



POPE PAUL VI COLLEGE

Annual School Plan

2016-2017

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 2016-2017

1. To nurture a self-disciplined and altruistic spirit and to care for the family and the wider community
2. To cultivate an inquisitive mind and to foster a positive learning attitude
3. To sustain the culture of professional sharing to better provide for our students' growing developmental needs

1. Major Concern: To nurture a self-disciplined and altruistic spirit and to care for the family and the wider community

Strategies / Task	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
<ol style="list-style-type: none"> 1. To create more platforms for students to reflect on their attitudes towards others through learning 2. To provide opportunities for students to realize the importance of being selfless and caring through learning 3. To design meaningful activities to help students reflect on their personal qualities through learning 4. To organize and implement activities to help students demonstrate their personal qualities 5. To provide verbal and written feedback to help students further develop or enhance their positive personal qualities 	Whole year	<p>At least 70% of the departments will create platforms for students to reflect on their attitudes in learning.</p> <p>At least 70% of the departments will provide opportunities for students to realize the importance of being selfless and caring.</p> <p>At least 70% of the departments will design activities for students to engage in to reflect on their personal qualities.</p> <p>At least 70% of the departments will organize and implement activities to help students demonstrate their personal qualities.</p> <p>At least 70% of the subject teachers will provide verbal and written feedback to enhance their positive personal qualities.</p>	Panel Chairpersons', subject teachers' & students' questionnaires	Departments in all the Key Learning Areas	

Strategies / Task	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
6. To create more platforms for students to reflect on their attitudes towards others through movie appreciation sessions and book fairs	Whole year	70% of the students agree that the movies and documentaries shown will help them understand people who are in need and how everyone can play a part in caring the needy.	Students' questionnaires	Library & Reading Promotion Committee	
7. To provide opportunities for students to realize the importance of being caring through movie appreciation sessions and book fairs	November 2016 & March 2017	70% of the students agree that books recommended by teachers are related to people/ organizations/ other parties that care for the family and the wider community during the two large-scale book fairs for them to understand the works done by others in helping the needy all over the world.			
8. To design meaningful activities to help students reflect on the importance of being caring through movie appreciation sessions and book fairs					
9. To share with students real life stories of successful people and guide them to find out the good habits of successful people	Nov 16 to Mar 17	Most of the students will find out the good habits of successful people and learn the importance of giving back to society in S.2 and S.4 Life Planning Education lessons.	Teachers' observation	Careers Section	

Strategies / Task	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
10. To share with students the skills and attitude of being responsible Big Sisters through leadership training activities and the implementation of support programmes for S.1	June 2016 Sept 2016- May 2017	80 % of the participants are cooperative and self-disciplined in the Leadership Training Camp. 80% of the participants can meet the standard of being responsible Big Sisters in implementing support programmes for S.1.	Teachers' assessment & students' questionnaires	Counselling Team	
11. Student ambassadors are asked to set their personal goal and individual action plan to help themselves take part in community service or take the role in the family to show their care to their family members. Students will share their experiences.	Whole year	Most of the student ambassadors take part in community service or take the role in the family to show their care to their family members. Students are able to report to the teachers-in-charge and share their experiences at the end of the school year.	Students' feedback	Civic Education Committee	

Strategies / Task	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
<p>12. Class teacher periods are arranged for S.1-S.4 students to discuss the importance of being a self-disciplined person and guide them to reflect on the importance of observing discipline and obeying laws.</p> <p>S.3 students will share their opinions in writing an argumentative essay.</p>	<p>November 2016 – May 2017</p>	<p>70% of the students agree that the learning materials and the learning activities conducted during Class Teacher periods help them understand the importance of being a self-disciplined person.</p> <p>There are fewer cases related to discipline problem (uniform, cleanliness, lateness) than the previous year.</p>	<p>Questionnaires</p> <p>Teachers' observation & school discipline record</p>	<p>Discipline Committee</p>	
<p>13. To provide opportunities for students to take part in community services</p>	<p>Whole year</p>	<p>80% of the S.3 students agree that “Eyes on the Community Service Programme” will help them respect and appreciate the strengths of their teammates and the service target.</p> <p>80% of the students agree that they will have a stronger incentive to serve the community in future.</p> <p>70% of the students from each class will fulfill the requirement of rendering the “One-student-one-service Scheme” at least ONCE in the school year.</p>	<p>Questionnaires</p>	<p>Extra-curricular Activities Section</p>	

Strategies / Task	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
<p>14. Activities related to healthy lifestyle and environmental protection will be held. Students are encouraged to share the knowledge about blood pressure or diabetes with their family.</p>	<p>Whole year</p>	<p>70% of the participants agree that the activities related to adopting a healthy life style will help them and their family members get to know more about the problem of having abnormal blood pressure or diabetes.</p>	<p>Students' questionnaires</p>	<p>Health Promotion Team</p>	
<p>15. To share with students real life stories of youngsters overcoming difficulties and guide them to reflect on positive attitude towards life</p> <p>To share with parents real life stories of helping youngsters overcome difficulties and guide them to reflect on their parent-child relationship</p>	<p>November 2016</p>	<p>70% of the students agree that the movie shown will help them enhance their confidence in overcoming difficulties</p> <p>70% of the parents agree that the movie shown will help them understand the difficulties faced by their daughters and parental trust and support will be provided to their children afterwards.</p>	<p>Students' reflections & parent's questionnaires</p>	<p>PTA Committee</p>	

2. Major Concern: To cultivate an inquisitive mind and to foster a positive learning attitude

Strategies / Task	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
1. To provide opportunities for students to take part in the think-pair-share procedures in the lessons	Whole year	Subject teachers involved will design classwork or homework for students to implement the think-pair-share stages in the lessons.	Teachers' & students' questionnaires	Academic Committee and Departments of English Language, Mathematics, Chinese Language, Mathematics, Liberal Studies, Chinese History, Integrated Humanities, Biology, Integrated Science, Computer Literacy and Visual Arts	Meetings on Days 6 with the support provided by the School-based Curriculum Development (Secondary) Section (SBCDS) Catering for Learner Diversity (CLD), Education and Manpower Bureau Training sessions and on-site support on Philosophy in Schools Project provided by The Department of International Education and Lifelong Learning, The Education University of Hong Kong
2. To provide platforms for students to participate in challenging tasks in the lesson and outside the lesson		Subject teachers involved will design stimulating and challenging tasks to motivate students' learning inside and outside the classroom.			
3. To motivate students to raise various types of questions to promote interactive learning		Subject teachers involved will promote interactive learning through the activities designed.			

Strategies / Task	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
4. To arrange split classes and/or small group teaching in Chinese Language, English Language, Mathematics and Liberal Studies focusing on the importance of developing an inquisitive mind	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	
5. To design classwork or homework to develop students' inquisitive mind	October & November 2016	60% of the students could pass the citation workshops for S.2 students criteria of the project.	Students' assessments	Library & I.H. Department	
6. To make use of different varieties of teaching resources and appropriate teaching strategies to cultivate students' inquisitive mind in class	January to June 2017	70% of the students agree that the 3 "Academic Months" in the 3 Key Learning Areas (KLAs), Science Education, Technology Education and Arts Education will help them build up positive learning attitude outside classroom.		Library	
	Whole year	At least 10 students will participate actively in competitions held at school and interschool with quality work.	Students' work	IT Committee	
	March to April 2017	Students' infrastructural design in the Wifi infrastructure as part of the planning work in Wifi-900 project			

Strategies / Task	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
7. To design meaningful activities to help students reflect on their learning habits	November 2016 to March 2017	80% of the S.1 students agree that the activities in the support programmes provided by the Big Sisters help them find out by themselves what good learning habits are and they have stronger incentive to better their learning habits	Questionnaire	Counselling Team	

3. Major Concern: To sustain the culture of professional sharing to better provide for our students' growing developmental needs

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 join the EDB's School based Support Services 2016-17 – Catering for Learner Diversity</p> <p>4. To participate in the “Philosophy in Schools Project” provided by the Department of International Education and Lifelong Learning, the Education University of Hong Kong</p>	<p>Whole year</p>	<p>Strategical lesson plans of the subject involved in Major Concern 2 will be produced.</p> <p>Collaborative teams in Major Concern 2 supported by the EDB and the EUHK will try out lessons planned.</p> <p>Other collaborative teams will try out the lesson plan, conduct lesson observation and evaluation.</p> <p>Collaborative teams in S.1 to S.3 will implement Project-based Learning in S.1 to S.3.</p> <p>Sharing sessions at departmental and at school level will be organized.</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 sessions.</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>Meetings on Days 6 with the support provided by the School-based Curriculum Development (Secondary) Section (SBCDS) Catering for Learner Diversity (CLD), Education and Manpower Bureau</p> <p>Training sessions and on-site support on Philosophy in Schools Project provided by The Department of International Education and Lifelong Learning, The Education University of Hong Kong</p>

Strategies / Task	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
5. To organize two Induction programs for new teachers	August & September 2016	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 the above workshops and seminars.	Questionnaires	Staff Development Committee	
6. To conduct workshops on “Potential development for gifted/high ability students” to enhance effective teaching and learning	August 2016				
7. To hold joint school staff development programme entitled “Communication with Youth and Fostering a Passionate Attitude for Teachers”	October 2016				
8. To co-organize a seminar with the Academic Committee on "Cater for Learner Diversity" to better equip teachers to cope with diverse needs of students	November 2016				
9. To conduct workshops on ‘Strategies for stress relaxation’ and ‘e-learning’	February, April & June 2017				

Strategies / Task	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
	Whole year	At least 80% of the panel heads and Teacher Librarian will arrange one sharing session for panel members to share the good practice of learning and teaching in their departmental meetings: The Careers Mistress and Counselling Mistress will arrange sharing sessions for committee members to share counseling skills with others during meetings.	Teachers' feedback	All departments & Careers Section & Counselling Team & Library	
		At least 50% of the School Assemblies held in the second term will focus on giving thanks to God.		Teachers	

School-based After-school Learning and Support Programmes 2016/17
School-based Grant - Programme Plan

Appendix 1

Name of School: Pope Paul VI College

Staff-in-charge: Mrs. Alice Au

Contact Tel. No.: 24208155

A. The estimated number of students (count by heads) benefitted under this Programme is 107 (including A. 18 CSSA recipients; B. 70 SFAS full-grant recipients and C. 19 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 [#]			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"> - To boost students' confidence in learning English - To consolidate students' foundation in English and better prepare them for academic subjects taught in English 	<ul style="list-style-type: none"> - Participants will become more confident in learning English - Students will be able to follow the tutor's instructions - Students' attendance rate is over 80% 	<ul style="list-style-type: none"> - Tutor's written feedback - Students' attendance record 	20/7/2016-29/7/2016	0	8	3	2200	Ms. Jinnie Lin Ching Yee

*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 [#]			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"> - To enhance students' self-confidence and cultivate their sense of responsibility - To strengthen students' problem solving skills - To foster mutual support among classmates 	75% of the participants will find the program useful	<ul style="list-style-type: none"> - Questionnaire - Advisor's observation 	13/10/2016-14/10/2016	9	40	0	18620	Jockey Club Cheung Chau Don Bosco Youth Centre
Learning Skills Training: Remedial Course (S.1-S.3)	<ul style="list-style-type: none"> - To consolidate students' foundation in some subjects 	Participants will become more confident in learning	<ul style="list-style-type: none"> - Questionnaire 	November 2016 to May 2017	1	3	4	15000	
Self-confidence Development: Cyberteen-Personal Growth Adventure-based Camp	<ul style="list-style-type: none"> - To enhance students' self-confidence - To strengthen students' problem solving skills and communication skills - To foster mutual support among group members and mentors 	75% of the participants will find the program useful	<ul style="list-style-type: none"> - Questionnaire - Advisor's observation 	December 2016	7	10	6	9200	Caritas Junior Police Call Jockey Club Cheung Chau Don Bosco Youth Centre

*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 [#]			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
Art / Cultural Activities: Zheng Class	<ul style="list-style-type: none"> - To develop students' potential in playing the Zheng - To boost students' self-confidence - To cultivate students' co-operation with others 	<ul style="list-style-type: none"> - Participants will be able to play the Zheng individually and together with all other members - Participants will become more confident and develop team spirit 	<ul style="list-style-type: none"> - Instructor's assessment 	Mid-Oct 2016 to May 2017	1	4	2	8500	Green Hill Anglo-Chinese Arts Performance Troupe
Art / Cultural Activities: Love and Service Band	<ul style="list-style-type: none"> - To develop students' potential in playing musical instruments - To boost students' self-confidence - To cultivate students' co-operation with others 	<ul style="list-style-type: none"> - Participants will be able to play the musical instruments individually and together with all other band members - Participants will become more confident and develop team spirit 	<ul style="list-style-type: none"> - Instructor's assessment 	Late Sept 2016 to Aug 2017	3	11	10	24000	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 [#]			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	30/6/2017- 1/7/2017	3	19	0	9834	Hong Kong Federation of Youth Groups Jockey Club Sai Kung Outdoor Training Camp
Total no. of activities: <u> 7 </u>				[@] No. of man-times	24	95	25		
				^{**} Total no. of man-times	144				

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.

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)

@ 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)

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

No. of operating classes: 24

Chinese 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	<ol style="list-style-type: none"> To search and prepare teaching materials to enrich the data bank of the Department. To organize and conduct tutorial classes to cope with learner diversity. 	<p>To employ a full-time Teacher Assistant(TA) to:</p> <ol style="list-style-type: none"> search and prepare teaching materials to enrich the data bank of the Department. help handle clerical work of the Department. 	<ol style="list-style-type: none"> The teaching data bank of the Department will be enriched. Teachers' workload in preparing teaching materials will be relieved. 	From 1-9-2016 to 31-8-2017	<p>Salary of the TA --\$13832.70 per month (including 5%MPF) for 12 months</p> <p>Total: \$13832.70</p>	Most teachers of the Chinese Language Department agree that the TA help relieve their workload.	Performance appraisal of the TA.	Ms. Amy So (Panel Chairperson of the Chinese Language Education Key Learning Area)

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"> assist teachers in preparing teaching materials and clerical work assist teachers in organizing and conducting English-learning activities assist teachers / tutors in conducting remedial classes after school and during summer holidays assist in the daily operation of the English Learning and Teaching Support Centre (ELTS Centre) 	<ol style="list-style-type: none"> 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 The weaker students will be given more remedial support The ELTS Centre will be well-managed and utilized 	From 1-9-2016 to 31-8-2017	Salary of the TA: \$13832.70 (including 5% MPF) for 12 months Total: \$13832.70	<ol style="list-style-type: none"> Teachers' workload is relieved and most of the English teachers find the TA helpful The learning needs of the weaker students are taken care of Positive students' response to the services provided by and activities organized in the ELTS Centre 	<ol style="list-style-type: none"> Performance appraisal of the TA Feedback from students 	Mrs. Jovie Chan (Panel Chairperson of the English Language Education Key Learning Area)

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"> 1. assist teachers in preparing teaching materials for the subject 2. assist teachers in organizing and conducting subject-related activities 3. supervise the weaker students to finish their homework 4. help students solve their problems in learning Mathematics after school lessons 	<ol style="list-style-type: none"> 1. 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. 2. The weaker students will be given more remedial support. 	From 1-9-2016 to 31-8-2017	Salary of the teaching assistant - \$13832.70 per month (including 5% MPF) for 12 months Total: \$13832.70	<ol style="list-style-type: none"> 1. Most of the Mathematics teachers find the TA helpful. 2. The learning needs of the weaker students are taken care of. 	<ol style="list-style-type: none"> 1. Feedback from students 2. Performance appraisal of the TA 	Mrs. Rebecca Chan (Panel Chairperson of the Mathematics Education Key Learning Area)

Liberal Studies

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
Assistance to the Liberal Studies Panel	To relieve the workload of the Liberal Studies teachers	To employ a teaching assistant to assist the Liberal Studies teachers with clerical work and help prepare teaching materials, worksheets	Liberal Studies teachers can be relieved of some paper work and can spare more time in planning the curriculum and IES	From 1-9-2016 to 31-8-2017	Salary of the teaching assistant - \$13832.70 per month (including 5% MPF) for 12 months Total: \$13832.70	The LS teachers reflected that the teaching assistant had been very helpful and their clerical workload had been relieved.	It is recommended that a teaching assistant be employed in the coming academic year	Mrs. Ada Lo (Panel Chairperson of the Liberal Studies Cross-curricular Subject)

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 (2016/2017 school year)

I. Policy	<ul style="list-style-type: none"> ● 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. ● We treasure home-school cooperation by establishing regular communication channels to facilitate parents' participation in the formulation of support strategies for students with SEN.
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"> ● Learning Support Grant
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"> ● 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. ● Educational Psychologist stations at the school twice per month to provide school-based support services. ● Adjusted homework strategies are provided to students in need. ● Special examination accommodation is provided to students in need. ● Students of the junior classes are supported by those from the senior classes through peer tutoring. ● Part-time assistants are employed to provide tutorials on Saturdays and during school holidays. ● A SEN support team assistant is employed to help implement Individual Education Plan (IEP) and conduct small group activities and workshops on school days. ● Regular contacts with the parents concerned are maintained to report students' learning performance and to enlist their support in alignment with the school measures.

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| | <ul style="list-style-type: none">● Teachers are encouraged to take specific training geared towards the particular special education need of students in the school.● Educational Psychologists or experienced teachers are invited to conduct school-based staff development workshops.● Useful web links or resources related to teaching strategies for SEN students are shared among teachers. |
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