



# **POPE PAUL VI COLLEGE**

## **School Report**

**2012-2013**

## **I. School Vision and Mission**

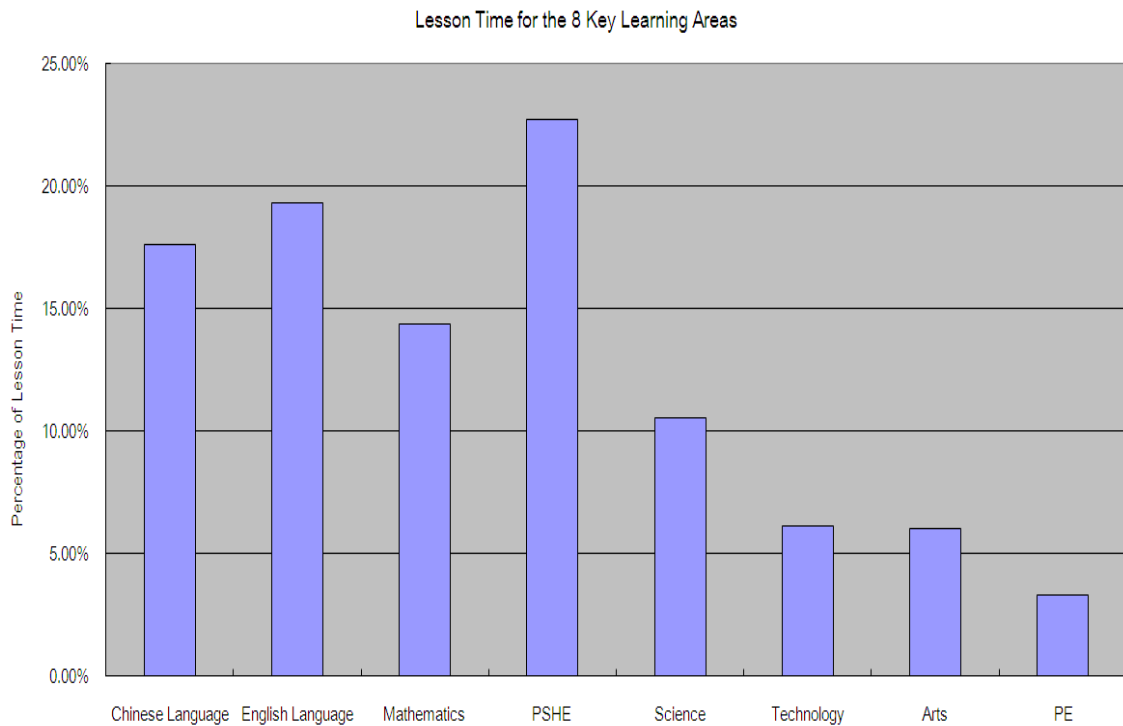
Pope Paul VI College, established in 1969, is a Catholic subsidized EMI secondary school for girls. Its sponsoring body is the Missionary Sisters of the Immaculate (P.I.M.E. Sisters)

Our school aims to develop the full potential of the students by means of a holistic 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**”.

## Information on the School

1. Number of Active School Days: 187
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 2012, there were 1021 students enrolled at the school. There were four classes at Secondary One and Two respectively and five classes at each level from Secondary Three to Secondary Six. The class structure was as follows:

| <b>FORM</b> | <b>NUMBER OF CLASSES</b> |
|-------------|--------------------------|
| S.1         | 4                        |
| S.2         | 4                        |
| S.3         | 5                        |
| S.4         | 5                        |
| S.5         | 5                        |
| S.6         | 5                        |

The number of students per level was as follows:

| <b>FORM</b> | <b>NUMBER OF STUDENTS</b> |
|-------------|---------------------------|
| Secondary 1 | 134                       |
| Secondary 2 | 143                       |
| Secondary 3 | 152                       |
| Secondary 4 | 166                       |
| Secondary 5 | 171                       |
| Secondary 6 | 173                       |

## 2. Students' Attendance

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

| <b>FORM</b> | <b>ATTENDANCE RATE</b> |
|-------------|------------------------|
| Secondary 1 | 99.2%                  |
| Secondary 2 | 98.5%                  |
| Secondary 3 | 98.3%                  |
| Secondary 4 | 98.7%                  |
| Secondary 5 | 98.3%                  |
| Secondary 6 | 97.2%                  |

#### **IV. Information on the Teachers:**

##### **1. Teachers' Qualification**

In the academic year 2012-13, our school had 64 teachers boasting an average of 17.52 years of teaching experience. 63 teaching staff hold Diploma or Certificate in education.

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

- Teachers holding Master's degrees: 31
- Teachers holding Bachelor's degrees: 31
- Teachers holding Certificates from Colleges / Hong Kong Institute of Education: 2

##### **2. Teachers' Teaching Experience:**

| <b>TEACHER'S EXPERIENCE</b>            | <b>NUMBER OF TEACHERS</b> |
|--|---------------------------|
| 0 – 2 years teaching experience        | 2                         |
| 3 - 5 years teaching experience        | 4                         |
| 6 – 10 years teaching experience       | 11                        |
| More than 10 years teaching experience | 47                        |

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

### 1. To help students build up good habits to create a clean and green school environment

| Achievements   |
|--|
| ✓ This year we joined the QEF Thematic Network on Healthy Schools offered by the Centre for Health Education and Health Promotion of the Chinese University of Hong Kong. Through surveys and comprehensive assessments, the Centre for Health Education and Health Promotion helped the school to identify students' health behavior and specific school needs. Positive feedback was given and shared.   |
| ✓ School health policies were formulated. It included healthy eating, no smoking campus, safe campus, harmonious campus, management of infectious diseases, crisis management during natural disasters, student health care, prevention of drug abuse, green campus, occupational safety and health.   |
| ✓ The school built a butterfly garden to promote the importance of environmental protection. Through a variety of programmes and activities such as talks, a visit to Expo of Conservation, recycle bins design competition and organizing green Christmas parties, students' awareness was further enhanced.  |
| ✓ Besides, the school also promoted 'a culture of positive change' through various types of award systems such as Academic Awards, Best Conduct Awards, Social Services Award and the School-based Award Scheme. Good performance of students was praised and a culture of appreciation was developed.   |
| ✓ Our school also joined the EDB Pupil Ambassador Program. Ten students were trained as Student Health Captains to organize a range of learning activities to promote healthy life and positive values. They all agreed that the learning activities helped them enhance their health knowledge and increased their awareness towards healthy life. The School-based Award Scheme was carried out and 618 students got the Gold, Silver and Bronze Prizes. This Scheme helped students to develop their potentials in their studies and organizing activities, helping others inside school, at home and in society.   |
| ✓ Besides, the Civic Education Committee also joined the Sustainable Development School Award. A range of learning activities was used to promote environmental protection. All participating students agreed that awareness of the importance of sustainable development was raised. Most agreed that they had more sustainable practices in their daily lives. In order to promote the good habits of doing exercise, a lot of outdoor activities were organized by various departments and functional bodies. Over 310 students participated in hiking activities organized by the Biology Department, the Integrated Science Department, the Gardening and Butterfly Club and the Nature Footprint Club. |
| ✓ In addition, a talk on "How to Help Your Child to Stay Away from Internet Crimes" was organized by the Parent-Teacher Association to promote good habits in surfing the Internet. 99% of the participating parents agreed that the talk was useful to them and 97% agreed that they knew more about Internet crimes. 97% agreed that they should be more aware of the behavior of their children in using the Internet and helped them develop good habits. There was also a cooking competition organized to promote the concept of a healthy diet. The participants were very creative in designing healthy diet recipes.  |

## Reflections

- ✧ As the school health policies have just been formulated, the school will keep all staff, parents and students well informed of these policies through guidelines, Teacher's Handbook, Student's Handbook, circulars, notices and the web page of our school. Suggestions from the Centre for Health Education and Health Promotion of the Chinese University of Hong Kong will be followed up by the Healthy Promotion Work Group and related functional bodies concerned.
- ✧ For occupational safety and health, talks will be provided to our staff to arouse their awareness of occupational safety. Related first aid courses will be offered to teaching staff to increase their knowledge in first aid.
- ✧ Student Health Captain Training and the School-based Award Scheme will be continued to further enhance students' development of healthy life and positive values. The focus will be more related to mental health and emotional management. Different types of activities related to the promotion of mental health and emotional management will be held in the coming year. A talk related to emotional management strategies will be held for parents through Parent Teacher Association.
- ✧ It was found that our students did not have the habit of doing regular exercises. We suggested buying some bikes and skipping ropes to promote doing more exercises during their free time. Ball game competitions and other inter-class sports competitions will be organized to further promote physical fitness and enhance their interest in doing regular exercises.



## 2. To enable students to make informed and responsible choices in life by exploring different learning opportunities

| Achievements   |
|--|
| <p>✓ To enrich students' learning opportunities, fourteen S.4 and S.5 students were selected to join a one-year ambassadorial program organized by The Women's Foundation. The training program helped them develop positive mindsets that encouraged psychological resilience, whole-person development through a series of tailored skills workshops, mentoring experience and company visits. They gained a richer understanding of different life skills and its applications to everyday life. Student ambassadors were arranged to have an engaging mentoring experience with seasoned mentors from J.P. Morgan and they learnt valuable life experience from these working professionals. According to the questionnaire, all of the participants agreed that the life skills learning activities helped them understand more strategies in coping with challenges in life and making informed and responsible choices.</p> |
| <p>✓ To develop students' leadership skills, problem-solving strategies and positive attitudes, an adventure-based camp and a series of follow-up workshops were organized for about 120 student leaders. They came across challenging tasks but they successfully overcame their fear in tackling the assigned tasks. All the student leaders agreed that the adventure experience helped them reflect on their weaknesses and strengths. Besides, they learned some strategies in team building and communication. They became more confident in coping with challenges in life. The follow-up workshops also helped them share among themselves problem-solving strategies.</p>   |
| <p>✓ To enable students to make informed and responsible choices in gender and sex issues, Sex Education Workshops were organized for S.1 to S.4 classes on the topics "Homosexuality", "Friend &amp; Love @ Net", "Teen Models and Self Image" and "Physical Borders Between Genders" respectively by Society of Truth &amp; Light. More than 95% of the students involved found the program useful. Students showed interest and responded actively in the workshops. They became more confident in coping with challenges in life. For S.5, experienced social workers from the Caritas were invited to conduct workshops on "Love &amp; Sex". The workshops helped students be more aware of the temptations of sexual traps. Most of the participants were equipped with useful strategies to deal with sex issues.</p>   |
| <p>✓ To help parents better equip themselves with updated information on NSS multiple pathways, an experienced careers counsellor from Hok Yau Club was invited to share with parents and students of senior forms the important strategies. All the participants found the talk very informative and rewarding. Besides, a visit to VTC (Wong Hak King) was organized to help parents and students understand more about different kinds of tertiary institutes. Most of the participating parents were more confident in helping their daughters to make informed choices.</p>   |

## Reflections

- ✧ The one-year ambassadorial program organized by The Women's Foundation was well received by the participants. The school will keep on supporting students to join the program. It is suggested that the Life Skills Ambassadors get a chance to organize meaningful activities to impact schoolmates directly.
- ✧ The leadership training camp was also well received by the participants. It is suggested that student leaders be provided with opportunities to stretch their potential and further enhance their self-confidence. However, for the follow-up workshops, it is better to be conducted by teachers as the tutors outside cannot answer some of the questions related to student leaders' difficulties in discharging their duties.
- ✧ The workshop were run successfully as more than 70% of the participating students reflected that they were provided with useful knowledge which helped reinforce positive values.
- ✧ Participating teachers reflected that the workshops were useful as they could enrich their knowledge as well as teaching strategies which benefit their teaching.
- ✧ As the time for workshops was limited, more in-depth discussions about gender and sex issues could be arranged during Religious and Moral Education lessons so that students could build up a healthier attitude towards sexuality.
- ✧ It is suggested that in the coming year, the school will invite the Caritas to run similar workshops as the workshop fee is funded by the Quality Education Fund.

### 3. To equip teachers to cope with the needs of senior formers by building a mutual support network in the school

| <b>Achievements</b> |   |
|---------------------|---|
| ✓                   | <p>In order to cater to the needs of staff in line with the theme of New Senior Secondary review and planning, a Joint-School Staff Development Programme entitled ‘Teaching and Learning: NSS Review and Planning’ was arranged on 5<sup>th</sup> October 2012.</p> <ul style="list-style-type: none"><li>➤ The majority of the staff (86%) rated the programme very good and good. They reflected that the programme helped stimulate their reflection on curriculum and assessment planning, teaching process, revision strategies and enable them to make further improvements.</li><li>➤ More than half of them (71%) found the information shared by participants from other schools give new insights on teaching and learning approaches.</li></ul>   |
| ✓                   | <p>In order to help all teaching staff to better equip with strategies to help students’ make appropriate choices in the JUPAS application and admission, two seminars focusing on local degree courses, namely ‘Career Pathway to Success (I)—The Role of Class Teachers’ and ‘Career Pathway to Success (II)—The Role of Teachers’ were organized on 1<sup>st</sup> March, and 27<sup>th</sup> March, 2013 respectively.</p> <ul style="list-style-type: none"><li>➤ Almost all staff (94.3%) rated the first seminar very good and good. They found that the contents of the seminar applicable when preparing students to face the challenges of the HKDSE Examinations. They stated that strategies provided by the colleagues including teachers from the Careers Section and the Class Teachers from Secondary 3 to 6 did help them reflect on their own practices.</li><li>➤ The talk given by the guest speaker from the Hok Yau Club was informative as the participants became much more aware of the strategies both students and teachers should notice when offering help to students to make wise choices in the JUPAS application and admission. Nearly all of the respondents (94%) agreed that the speaker did offer a lot of advice regarding teachers’ counselling skills and local study opportunities for S.6 students.</li></ul> |

## Reflections

- ✧ The Joint-School Staff Development Programme provided further opportunities for teaching staff to share their expertise on Teaching and Learning. Other aspects regarding Teaching and Learning such as highlighting Assessment for Learning and Gifted Education will also be good topics for staff to further discuss on what they have known and done and how they can do further to ensure that students' talents and potentials can be further stretched, which eventually benefits both teachers' teaching and students' learning.
- ✧ Collaboration among teachers of different roles in the School can be further strengthened as they are the front-lined teachers who know very well about the strengths and weaknesses of the students. Regular professional sharing sessions will be scheduled to enhance teaching and learning by Departments and Committees with the support provided by the School. Cross-curricular and Cross-Committee sharing sessions will be arranged to enhance not only the team spirit of the teaching staff but also a sense of ownership as teachers' expertise can be widely-spread within the School. A learning community will be established gradually.
- ✧ Seminars or talks suitable for students will also be arranged for both teachers and parents. Workshops of different natures on study skills catering for the needs of the Junior Formers will be arranged to further support students with effective learning skills across the curriculum. Workshops for the Senior Formers focusing on interviewing skills which will also be attended by teaching staff to ensure that teacher support is available at all time. After attending the workshops, teachers will share what they have gained from these workshops within their Department and Committee.

## **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)
- ✧ Stall Games about Green life
- ✧ Current Affairs Quiz (S.1-3)
- ✧ Civic Education Lessons (8 lessons for S.1-S.5, 4 lessons for S.6)
- ✧ Talks about Sustainable Development, Green Life
- ✧ Career Challenge 2012-2013
- ✧ 全港中學生十大新聞選舉
- ✧ 廢紙回收箱設計比賽及廢紙回收比賽
- ✧ Study Trip to Shandong

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 Shandong helped students develop a stronger sense of belonging and national identity. Students visited a secondary school there. They attended Chinese Language, Mathematics and Wushu lessons. They also visited students' family and had lunch with them. Through these experiences, students understood more about the daily life of people living in Mainland China.

### 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 for S1-S3)
- ✧ Popular Reading Award Scheme for S1-S3
- ✧ Cross-curricular Reading Portfolio Scheme for S.1- S.3
- ✧ Book Recommendations by Students (Hall Assembly)
- ✧ Reading Promotion activities for S2 &S3
- ✧ Author Talk
- ✧ Book Recommendations by Teachers (School Homepage)
- ✧ Reading Contract organized by Hong Kong Education City
- ✧ Extensive Reading Scheme organized by different subjects
- ✧ New book displays, Topic book displays
- ✧ Book exhibitions
- ✧ Block loan of books from Public Library
- ✧ Reading Promotion Display Board
- ✧ Reading Salons
- ✧ Book Exchange
- ✧ Reading-related activities and quizzes
- ✧ Learning Web-links (various learning websites were recommended by teachers)

In general, the students liked reading. They had 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 the Public Libraries. Students were encouraged to read in diverse areas. The Cross-curricular Reading Portfolio Scheme could motivate them to read diversely. The Learning Web-links had been further enriched to support students' learning.

#### 4. Cross-curricular 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*

Cross-curricular Project-based learning was implemented in S.1 to S.3.

- ✧ In S1, the Mathematics and the Integrated Science Departments carried out a science project called 'Which Solute Dissolves Faster in Water?'
- ✧ In S2, the English Language and the Integrated Humanities Departments jointly helped students research on social and historical issues of Hong Kong and give oral presentations using power point slides.
- ✧ In S3, the Chinese Language, Chinese History and Computer Literacy Departments conducted a project called 'Electronic Class Newspaper'.
- ✧ Each level focused on developing students' various types of project-based learning skills.
- ✧ Teachers from the above departments formed groups to plan, implement, monitor students' progress and evaluated the project work.
- ✧ The performance of students was assessed by teachers involved.

Through workshops and meetings with teacher, students learnt various generic skills and interpersonal skills. They learnt how to formulate challenging questions, conduct experiments, process information as well as present, share and reflect on the outcome of their projects.

90% of the teachers involved in the Cross-curricular Project-based learning groups agreed that the Project developed students' related project-based learning skills. A wide range of generic skills could be developed systematically from S.1 to S.3 based on different learning activities designed. Scientific investigative skills were emphasized in S.1. Enquiry skills and presentation skills were the focused skills in S.2. Creativity and information-processing skills were highlighted in S.3.

All students completed the tasks on time and about 84% of the students obtained a satisfactory level in the assessment. Some projects demonstrated the heightened level of ability to transfer related knowledge and skills in different disciplines. The experience helped students to develop communication and problem-solving skills, and prepared them better for tackling the NSS curriculum in the senior forms.

## 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), S.3 Mathematics (1 class), S.5 Mathematics (1 class) and S.6 Mathematics (1 class).
- ✧ Enhancement courses were arranged for S.5 Chinese Language.
- ✧ Remedial classes were arranged during the summer holidays to help students who were weak in Mathematics (S.1 – S.3), Chinese Language (S.4), Liberal Studies (S.4 and S.5).
- ✧ After-school tutorial groups were arranged for the low achievers in different subjects.
- ✧ Higher achievers were nominated to join various programmes such as Mathematics Olympiad Course, Hong Kong Biology Olympiad, Secondary School Mathematics and Science Competition, Education Bureau Web-based Learning Courses offered by the Education Bureau and Gifted Programmes offered by the Hong Kong Academy for Gifted Education.
- ✧ 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 needed more encouragement and guidance apart from tutorial lessons. Students with higher ability could be provided with more chances of exposure to broaden their horizons and reach higher academic standards. With the implementation of the NSS curriculum, the problem of learner diversity had become an issue which 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 different 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 for 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 build a green and healthy campus

Cleanliness Week and Notice-board Decoration Competition were organized to promote the message. Students could learn to love and treasure the green and healthy environment around the campus.

A talk on anti-bullying was held for the S.1 students to arouse their awareness on the importance of harmonious school.

- ✧ Self-management skills were highlighted in Counseling Team Stress Management Workshops for S.4 and 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

Personal Growth Groups which comprised S1 to S.3 students were formed by the School Social Worker to enrich students' 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

Smart Teen Program was organized for S.2 students. It aimed at building up students' positive attitude towards life and thus leading a healthy life.

Sex-education talks and workshops were arranged to help students cultivate a healthy attitude towards sex.

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

In the school year 2012-13, in addition to making arrangements for students to participate in information/education days of various education institutions and processing student applications for principal's nomination schemes of local and non-local tertiary institutions, the Careers Section (the Section) focused on the following areas and adopted new initiatives in some of them:

### Career Education Programmes

#### ✧ **Class teacher periods and class visits**

The Careers Section implemented career education programs during class teacher periods at both junior and senior levels. This year, class teachers of S.1 and S.2 played a more important role in the implementation of the junior careers education program. They conducted career education activities during the class teacher periods and careers teachers provided them with relevant materials so that the activities could be conducted smoothly and effectively. As for S.3 to S.5 classes, careers teachers took up the class teacher periods which had been scheduled for career education programs. While the book entitled *Finding Your Colours of Life* was adopted for S.3 class visits, *Career Mapping* was used for S.4-5 ones. In S.5, two class visits were devoted to guiding students to prepare for their JUPAS Additional Information in OEA and the Self Account in their Student Learning Profile (SLP).

#### ✧ **Career education workshops**

With the support of the school administration, the Careers Section arranged a series of workshops conducted by Edvenue® Limited for senior form students. The workshops focused on the preparation for JUPAS interviews (S6), learning strategies (S5) and career planning (S4).

#### ✧ **Career Interest Inventory (CII)**

As part of the career education programs, the Careers Section made arrangements for all S5 students to attempt the Career Interest Inventory (CII) which was developed by HKACMGM and the Chinese University of Hong Kong. A number of S.4 and S.6 students also attempted the test. Discussion with participants on their CII reports was done by careers teachers. It is hoped the Section will be able to process the CII operation at school in the coming academic year.

#### ✧ **“Perspectives”**

Another new attempt made to heighten the awareness of senior form students about career planning was the use of the book entitled *Perspectives*. The S.5 Careers Assistants made arrangements for their classmates' group presentations on the articles in the book. The articles were written by the graduates from the secondary schools in the Kwai Tsing district. They were about the UGC-funded degree programmes that the writers of the articles had done. Response from the five classes to the session was very encouraging. Students remarked that they had learnt more about presentation skills, about university life and, most importantly, about the importance of an early career planning to

achieve success in life.

✧ **Talks and Consultation Sessions**

**S.3**

For S.3 students and parents, the Careers Section held two talks on the NAS Curriculum in January 2013. Apart from providing general guidelines on Senior Secondary (SS) subjects, the Section had also invited chairpersons of the following subjects to deliver an introduction to the curriculum of their subject: Chinese Language, English Language, Mathematics, Economics and Chinese Literature. Careers teachers provided individual guidance on choice of SS subjects for S3 classes from January to May. Secondary 5 students who had outstanding performance in their SS elective subjects were invited to do sharing on study skills and examination skills during five sharing sessions in May 2013. The Careers Section will consider inviting more subject teachers to brief S3 students on their subject content and public examination requirements.

**S. 5**

In order to introduce to S.5 students strategies regarding their JUPAS programme choices, a talk “Mock JUPAS” was conducted in May. Students were each given a form to complete. Consultation sessions on their preliminary choices will be organized when the new school year begins.

**S.6**

Apart from the talk on JUPAS web application for S.6, individual and group consultation was conducted by careers teachers to provide career guidance on their JUPAS program choices and career planning. This year, S.6 class teachers shared the consultation work of careers teachers. Each of them paired up with one careers teachers to conduct JUPAS consultation with a number of students. The Careers Section began this initiative in response to school’s major concern - to better equip teachers to cope with the needs of senior formers by building a mutual support network in the school. Careers teachers prepared all the information that the class teachers would need and provided full support for them the year round. The initiative was smoothly and effectively implemented. The practice would be extended to other levels in different ways and at different stages.

As usual, career teachers provided career guidance on the day when the HKDSE results were released (D-Day) on 15 July. 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 cooperated with Hok Yau Club to conduct the Mock D-Day Workshop at the school hall on 11 May 2013.

✧ **Talks on Multiple Pathways**

More than 20 career talks on various UGC-funded degree programmes and on multiple pathways were held. Examples of the former were talks by the Hong Kong University Faculty of Engineering and the School of Chinese medicine, Baptist University BBA, Hong Kong Chinese University Faculty of Public Health and City University BBA. Examples of the latter included

self-financing degree courses and sub-degree courses of Shue Yan University, HKU SPACE Community College, Hong Kong Polytechnic University Community College and Vocational Training Council. This year, the Section also introduced senior secondary students to more accredited post-secondary courses such as Kaplan Business and Accountancy and Red Cross Health Care Industry. Organizations specializing in non-local studies were also invited, namely, Heung To College of Profession Studies on further studies in mainland China and Hong Kong Education Web Ltd. on studies in English speaking countries. A number of past students who were Student Ambassadors of the Hong Kong University of Science and Technology took the initiative to give sharing talks on the BBA programmes they were doing at HKUST.

In collaboration with the Pope Paul VI Alumnae Association, the Careers Section arranged a talk by three past students on three different professions: accountancy, estate and services management and fashion design.

✧ **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 collaboration with the Extra-curricular Activities Section. The S.4 adaptation programme is an annual event jointly organized by the Careers Section, Counselling Team and the Academic Committee.

✧ **Talks and workshops**

In 2012-13, the Careers Section processed registration of students to take part the following career-related activities: JA Success Skills Workshop, Taiwan Education Expo, AFS Intercultural Fair, Mingpao Talk and Workshop on Nursing, Careers Expo 2013, VTC Talk and Workshop on Paths to Success in Accountancy, the Second Business Leaders Convention for Secondary School Students, Sony Journalism Talk, CUHK Global MBChB Programme, CUHK Summer Clinical Attachment Programme.

✧ **Visits**

Visits to the following organizations were organized: Cathay City, Hong Kong Baptist University School of Chinese Medicine, Mannings, Laboratory Tour of Civil Engineering of Hong Kong University of Science and Technology, and Youth Employment Start (YES).

✧ **OLE / CRE work experience schemes**

In collaboration with the Extra-curricular Activities Section, the Careers Section implemented the “From World of Fun to World of Work” Scheme. Participants of the scheme worked with staff members of the Hong Kong Disneyland and the Ocean Park. One student was selected to join the HKACMGM OLE Summer Work Experience Scheme 2013 to work as a teaching assistant at a child centre. Two S.4 students successfully completed the MTR summer training programme for students in August 2013. Six S.4 students were chosen to join the Get a Taste of Business of the Kwai Tsing

Youth Festival 2013. Five students from S.4 and S.5 were successful candidates of the Business Elite Camp 2013 organized by CUHK Business School. A sharing session during the morning assembly was organized for some of these students to share their career-related experiences with the senior forms.

✧ **Applied Learning Taster Programmes**

The Careers Section made arrangements for S.4 students to join the Applied Learning Taster Programmes so that they could acquire an idea about some DSE career-related courses. A number of students were interviewed and selected to study some APL subjects in the following school year.

**Concluding Remarks**

In 2012-2013, the Careers Section organized a wide range of career activities in line with the Framework of Careers Education and Guidance proposed by the Hong Kong Association of Careers Masters and Guidance Masters (the Framework). Our students showed a very positive response to the activities held, a great reward for the careers teachers who discharged their duties with efficiency and enthusiasm. In 2013-14, the Careers Section will continue to adopt a school-based approach to putting into practice the various components of the Framework. It will lay more emphasis on school-wide career guidance activities and the dissemination of career information via the intranet. It will also continue to build a mutual support network to cope with the needs of senior formers, in response to the major concern of the school.

**3. Extra-curricular Activities**

- ✧ S3. Eyes on the Community Service Program, Ronald McDonald House Raffle Sales and Families of SMA (Spinal Muscular Atrophy) Charity Sales, ‘Being a Teacher in Qingyan’ Service Trip (organized by Tsuen Wan Youth Association), ‘Trip to Quilin for Youth Volunteer Workers in Hong Kong and Mainland’ (organized by Youth Arch Foundation and Wing Hang Educational Foundation Ltd.) offered students the opportunities to extend their help, care and love to others, thus putting the school motto “Love and 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) and Careers Workshop (with Careers Section) – Career-related Experiences Trip at the Ocean Park and Disneyland Theme Park, wild camping, and a total of thirty-four clubs and societies as well as ten school teams were offered.
- ✧ Apart from the annual Sports Day, the four Houses organized tea party, barbecue through which students’ leadership skills and team spirit could be strengthened.

- ✧ To develop 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.
- ✧ To expand their horizons beyond Hong Kong, students were nominated to join the following programmes: 'Mainland Exchange Program for School Leaders (Beijing)' organized by EDB, 'Experiential Trip to Taiwan' organized by Kowloon Federation Associations, and 'Green Adventure Trip to Kenya' organized by Yan Oi Tong.

#### **4. Home-school Cooperation**

- ✧ Fostering a close and effective home-school partnership is vital to students' growth. A series of parent education seminars were held to keep parents better informed of multiple pathways of post-secondary education and 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 members 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. HKDSE Examination Results 2013

|                   |                                   |   |
|-------------------|-----------------------------------|---|
| No. of Candidates | Level 2 or above in<br>5 subjects | Core Subjects at Level 3322<br>or above |
| 183               | 99.4%                             | 85.79%                                  |

| Core Subjects       | % of students<br>attaining Level 2 or<br>above |           | % of students<br>attaining Level 3 or<br>above |           | % of students<br>attaining Level 4<br>or above |           |
|---------------------|--|-----------|--|-----------|--|-----------|
|                     | Our<br>School                                  | Territory | Our<br>School                                  | Territory | Our<br>School                                  | Territory |
| English<br>Language | 100  | 77.8      | 98.8   | 48.8      | 61.1   | 25.6      |
| Chinese<br>Language | 99.5   | 80.7      | 87.9   | 52.3      | 52.5   | 27.5      |
| Mathematics         | 100  | 80.8      | 83.0   | 57.3      | 54.1   | 34.7      |
| Liberal Studies     | 100  | 88.5      | 95.1   | 69.3      | 54.6   | 35.5      |



## 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 Twelve List)  | 1  |
|   | Outstanding Students Award of Tsuen Wan, Kwai Chung and Tsing Yi District (by Federation of New Territories Youth, Kwai Tsing Youth Group, Tsuen Wan Youth Association) | Distinction Prize: 1<br>Merit Prize: 1   |
|   | Sir Edward Youde Memorial Prizes  | 1  |
|   | Tsuen Wan Rural Committee Scholarship   | 3  |
|   | Youth Arch Student Improvement Award  | 24   |
|   | 葵青區青年活動委員會優秀青年嘉許計劃  | 1  |
|   | 葵青區家長教師會飛躍進步學生嘉許狀   | 1  |
|   | 理工大學青少年企業領袖訓練課程獎學金  | 1  |
| Academic  | SCOLARE English Alliance 'English is Everywhere' Fun Day (Theatre Olympics)   | Bronze Medal   |
|   | 第七屆大學文學獎  | 少年作家獎: 1   |
|   | The Fifth Hong Kong Mathematics Creative Problem Solving Competition for Secondary Schools  | Bronze Award: 4  |
|   | Secondary School Mathematics and Science Competition  | High Distinction: 3<br>Distinction: 13   |
|   | Secondary School Junior Science Competition 2013 organized by The Hong Kong Polytechnic University  | High Distinction: 3<br>Distinction: 2<br>Credit: 2   |
|   | 趣味科學比賽「春藤露滴」  | 高年班「非動力」組最佳設計獎   |
|   | 應用可再生能源設計暨競技大賽 - 手搖發電機智能機械模型車挑戰賽  | 最佳環保外觀獎: 2   |
|   | JA Company Programme  | Corporate Social Responsibility Award  |
|   | 長者生活程式(app)概念設計比賽   | 1 <sup>st</sup> Runner-up: 2   |
| Secondary Schools Biodiversity Website Design Competition | Outstanding Award: 3  |  |
| Academic  | 23 <sup>rd</sup> Hong Kong Joint School Electronics and Computer Exhibition   | Second Runner-up Award<br>Most Popular Booth Award<br>Finalist Award   |
| Speech Contest  | 64 <sup>th</sup> Hong Kong Schools Speech Festival  |  |
|   | a) English Section  | 1 <sup>st</sup> Prize: 1<br>2 <sup>nd</sup> Prize: 2<br>3 <sup>rd</sup> Prize: 1<br>Certificate of Merit: 14 |
|   | b) Chinese Section  | 1 <sup>st</sup> Prize: 2<br>2 <sup>nd</sup> Prize: 2<br>3 <sup>rd</sup> Prize: 1<br>Certificate of Merit: 6  |
|   | c) Putonghua Section  | 1 <sup>st</sup> Prize: 1<br>3 <sup>rd</sup> Prize: 1<br>Certificate of Merit: 3                              |

|                 |  |   |
|-----------------|--|---|
| Music Talents / | Mozart Senior Class<br>Mozart · Chopin Prizes<br>The 17 <sup>th</sup> Hong Kong – Asia Piano Open Competition                              | Second Class Award: 1   |
|                 | 2012 年第十七屆香港-亞洲鋼琴公開賽   | 二等獎   |
|                 | The 2 <sup>nd</sup> Chinese Instrumental Contest (Tsuen Wan Arts Festival) : Zheng - Group E   | 3 <sup>rd</sup> Prize   |
|                 | 65 <sup>th</sup> Hong Kong Schools Music Festival  |   |
|                 | a) Instrumental Classes  |   |
|                 | Descant Recorder Solo  | 1 <sup>st</sup> Prize: 1<br>2 <sup>nd</sup> Prize: 1<br>3 <sup>rd</sup> Prize: 1<br>Certificate of Merit: 1 |
|                 | Guitar Solo  | Certificate of Merit: 1   |
|                 | Piano Solo   | 1 <sup>st</sup> Prize: 1<br>3 <sup>rd</sup> Prize: 2<br>Certificate of Merit: 3                             |
|                 | Piano Duet   | Certificate of Merit: 1   |
|                 | Recorder Duet  | 3 <sup>rd</sup> Prize: 1<br>Certificate of Merit: 4   |
| Music Talents / | Violin Duet  | Certificate of Merit: 1   |
|                 | Woodwind Ensemble  | Certificate of Merit: 1   |
| Music Talents / | b) Female Voice Solo   | Certificate of Merit: 1   |
|                 | c) 2 <sup>nd</sup> Division Senior Singing in Foreign Language<br>“Speak Out – Act up!” Improvised Drama Competition                       | 3 <sup>rd</sup> Prize   |
| Sports          | Most Valuable player of the Inter-School Badminton Competition 2012/13 (Girls Grade B), HK Schools Sports Federation (Kwai Tsing District) | 1   |
|                 | A.S. Watson Group Hong Kong Student Sports Awards (2012-2013)  | 1   |
|                 | South District Age Group Badminton Competition<br>Women’s Single FH Group  | Champion  |
|                 | Kowloon City District Age Group Badminton Competition 2012   | 3 <sup>rd</sup> Runner-up   |
|                 | Inter-school Table-tennis Competition (Kwai Tsing District)<br>Grade B:<br>Grade C   | 3 <sup>rd</sup> Runner-up<br>1 <sup>st</sup> Runner-up  |
|                 | Inter-school Badminton Competition (Kwai Tsing District)   | Grade B: Champion   |
|                 | Inter-school Handball Competition (Kwai Tsing District)<br>Grade A   | 3 <sup>rd</sup> Runner-up   |
|                 | Inter-school Basketball Competition (Kwai Tsing District)<br>Grade A<br>Grade B  | 3 <sup>rd</sup> Runner-up<br>2 <sup>nd</sup> Runner-up  |
|                 | Inter-school Volleyball Competition (Kwai Tsing District)<br>Grade A   | 2 <sup>nd</sup> Runner-up   |
|                 | Inter-school Athletics Meet (Kwai Tsing District)  | Champion (broke record): 1<br>Champion: 2<br>2 <sup>nd</sup> Runner-up: 3                                   |
|                 | Inter-school Swimming Competition (Kwai Tsing District)  | Champion: 2<br>2 <sup>nd</sup> Runner-up: 3   |

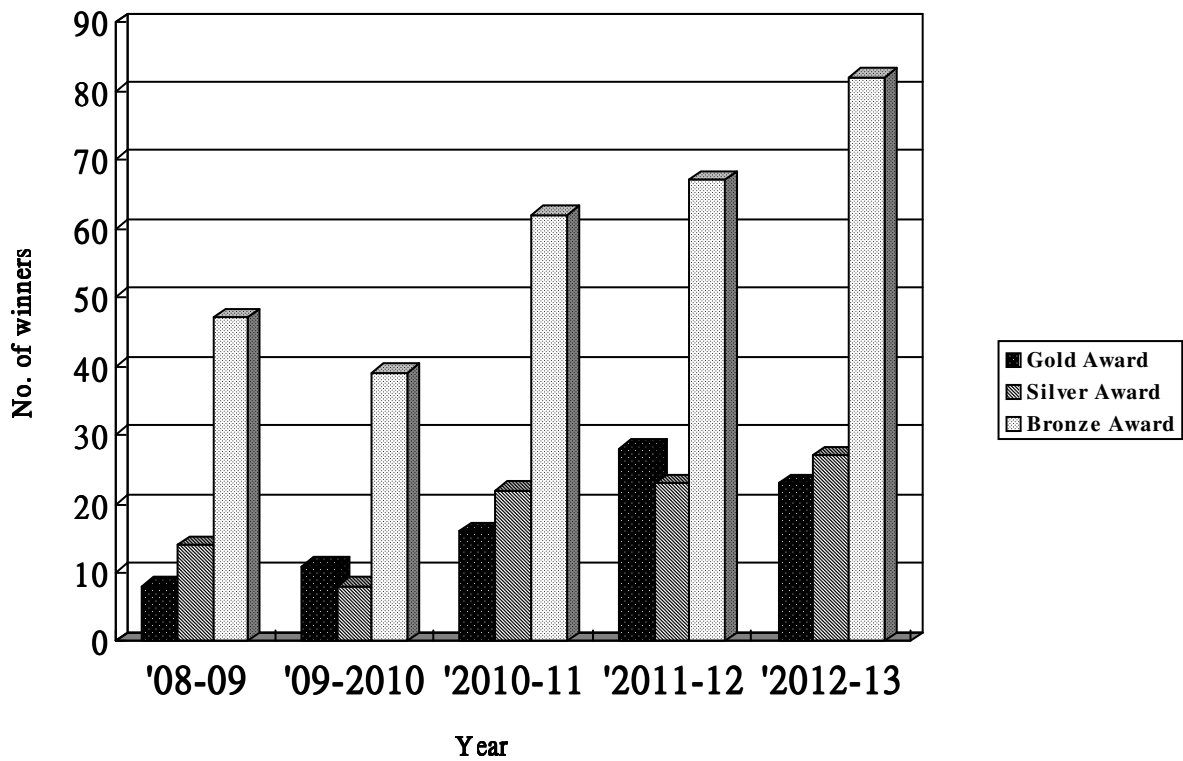
|         |   |                                    |
|---------|---|------------------------------------|
| Art     | 「關愛身邊人」Postcard 設計比賽  | Merit Prize: 4                     |
|         | CYC Thematic Drawing Competition  | Merit Prize: 1                     |
|         | 全港海報設計比賽  | Merit Prize: 1                     |
|         | 防癆書籤設計比賽  | 2 <sup>nd</sup> Runner-up          |
| Reading | Popular Reading Award Scheme  | Purple Badge: 7                    |
| Service | The Best JPC School Club Award (Secondary School), Hongkong Bank Foundation Junior Police Call (JPC) Awards Scheme              | 4 <sup>th</sup> Runner-up          |
|         | The Kwai Tsing District Best JPC Club Award (Secondary School), Hongkong Bank Foundation Junior Police Call (JPC) Awards Scheme | 1 <sup>st</sup> Prize              |
|         | JPC Kwai Tsing District School Club   | Champion                           |
|         | The Best Kwai Tsing District Junior Police Call (JPC) Members Award   | 2                                  |
|         | 「義話筆說」全港青少年社會服務推廣計劃設計比賽   | 1 <sup>st</sup> Runner-up          |
|         | 墨子行動：香港傑出義工選舉   | Silver Award                       |
|         | 葵青區青年活動委員會<br>2012 年葵青區傑出義工獎勵計劃   | 葵青區傑出義工(青年組): 2<br>葵青區傑出義工(少年組): 1 |
|         | 社會專題研究暨師徒計劃   | 3 <sup>rd</sup> Runner-up          |
|         | Greening for the Chest Cleaning Competition   | Top Fund Raiser                    |
|         | Outstanding Girl Guide Award  | 1                                  |
|         | 葵青區青少年社會服務計劃比賽  | Merit Prize                        |
|         | 第三屆飛躍社會服務計劃   | Best Participant Award             |
| Others  | 傑出青年協會明日領袖獎   | 1                                  |
|         | 第四十七屆工展會全港中學生廣告片創作比賽  | 最佳攝影                               |

### 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.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         | Income              | Expenditure         | surplus /<br>(deficit) for<br>the year                         | Bal c/f                 |
|--|---------------------|---------------------|---------------------|--|-------------------------|
|  | surplus / (deficit) |                     |                     |  |                         |
| <b>I. <u>Government Funds</u></b>                      |                     |                     |                     |  |                         |
| Operating Expenses Block Grant                         |                     |                     |                     |  |                         |
| (1) (OEBG)   |                     |                     |                     |  |                         |
| <i>General Domain</i>                                  | 4,504,869.44        |                     |                     |  |                         |
| Administration Grant                                   |                     | 3,442,012.86        | 3,260,634.97        | 181,377.89   |                         |
| Administration Grant - Additional CA                   |                     | 162,852.00          | 231,020.00          | (68,168.00)  |                         |
| School & Class Grant                                   |                     | 709,136.44          | 732,143.64          | (23,007.20)  |                         |
| Consolidated Subject Grant                             |                     | 175,912.66          | 106,895.41          | 69,017.25  |                         |
| Air-conditioning Grant for Prep. Rm of Lab.            |                     | 13,089.00           | 13,089.00           | 0.00   |                         |
| Training & Development Grant                           |                     | 7,557.00            | 4,040.00            | 3,517.00   |                         |
| Enhancement Grant                                      |                     | 6,412.00            | 0.00                | 6,412.00   |                         |
| Supplementary Grant                                    |                     | 182,892.00          | 167,313.16          | 15,578.84  |                         |
| Lift Maintenance                                       |                     | 82,632.00           | 89,210.00           | (6,578.00)   |                         |
| Composite IT Grant                                     |                     | 377,467.00          | 408,686.35          | (31,219.35)  |                         |
|  | <u>4,504,869.44</u> | <u>5,159,962.96</u> | <u>5,013,032.53</u> | <u>146,930.43</u>  | <u>4,651,799.87</u>     |
|  |                     |                     |                     |  |                         |
|  |                     |                     |                     | 1 day statutory holiday salary to teacher on no-pay sick leave | (2,450.83)              |
|  |                     |                     |                     | Set aside for SP/LSP   | (17,569.51)             |
|  |                     |                     |                     |  | <u>4,631,779.53</u> (A) |
| <i>Special Domain</i>                                  |                     |                     |                     |  |                         |
| Whole-Sch. Appro. Prog. Fund                           | 5,346.43            | 6,604.00            | 880.60              | 5,723.40   | 11,069.83               |
| Capacity Enhancement Grant                             | 46,984.15           | 516,616.00          | 513,645.27          | 2,970.73   | 49,954.88               |
|  | <u>52,330.58</u>    | <u>523,220.00</u>   | <u>514,525.87</u>   | <u>8,694.13</u>  | <u>61,024.71</u> (B)    |
| Total surplus for the school year 2012/2013 155,624.56 |                     |                     |                     |  |                         |
| Accumulated surplus as at 31 <sup>st</sup> August 2013 |                     |                     |                     | (A) + (B)  | 4,692,804.24            |

| (2) Grants Outside OEGB  | Balance B/F | Income        | Expenditure   | Surplus /<br>(deficit) c/f |
|--|-------------|---------------|---------------|----------------------------|
| Salaries Grant - Teaching Staff                                      | 0.00        | 35,215,840.05 | 35,215,840.05 | 0.00                       |
| Salaries Grant - Lab. Technician                                     | 0.00        | 733,275.00    | 733,275.00    | 0.00                       |
| Substitute Teacher Grant   | 123,737.97  | 286,609.22    | 157,066.00    | 253,281.19                 |
| Home-Sch. Cooperat. Grant  | 68.00       | 14,626.00     | 14,626.00     | 68.00                      |
| Fractional Post Cash Grant   | 93,178.50   | 50,520.50     | 79,791.60     | 63,907.40                  |
| Composite F & E Grant  | 992,490.74  | 459,620.00    | 725,254.45    | 726,856.29                 |
| After-school Learning & Support Prog.                                | 118,671.80  | 154,000.00    | 203,255.00    | 69,416.80                  |
| Liberal Studies Curriculum Support Grant                             | 185,054.00  | 71,800.00     | 263,923.48    | (7,069.48) #               |
| One-off Grant for Procurement of<br>e-Learning Resources             | 26,120.00   | 0.00          | 18,986.56     | 7,133.44 *                 |
| Extra Senior Secondary Curriculum<br>Support Grant                   | 250,000.00  | 250,000.00    | 0.00          | 500,000.00                 |
| Diversity Learning Grant (Third Cohort<br>for Other Programmes)      | 105,000.00  | 105,000.00    | 18,900.00     | 191,100.00 +               |
| DLG for Applied Learning Courses<br>(2011-2012 Cohort)               | 0.00        | 15,400.00     | 19,200.00     | (3,800.00) #               |
| One-off Cash Grant for Schools to Set up<br>(IMCs)                   | 133,000.00  | 0.00          | 58,153.23     | 74,846.77 *                |
| One-off Cash Grant for Upgrading of the<br>Network Router of WebSAMS | 0.00        | 8,850.00      | 8,800.00      | 50.00 *                    |
| Moral and National Education Subject<br>Grant (MNESSG)               | 0.00        | 530,000.00    | 0.00          | 530,000.00                 |
| Senior Secondary Curriculum Support<br>Grant (SSCSG)                 | 0.00        | 713,520.00    | 752,169.80    | (38,649.80) #              |
| Mainland Exchange Programme<br>Subvention Scheme                     | 0.00        | 57,600.00     | 57,600.00     | 0.00                       |
| Refined English Enhancement Scheme                                   | 15,420.41   | 312,280.00    | 327,700.41    | 0.00                       |

\* Amount will be clawed back

+ Unspent balance \$86,100 above the capped amount will be clawed back

# Deficit topped up by surplus of OEGB



## Record of Activities (2012-2013)

| Date  | Activity   | Organizer   |  |
|---|--|---|--|
| Sept. – Oct.  | 中四標語創作比賽   | 中國語文科   |  |
| Sept. – Nov.  | 十大新聞選舉暨徵文比賽  | 中國語文科及<br>公民教育組   |  |
| Oct. – May  | Mathematics Team Level 1, 2 and 3 (S1, S2-3, S4) and S5<br>Mathematics Enhancement Class | Maths. Dept.  |  |
| Oct. – Jun.   | S1-S4 Mathematics Tutorial Class   | Maths. Dept.  |  |
| Whole year  | a) QEF Thematic Network on Healthy Schools   | Healthy School<br>Promotion Work<br>Group                                 |  |
|   | b) S1 生命教育基金學校同行閱讀計劃   | Reading Promotion<br>Com.   |  |
|   | c) S1-S3 Board Display Competition with assigned themes                                  | RME Dept.   |  |
|   | d) S1-S3 Cross Curricular Reading Portfolio  | Reading Promotion<br>Com.   |  |
|   | e) S3 'Eyes on the Community Social Service Scheme'                                      | Civic Ed. Com.,<br>ECA Section,<br>RME Dept.                              |  |
|   | f) S4-S6 可持續發展學校獎勵計劃   | Civic Ed. Com.  |  |
| Oct.  | 3-4/10 (Wed. – Thur.)  | Class Photo-taking  | IT Dept.                                     |
|   | 5/10 (Fri.)  | Staff Development Day   | Staff Dev. Com.                              |
|   | 8/10 (Mon. – D3)<br>(after school, except item (a))                                      | a) S1 Reading Strategy Workshop(3:00-4:30)<br>b) S2 Study Team Activities | Academic Com.                                |
|   | 9/10 (Tue. – D6)   | Catholic Society Meeting  | Catholic Society                             |
|   | 10/10 (Wed. – D5)  | 考評 TSA (S1) (1 <sup>st</sup> -2 <sup>nd</sup> period)                     | ---  |
|   | 12/10 (Fri.)   | S2-S6 School Picnic   | ---  |
|   | 12/10 – 13/10 (Fri. – Sat.)  | S1 Life Education Camp  | Counselling Team<br>DC & RME Dept.           |
|   | 15/10 (Mon. – D1)<br>(after school, except item<br>(c))                                  | a) S1 Study Team Activities   | Academic Com.                                |
|   |  | b) S2 Study Team Activities   |  |
|   |  | c) S4 Career Education Workshops<br>(7th period – after school)           | Careers Section                              |
|   | 16/10 (Tue. – D2) (after<br>sch.)  | Annual General Meeting  | SA   |
|   | 22/10 (Mon. – D6)<br>(after school, except item<br>(d))                                  | a) S1 Study Team Activities   | Academic Com.                                |
|   |  | b) S2 Study Team Activities   |  |
|   |  | c) S3 放眼社會義工服務計劃弱能人士組訓練工作坊 1<br>(4:10-5:30)                               | Civic Ed. Com.,<br>ECA Section,<br>RME Dept. |
| d) S4 Career Education Workshops<br>(7th period – after school) |  | Careers Section   |  |
| 26/10 (Fri. – D4e) (after<br>sch.)                              | a) Sports Day Rehearsal (no other activities should be arranged)                         | PE Dept.  |  |
|   | b) S3 放眼社會義工服務計劃弱能人士組訓練工作坊 2<br>(4:10-5:30)  | Civic Ed. Com.,<br>ECA Section,<br>RME Dept.                              |  |
| 28/10 (Sun.)(1:00-4:00)   | S3 放眼社會義工服務計劃弱能人士組服務日  | RME Dept.   |  |



| Date   |   | Activity   | Organizer                                    |
|--|---|--|--|
| Oct.<br>(con't)  | 29/10 (Mon. – D4)<br>(after school, except item (d))        | a) S1 Study Team Activities                                      | Academic Com.                                |
|  |   | b) S2 Study Team Activities                                      |  |
|  |   | c) S3 放眼社會義工服務計劃南亞裔兒童組訓練工作坊 1<br>(4:10-5:30)                     | Civic Ed. Com.,<br>ECA Section,<br>RME Dept. |
|  |   | d) S4 Career Education Workshops<br>(7th period – after school)  | Careers Section                              |
|  | 30/10 (Tue.-D5)<br>(after school, except item (a))          | a) S4 – S6 Civic Talk (8:15-8:50)                                | Civic Ed. Com.                               |
|  |   | b) Sports Day Rehearsal (no other activities should be arranged) | PE Dept.                                     |
| c) S6 Stress Management Workshop Part (II)                                   |   | Counselling Team   |  |
| 31/10 (Wed.– D6)<br>(summer time)  | S4 Musical Workshops 1 (2:20-4:00)                          | S4 Cross-Curricular Project                                      |  |
| Nov.   | 1/11 (Thur.)  | Sports Day   | PE Dept.                                     |
|  | 2/11 (Fri.) (8:45-12:00)                                    | First Aids Course (S4-S6)  | Biology Dept.                                |
|  | 5/11 (Mon. – D1) (after sch.)                               | a) S1 Study Team Activities                                      | Academic Com.                                |
|  |   | b) S2 Study Team Activities                                      |  |
|  |   | c) S5 M1 / M2 (4:10-5:30)  | Maths. Dept.                                 |
|  | 5/11-6/11 (Mon.–Tue.)<br>(D1-D2)                            | 中文書展   | Chin. Dept. &<br>Library                     |
|  | 5/11 – 12/11 (D1 – D6)                                      | Cleanliness Week   | DC   |
|  | 6/11 (Tue. – D2)  | a) HK Schools Speech Festival Rehearsal (4:10-5:10)              | English Dept.                                |
|  |   | b) Leadership Training Workshop (4:10-6:10)                      | DC   |
|  | 7/11 (Wed. – D3) (after sch.)                               | a) 1A & 1B Subject Teachers Meeting (4:10 pm starts)             | ---  |
|  |   | b) S6 M1 / M2 (4:10-5:30)  | Maths. Dept.                                 |
|  |   | c) Leadership Training Workshop (4:10-6:10) (活動幹事)               | ---  |
|  | 9/11 (Fri. – D5) (after school, except item (c))            | a) Leadership Training Workshop (4:10-6:10)                      | ---  |
|  |   | b) S3 放眼社會義工服務計劃南亞裔兒童組訓練工作坊 2<br>(4:10-5:30)                     | Civic Ed. Com.,<br>ECA Section,<br>RME Dept. |
|  |   | c) S5 ICAC Drama (7 <sup>th</sup> period – 4:10)                 | RME Dept.                                    |
|  | 10/11 (Sat.) (1:30-4:30)                                    | S3 放眼社會義工服務計劃南亞裔兒童組服務日   | Civic Ed. Com.,<br>ECA Section,<br>RME Dept. |
|  | 12/11 (Mon. – D6) (after sch.)                              | a) S1 Study Team Activities                                      | Academic Com.                                |
|  |   | b) S2 Study Team Activities                                      | Academic Com.                                |
|  | 13/11 (Tue. – D1) (after sch.)                              | a) Briefing Sessions for Club Chairperson (4:10-5:00)            | ECA Section                                  |
|  |   | b) Leadership Training Workshop (4:10-6:10)                      | ---  |
| 14/11 (Wed. – D2),<br>15/11 (Thur. – D3) &<br>16/11 (Fri. – D4) (after sch.) | “CTA Support You” study groups for S1 (Phase 1) (4:00-5:30) | Counselling Team   |  |
| 19/11 (Mon. – D5) (after sch.)   | a) S1 Study Team Activities                                 | Academic Com.  |  |
|  | b) S2 Study Team Activities                                 |  |  |
| 20/11 (Tue. – D6) (after sch.)   | S3-S6 Talk on Biology Career and Education Exploration      | Biology Dept.  |  |
| 21/11 (Wed.– D1) (after sch.)  | “CTA Support You” study groups for S1 (Phase 1) (4:00-5:30) | Counselling Team   |  |

|                                    | Date   | Activity  | Organizer   |
|------------------------------------|--|---|---|
| Nov.<br>(con't)                    | 24/11 (Sat) (whole day)  | 全日<br>- 上午: 葵青家長聯會訪校<br>- 下午: 開放日   | Publicity and all relevant departments / committees |
|                                    | 26/11 (Mon. – D4)<br>(after school)  | a) S1 Study Team Activities   | Academic Com.                                       |
|                                    |  | b) S2 Study Team Activities   |   |
|                                    |  | c) S6 PPVIC Alumnae Association Career Talk for Higher Forms (to be confirmed) (7 <sup>th</sup> period-after sch) | Careers Section & Alumnae Association               |
|                                    | 27/11 (Tue. – D5)  | a) S5 Round Table Discussion (1 <sup>st</sup> -2 <sup>nd</sup> periods)   | Civic Ed. Com. & Chin. Dept.                        |
|                                    |  | b) Catholic Society Meeting   | Catholic Society                                    |
| 28/11 (Wed. – D6)                  | S1-S6 Talk by Mrs. Anson Chan (7 <sup>th</sup> period)                       | Academic Com.   |   |
| 30/11 (Fri. – D6)<br>(summer time) | S4 Musical Workshops 2 (2:20-4:00)   | S4 Cross-Curricular Project   |   |
| Dec.                               | 3/12 (Mon. – D3) (after sch.)  | a) S1 Study Team Activities   | Academic Com.                                       |
|                                    |  | b) S2 Study Team Activities   |   |
|                                    |  | c) S6 Inter-school Oral Practice (4:10-5:30)  | English Dept.                                       |
|                                    | 14/12 (Fri. – D5) 1 <sup>st</sup> lesson                                     | S6 Civic Ed. Lesson   | ---   |
|                                    | 16/12 (Sun.)   | Christmas carol singing   | RME   |
|                                    | 17/12 (Mon.)   | Leadership Training Workshop (after exam.)  | ---   |
|                                    | 18/12 (Tue. – D6)  | a) Leadership Training Workshop (4:10-6:10)   | ---   |
|                                    |  | b) CTA Mid-year evaluation & gathering (after sch.)   | Counselling Team                                    |
|                                    | 18/12 – 19/12 (Tue. & Wed.)  | S6 聯校中文口語溝通練習   | 中國語文科   |
|                                    | 20/12 (Thur.)  | Christmas Celebration   | ---   |
|                                    | 20-21/12 (Thur. – Fri.)  | Wild Camp   | ECA   |
| 21/12 (Fri.)                       | S5 Visit to Central Heritage Trail   | History Dept. & Chin. Hist. Dept  |   |
| 27/12 (Thur.)                      | Field Study Day Camp   | LS & Geo. Dept.   |   |
| Jan.                               | 7/1 (Mon. – D4)<br>(7 <sup>th</sup> period – 4:00)                           | S3 Talk on Choice of Subjects   | Careers Section                                     |
|                                    | 7/1-11/1   | Mathematics Week  | Maths. Dept. and Maths. Club                        |
|                                    | 8/1 (Tue. – D5)<br>(4:10-5:40)   | S3 放眼社會義工服務計劃失明人士 B 組訓練工作坊 1  | Civic Ed. Com., ECA Section, RME Dept.              |
|                                    | 12/1 (Sat.) (2:00-4:00)  | Talk on Choice of Subjects for S4 (S3) – Parent Session   | Careers Section                                     |
|                                    | 14/1 (Mon. – D3)<br>(4:10-5:40)  | S3 放眼社會義工服務計劃失明人士 A 組訓練工作坊 1  | Civic Ed. Com., ECA Section, RME Dept.              |
|                                    | 15/1 (Tue. – D4)<br>(4:10-5:40)  | S3 放眼社會義工服務計劃失明人士 B 組訓練工作坊 2  |   |
|                                    | 16/1 (Wed. – D5)<br>(1 <sup>st</sup> -2 <sup>nd</sup> periods)               | S1-S3 時事常識問答比賽  | Civic Ed. Com.                                      |
|                                    | 18/1 (Fri. – D1)<br>(1 <sup>st</sup> period)                                 | Prize-giving Ceremony   | ECA   |
|                                    | 19/1 (Sat.) (10:30-4:30)   | S3 放眼社會義工服務計劃失明人士 B 組服務日  | Civic Ed. Com., ECA Section, RME Dept.              |
|                                    | 21/1-23/1 (Mon.-Wed.)<br>(D2-D4) (6 <sup>th</sup> – 7 <sup>th</sup> periods) | <b>English Festival</b><br>21/1 (D2) – S3      22/1 (D3) – S2<br>23/1 (D4) – S1                                   | English Department                                  |

|  | Date                                | Activity   | Organizer   |       |
|--|-------------------------------------|--|---|-------|
| Jan.   | 22/1 (Tue. – D3)<br>(4:10-5:30)     | a) S3 放眼社會義工服務計劃獨居長者 A 組訓練工作坊 1                              | Civic Ed. Com.,   |       |
|  |                                     | b) S3 放眼社會義工服務計劃獨居長者 D 組訓練工作坊 1                              | ECA Section,  |       |
|  |                                     | c) S3 放眼社會義工服務計劃失明人士 A 組訓練工作坊 2                              | RME Dept.   |       |
|  | 25/1 (Fri. – D6)                    | a) S3 放眼社會義工服務計劃獨居長者 A 組訓練工作坊 2<br>(4:10-5:30)               | Civic Ed. Com.,   |       |
|  |                                     | b) S3 放眼社會義工服務計劃獨居長者 C 組訓練工作坊 1<br>(4:10-5:30)               | ECA Section,<br>RME Dept.                                     |       |
|  |                                     | c) 「我說我的故事」活動日 (S1-S3) (7 <sup>th</sup> period – after sch.) | Hist. Dept. & IH<br>Dept.                                     |       |
|  | 26/1 (Sat.)                         | a) S3 放眼社會義工服務計劃失明人士 A 組服務日<br>(11:00-5:00)                  | Civic Ed. Com.,<br>ECA Section,<br>RME Dept.                  |       |
|  |                                     | b) 家校同心齊送暖 (9:00am – 5:00pm)                                 | PTA   |       |
|  | 29/1 (Tue. – D1)<br>(after school.) | a) S1 Quiz Competition (4:15-5:15)                           | Social Worker<br>Civic Ed. Com.,<br>ECA Section,<br>RME Dept. |       |
|  |                                     | b) S3 放眼社會義工服務計劃獨居長者 B 組訓練工作坊 1<br>(4:10-5:40)               |   |       |
| c) S3 放眼社會義工服務計劃獨居長者 C 組訓練工作坊 2<br>(4:10-5:40) |                                     |  |   |       |
| d) S3 放眼社會義工服務計劃獨居長者 D 組訓練工作坊 2<br>(4:10-5:40) |                                     |  |   |       |
| 31/1 (Thu. – D3)<br>(last lesson suspended)    | Farewell Mass for S6 Students       |  | Catholic Society  |       |
| Feb.   | 1/2 (Fri. – D4)<br>(summer time)    | a) S3 放眼社會義工服務計劃獨居長者 B 組訓練工作坊 2<br>(4:10-5:40)               | Civic Ed. Com.,<br>ECA Section,<br>RME Dept.                  |       |
|  |                                     | b) S4 Musical Workshops 3 (2:20-4:00)                        | S4 Cross-Curricular<br>Project                                |       |
|  | 2/2 (Sat.)                          | a) S3 放眼社會義工服務計劃獨居長者 A 組服務日 (9:00-1:00)                      | Civic Ed. Com.,<br>ECA Section,<br>RME Dept.                  |       |
|  |                                     | b) S3 放眼社會義工服務計劃獨居長者 D 組服務日 (9:00-1:00)                      |   |       |
|  |                                     | c) S3 放眼社會義工服務計劃獨居長者 B 組服務日 (2:00-6:00)                      |   |       |
|  |                                     | d) S3 放眼社會義工服務計劃獨居長者 C 組服務日 (2:00-6:00)                      |   |       |
|  | 4/2 (Mon. – D5) (after sch.)        | a) S1 Study Team Activities                                  | Academic Com.   |       |
|  |                                     | b) S2 Study Team Activities                                  |   |       |
|  | 19/2 (Tue. – D2) after sch.         | a) Catholic Society Meeting                                  | Catholic Society  |       |
|  |                                     | b) S3 放眼社會義工服務計劃兒童 A 組訓練工作坊 1 (4:10-5:40)                    | Civic Ed. Com.,<br>ECA Section,<br>RME Dept.                  |       |
|  | 22/2 (Fri. ) (after school)         | 中文書法比賽   |   | 中國語文科 |
|  | 25/2 (Mon. – D6) (after sch.)       | a) S1 Study Team Activities                                  | Academic Com.   |       |
|  |                                     | b) S2 Study Team Activities                                  |   |       |
| c) S3 放眼社會義工服務計劃兒童 A 組訓練工作坊 2 (4:10-5:40)      |                                     |  |   |       |
| d) S3 放眼社會義工服務計劃失明人士 C 組訓練工作坊 1 (4:10-5:40)    |                                     |  |   |       |
| 26/2 (Tue. – D1) after sch.                    | Catholic Society Meeting            |  | Catholic Society  |       |
| Lunch Time                                     | 普通話歌唱比賽                             |  | 普通話科及音樂科  |       |
| Lunch time and after school                    | 健康雙週                                |  | PTA and<br>Health Leader                                      |       |

|                                   | Date  | Activity  | Organizer   |
|-----------------------------------|---|---|---|
| Mar.                              | 2/3 (Sat.) (1:30-4:30)  | S3 放眼社會義工服務計劃兒童 A 組服務日  | Civic Ed. Com.,<br>ECA Section,<br>RME Dept.  |
|                                   | 4/3 (Mon. – D5)<br>(after school, except (a))                               | a) 仁愛堂極地之旅校園及社區巡迴演講 (1 <sup>st</sup> -2 <sup>nd</sup> periods) (S1-S5)  | Civic Ed. Com.  |
|                                   |   | b) S1 Study Team Activities   | Academic Com.   |
|                                   |   | c) S2 Study Team Activities   | Academic Com.   |
|                                   |   | d) S3 放眼社會義工服務計劃失明人士 C 組訓練工作坊 1 (4:10-5:40)   | Civic Ed. Com.,<br>ECA Section,<br>RME Dept.  |
|                                   |   | d) S4 Briefing Session for Activity Day (4:10-5:10)   | Liberal Studies Dept.   |
|                                   | 5/3 (Tue.-D6)<br>(last lesson suspended)                                    | 團體悔罪禮儀  | 天主教同學會  |
|                                   | 9/3 (Sat.) (10:30-4:30)   | S3 放眼社會義工服務計劃失明人士 C 組服務日  | Civic Ed. Com.,<br>ECA Section,<br>RME Dept.  |
|                                   | 11/3 (Mon. – D4)<br>(after sch.)  | a) S1 Study Team Activities   | Academic Com.   |
|                                   |   | b) S2 Study Team Activities   | Academic Com.   |
|                                   | 14/3 (Thur. – D1)   | S1-S3 or S1-S5 Dear Day<br>(1 <sup>st</sup> -2 <sup>nd</sup> period)  | Reading Promotion Com.  |
|                                   | 15/3 (Fri.)<br>Activity Day   | <b>Whole Day – performance inside school + program</b><br>S5: ASD performance + program (School)<br><br><b>Whole Day – visit / workshop / program</b><br>S1: Kadoorie Farm<br>S2: Cheung Chau (Appreciation of the Nature)<br>S3: PBL Session + Museum Visits: 海防博物館及甘棠第<br>S4: Field Studies | (a) <b>Visits (S1):</b><br>IS Dept. .<br>(b) <b>Visit (S2):</b><br>English Dept.<br>(c) <b>Visit (S3) &amp; PBL:</b><br>Chin. Dept, Chi. Hist.<br>Dept., Hist. Dept. & CL<br>Dept.<br>(d) <b>Visit (S4):</b><br>LS & Geog. Dept.<br>(e) <b>Program &amp;<br/>performance (S5)</b><br>Music & VA Dept. |
|                                   | 18/3 (Mon. – D2)<br>(after sch.)  | a) S1 Study Team Activities   | Academic Com.   |
| b) S2 Study Team Activities       |   |   |   |
| 26/3 (Tue. – D5)<br>(summer time) | S4 Musical Workshops 3 (2:20-4:00)  | S4 Cross-Curricular<br>Project  |   |
| 28/3 (Thur.) (Easter)             | From World of Fun to World of Work: Ocean Park and<br>Disneyland Theme Park | Careers Section &<br>ECA  |   |
| Apr.                              | 1/4-5/4   | 山東考察團   | Civic Ed. Com.  |
|                                   | 9/4 (Tue.)  | Catholic Society Meeting  | Catholic Society  |
|                                   | 16/4 (Tue. – D2)<br>(4:10-5:40.)  | S3 放眼社會義工服務計劃兒童 B 及 C 組訓練工作坊 1  | Civic Ed. Com.,<br>ECA Section,<br>RME Dept.  |
|                                   | 19/4<br>(Fri.-D5)(4:10-5:40)  | S3 放眼社會義工服務計劃兒童 B 及 C 組訓練工作坊 2  |   |
|                                   | 22/4 (Mon. – D6)<br>(after sch.)  | a) S1 Study Team Activities   | Academic Com.   |
|                                   |   | b) S2 Study Team Activities   |   |
|                                   | 26/4 (Fri. – D4)  | a) S3 放眼社會義工服務計劃兒童 B 組服務日 (4:30-8:40)   | Discipline Com.   |
|                                   |   | b) Cleaning School Campus (4:10-5:10)   |   |
|                                   |   | c) Activity for Library Assistants (after school)   |   |
| 29/4 (Mon. – D5)<br>(summer time) | S4 Musical Workshops 4 (2:20-4:00)  | S4 Cross-Curricular<br>Project  |   |
| Lunch Time                        | 普通話遊戲日  | 普通話科  |   |
| May                               | 3/5 (Fri. – D2) (4:10-5:30)   | S5 Inter-class Video Presentation Competition   | Economics Dept.   |
|                                   | 4/5 (Sat.) (12:00-6:00)   | S3 放眼社會義工服務計劃兒童 C 組服務日  | Civic Ed. Com.,<br>ECA Section,<br>RME Dept.  |

|                                  | <b>Date</b>  | <b>Activity</b>  | <b>Organizer</b>   |
|----------------------------------|--|--|--|
| <b>May</b><br>(con't)            | 6/5 (Mon. – D3)<br>(after sch.)                      | a) S1 Study Team Activities                                    | Academic Com.  |
|                                  |  | b) S2 Study Team Activities                                    |  |
|                                  |  | c) S4 Inter-school oral practice                               | English Dept.  |
|                                  | 7/5 (Tue. – D4) after sch.                           | Catholic Society Meeting                                       | Catholic Society   |
|                                  | 7/5– 8/5 (Tue. – Wed.)<br>(D4-D5)                    | English Book Exhibition  | Library  |
|                                  | 8/5 (Wed. – D5) &<br>9/5 (Thur. – D6)<br>(4:00-5:30) | “CTA Support You” study groups for S1 (Phase 2)                | Counselling Team   |
|                                  | 10/5 (Fri. – D1)<br>(after sch.)                     | a) S1 Big Sister Gathering                                     |  |
|                                  |  | b) S5 Inter-school oral practice (4:15-5:30)                   | English Dept.  |
|                                  | 13/5 (Mon. – D2)                                     | a) S1 Study Team Activities                                    | Academic Com.  |
|                                  |  | b) S2 Study Team Activities                                    |  |
|                                  | 14/5 (Tue.–D3)<br>(2:45pm – 3:55pm)                  | S1-S5 Interactive Drama School Tour                            | English Dept.  |
|                                  | 15/5 (Wed. – D4)                                     | a) “CTA Support You” study groups for S1 (Phase 2) (4:00-5:30) | Counselling Team   |
|                                  |  | b) S1-S5 Successful Leadership (3:00-4:00)                     | Academic Com.  |
|                                  | 16/5 (Thur. – D5)<br>(4:00-5:30)                     | “CTA Support You” study groups for S1 (Phase 2)                | Counselling Team   |
| 20/5 (Mon. – D6)<br>(2:20-4:00)  | S4 Musical Workshops 5                               | S4 Cross-Curricular<br>Project                                 |  |
| 24/5 (Fri. – D4)<br>(after sch.) | S5 Preparation for Mock JUPAS Talk                   | Careers Section  |  |
| 27/5 (Mon. – D5)<br>(after sch.) | a) S1 Study Team Activities                          | Academic Com.  |  |
|                                  | b) S2 Study Team Activities                          |  |  |
| Lunch Time                       | S3 NSS Choice of Subjects Sharing Sessions           | Careers Section  |  |
| <b>Jun</b>                       | 3/6 (Mon. – D4)<br>(after sch.)                      | a) S1 Study Team Activities                                    | Academic Com.  |
|                                  |  | b) S2 Study Team Activities                                    |  |
| 24/6 (Mon.) (2:20-4:00)          | S4 Musical Workshops 6                               | S4 Cross-Curricular<br>Project                                 |  |
| <b>July</b>                      | 2/7 (Mon.)   | Post-exam. Activities  | ECA and SA   |
|                                  |  | Post-exam. Activities:   | ECA and SA   |
|                                  | 3/7 (Tue.) (to 12:00)                                | Musical Competition  | Visual Arts Dept.,<br>Music Dept.,<br>Eng. Dept.<br>Home Econ. Dept. |
|                                  | 8/7-9/7 (Mon. & Tue.)                                | 朝聖   | 天主教同學會   |
|                                  | 15/7 (Mon.)  | S6 Career Information Day (Release of HKDSE Results)           | Careers Section  |
|                                  | Mid-July   | Briefing Session for Newly Admitted S.1 Students               | Counselling Team   |
| <b>Aug.</b>                      | Mid-Aug.   | S1 Adaptation to New School Life                               | Careers Section,<br>Academic Com. &<br>Counselling Team              |
|                                  | 20/8-21/8  | S4 Orientation Program   |  |

**School-based After-school Learning and Support Programmes 2012/13**  
**School-based Grant - Programme Report**

**Project Coordinator:** Mrs. Alice Au **Contact Telephone No.:** 24208155

**A. The number of benefitting students (count by heads) under this programme is 161 (including A. 51 CSSA recipients, B. 95 SFAS full-grant recipients and C. 15 under school's discretionary quota)**

**B. Information on Activities under the Programmes**

| *Name / Type of activity                                     | Actual no. of participating eligible students # |    |   | 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)   |
|--|---|----|---|-------------------------|------------------------------|----------------------|--|---|--|
|  | A   | B  | C |                         |                              |                      |  |   |  |
| Language Training: Summer Enhancement Course ( S.1)          | 3   | 8  | 6 | 100%                    | 14/8/2012 to 24/8/2012       | \$7,000              | Tutor's feedback   | Tutor:<br>Ms. Wong Chi Ming                       | Participants found the program useful in strengthening their English foundation and they became more confident in learning English.        |
| Self-confidence Development: S.4 Careers Education Workshops | 21  | 29 | 0 | 100%                    | 15/10/12, 22/10/12, 29/10/12 | \$42,000             | - Teachers' observation<br>- Questionnaire               | Edvenue Limited                                   | 85% of the participants found the workshops useful in preparing them better for career planning and helped them become more self-directed. |

|   |    |    |   |      |                                       |          |  |  |   |
|---|----|----|---|------|---------------------------------------|----------|--|--|---|
| Learning Skill Training:<br>S.1 Study Skills Workshops:<br>Reading Strategies                     | 18 | 32 | 0 | 100% | 17/9/2012,<br>21/9/2012,<br>8/10/2012 | \$38,000 | - Questionnaire<br>- Advisor's observation | Edvenue Limited                                      | 95% of the participants found the workshops useful in enhancing their capabilities in reading and they became more confident in learning.   |
| Leadership Training:<br>Leadership Training Programme (Adventure-based Camp, Follow-up workshops) | 15 | 35 | 0 | 100% | Sept 2012 to<br>January 2013          | \$44,900 | - Questionnaire<br>- Advisor's observation | Jockey Club<br>Cheung Chau<br>Don Bosco Youth Centre | 95% of the participants found the program useful in strengthening their problem solving skills, fostering mutual support among student leaders and cultivating their sense of responsibility. They became more confident in discharging their duties. |
| Self-confidence Development:<br>S.1 Camp  | 18 | 33 | 0 | 100% | 12/10/12 to<br>13/10/12               | \$19,380 | - Questionnaire<br>- Advisor's observation | Jockey Club<br>Cheung Chau<br>Don Bosco Youth Centre | 95% of the participants found the camp boosted their confidence, strengthened their problem solving and interpersonal skills and helped promote mutual support among participants.  |

|   |   |    |   |   |  |          |                         |                           |   |
|---|---|----|---|---|--|----------|-------------------------|---------------------------|---|
| Art /Culture Activities:<br>Love and Service Band               | 5 | 13 | 8 | 90%   | Mid-Oct 2012 to Aug 2013   | \$31,875 | 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.                                       |
| Learning Skill Training:<br>Mathematics Olympiad Course (S.1)   | 3 | 4  | 0 | 61.90%<br>(1 student attended 3 lessons only) | 3/10, 10/10, 17/10, 24/10, 7/11, 28/11, 9/1, 16/1, 23/1, 30/1, 6/2, 20/2, 6/3, 13/3, 17/4<br>(15 lessons)    | \$2,800  | Questionnaire           | MathsLab Education Centre | All the students agreed that their expectation in joining the course has been met. Students found that the course was useful and they learnt more skills. Over 50% of them will attend the Olympiad course next year. |
| Learning Skill Training:<br>Mathematics Olympiad Course (S.2-3) | 1 | 7  | 0 | 89.17%  | 3/10, 10/10, 17/10, 24/10, 7/11, 14/11, 21/11, 28/11, 9/1, 16/1, 23/1, 30/1, 20/2, 27/2, 6/3<br>(15 lessons) | \$3,200  | Questionnaire           | MathsLab Education Centre | All the students agreed that their expectation in joining the course has been met. Students found that the course was useful and they learnt more skills. Over 60% of them will attend the Olympiad course next year. |



|  |            |            |           |      |                          |                  |                         |   |   |
|--|------------|------------|-----------|------|--------------------------|------------------|-------------------------|---|---|
| Art /Culture Activities:<br>Zheng Class        | 0          | 5          | 2         | 95%  | Mid-Oct 2012 to May 2013 | \$6,600          | Instructor's assessment | Green Hill Anglo-Chinese Arts Performance Troupe                  | Students were interested in playing the instrument and were able to play the instrument individually. They could perform in public confidently.                     |
| Tutorial Service:<br>LACC Tutorial Class (S.1) | 4          | 11         | 0         | 100% | 3/5/2013 to 10/6/2013    | \$7,500          | Tutor's feedback        | Tutor:<br>Ms. Liu Ching Yee<br>Ms. Lee Po Ling<br>Ms. Lin Pui Yin | Participants found the tutorial class useful in strengthening their study skills in EMI subjects and they became more confident in preparing for Final Examination. |
| <b>Total no. of activities:<br/>10</b>         |            |            |           |      |                          |                  |                         |   |   |
| <b>@No. of participation counts</b>            | <b>88</b>  | <b>177</b> | <b>16</b> |      |                          |                  |                         |   |   |
| <b>**Total no. of participation counts</b>     | <b>281</b> |            |           |      | <b>Total Expenses</b>    | <b>\$203,255</b> |                         |   |   |

Note:

\* Name/type of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Participation count: refers to the aggregate no. of benefitted students participating in each activity listed above.

\*\* Total no. of participation count: the aggregate of (A) + (B) + (C)

# Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the 10% discretionary quota (C).

## C. Project Effectiveness

*In general, how would you rate the achievements of the activities conducted to the benefitted eligible students:*

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

**D. Comments on the project conducted**

*Problems/difficulties encountered when implementing the project*

*(You may tick more than one box)*

- unable to identify the eligible students (i.e., students receiving CSSA, SFAS full grant);
- difficult to decide on the 10% discretionary quota;
- eligible 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.
- 

**E. 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 2012-2013 School Year**

**Chinese Language**

| <b>Task Areas</b>   | <b>Major Area(s) of Concern</b>  | <b>Implementation Plan</b>  | <b>Benefits Anticipated</b>   | <b>Success Criteria</b>  | <b>Evaluation</b>  | <b>Recommendation / Follow-up</b>   |
|---|--|---|---|--|--|---|
| Curriculum development and coping with diverse learning needs of students | To facilitate the implementation of School-based Assessment (SBA) in Chinese Language and Territory-wide System Assessment (TSA) & | <p>To employ a full-time Teaching Assistant (TA) to:</p> <ul style="list-style-type: none"> <li>- conduct group discussion sessions for S.2 &amp; S.3 (after school) to enhance students' speaking skills</li> <li>- assist teachers in organizing and implementing learning and teaching activities</li> <li>- conduct summer courses for S.3 students</li> <li>- help handle clerical work of the Department</li> </ul> | <ul style="list-style-type: none"> <li>- Teachers' load in administrative work of SBA and TSA will be relieved</li> <li>- Students' speaking skills will be enhanced</li> </ul> | <ul style="list-style-type: none"> <li>- Practical and flexible logistical arrangements to facilitate the implementation of SBA and TSA</li> <li>- Students' speaking skills have been upgraded</li> <li>- Most of the teachers of the Chinese Language Department agree the TA help relieve their work load of SBA and TSA</li> </ul> | <ul style="list-style-type: none"> <li>- Most teachers found the TA helpful in providing administrative and clerical support for the smooth implementation of SBA and TSA.</li> <li>- The TA conducted after-school group discussion sessions on speaking skills for all S.3 students in the 1<sup>st</sup> term and S.2 students in the 2<sup>nd</sup> 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.</li> </ul> | <ul style="list-style-type: none"> <li>- It is suggested that the school continue to employ a full-time teaching assistant for Chinese Language in the next school year.</li> </ul> |

## 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 | <p>To employ a full-time Teaching Assistant (TA) to</p> <ul style="list-style-type: none"> <li>- assist teachers in preparing teaching materials</li> <li>- assist teachers in organizing and conducting English-learning activities</li> <li>- help English teachers with clerical work to reduce their workload</li> <li>- conduct remedial classes during summer holidays</li> </ul> | <ul style="list-style-type: none"> <li>- 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</li> <li>- The weaker students will be given more remedial support in learning English</li> </ul> | <ul style="list-style-type: none"> <li>- Teachers' workload is relieved and most of the English teachers find the teaching assistant helpful.</li> <li>- The learning needs of the weaker students are taken care of.</li> </ul> | <ul style="list-style-type: none"> <li>- All English teachers found the English TA extremely helpful and responsible. The clerical work of the English teachers was relieved a lot.</li> <li>- Learning materials to cater for the needs of the less-abled students were developed to provide remedial support to them.</li> <li>- Students also agreed that the English TA did help them with their English-learning activities after school.</li> </ul> | <ul style="list-style-type: none"> <li>- An English teaching assistant will be much needed in the next school year to ease the workload of the English teachers and provide various kinds of support to students of different needs.</li> </ul> |

## 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"> <li>- assist teachers in preparing teaching materials, especially for the NSS curriculum</li> <li>- support the junior form teachers in preparing teaching materials for S.3 through the meetings with Ms. Tai from the 'School-based Curriculum Development Support Services for Secondary Schools'</li> <li>- assist teachers in organizing and conducting subject-related activities</li> <li>- conduct enhancement lessons for one group of S.6 students</li> <li>- supervise the weaker students to finish their homework assignments</li> <li>- help students solve their problems in learning Mathematics after lessons</li> </ul> | <ul style="list-style-type: none"> <li>- 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</li> <li>- The weaker students will be given more remedial support</li> </ul> | <ul style="list-style-type: none"> <li>- Most of the Mathematics teachers find the teacher assistant helpful</li> <li>- Positive feedback from the students</li> <li>- The learning needs of the weaker students are taken care of</li> </ul> | <ul style="list-style-type: none"> <li>- Through the appraisal forms completed by all the Panel members, the TA was found to be responsible and helpful and was willing to offer suitable support to teachers and students.</li> <li>- The TA had to conduct after-school tutorial lessons everyday to help the weaker students from S.1 to S.4. He also had one S.6 lesson per cycle to consolidate students' skills involved in preparing for DSE. 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.</li> </ul> | <ul style="list-style-type: none"> <li>- The subject teachers should follow those weak students with poor motivation in the tutorial class.</li> <li>- 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.</li> </ul> |

## School Ball Teams

| <b>Task Area</b>                                   | <b>Major Area(s) of Concern</b>   | <b>Implementation Plan</b>  | <b>Benefits Anticipated</b>   | <b>Success Criteria</b>   | <b>Evaluation</b>  | <b>Recommendation / Follow-up</b>  |
|--|---|---|---|---|--|--|
| Skills enhancement programme for School Ball Teams | <ul style="list-style-type: none"> <li>- To relieve teachers' workload in after-school training of the various sports teams</li> <li>- To improve students' skills in various sports and develop their sportsmanship</li> </ul> | <p>To employ professional instructors to train the following school teams:</p> <ul style="list-style-type: none"> <li>- Basketball Team (twice a week)</li> <li>- Volleyball Team (twice a week)</li> <li>- Handball Team (twice a week)</li> </ul> | <ul style="list-style-type: none"> <li>- Teachers' workload in after-school training of the various sports teams can be relived so that they can concentrate more on their normal teaching duties</li> <li>- Students' sportsmanship and skills in various sports will be enhanced</li> </ul> | <ul style="list-style-type: none"> <li>- The students in various school sports teams find the training programmes helpful in improving their sports skills</li> <li>- The Ball Teams show improved performance in inter-schools competitions</li> </ul> | <ul style="list-style-type: none"> <li>- Students in the school sports teams found the regular trainings and practices useful in improving their sports skills.</li> <li>- The various Teams performed well in the inter-schools competitions 2012-13 (Kwai Tsing District).<br/>Basket Ball (Grade B) – 2<sup>nd</sup> Runner-up<br/>Handball (Grade A and Grade C) – 2<sup>nd</sup> Runner- Up<br/>Volleyball (Grade A) – 2<sup>nd</sup> Runner- Up</li> </ul> | <p>If resources are available, professional instructors for the School Ball Teams will be hired in the next school year.</p> |

## Refined English Enhancement Scheme Project-end Evaluation Report

**Name of School:** Pope Paul VI College

**Project Period:** 2011/12 to 2012/13

### Part 1 - Project Deliverables

| No. | Describe the tangible deliverables<br>(e.g. Language-across-the- curriculum and English language curriculum materials, teaching and learning resources by non-language subjects, etc.)  |
|-----|---|
| 1   | The viewing of the interactive drama had helped S.1-S.3 students when they participated in drama competition held in the 2 <sup>nd</sup> term. This extended activity promoted the use of English outside the classroom as students of other forms were invited to view the competition. S.4 musical competition held at the end of the term further strengthened the teaching and learning of non-language subjects in English such as Music and Visual Arts. Presentation skills and writing skills of students had been shown in the Junior Forms in the English Language Reading and Speaking lessons as they were required to write their opinions for their presentations. Senior Forms presentation skills and writing skills were assessed in their Speaking assessments of various non-language subjects and their English School-based assessments. |
| 2   | English-related activities were carried out to promote an English-rich learning environment. English Ambassadors were trained to further promote using English on the campus outside the classroom.   |
| 3.  | Worksheets on language features that students often encountered in junior science topics: articles, question verbs, countable and uncountable nouns, verbs, word forms, passive voice were developed.<br><br>Worksheets on junior science extended writing tasks: sequential explanations, comparative essays, explaining the relationships among voltage, current and resistance were designed.<br><br>Junior Science reading exercise were developed.   |
| 4.  | Junior Science vocabulary lists with parts of speech, definitions and example sentences and vocabulary puzzles were developed.  |



## Part 2 - Attainment of Output Targets

| Output / outcome-based targets pledged by school in the proposal  | Extent of Attainment   |
|---|--|
| The viewing of the interactive drama and students' presentation skills and writing skills learnt will help prepare students for the smooth transition between Key Stage 3 and Key Stage 4.  | Attained. All students were provided with opportunities to be exposed to drama performances which prepared them for the S.4 musicals. The majority of the students agreed that their confidence, motivation and ability in using English had been enhanced through taking part in the S.3 drama and the S.4 musicals.  |
| The training provided for the English Ambassadors will further ensure that the English Learning and Teaching Support Centre is well managed and utilized.   | Attained. Students' diversity in learning English could be further catered for as students had access to the ELTSC Centre with the help of the English Ambassadors to borrow books and videos that they were interested in.  |
| A School-based Science and Biology learning support package will be produced and can be used by Science and Biology teachers in the future. Lesson plans, learning activities, worksheets, assignments, Power Point and assessment sheets will be designed to suit different levels of students and catered to their learning styles. | Attained. The package contains 3 topics for S.1 Science, 3 topics for S.2 Science and 3 topics for S.3 and S.4 Biology. Science and Biology teachers can use the package in the future.  |
| The problem of adjusting to the new medium of Instruction is minimized, thus students can grasp the subject content more efficiently and effectively.   | Attained. Students found that the learning support package could help them grasp the subject content more efficiently and effectively. Students could use the vocabulary in Junior Science and Biology subjects confidently.   |
| Students' Science and Biology reading skills are enhanced and students are more motivated to read other Science and Biology articles on their own.  | Partly attained. Students' reading skills were enhanced but not many of the Junior Science students were motivated to read other Science articles on their own. Biology students were motivated to read other Biology articles on their own and their interest in reading Biology articles was enhanced. (60.1% of Junior Science students found that the reading assignments were helpful/ very helpful in helping them build confidence in reading science articles in English.) |
| Students are expected to gain a deeper understanding of the language features of genres that are important in Science and Biology so that they will be able to handle extended writing  | Attained. Based on the assessments, teachers found that more than 75% of the students' writing skills were improved and 87.0% of the S.2 students have the ability to write a good comparative essay on a science topic. S.4 Biology   |

| Output / outcome-based targets pledged by school in the proposal  | Extent of Attainment  |
|---|---|
| <p>questions in future public examinations.<br/>It is expected that 75% of the students' writing skills will be improved.</p> | <p>students showed improvement in writing Biology essays. Based on the assessments, their essays were organized in a more systematic way.</p> |

### Part 3 - Reflections on the Project

- ✧ The date of the drama performance was decided quite late due to the increasing popularity of the company. Advance booking is needed. The story of the drama performance was limited due to the few choices given by the service provider.
- ✧ Though students of the current school year may not have the opportunity to view the drama performance by professionals as the project has completed, the S.3 and S.4 students will have the chance to produce their own drama /musicals. Their schoolmates will have the opportunity to view the above-mentioned performance. The target can thus be sustained.
- ✧ The activities held in the ELTSC Centre need to be further promoted with the help of the English Ambassadors and the Native-Speaking English teacher. The variety of activities needs to be considered to motivate students to take part in them. More frequent activities are to be implemented during lunchtime and after school with the help of the English Ambassadors and the NET.
- ✧ The majority of the students found that language support activities carried out such as explicit teaching of the part of speech and usage of vocabulary words and phrases related to a particular science topic enhanced their ability to learn the science topics in the syllabus 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.
- ✧ For students who initially did not have confidence in learning science in English, they found that the language support activities were useful. The majority of the students who had language difficulties found that the Science Teaching Assistant had provided useful extra language support to them through remedial activities.

- ✧ Through collaborating with the Science Teaching Assistant and other Science subject teachers, teachers had polished the skills needed to teach Science in English. Their confidence in preparing language support activities was enhanced as well.

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

Taken Parts 1 to 3 above together, the overall rating on my school's implementation of the Project is :  ( 3 )  
[ 4= Very good            3 = Good            2 = Satisfactory            1 = Can be improved ]