



POPE PAUL VI COLLEGE

Annual School Plan

2017-2018

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 2017-2018

1. To inspire students to seek the truth and the meaning of life; to love all humanity and to thank and praise God
2. To encourage students to be rational, critical and reflective thinkers and to strive for excellence
3. To instill in our students respect for diversity through word and action

1. Major Concern: To inspire students to seek the truth and the meaning of life; to love all humanity and to thank and praise God

	Strategies / Task	Time Scale	Success Criteria	Method of Evaluation	KLA / Committee Responsible	Resources Required
1.	To create more platforms in different KLAs for students to understand the meaning of life	Mar 18	80% of the S.2 students produce quality written tasks after joining the Activity Day.	Students' work including photos, sketches, Haiku poems and prayers	English Language Education KLA	
		Whole Year	One relevant writing task or reading task on the theme 'Making Choices' and/or 'Being Respectful to Diversity' is developed in each form for students to reflect on the meaning of life.	Students' assignments		
		Mar to Apr 18	70% of the S.1 and S.2 students' lyrics show the meaning of life or give thanks to God in Putonghua.	Students' assignments	Chinese Language Education KLA	
		Whole Year	All S.1 to S.3 students are able to reflect on the meaning of life through commenting on some characters from the texts.			
			All S.4 to S.5 students are able to reflect on the meaning of life through evaluating the behavior of some characters from the texts.			
				80% of the S.4 to S.6 students are able to express their views towards life by writing.		
		Feb & Apr 18		S.4 students introduce 2 Mathematicians through board display and questions set for the junior form students to answer.	Teachers' observation	Mathematics Education KLA
50% of the junior form students answer the questions correctly based on the board display.	Students' answers					

	Strategies / Task	Time Scale	Success Criteria	Method of Evaluation	KLA / Committee Responsible	Resources Required
		Whole Year	80% of the S.5 and S.6 students show a deeper understanding of the local and global issues.	Teachers' observation	Liberal Studies Cross-curricular Subject	
			70% of the students illustrate positive value judgment towards humanities.	Students' assignments		
		Whole Year	80% of the students actively join the discussion towards the meaning of life in the Religious and Moral Education lessons.	Teachers' observation and students' assignments	PSHE	
			80% of the students leading the prayer express their concerns towards social issues	Students' assignments		
		Mar to Apr 18	70% of the students taking part in the reading activities such as saying prayer silently, reading religious magazines and verses and share their feelings towards religion.	Students' questionnaire	Library	
		Mar 18	70% of the students are motivated to learn more about God's through reading books displayed in the Library.	Librarian's observation		
		Oct 17	All junior form students watch the movie on the theme "The Taste of Youth".	Class teachers' feedback, students' questionnaire & students' book review	Parent-teacher Association	
		Nov 17	30% of the junior form students are able to produce book review based on the theme "The Taste of Youth".			
		Sep 17	Students actively participate in the talk on Online Crisis.	Class teachers' observation	Discipline Committee	
		Nov 17 & Apr 18	Students' sharing of current news	Current news shared		
		Sept, Nov 17 & Apr 18	Students' average score in quiz is over 70%.	Students' results in quiz		

	Strategies / Task	Time Scale	Success Criteria	Method of Evaluation	KLA / Committee Responsible	Resources Required
		Whole Year	60% of the ambassadors agree that the sharing sessions with the whole school help them reflect on the meaning of life.	Teachers' observation & students' questionnaire	Civic Education Committee	
		Whole Year	80% of the members are co-operative and self-disciplined when conducting the activities to schoolmates	Teachers' observation & students' questionnaire	Counselling Team	
	80% of the participants agree that the Leadership Training Camp, the Peer Counselling Programme, the Big/Little Sisters monthly lunch gathering and the S.1 Support Programmes are meaningful and useful.					
	80% of the S.5 and S.6 participants agree that the stress management workshop help them release their stress.					
2.	To organize and implement activities and verbal / written tasks to help students further realize the importance of pursuing knowledge	Jan to May 18	70% of the students agree that the Academic Months inspire them to read subject-related books to excel their learning.	Librarian's observation	Library	

2. Major Concern: To encourage students to be rational, critical and reflective thinkers and to strive for excellence

	Strategies / Task	Time Scale	Success Criteria	Method of Evaluation	KLA / Committee Responsible	Resources Required
1.	To design pre-lesson tasks for students to be better engaged in learning inside the classroom	Whole Year	Collaborative lesson plans of the 6 KLAs are prepared with the support provided by the School-based Curriculum Development Services (SBCDS) Section, Education & Manpower Bureau (EDB). The plans developed are shared among teachers at departmental level and at school level respectively. Teachers of the KLAs involved join one seminar offered by the SBCDS Section, EDB.	Teachers' feedback	Academic Committee & the KLAs of ELE, CLE, ME, PSHE, SE & TE	
2.	To implement e-learning tasks in different Key Learning Areas to further promote interactive learning and teaching		80% of teachers involved in the above events agree that they learn useful teaching and learning strategies and their Information Technology skills are improved after e-learning is implemented in the above KLAs. 80% of teachers in the E-learning Steering Work Group agree that students are motivated in the lessons.			
3.	To provide opportunities and extra support for students of various abilities to experience positive learning outcomes and build up positive learning attitude	Oct 17 to May 18	Students attend 80% of the supplementary lessons arranged for low-achievers in S.1. 80% of the participants agree that they have more confidence in learning English Language.	Teachers' observation of students' progress	English Language Education KLA	DLG Grant
		Feb to Apr 18	Students attend 80% of the lessons arranged for high achievers in both the Junior Forms and the Senior Forms.			
		Whole Year	Teachers agree that 80% of the students actively participate in the pre-learning activities to make comparisons between 2 Chinese literature articles and set questions for class discussion in the next lesson.	Teachers' observation	CLE KLA	

	Strategies / Task	Time Scale	Success Criteria	Method of Evaluation	KLA / Committee Responsible	Resources Required
		Sept 17 to Jul 18	80% of students show improvement in the Post-Final Examination assessment after teachers analyze students' strengths and weaknesses in the 2 assessments prior to the Post-Final Examination assessment. 80% of the students meet the expected outcomes set by teachers.	Statistics of the performances in the 4 assessments	ME KLA	
		Whole Year	80% of the students participate in the IS discussion forum of each unit and their contributions are constructive.	Evidence shown in the IS discussion forum of Google classroom	SE KLA	
		Apr 18	80% of the S.5 students score 70% or above in their Chemistry reports requiring them to comment on the discrepancy of the practical results in the experiments from the theoretical data in the topic 'Chemical and Energies'.	Quality of students' Chemistry assignments		
		Whole Year	80% of the S.3 students complete the groups' criticism based on the question set by another group related to daily life and physics on time and 60% of them attain 6 out of 10 marks in the task.	Teacher's & students' comments		
		Whole Year	80% of the S.4 to S.6 students are able to complete the online Biology, Chemistry and Physics question bank. 80% of the students joining the Biology teacher-students conferences agree that the discussions are challenging and useful for them to master some difficult concepts.	Data collected from HKEdCity Students' feedback		

	Strategies / Task	Time Scale	Success Criteria	Method of Evaluation	KLA / Committee Responsible	Resources Required
		Whole Year	70% of the students agree that the open-ended questions assigned to them help motivate them to learn.	Teachers' observation	PSHE KLA	
			80% of the S.4 to S.6 students are able to complete the online Geography question bank and 70% of them agree that the online quizzes allow them to review and monitor their learning progress	Data collected from HKEdCity		
			An increasing percentage of students attempting challenging tasks in news commentary exercises and worksheets	Teachers' comment		
		Whole Year	60% of the students gain satisfaction related to their skill mastery, taking up role as observer and doer and taking care of others	Students' feedback & Teachers' comments	Physical Education KLAE	
4.	To hold inter-class / inter-house / inter-school learning activities or competitions	Whole Year	Five inter-class or inter-school activities or competitions are organized.	Students' feedback & Teachers' comments	English Language Education KLA	
		Oct 17 to Jan 18	70% of the S.2 groups formed submit a plan for the STEM competition — Cisco Innovation Challenge Stage I and the plans show that the group is able to attain Grade B.	Evidence shown in students' Integrated Science (IS) assignments	Science Education KLA	STEM Grant
		Whole Year	Students actively participate in inter-school technological competitions or activities.	Teachers' observation	Technology Education KLA	
			Students are willing to share their learning outcomes in different occasions.			
		Jan 18	70% of the senior form participants agree that the inter-house competition help them consolidate what has been learnt in the junior form.	Students' questionnaires & Librarian-participant interviews	Library & ELE, CLE & ME KLAs	
			70% of the junior form participants agree that they experience how to set questions of different types and various levels.			

	Strategies / Task	Time Scale	Success Criteria	Method of Evaluation	KLA / Committee Responsible	Resources Required
5.	To organize inter-discipline events for students to be involved in learning outside the classrooms	Whole Year	S.1 to S.3 Project-based Learning cross-KLA meetings are held. Lectures are given to students. Teacher-advisor-students conferences are conducted. Group presentation sessions are held. Evaluation meetings are arranged.	Teachers' observation & feedback & participants' performance	ELE & TE KLAs CLE & PHSE KLAs ME & SE KLAs	
6.	To arrange split-class teaching in English Language	Whole Year	80% of students maintain a yearly average of 50% or above in English Language test and examinations.	Performance of target group	English Language Education KLA	
	and Chinese Language	Whole Year	Four groups of students will be able to raise questions and answer questions raised by their classmates in the lessons	Teachers' observation	Chinese Language Education KLA	

3. Major Concern: To instill in our students respect for diversity through word and action

	Strategies / Task	Time Scale	Success Criteria	Method of Evaluation	KLA / Committee Responsible	Resources Required
1.	To cultivate students' respect and care for diversity in different areas such as race, ability and socio-economic background	Nov 17 to May 18	70% of the participants agree that teacher-advisors in the event 'We love, Therefore We Share' can be a role model for them to learn from and teacher-advisors is able to inspire them to develop positive values such as compassion, empathy and respect for the less privileged group in society.	Teachers-advisors' observation and participants' survey	Extra-curricular Activities Section	\$2,000 for Programme fee and purchasing resources needed
		Aug & Oct 17	80% of the participants agree that the S.1 and S.4 Orientation Programmes and S.1 Life Education Camp help them respect to people of different cultures and different learning needs of students at school.	Participants' assessment and questionnaires	Counselling Team	
		Jan & Feb 17	80% of the participants realize the importance of respecting people with different sex orientation in the S1 "Homosexuality Workshop".			
		Nov 17	80% of the participants are able to answer two-third of the questions regarding anti-discrimination ordinances posed at the end of the skit performed by Careers Assistants correctly.	Careers Assistants' questionnaires & feedback from participants	Careers Section	
		Whole Year	70% of the participants learn more about working in a multi-cultural environment and the importance of English Language as the lingua franca of multi-national corporations after visiting a company.			
		Jan and May 18	70% of the participants agree that they realize the importance of respecting the minorities in the community and are willing to give encouragements to them in written form after viewing the documentaries and movies related to minorities in society	Librarian-participant interviews	Library	

	Strategies / Task	Time Scale	Success Criteria	Method of Evaluation	KLA / Committee Responsible	Resources Required
		Jan 18	-S.1 to S.3 interclass drama competitions on the theme “Being Respectful to Diversity” are completed.	Teachers’ observation & students’ feedback	English Language Education KLA	
		Whole Year	All Non-Chinese Speaking students are given more opportunities to shine by running the English programmes, activities or functions.	Teachers’ observation of students’ attitude & students’ feedback		
		Whole Year	-Chinese-Speaking students in the Junior Forms accompany the Non- Chinese-Speaking students during lunch time to practise reading-aloud learning activities to actualize their care for others.	70% of Chinese-speaking students practice with the NCS students.	Chinese Language Education KLA	
2.	To provide more opportunities for students of diverse backgrounds	Dec 17, Jan 18 & Apr 18	Respect for diversity regarding various abilities and cultures is demonstrated in sharing sessions after the selected participants from low-family income take part in the STEM workshops and activities. Teacher-escorts exhibit themselves as a role model when helping students in needs in the STEM workshops.	Computer Literacy teachers interviews	Technology Education KLA	
3.	To equip teachers to cope with diverse needs of students	Sept 17	70% of the participants agree that the workshop on ‘Catholic Social Ethics and Civic Education’ is inspiring.	Teachers’ questionnaires	Staff Development Committee & Civic and Moral Education Committee	\$19,000

	Strategies / Task	Time Scale	Success Criteria	Method of Evaluation	KLA / Committee Responsible	Resources Required
		Feb 18	70% of the participants agree that the workshop on ‘Supporting our Students with Mental Health Problems’ is useful.	Questionnaire	Staff Development Committee, Counselling Team & SEN Support Team	
		Jun 18	70% of the participants agree that the seminar on ‘Catering for Learners’ Diversity — Self-Directed Learning’ is useful.		Staff Development Committee & Academic Committee	
		Jun 18	70% of the participants agree that the spiritual is inspiring.		Staff Development Committee & Catholic Teachers’ Association	
4.	To cultivate a learning community among teachers to meet the needs of students	Whole Year	100% of the participants agree that IT technicians and IT teachers help them proactively in training workshops to face technical problems when using Google in teaching.	IT teachers’ observation & participants’ questionnaires	Information Technology Committee	
			50% of the participating teachers are capable of using Google service when designing learning tasks for students	IT Co-ordinator’s observation & statistics		
			All teachers in the E-learning Steering (ELS) Workshop are willing to share and improve the teaching pedagogies with the aids of e-learning.	ELS teachers’ interview		

School-based After-school Learning and Support Programmes 2017/18
School-based Grant - Programme Plan

Appendix 1

Name of School: Pope Paul VI College

Staff-in-charge: Mrs. Alice Au

I) The estimated number of students (count by heads) benefitted under this Programme is 112 (including A. 30 CSSA recipients; B. 70 SFAS full-grant recipients and C. 12 under school's discretionary quota).

II) 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 will be over 80% 	<ul style="list-style-type: none"> - Tutor's written feedback - Students' attendance record 	19/7/2017-21/7/2017 & 24/7/2017-28/7/2017	4	4	0	1600	Ms. Tiffany Tiu Tsz Wing

*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 	13/10/2017-14/10/2017	9	29	0	14440	Jockey Club Cheung Chau Don Bosco Youth Centre
Self-confidence Development: Interview Preparation (S.6)	<ul style="list-style-type: none"> - To equip students with interview skills - To boost students' confidence in attending interviews 	<p>80% of the participants will find the program useful</p> <p>75% of the participants will become more confident in attending interview</p>	<ul style="list-style-type: none"> - Questionnaire - Teacher's observation 	12/12/2017 & 5/1/2018	7	18	0	10500	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 [#]			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
Self-confidence Development: Cyberteem-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 2017	5	9	4	10800	Caritas Junior Police Call Jockey Club Cheung Chau Don Bosco Youth Centre
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 2017 to May 2018	1	4	2	9000	Green Hill Anglo-Chinese Arts Performance Troupe

*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: 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 2017 to Aug 2018	5	11	6	38000	Qin Music Company
Visits: Mainland China Study Tour	<ul style="list-style-type: none"> - To widen students' exposure in Chinese culture, geology and history in Hunan Province, China 	<ul style="list-style-type: none"> - Participants are able to give a good presentation of what they have learnt. 	<ul style="list-style-type: none"> - Teacher assessment 	27/3/2018-31/3/2018	3	3	0	6000	

*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		
Visits: Singapore Study Tour	<ul style="list-style-type: none"> - To widen students' exposure in science and technology development in Singapore - To cultivate students' interest in learning science and technology 	<ul style="list-style-type: none"> - Participants are able to give a good presentation of what they have learnt. - Students become more interested in science and technology. 	<ul style="list-style-type: none"> - Teacher assessment - Teacher observation 	27/3/2018-30/3/2018	3	3	0	12000	
Leadership Training: Leadership Training Camp	<ul style="list-style-type: none"> - To strengthen the leadership skills of the School Prefects and Counselling Team Assistants 	<ul style="list-style-type: none"> - Participants leadership skills will be strengthened 	<ul style="list-style-type: none"> - Advisor's observation - Questionnaires 	28/6/2018-29/6/2018	6	15	0	9387	Hong Kong Federation of Youth Groups – Jockey Club Sai Kung Outdoor Training Camp
Total no. of activities: <u> 9 </u>				@No. of man-times	43	96	12		
				**Total no. of man-times	151				

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 1-9-2017 to 31-8-2018	<p>Salary of the TA --\$13,832 per month (including 5%MPF) for 12 months</p> <p>Total: \$165,992</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 1-9-2017 to 31-8-2018	Salary of the TA: \$14,239 (including 5% MPF) for 12 months Total: \$170,868	<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"> assist teachers in preparing teaching materials for the subject assist teachers in organizing and conducting subject-related activities supervise the weaker students to finish their homework help students solve their problems in learning Mathematics after school lessons 	<ol style="list-style-type: none"> 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. The weaker students will be given more remedial support. 	From 1-9-2017 to 31-8-2018	Salary of the teaching assistant - \$13,832 per month (including 5% MPF) for 12 months Total: \$165,992	<ol style="list-style-type: none"> Most of the Mathematics teachers find the TA helpful. The learning needs of the weaker students are taken care of. 	<ol style="list-style-type: none"> Feedback from students Performance appraisal of the TA 	Mrs. Rebecca Chan (Panel Chairperson of the Mathematics Education Key Learning Area)

Liberal Studies & Integrated Humanities

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 & Integrated Humanities Panels	<p>To relieve the workload of the Liberal Studies / Integrated Humanities teachers</p> <p>To hold tutorial classes for the low-achievers in S.1 and S.2 Integrated Humanities</p>	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 1-9-2017 to 31-8-2018	<p>Salary of the teaching assistant - \$14,239 per month (including 5% MPF) for 12 months</p> <p>Total: \$170,868</p>	The LS teachers reflect that the teaching assistant has been very helpful and their clerical workload has been relieved.	<ol style="list-style-type: none"> 1. Feedback from Liberal Studies and Integrated Humanities teachers 2. Performance appraisal of the TA 	Mrs. Ada Lo (Panel Chairperson of the Liberal Studies Cross-curricular Subject)

Pope Paul VI College

Policies, Resources and Measures Adopted in Implementing the Whole School Approach to Integrated Education (2017/2018 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 special grant is 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, the School Social Worker 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 weekdays after-school, 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.

	<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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