing workshop and a follow-up writing support scheme for senior-level students were organized and experienced teachers, including internationally renowned experts, were invited to serve as tutors and instructors. Through practice and face-to-face conferencing, students could enhance their writing skills by applying what they had learned in these activities.

- Tutorial classes
  For lower-form students, tutorial classes were organized to help and support them to learn English as a subject and also other content subjects learned in English.

- Speech training
  An experienced coach was invited to give speech training with an aim to enhance students’ speaking skills and prepare students for external public speaking events.

- After-school study groups for EMI Content Subjects
  Past students studying in local universities were recruited to organize after-school tutorials for the low-achieving and disadvantaged students in S2 and S4.

Achievements

- Writing workshops
  After the workshops and follow-up tutorial, students’ awareness of advanced writing
skills was raised. Students also found the comments from tutors helpful.

- **Tutorial classes**
  In general, students were satisfied with the arrangement of the tutorial classes. As the classes focused on revising grammar items, students expressed that the classes helped them better understand the skills and topics learnt in English lessons. Most of them made improvement in tests and examinations.

- **Speech training**
  Most of the participants found the coach very inspiring and her dramatic coaching enhanced students’ interest in delivering English speeches.

- **After-school study groups for EMI Content Subjects**
  The participating students were offered help to overcome the learning barrier they faced in their study of Science and Humanities subjects. The program could also consolidate the bond between our students and alumnae and help the current students expand their horizons.

**Performance of students**

- **Writing workshops**
  Most students found the workshops inspiring but quite challenging. They still need more time and effort to improve language accuracy and develop interest in writing.

- **Tutorial classes**
  In general, students were attentive and willing to learn. They submitted homework of the tutorial classes on time and made effort on revising grammar items in tests and examinations.

- **Speech training**
  Most students attended the training punctually and performed well. They were also impressed by the lively coaching of the experienced coach and expressed interest in joining the training next year.

- **After-school study groups for EMI Content Subjects**
  Students enjoyed a high attendance rate of over 80%. Questionnaires were given to the students to evaluate the program. More than 80% of the students showed positive feedback on the course content, teaching quality and arrangement of the program. When comparing the participants’ marks in the two term tests, about 75% of the S2 students showed improvement in Humanities subjects.

**Reflection**

- It is suggested that the English enhancement program should put more focus on supporting junior students through arranging different kinds of remedial and enhancement classes after school or on Saturdays to help them consolidate their English foundation.

- For speech training, it is hoped that the training can be extended from poem and prose reading to public speaking and impromptu speaking in the next two years.

- To improve the effectiveness of the program, teachers and tutors should work more closely to ensure the course content and coverage meet the needs and the abilities of the participating students.

**AinA Mentorship Program**

**Introduction**

Under the Mentorship Program for the current S4-6 students, students participated as mentees while the alumnae, with at least 8 years of work experience in different fields,
served as mentors. Mentors were divided into groups, with one mentor allocated to 1 to 4 mentees. Matching was done according to the personal interests and career aspirations of the mentees.

**Achievements**

- More than 40 mentors were recruited. They came from different fields, such as arts, music and design, business, science and technology, medical and paramedic services. A total of 66 students completed the Mentorship Program.
- A total of 46 activities were successfully organized by mentors. Apart from activities arranged by mentors, different large-scale and theme-based activities were organized. It included:
  - Orientation Days
  - Talks of great leaders
  - Mentors’ sharing
  - Visits to the Hong Kong Polytechnic University, Matilda Hospital, Hong Kong Science and Technology Park and companies
  - Summer internships
  - Attending information days and talks held by universities
  - Image and interview techniques workshops
  - Re-union dinner and graduation ceremony

**Students’ Feedback**

- A survey was conducted by the Career Guidance Team to gather mentees’ feedback before the end of the two-year program. 90.6% of the mentees were satisfied with the Mentorship Program and 73.6% of them reflected that the Program met their expectations. A large majority of students (96.8%) appreciated the visits organized and another great majority (84.9%) were satisfied with the activities arranged by mentors. Students were inspired by the activities held during the program and got lots of unforgettable experience. The mentees agreed that the program helped them to set goals (84.9%) and to understand their career interests and career planning (88.7%). For instance, they learned more about university entrance requirements of their interested fields of study and understood more about the working environment of different career fields. 86.8% responded that they had built a good relationship with their mentors and 84.8% reflected that the mentors understood their feelings and situation. In general, the feedback from mentees was very positive and encouraging.

**Reflection**

- The Mentorship Program will continue in the next two years. The Careers Guidance Team will work closely with Alumnae-in-Action (AinA) to facilitate the implementation of the Mentorship Program.

8. **Project Learning**

**Achievements**

- Both success criteria were fulfilled. The overall passing rate rose to 99.3%, compared to 93.1% in year 13/14. While the percentage of students who scored Grade A (24.1%) remained unchanged, the percentage of students who scored Grade C or D slightly dropped from 24.1% in last year to 21.2%. Furthermore, the mean score was higher than that of last year (66.8). Students of this year performed better.
Over 97% of students believed that they acquired research and analytical skills. About 95% sought advice from the teacher-advisors frequently. More than 97% of students responded that they participated actively in project learning and were able to learn from other students. Students were generally satisfied with their performance in the whole year.

Although more than 83% of students agreed that the workshop objectives were achieved and they understood the content and skills taught in the workshops, the percentage was lower than that of last year (over 92%). It was noted that students were least satisfied with Workshop 2 and 4 (77.1% and 79.4%). As all research methods were taught in Workshop 2, students might think that they had no time to digest the content of the workshop. On the other hand, in Workshop 4, every group had to present their findings using graphic organizers. Some students did not understand the requirements of the presentation and were busy in making amendments when others were presenting. Therefore, they were dissatisfied with the arrangement.

Over 83% of teacher-advisors were satisfied with the collaboration and sharing among teachers throughout the project learning activities, saying that collaborative learning was effective. 86.7% of them found the timing of activities appropriate. In general, the feedback from teacher-advisors was positive.

Suggestions for improvement

After library tours and reading good projects of past students, students got some ideas of what should be included in their projects. Therefore, we will continue to hold both activities next year. One to two good projects will be uploaded to eclass for reference as well. The team has already collected some good projects from students of current year for the project work display next year.

Content analysis will be the focus next year. In the workshops for data analysis, there will be more discussions and exercises to help students better understand the importance of the depth of analysis and to show them how to use the data from secondary sources to support their arguments.

More samples will be demonstrated in Workshop 1 to let students know how to study a topic from different perspectives. Students will be required to finish some worksheets showing what they have studied before their presentations in Workshop 4.

The team will continue to encourage students to participate in different competitions.

9. Library Development

Achievements

The library has a stock of 29207 items, including printed and multi-media materials as well as 23 titles of magazine, current and back issues, plus over 15 titles of complimentary journals, reckoned as of up to 31st July 2015.

In 2014-15, there were an addition of 1200 items on diversified curriculum areas.

Apart from printed and multi-media materials, the library has also acquired online reference resources to facilitate learning and teaching. The Library has subscribed WiseNews and Britannica School for news search and encyclopedia referencing respectively.

Library induction program was provided for S1 students as well as new comers to the school to nurture them with the mastery of information literacy skills and the effective use of the Library system and resources for their learning.

A total of 8402 book loan was recorded, taking into account solely the same item loan for each patron. Most of the items had indeed been documented a renewal of up to 5 times.
A total of 586 students had loan record from the library during the past year.

The top reader of the year had a loan record of 299 items.

To provide opportunities for students to challenge themselves through goal setting and attaining recognized awards, all students were invited to take part in the Popular Reading Award Scheme and the ‘26th Sixty Good Books To Share’ Book Commentary and Book Mark Design Competitions organized by the Professional Teachers’ Union. 43 Badges of Honour, ranging from Green, Blue and Purple, were awarded to students in the Popular Reading Award Scheme. For the Book Commentary Competition, 98% of the students submitted their entries with 2 Merit Prizes, one from the Senior and another from the Junior Sections being bestowed to our students.

Reading Angels and Book Lovers’ Classes were conducted as monthly interclass competitions to reinforce proactive reading culture amongst students and promote class-based reading habit.

Prominent authors Ms. Chiang Wai-yu, Annie (蔣慧瑜) and Mr. Tsui Cheuk-yin (徐焯賢) were invited to give talks to students on positive outlooks in life and strategies for encountering adversities and creative story writing strategies respectively.

To inspire students on strategies for short story and free-style prose writing, Mr. Tsui Cheuk-yin was invited to conduct a 6-lesson creative writing workshop for S3-S5 students.

In order to well prepare students for the inter-class creative micro-novel writing competitions, Ms. Chiang Wai-yu (蔣慧瑜) was invited to a 30-minute video-record presentation on the strategies for story writing for the students and it was broadcasted during the Chinese Language lessons for S1-S5 students in February and March. Ms. Chiang shared her experiences through stories from her books that provided solid examples for students to understand the skills and strategies in story writing.

To optimize the use of library resources as well as well-preparing the senior students for the HKDSE examination, cross-curricular activities were conducted collaboratively with various subject panels and functional groups. In 2014-15, a total of 18 collaboratively library activities, including library tours, topic book displays, book talks and reading competitions, were conducted with 15 subject panels and functional groups as listed below:

<table>
<thead>
<tr>
<th>Period</th>
<th>Target students</th>
<th>Activities</th>
<th>Collaborative Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 15-19/9/2014</td>
<td>All S6 students</td>
<td>Library tour, book talk &amp; book display on 60 good books for voting and book critics and commentary writing competition</td>
<td>Chinese Language Panel</td>
</tr>
<tr>
<td>4. 6-10/10/2014</td>
<td>All S1 &amp; S3 students</td>
<td>Library tour, book talk &amp; book display on ‘Fun in mathematics’</td>
<td>Mathematics Panel</td>
</tr>
<tr>
<td>5. 13-17/10/2014</td>
<td>All S1 students</td>
<td>Library tour, book talk &amp; book display on living things – ‘My favourite pets’</td>
<td>Science Panel</td>
</tr>
<tr>
<td>6. 20-24/10/2014</td>
<td>All S1-5 students</td>
<td>Library tour, book displays and book talk on story creation and micro-fiction writing</td>
<td>Chinese Language Panel</td>
</tr>
<tr>
<td>Period</td>
<td>Target students</td>
<td>Activities</td>
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<tr>
<td>7. 5-14/11/2014</td>
<td>S1 students</td>
<td>Library tour, book talk and book display on L.A.C. books for extensive reading</td>
<td>English Language, L.S. &amp; I.S. Panels</td>
</tr>
<tr>
<td>10. 8-12/12/2014</td>
<td>All S1- S5 students</td>
<td>Library tour, book talk &amp; book display on ‘60 Good Books Voting and Commentary writing Competition’</td>
<td>Chinese Language Panel</td>
</tr>
<tr>
<td>11. 26-30/1/2015</td>
<td>All S1 students</td>
<td>Library tour, book talk &amp; book display on ‘Sustainable Development of Heritage’ in Hong Kong &amp; livelihood and traditions in rural Hong Kong</td>
<td>I. H. Panel</td>
</tr>
<tr>
<td>12. 2-5/2/2015</td>
<td>S4 Economics groups</td>
<td>Library tour, book talk &amp; book display on economic concepts</td>
<td>Economics Panel</td>
</tr>
<tr>
<td>13. 2-6/3/2015</td>
<td>All S2 students</td>
<td>Library tour, book talk &amp; book display on global warming</td>
<td>Geography</td>
</tr>
<tr>
<td>14. 9-13/3/2015</td>
<td>All S1-5 students</td>
<td>Library tour, book talk &amp; book display on positive value in life</td>
<td>Chinese Language Panel &amp; Counselling &amp; Discipline Team</td>
</tr>
<tr>
<td>15. 13-17/4/2015</td>
<td>S4-5 V.A. elective students</td>
<td>Display of V.A. portfolio loaned from HKEAA</td>
<td>Visual Art Panel</td>
</tr>
<tr>
<td>16. 24-30/4/2015</td>
<td>All S1-5 students</td>
<td>Library tour, book talk and display on Chinese historical figures in memoir</td>
<td>Chinese Language &amp; Chinese History Panels</td>
</tr>
<tr>
<td>17. 4-8/5/2015</td>
<td>S5 History elective students</td>
<td>Hand-on experiences on online search engine for references for SBA titles &amp; bibliographic formatting</td>
<td>History Panel</td>
</tr>
<tr>
<td>18. 11-14/5/2015</td>
<td>All S3 students</td>
<td>Project work exhibition</td>
<td>Project Learning Team &amp; Chinese Language Panel</td>
</tr>
</tbody>
</table>

- Feedbacks from students and teachers were encouraging as all of them highly appreciated the library tour and book talks since such activities could facilitate them in their subject-based learning and broaden their reading scopes.
- To encourage reflective reading and peer rapport learning, a team of 10 Reading Ambassadors were recruited to conduct 5 Book Club gatherings for all students. Their performances were well appreciated by the counterparts as surveys of the participants.
revealed that 98.1% of all respondents in the 5 book clubs appreciated the performances of the Reading Ambassadors as they were friendly and nice.

To provide life-wide learning experiences for students, the Library kept encouraging students to take part in various competitions and activities, including the Annual Book Fair by the Trade Development Council. Apart from purchasing concessionary tickets for students, 12 of our students volunteered to serve as the exhibition guide for the Art Gallery during Book Fair 2015. They served as the guide introducing the behind-the-scene stories of the displays at the three cultural sections of the Book Fair to crowds of visitors. Students’ outstanding performances and serious attitude in assuming their duties were well appreciated by the visitors and the organizing authority while the students themselves cherished such a valuable opportunity to encounter visitors from all walks of life and serving the community.

Students were encouraged to take part World Book Day Writing Competition organized by the Hong Kong Public Library and the 10th Media Education Competition organized by the Radio & Television Hong Kong in which our students won the Second Runner-up in the Printed Media Section on the theme of ‘No gambling, please’ (請你唔賭).

Bearing the aim of environmental reservation and maximizing resources utilization, the Library collaborated with the Parent-teacher Association in organizing the annual Second-hand Textbook Sale and the event was highly appreciated by students and parents.

To acquaint primary students of our school culture, the Library collaborated with the School Promotion Team to organize and conduct the Experiential Learning Days when primary school visitors explored the fun and pleasure in ‘Magical Reading’ at the Library Fairyland.

Reflection

The reading culture is established amongst students but they lacked the perseverance to accomplish reading scheme that spread over an extended period of time. Therefore, strategies for maintaining students’ interest in undertaking the challenges as well as achieving the goal should be considered.

Library tours and book talks were overwhelmingly welcomed by both teachers and students as the treasures hidden in the library were uncovered to them. Therefore, they would be continued in the future.

The success in Book Clubs, particularly those planned with interactive activities, has reassured Reading Ambassadors that their organization skills and effort in planning events were well-appreciated by their counterparts.

Taking part in various competitions and activities enables students to explore their potentials while providing opportunities for the senior formers to enrich their SLPs. Therefore, the Library will continue to take every opportunity to encourage students to take part in available and appropriate competitions and activities.

Outside resources should be amassed to enrich the library resources in facilitating learning and teaching.

Suggestions for the coming year

To emerge students in an English rich campus, the Library will collaborate closely with the English panel to prepare and constantly update the board displays around the school.

Reading Ambassadors will be recruited to organize Book Clubs in collaboration with the Chinese Panel in the coming year.

Due to the shrinking in the titles of available newspapers which seriously hampered the search results returned by WiseNews, the Library has suggested a discontinued subscription of the service and it has been discussed and agreed unanimously in the Library Development Team meeting. Therefore, the School will no longer subscribe to
WiseNews in the coming year.

- The Library has successfully applied for the ‘e-Read Scheme’ organized and sponsored by Hong Kong Education City in the coming year. The School will be offered 100 e-books free of charge which are accessible by all students via its online platform with school-based configurations and specifications. Reading program regarding the optimize use of the e-books will be planned and organized in collaboration with various subject panels, in particular, the Chinese and English panels.

- We will work closely with Britannica School Australia, which has taken back the authority from its Hong Kong based agency, to plan and design programs that can optimize and promote the use of its referencing search.

10. Campus TV

Achievements

- Campus TV team carried out different kinds of broadcasting activities, such as an exchange with a mainland school with the aim to provide a channel for students to experience school life and produce programs for curriculum development.

- On the 15th October, the Campus TV Team and the National Education Team organized a program about Qingdao Exchange. In the program, students shared their visit in some famous spots such as the Zhan Qiao, Little Qingdao Island, Tian Hau Temple, Zhongshan part, Xinhao Hill and Qingdao Naval Museum. They appreciated the experience of visiting the University of Qingdao too.

- On the 17th December, the Campus TV Team, Chinese Language and Liberal Studies Panels organized a program about Chinese reading skills. This program strengthened students’ reading skills, Students learnt to read in different perspectives.

- On the 21st January, the Campus TV Team and the Extra-curricular Activities and Service Groups Coordinating Team organized a program about Taichung Sowers action Exchange. Students showed interest in some famous fundraising events, including “Challenging 12 Hours Charity Marathon”, “Walk to Guangzhou”, “Long March for Education” and “Cycling for Education”.

- On 1st April, the Campus TV Team and the Religious Formation Team organized a program about Easter.

- On the 6th May, an exchange program with Yan Bu Secondary School through the remote video system was organised. Students communicated with the mainland students and teachers and introduced our school and Hong Kong culture to the mainland students.

- In order to unearth students’ potentials, members of Campus TV took part in the external competition “The 6th Healthy Internet Video Contest”.

Suggestions for improvement

- Training courses will be provided for students to enrich their skills of film editing. In addition, interviewing skills training will be given to prepare members the techniques required for asking thoughtful questions and confidence in conducting an interview.
11. Information Technology Support

Achievements

- All classrooms and special rooms were equipped with one computer, one projector and one visualize for the convenience of using IT in teaching and learning.
- All teaching staffs, office clerks and teaching assistants were equipped with one computer for their convenience in preparing materials for teaching and administration work.
- Students could access the school network via any computer in the classrooms or computer rooms. They were allowed to print out their works in the school.
- Eclass and my Profile+ system were acquired for teaching and learning and administration work.
- The IT prefect team was set up in September. The IT room was opened during lunch time and after school between October 2014 and May 2015.
- Teachers were now familiar with the submission procedure of SBA marks for HKDSE, the IT Support Team provided assistance in a few circumstances only.
- Teachers uploaded students’ achievement and school activities to the school webpage timely to the school webpage.
- School Campus Management System was set up in August and will be handed to the Computer Aided Administration Team for daily operation.

Reflection

- Many classes did not switch off IT equipments after the last lesson. Some equipments deteriorated quickly as they were on continuously for a long period of time.
- The usage of the IT room was generally low; it was fully utilized only before the deadlines of projects.
- The posting period of school activities in the school webpage set by the groups were too long, some of them were outdated.
- As eclass was welcomed by teachers but there was a quota for the number of eclasses. The eclasses involving same group of students were grouped into one so that the number of eclasses required could be reduced.

Suggestions for improvement

- Students should be reminded to switch off the IT equipments after the last lesson.
- IT room should be open for fewer days per week due to low usage.
- The recommended maximum posting period of school activities in the school webpage is 3 months.
- Grouping the eclasses when setting up the eclass to optimize its use.