St. Stephen’s Girls’ College
Annual School Report
2009-2010
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1. **School Vision and Mission**

St. Stephen’s Girls’ College (SSGC) is a Christian school that was founded by the Anglican Church (Hong Kong Sheng Kung Hui). It strives for excellence in teaching and learning, in its leadership and policies, and in its activities and community life as a whole.

St. Stephen’s Girls’ College endeavours to emphasize the education of the ‘whole person’, including the development of body, mind and spirit, paying attention not only to the five aspects of moral, intellectual, physical, social and aesthetic development but also adding a sixth aspect, the spiritual dimension.

We seek to help students to become responsible citizens of Hong Kong and of the wider world community. Academic excellence, good conduct, integrity in relationships, respect and concern for others, and an awareness of the world and the environment, are all seen as essential elements of a holistic education.

Through corporate worship, work and recreation, the school aspires ‘to serve and not to be served’, rendering service to God and the community, faithfully translating our motto ‘In Faith Go Forward’ from words into action.
2. Our School

Endowed with a rich legacy of fine traditions and a unique culture, St. Stephen’s Girls’ College continues to strive for excellence in providing an all-round education that caters to life-wide learning and whole person development. Founded by the Church Missionary Society in 1906, St. Stephen’s has played an integral part in Hong Kong’s education system. It moved from its earliest site on Caine Road to Babington Path, and then to the present site on Lyttelton Road in 1924. Being a Grant School as well as an EMI school, it has been in the forefront of education reforms, spearheading pioneering projects and undertaking innovative programs in pursuit of quality teaching and learning. Inspired by the Christian spirit, the school is committed to transforming generations of students into well-rounded and aspiring individuals, capable not only of critical but creative thinking. Through corporate worship, work and recreation, the school seeks to educate students not only to value themselves but also have the compassion for others, working for the betterment of the wider community. Indeed, St. Stephen’s and its graduates have had a profound impact on Hong Kong society.

2.1 Sponsoring Body

Since 1962, St. Stephen’s Girls’ College has been managed by the St. Stephen’s Girls’ College Council. The Council is composed of members from different sectors. These include the Principal, the Vicar of St. Stephen’s Church, nominees from Sheng Kung Hui (SKH), a representative from St. John’s College, one parent, one alumnae representative and independent members. Teachers are represented at Council meetings with the attendance of both Vice Principals.

2.2 Christian Education

The promotion of Christian values and a good Christian spirit has always been an important mission of the school. In SSGC, Christian Education is implemented through many different activities across the school curriculum. Religious Education as a compulsory part of the curriculum is taught in all classes. The whole school attends regular morning assemblies which include hymn singing, Bible reading and prayers. Besides the School Chaplain, teachers and students and guest speakers are
invited to speak in these assemblies. The school also holds regular seasonal services, such as the Harvest Thanksgiving Service, Christmas Service, Veneration of the Cross Service, and Easter Service annually. Chapel services and Holy Communion services are held once every month for all interested students and teachers to join. A Christian Fellowship for students offers an opportunity for leadership, spiritual nurture and voluntary social service. The school receives strong support from St. Stephen’s Church.

2.3 Brief History of St. Stephen’s Girls’ College

1906 St. Stephen’s Girls’ College (SSGC) was founded by the Church Missionary Society of the Anglican Church of England with the support of Sir Kai, Ho Kai and Dr. Tso Sin Wan. The aims of the school were to propagate the Christian faith and provide quality education for girls. The earlier Principals and teachers were missionaries. Miss W. Carden was the first Principal. Miss W.I. Griffin was the second Principal.

1918 The school moved to Babington Path after the destruction of the original school site in Caine Road by an earthquake.

1922 Miss E. Middleton-Smith was appointed the third Principal. The Foundation Stone of the Main Building on Lyttelton Road was laid by HRH the Prince of Wales (later to become King Edward VIII).

1924 The Main Building was officially opened by Lady Stubbs. The school premises were shared by SSGC and Fairlea School. SSGC also became a Government Grant-in-aid School.

1926 SSGC Alumnae Association was set up.

1927 One of the students, Ellen Tso (later to become Dr. Ellen Li), led a student campaign to seek the Principal’s approval for them to wear school uniform.

1929 Miss E.S. Atkins was appointed the fourth Principal.
1937  Fairlea School moved to Kowloon and became Heep Yunn School.

1941-45  During the Second World War, the school was occupied and used by the Japanese army as a hospital and later an academy. The Principal and some English teachers were interned in Stanley camp. Many valuable archives and old documents were lost.

1945  After the war, the speedy re-opening of the school was made possible with the concerted efforts of Rev. Wong Nai Hong and the staff.

1949  Miss K.D. Cherry was appointed the fifth Principal. SSGC Primary School was set up.

1951  The SSGC Parent Teacher Association (one of the first few PTAs in Hong Kong) was established.

1956  SSGC celebrated its 50th Anniversary. The Foundation Stone of the Jubilee Building was laid by Lady Grantham.

1958  The Jubilee Building was officially opened by the Governor, Sir Robert Black.

1959  SSGC admitted boys to Form Six for the first time.

1961  Miss K.E. Barker was appointed the sixth Principal.


1967  The boarding school was closed.

1972  Blind students were admitted for the first time.

1974  The rebuilding plan and fund-raising campaign was launched. But the project was delayed for about twenty years due to a landslide and building ban in the Mid-levels.
1991 The Foundation Stone of the Hsu Ta Tung Memorial Building and Reprovisioning Project was laid by Lady Wilson.

Dr. K.E. Barker retired after thirty years of service. Her successor, Mrs. Too So Kwok Chun, became the first Chinese Principal of the school.

1992 The Main Building was declared a historic monument (the first school to be so listed) by the Hong Kong Antiquities and Monuments Board.

1996 The completion of the Hsu Ta Tung Memorial Building and Reprovisioning Project enabled the secondary school to expand to thirty one classes with more special rooms and a computerized library.

1998 SSGC was selected as one of the ten Pilot Secondary Schools for Information Technology Development. The school was equipped with state-of-the-art computer technology and multimedia facilities for the provision of quality education in the 21st century.

2003 Mrs. K.C. Too retired. The Reverend Mrs. Jenny Nam succeeded her as the eighth Principal of the school.

2005 SSGC & the High School Attached to the Capital Normal University in Beijing became ‘Sister Schools’.

2006 SSGC celebrated its 100th anniversary. The Foundation Stone of the new primary school and kindergarten building was laid by Archbishop Peter Kwong.

2007 SSGC was the first secondary school in Hong Kong to deploy a 10GE network on campus.

2008 External School Review - The Review rated SSGC as a very good school with a strong sense of identity and community and a team of knowledgeable and conscientious staff. The ongoing School Self-Evaluation process will enable SSGC to continually build on its strengths, identify areas in need of improvement and go forward in faith.
Also in 2008, some excellent public examination results were scored by many SSGC students. Ma Yiming was one of the five girls in Hong Kong who scored ten As in the HKCEE.

2009 The completion of a new building for St. Stephen’s Girls’ Primary School and kindergarten at 33 Park Road enabled the expansion of the primary section to twenty four classes. The Primary School moved out of its decanting premises in Pokfulam during the summer. The new building was ready for use by both the Primary School and Kindergarten in the new term commencing September 2009.

2010 A Thanksgiving Service held on 10 July 2010 officiated by The Most Reverend Archbishop, Dr. Paul Kwong, celebrated the official opening of St. Stephen’s Girls’ Primary School and Kindergarten as well as the dedication of the new School Chapel. The holding of a bazaar on the same day kicked-off our 105th anniversary celebratory events.

2.4 The Principal and Staff

The Principal, the Rev. Mrs. Jenny Nam Wong Chun Nai, has been in office since 2003, and is assisted by a teaching staff of over seventy, consisting of both local and expatriate teachers. The college also has a non-teaching and service staff of over twenty five.

2.5 Curriculum Structure of New Form Four – Six

Geared towards the spirit of the 334 Education Reform, SSGC has devised a New Senior Secondary (NSS) curriculum to help provide our students with a broad and holistic education for whole-person development and lifelong learning.

Characterized with a distinct focus on “knowledge construction” and skills development, our NSS curriculum is conducive to the promotion of higher order thinking as well as the nurturing of positive values and attitudes.
Comprising of four core subjects and three electives, the NSS curriculum framework seeks to deliver a comprehensive coverage of all the Key Learning Areas (KLAs). A wide range of subject choices from across the Humanities, Sciences (single-discipline Sciences as well as Combined Sciences) and Technology are available for selection to help meet our students’ specific interests and aspirations. Offering all students Religious and Physical Education as well as Music and Art for Other Learning Experiences (OLE) would help enrich their physical, aesthetic and spiritual development. Liberal Studies, anchored as a core subject in the NSS curriculum, forms an essential link between all other learning areas. Through cross-curricular thinking and critically analyzing contemporary socially significant issues in multiple perspectives, Liberal Studies helps cultivate among students independent thinking, a respect for diversity as well as positive values and attitudes for citizenship education.

To help fine-tune our NSS curriculum framework, a Subject Choice Conference was conducted for all Form Three students in April 2010. Up until the students’ final subject selection and the submission of their computer entry in June 2010, a Careers’ Conference and a Parents’ Evening were held in April and May. Form Three students and their parents were able to raise questions regarding the philosophical underpinning of our NSS curriculum structure or on the effective selection of subjects to help realize students’ potential in order to maximize their learning outcomes. Students were informed of the results of their subject selection in early July.

A NSS webpage uploaded on our school website has enabled all parents and students to peruse the latest news related to NSS development.

### 2.6 Medium of Instruction

With a long tradition as an Anglo-Chinese school, St. Stephen’s Girls’ College has always used English as the main teaching medium. It aims to help students to become trilingual and biliterate in order to meet the genuine needs of society.

### 2.7 Buildings and Facilities

The St. Stephen’s Girls’ College campus is made up of four separate buildings.
The Main Building, opened in 1924, was declared a historical monument by the Monuments and Antiquities Board in 1992. It acquired this status because of its architectural beauty and historical value. In 1998, it was renamed the June Li Building.

The Jubilee Building, opened in 1958, was named the Ellen Li Jubilee Building after reprovisioning in 1996. The construction of an annex to the Building, which comprises five classrooms, under the EMB School Improvement Programme was completed in February 2006.

The Hsu Ta Tung Memorial Building, which was constructed on the old Primary School site, was completed in 1996.

A new building for the Primary School and the Kindergarten at 33 Park Road was completed and ready for use in the school term beginning September 2009 though the official grand opening was held in July 2010.

The Secondary school now has thirty one classrooms, twenty special rooms which included the newly renovated Chinese Room and the Liberal Studies Corner, five laboratories, two computer rooms, two multi-media rooms, three halls, a library, an interactive learning centre, a chapel, a gymnasium, three playgrounds, two parking areas, a tuck shop and a large garden.
3. Our Students

3.1. Class Organization

Number of operating classes

<table>
<thead>
<tr>
<th>Level</th>
<th>F1</th>
<th>F2</th>
<th>F3</th>
<th>F4</th>
<th>F5</th>
<th>F6</th>
<th>F7</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Classes</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>31</td>
</tr>
</tbody>
</table>

Number of students

<table>
<thead>
<tr>
<th>Level</th>
<th>F1</th>
<th>F2</th>
<th>F3</th>
<th>F4</th>
<th>F5</th>
<th>F6</th>
<th>F7</th>
<th>Total</th>
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</thead>
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<tr>
<td>Enrolment</td>
<td>187</td>
<td>194</td>
<td>183</td>
<td>176</td>
<td>169</td>
<td>94</td>
<td>85</td>
<td>1088</td>
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3.2 Destination of exit students

<table>
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<tr>
<th>Destination of F.7 graduates</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>The University of Hong Kong</td>
<td>12</td>
<td>26</td>
<td>16</td>
</tr>
<tr>
<td>The Chinese University of Hong Kong</td>
<td>10</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>The H.K. University of Science &amp; Technology</td>
<td>4</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>The Hong Kong Polytechnic University</td>
<td>20</td>
<td>16</td>
<td>12</td>
</tr>
<tr>
<td>City University of Hong Kong</td>
<td>6</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Hong Kong Baptist University</td>
<td>6</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Lingnan University</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>The Hong Kong Institute of Education</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>The Open University of Hong Kong</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Hong Kong Shue Yan University</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Universities in U.K.</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Universities in U.S.A/Canada</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Universities in Australia</td>
<td>5</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Others</td>
<td>8</td>
<td>0</td>
<td>8</td>
</tr>
</tbody>
</table>
3. 3 Support

3.3.1 Careers Guidance

Guidance to Form Seven Students on JUPAS Applications
Members of the Careers Team met with all Form Seven students in the first term to provide guidance on their JUPAS programme choices. Our students also took part in the ‘Career Interest Inventory: online version’ provided by the Hong Kong Association of Careers Masters and Guidance Masters, which helped them understand their personality and aptitudes further before making their JUPAS choices. Students generally found these exercises useful in helping them decide on their JUPAS choices.

Guidance was also given to students on the release of HKAL results and JUPAS allocations.

Guidance to Form Five Students on Further Studies
Members of the Careers Team met with all Form Five students and provided guidance on possible pathways after Form Five.

Students gathered two days before the announcement of the HKCEE results in August 2010 for the Form Five Careers Conference, during which they were given advice on how to prepare themselves for the release of results and how to process Form Six applications. Various courses of action were also discussed to cater for students’ different needs. Given this was the last cohort of HKCEE candidates the alternatives to repeating Form Five were explained clearly in case of unsatisfactory results.

Students found the Conference helpful and the advice practical.

Guidance to Form Four Students on Career Aspirations
A visit to local universities was arranged for all Form Four students on the day of the Educational Visits in November 2009. The institutions visited included The Chinese University of Hong Kong, Hong Kong Baptist University, City University of Hong Kong and The Hong Kong Polytechnic University. The visits served the purpose of opening students’ eyes to the academic world of tertiary institutions and inspiring them to work hard to enhance their scholastic abilities.
The Form Four Careers Conference was held on 26 January 2010 when students were introduced to the world of work. They learned from the speaker, a management and training consultant, the difference between a job, a career and a passion, and how to equip themselves for the world of work. They also took aptitude tests to find out about their strengths and modes of learning, which helped them to set goals accordingly.

**Guidance to Form Three Students on Form 4 Subject Choices**
Aptitude tests and careers exercises were conducted during Form Periods. In addition, the Form Three Careers Conference was held on 15 April 2010 when students were given advice on how to decide on their subject choices. Four current Form Six students who had taken Arts, Science and Commercial subjects were invited to talk about their decision making process in choosing subjects when they were in Form Three and give appropriate advice to their junior schoolmates during the conference.

Students found the information and advice gained from the event helpful and relevant.

**Information Sessions for the Sixth Form Programme on University Entrance**
Representatives from The Chinese University of Hong Kong, The University of Hong Kong, The Hong Kong University of Science and Technology, Hong Kong Baptist University, City University of Hong Kong and The Hong Kong Polytechnic University visited our school between February and March to give information on the background and general entry requirements of their institutions. Some of their more popular programmes were also introduced in these sessions, and their student ambassadors were able to provide a vivid picture of life at university.

**Guidance on Overseas Studies**
Students were offered advice and guidance when applying for institutions overseas.

**Junior Achievement Hong Kong**
Our Forms Three, Four and Six students took part in various programmes organized by Junior Achievement Hong Kong for the first time this year. These programmes included: Junior Achievement New Leaders Programme, Junior Achievement Goal for Youth Workshops, and Young Power Programme. Through their participation in the activity-based education programmes, students came to understand the world of work, and their work-readiness, entrepreneurial thinking, and life-wide values were developed.
Careers Education Programmes Conducted in Form Periods

Two resource books published by the Hong Kong Association of Careers Masters and Guidance Masters, namely, *Finding Your Colours of Life* (for Forms Two and Three) and *Career Mapping* (for Form Four), were adopted as careers education materials which were used during Form Periods. Through these materials, students’ became more aware of the importance of finding their strengths so that they were better prepared for further studies and the world of work.

3.3.2 Student Guidance

The Student Guidance Team gave advice and counseling to students on matters concerning studies, behaviour, stress and personal problems. The team of eight teachers adopted the ‘whole school approach’ in implementing guidance activities. The involvement of all teachers, the Parent Teacher Association and parents helped enhance guidance work which aims to nurture our students in a positive, healthy and happy environment. Besides helping students, the Team also organized briefing sessions on ‘Student Guidance’ for teachers and an induction programme for new teachers. Peer counseling was also encouraged through the implementation of the ‘Big Sister Scheme’ in which senior students from Forms Four and Six assisted students in junior forms in their studies and adjustment to secondary school life. The orientation for new students and their parents in August, which took place before the beginning of the new school year, gave them a thorough understanding of the school policies and practices, while at the same time facilitated further communication between home and school.

Life Education Programmes

Life Education seminars were held for all classes of different age groups. A weekly ‘Form Teacher Period’ was allocated to every class for running life-skill programmes with the aim of facilitating personal development, social adaptation and adjustment in school. At the beginning of the school year, a Form One Programme was conducted to help students adjust to and cope with secondary school life. A Sixth Form Programme, which was specially designed to help students develop their study skills, social skills and ability to choose their courses for university studies, was conducted throughout the whole year. Several special assemblies with guest speakers who delivered talks to the whole school were arranged.
**Life Skills Programmes**

Students’ personal development was enhanced through life skills learning Programmes

<table>
<thead>
<tr>
<th>Event</th>
<th>Achievement</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Education Seminars/Programmes</td>
<td>● Theme-based programmes cater to a diversity of student needs.</td>
<td>● Teachers’ full support and students’ active participation essential to success.</td>
</tr>
<tr>
<td></td>
<td>● Enabled students to ponder on wider issues in life.</td>
<td>● Need to constantly revise and update themes/topics to meet changing needs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Should design more interactive activities to involve more student participation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● More outside speakers could be invited to enrich the programme.</td>
</tr>
<tr>
<td>Big Sister Scheme</td>
<td>● Positive feedback from Forms One, Four and Six participants.</td>
<td>● Should train Big Sisters’ problem-solving skills.</td>
</tr>
<tr>
<td></td>
<td>● Orientation before the regular meeting was appreciated by participants.</td>
<td>● Lack of venues affects smooth running of scheme.</td>
</tr>
<tr>
<td>Student Ambassadors for Forms 2 to 4</td>
<td>● 100% of the student ambassadors helped in various school functions.</td>
<td>● More training in social and communication skills should be arranged.</td>
</tr>
<tr>
<td></td>
<td>● The performance of the student ambassadors was highly commended by teachers and parents.</td>
<td>● More gatherings for Student Ambassadors would enhance their team spirit.</td>
</tr>
<tr>
<td></td>
<td>● Student Ambassadors were able to set a good model for other students.</td>
<td>● More promotion for the recruitment of Student Ambassadors should be arranged.</td>
</tr>
<tr>
<td></td>
<td>● Student Ambassadors were able to develop a stronger sense of school spirit through</td>
<td></td>
</tr>
</tbody>
</table>
their responsibility and participation in school functions.

| Notice-board Competition for Forms 1 to 3 | ● Developed and built team spirit and team collaboration. ● Creativity shown in students’ design. | ● Teachers’ full support and students’ active participation essential to success. ● Desirable to involve more teachers and students as the adjudicators. ● Should have more promotion of the activity. |

School Social Work Service
The Hong Kong Family Welfare Society has been offering School Social Work service to St. Stephen’s Girls’ College for over twenty five years. The school social worker helped devise preventive and developmental programmes for both students and parents. Regular stationing days were: Monday, Wednesday Thursday and Friday.

3.3.3 Scholarships and Bursaries

Thanks to generous donations from parents, past students and friends in the past, St. Stephen’s has been able to set up a considerable number of scholarships and bursaries to award students who excel academically and to help those who need financial assistance. In 2009-2010, over two hundred students benefited from this sizable funding.

3.3.4 Parent Teacher Association

Through the Parent Teacher Association, founded in 1951, St. Stephen's Girls' College seeks to foster closer co-operation and better communication between parents and teachers. All parents automatically become members with a voluntary small annual subscription. The Association holds the Annual General Meeting and other occasional meetings, as well as regular Parents' Days and Parents' Evenings.
In 2009-2010, the Annual General Meeting was held on 27 November, 2009, which included a talk on "培育獨立自主與堅毅不息的孩子 (Nurturing Independent and Determined Children)" delivered by Mrs. Fan Hsu Lai-tai, Hong Kong Deputy to the Eleventh National People's Congress of the People's Republic of China, former President of the Legislative Council of the HKSAR and a distinguished alumna of the school. During the meeting, members of the Parent-Teacher Association thanked Dr. Eddy Li, Chairman of the PTA in 2008-2009, for his leadership and all other committee members for their enthusiastic support to the school. Under the leadership of Mr. Tai Tak-ching, Chairman of the PTA in 2009-2010, the PTA continued to support the school in providing quality education to our students.

The school also held its orientation day for the parents of Form 1 students and all the other new students. A Form 1 Parents’ Evening was held on 30 October, 2009 to enable parents to exchange their opinions, and to gain a better understanding of each other’s concerns in relation to their child’s growth at school. Parents acquired a comprehensive understanding of the rich school life of the students in SSGC. A Form Three Parents’ Evening on subject choice was also held on 14 May, 2010.

3.3.5 Alumnae Association

St. Stephen’s Girls’ College Alumnae Association (SSGCAA) was founded in 1926. It plays a very important role in helping to perpetuate the fine traditions of the school and in maintaining a close link between all ‘St. Stephenies’ and their Alma Mater. It makes valuable contributions to the school and generously donates scholarships to students in financial need.

In the last academic year, the SSGCAA continued to support the school by conducting various activities and participating enthusiastically in many school functions. The organizing of the ‘Homecoming Day’ in September 2009, the Spring Lunch in March 2010, an outing to Tuen Mun Park and an organic farm in April 2010 during the Easter holidays, and ‘Lunching with Past Teachers’ in June 2010 as well as the Mentorship Programme (launched in 2006) all helped to reinforce a close bond between school mates of different years.
4. Our Teachers

4.1 Number of Teachers

There were seventy teachers, including the Principal, two part-time teachers, three resource teachers and one voluntary teacher.

4.2 Qualification

Highest academic qualification attained by teachers:

<table>
<thead>
<tr>
<th>Year</th>
<th>Qualification</th>
<th>Masters Degree or Above</th>
<th>Bachelor’s Degree</th>
<th>Tertiary Non-degree</th>
<th>Total No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td></td>
<td>35</td>
<td>33</td>
<td>2</td>
<td>70</td>
</tr>
</tbody>
</table>

![Teacher Qualification Chart]

4.3 School-based Staff Development

To boost the professionalism of teachers, two staff conferences were organized in the academic year 2009-2010. The first staff conference was held on 25 September 2009. In the morning teachers attended the first section of a workshop on "Increased
Teachers' Awareness of Effective Strategies in Building Positive Students' Self-image. It was indeed our honour to have invited Dr. Eugenie Y. Leung, the Director of Counselling and Person Enrichment of The University of Hong Kong, to host the workshop. The topic of the workshop was in line with the Annual School Plan, of which the main concern is “Care and Respect for Self”.

As a renowned and experienced clinical psychologist in Hong Kong, Dr. Leung delineated the characteristics of students with low self-esteem, which is attributable to unpleasant childhood or adolescent experiences, and/or their inability to live up to the expectations of their parents. Six typical cases were then presented for group discussion and analysis. Teachers examined the problems behind each case and suggested remedies for them. Subsequently, Dr. Leung stressed that teachers must be perceptive in understanding the emotional needs of students in the helping process. In addition, teachers must appreciate the multifaceted nature of the cases and try to recognize the many factors that affect the students’ self-esteem. In complimenting our teachers, the speaker lauded their ability to approach each case from different perspectives. She also underlined a common problem of our students may grapple with when they are promoted to secondary school. Top students from primary schools may be disheartened to discover that they are no longer the best ones in secondary school in view of the keen competition. In such a situation, she suggested that students should adjust their mindset to help them cope.

Following the edifying workshop conducted by Dr. Leung, we were delighted to have Mr. Gilbert Lee who tried to highlight some legal issues related to the education sector. First and foremost, teachers should abide by the Code of Aid, the Professional Code of Conduct and the Guidelines on Extracurricular Activities in exercising their duties. Conflict of interest and inappropriate conduct should be avoided and teachers should never contravene the rules or else consequences may ensue. Also, they should refrain from infringing copyright by unlawfully copying materials and using pirated software.

Moreover, techniques to burnish the self-image of students who were lacking in confidence were examined. Students should be encouraged to embrace a change in their self-image, develop greater self-awareness and dare to dream. Affirmation, self-supporting thoughts and forgiveness are useful means for confidence building. In a case discussion that followed, teachers were asked to give comments on the decisions made by various principals in dealing with the students’ problems. It was concluded
that teachers should never ascribe their own values in handling cases. Biased perception and interpretation should be avoided. Dr. Leung defined the role of teachers as perceptive, open-minded and methodical in dealing with less confident students. Most importantly, they should help students build up a positive self-image themselves by providing guidance only. After all, they should be eagle-eyed enough to spot early signs of a decline in students’ self-esteem. All these strategies would be conducive to the ultimate goal of the personal enrichment of students and making better people out of them.

The second Staff Conference was held in Holy Spirit Church in Yuen Chau Kok, Shatin, on 30th April 2010 (Friday). With a view to inspiring individuals to live their lives with equanimity, the activity proved to be a unique and edifying experience for all teachers.

Meticulously adorned with delightful flowers, the Holy Spirit Church offered a serene venue for this staff development workshop entitled "Mindfulness Training". It was our great honour to have Fr. Dr. Thomas Kwan, an avid advocate of spiritual education, to be our speaker and trainer. Fr. Dr. Kwan is both the Associate Director of the Centre for Catholic Studies and a part-time lecturer of Hong Kong Institute of Educational Research, The Chinese University of Hong Kong.

Fr. Dr. Kwan commenced by describing all individuals as unique divine gifts and a "source of blessing" for everyone. At the beginning, Fr. Dr. Kwan taught the teachers ways to breathe in order to relax and focus on achieving equanimity in oneself. Throughout the programme, there were several sessions of quiet time, singing and slide shows to underscore the message that a calm and peaceful state of mind and the happiness associated with it should not to be taken for granted. Aside from all this, teachers were given the chance to ruminate on their lives and think about the people in their lives for whom they were most grateful. Participants were also advised to cherish their lives and live for the moment. This is because lives are inherently meaningful given that everyone is a "source of happiness and blessing" for others.

After a lunch which encouraged the practice "Mindful Eating", teachers proceeded to "Mindful Walking" in the Church to create emotional calmness and tranquility. Fr. Dr. Kwan also offered insightful views on the "Three Selves" of each individual which ideally should be reconciled to form the "actual self". He added that self-negation and dissatisfaction stemmed from the incompatibility of the "Three Selves". One should
"be aware, acknowledge, act and appreciate" to create peace in oneself and at the same time create an authentic self which maintains a state of euphoria.

The session culminated in a prayer which bestowed blessings on the participants and the people they might be grateful for. It was hoped that teachers could help instill the sense of equanimity in students which was conducive to spiritual education.
5. Our Learning and Teaching

5.1 Curriculum

5.1.1 English Language Education

Priority 1: To promote care and respect for self and for others

Achievement
In alignment with the school’s annual plan of Fostering a Caring and Learning Community, the English Department integrated ‘Care and Respect for Self and for Others’ into the English Enhancement Programmes, which succeeded in boosting students’ language skills and making them reflect on ways to express one’s care and respect for oneself and others. Presentations during Assemblies provided a channel for them to demonstrate their level of creativity, depth of understanding as well as extent of achievement on the chosen theme.

Reflection
Close examination of students’ creative work reflects their varying levels of understanding and perception of how to love themselves and others. However, learning activities are generally confined to the classrooms. The possibility of extending students’ discussions to the cyber world should be utilized.

Priority 2: To promote collaboration

Achievement
All students in Forms One to Two and those who need additional support to improve their English skills in Forms Three to Four subscribed to English Builder in 2009-2010. Students’ reading skills were strengthened. Sixty Form Four gifted students joined a pull-out Creative Writing programme supported by the Scheme for Additional Support for English Medium Schools. It succeeded in developing students’ confidence and ability in lateral thinking and writing creatively. Form One to Three students subscribed to National Geographic Explorer Pathfinder edition from September 2009 to May 2010 which promoted cross-curricular learning among the English Language and Biology departments.
Group projects continued to be integrated into the English curriculum: Restaurant Reviews (Form Two), Media Education (Form Three) and Modern Women (Form Six). Through team work, students learned to develop greater generic skills.

The English Department continued to collaborate with St. Paul’s College to organize a Form Seven Joint School Oral Examination in February 2010. Students were given the chance to better prepare for their public oral examinations through a simulated setting.

Our school won the Outstanding Script Award in the English Drama Fest 2010 organized by the Association of English Medium Secondary Schools in April 2010.

To promote extensive reading, we organized an exhibition on Reading for Leisure and two book fairs in March and April 2010. Feedback was positive and encouraging. Collaboration with the The University of Hong Kong on mentoring three student teachers for eight weeks (February - April 2010) allowed both mentors and mentees to exchange professional knowledge and expertise on learning and teaching English.

Reflection
How to entice reluctant learners to utilize online resources needs to be further explored next year. The pull-out creative writing programme affected the regular Form Four teaching progress to a certain extent. Scheduling it during long school holidays is possible alternative arrangement should a similar course be organized in the future.

An online exhibition of masterpieces of Form One poems, Form Two short stories and Form Three radio plays should be considered for better promotion and recognition of students’ efforts and language skills.

Priority 3: To aspire for excellence in performance

Achievement
Both Form Five and Seven students performed well in their public examinations with a passing percentage of 100%. 85.5% of our school certificate leavers attained Level 5* to Level 4 in their HKCEE while 67.1% of matriculated students obtained grade A-C in the HKASL Examination 2010. All Form Three students passed their Territory-wide System Assessments 2010.
**Reflection**

Interactive feedback will be used more frequently with the addition of more manpower to reduce teachers’ workload. Students generally need to strengthen their writing and speaking skills, which could be accomplished through conducting more text/genre analysis, and displays of exemplary essays.

**Priority 4: To cater to learners’ diversity**

**Achievement**

Various enrichment or remedial programmes were run during the summer or after school to address different learners’ needs including: the Form One Summer Bridging Class, After School Conversational English Classes and Form One English Speaking Classes and Form One and Two remedial English. These diverse oral activities helped participants practise using their English more. Students took part in a myriad of extracurricular activities and competitions for language enrichment and wider exposure to authentic English and obtained pleasing results. School-based assessment in Form Five was conducted according to the requirements laid down by the HKEAA. Learners’ interests in their chosen text types and the level of difficulty of the assessment tasks were all carefully catered for. Subscriptions to the Scholastic Book Club were placed in November 2009 and March 2010 to allow students to select from a wide variety of titles and genres.

**Reflection**

The English Department will continue to mobilize various resources and funding to run enhancement courses or devise strategies to meet the diverse needs of our students. More professional exchanges on changing learners’ needs and frequent collection of students’ opinions on how to assist them best are needed to reach the intended goals.

**5.1.2 Chinese Language Education**

**關注重點一：課程規劃架構**

初中及高中課程規畫小組統籌各級課程綱要及其教與學的工作。各級設統籌老師負責協作級務，課程規划明確，教師掌握有關學習領域的內容及分享教學心得。學校傳統中英並重，重視學生兩文三語的發展，積極支援課程規畫及語文活動的開設。課程規畫配合本校三年發展計畫的重點關注項目：「關愛校園」，並根據香港教育改革
和本校发展方向，使学生于不同学习阶段，在知识的积累、能力的掌握、态度和习惯的培养等各方面都能获得均衡而全面的发展。

关注重点二：配合学校三年计划之关爱主题，将关爱元素渗透在教学及语文活动中，令关爱文化得以植根成长

透过不同教学及语文活动，如篇章阅读、徵文活动、延續参加「我爱香港少年網之每日一篇」、書籍分享及推介、標語創作、書法(勵志金句)、創意寫作/命題作文/隨筆/話題寫作、校園電視節目製作(以包容、寬恕和諒解為主題)、新聞評論、小組討論及小組討論，指导学生体会关爱蕴含的元素和恰切的表达方法。

关注重点三：延续发展协作教学、课堂研究、同儕观摩的學與教文化

- 共同備課節：共同規划全年課程進度，設計課業、課堂活動及教學法，進行教學檢討，促進積極溝通，交流分享，發展適合學生能力、興趣及性向的校本課程。
- 觀課、評課及課堂研究：協定全年觀課的目標和成效準則，藉著分享與交流，建立有效的評估，以促進教學的反思和回饋。觀察重點在學生學習效能、教學方法及策略上，找尋學習成果顯證。教師共同設計課堂活動，編定教材、訂定評估工具、設置自評和跟進活動，科任老師可透過同儕觀課及評課，互相切磋，交流教學心得，提高教與學的效能。
- 課堂協作教學：於中一至中五級推行協作及平行教學，並在中一、中二及中五級推行按學生能力分組教學，減輕科任老師的工作量，進行多元化的單元及專題教學活動，支援校本評核及照顧學生學習能力的差異，提高教與學的效能。
- 跨級會議：科任老師共同制定課程導向，協定課程統整的重點項目，討論教學內容，加強初高中課程的銜接。
- 資源共享：
  - 中央資料庫：有系統地上載本科科務文件、教學資源、語文活動等訊息於本校內聯網，並設立本科資源角及資源目錄，加以整理，收集有關文件專業資料及教學資源等，配合交流、分享的教學互動趨勢。
  - 中文科網頁：為教學輔助、學生自學、師生交流的園地，是一個有系統的教學平台。
  - 定期發佈有關語文活動消息；鼓勵學生多參與語文活動
  - 自學平台：善用多媒體輔助教學，開拓教學空間，輔助學生主動學習，交流分享，共創知識。
  - 網上時事討論平台：透過資訊科技，善用 eClass 的功能，加強互動學習，鼓勵自學、交流、有效使用資訊科技的風氣，亦培養學生對時事及文化價值的思考與認同。
從課業新聞評論中，學生能透過指定報導之議題，熱烈表達意見，並了解不同觀點，關心時事，在具代表性的新聞議題如興建高鐵、司機醉酒飆車、校園吸毒及欺凌事件、醫療事故上，學生均能確立論點，主動參與課堂交流，積極表達意見。
善用教室空間創造活動：以「城中熱話」為主題，張貼報章，設置討論區，以引發學生關注時事新聞，供學生自由發表意見；或理解新聞工作者的使命、工作本質等，從而提升對時事新聞的觸覺。

關注重點四：促進學與教的反思、加強教學評估後的跟進工作

- 學生學習檔案，記錄學生讀寫聽說成績的發展，促進學生自我學習的反省。
- 透過教科書各單元教學重點的學生自我評估，課業表現、觀察、紙筆測試等，讓教師作即時回饋，了解學生學習情況，訂定跟進工作。
- 透過學生學習問卷，教師和學生參與檢討和反思評估資料的工作；協助學生了解自己的學習情況；教師可因應情勢，調適教學策略和內容。
- 透過全年教師教學問卷，反思教學的成效。
- 單元檢閲及寫作歷程紀錄表：引導學生培養反思習慣，並給科任老師提出建議；科任老師收集學生意見後，在備課節中分享討論，調整教學方法及策略。

關注重點五：配合中國語文科課程發展，重點放在組織夥伴關係，與不同學科、小學部交流協作。

- 與家長溝通
  初中課業增設「家長欄」，讓家長理解學生的學習情況，並以鼓勵的形式引導學生積極主動學習。

- 與小學部協作交流
  中學部與小學部為增強學生文言文的基礎，合作組織「午間說故事」活動中學部派出中二至中四學生擔當小老師，於午膳期間到小學部教導小五學生認識中國古代寓言故事，並且透過重點講述、遊戲和活動等形式學習文言文。小學部學生積極投入學習，中學部學生認真準備，用心講解，小學部學生表示能增加文言文知識，沒有感到抗拒的感覺。中學部學生表達獲益良多，建議可以增加教學時間。中小學負責老師對是次試行計劃感到滿意。

- 跨學科臺灣考察團
  爲了促進學生藉着跨學習領域的連繫，獲得知識，拓寬視野，從而體察語言、文化、歷史、地理之間互為影響的關係，本校於二零零一零年四月一日至四日舉辦了一連四天的中華文化史地考察團，地點為臺北市。是次考察由校長及六位老師陪同，共六十名中六、中四及中三級同學參加。從中國文化和歷史為觀察景點出發，同學們參觀了臺北名勝，並前赴野柳地質公園及龍洞地質公園考察，作爲地
理課題研習。是次旅程的重點活動之一是到臺北市立第一女子高級中學進行學術觀摩交流，目的是令同學們從中認識到港臺兩地不同的學習模式及校園生活。

**關注重點六：創設多元化語文學習經驗，鼓勵全方位學習**

- **筆可能教育計劃**
  計劃旨在透過一系列揉合攝影、戲劇、社區探索等元素，引導年輕學生從事文學創作，協助學生探討自我、重建個人與外界的關係。本校中三級六名學生獲科任老師推薦參加計劃，學生順利完成課程並獲頒證書。

- **閱讀課**
  鼓勵學生廣泛閱讀，透過小組活動，引導學生掌握文言文字詞句式，閱讀散文、詩歌、戲劇小說等作品，賞析不同文體的特色，將閱讀的成果轉化為創作和演繹。

- **專題研習**
  令學生增進知識，同時讓學生在搜尋、整理、綜合、分析、質疑與判斷等研習能力也得到完整的發展。學生在級任老師指導下學習如何解讀不同形態的資料素材，例如文字、數據、視聽資訊等。學生也在同儕學習的過程中，培養共通能力。

- **校園電視節目製作**
  由科任老師及資源老師領導，由中一至中四級組成的「中文科校園電視製作組」，配合新高中選修單元的課程，成功製作以「關愛」為題的校園電視節目，帶領學生自編、自導、自演，並在班主任時段全校播映。

- **課餘輔導班**
  本科為幫助語文能力稍遜的學生，培養其學習中國語文的興趣及鞏固其語文基礎，特開辦中一及中二級課餘輔導班，由校外特約專業導師任教，開設為期一年的增潤課程，分別為中一級和中二級語文能力稍遜的學生進行梯級式學習。導師及科任老師於課程結束後，部分同學接受輔導後，在課堂表現及期終試成績均有進步。

- **高中校本評核選修單元（新聞與報導）講座**
  為配合新高中選修單元課程，邀請資深傳媒人及新聞工作者擔任兩次講座的主講嘉賓，分享他們對人物專訪、新聞特寫的經驗及體會心得，藉此引發學生更深入理解新聞的特質等，中四級全體學生出席有關講座。

- **作家講座**
  本年度邀請了曾繁光醫生蒞臨演講，曾繁光醫生是一位資深精神科專科醫生，也是一位作家。是次講座題目為「從閱讀中學習情緒管理」。曾醫生在講座中提到，在談情緒管理前，要先認識情緒。日常生活中所發生的事，會直接影響我們的言行舉止，甚至改變我們的思想模式。曾醫生亦樂於與本校同學分享自己的創作心得。他認為靈感來自生活，最重要的是留意身邊的人和事；他更提學生進行即席創作，讓大家感受創作的樂趣。
● 創藝傳意綜合課程之「事實和意見」
旨在通過系統的訓練，指導初中學生閱讀媒體資訊時識別信息，並透過多元化的課堂活動，培養學生多角度思考，以提升批判性能力。

● 我愛香港少年網之「每日一篇」
本年度繼續參加「我愛香港協會」屬下網站之我愛香港少年網閱讀計劃，該網站每日提供一篇品德教育或通識教育文章供學生選讀，藉此鼓勵青少年培養良好品德，強化對時事新聞的理解，擴闊國際視野，並有助鼓勵學生積極養成閱讀習慣。

● 從聲音「體」「驗」文學課程
旨在透過要將文學欣賞立體化，讓初中學生從多角度理解及體驗文學。透過用聲音去演繹不同的角色及劇本，引導學生透過戲劇、聲音的練習、閱讀的技巧，令他們明白聲音的可塑性，並思考及理解當中劇本的內容、重點、脈絡、人物、情感等。導師率學生到專業錄音室進行配音，從中體驗用自己的聲音演譯不同類型的人物的不同層次的感情。

● 早會課業共賞
提供機會給學生分享學習心得、展示學習成就，例如校園電視製作，初中自學平 台，語文活動展等。

● 體驗中國文化—書法班及水墨畫班
為提高同學對中國書法藝術及水墨畫的興趣，讓同學掌握筆法技巧，並體驗中國文化的特色，特別舉辦書法班及水墨畫班。各級同學積極參與，反應熱烈。

● 說話技巧訓練班
為提高學生的說話應試技巧，增強信心，本科為中五級學生舉辦說話技巧的工作坊，讓學生能從實踐中學習口語溝通的技巧。透過導師的講解及實踐，提升學生口語溝通的技巧和能力。

● 書中世界的情和思—書展 2010
本科為推廣閱讀風氣，於本校郭少流堂，以【書中世界的情和思】為題，與三聯書店合辦書展，同場展出各級同學撰寫的好書推介及優秀閱讀報告，中文學會負責同學亦擺設攤位，舉辦作家與作品競猜遊戲，會場展出各類文史哲書籍，種類繁多，參觀人數眾多，反應熱烈。

● 第六十一屆校際朗誦節(中文組)及優勝者表演
本科老師每年都積極鼓勵同學參與香港學校朗誦節各項賽事，讓同學們透過備賽時的訓練及參賽時的互相觀摩，學習朗誦及談話的技巧。獲獎同學均安排在學校早會上參與優勝者表演。

● 普通話課程
為提升學生普通話聽說能力及應用技巧，本學年開辦了以下的課程：語音訓練課程、普通話傳意及應用工作坊、普通話小記者訓練班及普通話增益班等。上述課程能學生提供更多學習普通話的機會，達致推廣普通話的目的。此外，推薦學生
參加全港中小學普通話演講比賽，獲助普通話興趣小組舉辦各類活動，於學校早會間談及普通話形式推廣普通話，為學生提供更多學習普通話的機會。

※ 普通話週
本校一向重視同學兩文三語的均衡發展，每年均舉行普通話週。普通話週的節目推陳出新，提高同學學習普通話的興趣和能力。本年度普通話週的焦點活動有「普通話唱片騎師大賽」、普通話話劇表演，各級同學於早會的演出及相聲表演等。當天亦有設普通話專題遊戲，同學從遊戲中增強普通話能力。表演優秀的同學可獲取「普通話話劇比賽」獎狀及獎品。普通話話劇表演會安排在普通話週的最後一天午膳時間舉行。當天一眾同學傾力演出，老師們的表演亦贏得台下同學的掌聲與歡呼。

※ 公民及品德情意教育
透過課堂篇章指導與討論、專題活動的創作與閱讀等給予學生反思現代公民該具備的素質。

※ 中國文學科學與敎支援計畫
推廣校園文風
為新高中中國文學科在學與教方面提供持久及有系統的支援，並推廣校園文風。本科調配資源，聘請兼職導師，與科任老師一同研發新課程的教學資源，合作開拓中國文學科的資源庫，以提升新高中課程的教學素質。導師於課堂中擔任協作老師，教授創作技巧。此外本科延續過去中文科開辦的文學創作工作坊的經驗，鼓勵修讀文學科的學生於課外時間參與文學創作班，以作增潤課程的一部分，補足及鞏固日常課節上的學習。本計畫亦透過作家分享會，邀請年青著名作家可洛蒞臨本校，分享創作心得，並點評中六同學作品，擔任文學創作比賽環節評判，讓學生展現學習成果，提高學生對創作及欣賞文學作品的興趣。

關注重點六：繼續推行「以普通話為中文科授課語言」試行計畫
※ 按學生中文能力水平、普通話評核測試的成績及家長意願決定安排有關學生入讀中一以普通話為授課語言的班別。本年度共開辦中一級兩組(a及x組)及中二級一組(a組)，本科每年根據老師的教學檢討報告，學生的學習情況、家長意願及人力資源的分配，決定是否繼續開辦或增加以普通話為中文科的授課語言的班別。

關注重點七：評估多元多向，跟進學習差異
※ 促進學習評估：重視評估過程中學生自我反思和朋輩的觀察報告來進行回饋。
※ 多方參與的評估文化：透過課業及網上學習歷程檔案證學生及家長共同思考評估的結果，了解學生的強弱項，藉此擬定合理的期望，照顧學習差異。
※ 網上個人學習檔案：讓學生了解自己的學習情況，從而訂立個人學習目標及方向。
※ 分級及科組評卷會議：利用評估結果診斷及分析學生是否掌握學習目標，根據學生的表現反思教學，調整教學策略及教學內容。
※ 重視學生學習過程中的表現，透過「學習歷程檔案」讓學生了解自己語文能力的發展，從而回顧學習歷程。
※ 校本評核(SBA)：配合香港中學會考中國語文科及高級補充程度中國語文及文化科
公開評核要求，本學年中四、中五級、中六及中七級按考評局要求推行校本評核
並按要求提交學生校課業習作。中四及中五級評核項目共分三項：閱讀紀錄、語
文活動及日常課業；中六及中七級校本評核則按要求提交學生閱讀課業紀錄。

關注重點八： 科組協作、專業培訓及同工關係
本科同工具專業精神及教學熱誠，能以學生利益為先；積極提升語文教學的素質，幫
助學生發揮潛能，開拓視野；並主動參與課程規畫及研究，努力開發資源，提升專業
水平。科任老師主動積極參與有關新高中及其他有關課程培訓，努力裝備自己。教師
之間已建立交流和協作的文化。科組同事保持良好溝通，樂於合作及分享，科務工作
得以順利開展及推行。

反思一：配合公開考試評核要求、繼續發展校本語文能力水平參照、等級描述研究工
作。採用多樣化、多向性的評估模式，因應學生的興趣及能力，善用資源，為學生提
供多元智能的學習經歷，提供機會讓學生展現不同的學習成果和能力。
反思二：配合學校三年發展工作計劃【建立關愛文化】目標，規畫課程關注重點及教
學法。
反思三：繼續推展以普通話為中文科授課語言試行計畫，善用資源，提高學生普通話
水平，推廣普通話；鼓勵科任老師努力裝備自己，積極進修，參加普通話課程培訓。
反思四：繼續加強與其他學科的協作，籌劃跨學科專題學習，有效運用資源，促進學
習。善用人力資源，促進團隊精神；減少師生比例，加強照顧學生學習能力的差異，
提升教學素質。，促進教師的專業發展及共同備課的效益，調適教學方法及策略，共
同設計課堂活動，編定教材、訂定評估工具、設置自評和跟進活動，互相切磋，交流
教學心得，提高教與學的效能。
反思五：繼續善用資源，配合新高中課程，舉辦多元化的語文教學活動，豐富學生學
習經驗，開拓視野，提高語文能力及學習興趣。發展新高中中文科及中國文學科
課程剪裁及調適：課程範圍涉獵廣泛、卷數繁多，校本評核工作沉重；加上
教學時數不足，影響教學進度；繼續致力剪裁及調適課程內容；並善用課堂時間。

5.1.3 Mathematics Education

Priority 1: Care and Respect

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-operative learning in junior forms.</td>
<td>• Group activities were arranged in class in order to encourage care and</td>
</tr>
</tbody>
</table>
Applications of Mathematics

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson study was carried out in Form Four.</td>
<td>• Teachers’ professional developments were enhanced.</td>
</tr>
<tr>
<td>Peer observation</td>
<td>• Each member invited at least one other member to observe his or her lesson.</td>
</tr>
<tr>
<td>Supplementary examinations, exercises or quizzes focusing on students’ weaknesses in the examinations were given to students after the examinations.</td>
<td>• Assessment for learning was enhanced. Students clearly understood their weaknesses, and this provided opportunities for students to improve their work.</td>
</tr>
<tr>
<td>Comments and statistics were given to students after tests and examinations.</td>
<td>• Students found that the comments and statistics were useful and could motivate them to improve.</td>
</tr>
</tbody>
</table>

Priority 2: Collaboration

Priority 3: Assessment

Priority 4: Students’ activities
of Distinction, seventy six Certificates of Credit and eighty three Proficiency Certificates, and one student obtained the Prudence Award. could receive a credit certificate or higher. This not only gave higher achievers a sense of achievement, but also helped others build up their confidence.

- Li Zhuo Yao of Form 1A obtained the second class hour in the National Round of HuaXia Cup 2010.
- The school team won the Gold Award in the preliminary round in the Second Hong Kong Mathematics Creative Problem Solving Competition for Secondary Schools and was one of the eighteen finalists. Lam Ka Wai of Form 1E also obtained the prize 「最具深度提問獎」 in the final round of the competition.
- The achievements in the mathematics competitions showed that the training courses were effective.

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The TSA result was good. The passing percentage was 100%.</td>
<td>• The remedial class system run in Form One and Form Two was effective, as the students obtained more individual attention from the teachers in lower forms.</td>
</tr>
<tr>
<td>• The results of Form One and Form Four lower-ability students were improved in the second term.</td>
<td>• Mathematics Enhancement classes for of Form One and Form Four lower-ability students were effective.</td>
</tr>
</tbody>
</table>

Priority 5: Catering for individual differences

5.1.4 Personal, Social and Humanities Education

5.1.4.1 Chinese History

關注重點一：貫徹二零零九—二零一零年學校計劃重點項目

成果:
甲、教學方面
1. 在課堂上利用歷史事件和歷史人物事蹟，培育學生的正確道德價值觀——愛惜自己，關心社會，認同民族身分，關心國情等。
2. 利用小組專題研習，培養學生求同存異，互相尊重的精神。

乙、活動方面
1. 在早會時間，由中六修讀中國歷史科的同學以不多於三分鐘時間，以專題形式介紹國情，每月一次，上下學期各有三次。上學期的專題圍繞建國六十天的內政成就，下學期的專題則圍繞改革開放帶來的問題，如農民工的問題、六四事件，也有介紹上海世博。
2. 在二零零九年十月下旬在郭少流堂展出「建國六十天的內政與外交」的專題展覽。
3. 本科與中國語文科、地理科合辦「中華文化史地考察團」，首次以臺北為考察地點，並專程訪問當地著名中學——臺北市立第一女子高級中學。考察團的舉辦日期為二零零九年四月一日至四月四日，參加者有六十位中三中四學生。本科安排學生參觀淡水紅毛城、故宮博物館及臺北探索館，加強學生認識清末列強侵略中國的歷史及其影響，幫助學生明白今日中台關係的背景及「一個中國」的重要性。

檢討：
1. 在早會上介紹國情可取，既有助全體學生了解及關心國情，也能幫助學生培養自學、協作、解難能力，並訓練其公開演說的技巧。來年可考慮加入中五學生擔任國情介紹人。
2. 專題形式的公開展覽能吸引學生，有助學生以較全面及遼闊的角度去認識國情，能彌補課堂的不足。雖然物色合適的展覽不容易，但來年宜續辦相類的展覽，以擴闊學生的歷史視野。
3. 「中華文化史地考察團」的目標基本達到，參加學生均對當地的歷史文化及教育現況加深了認識。然而，因參加人數太多，產生了不少籌備及照顧的問題，尤其是預訂機票波折重重。建議下次考察團的學生人數宜以四十人為限。

關注重點二：加強教與學的協作
成果：
1. 本學年繼續推行協作教學，科主任先與各級級任老師討論施教重點，然後任教老師再討論施教綱領，確立教學的重點及策略。又在初中繼續推行單元教學，科主任與級任老師通過討論及共同備課，擬定施教單元及評估準則。
2. 透過考察活動（如中二學生考察屏山文物徑，中三學生考察孫中山先生在
香港的事蹟），讓學生發掘問題，然後搜集相關資料，提交小組考察報告。

檢討：
1. 加強級任教師的協作，有助確定施教綱領及學習重心，也能分享交流教學策略及心得，宜繼續推行。
2. 考察活動有效促進學生的自學及協作能力，來年可以參酌施行。

關注重點二：反思
成果：
1. 各級都有定期進行教學檢討，檢討形式由各級任教師自行議定，形式或以口頭匯報，或以問卷調查。

檢討：
1. 教學檢討有助了解學生的學習進展及學習困難，也能反映學生對教師的施教意見，形式不必侷限，來年可繼續由各級自行商討擬定。

關注重點三：採用不同的評估模式，提供機會讓學生展示不同的學習能力和成果
成果：
1. 設計多元化課業，如認識中國省市的地圖練習、歷史漫畫創作、歷史評論、資料分析、課外閱讀學習單、戶外考察報告及初中延伸學習紀錄等。
2. 評核內容形式多樣化，並從中一開始加入思考及評論問題，以培養學生探究歷史精神。

檢討：
1. 不同形式的評估有助學生培養學習歷史的興趣及從不同媒介接觸歷史，學生對此都抱有積極正面的態度。建議來年繼續推行。
2. 因沒有公開考試的壓力，多元化課業較有利於初中推行：高中雖受考試課程所限，但今年也能參酌實際情況酌量施行。
5.1.4.2 Economics

Priority 1: Academic Enhancement

 Achievements

- Students showed keen interest in studying Economics. They demonstrated sound knowledge of the economic principles and forces which helped explain and predict human behaviour and had a comprehensive understanding of contemporary issues facing Hong Kong as well as its economic relationship with the mainland and other parts of the world.

- Students’ social awareness was enhanced. They became more conscious of the current issues including the economic restructuring in Hong Kong and the unemployment rate in Hong Kong. They were eager to learn about the economic issues such as the minimum wage legislation in Hong Kong and the Icelandic financial crisis. They were able to apply their economic knowledge, problem-solving and critical thinking skills to explain, analyse and predict the possible consequences of such events on human economic behaviour.

- Junior form students’ vocabulary bank was enriched so as to pave a more solid foundation on which new knowledge could be constructed in the senior forms.

- The rapid demographic, socio-political, economic and technological changes of the world economy in the 21st Century have given rise to the demand for a continual modification and restructuring of the curriculum to better prepare the students to be life-long learners in a knowledge-based society. In order to cope with the implementation of the NSS Economics curriculum, appropriate teaching plans and strategies were reviewed and modified to help students to develop their essential skills for “learning to learn” and further enhance their academic performance.

- Activities such as the visit to Kowloon Bay Fire Station, Chinese Culture Video Sharing Section and Top Ten News Election 2009-2010 organised by the Civic Education Society helped enrich students’ authentic experiences, broaden their learning horizons and arouse their interest in current affairs.

- On 13 November 2010, a Form Three educational visit to the Hong Kong Museum of Coastal Defence was organised by the Economics & EPA Department and the History Department. The participating teachers and students appreciated the artifacts and relics, and learnt about Hong Kong’s six hundred-year history of coastal defence in a relaxed and enjoyable environment.

- On 4 February 2010, a group of Form Six Economics students, led by Mrs. M. Lee and Miss C. W. Wong, attended the Wu Yee Sun Education Fund Lecture on "Will Shanghai Become an International Financial Centre by 2020?" delivered by
Professor Frederick Ma Si Hang at The University of Hong Kong. In the lecture, students learnt the essential features of a financial centre and what it will take to make Shanghai an IFC by 2020.

- A group of Form Four Economics students participated in the 4th Hong Kong Economic Elite Contest organized by the Education Bureau, The Chinese University of Hong Kong and the Hong Kong Economic Times from November 2009 to May 2010. The programme consisted of a six-month online economics workshop, an interschool economics competition and a one-day economic elite workshop. On 23 April 2010, our school team, composed of Chan Tsz Hei, Pang Shan Jing and Wong Ka Shuen Catherine joined the interschool economics competition and achieved brilliant results. On 8 May 2010, our school team, led by Miss C.W. Wong, attended a one-day economic elite workshop at the Chinese University of Hong Kong. Our school team was awarded for its outstanding performance in the "Elite Game Activity" which emphasized the development of logical and multi-lateral thinking skills, as well as stimulating the brain power and curiosity of students. Besides, the inspiring lecture on "Demand, Supply and Market Equilibrium" delivered by Professor Sung Yan Wing, Chairman of the Economics Department at the Chinese University of Hong Kong, did not only enrich students' economics knowledge but also enhanced students’ analytical and application skills in real life. At the end, every participant was presented with a certificate for his/her keen participation in the activity.

- From February to June 2010, over 150 Forms Three and Four students participated in the Citi Youth Investment Education Programme 2010 which was launched by the Education Bureau, the Hong Kong Economic Times, the Citi and Learning Society and sponsored by Citi Foundation. The programme consisted of a series of activities including investment education seminar, online workshops, online stock trading platform and sharing sessions. It helped students to strengthen their financial literacy and to establish a positive and comprehensive financial management concept as well as a healthy investment habits.

- Teachers arranged extra lessons to help students to improve their academic performance. Extra time and effort were put in to coach both the high- and low-achievers outside regular school hours. Students had a better understanding of the economic concepts and their interest and confidence in the study of Economics were greatly increased.

**Reflections**
• Teachers should continue to emphasise the importance of students’ need to engage in reflective, critical and multiple-perspective thinking in order to achieve in-depth understanding of the interconnectedness of global events on the economy of the HKSAR.

• Strengths and weaknesses of the department and students should always be taken into consideration. It has been unanimously agreed that the quality of student-intake is a key contributing factor in the results scored in public examinations.

• Teachers have to modify their teaching strategies and modes of assessment to cater for learner diversity so that both the high- and low-achievers will benefit from quality education and strive for academic excellence.

• Yet, teachers ought to be mindful of the broadened concept of “knowledge” which cannot be fully reflected by examination performance alone. Students’ positive values and attitudes developed in the course of study were of no less importance. Rather, they could also be seen as meaningful manifestations of the economic postulate of “constrained maximization” viewed from another real-life perspective.

Priority 2: Care and Respect for Self

Achievements

• The elements of “Care and Respect for Self” were incorporated into the syllabuses of EPA and Economics including the relationship between the HKSAR and the CPG of the PRC, the structure of the HKSAR government, law and order, health care, drug abuse, juvenile delinquency, the characteristics of the Hong Kong economy, Hong Kong as an industrial, trade and financial centre, the economic cooperation and interdependence between Hong Kong and other countries, production and consumption behaviours of an individual person or a firm, etc. Students developed a better understanding of and concern for the local social conditions, the rights and responsibilities of citizens, the functioning of the government, the communication between the government and the people and became more aware of and understand matters of concern for the HKSAR, China and the world.

• Diversified student-centred activities such as group discussions, news commentaries and group projects on government policies and controversial social issues such as the Policy Address 2009-2010, Budget Highlights 2010-2011, political reform 2012, the legislation for a minimum wage, the proposal for the construction of Guangzhou-Shenzhen-Hong Kong Express Rail Link, the World Expo 2010 in Shanghai and the earthquakes in Hati and Chile were carried out in
EPA and Economics lessons throughout the year. Students did not only acquire a basic understanding of democracy, liberty, equality, human rights and the rule of law, but they also applied such knowledge in their daily life, developed a sense of communal identity and belonging, understood the special features of the Chinese culture and developed their critical thinking and moral reasoning in making value judgements. Students were trained to be able to learn, work and think independently and confidently.

- Teachers praised and encouraged students more generously to induce an enjoyable and active learning environment, boost students’ self-esteem and reinforce students’ positive behaviour.
- Students’ self management skills were enhanced. Most students handed in their work punctually and kept their learning profiles in a clean and tidy way. This helped students to reflect on their learning regularly and gain a better understanding of their strengths, weaknesses and learning progresses.

**Reflections**

- Group discussions, news commentaries and role plays about controversial issues were effective in arousing students’ social awareness and developing students’ own identities of being the citizens of the HKSAR, China and the world.
- The political structure of the Chinese central government and Chinese culture will be introduced in the junior forms so as to strengthen students’ understanding of their home country.
- Teachers’ praise and encouragement will be further encouraged to stimulate students’ positive reinforcement.
- Students will be reminded to maintain a good balance of time allocation between their academic work and extra-curricular activities.

**Priority 3: Care and Respect for Others**

**Achievements**

- Students’ activities such as completion of hands-on tasks, communication with peers, presentation of ideas, comments on social issues, illustration of ideas on the board in EPA and Economics lessons fostered the development of students’ generic skills such as critical thinking and enquiry. Students developed their life-long learning skills and abilities, and also gained confidence and a sense of achievement.
The elements of “Care and Respect for Others” were incorporated into the syllabuses of EPA and Economics such as the public health, rights and responsibilities of citizens, environmental pollution, fiscal and monetary policies of different countries, international trade, etc. Students became more aware of personal and public health, acquired the necessary social and political skills and understanding and took up a more responsible and decision-making role ready to make contributions to the Hong Kong society and the nation. Besides, they also became more socially concerned, especially in the environment surrounding them and participated more actively in voluntary service to serve the community.

Teachers organised group activities such as group projects, group discussions, role plays or debates on current issues regarding private property rights, mass media, social welfare, efficiency and equity, international trade, monopoly pricing and competition policy to facilitate cooperative and collaborative learning. Students were introduced to different perspectives and they reflected on their viewpoints to arrive at balanced judgements. They became more open-minded and objective towards their own people and other peoples, their cultures, values and ways of life, and had a greater concern for the nation and the life of its people, and awareness of the relations and conflicts in the international arena.

Peer learning including peer evaluation, sharing of students’ good study skills and coursework was practised. Praise, encouragement and recognition from teachers and peers were found to be effective in enhancing students’ self-esteem and more harmonious student-student and teacher-student relationships were developed.

**Reflections**

- More diversified cooperative and collaborative learning activities will be organised so that students will be able to understand their strengths and weaknesses, learn to respect one another and strive for improvement.
- Teachers will continue to appreciate students’ good work and peer learning will be further encouraged.
- Teachers will continue to teach students their rights and responsibilities of being responsible family members in family, responsible students in school, responsible citizens in society. They have to care and respect themselves and others.

**Priority 4: Professional Enhancement**

**Achievements**
• Teachers attended seminars and workshops on NSS Enriching knowledge for Economics curriculum, NSS Learning and Teaching Strategies for the Economics Curriculum, the Consultation of Life and Society (Secondary One to Three) in the PSHE KLA: Proposed Curriculum Content and Curriculum Organisation, and Preliminary Review of NSS Curriculum: Diversified Learning and Stretching Potentials organised by the Education Bureau (EDB) in the past academic year. They were equipped with updated knowledge and innovative teaching pedagogies through these training.

• Miss C.W. Wong studied the Professional Development Course for Secondary School Graduate Teachers co-organized by the Education Bureau and the University of Hong Kong from November 2009 to June 2010. Under the instruction of Dr. Cheung Chi Kim, an action research was carried out in Form Four Economics division a to enhance students’ critical thinking and enquiry in the second term. Miss C.W. Wong reflected on her teaching pedagogies and made refinements according to her observations, students’ questionnaires and students’ assessment results. On 19 June 2010, she presented her findings and shared her experience in the learning celebration session at the University of Hong Kong. The project was recognised as a successful one.

Reflections

• The feasibility of introducing a new subject called “The Life and Society” in the PSHE KLA for junior forms will be examined.

• Participation in seminars and workshops, especially on the school-based assessment, will be strongly encouraged among the department members to refresh their professional knowledge and skills to cope with the implementation of the NSS curriculum.

• Teachers will be encouraged to conduct action researches which can help them to reflect on their own teaching practices and refine their teaching pedagogies to meet the needs of the students.

5.1.4.3 Christian Education

Priority: To strengthen the role of moral and civic education in Religious Education

Achievement
The Religious Education department has been concerned about the reduced student teacher contact time with the introduction of the New Senior Secondary School curriculum. Effort was made to increase the moral and civic education outside of classroom teaching. Opportunities and encouragements were given for student involvement in activities sponsored by, for example, Hong Kong Sheng Kung Hui. The Lay Chaplaincy Team also continued to play a helpful role in nurturing Christian religious values amongst students. Likewise teachers who embrace the Christian faith were encouraged and to give talks in morning assemblies. During one of the Christian Fellowship meetings a number of moving testimonies were shared by such teachers. In the second semester Religious Education classes for the junior forms were conducted in English. The students adapted well to the change and next year the textbooks chosen for the junior forms will be in the English medium.

Reflection
The Department continues to recommend that, as formal lesson time for this subject will be reduced, the cultivation of religious values and knowledge should be included in other curriculums and outside of the classroom.

5.1.4.4 Geography

Priority 1: Care and Respect for Self

Achievement

- A variety of class activities were organized to bolster students’ self-image and their self-esteem. In particular, Form Four students made presentations on Geography-related current issues in front of their classmates. Students articulated their insights into various controversial issues and made insightful and eloquent presentations. Weaker students became more confident and made remarkable strides in their presentation and analytical skills. Aside from honing their presentation and verbal skills, students demonstrated greater confidence in speaking in front of an audience. This boosted the self-image and self-esteem of students, as they believed they were good speakers and capable of an in-depth analysis of Geographical issues.

- Punctuality was underscored in collecting assignments and it was imperative for students to turn in their homework punctually. On the whole, 90% of students handed in their homework punctually. Students have thus developed better self-
management skills by managing their time and study load so that they can finish their homework on time.

- Two Form Three students acted as the Mistresses of Ceremony in the assembly talk hosted by the Planning Development. This dovetails with the goal of enriching morning assemblies of the school as students are encouraged to showcase their talents and abilities and to burnish their self-image.

Reflection

- In-class presentations could be extended to lower forms to bolster the confidence of students and encourage them to keep abreast of current affairs.
- Group presentations could be arranged, subject to time constraints in class, to further sharpen the collaboration and communication skills of students. Aside from enhancing their self-confidence and self-image, students could also develop greater empathy and respect each other’s opinions.

Priority 2: Care and Respect for Others

Achievement

- Various visits were organized to cultivate the care and appreciation of natural and urban landscapes worldwide. Form Four students visited the Urban Renewal Authority and gained unprecedented insights into urban renewal in Hong Kong. They have developed greater sympathy and empathy about the predicament and dilemma faced by residents, as well as the difficulties in carrying out urban renewal on the part of the Government. They also appreciated the way to show care and respect to different stakeholders by canvassing their opinions into view and reconciling different interests.
- Form Six students paid a visit to the Peak, while a field study on Lantau Island Development was also organized for Form One students. These activities helped students analyze the interface between human development and environmental conservation and appreciate the beauty of Hong Kong’s natural environment and skyline. Students appraised the impact of reclamation on the harbour and the effects of Lantau development on the indigenous ecosystem. They have thus learnt to treasure the natural environment and developed a balanced point of view which shows care for the environment and respect for different opinions.
- A video show on the tropical rainforest (TRF) was presented to Form Three students to cultivate their awareness, care and concern towards the TRF. Appreciation of such a unique natural environment in TRF was underpinned by
the use of Geographical Informations System online, which gathered information about the natural resources and gauged the impact of human development on the TRF. This further aroused their interest in and concern for the environment. By delving deep into TRF, a subject of international concern, students could develop global perspectives and awareness of Geographical issues.

- Sustainable development formed an integral part of the Form Four Geography curriculum. Environmental awareness and conservation pervaded the curricula of all forms.
- Students showed respect for other’s opinions by listening intently and diligently to other’s opinions in presentations and responding appropriately.
- A cross-curricula (Chinese, Chinese History and Geography) study tour to Taiwan was organized. Through an authentic field study to Yehliu, a famous site of immense Geographical value, students appreciated the natural beauty of Taiwan, thereby fostering care for the nature and more solid national identity. Through discussions with Taiwanese students, students in the Geography groups could develop greater empathy on the varied culture of different localities and acquire multi-cultural perspectives. Through presentations in assemblies, students could respect the speakers by listening intently. Speakers were also able to bolster their self-confidence and thus self-image.

**Reflection**

- Aside from organizing international study tours, more international issues could be infused into the curriculum to further develop students multinational perspectives, greater empathy and thus greater care for people of different races and ethnicity.
- Students could, under instruction from teachers, conduct research related to controversial geographical issues and gain first-hand information about the predicament faced by different stakeholders. This is conducive to helping students appreciate the multifaceted nature of various geographical issues and develop greater respect for different points of view.
- More IT elements could be incorporated to foster care and respect for nature by the more extensive use of GIS. By using GIS in all topics as far as possible, students could acquire an interactive and multidimensional image of the Earth’s natural beauty and thus could develop more sympathy about the destruction of nature wreaked by human activities. This could arouse their awareness and concern for environmental conservation, which in turn inculcates care and respect for the environment in students.
5.1.4.5 History

Priority 1: To keep abreast of the latest developments in history education

Achievements

- Students learned effectively in the classroom through participation in activities such as role-plays, simulations, group discussions, and presentations. Visits were effective in helping students to acquire a better knowledge and understanding of history. Some of the learning activities organised this year were as follows: Tai Tam Waterworks Heritage Trail guided tour, the virtual museum visit and a film show.
- On 13 November 2010, a Form Three educational visit to Hong Kong Museum of Coastal Defence was organised by the History Department and the Economics & EPA Department. The participating teachers and students appreciated the artifacts and relics, and learnt about Hong Kong’s six hundred-year history of coastal defence in a relaxed and enjoyable environment.
- On 8 May 2010, teachers of the department were invited to visit St. Stephen’s College Heritage Trail in Stanley. Teachers were interested in the colonial style historic buildings and memorial sites, which bore testimony to the growth and development of St. Stephen’s College. This visit provided a precious opportunity for teachers to learn more about the valuable cultural relics in Stanley. It was a fruitful and enjoyable activity.
- Through the use of IT, some disappeared or lost historical artefacts could be seen again. Scenes of historical significance could be reconstructed through the wonders of computer graphics. Teachers of the department also prepared some tailor-made IT resources covering different civilizations, historical events, and the people who had shaped history - from the earliest communities to our modern world.
- Teachers prepared some new teaching and learning materials and adopted new assessment methods for the NSS History curriculum.

Reflections

- Diversified learning activities were effective in arousing students’ interest and will be organised continuously.
• The new teaching and learning materials and assessment methods for the NSS History syllabus was reviewed and further improvement will be made.

• As Liberal Studies is a core subject which is assessed like other subjects in the New Senior Secondary School Curriculum, the relevancy of junior form history learning to the study of Liberal Studies will be further examined.

Priority 2: To ensure the smooth implementation of the New Senior Secondary (NSS) History education

Achievements
• The NSS History curriculum was implemented smoothly in this academic year. Since the new syllabus was not as long as the old one, it was feasible to organise more interesting student-centred activities during lessons. Both the teacher and students found teaching and learning of History more enjoyable throughout the year.

Reflections
• Teachers will review the syllabus from time to time in the light of teaching and learning experiences.
• Teachers will put a greater emphasis on catering for learner diversity.
• The School-based Assessment for HKDSE will start in the next academic year. It will consist of two parts: writing an essay and an oral presentation. The teacher will give advice and guidance to students for completing their assessments.
• Teachers will continue to attend seminars and workshops regarding NSS History curriculum and assessment.

Priority 3: To work in line with the major concerns laid down in the Annual School Plan 2009-2010: “Care and Respect for Self” and “Care and Respect for Others”

Achievements
• Elements of “Care and Respect for Self” and “Care and Respect for Others” were incorporated into the history education such as the students’ project on “My History” and the study of the local, regional and world history.
• Teachers provided students with learning experiences to develop the fundamental values and attitudes commonly held in our community and across other societies, such as regard for human life and dignity, and the quest for peace, cooperation and
prosperity. Students were able to tolerate and respect different opinions. They recognised the fact that although different communities had different experiences and beliefs, there were values and ideas that were commonly shared by all humankind.

- Different perspectives were introduced through class discussions and students were able to review and reflect on their viewpoints to arrive at balanced judgements. They approached past and current events in an impartial and empathetic manner, using a variety of perspectives; distinguished facts from opinions; detected biased viewpoints, ambiguous assumptions and unsubstantiated arguments; and built up proper historical perspectives.
- Through the introduction to the characteristics and values of students’ own culture and appreciation of the shared humanity and common problems of the world’s many people, students’ national consciousness and their consciousness of being citizens of the global community were cultivated. They became rational and sensible members of the local community, the nation and the world.
- Student-centred activities boosted students’ self-esteem, developed students’ self-learning abilities such as critical thinking and enquiry, and enhanced their self-management skills. Students were able to understand their strengths, weaknesses and strive for improvement.
- Teachers’ appreciation and encouragement of students’ good works were effective in students’ positive self-image and create positive reinforcement.
- Peer learning and cooperative learning helped develop an even more harmonious relationship among students.

Reflections
- Teachers will continue to help students to understand and respect the values and attitudes of different people in the world, distinguish facts from opinions, build up proper historical perspectives and become responsible global citizens.
- Student-centred activities, praise and encouragement, peer learning and cooperative learning which were effective in enhancing students’ care and respect for self and others will be practised continuously.

5.1.5 Liberal Studies

| Priority: To implement New Senior Secondary (NSS) Liberal Studies |
Achievements

- Since the announcement in 2009 that Liberal Studies would become one of the core subjects in the New Senior Secondary curriculum, the department has adopted various approaches in preparing teachers and students for the new curriculum.
- St. Stephen’s has been one of the first few schools in Hong Kong to include Liberal Studies in its sixth form curriculum. The incorporation of the subject into our Form One curriculum for the past three years has enabled our students to gain an early access to experiencing the nature of the subject as well as developing the skills and competencies required for its learning.
- Teachers of the department attended several seminars, workshops and courses on Liberal Studies, including the EDB CDI NSS briefing session, NSS Assessing Student Learning in Liberal Studies, Workshop on Understanding and Interpreting LS Curriculum, HKEAA OSM Briefing, Seminar on Latest Developments in the Preparation for NSS LS, NSS Independent Enquiry Study in the Liberal Studies Curriculum and Liberal Studies Teachers’ Seminar.
- The Form Four NSS curriculum comprises “Self and Personal Development” and “Society and Culture”, all of which represented broad areas of concern about the human condition and the contemporary world. They serve as platforms for the exploration of related issues, so that students can develop a more coherent understanding of the world and come to appreciate the connections among concepts.
- A student-oriented approach was adopted in the teaching of Liberal Studies. It helped students understand themselves, and their relations with others and the environment in which they lived. The intention was not to turn students into specialists in any well-defined academic field, but to enable them to become informed, rational and responsible citizens of the local, national and global community.

Reflections

- The necessary changes for our present syllabuses were examined. Teachers will continue to review the school syllabus from time to time in the light of teaching and learning experiences.
- Through professional development, teachers were informed of the rationale and implementation of the NSS LS Curriculum, the techniques in nurturing students' skills, the implementation of school-based assessment for the LS curriculum, the trends and developments of Liberal Studies, and teaching methodologies
pertaining to the promotion of critical thinking skills and inquiry learning.

**Priority:** To work in line with the major concerns laid down in the Annual School Plan 2009-2010

**Achievements**
- The department worked in line with the major concerns laid down in the Annual School Plan 2009-2010. The implementation of the Annual Plan, which focused on ‘Respect’, was discussed and evaluated in the departmental meetings.
- The teaching of Module 1 of NSS Liberal Studies focused on significant issues which were open to conflicting views and values concerning personal development. Exploration of these issues enabled students to achieve a deeper self-understanding and an awareness of the importance of self-management skills.
- Through exploring issues concerning interpersonal relationships in the context of the family, peers and society, students reflected on how they communicate and on the importance of establishing healthy relationships.

**Reflections**
- The importance of translating knowledge into action should be further encouraged to further cultivate independent thinking, positive values and attitudes, social awareness and adaptability to change.
- Students will be further encouraged to enhance the quality of performance and the well-being of all through strengthening responsibility and commitment to one’s work and to others, as well as through reflecting constantly in the next academic year.

**Priority:** To provide opportunities for students to explore issues relevant to the human condition in a wide range of contexts

**Achievements**
- As endorsed in the ESR Report for SSGC, “the use of EMI for the teaching of Liberal Studies (LS) has been a feature and a strength of the school curriculum.” “A school-based LS curriculum incorporating elements of religious education, library studies and civic education has been developed for Secondary One students as a foundation programme and means to promote independent and inquiry
learning as well as critical thinking.” “Values and civic awareness are properly infused through the formal curriculum and daily school activities, including … Liberal Studies.”

- Some of the activities organized and participated in this year are listed as follows:
  - organizing School Workshop on Statistics
  - assessing the impact of using Chinese materials extensively in an EMI LS classroom
  - participating in essay contests on social issues
  - organizing knowledge-enriching talks on fair trade
  - lesson observation of NSS Liberal Studies
  - co-curricular activity - Geography and LS visit to Lantau Island
  - promoting students’ awareness of current affairs
  - pilot test of HKDSE
  - Form One LS reflective learning
  - presentation of NSS LS learning during assembly

**Reflections**

- The learning activities enabled students to understand the contemporary world and its pluralistic nature.
- The department will continue to help students to make connections among different disciplines, examine issues from a variety of perspectives, and construct personal knowledge of immediate relevance to themselves in today’s world.

**Priority:** To keep abreast of the latest developments in Liberal Studies

**Achievements**

- Teachers in the department attended several seminars, workshops and courses to keep abreast of the latest developments in Liberal Studies.
- The Department of Liberal Studies has taken the necessary steps to promote the use of IT to enhance teaching and learning, and to place students in an environment where they can use IT effectively. Different online tools were used to support the teaching and learning of Liberal Studies in SSGC.
- The performance of the students in Liberal Studies was evaluated in formal and informal meetings. All teachers reported on students’ performance in class and examinations, and the comments were generally positive.
- Members of the department were invited to share their experiences regarding
curriculum management, departmental administration and preparation for teaching LS in English.

**Reflections**
- Preparing new teaching and learning materials and adopting new assessment methods for the NSS LS syllabus will be given priority in the coming years.

### 5.1.6 Science Education

#### 5.1.6.1 Biology

**Priority 1:** To promote care and respect for self and others

**Achievement**
- The department collaborated with the Ocean Park Academy and City University of Hong Kong to rear fifty horseshoe crabs for one year with the help of a group of Form Four students. An assembly talk was conducted by teacher to introduce the work of students for environmental education purpose and the biology laboratory was open for all students and teachers, to introduce the life of horseshoe crabs and demonstrate how the students took care of the horseshoe crabs.
- Forty Form Four students participated in an interactive Ocean Park Academy program - “Every Drop Counts” and “Sustainable Seafood”.
- Newspapers and posters were posted inside and outside the laboratory which allowed students to read more up to date news on current issues related to environment and biotechnology.
- Various issues concerning care and respect were implemented in the subject curricular e.g. Health, Human’s impact on the environment etc.

**Reflection**
- The Horseshoe Crabs Rearing Program was one of the highlights of the department this year. Such a program is highly recommended to arouse students’ environmental awareness and to foster students’ responsibility, care and respect to the nature.
- The open laboratory session was particularly important to foster students’ leadership, organizational and communication skills.
• Students found the “Every Drop Counts” and “Sustainable Seafood” program useful and informative. They especially enjoyed the visit and survey sessions. Such a program will be recommended to Form Four next year.

• Students should be encouraged to read more news during and after school hours (e.g. during URT). More critical questions could be set for class discussions or reflections based on the news.

• Exercises, projects and discussions will be assigned to students so that they learn to respect all living things and the environment, recognize their responsibility for conserving, protecting and maintaining the quality of the environment and develop positive values and attitudes towards adopting a healthy lifestyle.

Priority 2: To arouse students’ interests in reading newspapers and biological-related articles.

Achievement
• Form Three - Book reviews. Through this activity, students realized the usefulness of the subject in daily situations.

• Form Four, Five, Six and Seven – Newspaper and Article reading. It was suggested that more posters and newspapers could be posted along the corridor to arouse students’ interests.

• Form Six – Mind-mapping. Students selected different subtopics in the Biology syllabus and presented them using mind maps.

Reflection
• Many students borrowed books from the school library and many reports were well-written. Good work should be posted up for sharing. More guidelines should be given on selection of appropriate books. Detailed guidelines for writing the book report were given and the students found it useful.

• The catalogue of biology books in the school library will be introduced to students and students will be advised to make good use of it.

• More readings will be assigned during URT.

• Both students and teachers will be encouraged to make contributions to the newspaper corner.

• The quality of the Form Six mind maps was quite good and students showed a more in-depth understanding of a particular concept. Such assignments should be continued. Good work should be posted on the school web or server for sharing.
Priority 3: To induce an active learning environment

Achievement

- *Guided self-learning* on selected topics was arranged in Forms Three, Four and Six. A follow up summarizing session and assessment were arranged to check their understanding.
- Form Three *Project learning*. A case-based learning on Apple’s Choice was arranged. Various generic skills (e.g. research, analytical, communication, presentation, critical and team-working skills) were trained. The work was of good quality and reflected that students are capable of working independently when doing research.
- Form Four *Biological Scientific investigations*. Good work with creative ideas and originality was collected, which also reflected students’ good organizational and analytical skills.

Reflection

- Students found the topics assigned adequate for selection and were easy to follow in the self-guided learning. Teachers agreed that such learning modes should be promoted so that students will learn more independently. The results of the assessment were good and it was suggested that more questions provoking students’ critical thinking should be asked in the post activity assessment.
- More sections should be assigned for self-study during long holidays and assessment should be arranged afterwards.
- Higher ability students will be requested to do more guided self-learning assignments. More self-learning sessions should be assigned to brighter students to suit their learning pace.
- Form Three *case-based project* - It was suggested that more time should be given for oral presentations if time allows.

Priority 4: To develop students’ critical thinking and meta-cognitive skills

Achievement

- Form Three *Project learning*, A case-based learning on Apple’s Choice was arranged. Students were asked to investigate the case in a critical way.
- Form Four *Biological scientific investigations*. Students were asked to conduct an investigation of their own interest and present their reports.
• The department collaborated with the Faculty of Education at the University of Hong Kong on a QEF project on teaching ideas for the ‘Nature of Science’ (NOS) in the NSS Curriculum. Three teaching packages were conducted in Form Four and Form Five. Students enjoyed the active participation during the lesson and gain a more in depth understanding of NOS. Experts from The University of Hong Kong were invited for lesson observation and teachers from other schools were also invited for a post-lesson study.

Reflection
• Some good work was collected and students will be encouraged to participate in competitions conducted by the EDB or other science organizations.
• NOS teaching packages - The student-centred mode of teaching was highly recommended by both teachers and students. This activity was able to motivate the less active students to participate and engage themselves in in-depth thinking about the issue. Teachers found the post-lesson study useful for exchanging teaching ideas with teachers from other schools.

Priority 5: To cater for learner abilities and interests and to improve students’ examination techniques

Achievement
• Various teaching approaches and assignments (e.g. case-based learning approach, problem-based approach, self-guided learning, class discussions, games, mind-mapping, poster-design etc.) were adopted to promote students’ participation.
• A reward scheme was adopted.
• Comments and analysis on examination results were discussed during lessons.
• The AL results were satisfactory.

Reflection
• More exercises and drilling on training students’ examination techniques will be given to students.
• Exercises of different levels of difficulty were uploaded to the school server for students’ reference.
• More exercises and learning activities have been arranged for students to encourage self-learning, active learning and to reinforce learning experiences.
• The use of examination comments in improving the quality of learning will be considered.
• More guidance on learning strategies will be provided for weaker students.
• Brighter students should be encouraged to participate in more learning activities or competitions in alliance with universities or other institutions in order to broaden their horizons.
• An active learning environment will be set up by praising students more to help boosting their self-esteem and a reward scheme will be used to encourage class participation and commend students’ achievements.
• More essay writing and mind-mapping exercises will be arranged for Forms Five, Six and Seven.
• Especially AL, lesson time should be arranged for post examination reflection and revision before study leave.

5.1.6.2 Chemistry

Priority 1: To widen students’ exposure to Chemistry and to enhance students’ participation in class

Achievement
• Forms Three and Four students completed the newspaper/book reviews and they realized the usefulness of the subject in daily situations. Teachers found the students’ work reflected their learning of the new subject knowledge and the critical thinking skills. Form Four students further benefited from the reading of chemistry books. Moreover, this exercise also helped students practise their essay writing which is an essential skill required in the syllabus.
• Forms Four and Six both completed their investigative studies. The activities were successfully carried out and helped improve students’ communication skills and critical thinking.
• Data logger was used in demonstrations relating to quantitative measurements.

Reflection
• Three newspaper reviews were assigned to Form Three and teachers found this number quite sufficient in giving students enough practice and at the same time not overloading them with work.
• Teachers marked the news reviews and left comments in order to make the whole assignment more interactive in terms of making comments on current issues. Students might be able to learn from teachers how to do observations and make
judgments from different angles.

- A detailed guideline was prepared for the Form Four book report assignment and students found it useful.
- The book reading activity for Form Four students introduced them to the catalogue of chemistry books in the school library and motivated them to make good use of it.
- This activity also raised students’ self-learning ability.
- The Form Four Chemistry class spent a full double period in planning, discussing and carrying out the actual investigative study. Although some students failed to complete the task, they learnt a lot from the demanding process. Teacher comments and discussions afterwards were really important as a debriefing to help students consolidate their learning.
- The studies were divided into different stages and skill. Proposal and report writing were trained during the investigation. Still more practice on writing a full report would be useful.
- Further help for next year would be to prepare score rubrics because they are helpful in guiding students to complete their work.
- Teachers should use both sets of data-logger equipment and arrange experiments during lunch so that senior form students can try the experiments independently.

**Priority 2: Reflective teaching and learning**

**Achievement**

- *End of lesson quizzes* were conducted for all Form Three to Form Five classes and they motivated students to be more attentive in class.
- *Practical assessments* were arranged for Form Three and Form Four.

**Reflection**

- A revised teaching schedule allowing time for students’ reflection, for example in the form of end-of-lesson quizzes would be useful although teaching time has always been insufficient. The practice might also help teachers to reflect on their own teaching.
- Practical assessments were useful in showing the students the importance of the practical / technical aspects of the subject. They also indicated to teachers those skills and concepts on which more time needed to be spent. The practice will be much needed for SBA.
• More opportunities for reflective learning, especially in understanding the strengths and weaknesses in studying the subject will be arranged.

5.1.6.3 Physics

Priority 1: To improve students’ understanding and academic results.

Achievement
• Good results were achieved: 100% passed the HKCEE; 26% achieved A and 73% achieved credit or above for the HKCEE.
• Tutorials were arranged for Form Five and Form Seven students, which helped students a lot in preparing for the public examinations.
• Self-learning assessments were arranged for all classes and a 50% pass for each assessment was achieved.

Reflection
• More drilling exercises, especially in multiple choice questions and ‘summary writing’ exercises will be arranged.
• The posting of previous tests and examinations with answers on the web was helpful.
• To suit the diversity of learner ability, especially for NSS, more materials will be prepared.
• Different kinds of tutorial materials modified from past papers will be prepared.
• Teachers should encourage students more in preparing for tutorials and self-learning assessments.

Priority 2: Arouse students’ interest and improve their problem solving skills.

Achievement
• A two-hour “Electronics Fun Lab Programme” organized by The Hong Kong University of Science and Technology was held. Students learned about electronics and had fun.
• Projects “Cooler” and “Circus Physics” were assigned for Form Three and Form Six students. Students had fun and were able to apply their knowledge.
• A “Reading Assignment” was assigned for Form Four. It provided a good opportunity for peer learning and students found it interesting.
**Reflection**

- Resources from universities were helpful and students were impressed by the new technologies.
- The use of “stages” and “peer evaluation” in completing the projects gave students a chance to understand better and to improve learning skills.
- The use of daily situations helped to arouse interest.
- The use of video clips for presentations was welcomed by students.
- To facilitate teaching when there was limited time, the use of topics relating to the NSS syllabus for the “Reading Assignment” was helpful.
- The variety in topics selected for the “Reading Assignment” helped to cater for a diversity of learner abilities. This project could be used effectively as an SBA tool.

**Priority 3: Catering for learning differences**

**Achievement**

- “Training for IJSO (International Junior Science Olympiad)” was arranged with other science departments. Students were motivated and one of the Form Two students was awarded.
- A Form Two Enhancement Programme was arranged with the help of Form Four and Form Five student instructors. Both students and student instructors enjoyed the programme and they improved their understanding of the subject.
- An E-bulletin was used together with the Form Four Reading programme. It provided a good chance for peer learning.

**Reflection**

- There could be more collaboration between departments in the training for IJSO.
- Students liked the Form Two Enhancement Programme and it was good to introduce other science subjects. Student instructors should discuss more before preparing notes and this will improve both presentation skills and understanding.
- Teachers could make better use of E-bulletin in improving students’ learning.

**Priority 4: Reflective learning and teaching**

**Achievement**
• *End of lesson assessments* were arranged for all Form Three to Form Seven classes. They helped to promote a better learning atmosphere and served as lesson preparation.

• *Summary writing exercises* were arranged for AL classes and the activity helped students to revise.

• *Self evaluation* was required for all projects. It helped both the students and the teachers to evaluate the quality of learning.

**Reflection**

• Limited teaching time caused problems in arranging end of lesson quizzes. The problem will be serious for NSS and the issue was raised in the Curriculum Team Meeting.

• *Self evaluation* was helpful in giving individual marks on SBA.

5.1.6.4 Integrated Science

**Priority 1: To improve students’ critical and investigative skills**

**Achievement**

• More exercises on analyzing results and drawing conclusions for Form One and Form Two were arranged. It was found that students enjoyed doing exercises and showed an improvement.

• Form One *Group investigative projects* - Students conducted research and carried out the investigation with the guidance of teachers. Many good projects were received.

• Form 2 *model-making projects* – Students were given electrical components and training. They used the electrical components to make their own models for daily applications. Many good and creative models were received. Students presented their projects during lessons, and they enjoyed doing the projects very much and were proud of their creations.

**Reflection**

• It was found that students gained a greater understanding of concepts after completing the exercises. More critical questions will be set for promoting their critical thinking skills. And more exercises on report-writing should be given.

• Students require more practice in the organization of data e.g. drawing data and
plotting graphs.

- Form One scientific investigation: More guidance and time for discussion should be given in selecting the topic for investigation. Some equipment should be provided to students for take-home investigation if necessary. Good work should be displayed and more guidelines should be given for writing report.
- Form Two model making projects: This project revealed the many hidden talents of the students and should be continued. Some academically weaker students were found to be very talented in practical work. More guidance and encouragement should be given to those students in order to boost their confidence.

**Priority 2: To cater for learner abilities and interests**

**Achievement**

- Various types of activities and assessment were conducted. Students enjoyed various types of classroom activities e.g. hands-on experiments, group discussions, games, competitions etc.
- Practical assessment - Students worked seriously on their ‘practicals’ and teachers found the running of the assessment went smoothly with the previous modifications and the help of laboratory technicians.
- Reward scheme - More praise was given to students for their good work and those who made improvements were awarded the BEST improvement award in each class.
- EDB Web-based learning - A few students were recommended to join the Education Bureau Web-based learning courses which aim to provide appropriate learning opportunities for the gifted to excel in their talented areas.
- International Junior Science Olympiad (IJSO) - Some Form Two students participated in the ‘Hong Kong Screening Test’ for the International Junior Science Olympiad (IJSO). Congratulations to our students for their good results in competing with three hundred students from different schools. One student received the third class honor prize and one student succeeded in entering the top-fifty list and was awarded the second class honor prize. She has been participating in the IJSO-HK training 2009-10, organized by the EDB.
- Education visit - Form One – A guided educational visit to the Medical Museum was arranged.

**Reflection**

- Due to time constraints, some planned classroom activities were cancelled. Teachers should have flexibility to conduct class-based activities.
• Score rubrics and teaching sharing were particularly important for the smooth running of the practical assessment. It was found that students doing well in the theory paper might not do well in the practical and vice versa. Students should be asked to conduct the practical independently to ensure a thorough understanding.

• Teachers were encouraged to be more generous and to give more encouragement and appraisal to the students. The good work of students will be posted up and small gifts will be given to the students especially for those who have made progress and improvement.

• Web-based learning - these kinds of activities should be encouraged to widen student’s horizons and exposure to science.

• Students found IJSO training courses challenging and enjoyable.

• It was suggested that Form Two educational visit will be arranged in the second term during summer time.

Priority 3: To arouse students’ interests in reading science related articles and books

Achievement

• Science Reading Scheme - A box of books was circulated in each form and students completed an on-line book report.

• Passage reading – An on-line passage reading and comprehension for Forms One and Two were assigned.

Reflection

• Science Reading Scheme - It was suggested that students should hand in a written book report; one box of book would be distributed to each class for circulation; and the marking criteria of the report would be modified and offer more guidance to students.

• Passage reading - The marking criteria will be modified to allow flexibility in answering the questions. More passage and newspaper reading will be given to the students.

Priority 4: To promote active and self-learning

Achievement

• Group projects – A Form One investigative project and a Form Two model-making project required students to conduct research and active discussion with their group members. Various generic skills were trained.
• **Guided self-learning** - Sections of some chapters were selected for students’ guided self-learning in Forms One and Two. An assessment was arranged for checking students’ understanding afterwards. Students were guided on how to be independent learners.

**Reflection**

• Some students were quite passive and needed more guidance and encouragement.
• Teachers found the students capable in conducting self-learning activities and students found the selected topics easy to follow and more follow up exercises will be given to check their understanding.

**Priority 5: To promote care and respect for self and others**

**Achievement**

• *Implementation of the curriculum*. Teachers emphasized more on related topics for example, environmental protection, sex education etc. Students learnt how to respect others while working with others in group projects.

**Reflection**

Teachers found that the curriculum and activities provided comprehensive coverage of our main concerns. More classroom discussions should be conducted to allow students to express their ideas and views.

5.1.7 Technology Education

5.1.7.1 Home Economics

**Priority 1: To arouse student’s awareness of care and respect for self**

**Achievement**

• Learning activities were devised to develop students’ positive self image. They enjoyed the lessons on *Embroidered Motif of Self Portrait* (Form One) and *To Be a Smart Designer* (Form Two). Creative assignments were submitted.
• Effective strategies were set up to improve self management skills.
• High quality work was displayed throughout the year.
Reflection

- More guidance will be given to weaker students on time management.
- A display of students’ work is recommended. A greater sense of achievement was developed as students were satisfied with their learning outcomes according to their strengths and weaknesses.

Priority 2: To enhance students’ concern of caring others and interrelationship skill

Achievement

- Students gave positive feedback on the special theme projects, Meal at Home and DIY Felted Gift in Form Two, A Dish to My Beloved Family and T-shirt Refashioning in Form Three.
- Encouraging comments from parents were given and recorded on the students’ individual projects.
- Environmentally friendly practices were adopted in practical lessons.
- Though peer support of group work, students’ communication and interpersonal skills were improved. Appreciation of others’ work was also enhanced. They were able to produce high quality and sophisticated work.

Reflection

- Students’ interest was considered in planning learning activities that reinforce learning effectiveness.
- More encouragement will be given to maintain awareness of environmental protection and the tidiness of working areas.
- Cross-curricular projects and exhibitions could be arranged to widen students’ exposure and awareness of the area concerned.

5.1.7.2 Computer Studies

Priority: To keep a good standard in the external examinations and arouse the interest of students in learning IT.

Achievement
● The total passing rate in the HKCCE was 90.2% which was slightly less than last year.
● The passing rate of the AS level was 100% which is higher than last year
● More students used the MMR, CRI and CRII for learning

Reflection
I. The following practices should be adopted to enhance the performance of students

✧ Past paper exercises: The practice of asking students to complete past paper questions which were grouped according to the AS Computer Applications topics should be extended to CE students to help them practice more.

✧ Introducing project work to Form 3 assessment: It was agreed to introduce mini project work on both webpage and program in Form 3 Computer Literacy classes to help students understand the mechanism of coursework assessment in the Form 4 CIT curriculum.

✧ Closer supervision of coursework and projects: It was agreed more guidance should be offered to students and more checkpoints (deadlines to hand in sub-parts) and specific requirements (e.g. number of pages) should be given to students.

✧ Student-centred joint school activities: The possibility of having joint-school ECA activities was explored. Members agreed that joint-school ECA activities could motivate students to become active learners. However, problems on supervision and legal responsibilities should be resolved beforehand.

II. The following practices should be adopted to promote the interest of the students

✧ Visits: to organize more visits to enrich the learning experience of students and to help them cope with the new type of examination questions related to daily-life applications.

✧ Skills Training through ECA: It was also agreed that more courses could be
provided through the Computer Society to supplement classroom teaching, to
arouse the interest of students in the subject and also help them gain exposure
to skills that would be useful for their coursework.

✧ Subscription to an IT magazine such as EZONE, or PCM

5.1.7.3 Business, Accounting and Financial Studies (BAFS)

Priority 1: To help students develop an awareness and interest in business for
planning their academic and career development.
2: To foster positive values and attitudes so that students may behave
responsibly in controlling their personal finance.
3: To apply the management concepts related to human resources, finance
and marketing in business decision-making.

Achievement:
• Students show a keen interest in the study of commercial subjects. The number of
  students choosing BBA in their JUPAS application is increasing.
• Students are keen to participate in the virtual investment market. They have more
topics to chat about with their parents now.
• Students have a clearer understanding of the concept of ‘money’. They know the
  importance of saving early and investing early.

Reflection:
• Unless there is a change in the syllabus of the LCCI Level 2 Book-keeping exam
  which matches with the NSS BAFS curriculum, our students will not be sitting for
  it in the future.
• The results of the CE Principles of Accounts exam are encouraging. The passing
  rate & the distinction rate among all candidates are 71.8% and 2.9% respectively
  whereas our girls achieve a 100% passing rate and a 14.7% distinction rate.
• We are relieved to find 22.2% of our students attaining grade ‘A’ to grade ‘C’ in
  the CE Commerce Examination with the overall passing rate & distinction rate of
  60% and 0.9% for candidates in Hong Kong.
• The Business Summer Camps organized by the universities were well-received by the F6 students. It is expected that more students, including those in the Science stream will participate as well.

• Students are keen to participate in activities related to finance organized by the EDB, NGOs, and commercial banks, eg. Accounting Software Application Competition, ‘財智 目標 飛’ Debating Competition, etc. Participation in such activities will continue if time allows.

5.1.8 Arts Education

Major Concerns for the Art Department: Knowing Me, Knowing You

<table>
<thead>
<tr>
<th>Major Concern/Event</th>
<th>Achievements</th>
<th>Reflection</th>
</tr>
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</table>
| 1. Strengthen respect for social & cultural values leading to respect for self and others’ cultural values and differences through art. | • Affective and reflective learning is further enhanced by developing care and respect through learning art in context.  
• Students demonstrated the abilities to communicate pictorially, verbally or textually through analyzing and expressing personal viewpoints towards the aesthetic qualities, & symbolic and contextual meanings of subject matter.  
• Well–researched and thoughtful work is achieved by self discovery based on given themes. Students explored self identity in context. It then helps them to proceed to explore the relationship of self with others and the immediate environment.  
• An active learning environment was enhanced through peer support in group work, appreciation and evaluation sessions of peers’ | • Art lesson topics have been devised to arouse a better awareness of self, peers, family and other happenings in daily life.  
• Will continue to enhance critical appreciation of art pieces either from our immediate environment or from art historical movements.  
• Success criteria were elicited through sharing experiences, personal views and artwork displays.  
• Continue to foster an active learning environment through more interactive approaches |
work, self learning of selected artists/masters through research from library materials or the Internet, & through observation and experiences from daily life.

| 2. Integrative learning through Cultural Arts – Wedding | • An art visit to HK Heritage Museum was arranged – Golden Age of Couture: Paris and London 1947-1957. Most students were enchanted by the exhibits and would have preferred a longer visiting time.  
• Lectures on the historical development of wedding fashion and design workshops were arranged as cross disciplinary components of the programme. Students gained knowledge and ideas for their subsequent wedding gown designs for the final project.  
• The performance demonstrated the integrative learning outcomes and that received high acclaims from the audience. | • Positive feedback on Cultural Arts from students indicated students were more receptive to less academic oriented but more real life issues required for the cross disciplinary project. |

| 3. Life-wide learning | Community art:  
• Students participated in a variety of art and design competitions and achieved outstanding results (See Appendix I). Some of the competition themes aligned with the theme of ‘Care and Respect’ for self, & others as well as worldly issues.  
Artist in Residence workshops:  
• Mr. Johnson Tsang (曾章成) was invited to hold a series of ceramics workshops in teapot making, namely, “My | • Constant reminders and advice from teachers helped facilitate more enthusiastic participation  
• The summer time-table facilitated a relatively hassle free time slot for operating the workshop. |
First Teapot”:
- Twenty students from Form One to Form Four participated in the workshops. The students were delighted to have their unique teapots made despite the intricate process.

Art educational exchange:
- Ms. E. Tsang and Visual Arts students shared ideas in the art portfolios and creative experiences with Visual Arts students and their art teacher from Pooi To Middle School. The event was also joined by two members of the EDB Curriculum Development Institute (Visual Arts), together with art teachers from four other schools for gaining further insights into students' portfolio building as well as teaching strategies for future enhancement of the NSS Visual Arts Curriculum.

<table>
<thead>
<tr>
<th>4. Assessment of learning and assessment for learning</th>
<th>09-10 HKCEE VA results:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The HKCEE VA examination consists of two parts: SBA (50%) and sit in examination (50% for plant/figure drawing)</td>
</tr>
<tr>
<td></td>
<td>A 100% pass was attained, out of the five Visual Art candidates, the grade distribution is as follows: 1x 5pt, 2 x 4pt, 1 x 4pt, 1 x 1pt</td>
</tr>
</tbody>
</table>

Assessment for learning and performance:
- Assessment rubrics have been identified and stated in the assessment report for quantitative and qualitative assessment of overall performance.

- The students’ talent, effort and time spent on SBA; together with the art teacher’s guidance and close monitoring of work progress account for consistently pleasing results over the years.

- More strategies should be formulated based on the understanding of the causes and the needs of the students with unsatisfactory performance.

- Appreciation of peers work is effective in
students’ work.
- More emphasis has been put on appreciation of each others’ work through work reviews that further enhance a sense of achievement as well as reinforcing respect and care for peers’ work boosting enthusiasm in learning and art making.

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<tr>
<th>5.1.9 Physical Education</th>
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**Major Concern 1: To provide quality feedback to students**

**Achievement:**
- Teachers gave more quality feedback on students’ performance.
- The performance of students during P.E. lessons has generally improved. The learning atmosphere was good and students were more focused on improving their skills.
- The skill and fitness level of students improved.
- From the questionnaire for Form Four students done this year, for the question on “I am satisfied with my learning performance in the following subjects”, 89 out of 166 students (53%) have chosen agree and strongly agree. This result indicated that students gained satisfaction in the subject.

**Reflection:**
- It was found that quality feedback did help to improve students’ performance. Teachers will continue this practice.
- The use of written comments to improve the quality of learning will be considered.
- Besides developing motor skills and sports knowledge, cultivating positive values and attitudes for the development of an active and healthy lifestyle is also one of the important aims of the department. Teachers will also give more feedback on students’ attitudes and participation so as to further strengthen their lifelong participation in sports.

**Major Concern 2: To encourage sports participation and aesthetic appreciation**

**Achievement:**
• To develop an awareness of physical fitness and sports participation is always the focus of the P.E. department. A variety of sports activities were provided to all students throughout the term. They were the Sports Day, Swimming Gala, different Inter-class sporting competitions, games days and sports courses. The participation rate of various sports activities was good.

• Form One and Two students joined the SportAct program organized by the Leisure Cultural and Services Department.

• There were 10 sports teams in school which provided training and competition opportunities for students. We had over 250 school sports team members in 2009-2010.

• A “Sports Portfolio” was carried out by the Form One to Four students. Students were requested to make a plan for their sports participation for the year at the beginning of term, and they needed to take action to fulfill their plan and then to evaluate their performance at the end of the academic year. This helped train our students to take greater responsibility for their learning.

**Reflection:**

• Adequate sports opportunities were provided for students with different abilities and interests.

• Students were encouraged to take up different roles in different sport activities, such as players, spectators, referees, organizers, officials or supporters. This helped to broaden their horizons in sport.

• Students were encouraged to plan for their participation so as to develop an active and healthy lifestyle.

• From the feedback students wrote in their Sports Portfolio, most were positive especially for their participation on Sports Day and for the Swimming Gala. They enjoyed the functions whether particularly as athletes or as audience members. Students’ performances improved over the years and they completed their portfolio with a more serious attitude. Students noted that the portfolio helped them develop a clearer direction in sports participation and also guided them to complete their set goals. By reviewing the reflection made in previous years, they could improve their planning for the new academic year.

**Major Concern 3: Promoting Hong Kong 2009 East Asian Games**

**Achievement:**
The East Asian Games is an international multi-sport event which is held once every four years. The 5th EAG took place in Hong Kong between December 2 and December 13, 2009. Two of our students received excellent and remarkable achievements in the Games.

Form 7B Chan Yuen Ting and Wong Man Yin represented Hong Kong, participating in the Women’s Shot Put and Indoor Artistic Cycling respectively. Wong Man Yin got a silver medal in the Women’s Pair Artistic Cycling. Their strong determination, perseverance, sportsmanship and arduous training set an example for their fellow schoolmates.

In order to show our support as well as to keep students abreast of the latest information on the games, news and information about the games was posted up on the PE notice board and the link for the official website of the games was hyperlinked on the PE web page throughout the year.

There were discussions during lessons about the events and the results of the games. This helped to raise students’ awareness and concern about sports development in Hong Kong.

A section of the Mass P.E. dance was modified after reviewing the EAG exercise VCD distributed by the HKSAR.

There were two educational visits organized to watch the volleyball and basketball competitions in Western Park Sports Center and the Hong Kong Coliseum. About 60 students, mainly school team members, participated.

The East Asian Games Week was held in December by the Sports and Recreation Association. Activities included ball games, a Q & A competition and a treasure hunt.

Our school was honoured to get the EAG Torch from the EDB. The Torch Relay was organized during our Swimming Gala in October, 2009.

Reflection:

Various activities were held throughout the 1st term to promote the East Asian Games. Students not only gained a better understanding of the games, but they also showed a greater interest in watching different sporting competitions. Moreover, the activities developed a stronger sense of belonging to the school and to Hong Kong, especially as two of our students represented Hong Kong Teams. The PE Department will keep on using the current international sporting events as a teaching strategy to increase students’ knowledge about different kinds of sporting events and also arouse their interest in keeping abreast of the sports developments in Hong Kong, China as well as throughout
the world. As the 16th Asian Games will be held from 12 to 27 November 2010, more activities will be organized to promote the Games in the coming year.

- Different sports news and information was posted up on the PE notice board throughout the year. Students were also encouraged to read sports related books and news during URT. This helped students develop the habit of reading and discussing sports related issues. This practice will be further developed next year.

5.2 Civic Education

Priority:
- To enable students to acquire knowledge and learning experiences related to civic education through a whole-school approach and from activities both inside and outside the classroom
- To help develop among students critical thinking and positive values and attitudes
- To promote among students the social and civic awareness essential for responsible citizenship.
- To help promote national education and a better understanding of China as our motherland.

Achievement
- Students’ general awareness of civic education was fostered through information and news updates posted on the Civic Education Society’s notice board as well as the various activities conducted. All classes were encouraged to participate in the “Election of the Top Ten News” held monthly throughout the school year. It was a campaign started in 2007-08 with the aim of promoting students’ awareness of current issues. Through the election by each class the ten news issues which they considered the most newsworthy, students’ knowledge of current social and global issues was sharpened. Positive values and attitudes towards responsibility, courtesy, respect for diversity, social cohesion and national identity were also enhanced.
- National education forms an important part of civic education. There was a brief introduction delivered by students regularly during assembly on ‘認識祖國：國情教育 3 分鐘’ to help enhance understanding of their motherland. To celebrate
our National Day and the return of sovereignty, flag-raising conducted by our Flag-raising Team at the Hsu Ta Tung Playground was broadcast live to the whole school during assembly.

- On 22 July 2010, SSGC helped the Hong Kong Polytechnic University to arrange a visit for a delegation of principals and representatives from many top-tier secondary schools in Mainland China and Taiwan. The visit helped to facilitate cultural exchange and provided a valuable opportunity for the sharing of teaching and learning experiences between the delegates and our teachers and students. The delegates were all deeply impressed with the history of our school and the quality of the holistic education provided to all students for an all-round, whole-person development.

- 香港婦女動力基金 (HER FUND) was invited to help organize a series of seminars on “Respect for the Female Gender” for all the different levels in the school. The objective of the seminars was to help boost self-confidence and strengthen self-respect among all our girls in their gender roles.

- An ICAC interactive drama 廉政互動劇場 「阿旺筆記」 presented in March 2010 to all the Form 4 classes was enthusiastically received by the students. The drama helped promote the importance of equality, empathy and mutual respect for each other in order to achieve social harmony.

- Community service also played a vital role in promoting students’ sense of civic and social responsibility. Many students participated in community service programmes.

**Reflection**

All the activities helped contribute towards raising students’ social awareness in their role as responsible global citizens. They helped encourage students to reflect on how to better perform their civic duties when they make connections between their own experiences with those portrayed in the different situations or scenarios in the activities.

**5.3 Information Technology**

The school has built up its IT infrastructure since 1998, with state-of-the-art equipment installed in every classroom, staff room and special room. The campus network installed was a 10GE network, and SSGC was the first secondary school in Hong Kong to deploy this solution. This academic year, the college replaced some of
the obsolete computers and notebooks with Core™ 2 Duo computers and notebooks for teachers. Some of the old projectors installed were replaced by new 2500 ANSI lumen Epson projectors. A new domain controller with Xenon CPU, 8GB RAM and windows 2003 Enterprise server R2 was installed to provide better network services. The total network storage size increased to over 2000GB. New software and functions on the intranet were also introduced. These enabled teachers, parents and students to use the Intranet more readily.

**Improvement in IT Facilities in school**

This year new equipment and servers were added and updated:

- Wisenews with Liberal Studies facilities with graphics functions was installed for staff and student access.
- The LINUX proxy server was upgraded for filtering and better service. This provided staff and students with a fast connection to the Internet with adequate security.
- Fourteen of the teachers’ obsolete notebooks were replaced by the new DELL E5500 mobile laptop with 4G RAM
- Five new projectors, with an intensity of 2500 ANSI lumens, were installed in four classrooms and one multimedia room.
- A new multimedia room (MMRII) was setup with 40 workstations and a teacher computer. A server room with a new server was installed inside the new MMR with a 10G switch link to the main switch.

**Staff Training**

Some IT training courses for office staff were carried out during the academic year. New teacher induction seminars were carried out for the new teachers. ECLASS refresher training courses were carried out for some teaching staff.

**Student Training**

Besides the formal training in the school curriculum, additional training for Intranet, network, Flash, email, news-group and word processing for Form Four to Six students was conducted. The school carried out training for office 2003 and 2007, Game factory and Cisco Network training. Students were also encouraged to join WebPage design competitions and courseware development competitions. Students won prizes for web design, office competition, computer games and network competition awards.

**Use of IT in School Administration**
With the existing IT infrastructure and resources, the intensive use of IT in the school administration was made possible to enhance efficiency and bring about greater convenience to both teachers and students. In addition to the functions offered by SAMS (a School Administration and Management System provided by the Education and Manpower Bureau), a web-based extranet system was developed to provide the following customized functions:

- Retrieval of name lists for classes and subject divisions
- Retrieval of timetables for teachers, classes and rooms
- Retrieval of academic records of students
- Selection of classes and subjects in the NSS curriculum
- Enrollment in extra-curricular activities and recording of voluntary services
- Enrollment in competitions such as the Swimming Gala and Sports Day
- Computerization of discipline records
- School calendar
- Time-table of classes and teachers
- Assessment booking for Form One to Three

5.4 School Library

Priority 1: To encourage more students to borrow books and resources from the school library on a daily basis.

Achievement
- Several small-scale book exhibitions on specific themes were held and teachers of relevant subjects were invited to bring their classes to the library to have a preview of those books.
- Members of the Library Interest Group introduced new books on certain themes several times during Tuesday assemblies.
- When subject teachers assigned project work, they encouraged their students to use reference books borrowed from the school library, with additional marks awarded for doing so.

Reflection
- More junior than senior students came to borrow books, probably because of the pressure of public examinations.
Many students were attracted to borrow the new books when these were introduced by their fellow students in assembly.

The award of additional marks for projects that utilized library resources provided a strong incentive for students to borrow reference books from their own school library.

**Priority 2:** To continue encouraging students to use the WebOpac

**Achievement**
- More students have got used to checking their own loan activities, reserving and renewing books through the WebOpac, at home or in school. This was certainly more convenient for the classes that were located a bit far away from the library.
- Students and teachers could access e-resources through the WebOpac, e.g. useful websites on certain subjects, such as Liberal Studies, Mathematics, Geography, Commerce and Accounting, as well as the ebook collection offered by the HKU Libraries

**Reflection**
- Students should be given more training on using the WebOpac to search for library books as it is crucial for independent learning.

**Priority 3:** To encourage teachers and students to use the new inter-active learning centre in the library

**Achievement**
- This newly-renovated room is ideal for small-group learning activities, e.g. discussions, project work and watching DVDs.
- To encourage subject-teachers to use it, the booking procedure was made very simple.

**Reflection**
- The most frequent users of the room were subjects with a relatively small number of students such as English Literature and Computer Application.
- The room is also useful for the NSS subjects/divisions with a small number of students.
- Senior students can use the room for self-study, with a certain degree of teacher supervision.
5.5 Other Learning Experiences

5.5.1 Educational Visits

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject (Form)</th>
<th>No. of Students</th>
<th>Place / Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 2009</td>
<td>Cultural Arts (Form Four)</td>
<td>176</td>
<td>Hong Kong Heritage Museum</td>
</tr>
<tr>
<td>Sept 2009</td>
<td>Integrated Science (Form One)</td>
<td>190</td>
<td>Hong Kong Museum of Medical Sciences</td>
</tr>
<tr>
<td>Sept 2009</td>
<td>Chinese History (Form Six)</td>
<td>7</td>
<td>Hong Kong Convention and Exhibition Centre &amp; Bookstore at Causeway Bay</td>
</tr>
<tr>
<td>Nov 2009</td>
<td>Biology (Form Seven)</td>
<td>23</td>
<td>Hong Kong Science Museum</td>
</tr>
<tr>
<td>Nov 2009</td>
<td>Geography, Liberal Studies (Form One)</td>
<td>190</td>
<td>Bus tour to northern Lantau</td>
</tr>
<tr>
<td>Nov 2009</td>
<td>Chinese History (Form Two)</td>
<td>191</td>
<td>Ping Shan Heritage Trail and Ping Shan Tang Clan Gallery</td>
</tr>
<tr>
<td>Nov 2009</td>
<td>EPA, History, Civic Education (Form Three)</td>
<td>180</td>
<td>Hong Kong Museum of Coastal Defence</td>
</tr>
<tr>
<td>Nov 2009</td>
<td>Careers (Form Four)</td>
<td>176</td>
<td>Poly U, CUHK, Baptist U &amp; City U</td>
</tr>
<tr>
<td>Nov 2009</td>
<td>(Form Five)</td>
<td>166</td>
<td>Eco-Tourism of New Life Farm</td>
</tr>
<tr>
<td>Nov 2009</td>
<td>(Form Six)</td>
<td>90</td>
<td>Sixth Form Camp (Sai Kung Pak Tam Chung Holiday Camp)</td>
</tr>
<tr>
<td>Nov 2009</td>
<td>English (Form Seven)</td>
<td>80</td>
<td>Times Square (Movie Appreciation)</td>
</tr>
<tr>
<td>Dec 2009</td>
<td>Chinese History (Form Six)</td>
<td>7</td>
<td>Central and Western District</td>
</tr>
<tr>
<td>Jan &amp; Mar 2010</td>
<td>Geography (Form Six)</td>
<td>44</td>
<td>Lung Fu Shan Environmental Education Centre</td>
</tr>
<tr>
<td>Feb 2010</td>
<td>Chinese (Form Seven)</td>
<td>80</td>
<td>Che Kung Temple, Nan Lian Garden and Chi Lin Nunnery</td>
</tr>
<tr>
<td>Mar 2010</td>
<td>Geography (Form Four)</td>
<td>65</td>
<td>Urban Renewal Exploring Centre, Grand Millennium Plaza, Central</td>
</tr>
<tr>
<td>Mar 2010</td>
<td>National Education</td>
<td>12</td>
<td>The Golden Bauhinia Square in Wanchai</td>
</tr>
</tbody>
</table>
5.5.2 Music

**Priority 1:** To introduce citizenship education for arranging the students to serve the community with their musical talents.

*Achievement*
- The Percussionists of the School Orchestra represented the School to perform in the Michaelmas Fair at St. John’s Cathedral on 24 October 2009. This is an annual event organized by St. John’s Cathedral to raise funds for many local charities since 1946.

- The School Orchestra took part in the fundraising concert held in Hong Kong City Hall Concert Hall on 18 December 2009 to celebrate the 30th Anniversary of CMVIP. Christian Ministry to Visually Impaired Persons has served the visually impaired Chinese communities not only of Hong Kong, Macau, and China but also all over the world for thirty years. Our School Orchestra was invited to perform, with about 180 singers from different local churches, the most famous sacred work the “Hallelujah Chorus” as the Finale of the concert.

*Reflection*
- Students found these performances meaningful though they needed to sacrifice their time and effort to take part in them. The department would like to encourage more students to participate in these services.

**Priority 2:** To promote a musical environment by encouraging the students to participate in different musical groups, performances and competitions.

*Achievement*

**New Senior Secondary Music**
- The New Senior Secondary Music was introduced in the Form four curriculum, the students will sit for the Hong Kong Diploma of Secondary Education in 2012.

**62nd Hong Kong Schools Music Festival**
- The 62nd Hong Kong Schools Music Festival was held in March this year. Members of our school music teams worked very hard to give their best performances and they obtained very encouraging results.
- The Junior Choir was awarded the **Best Secondary School Junior Choir of the**
Year in the Second Division and beat all the winners of different categories to become the Most Outstanding Secondary School Choir of the Year (Second Division).

- The Mixed Choir (with the boys from Ying Wa College) also came first in the Church Music Class.
- Our School Orchestra members strove to give their best performance on stage and came third among the strong competitors.
- The Senior Choir was placed second in the competition.
- Individual students obtained very pleasing results in the festival. Six of them came first in the Vocal class, Violin duet, Flute solo, and Piano solo classes.

SSGC Music Teams

- Various music activities are under the supervision of the Music Department. They include the School Orchestra, the Senior Choir, the Junior Choir, the Anthem Choir, the Form One Choir, the Bazaar Choir, the Madrigal Groups, the String Quartet, the Recorder Ensemble, the Chinese Instrumental Ensemble and the Music Committee.

Citywinds Ensemble Saxo Chorus Silent Night

- The Mixed Choir was invited by the Citywinds Ensemble to jointly sing Christmas songs with other schools on the 24 December 2009 in Hong Kong City Hall Concert Hall. Members enjoyed the performance and made new friends during the joint function.

2010 International A Cappella Extravaganza

- This year, the department arranged for students to attend the 2010 International A Cappella Extravaganza in the Queen Elizabeth Stadium on 27 March 2010. This was a free admission event as part of the Hong Kong 2010 A Cappella Festival organized by the Hong Kong Federation of Youth Groups.

Reflection

- The students strove to do their best in the competitions and they obtained very pleasing results. Their performances were warmly received. These activities and the rehearsals for the competitions have helped to nurture the students in a cultural environment.
5.5.3 Cultural Arts
The one-year school-based programme for Form Four students combined and integrated elements of Living Arts, Performing Arts, Multi-media Arts, Music Appreciation and Visual Arts. Five modules of activities concerning the above areas were designed. The programme enhanced students’ interests, experiences and exposure to arts, and encouraged their appreciation and understanding of arts and their cultural heritage.

The theme of the programme 2009-2010 was Marriage and it commenced with a talk on The Meaning of Matrimony by Rev. NG Chun-chi, the director of the City of David Cultural Centre. It was followed by a visit to an exhibition, The Golden Age of Couture. After taking part in lectures and workshops on the five modules, students chose one of the above modules according to their interest for extended study. Details of all activities were geared towards a final project named ‘Happiness’, in which students displayed what they had learned throughout the year. It was also the highlight of the programme. Students worked collaboratively to produce the project and they performed with great success. Lots of support from teachers was received. It was a joyful and unforgettable experience for all Form Four students.

5.5.4 Sixth Form Programme
The Sixth Form Programme provides Form Six students with activities that help to develop their study skills, social skills and ability to choose suitable courses for tertiary education. The weekly seventy-minute sessions went from late August, 2009 to the end of April, 2010. In the 2009-2010 academic year, the programme commenced with an orientation to sixth form study and experience sharing by past students. This was followed by a two-session workshop on Understanding Your Personality, in which Mr. Cheung Cheung-ho from the Boys and Girls’ Club’s Association introduced the Enneagram, a personality type system, to students. They then learnt about goal setting and the importance of time management from Ms L. Y. Lee, our school social worker. To help students plan for their future, social workers from the Hong Kong Federation of Youth Groups were invited to run a 3-session programme on career planning. Workshops on Interview Techniques and Etiquette were conducted by Ms. Liz Muscroft, former Deputy Principal of King George V School, and Ms. Tinja Tsang, an expert on communications, respectively. Our alumna also came to share their valuable life and work experiences with our Form 6s on one
of the Fridays. To facilitate students’ understanding of The Joint University Programmes Admissions System (JUPAS) and their university programme choices, talks on JUPAS and different courses offered by local universities were conducted by our careers teachers, university staff and past students. A highlight of the Sixth Form Programme was a 3-day education camp organized by both teachers and students. Through participation in the camp, students learnt skills such as communication, organization and leadership. It was an unforgettable and enjoyable event for all Sixth Formers.

5.5.5 Student Exchange Programme 2010

From 19 to 22 April, 2010, ten Form Six boys from Diocesan Boys’ School came to our school on a Student Exchange Programme, while ten of our Form Six girls went to their school. The boys adapted quite happily to school life in SSGC as they found our girls and teachers very welcoming and helpful. Likewise, our girls received a warm welcome from the Principal, teachers and boys of Diocesan Boys’ School. All participants appreciated this valuable opportunity to learn about the different teaching and studying methods, extra-curricular activities and ethos of another school.

5.5.6 Summer Study Tours

Two UK summer study tours were organized in 2009-2010

Led by Ms W. Y. Yau, ten Form Two to Four students went on a study tour to Cambridge from 1-15 August, 2010. The students attended either Science or English Literature lectures and tutorials in the fashion of Cambridge university education. They visited various museums both in Cambridge and London, and attended cultural events such as watching the musical *Wicked*, taking part in a Scottish evening (Burn’s Night supper and Ceilidh dancing), and participating in the ‘Formal Hall’, a college formal dinner, which was a new experience for many of our students. There were also workshops on study and interview skills, a visit to the Swaffam Wind Turbine, and a day tour to Oxford. The students stayed at Churchill College, supervised by mentors, who were students of Cambridge or other UK universities, and teachers. The programme offered our students a foretaste of life at a top British university, which
encouraged and inspired them to start planning for their future studies and work hard to reach their goals.

Another group of 25 Form One students went on an English Language study tour to Surrey in the UK. The teachers-in-charge were Mrs. R. E. Man, Ms. S. P. Yip and Ms. Y. B. Ng. The 17-day tour (7-23 August 2010) consisted of a drama and literature curriculum, with the students staying at Epsom College, Surrey. Taught in small groups, students were involved in a great variety of activities: role-plays, simulations, drama, presentations, focused discussions and debates, which developed their confidence and fluency in using English. Excursions to places of interests in the UK such as the British Museum, the Globe Theatre (where students learnt to express themselves in a drama workshop conducted by a Shakespearian actor), St. Paul’s Cathedral, Greenwich and Hampton Court, plus watching the London musical Oliver, gave them a unique opportunity to experience British culture first-hand and to communicate with British people, other students and teachers in English.

5.5.7 Sister School

一、活動概述:

1. 姊妹學校及友好學校教師代表訪校

二零零九年十二月二十一日(星期一)上午八時三十分至下午二時，姊妹學校及友好學校教師代表訪校：北京市首都師範大學附屬中學的劉強副校長、沈杰副校長、阮翠蓮主任及友好學校四川洛水中學的郝崇翔副校長一同訪問本校。是次姊妹學校及友好學校的教師代表訪校目的：一是專程送贈本校最新出版的中國大百科全書，作為聖誕禮物；二是了解本校的管理、課程設置及教學方式。

當天早上九時，姊妹學校及友好學校的教師代表一齊參加本校的聖誕禮拜，與本校的全體師生一同。稍事休息後，他們便到7B班觀課，然後再到剛啓用的李曹秀群金禧樓的多媒體教室，由周志良副校長介紹本校的管理、課程設置及教學方式。在參觀圖書館、學校花園、小教堂等學校設施後，他們便與本校中、小、幼教師一同出席校長藍牧師安排的聖誕聚餐，席間賓主言談甚歡。

下午二時，訪問圓滿結束。

2. 姊妹學校永定分校教師代表訪校
二零零九年二月二日(星期二)下午三時,首都師範大學附屬中學永定分校齊景林副校長和二十三位教師代表訪問本校。

他們在校逗留了個多小時，先後參觀了圖書館及剛啓用的多媒體教室。在周志良副校長介紹本校辦學特色及課程編制後，兩校教師在郭少流堂一邊享用茶點，一邊交流彼此的教學心得。

下午四時四十五分，訪問結束。

二、反思

1. 在過去數年，雖然兩校師生進行互訪，但各科教師之間的交流則尚待加強。

三、建議

為了姊妹學校計劃的長遠發展，小組重申以下建議:

1. 確立姊妹學校計劃小組的角色，小組成員是擔當聯絡人的角色，並非承辦人的角色。聯絡人的角色乃根據學校既定的政策和發展步驟，聯絡本校有關部門，召集會議，共同商討，以協調兩校的交流重點和活動，安排雙方的接觸。二人小組沒法每年肩負承辦人的角色，包括兩校探訪接待時處理整個活動的設計規劃、人力統籌、宣傳推廣、聯絡回應、事務組織、文件批閱、製作團冊團章、指導學生言行、領團導遊、生活看顧，活動後早會分享、文件匯報等等。

2. 確立姊妹學校計劃小組的成員的工作範疇:
   (a) 負責初步聯絡工作
   (b) 負責基本文書往來
   (c) 負責安排與姊妹學校作初次接觸，以後活動交由有關部門或負責人聯絡洽商

5.6 Use of the Capacity Enhancement Grant (CEG)

Starting from the 2000-2001 school year, the school has received a CEG from the Education and Manpower Bureau every year to help relieve the workload of teachers so that they will have an ‘enhanced capacity to concentrate on the critical tasks in the education reform’.
In 2009-2010, a sum total amounting to $683,725 was available for use. This sum total included a grant of $458,927 received for the year together with a balance of $224,798 brought forward from the previous year. Approximately 20% of the grant was allocated to curriculum development and school-based assessment as well as the conducting of art courses and workshops. A large portion of the money was spent on hiring a technician and a teaching assistant to help teachers in producing multimedia teaching materials, as well as hiring teachers and resource teachers of English, Chinese and Mathematics.

Some 15% was used in enhancing students’ language proficiency through running debating skills training courses, speech classes, writing workshops and creative thinking workshops.

Another 33% was allocated to coping with the diverse needs of students. Chinese, English and Mathematics remedial classes for the less able students were arranged after-school while leadership training courses were also organized for the high-achievers.

A surplus of $217,832 will be carried forward to the next financial year 2010-2011. Particulars of the expenditure of the CEG are listed below:

<table>
<thead>
<tr>
<th>Particulars</th>
<th>Amount ( HK $)</th>
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</thead>
<tbody>
<tr>
<td>Technicians to assist teachers in producing multimedia teaching materials</td>
<td>128,100</td>
</tr>
<tr>
<td>Art courses / workshops</td>
<td>6,900</td>
</tr>
<tr>
<td>Enhancement in English writing skills</td>
<td>15,250</td>
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<tr>
<td>Courses/workshops for Chinese –</td>
<td></td>
</tr>
<tr>
<td>Writing workshops</td>
<td>44,184</td>
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<tr>
<td>Literature appreciation &amp; listening workshops</td>
<td>12,000</td>
</tr>
<tr>
<td>Chinese speech classes</td>
<td>12,000</td>
</tr>
<tr>
<td>Debating skills training courses</td>
<td>5,200</td>
</tr>
<tr>
<td>Creative thinking workshops</td>
<td>14,900</td>
</tr>
<tr>
<td>Chinese, English and Mathematics remedial classes</td>
<td>62,755</td>
</tr>
<tr>
<td>Leadership training course</td>
<td>5,000</td>
</tr>
<tr>
<td>Media production including technician and training course</td>
<td>159,604</td>
</tr>
<tr>
<td>Total</td>
<td>465,893</td>
</tr>
</tbody>
</table>

5.7 Use of the NSS Curriculum Migration Grant (NSSCMG)

Starting from the 2006-07 school year, the school received an additional NSS CMG of $110,000 each year for a period of three years to procure necessary learning and
teaching materials and equipment to prepare for the implementation of NSS and to cover start-up expenses such as minor conversion work to maximize the use of school premises for small group teaching. The balance will be brought forward to the end of 2010-2011.

From 2006-2009, SSGC received a total of $330,000. In 2007-08, approximately $21,200 was allocated for the renovation of the study room. In 2008-2009 around $190,000 was spent on the construction of an interactive room in the library. A sum of $74,000 was used on the installation of air-conditioning and other improvement works in the Needlework Room and Home Economics Room. Also for 2009-2010, $39,000 was paid for the renovation of the Chinese Room to promote Chinese language and cultural activities. The remaining balance of $5,800 will be carried forward to the next financial year 2010/2011.

5.8 Use of Additional Support for Secondary Schools Adopting English-medium Teaching

A pull-out Creative Writing English programme catering for the needs of high ability students in Form Four was organized in view of our External School Review February 2008 which commented that “the girls of St. Stephen’s demonstrate high ability and the capacity for even greater challenge.” Funded by the EDB under the Additional Support for Secondary Schools Adopting English-medium Teaching, an experienced language arts and creative writing tutor was hired in 2009-2010 to provide 48 seventy-minute tailor-made input sessions and 60 sixty-minute tutorial sessions to provide quality individual feedback to four selected groups of fifteen students each. Through the programme, students developed greater awareness of approaches to language arts appreciation and acquired a repertoire of creative writing strategies. They became more efficient editors of their own writing and developed lateral thinking skills. A total of HK$150,000 was spent on this course.
6. Major Concerns (“CARE”)

The successful implementation from 2006 to 2009 of our last School Development Plan, “CREATE”, helped establish a collaborative and reflective teaching and learning culture in our school. The formative use of multidimensional assessment strategies not only enhanced student motivation and the quality of learning, but also provided useful feedback to help fine-tune and improve teaching pedagogy.

To consolidate the good practices developed and facilitate the effective inaugural implementation of the New Senior Secondary (NSS) curriculum, the school will strive for excellence through fostering a caring culture and a values-conscious environment in our learning community with English as the medium of instruction (EMI). By refocusing on positive values development in our 2009-2012 School Development Plan, “CARE”, it will help strengthen the affective basis for constructing knowledge, thereby broadening intellectual capacity and enhancing lifelong learning skills which are essential for the development of the whole person as well as competent global citizenship. In 2009-2010, the major concern was “Respect”.

Respect

To promote a positive self-image and integrity as well as enhanced interpersonal competency and social harmony through cultivating care and respect for self and for others in the community.

Achievement

Elements of “Care and Respect” were incorporated in the annual plans of subject departments, teams and extra-curricular activities. The Student Association launched the “Smiley Face Campaign” to promote care and respect. It was therefore obvious that students also took an active part in promoting the school theme.

Staff Conferences on positive reinforcement for teachers were organized. The first staff conference themed "Increased Teachers' Awareness of Effective Strategies in Building Positive Students' Self-image". It was in line with the Annual School Plan, of which the main concern was “Care and Respect for Self and Others”. The second staff conference entitled "Mindfulness Training" with a view to inspiring individuals to live their lives with mindfulness.
The Moral and Civic Education Committee organized a series of workshops for students about respect on gender. Besides, an ICAC drama show was also organized for the whole school. For national education, sharing of news about China was arranged during assemblies; and a flag-raising ceremony was held.

For environmental education, the energy saving campaign was launched. Energy-saving lights were used and the green roof project was launched.

Students’ record of lateness, absence and detention was reduced. Students were generally well disciplined, courteous and helpful towards others.

The Guidance Team conducted regular programmes like life education seminars and life education files to help promote respect for each other as well as self-management skills. Other programmes like Big Sister and Little Angels emphasized showing care for their schoolmates. Services opportunities like Reading Buddies and tutorial classes to weaker students were provided to Student Ambassadors, helping them to build up their self-confidence.

The Student Learning Profile was in progress. Students were requested to write a reflection on their participation. It was hoped that students could have all-round development by making some reflections on their performance of the year.

**Reflection**

The annual plan was successfully implemented, adopting a whole school approach that involved both students and teachers. The incorporation of values education matched the needs of society. It is hoped that students will be better equipped to face our complex society nowadays.

Good practices strengthening “Care” and “Respect” will be continued as continual support and promotion from the school are essential to ensure a more long lasting impact on students.
7. Financial Summary

ST. STEPHEN'S GIRL'S COLLEGE
FINANCIAL SUMMARY 2009/2010
(Unaudited Report)

<table>
<thead>
<tr>
<th>$</th>
<th>$</th>
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<tbody>
<tr>
<td>Surplus balance B/T (Government Funds and School Funds)</td>
<td>24,211,156</td>
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</table>

<table>
<thead>
<tr>
<th>I. Government Fund:</th>
<th>Income</th>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) OEBG Grant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) General Domain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Admin Grant</td>
<td>3,870,360</td>
<td>3,445,576</td>
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<tr>
<td>2. School &amp; Class Grant</td>
<td>693,202</td>
<td>1,090,948</td>
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<tr>
<td>3. Consolidated Subject Grant</td>
<td>176,615</td>
<td>136,627</td>
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<tr>
<td>4. Noise Abatement</td>
<td>427,796</td>
<td>443,631</td>
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<tr>
<td>5. Enhancement Grant</td>
<td>6,293</td>
<td>6,300</td>
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<tr>
<td>6. Supplementary Grant</td>
<td>162,464</td>
<td>231,744</td>
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<tr>
<td>7. Training &amp; Development Grant</td>
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<tr>
<td>8. Composite &amp; Information Technology Grant</td>
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<td>277,603</td>
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<td>9. Lift Maintenance Grant</td>
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<tr>
<td>General Domain</td>
<td>5,740,369</td>
<td>5,713,777</td>
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<tr>
<td>(b) Special Domain</td>
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<td></td>
</tr>
<tr>
<td>1. Capacity Enhancement Grant</td>
<td>458,927</td>
<td>465,893</td>
</tr>
<tr>
<td>2. Programme Funds for Implementation of whole School Approach to Guidance &amp; Discipline Grant</td>
<td>8,939</td>
<td>21,737</td>
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<tr>
<td>Special Domain</td>
<td>467,866</td>
<td>487,630</td>
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<tr>
<td>(2) Composite Furniture and Equipment Grant</td>
<td>452,042</td>
<td>512,659</td>
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<tr>
<td>Government Funds:</td>
<td>6,660,217</td>
<td>6,714,066</td>
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<tr>
<td>II. Subscription Funds</td>
<td>2,967,652</td>
<td>3,080,993</td>
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<tr>
<td>Total surplus/(deficit) for 2009/2010 school year</td>
<td></td>
<td>(2,167,190)</td>
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<tr>
<td>Accumulated surplus as at the end of 2009/2010 school year</td>
<td></td>
<td>22,043,976</td>
</tr>
</tbody>
</table>
8. Performance of Students

8.1 Academic Performance

8.1.1 Hong Kong Certificate of Education Examination (HKCEE) 2010

In 2010, 166 students sat for the HKCEE. The percentage of students with 3Es or above (excluding English and Chinese) was 91.6%. The percentage of students obtaining Level 2 or above in English and Chinese was 98.5%.

8.1.2 Hong Kong Advanced Level Examinations (HKAL) 2010

In 2010, 79 students sat for the HKAL. The pass percentage was 94.1%

8.2 Internal Scholarships and Awards

Katherine Cherry Scholarship for academic merit and contribution to school
- Wan Man Hing Katie 7A
- Cheung Cherie Leona 7C

E. S. Atkins Award
- Ng Long Yee * 7C
- Wong Huen Chun * 7C
* To be confirmed in the Council Meeting

Prize for the Most Outstanding Academic Achievement in Form Five
- Chun Wing Ting Christine 5E

Mrs. Cheng Tien Tau Award
- Leung Tim Yin Miriam 4E
- Cheung E Manna 4E
- Lai Yan Yee 4E
- Chau Morian 4D
- Ho Pui Chi 4E
- Wong Ka Shuen Catherine 4D
- Chan Pui Yu 5E
- Leung Ka Hei Nicole 5D
- Leung Hoi Ying Candice 5E
- Wang Nga Hing 5E
- Tai Cheuk Wing 6C
- Miu Yat See Melody 6A
Yu Chung Sze 6B
Leung Yuen Yik 6C

For Renewal
Chun Wing Ting Christine 5E
Fung Hei Wai Michelle 5E
Ko Tak Shan Clarissa 5E
Tai Ho Yan 6A
Lau Pui Yan 6B
Chan Ka Wai 6C
Hui Ham Fong 6C
Lam Claudia 6C
Lee Wing Hei Gloria 6C
Ng Wing Mei 6C
Yuen Ka Ying Sandy 6C

Alumnae Scholarship
Leung Tim Yin Miriam 4E
Cheung E Manna 4E

Mrs. Stella Wei Cheung King Chi Memorial Scholarship
Li Nga Yan 3A

Mrs. Stella Wei Cheung King Chi Memorial Bursary
Choy Wan Hei 6C

Mrs. Yip Chan Wai Fong Bursary
Choy Wan Hei 6C

Mrs. Ko Wong Sze Tung Bursary
Yun Hiu Kwan 4E

Mrs. Yuen Chan Wai Fun Bursary
Lam Yan Lun 3B

Mrs. Tang Leung Man Nee Scholarship for Chinese Literature
Lau Nga Man Carmen 6A

Miss Lee Shiu Mui Memorial Scholarship for Chinese
Chan Pui Yu 5E

Miss Poon Chor Ying Scholarship for Chinese History
Ho Fung Ling 4A

Miss Yeung So Min Scholarship for Mathematics
Ko Tak Shan Clarissa 5E

**Margaret Oblitas Chemistry Prize**
Li Pui Ling 7C
Chun Wing Ting Christine 5E

**Miss Julia Lam Biology Prize**
Mak Yi Chun 5E
Fung Hei Wai Michelle 5E

**Mrs. K. Fu Integrated Science Prize**
Yeung She Wing Christy 2E

**The Stephen Sturton Memorial Prize**
Li Pui Ling 7C

**Economics Prize**
Wan Man Hing Katie 7A

**Mrs. Chung Lo Shuk Ying Prize**
for Music Tsang Janice Hui Yui 6A
for Art So Lok Tung Jeanie 2E

**Dr. Ko Wah Man Prize for Art**
Lam Ka Wai 1E

**The Fung King Ping Memorial Sports Prize**
for the most outstanding achievement in Athletics
Chen Siu Wai Alvina 4D
for contribution to school life in the promotion of sports
Zheng Sin Man 6C

**Siu Wai Ling Sportsgirl of the Year Award**
Lee Ying Kin 6C

**Wong Hon Ning Scholarship for the Secondary One Student with the Greatest Improvement in English Language**
Lee Wing Hei 1B
Leung Emily Lok Yee 1B

**Miss Chau Bek Chi Memorial Prizes for English**
Wong Ling Oi Helen 1 Div a
Chan Wai Lam Claudia 1 Div b
Lee Wing Hei 1 Div c
Ng Lam 1 Div d
Cheng Sherry Xueer 1 Div x
Tse Yi Lam 1 Div y
Lo Ka Wing Catherine 1 Div z
Ng Pui Yuk Adelynn 2 Div a
Cheung Hoi Yan 2 Div b
Chiu Sze Nga 2 Div c
Tsang Ka Po 2 Div d
Lam Sonia 2 Div x
Lai Chung Yin 2 Div y
Tam Yim Wing 2 Div z
Tsui Chi Yan 3A
Chow Cherry 3B
Wong Lang Ning Samantha 3C
Ha Carine Yick Yu 3D
Ma Tsoi Yuet Joyce 3E
Chui Tung Yi Antonia 4 A
Cheung Cheuk Long 4 B
Fung Carolyn Ka Yan 4 C
Chu On Ki 4 D
Yu Man Yin Sophie 4 E
Pang Shan Jing 4 Literature
Lo Wing Sze Erica Amanda 5 Div a
Kwok Sze Lok 5 Div b
Tsoi Ching Wai 5 Div c
Fung Hei Wai Michelle 5 Div x
Tam Qianming 5 Div y
Leung Hoi Ying Candice 5 Literature
Tsang Hiu Man Vivian 6 Language
Miu Yat See Melody 6 Literature
Wan Man Hing Katie 7 Language
Wan Man Hing Katie 7 Literature

**Tai Yu Chor Prizes for Chinese**

Wong Sui Ying 1 Div a
Chow Nok 1 Div b
So Tsz Ching 1 Div c
Ng Ching Yue 1 Div d
Tse Wing Yan 1 Div x
Leung Danielle 1 Div y
Li Hon Kwan 1 Div z
Mak Yuen Lam 2 Div a
Mak Hiu Yee 2 Div b
Cheung Hiu Ki 2 Div c
Ho Kar Yan Teresa 2 Div d
Choi Winni 2 Div x
<table>
<thead>
<tr>
<th>Name</th>
<th>Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tam Wai Hang</td>
<td>2 Div y</td>
</tr>
<tr>
<td>Fung Zhi</td>
<td>2 Div z</td>
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<td>Au Yeung Kwai Kuen</td>
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<td>Ma Tsoi Yuet Joyce</td>
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<td>Cheung E Manna</td>
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<tr>
<td>Chan Sau Yuk</td>
<td>4 Literature</td>
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<tr>
<td>Cheng Kee Yee</td>
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<tr>
<td>Lam Ngai Ka</td>
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<td>Lau Pui Yan</td>
<td>6 Language &amp; Culture</td>
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<td>6 Literature</td>
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<tr>
<td>Cheung Yuet Yu</td>
<td>7 Language &amp; Culture</td>
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<tr>
<td>Cheng Yuen Man</td>
<td>7 Literature</td>
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**K.E. Barker Mathematics Prizes**

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<tr>
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<td>Wang Jiawei</td>
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<td>Lo Yui Kei</td>
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<td>Tang Chit</td>
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<tr>
<td>Lee Yee Shan Mavis</td>
<td>2A</td>
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<tr>
<td>Ho Kar Yan Teresa</td>
<td>2B</td>
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<tr>
<td>Hu Xiao Bei</td>
<td>2C</td>
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<tr>
<td>Wong Ching Nga</td>
<td>2D</td>
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<td>So Lok Tung Jeanie</td>
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<tr>
<td>Wong Wing Yan</td>
<td>3A</td>
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<tr>
<td>Chow Ting Ying</td>
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<td>Yuen Ho Yi</td>
<td>3C</td>
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<td>Yu Choi Fai</td>
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<td>Chan Angel</td>
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<td>Ting Yuen Ying</td>
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<td>Cheung Cheuk Long</td>
<td>4B</td>
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<tr>
<td>Kwok Hoi Ying Janice</td>
<td>4C</td>
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<tr>
<td>Cheng Ka Ching</td>
<td>4D</td>
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</table>
Cheung E Manna    4E
Man Wai Kiu Vicky    5A
Lo Wing Ki Adriana    5B
Chung Wai Man    5C
Wong Sze Tsung Chloe    5D
Ko Tak Shan Clarissa    5E
Tsang Hiu Man Vivian    6C (Maths & Stat.)
Ng Wing Mei    6C (Pure Maths.)
Mok Wing Yee    7A (Maths & Stat.)
Cheung Cherie Leona    7C (Pure Maths.)

The Green Scholarship: for Enthusiasm in Promoting Environmental Protection
Lau Hin Kwan Valerie    4E
Cheung Cheuk Long    4B
Tai Ho Yan    6A

The Wong Kwan Pui Scholarship for Academic Achievement
(Best academic results in each Form)
Kam Hei Yin Andrea    1C
Tang Chit    1E
Leung Cheuk Lam Charlie    1B
Lam Hiu Man Gloria    2A
Yuen Yee Lok Eleanor    2A
Wong Ka Man    2C
Li Nga Yan    3A
Mok Kar Yan Natalie    3A
Lam Wai Yan    3A
Leung Tim Yin Miriam    4E
Cheung E Manna    4E
Lai Yan Yee    4E

The Wong Kwan Pui Scholarship for Sports
Ip Ka Yan Jessica    4D

The Wong Chau Yuk Bing Scholarship for Music
Chan Ka Wai    6C
Lai Tin Wai    5C
Ho Fung Ling    4A

The Wong Chau Yuk Bing Scholarship for Art
Cheung Oi Wai Charity    5E

The PTA Scholarship for Outstanding Contribution to School Life
Lau Pui Yan 6B
for Community Service
Tai Cheuk Wing 6C

The K.C. Too Scholarship for Creativity

For creativity shown in Production of Radio Drama
Fong Hei Yu Haily 3E
Law Hiu Ching 3E
Yuen Hiu Ching 3E

The 2nd HK Mathematics Creative Problem Solving Competition for Secondary Schools
Lam Ka Wai 1E

For outstanding performance in Mass PE Choreography
Miu Yat See Melody 6A
Yu Kaitong Ariel 6B
Wan Man Hing Katie 7A

Yu Siu Ching Scholarship
Tse Atalie Ching Yee 1C
Wong Cheuk Sze Cathy 2C
Mok Kar Yan Natalie 3A
Wong Ka Shuen Catherine 4D
Ko Tak Shan Clarissa 5E

Irene Lo Memorial Scholarship.
Yeung Choi Tung 1D
Ng Tung Yee Elizabeth 2B
Chien Leung Lam Alice 3C
Kam Yui Ka 4E
Wong Yi Tung 5A
Fung Tsz Ching 6C

Madam Cheung Yee-Sun Scholarship for Faith Practicing Students
Chow Wan Ka 4E
Chan Pui Yu 5E

The Siu Wai Ling Sports Leadership Award
Miu Yat See Melody 6A
Yu Kaitong Ariel 6B
Wong Chi Nga 6B
Chan Chit Yee Portia 4D
Chan Carmen Kwan Mien 4D

**Sylvia Sun Prize for the Best Improved Students**
Wong Ling Oi Helen 1A
Chow Wan Ching Rachel 1B
Ko Hoi Ching Cynthia 1C
Lee Wing Laam 1D
Wong Pak In 1E
Sun Tiana 2A
Yung Sum Yee 2B
Hu Xiao Bei 2C
Huen Sin Man 2D
Wong Gwyneth Zhi Xi 2E
Ng Ka Wun 3A
Yuen Sze Wing 3B
Suen Hoi Ping 3C
Kwok Ho Ying 3D
Wan Hoi Sien 3E
Chan Yan Hay Gabe 4A
Hui Kue Tsz Jessica 4B
Wong Jing Nadia 4C
Kwan Kwok Yee 4D
Chan Lok Yan 4E

**History Prize**
Tam Qianming 5D
Wong Sze Tsung Chloe 5D
Ng Ka Hei 7A

### 8.3 External Scholarships & Awards

**2009-2010 Grantham Scholars of the Year Award**
Grantham Scholarships Fund Committee
曾曉敏  Tsang Hiu Man Vivian 6C

**2010 Princeton Club of Hong Kong Book Award**
The Princeton Club of Hong Kong
李櫻健  Lee Ying Kin 6C

**Sir Edward Youde Memorial Prizes 2009/2010**
Sir Edward Youde Memorial Fund Council
王思璁  Wong Sze Tsung Chloe  5D
梁沅亦  Leung Yuen Yik  6C

The Kiwanis Community Service Award 2010
Presented by the Kiwanis Club of Hong Kong
魏寶婷  Nguy Hing Wei Isabelle  7B
邱詩穎  Yau Sze Wing  6C

2009 Hong Kong East Asian Games
Pair Artistic Cycling Women
黃文彥  Wong Man Yin  7B  Second

Athletics - Shot Put Women
陳院庭  Chan Yuen Ting  7B  Fifth

A. S. Watson Group Hong Kong Students
Awards
黃文彥  Wong Man Yin  7B

8.4 Inter-school Activities and Awards

Music - 62nd Hong Kong Schools Music Festival

Church Music: Age 18 or under (in Foreign Language) - Mixed Choir  1st
With Ying Wah College

Girls: 1st Division Intermediate (in Foreign Language) - Senior Choir  2nd
Girls: 2nd Division Intermediate (in Chinese) - Junior Choir  1st

School Orchestra – Senior  3rd

The Best Secondary School Junior Choir of the Year in the Second Division  1st
The Most Outstanding Secondary School Choir of the Year (Second Division)

Cello Solo: Senior
張蔚瑩  Cheung Wai Ying Vanne  3D  3rd

Female Voice: Age 13 or under (in Chinese )
梁詩穎  Leung Sze Ching  1E  3rd

Female Voice: Age 13 or under (in Foreign Language )
林芝樂  Lam Charlotte  1E  3rd

Female Voice: Age 15 or under (in Chinese )
關穎怡  Kwan Kwok Yee  4D  1st
朱彥如  Chu Yen Yu  1E  3rd

Female Voice: Age 17 or under (in Chinese )
**Female Voice: Age 17 or under (in Foreign Language)**

曾曉睿  Tsang Janice Hui Yui  6A  3rd

**Flute Solo: Junior**

梁詩程  Leung Sze Ching  1E  1st

**Flute Solo: Senior**

譚詠瑩  Tam Wing Ying  2C  2nd

**Piano Solo: Composer of the Year**

楊采曈  Yeung Choi Tung  1D  3rd

**Piano Solo: Grade 5**

林芝樂  Lam Charlotte  1E  1st

**Piano Solo: Grade 6**

蘇芷晴  So Tsz Ching  1C  1st

譚曉霏  Tam King Pui  1B  3rd

**Piano Solo: Grade 7**

劉柏妍  Lau Laura Lavinia  1E  1st

**Violin Duet: Intermediate**

曹嘉怡  Tso Ka Yee  2D  1st

**Violin Solo: Grade 2**

香尚萾  Heung Sheung Ying  1A  3rd

**Sports**

**Watsons 2010 FIVB World Grand Prix Hong Kong**

Outstanding Performance Award

Cheering Leading Contest

**Summer Youth Exchange Programme 2010**

繆逸思  Miu Yat See Melody  6A

**Overall Ranking of Inter-school Sports Results in Girls' School**

5th

**Inter-school Athletics Championships (Division One)**

Long Jump - C Grade

梁早恩  Liang Stephanie Joanne  2A  3rd

Discus - A Grade

陳院庭  Chan Yuen Ting  7B  2nd

Shot Put - A Grade

陳院庭  Chan Yuen Ting  7B  1st (new record)
## Inter-school Badminton Competition (Division One)

### A Grade

**Team Members**

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
<th>Class</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>关朗宜</td>
<td>7A</td>
<td>5th</td>
<td></td>
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<tr>
<td>李佩樺</td>
<td>7B</td>
<td>5th</td>
<td></td>
</tr>
<tr>
<td>陳院庭</td>
<td>7B</td>
<td>5th</td>
<td></td>
</tr>
<tr>
<td>阮程欣</td>
<td>7C</td>
<td>5th</td>
<td></td>
</tr>
<tr>
<td>馮思慧</td>
<td>7C</td>
<td>5th</td>
<td></td>
</tr>
<tr>
<td>黃藹汶</td>
<td>6B</td>
<td>5th</td>
<td></td>
</tr>
<tr>
<td>李櫻健</td>
<td>6C</td>
<td>5th</td>
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<tr>
<td>林翹恩</td>
<td>5B</td>
<td>5th</td>
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<td>馮曦慧</td>
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### B Grade

**Team Members**

<table>
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<tbody>
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<td>佘雪如</td>
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<tr>
<td>吳熙愉</td>
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<td>林嘉頤</td>
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<td>潘汶熹</td>
<td>4E</td>
<td>5th</td>
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<td>黃朗程</td>
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<td>孫凱平</td>
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<td>羅曉晴</td>
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### C Grade

**Team Members**

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<td>魯承恩</td>
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<td>1st</td>
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<tr>
<td>郭嘉怡</td>
<td>2D</td>
<td>1st</td>
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<tr>
<td>蔡匡婷</td>
<td>1A</td>
<td>1st</td>
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<tr>
<td>伍靖茹</td>
<td>1A</td>
<td>1st</td>
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<tr>
<td>謝映</td>
<td>1A</td>
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<td>徐芷君</td>
<td>1C</td>
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### Inter-school Basketball Competition (Division Two)

## C Grade

<table>
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<th>Name</th>
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<tbody>
<tr>
<td>何善宜</td>
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### Inter-school Tennis Competition (Division Two)

**Open Grade**

<table>
<thead>
<tr>
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<td>Lau Wai Huen</td>
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<td>4th</td>
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<tr>
<td>Chan Carmen Kwan Mien</td>
<td>4D</td>
<td>4th</td>
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<td>Chan Chit Yee Portia</td>
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<td>4th</td>
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<td>Chan Hoi Lun</td>
<td>4D</td>
<td>4th</td>
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<tr>
<td>Ip Ka Yan Jessica</td>
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<td>Chan Nicole</td>
<td>4E</td>
<td>4th</td>
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<tr>
<td>Law Tse Ling</td>
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<td>Yu Man Yin Sophie</td>
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<tr>
<td>Wong Man Kei</td>
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<tr>
<td>Nguy Hing Wei Isabelle</td>
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<tr>
<td>Wong Vanessa Wan Sin</td>
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### Inter-school Fencing Competition (Individual Tournament)

**Girls Epee - A Grade**

<table>
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<tbody>
<tr>
<td>Yiu Annabelle</td>
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**Girls Epee - B Grade**

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**Girls Epee - C Grade**

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<tr>
<td>Cheung Pak Ling</td>
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</table>
Girls Sabre - B Grade
錢亮霖 Chien Leung Lam Alice 3C
鄧倩珩 Tang Sin Heng 3A

2009 Beginners’ Fencing Championships
Ladies’ Sabre
錢亮霖 Chien Leung Lam Alice 3C Champion

2009 年廣州市業餘劍擊冠軍賽
青年組女子佩劍個人賽
錢亮霖 Chien Leung Lam Alice 3C 季軍

Inter-school Swimming Championships (Division One)
50M Back Stroke – C Grade
馮媛施 Fung Bonnie Wun Sze 1E 4th

Inter-school Volleyball Competition (Division One)
♀ Grade
李思澂 Li Sze Ching 1A 3rd
李穎希 Lee Wing Hei 1B 3rd
梁樂蔚 Leung Lok Wai 1B 3rd
黃樂曦 Wong Lok Hay Samantha 1B 3rd
賴欣寧 Lai Yan Ning 1C 3rd
梁浩僑 Leung Ho Kiu 1C 3rd
陳祉忻 Chan Chi Yan 1D 3rd
李瑋珊 Lee Esther Wai Shan 2C 3rd
蔡芷晴 Choi Tsz Ching 2D 3rd
麥穎怡 Mak Wing Yee 2E 3rd

Southern District Youth Volleyball Competition
李穎希 Lee Wing Hei 1B 1st
梁樂蔚 Leung Lok Wai 1B 1st
賴欣寧 Lai Yan Ning 1C 1st
陳祉忻 Chan Chi Yan 1D 1st
陳曉樂 Chan Hiu Lok 2A 1st
容皓澄 Yung Ho Ching Chloe 2A 1st
李瑋珊 Lee Esther Wai Shan 2C 1st
Coi Tsz Ching 2D 1st
Yip Yuen Kwan 3C 1st
Ip Lynn Betty 3D 1st

All Hong Kong Inter-Schools Gymnastics Competition

Floor Exercise
Law Hiu Kwan Cathleen 1A 3rd
Yu Tsz Yan 1A 4th

63rd Annual Inter-School Athletics Meet (South China Athletics Association)

Discus
Chan Yuen Ting 7B 1st (new record)

Shot Put
Chan Yuen Ting 7B 1st (new record)

Long Jump
Liang Stephanie Joanne 2A 1st

Xtep Hong Kong Junior Age Group Athletic Meet 2010 - Race 1

Girl A1 Grade – Discuss
Chan Yuen Ting 7B Champion

Girl A1 Grade - Shot Put
Chan Yuen Ting 7B Champion

Central & Western District Athletics Championships

A Grade
Shot Put
Chan Yuen Ting 7B 1st (new record)

C Grade
100M
Wong Ho Ting Christie 3D 1st

100M Hurdles
Wong Wing Tung Charlotte 4E 3rd
### 400M
- **程孝慧** (Chen Siu Wai Alvina) - 4D - 2nd

### 800M
- **程孝慧** (Chen Siu Wai Alvina) - 4D - 3rd

### 1500M
- **李嘉惠** (Li Ka Wai Sarah) - 5C - 3rd
- **宋思穎** (Sung Sze Wing Juliette) - 4A - 2nd

### High Jump
- **陳昕希** (Chan Yan Hay Gabe) - 4A - 1st
- **黃潁桐** (Wong Wing Tung Charlotte) - 4E - 2nd
- **譚倩明** (Tam Qianming) - 5D - 3rd

### Shot Put
- **郭綺琦** (Kwok Yee Kei) - 3C - 1st
- **黃筱棻** (Wong Siu Fan) - 3C - 3rd

### D Grade

#### Long Jump
- **梁早恩** (Liang Stephanie Joanne) - 2A - 2nd

### 4x100M Relay
- **梁早恩** (Laing Stephanie Joanne) - 2A - 1st
- **李月柔** (Li Yuet Yau) - 2C - 1st
- **何禮禧** (Ho Lai Hei) - 2D - 1st
- **何淙悠** (Ho Chung Yau) - 2E - 1st

### Open Grade

#### 4x400M Relay
- **程孝慧** (Chen Siu Wai Alvina) - 4D - 1st
- **黃穎陶** (Wong Wing To Ginny) - 4E - 1st
- **李樂晴** (Lee Lok Ching) - 5D - 1st
- **林雪雯** (Lum Suet Man Belinda) - 5E - 1st
### Dance

#### 46th Dance Festival

**Jazz (Group)  Honour Awards**

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<thead>
<tr>
<th>Name</th>
<th>Class</th>
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<tbody>
<tr>
<td>Cheng Yuen Ga</td>
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<tr>
<td>Kuong Kei Yu</td>
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<tr>
<td>Lau Fai Ying Gladys</td>
<td>2C</td>
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<tr>
<td>Lee Dorothy</td>
<td>2D</td>
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<tr>
<td>Chan Lok Yin Julianna</td>
<td>2E</td>
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<tr>
<td>Lai Chung Yin</td>
<td>2E</td>
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<tr>
<td>Sin Yin Kwan</td>
<td>2E</td>
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<td>Ip Cheuk Kiu</td>
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<td>Mao Tsz Yan</td>
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<td>Ng Kwan Long</td>
<td>3B</td>
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<td>Law Kwan Chi Sarah</td>
<td>3C</td>
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<td>Au Sin Ling</td>
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<td>Yu Teresa</td>
<td>3E</td>
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<td>Cheung Lok Man</td>
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<td>Cheng Yuen Kun</td>
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<td>Mang Noreen</td>
<td>4C</td>
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<tr>
<td>Cheng Zheng Xin</td>
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<td>Kam Yiu Ka</td>
<td>4E</td>
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<tr>
<td>Chan Hei Tung</td>
<td>6A</td>
</tr>
<tr>
<td>Hon Wan Kiu</td>
<td>6A</td>
</tr>
<tr>
<td>Miu Yat See Melody</td>
<td>6A</td>
</tr>
<tr>
<td>Yu Kaitong Ariel</td>
<td>6B</td>
</tr>
<tr>
<td>Chau Kar Yee</td>
<td>6C</td>
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**Modern (Group)  Commended Awards**

<table>
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<tr>
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<tr>
<td>Yuan Wing Yan</td>
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<td>Cheung Hoi Ting</td>
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<td>Hui Annise</td>
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<td>Lai Wing Yin Venus</td>
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<td>Chan Ming</td>
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<td>Ho Gabrielle Ji Chuen</td>
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<td>李漢筠</td>
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<td>蔡淳欣</td>
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<td>林嘉慧</td>
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<td>郭宜晞</td>
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<td>蔡淳欣</td>
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<td>林嘉慧</td>
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<td>張皓嵐</td>
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<td>郭宣麟</td>
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<tr>
<td>薛嫣</td>
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<tr>
<td>葉思雅</td>
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<td>周曉樺</td>
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<tr>
<td>杜俊頤</td>
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<tr>
<td>陳映芙</td>
<td>2E</td>
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<tr>
<td>鄭進怡</td>
<td>2E</td>
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<tr>
<td>黃慧蓉</td>
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<tr>
<td>黃安蕎</td>
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<td>鄧美媛</td>
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<td>方詠譽</td>
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<td>陸世婷</td>
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### 第六屆香港校際體育舞蹈錦標賽

#### 中學女子組 14 歲或以上

<table>
<thead>
<tr>
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<td>中學隊際賽</td>
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<td>14-15 歲 新人賽</td>
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查查查
牛仔舞
倫巴舞

14 或以上 新秀賽 森巴舞
第 三 名
倫巴舞
第 六 名

梁樂怡  Leung Emily Lok Yee  1B
李思恩  Li Sze Yan  1E

14-15 歲 新人賽 倫巴舞
第 二 名
牛仔舞
第 二 名
森巴舞
第 四 名
查查查
第 四 名

彭曉彤  Pang Hiu Tung  1A
盧思敏  Lo Sze Man  3B

14 或以上 代表賽 倫巴舞
第 一 名
新秀賽 森巴舞
第 二 名
查查查
第 二 名
倫巴舞
第 三 名
牛仔舞
第 三 名

排名賽 倫巴舞
第 四 名
牛仔舞
第 四 名
森巴舞
第 四 名
查查查
第 四 名

林恩綸  Lam Yan Lun  3B
黃睿欣  Wong Yui Yan  3B

16 或以上 新人賽 倫巴舞
第 三 名
牛仔舞
第 二 名
森巴舞
第 三 名
查查查
第 四 名

14 或以上 新秀賽 森巴舞
第 七 名
倫巴舞
第 七 名
李珈汶  Lee Ka Man  3B
梁詠雯  Leung Wing Man  3B

14 或以上  代表賽  森巴舞  第一名
14 或以上  新秀賽  倫巴舞  第四名
       牛仔舞  第四名
       森巴舞  第四名
       查查查  第四名
14 或以上  排名賽  倫巴舞  第五名
       牛仔舞  第五名
       森巴舞  第五名
       查查查  第五名
馮梓媛  Fung Tsz Wun  3B
葉卓翹  Ip Cheuk Kiu  3B

14 或以上  代表賽  牛仔舞  第一名
14 或以上  新秀賽  倫巴舞  第二名
       牛仔舞  第二名
       森巴舞  第三名
       查查查  第三名
14 或以上  排名賽  倫巴舞  第三名
       牛仔舞  第三名
       森巴舞  第三名
       查查查  第三名
徐芷茵  Tsui Chi Yan  3A
黃穎昕  Wong Wing Yan  3A

14 或以上  代表賽  查查查  第一名
14 或以上  新秀賽  倫巴舞  第一名
       牛仔舞  第一名
       森巴舞  第一名
       查查查  第一名
14 或以上  排名賽  倫巴舞  第一名
       牛仔舞  第一名
       森巴舞  第二名
       查查查  第二名
### Speech

**61st Hong Kong School Speech Festival - English Speech**

<table>
<thead>
<tr>
<th>Event</th>
<th>Category</th>
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<tbody>
<tr>
<td>Choral Speaking - Non-Open Secondary 1 - Girls'</td>
<td>Second</td>
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<tr>
<td>Improvised Dramatic Scenes Secondary 4 to 7 - Boys and/or Girls</td>
<td>Third</td>
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</tr>
<tr>
<td>Dramatic Duologue Secondary 1 &amp; 2</td>
<td>1D Third</td>
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</tr>
<tr>
<td>Dramatic Duologue Secondary 3 &amp; 4</td>
<td>4C Second</td>
<td></td>
</tr>
<tr>
<td>Dramatic Scene Secondary 3 &amp; 4</td>
<td>3C Second</td>
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<tr>
<td>Public Speaking Solo Secondary 3 &amp; 4</td>
<td>3C First</td>
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<tr>
<td>Solo Prose Reading - Non-Open Secondary 2 - Girls'</td>
<td>3E Third</td>
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<tr>
<td>Solo Prose Reading - Non-Open Secondary 3 - Girls'</td>
<td>4A Third</td>
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<tr>
<td>Solo Prose Reading - Non-Open Secondary 4 Girls'</td>
<td>6A Third</td>
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<tr>
<td>Solo Prose Reading - Non-Open Secondary 6 &amp; 7 - Girls'</td>
<td>6B Third</td>
<td></td>
</tr>
</tbody>
</table>

**Participants**

- **王志喜** (Wong Gwyneth Zhi Xi) - 2E
- **鄭曉殷** (Cheng Yvonne) - 3A
- **鄭雪兒** (Cheng Sherry Xueer) - 1D
- **賀紫君** (Ho Gabrielle Ji Chuen) - 1D
- **張嘉欣** (Cheung Ka Yan Emily) - 4C
- **曹倩彤** (Tso Sin Tung) - 4C
- **吳蕋珈** (Ng Yui Ka Tiffany) - 4A
- **謝昕琦** (Tse Yan Kei) - 4C
- **陳昊琳** (Chan Ellen) - 3C
- **哈億榆** (Ha Carine Yick Yu) - 3D
- **梁穎恒** (Leung Lyvianne Wing Hang) - 3C
- **曾兆容** (Tsang Siu Yung) - 3E
- **黃可翹** (Wong Ho Kiu) - 3C
- **黃朗寧** (Wong Lang Ning Samantha) - 3C
- **溫遠煜** (Wan Yuen Yuk) - 3C
- **莫家恩** (Mok Kar Yan Natalie) - 3A
- **宋煒妍** (Sung Wai Yin Gemma) - 2C
- **曾兆容** (Tsang Siu Yung) - 3E
- **羅子恩** (Law Tsz Yan) - 4A
- **繆逸思** (Miu Yat See Melody) - 6A
- **葉沛棋** (Yip Pui Ki) - 6B
Solo Prose Reading - Non-Open Secondary1 Girls’
林浩庭 Lam Hoi Ting Leanne 1A Third

Solo Verse Speaking - Non-Open Secondary 1 - Girls’
張倩婷 Cheung Sin Ting 1C First
賀紫君 Ho Gabrielle Ji Chuen 1D First
彭曉彤 Pang Hiu Tung 1A First
朱詠雯 Chu Nicole 1B Second
朱彥如 Chu Yen Yu 1E Second
梁卓琳 Leung Cheuk Lam Charlie 1F Second
楊穎欣 Yeung Vivian 1D Second

Solo Verse Speaking - Non-Open Secondary 2 - Girls’
藍曉雯 Lam Hiu Man Gloria 2A Second

Solo Verse Speaking - Non-Open Secondary 3 - Girls’
哈億榆 Ha Carine Yick Yu 3D First
林皓程 Lam Ho Ching Chloe 3A Second
黃睿欣 Wong Yui Yan 3B Second

Solo Verse Speaking - Non-Open Secondary 6 & 7
曾曉書 Tsang Janice Hui Yui 6A Second

第六十一屆香港學校朗誦節 - 中文組

二人朗誦 - 粵語 (中學三、四年級)
陳琛熹 Chan Nicole 4E 冠軍
張依汶 Cheung E Manna 4E 冠軍

二人朗誦 - 粵語 (中學五至七年級)
王凱晴 Wong Hoi Cheing 5D 冠軍
姚瑋瑜 Yiu Wai Yue Tiffany 5D 冠軍

散文獨誦 - 普通话 (中學一、二年級)
蔡頌翹 Choi Chung Kiu 2D 亞軍
周宇翎 Chow Yu Ling 1E 季軍

散文獨誦 - 普通话 (中學三、四年級)
李詩慧 Li Sze Wai 3C 亞軍
莫家恩 Mok Kar Yan Natalie 3A 冠軍

散文獨誦 - 粵語 (中四年級)
周曉書 Chau Hiu Kwan 4C 季軍

散文獨誦 - 粵語 (中學一年級)
梁詩程 Leung Sze Ching 1E 季軍

散文獨誦 - 粵語 (中學二年級)
McKee Yee
Choi Chung Kiu

散文獨誦 - 粵語 (中學三年級)
Ip Cheuk Kiu
Lam Yan Lun

散文獨誦 - 粵語 (中學五年級)
Wong Wan Yue

散文獨誦 - 粵語 (中學四年級)
Chan Nicole
Li Kim Wai
Cheung E Manna

詩詞朗誦 - 粵語 (中學一至三年級)
Choi Chung Kiu

詩詞獨誦 - 普通話 (中學一、二年級)
Chiang Nok Yi
Li Siying

詩詞獨誦 - 粵語 (中學一年級)
Chow Yu Ling

詩詞獨誦 - 粵語 (中學二年級)
Mak Hiu Yee
Ho Choi Sin
Wong Ka Man

詩詞獨誦 - 粵語 (中學三年級)
Chiu Wan Wai

Services Awards

Student Applicants for Volunteer Training Scheme 2010
Mak Yuen Lam
Tang Sin Heng
Yung Ho Yee
Sung Sze Wing Juliette
Pang Shan Jing

社會福利署中西南及離島區推廣義務工作計劃
張依汶  Cheung E Manna  4E  金獎
蔡傲淳  Choi Ngo Shun  7A  金獎
林嘉莉  Lam Ka Lee Kelly  7B  金獎
魏寶婷  Nguy Hing Wei Isabelle  7B  金獎

岑曉瑩  Sham Hiu Ying  4E  銀獎
陳穎萃  Chan Sui Ting  5A  銀獎
盧詠詩  Lo Wing Sze Erica Amanda  5A  銀獎
黃凱敏  Wong Hoi Man  5E  銀獎
羅曉南  Lo Hiu Nam  5E  銀獎
李佩玲  Li Pui Ling  7C  銀獎
謝曦瑜  Tse Hei Yu  7C  銀獎

秦慧敏  Chun Wai Man  4B  銅獎
孟諾賢  Mang Noreen  4C  銅獎
羅曉彤  Law Hiu Tung Virginia  4D  銅獎
彭善晶  Pang Shan Jing  4D  銅獎
洪韻迪  Hung Wan Tik  4D  銅獎
李錦漢  Li Yuk Ching  4D  銅獎

社會福利署推廣義務工作計劃

張依汶  Cheung E Manna  4E  銀獎
蔡傲淳  Choi Ngo Shun  7A  銀獎
林嘉莉  Lam Ka Lee Kelly  7B  銀獎
魏寶婷  Nguy Hing Wei Isabelle  7B  銀獎

岑曉瑩  Sham Hiu Ying  4E  銅獎
陳穎萃  Chan Sui Ting  5A  銅獎
盧詠詩  Lo Wing Sze Erica Amanda  5A  銅獎
黃凱敏  Wong Hoi Man  5E  銅獎
羅曉南  Lo Hiu Nam  5E  銅獎
謝曦瑜  Tse Hei Yu  7C  銅獎
李佩玲  Li Pui Ling  7C  銅獎

Other Awards

「智．創．傳愛」生命有您至 Qee 設計比賽
2009 Hong Kong Innovation E-Learning Tool Design Competition Champion Award
The Open University of Hong Kong
Champion Award
林哲如 Lam Che Yue Tiffany 4A
伍苑彤 Ng Yuen Tung 4D

2010 English Drama Festival
Best Actress Award
崔冬兒 Chui Tung Yi Antonia 4A
Outstanding Script Award
陳家希 Chan Ka Hay Michelle 6A

2010 Secondary School Mock Trial Competition
Organized by the City University of Hong Kong
Best Witness: Second Runner-up
姜善熒 Keung Sin Ying Leona 4A

2nd HK Students Open Music Competition 2009
Speech & Music Recital Development Foundation
Piano Grade 5 (Concert Group)
1st place 林芝樂 Lam Charlotte 1E
Singing Grade 5
3rd place 林芝樂 Lam Charlotte 1E

Hong Kong Youth Singing Festival 2009
Art Song (Female, 15 & under)
Champion 關幗怡 Kwan Kwok Yee 4D
Art Song (Treble, 12 & under)
2nd place 梁詩程 Leung Sze Ching 1E
Chinese Art Song (Female, 15 & under)
1st place 關幗怡 Kwan Kwok Yee 4D
Musical Theater (Female, 15 & under)
3rd place 關幗怡 Kwan Kwok Yee 4D
Musical Theatre (Treble, 12 & under)
2nd place 梁詩程 Leung Sze Ching 1E

International Junior Science Olympiad 2009-2010
Organized by Gifted Education Section, Education Bureau
2nd class 林子靖 Lam Sonia 2E

International Princess Kid's Design Competition 2009
Princess Worldwide Ltd
2nd 梁卓琳 Leung Cheuk Lam Charlie 1B
3rd 胡靖嵐 Wu Ching Laam Grace 1D
Merit 劉宛姍 Lau Yuen Shan 2D
Joint School Mock Trial Club
participants

陳芷希  Chan Tsz Hei  4E
陳昕希  Chan Yan Hay Gabe  4A
何樂兒  Ho Lok Yee  4D
甘蕊嘉  Kam Yui Ka  4E
姜善熒  Keung Sin Ying Leona  4A
劉冠之  Lau Cinzia Kwun Chee  4A
羅子恩  Law Tsz Yan  4A
李金蕙  Li Kim Wai  4D
吳蕋珈  Ng Yui Ka Tiffany  4A
彭善晶  Pang Shan Jing  4D
黃嘉璇  Wong Ka Shuen  4D
余諾婷  Yu Lok Ting  4A

Rabobank Canned Food Art Piece Competition
Jointly organized by Rabobank International and St. James' Settlement
Most Creative Award
胡曉貝  Hu Xiao Bei  2C
李思穎  Li Siying  2C
沈君怡  Shum Kwan Yi  2C
宋煒妍  Sung Wai Yin Gemma  2C
唐筠宜  Tong Kwan Yi  2C
黃嘉璇  Wong Ka Man  2C

Co-organized by the Commercial Press (H.K.) and Hong Kong Educational Publishing Co.
English Junior Section
Champion
何易恩  Ho Yick Yan  3B

The 2nd English Radio Drama Competition for Hong Kong & Macau Schools
Co-organized by Theatre Noir, Smart Education Charitable Foundation and Rotary Club of Bayview Sunshine HK R1 District 3450
Junior Secondary Level
Gold Award
鄭雪兒  Cheng Sherry Xueer  1D
賀紫君  Ho Gabrielle Ji Chuen  1D
林芝樂  Lam Charlotte  1E
林頌恩  Lam Chun Yan Abbie  1D
林海樂  Lam Hoilok Heather  1D

Most Creative Drama
鄭雪兒  Cheng Sherry Xueer  1D
賀紫君  Ho Gabrielle Ji Chuen  1D
林芝樂  Lam Charlotte  1E
林頌恩  Lam Chun Yan Abbie  1D
林海樂  Lam Hoilok Heather  1D

Outstanding Actress
林頌恩  Lam Chun Yan Abbie  1D
Outstanding Script

Outstanding Script

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優異獎
高凱晴 Ko Hoi Ching Cynthia 1C
李詠熹 Lee Wing Hei Gloria 6C

香港繁華圖中學生繪畫比賽
Organized by HK Museum of Art and the Commercial Press (HK) Ltd.
張洛雯 Cheung Lok Man 4B

第二屆香港中學數學創意解難比賽
教育局資優教育組及香港教育工作者聯會合辦
最具深度提問獎 林嘉慧 Lam Ka Wai 1E

第八屆香港文學節《文影共舞》短片創作比賽
康樂及文化事務署香港公共圖書館主辦
中學組
季軍 周嘉盈 Chow Ka Ying 6A
許善琳 Hui Sin Lam 6B
許芷婷 Hui Tsz Ting 6A
關夢瑶 Kwan Mung Yiu 6A
劉佩欣 Lau Pui Yan 6B
葉沛棋 Yip Pui Ki 6B

第四界香港學界掃描比賽「描城繪景·活現西城」
聖雅各福群會主辦
Grand Prize 麥藹儀 Mak Vanessa Hoi Yee 3D

愛我中華喜迎六十 - 2009全港學界慶祝國慶文藝表演江匯演
演出代表 繆逸思 Miu Yat See Melody 6A
溫文卿 Wan Man Hing Katie 7A

禁毒時裝設計比賽 2010
香港扶幼會許仲繩紀念學校
Third 周庭櫻 Chow Ting Ying 3B
秦慧麗 Chun Wai Yee 3B
劉善琳 Lau Sin Lam 3B
梁詠雯 Leung Wing Man 3B
庾翠桐 Yiu Tsui Tung 3B

齊譜關愛樂章 - 關愛家人心意創作比賽
高街聯合家庭服務中心主辦
亞軍 何麗盈 Ho Lai Ying 2C
季軍 梁倩儒 Leung Zoe 2C
冠軍 麥曉宜 Mak Hiu Yee 2C
優異獎 劉偉盈 Lau Fai Ying Gladys 2C
黃卓思 Wong Cheuk Sze Cathy 2C

慶祝新中國成立 60 周年中學生攝影比賽
慶祝新中國成立 60 周年中學生攝影賽組委員主辦
三等獎 劉柏妍 Lau Laura Lavinia 1E

整『妝』待發迎東亞 齊為天橋添姿采
中西區推廣香港 2000 東亞運動會統籌委員會
冠軍 陳君敏 Chan Carmen Kwan Mien 4D
陳皓兒 Chan Chit Yee Portia 4D
陳芷希 Chan Tsz Hei 4E
顏綾 Ngan Ling 4E

機械人設計比賽 2009
中西區推廣使用資訊科技委員會主辦
學生組 - 飛船搜救任務
亞軍 李詩慧 Li Sze Wai 3C
成京華 Shing King Wa 3C
孫熙曼 Suen Hei Man 3C
冠軍 華卓麒 Ip Cheuk Kiu 3B
羅凱菱 Law Hoi Ling Clare 3B
李穎琳 Li Wing Lam 3B
李玉敏 Li Yuk Man 3B
黃雪欣 Wong Yui Yan 3B

Student Applicants for Volunteer Training Scheme 2010
Hong Kong Outstanding Students' Association
宋思穎 Sung Sze Wing Juliette 4A
彭善晶 Pang Shan Jing 4D
鄧倩珩 Tang Sin Heng 3A
容可兒 Yung Ho Yee 3A
麥婉琳 Mak Yuen Lam 2B

第十四屆全港中小學中英文硬筆書法比賽(中文書法)
香港教育專業人員會、香港硬筆書法家協、廉政公署社區關係處合辦
中學初級組（校內比賽）
亞軍 麥婉琳 Mak Yuen Lam 2B
季軍 孫凱平 Suen Hoi Ping 3C
冠軍 李思穎 Li Siying 2C

第十四屆全港中小學中英文硬筆書法比賽(英文書法)
香港教育專業人員會、香港硬筆書法家協、廉政公署社區關係處合辦
中學初級組（校內比賽）
亞軍 麥婉琳 Mak Yuen Lam 2B
季軍 陳沅彤 Chan Yuen Tung 3A
冠軍 招卓琦 Chiu Cheuk Kei 5D

第十四屆全港中小學中英文硬筆書法比賽(英文書法)
香港教育專業人員會、香港硬筆書法家協、廉政公署社區關係處合辦
中學高級組（校內比賽）
亞軍 麥婉琳 Mak Yuen Lam 2B
季軍 陳沅彤 Chan Yuen Tung 3A
冠軍 閆鈺影 Kwan Tip Ying 1D

第十四屆全港中小學中英文硬筆書法比賽(英文書法)
香港教育專業人員會、香港硬筆書法家協、廉政公署社區關係處合辦
中學高級組（校內比賽）
亞軍
林倪嘉 Lam Ngai Ka 5A
季軍
郭思曉 Kwok Sze Hiu 4D
冠軍
李穎彤 Lee Wing Tung 7A

Student Environmental Protection Ambassador Scheme 2009-2010
co-organized by Environmental Protection Department, Environmental Campaign Committee and Education Bureau
Outstanding Student Environmental Protection Ambassador in appreciation of Promoting Environmental Education in School
Gold Award:
戴皓昕 Tai Ho Yan 6A

Silver Award:
張卓朗 Cheung Cheuk Long 4B

Bronze Award:
劉洐均 Lau Hin Kwan Valerie 4E

Merit Award:
歐陽銳櫻 Au Yeung Yui Ying 3A
何易恩 Ho Yik Yan 3B
謝麗詩 Tse Lai Sze 4A
吳熙愉 Ng Hay Yu 4A
謝昕琦 Tse Yan Kei 4C
榮詩樂 Wing Sze Lok 4D
陳蔚婷 Chan Wai Ting 4E
陳芷希 Chan Tsz Hei 4E
陳琛熹 Chan Nicole 4E
張依汶 Cheung E Manna 4E
鄺允嘉 Chow Wan Ka 4E
邱弼蕗 Khoo Butt Lou 4E
羅梓寧 Law Tse Ling 4E
李穎甜 Lee Etty 4E
潘汶熹 Poon Jessica 4E
戴貝莎 Tai Bui Sha Sally 4E
謝承恩 Tse Shing Yan 4E
甄曉君 Yun Hiu Kwan 4E
余敏妍 Yu Man Yin Sophie 4E
譚艷雅 Tam Yim Nga 6B

「藍天綠地在香港」北區花蟲鳥展覽會 - 全港學界海報設計比賽
中學組港島區季軍
林嘉慧  Lam Ka Wai  1E

扶輪禁毒盃中學校際辯論比賽
國際扶輪 3450 區第 8 地域主辨
季軍
黃嘉敏  Wong Ka Man  2C
2010 年度扶輪禁毒盃中學校際辯論比賽第三回合初賽 最佳交互答問辯論員
2010 年度扶輪禁毒盃中學校際辯論比賽第二回合初賽 最佳辯論員
李昕君  Lee Yan Kwan  3D
2010 年度扶輪禁毒盃中學校際辯論比賽第一回合初賽、半準決賽 最佳辯論員
陳曦彤  Chan Hei Tung  6A
2010 年度扶輪禁毒盃中學校際辯論比賽第一回合初賽、第二回合初賽及半準決賽 最佳交互答問辯論員
2010 年度扶輪禁毒盃中學校際辯論比賽第三回合初賽 最佳辯論員

Internal Award

Annual Sports Day

<table>
<thead>
<tr>
<th>Class</th>
<th>Best Participation – Junior</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
</tr>
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<tbody>
<tr>
<td>F.3C</td>
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<tr>
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<table>
<thead>
<tr>
<th>Class</th>
<th>Best Participation – Senior</th>
<th>1st</th>
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<td>F.4D</td>
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<tr>
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<tr>
<td>F5D</td>
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<table>
<thead>
<tr>
<th>Class</th>
<th>F.5D</th>
<th>1st</th>
</tr>
</thead>
<tbody>
<tr>
<td>F.5E</td>
<td></td>
<td>2nd</td>
</tr>
<tr>
<td>F.5C</td>
<td></td>
<td>5rd</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Class</th>
<th>F.4E</th>
<th>1st</th>
</tr>
</thead>
<tbody>
<tr>
<td>F.4D</td>
<td></td>
<td>2nd</td>
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<tr>
<td>F.3C</td>
<td></td>
<td>3rd</td>
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</table>

<table>
<thead>
<tr>
<th>Class</th>
<th>F.2A</th>
<th>1st</th>
</tr>
</thead>
<tbody>
<tr>
<td>F.1A</td>
<td></td>
<td>2nd</td>
</tr>
<tr>
<td>F.2E</td>
<td></td>
<td>3rd</td>
</tr>
</tbody>
</table>

116  SSGC Annual School Report 2009-2010
A Grade
陳院庭 Chan Yuen Ting 7B Champion

B Grade
程孝慧 Chen Siu Wai Alvina 4D Champion

C Grade
袁若汧 Yuen Ruo Qian 1D Champion

Annual Swimming Gala
Best Participation – Junior
F.3C 1st
F.3A 2nd
F.1B 3rd

Best Participation – Senior
F.4D 1st
F.5D 2nd
F.5E 3rd

Class – A Grade
F.5D 1st
F.5E 2nd
F.6A 3rd

Class – B Grade
F.3C 1st
F.3A 2nd
F.4D 3rd

Class – C Grade
F.1D 1st
F.2D 2nd
F.2E 3rd

A Grade
吳家盈 Ng Ka Ying 5D Champion

B Grade
陳施婷 Chan Sze Ting 3A Champion

C Grade
林曉恩 Lam Hiu Yan 1C Champion
8.5 Participation in Extra-curricular Activities

8.5.1 Sports and Physical Development

2009-2010 was yet again another fruitful and successful year for the school sports teams. With the members’ great dedication and high team spirit, they achieved some very impressive results this year. They ranked fifth out of thirty eight girls’ schools in the overall sports results of the Hong Kong Schools Sports Federation. In 2010-2011, our six sports teams will compete in Division One. For individual results, our Badminton Team came third in the overall competition whilst the C Grade Team clinched the Championship in Division One of the Inter-school Badminton Competition. Our C Grade Volleyball Team came 3rd in Division One of the Inter-school Volleyball Competition. Our Basketball Team came 4th in the overall competition in Division Two of the Inter-school Basketball Competition. Our Tennis Team came fourth in the overall competition in Division Two of the Inter-school Tennis Competition. Two of our Form One girls achieved impressive results in the All Hong Kong Inter-secondary Schools Gymnastic Competition. Yu Tsz Yan and Law Hiu Kwan came third and fourth in the Floor exercise of the Novice Group respectively. Our outstanding athlete Wong Man Yin of Form Seven B got the A.S. Watson Group Hong Kong Student Sports Award 2010 for her outstanding performance in Artistic Cycling. Chan Yuen Ting (Form Seven B) and Wong Man Yin (Form Seven B) were selected as representatives in the East Asian Games 2009. These achievements were manifestations of our students’ concerted effort strive for excellence in sports.

To enhance our sports culture, our Physical Education Department as well as the Sports and Recreation Association worked hard at promoting sports in the school. A series of sports activities was organized throughout the year. They were the Swimming Gala, Sports Day, Mass PE, Sports Talents and Inter-class Sports Competitions (volleyball and basketball). Mass PE was also held regularly during PE lessons. In addition, our school was also invited to serve as a cheering team for the world famous volleyball teams (China, Germany, Netherlands and USA) in the FIVB World Grand Prix held in the Hong Kong Coliseum in August 2010. It was a great opportunity for our team members to meet with and offer our full support for our National Women’s Team. All these events provided our students with valuable
opportunities to explore sporting opportunities at different levels. It is hoped that the unswerving sports spirit will encourage our students to maintain an active and healthy lifestyle.

8.5.2 Prefects’ Council and Students’ Association

The Students’ Association and the Prefects’ Council play an important role in the school life of St. Stephen’s. The five Boards, namely the Co-operation Board, Communication Board, Extra-Curricular Activities Board, Tidiness Board and Welfare Board, acted as executive arms of the Standing Committee. They worked closely together to carry out a number of duties and activities to fulfill the goal of enriching school life through promoting students’ welfare, fostering communication between students and the school, and enhancing students’ sense of belonging. This year, the SA organized a Smiley Face Campaign to help promote the school theme of the year – Care and Respect. A series of activities were organized throughout the year like special assemblies, theme song compositions, teachers’ week, Smiley Face Day, Smiley Face Wall, Song dedication and Helloha. The activities were highly commended by all staff and students.

8.5.3 Club Activities

A balanced range of extra-curricular activities was provided throughout the year. There were over forty school teams which provide opportunities for students to show and enhance their talents. They achieved very outstanding performance in different kinds of competitions. There were also a total of thirty five clubs and societies under 4 categories relating to ‘publication’, ‘academic’, ‘cultural’ and ‘service’. Student leaders were elected and trained to take up leading roles to organize a multitude of functions and activities for their schoolmates. These activities helped to broaden students’ experience and make learning fun. These experiences also provide students with the opportunity to discover their potential, develop their talents and improve their generic skills. Furthermore, through organizing and/or participating in these activities, the school spirit, class spirit and student integration among different forms were greatly enhanced.
8.5.4 Community Service

The Social Service Group is one of the service clubs in the school which aims to serve the needy and promote social awareness among students. In the academic year 2009-2010, our students completed six hundred and sixty service hours in three service programs. One of the activities was the flag selling organized by Chai Wan Baptist Church Social Service during the Christmas holidays and we were awarded the “Top Ten Most Enthusiastic Participating Organization”. We also organized two other joint school service programs with Raimondi College and St. Louis School. During the two service programs, we served the mentally disabled children and children from low income families respectively. Both service programs included an orientation day with a training session and two service days. This allowed participants to learn basic skills in serving the needy. Through joining various activities, committee members got a chance to develop their leadership skills. Participants’ social awareness was also raised.

8.5.5 Environmental Protection Activities

The Environmental Protection Ambassador Scheme organized a series of training sessions and activities throughout the term. Twenty students successfully completed the Basic Environmental Badge Training for the Student Environmental Protection Ambassador (SEPA) Scheme. Twenty students were awarded the SEPA Merit Award, three students were awarded the Outstanding SEPA Gold, Silver and Bronze Award. The theme of 2009-2010 was energy saving and a series of programs (refer to the table) were conducted and the electricity bill for this academic year slightly improved in several months.

**Energy Saving Programs:**

<table>
<thead>
<tr>
<th>Programme</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Launching of energy saving program during assembly which was conducted by the SEPA's.</td>
<td>Early October</td>
</tr>
<tr>
<td>2. Form period - Form teachers led a discussion session during form period and asked students to propose energy-saving practices in school.</td>
<td>In late October</td>
</tr>
<tr>
<td>3. Energy saving reminders for all teachers.</td>
<td>Staff meeting in October</td>
</tr>
<tr>
<td>Number</td>
<td>Action</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4.</td>
<td>Guidelines on the use of computers, air-conditioners and fans in the classrooms was posted up in each classroom</td>
</tr>
<tr>
<td>5.</td>
<td>Reviewed the duties of IT and green monitors and the use of air conditioners.</td>
</tr>
<tr>
<td>6.</td>
<td>Student sharing of energy saving during assembly</td>
</tr>
<tr>
<td>7.</td>
<td>Posted up a bar chart showing the monthly electricity bill comparing the consumption of electricity in 2008-2009 to 2009-2010.</td>
</tr>
<tr>
<td>8.</td>
<td>Guidelines to janitors on energy-saving practices.</td>
</tr>
<tr>
<td>9.</td>
<td>Dissemination of green tips during assembly from time to time by SEPAs</td>
</tr>
<tr>
<td>10.</td>
<td>SEPAs in Energy saving patrol team patrolled around the school campus.</td>
</tr>
<tr>
<td>11.</td>
<td>Energy Saving Label design competition</td>
</tr>
</tbody>
</table>

Various reduction and recycling programs were also held e.g. the collection of recyclable items such as paper, metals and plastics and more recycling bins were allocated on the school campus. The roof-greening project funded by the Environmental Campaign Committee in the Ellen Li Jubilee Building is in progress.

### 8.5.6 Leadership Training

It was our major concern to develop and enhance leadership abilities, a sense of citizenship and the social responsibility of students. Training for different student groups was provided throughout the year. Students were provided with ample opportunities to take up different duties in school which included being Captain or student in-charge of the school teams; ECA clubs; Students’ Association; Class Associations, etc. Training workshops and meetings were frequently held for students so that they could use their knowledge to manage the club and team affairs. Under the guidance of the teacher coordinators and advisors, student leaders learnt and were trained to plan and work in line with the goals set for the year. Besides, our school also encouraged students to take part in other leadership training programs like the “Hong Kong 200” Leadership Project, UNICEF Ambassador, Hong Kong Young Ambassador Scheme, LCSD Sports Captain Program, Caritas Volunteer Leader Training Scheme and the Leadership Enhancement Program organized by the EDB,
etc. Through working and collaborating with different parties, students gained experiences which were important for their future development.

8.5.7 Dance

Dance has long been a tradition of our school. The dance team members were actively involved in different school functions like the Thanksgiving Service, Inter-class Dance Competition, Mass PE, SA Day and the school musical. This year, our dance team achieved excellent results in the 46th Dance Festival in which Team A received an Honor Award in the Jazz group and was invited to perform in the Winners' Performance and Prize-giving Ceremony on 29 April 2010. The dance piece – “Choco-latte”, which conveyed an anti-drug message to youngsters, was highly appreciated by all the adjudicators. Besides, the Dancesport Team also achieved impressive results in the 6th Inter-school DanceSport Championships. For the individual prizes, they received ten gold, nine silver and thirteen bronzes medals. For the overall results, our team came third in the Team Competition (Secondary Section) and first in the Overall Award in Girls' over fourteen. Besides, our dance team was also invited to perform in the “全港中學生歌舞賀國慶” at Queen Elizabeth Stadium, “Pace with Love” 2009 Walkathon at Wan Yan College Hong Kong and our 105th Anniversary Bazaar. Students’ dance and performing skills were greatly enhanced through these experiences.

8.5.8 Drama

Drama plays an important role in whole-person development. As a regular co-curricular and extra-curricular activity, it helps to develop students’ self-confidence, imagination and creativity. It also provides greater opportunities for students to use English for purposeful communication outside the classroom. With this in mind, the Drama Club continues to promote a drama culture within the school.

2009-2010 proved to be a very busy year for the Drama Club. St Stephen’s Girls’ College once again acted as a host venue for the 2010 Drama Fest, organized by the Association of English Medium Secondary Schools. At the session on 19 April at SSGC, our students competed with their entry entitled “The Female Monologues”, an exploration of the social pressure on women down through the ages. When the results were announced, we were particularly delighted to receive the prize for Outstanding Script in addition to a Best Actress award for Antonia Chui (Form Four A). Drama
Club representatives later attended the Prize Presentation Ceremony on 12 May at Tsuen Wan Town Hall where they were presented with their awards by Professor Cheng Kai Ming, Chairman of SCOLAR.

8.5.9 Debates

The Debating Team participated enthusiastically in a wide range of debating activities in and outside school. To enhance the debating skills and interest in this activity among students, a series of inter-school debates were arranged for our members. By watching and participating in these friendly debates, students were able to pick up useful techniques and gather valuable experience, which they were able to put into practice in some more vigorous competitions including the Sing-Tao Debating Competitions and the NESTA (Native English Speaking Teachers Association) Debate Competition.

Our students also actively took part in the Hong Kong Model United Nations 2010, in which over twenty international and local schools participated in debating several issues in a general assembly. This year our students represented Israel in four issues in the fields of international politics and economy. Students’ debating and research skills were greatly enhanced through this experience.

Another opportunity to develop debating skills was presented in the Secondary School Mock Trial Competition in which members of our school team received a number of awards including Lawyer of the Trial, Best Lawyer of the Competition (Second Runner-up), and Witness of the Trial. In this competition, students role-played defence and prosecution lawyers and witnesses in a courtroom trial.

8.5.10 Campus Broadcasting Programme

Achievements

2009-2010 was a fruitful year for the Campus TV Committee. Five production teams were formed with a total of one hundred and one members, twenty of which were Executive Committee Members. Many of our video productions were broadcast during the four regular broadcasts in November, December, February and April.

Six video clips of school events were recorded: Sports Day, Speech Day, the
Christmas Service, Sixth Form Camp, Swimming Gala and the 105th Anniversary Bazaar. In co-operation with the Students’ Association, over six video clips were recorded which involved an array of extra-curricular activities: The Michaelmas Fair, Inter-class Sports Competition, East Asian Games Week, Teachers’ Week, DBS Exchange and the End of Term Celebration. In addition, the creative groups of the Committee also produced several video episodes. One of the commercials produced by our Creative Group won a merit prize in the competition held by the HKBPE.

The Committee also helped teachers and students in producing videos for classroom purposes and also assisted the Chinese Department in producing a programme entitled ‘關愛伴校園’.

The Committee achieved its goal of training students in video production. Two introductory training courses for new members, two intermediate training courses and two advanced training courses for all members were organized. Besides, intensive editing, light-backstage, remote-cam and multi-cam training courses were organized to further strengthen the production skills of our members.

Reflection

Despite the fact that the Committee accomplished the goal of producing various video productions, there is still room for improvement in the following two areas:

• Technical skills of members
• Planning and organization of video production

Due to the busy schedule of students, it was difficult for them to attend many training courses and to practise shooting and editing. The lack of experience in shooting and editing affected the quality of productions.

Our plan for next year will be:

• To improve the work distribution of the Committee
• To strengthen the shooting and editing skills of the members
9 Key Issues for the new School Development Plan

To consolidate the good practices developed and facilitate the effective inaugural implementation of the New Senior Secondary (NSS) curriculum in 2009, the school will strive for excellence through fostering a caring culture and a value-conscious environment in our learning community by strengthening the affective basis for constructing knowledge, thereby broadening intellectual capacity and enhancing lifelong learning skills in achieving whole person development and competent global citizenship.

9.1 Respect

To promote a positive self-image and integrity and to enhance interpersonal competency and social harmony

9.1.1 Care and respect for self in attainment of the following aspects:
- Enhanced self-esteem
- A positive self-image and integrity
- Self-management
- Care for personal health and development

9.1.2 Care and respect for others in promoting the following among all stakeholders:
- Mutual respect for one another
- Multi-perspectives and diversity
- Nature and environment
- The motherland (national identity) & the global community

9.2 Commitment

To enhance the quality of performance and the well-being of all through strengthening responsibility and commitment to one’s work and to others through constant reflection

9.2.1 Commitment to one’s work
9.2.2 Commitment to others
9.3 **Perseverance**

*To appreciate life and the importance of sustainable development through developing perseverance to enable a positive response to challenges in life in the context of globalization*

9.3.1 **Perseverance**

- Adopt a positive attitude to challenges and adversities in life
- Build up resilience
- Strengthen commitment and sense of responsibility
- Enhance metacognition (reflection and self-evaluation)

9.3.2 **Sustainability**

- Develop a positive outlook on life
- Cultivate an appreciation of healthy living
- Enhance awareness of the importance of sustainable development in a dynamically changing globalized context