

**POPE PAUL VI COLLEGE**

**School Report**

**2020-2021**

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

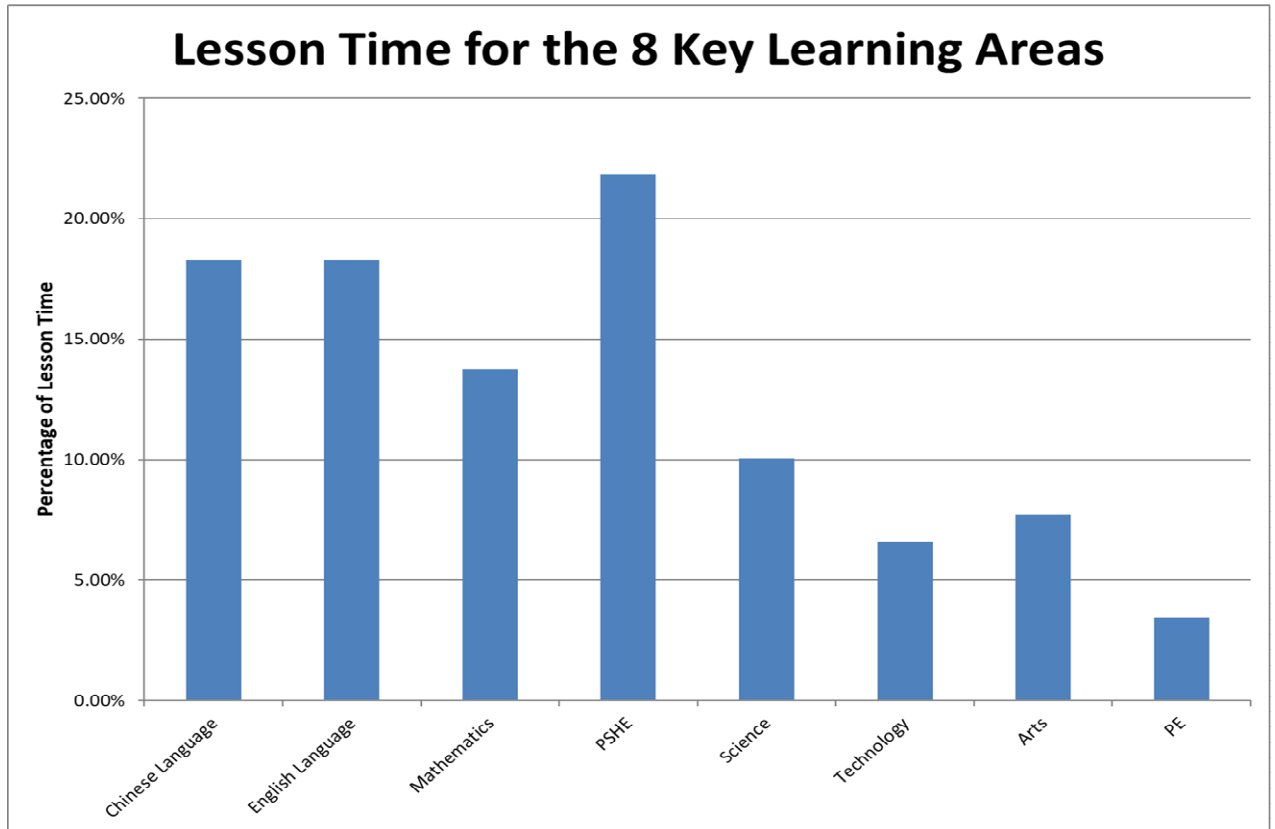
Pope Paul VI College, established in 1969, is a Catholic subsidized EMI secondary school for girls. Its sponsoring body is the Missionary Sisters of the Immaculate (P.I.M.E. Sisters).

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 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 2020, there were 728 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	127
Secondary 2	132
Secondary 3	122
Secondary 4	128
Secondary 5	113
Secondary 6	107

## 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	97.8%
Secondary 2	98.8%
Secondary 3	99.0%
Secondary 4	98.5%
Secondary 5	98.9%
Secondary 6	97.5%

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

##### 1. Teachers' Qualifications

In the academic year 2020-21, our school had 56 teachers boasting an average of 19.08 years of teaching experience. 53 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: 29
- Teachers holding Bachelor's degrees: 25
- 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	4
3 - 5 years teaching experience	2
6 – 10 years teaching experience	5
More than 10 years teaching experience	45

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

### Major Concern 1: To strengthen students' interpersonal skills and spirit of collaboration

Strategy 1.1	Personal Development Booklets with the focus of interpersonal skills and collaboration skills are prepared for S.1-S.3 students.
Strategy 1.2	Learning activities carried out in the class teacher periods and lunch time class activities organized to strengthen students' interpersonal skills and spirit of collaboration
Strategy 1.3	Important interpersonal skills for the workplace shared with S.4-S.5 students during life planning education lessons and Career Day.
<p><b><u>Careers Section</u></b></p> <p><i>Achievements</i></p> <p>During the S.4 Life Planning Education lesson, students learnt some of the interpersonal skills for the workplace. The principles taught were based on the self-help book <i>How to Win Friends and Influence People</i> written by Dale Carnegie.</p> <p>67.5% of the students agreed that they had gained a better understanding of interpersonal relationship skills at work.</p> <p><i>Reflections</i></p> <p>The strategy worked fairly well. However, to some students, joining a mentorship scheme seems to be a better way for them to learn interpersonal skills for the workplace. In the future, besides classroom learning, other strategies will be used to teach students the skills.</p>	
<p><b><u>Counselling Team</u></b></p> <p><i>Achievements</i></p> <p>Personal Development Booklets with the focus of interpersonal skills and collaboration skills were prepared for S.1-S.3 students. During the class teacher period, class teachers shared with the students the social skills, ways to build up self-esteem, resilience skills as well as emotion management. In the year end self-reflection, students shared with their class teachers their unforgettable experiences in team activities and what they had learnt from their experiences regarding interpersonal skills and spirit of collaboration. Besides, they reflected on their good performances in teamwork and they also showed their appreciation and gratitude towards their team members.</p> <p>Learning activities were carried out in the class teacher periods and class activities were organized to strengthen students' interpersonal skills and spirit of collaboration. Most of the students enjoyed the class activities and had good communication with their peers. Students got along quite well with each other</p>	

and they were willing to share their ups and downs with peers. Class teachers had the following observations:

S.1 students were enthusiastic in taking part in class activities such as Christmas class parties, inter-class stretch exercise competition. They were cooperative and they were willing to serve each other. They respected other students' interests and achievements. The committee members of the Class Association were responsible. It was a pity that they did not have much opportunities to have the face-to-face contact with their classmates throughout the school year.

S.2 students were enthusiastic in taking part in class activities. They grouped themselves and they even organized online games in turns during the class suspension period. The class atmosphere was very good. They appreciated each other and gave each other encouragement. They were willing to give a helping hand to each other.

S.3 students were enthusiastic in taking part in class activities such as Christmas class parties, music concert. They learnt how to accept others with different opinions through implementing activities with their peers. They were cooperative and they were willing to listen to and respect others' suggestions or opinions. The committee members of the Class Association were responsible. They had created a harmonious atmosphere in the class.

#### *Reflections*

The lesson time was really insufficient during the academic year 2020-21. Students especially S.1 students did not have much opportunities to have the face-to-face contact with their classmates. It was difficult for the class teachers to conduct all the learning activities as planned and share with them all the necessary interpersonal skills. Due to the suspension of the face-to-face lessons, more students were found to have stress and self-management problems. Therefore, it is suggested that the School nurture students' positive values and resilience so that they can develop self-directed learning habits and stay positive and optimistic when facing adversity and difficulties.

Strategy 1.4	Student-LED approach adopted to run curricular and extra-curricular activities especially inter-class competitions, inter-house competitions, service programmes to practice interpersonal skills and spirit of collaboration.
<p><u>公民教育組</u></p> <p><b>成就</b></p> <p>公民教育組學生大使定期舉行會議，彼此分享對社會時事的看法。從老師觀察可見，學生大使在分享過程中能耐心聆聽及尊重別人意見，在全組學生得到共識後撰寫了講稿，再向全校同學分享。不過由於疫情關係，是項活動的舉行次數有限，期望下學年能有更多機會讓學生分享。</p>	



## 反思

本年度原計劃由學生大使負責推廣公民教育組的各項活動，以提升她們的溝通技巧。但由於疫情關係，以致多項學校活動需要取消。建議下一學年再度推行以上的活動，並且由學生負責組織。

### **Extra-curricular Activities Section**

#### *Achievements*

- Inter-house competitions were cancelled due to suspension of face-to-face lessons.
- House AGM will be postponed to September 2021.
- One online student-led House activity was organized in May 2021.
- House officials were required to organize an online House gathering for S.1 students. Before the gathering, all the House officials had to attend 2 leadership training workshops led by social workers from BGCA. The activity offered a chance for students to collaborate and organize an activity on their own. The activity was successful. But enhancement on collaboration and communication skills was still limited.
- Student-led approach for this activity was successful. House officials designed games and activities on their own. They reviewed and fine-tuned their plans throughout the whole process. According to the observation of teachers and social workers, strong collaboration could be seen throughout the activity.

#### *Reflections*

- As inter-house competitions were cancelled, the spirit of collaboration among House committee was limited.
- Inter-house competitions will resume next year if restrictions on after-school activities are uplifted.

### **Health Promotion Team**

#### *Achievements*

#### **Inter-class Stretching Exercise Video Clip Competition**

1. 70% of the participants agreed that the inter-class competition improved their spirit of collaboration in the class.
2. 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 programme be continued next year as a routinized activity due to the fact that the activity could help students build up collaborative spirit.

Strategy 1.5	To organize diversified leadership training programmes for student leaders to strengthen their interpersonal skills and spirit of collaboration
--------------	---

**Discipline Committee**

*Achievements*

The Counseling Team and Discipline Committee have joined the programme I-Lab Communication Skill organized by HKFYG Leadership Institute. It was an online workshop held on 23 March in which prefects and counseling team assistants learnt the theory of effective communication skills. Students could master the related principles and skills on communication.

45 participants agreed that the workshop could help improve their communication skills. Only 3 participants disagreed with this.

*Reflections*

Teachers-in-charge have participated in the workshop and agreed that the contents of the workshops were helpful and it was effective in promoting the communication skills of our students. It was agreed that the students could join the same program in the future. This could become a routinized activity.

**Extra-curricular Activities Section**

*Achievements*

Leadership training courses were arranged for House officials to facilitate them to run online activities amid pandemic-related restrictions. Four Houses had organized online gathering parties for S.1 students.

*Reflections*

The activities have strengthened students' leadership skills and team spirit.

Strategy 1.6	To organize workshops, talks, activities for students to promote positive psychology, resilience, stress management
--------------	---

**Counselling Team**

*Achievements*

During the Peer Counselling Workshops for Big Sisters, students learnt some skills about communication, positive psychology, empathy and how to accept others with different opinions through activities with their peers.

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 and 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 Programme and the S.1 Discipline Workshop 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 organized mental health talks for junior and senior form students respectively. The message of the importance of mental health had also been delivered.

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.

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.

#### *Reflections*

The responses were very encouraging and the programmes would continue in the coming year. More chances should be given for peer counsellors to practise their counselling skills.

#### *Achievements:*

During the year-end discussion session, teachers expressed their views that in general, students are caring, responsible and could show respect to others. However, some of them lack confidence and do not appreciate their own character strengths or achievements. They also need to learn how to cope with adversity and stress.

In the Assessment Program for Affective and Social Outcomes (2nd Version) (APASO) survey, some of the questions gauged students' interpersonal skills and spirit of collaboration. In all the interpersonal skills assessment questions, our junior form students fared as good as or better than their counterparts in Hong Kong while our senior form students fared as good as their counterparts in all the questions except questions concerning skills in making friends or building meaningful relationships with members of the opposite sex. (A 0.1 or less difference in score is deemed insignificant.) With regard to questions that aim at assessing their spirit of collaboration, both our junior and senior form students did as good as or better than their counterparts in Hong Kong.

Based on the focus group interview carried out on 16 July 2021, most of the student representatives reflected that their spirit of collaboration and communication skills had been enhanced through the activities organized by the school. The activities included the class activities organized by the class association of each class, the project-based learning activities, club activities such as the drama club activities, S.4 musical competition, sports team activities such as the basketball team practices and house committee activities. Some representatives lamented that as many house activities and leadership training or personal growth camps were cancelled due to measures to combat the spread of COVID-19, they could not collaborate with their peers and learn the interpersonal skills as often as they desired. The representatives also commented on the positive qualities possessed by their peers as revealed in different activities.

For instance, they found that when organizing the class activities, their classmates respected each other during the decision-making process and they showed care and concern to those introverted students by encouraging them to participate in the activities. During the S.4 musical competition, their classmates demonstrated commitment to the goals and discharged the duties responsibly. S.1 students found that their big sisters were honest and truthful to them and cared about their well-being.

*Reflections:*

Concerning the teaching of interpersonal skills and nurturing positive values in students, it was found that our students learn better in authentic situations over traditional classroom, instructor-centric methods. Therefore, different experiential activities, leadership programs and alumnae mentorship program should be carried out next year. In the future, more student-led activities should be carried out as students could learn different skills better through organizing the activities rather than merely participating in them.

To boost students' confidence and allow them to appreciate their own strengths, teachers suggested that platforms should be created so that students could have a chance to showcase their talents. In addition, the power of external parties such as devoted alumna volunteers should be harnessed to help students navigate their pathways of further studies or find their goals.

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

Strategy 2.1	E-learning tools to be included in lessons focusing on (not limited to): - promoting STEAM education by the STEAM Committee - incorporating the 5 Catholic core values by the Catholic Core Values Lesson Study Committee - highlighting students’ learning evidence in the Lesson Study Collaborative Lesson Planning (CLP) by all subjects involved
Strategy 2.2	Sessions on the planning stage, including meetings arranged for developing the lesson plans and pre-lesson briefing session, the implementation stage, including lesson observation, and the evaluation stage including post-lesson meetings to be arranged by Panel Heads, KLA Co-ordinators and Staff Development Committee respectively
Strategy 2.3	Formal sharing sessions to be carried out by Panel Heads, KLA Co-ordinators, AC Head and the Staff Development Committee at departmental level, KLA level, in AC meetings and at School level respectively

**Academic Committee**

*Achievements*

Students found the STEM education had helped them master the Creativity, Collaboration and Problem-solving skills.

STEM elements were integrated with the Creativity, Collaboration and Problem-solving skills and were incorporated in the curricula of 5 KLAs.

Most teachers agreed that they regard training students’ Creativity, Collaboration and Problem-solving skills should be put into regular teaching practice in order to deliver quality education.

Most students were more competent in applying their Creativity, Collaboration and Problem-solving skills.

Students demonstrated abilities in collaborating with peers when doing group work.

Students developed a heightened awareness of their roles, duties and manners when collaborating with their peers in group work.

*Reflections*

There was a new collaboration across several KLAs in the related syllabi for the STEAM project elements. Most students demonstrated appropriate creativity, critical thinking and problem-solving skills through the STEAM PBL project. More collaboration between different KLAs could continue and be strengthened to further enhance students’ generic skills. In addition, they could have more training in

presentation skills when normal school activities are resumed. More STEAM-related activities and competitions could help students to develop their skills better.

Due to the implementation of the special timetable, some PBL meetings were held online instead. The situation improved when face-to-face classes resumed and students could have more chances for face-to-face meetings. They could have better collaboration and interactions with their peers that way. Since the PBL presentation was postponed to the post-examination period this year, it seemed that that allowed the students to have more time and energy to focus on doing the projects.

### **Staff Development Committee**

#### *Achievements*

##### Two e-learning workshops

This year two workshops were organized related to eLearning. Most teachers agreed that these workshops can help them to learn and find a suitable e-learning tool for teaching.

A list of the eLearning tools was prepared after the consultation with various KLAs. Nearpod, Padlet, GoodNotes and ZoomNotes would be purchased for teachers before the summer holidays.

#### *Reflections*

One Staff development day was held with different speakers to cater for the specific needs of each KLA. The speakers shared the pedagogies, contents and new technology for Teaching and Learning. This was a new trial and it was quite useful to our colleagues. It is suggested that more tailor-made subject-based staff development days such as KLA school visits should be arranged in the future.

With the purchase of desirable eLearning tools for each KLA, more sharing on using these tools in Teaching and Learning could be conducted in the coming year.

### **Arts Education Key Learning Area (AE KLA)**

#### *Achievements*

Students appreciated 龍舟奪錦 in music lessons. They also completed a futuristic artwork in VA lessons. The good works were made as a video with 龍舟奪錦 as the background music. The video was sent to teachers and students. Students demonstrated great creativity. They also found the commonalities of different art forms.

#### *Reflections*

Through creating video projects, students could dive into their creativity. In the future, an online channel could be provided to allow students to showcase the videos produced by them.

#### **Visual Arts**

Collaboration with CL department and joined the D-Stem project

### *Achievements*

2 workshops were done. Students completed the idea development of the project. They gave a formal presentation to professors.

### *Reflections*

Students demonstrated great creativity and collaboration.

## 中國語文教育學習領域

### 中國語文

#### 電子學習元素

#### *成就*

原定於中五上學期進行活動，由於受疫情影響，故活動延至下學期才進行。下學期時，改以另一課題進行活動。以文憑試卷四題目為題，分組讓學生進行討論，提出合適的理據。

學生就著分派的立場，在課前預習 google doc 寫下理據，在課堂上同組學生投入參與討論，提出意見，並整合預習的要點。兩位學生負責提出達理據，兩位學生負責回應其他組別的提問。學生能接受被分配的責任，投入參與活動。學生積極投入討論，持開放的態度聆聽別人的意見，並且互相幫助，整合理據作匯報。

學生運用 google doc 完成課前預習，有效節省教學時間，以便進行相應的教學活動。

#### *反思*

學生能以理性積極參與討論，來年會深化學生獨立思考的能力。

據今年及以往經驗，學生喜歡以討論及合作的方式表達意見。建議來年可舉行同類型的活動。

#### 課堂研究

#### *成就*

中四下學期進行天主教核心價值課堂研究，學生學習《論仁論孝論君子》後，以四位古今中外的名人事蹟作分組討論。極大部分學生能結合篇章所學內容，對人物作出準確的評價，並將重點寫在 google doc。大部分學生能承擔自己的責任，提出意見。

學生均能完成課前預習，並將預習重點寫在 google doc。

#### *反思*

學生均能投入參與討論，與別人交流時保持尊重、接納的態度。學生盡責，積極討論，提出意見，合力完成 google doc。

據以往經驗，學生喜歡以討論及合作的方式表達意見。建議來年可舉行同類型的活動。

## 中一至中三級運用電子學習工具

### *成就*

學生於上、下學期在 google doc 各寫一篇隨筆，極大部分學生均能對其他學生的作品作出評價，惟部分學生的評價欠深度，未能就扣題這方面作出具建設性的評語，以致學生未能根據評語重新修改文章。

學生學習態度不俗，在網上授課期間，學生仍盡力完成網上隨筆及互評。

### *反思*

若來年舉行同類型活動，建議老師先抽取一至兩篇學生隨筆作示範，教導學生如何具針對性的評價作品。同時若課堂時間許可，可於上學期讓學生在課堂上修改隨筆，老師從旁提點，讓學生掌握修改方法。

## **中國文學**

### 網上學習平台

#### *成就*

1、在創作之前，老師於網上學習平台上載導引材料（文章、圖片或短片）或著學生上載所搜集資料，以優化創作意念。

2、老師選取部分學生的創作上載網上學習平台，其他同學需就該創作評鑑（內容及技巧上的優點及建議）。

3、學生整合與篩選同學的意見後改寫其創作。

整體同學立意較其他創作有改善，中四級因題目自擬，學生選擇自己有感悟的題目，少部分同學立意高遠。

同學大致認真完成評鑑，能針對老師指示，指出同學創作上的優劣。

改寫的同學，其創作亦有所改善。中四及中五級學生投稿獲選晶文薈萃十優文章。

#### *反思*

建議來年可於每學期進行一次。

## **English Language Education Key Learning Area**

### E-learning tools

#### *Achievements*

Google Form was used to set reading and grammar quizzes in Junior Forms. Other e-learning tools such as Google Doc, Kahoot, Ed Puzzle, Nearpod, Padlet, Quizizz and Quizlet were used by more English teachers throughout the school year. An online reading programme from a service provider was adopted for S.1 to S.6 students.



Google Classroom, a platform for giving assignments, submitting assignments and giving feedback, was used to enhance learning and teaching effectiveness and students got used to submitting different assignments via Google Classroom. Both Junior and Senior Form students wrote to the Young Post and the SCMP in response to current issues. Quizzes, designed for revision and consolidation purposes after reading and teaching specific grammar items, were set in Google Form in Junior Forms.

S.3 students tried their best to do research on different topics through PBL with the help of 3 English teachers and 1 History teacher on the theme 'The Second World War'. Students did peer evaluation using Padlet. In general, their speaking presentations were done well.

### *Reflections*

A progressive plan for our teaching packages with the focused use of e-learning tools will be formulated with the aim of integrating technology into the classroom and enhancing student-centred learning. The online reading programme will also be kept.

Google Classroom can be used to enhance learning and teaching effectiveness even for face-to-face lessons. Writing to the newspapers to get students to evaluate social issues from different perspectives will be kept. Google Form can be effectively used for quizzes in consolidating students' knowledge and in collecting data to enhance teachers' understanding of students' performance and facilitate teachers' follow-up for students. Other language self-access websites such as British Council or the BBC can be introduced for self-directed learning.

PBL will be kept to develop students' research skills and presentation skills. Most importantly, PBL will train them to be independent and cooperative learners though there is room for improvement in selecting relevant information and mastering their speaking skills.

### Catholic Core Values Lesson Study and Collaborative Teaching

#### *Achievements*

A new teaching package, 'From Movie to Reading', with the film appreciation of Crazy Rich Asians to enhance students' understanding of a reading passage 'Crazy Rich Asians review – glossy romcom is a vital crowd-pleaser' was designed for S.5. One of the core Catholic values, love, as reflected in the family relationships in Crazy Rich Asians, was incorporated in the interactive learning activities. After comprehensive analysis of the characters in the movie based on the virtues and values of love learned from a religious song, 'Love Is', students could manage the reading comprehension much better. The sharing session on the teaching package aiming at exchanging professional dialogues was conducted in one department meeting.

#### *Reflections*

Teaching packages to be incorporated with the Catholic values and to cater for learner diversity using the Collaborative Lesson Planning (CLP) Framework to enhance students' critical thinking skills, creativity, collaboration skills and problem-solving skills will be kept and extended to other Forms.

Reasonable sessions of subject-based lesson observation and post-lesson evaluation meetings can be conducted to further enhance the learning and teaching effectiveness.

The implementation of the teaching package had been postponed due to the pandemic - students could have the lessons or the learning activities either in the morning or in the afternoon but the duration of the movie was 2 hours. To maintain social distancing, this also explained why only one class could enjoy the film show in the school hall. Students of other classes would be benefitted from the teaching package if other learning timeslots were available.

### **Liberal Studies**

#### *Achievements*

LS teachers integrated Catholic value (Life) in the curriculum and developed a teaching package in Module 5 Public Health with the issue in human genetic engineering.

All teachers agreed that the teaching package was useful in enhancing students' critical thinking skills.

With more guiding questions, most students were more competent in applying their critical thinking skills in group discussion.

About 90% of students completed the online pre-lesson exercise and the post lesson reflection.

#### *Reflections*

More Catholic values, e.g. Love, could be integrated into the curriculum.

Emphasis was put on enhancing students' critical thinking skills but enhancement/implementation of problem solving skills were neglected in the teaching package.

Online platforms (e.g. google form, google slide, etc) could be used more frequently to enhance the involvement of students in the lessons.

### **Mathematics Education Key Learning Area**

#### **STEAM education**

#### *Achievements*

Three STEM-related learning tasks were developed and implemented to enhance students' problems-solving and critical thinking skills.

STEM lesson plans for lesson studies were designed and implemented in S.2 and S.3 classes. The lesson activities aimed to equip the students with necessary problem-solving skills to handle their work in PBL.

A problem-solving training course consists of 16 sessions was run to provide training for those students gifted in problem-solving. The average attendance was 67.8% which is slightly less than our target (70%).

Five online STEM reading quizzes have been given to students.

**Scoring statistics:**

Title	Number of students (%)	Average mark (out of 20)
What did I eat?	306 (81.8%)	11.2
3D Printing	308 (82.4%)	13.2
What are budgets?	305 (81.6%)	10.0
Shaping our world	302 (80.7%)	15.7
Pattern around us	304 (81.3%)	13.3
Title	Number of students scoring 60% or above (%)	
What did I eat?	177 (57.8%)	
3D Printing	205 (68.1%)	
What are budgets?	132 (43.3%)	
Shaping our world	253 (83.8%)	
Pattern around us	229 (75.3%)	

*Reflections*

The tasks and lesson plans developed offer students opportunities to have a glimpse of the broad application of mathematics and mathematical modeling across different STEM areas.

The tasks and lesson plans could enhance students' problems-solving and critical thinking skills to a certain extent.

Some planned activities could not be fully implemented as planned due to the shortening of lesson time.

The tutor recruited had good experience in conducting online lessons.

The course was conducted in online mode. Some students found it difficult to stay highly-focused in online-mode training sessions. They preferred to attend face-to-face training sessions. The change of mode of training may affect the overall attendance and quality of training to some extent.

All students passed the proficiency assessment.

The reading materials provided a good starting point to gain more understanding about the uses of Math in daily life and the connection of various STEM subjects.

On average, about 80% attempted the online STEM reading quizzes. The participation rate meets our expectation.

Among those who have taken the quizzes, around 65% 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.

Students' interest in STEM could generally be promoted through cross-subject reading promotion.

### Collaborative teaching

#### *Achievements*

Sharing was infused into most panel meetings held in this school year.

Good practices in e-learning and useful e-tools had been explored in the panel.

All Mathematics teachers adopted Google classroom and Microsoft 365 TEAMS as the learning management system to support the conduction of online lessons during the class suspension period.

#### *Reflections*

Teachers generally made more use of different mathematics apps and softwares (including Geogebra, Desmos) in teaching.

All teachers in the panel found the contents of the internal sharing sessions useful and relevant to their teaching.

More training opportunities could be offered to our teachers to conduct effective and interactive online lessons.

### **Personal, Social & Humanities Education Key Learning Area**

#### **中國歷史**

##### *成就*

雖然本年度疫情持續，但本科組同事於網課期間以 TEAMS 進行實時授課，在有限的課時下，部份課堂進行了小組討論的學習活動，利用 Google doc 或 TEAMS 聊天室的功能來進行網上的小組學習。

##### *反思*

在老師及學生續步適應網課的學習模式下，以 Google doc 或 TEAMS 聊天室的功能來進行小組學習，能增強師生的互動，以及讓學生更能投入課堂學習中，亦能刺激同學思考，以提升他們的協作能力、批判思維能力及解難能力。

## **Economics**

### *Achievements*

In the second term, S.4 Economics students were given online short questions or M.C. questions during the lessons through the Google classroom e-learning platform. Students needed to discuss, type and submitted their individual or group answers through the e-learning platform.

The findings from the questionnaire showed that 70.2% students agreed that their collaboration, critical thinking and problem solving skills were enhanced by attempting the questions.

Through teachers' observation on students' performance, teacher agreed that the questions or assignments could motivate students to learn. Through the e-learning platform, students could continuously learn and enhance their critical thinking and problem-solving skills beyond the classroom whereas teachers can continuously monitor the students' performance and provide timely feedback, which can facilitate more interactive and collaborative learning.

### *Reflections*

The department would organize this type of activity again in the future in order to enhance the students' generic skills.

## **Geography**

### *Achievements*

A teaching package related to the learning and teaching of map reading skill (distance) was designed.

It was implemented in S.3B and S.3D classes.

A mobile app. (Zoomnote Lite) was used to facilitate the learning and teaching of the map reading skill.

### *Reflections*

According to teacher's observation in lesson and student's performance in final exam, students demonstrated their ability in applying the map reading skills. The majority of the students were able to apply the skill and solve extended problem-solving questions.

## **History**

### *Achievements*

Google Classrooms had been set up in each class/ group from S.3-S.6.

Students were given materials through the Google Classroom for pre-lesson preparation or self-study.

Different e-learning tools, e.g. Google Slides, TEAMS Meeting were used to conduct discussion in lessons and / or outside the classroom.

Students have done research and present a film review about the Second World War in groups through the Project-based Learning. Teachers (4 English teachers & 1 History teachers) trained them be independent & cooperative learners through the use of different e-learning tools.

Most of the successful criteria could be reached.

Based on teachers' observation, over 80% (S.3) and over 90% (S.4 &S.5) of students completed the pre-lesson preparation at home with the materials given by teachers.

Most students were more involved in the lessons with the use of different e-learning tools. Over 90% of S.3 students and about 60% of S.4 & S. 5 students had outstanding performance (with 60% of the questions correct / over 70 marks in their essay writing).

Teacher agreed that all students were involved in the discussion during lessons / outside the classroom.

100% of S.4 & S.5 students agreed that the use of Google Slides in discussion can enhance their skills in answering the essay questions. Thus, the practice will continue in the next academic year.

78.6% (S.3) & 100% (S.4 & S.5) of students agreed that the e-learning activities can enhance their understanding of the topics concerned.

Teacher agreed that S.3 students could complete the assigned PBL tasks through the use of different e-learning tools.

87.3% of S.3 students also agreed that they could complete the assigned PBL tasks through the use of different e-learning tools.

### *Reflections*

Due to the suspension of face-to-face lessons caused by the Covid-19 pandemic in the first term, the number of group discussions arranged had been reduced. Some of them were conducted online through the use of TEAMS Meeting.

In addition, due to the reduction of normal lesson time, it was difficult to provide more guidance to students. Thus, some of the film reviews of the students failed to provide adequate historical background to the audience. Also, the part of the reflection was not in-depth enough.

During the Presentation Session, it was found that some of the students failed to pronounce the words correctly. It is suggested that groups of different classes should be allocated to the same presentation session so that students could learn more from each other.

### **Integrated Humanities**

#### Use of e-learning tools and enquiry studies

### *Achievements*

Due to the pandemic of COVID-19, field observations about the types of land use were done by using EduVenture VR in lessons instead of the on-site field observation.

Students needed to communicate with their group mates what they have observed. Critical thinking skills and problem-solving skills were required when students were identifying the factors affecting the living standard of people living in the area and evaluating the living standard of an area.

Due to the constraint of lesson time during the COVID-19 pandemic, students did not need to design their models and finish their presentations. However, their creativity and presentation skills of the students could also be shown when answering the questions in the Enquiry Study worksheet and suggesting measures to improve the living standard of the district.

The following table shows the percentage of S.1 students who agreed that the enquiry study helped them improve the following skills:

Communication skills	78.1%
Cooperation with others	81.3%
Presentation skills	74.0%
Problem-solving skills	85.4%
Creativity	79.2%
Critical thinking skills	83.3%

### *Reflections*

According to the students' evaluation survey, over 74% of students agreed that enquiry study helped them improve each of the above skills and the success criterion was achieved in both forms.

To implement the enquiry studies more smoothly, the following measures have been suggested for the next academic year:

On the whole, students' creativity, collaboration skills, critical thinking skills and problem-solving skills can be improved through the Enquiry Study with the aid of interactive e-learning tools such as EduVenture VR. To broaden students' horizons and polish their field observation skills, on-site field observation can be

implemented with the pre-trip by using of EduVenture VR if the outbreak of COVID-19 is subsided in the next academic year.

### **Science Education Key Learning Area**

#### **Biology**

##### *Achievements*

Three sets of tiered assignments for S.3 to S.5 were developed and helped students to develop various generic skills. Most students agreed that they could develop problem-solving skills and creativity through these tiered assignments. All teachers agreed that they would incorporate the training of Creativity, Collaboration and Problem-solving skills into the regular teaching practice for quality teaching.

Some students also demonstrated their good problem-solving skills through participating in various STEM-related competitions/workshops outside school and won some prizes.

A Google doc form was used for the students to share their answers to challenging questions and their comments to others' answers. Most students agreed that their collaborative skills were enhanced with the use of Google worksheet. All teachers agreed that most students are competent to work collaboratively during the lessons.

##### *Reflections*

Due to Covid-19, the teaching syllabi were rearranged and some competitions and activities could not be carried out. Opportunities and learning time should be provided for students to further develop these skills through lessons and after-school hours.

Due to Covid-19, there was not enough lesson time for students to conduct their discussions for the challenging questions as normal but students were willing to share their ideas and learn from others. It would be better if more time and chances were provided for them to have group discussions with more interactive peer assessments and sharing.

#### **Chemistry**

##### *Achievements*

Tiered assignments (volumetric analysis and salt preparation) were set for S.4 and S.5. With tiered assignments, they could have a more in-depth study of the topics with an inquiry approach.

In the survey, 83% of the S.4 students and 95.8% of the S.5 students agreed or strongly agreed that the tiered worksheets helped them to develop their creativity and develop their problem solving skills.

Challenging questions were set to S.3 and S.4 students. They responded to the questions actively and posted their findings and views to the questions.

According to the survey, 75% of the S.4 student and 100% of the S.3 students strongly agreed and agreed that the questions posed in the google classroom can develop their curiosity and collaborative skills.



### *Reflections*

Tiered assignments were set to S.4 instead of S.3 due to the lesson time constraint.

More tiered worksheets can be designed for a wider range of topics to help students to develop their creativity and develop their problem solving skills in the coming academic year.

The opportunities for them to collaborate with their classmates were limited due to the pandemic.

Questions raised both from the teacher and classmates can be posed to the google classroom in the future.

### **Physics**

#### *Achievements*

STEM DIY projects couldn't be done in the lessons.

Some DIY were done by students after the steam team training.

Around 70 % of S4 & S5 students agreed that the tiered assignments could help them with the development of critical thinking skills and problem solving skills.

Around 70 % of S4 & 80% of S5 students agreed that the challenging questions in Google classroom could help them with the development of critical thinking skills and collaborative skills.

#### *Reflections*

The planned project couldn't be done after the teaching of the topic "lenses" through e-learning.

The planning would continue in the coming academic year.

The tiered assignments could be better designed so that the contents can be related more to the STEM-related activities or experiments in the curriculum.

### **Integrated Science**

#### *Achievements*

Two sets of tiered assignments for S.1 and S.2 were developed on the following topics:

S.1      Water Cycle              Thermal Expansion and Contraction

S.2      Electricity                  Neutralization

The worksheets helped students develop their critical thinking skills and problem solving skills. For instance, S.1 students were asked to explain their observation in an experiment with which they were unfamiliar. To answer this challenging question, students were required to apply and integrate what they learnt.

For S.2 students, they were given a more complicated electric circuit and asked to integrate what they learnt in order to explain a phenomenon.

Two challenging questions were posted using Google Classroom per term. In the activity, students helped each other clarify and dispel some misconceptions in science.

Each group of students was asked to demonstrate a DIY science experiment collaboratively by means of video making. Also, during their presentation, they had to explain the scientific principles behind the phenomena. About 85% of students successfully created a video to demonstrate a DIY science experiment.

S.1 students were asked to read the Science eBooks. They were asked to create an informational book report by using Google slides. About 95% of them successfully created Google slides to complete the informational book report.

The targets of having 80% of students to be more competent in applying their Creativity, Collaboration and Problem-solving skills and having 70% of teachers regard Creativity, Collaboration and Problem-solving skills as a regular practice for quality teaching have been achieved.

Tiered assignments which serve as consolidating students' learning and training students' Creativity, Collaboration and Problem-solving generic skills should be adopted continuously in the future. It is suggested that students should be explicitly taught more about the problem solving strategies in solving complex problems in science.

The targets of having more than 70% of the students apply the collaborative skills satisfactorily in at least some of the challenging question assignments have been achieved.

More than 70% of teachers agreed that most students' collaborative skills have been enhanced at the end of the term.

### *Reflections*

In the future, teachers should have students continue to collaborate with other group members to tackle challenging questions in science.

Some students did not know how to present the information in a user-friendly format. In the future, teachers can show some examples of good designs to the class.

## **Technology Education Key Learning Area**

### **Business, Accounting and Financial Studies**

#### *Achievements*

Students were required to do the Multiple Choice Questions from Pearson elearning platform and extra essay-type questions regularly and submit these assignments through Google classroom.

Findings from the questionnaire showed that over 71.4% of students agreed that their critical thinking and problem-solving skills were enhanced through the e-learning platform beyond the classroom.

S.3 students were required to form groups and write a radio-play to promote a type of beverage to their target audience.

Among students responded to the survey, over 76.3% agreed that their creativity and collaboration skills were enhanced through the radio-play presentation activity.

### *Reflections*

Through teachers' observation on students' performance, teachers agreed that the assignments could motivate students to learn. Through the e-learning platform, students could continuously learn and enhance their critical thinking and problem-solving skills beyond the classroom whereas teachers can continuously monitor the students' performance and provide timely feedback, which can facilitate more interactive and collaborative learning.

Through teachers' observation on students' performance, teachers agreed that the activities could strengthen students' creativity and collaboration skills. In addition, students could consolidate their knowledge and learn how to apply the business concepts to real life examples through this activity.

Similar activities would be carried out in the future so as to enhance students' generic skills.

## **Computer Literacy / Information and Communication Technology**

### *Achievements*

In S.3, students were given a DSTEM project which students need to design a product with AI elements.

In S.3, students were asked to complete 3-D maths questions with the tinkercad software learnt in CL.

In S.2 CL, students through PBL applied the knowledge learnt in Maths (rate and ratio) and Arts (scaffold building) to design a SmartCity project.

7 lessons (10 hours) were conducted for three S.6 ICT students to focus on computational thinking (pseudocode programming).

15 ICT students were invited to join an AI coding class (10 lessons, 15 hours). Students were generally satisfied with the course content and instructor's teaching. They rated the course content and the instructor's teaching skills with 4.36/5 and 4.57/5 marks respectively.

### *Reflections*

Similar collaboration and courses will be carried out again in the coming academic year.

## **Home Economics**

### *Achievements*

Google Classrooms were set up for S1 and S2 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 agreed that Google Classroom helped them learn better.

S2 “Green Living Project” was completed in Feb 2021. It lasted 4 months. Students were required to form a group of two and work together in the planning and presentation stage.

It was observed that some collaborative skills were developed as they had to share the workload at different stages of the project such as planning, engaging green living activities, preparing the PowerPoint and the presentation script.

### *Reflections*

Teachers could continuously monitor the students’ performance and provided timely feedback, which could facilitate more interactive learning. Students were able to make amendments according to the request of the teachers.

It was suggested that other e-learning tools such as Padlet could be used in the next academic year.

Similar activities would be carried out in the future so as to enhance students’ generic skills.

Suggestions for improvement:

Teacher could remind students some presentation skills.

### *Achievements*

The APASO survey revealed that our students fared as good as or better than their counterparts in Hong Kong in terms of their problem-solving skills. In the areas of creativity, critical thinking skills and problem-solving skills, our students fared as good as or better than their counterparts in Hong Kong except in the following abilities:

Our senior form students did not think that they are confident in being able to solve complex problems. They also felt that they could not follow complicated steps to a solution and that they could not think of different solutions to the same problem. Our junior form students felt that they could not view things in a different way and that they are not sensitive to differences among similar things.

Based on the stakeholder survey, compared with the data gathered in 18-19, an increasing proportion of students felt that they could apply learning strategies effectively and that their teachers had provided guidance on how to apply effective learning strategies and had asked them thought-provoking questions. The results imply that the focus on skills training had borne fruits.

During the sharing sessions conducted by Panel Heads, KLA Coordinators, Academic Committee and Staff Development Committee Head, most of the teachers agreed that the e-learning

strategies adopted provided effective ways for students to learn collaboration, critical thinking and problem-solving skills.

Most of the teachers agreed that the e-learning materials developed by the STEAM committee, the Catholic Core Values Lesson Study Committee and subjects not included in the above two Committees for the purpose of the lesson study had enhanced the students' creativity, collaboration, critical thinking and problem-solving skills.

### *Reflections*

Interactive e-learning provides an effective means to enhance the skills of the students. To further promote the efficacy of e-learning, the school should explore the possibility of the implementation of the Bring Your Own Device (BYOD) policy and the creation of an online platform for students to share their learning outcomes.

Riding on the success of the lesson study in building up students' skills, the school should provide extra resources for subject panels in order to create capacity for teachers to carry out more lesson observations.

Teachers were asked to express their opinions in written form and verbally during the discussion session. Quite a lot of them opined that our students need further development of their self-learning habits and, therefore, the school should focus on helping student build learning habits such as time management and note-taking skills in the future.

## **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*

- 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)
- Introduction to the history of P.I.M.E. Sisters 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)
- 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 for learning in service (S.4)
- Co-organizing festive religious celebrations with the Religious Team to nourish religious growth, e.g. Farewell Prayer Meeting, Mass before the Release of HKDSE, Natural Spirituality Experience 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 (2020-2021)***

Civic Education Lessons

參加全港中學生十大新聞選舉——千編細選

Basic Law and Current Issues Quiz (S.1-3)

Civic Education lessons contained a variety of learning activities including input provided by Class Teachers, inter-class Basic Law and Current Issues quiz competitions, visits and discussions on current issues. However, because of the Covid-19 pandemic, some 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 achieve our objectives.

## **3. Reading Promotion**

The Teacher Librarian is responsible for collaborating with all teaching staffs to provide assistance in teaching and learning by means 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, promotion of using e-book system and organization of subject-based themed book displays for extension of students' learning beyond the classroom setting. The Library has continued to provide a convenient venue for teaching and learning, such as small group tutorials, club and committee meetings and project meetings. The Library also carried on the usual practice of utilizing the social media page for reading promotion and important updates, especially during the time of class suspension. The social media platforms acted as a communication channel between Teacher Librarian with students, and a channel to promote library activities, library collection and services.

To promote students' usage of subject-related library collection, the Library has conducted the Cross-Curricular Library Reading Award Scheme in the second school term. The "Recommended Reading Book List of 9 KLAs" compiled in the previous school year was sent to students together with the reading award scheme to guide and encourage students to read under different subjects. Out of the target group of S.1-S.2 students, 17 students had participated in the award scheme and 5 of them had been awarded the silver award. Activities under the Academic Months were

originally planned to be organized together with the Reading Award Scheme to promote reading. However, due to the limited school hours under the half-day timetable, these activities were cancelled.

Even though the lessons were conducted only on a half-day face-to-face basis, the Library has successfully conducted two book fairs throughout the school year. Students had strong enthusiasm and hence active participation in the book fairs. The Library had also acquired popular books for leisure reading and learning in the book fair. These books were then promoted throughout the whole school year at a new display session in the Library, which successfully drew students' attention.

Due to limited lesson time, the use of eBook system was also highly promoted especially to S.1 and S.2 students. By collaborating with S.1 Integrated Science (I.S.) subject, the Teacher Librarian visited S.1 I.S. online lessons to teach students how to access e-books in February. The I.S. Department had then assigned students the task of reading I.S. e-books, letting students to put the e-learning skill into practice. The Teacher Librarian has also taken the opportunity to promote the eBook system to S.2 students through the Integrated Humanities (I.H.) citation workshop. The promotion has successfully resulted in a higher rate of access of junior form students to the eBook system.

In addition, there were also new activities being conducted this year. New mascots had been elected by students and the names of mascots were decided through a school-wide poll. The mascots have helped to promote reading as students build sense of belonging to the school Library. During the promotions for Library activities and new collections, pictures of mascots were attached in the emails and social media posts.

Besides, a personality test was conducted for S.3, S.4 and S.5 students in an online assembly period in March. Concerning students' feeling of uncertainty to make choices which affect their future study area and career, the personality test was conducted in hope of bringing guidance and directions for students. The personality test results divided students into 24 types of personalities, which then books targeting the future careers of respective personalities were being promoted and displayed in the Library. The activity was a success due to the statistics of having higher borrowing rate of career-related books.

To conclude, even though there were fewer lesson and school hours under the half-day face-to-face lesson arrangement, the Library has provided students with more additional sources for reading, ranging from e-Books to more display areas in the Library. Together with reading-related



activities being conducted and collaboration with different subjects, reading has continued to be promoted to students from various aspects.

**2020-21 Library Reading Promotion Activities**

<b>Activities</b>	<b>Dates</b>
Library Orientation for S.1 students	21-22 Sep 2020
Library Internship Programme (For newly recruited Library Assistants)	29-30 Sep, 6-7 Oct 2020
Themed book displays	<p>Oct 2020: Chinese history, STEM, study skills</p> <p>Nov 2020: Liberal studies, Science, Ms. Fan recommendation, study skills</p> <p>Dec 2020: Famous authors (Chinese and English), language skills (learning a new language), art and craft</p> <p>Jan 2021: I.H., P.E., communication skills, DIY and cooking,</p> <p>Feb 2021: History, Geography, problem-solving skills, creativity</p> <p>Mar 2021: Chinese History, careers section, Psychological studies, counselling</p> <p>Apr 2021: R.M.E. (Easter), Science, self-management skills, study skills</p> <p>May 2021: Economics, Mathematics, exam skills, collaboration skills</p> <p>Jun 2021: Home economics (healthy food), P.E. (healthy lifestyle), culture and politics, numerical skills</p> <p>Jul 2021: Famous authors (Chinese and English), Language skills (learning a new language), critical thinking skills, information technology skills</p>
Ordering of past paper and other materials for senior form students	4 Nov 2020
Author's sharing	9-13 Nov 2020
Chinese Book Fair (PTU Promising Book Store)	17-18 Nov 2020
HyRead eBook Service Briefing Session	5 Jan 2021
S.2 Library Citation Workshops (with Integrated Humanities Department)	26-29 Jan 2021
S.1 eBook Workshop	2-3 Feb 2021

Library Cross-curricular Reading Award Scheme	Mar 2021 - May 2021
Mascots Naming Competition	Mar 2021
S.3-5 Personality Test and Book Recommendation	23 Mar 2021
World Book Day	23 Apr 2021
English Book Fair (Stanford House)	23-24 Apr 2021
Library Assistants Recruitment	May 2021
Students redeem Book Coupons in book exhibitions	During Chinese & English Book Fairs
Teachers award Book Coupons to students to encourage reading	All year round
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

## 4. 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 with the use of e-learning tools. S.5 teaching package integrated with the Catholic Core Values – Love & Family was also implemented. S.5 students were immersed into the reading topics with different modes ranging from movie show to the song related to love. These methods greatly engaged and catered for different learning needs of students.

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 an 8-session After-school English Tutorials on Grammar in Term 1 & Reading in Term 2 for S.1. 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.

Due to the pandemic, S.1 to S.3 inter-class drama performances were cancelled but students were asked to plan their drama with their classmates in written form. Besides modifying their scripts, they were asked to form groups to be responsible for various teams (performance, props, costumes & stage management) so that students could choose their strengths to contribute to their dramas. The actresses were also invited to do recordings via Teams even though there were no performances.

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:

在課程調適方面，普遍學生能掌握中文基礎知識，能力較強的學生則透過賞析更多篇章而提升其評鑑能力。由於設工作紙，學生較易掌握文言字詞及文言句式。此外，透過不同的學習活動及老師的提問，引發其思考及提升其參與度，增加了學習的趣味。

在寫作能力方面，由於學生透過閱讀篇章而掌握不同文體的寫作和謀篇佈局的技巧，加之設寫作前範文賞析，讓普遍學生對寫作主題有概略的認識，至於能力較強的學生透過欣賞範文，更能豐富其寫作內容。

此外，中文辯論隊、各類的中文課程及各項校內外比賽，可讓學生發揮潛能，以照顧不同學生的學習需要。

## **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.

- The Counselling Team and Discipline Committee have joined the programme I-Lab Communication Skill organized by HKFYG Leadership Institute. It was an online workshop held in March 2021 in which prefects and counselling team assistants could learn essential principles of good communication. Students learnt to express themselves clearly and effectively in the communication process.
- To strengthen students' interpersonal skills and spirit of collaboration, prefects were responsible for coordinating the duties of helpers on the Speech Day. They were taking more active roles in allocating duties in different positions.
- 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 and 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 Programme and the S.1 Discipline Workshop 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 organized mental health talks for junior and senior form students respectively. 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 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.

- Peer counselling training workshops were 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, 27.58% of our teachers had received related training courses offered by the EDB.

In 2020-21, a sum of \$423,000 (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

#### Enabling Individual Student Planning and Formulating a Career Guidance Curriculum

The life planning education curriculum was implemented as planned. Details of the lessons or activities are as follows:

21/7/2020	S.4	<p>Online S.4 Orientation Talk:</p> <ul style="list-style-type: none"> <li>● Introduction to CRE and other components of OLE</li> <li>● Introduction to pathways for further studies</li> <li>● The changing visage of the labor market in Hong Kong</li> <li>● Automation and the future labor market</li> <li>● Essential 21st century skills for today's students</li> </ul>
21/10/2020	S.1	<p>S.1 Life planning Education Lesson</p> <p>Themes:</p> <ul style="list-style-type: none"> <li>● The Life Planning Process</li> <li>● Importance of Life Planning</li> <li>● Life Planning during your secondary school life</li> <li>● Time Management</li> </ul>
<p>5/10/2020 11/3/2021 22/4/2021</p>	S. 4	<p>Life Planning Education Lessons</p> <p>Themes:</p> <ul style="list-style-type: none"> <li>● What is career planning?</li> <li>● Your self-management skills</li> <li>● Your best modes of learning</li> <li>● S.M.A.R.T way of setting goals</li> <li>● Understanding your own values</li> <li>● Career card game</li> <li>● Interpersonal skills at work</li> <li>● Reasons for choosing or not choosing certain jobs</li> <li>● Your Holland codes</li> <li>● Programmes and careers that match your Holland codes</li> <li>● Career Planning</li> <li>● Importance of attending the Information Day</li> <li>● JUPAS iteration process</li> </ul>
<p>13/10/2020 18/1/2021</p>	S.3	<p>Life Planning Education Lessons</p> <p>Themes:</p>

9/4/2021 5/5/2021		<ul style="list-style-type: none"> <li>● Review of one’s abilities and aptitudes</li> <li>● The Dos and Don’ts of choosing elective subjects</li> <li>● Minimum entrance requirements of different universities</li> <li>● Past admissions scores</li> <li>● How to fill in the Subject Choice Form</li> <li>● Introduction to Applied Learning Courses</li> <li>● Aptitude Test</li> <li>● How to choose elective subjects</li> </ul>
5/11/2020 13/5/2021 24/5/2021	S.5	<p>Life Planning Education Lessons</p> <p>Themes:</p> <ul style="list-style-type: none"> <li>● Pathways for further studies</li> <li>● Writing the reflective essay/</li> <li>● Formulation of initial and backup plans of further studies</li> </ul>
11/12/2020	S.6	E-APP and OEA briefing session
8/1/2021 25/2/2021	S.2	<p>Life Planning Education Lesson</p> <p>Themes:</p> <ul style="list-style-type: none"> <li>● What can we get from a career?</li> <li>● What is the best job in the world?</li> <li>● Career Exploration</li> <li>● Presentation on a job research assignment</li> </ul>

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 (90%) considered that it is important to set goals in life while 74% of them revealed that they would explore their interests and develop their strengths through participation in various activities in their secondary school life. A majority of the S.2 students (89%) thought that a good career should depend on one’s interests, abilities, values, the current economy and experiences, etc. while 86% of them thought that it is important to explore different career options during their secondary school life. 65% 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. In addition, in order to bring new perspectives from the experts to the students, the Careers Section will join the “I am...Youth Portal” program organized by the Youth Service of St. James’ Settlement. The organization will send experts to teach some of the life planning education lessons online and the students can download their app and make use of the various life planning resources provided in the app for free.

Our S.3 and S.5 students, took the Cambridge Occupational Analysts Probe Assessment and the teachers made good use of the reports generated to understand more about the students in order to conduct career counseling. 63% of the students found the assessment useful. As the EDB will provide free online assessment tools for the students next year, various complementary assessment tools will be provided to the students next year.

#### Facilitating Learning Experiences about Work

Due to the intermittent class suspension during the academic year, the book display on life planning education library books could not be held. Next year, if the situation permits, the book display will be held.

Subscription to the Discovery@Jobtionary online platform was made and members of the school community enjoyed access to the platform. Based on teachers’ observation and students’ feedback, the career-related information provided was very useful. The subscription will continue next year.

All the S.5 students attended the World of Work in the Future online talk delivered by a guest speaker from the HK Federation of Youth Group. Most of the students found the talk useful in helping them prepare for their future.

As universities and companies did not welcome student visitors during the academic year due to measures to prevent the spread of COVID-19, the company and university visits planned could not be carried out. Similar visits will be arranged next year if institutes welcome school visitors again.

The Career Section disseminated information concerning various Career-related Experiences (CRE) activities to the students. Sometimes, students applied for the activities themselves. The Careers Section also helped students applied for some of the activities. 58% of the S.5 students revealed that they had participated in at least one CRE



activity organized by external organizations. The CRE activities participated include PolyU Summer Programs, “Be a Government Official for a Day” and CUHK School of Medicine Job Shadowing Program.

#### Linking study opportunities and career choices

A board display on speech therapists was created. Printouts with information of a variety of jobs were also given to the students. Some of the students (e.g. S.3: 70%) 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.

Due to the popularity of social media platforms like Whatsapp and Google sites among the students, the Careers Section used these platforms along with the school’s 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. With the adoption of Microsoft Teams as the school’s online learning platform, Teams will be used to disseminate career-related information next year.

#### School-wide Career Guidance Activities

The experience sharing session on learning senior secondary elective subjects was carried out online this year. 70% of the S.3 students found the presentations useful. If the situation permits, a face-to-face sharing session will be held next year.

The Career Day, a further studies/ career experience sharing activity delivered by alumnae, could not be held due to the measures to combat the spread of COVID-19. If the situation permits, the activity will be held next year.

#### Guidance and Counselling for Individual Students

In partnership with Class Teachers, group career counselling sessions were provided to S.3, S.5 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 (e.g. 69% of the S.3 students) found that the sessions helped them make informed decisions concerning their elective subject choices / plans of post-secondary study. Next year, similar group career counselling sessions will be carried out.

#### **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, OLE activities such as 「生態文化地理環境課程」, 「學友社傑出中學生領袖選舉」 and a total of twenty-eight clubs, societies and school teams were offered.
- Leadership training course were arranged for House officials to facilitate them to run online activities amid pandemic-related restrictions. Four Houses had organized online gathering parties for S.1 students. These activities have strengthened students’ leadership skills and team spirit

#### **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 cancelled because of the Covid-19 pandemic. This activity will be conducted in the coming year so as 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 2021

No. of Candidates	Level 2 or above in 5 subjects	Core Subjects at Level 3322 or above
105	98.1%	88.6%

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	80.4	91.4	54.2	36.2	27.1
Chinese Language	100	88.6	96.1	59.8	60.2	32.7
Mathematics	99	81.8	83.8	58.9	56.2	39.5
Liberal Studies	99	89.4	87.6	67.6	49.5	36.6

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

Nature	Name of Competitions	Awards
Scholarship	Rev. Joseph Carra Memorial Education Grant	1
	Outstanding Students Award of Tsuen Wan, Kwai Chung and Tsing Yi District (on top twelve list) 荃葵青區中學校長會傑出學生獎 (12 大傑出學生)	1
	Outstanding Students Award of Tsuen Wan, Kwai Chung & Tsing Yi Districts 荃葵青優秀學生選舉	2
	Sir Edward Youde Memorial Prizes	2
	Upward Mobility Scholarship of the "Future Stars" Program	3

	青苗學界進步獎 (2020-2021)	20
	中學 STEM 科研體驗計劃	李杜靜芳 STEM 獎學金 2020-2021: 2
Academic	Girls Go Tech Hackathon 2020 AI & Coding Competition	First Runner Up: 1
	Girls Go Tech (GGT) STEM Competition 創意科技大賽 2020	Merit Award: 1
	International Biology Olympiad - Hong Kong Contest 2020	Bronze Award: 1 Honourable Mention: 1
	Creative Micro-Animation Competition - My Future Ready Learning Spaces	Merit Award: 1
	Harvard Book Prize 2021	3
	Statistical Project Competition 中學生統計習作比賽 2019-2020	Distinguished Prize for the Junior Section: 1
	Hong Kong Student Forensic Science Competition 全港學生鑑證科學大賽 2021	First Runner Up: 1
	The 38th Hong Kong Mathematics Olympiad 第三十八屆香港數學競賽	Best Performance Award (Paper 2): 1 First Class Honour (Paper 2): 1 Second Class Honour (Paper 2): 1 Second Class Honour (Paper 1): 2 Third Class Honour (Paper 1): 1
	CityU Halfway Home XI Writing Competition 2021	Second Runner Up: 1 Honourable Mention: 2
	Science Assessment Test	Bronze Award: 12 Silver Award: 16 Gold Award: 2
	The Story of Jao Tsung-I Field Project Competition for Secondary Schools 饒宗頤的故事展覽專題報告比賽	高中組優異獎: 1
	香港浸會大學第十一屆大學文學少年作家獎 2020-2021	1
	The Hong Kong Jockey Club Community Project Grant - Mei Ho House Hong Kong Spirit Learning Project "Affection across the Generations" Essay Competition 香港賽馬會社區資助計劃 - 美荷樓香港精神學習計劃 兩代情徵文比賽	高中組亞軍: 1 高中組優異獎: 1
Aesthetic Development	72 <sup>nd</sup> HK Schools Speech Festival	
	Chinese Section	Putonghua Solo Verse Speaking - Certificate of Merit: 1 Solo Prose Reading Competition - 2nd Prize : 1 Solo Verse Speaking Competition – Merit: 2
	73 <sup>rd</sup> HK Schools Music Festival	
	Graded Piano Solo – Grade 1	Bronze Award: 1
	Graded Piano Solo – Grade 3	Silver award: 1

	Graded Piano Solo – Grade 5	Silver Award: 3
	Graded Piano Solo – Grade 6	Bronze Award: 1 Silver Award: 2
	Female Voice Solo (Age 14 or under)	Bronze Award: 12 Silver Award: 18 Third Prize: 1
	Female Voice Solo (Age 16 or under)	Bronze Award: 1 Silver Award: 1
	Cello Solo – Intermediate	Silver Award: 1
	Cello Concerto	Silver Award: 1
	Violin Duet Intermediate	Bronze Award: 1
	Female Voice Duet (Age 14 or under)	Bronze Award: 1
	Descant Recorder Solo	Bronze Award: 2
	Recorder Duet (Age 14 or under)	Bronze Award: 1
	Recorder Duet (Age 19 or under)	Bronze Award: 1
	Flute Solo Junior	Bronze Award: 1
	Marimba Solo	Silver Award: 1
	Zheng Solo Senior	Silver Award: 1
Careers-related	青年企業家發展局 我思我路職場面對面	卓越表現獎: 1
Physical Development	A.S. Watson Group HK Student Sports Awards 2020-2021	1
Service	Kwai Tsing District Youth Community Services Competition 葵青區青少年社區服務計劃暨比賽 2020- 2021	Winning Team: 1

## IX. Financial Summary as at 31 August 2021

### Government Fund

<i>Name of Grants</i>	<i>Annual Income</i>	<i>Current Expenditure</i>
1. EOEBG		
Administration Grant	3,874,930.93	3,883,029.82
Air-conditioning Grant	558,053.00	145,864.40
Baseline Reference	1,956,222.37	1,375,701.42
Capacity Enhancement Grant	638,461.00	588,000.00
Composite IT Grant	490,804.00	730,392.36
School-based Management Top-up Grant	50,350.00	7,060.00
Top-up deficit of Grant outside EOEBG		8,075.94
	<u>7,568,821.30</u>	<u>6,738,123.94</u>
2. Grants outside EOEBG		
Committee on Home-School Co-operation Project	25,740.00	15,740.00
After-school Learning & Support Prog.	82,000.00	51,881.00
Diversity Learning Grant (DLG) - Other Programmes	84,000.00	69,133.05
Diversity Learning Grant (DLG) - Applied Learning Courses	41,680.00	41,680.00
Moral and National Education Support Grant	0.00	0.00
Teacher Relief Grant	1,706,030.80	1,105,008.10
Learning Support Grant for Secondary Schools (LSGSS)	422,940.00	474,169.53
Student Grant for Applied Learning Chinese (ApL(C))	71,517.00	71,517.00
Information Technology Staffing Support Grant	319,559.00	281,688.00
One-off Grant for the Promotion of Chinese History and Culture	0.00	43,737.20
Promotion of Reading Grant	62,414.00	60,187.55
Enhanced Additional Funding-Support For NCS Students	800,000.00	733,860.00
School Executive Officer Grant	534,660.00	619,041.00
Student Activities Support Grant	136,500.00	13,843.10
Life-wide Learning Grant	1,166,106.00	1,306,334.30
Provision of a Non-recurrent Grant to Secondary Schools to Support Non-Chinese Speaking Students to Learn Chinese History	0.00	85,800.00
One-off Special Support Grant	0.00	100,210.00
Top-up Grant for Supporting Online Learning of Financially Needy Students	3,520.00	3,520.00
Community Care Fund Assistance Programme - Provision of Subsidy to Needy Secondary Students for Purchasing Mobile Computer Devices	903,852.00	903,852.00
QEF - Create a performance stage for Performing Art and Debate (2018/1039)	244,400.00	239,973.00
	<u>6,604,918.80</u>	<u>6,221,174.83</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	179,697.78	602,759.19
Approved Collection for Specific Purpose - Air-conditioning	0.00	22,900.00
Approved Collection for Specific Purpose - Printing & Miscellaneous	36,250.00	38,886.73

**School-based After-school Learning and Support Programmes 2020/21 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 61 (including A. 10 CSSA recipients, B. 42 SFAS full-grant recipients and C. 9 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, 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)	2	13	0	98.1%	12/10/2020 to 30/11/2020	\$3,000	- Tutor's feedback - Assessment - Attendance Record	Miss Choy Yui Bing Miss Yuen Hiu Yin	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: "AI Maker" Building AI Devices	2	0	9	92.8%	04/05/2021 to 28/05/2021	\$ 26,601	- Advisor's observation - Participants' feedback	Magi Cube Limited	Students were interested in the AI device assembling and coding. They were able to code on the AI devices confidently.



Learning Skill Training: Mathematics Tutorial Programme (S.1-S.3)	6	31	0	95.2%	12/10/2020 to 01/12/2020  01/03/2021 to 11/03/2021  20/04/2021 to 31/05/2021	\$6,380	- Internal school assessments	Mr. Chow Ping Wah	According to the results of the assessments, most of the participants have improved in mathematical concepts and they became more confident in learning Mathematics.
Art /Culture activities: Love and Service Band	1	6	0	94.9%	03/10/2020 to 10/07/2021	\$11,900	- 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.
Self-confidence development: 重心出發-初中支援小組	1	4	0	70%	11/11/2020 to 26/3/2021	\$4,000	- Advisor's observation - Participants' feedback	Jockey Club Upper Kwai Chung Integrated Service Centre for Children & Youth	Students reflected that the programme helped promote mutual support among groupmates and boosted their confidence.
<b>Total no. of activities:</b>									
<b>@No. of man-times</b>	12	54	9			\$51,881			
<b>**Total no. of man-times</b>	75				<b>Total Expenses</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 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			
<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						✓

**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 don't like online learning at home as they do not have facilities or suitable environment to support their learning at home. However, they are afraid to go out due to COVID-19);
- 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): It is really difficult to arrange programmes or activities during COVID-19 pandemic as most of the students stay at home to learn.

**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 2020-2021 School Year**

<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>
Strengthen learning and teaching effectiveness	- To provide assistance to teacher	- To employ a full-time Teacher – Librarian in promoting reading promotion programmes and carrying out other teaching related duties	- Teachers can be relieved from some of their workload in organizing and implementing student reading programmes	- The teacher should organize student reading programmes	- The teacher was the in charge of the Reading Club and Reading Promotion Committees. Several reading programmes were successfully held.  - Teachers' workload was relieved	- Proper manpower with permanent post(s) for the subject is much needed for students' needs and for teachers' morale
			- To share teachers' workload on teaching Geography, Chemistry and Physics	- The teacher should take up the teaching workload of five classes of Geography, Chemistry and Physics subjects		
			- 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	- Learning needs of weaker students were well taken care of	
			- The weaker students will be given more remedial support		- The teacher carried out outstanding duty of care to students. She was well loved by students by providing concrete guidance in library daily routine work	

<b>Task Area</b>	<b>Major Area(s) of Concern</b>	<b>Implementation Plan</b>	<b>Benefits Anticipated</b>	<b>Success Criteria</b>	<b>Evaluation</b>	<b>Recommendation / Follow-up</b>
Curriculum development and coping with diverse learning needs of students	- To provide assistance to 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.	

## Report on the Use of the Promotion of Reading Grant

2020-21 School Year

### Part 1: Evaluation of the Effectiveness

1. Evaluation of the objective: The grant was successfully used for extending the library collection, buying suitable e-books, subsidising students for e-Read Scheme and supporting reading promotion activities.
2. Evaluation of strategies: The e-Book system and e-Read scheme purchased this year was suitable for the subject need. More variety of e-books and reading activities could be introduced next year.

### Part 2: Financial Report

	Item	Actual Expenses (\$)
<b>1</b>	<b>Purchase of books</b>	
	Printed books *(Including library books purchased by subject panel heads and Teacher Librarian)	17,388.85
	e-Books	24,800
<b>2</b>	<b>Web-based Reading Schemes</b>	
	e-Read Scheme	10,970
<b>3</b>	<b>Reading Activities</b>	
	Hiring writers, professional storytellers, etc. to conduct talks	600
	Subsidising students for their participation in and application for reading related activities	520
<b>4</b>	<b>Other</b>	
	Purchase of printed magazines	3,362
	<b>Total</b>	<b>57,640.85</b>