



POPE PAUL VI COLLEGE

School Report

2010-2011

I. School Vision and Mission

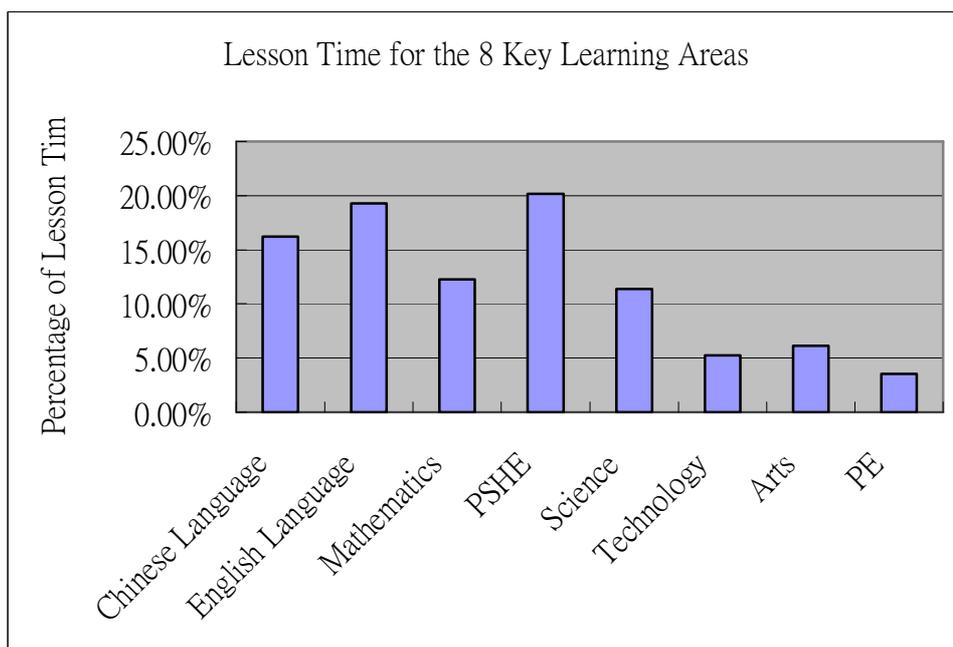
Pope Paul VI College, established in 1969, is a Catholic subsidized EMI secondary school for girls. Its sponsoring body is the Missionary Sisters of the Immaculate (P.I.M.E. Sisters)

Our school aims to develop the full potential of the students by means of an integrated education based on Christian values, especially universal love and service. We help our students to acquire knowledge and skills, learn to think critically and independently and live a meaningful life so that they can make contribution to society and the world as responsible individuals.

Our school motto is “**Love and Service**”.

II. Information on the School

1. Number of Active School Days: 190
2. Lesson Time for the 8 Key Learning Areas



3. Composition of the School Management Committee

	Total No. of Members in SMC	No. of School Sponsoring Body Members	Principal	Vice-principal
No. of Members	6	4	1	1

III. Information on the Students

1. Class Structure

In September 2010, there were 1125 students enrolled at the school.

There were five classes at each level from Secondary One to Secondary Five and three classes each at Secondary Six and Secondary Seven. The class structure was as follows:

FORM	NUMBER OF CLASSES
S.1	5
S.2	5
S.3	5
S.4	5
S.5	5
S.6	Arts 2 Science 1
S.7	Arts 2 Science 1

The number of students per level was as follows:

FORM	NUMBER OF STUDENTS
Secondary 1	179
Secondary 2	186
Secondary 3	193
Secondary 4	197
Secondary 5	191
Secondary 6	91
Secondary 7	88

2. Students' Attendance

Students performed well in terms of attendance. The attendance rate of each form was as follows:

FORM	ATTENDANCE RATE
Secondary 1	99.1%
Secondary 2	98.8%
Secondary 3	99.1%
Secondary 4	98.5%
Secondary 5	98.1%
Secondary 6	98.7%
Secondary 7	96.9%

IV. Information on the Teachers:

1. Teachers' Qualification

In the academic year 2010-11, our school had 61 teachers boasting an average of 17.4 years of teaching experience. All teaching staff hold Diploma or Certificate in education.

The qualifications of our teaching staff fell into the following categories:

- Teachers holding PhD or Master's degrees: 24
- Teachers holding Bachelor's degrees: 35
- Teachers holding Certificates from Colleges / Hong Kong Institute of Education: 2

2. Teachers' Teaching Experience:

TEACHER'S EXPERIENCE	NUMBER OF TEACHERS
0 – 2 years teaching experience	0
3 - 5 years teaching experience	8
6 – 10 years teaching experience	9
More than 10 years teaching experience	44

V. Evaluation on School's Major Concerns (Achievements and Reflection)

1. To help students realize the importance of self-discipline and self-management skills so that they will become independent, self-directed learners

Achievements	
✓	<p>Structured study groups were organized in S.1 to cultivate an atmosphere of independent learning. All S.1 students had to join at least one study group in the following subjects: Integrated Humanities, Integrated Sciences, Mathematics and English. One student of each group had been chosen as the group leader who helped arrange the schedule and learning activities for her group.</p> <ul style="list-style-type: none">➤ Students have developed some independent learning skills throughout the year. During the study group meetings, they carried out different kinds of activities, e.g. reading aloud, studying vocabularies, dictation, quiz and doing homework together.➤ 80% of the students reflected that they would revise and take notes during and after the lessons. 84% of the students were willing to share and discuss the learning contents and their problems with their classmates. 90% of the students agreed that they would actively ask their teachers for help if they had difficulties in learning. Students reflected that study group could provide a good chance for them to learn independently.
✓	<p>The Personal Development Profile was designed to give guidance and advice to students of S.1 to S.5 and prepare them to be self-directed learners.</p> <ol style="list-style-type: none">1. The Personal Development Profile for S.1 to S.3 students focused on students' healthy habit forming, personal goal setting and interpersonal relationship. Students had to reflect on their habits, strengths and weaknesses. They also had to set goals, initiate action plans and reflect on their performance of implementation in three stages – at the beginning of the school term, at the end of the First Term in January and at the end of the Second Term in May. <ul style="list-style-type: none">➤ Feedback from Class Teachers was encouraging. 95.6% of them agreed that the Profile helped Class Teachers to know their students better and monitor their life style.

- Most of the Class Teachers (91.3%) reflected that the Profile helped students to reflect on their own weaknesses and make changes in their life style.
 - Most of them (95.6%) also found that the Profile helped the students set goals and make plans.
 - Students' feedback was generally positive. 50% of the respondents found the Profile helped to remind them of the importance of healthy lifestyle. 57.8% of students responded that the Profile helped them learn to set goals for their personal growth. 55.4% of them had made attempts to put their action plan into practice. 53.5% of them agreed that the Profile helped them understand the importance of self-management. 52.5% of them found that by completing the Profile regularly, they could reflect their progress.
2. The Personal Development Profile for students of S.4 & S.5 focused on students' Other Learning Experiences. Students of S.4 & S.5 had to set goals for future development and implement their action plan.
- Feedback from Class Teachers was encouraging. 100% of them agreed that the Profile helped Class Teachers to know their students better and monitor their OLE development.
 - Most of the Class Teachers (92.9%) reflected that the Profile helped students to reflect on their own weaknesses and make balanced arrangements in their OLE development.
 - Most of them (80.6%) also found that the Profile helped the students set goals and make plans.
 - Students' feedback was generally positive. Half of the students (50%) agreed that they realized the importance of goal-setting and self-management skills in pursuing their future education and careers aspirations.
 - Over half of the students (59.7%) had made attempts to put their self-directed action plan into practice.
 - 59.6% of them agreed that the Profile helped them become well prepared for writing self- account for the Student Learning Profile. 43% of them found that by completing the Profile regularly, they could reflect their progress. The Merit Award System was implemented to recognize students' positive attitude and good performance in the following four aspects:
 - (a) Conduct
 - (b) Learning Attitude

(c) Leadership & Participation in Inter-school Competitions

(d) Service to School

- Out of 1125 students, 75.5% of the students got at least one merit. Among them, 251 students got two merits. 100 students got three merits and 52 students got four or more merits. The result was generally encouraging.
- A survey was conducted to invite students to express their views on the effectiveness of the Merit Award System.
- Most of the students (74.3%) agreed that the Merit Award System could motivate them to strive for self-enhancement
- 63.9% of the students agreed that the Merit Award System could help them develop good attitudes and become more self-directed in learning.
- Most of the students (70.6%) agreed that the Merit Award System could stimulate them to demonstrate good behaviour.
- Over half of the students (63.8%) agreed that the Merit Award System could stimulate them to be more responsible.

Reflections

- ✧ The S.1 students showed positive responses to the study group activities. They gained more opportunities to learn independently. However, sometimes students found difficulty to find a suitable place to conduct their study group meetings since many classrooms were occupied by other activities. In order to further enhance students' self-management and independent learning skills, the study group programme will continue and extend to cover both the S.1 and S.2 students in the next academic year. Subject teachers can give more support to those groups which have learning difficulties. Some classrooms will be reserved for the study group meetings.
- ✧ S.1-S.3 Class Teachers found the Personal Development Profile useful in assisting them monitor and encouraging students' healthy lifestyle while the students valued the chance for reflecting on their practice so as to make changes. The Personal Development Profile, therefore, could be kept for the coming year after modification.
- ✧ In the coming year, some modifications of the content and frequency of submission will be made with reference to the suggestions given by both teachers and students.
- ✧ Students gave constructive and positive feedback in the parts where they

showed appreciation. They valued the chance to reflect on their own performance and progress, and share with their Class Teachers their life goals. In addition, they treasured the comments from both their teachers and their friends.

- ✧ S.4-S.5 Class Teachers found the Personal Development Profile useful in enhancing students' self-management skills. Students set goals for future development and implement their self-directed action plan. Students also valued the chance for reflecting on their practice so as to make changes. The Personal Development Profile, therefore, could be kept for the coming year after modification.
- ✧ According to the survey, 63.9% of the students agreed that the Merit Award System could help them develop good attitudes and become more self-directed in learning.
- ✧ It was suggested that the Merit Award System be implemented in the coming years. However, more publicity work on appreciation should be emphasized so as to arouse students' attention.

2. To provide a rich collaborative learning and teaching culture in which learner diversity is acknowledged and addressed

Achievements

- ✓ In order to enable the teachers to understand and better cope with learner diversity, a joint-school staff development programme was arranged on 15th October 2010.
 - The staff development programme was very well-received by the participants in general as on average over 80% of them rated the programme very good and good.
 - The majority of the participants found the programme applicable and could stimulate their reflection. They also found the sharing sessions among teachers of the participating schools very useful as they could learn from others' practices and strategies to cope with learner diversity.
- ✓ The practice of collaborative teaching continued with the focus on addressing learner diversity. A sharing session was arranged in June 2011, subject departments of Integrated Sciences, Chinese History and Visual Arts were invited to share their lesson plans among teachers.
 - Most teachers (96%) agreed that their collaborative lesson plans

could cater for learner diversity.

- Different teaching and learning strategies were applied by teachers of different subjects.
- Questions of different levels of difficulty and tasks/assignments of different levels were given to students according to their abilities.
- Special grouping method and collaborative learning tasks and discussions were also applied in different subjects.
- Different sources of reading materials and guidelines of different levels were given to students to enrich their learning.

✓ According to the result of the S.1 students in the Pre-Secondary One Streaming Test held in July, split class teaching was practised in the following subjects and classes: English Language (four groups in 1D, 1E), Chinese Language (2 groups in 1D) and Mathematics (2 groups in 1E) with the aim to provide better support for the students to adapt to the new learning environment, to build up their confidence in the subject, to better cater for learner diversity and to maximize the amount of teacher-student interaction with a reduced class size. Two groups of split class teaching were also formed in S.2 Mathematics (2C). Subject teachers concerned collaborated to develop teaching strategies and material for these split groups.

- For the split groups in English Language, teachers observed that students became more active in the lessons and some of them were more willing to express themselves. The smaller class size allowed more teacher-student interaction and communication both in and outside the classroom. Some students came to ask teachers questions after school. Rapport was more easily established. The quality of assignment was also improving. Students became more confident in the subject. They showed great improvement in their assessments and also made steady and encouraging progress in the two examinations. Before the commencement of the summer holidays, teachers assigned groups of students with extra assignments including home reading, writing and listening tasks to ensure that they would continue to make progress in learning English during the summer holidays. Students concerned were required to come back to school to submit the assignments to their subject teachers.
- For the split groups in Chinese Language, teachers found that most students became more active in the lessons. Their ability in understanding “Wen Yan Wen” was raised while the performance in

speaking was apparently improved. It was found that 41% of the students concerned showed obvious improvement in the examination result.

- For the split groups in S.1 Mathematics, the weakest 15 students formed a smaller group while the other formed a larger group of 22. Group quizzes were given so that students could learn from each other in a group. In the higher ability group, a few students could attain very good result (above 90 marks) in the Final Examination. In the lower ability group, proper learning habits and attitude were developed among most of the students. More than 70% of the students passed in the Final Examination, and two of them obtained more than 80 marks.
 - For the split groups in S.2 Mathematics, worksheets with different levels of difficulty were prepared by the teachers concerned. Frequent short quizzes were also given. For those very weak students, after-school tutorials were arranged so that they could keep the pace. Most students gained more confidence in the subject. They were more willing to spend time on doing exercises in Mathematics.
- ✓ The school joined the programme of ‘School-based Curriculum Development Support Services for Secondary Schools’ so as to deal with the problems of learner diversity in S.1 Mathematics. About 10 meetings were arranged with Miss Tai from the EDB to discuss possible strategies to cater for learners’ diversity in 5 topics. An activity was designed and students with different abilities were grouped and completed the task. Some worksheets were prepared in order to correct students’ misconception. Some teaching tools from Miss Tai were used in the lesson.
- The students could learn from each other in the group. Most students could handle better in the topic of ‘Percentage’. They were willing to put effort to apply their knowledge and make clear of the concept involved in the activity.

Reflections

- ✧ The joint staff development programme gave new insights to teachers on teaching and learning approaches. The sharing among teachers of different schools could arouse teachers’ reflection on their own practices especially in catering for learner diversity under NSS. In the next academic year, the school will continue to encourage teachers to explore different strategies

to cope with learner diversity.

- ✧ Some teachers reflected that it was not easy to handle learner diversity just by questioning during the lessons, so they tried to use different strategies according to students' needs. It was suggested that the collaborative teaching will continue to focus on addressing learner diversity so that teachers can share more on this particular issue in the coming year.
- ✧ There is a lack of speaking opportunities provided for students to improve their speaking skills during the holidays, it is suggested that more help will be given to students who are really weak in English pronunciation in the ELSTC Centre Reading Aloud Club held at lunch time in 2011-2012 to further assist students to pay more attention to this particular area. In order to give better support to students, more timely feedback should be given to the students and individual guidance is always required. For those low achievers with low motivation in learning, it needs to communicate with their parents more frequently so as to better understand their problems and to discuss appropriate follow-up actions for them.
- ✧ The strategies suggested by Miss Tai were not all applicable to our students. It took too much time in conducting the activity in class, resulting in a rush of the syllabus. It's better for teachers concerned to plan ahead for the topics that they want to work on. The school will continue to join the programme of 'School-based Curriculum Development Support Services for Secondary Schools' in Mathematics. Discussion will be focused on a selected topic – Algebra.

VI. Our Learning and Teaching

1. Religious and Moral Education

In line with its vision and mission, the school attaches great importance to value-oriented education. Religious and Moral Education lessons were given every cycle to inculcate in students positive attitudes and values essential to their personal development. Besides, a wide range of activities were organized to arouse students' social awareness and nurture their spiritual growth. Some examples of the activities were talks, Religion Week (theme: Love Yourself), Anti-drug Campaign (Build a Healthy School Together), visiting the mentally disabled in the sheltered workshop of New Life Psychiatric Rehabilitation Association, study trip to Guizhou, prayer meetings, liturgical celebrations, Christmas Carol, faith formation programmes, retreat, pilgrimage, etc.

On the whole, the lessons and various activities were effective channels to communicate positive messages to the students.

2. Civic Education

Objectives

- ✧ To deepen students' interest in local and global issues
- ✧ To help students understand their civic rights and responsibilities
- ✧ To help students learn to appreciate and respect different opinions
- ✧ To help students understand and appreciate Chinese culture

Implementation Programmes

- ✧ Summer reading programme (organized by The Boys' and Girls' Club Association of Hong Kong)
- ✧ Flag-raising Ceremony
- ✧ Round-table Discussion (S.4-7)
- ✧ Visit to the Legislative Council (S.6)
- ✧ Current Affairs Quiz (S.1-3)
- ✧ Civic Education Lessons (10 lessons for S.1-S.6, 5 lessons for S.7)
- ✧ Talk: Hong Kong Election System

- ✧ Career Challenge 2010-2011
- ✧ 全港中學生十大新聞選舉
- ✧ Study Trip to Guizhou

Most of the participants were enthusiastic in joining civic education activities and showed their willingness to learn. The Civic Education Assistants took an active role in the preparation work and in organizing the various programmes. Besides, some of the Civic Education Assistants acted as good leaders in organizing the programmes. Through different activities such as inter-class quiz competitions, discussion forums, seminars, drama etc., a variety of local and global current issues were discussed during Civic Education lessons to enhance students' awareness of their civic rights and responsibilities. Students' critical thinking skills and communication skills were further enhanced.

The Trip to Guizhou helped students develop a stronger sense of belonging and national identity. More, students served the disable students as well as taught the primary students in Guizhou. By this, students put our school motto "Love and Service" into practice.

3. Reading Promotion

Objectives:

- ✧ To cultivate a reading culture in the school
- ✧ To cultivate an atmosphere of diverse reading and independent learning in the school

Implementation Programmes:

- ✧ DEAR Day (a 30-minute reading period every cycle)
- ✧ Reading Day (Book recommendations and talks by writers)
- ✧ Book Recommendations by Students (Hall Assembly)
- ✧ Book Recommendations by Teachers (School Homepage)
- ✧ Book Recommendation Competition
- ✧ Reading Contract organized by Hong Kong Education City
- ✧ Popular Reading Award Scheme for S1-S3
- ✧ Extensive Reading Scheme
- ✧ Cross-curricular Reading Portfolio Scheme

- ✧ Book exhibitions
- ✧ Reading Promotion Display Board (introducing contemporary authors, monthly top ten good books and book recommendations by students)
- ✧ WiseNews
- ✧ Learning Web-links (various websites recommended by teachers)

In general, the students liked reading and they have developed a reading habit. They have borrowed reading materials from different sources such as the School Library, the English Learning and Teaching Support Centre, the Reading Corner in their own classrooms and public libraries. Besides printed materials, students also read on the Net through Wisenews to enrich their reading experience. Students were encouraged to read in diverse areas. The Cross-curricular Reading Portfolio Scheme was well supported by different subject panels. The Learning Web-links have been further enriched to support students' learning.

4. Project-based Learning

Objectives

- ✧ To enhance students' independent learning capabilities
- ✧ To develop students' generic skills and interpersonal skills
- ✧ To enable students to construct knowledge and broaden their horizons

Implementation Programmes

Project-based learning was implemented in S.2.

- ✧ Annual Teacher Adviser Meeting
- ✧ Student Information Session
- ✧ Four student-adviser meetings throughout the year (held by the Project-based Learning Committee)
- ✧ Guidelines on tasks at different stages were given in each meeting
- ✧ Recruitment of student mentors for guiding students in their project work
- ✧ Project Presentation with teacher and peer assessments
- ✧ Best Project Competition

Through workshops and regular meetings with teacher-advisers, students learnt how to formulate challenging questions, process information as well as present, share and reflect on the outcome of their project. The experience

helped students to develop communication and problem-solving skills, and prepared them better for tackling the NSS curriculum in the senior forms.

Teachers agreed that it was helpful to give clear guidelines at the beginning of each student-adviser meeting. Students found it easier to follow the instructions given in the Students' Manual. Teacher-advisers, in general, found that students could apply various generic skills in conducting their project work and their independent learning capacities were enhanced through project-based learning.

5. Catering for Students' Learning Diversity

A number of support measures were implemented to cater for the diverse learning abilities of students.

- ✧ Split class teaching was arranged for S.1 English Language (2 classes), Chinese Language (1 class) and Mathematics (1 class); S.2 Mathematics (1 class) and S.5 Mathematics (1 class).
- ✧ Enhancement courses were arranged for S.4 and S.5 English Language, and Chinese Language and S.4 Mathematics.
- ✧ Remedial classes were arranged during the summer holidays to help students who were weak in Chinese Language (S.4) / English Language (S.4).
- ✧ After-school tutorial groups were arranged for the low achievers in different subjects.
- ✧ Higher achievers were nominated to join such programmes as Mathematics Olympiad Course and Gifted programmes offered by the Chinese university of Hong Kong and the Hong Kong Academy for Gifted Education etc.
- ✧ Subject teachers designed appropriate teaching strategies and assignments as well as different modes of assessment to cater for the needs of students with diverse learning abilities.

On the whole, the support measures did help students make improvement in their studies. Students with low motivation in learning need more encouragement and special guidance apart from tutorial lessons. With the implementation of the NSS curriculum, the problem of learner diversity becomes more obvious and this problem needs to be more effectively addressed.

VII. Support for Student Development

1. Student Guidance and Discipline

In response to students' needs at different stages of development, the Counselling Team and the Discipline Committee have taken an active role in planning preventive, developmental and remedial programmes for students.

- ✧ To help students cultivate positive attitude towards hardship and alleviate foreseeable difficulties

Adaptation programmes were held with the joint effort of the School Committees. S.1 Adaptation to New School life, S.4 Orientation Programme – in Preparation for the Path Ahead, and S.6 Adaptation Programme were organized. Learning and self-management strategies were shared and peer network was built to secure adequate support to students. The Big Sister Scheme, the S.1 Support Program, the S.1 Discipline Workshop and the S.1 Developmental Growth Camp were in place to assist S.1 students in adapting to the new learning environment.

- ✧ To help students realize the importance of self-discipline so as to become self-directed learners

Inter-class Clean and Tidy Star Billboard competitions were held by the Discipline Committee to enhance student's awareness on the importance of punctuality, decent appearance and grooming and classroom cleanliness.

Self management skills were highlighted in Counseling Team Stress Management Workshops for S.5 and S.6 classes. Students were equipped with more effective time and emotion management strategies to alleviate anxiety when preparing for public examination.

- ✧ Enhancement of confidence and enrichment of learning experience

Two Personal Growth Groups were conducted by the School Social Worker and the Counseling Team for S1 to S.3 students to enrich their learning experience outside classroom, stretch their potentials and involve them in society through voluntary services.

Leadership Training Courses were organised for the School Prefects and Counseling Team Assistants to enhance their leadership skills.

- ✧ Nurturing positive attitudes

Talks and workshops were arranged during the Sex Education Week to help students cultivate a healthy attitude towards sex.

A talk on “Sex Offences” was arranged for all the students so as to arouse the students’ awareness on self-protection.

The evaluation of the above programmes showed that they not only met, but exceeded the success criteria set. More than 80% of the participants showed approval for the usefulness in most of the programmes. The responses were very encouraging and the programmes will continue in the coming year.

2. **Careers Guidance**

- ✧ The Junior Form Career Education Program (JFCEP) was adopted to heighten junior form students’ awareness of the importance of career planning and of acquiring a better understanding of themselves and their career orientation. JFCEP is comprised of three series of activities, namely, S.1 Understanding of Self Series, S.2 World of Work Series and S.3 Understanding NSS Curriculum Series. Class visits were made by careers teachers during class teacher periods to conduct JFCEP.
- ✧ Career activities, such as career talks, past students’ experience sharing sessions on study and examination skills, interview skills, were organized to enhance higher form students’ awareness of the importance of life-long learning and career planning. The activities also helped enhance students’ awareness of issues related to the world of work, especially work ethics and work attitudes.
- ✧ A series of talks on career paths for S5 and S7 graduates were organized. Talks on JUPAS choices were held for S6 and S7 students.
- ✧ Apart from the S.3 Understanding NSS Curriculum Series, talks on NSS Curriculum for both S.3 students and their parents were held to allow early preparation. A workshop on Choice of NSS Subjects and Learning Style was organized.
- ✧ Individual and group guidance on JUPAS choices was provided for S6 and S7 students.
- ✧ Individual and group guidance was provided for S5 and S7 graduates on the day of the release of the HKALE and HKCEE results. Representatives from various tertiary institutions were invited to provide career information on various tertiary programs.

- ✧ Individual guidance on choice of NSS subjects was provided for S3 classes. Sharing sessions by S4 students on NSS1 studies were also organized for S3 students.
- ✧ In addition to career talks on tertiary programs, a range of activities were conducted to provide opportunities for S4 students to participate in Career-related Experience (CRE) activities. The Careers Section hosted HKJA “It’s My Business” Programme. There were visits to commercial business, Government organizations, academic institutes and Careers Expo, etc. Such visits helped enrich students’ knowledge on various career paths. A large number of S4 students took part in the CRE Health Care Profession Workshop held at Princess Margaret’s Hospital in August 2010. A number of students were selected to join the HKACMGM Summer Work Experience Scheme and the summer leadership training courses at the University of Hong Kong.

Students showed great interest in CRE activities and sharing by past students on study skills and study opportunities. The Careers Section endeavoured to provide ample opportunities for students to participate in these activities. In the coming year, more emphasis would be laid on providing opportunities for students to learn to tell the stories of their learning experiences that have an impact on their personal growth and career aspirations.

3. **Extra-curricular Activities**

- ✧ S.3 Eyes on the Community Service Program, Study Trip to Guizhou, Blood Donation Day and “Dialogue-in-the-Dark” workshop offered students the opportunities to extend their help, care and love to others, thus putting the school motto “Love & Service” into practice.
- ✧ Through the Social Service Award Scheme, One-Student-One-Service Award Scheme, students were encouraged to take part in community services which helped enrich their social experiences and nurture their all-round development.
- ✧ To develop students’ potentials in different aspects, a total of thirty-four clubs and societies as well as ten school teams were offered.
- ✧ Besides the annual Sports Days, the four Houses organized inter-House competitions in which students’ leadership skills and team spirit could be

strengthened.

- ✧ To advance students' leadership potential, a training session for all Club Chairpersons and House Officials was held. The leadership training session focused on procedure planning, problem-solving, coordination and liaison skills.

4. Home-school Cooperation

- ✧ Fostering a close and effective home-school partnership is vital to students' growth. A series of parent education seminar and workshops on 'Harmonious Family' was held to help build closer parent-child relationship. Besides, the School Social Worker organized parent groups in order to facilitate parents' sharing of their experience in nurturing teenagers.
- ✧ To involve parents' participation in school administration, a committee member of the PTA was elected to be a member of the School Executive Committee and two committee members of the PTA were elected to be a member of the Monitoring Committee of Trading Operations.
- ✧ To maintain effective contact between parents and the school, the PTA continued with programmes that contributed to the forging of a better home-school cooperation culture. Such programmes included 'Meeting Parents of First-formers on S.1 Orientation Day' and 'Parent-Teacher Sharing Session'.
- ✧ During PTA regular meetings, parents were active in exchanging opinions on school matters. Moreover, home-school communication was strengthened through the Parents' Opinion Survey and the publication of three issues of the PTA Newsletters.
- ✧ Parent-child activity – 'Visit the Elderly' was held to put the school motto "Love and Service" into practice and forge better parent-child relationship.
- ✧ Interest classes such as dessert-making courses and Chinese calligraphy and painting courses were organized to develop parents' potentials.
- ✧ Apart from the PTA Scholarship awarded to students with the best conduct in each class, the PTA also made donations to the Pope Paul VI

College Love & Service Grant in order to provide assistance to students in need. Donations were made to support the renovation of the school library too.

- ✧ The PTA members also volunteered to serve the school.

In general, the PTA has been very supportive of the school in various aspects in providing quality education for students.

5. Support from Alumnae

- ✧ To strengthen the ties with the alumnae, a Careers Day was jointly organized by the Alumnae Association and the Careers Section.
- ✧ Former students were invited to attend the Sports Day to forge stronger bonds and friendship with their junior counterparts.
- ✧ The Alumnae Association also made donation for the Pope Paul VI College Love & Service Grant to provide assistance to students in need. Donations were also made to support the renovation of the school library.
- ✧ Scholarships were set up by the alumnae to provide students with greater incentives for pursuit of excellence and constant betterment in their studies.

VIII. Performance of Students

1. HKALE Results 2010

	No. of Candidates	Overall Passing Rate
HKALE	88	91.6%

2. Achievements in Inter-school Competition / Activities

Nature	Name of Competitions	Awards
Scholarship	Outstanding Students Award of Tsuen Wan, Kwai Chung and Ching Yi District (on the Top Ten List)	1
	Outstanding Students Award of Tsuen Wan, Kwai Chung and Ching Yi District (by Federation of New Territories Youth, Kwai Tsing Youth Group, Tsuen Wan Youth Association)	Distinction Prize: 1 Merit Prize: 1
	Sir Edward Youde Memorial Prizes	2
	Tsuen Wan Rural Committee Scholarship	3
	Most Improved Students Award (Lion & Globe Educational Trust)	Towngas Best Improved Students Scholarship: 1 Shanghai Expo Cultural Tour Award: 1 Other Winners: 24
	'I Love Hong Kong' Top Ten Model Youths	Merit Prize: 1

Nature	Name of Competitions	Awards
Academic	Senior Secondary Science and Mathematics Competition	High Distinction (Biology): 1 High Distinction (Mathematics): 1 Distinction (Mathematics): 2
	香港經濟日報《校園中文》主辦「為青少年把把脈」寫作比賽 性開放組 網癮組 出路少組 濫藥組	冠軍 冠軍 及 亞軍 亞軍 優異獎
	ThinkSeries Competition Junior Division, ThinkSeries Snapshot Award Best Caption Award	1 st Runner-up: 1 2 nd Runner-up: 2
	Searching for Nature Stores 2011 - Investigative Field Study Competition	Merit Prize
	HSBC Living Finance – Young Financial Planner Competition	Certificate of Excellence
Speech Competitions	61st Hong Kong Schools Speech Festival a. English Section b. Chinese Section	1 st Prize: 1 2 nd Prize: 2 3 rd Prize: 1 Merit: 10 1 st Prize: 1 2 nd Prize: 1 3 rd Prize: 4 Merit: 13
	第七屆全港校際即席演講比賽 廣東話高中組	季軍: 3 榮譽證書: 1 優異證書: 2

Nature	Name of Competitions	Awards
Music	62nd Hong Kong Schools Music Festival a. Instrument Classes Guitar Solo Recorder Solo Zheng Solo Piano Solo Piano Duet Recorder Duet Violin Duet b. Female Voice Solo	Certificate of Merit: 1 Certificate of Merit: 3 Certificate of Merit: 2 1 st Prize: 1 Certificate of Merit: 11 Certificate of Merit: 2 Certificate of Merit: 3 Certificate of Merit: 1 Certificate of Merit: 2
Drama	New Territories East and West Regions ‘Speak Out – Act Up!’ Improvised Drama Competition 2011	‘Act Up’ Star Award: 1
	香港創意戲劇節 2011 初中組 高中組	優異獎: 2 優異獎: 1
Art	Clipit Competition	Merit Prize: 1
	Anti-narcotics Fashion-design competition	2 nd Prize
	全港高中學生短片及海報創作比賽 海報設計	優異獎
Photography	“Smiling Faces” Photo Competition	1 st Prize 2 nd Prize 3 rd Prize Merit Prize
	人樹共融樂滿家園攝影比賽	優異獎
	光的藝術燈飾創作比賽	優異獎
Reading	The 5 th Summer Reading Scheme for the Development of My Motherland 第五屆「我的祖國暑期閱讀國情」獎勵計劃	2 nd Class Award: 2

Nature	Name of Competitions	Awards
Debate	Hong Kong Inter-school Debating Challenge 2010	Championship: 1 st Prize The Best Debater in 2 nd Round; 3 rd Round; Grand Final
	The 26 th Sing Tao Inter-school Debating Competition	The Best Debater & The Best Interrogative Debater in Chinese Section 1 st Preliminary; Chinese Section 2 nd Preliminary The Best Interrogative Debater in Chinese Section 3 rd Preliminary
	Rotary Inter-school Debating Competition	Championship: 2 nd Prize The Best Debater & The Best Interrogative Debater in Chinese Section 1 st Preliminary; Chinese Section 2 nd Preliminary; Chinese Section Quarter-final The Best Debater in Chinese Section 3 rd Preliminary; Chinese Section Semi-final; Chinese Section final
	6 th 'Freedom Cup' Inter-school Debating Competition	The Best Debater in Chinese Section 1 st Preliminary; Chinese Section 2 nd Preliminary; Chinese Section 3 rd Preliminary
	27 th New Territories Joint School Debating Competition	The Best Debater in 1st Phase of Negative-side Tournament

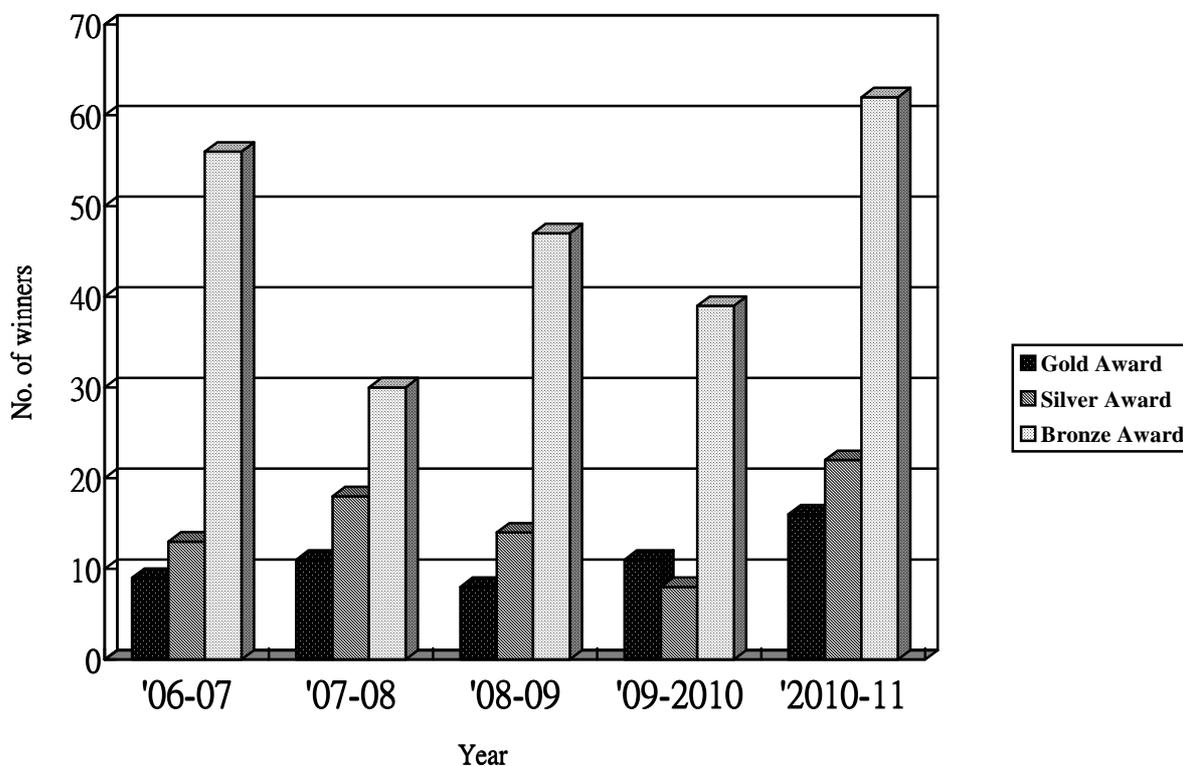
Nature	Name of Competitions	Awards
Sports	A.S. Watson Group Hong Kong Student Sports Awards	1
	Most Valuable player of the Inter-School Athletics Competition 2010/11 (Girls A Grade), HK Schools Sports Federation (Kwai Tsing District)	1
	Inter-school Athletics Meet (Kwai Tsing District)	Champion: 3 1 st Runner-up: 3 2 nd Runner-up: 6
	Inter-school Basketball Competition (Kwai Tsing District) Grade C	2 nd Runner-up
	Inter-school Handball Competition (Kwai Tsing District) Grade A	2 nd Runner-up
	Inter-school Volleyball Competition (Kwai Tsing District) Grade A	3 rd Runner-up
	Inter-school Touch Rugby Championship (Winter) Grade A	1 st Runner-up
	Inter-school Swimming Competition (Kwai Tsing District) Grade B	2 nd Runner-up: 1
	Others	ThinkSeries Leadership Programme
Outstanding Members Award of Junior Police Call (Kwai Chung and Tsing Yi Districts)		Silver Award: 4 Bronze Award: 1
滙豐少年警訊獎勵計劃少年警訊中學校支會獎		第四名
Lifestival Music Video Competition 健康校園計劃之 lifestival MV 創作比賽		2 nd Prize
公益金環保為公益慈善清潔活動		最高籌款個人獎

3. Social Service Award Scheme

This Scheme aims at encouraging students to take part in community service and help students put into practice the school motto 'Love and Service'. An award will be given to those students who have rendered a certain number of hours of service. The awards and the criteria are as follows:

	S.1 – S.5	S.6 – S.7
Bronze Award:	50 hours	50 hours
Silver Award:	120 hours	100 hours
Gold Award:	200 hours	150 hours

The number of winners is as follows:



IX. Financial Summary

	Balance B/F surplus / (deficit)	Income	Expenditure	
I. <u>Government Funds</u>				
(1) Operating Expenses Block Grant (OEBG)				Bal c/f
<i>General Domain</i>	3,917,246.12			
Administration Grant		3,048,485.00	2,782,646.63	265,838.37
Administration Grant - Additional CA		148,716.00	184,615.00	(35,899.00)
School & Class Grant		715,667.87	585,184.63	130,483.24
Consolidated Subject Grant		172,252.97	128,854.45	43,398.52
Air-conditioning Grant for Prep. Rm of Lab.		11,952.00	11,952.00	0.00
Training & Development Grant		6,901.00	12,080.00	(5,179.00)
Enhancement Grant		6,479.00	0.00	6,479.00
Supplementary Grant		167,013.00	132,554.25	34,458.75
Lift Maintenance		75,456.00	81,217.00	(5,761.00)
Composite IT Grant		376,501.00	518,055.13	(141,554.13)
	3,917,246.12	4,729,423.84	4,437,159.09	292,264.75
<i>Special Domain</i>				
Whole-Sch. Appro. Prog. Fund	5,070.23	7,234.00	6,997.00	237.00
Capacity Enhancement Grant	43,611.64	472,971.00	475,481.24	(2,510.24)
	48,681.87	480,205.00	481,885.54	(2,273.24)
Total surplus for the school year				338,673.38
Accumulated surplus as at the end of school year				4,255,919.50

(2)	Grants Outside OEBG	Balance B/F	Income	Expenditure	Bal c/f
	Salaries Grant - Teaching Staff	0.00	31,314,126.30	31,314,126.30	0.00
	Salaries Grant - Lab. Technician	0.00	629,935.00	629,935.00	0.00
	Substitute Teacher Grant	61,468.06	99,140.82	58,499.55	102,109.33
	Home-Sch. Cooperat. Grant	68.00	12,224.00	12,224.00	68.00
	Fractional Post Cash Grant	1,092.68	127,336.50	95,356.80	33,072.38
	Diversity Learning Grant (First Cohort for Other Programmes)	13,950.00	35,000.00	0.00	48,950.00
	One-off Grant for Upgrade Websams	1,800.00	0.00	0.00	1,800.00*
	Special One-off IT Grant on IT in Education	14,665.00	0.00	14,200.00	465.00*
	Enhanced Senior Sec. Curriculum Support Grant	593,754.70	635,220.00	184,610.00	1,044,364.70
	Diversity Learning Grant (Second Cohort for Other Programmes)	0.00	35,000.00	11,984.80	23,015.20
	Composite F & E Grant	1,245,204.74	464,690.00	543,121.30	1,166,773.44
	Teacher Professional Preparation Grant	1,064,903.93	0.00	1,117,593.50	(52,689.57)#
	NSSC Migration Grant	131,087.00	0.00	0.00	131,087.00
	After-school Learning & Support Prog.	57,129.50	133,600.00	73,944.00	116,785.50
	Liberal Studies Curriculum Support Grant	0.00	320,000.00	0.00	320,000.00
	One-off Grant for Procurement of e-Learning Resources	0.00	71,570.00	37,000.00	34,570.00
	Jockey Club Life-wide Learning Fund	0.00	171,510.00	169,960.00	1,550.00*
	English Enhancement Scheme	28,774.36	0.00	28,774.36	0.00
		<u>3,213,897.97</u>	<u>34,049,352.62</u>	<u>34,291,329.61</u>	<u>2,971,920.98</u>

* Amount refundable to Education Bureau

Deficit transferred to General Domain

IX. Financial Summary

	<u>Balance B/F</u>	<u>Income</u>	<u>Expenditure</u>
II. <u>School Funds</u>			
<i>Subscription B/fwd</i>	2,693,413.88		
(1) Tong Fai		152,540.00	
(3) Profit on Sale of exercise books		(207.40)	
(4) Hire Charges		8,255.04	
(5) Tuckshop Rental		168,000.00	
(6) Donations		181,000.00	
(7) Others Income (e.g. fines, charges of photocopying, bank interest etc.)		25,680.51	
(8) Others Expenditure (Lift maintenance, electricity etc.)			165,987.34
	2,693,413.88	535,268.15	165,987.34
<i>Approved Collection for Specific Purposes</i>			
Air-conditioning B/fwd	1,149,814.21	243,572.00	
Printing charges B/fwd	469,552.10	84,375.00	
(1) Electricity charges / Repair & Maintenance / Installation			455,067.13
(3) Printing charges			82,098.83
	1,619,366.31	327,947.00	537,165.96
Total surplus for the school year			160,061.85
Accumulated surplus as at the end of school year			4,472,842.04
Closing Stock of Exercise Book			73,321.90

Record of Activities (2010-2011)

Date	Activity	Organizer	
Sept. – Nov.	十大新聞選舉	中國語文科 & Civic Education Committee	
Sept. – May	‘Eyes on the Community’ Social Service Scheme (S3)	Civic Education Committee, ECA Section, RME Department	
Sept. – Jun.	(a) Board Display Competition with assigned themes (S1-S3) (b) Info-link – pictures with biblical quotations	RME Department	
Oct. – Mar.	中三級班報製作坊	中國語文科	
Oct. - May	Mathematics Olympiad Classes (S1-S6)	Math Department	
Dec. – Jan.	中四級新聞報導練習	中國語文科	
Sept.	2/9 (Wed) (2:30 -4:30)	Social Service Program: briefing (S3)	ECA Section
	15/9 (Wed)	Briefing on JUPAS Web Application (S7)	Careers Section
	30/9 (Thu) (4:15-5:00)	Talk (Coral Community) (S4-S7)	Biology Department
	27/9 (Mon)	Flag Raising Ceremony	Civic Education Committee
	29/9 (Wed) (summer time)	Collaborative Teaching	Academic Committee
	30/9 (Thu) (4:00-5:15)	Sharing Session among New and Old House Officials	ECA Section
Oct.	11/10 (Mon) (after school)	PBL Teacher-advisor meeting	PBL Committee
	15/10 (Fri)	Staff Development Day	Staff Development Committee
	16/10-17/10 (Sat – Sun)	Prefects’ training camp	Discipline Committee
	19/10 (Tue) (summer time)	Collaborative Teaching	Academic Committee
	25/10 (Mon) (4:00-5:30)	香港學文憑考試試卷五應試策略 (S5)	中國語文科
	26/10 (Tue) (4:10-5:30)	Annual General Meeting	Students’ Association
	29/10 (Fri) (2:55-3:50)	Talk ‘網上罪行’ (S1-S5)	Discipline Committee
	29/10 (Fri) (after school)	62 nd HK Schools Speech Festival Rehearsal	English Department
	30/10 (Sat) (3:00-5:30)	第十一屆周年會員大會暨家長會	PTA & Counselling Team
	Mid-Oct.	Career Talk for Higher Forms	Careers Section
	Mid-Oct. – Early Nov.	CTA “Support You” Study Groups for S1-S3 (Phase 1)	Counselling Team
	Oct. – Nov.	Talk (by the Police Liaison Officer) (S1-S4)	Discipline Committee
Nov.	1/11 (Mon) (after school)	62 nd HK Schools Speech Festival Rehearsal	English Department
	2/11(Tue) (4:00-5:30)	Leadership Training workshop for Club Chairpersons	ECA Section
	5/11(Fri) (2:55-5:15)	Careers Talk by the Alumnae Association	Careers Section
	9/11 (Tue) (summer time)	Collaborative Teaching	Academic Committee
	12/11 (Fri)	Christmas Card Design for patients of hospitals	HK Catholic Nurses Guild
	17/11 (Wed) (summer time)	(a) PBL – Student Information Session (S2)	PBL Committee
		(b) S4 Musical Workshops - Lighting & Audio - Stage & Pros. Design - Costumes & Makeup - Singing & Lyrics Writing	Home Econ. Department; IT Committee; Music Department, Visual Arts. Department
		(c) News Feature Presentation (S6)	English Department
	22/11 (Mon) (7 th period – 4:15)	ICAC Drama (S3)	RME

	Date	Activity	Organizer	
Nov.	24/11 (Thu) (after school)	清明上河圖 (S4 and others)	Science Club and ASD domain of OLE (NSS)	
	26/11 (Fri) (7 th period – 4:00)	Talk on Choice of Subjects for SS1 (S3)	Careers Section	
	27/11 (Sat) (2:00-4:00)	Talk on Choice of Subjects for SS1 (S3) – Parent Session	Careers Section	
	27/11 (Sat) (10:00-1:00)	Visit (S7 History students)	History Department	
	29/11 (Mon) (1 st -2 nd period)	Round table discussion on global issues (S4-S7)	Chinese Department & Civic Education Committee	
	29/11 (Mon) (4:00-5:00)	講座：非物質文化遺產 – 香港傳統行業與工藝	IH & LS Department	
	30/11 (Tue) (after school)	Sports Day Rehearsal	PE Department	
Dec.	3/12 (Fri) (after school)	Sports Day Rehearsal	PE Department	
	6/12 (Mon) (summer time)	(a) PBL – 1 st Student-Adviser Meeting (S2)	PBL Committee	
		(b) S4 Musical Workshops - Lighting & Audio - Stage & Pros. Design - Costumes & Makeup - Singing & Lyrics Writing	Home Econ. Department; IT Committee; Music Department, Visual Arts Department	
		(c) News Feature Presentation (S6)	English Department	
		7/12 (Tue) and 9/12 (Thu)	Sports Day	PE Department
	10/12 (Fri) a) 9:30-11:30 b) 12:00-1:30	a) Stress Management Workshop (S5) b) Meeting with S3-S6 CTA helpers	Counselling Team	
	13/12 – 17/12 a) 13/12 (Mon) - S1-S3: 1st period - S4-S7: 4th period	Religion and Sex Ed. Week (Theme: Love yourself) Talks: Virginity Education (S1-S3, S4-S7);	RME / Counselling Team	
	b) 13/12 (Mon)	Book Exhibition		
	c) 3 days (lunch time)	Stall games		
	d) whole week	Board Exhibition		
	e) 16/12 (Thu) (4th period)	Talk on “情緒透視鏡” (S1 & S2)	Counselling Team	
	f) 17/12 (Fri) (4th period)	Talk on handling love & love loss 戀愛風雲 (S3)		
	g) 14/12 (Tue)	貞潔教育工作坊	Catholic society	
	18/12	Christmas Carol Singing	Catholic Society	
	19/12	Christmas Carol Singing on bus	Catholic Society	
	19/12	Parents’ Day	---	
	28/12 – 29/12	CTA Training Camp (+ Personal Growth Group B)	Counselling Team	
	Jan.	7/1 (Fri) (after school)	S7 Inter-school Oral Practice	English Department
		10/1 – 14/1 (Mon – Fri)	Mathematics Week	Math Club & Math Department
		12/1-13/1 (Wed-Thu)	Chinese Book Exhibition	Library & 中國語文科
12/1 (Wed) (1 st period)		「選舉知多少」(S4-S7)	Civic Education Committee	
15/1 (Sat)(9:00-5:00)		家校同心齊送暖	PTA & Social Worker	
18/1, 25/1 & 27/1 (1:00-3:30)		Visit to Legislative Council	Civic Education Committee	
19/1 (Wed) (1 st period)		Prize-giving Ceremony	ECA	
20/1 (Thur. – D5) (1 st period)		Population Census (S4-S7)	Math Department	

Date		Activity	Organizer
Jan.	20/1 (Thu) (2 nd period - 10:05)	Workshop on Finance Management (S5)	LS & Econ. Department
	21/1 (Fri) (summer time)	(a) PBL – 2 nd Student-Adviser Meeting (S2)	PBL Committee
		(b) S4 Musical Workshops - Lighting & Audio - Stage & Pros. Design - Costumes & Makeup - Singing & Lyrics Writing	Home Econ. Department; IT Committee; Music Department, Visual Arts. Department
		(c) News Feature Presentation (S6)	English Department
	21/1 (Fri) (7:00-9:30)	Parents' Seminar	PTA and Counselling Team
	24/1 (Mon)(6 th – 7 th period)	Stress Management (S3)	Social Worker
	25/1 (Tue) (4:15-5:15)	Quiz Competition (S1)	Social Worker
	28/1 (Fri)(1 st -2 nd period)	時事常識問答比賽(S1-S3)	Civic Education Committee
	28/1 (Fri) (4:00-6:00)	中文書法比賽	中國語文科及 PTA
31/1 (Mon) (3:15-4:45) (last period suspended)	Farewell Mass for S7 Students 畢業感恩祭	Catholic Society	
Feb.	14/2 (Mon) (summer time)	Collaborative Teaching	Academic Committee
Mar.	1/3 (Tue) (after school)	Briefing on Activity Day (S4)	LS Department
	4/3 (Fri) (after school)	Preparation for Mock JUPAS (S6)	Careers Section
	5/3 (Sat) (Whole Day)	JA Success Skills Workshop (S5)	Careers Section
	7/3-9/3 (Mon – Wed) (6 th – 7 th period)	<u>English Festival</u> 7/3 (D4) – S2 8/3 (D5) – S3; 9/3 (D6) – S1;	English Department
	11/3 (Fri) Activity Day	Whole Day S4: Visit (N.T. – North District) S5: Visit / briefing /reflection (Jockey Club Creative Arts Centre) S6A & C: Visit (Western District) <u>AM:</u> S1-S3: Reading Day (8:15 – 11:30) <u>PM:</u> S1: Visit – Kadoorie Farm (1:00 – 4:00) S2: Visit: HK Heritage Museum (1:00 – 4:00) S3: Visit – HK Museum of Coastal Defense / Dr Sun Yat-Sen Museum (1:00 – 4:30) S6B: Visit – HK Science Museum (1:45- 5:00)	(a) <u>Reading Day:</u> Reading Promotion Committee (b) <u>Visits (S1):</u> IS Department . (c) <u>To be confirmed (S2):</u> Chi. Hist. Department (d) <u>Visits (S3):</u> Chi. Hist. Department & Hist. Department (e) <u>Visit (S4):</u> LS Department (f) <u>Visit (S5)</u> Music Department & VA Department (g) <u>Visit (S6)</u> Chin. Department & Science KLA.
		15/3 (Tue)	Blood Donation

Date	Activity	Organizer	
Apr.	(a) PBL – 3 rd Student-Adviser Meeting (S2)	PBL Committee	
	(b) S4 Musical Workshops - Stage & Pros. Design - Costumes & Makeup - Singing & Lyrics Writing	Home Econ. Department; Music Department, Visual Arts. Department	
	(c) News Feature Presentation (S6)	English Department	
	11/4 (Mon) (summer time)		
	12/4 (Tue) (last period suspended)	團體悔罪禮儀	Catholic Society
	15/4 (Fri) (4:15-5:30)	Preparation for HKDSE Mock JUPAS (S5)	Careers Section
	18/4 (Mon) (4:15-5:30)	Inter-school oral practice (S6)	English Department
	19/4 (Tue) (4:10-5:30)	S4 Musical Workshop (lighting & Audio)	IT Committee;
	20/4 (Wed) (4:15-5:15)	Clean the Campus	Discipline Committee
	25/4-29/4 (Mon – Fri)	Service Trip to Guizhou	Civic Education Committee & ECA Section
Mid-April to Early May	CTA “Support You” Study Group for S1-S3 (Phase 2)	Counselling Team	
May	(a) PBL – 4 th Student-Adviser Meeting (S2)	PBL Committee	
	(b) S4 Musical Workshops - Stage & Pros. Design - Costumes & Makeup - Singing & Lyrics Writing	Home Econ. Department; Music Department, Visual Arts. Department	
	(c) News Feature Presentation (S6)	English Department	
	6/5 (Fri) (summer time)		
	9/5 (Mon) (4 th period)	『理財有道』教育工作坊 (S4)	LS Department & Econ. Department
	9/5 (Mon) (4:15-5:30)	Inter-school oral practice (S4)	English Department
	12/5 (Thu)(4:10-5:30)	S4 Musical Workshop (lighting & Audio)	IT Committee;
	13/5 (Fri)(4:10-5:30)	Inter-class Economics Poster Competition (S6)	Econ. Department
	16/5 (Mon) (4:15-5:30)	Inter-school oral practice (S5)	English Department
	17/5– 18/5 (Tue – Wed)	English Book Exhibition	Library
	20/5 (Fri)	Staff Development Day	Staff Development Committee
	23/5 (Mon) (after school)	(a) PBL – Presentation Session (S2)	PBL Committee
		(b) S4 Musical Workshops - Lighting & Audio - Stage & Pros. Design Workshop - Costumes & Makeup - Singing & Lyrics Writing	Home Econ. Department; IT Committee; Music Department, Visual Arts. Department
		(c) News Feature Presentation (S6)	English Department
	24/5 (Tue) 2:30-4:30	S6 Stress Management	Counselling Team
27/5 (Fri)	Speech Day	---	

Date		Activity	Organizer
June	17/6	Writing workshop on Self Account in Student Learning Profile (S5)	Careers Section
	27/6	Ngong Ping 360 Day Trip	ECA Section
		Visit to Madame Tussauds	ECA Section
July	6/7 – 7/7 (Wed – Thu) (Post-exam. Activities)	Post-exam. Activities	ECA Section and Students' Association
		Musical Competition	Visual Arts Department, Music Department, English Department Home Econ. Department
		Best Project Competition	PBL Committee
	8/7	Field Trip for S4 Geography Students: Coastal Landform	Geography Department
	11/7	Prize Giving Ceremony	ECA
Aug	18/8 – 19/8	S4 Orientation Program	Careers Section, Academic Committee & Counselling Section

**School-based After-school Learning and Support Programmes 2010/11 s.y.
School-based Grant - Programme Report**

Name of School: Pope Paul VI College

Project Coordinator: Mrs. Alice Au

Contact Telephone No.: 24208155

A. Information on Activities under the Programme

Name of activity	Actual no. of Target students # benefited	Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaires, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
S.1 English Enhancement Course"	7	96%	9/8/2010 – 20/8/2010	10000	Tutor's feedback	Tutor: Ms. Wong	Participants found the program useful in strengthening their English foundation and they became more confident in learning English.
Love and Service Band	17	90%	October 2010 to August 2011	17625	Instructor's assessment	Mr. YungYut Tossonapinun	Students were interested in playing the instruments. They were able to play the musical instruments individually and perform in public confidently with all other band members.

Name of activity	Actual no. of Target students # benefited	Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaires, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
School Team Training Basketball Volleyball Handball	9	80%	September 2010 to June 2011	3660	Advisor's observation	Basketball Team – Mr. Li Handball Team – Miss Tsang Volleyball Team – Mr. Vong	Students' sports skills were improved and they became more confident in the matches. Team spirit had been developed. Team members instilled a sense of responsibility and it towered their teams
Fun in Dance Course	7	96%	October 2010 to March 2011	2100	Advisor's observation	Ms. Jackie Choi	90% of the participants found the course helpful in boosting their self confidence and improving their communication skills as well as the team spirit.

Name of activity	Actual no. of Target students # benefited	Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaires, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
Leadership Training Course for CTA	8	100%	September 2010 to December 2010	3840	<ul style="list-style-type: none"> - Advisor's observation - Questionnaire 	YMCA (Hin Keng) Branch	86% of participants found the training helpful in nurturing leader qualities, enhancing their communication skills and promoting mutual support among participants.
Hip Hop Bond	3	87%	October 2010 to July 2011	2100	<ul style="list-style-type: none"> - Advisor's observation - Questionnaire 	YMCA (Hin Keng) Branch	93.3% found the course useful in strengthening their confidence and enriching their learning experience.

Name of activity	Actual no. of Target students # benefited	Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaires, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
Mathematics Olympiad Course	4	73%	1/11, 5/11, 19/11, 26/11, 17/12/2010, 7/1, 14/1, 28/1, 4/3, 18/3, 25/3, 8/4/2011	1200	Questionnaire	Canotta Maths Learning Centre	<p>- All the students agreed that their expectation in joining the course had been met.</p> <p>- Students found that the course was interesting and they learnt some problem solving skills.</p> <p>- They were more confident in attending various Mathematics Competitions or assessments.</p>

Name of activity	Actual no. of Target students # benefitted	Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaires, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
Wild Camp Leadership Training	8	100%	21/12/2010-22/12/2010	2560	<ul style="list-style-type: none"> - Advisor's observation - Questionnaire 	Hong Kong St. John Ambulance	90% of participants found the training helpful in nurturing leader qualities, enhancing their problem solving, interpersonal skills and promoting mutual support among participants.
Cyberteem Adventure-based Camp	8	100%	30/12/2010-31/12/2010	2800	<ul style="list-style-type: none"> - Advisor's observation - Questionnaire 	香港青少年服務處 一心絃成長中心	Most students found the training camp effective in building up their self-confidence, enhancing their problem-solving skills and promoting team cooperation.

Name of activity	Actual no. of Target students # benefitted	Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaires, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
Learning through Community Service	14	100%	2/4/2011	1540	<ul style="list-style-type: none"> - Advisor's observation - Participants' feedback notes 	New Life Farm	<p>Students found the activity useful in understanding mental health recovery.</p> <p>Students had new exposure in voluntary service and experienced personal growth.</p>
S.1 Tutorial Class	16	95%	3/5/2011-19/5/2011	14400	Students' feedback	Ms. Cinnie Sheh	Participants found the course helpful in alleviating their difficulties in academic subjects.
Visit to Madame Tussauds Hong Kong	7	86%	27/6/2011	1379	Advisor's Observation	Madame Tussauds Hong Kong Ltd	<p>86% of the participants found the visit meaningful and interesting.</p> <p>Students reflected that the visit helped them widen their other learning experiences.</p>

Name of activity	Actual no. of Target students # benefitted	Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaires, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
Ngong Ping 360 Cultural and Eco-tour	10	100%	27/6/2011	2940	Advisor's Observation	Ngong Ping 360 Ltd.	80% of the participants found the tour educational and interesting. Students reflected that they had a responsibility in conservation and betterment of natural environment
Summer Tutorial Class	13	90%	1/8/2011-12/8/2011	7800	Tutor's feedback	Miss Lulu Wong	Participants found the program helpful in enhancing their study skills and self-management skills and they became more confident in learning.
Total Expenses				73944			

Note:
Target students: students in receipt of CSSA/SFAS full grant and disadvantaged students identified by the school under the 10% discretionary quota.

B. Project Effectiveness

To the benefitted students, achievements of the activities conducted are rated as follows:

Please put a “✓” against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
Learning Effectiveness						
a) Students’ motivation for learning		✓				
b) Students’ study skills		✓				
c) Students’ academic achievement		✓				
d) Students’ learning experience outside classroom		✓				
e) Your overall view on students’ learning effectiveness		✓				
Personal and Social Development						
f) Students’ self-esteem	✓					
g) Students’ self-management skills		✓				
h) Students’ social skills	✓					
i) Students’ interpersonal skills	✓					
j) Students’ cooperativeness with others	✓					
k) Students’ attitudes toward schooling	✓					
l) Students’ outlook on life	✓					
m) Your overall view on students’ personal and social development	✓					
Community Involvement						
n) Students’ participation in extracurricular and voluntary activities		✓				
o) Students’ sense of belonging		✓				
p) Students’ understanding on the community		✓				
q) Your overall view on students’ community involvements		✓				

C. Comments on the project conducted

Problems/difficulties encountered when implementing the project

(You may tick more than one box)

- unable to identify the target students (i.e., students receiving CSSA, SFAS full grant);
- difficult to decide on the 10% discretionary quota;
- target students unwilling to join the programmes;
- the quality of service provided by partner/service provider not satisfactory;
- tutors inexperienced and student management skills unsatisfactory;
- the amount of administrative work leads to apparent increase on teachers’ workload;
- complicated to fulfill the requirements for handling funds disbursed by EDB;
- the reporting requirements too complicated and time-consuming;
- Others (Please specify): 10% discretionary quota a bit less. 20% is preferable.

D. Do you have any feedback from students and their parents? Are they satisfied with the service provided? (optional)

As musical instrumental course fee is expensive, parents are grateful that their children are funded by the support programme.

Endorsed by Sr. Luigia Mindassi (School Supervisor) on behalf of the School Management Committee.

Evaluation on Use of Capacity Enhancement Grant in the 2010-2011 School Year

Chinese Language

Task Areas	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated	Success Criteria	Evaluation	Recommendation / Follow-up
Curriculum development and coping with diverse learning needs of students	To facilitate the implementation of Territory-wide System Assessment (TSA) & School-based Assessment (SBA) in Chinese Language	To employ a full-time Teaching Assistant (TA) to: <ul style="list-style-type: none"> - conduct group discussion sessions for S.3 (after school) to enhance students' speaking skills - assist teachers in organizing and implementing learning and teaching activities - conduct summer courses for students - help handle clerical work of the Department 	<ul style="list-style-type: none"> - Teachers' load in administrative work of SBA and TSA will be relieved - Students' speaking skills will be enhanced 	<ul style="list-style-type: none"> - Practical and flexible logistical arrangements to facilitate the implementation of SBA and TSA - Students' speaking skills have been upgraded - Most of the teachers of the Chinese Language Department agree the TA help relieve their work load of SBA and TSA 	<ul style="list-style-type: none"> - Most teachers found the TA helpful in providing administrative and clerical support for the smooth implementation of SBA and TSA. - The TA conducted after-school group discussion sessions on speaking skills for all S.3 students. The discussion sessions provided opportunities for the students to practise speaking skills with the guidance of the TA. However, the performance of the students depends much on their knowledge and understanding of the subject content presented. Teachers should encourage students to read widely and to pay more attention to current social affairs and issues. 	<ul style="list-style-type: none"> - It is suggested that the school continue to employ a full-time teaching assistant for Chinese Language in the next school year.

English Language

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated	Success Criteria	Evaluation	Recommendation / Follow-up
Promotion of English Learning Activities	To facilitate the running of the English Learning & Teaching Support Centre (ELTSC)	<p>To employ a full-time Teaching Assistant (TA) to</p> <ul style="list-style-type: none"> - prepare learning materials used in the ELTSC and promote learning activities in the Centre - assist the NET in conducting Reading and Speaking lessons in the junior forms - help English teachers with clerical work to reduce their workload 	<ul style="list-style-type: none"> - Learning materials in the ELTSC Centre will be fully utilized. - Teachers' workload will be eased. 	<ul style="list-style-type: none"> - The attendance rate in the ELTSC Centre is high. - Teachers' feedback collected is positive. 	<ul style="list-style-type: none"> - The attendance rate in the ELTSC Centre is high according to the loan record. - Some of the learning activities held in the ELTSC Centre were not carried out as planned due to a lack of training of English Ambassadors. - The TA is helpful in assisting the NET to conduct the Reading and Speaking lessons in the junior forms. - Most English teachers had to take up all the clerical work by themselves, as the TA was busy preparing the material used in the Centre or engaged with the Reading and Speaking lessons 	<ul style="list-style-type: none"> - One more English teaching assistant who is mainly stationed in the Staff Room will be employed to help English teachers to ease their workload. - The teaching assistant who is stationed in the Centre will carry out more learning activities, such as the ELTSC Reading Aloud Club and the Poet Society.

Mathematics

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated	Success Criteria	Evaluation	Recommendation / Follow-up
Curriculum development and coping with diverse learning needs of students	To provide assistance to teachers and give remedial support to the weaker students	<p>To employ a full-time teaching assistant (TA) to:</p> <ul style="list-style-type: none"> - assist teachers in preparing teaching materials, especially for the NSS curriculum - assist teachers in organizing and conducting subject-related activities - conduct enhancement lessons for 2 groups of S.4-students - supervise the weaker students to finish their homework assignments - help students solve their problems in learning Mathematics. 	<ul style="list-style-type: none"> - Teachers can be relieved of some of their workload and can spare more time in preparing their lessons and taking care of the special learning needs of students - The weaker students will be given more remedial support 	<ul style="list-style-type: none"> - Most of the Mathematics teachers find the teacher assistant helpful - Positive feedback from the students - The learning needs of the weaker students are taken care of 	<ul style="list-style-type: none"> - Through the appraisal forms completed by all our panel members, the TA was found to be helpful and was willing to offer suitable support to teachers and students. He had to conduct after school tutorial lessons everyday to help the weaker students from S.1 to S.5. It was found that he put much effort in preparing exercises and teaching notes. The oral feedback from some students reflected that they could benefit from the after-school lessons conducted by the TA. 	<ul style="list-style-type: none"> - The subject teachers should follow those weak students with poor motivation in the tutorial class. - As the TA is quite busy, list of jobs assigned to him should be clearly stated with deadlines, so that he can see the priority and complete his tasks more effectively.

School Ball Teams

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated	Success Criteria	Evaluation	Recommendation / Follow-up
Skills enhancement programme for School Ball Teams	<ul style="list-style-type: none"> - To relieve teachers' workload in after-school training of the various sports teams - To improve students' skills in various sports and develop their sportsmanship 	<p>To employ professional instructors to train the following school teams:</p> <ul style="list-style-type: none"> - Basketball Team (twice a week) - Volleyball Team (twice a week) - Handball Team (twice a week) - Rugby training (5 two-hour sessions) 	<ul style="list-style-type: none"> - Teachers' workload in after-school training of the various sports teams can be relieved so that they can concentrate more on their normal teaching duties - Students' sportsmanship and skills in various sports will be enhanced 	<ul style="list-style-type: none"> - The students in various school sports teams find the training programmes helpful in improving their sports skills - The Ball Teams show improved performance in inter-schools competitions 	<ul style="list-style-type: none"> - Most students in the school sports teams found the regular trainings and practices useful in improving their sports skills. - The various Teams performed well in the inter-schools competitions 2010-11 (Kwai Tsing District). Basket Ball (Grade C) – 2nd Runner-Up Handball (Grade A) – 2nd Runner- Up Volleyball (Grade A) – 3rd Runner- Up The Rugby Team got the 1st Runner-Up (Grade A) in the Inter-schools Touch Rugby Championship (Winter) 20010-11 	<p>If resources are available, professional instructors for the School Ball Teams will be hired in the next school year.</p>

Evaluation on the Gifted Education Programme for S.4 in the 2010-2011 School Year

The following programme was adopted with the support of EDB's Diversity Learning Grant (DLG):

DLG Funded Programmes	Strategies & Benefits Anticipated	Name of Programme & Programme Provider	Target Students	Evaluation Method & Success Indicators	Evaluation	Recommendation / Follow-up
Other Programmes – Gifted Education Programme (Mathematics Olympiad Course)	<p>After-school enhancement Maths lessons are offered to the abler students in S.4 so as to broaden their knowledge and learn extra skills in Maths.</p> <p>It is expected that these students can:</p> <ul style="list-style-type: none"> - master more advanced techniques in Maths. - cultivate greater interest in Maths. 	Mathematics Enhancement Course provided by Canotta Maths. Learning Centre	Top 20 students of S.4 in Mathematics	<ul style="list-style-type: none"> - Questionnaires to collect students' feedback - Assessment of students' performance in Maths 	<ul style="list-style-type: none"> - Enrichment topics such as "Series", "Divisibility" and "Modulus" were introduced. - Students' feedback was positive as all of them agreed that they had learned a variety of Mathematics knowledge /problem solving skills. 19 of them agreed that the course had inspired their greater interest in Maths. - Comments from the tutor about students' performance was also positive. The students showed good learning attitude. Some of them did homework in group so that they could learn from one another. Yet some students had difficulty with concepts that involved higher problem solving skills and multiple steps. They need some hints to solve the problems. 	It is recommended that similar Mathematics enrichment programme for the more able senior forms students be organized in the next school year.

Project-end Evaluation Report
The Scheme on Additional Support for Secondary Schools Adopting English-medium Teaching

Name of School: Pope Paul VI College

Project Period: 2007/08 – 2010/11

Part 1 - Project Deliverables

	Tangible Deliverables	Suitable for dissemination and reason(s)
1	<p>Professional development of English teachers: Hiring service to conduct training courses on 2-3 NSS elective modules for teachers to help them prepare for teaching the NSS curriculum</p>	<p>All English teachers in our college were required to attend related seminars before the introduction of the NSS curriculum. Therefore the teachers have a common understanding of the NSS and can collaborate and support each other.</p>
2	<p>School-based programmes and curriculum development: Employing a full-time Teaching Assistant to help teachers develop school-based self-access learning materials for S1-S3 students to cater for learner diversity and assist English teachers to implement various English learning activities</p>	<p>The English Learning and Teaching Support Centre (ELTSC) is run by a Teaching Assistant and English Ambassadors to give support for both students and teachers. The Teaching Assistant can supervise and train students and give support to teachers with resources. Teachers can enhance their teaching with such support.</p>
3.	<p>Creating an English-rich language environment: a) Purchasing hardware and equipment for the ELTS Centre b) Purchasing English teaching and learning resources for the ELTS Centre</p>	<p>Students were able to make good use of the resources provided in the ELTS Centre. Various types of English activities were organized at lunch time to create more opportunities for students to enjoy an English-rich environment.</p>

Part 2 - Attainment of Output Targets

<p align="center">Output / Outcome-based Targets Pledged by School in the Proposal</p>	<p align="center">Extent of Attainment</p>
<p>1. Professional development of teachers:</p> <p>Teachers' interest in the use of drama activities in English lessons will be heightened as they are provided with fundamental techniques and essential skills to implement a sustainable English Drama programme in the junior forms and teach the drama elective module in the New English Curriculum.</p> <p>Teachers will learn teaching strategies and will be able to teach students how to write poems, respond to poems and perform what they have produced.</p> <p>Teachers will be able to conduct Learning English through Poems and Songs in SS1 in 2010 and Learning English through Social Issues in 2011 onwards.</p> <p>The adapted school packages will be developed before the introduction of the elective modules.</p>	<p>All English teachers took part in the training sessions. Teaching strategies and pedagogies have been enhanced. All English teachers possess basic dramatic skills and teach students how to create stories, write short scenes and produce class-based drama productions in the Language Arts lessons in the junior forms from 2008 onwards and conduct learning English through Drama in SS1 in 2009.</p> <p>They have been able to conduct the elective module Learning English through Poems & Songs lessons since 2009 with the subject content learnt in the training course. School-based teaching and learning materials have been developed. Students' performances in both formative and summative assessment have been enhanced.</p> <p>The module Learning English through Social Issues was introduced in September 2011 with the introduction given by a speaker. Teachers are developing the materials in the collaborative lessons.</p>
<p>2. Creating an English-rich language environment:</p> <p>With the implementation of the English Learning and Teaching Support Centre, students will be motivated by teachers to go to the Centre to try out various types of materials. Gradually, students' motivation in learning English will be higher. Students will be able to show a</p>	<p>The English learning environment has been improved as more than 80% of the students (the majority of them were junior forms students) made good use of the resources provided in the centre each year. Students produced both written and spoken language output in the English lessons such as book reports, film reviews, individual presentations and group interactions. Their confidence in English has been demonstrated through formative and</p>

Output / Outcome-based Targets Pledged by School in the Proposal	Extent of Attainment
<p>developed confidence and competence in using English.</p> <p>An 80% target of usage of the Centre will be evident in the junior forms each school year.</p>	<p>summative assessments.</p> <p>Students' exposure to the English language and culture has been enriched through participation in the activities organized in the Centre such as doing some grammar games and viewing video clips.</p> <p>Students' participation in the English activities is satisfactory and a good variety of English activities have been organized for students.</p>

Part 3 - Reflections on the Project

It is appropriate to organize seminars for teachers at school as it helps save a lot of their time on traveling. Besides, team spirit has been built as teachers always support each other when learning something new. However, it is not easy to secure a suitable tutor.

The setting up of the Centre benefits students' learning a lot since the majority are from the lower socio-economic level. Having a permanent person-in-charge of the Centre is essential as teachers' can focus more on their teaching and the English Ambassadors must be supervised by a person-in-charge as they are like student-librarians in the School Library helping the Teacher-Librarian.

Part 4 - Self-rating on the Implementation of the Project

Self-rating: (3)

[4 = Objectives well met 3 = Objectives satisfactorily met 2 = Objectives partially met 1 = Objectives not met]