



POPE PAUL VI COLLEGE

School Development Plan

2012/13 - 2014/15

SCHOOL 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).

The 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 a contribution to society and the world as responsible individuals.

Our school motto is “Love and Service”.

SWOT ANALYSIS

Our Strengths:

1. The school has a clear mission and set of goals based on Christian values which are instrumental in nurturing students' moral, intellectual, physical, social, aesthetical and spiritual development.
2. The school has created a warm, caring and supportive school environment which is conducive to both learning and teaching.
3. The school prides itself on the provision of a variety of effective student support services which aim at the holistic development of students.
4. Our teachers are dedicated and professionally competent. They have built up a culture of professional collaboration and are well equipped for the current curriculum and pedagogical changes. They foster a positive rapport with all students, and enjoy an amicable working relationship among themselves and with the School Management.
5. Our students are amiable and well behaved. They are willing to learn and have very good academic potential. They are also enthusiastic in supporting peers and participating in community services.
6. The School Sponsoring Body, the Parent-Teacher Association and the Alumnae Association have been very supportive of the school. They have rendered valuable assistance in many ways to the School Management in providing quality education for its students.

Our Weaknesses:

1. Students' self-confidence as well as their independent and self-directed learning skills need to be further enhanced.
2. The problem of learner diversity needs to be more effectively addressed. The school has to put more effort in catering for the needs of the gifted students as well as supporting students with special education needs.
3. Many of our students are from grass-roots families and some of them are not given sufficient family support for their diverse needs.

Our Opportunities:

1. The implementation of the New Senior Secondary Curriculum not only provides more opportunities for students to enrich their learning experiences and develop their generic skills but also allows more opportunities for teachers' professional collaboration and development.
2. Our team of new teachers are young and energetic. They are enthusiastic in keeping themselves abreast of the recent curriculum change and are more receptive to a paradigm shift in their teaching strategies in order to address students' learning needs.
3. The optimization of class structure provides an opportunity for the school to flexibly utilize government resources during the transitional period. It is hoped that the learning needs of the students, especially that of the senior formers, will be more effectively addressed.

Our Threats:

1. The prevailing social trends and values which place undue emphasis on material pursuits and opportunistic advancement pose a challenge to the realization of our school's vision and mission.
2. The recent education reforms and the implementation of the New Senior Secondary Curriculum have posed heavy workload and exerted much pressure on the teachers.
3. The implementation of the new senior academic structure and curriculum means that there will be a larger proportion of academically less able students in the senior forms. This situation will pose challenges for the teachers in catering for greater learner diversity
4. The drop in the population of secondary school students in the coming years will adversely affect the number of students enrolling and the stability of the education sector.
5. Some of our senior and most experienced teachers/middle managers have retired or will soon reach their retirement age. This situation requires the School Management to prepare succession planning well in advance and to provide more training opportunities for middle managers or potential middle managers.

MAJOR CONCERNS FOR 2012/13 – 2014/15

1. To foster a healthy school environment conducive to the nurturing of students' positive values.
2. To enable students to embrace challenges through various learning experiences so that they could establish new perspectives in life.
3. To enhance teachers' professional capacity so that they could provide guidance and support to meet students' developmental needs.

School Development Plan (2012/13 – 2014/15)

Major Concerns	Expected Outcomes / Targets	Strategies	Time Scale		
			12/13	13/14	14/15
1. To foster a healthy school environment conducive to the nurturing of students' positive values.	1. A clean and green school environment is created for learning.	1. Improve school facilities for health promotion and environmental protection.	✓	✓	✓
	2. Students develop a healthy lifestyle: doing regular physical exercises, maintaining a balanced diet, cultivating confidence, establishing an optimistic outlook, building good interpersonal relationship and leading a green life.	2. Join the QEF Thematic Network on Healthy Schools to have a comprehensive review on students' health behaviour and specific school needs. The School Health Policy and the curriculum, learning activities of health education will be evaluated with reference to the professional feedback from the Centre for Health Education and Health Promotion.	✓	✓	✓
	3. Students will try to live a simple, healthy and meaningful life gratefully based on Christian values. They treasure what they have and concern for the needy. They strive to better themselves in spiritual growth.	3. Organize a range of learning activities for students and their parents to promote healthy life and positive values.	✓	✓	✓
		4. Continue to nurture positive values to students through channels such as: ✧ Religious and Moral Education lessons	✓	✓	✓

		<ul style="list-style-type: none"> ✧ Religious activities (e.g. faith and experience sharing, prayer meetings, liturgy, etc.) ✧ civic education ✧ class teacher periods ✧ hall assemblies ✧ whole-school activities such as talks, competitions, visits, social services etc. <p>5. Strengthen class management and build up class ethos.</p>	✓	✓	✓
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Major Concerns	Expected Outcomes / Targets	Strategies	Time Scale		
			12/13	13/14	14/15
2. To enable students to embrace challenges through various learning experiences so that they could establish new perspectives in life.	<ol style="list-style-type: none"> 1. Students' self-affirmation and self-esteem is enhanced. 2. Students are able to resist temptation and embrace challenges. 3. Students are enthusiastic in their academic pursuit. They are able to overcome challenges in learning and become self-directed learners. 	<ol style="list-style-type: none"> 1. Organize school-based courses and activities to help students build up stronger self-esteem. 2. Implement more whole-school award systems to strengthen students' self-affirmation. 3. Establish more ambassador teams to allow students to develop their leadership potential. 4. Organize school-based leadership training programmes to foster students' leadership skills. 5. Implement Cross Curricular Project-Based Learning in S.1 to S.3 6. Carry out the Mentorship Scheme to enable students to develop self-directed learning skills and overcome challenges in learning. 	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>

Major Concerns	Expected Outcomes / Targets	Strategies	Time Scale		
			12//13	13/14	14/15
3. To enhance teachers' professional capacity so that they could provide guidance and support to meet students' developmental needs	<ol style="list-style-type: none"> 1. Teachers are adequately and well equipped with the necessary knowledge and skills to cater for the learning and developmental needs of students. 2. A mutual support network is built among teachers (especially class teachers of S.4-S.6) to support the senior formers in such matters as preparation for the HKDSE Examination, further studies, careers paths, and etc.. 3. On-going teachers' professional sharing and collaboration across disciplines and committees is fostered. 	<ol style="list-style-type: none"> 1. Organize school-based and joint schools staff development programmes to foster on-going teacher professional development. 2. Organize more class teachers and /or cross-disciplinary sharing sessions to disseminate good practices and enhance mutual support among class teachers. 3. Join some network programmes to allow more opportunities for professional sharing with teachers of other schools. 4. Arrange teachers to attend professional development programmess organized by EDB, Hok Yau Club and other institutions. 	✓	✓	✓