



POPE PAUL VI COLLEGE

School Development Plan

2015/16 - 2017/18

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 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. Our teachers are dedicated and professionally competent. Most of them have accumulated experiences in teaching. More room has been created for teachers to share their pedagogical skills to further improve the academic achievements of the students. Teachers have fostered a positive rapport with all students, and enjoy an amicable working relationship among themselves and with the School Management.
4. Our students not only have good academic potential, but also possess good qualities such as being amiable, well- behaved, humble and selfless. These virtues are displayed when they give support to their peers and participate in community services.
5. 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. 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.
2. Many of our students are from grass-roots families and some of them are not given sufficient family support for their studies, their growth and their other needs.
3. Some teachers are hesitant and have reservation when adopting new pedagogies. Some are not sensitive enough to students' learning needs and unable to observe the needs of updating teaching contents and approaches to meet the diverse interests and needs of students.
4. Students' interests in reading needs to be further enhanced.

Our Opportunities:

1. The implementation of the New Senior Secondary (NSS) Curriculum provides more opportunities for teachers to develop themselves in the academic and the non-academic areas. A culture of learning community has been cultivated and students' various learning needs are better addressed as network-schools have been formed to further enhance learning and teaching in different disciplines.
2. More new teachers will be employed due to the early retirement of some experienced teachers. The new teachers have had previous experiences from different schools and they will be able to bring in more innovative ideas to the School.
3. As more and more of our HKDSE graduates are now pursuing studies and working in different sectors, they will be invited to share their experiences in the tertiary education and in their workplace with their younger counterparts.
4. The establishment of the Incorporated Management Committee (IMC) encourages more participation in formulating School policies. Different stakeholders are consulted for views before decisions are made, which results in higher transparency in the School administration.
5. Inclusive education will be further promoted as more non-Chinese speaking (NCS) students may be allocated to our School and more students with special educational needs will be identified.
6. The School prides itself on the provision of a variety of effective student support services which aim at the holistic development of students. Students with special educational needs and the non-Chinese speaking (NCS) students will be better taken care of with the provision of the School-based educational psychologist.

7. Students' non-academic talents and potentials have been further developed after the implementation of the New Senior Secondary Curriculum (NSS). Students have gradually become Learning Experiences Designers as ample opportunities have been provided for them to participate in internal and external activities. A leading role has been formed especially when they take part in the events held in the non-academic aspects.
8. The class size has been reduced, which allows teachers to give more individual attention and support to students.

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 implementation of the New Senior Secondary (NSS) Curriculum has posed heavy workload and exerted much pressure and stress on the teachers.
3. The continuous drop in the population of secondary school students has adversely affected the number of students enrolling and the stability of the education sector.
4. More and more senior and most experienced teachers/middle managers will 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, however, staff morale might be adversely affected due to job instability.

MAJOR CONCERNS FOR 2015/16 – 2017/18

1. To create a Gospel atmosphere in the school campus and to promote spiritual education in the School
2. To ignite a passion for learning and to seek the truth
3. To maintain a professional and empathetic staff community and to support students' holistic development

School Development Plan (2015/16 – 2017/18)

Major Concerns	Expected Outcomes / Targets	Strategies	Time Scale		
			15/16	16/17	17/18
<p>1. To create a Gospel atmosphere in the school campus and to promote spiritual education in the School</p>	<p>1. To help students treasure and develop their own potentials</p> <p>2. To help students understand their own limitations and make improvements on them.</p> <p>3. To help students respect and appreciate others</p> <p>4. To help students appreciate Nature and treasure God’s creations</p>	<p>1. To create more platforms for students to appreciate one another’s contributions to their own learning</p> <p>2. To provide opportunities for students to realize their strengths and weaknesses</p> <p>3. To embrace and appreciate Nature</p> <p>4. To design meaningful activities to help students reflect on their learning</p> <p>5. To organize and implement activities and verbal and written tasks to help students demonstrate their aesthetic abilities</p>	✓	✓	✓

Major Concerns	Expected Outcomes / Targets	Strategies	Time Scale		
			15/16	16/17	17/18
2. To ignite a passion for learning and to seek the truth	<ol style="list-style-type: none"> 1. To design meaningful activities to motivate students' learning attitude 2. To help students build up positive learning attitude outside classroom 3. To cater for learners' diversity to meet individual needs 	<ol style="list-style-type: none"> 1. To arrange split classes and/or small group teaching in Chinese Language, English Language, Mathematics and Liberal Studies 2. To design classwork or homework of different levels of difficulty based on students' abilities 3. To make use of different varieties of teaching resources and appropriate teaching strategies to motivate students' learning in class 4. To provide opportunities for students to take part in pair work and group work in the lessons and outside the lesson 5. To raise questions of different levels in the lessons and set various types of questions for formative and summative assessments 	✓	✓	✓

Major Concerns	Expected Outcomes / Targets	Strategies	Time Scale		
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3. To maintain a professional and empathetic staff community and to support students' holistic development	<ol style="list-style-type: none"> 1. To enhance staff's sharing culture at departmental, committee and school level 2. To cultivate staff's spiritual values so that they will be able to help promote spiritual education at School 	<ol style="list-style-type: none"> 1. To implement collaborative teaching, lesson observation and evaluation in response to MC1 and MC2 2. To arrange sharing sessions for members to share the good practice of learning and teaching. 3. To give thanks to God in daily work 	✓	✓	✓