



1869

**St. Francis' Conossian College**

嘉諾撒聖方濟各書院

**Annual Report**  
**2020-2021**



*School Motto: Live by the Truth in Love*



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## *Mission Statement*

*Through the Gospel values of truth in love we form women of dignity, instilling in them a love for learning, commitment and compassion.*

## *Goals of the School*

*Our aim is to instil in students a love for learning and develop their ability to think critically.*

*We encourage students to work and to develop fully their God-given abilities and talents.*

*We inculcate the Christian values of self-respect and morality which are integral to individual growth.*

*We prepare students to achieve clearly defined goals which give meaning to their life.*

*Through education we help students to become responsible citizens who are committed to serving the needy and contributing to the well-being of society.*





## *School Song*

1. *Do you hear our joyful voices  
Ringing sweetly through the skies?  
Day by day our heart rejoices  
As our thanks to heaven rise,  
For our school instructs and leads us  
On the way to virtue and love.*

*Live St. Francis'! Live for ever  
In our mind and in our heart!  
Bless our teachers and companions  
Be the bond when we depart! (2)*

2. *Here we pray, we work together,  
For the love of God and men;  
Here we study, here we gather,  
Here we play and here we gain  
And when troubles seem to double  
To our school for peace we turn.*

*Live St. Francis' .....*

3. *As the years fly off together  
We, too, march on life's hard main.  
But St. Francis' will forever  
Live in mind and heart again;  
To encourage, to uplift us  
Till we reach our home above.*

*Live St. Francis' .....*



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# 1. Introduction to the School

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St. Francis' Canossian College was founded by the Canossian Daughters of Charity, missionaries from Italy in 1869.

The school initially offered a basic education to the poor and needy children living in the Wanchai district. Over the years it expanded and developed into a co-educational primary school and then into a secondary girls' college.

St. Francis' is a grant-in-aid secondary school, consisting of S1 to S6 classes, with about 700 students and a staff of around 70. It is an English Medium of Instruction (EMI) school.

Following the teachings of Christ and the vision of our Foundress, St. Magdalene of Canossa, the Sisters and teachers are dedicated in their commitment to offering a quality education.

This quality education places great emphasis on an all-round education. The focus is on helping students to develop their full potential, both academically and in terms of personal, social and moral development.

The school motto: "Veritas In Charitate – Live by the Truth in Love" places special value upon spiritual growth, social awareness and compassion along with a clear sense of justice.

# 2. Students' Profile

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Student enrolment was 686 in September 2020. There are four streams from S1 to S6. The average attendance in the year 2020-2021 was 97.99%. There are 110 Catholic students making up 16.03% of the total student population.



### 3. School Management

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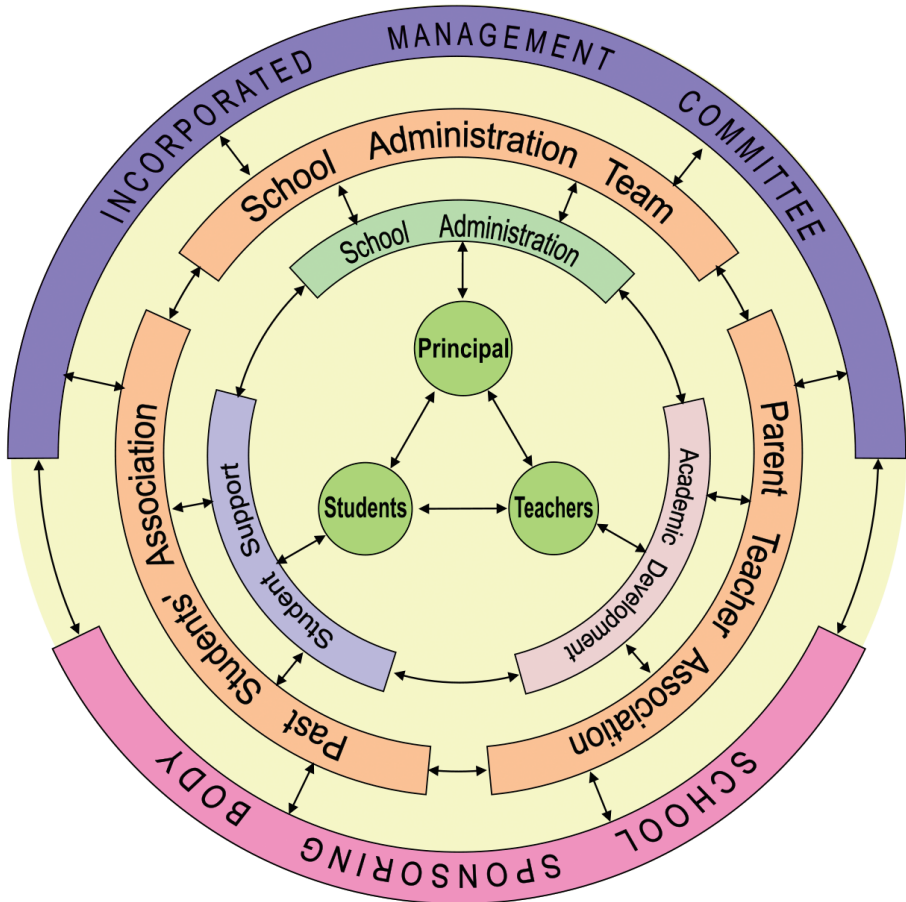
With its constant commitment to quality and emphasis on continuous development, our school has adopted a transparent and accountable approach to decision-making. The participatory and collaborative framework, which involves the Incorporated Management Committee (IMC), the School Administration Team and the general staff, provides a platform for soliciting the views of different key stakeholders and caters for the holistic development of the entire school community.

The IMC comprising diverse membership of elected parents, alumni, teacher representatives and independent professionals acts as a springboard for innovative ideas in all aspects of school development. In addition, for important issues, such as those related to school policies, the formulation of School Development Plan, Annual School Plan and the allocation of resources and duties, teachers' opinions are solicited before the final decision is made.

This consultative mechanism holds promise for the progress of our school with its vision for excellence in education.

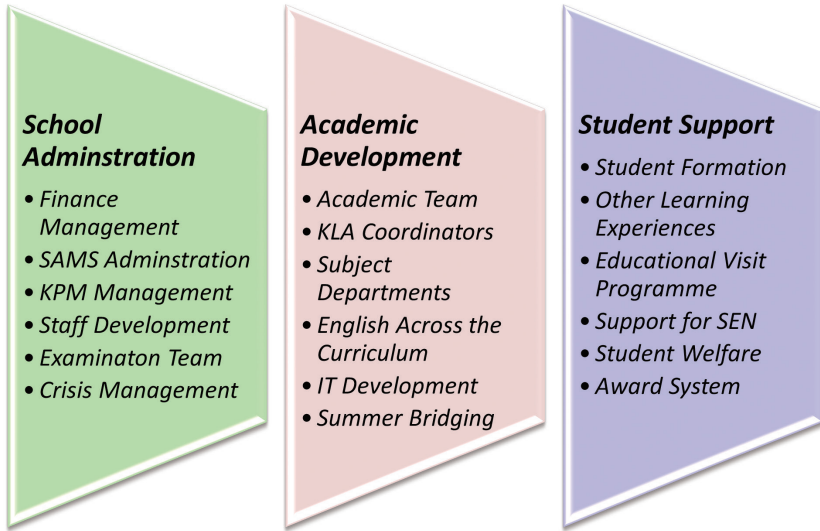


# School Organisation

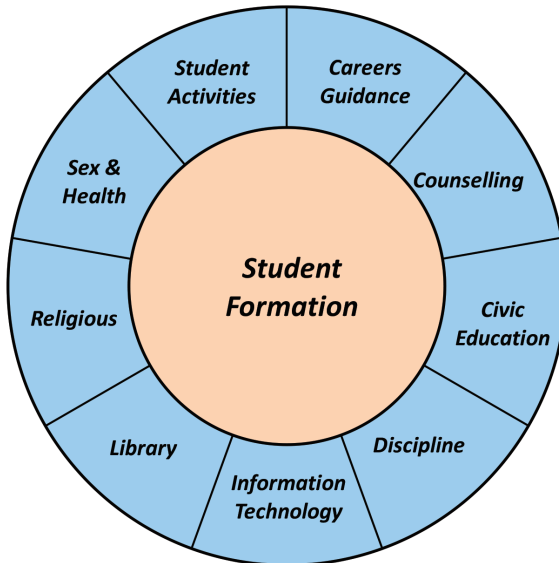




## School Development



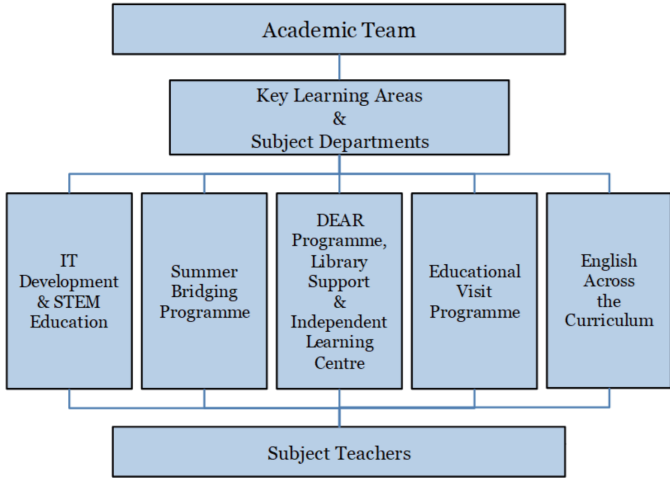
## Student Formation Team



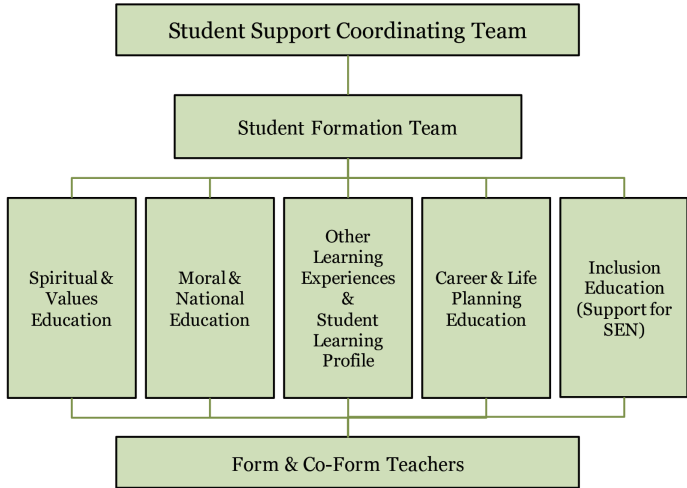




**Academic Development**  
(Cater for Learners' Diversity, Gifted Education, MOI, Academic Policies, Partnership, Project Learning, SBA and Reading Culture)



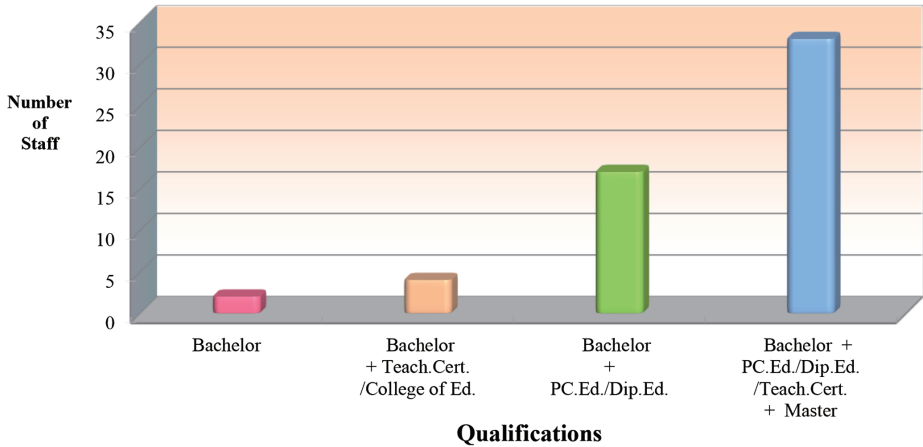
**Student Support**  
(Spiritual & Values Education, Moral & National Education, OLE, SLP, Inclusion Education, School Culture and Health Policy)



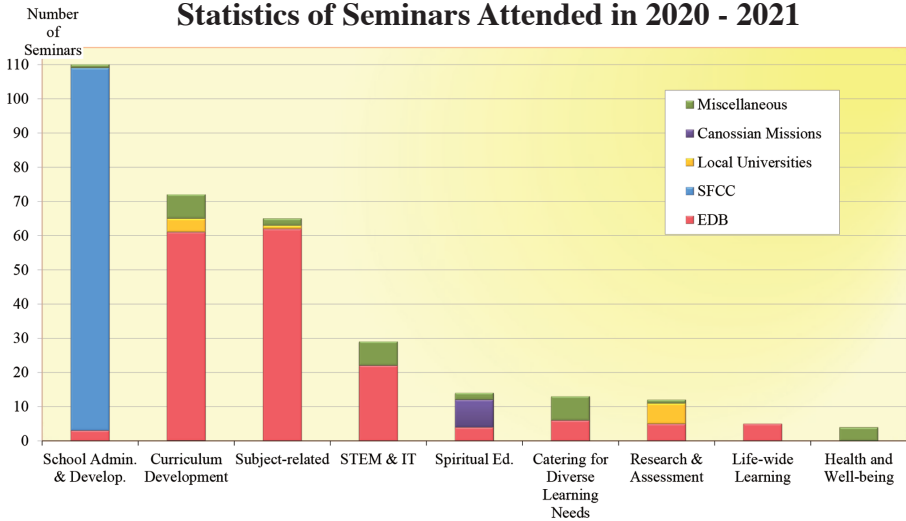


## 4. Teachers' Profile

Staff Profile 2020 - 2021



Statistics of Seminars Attended in 2020 - 2021





## Principal's Report

The school year 2020 - 2021 posed new challenges and yet opened up a wealth of opportunities.

The school community went through severely trying times during the COVID-19 outbreak. At a time when face-to-face interaction with and among our students was virtually nonexistent, our teachers and students kept exploring means of supporting, enabling and sustaining learning. Working in collaboration with each other, we gained considerable support while accustoming ourselves to new and blended approaches to teaching and learning.

As in the previous year, the school focused on “fostering students’ autonomy in learning” and “cultivating positive thinking in students” as set forth in the school’s major concerns. Under the “New Normal”, students were engaged in active learning both in school and at home with emphasis on employing self-regulated learning and eLearning strategies. In addition, through various Student Formation activities which centred around positive thinking and development of a caring and loving school culture, students were infused with renewed energy and vigour to deal with unexpected circumstances in life.

In this unsettling ‘pandemic era’, Franciscans have risen to the challenges of coping with unforeseeable changes in their learning environment and are better equipped in the face of obstacles and uncertainty in life. Let us give thanks to the Lord who protects and guides us in this time of global crisis and continue to pray that school will soon return to normality.



## 5. Concerns and Actions 2020 - 2021

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### 5.1 Academic Development

- In this digital era and knowledge-based society, students are expected to have a passion for reading and the skills to master Reading to Learn so that their overall learning capacity will be enhanced. With the aim of turning students into autonomous learners through Reading to Learn, various initiatives were in place this academic year.
  - ✦ A school-based Information Literacy (IL) framework was adopted this year. The partnership with Dr. Sally Wan, Professional Consultant of the Department of Curriculum and Instruction in the Faculty of Education, CUHK and Dr. Cheung Suk Ming, Teresa, Senior School Development Officer of the EDB Language Learning Support Section, has provided a framework for our newly introduced IL curriculum in S1 and S2.
  - ✦ The IL framework formed the basis for curriculum infusion in other Key Learning Areas (KLAs). Different subject departments employed meaningful reading strategies to promote a reading culture at different levels.
  - ✦ To promote a whole-school reading atmosphere and foster students' reading interests and habits, our school has continued to implement cross-curricular reading programmes which provide opportunities for students to engage in purposeful and meaningful reading and make connections between the reading texts across various KLAs and their prior knowledge and life experiences. Reading-related activities and online book sharing sessions were held during DEAR lessons to foster a culture of reading not only in school but also at home.



- ✦ As advised by the EDB in the face of the COVID-19 epidemic situation, our school has adopted a blended learning mode. The eLearning strategies were in line with the major concern, Reading to Learn and the teaching and learning activities encouraged self-directed learning at home and catered for learner diversity.
- Based on the EDB School Development and Accountability Framework, the Academic Team, KLAs and the subject departments identify the major strengths and areas for improvement in the school's academic area by means of an evidence-based and data-driven evaluation mechanism to feedback on strategic planning and draw up the major concern.
  - ✦ The objectives and goals of the Department Plans were studied and revised at the beginning of the term, and the scheme of work was drawn up. Greater emphasis was placed on devising strategies about the major concern.
  - ✦ The Academic Team, together with the subject departments concerned, will then implement the strategies throughout the school year. Periodic evaluation of the strategies implemented will be conducted so as to make progressive improvement in teaching and learning.
  - ✦ The Continuous Assessment Scheme (CAS) encouraged students to cultivate appropriate attitudes towards learning. Quizzes and projects were incorporated into the CAS.
  - ✦ Other provisions were made to cater for learner diversity. At junior levels, enrichment classes for high achievers in Mathematics and remedial classes for potential achievers were offered by teachers of the three core subjects after school. Enhancement and remedial sessions were also provided by individual subjects at senior levels.



- ✦ To develop S1 and S2 students' language skills and creativity, Language Arts teaching was integrated into the English Language curriculum.
- ✦ To enable students to construct knowledge, develop their generic skills as well as establish positive values and attitudes, project learning was incorporated into Integrated Science and Life and Society in S1 and S2 respectively. For S4, through students' engagement in project learning on aesthetic appreciation, their other learning experiences were enriched.
- The school has adopted the "Three-Tier Implementation Model" to plan and implement our school-based gifted education to explore and develop the potential of our gifted students systematically and strategically by providing them with opportunities to receive education at appropriate levels in a flexible teaching and learning environment.
  - ✦ With the collaboration with external professionals, action research in various KLAs was carried out in junior forms to tap the potential of students in creativity, critical thinking, problem solving and leadership in the regular classroom.
  - ✦ Eight S1 and S2 students were selected to participate in "Hong Kong Academy for Gifted Education 2020", with one S1 and one S2 student in the domain of English, four S3 students in the domain of Mathematics and one S3 and one S5 student in the domain of Sciences.
  - ✦ Nine students took part in the "Dual Programme (2020)" organised by the Hong Kong University of Science and Technology. Three S3 students and one S4 student joined their Mathematics programme. Three S4 students took part in the Life Science programme. One S3 student and one S4 student participated in the Physics and the Chemistry programmes respectively.



- ✦ Thirty-nine S5 students joined the “Chemists Online Self-study Award Scheme” organised by the Hong Kong Virtual University.
- To enable our S3 students to make suitable DSE subject choices, talks on the nature of various subjects offered and related matters were held. An online seminar for both the S3 students and their parents was conducted in March 2021 to introduce the DSE subjects. Based on the results of the student survey, the subject combinations offered for the New Academic Structure (NAS) were revised to provide more choices for students. In May 2021, a face-to-face seminar concerning choice of DSE electives and university entry requirements with reference to the EDB’s optimization of the Senior Secondary Core Subjects was held for the same target group.

## 5.2 Student Formation

- The theme “Positive Living” was the focus of student formation this year and the same theme will be adopted in the next academic year. Our slogan for 2018-2022 is “Ignite your passion, Spring into action”. The formation programmes aim at cultivating students’ positive thinking and empowering them to be persevering and resilient to challenges. Through the activities, students gained a better understanding of themselves, learned to appreciate themselves and others and were equipped with various strategies to cope with challenges.
- One Person One Mission Scheme and Inter-class Board Decoration Competition were organized in the first term to enhance students’ understanding of the main theme.
- Besides, two student formation days were held to empower students to be resilient to challenges.
- On the first student formation day, Ms. Liu, an experienced social worker from Breakthrough, was invited to give us a talk on “Find your pace, Regain your strength”. She shared with our students time



management skills and practical ways to cope with stress. Students were actively engaged in grounding and mindfulness exercises to regain their strength.

- On the second student formation day, students were led by the Form Teachers to make reflections on themselves and their lives. They were given a moment to rest in music and draw pictures about their fond memories, beautiful moments and the important persons around them. This created a conducive atmosphere for sharing and strengthened the rapport between classmates.
- Besides, the Whole School Appreciation Scheme was held throughout the year which aims at building a positive environment in school and appreciating students' good deeds and positive behaviours in non-academic areas. Students were motivated to live a positive life at school.
- Moreover, "Positive Living" was incorporated into the Chinese and English curricula in the hope that students could understand the importance of positive thinking when achieving their goals.
- Furthermore, various functional teams were actively engaged to organize activities for promoting the theme of positive living among students through the informal curriculum.
- Throughout the year, various teachers and students shared on the theme "Positive Living" in the morning assembly and through the PA system to promote a positive culture in school.

### **5.3 Christian Formation**

- Religious Education is taught as a subject in the formal curriculum. Through the teaching of Jesus and the good deeds of Saints, students acquire an understanding of Christianity and the religious way of life. Guidance is given to students in their search for faith or a life stance by which to live.





- With God’s blessings, we celebrated Monthly Masses and Eucharistic Adoration in the school chapel amid the prolonged period of class suspension. Through active participation in such liturgical ceremonies, students were empowered with God’s love to overcome the immense challenges brought by the pandemic.
- Five whole-school religious celebrations were held. Though most functions were delivered online, it was hoped that through role plays, sharing and homilies given by priests, students would feel God’s presence in their lives and find solace in His love especially under the threat of the pandemic. Both Catholic and non-Catholic students were invited to take part in the lively and inspiring celebrations.
- Five Catholic Formation programmes were conducted in the home time for Catholic students. A mass was celebrated and the Way of the Cross was held to help students to prepare for Lent.
- Two religious groups, the Legion of Mary and the Catholic Society, aimed at training Christian leaders and enriching students’ religious lives with prayers, sharing and services. They strove to keep their religious faith through regular meetings online.
- This year, a retreat was held for the S6 students. They were reminded to seek God’s will when preparing for the public examination.

#### **5.4 Careers and Life Planning Education**

Life planning is an ongoing and lifelong process for personal fulfillment, with different foci at different stages of one’s life. Life planning education equips students with the knowledge, skills and attitude to make wise choices in accordance with their interests, abilities and orientations. In this academic year, the Careers Guidance Team organised various programmes with external organizations to promote Careers and Life Planning Education. The team also collaborated with the alumni to provide support in careers guidance.



- Careers and Life Planning Education was incorporated into the S1 to S6 Home Programmes as outlined below:

Form	Topics
S1	<ul style="list-style-type: none"><li>- Introducing Career and Life Planning</li><li>- Self-understanding</li><li>- Understanding Jobs</li></ul>
S2	<ul style="list-style-type: none"><li>- Study Skills</li><li>- My Role Models</li></ul>
S3	<ul style="list-style-type: none"><li>- My Dream</li><li>- Finding Your Colours of Life</li><li>- Choice of Electives</li><li>- Life+ test for students to understand their connectedness, meaning in life, life skills and career development</li></ul>
S4	<ul style="list-style-type: none"><li>- Understanding Personal Interests</li><li>- Understanding Personality traits</li><li>- CPAI Personal Value Assessment</li></ul>
S5	<ul style="list-style-type: none"><li>- Multiple Pathways</li><li>- Future Job Opportunities</li><li>- CPAI Personality Test</li><li>- Careers talk on selected professions</li></ul>
S6	<ul style="list-style-type: none"><li>- Interviewing Skills</li><li>- Personal Statement Writing</li><li>- JUPAS and E-app Talk</li><li>- Admission talks from different local universities</li><li>- Multiple Pathways after Graduation</li></ul>



- The Mentorship Programme aims at inspiring our students in the aspect of making suitable career and life plans. We were honoured to have ten devoted alumni experienced in different professions to be the mentors. Given the exposure to the workplace coupled with the mentors' advice, guidance and encouragement, students were provided opportunities to explore different careers, such as those in the medical and counselling fields.
- Twenty S4 students participated in the “Future Skills Learning Workshop” organised by Life Planning & Financial Education Centre of Po Leung Kuk.
- Four S4 and three S5 students participated in the “Arboriculture & Horticulture Industry” workshop organised by the Arboriculture & Horticulture Industry Training Advisory Committees of Qualifications Framework.
- Six S5 students participated in the programme “JA Career Dimension 4.0” organised by Junior Achievement Hong Kong. Students can get education and career advice from the business mentors and develop their creativity, problem-solving and collaboration skills and adaptability and resilience abilities.
- One S5 students participated in the “Maintenance and Appreciation of Heritage Buildings” project organised by the Hong Kong Institute of Surveyors.
- One S5 student participated in the 「會計師青雲路 2021- 會面訪談」 organised by the School Social Work Services Division of Caritas Hong Kong and the Hong Kong Institute of Certified Public Accountants.
- Six S5 students participated in “HKU Taster @ School 2021” organised by The University of Hong Kong.
- Two S5 students participated in the “PolyU Junior Research Mentoring Programme” organized by the Hong Kong Polytechnic University.



- Three S5 students participated in the careers talk organised by The Hong Kong Institute of Surveyors.
- Four S5 and one S4 students participated in the programme “Coaching Job Interviewing Skills for Secondary School Students” organised by the Hong Kong Women Professionals and Entrepreneurs Association (HKWPEA) and the Hong Kong Association of Careers Masters and Guidance Masters (HKACMGM).
- Fifteen S4 and S5 students participated in the overseas talk organised by the Hong Kong Association of Careers Masters and Guidance Masters.
- Nine S6 students were nominated to join the “EdUHK Undergraduate Programme Nominations Scheme 2021-2022” organised by The Education University of Hong Kong.
- One S6 student was nominated to join the “Principal Recommended Admission Scheme” organised by The Hang Seng University of Hong Kong.
- One S6 student was nominated to join the “Greater Bay Area Internship Program for DSE Graduates 2021” organised by Hong Kong Arts and Culture Development Centre.
- Two S6 students were nominated to join the “Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions 2021-2022”.
- Three S6 students were nominated to apply for the “HKU REACH Awards 2021” organised by The University of Hong Kong.
- Two S5 students were nominated to join “Junior Research Mentoring Programme” organised by The Hong Kong Polytechnic University.
- One S4 and one S5 students were nominated to join the 「“Train” 出光輝每一程」 Programme organised by the MTR Corporation Limited.



- Two S4 students were nominated to join the “Boundless” Mentorship Programme organised by the YMCA. The students were provided with university and scholarship application guidance, the opportunity to take part in interview skills and CV workshops and a job shadowing programme.
- One S5 student participated in “Maintenance and Appreciation of Historical Buildings” Creativity Competition (Photography section) organised by the Hong Kong Institute of Surveyors.
- Four S4 students participated in “Hong Kong Secondary School Marketing Contest 2021” organised by the Department of Marketing, School of Business of Hong Kong Baptist University.
- Sixteen students from S4 and S5 participated in the ‘JUMPSTARTER IdeaPOP!’, which is part of Hong Kong Student Startup Competition for Secondary School Students.
- Six S4 and S5 students joined SCP Program JC InnoMind® – InnoMind® Competition organized by Young Entrepreneurs Development Council (YDC).
- To help S5 students to explore their personality and leverage their personality traits in their future career, a personality workshop was organised by Youth Online-stewards Integrated Service Centre for Young People in June 2021.
- To enhance S6 students’ interviewing techniques for university admission, workshops and mock interviews organized by Edvenue Limited were held in October and November 2020 respectively.
- An education consultancy was invited to give information about overseas studies to S6 students.
- Teaching fellows and student ambassadors of various universities were invited to deliver admission talks to our S6 students in November 2020. The admission details and the programme structures of the following undergraduate programmes were covered:



- ✦ Bachelor of Occupational Therapy and Physiotherapy from the Hong Kong Polytechnic University
- ✦ Bachelor of Business Administration (BBA) from the City University of Hong Kong
- ✦ Bachelor of Journalism and Bachelor of Social Science from the Chinese University of Hong Kong
- To assist students in future career planning, representatives from different industries including journalism, physiotherapy, psychiatry, commercial design, civil service and social work were invited to deliver career talks to S5 students. Students had the opportunity to explore different careers and interact with the experts in different fields.
- Talks on multiple pathways were organized for S6 students after S6 Parent's Day. Information about local self-financed degree and sub-degree programmes and studies on the Mainland, in Taiwan and other regions and countries was provided.
- Personal value assessment and personality tests, which were organized by Hong Kong Institute of Asia-Pacific Studies, the Chinese University of Hong Kong and CLAP for Youth @JC, were conducted for S4 and S5 students respectively.
- Twenty-nine S4 and S5 students participated in the leadership program organized by the Hong Kong Young Leader College and Life Planning association of Hong Kong.
- Individual counselling for S6 students on choice of JUPAS programmes, S4 and S5 students on dropping electives and S3 students on choice of electives were provided by Careers teachers.
- Careers guidance will be given to S6 students on the day of release of the HKDSE results in July 2021.
- Talks on JUPAS, E-app applications and writing of personal statements were organised for S6 students. Talks on JUPAS were also organised for S4 and S5 students.



- Data on career pursuits of S6 graduates was collected.
- Talks on Taster Programmes of Senior Secondary Applied Learning (ApL) (2021-2023 Cohort) were organized for S4 students. It enhances students' understanding of ApL courses.
- Talks on Junior Taster Programmes of Applied Learning were organized for S3 parents and students.
- Talks on choice of subjects were organized for S3 parents and students.
- To enable students to understand more about life planning, newsletters were prepared by careers prefects. It included reviews of various careers activities, sharing of mentors and careers fun games.
- To help S3 students make wise decisions on their choice of electives, careers prefects in senior forms were invited to share their experiences and provide guidance in the "Choice of subjects" workshop online. Careers prefects were also invited to give a brief introduction of various elective subjects in videos.
- A Careers Corner was set up in the school library to disseminate information related to further studies.
- Information about jobs and local and overseas studies as outlined below was provided in Careers Room:
  - ✦ Information booklets and references provided by various institutions e.g. EDB, Labour Department and some universities
  - ✦ Latest JUPAS Statistics published by the Hong Kong Association of Careers Masters and Guidance Masters (HKACMGM)
  - ✦ Assessment tools and careers-related board games
  - ✦ Careers pamphlets, posters and flyers



## 5.5 Civic Education

- The theme of the year was “Poverty”.
- As promotion of our main theme, an interesting video clip introducing the difficulties faced by the underprivileged groups in our society during the COVID-19 pandemic was shown in a school assembly in October 2020.
- A series of programmes were held throughout the whole academic year to enhance students’ sense of belonging to our motherland. On 30<sup>th</sup> September, a National Flag hoisting ceremony was held. In the same month, students took an active part in a campaign for strengthening their sense of national identity with emphasis on the significance of our national flag and anthem and the importance of the National Security Legislation in our society. They were also reminded of our bond with our mainland counterparts in culture, family relationships and national development. A creative and attractive video was produced to arouse students’ interest in the topic.
- In March 2021, we have the honour to invite Ms. Stephania Ling (凌君慧小姐), a devoted member of Hong Kong Catholic Lay Missionary Association, to share her missionary work in Calcutta of India, Ethiopia and South Sudan. She was inspired by the people living in poverty as they live on God’s blessings with thankful hearts. Her enthusiasm to understand and assist the people in developing countries has enlightened our young students on actualising the school motto in their daily life.
- In March and April 2021, two online seminars on the sanitary facilities and difficulties faced by people in developing countries were organized for S4 and S5 students using the teaching resources provided by World Vision. The activities fostered an empathetic understanding of poverty from a global perspective and highlighted the significant contribution of international organizations to helping the needy in the world.





- An Inter-class Current Affairs Competition was held for S1 students in April 2021. S1 students learned more about current affairs in the exciting and interesting competition.
- To keep students abreast of current affairs, news analysis was broadcasted through the P. A. system every Day IV. S5 students who had achieved excellent results in Liberal Studies each presented an in-depth analysis of a current issue. This year, the topics discussed include a review on minimum wage, the health code system, 5G technology and animal rights.
- Students were encouraged to take part in activities held by external organizations which would help them to become responsible citizens.

## **5.6 Counselling and SEN Students**

- To help the S1 newcomers adapt to the secondary school life, S1 Parents' Orientation Days was organized online in September. Our school counsellor and social workers gave parents an introduction of the school's counselling service and help them gain a better understanding of the challenges S1 students would be facing as they enter a new chapter in their life. When the situation allowed, S1 students and their parents were invited to the school for a face-to-face orientation programme in October 2021.
- Seminars that catered to students' developmental needs were held in various forms. A seminar on 'Handling Emotions' was organized for S3 students. As for S5 and S6, stress management was the focus of the seminar conducted.
- New S1 students were assisted in their adjustment to a new study environment by means of the Guidance Assistance Scheme as well as the counselling services provided by the Team and the School Social Workers from Caritas. A training session was conducted for the Guidance Assistants by the School Social Workers this year.
- Due to the COVID-19 pandemic, our Guidance Assistants were not able to meet their student clients in person during the period of face-



to-face class suspension. Our GA approached the S1 student clients through online interactive platforms to build a good rapport and provide advice and assistance when needed.

- Recruitment for new Guidance Assistants was completed in May 2020. A training session for the new recruits which focused on team building was organised in July 2020. Through various activities, they learnt to work with others and be accommodating when completing tasks.
- The SEN Team of our school was set up to take care of the SEN students and provide support for the teachers concerned. The team members include the SEN coordinator, the Education Psychiatrist from the EDB, the School Social Worker, representatives from the Academic Team, the Examination Section and the English, Chinese and Mathematics Departments.
- A 3-tier model was adopted to provide support for SEN students with diverse needs. Tier-3 students were offered intensive individualized support by means of an Individual Educational Plan (IEP). Tier-2 students who have persistent learning difficulties were provided with additional support and assistance in learning. For Tier-1 students with transient or mild learning difficulties, early identification of their problems and quality teaching in regular classrooms may help.
- Class meetings and IEP meetings were held throughout the year. The team and the parents concerned worked collaboratively to ensure the SEN students receive the best possible care. A Student Support Officer was also hired to provide academic assistance and counselling services to the SEN students.

## **5.7 Learning with IT**

The goal of IT in education at our school is to ensure that students can have access to quality learning experiences and are engaged with the world using the resources and connections readily available to them. A new learning model comes with the “new normal” during the pandemic – a blended learning mode where face-to-face lessons are conducted alongside online



delivery. Students, teachers, parents and the school all have roles to play to ensure the best learning experience in this challenging time.

- The move to a blended learning environment is a shift for all stakeholders. Before the start of the school year, our teachers attended a series of professional development workshops to equip themselves with the skills to adopt blended learning and use various digital technologies. Our teachers are constantly reshaping lessons and expectations to fit this scenario with intentionality and commitment to teaching and learning.
- Learning management systems such as Google Classrooms serve as the platform for academic collaboration for all levels of the school. Online lessons were conducted using Google Meet and Zoom; students were highly engaged in online lessons with the use of collaborative online whiteboard which makes group work possible in the virtual world.
- Effective teach-from-home digital tools were used to deploy assignments and assessments, They enabled teachers to distribute and grade assignments, conduct virtual group discussions and send feedback to our students.
- Our school conducted online parent seminars related to academic matters and students' growth using Zoom. The use of technology encouraged effective communication between students, teachers and parents.
- Students and teachers each have a school issued email address which is used for internal communication and taking part in academic-related activities. Digital home-school communication in the form of emails and instant messages on mobile applications helped to keep students and parents connected with our school.
- To ensure our students' whole-person development and person growth, morning assemblies and school events were broadcasted live to students even when they were not physically on campus.



Other Learning Experiences (OLE) activities and workshops were conducted online to facilitate a balanced and extensive development of our students.

- To help our students to take accountability for their own learning, an eLearning management platform is used to showcase and manage students' learning records in the form of Student Learning Profiles (SLP), which chronicles students' academic journey through their senior secondary years.
- A shift in learning mode is never easy for a community. As the social circumstances shift, so too will our structures and response to this new teaching and learning mode. We hope everyone – students, parents and teachers – will approach this venture with a growth-mindset and recognize that we are partners on this journey.

## **5.8 STEM Education**

- Science, Technology, Engineering and Mathematics (STEM) education and skills development play an important role in society nowadays. It aims to develop among students a solid knowledge base and to enhance their interests in Science, Technology and Mathematics. Through STEM education, students' abilities to integrate and apply knowledge and skills are strengthened and their innovation and creativity are nurtured. In our school, STEM education is implemented in both the school curriculum and extra-curricular activities.
- Elements of STEM education can be found extensively in our curriculum. Our S1 and S2 students explored their potential in STEM through self-directed learning projects in Integrated Science and Information Technology. Students self-learned block-based coding using Scratch by choosing a theme of their interest from Google's CS First curriculum. Our S1 students also created their own fabric patterns using a ScanNCut scanner and printer in Technology and Living lessons. For S3, the technology of 3D printing was incorporated into the IT curriculum. As for S4, students learned the principle of STEM through the crash cushion system.



- STEM education is also implemented in our S1 and S2 OLE activities. It provides students with a broad and balanced curriculum with diverse learning experiences to foster whole-person development. Twenty S1 students explored the principles of app inventor while twenty-five S2 students worked on micro:bit projects during the OLE periods throughout the year.
- A series of extra-curricular activities and programmes were organised in 2020-2021 to transform our students into tinkers, thinkers and makers in STEM:
  - ✦ Three S4 and five S5 ICT students joined the “STEM 4 Girls Mentorship Programme 2021”. The “STEM 4 Girls Mentorship Programme Kickoff Ceremony” was held in October 2020 online. Two of the participants, Samantha Cheung and Yoyo Sze, were awarded prizes.
  - ✦ Three teams of S5 and S6 ICT students took part in an online competition “Hong Kong Cyber Security New Generation Capture the Flag Challenge 2020” in November 2020.
  - ✦ Two S5 ICT students attended “Hong Kong x Taiwan K12 Girls Coding Webinar” held online in December 2020.
  - ✦ One S6 ICT student was nominated by the school to take part in the AI for the Future Virtual Boot Camp 2020 held online by CUHK Jockey Club AI for the Future Project (中大賽馬會「智」為未來計劃) in December 2020.
  - ✦ One S1 student joined the online forum 「青協：Facebook “We Think Digital” 數碼素養論壇：培養學生正確應用網絡態度」 from March to May 2021.
  - ✦ Four teams of students participated in the Online Quiz Challenge of the “18<sup>th</sup> Green Carnival 2021” organized by Green Council in April 2021.
  - ✦ Four S5 girls participated in the “JUMPSTARTER IdeaPOP”, which was organised by the Alibaba Entrepreneurs Fund and they got into the pre heat with twenty-three other teams.



- ✦ Thirty S3 students took part in the AI workshop organized by CLP in June 2021.
- ✦ Two S5 students, Yannes Ng and Chloe Lee were invited to be the MCs for the “CLP E-playground’s Opening Ceremony”. which was a live program broadcast online. The CLP E-playground, Hong Kong’s first power engineering, energy and environment-themed playground, was officially opened in April 2021.

## 5.9 Other Learning Experience

- Eight Other Learning Experiences (OLE) days were organised in the academic year 2020-2021 and various kinds of OLE programmes were conducted in different forms.
- All S1 and S2 students were grouped according to their preference for the six domains namely Drama, Music (Percussion), Dance, Chinese and Western Paintings and STEM. Tutors from different external organisations taught students the basic skills in various areas in school. These OLE programmes last for two years and they will thus continue in the next academic year.
- Project Learning was conducted in S4. Students each joined activities in one of the five domains offered, namely Music (African drum), Modern dance, Art (Fashion design), Videography and Drama (Musical).
- In S5, five OLE days featuring Wing Tsun Martial Arts and Yoga were organised to foster students’ physical development. Three other OLE days were held to promote their aesthetic development. Programmes included Acapella performances and an art demonstration by Arts with Disabled Association.
- Extra-curricular activities are grouped into five major categories, namely School Teams, Religious Groups, Service and Uniform Groups, Interest Groups and Academic Groups.
- The School Red Cross Association, the School Choir, the School Dance Team and the School Sports Team made outstanding achievements in inter-school competitions.



- A leadership training programme for student executive committee members was jointly organised by our school and the Hong Kong Playground Association.
- A leadership training day camp for potential student leaders was jointly organised by our school and the Salvation Army in June 2021.
- Students were nominated to participate in various leadership training programmes such as “I-Leader” Series organized by The HKFYG Leadership Institute.
- To encourage active participation in community service, our school joined the Volunteer Movement organised by the Social Welfare Department. Each student has a community service logbook for recording the voluntary service rendered throughout the year.

## **5.10 Support for School Development**

### **Staff Development**

- Staff induction sessions were arranged to familiarize the new teachers with their roles and duties in school.
- Target-oriented seminars were arranged throughout the year.
  - ✦ A sharing session on “Good practices” and a workshop on “G Suite for Education and Tools and IT support for eLearning” were held in late August to update teachers on the latest educational trend.
  - ✦ A seminar on “Continuing Professional Development of Teachers” was held to provide teachers with more information about Professional Ladder.
  - ✦ A seminar on “National Security: Maintaining a safe learning environment in School” was held to familiarize teachers with the main focus of national security education.
  - ✦ Workshops on “The Annual School Plan and School Developmental Plan” were held.



- ✦ Joint Schools “Staff Development Workshops for Middle Managers” were held in June for department panels and team heads.
- Teachers attended various courses and seminars to enhance their professional competence.
- The “Teacher Seminar Record System” was in place to record data on teachers’ professional development.

### **Parent Teacher Association**

- Three general meetings were organised for parents of S1 to S6 students in November 2020, March 2021 and May 2021.
- A Central Committee meeting was held in October 2020.
- Four PTA Executive Committee meetings were held in the school year.
- Educational workshops, talks and seminars for parents were conducted by 余國健先生，東華三院平和坊社工，School Social Worker, Careers life Planning Education Coordinating Team and the subject panels of the school. The topics covered are as follows:
  - ✦ 從機不可失到親子關係的建立
  - ✦ 親子衝突的雙贏之道
  - ✦ 消費陷阱及正確的消費態度
  - ✦ 好心情——伴子女面對學習壓力
  - ✦ Study skills for Chinese History, Integrated Science and Life and Society
  - ✦ S3 choice of NSS electives subjects and related arrangements
  - ✦ NSS choice of subjects for S3 students and their parents and criteria for admission to local tertiary courses





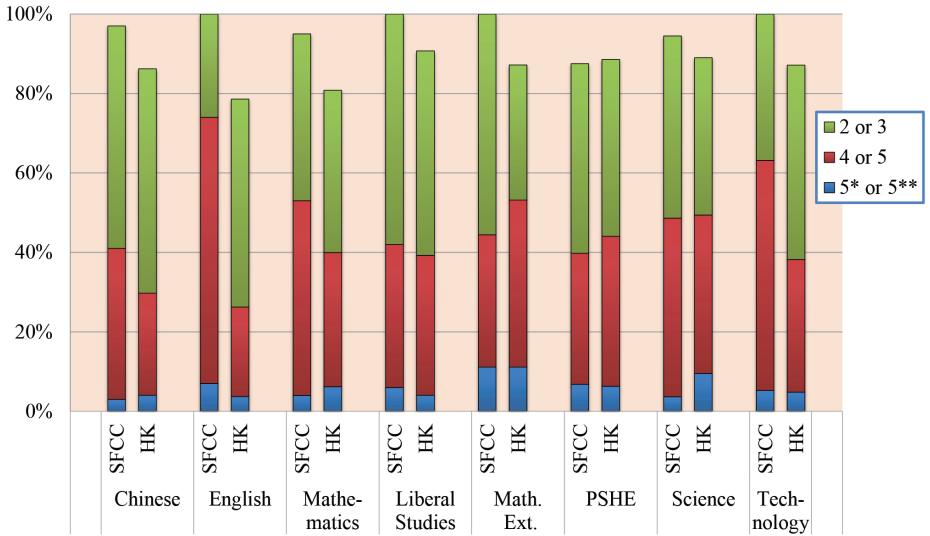
## **Past Students' Association**

- The St. Francis' Canossian College Past Students' Association (SFCC PSA) acts independently to provide services and programmes that enlighten and develop the students, school, staff and alumni bodies. It aims at reinforcing the bond between the present and past Franciscans through fostering friendship, support and co-operation among the PSA members, teachers and students.
- PSA supports charity work and other undertakings that are considered worthwhile. It organises various activities which range from being social, educational and cultural to religious in nature.
- In the past few years, the PSA arranged quality activities for its members and the school body. In November 2019, we organized the mega event of the 150<sup>th</sup> Anniversary Gala Dinner at The Grand Hall, Hong Kong Convention and Exhibition Centre, which was attended by over 1600 guests. This proved to be a very enjoyable evening.
- With the valuable advice and contribution from our alumni, the Memory Gallery was officially opened in October 2019. Precious photos, mementos and exhibits showcasing the historical development of our alma mater were collected and well appreciated by both teachers and students, past and present.
- All our graduates are welcome to join us in contributing to the growth of our students, past and present and the continuous advancement of our Alma Mater. Please contact us by email ([psa@mail.sfcc.edu.hk](mailto:psa@mail.sfcc.edu.hk)), like our Facebook page ("SFCC PSA") or refer to our website for the latest news and events.

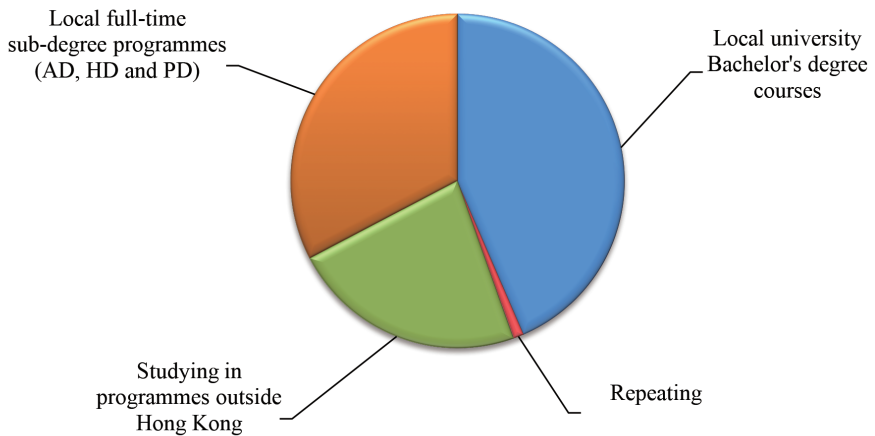


# 6. Performance of Students

### HKDSE Results 2020



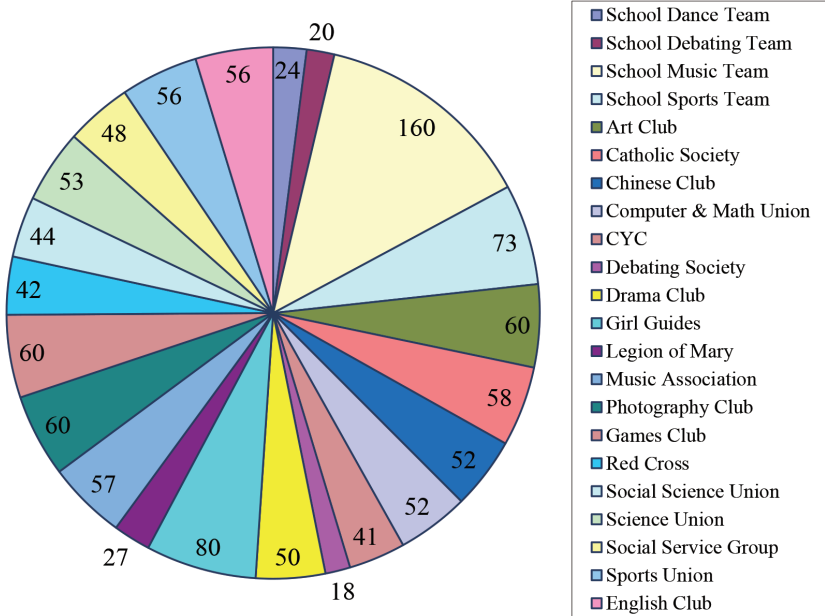
### Survey of S6 Graduates 2019-2020





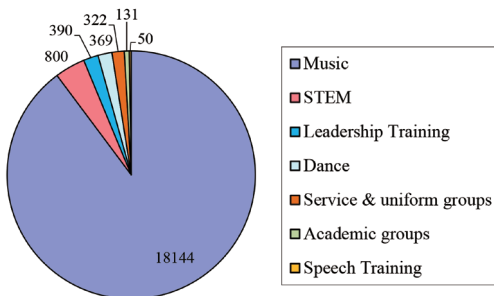
## Other Learning Experiences

### Chart 1 Club Membership



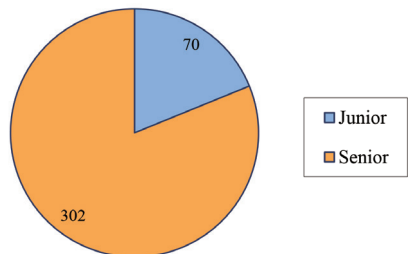
### Chart 2 Training (Hours)

( = Number of Training Hours in each Area x Number of Participants)



### Chart 3 Community Service (Hours)

( = Number of Training Hours in each Area x Number of Participants)





## 7. Appreciation

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We wish to thank Cardinal John Tong Hon, Apostolic Administrator and Bishop Emeritus, the clergy of our Parish and Diocese and the Catholic Education Office for their spiritual and professional guidance. We are grateful to the School Sponsoring Body for rendering us support throughout the years. Our heartfelt gratitude to our School Supervisor, Sr. Agnes for her trust and care for all members of SFCC. A tribute to all Incorporated Management Committee Managers, the Secretary for Education and members of the Education Bureau for their directives, advice and support.

On behalf of the school community, we extend our deep appreciation to Mrs. Priscilla Yeung for her 25 years of faithful and dedicated service at St. Francis'. We would also like to express our sincere gratitude to Ms. Pauline Lee for her professional service and valuable contributions to the school. At the end of this academic year, Mrs. Yeung and Ms. Lee will bid farewell to us. May the Lord continue to bless and guide them as they embark on a new stage in life.

To all our benefactors, the PTA and the PSA, we would like to express our sincere appreciation for their invaluable guidance, co-operation and generous support.

Last but not least, our appreciation goes to all the teachers, office and janitorial staff for their devotion to duty as this has made St. Francis' a happy place for growth and learning.

May God bless and reward every effort and fill every heart with peace and joy.

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**Appreciation and Gratitude  
For 25 Years of Dedicated Service**

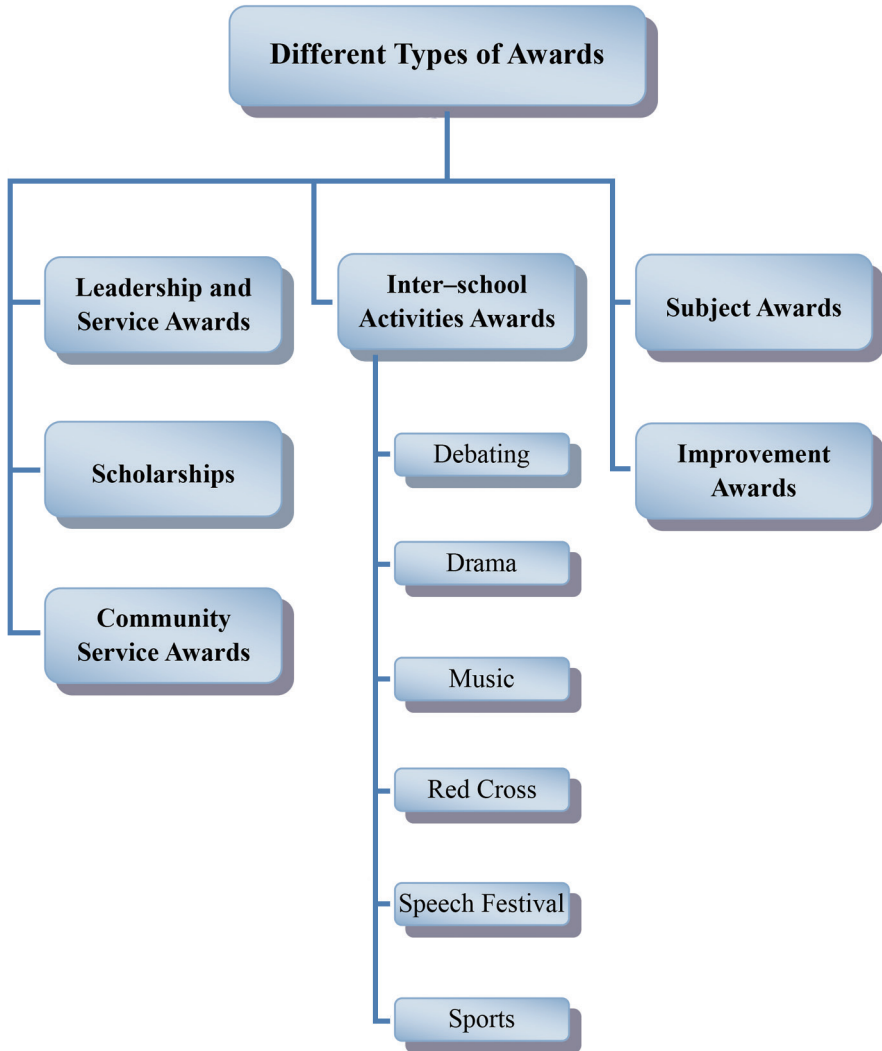
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 **Mrs. Priscilla Yeung** 



# Award and Achievements

## The Award System





## Achievements in Inter-School Activities

Academic	<b>72<sup>nd</sup> Hong Kong Schools Speech Festival</b>		
	Solo-Verse Speaking – Non-Open	(S1, S3, S4)	2 <sup>nd</sup> & 3 <sup>rd</sup>
	Prose Reading – Non-open	(S5)	3 <sup>rd</sup>
	年度中國歷史人物選舉 2020 專題研習報告比賽 (高中組) (中五) 冠軍及季軍		
	<b>The Harvard Book Prize 2021</b>	(S5)	1 <sup>st</sup> , 2 <sup>nd</sup> & 3 <sup>rd</sup>
	<b>Future Stars – Upward Mobility Scholarship 2020</b> (S6)		
	「香港拼圖」中文寫作比賽 (中學組) (中二)		亞軍
Leadership	2020 年香港島傑出學生選舉		
	高中組 灣仔區傑出學生	(中六)	
	初中組 十大傑出學生	(中三)	
	2020 年灣仔區傑出青年選舉 灣仔區傑出青年 — 學生組 (中六)		
Uniform Groups	香港女童軍紫燕榮譽女童軍獎章		(S6)
	香港紅十字會「漸進式活動計劃 (深造章)」	(S6)	榮譽章



<p>Music</p>	<p><b>73<sup>rd</sup> Hong Kong Schools Music Festival</b>          Descant Recorder Solo -          Zheng Solo -Senior (S4) 2<sup>nd</sup>          Descant Recorder Solo -          Secondary School - Age 16 or under (S2) 3<sup>rd</sup>  <b>2020 菁藝盃音樂比賽 — 創意藝術發展協會</b>          中學鋼琴 S5 - S6 (中六) 冠軍  <b>2020 Hong Kong International Music &amp; Arts Festival -          Hong Kong Region (International Musicians &amp; Artist Association)</b>          Piano Open Class -          Junior Class Hong Kong (S6) 3<sup>rd</sup>  <b>The Sixth Asia Piano Competition: Junior Group Parsons          Music Foundation (Hong Kong Music Tutors Unions)</b>          Hong Kong Region - Amateur Group (S6) 1<sup>st</sup></p>
<p>Sports</p>	<p><b>A.S. Watson Group Hong Kong          Students Sports Awards 2020-2021 (S5)</b></p>
<p>Others</p>	<p><b>Sir Robert Black Trust Fund Grants for Talented Students in          Non- academic Fields 2020-2021 (S2, S4)</b>  <b>Maintenance and Appreciation of Historical Buildings’          Creativity Competition (Photography section) (S5) 2<sup>nd</sup></b>  <b>Award for Volunteer Service 2020          (Steering Committee on Promotion of Volunteer Service)</b>          Award (Individual) for Volunteer Service (S6) Silver</p>



# HONG KONG DIPLOMA OF SECONDARY EDUCATION EXAMINATION 2021

## Form 6A

Chan Natalie	陳德慧	Lee Eunice	李蕙兒
Chan Goretti	陳芷琦	Leung Chloe	梁焯盈
Chan Gladys	陳映琳	Leung Helen	梁海琳
Cheung Kelly	張君悅	Leung Viviana	梁韻瑤
Chong Ellen	莊曉琳	Li Tammy	李尊婷
Ho Jenny	何沂潔	Li Emerald	李穎怡
Kwok Joanne	郭鈺圻	Lo Melody	盧穎鎂
Kwok Chareen	郭思齊	Lui Winky	雷詠喬
Lam Bernice	林慧蓓	Ngan Christie	顏梓鈞
Lam Tina	林詠涵	Tam Charene	譚芷晴
Lam Cherub	林恩如	Wong Patricia	黃鎧琳
Lee Pamela	李敏妍	Yik Winnie	易詠琳





## Form 6B

Chan Catherine	陳卓琳	Lee Janice	李祉君
Chan Serena	陳靜	Lee Phoebe	李芷瑩
Chan Wincy	陳穎心	Li Koey	李禧炯
Chan Vanessa	陳彥霖	Lo Jodie	盧溢晴
Chang Serene	張芯睿	Ng Tracy	吳宣蓉
Chow Phoebe	鄒凱欣	Pang Ruby	彭芷晴
Chung Kelly	鍾知容	Tong Gayly	唐卓瑩
Fung Helen	馮凱茵	Tsui Sarin	徐筱桓
Hung Daphne	孔嘉瑜	Wong Hallie	王凱俐
Keung Christine	姜詠心	Wong Katrina	黃善熹
Lam Soie	林善潼	Yip Elsa	葉子琪



## Form 6C

Chan Sharon	陳臻慧	Siu Rachel	蕭幸宜
Chen Helen	陳巧茵	Wat Yoyo	屈芷慧
Cheng Barbie	鄭穎彤	Wong Shison	黃淇潼
Cheng Yoyo	鄭依雯	Wong Gladys	王樂琳
Hui Nicole	許卓嵐	Wong Cindy	黃敏儀
Kwok Dolphin	郭焯彤	Wong Zoe	黃瑞怡
Kwok Sophie	郭旻悅	Wong Nicole	黃穎
Lam Alice	林靜	Wong Jessie	黃苑婷
Leung Lily	梁綺莉	Wu Kate	胡綽妍
Li Maggie	李嘉盈	Yeung Hilary	楊蓓潼
Luk Bertha	陸梓筠	Zhu Lydia	朱潤莹



## Form 6D

Au Abby	區梓盈	Leung Chalasa	梁海泳
Au Hannah	區詠琳	Li Vicky	李沛怡
Chan Hayley	陳琬希	Li Michelle	李慧裕
Choi Janice	蔡旻希	Lo Francesca	羅穎恒
Ho Tiffany	何善婷	Honeymie Kyla	
Huang Sophia	黃凱澄	Pun Venus	潘穎瑤
Kong April	江昕滸	Sin Sabrina	冼珈瑤
Kwok Ricole	郭澄曦	Tang Jodie	鄧佩鈿
Lam Melanie	林鎔欣	Tse Ashley	謝希汶
Lau Wendi	劉韻婷	Yeung Kiki	楊詩琪
Lee Jacqueline	李婧熙	Yuen Zoe	袁穎潼



## AWARDS 2020-2021

### AWARD FOR LEADERSHIP AND SERVICE 領袖服務獎

**Leadership Award** 5C Kelly Tam  
領袖獎

**Service Award** 5C Svetlana Lo  
服務獎

### SCHOLARSHIP 獎學金

**Sir Edward Youde Memorial Prizes for Senior Secondary School Students** 6A Joanne Kwok  
6D Michelle Li  
尤德爵士紀念獎學金

**Lugard Scholarship** 6D Honeymie Kyla  
盧押獎學金

### 2020年香港島傑出學生選舉

高中組 灣仔區傑出學生 6D Tiffany Ho  
初中組 十大傑出學生 3A Arielle Kwok

### 2020年灣仔區傑出青年選舉

灣仔區傑出青年一學生組 6D Tiffany Ho  
6D Wendi Lau

**Rev. Joseph Carra Memorial Education Grant** 5C Vivian Tse  
祁良神父教育基金

**Future Stars – Upward Mobility Scholarship 2020** 6B Vanessa Chan  
2020「明日之星—上游獎學金」 6C Yoyo Wat

**St. Magdalene of Canossa Scholarship** 6C Helen Chen  
聖瑪大肋納獎學金 5B Stephy Hung

**Bakhita Religious Service Award** 4A Valeria Lau  
柏姬達宗教服務獎 4B Elizabeth Tsang

**Dr. Aileen Hung Memorial Scholarship** 6A Joanne Kwok  
洪吳雅蓮博士紀念獎學金



<b>Mrs. Lillian Ha Scholarship</b> 夏吳麗蓮女士獎學金	6D	Wendi Lau
<b>Helen Woo (Red Cross) Scholarship</b> 胡秀梅女士紅十字會獎學金	4D	Pansy Liu
<b>Dr. P.F. Woo Memorial Scholarship</b> 胡百富醫生紀念獎學金	6A	Joanne Kwok
<b>Mr. Sin Lam Kwong (Pharmacist) Scholarship</b> 冼林江藥劑師獎學金	6A	Joanne Kwok
<b>潘徽歧女士化學獎學金</b>	6A	Joanne Kwok
<b>Angeline Man Yu Scholarship</b>	6A 3D	Viviana Leung Yoyo Tang
<b>Ms. Connie Chan Scholarship</b> Best in S6 Chinese Language Best in S6 Mathematics	6A 6B	Cherub Lam Elsa Yip
<b>Miss Jane Cheng Scholarship</b> Best in S6 History Best in S3 History	6D 3A	Jodie Tang Arielle Kwok
<b>Ms. Emily Mok Scholarship</b> Music	6C 6D	Maggie Li Jodie Tang
<b>Sr. Marie Remedios Scholarship for Best Character Development in Junior Levels</b>	3A 3B	Arielle Kwok Charlotte Wong
<b>Professor Jao Tsung I Memorial Scholarship</b> 饒宗頤教授紀念獎學金	6D	Jodie Tang
<b>Dr. Anita Chan Lai Ling Memorial Scholarship</b> 陳麗玲博士紀念獎學金	6D	Ricole Kwok
<b>SFCC PSA Scholarship</b> 嘉諾撒聖方濟各書院舊生會獎學金	6A 6B 6C 6D	Joanne Kwok Tracy Ng Gladys Wong Wendi Lau



<b>SFCC PTA Best Improved Student Award</b> 嘉諾撒聖方濟各書院家長教師會成績最顯著進步獎	6A 6B 6C 6D	Bernice Lam Vanessa Chan Gladys Wong Francesca Lo	
<b>SFCC Most Improved Student Award</b>	6C	Gladys Wong	
<b>SFCC Model Student Award</b>	6A 6B 6C 6D	Joanne Kwok Tracy Ng Kate Wu Tiffany Ho	
<b>The Harvard Book Prize 2021</b>	1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup>	5A 5A 5C	Annika Ng Vivian Tang Chloe Yau
<b>SFCC Scholarship</b>	6A 6B 6C 6D	Cherub Lam Vanessa Chan Gladys Wong Wendi Lau	
<b>Sir Robert Black Trust Fund Grants for Talented Students in Non- academic Fields 2020-2021</b> 柏立基爵士信託基金傑出學生資助(非學術範疇) 2020-2021	4C 2C	Jade Lee Sophie Mak	
<b>香港女童軍</b> 紫燕榮譽女童軍獎章	6A	Chareen Kwok	
<b>香港紅十字會「漸進式活動計劃(深造章)」</b> 榮譽章	6B 6B	Janice Lee Helen Fung	
<b>A.S. Watson Group Hong Kong Students Sports Awards 2020-2021</b>	5B	Kristy Wong	
<b>“Maintenance and Appreciation of Historical Buildings” Creativity Competition (Photography section)</b>	3 <sup>rd</sup>	5C	Issa Leung



## OUTSTANDING ACHIEVEMENT OF FRANCISCANS

### Hong Kong Baptist University

#### President's Honour Roll

Associate of Arts (Music Studies)

Tse Wun Sin Dorothy

#### Dean's List

Associate of Arts (Creative Media Writing)

Lo Hoi Tung

Associate of Arts (Journalism)

Ma Po Ying

#### TWGHs 150<sup>th</sup> Anniversary Scholarship

2020 Graduate

Louie Yee Lam Jasmine

## INTER- SCHOOL ACTIVITIES

### 72<sup>nd</sup> Hong Kong Schools Speech Festival

Solo Verse Speaking - Non-open

2<sup>nd</sup>

4B

Lillian Sit

2<sup>nd</sup>

3A

Janis Sun

3<sup>rd</sup>

3A

Arielle Kwok

3<sup>rd</sup>

3B

Enid Kam

3<sup>rd</sup>

1B

Victoria Tang

3<sup>rd</sup>

1D

Jayvin Lai

Prose Reading - Non-open

3<sup>rd</sup>

5C

Rain Keung

### 73<sup>rd</sup> Hong Kong Schools Music Festival

Descant Recorder Solo - Zheng Solo - Senior

2<sup>nd</sup>

4B

Tracy Tse

Descant Recorder Solo - Secondary School  
- Age 16 or under

3<sup>rd</sup>

2C

Zoe Chao



**2020菁藝盃音樂比賽 – 中學鋼琴F5-F6 – 創意藝術發展協會**

1<sup>st</sup> 6D Jodie Tang

**2020 Hong Kong International Music & Arts Festival—Hong Kong Region:  
Piano Open Class - Junior Class Hong Kong (International Musicians & Artist Association)**

3<sup>rd</sup> 6D Jodie Tang

**The Sixth Asia Piano Competition: Hong Kong Region - Amateur Group –  
Junior Group Parsons Music Foundation (Hong Kong Music Tutors Union)**

1<sup>st</sup> 6D Jodie Tang

**年度中國歷史人物選舉2020專題研習報告比賽 (高中組)**

1 <sup>st</sup>	5A	Chloe Xu
	5C	Gigi Chan
	5C	Angel Leung
	5C	Chloe Ng
	5C	Angela Sze
	5C	Cymbi Wong

3 <sup>rd</sup>	5C	Hilda Chak
	5C	Rain Keung
	5C	Ashley Law
	5C	Miki Leung
	5C	Vivian Tse

「香港拼圖」中文寫作比賽 (中學組) 亞軍 2A Scarlett Chan

**Award for Volunteer Service 2020  
(Steering Committee on Promotion of Volunteer Service)  
(推廣義工服務督導委員會)**

<b>Award (Individual) for Volunteer Service</b> 義工服務嘉許狀 (個人)	Silver	6A	Charene Tam
		6A	Winnie Yik





## SUBJECT PRIZE WINNERS 學科優異獎

<b>English Language</b> (英國語文)	6A	Joanne Kwok
<b>Chinese Language</b> (中國語文)	6A	Cherub Lam
<b>Mathematics</b> (數學)		
- Compulsory	6A	Joanne Kwok
- Extension M1	6B	Tracy Ng
<b>Liberal Studies</b> (通識教育)	6A	Cherub Lam
<b>BAFS (Business, Accounting and Financial Studies)</b> (企業、會計與財務概論)	6C	Kate Wu
<b>Physics</b> (物理)	6B	Tracy Ng
<b>Chemistry</b> (化學)	6A	Joanne Kwok
<b>Biology</b> (生物)	6A	Joanne Kwok
<b>Chinese History</b> (中國歷史)	6D	April Kong
<b>History</b> (歷史)	6D	Jodie Tang
<b>Geography</b> (地理)	6A	Cherub Lam
<b>Economics</b> (經濟)	6C	Gladys Wong
<b>Religious Studies</b> (宗教)	6A	Gladys Chan
<b>Information and Communication Technology</b> (資訊及通訊科技)	6B	Serene Chang
<b>Sports</b> (體育)	6C	Hilary Yeung



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