



# **POPE PAUL VI COLLEGE**

## **Annual School Plan**

**2015-2016**

## **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”**.

## **MAJOR CONCERNS FOR 2015-2016**

1. To cultivate aesthetic and self-reflective qualities and to live a joyful and grateful life
2. To arouse in students a genuine interest in learning and to motivate them to become diligent knowledge seekers
3. To support our staff community in the implementation of spiritual education

**1. Major Concern: To cultivate aesthetic and self-reflective qualities and to live a joyful and grateful life**

Strategies / Task	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
1. To create more platforms for students to appreciate one another's contributions to their learning	Whole year	At least 60% of the participants will have a better understanding of themselves and prepare better for the world of work after participating in the Career Exploration Program.	Teachers' feedback & students' questionnaires	Careers Section	
2. To provide opportunities for students to realize their strengths and weaknesses	March 2016	At least 60% of the S.5 students will know more about the profession after taking part in the Scheme 「卓育菁莪」生涯規劃講座計劃.			
3. To embrace and appreciate Nature	Whole year	At least 60% of the students will understand more about their strengths, weaknesses and career aptitude after attending the Life Planning Education lessons.			
4. To design meaningful activities to help students reflect on their learning	Whole year	At least 90% of the participants in the Careers Related Experiences activity will write a reflection which includes at least one thing that they learn from the activity.			
5. To organize and implement activities and verbal and written tasks to help students demonstrate their aesthetic abilities					

Strategies / Task	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
	November 2015	At least 80% of the S.1 students will know about their strengths and weaknesses and reflect on their learning after participating in the Education Camp.	Teachers' feedback & students' questionnaires	Counselling Team	
	January to March 2016	At least 70% of the Smart Team members in S.2 will be able to perform the tricks after the training sessions.			
	Whole year	At least 80% of the students will write reflections on their daily life experiences and learning seriously in the booklets.			
	September & November 2015	At least 80% of the attendants will agree that the two Support Programme help their learning in S.1.			
	February 2016	At least 80% of the attendants will be able to clarify some of their concepts and values in life after attending the workshop on Sex Education.			
	October 2015 & November 2015	At least 80% of the S.6 & S.5 students will be able to clarify some of their concepts and values in life after attending the workshop on Reducing Study Pressure.			

Strategies / Task	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
	Whole year	At least 80% of the S.1 students will appreciate what the Big Sisters do for them.			
	Whole year	At least 60% of the participants will meet the requirements in the Level Up Scheme by setting goals to improve their undesirable habits and self-discipline.	Evaluation on data	Discipline Committee	
	Whole year	At least 60% of the students will respect and appreciate the strengths of their teammates and the service targets after joining the 'Eye on the Community' Programme.  At least 60% of the House Committee members' house spirit and positive value of sportsmanship among house members will be enhanced.	Students' questionnaires  Teachers' feedback & students' questionnaires	Extra-curricular Activities Section	
	Whole year  March 2016	At least 70% of the students will appreciate Nature more after reading the books recommended.  At least 70% of the students will appreciate other classmates' efforts of choosing good books to share in the Reading Sharing Parties 'Reading Merry-go-round'.  At least 70% of the student-presenters will understand their own strengths and be able to make improvement from others' comments.	Students' questionnaires  Teachers' feedback & students' questionnaires	Library & Reading Promotion Committee	
	January 2016	At least 70% of the participants will learn that happiness is gained through giving a helping hand to others and feel grateful after participating in the activity 「家校同心齊送溫暖」.	Students' questionnaires & parent's questionnaires	PTA Committee	

Strategies / Task	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
	Whole year	<p>At least 70% of the departments will create platforms for students to appreciate one another's contributions to their learning.</p> <p>At least 70% of the subjects will provide opportunities for students to realize their strengths and weaknesses.</p> <p>At least 70% of the subjects will provide opportunities for students to embrace and appreciate Nature.</p> <p>At least 70% of the subject teachers will design meaningful activities to help students reflect on their learning.</p> <p>At least 70% of the departments will organize and implement activities to help students demonstrate their aesthetic abilities.</p> <p>At least 70% of the subject teachers will implement verbal and written tasks to help students demonstrate their aesthetic abilities.</p>	Panel Chairpersons', subject teachers' & students' questionnaires	All departments	

**2. Major Concern: To arouse in students a genuine interest in learning and to motivate them to become diligent knowledge seekers**

<b>Strategies / Task</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
1. To arrange split classes and/or small group teaching in Chinese Language, English Language, Mathematics and Liberal Studies	October 2015	At least 75% of the students will be able to score marks higher than 75% of the total marks in the quiz on school regulations.	Quiz results	Discipline Committee	
	January to May 2016	At least 60% of the subject teachers will agree that the I.T. Prefects' positive attitude are shown when helping teachers to use I.T. facilities.	Teachers' questionnaires	IT Committee	
2. To design classwork or homework of different levels of difficulty based on students' abilities	Whole year	At least 70% of the students will agree that the book displays recommend useful subject-related books for their self-learning.	Students' questionnaires	Library & Reading Promotion Committee	
3. To make use of different varieties of teaching resources and appropriate teaching strategies to motivate students' learning in class	December 2015 to April 2016	At least 70% of the students will build up positive learning attitude in the 'Academic Months'			
	Whole year	All subjects with the arrangement of split classes and/or small group teaching will adopt suitable strategies in teaching.	Teachers' questionnaires	Chinese Language, English Language, Mathematics and Liberal Studies	



Strategies / Task	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
<p>4. To provide opportunities for students to take part in pair work and group work in the lessons and outside the lessons</p> <p>5. To give positive feedback on students' work</p> <p>6. To raise questions of different levels in the lessons and set various types of questions for formative and summative assessments</p>		<p>All subject teachers will design classwork or homework of different levels of difficulty based on students' abilities.</p> <p>All subject teachers will make use of different varieties of teaching resources and appropriate teaching strategies to motivate students' learning in class.</p> <p>All subject teachers provide opportunities for students to take part in pair work and group work in the lessons and outside the lessons.</p> <p>All subject teachers will give positive feedback on students' work</p> <p>All subject teachers will raise questions of different levels in the lessons and set various types of question for formative and summative assessments.</p>	Teachers' & students' questionnaires	All departments	

**3. Major Concern: To support our staff community in the implementation of spirituality education**

Strategies / Task	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
<p>1. To implement collaborative teaching, lesson observation and evaluation in response to Major Concern 1 and Major Concern 2</p> <p>2. To arrange sharing sessions for members to share the good practice of learning and teaching</p> <p>3. To give thanks to God in daily work</p>	<p>Whole year</p> <p>June 2016</p> <p>Whole year</p>	<p>At least three collaborative teams in S.1 to S.3 will implement Project-based Learning in S.1 to S.3.</p> <p>At least 10 collaborative teams will try out the lesson plan, conduct lesson observation and evaluation.</p> <p>70% of the teachers agree that the sharing sessions can enhance sharing culture and they will benefit from other colleagues from the sharing session.</p> <p>At least 90% of the teachers will invite at least one teacher of other subjects to observe their lesson.</p> <p>70% of the teachers agree that they will learn from teachers of other subjects through lesson observations.</p>	<p>Questionnaires</p>	<p>Academic Committee</p>	
	<p>October 2015, February, May &amp; June 2016</p>	<p>At least 70% of the staff will learn new or stimulating ideas and approaches related to identifying and supporting students to enhance effective teaching and learning in these workshops and seminars.</p>	<p>Questionnaires</p>	<p>Staff Development Committee</p>	

Strategies / Task	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
	Whole year	<p>At least 80% of the staff will arrange one sharing session for members to share the good practice of learning and teaching in their departmental meetings.</p> <p>At least 50% of the meetings held will start with a prayer.</p> <p>At least 50% of the School Assemblies held in the second term will focus on sharing on giving thanks to God.</p> <p>At least 80% of the morning prayers will be led by the Catholic Teachers.</p>	Questionnaires	<p>All departments &amp; Counselling Team</p> <p>All departments, committees &amp; School</p> <p>Non-Catholic Teachers</p> <p>Catholic Teachers</p>	

**School-based After-school Learning and Support Programmes 2015/16**  
**School-based Grant - Programme Plan**

Appendix 1

**Project Coordinator:**       Mrs. Alice Au      

**A.** The estimated number of students who will under this Programme is estimated to be 186 (including **A. 45** CSSA recipients, **B. 107** SFAS full-grant recipients and **C. 34** under school’s discretionary quota).

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

*Name / Type 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 participating eligible students <sup>#</sup>			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
Language Training: English Summer Enhancement Course (S.1)	<ul style="list-style-type: none"> <li>- To boost students’ confidence in learning English</li> <li>- To consolidate students’ foundation in English and better prepare them for academic subjects taught in English</li> </ul>	<ul style="list-style-type: none"> <li>- Participants will become more confident in learning English</li> <li>- Students will exhibit positive learning attitudes and will be able to follow the tutor’s instructions</li> <li>- Students’ attendance rate will be over 80%</li> </ul>	<ul style="list-style-type: none"> <li>- Tutor’s written feedback</li> <li>- Students’ attendance record</li> </ul>	16/7/2015-24/7/2015	4	6	1	2200	

*Name / Type 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 participating eligible students <sup>#</sup>			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
Adventure Activities: S.1 Adventure-based Camp	<ul style="list-style-type: none"> <li>- To enhance students' self-confidence and cultivate their sense of responsibility</li> <li>- To strengthen students' problem solving skills</li> <li>- To foster mutual support among classmates</li> </ul>	75% of the participants will find the program useful	<ul style="list-style-type: none"> <li>- Questionnaire</li> <li>- Advisor's observation</li> </ul>	6/11/2015-7/11/2015	10	25	0	12950	Jockey Club Cheung Chau Don Bosco Youth Centre
Self Confidence Development: DREAM-A Shared Dream (S.1)	<ul style="list-style-type: none"> <li>- To equip S.1 students with the right mindset, the proper skills and the support of tools to make decisions for themselves to identify the direction for their growth</li> </ul>	80% of the participants will find the workshops useful	<ul style="list-style-type: none"> <li>- Questionnaire</li> </ul>	Nov 2015	10	25	15	18000	Edvenue Limited

*Name / Type 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 participating eligible students <sup>#</sup>			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
Learning Skills Training: Learning Styles (S.1)	<ul style="list-style-type: none"> <li>- To help students understand different learning styles and help them apply their own learning style in their studies</li> <li>- To boost students' confidence</li> </ul>	<ul style="list-style-type: none"> <li>- Participants will become more confident in learning</li> </ul>	<ul style="list-style-type: none"> <li>- Questionnaire</li> </ul>	January 2016 to February 2016	10	25	15	12000	Edvenue Limited
Self Confidence Development: POSSIBILITY-Possible Jobs (S.2)	<ul style="list-style-type: none"> <li>- To equip S.2 students with the right mindset, the proper skills and the support of tools to make decisions for themselves to identify the direction for their growth</li> </ul>	80% of the participants will find the workshops useful	<ul style="list-style-type: none"> <li>- Questionnaire</li> </ul>	November 2015	11	33	6	18000	Edvenue Limited
Learning Skills Training: Reading Strategies (S.2)	<ul style="list-style-type: none"> <li>- To equip students with effective reading strategies</li> <li>- To boost students' confidence in learning</li> </ul>	<ul style="list-style-type: none"> <li>- Participants will become more confident in learning</li> </ul>	<ul style="list-style-type: none"> <li>- Questionnaire</li> </ul>	January 2016 to February 2016	11	33	6	12000	Edvenue Limited

*Name / Type 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 participating eligible students <sup>#</sup>			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
Self Confidence Development: CHOICE-Informed Choices (S.3)	- To equip S.3 students with the right mindset, the proper skills and the support of tools to make decisions for themselves to identify the direction for their growth	80% of the participants will find the workshops useful	- Questionnaire	January 2016	10	29	11	18000	Edvenue Limited
Learning Skills Training: Critical Thinking (S.3)	- To equip students with critical thinking skills - To boost students' confidence in learning	- Participants will become more confident in learning	- Questionnaire	January 2016 to February 2016	10	29	11	12000	Edvenue Limited
Visit: New Life Farm (Social Enterprise)	- To help students understand more about healthy living, environmental protection and mental health - To help students know more about social enterprise	- 80% of the participants will find the visit meaningful - Participants will know more about the community	- Questionnaire	9/10/2015	8	8	4	1500	

*Name / Type 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 participating eligible students <sup>#</sup>			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
Self-confidence Development: Careers Explorer (S.1-S.3)	<ul style="list-style-type: none"> <li>- To boost students' confidence in Careers &amp; Life Planning</li> <li>- To equip students with hands-on experiences of some specific jobs</li> </ul>	80% of the participants will find the workshops useful	- Questionnaire	November 2015	30	87	32	36000	Edvenue Limited
Learning Skills Training: Mathematics Remedial Course (S.5-S.6)	- To consolidate students' foundation in Mathematics	- Participants will become more confident in learning Mathematics	- Questionnaire	October 2015 to May 2016	6	6	6	30000	
Self-confidence Development: Cyberteen-Personal Growth Adventure-based Camp	<ul style="list-style-type: none"> <li>- To enhance students' self-confidence</li> <li>- To strengthen students' problem solving skills and communication skills</li> <li>- To foster mutual support among group members and mentors</li> </ul>	75% of the participants will find the program useful	<ul style="list-style-type: none"> <li>- Questionnaire</li> <li>- Advisor's observation</li> </ul>	December 2015	7	10	3	12000	Caritas Junior Police Call



*Name / Type 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 participating eligible students <sup>#</sup>			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
Art / Cultural Activities: Zheng Class	<ul style="list-style-type: none"> <li>- To develop students' potential in playing the Zheng</li> <li>- To boost students' self-confidence</li> <li>- To cultivate students' co-operation with others</li> </ul>	<ul style="list-style-type: none"> <li>- Participants will be able to play the Zheng individually and together with all other members</li> <li>- Participants will become more confident and develop team spirit</li> </ul>	<ul style="list-style-type: none"> <li>- Instructor's assessment</li> </ul>	Mid-Oct 2015 to May 2016	1	2	3	6900	Green Hill Anglo-Chinese Arts Performance Troupe
Art / Cultural Activities: 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</li> <li>- To cultivate students' co-operation with others</li> </ul>	<ul style="list-style-type: none"> <li>- Participants will be able to play the musical instruments individually and together with all other band members</li> <li>- Participants will become more confident and develop team spirit</li> </ul>	<ul style="list-style-type: none"> <li>- Instructor's assessment</li> </ul>	Late Sept 2015 to Aug 2016	2	9	8	19000	Qin Music Company

*Name / Type 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 participating eligible students <sup>#</sup>			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
Leadership Training: Leadership Training Camp	- To strengthen the leadership skills of the School Prefects and Counselling Team Assistants	- Participants leadership skills will be strengthened	- Advisor's observation  - Questionnaires	27/6/2016- 28/6/2016	11	17	0	14000	
<b>Total no. of activities: <u>15</u></b>				<b>@No. of man-times</b>	141	344	121		
				<b>**Total no. of man-times</b>	606				

Note:

\* Name/type 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)

Means by which teachers have been consulted: Subject Panel Meetings and Staff Meetings, plans proposed by Subject Panel Chairpersons

No. of operating classes: 25

**Chinese Language**

<b>Task Area</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>
Curriculum development and coping with diverse learning needs of students	<ol style="list-style-type: none"> <li>To search and prepare teaching materials to enrich the data bank of the Department.</li> <li>To organize and conduct tutorial classes to cope with learner diversity.</li> </ol>	<p>To employ a full-time Teacher Assistant(TA) to:</p> <ol style="list-style-type: none"> <li>search and prepare teaching materials to enrich the data bank of the Department.</li> <li>help handle clerical work of the Department.</li> </ol>	<ol style="list-style-type: none"> <li>The teaching data bank of the Department will be enriched.</li> <li>Teachers' workload in preparing teaching materials will be relieved.</li> </ol>	From 1-9-2015 to 31-8-2016	<p>Salary of the TA --\$13214 per month (including 5%MPF) for 12 months</p> <p>Total: <b>\$13214</b></p>	Most teachers of the Chinese Language Department agree that the TA help relieve their workload.	Performance appraisal of the TA.	Mrs. Janet Wong (Panel Chairperson of the Chinese Language Department)

## English Language

Task Area	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 weaker students	To employ a full-time Teaching Assistant (TA) to: <ol style="list-style-type: none"> <li>1. assist teachers in preparing teaching materials and clerical work</li> <li>2. assist teachers in organizing and conducting English-learning activities</li> <li>3. assist teachers / tutors in conducting remedial classes after school and during summer holidays</li> <li>4. assist in the daily operation of the English Learning and Teaching Support Centre (ELTS Centre)</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers can be relieved from some of their workload and can spare more time in preparing for their lessons and taking care of students with special learning needs</li> <li>2. The weaker students will be given more remedial support</li> <li>3. The ELTS Centre will be well-managed and utilised</li> </ol>	From 1-9-2015 to 31-8-2016	Salary of the TA: \$13214 (including 5% MPF) for 12 months  Total: <b>\$13214</b>	<ol style="list-style-type: none"> <li>1. Teachers' workload is relieved and most of the English teachers find the TA helpful</li> <li>2. The learning needs of the weaker students are taken care of</li> <li>3. Positive students' response to the services provided by and activities organized in the ELTS Centre</li> </ol>	<ol style="list-style-type: none"> <li>1. Performance appraisal of the TA</li> <li>2. Feedback from students</li> </ol>	Mrs Jovie Chan (Deputy Chairperson of the English Department)

## Mathematics

Task Area	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 (TA) to: <ol style="list-style-type: none"> <li>assist teachers in preparing teaching materials for the subject</li> <li>assist teachers in organizing and conducting subject-related activities</li> <li>supervise the weaker students to finish their homework</li> <li>help students solve their problems in learning Mathematics after school lessons</li> </ol>	<ol 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> </ol>	From 1-9-2015 to 31-8-2016	Salary of the teaching assistant - \$13214 per month (including 5% MPF) for 12 months  Total: <b>\$13214</b>	<ol style="list-style-type: none"> <li>Most of the Mathematics teachers find the TA helpful</li> <li>The learning needs of the weaker students are taken care of</li> </ol>	<ol style="list-style-type: none"> <li>Feedback from students</li> <li>Performance appraisal of the TA</li> </ol>	Mrs. Rebecca Chan (Panel Chairperson of the Mathematics Department)

## Physical Education

Task Area	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 the School Sports Teams	<ol 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> </ol>	<p>To employ professional instructors to train the following school teams:</p> <ol style="list-style-type: none"> <li>Basketball Team (twice a week)</li> <li>Volleyball Team (twice a week)</li> <li>Handball Team (once a week)</li> <li>Athletics Training (12 sessions)</li> </ol> <p>*Each training session of the School Teams lasts hours</p>	<ol 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> </ol>	From September 2015 to July 2016	<p>Training fees for the instructors:</p> <ul style="list-style-type: none"> <li>- Basketball Team: \$25000</li> <li>- Volleyball Team: \$26000</li> <li>- Handball Team: \$12000</li> <li>- Athletics Training: \$12000</li> </ul> <p><b>Total:\$75000</b></p>	<ol style="list-style-type: none"> <li>Most of the students in various schools sports teams find the training programmes helpful in improving their sports skills</li> <li>The ball Teams show improved performance in inter-schools competitions</li> </ol>	<ol style="list-style-type: none"> <li>Feedback from PE teachers and students</li> <li>Observation of students' performance</li> </ol>	Ms. Joni Ho (Panel Chairperson of PE Department)

*The CEG Plan has been endorsed by the Incorporated Management Committee.*

## Pope Paul VI College

### Policies, Resources and Measures Adopted in Implementing the Whole School Approach to Integrated Education (2015/2016 school year)

I. Policy	<ul style="list-style-type: none"> <li>● Our school is committed to developing an inclusive culture through the Whole School Approach to support students with SEN. Resources are deployed to provide appropriate and diversified support to these students so as to enhance their learning and adjustment to school life.</li> <li>● We treasure home-school cooperation by establishing regular communication channels to facilitate parents' participation in the formulation of support strategies for students with SEN.</li> </ul>
II. Resources	<p>To facilitate our school's support to students with SEN, the following additional resources are provided by the Education Bureau:</p> <ul style="list-style-type: none"> <li>● Learning Support Grant</li> </ul>
III. Support measures and allocation of resources	<p>Students with SEN are provided with the following support measures:-</p> <ul style="list-style-type: none"> <li>● A student support team headed by the Guidance Mistress is established. Case meetings are held with class teachers, the examination co-ordinator, subject teachers and the Educational Psychologist.</li> <li>● Adjusted homework strategies are provided to students in need.</li> <li>● Students of the junior classes are supported by those from the senior classes through peer tutoring.</li> <li>● A social worker assistant is employed to conduct small group activities and workshops such as workshops on enhancing communication skills, self-management skills and provide tutorials during summer holidays.</li> <li>● A SEN support team assistant is employed to help implement Individual Education Plan (IEP) and conduct small group activities and workshops on school days.</li> <li>● Regular contacts with the parents concerned are maintained to report students' learning performance and to enlist their support in alignment with the school measures.</li> <li>● Teachers are encouraged to take specific training geared towards the particular special education need of students in the school.</li> </ul>