



POPE PAUL VI COLLEGE

School Report

2006-2007

I. School Vision and Mission

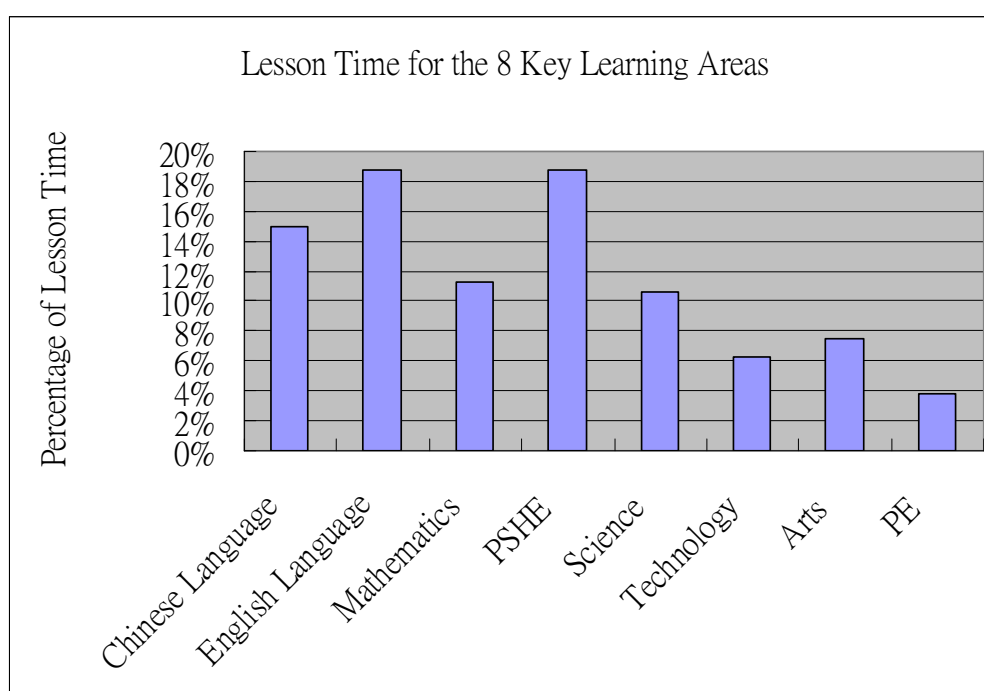
Pope Paul VI College, established in 1969, is a Catholic subsidized EMI secondary school for girls. Its sponsoring body is the Missionary Sisters of the Immaculate (P.I.M.E. Sisters)

Our school aims to develop the full potential of the students by means of an integrated 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 contribution 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: 192
2. Lesson Time for the 8 Key Learning Areas



3. Composition of the School Management Committee

	Total No. of Members in SMC	No. of School Sponsoring Body Members	Principal	Vice-principal
No. of Members	5	3	1	1

III. Information on the Students

1. Class Structure

In September 2006, there were 1143 students enrolled at the school. There were five classes at each level from Secondary One to Secondary Five and three classes each at Secondary Six and Secondary Seven. The class structure was as follows:

FORM		NUMBER OF CLASSES
S.1		5
S.2		5
S.3		5
S.4	Arts	4
	Science	1
S.5	Arts	4
	Science	1
S.6	Arts	2
	Science	1
S.7	Arts	2
	Science	1

The number of students per level was as follows:

FORM	NUMBER OF STUDENTS
Secondary 1	206
Secondary 2	199
Secondary 3	190
Secondary 4	199
Secondary 5	170
Secondary 6	92
Secondary 7	87

2. Students' Attendance

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

FORM	ATTENDANCE RATE
Secondary 1	98.91%
Secondary 2	98.30%
Secondary 3	98.74%
Secondary 4	98.49%
Secondary 5	98.88%
Secondary 6	98.81%
Secondary 7	97.59%

IV. Information on the Teachers:

1. Teachers' Qualification

In the academic year 2006-07, our school had 61 teachers boasting an average of 17.55 years of teaching experience. All teaching staff hold Diploma or Certificate in education.

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

- Teachers holding PhD or Master's degrees: 19
- Teachers holding Bachelor's degrees: 37
- Teachers holding Certificates from Colleges/ Institute of Education: 5

2. Teachers' Teaching Experience:

TEACHER'S EXPERIENCE	NUMBER OF TEACHERS
0 – 2 years teaching experience	4
3 - 5 years teaching experience	3
6 – 10 years teaching experience	11
More than 10 years teaching experience	43

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

1. To Enhance Students' Self-discipline

Achievements
<ul style="list-style-type: none">✓ In the academic year 2006-2007, all S.1-S.4 and S.6 students took part in the 'Self-motivation and Inner Directed Learning Program (SMIDL)' held by the Academic Committee. They had to set targets in accordance with their abilities, needs and interests, and achieve the targets through self-management. Teachers observed students' academic performance. Over 95% of students were awarded by teachers. A teacher survey was conducted to evaluate the effectiveness of the program and about 70% of the respondents found that the students became more motivated in learning.✓ The Discipline Committee invited students to participate in the 'Self-improvement Scheme' to help them reflect on their strengths and weaknesses, and to take the initiative in self-improvement. The participants needed to set their own goals and to invite teachers to monitor their progress and give assessment. Eventually, about 67% of them achieved their goals or showed great improvement.✓ A workshop on self-discipline was organized in September 2006 for S.1 students to help them understand the importance of politeness and moral values. Feedback from teachers was positive. Most students took part actively in the workshop. A student survey was conducted to collect the participants' opinions. Over 94% of the respondents agreed that the workshop was useful.
Reflections
<p>✧ In term of self-discipline, the performance of our students was satisfactory as this was also supported by the evaluation from some subjects. However, the effectiveness of the programmes was not very obvious. It is hoped that we can bring it to a higher level by encouraging our students to learn from one another and be more responsible. In order to build up this atmosphere for our students to develop, we plan to organize the whole-school programme 'Angels around us' in the next academic year.</p>

2. To Help Students Build up Self-confidence

Achievements
<ul style="list-style-type: none">✓ The Civic Education Committee offered a range of activities to help students to build up self-confidence. About 70% of the participants were given an award for their good performance. An overall sharing session was held on 10th July, 2007 to appreciate the prizewinners and to let them share their invaluable experience with their schoolmates. A survey was conducted at the end of the academic year. 95% of the participants agreed that their self-confidence was further enhanced.✓ The Project-based Learning Committee organized a workshop to teach S.2 students the skills to ask critical questions and give meaningful answers. Based on the result of the survey conducted at the end of the academic year, 82% of the advisers and students found the workshop useful. A project presentation session was held in July, 2007. Students were encouraged to make use of the questioning and answering skills acquired in the ‘Question and Answer Session’. 83% of the students thought the session could help them in applying the skills they had learned and build up their confidence. On the whole, 96% of the advisers agreed that the objective this year was achieved.✓ The Discipline Committee organized a training camp for prefects to learn to discharge their duties efficiently and confidently in December, 2006. All participants agreed that the training was effective and about 96% of them agreed that the training had strengthened their self-confidence. Social workers highly appreciated the prefects’ fortitude and expected that they would become good leaders.✓ The Counselling Team organized an adventure-based camp to help Cyberteen members build self-confidence. A student survey was conducted to collect participants’ opinions. 85% of students found the camp helpful in building up their confidence.
Reflections
<ul style="list-style-type: none">✧ It is believed that students can build up their self-confidence gradually if they are given chances to learn and gain experience through various activities.✧ It is important to encourage students to learn by doing. Hence, more activities such as different life-wide learning programs (leadership training, training courses, competitions) should be organized to help enrich students’ learning

experience. These activities may help students learn the skills in communication, leadership, organization and time management.

- ✧ An appreciation culture may also help build up students' self-confidence. If the work/achievement of students is recognized by others, they would gain more confidence. In order to create the appreciation culture, the school is planning to organize a whole-school program called 'Angels around Us'. Students are encouraged to show recognition and appreciation to their schoolmates who do well in various aspects. It is hoped that recognition from peers could help raise students' self-confidence.

3. To Enhance Teachers' Professional Development Through Collaborative Teaching

Achievements

- ✓ The arrangement for collaborative teaching was revised to give more flexibility to teachers. Only two teachers were unable to join a collaborative teaching team. As what had been tried last year, all teachers involved chose a specific unit/topic, prepared the lesson plan, tried out the lesson plan in class with peer observation, and evaluated and modified the lesson plan. The lesson plans are to be kept by the departments for lesson planning in the future. The culture of collaboration has been further enhanced. In the process, more teachers were willing to share their teaching strategies and experience formally and informally. Based on the survey at the end of the school year, 85% of the respondents found that collaborate teaching helped to enhance their professional development and students' learning effectiveness.
- ✓ The Integrated Science Department joined the 'Improving Teaching through Listening to Students' Voice Project' organized by the University of Hong Kong. Four video workshops were offered for teachers involved to help them reflect on their classroom teaching. All teachers involved agreed that the workshops were useful and informative and that they had benefited a lot from the sharing and discussion.
- ✓ All the teachers involved found the Effective Leadership in Learning and Teaching Training programme useful and they benefited from the experience sharing with educational experts from Shanghai.

Reflections

- ✧ As collaborative teaching helps to enhance the effectiveness of teaching and learning, the implementation of subject-based collaborative teaching in the last two years will continue in the following academic year.
- ✧ Professional advice and support is also important. Our I.S. panel members will continue to work together with education professionals from HKU on the “Improving Teaching through Listening the students’ Voice Project” in the coming year. I.S. teachers can share and discuss with educational experts to further enhance their teaching strategies.
- ✧ In order to give more encouragement and support for teachers’ preparation for the NSS curriculum, common free periods will be arranged for major subject panels (Chinese, English, Mathematics, Liberal studies, Integrated Humanities) each cycle.
- ✧ The 5-day study tour to Shanghai helps the school leaders (Principal and Vice-principal) to reflect on successful practices of teacher professional development in Mainland China. For those middle managers involved, they are more aware of the evaluation skills of lesson observation and the professional advice given by the Shanghai educational experts is useful and valuable.

VI. Performance of Students

1. HKCEE & HKALE Results 2007

	No. of Candidates	Overall Passing Rate
HKCEE	189	96.3%
HKALE	83	94.2%

2. Achievements in Inter-school Competition / Activities

Nature	Name of Competitions	Awards
Scholarship	'I love Hong Kong' Top 10 Model Youths Competition	1
	Outstanding Students Award of the New Territories (on the top ten list)	Senior: 1 Junior: 1
	Outstanding Students Award of Tsuen Wan, Kwai Chung and Ching Yi District (on top ten list)	1
	Outstanding Students Award of Kwai Chung and Ching Yi District (by Kwai Tsing District Office)	1
	"Grantham Scholars of the Year" Award	1
	Rev. Joseph Carra Memorial Education Grant	1
	Sir Edward Youde Memorial Prizes	2
	Tsuen Wan Rural Committee Scholarship	3
Academic	Website Design Competition on Wetlands and Fisheries	Winning Team (on the top five list)
	The 2 nd Hong Kong Schools Chinese Culture Competition	Merit
	Inter-school Mathematics for Tsuen Wan, Kwai Chung and Tsing Yi District	Merit(Junior): 1

Sports	A.S. Watson Group Hong Kong Student Sports Awards	1
	Inter-school Athletics Meet (Kwai Tsing District)	Champion (new records): 1 Champion: 6 1 st Runner-up: 2 2 nd Runner-up: 5
	Inter-school Badminton Competition (Kwai Tsing District) Grade A	1 st Runner-up
	Inter-school Basketball Competition (Kwai Tsing District) Grade A Grade B Grade C Girls Overall	Champion Champion Champion Champion
	Inter-school Handball Competition (Kwai Tsing District) Grade A Grade B Grade C	Champion 2 nd Runner-up 2 nd Runner-up
	Inter-school Swimming Competition (Kwai Tsing District) Grade A	2 nd Runner-up: 4
	HKSSF Kwai Tsing Secondary Schools Area 'Overall Championship 2006-2007 (Girls)'	1 st Runner-up
	Trampoline Gymnastics Open Competition	2 nd Runner-up
Music	59 th Hong Kong Schools Music Festival a. Instrument Classes Piano Solo Flute Solo Zheng Solo	3 rd Prize: 2 Certificate of Merit: 8 Certificate of Merit Certificate of Merit
	b. Vocal Solo	2 nd Prize: 1 3 rd Prize: 1

Art	2007 Filipino-Chinese-Japanese International Fine Arts Exchange Exhibit	Secondary Level Fourth Place
	23 rd China-Japan International Calligraphy and Painting Competition	Bronze Medal
	The National Juveniles and Children's Competition of Calligraphy Painting and Photography Secondary Schools Art Category	Second Honours Award
	2007 Hong Kong Secondary Schools Visual Arts Competition in Calligraphy, Painting and Photography Junior Group (Painting)	1 st Prize: 1 2 nd Prize: 1 Merit: 2
Dance	43 rd Hong Kong Schools Dance Festival (Modern Dance)	Highly Commended Award
Speech Competitions	58 th Hong Kong Schools Speech Festival a. English Section	1 st Prize: 2 2 nd Prize: 2 3 rd Prize: 2 Merit: 11
	b. Chinese Section	1 st Prize: 2 2 nd Prize: 3 3 rd Prize: 6 Merit: 50

Reading	Popular Reading Award Programme	Purple Badge: 7
	15 th Hong Kong Secondary Schools Top Ten News Items Selection	The Best Response Award Merit Prize: Theme-based Activity - Media Ethics
	Reading Green Reading Fun Reading Competition	Best Book Review Award: 1 Merit: 1
	Best Ten Books Selection After-thought Competition	Merit Prize and Commendation Award
	SHKP Book Club Third Book Review Competition 2006	Merit Prize

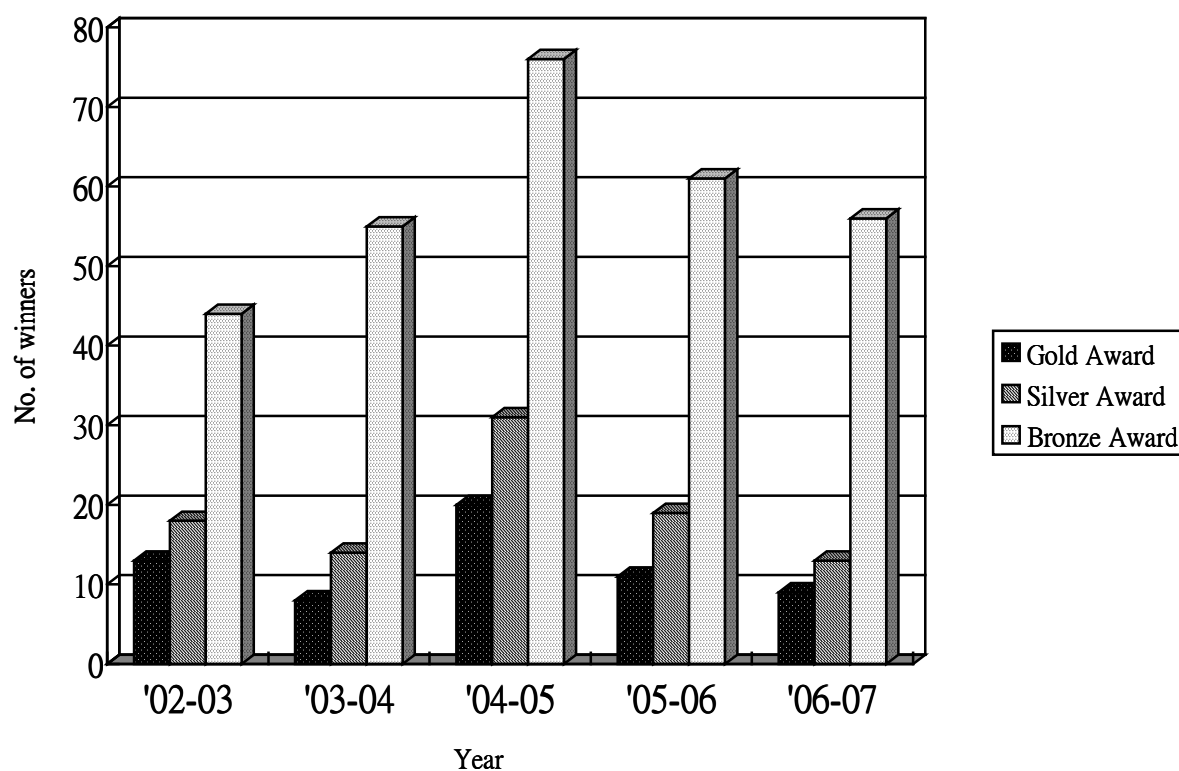
3. Social Service Award Scheme

This scheme aims at encouraging students to take part in community service and help students put into practice the school motto 'Love and Service'. An award will be given to those students who have rendered a certain number of hours of service.

The awards and the criteria are as follows:

	S.1 – S.5	S.6 – S.7
Bronze Award:	50 hours	50 hours
Silver Award:	120 hours	100 hours
Gold Award:	200 hours	150 hours

The number of winners is as follows:



VII Financial Summary

	<u>Balance B/F</u> surplus / (deficit)	<u>Income</u>	<u>Expenditure</u>
I. <u>Government Funds</u>			
(1) <u>Operating Expenses Block Grant (OEBG)</u>			
<u>General Domain</u>			
	1,401,649.81		
Administration Grant	437,307.16	2,924,474.00	2,509,507.54
School & Class Grant	(105,402.01)	649,375.60	680,720.40
Subject Grants	13,916.46	124,520.00	101,993.71
Composite Information Technology	134,786.50	300,134.00	245,099.62
Training & Development Grant	277.00	6,783.00	5,955.00
Enhancement Grant	5,797.00	5,921.00	0.00
Supplementary Grant	48,968.00	152,531.00	8,650.00
Moral & Civic Education	10,777.30	12,834.00	9,374.50
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Lift Maintenance	20,190.97	68,916.00	48,960.00
	566,618.38	4,245,488.60	3,610,260.77
<u>Special Domain</u>			
Guidance and Discipline Programme Funds	2,737.33	9,607.00	9,299.00
English Extensive Reading Scheme	1,825.93	12,926.00	12,573.70
Chinese Extensive Reading Scheme	627.03	12,926.00	13,562.40
Capacity Enhancement Grant	439,516.15	1,121,604.00	1,486,603.04
(Additional Capacity Enhancement Grant)	444,706.44	1,157,063.00	1,522,038.14
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(2) <u>Composite F&E Grant</u>	564,574.38	427,261.00	271,958.93
(3) <u>Grants Outside OEBG</u>			
Home-school Co-operation	68.00	8,840.00	8,840.00
Substitute Teacher Grant	90,430.15	77,319.36	145,774.55
Jockey Club Life-Wide Learning Fund	4,776.00	48,735.00	35,108.00
Electronic Learning Credits Scheme	0.00	22,940.00	22,800.00
Teacher Professional Preparation Grant	460,287.85	500,000.00	4,315.35
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	555,562.00	657,834.36	216,837.90

	<u>Balance B/F</u>	<u>Income</u>	<u>Expenditure</u>
II. <u>School Funds</u>			
	1,835,838.50		
(1) Tong Fai		158,536.00	
(2) Collection of fees for specific purposes			
- Electricity charges for air-conditioning	554,961.13	240,507.50	99,114.24
- Printing charges	338,614.00	91,200.00	50,775.50
(3) Profit on Sale of exercise books		2,259.72	
(4) Hire Charges		6,320.40	
(5) Tuckshop Rental		128,000.00	
(6) Donations		32,115.50	
(7) Others (e.g. fines, charges of photocopying, bank interest etc.)		58,313.29	
	2,729,413.63	717,252.41	149,889.74