

POPE PAUL VI COLLEGE

School Report

2019-2020

I. School Vision and Mission

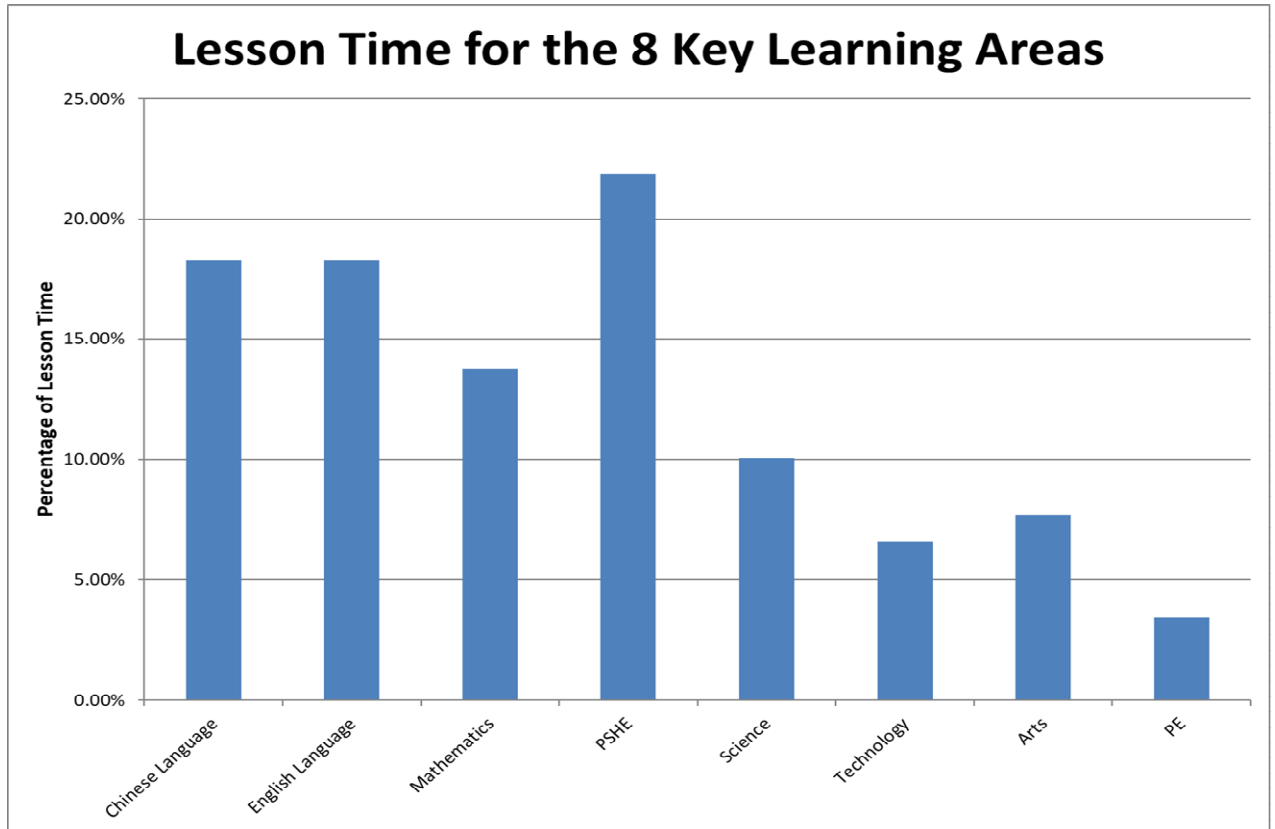
Pope Paul VI College, established in 1969, is a Catholic subsidized EMI secondary school for girls. Its sponsoring body is the Missionary Sisters of the Immaculate (P.I.M.E. Sisters).

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: 115 days
(Suspension due to school suspension: 75 days)
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 2019, there were 730 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	129
Secondary 2	124
Secondary 3	126
Secondary 4	121
Secondary 5	113
Secondary 6	117

2. Students' Attendance

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

FORM	ATTENDANCE RATE
Secondary 1	99.2%
Secondary 2	99.4%
Secondary 3	98.8%
Secondary 4	98.4%
Secondary 5	98.4%
Secondary 6	95.7%

IV. Information on the Teachers:

1. Teachers' Qualifications

In the academic year 2019-20, our school had 55 teachers boasting an average of 19.10 years of teaching experience. 54 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: 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	1
3 - 5 years teaching experience	4
6 – 10 years teaching experience	4
More than 10 years teaching experience	46

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

1. To strengthen students' interpersonal skills and spirit of collaboration

Strategy 1.3	To design learning activities and extra-curricular activities to strengthen students' interpersonal skills and spirit of collaboration
Strategy 1.5	To organize diversified programmes for students to challenge themselves and give recognition to their effort
Strategy 1.6	To organize workshops, talks and other activities for students to promote positive psychology, resilience and stress management

Chinese Language Education Key Learning Area (CLE KLA)

Putonghua

Achievements

這學年舉行了普通話中一及中二級舊歌新詞創作歌唱比賽，老師按同學的能力將其分組，能力較強的同學為組長，帶領組員選取歌曲並填寫歌詞，多於70%組別編寫的歌詞能表達團隊合作精神的重要性。

Reflections

大部分同學積極準備歌唱比賽，並發揮合作精神。建議日後繼續舉辦這活動，以提升同學的團隊合作精神。

Physical Education Key Learning Area (PE KLA)

Achievements

Due to the suspension of school, S.1-S.5 could not complete the group assessments/projects planned. S.6 students finished the group assessment on organizing a sport competition in class. Before the assessment, teachers arranged two sports theory lessons and used two lessons for discussion and preparation. During the assessment, students showed mutual respect and support to teammates when dealing with difficulties. Students were able to work with others and accept the adjustments to the plans or roles in changing situations. Students agreed to the need for teamwork and that the team had a share of responsibility. They were able to express their opinions and accept other's view during discussions, contributing to smooth completion of tasks.

Reflections

Similar group assessments/projects will be carried out next year. The Department will arrange some lessons for the preparation for the assessment in the 1st semester (e.g. to explain the assessment requirements, grouping, division of duties, etc.).

Personal, Social & Humanities Education Key Learning Area (PSHE KLA)

Integrated Humanities

Achievements

Topics related to interpersonal skills and spirit of collaboration were selected news commentary exercises in each form.

S.1

- News Commentary Ex. 1 (Childhood friendships)
- News Commentary Ex. 2 (The Use of Smartphones)

S.2

- News Commentary Ex. 1 (Online friendships)

Students can demonstrate a good understanding of the above topics and the percentage of students who are able to score 70% or above in these exercises are shown as follows:

1A: 90.3%	1B: 90.6%	1C: 80.0%	1D: 88.9%
2A: 86.7%	2B: 100%	2C: 100%	2D: 90.0%

Based on the result of the students' evaluation survey, the following table shows the percentage of S.1 and S.2 students agree that the news commentary exercises can help them understand more about interpersonal relationships and communication skills:

1A: 96.6%	1B: 92.8%	1C: 100.0%	1D: 90.9%
2A: 95.8%	2B: 88.0%	2C: 88.2%	2D: 87.5%

Reflections

On the whole, students' interpersonal skills and spirit of collaboration can be strengthened through the news commentary exercises and subject teachers have adjusted the teaching strategies to cater for students' needs and interest. These practices will be continued in the next academic year.

Religious and Moral Education

Achievements

老師提供機會予學生透過課堂設計，讓學生表達對彼此的支持和鼓勵。

1. 共融祈禱
2. 金句分享

學生感到被支持和鼓勵，80%同學能做到為社會及他人需要而祈禱。

在本年度課堂研習(Lesson Study), 重點集中於老師在課堂活動及課業設計上, 以加強同學的團隊合作的機會, 發展同學的團隊精神, 例如: 小組討論、小組課業及考察。學生的確能發揮團隊精神, 準時完成任務。

Reflections

同學在課業分享中大多能表達疫情為社會所帶來的民生影響, 並能指出必須透過守望相助才能跨越困難。在禱文中, 同學能為有需要的人祈禱。

雖然受疫情影響, 同學停課數月, 一些小組活動被取消。在科任老師協商和調適教材後, 同學仍能發揮團隊精神, 自行分組, 完成小組課業, 並準時繳交。她們的課業亦會分享予整班同學, 同儕學習。

Student Support

Civic Education Committee

Achievements

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Reflections

本年度原計劃指導本科組的學生大使去推廣公民教育組的各項活動, 以指導學生在活動過程中學習耐心聆聽別人意見, 欣賞其他人的優點, 在比賽中互助互勉, 以加強團隊的合作性, 藉此提升其人際溝通技巧及團隊合作精神。但由於上學年社會運動事件, 以致多項校外活動都取消; 而下學年因疫情嚴重而停課多月, 本科組擬定舉辦的校內活動皆無法舉行, 因此未能執行本年度的工作計劃。建議下一學年再度推行以上的教學活動。

Discipline Committee

Achievements

A training camp with the theme of team building & leadership was arranged for all the Prefects in June 2019. The results of the survey showed that 98.3 % of the Prefects / Counseling Team Assistants agreed that the training helped enhance their leadership and team building skills. 87.7% of the prefects / Counseling Team Assistants agreed that the activity boosted their self-confidence.

Students actively participated in the board games which aimed at promoting students' sense of belonging, interpersonal and collaboration skills during lunchtime and some of them continued to play the games after school.

Reflections

A similar training camp will be organized again in the coming year. It may be conducted in different modes, depending on the situation of the pandemic. Workshops will be held in the coming year. Teachers-in charge will adjust the roles and duties of the Prefects so that all of them can develop their own strengths. Prefects will continue to take up the leading roles in lunchtime activities and S.1 Orientation Day. Whether the board game activity will continue depends on the situation of the pandemic.

Careers Section

Achievements

Due to the school suspension, the S.4 life planning education lesson in the second term was cancelled. S.5 students were introduced to the interpersonal skills for the workplace during the life planning education lesson carried out in the first term. The students were asked to reflect on the useful advice given by a human resource management expert.

10 students visited the Hong Kong office of UBS Group AG and attended a sharing session delivered by the Head and Chief Executive of UBS Hong Kong. They also chatted with the alumnae working in the firm.

15 students joined the life buddies mentorship program in which volunteer civil servants from the Treasury of the Government of the Hong Kong Special Administrative Region served as their mentors.

In both activities, the students learnt the interpersonal skills that they should hone in order to pave a path to a successful career.

Reflections

A majority of the participants learnt some of the interpersonal skills necessary for a successful career.

Having students learnt from successful people of different sectors is conducive to students' social and character development. If the situation permits, similar activities should be offered to senior form students in the future.

Counselling Team

Achievements

A majority of the students agreed that they enjoyed the leadership training camp for big sisters and had a very good communication with their peers

The activities could also help them build up self-confidence and team spirit.

Students learnt some skills about positive psychology, empathy and how to accept others with different opinions through the peer counseling workshops for big sisters.

The materials related to interpersonal skills and management of emotion have been distributed to the class teachers. However, owing to the school suspension, class teachers might not have a chance to deliver the messages to students.

Through different games and activities in the S.1 and S.4 Orientations, students cooperated with each other as a team. The students could get along well with their classmates at the beginning of the school term, a supporting atmosphere was enhanced in the class.

The S.1 Big sister lunch meetings were organized. S.1 students were happy to share their ups and downs with the big sisters. The big sisters could show their understanding about little sisters' difficulties and give advice to them.

Due to the suspension of school, the Team building programme was cancelled.

Reflections

It is suggested that the leadership training camp for big sisters be continued next year as the activities could help CTAs build up self-confidence and team spirit.

It is suggested that the peer counseling workshops for big sisters be continued next year. More chances should be given for peer counsellors to practice their counselling skills.

The materials related to interpersonal skills and management of emotion will be provided for class teachers next year.

The programmes in the S.1 and S.4 Orientations will be continued next year.

For the S.1 big sister lunch meetings, some tasks could be assigned for the participants to complete in the meetings.

The Team building programme will be continued next year.

Extra-Curricular Activities Section (ECA)

Achievements

A social service program "Eyes on the community" was organized. Due to the school suspension, seven out of ten teams have completed the program. Most of the teachers involved were satisfied with the performance of the students in terms of the improvement in students' self-confidence, self-image and their tendency of engaging in voluntary service in future.

Inter-house competitions were not able to be carried out due to the school suspension.

Reflections

According to students' self-evaluation, most of the participants of the "Eyes on the community" program agreed that collaboration amongst group members was enhanced and interpersonal skills were improved. However, some of them were relatively weak in leadership skills. They lacked confidence in giving positive feedback on the work of their groupmates. This was expected because students were generally weak in these aspects. More encouragement can be given by the teachers and social workers during the training workshop. Three inter-house competitions (basketball, volleyball and cheering team) using the 'Student-LED' approach will continue to be held next school year.

Parent-Teacher Association (PTA)

Achievements

本會與社工及麥理浩夫人中心合作，舉辦「家校同心齊送暖」。活動形式由 2-4 位同學及 1 位家長組成隊伍，帶備送暖福袋，到石籬區獨居長者家中探訪。是次活動除了送贈禮物之外，同學還需要分工合作，負責與長者交流，表達關懷。70%參與「家校同心齊送暖」的同學同意是次活動有助加強人際溝通技巧，活動可以發揮團體合作精神。

Reflections

根據問卷調查，超過 90%參與者同意是次活動需要懂得分工合作，才可以在有限時間內完成探訪任務。在與長者溝通過程中，同學明白獨居長者的特殊需要。

Health Promotion Team

Achievements

Through the Energetic School Video Clip Competition, students got the chance to develop the spirit of collaboration in their class. Over 70% of the participants agreed that the competition improved their spirit of collaboration in the class.

All teachers involved agreed that most of the participants became more aware of the importance of spirit of collaboration.

Reflections

It is suggested that the Energetic School Video Clip Competition be continued next year as the activity could help students build up collaboration spirit.

2. To enhance students' creativity, collaboration skills, critical thinking skills and problem-solving skills through STEM education and interactive e-learning tools

Strategy 2.3	Lesson plans to be developed and implemented focusing on promoting STEAM education by the 4 STEAM Groups and incorporating any of the 5 Catholic core values and using e-learning tools by the 4 Non-STEAM Groups.
<p>Academic Committee (AC)</p> <p><i>Achievements</i></p> <p>Due to the Covid-19 and suspension of classes, eLearning modes were used with different methods such as lesson videos, google classroom and screen recording. In July, real-time teaching was adopted with special supplementary lesson timetable. A policy of notes taking was used to encourage students' self-directed learning at home and help them develop better study habit to support their learning. Our School has adopted different teaching strategies, uses various learning and teaching resources, and implement learning activities to suit the needs of different students in order to motivate our students to learn.</p> <p><i>Reflections</i></p> <p>It was suggested that a more carefully planned timetable was used for online learning such as with some breaks between lessons for both students and teachers and reduce the number of lessons. Real-time online lessons may be better for students to have more interactions with teachers and teachers can also provide instant feedback to them in learning.</p>	
<p>Mathematics Education Key Learning Area (ME KLA)</p> <p><i>Achievements</i></p> <p>Two STEM-based learning tasks have been developed and implemented as problem-solving and critical thinking lesson tasks. The STEM lesson plans for the lesson studies in Junior Forms have been designed and finalized in teachers' meetings. However, the lesson studies have not been carried out due to the school Suspension.</p> <p><i>Reflections</i></p> <p>Three tasks (Brand-switching behaviours, Population Models and 3D solids) have been developed to integrate STEM elements into daily teaching. The lesson plans aim to offer students glimpses into the broad applications of advanced mathematics and mathematical modeling across different STEM subjects. The nature of these tasks is problem-based with an emphasis to enhance students' problem-solving and critical thinking skills. In the future, to align with the latest trend of STEM education, more design-and-make elements could be infused into the STEM related learning tasks.</p>	

Liberal Studies

Achievements

Due to School Suspension, only three meetings were carried out. The topic and related Catholic values were selected and confirmed. The lesson plan and teaching package were still at “planning stage”

Reflections

The implementation of the plan will be carried out in the coming academic year.

Strategy 2.1	Life-wide learning activities using e-learning tools to be organized
Strategy 2.2	Assessment tasks using e-learning tools and/or via different e-platforms to be designed

English Language Education Key Learning Area (ELE KLA)

Achievements

Despite a lot of time spent on explaining the steps to S.1 students, scanning students’ design and uploading the photos to the Google Drive, students of the whole Form could produce quality work and identify the good design from each other using Google Form. Also, S.1 students started writing response to the *Young Post*. During school Suspension, students got used to submit different assignments via the Google Classroom.

One reader quiz with one open-ended question was conducted for S.1 to S.3 because students could not get the story books during the school Suspension. However, grammar quizzes and news quizzes were conducted using Google Form instead of printed copies due to the school Suspension.

Reflections

This learning activity with the objective of getting S. 1 students to produce and evaluate their work will be kept and it might be refined with the use of other e-learning tools. Writing response to the newspapers to get students to evaluate the issues from different perspectives will be kept and extended to the Junior Forms. Google Classroom, a platform for giving assignments, submitting assignments and giving feedback, can be used in both Junior and Senior Forms to enhance learning and teaching effectiveness.

More open-ended questions will be set in the assignments and quizzes. The use of the Google Form is effective in collecting students’ data and this will be used more often to enhance teachers’ understanding of students’ performance and facilitate teachers’ follow-up for students.

Chinese Language Education Key Learning Area (CLE KLA)

Achievements

中國語文科方面，老師在教授選修單元各篇章後，中五級學生欣賞電影，代入電影中的不同角色，在課堂上分組運用 google doc 完成工作紙，工作紙的內容需緊

扣課堂所學。最後各組互相進行討論。學生投入參與討論，交流時鼓勵其他同學發言。同時，學生承擔組內的角色和責任，完成工作紙，並與各組進行討論。

至於中三級，只能於上學期完成一次活動，而下學期因停課未能舉行活動。上學期，學生分成 4 至 5 人一組，每位學生上載隨筆至網上，同組互相觀摩並在網上記下評語及指出其中的說明手法，最後學生根據評語修訂隨筆。

學生能寫出隨筆並進行同儕互評，更根據評語作出修訂。

中國文學科方面，老師透過 Google Classroom 上載導引材料，老師認同中四及中五級共七成以上學生的創作在創意或文學手法應用方面，因導引材料而稍有提升；共七成以上學生的評鑑能指出同學創作的優劣及提出一至兩項建議。另外，共七成以上能篩選合適意見進行改寫，改寫後的創作有改善，較原創為佳。

Reflections

是次中國語文科的教學活動中，大部份中五級學生能達成功指標。據以往經驗，學生普遍能合作完成課堂的活動，並樂於與其他學生進行討論交流。建議來年可舉行這類型的活動。中三級活動中，大部分學生能達成功指標。根據以往經驗，學生普遍能提交隨筆，並對其他同學的隨筆作出恰切的評語，最後作出修訂。建議來年可舉行這類型的活動。

中國文學科方面，所有學生把創作上載 Google Classroom，其他同學需評鑑所有作品，需花費較多時間，建議來年學生只需抽取一至兩篇同學的創作作評鑑，以增加學生的互動性，令評鑑更具針對性。

Mathematics Education Key Learning Area (ME KLA)

Achievements

Five online STEM-reading quizzes have been given to Junior form students. On average, above 80% attempted the online STEM reading quizzes. Among those who have taken the quizzes, around 70% of them could score 60% or above of the full mark in the reading quizzes that were assigned with the STEM readers. The target was achieved partially.

Reflections

Better strategies should be devised to promote 'reading to learn' and encourage our students to read more extensively and more effectively in STEM-related areas.

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

Achievements

In the PSHE KLA, originally, students were planned to have interactive e-learning activities during lessons in second term. Students needed to answer and submit their answers through Pearson e-learning platform. However, due to the school suspension, we cannot conduct our learning activities in second term. To deal with this change,

Google Classrooms had been set up in each class. Students were given materials through the Google Classroom for pre-lesson preparation or self-study. Different e-learning tools, e.g. Google Slides, Google document were used to conduct discussion in lessons and / or outside the classroom.

Reflections

Based on teachers' observation, with the help of e-Learning tools, students had completed the pre-lesson preparation at home with the materials given by teachers. The use of Google Slides and Google Document in discussion can enhance their skills in answering the essay questions. However, due to School Suspension, most of the learning activities were cancelled. We will try to carry out these activities again in the coming school year.

Science Education Key Learning Area (SE KLA)

Achievements

Due to School Suspension, 2 sets of tiered assignments have been prepared in S.1 and S.2. The worksheets helped students develop their creativity. For instance, they were asked to create a poster or video to educate the general public the harmful effects of drug abuse or alcohol abuse. During the process, students needed to generate their own ideas and select the best way to present their ideas. To hone their critical thinking skills and problem solving skills, they were presented with unfamiliar situations and asked to integrate what they learnt and solve more complex problems. For instance, they were asked to explain why a thermos flask can maintain the temperature of the drink for a long period of time. While solving the problem, they needed to apply what they learnt and discern whether their ideas are in line with the heat transfer principles. A few sets of tiered assignments have been prepared in S.3 to S.5 with the emphasis on the development of critical thinking skills and problem solving skills.

Some challenging questions were posted by teachers in each form through e-learning platform. These could stimulate students to read more outside the classroom and discuss with their classmates. But the total number of challenging questions posted was less than expected due to School Suspension.

Reflections

This year, we tried to develop some assignments related to STEM-related activities by our own department. It was suggested to develop some assignments with the collaboration of other departments in S.3 with some modifications in the coming year. The tiered assignments could be better designed to base on the STEM-related activities or experiments in the curriculum, so that can better indicate the skills of the students to recognize the complexity of the problem and search for appropriate information required to solve it and formulate feasible strategies to achieve optimal results. On the other hand, tiered assignments which serve as consolidating students' learning and training students' CCP generic skills should continue to be adopted in the future. Students should be explicitly taught more about the problem solving strategies in solving complex problems in science.

Teachers will post challenging discussion question using Google Document in the coming year with some modifications to further develop their collaborative skills using interactive e-Learning method.

Technology Education Key Learning Area (TE KLA)

Achievements Soogle Classrooms were set up for S.1 and S.2 students. Students and teachers found it very useful to link up students and teachers during online learning. According to the survey, Over 70% of the students agree that Google Classroom help them learn better.

Also, different forms of assessments were designed during eLearning period such as google quiz, COVID-19 real life problem solving worksheet.

Reflections

Through teachers' observation, teachers can continuously monitor the students' performance and provide timely feedback, which can facilitate more interactive learning. It was suggested more e-learning tools such as NearPod, OneNote and Quizzes could be used for enhancing students' problem solving skills and collaboration skills in the next academic year.

Arts Education Key Learning Area (AE KLA)

Achievements

S.1 students mastered the basic skills of Photoshop Mix. S.3 students didn't use iMovie, but teachers explored interactive e-learning tools like zoom and google tools to enhance students' creativity.

Reflections

S.5 Students performed quite well using google docs to share their creative ideas. It may be a way to conduct our lessons online if suspension of classes continues.

VI. Our Learning and Teaching

1. Religious and Moral Education

Objectives

- To let students know the love of God.
- To help students to learn the core values of Catholic education, i.e. Life, Love, Truth, Justice and Family.
- To help students understand and appreciate their strengths and accept their own limitations.

Implementation Programmes

- Joining an Adventure Camp to build up team spirit and to learn how 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)
- Travelling around campus on a guided tour for religious locations (S.1)
- Visiting the home of P.I.M.E. Sisters to know more about the life of Sisters (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)
- Group projects of students to introduce different religions in Hong Kong to establish respect for cultural and spiritual diversity (S.3)
- Attending Taize Prayer sessions in Chapel on 5/F for spiritual nourishment (S.6)
- Joining an experiential programme entitled Life in Eggs “蛋寶寶計劃” to understand the fragility and importance of life (S.5)
- Learning the skills of organizing social service under guidance from social workers of Caritas for learning in service (S.4)
- Co-organizing festive religious celebrations with the Religious Activities Team to nourish religious growth, e.g. 50th Anniversary Mass and Open Day (S.1-6)
- Sharing of links of online religious activities to bring the spiritual support to students during the suspension of school (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 (2019-2020)

- Civic Education Lessons
- 參加全港中學生十大新聞選舉一千編細選

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. However, because of the school suspension, the civic education lesson in the second term was cancelled. Most of the civic education activities and competitions were cancelled. It is suggested that all the related learning activities should be continued next year so as to achieved our objectives.

3. Reading Promotion

The Teacher Librarian is responsible for cooperating with all teaching staff to provide assistance in teaching and learning by way of utilizing library resources, facilities, services and promotional platforms. In the past year, the Teacher Librarian assisted in the acquisition of subject-related library collection, development of e-book library 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, especially during the time of school Suspension. 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 classrooms, the Library planned to organize the Academic Months, which featured subjects under the P.S.H.E. KLA, in the second school term. Unfortunately, both the Academic Months and the associated Cross-Curricular Library Reading Award Scheme were cancelled due to school Suspension. In the first school term, however, the Teacher Librarian cooperated with KLAs to compile the

“Recommended Reading Book List of 9 KLAs” and sent to students via parent letter and school email in order to encourage students to read books from different KLAs. During the school Suspension period, the Teacher Librarian also promoted the reading of subject-related e-books by putting up “Recommended Reading e-Book List of 9 KLAs” on the Library webpage and posting information on Library Instagram page.

Since students had no chance to borrow Library print books owing to school Suspension, the promotion of e-books became especially important. The Library made use of the Promotion of Reading Grant this year to purchase e-books from Hyread books and organized some related activities before and during the school Suspension period.

Before the school Suspension, the Library ordered some new e-books related to Integrated Science. The Teacher Librarian visited I.S. lessons to teach S.1 students how to access the Science e-books in January. The I.S. Department assigned students the task of reading I.S. e-books. Computer Literacy teacher (who by chance was also the Teacher Librarian) taught students how to create online reading records by using Google sites, as a means of submitting I.S. homework. The average score of the design of Google Site (C.L. assignment) was 78 out of 100. The average score of the e-book report (I.S. assignment) was around 8 out of 10. Based on the survey conducted among students, 80% agreed that the activity encouraged them to use read e-books bought by the library. 90% agreed that they were interested in using Google Sites to create their own website again in the future. Over 90% agreed teachers should teach students how to use Google Sites and submit their book report in the form of a website in the future. Teachers reflected that a majority of the students created a very well-designed Google site and they were able to achieve the learning goals i.e. learn some vocabulary/phrases and some facts from the science e-book/ e-magazine. Teachers from both departments showed enthusiasm in holding similar activity again. Students had positive feedback about the activity. This was a good activity to promote the use of Library e-books and put skills they learned into practice.

During the school Suspension period, two rounds of Ebook Reading Billboard Award (電子書閱讀獎) were organized as a means to encourage the reading of e-books. Teacher Librarian also promoted the reading of subject-related e-books by putting up “Recommended Reading e-Book List of 9 KLAs” on the Library webpage and posting information on Library Instagram page. To cater for the difficulty of assigning book report assignment to students due to school Suspension, the Teacher Librarian contacted the service provider to expand the lending quotas of selected e-books for the Chinese Language department. Therefore, more students could access the selected e-books within an assigned period and complete their book reports. Manual of accessing the selected e-books was tailor-made for the Chinese Language department. E-book lists under specific themes were compiled for different subjects upon request to facilitate the use of e-books in different KLAs.

In addition, a new activity was arranged in response to the cancellation of most Library activities during the school year. The Promotion of Reading Grant was used to award some students who had the most borrowing records throughout the school year. According to the original plan, students would be allowed to buy books during the Hong Kong Book Fair in Wan Chai and the Promotion of Reading Grant would be used to sponsor them. However, the outing to Hong Kong Book Fair in Wan Chai was cancelled due to the second time of school Suspension. Instead, students were allowed to buy books from bookstore and collect the sponsored amount later.

To conclude, though the school Suspension made it difficult for reading promotion, it also provided a perfect chance to promote the use of e-books. The unexpectedly frequent use of e-books during this special time proved that the role of library existed as a source of information beyond the boundary of a physical room of books, which provided guidance for life-long self-learning by making use of various platforms every day everywhere.

2019-2020 Library Reading Promotion Activities

Activities	Dates
Library citation workshops (with Integrated Humanities Department)	Oct- Nov 2019
Themed book displays	Oct 2019- creativity, collaboration skills Nov 2019- communication skills, study skills, Chemistry exercise books (S.4-6), ICT, social movement and tyranny, VA (Paper Quilling), 范老師推介圖書, Home Economics (green living) Dec 2019- critical thinking skills, study skills, Christmas, Fieldwork skills in Geography, 范老師推介圖書, Physics (Light) Jan 2020- information technology skills, IS ebooks, Maths, History 20th Century, Physics (Light)
Distribution of book coupons to teachers	1 Nov 2019
Ordering of past paper and other materials for senior form students	7 Nov 2019
Reading Talk	11 Nov 2019
Chinese & English Book Fair (PTU Promising Book Store)	12, 20-22 Nov 2019
Formation of reading list of different KLAs	Dec 2019
Introduction of new HyRead ebook service	Dec 2019
S.2 Reading Sharing Party	5 Dec 2019
New HyRead ebook service briefing session	18 Dec 2019
Christmas Book Tree Game	Dec 2019 - Jan 2020
Open Day preparation	20 Dec 2019
Open Day	21-22 Dec 2019
Academic Months (Games, book displays, library tours, etc.)	Jan 2020: (exam) Feb 2020: I.H., History, Geography Mar 2020: Chinese History Apr 2020: R.M.E. May 2020: Economics (cancelled)
Chinese New Year Fai Chun (Red Banner) Writing	20-21 Jan 2020
Library Assistant gathering	21 Jan 2020
S.1 IS Ebook Google site book report	10 Feb 2020
S.1-3 Chinese Ebook report	9 Mar 2020
Ebook Reading Billboard Award 電子書閱讀獎 1st round	Dec 2019- Feb 2020
Promotion of ebooks by KLAs	Apr 2020

World Book Day online promotion	23 Apr 2020
June Fourth Movement themed book display	May- June 2020
Ebook Reading Billboard Award 電子書閱讀獎 2nd round	Mar 2020 - May 2020
Hong Kong Book Fair outing--> Book purchase activity (library sponsors students to buy books)	15-22 July
Teachers award Book coupons to students to encourage reading	All year round
Students Redeem Book coupons in Book Exhibitions	During Chinese & English Book Fairs
Online resources links on library webpage	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

3. Catering for Students' Learning Diversity

English Language:

The curriculum was tailored and leveled to help students build a solid foundation in English and to cater for diversity. The Lesson Study with two teaching packages for S.2 and S.3 were fine-tuned to suit the needs of different classes but the Lesson Study scheduled to be implemented in S.4 was postponed due to the outbreak of the COVID-19. 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 but it was cancelled due to the pandemic and the 'Support to Low Achievers Team' (LAT) provided a 10-session After-school English Tutorials for S.1 and S.2 students. Students who attended the After-school English Tutorials showed their eagerness in improving English. It is worth putting effort into helping students with more individual guidance. 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:

在課程調適上，教師因應學生的能力，先教授核心課程，讓學生掌握基本的語文知識。至於能力較強的學生，兼讀精進課程，以提升其語文水平。教師講授文言篇章時運用工作紙，讓學生初步理解內容概要及字詞解釋，使學生較易賞析篇章的精華。同時，教師以不同的課堂活動，例如：角色扮演、小組討論、學生自擬課文問題等，提升學生的學習趣味及語文能力。教師提問時設不同程度的問題，引導學生作出回應，照顧學生學習的多樣性。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及寫作技巧，透過以讀帶寫，讓學生運用已學的知識及寫作手法入文。寫作前更以優秀範文作導讀，學生能加以賞析並進行創作。教師亦回饋學生的寫作大綱，讓學生完善其創作意念，才進行寫作。除上述方法外，中文辯論隊、寫作能力提升課程、說話能力提升課程、暑期中文增潤班、校內外各項比賽等亦能照顧學生學習的多樣性。

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 strengthen students' interpersonal skills and spirit of collaboration, prefects were responsible for organizing all the DC activities to consolidate their skills. For instance, prefects took charge of organizing and leading the activities in the S.1 Orientation Day, morning assemblies, other form activities during lunchtime. To further promote students' sense of belonging, lunch time activities were arranged by the Discipline Committee. Under the guidance of prefects, students actively participated in the board games (Rummikub) during lunchtime.
- 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 Programme 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 Programme, the S.1 Discipline Workshop and the S.1 Adventure-based Camp were in place to assist S.1 students in adapting to the new learning environment.

- To arouse students' awareness about their mental health, the Counselling Team held a Mental Health Week in October. Several 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.
- An anti-drug drama performance was jointly held by the Counselling Team and the School Health Promotion Team to arouse students' awareness of mental health. Students were encouraged to build up a positive lifestyle by developing their interests.
- 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 the classroom, expand their potentials and involve them in society through participating in the voluntary services.

- Nurturing positive attitudes

Smart Teen Program was organized for the S.2 students. It aimed to increase students' positive attitude towards life and thus encourage them to lead a healthy life.

Sex-education 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 benefits not only 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 to individual needs.

A whole-school approach (teachers, support staff, parents and students) was adopted in the implementation of Integrated Education in the school with an 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, 33.33% of our teachers had received related training courses offered by the EDB.

In 2019-20, a sum of \$420,000 (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.

3. Career Guidance

Due to the development of the COVID-19 epidemic, only some of the scheduled Life planning education lessons were delivered as planned. The following lessons were delivered:

- S.1 Life Planning Education lesson (I)
- S.2 Life Planning Education lesson (I)
- S.3 Life Planning Education lesson (I), online S.3 Life Planning Education lesson (II)
- S.4 Life Planning Education lesson (I)
- S.5 Life Planning Education lessons (I, II and III)

The following lessons could not be delivered:

- S.2 Life Planning Education lesson (II)
- S.3 Life Planning Education lesson (III)
- S.4 Life Planning Education lessons (II, III)

Based on the survey, most of the students understood the learning objectives of the lessons completed and put what they learnt into practice.

For instance, a majority of the S.1 students (96%) considered that it is important to set goals in life while 81% of them revealed that they would explore their interest and develop their strengths through participation in various activities in their secondary school life. A majority of the S.2 students (88%) thought that a good career should depend on one's interests, abilities, values, the current economy and experiences, etc. while 78% of them thought that it is important to explore different career options during their secondary school life. 71% of the S.3 students thought that they understand their interests, personality traits, academic aptitudes and careers dreams.

The Life Planning Education lessons will be carried out next year with the incorporation of the updated career-related information and useful resources. Lessons will be transitioned to virtual instruction if classes are suspended due to the development of COVID-19 epidemic.

Careers Assistants performed skits on some jobs such as education psychologists to their fellow students during the Class Teacher periods. Printouts with information of a variety of jobs were also given to the students. Some of the students (S.1: 60% and S.3: 54%) thought that the promotion activity was useful in helping them understand more about the world of work. The promotion activity will continue next year and the selection of the jobs to be promoted will be based on the data gathered from the students on the jobs that they would like to explore more about. To encourage students to explore more about different jobs themselves, a school-based subscription to an online job information platform "Discover@Jobtionary" created specifically for Hong Kong students will be made.

Fifteen S.4/ S.5 students interested in exploring more about the financial / civil service sector joined the lifebuddies mentorship program organized by the Commission on Poverty. During the program, volunteers from the Treasury of the HKSAR government shared their wisdom and experience with the participants, helped them improve their life skills and set some educational and career goals. Most of the participants said that they had enjoyed the interactions with the mentors and learnt a lot about the world of work from them. Riding on the experience of the program, a school-based mentorship program in collaboration with the Alumnae Association will be implemented in 2021-2022.

Due to the popularity of social media platforms like Whatsapp and Instagram among the students, the Careers Section used these platforms along with the school's recently established emailing system to disseminate career-related information. Many students appreciated the use of electronic means to disseminate career-related information. The practice will continue next year.

Our school is an affiliated school of the CLAP for Youth projects. Our S.5 students, therefore, made use of the resources provided in the e-portal to do career assessments and the teachers made good use of the reports generated to understand more about the students in order to conduct career counseling. To introduce S.3 students to the many career choices and helps them think about their interests and the importance of subject choice, our school purchased the rights to allow S.3 students to take the Cambridge Occupational Analysts Probe Assessment. Not all of the S.3 students understood the objectives of the assessment. Next year, more explanation will be given so that the students will not treat the assessment results as a personalized plan of further studies or career. Rather, the results provide important guiding questions which can help them navigate the elective subject choice process. As the CLAP for Youth projects school support service will end on 31 Aug 2020, other assessment tools will be provided to the students next year.

In partnership with Class Teachers, group career counselling sessions were provided to S.3 and S.6 students. Before the start of the consultation periods, the Careers Mistress and Deputy Careers Mistress shared group career counselling strategies with novice Careers Teachers and Class Teachers. The Teachers found the sharing helpful. Many of the students found that the sessions helped them make informed decisions concerning their elective subject choices / plans of post-secondary study. Due to the school suspension in July, S.5 group counselling sessions could not be carried out this year. Next year, similar group career counselling sessions will be carried out.

Due to the school suspension, the experience sharing session on learning senior secondary elective subjects could not be carried out this year. An online platform was created to disseminate the elective subject presentations prepared by different departments to the students. 74% of the S.3 students found the presentations useful. If the situation permits, a face-to-face sharing session will be held next year.

As classes were suspended in March, the Activity Day for S.5 students was cancelled. Also, the Young Entrepreneurs Development Council (YDC) could not arrange company visits for our students this year. If the situation permits, visits to tertiary institutes or companies will be arranged next year.

4. Extra-curricular Activities

- S.3 Eyes on the Community Service Program, Volunteer Social Service Group and CYC 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, 「學友社傑出中學生領袖選舉」 and a total of thirty-one clubs, societies and school teams were offered.
- The four Houses organized tea parties, inter-house ball game (e.g. basketball), dance performance and house elections. These activities have strengthened students’ leadership skills and team spirit
- 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

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 2020

No. of Candidates	Level 2 or above in 5 subjects	Core Subjects at Level 3322 or above
1	96.6	76.0

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	80.3	88.7	55.0	44.3	29.6
Chinese Language	100	86.7	88.7	58.3	52.2	32.6
Mathematics	97.4	81.9	80.2	58.7	54.3	39.0
Liberal Studies	99.1	88.4	85.3	65.6	36.2	31.1

2. Achievements in Inter-school Competition / Activities

Nature	Name of Competitions	Awards
Scholarship	Rev. Joseph Carra Memorial Education Grant	1
	羅氏慈善基金 - 應用學習獎學金	1
	Outstanding Students Award of Tsuen Wan, Kwai Chung & Tsing Yi Districts	1
	Sir Edward Youde Memorial Prizes for Senior Secondary School Students	2
	青苗學界進步獎 (2018-2019)	20
Academic	The Chemists Online Self-study Award Scheme	Platinum: 1 Diamond: 4
	Hong Kong Secondary Schools Debating Competition 2018-2019 Term 2 Final Division 1	Runner-up: 1
	Hong Kong Brain Bee Competition	Good Performance: 6
	International Biology Olympiad- Hong Kong Contest 2019	Bronze: 3 Honorable mention: 1
	Hong Kong Biology Literacy Award (2019/20)	Merit: 2
	Towngas 校際環保科探大賽 2019	1st Runner-up: 1
	Junior Secondary History e-Reading Award Scheme 2020 (初中歷史科電子閱讀獎勵計劃 2020)	嘉許獎: 2
	香港辯論超級聯賽 2019	最有價值辯論員: 1 甲組季軍: 1
	第三屆 「葵青區聯校辯論比賽」	冠軍賽最佳辯論員: 1 冠軍: 1
	第八屆思辯盃	全港亞軍 及 新界西分區冠軍: 1 總決賽最佳風度獎: 1 總決賽最佳辯論員: 1
	2019 「護齒增健康大行動」標語創作比賽	優異獎: 1
	Aesthetic Development	71st HK Schools Speech Festival
English Section		English Solo Verse Speaking 2nd Prize: 1 English Solo Verse Speaking Merit Prize: 15 English Solo Verse Speaking 1st Prize: 1 Dramatic Duologue Merit Prize: 2 Dramatic Duologue 2nd Prize: 1

	Chinese Section	粵語二人朗誦優良獎狀: 2 粵語散文獨誦優良獎狀: 1 普通話詩詞獨誦優良獎狀: 2 普通話散文獨誦冠軍: 1 普通話散文獨誦季軍: 1	
Careers-related	HKIE President's Proteges Club Engineering Exploration Programme 2019	1st Runner-up: 1	
Physical Development	A.S. Watson Group HK Student Sports Awards 2019-2020	1	
	HKSSF Inter-Schools Athletics Championships 2019-20 Kwai Tsing	Girls Grade A	Discus 5th Place: 1 400m 5th Place: 1 100m 8th Place: 1
		Girls Grade C	200m 6th Place: 1 4x100m Relay 3rd Place: 4
	潛能無限慈善跑	Champion: 1 2nd Prize: 1	
	2019-20 HKSSF Inter-School Swimming Championships Kwai Tsing	Girls Grade B	100m Freestyle 2nd Place: 1 200m Freestyle Champion: 1
		Girls Grade C	100m Freestyle 4th Place: 1 100m Freestyle 7th Place: 1 100m Breast Stroke Champion: 1 100m Breast Stroke 3rd Place: 1 50m Breast Stroke 2nd Place: 1 50m Breast Stroke 7th Place: 1 50m Butterfly 2nd Place: 1 200m Freestyle 2nd Place: 1 4x50m Free Style 2nd Place: 4 4x50m Medley 5th Place: Overall Championships 2nd Place: 8
		Age-group Swimming Competition of Kwai Tsing District 2019	Breast Stroke 50 m Bronze Award: 1 Brest Stroke 100 m Silver Award: 1 Breast Stroke 200 m Gold Award: 1
Social Service	第十四屆「文化新人類-青年領袖獎勵計劃」	積極參與獎: 3 熱心服務獎: 1 「校園全接觸親善大使」獎: 1	

IX. Financial Summary as at 31 August 2020

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>
1. EOEBG				
Administration Grant		3,826,272.00	4,096,353.71	
Air-conditioning Grant		554,171.00	141,405.93	
Baseline Reference		1,943,206.90	1,350,355.68	
Capacity Enhancement Grant		634,017.00	704,308.20	
Composite IT Grant		420,652.00	421,854.43	
School-based Management Top-up Grant		50,000.00	0.00	
Top-up deficit of Grant outside EOEBG			60,395.81	
		<u>852,116.77</u>	<u>7,428,318.90</u>	<u>6,774,673.76</u>
				<u>1,505,761.91</u>
2. Grants outside EOEBG				
After-school Learning & Support Prog.	164,398.20	163,200.00	44,790.00	163,200.00 *
Committee on Home-School Co-operation Project	68.00	25,633.00	21,176.29	68.00 *
Diversity Learning Grant (DLG) - Applied Learning Courses	0.00	59,750.00	59,750.00	0.00
Diversity Learning Grant (DLG) - Other Programmes	84,000.00	84,000.00	52,170.00	115,829.40
Enhanced Additional Funding-Support For NCS Students	239,978.34	800,000.00	592,830.53	447,147.81
Extra Recurrent Grant under ITE4	0.00	66,740.00	72,240.00	(5,500.00) #
Information Technology Staffing Support Grant	1,558.80	317,338.00	345,016.10	(26,119.30) #
Learning Support Grant for Secondary Schools (LSGSS)	67,499.06	420,000.00	353,988.68	126,000.00 *
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	85,119.13	0.00	36,976.05	48,143.08
One-off Grant under ITE4 - for Acquiring Mobile Computing Devices	51,175.00	0.00	51,175.00	0.00
One-off IT Grant for e-Learning in school (OITG)	45,604.00	0.00	45,604.00	0.00
Promotion of Reading Grant	2,803.42	61,980.00	54,918.70	9,864.72
Student Grant for Applied Learning Chinese (ApL(C))	0.00	40,267.00	40,267.00	0.00
Teacher Relief Grant	130,528.20	342,859.00	482,234.35	(8,847.15) #
Provision of a Non-recurrent Grant to Secondary Schools to Support Non-Chinese Speaking Students to Learn Chinese History	0.00	100,000.00	0.00	100,000.00
School Executive Officer Grant	0.00	534,660.00	457,466.76	77,193.24
Student Activities Support Grant	0.00	128,700.00	19,677.00	0.00 *
Life-wide Learning Grant	0.00	1,158,000.00	434,476.07	723,523.93
HK School Drams Festival	0.00	3,600.00	926.30	0.00 *
Special Anti-epidemic Grant	0.00	25,000.00	32,570.00	(7,570.00) #
One-off Grant for Summer Reading Programme	0.00	61,100.00	39,595.32	0.00 *
		<u>4,392,827.00</u>	<u>3,237,848.15</u>	

* Unspent amount in excess the current year provision will be clawed back

Deficit will be topped up by EOEBG

School Fund

Subscriptions A/C	3,930,104.14	325,313.25	927,884.58	3,327,532.81
Approved Collection for Specific Purpose - Air-conditioning	951,823.47	0.00	5,800.00	946,023.47
Approved Collection for Specific Purpose - Printing & Miscellaneous	502,988.91	36,300.00	53,461.16	485,827.75

School-based After-school Learning and Support Programmes 2019/20 s.y.
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) benefitted under the Grant is 51 (including A. 8 CSSA recipients, B. 36 SFAS full-grant recipients and C. 7 under school's discretionary quota).

B. Information on Activities to be subsidised/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, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Language Training: English Tutorials (S.1 & S.2)	4	23	0	93.5%	3/10/2019 to 10/12/2019	\$ 5,400	Tutor's feedback Assessment Attendance Record	Miss Choy Yui Bing Miss Lam Cheuk Yin Miss Liu Wing Yan	According to the results of the pre-test and post-test, most of the participants have improved in their English foundation and they became more confident in learning English.
Learning Skill Training: Mathematics Tutorial Programme (S.1-S.3)	4	12	0	96.4%	14/10/2019 to 19/12/2019	\$2,820	Internal school assessments	Mr. Chow Ping Wah	According to the results of the assessments, most of the participants have improved in their mathematical concepts and they became more confident in learning Mathematics.

Learning Skill Training: 1. IoT and 3D Coding Class 2. VR Coding Class	1	9	0	94.2%	16/1/2020 to 6/2/2020	\$23,340	- Advisor's observation - Participants' feedback	Discovery Technologies Limited	Students were interested in the IoT device assembling and coding. They were able to code on the microbit and IoT sensors confidently. VR Coding class was cancelled due to Covid-19 school suspension.
Art /Culture activities: Love and Service Band	0	0	7	89.3%	28/9/2019 to 27/6/2020	\$13,230	- Tutor's assessment	Music Vibration Academy	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.
Total no. of activities:									
@No. of man-times	9	44	7						
**Total no. of man-times	60					Total Expenses	\$44,790		

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 benefitted students participating in each activity listed above.

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

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (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			✓			

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 (Please specify: They are busy);
 - 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 2019-2020 School Year

English Language Education (ELE) Key Learning Area

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated	Success Criteria	Evaluation	Recommendation / Follow-up		
Enhancing students' language proficiency	- To provide assistance to teachers and give remedial support to weaker students	- To employ a full-time English Teaching Assistant (TA) to provide support to teachers	- Teachers can be relieved from some of their workload	- Teachers' workload was relieved	- Clerical work of the English Teachers was relieved due to the contribution of the TA.	- An Associate Teacher (AT) will be much needed to ease the workload of the English Teachers and provide various kinds of support to students with different needs.		
			- Teachers can spare more time in preparing for their lessons and taking care of students with special learning needs	- Learning needs of weaker students were taken care of	- Clerical support provided was useful in helping the teachers develop the learning materials for the less-abled students.			
			- The weaker students will be given more remedial support	-	- Remedial support was provided to the less-able students.			
			- The ELTS Centre will be well managed and well utilized	- Better arrangements in the organization of English learning activities were facilitated	- The English TA did help the library materials lending services and organize the English-learning activities. However, some of the scheduled activities were cancelled due to the outbreak of the COVID-19.			
	- To teach 2 classes of English Language	To employ a 0.6 *full-time English teacher	- More manpower to teach and mentor students and help develop teaching materials	-	- A dedicated teacher		- Great passion was demonstrated and dedication to teaching was observed.	- Proper manpower with permanent post(s) for the subject is much needed for students' needs and for teachers' morale.
				-	- Learning needs of students were taken care of		- Teaching packages with various learning strategies especially during the school Suspension period were developed.	

Extra-Curricular Activities Section (ECA) and Careers Section (CS)

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 teacher	To employ a full-time Teaching Assistant (TA) for Careers Section and ECA Committee to	- Teachers can be relieved from some of their workload and can concentrate on developing effective learning and teaching strategies to enhance learning and teaching	- Teachers' workload was relieved so that teachers can concentrate on improving learning and teaching strategies	- Some of the work involved in the life planning education and thus workload of the teachers was relieved.	- A Teaching Assistant should be employed to provide assistance to the Extra-Curricular Activities Section (ECA) and Careers Section (CS).
		- Assist the clerical work related to Careers and ECA activities			- Clerical support provided was useful in helping the teachers focus on improving the teaching and learning strategies.	
		- Go on outings with students for learning activities			- Support in clerical work was offered	
					- Some of the scheduled visits and outings were cancelled due to the novel coronavirus epidemic.	