



**POPE PAUL VI COLLEGE**

**School Report**

**2018-2019**

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

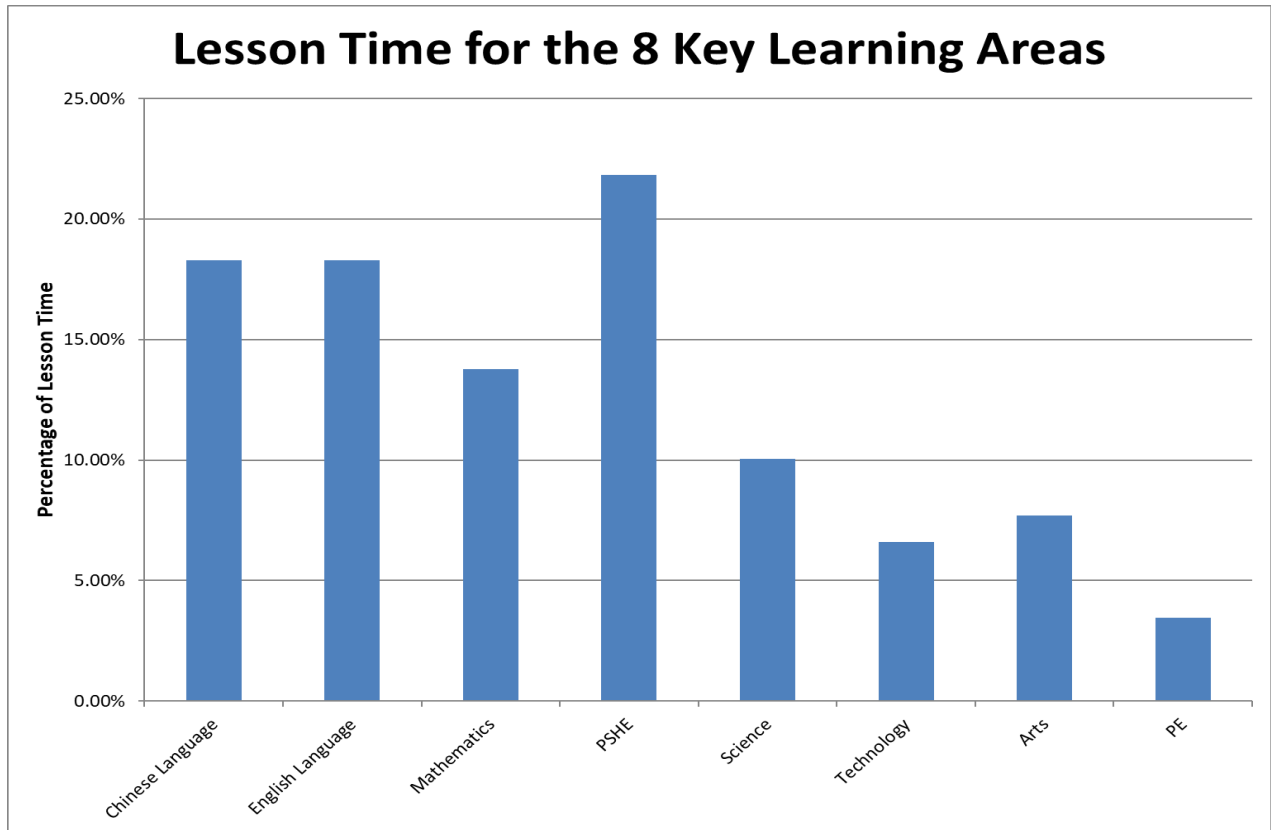
Pope Paul VI College, established in 1969, is a Catholic subsidized EMI secondary school for girls. Its sponsoring body is the Missionary Sisters of the Immaculate (P.I.M.E. Sisters).

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: 190
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 2018, there were 726 students enrolled at the school.

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

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

The number of students per level was as follows:

<b>FORM</b>	<b>NUMBER OF STUDENTS</b>
Secondary 1	125
Secondary 2	129
Secondary 3	120
Secondary 4	119
Secondary 5	119
Secondary 6	114

## 2. Students' Attendance

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

<b>FORM</b>	<b>ATTENDANCE RATE</b>
Secondary 1	98.6%
Secondary 2	98.6%
Secondary 3	98.5%
Secondary 4	98.0%
Secondary 5	97.5%
Secondary 6	98.2%

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

##### 1. Teachers' Qualifications

In the academic year 2018-19, our school had 57 teachers boasting an average of 18.09 years of teaching experience. 56 teaching staff members held Diplomas or Certificates in education.

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

- Teachers holding Doctor's degrees: 1
- Teachers holding Master's degrees: 27
- Teachers holding Bachelor's degrees: 28
- Teachers holding Certificates from Colleges / Hong Kong Institute of Education: 1

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

<b>TEACHER'S EXPERIENCE</b>	<b>NUMBER OF TEACHERS</b>
0 – 2 years teaching experience	1
3 - 5 years teaching experience	5
6 – 10 years teaching experience	6
More than 10 years teaching experience	45

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

### Major Concern 1: To help students cultivate a healthy lifestyle with positive self-esteem

#### Achievements

- To gauge the self-esteem of the students, the Rosenberg self-esteem scale was used. Students were asked to rate how strongly they agreed or disagreed with ten statements. A score was then generated based on the participant's response. The scale of the score should range from 10 to 40. The higher the score, the higher is the student's self-esteem. Of the 121 senior students who responded, only a minority of them (9.9%) scored below 20/40. Their average score is 25.7/40. Of the 190 junior students who responded, 13.2% of them scored below 20/40. Their average score is 26.2/40. The majority of the students have fairly healthy self-esteem and the average scores of the students are higher than the average score of the Hong Kong students (22.2/40) surveyed in a research conducted by Dr. K.C. Yeung of the University of Hong Kong.
- A school-based survey was designed to collect data regarding students' sleeping habits, eating habits, using mobile phone habits, exercising habits, personal hygiene habits, health management habits, environment-friendly habits and their support network. Students were asked to rate how frequently they practiced healthy lifestyle. A score was then generated based on the participant's response to each question. The scale of the score range from 1 to 4. The higher the score, the more frequent the student practice healthy lifestyle. Of the 311 students who responded, students had better performance in the aspect of environmental protection. "I choose to walk or take an environmentally friendly way of traveling." (mean 3.64). "I switch off electrical appliances when they are not in use." (mean 3.44). "I cut down my water consumption." (mean 3.14). "I cut down my energy consumption." (mean 3.12).
- The Home Economics Department integrated environment education into the curriculum by using theme-based approach 'Green Living' in S.2. Students had to plan and engage in some environmental protection activities. They had to prepare a record book and write down the reflection. More than 70% of students were able to apply "3R" in the project. In the reflections, all students would like to continue green living in the future because of their concern on environmental protection. Some of them even promoted green living habits to their family. They recycled waste. They chose to eat less red meat and have more veggie dishes.
- According to the survey findings, students had good eating habit. "I eat a healthy balanced diet." (mean 2.94). They also did some exercises. "I get at least thirty minutes of exercise or activity each day." (mean 2.94). Besides, they had good interpersonal relationship and support network. "I have family and friends ready to help and support me if needed." (mean 3.47)
- In the school-based survey, students were asked to state one positive change concerning healthy lifestyle or self-esteem she had experienced during that year. 86.3% of the students answered the question with positive feedback.

## Reflections

- Students were still weak in self-control. Of the 311 students who responded, 54% of the students spent more than 2 hours daily watching TV and using mobile phones. Only 63 students (20.3%) often sleep for about eight hours per night. Most of the students did not have a good sleeping habit. It was suggested that self-management and time management be strengthened.
- Only 40.2% of the students did regular aerobic exercises. “I exercise (at least 20 minutes aerobic exercise) twice a week.” (mean 2.45). It was suggested that more sports activities be promoted.

## Major Concern 2: To enhance students’ creativity, collaboration skills, critical thinking skills and problem-solving skills

### Task 1: To make use of different e-learning resources and appropriate teaching strategies to motivate students’ learning in class

## Achievements

- The focuses this year were learning objectives to be stated clearly by teachers at the beginning of the lesson, what had been learnt was summarized by students at the end of the lessons with the adoption of e-learning tools throughout the lesson(s). Previously, the foci were to include adopting more interactive and challenging tasks to engage students in the lessons and motivate them to learn further were also observed as these were the essentials elements of a lesson.
- The Key Learning Areas and levels involved included English Language Education (S.3), Chinese Language Education (S.1), Mathematics Education (S.1), Liberal Studies (S.4), History (S.3), Geography (S.3), Religious and Moral Education (S.3), Integrated Humanities (S.2), Chinese History (S.3) in the PSHE, Integrated Science (S.2), Physics, Chemistry and Biology (S.3), Computer Literacy (S.2) in the Technology Education and Visual Arts (s.2) in the Arts Education.
- When conducting the Lesson Study cycle, the Collaborative Lesson Planning Framework requiring teachers to ensure that various e-learning resources would be adopted and different teaching strategies were planned to cater for students’ learning needs and styles.
- The implementation of the pre-lesson meetings, lesson observation and post-lesson meetings to evaluate on the lesson based on the learning evidence observed by teacher-observers started from October 2018 to May 2019.
- Pre-lessons sharing sessions given by the KLA Co-ordinator were conducted in the Academic Committee meetings to further give suggestions to the lesson planned.



- The Principal, the Vice-Principal, the Assistant Principal, the Head and the Deputy Head of the Academic Committee took turns to attend all of the lessons and attended the post-lesson meetings.
- Different e-learning tools such as Google Classroom, Google Doc, Kahoot!, QR code, etc were used to enhance students' generic skills as think-pair-share time allowed students to learn by themselves before they attended the lesson. Pre-lesson preparation done at home saved lesson time and students were able to learn at their own pace before they share their ideas with their peers in pair work and/or group work.
- As the learning objectives of the lesson was clearly stated to draw students' attention to what to be learnt and also allow teachers to reflect on their lesson planned.
- Students followed Ts' instructions closely, paid attention and worked well in group discussions and on tasks, which showed that they were engaged in the lesson and a strong motivation in learning with the help of e-learning tools was displayed.
- Various teaching strategies were adopted such as raising questions to let students give their reasons to support their views and reflect on views given by others. Audio-visual learning materials were used to cater for students' various learning needs. Students were generally willing to share their learning outcomes by reading aloud their answers. What they shared also inspired others' learning towards what was learnt, which showed that they were able to appreciate their peer's work and evaluate on their own work. Innovative ideas were observed after students did their sharing in group presentation. A lot of students' involvement was shown in the lessons. These helped raise students' confidence as praises were given.

### **Reflection**

- It was agreed that after the adoption of more e-learning tools, students were more engaged in the lessons and more hints would need to be given to students of various abilities. Not only students had different learning needs, teachers' confidence when using e-learning devices would need to be raised with the support given by the School.
- Logging-in the devices was also a problem as lesson time was taken. The reception of the free WIFI was another problem as in some classrooms, there was no WIFI signal. The number of iPad to be borrowed to the lesson also hindered the readiness of teachers using e-learning tools as there was no guarantee if e-learning and e-teaching could be implemented although the lesson was planned. Hard-copy worksheets would be needed to carry on the lesson in case the above technical problems arose. It was suggested that students would be encouraged to use their own mobile phone to tackle the problems mentioned.
- More e-learning applications and functions would need to be explored to further facilitate the trend and the design of learning activities.

**Task 2: To provide opportunities for students to play an active role with the help of e-learning tools in individual work, pair work and group work in the lessons and outside the lesson**

Achievements
<ul style="list-style-type: none"> <li>• Quite a lot of activities were held both in the lesson and outside the lesson to offer students more opportunities to be an active learner and had a sense of ownership towards their learning. Activities held were as follows.</li> <li>• S.1-S.4 Activity Day in March 2019</li> <li>• S.1-S.3 Project-based Learning from October 2018 to May 2019</li> <li>• S.1-S.5 Academic Day organized in early July</li> <li>• S.4 Musicals and Chinese Debate competitions held in early July</li> <li>• School teams such as the 2 Language Debate Teams, Mathematics Team, School Love and Service Band, School Choir, Ball Teams and Athletics Teams took part in interschool competitions</li> <li>• CLE and ELE trained students to participate in the 70<sup>th</sup> Hong Kong Schools Speech Festival</li> <li>• CLE/Putonghua organized a Chinese Culture Week at lunch time asking students to use Kahoot! to answer some MC questions individually or on group basis</li> <li>• ELE S.1-S.3 held Drama Festival in January 2019</li> <li>• PSHE/Integrated Humanities S.1 students joined EduVenture field observation</li> <li>• PSHE/Chinese History, Economics and History jointly organized Academic Challenge with TE/Business Fundamental</li> <li>• SE/Biology S.3-S.5 students designed posters to show their creativity</li> <li>• SE/Integrated Science S.1 did STEM DIY projects to demonstrate their problem-solving skills</li> <li>• SE/Physics S.4 students joined STEM competitions to enhance their creativity, collaboration, critical thinking and problem-solving skills</li> <li>• TE/Computer Literacy &amp; ICT organized competitions, visits and talks to students</li> <li>• TE/ICT-S.4-S.5 Ss joined competitions to help primary Ss learn coding AE/Music S.2 students made and edited pieces of music and/ or recorded singing and instrumental playing using GarageBand software</li> <li>• AE/Music S.2 students used the GarageBand software to edit and record their singing and playing music with various instruments to show their creativity</li> <li>• AE/Music teachers trained students to participate in the 71<sup>st</sup> Hong Kong Schools Music Festival</li> </ul>
Reflection
<ul style="list-style-type: none"> <li>• Most of the above activities held would be held again as students had various platforms to display their annual learning outcomes which were important to further encourage students to pursue excellence in different disciplines.</li> <li>• Teachers' e-learning skills would need to be further equipped</li> </ul>

- The scope of course to be expanded to arrange more meetings with Mathematics Team members
- Joining a pilot scheme for the new version of EduVenture Composer to avoid technical problem would be needed when organizing the IH field observation.
- Students gained more knowledge about The Belt and Road Initiative and their generic skills were developed through organizing the Academic Challenge. Similar activities would be co-organized with other KLAs to enhance more collaboration among teachers.
- Both posters design and models would be submitted by students in Biology lessons.
- Some investigations with the prototypes created would be included in the Integrated Science STEM DIY projects.
- More STEM competitions would be offered to students studying Physics.
- Students would share their experiences learnt in the 50<sup>th</sup> School Anniversary Open Day.
- Activities to further explore students' creativity would be designed in the S.2 STEAM Project-based Learning.
- Junior form students would be paired up with their senior form students in the Mentoring Programme in ICT.

**Tasks 3 & 4: To raise questions of different levels in the lessons, set various types of questions for formative and / or summative assessments with e-learning tools and design classwork or homework with e-learning tools**

#### **Achievements**

- Different subject teachers designed assignments requesting students to submit them online. Students had higher motivation when being asked to submit homework online.
- ELE S.1-S.3 tried out reading online quizzes using Schoology, EdPuzzle, Plickers, Google Form and/or Google Classroom.
- CLE/Chinese Literature S.4-S.5 Writing were submitted via Google Classroom for peer evaluation which was of good quality.
- CLE/Putonghua S.2 Pinyin Interactive Online Game was tried out.
- CLE & AE/VA S.1 students used PhotoshopMix to produce a leaflet to be displayed in the cross-KLA Project-based Learning.
- PSHE/Geography S.6 The use of GIS enhanced students' fieldwork skills as they were able to carry out fieldwork activities in lesson via virtual environment.
- PSHE/History S.3-S.5 Pre-lesson preparation materials were sent to students via Google Classroom and discussions were conducted with the use of Google Slides
- PSHE/Chinese History S.3 students used Kahoot asking students to attempt MC questions.
- PSHE/Economics S.4 students discussed and submitted group news commentary via

Google document and S.6 students had an EconSchool on-line platform when completing assignments.

- SE/Biology S.4-S.5 students attempted a challenging questions via Google Classroom and teachers collected their ideas and their views in class. Students needed to analyze and criticize others' answers and some creativity was shown in some comments given by students.
- SE/Chemistry S.3-S.5 students attempted online pre-lesson challenging questions.
- SE/Integrated Science S.1-S.2 students answered challenging questions posted by teachers posted in Google Classroom and teacher gave feedback in lessons.
- SE/Physics S.3 students gave 30-word answers only to the challenging questions with videos posted on Google Classroom and the best response were chosen and shared by teachers.
- TE/BAFS S.4-S.5 students submitted assignments using Google Classroom.

### **Reflection**

- Sharing sessions would be organized for teachers to share their good practices on using e-learning tools to collect and mark students' assignments at different levels.
- A progressive plan for the focused use of e-learning tools and hands-on experiences of using certain e-learning tools would be formulated to continue to implement the S.1-S.3 reading quizzes in the ELE KLA.
- Time would be needed for teachers to explain how to use the e-learning tools to students in the CLE KLA.
- More input would be given to students before they wrote to further promote creativity.
- More opportunities would be given to teachers to exchange hands-on experiences in using e-learning tools such as Google Classroom allowing students to write down their views and share them in class in the PSHE KLA.
- PSHE/Geog-S.6 GIS and other e-learning applications to be used
- PSHE/Hist-more students' preparation before lessons/ more participation in lessons and attained outstanding performance/Google Classroom not suitable to serve as a forum to conduct discussion/to ask help from e-learning work group to look for a more suitable tool to be used for discussions outside the classroom
- SE/Chemistry S.3-S.5 online challenging questions would be set as regular assignments.
- SE/Integrated Humanities S.1-S.2 questions of different levels would be included in Google Classroom
- SE/Physics S.3 students would be asked to post their presentation video on Google Classroom when attempting the challenging questions online with videos attached.
- TE/BAFS Limited type of questions could be set and it was hoped that other e-learning tools such as NearPod or Google Form could be used to facilitate the nature of the assignments.

## VI. Our Learning and Teaching

### 1. Religious and Moral Education

#### *Objectives*

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

#### *Implementation Programmes (2018-2019)*

- ✧ 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.5)
- ✧ Joining Christmas social service of St. Egidio Community to serve grass-roots people (S.1-4)
- ✧ 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 Lesson Study within PSHE to enhance e-learning in lessons (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 Chan) 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 personal goal and mission (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)
- ✧ Co-organizing festive religious celebrations with the Religious Activities Team to nourish religious growth (S.1-6)
- ✧ Organizing Religious Week to promote “Love and Service” to our students, including Hunger Meal, Religious Songs Broadcast and a Band Show (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 (2018-2019)**

- ◇ 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
- ◇ 「青 Teen 講場 2018」--基本法及立法程序講座
- ◇ 「青 Teen 講場 2018—模擬立法會辯論比賽」--傑出表現獎
- ◇ 「青 Teen 講場 2018」「法律周」--現場挑戰賽季軍
- ◇ 參加全港中學生十大新聞選舉—千編細選
- ◇ 全港中學生十大新聞選舉—新聞評述比賽入圍獎--3C 盧曉暉

A variety of learning activities was conducted during Civic Education lessons. Inter-class quiz competitions and discussion forums on current issues were held in hall assemblies. Students were enthusiastic in discussing current affairs during the lessons and hall assemblies.

Civic Education Assistants took an active role in joining civic education activities and showed their willingness to share their opinions with others. Six sharing sessions were arranged for them to share their views on current issues through the P.A. system. It showed that they had the awareness on the current issues. Leadership skills were noticed among them in organizing different programmes for other participants. Moreover, students were encouraged to joined different civic education activities outside school and differnet kinds of inter-school competitions and they got good results.

## 2. 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. The Library continued to utilize the promotion page on Instagram, a platform frequently used by students in their leisure time, for regular reading promotion and interactive games related to reading. The Instagram page acted 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 Science, Technology and Arts KLA (January 2019: Science; February 2019: Computer Literacy; March 2019: Home Economics; April 2019: Music; May 2019: Visual Art). 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. The Academic Months were also successfully held with the Cross-Curricular Library Reading Award Scheme to attract students to read books from various subjects.

The Library made use of the Promotion of Reading Grant this year to purchase e-books from HKed City. S.3 students were invited to join a competition in February to answer questions related to an assigned Chinese e-book 《把課室搬到撒哈拉》 that they could read online. The Library invited Chinese teachers to help ask students to read the e-books before the competition. Based on the survey, over 90% of students agreed they learned how to access the e-books, and learned more about the work of 正生書院. Over 80% agreed that they were encouraged by the competition to access e-books outside classroom. Students also learned a lot about the importance of perseverance from the experience of protagonists of the book.

The Teacher Librarian worked with the R.M.E. teachers to promote religious-related books in the Library. During R.M.E. lessons, teachers brought S.4 students to the Library to borrow books related to the topic “人生目標與生命中的召叫”. Students designed posters for recommending good library books related to the mentioned topic. Some groups were given chance to share their works during the Academic Day to their fellow schoolmates. The audience drew lots to ask further questions about the books used. S.4 students reflected that they developed better understanding on the books they read. Participants were able to learn the stories of people who worked hard to achieve personal goals despite difficulties.

To cultivate a positive learning attitude among students, the Library organized the “Inter-house Junior X Senior Academic Challenge”, 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 Integrated Science, Integrated Humanities and Chinese History 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. 98% of students who filled in the survey agreed that the competition reminded them of the importance of junior form knowledge. 96% agreed that the competition should be held again to remind students that junior form knowledge is important. The Challenge was proposed to be held during post-exam period to allow more competition time.

#### 2018-19 Library Reading Promotion Activities

Activities	Dates
Mid-Autumn Festival Lantern Riddle Guessing Game	20-24 Sept 2018
Library citation workshops and library tours (with Integrated Humanities Department)	Oct- Nov 2018
Themed book displays (To be confirmed with reference to the needs of curriculum---some jointly held with different departments inside the library)	Oct 2018- creativity, collaboration skills, IH (Hong Kong and Healthy Lifestyle) Nov 2018- communication skills, study skills, School history display, History (S.3) 20th Century, Careers Section (S.3-5) life planning , Home Economics (S.2) Vege cooking & green living, P.E. (S.3) Famous athletes, Mathematics (S.1-3) Dec 2018- critical thinking skills, study skills, Christmas, Crime stories, History (S.3) 20th Century, Mathematics (S.1-3) Jan 2019- information technology skills, Lunar New Year, Psychological studies, Integrated Science (S.1-2) Feb 2019- numeracy skills, study skills, History+ English PBL (S.3) WWII, R.M.E. (S.4)人生目標與生命中的召叫 Mar 2019- problem-solving skills, study skills, R.M.E. (S.4)人生目標與生命中的召叫, History+ English PBL (S.3) WWII, Counselling Team new books Apr 2019- self-management skills, Religion (Easter), DIY and cooking May 2019- study skills
Chinese & English Book Fair	Nov 2018



Open Day	24 Nov 2018
Christmas Book Tree Game	Dec 2018 - Jan 2019
Academic Months (Games, book displays, library tours, etc.)	Science: Jan 2019 Technology: Feb-Mar 2019 Art: Apr-May 2019
Reading Talk	16 Jan 2019
Chinese & English Book Fair (PTU Promising Book Store)	17-18 Jan 2019
Chinese New Year Fai Chun (Red Banner) Writing	31 Jan, 1 Feb 2019
S.3 e-book quiz	15 Feb 2019
English Book Fair	26-27 March 2019
Inter-House JuniorXSenior Academic Challenge	10 Apr 2019
S.2 Reading Sharing Party	15 Apr 2019
R.M.E. Book Poster Design Competition	TBC
Battle of the Books	TBC 2019
Library Assistants Recruitment	May 2019
June Fourth Movement themed book display with R.M.E.	May- June 2019
Library Internship Programme (For newly recruited Library Assistants)	July 2019
Library Orientation for S.1 students	Aug 2019
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	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**

To further ensure that our teachers were aware of the importance of planning lessons flexibly to suit the needs of students in the classroom learning and teaching, the 7 Key Learning Areas (KLA), Chinese Language Education KLA, English Language Education KLA, Mathematics Education KLA, Personal, Social & Humanities Education (PSHE) KLA (Chinese History, Integrated Humanities, History, Geography and Religious and Moral Education), Science Education KLA (Integrated Science, Biology, Chemistry and Physics), Technology Education KLA (Computer Literacy) and Arts Education KLA (Visual Arts) had been involved in the Lesson Study cycle and tried out the Collaborative Lesson Planning. The strategies adopted by teachers were 'Setting Clear Learning Objectives', 'Consolidating Lessons Meaningfully' and 'Using e-Learning Tools and/or Incorporating STEM-related Activities'.

Various types of sharing sessions had been organized. Departmental sharing sessions and sharing sessions before and after each KLA conducting their lessons had been smoothly carried out. Members of the Academic Committee (AC) were all willing to comment on the design of learning activities and learning evidence in the AC meetings. KLA Co-ordinators also evaluated on the use of e-learning after the lessons had been conducted. Sharing sessions at the School level was held to further promote a learning community within the School. Attending more professional development seminars and courses organized by the Education Bureau (EDB), KLA Co-ordinators, Panel Heads and subject teachers were better informed of e-learning skills and carrying out STEM-related activities in the lessons planned.

More focus in the use of e-learning tools to facilitate learning and teaching would be discussed and more consensus would be reached for the strategic planning on developing four generic skills. Cross-curricular learning and teaching materials, activities and projects in the STEAM-related KLAs/subjects would be further developed with the support provided by the EDB's School-Based Support Services to cater for learner diversity in Secondary 2.

The Non-STEAM KLA Co-ordinators, Panel Heads and subject teachers would continue to conduct the Lesson Study cycle by bringing in the 5 Catholic values in the Chinese Education KLA, English Language Education KLA, Liberal Studies Cross-curricular Subject and the Personal, Social & Humanities Education (PSHE) KLA (Chinese History) in Secondary 4.

All the 7 KLAs mentioned above would re-use the learning and teaching materials previously developed with modification using the Lesson Study Framework in different subjects such as Chinese Language Education KLA, English Language Education KLA, Mathematics Education KLA, Liberal Studies Cross-curricular Subject, PSHE KLA (Chinese History, Integrated Humanities, History, Geography, Religious and Moral

Education), Science Education KLA, Technology Education KLA (Computer Literacy) and Arts Education KLA (Visual Arts).

New learning and teaching materials adopting the Lesson Study Framework in different KLAs such as PSHE KLA (Integrated Humanities, History, Geography, Religious and Moral Education) and Technology Education KLA (Business Fundamental) would be developed in the junior levels.

## 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 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 visit to the Ma Hang Prison organized by the Discipline Committee deepens students' reflection on crime and punishment and they knew more about the rehabilitation services for offenders in Hong Kong. Participants were more aware of the importance of being law-abiding and staying away from drugs. Together with the speakers from the Correctional Services Department, the participants gave a presentation in the hall assembly to share their reflection on the importance of living a drug-free lifestyle.
- ✧ 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.
- ✧ In order to arouse students' awareness about their mental health, the Counselling Team held a Mental Health Week in October. A number of activities had been organized including stall games, song dedication, photo taking, card writing, board display and mental health quiz. The message of the importance of mental health had also been delivered.
- ✧ 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 build up a supportive atmosphere in school and strengthen students' resilience. Through organizing and playing games together, team spirit and happiness index were enhanced.  
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 set success 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, 32.73% of our teachers had received related training courses offered by the EDB.

In 2018-19, a sum of \$315,084 (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 2018-19. 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 2018 to May 2019.

✧ 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 informed of the link to the website with 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.4/5 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 join the Dialogue with Women CEOs event, the Hong Kong Law Society Legal Pioneer program and to visit an investment bank, Credit Suisse. In collaboration with the Alumnae Association, we invited alumnae of different fields to share their experiences with the students during the Career Expo. We also helped students enroll in job shadowing schemes such as the "Be a Government Official for a Day" Programme 2019, HKU Summer Nursing Program, etc. During the Activity Day, all S.5 students were arranged to visit one of the following institutes: HKU, HKUST, HSUHK and PolyU. During the afternoon sessions, students attended one of the following work-related workshops: Barista workshop, Makeup Artist workshop, Advertisement, Business Executive Dining Etiquette 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.

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 2019.

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 reflective essay writing lessons 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 HKIE Young Engineer Experience Program, PolyU Summer Programs, 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 jobs. 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	The Life Planning Process, Importance of Life Planning, Life Planning during the secondary school life, Time Management
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, The Boys' and Girls' Clubs Association Carnival and flag-selling activities for the Society for the Welfare of the Autistic Persons, Yan Chai Hospital and The Society of Rehabilitation and Crime Prevention, 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.
- ✧ Apart from the annual Sports Day, the four Houses organized tea parties, cheering teams, inter-house sports games (e.g., volleyball, dodgebee, basketball), an inter-house debating competition, a board design competition, academic challenge, 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 as well as a Student-LED workshop for House Captains were 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 2019

No. of Candidates	Level 2 or above in 5 subjects	Core Subjects at Level 3322 or above
113	100.00%	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	78.6	90.3	52.4	36.3	26.2
Chinese Language	100	86.2	97.3	56.3	58.0	29.6
Mathematics	100	80.8	90.3	58.0	68.1	39.9
Liberal Studies	99.1	90.7	93.8	70.2	47.8	39.2

## 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
	Rev. Joseph Cara Memorial Education Grant	1
	Sir Edward Youde Memorial Prizes	3
	Nicola Myers and Kenneth McBride Memorial Fund	1
	Academic Achievement Scholarship (無名氏獎學金成績優異獎)	18
	Upward Mobility Scholarship of the “Future Stars” Program	3
	Tsuen Wan Rural Committee Scholarship	3
	Sze Pang Nien Memorial Trust Fund 2018-2019	2
	葵青區飛躍學生嘉許狀	1
Academic	Hong Kong Secondary School Debating Competition	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18屆基本法多面體—全港中學生辯論賽 (基本法盃)分區複賽	季軍
	香港工程師學會傳薈青年工程體驗計劃優秀表現獎	亞軍
	The Hong Kong Mathematical High Achievers Selection Contest 2018-2019	Second Class Honour
	The Tenth Hong Kong Mathematics Creative Problem Solving Competition For Secondary School	Bronze Award
	Secondary School Mathematics and Science Competition	High Distinction: 7
	Hong Budding Scientists Award Competition 2018/19	Honourable Mention: 4
	2018/19 Hong Kong Greenmech contest	Fluency and Stability Award Honourable Mentions' Awards
	香港浸會大學第十屆大學文學獎	1
	2018-2019 中國中學生作文大賽(香港賽區)文學之星	優異獎
	2019 Robofest 機械人大賽香港區選拔賽	亞軍: 1 殿軍: 1
	第五屆全港中學生實地考察報告比賽	優異獎: 1
	Hong Kong Biology Literacy Award 2018/19	First Class Honour: 1

Nature	Name of Competitions	Awards
Community Service	2018 Kwai Tsing District Outstanding Volunteer Award Scheme (Youth Group)	Outstanding Volunteer Award (Youth Group)
	2018 – 2019 Kwai Tsing District Youth Community Services Competition	Winning Team
Aesthetic Development	70th Hong Kong Schools Speech Festival	
	a. English Section	Champion: 1 2nd Prize: 1
	b. Cantonese Section	Champion: 1 2nd Prize: 1
	Slope Maintenance Slogan and Poster Design	Merit Prize
	Animal Asia 20th Anniversary Postcard Design Competition	傑出表現獎
	Health Comic Strip Contest	2nd Prize
	多元共融在社區貨櫃碼頭樂塗鴉	季軍
	防火標語及海報設計比賽	Champion: 1 2nd Prize: 1 3rd Prize: 1
	2018 南風杯國際華族器樂大賽	古箏專業銀獎
	香港聯校音樂協會聯校音樂大賽 2019	中學合奏(中樂)金獎 中學木管樂(長笛)獨奏金獎
	70th Hong Kong Schools Music Festival	
a. Instrument Classes	Cello Solo Intermediate Recorder Duet Piano Solo Descant Recorder Solo Alto Saxophone Solo (Junior)	1st Prize: 1 Certificate of Merit: 1 Certificate of Merit: 10 Certificate of Merit: 2 Certificate of Merit: 1
b. Female Voice Solo		Certificate of Merit: 1
Career-related	HKIE President's Protesges Club Engineering Exploration Program	1st Runner-up

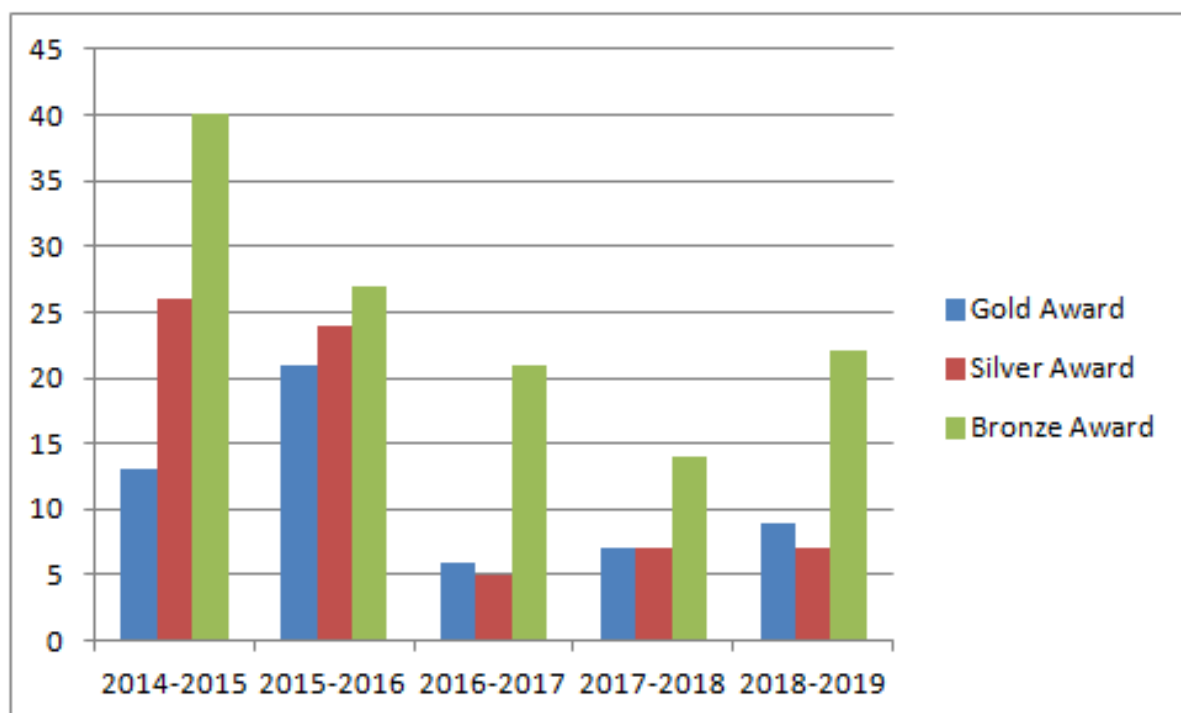
Nature	Name of Competitions	Awards
Physical Development	A.S. Watson Group Hong Kong Student Sports Awards (2018-2019)	1
	Inter-school Athletics Meet 2018-19 (Kwai Tsing District)	Champion: 4 2nd Runner-up: 1 3rd Runner-up: 4
	2018-2019 HKSSF Inter-School Swimming Champions (Kwai Tsing)	Champion: 2 1st Runner-up: 2 2nd Runner-up: 1

### 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 2018/2019

### Government Fund

<i>Name of Grants</i>	<i>Bal. b/f</i>	<i>Annual Income</i>	<i>Current Expenditure</i>	<i>Bal c/f</i>	
<b>1. EOEBG</b>					
Administration Grant		3,718,370.97	3,881,886.05		
Air-conditioning Grant		536,464.00	128,920.24		
Baseline Reference		1,894,854.69	1,670,680.89		
Capacity Enhancement Grant		613,766.00	573,320.71		
Composite IT Grant		407,214.00	327,190.28		
Special Grant on Typhoon Disturbance		68,000.00	68,000.00		
Top-up deficit of Grant outside EOEBG			61,081.74		
	326,801.52	7,238,669.66	6,711,079.91	854,391.27	
<b>2. Grants outside EOEBG</b>					
After-school Learning & Support Prog.	72,573.20	168,600.00	76,775.00	164,398.20	
Cash Grant from the Secondment to the School Support Partners (SSP) Scheme	0.00	489,117.50	529,123.00	-40,005.50	#
Committee on Home-School Co-operation Project	68.00	15,474.00	15,474.00	68.00	
Diversity Learning Grant (DLG) - Applied Learning Courses	0.00	64,620.00	64,620.00	0.00	
Diversity Learning Grant (DLG) - Other Programmes	84,000.00	84,000.00	78,290.50	84,000.00	
				5,709.50	*
Enhanced Additional Funding-Support For NCS Students	0.00	800,000.00	560,021.66	239,978.34	
Enriched IT Activities Programme	42,640.00	0.00	42,640.00	0.00	
Extra Recurrent Grant under ITE4	0.00	66,740.00	72,240.00	-5,500.00	#
Grant for After-school Support for NCS students in Learning Chinese	46,185.60	0.00	42,503.65	3,681.95	*
Information Technology Staffing Support Grant	0.00	307,200.00	305,641.20	1,558.80	
Learning Support Grant for Secondary Schools (LSGSS)	75,471.16	315,084.00	323,056.10	67,499.06	
Moral and National Education Support Grant	467,100.00	0.00	0.00	467,100.00	
One-off Grant for the Promotion of Chinese History and Culture	108,219.45	0.00	23,100.32	85,119.13	
One-off Grant to Sec. Sch. for the Promotion of STEM Education (completed 1819)	121,568.40	0.00	120,427.13	1,141.27	*
One-off Grant under ITE4 - for Acquiring Mobile Computing Devices	64,130.00	0.00	12,955.00	51,175.00	
One-off IT Grant for e-Learning in school (OITG)	60,524.00	0.00	14,920.00	45,604.00	
Promotion of Reading Grant	0.00	60,000.00	57,196.58	2,803.42	
Student Grant for Applied Learning Chinese (ApL(C))	0.00	53,566.00	53,566.00	0.00	
Teacher Relief Grant	348,133.70	1,429,689.80	1,647,295.30	130,528.20	
		3,854,091.30	4,039,845.44		

\* Unspent amount will be clawed back  
# Topped up by surplus of EOEBG

### School Fund

Subscriptions A/C	3,819,291.32	355,759.28	244,946.46	3,930,104.14
Approved Collection for Specific Purpose - Air-conditioning	957,173.47	0.00	5,350.00	951,823.47
Approved Collection for Specific Purpose - Printing & Miscellaneous	505,636.69	36,150.00	38,797.78	502,988.91



**School-based After-school Learning and Support Programmes 2018/19**  
**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 98 (including A. 25 CSSA recipients, B. 67 SFAS full-grant recipients and C. 6 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)	3	7	0	100%	18/7/2018-20/7/2018 & 23/7/2018-27/7/2018	\$2,000	- Tutor's written feedback - Students' attendance record	Tutor: Ms. Cheung Sze Chuk	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	8	27	0	100%	19/12/2018-20/12/2018	\$13,650	- Questionnaire - Advisor's observation	Jockey Club Cheung Chau Don Bosco Youth Centre	97.1% 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	18	0	100%	11/12/2018 & 4/1/2019	\$9,660	- 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.
Self-confidence Development: Cyberteen-Personal Growth Adventure-based Camp	3	5	1	100%	25/4/2019- 26/4/2019	\$6,750	- Questionnaire  - Advisor's observation	Caritas Junior Police Call Jockey Club Cheung Chau Don Bosco Youth Centre	All the participants reflected that the camp had boosted their confidence, strengthened their problem-solving and interpersonal skills and helped promote mutual support among group members and mentors.

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaires, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Art / Culture Activities: Zheng Class	1	3	0	94.3%	Oct 2018 to May 2019	\$5,440	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.
Art / Cultural Activities: Love and Service Band	4	6	5	83.1%	Late Sept 2018 to Aug 2019	\$33,500	Instructor's assessment	Qin Music Company	Students were interested in playing the instruments. They were able to play the musical instruments individually and perform in public confidently with all other band members.

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaires, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Leadership Training: Leadership Training Camp	8	13	0	100%	29/06/2019	\$5,775	- Advisor's observation - Participants' feedback	Breakthrough	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.
<b>Total no. of activities: <u>7</u></b>									
<b>@No. of man-times</b>	<b>32</b>	<b>79</b>	<b>6</b>		<b>Total Expenses</b>	<b>\$76,775</b>			
<b>**Total no. of man-times</b>	<b>117</b>								

Note:

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

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

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

#Eligible students: students in receipt of CSSA(A), SFAS full grant(B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%)(C).

## C. Project Effectiveness

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

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

**D. Comments on the project conducted**

*Problems / difficulties encountered when implementing the project*

*(You may tick more than one box)*

- unable to identify the eligible students (i.e., students receiving CSSA, SFAS full grant);
- difficult to select suitable non-eligible students to fill the discretionary quota;
- eligible students unwilling to join the programmes;
- the quality of service provided by partner / service provider not satisfactory;
- tutors inexperienced and student management skills unsatisfactory;
- the amount of administrative work leads to apparent increase on teachers' workload;
- complicated to fulfill the requirements for handling funds disbursed by EDB;
- the reporting requirements too complicated and time-consuming;
- Others (Please specify): \_\_\_\_\_  
\_\_\_\_\_

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

As the musical instrumental course fee is expensive, parents are grateful that their children are funded by the support programme.

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**Evaluation on Use of Capacity Enhancement Grant in the 2018-2019 School Year**

**Chinese Language Education (CLE) Key Learning Area**

<b>Task Area</b>	<b>Major Area(s) of Concern</b>	<b>Implementation Plan</b>	<b>Benefits Anticipated</b>	<b>Success Criteria</b>	<b>Evaluation</b>	<b>Recommendation / Follow-up</b>
Curriculum development and coping with diverse learning needs of students	<ol style="list-style-type: none"> <li>1. To search and prepare teaching materials to enrich the data bank of the Department.</li> <li>2. To organize and conduct tutorial classes to cope with learner diversity.</li> </ol>	<p>To employ a full-time Teacher Assistant(TA) to:</p> <ol style="list-style-type: none"> <li>1. search and prepare teaching materials to enrich the data bank of the Department.</li> <li>2. help handle clerical work of the Department.</li> <li>3. help conduct tutorial classes.</li> </ol>	<ol style="list-style-type: none"> <li>1. The teaching data bank of the Department will be enriched.</li> <li>2. Teachers' workload in preparing teaching materials will be relieved.</li> </ol>	Most teachers of the Chinese Language Department agree that the TA 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 2019-2020.

## English Language Education (ELE) Key Learning Area

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated	Success Criteria	Evaluation	Recommendation / Follow-up
Curriculum development and coping with diverse learning needs of students	To provide assistance to teachers and give remedial support to weaker students	To employ a full-time Teaching Assistant (TA) to: <ol style="list-style-type: none"> <li>assist teachers in preparing teaching materials and clerical work</li> <li>assist teachers in organizing and conducting English-learning activities</li> <li>assist teachers / tutors in conducting remedial classes after school and during summer holidays</li> </ol>	<ol style="list-style-type: none"> <li>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 diverse learning needs.</li> <li>The weaker students will be given more remedial support.</li> </ol>	<ol style="list-style-type: none"> <li>Teachers' workload is relieved and most of the English teachers find the TA helpful.</li> <li>The learning needs of the weaker students are taken care of.</li> <li>Positive students' response to the services provided by and activities organized in the ELTS Centre</li> </ol>	<ol style="list-style-type: none"> <li>All English teachers agreed that the English TA very helpful and responsible.</li> <li>All English teachers agreed that with the help of the English TA, the clerical work of the English Teachers was relieved.</li> <li>Students agreed that the English TA did help them with their English-learning activities during lunch time and after school.</li> </ol>	An English TA will be much needed in 2019-2020 to ease the workload of the English Teachers and provide various kinds of support to students of different needs.



### Mathematics Education (ME) Key Learning Area

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated	Success Criteria	Evaluation	Recommendation / Follow-up
Curriculum development and coping with diverse learning needs of students	To provide assistance to teachers and give remedial support to the weaker students	<p>To employ a full-time Teaching Assistant (TA) to:</p> <ol style="list-style-type: none"> <li>1. assist teachers in preparing teaching materials</li> <li>2. assist teachers in organizing and conducting subject-related activities</li> <li>3. supervise the weaker students to finish their homework</li> <li>4. help students solve their problems in learning Mathematics after lessons</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers can be relieved of some of their workload and can spare more time in preparing their lessons and taking care of the special learning needs of students.</li> <li>2. The weaker students will be given more remedial support.</li> </ol>	<ol style="list-style-type: none"> <li>1. Most of the Mathematics teachers find the TA helpful.</li> <li>2. The learning needs of the weaker students are taken care of.</li> </ol>	<ol style="list-style-type: none"> <li>1. Most teachers in the panel agreed that the TA was helpful. He provided good academic supports to students in tutorials and followed up their works after tutorials.</li> <li>2. He also provided efficient clerical and non-clerical assistance to us in documental work and activities organized by the department.</li> </ol>	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 2019-2020.