



**POPE PAUL VI COLLEGE**

**School Report**

**2016-2017**

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

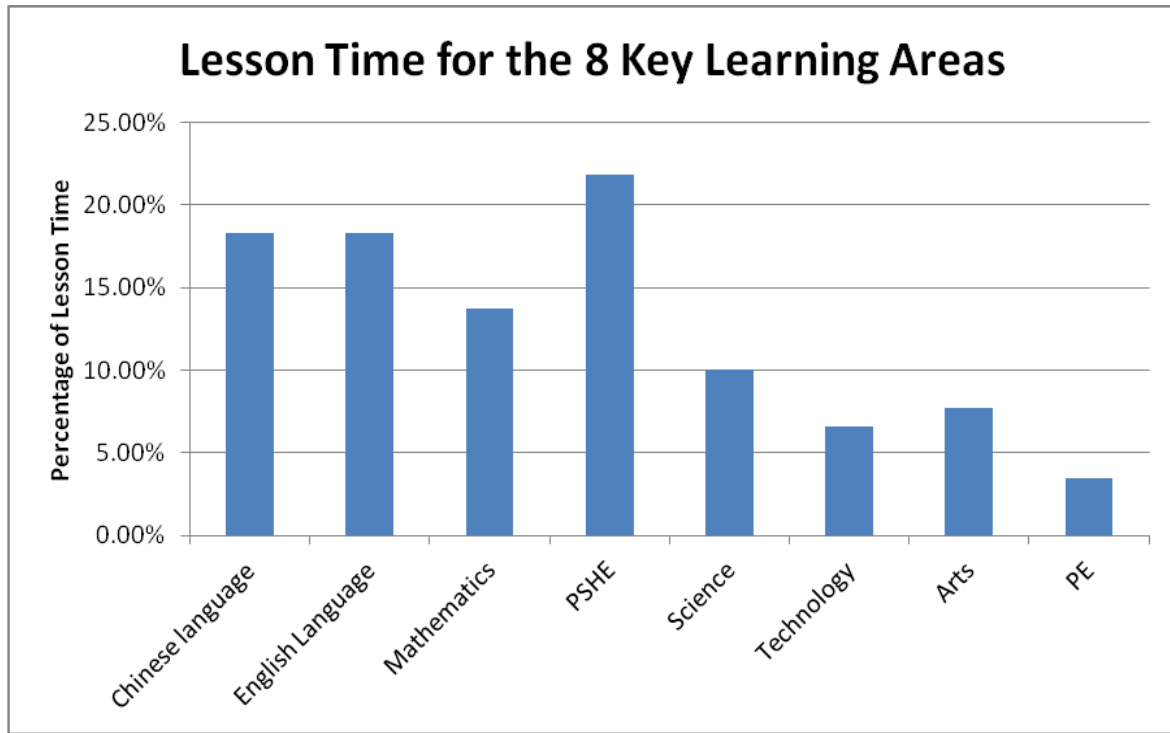
Pope Paul VI College, established in 1969, is a Catholic subsidized EMI secondary school for girls. Its sponsoring body is the Missionary Sisters of the Immaculate (P.I.M.E. Sisters).

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: 192
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 2016, there were 766 students enrolled at the school.

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

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

The number of students per level was as follows:

<b>FORM</b>	<b>NUMBER OF STUDENTS</b>
Secondary 1	124
Secondary 2	126
Secondary 3	123
Secondary 4	127
Secondary 5	133
Secondary 6	133

## 2. Students' Attendance

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

<b>FORM</b>	<b>ATTENDANCE RATE</b>
Secondary 1	99.1%
Secondary 2	98.1%
Secondary 3	98.3%
Secondary 4	97.6%
Secondary 5	97.9%
Secondary 6	98.0%

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

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

In the academic year 20165-17, our school had 57 teachers boasting an average of 17.3 years of teaching experience. 55 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: 28
- Teachers holding Certificates from Colleges / Hong Kong Institute of Education: 1

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

<b>TEACHER'S EXPERIENCE</b>	<b>NUMBER OF TEACHERS</b>
0 – 2 years teaching experience	5
3 - 5 years teaching experience	2
6 – 10 years teaching experience	9
More than 10 years teaching experience	41

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

### **1. To nurture a self-disciplined and altruistic spirit and to care for the family and the wider community**

#### 1.1.1 Helping students treasure and develop their own potentials

- The School-based Support Services by the EDB (SBSS) was implemented in S.1. Collaborative teaching, lesson observation and evaluation in four Key Learning Areas (English Language Education, Mathematics Education, Science Education and Personal, Social and Humanities Education) with the focus on Catering for Learners' Diversity were carried out.
- Six English Language subject teachers, 4 Mathematics subject teachers, 4 Integrated Humanities subject teachers and 3 Integrated Science subjects had co-planned the lesson. Peer lesson observation and post-lesson observation sessions were arranged to cater for students' various needs in the lessons.

#### 1.1.2 Helping students understand their own limitations and make improvements on them

- Stories of some successful people were used as teaching materials during the life planning education lessons. Students were guided to find out the good habits and qualities of the successful people. The good qualities discovered by the students include perseverance, diligence, strong work ethics and overcoming fear of failure. They also learnt that many successful people always find ways to give back to society.
- The Counselling Team Assistants were asked to complete different tasks in the Leadership Training Camp. Team spirit was enhanced and the importance of cooperation and self-discipline in the team was highlighted.
- The importance of being a self-disciplined person was discussed in Class-teacher periods and students were guided to reflect on the importance of observing discipline and obeying laws.
- Real life stories of youngsters overcoming difficulties were viewed and students reflected on positive attitude towards life (PTA)

#### 1.1.3 Helping students respect and appreciate others

- Junior forms students showed a high standard in the English Drama performance based on the theme 'Respecting one another', receiving positive comments from the adjudicators and the teachers. Winning classes performed again in the School Hall.
- Junior forms students performed in the English Corner with the theme 'Respecting one another' on Days 3.
- Movie appreciation sessions were organized for students to understand more about people and animals in need. Students learnt more about love and concern for the needy.
- Book recommendation stands were useful in recommending books related to care for the family and the wider community in the book fairs. Some movie titles were suitable books for students to understand the needs of different parties in society.

- The social service program named ‘Eyes on the Community’ with “The Boys’ and Girls’ Clubs Association of Hong Kong” (TBGAHK) was held for all S.3 students. Students served different target groups such as children, South-Asian children, the elderly living alone, the hearing-impaired and the visually impaired.

#### 1.1.4 Helping students appreciate Nature and treasure God’s creations

- An outing was organized for S.2 to appreciate the beauty of Creation. Students’ photos, sketches, Haiku poems and prayers of the day were of high standard. Their work was displayed and received positive comments and a few students also gave the presentation, sharing their learning experience during the class teacher period.
- Two groups of S.5 Geography students participated in two programmes organized by NWS Holdings Limited and Hong Kong Organic Resource Centre respectively to develop students’ interest to further promote geological and environmental conservation in Hong Kong at school.
- Students appreciated the caring of their parents after taking part in an activity requiring them to take care of an egg in the Religious and Moral Education lessons. The experience provided them with a chance to understand more about people in need. They also reflected that the society should take better care of those people. More than 70% of the participants agreed that the meaningful phrases inspired them to think of the meaning of life. The phrases also encouraged them to face or overcome the difficulties they encountered.
- Various activities related to environmental protection were organized. A talk about marine pollution was held with the speaker from the Green Council and a visit to Eastern Community Green Station in Shau Kei Wan was organized to help boost environmental education. Students were more aware of waste reduction and recycling and they knew more about the recycling facilities in the district. Students proposed a Barter Trade in school to collect items for exchange. An Inter-class Joy Chest Competition was organized to promote positive thinking towards life. Students are encouraged to share the knowledge about blood pressure or diabetes with their family.
- Real life stories of helping youngsters overcome difficulties were viewed by parents and the School Education Psychologist held a movie appreciation session to guide parents to reflect on their parent-child relationship .

#### 1.1.5 Reflection

- The School-based Support Services by the EDB (SBSS) would be in Phase 2 in 2017-2018 and collaborative teaching, lesson observation and evaluation in four Key Learning Areas (Chinese Language Education, Technology Education, Science Education and Personal, Social and Humanities Education) would be implemented from S.1 to S.3. Six more subjects, Chinese Language, Computer Literacy, Physics, Chemistry, Biology and Chinese History, would join the Services and the focus would be e-Learning and Self-directed Learning.
- Outings on Activity Day would be organized to strengthen STEM education in S.1.



- Students were inspired by the learning activities showing them the importance of treasuring and developing their own potentials, understanding their own limitations and making improvements on them, respecting and appreciating Nature and treasuring God's creations.

## **2. To cultivate an inquisitive mind and to foster a positive learning attitude**

### 2.1.1 Providing opportunities for students to take part in challenging tasks and promote interactive learning in the lesson

- Strategic lesson plans of English Language, Mathematics, Integrated Humanities and Integrated Science were prepared with the implementation of the School-based Support Service (SBSS) which aimed at catering for learner diversity provided by the Education and Manpower Bureau (EDB). A cycle of Lesson Study was carried out in S.1 of these 4 subjects in the 4 KLAs respectively. Regular meetings were held throughout the school year. Departmental pre-lesson meetings, peer lesson observation and post-lesson meeting were held accordingly.
- S.4 students joined the Philosophy in Schools Project organized by EdUHK this year. Most students built up the sense of belonging to a 'community of inquiry' and were ready for the 'think-pair-share' pattern of discussion. Some students actively responded to philosophical questions and enjoy expressing their perspectives towards issues or topics of discussion during English Language lessons. Most students demonstrated their skills of active listening when engaging with their peers.

### 2.1.2 Reflection

- More departments and KLAs such as Chinese Language (CLE), Chinese History (PSHE), Physics, Chemistry and Biology (SE) and Computer Literacy (TE) would be invited in the Lesson Study in the next academic year while the KLA Co-ordinators of the LS and AE would be involved in the Lesson Study framework design only. The Lesson Study would be extended to S.2 and S.3 levels to cater for the learning needs of students. Interactive, meaningful and challenging learning and teaching strategies would be designed in 8 subjects including English Language (ELE), Mathematics (MLE), Integrated Humanities and Chinese History (PSHE) and Integrated Science, Physics, Chemistry and Biology (SE).

## **3. To sustain the culture of professional sharing to better provide for our students' growing developmental needs**

### 3.1.1 Implementing collaborative teaching, lesson observation and evaluation and arranging sharing sessions for members to share the good practice of learning and teaching

- Staff's sharing culture at departmental and key learning area levels were enhanced as strategic lesson plans of English Language, Mathematics, Integrated Humanities and Integrated Science were prepared. A cycle of Lesson Study was carried out in S.1 of these 4 subjects in the 4 KLAs respectively. At least one sharing session at

departmental and one at school level respectively were arranged. A sharing session was arranged on 29/6/2017 for the 4 departments to share their strategic plans and reflection with all teachers. Internal and external sharing sessions on Lesson Study in the four subjects were arranged.

### 3.1.2 Participating in “Philosophy in Schools Project” provided by the Department of International Education and Lifelong Learning, the Education University of Hong Kong

- Lessons were observed within the English Department and Panel Heads of various department were invited to observe the lesson to have a clear picture of what PIS’s focus was.

### 3.1.3 Organizing workshops to enhance effective teaching and learning

- Several programmes were carried out to support teachers to better provide for our students’ growing development needs. The first Staff Development Programme was on the topic of “Potential development for gifted/high ability students”. The Programme was successfully run as the performance of the guest speakers and the knowledge contents of the talk were particularly commendable. The content of the programme was applicable and the programme was able to stimulate their reflection.
- Another Staff Development Programme on the topic of “STEM development and school Experience Sharing for E-learning” was well received.

### 3.1.4 Holding joint school staff development programme entitled “Communication with Youth and Fostering a Passionate Attitude for Teachers”

- The Joint School Staff Development Programme on the topic of “Communication with Youth and Fostering a Passionate Attitude for Teachers”. The Joint School Staff Development Programme was very well received by the participants. Almost all the participants showed that the performance of the speaker was good and all the concerned aspects of the programme were highly appreciated.

### 3.1.5 Reflection

- The role of various Key Learning Areas Co-ordinators could be further strengthened by providing more support and guidance to the related departments. More departments and KLAs such as Chinese Language, Chinese History, Physics, Chemistry and Biology and Computer Literacy would be involved in the Lesson Study in the next academic year. The Lesson Study would be extended to S.2 and / or S.3 levels to cater for learning needs of students and more useful learning and teaching strategies would be shared in different occasions.
- The speakers were highly appreciated for preparing the contents and conducting the activities which were not only applicable in practice, but also stimulating to arouse teachers’ reflection on their own practices. The sharing of experiences of speakers gave new insights to teachers on the teaching and learning approaches.

## VI. Our Learning and Teaching

### 1. Religious and Moral Education

#### *Objectives*

- ✧ To help students understand and accept their own limitations
- ✧ To help students appreciate Nature and treasure God's creations.
- ✧ To help students respect and appreciate others

#### *Implementation Programmes (2016-2017)*

- ✧ Joining Adventure Camp in Cheung Chau to appreciate their own strength and to accept their weaknesses and limitations (S.1)
- ✧ Joining the workshops held by Diocesan Youth Commission Hong Kong to explore religious faith (S.1-2)
- ✧ Attending ICAC anti-corruption drama for legal knowledge and integrity awareness (S.4)
- ✧ Designing & making Christmas Cards for patients in Queen Elizabeth Hospital (S.1-S.6)
- ✧ Joining Christmas Caroling for patients in Queen Elizabeth Hospital (S.4-S.6)
- ✧ Traveling around campus in a guided tour for religious locations (S.1)
- ✧ Lessons conducted by Sr. Luigia to be familiar with the missionary work of P.I.M.E. Sisters (founders of the school) and mission of the school (S.1-S.3)
- ✧ Appreciating the beauty of nature and God's creation inside the campus in the form of tours, discussions and written assignments (S.3)
- ✧ Co-organizing Project-based Learning with the Chinese Language Department focusing on analyzing 4 virtues in the Bible text & our society's context (S.2)
- ✧ Joining the religious experience of Chinese University of Hong Kong to establish respect for cultural and spiritual diversity (S.3)
- ✧ Attending workshops organized by a social worker (Miss So) of Caritas to relieve stress (S.3)
- ✧ Attending Taize prayer sessions in Chapel on 5/F for spiritual nourishment (S.3)
- ✧ Joining the field trip to Sheung Shui organized by a local educational organization to appreciate God's creation (S.1-6)
- ✧ Joining experiential programme entitled Life in Eggs “蛋寶寶計劃” to understand the fragility and importance of life (S.5)
- ✧ Planning and implementing social service under guidance from social workers of Caritas for learning in service (S.5)
- ✧ Co-organizing festive religious celebrations with Religious Activities Team to nourish religious growth (S.1-6)
- ✧ Putting the school motto 'Love and Service' into practice by joining various voluntary services of St. Egidio Community (S.1-6)

Students were given opportunities to be equipped with knowledge and exposed to inspirations. Their knowledge and skills in social service and actions of care were demonstrated. The issues of environmental protection and ethics are introduced to students in their junior years' curriculum and are reinforced during their senior years. Students are encouraged to be thankful and responsive to teachers, peers and external instructors, guest speakers and social workers included, in their lessons and activities joined. Students, to a certain extent, experienced the nurturing role of a mother (or protector of life) and cherished parental love.

## 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 appreciate and respect different opinions

### **Implementation Programmes (2016-2017)**

- ◇ Civic Education Lessons (5 lessons for S.1-S.5 and 1 lesson for S.6)
- ◇ 全港中學生十大新聞選舉
- ◇ Current Affairs Quiz (S.1-S.3)
- ◇ Round-table Discussion (S.4-S.5)
- ◇ 氣候變化博物館中學生實習計劃 2016/17(出席論壇及擔任導賞員)
- ◇ 參觀賽馬會氣候變化博物館
- ◇ 高中 iTeen 領袖計劃
- ◇ 無煙青少年大使領導訓練計劃 2016-17
- ◇ 「推廣保障個人資料」流動展覽車校園巡迴展
- ◇ 「青 Teen 講場 2016 – 模擬法庭」- 優異隊伍
- ◇ 全港中學生十大新聞選舉—新聞評述比賽
- ◇ 4B 陳潔欣冠軍
- ◇ 4C 郭佩琪入圍

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 discussion on current issues. Teachers were enthusiastic in exploring daily issues and current affairs and drawing students' attention to the issues in 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 when organizing activities as they took an active role in the preparation work. Also, students were encouraged to join different kinds of inter-school competitions and good results were attained.

### 3. Reading Promotion

As usual, the Teacher Librarian had been working closely throughout the year with all subject teachers to provide any possible assistance in teaching and learning by way of utilizing library resources, facilities and services. The Teacher Librarian assisted in the acquisition of subject-related library collection and organization of featured book displays using existing library collection and/or block loans from Public Libraries. The Library was constantly used as a convenient venue for teaching and learning, especially oral practice, small tutorials or meetings.

Addressing the major concerns in 2016-17, the Library purchased DVDs (movies and documentaries) related to the stories of people/ organizations/ other parties that care for the family and the wider community throughout the year. A movie screening session was arranged for S.1 and S.2 classes in March to encourage more students to watch those movies. After the movie screenings, questionnaires were distributed to all participants. More than 98% of the participants agreed that they understood more about people/ animals in need after watching the chosen movies. More than 96% of the participants agreed that the movies let them know more about how to care for people/animals in need. Some of the chosen movies were a bit boring. We should look for more entertaining movies that are meaningful at the same time.

The Library cooperated with I.H. Department and held citation workshops for S.2 students around October and November in 2016. The message of the importance of citations in protecting copyrights was delivered during the citation workshops. However, most students could not master the citation skills and most of them failed to provide proper citations in their projects. Since most students had difficulty citing all by themselves, online citation tools would be recommended in the future workshops to facilitate the process of generating citations.

Hence, the Teacher Librarian shared the materials of I.H. citation workshops with all teaching staff so they could require students to cite properly in their assignments. The Teacher Librarian shared other materials/ leaflets/ news related to reading and teaching with all teaching staff in a shared folder throughout the year. 91.3% of the teachers who filled in the year-end questionnaire agreed that the library folder, which shared citation notes, and news/materials about book purchase discounts/reading with all staff members, was useful for teaching. The Teacher Librarian would continue to share useful materials with teachers.

The Teacher Librarian also collaborated with teachers of the Reading Promotion Committee to invite teachers to recommend books related to people/ organizations/ other parties that care for the family and the wider community during the two large-scale book fairs in the Hall (November, 2016 and March, 2017). Teachers' recommendation cards were showcased at the book fairs to encourage students to purchase the recommended books. Based on observation and interviewing students visiting the book fairs, the book recommendation stands were useful in recommending books related to care for the family and the wider community. Titles like 《戰火摧毀不了的童真》, 《重慶大廈》 were suitable books for students to understand the needs of different parties in the society. Teachers' recommendation cards would be posted all around the campus in the next academic year.

Last year, the Reading Promotion Committee initiated the Academic Months carrying the theme of different KLAs. Since there were too many Academic Months last year that did not benefit in-depth cooperation among departments, this year the Reading Promotion Committee organized 3 “Academic Months” for 3 Key Learning Areas (January-February, 2017: Science Academic Month; March-April, 2017: Technology Academic Month; May-June, 2017: Art Academic Month). Academic Month of the remaining KLAs would be organized in the next academic year. During the Academic Months, books related to the particular KLA were displayed, Library visits were led by subject teachers and games/quizzes related to the usage of subject-related library materials were held; hence, students can make use of different varieties of learning materials to benefit their learning outside classroom. Based on observation and interviewing teachers, academic months were helpful in promoting subject-related books. Related activities triggered students’ creativity and curiosity in learning. For example, paper folding stationary game in the library attracted students’ interest in sitting down and following instructions to produce their own works. The library would allow more maker space for students to explore their potentials.

<b>Activities</b>	<b>Date</b>
Mid-Autumn Festival Lantern Riddle Guessing Game	12-15 Sept 2016
Library citation workshops and library tours (with Integrated Humanities Department)	Nov 2016
Academic Months (Games, book displays, library tours, etc.)	Science: Jan-Feb 2017 Technology: Mar-Apr 2017 Art Month: May-Jun 2017
Book displays jointly held with different departments inside the library	Oct- Nov 2016: Careers Section Nov- Dec 2016: Chinese History, History, Integrated Science, Home Economics, Integrated Humanities Dec 2016- Feb 2017: Chinese Language, Physical Education Jan 2017: R.M.E./ E.R.S. Feb 2017: Home Economics, Maths week Mar- Apr 2017: Integrated Science May 2017: Liberal Studies
Chinese Book Exhibition	21-22 Nov 2016
Christmas Book Tree Game	21 Dec- 5 Jan 2017
Reading Talk	5 Jan 2017
Chinese New Year Fai Chun Writing	18-20 Jan 2017
Reading Sharing Parties	S.3: 17 Feb 2017 S.2: 21 Mar 2017
English Book Exhibition	9-10 Mar 2017
Movie Screening	29 Mar 2017
Library Internship Programme (For newly recruited Library Assistants)	May 2017
Reading Cafe	3-14 Jul 2017
Library Orientation for S.1 students	Mid-July 2017
Teachers award Book coupons to students to encourage reading	All year round
Students Redeem Book coupons in Book Exhibitions	Chinese Book Exhibition: 21-22 Nov 2016 English Book Exhibition: 9-10 Mar 2017
Block loan of books from Public Library	All year round
Library Reading Award Scheme for S.1-S.4	All year round
Popular Reading Award Scheme for S.1 – S.4	All year round
Reading Promotion Display Board	All year round
Reading-related news feed projects on Facebook	All year round
Reading-related activities and quizzes	All year round
New book displays	All year round

## 4. Catering for Students' Learning Diversity

### English Language:

Two split groups were arranged for S.1D. The curriculum was tailored and leveled to cater for learners' diversity and students' attitude towards English learning was positive and they showed pleasing improvement in all papers throughout the year. The "Support to High Achievers Team" (HAT) organized a drama outing for students of S.1 to S.3 and the "Support to Low Achievers Team" (LAT) provided S.1 Pronunciation Workshop to cater for the needs of high or low achievers respectively. S.1 students who joined the Pronunciation Workshop showed their eagerness in learning English speaking and they did try to pronounce words that they did not know. Effort was worth putting on helping students with low ability. Resources to implement split-class teaching should be maintained to meet students' diverse learning needs and help low achievers with more individual guidance. HAT programmes for improving listening skills would be organized in the coming year to further develop high achievers' potential. The LAT programme would also continue next year focusing more on less capable S.1 students to improve their foundation of English, pronunciation and speaking skills.

### Chinese Language:

中一丙班同學分兩組進行中文教學，老師曾運用不同的教學方法來照顧同學的學習需要。例如：在課程剪裁上，老師只教授核心課程，幫助同學鞏固語文知識。此外，在教授講讀篇章時，老師派發工作紙，協助同學掌握文章要點。同時，在寫作教學時，同學先擬寫大綱，老師回饋後同學再作修訂，然後進行寫作。不單如此，老師可在課堂上進行較其他班別多一倍的說話訓練。透過以上各項教學方法，藉以建立同學的自信心，增加同學的學習興趣。中一丙班分組教學能促進同學有效學習，鞏固其語文知識。故建議來年中一丙班繼續分組教學。

### Mathematics:

The following strategies were adopted in the split classes in S.2C and S.2D. Classwork was frequently checked and individual work done by students was shared with the whole class. More foundation skills were emphasized and practised. Leveled worksheets were given regularly. Frequent short quizzes or dictation of formulas were arranged. Discussions on the mistakes made in the foundation part were carried out. Small group discussions focusing on different tasks were conducted. Most students in the split classes were found to have more confidence in the subject as they were given immediate help by teachers more often. Since students' weaknesses were highlighted and students could get more sense of success in the subject, split class teaching was beneficial to the less-able students and should be continued.

### Liberal Studies:

Split groups were carried out in both S.4 and S.5. Four classes were divided into six teaching groups. Small group teaching strategies were implemented, e.g. collaborative learning. Student-teacher interactions were enhanced. Most students had more opportunities to express their ideas in the lessons.



## 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 nurture a self-disciplined and altruistic spirit and to care for the family and the wider community, thematic-based class teacher periods about laws were arranged. Through sharing of cases and videos, students became more aware of the danger of online shopping and other internet traps. The activities helped to cultivate their positive values. Students could understand more about rights and responsibilities of consumers. Students became more aware of the importance of observing discipline and obeying laws.
- ✧ To cultivate an inquisitive mind and to foster a positive learning attitude, writing competition was held in collaboration with the Chinese Department. Students were guided to understand the meaning of school regulations from more different perspectives through discussion and writing. Students have reviewed the rationale behind school regulations, it helped them to cultivate a serious attitude towards their words and manners.
- ✧ 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  
A team of Social Worker assistants and Personal Growth Group which was comprised of S.1 to S.3 students were led 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 organized 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.
- ✧ A counseling program was provided to the Counselling Team Assistants. Some peer counselling techniques such as empathy, active listening skills and five love languages were taught in the training sessions. Students were asked to practise some counselling skills in their daily life. This program not only benefits the students helped by the Counselling Team Assistants, but also the Counselling Team Assistants themselves who have learnt to adopt a positive way of thinking.

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, 26.79% of our teachers had received related training courses offered by the EDB.

In 2016-17, a sum of \$219600 (Learning Support Grant for Secondary Schools) was provided by the EDB to the School to enhance its support for SEN students. A SEN support team assistant and part-time tutors were employed to assist the SEN students in learning and some skills training.

Educational Psychologist Ms. Chan stationed at the school twice per month and provided School-based support services at School System level, Teacher Support Level and Student Support level.

Some students with speech problems were identified and had been referred to the EDB for the Speech Therapy training.

### 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 2016-17. 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 problems and needs and to guide them to find, develop and review their personal and career plans, Careers Teachers worked with S.3 and S.5 Class Teachers to conduct S.3 and S.5 Group Consultation. Teachers helped S.3 students identify the problems and needs arisen during the subject choice process and coach them to find, develop and review their personal plans. They also helped S.5 students develop their initial plans of further studies and encouraged them to work towards their goals.

To provide career counseling for students in need, Careers Teachers took turn to station at the Career Room every Wednesday from November 2016 to May 2017.

#### ✧ **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 plans 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. As our school is an affiliated member of the "CLAP for Youth @ JC" cross-sectoral support platform, our S.5 students were provided with individual online accounts to take part in the Career Interest Inventory, a 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 the Hong Kong International Airport and the facilities of the Hong Kong Correctional Services. In collaboration with the BAFS panel, we organized visits to the office of a leading telecommunication services provider, an accounting firm and the Li Ka Shing Institute of Professional and Continuing Education, OUHK.

We also helped students enroll in job shadowing schemes such as the Life Buddies Job Tasting Program, the Arduino Coding EdUHK Workshop and the MTR's "Train' for Life's Journeys" Program. During the Activity Day, all S.5 students were arranged to visit one of the following institutes: CUHK Nethersole School of Nursing, Technological and Higher Education Institute of Hong Kong (THEi), PolyU School of Hotel and Tourism Management and HKUST Business School Hong Kong. We also invited members of the Hong Kong Professionals and Senior Executives Association to share their experiences with the students in groups. The activities were arranged to promote a better understanding of the world of work and further studies opportunities and develop positive attitudes towards work and learning.

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

Three distinguished members of the IEEE Women in Engineering Hong Kong, one of them being an alumna, came to our school to deliver a talk to S.3 students on Women in STEM fields.

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

To bring parents up-to-date with the current trends and practices of life planning education, the Careers Section helped three parents enroll in the talk "*How to assist teenagers to plan for their future?*" organized by the EDB.

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

### **S.3**

A talk on streaming and subject choices was delivered to parents in January 2017.

### **S.4**

During the S.4 orientation, students were given an overall picture of the different post-secondary pathways and were briefed on the challenges and opportunities of manpower adjustment in Hong Kong. They were encouraged to explore different career options and participate in different OLE activities.

### **S.5**

In the second term, two workshops on JUPAS Strategies were held. Careers Teachers delivered a comprehensive talk on JUPAS and other options for further studies and students were asked to fill out a form on mock JUPAS program choices and contingency plans on further studies during the summer holidays.

### **S.6**

In the first term, a talk on JUPAS interviews and a mock group admissions interview 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 Engagement Scheme, CUHK Academic Planning Day, CCC Kung Lee College Learning Experience Day, PolyU Summer Programs, CityU Linguistic and Translation Wonderland: Exploring Language and Cross-cultural Communication and BUCIE University Attachment Program 2017, etc.

To provide students with the opportunities to reflect on the experiences, a reflection worksheet with guiding questions was designed and distributed to the students who participated in CRE activities.

## ✧ **Linking study opportunities and career choices**

Through the 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 job opportunities in the social service, aviation and disciplinary services sectors.

Later, during the Class Teacher periods, they promoted the information to S.1, S.3 and S.4 students 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	Opportunities that lie ahead, Education and Vocational goal setting, Writing reflective essays

## 4. Extra-curricular Activities

- ✧ S.3 Eyes on the Community Service Program, JPC School Club, Volunteer Social Service Group, CYC, Ronald McDonald House Raffle Sale, Eldpathy, a visit to the squatter areas and flag-selling activities for Caritas Hong Kong, the Salvation Army, Orbis and Christian Family Service Centre 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, Smoke-free Youth Ambassador Leadership Program, drama performance in APA, gifted education program from the Hong Kong Academy for Gifted Education, 「京港澳學生交流夏令營」, 「TEEN 與千尋 2016 全港青年服務領袖培訓計劃」, 「領袖生內地交流計劃 2016」, 「京港澳學生交流夏令營」, and a total of thirty-five clubs, societies and school teams were offered. The T.E.E.N. program (organized by the Women’s Foundation) offered students the opportunities to be exposed 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, a board design 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.

## **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 strengthen the ties with the alumnae, a Careers Day was jointly organized by the Alumnae Association and the Careers Section.
- ✧ The Alumnae Association made donation to the Pope Paul VI College Love & Service Grant to provide assistance to students in need.
- ✧ The Alumnae Association also made donation to the School for installing hot water dispensers for students and improving other facilities
- ✧ Pope Paul VI College Alumnae Association Love and Service Scholarships established by the alumnae are awarded to students with outstanding service to the School.

## VIII. Performance of Students

### 1. HKDSE Examination Results 2017

No. of Candidates	Level 2 or above in 5 subjects	Core Subjects at Level 3322 or above
133	96.99%	84.96

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	77.0	92.5	51.2	51.1	26.4
Chinese Language	100	85.3	91.0	54.4	53.4	26.8
Mathematics	98.5	80.8	82.7	59.0	62.4	39.5
Liberal Studies	100	88.7	88.0	66.4	48.1	35.7



## 2. Achievements in Inter-school Competition / Activities

Nature	Name of Competitions	Awards
Scholarship	Outstanding Students Award of Tsuen Wan, Kwai Chung and Tsing Yi District	2
	Rev. Joseph Cara Memorial Education Grant	1
	Sir Edward Youde Memorial Prizes	1
	羅氏慈善基金高中應用學習獎學金	4
	Academic Achievement Scholarship (無名氏獎學金成績優異獎)	15
	Top 10 Outstanding Youth Award (Secondary School) - Outstanding Youth Commendation Scheme (2016-2017)	1
	Upward Mobility Scholarship of the “Future Stars” Program	3
	Tsuen Wan Rural Committee Scholarship	3
	葵青區飛躍學生嘉許狀	1
	The Future Leaders Award	4
Academic	The Chemists Online Self-Study Award Scheme 2016	Diamond: 1 Bronze: 2
	鳴辯盃中學生辯論比賽	亞軍
	2016 應用可再生能源設計暨競技大賽 (i) 手搖發電機智能機械模型車挑戰賽 (ii) 風車發電設計大賽	一等獎 二等獎
	Secondary School Mathematics and Science Competition	High Distinction: 4 Distinction: 4
	2016 – 2017 Organic Ambassador Training Scheme	Silver Award: 2 Bronze Award: 2
	UNSW Global Educational Assessment Australia International Competitions and Assessments for Schools	Distinction in English: 1

Nature	Name of Competitions	Awards
Academic (con't)	Searching for Nature Stories – Investigative Report Writing Competition	First runner up: 5
	First Mental Health Youth Ambassador Program	1 <sup>st</sup> Star level: 8
	全港中學生十大新聞選舉之新聞評述比賽	高中組冠軍
	2016-2017 Smoke-free Youth Ambassador Leadership Training Programme	Outstanding Smoke-free Team
Community Service	TEEN 與千尋 2016 全港青年服務領袖培訓計劃	最佳學員
	二零一六至二零一七年度葵青區傑出義工獎勵計劃青年組	傑出義工獎
	2016 – 2017 Kwai Tsing District Youth Community Services Scheme	Winning Team
	JPC Kwai Tsing District School Club Award	Best Participating JPC School Club
Reading	Popular Reading Award Scheme	Purple Badge: 3
Aesthetic Development	68 <sup>th</sup> Hong Kong Schools Speech Festival a. English Section  b. Cantonese Section  c. Putonghua Section	Champion: 2 3 <sup>rd</sup> Prize: 3 Merit: 12  2 <sup>nd</sup> Prize: 2 Merit: 6  Merit: 3
	職業訓練局「展現潛能•亮麗人生」全港四格漫畫創作比賽	冠軍: 1 優異: 1
	明愛樂晴跑主題運動衣設計比賽	季軍
	「藝術眾樂樂」全港繪畫比賽 2017	冠軍: 1 優異: 2
	「Teen 天使行動 – 青少年思健推廣計劃」精神健康插畫設計比賽	優異: 1

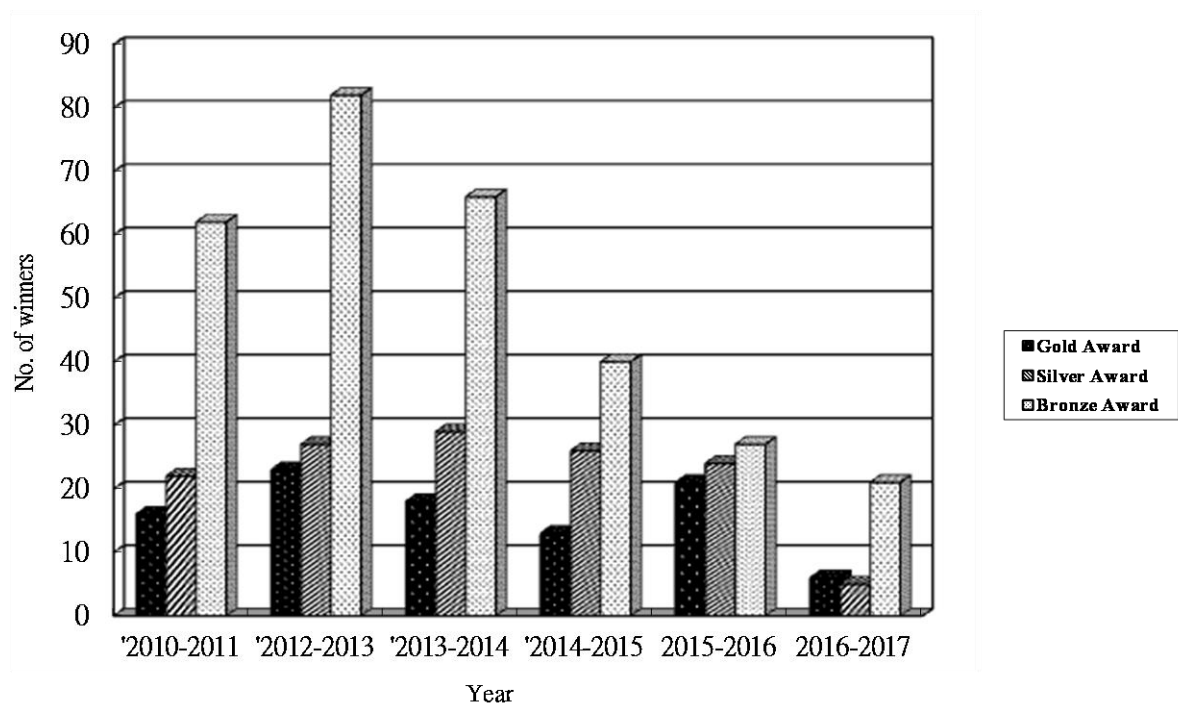
Nature	Name of Competitions	Awards
Aesthetic Development (con't)	69 <sup>th</sup> Hong Kong Schools Music Festival a. Instrument Classes Recorder Duet Descant Recorder Solo Piano Solo Woodwind Ensemble Junior Zheng Solo b. Female Voice Solo	Certificate of Merit: 6 2 <sup>nd</sup> Prize: 1 Certificate of Merit: 4 Certificate of Merit: 5 Certificate of Merit: 4 3 <sup>rd</sup> Prize: 1 Certificate of Merit: 3 Certificate of Merit: 2
	第五屆國際古箏比賽香港區域選拔賽少年組	Silver Award
Physical Development	A.S. Watson Group Hong Kong Student Sports Awards (2015-2016)	1
	Inter-school Athletics Meet 2016-17 (Kwai Tsing District)	Champion: 1 1 <sup>st</sup> Runner-up: 3 2 <sup>nd</sup> Runner-up: 3
	2016-17 HKSSF Inter-school Basketball Competition (Kwai Tsing District)	Grade C: Champion
	2016-17 HKSSF Inter-schools Badminton competition (Kwai Tsing District)	3 <sup>rd</sup> Runner-up: 1
	Inter-school Handball Competition (Kwai Tsing District)	Grade C: 3 <sup>rd</sup> Runner-up
	2016-17 HKSSF Inter-School Swimming Champions (Kwai Tsing)	Champion: 2 1 <sup>st</sup> Runner-up: 1
	2016-2017 HKSSF Inter-schools Basketball Competition (Kwai Tsing Girls)	Most valuable player

### 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:

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

The number of winners is as follows:



## IX. Financial Summary as at 31 August 2017

<u>EOEBG</u>	<i>Bal. b/f</i>	<i>Income</i>	<i>Expenditure</i>	<i>Bal c/f to 1718</i>
Baseline Reference		1,803,726.59	2,063,096.52	
Administration Grant		3,390,180.00	3,632,946.47	
Capacity Enhancement Grant		588,202.00	663,969.60	
Composite IT Grant		390,255.00	596,089.00	
	<u>1,530,878.54</u>	<u>6,172,363.59</u>	<u>6,956,101.59</u>	<u>747,140.54</u>
<b><u>Outside EOEBG</u></b>				
After-school Learning & Support Prog.	129,114.80	104,000.00	154,363.00	78,751.80
Diversity Learning Grant (Other Programmes)	91,000.00	84,000.00	90,840.00	84,160.00
DLG for Applied Learning Courses 2015-17 / 2016-18 cohort	0.00	51,600.00	51,600.00	0.00
Home-Sch. Cooperat. Grant	5,068.00	15,067.00	19,142.70	992.30
Learning Support Grant for Sec School (LSGSS)	40,367.58	219,600.00	225,731.47	34,236.11
Moral and National Education Subject Grant (MNESSG)	524,600.00	0.00	57,500.00	467,100.00
Career and Life Planning Grant	3,564.00	566,880.00	573,632.40	(3,188.40)
Teacher Relief Grant (Freezing Post)		806,880.00	870,416.40	(63,536.40)
Teacher Relief Grant (Annual Recurrent cash grant) included TSA	286,074.00	202,088.00	170,520.00	317,642.00
Teacher Relief Grant (Supply teachers reimbursement)		210,758.40	210,758.40	0.00
Strengthening School Administration Management Grant	250,000.00	0.00	179,000.00	71,000.00
Student Grant for ApL(C) (2017-19 Cohort)		13,300.00	13,300.00	0.00
Enhanced Additional Funding - Support for NCS Students		50,000.00	4,204.00	45,796.00
One-off Grant to Sec. Sch. for the Promotion of STEM Education		200,000.00	0.00	200,000.00
	<u>1,329,788.38</u>	<u>2,524,173.40</u>	<u>2,621,008.37</u>	<u>1,232,953.41</u>
<b><u>School Funds</u></b>				
Subscription A/C	3,602,161.20	332,949.35	211,131.16	3,723,979.39
Approved Collection for Specific Purpose - Air-conditioning	979,969.18	158,770.00	182,833.99	955,905.19
Approved Collection for Specific Purpose - Printing & Miscellaneous	496,244.61	45,840.00	42,897.37	499,187.24
		<u>537,559.35</u>	<u>436,862.52</u>	<u>5,179,071.82</u>
<b><u>Cash at Bank as at 31 Aug 2017</u></b>				
		<b>Government Funds (IMC) - ICBC</b>		<u>2,954,528.77</u>
		<b>Subscription Account (IMC) - ICBC</b>		<u>2,762,519.24</u>
		<b>Fund Raising (IMC) - ICBC</b>		<u>409,943.39</u>
		<b>Fees Collected for Specific Purposes - HSBC</b>		<u>2,712,342.23</u>

**School-based After-school Learning and Support Programmes 2016/17**  
**School-based Grant - Programme Report**

Name of School: Pope Paul VI College

Staff-in-charge: Mrs. Alice Au

A. The number of students (count by heads) benefited under the Grant is 130 (including A. 24 CSSA recipients, B. 80 SFAS full-grant recipients and C. 26 under school's discretionary quota)

B. Information on Activities to be subsidized / complemented by the Grant.

*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)	1	10	3	98.1%	20/7-22/7/2016 & 25/7-29/7/2016	\$2,800	- Tutor's feedback	Tutor: Ms. Jinnie Lin Ching Yee	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	9	42	0	100%	13/10/2016 to 14/10/2016	\$20,400	- Questionnaire - Advisor's observation	Jockey Club Cheung Chau Don Bosco Youth Centre	96% 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: Cyberteen-Personal Growth Group Adventure-based Camp	7	10	6	100%	30/12/2016 to 31/12/2016	\$9,200	- Questionnaire - Advisor's observation	Caritas Junior Police Call	All 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.
Art / Culture Activities: Zheng Class	1	4	2	97%	Mid-Oct 2016 to May 2017	\$8,500	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						
Art / Cultural Activities: Love and Service Band	3	13	6	90%	Late Sept 2016 to Aug 2017	\$37,750	Instructor's assessment	Qin Music Company	Students were interested in playing the instruments. They were able to play the musical instruments individually and perform in public confidently with all other band members.
Learning Skills Training: Forensic Science Workshop (S.1-S.3)	4	6	10	95%	11/04/2017 12/04/2017	\$20,000	- Questionnaire	Edvenue Limited	95% of the participants found the workshops useful in equipping them with the investigative skills in forensic science and they were more confident in their studies in Science subjects.



*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	6	15	0	100%	30/06/2017-01/07/2017	\$9,387	- 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.
Self Confidence Development: Latte Arts Workshop	5	5	0	100%	04/07/2017, 05/07/2017	\$8,000	- Student's feedback	The Boys' Brigade Hong Kong	95% of the participants found the workshops useful in equipping them with the skills in Latte Arts and they became more confident in planning their career path.

*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 / Cultural Activities: Leather-making Class	6	4	0	100%	07/07/2017 10/07/2017 11/07/2017	\$500	- Instructor's feedback	Po Leung Kuk Student Support Service	Participants were interested in making leather crafts and they were able to make several kinds of products on their own.
Learning Skills Training: Chinese Summer Tutorial Course (S.1-S.3)	2	6	5	98.5%	17/07/2017- 28/07/2017	\$2,301	Instructor's assessment Student's feedback	Tutor: Mr. Lai Ming Chuen	Participants were able to apply the reading strategies taught and they did make improvement in the final quiz. They also found the tutorials useful in strengthening their reading comprehension and they became more confident in learning.

*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 Skills Training: Mathematics Summer Tutorial Course (S.1-S.3)	0	5	7	100%	17/07/2017-28/07/2017	\$2,124	Instructor's assessment Student's feedback	Tutor: Miss Tsang Wing Ki	Participants found the tutorials useful in strengthening their Mathematics foundation and they became more confident in learning Mathematics. They did make improvement.
Learning Skills Training: English Summer Tutorial Course (S.1-S.3)	3	8	2	99.2%	17/07/2017-28/07/2017	\$2,301	Instructor's assessment Student's feedback	Tutor: Miss Eugene Chan	Participants found the tutorials useful in strengthening their English foundation and they became more confident in learning English. They did make improvement.

*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						
Visits: Japan Study Tour	0	8	0	100%	17/04/2017 - 21/04/2017	\$17,480	Teacher's observation		Students have gained valuable exposure to various issues concerning historical and environmental conservation in Okinawa. They have shown better understanding of Japanese culture. They have acquired enquiry skills through collaborative learning activities. Their initiative and confidence in learning has been enhanced.

*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						
Visits: Singapore Study Tour	0	5	0	100%	06/07/2017 - 09/07/2017	\$13,620	Teacher's observation Student's feedback	View Win Liberal Education Communication Center	Students have experienced part of the school life in a Singapore secondary school. They joined several Mathematics workshops and visited the Science Centre. They also have a wide exposure to the culture and environmental protection in Singapore. All participants reflected that they have learnt more in Mathematics and developed a stronger sense in protecting the environment.
<b>Total no. of activities: <u>14</u></b>									
<b>@No. of man-times</b>	<b>47</b>	<b>141</b>	<b>41</b>						
<b>**Total no. of man-times</b>	<b>229</b>				<b>Total Expenses</b>	<b>\$154,363</b>			

Note:

\*Types 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 benefited 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 (not more than 25%)(C).

## C. Project Effectiveness

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

Please put a “✓” against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
<b>Learning Effectiveness</b>						
a) Students’ motivation for learning		✓				
b) Students’ study skills		✓				
c) Students’ academic achievement		✓				
d) Students’ learning experience outside classroom	✓					
e) Your overall view on students’ learning effectiveness		✓				
<b>Personal and Social Development</b>						
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	✓					
<b>Community Involvement</b>						
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 2016-2017 School Year**

**Chinese Language**

<b>Task Area</b>	<b>Major Area(s) of Concern</b>	<b>Implementation Plan</b>	<b>Benefits Anticipated</b>	<b>Success Criteria</b>	<b>Evaluation</b>	<b>Recommendation / Follow-up</b>
Curriculum development and coping with diverse learning needs of students	<ol style="list-style-type: none"> <li>1. To search and prepare teaching materials to enrich the data bank of the Department.</li> <li>2. To organize and conduct tutorial classes to cope with learner diversity.</li> </ol>	<p>To employ a full-time Teacher Assistant(TA) to:</p> <ol style="list-style-type: none"> <li>1. search and prepare teaching materials to enrich the data bank of the Department.</li> <li>2. help handle clerical work of the Department.</li> </ol>	<ol style="list-style-type: none"> <li>1. The teaching data bank of the Department will be enriched.</li> <li>2. Teachers' workload in preparing teaching materials will be relieved.</li> </ol>	Most teachers of the Chinese Language Department agree that the TA help relieve their workload.	All teachers found the TA helpful in providing administrative and clerical support.	It is suggested that the school continue to employ a full-time TA for the Chinese Language Department in 2017-2018.



## 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"> <li>1. assist teachers in preparing teaching materials and clerical work</li> <li>2. assist teachers in organizing and conducting English-learning activities</li> <li>3. assist teachers/tutors in conducting remedial classes after school and during summer holidays</li> <li>4. assist in the daily operation of the English Learning and Teaching Support Centre (ELTS Centre)</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> <li>2. The weaker students will be given more remedial support.</li> <li>3. The ELTS Centre will be well-managed and utilized.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers' workload is relieved and most of the English teachers find the TA helpful.</li> <li>2. The learning needs of the weaker students are taken care of.</li> <li>3. Positive students' response to the services provided by and activities organized in the ELTS Centre</li> </ol>	<ol style="list-style-type: none"> <li>1. All English teachers found the English TA very helpful and responsible. The clerical work of the English Teachers was relieved.</li> <li>2. Learning materials for the less-abled students were prepared to provide remedial support to them.</li> <li>3. Students also agreed that the English TA did help them with their English-learning activities after school.</li> </ol>	An English TA will be much needed in 2017-2018 to ease the workload of the English Teachers and provide various kinds of support to students of different needs.

## Mathematics

<b>Task Area</b>	<b>Major Area(s) of Concern</b>	<b>Implementation Plan</b>	<b>Benefits Anticipated</b>	<b>Success Criteria</b>	<b>Evaluation</b>	<b>Recommendation / Follow-up</b>
Curriculum development and coping with diverse learning needs of students	To provide assistance to teachers and give remedial support to the weaker students	To employ a full-time Teaching Assistant (TA) to: <ol style="list-style-type: none"> <li>1. assist teachers in preparing teaching materials</li> <li>2. assist teachers in organizing and conducting subject-related activities</li> <li>3. supervise the weaker students to finish their homework</li> <li>4. help students solve their problems in learning Mathematics after lessons</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> <li>2. The weaker students will be given more remedial support.</li> </ol>	<ol style="list-style-type: none"> <li>1. Most of the Mathematics teachers find the TA helpful.</li> <li>2. The learning needs of the weaker students are taken care of.</li> </ol>	All Mathematics teachers agreed that the TA was very responsible and helpful. She understood very well the work assigned and seldom had delay in her work. Her work was accurate and up to the required level. She always had high readiness to provide clerical and non-clerical assistance in documental works and activities organized by the department.	A full-time Mathematics T A will be needed to ease the workload of the Mathematics teachers and provide various support to students of different needs in 2017-18.

**Liberal Studies**

<b>Task Area</b>	<b>Major Area(s) of Concern</b>	<b>Implementation Plan</b>	<b>Benefits Anticipated</b>	<b>Success Criteria</b>	<b>Evaluation</b>	<b>Recommendation / Follow-up</b>
Assistance to the Liberal Studies Panel	To relieve the workload of the Liberal Studies teachers	To employ a teaching assistant to assist the Liberal Studies teachers with clerical work and help prepare teaching materials, e.g. worksheets	Liberal Studies teachers can be relieved of some paper work and can spare more time in planning the curriculum and IES	The LS teachers reflected that the teaching assistant had been very helpful and their clerical workload had been relieved	All Liberal Studies teachers found the teaching assistant helpful in providing administrative and clerical support. Liberal Studies teachers could be relieved of some paper work.	It is suggested that the school continue to employ a teaching assistant for the Liberal Studies Department in 2017-2018.