

POPE PAUL VI COLLEGE

School Report

2023-2024

I. School Vision and Mission

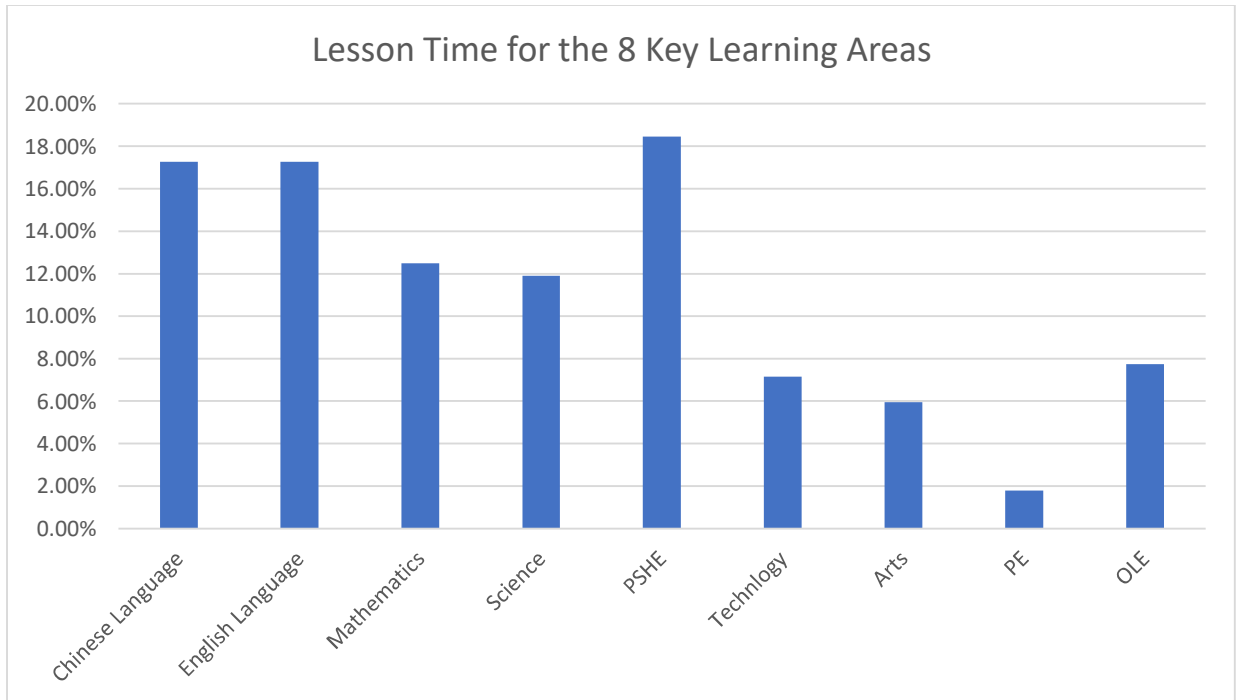
Pope Paul VI College, established in 1969, is a Catholic subsidized EMI secondary school for girls. Its sponsoring body is the Missionary Sisters of the Immaculate (P.I.M.E. Sisters).

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: 164 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 2023, there were 689 students enrolled at the school. There were four classes at each level from Secondary One to Secondary Five and four classes in Secondary Six. The class structure was as follows:

FORM	NUMBER OF CLASSES
S.1	4
S.2	4
S.3	4
S.4	4
S.5	4
S.6	4

The number of students per level was as follows:

FORM	NUMBER OF STUDENTS
Secondary 1	132
Secondary 2	117
Secondary 3	114
Secondary 4	113
Secondary 5	117
Secondary 6	96

2. Students' Attendance

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

FORM	ATTENDANCE RATE 2021-2022	ATTENDANCE RATE 2022-2023	ATTENDANCE RATE 2023-2024
Secondary 1	97.5%	95.8%	98.6%
Secondary 2	98.1%	96.8%	95.5%
Secondary 3	98.7%	95.8%	97.6%
Secondary 4	97.7%	96.3%	96.7%
Secondary 5	98.7%	96.9%	97.0%
Secondary 6	97.7%	97.7%	94.3%

IV. Information on the Teachers:

1. Teachers' Qualifications

In the academic year 2023-24, our school had 59 teachers boasting an average of 15.14 years of teaching experience. 54 teaching staff members held Diplomas or Certificates in education.

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

- Teachers holding Doctor's degrees: 1
- Teachers holding Master's degrees: 30
- Teachers holding Bachelor's degrees: 27
- Teachers holding Certificates from Colleges / Hong Kong Institute of Education: 1

2. Teachers' Teaching Experience:

TEACHER'S EXPERIENCE	NUMBER OF TEACHERS
0 – 4 years teaching experience	14
5 – 9 years teaching experience	7
More than 10 years teaching experience	38

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

Major Concern 1: To develop students to become self-planned learners

Achievements

1. Support for Students Through After-School Classes

To help S.1 students build a stronger academic foundation, especially in English, which is necessary for studying Mathematics, Integrated Science (I.S.), and Integrated Humanities (I.H.), the school implemented targeted self-directed learning lessons and after-school motivation classes. The self-directed lessons encouraged students to read English articles, look up unfamiliar words, write summaries, and use generative AI tools for grammar correction, fostering independent learning.

After-school motivation classes were introduced to help students who struggled with timely submission of assignments. Subject teachers from various departments rotated to oversee these classes, providing personalized support. Attendance data suggests success, with fewer students required to attend each week, indicating improved punctuality and self-management.

Survey data highlights the positive impact of these strategies. According to a school-based survey, 58.4% of students reported learning new self-planning skills, while 48.5% felt these skills had been enhanced. Additionally, the Q-scores for the subscales of "Affect (No Academic Anxiety)" and "Affect (No Fear of Failure)" were recorded as 88 and 85, respectively, indicating a reduction in academic-related stress and fear of failure among participants. Parent stakeholder surveys also reflect a favorable response, with many parents recognizing the improvements in their children's self-directed learning and motivation. These efforts demonstrate a commitment to fostering a supportive environment that builds foundational skills and promotes long-term academic success.

2. Promotion of Self-Directed Learning through Extra-curricular Activities and Workshops

The school has actively promoted self-directed learning by encouraging students' participation in various extracurricular activities and workshops. Affect scores reflecting students' self-initiative and goal-setting increased significantly, with Q-scores of 104 and 91, respectively. This year, 37 clubs were established by S.4 and S.5 students, with each club conducting at least four meetings and some organizing up to six. Notably, S.5 students are given the responsibility to decide and design the club activities each year, fostering their leadership and creativity. ECA teachers provide leadership training to guide these students, equipping them with the necessary skills to manage and lead their clubs effectively. Feedback collected through interviews and a questionnaire survey indicated that both club committees and members were highly satisfied with the club activities.

In addition to club activities, various service programs were organized to further enrich students' learning experiences outside the classroom. The S.3 "Eyes on the Community" program, scheduled for completion in June, and other initiatives such as the Beach Clean-up and Raffle Ticket Selling provided valuable opportunities for students to apply their knowledge in real-world contexts and engage with their communities. These activities helped to develop their sense of social responsibility and practical skills.

Data from the school-based survey highlights these achievements, with 55.1% of students who participated in organized activities (e.g., Student Association, ECA clubs, and house activities) reporting that they discovered new abilities and strengths through their involvement. This feedback demonstrates the success of these extracurricular activities in fostering self-awareness, independence, and confidence among students. The school remains dedicated to providing diverse opportunities for students to take charge of their learning journey and continue growing as independent, self-motivated learners.

3. Development of Student Leadership and Responsibility through different posts

The school has made great progress in developing student leadership and responsibility through various student-led clubs and committees. This approach has empowered students to organize events, lead initiatives, and support their peers, fostering a culture of independence and collaboration.

The Discipline Team actively engaged students by organizing events such as the anti-corruption booth games in April, which effectively promoted messages of integrity and drew the participation of many students. They also launched a pilot waste disposal program in June to promote environmental responsibility by encouraging proper waste segregation. Additionally, a snack party in May provided a platform for student leaders to share their challenges and solutions, strengthening camaraderie and team spirit. An upcoming leadership training camp in July aims to further enhance the leadership skills, teamwork, and confidence of these students. To address this, 78.5% of prefects expressed their eagerness to take on more leadership responsibilities, indicating a strong potential for further development in student leadership roles.

The Counselling Team organized a successful event for S.1 students that included game booths and a mini concert, promoting positive thinking. Meanwhile, the Religious Team encouraged student participation in daily morning prayers, involving 28 Catholic students from S.1 to S.5, with over 95% leading prayers on time and over 70% reporting increased confidence. The Catholic Society also organized gatherings that offered a platform for spiritual growth and engagement.

Overall, these initiatives have greatly enhanced students' leadership, confidence, and teamwork skills. School survey revealed that 49.5% of student leaders agreed that their leadership skills had improved significantly this year. The broad participation in diverse activities reflects the school's success in cultivating self-directed, responsible leaders who are well-prepared for future challenges.

4. Empowerment of Student Ambassadors in School Event Organization and Initiatives

The school focused on empowering Student Ambassadors by involving them in key school events and initiatives, which significantly enhanced their leadership skills through practical experiences. According to the school survey, over 62% of S.5 students and Ambassadors demonstrated enhanced leadership skills, meeting the success criteria set for this academic year.

This year, Student Ambassadors took the lead in organizing major events like the Open Day and Experiential Day. They created and managed school tour itineraries, showcasing their capacity to handle logistics, coordinate schedules, and ensure smooth execution of events. These activities required independent planning and organization, and approximately 62% of the participants felt that their self-directed learning skills had improved as a result of these responsibilities. Additionally, they managed daily broadcasts, such as morning prayers and news updates, allowing them to hone their communication and time management skills, as reflected in a 63.3% positive response rate regarding improved self-management abilities.

Ambassadors also represented the school in external events, such as the Tsuen Wan Exhibition, where they interacted with over 500 visitors and effectively communicated the school's values. This experience further enhanced their public speaking and presentation skills, with 62.4% of them reporting improved leadership capabilities in these areas.

To build on these achievements, a leadership training camp is planned, which will focus on enhancing teamwork and problem-solving skills. These initiatives have led to visible growth in confidence and capability, enabling the Ambassadors to contribute significantly to school life and set an example for their peers, with over 60% of them agreeing they have developed skills beneficial to their academic and personal growth.

5. Enhanced Use of Digital Tools and Technology to Support Self-Planned Learning

The implementation of the Bring Your Own Device (BYOD) program has allowed more students to access digital learning resources and develop self-management skills. This year, 37 students participated in the Quality Education Fund e-Learning Funding Programme, and 10 students joined the CLP Power e-Learning Assistance Programme, receiving mobile devices to aid in their learning. Over 80% of participants in these programs reported improved self-planning skills, meeting the program's success criteria. Additionally, 90% of students in the CLP Power program successfully created and implemented action plans using their iPads, demonstrating their ability to manage and plan their learning activities effectively.

The school also organized a media and information literacy talk for S.2 to S.4 students, which helped over 95% of attendees gain a better understanding of identifying reliable and relevant information online. This is a key skill for supporting self-directed learning, as it enables students to source quality materials for their studies.

Overall, the use of digital tools, including iPads and online resources, has greatly supported students in becoming more autonomous learners.

6. Integration of Student-Led Projects in different KLAs (Key Learning Areas)

The integration of student-led projects across different Key Learning Areas (KLAs) has greatly enhanced students' self-directed learning and collaboration skills. In Citizenship and Social Development, S.4 students completed projects on Chinese culture and national identity, which improved their enquiry, problem-solving, and teamwork abilities. Nearly all students actively explored their chosen topics and presented their findings effectively, with all groups meeting their deadlines.

The Technology Education KLA encouraged self-directed learning using online tools like Google Classroom and HKEdcity's question bank. Over 90% of students found these resources helpful for accessing materials and preparing for exams independently. Teachers observed a marked improvement in students' engagement and organizational skills.

In the Personal, Social, and Humanities Education (PSHE) KLA, project-based learning activities helped over 96% of S.1 and S.3 students enhance their self-planning skills. Subjects such as Geography, Chinese History, and Economics also integrated self-directed tasks, with most students setting and achieving their learning goals.

These projects have successfully developed students' capacity to manage their learning, work across disciplines, and apply their knowledge to real-life contexts, supporting the school's aim of fostering self-directed learners.

7. Promotion of Reading Culture through DEAR and Reading Sharing Sessions

The promotion of a reading culture through DEAR (Drop Everything and Read) sessions and reading sharing activities has had mixed results this year. While DEAR sessions were conducted regularly to encourage students to read books of their choice, feedback indicated that only about 50% of students actively engaged in these sessions, with some finding it challenging to stay focused or select appropriate reading material.

Reading sharing sessions, where students and teachers discussed their favourite books, had moderate participation. While a number of students enjoyed these activities and felt they helped improve their language skills, others were less enthusiastic, citing a lack of interest in the chosen books or feeling uncomfortable speaking in front of peers. Events such as book fairs and reading competitions also had variable success; although around 60% of students participated, the overall enthusiasm for these activities was lower than expected. These results suggest that while there have been some successes in fostering a reading culture.

Reflection

Facilitating Factors

- Integration of digital tools like iPads and e-learning platforms enabled students to access resources independently and engage in interactive learning, fostering self-directed learning habits.
- Development of scaffolding materials and additional support sessions in each KLA improved the confidence and foundational skills of low achievers.
- Extracurricular activities such as the S.3 "Eyes on the Community" program and Beach Clean-up cultivated students' social responsibility and practical skills through hands-on experiences.
- Workshops and training sessions enhanced student leadership qualities, providing a platform for student leaders to develop their management and coordination skills.
- Student Ambassadors' involvement in major school events and external engagements improved their planning, public speaking, and presentation abilities
- Initiatives like "Sport Fridays" and inter-house competitions promoted physical activity and teamwork, contributing to better student wellness and collaboration.
- Sharing of best practices and collaborative planning among teachers ensured a consistent approach to addressing diverse student needs, boosting student confidence and motivation.

Hindering Factors

- While peer learning was implemented effectively, teachers observed that not all students benefited equally due to varying group dynamics, with some students lacking the confidence to contribute actively.
- The use of e-learning was occasionally hindered by students' inclination to engage in leisure activities during lessons, reducing the effectiveness of these tools in promoting self-directed learning.
- Despite the success of extracurricular activities in enhancing leadership skills, some teachers felt that more structured guidance was needed for low-performing students to take on leadership roles confidently.
- While scaffolding materials provided support for low achievers, teachers expressed that these resources were not uniformly developed across all KLAs, making it difficult to ensure consistent support.
- Teachers observed that while inter-house competitions promoted teamwork, the highly competitive nature of some events deterred participation from less confident students, impacting the inclusivity of these activities.
- Some students found it difficult to balance extracurricular commitments with academic responsibilities, leading to stress and a decline in participation in non-academic activities over time.

Overall Reflection

- The strategies implemented have shown positive outcomes in promoting self-directed learning (SDL) and leadership development among students. Initiatives like peer-learning, self-directed projects, and leadership roles in school events have empowered students to take more ownership of their learning and develop their problem-solving and collaboration skills. The integration of technology, including BYOD and online platforms, has facilitated SDL tasks, such as note-taking and project-based learning, enabling more effective and independent study.
- Despite these advancements, challenges were noted in ensuring all students benefited equally. The effectiveness of SDL varied, with some students relying more heavily on teacher guidance. Therefore, revising the BYOD policy to minimize distractions and providing more structured support for project-based learning are necessary to further enhance student engagement and independence.
- To build on these achievements, it is crucial to strengthen peer-teaching programs and expand opportunities for showcasing student achievements to foster a supportive culture of praise. Additionally, incorporating more student-led initiatives and organizing teacher workshops on SDL strategies will provide students and teachers with better tools to promote deep learning, resilience, and self-management skills. With these focused efforts, future plans can more effectively nurture confident, self-driven learners prepared to thrive in diverse learning contexts.

Feedback and Follow-up

After assessing the achievements and reflecting on the major concerns regarding the seven learning goals, the school would devise a series of follow-up measures to further support students in achieving these goals.

- Implement additional training sessions for peer leaders to ensure they have the necessary skills to facilitate learning in a collaborative environment, supporting the aim to foster motivation and enthusiasm for learning.
- Introduce more student-led activities where students can nominate peers for recognition in academic and extracurricular achievements, promoting a praising school culture that celebrates accomplishments at all levels.
- Utilize existing platforms, such as morning assemblies and SAC lunch sessions, to publicly acknowledge student successes and promote confidence in both academics and extracurricular activities.
- Expand ‘Drop Everything and Read’ (DEAR) sessions and assign take-home reading exercises to cultivate a stronger reading habit and reinforce the importance of independent reading.
- Conduct workshops on time management and strategies to reduce screen time, while revising the BYOD policy to ensure effective and appropriate use of devices, fostering self-directed learning and a balanced lifestyle.

- Organize more house / club activities to strengthen a sense of connectedness and foster appreciation of diversity among students.
- Implement mindfulness practices and establish a wellness space where students can engage in activities that build emotional resilience and provide relaxation techniques.

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

Achievements

1. Support for Students through After-School Motivation Classes

After-school motivation classes and remedial support sessions were organized for S.1 to S.3 students to strengthen their self-planning and independent learning skills. According to the school-based survey, 56.1% of students agreed that they possessed some skills for independent learning, and 46.5% felt that their self-planning skills were enhanced throughout the year. Teachers observed a notable increase in student consistency when managing assignments and a more proactive attitude towards seeking academic support from peers and teachers. The implementation of these sessions not only helped reduce late homework submissions by 10% compared to last year but also nurtured a stronger sense of ownership over their learning journey, as evidenced by the enhanced time management and goal-setting behaviors among students. Furthermore, the Stakeholder Survey revealed that 63% of parents felt that the school effectively helped their children develop a more positive attitude towards learning

2. Promotion of Self-Directed Learning through Extracurricular Activities and Student-Led Workshops

With the expansion of student-led activities, the number of student-led clubs grew to 42. This increase created more opportunities for students to develop self-directed learning skills, leadership, and organizational abilities. Additionally, 87% of club committee members mentioned improvements in their organizational and leadership abilities. This outcome was further supported by the Stakeholder Survey, where 54.1% of parents agreed that their children took a more active role in school activities, and 95% of students stated they participated in at least one school activity throughout the year

Teachers observed that students were more confident in managing club activities and executing events, showing significant growth in leadership and problem-solving skills. The positive impact of these activities was further reflected in the increased number of successful student-led events, which grew by 15% compared to the previous year. Additionally, the level of engagement and participation in these activities was evident as more students became willing to explore new roles and take on responsibilities, contributing to a vibrant school environment.

3. Building Resilience and Positive Attitudes through cultivating students' Character Strengths

The Character Strengths programme, aimed at cultivating resilience and a growth mindset, was implemented for S.4 students. The school-based survey revealed that **39%** of students felt their ability to bounce back from failures had improved, and **33.8%** felt more positive and optimistic when facing adversity. This was reflected in their increased willingness to discuss personal challenges and share reflections during classroom discussions. As a result, students developed a more positive attitude towards learning, showing perseverance and commitment even in the face of difficulties. Teachers also noted that the project contributed to enhanced student engagement in class activities and increased participation in voluntary projects, which rose by 20% compared to the previous year.

4. Enhancing Student Engagement and Participation through Peer-led Activities

The school successfully increased student engagement and participation by organizing a variety of peer-led activities, such as the Alumnae Mentorship Program and inter-house competitions. The school-based survey indicated that **40.9%** of students felt an improvement in their sense of belonging to the school, and **47.2%** reported enjoying participating in school activities. Teachers observed that students showed more enthusiasm in joining school events and took on responsibilities more readily, contributing to a vibrant and collaborative school culture. As students took on leadership roles in organizing events, they developed better communication and collaboration skills. The improved sense of belonging and increased participation contributed to a more inclusive and cohesive school environment, reflected in the positive feedback received from parents and the active involvement of students in school events.

5. Improved Physical and Mental Well-being through Sports and Wellness Initiatives

The introduction of "Sports Friday" and expanded Physical Education classes led to an increase in student engagement in physical activities. Teachers noted that students were more enthusiastic about participating in sports, with many exploring new types of physical activities outside of traditional PE classes. However, despite the positive outcomes in promoting physical activity, challenges such as excessive use of digital devices outside of school were also noted, indicating a need for continuous efforts in promoting healthy screen time management. Nonetheless, 65% of students reported improvements in their mental health due to regular participation in wellness activities. Teacher feedback highlighted that students were more focused and relaxed in class after participating in physical activities, demonstrating a positive impact on both their physical and mental well-being. These initiatives contributed to a more balanced lifestyle among students, as reflected in their enhanced focus and positive behaviour during classes.

6. Fostering a Culture of Gratitude and Positivity through Values Education Programs

Values Education programs, such as the “Journey to Gratitude Kingdom” for S.1 students, played a crucial role in promoting a culture of appreciation and empathy. The school-based survey showed that 47.6% of students felt more aware of their character strengths, and 67.7% of parents agreed that the school successfully cultivated positive values in their children. Teachers observed a growing willingness among students to express appreciation and reflect on positive experiences, as seen in their participation in classroom activities and discussions. These values education initiatives helped create a supportive and caring school culture, where students were more mindful of the well-being of their peers and demonstrated increased respect and empathy in their interactions.

7. Lessening Academic Anxiety through Support Workshops

In response to growing concerns about academic anxiety, the school implemented workshops focusing on stress management, study skills, and the development of a growth mindset. These workshops had a noticeable impact, with over 70% of students reporting that they felt more equipped to manage stress. Teachers observed that students exhibited greater composure and confidence during exam periods, with fewer signs of panic or distress. Additionally, 21.2% of students reported feeling less academic anxiety compared to the start of the school year. Teacher observations echoed these findings, noting that students appeared calmer and more focused during exams, with fewer instances of panic or distress. This reduction in anxiety contributed to a more supportive learning environment, allowing students to focus better and perform to their full potential.

Reflection

Facilitating Factors

- After-school motivation classes and remedial support sessions were instrumental in helping students improve their self-planning skills and manage their learning schedules effectively. The additional support provided a structured environment for students to enhance their independent learning abilities.
- Student-led clubs, workshops, and peer-led activities such as the Alumnae Mentorship Program provided platforms for students to take initiative, develop leadership skills, and build stronger connections with peers. These activities cultivated a sense of responsibility and contributed to a more inclusive and collaborative school atmosphere.

- The introduction of wellness initiatives like “Sports Friday” encouraged students to participate in physical activities, contributing to better physical and mental health. Programs like “Journey to Gratitude Kingdom” successfully promoted a culture of appreciation and empathy, fostering positive interactions among students.
- The student support team made different initiatives focused on building students’ resilience and positive attitudes, which helped students develop a growth mindset. These initiatives provided students with opportunities to reflect on their strengths and learn strategies to overcome challenges.

Hindering Factors

- While many students demonstrated improved self-discipline, a portion still relied heavily on external motivation from teachers and peers, highlighting a need for more targeted interventions to cultivate intrinsic motivation.
- Some students, particularly those in younger forms, struggled with engaging deeply in reflective practices. This hindered their ability to internalize learning experiences and express personal growth effectively.
- Younger students found it challenging to maintain emotional stability due to stress from academics, peer conflicts, and personal challenges. Although the school provided workshops and counselling, ongoing support is needed to strengthen students’ coping mechanisms.
- While many students participated actively in school events, a portion of junior form students occasionally felt disconnected, indicating a need for more diversified strategies to engage students with varying levels of confidence and involvement.

Overall Reflection

- This year’s initiatives provided valuable opportunities for student growth, fostering leadership skills and positive school culture through the integration of digital tools and experiential learning activities.
- Workshops and training sessions helped cultivate essential skills, while extracurricular activities promoted social responsibility and collaboration. However, some challenges remained, such as ensuring uniform support for low achievers and maintaining inclusivity in school-wide events.
- Moving forward, it is essential to provide targeted support to help students internalize their learning experiences, develop emotional resilience, and cultivate a sustainable approach to wellness and digital literacy. With continuous refinement of these strategies, the school can further enhance the growth and well-being of all students.

Feedback and Follow-up

After assessing the achievements and reflecting on the major concerns regarding the seven learning goals, the school devised a series of follow-up measures to further support students in achieving these goals.

- Continue encouraging student autonomy by expanding student-led activities, experiential learning programs, and mentorship opportunities, where senior students pass on their experiences to junior forms, nurturing a sense of responsibility and leadership.
- Create more platforms to showcase student achievements and strengths to boost confidence and motivation, allowing students to reflect on successes and setbacks. Implement initiatives such as peer-nominated recognition programs and platforms for parents to participate in celebrating student accomplishments.
- Promote holistic well-being by introducing comprehensive health and wellness programs, including fitness challenges, sleep hygiene workshops, and mindfulness practices. These initiatives aim to foster healthy physical and mental habits while reinforcing a balanced approach to lifestyle management.
- Enhance emotional resilience and stress management through workshops, team-building exercises, and mindfulness sessions. These programs will equip students with the tools to handle stress and maintain a positive outlook, while also providing opportunities to build resilience and coping mechanisms.
- Support self-directed learning by implementing peer-teaching programs and individualized learning plans to help students who require more structured guidance. These programs will encourage collaboration and provide tailored support to foster greater independence in learning.
- Strengthen school-community connectedness by organizing school-wide events, house competitions, and multi-cultural activities that promote collaboration and inclusivity. Introduce parent workshops and courses to support students' learning and well-being, ensuring a cohesive approach to student development.

VI. Our Learning and Teaching

1. S.1 Self-directed Learning Lesson

During the self-directed learning lessons, students were taught the following skills and knowledge:

- Memorization skills
- Note-taking skills
- Time management
- Grit
- Common English phrases and sentence patterns found in I.H., I.S., and Mathematics examination questions

To help students acquire a foundation in English that allows them to study Mathematics, Integrated Science (I.S.), and Integrated Humanities (I.H.) without additional language hurdles. During some of the lessons, they were asked to read English articles of their interest, look up unfamiliar words in the dictionary, write a summary paragraph/reflection, and then use a generative artificial intelligence tool to correct their grammatical mistakes.

As the final examination approached, they were guided to interpret the questions in last year's examination papers in Mathematics, I.S., and I.H.

Around 70% of the students have acquired learning skills such as memorization, note-taking, time management, grit, and controlling their emotions as a result of the self-directed learning lessons.

Next year, the important points taught in the S.1 self-directed learning lessons should be posted on the notice board, and the S.1 Class and Subject Teachers should remind the students of the importance of putting the theory into practice. S.1 students should also be asked to stay behind after school regularly to practice the self-directed learning skills collectively, enabling them to form the necessary habits.

2. S.1 Motivation Class

In order to cater to the learning needs of S.1 students who struggle to submit assignments punctually, we have instituted weekly after-school motivation classes for S.1. Subject teachers from the Chinese, English, Mathematics, Integrated Humanities, Chinese History, and Integrated Science Departments rotate to oversee these classes.

Over 80% of the students who attended the motivation class have the ability to finish and submit late assignments. Some students have developed self-planned learning habits as a result of the motivation class.

The S.1 motivation class may not be a cost-effective way to help students develop self-planned learning habits. The reduced attendance in the motivation class could be due to two factors. Firstly, students who previously submitted assignments late have been incentivized

to submit them prior to the next scheduled motivation class to avoid detention. Secondly, as the class met too infrequently, subject teachers have been providing necessary support directly to the students.

Next year, a more cost-effective approach should be introduced to help the entire student body develop the habit of submitting assignments on time.

3. STEAM Education

The STEAM curriculum in 2023-2024 emphasized the use of the micro:bit platform, starting with basic programming tasks and advancing to more complex applications such as sensors and data logging.

In the first term, students were introduced to various aspects of the micro:bit, including animation, gaming, and basic data handling. They engaged in creating several projects, such as a digital watch and a traffic light system, showcasing their ability to apply coding and electronics to solve practical problems. These projects were assessed through video submissions on Google Classroom, ensuring that students received immediate feedback on their work.

The second term featured the GeronTech project, which aimed to address the issues faced by the elderly, a pertinent topic considering the school's emphasis on empathy and community service. This project involved liaising with HKSKH Lady MacLehose Centre to conduct interviews with volunteer elderly individuals at the Shek Lei Estate, providing students with firsthand insights into the challenges faced by the elderly. Following the interviews, students designed and prototyped products meant to aid the daily lives of the elderly, such as a mobile phone stand and other self-designed assistive devices. These were presented in video format and through live presentations, showcasing the practical applications of their learning.

Overall, the STEAM curriculum this year not only equipped students with technical skills but also fostered a deeper understanding of how technology can be used creatively to improve lives, aligning with the school's mission of holistic education and service to the community.

4. Cross-curricular Project-based Learning

The school implemented a cross-curriculum project-based learning approach for junior students, designed to foster a wide range of skills.

The S.1 project focused on the history and living conditions in a district of Hong Kong. It involved collaboration between the Integrated Humanities and English Language Education Key Learning Areas. It was reported to enhance students' research abilities, critical thinking, collaboration, and problem-solving skills. The students demonstrated their learning outcomes through presentations, which served to reinforce their understanding of the topic.

S.3 students studied the historical relationship between the Chinese Communist Party (CMP) and the Chinese Nationalist Party (CNP) from 1924 to 1949. This study, carried out between the Chinese Language Education KLA and Chinese History in the Personal and Social Humanities Education KLA, was said to enhance students' research, analytical, presentation, and I.T. skills.

The school also incorporated self-evaluation and peer evaluation methods, allowing students to reflect on their performance and learning process. Feedback from teachers was utilized for evaluation purposes. Overall, these initiatives were designed to foster a comprehensive set of skills, including critical thinking, collaboration, research, analysis, presentation, and I.T. skills.

5. E-learning Strategies

Our school is taking a comprehensive approach to e-learning. By procuring a variety of e-learning tools, developing e-teaching packages, implementing digital learning strategies across all Key Learning Areas (KLAs), and promoting professional sharing among teachers, the school is fostering an innovative and engaging learning environment.

In the current school year, several initiatives were undertaken to support needy and underprivileged students through e-learning programmes. These programmes aimed to equip students with mobile computer devices and enhance their ability to engage in self-directed learning.

Programme Participation

- Quality Education Fund e-Learning Funding Programme: 37 needy students participated.
- CLP Power e-Learning Assistance Programme: 10 underprivileged students participated.

CLP Power e-Learning Assistance Programme

All participants were required to submit action plans to become self-directed learners using iPads. Notably, 9 out of 10 students submitted videos sharing their experiences and reflections on implementing these plans.

Impact on Digital Divide

Participation in the BYOD assistance programmes has equipped more students with mobile devices, significantly narrowing the digital divide within the student body.

Outcomes

- BYOD Assistance Programme: Over 80% of participants reported improvement in self-planning skills.

- CLP Power e-Learning Assistance Programme: 90% of participants submitted reflections and successfully implemented their plans, surpassing the criterion.

Additional Initiatives

- AI in Teaching: A professional speaker was invited to conduct a training workshop on the use of AI in teaching and administration in school. This fostered an understanding of the newly developed trend of AI and its potential integration into teaching and learning.
- Media and Information Literacy Talk: In September 2023, a talk was organized for S.2 to S.4 students on identifying reliable information online. Over 95% of attendees reported a better understanding of this topic, meeting the success criteria.

Procurement of E-Learning Tools

The school procured a range of e-learning tools for various KLAs and subjects:

- Padlet licenses for all teaching staff and students, facilitating interactive learning across all disciplines.
- Canva for Education licenses for all staff and students, providing graphic and video designing tools to enhance e-learning.

In addition to these specific tools, the school developed e-teaching packages and interactive e-learning tools. All KLAs have committed to implementing e-learning and e-teaching in their lessons, signifying a school-wide commitment to digital pedagogy.

Future Plans

1. Early Distribution of Devices: Notices for the Quality Education Fund programme will be issued in September/October next school year, with iPad distribution completed in the first term.
2. Device Return Notification: S.6 students will be notified in October next year to return borrowed devices.
3. Information Literacy Promotion: A talk on the healthy use of the Internet will be organized in the next school year.

The e-learning programmes have successfully enhanced students' self-planning skills and reduced the digital divide. Continued efforts will focus on early device distribution and promoting information literacy.

6. Support for Underachieving Students

Remedial support was provided for less-able students from Secondary 1 to Secondary 6 across different Key Learning Areas (KLAs). The goal of this initiative was to ensure that all students received the necessary guidance and assistance to improve their academic performance.

After-school tutorials were arranged as part of this supportive framework. These tutorials provided students with additional learning opportunities beyond regular school hours.

Remedial tutorials were organized for struggling students in S.1-3 Mathematics, S.1 Integrated Science, S.1 Integrated Humanities, S.4-5 Biology, and S.6 and S.1 English Language. The tutorials were reported to be useful in helping the students acquire the correct concepts and examination skills.

Preparation for examination sessions was organized as a whole-school approach prior to each test and examination. These courses were designed to reinforce learning, prepare students for assessments, and help them improve their overall academic performance.

7. Support for High Achievers

Learning programs were provided specifically for more-able students. This approach was part of a broader commitment to challenging and extending students who show a high degree of capability in their studies.

Moreover, an array of programs was established. These included a writing program for S.5 students with strong Chinese writing abilities, an art enhancement course, pottery workshops, and a dance course for artistically-inclined students. The Microsoft Artificial Intelligence-60 course was offered for high-achieving S.1 students, and thinking skills training programs were arranged for S.5-6 top Chemistry, Biology, and Physics students, providing a high-level educational experience for these top-performing students. The students benefited from the additional training received.

Students who are talented in Mathematics or Science received additional training and exposure to advanced science activities and had opportunities to join competitions. Their knowledge and interest in these fields have been advanced.

For students who have displayed talent in information technology, they were invited to form teams to compete in different competitions such as the HKSTP x JYCGIF IdeaGO Ideathon 2023 and the AIGC+ Metaverse Innovation Application International Competition (Hong Kong and Macau region). This exposure broadened their horizons and deepened their interest in the pursuit of knowledge in the field.

8. Support to Non-Chinese Speaking (NCS) Students

The Chinese Language Key Learning Areas (KLAs) have organized a series of learning activities specifically designed to support Non-Chinese Speaking (NCS) students. This initiative is part of a broader strategy to ensure that all NCS students, regardless of their linguistic backgrounds, have access to high-quality learning experiences in all areas.

After-school tutorial classes were arranged to provide additional support for these students. Furthermore, the school planned to implement Chinese Bridging Programmes, which are

intended to help NCS students enhance their Chinese language skills and bridge any potential language gaps.

Separate classes in C&SD, where English will be used as the medium of instruction, were arranged. This approach is designed to ensure that NCS students can fully participate in the learning process and gain a comprehensive understanding of the subject matter.

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 have taken an active role in planning preventive, developmental and remedial programmes for students.

- The Counselling Team and Discipline Committee have joined the “Student Leadership Training Camp” organized by Life Growth Factor. It was an Adventure-based Day Camp held on 2 July 2024 in which prefects and Counselling Team assistants can learn interpersonal communication skills and the importance of teamwork. Students also had a chance to develop their problem-solving skills and resilience.
- Students were nominated by the Discipline Committee to participate in iTeen Leadership Training Programme organized by the ICAC. 11 senior form students participated in the scheme. They paid visits to the ICAC Headquarters and received leadership training to polish their communication skills and enhance their confidence. Additionally, May Ho from 5A was nominated to join a 4-day training camp and Lily Chan from 4A, was nominated to join an exchange trip to Xi'an. All participants found the learning experience rewarding and eye-opening.
- 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.5 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 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 utilized to promote “Be Grateful and Treasure What We Have; Stay Positive and Optimistic”. Secondary One students completed the booklet to show their gratitude to themselves, family, friends, school, community and nature. Feedback from class teachers were positive. More than 80% of the completed booklets showed that the students were grateful and treasure what they have.

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’ meetings, professional developments talks and seminars. Besides, 54.9% of our teachers had received related training courses offered by the EDB.

In 2023-24, a sum of \$583,823 (Learning Support Grant for Secondary School) was provided by the EDB to the school to enhance its support for SEN students. Student Counsellor was employed to assist the SEN students in learning and some skills training. Educational Psychologist Ms. Wong was 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. Details of the lessons or activities are as follows:

Date	Form (Attendance)	Topic / Speaker(s) / Teacher
17 July 2023	S.4	S.4 Orientation Talk: Introduction to CRE and other components of OLE Introduction to pathways for further studies The changing visage of the labor market in Hong Kong Automation and the future labor market Essential 21st century skills for today’s students

27 Sept 2023	S.5	S.5 Life Planning Education Lesson (I) (St. James' Settlement) Introduction to life planning How to use the "I am" app to find out more information about different pathways of study and careers paths The connection between university program choice and life planning Different personality types
28 Nov 2023	S.3	S.3 Life Planning Education Lesson (I) (St. James' Settlement) Introduction to life planning How to use the I am app to find out more information about different pathways of study The connection between subject choice and university program choice Different personality types
4 Dec 2023	S.4	S.4 Life Planning Education Lesson (I) (St. James' Settlement) Introduction to life planning How to use the "I am" app to find out more information about different pathways of study Different personality types
13 Dec 2023	S.6	S.6 E-App and OEA Briefing Session E-APP is a one-stop online application system for full-time locally-accredited sub-degree and undergraduate programmes that are NOT covered by the JUPAS. Other Experiences and Achievements in Competitions / Activities (OEA) OEA is one of the factors in addition to the achievements at the HKDSE Examination which the 9 JUPAS participating-institutions and the SSSDP institutions (the Institutions) will consider.
9 Jan 2024 21 Mar 2024	S.2	S.2 Life Planning Education Lessons To stimulate students to think about whether a career can fulfil the many needs of human beings To inculcate into the students that a fulfilling career should depend on one's interests, abilities, values, the current economy and experiences, etc. Teach students the importance of career exploration during their secondary school career Informational research assignment about a career of her choice
22 Feb 2024	S.3	S.3 Life Planning Education Lesson (II) Dos and Don'ts in choosing electives University Entrance Requirements Subject Choice Form (Trial) Subject Allocation Process
21 Mar 24	S.4	S.4 Life Planning Education Lesson (II)

		An actuary, Daniel, shared his life planning journey with the students.
29 April 2024	S.3	S.3 Life Planning Education Lesson (III) Taking the <i>My Future Choices</i> Aptitude Test
3 May 2024	S.5	S.5 Life Planning Education Lesson (II) A guest speaker who studied at CUHK and is currently pursuing a post-graduate diploma in education, shared her journey of life planning with the students.
14 May 2024	S.5	Multiple Pathways Talk/ Miss Rachel Yeung Introduction to JUPAS Local Self-financing Degree and Sub-degree Programs Taking the EDB's <i>Career Interest Inventory</i> Aptitude Test

Based on the survey, the majority of students understood the learning objectives of the completed lessons and applied what they had learned into practice. For example, the majority of S.2 students (83%) believed that a good career should depend on one's interests, abilities, values, the current economy, and experiences. Additionally, 65% of them considered it important to explore different career options during their secondary school life.

The school collaborated with the Youth Service of St. James' Settlement to deliver life planning education lessons. The Youth Service provided free services through an app called "I am". Users could access job and further studies-related information, take a personality test, and chat with real-life practitioners in various fields of study or work. S.3-5 students were asked to download the app and try out the services. The students actively utilized the services provided by the app, and two students were awarded prizes in recognition of their participation in the app activities.

They were requested to rate the app's usefulness on a scale of 1-5, with 5 being the highest attainable score. The majority of students rated the app 3 or above, and most of them rated the sharing of experiences by guests invited by the Youth Service 3 or above. Unfortunately, St. James' Settlement will discontinue the program next year. Consequently, other school-based life planning education lessons will be implemented next year.

Our S.3 students took the Cambridge Occupational Analysts test, and 62% of them found it useful. The S.5 students attempted the EDB's My Life Planning Portfolio Career Interest Inventory assessment. Most teachers found that the assessment provided initial guiding questions for students who had little idea about their future studies, helping them commence their exploration process. We will continue to offer opportunities for students to take aptitude tests at their appropriate developmental stages.

Facilitating Learning Experiences about Work

The Section introduced useful resources for students to explore the world of work, including the "I am" app, the Life Planning Information Website of the Education Bureau, and the VTC Occupation Dictionary, among others. The Careers Teachers found these websites and apps useful in providing students with up-to-date career information.

On July 2nd, we took S.5 students to visit the following institutes:

- The Hong Kong Polytechnic University
- Hang Seng University of Hong Kong
- Saint Francis University
- Hong Kong Metropolitan University

We attempted to accommodate students' interests by assigning them to their preferred groups. The response was positive, and some students reported that the visit opened their eyes to the many possibilities they could pursue in the future, helping them formulate their backup plans. Similar visits will be arranged next year if institutes welcome school visitors again in July 2025, with the assistance 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, we conducted the following activities in collaboration with external organizations:

10 May 24	S.5 (9)	Visit to a Biomedical Company (Caritas Social Work NTW)
9 July 24	S.4-5(13)	Lingnan University STEM workshop (Caritas Social Work NTW)

The students interviewed indicated that they learned about the biomedical research industry and career opportunities in STEM. We will continue to seek similar opportunities to broaden students' horizons next year.

The Career Section disseminated information about various Career-related Experiences (CRE) activities to the students. Sometimes, students applied for the activities themselves, while at other times, the Careers Section assisted them in the application process. These activities include UST Business Youngster, FDMT's BusinessWork, Lee Shau Kee School of Business and Administration, HKMU Junior Summer Program, PolyU taster programs, Baptist University Chinese medicine summer camp, and Greater Bay Area Internship Program. Next year, we will continue to help students apply for CRE activities.

Although the mentorship program inaugurated this year did not solely aim to enhance S.4-5 students' career-related knowledge and skills, the majority of the mentees (83%) agreed that they had learned something about their mentor's field of work/studies through interacting with an alumna mentor. The mentorship program will continue next year, with activities such as a day camp included to provide more opportunities for mentors and mentees to interact in a relaxed environment that fosters active communication.

On January 9th, representatives from the Hong Kong Institute of Surveyors came to our school to deliver a talk to 50 S.3-4 students. The activity aimed to introduce the profession to students so that they might consider whether the profession is a good fit for them. To allow students to focus on the presentation, a better seating arrangement should be made for similar talks next year.

To enable S.4 students to learn more about studying and career opportunities in the Greater Bay Area, a guest speaker currently working in the Greater Bay Area delivered a talk. The speaker communicated clearly and enabled students to consider the numerous opportunities available in the Greater Bay Area. A similar talk will be held next year.

Linking Study Opportunities and Career Choices

A board display showcasing the various further study pathways has been created. We will continue to tailor our displays to align with students' interests.

S.2 students were tasked with an assignment focusing on a particular career of their interest. They successfully researched the required qualifications for the chosen career using online platforms such as the "Life Planning Information Website of the Education Bureau" and "Youth.gov.hk", among others.

Whenever external organizations forwarded information on career-related activities, the Careers Section would publish the details online and encourage students to apply for those suitable for their development. At times, students, as self-directed learners, took the initiative to participate in competitions or activities that aided them in understanding the pathways to achieve various career goals. For instance, a group of students proactively joined the YDC Dare to Change - InnoMind® Competition. This practice will continue next year.

A life planning expo took place from May 29th to June 2nd during lunchtime to enhance students' awareness of different study opportunities and their career implications.

In collaboration with a company named FDMT, the Careers Section organized an online activity for S.4 students during the post-examination period. The students were tasked with using the online program created by the company to conduct further research on the JUPAS individual programs, enabling them to explore different study opportunities in advance.

School-wide Career Guidance Activities

An experience-sharing session on learning senior secondary elective subjects was conducted in March. Selected S.5 students generously shared their learning experiences and insights on a specific elective/M1/2 subject. S.3 students greatly benefited from this session, with 77% of them finding it useful. The same activity will be repeated next year.

Guidance and Counselling for Individual Students

In collaboration with Class Teachers, group career counselling sessions were offered to S.3, S.5, and S.6 students. Before the commencement of the consultation periods, the Careers Mistress shared group career counselling strategies with novice Careers Teachers and Class Teachers. The teachers found the sharing to be helpful. Many students, for example, 68% of S.3 students, indicated that the group career sessions assisted them in making informed decisions regarding their elective subject choices and post-secondary study plans. Similar group career counselling sessions will be conducted next year.

4. Extra-curricular Activities

- S.3 Eyes on the Community Service Program, Volunteer Social Service Group and CYC offered students the opportunities to extend their help, care and love to others, thus putting the school motto “Love and Service” into practice.
- Through the Social Service Award Scheme, One-Student-One-Service Award Scheme, students were encouraged to take part in community services which helped enrich their social experiences and nurture their all-round development.
- To develop students’ potential in different aspects, OLE activities related to leadership training and community service were arranged. Over thirty clubs, societies and school teams were offered.
- The four Houses organized tea parties, inter-house volleyball games, cheering team competitions and house elections. These activities have strengthened students’ leadership skills and House 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 PTA will be selected to be members of the Monitoring Committee of Trading Operations.
- A 4-hours course for parent education was held on July 2024 by using the “One-off Grant for Mental Health of Parents and Students” to support parents in taking care of parents’ and students’ mental health.
- To maintain effective contact between parents and the school, the PTA continued with programs that contributed to the forging of a better home-school cooperation culture. Such programs included ‘Meeting Parents of S.1 students on S.1 Orientation Day’ and ‘Parent-Teacher Sharing Session’, The Subject Selection Talk for S.3 parents, Talks on National Security Education, Parents-child relationship , Handicraft Workshop , etc.
- 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- ‘the Elderly Home Visit’ was conducted so as to implement the School’s motto “Love and Service” and forge better parent-child relationship.

- 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 a donation to the Pope Paul VI College Love & Service Grant to help 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.
- The alumnae showed their support to the mentorship program organized by the Careers Section. The mentorship programme aims to enhance S.4 and S.5 students' career-related knowledge and skills by pairing them with mentors from different fields. Through a series of activities such as workshops for mentors and mentees and training camp, an atmosphere of peer support is fostered. Mentees are empowered to pursue their careers goals while mentors are inspired by younger minds, thus consolidating meaningful relationships between students and alumnae.

VIII. Performance of Students

1. HKDSE Examination Results 2024

No. of Candidates	Level 2 or above in 5 subjects	Core Subjects at Level 3322 or above
96	96.9%	82.3%

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"> ● English Language ● Chinese Language ● Mathematics Compulsory Part ● BAFS(Business Management) ● Chinese History ● History ● Visual Arts 	<ul style="list-style-type: none"> ● Chinese Language ● English Language ● Mathematics Compulsory Part ● BAFS (Business Management) ● BAFS(Accounting) ● Chinese History ● Chinese Literature ● Information and Communication Technology ● Mathematics Extended Part Module 1 (Calculus and Statistics) ● Visual Arts

Results of the Outstanding Performing Candidates

WY Ku	5*+5*+5+5+5
KW Ng	5*+5*+5+5+5
WY Lee	5**+5+5+5
TY Fung	5*+5*+5
HY Paau	5*+5+5+5
LH Cheung	5*+5+5
TY So	5*+5*
WY Chan	5*+5*
OY Fan	5**+5
YY Tong	5+5+5+5

Our top-performing student, Ku Wai Yi, achieved exceptional results in the HKDSE 2024. She excelled with a score of 5* in both Biology and Chinese History, and she achieved a 5 in Chinese Language, English Language, and Chemistry. Another standout student, Ng Ka Wai, achieved a 5* in both Economics and BAFS (Business Management) and scored a 5 in Chinese Language, Mathematics, and Mathematics Extended Part Module 1 (Calculus and Statistics). Other students also performed admirably in these subjects. Notably, 81.8% of the students achieved a level 4 or above in Mathematics Extended Part Module 1. Furthermore, the percentage of students achieving credit or above (level 4 or above) for Chinese Language was significantly higher than the territory-wide rates by more than 32%.

Numerous graduates will commence their tertiary education journey, which equips them for their future professional careers. Some examples of the professional degrees they pursue include:

- Pharmacy
- Law
- Professional Accountancy
- Biomedical Engineering
- Finance

JUPAS Statistics

1. Percentage of applicants given a JUPAS offer: 82.3%
2. Percentage of bachelor degree program offers out of all the JUPAS offers given: 94.9%
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: 25.3%

2. Achievements in Inter-School Competition / Activities

Scholarships

	Name of Award	Awards
1	Applied Learning Scholarship (2022/23 School Year)	1
2	青苗學界進步獎 (2022-2023)	20
3	Sir Edward Youde Memorial Prizes 2023-2024	4
4	2023 Tsuen Wan Rural Committee Scholarships 2023 荃灣鄉事委員會獎學金	3
5	Sir Robert Black Trust Fund 柏立基爵士信託基金 傑出學生資助(非學術範疇) Grants for Talented Students in Non-academic Fields 2023-2024	1
6	LEE'S PHARMACEUTICAL - Kanya Lee Scholarship 「李氏大藥廠 —李杜靜芳獎學金有限公司」- 李杜靜芳獎學金	1
7	Tsuen Kwai Tsing District Outstanding Student Award (2023/2024) 荃葵青區傑出學生選舉 2023/24 Merit Prize 荃葵青區優異學生	1
8	Rev. Joseph Carra Memorial Education Grants 祈良神父紀念獎學金	1

Sports

	Name of Competition	Prize	Awards
1	2023-2024 年度中學校際游泳比賽 (葵青區) Inter-School Swimming Competition 2023-2024 (Kwai Tsing Area)	女子甲組 100 米背泳 (冠軍)	1
		女子甲組 50 米背泳 (冠軍)	1
		女子甲組 50 米蛙泳 (亞軍)	1
		女子甲組 100 米蛙泳 (亞軍)	1
		女子丙組 200 米自由泳 (殿軍)	1
		女子丙組 100 米背泳(季軍)	1
		女子丙組 100 米自由泳 (殿軍)	1
		女子丙組 4X50 四式接力(冠軍)	1
		女子丙組 200 米個人四式(冠軍)	1
		女子丙組 50 米蝶泳(冠軍)	1
		女子丙組 4X50 四式接力(冠軍)	1
		女子丙組 4X50 四式接力(冠軍)	1
2	2023-2024 年度中學校際田徑比賽 (葵青區) Inter-School Athletics Competition 2023-2024 (Kwai Tsing Area)	女子甲組鉛球(亞軍)	1
		女子甲組 4X100 米接力 (季軍)	1
	元朗區競技疊杯錦標賽 2023	個人賽 3-6-3 公開組 (冠軍)	1
		個人賽 3-3-3 公開組 (亞軍)	1
		個人賽 Cycle 公開組 (亞軍)	1

3	A.S. Watson Group HK Student Sports Awards 2023-2024		1
4	Secondary School and Tertiary Institution Taekwondo Competition 2024 香港學界跆拳道比賽 2024 (中學及大專組)	Secondary School Female Colour Belt Group A (Light Middle) Champion 中學女子色帶 A 組 (輕中量級) 冠軍	1
		Secondary School Female Colour Belt Group B (Feather) Third place 中學女子色帶 B 組 (羽量級) 季軍	1
5	Hong Kong Sport Stacking Open 2024 全港競技疊運動公開賽 2024	公開組 團體 3-6-3 接力賽 (優異獎)	1
		女子公開組 3-3-3 個人賽 季軍	1
		女子 13-14 歲組 3-3-3 個人賽 第 5 名	1
		女子 13-14 歲組 3-3-3 個人賽 第 6 名	1
		女子 13-14 歲組 3-3-3 個人賽 第 8 名	1
		女子 13-14 歲組 3-6-3 個人賽 季軍	1
		女子 13-14 歲組 3-6-3 個人賽 第 5 名	1
		女子 13-14 歲組 3-6-3 個人賽 第 6 名	1
6	葵青區跳繩錦標賽 2024	30 秒前繩速度挑戰賽(葵青區)(女子 15 歲組別) 季軍	1
		30 秒前繩速度挑戰賽(葵青區)(女子 13 歲組別) 季軍	1
7	Inter-School Basketball Competition 2023-24 (Kwai Tsing District) 2023-24 年度校際籃球比賽 (葵青區)	4th Place (U15 Division II) 殿軍 (初級二組)	1
8	Inter-school Volleyball Competition 2023-24 (Kwai Tsing District) 2023-24 年度校際排球比賽 (葵青區)	Champion (U15 Division II) 冠軍 (初級二組)	1
9	第二屆全港競技疊杯挑戰賽	女子 12-18 歲組 cycle 個人賽 (中學組) 冠軍	1
		女子 12-18 歲組 3-3-3 個人賽 (中學組) 冠軍	1
		女子 12-18 歲組 3-6-3 個人賽 (中學組) 亞軍	1

Other KLAs

	Name of Competition	Prize	Awards
1	Creative Infographic Design Competition on Applications of Mathematics (2022/23)	Bronze Award	4
		Honourable Mention	1
2	AI - CODING ∞ Science and Technology Competition and Exhibition 2023	Second runner-up	1
3	AIGC+元宇宙創新應用國際競賽港澳賽區	亞軍	1
		優異獎	2
4	香港賽馬會社區資助計劃：美荷樓香港精神學習計劃 — 2022-2023「兩代情」徵文比賽	初中組優異獎	1
5	一國兩制與基本法標語創作比賽 2023	亞軍	1
		優異獎	1
		季軍	1
6	第六屆全港中學生珠寶設計比賽	初中組入圍獎	2
7	全港中學生十大新聞選舉--候選新聞初選	最具新聞觸覺獎	6
8	2022 至 2023 年度葵青區青少年社區服務計劃暨比賽	優勝隊伍	1
9	第四屆同心盃辯論比賽	冠軍	1
		初賽第一回合 最佳交互問答辯論員	1
		初賽第二回合 最佳辯論員	1
		初賽第二回合 最佳交互問答辯論員	1
		準決賽 最佳辯論員	1
		準決賽 最佳交互問答辯論員	1
		決賽 最佳辯論員	1
		決賽 最佳交互問答辯論員	1
10	學思盃 2023	亞軍	1
		三十二強賽事最佳辯論員	1
		十六強賽事最佳辯論員	1
		四強賽事最佳辯論員	1

11	2023 香港辯論超級聯賽	最佳辯論員	3
12	中學辯論比賽 2023 「馮壽如盃」	季軍	1
13	Hong Kong Biology Literacy Award	First Class Honours	1
		Merit	1
14	The 39th Sing Tao Inter-School Debating Competition 星島第三十九屆全港校際辯論比賽	Best Interrogative Debater (2nd Preliminary) 最佳交互答問辯論員 (第二回合初賽)	1
		Best Debater (2nd Preliminary) 最佳辯論員(第二回合初賽)	1
		Best Interrogative Debater (3rd Preliminary) 最佳交互答問辯論員 (第三回合初賽)	1
		Best Debater (3rd Preliminary) 最佳辯論員(第三回合初賽)	1
15	The 2nd "Venice" Italy-China International Children's Art Competition (Italy International Division)	Silver Medal	1
16	2023 畢加索國際青少年繪畫大賽 (初賽)	Silver Medal	1
17	第六屆大灣區暨新界西區「兩文三語」挑戰賽(高小組及初中組)初中組最佳中文文章	銀獎	1
		銅獎	1
		優異獎	6
18	第六屆大灣區暨新界西區「兩文三語」挑戰賽(高小組及初中組)初中組最佳英文文章	優異獎	2
19	第六屆大灣區暨新界西區「兩文三語」挑戰賽(高小組及初中組)初中組決賽	優異獎	1
20	The 41st Hong Kong Mathematics Olympiad (2023/24) 第 41 屆香港數學競賽 (2023/24)	Third Class Honour (Individual Event) 三等榮譽獎	1
21	The 26th Hong Kong Mathematical High Achievers Selection Contest (2023–2024) 第二十六屆香港青少年數學精英選拔賽 (二零二三至二零二四)	Second Class Honour 二等榮譽獎	1
22	SciPOP Science Demonstration Contest 2024 2024 科普快遞科學演示比賽	Second Runner-up 季軍	1
23	Leadership Training Programme 2023/24 (The Hong Kong Academy for Gifted Education)	Gold Award	1

24	The 75th Hong Kong Schools Speech Festival (2023) (English Speech)	Proficiency	1
		Merit	1
25	CIE Hong Kong Baptist University English Public Speaking Contest 2024	1st runner-up, Best Speaker	1
26	The Speak Up – Act Out Drama Competition 2023/24	Outstanding Actor Award	1
27	Time to Talk Public Speaking Competition 2023/24	1st runner-up	1
28	The 2024 Secondary School Model UNESCO International Conference on Artificial Intelligence and Education (HK-GBA Conference)	Special Recognition Award	3
		Best Strategy Award	3
29	《學生作家培育計劃》學生作家徵文比賽	優異獎	2
30	2024 Harvard Book Prize		3
31	Junior Secondary Science Online Self-learning Scheme 2024	Gold Award	4
		Silver Award	2
		Bronze Award	25
		Participation Award	5
32	The 76th Hong Kong Schools Music Festival - Graded Piano Solo Grade 3	Silver Award	1
	The 76th Hong Kong Schools Music Festival - Female Voice Solo (Age 16 or under)	Silver Award	1
	The 76th Hong Kong Schools Music Festival - Female Voice Solo (Age 14 or under)	Silver Award	1
	The 76th Hong Kong Schools Music Festival - Female Voice Solo (Age 14 or under)	Silver Award	1
	The 76th Hong Kong Schools Music Festival - Graded Piano Solo Grade 4	Silver Award	1
	The 76th Hong Kong Schools Music Festival - Cello Concerto	Silver Award	1
	The 76th Hong Kong Schools Music Festival - Zheng Solo (Senior)	Silver Award	1
	The 76th Hong Kong Schools Music Festival - Pipa Solo (Senior)	Silver Award	1
33	The 76th Hong Kong Schools Music Festival - Secondary School Choir (2nd division) Junior	Bronze Award	1
34	第十一屆香港國際音樂節比賽 2024 藝韻盃	西樂小組中學組第二名	1
35	第六十屆學校舞蹈節中學中國舞民間舞	金獎	1
36	Hong Kong Professional Dance Competition 2024	Silver Award	1

37	Hong Kong School Drama Festival 2023/24	Award for Outstanding Script	1
		Award for Outstanding Performer	4
		Award for Outstanding Cooperation	1
38	賽馬會學童繪畫比賽(香港花卉展覽 2024)	嘉許獎	1
39	Power of Light 2024 - Photo Taking Contest	Champion	1
		First Runner-up	1
		Third Place	1
40	AIGC+元宇宙創新應用國際競賽港澳賽區	First Runner-up	1
41	JPC Innovation Technology Competition 2023-2024 少年警訊創新科技大賽 2023-2024	Commendation Award 嘉許獎	4
42	黑白繪畫大賽	Champion	1
43	Digital Financial Literacy Programme for Youth 2023/24 - Four-Cell Story and Mini Movie Competition 「數碼財智 2023/24」- 中學生四格故事及短片創作比賽	2nd Runner-up 季軍	1
		Best presenters 最佳匯報獎	1
		Most Liked Award 最受歡迎宣傳短片獎	1

IX. Financial Summary

Government Fund

<i>Name of Grants</i>	<i>Income</i>	<i>Expenditure</i>
1. EOEBG		
Administration Grant	4,024,884.00	4,008,570.32
Air-conditioning Grant	588,202.50	250,459.90
Baseline Reference	2,045,706.44	3,252,726.48
Capacity Enhancement Grant	666,935.00	213,121.67
Composite Information Technology Grant	512,696.00	755,915.59
School-based Management Top-up Grant	52,596.00	3,500.00
School-based Speech Therapy Service	8,415.00	0.00
	<u>7,899,434.94</u>	<u>8,484,293.96</u>
2. Grants outside EOEBG		
Committee on Home-School Co-operation Project	25,978.00	25,709.20
After-school Learning & Support Prog.	84,400.00	64,150.00
Diversity Learning Grant (DLG) - Other Programmes	84,000.00	101,866.00
Diversity Learning Grant (DLG) - Applied Learning Courses	81,520.00	81,520.00
Moral and National Education Support Grant	0.00	4,188.78
Teacher Relief Grant	5,224,344.00	4,761,058.03
Learning Support Grant for Secondary Schools (LSGSS)	583,823.00	600,933.58
Student Grant for Applied Learning Chinese (ApL(C))	87,600.00	87,600.00
Information Technology Staffing Support Grant	333,812.00	306,009.00
Promotion of Reading Grant	65,198.00	75,915.00
Enhanced Additional Funding-Support For NCS Students	858,130.00	868,614.60
School Executive Officer Grant	580,738.52	638,530.54
Student Activities Support Grant	108,550.00	72,286.00
Life-wide Learning Grant	1,218,131.00	1,076,870.43
Retired Athletes Transformation Programme - School Sports Promotion Coordinator	419,701.20	419,030.20
One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development Quality Education Fund e-Learning Funding Programme - Provision of Mobile Computer Devices and Internet Services Support	0.00	163,269.00
Feed-in Tariff (Fit) Scheme	152,493.00	152,493.00
IT Innovation Lab in Secondary Schools Programme	61,848.00	1,516.00
One-off School-Based Speech Therapy Set-up Grant	607,194.37	0.00
Grant for the Sister School Scheme	0.00	0.00
One-off Grant for Mental Health at School	162,994.00	155,560.00
One-off Grant for Mental Health of Parents and Students	60,000.00	0.00
One-off Grant for Promotion of Chinese Culture Immersion Activities	20,000.00	9,700.00
One-off Grant on Parent Education	300,000.00	16,011.19
One-off Grant for Promotion of a Sports Ambience and MVPA60 in Schools	200,000.00	0.00
Beat Drugs Fund Supported Programmes - "Beat Drugs with Sports"	150,000.00	0.00
Jockey Club Joy of E-Reading Scheme	25,000.00	22,723.60
QEF - Enhanced My Pledge to Act Funding Programme	0.00	60,358.00
QEF - Enhancing the teaching and learning effectiveness through the setting up of interactive-e-learning classrooms	133,000.00	187,410.00
	1,011,134.00	1,113,765.00
	<u>12,639,589.09</u>	<u>11,067,087.15</u>

School Fund

Subscriptions A/C	273,826.62	183,511.54
Approved Collection for Specific Purpose - Air-conditioning	0.00	7,200.00
Approved Collection for Specific Purpose - Printing & Miscellaneous	34,400.00	64,035.72

School-based After-school Learning and Support Programmes 2023/24 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 81 (including A. 12 CSSA recipients, B. 44 SFAS full-grant recipients and C. 25 under school's discretionary quota).

B. Information on Activities to be subsidized/complemented by the Grant.

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, 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)	3	4	0	67%	16/10/2023- 18/3/2024	\$1,400	Tutor's feedback - Assessment	Ms. Lam Kam Chu	According to the tutors, students were more confident in learning English. They showed improvement in their reading exam.
Art /Culture activities: School Orchestra	1	15	9	85.3%	23/9/2023- 6/7/2024	\$40,000	Tutor's assessment	Music Vibration Academy Limited	Participants were interested in playing the instruments. They were able to play the musical instruments individually and perform in public confidently with all other members. They developed team spirit through various performances.

Learning Skill Training: Mathematics Tutorial Programme (S.1-S.3)	7	26	0	76.5%	9/10/2023-22/5/2024	\$7,700	- Internal school assessments - Tutor's feedback	Ms. Chan Cheuk Man Ms. Chan Hoi Ning Ms. Chan Wing Chi Ms. Cheung Sin Yan Ms. Cheung Kit Yi Ms. Kwok Sze Wing Ms. Kwok Wing Lam Ms. Lam Hoi Yan Ms. Liu Choi Yuk Ms. Liu Lai Ki Ms. Shum Tan Wa Ms. Suen Man Yan	According to the results of the assessments and feedback from tutors, most of the participants have improved in mathematical concepts and they became more confident in learning Mathematics.
Leadership Training Camp	4	15	16	100%	2/7/2024	\$15,050	- Participants' feedback - Advisors' observation	Life Master Consulting Ltd.	All the participants found the program useful in strengthening their problem-solving skills and leadership skills. The activity also helped students cultivate their sense of responsibility.
Total no. of activities:									
@No. of man-times	15	60	25						
**Total no. of man-times	103					Total Expenses	\$64,150		

Note:

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

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

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

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

C. Project Effectiveness

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

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

D. Comments on the project conducted

Problems/difficulties encountered when implementing the project (You may tick more than one box)

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

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

As the musical instrumental course fee is expensive, some parents (especially SFAS half grant) are grateful that their children are funded by the support programme.

Evaluation on Use of Capacity Enhancement Grant in the 2023-2024 School Year

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated	Success Criteria	Evaluation	Recommendation / Follow-up
Curriculum development and coping with diverse learning needs of students	- To provide assistance to teachers	- 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	
				- She provided efficient clerical and non-clerical assistance to us in the activities organized by the department.		

Report on the Use of the Promotion of Reading Grant
2023-24 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)

Through implementing a whole-school reading activity, DEAR Day, students have more opportunities to read at school. The sessions held throughout the whole academic year have allowed students to explore a variety of reading materials under different subjects. More students came to the school library and the book borrowing rate has been significantly increased on the days before the DEAR Day sessions. Together with other reading activities, the reading culture of the whole school has been cultivated and students' reading attitude has been improved, as seen from their reading records.

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

The whole-school reading across curriculum activity, DEAR Day, introduced this year has helped students to cultivate reading habits. Students are assigned to read different reading materials under different subjects, including library books, newspapers and e-books. A reading logbook has been prepared for each student for them to keep track and reflect on their reading. Awards were given to students for the best reading records. In addition, the school library has given monthly awards to students and classes having the highest borrowing rate from the school library and the e-book platform. These awards have encouraged and motivated more students to read.

Part 2: Financial Report

	Item *	Actual expenses (\$)
1.	Purchase of Books	
	<input checked="" type="checkbox"/> Printed books	62,292
	<input checked="" type="checkbox"/> e-Books	
2.	Web-based Reading Schemes	
	<input type="checkbox"/> eRead Scheme	-
	<input type="checkbox"/> Other scheme : _____	
3.	Reading Activities	
	<input checked="" type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks	11,758
	<input type="checkbox"/> Hire of service from external service providers to organise learning activities related to the promotion of reading	
	<input checked="" type="checkbox"/> Paying the application fees for students to participate in reading activities and competitions	
	<input 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	1,866
	Total	75,916
	Unspent Balance	-

* 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 (2023-2024)**

Subsidized Items	Content	Expenses	Date/Period	Evaluation
(i) Developing or procuring relevant learning and teaching resources	Purchase reference books and online materials	\$0	-	No online materials were available for purchasing separately.
(ii) Subsidizing students / teachers to participate in Mainland interflow activities or study tours	Purchase devices for students and teachers who participate in the Mainland interflow activities or study tours	\$145600	May 2024	30 iPads with Apple pencils, 15 Wi-Fi hotspots and 12 SIM cards were purchased. The equipment facilitated the use of information technology during the study tour.
	Subsidize the fees and travelling expenses incurred by students'/ teachers' participation in Mainland interflow activities	\$6944	June 2024	The fees and travelling expenses of one extra escort teacher and 7 S.5 repeaters were fully paid by the Grant. The fees for applying Visa (2 NCS students) were fully subsidized.
(iii) Subsidizing students and teachers to participate in school based learning activities in Hong Kong	Subsidizing the fees and travelling expenses incurred by students and teachers participating in school based learning activities in Hong Kong, e.g. museum visit for S.4 students)	\$10725	March 2024	Visit to the Hong Kong Palace Museum were held in March for S.4 students. This was a cross-curricular activity jointly organized by the CS, ELE and PSHE KLAs. Students completed enquiry projects with the theme of promotion of national identity.
Total Expenses:		\$163269		

姊妹學校交流報告書 2023/2024 學年

學校名稱：	保祿六世書院		
學校類別：	*小學 / *中學 / *特殊學校 (*請刪去不適用者)	負責老師：	張開裕助理校長

本學年已與以下內地姊妹學校進行交流活動：	
1.	廣東省河源市第一中學

本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
A1	☑	探訪/考察	B1	☑	增進對內地的認識和了解
A2	☐	校政研討會/學校管理分享	B2	☑	增加對國家的歸屬感/國民身份的認同
A3	☑	會議/視像會議	B3	☐	交流良好管理經驗和心得/提升學校行政及管理的能力
A4	☑	與姊妹學校進行簽約儀式/商討交流計劃	B4	☑	擴闊學校網絡
A5	☐	其他(請註明)：	B5	☑	擴闊視野
			B6	☑	建立友誼/聯繫
			B7	☐	訂定交流細節/ 活動詳情
			B8	☐	其他(請註明)：

管理層面 達至預期目標程度	C1 ☑ 完全達到	C2 ☐ 大致達到	C3 ☐ 一般達到	C4 ☐ 未能達到
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乙. 教師層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
D1	<input checked="" type="checkbox"/>	探訪/考察	E1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
D2	<input type="checkbox"/>	觀課/評課	E2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
D3	<input type="checkbox"/>	示範課/同題異構	E3	<input type="checkbox"/>	建立學習社群/推行教研
D4	<input checked="" type="checkbox"/>	遠程教室/視像交流/電子教學交流	E4	<input checked="" type="checkbox"/>	促進專業發展
D5	<input type="checkbox"/>	專題研討/工作坊/座談會	E5	<input type="checkbox"/>	提升教學成效
D6	<input type="checkbox"/>	專業發展日	E6	<input checked="" type="checkbox"/>	擴闊視野
D7	<input type="checkbox"/>	其他(請註明):	E7	<input checked="" type="checkbox"/>	建立友誼/聯繫
			E8	<input type="checkbox"/>	其他(請註明):

教師層面 達至預期目標程度	F1 <input type="checkbox"/> 完全達到	F2 <input type="checkbox"/> 大致達到	F3 <input type="checkbox"/> 一般達到	F4 <input type="checkbox"/> 未能達到
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丙. 學生層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
G1	<input checked="" type="checkbox"/>	探訪/考察	H1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
G2	<input checked="" type="checkbox"/>	課堂體驗	H2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
G3	<input checked="" type="checkbox"/>	生活體驗	H3	<input checked="" type="checkbox"/>	擴闊視野
G4	<input type="checkbox"/>	專題研習	H4	<input checked="" type="checkbox"/>	建立友誼
G5	<input type="checkbox"/>	遠程教室/視像交流/電子學習交流	H5	<input checked="" type="checkbox"/>	促進文化交流
G6	<input type="checkbox"/>	文化體藝交流	H6	<input checked="" type="checkbox"/>	增強語言/表達/溝通能力
G7	<input type="checkbox"/>	書信交流	H7	<input type="checkbox"/>	提升自理能力/促進個人成長
G8	<input checked="" type="checkbox"/>	其他(請註明): 參加升旗禮, 與姊妹學校升旗隊交流	H8	<input checked="" type="checkbox"/>	豐富學習經歷
			H9	<input type="checkbox"/>	其他(請註明):

學生層面 達至預期目標程度	I1 <input checked="" type="checkbox"/> 完全達到	I2 <input type="checkbox"/> 大致達到	I3 <input type="checkbox"/> 一般達到	I4 <input type="checkbox"/> 未能達到
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丁. 家長層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

(註: 學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	<input type="checkbox"/>	描述	編號	<input type="checkbox"/>	描述
J1	<input type="checkbox"/>	參觀學校	K1	<input type="checkbox"/>	增進對內地的認識和了解
J2	<input type="checkbox"/>	家長座談會	K2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
J3	<input type="checkbox"/>	分享心得	K3	<input type="checkbox"/>	擴闊視野
J4	<input type="checkbox"/>	其他(請註明):	K4	<input type="checkbox"/>	加強家校合作
			K5	<input type="checkbox"/>	加強家長教育
			K6	<input type="checkbox"/>	交流良好家校合作經驗和心得
			K7	<input type="checkbox"/>	其他(請註明):

家長層面 達至預期目標程度	L1 <input type="checkbox"/> 完全達到	L2 <input type="checkbox"/> 大致達到	L3 <input type="checkbox"/> 一般達到	L4 <input type="checkbox"/> 未能達到
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監察/評估方法如下:

編號	<input type="checkbox"/>	監察/評估方法
M1	<input type="checkbox"/>	討論
M2	<input checked="" type="checkbox"/>	分享
M3	<input type="checkbox"/>	問卷調查
M4	<input checked="" type="checkbox"/>	面談/訪問
M5	<input type="checkbox"/>	會議
M6	<input checked="" type="checkbox"/>	觀察
M7	<input type="checkbox"/>	報告
M8	<input type="checkbox"/>	其他(請註明):

全年財政報告:

編號	<input type="checkbox"/>	交流項目	支出金額
N1	<input checked="" type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$ 49,280
N2	<input type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$
N3	<input type="checkbox"/>	姊妹學校活動行政助理的薪金 (註:不可超過學年津貼額的 20%)	HK\$
N4	<input checked="" type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$ 76,280
N5	<input type="checkbox"/>	交流物資費用	HK\$
N6	<input type="checkbox"/>	在香港進行交流活動時的茶點開支(註:不可超過學年津貼額的 2%)	HK\$
N7	<input type="checkbox"/>	老師的一次入出境簽證的費用(註:不可超過學年津貼額的 1%)	HK\$
N8	<input checked="" type="checkbox"/>	其他(請註明): 中式步操訓練課程費用 (為與姊妹學校進行步操交流活動, 聘請專業人士到校教授中式升旗及步操, 以訓練我校的升旗隊隊員與姊妹學校進行升旗活動的交流。)	HK\$ 30,000
N9	<input checked="" type="checkbox"/>	學年總開支	HK\$ 155,560
N10	<input type="checkbox"/>	沒有任何開支	不適用

反思及跟進：		
編號	<input checked="" type="checkbox"/>	內容
O1	<input checked="" type="checkbox"/>	有關交流活動的層面 <i>[如適用，請註明]</i> 承接往年的管理層及教師視像交流活動，新一年擬舉辦學生的視像交流，以擴學生的視野，增進兩地學生的友誼。
O2	<input type="checkbox"/>	有關交流活動的形式/內容 <i>[如適用，請註明]</i>
O3	<input type="checkbox"/>	有關交流活動的時間安排 <i>[如適用，請註明]</i>
O4	<input type="checkbox"/>	有關交流活動的津貼安排 <i>[如適用，請註明]</i>
O5	<input type="checkbox"/>	有關承辦機構的組織安排 <i>[如適用，請註明]</i>
O6	<input type="checkbox"/>	其他(請註明)：

交流參與人次：			
編號	<input checked="" type="checkbox"/>	層面	交流參與人次
P1	<input checked="" type="checkbox"/>	本校學生在香港與姊妹學校交流的人次	40 人次
P2	<input checked="" type="checkbox"/>	本校學生到訪內地與姊妹學校交流的人次	40 人次
P3	<input checked="" type="checkbox"/>	本校學生參與交流的總人次	40 總人次
P4	<input checked="" type="checkbox"/>	本校教師參與交流的總人次	13 總人次
P5	<input checked="" type="checkbox"/>	本校學校管理人員參與交流的總人次	3 總人次

備註：
