

Our Lady's College



School Report
2020-2021

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I. Our School

1. Vision and Mission

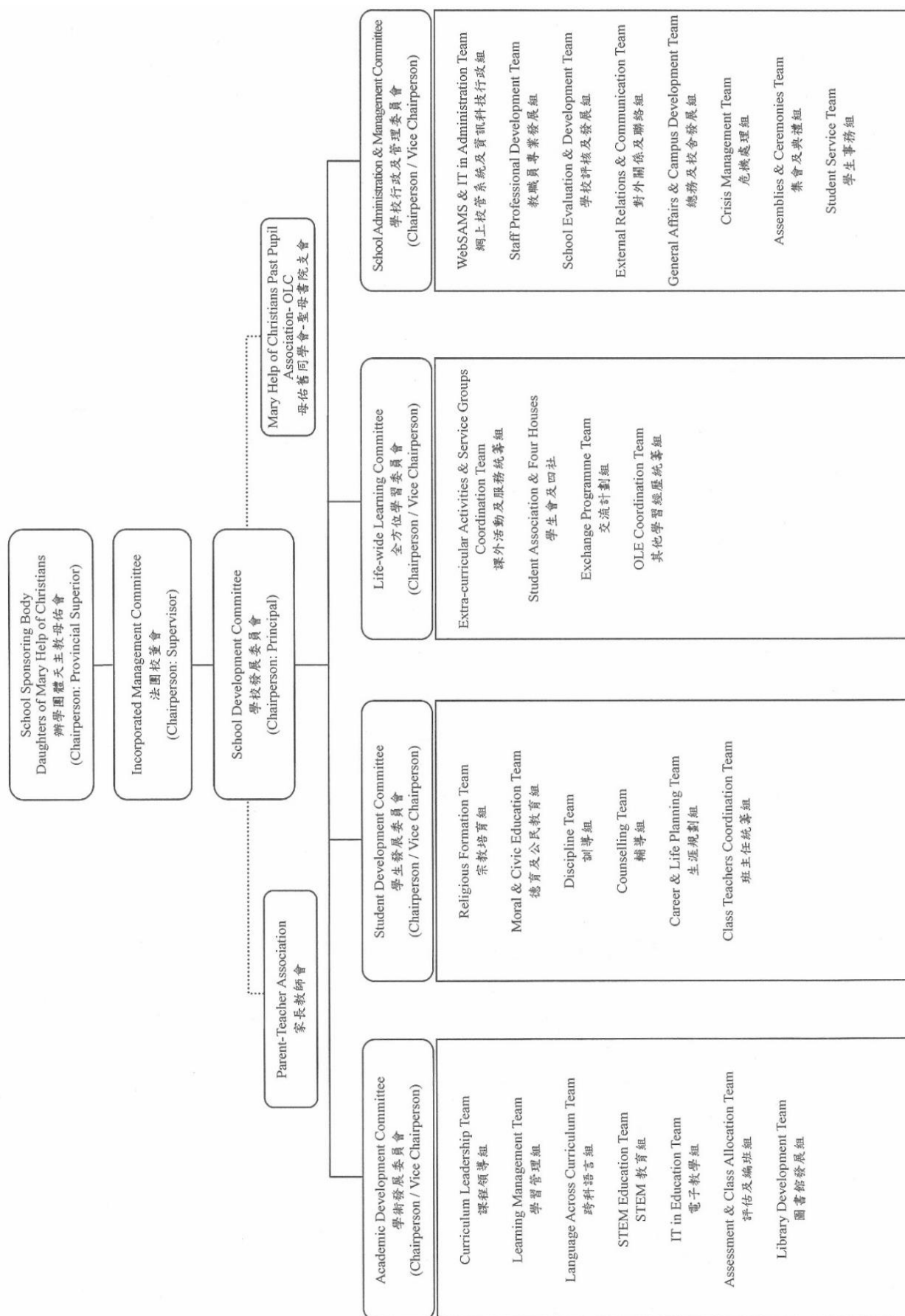
Mission Statement

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.

School Emblem

Crown, Sceptre :	Our Lady, Queen of Heaven and Earth—the Guide, the Teacher and the Mother of all those entrusted to her care
Lily :	Purity – a pure heart strengthens the unity of mind, thus rendering it capable of assimilating all that is True, Good and Beautiful
Rose :	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
Puritas et Caritas :	Purity and Charity
OLC :	Our Lady's College

2. Structure of School Organization



3. Curriculum and Allocation of Lesson Period / Time

Time-tabling arrangements

It was on a 6-day cycle basis, with a total number of 54 periods for S1-S6. Each period lasted 40 minutes. Subjects offered in the 2020-2021 school year and the time-tabling arrangements:

Subject \ Lesson per 6-day cycle	S1	S2	S3	HKDSE					
				S4		S5		S6	
				No. of Gps	No. of Periods	No. of Gps	No. of Periods	No. of Gps	No. of Periods
Chinese Language	9	9	9	4	8+(1)*	5	8+(1)*	5	8+(1)*
Putonghua	1	1							
English Language	9	10	9	4	8+(1)*	5	8+(1)*	5	8+(1)*
General Reading / Oral	1	1	1	4	1	4	1		
Mathematics	8	8	8	4	7+(1)*	4	7+(1)*	4	7+(1)*
Mathematics M1				1	6	1	6	1	7
Liberal Studies			2	4	7	5	7	5	7
Integrated Humanities	6								
Geography		2	2						
History		2	2						
Life & Society (S2) / Economics & Business (S3)		2	2+1						
Chinese History	2	2	2	1	6	1	6	1	7
Geography				1	6	1	6	1	7
Economics				1	6	1	6	1	7
Science	6	6							
Biology			2	2	6	2	6	2	7
Chemistry			2	1	6	1	6	1	7
Physics			2	1	6	1	6	1	7
BAFS - Accounting				1	6	1	6	1	7
BAFS - Business Management				1	6				
Computer Literacy	2	2	2						
Information Literacy	1								
Information & Communication Technology				1	6	1	6	1	7
Technology & Living	1	1	1	1	6	1	6	1	7
Visual Arts	2	2	2	4	1	4	1		
VA - HKDSE				1	6	1	6	1	7
Music	1	1	1	4	1	4	1		
Physical Education	2	2	1	4	1	4	1	4	1
Ethics & Religious Education	2	2	2	4	1	4	1	4	1
Class Teacher Period	1	1	1	4	1	4	1	4	1

Remedial Class

Chinese Language: Class B & C (S1)#
Class B & D (S2)

English Language: Class B & C (S1)#
Class C & D (S2)

Mathematics: Class B & C (S1-S3)

Enhancement Class

Class A (S1-S3)

For 2020-21 only

(+1)*: One tutorial lesson for Class B, C, D (S4-S6)

Remarks:

One extra lesson for Class B, C, D (S4, S5)

II. Achievements and Reflection on Major Concerns

MAJOR CONCERN 1: TO ENHANCE LEARNING AND TEACHING EFFECTIVENESS

Target 1: To enhance student engagement in the learning process

Strategy 1a: Fine-tune the curriculum to cater for S1-3 students with diverse learning needs.

➤ Achievements

Re-sequencing topics to facilitate online learning

- With the constant disruption of class suspension due to COVID, the curriculum was revised and re-sequenced to cater to the learning pace of the students. Some topics might require face-to-face interaction while some were proven more effective with online learning. Teachers exercised their professionalism to make appropriate adjustments.

Tailor-making materials to suit the learning needs of students

- Teaching and learning materials were tailored by teachers to cater to the learning diversity of students. There were core exercises and extended exercises for both higher ability students and lower ability students.
- There were also tailor-made and simplified materials developed for the fine-tuned classes.
- More guiding questions and graphics were shown in order to support the learning of the lower ability students.

Frequent consolidation and revisions

- Revision tasks were given out after each topic to consolidate students' learning.
- Vocabulary lists were also created to facilitate students' learning. Students, particularly those of lower ability, found key words drawn helpful to their understanding of questions.
- Real life examples and topical issues were discussed in class.

Infusion of DSE curriculum into S3 curriculum

- Other than the graded curriculum in junior levels preparing students for DSE, a lot more subjects have been introducing DSE requirements in the S3 curriculum. Such practice provided students with the fundamental skills needed in an early stage.

➤ Reflection

- When compared to previous years, improvements can be seen in students' learning engagement. However, the problem remains with the lower achievers who lack confidence and motivation in their learning.
- Students of the fine-tuned classes found learning through the English medium challenging despite the use of simplified learning materials.
- It was, therefore, suggested that there should be reinforcement in the learning support given to the lower-ability students. Efforts should be particularly paid to strengthen students' English learning ability.
- A positive learning attitude should also be established through value education, career and life planning and class management.
- Optimizing the use of assessment data to promote assessment for learning can provide students with a clear learning goal to make improvements.

Strategy 1b: Fine-tune the assignments to cater for S1-3 students with diverse learning needs.

- Set assignments for students to apply, integrate and consolidate the skills and knowledge acquired

➤ **Achievements**

Varieties of assignments were set

- Learning tasks involved various integrated skills, for instance, doing experiments, project work and creative research and design.

Challenging tasks were given to students to hone their skills

- Challenging tasks were set instead of mechanical drilling and memorization. There was a higher proportion of data-based questions.
- There were also high-order questions incorporated in worksheets and assignments.
- Students were required to exercise their mind-mapping skills taught in learning workshops to practise them in various worksheets.

Promoting self-directed learning in daily teaching

- Self-learning tasks were given out in daily practices.
- Teachers made good use of the online learning mode and flipped learning to provide chances for students to learn beyond what the syllabus required.
- There were lots of real-life examples and authentic cases used in assignments and assessments.

➤ **Reflection**

- Positive feedback was received from subject panel heads on the design of assignments.
- There were varied performances in the application of skills and knowledge in assessment depending on the English language ability and learning motivation of students.
- Encouraging feedback was received from students while doing their project work.
- It was suggested that more support on handling data-based and open-ended questions should be given. Lower ability students should be taught on how to interpret questions.
- More support and guidance should also be given to students in areas of presentation and organizing of information in project work.

Strategy 1c: Fine-tune the assessment to cater for S1-3 students with diverse learning needs.

- Optimize the use of assessment data to promote assessment for learning

➤ **Achievements**

- Assessment data from class-based quizzes was used in setting revision tasks and assessment papers.
- Frequent quizzes and dictations were arranged to check students' understanding after each taught item.
- Marks were awarded based on students' daily performance. The data was analyzed so as to adjust teaching pace and levels of difficulty of the assessment papers.
- Teachers used checkpoint questions to check students' understanding.
- Online assessments were also given out to monitor students' learning progress during the suspension of face-to-face classes.

➤ **Reflection**

- Greater use of formative assessment could be seen to monitor students' progress.
- Greater use of online assessment tools should be encouraged to facilitate the implementation of formative assessment.
- There should be a better alignment between coursework and assessment in terms of question types and marking criteria.

Strategy 1d: Fine-tune the feedback management to cater for S1-3 students with diverse learning needs.

- Provide quality and timely feedback to promote effective learning

➤ Achievements

- Subject-based guidelines were provided while giving feedback. These included specific guidelines in providing feedback towards students' writing in terms of having students correct content, organization and language.
- Diversified modes of giving feedback were seen. There were varied types of feedback including oral, written, audio and video-clips
- Post practice discussion and feedback sessions on common mistakes were arranged in and out of class time.
- Apart from common mistakes, personalized comments were also given out to highlight areas for improvement and to recognize students' effort.
- There was a greater use of e-learning tools to provide students with timely feedback.
- Students were also encouraged to do self and peer evaluation so as to make further improvements.

➤ Reflection

- Some students paid little attention to the feedback given by teachers and failed to follow the suggestions for improvement.
- Students had yet to develop the habit as reflective learners. They found it hard to think of ways to make improvements.
- Subject-based guidelines on marking and feedback giving should be reviewed and refined to better cater for learner diversity.
- Timely follow-up action to encourage a serious learning attitude and punctual submission of assignments should be taken to foster appropriate learning habits.

Strategy 2: Optimize the use of e-Learning strategies to activate students' enthusiasm in learning

➤ Achievements

A wide range of e-Learning tools have been used by various subjects

- After the opportunity provided during online learning, teachers and students were more familiar with various e-learning tools such as Nearpod, Kahoot, Padlet, Pear Deck, etc.
- Wider use of the Google Classroom as a learning platform could be found to support online learning or blended mode learning.
- There was a greater use of flipped classroom with video clips customized for each topic uploaded to YouTube for self-learning, lesson preparation and revision.

➤ Reflection

- Positive feedback has been found in the S1 students' survey.
- As both teachers and students were more familiar with the use of e-learning tools, there was improvement in students' learning engagement. Classroom atmosphere has become lively.
- More staff development workshops are needed to help teachers face challenges in monitoring students' behaviour and checking their contribution and progress.
- There should constantly be some training sessions to equip S1 students with basic IT skills.
- Subject-based sharing on effective online pedagogy should be encouraged.

Strategy 3: Encourage teachers to participate in internal and external professional development activities to enhance the application of active learning strategies

➤ Achievements

Participation in online professional development activities

- A higher rate and proportion of teachers was taking the initiative in joining various workshops and seminars related to enhancing active learning.

Online class observations and peer observations were conducted

- Some classes of various learning abilities and levels were selected to be observed by the Principal, the Vice-principal (Academic) and the Assistant Principals (Academic). This provided the School with an invaluable chance to learn about the practice and the quality of the online lessons.
- Some teachers also did peer observations and gave feedback to each other on enhancing online teaching effectiveness.
- Sharing sessions were conducted among the Academic Core Group and the whole staff body on giving feedback about online learning.

➤ Reflection

- Positive feedback was received from teachers taking part in the online lesson observation.
- Following the good practice, teachers should be encouraged to share good practices of e-learning within and across subjects.

Target 2: to enhance English language proficiency

Strategy 1: Enrich the English speaking environment

➤ Achievements

Students were exposed to a wider use of English in different occasions

- The Student Ambassador Team participated in various school functions acting as masters of ceremonies using English, including the School Re-opening Ceremony, School Information Day, Christmas Celebration, Thanksgiving Day, Speech Day, School Anniversary Celebration and the End-of-year Assembly.
- Despite the limitations to face-to-face interactions which disrupted a lot of English activities, these activities were conducted online. There were constant English videos, interactions and newspaper responses posted on the Google Classroom.

External use of English was widely adopted

- Members of the Student Ambassador Team were enrolled in different public speaking training programmes. They also joined the public speaking competition run by RTHK.
- Members of the English Debating Team joined 2 inter-school debating sharing sessions. They also took part in the Hong Kong Secondary School Debating Competition (Division 1) in which students claimed the Championship.

➤ Reflection

- An encouraging response was received from students gaining English Award Scheme points.
- Highly positive feedback was received from students taking part in external English-speaking interactions.
- Interactions out of class were still mainly conducted in Cantonese.
- There should be greater encouragement given to students and teachers using English out of the classroom.

Strategy 2: Enhance students' English learning capacity

➤ Achievements

Clearer goals in supporting the execution of LAC were found

- Support measures for LAC were refined to enhance students' English language skills for humanities and science subjects.
- LAC assessment was conducted in S1-3 humanities and science subjects.

MOI support was reinforced among students of fine-tuned classes and those switching from fine-tuned classes to regular classes

- Online Mathematics Bridging courses were conducted for S1-3 students.
- Online T & L Bridging courses were conducted for S2-3 students.
- Specific language support was given in various EMI content subjects. The encouragement approach was adopted to encourage students of the lower ability to face the challenges that arise from the English language barrier. Teachers also gave more detailed explanations and drew vocabulary lists and subject-based language worksheets to help students bridge the language gap. Afterschool tutorials were also conducted to provide specific learning support.

Optimizing the cross-curricular reading activities and programmes to broaden students' vocabulary and knowledge base

- There was a greater student participation rate in online reading platforms, for example, Brainpop.
- 6 library tours were organized in collaboration with English and PSGE subject panels.

➤ Reflection

Performance in subject-specific language skills

- With more guided support, improvements could be seen in students of S2-3 enhancement classes. They were able to answer in complete sentences and paragraphs in humanities subjects.
- S1 students also showed improvements in the understanding of questions words.
- There were still common areas of weaknesses found including spelling, vocabulary awareness and word formation.

Confidence in learning through the English medium

- Positive learning attitude was found among S1 students who were willing to learn and try.
- There was a general lack of confidence in expressing ideas in spoken and written English among the weaker students.

Performance in term tests and exams

- Fine-tuned classes and students switching from fine-tuned classes to regular classes were lagging behind in term test and exam scores
- It was suggested that LAC lessons could be introduced in S1 so as to bridge their language gap.
- Effort needed reinforcement so as to provide language support for fine-tuned classes and students switching from fine-tuned classes to regular classes
- Marks should be allocated for effective communication in assessments in EMI content subjects.

Performance in cross-curricular reading programmes

- Encouraging responses were received from both teachers and students.
- It was suggested that there could be enhanced RaC reading activities. The morning reading period could also be strengthened.

Target 3: to better equip students with learning skills

Strategy 1: Help S1-2 students develop effective study habits

- Lesson preparation and revision
- Time management

➤ **Achievements**

- A 2-day summer workshop on learning styles and skills was conducted online. Encouraging responses were received from students, with 97% of them agreeing that the content from the workshop was useful in helping them adapt to secondary school life.

Strategy 2: Foster S1-2 students' cross-disciplinary learning skills through organizing workshops

- Memory skills
- Note-taking skills
- Use of graphic organizers and mind mapping

➤ **Achievements**

A 3-day Workshop on memory skills was organized for S1

- 86% of the students found the workshop useful and learnt how to use graphic organizers to take notes and improve their memory.
- Teachers also commented that students were using mind mapping skills in taking notes during lessons. Some teachers also introduced the use of graphic organizers in helping students understand concepts and memorize vocabulary items.

A 3-day Workshop on note-taking skills was organized for S2

- 86% of the students found the workshop helpful to their learning and study.

➤ **Reflection**

- Greater effort was needed to monitor students' performance in learning after the workshops.

Strategy 3: Reinforce the target learning habits and skills in the subject curricula to provide students with opportunities for application and consolidation

➤ **Achievements**

Promoting the habit of lesson preparation through assigning class preparation tasks

- Lesson preparation including pre-studying some related texts and vocabulary, researching related topics, etc. was given out as homework. Students were better prepared for the lessons which gave teachers opportunities to discuss the taught items in greater detail.
- The flipped learning approach was gradually grooming in some subjects. Students were encouraged to watch videos of taught content items and, therefore, had more quality lesson time in practising the taught items.

Use of graphic organizers to consolidate teaching points and to help with revision

- Mind-map exercises were devised in S2 lesson worksheets. Before students were asked to write essays, they had to draw mind-maps to organize their ideas and examples. Students were also requested to draw or show planning during English writing examinations. Majority of students have chosen the use of mind-mapping skills to organize their writing content.

Requiring students to write down the main points on their notes or worksheets during lessons

- Instead of passive listening, students were actively listening to the taught content. The practice of note-taking could encourage attentiveness in lessons and reinforce memory and thinking in learning.

➤ **Reflection**

- Students were able to apply mind-mapping skills taught in the study workshops in their learning and writing.
- Students were also able to jot notes onto their notebooks during lessons spontaneously, though some might need prompts from teachers.
- More students, especially those from the higher-ability classes, did lesson preparation prior to the lessons.
- However, support was needed for the lower-ability students in establishing learning habits. The first step should be set to preparing for lessons.
- Optimizing the use of the e-learning tools could encourage more pre-lesson tasks and student participation. The practice of flipped classroom could further be enhanced.

➤ **Conclusion**

Constant improvement and alignment were seen from different panels in keeping students abreast of the latest educational trends. Alignment among teaching, learning and assessment was seen. Students' work had also been made more demanding, requesting students to exercise their high-order thinking skills though students' effort and quality work had to be further enhanced. Reinforced effort had to be paid in particular to students of fine-tuned classes or students switching from fine-tuned classes to regular classes. These efforts included more support to be given and the use of learning skills taught in different learning workshops. It was, however, important to note that students in general were willing to learn. There was a rise of students showing willingness and interest in the use of English. Opportunities to use English had been greatly enhanced. Teachers should continuously make good use of this opportunity to promote the use of English in and out of the classroom. This good practice could be further extended to non-English teachers.

MAJOR CONCERN 2: TO ENHANCE POSITIVE CHARACTER FORMATION OF STUDENTS

Target 1: To internalize Catholic core values, Salesian education values and the school motto

Strategy 1: Enhance teachers' understanding of Catholic core values, Salesian education values and the school motto through professional development programmes

➤ **Achievements**

A whopping number of 11 professional development programmes were held this year

- Compared to the 4 programmes held last year, the 11 programmes targeted different groups of teachers of various needs.
- On 17th August, 2020, new teachers joined the 2020-2021 年度首度入職天主教學校教師發展日 organized by the Catholic Education Office. They also joined another workshop about Catholic core values, Salesian education values and the School Motto conducted online by Dr. Cheung on 21st August, 2020. New teachers were given the opportunity to further enhance their understanding of the Salesian education through joining two induction programmes namely 鮑思高神父與慈幼大家庭」 and 「慈幼精神與教育使命」 organized by 慈幼會使命伙伴培育辦公室 which were held on 12th September, 2020 and 23rd January, 2021 respectively.
- New teachers joining the second year also joined 2 programmes to further consolidate their understanding towards Salesian education. These 2 programmes were conducted on 17th October, 2020 and 6th February, 2021.
- Apart from new teachers, the Value Formation Action Group comprising VP and APs of Student Development, Heads of Counselling, Religious Formation, Moral & Civic Education Team and Career and Life Planning Team attended a workshop on Value Formation Action Plan conducted by Dr. Cheung on 6th November, 2020.
- All SGMs were invited to take part in Capacity Building Programmes specified for middle-management on 9th June, 2021 and 2nd July, 2021.
- New Heads of Teams in the recent 3 years were also invited to join the Capacity Building Programmes on middle management on 27th May, 2021 and 2nd July, 2021.
- While joining these programmes, the message on positivity related to Catholic core values, Salesian education values and the school motto was shared and presented during staff meetings run throughout the year.

➤ **Reflection**

- Positive responses were received from the workshops and programmes. Teachers' understanding of the values was further enhanced, especially for the middle managers.
- Guidelines were given to members of the Value Formation Action Group for inculcating values into school policies in the near future.
- Reinforced efforts should be seen on how the values could be executed in daily teaching.
- Implementation of the action plan drawn and follow-up actions taken by the Value Formation Action Group would be executed in the coming year.

Strategy 2: Reinforce the core values through refining the S1 – S3 Ethics and Religious Education (ERE) curriculum and organizing religious formation activities

➤ **Achievements**

Positive response received from the newly introduced curriculum from Ethics and Religious Education in S1 to S3

- The S1 was focusing on understanding and knowing Catholic education (認識天主教). The S2 was focusing on the virtues and family of Mother Mary (聖母的德行及家庭). The S3 was focusing on love (愛德).
- The response was encouraging and the execution was proven effective. There were a variety of learning tasks and classroom activities in the ERE lessons.

Religious activities were conducted online

- Due to the suspension of face-to-face lessons and the outbreak of COVID 19, most of the religious formation activities, e.g. Salesian Youth Day, retreat, etc. were conducted online and teaching materials were adjusted.

➤ Reflection

- Students participated well in the learning tasks and classroom activities and were willing to share their views.
- Positive feedback was received from participants on the online religious formation activities.
- Some students formed the habit of doing reflection and praying in their daily life.
- There could be more sharing of daily examples and life experience in class.
- Teachers could also make greater use of the 5 core value stickers and the pastoral care logbooks in reinforcing the core values.
- Core values could also be instilled in some Salesian feast days or liturgical celebrations.

Strategy 3: Infuse the core values in the S1-3 subject curricula

➤ Achievements

- Most of the subjects infused the values of purity and charity into their curricula.
- The values were incorporated into the curriculum and learning activities of the Class Teacher Periods.

➤ Reflection

- Positive feedback was received from teachers.
- Positive feedback was also received from participants on the online religious formation activities.
- Students showed greater awareness of the core values.
- Teachers-in-charge of the learning activities communicated with the guest speakers beforehand about the core values to be conveyed in the talks delivered.
- Guidelines, however, could be prepared to help class teachers or subject teachers to deliver the messages and core values clearly to students.
- Teachers should also make use of the pastoral care logbooks and the 5 core values stickers to encourage students to conduct reflection.
- Time and opportunities should be given to students to do reflection at the end of the learning activities.

Strategy 4: Instill the core values in learning activities and conduct debriefing sessions

➤ Achievements

- Teacher-in-charge instilled the core values in learning activities and conducted debriefing sessions afterwards
- Students showed greater awareness and understanding of the core values. They were also encouraged to practise those values in their daily lives.

➤ Reflection

- Positive feedback was received from teachers.
- Debriefing sessions are essential for all students and, therefore, they should be held after the learning activities as students could be given the chance to reflect on their own performance and could learn about the execution of core values in their daily lives.
- Teachers-in-charge of the learning activities could communicate more with the guest speakers before the commencement of the activity so as to help them understand more about our school values and then incorporate the values into their talks more effectively.

Target 2: To foster family spirit in the school community

Strategy 1: Strengthen the role of class teacher in pastoral care

- **Refine the curriculum of S1-3 Class Teacher Period**
- **Cultivate self-discipline**
- **Develop students' endeavours to be well-groomed and well-mannered**
- **Enhance collaboration of class teachers by sharing experience on effective class management**

➤ **Achievements**

Pastoral care concerns were infused in S1-3 Class Teacher Periods

- Class teachers made good use of the pastoral care logbooks to promote teacher-student communication.

Students' responsibility of being disciplinary was reinforced

- 3 workshops concerning being a responsible student were organized for S1 and S2 students.
- Class management strategies and Billboard Chart (S1 and S2) were adopted for enhancing students' sense of responsibility.
- All S1 and S2 classes set punctual homework submission and punctuality as their goals.

Constant reminders were given out by teachers to remind students to be well-groomed and well-mannered

- Timely reminders were given by teachers and the Discipline Team.
- Inter-house Uniform and Personal Appearance Neatness Competition was held to remind students of the importance of being well-groomed.

A close collaboration was formed between class teachers and the Student Development Team

- Mid-term evaluation reports on class management were received. Feedback from class teachers on the implemented class management strategies and follow-up actions were taken care of.

➤ **Reflection**

- Positive responses were received from class teachers and students on the format and the design of the pastoral care logbook though the design and the format could be constantly refined.
- Owing to the switch to online lessons, the Team expressed difficulties encountered in rearranging some Class Teacher Periods. Teachers also expressed difficulties in delivering messages when the class teacher periods were conducted online.
- A Class Teacher Period could be arranged after term tests and examinations to provide students with the chance to reflect on their performance.
- Positive feedback was received for the workshops held on responsibility. Students were aware of being responsible for their own learning and actions. Most students were able to demonstrate drive to achieve the goals set. However, some students with poor learning attitude and motivation were unable to submit homework punctually, especially when face-to-face lessons were suspended.
- Common problems among junior form students included poor time management skills and lack of the initiative to learn, to do homework at home and to submit homework online punctually.
- There was a big increase in the number of students given demerits owing to homework non-submission. The number of demerits given in the first term increased when compared to that of last year. The number of students not submitting homework on time was 57 students last year while this year was at 115. The number of demerits given out last year was 67 while there were 188 given out this year. It was hoped that more support and guidance from counselling teachers, social workers and career teachers could be rendered to those who had low learning motivation. The role of class teachers needed strengthening in terms of pastoral care and raising students' learning motivation.

- Personal grooming and manners remained a problem among some students. There were students who repeatedly breached the code of grooming. The results of the Inter-house Uniform and Personal Appearance Neatness Competition were as follows:

	Faith	Hope	Love	Wisdom
Total marks deducted	6	5	3	4

To tackle the problem, reinforced efforts were needed to provide support to students, especially to those who lacked parental care. Class teachers could also play a role in encouraging students to be well aware of personal grooming and manners.

- There was a limited opportunity to share experience on effective class management owing to suspension of face-to-face lessons. It was suggested that collaboration could be strengthened.

Strategy 2: Create a harmonious school community

- **Develop a code of conduct for members of the school community to cultivate a positive school culture**
- **Develop teachers' endeavors to be the role model in living our loving-kindness and empathy**
- **Provide opportunities for students to cooperate and collaborate with fellow students and teachers through organizing school activities**

➤ Achievements

- Constant sharing delivered by Supervisor and Principal cultivated a good sense of positive school culture.
- The sharing highlighted how teachers should view and lead our students into giving positive responses and to live up to Catholic core values and school motto.
- Teachers and students were reminded of the compliance with the code of conduct.
- Though face-to-face communication between class teachers and their students was limited this year, their communication was enhanced through the use of the pastoral care logbook or the monthly diary and phone calls. Communication between teachers and students was also sustained via school apps and Google Classroom.
- Senior form students could demonstrate loving-kindness to the junior form students
- When given the chance, students were invited to be co-organizers, assisting teachers in ensuring the smooth running of the different school events.

➤ Reflection

- Positive feedback was received from both teachers and students. The talks should continue to be scheduled.
- Positive feedback on the use of the pastoral care logbook was also received from class teachers. It provided an effective channel for teachers to show their care and empathy towards their students.
- There should be a raise in teachers' awareness towards students' behavioral problems. More professional training sessions could be held to reinforce such awareness.
- Other than the loving-kindness teachers and students rendered, it was suggested that the same love and care could be extended to other members of the school community.
- Positive feedback was received from teachers who praised the effective assistance students offered in co-organizing various events. Students were praised for being cooperative and being able to collaborate with their schoolmates. Therefore, the same approach should be adopted for the coming year. Guidance and support should be granted to students.
- A more comprehensive induction programmes could be held for S1 students next year.

Target 3: To promote appreciation of individual strengths

Strategy 1: Cultivate students' positive self-concept through organizing character formation programmes and activities

➤ Achievements

- Despite the limitation of face-to-face interactions, some workshops were rescheduled or conducted online.
- Career and life planning programmes were introduced to S1 and S2.
- Some information talks conducted by tertiary institutions were arranged for S4 and S5.

➤ Reflection

- Positive feedback was received from both teachers and students for all career and life planning programmes. It was appropriate to organize such programmes for the junior level.
- Information talks were useful for S4 and S5 students as the talks were arranged according to the needs of the students. The talks were also informative and provided students with multiple pathways to their studies and careers choice.
- Mindfulness workshops for senior students could not be arranged due to the suspension of face-to-face lessons. It would be better to arrange them for senior students next year as mindfulness is believed to be an effective way to relieve students' study stress during their hectic school life.
- The Career and Life Planning Team would seek the opportunity to organize a "Job Shadowing" workshop for S4.
- Information on overseas study could also be delivered to students in order to address the higher demand.

Strategy 2: Unleash students' potential through activities or competitions and service learning programmes

➤ Achievements

Service Learning Programme "Loving Generation 2.0" was arranged for S4

- Students gained insights to generic skills, such as time management, cooperation, problem-solving skills etc. while engaging in the activities.

Students took part in various inter-school competitions, attending with flying colours

- Students took part in various inter-school competitions of academic and aesthetic disciplines. The awards gained were highly encouraging.

➤ Reflection

- Positive feedback was received from both teachers and students in holding the workshops. The same programmes could be continued for next year.
- Service Days for S4 were cancelled but students were able to render concern and care for the people in need.
- There were also opportunities for students to develop and realize their potentials and widen their horizons. Students developed a sense of accomplishment after winning prizes.
- Seeing the continuous positive response, more encouragement and opportunities for participating in inter-school competitions and external services should be arranged.

Strategy 3: Provide different platforms for students to showcase their achievements

➤ Achievements

Timely renewal of students' achievement records in the school webpage and the achievement board

- Not only did students who participated in the events gain recognition, other schoolmates and the School also felt proud and joined in congratulating those who achieved with flying colours. A stronger school spirit developed.

➤ Reflection

- Positive feedback was received from students and teachers who valued channels to show recognition and appreciation for students' effort.
- If prize presentation ceremonies continued to be suspended in the school hall, it was hoped that there could be online broadcasting.
- There should be more opportunities for students to share their valuable learning experience with fellow students.

Strategy 4: Develop student leadership qualities by organizing leadership training programmes

➤ Achievements

- One online leadership training session was organized for School Prefects and Big Sisters.
- Four online leadership and speaking training workshops were organized for members of the Student Ambassador Team.

➤ Reflection

- Positive feedback was received from teachers and students. Students participated actively in the online leadership training sessions and demonstrated eagerness to learn leadership skills.
- Student leaders should be further groomed to be the role model of their fellow students through leadership training programmes.
- More opportunities should be provided for students to demonstrate their leadership skills.

➤ Conclusion

Emphasis has been put on character formation and the realization of Catholic core values and school motto. The programmes and strategies administered were proven effective. Students were given more opportunities to reflect on themselves based on the core values discussed. It was believed both teachers and students were observant in terms of moral standard. The School should continue to unleash students' potential to develop students to be leaders of tomorrow. Students could be guided and given more opportunities to take part in internal and external functions. There should be debriefing and sharing sessions held to let the whole student body know of the experience gained. More student leaders should also be trained to be role models of their peers.

III. Our Learning and Teaching

1. Curriculum

➤ Curriculum Objectives

In the second year of the school development cycle, our focus is to address the school's major concern of enhancing learning and teaching effectiveness. The curriculum was reviewed and refined to achieve the targets of enhancing student engagement in the learning process, boosting students' English language proficiency and English learning capacity, and equipping students with learning skills. In light of the challenge posed by the suspension of face-to-face classes to students' learning, adjustments were made to the subject curricula and timetabling.

➤ Curriculum Design

To meet the challenge posed by the suspension of face-to-face classes to students' learning, subject curricula were re-sequenced and adjusted. To better engage students in learning and meet their diverse learning needs and styles, teachers optimized the use of the blended mode of teaching and learning, and explored a greater variety of learning activities and materials.

➤ Academic Enhancement

Various enhancement measures were implemented to enhance students' academic abilities and performance. As in previous years, a variety of academic enrichment arrangements were made to cater for students' diverse learning abilities.

S1-S3

- Small group teaching for Chinese, English & Mathematics (S1)
- Remedial class (Structured learning)
 - Chinese Language (S2)
 - English Language (S2)
 - Mathematics (S2-3)
- Afterschool Enrichment Class (for Bottom 15)

S4-S6

- Free Lesson Tutorial Class (Structured learning)
 - S4 and S5 Chinese Language, English Language and Mathematics
- Free Lesson Extra Tutorial Class (Structured learning)
 - S4 and S5 Chinese Language, English Language and Mathematics
- Small group teaching for 5A and 6A in Chinese Language, English Language & Liberal Studies

As a result of the suspension of whole-day face-to-face classes, the after-school academic enhancement programmes were conducted online. To maximize students' learning time, online supplementary lessons were organized for the senior levels and certain target groups in the junior levels. To enhance students' engagement and learning outcome, different year levels were arranged to return to school for face-to-face classes. Face-to-face academic enrichment programmes were organized in the post-exam period and the summer holidays for both senior and junior levels to facilitate a smooth progression to the new academic year.

➤ Enriching the English Learning Environment

Despite the suspension of face-to-face school events and activities, students continued to be offered plenty of authentic opportunities to interact in English through the online mode. The daily morning prayers and announcements were conducted in English through video recording. The English Panel strived hard to sustain students' exposure to English outside the classroom through encouraging students to contribute to the Young Post, writing responses to articles posted on Google Classroom and getting English Club committee members to conduct online interactions with its members, etc.

To enhance the English public speaking skills of our students, workshops were held as usual for our Student Ambassador Team. Online debating workshops and joint-school debates were arranged for our junior and senior debating teams. Students were also encouraged to join various public speaking events and programmes outside the school such as the Youth Leadership Programme run by the Toastmasters' Club and the Speaker Public Speaking Contest organized by the RTHK. The participating students enjoyed the learning experience and many of them were awarded prizes in recognition of their outstanding performance.

➤ **LAC & MOI Support**

- There was collaboration across the curriculum, in particular, English Language, Science and Humanities subjects to help align the teaching curriculum to cater for the subject specific language needs of students and to promote English learning across the curriculum.
- To enhance students' language awareness, marks were awarded for clarity of expression in the assessment papers or course work of the EMI content subjects.
- Various real-time online bridging courses were arranged for Pre-S1 students and students switching from the fine-tuned class to the regular classes in the summer vacation or early September to help them adapt to the use of English as the medium of instruction.

➤ **Support for NCS students**

- 3 Non-Chinese Speaking (NCS) students were enrolled in S1 this year. A test was conducted to assess their Chinese Language standard at the beginning of the school year. It was found that two of them needed additional support. Among the 16 NCS students, 11 of them required Chinese language support. Adjustments were made to teaching materials, assignments and assessment papers and requirements so as to cater for the learning needs of the students.
- With the additional funding to enhance Chinese learning and teaching for NCS for schools with 10 or above NCS students whose spoken language at home is not Chinese, additional manpower was hired to provide NCS students with academic support through curriculum development, pull-out Chinese language classes and online after-school Chinese enrichment courses.
- Senior form students were encouraged to attend the courses of Applied Learning Chinese which helped the NCS students to obtain an alternative Chinese language qualification to enhance their further studies and employability. 3 S5 NCS students sat for the IGCSE examination and obtained satisfactory results.
- Interest classes on Chinese culture to enrich their exposure to Chinese Language in the second term were cancelled in response to the EDB's announcement that only two-thirds of the school's total number of students could return to schools to attend half-day face-to-face lessons.

➤ **Applied Learning**

To cater for students' diverse learning needs and help students explore their career aspirations, S4 students were encouraged to take Applied Learning courses on condition that the time and effort required for the additional subject would not adversely affect the other subjects. Individual counselling was also provided for S5 and S6 students taking Applied Learning courses.

2. Student Learning and Teaching

➤ Learning to learn

To help students foster proper learning attitudes and learn effectively, the school reinforced efforts to enhance students' understanding of their learning styles and equip them with a wide range of cross-disciplinary learning skills through workshops and in the Class Teacher Periods. The learning skills enhancement aimed at boosting students' motivation and engagement in the learning process. The focus learning skills for different levels were as follows:

- S1 & S2: lesson preparation & revision, time management, memory skills, note-taking and use of graphic organizers and mind mapping
- S3: Study skills
- S4: Ways to improve concentration

Various learning skills were incorporated into individual subjects to meet the needs of the subjects and nurture students to be effective learners.

➤ e-Learning

Empowered by the invaluable experience on the use of IT in education acquired since the outbreak of the epidemic last year, teachers optimized the use of the e-learning management platform, Google Classroom, in distributing and grading assignments, conducting real-time online lessons and sending feedback to students, which helped minimize the disruptive impact brought about by the suspension of face-to-face learning. A variety of online learning tools were employed to enhance student engagement and promote classroom interaction and collaboration in the absence of face-to-face interaction.

➤ Campus TV

In view of the social distancing requirements due to the COVID-19 pandemic, many in-person school events and activities were cancelled. Campus TV played an indispensable role in live-streaming the significant school events such as the school opening ceremony, Christmas celebration and the St. John Bosco mass cum Thanksgiving Day, which helped bring school life back to normal for the school community.

➤ Homework Policy

To align with the school's major concern of enhancing learning effectiveness, our homework policy was refined to create room for students to apply, integrate and consolidate the skills and knowledge acquired. Project learning, data-based questions, self-learning tasks and authentic case studies were assigned to develop students' generic skills and high-order thinking skills. Subject-based guidelines were developed to provide students with quality and timely feedback.

➤ Teachers' Professional Development

- Teachers were active in pursuing professional development to keep themselves abreast of the latest education and curriculum development trends. In-house staff professional development seminars on the themes of assessment practice for effective learning and teaching and performance appraisal in the changing school context were organized for the whole teaching staff. Teachers attended webinars and virtual conferences on national security education, value education, curriculum reforms, e-learning, catering for learner diversity, handling students with special educational needs and subject-based pedagogical knowledge and skills. Teachers made an effort to apply the skills and knowledge acquired at the professional development activities in their own teaching, including the use of e-learning tools and cooperative and self-directed learning strategies.
- Capacity building workshops were held for various target groups namely the School Steering Group, Middle-Management Team, Value Formation Action Group, Assessment Action Group and new teachers.

- The school continued its effort to enhance a sharing culture among teachers. Collaborative lesson planning and peer observation were conducted by each subject panel, which strengthened the culture of co-planning and collaboration. Special timetabling arrangements were made to facilitate intra-panel curriculum planning. Cross-KLA collaborative lesson planning was also promoted through the LAC Programme, which was a cross-curricular collaborative effort to facilitate the use of English as the medium of instruction.
- To enable the school to understand the school's situation in online teaching and learning, online class observations were conducted. A sharing session was held at the staff meeting for the observer team to share the observations made. Teachers were also encouraged to conduct peer observations online to promote the sharing of good practices.

3. Assessment

➤ Assessment Policies

The school attaches great importance to assessment for learning through making use of assessment data to identify and diagnose students' learning needs for follow-up enhancement or remedial measures. Diversified modes of assessment covering both summative and formative assessment were employed to assess students' performance in knowledge, skills and attitudes. In light of the suspension of whole-day face-to-face classes, many of the in-class quizzes and after-school quizzes had to be cancelled. Teachers made a greater use of online assessment to monitor students' progress.

➤ Arrangements for SEN & NCS students

Special arrangements were made for the SEN and NCS students. To cater for the needs of the SEN students, special arrangements were made for internal tests and examinations upon consulting the specialists including the provision of special aids, arrangements of special exam rooms, extension of test and exam duration and diagram explanations of Liberal Studies and History test and exam papers. As for the NCS students, continuous assessment and special assessment papers were prepared for them in Chinese History. For other CMI subjects including Putonghua and Chinese Language, special test/exam papers were designed based on the students' ability.

IV. Support for Student Development

1. Life-wide learning

➤ Objectives

Through life-wide learning, we aim to provide students with learning opportunities in real contexts and authentic settings. It is also a strategy to let students learn beyond the classroom. Experiential learning also enables students to achieve certain learning goals that are more difficult to attain through classroom learning alone. It helps students achieve the aims of whole-person development and enables them to develop life-long learning capabilities that are needed in our ever-changing society.

➤ Activity Day

Originally, our school scheduled six Activity Days this year and one of them was a whole-day Activity Day, in which both school-based and outside-school life-wide learning activities were organized such as talks, visits, workshops, interactive drama shows, social services, games, day camp and field trips to enrich other learning experience of the students. However, due to the outbreak of COVID 19 and suspension of face-to-face lessons, some activities were conducted online and some were cancelled.

➤ Service Learning

A social service programme named “Loving Generation 2.0” was organized for S4 students to promote their caring attitude towards different serving targets. S4 and S5 students had to prepare some DIY gifts for the serving targets in Visual Arts Lessons. Due to the pandemic, the service programme was disrupted and students were unable to reach the targets directly. Yet, the programme was successful as students expressed that they learnt to treasure the time spent with their grandparents and families. They established better relationships with their families while trying to understand more about their past and their needs. Moreover, students’ communication skills were enhanced and they showed their high level of participation and care for the people in need during the activities.

➤ Leadership Training

Originally, a leadership foundation programme was provided for some student leaders, such as School Prefects / Big Sisters, House Captains and Student Association committee members. It aimed to help students experience how to play the role of a leader properly through different intramural duties and help them understand the attitudes and skills required for a leader as well as encouraging them to do reflection and make improvement for themselves. However, due to the widespread outbreak of COVID 19 and suspension of face-to-face lessons, leadership training programmes were provided only to School Prefects / Big Sisters and Student Ambassadors.

Members of the Student Ambassador Team conducted all announcements and ceremony services in English. Most of them could demonstrate confidence of delivering speeches in front of the audience and eloquence in being the masters of ceremonies.

➤ Exchange Programmes

In order to broaden students’ horizons, enrich their growth experience and provide them with chances to experience different cultures outside Hong Kong, various exchange programmes were scheduled. However, due to the widespread outbreak of COVID 19 worldwide, scheduled face-to-face exchange programmes were cancelled. Instead, three virtual exchange programmes were conducted. Students were having opportunities to communicate with students of different nationalities to understand their society and culture.

2. Nurturing positive values

➤ Our Guiding Principles

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 Catholic core values 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, Love kindness) which aims to nurture students to have a positive character, be a life-long learner and commit themselves to society and the nation.

➤ Student Development Committee

Under the existing organizational structure, the Student Development Committee consists of Religious Formation Team, Moral and Civic Education Team, Discipline Team, Counselling Team, Career and Life Planning Team and Class Teachers Coordination Team. It oversees the measures implemented by these functional units to put St. Bosco's preventive educational rationale into practice so as to cultivate a positive learning environment.

➤ Morning Assemblies, Salesian Feast Days & Liturgical Celebration

Students were attentive and showed respect in the daily morning prayers, which were related to real life situations of society. The Principal and teachers delivered talks to students during morning assemblies to disseminate positive values to students. Due to COVID 19, liturgies and retreats were held online, where students shared their experience about Life and Love. Moreover, the celebration of School Feast Day was organized by KATSO committee members. They all showed creativity and logicity.

➤ Pastoral Care

In order to understand students better, formal and informal meetings between class teachers and their students were encouraged. However, due to COVID 19 and suspension of face-to-face lessons, pastoral care phone calls were made to students and parents instead to alert teachers of students' learning and well-being. Teachers also maintained communication with students via School App and Google Classroom. This, together with discussions or sharing during Class Teacher Periods, monthly diaries or pastoral care log books and daily interactions, consolidated students' positive values towards life and enhanced the relationship between students and their class teachers.

➤ ERE & Class Teacher Periods

For the cultivation of the positive values, curricula of ERE, and Class Teacher periods of various forms were refined timely. More learning activities were organized to heighten students' understanding of themselves, their families, the school and the community. Besides, through the participation of workshops, students were guided to think about the meaning of life and to construct a positive attitude towards life.

➤ Students' Well-being

Our school also pays attention to students' mental health, so class-based stress management, time management, finance management and study skills workshops were held to equip students with various abilities to cope with difficulties independently. Students generally demonstrated pleasing improvement in their confidence in handling developmental and emotional problems.

3. Partnership

➤ Home-School Collaboration

- As in previous years, the Parent-Teacher Association offered full support to the school. However, parent volunteers delivering lunch boxes to S1 students and providing assistance in the School Information Day were cancelled due to COVID 19.

➤ Alumnae Support

- Under the academic enhancement programme initiated by the Past Pupils Association, a series of academic activities were launched to enhance the academic performance of students. However, due to the constant disruption of face-to-face lesson suspension, some of the planned activities were cancelled. This year, a CV writing workshop was launched for S4 and S5 students which was co-organized with the Career and Life Planning Team and the English Panel. The response was highly encouraging as students were well learned of how to write a CV.
- The Past Pupils Association also ran a mentorship programme for students in collaboration with the Career and Life Planning Team. Since the information days of local universities were cancelled, university visits were not successfully organized as scheduled. However, different useful information about universities was distributed via WhatsApp. Besides, an interview workshop cum lunch buffet was organized in December, a coffee-making workshop was organized in November and a Personality Dimension (PD) workshop was conducted in April. An alumna was also invited to have a sharing session on Taiwan Studies.
- Furthermore, when face-to-face lessons were suspended, video clips recorded by mentors and ex-mentees showing love and care were sent to mentees, and an online mentor's feedback meeting and reunion Zoom meeting were held. This mentorship programme was very useful to the students as they were able to understand their interests and strengths to facilitate their future career planning.

➤ Collaboration with NGOs and Government Organizations

- This year, our school collaborated with the Golden Age Foundation (黃金時代基金會) in organizing workshops for S4 students in order to prepare them for rendering social services to various serving targets during the Class Teacher Periods.
- We also cooperated with various external and government organizations such as the Caritas, the Department of Health, the Hospital Authority, the Education Bureau, etc. in organizing online talks, workshops and counselling services for students. Students could develop positive attitudes towards their problems and equip themselves with various abilities to cope with difficulties independently.
- The Career and Life Planning Team cooperated with Hok Yau Club, St. James Settlement and tertiary institutions to provide students with school-based programmes and information of multiple pathways.
- CP Service and Child and Adolescent Mental Health Community Support Project of our school joined with the School-based Support Services for Students with Mental Health Needs which was led by the Food & Health Bureau in collaboration with the Hospital Authority, the Education Bureau and the Social Welfare Department. It stepped up the support for students with mental health needs through setting up a school-based multi-disciplinary communication platform, coordinating and delivering necessary services for target students.

V. Student Performance

1. Student Performance

- The academic year 2020-21 was still a challenging year for students. The continuation of the Covid-19 pandemic together with the resultant changes in the mode of learning throughout the year posed an impact on students' learning and other aspects of their school lives.
- In the HKDSE 2021, thanks to the hard work of our teachers and students, pleasing improvement was made in the percentage of students who met the general university entrance requirements. The university admission rate of our students under the JUPAS system was also on the rise with nearly around 60% obtaining Main Round offer, which was above that of Hong Kong average. Concerning the core subjects, there was an overall improvement in the percentage of students getting Level 5 or above for Chinese Language, English Language, Mathematics and Liberal Studies. The percentages of students attaining Level 3 and Level 2 or above in Chinese Language and Mathematics were higher than that of the previous year respectively. There was a slight drop in the percentages of students attaining Level 3 and Level 2 for English Language and Liberal Studies respectively though they were still higher than the territory figures.
- As for the elective subjects, significant improvement was seen in the PSHE KLA. The percentages of students attaining Level 2 and 4 or above increased. For the other KLAs, Biology and Technology and Living showed improvements in these two aspects. BAFS and ICT had higher percentages of students getting Level 2 or above. As for Visual Arts, improvement signs were seen in the percentages of students getting Level 5 or above.
- Owing to the widespread outbreak of COVID-19, students had fewer opportunities to participate in external competitions. Despite this, with the concerted efforts of our teachers and students, we achieved outstanding results in a variety of external competitions, especially in public speaking, music and art. In the Hong Kong Schools Speech Festival, our girls came third in Dramatic Duologue. The Junior form English Debating Team won the Championship in the Hong Kong Secondary Schools Debating Competition (Kowloon and New Territories Division 1) while the Senior Team also won 3 rounds competing in Division 1. 2 of the Debaters were awarded the Best Debater Award. Our students' performance in a territory-wide creative writing competition was also impressive. They won the champion, first runner-up, second runner-up and Most Popular eWorks in the eWorks Award Scheme. In addition, our students demonstrated their artistic talents and performed very well in various music and visual arts competitions. For instance, our students won Silver and Bronze Awards in playing various musical instruments in the Hong Kong Schools Music Festival. There were also students winning the Gold Award in the Nan Feng International Music Competition and the Championship in the 4th Hong Kong Music Talent Music Competition. They also obtained several artistic awards, including coming first in the 11th International Open Visual Arts Competition, being the first runner-up in the Our Lady of Maryknoll Hospital 60th Anniversary Drawing Competition and being the second runner-up in the FPS Payments Made Easy Whatsapp Stickers Design Competition in recognition of their creative and artistic talent.
- In the coming school year, we will continue to make it one of our key targets to unleash students' potentials and enhance their whole-person development. Our teachers will devote concerted efforts to offering our students guidance and support to make improvement and strive for excellence in their pursuit of knowledge and other aspects of their school life.

2. External Awards

Nature	Competition/Activity	Achievements
Academic	中文狀元挑戰計劃 高級組 Chemists Online Self-study Award Scheme Hong Kong Schools Speech Festival English Dramatic Duologue eWorks Award Scheme Reading Contract Reading Challenge Popular Reading Award Scheme HSBC Future Skills Development Project English Public Speaking 認識基本法@你我齊參與：認識基本法網上問答比賽	中文狀元 Diamond Award (8) Platinum Award (1) Gold Award (1) Silver Award (1) Bronze Award (2) Third (1) Champion 1st Runner-up 2nd Runner-up Most Popular eWorks Outstanding Performance Student Award (3) Outstanding Performance Student Award (4) Green Badge of Honour (1) District Finalist (1) 優異獎 (1)
Arts	Hong Kong Schools Music Festival Graded Piano Solo Grade 5 Graded Piano Solo Grade 7 Violin Solo Grade 4 Flute Solo – Secondary School – Junior Marimba Solo – Secondary School Erhu Solo – Intermediate Di Solo – Secondary School - Junior 基本法及一國兩制漫畫設計比賽 3D Home Design Competition FPS Payments Made Easy Whatsapp Stickers Design Competition 「觸動眼球 包容互愛」智能電話攝影比賽 Our Lady of Maryknoll Hospital 60th Anniversary Drawing Competition Arts Ambassadors-in-School Scheme	Silver Award (1) Bronze Award (1) Silver Award (1) Bronze Award (1) Bronze Award (1) Silver Award (1) Bronze Award (1) Silver Award (1) 優異獎 (1) Merit (3) Second Runner-up Most Popular Online Award Merit Award (1) 最受網民歡迎大獎 三等獎 First Runner-up Merit (2) Award (4)

Nature	Competition/Activity	Achievements
Service	Hong Kong Red Cross – East Kowloon District Red Cross Youth of the Year	Award
Scholarship	Upward Mobility Scholarship Rev. Joseph Carra Memorial Education Grant for Secondary 4-6 Students HKICPA and HKABE Joint Scholarship for BAFS	Award (3) Award Award
Others	Don Bosco Prize Wong Tai Sin District Outstanding Students' Selection Senior High School Category Junior High School Category 香港課外活動優秀學生表揚計劃 Sir Robert Black Trust Fund-Grants for Talented Students in Non-academic Fields	Award Excellent Student (1) Outstanding Student (1) Outstanding Performance in Sports and Arts Award (1) Award Award

VI. Financial Summary

Financial Summary 1st September 2020 – 31st August 2021 (unaudited)

	Income (\$)	Expenditure (\$)
I. Government Funds		
Expanded Operating Expenses Block Grant		
(a) School Specific Grant		
1. Administration Grant	3,853,020.00	2,779,155.43
2. Air Conditioning Grant	582,811.00	484,685.00
3. Composite Information Tech. Grant	490,804.00	470,857.47
4. Capacity Enhancement Grant	638,461.00	687,174.00
Sub-total	5,565,096.00	4,421,871.90
(b) Non-School Specific Grant	1,901,196.60	
1. School & Class Expenditure		546,315.86
2. Composite Furniture and Equipment		163,433.93
3. Lift Maintenance		45,600.00
4. Training and Development		2,993.00
5. Consolidated Subject Expenditure		98,722.78
Sub-total	1,901,196.60	857,065.57
(c) Others:		
1. Deficit transferred from ITSSG		80,641.00
Total (EOEBG)	7,466,292.60	5,359,578.47
II. School Funds		
1. Collection of Fees for specific purposes (Non standard equipment; repair, maintenance and electricity of air- conditioners)	194,835.00	
2. Tong Fai	112,880.00	
3. Tuck shop rental fee	30,000.00	
4. Insurance, Scholarships, others		80,924.10
Total (School Funds)	337,715.00	80,924.10
Total surplus for the school year	2,363,505.03	

VII. Feedback on Future Planning

The year 2020-21 marked the second year of the community's fight against COVID-19. With the gradual resumption of face-to-face classes in the light of the easing of the epidemic, the school strived its best to seek a return to normalcy and get our students back on track academically, physically and mentally. The pandemic enables us to see the need to address the widening gap in learning and the mental and spiritual well-being of students. To address these needs, the school will capitalize on the lesson time released as a result of the EDB's optimizing measures for the four senior secondary core subjects to restructure and refine the school curriculum. At the junior levels, we will further enhance English learning across the curriculum at S1 and introduce STEAM project-based learning at S3. As for the senior levels, the lesson time released will be spent on addressing learner diversity, deepening the learning of electives and enhancing positive character formation. To serve the diverse needs of students in the face of the changing society, the school will continue to review and refine the school administrative structure so as to optimize school governance through a clear definition of roles and responsibilities, effective delegation of duties and empowerment of the middle-level teaching staff.

We will keep on implementing our education in light of the school motto and the educational mission of Catholic schools, entrusting all our endeavours into the hands of Our Lady.

VIII. Appendix

Appendix 1. Spending for Diversity Learning Grant (DLG)

Programme title	Objective	Target (No./level/selection)	Duration	Deliverable	Evaluation	Expenditure
Core Subjects Enhancement Courses	To offer high order thinking skill training for average to higher ability students	14 (S5)/24(S6) Students (Chinese Enhancement Courses) 20 (S1-S5) Students (English debate training) S4-S5 students (English Enhancement Talk)	4 Times (S5) 4 Times (S6) 40 lessons (1.5 hour/lesson) 1 session	Selected students were enhanced in high order thinking skill in core subjects, including Chinese Enhancement Courses, English Enhancement Course and English Debate training.	<ul style="list-style-type: none"> More than 80% of the students gave positive feedback on the course. Feedback on the quality of tutors was positive. 	Chinese Enhancement courses for elite students: \$ 10,600.00 English debate tutors fee: \$21,400 English enhancement talk: \$1,800
Enhancement programmes and workshops for gifted students	To enable students to acquire diversified learning experiences and develop career aspirations	60 S1 to S5 Students	Whole School Year	Selected students were trained by our teachers to participate in various gifted programs and competitions outside our school	<ul style="list-style-type: none"> A 3-day conversation with 8 university students from different faculties was organized in December. Sharing session from an Indian comedian was held in March. Mindfulness and Hand Drip Coffee Workshop and Mindfulness and Latte Art Workshop in April and May Post-exam Activities:(June and July) <ol style="list-style-type: none"> Creativity and Eloquence Training Workshop (3 sessions) Introduction to Psychology (3 sessions) 3 students enrolled in the Hong Kong Academy for Gifted Education Over 90% of students gave positive feedback. 	Material for promoting gifted education: \$151 Sponsorship for gifted students who attended the gifted programmes and workshops: \$21,800

Appendix 2. Spending for NCS Grant

Balances b/f	\$ 672,817.73
Grant Received	\$ 800,000.00
Total	\$1,472,817.73

Expenditure

Item	Amount (\$)
1. To employ Contract Teacher and Assistant Teacher to provide intensive program on learning Chinese Language for NCS students	\$ 936,437.92
2. Teaching materials	\$ 1479.70
3. To hire external tutor to provide tailor made classes to arouse the NCS students' motivation to learn Chinese	\$ 29,000
Total Expenditure	\$ 966,917.62

Balance

$$\$ 1,472,817.73 - \$ 966,917.62 = \$ 505,900.11$$

Appendix 3. Spending for School-based After-School Learning and Support Programmes Grant (SBG)

Balances b/f	\$88,746.70
Grant Received	\$130,800.00
	\$219,546.70

<u>Activities/Courses</u>	<u>No of target students</u>	<u>No of non-target students</u>	<u>Expenditure</u>
Pre-S1 Summer English Bridging Course	18	16	\$12,240.00
Enrichment Courses	31	0	\$4,650.00
			\$16,890.00
Balance c/f			\$202,656.70

Due to class suspension, many activities were cancelled. Nonetheless, 65 students were subsidized by the Grant. They could further develop their potentials and interests through participating in various activities.

Appendix 4. Spending for Learning Support Grant (LSG)

Income

Item	Amount (\$)	Remarks
Surplus allowed to be retained at the end of last financial year (i.e. as at 31 March) (a)	\$91729.18	
The 1st allotment in the 2019 /20 school year (b)	\$252389	The 1 st allotment is 70% of the school's entitled amount of LSG received last school year. The amount will be disbursed in August of every school year.
The 2nd allotment in the 2019 /20 school year (c)	\$19501	The 2 nd allotment is calculated according to the information submitted by schools on or before 30 November. EDB will notify and disburse the amount to schools in February and April of the following year respectively.
Total income (d) = (a) + (b) + (c)	\$363619.18	

Expenditure

Item	Amount (\$)	Remarks
4. Employ additional full-time and /or part-time teachers	\$0	The LSG should be used for supporting students with SEN and *ALAs. For details, please refer to Appendix 1 of EDB Circulars No. 6/2019.
5. Employ additional TAs	\$216557.75	
6. Hire of professional services	\$15100	
7. Purchase teaching resources and aids	\$1508	
8. Organise programmes on learning or inclusive culture, conduct school-based teacher training programmes and organize home-school co-operation activities	\$95160	
Subtotal	\$328325.75	
Total Expenditure (e)	\$328325.75	

Balance

Item	Amount (\$)	Remarks
Estimated accumulated surplus by the end of this financial year (f) = (d) – (e)	\$35243.43	The LSG is a recurrent cash grant calculated according to the number of students with SEN enrolled at a school and their level of support required in the respective school year. As such, schools have the responsibility to fully utilize the LSG received each year to cater for the needs of the respective cohort of students (i.e. schools should avoid having a surplus in item (f) when planning the budget of LSG as far as possible). Schools should make reference to Chapter 9 – Use of Resources of the “Operation Guide on The Whole School Approach to Integrated Education” in planning for the effective use of LSG. For details, please refer to EDB Circular No.6/2019.
Percentage of surplus to this financial years’ provision (%) (g) = (f) / [(b) +(c)]x100%	12.98%	

Report of Spending of Learning Support Grant

The grant was mainly used to hire a school development officer and part-time tutors to facilitate the implementation of after-school academic support programmes for SEN students. The grant was also used to organise a career and life-planning workshop for a few senior form SEN students. Besides, an expressive art therapy workshop was also arranged for SEN students and non-SEN students of S1-2 students to promote an inclusive culture in the school. The surplus subsidy would be carried forward to the next school year.

Appendix 5. Spending for Promotion of Reading Grant

Particulars	Promotion of Reading Grant 2020/21
Approved Budget	\$ 77,270
Spending	
eRead Scheme: HKEdCity Reading Package 2020/21 – Secondary School 300 eBooks – extended services annual subscription fee	\$ 20,800
BrainPop subscription fee (September 2020 – August 2021)	\$ 10,370
Creative Writing Workshop by Joe Tsui Cheuk-yin (5 workshops x @\$ 1,200 for a class of up to 25 students)	\$ 6,000
故事創作比賽（帶著問號去創作）	
① 2 Video recordings for introduction and debriefing of the entries	\$ 3,000
② Adjudication of the entries	\$ 4,000
③ Prize – book coupons	\$ 0
Author talk by Kim Ling (金鈴) 她帶你去旅行：來一個絢爛、神秘之旅	\$ 2,000
English eBooks Package from eClass – one-off payment	\$ 25,600
50 Chinese eBooks package one year subscription from eClass	\$ 11,000
Sub-total	\$ 82,770
Balance	-\$5,500

Appendix 6. Spending for Capacity Enhancement Grant (CEG) and Teacher Relief Grant (TRG)

Spending for Capacity Enhancement Grant (CEG)

Task Area	Major Areas of Concern	Strategies/Tasks	Time Scale	Amount of spending HK\$
School Development	To relieve teachers' non-teaching workload	To employ teaching assistants to support teachers	September 2020 – August 2021	Actual expenses: \$678,258.00
	To relieve teachers' administrative workload	Transaction charge of Octopus	September 2020 – August 2021	Actual expenses: \$8,916.00
	Total			\$687,174.00

Spending for Teacher Relief Grant (TRG)

Task Area	Major Areas of Concern	Strategies/Tasks	Time Scale	Amount of spending HK\$
Curriculum Development	To enhance the efficient use of the manpower resources	To employ teachers, assistant teachers and teaching assistants to enhance learning and teaching	September 2020 – August 2021	Actual expenses: \$4,373,942.77
	To substitute lessons for teachers on leave	To employ supply teachers	September 2020 – August 2021	Actual expenses: \$6,940.00
	Total			\$4,380,882.77

Appendix 7. Spending for Life-wide Learning Grant (LWLG)

Domain	Brief Description and Objective of the Activity	Objective	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses [^]	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Number of Participants				I	M	P	S	C	
Category 1	To organize / participate in life-wide learning activities													
1.1	Local Activities: To organize life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)													
English Language	Speech Festival-Coaching & entry fee	<ul style="list-style-type: none"> To provide out-of-school English interactions To provide a platform for students to learn and use English in an authentic and creative way 	Oct – Dec 2020	S1 – 5	14	With COVID-19, the number of submission has shrunk and that the format of the competition has changed. Thus, the expenditure was only spent on purchasing books for the Speech Festival. 2 students were awarded the 2 nd runner up.	611	E1	✓		✓			
	External competitions & workshops	<ul style="list-style-type: none"> To provide out-of-school English interactions To provide a platform for students to use and practice English in an authentic way To develop students' sense of belonging to the school when representing the school 	Dec 2020 – Jul 2021	S1 – 6	20	Students joined a series of public speaking workshops which were very encouraging and rewarding.	3,000	E6	✓	✓	✓		✓	

* Applicable domain includes: Chinese Language / English Language / Mathematics / Science / Geography / History / Arts (Music) / Arts (Visual Arts) / Arts (Others) / Physical Education / General Studies / Citizenship and Social Development / Cross-Disciplinary (STEM) / Cross-Disciplinary (Others) / Constitution and the Basic Law / National Security / Moral, Civic and National Education / Values Education / Gifted Education / Leadership Training etc, if the activity does not belong to any of the above domain, please fill in the domain as appropriate.

Domain	Brief Description and Objective of the Activity	Objective	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Number of Participants				I	M	P	S	C	
Chinese Language	文學地景	<ul style="list-style-type: none"> 透過實地觀察與寫作活動，提升學生寫景及抒情的能力 	Jan 2021	S5	0	受疫情影響，活動取消	0	Nil	✓					
L.S.	港島活化保育之旅 - Visiting the following heritages on Hong Kong Island: Dr. Sun Yat-sen Museum, HK Museum of Medical Sciences, Central Police Station	<ul style="list-style-type: none"> To learn about the historical development of some important heritages in Hong Kong To know how to appreciate the architectural style of the heritages To realize ways of revitalization of heritages To understand the importance of cultural conservation in Hong Kong 	Mar 2021	S5	0	Due to COVID 19, the visit was cancelled.	0	Nil	✓	✓				
I.H.	Transport fee for visit S1: Visiting of heritages	<ul style="list-style-type: none"> To arouse students' interest in studying Integrated Humanities and broaden their horizon by collecting relevant materials to finish a project after the visit 	Jan 2021	S1	0	Due to COVID 19, the visit was cancelled.	0	Nil	✓					
I.H. (L & S) & Economics	Transport subsidy for visit - S2: Court of Final Appeal, News Expo - S3: Factory of Yakult - S4: HK Productivity S5: HK Monetary Authority	<ul style="list-style-type: none"> To arouse students' interest in studying Life & Society and Economics and broaden their horizons 	Oct 2020 - Jun 2021	S2 - 5	0	Due to COVID 19, the visits were either conducted online or cancelled.	0	Nil	✓					
	Fee for admission and media experiential programme for visiting News Expo	<ul style="list-style-type: none"> To let the students experience the challenge of being journalists through the participation of the media experiential programme 	Apr 2021	S2	0	Due to COVID 19, the visit was cancelled.	0	Nil	✓					
Geography	2 days Field Studies Camp	<ul style="list-style-type: none"> To apply the field work skills in authentic situations 	May 2021	S5	26	The activity was changed to online mode. No cost was involved.	0	Nil	✓	✓				

Domain	Brief Description and Objective of the Activity	Objective	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Number of Participants				I	M	P	S	C	
Science	Science in Action	<ul style="list-style-type: none"> To provide a learning opportunity for all S2 students to enhance their knowledge in electricity by the electrical connection in Arduino 	Nov 2020 – Jun 2021	S2	127	Most of the students were attentive and could learn simple coding.	26,000	E3	✓					
	Forensic Science Project	<ul style="list-style-type: none"> To provide a learning opportunity for all S3 students to enhance their scientific investigation skills through forensic science 	25 Jun 2021	S3	112	Students found the activity interesting and could learn from it.	20,000	E3	✓					
Biology	Environmental Educational Programme organized by Ocean Park Academy Hong Kong	<ul style="list-style-type: none"> To learn some facts about the marine organisms in Ocean Park To understand the environmental impacts of malpractice in fishery To understand the roles of fishermen and the government in the implementation of sustainable fishery through drama activity To promote the concept of sustainable seafood to visitors through an interactive game 	Oct 2020 – July 2021	S4	0	Due to COVID 19, the programme was cancelled.	0	Nil	✓					
Chemistry	Transportation fee for HKU visit	<ul style="list-style-type: none"> To allow students to experience the tertiary learning of chemistry at HKU and expose them to the advanced instruments for scientific investigation 	Nov 2020 – May 2021	S5	0	Due to COVID 19, the visit was cancelled.	0	Nil	✓					
	Sik Sik Yuen Biotechnology MobileLab program	<ul style="list-style-type: none"> To learn about the basic concept of gel filtration chromatography, and its application To learn how to purify protein samples from a colorful mixture using gel filtration chromatography 	Nov 2020 – Jul 2021	S5	40	Students learnt about the basic concept of gel chromatography and its application. Students learnt how to purify protein samples from a colourful mixture using gel filtration chromatography.	11,000	E5	✓					

Domain	Brief Description and Objective of the Activity	Objective	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Number of Participants				I	M	P	S	C	
T & L	Transportation subsidies for the visits	<ul style="list-style-type: none"> To enhance students' understanding about food production or organic farming in Hong Kong 	Feb – May 2021	S4 – 6	0	Due to COVID 19, the visits were cancelled.	0	Nil	✓					
	Workshop / Visit Fees	<ul style="list-style-type: none"> To enable students to have hands-on experience in organic farming 	Feb – May 2021	S4 - 6	0	Due to COVID 19, the workshops and visits were cancelled.	0	Nil	✓					
VA	Transportation fee for visit	<ul style="list-style-type: none"> To enhance the students' arts appreciation ability and widen their horizon through visiting arts exhibitions 	Nov 2020 – Jun 2021	S4 – 6	0	Due to COVID 19, the visit was cancelled.	0	Nil	✓					
Expenses on Item 1.1							60,611							

Domain	Brief Description and Objective of the Activity	Objective	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Number of Participants				I	M	P	S	C	
1.2	Local Activities: To organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)													
	Generic Skills Development Program-Learning style & Learning strategies	<ul style="list-style-type: none"> To help pre-S1 students understand their own learning style (Visual, Auditory, Read/Write or Kinesthetic) and learn how to combine different learning strategies to enhance their learning effectiveness 	Sep 2020	S1	132	97% of students found that the program was useful since it could help them adapt to new secondary school life and acquire new learning strategies.	28,800	E1	✓					
	Generic Skills Development Program-Graphic organiser & Memory skills	<ul style="list-style-type: none"> To help students understand how to select and summarize information in an organized manner by using different graphic organizers 	Sep 2020	S1	132	86% of students found that the program was useful since it could help them learn how to use graphic organizers to take notes and improve their memory.	20,000	E1	✓					
-	'BeNetWise" media Education programme organized by Wellness Mind Centre of Hong Kong Federation of Youth Groups	<ul style="list-style-type: none"> To let students learn first-hand about social inclusion. To enhance students' problem-solving abilities, so that they could be more prepared to overcome any challenges ahead. 	Oct 2020 – May 2021	S2 - 5	478	Very positive and useful in alerting students to fake news and online misinformation	16,000	E6	✓	✓				
	TC Production Programme organized by CIIF (鄰社創本視)	<ul style="list-style-type: none"> Coached by professional media industry experts, students will acquire knowledge in movie making, reporting skills and media languages, and will have hands-on experiences with filming equipment. Through the production of videos and reporting, students know more about their community and are aware of social inclusion. 	Oct 2020 – Jun 2021	S4 – 6	8	Professional support with expertise induction for students and paving their career path	10,000	E6	✓	✓				

Domain	Brief Description and Objective of the Activity	Objective	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Number of Participants				I	M	P	S	C	
									I: Intellectual Development (closely linked with curriculum) M: Moral & Civic Education P: Physical & Aesthetic Development S: Community Service C: Career-related Experiences					
-	Instructor Fee for Chinese Orchestra	<ul style="list-style-type: none"> To coach and conduct Chinese Orchestra Performance on the Speech Day 	Whole year	S1 - 6	0	Due to COVID 19, the training was cancelled.	0	Nil	✓		✓			
	Instructor Fee for Musical Performance on School Feast Day of Drama Club	<ul style="list-style-type: none"> To provide an opportunity for students to present their drama on stage on Mary Help of Christians-School Feast Day at school To enhance their English learning experience by making English Language learning a fun and exciting experience To build up their self-confidence, to improve their communication and presentation skills, to explore their creativity and develop their appreciation of language arts and performing arts 	Oct 2020 - May 2021	S1 - 6	0	Due to COVID-19, the drama training was cancelled.	0	Nil	✓					
	Western Dance Practice of Western Dance Club for our school Thanksgiving Performance, School Dance Festival 2021 and "Improving through Dancing: Physical and Mental Vitality Modern Dance in Practice Project" 2020/21 School Modern Dance In Practice Project	<ul style="list-style-type: none"> To develop self-confidence and awareness To consider their innate infectious appeal, to cultivate team spirit and empathy, and to learn about respecting, accepting and embracing themselves and others To broaden their horizons for the art of dance, and to nurture their interest in art appreciation 	Whole year	S1 - 6	31	Highly effective in letting students explore their creativity through movement.	13,020	E6	✓					
	Transportation fee for western dance performance, choreography and rehearsal	<ul style="list-style-type: none"> To give students an invaluable experience to get involved in the professional dance practice and the dance performance 	Mar 2021	S1 - 6	0	Due to COVID 19, the performance was cancelled.	0	Nil	✓					

Domain	Brief Description and Objective of the Activity	Objective	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Number of Participants				I	M	P	S	C	
									I: Intellectual Development (closely linked with curriculum) M: Moral & Civic Education P: Physical & Aesthetic Development S: Community Service C: Career-related Experiences					
-	Irish Cultural Night	<ul style="list-style-type: none"> To equip students with social and dining etiquette, which will be beneficial to their social skills and career development To allow students to use and practice English naturally in an authentic situation 	Apr 2021	S1 – 5	0	Due to crowd and tightened controls over catering arrangements during COVID 19, the event could not be executed.	0	Nil	✓					✓
	Instructor Fee for Volleyball Club	<ul style="list-style-type: none"> To provide training for students to participate in the HKSSF Inter-School Volleyball Competition 	Whole year	S1 – 6	0	Due to COVID 19, all training sessions were cancelled.	0	Nil			✓			
	Instructor Fee for Badminton Club	<ul style="list-style-type: none"> To provide training for students to participate in the HKSSF Inter-School Badminton Competition 	Whole year	S1 - 6	0	Due to COVID 19, all training sessions were cancelled.	0	Nil			✓			
	Instructor Fee for Athletics Club	<ul style="list-style-type: none"> To provide training for students to participate in the HKSSF Inter-School Athletics Competition 	Whole year	S1 – 6	0	Due to COVID 19, all training sessions were cancelled.	0	Nil			✓			
	Instructor Fee for Basketball Club	<ul style="list-style-type: none"> To provide training for students to participate in the HKSSF Inter-School Basketball Competition 	Whole year	S1 - 6	0	Due to COVID 19, all training sessions were cancelled.	0	Nil			✓			
	Coach fee of Sports Day	<ul style="list-style-type: none"> To provide training for students to prepare for the School Sports Day 	Nov 2020	S1 – 6	0	Due to COVID 19, all training sessions were cancelled.	0	Nil			✓			
	Salesian Youth Day	<ul style="list-style-type: none"> To stretch students' potential and enhance the catholic core values 	Feb 2021	S1 – 6	70	Due to COVID 19, the activity was conducted in online mode.	0	Nil		✓				
	FMA Vocation Day	<ul style="list-style-type: none"> To stretch students' positive values and know more about our school's sponsoring body 	Oct 2020 – Jul 2021	S1 - 6	0	Due to COVID 19, the activity was cancelled.	0	Nil		✓				

Domain	Brief Description and Objective of the Activity	Objective	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Number of Participants				I	M	P	S	C	
-	Leadership training camp for Catholic Society committee members	<ul style="list-style-type: none"> To cultivate students' leadership skills and enhance the sense of belonging to Catholic society 	Nov – Dec 2020	S2 - 6	0	Due to COVID 19, the training was cancelled.	0	Nil		✓				
	S1 Annual Retreat	<ul style="list-style-type: none"> To stretch students' potential and nurture students' positive values and attributes 	Apr 2021	S1	0	Due to COVID 19, the activity was cancelled.	0	Nil		✓				
	S2 – 3 Annual Retreat	<ul style="list-style-type: none"> To stretch students' potential and nurture students' positive values attributes 	Mar 2021	S2 – 3	0	Due to COVID 19, the activity was cancelled.	0	Nil		✓				
	S4 – 6 Annual Retreat	<ul style="list-style-type: none"> To stretch students' potential and nurture students' positive values and attitudes 	Apr 2021	S4 – 6	15	The activity was held online during Easter holiday. Feedback from students was positive.	600	E1 & E2		✓				
	Retreat for catechism class	<ul style="list-style-type: none"> To stretch students' potential and nurture students' positive values and attributes 	Jun 2021	S1 – 6	8	The activity was held online during Easter holiday. Feedback from student was positive.	600	E1 & E2		✓				
	Responsibility Workshop	<ul style="list-style-type: none"> To cultivate in students the sense of responsibility of different roles in family, school and society 	Oct 2020 – May 2021	S1 – 2	261	The overall feedback from students was positive.	40,000	40,000		✓				
	Experienced learning Activity – Handicapped Simulation Activities	<ul style="list-style-type: none"> To promote students' caring spirit To understand the needs of the handicapped in Hong Kong 	Apr 2021	S3	0	Due to COVID 19, the activity was cancelled.	0	Nil		✓				
	Tai O field Studies experienced learning activity	<ul style="list-style-type: none"> To help students explore the traditional culture and the environment of Tai O through excursion and experiential workshops 	Mar 2021	S2	0	Due to COVID 19, the activity was cancelled.	0	Nil		✓				

Domain	Brief Description and Objective of the Activity	Objective	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Number of Participants				I	M	P	S	C	
									I: Intellectual Development (closely linked with curriculum) M: Moral & Civic Education P: Physical & Aesthetic Development S: Community Service C: Career-related Experiences					
-	Tai O Field Studies transportation fee	<ul style="list-style-type: none"> To provide transportation to students who joined the Tai O excursion and experiential workshops 	Mar 2021	S2	0	Due to COVID 19, the activity was cancelled	0	Nil		✓				
	Service Learning Programme – Loving Generation 2.0	<ul style="list-style-type: none"> To cultivate in students the elevated spirit of serving others 	Sep 2020 – Apr 2021	S4	112	The overall feedback from students was positive.	7,980	E6				✓		
	Training Programme “Social Service with Social Innovation Ideas”	<ul style="list-style-type: none"> To empower students with positive thinking on social service with Social Innovation 	Mar 2021	S3	0	Due to COVID 19, the programme was cancelled.	0	Nil				✓		
	Orientation Programme	<ul style="list-style-type: none"> To learn to be responsible, cooperative, considerate and persevering through the participation of the programme 	Sep 2020	S1	0	Due to COVID 19, the programme was cancelled.	0	Nil					✓	
	Career planning programme	<ul style="list-style-type: none"> To help students understand themselves and explore their career interests 	Whole year	S3	103	An on-line career interests testing platform was provided for students. It greatly facilitated students’ subject selection.	2,000	E8					✓	
	Career Exploration Game	<ul style="list-style-type: none"> To help students understand themselves and explore their career interests 	Jun 2021	S4	108	Through the career exploration game, students were able to explore their career interests.	10,800	E1					✓	
	Leadership Training Day Camp	<ul style="list-style-type: none"> To provide chances for participants to have personal breakthroughs and to promote self-learning, responsibility, communication and team spirit through various Experiential Learning Programmes to enhance students’ leadership skills 	Mar 2021	S4	0	Due to COVID 19, the day camp was cancelled.	0	Nil					✓	

Domain	Brief Description and Objective of the Activity	Objective	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Number of Participants				I	M	P	S	C	
									I: Intellectual Development (closely linked with curriculum) M: Moral & Civic Education P: Physical & Aesthetic Development S: Community Service C: Career-related Experiences					
-	Training sessions for committee members	<ul style="list-style-type: none"> To develop leadership qualities of student leaders 	Oct 2020 – Jun 2021	S3 – 5	0	Due to COVID 19, face-to-face afterschool training was cancelled.	0	Nil						✓
	Etiquette workshop	<ul style="list-style-type: none"> To provide students with opportunities to appreciate good manners and have a basic understanding of social etiquette 	Oct 2020 – Mar 2021	S1 – 2	261	Due to the pandemic, all workshops had to be conducted online. Almost all students turned on their cameras to attend the workshops and actively participated in the workshops.	0	E6		✓				
	Workshops for STEAM Day	<ul style="list-style-type: none"> To arouse the interest of students in STEAM related topics and encourage students to learn STEAM skills via various activities. 	Mar 2021	S1	129	Over 80% of participants found this activity interesting. Over 80% of participants learnt STEM / STEAM skills in the course.	21,875	E6	✓					
	Study Tour to Japan organized by Geography and Economics Panels	<ul style="list-style-type: none"> To understand the economic development of Japan in the last 50 years To apply economic concepts to real life situations To know the geological landforms in Japan and analyse the opportunities and risks brought by them To understand the land use planning in Japan To know the latest development of recycling facilities in Japan To broaden their horizons 	Mar – Apr 2021	S3 – 5	0	Due to COVID 19, the study tour was cancelled.	0	Nil	✓	✓				

Domain	Brief Description and Objective of the Activity	Objective	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Number of Participants				I	M	P	S	C	
-	Talks organized in S1-3 Class Teacher Period	<ul style="list-style-type: none"> To cultivate the core values of our school. 	Sep 2020 – Jun 2021	S1 - 3	380	From the experience sharing of speakers, students understand more about the core values of our school and actualize those values in their daily lives.	3,900	E1		✓				
	Tutor fee for Chinese Debating Course	<ul style="list-style-type: none"> To equip students with debating skills and provide students with opportunities to participate in inter-school competitions. 	Oct 2020 – May 2021	S1 – S5	19	Most of the lessons were conducted online. Positive feedback was received from students.	1,500	E6	✓					
Expenses on Item 1.2							177,075							
Expenses for Category 1							237,686							

No.	Item	Purpose	Actual Expenses (\$)
Category 2	To procure equipment, consumables or learning resources for promoting life-wide learning		
STEM	Materials for STEAM Day	To be used on STEAM Day	0
	Material for Micro:bit workshop and Info Day	To be used for Micro:bit workshop and Info Day	6,081.04
	Materials for 3D Printing Workshop	To be used for 3D Printing Workshop	0
	3D printers for 3D Printing Workshop	To be used for the 3D Printing Workshop	0
	Food printers and materials for Food Printing Workshop	To be used for Food Printing Workshop	36,036.00
	Drone for joining Drone Flying Workshop and competition	To be used for joining Drone Flying Workshop and competition	1,558.00
	VR equipment and Headsets for VR Experience Workshop	To be used for VR Experience Workshop	18,522.00
	360 degree camera for VR Experience Workshop	To be used for VR Experience Workshop	3,180.00
PE	Sportswear for Athletics Club members	To support and facilitate student training	0
	Venue for Badminton Club training	To support and facilitate student training	0
	Materials for Badminton Club training	To support and facilitate student training	0
	Venue for Basketball Club training	To support and facilitate student training	0
	Sportswear for Basketball Club	To support and facilitate student training	0
	Venue for Volleyball Club training	To support and facilitate student training	0
	Sportswear for Volleyball Club members	To support and facilitate student training	0
Science	Culturing bacteria and DNA project material	To be used for learning in S1 scientific investigative skill	0
I.H.	Pocket Wifi & Sim Card for leaning activities	To support the field trip as students need to answer questions through the use of iPad	0

No.	Item	Purpose	Actual Expenses (\$)
Others	Drama Club – costume, props, cosmetic for performance	To be used for supporting students in presenting their performance on stage	0
	Chinese Dance Club – costume, props, cosmetic for performance	<ul style="list-style-type: none"> To unleash students' potential, promote life-wide learning and whole-person development, and to let them perform at the Speech Day in May To enrich their interpersonal skills, team spirits and boost their self-confidence through training sessions 	0
	Western Dance Club - costume, props, cosmetic for performance	To be used for supporting students in presenting their dance on stage in front of the public	2933.05
Expenses for Category 2			68,310.09
Expenses for Categories 1 & 2			305,996.09

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

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

Category 3: Number of Student Beneficiaries

Total number of students in the school:	713
Number of student beneficiaries:	660
Percentage of students benefitting from the Grant (%):	92.6

Contact Person for Life-wide Learning (Name & Post):

Ms. Cherry Lee
(Vice-principal)

Appendix 8. Spending for Student Activities Support Grant (SASG)

Grant Received \$112,450.00

<u>Activities/Courses</u>	<u>No of target students</u>	<u>No of non-target students</u>	<u>Expenditure</u>
Enrolment Fees on Hong Kong Schools Music Festival	1	3	\$960.00
Enrolment fee on Hang Seng All Schools Championships	0	1	\$160.00
			<u>\$1,120.00</u>
Unspent Amount to be Returned to the EDB			<u><u>\$111,330.00</u></u>

Due to class suspension, many activities were cancelled. Nonetheless, 5 students were subsidized by the Grant.

Endorsed by
The Incorporated Management Committee of
Our Lady's College

Submitted by : *Sr Amy Lim*

Sr Lim Lai Ling Amy
Principal

Date : 21st October 2021