



# **POPE PAUL VI COLLEGE**

## **Annual School Plan**

**2010-2011**

## **SCHOOL MISSION**

Pope Paul VI College, established in 1969, is a Catholic EMI subsidized 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 their contribution to society and the world as responsible individuals.

Our school motto is **“Love and Service”**.

## **SCHOOL'S MAJOR CONCERNS**

1. To help students realize the importance of self-discipline and self-management skills so that they will become independent, self-directed learners
2. To provide a rich collaborative learning and teaching culture in which learner diversity is acknowledged and addressed

**Major Concern : To help students realize the importance of self-discipline and self-management skills so that they will become independent, self-directed learners**

<b>Strategies / Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
1. Organize structured study groups in S.1 - Students have to join at least one study group in the following subjects: Integrated Humanities, Integrated Sciences, Mathematics and English - One student of each group will be chosen as the group leader who will help arrange the schedule & the learning activities for her group - Regular meetings will be conducted	Throughout the year	- 70% of the students reflect that they have become more independent in learning. - A better atmosphere of independent learning has been developed.	- Questionnaire - Teachers' & students' feedback	Academic Committee Academic Committee	

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>2. Give guidance and advice to S.1-S.5 students to prepare their Personal Development Profile</p> <p><u>Focus</u></p> <p>S.1-S.3 : Habits, interpersonal relationship and personal goals</p> <p>S.4-S.5 : Other Learning Experiences (Aesthetic development, Physical development, Moral &amp; Civic education, Community service, Career-related experiences)</p> <ul style="list-style-type: none"> <li>- Students reflect on their habits, strengths and weaknesses</li> <li>- Students set goals</li> <li>- Students implement their action plans</li> <li>- Students have self-evaluation</li> <li>- Class teachers give feedback regularly</li> </ul>	<p>September 2010 to May 2011</p>	<ul style="list-style-type: none"> <li>- 60% of the participants agree that the Profile helps them enhance self-management skills.</li> <li>- 60% of the participants agree that the Profile helps them become more independent and self-directed in learning.</li> <li>- 60% of the teachers concerned agree that the Profile helps students develop good habits and become more self-directed in learning.</li> </ul>	<ul style="list-style-type: none"> <li>- Questionnaire</li> <li>- Questionnaire</li> <li>- Teachers' feedback</li> </ul>	<p>Vice-Principal Counselling Team Careers Section OLE Task Group</p> <p>Vice-Principal Counselling Team Careers Section OLE Task Group</p> <p>Vice-Principal Counselling Team Careers Section OLE Task Group</p>	<p>\$ 3000</p>

<b>Strategies / Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
3. Implement the Merit Award System to recognize students' positive attitude and good performance in four aspects	Throughout the year	- 60% of the students get at least one merit.	- Record	Discipline Committee	
a) Conduct		- 70% of the students agree that the Merit Award System can stimulate their motivation towards self-enhancement.	- Questionnaire	Discipline Committee	
b) Learning Attitude					
c) Leadership & Participation in Inter-school Competitions					
d) Service to School					
- Introduce the aims and details to the students	September 2010	- 70% of the students agree that the Merit Award System can help them develop good attitudes and become more self-directed in learning.	- Questionnaire	Discipline Committee	
- Mid-year promotion	January 2011				
- Teachers give recommendations	Throughout the year				
- Prepare the merit award record	July 2011				

**Major Concern : To provide a rich collaborative learning and teaching culture in which learner diversity is acknowledged and addressed**

<b>Strategies / Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
<p>1. Staff Development</p> <p>(a) Arrange a joint school staff development programme with the theme of catering for learner diversity under NSS</p> <p>- The programme will include a talk and sharing sessions among teachers of participating schools</p>	15 October 2010	<p>- 70% of the teachers agree that the programmes can help them understand more strategies to cope with learner diversity.</p>	- Questionnaire	Staff Development Committee	Guest Speaker (a) Mr. Morton Chan
<p>(b) Arrange a workshop on catering for learner diversity</p>	18 November 2010	<p>- 70% of the teachers agree that the programmes can stimulate their reflections on their existing teaching strategies &amp; enable them to make improvements.</p>	- Questionnaire	Staff Development Committee	(b) Mr. Chiu Chi Shing
<p>2. Collaborative Teaching which focuses on addressing learner diversity will be practised.</p> <p>- Sharing of some good lesson plans among the teachers</p>	September 2010 to June 2011	<p>- 70% of the participants agree that their collaborative lesson plans can cater for learner diversity effectively.</p>	- Teachers' feedback	Academic Committee	

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>3. Split class teaching will be practised in the following subjects and classes:</p> <p>English Language 1D, 1E Chinese Language 1D Mathematics 1E, 2C</p> <p>- Subject teachers will collaborate to develop teaching strategies and materials for the classes concerned</p>	Throughout the year	- Tasks undertaken meet the success criteria as laid down in the subject programme plans.	- Methods as stated in the subject programme plans	Panel Chairperson of English, Chinese and Mathematics Department	Resources required as stated in the subject programme plans
<p>4. Join the ‘School-based Curriculum Development Support Services for Secondary Schools’ to deal with the problem of learner diversity in S.1 Mathematics</p> <p>- Discussion will be focused on several selected topics</p>	Throughout the year	<p>- Worksheets, teaching materials or learning activities are prepared for the selected topics.</p> <p>- Teachers involved agree that the teaching materials or learning activities are effective in catering for learner diversity.</p>	<p>- Feedback from teachers</p> <p>- Feedback from teachers</p>	Panel chairperson of Mathematics Department	Representatives from the Support Section of the EDB



**School-based After-school Learning and Support Programmes 2010/11 s.y.  
Programme Plan**

**Name of School:** Pope Paul VI College

**Project Coordinator:** Mrs. Alice Au      **Contact Telephone No.:** 24208155

**Information on Activities to be subsidized/complemented by the grant**

Name of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of target students <sup>#</sup> benefitted	Estimated expenditure (\$)	Name of partner/service provider (if applicable)
English Enhancement Course	<ul style="list-style-type: none"> <li>- To boost students' confidence in learning English</li> <li>- To consolidate students' foundation in English and prepare them better for academic subjects taught in English</li> </ul>	<ul style="list-style-type: none"> <li>- Participants become more confident in learning English.</li> </ul>	Tutor's feedback	9 August to 20 August 2010	7	\$10,000	Tutor: Ms. Wong

Name of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of target students <sup>#</sup> benefitted	Estimated expenditure (\$)	Name of partner/service provider (if applicable)
School Team Training - Basketball Team - Volleyball Team - Handball Team	<ul style="list-style-type: none"> <li>- To enhance students' self-confidence and co-operation with others</li> <li>- To improve students' skills in various sports</li> </ul>	<ul style="list-style-type: none"> <li>- Participants become more confident and they develop team spirit.</li> <li>- 70% of the participants in various school teams find the program helpful in improving their skills.</li> </ul>	Advisor's observation	September 2010 to May 2011	25	\$13,750	
Fun in Dance Course	<ul style="list-style-type: none"> <li>- To enhance students' self-confidence and co-operation with others</li> <li>- To cultivate students' fondness of dancing</li> </ul>	<ul style="list-style-type: none"> <li>- Participants become more confident and develop team spirit.</li> </ul>	Advisor's observation	October 2010 to May 2011	6	\$1,800	Nine Lives

Name of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of target students <sup>#</sup> benefitted	Estimated expenditure (\$)	Name of partner/service provider (if applicable)
Personal Growth Group A Cyberteen Gathering & Adventure Based Camp	<ul style="list-style-type: none"> <li>- To enhance students' self confidence &amp; cultivate their sense of responsibility</li> <li>- To strengthen students' problem solving skills</li> <li>- To foster mutual support among group members and mentors</li> </ul>	<ul style="list-style-type: none"> <li>- 75% of the participants find the program useful.</li> </ul>	<ul style="list-style-type: none"> <li>- Questionnaire</li> <li>- Advisor's observation</li> </ul>	October 2010 to May 2011	15	\$4,500	Social Worker Ms. Ma
Personal Growth Group B Hip Hop Bond	<ul style="list-style-type: none"> <li>- To enhance students' self confidence, problem solving &amp; interpersonal skills</li> <li>- To enhance students' concern for society through voluntary service</li> </ul>	<ul style="list-style-type: none"> <li>- 70% of the participants find the training course useful.</li> </ul>	<ul style="list-style-type: none"> <li>- Advisor's observation</li> <li>- Questionnaire</li> </ul>	October 2010 to May 2011	6	\$3,000	YMCA (Hin Keng Branch)

Name of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of target students <sup>#</sup> benefitted	Estimated expenditure (\$)	Name of partner/service provider (if applicable)
Love and Service Band	<ul style="list-style-type: none"> <li>- To develop students' potential in playing musical instruments</li> <li>- To boost students' self-confidence and co-operation with others</li> </ul>	<ul style="list-style-type: none"> <li>- Participants are able to play the musical instruments individually and together with all other band members.</li> <li>- Participants become more confident and they develop team spirit.</li> </ul>	Instructor's assessment	Mid-Oct 2010 to August 2011	10	\$14,000	Tutor: Mr. YungYut Tosponapinun
Mathematics Olympiad Course	<ul style="list-style-type: none"> <li>- To enrich students with more subject knowledge and problem solving techniques in Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>- 70% of the participants find the training course useful.</li> </ul>	Questionnaire	November 2010 to April 2011	10	\$3,000	Canotta Maths Learning Centre

Name of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of target students <sup>#</sup> benefitted	Estimated expenditure (\$)	Name of partner/service provider (if applicable)
Wild Camp Leadership Training	<ul style="list-style-type: none"> <li>- To nurture leader qualities</li> <li>- To foster mutual support among participants</li> <li>- To enhance students' self confidence, problem solving and interpersonal skills</li> </ul>	<ul style="list-style-type: none"> <li>- 70% of the participants find the activity useful.</li> </ul>	<ul style="list-style-type: none"> <li>- Advisor's observation</li> <li>- Questionnaire</li> </ul>	December 2010	20	\$7,000	STEP Training & Development Centre Limited
Leadership Training Course for Counselling Team Assistants	<ul style="list-style-type: none"> <li>- To nurture leader qualities of CTA</li> <li>- To foster mutual support among participants</li> <li>- To equip the members with good communication skills</li> </ul>	<ul style="list-style-type: none"> <li>- 70% of the participants find the course useful.</li> </ul>	<ul style="list-style-type: none"> <li>- Advisor's observation</li> <li>- Questionnaire</li> </ul>	December 2010	20	\$8,000	YMCA (Hin Keng Branch)

Note:

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

Three Year Plan – Measures to Broaden Students’ Choices of Elective Subjects and  
Provision of Gifted Education Programme for 2010/11 to 2012/13 Cohort of Senior Secondary Students

The following programmes are adopted with the support of EDB’s Diversity Learning Grant (DLG):

DLG Funded programmes	Strategies & Benefits Anticipated	Name of Programme and Programme Provider	Duration of the Programme	Target Students	Estimated no. of Students Involved in Each School Year			Evaluation Method and Success Indicators	Teacher-in-charge
					10/11	11/12	12/13		
Other Programmes (Network Programme)	In view of the small number of students opting for Ethnic & Religious Education (ERS), this network programme with 8 other Catholic schools can help to cater for students’ diverse needs and interest in learning	Ethnic and Religious Education (network programme)	3 years	S.4-6 students of this cohort of students	10/11	11/12	12/13	<ul style="list-style-type: none"> <li>✧ Assessment of students’ performance</li> <li>✧ Students performance in the HKDSE Examination</li> </ul>	The ERS teachers of the 9 Catholic schools which join this network programme
					9	9	9		

DLG Funded Programmes	Strategies & Benefits Anticipated	Name of Programme and Programme Provide	Duration of the Programme	Target Students	Estimated no. of Students Involved in Each School Year			Evaluation Method & Success Indicators	Teacher-in-charge
					10/11	11/12	12/13		
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"> <li>- broaden their knowledge and learn extra skills in Maths.</li> <li>- master more techniques in problem-solving</li> <li>- learn some enrichment topics in Maths.</li> <li>- cultivate greater interest in Maths</li> </ul>	Mathematics Enhancement Course provided by Canotta Maths. Learning Centre	6 months (from October 2010 to April 2011)	Top 24 students of S.4 in Mathematics	10/11 24	11/12 /	12/13 /	<ul style="list-style-type: none"> <li>✧ Questionnaires to collect students' feedback</li> <li>✧ Assessment of students' performance</li> </ul>	Mrs. Rebecca Chan – Panel Chairperson of the Mathematics Department

**Plan on Use of Capacity Enhancement Grant (2010-2011)**

Name of School: Pope Paul VI College

Means by which teachers have been consulted: Subject panel meetings and staff meetings, plans proposed by subject panel chairpersons

No. of operating classes: 31

**Chinese Language**

<b>Task Ares</b>	<b>Major Area(s) of Concern</b>	<b>Implementation Plan</b>	<b>Benefits Anticipated</b>	<b>Implementati on Schedule</b>	<b>Resources Required</b>	<b>Success Criteria</b>	<b>Method(s) of Evaluation</b>	<b>People responsible</b>
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 a full-time teacher assistant to: <ul style="list-style-type: none"> <li>- conduct group discussion sessions for S.3 (after school) to enhance students' speaking skills</li> <li>- assist teachers in organizing and implementing learning and teaching activities</li> <li>- conduct summer courses for students</li> <li>- help handle clerical work of the Department</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers' load in administrative work of SBA and TSA will be relieved</li> <li>- Students' speaking skills will be enhanced</li> </ul>	From 1-9-2010 to 31-8-2011	Salary of the teacher assistant \$10,710 per month (including 5%MPF) for 12 months  Total: \$128,520	<ul style="list-style-type: none"> <li>- Practical and flexible logistical arrangements to facilitate the implementation of SBA and TSA</li> <li>- Students' speaking skills have been upgraded</li> <li>- Most of the teachers of the Chinese Language Department agree that the teacher assistant help relieve their work load of SBA and TSA</li> </ul>	Performance appraisal on the teaching assistant	Panel Chairperson (Mrs. J. Wong) and teachers of the Chinese Language Department



**English Language**

<b>Task Ares</b>	<b>Major Area(s) of Concern</b>	<b>Implementation Plan</b>	<b>Benefits Anticipated</b>	<b>Implementation Schedule</b>	<b>Resources Required</b>	<b>Success Criteria</b>	<b>Method(s) of Evaluation</b>	<b>People responsible</b>
Promotion of English Learning Activities	To facilitate the running of the English Learning & Teaching Support Centre (ELTSC)	To employ a full-time English teaching assistant to  1. prepare learning materials used in the ELTSC and promote learning activities in the Centre  2. assist the NET in conducting Reading and Speaking lessons in the junior forms  3. help English teachers with clerical work to reduce their workload	1. Learning materials in the English Learning and Teaching Support Centre (ELTSC) will be fully utilized.  2. Teachers' workload will be eased.	From 1-8-2010 to 31-7-2011	Salary of the teaching assistant - \$11854.5 per month (including 5% MPF) for 12 months  Total: \$142,254	1. The attendance rate in the ELTSC Centre activities is high.  2. Teachers' feedback collected is positive.	- Students' response to the ELTSC activities  - Performance appraisal on the teaching assistant	Mrs. K. Tso (Panel Chairperson of the English Language Department)

## Mathematics

Task Ares	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Success Criteria	Method(s) of Evaluation	People responsible
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"> <li>- assist teachers in preparing teaching materials, especially for the NSS curriculum</li> <li>- assist teachers in organizing and conducting subject-related activities</li> <li>- conduct enhancement lessons for 2 groups of S.4 students</li> <li>- supervise the weaker students to finish their homework assignments</li> <li>- help students solve their problems in learning Mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>- 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</li> <li>- The weaker students will be given more remedial support</li> </ul>	From September 2010 to July 2011	Salary of the teaching assistant- \$12,075 (including 5%MPF) for 11 months  Total: \$144,900	<ul style="list-style-type: none"> <li>- Most of the Mathematics teachers find the Teacher Assistant helpful</li> <li>- Positive feedback from the students</li> <li>- The learning needs of the weaker students are taken care of</li> </ul>	<ul style="list-style-type: none"> <li>- Feedback from teachers and students</li> <li>-Performance appraisal on the Teacher Assistant</li> </ul>	Mrs. R. Chan – Panel Chairperson of the Mathematics Department

## School Ball Teams

Task Ares	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Success Criteria	Method(s) of Evaluation	People responsible
Skills enhancement programme for School Ball Teams	<ul style="list-style-type: none"> <li>-To relieve teachers' workload in after-school training of the various sports teams</li> <li>- To improve students' skills in various sports and develop their sportsmanship</li> </ul>	To employ professional instructors to train the following school teams: <ul style="list-style-type: none"> <li>- Basketball Team (twice a week)</li> <li>- Volleyball Team (twice a week)</li> <li>- Handball Team (twice a week)</li> <li>- Rugby training (5 two-hour sessions)</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers' workload in after-school training of the various sports teams can be relieved so that they can concentrate more on their normal teaching duties</li> <li>- Students' sportsmanship and skills in various sports will be enhanced</li> </ul>	September 2010 to May 2011	Training fees for the instructors: <ul style="list-style-type: none"> <li>- Basketball Team: \$19,000</li> <li>- Volleyball Team: \$19,000</li> <li>- Handball Team: \$15,000</li> <li>- Rugby training: \$2,400</li> </ul> Total:\$55,400	<ul style="list-style-type: none"> <li>- 70% of the students in various school sports teams find the training programmes helpful in improving their sports skills</li> <li>- The Ball Teams show improved performance in inter-schools competition</li> </ul>	<ul style="list-style-type: none"> <li>- Observation of students' performance</li> <li>- Feedback from students and PE teachers</li> </ul>	Ms Y.P. Ho

**Total Expenses: \$ 471,074**

**The plan has been endorsed by the School Management Committee.**