



POPE PAUL VI COLLEGE

School Report

2014-2015

I. School Vision and Mission

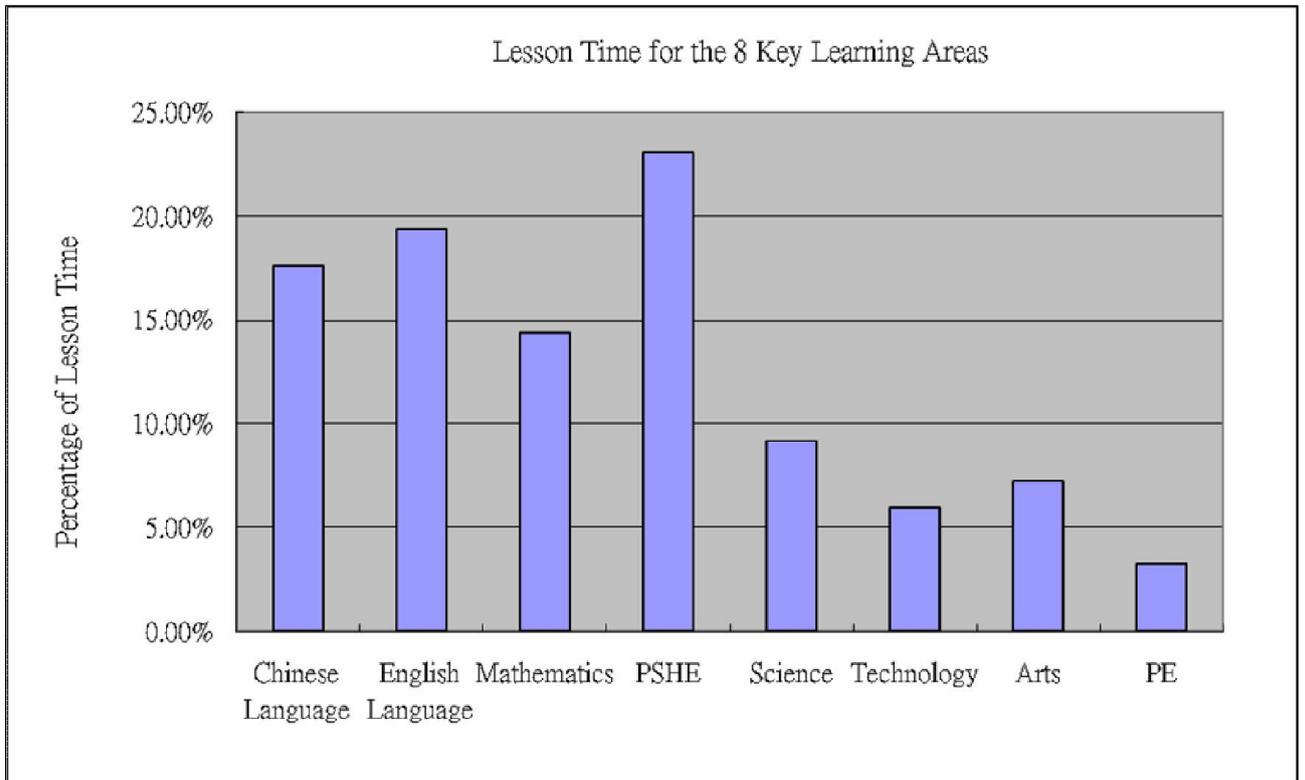
Pope Paul VI College, established in 1969, is a Catholic subsidized EMI secondary school for girls. Its sponsoring body is the Missionary Sisters of the Immaculate (P.I.M.E. Sisters).

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: 191
2. Lesson Time for the 8 Key Learning Areas



3. Composition of the Incorporated Management Committee

	Total No. of Members in IMC	School Sponsoring Body Manager	Principal	Teacher Manager	Parent Manager	Alumni Manager	Independent Manager
No. of Members	15	8	1	2	2	1	1

III. Information on the Students

1. Class Structure

In September 2014, there were 871 students enrolled at the school.

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

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

The number of students per level was as follows:

FORM	NUMBER OF STUDENTS
Secondary 1	125
Secondary 2	133
Secondary 3	139
Secondary 4	149
Secondary 5	163
Secondary 6	162

2. Students' Attendance

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

FORM	ATTENDANCE RATE
Secondary 1	98.7%
Secondary 2	98.5%
Secondary 3	98.5%
Secondary 4	98.7%
Secondary 5	97.9%
Secondary 6	97.7%

IV. Information on the Teachers:

1. Teachers' Qualification

In the academic year 2014-15, our school had 61 teachers boasting an average of 18.56 years of teaching experience. 61 teaching staff hold Diploma or Certificate in education.

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

- Teachers holding Master's degrees: 28
- 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	5
6 – 10 years teaching experience	10
More than 10 years teaching experience	45

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

1. To help students establish clear goals in life and strive to actualize them through different learning experiences

Achievements
✓ A Self-Driven Learning Programme had been tried out in the Senior Forms to help students set learning goals in different Key Learning Areas (KLAs). Class Teachers in general tried out the Programme while some modified it and applied it with their own class.
✓ Students were asked to appreciate and reflect on what they read and produced writing tasks promoting goal-achievements in life in the Chinese Language KLA. The majority of the students were able to reflect on their own attitude in their writing tasks.
✓ Students took part in a variety of activities. Student learnt to be independent and cooperative in the S.2 Project-based Learning jointly organized with by the English Department and the Integrated Humanities Department. Students participated in a wide range of intra- and inter-school activities. Their exposure and experiences were widened. Students were also engaged in oral presentation or reading activities that were related to successful people. They researched their topics well and their speaking presentations were properly done, showing their mastering of good language skills.
✓ The Mathematics Department set clear targets for students to achieve their set goals in their daily assessments. The majority of students achieved at least one goal out of the 3 goals set: The Junior Form classes were more able to achieve the goals.
✓ Students were given topics on social issues and the end-product produced by students was a worksheet they designed for their classmates to reflect on what they had learnt in the Liberal Studies lessons.
✓ Project work was completed in S.3 and students learned know more about the link between history in the East and the West. Presentations given by students in the Senior Forms focusing on the factors for the success of a movement in western history and reflections on the contributions of historical figures made in history were given respectively. These activities served to arouse students' awareness about the factors of why the historical figure / historical movement had succeeded. Junior Form students were able to set goals by learning from the historical figures.
✓ Job shadowing activities were arranged by the Economics Department and the Business, Accounting and Financial Studies (BAFS) Department in the Senior Forms to give more opportunities for students to establish clear goals in their careers-related lives. Students agreed that these meetings and activities had enhanced their confidence in establishing clear academic or careers goals.

- ✓ The Religious and Moral Education Department held an Adventure Camp for all S.1 students who were exposed to various types of adventures to strive to achieve the goals set in the camp. S.3 students participated in a workshop to experience adversities in life. The Camp helped students understand the importance of setting goals in their lives. They learned how to make use of strategies to solve problems and not to give up easily when facing difficulties. Most of them actively participated in the activities.
- ✓ Science competitions were held to encourage students to challenge themselves. Four Inter-school Science competitions, and one workshop were held and one prize was obtained.
- ✓ Talks were held for students to explore more on Arts KLAs.
- ✓ Goal-setting strategies were introduced by the Information and Communication Technology School-based Assessment (SBA) to help students construct a well-defined progress.
- ✓ Books focusing on setting goals and mastering different learning skills were introduced to S.1 students.
- ✓ Talks, workshops and a Careers Day on multiple pathways and JUPAS strategies were organized to help S.5 students identify their personal plans and careers goals. Students made good use of the Career Interest Inventory to understand their abilities and career interests. Counselling services were given to Senior Form students.
- ✓ A Stress Management Workshop was organized by the Counselling Team for S.6 students to help them set clear and appropriate goals, and to cope with stress caused by the public examination they would face.
- ✓ The Discipline Committee invited a speaker to give a talk on “Law and Justice” to educate students to become responsible citizens.

Reflections

- ✧ Project-based Learning will continue to be organized with the help of Subject Teachers of different Departments to ensure that students will be exposed to various learning skills in the Junior Forms.
- ✧ Meaningful activities would be designed to motivate students' learning to further develop a positive learning attitude. Different varieties of teaching resources would be used and appropriate teaching strategies to motivate students' learning in class would be adopted. More opportunities would be provided for students to take part in pair work and group work in the lessons and outside the lessons. Questions of different levels would be used and various types of questions for formative and summative assessments would be implemented. More positive feedback would be provided for students for further improvement.
- ✧ Split classes and / or small group teaching would continue to be implemented in Chinese Language, English Language, Mathematics and Liberal Studies lessons. Students' positive learning attitude outside the classroom would be consolidated by using homework of different levels to cater for their individual needs.

2. To help students internalize and practice the values of love and gratitude; and promote harmonious relationship with others and with Creation

Achievements
<ul style="list-style-type: none"><li data-bbox="240 394 1401 551">✓ S.4 and S.5 students produced reflections on social issues and S.1 students wrote stories based on Chinese idioms to enhance harmonious relationships with others and nature. Students' works were good in general as they were allowed to choose their own reading texts.<li data-bbox="240 607 1401 875">✓ The theme for the English Corner Activities and the Activity Day was 'Love and Gratitude'. Students showed their concern over the poor, weak and the disadvantaged in their performances. Most classes prepared well and performed their shows on the theme successfully. Students showed a high standard in producing photos of the Activity Day and the Haiku poems they created were very well written. Both Haikus and photos were displayed and received positive comments.<li data-bbox="240 931 1401 999">✓ A project on planning a one-day trip promoting the natural beauty of Hong Kong was completed.<li data-bbox="240 1055 1401 1122">✓ The S.2 Cross-curricular project work allowed students to understand more about the life of the needy in society.<li data-bbox="240 1189 1401 1335">✓ Students reflected on the Guardian Angel Activity and in their bi-weekly journal focusing on love and gratitude. Students found the Guardian Angel Activity meaningful and they had learned how to show their love and gratitude to their classmates. Most of the classes had conducted the activity for months.<li data-bbox="240 1402 1401 1581">✓ A Thank-you card design competition was held in S.1 and S.4 and students presented the cards to their parents on the Parents' Day. Most of the cards were beautifully made and their words of thanks were sincere and touching. Parents were happy to receive the Cards. Students found the activity meaningful as they learned how to show their love and gratitude to their parents.<li data-bbox="240 1648 1401 1715">✓ A bookmark design competition was jointly held by the School Library and the Arts Education KLA to promote the value of love and gratitude.<li data-bbox="240 1783 1401 1850">✓ Ensemble playing in the S.1 and S.2 classrooms were tried out to promote love, gratitude and harmonious relationship.

- ✓ A bag design related to nature was completed in S.2 Home Economics lessons. Students were able to sew and decorate the drawstring bags of satisfactory quality. Their work was colorful and well decorated with appliqués. They used plants, animals and natural scenery as the themes. Some students were able to show excellent hand stitching work and creative designs. Most students were able to share ideas and comments on classmates' design ideas during lessons.
- ✓ Thanksgiving activities were organized for S.1 students to show their gratitude to their Big Sisters.
- ✓ A talk, a study trip and a film show were organized for students to appreciate the beauty of the Earth and be more aware of the importance of environmental protection.
- ✓ Students in S.1 to S.3 attended moral education lessons on "Internet Public Trial" and were more aware of the harmful effects of internet bullying.
- ✓ "Eyes on the Community" was organized for S.3 students to learn to render social service and show love and gratitude to the community.

Reflections

- ✧ More platforms would be created for students to display their potentials and appreciate one another's contributions towards learning.
- ✧ More meaningful activities would be implemented to help students reflect on their learning. More opportunities would be given to students to realize their strengths and weaknesses so that students would learn to understand their own limitations and continue to strive for self-betterment.
- ✧ Activities as well as verbal and written tasks focusing on demonstrating students' aesthetic abilities would be organized. Students would be taught to respect and appreciate God's creations including their schoolmates, family members, people in society and the Nature.

3. To consolidate teachers' sharing culture so that they could more fully meet students' educational, emotional and spiritual needs

Achievements

- ✓ Sharing sessions were conducted among English teachers to share how they could meet students' different learning needs. Programmes were organized for high-achievers and low-achievers and teachers responsible also attended the lessons to equip themselves to learn the skills for their use in the future. Sharing of good practices, lesson plans and ideas were conducted during the common periods. One teacher completed the Intermediate programme in gifted education. All English teachers attended staff development programmes on the needs of SEN students on School Staff Development Days. High achievers were generally positive about the Creative Writing Workshop conducted by Headstart. S.1 students showed their interest in learning English speaking.
- ✓ Various types of Mathematics learning resources were collected and introduced to students to learn independently. Useful resources were found. Lesson plans and worksheets were modified and adjusted upon several lesson observations. More than half of the students involved were able to apply the skills they had learned to the study of Mathematics.
- ✓ A joint-school network was formed to promote collaboration among Liberal Studies teachers. A joint-school mock examination was conducted to work with those schools to improve learning and teaching. Two sharing sessions were held with one on the assessment and the other on the recent trend of curriculum development. All Panel members agreed that the sharing sessions were useful and they could get updated information about the subject. Teachers involved agreed that collaboration (setting and marking papers) was promoted among the three schools. Students involved could have a clear understanding of their performance in LS. They treasured the opportunity of taking part in the mock examination.
- ✓ A Cross-curricular project on history was completed in S.3 History and Chinese History Departments. Collaboration work was done through peer lesson observations to consolidate teachers' sharing culture and to address the issue of learner diversity.
- ✓ Revising curriculum and notes, peer lesson observations and follow-up discussions were carried out in the Science KLAs and peer lesson observations and follow-up discussions were carried out in the Computer Literacy Department. All biology teachers agreed that they had benefited from the sharing through lesson observations in each term. Integrated Science teachers also observed useful teaching strategies. Computer Literacy teachers agreed that the learning goals were achieved with the assessment.

- ✓ Four School Staff Development Days and one Joint-School Development Day were held to facilitate teaching and learning to meet students' educational, emotional and spiritual needs.
- ✓ Career guidance principles, information on multiple pathways and latest career information were given to students in teachers' sharing in meetings. S.6 Class Teachers were paired up with Careers Teachers to help students when delivering career guidance JUPAS consultation and post-HKDSE consultation.

Reflections

- ✧ Collaborative Teaching, lesson observation and evaluation would be continued to further enhance staff's sharing culture at departmental, committee and school levels.
- ✧ Cross-curricular lesson observations and sharing sessions on good teaching and learning practices for teachers would be implemented at departmental and school levels to sustain the staff learning community.

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 life skills workshops, social service programme, Guardian Angel, Thanksgiving activities, prayer meetings, liturgical celebrations, faith formation programmes, retreats, 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 (2014-2015)

- ◇ Civic Education Lessons(8 lessons for S.1-S.5, 4 lessons for S.6)
- ◇ Discussion Forum about the current issue (和平佔領運動 / 公民抗命)
- ◇ 六四舞台劇
- ◇ 全港中學生十大新聞選舉
- ◇ Current Affairs Quiz (S.1-3)
- ◇ Round-table Discussion (S.4-5)
- ◇ Civic Education Lessons (8 lessons for S.1-S.5, 4 lessons for S.6)
- ◇ Study Trip to Hunan
- ◇ Movie about Life
- ◇ 青年家書 2014
入圍佳作
初中組：1D 韓詩琦
高中組：4C 陳心夷
- ◇ 全港中學生十大新聞選舉
新聞評述比賽高中組亞軍 6A 羅卓媛
新聞評述比賽初中組入圍獎 3A 韓泳琳
- ◇ 葵青區傑出義工 – 6E 曾倩文

The Civic Education lessons contain a variety of learning activities including input provided by the Class Teachers, students joining inter-class quiz competitions, discussion forums and a Drama Show. Teachers are enthusiastic and explore daily issues and current affairs to draw students' attention during the lessons.

Most of the participants were enthusiastic in joining civic education activities and showed their willingness to learn in different settings. Leadership skills were noticed among students in the trip as they took an active role in the preparation work when organizing different programmes for other participants.

The Trip to Hunan helped students to know more about the economic development and education status in Mainland China. Our students were impressed after visiting CSR Corporation Limited because of its standing as the world's leading rail transit equipment technology platform and manufacturing base. Also, students had a better understanding of the curriculum and daily life of students in Mainland China by visiting Hunan University and the High School attached to Hunan University. To conclude, students had gained valuable experiences and inspiration from this 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
- ✧ Book Recommendations by Students (Hall Assembly+ School Homepage)
- ✧ Reading Sharing Parties for S.2 & S.3
- ✧ Author Talk
- ✧ Reading Contract organized by Hong Kong Education City
- ✧ Extensive Reading Scheme organized by different subjects
- ✧ New book displays, Topic book displays
- ✧ Book exhibitions
- ✧ 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, students enjoyed using the library for self learning and seeking information about leisure interests. The library had held many activities that promoted a positive reading culture at school. The author talk was particularly successful because the author invited was very impressive. She was 小芳, "a lady with no arms". Many students had learned to stop taking things for granted and try to make full use of their abilities. The reading sharing parties for S2 and S3 students were well received too. Students enjoyed others' sharing and were inspired.

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) and Chinese Language (1 class); S.2 Mathematics (1 class) and English Language (1 class), S.3 Chinese Language (1 class) and Mathematics (1 class); S.5 Mathematics (1 class) and S.6 Mathematics (1 class).
- ✧ Remedial classes were arranged for S.1-S.3 students during the summer holidays to help those who were weak in Chinese Language (1 group each form), English Language (2 groups each form) and Mathematics (2 groups each form) (S.1 – S.3); Chinese Language (S.4) and Liberal Studies (S.4 and S.5).
- ✧ After-school tutorial groups were arranged for the low achievers in different subjects.
- ✧ High achievers were nominated to join various internal programmes organized by the Chinese Department, the English Department, the Mathematics Department and the Academic Committee. External programmes such as Hong Kong Schools Music and Speech Festival, Mathematics Olympiad Course, Hong Kong Biology Olympiad, Secondary School Mathematics and Science Competition, Education Bureau Web-based Learning Courses 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 helped students make improvements in their studies. Students with low motivation in learning needed more encouragement and guidance. Students with higher ability could be provided with more opportunities of exposure to supplemental topics to broaden their horizons and reach higher academic standards.

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 had 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. The 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 networks were 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 promote harmonious relationships with others, a moral education about “Internet Public Trial”(網絡公審) was arranged during the class teacher period. S.1 to S.3 students became more aware of the personal and social problems created by internet bullying. Students learned to make better use of the internet to establish harmonious relationships with others.
- ✧ To help students establish clear goals in life, a talk about “Meet the Community “ Programme was given by the Prosecutions Division of the Department of Justice. Students were able to understand more about the criminal justice system as well as their role in the society. Students had learned the importance of the rules of law and their roles as responsible citizens.
- ✧ Self-management skills were highlighted in the Counseling Team Stress Management Workshops for S.5 and S.6 classes. Students were equipped with more effective time and emotion management strategies to alleviate anxiety when preparing for public examinations.
- ✧ Enhancement of confidence and enrichment of learning experiences
Personal Growth Groups which were comprised of S.1 to S.3 students were formed by the School Social Worker to enrich students' learning experiences outside classroom, expand their potentials and involve them in society through voluntary services.
A Leadership Training Camp was organised for the School Prefects and Counseling Team Assistants to enhance their leadership skills.
- ✧ Nurturing positive attitudes
Smart Teen Program was organized for the S.2 students. Its aim was to increase students' positive attitude towards life and thus encourage them to lead 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 set criteria. 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. Support to students with special education needs

Through good home-school communication, the special educational needs (SEN) of students were identified. The Student Support Team members worked closely with the class teachers and subject teachers, parents, School Social Worker, EDB Educational Psychologist and EDB Officer for SEN. The parents were informed of the special tailor-made examination arrangements based on individual student requirements. Custom-made tutorial classes were also arranged. Teachers attended seminars which broadened their knowledge about appropriate strategies to cater for individual needs.

A whole-school approach (teachers, support staff, parents and students) was adopted in the implementation of Integrated Education in the school with emphasis on a caring campus environment and peer support. The awareness of teachers towards students with SEN was aroused with individual case presentations in subject teachers' meetings, professional development talks and seminars. Besides, 16.6% of our teachers had received related training courses offered by the EDB.

In 2014-15, a sum of \$52,000 (Learning Support Grant for Secondary Schools) was provided by the EDB to the School to enhance its support for SEN students.

3. Career Guidance

As a major task force on implementing life planning education and career guidance, the Careers Section continued to adopt a comprehensive approach to life planning education and career guidance in the year 2014-15. 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 HKDSE results.

To help more students identify their career development challenges and to guide them to find, develop and review their personal and career plans, two pilot schemes were introduced. They are the S.3 Group Consultation scheme and S.5 Group Consultation scheme. 40 S.3 students and 63 S.5 students participated in the schemes.

To provide career counseling for students in need, Careers Teachers were stationed at the Career Room every Wednesday from November 2014 to May 2015.

✧ **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 and make a 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. 104 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, scientists, bankers and disc-jockeys during the Hong Kong Academy of Medicine Open Day, HSBC Careers Talk in Science, Technology, Engineering and Mathematics, and a visit to RTHK. In addition, 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 MedStart Medical Experience Program and the Hong Kong Institution of Engineers Engineering Exploration Program 2015. Worked with the ECA, we participated in a Disneyland work skills program. During Activity Day, all S.5 students visited one of the following workplaces or institutes: Monita Academy, Hong Kong Science & Technology Parks Corporation, Tsuen Wan Magistrates' Court, Hong Kong Monetary Authority, Hong Kong Polytechnic University Faculty of Health and Social Sciences and Bloomberg Limited so that they could have a better understanding of the world of work and further develop positive attitudes towards work and learning.

The Careers Section worked with the Alumnae Association and held a career talk on the early education sector and the aviation industry. Two distinguished alumnae came to our school to share their work and life experiences with the students. An alumna working as a Chinese Medicine Practitioner was also invited to share her work experience with the students.

To offer alternative vocational education to some students, the Careers Section and the AC 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 2015.

S.4

In September 2014, three workshops on Careers Planning were held.

S.5

In Jan 2015, two workshops on JUPAS Strategies were held. In June 2015, Careers teachers delivered a comprehensive talk on JUPAS and students were asked to complete a mock JUPAS plans and contingency plan on further studies during the summer holidays.

S.6

In Sept 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 the visit to tertiary institutes' information days and arranged students to join various universities / institutes' taster programs, camps and engagement schemes including the HKUST Engagement Scheme, CUHK Academic Planning Day, CCC Kung Lee College Learning Experience Day, PolyU Summer Programs, HKUST Summer Schools for Effective Leadership, HKUST Engineering Day Camp for Secondary School Students 2015 and HKU School of Nursing: Nursing Careers Day 2015.

✧ **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 digest information related to different professional jobs and to teach S.1, S.3 and S.4 students about career prospects of professional jobs 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 the Class Teachers and Careers Teachers within the school timetable. The themes of the lessons were as follows:

S.1	Understanding self, setting goals, 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

4. Extra-curricular Activities

- ✧ The S.3. Eyes on the Community Service Program, JPC School Club, Volunteer Social Service Group, CYC, Ronald McDonald House Raffle Sale, HKSKH Lady MacLehose Centre Flag Sales and Dialogue in the Dark offered students 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 areas, 「湖北省武漢、宜昌文化、工業及三峽水利建設之旅」, The Student-led Network Program, visit to the airport tower control and Workshop on Airport Transport and the Construction of the Third Runaway Plan, 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. The T.E.E.N. program (organized by the Women’s Foundation) offered students the opportunities to be exposed and explore more educational, vocational and inspirational activities.
- ✧ Apart from the annual Sports Day, the four Houses organized tea parties, cheering teams, inter-house ball games (e.g., volleyball, badminton, basketball), an inter-house debating competition, house annual general meetings 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. The Anti-smoking Health Ambassador Program (organized by 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 organize a program plan and evaluation report.
- ✧ To expand their horizons beyond Hong Kong, students were nominated to join the following programmes organized by the EDB: ‘Mainland Exchange for School Leaders (Beijing)’, ‘Beijing, Hong Kong and Macau Student Exchange Summer Camp 2015’, Japan-East Asia Network of Exchange for Students and Youths Programme.

5. 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.
- ✧ To involve 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 S.1 students 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 implement the school motto "Love and Service" and forge better parent-child relationships.
- ✧ 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 of providing quality education for students.

6. Support from Alumnae

- ✧ To celebrate the 45th Anniversary of Pope Paul VI College, a ‘Pun Choi’ Feast was organized by the Alumnae Association on 29th November 2014.
- ✧ 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 to the Pope Paul VI College Love & Service Grant to provide assistance to students in need.
- ✧ Pope Paul VI College Alumnae Association Love and Service Scholarship was established by the alumnae to give recognition to students with outstanding service to the School.
- ✧ The 2nd Incorporated Management Committee (IMC) Alumnae Manager Election was held on 18th July 2015. Miss Chan Lin, the Chairperson of the Alumnae Association, was elected the Alumnae Manager of the IMC.

VIII. Performance of Students

1. HKDSE Examination Results 2015

No. of Candidates	Level 2 or above in 5 subjects	Core Subjects at Level 3322 or above
162	98.15%	87.04%

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	79.4	98.1	51.7	56.8	25.0
Chinese Language	100	81.2	88.3	51.2	60.5	24.2
Mathematics	98.1	81.7	89.5	59.8	59.3	39.1
Liberal Studies	100	86.5	92.6	65.0	53.1	35.6

2. Achievements in Inter-school Competition / Activities

Nature	Name of Competitions	Awards
Scholarship	Outstanding Students Award of Tsuen Wan, Kwai Chung and Ching Yi District (on the top twelve list)	1
	Sir Edward Youde Memorial Prizes	1
	Tsuen Wan Rural Committee Scholarship	3
	Youth Arch Student Improvement Award, Lion & Global Educational Trust	22
	Best Endeavour Award	10
	葵青區家長教師會飛躍進步學生嘉許狀	1
Academic	第二十三屆全港中學生十大新聞選舉中文; 組新聞評述比賽	高中組亞軍 高中組季軍
	公益少年團電影欣賞徵文比賽	優異獎: 2
	第三屆全港微型小說創作比賽	優異獎
	Hong Kong Biology Olympiad for Secondary Schools	First Class Honour: 2 Second Class Honour: 2 Third Class Honour: 1 Merit: 4
	The PolyU Secondary School Mathematics and Science Competition 2015	Certificate of High Distinction in Biology: 2 Certificate of Distinction in a) Chemistry: 2 b) Biology: 1 c) Physics: 2
	Search for Nature Stories 2015 Investigative Field Study Competition (2014-2015)	Certificate of Merit
	The Chemists Online Self-study Award Scheme	Platinum Award: 4 Gold Award: 1 Bronze Award: 8
	2014 應用可再生能源設計暨競技大賽之風車發電設計大賽	Champion

Nature	Name of Competitions	Awards
Community Service	葵青區青年活動委員會 2014 年葵青區傑出義工獎勵計劃	傑出義工(青年組): 1
	葵青區青少年社會服務計劃比賽	優勝隊伍
	2014 年葵青區傑出義工獎勵計劃	1
	義務工作嘉許狀	1
Reading	Popular Reading Award Scheme	Purple Badge: 3
Debate	第 14 屆基本法多面體 全港中學生辯論比賽(基本法盃)	新界西區冠軍及全港季軍 全港準決賽最佳辯論員 分區準決賽及總決賽最佳辯論員
Aesthetic Development	66 th Hong Kong Schools Speech Festival a. English Section b. Cantonese Section c. Putonghua Section	1 st Prize: 1 2 nd Prize: 1 3 rd Prize: 5 Merit: 17 2 nd Prize: 1 3 rd Prize: 1 Merit: 4 2 nd Prize: 1 Merit: 4
	第十七屆全港中小學普通話演講比賽	Merit: 2
	“Speak Out – Act Up!” Improvised Drama Competition	Dramatic Technique Award ‘Act Up!’ Star Award (Best Acting)
	The 8 th Defeat Failure Get Positive Kely Circus Competition	Champion
	職安校園電台節目創作比賽	冠軍
	徐悲鴻盃國際青少年兒童美術比賽	一等獎
	長者希望日 2015 福袋繪畫比賽	中學組冠軍 全場總冠軍
	行路上廣州 2015 之齊為山區兒童創未來繪畫比賽	1 st Prize 2 nd Prize 3 rd Prize Merit: 4

Nature	Name of Competitions	Awards
	職業安全健康局商界關愛職業健康心意卡設計比賽	1 st Prize Merit: 1
	「工作展才能，機會亮人生」全港海報設計及標語創作比賽	2 nd Prize Merit: 6
	印刷出版、資訊及通訊業職安健海報設計比賽	2 nd Prize Merit: 2
	第三屆 Michelin 道路安全意識全港學生繪畫及短片創作比賽	Merit: 1
	中學生視覺藝術創作	Merit: 1
	第四屆香港亞洲音樂比賽暨香港學生歌唱大賽中提琴 / 大提琴組	殿軍
	2014 香港青年音樂匯演	Merit: 16
	<p>67th Hong Kong Schools Music Festival</p> <p>a. Instrument Classes</p> <p style="padding-left: 40px;">Flute Solo</p> <p style="padding-left: 40px;">Clarinet Solo</p> <p style="padding-left: 40px;">Guitar Solo</p> <p style="padding-left: 40px;">Piano Solo</p> <p style="padding-left: 40px;">Piano Duet</p> <p style="padding-left: 40px;">Descant Recorder Solo</p> <p style="padding-left: 40px;">Treble Recorder Solo</p> <p style="padding-left: 40px;">Recorder Duet</p> <p style="padding-left: 40px;">Zheng Solo</p> <p style="padding-left: 40px;">Woodwind Ensemble</p> <p>b. Female Voice Solo</p> <p>c. Secondary School Choir 2nd Division Senior Singing in Foreign Language</p>	<p>Certificate of Merit: 2</p> <p>Certificate of Merit: 1</p> <p>Certificate of Merit: 3</p> <p>2nd Prize: 1 Certificate of Merit: 7</p> <p>Certificate of Merit: 3</p> <p>Certificate of Merit: 4</p> <p>2nd Prize: 1</p> <p>Certificate of Merit: 6</p> <p>2nd Prize: 1 Certificate of Merit: 1</p> <p>Certificate of Merit: 6</p> <p>Certificate of Merit: 3</p> <p>Certificate of Merit: 1</p>
	A.S. Watson Group Hong Kong Student Sports Awards (2014-2015)	1

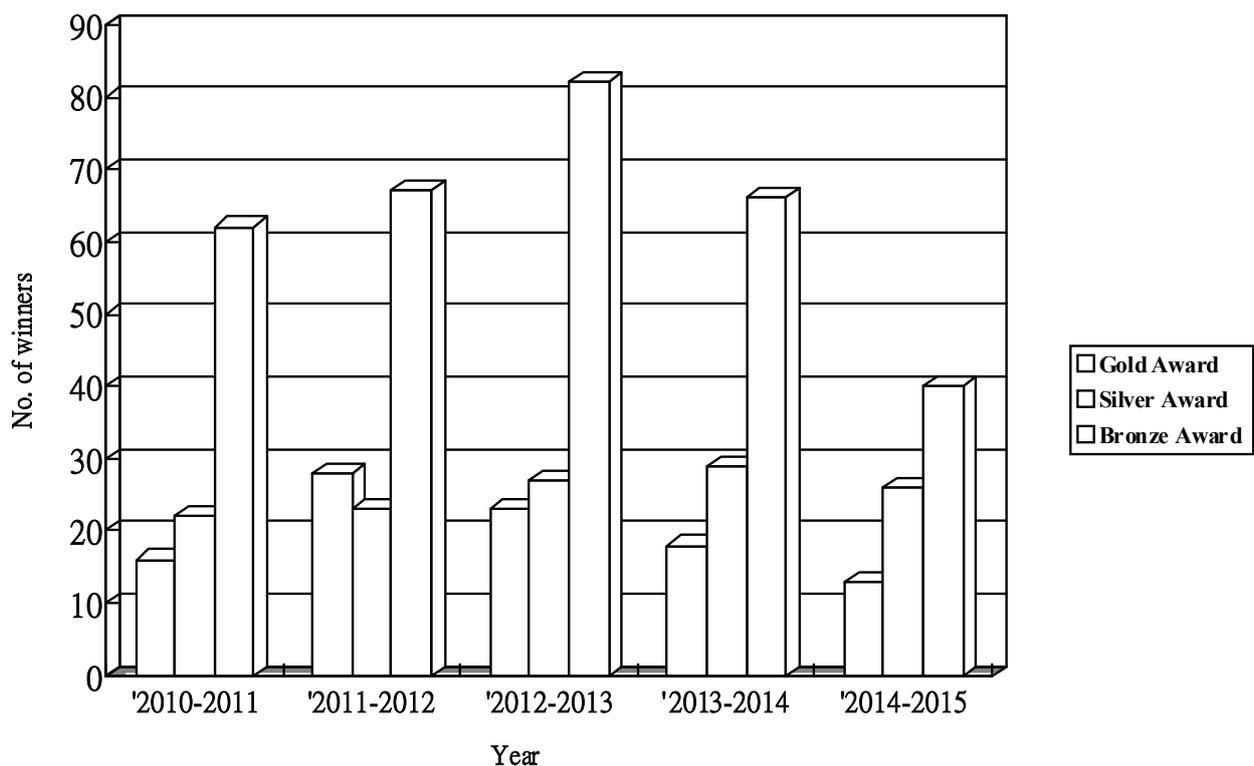
Nature	Name of Competitions	Awards
	Most Valuable player of the Inter-School Table-Tennis Competition 2014/15 (Girls Grade A), HK Schools Sports Federation (Kwai Tsing District)	1
	Hong Kong Athletic Championships	2 nd Runner-up
	Inter-school Athletics Meet (Kwai Tsing District) Grade A: Grade B	Champion: 1 1 st Runner-up: 1 3 rd Runner-up: 1 Champion: 1 1 st Runner-up: 1 2 nd Runner-up: 2
	Inter-school Badminton Competition (Kwai Tsing District) Grade B	1 st Runner-up
	Inter-school Basketball Competition (Kwai Tsing District) Grade A	2 nd Runner-up
	Inter-school Handball Competition (Kwai Tsing District) Grade C	2 nd Runner-up
	Inter-school Table-tennis Competition (Kwai Tsing District) Grade A	Champion
	Inter-school Volleyball Competition (Kwai Tsing District) Grade B	3 rd Runner-up
	HKSSF Inter-school Swimming Championships (Kwai Tsing District)	1 st Runner-up: 2
	Kwloon City District Age Group Badminton Competition 2014 Girl Youth Single Age 13 to 15	1 st Runner-up:
	Central and Western District Age Badminton Competition 2014 Girl Youth Single Age 13 to 15	3 rd Runner-up
	第十七屆「公民全香港青少年田徑錦標賽 2015」	季軍
Others	無煙青少年大使領袖訓練計劃	優秀無煙青少年大使團隊

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)	4,719,565.21		117,322.18*		
(1) <u>Baseline Reference</u>		1,843,850.23			
<i>Hire charge / STS handling</i>		1,940.92			
Administration Grant - Additional CA			288,675.00		
Air-Cond. For Prep. Room			0.00		
Composite F & E Grant			933,084.00		
Consolidated Subject Grant			132,563.29		
Enhancement Grant			0.00		
Lift Maintenance Grant			73,030.00		
School & Class Grant			910,947.68		
Supplementary Grant			209,023.50		
Training & Development Grant			1,530.00		
Whole-Sch. Appro. Prog. Fund			6,000.00		
	4,719,565.21	1,845,791.15	2,672,591.83	(826,800.68)	3,892,764.53 (A)
<u>School Specific Grant</u>					
Administration Grant		3,454,737.47	3,406,805.39	47,932.08	
Capacity Enhancement Grant		557,148.00	625,281.88	(68,133.88)	
Composite IT Grant		407,089.00	580,616.00	(173,527.00)	
		4,418,974.47	4,612,703.27	(193,728.80)	(193,728.80) (B)
Total deficit for the school year 2014/2015					(1,020,529.48)
Accumulated surplus as at 31 st August 2015				(A) + (B)	3,699,035.73

	Balance B/F	Income	Expenditure	Surplus / (deficit) c/f
<i>(2) Grants Outside EOEBG</i>				
Salaries Grant - Teaching Staff	0.00	38,402,252.92	38,402,252.92	0.00
Salaries Grant - Lab. Technician	0.00	854,245.00	854,245.00	0.00
After-school Learning & Support Prog.	57,236.80	235,200.00	137,952.00	154,484.80
Diversity Learning Grant (Third Cohort for Other Programmes)	105,000.00	98,000.00	113,120.00	89,880.00
DLG for Applied Learning Courses 13-15 Cohort	0.00	12,965.00	12,965.00	0.00
DLG for Applied Learning Courses 14-16 Cohort	0.00	28,100.00	28,100.00	0.00
Extra Senior Secondary Curriculum Support Grant	115,273.20	250,000.00	294,298.20	70,975.00
Fractional Post Cash Grant	0.00	0.00	0.00	0.00
Home-Sch. Cooperat. Grant	68.00	13,989.00	13,989.00	68.00
Learning Support Grant Sec School	0.00	52,000.00	47,390.00	4,610.00
Moral and National Education Subject Grant (MNESSG)	524,600.00	0.00	0.00	524,600.00
Senior Secondary Curriculum Support Grant (SSCSG)	194,004.67	724,668.00	1,454,489.53	(535,816.86) *
Substitute Teacher Grant	152,698.69	0.00	2,184.00	150,514.69
Career and Life Planning Grant	0.00	517,620.00	614,006.00	(96,386.00)
Teacher Relief Grant (Recurrent)	134,232.00	188,273.00	94,372.00	228,133.00
Teacher Relief Grant (Reimbursement based)	0.00	165,412.30	166,865.30	(1,353.00)
One-off Cash Grant for Upgrading of the WebSAMS	50,000.00	0.00	48,579.40	1,420.60

IX. Financial Summary

	Balance B/F	Income	Expenditure	Surplus / (deficit) for the year
II. School Funds				
<u>Subscription</u>	3,430,080.21			
1. Tong Fai		116,290.00		
2. Profit / (Loss) on Sale of exercise books & Student's Handbooks		(2,194.36) *		
3. Hire Charges		2,843.88		
4. Tuckshop Rental		141,000.00		
5. Donations		91,500.00		
6. Other Income (e.g. fines, charges of photocopying, bank interest, award/subsidy/scholarship received)		49,145.08		
7. Others Expenditure (Lift maintenance, electricity, award/scholarship paid)			314,481.55	
	3,430,080.21	398,584.60	314,481.55	84,103.05
			Surplus (Deficit) c/f (A)	3,514,183.26
			Closing Stock of Exercise Book	84,689.79

* The loss included the write-off items and the free copies (Student's Handbooks) for teachers

	Balance B/F	Income	Expenditure	Surplus / (deficit) for the year
<u>Approved Collection for Specific Purposes</u>				
Air-conditioning	997,654.52	180,060.00		
Printing charges	526,274.43	52,200.00		
1. Electricity charges / Repair & Maintenance / Installation			195,597.35	
2. Printing charges			70,879.90	
	1,523,928.95	232,260.00	266,477.25	(34,217.25)
			Surplus (Deficit) c/f (B)	1,489,711.70
Total surplus for the school year 2014/2015				49,885.80
Accumulated surplus as at 31 st August 2015			(A) + (B)	5,003,894.96

**The Income and Expenditure Accounts of the school year 2014/2015 are subject to adjustments after audit inspections.*

Record of Activities (2014-2015)

Date	Activity	Organizer	
Sept. – Nov.	十大新聞選舉暨徵文比賽	中國語文科及公民教育組	
Oct. – Dec.	香港校際朗誦節	中國語文科 普通話科 English Dept.	
	a) 中文朗誦比賽		
	b) 普通話朗誦比賽		
	c) 英文朗誦比賽		
	S4 Exhibition	History Dept.	
Oct. – May	Maths. Olympiad Classes (S1-2 & S2-3) and Maths. Elite Classes (S4 & S5)	Maths. Dept.	
Oct. – Jun.	S1-S4 Mathematics Tutorial Class (after school)	Maths. Dept.	
Jan. – Jun.	Block Loan of Public Library Books	Library	
Whole year	a) S1-S3 普及閱讀計劃	Library	
	b) Eight Reading Promotion Games / Quizzes		
	c) S1 生命教育基金學校同行閱讀計劃	Reading Promotion Com.	
	d) S2 閱讀「快樂在今天」(1 st lessons of Day 2)		
	e) S3 閱讀「做個快樂少年人」(1 st lessons of Day 2)		
	f) Five Reading Salons (1:30-1:50pm)		
	g) S3 'Eyes on the Community Social Service Scheme'	Civic Ed. Com., ECA & RME Dept	
Oct.	3/10 (Fri.-D3)	3A English Corner (1:35-1:55)	English Dept.
	7/10 (Tue.-D5)	Annual General Meeting	Teachers' Association
	10/10 (Fri.-D5) (Summer Time)	S1 Career Education Workshop (2:30-4:00) (For students receiving subsidies from the Government only)	Careers Section
	13/10 (Mon.-D3)	a) 3B English Corner (1:35-1:55)	English Dept.
		b) Sports Day Rehearsal (4:15-5:20pm) <i>(All students concerned must join this rehearsal. Students attending the rehearsal will be exempted from tutorial group. No other activities should be arranged today)</i>	PE Dept.

Date		Activity	Organizer
Oct. (con't)	14/10 (Tue. – D4)	a) Inter-school Swimming Championship (Kwai Tsing) (whole day)	HKSSF
		b) CTA Gathering	Counselling Team
		c) General Meeting (Rosary) (4:10-5:30)	Catholic Society
	15/10 (Wed. – D5)	Sports Day Rehearsal (4:15-5:20pm) <i>(All students concerned must join this rehearsal. Students attending the rehearsal will be exempted from tutorial group and club meetings)</i>	PE Dept.
	16/10 (Thur. – D6)	Inter-school Swimming Championship (Kwai Tsing) (whole day)	HKSSF
	20-21/10 (Mon. – Tue.)	Sports Day (Heats and Finals)	PE Dept.
	24/10 (Fri.-D2) (Summer Time)	a) S.1 Career Education Workshop (2:30-4:00)	Careers Section
		b) S3 放眼社會義工服務計劃失明人士 A 組訓練工作坊 1 (2:30-4:00)	Civic Ed. Com., ECA & RME Dept
		c) S4 ASD Workshops (2:20-4:00)	S4 Cross-Curricular Project
		d) S1-S3 PBL (I)	Academic Com.
	27/10 (Mon. – D3)	a) 3C English Corner (1:35-1:55)	English Dept.
		b) Workshop for Club Chairpersons (4:10-5:00pm)	ECA Section
		c) S2 Sex Education Workshop (2 nd -3 rd period: 2B) (4 th -5 th period: 2A)	Counselling Team
		d) 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., ECA & RME Dept
	28/10 (Tue. – D4)	a) ELTSC Activities (after sch)	English Dept.
b) S2 Sex Education Workshop (2 nd -3 rd period: 2D) (4 th -5 th period: 2C)		Counselling Team	
c) Annual General Meeting (4:05-5:15)		Students' Association	
29/10-30/10 (Wed.-Thur.) (D5-D6)	中文書展	中國語文科 & Library	
31/10 (Fri.)	S2-S6 School Picnic	---	
31/10-1/11 (Fri.-Sat.)	S1 Adventure Camp	Counselling Team, DC & RME Dept.	

Date		Activity	Organizer
Nov.	3/11 (Mon. – D1)	a) S3 Career Education Workshop (4:00-5:30)	Careers Section
		b) S5-S6 Career Talk by Alumnae Association (7 th period – 4:30)	Careers Section & Alumnae Association
	4/11 (Tue. – D2)	a) S1 Career Education Workshop (4:00-5:30)	Careers Section
		b) S4 ICAC Drama (2:55-4:10)	RME
	5/11 (Wed. – D3)	3D English Corner (1:35-1:55)	English Dept.
	7/11 (Fri.-D5) (Summer Time)	a) S1-S3 PBL (II)	Academic Com.
		b) S4 ASD Workshops (2:20-4:00)	S4 Cross-Curricular Project
	10/11 (Mon.-D6)	a) S3 Career Education Workshop (4:00-5:30) (For students receiving subsidies from the Government only)	Careers Section
		b) S4 Careers Workshop 3 (4:10-5:25) (4A & 4D)	
	11/11 (Tue. – D1)	General Meeting (Advent) (4:10-5:30)	Catholic Society
	14/11 (Fri. – D4)	a) S3 放眼社會義工服務計劃兒童 D 組訓練工作坊 1 (4:10-5:40)	Civic Ed. Com., ECA & RME Dept
		b) 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)	
		c) S5 Stress Management Workshop (4:15-5:30)	Counselling Team
		d) 66 th Hong Kong School Speech Festival Rehearsal	English Dept.
	15/11 (Sat.)	S3 放眼社會義工服務計劃失明人士 A 組服務日 (11:00-5:30)	Civic Ed. Com., ECA & RME Dept
	17/11-18/11 (Mon.-Tue.)	“CTA Support You” Study Groups for S1 (4:00-5:30)	Counselling Team
20/11 (Thur.)			
19/11 (Wed. – D1)			
17/11 (Mon. – D5)	a) 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 & RME Dept	
	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)		
18/11 (Tue. – D6)	a) S3 Career Education Workshop (4:10-5:25)	Careers Section	
	b) S4 Careers Workshops 3 (4:10-5:25) (4B & 4C)		
19/11-26/11 (Wed.-Wed.)	Cleanliness Week	DC	

	Date	Activity	Organizer
Nov. (con't)	22/11 (Sat.)	S3 放眼社會義工服務計劃兒童 A 組服務日 (1:00-5:00)	Civic Ed. Com., ECA & RME Dept
	24/11 (Mon.-D4)	a) ELTSC Activities (after school)	English Dept.
		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 & RME Dept
Dec.	10/12 (Wed.-D3)	S6 Inter-school Oral Practice (4:15-5:30)	English Dept.
	11/12 (Thur.-D4)	“Meet the Community” Programme (8:15-9:15)	DC
	19/12 (Fri.)	45 th Anniversary Thanksgiving Mass and Christmas Celebration	Religious Activities
	20/12 (Sat.)	a) Carolling	RME
		b) S5 Visit to Central Heritage Trail (AM)	History Dept.
	23/12 (Tue.)	S3 放眼社會義工服務計劃兒童 B 組服務日 (12:00-6:00)	Civic Ed. Com., ECA & RME Dept
Jan.	8/1-13/1 (Thur.-Tue.)	Inter-house Ball Game (Basketball) (after school)	ECA & PE Dept.
	8/1 (Thur.-D2)	S1-S3 Author Talk (7 th period)	Reading Promotion Com.
	9/1 (Fri.-D3)	S3 放眼社會義工服務計劃	Civic Ed. Com., ECA & RME Dept
		a) 兒童 C 組訓練工作坊 1 (4:10-5:40)	
		b) 兒童 D 組訓練工作坊 2 (4:10-5:40)	
		c) 獨居長者 A 組訓練工作坊 1 (4:10-5:40)	
		d) 獨居長者 B 組訓練工作坊 1 (4:10-5:40)	
	e) 失明人士 B 組訓練工作坊 1 (4:10-5:40)		
10/1 (Sat.)	S3 放眼社會義工服務計劃兒童 D 組服務日 (1:00-5:00)	Civic Ed. Com., ECA & RME Dept	
12/1 (Mon.-D4)	a) S4 中英劇團文化劇表演 (4:10-5:10pm)	中國語文科	
	b) S5 中英劇團文化劇表演 (2:00-3:00pm)		
13/1 (Tue.-D5)	S3 Talk on Choice of S4 Subjects (Student Session) (7 th period – 4:30pm)	Careers Section	
16/1 (Fri.-D2) (Summer Time)	a) S4 ASD Workshops (2:20-4:00)	S4 Cross-Curricular Project	
	b) S1-S3 PBL (III)	Academic Com.	

	Date	Activity	Organizer
Jan. (con't)	17/1 (Sat.)	S3 Talk on Choice of S4 Subjects (Parent Session) (2:00 – 4:30pm)	Careers Section
	19/1 (Mon. – D3)	a) 2A English Corner (1:35-1:55)	English Dept.
		b) CTA Gathering	Counselling Team
		c) S1 Quiz Competition (4:15-5:15)	Social Worker
		d) S3 放眼社會義工服務計劃兒童 C 組訓練工作坊 2 (4:10-5:40)	Civic Ed. Com., ECA & RME Dept
		e) 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)	
		f) 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)	
		g) S3 放眼社會義工服務計劃失明人士 B 組訓練工作坊 2 (4:10-5:40)	
	20/1 (Tue. – D4)	ELTSC Activities (after school)	English Dept.
	21/1 (Wed. – D5)	a) S1-S3 時事常識問答比賽 (1 st -2 nd periods)	Civic Ed. Com.
		b) S5 Career Education Workshop (8:30-9:45)	Careers Section
	22/1 (Thu. – D6)	S1C, 2C, 3C Lunch Concert (1:25-2:00)	Music Dept.
	23/1 (Fri.-D1)	a) S6 Farewell morning assembly	Graduation Com.
		b) Farewell Mass for S6 Students (3:00-4:30)	Religious Activities
	24/1 (Sat.)	a) S3 放眼社會義工服務計劃兒童 C 組服務日 (1:00-7:00)	Civic Ed. Com., ECA & RME Dept
		b) S3 放眼社會義工服務計劃失明人士 B 組服務日 (11:00-5:30)	
27/1 (Tue. – D2)	S2 Smart Teen Program	Counselling Team	
28/1 (Wed. – D3)	2B English Corner (1:35-1:55)	English Dept.	
29/1 (Thur. – D4)	S5 Career Education Workshop (8:30-9:45)	Careers Section	
27/1-29/1 (Tue.-Thur.) (D2-D4) (6 th -7 th period)	<u>English Festival</u> 27/1 (D2) – S2 28/1 (D3) – S3 29/1 (D4) – S1	English Dept.	
30/1 (Fri. – D5)	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 & RME Dept	

	Date	Activity	Organizer
Feb.	2/2-6/2 (Mon. – Fri.)	Mathematics Week	Maths. Dept.
	2/2 (Mon.-D6)	S3 放眼社會義工服務計劃獨居長者 C 及 D 組訓練工作坊 1 (4:10-5:40)	Civic Ed. Com., ECA & RME Dept
	3/2 (Tue.-D1)	a) Inter-school Athletics Championship (whole day)	HKSSF
		b) S2 Smart Teen Program	Counselling Team
		c) S3 放眼社會義工服務計劃失明人士 C 組訓練工作坊 2 (4:10-5:40)	Civic Ed. Com., ECA & RME Dept
		d) S3 放眼社會義工服務計劃獨居長者 C 及 D 組訓練工作坊 2 (4:10-5:40)	
	5/2 (Thur. – D3)	a) 2C English Corner (1:35-1:55)	English Dept.
		b) Inter-school Athletics Championship (whole day)	HKSSF
	6/2 (Fri.-D4)	a) ELTSC Activities (after school)	English Dept.
		b) Inter-school Athletics Championship	HKSSF
		c) 中文書法比賽	中國語文科
	7/2 (Sat.)	a) S3 放眼社會義工服務計劃獨居長者 A 組服務日 (9:00-1:30)	Civic Ed. Com., ECA & RME Dept
		b) S3 放眼社會義工服務計劃獨居長者 C 組服務日 (9:00-1:30)	
		c) S3 放眼社會義工服務計劃獨居長者 D 組服務日 (2:00-6:00)	
		d) S3 放眼社會義工服務計劃失明人士 C 組服務日 (2:00-5:30)	
		e) 家校同心齊送暖 (9:00-5:00)	PTA & Social Worker
	8/2 (Sun.)	S3 放眼社會義工服務計劃獨居長者 B 組服務日(9:00-1:30)	Civic Ed. Com., ECA & RME Dept
	10/2 (Tue.-D6)	a) S2 Smart Teen Program	Counselling Team
		b) CTA Gathering	
	13/2 (Fri. – D3)	Talent Show (4:10-5:30)	Students' Association
	17/2 (Tue.)	Field Studies Course for S4-S5 students	Geog. Dept.

	Date	Activity	Organizer
Mar.	3/3 (Tue. – D5)	General Meeting (Lent) (4:10-5:30pm)	Catholic Society
	5/3 (Thu. – D1)	a) Reading Promotion for S2 (1 st period)	Reading Promotion Committee
		b) S1D, 2D, 3D Lunch Concert (1:25-2:00)	Music Dept.
	6/3 (Fri.) Activity Day	<u>Whole Day visits</u> S1: Kadoorie Farm or Ocean Park (To be Confirmed)	(a) <u>Visits (S1):</u> IS Dept.
		S2: Appreciation of Nature and Poem Writing (Sai Kung Lions Nature Education Centre)	(b) <u>Visit (S2):</u> English Dept.
		S3: 8:30-4:00 Disneyland Theme Park	(c) <u>Visit (S3):</u> S4 Cross-Curricular Project
		<u>Visit (AM) + Presentation (PM)</u> S4: 8:00-12:00 Field Studies (To be Confirmed) 2:00-4:30 Presentation	(d) <u>Visit (S4):</u> LS Dept.
		<u>Whole Day program</u> S5 8:30-4:00 Company Visits or Study Fairs or Career Day	(e) <u>Career Day (S5)</u> Careers Section
	10/3 (Tue.-D3)	a) 2D English Corner (1:35-1:55)	English Dept.
		b) Penitential Service (3:00-5:30pm)	Religious Activities
	16/3 (Mon.-D1)	Reading Promotion for S3 (1 st period)	Reading Promotion Committee
	17/3 (Tue.-D2)	Way of Cross (4:10-5:30)	Religious Activities
	24/3 (Tue.-D4)	S2 Career Education Workshop (4:00-5:30)	Careers Section
	25/3 (Wed.-D5)	S2 Career Education Workshop (4:00-5:30)	Careers Section
	26/3 (Thur.-D6)	a) Cleaning School Campus	DC
b) S2 Career Education Workshop (4:00-5:30) (For students receiving subsidies from the Government only)		Careers Section	
27/3 (Fri.-D1) (Summer Time)	a) S4 ASD Workshops (2:20-4:00)	Catholic Society	
	b) S1-S3 PBL (IV)	Academic Com.	

	Date	Activity	Organizer
Apr.	6/4-10/4 (Mon. – Fri.) (To be Confirmed)	同行萬里高中學生內地交流計劃 – 湖北省武漢、宜昌文化、工業及三峽水利建設之旅 (高鐵)	ECA Section, Geog Dept. and BAFS Dept.
	16/4-23/4 (Thur. – Thur.)	Inter-house Ball Game (Volleyball) (Lunch Time)	ECA & PE Dept.
	21/4 (Tue.-D5)	CTA Gathering	Counselling Team
	24/4 (Fri.-D2) (Summer Time)	a) S1 Inter-Class Competition (2:30-4:15)	RME
		b) S3 Visits (PM)	Hist. & Chin. Hist. Dept.
	27/4 (Mon.-D3)	1B English Corner (1:35-1:55)	English Dept.
	28/4 (Tue. – D4)	a) 普通話日 (Lunch)	普通話科
		b) ELTSC Activities (after school)	English Dept.
c) General Meeting (Easter) (4:10-5:30pm)		Catholic Society	
May	6/5 (Wed. – D3)	a) 1C English Corner (1:35-1:55)	English Dept.
		b) S5 Inter-school Oral Practice (4:15-5:30)	
	7/5 (Thur.-D4)	Round Table Discussion (1 st – 2 nd periods)	Civic Ed. Dept.
	8/5 (Fri.-D5) (Summer Time)	a) S4 ASD Workshops (2:20-4:00)	S4 Cross-Curricular Project
		b) S1-S3 PBL (V)	Academic Com.
	11/5 (Mon.-D6)	Inter-house Debating Competition (Preliminary Round) (4:15-5:15)	Debate Club & ECA Section
	12/5 (Tue.-D1)	General Meeting (Formation) (4:10-5:30pm)	Catholic Society
	12/5-13/5 (Tue.-Wed.) (D1-D2)	English Book Exhibition (Hall will be locked after exhibition on 12/5)	Library
	13/5 (Wed.-D2)	Inter-house Debating Competition (Preliminary Round) (4:15-5:15)	Debate Club & ECA Section
	14/5 (Thur.- D5)	a) 1D English Corner (1:35-1:55)	English Dept.
		b) S4 Inter-school Oral Practice (4:15-5:30)	
	15/5 (Fri.-D4) (Summer Time)	S2 Inter-Class Competition (2:30-4:15)	RME
	18/5 (Mon.- D1)	S5 Inter-Class Video Presentation Competition (2:30-4:00)	Economics Dept.
19/5 (Tue.- D6)	a) Singing Contest (Semi-Final) (2:30-5:00)	Music Dept. & ECA Section	
	b) Big Sister Gathering (Tea Party and Games Day)	Counselling Team	

	Date	Activity	Organizer
May (con't)	22/5 (Fri.- D3)	a) S4 ASD Workshops (2:20-4:00)	S4 Cross-Curricular Project
		b) S1-S3 PBL (VI)	Academic Com.
	26/5 (Thur.- D4)	ELTSC Activities (after school)	English Dept.
June	1/6 (Mon.- D2)	六四舞台劇	Civic Ed. Com.
	29/6-30/6 (Mon.-Tue.)	a) Leadership Training Camp	Counselling Team & DC
		b) Spiritual Leadership Training (To be confirmed)	Religious Activities
	25/6-30/6	湖南張家界考察團	Civic Ed. Com.
	30/6 (Tue.)	From World of Fun to World of Work (To be confirmed): - Disney's Foundations for Career Success	Careers Section & ECA
July	3/7 (Fri.)	Science Creative Workshop or Enhancement Activity (2:00-5:00)	IS Dept.
	6/7 (Mon.)	a) Singing Contest	Music Dept. & ECA
		b) Inter-house Debating Competition	Debate Club & ECA
	7/7 (Tue.)	Musical Competition (8:10 to 12:00 noon)	Visual Arts Dept., Music Dept., Eng. Dept. Home Econ. Dept.
	8/7 (Wed.) (8:30-12:00)	House AGM and election of officials: Rose House (8:15-10:00) Lily House (10:15-12:00)	ECA
	9/7 (Thur.) (8:30-12:00)	House AGM and election of officials: Lotus House (8:15-10:00) Daisy House (10:15-12:00)	ECA
	9/7 (Thur.) (12:15-1:30)	House Committee Workshop	ECA
	11/7 (Sat.) (pm)	Careers Information Day for S6 Students and Parents	Careers Section
	15/7 (Wed.) (8:00-12:30)	S6 Career Information Day (Release of HKDSE Results)	Careers Section, Counselling Team
Aug.	20-21/8 (Thur.-Fri.) (To be confirmed)	S4 Orientation Program	Careers Section, Academic Com. & Counselling Team
	22/8 (Sat.)	S1 Orientation	Counselling Team
	26/8 (Wed.)	S1 Adaptation to New School Life	Counselling Team

School-based After-school Learning and Support Programmes 2014/15
School-based Grant - Programme Report

Project Coordinator: Mrs. Alice Au

A. The number of benefitting students (count by heads) under this programme is 178 (including A. 38 CSSA recipients, B. 93 SFAS full-grant recipients and C. 47 under school's discretionary quota)

B. Information on Activities under the Programme

*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 (S.1)	2	5	6	97.7%	17/7/2014 to 30/7/2014	\$5,000	- Tutor's feedback	Tutor: Ms. Isabella Chan	Participants found the program useful in strengthening their English foundation and they became more confident in learning English.
Adventure Activities: S.1 Adventure-based Camp	11	33	0	100%	31/10/2014 to 1/11/2014	\$17,600	- 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						
Self Confidence Development: DREAM-A Shared Dream (S.1)	11	31	18	92.7%	10/10/2014 24/10/2014 04/11/2014	\$17,250	- Questionnaire	Edvenue Limited	87.3% of the participants found the workshops useful in equipping them with the right mindset, the proper skills and the support of tools to make decisions for themselves to identify the direction for their growth
Self Confidence Development: POSSIBILITY- Possible Jobs (S.2)	5	29	6	91.7%	24/3/2015 25/3/2015 26/3/2015	\$17,250	- Questionnaire	Edvenue Limited	84% of the participants found the workshops useful in equipping them with the right mindset, the proper skills and the support of tools to make decisions for themselves to identify the direction for their growth

*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: Mathematics Olympiad Course (S.2-S.3)	1	6	2	82.81%	4/11, 11/11, 18/11, 25/11, 2/12, 20/1, 27/1, *3/2, 10/2, 3/3, 21/4, 28/4 (12 lessons)	\$3,150	- Questionnaire	MathsLab Education Centre	88% of the students found that the course was useful and they learnt more skills.
Self Confidence Development: CHOICE-Informed Choices (S.3)	14	18	14	92.8%	03/11/2014, 10/11/2014 18/11/2014	\$17,250	- Questionnaire	Edvenue Limited	95.3% of the participants found the workshops useful in equipping them with the right mindset, the proper skills and the support of tools to make decisions for themselves to identify the direction for their growth
Art / Cultural Activities: Love and Service Band	3	12	4	90%	Late Sept 2014 to Aug 2015	\$36,000	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.

*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: Cyberteen-Personal Growth Group Adventure-based Camp	3	10	0	100%	20/12/2014 to 21/12/2014	\$6,500	- Questionnaire - Advisor's observation	Don Bosco Youth Centre Junior Police Call	95% of the participants found the camp helped develop their self confidence, enhanced their problem solving and interpersonal skills. They also gained mutual support from the group members and perceived it as the most valuable benefit of the program.
Leadership Training: Leadership Training Camp	9	15	0	100%	29 June – 30 June 2015	\$10,752	- Questionnaire - Advisor's observation	Hong Kong Federation of Youth Groups – Jockey Club Sai Kung Outdoor Training Camp	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 fulfilling their duties.

*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						
Art / Culture Activities: Zheng Class	2	1	4	95%	Mid-Oct 2014 to May 2015	\$7,200	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.
Total no. of activities: <u>10</u>									
@No. of man-times	61	160	54		Total Expenses	\$137,952			
**Total no. of man-times	275								

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.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

** Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the 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		✓				
b) Students’ study skills		✓				
c) Students’ academic achievement		✓				
d) Students’ learning experience outside classroom		✓				
e) Your overall view on students’ learning effectiveness		✓				
Personal and Social Development						
f) Students’ self-esteem	✓					
g) Students’ self-management skills		✓				
h) Students’ social skills	✓					
i) Students’ interpersonal skills	✓					
j) Students’ cooperativeness with others	✓					
k) Students’ attitudes toward schooling	✓					
l) Students’ outlook on life	✓					
m) Your overall view on students’ personal and social development	✓					
Community Involvement						
n) Students’ participation in extracurricular and voluntary activities		✓				
o) Students’ sense of belonging		✓				
p) Students’ understanding on the community		✓				
q) Your overall view on students’ community 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 select suitable non-eligible students to fill the 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): _____

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

As the 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 2014-2015 School Year

Liberal Studies

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 3. To provide support in different learning activities 	<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 students 4. help organize field studies and be teacher escort 	<ol style="list-style-type: none"> 1. The teaching data bank of the Department will be enriched. 2. Teachers' workload in preparing teaching materials / organizing field studies will be relieved. 3. The reading skills of the less-able students will be enhanced. 	<ol style="list-style-type: none"> 1. Most teachers of the Liberal Studies Department agree that the TA help relieve their workload. 2. The reading skills of the less-able students are enhanced. 	<ol style="list-style-type: none"> 1. All Liberal Studies teachers found the TA helpful in providing administrative and clerical support. 2. The performance of the less-able students in Liberal Studies were enhanced. 	It is suggested that the school continue to employ a full-time TA for the Liberal Studies Department in 2015-2016.

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	<p>To employ a full-time Teaching Assistant (TA) to:</p> <ol style="list-style-type: none"> 1. assist teachers in preparing teaching materials and clerical work 2. assist teachers in organizing and conducting English-learning activities 3. assist teachers / tutors in conducting remedial classes after school and during summer holidays 4. assist in the daily operation of the English Learning and Teaching Support Centre (ELTS Centre) 	<ol style="list-style-type: none"> 1. 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. 2. The weaker students will be given more remedial support. 3. The ELTS Centre will be well-managed and utilized. 	<ol style="list-style-type: none"> 1. Teachers' workload is relieved and most of the English teachers find the TA helpful. 2. The learning needs of the weaker students are taken care of. 3. Positive students' response to the services provided by and activities organized in the ELTS Centre 	<ol style="list-style-type: none"> 1. All English teachers found the English TA extremely helpful and responsible. The clerical work of the English teachers was relieved. 2. Learning materials to cater for the needs of the less-abled students were developed to provide remedial support to them. 3. 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 2015-2016 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>He was very willing to pick up duties and worked very efficiently.</p> <p>He understood very well the work assigned and seldom had delay in his work. Through his regular inspection of class work on the weak students in S.2 and S.3, their habit of doing Math work was kept.</p>	It is suggested that a full-time TA for the Mathematics Department be employed in 2015-2016.

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"> To relieve teachers' workload in after-school training of the various sports teams To improve students' skills in various sports and develop their sportsmanship 	<p>To employ professional instructors to train the following school teams:</p> <ol style="list-style-type: none"> Basketball Team (twice a week) Volleyball Team (twice a week) Handball Team (once a week) 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"> Teachers' workload in after-school training of the various sports teams can be relieved so that they can concentrate more on their normal teaching duties. Students' sportsmanship and skills in various sports will be enhanced. 	<ol style="list-style-type: none"> Most of the students in various schools sports teams find the training programmes helpful in improving their sports skills. The Ball Teams show improved performance in inter-school competitions. 	<ol style="list-style-type: none"> Students' in the school sports teams found the regular trainings and practices useful in improving their sports skills. The various Teams performed well in the inter-school competition 2014-2015 (Kwai Tsing District). <ul style="list-style-type: none"> Basketball Grade A- 3rd prize Grade B – 1st prize Volleyball Grade B & C – 4th prize Athletics High Jump- 1st prize 100m- 1st prize 4x100m Relay Grade B – 1st prize 	It is suggested that professional instructors for the School Ball Teams be employed in 2015-2016.