



POPE PAUL VI COLLEGE

School Report

2017-2018

I. School Vision and Mission

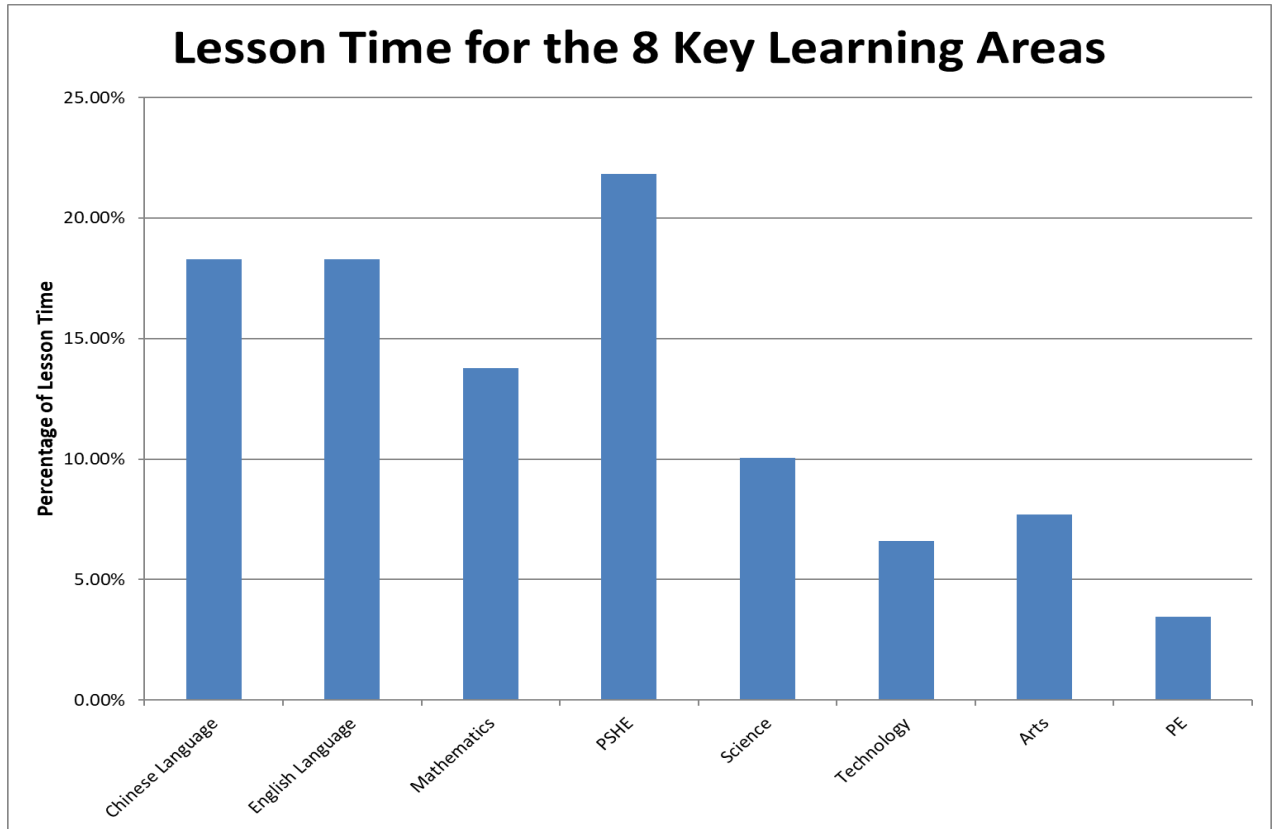
Pope Paul VI College, established in 1969, is a Catholic subsidized EMI secondary school for girls. Its sponsoring body is the Missionary Sisters of the Immaculate (P.I.M.E. Sisters).

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 contributions 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 Managers	Principal	Teacher Managers	Parent Managers	Alumni Manager	Independent Manager
No. of Members	15	8	1	2	2	1	1

III. Information on the Students

1. Class Structure

In September 2017, there were 743 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:

FORM	NUMBER OF CLASSES
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:

FORM	NUMBER OF STUDENTS
Secondary 1	127
Secondary 2	124
Secondary 3	124
Secondary 4	121
Secondary 5	121
Secondary 6	126

2. Students' Attendance

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

FORM	ATTENDANCE RATE
Secondary 1	98.2%
Secondary 2	96.5%
Secondary 3	97.2%
Secondary 4	96.8%
Secondary 5	96.9%
Secondary 6	96.0%

IV. Information on the Teachers:

1. Teachers' Qualifications

In the academic year 2017-18, our school had 56 teachers boasting an average of 18.11 years of teaching experience. 55 teaching staff members held Diplomas or Certificates in education.

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

- Teachers holding Master's degrees: 29
- Teachers holding Bachelor's degrees: 26
- Teachers holding Certificates from Colleges / Hong Kong Institute of Education: 1

2. Teachers' Teaching Experience:

TEACHER'S EXPERIENCE	NUMBER OF TEACHERS
0 – 2 years teaching experience	2
3 - 5 years teaching experience	3
6 – 10 years teaching experience	6
More than 10 years teaching experience	45

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

1. To inspire students to seek the truth and the meaning of life; to love all humanity and to thank and praise God

Strategy 1.1	To create more platforms in different KLAs for students to understand the meaning of life
Strategy 1.2	To organize and implement activities and verbal / written tasks to help students further realize the importance of pursuing knowledge

English Language Education Key Learning Area (ELE KLA)

Achievements

In the ELE KLA, a variety of different reading texts including news articles for newspaper clippings, texts for reading practice and source materials for writing were introduced to students with the main themes being 'Making Choices' and 'Being Respectful to Diversity'. Radio VI, a platform for student broadcasts with themes such as 'perseverance' and 'dreams', was arranged during lunch time for S.1 to S.3 from mid-October to mid-April. An outing was also organized for S.2 on the Activity Day to give students an opportunity to appreciate the beauty of Creation by taking photos, sketches, writing Haiku poems and writing prayers. Cross-curricular elements were included and students could apply their water colour painting skills learnt in the VA lessons while drawing sketches. The work created was of a high standard. It was displayed and received positive comments and a few students also gave a presentation, sharing their learning experience during the class teacher period.

Reflections

More opportunities and teachers' guidance would be provided for students in the ELE KLA. Learning tasks and activities would be designed to meet the students' developmental needs in line with the school's major areas of concern in the coming school year. Bible stories to inculcate students with positive values would be introduced in S.2 LNA. Radio VI would also be kept next year as the platform enables students to develop their cooperative skills and creativity and to enhance their speaking skills and interest through participation in performances and live broadcast. The Activity Day outing certainly provides chances for students to appreciate nature and to develop their creative writing skills. There would be a new arrangement among different KLAs and the Chinese Department would organize the Activity Day outing next year.

Chinese Language Education Key Learning Area (CLE KLA)

Achievements

在中國語文教育學習領域中，中國語文科、中國文學科及普通話科均舉行堂課活動，以加強學生追求人生意義的認知。

在普通話科中，中一及中二級舉辦「舊歌新詞創作比賽」。科任老師按同學的能力將其分成四至六人一組，能力較強的同學為組長。每組同學需自選歌曲，填寫的歌詞內容必須表達人生意義，追求真理，敬主愛人的精神。同學分階段完成以下課業：三月時繳交歌詞及拼音工作紙；五月時朗讀歌詞及進

行歌唱比賽。據老師觀察，同學積極準備比賽，而比賽內容亦能表達人生意義，追求真理，敬主愛人的精神。

在中國語文科中，初中進行了寫作活動，而高中進行了課堂活動。中一至中三級學生在學習指定篇章或進行電影欣賞後，全年寫作兩篇隨筆練習，配合主題，反思人生意義。例如中一級欣賞電影《少年滋味》後，配合讀文教學，就電影內容作出評鑑，或交代個人成長的體會，從而反思其人生的意義；下學期教授《燕詩》、《客至》後，著學生寫作「難忘的年夜飯」，當中學生須連繫友情或親情這主題寫作。整體而言，根據老師觀察和批改，中一級同學表現理想，大部分同學能在隨筆中反思生活的意義。而中二級全年完成了兩篇隨筆，老師反映大部分同學能對篇章人物之行為作出評鑑，並反思自己的人生理想和態度。中三級全年完成了兩篇隨筆，老師表示學生對人生的反思都是正面積極的。中四級同學在下學期學習儒家思想篇章後，能指出儒家思想對人生的影響，如孝順父母、追求仁、義的道德操守。中五級同學在學習選修單元——經典篇章選讀期間，欣賞電影《天劫餘生》，對電影中的人物行為或思想作出評鑑和反思，討論吃人肉的抉擇，反思人生的意義。大部分中四級同學能說出人生的意義是甚麼，如怎樣孝順父母以及提升個人品格。中五級同學在欣賞電影《天劫餘生》時表現投入，大致能掌握劇情重點，並能在電影欣賞時對電影中的人物行為或思想作出評鑑和反思，討論吃人肉的抉擇，並反思生命的意義。

至於中國文學科方面，中四至中六在教授指定篇章後，學生進行文學創作，然後經同儕互評及討論，最後進行修訂。內容需抒發對人生意義的體會。中四級學生的創作內容能呈現自身的經歷，立意清晰，部分學生能抒發深刻體會，文章經同學修訂後亦有明顯改善。中五級學生的寫作多能叩問個人出路，反思人生意義；能力較高者更能聯繫社會現況，展現家國情懷。中六級學生文章的立意不俗，少部分學生內容新穎，大多反思出人生要珍惜時間，討論的課堂氣氛頗佳。

Reflections

在中國語文教育學習領域中，上述活動建議繼續舉辦。建議繼續舉辦普通話科「舊歌新詞創作比賽」的原因有三。首先，學生能透過活動反思追求人生意義，追求真理，敬主愛人的重要性，並透過歌詞表達感悟。活動後，70%的學生所編寫的歌詞能表達上述精神，可見學生對關注事項有所了解。其次，活動能培養學生的自學能力。老師給予學生自學的空間，讓她們自選歌曲、填寫歌詞、自選字詞完成拼音工作紙等，藉以培養她們的自學能力。大部分學生能按老師要求完成習作。再者，活動可提升學生的積極性。比賽前，學生在課堂上樂於交流意見、熟背歌詞、製作簡報及構思演唱方法等；比賽時，學生能投入活動。凡此種種，可見學生都積極參與活動。故這活動可再舉行。

在中國語文科的寫作活動中，初中學生能透過寫作練習，沉澱並反思人生的意義，明白友情、家庭或師長的重要，亦提升了對個人品德的追求。同時，此活動可增加學生寫作的機會，故可考慮再推行。而高中學生則透過篇章教學，結合課堂活動，如說話練習或電影欣賞，反思人生意義、生命終向、道德價值、道德抉擇等，既能深化學生課堂所學，又能引起學習興趣，故可考慮再舉辦。

至於中國文學科寫作教學中，建議繼續推行活動。中四級老師教授指定篇章：《短歌行》、《將進酒》等作品，著同學從不同作家的經歷中，反思自身的際遇及人生目標，繼而以「去，還是留？」作創作題目抒發體會。同學的創作內容能呈現自身的經歷，立意清晰，部分同學能抒發深刻體會，文章經同學修訂後亦有明顯改善。中五級老師教授指定篇章後進行寫作構思活動，讓學生先繪製概念圖，並同儕互評，學生作品的立意稍見提升，題材內容亦漸見豐富。如：「末班車」、「xx 挺著」，同學多能叩問個人出路、反思人生意義；能力較高者更能聯繫社會現況，展現家國情懷。中六級老師教授所有指定篇章後，會作跨篇章的賞析，如跨篇提問《前赤壁賦》、《短歌行》、《將進酒》等作者對時間流逝的感慨，繼而著學生思考時間對自己的人生有何意義。其後學生需寫作一篇長文「奇妙的時間表」，完成後課堂上安排互評活動。學生立意不俗，小部分同學內容新穎，大多能反思人生要珍惜時間，課堂的討論氣氛不俗。故建議繼續舉行這活動。

Mathematics Education Key Learning Area (ME KLA)

Achievements

For the ME KLA, S.4 students introduced 3 Mathematicians through a board display in 2 different periods. They also helped set up questions on the content of the board for the junior form students to answer. The first one was on Leonard Euler. The board was displayed before the Chinese Lunar Holiday. The response rate was 64.9%, and 58.7%. The second board display was on the Chinese Mathematicians 劉徽 and 祖沖之, mentioned after the talk on “中國古代數學概論” which was delivered on 7 March 2018. The board was displayed after the Easter Holiday. The response rate was 50.3%, and 76.9% .

Reflections

The ME KLA board displays introducing biographical information of some other mathematicians on their difficult life and their path to success would be continued to help students develop a positive attitude towards learning. The response rate was the best in S.1. Among the students giving responses, more than half in each form were willing to write their reflections. Nearly all of them showed a positive attitude towards life, especially declaring they would not give up easily. They could appreciate the hard work done by these mathematicians, and claimed to apply it in their daily life.

Liberal Studies Cross-curricular Key Learning Area (LS)

Achievements

S.5 students took part in Issue Studies from October 2017 to May 2018 in the Liberal Studies Subject. Students were divided into groups of 5. They worked on a local / global issue chosen from the Hong Kong Economic Times Biweekly Magazine. Each group introduced the chosen issue to the whole class by giving a 25-minute presentation. Issues concerning less privileged groups and social inequality were chosen. It was reflected in the Self-Evaluation Form that all students could learn through collaboration and they had deeper understanding of local and global issues. To be in line with the Liberal Studies Curriculum, some global humanity issues were adopted in S5 and S6, including poverty, disparity

and racial discrimination, etc. All students agreed that they were concerned more about the humanity issues in the local community and in the world. In their assignments, most students (over 80%) illustrated positive value judgments towards humanitarian issues.

Reflections

Issues studies in S.5 L.S. would be carried on in the following academic year as a self-directed and student-lead learning activity. Students involved would develop deeper understanding of the issues. Skills, such as data collection, data analysis and presentation would be further enhanced. Humanity issues would be adopted in the curriculum as developing positive values is the major concern of our subject.

Personal, Humanities and Social Education Key Learning Area (PHSE KLA)

Achievements

在個人、社會及人文教育學習領域，整個學年，宗教及倫理科老科設計了一系列教學活動，讓學生從不同角度反思人生。包括：<<和好的歡樂>>，課堂中嘗試在不同的情境中思考當事人的想法和感受，並討論如何達至互相理解，修補人與人之間的關係，學習寬恕和體諒。<<美好的創造>>，課堂中反思自己的特點長處，繪畫自畫像。及後每位同學需為班上其他同學寫下欣賞評價。科任老師引導同學反思及討論不同的社會問題，例如自由與責任、真理與謊言，倫理與宗教課中的兩難問題，同學作小組討論及匯報。科任老師亦會引導同學去思考自己的長處及人生目標，透過反思及老師回饋，鼓勵同學積極發奮。在<<新生命>>的課題中，同學需代入母親的角色，守護一隻生雞蛋，為蛋製作一個家，從而體會為人母親的責任及明白生命的尊貴。在<<人權>>的課題中，同學需以科任老師提供的社會時事作深入探究及小組討論，從而反思人的價值和尊嚴。

Reflections

宗教及倫理科明年於各級仍會繼續推行有關的教學活動，因為從老師觀察可見，有 85%以上同學積極投入課堂討論，而且上述教學活動能引發同學反思自己的生活態度和行為，以及從多角度去思考不同人的立場和分析他們的作出不同抉擇的原因，從而檢視自己的言行，建立健康良好的價值觀，珍惜自己的生命價值，發揮所長，積極面對困難。

Student Support

Civic Education Committee

Achievements

公民教育組今年採取「以學生為主導，加強參與程度」為策略，讓學生大使每月先與組員分享自己所精選的時事反思，再由各成員推選最值得與全校同學分享的時事反思，由老師跟進負責學生大使的講稿，老師會與負責同學會面，提點學生反思的角度及深度。觀察所見，學生大使在環保議題上能反思人與自然之關係、環境倫理的問題；在時事中，能反思有關公義的問題。學生大使透過學校廣播系統，於 2017 年 10 月、11 月、2018 年 1 月、2 月、3 月和 5 月、一共六次向全體師生分享她們對時事及環保議題的反思。

Reflections

超過 95%的公民教育組學生大使認同是項安排能刺激其思考，啟發她們去思考人與自然的關係及社會公義。從本科組老師的觀察可見，學生大使能在會議開始前便搜集充足的資料，故能在會議中就不同議題提出個人的看法。由於是項活動讓老師和學生有更多機會去交流和分享，能刺激學生反思，故來年將繼續推行。

Discipline Committee

Achievements

A talk organized by the Discipline Committee in September 2017 about proper use of the Internet was given by a speaker from the Jireh Fund. Students were well informed of the traps online and the importance of respect for intellectual property rights. To enhance students understanding of the legal knowledge of Intellectual Property Right, school prefects took the initiatives to prepare learning materials on Intellectual Property Protection and broadcasted the message through the school PA system. The series of broadcasts was called ‘Be a Smart Internet User’. After the broadcasts, students were invited to join the quiz to check their understanding. The result was good.

Reflections

‘Be a Smart Internet User’ was a meaningful topic to share with students. Students learned that they should be responsible for their words and deeds. Besides they learned that they should respect and protect creativity. The involvement of the school prefects to prepare the materials for the quiz not only inspired them to be more reflective on the issue, but also helped other students to be more aware of the proper use of internet. Similar strategies could be used to nurture students’ positive values.

2. To encourage students to be rational, critical and reflective thinkers and to strive for excellence

Strategy 2.1	To design pre-lesson tasks for students to be better engaged in learning inside the classroom
Strategy 2.2	To implement e-learning tasks in different Key Learning Areas to further promote interactive learning and teaching
Academic Committee (AC)	
<i>Achievements</i>	
The School-Based Support Services (SBSS) programme co-ordinated by the Academic Committee had been completed with the development of strategic lesson plans in four Key Learning Areas (CLE, Technology Education, Science Education and PSHE). Almost all teaching staff had joined the seminars offered by the SBCDS	

Section. There were 36 applications for these seminars in total. Sharing sessions were held at the school level on 27/6/2018. Three parallel time slots were arranged and 12 collaborative groups presented their Lesson Studies in these sharing sessions. Sharing sessions were also arranged at a departmental level.

Reflections

The majority of the teachers agreed that they could learn useful teaching strategies from the sharing sessions held by the AC and all core members in AC agreed that their skills related to e-learning from this project were improved. Students were better engaged in learning inside the classroom and the use of e-learning tasks helped promote interactive learning and teaching. The programme would be extended to the following year with the participation of two new KLAs, Liberal Studies Cross-curricular Subject and Arts Education KLA. There would be more collaboration across different KLAs and subjects such as development of STEM Curriculum in S.2 (Mathematics Education, Science Education and Technology Education).

Strategy 2.3	To provide opportunities and extra support for students of various abilities to experience positive learning outcomes and build up a positive learning attitude
Strategy 2.4	To hold inter-class / inter-house / inter-school learning activities or competitions

English Language Education Key Learning Area (ELE KLA)

Achievements

The ‘Support to High Achievers Team’ (HAT) organized the Intensive Listening and Integrated Skills Programme for students in S.4 (8 sessions in total) and the Drama Appreciation activity for students from S.1 to S.3 (20 of from each Form) whereas the ‘Support to Low Achievers Team’ (LAT) organized the Language Programme on reading skills, grammar and speaking skills for S.1 (9 sessions in the first term and 10 sessions in the second term). The programmes and the learning activities were to cater for the needs of high and low achievers. S.1 students also tried their best to do research on different topics through PBL with the help of 3 English teachers and 2 Computer Literacy teachers on the theme ‘Animals/Pets’. Students’ speaking presentations were properly done. The School-based Support Services Programme on Interactive Learning and Teaching and Self-directed Learning (by the EDB) was completed in S.1 (WhatIf) and S.2 (Anne Frank) respectively. Teachers agreed that the Collaborative Lesson Plan sessions, lesson observations and the revision of the lesson plan of the poem ‘WhatIf’ and ‘Anne Frank’ were useful as students were encouraged to engage in independent learning to achieve better learning outcomes. ‘Evidence of Learning’, ‘Post-lesson Reflection of the Team’ and ‘Self-reflection’ were of great help in planning and reflecting on a lesson.

Various English activities and competitions, both inside and outside School, were held by the ELE KLA in 2017-2018. English activities and competitions held inside School included the English Festival (S.1 to S.3), Radio VI (S.1 to S.3), S.2 Activity Day, Public Speaking Competition (S.4 & S.5), Inter-school Oral Practice (S.4 to S.6) and ELTSC Centre Activities (Cinema VI). Those held outside School included the 69th Hong Kong Schools Speech Festival, Hong Kong’s Top Story 2017, Drama Appreciation (Dr Jekyll & Mr. Hyde) (S.1 to S.3 High Achievers), 2017-2018 Term 1

Hong Kong Secondary Schools Debating Competition NT Division 1, 2017-2018 Term 2 Hong Kong Secondary Schools Debating Competition Secondary Section 17-18 Grand Finals and The Nurturing Global Leaders Programme.

Reflections

Similar HAT programmes organized by the ELE KLA such as drama appreciation and other language learning workshops would be organized in the coming year to further develop high achievers' potential and the LAT programme would continue next year focusing more on less capable students to improve their English proficiency and increase their confidence. The whole idea of the lesson study cycle would promote professional dialogue among teachers as a team. More space could be given to teachers if the implementation of the lesson study cycle was extended to another Form and more elements of e-learning would be applied when designing teaching packages in the coming year. Students who attended the LAT programme showed their eagerness in improving English. It is worth the effort to help students with more individual guidance and support for core-teaching should be maintained to meet students' diverse learning needs. LAT programmes focusing on helping less capable Junior Form students to improve their language proficiency will continue in the following year. Students were able to collect prizes and awards from different competitions and there were remarkable performances in the debate competitions. If more allows, more time and resources will be devoted to encouraging students to take part in activities, exchange programmes and competitions, both inside and outside School. This can help boost their confidence, explore their interests, and, above all, widen their exposure to English learning.

Chinese Language Education Key Learning Area (CLE KLA)

Achievements

在中國語文教育學習領域中，中國文學科曾以指定篇章，結合課外篇章進行比較閱讀。中四至中五級學生在學習指定篇章後，老師派發相關課外篇章讓學生自習，進行比較閱讀，並構思討論問題，然後在課堂上進行分組討論，啟發學生思考。上、下學期各最少進行一次活動。中四級學生賞析篇章能力較弱，未能在討論過程中加深對篇章的思考。而中五級學生囿於課時緊迫，致準備不足，提問有欠深度。

Reflections

在中國語文教育學習領域中，中國文學科曾推行比較閱讀的小組討論及提問活動，中四級學生在上、下學期各進行一次活動，惟大部分同學篇章賞析能力較弱，故設問的層次較低，未能在討論過程對篇章啟發思考。建議來年不繼續此活動。而中五級囿於課時緊迫，只能於上、下學期各進行一次活動，但同學多準備不足，提問欠缺深度及思考性，未能提升課堂學習氣氛，建議來年中五級不繼續此活動。

Mathematics Education Key Learning Area (ME KLA)

Achievements

The ME KLA pre-mock examination for the S.6 students was held on 16/9/2017 and the post-mock examination on 1/3/2018. Only 1 and 2 students were absent in the 2 exams respectively. From the post-mock result, 43 students had their level raised by 1 compared to the pre-mock result, while 4 of them raised by 2. 11 students were found to have lower levels than predicted. From the result of the DSE, 64 students achieved higher levels than expected, while 55 of them got their expected levels. 94.4% were able to meet the expected level or above. Only 7 students got levels below the expected ones.

Reflections

Students were eager to know the levels that they could achieve in the two examinations held by the ME KLA, and their performances compared to other participants. In the pre-mock exam, the students revealed that they had not prepared well for all topics build up to S.5. That might urge them to note their weaknesses and put more effort in preparing for the mock and post-mock practices. From the results of the DSE, the majority of our students could meet the expected levels or above. We plan to repeat such arrangements in the following year. More time would be spent on discussing the exams results and the skills involved, so that they would be better equipped before the mock exam and then the DSE.

Personal, Humanities and Social Education Key Learning Area (PHSE KLA)

Achievements

In the PSHE KLA, S.3 students had to watch video clips on selected topics at home and complete assignments about reviews / situational questions relating to the video clips from October 2017 to May 2018.

S.4 & S.5 students had to work in groups to search for different source materials from the Internet and set History Data-based Questions on the selected topics at home. Other students had to complete the DBQ prepared by the other groups. The group which set the questions had to mark the other students' work and give comments. Teachers had to make amendments of the questions set by individual groups and check students' marking of the assignments. Also, open-ended questions were included in S.4 homework assignments and assessments throughout the school year.

S.4 Economics students were required to write group Economic analysis assignments in Easter using the 'Econschool' learning platform or newspapers to search for a government policy or an economic issue. Several groups of students did try to find issues related to government policies from different newspapers or magazines not just those topics directly from the Econschool website.

Furthermore, S.4, S.5 and S.6 students were required to complete the HKEdcity Geography online past paper MC question banks from September 2017 to May 2018. Seven sets of questions were set up on the online platform. Students were asked to login to the HKEdcity online platform and complete the question sets within a specified period. On the whole, more girls tended to attempt the challenging tasks in

the first rather than the second term. To boost student's participation, subject teachers had designed more interesting and diversified tasks in the second term. The results were encouraging.

中史科各級老師在全年教學中，在課堂引起小組討論的學習活動，讓學生有更多機會深入思考課堂所學，並作出匯報。再經老師指導後，學生需要作答一些深入思考的題目，包括：角色代入、價值判斷、解難等題型。以上教學策略旨在鼓勵多加學生思考，以提升她們的分析及評鑑能力。

Reflections

In the PSHE KLA, over 90% of S.3 students were able to search for relevant information to complete their tasks and present rational and critical arguments in an orderly way. So, the learning task would be done in the following year. But there would be some modifications when conducting the learning activities so that students would be able to complete their work as pre-lesson tasks and would be further engaged in learning inside the classroom.

70% of S.4 and S.5 students agreed that the open-ended questions in Economics assigned to them helped motivate them to learn. 76.8 % of the students agreed that those open-ended questions provided opportunities for them to think of the answers from different perspectives; hence, it could motivate them to read more extra materials related to the issues. Some students' answering skills had improved because they thought of the answers not only from one perspective.

An increasing percentage of students attempted challenging tasks in news commentary exercises and worksheets. As they would need to prepare for new examination topics, Data Response Questions that would be newly added to their DSE Economics paper starting from 2019, those exercises would benefit students when handling that type of question. Exercises or assignments would also help train our students to think of a solution or explanations from different perspectives. So, the above practice would be continued in the following year.

For History, senior form students benefited from the learning tasks since they were able to search for relevant information to complete their tasks and present rational and critical arguments in an orderly way. It would be better to reserve more time to conduct the learning activity as teachers had to ask students to revise the DBQ set by individual groups at least twice before giving them to other students as assignments. So, these learning tasks would be done again in the following year.

Moreover, the majority of S.5 and S.6 students agreed that the Geography online quizzes and exercises allowed them to review and monitor their learning progress and the question bank helped them reflect on their learning progress.

Despite the slow growth of students' attempt in challenging questions, Integrated Humanities subject teachers had identified more feasible strategies to encourage students to be cognitively engaged in learning activities that helped students pursue excellence and/or widen student's exposure. The following measures had been implemented by the Integrated Humanities subject teachers in the lessons. They used a more visual representation instead of long paragraphs. Students were able to locate

and identify correct sources of reference as the traditional comprehension questions were not adopted anymore. The learning contexts were more related to popular culture instead of some other contexts that students were not familiar with. On the whole, subject teachers would adjust the strategies to cater for students' needs and interests. The practice would be continued next year.

從中史科各級教師的觀察可見，大部份學生皆能投入課堂討論，認真思考。學生在上、下學期至少各做一次相關課業，任教老師從學生課業所提供的史實多寡、能否作多角度分析，論述是否有條理等方面，批閱學生課業，大部份學生取得中等成績或以上。從以上可見，此學習模式有助促進學生學習，而這教學方法需持之以恆才有成效，故來年繼續推行。

Science Education Key Learning Area (SE KLA)

Achievements

In the SE KLA, discussion questions for each unit were posted to the Google Classroom of each class in S.1 and S.2 Integrated Science. The subject teacher designed a challenging question for the class. Students were asked to take part in the discussion through asking for clarification of the problem/ suggesting solutions/ commenting on others' ideas.

For S.5 Chemistry, an experiment on Chemical Reactions and Energies was carried out and students were requested to evaluate their work with data support.

For S.3 Physics, students were divided into groups and took turns to ask the class a question from daily life related to the Physics phenomena. The groups needed to explain the solution of the question they set and criticize the answers of other groups in front of their classmates. Throughout the year, the use of the Online Question Bank from HKEDCITY was adopted by senior form students in Physics, Chemistry and Biology. Throughout the biology lessons this year, more opportunities were provided for group discussion and presentation by asking challenging questions.

All S.2 students were asked to take part in a STEM competition held by the Integrated Science Department of the SE KLA– Cisco Innovation Challenge Stage I. Students were briefed on the Internet of Things (IoT) technology. They were asked to form teams to propose IoT designs for the betterment of society. One 2A team and one 2D team entered Stage II and needed to build the prototype of their design under the tutelage of the two mentors from Cisco and Telstra. The teams presented their prototype in May 2018.

Reflections

The SE KLA tried out discussion in Integrated Science as it could stretch the learning potential of the high achievers. Most high achievers posted their own solutions to the problems rather than commenting on others' ideas. Some weaker students felt that the questions were too hard. The I.S. Department will continue to use an e-learning platform to ask students to participate in the discussion of challenging questions. The questions posted would be refined so that the majority of students would be able to participate in the discussion. Students would be asked to install the Google Classroom App on their mobile phone so that they would be able to make good use of their travel time to learn in the Google Classroom.

For S.5 Chemistry, about 80.0% of the students scored 70% of the marks in Chemistry reports and experiments, which proved that it was a good way to enhance students' higher order thinking skills. More discussions would be carried out after each experiment.

For S.3 Physics, the learning activity would be done again with some modifications. The schedule for students to ask questions, collect answers and present was too tight. Only 73% of students completed the task on time while some groups postponed their presentation. The number of groups would be reduced to 2-3 groups to give responses to each question so that students would be able to collect the answers from their peers more easily. Some groups of students asked interesting questions and aroused the interest of their classmates in Physics. Their good questions could stimulate others to think more deeply in some Physics phenomena. For the Online Question Bank of Physics, since there were 60 MC questions set each time for each topic, some students found that the task was too long to complete. It was suggested that fewer questions could be set each time so that students have more motivation to complete them.

As the response of the online MC exercise was good in Chemistry, the same programme would be carried out. It could serve as some exercises consisting of some past paper questions in a by-topic mode or an integrated mode. Results would be analyzed in a convenient way. Most students agreed that the Biology Online Question exercises and quizzes were useful to help develop their analytical and critical thinking skills. Exercises of different levels were developed and about 70% of exercises were completed. Students who attempted more in the exercises achieved higher marks in MC sections in the final examination. More supplementary exercises would be given to S.4 and S.5 during summer holidays for revision. All teachers agreed to use the bank to support the learning of students in the following year. At least 5 Biology discussions had been arranged, but more time would be needed for students to give presentations as students found that the questions for them to discuss among group members were challenging.

The activity of the STEM competition - Cisco Innovation Challenge carried out by I.S. Department acted as a good chance for students to practise divergent thinking and get a better understanding of the IoT technology and how the future society would be affected by the IoT technology. They also thought about the privacy issues that stemmed from the IoT technology. In the following year, in collaboration with the Technology KLA, Mathematics KLA and Science KLA, another type of STEM activity would be held.

Technology Education Key Learning Area (TE KLA)

Achievements

Talks and firm visits were arranged by the TE KLA for BAFS students in November 2017 and January 2018 so that they could get more business insights which helped their future career development and motivated them to work harder. 100% of the participants agreed that the experience could provide them with opportunities to understand the business operation of a company in real life and learn more about CPA life and career development.

I.T. competitions such as Faraday Challenge, Technovation Challenge, Girls Go Tech Interschool Microbit Exhibition, Alice in programming workshop and Wooden Tower

Challenge, received active response from students. 15 elite students in Computer Literacy participated in the above events and they got three prizes respectively in Faraday Challenge, GGT Most Innovative Award and GGT Most Practical Design Award.

Reflections

Firm visits and talks held by the TE KLA could broaden students' horizons and provide them with a better understanding of how business operated in the real world. They could also learn more about business prospects and career development in the business field and be motivated to work harder. Similar types of competitions will be joined again as competitiveness was well demonstrated this year and students' perseverance and interest in IT were obviously enhanced. Learning outside the classroom can broaden students' horizons by comparing their products and design with other schools. In addition, a team of S.3 students were selected to act as the event helpers in guiding the participants to participate in various STEM events. Students did show more confidence after gaining awards and compliments from the external activities.

Arts Education Key Learning Area (AE KLA)

Achievements

In the AE KLA, different art forms and arts from different cultures were introduced in S1 to S3. Students with different areas of strength were able to show their talents in different types of art projects such as experiencing painting and abstract art, filming, presenting in groups, designing jewellery and calligraphy. Students who were not talented in drawing also enjoyed the fun of art. Mixed ability grouping were arranged to cater for learner diversity and students with different abilities had their role to play in a group. Different modes of assessment were adopted such as self-evaluation and parent evaluation in S1 students' Thank You Card Design.

The S2 inter-class watercolour painting competition was held. The painting was a product of the S2 Activity Day hosted by the ELE KLA. A S3 inter-class MV filming competition was held and all students were able to choose their favourite via online voting.

Reflections

In the AE KLA, a quality Visual Arts education with varieties would be continued as students should be encouraged to expose themselves to possibilities. Mixed ability grouping could improve the learning atmosphere in the class as the talented ones acted as a role-model for their peers and they learnt in a harmonious way. The adoption of self-evaluation and parent evaluation allowed students to acknowledge their effort and a positive learning attitude were built respectively. The possibility of hosting the same competition in S.2 Activity would be further discussed with the ELE KLA as the competition would be an integration of watercolour painting skills students learnt in their Visual Art lesson. S3 inter-class MV filming competition would be held as it would be a very good chance for students to demonstrate their creativity and an online platform for students to share their work would be continued

Strategy 2.5	To organize inter-disciplinary events for students to be involved in learning outside the classrooms
<p>Academic Committee (AC)</p> <p><i>Achievements</i></p> <p>At least 3-4 S.1 to S.3 Project-based Learning cross-KLA meetings including lectures and teacher-student conferences were conducted by the AC throughout the year. Group presentations were conducted in May. Teacher-advisors would provide the feedback on them.</p> <p><i>Reflections</i></p> <p>Project-based Learning would be continued in the coming year. Students could acquire different generic skills through this project-based learning. There would be a new arrangement for the collaboration of different KLAs in different forms to promote new learning experiences such as STEM education.</p>	
Strategy 2.6	To arrange split-class teaching in ELE and CLE KLAs
<p>English Language Education Key Learning Area (ELE)</p> <p><i>Achievements</i></p> <p>S.1D was split into 2 groups in the ELE KLA. The curriculum was tailored and leveled to help students build a solid foundation in English and to cater for diversity. Students' attitude towards English learning was positive and they showed improvement in all papers throughout the year. The 'Support to Low Achievers Team' (LAT) provided a 9-session and a 10-session Language Programme for S.1D students mainly in Term 1 and Term 2 respectively.</p> <p><i>Reflections</i></p> <p>Students' attitude towards English learning was positive and they showed improvement in all papers throughout the year. To cater for the needs of low achievers, the 'Support to Low Achievers Team' (LAT) provided a 9-session and a 10-session Language Programme for S.1 students in Term 1 and Term 2 respectively. Students who attended the Language Programme showed their eagerness in improving English. It is worth putting effort into helping students with more individual guidance and support to core-teaching should be maintained to meet students' diverse learning needs. On the whole, LAT programmes focusing on helping less capable Junior Form students to improve their language proficiency will continue in the coming year.</p>	
<p>Chinese Language Education Key Learning Area (CLE KLA)</p> <p><i>Achievements</i></p> <p>中國語文科，曾進行小班教學。中一丙班學生分兩組進行中文學習，教師在課程剪裁及教學方法均加以調適，以照顧學生的學習需要。在課程剪裁上，教師因應學生的學習能力及進度，教授核心課程，幫助學生掌握基本的語文知識。在講授文言篇章時，先運用工作紙讓學生明白內容概要或字詞解釋，使學生易於掌握內容、賞析篇章精華。同時，運用了角色扮演、小組討論、自擬問題等</p>	

不同的教學方法，提升學生的學習趣味。兩小班各分兩組，各組需就課文進行預習，自擬問題及模擬答案。在課堂上，兩組學生輪流提問並回答。

中一丙班全年 2 次的活動，旨在培養學生認真求知的態度。全班分為兩組上課，由兩位老師分別教授。每班有兩方，每方設若干小組。其中一方學生就著指定的課文內容自擬問題，另一方學生回答。倘若學生不懂回答題，設題學生要解說答案，讓另一方學生掌握課文內容。兩方學生依次交替發問及回答，直至所有組別均有機會發問為止。

由於中一學生未熟習自擬問題的模式，加之中文基礎能力較弱，故只能擬定複述式問題，屬低層次提問。另一位負責老師表示，讓學生擬題前，可向學生示範較高層次的提問，讓學生模仿，可提升學生提問的深度。

在寫作教學方面，教師先進行讀文教學，讓學生了解該類文體的要求，希望透過以讀帶寫，讓學生運用已學知識及寫作手法入文。教師概略解釋題目要求，讓學生擬寫作文大綱，教師加以回饋後學生修訂大綱，再以範文引導學生建構創作意念，然後進行寫作。這樣能豐富學生的創作意念，且運用以讀帶寫的方法能增加學生運用該類文體的寫作技巧的機會。在說話訓練方面，教師可於課堂期間進行較其他同級班別多一倍的說話訓練，提升學生說話技巧的意識，並建立學生的自信心。透過以上各項教學方法，提升學生的學習興趣外，有效促進學生的學習效能，鞏固其語文知識。

Reflections

透過上述的教學策略，學生更能掌握語文基礎知識；並通過不同的課堂活動，引發其思考，增加學習趣味。在老師指引、同儕示範及回應下，學生多方面思考及回應，修訂自己的構想，有助其建立自信心，促使學生投入學習。此外，額外的練習提升學生的說話技巧，以達基本的要求。故建議來年可因應學校資源，繼續進行中一中文分班教學。

至於讓學生就指定課文內容自擬問題，這活動可嘗試再進行。每組學生均能作出提問，雖然由於中一學生未熟習自擬問題的學習模式，故多擬複述式問題；可是這是初次嘗試的起步點，能引起學生對課文探求的興趣，讓學生多了解內容，亦能增加課堂氣氛，故建議再舉行。建議若再推行時，可讓學生擬題前，向學生示範較高層次的提問，讓學生模仿，可提升學生提問的深度。此外，亦可嘗試於各級試行此策略，引發學生思考不同層次的問題，提升其學習興趣。

3. To instill in our students' respect for diversity through word and action

Strategy 3.1	To cultivate students' respect and care for diversity in different areas such as race, ability and socio-economic background
Strategy 3.2	To provide more opportunities for students of diverse backgrounds
Strategy 3.3	To equip teachers to cope with diverse needs of students
Strategy 3.4	To cultivate a learning community among teachers to meet the needs of students

English Language Education Key Learning Area (ELE KLA)

Achievements

The ELE KLA English Festival (S.1 to S.3 inter-class drama competition) was organized based on the theme 'Being Respectful to Diversity'. All classes showed a high standard in their performance, receiving positive comments from the adjudicators and the teachers. The winning class (3C) performed again on the first day during the post-exam activities. Non-Chinese students were, in particular, given more opportunities to shine by running the English programmes/activities and ELTSC activities, participating in the competitions and being the MCs in English functions.

Reflections

The ELE KLA English Festival requires students to engage in discussions, rehearsals and the performance. This allows students to relate better to different situations, backgrounds and cultures, and encourages them to show respect and compassion for others. Students also learn to cooperate, make creative choices and be confident through learning performing arts skills. The English Festival will continue in line with the school's major concerns in the coming school year.

Non-Chinese students will also be given more opportunities to host English events such as English on Air, to participate in activities such as the English Festival and debate competitions and to be the MCs in English functions or events. This not only recognizes their talents but also facilitates their adaptation to the local education system and integration into the school environment.

Chinese Language Education Key Learning Area (CLE KLA)

Achievements

中國語文科曾於兩班中推行「小老師伴讀計劃」。中文科科任老師講授文章時，連結社會新聞或生活事例，說明關心別人的重要，並由老師邀請班內學生參與伴讀計劃。中一丙班三位非華語學生及中三乙班兩位非華語學生由十月份至五月份期間的午膳時段，上、下學期各由五位同學，逢星期一至五輪流指導她們朗讀文章，糾正她們的粵語讀音，以增強非華語學生的說話能力。本地學生願意與非華語學生進行口語練習，幫助她們提升說話能力，但由於中一級同學上學期忙於進行運動日啦啦隊練習及其他活動，無暇跟非華語學生練習，加上中三級非華語學生午膳時段忙於進行其他活動，致效果不佳，伴讀的出席率約 55% (預期為 70%)，未能達到預期效果。

Reflections

中國語文科將不建議推行「小老師伴讀計劃」。因為礙於午膳時段，非華語學生及本地學生均有其他活動參與，難以相聚一起，如中一級同學上學期忙於進行運動日啦啦隊練習，無暇練習，致效果不佳，未能達到預期效果。來年可考慮其他方法來提升非華語學生的說話能力，例如：非華語學生可運用錄音筆，進行一分鐘朗讀練習；或讓中文教學助理指導非華語學生朗讀；甚或可考慮下學期由本地學生與非華語學生練習，以令非華語學生增加說粵語的機會。

Student Support

Extra-curricular Activities Section (ECA)

Achievements

‘We love, Therefore We Share’ (Equal Share Action) program was launched this year. It was a voluntary service program targeting on S.4 and S.5 students. Only one session of ‘We love, Therefore We Share’ was held by the Extra-curricular Activities Section in May. Eight S.5 students joined the activity. We collaborated with ‘The Boys’ and Girls’ Clubs Association of Hong Kong’ in this program. Students went to Tsuen Wan and ‘shared’ food coupons with the needy. Teachers also participated in the program. Through the active participation of teachers, it was hoped that we could instill in our students some positive values such as compassion, empathy and respect.

Reflections

The program would be organized by the ECA again next year. Only one session of Equal Share Action would be held due to the clash with other school activities on Saturdays and Sundays. The program was meaningful and it raised participants’ awareness of the needs of our society. More teachers would be invited to join the program next year to further enhance its effectiveness.

Counselling Team (CT)

Achievements

S.1, S.4 Orientation Programmes, S.1 Life Education Camp and S.1 Sex-ed Workshops were organized by the Counselling Team. Students were asked to respect others in term of different cultures and sexual orientation.

Reflections

Through participating in different activities, students worked and cooperated with different people. They realized the importance of respecting and accepting other people of different cultures and sexual orientation. Since the programmes were meaningful, they would be continued next year.

Careers Section (CS)

Achievements

The Careers Assistants performed skits in November 2017 during the Class Teachers' Periods to teach S.1, S.3 and S.4 students how employees and job seekers of different backgrounds were protected under the following anti-discrimination ordinances:

Sex Discrimination Ordinance

Disability Discrimination Ordinance

Family Status Discrimination Ordinance

Race Discrimination Ordinance

In April 2018, Careers Section Teachers took twenty S.2-5 students to visit an international architectural and design firm, One Bite Design Studio, while in July 2018, twenty S.2-4 students visited Cisco, a multi-national IT corporation.

Reflections

After introducing the Anti-discrimination Ordinances related to employment to the students, approximately 80% of them could answer the questions posed concerning the application of the Ordinances. Most students found the skits interesting and stimulating. The Careers Section would continue to use drama as a teaching tool to achieve the objectives that stemmed from the School's major areas of concern. During the company visits, all students had a chance to interact with the employees and learn more about the workplace culture of multi-national corporations. They also learnt that corporations recruited talent of different races without discrimination and that English is the lingua franca of multi-national corporations. As the visits were eye-opening and inspiring experiences, the Careers Section would arrange company visits that suited the students' interests and aspirations in the future.

Strategy 3.2

To provide more opportunities for students of diverse backgrounds

Technology Education Key Learning Area (TE)

Achievements

40 selected S.1-S.2 students from low-income families were selected by the TE KLA to participate in events such as the Microbit design workshop, Postergram workshop and Visit to StateStreet Bank. Students were taught to design, create and share their creations in the various workshops. C.L. Teachers took turns to lead the students in reflecting on what they had learnt in the STEM education provided.

Reflections

Similar programmes and workshops would be jointly organized by the TE KLA and with TWF. The opportunities for students to visit an international enterprise was invaluable, especially for under-privileged students. More site visits and careers experience would be introduced in the following year.

Strategy 3.3	To equip teachers to cope with diverse needs of students
<p>Staff Development Committee (SDC)</p> <p><i>Achievements</i></p> <p>Two seminars were co-organized by the SDC and the CT and the AC respectively. Most participants agreed that the workshop on ‘Dealing with Emotional/Mental Disorders’ which was conducted by Dr. Kwan Ka Lik, Felix on 27th April 2018 was useful. The performance of the guest speaker and the knowledge contents of the talk were particularly commendable. The majority of the participants found the programme relevant and inspiring.</p> <p>Another seminar and a sharing session on ‘Catering for Learners’ Diversity – Self-Directed Learning’ were conducted by representatives from the EDB(SBSS) and our colleagues on 27/6/2018. Most teachers highly appreciated the guest and colleagues for preparing the content which was not only useful in practice, but also stimulating for the participants who were inspired to reflect on their own teaching practices</p> <p><i>Reflections</i></p> <p>These two staff development programmes were well received by the participants. As the number of students diagnosed with emotional or mental disorders kept on increasing, hence, there would be a greater need for teachers to learn how to support these students by co-organizing similar workshops with the CT and the SDC. Sharing sessions by colleagues and a vice-principal from another school gave new insight to teachers teaching different subjects and similar sharing sessions would be held with the AC and the SDC.</p>	
Strategy 3.4	To cultivate a learning community among teachers to meet the needs of students
<p>eLearning Workgroup</p> <p><i>Achievements</i></p> <p>eLearning workgroup had been formed and peer observations were arranged on a pair basis in both the first term and second term. Two internal sharing sessions were held in January and June 2018 respectively to share the good practice done in the peer observation by the group members.</p> <p><i>Reflections</i></p> <p>The eLearning peer observation practice would be continued. The sharing sessions would be conducted in the teachers' workshops and be open to all teachers to apply for. Teachers in the e-Learning Workgroup could reflect on how and what they did in the e-learning pedagogies.</p>	

Information and Technology Committee

Achievements

Google Mail and Google Classroom were introduced and two workshops were held on 30th October 2017 and 24th January 2018 respectively. Twenty-four teachers joined the workshops held by the IT Committee.

Reflections

More structured staff development workshops would be co-organized by the IT Committee and the SDC in the next academic year. Teachers in the eLearning workgroup would be paired up and invited to hold a sharing session on one particular eLearning tool. 5 different types of eLearning workshops would be held such as Google Classroom, Schoology, Edpuzzle, Padlet, Google Form, Google Drive, Google Doc and Nearpod.

VI. Our Learning and Teaching

1. Religious and Moral Education

Objectives

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

Implementation Programmes (2017-2018)

- ✧ Joining an Adventure Camp in Cheung Chau to appreciate their own strengths and to accept their weaknesses and limitations (S.1)
- ✧ Attending an 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 of St. Egidio Community (S.1-S.4)
- ✧ Joining Christmas social service of St. Egidio Community to serve grass-roots people (S.1-5)
- ✧ Travelling around campus on a guided tour for religious locations (S.1)
- ✧ Lessons conducted by Sr. Luigia to familiarize students 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 in the context of our society (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 and S.6)
- ✧ Co-organizing the poster design competition with the library to arouse the awareness of students about environmental protection (S.4)
- ✧ Joining an 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.4-5)
- ✧ Co-organizing festive religious celebrations with the Religious Activities Team to nourish religious growth (S.1-6)
- ✧ Joining the summer camp of St. Egidio Community to help students build up self-confidence (S.1-6)

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

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

Implementation Programmes (2017-2018)

- ✧ Civic Education Lessons(5 lessons for S.1-S.5, 1 lessons for S.6)
- ✧ 全港中學生十大新聞選舉
- ✧ Current Affairs Quiz (S.1-3)
- ✧ Round-table Discussion (S.4-5)
- ✧ 國際環保博覽導賞團
- ✧ 愛自然海岸清潔行動
- ✧ 無煙青少年大使領導訓練計劃 2017-18
- ✧ 「青 Teen 講場 2017 – 模擬法庭」- 優異隊伍
- ✧ 參加全港中學生十大新聞選舉一千編細選及新聞評述比賽

Civic Education lessons contained a variety of learning activities including input provided by Class Teachers, students joining inter-class quiz competitions, discussion forums and discussions on current issues. Teachers were enthusiastic and they tried to 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. Also, our students were willing to share their opinions with others. It showed that they had an awareness of current issues. Leadership skills were noted among students in organizing activities as they took an active role in the preparation work when organizing different programmes for other participants. Also, we encouraged our students to join different kinds of inter-school competitions resulting in good results.

3. Reading Promotion

Throughout the year, the Teacher Librarian had been cooperating with all teachers to provide assistance in teaching and learning by way of utilizing library resources, facilities, services and promotional platforms. The Teacher Librarian assisted in the acquisition of subject-related library collection and organization of themed book displays for the ease of usage for students' book reports and projects. The Library provided a convenient venue for teaching and learning, such as oral practice, small group tutorials and meetings. This year, the Library also established a promotion page on Instagram, a platform frequently used by students in their leisure time. The Instagram page was utilized as a communication channel with students, as well as a platform to promote library activities, library collection and services.

To support students' use of subject-related library collection outside classes, the Library continued the practice of organizing the Academic Months, which featured subjects under the Personal, Social & Humanities Education KLA (January 2018: Chinese History; February 2018: Geography; March 2018: History; April 2018: Economics; May 2018: R.M.E. & E.R.S.). During the Academic Months, books relating to a particular KLA were displayed, and games/quizzes relating to the use of subject-related library materials were held; hence, students could make use of different varieties of learning materials to benefit their learning outside the classroom. This year, more students joined the Academic Month games because they were stationed in the Library. The Academic Months were also successfully held with the Cross-Curricular Library Reading Award Scheme to attract students to read books from various subjects. More students were given compared to last year.

During the Religious Academic Month in May 2018, the Teacher Librarian invited the R.M.E. teachers to hold the S.4 R.M.E. classes in Cycles 18-21 in the library. During the library classes, students read religious-related books/ magazines, read verses, prayed and shared what they had learnt. Students also designed posters recommending good library books related to Environmental Moral Education. The posters were displayed inside the library and on the Instagram page with relevant book displays during May. A poster design competition was held and students could vote on the Library Instagram page. 96.5% of students realized there were some library resources related to topics in R.M.E. during the activity and 82% agreed that the activity helped them understand Environmental Moral Education from different perspectives. The response from students and teachers was positive. Creativity was shown in students' posters, in which they summed up the book content in an inspiring way. Both departments expressed interest in holding similar activities in the next academic year.

To cultivate a positive learning attitude among students, the library launched the "Inter-house Junior X Senior Academic Challenge" on 13 March 2018 during the morning assembly period, with the help of the Academic Committee, ECA Section and

related subject teachers. Before the Challenge, subject teachers guided junior form students in setting questions from the Chinese Language, English Language and Mathematics junior curriculum, which trained their question-setting skills. Hence, setting good questions required reflection of what they had learnt and critical thinking skills to view knowledge gained from different perspectives. The questions were then used to test senior form students during the Academic Challenge. Houses sent representatives from S.4-6 to join the competition. Observing and participating in the competition both helped all students revise what they had learnt in junior form, as well as highlighting the importance of carrying the knowledge up to senior forms. It was observed most students were deeply engaged in watching the competition. The audience as well as those who participated recalled some of the common mistakes they had been making. Teachers also supported the organization of this event next year.

Addressing the major concerns in 2017-18, the library also purchased DVDs of documentaries or movies whose theme was minorities in the community to let students understand that diversity existed in race, financial conditions and abilities. The Library held movie screening sessions in May 2018 and invited students to write words of support to encourage people whose diversity is not respected in the movies. Boring movies were avoided this year and most of the students and teachers enjoyed watching the movies. Some of the students left meaningful messages for the characters in the movies. 97.7% of students involved agreed that through watching the movies they learned everyone had their own value. 100% of students believed that the activity inspired them to respect people who were different from them.

2017-18 Library Reading Promotion Activities

Activities	Dates
Helena May Heritage Library visit	18 Sept 2017
Mid-Autumn Festival Lantern Riddle Guessing Game	27 Sept- 3 Oct 2017
Cooperation with PTA: Movie Screening and book display	Oct 2017
Library citation workshops and library tours (with Integrated Humanities Department)	Oct- Nov 2017
Book displays jointly held with different departments inside the library	Oct- Nov 2017: Careers Section Nov- Dec 2017: History, Integrated Humanities Dec 2017- Feb 2018: Chinese History, Maths Jan 2018: Maths Feb 2018: Home Economics Mar- May 2018: Careers Section: life planning, Biology
Korean Language Course	16, 19, 23, 26 Oct 2017
Chinese & English Book Fair & STEM workshop (Sup Publishing Logistics (HK) Limited)	8-9 Nov 2017
Open Day- Magic Library	25 Nov 2017
Christmas Book Tree Game	Dec 2017 - 5 Jan 2018
Academic Months (Games, book displays, library tours, etc.)	Chinese History: Jan 2018 Geography: Feb 2018 History: Mar 2018 Economics: Apr 2018 Religious: May 2018
Reading Talk	4 Jan 2018
Chinese & English Book Fair (PTU Promising Book Store)	8-9 Jan 2018
Chinese New Year Fai Chun (Red Banner) Writing	7-9 Feb 2018
New Year Recycling Old Books	7-9 Feb 2018

Activities	Dates
Inter-House JuniorXSenior Academic Challenge	13 Mar 2018
World Book Day- Favourite quote contest	23-27 Apr 2018
S.2 Reading Sharing Party	27 Apr 2018
Chinese & English Book Fair (Anyone Cultural Enterprise Ltd., Active Minds Ltd.)	2-3 May 2018
R.M.E. Book Poster Design Competition	May 2018
Battle of the Books (at PLK Centenary Li Shiu Chung Memorial College)	9 May 2018
S.4-5 Movie Screening	11 May 2018
Library Assistants Recruitment	May 2018
Japanese Language Course	3-4 July 2018
我們一起悅讀的日子 (at Hong Kong Book Fair)	19 July 2018
Library Internship Programme (For newly recruited Library Assistants)	July 2018
Library Orientation for S.1 students	July 2018
Teachers award Book coupons to students to encourage reading	All year round
Students Redeem Book coupons in Book Exhibitions	During Chinese & English Book Fairs
Library Reading Award Scheme for S.1-S.4	All year round
Subscription service of newspapers and other learning materials	All year round
Reading Promotion Display Board	All year round
Reading-related news feed projects on Facebook & Instagram	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 organized for S.1D. The curriculum was tailored and leveled to help students build a solid foundation in English and to cater for diversity. Students' attitude towards English learning was positive and they showed improvement in all papers throughout the year. The Lesson Study with two teaching packages was also implemented in S.1 and S.2 and the lesson plan was fine-tuned to suit the needs of different classes. To cater for the needs of high and low achievers, the 'Support to High Achievers Team' (HAT) organized a drama outing for students of S.1 to S.3 and an 8-session Intensive Listening and Integrated Skills Programme for S.4 students and the 'Support to Low Achievers Team' (LAT) provided a 9-session and a 10-session Language Programme for S.1 students in Term 1 and Term 2 respectively. Students who attended the Language Programme showed their eagerness in improving English. It is worth putting effort into helping students with more individual guidance and support to core-teaching should be maintained to meet students' diverse learning needs. On the whole, HAT programmes to further develop high achievers' potential and LAT programmes focusing on helping less capable Junior Form students to improve their language proficiency will continue in the coming year.

Chinese Language:

中一丙班學生分兩組進行中文學習，教師在課程剪裁及教學方法均加以調適，以照顧學生的學習需要。在課程剪裁上，教師因應學生的學習能力及進度，教授核心課程，幫助學生掌握基本的語文知識。在講授文言篇章時，先運用工作紙讓學生明白內容概要或字詞解釋，使學生易於掌握內容、賞析篇章精華。同時，運用了角色扮演、小組討論、自擬問題等不同的教學方法，提升學生的學習趣味。在寫作教學方面，教師先進行讀文教學，讓學生了解該類文體的要求，希望透過以讀帶寫，讓學生運用已學知識及寫作手法入文。教師概略解釋題目要求，讓學生擬寫作文大綱，教師加以回饋後學生修訂大綱，再以範文引導學生建構創作意念，然後進行寫作。在說話訓練方面，教師可於課堂期間進行較其他同級班別多一倍的說話訓練，提升學生說話技巧的意識，並建立學生的自信心。透過以上各項教學方法，提升學生的學習興趣外，有效促進學生的學習效能，鞏固其語文知識。

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.
- ✧ A talk organized by the Discipline Committee in September 2017 about proper use of internet was given by a speaker from Jireh Fund. Through the personal sharing and video, students would learn to avoid falling into online crisis. Sharing of current news related to online crisis was done through the PA system (conducted on 12/9, 30/11, 27/4). Students were guided to make correct judgement based on related legal knowledge. Most students actively participated in the activities. Through the broadcasting of the school PA system, students can focus on the theme 'Be a smart internet users'. The message is directly delivered to the students that they can answer the questions promptly.
- ✧ 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 and active listening skills 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 SEN 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, 28.57% of our teachers had received related training courses offered by the EDB.

In 2017-18, a sum of \$321,678 (Learning Support Grant for Secondary Schools) was provided by the EDB to the School to enhance its support for SEN students. Teaching assistants 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 2017-18. 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 2017 to May 2018.

✧ 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 Customs and Excise Training School and an architecture and design firm, One Bite Design Studio. In collaboration with the BAFS panel, we organized a visit to the office of an established accounting firm, KPMG. In addition, with the help of the IS panel and ICT panel, we took students to visit the office of an multinational technology conglomerate, Cisco Systems.

We also helped students enroll in job shadowing schemes such as the HKACMGM Summer Job Experience Scheme and the CUHK Summer Clinical Attachment Scheme. During the Activity Day, all S.5 students were arranged to visit one of the following institutes: THEi, CityU, CUHK School of Business, HKUST and Hong Kong Adventist Hospital – Tsuen Wan. During the afternoon sessions, students attended one of the following work-related workshops: Further Studies in Korea and Working as a Freelancer workshop, Barista workshop, Makeup Artist workshop and Nutritionist Workshop. 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 movie industry and nursing sector. Two distinguished alumnae came to our school to share their work and life experience with the students.

Employees of Bank of America Merrill Lynch, one of them being an alumna, came to our school to discuss with S.3 students the many job opportunities for women with a STEM-related degree.

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 2018.

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 Hok Yau Club Tour to Institutes in Beijing, HKIE Young Engineer Experience Program, HSMC Summer Academy, PolyU Summer Programs and CityU Linguistic and Translation Wonderland, 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 marketing research, tourism, civil aviation, medicine, prosthetic and pharmacy 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, Equal Share Action and flag-selling activities for The Boys' Brigade, Christian Family Service Centre, Christian & Missionary Alliance Church Union Hong Kong, Hong Kong Association of the Deaf, Hong Kong Federation of Handicapped Youth and HKSKH Lady MacLehose 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 competition, gifted education program from the Hong Kong Academy for Gifted Education, 「學友社傑出中學生領袖選舉」, 「領袖生內地交流計劃 2017」, and a total of thirty-four 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, football, 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.
- ✧ 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 2018

No. of Candidates	Level 2 or above in 5 subjects	Core Subjects at Level 3322 or above
126	96.03%	86.51

Core Subjects	% of students attaining Level 2 or above		% of students attaining Level 3 or above		% of students attaining Level 4 or above	
	Our School	Territory	Our School	Territory	Our School	Territory
English Language	100	78.7	95.2	52.3	42.1	25.7
Chinese Language	100	84.8	92.9	55.4	52.4	29.4
Mathematics	99.2	81.8	84.1	59.5	60.3	38.8
Liberal Studies	97.6	88.1	84.1	65.9	45.2	34.3

2. Achievements in Inter-school Competition / Activities

Nature	Name of Competitions	Awards
Scholarship	Outstanding Students Award of Tsuen Wan, Kwai Chung and Tsing Yi Districts (Senior Group) (On top 12 list)	1
	Outstanding Students Award of Tsuen Wan, Kwai Chung and Tsing Yi District	1
	The Outstanding Student Election of the New Territories 2017 (Outstanding Student of the New Territories)	1
	Rev. Joseph Cara Memorial Education Grant	1
	Sir Edward Youde Memorial Prizes	2
	Outstanding Student Leaders Award 2017 – 2018 (學友社傑出中學生領袖選舉 2017 – 2018)	1
	Academic Achievement Scholarship (無名氏獎學金成績優異獎)	20
	Upward Mobility Scholarship of the “Future Stars” Program	2
	Tsuen Wan Rural Committee Scholarship	3
	Tsuen Wan, Kwai Chung & Tsing Yi Districts Student Leap Forward Award Scheme (Yuk Ching Charity Trust)	6
	葵青區飛躍學生嘉許狀	1
Academic	Hong Kong Secondary School Debating Competition	Champion: 1 First Runner-up: 1
	第六屆思辯盃 - 全港校際辯論邀請賽	亞軍
	葵青區聯校辯論比賽	冠軍
	第 17 屆基本法多面體 - 全港中學生辯論賽 (基本法盃) 新界西賽區分組	冠軍
	全港數碼「中史解碼」數碼遊戲創作大賽	季軍
	True Light Girl’s Invitational Mathematics Contest 2017	Merit: 1
	第二十屆香港青少年數學精英選拔賽	二等榮譽獎: 1 三等榮譽獎: 3

Nature	Name of Competitions	Awards
Academic (con't)	The Chemists Online Self-Study Award Scheme	Diamond: 3 Silver: 1 Bronze: 1
	Hong Kong Technology & Renewable Energy Events 2017 手搖發電機智能機械模型車挑戰賽殿軍及環保材料運用和 創意設計	一等獎
	2018 Robofest Hong Kong 機械人大賽香港區選拔賽 (i) Game 機械人挑戰賽(高級組)	季軍: 1 嘉許獎: 1
	(ii) Exhibition 機械人創意賽(高級組)	嘉許獎:1
	Faraday Challenge Days 2018	Second Place: 3 Merit: 5
	Girls Go Tech 聯校作品博覽	創意大獎: 1 實用大獎: 1
	2018 Science Assessment Test	Gold: 10 Silver: 17 Bronze: 1
	UNSW Global Educational Assessment Australia International Competitions and Assessments for Schools	Distinction in English: 1
Community Service	「無煙 Teens 計劃 2017-18」	Outstanding Smoke-free team 「優異無煙 Teens 團隊」
	2017 Kwai Tsing District Outstanding Volunteer Award Scheme (Youth Group)	Outstanding Volunteer Award (Youth Group)
	2017 – 2018 Kwai Tsing District Youth Community Services Competition	Winning Team
	Kwai Tsing District Outstanding JPC Award 2017/18	Gold award: 1 Silver award: 1
	Outstanding Girl Guide Election 2018	Outstanding Girl Guide Award 2018 (Unit Level)

Nature	Name of Competitions	Awards
Reading	Harvard Book Prize	3
Aesthetic Development	68 th Hong Kong Schools Speech Festival a. English Section b. Cantonese Section c. Putonghua Section	Champion: 2 2 nd Prize: 1 Merit: 13 Merit: 6 2 nd Prize: 1 3 rd Prize: 1 Merit: 1
	Secondary School Contemporary Drawing Competition	2 nd Runner-up
	「海洋的新衣」T 恤圖案設計比賽 2017	優異獎
	製造業職安健海報設計比賽 2017	優異獎
	多元共融在社區貨櫃碼頭樂塗鴉	季軍
	The 8 th Hong Kong Secondary Schools Healthy Life Painting Competition	優異獎
	低鹽低糖我識揀標語創作暨海報設計比賽	優異獎:2
	「識安全・惜樓宇」漫畫創作比賽	特別主題大獎: 1 優異獎: 1
	Jockey Club Equal Opportunities Drama Project, School Drama Competitions 2017-2018	Outstanding Actor's Award: 1 Most Touching Award: 1
	70 th Hong Kong Schools Music Festival a. Instrument Classes Recorder Duet Descant Recorder Solo Piano Solo Piano Duet b. Female Voice Solo	Certificate of Merit: 2 1 st Prize: 1 Certificate of Merit: 1 Certificate of Merit: 4 Certificate of Merit: 1 Certificate of Merit: 1
Career-related	Hong Kong Creative PR Competition 2018	Silver Award

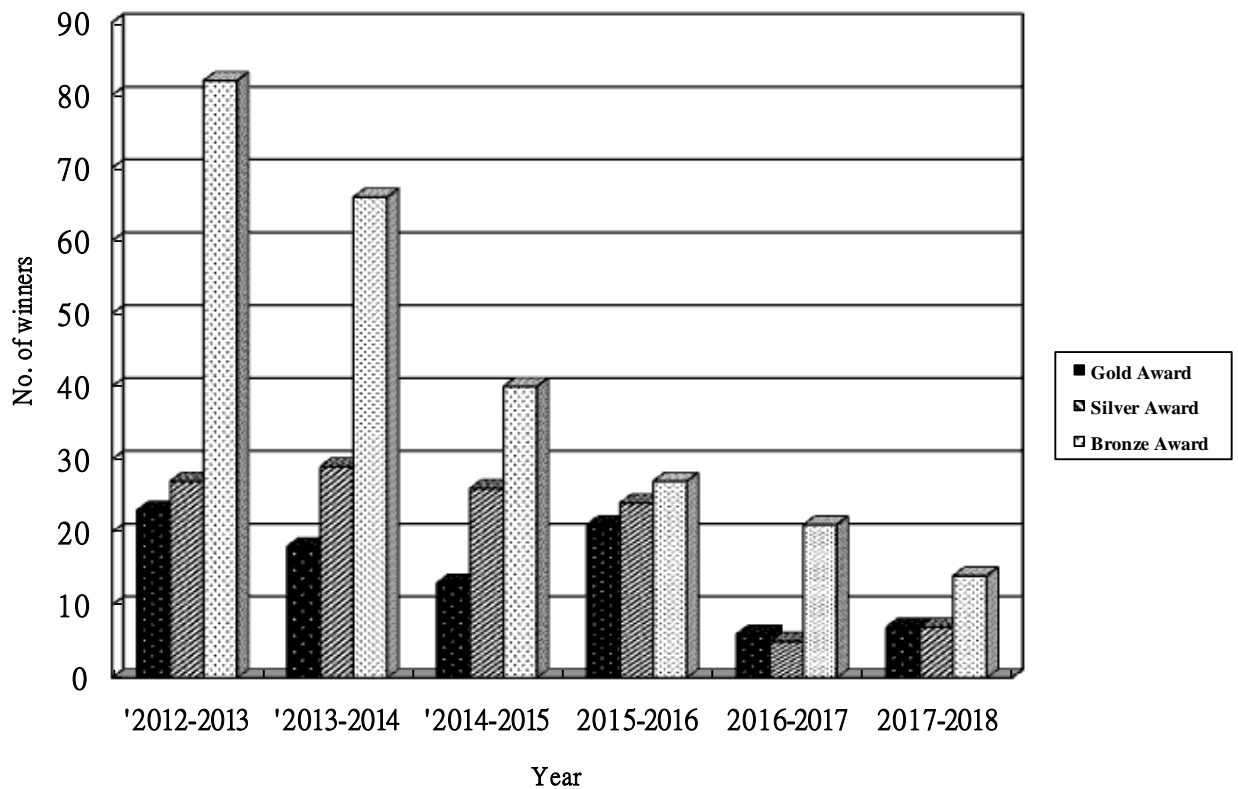
Nature	Name of Competitions	Awards
Physical Development	A.S. Watson Group Hong Kong Student Sports Awards (2017-2018)	1
	Inter-school Athletics Meet 2016-17 (Kwai Tsing District)	Champion: 2 3 rd Runner-up: 2
	2017 – 18 HKSSF Inter-schools Handball Competition Kwai Tsing (Grade AB)	3 rd Runner- up
	2017-2018 HKSSF Inter-School Swimming Champions (Kwai Tsing)	Champion: 2 1 st Runner-up: 3
	2017-2018 HKSSF Inter-schools Basketball Competition (Kwai Tsing Girls)	3 rd Runner-up

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 as at 31 August 2018

Government Fund	<i>Bal. b/f</i>	<i>Income</i>	<i>Expenditure</i>	<i>Bal c/f to 1819</i>
1. EOEBG				
Baseline Reference		1,837,795.25	1,877,558.46	
School & Class			1,143,358.64	
Composite Furniture and Equipment			313,338.80	
Consolidated Subject Grant			77,201.80	
Lift Maintenance			90,000.00	
Programme Funds			6,000.00	
SMB Supplementary Grant			242,059.22	
Training and Development Grant			5,600.00	
Administration Grant		3,454,632.00	3,849,583.15	
Capacity Enhancement Grant		599,381.00	620,294.23	
Composite IT Grant		397,670.00	311,608.25	
Top-up deficit of Grant outside EOEBG			21,780.90 *	
	<u>733,012.39</u>	<u>6,289,478.25</u>	<u>6,680,824.99</u>	<u>341,665.65</u>
2. Grants outside EOEBG				
Home-Sch. Cooperat. Grant	68.00	15,372.00	15,372.00	68.00
After-school Learning & Support Prog.	78,751.80	100,000.00	106,178.60	72,573.20
Diversity Learning Grant (Other Programmes)	84,000.00	84,000.00	82,717.50	85,282.50
DLG for Applied Learning Courses 2017-19 / 2016-18 cohort		59,650.00	59,650.00	0.00
Moral and National Education Subject Grant (MNESSG)	467,100.00	0.00	0.00	467,100.00
Teacher Relief Grant (Freezing Post)		849,490.00	677,475.90	172,014.10
Teacher Relief Grant (Annual Recurrent cash grant) included TSA	254,105.60	217,416.50	295,402.50	176,119.60
Career and Life Planning Grant				0.00
Learning Support Grant for Sec School (LSGSS)	34,236.11	338,278.00	280,442.95	92,071.16
Strengthening School Administration Management Grant	71,000.00	0.00	69,674.00	1,326.00
After-school Support for NCS students in Learning Chinese	45,796.00	50,000.00	49,610.40	46,185.60
Student Grant for ApL(C) (2017-19 Cohort)		38,500.00	38,500.00	0.00
One-off Grant to Sec. Sch. for the Promotion of STEM Education	200,000.00	0.00	78,431.60	121,568.40
One-off Grant for Acquiring Mobile Computing Devices		95,430.00	31,300.00	64,130.00
One-off Information Technology Grant for e-Learning (OITG)		199,450.00	138,926.00	60,524.00
Extra Recurrent Grant under ITE4		66,740.00	72,240.00	(5,500.00) *
Information Technology Staffing Support Grant		300,000.00	314,438.25	(14,438.25) *
One-off Grant for the Promotion of Chinese History and Culture		150,000.00	41,780.55	108,219.45
Enriched IT Activities Programme		50,000.00	7,360.00	42,640.00
Transitional Career and Life Planning Grant		100,000.00	101,842.65	(1,842.65) *
		<u>2,714,326.50</u>	<u>2,461,342.90</u>	

School Fund

Subscriptions A/C	3,723,979.39	345,895.14	250,224.89	3,819,649.64
Approved Collection for Specific Purpose - Air-conditioning	955,905.19	154,860.00	153,591.72	957,173.47
Approved Collection for Specific Purpose - Printing & Miscellaneous	499,187.24	37,210.00	30,760.55	505,636.69

School-based After-school Learning and Support Programmes 2017/18
School-based Grant - Programme Report

Name of School: Pope Paul VI College

Staff-in-charge: Mrs. Alice Au

Contact Telephone No.: 24208155

A. The number of students (count by heads) benefited under the Grant is 126 (including A. 20 CSSA recipients, B. 81 SFAS full-grant recipients and C. 25 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)	4	4	5	97.1%	19/7/2017-21/7/2017 & 24/7/2017-28/7/2017	\$2,600	- Tutor's feedback	Tutor: Ms. Tiffany Tiu Tsz Wing	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	28	1	100%	13/10/2017-14/10/2017	\$14,440	- Questionnaire - Advisor's observation	Jockey Club Cheung Chau Don Bosco Youth Centre	97.4% of the participants reflected that the camp had boosted their confidence, strengthened their problem-solving and interpersonal skills and helped promote mutual support among them

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaires, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Self-confidence Development: Interview Preparation (S.6)	5	19	11	100%	12/12/2017 & 5/1/2018	\$14,700	- Questionnaire - Teacher's observation	Edvenue Limited	All participants learnt how to show their strengths and present themselves in a confident manner during the admission interview. They find the workshops useful in boosting their confidence in attending interviews.
Art / Culture Activities: Zheng Class	1	5	2	91%	Mid-Oct 2017 to May 2018	\$10,400	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	5	11	7	90%	Late Sept 2017 to Aug 2018	\$40,000	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.
Leadership Training: Leadership Training Camp	4	13	0	100%	28/06/2018-29/06/2018	\$7,748.6	- 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						
Visits: Mainland China Study Tour	0	6	0	100%	27/03/2018 - 31/03/2018	\$5,490	Teacher assessment	HKFEW Travel Services Ltd.	Students have shown better understanding of Chinese culture and gained valuable exposure to the geology and history in Hunan Province, China. They have acquired enquiry skills through collaborative learning activities. Participants are able to give a good presentation of what they have learnt. 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	2	7	0	100%	27/03/2018 - 30/03/2018	\$10,800	Teacher's observation Teacher's assessment	豐盈旅運有限公司	Students have a wide exposure to the science and technology development in Singapore. Participants are able to give a good presentation of what they have learnt. Their initiative and confidence in learning science and technology has been enhanced.
Total no. of activities: 8									
@No. of man-times	30	93	26		Total Expenses	\$106,178.6			
**Total no. of man-times	149								

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			
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 2017-2018 School Year

Chinese Language

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated	Success Criteria	Evaluation	Recommendation / Follow-up
Curriculum development and coping with diverse learning needs of students	<ol style="list-style-type: none"> To search and prepare teaching materials to enrich the data bank of the Department. To organize and conduct tutorial classes to cope with learner diversity. 	<p>To employ a full-time Teacher Assistant(TA) to:</p> <ol style="list-style-type: none"> search and prepare teaching materials to enrich the data bank of the Department. help handle clerical work of the Department. 	<ol style="list-style-type: none"> The teaching data bank of the Department will be enriched. Teachers' workload in preparing teaching materials will be relieved. 	Most teachers of the Chinese Language Department agree that the TA helps 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 2018-2019.

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 very helpful and responsible. The clerical work of the English Teachers was relieved. 2. The TA was helping in that learning materials for the less-able students were prepared to provide remedial support for them. 3. Students agreed that the English TA did help them with their English-learning activities after school. 	An English TA will be much needed in 2018-2019 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	To employ a full-time Teaching Assistant (TA) to: <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. 	All Mathematics teachers agreed that the TA was very responsible and helpful. He understood very well the work assigned and seldom had delays in her work. His work was accurate and up to the required level. He always showed great readiness to provide clerical and non-clerical assistance in documental work 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 2018-19.

Liberal Studies & Integrated Humanities

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated	Success Criteria	Evaluation	Recommendation / Follow-up
Assistance to the Liberal Studies and the Integrated Humanities Panels	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 that 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.	Due to insufficient fund, no TA will be employed to help the two Panels in 2018-2019.