POPE PAUL VI COLLEGE

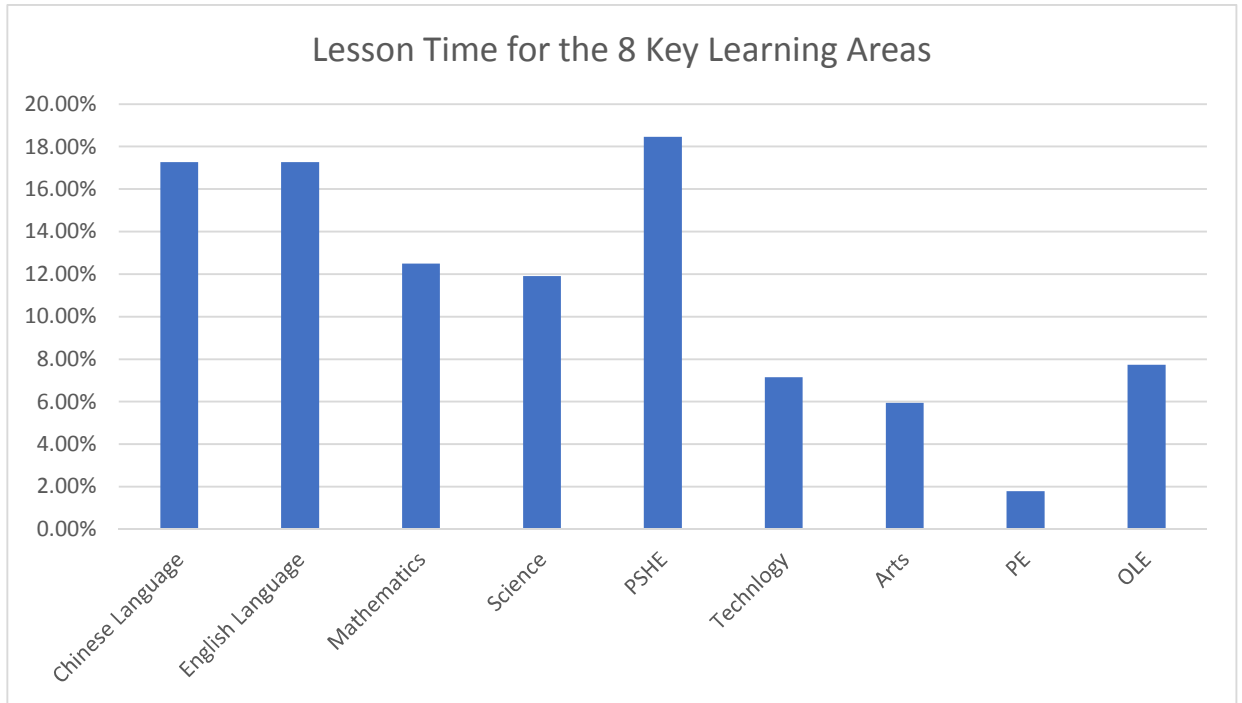# School Report

2022-2023

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: 192 days

2. Lesson Time for the 8 Key Learning Areas (S.1-S.3)

Lesson Time for the 8 Key Learning Areas

Category	Percentage (approx.)
Chinese Language	17.3%
English Language	17.3%
Mathematics	12.5%
Science	12.0%
PSHE	18.5%
Technology	7.2%
Arts	5.9%
PE	1.8%
OLE	7.7%

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 2020-2021	ATTENDANCE RATE 2021-2022	ATTENDANCE RATE 2022-2023
Secondary 1	97.8%	97.5%	95.8%
Secondary 2	98.8%	98.1%	96.8%
Secondary 3	99.0%	98.7%	95.8%
Secondary 4	98.5%	97.7%	96.3%
Secondary 5	98.9%	98.7%	96.9%
Secondary 6	97.5%	97.7%	97.7%

IV.   Information on the Teachers:

1.   Teachers' Qualifications

In the academic year 2022-23, our school had 58 teachers boasting an average of 16.01 years of teaching experience. 52 teaching staff members held Diplomas or Certificates in education.

The qualifications of our teaching staff fell into the following categories:
-    Teachers holding Doctor's degrees: 1
-    Teachers holding Master's degrees: 31
-    Teachers holding Bachelor's degrees: 25
-    Teachers holding Certificates from Colleges / Hong Kong Institute of Education: 1

2.   Teachers' Teaching Experience:

TEACHER'S EXPERIENCE	NUMBER OF TEACHERS
0 – 4 years teaching experience	11
5 – 9 years teaching experience	5
More than 10 years teaching experience	42

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

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

Achievements
1. To Promote Effective Note-taking Skills The skill of effective note-taking was identified as a crucial component in the enhancement of student understanding and knowledge retention. In the Mathematics and Science Key Learning Areas, the students were actively encouraged to cultivate the habit of taking detailed notes during their lessons. They were then guided to revisit these notes after class and enrich them with additional information and insights, a practice that proved to be quite effective in consolidating their learning and promoting self-managed learning. Students were required to take notes systematically and hand them in for examination purpose. This helped equip the students with necessary revision materials and allowed them to get prepared as self-learners for public assessments. The role of technology in enhancing note-taking skills was also recognized. The use of iPads and other digital tools in classroom settings allowed students to take interactive notes. These notes, often incorporating visuals and multimedia elements, were not only comprehensive but also engaging, thereby improving their understanding and recall of the subjects. Recognizing the importance of this skill, the school also conducted a series of workshops focused on effective note-taking as part of the study skills program. These workshops covered various note-taking methods including the Cornell method, mind-mapping, and outlining. Students were encouraged to experiment with these different methods and adopt the one that best suited their individual learning style. To supplement these efforts, the school library, in collaboration with the Chinese and English departments, provided a range of resources and materials on effective note-taking strategies. These resources were shared in classrooms and also made available on the school's online platforms, ensuring that all students could access and benefit from them. Over the past year, teachers have noticed a stronger culture of note-taking developing among the students. They now observe many more learners coming to classes prepared with pen and paper to take down key points. This culture has been nurtured through structured learning forms that provide digital guidance on developing effective note-taking habits. Teachers have also encouraged note-taking competitions where students can share their unique techniques through video tutorials uploaded online. The teachers find these more active note-takers tend to be more self-managed learners who understand concepts better through writing things down. Fostering a culture with an emphasis on note-taking appears to positively impact students' self-directed study abilities. Overall, there are signs the school's efforts to promote note-taking have been successfully instilling stronger self-learning habits in the students.

2.   To Integrate Technology and Promote Active Learning

The adoption of technology into the learning process played a significant role in our strategy to promote self-managed learning. In various KLAs such as English and Mathematics, we integrated the use of iPads and e-learning platforms. These tools provided our students with the opportunity to conduct independent research, engage in online exercises, and keep digital notes, all of which fostered a sense of independence in their learning journey.

Additionally, the Academic Committee collected good examples of elearning strategies implemented across different subjects and shared them among teachers through regular meetings and cloud folders. This facilitated the spreading of effective practices across the school.

In our survey, a significant majority of students (82.9%) agree that the use of iPads at school has helped improve their self-managed learning skills. This indicates that integrating technology in the learning process has been beneficial for students' active learning. It suggests that students are able to use the technology to access, organize, and interact with learning material independently. About 60.3% of students say that they are able to use OneNote effectively to manage their learning, suggesting that a majority of students are employing technology to actively engage with their studies, organize their thoughts, and manage their learning process.

3.   To Enhance Self-reflection and Evaluation

 iPads were integrated into the learning process, providing students with a tool to conduct independent research. This technological integration was very successful, with students showing a significant improvement in their ability to stay focused on tasks, manage their time effectively, and complete tasks within the given timeframe. This indicates that they have developed a strong culture of self-managed learning.

A significant majority (above 70%) of students developed a habit of marking their classwork upon completion in Mathematics, with nearly three-quarters adding additional reflective notes. This showcased their ability to self-reflect and learn from their own work.

The Visual and Performing Arts Programme was rolled out to all junior students this year. As part of the initiative, students were tasked with setting individualized goals for their arts education experience over the term. They were responsible for planning out the learning activities and lessons they would undertake to accomplish their objectives. Different recognition awards would be given to motivate students who showed enthusiasm and dedication in their artistic pursuits. This encouraged independent goal-setting, planning and self-management among the junior learners.

In Citizenship and Social Development, students showcased their ability to manage tasks within a set timeframe through initiatives like the Enquiry Project on the "Conservation of Chinese Cultural Heritage" and the Study Tour.

4.   To Implement Collaborative Projects and Enquiry-based Learning

In junior forms, we implemented project-based tasks such as flipping bottle challenges and science experiment video competition. Teachers have been impressed with the high production quality of the videos submitted. These tasks were designed to be complex and multifaceted, requiring students to identify their learning needs and effectively schedule their tasks. Students had to be proactive, taking charge of their learning journey. The thoughtful student-created content and enthusiastic participation affirm this approach as effective for nurturing critical thinking around self-directed learning practices.

In senior forms, we embarked on an Enquiry Project. Students were grouped into teams, each tasked with investigating a particular aspect of citizenship and social development. This initiative not only encouraged them to work together, pooling their ideas and resources, but also provided them with an opportunity to manage their own learning. They had to plan their research, divide tasks, and bring everything together into a cohesive presentation. It was inspiring to see how this project brought out their teamwork and self-management skills.

5.   To Showcase Students' Learning Effort

To encourage students to take pride in and exhibit their self-learning outcomes, the publicity committee established an innovative platform. During recess in the Student Activity Centre, we broadcasted students' self-learning deliverables via our YouTube channel and Padlet platform. This included videos where students presented their effective study skills. According to the survey, 64.4% of students agree or strongly agree that it's good to be able to showcase their learning outcomes.

By filming and editing tutorials illustrating techniques like organised notes, revision timetables and reminder creation, students are able to thoughtfully curate demonstrations of the strategic practices they have developed. This initiative was well-received by students, and we saw a notable increase in the number of students eager to share their talents and learning achievements with their peers.

Additionally, the School organized an event where students could celebrate successes and reflections from their academic experiences. By setting up booths from different subject areas, students were encouraged to participate in hands-on activities and discussions showcasing examples of mistakes made as well as perseverance in overcoming challenges. This allowed peers to learn from one another in a face-to-face setting. The high turnout with full participation from S1-3 students and helpers demonstrated the popularity of the approach in providing an interactive platform for openly sharing learning journeys. Receiving praise from teachers and students, the event was deemed a success in affirming a growth mindset while cultivating self-directed skills from the students' own academic experiences.

6.   To Enhance Student Autonomy and Problem-Solving Skills

We continued the enhancement of students' self-directed learning and independent problem-solving skills this academic year. A significant initiative was the S.2 STEAM GeronTech Self-directed Learning Project. This project was conceptualized around three visionary principles – "Learning from mistakes", "Implementing Independently", and "Contributing to the world".

Over 32 groups partnered with organizations assisting the visually and hearing impaired, gaining immersive experiences through activities like simulating visual impairment. Their projects leveraged design thinking methodology to develop inclusive solutions for identified needs.

Additionally, building on the success of last year's STEAM project work, several S.3 students from the cohort participated in the 「童擁 AI」 Coding competition. Through months of independent practice to strengthen their skills, the team refined their project proposal and presentation abilities. Their hard work paid off with the group awarded second runner-up at the competition. This recognized the high standard achieved through the school's approach of guided self-directed learning. Witnessing their peers' success motivated greater student participation in external competitions. The victorious example demonstrated how empowering autonomous learning cultivates success.

7. To Enhance Deeper Learning through a 5-Minutes Wrap Up

The use of a 5-minute wrap-up at the end of each lesson has been observed to contribute significantly to students' learning. Based on the survey data, 40.8% of students agree or strongly agree that they can use the 5-minute period before the end of a lesson to clarify their thoughts and think about lesson-related questions. This suggests that a significant portion of students are using this time effectively to enhance their understanding and engage in deeper learning.

Teachers have noticed positive changes in how students utilize the last five minutes of lessons since allocating this time for consolidation. On some occasions, enthusiastic students have even stopped presentations to request spending the period reinforcing concepts. During this reflection time, students are observed ensuring all classwork is finished while discussing ideas with peers to clarify their understanding more fully.

The teachers also note how students independently revisit notes and materials to foster deeper motivation for learning the subject matter. This self-directed consolidation seems to encourage a more profound grasp of topics, above merely completing tasks within limited time.

8. Achievements of the BYOD Policy in Promoting Self-Directed Learning

The Bring Your Own Device (BYOD) policy has played a significant role in enhancing students' self-managed learning skills, such as goal setting, time management, and organization. This initiative has been facilitated by the Quality Education Fund e-Learning Funding Programme and a dedicated BYOD section on the school website.

Over the past three years, 261 students have participated in BYOD assistance programs, enabling low-income families to afford mobile computer devices. In a survey, a majority of students (82.9%) agreed that BYOD has improved their self-managed learning skills, and 60.2% found OneNote to be an effective tool for managing their learning. Additionally, many students preferred retaining digital files for self-directed revision, indicating BYOD assists in cultivating independent study habits beyond the classroom. BYOD shows potential to empower independent learning based on students proactively using resources like notes according to their own needs.

9. Professional Development of Teachers and Student Engagement Strategies

A focus on professional development among teachers was evident, with Lesson Studies centered on self-directed learning being carried out. Teachers developed different learning tasks to help students develop various types of self-directed learning management skills. Professional sharing on the teaching packages developed was conducted at various levels, promoting a culture of continuous learning and improvement among teachers. Learning needs and difficulties of students were addressed.

Students demonstrated high levels of engagement in the majority of lesson activities, facilitated by the use of eLearning tools to foster self-directed learning skills. Some students were able to pose high-level thought-provoking questions during the lesson, while others concurred that the planned lessons helped them to participate actively and cultivate independent thinking during the lesson.

Reflection

Facilitating Factors

- A series of workshops and resources on effective note-taking strategies facilitated the cultivation of these skills among students. The integration of technology in the note-taking process also made it more engaging and effective for students.

- The use of iPads and e-learning platforms allowed students to conduct independent research and engage in online exercises, fostering a sense of independence in their learning journey.

- Collaborative projects and enquiry-based learning required students to identify their learning needs, schedule tasks, and work in teams, enhancing their self-management and teamwork skills.

- The opportunity to showcase their learning outcomes on various platforms motivated students and allowed them to take pride in their achievements.

- Communication channels like Teams empower students to independently explore and apply for competitions according to their own interests, facilitating self-directed efforts to participate in external opportunities.

Hindering Factors

- While BYOD showed some success in equipping students based on their own views, teachers expressed concerns that only 46.7% agreed it improved self-directed learning skills, indicating the need for more support and training to optimize BYOD's role in cultivating independent study habits according to teacher feedback.

- While the 5-minute wrap-up at the end of each lesson was beneficial, it may not be enough to promote deep learning among all students. Some may require additional time and resources to fully grasp complex concepts.

Overall Reflection

- The strategies implemented were largely successful in promoting self-managed learning among students, with effective note-taking and collaborative projects playing key roles. For future planning, it could be beneficial to provide more support for teachers in integrating technology into their teaching practices.

- The 5-minute wrap-up strategy could be extended to allow for deeper reflection and learning. Additional resources and strategies to promote deep learning and questioning technique should be explored and implemented.

- Most students acknowledge their familiarity with self-managed learning strategies and recognize the positive impact of technology, like iPads and OneNote, on enhancing these skills. They also express appreciation for the opportunity to present their learning outcomes on multiple platforms. Notably, students indicate that club activities have been instrumental in identifying their strengths and fostering their potential. These responses underscore the effectiveness of the current methods in nurturing self-managed learning.

- It would be beneficial to place greater emphasis on promoting more student-led activities, which could offer further opportunities for students to practice self-management and potential development. These strategies should not only be maintained but continually refined for maximum impact.

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.

- To enhance self-planned skills, the school decided to create ECA student-led clubs. Recognizing the importance of catering to diverse interests, the administration conducted a survey to determine the students' preferences. Based on the survey results, a wider range of clubs will be established, allowing students to explore their passions and develop their self-planning skills. Club leaders will be provided with training and guidance on effective planning and organization to ensure the success of these student-led initiatives.

- In order to showcase student achievements, the school decided to utilize the PA system. Specific times during class periods or other events will be designated to highlight student accomplishments. To ensure a comprehensive representation of achievements, a system will be set up for students to submit their accomplishments for recognition. Additionally, different students will be trusted with leading the morning prayers from day 2 to day 6 each week. This provides an opportunity for students to demonstrate leadership skills and strengthens self-confidence through such responsibilities. It also encourages peers to appreciate one another's talents and progress.

- The school aims to promote peer learning and independent study by implementing mixed abilities grouping, differentiated learning, and an S1 self-directed learning module delivered by the Learning and Teaching Committee to teach vital skills such as goal setting, time management and learning strategies from the start of secondary education.

- To promote reading habits, the school will enhance initiatives like introducing an e-reading program, distributing a new library booklet to guide S1 students in planning their reading and reflections, and continuing DEAR DAY sessions to encourage independent reading through assemblies.

- Recognizing the importance of digital skills, the school organized information literacy workshops and seminars. Experts including librarians, media specialists, and external professionals were invited to conduct these sessions, providing comprehensive training on online research, source evaluation, and responsible digital citizenship. Ongoing support and resources will also be made available to students to further develop their digital skills.

- Due to concerns like device misuse distracting learning; the Discipline Committee will revise iPad and phone rules to better support independent study through minimizing distractions and optimizing BYOD's role in classrooms.

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

Achievements
1. Teacher Professional Development on Positive Psychology On 29 March, all teachers were arranged to attend a talk "Promoting Positive Thoughts and Feelings" conducted by the Positive Education Laboratory at the City University of Hong Kong. Another staff development programme with the theme 'Flourishing Life' was conducted in late May by our Educational Psychologist Ms. Chan to help teachers to grasp the significant concepts of the PERMA model of Well-being and some practical skills about Positive Psychology especially resilience skills. After that, it was then followed by various workshops led by our 43 student tutors to let teachers experience learning Pastel Nagomi Art, Herbarium Glass Bottle making, Mosaic Coaster making, Latte Art, Leather making, Aroma Stone making, Dessert making and Darts playing. All the workshops were prepared and conducted by student tutors. This time, the roles of "teacher" and "student" were exchanged, and this was an excellent opportunity for teachers to understand another facet or the talents of our students. Students also had a slightly different perception of their teachers outside classroom. At the round-up session, teachers also expressed their gratitude towards the student tutors by writing "thank you" cards and giving them small presents to show the appreciation of their effort and passion in the preparation of the workshops. In addition, Ms. Chan also invited teachers to draw 'a tree of life' to show various components in their life supporting their growth and development. Teachers were empowered by some forms of traits for creating a growth mindset to help themselves as well as the students to grow and develop. Feedback from the teachers and student tutors were positive. They found the Staff Development Programme extraordinary and inspiring. The workshops helped them to think more deeply towards "learning and teaching". The student-led workshops not only provided an opportunity for teachers to step into the shoes of students but also allowed students to understand the responsibilities and efforts teachers invest into their work. The mutual respect and understanding that flourished between the teachers and students were evident, with teachers actively seeking students for photo opportunities, symbolizing the camaraderie that was built during the workshops. This unique approach to professional development fostered a deeper understanding and appreciation for the intricate dynamics of "learning and teaching".

2. S.1 VIA Character Strength Project to Develop Students' Character Strength

VIA Character Strength Project is implemented to help S.1 students to be aware of their character strengths and to make plans to develop their character strengths. Students learn that everyone has character strengths, and these character strengths can be developed. Then they take a VIA survey to get an analysis result on what their most developed character strengths are and what their least developed character strengths are. They are asked to make plans to further develop their character strength and share their learning outcome with their schoolmates in the end of the school year. According to the school-based questionnaire, it is found that after participating in the project, 45.9% of the participants said that they knew a lot about character strengths while in the beginning of the school year, only 12.8% of the S.1 students knew what character strengths are. More students agreed that the VIA Character Strength Project has brought them the impact "Increased self-awareness" (82.6%), "Enhanced self-confidence" (64.2%), "Improved relationship with others" (55%). It is a good sign to see that "Embraced failure" (45%) as this finding showed that students had developed growth mindset. From what was mentioned in the focus group interview, students found the sharing of their character strength among fellow schoolmates very inspiring. They were serious in preparing for the presentation of their own character strength and they also learnt a lot from their schoolmates' sharing of their character strengths especially the ways to develop the character strengths. The activity helped them to know more about their schoolmates and some of them said they made new friends in other classes as they found that they had common interest and similar learning experiences. Feedback from the class teachers were positive. Students became more confident to tell others what character strength they had and what they had achieved during the year. Besides, they were enthusiastic in showing their appreciation towards their classmates.

3. "Journey to Gratitude Kingdom" Booklet to Nurture Students to be Grateful and Treasure What They Have

A "Journey to Gratitude Kingdom" booklet is specially designed to promote the Major Concern "Be Grateful and Treasure What We Have; Stay Positive and Optimistic". As all the students last year (2021-22) completed seven chapters reading and writing reflections throughout the year, S.1 students this year (2022-23) were arranged to spend time reading and writing reflections. Feedback from class teachers were positive. 96.25% of students completed the seven chapters of the booklet. From what the students wrote, 80% of the completed booklets showed that the students were grateful to themselves, family, friends, school, community as well as the Nature and they treasured what they had. According to the school-based survey, it is found that after the whole-year activity, "I am more grateful and optimistic than before." (55.2%)

4. Different Experiential Leadership Training Activities, Mentorship Programme, Student-LED Activities to Strengthen Students' Resilience Skills and Develop Students' Character Strengths

Leadership training was provided for all student leaders in the school. Different experiential activities and leadership mentor programmes were offered to identify their leadership strengths at junior level. The Counselling Team and the Discipline Committee joined the "Student Leadership Programme" organized by Hong Kong Award for Young People. Prefects and Counselling Team Assistants could learn their own strengths and weaknesses, thus enhanced their leadership skills to overcome challenges.

To boost students' confidence and allow them to appreciate their own strengths, different social platforms were created. Students had a chance to showcase their talents. In addition, external parties such as devoted alumna volunteers were invited to share their knowledge and skills on how to successfully navigate the pathways of life with our students. Nearly all the student participants said that they felt more positive about the future after interacting with their alumna mentors, and 91.7% of them said that they gained at least some skills to navigate the pathways of life.

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

The committee members of the Catholic Society and some religious helpers took up the leading roles. They were involved in the planning and organizing various religious ceremonies and activities throughout the year. This year, Room LG1 was renovated as a new Prayer Room. A lot of decoration work was needed. Student leaders were committed in helping the decoration work and organizing activities. They became more confident and responsible. Moreover, they had passion to pass what they learnt to their younger schoolmates.

The School Librarian prepares a booklet for each of the library assistants. Besides the rules and duties stated, library assistants are asked to self-evaluate themselves under four different virtues: zest, teamwork, leadership and prudence in the beginning of school year (September), in the mid-year (January) and at the end (June) of the academic year. It is expected that through the tasks and experiences they have been through as a library assistant, they will recognize and appreciate themselves that they have growth in these virtues. Most of the library assistants (90%) agreed that they had developed positive virtues. Among the four virtues, students' self-evaluated score in teamwork is the highest, indicating that the functional units such as board making team and activities such as open day helped them develop their character strengths.

The "Creativity, Sports and Service" programme is implemented in S.1 and S.2 to develop students' character strength. Positive feedback was collected from the stakeholders' survey.   63.7% of the students agreed that club activities enabled them to understand their strengths and developed their potential.   On the other hand, over 80% of the club advisors agreed that club activities helped students to explore their interests and character strengths.

During the year-end discussion session, teachers expressed their views that in general, students are grateful, and they treasure what they have. Most of the senior form students are more committed in organizing activities or participating in activities. They learnt how to cope with adversity and stress through various experiential activities, stress management workshops and leadership training programmes.

Based on the focus group interview carried out in July 2023, most of the student representatives reflected that though they still had stress and tension, their confidence and resilience skills had been enhanced bit by bit through the activities organized by the school and external organizations. Positive@School is a joint school project organized by School Social Work Service, Caritas Hong Kong. Participants were coached and given training so that they were able to develop their artistic potential through art and music. During the interview, the participants who joined the project were so proud to have a live busking in public and an exhibition of their artwork. They learnt how to relieve stress and self-care through various art forms, and they enjoyed such a creative journey without any criticism. They learnt how to overcome the anxiety when they invited their family members to attend their concert or exhibition. Parents were excited and showed their appreciation which helped them become more confident. They learnt how to become more resilient when they prepared to teach students from other member schools during the post-exam period. They also helped to promote positivity in the community through their performances which they regarded that as really meaningful.

Another activity "Celebration on Students' Ownership" was mentioned. 24 groups of students, mostly senior form students, were invited to share their learning experiences with the junior form students. The theme is "Embracing Failure" which is out of their expectation. They were briefed that they could share their success or their failure.

The activity helped them to reflect on the difficulties and challenges they met during the learning process. The experience of "failure" was also worth celebrating. Other activities included the activities organized by the Counselling Team, the SEN Support Team, the School Social Workers, the Careers Section, the ECA Section, the project-based learning activities, S.4 musical competition, house committee activities. The representatives also commented on the positive qualities possessed by their peers as revealed in different activities. For instance, they found that when organizing the activities, their schoolmates demonstrated commitment to the goals and discharged the duties responsibly.

During the focus group interview, student representatives were asked what school arrangements or school activities they treasured most, and they felt grateful for. Some said that they did not have Sports Day, school picnic, talent show and teacher-student ballgames competitions for years. So, they were very enthusiastic in taking part in sports events, musical performances and designed many class activities to play during school picnic. Some said that the School Principal invited their parents to come to school to attend the commendation ceremony to recognize their performance in character strength though they were not so bright in academic studies. They were grateful to the class teachers' recommendation, and they would continue to develop their character strength. Their confidence was enhanced, and their parents were proud of them. One of the students was going to take part in a dart playing competition but she and her teammates did not have the set of equipment to practice, and she proposed to school and now she and her teammates can practice at school. Some said that when their family had financial difficulties, the class teachers and the school social workers helped them apply for grants or subsidies. S.1 girls felt grateful towards the missionary sisters as they came to school to help them practice oral English every week. S.5 students felt grateful towards their alumna mentors as they spared time to share their life experiences with them. The President of the Student Association said that students were very enthusiastic in writing cards to the teachers on the Teachers Day to show their gratitude and also writing messages to encourage the S.6 students who were facing the HKDSE. S.6 students felt that they were not alone. Instead, they were blessed with love and care.

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

According to the school-based questionnaire, 58.9% of the junior form students agreed that they feel more positive when facing challenges and develop a greater sense of achievement as a result of the difficulty indicator (*,**, ***) and the bonus question in the test/ exam. Some of the teachers believed that the practice could only

help students build up confidence if they attempted the bonus parts. During the focus group interview, students said that they had a strong sense of achievement if they answered the difficult questions correctly especially the bonus questions. However, they usually try their best to answer all the questions without paying special attention to the difficulty level indicators.

Reflection

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

From what was mentioned in the focus group interview, S.1 students found it difficult to express the reflections they had although they knew that the "Journey to Gratitude Kingdom" booklet was meaningful. It was suggested that more activities be organized for junior form students to help them show their gratitude to others instead of asking them to read and write reflections only.

It takes time for a person to change their fixed mindset to growth mindset. More supportive dialogues and staff development programmes could be provided continuously to enable teachers to offer better and stronger support to our students. In addition, sharing of good practices among colleagues would be useful and more specific in our school context.

It was found that our students learn better in authentic situations over traditional classroom, instructor centric methods. Therefore, different experiential activities, leadership programs and alumnae mentorship program were continuously carried out this year. Besides, more student-led activities were carried out as students could learn different skills better through organizing the activities rather than merely participating in them. They had sense of achievement and got satisfaction throughout the process.

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.

- As the society and the school resumes normal after pandemic, the above-mentioned achievements were a good start. Students become more engaged in learning activities. As they learn better in authentic situations over traditional classroom, instructor centric methods, more student-led activities, different experiential activities, leadership programs and alumnae mentorship program should be carried out next year with the emphasis of "passing on the experiences".

- Student leaders should be encouraged and entrusted with more autonomy to hold different programmes or activities such as club activities. Senior form students can be asked to form committees to run club activities on their own. They can form groups to suggest what clubs they are responsible for, and they propose a club plan for teachers' advice. They are also responsible for club member recruitment.

- To boost students' confidence, more platforms should be created so that students could have a chance to showcase their talents or character strength. Through the process, they will learn how to cope with challenges and reflect on their success or failure. "Embracing Failure" will be worth celebrating. Students are encouraged to share what they have learnt from the failure experience and how to face the failure experience.

- Whole-school activities to promote character strength, positive values, growth mindset should be organized not only for students but also for parents. There should be more commendations on students' good academic and non-academic performance.

- Student support services as well as parental education especially on mental health for well-being will be much emphasized.

- In view of the effectiveness to build up students' confidence, it is suggested that the practice of setting bonus questions in the formal assessment be kept. However, the difficulty level indicators should only be stated in the marking scheme for students' reference after the assessment.

- The introduction of more Sports Teams, Physical Education lessons, and "Sports Friday" is commendable. These initiatives not only foster stronger student-teacher relationships but also enhance mental well-being and student engagement.

VI. Our Learning and Teaching

1.   Lesson Study

- All subject-based pre-lesson meetings were conducted from October to May by the subjects involved in Lesson Study on Catholic Core Values and Self-managed Learning Strategies. Lesson observations and post-lesson meetings of different subjects were conducted from March to June after the lesson observations. Packages containing the CLP Framework Lesson Plan, students' worksheet, Power Point and photos taken in the lessons will be saved for the reference of the school.

Lesson Study on Catholic Core Values

Secondary	Person-in-charge	Subjects involved
1	Religious Education Co-ordinator	Music, Chinese Language, English Language, History, Geography, Citizenship and Social Development

Lesson Study on Self-Management Skills

Secondary	Person-in-charge	Subjects involved
S.4	Academic Committee Head	Integrated Science, Physical Education, English Language, Chinese History, Chinese Language, Mathematics, Business, Accounting and Financial Studies, Biology, Ethics and Religious Studies

2.   STEAM Education

- The strategic plan for STEAM (Science, Technology, Engineering, Arts, and Mathematics) Education for the academic year 2022-2023 was reported to be primarily focused on strengthening students' innovation capabilities and nurturing their creativity across various disciplines.

- A collaboration with the University of Hong Kong's Centre for Information Technology in Education (CITE) would provide external support for the school's educators. This partnership was presented to ensure that teachers are equipped with the latest pedagogical tools and strategies to enhance their professional development in delivering effective STEAM education.

- The S.2 STEAM project (gerontechnology design) effectively enhanced students' 21st-century skills, including collaboration, problem-solving, and use of digital tools. By designing products for the elderly using micro:bit programming, students gained confidence and problem-solving abilities. The project's hands-on nature and peer evaluation process improved teamwork and understanding of different tools. Teachers found the approach effective in assessing student learning.

3. **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 students engaged in a project focusing on land use. This project, which involved collaboration between the Integrated Humanities and English Language Education Key Learning Areas, was reported to enhance students' research abilities, critical thinking, collaboration, and problem-solving skills. The students demonstrated their learning outcomes through presentations on land use, 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.

4. **e-Learning strategy**

- 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 KLAs, and promoting professional sharing among teachers, the school is fostering an innovative and engaging learning environment.

- Procurement of E-Learning Tools: The school procured a range of e-learning tools for various Key Learning Areas (KLAs) and subjects:
  - Padlet licenses for all teaching staff (60 licenses), facilitating interactive learning across all disciplines.
  - Nearpod licenses for the English Language (4), Personal, Social and Humanities Education (PSHE) (5), and Information and Communication Technology (ICT) (1) subjects.
  - GoodNotes 5 for Chinese Language (13 licenses) and Mathematics (7 licenses), supporting note-taking and annotation for these subjects.
  - ZoomNote licenses for Geography (2), enhancing note-taking and organization for geography lessons.

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

- Staff Development Committee conducted professional sharing sessions on the use of these e-learning tools and the developed e-teaching packages at both the departmental and KLA levels. This collaborative approach fostered a shared understanding and effective use of digital resources in teaching.

5. Support to Low Achievers

- 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 is to ensure that all students receive 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 the regular school hours.

- The implementation of Writing & Listening Programme was described as a targeted approach to enhance students' literacy and auditory skills.

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

6. Support to High Achievers

- Learning programs were provided specifically for the more-able students. This approach was articulated as a 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 and teams were established. These included Elite Team, Writing and Listening Programmes, Mathematics Team, Science Team, and the creation of a group of Arts Ambassadors. Additionally, it was reported that Elite training courses were arranged, providing a high-level educational experience for these top-performing students.

7. 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 HKAYP (The International Award for Young People). It was an Adventure-based Day Camp held on 11 July 2023 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.

- Class management meetings were jointly organized by the Discipline Committee and the Counselling Team. The meetings were served as a platform for professional sharing among S.1 to S.3 class teachers. Class teachers were invited to share their insights from their class management experience in the meetings. Different needs of the classes were addressed in the meetings, representatives from Counselling Team and Discipline Committee would ensure that immediate support and effective measures could be provided for class teachers to manage the class.

- Students were nominated by the Discipline Committee to participate in 'Campus Anti-drug KOL Incubation Plan' jointly organized by The Society of Rehabilitation and Crime Intervention and the Metro Broadcast'. Some Key Opinion Leaders (KOL) were invited to conduct 'KOL Training Workshops' in which students can interact with the KOLs and learn public speaking skills and communication skills. After a series of workshops, students learnt how to produce an online anti-drug program. 75% of the participating students took part in a student survey. All participants, as well as the teacher-in-charge, agreed that the program was meaningful and effective in fostering self-managed learners as students had the autonomy to decide on the theme, content and the work schedule of the production of their video and radio drama.

- 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, 38.1% of our teachers had received related training courses offered by the EDB.

In 2022-23, a sum of $603,915 (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. Chan 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
8/8/2022	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
14/9/2022	S.3, S.4	Life Planning Education Lesson (I) • Concepts of Life Planning • How to use the App (1 am…) to find out more information about different pathways
5/10/2022	S.1	Life Planning Education Lesson (I) • The Life Planning Process • Importance of Life Planning • Life Planning during your secondary school life • Time Management
7/11/2022	S.5	Life Planning Education Lesson (I) • Life Planning Concepts • How to use the App (I am…) to find out more information about different pathways
3/1/2023 21/2/2023	S.2	• The values of work • Career theory: the idea of matching careers to talents, skills and personality • Career Exploration • Presentation on a job research assignment

21/2/2023 26/4/2023	S.3	Life Planning Education Lesson (II) (III) • Aptitude Test • Understanding self • Applied Learning Courses • How to make informed elective subject choices • University Entrance Requirements
21/2/2023	S.4	Life Planning Education Lesson (II) St. James' Settlement has invited Ms. Ellie Leung, Director of Marketing of the Mill 南豐紗廠, to share her experience in life planning.
13/3/2023	S.5	Life Planning Education Lesson (II) St. James' Settlement invited Ms. Heidi Chan, founder of a social enterprise, certified career development facilitator, and senior executive of a medical aesthetics group, to share her experience in life planning

Based on the survey, most of the students understood the learning objectives of the completed lessons and applied what they learned into practice. For example, 79% of S.1 students considered setting goals in life important, while 74% of them revealed that they would explore their interests and develop their strengths through participation in various activities during their secondary school life. Additionally, 79% of them learned that urgent and important tasks should take priority to manage their time wisely. A majority of S.2 students (74%) thought that a good career should depend on one's interests, abilities, values, the current economy and experiences, etc., while 87% of them thought it is 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, attempt a personality test and chat with real-life practitioners in different fields of studies or work. S.3-5 students were asked to download the app and try out the services. The students actively used the services provided by the app and the school was awarded the November Most Valuable Player award and 「尋‧職」之王校際賽中期第六名和全年第八名.

They were asked to rate the usefulness of the app on a scale of 1-5 with 5 being the highest attainable score. A majority of students gave the app a rating of 3 or above, and a majority of them rated the sharing of experience by guests invited by the Youth Service 3 or above. As the services provided were generally useful, we will continue to apply for the services provided by the Youth Service in 2023-24.

Our S.3 students took the Cambridge Occupational Analysts Probe Assessment, and 71% of them found it useful.

The S.5 students attempted the EDB's My Life Planning Portfolio Career Interest Inventory assessment. Most of the teachers found that the assessment provided initial guiding questions for students who had little idea of what they were going to study, helping them begin their exploration process.

<u>Facilitating Learning Experiences about Work</u>

Some Career Assistants shared their post-reading thoughts on books written by real-life practitioners of certain careers and encouraged their peers to borrow books from the library to learn more about different jobs from real-life practitioners.

Even though the section discontinued the subscription to the Discovery@Jobtionary online platform to better allocate financial resources, other free online/app job information platforms were introduced to the students. These include the I am app, Life Planning Information Website of the Education Bureau, and VTC Occupation Dictionary. The Careers Teachers found these websites and app useful in providing students with up-to-date career information.

On July 4th, we took S.5 students to visit the following institutes:

- School of Medical and Health Sciences, Tung Wah College

- Journalism and Business Programs, Hang Seng University of Hong Kong

- City University of Hong Kong

- School of Business, University of Science and Technology

We tried to accommodate students' interests by allocating them to their preferred group. The response was positive, and some students reported that the visit opened their eyes to the many possibilities that they could pursue in the future. Similar visits will be arranged next year if institutes welcome school visitors again in July 2024, with the help of the Scout Association of Hong Kong – The Friends of Scouting, our partner NGO in the Home and Youth Affairs Bureau's Funding Scheme for Youth Life Planning Activities.

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

10 Nov 2022 17 students	In conversation with a CEO –The story behind the success in luxury retail
20 July 2022 10 students	PolyU Mechanical Engineering STEM activity and competition

The students interviewed said that they learned something about the world of branding and marketing, as well as the career opportunities in mechanical engineering. We will continue to look for similar opportunities to broaden students' horizons next year.

The Career Section disseminated information concerning various Career-related Experiences (CRE) activities to the students. Sometimes, students applied for the activities themselves, while other times, the Careers Section helped them apply. These activities include FDMT's FoodSciWork, BusinessWork and EconWork, Lee Shau Kee School of Business and Administration, HKMU Junior Summer Program, PolyU taster programs, CUHK Chinese medicine summer camp, EDB Business-school partnership job shadowing activities, etc. Next year, we will continue to help students apply for CRE activities.

Even though the mentorship program inaugurated this year did not solely aim at boosting S.5 students' career-related knowledge and skills, a majority of the mentees (96%) agreed that they had learned something about their mentor's field of work/studies through interacting with an alumna mentor. The mentorship program will be carried out next year as well. Activities such as day camps will be included to provide more opportunities for mentors and mentees to interact in a relaxed environment that fosters active communication.

On July 7th, AECOM's executive director and a team of engineers were invited to deliver a talk on engineering to some S.3 and S.5 students. The response was enthusiastic, and it was encouraging to see that many students could interact with female role models in the field and consider the possibility of entering into it.

To allow S.4-5 students to learn more about studying and career opportunities in the Greater Bay Area, an expert from the Friends of Scouting delivered a talk. The speaker communicated clearly and enabled students to consider the many opportunities available in the Greater Bay Area. A similar talk will be held next year.

Linking study opportunities and career choices

A board display on speech therapists was created, and interested students learned about the qualifications needed for the job. We will continue to tailor our displays to students' interests.

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

Whenever external organizations sent us career-related activities' information, the Careers Section would post the information online and encourage students to apply for those that were suitable for their development. Sometimes, students, being self-directed learners, took the initiative to join competitions or activities that helped them learn the pathways to achieve different career goals. This practice will continue next year. A life planning expo was held from May 29th to June 2nd during lunchtime to increase students' awareness of different study opportunities and their career implications.

PolyU Professors were invited to deliver the following talks:

3/1/2023	S.4-5 BAFS students	Business Talk delivered by Dr. Pang of the Associate Head of the Department of Logistic and Maritime Studies, School of Business of the Hong Kong Polytechnic University
3/1/2023	S.4-5 Physics students	Surveying Talk delivered by Mr. Kong, a teaching staff of the Department of Building and Real Estate of the Hong Kong Polytechnic University

Participants learnt more about the different learning opportunities available. We will continue to invite suitable speakers to deliver insightful talks.

School-wide Career Guidance Activities

The experience-sharing session on learning senior secondary elective subjects was carried out in April. The selected S.5 students generously shared their learning experiences and insights on a particular elective/M1/2 subject. The S.3 students benefited greatly from it. The same activity will be carried out next year.

Guidance and Counselling for Individual Students

In partnership with Class Teachers, group career counselling sessions were provided to S.3, S.5, and S.6 students. Before the start of the consultation periods, the Careers Mistress and Deputy Careers Mistress shared group career counselling strategies with novice Careers Teachers and Class Teachers. The teachers found the sharing helpful. A talk on career consultation was delivered to teachers during a staff development day by a social worker from the Friends of Scouting. 96% of the teachers found that they had learned something about the skills of career counselling. However, some teachers expressed that the skills and knowledge introduced were not in-depth enough. Many students (e.g., 84% of S.3 students) found that the group career sessions helped them make informed decisions concerning their elective subject choices/plans of post-secondary study. Similar group career counselling sessions will be carried out 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 were selected to be members of the Monitoring Committee of Trading Operations.

- 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 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 two 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 donation to the Pope Paul VI College Love & Service Grant to provide assistance to students in need. Pope Paul VI College Alumnae Association Love and Service Scholarships established by the alumnae are awarded to students with outstanding service to the School.

VIII. Performance of Students

1. HKDSE Examination Results 2023

No. of Candidates	Level 2 or above in 5 subjects	Core Subjects at Level 3322 or above
113	98.2%	80.6%

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
• Chinese Language • Mathematics Compulsory Part • BAFS(Accounting) • Chinese History • Ethics and Religious Studies • Mathematics Extended Part Module 1 (Calculus and Statistics)	• Chinese Language • English Language • Mathematics Compulsory Part • Liberal Studies • BAFS(Accounting) • Chinese History • Chinese Literature • Ethics and Religious Studies • Mathematics Extended Part Module 1 (Calculus and Statistics) • Mathematics Extended Part Module 2 (Algebra and Calculus) • Visual Arts

Results of the Outstanding Performing Candidates

WH Chan	5** + 5** + 5* + 5 + 5
LY Tsoi	5** + 5* + 5* + 5
CM Chan	5* + 5* + 5 + 5 + 5
TC Tong	5* + 5* + 5
HC Fan	5* + 5* + 5
HM Tang	5* + 5* + 5
KC Lam	5* + 5 + 5 + 5 + 5 + 5
YW Wong	5* + 5 + 5 + 5
YM Wong	5* + 5 + 5 + 5

Our top-performing student, WH Chan, achieved exceptional results in the HKDSE 2023. She excelled with a score of 5** in both Mathematics and the Mathematics Extended Part Module 2 (Algebra and Calculus), and a 5* in BAFS (Accounting). Another standout student, Tsoi Lok Yiu, achieved a 5** in Chinese Language and a 5* in both Liberal Studies and Ethics and Religious Studies. Other students also performed admirably in these subjects. Notably, 83.3% and 80% of the students achieved a level 4 or above in Ethics and Religious Studies and Mathematics Extended Part Module 2 (Algebra and Calculus) respectively. Furthermore, the percentage of students achieving credit or above (level 4 or above) for Chinese Language and Chinese History were significantly higher than the territory-wide rates by more than 27%.

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:

- Law
- Engineering
- Actuarial Science
- Optometry

JUPAS Statistics

1. Percentage of applicants given a JUPAS offer: 76.8%
2. Percentage of bachelor degree program offers out of all the JUPAS offers given: 97.7%
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%

2. Achievements in Inter-School Competition / Activities

Nature	Name of Competitions	Awards
Scholarship	Outstanding Students Award of Tsuen Wan, Kwai Chung & Tsing Yi Districts 荃葵青優秀學生選舉	3
	Sir Edward Youde Memorial Prizes 2022-2023	2
	Applied Learning Scholarship	1
	中學 STEM 科研體驗計劃	李杜靜芳 STEM 獎學金 2021-2022: 2
Academic and Aesthetic Development	Smart@GWIN" E & M IOT Application Challenge	First Runner-up & Favourite Team Award (Secondary School Category): 2
	15th IDTA CUP Hong Kong Children and Youth Dance Prize Championships 2022	Formation Dance - Champion: 1
	"STEM" in Life Science Challenge 2022	Champion: 4
	威尼斯國際青年大賽	銀獎: 1
	香港機關王競賽	機關整合賽(高中組)優異獎、最具創意獎: 4 機關王影片賽(公開組)銀獎: 3
	第二屆香港中學辯論賽	最佳辯論員: 2
	2022 香港辯論超級聯賽	乙組季軍: 1 最佳辯論員: 2
	23rd Lions International Youth Exchange Scholarship Essay Competition	3
	Hong Kong Biology Literacy Award	First Class Honours: 1 Third Class Honours: 1 Merit: 1
	STEM-up Innovation and Technology Competition 2022	Merit: 2 Best Participating JPC School Club Award: 1
	74th Hong Kong Schools Speech Festival - Solo Verse Speaking Competition	First Prize: 4 Second Prize: 4 Third Prize: 3 Merit: 24
	「尋・職」之王	個人賽第六名: 1 個人賽而最有價值選手第二名: 1
	文裕盃 2023 全港校際徵文大賽	初中組冠軍: 1
	第五屆新界西區「兩文三語」挑戰賽 (初中組)	最佳中文文章前列十八位同學 (金獎): 1 最佳中文文章前列十八位同學 (優異獎): 5 決賽(優異獎): 1

Academic and Aesthetic Development	2022 第二屆聖誕卡創意設計比賽	金獎: 1
	森林和原野繪畫及黏土國際比賽	金獎: 1
	第十五屆全港學生科技大賽 - 小學神大膽車駕駛大賽	速度賽優異獎及環保創意設計賽優異獎: 1 速度賽亞軍: 1
	歡聚一堂慶中秋設計比賽(繪畫)	第二名: 1
	第七十四屆香港學校朗誦節	亞軍（粵語二人朗誦）: 1 季軍（普通話散文獨誦）: 1 優良獎狀（普通話詩詞獨誦）: 1 優良獎狀（普通話散文獨誦）: 4 優良獎狀（粵語二人郎誦）: 4 優良獎狀（粵語詩詞獨誦）: 6 良好獎狀（普通話詩詞獨誦）: 6 良好獎狀（普通話散文獨誦）: 3 良好獎狀（粵語二人朗誦）: 1 良好獎狀（粵語詩詞獨誦）: 12
	憲愛之星資助計劃 - 聚力開新局奮鬥譜新篇	優秀學生獎: 10
	MI Young Writers Award 2023	10 Outstanding Entries Award: 1 Top 50 Finalists (Junior) - MI Young Writers Award 2023: 2 Top 50 Finalists (Senior) - MI Young Writers Award 2023: 1
	Improvised Drama Competition	3rd Prize: 7
	3rd one Health COVID 19 Writing Competition	Outstanding Writing Award: 1
	2023 ICAS Mathematics	Distinction :1 Merit: 5
	2023 ICAS Science	Distinction: 1 Merit: 3
	ICAS English	Distinction: 2 Merit: 1
	Time To Talk Public Speaking Competition	First Prize: 4 Second Prize: 4 Third Prize: 3
	第三屆香港青年兒童朗誦比賽	中學組金獎: 1
	第 17 屆孝情徵文比賽:父母的甜言物語	高中組真情流露獎: 1

Academic and Aesthetic Development	錶面設計比賽 2023	銀獎: 1
	童心遊世界筆袋設計比賽	金獎: 1
	Junior Secondary Science Online Self-learning Scheme	Gold: 30
	第十二屆大學文學獎	少年作家獎: 1
Physical Development	獅子會盃全港跳繩挑戰賽 2023	1X30 秒前繩速度賽第三名: 2
	A.S. Watson Group HK Student Sports Awards 22-23	1
	紀律部隊暨青少年團體龍舟邀請賽	女子組亞軍: 1
	2023 全港中、小學飛鏢錦標賽	女子中學組冠軍: 1
Service	Kwai Tsing District Youth Community Services Competition 葵青區青少年社區服務計劃暨比賽 2022-2023	Winning Team: 1

IX. Financial Summary

Government Fund

Name of Grants	Income	Expenditure
1. EOEBG		
Administration Grant	3,955,080.00	4,136,742.93
Air-conditioning Grant	572,067.00	202,556.70
Baseline Reference	2,005,224.04	2,068,809.94
Capacity Enhancement Grant	654,502.00	208,332.02
Composite Information Technology Grant	503,136.00	639,092.65
School-based Management Top-up Grant	51,615.00	1,500.00
School-based Speech Therapy Service	8,258.00	0.00
	7,749,882.04	7,257,034.24
2. Grants outside EOEBG		
Committee on Home-School Co-operation Project	25,855.00	19,569.20
After-school Learning & Support Prog.	81,600.00	69,860.00
Diversity Learning Grant (DLG) - Other Programmes	84,000.00	78,704.00
Diversity Learning Grant (DLG) - Applied Learning Courses	123,030.00	123,030.00
Moral and National Education Support Grant	0.00	1,560.00
Teacher Relief Grant	3,539,970.55	3,900,482.92
Learning Support Grant for Secondary Schools (LSGSS)	603,915.00	508,431.25
Student Grant for Applied Learning Chinese (ApL(C))	101,100.00	101,100.00
Information Technology Staffing Support Grant	327,588.00	354,814.25
Promotion of Reading Grant	63,982.00	50,632.30
Enhanced Additional Funding-Support For NCS Students	820,000.00	855,776.73
School Executive Officer Grant	558,729.04	678,095.37
Student Activities Support Grant	125,450.00	117,880.00
Life-wide Learning Grant	1,195,413.00	1,428,323.73
Retired Athletes Transformation Programme - School Sports Promotion Coordinator	362,711.50	411,067.50
One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development	0.00	0.00
Special Anti-epidemic Grant	0.00	28,656.03
Quality Education Fund e-Learning Funding Programme - Provision of Mobile Computer Devices and Internet Services Support	46,970.00	46,970.00
Feed-in Tariff (Fit) Scheme	48,890.00	9,800.00
IT Innovation Lab in Secondary Schools Programme	85,009.94	523,052.00
Cleansing and Security Service Provider Subsidy Scheme for Non-government Schools and Kindergartens	100,000.00	100,000.00
One-off School-Based Speech Therapy Set-up Grant	20,646.00	0.00
Grant for the Sister School Scheme	106,637.00	0.00
Jockey Club Joy of E-Reading Scheme	97,500.00	37,142.00
QEF - Enhanced My Pledge to Act Funding Programme	133,000.00	0.00
	8,651,997.03	9,444,947.28

School Fund

	Income	Expenditure
Subscriptions A/C	254,373.37	116,487.18
Approved Collection for Specific Purpose - Air-conditioning	0.00	6,600.00
Approved Collection for Specific Purpose - Printing & Miscellaneous	35,200.00	58,584.10

School-based After-school Learning and Support Programmes 2022/23 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 ___85___ (including A. ___11___ CSSA recipients, B.___60___ SFAS full-grant recipients and C.___14___ under school's discretionary quota).

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

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses ($)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Language Training: English Tutorials (S.1) (2 groups)	4	16	0	85%	Group 1 - 11/10/22- 3/1/23 Group 2- 7/10/22- 16/1/23	$4,000	- Tutor's feedback - Assessment	CHAN Hang Fan TSE Man Ching	According to the tutors' feedback, participants became more confident in learning English. They showed improvement in their reading exam.

Art / Culture activities: School Orchestra	1	15	4	84%	24/9/2022- 24/6/2023	$40,000	- Tutor's assessment	Music Vibration Academy	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)	6	23	7	94.2%	22/9/2022 – 25/10/2022 5/12/2022 – 16/1/2023 3/3/2023 – 28/4/2023 6/6/2023 – 21/6/2023	$12,900	- Internal school assessments	CHAN Wing Chi CHEUNG Sin Yan CHEUNG Kit Yi FUNG Yeuk Lam KWOK Sze Wing KWOK Wing Lam LAM Hoi Yan LEE Sui Yi LIU Choi Yuk LIU Wai Yan MO Yuet Yau SHUM Tan Wa TSE Man Ching	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: Leadership Training Camp	1	21	5	100%	11/07/2023	$12,960	- Advisors' observation - Participants' feedback	The Hong Kong Award for Young People	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	12	75	16		**Total Expenses**	$69,860			
**Total no. of man-times	103								

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: _____);

☐ 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 <u>apparent</u> 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, parents are grateful that their children are funded by the support programme.

Evaluation on Use of Capacity Enhancement Grant in the 2022-2023 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 - Assist the clerical work related to Careers and ECA activities - Go on outings with students for learning activities	- 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 - Support in clerical work was offered	- Some of the work involved in the life planning education and thus workload of the teachers was relieved. - Clerical support provided was useful in helping the teachers focus on improving the teaching and learning strategies. - Students were accompanied to visit - Some of the scheduled visits and outings were cancelled due to the novel coronavirus epidemic.	- A Teaching Assistant should be continued to be employed to provide assistance to the Extra-Curricular Activities Section (ECA) and Careers Section (CS).

Report on the Use of the Promotion of Reading Grant

2022-23 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)

   The reading culture of the whole school has room for growth and can be further enriched. The borrowing rate this year has increased since more reading-related activities were held by the reading promotion committee on the campus without the pandemic. Students' engagement in these activities is observant. Together with the reading-award scheme, students have more chances and opportunities to build a physical linkage to the school library. At the same time, in line with the school's major concern of developing students to become self-directed learners, books regarding note-taking strategies and study skills were displayed. The library also worked to support the core subjects such as Chinese Language and English Language by providing necessary readers and holding book fairs to further develop students' reading habit.

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

   A wide range and variety of reading-related activities including academic week, one-day manager, morning reading sessions and new year activities were held. Also, we continued to target junior form students with the reading-award scheme to promote reading across curriculum. Students enjoyed the activities. The participation rate can be further increased by more promotion by collaborating with other departments and committees in the upcoming year. Through collaborating with different KLAs, plans for having DEAR day to replace morning reading sessions will be carried out to help develop students regular reading habits. Students will be reading books with different subjects as the topics throughout the academic year. S1 students will be practicing their video-taking skills, which they have acquired in the pre-s1 bridging course, through a book recommendation task. The library will also collaborate with the Chinese Language department to offer library introduction sessions. S1

students will have the chance to visit and explore the library in their first month at school so that they can discover books that interest them and borrow them back home. Book crossing and teachers' recommendations will also be conducted to further develop the reading culture outside the library. Finally, with the e-readers bought last year, we are holding to develop students' reading habit on online platforms as well.

Part 2: Financial Report

	Item *	Actual expenses ($)
1.	Purchase of Books	
	✓ Printed books	37,115.3
	✓ e-Books	
2.	Web-based Reading Schemes	
	✓ eRead Scheme	10,450
	. Other scheme： _____	
3.	Reading Activities	
	. Hiring writers, professional storytellers, etc. to conduct talks	
	. Hire of service from external service providers to organise learning activities related to the promotion of reading	845
	. Paying the application fees for students to participate in reading activities and competitions	
	✓ Subsidising students to participate in or apply for fee-charging reading related activities or courses	
4.	Others	
	✓ Printed magazines	2,222
	Total	50,632.3
	Unspent Balance	13,349.7

* 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 (2022-2023)

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 teachers to participate in Mainland interflow activities or study tours	Subsidizing the fees and travelling expenses incurred by teachers' participation in Mainland interflow activities	$0	-	The Mainland study tour was fully subsidized by the EDB. No extra costs were incurred.
(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 (will be organized for S.4 students during post-exam period)	$0	-	As the Mainland Study Tour was held in June, there was shortage of manpower in organizing local visit for S.4 students during post-exam period.

姊妹學校交流報告書
2022/2023 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. 河源市第一中學
2.
3.
4.
5.

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

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

教師層面 達至預期目標程度	F1 ☐ 完全達到	F2 ☐ 大致達到	F3 ☐ 一般達到	F4 ☐ 未能達到

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	☑	描述	編號	☑	描述
G1	☐	探訪/考察	H1	☐	增進對內地的認識和了解
G2	☐	課堂體驗	H2	☐	增加對國家的歸屬感/國民身份的認同
G3	☐	生活體驗	H3	☐	擴闊視野
G4	☐	專題研習	H4	☐	建立友誼
G5	☐	遠程教室/視像交流/電子學習交流	H5	☐	促進文化交流
G6	☐	文化體藝交流	H6	☐	增強語言/表達/溝通能力
G7	☐	書信交流	H7	☐	提升自理能力/促進個人成長
G8	☐	其他(請註明)：	H8	☐	豐富學習經歷
			H9	☐	其他(請註明)：

學生層面 達至預期目標程度	I1 ☐ 完全達到	I2 ☐ 大致達到	I3 ☐ 一般達到	I4 ☐ 未能達到

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

家長層面 達至預期目標程度	L1 ☐ 完全達到	L2 ☐ 大致達到	L3 ☐ 一般達到	L4 ☐ 未能達到

監察/評估方法如下：		
編號	☑	監察/評估方法
M1	☐	討論
M2	☐	分享
M3	☐	問卷調查
M4	☐	面談/訪問
M5	☐	會議
M6	☐	觀察
M7	☐	報告
M8	☐	其他(請註明):

全年財政報告：			
編號	☑	交流項目	支出金額
N1	☐	到訪內地姊妹學校作交流的費用	HK$
N2	☐	在香港合辦姊妹學校交流活動的費用	HK$
N3	☐	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	☐	視像交流設備及其他電腦設備的費用	HK$
N5	☐	交流物資費用	HK$
N6	☐	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	☐	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	☐	其他(請註明):	HK$
N9	☐	學年總開支	HK$
N10	☑	沒有任何開支	不適用

反思及跟進：		
編號	☑	內容
O1	☐	有關交流活動的層面 *[如適用，請註明]*
O2	☐	有關交流活動的形式/內容 *[如適用，請註明]*
O3	☑	有關交流活動的時間安排 *[如適用，請註明]* *兩校將於2023年10月透過視像會議商討有關學年活動安排細節*
O4	☐	有關交流活動的津貼安排 *[如適用，請註明]*
O5	☐	有關承辦機構的組織安排*[如適用，請註明]*
O6	☐	其他(請註明)：

交流參與人次：			
編號	☑	層面	交流參與人次
P1	☐	本校學生在香港與姊妹學校交流的人次	_____人次
P2	☐	本校學生到訪內地與姊妹學校交流的人次	_____人次
P3	☐	本校學生參與交流的總人次	_____總人次
P4	☐	本校教師參與交流的總人次	_____總人次
P5	☑	本校學校管理人員參與交流的總人次	___1___總人次

備註：