



POPE PAUL VI COLLEGE

School Report

2009-2010

I. School Vision and Mission

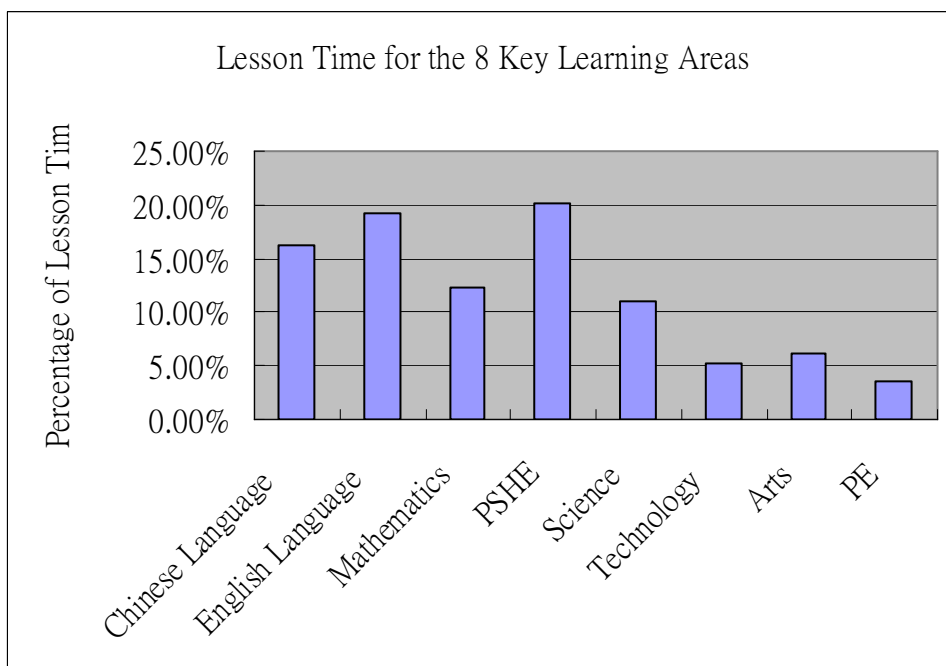
Pope Paul VI College, established in 1969, is a Catholic subsidized EMI secondary school for girls. Its sponsoring body is the Missionary Sisters of the Immaculate (P.I.M.E. Sisters)

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: 194
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	6	4	1	1

III. Information on the Students

1. Class Structure

In September 2009, there were 1147 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		5
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	189
Secondary 2	197
Secondary 3	198
Secondary 4	204
Secondary 5	182
Secondary 6	91
Secondary 7	86

2. Students' Attendance

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

FORM	ATTENDANCE RATE
Secondary 1	98.7%
Secondary 2	98.7%
Secondary 3	98.6%
Secondary 4	98.7%
Secondary 5	98.8%
Secondary 6	98.0%
Secondary 7	98.6%

IV. Information on the Teachers:

1. Teachers' Qualification

In the academic year 2009-10, our school had 61 teachers boasting an average of 16.6 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: 20
- Teachers holding Bachelor's degrees: 39
- Teachers holding Certificates from Colleges / Hong Kong Institute of Education: 3

2. Teachers' Teaching Experience:

TEACHER'S EXPERIENCE	NUMBER OF TEACHERS
0 – 2 years teaching experience	3
3 - 5 years teaching experience	6
6 – 10 years teaching experience	10
More than 10 years teaching experience	41

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

1. To encourage students to appreciate their innate talents to enhance their self-confidence

Achievements	
✓	<p>The Merit Award System was implemented to recognize students' positive attitude and good performance in the following four aspects:</p> <ul style="list-style-type: none">(a) Conduct(b) Learning Attitude(c) Leadership & Participation in Inter-school Competitions(d) Service to School <ul style="list-style-type: none">➤ Out of 1148 students, 84.3% of the students got at least one merit. Among them, 322 students got two merits. 147 students got three merits and 56 students got four or more merits. The result was encouraging.➤ A survey was conducted in May 2010 to invite 850 students (except S.5 & S.7 students) and all teachers to express their views on the effectiveness of the Merit Award System.➤ Over half of the students (65.8%) agreed that the Merit Award System could stimulate their motivation towards self-enhancement➤ Most of the students (71.2%) agreed that the Merit Award System could stimulate them to demonstrate good behaviour.➤ Over half of the students (66.2%) agreed that the Merit Award System could stimulate them to be more responsible.➤ Most of the teachers (79.4%) agreed that the Merit Award System could further build up students' self-confidence.➤ Most of them (84.6%) also agreed that the Merit Award System could stimulate students to demonstrate good behaviour.
Reflections	
✧	<p>According to the survey, only 55.1% of the students agreed that the Merit Award System could further build up their self-confidence. The result was different from what the teachers said. As the survey was conducted in May, students did not know whether they had been recommended to get a merit until mid July.</p>
✧	<p>The school celebrated her 40th anniversary in 2009-10. A variety of</p>

celebration activities provided the students with a lot of opportunities to serve the school and show their talents. In fact, all celebration activities were successful and students' performance was highly commendable.

- ✧ It was suggested that the Merit Award System be implemented in the coming years.

2. To help students realize the importance of self-discipline and self-management skills so that they will become independent, self-directed learners

Achievements

- ✓ The Personal Development Profile was designed to give guidance and advice to students of S.1 to S.4 and prepare them to be self-directed learners.
 1. The Personal Development Profile for S.1 to S.3 students focused on students' healthy habit forming, personal goal setting and interpersonal relationship. Students had to reflect on their habits, strengths and weaknesses, set goals, initiate action plans and reflect on their performance of implementation in three stages – at the beginning of the school term, at the end of the First Term in January and at the end of the Second Term in May.
 - Feedback from Class Teachers was encouraging. 80% of them agreed that the Profile helped Class Teachers to know their students better and monitor their life style.
 - Most of the Class Teachers (84%) reflected that the Profile helped students to reflect on their own weaknesses and make changes in their life style.
 - Most of them (76%) also found that the Profile helped the students set goals and make plans.
 2. The Personal Development Profile for students of S.4 focused on students' Other Learning Experiences. Students of S.4 had to set goals for future development and implement their action plan.
 - Over half of the students (60%) agreed that they realized the importance of goal-setting and self-management skills in pursuing their future education and careers aspirations.
- ✓ The Civic Education Committee prepared guidelines on the duties of committee members of Class Association as well as the procedures of

holding a class meeting. In October 2009, the Civic Education Committee conducted a workshop for all students on how to run a mock class meeting. Committee members of the Class Association proposed an agenda 2-3 days before the meeting. Some classmates were assigned to raise some ideas or questions during the meeting. According to the feedback from the class teachers, most of the students could follow the proper procedures. In order to help students put theories into practice, meetings held in the second term were conducted according to the guidelines. Students learnt to plan and run class activities on their own.

- Class teachers agreed that the guidelines were useful to teach the students (especially junior form students) how to be a class leader and how to run a class association meeting. Senior form class teachers agreed that these activities could help students know more about the real situation of a meeting in society.
- According to the questionnaire, about 71.6% of the students agreed that the workshops helped them better understand the skills of running the Class Association and building up class ethos.
- Over half of the students (62.6%) agreed that they had confidence in organizing class activities independently.
- About 68% of the students agreed that they had more opportunities to express their own ideas. 74% of them agreed that they were respected by others during the meeting.

Reflections

- ✧ Class Teachers found the Personal Development Profile useful in assisting them monitor and encouraging students' healthy lifestyle while the students valued the chance for reflecting on their practice so as to make changes. The Personal Development Profile, therefore, could be kept for the coming year after modification.
- ✧ In the coming year, some modifications of the content and frequency of submission will be made with reference to the suggestions given by both teachers and students.
- ✧ Students' feedback was generally positive. 52% of the respondents found the Profile helped to remind them of the importance of healthy lifestyle. 56% of students responded that the Profile helped them learn to set goals for their personal growth. 53% of them had made attempts to put their action plan into practice. 53% of them agreed that the Profile helped them understand the importance of self-discipline. 56% of them found that by

completing the Profile regularly, it helped them reflect their progress.

- ✧ Students gave constructive and positive feedback in the parts where they showed appreciation. They valued the chance to reflect on their own performance and progress, and share with their Class Teachers their life goals. In addition, they treasured the comments from both their teachers and their friends.
- ✧ It is found that with clear guidelines, class association committee members were more aware of their responsibilities. Besides, they learnt to respect their classmates and be open to different opinions. Hence, guidelines would be prepared for S.1 Class Association in the coming year.

3. To foster a rich collaborative learning and teaching culture in which learner diversity is acknowledged and addressed

Achievements

- ✓ In order to enable the teachers to understand and better cope with learner diversity, three staff development programmes were arranged. The first two were joint-school programmes arranged on 16th October 2009 and 10th November 2009. The third programme was on 11th March 2010.
 - The three staff development programmes were very well-received by the participants in general as on average 84.3% of them rated these three development programmes very good and good.
 - The majority of the participants found these three programmes applicable and could stimulate their reflection.
 - More than 80% of the participants' responses to the questionnaires showed that the performance of the speakers and all the concerned aspects (like knowledge and applicability of the contents) of the programmes were highly appreciated.
- ✓ A visit to Law Ting Pong Secondary School to share our experience in implementing the strategy of cooperative learning was arranged at the end of August 2009.
 - All teachers involved agreed that the visit and sharing could help them better understand how cooperative learning could cater for learner diversity effectively.
- ✓ Cooperative learning strategy was adopted in four subjects (Chinese Language, Mathematics, Integrated Humanities and Religious & Moral Education) in the S.1 curricula. An introduction session on cooperative

learning was also arranged for all S.1 students in early September to help them familiarize with the cooperative learning strategy.

- Most students (93%) reflected that they understood their roles in cooperative learning and they could help their team members to learn through cooperative learning. An atmosphere of helping each other to learn started to develop.
 - Most students (83%) also reflected that they would be able to learn on their own in the near future by using skills learnt from co-operative learning.
- ✓ Besides, the practice of collaborative teaching continued with the focus on addressing learner diversity.
- Most teachers (93%) agreed that their collaborative lesson plans could cater for learner diversity effectively.
 - All teachers appreciated the sharing session on the lesson plans designed by some subject departments as it helped them learn more skills/methods in catering for learner diversity.
 - Most teachers (90%) also found the exhibition of lesson plans designed by each department helped them learn more skills/methods in catering for learner diversity.

Reflections

- ✧ The several staff development programmes gave new insights to teachers on teaching and learning approaches. Several pedagogical strategies were introduced to arouse teachers' reflection on their own practices especially in catering for learner diversity. In the next academic year, more emphasis will be laid on providing opportunities for teachers to explore different strategies to cope with learner diversity in the NSS curriculum.
- ✧ Only 53% of the teachers involved in the four subjects of Secondary One found that the implementation of cooperative learning helped students learn independently. It was difficult for teachers to apply the specific strategies and procedures of cooperative learning in each subject because different subjects have their own subject contents and skills to learn and teach. For example, in the Religious and Moral Education, teachers suggested that it would be more effective for students to share their ideas simply in groups rather than using cooperative learning strategies in their lessons. In the following academic year, teachers are encouraged to use the strategies of cooperative learning more flexibly. They need not strictly follow the procedures of cooperative learning. They are advised to modify

the practice so as to suit the needs of their subject.

- ✧ Most teachers (93%) agreed that it was a challenge for them to handle learner diversity inside the classroom. More useful strategies should be identified and applied in different subjects according to students' needs. It was suggested that more different teaching methods and approaches to cater for learner diversity should be discussed and developed through collaborative teaching in the coming year.

VI. Our Learning and Teaching

1. Religious and Moral Education

In line with its vision and mission, the school attaches great importance to value-oriented education. Religious and Moral Education lessons were given every cycle to inculcate in students positive attitudes and values essential to their personal development. Besides, a wide range of activities were organized to arouse students' social awareness and nurture their spiritual growth. Some examples of the activities were talks, visiting the mentally disabled in Guangzhou, serving new immigrants and homeless people with the Missionaries of Charity, "Hunger Meal", prayer meetings, liturgical celebrations, faith formation programmes, retreat, pilgrimage, etc.

On the whole, the lessons and various activities were effective channels to communicate positive messages to the students.

2. Civic Education

Objectives

- ✧ To deepen students' interest in local and global issues
- ✧ To help students understand their civic rights and responsibilities
- ✧ To help students learn to appreciate and respect different opinions
- ✧ To help students understand and appreciate Chinese culture

Implementation Programmes

- ✧ Summer reading programme (organized by The Boys' and Girls' Club Association of Hong Kong)
- ✧ Flag-raising Ceremony
- ✧ Round-table Discussion (S.4-7)
- ✧ Visit to the Legislative Council (S.6)
- ✧ Current Affairs Quiz (S.1-3)
- ✧ Integrity-mission-ICAC Mobile Exhibition
- ✧ Drama: Elimination of Discrimination (organized by 心創作劇場) (S.2-3)
- ✧ Civic Education Lessons (10 lessons for S.1-S.4 and S.6, 5 lessons for S.5 and S.7)

- ✧ Talk: Gender Roles
- ✧ 全港中學生十大新聞選舉

Most of the participants were enthusiastic in joining civic education activities and showed their willingness to learn. Civic Education Assistants took an active role in the preparation work and in organizing the various programmes. Besides, some of the Civic Education Assistants acted as good leaders in organizing the programmes. A variety of local and global current issues were discussed during Civic Education lessons to enhance students' awareness of their civic rights and responsibilities. Students' critical thinking skills and communication skills were further enhanced.

3. Reading Promotion

Objectives:

- ✧ To cultivate a reading culture in the school
- ✧ To cultivate an atmosphere of diverse reading and independent learning in the school

Implementation Programmes:

- ✧ DEAR Day (a 30-minute reading period every cycle)
- ✧ Reading Day (Book recommendations and talks by writers)
- ✧ Book Recommendations by Students (Hall Assembly)
- ✧ Book Recommendations by Teachers (School Homepage)
- ✧ Book Recommendation Competition
- ✧ Reading Contract organized by Hong Kong Education City
- ✧ Popular Reading Award Scheme for S1-S3
- ✧ Extensive Reading Scheme
- ✧ Cross-curricular Reading Portfolio Scheme
- ✧ Book exhibitions
- ✧ Reading Promotion Display Board (introducing contemporary authors, monthly top ten good books and book recommendations by students)
- ✧ WiseNews
- ✧ Self-learning Centre (various websites recommended by teachers)

In general, the students liked reading and they have developed a reading habit. They have borrowed reading materials from different sources such as the

School Library, the English Learning and Teaching Support Centre, the Reading Corner in their own classrooms and public libraries. Besides printed materials, students also read on the Net through Wisenews to enrich their reading experience. Students were encouraged to read in diverse areas. The Cross-curricular Reading Portfolio Scheme was well supported by different subject panels. Yet the resources at the web-based Self-learning Centre need to be further enriched to support students' learning.

4. Project-based Learning

Objectives

- ✧ To enhance students' independent learning capabilities
- ✧ To develop students' generic skills and interpersonal skills
- ✧ To enable students to construct knowledge and broaden their horizons

Implementation Programmes

Project-based learning was implemented in S.2.

- ✧ Annual Teacher Adviser Meeting
- ✧ Student Information Session
- ✧ Three student-adviser meetings throughout the year (held by the Project-based Learning Committee)
- ✧ Guidelines on tasks at different stages were given in each meeting
- ✧ Recruitment of student mentors for guiding students in their project work
- ✧ Project Presentation with teacher and peer assessments
- ✧ Best Project Competition

Through workshops and regular meetings with teacher-advisers, students learnt how to formulate challenging questions, process information as well as present, share and reflect on the outcome of their project. The experience helped students to develop communication and problem-solving skills, and prepared them better for tackling the NSS curriculum in the senior forms.

Teachers agreed that it was helpful to give clear guidelines at the beginning of each student-adviser meeting. Students found it easier to follow the instructions given in the Students' Manual. Teacher-advisers, in general, found that students could apply various generic skills in conducting their project work and their independent learning capacities were enhanced through

project-based learning.

5. Catering for Learner Diversity

A number of support measures were implemented to cater for the diverse learning abilities of our students.

- ✧ Split class teaching was arranged for S.1 English Language (2 classes) and Chinese Language (1 class), and S.2 Mathematics (1 class).
- ✧ Enhancement courses were arranged for S.4 English Language, Chinese Language and Mathematics.
- ✧ Remedial classes were arranged during the summer vacation to help those who were weak in Chinese Language (S.4) and English Language (S.1-S.4).
- ✧ After-school tutorial classes were arranged for low achievers in Mathematics.
- ✧ Higher achievers were nominated to join such programmes as Mathematics Olympiad Course, Science Elite Course (S.3) and Gifted programmes offered by the Chinese university of Hong Kong, etc.
- ✧ Subject teachers adopted appropriate teaching strategies and designed suitable assignments as well as different modes of assessment to cater for the needs of students with diverse learning abilities.

On the whole, the support measures did help students make improvement in their studies. Yet, students with low motivation in learning did not always turn up for the classes arranged for them. They need encouragement and special guidance. With the implementation of the NSS curriculum, the problem of learner diversity becomes more acute and this problem needs to be more effectively addressed.

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, remedial and developmental programmes for students.

- ✧ To cultivate positive attitude towards hardship and alleviate foreseeable stress and difficulties

Adaptation programmes were held with the joint effort of different School Committees. The S.1 "Adaptation to New School Life" programme, the S.4 Orientation Programme "In Preparation for the Path Ahead", and the S.6 Adaptation Programme were organized. Learning and self-management strategies were shared and peer network was built to secure adequate support to students. In addition, the Big Sister Scheme and the S.1 Support Program were in place to assist S.1 students in adapting to the new learning environment.

- ✧ To help students realize the importance of self-discipline so as to become self-directed learners

Inter-class Clean and Tidy Star Billboard competitions were held by the Discipline Committee to enhance students' awareness of the importance of decent appearance and classroom cleanliness.

Self management skills were highlighted in the Counseling Team Stress Management Workshops for S.3, S.5 and S.6 classes. Students were equipped with more effective time and emotion management strategies.

- ✧ Enhancement of confidence and enrichment of learning experience

Two Personal Growth Groups were conducted by the School Social Worker and the Counseling Team for S1 to S.3 students to enrich their learning experience outside the classroom, stretch their potentials and involve them in society through voluntary services.

Leadership Training Courses were organised for the School Prefects and Counseling Team Assistants to enhance their leadership skills.

- ✧ Nurturing positive attitudes

Talks and workshops were arranged during the Sex Education Week to help students cultivate a healthy attitude towards sex.

A talk on "Anti-bullying" was arranged for all students so as to nurture a harmonious and caring school culture

All programmes were well received by the students with over 80% of respondents reflected that the programmes were useful to them. The responses were very encouraging and the programmes would continue to be implemented in the coming year.

2. **Careers Guidance**

- ✧ The Junior Form Career Education Program (JFCEP) was adopted to heighten junior form students' awareness of the importance of career planning and of acquiring a better understanding of themselves and their career orientation. JFCEP is comprised of three series of activities, namely, S.1 Understanding of Self Series, S.2 World of Work Series and S.3 Understanding NSS Curriculum Series. Class visits were made by careers teachers during class teacher periods to conduct JFCEP.
- ✧ Career activities, such as career talks, past students' experience sharing sessions on study and examination skills, interview skills, were organized to enhance higher form students' awareness of the importance of life-long learning and career planning. The activities also helped enhance students' awareness of issues related to the world of work, especially work ethics and work attitudes.
- ✧ A series of talks on career paths for S5 and S7 graduates were organized. Talks on JUPAS choices were held for S6 and S7 students.
- ✧ Apart from the S.3 Understanding NSS Curriculum Series, talks on NSS Curriculum for both S.3 students and their parents were held to allow early preparation. A workshop on Choice of NSS Subjects and Learning Style was organized.
- ✧ Individual and group guidance on JUPAS choices was provided for S6 and S7 students.
- ✧ Individual and group guidance was provided for S5 and S7 graduates on the day of the release of the HKALE and HKCEE results. Representatives from various tertiary institutions were invited to provide career information on various tertiary programs.
- ✧ Individual guidance on choice of NSS subjects was provided for S3 classes. Sharing sessions by S4 students on NSS1 studies were also

organized for S3 students.

- ✧ In addition to career talks on tertiary programs, a range of activities were conducted to provide opportunities for S4 students to participate in Career-related Experience (CRE) activities. The Careers Section hosted HKJA “It’s My Business” Programme. There were visits to commercial business, Government organizations, academic institutes and Careers Expo, etc. Such visits helped enrich students’ knowledge on various career paths. A large number of S4 students took part in the CRE Health Care Profession Workshop held at Princess Margaret’s Hospital in August 2010. A number of students were selected to join the HKACMGM Summer Work Experience Scheme and the summer leadership training courses at the University of Hong Kong.

Students showed great interest in CRE activities and sharing by past students on study skills and study opportunities. The Careers Section endeavoured to provide ample opportunities for students to participate in these activities. In the coming year, more emphasis would be laid on providing opportunities for students to learn to tell the stories of their learning experiences that have an impact on their personal growth and career aspirations.

3. **Extra-curricular Activities**

- ✧ S.3 Eyes on the Community Service Program, Blood Donation Day and “Dialogue-in-the-Dark” workshop offered students the opportunities to extend their help, care and love to others, thus putting the school motto “Love & Service” into practice.
- ✧ Through the Social Service Award Scheme, One-Student-One-Service Award Scheme, students were encouraged to take part in community services which helped enrich their social experiences and nurture their all-round development.
- ✧ To develop students’ potentials in different aspects, a total of thirty-four clubs and societies as well as ten school teams were offered.
- ✧ Besides the annual Sports Days, the four Houses organized inter-House competitions in which students’ leadership skills and team spirit could be strengthened.

- ✧ To advance students' leadership potential, a training session for all Club Chairpersons and House Officials was held. The leadership training session focused on procedure planning, problem-solving, coordination and liaison skills.

4. Home-school Cooperation

- ✧ Fostering a close and effective home-school partnership is vital to students' growth. A two-night parent education seminar on 'Internet Addiction' was held to raise parents' awareness of and provide measures to handle the problem. Besides, the School Social Worker organized parent groups in order to facilitate parents' sharing of their experience in nurturing teenagers.
- ✧ To involve parents' participation in school administration, a committee member of the PTA was elected to be a member of the School Executive Committee and two committee members of the PTA were elected to be a member of the Monitoring Committee of Trading Operations.
- ✧ To maintain effective contact between parents and the school, the PTA continued with programmes that contributed to the forging of a better home-school cooperation culture. Such programmes included 'Meeting Parents of First-formers on S.1 Orientation Day' and 'Parent-Teacher Sharing Session'.
- ✧ During PTA regular meetings, parents were active in exchanging opinions on school matters. Moreover, home-school communication was strengthened through the Parents' Opinion Survey and the publication of three issues of the PTA Newsletters.
- ✧ Parent-child activity – Healthy Recipe Design and Cooking Competition was held to promote healthy diet and forge better parent-child relationship.
- ✧ Interest classes such as a crystal ornament-making course, a handicraft course, a dessert-making course and a Chinese calligraphy course were organized to develop parents' potentials.
- ✧ 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 & 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 in providing quality education for students.

5. Support from Alumnae

- ✧ To strengthen the ties with the alumnae, a Careers Day was jointly organized by the Alumnae Association and the Careers Section.
- ✧ Former students were invited to attend the Sports Day to forge stronger bonds and friendship with their junior counterparts.
- ✧ The Alumnae Association also made donation for the Pope Paul VI College Love & Service Grant to provide assistance to students in need.
- ✧ Scholarships were set up by the alumnae to provide students with greater incentives for pursuit of excellence and constant betterment in their studies.

VIII. Performance of Students

1. HKCEE & HKALE Results 2010

	No. of Candidates	Overall Passing Rate
HKCEE	182	94.9%
HKALE	86	90.2%

2. Achievements in Inter-school Competition / Activities

Nature	Name of Competitions	Awards
Scholarship	Outstanding Students Award of Tsuen Wan, Kwai Chung and Ching Yi District	1
	Outstanding Students Award of Tsuen Wan, Kwai Chung and Ching Yi District (by Federation of New Territories Youth, Kwai Tsing Youth Group, Tsuen Wan Youth Association)	Winner: 1 Distinction Prize: 3
	Best Improved Students Award of Tsuen Wan, Kwai Chung and Tsing Yi District (荃葵青區家長教師聯會)	1
	Sir Edward Youde Memorial Prizes	2
	Rev. Joseph Carra Memorial Education Grant	1
	Tsuen Wan Rural Committee Scholarship	3
Academic	HuaXia Cup Mathematical Olympiad Open Contest	Third Class Honour: 3
	HSBC Living Finance – Young Financial Planner Competition	Certificate of Excellence
	ThinkSeries Video Competition Most Entertaining Award	Champion and 1 st Runner-up
	YouTube Most Viewed Award	Champion and 2 nd Runner-up
	Most Creative Award Best Editing Award	Champion 2 nd Runner-up

Nature	Name of Competitions	Awards
Debate	The 9 th “Basic Law” Multi-dimensional Inter-school Debate Competition	The Best Debater in New Territories West District District Section 1 st Round 2 nd Preliminary Quarter-final Semi-final Final New Territories West District Final: Champion Championship: 4 th Prize
	The 25 th Sing Tao Inter-school Debating Competition Chinese Section 1 st Round Chinese Section 3rd Round	The Best Debater The Best Interrogative Debater
Speech Competitions	61st Hong Kong Schools Speech Festival a. English Section	1st Prize: 4 2nd Prize: 3 3rd Prize: 1 Merit: 15
	b. Chinese Section	1st Prize: 2 3rd Prize: 1 Merit: 6
	The 3rd Hong Kong Students Open Speech Competition	1st Place
Drama	Hong Kong School Drama Festival	Award for Outstanding Script: 1 Award for Outstanding Actress: 3

Nature	Name of Competitions	Awards
Art	World Heart Day World Heart Federation Painting Competition	Merit Prize: 4
	'My Home Country' – Banknote Design Competition	Third Class Honour: 2 Merit Prize: 1
	Equal Opportunities Slogan and Logo Design Competition	Champion: 1 3 rd Prize: 1
	Hong Kong Odyssey of the Mind Pin Design Competition	Honorable Mention
	TVB Children's Festival Painting Competition 2009	Consolatuion Prize
	市區重建局「筆下樓情」四格漫畫創作比賽	Merit Prize: 1
	Anti-drugs Comic Drawing Competition	Merit Prize: 2
Photography	香港青年協會伴我翱翔計劃 「生命無窮行動攝影比賽」	最配合主題冠軍 最佳攝影亞軍
Reading	Popular Reading Award Programme a. Purple Badge b. After-thought Writing Competition	13 Commendation Award: 1
	The 4 th Summer Reading Scheme for the Development of My Motherland 香港小童群益會第四屆「我的祖國暑期閱讀國情」獎勵計劃	1st Class Award: 3 3 rd Class Award: 3 Merit: 4
Music	62 nd Hong Kong Schools Music Festival a. Instrument Classes Zheng Solo Piano Solo Violin Solo Piano Duet Flute Solo	2 nd Prize: 1 3 rd Prize: 1 Certificate of Merit: 11 Certificate of Merit: 2 Certificate of Merit: 1 Certificate of Merit: 1

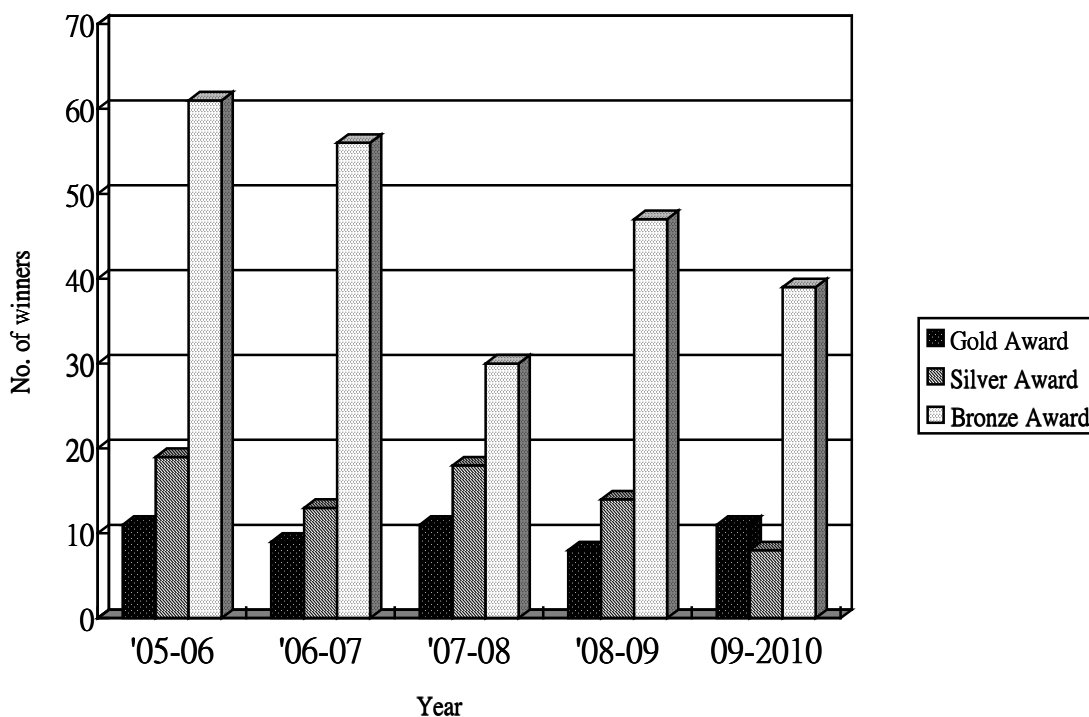
Nature	Name of Competitions	Awards
Sports	A.S. Watson Group Hong Kong Student Sports Awards	1
	HKSSF N.T. Secondary Schools Outstanding Athlete Award (Athletic)	1
	Inter-school Athletics Meet (Kwai Tsing District)	Champion:5 2 nd Runner-up: 1
	Inter-school Basketball Competition (Kwai Tsing District) Grade A Grade B Grade C Girls Overall	1 st Runner-up Champion 2 nd Runner-up Champion
	Inter-school Handball Competition (Kwai Tsing District) Grade A Grade B Grade C	2 nd Runner-up 2 nd Runner-up 1 st Runner-up
	Inter-school Volleyball Competition (Kwai Tsing District) Grade B Grade C	Champion 2 nd Runner-up
	Inter-school Swimming Competition (Kwai Tsing District) Grade B Grade C	Champion: 1 3 rd Runner-up: 2
	Hong Kong Playground Association Teen Power 3 on 3 Basketball Competition (Girls)	Champion
Others	Social Service Project Competition (Kwai Tsing District)	Winning Team (on the Top Five List)
	Outstanding Red Cross Member	1
	Hong Kong Red Cross Training Shield a. The West New Territories District b. Overall	2 nd Runner-up 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:



IX. Financial Summary

	Balance B/F surplus / (deficit)	Income	Expenditure	
 <u>Government Funds</u>				
(1) Operating Expenses Block Grant (OEBG)				Bal c/f
<i>General Domain</i>	3,512,414.09			
Administration Grant		2,965,383.00	2,644,590.00	320,793.00
Administration Grant - Additional CA		144,660.00	168,555.00	-23,895.00
School & Class Grant		690,551.92	690,256.24	295.68
Consolidated Subject Grant		167,561.25	136,427.85	31,133.40
Air-conditioning Grant for Prep. Rm of Lab.		11,625.00	11,625.00	0.00
Training & Development Grant		6,713.00	3,690.00	3,023.00
Enhancement Grant		6,293.00	0.00	6,293.00
Supplementary Grant		162,464.00	124,020.75	38,443.25
Lift Maintenance		73,404.00	76,141.00	-2,737.00
Composite IT Grant		366,246.00	339,898.45	26,347.55
	3,512,414.09	4,594,901.17	4,195,204.29	399,696.88
 <i>Special Domain</i>				
Whole-Sch. Appro. Prog. Fund	3,968.23	7,037.00	5,935.00	5,070.23
Capacity Enhancement Grant	0.00	458,927.00	415,315.36	43,611.64
	3,968.23	465,964.00	421,250.36	48,681.87
Total surplus for the school year				444,410.52
Accumulated surplus as at the end of school year				3,960,792.84

(2) Grants Outside OEBG

Salaries Grant - Teaching Staff	0.00	30,042,126.57	30,042,126.57	0.00
Salaries Grant - Lab. Technician	0.00	598,880.00	598,880.00	0.00
Substitute Teacher Grant	27,792.39	142,091.62	108,415.95	61,468.06
Home-Sch. Cooperat. Grant	68.00	8,325.00	7,925.00	468.00
Fractional Post Cash Grant	0.00	126,342.00	125,249.32	1,092.68
Diversity Learning Grant	0.00	35,000.00	21,050.00	13,950.00
One-off Grant for Upgrade Websams	1,800.00	0.00	0.00	1,800.00
Special One-off IT Grant on IT in Education	80,165.00	0.00	65,500.00	14,665.00
Enhanced Senior Sec. Curriculum Support Grant	421,140.00	421,140.00	248,525.30	593,754.70
One-off Grant for Prevention of HIS	914.30	0.00	914.30	0.00
Composite F & E Grant	1,080,745.24	452,042.00	289,582.50	1,243,204.74
Teacher Professional Preparation Grant	1,201,916.80	0.00	137,012.87	1,064,903.93
NSSC Migration Grant	234,695.00	0.00	103,608.00	131,087.00
After-school Learning & Support Prog.	19,769.50	66,800.00	40,940.00	45,629.50
English Enhancement Scheme	164,517.86	0.00	135,743.50	28,774.36
Jockey Club Life-wide Learning Fund	0.00	115,140.00	101,833.90	13,306.10
One-off Grant for Stengthening Support to Schools for Prevention of HSI in the MP	2,721.00	0.00	2,721.00	0.00
	<u>3,236,245.09</u>	<u>32,007,887.19</u>	<u>32,030,028.21</u>	<u>3,214,104.07</u>

	<u>Balance B/F</u>	<u>Income</u>	<u>Expenditure</u>
<u>School Funds</u>			
<i>Subscription B/fwd</i>	2,513,536.90		
(1) Tong Fai		149,930.00	
(3) Profit on Sale of exercise books		1,329.15	
(4) Hire Charges		5,641.08	
(5) Tuckshop Rental		140,000.00	
(6) Donations		7,000.00	
Others Income (e.g. fines, charges of			
(7) photocopying, bank interest etc.)		13,815.23	
Others Expenditure (Lift maintenance,			
(8) electricity etc.)			138,416.06
	<hr/> 2,513,536.90	<hr/> 317,715.46	<hr/> 138,416.06
<i>Approved Collection for Specific Purposes</i>			
Air-conditioning B/fwd	1,017,934.84	239,252.00	
Printing charges B/fwd	444,332.30	91,760.00	
Electricity charges / Repair &			
(1) Maintenance / Installation			107,372.63
(3) Printing charges			66,540.20
	<hr/> 1,462,267.14	<hr/> 331,012.00	<hr/> 173,912.83
Total surplus for the school year			336,398.57
Accumulated surplus as at the end of school year			4,245,003.01
Closing Stock of Exercise Book			67,199.60

Record of Activities (2009-2010)

Date	Activity	Organizer	
Sept. – May	‘Eyes on the Community’ Social Service Scheme (S3)	Civic Ed. Committee, ECA Section, RME Department	
Sep. – April	Mathematics Olympiad Classes (S1-S4)	Maths. Department (& Maths Lab. Ed. Centre)	
Sept. – Jun.	(a) Board Display Competition with assigned themes (S1-S3) (b) Info-link – pictures with biblical quotations	RME Department	
Whole year (every Wednesday, after school)	Chinese Enhancement Course (S4)	Chinese Department	
Sept.	2/9 (Wed) (2:30 -4:30)	Social Service Program: briefing (S3)	ECA Section
	17/9 (Thu) (3:45-5:00)	Sharing Session among New and Old House Officials	ECA Section
	29/9 (Tue)	Blood Donation	ECA Section
	Step. – Oct.	S1 Support Program	Counselling Team
	28/9 (Mon)	Briefing on JUPAS Web App. (S7)	Careers Section
Oct.	5/10 (Mon) (1 st period)	Co-operative Learning Workshop (S1)	Academic Committee
	9/10 (Fri) (summer time)	Collaborative Teaching	Academic Committee
	12/10 (Mon) (after school)	PBL Teachers’ Meeting	PBL Committee
	13/10 (Tue) (8:15-9:25)	Say ‘NO’ to Drugs	Counseling Team
	15/10 (Thu) (7 th period – 5:00)	Careers Talk: Job interview	Careers Section
	19/10 (Mon) (after school)	Annual General Meeting	Student Association
	20/10 (Tue) (after school)	Sports Day Rehearsal	PE Department
	23/10 (Fri)	School Picnic	---
	24/10 (Sat) (3:00-5:30)	PTA’s AGM & Meeting with Class Teachers	PTA and Counselling Team
	27/10(Tue) (after school)	Sports Day Rehearsal	PE Department
29/10 (Thu)	Sports Day	PE Department	

	Date	Activity	Organizer
Nov.	2/11 (Mon)(4:00-5:30)	<u>S4 Musical Workshop</u> (a) Lighting & Audio (b) Stage & Pros Design (1)	Dramatic English
	3/11(Tue) (4:00-5:30)	Leadership Training workshop for Club Chairpersons	ECA Section
	4/11 (Wed) (1 st -2 nd period)	Talk: Self-confidence	RME
	5/11 (Thu) (summer time)	PBL – student-adviser meeting (S2)	PBL Committee
	5/11 (Thu) (2:30-4:00)	News Feature Presentation (S6)	English Department
	6/11 (Fri) (4:00-5:30)	<u>S4 Musical Workshop</u> Stage & Pros Design (2)	Dramatic English
	9/11 (Mon) (4:00-5:30)	<u>S4 Musical Workshop</u> (a) Singing & Lyrics Writing (b) Costumes & Makeup	(a) Music Department (b) Dramatic English
	10/11 (Tue) (summer time)	Staff Development	Staff Development Committee
	20/11 (Fri) (summer time)	Collaborative Teaching	Academic Committee
	20/11 (Fri) (at night)	Parents' Night for UK Study Tour	Eng. Department
	23/11 (Mon) (1 st -2 nd period)	Round table discussion on global issues (S4-S7)	Chinese Department & Civic Ed. Committee
	23/11-24/11 (Mon – Tue)	Chinese Book Exhibition	Sch. Lib. & Chin. Department
	27/11 (Fri) (7 th period – 4:00)	Talk on Choice of Subjects for S4 (S3)	Careers Section
	28/11 (Sat.)	Parents' Session (S3)	Careers Section
30/11 (Mon) (4:15-5:15)	Talk conducted by guest speaker	IH & LS Department	
15/11-30/11	Christmas Card Design for patients of hospitals	HK Catholic Nurses Guild	
Dec.	4/12 (Fri) (summer time)	Collaborative Teaching	Academic Committee
	5/12 (Sat) (10:00-1:00)	Visit (S7 History students)	History Department
	11/12 (Thu) (2:45-4:00)	ICAC Drama (S3)	RME Department
	19/12-20/12	Open Day	---
	20/12 (Sun) (12:00-1:00)	小學簡介會	Publicity Committee
	21/12-22/12	Prefects' Training Camp	DC Committee
	Dec.	十大新聞選舉	Civic Ed. Committee

	Date	Activity	Organizer
Jan.	8/1 (Fri) (4:00-5:00)	Talk by the Census and Statistics Department (S3-S6)	Maths. Department
	10/1 (Sun)	Parents Day	---
	12/1-14/1 (Tue) (6 th – 7 th periods)	<u>English Festival</u> 12/1 (D4) – S3 13/1 (D5) – S1; 14/1 (D6) – S2;	English Department
	15/1 (Fri)(4:00-5:30)	<u>S4 Musical Workshop</u> (a) Lighting & Audio (b) Stage & Pros Design (1)	Dramatic English
	15/1 (Fri) (after school)	Quiz Competition (S1)	Social Worker
	18/1 (Mon) (4:00-5:30)	<u>S4 Musical Workshop</u> (a) Singing & Lyrics Writing (b) Stage & Pros Design (2)	(a) Music Department (b) Dramatic English
	18/1, 19/1 & 25/1 (1:00-4:30)	Visit to Legislative Council	Civic Ed. Committee
	18/1 –22/1 (a) 19/1 and 20/1 (Tue – Wed) (lesson time) (b) 21/1 (Thu) (10:55-11:50) (c) 22/1 (Fri) (6 th -7 th periods) (d) whole week	Sex Education Week (a) Workshop on “Love and Sex”(S.2) (b) Talk ‘Gender Roles’ (S4-S7) (c) Mass Media & Sex (S1) (d) Forums, quizzes, stall games, video show	Counseling Team (a) End Child Sex Abuse (b) YWCA & Civic Ed. Committee (c) Mother’s Choice (d) Counselling Team Assistants
	22/1 (Fri) (4:00-5:30)	<u>S4 Musical Workshop</u> Costumes & Makeup	Dramatic English
	25/1 (Mon) (summer time)	PBL – student-adviser meeting (S2)	PBL Committee
	25/1 – 29/1 (Mon – Fri)	Mathematics Week	Maths. Club & Maths. Department
	26/1 (Tue) (1 st -2 nd periods)	時事常識問答比賽(S1-S3)	Civic Ed. Committee
	26/1 (Tue) (after school)	Talk on Opportunities on Completion of S5	Careers Section
	26/1 (Tue) (4:15-5:30)	S7 Inter-school Oral Practice	English Department
	28/1 (Thu) (1 st period)	Prize-giving Ceremony	ECA
	29/1 (Fri) (8:15-9:00)	Drama (S2-S3)	Civic Ed. Committee
29/1 (Fri) (7:00-9:00)	Parents’ Seminar “Internet Addiction”	PTA & Counseling Committee	
Feb.	1/2 (Mon) (4:15-5:30)	S5 Inter-school Oral Practice	English Department
	5/2 (Fri) (after school)	中文書法比賽	Chinese Department
	18/2 (9:00-5:00)	S4 Field Visit (Geopark)	Geog. Department & Ho Koon Nature Ed. Cum Astronomical Centre
	25/2 (Thu)	Collaborative Teaching	Academic Committee
	26/2 (Fri) (after Exam.)	香港歷史博物館 (S1)	Civic Ed. Committee
	Chinese New Year Holidays	S1-S3 Drama Course	Theater Noir

	Date	Activity	Organizer
Mar.	1/3 (Mon) (summer time)	PBL – student-adviser meeting (S2)	PBL Committee
	1/3 (Mon) (2:30-4:00)	News Feature Presentation (S6)	English Department
	5/3 (Fri)(4:00-5:30)	<u>S4 Musical Workshop</u> Stage & Pros Design Workshop (2)	Dramatic English
	5/3 (Fri) (after school)	JUPAS Talk (S6)	Careers Section
	8/3 (Mon) (4:00-5:30)	<u>S4 Musical Workshop</u> Stage & Pros Design Workshop (1)	Dramatic English
	12/3 (Fri) Activity Day	<u>Whole Day:</u> S4: Visit to Lung Yeuk Tau (龍躍頭) / Long Valley (壟原) (L.S. Dept.) <u>AM:</u> S1-S3: Reading Day S6: Noah’s Ark Park <u>PM:</u> S1: Visit – Kadoorie Farm S2: Visit – 香港文化博物館 S3: Visit – 香港海防博物館 / 寨城公 園 / 甘棠第 S6: Reflection on their visit to Noah’s Ark Park	(a) <u>Reading Day:</u> Reading Promotion Committee (b) <u>Visits (S1):</u> I.S. Department (c) <u>Visits (S2):</u> Chi. Hist. Department (d) <u>Visits (S3):</u> Chi. Hist. Department & Hist. Department (e) <u>Visit (S4):</u> LS Department (f) <u>Noah’s Ark Park (S6):</u> RME Department
	15/3 (Mon) (4:00-5:30)	<u>S4 Musical Workshop</u> Costumes & Makeup	Dramatic English
	19/3 (Fri) (4 th – 5 th periods)	Stress Management (S3)	Social Worker
	19/3 (Fri)(4:00-5:30)	<u>S4 Musical Workshop</u> Lighting & Audio	Dramatic English
	22/3 (Mon) (4:00-5:30)	<u>S4 Musical Workshop</u> Stage & Pros Design (2)	Dramatic English
	26/3 (Fri) (4:00-5:30)	<u>S4 Musical Workshop</u> Stage & Pros Design (1)	Dramatic English
	27/3 (Sat)	Social Service	Catholic Society
	29/3 (Mon)(4:00-5:30)	<u>S4 Musical Workshop</u> (a) Singing & Lyrics Writing (b) Costumes & Makeup	(a) Music Department (b) Dramatic English
	30/3 (Tue) (2:45-4:00)	Leadership Seminar (S4, S6)	Academic Committee
	31/3 (Wed)	Clean the Campus	Discipline Committee
	March – June (Sat)	New Leaders Programme (S1, S6)	Academic Committee / Careers Section

	Date	Activity	Organizer
Apr.	12/4 (Mon)(4:00-5:30)	<u>S4 Musical Workshop</u> (a) Lighting and Audio (b) Singing & Lyrics Writing	(a) Dramatic English; (b) Music Department
	13/4 – 14/4 (Tue – Wed)	English Book Exhibition	Library
	16/4 (Fri) (summer time)	PBL – student-adviser meeting (S2)	PBL Committee
	16/4 (Fri) (2:30-4:00)	News Feature Presentation (S6)	English Department
	16/4 (Fri) (after school)	S4 Musical Competition: Rehearsal	Visual Arts Department, Music Department, English Department
	19/4 (Mon) (4:00-5:30)	<u>S4 Musical Workshop</u> Stage & Pros Design (1)	Dramatic English
	23/4 (Fri)(4:00-5:30)	<u>S4 Musical Workshop</u> (a) Stage & Pros Design (2) (b) Costumes & Makeup	Dramatic English
	23/4 (Fri)(4:00-5:30)	Inter-class Poster Competition	Econ. Department
	26/4 (Mon)(4:00-5:30)	<u>S4 Musical Workshop</u> (a) Lighting and Audio (b) Singing & Lyrics Writing	(a) Dramatic English; (b) Music Department
	30/4 (Fri) (4:00-5:30)	S4 Musical Competition: Rehearsal	Visual Arts Department, Music Department, English Department
	Easter Holidays	S1-S3 Course for Campus Reporters	English for Asia
	Easter Holidays	Adventure Camp	ECA Section
	Easter Holidays	S4 Field Trip (Coastal Landform)	Geog. Department
	Easter Holidays	S6 Field Trip	Geog. Department
May	3/5 (Mon) (4:15-5:30)	Inter-school oral practice (S4)	English Department
	7/5 (Fri) (4:00-5:30)	Biology Seminar	Biology Department
	10/5 (Mon) (4:00-5:30)	<u>S4 Musical Workshop</u> Costumes & Makeup	Dramatic English
	10/5 (Mon) (4:15-5:30)	Inter-school oral practice (S6)	English Department
	14/5 (Fri) (4:00-5:30)	S4 Musical Competition: Rehearsal	Visual Arts Department, Music Department, English Department
	17/5 (Mon) (4:00-5:30)	<u>S4 Musical Workshop</u> (a) Lighting & Audio (b) Stage & Pros Design (1) & (2) (c) Singing & Lyrics Writing	(a) & (b) Dramatic English (c) Music Department
	24/5 (Mon)	PBL (S2) – Presentation session	PBL Committee
	24/5 (Mon) (2:30-4:00)	News Feature Presentation (S6)	English Department
	31/5 (Mon) (1:40-3:10)	S4 Musical Competition: Rehearsal	Visual Arts Department, Music Department, English Department
June	25/6 (Fri) (at night)	Parents' Night for UK Study Tour	English Department

	Date	Activity	Organizer
July	5/7-7/7	信仰生活營	Catholic Society
	8/7 (Thu) (Post-exam. Activities)	Post-exam. Activities:	ECA Section and SA
		1. S6 JUPAS Sharing & Stress management	Counseling Committee & Careers Section
		2. S4 Musical Competition	Visual Arts Department, Music Department, English Department
		3. Talk on "Sex Crime"	Discipline Committee
	12/7	Prize Giving Ceremony	ECA
	13/7-15/7	探訪及服務智障人士	Catholic Society
	31/7	Talk on preparation for release of HKCEE results (S5)	Careers Section
3/7 to 25/7	UK Study Tour	Eng. Department	

School-based After-school Learning and Support Programmes 2009/10
School-based Grant - Programme Report

A. Information on Activities under the Programme

Name of activity	Actual no. of Target students # benefitted	Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaires, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
"Easy Learning – English Enhancement Course"	8	90%	3/8/2009 to 13/8/2009	\$1,250	Questionnaire	Tutors: Ms. Anna Pang Ms. Kathy Tsang	85.7% of the participants found that their English foundation was strengthened. 85.7% of the participants found the program useful and helped boost their confidence in learning English.

Name of activity	Actual no. of Target students # benefitted	Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaires, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
Love and Service Band	11	90%	October 2009 to August 2010	\$12,750	Instructor's assessment	Mr. YungYut Tossponapinun	Students were able to play the musical instruments individually and they could perform in public confidently with all other band members.
Language across the curriculum Tutorials	20	95%	October 2009 to February 2010	\$6,160	Students' oral feedback		85% of the participants found the program strengthened their English foundation. 85% of the participants found the program helped boost their confidence in learning EMI subjects.
Drama Course	9	100%	7/4/2010 to 10/4/2010	\$6,750	Tutor's report Questionnaire	Theatre Noir	90% of the participants found the course helped boost their self-confidence and improve their communication skills.

Name of activity	Actual no. of Target students # benefitted	Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaires, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
一切由此起及 English Tour	12	90%	October 2009 to January 2010	\$3,000	Tutor's feedback Questionnaire	葵芳青年空間	90% of the participants found the course helped boost their self- confidence.
Total Expenses				\$29,910			

Note:
Target students: students in receipt of CSSA/SFAS full grant and disadvantaged students identified by the school under the 10% discretionary quota.

B. Project Effectiveness

To the benefitted students, achievements of the activities conducted are rated as follows:

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 involvements			✓			

C. Comments on the project conducted

Problems/difficulties encountered when implementing the project

(You may tick more than one box)

- unable to identify the target students (i.e., students receiving CSSA, SFAS full grant);
- difficult to decide on the 10% discretionary quota;
- target students unwilling to join the programmes;
- 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): 10% discretionary quota a bit less. 20% is preferable.

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

As musical instrumental course fee is expensive, parents are grateful that their children are funded by the support programme.

Endorsed by Sr. Luigia Mindassi (School Supervisor) on behalf of the School Management Committee.

Evaluation on the Gifted Education Programme for S.4 in the 2009-2010 School Year

The following programme was adopted with the support of EDB's Diversity Learning Grant (DLG):

DLG Funded Programmes	Strategies and Benefits Anticipated	Name of Programme and Programme Provider	Target Students	Evaluation Method and Success Indicators	Evaluation	Recommendation / Follow-up
Other Programmes (Gifted Education Programme)	<p>After-school enhancement Mathematics lessons are offered to the abler students (S.4). It is expected that these students can</p> <ul style="list-style-type: none"> - broaden their knowledge and learn extra skills in Maths. - master more techniques in problem-solving - have greater interest in Maths 	Mathematics Enhancement Course provided by MathsLab Education Centre	Top 20 students of S.4 in Mathematics	<ul style="list-style-type: none"> ✧ Questionnaires to collect students' feedback ✧ Assessment of students' performance 	<p>19 students (out of 20) agreed that they had learnt more Mathematics solving skills and that the Programme did motivate greater interest in them in learning Mathematics. They were particularly interested in such enrichment topics as "Game Theory" and "Golden Ratio"</p>	It is recommended that if resources are available, similar Mathematics enrichment programme for the S.4 student be organized in the next school year.

Evaluation on Use of Capacity Enhancement Grant in the 2009-2010 School Years

Chinese Language

Task Ares	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 facilitate the implementation of School-based Assessment (SBA) in Chinese Language & Territory-wide System Assessment (TSA)	To employ 1 full-time teacher assistant to: <ul style="list-style-type: none"> - conduct group discussion session for S.3 and S.5 (after school) to enhance students' speaking skills - assist teachers to organize and implement learning and teaching activities - conduct summer courses for students - help handle clerical work of the Department 	<ul style="list-style-type: none"> - Teachers' load in administrative work of SBA and TSA will be relieved - Students' speaking skills will be enhanced 	<ul style="list-style-type: none"> - Practical and flexible logistical arrangements to facilitate SBA and TSA implementation - Students' speaking skills have been upgraded 	<ul style="list-style-type: none"> - Most teachers found the TA helpful in providing administrative and clerical support for the smooth implementation of SBA and TSA. - The TA conducted after-school group discussion sessions on speaking skills for all S.3 students. The discussion sessions provided opportunities for the students to practise speaking skills in small groups with the guidance of the TA. However, the performance of the students depends much on their knowledge and understanding of the 	<ul style="list-style-type: none"> - It is suggested that the school continue to employ a full-time Teacher Assistant for Chinese Language in the next school year.

					subject content presented. . Teachers should encourage students to read more widely and pay more attention to current affairs and social issues.	
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Mathematics

Task Ares	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 and give remedial support to the weaker students	To employ a full-time Teaching Assistant to: <ul style="list-style-type: none"> - Teach one class of S.1 Mathematics - to assist teachers in preparing teaching materials - to assist teachers in organizing and conducting subject-related activities - to supervise the weaker students to finish their homework - to help students solve their learning problems 	<ul style="list-style-type: none"> - Teachers can be relieved of some of their workload and can spare more time in preparing their lessons and taking care of the special learning needs of students - The weaker students will be given more remedial support - The 4/5 students are given in their preparation for the public examination 	<ul style="list-style-type: none"> - Most of the Mathematics teachers find the Teacher Assistant helpful - Positive feedback from the students - The learning needs of the weaker students are taken care of 	<ul style="list-style-type: none"> - The Teacher Assistant helped a lot in tying various quizzes, test and examination papers. The teachers of Mathematics benefited much with the reduction of clerical work. - The feedback from the students was also quite positive. The aim to supervise the weaker students to complete their assignments and help them solve their learning problems was achieved. 	<ul style="list-style-type: none"> - It is strongly suggested that the Teacher Assistant would not be assigned any formal teaching duties so that he/she could concentrate on his/her role as a Teacher Assistant. - More clear guidelines and instructions regarding the duties of the post should be given to the Teacher Assistant

Pastoral Assistant

Task Ares	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated	Success Criteria	Evaluation	Recommendation / Follow-up
<p>Providing pastoral care for students</p>	<ul style="list-style-type: none"> - To help students develop positive values through understanding more about the Catholic faith - To reduce teachers' workload so that they can spare more time to enhance the effectiveness of learning and teaching 	<p>To employ one full-time Pastoral Assistant to work in collaboration with the teachers in charge of religious activities to:</p> <ul style="list-style-type: none"> - provide pastoral care for students - promote religious activities and evangelization in the school - organize faith-formation programmes for the Catholic students - teach two classes of Religious & Moral Education 	<ul style="list-style-type: none"> - The spiritual needs and growth of the students are taken care of - Teachers in charge of religious activities will be benefited from reduced workload, which enables them to enhance the effectiveness of learning and teaching in order areas 	<ul style="list-style-type: none"> - Positive feedback from teachers and students regarding the work of and service provided by the Pastoral Assistant - Positive students' response to the activities organized by the Pastoral Assistant - The workload of the teachers in charge of religious activities is lightened, giving them greater capacity for enhancing for enhancing the effectiveness of learning & teaching 	<ul style="list-style-type: none"> - The teachers in charge of religious activities found the Pastoral Assistant helpful in assisting them in organizing prayer meetings and other faith formation programmes for the Catholic students. However, she could have taken more initiatives to promote evangelization in the school. - Students' response to the meetings of Joyous Spring was on the whole quite good. Some non-Catholic students showed interest in joining some of the activities organized by the Pastoral Assistant. - As the Pastoral Assistant also took up 2 classes of Religious & Moral Education lesson, she worked in collaboration 	<ul style="list-style-type: none"> - The Pastoral Assistant will be employed on a part-time basis in the next school year.

					<p>with the subject teachers in designing lesson plans and promoting subject-related activities.</p> <p>- With the help of the Pastoral Assistant, the workload of the teachers in charge of religious activities was lightened. One of the teachers concerned could spend more time and effort in teaching the NSS subject of Ethics and Religious Education.</p>	
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