



POPE PAUL VI COLLEGE

School Report

2011-2012

I. School Vision and Mission

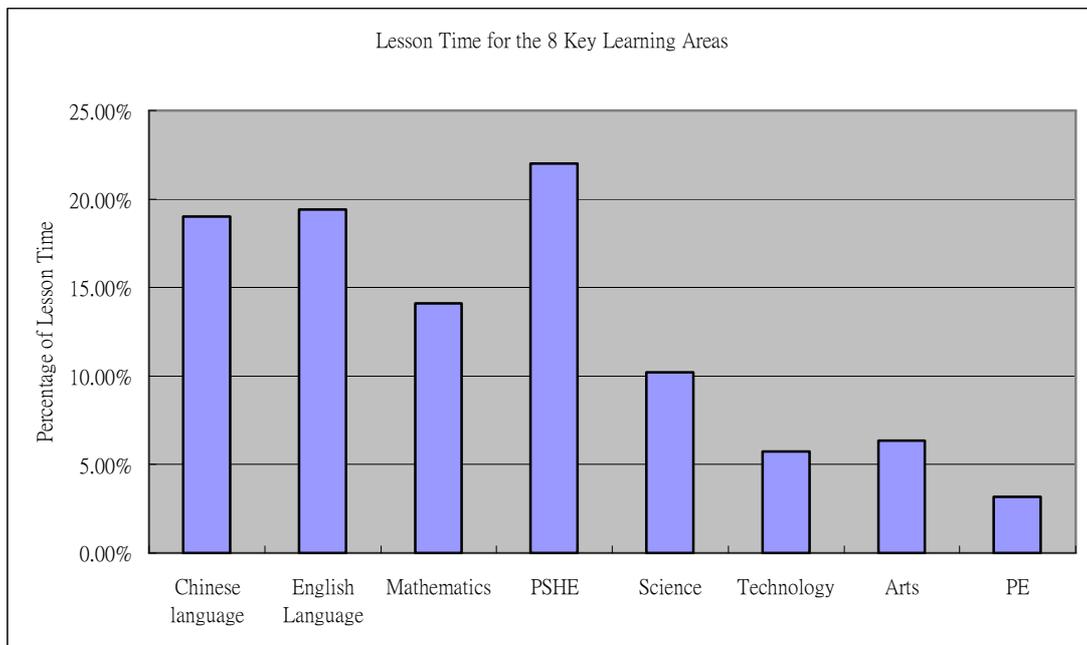
Pope Paul VI College, established in 1969, is a Catholic subsidized EMI secondary school for girls. Its sponsoring body is the Missionary Sisters of the Immaculate (P.I.M.E. Sisters)

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 2011, there were 1151 students enrolled at the school.

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

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

The number of students per level was as follows:

FORM	NUMBER OF STUDENTS
Secondary 1	144
Secondary 2	179
Secondary 3	184
Secondary 4	191
Secondary 5	192
Secondary 6	171
Secondary 7	90

2. Students' Attendance

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

FORM	ATTENDANCE RATE
Secondary 1	98.5%
Secondary 2	98.7%
Secondary 3	98.6%
Secondary 4	98.7%
Secondary 5	98.4%
Secondary 6	99.1%
Secondary 7	98.7%

IV. Information on the Teachers:

1. Teachers' Qualification

In the academic year 2011-12, our school had 68 teachers boasting an average of 17.18 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: 30
- Teachers holding Bachelor's degrees: 36
- 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	3
3 - 5 years teaching experience	6
6 – 10 years teaching experience	10
More than 10 years teaching experience	49

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 and S.2 to cultivate an atmosphere of independent learning. All S.1 and S.2 students had to join at least one study group in the following subjects: Integrated Humanities, Integrated Science and Mathematics. One student of each group was chosen as the group leader who helped arrange the schedule and the learning activities for her group. Regular meetings were conducted throughout the year. Each group conducted at least ten meetings.</p> <ul style="list-style-type: none">➤ Students have developed some independent learning skills. During the study group periods, a variety of learning activities were carried out such as doing supplementary exercises prepared by group leaders, discussing and asking each other questions from their handouts or books, clarifying unclear concepts, preparing a vocabulary list, making notes in point form for revision and conducting peer dictation.➤ 84.4% of the students involved reflected that they became more independent in learning by discussing their learning problems with their classmates or teachers, jotting notes during lessons, revising their learning materials after lessons, and completing their assignments on time.
✓	<p>Different departments implemented plans of different learning activities to develop independent learning skills in Junior and Senior Forms. In Junior Forms, note-taking, vocabulary scaffolding and reading skills were emphasized. In Senior Forms, pre-lesson preparation, note-making and question setting were emphasized.</p> <ul style="list-style-type: none">➤ 75% of the Departments successfully implemented their plans on independent learning.➤ 85.7% of the subjects in junior forms successfully implemented their plans through note taking, vocabulary scaffolding and reading skills while 92.8% of the subjects in senior forms have successfully implemented their plans through pre-lesson preparation, note-making and question setting.

- Different learning activities and assignments were designed to help students develop these skills. In Junior Forms, journal writing, word puzzles and book presentation and sharing were used to help students practise their skills. In Senior Forms, designing worksheets for pre-lesson preparation and discussion on problems identified were also practised.

Reflections

- ✧ S.1 and S.2 students showed positive response to the study group activities. Students' awareness to develop a habit of independent learning in junior forms is crucial to the learning in senior forms. However, doing pre-lesson preparation, relating knowledge to daily life and applying knowledge to new situations are areas that need improvement. Since these skills are of higher cognitive level and may require more time for students to develop, more subject-based learning activities with clear objectives to apply the key learning skills were carried out.
- ✧ Only a few students considered their classmates as small teachers who helped learn better. The role of the group leader can be better prepared as they may not have a clear idea about their roles and duties. It was also suggested that there could be a change in the members and the subjects of the study groups after the first term so that students can revise different subjects after they had made some improvement. The role of the group leader should also be strengthened so that group leaders were able to guide the members to revise more effectively. Subject teachers can give more support to the group leaders by arranging pre-meetings. Subject teachers can also follow up work done by some groups.
- ✧ For the independent learning skills implemented by different departments, most departments focused only on one or two independent skills this year. It was suggested to practise remaining skills in the following year with more emphasis on the quality of work. A sharing of good exemplars of students' work by teachers can be arranged so that teachers can benefit from each other and can master the strategies to implement those skills more effectively. Different learning strategies can be taught to S.1 students in the summer holidays to allow them to have better preparation before the new school year.

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

Achievements	
✓	<p>In order to enable the teachers to understand and better cope with learner diversity, a joint-school staff development programme was arranged on 7th October 2011.</p> <ul style="list-style-type: none">➤ The staff development programme was very well received by the participants in general as on average over 75% 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.
✓	<p>Twenty-three collaborative teams of teachers were formed to prepare lessons plans to cater for learner diversity with emphasis on questioning skills.</p> <ul style="list-style-type: none">➤ 95% of the participants agreed that their collaborative lesson plans could cater for learner diversity.➤ It was found that different teaching and learning strategies were applied.➤ Questions of different types such as use of open and closed questions and questions of different levels of difficulty were given to students according to their abilities.➤ In some subjects, tasks/assignments with questions of different levels were given to students according to their abilities.➤ Besides, special grouping methods and collaborative learning tasks and discussion were applied in different subjects.➤ Teachers reflected that collaborative teaching could enhance their teaching effectiveness.➤ A sharing session of lesson plans was held on 31st May, 2012. Six to seven teachers of different disciplines formed into groups. Each teacher shared and explained his/her lesson plans with emphasis on questioning skills to group members in turn. The leader in each group guided the discussion.

- 93% of the participants found the sharing session very useful and considered it a good chance to learn from colleagues of different disciplines. They benefited from the sharing of teaching experiences and strategies.
- ✓ Based on 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 1C, 1D), Chinese Language (2 groups in 1C) and Mathematics (2 groups in 1D) 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, rapport was built successfully between teachers and students with ample interaction and communication within the lessons. Teachers observed that the students became more active and more willing to express themselves in lessons. Quality of their homework was improving and their learning attitude was appreciated. They also made steady and encouraging progress in the two examinations. All students in the four split groups attained more than 50, which was the passing mark in the overall results in English Language in the Final Examination. Of the 18 students who scored the lowest marks in the English Attainment Test, 3 ranked between 60 and 79 among all 144 S.1 students. The result was encouraging as the students concerned showed good improvement in the subject.
 - 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” and writing was raised while the performance in speaking was apparently improved. It was found that 56 % of the students concerned showed obvious improvement in the examination result.
 - For the split groups in S.1 Mathematics, the weakest 11 students were put in the lower ability group for better support and the other group was normal group. Students in the lower ability group were nurtured intensely with proper learning habits and attitudes. More

frequent graded assignments and short quizzes were given to monitor individual progress closely. After the Mid-year Examination, two students who performed the best from the lower ability group were exchanged with the two weakest students in the normal group. Teachers believed that the need of students could be better dealt with when they were of similar ability. With a smaller class size in the lower ability group, students had much more time and chances to ask questions during the lessons and they were more attentive. They gained greater attention from the subject teachers and some of them made significant progress throughout the year. At the end of the school year, 90.9% of the students in the lower ability group passed in the overall assessments in Mathematics.

- For the split groups in S.2 Mathematics, the class was split into two groups according to their academic results in the previous school year. In so doing, students' learning difference within the group was greatly narrowed. The teachers could easily adjust the teaching pace according to the students' ability in their groups. Most students gained greater confidence in the subject. They were more willing to spend time on doing Mathematics exercises. The teachers could take care of each student, especially the less able ones in their own group. More opportunities were given to individual students to demonstrate their work on the blackboard and the teachers could check their understanding and learning progress and adjust their teaching strategies.

✓ Enhancement courses were arranged in the senior forms to provide additional support for weaker students to help eliminate their learning obstacles.

- For the English Enhancement Course, two lessons per cycle were assigned for 36 weaker students in S.4 who were split into 3 groups. In S.5, three lessons per cycle were allocated to 40 weaker students sorted out forming another three groups. With a small class size, individual help was given to students to develop their four language skills, consolidate their grammar foundation, expand their vocabulary and strengthen their skills in handling the NSS curriculum. Oral practices and reading aloud newspaper articles were arranged in the lessons with immediate feedback given right the practices. More time was spent on grammar explanation, exercises and quizzes to check their knowledge and progress. Extra writing practices were assigned to students and written feedback

was given for students' further improvement. Teacher-student conferencing were also conducted to provide verbal feedback to individual students.

- The teaching objectives of S.4 English Enhancement Course on strengthening students' language foundation and students' awareness of the NSS English examination were achieved. The teaching objective of S.5 English Enhancement Course with the main focus on getting students familiar with the requirements for each paper was achieved. Students' attitude, on the whole, was good and they completed all the tasks assigned by teachers. They were eager for improvement in English language. Teaching effectiveness and good learning attitude were observed in the groups.
- At the end of the academic year, only 1 student failed in the S.4 English Final Examination and 3 failed in the S.5 English Final Examination. In S.4, 4 of the students who had taken the Enhancement Course ranked within 100 out of 190 students across the form. In S.5, 9 of the students concerned ranked between 100 and 150 out of 192 students across the form and one ranked within 100.
- For the Mathematics Enhancement Course, one lesson per cycle was assigned to weaker students in Mathematics. They were further divided into two smaller groups. Students were given worksheets and short quizzes to ensure adequate practice and their performances were assessed from time to time.
- The students concerned were motivated and asked questions related to materials covered in lessons. They acquired better skills in handling daily class work and assignments. Some showed a strong desire to improve and achieve high in assessments. In formal assessments, they obtained a higher average in most foundation questions. The course helped students who were poor in foundation consolidate the concepts learnt and correct their misconceptions.
- For the Chinese Enhancement Course, one lesson per cycle was assigned for 28 weaker students in S.4 who were split into 3 groups. In S.5, 21 weaker students were sorted out to form two groups. With a small class size, individual help was given to students to strengthen their reading skills, writing skills and integrated language skills in handling NSS curriculum.
- Most of the students who had participated in the Chinese Enhancement Course found that it helped strengthen their language skills. Over 50 % of the S.4 & S.5 students concerned showed

obvious improvement in terms of their rank order in the subject in the Final Examination.

- ✓ 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.2 Mathematics.

Several tasks were implemented, namely:

- (a) Rearrangement of syllabus to facilitate the learning of Algebra in junior forms.
- (b) Discussion on topics of Factorization (S.2), Index Law and Trigonometry (S.2).
- (c) Collaborative teaching on the topic Rate and Ratio.
(4 lessons for planning, 4 lessons for observation and a few lessons with video-taking)
- (d) S.1 interview (individual) in handling directed numbers.
(with video-taking)
- (e) Annual sharing session with Mathematics teachers from other schools on 26/3/2012.

➤ All teachers involved agreed that the ‘support services’ helped them a lot in understanding and handling students’ learning problems in algebra. The topic of ‘Rate and Ratio’ was discussed in collaborative teaching conferences. Techniques of delivery were shared among teachers and lesson observations were conducted to ensure a successful conveyance of the concept. Students benefited a lot as they showed more interest in learning this topic than before. Questioning skills stimulating students to figure out the answer and explain the concept by themselves were adopted. The use of direct lecturing was reduced. S.1 interview was useful to teachers in helping them know how the students learn direct numbers.

Reflections

- ✧ The joint staff development programme gave new insights to teachers on effective feedback and meeting students’ aspirations. 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.
- ✧ Collaborative teaching has been implemented in the School for several years. Each year, there is a focus to help teachers develop certain

strategies or skills to enhance their teaching effectiveness. Catering for learning diversity is very crucial in our teaching as students show greater difference in their learning ability. In the future, it is suggested that more sharing sessions across different disciplines be organized so that cross-curricular co-ordination is made possible.

- ✧ As the split class strategy was found effective, it is suggested that the arrangement be continued next year.
- ✧ 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.
- ✧ Though the enhancement courses in English, Chinese and Mathematics were quite effective in catering for students' learning diversity, the practice will not be continued in S.4 next academic year as the subject combination and lesson time allocation will be different from the previous year. S.5 English Enhancement Course and Chinese Enhancement Course will be continued.
- ✧ The school will continue to join the programme of 'School-based Curriculum Development Support Services for Secondary Schools' in Mathematics next year in the focus on S.3 topics like Statistics, similar solids, trigonometry, probability, etc. and also some senior form topics.

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 sex education workshops, Life Skills workshops, Anti-drug Campaign (Build a Healthy School Together), 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

- ✧ Flag-raising Ceremony
- ✧ Round-table Discussion (S.4-5)
- ✧ Visit to the Legislative Council (for Civic Education Assisants)
- ✧ Current Affairs Quiz (S.1-3)
- ✧ Civic Education Lessons (10 lessons for S.1-S.4, 4 lessons for S.7)
- ✧ Talks on the following themes: Education in China, Intellectual Property, Green Life, the 1911 Revolution
- ✧ Career Challenge 2011-2012
- ✧ 全港中學生十大新聞選舉
- ✧ Study Trip to Xiamen

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, etc., a variety of local and global current issues as well as daily life issues were discussed during Civic Education lessons to enhance students' awareness of their civic rights and responsibilities.

The Trip to Xiamen helped students develop a stronger sense of belonging and national identity. Moreover, students served the elders as well as taught the primary students in Xiamen . 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 recommendation Competition and Author Talks)
- ✧ 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 organized by different subjects
- ✧ Cross-curricular Reading Portfolio Scheme for S.1- S.5
- ✧ Book exhibitions
- ✧ Reading Promotion Display Board (introducing authors, good books and book recommendations by students)
- ✧ Learning Web-links (various learning websites were 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. 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
- ✧ Display of outstanding projects
- ✧ Project Presentation with teacher and peers 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 projects. 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) and S.2 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 Programmes for Adaptation to New School life, S.4 Orientation Programme – in Preparation for the Path Ahead, and S.6 Mock Exam Result Release 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 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 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 would continue in the coming year.

2. Careers Guidance

✧ Career Education Programs

In the academic year 2011-12, the Careers Section (the Section) extended class visits from S.1-3 to S.1-5 in order to implement career education programs at both junior and senior levels. Careers teachers prepared materials on career and life planning activities. While the book entitled *Finding Your Colours of Life* was adopted for S.3 activities, *Career Mapping* was used for S.4-5. In S.5, two class visits were devoted to guiding students to prepare for their JUPAS Additional Information and the Self Account in their Student Learning Profile (SLP).

As part of the career education program, 272 students (S.5 – S.7) attempted the Career Interest Inventory (CII) developed by HKACMGM and the Chinese University of Hong Kong. They were the first batch of our students to do the test. Consultation with these students on their CII reports was done by the Careers Teachers. In the coming school year, the Careers Section will continue to apply for CII exercise.

✧ Principal’s Nomination Schemes

The Careers Section processed an unprecedented number of principal nominations, due to the pilot nomination schemes offered by mainland China, Taiwan and several local tertiary institutions. The principal’s nominations processed were in connection with the JUPAS 3-year and 4-year Programs, VTC Principal’s Nomination Scheme, Hong Kong Institution of Education Principal’s Nomination Scheme, Caritas Institute of Higher Education Principal’s Nomination Scheme, Principal’s Nominations for the Pilot Scheme for Admission to Mainland Higher Education Institutions and the principal’s nominations for the pilot scheme for admission to universities in Taiwan.

✧ Career Talks

Talks on the NSS Curriculum for both S.3 students and their parents were held to allow early preparation. Introduction to the following subjects was delivered by the subject chairpersons and subject teachers concerned: Chinese Language, English Language, Mathematics, Economics and Chinese Literature. Individual guidance on choice of NSS subjects was provided for S3 classes. Secondary 5 students who had outstanding performance in their NSS elective subjects were invited to do sharing on study skills and examination skills during five sharing sessions.

For senior form students, more than 10 career talks on multiple pathways were held. Representatives from Hong Kong University, Hong Kong City University, Shue Yan University, HKU SPACE Community College, Hong Kong Community College, Vocational Training Council, Heung To College of Professional Studies and Hong Kong Travel and Tourism Training Centre were invited to conduct talks on a wide range of tertiary courses, namely, public-funded degree courses, self-financing degree courses, local sub-degree programs, non-local degree programs and vocational training courses. A past student was also invited to do sharing on her campus life at BNU-HKBU United International College (UIC) in Zhuhai, Guangdong.

✧ Individual and Group Consultation

Apart from briefing sessions on JUPAS web applications for both S.6 and S.7, individual and group consultation was conducted by the Careers Teachers to provide career guidance on their JUPAS program choices and career planning. Career guidance was also provided on the days when the AL Examination results and HKDSE Examination results were released. On both occasions, more than 10 tertiary institutions were invited to set up booths in the school hall to provide career information and advice to our graduates. The Careers Section also provided career guidance during the Mock Release of DSE Results in July 2012.

Throughout the school year, the Careers Section made necessary arrangements for senior form students to take part in the education days of various institutions which offer local and / or non-local tertiary programs.

✧ Career-related Experiences (CRE)

Every year, the Careers Section introduces Career-related Experiences (CRE), a component of Other Learning Experiences (OLE), to lower form students during class visits. It expounds this component of OLE to S.4 students during the adaptation program In Preparation for the Path Ahead.

In 2011-12, the Careers Section organized a wide range of activities to provide opportunities for S.4 - S.6 students to participate in Career-related Experiences (CRE). It hosted JA Success Skills workshop, a one-day workshop attended by more than 200 students from secondary schools in Kwai Tsing. Our students also took part in JA It's My Business, JA Goal for Youth and Careers Expo 2012. They visited Youth Employment Start (YES), HKU School of Chinese Medicine, Conrad Hotel, Deutsche Bank and a law firm. A number of students (S.4-S.7) achieved success in their interviews and were selected to join the HKACMGM Summer Work Experience Scheme and the MTR Summer Training Program. More than forty S.6 and S.7 students were selected by the Employees Retraining Board (ERB) to join TEEN 試行動. The students who had joined the MTR Training Program and the HKACMGM Summer Work Program were invited to do sharing on their experience during a morning assembly.

✧ Looking Back and Looking Forward

It was a very hectic year for the Careers Section. The Careers Teachers performed their duties with efficiency and enthusiasm. Amidst heavy workload and stress, to their delight they were rewarded with students' very positive response to their work and great interest in the activities they organized. More importantly, students were very concerned about the kind of career pathways that lay ahead of them. The Careers Section will endeavor to provide opportunities for students to enrich their CRE and explore career probabilities, despite the difficulty it has to overcome – to avoid clash of time with activities organized by other groups. In the coming school year, it will still place emphasis on facilitating students' reflection on their CRE. In addition, it will devise strategies to optimize the implementation of the junior form career education program and individual consultation for JUPAS applicants. It is desirable to create a mutual support network. In this regard, the Careers Section may need to enlist the support of the class teachers concerned.

3. **Extra-curricular Activities**

- ✧ S3. Eyes on the Community Service Program, Service Trip to Qinghai, Study Trip to Fujian Yongding Tolou, Ronald McDonald House Raffle Sales and Families of SMA (Spinal Muscular Atrophy) Charity Sales 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, Whale (Secondary School) – Career-related Experiences Trip at the Ocean Park, Pony riding, and a total of thirty-four clubs and societies as well as ten school teams were offered.
- ✧ Beside the annual Sports Days, the four Houses organized tea party, BBQ, 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 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. HKAL Examination Results 2012

	No. of Candidates	Overall Passing Rate
HKALE	90	95.2%

2. HKDSE Examination Results 2012

	No. of Candidates	Core Subjects at Level 3322 or above	Level 2 or above in 5 subjects
HKDSE	171	82.5%	99.4%

3. 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
	Youth Arch Student Improvement Award, Lion & Global Educational Trust	24
	Youth Arch Foundation Outstanding Students Award	1
Academic	The 4 th Hong Kong Mathematics Creative Problem Solving Competition for Secondary Schools (2011/12)	Bronze Award: 4
	2012 趣味科學比賽「靈渠輕送」	高年班非風動組最佳設計圖獎 低年班風動組最佳設計獎
	Searching for Nature Stores 2011 - Investigative Field Study Competition	Merit Prize: 2
	The First Hong Kong Beetle Breeding Competition	Merit Prize
	CYC Movie Appreciation and Essay Writing Competition	Merit Prize
	22 nd Hong Kong Joint School Electronics and Computer Exhibition	Most Popular Booth Award Finalist Award
	「子親暖暖心意」徵文、詩、短訊比賽 中學短訊組	Merit Prize
	Healthy Sleep Slogan Competition by the Department of Psychiatry, Chinese University of Hong	Champion Merit Prize: 7
	2012 Drainage Services Department Secondary Schools Slogan Contest	2 nd Runner-up

Debate	11 th 'Basic Law' Multi-Dimensional Inter-school Debating Competition	Grand Final: 2 nd Prize The Best Debater in Semi-Final
	New Territories District Section, 11 th Basic Law Inter-school Debating Competition	Champion The Best Debater in 1 st Preliminary 2 nd Preliminary Semi-final Section-final Grand-final
	2011 Inter-school Debate Invitational Competition	Champion The Best Debater in 1 st Preliminary 3 rd Preliminary Grand-final
	The 27 th Sing Tao Inter-school Debating Competition	Champion, The Best Debater and The Best Interrogative Debater in Chinese Section 1 st Preliminary; Chinese Section 2 nd Preliminary Chinese Section 3 rd Preliminary Chinese Section 4 th Preliminary Chinese Section Quarter-final The Best Debater in Chinese Section Semi-final Chinese Section Grand Final
	第五屆鳴辯盃中學生辯論賽	3 rd Runner-up The Best Debater in 1 st Preliminary 2 nd Preliminary Quarter-final Semi-final
	Hong Kong Inter-school Debating Challenge 2011	The Best Debater in 1 st Round
Reading	Best Ten Books Selection Book Review Competition (Senior Group)	Merit Prize
	Best Ten Books Selection After-thought Writing Competition	Recommendation Prize
	Popular Reading Award Scheme	Purple Badge: 9

Speech Contest	8 th Impromptu Speaking Contest Cantonese Senior Group	1 st Runner-up: 1 2 nd Runner-up: 2 Certificate of Merit: 2
	The 3 rd Hua Xia Cup Guangdong-HongKong-Macau Speech Competition Solo Chinese Prose-Speaking (Senior Secondary School)	2 nd Prize 3 rd Prize
	63 rd Hong Kong Schools Speech Festival a. English Section	1 st Prize: 4 2 nd Prize: 3 3 rd Prize: 1 Merit: 15
	b. Cantonese Section	1 st Prize: 1 3 rd Prize: 13 Merit: 6
	c. Putonghua Section	3 rd Prize: 1 Merit: 4
	網上青年協會主播青年主播選拔賽	最佳女主播
Art	Tsuen Wan Fun Fair Stall Games Design Competition	2 nd Runner-up
	'Banner Pen' Cover Design Competition	Champion 1 st Runner-up Merit Prize: 2
	'Supporting Old Shops' Nostalgic Image Design Competition cum Catwalk Show in Mong Kong Streets	2 nd Runner-up The Most Popular Award
	'Supporting Old Shops' Shavings Oilpaper Design Competition	Merit Prize
	CYC Living in Harmony Drawing Competition - Junior Division - Senior Division	Merit Prize: 1 Merit Prize: 1
	陽光活動 2011 酒後駕駛繪畫比賽	優異獎

Drama	Hong Kong Schools Drama Festival	Award for Commendable Overall Performance Award for Outstanding Script Award for Outstanding Actress: 2
	陽光活動 2011 酒後駕駛繪畫比賽	優異獎
Music / Talents	2011 China Youth Talent Contest Senior Secondary School Group	Champion
	第二十三屆閱讀嘉年華民歌歌唱比賽 (小組)	優異獎
	64 th Hong Kong Schools Music Festival	
	a. Instrument Classes Descant Recorder Solo Guitar Solo Marimba Solo Piano Solo Pipe Solo Zheng Solo Zhongruan Solo Piano Duet Recorder Duet b. Female Voice Solo Female Voice Duet c. 2 nd Division Intermediate Singing in Foreign Language	Certificate of Merit: 5 Certificate of Merit: 1 Certificate of Merit: 1 2 nd Prize: 2 3 rd Prize: 1 Certificate of Merit: 11 Certificate of Merit: 1 1 st Prize: 1 Certificate of Merit: 4 Certificate of Merit: 1 Certificate of Merit: 2 Certificate of Merit: 2 Certificate of Merit: 1 3 rd Prize
Sports	A.S. Watson Group Hong Kong Student Sports Awards	1
	Most Valuable player of the Inter-School Basketball Competition 2011/12 (Girls B Grade), HK Schools Sports Federation (Kwai Tsing District)	1
	Most Valuable player of the Inter-School Table Tennis Competition 2010/11 (Girls Grade C), HK Schools Sports Federation (Kwai Tsing District)	1

	Inter-school Athletics Meet (Kwai Tsing District)	Champion: 1 1 st Runner-up: 1 2 nd Runner-up: 1
	Inter-school Basketball Competition (Kwai Tsing District) Grade A Grade B Grade C Girls Overall	3 rd Runner-up Champion 1 st Runner-up Champion
	Inter-school Handball Competition (Kwai Tsing District) Grade C	2 nd Runner-up
	Inter-school Table-tennis Competition (Kwai Tsing District) Grade C	Champion
	Inter-school Volleyball Competition (Kwai Tsing District) Grade A Grade C	1 st Runner-up 2 nd Runner-up
	Inter-school Touch Rugby Championship (Winter) Grade A Grade B	3 rd Runner-up 3 rd Runner-up
	Inter-school Swimming Competition (Kwai Tsing District) Grade C Girls Overall (Grade C)	Champion: 2 1 st Runner-up: 1 2 nd Runner-up
	District Handball Training Scheme Inter-District Handball Competition	Girls Plate 2 nd Runner-up
Others	ThinkSeries Leadership Programme	Outstanding Service Award: 2
	少年警訊最佳學校支會	---
	少年警訊校支會（葵青區）獎勵計劃	亞軍
	The Kwai Tsing District Best JPC Club Award (Secondary School), Hongkong Bank Foundation Junior Police Call (JPC) Awards Scheme	1 st Prize

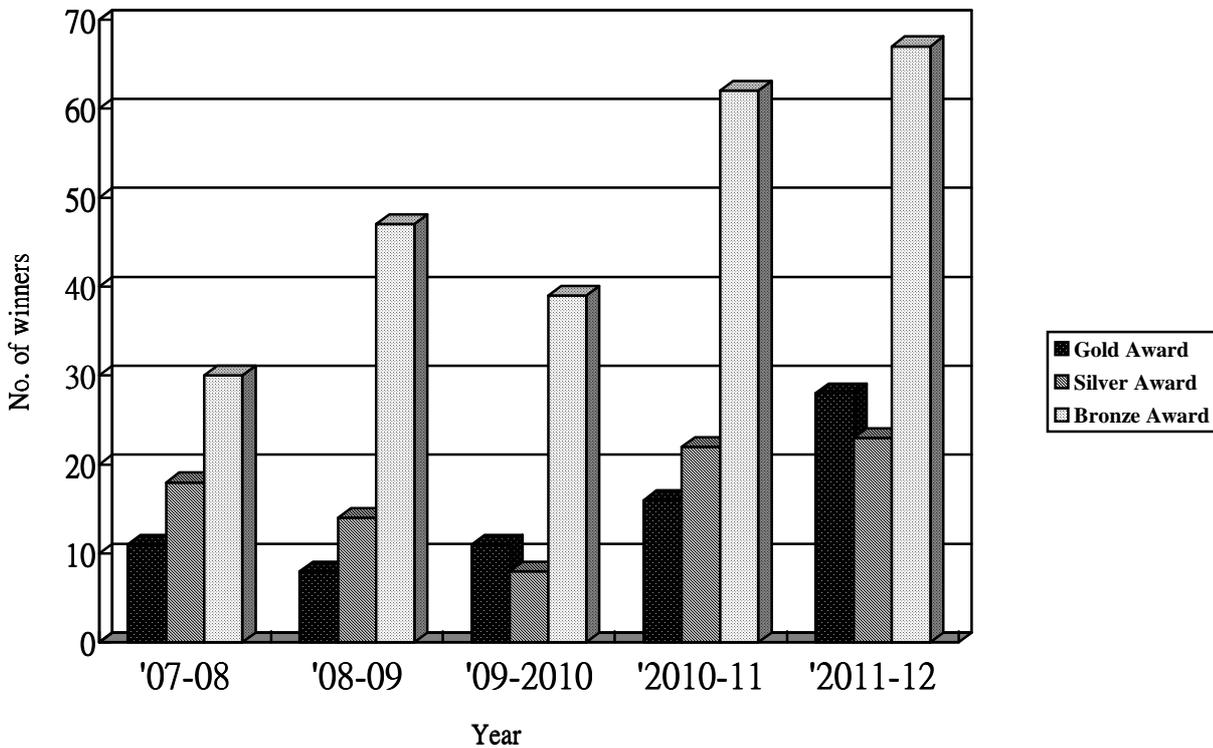
	The Best JPC School Club Award (Secondary School), Hongkong Bank Foundation Junior Police Call (JPC) Awards Scheme	Grand Finalist List with Merit Prize
	The Best Kwai Tsing District Junior Police Call (JPC) Members Award	1
	Social Service Project Competition (Kwai Tsing District)	Winning Team
	Ronald McDonald House Charities Raffle Sales 2012 Outstanding Volunteer Teams	2 nd Runner-up
	青年協會傑出明日領袖獎	1
	The Youth Attainment Badge of the Hong Kong Red Cross	1
	Outstanding Girl Guide Award	Outstanding Girl Guide (Unit Level): 1

4. 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.6
Bronze Award	50 hours
Silver Award	120 hours
Gold Award	200 hours

The number of winners is as follows:



IX. Financial Summary

	Balance B/F surplus / (deficit)	Income	Expenditure	surplus / (deficit) for the year	Bal c/f
I. <u>Government Funds</u>					
(1) Operating Expenses Block Grant (OEBG)					
<i>General Domain</i>	4,107,908.90				
Administration Grant		3,395,994.00	3,102,423.68	293,570.32	
Administration Grant - Additional CA		157,044.00	207,405.00	(50,361.00)	
School & Class Grant		778,061.92	685,243.38	92,818.54	
Consolidated Subject Grant		185,987.14	121,556.20	64,430.94	
Air-conditioning Grant for Prep. Rm of Lab.		12,621.00	12,621.00	0.00	
Training & Development Grant		7,287.00	3,650.00	3,637.00	
Enhancement Grant		7,072.00	0.00	7,072.00	
Supplementary Grant		176,366.00	149,589.75	26,776.25	
Lift Maintenance		79,680.00	82,621.00	(2,941.00)	
Composite IT Grant		416,889.87	411,180.39	5,709.48	
	<u>4,107,908.90</u>	<u>5,217,002.93</u>	<u>4,776,290.40</u>	<u>440,712.53</u>	<u>4,548,621.43</u>
					Top-up the deficit on DLG for Applied Learning Courses (3,800.00)
					Set aside for SP/LSP (38,649.23)
					<u>4,506,172.20</u>
<i>Special Domain</i>					
Whole-Sch. Appro. Prog. Fund	5,307.23	7,639.00	7,599.80	39.20	5,346.43
Capacity Enhancement Grant	41,101.40	498,185.00	488,993.21	9,191.79	50,293.19
	<u>46,408.63</u>	<u>505,824.00</u>	<u>496,593.01</u>	<u>9,230.99</u>	<u>55,639.62</u>
Total surplus for the school year					449,943.52
Accumulated surplus as at the end of school year					4,561,811.82

(2) Grants Outside OEBG	Balance B/F	Income	Expenditure	Surplus / (deficit) c/f
Salaries Grant - Teaching Staff	0.00	34,261,319.20	34,261,319.20	0.00
Salaries Grant - Lab. Technician	0.00	682,665.00	682,665.00	0.00
Substitute Teacher Grant	102,109.33	41,619.64	19,991.00	123,737.97
Home-Sch. Cooperat. Grant	68.00	14,418.00	9,418.00	5,068.00 *
Fractional Post Cash Grant	33,072.38	93,178.50	0.00	126,250.88
Diversity Learning Grant (First Cohort for Other Programmes)	48,950.00	0.00	48,950.00	0.00
Enhanced Senior Sec. Curriculum Support Grant	1,044,364.70	1,011,555.00	2,061,532.50	(5,612.80)
Diversity Learning Grant (Second Cohort for Other Programmes)	23,015.20	0.00	23,015.20	0.00
Composite F & E Grant	1,166,773.44	506,528.00	729,311.70	943,989.74
Teacher Professional Preparation Grant	0.00	0.00	0.00	0.00
NSSC Migration Grant	131,087.00	0.00	116,725.00	14,362.00 *
After-school Learning & Support Prog.	116,785.50	181,600.00	179,713.70	118,671.80
Liberal Studies Curriculum Support Grant	320,000.00	0.00	134,946.00	185,054.00
One-off Grant for Procurement of e-Learning Resources	34,570.00	0.00	8,450.00	26,120.00
Extra Senior Secondary Curriculum Support Grant	0.00	250,000.00	0.00	250,000.00
Diversity Learning Grant (Third Cohort for Other Programmes)	0.00	176,965.20	15,750.00	161,215.20
DLG for Applied Learning Courses (2011-2012 Cohort)	0.00	8,250.00	12,050.00	(3,800.00) #
One-off Cash Grant for Schools to Set up (IMCs)	0.00	350,000.00	217,000.00	133,000.00
	<u>3,020,795.55</u>	<u>37,578,098.54</u>	<u>38,520,837.30</u>	<u>2,078,056.79</u>

* Amount will be clawed back

Deficit top-up by surplus fund of OEBG

	<u>Balance B/F</u>	<u>Income</u>	<u>Expenditure</u>	Surplus / (deficit) for the year
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II. School Funds

<i>Subscription B/fwd</i>	3,062,694.69			
(1) Tong Fai		163,270.00		
(2) Profit on Sale of exercise books		(1,466.03)		
(3) Hire Charges		4,962.00		
(4) Tuck-shop Rental		168,000.00		
(5) Donations		15,681.00		
(6) Others Income (e.g. fines, charges of photocopying, bank interest etc.)		93,478.09		
(7) Others Expenditure (Lift maintenance, electricity etc.)			352,882.93	
	3,062,694.69	443,925.06	352,882.93	91,042.13

Surplus(Deficit) c/f (A) 3,153,736.82
Closing Stock of Exercise Book 78,203.17

Approved Collection for Specific Purposes

Air-conditioning B/fwd	938,319.08	248,371.75		
Printing charges B/fwd	471,828.27	86,250.00		
(1) Electricity charges / Repair & Maintenance / Installation			321,232.80	
(2) Printing charges			66,950.11	
	1,410,147.35	334,621.75	388,182.91	(53,561.16)

Surplus(Deficit) c/f (B) 1,356,586.19

Total surplus for the school year 37,480.97
Accumulated surplus as at the end of school year (A) + (B) 4,510,323.01

Plan of Activities Approved (2011-2012)

Date	Activity	Organizer	
Sept. – Nov.	十大新聞選舉暨徵文比賽	中國語文及文化科 公民教育組	
Sept.– May (after sch. on selected Mondays)	Mathematics Olympiad Classes (S1-S4)	Maths. Dept.	
Sept. – May	‘Eyes on the Community’ Social Service Scheme (S3)	Civic Ed. Com., ECA Section, RME Dept.	
Sept. – June	Cross Curricular Reading Portfolio	Reading Promotion Com.	
	Study skill activities for S1 and S2 (after school : S1: mainly on Mon. & Fri.) (after school: S2: mainly on Mon.)	Academic Com.	
	Board Display Competition with assigned themes (S1-S3)	RME Dept.	
Sept.	2/9 (Fri. – D2) (2:30 -4:30)	Social Service Program: briefing (S3)	ECA Section
	28/9 (Wed.-D6) (2:30-4:00)	S2 workshop on “friend & love@net”	Counselling Team and RME Dept.
Oct.	3/10 (Mon. – D3) (after sch.)	S1 Study Teams (Independent learning) S2 Study Teams (Independent learning)	Academic Com.
	3/10 (Mon. – D3) (4:15-5:15)	Statistics Talk (S6-S7 students who are taking M1 or Maths. & Stat.)	Maths. Dept.
	3/10 (Mon. – D3) (4:30-6:30)	渣打藝趣嘉年華 (S4 VA students)	Visual Art Dept.
	7/10-8/10 (Fri. – Sat.)	Prefects’ training camp	Discipline Committee
	10/10 (Mon. – D6) (after sch.)	S1 Study Teams (Independent learning)	Academic Com.
		S2 Study Teams (Independent learning)	Academic Com.
	10/10 (Mon. – D6) (4:30-6:30)	渣打藝趣嘉年華 (S4 VA students)	Visual Art Dept.
	11/10 (Tue. – D1) (4:10-5:40)	中一「高效能閱讀策略工作坊」(三)	Academic Com.
	11/10 (Tue. – D1) (4:10-5:10)	Talk related to Animal Caring by SPCA (S2-S7)	Biology Dept.
	14/10 (Fri. –D4)(6 th -7 th period)	Career Talk for Higher Form (S6-S7)	Careers Section & Alumnae Association
	14/10 (Fri. –D4)(after school)	PBL Teacher-advisor meeting	PBL Committee
	15/10 (Sat.) (8:00-5:00)	JA Success Skills (S4-S5)	Careers Section
	17/10-18/10 (Mon.-Tue)	中文書展	中國語文科及圖書館
	17/10 (Mon. – D5) (after sch.)	S1 Study Teams (Independent learning)	Academic Com.
		S2 Study Teams (Independent learning)	Academic Com.
	18/10 (Tue. – D6) (summer time)	Collaborative Teaching	Academic Com.
	18/10 (Tue.-D6) (2:30-4:00)	S2 workshop on “friend & love@net”	Counselling Team and RME Dept.
	18/10 (Tue. – D6) (2:30-6:30)	渣打藝趣嘉年華 (S4 VA students)	Visual Art Dept.
	21/10 (Fri.)	School Picnic (S2-S6)	---
	21/10 – 22/10 (Fri. – Sat.)	Life Education Camp (S1)	Counselling Team DC com., & RME Dept.
	22/10 (Sat.) (11:30-12:30)	Visit to SPCA (S4-S7)	Biology Dept.
	24/10 (Mon.) (4:10-5:30)	Annual General Meeting	SA
	25/10 (Tue. – D4) (after sch.)	Briefing on JUPAS Web Application (S6)	Careers Section
	25/10 (Tue. – D4) (after sch.)	Sports Day Rehearsal	PE Dept.
	26/10 (Wed. – D5) (1 st period)	中國教育現況講座 (S4-S7)	國民教育組
	26-27/10 (Wed. – Thur.) after school	63 rd HK Schools Speech Festival Rehearsal	English Dept.
	28/10 (Fri. – D1) (after sch.)	Sports Day Rehearsal	PE Dept.
	29/10 (Sat.) (3:00-5:30pm)	第十二屆周年會員大會暨家長會	PTA & Counselling Team
31/10 (Mon. – D2) (after sch.)	S6 and S7 Photo-taking (to be confirmed)	Graduation Com.	
	S1 Study Teams (Independent learning)	Academic Com.	
	S2 Study Teams (Independent learning)	Academic Com.	

	Date	Activity	Organizer
Nov.	1/11 and 3/11	Sports Day	PE Dept.
	4/11 (Fri.) 9:30-11:30	Stress Management Workshop (S5)	Counselling Team
	7/11(Mon. – D4) (4:10-5:00)	Leadership Training workshop for Club Chairpersons	ECA Section
	7/11 (Mon. – D4) (after sch.)	S1 Study Teams (Independent learning)	Academic Com.
		S2 Study Teams (Independent learning)	
	8/11 (Tue. – D5) (summer time)	(a) PBL – Student Information Session (S2)	PBL Committee
		(b) S4 Musical Workshops - Lighting & Audio - Stage Design - Pros Design - Costumes & Makeup - Singing & Lyrics Writing	Home Econ. Dept.; IT Committee; Music Dept., Visual Arts. Dept.
		(c) S1 workshop on homosexuality	Counselling Team and RME Dept.
	11/11 (Fri.)	Design Christmas cards for patients of hospitals	HK Catholic Nurses guild
	11/11 (Fri.) (7 th period – 4:10)	ICAC Drama (S3)	RME Dept.
	12/11 (Sat.) (2:30-4:30)	學校簡介會	學校宣傳組
	14/11 (Mon.– D3) (2:30-4:00)	S1 workshop on homosexuality	Counselling Team and RME Dept.
	14/11 (Mon. – D3) (after workshop)	S1 Study Teams (Independent learning)	Academic Com.
	14/11 (Mon. – D3) (after sch.)	S2 Study Teams (Independent learning)	Academic Com.
	14/11 (Mon.-D3) (4:10pm starts)	2E & 3A Subject Teachers Meeting	---
	15/11 (Tue. –D4) (1 st period – 9:05)	「齊享健康資訊」教育短劇 (S1-2)	Discipline Com.
	15/11-25/11 (4:00-5:30)	“CTA Support You” study groups for S1 (Phase 1)	Counselling Team
	18/11 (Fri. – D1) (7:00-9:00)	2012 Study Tour & Parents’ Nights	English Dept.
	21/11 (Mon. – D2) (after sch.)	S2 Study Teams (Independent learning)	Academic Com.
		Talk on Finance Management (S4)	LS & Econ. Dept.
	24/11 (Thur. – D5) (1 st -2 nd period)	Round table discussion on global issues (S4-S5)	Chinese Dept. & Civic Ed. Com.
	25/11 (Fri. – D6) (after sch.)	S7 Inter-school Oral Practice	English Dept.
	26/11 (Sat.) (9:00-5:00)	IES Presentation (S6)	LS Dept.
28/11 (Mon. – D1) (after sch.)	S2 Study Teams (Independent learning)	Academic Com.	
	S6 Inter-school Oral Practice	English Dept.	
28/11-2/12	Anti-drug Week	Discipline Com. & RME	
Whole period	• Exhibition • Game Stall		
30/11 (Wed. – D3)	學校戲劇巡迴演出《無毒有偶》 - 中英劇團		
Late Nov. or Early Dec. (Sat.) (10:00-12:00)	a) 8:20-9:20	a) S2	
	b) 11:10-12:10	b) S1	
Late Nov. or Early Dec. (Sat.) (10:00-12:00)	葵青家長聯會之「中學巡禮」		學校宣傳組
Dec.	2/12 (Fri – D5) (4:00-6:00)	聯校中文口語溝通練習	中國語文科
	3/12 (Sat.) (10:00-1:00)	S7 Visit to Central Heritage Trail	History Dept.
	17/12 (Sat.) (1:00-3:00)	CTA Mid-year evaluation	Counselling Team
	17/12 (Sun.)	Christmas carol singing	HK Catholic Nurses Guild
	22, 23/12 or 29,30,31/12	CTA Training Camp	Counselling Team
	Late December	S5 Visit to Central Heritage Trail	Hist. & Chin. Hist. Dept.
		S5 Field Study	Geography Dept.

	Date	Activity	Organizer
Jan	6/1 (Fri. – D2) (4:10-6:00)	中文書法比賽	中國語文科及 PTA
	7/1 (Sat.)(9:00-5:00)	家校同心齊送暖	PTA
	9/1 (Mon. – D3) (summer time)	(a) PBL – 1 st Student-Adviser Meeting	PBL Committee
		(b) S4 Musical Workshops - Lighting & Audio - Stage Design - Pros Design - Costumes & Makeup - Singing & Lyrics Writing	Home Econ. Dept.; IT Committee; Music Dept., Visual Arts. Dept.
	10/1 (Tue. – D4) (7 th period – 4:00)	Talk on Choice of Subjects for SS1 (S3)	Careers Section
	13/1 (Fri. – D1) (1 st period)	Prize-giving Ceremony	ECA
	14/1 (Sat.) (2:00-4:00)	Talk on Choice of Subjects for SS1 (S3) – Parent Session	Careers Section
	13/1-17/1 (Fri.-Tue.) (D1-D3) (6 th – 7 th periods)	<u>English Festival</u> 13/1 (D4) – S1 16/1 (D2) – S2 17/1 (D3) – S3	English Department
		16/1-19/1 <u>Life Education Week</u> Stall game and Board Display	Counselling Team & RME
	17/1 (Tue. – D2) (4:15-5:15)	Quiz Competition (S1)	Social Worker
	19/1 (Thur. – D5)(1 st -2 nd periods)	時事常識問答比賽(S1-S3)	Civic Ed. Com.
	19/1 (Thur. – D5) (last lesson suspended)	Farewell Mass for S6-7 Students	Catholic Society
	20/1 (Fri.) (9:00-5:00)	Field Trip for S5 Biology and CS (Bio.) group	Biology Dept.
	Jan.(to be confirmed)	Talk: by the police liaison officer (S3-S6)	Discipline Com.
Jan. (to be confirmed) (1:00-3:30)	Visit to Legislative Council	Civic Ed. Com.	
Feb.	3/2 (Mon. – D2) (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. Dept.; IT Committee; Music Dept., Visual Arts. Dept.
	24/2 or 2/3 (Fri.) (7:00-9:00)	家長講座	家長教師會及輔導組
	27/2 (Mon.-D5) (7 th period – 4:10pm)	Civic Education Talk: 1911 Revolution	Civic Ed. Com.
Mar.	6/3 (Tue.-D5) (7 th period – 5:00)	團體悔罪禮儀	天主教同學會
	16/3 (Fri. – D1) (summer time)	(a) PBL – 3 rd Student-Adviser Meeting (S2)	PBL Committee
		(b) S4 Musical Workshops - Stage Design - Pros Design - Costumes & Makeup - Singing & Lyrics Writing	Home Econ. Dept.; Music Dept., Visual Arts. Dept.
	19/3 (Mon. – D1)	- S4 Musical Workshops Lighting & Audio	IT Committee
Apr.	2/4 (Mon. – D6) (4:15-5:15)	Clean the Campus	Discipline Committee
	2/4 (Mon. – D6) (after sch.)	Briefing on Activity Day (S4)	Liberal Studies Dept.
	10/4-14/4 (Tue. – Sat.)	青海互助縣青少年國內義工服務團	ECA Section
	12/4 (Thursday)	智慧鯨訓練班	ECA Section
Apr. (con't)	16/4 (Mon. – D1) (after sch.)	Preparation for HKDSE Mock JUPAS (S5)	Careers Section
	20/4 (Fri.) Activity Day	Whole Day S4: Visit (venue: Tai Po) <u>AM:</u> S1-S3 & S5: Reading Day (AM – 11:30) <u>PM:</u> S1: Visit – Kadoorie Farm (12:30) S2: Visit: 香港歷史博物館 (12:15) S3: Visit – 香港海防博物館 (12:45) S5: Visit (藝術博物館) (12:30)	(a) <u>Reading Day:</u> Reading Promotion Committee (b) <u>Visits (S1):</u> IS Dept. . (c) <u>Visit (S2):</u> Chi. Hist. Dept. (d) <u>Visits (S3):</u> Chi. Hist. Dept. & Hist. Dept. (e) <u>Visit (S4):</u> LS Dept. (f) <u>Visit (S5)</u> Music Dept. & VA Dept.
		(a) PBL – 4 th Student-Adviser Meeting (S2)	PBL Committee
	23/4 (Mon. – D5) (summer time)	(b) S4 Musical Workshops - Stage Design - Pros Design - Costumes & Makeup - Singing & Lyrics Writing	Home Econ. Dept.; Music Dept., Visual Arts. Dept.
27/4 (Fri. – D3)	- S4 Musical Workshops - Lighting & Audio	IT Committee	

	Date	Activity	Organizer
May	30/4 – 4/5	Mathematics Week	Maths. Dept. & Maths. Club
	2/5-9/5	S3 NSS Choice of Subjects Sharing Sessions	Careers Section
	4/5 (Fri.- D1) (after sch.)	Big Sister Gathering	Counselling Team
	5/5 (Sat. Morning)	S5 Visit to Central Heritage Trail	Hist. & Chin. Hist. Dept.
	7/5 (Mon. – D2) (4:15-5:30)	Inter-school oral practice (S4)	English Dept.
	7/5-18/5	“CTA Support You” study groups for S1 (Phase 2)	Counselling Team
	10/5– 11/5 (Thur. – Fri.) (D5-D6)	English Book Exhibition	Library
	11/5 (Fri. – D6) (after sch.)	Economics Inter-class Video Competition (S5)	Econ. Dept.
	14/5 (Mon. – D1) (1:55-3:55)	Interactive Drama School Tour (S1-S5)	English Dept.
	18/5 (Fri. – D5)	Inter-school oral practice (S5)	English Dept.
	25/5 (Fri. – D4)	Speech Day	---
	28/5 (Mon. – D5) (after school)	(a) PBL – Presentation Session (S2)	PBL Committee
(b) S4 Musical Workshops - Lighting & Audio - Stage Design - Pros Design - Costumes & Makeup - Singing & Lyrics Writing		Home Econ. Dept.; IT Committee; Music Dept., Visual Arts. Dept.	
June	22/6 (Fri.) (7:00-9:00)	2012 Study Tour & Parents’ Nights	English Dept.
	26/6-27/6	澳門朝聖	天主教同學會
	27/6 (8:30-4:00)	Visit to the Ocean Park	家庭學習協會
	27/6 (1:00-5:45)	參觀騎術學校及策騎小馬	ECA
	27/6 – 30/6 (Wed. – Sat.)	福建考察團	Civic Ed. Com. & ECA
	28/6 (9:00-4:30)	環保科學認知團 (上午: 參觀機電工程署教育徑) (下午: 參觀屯門環保園)	家庭學習協會
	Late June	Writing workshop on self-account in Student Learning Profile (S5)	Careers Section
July	6/7 & 9/7 (Fri. & Mon.) (Post-exam. Activities)	Post-exam. Activities:	ECA Section and SA
		1. Musical Competition	Visual Arts Dept., Music Dept., Eng. Dept. Home Econ. Dept.
		2. Best Project Competition	PBL Committee
	10/7	S4 Field Trip	Geography Dept.
	12/7	Preparation for HKDSE Release of Results	Careers Section
	13/7	Prize Giving Ceremony	ECA
	Mid-July	New S1 Briefing Session (I) – Evening session	Counselling Team
Aug	Mid-Aug.	New S1 Briefing Session (II) – Morning session	Counselling Team
		S1 Adaptation to New School Life	Counselling Team
	To be confirmed	S4 Orientation Program	Careers Section, Academic Com. & Counselling Team

School-based After-school Learning and Support Programmes 2011/12
School-based Grant - Programme Report

Project Coordinator: Mrs. Alice Au

Information on Activities under the Programme

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)
S.1 Summer Enhancement Course''	14	98 %	25/7/2011 to 29/7/2011 & 8/8/2011 to 12/8/2011	\$5,250	Tutor's feedback	Tutor: Ms. Wong Chi Ming	Participants found the program useful in strengthening their English foundation and they became more confident in learning English.
S.4 Study Skills Workshops: Critical Thinking Skills	58	100 %	20/8/2011, 24/8/2011, 2/9/2011, 5/9/2011	\$45,240	- Advisor's observation - Questionnaire	Edvenue Limited	90% of the participants found the workshops useful in enhancing their capabilities in critical thinking.

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)
Counselling Team Assistants Training Course	11	90 %	10/9/2011, 7/10/2011, 8/10/2011, 12/11/2011, 22/12/2011	\$1,100	<ul style="list-style-type: none"> - Advisor's observation - Questionnaire 	YMCA (Tsuen Wan) Branch	97% of the participants found the training helpful in enhancing their counseling, communication skills and nurturing love and insights of life among participants.
S.1 Study Skills Workshops: Reading Strategies	46	100 %	24/9/2011, 30/9/2011, 11/10/2011	\$31,740	<ul style="list-style-type: none"> - Advisor's observation - Questionnaire 	Edvenue Limited	95% of the participants found the workshops useful in enhancing their capabilities in reading and they became more confident in learning.

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)
Love and Service Band	23	90 %	October 2011 to August 2012	\$27,937.5	Instructor's assessment	Qin Music Company	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.
Zheng Class	2	95%	October 2011 to August 2012	\$1,760	Instructor's assessment	Green Hill Anglo-Chinese Arts Performance Troupe	Students were interested in playing the instrument and were capable to play the instruments individually. They could perform in public confidently.

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)
S.1 Adventure-based Camp	47	100 %	21-22 October 2011	\$17,916.2	<ul style="list-style-type: none"> - Advisor's observation - Questionnaire 	<p>Jockey Club Cheung Chau Don Bosco Youth Centre</p>	<p>95 % of the participants found the camp boosted their confidence, strengthened their problem solving and interpersonal skills and promoting mutual support among participants.</p>
<p>Personal Growth Group: Hip Hop G (Breaking Girls)</p>	5	95 %	October 2011 to August 2012	\$3,500	<ul style="list-style-type: none"> - Advisor's observation - Questionnaire 	<p>YMCA (Tsuen Wan) Branch</p>	<p>97.4 % of the participants found the course boosted their confidence, problem solving and interpersonal skills. Through voluntary services, they were more concerned about the society and those in need.</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)
S.1 Mathematics Olympiad Course	7	76 %	15/11/2011, 22/11/2011, 29/11/2011 3/1/2012, 10/1/2012, 7/2/2012, 14/2/2012, 21/2/2012, 28/2/2012, 13/3/2012, 27/3/2012, 17/4/2012 (12 lessons)	\$2,520	- Questionnaires	Profound Education	<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)
S.2-3 Mathematics Olympiad Course	3	84 %	15/11/2011, 22/11/2011, 29/11/2011, 20/12/2011 3/1/2012, 10/1/2012, 17/1/2012, 7/2/2012, 14/2/2012, 21/2/2012, 28/2/2012, 13/3/2012, 17/4/2012, 24/4/2012, 8/5/2012 (15 lessons)	\$1,200	- Questionnaires	MathsLab Education Centre	All the students agreed that their expectation in joining the course had been met. Students found that the course was interesting and they learnt some problem solving skills. They were more confident in attending various Mathematics Competitions or assessments.

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)
S.6 Mathematics Enhancement Course	13	78 %	<p>Group 1 (Fridays): 14/10/2011, 28/10/2011, 11/11/2011, 25/11/2011, 2/12/2011, 9/12/2011 6/1/2012, 10/1/2012, 3/2/2012</p> <p>Group 2 (Saturdays): 15/10/2011, 29/10/2011, 12/11/2011, 3/12/2011, 10/12/2011, 17/12/2011 7/1/2012, 14/1/2012, 4/2/2012</p>	\$3,510	- Questionnaires	Profound Education	<p>Performance of the 13 students in the HKDSE Examination 2012: 3 get Level 4 or above</p> <p>Most of the students concerned agreed that their expectation in joining the course had been met and the skills learnt in the class were useful.</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)
Cyberteen Adventure-based Camp	10	100%	30-31 December 2011	\$3,900	<ul style="list-style-type: none"> - Advisor's observation - Questionnaire 	Jockey Club Cheung Chau Don Bosco Youth Centre	Most students found the training camp effective in building up their self-confidence, enhancing their problem-solving skills and promoting team cooperation.
傑出學生四川考察交流	1	100%	10-14 April 2012	\$2,640	Student' feedback	荃葵青區 中學校長會	Student reflected that the study tour helped her widen her other learning experiences and further enhance her self-confidence and social skills.

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)
S.1 Enhancement Course	20	95%	25/4/2012 to 1/6/2012	\$14,400	Students' feedback Tutors' feedback	Miss Winnie Tong Miss Olivia Lai Miss Sherry Lo Miss Zoe Wong Miss Vivian Wong Miss Jennifer Fung	Participants found the course helpful in alleviating their difficulties in academic subjects and they got well prepared for Final Exam. It was said that participants' learning attitudes were good.
福建考察	1	100%	27-30 June 2012	\$3,000	Student' feedback	匯盈通識教育中心	The student reflected that the study tour helped her enrich her other learning experiences and further enhance her self-confidence, problem-solving and communication skills.

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)
Summer Tutorial Class for S1 & S.2	10	95%	16-20 July 2012 and 20-24 August 2012	\$9,600	Tutor's feedback	Miss Lily Ng Miss Amy Chu Miss Ida Lui Miss Winnie Tong	Participants found the program helpful in enhancing their study skills and self-management skills and they became more confident in learning.
Interview Preparation Workshops	9	100%	27/8/2012 & 29/8/2012	\$4,500	Students' feedback	Edvenue Limited	Participants found the workshops helpful in enhancing their self- confidence, communication skills and interviewing skills.
Total Expenses				\$179,713.7			

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.

Evaluation on Use of Capacity Enhancement Grant in the 2011-2012 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.2 & S.3 (after school) to enhance students' speaking skills - assist teachers in organizing and implementing learning and teaching activities - conduct summer courses for S.3 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 in the 1st term and S.2 students in the 2nd term. The discussion sessions provided opportunities for the students to practise speaking skills with the guidance of and oral feedback from the TA. The TA also reported to the teachers concerned the performance of their students for follow-up support. Overall, the speaking skills sessions proved beneficial to the junior forms students. 	<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
Curriculum development and coping with diverse learning needs of students	To provide assistance to teachers and give remedial support to the weaker students	To employ a full-time Teaching Assistant (TA) to <ul style="list-style-type: none"> - assist teachers in preparing teaching materials - assist teachers in organizing and conducting English-learning activities - help English teachers with clerical work to reduce their workload - conduct remedial classes during summer holidays 	<ul style="list-style-type: none"> - Teachers can be relieved of some of their work load 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 in learning English 	<ul style="list-style-type: none"> - Teachers' workload is relieved and most of the English teachers find the teaching assistant helpful. - The learning needs of the weaker students are taken care of. 	<ul style="list-style-type: none"> - The feedback of the teachers about the performance of the teaching assistant was very positive. They found him very responsible and helpful. The clerical work of the English teachers was relieved a lot. - The remedial support given to the weaker students by the TA was effective. 	<ul style="list-style-type: none"> - An English teaching assistant will be needed in the next school year to ease the workload of the English teachers.

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 - support the junior teachers in handling the problems of teaching “Algebra” through the meetings with Ms Tai from the School-based Curriculum Development Support Services - conduct enhancement lessons for 1 group of S.4 students - supervise the weaker students to finish their homework assignments - help students solve their problems in learning Mathematics after lessons 	<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 the 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.4. It was found that he had 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 2011-12 (Kwai Tsing District). Basket Ball – Girls Overall Champion Handball (Grade C) – 2nd Runner- Up Volleyball (Grade A) – 1st Runner- Up The Rugby Team got the 3rd Runner-Up (Grade A & Grade B) in the Inter-schools Touch Rugby Championship (Winter) 2011-12 	<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 2011-2012 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.

Refined English Enhancement Scheme
Progress Report for the Period from September 2011 to August 2012

Implementation of the funded measures

Measures	(I) Extent of completing the measures [Please rate from 1 to 3] <i>(refer to Note (i) below, and put the figure in the brackets)</i>	(II) Extent of attaining the output target(s) pledged in the approved proposal [Please rate from 1 to 4] <i>(refer to Note (ii) below, and put the figure in the brackets)</i>	(III) When any of the ratings awarded to (I) or (II) is below “3”, please explain briefly why so.
School-based curriculum development:		(3)	
(a) Employing a teaching assistant to support the Science Panel to conduct school-based curriculum development to promote language-across-the-curriculum (LAC) and develop related teaching resources for S1-S4 students	(3)		

*The relevant evidence or documents, e.g. samples of students' work, schemes of work, teaching/ learning packages, etc. should be kept for inspection and review purposes.

Note (i) 3 = Measure completed

2 = Measure partially completed

1 = Measure not yet started

Note (ii) 4 = Objective/s fully met

3 = Objective/s satisfactorily met

2 = Objective/s marginally met

1 = Objective/s not met

Measures	(I) Extent of completing the measures [Please rate from 1 to 3] <i>(refer to Note (i) below, and put the figure in the brackets)</i>	(II) Extent of attaining the output target(s) pledged in the approved proposal [Please rate from 1 to 4] <i>(refer to Note (ii) below, and put the figure in the brackets)</i>	(III) When any of the ratings awarded to (I) or (II) is below “3”, please explain briefly why so.
Enriching English language environment:		(3)	
(b)Hiring a native English-speaking teaching assistant to assist English teachers in conducting a variety of English learning activities/programmes for students and developing related learning materials	(3)		
(c)Organising an interactive drama performance by a professional group for S1-S5 students to promote interest in learning English through drama	(3)		

*The relevant evidence or documents, e.g. samples of students’ work, schemes of work, teaching/ learning packages, etc. should be kept for inspection and review purposes.

Note (i): 3 = Measures completed

2 = measures partially completed

1 = Measures not yet started

Note (ii): 4 = Objective/s fully met

3 = Objective/s satisfactorily met

2 = Objective/s marginally met

1 = Objective/s not met

Experience/s gained from the implementation

School-based curriculum development:

Science subject teachers understand the important relationship between Integrated Science, Biology and English language. A lot of students enjoyed learning vocabulary through using different sets of worksheets e.g. filling in word puzzles and sentence making. These activities could motivate them, especially for low achievers, to learn more vocabulary. A majority of the students found that language support activities such as explicit teaching of the part of speech and usage of vocabulary and phrases related to a particular science topic could enhance their ability to learn the science topics in English. It was found that the adoption of genre-based approach could help students learn how to write English explanations of scientific concepts and essays in a systematic manner. Different approaches to improve students' English ability were developed by the Teaching Assistant with the instructions given by the teachers involved. The designs of the worksheets and class activities help students learn science concepts better. This also provided an opportunity for teachers to be more aware of the importance of students using English well when applying the language skills in the Science subjects. Some students who initially did not have confidence in learning science in English also found that the bilingual revision guidelines were useful. A majority of the students who had language difficulties reflected that the Science Teaching Assistant has provided useful extra language support to them through remedial activities. Through collaborating with the Science Teaching Assistant, science teachers have polished the skills needed to teach Science in English. Their confidence in preparing language support activities has been enhanced as well. Collaboration and communication were both enhanced within the Science Panel.

Enriching English language environment:

English activities were conducted at lunch time. More capable English Ambassadors have been trained with the contribution of the Teaching Assistant. Reading Aloud activity held in the Junior Forms let English teachers understand that the importance of forming a habit of reading aloud needs to be formed when students are at a younger age. It has been suggested that Junior Forms students will be trained by their Senior Form counterparts to further enhance peer-learning. Senior Form students' leadership skills will also be expected when they train the younger ones regarding reading aloud. Students' sharing of various types of poems in the Senior Forms were conducted in the Poets Society. This also provided a chance for teachers involved to come together to appreciate students' good work and a very positive atmosphere has been created. Teachers realized that a less formal setting also promotes students' learning. The majority of students reflected that their motivation, confidence and ability in using English had been enhanced by joining the English-related activities. But some students agreed that more external English activities need to be organized for the Junior Forms students when they are in S.1-S.3 to give them more exposure to English in an authentic way. The drama booklet provided by the Service Provider enhanced teachers' professional development as teachers involved needed to make adaptation to the materials which suit different levels of students. This also gave English teachers some insights on how to develop a drama booklet comprehensively to facilitate the 3 stages of learning English through drama. Teachers have become more aware of the need of conducting pre-viewing, while-viewing and post-viewing activities which not only prepare students well but also cater for learners' diversity. Individual presentations, writing poems and drama reviews were the post-viewing activities conducted. More teacher collaboration work has been done to ensure positive learning outcomes. The display of students' good work after viewing the show also gives students further assurance of their English abilities, which promotes positive learning on the campus.

***The relevant evidence or documents, e.g. samples of students' work, schemes of work, teaching/ learning packages, etc. should be kept for inspection and review purposes.**

Note (i): 3 = Measures completed

2 = measures partially completed

1 = Measures not yet started

Note (ii): 4 = Objective/s fully met

3 = Objective/s satisfactorily met

2 = Objective/s marginally met

1 = Objective/s not met

Overall rating

Taken Parts A to C above together, the overall rating on my school's implementation of the Project so far is : (3)

[4= Very good 3 = Good 2 = Satisfactory 1 = Can be improved]

Information for stakeholders

Please put a "✓" in the appropriate box

(1) Has your school included the Strategy and implementation Plan of the Project in the school development plan?

Yes.

No. [Please give reason/s]:

(2) Has your school included the report/s on the progress and evaluation of the Project in the school annual report?

Yes.

No. [Please give reason/s]:

***The relevant evidence or documents, e.g. samples of students' work, schemes of work, teaching/ learning packages, etc. should be kept for inspection and review purposes.**

Note (i): 3 = Measures completed

2 = measures partially completed

1 = Measures not yet started

Note (ii): 4 = Objective/s fully met

3 = Objective/s satisfactorily met

2 = Objective/s marginally met

1 = Objective/s not met