



POPE PAUL VI COLLEGE

School Report

2013-2014

I. School Vision and Mission

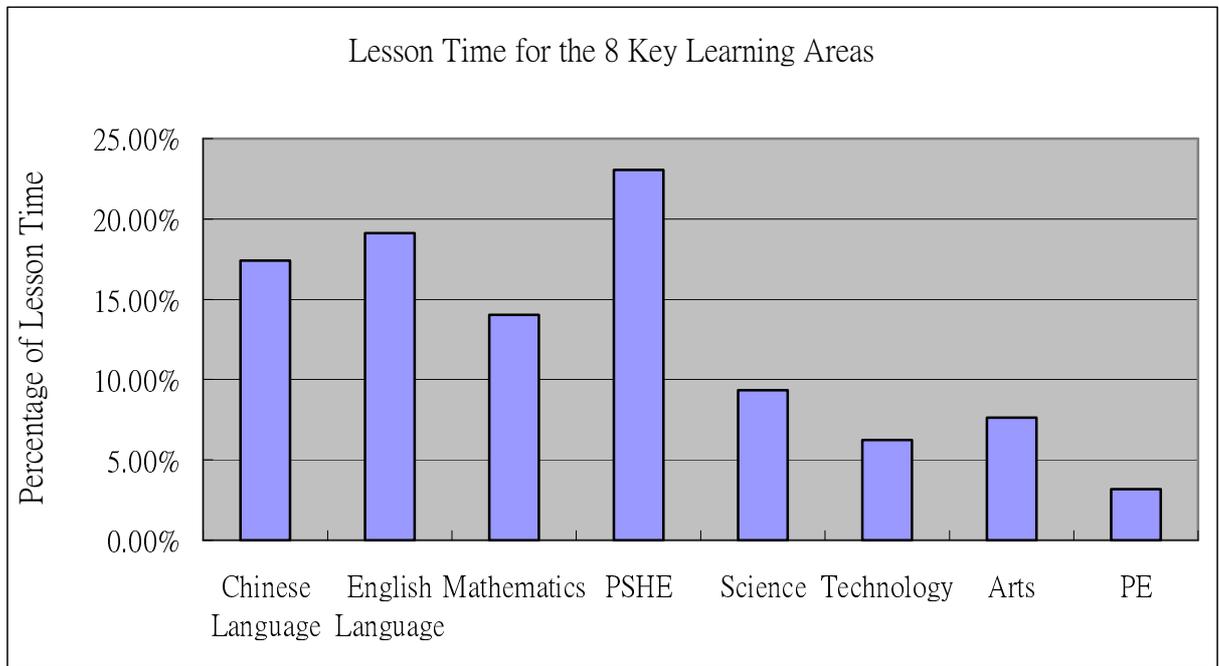
Pope Paul VI College, established in 1969, is a Catholic subsidized EMI secondary school for girls. Its sponsoring body is the Missionary Sisters of the Immaculate (P.I.M.E. Sisters).

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**”.

II. Information on the School

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



3. Composition of the Incorporated Management Committee

	Total No. of Members in IMC	No. of School Sponsoring Body Members	Principal
No. of Members	15	8	1

III. Information on the Students

1. Class Structure

In September 2013, there were 871 students enrolled at the school.

There were four classes at each level from Secondary One to Secondary Three and five classes at each level from Secondary Four to Secondary Six. The class structure was as follows:

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

The number of students per level was as follows:

FORM	NUMBER OF STUDENTS
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:

FORM	ATTENDANCE RATE
Secondary 1	98.1%
Secondary 2	98.7%
Secondary 3	98.1%
Secondary 4	98.3%
Secondary 5	97.5%
Secondary 6	97.8%

IV. Information on the Teachers:

1. Teachers' Qualification

In the academic year 2013-14, our school had 62 teachers boasting an average of 18.05 years of teaching experience. 62 teaching staff hold Diploma or Certificate in education.

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

- Teachers holding Master's degrees: 29
- Teachers holding Bachelor's degrees: 31
- Teachers holding Certificates from Colleges / Hong Kong Institute of Education: 2

2. Teachers' Teaching Experience:

TEACHER'S EXPERIENCE	NUMBER OF TEACHERS
0 – 2 years teaching experience	1
3 - 5 years teaching experience	4
6 – 10 years teaching experience	10
More than 10 years teaching experience	47

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

1. To enable students to persevere in face of challenges and adversities through various learning experiences

Achievements
<ul style="list-style-type: none">✓ Both cross-curricular and departmental activities were organized to let students experience how people overcome difficulties and adversities in real life.<ul style="list-style-type: none">➤ S.1 students took part in an inter-class competition held by the Music Department and the Putonghua Department on selecting a Putonghua song and rewrite the lyrics in Putonghua. The theme was about how people face hard times in life. Students showed positive attitude when taking part in the activity and their awareness of handling difficulties in daily life was raised.➤ Writing tasks of different forms focusing on tackling difficulties and embracing challenges in life were implemented in the English Department. S.3-S.6 students joined the TWGHs 'Good People, Good Deeds' Writing Competition. Newspaper clipping exercises and reading comprehension exercises were assigned to let students reflect on how other faced their challenges positively. The theme of English Corner in the junior forms focused on 'Overcoming Adversities'. Students selected their own real life stories and performed seriously.➤ Students in S.5 were assigned spoken task on the theme of "perseverance in face of challenges and adversities". Students' scripts helped promote a very positive attitude towards life.➤ A 5-day Poverty Experience Programme helped students realize the importance of spending wisely and the experience helped them further learn how to persevere in face of temptation. A programme called 'Protecting an Egg for a Month' was implemented in S.5 and this meaningful activity provided an opportunity for students to be thankful to their parents as they came to know how much their parents love them even though there were hard times in life.➤ Two sessions of promoting good English and Chinese books on how people experienced hard times and their reflections were organized by the Reading Promotion Committee. The book presentation sessions were well received by students of all forms. Book display sessions were organized to further reinforce students to read biographies and books on related themes after the presentation sessions.✓ Demanding tasks in field trip, outing and camping were designed for students by various Departments and Teams.<ul style="list-style-type: none">➤ An S.2 Activity Day visiting the Country Park was held aiming to let students experience different kinds of hands-on task. Students were required to observe and identify and complete their tasks on their own without teachers' help. Their work which involved sketching, photo-taking and writing poems were displayed for others to appreciate their efforts.➤ An S.1 Adventure Camp was held to reinforce students' positive attitudes towards challenges. Workshops on dating and marriage were arranged for S.4 and S.5 students who reflected that they became more aware of the importance of self-control and respect oneself.

- Field Study Day Camp was organized for S.5 students who were exposed to various field work skills that they needed to possess. Students were able to apply the concepts learnt into authentic situations in the Camp. The S.4 students paid a visit to Stephen Hui Geological Museum and their knowledge on the dynamic earth was further enhanced
 - Students' abilities of coping stress and self-management skills were enhanced through participation in the workshop and the talk respectively organized by the Counselling Team.
- ✓ Web-based courses were provided for S.3 and S.4 high-achievers with the support given by the Education and Manpower Bureau (EDB). 40 gifted students joined the course in four different subject areas namely Earth Science, Astronomy, Archaeology and Mathematics. 24 students achieved level one. 11 students achieved level two and 8 students achieved the highest level – level three. For level three, four students took the Earth Science web-based course, two in Astronomy and two in Archaeology.
 - ✓ Training sessions were provided to the more able students who took part in the 65th Hong Kong Schools Speech Festival and the 66th Hong Kong Schools Music Festival by the Chinese Language teachers, English Language teachers and Music teachers respectively. After-school tutorials were arranged by teachers in all Departments to facilitate students' various learning needs. S.1 students were given extra support by the Academic Committee to let students better adapt to the English learning environment throughout the year. Students appreciated the support provided by teachers of different subjects.
 - ✓ Various award schemes and competitions were organized to give ample opportunities to students to gain more confidence through experiencing the SportACT Award Scheme. More students were able to develop interest in sports and live a healthy life style and become more aware of the importance of being fit. Inter-school competitions organized by tertiary education were introduced to students with different talents. Students learnt how to overcome difficulties by themselves through participating in competitions with limited teacher's support or without teachers' support. More students would be nominated by the Information and Communication Technology and Physics Department to join the competitions.
 - ✓ Chinese Language, English Language and Mathematics Departments conducted gifted education courses for S.4 and S.5 students by utilizing the Diversity Learning Grant. Advanced Chinese reading and writing skills were introduced in the course. Students' creativity and English advanced writing skills were sharpened. Enrichment topics and problem-solving techniques were the foci in the Mathematics course. High achievers were supported in these three Key Learning Areas.

- ✓ Twelve students in S.4 and S.5 were enrolled in gifted education courses in different domains such as Humanities, Leadership, Mathematics and Science. The courses were organized by the Hong Kong Academy for Gifted Education (HKAGE).
- ✓ A programme named 'Eyes on the Community' was organized with the support provided by 'The Boys' and Girls' Clubs Association of Hong Kong (TBGAHK) to all S.3 students. With the help of the social workers, students were able to plan and implement the social service projects. Students reflected that the experiences enhanced their problem-solving strategies and helped cultivate their positive attitude.
- ✓ A leadership training camp was held for School Prefects and Counseling Team Assistants to develop their leadership skills, problem-solving skills and stress management skills. All the participants agreed that the adventure-based leadership training camp helped them understand more strategies to cope with challenges in life and build team spirit to support one another.
- ✓ Student Health Captains were trained to organize a range of learning activities to promote healthy life and positive values. A whole school approach Award Scheme was implemented. 80% of the students agreed that the learning experiences helped them enhance their health knowledge and the awareness towards healthy life and 72.75% of the students got an award.
- ✓ With the support from The Women's Foundation, a team of 10 students was trained to organize a range of learning activities to promote positive values in a programme called 'Life Skills Ambassador Programme'. A joint-school training camp, a mentorship program, positive psychology workshops, life planning workshops, financial management workshops and company visits were included in the programmes. All the student ambassadors agreed that the learning experiences helped them enhance their awareness towards positive psychology, life planning, financial management and good interpersonal relationship.
- ✓ Fifty students in S.1 and S.2 were invited to join a research project called 'Play for Smart—An Adolescent Health Developmental Programme'. Eighteen sessions were arranged for participants to have regular physical exercises every Tuesday after school to promote healthy life and perseverance. 75% of the participants agreed that the learning experiences helped them develop good habits in doing exercises and cultivate in them the spirit of perseverance.

Reflections

- ✧ More cross-curricular and cross-committee activities will be organized to facilitate students' learning and teachers' teaching.
- ✧ Students will be provided with more opportunities to take part in inter-school competitions organized by the non-profit making organizations (NGOs) and tertiary institutes.
- ✧ Different types of learning activity will be held both at school and outdoors with the help of the NGOs to demonstrate that learning takes place everywhere. Students will be encouraged to plan, implement and evaluate their work without minimal help provided by teachers or teacher-advisers to promote a sense of ownership of students.
- ✧ Workshops will be conducted to give students room to explore more of themselves and the world.
- ✧ Gifted education will be highlighted with the support given by the Education and Manpower Bureau (EDB) and the Hong Kong Academy for Gifted Education (HKAGE).
- ✧ The less-abled students will be continuously supported by teachers of different disciplines and special government funding to further consolidate their foundation in learning.
- ✧ 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 the love for life and nature. Different activities related to this theme will be held in the coming year.
- ✧ The leadership training camp was also well received by the participants. It is suggested that student leaders especially the School Prefects and Counselling Team Assistants be provided with more opportunities to stretch their potential and further enhance their self-confidence.
- ✧ The 'Play for Smart—An Adolescent Health Developmental Programme' is a one-year research project organized by the University of Hong Kong. In order to sustain lower form students' habits in doing regular exercises, more bikes and skipping ropes will be bought to promote exercising during their free time. Besides, inter-house ball game competitions will be organized to further promote physical fitness and enhance students' interest in doing regular exercises.
- ✧ The "Life Skills Ambassador Program" organized by The Women's Foundation had been run for three years. The training program helped more than 30 S.4 & S.5 students 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. An engaging mentoring experience with seasoned mentors from J.P. Morgan had been arranged for the Student Ambassadors who learnt valuable life experience from these working professionals. However, this program is a three-year funded project. In the coming year, there will not be any ambassador program organized by The Women's Foundation.

2. To equip students with effective learning skills so that they become proactive learners

Achievements	
✓	Various departments including the Departments of English Language, Chinese Language, Mathematics, Biology, Chemistry, Economics and BAFS required students to have pre-lesson and/or after-lesson tasks. Students were provided with questions and prepared the chapter they would learn beforehand. Problem-solving and critical thinking questions were raised by students and answers would be provided by students first. Bonus marks were awarded to those well-set questions and bonus questions were also set in quizzes for high-achievers to attempt.
✓	Workshops on study skills catering for the needs of the Junior Formers were organized to support students with effective learning skills across the curriculum. Both students and teachers found the workshops useful and different subject teachers were able to implement the skills in their own subjects.
✓	Cross-curricular projects were introduced to the Junior Formers with the joint-effort of the Mathematics and Integrated Science Departments in S.1, the English and Integrated Humanities Departments in S.2 and the Chinese, Chinese History, Computer Literacy and Visual Arts Departments in S.3. More involvement from the Personal, Society, and Humanities Education (PSHE) Key Learning Area would be involved with the language support provided by the Chinese and English Departments.
✓	Various types of pre-learning, while-learning and post-learning activity were highlighted in different subjects. <ul style="list-style-type: none">➤ In S1, note-taking skills were the focus in the English Language, Chinese History and Integrated Science lessons.➤ In S2, reading strategies were emphasized in the lessons of English Language, Chinese Language and Integrated Humanities.➤ In S3, problem solving and investigative skills were needed in the Biology, Mathematics, Geography, Computer Literacy and Visual Arts lessons.➤ In S.4, Liberal Studies, Economics and Business, Accounting and Financial Studies teachers required students to take part in pre-lesson learning activities.➤ In S.5, History, Liberal Studies, Mathematics, Chinese Language, Chemistry and Biology aimed at training students with critical thinking skills and evaluating abilities.

Reflections

- ✧ Pre-learning, while-learning and post-learning tasks are essential when all kinds of learning take place. Note-taking skills, strategies on reading, problem solving skills, investigative skills, critical thinking skills and evaluating skills are the generic skills students need to possess and therefore they are implemented in the curriculum of various subjects.
- ✧ Setting bonus questions to further make learning more challenging will be promoted.
- ✧ With the language support provided by the Chinese Language and English Language Departments, more subjects will be involved to promote cross-curricular collaboration in S.3 Project-based learning.

3. To facilitate teachers' professional sharing and training in order to address students' educational needs

Achievements
<ul style="list-style-type: none"><li data-bbox="240 421 1406 779">✓ Regular professional sharing sessions were scheduled to enhance teaching and learning, and curriculum development was conducted in the four core subjects. Common periods were arranged and other subject teachers also noticed the needs and held their irregular meetings to share teaching strategies. Five after-school formal meetings on collaborative teaching conducted by all departments or cross-curricular departments were arranged. An end-of year whole school sharing session was held on 8th July 2014. Different subject teachers were invited to share the practice on the idea of Learning Experiences Design which was introduced by the EDB on how to try out the LED in formal learning and teaching curriculum.<li data-bbox="240 831 1406 981">✓ More than forty teachers received either the on-line foundation course or/and thematic courses provided by the HKAGE. Gifted Education Coordinator and Gifted Education Manager would be assigned to follow up forthcoming GE courses for both teachers and students.<li data-bbox="240 1032 1406 1227">✓ Workshops aiming at effective learning skills were conducted with the help of service provider and all subject teachers took part in observing the workshops. Teachers' sharing on the effectiveness of the workshops were held departmentally and the majority reflected that subject teachers would be able to implement the same skills in their KLA.<li data-bbox="240 1279 1406 1451">✓ Both high-achievers and low-achievers were equipped with different learning skills with the help provided by the English Department. As the number of students in each group was small, the results were satisfactory. The practice would be continued to further cater for the needs of students of different abilities.<li data-bbox="240 1503 1406 1630">✓ Cross-curricular sharing sessions were organized to provide a platform for teachers of different KLAs to exchange good practices. The policy would be continued with the support from all Panel Chairpersons and their members.<li data-bbox="240 1682 1406 1809">✓ A joint-school development day was held on 11 October 2013 and the topic was 'Effective Learning and Teaching and Strategies'. Teachers reflected that the information provided gave them new insights into teaching and learning approaches.

- ✓ Two school-based staff development days were held on 17 January and 30 June respectively. The first one focused on ‘Basic Foundation on Positive Psychology’ which helped teachers gain strategies to cope with students’ psychological needs. The second one was on ‘Preventing and Handling Complaints’ which gave teachers room to reflect on their daily practices with one another. Possessing a positive mindset helped promoting a good working environment for teachers which implied that students would eventually benefit from it. The above staff development days were very well received by teachers.

Reflections

- ✧ Regular professional sharing sessions will be scheduled to enhance teaching and learning. Common periods will be arranged and other subject teachers will form their groups to facilitate their teaching needs. Five after-school formal meetings on collaborative teaching conducted by all departments or cross-curricular departments will be arranged. An end-of year whole school sharing session will be held. Different subject teachers will be invited to share their good practices by inviting teachers of other disciplines to observe their lessons. The idea of Learning Experiences Design introduced by the EDB will be extended to more teachers to take part in different sharing sessions and workshops organized by the EDB.
- ✧ The on-line foundation course or/and thematic courses provided by the HKAGE will be further promoted to teachers of all disciplines. Gifted Education Coordinator and Gifted Education Manager will promote forthcoming GE courses for both teachers and students.
- ✧ Both gifted students and students with special educational needs will be helped by teachers who possess professional knowledge in these two areas.
- ✧ Both joint-school staff development day and school-based staff development days will be organized to further enhance teachers’ professional skills in coping with the diverse learning needs of students. Their knowledge on the dynamic earth was further enhanced

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, social services, Guardian Angel, prayer meetings, liturgical celebrations, 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 interests 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

- ◇ Civic Education Lessons (8 lessons for S.1-S.5, 4 lessons for S.6)
- ◇ 寫書國情徵文比賽 2014
- ◇ Flag-raising Ceremony
- ◇ Talks on Sustainable Development, Green Life
- ◇ 全港中學生十大新聞選舉
- ◇ 廉政公署攤位遊戲
- ◇ Current Affairs Quiz (S.1-3)
- ◇ Round-table Discussion (S.4-5)
- ◇ Study Trip to Singapore

The Civic Education lessons contained a variety of learning activities including input provided by the Class Teachers, students joining inter-class quiz competition, discussion forums and seminars. Teachers were enthusiastic and they explored daily issues and current affairs to draw students' attention during the lessons.

One S.4 student gained the 1st prize in the Writing Competition about Chinese Affairs.

Most students were enthusiastic in joining civic education activities and showed their willingness to learn in different settings. Leadership skills were demonstrated by those students who took an active role in organizing different programmes for other participants.

The Trip to Singapore helped students understand why Singapore had developed into a sustainable city in urban planning, environmental conservation and the use of natural resources. Various facilities such as Urban Redevelopment Authority (URA) S'pore City Gallery, Waste-to-Energy Plant, Newater Centre were visited and students gained valuable experiences and inspiration in the study trip.

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 35-minute reading period every cycle for S.1-S.3)
- ✧ Popular Reading Award Scheme for S.1-S.3
- ✧ Cross-curricular Reading Portfolio Scheme for S.1- S.3
- ✧ Book Recommendations by Students (Hall Assembly)
- ✧ Reading Promotion activities for S.2 &S.3
- ✧ 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. Catering for Students' Learning Diversity

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

- ✧ Split class teaching was arranged for S.1 English Language (2 classes), Chinese Language (1 class) and Mathematics (1 class); S.2 Mathematics (1 class) and English Language (1 class), S.3 Mathematics (1 class), S.5 Mathematics (1 class) and S.6 Mathematics (1 class).
- ✧ Enhancement courses were arranged for S.6 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 Adventure-based Camp were in place to assist S.1 students in adapting to the new learning environment.

- ✧ To cultivate students' self-discipline and their self-respect to build up a healthy campus

Cleanliness Week was held to promote the message. Students took the initiative to keep the campus clean and became more aware of the importance of a healthy learning atmosphere.

Interesting information about cleanliness was discussed during the class teacher periods to broaden students' horizon so that they could all contribute to building a harmonious society.

- ✧ 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 found most of the programmes meaningful. The responses were very encouraging and the programmes would continue in the coming year.

2. Careers Guidance

As a major task force on implementing life planning education and career guidance, the Careers Section continued to adopt a more comprehensive approach to life planning education and career guidance in the year 2013-14. Based on the EDB framework of enhancing career-related experiences for secondary school students, the following strategies were adopted:

✧ **Guidance and Counseling for Individuals**

Careers Teachers in partnership with S.6 Class Teachers provided timely career counseling for students before the submission of the first phase of the JUPAS application and after the release of the HKDSE results.

To provide career counseling for students in need, Careers Teachers took turn to station at the Career Room every Wednesday from November 2013 to May 2014.

✧ **Enabling Individual Student Planning (Assessment, Guidance and Portfolio building)**

S.3

During the S.3 life planning education lessons, the resource package developed by the HKACMGM, *Finding Your Colors of Life*, was adopted. Students were asked to make a realistic self-assessment of their academic abilities, interest and attitudes. In addition, they were provided with printed information on the elective subject requirements of different university programs and information on different elective subjects. Elective subject teachers were invited to introduce their subjects to the students. Also, selected S.5 students were invited to share their elective subject learning experiences with S.3 students. These measures were intended to guide students to make informed and responsible senior secondary subject choices of their study and make contingency plan as well.

S.4-S.5

During the S.4 to S.5 life planning education lessons, the resource package developed by the HKACMGM, *Career Mapping*, was adopted. Students were asked to conduct some simple personality and traits tests and assessments of transferable skills. All S.5 students took part in Career Interest Inventory, which is a more comprehensive assessment tool of personality traits and further studies and careers aspirations. Towards the end of the academic year, S.5 students were guided to reflect on their assessments' results and other learning experiences in order to formulate personal plans and identify career goals culminating in a final product of their self account, which is a portfolio building and reflection exercise.

✧ **Facilitating Learning Experiences about work**

To facilitate learning experiences about work, we took students to visit specialist doctors, barristers, judges, accountants and business executives during the Hong Kong Academy of Medicine Open Day, Hong Kong Bar Association Court Visit Program, and CUHK Faculty of Business Searching for an Exciting Career in Accounting and Business Seminar respectively. Added to that, business volunteers came to our school to teach students entrepreneurship during the JA It's My Business workshop.

We also helped students enroll in job shadowing schemes such as the MTR Summer Job Shadowing Scheme and the 2014 葵青青年節之商業體驗. Worked with the ECA, we participated in a Disneyland work skills program. Two of our students performed so well in the Cathay Pacific I can fly work experience scheme program that they were selected to visit the pilot training sites in Australia during the summer holidays. During the Activity day, all S.5 students were arranged to visit multinational firms such as Lee and Fung and Oracle so that they could have a better understanding of the world of work and develop positive attitudes towards work and learning.

Worked with the Alumnae Association, the Careers Section held a career talk on the media industry. Two distinguished alumnae working in the media industry came to our school to share the work and life experience with the students.

To offer alternative vocational education to some students, the Careers Section and the Academic Committee helped select students to enroll in applied learning taster programs.

✧ **Organizing School-wide Career Guidance Activities**

S.3

A talk on streaming and subject choices was delivered to parents in January 2014.

S.4

In September 2013 and Oct 2013, two workshops on Careers Planning were held.

S.5

In Jan 2014, two workshops on JUPAS Strategies were held while in May 2014, Careers Teachers delivered a comprehensive talk on JUPAS and students were asked to fill out a form on mock JUPAS plan and contingency plans on further studies during the summer holidays.

S.6

In Oct 2014, two workshops on JUPAS interviews were held.

As part of the guidance programmes on university admission and course selection, the Careers Section also provided guidelines to senior form students on getting the most out of the visit to tertiary institutes' information days and arranged students to join various universities/ institutes taster programs, camps and engagement schemes including the HKUST Engineering Engagement Scheme, CCC Kung Lee College Activity Day, CUHK Summer Clinical Attachment Program, CityU College Liberal Arts and Social Sciences Summer School and HKUST American Society of Civil Engineers International Student Group Summer Camp.

✧ **Linking study opportunities and career choices**

Through careers quiz, board displays and dissemination of printed and electronic information by the Careers Section, students were aware of the opportunities and constraints offered by various study choices or options. They were taught to integrate information and use research skills to select, analyze and evaluate various study choices and options using mobile applications and government official websites such as CONCOURSE and E-Navigator.

Careers Assistants were asked to read books on study opportunities and career choices and write reviews which were posted to the school intranet so as to increase other students' awareness of study opportunities and career choices.

✧ **Formulating a Career Guidance Curriculum**

Life Planning Education Lessons were conducted by Class Teachers and Careers Teachers within the school timetable. The themes of the lessons were as follows:

S.1	Understanding self, Goal-setting, Facilitating initial understanding of NSS OLE
S.2	Understanding the world of work, Career research
S.3	Understanding self, Senior Secondary Study Plan
S.4	Understanding self, Factors affecting vocational and education choices
S.5	Understanding self, Education and Vocational goal setting

3. Extra-curricular Activities

- ✧ S3. Eyes on the Community Service Program, JPC School Club, Volunteer Social Service Group, CYC, Ronald McDonald House Raffle Sales, Yan Chai Hospital Raffle Sales, Service Trip to Xian (organized by Hong Kong Association Youth Development Association), Service Trip to Shanghai (organized by Tseun Wan Youth Association) 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, Green Trip to Taipei, Disney’s Foundations for Career Success (Secondary Education) and a total of thirty-three clubs and societies as well as nine school teams were offered. Besides, the T.E.E.N. program (organized by the Women’s Foundation) and 香港書展青年新聞報導體驗計劃 (organized by M21) offered students the opportunities to explore more educational, vocational and inspirational experience and exposure.
- ✧ Apart from the annual Sports Day, the four Houses organized tea party, cheering team workshops, annual general meeting 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. Besides, Anti-smoking Health Ambassador Program (organized by the Hong Kong Council on Smoking and Health) offered students the opportunities to organize a series of anti-smoking activities for schoolmates and the general public and to learn how to draw up a program plan and evaluation report.
- ✧ To expand their horizons beyond Hong Kong, students were nominated to join the following programmes: ‘Mainland Exchange for School Leaders (Beijing)’ organized by the EDB, ‘Shanghai x Hangzhou’ Trip organized by the New Youth Forum.

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 experiences in nurturing teenagers.
- ✧ In response to the establishment of the school's Incorporated Management Committee (IMC) on 30th August 2013, an election of the Parent Managers was held on 7th November 2013. Ms Lam Wai Ching Frieda and Ms Lo Kit Ching Salina were elected the Parent Manager and the Alternative Parent Manager of the IMC respectively.
- ✧ To involve in another way parents' participation in school administration, 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.
- ✧ An interest class making apple pie was 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 and Service Grant in order to provide assistance to students in need.
- ✧ 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

- ✧ In response to the establishment of the school's Incorporated Management Committee (IMC) on 30th August 2013, an election of the Alumnae Manager was held on 17th November 2013. Ms Chan Ling, the Chairperson of the Alumnae Association, was elected the Alumnae Manager of the IMC.
- ✧ 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.
- ✧ 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 2014

No. of Candidates	Level 2 or above in 5 subjects	Core Subjects at Level 3322 or above
173	98.84%	93.06%

Core Subjects	% of students attaining Level 2 or above		% of students attaining Level 3 or above		% of students attaining Level 4 or above	
	Our School	Territory	Our School	Territory	Our School	Territory
English Language	100	78.4	98.8	52.5	67.1	25.3
Chinese Language	100	79.9	94.8	50.7	62.4	24.6
Mathematics	99.4	80.1	90.8	58.4	57.8	37.2
Liberal Studies	100	87.3	93.6	65.9	52.0	34.9

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	1
	Outstanding Students Award of Tsuen Wan, Kwai Chung and Ching Yi District (by Federation of New Territories Youth, Kwai Tsing Youth Group, Tsuen Wan Youth Association)	Merit Prize: 2
	Sir Edward Youde Memorial Prizes	2
	Tsuen Wan Rural Committee Scholarship	3
	Youth Arch Student Improvement Award, Lion & Global Educational Trust	23
	Youth Arch Foundation Outstanding Students Award	1
	家庭與學校合作事宜委員會全港中學生「升呢」大行動「升呢獎」	1
「明日之星」計劃上游獎學金	3	
Academic	Tung Wah Group of Hospitals “Good People Good Deeds” English Story-writing Competition	Bronze Award (Senior Level): 1
	第二十二屆全港中學生十大新聞選舉中文; 組新聞評述比賽(初中組)	亞軍
	Hong Kong & Macau Mathematical Olympiad Open Contest cum The Asia International Mathematical Olympiad Open Contest Trial	Bronze Honour Award: 2
	The PolyU Secondary School Mathematics and Science Competition 2014	Certificate of High Distinction in a) Chemistry: 5 b) Biology: 1 c) Mathematics: 3 Certificate of Distinction in a) Chemistry: 4 b) Biology: 3 c) Mathematics: 2
	Hong Kong Biology Olympiad for Secondary Schools	Merit Prize (one of the first eight schools in HK) Third Class Honour: 2 Merit Prize: 3

Nature	Name of Competitions	Awards
Academic (con't)	Searching for Nature Stores 2011 - Investigative Field Study Competition	Certificate of Merit: 5
	Joint School Science Exhibition Project Proposal Competition	Third Prize
	2013 應用可再生能源設計暨競技大賽 第四組別風車電設計大賽	二等獎
	2014 Hong Kong and Macau Inter-school Straw Competition – City War	Merit Prize
	公益少年團電影欣賞徵文比賽	冠軍 優異獎
	24 th Hong Kong Joint School Electronics and Computer Exhibition	Champion 1 st Runner-up Award Finalist Award
	Inter-school Mobile Application Design Contest 2014	Champion
	iCity My Dream App Design Competition	Merit: 2
Community Service	葵青區青年活動委員會 2013 年葵青區傑出義工獎勵計劃	傑出義工(青年組): 1 傑出義工(少年組): 1
	葵青區青少年社會服務計劃比賽	優勝隊伍
	Greening for the Chest Cleaning Competition	Top Fund Raiser
	The Best JPC School Club Award (Secondary School), Hongkong Bank Foundation Junior Police Call (JPC) Awards Scheme	Grand Finalist List with Merit Prize
	The Kwai Tsing District Best JPC Club Award (Secondary School), Hongkong Bank Foundation Junior Police Call (JPC) Awards Scheme	Champion 1 st Runner-up
	Best Participating JPC School Club (Kwai Tsing District)	---
Outstanding Girl Guide Award	Outstanding Girl Guide (Unit Level): 1	
Reading	Popular Reading Award Scheme	Purple Badge: 4

Nature	Name of Competitions	Awards
Debate	扶輪盃中學校際辯論比賽 (人口政策)	2 nd Prize The Best Debater in Semi-final The Best Debater and The Best Interrogative Debater in Quarter-final
	第七屆鳴辯盃中學生辯論賽	2 nd Prize The Best Debater in 1 st and 2 nd Preliminary
	29 th Sing Tao Inter-school Debating Competition	3 rd Prize The Best Debater and The Best Interrogative Debater in Chinese Section 2 nd Preliminary Chinese Section 3 rd Preliminary Chinese Section 4 th Preliminary The Best Debater in Chinese Section 5 th Preliminary Chinese Section Semi-Final
	第 13 屆基本法多面體---全港中學生辯論比賽(基本法盃) 新界西區	最佳辯論員： 分區初賽 第一回複賽 第二回複賽
Aesthetic Development	65 th Hong Kong Schools Speech Festival	
	a. English Section	1 st Prize: 2 2 nd Prize: 1 3 rd Prize: 5 Merit: 11
	b. Cantonese Section	2 nd Prize: 1 3 rd Prize: 1 Merit: 5
	c. Putonghua Section	Merit: 1
	Hong Kong Schools Drama Festival	Award for Outstanding Script Award for Outstanding Performer
	Dragon Boat Design Competition	Champion
	Art Bus: On the Move! 'Courtesy Along the Journey' Bus Body Design Competition	Champion Merit Prize

Nature	Name of Competitions	Awards
Aesthetic Development (con't)	「正•心情」樂悠悠攝影比賽	季軍
	“Cherish Water Resources” Water Works Installations Drawing Competition	2 nd Runner-up Best Publicity Award
	傢俬回收環保海報設計比賽	1 st Runner-up Merit Prize
	明愛 60 週年慶祝活動填色比賽	Merit Prize
	<p>66th Hong Kong Schools Music Festival</p> <p>a. Instrument Classes</p> <p>Descant Recorder Solo</p> <p>Guitar Solo</p> <p>Piano Solo</p> <p>Pipe Solo</p> <p>Zheng Solo</p> <p>Piano Duet</p> <p>Recorder Ensemble</p> <p>Woodwind Ensemble</p> <p>RTHK Radio 4 Chinese Instruments Scholarship</p> <p>b. Female Voice Solo</p> <p>c. 2nd Division Intermediate Singing in Foreign Language</p>	<p>1st Prize: 1 2nd Prize: 1 3rd Prize: 1</p> <p>1st Prize: 1 2nd Prize: 1</p> <p>Certificate of Merit: 7</p> <p>Certificate of Merit: 1</p> <p>2nd Prize: 1 3rd Prize: 1 Certificate of Merit: 1</p> <p>Certificate of Merit: 1</p> <p>Certificate of Merit: 1</p> <p>Certificate of Merit: 2</p> <p>Certificate of Merit: 1</p> <p>Certificate of Merit: 1</p> <p>Certificate of Merit: 1</p>
Physical Development	A.S. Watson Group Hong Kong Student Sports Awards	1
	Most Valuable player of the Inter-School Basketball Competition 2013/14 (Girls Grade B), HK Schools Sports Federation (Kwai Tsing District)	1
	Most Valuable player of the Inter-School Table-Tennis Competition 2013/14 (Girls Grade B), HK Schools Sports Federation (Kwai Tsing District)	1

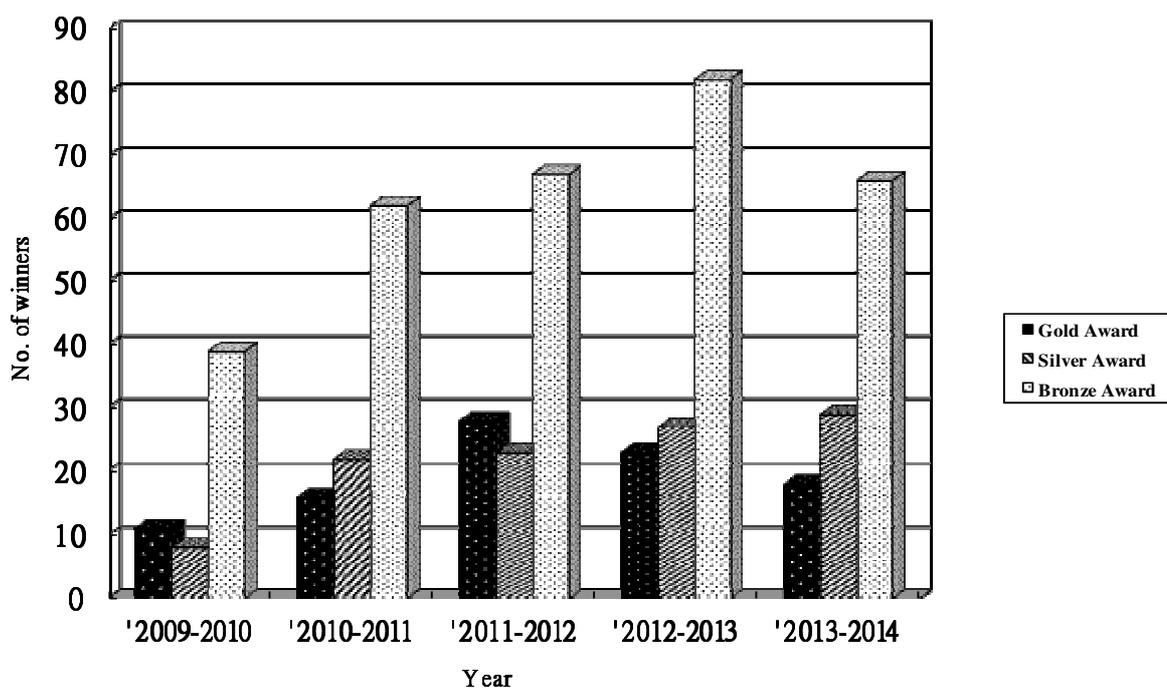
Nature	Name of Competitions	Awards
Physical Development (con't)	Inter-school Athletics Meet (Kwai Tsing District) Grade B Grade C	Champion: 2 3 rd Runner-up: 1 1 st Runner-up: 1
	Inter-school Basketball Competition (Kwai Tsing District) Grade A Grade B	3 rd Runner-up Champion
	Inter-school Table-tennis Competition (Kwai Tsing District) Grade B	Champion
	Inter-school Swimming Competition (Kwai Tsing District) Grade B	Champion: 1 1 st Runner-up: 1 3 rd Runner-up: 1
	HKSSF Kwai Tsing Secondary Schools Area Committee Overall Champion (All Sports)	3 rd Runner-up
	Hong Kong Age Group Athletics Meet	1 st Runner-up: 1
	Tusen Wan District Age Group Athletics Meet	Champion: 1 1 st Runner-up: 1 2 nd Runner-up: 1
	YMCA 31 st N.T. Centre Badminton Tournament Youth Group (Girls' Single)	1 st Runner-up
Others	教育局第十四屆明日領袖獎	8

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:

	<u>S.1 – S.6</u>
Bronze Award:	50 hours
Silver Award:	120 hours
Gold Award:	200 hours

The number of winners is as follows:



IX. Financial Summary

	Balance B/F Surplus / (deficit)	Income	Expenditure	Surplus / (deficit) for the year	Bal c/f
I. Government Funds (EOEBE)	4,592,022.12		8,504.04*		
<i>(1) Baseline Reference</i>		1,832,861.52			
Administration Grant - Additional CA			250,830.00		
Air-Cond. For Prep. Room			0.00		
Composite F & E Grant	726,856.29		956,111.09		
Consolidated Subject Grant			99,756.46		
Enhancement Grant			0.00		
Lift Maintenance Grant			68,170.00		
School & Class Grant			1,023,592.94		
Supplementary Grant			182,054.84		
Training & Development Grant			2,690.00		
Whole-Sch. Appr. Prog. Fund	11,069.83		5,650.00		
	5,329,948.24	1,832,861.52	2,597,359.37	(764,497.85)	4,565,450.39 (A)
<i>School Specific Grant</i>					
Administration Grant		3,382,575.03	3,154,101.30	228,473.73	
Capacity Enhancement Grant	49,954.88	537,792.00	584,718.62	(46,926.62)	
Composite IT Grant		392,943.00	473,315.58	(80,372.58)	
	49,954.88	4,313,310.03	4,212,135.50	101,174.53	151,129.41 (B)
Total deficit for the school year 2013/2014					(663,323.32)
Accumulated surplus as at 31st August 2014				(A) + (B)	4,716,579.80

* Statutory holiday salary to teacher on no-pay sick leave.

	Balance B/F	Income	Expenditure	Surplus / (deficit) c/f
<i>(2) Grants Outside EOEBG</i>				
Salaries Grant - Teaching Staff	0.00	35,359,757.54	35,359,757.54	0.00
Salaries Grant - Lab. Technician	0.00	767,520.00	767,520.00	0.00
After-school Learning & Support Prog.	69,416.80	140,400.00	152,580.00	57,236.80
Diversity Learning Grant (Third Cohort for Other Programmes)	191,100.00	105,000.00	68,560.00	227,540.00 *
DLG for Applied Learning Courses	0.00	20,115.00	20,115.00	0.00
Extra Senior Secondary Curriculum Support Grant	500,000.00	250,000.00	634,726.80	115,273.20
Fractional Post Cash Grant	63,907.40	0.00	0.00	63,907.40
Home-Sch. Cooperat. Grant	68.00	13,811.00	13,811.00	68.00
Learning Support Grant Sec School	0.00	10,000.00	64.00	9,936.00
Mainland Exchange Programme	0.00	0.00	0.00	0.00
Subvention Scheme				
Moral and National Education Subject Grant (MNESSG)	530,000.00	0.00	5,400.00	524,600.00
One-off Cash Grant for Schools to Set up (IMCs)- Reimbursement based	0.00	101,392.50	101,392.50	0.00
Senior Secondary Curriculum Support Grant (SSCSG)	0.00	741,510.00	547,505.33	194,004.67
Substitute Teacher Grant	253,281.19	0.00	100,582.50	152,698.69
Teacher Relief Grant	0.00	191,786.00	57,554.00	134,232.00

**Unspent balance 36,440 above the capped amount will be clawed back*

IX. Financial Summary

	Balance B/F	Income	Expenditure	Surplus / (deficit) for the year
II. School Funds				
<u>Subscription</u>	3,272,278.43			
1. Tong Fai		137,460.00		
2. Profit / (Loss) on Sale of exercise books & Student's Handbooks		(2,065.11) *		
		3,709.02		
3. Hire Charges		141,000.00		
4. Tuckshop Rental		76,000.00		
5. Donations		28,010.40		
6. Other Income (e.g. fines, charges of photocopying, bank interest, award/subsidy received)			225,950.79	
7. Others Expenditure (Lift maintenance, electricity, award paid)				
	3,272,278.43	385,760.57	225,950.79	159,809.78
		Surplus (Deficit) c/f	(A)	3,432,088.21
		Closing Stock of Exercise Book		68,334.75
<i>* The loss included the write-off items and the free copies (Student's Handbooks) for teachers</i>				
	Balance B/F	Income	Expenditure	Surplus / (deficit) for the year
<u>Approved Collection for Specific Purposes</u>				
Air-conditioning	935,900.09	208,585.00		
Printing charges	513,189.53	70,425.00		
1. Electricity charges / Repair & Maintenance / Installation			146,830.57	
2. Printing charges			57,340.10	
	1,449,089.62	279,010.00	204,170.67	74,839.33
		Surplus (Deficit) c/f	(B)	1,523,928.95
Total surplus for the school year 2013/2014				234,649.11
Accumulated surplus as at 31st August 2014			(A) + (B)	4,956,017.16

The Income and Expenditure Accounts of the school year 2013/2014 are subject to adjustments after audit inspections.

Record of Activities (2013-2014)

Date		Activity	Organizer
Sept. – Nov.		a) 十大新聞選舉暨徵文比賽	中國語文科及公民教育組
		b) S1-S5 長幼融樂 Fun 紛 – 禮物創作工作坊	社工
Oct. – Dec.		香港校際朗誦節	
		a) 中文朗誦比賽 b) 普通話朗誦比賽	中國語文科 普通話科
Oct. – May		Maths. Team Level 1, 2 & 3 (S1, S2-3, S4) & S5 Maths. Enhancement Class	Maths. Dept.
Oct. – Jun.		S1-S4 Mathematics Tutorial Class	
Whole year		a) S1 生命教育基金學校同行閱讀計劃	Reading Promotion Com.
		b) S1-S3 Board Display Competition with assigned themes	RME Dept.
		c) S1-S3 Cross Curricular Reading Portfolio	Reading Promotion Com.
		d) S3 ‘Eyes on the Community Social Service Scheme’	Civic Ed. Com., ECA Section, RME Dept.
		e) 滙豐少年警訊獎勵計劃	Social Worker
		f) 少年警訊聚會	
Oct.	2/10 (Wed.-D1)	Junior Police AGM (4:30-5:40)	Social Worker
	3/10 (Thur.-D2)	a) S4 Careers Education Workshop (7 th period – 4:15)	Careers Section
		b) S6 Interview Program (4:15-5:15)	Careers Section
	4/10 (Fri.)	S2-S6 School Picnic	---
	4/10 – 5/10 (Fri. – Sat.)	S1 Life Education Camp	Counselling Team DC & RME Dept.
	7/10 (Mon.-D3)	a) Social Work Assistants Meeting (4:10-6:00)	Social Worker
		b) S2 Study Team Activities	Academic Com.
		c) S4 ICAC Drama (3:00-4:10)	RME
	8/10 (Tue.-D4)	a) Big Sister Monthly Lunch Meeting	Counselling Team
b) S1-S6 Talk on leadership (3:00-4:00)		Academic Dept.	
11/10 (Fri.)	Joint School Staff Development Day	Staff Dev. Com.	

Date		Activity	Organizer
Oct. (con't)	15/10 (Tue. – D1)	a) Catholic Society Meeting (玫瑰月)	Catholic Society
		b) S6 Stress Management Workshop (after school)	Counselling Team
	18/10 (Fri. – D4)	a) Social Work Assistants Meeting (4:10-6:00)	Social Worker
		b) S3 放眼社會義工服務計劃失明人士 A 組 訓練工作坊 1 (4:10-5:40)	Civic Ed. Com., ECA Section & RME Dept.
		c) S6 Interview Program (4:15-5:15)	Careers Section
	21/10 (Mon. – D5)	a) Briefing Sessions for Club Chairpersons (4:10-5:00)	ECA Section
		b) S2 Study Team Activities	Academic Com.
		c) S2 Sex Education Workshop (Lesson Time) (2AB or 2CD)	Counselling Team
		d) S3 放眼社會義工服務計劃失明人士 A 組訓練工作坊 2 (4:10-5:40)	Civic Ed. Com., ECA Section & RME Dept.
	22/10 (Tue. – D6)	a) S2 Sex Education Workshop (Lesson Time) (2AB or 2CD)	Counselling Team
		b) Annual General Meeting (4:15-5:00)	Student Association
	23/10 (Wed.-D1)	a) Inter-school Swimming Championships (8:30-4:30)	PE Dept. (HKSSF)
		b) 廉政公署攤位遊戲	Civic. Ed. Com.
	25/10 (Fri. – D3)	a) Inter-school Swimming Championships (8:30-4:30)	PE Dept. (HKSSF)
		b) Collaborative Teaching	Academic Com.
		c) S4 Musical Workshops 1 (2:20-4:00)	S4 Cross-Curricular Project
	26/10 (Sat.)	S3 放眼社會義工服務計劃失明人士 A 組服務日 (1:15-5:15)	Civic Ed. Com., ECA Section & RME Dept.
28/10-29/10 (Mon.-Tue.) (D4-D5)	Chinese Book Exhibition	Chin. Dept. & Library	
28/10 (Mon. – D4)	a) Sports Day Rehearsal (4:15-5:20)	PE Dept.	
	b) S2 Study Team Activities	Academic Com.	
29/10 (Tue. – D5) (4:15-5:20)	Sports Day Rehearsal	PE Dept.	
Nov.	1/11 (Fri.) & 4/11 (Mon.)	Sports Day (Heats and Finals)	PE Dept.
	5/11 (Tue.) (holiday)	The day following the Sports Day	---

	Date	Activity	Organizer
Nov. (con't)	8/11 (Fri. - D4)	a) S3 放眼社會義工服務計劃南亞裔兒童及家庭小組訓練工作坊 1 (4:10-5:40)	Civic Ed. Com., ECA Section & RME Dept.
		b) S5-S6 PPVIC Alumnae Association Career Talk for Higher Forms (3:00-4:30)	Careers Section & Alumnae Association
	11/11-12/11 (Mon.-Tue.) (D5-D6) (4:00-5:00)	65 th HK Schools Speech Festival Rehearsal	Eng. Dept.
	11/11 (Mon.-D5)	S2 Study Team Activities	Academic Com.
	12/11 (Tue. - D6)	Big Sister Monthly Lunch Meeting	Counselling Team
	13-20/11 (Wed.-Wed.)(D1-D6)	Cleanliness Week	DC
	15/11 (Fri.-D3)	a) S3 放眼社會義工服務計劃南亞裔兒童及家庭小組訓練工作坊2 (4:10-5:40)	Civic Ed. Com., ECA Section & RME Dept.
		b) S5 Stress Management	Counselling Team
	16/11 (Sat.)	S3 放眼社會義工服務計劃南亞裔兒童及家庭服務日 (1:30-5:30)	Civic Ed. Com., ECA Section & RME Dept.
	17/11 (Sun.)	賣物傳愛	明愛
	18/11 (Mon. - D4)	a) S2 Study Team Activities	Academic Com.
		b) "CTA Support You" study groups for S1 (4:00-5:30)	Counselling Team
	19/11 (Tue. - D5)	a) Social Work Assistants Meeting (4:10-6:00)	Social Worker
		b) S3 放眼社會義工服務計劃兒童 B 組訓練工作坊 1 (4:10-5:40)	Civic Ed. Com., ECA Section & RME Dept.
		c) S4-5 Bio. Students Field Trip	Bio. Dept.
	20/11 (Wed.-D6)	"CTA Support You" study groups for S1 (4:00-5:30)	Counselling Team
	21/11 (Thur.-D1)	"CTA Support You" study groups for S1 (4:00-5:30)	
	23/11 (Sat) (2:00-5:00)	學校簡介會暨開放日	Publicity and all relevant sch. bodies
	25/11 (Mon. - D3)	a) S2 Study Team Activities	Academic Com.
		b) S3 放眼社會義工服務計劃兒童 B 組訓練工作坊 2 (4:10-5:40)	Civic Ed. Com., ECA Section & RME Dept.
26/11 (Tue. - D4)	Catholic Society Meeting (將臨期)	Catholic Society	
27/11 (Wed. - D5)	S4-S5 Round Table Discussion (1 st -2 nd periods)	Civic Ed. Com.	
29/11 (Fri. - D1) (summer time)	S4 Musical Workshops 2 (2:20-4:00)	S4 Cross-Curricular Project	

	Date	Activity	Organizer
Dec.	2/12 (Mon.-D2)	S6 Inter-school Oral Practice (4:15-5:30)	Eng. Dept.
	3/12 (Tue.-D3)	Big Sister Monthly Lunch Meeting	Counselling Team
	8/12 (Sun.)	聖母無原罪瞻禮感恩祭	---
	15/12 (Sun.) (PM)	Christmas carol singing	RME & HK Catholic Nurses Guild
	18/12 (Wed.-D1)	CTA Mid-year evaluation, CTA gathering	Counselling Team
	20/12 (Fri.)	a) Christmas Celebration	Catholic Society
		b) S3 放眼社會義工服務計劃兒童 A 組訓練工作坊 1 (1:00-2:30)	Civic Ed. Com., ECA Section & RME Dept.
		c) S3 放眼社會義工服務計劃兒童 B 組服務日 (1:30-7:00)	
	20/12 – 23/12 (Fri. – Mon.)	Environmental Trip To Taipei	ECA
23/12 (Mon.)	週年退省	Catholic Society	
Jan.	3/1 (Fri. – D4)	a) S3 Talk on Choice of Subjects (7 th period – 4:00)	Careers Section
		b) 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)	Civic Ed. Com., ECA Section & RME Dept.
		c) S3 放眼社會義工服務計劃獨居長者 A 組訓練工作坊 1 (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 1 (4:10-5:40)	
	4/1 (Sat.)	S3 放眼社會義工服務計劃兒童 A 組服務日(1:30-7:00)	
	6/1-7/1 (Mon.-Tue.)(D5-D6)	宗教書展	RME
	6/1 (Mon.-D5)	a) S2 Study Team Activities	Academic Com.
		b) S3 放眼社會義工服務計劃獨居長者 B 組訓練工作坊 1 (4:10-5:40)	Civic Ed. Com., ECA Section & RME Dept.
		c) S5 Workshop on JUPAS Strategies (4:15-5:30)	Careers Section
	7/1 (Tue.-D6)	a) Big Sister Monthly Lunch Meeting	Civic Ed. Com., ECA Section & 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 2 (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 1 (4:10-5:40)			

	Date	Activity	Organizer
Jan. (con't)	10/1 (Fri. – D3)	a) S3 放眼社會義工服務計劃獨居長者 A 組訓練工作坊 2 (4:10-5:40)	Civic Ed. Com., ECA Section & RME Dept.
		b) S3 放眼社會義工服務計劃獨居長者 C 組訓練工作坊 2 (4:10-5:40)	
		c) S3 放眼社會義工服務計劃獨居長者 D 組訓練工作坊 2 (4:10-5:40)	
		d) S5 Workshop on JUPAS Strategies (4:15-5:30)	Careers Section
	11/1 (Sat.)	a) S3 放眼社會義工服務計劃獨居長者 A 和 D 組服務日 (9:00-12:30)	Civic Ed. Com., ECA Section & RME Dept.
		b) Talk on Choice of Subjects for S4 (S3) – Parent Session (2:00-4:00)	Careers Section
	12/1 (Sun) 9:00-1:30	S3 放眼社會義工服務計劃獨居長 B 組和 C 組服務日	Civic Ed. Com., ECA Section & RME Dept.
	13/1 (Mon.-D4)	S2 Study Team Activities	Academic Com.
	13/1-16/1 (Mon. – Thur.)	Religious Week	RME
	14/1 (Tue. – D5)	a) 愛在賣旗漫延時 (Students and Parents)	---
		b) S1-S3 Author Talk (7 th period – 15min.after sch.)	Reading Promotion Com.
	16/1 (Thur. – D1)	S1-S6 Religious Talk (6 th -7 th period)	RME
	17/1 (Fri. – D2) (summer time)	Social Work Assistants Meeting (2:30-5:00)	Social Worker
	18/1 (Sat.) (9:00am-5:00pm)	家校同心齊送暖	PTA & Social Worker
	21/1 (Tue. – D3) (summer time)	S4 Musical Workshops 3 (2:20-4:00)	S4 Cross-Curricular Project
	22/1-24/1 (Wed.- Fri.) (D4-D6) (6 th – 7 th periods)	English Festival	English Department
	22/1 (Wed. – D4)	Prize-giving Ceremony (1 st period)	ECA
	23/1 (Thr. – D5)	S1-S3 時事常識問答比賽 (1 st -2 nd periods)	Civic Ed. Com.
	24/1 (Fri. – D6)	a) 中文書法比賽(4:00-6:00)	中國語文科
		b) Running Men (4:10-6:30)	Library Assistants
27/1 (Mon. – D1)	a) S6 Farewell morning assembly	Graduation Com.	
	b) Farewell Mass for S6 Students	Catholic Society	

	Date	Activity	Organizer
Feb.	10/2 (Mon.-D2)	a) S1 Study Team Activities	Academic Com.
		b) S2 Workshop on Creative Thinking (4:15-5:30)	Academic Com.
		c) S3 放眼社會義工服務計劃失明人士 B 組訓練工作坊 1 (4:10-5:40)	Civic Ed. Com., ECA Section & RME Dept.
	11/2 (Tue. – D3)	a) Inter-school Athletics Championships (8:30am - 5:00pm)	PE Dept. (HKSSF)
		b) S1 Quiz (4:15-5:15)	Social Worker
		c) S2 Smart Teen Program	Counselling Team
	13/2-14/2 (Thur. – Fri.)	Inter-school Athletics Championships (8:30am - 5:00pm)	PE Dept. (HKSSF)
	17/2 (Mon.-D1)	a) S1 Study Team Activities	Academic Com.
		b) S2 Workshop on Creative Thinking (4:15-5:30)	Academic Com.
		c) S3 放眼社會義工服務計劃失明人士 B 組訓練工作 2 (4:10-5:40)	Civic Ed. Com., ECA Section & RME Dept.
	18/2 (Tue. – D2)	a) Social Work Assistants Meeting (4:10-6:00)	Social Worker
		b) S2 Smart Teen Program	Counselling Team
	21/2 (Fri.- D5)	S3 Critical Thinking Workshop (4:15-5:30)	Academic Com.
	22/2 (Sat.) (11:00-5:00)	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.
	24/2 (Mon.-D6)	a) Social Work Assistants Meeting (4:10-6:00)	Social Worker
		b) S1 Study Team Activities	Academic Com.
		c) S2 Study Team Activities	Academic Com.
	25/2 (Tue. – D1)	a) S2 Smart Teen Program	Counselling Team
		b) S3 Critical Thinking Workshop (4:15-5:15)	Academic Com.
c) S4 Briefing Session for Activity Day (I) (4:10-5:10)		Liberal Studies Dept.	
28/2 (Fri. – D4) (summer time)	S4 Musical Workshops 4 (2:20-4:00)	S4 Cross-Curricular Project	
Mar.	3/3 (Mon. – D5)	a) S1 Study Team Activities	Academic Com.
		b) S2 Study Team Activities	
		c) 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., ECA Section & RME Dept.
		d) S3 放眼社會義工服務計劃兒童 C 組訓練工作坊 (4:10-5:40)	

	Date	Activity	Organizer
Mar. (con't)	4/3 (Tue.-D6)	a) Big Sister Monthly Lunch Meeting	Counselling Team
		b) S4 Briefing Session for Activity Day (II) (4:10-5:10)	Liberal Studies Dept.
	6/3 (Thur. – D2)	S2 Smart Teen Program	Counselling Team
	7/3 (Fri. – D3)	a) S3 放眼社會義工服務計劃失明人士 C 組訓練工作 2 (4:10-5:40)	Civic Ed. Com., ECA Section & RME Dept.
		b) S3 放眼社會義工服務計劃兒童 C 組訓練工作坊 (4:10-5:40)	ECA Section & RME Dept.
		c) Social Work Assistants Meeting (4:10-6:00)	Social Worker
	8/3 (Sat.)	a) S3 放眼社會義工服務計劃失明人士 C 組服務日. (11:00-5:00)	Civic Ed. Com., ECA Section & RME Dept.
		b) S3 放眼社會義工服務計劃兒童 C 組服務日 (下午)	ECA Section & RME Dept.
	10/3 (Mon.-D4)	a) S1 Study Team Activities	Academic Com.
		b) S2 Study Team Activities	
	11/3 (Tue. – D5).	a) Catholic Society Meeting (四旬期)	Catholic Society
		b) S2 Smart Teen Program	Counselling Team
	14/3 (Fri.) Activity Day	<u>Whole Day</u> S5: Company visit + Sharing session <u>Whole Day – visit / workshop / program</u> S1: Ocean Park S2: Appreciation of Nature and Poem Writing (Location: To be confirmed) S3: PBL Session + Museum Visits: 海防博物館 S4: Field Studies	(a) Visits (S1): IS Dept. . (b) Visit (S2): English Dept. (c) Visit (S3) & PBL: Chin. Dept, Chi. Hist. Dept., Hist. Dept. & CL Dept. (d) Visit (S4): LS & Geog. Dept. (e) Program & performance (S5) Careers Section
	17/3 (Mon.-D2)	Social Work Assistants Meeting (4:10-6:00)	Social Worker
18/3 (Tue. – D3)	a) Catholic Society Meeting (四旬期)	Catholic Society	
	b) S2 Smart Teen Program	Counselling Team	
Apr.	1/4 (Tue.-D4)	團體悔罪禮儀	Catholic Society & Catholic Teachers' Assn.
	4/4 (Fri. – D1)	羅湖懲教所講座 (4:10-5:30)	Social Worker

	Date	Activity	Organizer
Apr. (con't)	15/4 (Tue. – D3)	a) 拜苦路	Catholic Society & Catholic Teachers' Assn.
		b) Big Sister Monthly Lunch Meeting	Counselling Team
		c) S5 Biology students - Field Study at Field Study Centre	Bio.Dept.
	16/4 (Wed. – D3)	Cleaning School Campus (4:10-5:10)	Discipline Com.
	25/4 (Fri. – Easter)	S5 Field Study Day Camp (8:00am – 5:00pm)	Geog. Dept.
May	2/5 (Fri. – D1) (summer time)	S4 Musical Workshops 5 (2:20-4:00)	S4 Cross-Curricular Project
	5/5 (Mon.-D2)	a) S1 Study Team Activities	Academic Com.
		b) S2 Study Team Activities	Academic Com.
		c) S4 Talk on Finance Management (4:00-5:30)	LS Dept. & Econ. Dept.
	9/5 (Fri.- D5)	a) S1-S5 Talk on Environmental Issues (1 st period)	Civ. Ed. Com.
		b) S5 Inter-class Video Presentation Competition (4:15-5:45)	Economics Dept.
	12/5 (Mon.-D6)	a) S1 Study Team Activities	Academic Com.
		b) S2 Study Team Activities	
	13/5– 14/5 (Tue. – Wed.) (D1-D2)	English Book Exhibition	Library
	13/5 (Tue. – D1).	a) Catholic Society Meeting (復活期)	Catholic Society
		b) Social Work Assistants Meeting (4:10-6:00)	Social Worker
	19/5 (Mon. – D5)	a) S2 PBL Presentation (2:20 - 4:00)	IH Dept.
		b) S4 Musical Workshops 6 (2:20 - 4:00)	S4 Cross-Curricular Project
	20/5 (Tue. – D6)	朝聖前期培育活動 (1) (2:30-4:00)	Catholic Society
	23/5 (Fri. – D3)	Big Sister Gathering (1:30-4:00) (Lunch gathering & Games Day)	Counselling Team
27/5 (Tue. – D5)	朝聖前期培育活動 (2) (2:30-4:00)	Catholic Society	
30/5 (Fri. – D2)	Speech Day	--	

	Date	Activity	Organizer
June	27/6	本地朝聖	Catholic Society
	27/6	From World of Fun to World of Work: Disney's Foundations for Career Success	Careers Section & ECA
	30/6	挪亞方舟	Catholic Society & Counselling Team
	27/6-30/6	新架坡考察團	Civic Ed. Dept
July	2/7-23/7 (Wed. – Wed.)	Study Tour	Eng. Dept.
	4/7 (Fri.)	Post-exam. Activities: Singing Contest Inter-class Debating Competition	ECA and Music Dept. Debate Team
	7/7 (Mon.)	Musical Competition (8:10 to 12:00 noon)	Visual Arts Dept., Music Dept., Eng. Dept. Home Econ. Dept.
	8/7 (Tue.)	House AGM and election of officials: Daisy House (8:30-10:00) Rose House (10:30-12:00)	ECA
	9/7 (Wed.)	House AGM and election of officials: Lily House (8:30-10:00) Lotus House (10:30-12:00)	
	10/7 (Thur.)	Sharing Session for House Committee Members	
	11/7 (Fri.)	Second Term Prize-giving Ceremony	
	14/7 (Mon.)	S6 Career Information Day (Release of HKDSE Results)	Careers Section, Counselling Team
	Mid-July	New S1 Briefing Session (1)	Counselling Team
Aug.	Mid-Aug.	S1 Adaptation to New School Life	Counselling Team
	20-21/8	S4 Orientation Program	Careers Section, Academic Com. & Counselling Team

School-based After-school Learning and Support Programmes 2013/14
School-based Grant - Programme Report

Project Coordinator: Mrs. Alice Au

A. The number of benefitting students (count by heads) under this programme is 318 (including A. 100 CSSA recipients, B. 210 SFAS full-grant recipients and C. 8 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: English Summer Enhancement Course (1.1)	1	9	6	90%	12/8/2013 to 23/8/2013	\$6,000	Tutor's feedback	Tutor: Ms. Wong Chi Ming	Participants found the program useful in strengthening their English foundation and they became more confident in learning English.
Adventure Activities: S.1 Camp	15	40	0	100%	4/10/2013 to 5/10/2013	\$19,800	- Questionnaire - Advisor's observation	Jockey Club Cheung Chau 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.

*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						
Learning Skill Training: Reading Strategies (S.1)	15	37	0	100%	16/9/2013, 17/9/2013	\$10,400	- Questionnaire - Teachers' observation	Edvenue Limited	95% of the participants found the workshops useful in enhancing their capabilities in reading and they became more confident in learning.
Learning Skill Training: Mathematics Olympiad Course (S.1)	2	4	0	92.9%	15/10/2013 to 29/4/2014 (14 lessons)	\$4,410	- Questionnaire	MathsLab Education Centre	All the students found that the course was useful and they learnt more skills.
Learning Skill Training: Creative Thinking (S.2)	16	30	0	100%	10/2/2014, 17/2/2014	\$9,200	- Questionnaire - Teachers' observation	Edvenue Limited	90% of the participants found the workshops useful in strengthening their thinking skills.

*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						
Learning Skill Training: Critical Thinking (S.3)	12	29	0	100%	21/2/2014, 25/2/2014	\$8,200	- Questionnaire - Teachers' observation	Edvenue Limited	82% of the participants found the workshops useful in strengthening their thinking skills and they became more confident in learning Liberal Studies.
Self-confidence Development: Careers Planning (S.4)	20	39	0	100%	30/9/2014, 3/10/2014	\$11,800	- Teachers' observation - Questionnaire	Edvenue Limited	90% of the participants found the workshops useful in preparing them better for career planning and helped them become more self-directed.
Self-confidence Development: Strategic Thinking (S.5)	21	32	0	100%	6/1/2014, 10/1/2014	\$10,600	- Teachers' observation - Questionnaire	Edvenue Limited	90% of the participants found the workshops useful in equipping them with strategic thinking skills and helped them become more self-directed.

*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						
Self-confidence Development: Interview Preparation (S.6)	13	39	0	100%	3/10/2013, 18/10/2013	\$10,400	- Teachers' observation - Questionnaire	Edvenue Limited	90% of the participants found the workshops useful in equipping them with interview skills and they became more confident.
Self-confidence Development: Cyberteem-Personal Growth Group BBQ Gathering & Adventure-based Camp	7	9	0	94%	BBQ 17/12/2013 Camp 23/12/2013 to 24/12/2013	\$8,000	- Questionnaire - Advisor's observation	Caritas Junior Police Call	95% of the participants found the camp boosted their confidence, strengthened their problem solving and interpersonal skills and helped promote mutual support among participants.

*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						
Leadership Training: Leadership Training Camp	8	21	0	100%	2-4 July 2014	\$23,490	- Questionnaire - Advisor's observation	Jockey Club Cheung Chau Don Bosco Youth Centre	All 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.
Art /Culture Activities: Zheng Class	1	7	0	95%	Mid-Oct 2013 to May 2014	\$9,280	Instructor's assessment	Green Hill Anglo-Chinese Arts Performance Troupe	Participants were interested in playing the Zheng and were able to play the instrument individually. They could perform in public confidently.

*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						
Leadership Training: 4-day Singapore Eco-trip	3	2	2	100%	27/6/2014 to 30/6/2014	\$21,000	- Advisor's observation		Participants' leadership skills have been strengthened.
Total no. of activities: 12									
@No. of participation counts	134	298	8						
**Total no. of participation counts	440				Total Expenses	\$152,580			

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			
Learning Effectiveness						
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		✓				
Personal and Social Development						
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	✓					
Community Involvement						
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 is 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 2013-2014 School Year

Chinese 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	<ol style="list-style-type: none"> 1. To search and prepare teaching materials to enrich the data bank of the Department. 2. To organize and conduct tutorial classes to cope with learner diversity. 	<p>To employ a full-time Teacher Assistant(TA) to:</p> <ol style="list-style-type: none"> 1. search and prepare teaching materials to enrich the data bank of the Department. 2. help handle clerical work of the Department. 3. organize and conduct tutorial classes for the 2 non-Chinese speaking students. 	<ol style="list-style-type: none"> 1. The teaching data bank of the Department will be enriched. 2. Teachers' workload in preparing teaching materials will be relieved. 3. The reading and speaking skills of the 2 non-Chinese speaking students will be enhanced. 	<ol style="list-style-type: none"> 1. Most teachers of the Chinese Language Department agree that the TA help relieve their workload. 2. The reading and speaking skills of the 2 non-Chinese speaking students are enhanced. 	<ol style="list-style-type: none"> 1. All teachers found the TA helpful in providing administrative and clerical support. 2. The performance of the 2 non-Chinese speaking students in reading and speaking Chinese Language are enhanced 	It is suggested that the school continue to employ a full-time TA for the Chinese Language Department in 2014-2015.

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 weaker students	To employ a full-time Teaching Assistant (TA) to: <ol style="list-style-type: none"> assist teachers in preparing teaching and materials and clerical work assist teachers in organizing and conducting English-learning activities conduct remedial classes after school and during summer holidays assist in the daily operation of the English Learning and Teaching Support Centre (ELTS Centre) 	<ol style="list-style-type: none"> Teachers can be relieved from some of their workload and can spare more time in preparing for their lessons and taking care of students with special learning needs. The weaker students will be given more remedial support. The ELTS Centre will be well-managed and utilized. 	<ol style="list-style-type: none"> Teachers' workload is relieved and most of the English teachers find the TA helpful. The learning needs of the weaker students are taken care of. Positive students' response to the services provided by and activities organized in the ELTS Centre 	<ol style="list-style-type: none"> All English teachers found the English TA extremely helpful and responsible. The clerical work of the English teachers was relieved. Learning materials to cater for the needs of the less-abled students were developed to provide remedial support to them. Students also agreed that the English TA did help them with their English-learning activities after school. 	An English TA will be much needed in 2014-2015 to ease the workload of the English teachers and provide various kinds of support to students of different needs.

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> <ol style="list-style-type: none"> 1. assist teachers in preparing teaching materials 2. assist teachers in organizing and conducting subject-related activities 3. supervise the weaker students to finish their homework 4. help students solve their problems in learning Mathematics after lessons 	<ol style="list-style-type: none"> 1. 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. 2. The weaker students will be given more remedial support. 	<ol style="list-style-type: none"> 1. Most of the Mathematics teachers find the TA helpful. 2. The learning needs of the weaker students are taken care of. 	<p>Through the appraisal forms completed by all the Panel members, the TA was found to be very responsible and helpful.</p> <p>She was very willing to pick up duties and worked very efficiently. She had a good relationship with students and some of them reflected that the TA could help them with the learning of Mathematics.</p> <p>She understood very well the work assigned. She seldom had delay in her work.</p>	<p>It is suggested that a full-time TA for the Mathematics Department be employed in 2014-2015.</p>

Physical Education

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated	Success Criteria	Evaluation	Recommendation / Follow-up
Skills enhancement programme for the School Sports Teams	<ol style="list-style-type: none"> 1. To relieve teachers' workload in after-school training of the various sports teams 2. To improve students' skills in various sports and develop their sportsmanship 	<p>To employ professional instructors to train the following school teams:</p> <ol style="list-style-type: none"> 1. Basketball Team (twice a week) 2. Volleyball Team (twice a week) 3. Handball Team (once a week) 4. Athletics Training (8 session, each session lasts 1.5 hours) <p>*Each training session of the Basketball/Volleyball Handball Teams lasts 2 hours.</p>	<ol style="list-style-type: none"> 1. Teachers' workload in after-school training of the various sports teams can be relieved so that they can concentrate more on their normal teaching duties. 2. Students' sportsmanship and skills in various sports will be enhanced. 	<ol style="list-style-type: none"> 1. Most of the students in various schools sports teams find the training programmes helpful in improving their sports skills. 2. The Ball Teams show improved performance in inter-school competitions. 	<ol style="list-style-type: none"> 1. Students' in the school sports teams found the regular trainings and practices useful in improving their sports skills. 2. The various Teams performed well in the inter-school competition 2013-2014 (Kwai Tsing District). <ul style="list-style-type: none"> - Basketball Grade A- 2nd Runner-up Grade B - Champion - Volleyball Grade B & C – 3rd Runner-up - Athletics High Jump- Champion 100m- 1st Runner-up 	It is suggested that professional instructors for the School Ball Teams be employed in 2014-2015.

Pastoral Assistant

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated	Success Criteria	Evaluation	Recommendation / Follow-up
<p>Providing pastoral care for students</p>	<ul style="list-style-type: none"> - To help students develop positive values through understanding more about the Catholic faith - To reduce teachers' workload so that they can spare more time to enhance their teaching effectiveness 	<p>To employ one full-time Pastoral Assistant to work in collaboration with the teachers in charge of religious activities to:</p> <ul style="list-style-type: none"> - provide pastoral care for students - promote religious activities and evangelization in the school - organize faith-formation programmes for the Catholic students 	<ul style="list-style-type: none"> - The spiritual needs and growth of students are taken care of - The religious atmosphere of the School will be further enhanced. - Teachers in charge of religious activities will be benefited from reduced workload, which enables them to enhance the effectiveness of learning and teaching in other areas. 	<ul style="list-style-type: none"> - Positive feedback from teachers and students regarding the work of and service provided by the Pastoral Assistant - Positive students' response to the activities organized by the Pastoral Assistant - The workload of the teachers in charge of religious activities is lightened, giving them greater capacity for enhancing the effectiveness of learning and teaching 	<ul style="list-style-type: none"> - All RME teachers found the Pastoral Assistant extremely helpful and responsible. - The workload of the teachers in charge of religious activities is lightened. - Members of Catholic Society found that they had great support from the Pastoral Assistant. Prayer meetings were regularly held. More evangelization activities were organized than before. - Students found the Pastoral Assistant friendly and approachable. They are willing to share their feelings with the Pastoral Assistant. 	<p>A passionate Pastoral Assistant will be much needed in the next school year to ease the workload of the RME teachers and provide support to students' spiritual growth.</p>