

**POPE PAUL VI COLLEGE**

**School Report**

**2021-2022**

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

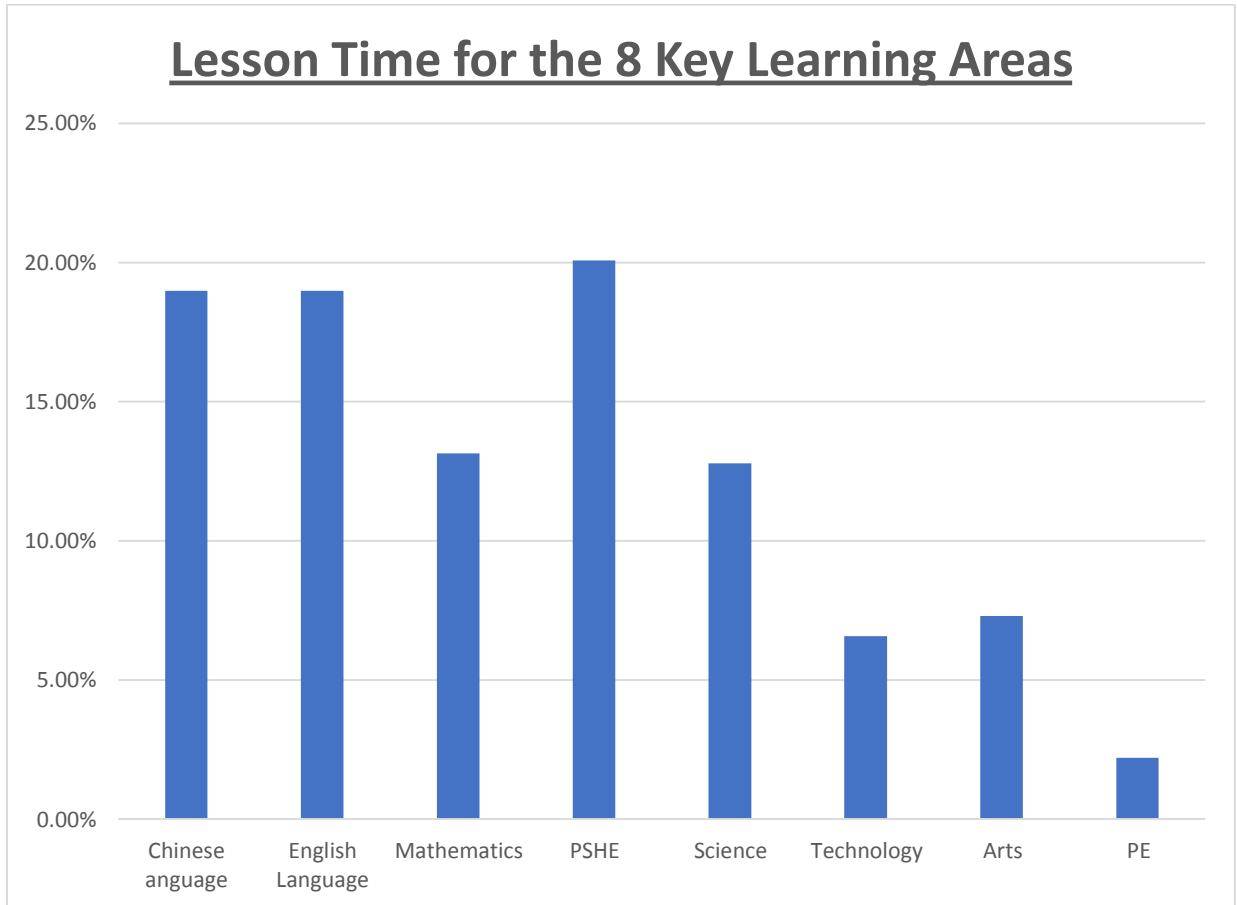
Pope Paul VI College, established in 1969, is a Catholic subsidized EMI secondary school for girls. Its sponsoring body is the Missionary Sisters of the Immaculate (P.I.M.E. Sisters).

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 (S.1-S.3)



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 2022, there were 720 students enrolled at the school. There were four classes at each level from Secondary One to Secondary Five and four classes in Secondary Six. The class structure was as follows:

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

The number of students per level was as follows:

<b>FORM</b>	<b>NUMBER OF STUDENTS</b>
Secondary 1	124
Secondary 2	125
Secondary 3	127
Secondary 4	117
Secondary 5	124
Secondary 6	103

## 2. Students' Attendance

Students continued to perform well in terms of attendance. The attendance rate of each form for the last three years was as follows:

<b>FORM</b>	<b>ATTENDANCE RATE 2019-2020</b>	<b>ATTENDANCE RATE 2020-2021</b>	<b>ATTENDANCE RATE 2021-2022</b>
Secondary 1	99.2%	97.8%	97.5%
Secondary 2	99.4%	98.8%	98.1%
Secondary 3	98.8%	99.0%	98.7%
Secondary 4	98.4%	98.5%	97.7%
Secondary 5	98.4%	98.9%	98.7%
Secondary 6	98.6%	97.5%	97.7%

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

##### 1. Teachers' Qualifications

In the academic year 2021-22, our school had 58 teachers boasting an average of 17.37 years of teaching experience. 52 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: 31
- 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 – 4 years teaching experience	8
5 – 9 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 develop students to think independently*

*Achievements*

### Self-directed Learning in Key Learning Areas

The following data was collected from the students' survey. The majority of students in both the junior and the senior form reflected that they liked taking the initiative to look for answers on matters that they did not understand. They also agreed that they were able to reflect upon their own learning strategies to see if the strategies were effective. When problems arose in learning, students also knew the importance of reflecting on the possible mistakes that they might have made. They realized that it was vital for them to understand why mistakes had been made and to learn from mistakes that they had made previously. They also reported that they would work hard on a subject even though it was not their favourite one. Before formal assessments, student arranged their revision timetable according to their plan by scheduling the time to study.

Teachers reflected that students' preparation work before lesson was quite satisfactory. Questions were set by students and videos were supplied for students to prepare before lessons. Students' notetaking skills were enhanced. Their end products such as classwork assignments, homework assignments and projects were completed. Good examples such as notes taken by students, videos of self-learning deliverables had been produced by students, shared on Youtube, shared among KLAs and were forwarded to students to learn from their peers. It was believed that students' learning effectiveness was enhanced. More platforms would be provided for students to further polish their skills of learning, learn from one another and to be appreciated.

### Self-directed Learning Lessons in Secondary One

Students were able to complete their assignments and/or prepare for the following lessons in the Self-directed Learning lessons. Questions were raised when students had difficulties. They realized that they needed to seek help when problems arose. Most students were self-disciplined in the lessons. Teachers took turns to help students tackle their learning difficulties in various subjects by inspiring them to think further. Some students were able to devise their own plan and set goals in learning. The practice would be extended to all junior forms.

### The 5-minute Question-Answer Session

Some teachers were able to conclude the lesson. Some were able to raise 1 question due to time constraint. Some found the bell useful to remind them the next period would start soon. Most students spent the last 5 minutes on completing their classwork. As the whole-day face-to-face would be implemented from September 2022, the time per lesson would be 45 minutes, which would provide more lesson time for teachers to consolidate the lessons.

### Lesson Study on Self-directed Learning and Lesson Observation

Seven different subjects developed their lesson plans for various forms to promote self-directed learning. Six subjects have successfully carried out the lesson observation and evaluation, i.e. S.1 Integrated Humanities, S.2 English Language, S.3 Geography, S.3 Chemistry, S.3 Business Fundamentals and S.4 Biology. Teachers developed different learning tasks to help students develop various types of thinking skills. Discussion and professional dialogues among colleagues were further promoted in meetings on lesson planning and evaluation of lessons. Learning needs and difficulties of students were addressed. Reflections and modifications on the lesson planned

were completed after each lesson for the betterment of lesson plan to suit the learner diversity. Students were highly engaged in most of lesson activities with the use of eLearning tools to promote self-directed learning skills. Some were able to ask some high order thinking questions during the lesson while others agreed that the lessons planned could help them engage actively and think independently during the lesson.

### *Reflections*

1. More platforms would be provided for students to showcase students' potentials, senior form students would take the initiatives to lead the junior form ones such as conducting Summer Bridging Programmes in August 2022.
2. Bring Your Own Device (BYOD) would be implemented in 2022-2023.
3. The introduction of using OneNote in Microsoft TEAMS would be implemented. Teachers' training would be implemented in 2022-2023, which would be overseen by the IT Committee.
4. Lesson Study would be continued, and subject teachers would be asked to take part in 1 group only to ease their workload.
5. As data collected was insufficient to reflect the whole picture of the effectiveness of the 5-minutes Question-Answer Session, it was hoped that questions related to the aspect would be included in students' survey to evaluate its effectiveness in 2022-2023.
6. Self-directed learning would be continued with the focus on self-managed learning to allow students to further develop their independent thinking skills.



## *Major Concern 2: Be grateful and treasure what we have; stay positive and optimistic*

### Teacher Professional Development on Positive Psychology

Two staff development programmes ‘Changing from Fixed Mindset to Growth Mindset’ and ‘Nurturing Positive Psychology in Teachers and Students’ were conducted to help teachers to grasp the significant concepts about Positive Psychology and equip teachers with practical skills to provide more guidance and support to students especially resilience skills. Besides, teachers are empowered by some forms of traits for creating a growth mindset to help students to grow and develop.

Mindset of a person cannot be changed suddenly. More supportive dialogues and staff development programmes could be provided continuously to enable teachers to offer better and strong support to our students. It is suggested that QSIP Professional Support be invited to facilitate our professional dialogue during the Joint School Staff Development Day. In addition, sharing of good practices among colleagues would be useful and more specific in our school context.

### Self-appreciation of Twenty-Four Virtues (廿四美) introduced in S.1 Class Teacher Periods

A board design competition with the theme “Twenty-Four Virtues” was organized by the Arts Ambassadors. Each class was assigned to introduce one of the “Twenty-Four Virtues”. However, the follow-up work was interrupted as the pandemic became severe and schools suspended. Students did not have a thorough understanding of all the “Twenty-Four Virtues”. In the coming year, it is suggested a VIA Character Strength Project be implemented in S.1 to help students to have a clear understanding of the character strengths which are the “Twenty-Four Virtues”. Students are expected to learn to appreciate themselves and make plans to develop their character strengths so that they become more confident.

### “Journey to Gratitude Kingdom” Booklet to Nurture Students to be Grateful and Treasure What They Have

A “Journey to Gratitude Kingdom” booklet is specially designed to promote the Major Concern “Be Grateful and Treasure What We Have; Stay Positive and Optimistic”. Students completed seven chapters reading and writing reflections throughout the year. Feedback from class teachers were positive. 73.12% of students completed the seven chapters of the booklet. From what the students wrote, 75.89% of the completed booklets showed that the students were grateful to themselves, family, friends, school, community as well as the Nature and they treasured what they had. Junior form students were serious in writing positive reflections when completing the booklet. According to the school-based pre-test and pro-test, it is found that after the whole-year activity, more students agreed that “I have so much in life to be thankful for.” (71.48%), “If I had to list everything that I felt grateful for, it would be a long list.” (69.26%) “I am grateful to a wide variety of people.” (74.44%) and “As I grow older, I find myself more able to appreciate the people, events and situations that have been part of my life history.” (74.81%). From what was mentioned in the focus group interview, students found the teachers’ sharing very inspiring. Some class teachers also facilitated their class to share among classmates so that they could learn from others. They became more aware of the importance of showing gratitude to others especially the community and the Nature. However, some of the senior form students could not finish all the seven chapters. They were busy with their study and assessments. Though they knew that the activity was meaningful, they could not spare much time after class to write down their reflections. In the coming year, it is suggested that the “Journey to Gratitude Kingdom” booklet be distributed to the S.1 students to help them develop the attitude “Be Grateful and Treasure What We Have”.

### Difficulty Level Indicators Used in Formal Assessment in the Junior Forms to Build Up Students' Confidence

Some of the teachers believed that the practice could help students build up confidence if they attempted the bonus parts. However, the students might become unconfident when they could not answer less difficult questions correctly. During the focus group interview, students said that they had a strong sense of achievement if they answered the difficult questions correctly especially the bonus questions. It is found that students only focus on marks but teachers focus on how to determine the level difficulty. In the coming year, it is suggested that more communications on the purpose of the practice is needed so that teachers' mindset can be further adjusted. Besides, other methods to build up students' confidence should be carried out. For instance, arrangements can be made to prepare students before examinations.

### Different Experiential Leadership Training Activities, Mentorship Programme, Student-LED Activities to Strengthen Students' Resilience Skills

Leadership training was provided for all student leaders in the school. Different experiential activities and leadership mentor programmes were offered to identify their leadership strengths at junior level. The Counselling Team and the Discipline Committee joined the "Student Leadership Taster Programme" organized by HKFYG Leadership Institute. Prefects and Counselling Team Assistants could learn their own strengths and weaknesses, thus enhanced their leadership skills to overcome challenges. Besides, a training camp was organized for House committees to enhance their leadership skills and team building. After the training camp, House committees finished two online training workshops for holding online activities. They organized online House gathering for S.1 students with the skills learnt in the workshops. The social workers from BGCA agreed that both the team spirit and cooperation among House committees was enhanced after the training camp. Better cooperation and communication could be seen during online House gathering. From teacher's observation, House committees took the initiative to set up their own IG accounts for promotion and organize gathering in their own time.

It was found that our students learn better in authentic situations over traditional classroom, instructor centric methods. Different experiential activities, leadership programs and alumnae mentorship program were carried out this year. Besides, more student-led activities were carried out as students could learn different skills better through organizing the activities rather than merely participating in them. They had sense of achievement and got satisfaction throughout the process. To boost students' confidence and allow them to appreciate their own strengths, different social platforms were created. Students had a chance to showcase their talents. In addition, external parties such as devoted alumna volunteers were invited to help students navigate their pathways of further studies or find their goals. Nearly all the participants said that they gained at least some skills to navigate the pathways of life, they learnt something about their mentor's field of work or field of study and they felt more positive about the future after interacting with their mentors. In the coming year, it is suggested that mentee training be provided to further enhance their confidence.

School Ambassadors adopted student-LED approach and planned the rundown and logistics for the Admission Talk and the Experience Day. They were self-driven and became more confident individuals. They hosted the debriefing session by themselves and reflect on their performance during the events and gave constructive suggestions to the next year's ambassadors. Through facing real-time challenges during the events, the school ambassadors learnt how to manage crisis, solve problems and became more resilient. In order to present our school to the guests, they became more familiar to all aspects of school. They also appreciated what they enjoy in the school. Besides, they also designed the contents of the bridging programme for the pre-S1 students. They passed knowledge and proper attitudes to their juniors by teaching in the bridging programme. Moreover, they produced feature interviews of different students in the school campus and played them in the Student Activity Centre to let schoolmates learn from the interviewee's experience. They arranged playlist to be broadcast in the Student Activity Centre

during recess to showcase students' achievements in different fields. In the coming year, it is suggested that more opportunities be provided for students to showcase their talents in the Student Activity Centre. Besides, they can be encouraged to upload their video clips or art works to the Microsoft STREAM or Youtube to share their learning experiences. In order to motivate students' interest in extra-curricular activities, the 'Creativity, Sports and Service' program will be implemented in S.1 and S.2. Senior form students are asked to be responsible for the ECA club promotion.

During the year-end discussion session, teachers expressed their views that in general, students are grateful and they treasure what they have. They are more aware of exploring their own character strengths or achievements and appreciating others' character strength. They learnt how to cope with adversity and stress through various experiential activities, stress management workshops and leadership training programmes. The Careers Section helped students enroll in a variety of inter-school career-related activities and competitions. Through these activities, students reflected on their strengths and areas for improvement. In addition, their confidence is strengthened. The activities include "青企局「我思我路」閱讀創作比賽 2021-22", an entrepreneurship competition, the InnoMind® Competition, THEi inter-school STEM workshop cum competition and visit to the REC Engineering Company Limited, etc.

Based on the online focus group interview carried out on 13 August 2022, most of the student representatives reflected that though they still had stress and tension, their confidence and resilience skills had been enhanced bit by bit through the activities organized by the school and external organizations. Positive@School is a joint school project organized by School Social Work Service, Caritas Hong Kong. Participants were coached and given training so that they were able to develop their artistic potential through art and music production. During the interview, the participants who joined the project were so proud to have a medley song produced and they enjoyed such a creative journey without any criticism. They also helped to promote positivity in the community through their performances which they regarded that as really meaningful. Other activities included the activities organized by the Counselling Team, the SEN Support Team, the School Social Workers, the Careers Section, the ECA Section, the projectbased learning activities, S.4 musical competition, house committee activities. 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 activities, their schoolmates demonstrated commitment to the goals and discharged the duties responsibly. During the project-based learning activities, students found that their classmates were responsible and helpful.

During the online focus group interview, student representatives were asked what school arrangements they felt grateful for. Some said that when they had to quarantine at home, the school arranged online lessons for them. Some said that when they did not have a quiet place to study at home, the school opened till 7 p.m. and a tutor was there to help them with their studies. Some said that they did not have a piano at home. However, they could now play the piano in school before class, during recess, lunchtime or after school as there are 4 pianos in the school premises. Some said that when their family had financial difficulties, the class teachers and the school social workers helped them apply for grants or subsidies. S.1 girls felt grateful towards the missionary sisters as they came to school to help them practice oral English every week. S.5 students felt grateful towards their alumna mentors and the mentors in their internship programs as they spared time to share their life experiences with them. They felt that they were not alone. Instead, they were protected with love and care. Most of them mentioned various activities they joined during the school year. For instance, the What's app sticker design competition, the school face mask design competition and the school life video clip competition helped them develop better sense of belonging towards school. In order to know what the teachers look like without face mask on, they went to the school library to look for the school magazines. The What's app stickers designed were very popular among students and alumni. They appreciate their

schoolmates' talents and character strength. They showed their creativity and love of learning. S.6 students enjoyed their Religious and Moral Education lesson as the learning activities were well-designed. They experienced Zentangle workshop and the floral arrangement art workshop. They learnt how to feel gratitude and appreciation. They also learnt how to relieve stress and self-care.

#### Reflections:

To nurture positive values in students, it was found that our students were honest and trustworthy. In the Assessment Program for Affective and Social Outcomes (2nd Version) (APASO) survey, some of the questions gauged students' self-concept. Among all the self-concept assessment questions, our junior form and senior form students fared as good as or better than their counterparts in Hong Kong especially regarding honesty / trustworthiness which is an important virtue. However, in the emotional stability assessment questions, our junior form and senior form students fared worse than their counterparts in Hong Kong. They were under stress and anxiety during COVID-19 pandemic. Stress from studies, parent-child relationship, peer conflicts, separation anxiety and adjustment to family crisis were the risk factors as well. They were still working hard to get adjusted to the new learning mode which required them to be very self-disciplined and independent.

The above-mentioned achievements were a good start. Students learn better in authentic situations over traditional classroom, instructor centric methods. Therefore, more student-led activities, different experiential activities, leadership programs and alumnae mentorship program should be carried out next year. To boost students' confidence, more platforms should be created so that students could have a chance to showcase their talents. Through the process, they will learn how to cope with challenges and reflect on their success or failure. Student support services especially on mental health for well-being and parent education will be much emphasized.

## VI. Our Learning and Teaching

### (1) Lesson Study

All subject-based pre-lesson meetings were conducted on 6 May and 20 May 2022 respectively by the subjects involved in Lesson Study on Catholic Core Values and Self-directed Learning.

Lesson observation and post-lesson meetings would be conducted to evaluate the learning and teaching effectiveness. Packages containing the CLP Framework Lesson Plan, students' worksheet, power point slides and photos taken in the lessons will be saved for the reference of the school. Professional sharing on the teaching packages developed would be conducted at the departmental level, the KLA level, in the meetings of the Academic Committee, those of the Catholic Core Values Lesson Study Committee and at the school level on 1 August 2022.

Theme	Core Value	Secondary	Key Learning Area	Subject	Implementation Period
Lesson Study on Catholic Core Values	Family	1	ELE	English Language	Late June & Early July
	Life	5	SE	Biology	Mid-May
	Justice	3	TE	Computer Literacy	Mid-June
	Truth	2	ME	Mathematics	Mid-July
	Love	3	AE	Visual Arts	Late June
	Family	2	CLE	Chinese Language	July
	Life	3	PSHE	Chinese History	Mid-July
	Life	5	LS	Liberal Studies	Late June

Theme	Secondary	Key Learning Area	Subject	Implementation Period
Lesson Study on Self-directed Learning	2	ELE	English Language	Late June & Early July
	4	SE	Biology	Mid-May
	2	PE	Physical Education	-Cancelled due to students' physical inability -CLP Framework will be completed and shared.
	2	TE	Home Economics	-Cancelled due to teacher's own issues -CLP Framework will not be done and no sharing will be conducted.
	3	TE	Business Fundamentals	Late June
	3	SE	Chemistry	Late June & Early July
	3	PSHE	Geography	Mid-July
	1	PSHE	Integrated Humanities	Late June

## (2) Cross-curricular Project-based Learning

Self-evaluation and peer evaluation of students would be conducted and feedback from teachers would be used for evaluation purposes.

Theme	Secondary	Key Learning Area	Subject	Implementation Period
中國文化傳承的探究	1	CLE	Chinese Language	Term 2 Presentation on 15/7/2022
		AE	Visual Arts	
Smart City	2	SE	Integrated Science	Term 2 Presentation on 9/8/2022
		TE	Computer Literacy	
		ME	Mathematics	
		AE	Visual Arts	
World War II	3	ELE	English Language	Term 2 Presentation on 9/8/2022
		PSHE	History	

### (3) E-Learning

Professional sharing on the use of e-learning tools and the developed e-teaching packages at the departmental level and at the KLA level would be conducted in meetings respectively.

Name of E-learning Tool	Secondary	Key Learning Area	Implementation Period
Nearpod	2	ELE	Term 2
Edpuzzle	2	CLE	Term 2
Desmos/Geogebra	3 & 5	ME	Term 2
Edpuzzle	5	LS	Term 2
Nearpod	3	PSHE	Term 2
Padlet	1-5	SE	Term 2

### (4) Support to Low Achievers

After-school remedial courses had been and would be organized before each test and examination for 20 S.1 to S.3 students respectively to enhance their learning competency in Mathematics.

Remedial support in the form of tutorials had been offered to S.1 low achievers in Integrated Science before the Final Examination.

Feedback from teachers and students would be collected and the results in the examinations would be evaluated.

Name of Programme	Secondary	Key Learning Area	Subject	Implementation Period
Online tutorial	6	LS	Liberal Studies	March 2022
Online tutorial	1	PSHE	Integrated Humanities	Early July 2022
After school tutorials	1	SE	Integrated Science	2 tutorials in Term 2
Online tutorials	6		Physics	April 2022
Online lessons and online tutorials	6		Chemistry	February - March 2022
Online lessons and online tutorials	6		Biology	February - April 2022

### **(5) Support to High Achievers**

To enhance the writing skills of the students in S.5 to attain good results in the Chinese Language HKDSE Examinations, courses on writing had been organized for 25 to 40 high achievers in S.5 in the 2<sup>nd</sup> term till July 2022.

A writing programme would be organized for 20 S.5 students of good English Language abilities in the 2<sup>nd</sup> term.

Mathematics Team aims to help S.2 to S.5 students who are talented in Mathematics. Regular training sessions had been conducted in the 2<sup>nd</sup> term.

Arts Ambassadors had organized Art and Music Journey to promote an Art and Music rich environment in the school in the 2<sup>nd</sup> term.

Elite training courses had been arranged and would be conducted to S.1 to S.6 students from June to July to further improve their skills in Physical Education.

Attendance rate of participants in the above learning activities, views from participants and tutors would be collected after the events.

<b>Name of Programme</b>	<b>Secondary</b>	<b>Key Learning Area</b>	<b>Subject</b>	<b>Implementation Period</b>
Advanced Chinese Language Writing Programme (S.5)	5	CLE	Chinese Language	Term 2
S.5 English Writing Enhancement Programme	5	ELE	English Language	Term 2
Mathematics Team	2-5	ME	Mathematics	Term 2
Arts Ambassadors	4-5	AE	Visual Art & Music	Term 2
Ball Teams	1-6	PE	Physical Education	June to July



**(6) Support to Non-Chinese Speaking (NCS) Students**

Feedback from teachers and students will be collected at the end of the learning activities.

<b>Name of Programme</b>	<b>Secondary</b>	<b>Key Learning Area</b>	<b>Subject</b>	<b>Implementation Period</b>
Visit and explore Hong Kong Culture and History (NCS)	1-5	CLE	Chinese Language	Due to Covid-19, the activity was cancelled.
After-school Chinese tutorial class (NCS)	1-4			Term 2
Chinese Bridging Course (NCS)	Pre-S.1			August 2022
	Pre-S.4			
Citizenship and Social Development Pull-out Tutorials (NCS)	4	C SD	Citizenship and Social Development	Term 2
Liberal Studies Pull-out Tutorials (NCS)	5	LS	Liberal Studies	

## **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 “Student Leadership Taster Programme” organized by HKFYG Leadership Institute. It was a Day Camp held on 18 September 2021 in which prefects and Counselling Team assistants can learn their own strengths and weaknesses, thus their leadership skills to face challenges.
- Class management meetings were jointly organized by the Discipline Committee and the Counselling Team. The meetings were served as a platform for professional sharing among S.1 to S.3 class teachers. Class teachers were invited to share their insights from their class management experience in the meetings. Different needs of the classes were addressed in the meetings, representatives from Counselling Team and Discipline Committee would ensure that immediate support and effective measures could be provided for class teachers to manage the class.
- 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 and positive psychology 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 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

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.
- ‘ Journey to Gratitude Kingdom’ booklet was designed to promote “Be Grateful and Treasure What We Have; Stay Positive and Optimistic”. Students completed the booklet to show their gratitude to themselves, family, friends, school, community and nature. Feedback from class teachers were positive. More than 75% of the completed booklets showed that the students were grateful and treasure what they have.

The evaluation of the above programmes showed that they not only met, but exceeded the success set criteria. More than 75% 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 Workers, 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 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’ meeting, professional developments talks and seminars. Besides, 29.31% of our teachers had received related training courses offered by the EDB.

In 2021-22, a sum of \$486,752 (Learning Support Grant for Secondary School) was provided by the EDB to the school to enhance its support for SEN students. A Student Counsellor and some 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. Life Planning Education and Career Guidance Service

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

The life planning education curriculum was implemented. Some lessons were carried out online due to the suspension of classes. Details of the lessons or activities are as follows:

Date	Form (Attendance)	Topic / Speaker(s) / Teacher
22/7/2021	S.4	S.4 Orientation Talk: <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>
18/10/2021	S.1	Online Life Planning Education Lesson <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>
15/12/2021	S.2	Life Planning Education Lesson <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> </ul>

8/11/2021	S.3	<p>Online Life Planning Education Lesson (I)</p> <ul style="list-style-type: none"> <li>• The ideal vs reality in the subject choice process</li> <li>• Brief introduction to the Senior Secondary Curriculum</li> <li>• Introduction to an online platform which offers support to students' life planning</li> </ul>
17/02/2021	S.3	<p>Online Life Planning Education Lesson (II)</p> <ul style="list-style-type: none"> <li>• Factors to consider when choosing elective subjects</li> <li>• University programs' requirements</li> <li>• Aptitude test</li> </ul>
10/10/2021	S.4	<p>Online Life Planning Education Lesson (I)</p> <ul style="list-style-type: none"> <li>• Personality Type and Career Matching Theory</li> <li>• Introduction to an online platform which offers support to students' life planning</li> <li>• How to find out more about pathways of further studies</li> </ul>
15/10/2021	S.4	<p>Online Life Planning Education Lesson (II)</p> <ul style="list-style-type: none"> <li>• Experience sharing on program and career choices delivered by guests</li> </ul>
30/11/2021	S.5	<p>Online Life Planning Education Lesson (I)</p> <ul style="list-style-type: none"> <li>• Introduction to an online platform which offers support to students' life planning</li> <li>• Points to note when choosing JUPAS and Non-JUPAS programs</li> <li>• How to start drafting the initial plan of further studies</li> </ul>
10/12/2021	S.5	<p>Online Life Planning Education Lesson (II)</p> <ul style="list-style-type: none"> <li>• Experience sharing on program and career choices delivered by guests</li> </ul>

3/9/2021	S.6	<p>Online Life Planning Education Lesson (I)</p> <ul style="list-style-type: none"> <li>• Introduction to an online platform which offers support to students' life planning</li> <li>• How to find out more about different JUPAS and Non-JUPAS Programs</li> <li>• How to refine the plans of further studies</li> </ul>
26/04/2022	S.3	<p>S.3 Life Planning Education lesson (III)</p> <ul style="list-style-type: none"> <li>• Applied Learning Program</li> <li>• University Entrance Requirements</li> <li>• Factors to consider when choosing elective subjects</li> <li>• School's elective subject combinations</li> <li>• Subject Choice Form</li> </ul>
21/6/2022 24/6/2022	S.5	<p>S.5 Life Planning Education Lesson (III)</p> <ul style="list-style-type: none"> <li>• EDB's My Life Planning Portfolio Aptitude Tests, reflective essay and multiple pathways</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 (84%) considered that it is important to set goals in life while 88% of them revealed that they would explore their interests and develop their strengths through participation in various activities in their secondary school life. 80% of them learnt that in order to manage their time wisely, urgent and important tasks should take priority. A majority of the S.2 students (78%) 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.

The school worked with the Youth Service of St. James' Settlement to deliver online life planning education lessons. The Youth Service also provided free services through an app called "I am". Users could access job and further studies related information, attempt a personality test and chat with real-life practitioners in different fields of studies or work. S.3-5 students were asked to download the app and try out the services. They were asked

to rate the usefulness of the app on a scale of 1-5 with 5 being the highest attainable score. The mean score was 3.26 while the sharing of experience by guests invited by the Youth Service achieved a mean score of 3.36. As the services provided were in general useful, we will continue to apply for the services provided by the Youth Service in 2022-23. The lessons will be conducted face-to-face during the assembly periods if classes are not disrupted.

Our S.3 students took the Cambridge Occupational Analysts Probe Assessment and 48% of the students found the assessment useful. To better cater to the diverse needs of the S.3 students, the Holland Code Aptitude test developed by the VTC will be introduced to the students. They will be reminded of the limitations of the assessment tools and how to make good use of the results provided. The S.5 students attempted the EDB's *My Life Planning Portfolio* Career Interest Inventory assessment. Most of the teachers found that the assessment provided the students who had little idea of what they were going to study with the initial guiding questions for them to begin their exploration process.

#### Facilitating Learning Experiences about Work

Due to the intermittent class suspension during the academic year and the library renovation project, 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. Our students did manage to read some e-books borrowed from the public library concerning life planning and they did very well in the “青企局「我思我路」閱讀創作比賽 2021-22”.

The table below summarizes their achievements:

Champion (Senior Secondary Section)	Tang Hei Man	5B
1 <sup>st</sup> Runner-up (Senior Secondary Section)	Suen Man Yan	5B
Merit Prize (Senior Secondary Section)	Wong Tsz Ka	4B

Some students also joined an entrepreneurship competition, the InnoMind® Competition. They showcased their innovative business ideas in front of business executives and received guidance from business professionals. The following students won the highest achievement award, the Best Young Entrepreneur Award.

5A Cheung Sin Yin

5A Fong Hiu Ying

5A Leung Lok Yi

5A Li Nga Kwan

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. The subscription had to be purchased along with the service of providing the Future Skills Talk by the HK Federation of Youth Group. All the S.2 students attended the talk delivered. Most of the students found the talk useful in helping them prepare for their future.

As universities did not welcome student visitors during the Activity Day in March 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 in July 2023, with the help of the Scout Association of Hong Kong – The Friends of Scouting, our partner NGO in the Home and Youth Affairs Bureau's Funding Scheme for Youth Life Planning Activities.

To enable students to learn more about the world of work, the following activities were carried out in collaboration of external organizations.

8 Nov 2021 20 students	In conversation with a CEO – Mr. Antonio CHAN Chi Ming of REC Engineering Company Limited
29 July 2022 30 students	Visit to the REC Engineering Company Limited

The students interviewed said that they learnt something about good work ethics, the career opportunities in building engineering and the future opportunities in green technology. We will continue to look for similar opportunities to broaden students' horizons next year.



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. Due to the introduction of the special holidays and the change of teaching schedule in July and August, only some students join CRE activities organized by external organizations. They include FDMT's FoodSciWork, BusinessWork and EconWork, Lee Shau Kee School of Business and Administration, HKMU Junior Summer Program, PolyU taster programs, etc. Next year, we will continue to help students apply for CRE activities.

Even though the mentorship program inaugurated this year did not solely aim at boosting S.5 students' career-related knowledge and skills, through interacting with an alumna mentor, a majority of the mentees (95%) agreed that they had learnt something useful about further studies or work through their mentor. The mentorship program will be carried out next year with the inclusion of S.4 students as participants. More trainings to the mentors and mentees will be provided so that they could set attainable goals, learn how to communicate effectively, understand their roles, understand the needs of each other, etc.

#### Linking study opportunities and career choices

A board display on app developers was created. Interested students learnt the qualification needed for the job. We will continue to tailor our board displays to students' interest.

S.2 students had to do an assignment concerning a particular career of their interest. They successfully searched for the required qualifications for the career using online platforms such as "Jobtioary", "Youth.gov.hk"

Whenever external organizations sent us career-related activities' information, the Careers Section would post the information online and encourage students to apply for those which were suitable for their development. Sometimes, students, being self-directed learners, took the initiative to join competitions or activities that helped them to learn the pathways to achieve different career goals. The practice will continue next year. To spread the important messages to students who usually ignore online messages, next year, a life planning expo will be held in March during lunchtime to increase students' awareness of different study opportunities and their career implications.

Students interested in health-related or engineering disciplines joined the inter-school STEM workshop cum competition held in the Technological and Higher Education Institute

of Hong Kong (THEi). Through the activity, the students expressed that they learnt about the study opportunities and career opportunities in Chinese Medicine and Civil Engineering in an enjoyable manner. The following students won awards in the competition:

<p>The First Place and The Aesthetic Award (Civil Engineering)</p>	<p>Kwan Yu Ching 4D Fung Ting Yan Tanya 4A Lee Wing Yan 4A Paau Hong Yik 4C</p>
<p>The Best Presentation Design Award (Chinese Medicine)</p>	<p>Wu Ho Ting 4C Ku Wai Yi 4D Chan Wing Yin 4B To Tsz Yin 4B</p>

We will continue to nominate suitable students to join similar activities.

#### School-wide Career Guidance Activities

The experience sharing session on learning senior secondary elective subjects was carried out online this year due to class suspension. 61% of the S.3 students found the video 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, was held in July. S.4-5 students participated in two sharing sessions according to their preference. On a scale of 1-5 with 5 being the best score, the participants gave the activity a mean score of 3.68 in terms of whether it contributed to their learning of the world of work or further studies. More guidance to the students will be given so that they can prepare some questions to ask the speakers ahead of time next time the activity is organized.

#### 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. 73.2% 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. A talk on career consultation will be delivered to teachers to enhance their knowledge and skills in this area.

#### **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 「學友社傑出中學生領袖選舉」, 「關愛長者大使」計劃 and a total of twenty-five 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 conducted 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 2022

No. of Candidates	Level 2 or above in 5 subjects	Core Subjects at Level 3322 or above
103	97.1%	86.4%

Subjects with percentage of candidates attaining Level 5 or above higher than the territory-wide rate	Subjects with percentage of candidates attaining Level 4 or above higher than the territory-wide rate
<ul style="list-style-type: none"> <li>● Chinese Language</li> <li>● Mathematics (Core)</li> <li>● Business, Accounting and Financial Studies (Accounting Strand)</li> <li>● Chinese History</li> <li>● Chinese Literature</li> <li>● Ethics and Religious Studies</li> <li>● History</li> <li>● Mathematics Extended Part Module 1 (Calculus and Statistics)</li> <li>● Mathematics Extended Part Module 2 (Algebra and Calculus)</li> </ul>	<ul style="list-style-type: none"> <li>● Chinese Language</li> <li>● English Language</li> <li>● Mathematics (Core)</li> <li>● Liberal Studies</li> <li>● Biology</li> <li>● Business, Accounting and Financial Studies (Accounting Strand)</li> <li>● Chemistry</li> <li>● Chinese History</li> <li>● Chinese Literature</li> <li>● Economics</li> <li>● Ethics and Religious Studies</li> <li>● Geography</li> <li>● Mathematics Extended Part Module 1 (Calculus and Statistics)</li> <li>● Mathematics Extended Part Module 2 (Algebra and Calculus)</li> <li>● Visual Arts</li> </ul>

### Results of the Outstanding Performing Candidates

TW Shum	5** + 5** + 5* + 5* + 5
SY Lee	5** + 5* + 5* + 5
WY Liu	5** + 5** + 5
SY Ng	5** + 5* + 5
HT Lui	5* + 5* + 5 + 5
KY Chung	5* + 5 + 5 + 5
CY Lee	5* + 5 + 5 + 5

Our top-performing student, Shum Tan Wa achieved outstanding results in HKDSE 2022. She attained 5\*\* in Mathematics and BAFS (Accounting), 5\* in Biology and Mathematics M1. Other girls taking these subjects also performed well. 40% of our girls attained level 5 or above in BAFS (Accounting) and 70% of them attained level 4 or above. Also, 63.6% of our students attained level 5 or above in Mathematics (M1) and all of them attained level 4 or above. They

performed equally well in M2, with 45.5% and 81.8% of them attaining level 5 and level 4 or above respectively. Their performance is far higher than HK Day School Candidates.

On the other hand, Lee Cheung Yi, who demonstrates exceptional talents and interests in Language Education, was offered the early admission to the Bachelor of Education in Language Education - Chinese (double degree) of HKU via the University's School Nominations Direct Admission Scheme. Despite this early admission offer, she obtained 29 points in HKDSE with 5\* in Chinese History. Likewise, 27.8% of our girls attained 5\* or above in this subject.

#### JUPAS Statistics

1. Percentage of applicants given a JUPAS offer: 84.3%
2. Percentage of bachelor degree program offers out of all the JUPAS offers given:  
98.8%
3. Percentage of University of Hong Kong (HKU), Chinese University of Hong Kong (CUHK), Hong Kong University of Science and Technology (HKUST) bachelor degree program offers out of all the bachelor degree program offers given: 29.4%

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

Nature	Name of Competitions	Awards
Scholarship	Outstanding Students Award of Tsuen Wan, Kwai Chung & Tsing Yi Districts 荃葵青優秀學生選舉	3
	Federation of Parent-Teacher Associations (Kwai Tsing District)	The Most Improved Student: 1
	Upward Mobility Scholarship of the “Future Stars” 2021-2022	2
	中學 STEM 科研體驗計劃	李杜靜芳 STEM 獎學金 2021-2022: 2
Academic	Peace and Sustainability Fashion Design Competition 2022	First Runner-up: 1
	Innomind Competition	Best Young Entrepreneur Award: 4
	International Biology Olympiad	Honourable Mention: 1
	Hong Kong Biology Literacy Award 2021-22	First Class Honours: 1 Merit: 2
	Festival International de Artes Juveniles de Espana	Silver: 1
	Magazines International Young Writers Awards 2022	10 Outstanding Entries Award (Junior): 1 Top 50 Finalists (Junior): 1 Top 50 Finalists (Senior): 1
	Tranquil' Photography Contest 2022	Bronze Award: 1
	IYACC The 13 <sup>th</sup> International Open Visual Arts Competition	1 <sup>st</sup> Runner-up: 1
	Joint School Music Competition 2021	Gold Award, Secondary School String (Cello) Solo-Senior: 1
	「心 Times」關注青少年精神健康短片拍攝比賽	高中組冠軍: 1
	青年企業家發展局 我思我路閱讀創作比賽 2022	高中組冠軍: 1 高中組亞軍: 1 高中組優異獎: 1
	賽馬會 「翻轉教學」先導計劃「自學不求人」短片創作比賽	季軍

Aesthetic Development	第七十三屆香港學校朗誦節	亞軍（粵語二人朗誦）：2 優良獎狀（粵語二人朗誦）：4 優良獎狀（粵語詩詞獨誦）：2 良好獎狀（普通話散文獨誦）：1 良好獎狀（普通話詩詞獨誦）：1 優良獎狀（普通話散文獨誦）：1
	73 <sup>rd</sup> HK Schools Speech Festival	
	English Section (Non-open)	Solo Prose Reading 1 <sup>st</sup> Prize: 1 Solo Verse Speaking 1 <sup>st</sup> Prize: 2 Solo Verse Speaking 2 <sup>nd</sup> Prize: 1 Solo Verse Speaking Certificate of Merit: 13
	74 <sup>th</sup> HK Schools Music Festival	
	Graded Piano Solo – Grade 4	Bronze Award: 1
	Graded Piano Solo – Grade 5	Silver award: 1
	Graded Piano Solo – Grade 5	Bronze Award: 1
	Graded Piano Solo – Grade 6	Bronze Award: 3
	Graded Piano Solo – Grade 8	Bronze Award: 1
	Cello Concerto	Bronze Award: 1
	Flute Solo Junior	Silver Award: 1
	Zheng Solo Advanced	Silver Award: 1
	Zheng Solo Intermediate	Silver Award: 1
	Zheng Solo Intermediate	First Runner-up: 1
	Zheng Solo Junior	Silver Award: 1



Physical Development	香港學界比賽跆拳道比賽 2022 (中學及大專組)	中學女子青少年黑帶 B 組 (46 公斤以上至 49 公斤以下) 女子羽量級季軍: 1
	Inter-school Swimming Competition 2021-2022 (Kwai Tsing Area)	200m Freestyle (Grade C) Champion: 1 200m Individual Medley (Grade C) Champion: 1 200m Breaststroke (Grade B) 3 <sup>rd</sup> Place: 1 50m Freestyle (Grade B) Champion: 1 50m Butterfly (Grade B) 2 <sup>nd</sup> Place: 1 50m Butterfly (Grade A) 3 <sup>rd</sup> Place: 1
	Inter-school Athletics Championships 2021-2022 (Kwai Tsing Area)	200m (Girls Grade C) 3 <sup>rd</sup> Place: 1 Long Jump (Girls Grade C) 3 <sup>rd</sup> Place: 1
Service	Kwai Tsing District Youth Community Services Competition 葵青區青少年社區服務計劃暨比賽 2021-2022	Winning Team: 1 Merit Award: 1
Others	Beat Drugs @ Mock Trial 2.0	The Best Mooter: 1 The Best Witness: 1

## IX. Financial Summary

### Government Fund

<i>Name of Grants</i>	<i>Income</i>	<i>Expenditure</i>
1. EOEBG		
Administration Grant	3,894,793.60	3,848,808.57
Air-conditioning Grant	565,531.50	197,831.89
Baseline Reference	1,968,777.05	1,718,085.19
Capacity Enhancement Grant	642,934.00	217,187.91
Composite Information Technology Grant	494,240.00	748,181.24
School-based Management Top-up Grant	50,702.00	3,818.18
	7,616,978.15	6,733,912.98
2. Grants outside EOEBG		
Committee on Home-School Co-operation Project	25,780.00	25,780.00
After-school Learning & Support Prog.	84,800.00	42,950.00
Diversity Learning Grant (DLG) - Other Programmes	84,000.00	51,807.27
Diversity Learning Grant (DLG) - Applied Learning Courses	85,395.00	85,395.00
Learning Support Grant for Secondary Schools (LSGSS)	486,752.00	396,889.91
Student Grant for Applied Learning Chinese (ApL(C))	71,400.00	71,400.00
Promotion of Reading Grant	62,851.00	54,946.80
Enhanced Additional Funding-Support For NCS Students	800,000.00	742,670.35
School Executive Officer Grant	534,660.00	449,320.81
Student Activities Support Grant	130,650.00	104,835.00
Life-wide Learning Grant	1,174,267.00	1,310,325.94
Retired Athletes Transformation Programme - School Sports Promotion Coordinator	337,200.00	278,637.26
One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development	300,000.00	5,453.45
Special Anti-epidemic Grant	37,500.00	9,716.95
Quality Education Fund e-Learning Funding Programme—	93,640.00	93,640.00
Provision of Mobile Computer Devices and Internet Services Support		
IT Innovation Lab in Secondary Schools Programme	881,493.35	424,280.00
QEF - Create a performance stage for Performing Art and Debate (2018/1039)	61,100.00	126,727.00
QEF - My Pledge to Act (2020)	70,000.00	58,097.50
	5,321,488.35	4,332,873.24

### School Fund

Subscriptions A/C	203,925.77	125,357.77
Approved Collection for Specific Purpose - Air-conditioning	0.00	105,200.00
Approved Collection for Specific Purpose - Printing & Miscellaneous	35,750.00	70,707.19

**School-based After-school Learning and Support Programmes 2021/22 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 54 (including A. 9 CSSA recipients, B. 41 SFAS full-grant recipients and C. 4 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)	0	9	0	88.8%	8/10/2021 to 10/1/2022	\$1,800	- Tutor's feedback - Assessment - Attendance Record	Ms. Chan Mei Ming  Ms. Tse Man Ching	According to the results of the pre-test and post-test, most of the participants have improved in their English foundation and they became more confident in learning English.

Learning Skill Training: Mathematics Tutorial Programme (S.1-S.3)	8	30	0	92.8%	October 2021 to May 2022 arranged in three phases  02/10/2021 to 23/10/2021  04/12/2021 to 18/12/2021  07/05/2022 to 21/05/2022	\$5,150	- Internal school assessments	Ms. Chak Man Ting Ms. Cheung Kit Yi Ms. Cheung Sin Yan Ms. Kwok Wing Lam Ms. Lam Hoi Yan Ms. Mo Yuet Yau Ms. Tse Man Ching Ms. Yu Sui Ki	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	13	4	91.9%	02/10/2021 to 23/08/2022	\$36,000	- 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.
<b>Total no. of activities:</b>									
<b>@No. of man-times</b>	9	52	4			\$42,950			
<b>**Total no. of man-times</b>	65				<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 2021-2022 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>
Curriculum development and coping with diverse learning needs of students	- To provide assistance to teachers	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 continued to 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	- Students were accompanied to visit	

**Report on the Use of the Promotion of Reading Grant**  
**2021-22 School Year**

Part 1: Evaluation of the Effectiveness

1. Evaluation of achievement of the objectives: (e.g. reading culture of the whole school, students' reading attitude, book borrowing situation and students' engagement in reading activities)

Students' willingness to read have been increased. With the promotion of various cross-disciplinary reading activities, students' engagement and participation have increased also. Nonetheless, the reading promotion committee has to work more on promoting the reading culture of the whole school as the book borrowing situation is still not satisfactory.

2. Evaluation of strategies: (e.g. implementing diversified and motivating activities to promote reading, reading across the curriculum and home school co-operation)

The activities that relate to various subjects have been a success. Students have paid more attention on the library activities due to the collaboration with different subjects. More strategies regarding reading across the curriculum will be implement in the next school year.



Part 2: Financial Report

	Item *	Actual expenses (\$)
1.	Purchase of Books	
	<input checked="" type="checkbox"/> Printed books	42,074.5
	<input checked="" type="checkbox"/> e-Books	
2.	Web-based Reading Schemes	
	<input checked="" type="checkbox"/> eRead Scheme	10,930
	<input type="checkbox"/> Other scheme : _____	
3.	Reading Activities	
	<input type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks	595
	<input type="checkbox"/> Hire of service from external service providers to organise learning activities related to the promotion of reading	
	<input type="checkbox"/> Paying the application fees for students to participate in reading activities and competitions	
	<input checked="" type="checkbox"/> Subsidising students to participate in or apply for fee-charging reading related activities or courses	
4.	Others	
	<input checked="" type="checkbox"/> Printed magazines	2,142
	<b>Total</b>	55,741.5
	<b>Unspent Balance</b>	7,109.5

\* Please tick the appropriate boxes or provide details.

**Report on Use of One-off Grant for Supporting the Implementation of the Senior Secondary Subject  
Citizenship and Social Development (2021-2022)**

Subsidized Items	Content	Expenses	Date/Period	Evaluation
(i) Developing or procuring relevant learning and teaching resources	Purchased publisher's online CS resources	\$4999	September 2021	Learning and teaching support was enhanced by adopting the online materials
(ii) Subsidizing students and /or teachers to participate in Mainland interflow activities or study tours related to the CS curriculum	Mainland study tour	\$0	-	Because of COVID 19, the Mainland study tour has been postponed to 2022-2023 academic year