



St. Mary's Canossian College



***School Report
2017-2018***



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Information on our school is also available at: Secondary School Profiles

<http://chsc.edb.hkedcity.net/secondary> or

http://ssp.proj.hkedcity.net/eng/parser.php?file=eng/schbasic.htm&school_id=1082

Our School

School Motto

Cor Unum et Via Una
Our Heart and One Way

一心一道

The 'One Heart' is that of Jesus Christ, our Divine Model – a heart of perfect love, wisdom and compassion. We model ourselves after this Heart and become hearts yearning for virtue and knowledge, ready to strive for the best, to grow, and to serve.

The 'One Way' is Jesus' way, vividly lived by Him in the Gospel – our Way to the Truth and the fullness of life.

St. Marians, all united in spirit and action, pledge to walk together in God's love along the way of Gospel truth which the Canossian Educational Project tries to capture.

School Vision

It is God's greatest glory that each and every St. Marian will be honoured and distinguished as she is and what she can become.



School Mission

We are committed to a belief that all our students CAN develop to their full capacity. We provide a positive learning environment for the promotion of the whole person grounded in Christian virtues and the formation of heart, to empower them all to make the best use of God's given talents in service to their fellowmen.

We achieve our mission:

- By instilling in students a love for learning with the ability to think critically and creatively;
- By placing our hope in everyone and encouraging all of them to work and to develop their God given abilities and talents;
- By inculcating the Christian virtues of charity, humility and moral integrity which are fundamental to individual growth;
- By preparing students to achieve clearly-defined goals which give meaning to their lives;
- By means of concerted effort of the whole staff in grooming students as responsible citizens who are committed to serving the needy and contributing to the well-being of our society and our country

School Sponsoring Body

The sisters of the Canossian Daughters of Charity, as missionaries, in the spirit of St. Magdalene of Canossa, their Foundress, were inspired to establish this school in 1900. Since then, under the management of the Sisters and the dedication of the whole staff, with the support of students, parents and past St. Marians, the school has grown and flourished.

Our School and its Management

Our school was founded in 1900 by Canossian Sisters of the Canossian Daughters of Charity, with an extremely modest beginning. The school started with only two classrooms for boys and girls in response to the need for a school in Tsim Sha Tsui, Kowloon. The small school admitted 30 pupils and was named St. Mary's School. The small beginning developed rapidly as population in Kowloon grew. In 1960, student enrolment was 2500 including the Primary Section. In the same year, the Secondary Section was named "St. Mary's Canossian College", a grant-in-aid school for girls from age 12 to 18 ; the Primary Section was renamed "St. Mary's Canossian School". At present, the student population in the secondary school is around 1250, from Form One to Form Six. In her effort to develop each person to her fullest, the school offers a great variety of academic and cultural subjects as well as co-curricular activities to enable students to grow and learn those skills which are essential in today's world. Around ninety percent of St. Mary's graduates are qualified for entry into local universities after Form 6, though a number of them prefer to go abroad to the UK, the USA, Canada and Australia for further studies.



The Incorporated Management Committee

Composition of the Incorporated Management Committee (IMC):

Sponsoring Body	Alumna	Parent	Principal	Teacher	Independent
7	1	2	1	2	1

With our constant commitment to quality education and promotion of the whole person, our school puts emphasis on continuous and all round development in our curricular and co-curricular programmes. The school management adopts a publicly accountable system for decision making, stressing a participatory and collaborative approach to policy making involving the whole staff and in particular, at the policy making level of the Senior Administration Team, and the School Middle Management Committee. On important issues such as the use of Capacity Enhancement Grant (CEG), Composite Furniture and Equipment Grant (CFEG), Composite Information Technology Grant (CITG), and other Grants, teachers' opinions are solicited before reaching the final decision.

School Management and Administration Structure

Incorporated Management Committee (IMC)
Supervisor Principal Vice Principals
Senior Administration Team (SAT)
Middle Management Committee (MMC)

Student Support & Quality Development Section:	Learning & Teaching Section:	School Management & Administration Section:
Integrated Approach to Student Guidance & Discipline Coordination Team <ul style="list-style-type: none"> ▪ Guidance Team ▪ Discipline Team ▪ Level Heads and Class Teachers 	Key Learning Areas	School Improvement Committee
Character Formation: Moral & Civic Education <ul style="list-style-type: none"> ▪ Religious Activities & Formation Team ▪ Civic Education ▪ Health and Sex Education ▪ Environmental Education 	Subject Departments	School Administration Team <ul style="list-style-type: none"> ▪ School Calendar Design ▪ School Time-tabling Team ▪ Examination Affairs & Assessment Team <ul style="list-style-type: none"> ◆ Internal Examination Administration ◆ External Examination Administration ◆ Scholastic Assessment Administration ◆ Public Examination & Scholastic Assessment Logistics ▪ School IT Infrastructure & Logistics Team ▪ IT in General Affairs Team ▪ Student Reports Team ▪ WebSAMS ▪ Central Information Archive (CIA) Team ▪ Student Admission & Allocation Team <ul style="list-style-type: none"> ◆ Admission Team ◆ F.1 Admission Interview Team ◆ F.4 Allocation Team ▪ School Documents & Publications <ul style="list-style-type: none"> ◆ School Reports ◆ School Web Page ◆ Circulars ▪ Staff Meetings Recording Team ▪ General Administration
Careers and Life Planning <ul style="list-style-type: none"> ▪ Careers & Further Studies Team 	F.1 Bridging Programme Coordination Team	School Maintenance & Safety Team
Other Learning Experiences Coordination Team <ul style="list-style-type: none"> ▪ Student Learning Profile ▪ Aesthetic Development Team ▪ Drama Core Team ▪ Co-curricular Activities ▪ Community Service Union ▪ Cultural Enrichment Team 	Academic Assessment & Advancement Team	School Emergency & Crisis Management Team
Student Quality Development <ul style="list-style-type: none"> ▪ Student Council ▪ Prefects' Board ▪ Ambassadors ▪ Houses ▪ Student Publications Team ▪ Graduation Affairs Advisory 	Language Environment Support Team	Staff Development & Appraisal Team
Parent-Teacher Association <ul style="list-style-type: none"> ▪ Liaison ▪ Publication ▪ Parenting Education 	IT in Education Coordination Team	Staff Welfare Team
Alumnae & Community Relations <ul style="list-style-type: none"> ▪ Past Students Association ▪ Public / Community Relations 	Reading & Thinking Enhancement Team	School Finance & Resources Management Team <ul style="list-style-type: none"> ▪ School Budget & Control Team ▪ School Written Quotation / Tender Opening & Vetting Team ▪ Supplies/Inventory Inspection Team ▪ General Inventory ▪ AV/IT Provision Team
Student Welfare Team	Student Support Team	Graduation Day Co-ordination Committee
		School Heritage Team

Achievements and Reflection on Major Concerns

Learning & Teaching

Focus 1: To revise homework design to sustain learning motivation and desirable learning outcomes

Achievements

- Subject departments have reviewed and modified their homework design according to criteria including core and extended components, preview assignments, extension assignments and creative assignments.
- Subject departments have used the revised packages as a focus of homework inspection

Feedback

- The following Major Concerns Survey results indicated how well the targets have been achieved. (4 point-scale : ‘1’ being strongly disagree while ‘4’ being strongly agree)

	Steps to take to achieve the focus	Average Scores
1	My Subject Department has reviewed the homework design addressing the focus.	3.19
2	I have produced some high-quality assignments that can meet the criteria.	3.14
3	I have changed some take-home assignments into class work.	3.12
4	The revised homework design planning of my subject has been disseminated in the first panel meeting.	3.14
5	I have designed some assignments that can help students to get into the good habit of preparing lessons.	2.93
6	I have designed some assignments that can help students to apply new skills to solve problems.	3.05
7	I find that the new assignments can help to reduce the chance of copying among students.	2.84
8	My subject department has evaluated the effectiveness of the newly designed assignments.	2.92

- The average scores (above 3) of Qs 1,2,3,4 & 6 have indicated that majority of the steps have been implemented to address the Major Concern.
- The reasons for the 3 steps which had a score of lower than “3” in agreement are as follows:
Q.5: Many students have not formed the good habit of preparing lessons.
Q.7: For most bring-home assignments, it is difficult to design the assignment in such a way as to reduce the chance of copying.
Q.8: Most departments will do the evaluation during the last panel meeting.
- A student survey was also conducted to collect feedback on homework design to measure how well the targets have been achieved and the frequencies of using different teaching strategies during lessons. The data were also forwarded to subject departments for further analysis and follow-up.

Reflection

To sustain students' motivation in learning, subject departments would need to

- review the homework design constantly to sustain students' learning interest
- use the student survey results and maintain regular reviews so as to make homework a means of effective learning
- obtain feedback continuously from students about different learning and teaching strategies

Focus 2: To reinforce teaching strategies that can engage learning for students with diverse abilities and learning styles

Achievements

- Subject departments have revised teaching packages with focuses on m-learning, group dynamics and flipped classrooms.
- Each department has revised at least one package in each level applying any one of the focuses.
- M-learning is extensively used in many subjects to motivate students and to help them to learn effectively. Different grouping strategies have been employed to enhance interactions among students.
- Subject departments have started using the new packages as a focus of lesson observations.

Feedback

- The following Major Concerns Survey results indicated how well the targets have been achieved. (4 point-scale : '1' being strongly disagree while '4' being strongly agree)

	Steps to take to achieve the focus	Average Scores
9	My subject department has revised teaching packages applying m-Learning / group dynamics / flipped classroom focus(es).	3.25
10	I have implemented at least one teaching package applying m-Learning / group dynamics / flipped classroom focus(es) in my class.	3.19
11	I have set m-Learning / group dynamics / flipped classroom focus(es) for lesson observation.	2.76
12	I think that the revised teaching packages can help students with diverse abilities to engage more in learning	3.04
13	I think that the revised teaching packages can help students with diverse abilities to understand / perform better.	3.00
14	Experience sharing and evaluation about the use of the revised teaching packages has been conducted in my department.	2.89

- The average scores (above 3) of Qs 9,10,12,13 have indicated that majority of the steps have been implemented to address the Major Concern.
- The reasons for the 2 steps (Qs 11 & 14) which had a score of lower than "3" in agreement are :
Q.11: Many teachers have no lesson observation carried out this year.
Q.14: Evaluation and experience sharing has not been done at the moment when the survey is conducted.

Reflection

For further support to students of diverse learning needs, subject departments would need to

- revise teaching packages continuously to meet the target
- prepare two packages in each level applying any two of the focuses (i.e. m-Learning / group dynamics / flipped classroom)

Student Quality

Focus 1: To develop curiosity & commitment towards personal / social accomplishments

Achievements

1. Holistic Approach Towards the Attainment of Common Goals

- In September 2017, class union members of all classes took the initiative to map out 3 SMART goals for the whole class to strive for in a year (S=“Specific”; M=“Measurable”; A=“Achievable”; R=“Reasonable”; T= “Time-bound”). Together, teachers and students shared their views on the criteria and attitudes which were considered essential to attain the goals. Such a developmental journey to explore students’ potential and strengthen their bonding attributed to effective communication and collaboration in class.
- At morning assemblies, the Student Council, prefects and club representatives staged role plays to illustrate how inquisitiveness ignites learners’ curiosity in the pursuit of wisdom and knowledge. All classes from F.3 to F.6 also shared messages which they regarded as worth-sharing. The presentations, which featured everyday scenarios, led the whole school to reflect upon their experience and encourage them to pursue favourable qualities.
- With the support rendered by discipline teachers and discipline prefects, proper behaviours and virtues of students were fostered with concerted effort of the whole staff. Whole school functions and mass programmes were taken as opportunities to reiterate and clarify expectations on students. Whole-school and level-specific announcements were made. Recognition was given to reward desirable behaviour. A total of 165 Conduct Merits, 656 Service Merits and 6 scholarships for Best Conduct were issued.
- Class Periods were utilized to foster the personal growth of all students, who were guided by teachers and professionals to explore the capacities of themselves and their classmates in the following domains:
 - ✧ Cultivating a Culture of Mutual Respect
 - ✧ Self-image: How I look at Myself, my Strengths & Limitations
 - ✧ I Can Shine
 - ✧ Mastering my Emotions & Stress
 - ✧ Let’s Challenge - We Can Achieve it!
 - ✧ Empowering Myself to stretch my Potential
 - ✧ Persevere towards Success

2. Personal Growth through Enriching Experience

- Joyful@SMCC - a developmental project sponsored by Quality Education Fund – was launched by school social workers and guidance teachers. The scheme empowered the participants to paint a bright future by standing up for themselves with enhanced resilience and then reaching out to bond with the community. “Smart Teens program” (for F.2 and F.3), “Power Up program” (for F.1 and F.2), Peer Induction Scheme (for F.1), “Happy time-outs” activities and “Relax and Refresh” summer programme (for the whole school) were organized to encourage students to dive in an area of interest while interacting with others in a meaningful social context. Social workers’ school-based support services report shows that the activities boosted students’ creativity and let them appreciate one another in an interactive atmosphere.

- The Community Service Union motivated students to be proactive youths who are committed to understanding the needs of the disadvantaged. Summer tutorial sessions for pupils of Canossian Schools were organised jointly with the Religious Activities & Formation Team, providing opportunities for our students to practise empathy through observation and hands-on experience. Junior form students learnt the hardship of different minority groups through talks, e.g. “End Child Trafficking” by UNICEF, and workshops, e.g. by The Hong Kong Federation for Handicapped Youth. Senior form students participated in a variety of experiential programmes at Crossroads Foundation during which they engaged themselves actively in tasks such as painting, revamping and packing donated resources for the underprivileged worldwide. Students’ awareness on intergenerational and multicultural integration, global inequality and social responsibility has been enhanced as a result.
- Students’ commitment to living a greener life was witnessed in the activities organized by the Environmental Education Team. Team members took part in the Air Quality Monitoring Programme organized by the HK University of Science and Technology, which helped to collect air pollutant data for research purposes. Charity Plant Sale and interest workshops on green living allowed St. Marians to take real action to protect the Earth.
- Civic Education Team’s online e-forum has aroused students’ curiosity in current issues. Over a hundred students shared their personal views on the e-forums held in each term.

Feedback

- In the Major Concerns Survey 2017-2018, teachers agreed that they had implemented FOCUS 1 accordingly (on a 4 point-scale : 1 being ‘strongly disagree’ while 4 being ‘strongly agree’):

21.	I have encouraged my students to design Class Period activities according to their interest.	3.12
22.	I have guided my class / students (CCA teams/clubs) to set goals / tasks to achieve with concerted effort.	3.22
23.	The student-led activities organized by classes / teams / clubs provide opportunities to enhance students’ collaboration / social interaction.	3.23

Focus 2: To cultivate a sense of wonder to the community through enriching experiences

Achievements

1. Spiritual Formation

- Annual retreats organized for Catholic students provided the serene atmosphere which fostered their sense of wonder in spiritual formation. Participants enjoyed moments of tranquillity to rejuvenate and deepen their faith under the guidance of spiritual directors. They were guided to recollect and reflect on how they experienced God’s love in His creation, including the Nature and their unique lives.

2. Co-curricular Activities

A wide spectrum of talents can be seen in the participation of St. Marians in co-curricular activities:

- Five shows of the musical “Dream Chasers” were performed during the Drama Week. The play, written and co-directed by Mr. Geoff Oliver and past student, Miss Lorraine Ho, included music and songs composed and written by students in the production team. The school drama invited all St. Marians, past and present, to immerse themselves in a culture characterized by versatility and pride.

- Student Council Ex-co led the four Houses and all CCA Clubs to cultivate students with a sense of wonder through activities which offered diverse experiences. Among the activities, ‘SC Motto Based Activities’, ‘Chinese Cup’ and ‘Maths Cup’ were considered to have enhanced participants’ inquisitiveness. Student leaders believed that both large-scale and small-scale activities had enriched their experience in terms of communication and collaboration.
- The Leadership Induction Programme held in July 2017 was a precious opportunity for participants to explore their role as leaders. The group dynamics in the sharing session were found to have enhanced students’ readiness to take up responsibilities in school.
- Over 380 members of the Music Club participated in various performances and competitions, e.g. HK Schools Music Festival, HK Youth Music Interflows, Christmas Celebration, Graduation Day, Talent Quest and other joint-school functions. These occasions have reinforced students’ abilities of expression and confidence, as well as their generic skills, values and attitudes.
- The annual Fashion Show was held with the collaborative effort of the Visual Arts Department, the OLE Coordination Team and Aesthetics Development Team. The event successfully fostered an artistic atmosphere in school.

Feedback

- In the Major Concerns Survey 2017-2018, teachers agreed that they had implemented FOCUS 2 accordingly (on a 4 point-scale : 1 being ‘strongly disagree’ while 4 being ‘strongly agree’):

24.	Through CCA activities, students are able to recognize their own interest & potential.	3.23
25.	Through CCA activities, students explore new possibilities with an open mind and learn to make decisions for a purpose.	3.20
26.	By working together and striving for shared goals, students experience a sense of achievement.	3.22

The following summarizes SMCC’s results in the APASO survey conducted for 2017 - 2018.

Items scoring high* in APASO	Level	Implication
I am a success as a student.	Junior & Senior	Our students were committed to making personal accomplishments
I always enjoy successful experience at school.	Junior & Senior	
I achieve satisfactory standard in my work.	Senior	
I set achievable goals.	Senior	
I make plans to achieve my goals.	Senior	
I feel happy at school.	Junior & Senior	Our students were committed to making social accomplishments
I like to be at school.	Senior	
I get enjoyment from being at school.	Senior	
Other students accept me as I am.	Junior & Senior	
People at school trust me.	Junior & Senior	
I get on well with the other students in my class.	Junior & Senior	
Other students are friendly.	Junior & Senior	Our students experienced a sense of wonder to the community
My goal in life is to have social impact in what I do.	Senior	

* when compared with the mean scores on the same items with other secondary schools in Hong Kong

Reflection

- Students' awareness on goal setting has been raised through the school's effort in grooming "motivated learners" in the past few years. Good habit formation is no doubt the key to achieving the objective. However, the impacts of social media stay as a potential hindrance towards the realization of personal goals. Upon realizing the importance of mapping out their future step-by-step, students may need further guidance regarding effective time management and self-management when they adventure through their adolescence.
- Enhancement in socializing skills, problem-solving skills, resilience and emotion management could help students radiate competence and charisma as young leaders.
- The school has provided sufficient channels for students to enrol in activities that cater for their all-round development. Students should be encouraged to take their own initiative to make the best use of their potential. Nominations from teacher advisors, class teachers and parents, together with a reasonable amount of guidance along the way, may be the reassurance that most learners need to embark on a journey of wisdom, virtues and a global outlook.

School Management & Administration

Focus 1: To strengthen the staff force through effective staff appraisal and development

Achievements

- The Staff Appraisal System has been fine-tuned for the second year.
- Teachers have welcomed the clarity of the procedures and the design of the appraisal forms.

Feedback

- The following Major Concerns Survey results indicated how well the targets have been achieved.
(4 point-scale: '1' being strongly disagree while '4' being strongly agree)

27.	I have used the new forms (Form 1 for teaching duties, Form 2a/b for administration/CCA duties or Form 3 for team/department heads) for the appraisal exercise of this cycle (16/17 – 18/19).	50%
28.	I have used Form 1 to appraise my panel members within this cycle.	45%
	a. The items in the form are relevant to the duties of the appraised.	3.1
	b. The new form is user friendly.	3.05
29.	I have used Form 2a/b to give feedback to my colleague within this cycle.	48.5%
	a. The items in the form are relevant to the duties of the appraised.	3.09
	b. The new form is user friendly.	3.09
30.	My performance in the subject panel has been evaluated with Form 1 within this cycle.	65.6%
	a. The items for appraisal are relevant to my duties.	3.04
31.	My colleague has reviewed my performance in administration/CCA with Form 2a/b within this cycle.	70.6%
	a. The items for appraisal are relevant to my duties.	3.17

Reflection

- Training opportunities will be organized for middle managers to ensure that the system can effectively foster teachers' professional development.
- Job descriptions of middle managers will be reviewed to meet school needs.

Focus 2: To embrace interactive learning via Internet access

Achievements

- More mobile devices were acquired and employed together with engaging apps in classrooms to make learning more fun and effective for students.
- To enable teachers or students to share their contents on their mobile device to the display system in the classrooms, screen mirroring software was installed in some 10 junior classrooms.
- An online booking system was put in place to enhance administrative efficiency in dealing with reservation and deployment of mobile devices.
- Teachers adept in mLearning were invited to share their experience in a school-based workshop held on 4th May 2018.
- To encourage teacher empowerment, teachers were well informed with mLearning-related training opportunities offered by external organizations.

Feedback

- The following Major Concerns Survey results indicated how well the targets have been achieved. (4 point-scale : ‘1’ being strongly disagree while ‘4’ being strongly agree)

32.	I have used the online booking system to reserve tablets for lessons.	2.79
33.	I find the online booking system for tablets reservation convenient.	2.95
34.	There are sufficient tablets for loan.	2.36
35.	I find the procedures for borrowing and returning tablets clear and smooth.	3.06
36.	I can easily seek help from the I.T. in Education Team when I encounter problems in using the tablets.	3.08
37.	The teacher’s tablet loan service can help me familiarize with the use of tablets and encourage me to use mLearning in my lessons.	3.00
38.	I feel confident in conducting mLearning in lessons.	2.50

Reflection

- To empower teachers with the latest know-how on mLearning, the IT in Education Team will continue to organize relevant workshops for teachers.
- Encouraging teachers to utilize mLearning as a means to engage students in learning was included as one of the major concerns in the upcoming school development cycle.
- The IT in Education Team will continue to explore issues and challenges related to Bring-Your-Own-Device (BYOD) in schools.

Reports of various teams

School Management & Administration

School Improvement Committee

- In the last year of the 3-year School Development Plan (2015-18), the School Improvement Committee (SIC) has coordinated the evaluation efforts of the whole school including departments, teams, staff and students in order to complete the current Planning-Implementation-Evaluation (PIE) cycle and prepare for the next from 2018 to 2021. The following illustrates the steps taken and achievements made:
 - The staff is reminded of the scope, focus and schedule of evaluation for this academic year at the first General Staff Meeting. The SIC also highlighted the importance of systematic recordings of the planning, implementation and evaluation evidence of all departments, teams, individuals and event organizers for progress and achievements to be well-documented.
 - Apart from the annual school-based Major Concerns Evaluation Teacher Survey, the SIC also coordinated the data collection and processing of the Teacher, Student & Parent Stakeholders Survey and the APASO in early 2018. The data of all surveys were presented to the staff at the 5th General Staff Meeting in April and then analyzed by the School Management and Administration Section, Learning and Teaching Section and Student Support and Quality Development Section for future planning. On 8th May, at the School Self-Evaluation Forum, the whole staff took part in the Strength Weakness Opportunity & Threat (SWOT) analysis and contributed their ideas and opinions to the formulation of the next 3-year School Development Plan and the School Major Concerns for 2018-19. Feedback from staff concerning other important issues was also collected periodically in meetings like Staff Information Session, Middle Managers Meetings and General Staff Meetings.
 - Evaluation of student activities and programs was also conducted immediately afterwards to collect feedback of students and teachers concerned.

School IT Infrastructure & Logistics

- Apart from carrying out routine duties crucial to the stability and reliability of the services, the School IT Infrastructure & Logistics Team has accomplished a number of infrastructure development initiatives.
- In September 2017, the eNotice system on the eClass platform, which aims to streamline the issuing of school notices and the collection of reply slips, started its full swing operation with both PC Web version and mobile Apps version serving all students and parents. The Apps version also supports the “Push Notification” feature that enables our school to keep parents instantly informed of the latest school happenings.
- Taking advantage of the EDB’s Strengthening School Administration Management Grant, our school has designed an in-house student ID photo-taking system to capture student ID photos for various applications at the start of school year. Apart from an improved quality, the new photo ID system makes the student photo-taking routine much more flexible to the school’s schedule. The new system will start its inaugural service in the coming school year.
- To improve the management as well as the responsive accuracy of the human resource records, the Human Resource Management System was developed in January 2018 to allow staff to validate and update their details in a much more efficient and effective manner.

WebSAMS

- Personal data of new F1 students, including the parents’ information, was converted and uploaded with the help of the Central Information Archive (CIA) System, through an effective and accurate input procedure in October. The amended data of F.2 – F.5 students have also been updated in November.
- The daily administrative routine work has been completed as scheduled with accuracy and completeness. Documents such as student data, STIMS, F1 SOA, SFAA and subject survey were sent to EDB on time via CDS. With timely major and minor upgrade of WebSAMS to the latest version, the WebSAMS network is more steady with raised security level enabling smooth communication between the school and EDB via CDS.
- WebSAMS has provided the school with a very convenient platform to connect with external organizations. In September, the registration procedures for the HKDSE 2018 were smoothly completed. In March, the application and registration for Applied Learning courses were also successfully conducted.

- The school has been utilizing the timetabling tool of WebSAMS for several years. The Timetabling Team was satisfied with the output and the printout of the timetable of the next academic year.
- After using FMP Module for years, we have run this programme smoothly. The account clerk can now finish her routine work with higher level of accuracy.
- Daily, weekly and monthly backups were done as scheduled. This has ensured the data integrity and security of data.

Central Information Archive

- The Web-based administration system, “Central Information Archive” (CIA), has entered its seventh year of operations.
- The CIA continues to mark another milestone in inaugurating a new service in student support and human resource management. To provide comprehensive student support solutions, the Evaluation/Promotion Meeting Remarks System has been developed to capture and store remarks and support measures for individual students. During the post-examination evaluation and promotion meetings, remarks and support measures are formulated and entered to the system whilst the previous ones are in hand for ease of reference.
- Each and every member of the CIA team has been working dedicatedly and unflinchingly in coordinating the tedious and daunting tasks of data capture logistics between various parties and, at the same time, safeguarding the completeness and accuracy of the information being archived into the CIA system.

Staff Development and Appraisal Team

- Staff Development

The following programmes have been organized:

- Workshop 1: Using Mobile Devices in Learning and Teaching for Different Subjects

The workshop was conducted by Mr Edward Lee and Mr Heymans Wong, our colleagues, to demonstrate the use of educational apps to promote interactive learning both in and outside the classroom. The use of M-learning was found to have encouraged self-paced learning, allowing students to learn in their own style and at their own pace. It has also encouraged teachers to devise activities to cultivate collaborative learning, allowing students to get in touch with their peers to discuss and learn.

- Workshop 2: A cooperative discipline approach to create a positive classroom environment

The seminar was presented by Miss Rachel Ma (EDB Educational Psychologist). Miss Ma has shared with us the strategies that can help our students to feel capable, to connect and to contribute to the class and the school. Hoping that our students' self-esteem can be further enhanced, they can behave more responsibly and achieve more academically.

- Workshop 3: Shaolin 5 Animals Kung Fu to maintain good health

Chinese Traditional Shaolin martial arts (少林武學) instructors demonstrated how to apply the moderate and gentle-flowing 5 Animals Kung Fu (五禽戲) to stimulate qi and blood circulation for the purpose of protecting and nourishing every part of our body. The Kung Fu movements are said to enhance mental freshness, vitality and longevity.

- Staff Appraisal

- The revised appraisal system was introduced successfully in its 2nd year of the third 3-year appraisal cycle. Teachers have begun using the new appraisal forms and become familiar with the new system. The team will collect feedback from teachers to evaluate the effectiveness of the new system and the new forms.

Staff Welfare Team

- The main target of the team is to nurture greater fellowship among staff members. Gatherings were held to celebrate the Mid-Autumn Festival, Christmas, Chinese New Year and closing of a school year. These social activities have helped foster good relationship in the workplace.

- The team assisted in handling contributions gathered from teaching, technical and clerical staff towards the staff fund including book-keeping, collection and disbursement, maintaining good balance between income and expenditure.
- The team is responsible for the following affairs:
 - sending cards and gifts to celebrate colleagues' weddings and new parenthood,
 - sending cards and wreaths to express condolences to colleagues who have lost their family members,
 - expressing gratitude and appreciation to janitors at Chinese New Year with cake coupons and red packets
- The team also helped in the purchase of furniture/office furniture, kitchen & electrical appliances to be used in Staff Rooms and Staff Common Room.
- The team offered assistance in design, obtaining quotations and supervising renovation work in Staff Rooms and Staff Common Room when such a need arises.
- The team assisted in making purchases for staff members.

Feeder to Through-train Steering Committee

- The Feeder-to-Through-train Steering Committee, comprised of principals, subject department heads and team heads of SMCC, SMCS & HACS, met annually to study the academic performance of through-train students, to monitor the collaboration of the three schools and to set directions for the next year. In the meeting on 18 May 2018, the three schools exchanged views on Putonghua being the medium of instruction of Chinese Language and ways to strengthen student support through collaborative effort of the three schools.
- The school continues to compile and analyse results of Pre-S1 Attainment Test, Mid-year & Final Examinations of through-train students to trace the students' academic progress and changes. Analysis reports were forwarded to subject departments to devise appropriate learning and teaching strategies.
- To provide opportunities for students from the two feeder primary schools to experience the school culture and to cultivate a stronger sense of belonging, they were invited to participate in our annual Swimming Gala and Sports Day. We also set aside a performance during our annual drama week for them to witness the enthusiasm, talents, efforts, team spirit and dedication of St. Marians in drama.
- The three schools continued to hire the same coaches, instructors and conductors for most of the sports teams, instrumental classes and orchestral groups. Through these collaborations, students gifted in sports and music can be identified at an early stage and so suitable development programme can be devised once they have move up to the secondary section.
- The annual PTA evening for parents of the two primary schools was held on 1 December 2017. Through presentations by the Principal, sharing from parents, F.2 & F.3 students and a graduate, parents of the two primary schools obtained a better understanding of SMCC life & culture and received useful advice on preparing their daughters for adaptation to secondary school life and education in SMCC.

Learning & Teaching

Learning & Teaching Section

- The first major concern of this year was to revise homework design to sustain learning motivation and desirable learning outcomes. Subject departments have reviewed and modified the current homework design to cater for students' diversity in abilities and learning styles, by setting core and extended components, adjusting the proportion of in-class exercises and bring-home assignments, giving out assignments to help students to prepare for new topics, including extension assignments to transfer new skills or concepts to new situations and creative assignments. A staff forum was held to enable teachers to have professional exchanges on homework design that can arouse students' interest and learning motivation.
- The second major concern was to reinforce teaching strategies that can engage learning for students with diverse abilities and learning styles. Subject departments have revised teaching packages which focus on elements of m-learning, effective use of group dynamics and inclusion of flipped classroom mode of learning. M-learning is extensively used in different subjects to motivate students and to help them to learn effectively. Different grouping strategies have been employed to enhance interactions and collaborative learning among students. Flipped classroom has also been introduced successfully in some classes.

- According to the Education Bureau Schools Value-added Information System (SVAIS) Report 2017 which indicates the value added (VA) academic performance of schools in the HKDSE, our VA scores in the four core subjects and best 5 subjects are higher than those of similar intake schools. Impressive performance has been found in VA score of Chinese Language rising from 1.51 (2016) to 5.34 (2017); English Language from -1.13 (2016) to 6.27 (2017); Mathematics from 0.6 (2016) to 5.09 (2017); Liberal studies from 1.55 (2016) to 7.49 (2017). Most elective subjects have also reported increase in VA score. The outstanding performance of the first cohort of through-train students is impressive. Meetings with different panel chairpersons were conducted to review the effectiveness of various teaching strategies.
- The Academic Assessment & Advancement Team has continued to provide data analysis of student performance in HKDSE and territory-wide system assessments at Pre S1 and S3 levels to trace and diagnose student's abilities so that suitable measures can be formulated to bring about desirable learning outcomes.
- The Assessment Monitoring Team has continued to conduct quality assurance inspection on all assessment papers and special attention has been given to coverage and weighting of core and extended components of a subject and variety of question types to cater to learners' diversities.
- A student survey was conducted in May 2018 to collect feedback on homework design and different teaching strategies used during lessons. The results showed that different types of exercise can motivate students' learning. In addition, the results also showed that many teachers have used m-learning in their lessons and students enjoyed various forms of group dynamics during lessons.
- In this school year, small class teaching in two Form 1 and Form 2 classes is extended to include all three core subjects: Chinese Language, English Language and Mathematics, so as to facilitate syllabus tailoring and teaching strategies. The arrangement is believed to have helped students to build up their confidence and to establish a strong foundation in the core subjects.
- Based on the online subject preference survey results, together with the decreasing trend of student enrolling in HKDSE Combined Science Examination, the subject will not be offered in the F.4 curriculum in the next academic year (2018-19). The F.4 curriculum (2018-19) has been revised to offer a total of 100 different three-elective combinations to match with students' varied abilities and interests, with a satisfaction rate of over 90%. In order to provide extra lesson time and support for the core subjects, a class with two electives will be offered in F.4 next year (2018-19).

F.1 Summer Bridging Course

- The F.1 Summer Bridging Course, tailor-made for incoming F.1 students, mainly from our two through-train primary schools, was conducted by past students in undergraduate programmes and current F.6 students and supervised by teachers from various subject panels. The course was cross-curricular in nature, integrating subjects like English Language, Mathematics, Integrated Science, Integrated Humanities, Home Economics and Chinese Language.
- Interactive activities such as problem-solving tasks, discussions, role-plays and group work were incorporated into the curriculum. Students were sensitized to various generic skills like collaboration, communication, creativity, numeracy and self-management. Besides, reading and life skills were also important components of the course.
- With the design of tiered learning tasks and timely support given by student facilitators, the new students' needs were well catered to.
- Students enjoyed the English learning atmosphere on campus. While being attentive, polite and cooperative, they took the initiative to chat with the student facilitators and schoolmates outside the classroom and actively asked and answered questions in class. Students were awarded specially-designed pencils and memo-pads as motivation to sustain their active participation.
- The course successfully eased students' transition from primary to secondary school and fostered a sense of belonging to the school in them.
- Three students from each of the eight classes were awarded "The Most Improved Student Award", "The Most Outstanding Performance and Good Conduct Award" and "The Best Attendance and Participation Award" on F.1 Orientation Day in order to recognize their diligence and enthusiasm throughout the course in the presence of their parents.

Language Environment Support Team (English & PTH)

- To maintain high standards in use of language on campus, the team regularly helped polishing student presenters' delivery skills and language needed for making announcements and prayer reading during the morning assemblies. Students are thus encouraged to use proper and accurate language and deliver it with confidence.
- The Student Council also initiated a series of activities, such as regular broadcast sharing on a variety of topics and fun lunchtime activities to advocate the use of proper English and Putonghua on campus.
- The English Society as well as the English Learning Centre not only organized a variety of co-curricular activities e.g. book recommendations, board games, movie appreciation, but they also promoted Language Across Curriculum to allow students to be exposed to English Language in different contexts.
- Throughout the year, both junior and senior students showed an avid interest in a broad range of English activities outside school, varying from local and regional speaking contests to reading and writing competitions. Our school annually organized inter-class competitions like choral speaking and debates, and at the same time, we sent students to take part in the Hong Kong Schools Speech Festival and Drama Festival. Moreover, our English department collaborated with external organisations such as The International New York Times, the US Consulate and the RTHK to groom and brush up students' written and spoken English skills and widen their exposure to global/local issues and popular culture.

課堂內：

- 現時本校共有四班以普通話教授中國語文科，包括中一甲、中一乙、中二甲及中二乙。選讀普教中班別同學均樂於學習普通話，態度積極，氣氛活潑，課堂語言溝通自然流暢，這能為學生日後的口語表達或朗讀作出準備。在寫作方面，同學在寫作時用詞更準確，較少出現廣東口語，表現比較清暢。至於閱讀方面，同學在閱讀華人作家的文章時，感覺更為深切，也更容易理解文意。
- 普通話科任老師透過多媒體方法進行教學，藉著有趣而生動的方式讓同學達致愉快學習的果效。而本科的日常評估內容是以生活化的粵普對照及拼音為主，實用性高，除了可以提升同學的學習動機外，也能有效鞏固所學。
- 師生已能善用普普城學習網站，以進行自學及備課等活動，大大提高同學自主學習的動機和能力。

課堂外：

- 大部分同學樂於運用普通話交流，例如今年早會上各班的分享活動，不少同學均選擇以普通話作表達語言，溝通暢達，校園氣氛良好和諧。
- 學生會和學會所有與中國文化有關的宣布及大型活動，均以普通話作溝通媒介。
- 為了鼓勵同學於校園學習及使用普通話，學生會幹事透過午飯時間舉辦了普通話語文活動，讓同學可以多聽多說，活用普通話，藉以引起同學對學習普通話及中國文化的興趣，提升同學的表達能力。
- 同學積極參與各項校內及校外的普通話活動及比賽，如「校際朗誦節」及「全港中小學普通話演講比賽」等，表現出色，屢獲殊榮。
- 同學在一些認受性甚高的普通話水平測試如 GAPSK 中，均能考獲理想成績。

總結：

- 除了期望師生在課堂內外漸次樂於以普通話溝通及交流外，也深盼大家在校園以外的日常生活中亦能善多運用，將普通話循序漸進地推廣開來，進一步提升普通話的聽說能力，達到學以致用的實際目的。

I.T. in Education

- m-Learning Projects
 - We came to the second year of our project to encourage teachers to implement m-Learning in their lessons. 48 iPads were available for loan to students during lessons. All of the mobile devices were equipped with essential apps for use in learning and teaching. Teachers also installed relevant apps for their specific use.
 - An online booking system for mobile devices was established to facilitate the lending and borrowing procedure. Our teachers can check the availability and reserve the mobile devices in advance.
 - There was a boost of the use of m-Learning in lessons. 46 teachers have made use of m-Learning in more than 700 lessons this year. Both teachers and students have gained much substantial experience in m-Learning.
 - Apart from the 5 Apple TV, we have equipped 12 more classrooms with mirroring software for showing the screens of the teachers' and students' mobile devices to the projection screen. More similar systems will be installed in most of our classrooms next year.
 - Many teachers have attended training workshops for the use of mobile devices in classrooms provided by EDB and Apple Inc. Most of the participants agreed that such kind of workshops can strengthen their skill in using mobile devices for learning.
 - We have invited a number of our teachers experienced in using m-Learning to conduct a workshop on good practice on m-Learning in May. All of the participants found that this kind of sharing can give them substantial and helpful advice on applying m-Learning in classrooms.
- e-Learning Projects
 - Online English and Putonghua learning platforms have been well maintained with the support of PTA's School Improvement Fund. Students were provided with quality learning opportunities outside classrooms. Our students can also access the online English learning platform using mobile devices.
 - Participation in e-learning continued to be one of the components in the House Challenge Cup. E-learning bonus marks were added to the English subject marks. The use of the two eLearning platforms is now incorporated into our language curricula.
 - Temporary accounts of English e-learning platform have been created for the new Form 1 students who had completed several tasks during the Summer Bridging Course. This has enabled them to get familiar with the e-learning environment before the start of the new academic year.
- School and Teachers' I.T. Support
 - The team continued to provide I.T. support for teachers in learning and teaching.
 - A workshop was organized for our teachers on the use of mobile devices in January.
 - A custom-made resources-borrowing system has been well maintained in the English Learning Centre (ELC). English prefects can keep track of the borrowing records with ease.

Reading and Thinking Enhancement Team

- The Team has adopted a systematic approach to promote thinking and reading skills by holding various activities throughout the year either in collaboration with other teams or on its own.
- Activity jointly organized with the English Department:
 - A lunch time activity, named "Read n' Create" was held together with the English Learning Centre to enhance students' thinking and reading skills. Relevant books were introduced to students. After reading, students then created book covers to make reading fun. Through games and quizzes, students were also able to have a better grasp of the thinking skills "Information Gathering" and "Organizing".
- Activities jointly organized with the School Library:
 - The theme of the school library this year is "Loupe", emphasizing the importance of developing curiosity in reading books in different genres.
 - The Reading Award Scheme continues to serve as a stimulus to encourage reading, especially among junior form students.

- The Annual Book Exhibition held in February 2018 provided a channel for students, teachers and parents to choose suitable readers. Some books are recommended by teachers and students.
- Two thematic book displays about movie tie-in books and Hong Kong history were held in the school library to introduce relevant books to students.
- There was promotion of the World Book Day to remind students of the importance of reading. An iPad quiz was held to enhance students' interest in reading. Electronic readers were also introduced. Besides, a book crossing activity organized by the school library was held in the week of World Book Day, which aimed to connect book lovers through books. Teachers and students are encouraged to donate and share their readers. A board about interesting facts of books and authors was displayed to arouse students' interest in reading.
- Activities jointly organized with the School Library and the English Department:
 - The Library Prefects collaborated with the English Prefects to hold the activity: 'Running Marian' for F1-3 students. The school library was set to be one of the check points of the activity. It enables students to know more about the school library as well as the other parts of the school campus.
 - The Extensive Reading Award Scheme encourages students to read more books from the School Library and the English Learning Centre.
- Activity jointly organized with the School Library and Community Service Union:
 - A reading activity was held in March 2018 to provide an opportunity for the Library Prefects and Community Service Ambassadors to organize educative reading games for Primary 3 students of Holy Angels Canossian School.
- Activity jointly organized with Subject Departments:
 - Reading Across Curriculum was promoted. The Team took the lead to collaborate with English Language, History and Economics Departments to provide students with texts which enhance their curiosity in learning.
- Activities organized by the Team:
 - A "Buddy Reading" programme was introduced in the Morning Reading Periods to encourage students to be more focused in reading. Senior form students introduced the channels of electronic readers (e.g. HK Education City) to junior form students.
 - A board display showing pictures of some teachers reading with their family members has attracted a lot of attention and stirred up the reading atmosphere.
 - The Team supervises a group of Reading Ambassadors making up of F3 to F.5 students to assist in organizing and running the various programmes listed above. It is hoped that these reading ambassadors can be trained to acquire "entrepreneurial spirit" which helps them to effectively overcome challenges.

Student Support Team

- Support to the gifted students:

A number of school-based gifted programmes were organized to nurture students' talent in different disciplines, echoing the school vision.

 - We were very proud to have invited Professor Nancy Ip, the Vice President for Research and Graduate Studies of the HKUST & our alumnae, to share with F.4E & F.4F students on how she has persisted in scientific research and has achieved high success in the field internationally.
 - Continuous training and constant support were offered to the students gifted in Mathematics, Science, Visual Arts, English and Chinese Languages. While mathematically gifted F.1 – F.4 students attended "Mathematics High-flyer Programme", students interested in Science were constantly prepared for competitions under teacher's guidance.
 - The cat-walk training is well-formulated to be an enriched art-gifted programme. Coaching sessions on cat-walking not only provided a structured learning of stage performing technique for the Annual Fashion Show, but also enhanced student models' confidence in other public performances. Student designers have gained a lot in their meetings with the fashion practitioners in the Artist-in-Residence Programme.

- 18 St. Marians gifted in Visual Arts joined a 3-day photography training project. In this school-based project, students discovered how photographic works created meaning and they were also given opportunities to analyse photographs with ideas conveyed in visual culture.
- mBot robot football match was jointly organised by the Science and Astronomy Club and the IT Club. Besides, paper tower building competition was jointly held by the Science and Astronomy Club and the Mathematics Club this year. These fun-filled activities have enhanced students' awareness and knowledge on the application of STEM.

Gifted St. Marians were nominated for many programmes and trainings organized by tertiary institutions and external organisers throughout the year.

- 14 students from F.1 to F.4 were admitted as the preliminary members of the Hong Kong Academy of Gifted Education in Mathematics, Science, Humanities and Leadership domains.
- 18 F.1-F.2 students attended the workshop organised by Caritas Chan Chun Ha Field Studies Centre to study the planktons obtained in Hong Kong.
- 29 F.1-F.3 students participated in Microsoft DigiGirlz Day at the Microsoft Hong Kong Office. They learnt about the variety of career opportunities in the high-tech industry.
- 20 F.4-F.6 students attended the workshop conducted by the Junior Science Institute of the HKU so as to carry out experiments in different science disciplines.
- 5 top-scoring F.3 students were nominated to join the 2018 intake of the Academy for the Talented in the HKU. They were given opportunities to join the summer programmes.
- Students from both junior and senior forms were nominated to join gifted workshops in aerial space, Science, STEM, etc. offered by the HKUST and the CUHK.

Students were well achieved in various competitions which stretched their potential.

- In response to the requests of a large number of gifted St. Marians, the International Competitions and Assessments for Schools organized by the University of New South Wales were arranged for F.1- F.5 students so as to assess their performance in Mathematics, English, English writing and Science. The exciting news is that a F.1 & a F.5 student both got the highest score in their age group in English Writing and a F.3 student got the highest score in Mathematics. Each was given a medal and a medal winner's certificate. 8 students got high distinction (top 1% in Hong Kong in that age group) in English, 5 in English writing, 2 in Mathematics and 1 in Science.
- Both junior and senior form students received outstanding results in many English competitions this academic year :
 - A F.4 student was the Champion in the Secondary School Category in the National English Speaking Competition (Hong Kong Region). She represented Hong Kong to compete with other regional winners in Hangzhou in the national final in Feb 2018.
 - In the Students' Top Ten News Commentary Competition, three F.3 students were the runners-up winners in the junior section and a F.5 student was the 2nd runner-up in the senior section.
 - The school team comprising F.2 & F.3 keen readers took part in the Inter-school Battle of the Books in May 2018.
 - Three F.4 students won the Championship of the English Senior Group in the 16th CILTHK Student Essay Competition on the topic "The Benefits of Innovation and Technology for Hong Kong's Logistics and Supply Chain Industry".
 - A F.3 student won a bronze medal in the "Beautiful Hong Kong" Writing Competition.
- Mathematically gifted students were given a lot of opportunities to exhibit their talents in many competitions such as the Hong Kong Mathematics Olympiad, Pui Ching Invitational Mathematics Contest, Hong Kong Mathematical High Achievers Selection Contest, and the University of Waterloo CEMC contests. 4 F.3 students attained 2nd Class Honour in the Hong Kong Mathematical High Achievers Selection Contest. 23 senior form students got distinction in the University of Waterloo CEMC contests.
- Students participated in various Science assessments and competitions also got very pleasing results:
 - In the Australian National Chemistry Quiz, a F.4 student achieved the Award of Excellence for Outstanding Performance while 2 got high distinction and 7 got distinction.

- In the HK Polytechnic University Secondary School Mathematics and Science Competition, 4 F.6 students got high distinction and 13 F.6 students got distinction.
- A F.3 student received the Diamond Award in the Science Assessment Test organised by the HK Association for Science and Mathematics Education. Besides, 4 senior form students attained the Diamond Award in the Chemists Online Self-study Award Scheme Programme jointly organised by the Hong Kong Virtual University and the Science Education Section of the Education Bureau. Our students also took part in the Australian Big Science Competition as well as the International Junior Science Olympiad.
- Two teams of F.3 students received the Outstanding Award in 2017 STEM Education: Unleashing Potential in Innovation Competition held by the HK International Exchange of Artist and Cultural Association. Our students also took part in the Pasta Tower Challenge organised by the Construction Industry Council and STEM Challenge held by the MTR Corporation Ltd.
- Support to students with special educational needs:
 - Through good home-school communication, the special educational needs of students were identified. Team members have provided timely support to these students by working collaboratively with the class teachers and subject teachers, parents, school social worker, educational psychologist, speech therapist and EDB officers.
 - Parents were informed of the tailor-made special examination arrangements based on individual student's learning needs. Custom-made tutorial classes and speech therapy workshops were arranged for SEN students. Teachers have enriched their knowledge and skills on catering for learners' needs by attending various training programmes and seminars.
 - This is the second year for the school to participate in the School-based Educational Psychology Service. The team worked closely with the Guidance Team and our educational psychologist who stationed in school regularly. Remedial, preventive and developmental services at the school system, teacher support and student support levels were provided.
 - A Learning Support Centre was run every day by F.3 – F.5 tutors to assist junior form students with their homework and revision. Enhancement classes to provide additional support in academic subjects were also arranged for F.1 – F.6 students.

Student Support & Quality Development

Whole-school Approach to Guidance & Discipline

Wisdom Begins in Wonder – Quality St. Marians as Inquisitive Learners

The target of the year was to encourage students to see and feel the wonders of life through socially enriching experiences. To begin with, each class union had to map out 3 SMART (S="Specific"; M="Measureable"; A="Achievable"; R="Reasonable"; T= "Time-bound") goals for the whole class to strive for in a year. Together, teachers and students in the class shared their views on the criteria and attitudes which were considered essential to attain the goals. It is hoped that such a developmental journey can help to extend students' potential and strengthen bonding resulting in effective communication and collaboration in class.

The Student Council, prefects and club representatives who are role models capable of influencing others in a positive light, enlightened their peers by staging role plays at morning assemblies to illustrate how inquisitiveness and curiosity can take us further in the pursuit of wisdom and knowledge. All classes from F.3 to F.6 also took pride in presenting stories which envisioned the wonders of life through daily-life scenarios.

• **Guidance & Discipline Programmes**

▪ **Class Periods**

Under the guidance of class teachers, students were encouraged to show commitment to accomplish goals that foster their personal and social development. The following topics were conducted:

- Cultivating a Culture of Mutual Respect
- Self-image: How I look at Myself, my Strengths & Limitations
- I Can Shine
- Mastering my Emotions & Stress
- Let's Challenge - We Can Achieve it!

- Empowering Myself to stretch my Potential
- Persevere towards Success
- **Peer Induction Scheme (PIS)**

The school-based Big Sisters Scheme is to nurture senior form students to be caring leaders, to equip F.1 students with the skills to adapt to the new environment, to cultivate positive values and to develop socialising skills in a relaxed atmosphere. A total of 42 students, from six F.1 classes, enrolled in the scheme this year. They took part in various activities throughout the year, including lunch gatherings, game booth at lunch time, handicraft classes, an adventure-based overnight camp, social service programmes and the Ocean Park Fun Day. The companionship of Guidance Prefects helped the younger ones build self-confidence and made them feel supported and cared for.
- **Joyful@SMCC**
 - Joyful@SMCC is a developmental project jointly organized with International Social Service (ISS), Hong Kong Branch. Sponsored by Quality Education Fund, the programme provides students, teachers and parents in St. Mary's with training sessions, workshops, lunch-time programs and class-based activities. Participants were found to be more confident with enhanced problem-solving skills; able to stand up for themselves, move into new peer groups, make better choices with more emotional resilience ; and excited about their future.
 - A group of F.2 to F.3 students were recruited to take part in an intensive program - Smart Teens, featuring lunch gatherings, an expressive art workshop and an adventure-based overnight camp which spanned from December to May. Under the guidance of social workers and teachers, participants reflected on the importance of mental well-being and conducted a laughter yoga activity with a group of elderly to mark the end of this meaningful event. At the end of the programme, participants concluded their learning outcomes by organising various activities to share their wonderful experiences and moments of happiness with their school mates.
- **The “Power Up” programme**

19 F.1 and F.2 students joined the adventure-based programme titled “Power Up” (我的「升星」人生) to realize their potential by stepping out of their comfort zones. It created service learning opportunities for students both inside and outside the classroom, equipping them with social skills to widen their horizons. By switching the focus from self to others, participants took the initiative to look into the core of Hong Kong's social problems and experience serving those living in poverty.
- **Happy Time-outs**
 - The school's Game Corner provided a relaxing place for students across levels to play board games and socialize during lunch time. Students treasured the chance to appreciate the talents and abilities of one another while learning to accept themselves.
 - A selection of programmes was organized in the afternoons of assessment days and amid long holidays for F.1-4 students to give their mind a break from a hectic day. Participants engrossed themselves into art work, making leather coin bags and handicrafts, drawing patterned art, or playing their heart out in interactive fun group games like Master Archers. Participants found the activities a great way to de-stress and were anticipating similar activities.
 - A summer programme “Relax and Refresh (暑期身心鬆一鬆)” was organised during July to August 2018 to encourage participants to make good use of their free time by developing their interest and expanding their horizons. A kick-off one-day experiential event held in School of Everyday Life has provided a platform for our students to engage in socially-enriching workshops on baking, pottery, silver accessory and glassware.
- **Guidance Prefects Game Booths**
 - Guidance Prefects, together with a group of F.1 students, got their school mates involved in fun-filled cooperative activities at the covered playground in November 2017. The event aimed at promoting “Healthy Body Healthy Mind” to the whole school. Through board display and games, participants got to know the impacts of stress and learnt effective ways to cope with it.
- **Life Education Forum**

Our F.5 students undertook a valuable journey through the turbulence of life with ‘Agent of Change’, an organization which encourages teens to support one another by embracing adversities. Students were

invited to participate in an interactive drama performance to reflect upon the values of life and devote their effort to light up the way for others.

- **Discipline Programmes**

- **Anti-drug Workshops**

A series of workshops, which aimed at drawing students' attention to the current trend and knowledge of unlawful substances, were organized for F.2 and F.4 students. Students reflected that the programmes increased their awareness on the issue.

- **Internet Addiction and Prevention of Cyber Bullying**

Tung Wah Group of Hospitals conducted two talks for F.1 to F.3 students on Internet Ethics. Students displayed willingness to examine their habits of using social media platforms after getting useful tips from the guest speaker.

- **Student Quality and Leadership**

- **Guidance Prefects Training**

- As companions of their "F.1 sisters" in the school-based Big Sisters Scheme, the 21 Guidance Prefects attended three intensive training programmes tailor-made for their duties. Focusing on skills building, the training sessions brought the keen young leaders positive insights and attitudes. The participants acquired skills in conducting warm-up activities, planning and debriefing programmes, expressing and seeking opinions, and building social cohesion as a team. Participants also took opportunities to appreciate one another's efforts through problem-solving group activities. Throughout, they motivated themselves to embrace new challenges which put to the test their courage and commitment to excel.

- School-based Life Skills programmes are run every summer by Guidance Prefects during the F.1 Bridging Course to enhance the participants' resilience and social skills.

- **Discipline Prefects Training**

- The first training session attended by 31 Discipline Prefects was tailor-made for them by the former Discipline Prefects leaders. This introductory session prepared the new members with the knowledge and routine of their daily duties. The prefects engaged themselves in the activities and rendered support to one another, which uplifted the atmosphere during the programme.

- The second training session was organized with the objective of enhancing communication in the team by means of adventure-based activities. During the programme, the prefects learnt to opine constructively with clarity. Both training sessions were good opportunities to nurture the prefects so that they strive to devote themselves to the team and to serving the school.

- **Whole-person Development through Pastoral Care & Recognition of Achievements**

- The target of the year - motivating students to recognize their abilities and identify areas of improvement was successfully met with the commitment of class teachers. The self-evaluation practice, conducted once per term, has encouraged students to see to the development as well-rounded individuals. Collaborative meetings on both academic and non-academic issues have also been arranged among principals and teachers concerned throughout the year to see to the development of individual students.

- Additional resources from the community, in terms of funding and professional expertise, have been tapped in to support students' development in character formation, social skills and mental wellness.

- The annual Parents' Day is regarded as an invaluable opportunity for students to celebrate with teachers and parents the precious moments, big or small, when their individuality and uniqueness start to take shape. With encouragement and love, students are guided to become well-rounded in both social and academic aspects.

- In recognition of good virtues and behaviour, a record high of 1474 stars were given by teachers to recognize good deeds and outstanding service or achievements. 136 students successfully obtained 5 stars this year and they were presented with a certificate from the Principal.

- The school also presented a total of 165 Conduct Merits, 656 Service Merits and 6 scholarships for Best Conduct.

Careers and Further Studies Team

- The Team aims to guide students to make informed choices among various career options and further education opportunities so that students can realize their capabilities and aspirations.
- Every year, advice and assistance are given to students who apply for different study programmes through the application platforms below:
 - JUPAS
 - E-apps
 - UCAS
 - The Common Applications
 - 內地部分高等院校免試招收香港學生計劃
 - 清華大學香港推薦生計劃
- In order to facilitate the application, transcripts, recommendation and predicted grades will be issued to students on request.
- In this academic year, 9 programmes were carried out during the Other Learning Experiences (OLE) timeslots. The programmes were:
 - JUPAS Briefing F.6
 - OEA, E-Apps and Overseas Application F.6
 - SBA and JUPAS Preparation F.5
 - Careers Mapping Workshop F.4 & F.5
 - F.4 Subject Selection – Selection Criteria F.3
 - F.4 Subject Selection – Subject Briefing F.3
 - F.4 Subject Selection – Sharing by F.5 students F.3 & F.5
 - Know more about the job world F.2
 - Goal setting F.1
- Apart from the activities organized during the OLE timeslots, students were invited to join the following activities to allow a greater exposure to the careers world and overseas studies.
 - To strengthen support for our students in pursuing their interests and realizing their potential, all F.6 students and targeted students from F.3 to F.5 were given an individual counselling session. During the session, students could decide the focus of the session, including life planning, personal development, overseas studies and university admission.
 - Students interested in studying in Cambridge University attended a seminar organized by The Friends of Cambridge University in Sept 2017. Participants gained a lot of useful information on admission tips to the university.
 - The SMCC Mentorship Program, a joint venture with Past Students' Association, was launched in 2004 and is now in its fourteenth year of operation. The program aims to provide a means for past St. Marians to share their experience (both academic and life) and professional knowledge with our current F.5 students who can have a better preparation for their further studies and career choices.
 - Led by the Careers Prefects, a Careers Exploration Day was successfully held in December. St. Marians had the chance to find out their careers goals through some board games.
 - A mock interview workshop was arranged for F.6 students in early December. Participants prepared a self-introduction and were divided into various interview groups according to their subject preference in JUPAS programme selection. After the workshop, each participant received a report on their performance so as to allow them to better prepare for the upcoming admission interviews.
- The feedback collected after the activities held by the team was generally positive. Over 90% of participants found that the activities met their expectations and over 91% of them found that the activities were relevant to their future needs.
- To equip parents with the latest information on further studies, three Parents' Evenings focusing on the choice of subjects in F.4, updates of the new education system and the study paths after HKDSE were organized for parents of F.3, F.4 and F.6 students respectively.

Religious Activity and Formation

- With the aim of making Jesus known and loved among St. Marians, the Religious Activities and Formation Team, together with different religious groups have faithfully organized various religious programs with the theme ‘We are one body in union with Christ’ in this academic year. Activities like Advent and Lenten Practices, Christmas Celebration as well as Easter Celebration were conducted to encourage students to treasure and respect every member in God’s creation.
- Regular activities including School Opening Mass, Foundress Mass, monthly masses, Way of the Cross, retreats and confessions have helped students understand the beauty of the liturgy and deepen their faith in God. Eucharistic adoration held each month provided a personal space for students to meditate and pray in the School Chapel. We have fostered a pleasant religious atmosphere for spiritual formation.
- The school is dedicated to carry out the mission of evangelization and to spread the Christian faith. Marian Celebration, All Saints’ Day Celebration and Foundress Day Celebration are held every year to remind students to learn the virtues of the saints. Christmas caroling is organized to share the joy and peace brought by the birth of Jesus Christ.
- Another mission of the Team is to sensitize our students to the needs of our brothers and sisters in the society and around the world. In afternoon prayers, we have interceded for one another and those in need. We have organized rosary prayer meetings in the Month of Rosary and the Month of Mary. We have participated actively in community services and given our enthusiastic support for charity campaigns such as Caritas Bazaar, famine lunch and annual lucky draw to show our solidarity with the Church and the needy.
- Twenty-four students received the Sacrament of Confirmation through which the Holy Spirit gives them the increased ability to practice their Catholic faith in every aspect of their lives.

Other Learning Experiences (OLE)

- The OLE Team makes arrangements and coordinates a broad range of programmes both inside and outside school to provide opportunities for whole person development of students. They included workshops, talks, outings, fashion show, news on and current issues forums, drama, life education, environmental projects, community services, etc. Beside a specific timeslot allotted every Friday, there are various activities throughout the year to enrich students’ other learning experiences in the following 5 domains :
 - Moral and Civic Education - To strengthen the promotion of school theme: ‘Quality St. Marians as INQUISITIVE LEARNERS’, students actively participated in talks and workshops conducted by teachers or guest speakers. Examples were Talk on Healthy Sex, Anti-drug Education Talk and Finance Management Challenge for Teens. Other activities echoed the school focus ‘to cultivate a sense of wonder to the community through enriching experiences’. Workshops were conducted on Positive Psychology, Study Skills and Stress Management.
 - Community Service – All F.4 students participated in a half-day experiential programme at Crossroads Foundation to learn the roles of global citizens and to raise their awareness of world needs. They also served as volunteers at the Crossroads Village, which they found meaningful and enjoyable. F.5 students are required to organize community services that meet the needs of different target groups in society, including the elderly, the hearing impaired and needy children.
 - Career-related Experiences – Programmes were organized to help students learn about the world of work, widen their perspective and enable them to develop positive attitudes. The activities consisted of Careers Mapping Workshop, Skin Care Workshop, Social Manners Workshop, Academic Sharing from Past Students and Mentorship Programmes. A series of seminars was specially designed for F.6 students to provide up-to-date information on study pathways and examination skills. It included JUPAS Briefing, OEA Workshop, Briefing on SLP Compilation and E-apps application. Junior form students also attended a series of seminars to get useful information on subject selection in the DSE curriculum, life planning and the world of jobs.
 - Aesthetic Development – To cultivate students’ creativity, aesthetic sensitivity and their life-long interest in art, activities such as Drama Week, Art Festival Performance, Fashion Show, Music Exchange Performance and Talent Quest were organized, giving them artistic exposures in a more relaxing way through appreciating, creating, performing and reflecting.
 - Physical Development – In life-wide learning, students actively participated in different physical activities, inter-school competitions, inter-house/ inter-class ball games and co-curricular activities co-organized by the Student Council and various clubs and teams. To promote and cultivate students’ attitude interests and respect for Chinese traditional values and cultures, a class-based Shaolin Kung Fu Training was specially designed for them to have a fine taste.

- During the Activity Days, a variety of outdoor experiential learning activities were organized for different levels: visit to an organic farm, adventure-based challenge day, rock climbing & abseiling and social services. These have extended meaningful contributions to students' life-wide learning.

Student Learning Profile (SLP)

- The SLP Team has coordinated and worked out a timeline with various teams in school for direct collection of student data on scholarships and awards to ensure that input of records are accurate and timely.
- In collaboration with the OLE Coordination Team, comprehensive instructions and guidelines have been devised for F.4 and F.5 class teachers to collect required information for SLP compilation. Manuals have also been written to assist F.6 students to produce their own SLP for different purposes.
- With the Central Information Archive (CIA) system, a powerful school-based centralized record keeping repository, production of school documents issued to students for compiling their own Student Learning Profile (SLP) has been a smooth process. This is particularly true when F.6 students prepare their SLP for JUPAS application and early leavers apply for their testimonials and transcripts.

Aesthetic Development

The aim of the Aesthetic Development Team is to provide platforms for students to appreciate, experience and develop life-long interest in the arts through music, fine art, drama, dance and other aesthetic activities in school so that St. Marians are creative, open-minded, flexible and have a positive view of their surroundings.

- **Dance**

Students took part in a number of dance activities and performances throughout the year. In the Christmas Celebration, an extract from “風酥雨憶” which was performed by the Chinese Dance Team impressed the audience very much. Moreover, the 25 dancers of “風酥雨憶” received the Highly Commended Award in the Chinese Dance (Group Dance) and 3 dancers of “Lost and Found” received the Highly Commended Award in the Jazz & Street Dance (Trio) in the 54th Hong Kong Schools Dance Festival. These dance lovers also displayed their talents on Graduation Day.

- **Drama**

Our school presented five shows of the musical – “Dream Chasers” during the Drama Week. The play, written and co-directed by our drama consultant, Mr Geoff Oliver, and past student, Miss Lorraine Ho, included music and songs composed and written by students. Besides, the English Department organized a series of drama workshops for students and the interclass choral speaking competition for F.1 and F.2 students. Participants of the workshops and winning classes of the competition had the chance to showcase their talents in the 69th Hong Kong Schools Speech Festival and 2018 English Drama Fest. The winning entries were presented in our school hall at the Students Achievements Celebration in June.

- **Music**

All choirs, orchestras, band and instrumental classes ran smoothly this year. The Music Club has a membership of over 380 budding musicians. They have participated in various internal and external performances and competitions, e.g. HK Schools Music Festival, HK Youth Music Interflows, Christmas Celebration, Graduation Day, Talent Quest and other joint-school functions. All these occasions have reinforced our students' talents, generic skills, positive values and attitudes, and self-confidence. We also got excellent results in the 70th HK Schools Music Festival and HK Youth Music Interflows 2017. Our Chinese Instrumental Ensemble won the championship. As in previous years, many numbers in the annual school musical have been composed by some very talented students. The Talent Quest has often been regarded as the day of harvest for the Music Club and all enthusiastic musicians. This year, there were over 800 contestants showcasing their talent in areas including creative music making and song arrangements.

- **Visual Arts**

The Visual Arts Department has contributed to providing a platform for students to showcase artistic potential, to enrich aesthetics experience in school life as well as to develop a positive attitude towards the community. The Inter-House Classroom Board Decoration Competition was an ongoing event throughout the year. Other activities included setting up a tattoo booth in Motto-based activity day, film appreciation and memo clip design workshop. The two internal art exhibitions, which took place in February and July also helped foster an

artistic atmosphere in the school. With the concerted efforts of the VA Department, the OLE Coordination Team and Aesthetics Development Team, 'Fashion Show 1718' has successfully fostered an artistic atmosphere in school among art and non-art students. Besides, our students have been encouraged to take part in external exhibitions and competitions such as the Exhibition of Secondary School Students' Creative Visual Arts Work 2017-18 organized by the EDB in Dec 2017 and the Hong Kong Jockey Club Drawing Competition in March 2018. In addition, the F.4 VA students attended a portrait photography workshop organized by Jockey Club Creative Arts Centre in March and a STEM workshop on 'Smart wearable' in July 2018 to widen their learning capacity of visual arts through multi-media.

Moral and Civic Education

- Flag raising ceremony, National Day celebration activities, game stalls and sharing in the morning assembly have been organised to encourage students to reflect on their national identity and raise their sense of belonging to their country.
- The online current affairs forum provided a channel for students to share their opinions on current issues with their schoolmates. Before the launch of each forum, relevant information was displayed for reference.
- A series of lesson plans for different levels were prepared and accessible from the staff public drive. Teachers have been encouraged to use them for Class Periods.
- Our students have participated in the following external activities:
 - Training programmes
Student representatives were sent to participate in different kinds of civic-oriented programmes which aimed at enhancing understanding of recent developments in our country and raising social awareness. The student representatives then promoted civic education in school upon completion of the programmes. Our school took part in the Outstanding Citizen Student Award Scheme 2017 and a F.3 student received a "Ten Excellent Citizen Ambassador" award.
 - Competitions
The school took part in the News Commentary Competition organized by Hok Yau Club and got pleasing results.

Health and Sex Education

- Class Periods on adversity management were conducted by two registered nurses from the Department of Health for F.1 students. Students were made aware of the importance of having a joyful and optimistic attitude when facing any adverse life situations.
- F.2 students were alerted to the significance of healthy eating and healthy living by the sharing from the two registered nurses. Students were responsive and showed great interest in the topic.
- A counsellor from Joyful (Mental Health) Foundation was invited to enhance F.3 students' knowledge on doing more physical exercise in order to enjoy the benefits of emotional well-being. Students paid good attention in the seminar.
- A sharing was conducted by our teachers to promote the right attitude towards dating for F.5 students. They were touched and have learnt much on the issue.
- A social worker from the Hong Kong Catholic Marriage Advisory Council was invited to promote a positive and responsible attitude towards pre-marital sex for F.6 students. The attention was drawn to the possible physical, social and psychological impacts arising from pre-marital sex.

Environmental Education Team

- The Environmental Education Team encourages students to explore environmental issues, engage in problem solving, and take action to improve the environment. As a result, they can develop a deeper understanding of different environmental issues and have the skills to make informed and responsible decisions.
- To nurture future advocates of environmental conservation, the Team has strongly encouraged the environmental protection ambassadors in school to play an active role in activities. Before that, they received relevant training provided by the Environmental Campaign Committee and 5 of them were successfully

awarded the Basic Environmental Badge. It had greatly boosted their assertiveness and consolidated their conviction in spreading green knowledge at school.

- The Team participated in the Air Quality Monitoring Programme organized by the Hong Kong University of Science and Technology in late September. With useful data collected within our school campus, we helped to compile comprehensive environmental information for the reference of the government.
- The school believes that being green in our everyday life does not only conserve our physical environment, but is also a charitable action. The Charity Plant Sale held in November and the Food Angel Campaign in December were another two highlights. Through selling pot plants and collecting leftover food, our students learnt about the profound effect of conservation on developing a positive approach to life.
- Interest classes to encourage making skin care products with natural ingredients were arranged for students this year. The hand cream and mosquito repellent making workshops were held in the first and the second term respectively. With their own self-made products proudly presented to their friends and families, participants helped spread the green living ideas around effectively. Besides, the level based talk on shark protection for F.1 and the environmental drama on sustainable development for F.4 could certainly inspire the students to make earth-friendly changes in their life habits accordingly.

Community Service Union

To live out the Canossian Spirit, Charity and Humility, the team has encouraged students to seek out different training opportunities and take an active part in community services.

- **Being More, Giving More and Daring More**
 - F.4 students were actively involved in voluntary work and different simulation programmes at Crossroads Foundation. Through the simulations, they experienced difficulties faced by people with visual impairment and AIDS. They also engaged themselves actively in the routine operations such as painting, revamping and packing donated materials for the underprivileged in the world. Through all these activities, they understood the global inequality and realized their social responsibility.
 - A series of class-based services were organized for F. 5 students. Through training by different NGOs, such as The Hong Kong Society for the Deaf and International Social Service, they were introduced with the background of specific target groups and trained with specific skills and manners. The target groups include:
 - people with hearing impairment;
 - students of P.L.K. Yu Lee Mo Fan Memorial School, who are moderate-grade mentally handicapped and
 - the elderly.
 - 12 F. 4 and 5 students joined the service project, Love Neighbour, organised by Richmond Fellowship of Hong Kong. They learnt the importance of maintaining mental health and the skills needed for mental health rehabilitation service.
 - Two service projects for F. 2 and F. 3 were jointly organised with Mongkok Kai-Fong Association Limited Chan Hing Social Service Centre. Around 18 students joined each service respectively. They were trained with organising skills and specific skills needed for the following 2 target groups:
 - South Asian families: aiming at promoting cultural exchange with South Asian families so as to foster mutual-respect and understanding. Through home visits, participants understood their culture and lifestyle, for example, food and traditional festivals.
 - The visually-impaired: aiming at serving people with visual impairment. Through interactive activities, our students understood the difficulties encounter without vision and the skills to cater for their needs.
 - Around 15 participants of F.4 and F.5 students have joined the Surplus Food Redistribution Experience co-organised with Environmental Protection Ambassadors. They learnt the poverty situation of our community and thus able to respond to their needs with action.
 - Five flag selling activities were organized to mobilize students to raise funds for the needy of our community.

- A Famine Lunch was jointly organised with Magdalene of Canossa Club in Lent to raise the awareness of food waste and hunger and to promote the spirit of charity.
 - The Annual Charity Plant Sale, a fundraising event for Community Chest, was jointly organised with Environmental Education Team to arouse the social awareness of the needs of minorities and the importance of conserving our environment. Both students and teachers responded enthusiastically.
- **Embracing the uniqueness of every individual**
 - To provide different service opportunities for our students to excel their strengths and apply the knowledge learnt to serve, a series of community services were co-organised with different clubs and NGOs:
 - A DIY Instrument Workshop for children: the service was jointly organised with Assembly Choir and Mongkok Kai-Fong Association Limited Chan Hing Social Service Centre. Around 30 F. 1 – F. 5 students joined the service and enjoyed making creative spin drums and Castanets with children.
 - A Smartphone workshop for the elderly: the service was jointly organised with the I. T. Club and Baptist Oi Kwan Social Service Jordan Elderly Centre. Around 30 students of F.3 – F.5 engaged themselves actively teaching the basic settings of the smartphone and common mobile applications to the senior citizens.
 - A DIY Bracelet Workshop: the service was jointly organised with the H. E. Club to foster inter-generational harmony. Around 30 students of F. 3 and F. 4 conducted the workshop for the residents at the True Light Villa Day Care Centre for the Elderly and to enjoyed happy moments with the elderly.
 - A Latte Art Workshop: Around 18 F.4 and F. 5 students joined the workshop and enjoyed joyful moments of creating latte art with the elderly at Baptist Oi Kwan Social Service Jordan Elderly Centre.
 - A Digital Life Story Work Project: the service was organised by Psychogeriatric Team at Kwai Chung Hospital. A group of students has joined and helped the elderly suffering from dementia and depression to record their memories with different multi-media means.
 - A visit to elderly living alone: the parent-child volunteer service was organised for F.1–F.3 students. Apart from encouraging parent-child communication, it also aimed at providing opportunities for youngsters to understand the need of the elderly living alone and to enhance their interpersonal communication skills.

- **Being Global Citizens**

To raise social awareness and strengthen sense of responsibility, a variety of talks and sharing sessions were organized to empower our students as global citizens.

- Form 1: A talk on “End Child Trafficking” was conducted by UNICEF. Through introducing the sufferings and deprived human rights of child victims of trafficking, our students were inspired to treasure what they have and be thankful.
 - Form 2: A class-based experiential workshop was held by The Hong Kong Federation for Handicapped Youth to foster social integration of able-bodied and disabled person. Students experienced and learnt the needs and difficulties faced by the people with physical disabilities and visual impairment through different activities with wheel chairs, crutches and blind sticks.
 - Form 3: A class-based workshop was conducted for F. 3 students to introduce the proper attitude and service skills needed to cater for different scenarios when serving various target groups.
 - Form 4: A sharing about Elderly Life Story Work Programme was conducted by the staff of Kwai Chung Hospital. Students learnt the cause and suffering brought by dementia and depression and also the importance of intergenerational communication.
- The school-based community service scheme was well received by students. 108 students achieved the Silver award and 106 achieved the Gold award as recognition of their enthusiastic participation in volunteering.

Cultural Enrichment Team

- To enhance and foster students’ awareness of their national identity, the school participated in the following tours under the “Passing on the Torch” National Education Programme Series Subvention Scheme organized

by the Education Bureau (EDB). Through promulgating Mainland Exchange Programmes and other complementary learning activities, our students were provided with more opportunities to keep abreast of the latest development of China, thus enriching their knowledge and strengthening their sense of belonging to the country.

- The scope of the Mainland Exchange Programmes has become more comprehensive with more diversified target groups and itineraries. In order to suit the differentiated needs and learning levels of students, various exchange programmes were organized. Moreover, teacher escorts and facilitators have been provided in these programmes for enhancing learning quality of students.
 - Zhaoqing Study Tour (17th – 18th November 2017)

「同根同心」—香港初中及高小學生內地交流計劃肇慶的自然地貌及保育

The 2-day eco-tour arranged for 40 F.1 to F.3 students helped them to gain an understanding of the natural resources and geographic landscape of the Duanzhou District and Seven Star Crags.
 - **Mount Danxia Study Tour** (30th November – 2nd December 2017)

「同根同心」—香港初中及高小學生內地交流計劃(2017/18)

韶關丹霞山的地質地貌及生態保育

During the 3-day study tour, 40 F.1 to F.3 students visited one of the “world famous UNESCO geoparks of China”. They learnt about the Danxia landform and its natural conservation in this scenic mountainous area which was listed as a natural World Heritage Site in the 2010 UNESCO list of world heritage sites.
 - Inner Mongolia Autonomous Region Study Tour (30th June – 5th July 2018)

「赤子情·中國心」資助計劃—內蒙古少數民族考察交流團

The 6-day study tour was organized for 20 students to visit two scenic interest areas: capital city Hohhot and Inner Mongolia. The tour enhanced their understanding of the latest development of the Autonomous Region and they also got a taste of grasslands life by visiting numerous tourist attractions.
- To align learning experiences with curriculum objectives and content, cross KLAs cultural exchange tours were organized to broaden students’ knowledge of the cultural and historical aspects of other countries through authentic learning experiences and to facilitate their whole person development.
 - Guangzhou Study Tour (9th – 10th March 2018)

高中學生內地交流活動資助計劃(2017/18) — 廣州近代史考察交流團

This specially designed 2-day Guangzhou tour, having attracted 18 F.5 students, was an opportunity for them to experience the cultural and historical development of the port city on the Pearl River firsthand.
 - An Exploration into the Technology, Environmental, History and Culture Development of Seoul (28th March – 1st April 2018)

The 5-day study tour in Seoul was held to provide opportunities for 36 students to strengthen their understanding of the history of Seoul as well as the development of science, technology and environmental conservation in South Korea.
 - Singapore Study Tour (14th – 20th July 2018)

The 7-day study tour to Singapore during the summer holiday was held to offer 16 Junior Form students a complete language immersion experience in Singapore’s diversified cultures and understanding of its multi-religious, multi-cultural and multi-racial community.
- Student leaders from senior forms are nominated to participate in the “Award Scheme for Student Leaders of Hong Kong” organized by the Education Bureau. They will benefit from the valuable experiences that foster their leadership skills, broaden their horizons and enhance their understanding of the country and its development. The representatives also attended the Beijing, Hong Kong and Macau Student Exchange Summer Camp from 25th to 31st July 2018.

Student Publications

- **The St. Marian**
 - *The St. Marian* produced two issues of online newsletter this academic year, one in January and another in May 2018. The newsletter is composed of two main articles, one in English and one in Chinese, and

two columns named *Culture Shock* and *Pleasure Leisure*. The former examines cultures, both local and global, prevalent in the community of Hong Kong and affecting the life of our students-St. Marians; while the latter recommends different leisure activities or places that students can do or go to in their free time for relaxation.

- Echoing this year's school theme - *Wisdom Begins in Wonder, Quality St. Marians as Inquisitive Learners*, the first issue examined the meaning and purpose behind routine tasks and expectations on St. Marians. The English main article looked into the objectives and benefits of project-based learning; while the Chinese main article studied the impacts of the multicultural society of Hong Kong on our Chinese heritage and culture. *Pleasure Leisure* and *Culture Shock* covered the Arts Ambassador-in-School Scheme as well as the pros and cons of trendy leisure activities among youngsters nowadays respectively.
 - The second issue revolved around the familiar yet intriguing theme of success. The English main article traced the rise of women in the course of the 20th Century. In the same light, two teachers and a past St. Marian shared their views and some tips of becoming successful in the Chinese main article. *Culture Shock* and *Pleasure Leisure* adopted a lighter tone, with the former featuring the clashes between Chinese culture and that of other places around the world, and the latter exploring how the media shaped beauty standards.
 - Moreover, a total of four articles were submitted to *Your Voice*, a write-in channel for students to express their views, ideas and feelings towards different issues, ranging from vivid, energetic school life to global concerns. This year, students were also invited to email their feedback on the articles of the first issue to the Chief Editor. Four selected pieces were published in the second issue and House Merit Slips were awarded to the writers.
 - All in all, the two issues were a collection of inspiring and interesting facts about school life, the world and life as a whole.
- **School Magazine**

The School Magazine tirelessly documented all the memorable moments of the school year, with an underlying theme of staying curious about our world.

- The yearly Features section vividly presented some fun facts around the globe and St. Marians' views on different countries and cultures.
- The editors explored several intriguing current issues and popular culture, hoping to arouse readers' curiosity and interest in topics ranging from women issues to even comic superheroes.
- In a rare glimpse of teachers' lives beyond their roles as professional educators, several experienced teachers were invited to share with us their fond memories in St. Mary's and thoughts on their lives.
- The Chinese section not only provided an insight into the key to happiness and contentment based on ancient and modern beliefs, but also collected real-life examples of role-models on and outside campus.

The Heritage Team

- The Heritage Team aims at promoting student's interest in school history and organizing school history systematically.
- School history information was organized and categorized in preparation for exhibition in the 120th Anniversary.
- The School Heritage Lane was revamped with the use of safer and lighter materials.

Student Council & Co-curricular Activities

- **Leadership Training Program**

In early October 2017, tutors from the Hong Kong Adventure Youth Association conducted a Leadership Training Program for all newly selected student leaders. With the aim of equipping all student leaders for the upcoming challenges, team building games and problem-solving activities were held. Student leaders were also inspired to organize activities related to the school theme "Wisdom Begins in Wonder - Quality St. Marians as Inquisitive Learners".

- **St. Mary's Union Day (SMUD)**

In mid-October 2017, inter-class games and activities per level were held during lunch time for a total of 6 days. Each class sent representatives to participate in the contests, together with two teachers. Classes of the

same level competed in team-based games including Pictionary, Q&A games, group rope-skipping and dodge ball. The class with the highest accumulated mark won. The fun activities have strengthened the bonding between students and teachers, which enhanced class spirit and promoted friendlier teacher-student relations.

- **SC Motto-based Activities — BOOM! Be Our Own Matrix**

- **B02:01M — Break Out Of Mediocrity**

On 8 November 2017, the first motto-based activity kicked off in the form of an activity day. There were a total of two sessions. During lunchtime, the St. Marians' Record was introduced to uncover the hidden talents of St. Marians. Besides, different clubs also set up game booths at the open playground for students to join the fun. A detective game was held after school in the Hall. Through observing and partaking in different scenarios, participants were able to get in touch with various global issues, igniting their passion for caring for the underprivileged in society. Furthermore, to let students fully immerse in the activity day, they were allowed to dress in casual wear to school after making a donation of \$20 to Magdalene of Canossa Social Service Club.

- **B02:02M, B07:01M — Blast Out Our Marvel (Talent Show I & II)**

Under the theme of "Blast Out Our Marvel", two talent shows were held on 22 November 2017 and 26 April 2018. Auditions were held in early November. St. Marians were given the platform to showcase their talents, such as singing, dancing and more, in front of their schoolmates.

- **B03:01M — BOO!Merry Christmas**

The Student Council held a special Christmas activity for students to indulge in the merriment of the occasion on 19 December 2017. A Christmas edition of the St. Marians' Record was included to uncover more unusual talents of students through making or breaking records. They could spin the wheel of fortune to win a prize. Students wrote blessings or thoughts on a card and hung them on a decorated Christmas Wishes Tree to spread happiness on campus and to strengthen the bonding between them.

- **B06:01M — Bunnies On Outdoor Mission**

Before Easter holiday kicked off, the Student Council hid origami bunnies around the campus, each contained a question on general knowledge, IQ or school history for students to think out of the box. The Easter bunny hunt was held from 22 to 23 March 2018. The classes with the highest number of correctly answered questions won, and they were awarded with snacks.

- **Student Council Annual General Meeting & Consultation Box Policy**

Our students always have a lot of ideas on how school facilities or policies can be improved. Therefore, the Consultation Box Policy — Blossom Of Our Minds was held from late November to the end of May to collect their opinions. Online google forms were also provided on the Student Council's social media page for them to express their views anytime and anywhere. The opinions collected were compiled and discussed with teachers in charge as well as the Principal. Discussion outcomes were announced through the Student Council Annual General Meeting on 29 June 2018.

- **BOOM TV**

Introduced since January 2018, BOOM TV is a series of video clips posted on the Student Council's social media platform to broaden – students' horizons. There are various channels featuring social issues, such as the by-election, and campus life including the school drama production and the HKDSE.

- **Form Six Farewell Assembly**

Before our F6 students left for a long study leave from school, the Student Council specially dedicated a morning assembly in early March to them to bid farewell and to wish them good luck. The plot of the role play centered around the students' growth from F.1 to F.6, lamenting the loss of innocence and vision as one grows up to face the practical world, while depicting the everyday scenes and fun memories of an SMCC student. The assembly aimed at encouraging F.6 students to embrace their dreams as they grow up and to wish them success in their future endeavors. Stickers designed by the Student Council were also given to each F6 student as a farewell present and to help them commemorate their days in school.

- **Exchanging, Knowing and Improving (with Wah Yan College, Kowloon)**

Initiated by Wah Yan College, Kowloon, a three-day joint school program was held together with 5 other schools to groom students into future leaders. Tasks on communication, teamwork and critical thinking were designed for students from different schools to exchange their experiences and insight. A guest speaker from the Hong Kong Police Force was also invited to hold a sharing on the qualities of good leaders.

- **Boom Off Our Mosquitos**

The school campus can easily become a manifestation ground for mosquitoes during hot seasons, and especially in summer. To help ensure students' well-being and relieve them from the nuisance of mosquito bites, the Student Council launched a mosquito campaign in early May 2018 by hanging mosquito repellent kits made of lemongrass, wormwood, and dried orange peel around the campus.

- **Joint School Chinese Oral Practice**

To equip F.5 students with oral skills for the public examination and offer them more practice opportunities, a Joint School Chinese Oral Practice was organized with Diocesan Boys' School on 12 May 2018.

- **Product Sale — Buy Our Outstanding Merch**

With the aim of enhancing students' sense of belonging to the school, the Product Sale was held on 26 and 27 June, 2018. This year's product sale featured 3 products: school hoodie, file, and a small tote bag. The burgundy red hoodies was the outcome of a whole school colour vote held in March.

- **Language Policy Related Activities**

Activities were held to provide students with chances to learn and make use of English and Chinese so as to create a bilingual, tri-dialect learning environment within the school.

- **B05:01M — 萌犬靈動 喜迎新春**

臨近新春佳節，學生會在二月十三日的午飯時間舉辦了普通話語文活動。「詞中有辭」、「春城何處不飛花」、「中華小當家」和「夢回唐漢」四個攤位遊戲讓同學從修辭、詩詞、飲食和衣著四方面了解中國文化，寓學習於輕鬆活潑的氣氛之中。同學更能穿上漢服留下倩影，一嚐古人的霓裳羽衣，神遊古代。

- **Beyond Our Old Musings**

Since early March, the Student Council began to make an announcement during the morning assembly every Monday and Wednesday through the broadcasting system to share special messages. The preparation of the messages was carried out by the sub-committee members. These messages were on the themes of food idioms, the symbolic significance of different flowers, and motivational quotes with different theme for each month. The campaign aimed at enriching students' knowledge on Chinese and English culture.

- **B09:01M — Bonjour! Open Our Map**

To create an interactive atmosphere for students to learn English, the English language policy activity was held during lunch time on 18th May 2018. The activity simulated the setting of a foreign city. Participants acted as tourists to visit booths including salon, restaurant, police station, and boarding gate to complete missions using English. Upon completion, a stamp would be put on the "St. Marian Passport" designed by the Student Council. Participants could take a Polaroid picture after collecting the stamps from all the booths.

- **Leadership Training Camp**

Under the theme of "Eunoia", which means "A Beautiful Mind" in Greek, a 3-day leadership training camp was co-organized with Queen's College in July 2018. The program provided a valuable platform for students to develop leadership skills, enhance cooperation, and boost confidence. Participants were also given the opportunity to showcase their talents and broaden their horizons in the camp. More importantly, participants were able to recharge themselves and enjoy a rewarding summer.

Student Welfare

- The team is responsible for the following student affairs:
 - External Scholarships: To motivate pursuit of excellence and to recognize achievements, students who excel academically and are talented in Sports, Arts and Music have been nominated to compete for prestigious scholarships including Sir Edward Youde Memorial Prizes and YTM District Outstanding Student Award.
 - Internal Scholarships: With the generous support from our alumnae, parents and benefactors, the number of internal scholarships has continued to increase this year. More than 30 internal scholarships based upon the guiding principle “whole person development, learning with excellence”, have been established. St Marians with great capabilities, creativity, and also with good heart, which is the key in building a caring society, have been awarded.
 - Financial Support: Needy students are taken care of internally by St. Magdalene of Canossa Fund and externally by Dr Betty Jamie Chung Memorial Development Fund and Jockey Club Life-wide Learning Fund.
 - Tuck Shop and Lunchbox: As nutritious food is vital to students’ growth, the team, assisted by PTA, has conduct tender exercise, consistently supervised and monitored the quality of food, prices, cleanliness and services provided by the school’s Tuck Shop and Form one lunchbox provider.
 - School Uniforms: As the school uniform is a symbol of pride in St Mary’s, the team is responsible for tendering and monitoring the supplier to ensure the uniform is reasonably priced and of good quality.

Parent-Teacher Association

- The school has worked consistently to enhance good parent-school relationships by inviting parents to participate in various voluntary work such as supervising F.1 lunch time, monitoring services provided by the tuck shop and the school uniform supplier, and being parent librarians and examination invigilators, etc.
- To provide opportunities for parents to better understand their daughters’ school lives, they have been invited to participate in various school functions including Swimming Gala, Sports Day, Christmas Celebration, Annual Parents’ Day and a joint-school parents’ evening with St. Mary’s Canossian School and Holy Angels Canossian School on understanding the school life of a St. Marian.
- PTA activities such as PTA-AGM, Annual Outing, three seminars on parent education including “Executive Function Skills Matter More Than IQ”, “ How to Strengthen Teenagers’ Resilience for Better Mental Health” and “Application of Traditional Chinese Medicine for Teenagers’ Health” and lastly a sharing session with parent volunteers in May. Through these activities, parents were introduced to a lot of useful parenting information and more channels of communication with their daughters which contribute to better understanding and mutual trust. The relationship between parents and the school is getting even better and more trusting.
- Five “Joyful Fruit Days” were successfully held this year. It aimed at cultivating the habit of fruit eating among students and teachers. Students enjoyed the regular treat and were looking forward to having the fresh fruit cups whole-heartedly prepared by our parent volunteers every month. The last “Joyful Fruit Day” was a joint activity with the four Houses. Students from different houses enjoyed the challenging fruit-related games designed by parent volunteers.
- The PTA library continued to provide parents with useful resources on parenting knowledge and skills to facilitate their children’s personal development. Book displays are held whenever parents gather in the school during certain school/ PTA activities.
- The school and the PTA have worked closely to strengthen the network among parents. The PTA website provides a channel for parents to raise their concerns, give feedback and share their thoughts and disseminate resources from other educational organizations. The PTA Newsletter, published twice a year, keeps the community well informed of the school’s directions and PTA activities.

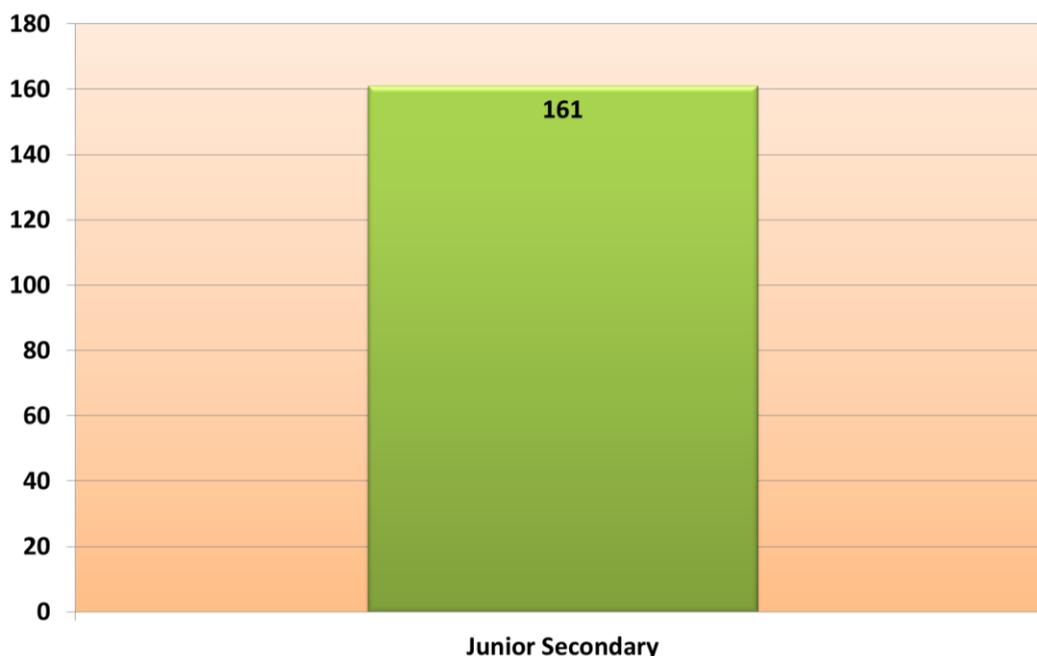
Past Students Association

- As at 16 March 2018, the membership of the PSA stood at 6,982.
- Our alumnae generously acted as mentors to current St. Marians through the Mentorship Programme:
 - The 2017/18 Mentorship Programme was successfully completed in the summer of 2018. As in the previous year, voluntary mentee participation was implemented, and mentors were encouraged to participate in pairs so that they can support each other.
 - This year, 42 mentors were recruited to care for 120 mentees from F.5. 20 groups were formed in accordance with the mentees' indication of interests in nine sectors.
 - Two gatherings (4 November 2017 and 24 March 2018) were arranged for mentors and mentees to get together, allowing opportunities for discussion as well as group activities. In response to the positive feedback from last year, parallel career seminar sessions were scheduled to give further inspiration to the mentees.
 - Informal gatherings were arranged on a needs-basis at the mutual convenience of the mentors and mentees. Feedback from both mentors and mentees for this arrangement were positive.
- The Alumnae Day was successfully held on 25 November 2017. In the afternoon, past students were able to have strolled around different corners of the campus with their relatives and friends. In the evening, 50 tables were set in the basketball court with over 600 alumnae and friends shared a meal of Poon Choi (盆菜) together with lots of memories and laughter.
- To continue the support to our Alma Mater, a fundraising appeal for the upgrading of the lighting system in the School Hall was published in the PSA newsletter and website. The Association has also made sponsorship to the Magdalene of Canossa Club for the Christmas celebration and the SMPSA Scholarship for Outstanding Performance and Active Promotion in Drama and Speech.
- The Association maintained contact with the St. Francis's Canossian College Past Students' Association (SFCCPSA) and Sacred Heart Canossian College Alumnae Association (SHCCAA).

Our Learning and Teaching

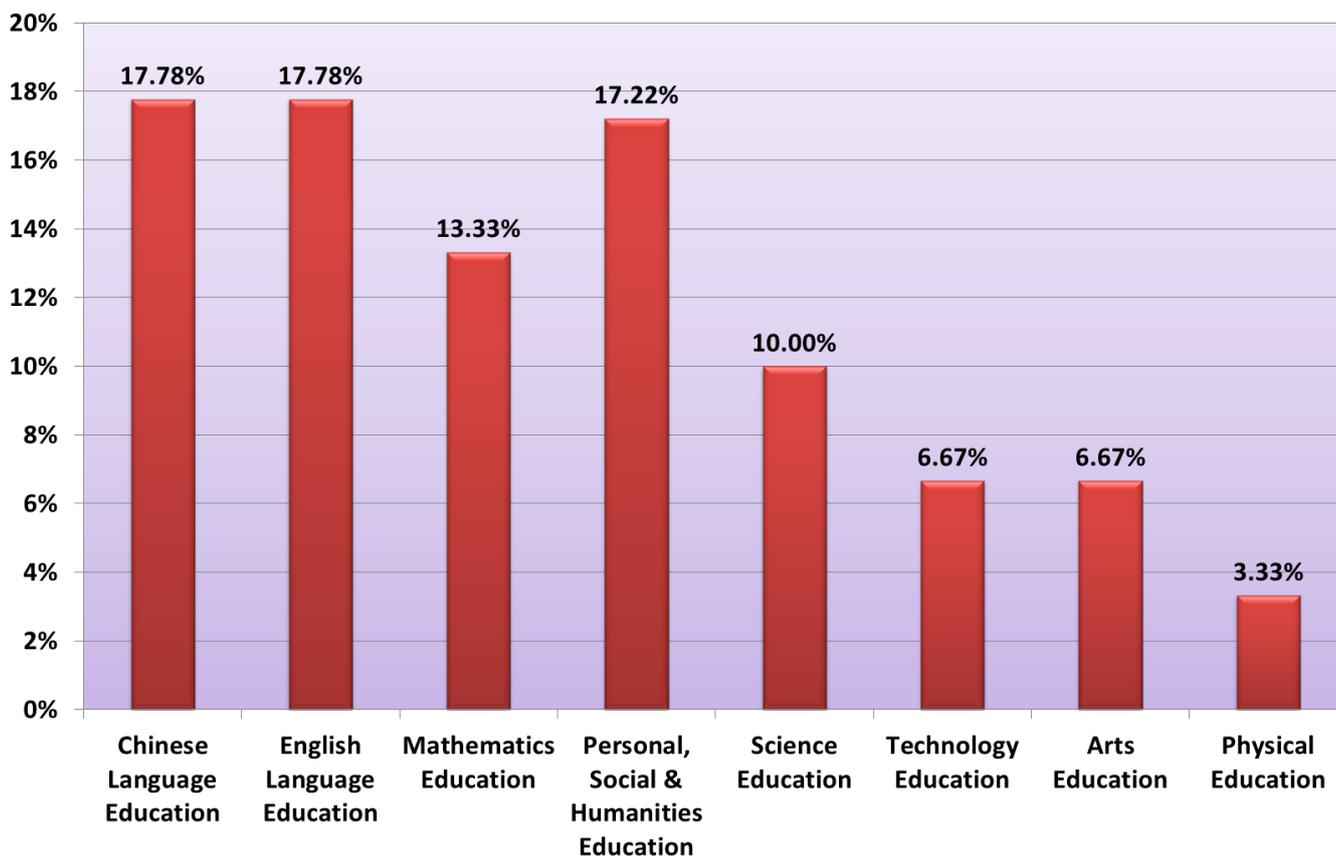
Number of Active School Days

Active School Days refer to days with learning activities organized by the school, including regular class and learning activities such as school picnic, life-wide learning activities but excluding days for tests / examinations. The bar chart indicates the total number of active school days for S1-S3 in 2017-18.



Percentage of Lesson time for Key Learning Areas

Lesson time allocated to the Key Learning Areas as per school timetable for S1 to S3 in 2017-18:



Our Curriculum

Our School offered the following curriculum leading to the HKDSE Examination.

Curriculum 2017-2018

KLA	Subjects / Form	F 1	F 2	F 3	F 4	F 5	F 6
No. of Classes		6	6	6	6	6	6
English Language Education	English Language	✓	✓	✓	✓	✓	✓
	Drama & Language Art	✓	✓	✓			
	Literature in English			✓	*	*	*
Chinese Language Education	Chinese Language	✓	✓	✓	✓	✓	✓
	Chinese History	✓	✓	✓	*	*	*
Mathematics Education	Mathematics	✓	✓	✓	✓	✓	✓
	Mathematics Extended Module				*	*	*
Science Education	Integrated Science	✓	✓				
	Combined Science				*	*	*
	Physics			✓	*	*	*
	Chemistry			✓	*	*	*
	Biology			✓	*	*	*
Technology Education	Information & Communication Technology	✓	✓	✓	*	*	*
	Needlework / Cookery	✓	✓	✓			
Personal, Social and Humanities Education	Integrated Humanities	✓	✓				
	Economics				*	*	*
	BAFS				*	*	*
	Geography			✓	*	*	*
	History			✓	*	*	*
	Liberal Studies				✓	✓	✓
Arts Education	Music Appreciation	✓	✓	✓	✓	✓	
	Visual Arts Appreciation	✓	✓	✓		✓	
	Visual Arts				*	*	*
Physical Education	P.E.	✓	✓	✓	✓	✓	✓
Moral & Civic Education	Religious Education	✓	✓	✓	✓	✓	✓
	Class Period (CP)	✓	✓	✓	✓	✓	✓

✓ : Compulsory Subject

* : Elective Subject

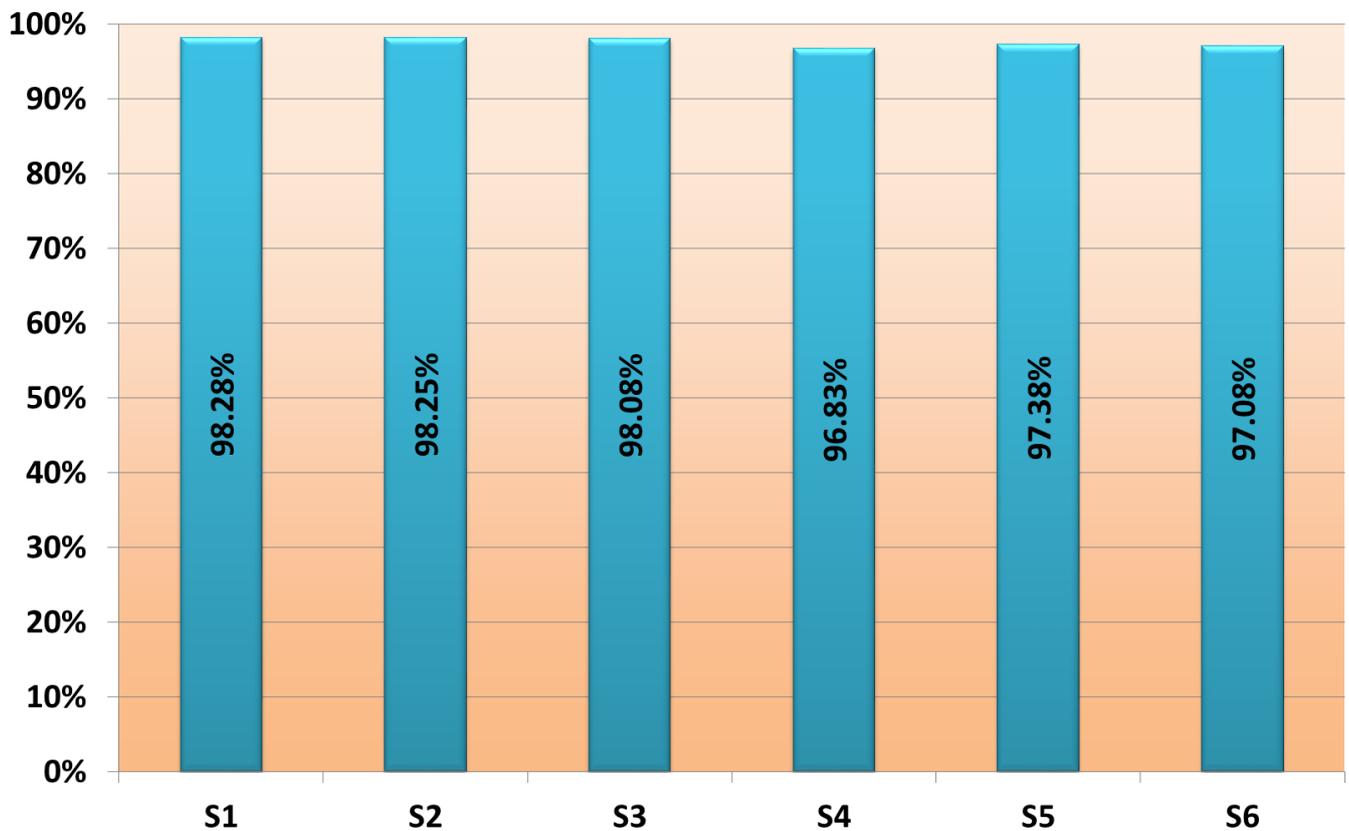
Class Organization

Operating classes and number of students in 2017-18:

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	6	6	6	6	6	6	36
Enrolment 17-18	212	210	197	184	185	173	1161

Students' Attendance Rate

Students' attendance rates in 2017-18:



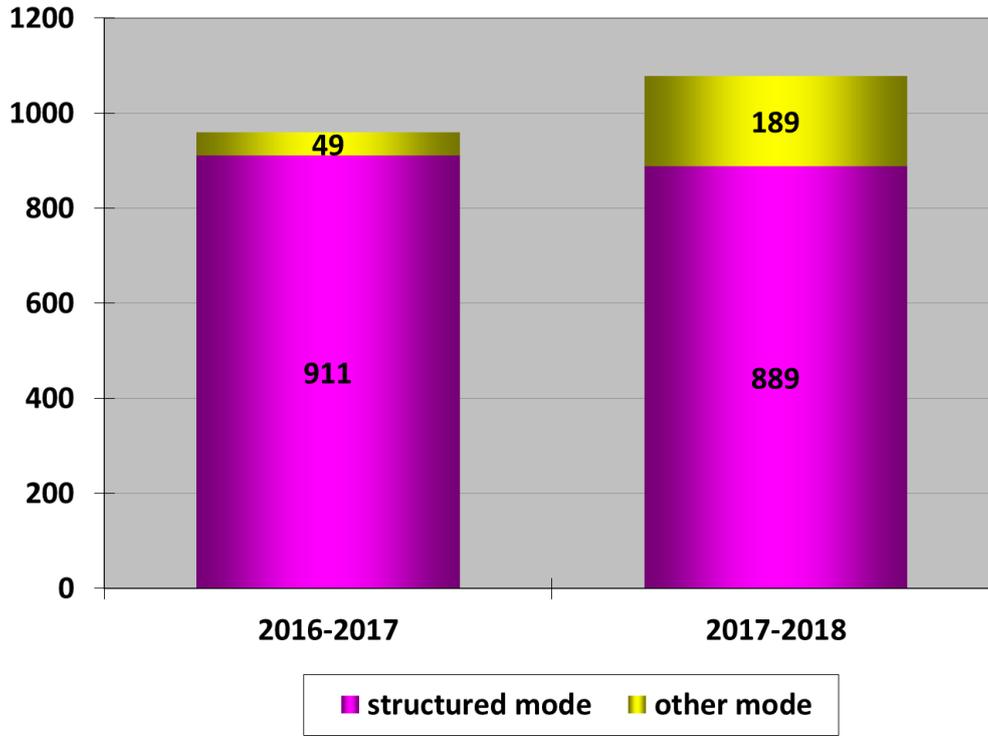
Catholic students

The total number of students on the roll in September 2017 was 1,161. The number of Catholic students was 343, making up 29.5 % of the total population.

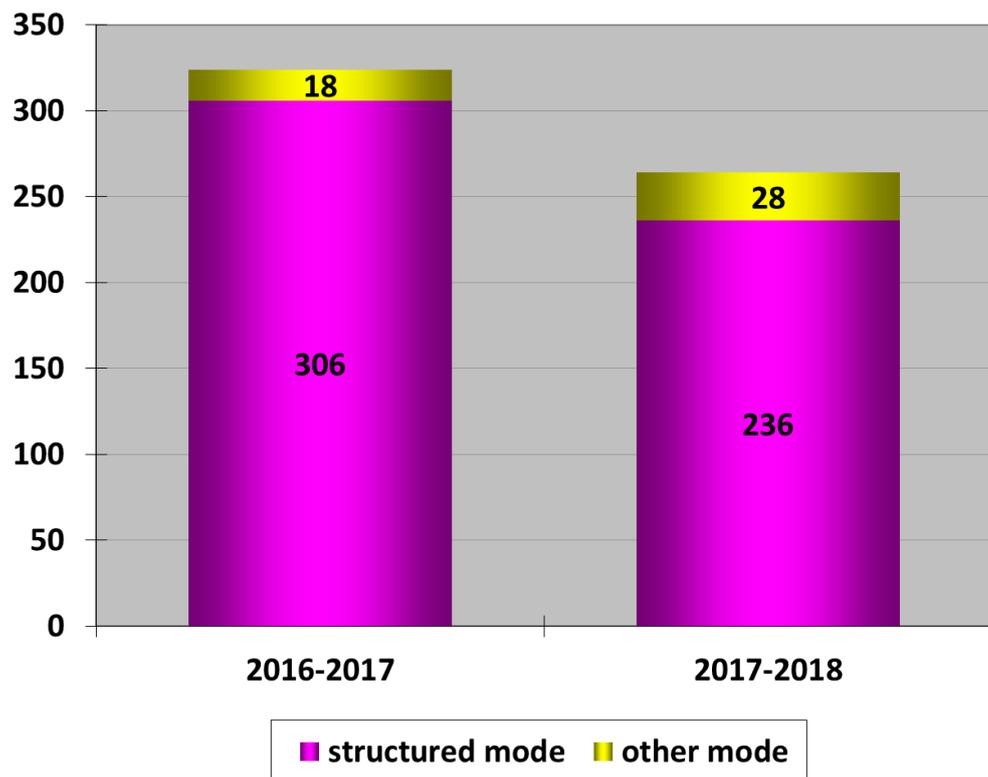
Report on our Teachers

Statistics of Courses/Seminars attended by our teachers in 2017-18:

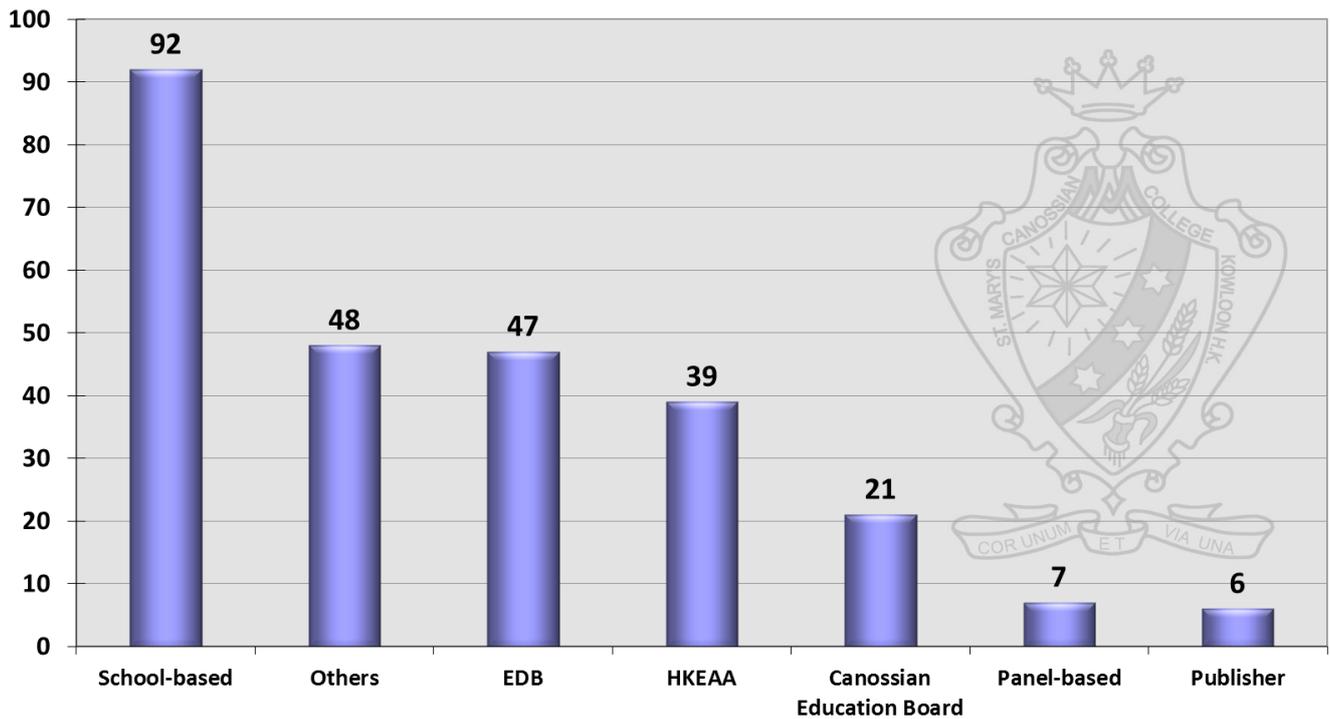
Training time (Hours)



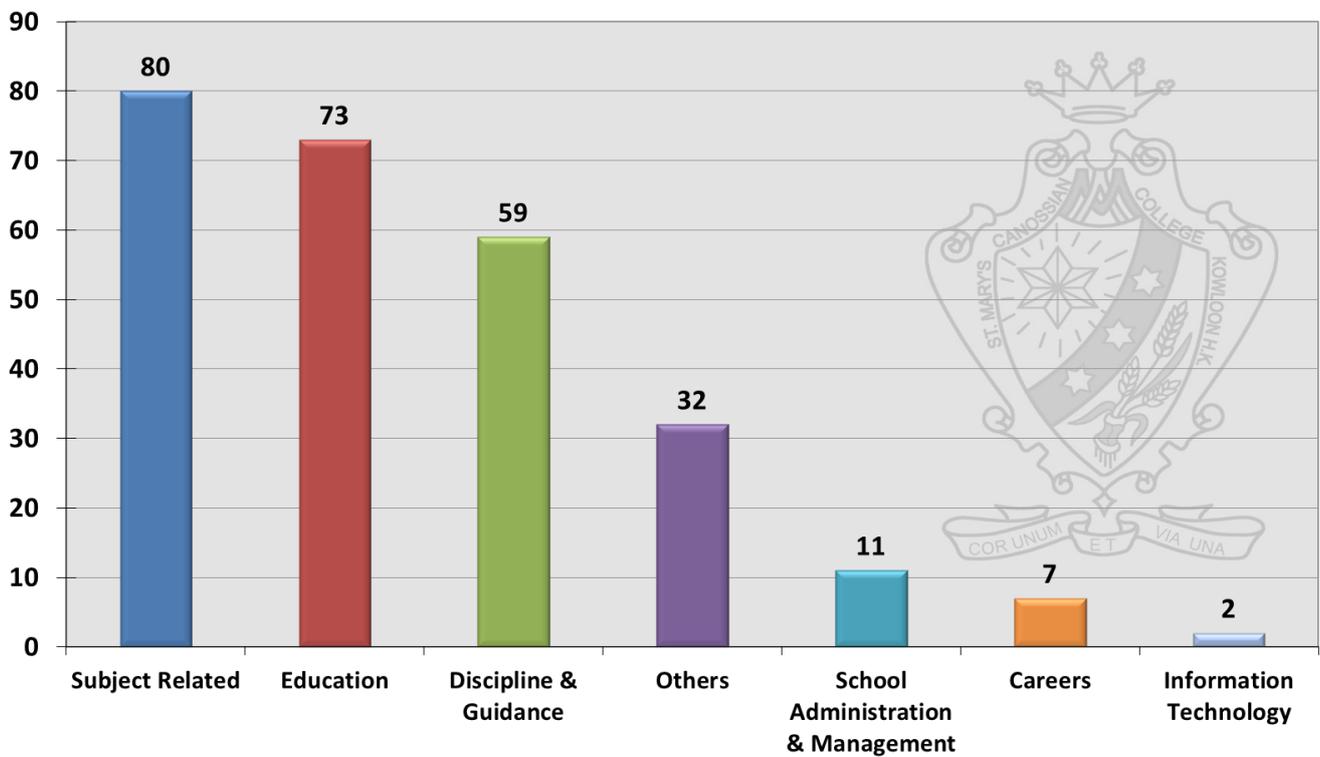
Number of training courses



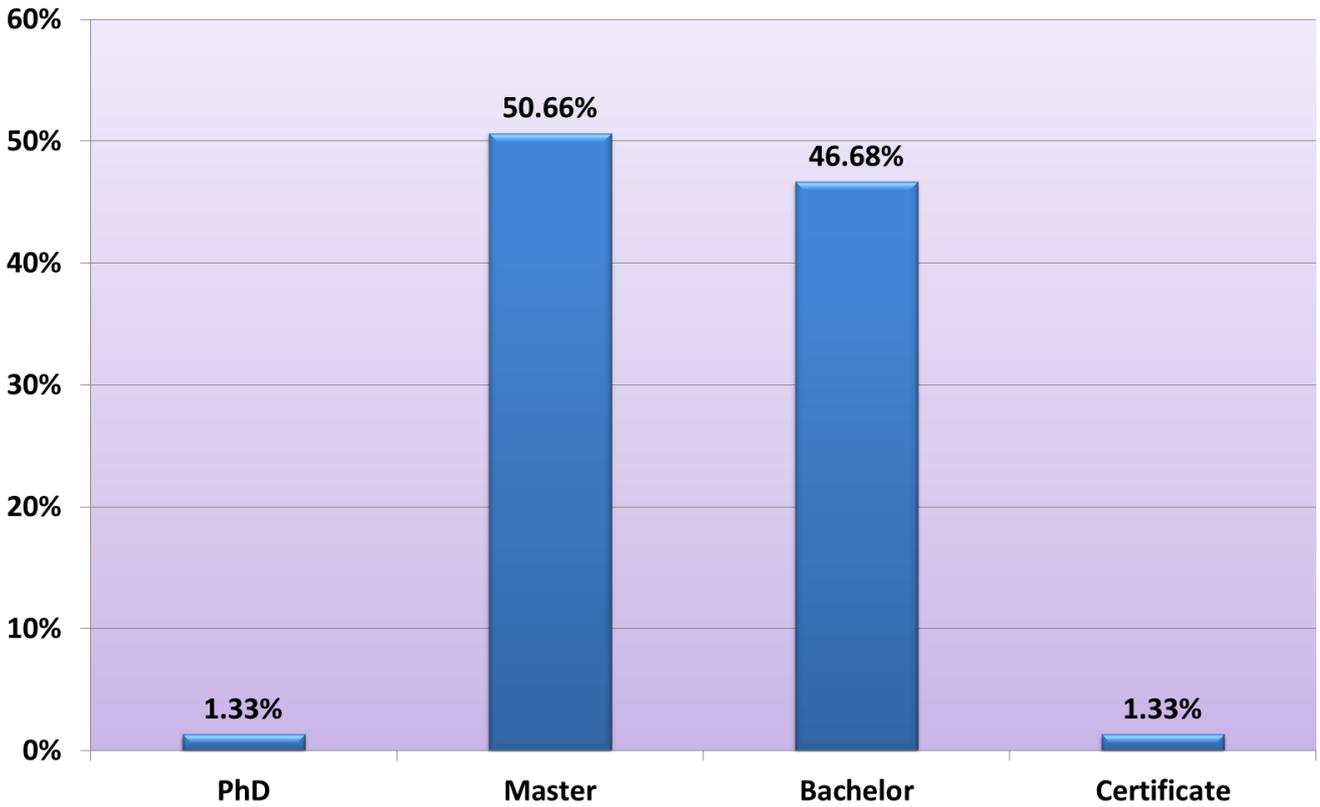
Organizers of the training courses 2017-2018



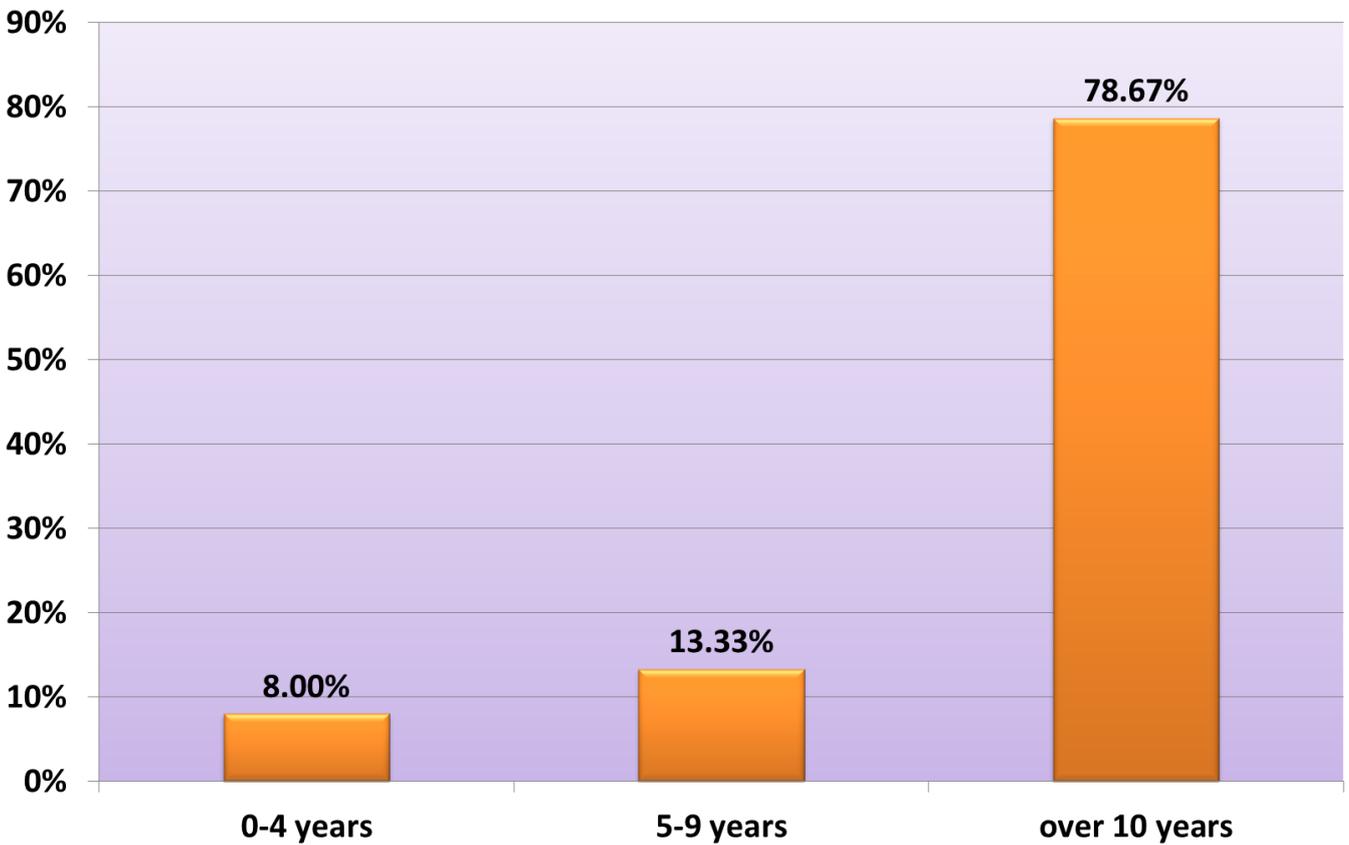
Nature of the training courses 2017-2018



Percentage of Teachers' Highest Academic Qualifications



Teachers' Teaching Experience



Report on our Students

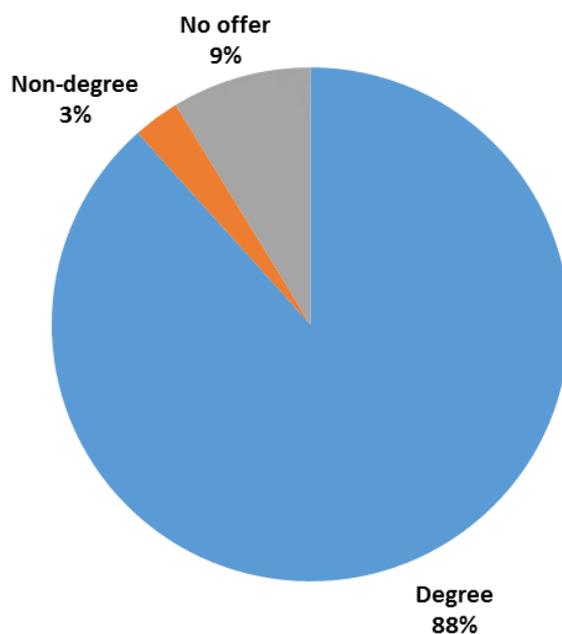
Student Performance

HKDSE 2018

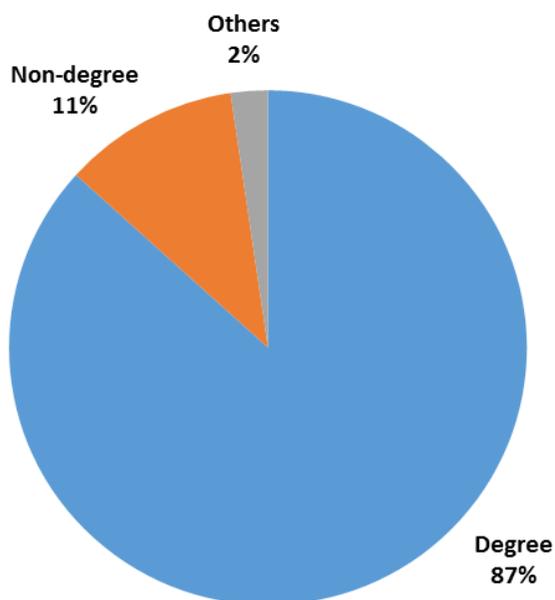
- 172 students took part in HKDSE 2018.
- 97.1% of students met the minimum entrance requirement for local Bachelor degree courses.

Destination of Exit Students (F6)

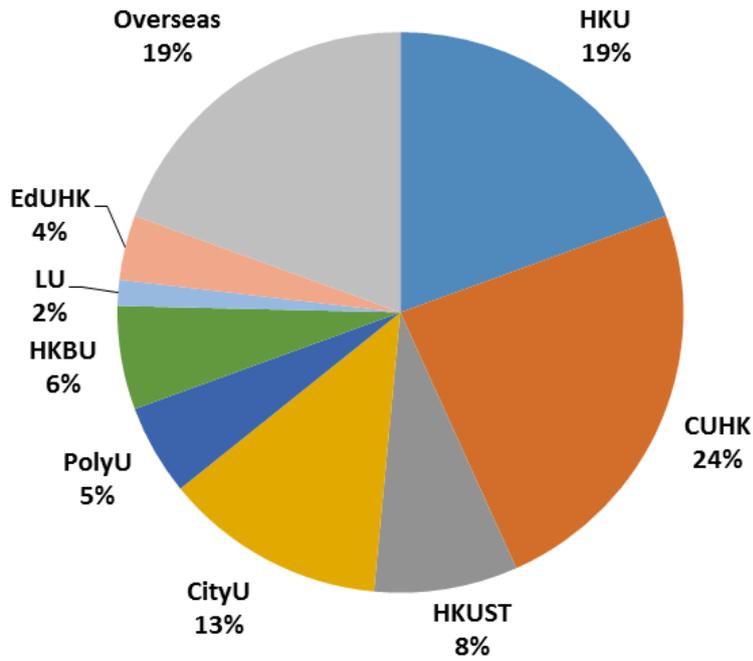
JUPAS Offer by Programme 17/18



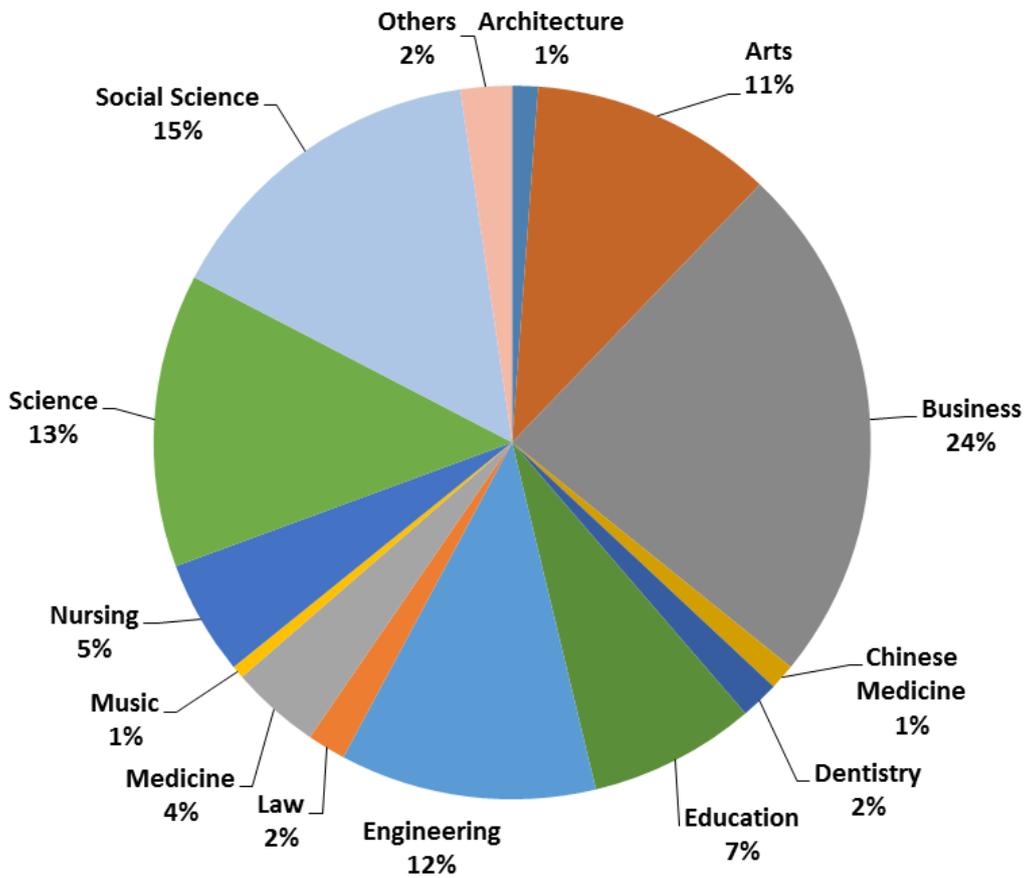
Destination of Graduates by Programme 17/18



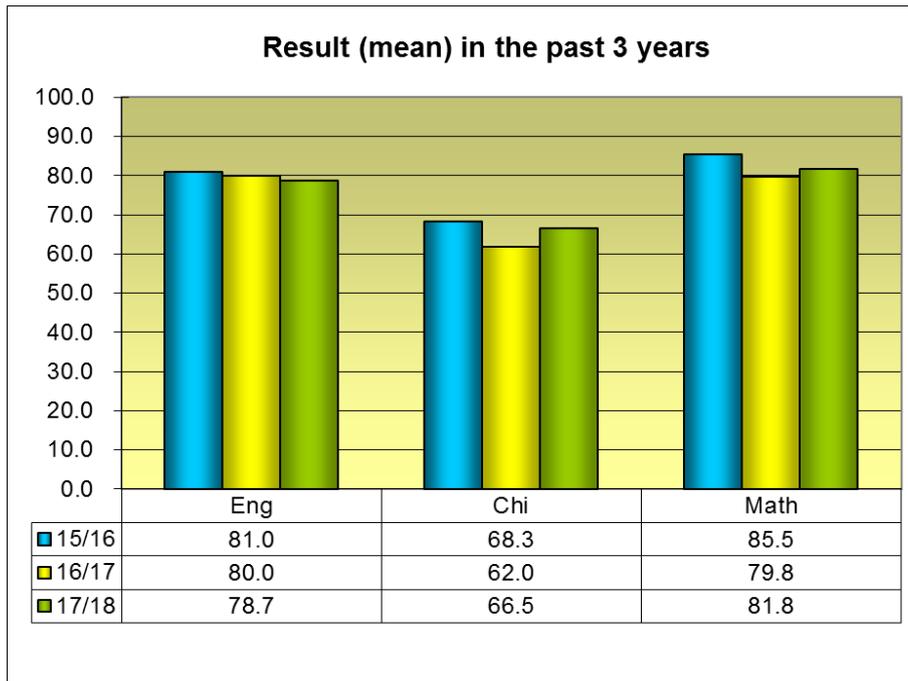
Destination of Graduates Pursuing an Undergraduate Pathway 17/18



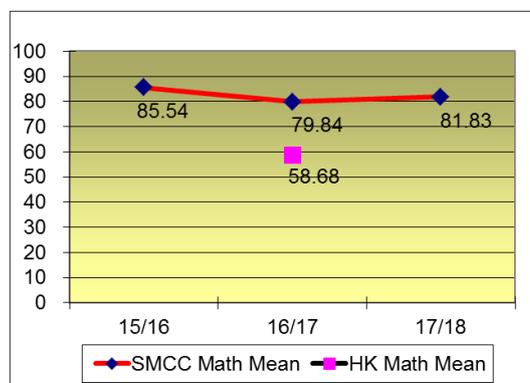
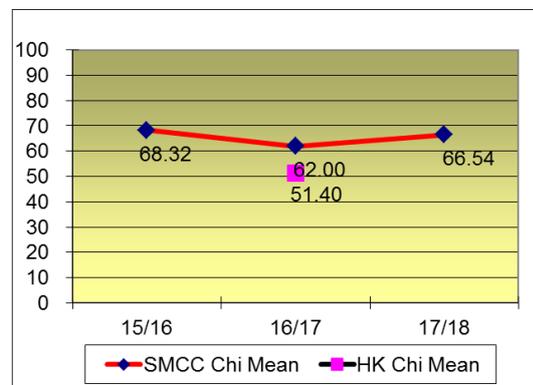
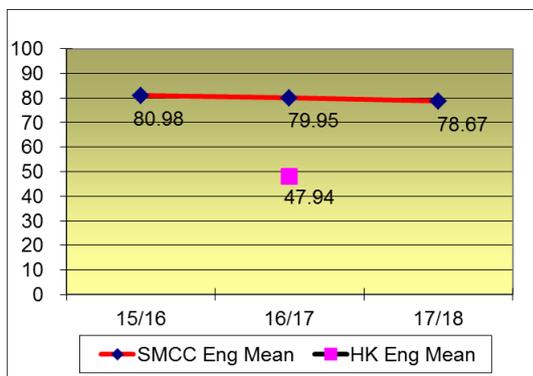
Destination of Graduates by Faculty 17/18



PreS1 HKAT results of SMCC and Hong Kong (1516, 1617, 1718)

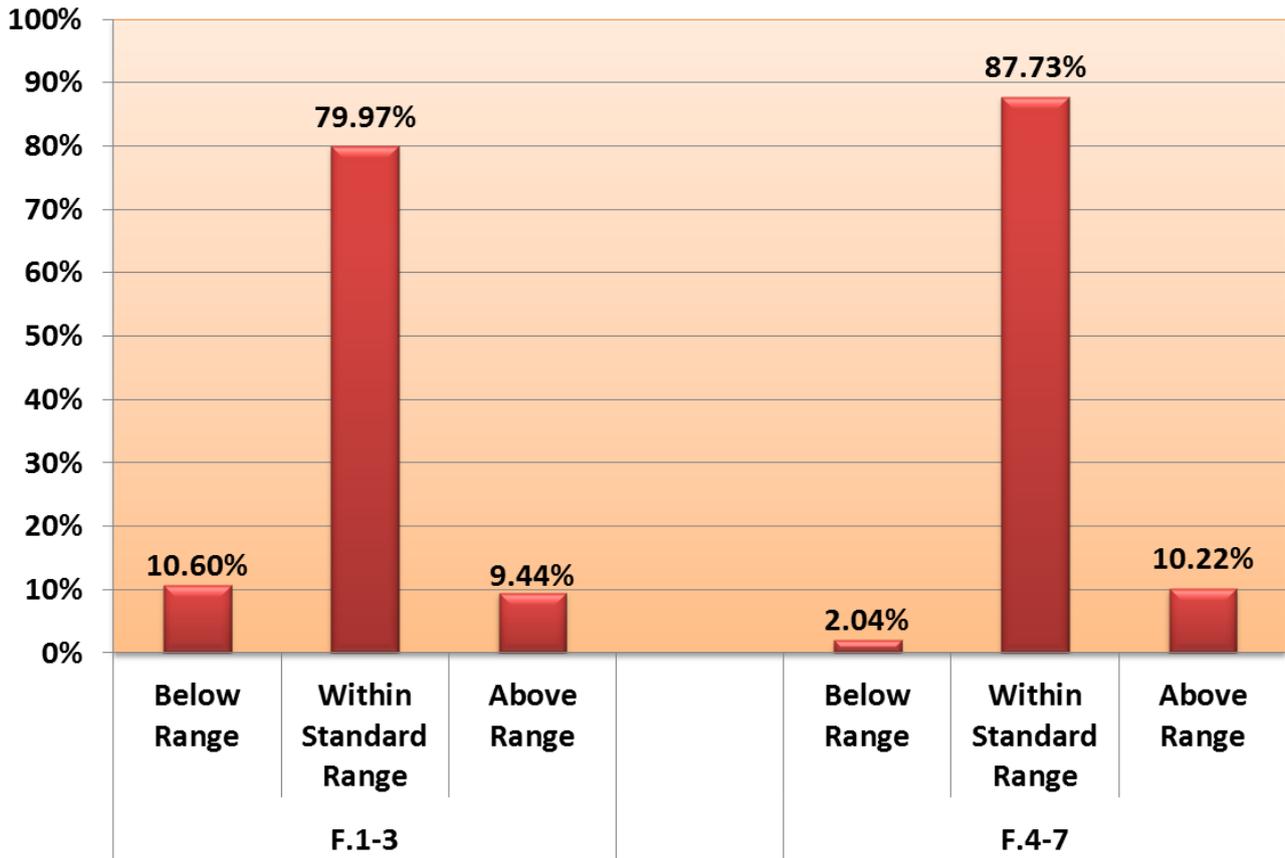


Comparison between the performance (mean) of our students and all students in HK in the past 3 years:



N.B. The Hong Kong Mean for 15/16 and 17/18 are not available as PreS1 Attainment Test is optional for schools.

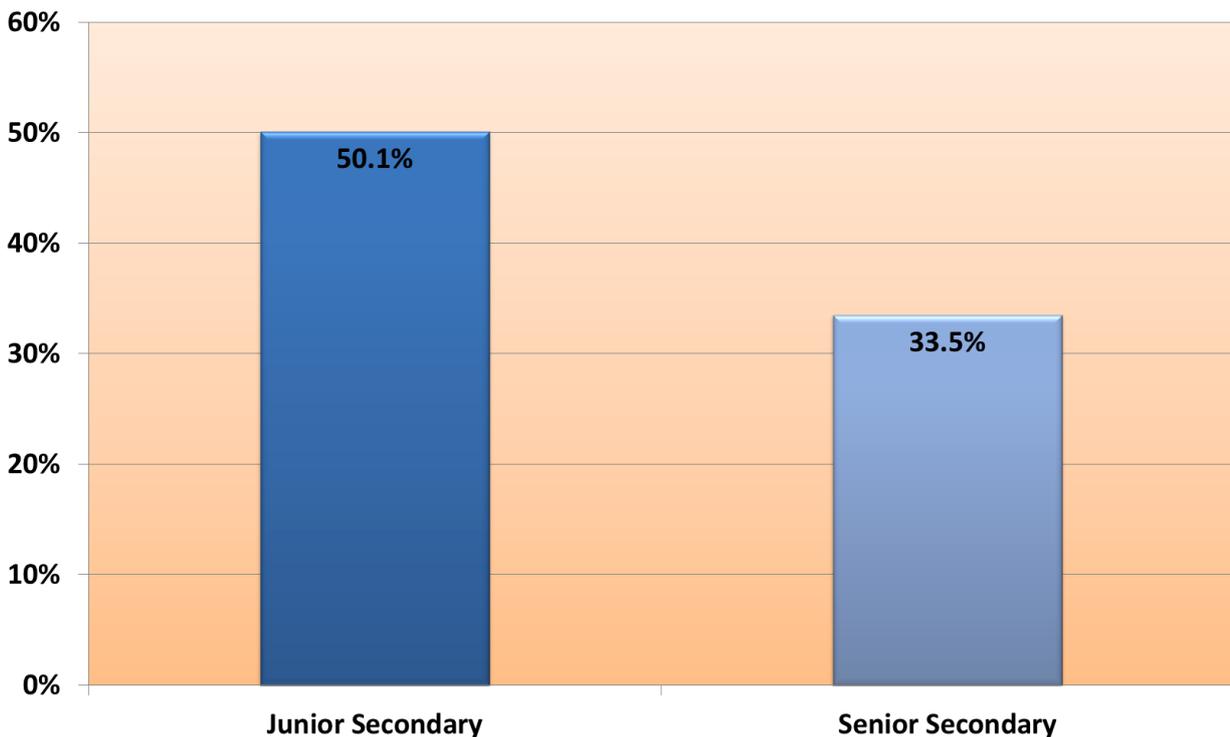
Percentage of Students within the Acceptable Weight Range:



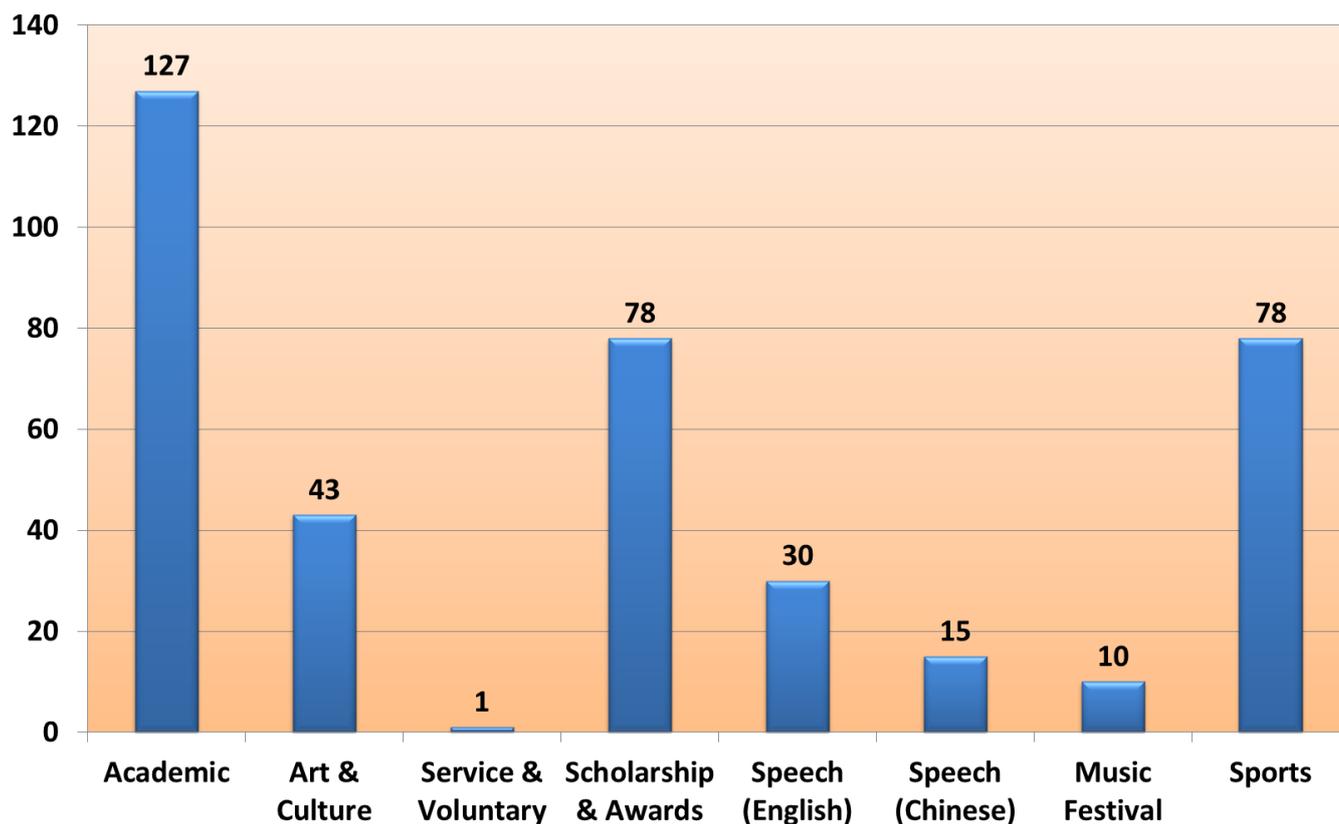
Co-curricular Activities

Percentage of students participating in territory-wide inter-school competitions:

Examples of Territory-wide inter-school competitions include Hong Kong Schools Music Festival, Hong Kong Schools Speech Festival, Hong Kong School Drama Festival, School Dance Festival etc.

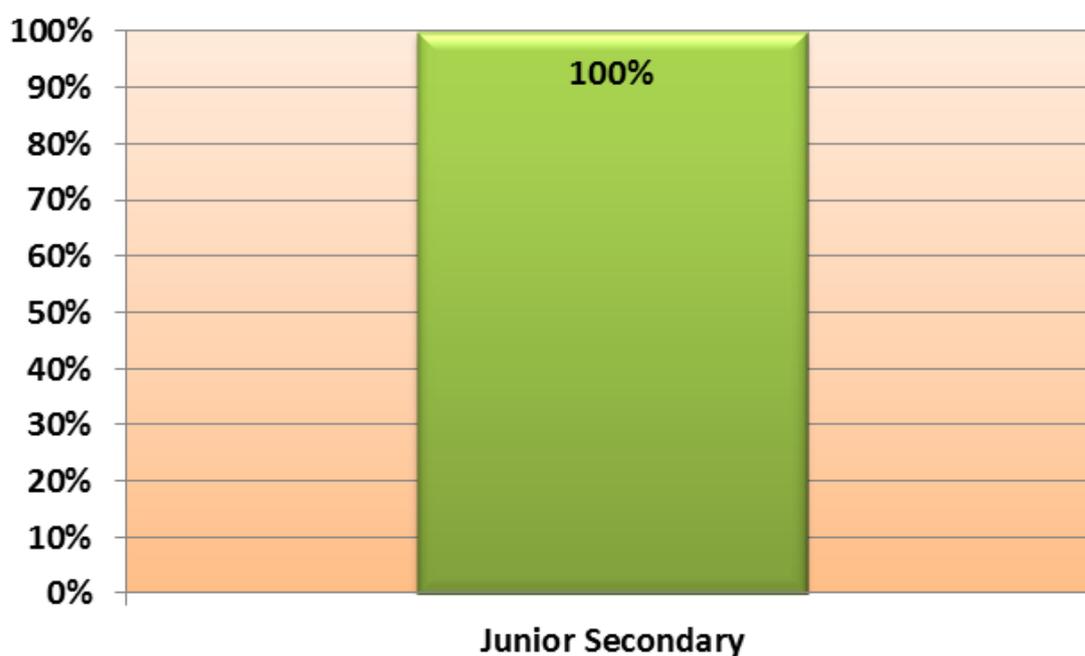


Number of Prizes won in Inter-school Activities in 2017-18:



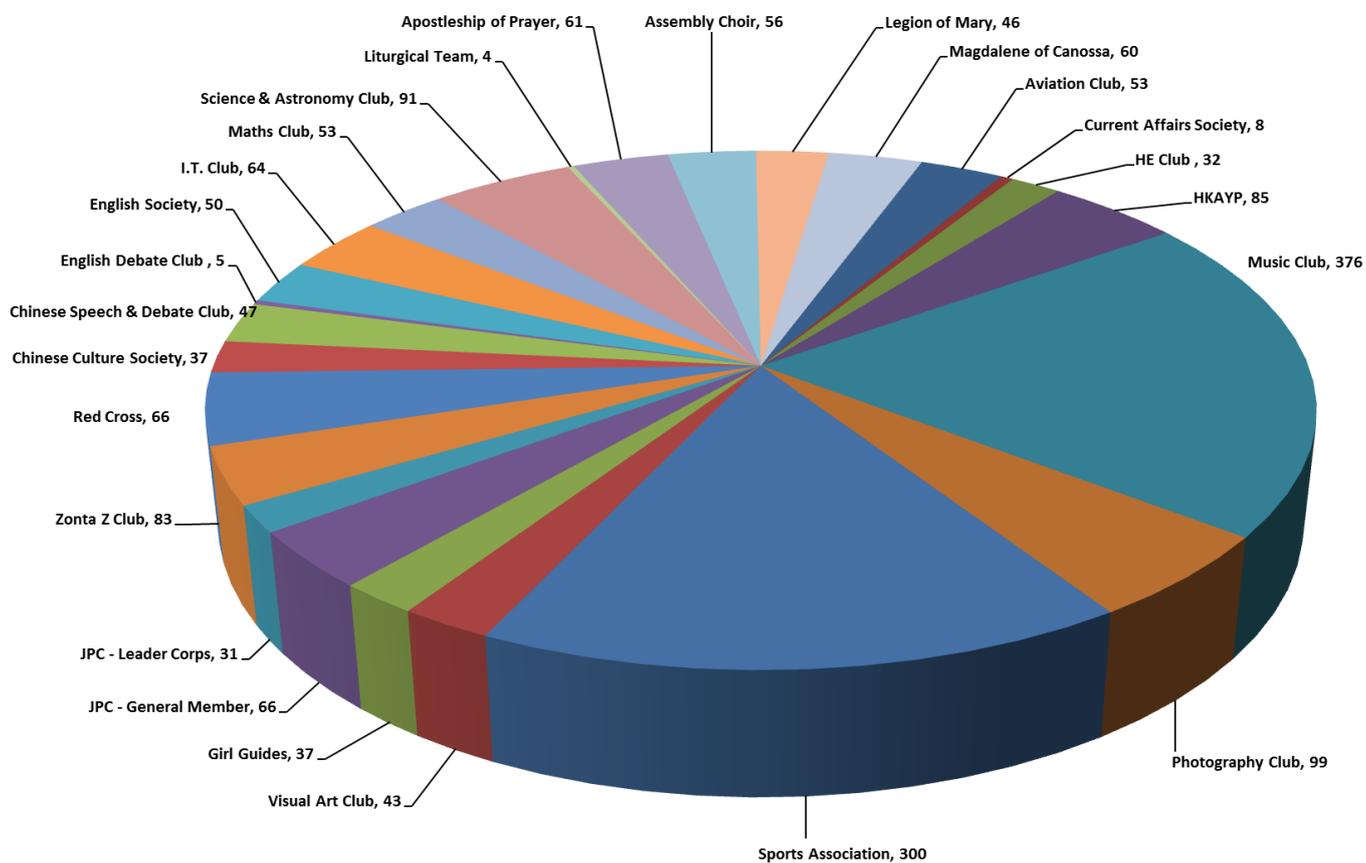
Percentage of students participating in uniform groups/social and voluntary services

Examples of uniform/social and voluntary services groups include: The HK Girl Guides Association, HK Red Cross, Junior Police Call & Leader Corps, The HK Award for Young People & other voluntary services.

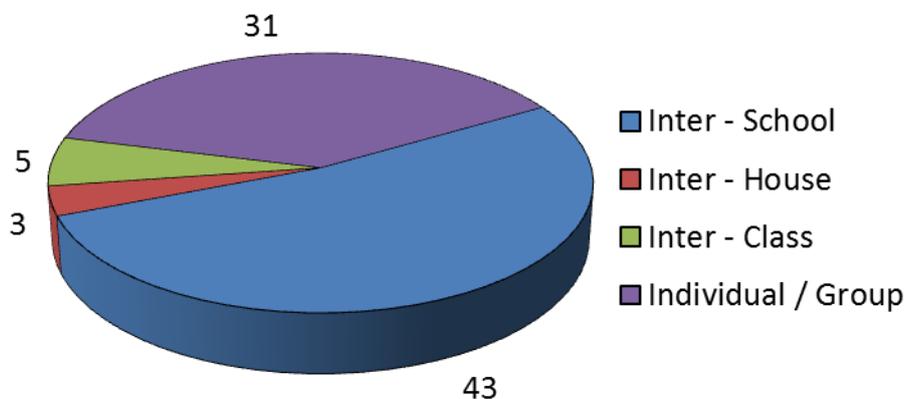


Statistics of Co-curricular Activities in school:

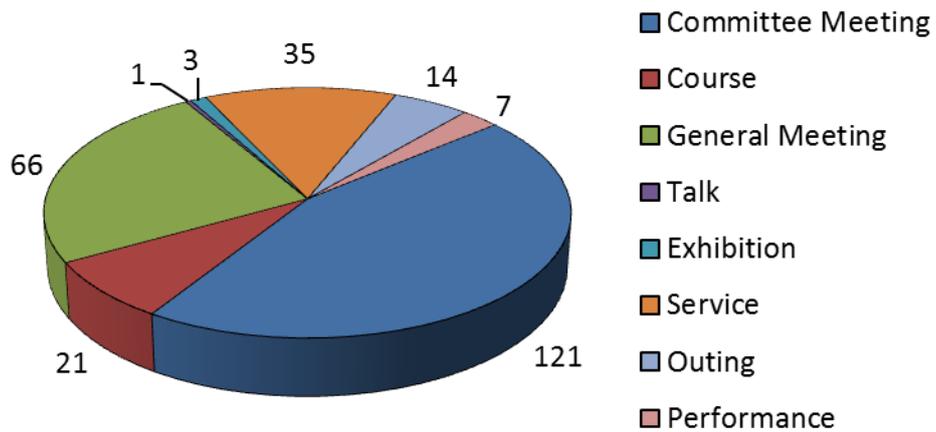
No. of members in Co-curricular Activities Teams or Clubs 2017-18



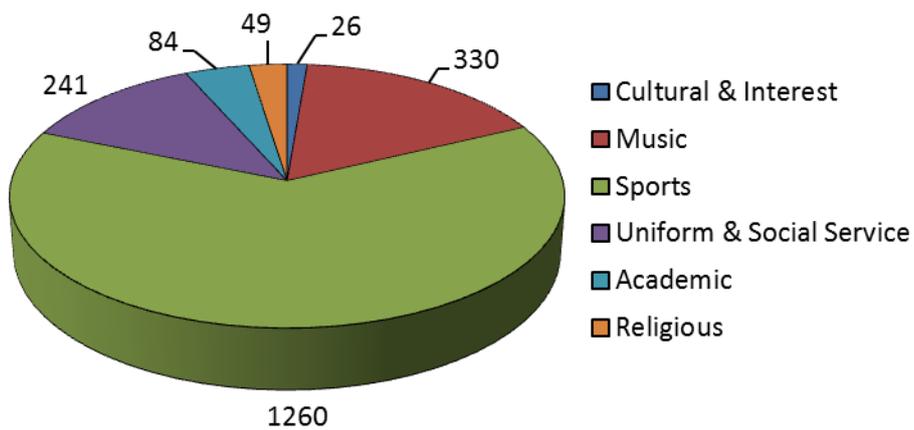
Competition (frequency)



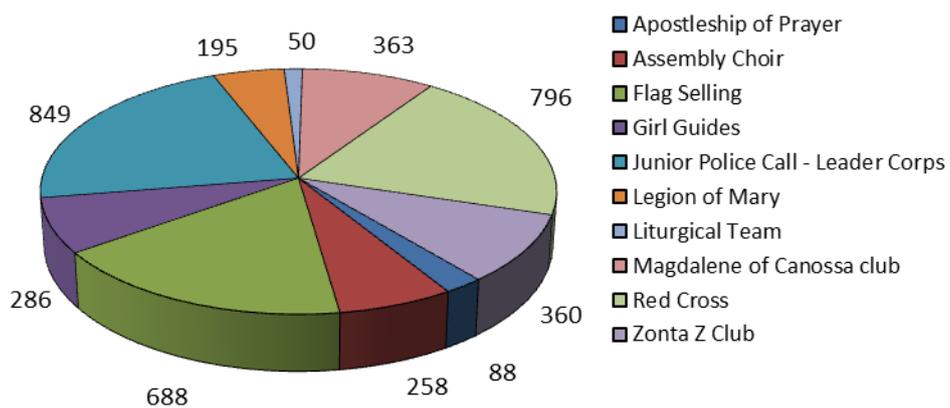
Activities Held (frequency)



Training (hours)



Service (hours)



School Financial Summary

Financial Report as at 31 August 2018

Programme Item	Approved Budget (\$)	Expenditure (\$)	Percentage Spent (%)
Premises	888,500.00	1,134,652.84	127.70%
Administration	2,923,288.00	2,065,339.82	70.65%
Curriculum	865,898.25	792,297.38	91.50%
Pastoral	1,738,518.70	1,544,421.73	88.84%
Total	6,416,204.95	5,536,711.77	86.29%

Report on Use of CEG / CLP / TRG / SSCSG in 2017-18

	Task Area	Source of Funding (HK\$)
1	Teaching Assistants (Administration, English Language & Pastoral Care)	Capacity Enhancement Grant 987,897.80
2	Coach of Chinese Debate	
3	Coaches of Sports Teams	
4	Instructor of Dance Team	
5	Conductors of School Orchestra	
6	Professional Services for School Development & Documents	
7	Drama Support	
8	Teacher for English Language	Careers & Life Planning Grant 603,971.75
9	Teacher for Science Subjects	
10	Subscription fees / Transportation fees / Workshop / Library books / Teaching materials	
11	Teacher for English Language	Teacher Relief Grant 763,133.23
12	Teacher for LS & Humanities	
13	Short-term Supply Teachers	
14	Teacher for English Language	Senior Secondary Curriculum Support Grant 1,335,309.37
15	Teacher for Maths	
16	Teaching Assistant for LS & Humanities	
17	Language & Drama Consultant	

Report on Use of DLG for Provision of Gifted Education Programmes 1718

Department	Programme Name	No. of Students benefitted (F4+)	Actual Expenditure(HK\$)
Mathematics	F.4 Mathematics Highflyer Programme	6	4,800.00
Gifted Education	Summer gifted programmes offered by tertiary institutions	32	62,000.00
Science	Coaching and training sessions for various science competitions	5	73.80
English Language	Public Speaking Training Courses	19	10,000.00
English Language	English Writing Workshops	20	11,744.93
Chinese Language	F.5 Chinese Language Oral Highflyers' Programme	60	6,000.00 (16/17) 4,800.00 (17/18)
Music	Enrichment courses in music performance	2	3,000.00
LS	IES Support Programme	28	10,000.00
Visual Arts	Cat-walk training for Fashion Show	14	5,000.00
Visual Arts	Artist-in-Residence Programme	18	4,000.00
CCA	Leadership Training	100	7,500.00
		Total :	128,918.73

The Hong Kong Jockey Club Life-wide Learning Fund: Annual Activity Report (2017/18)

(A) Summary of Expenditure

2017/18 Allocation	-	2017/18 Expenditure	=	2017/18 Unspent Amount (This amount is to be returned to the EDB) ^{Remark (1)}
\$35,753.00		\$35,753.00		\$0.00

Remark (1): Schools should return the unspent amount to the EDB according to the EDB's arrangement.

(B) Number and Subsidy Amount of Student Beneficiaries (i.e. eligible students who have actually been subsidised by the Fund)

Level	CSSA	STAS (Full Grant)	Other Needy Students	Sub-total	Level	CSSA	STAS (Full Grant)	Other Needy Students	Sub-total
P1 (No. of beneficiaries):				0	S1 (No. of beneficiaries):	0	9	5	14
P2 (No. of beneficiaries):				0	S2 (No. of beneficiaries):	1	7	2	10
P3 (No. of beneficiaries):				0	S3 (No. of beneficiaries):	1	6	6	13
P4 (No. of beneficiaries):				0	S4 (No. of beneficiaries):	3	3	5	11
P5 (No. of beneficiaries):				0	S5 (No. of beneficiaries):	1	2	4	7
P6 (No. of beneficiaries):				0	S6 (No. of beneficiaries):	0	3	2	5
Total no. of beneficiaries:	0	0	0	0	Total no. of beneficiaries:	6	30	24	60
Total amount of subsidy (\$):				\$0.00	Total amount of subsidy (\$):	\$3,463.00	\$18,204.00	\$14,086.00	\$35,753.00
Total No. of Student Beneficiaries (a):									60
Total No. of Students in School:									1,144
Percentage of Student Beneficiaries (%):									5.24%

(Please provide the total amount of subsidy to each category of student beneficiaries.)

(Please provide the total number of students in your school for reference.)

(C) Report on Activities: (Please refer to the worksheet "Points to Note" for details of each remark.)

	Name of the Life-wide Learning Activity & Use of the Funding ^{Remark (2)}	Corresponding Essential Learning Experiences ^{Remark (3)} (Select only ONE for each activity; please put a "1" in the appropriate box.)						Activity Outside the HKSAR ^{Remark (4)}	Learning Objectives Achieved ^{Remark (5)}	No. of Student Beneficiaries Participated in the Activity ^{Remark (6)}	Expenditure
		Service	Physical	Aesthetic	Career	Moral	Intellectual	(Please put a "1" in the appropriate box.)			
e.g.	Training course for Volunteers - course fee	1							1	30	\$3,000.00
1	Internal music course - tuition fee			1					1	14	\$2,800.00
2	External music course - tuition fee			1					1	18	\$3,600.00
3	Sport course - tuition fee		1						1	9	\$2,250.00
4	Art course - tuition fee			1					1	2	\$300.00
5	Museum visit - admission fee			1					1	25	\$1,750.00
6	Field trip / field study - transportation & entry fee		1						1	54	\$990.00
7	Concert appreciation - admission fee			1					1	21	\$1,491.00
8	Uniform group - group activities costs	1							1	11	\$1,100.00
9	Language course (e.g. Japanese) - tuition fee						1		1	1	\$200.00
10	Picnic / day camp - transportation, fee & camp site fee		1						1	60	\$8,682.00
11	Leadership training course - admission fee				1				1	7	\$700.00
12	Study tour - transportation fee		1					1		5	\$650.00
13	Community services - transportation fee	1							1	48	\$6,720.00
14	Career-related experiences -admission fee				1				1	4	\$320.00
15	Competition - admission fee						1		1	12	\$1,200.00
16	Drama - admission fee			1					1	30	\$3,000.00
(Please insert rows above if the space provided is insufficient.)											
Total:		2	4	6	2	0	2	1	15	321	\$35,753.00

(D) Percentage of Total Expenditure on "Community Service" and "Physical Development" Activities:

2017/18 School Year
57.04%

St. Mary's Canossian College
School Report 2017-2018

Endorsed by:

The Incorporated Management Committee
Of
St. Mary's Canossian College

Sr. Cynthia Chan
Supervisor/Chairperson
16th October 2018