



**POPE PAUL VI COLLEGE**

**Annual School Plan**

**2018-2019**

## **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 2018-2019**

1. To help students cultivate a healthy life style with positive self-esteem
2. To enhance students' creativity, collaboration skills, critical thinking skills and problem-solving skills

**1. Major Concern: To help students cultivate a healthy lifestyle with positive self-esteem**

	<b>Strategies / Task</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>KLA / Committee Responsible</b>	<b>Resources Required</b>
1.	To integrate health education into the curriculum and design learning activities to help students understand the purpose and importance of living a healthy lifestyle with positive self-esteem	Whole year	<p>Students learn and reflect on how to live a healthy lifestyle.</p> <ul style="list-style-type: none"> <li>- 70% of the S.1 &amp; S.2 students have satisfactory performance in their theme-based projects “Healthy Lifestyle” and “Green Living”.</li> <li>- S.1 students can reflect on their eating habits and S.2 students can reflect on their attitude towards environmental protection.</li> <li>- 70% of the S.1 &amp; S.2 students have high score in their news commentary exercises and book review presentation.</li> <li>- 70% of the S.4 students agree that the book recommendation activity help them know more about the library resources available for building up positive self-esteem.</li> </ul>	Teachers’ observation and comments Students’ peer-evaluation	<p>Home Economics Department</p> <p>Integrated Humanities Department</p> <p>Religious and Moral Education Department</p> <p>School Librarian</p>	

	<b>Strategies / Task</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>KLA / Committee Responsible</b>	<b>Resources Required</b>
		January 2019 to May 2019	The theme “ <b>Healthy Lifestyle with Positive Self-esteem</b> ” is well presented / well performed in the Inter-class English Drama Competition and Putonghua Script Writing Competition.	Teachers’ observation and comments	English Language Education KLA Chinese Language Education KLA	\$1000
2.	To design extra-curricular activities to promote healthy lifestyle with positive self-esteem	Whole year	<ul style="list-style-type: none"> <li>– Students design their class stretch exercises.</li> <li>– Students actively participate in the online health quiz, Fruit Week, natural hand cream workshop, lunchtime games activities and Smart Teen programmes.</li> </ul>	Teachers’ observation and comments	Health Promotion Team Counselling Team	\$500

	<b>Strategies / Task</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>		<b>KLA / Committee Responsible</b>	<b>Resources Required</b>
3.	To integrate character education (being self-disciplined, Positive, Confident and Persevering) into the curriculum and design related learning activities and/or extra-curricular activities.	Whole Year	<ul style="list-style-type: none"> <li>– Students learn that they are unique.</li> <li>– Students learn to be self-disciplined, positive, confident and persevering.</li> </ul>	Teachers' observation and comments		English Language Education KLA Religious and Moral Education Department	
		December 2018	S.1 students learn to be more self-disciplined, persevering, positive and confident through adventure-based activities in the camp.	1.	Student Survey	Counselling Team Discipline Committee Religious and Moral Education Department	
				2.	Teacher's observation		
		April-May 2019	More than 70% of the participants agree that the visit to the Ma Hang Prison deepens their reflection on crime and punishment. Participants are more aware of the importance of being law-abiding and staying away from drugs.	1.	Student Survey	Discipline Committee	

	<b>Strategies / Task</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>KLA / Committee Responsible</b>	<b>Resources Required</b>
4.	To organize workshops, talks, activities for students, teachers and parents to promote positive psychology, resilience and stress management	Whole year	<ul style="list-style-type: none"> <li>- Students learn how to manage stress and face adversities.</li> <li>- Students' resilience skills is enhanced.</li> <li>- Parents and teachers find the workshops, talks informative and useful in equipping them with the necessary skills.</li> </ul>	Students' feedback Teachers' observation	Counselling Team Student Support Team Careers Section Staff Development Committee Parent-Teacher Association	
5.	To organize diversified programmes for students to challenge themselves and/or recommend students to join competitions or programmes outside school and give recognition to their effort	Whole year	<ul style="list-style-type: none"> <li>- Students understand their own character strengths and realize that they are unique and have talents in different aspects.</li> <li>- Active participation of the Sunny Teen Student Ambassadors and positive responses from them.</li> </ul>	Students' feedback Teachers' observation	All KLAs coordinators Student Support Team School Social Worker	

**2. Major Concern: To enhance students' creativity, collaboration skills, critical thinking skills and problem-solving skills**

	<b>Strategies / Task</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>KLA / Committee /Teacher Responsible</b>	<b>Resources Required</b>
1.	To make use of different e-learning resources and appropriate teaching strategies to motivate students' learning in class	Whole year	Strategical e-learning lesson plans are developed through Lesson Study.	Teachers' feedback after lesson observation and during post-lesson meetings	Academic Committee and the 8 Key Learning Areas, English Language Education, Chinese Language Education, Mathematics Education, Liberal Studies Cross-curricular Subject, Technology Education, Science Education and Personal, Social and Humanities Education and Arts Education	IT devices such as tablets, smart phones, access to Wifi, e-learning platform user accounts and licenses, newspaper and magazines, reference books, Common periods, 8 timeslots arranged using Special
2.	To provide opportunities for students to play an active role with the help of e-learning tools in individual work, pair work and group work in the lessons and outside the lesson	Whole year	E-learning professional development sessions and sharing sessions are conducted with the help provided by the members of the Information Technology Committee and those of the E-learning Workgroup.	Teachers' observation	Staff Development Committee, Information Technology Committee, E-Learning Work Group and all KLAs	Timetable in the School calendar and other timeslots for teachers' sharing sessions

	<b>Strategies / Task</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>KLA / Committee/Teacher Responsible</b>	<b>Resources Required</b>
3.	To raise questions of different levels in the lessons and set various types of questions for formative and / or summative assessments with e-learning tools	Whole year	Teachers participating in the workshops have more confidence in conducting lessons by using E-learning tools	Teachers' feedback	All subject teachers	
4.	To design classwork or homework with e-learning tools	Whole year	E-books in Chinese and English are purchased and S.3 students read them online and join the story competition.	Students' feedback	Library	
		To be confirmed by the organizer	Students are able to join the ReadingMile® Storytelling Training Program  Students are able to make use of the e-learning tools / IT skills in data collection and/ or presentation.	Teacher and students' feedback	Library and the Women's Foundation	

	<b>Strategies / Task</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>KLA / Committee Responsible</b>	<b>Resources Required</b>
		Whole year	Students are able to recognize their constraints and suggest ways for improvement	Formative and summative assessments of different forms such as oral presentation, written reports and reflections	All KLAs	
		Whole year	Teachers are able to explore and incorporate the uses of various e-learning tools/ platforms in lesson activities and pedagogical planning	Teachers' observation and feedback	Information Technology Committee, E-Learning Work Group and all KLAs	
		Whole year	Internal sharing sessions are arranged to facilitate the exchange of teaching ideas and sharing of experience related to the adoption of e-learning tools and platforms in lesson design and implementation			

	<b>Strategies / Task</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>KLA / Committee Responsible</b>	<b>Resources Required</b>
		Whole year	The majority of the teachers involved agree that they learn useful e-learning and STEM related teaching strategies the design of the S.1-2 Project-based Learning and the S.1-2 Activity Day activities.	Teachers' feedback	Chinese Language and Arts Education KLAs, Technology Education and Science Education KLAs	
		February 2019	An interactive Career Quiz for S.2 and S.3 students are provided in the form of an on-line quiz and marked by Google automatically.	Students' feedback	Careers Section	

**School-based After-school Learning and Support Programmes 2018/19**  
**School-based Grant - Programme Plan**

Name of School: Pope Paul VI College

Staff-in-charge: Mrs. Alice Au

Contact Tel. No.: 24208155

I) The estimated number of students (count by heads) benefitted under this Programme is 125  
 (including A. 25 CSSA recipients; B. 85 SFAS full-grant recipients and C. 15 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 <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 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>	18/7/2018-20/7/2018 & 23/7/2018-27/7/2018	3	7	0	\$2,000	Ms. Cheung Sze Chuk

*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>	19/12/2018-20/12/2018	8	25	0	\$12,870	Jockey Club Cheung Chau Don Bosco Youth Centre
Self-confidence Development: Interview Preparation (S.6)	<ul style="list-style-type: none"> <li>- To equip students with interview skills</li> <li>- To boost students' confidence in attending interviews</li> </ul>	<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"> <li>- Questionnaire</li> <li>- Teachers' observation</li> </ul>	11/12/2018 & 4/1/2019	7	24	4	\$14,700	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: Cyberteem-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>	April 2019	5	9	4	\$10,800	Caritas  Junior Police Call  Jockey Club Cheung Chau Don Bosco Youth Centre
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>	Oct 2018 to May 2019	1	5	2	\$10,160	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 <sup>#</sup>			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"> <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 2018 to Aug 2019	4	9	7	\$43,000	Qin Music Company
Leadership Training: Leadership Training Camp	<ul style="list-style-type: none"> <li>- To strengthen the leadership skills of the School Prefects and Counselling Team Assistants</li> </ul>	<ul style="list-style-type: none"> <li>- Participants leadership skills will be strengthened</li> </ul>	<ul style="list-style-type: none"> <li>- Advisor's observation</li> <li>- Participants' feedback</li> </ul>	29/6/2019	4	13	0	\$4,675	Breakthrough
<b>Total no. of activities: <u>  7  </u></b>					<b>@No. of man-times</b>	<b>32</b>	<b>92</b>	<b>17</b>	
					<b>**Total no. of man-times</b>	<b>141</b>			

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)

**Plan on Use of Capacity Enhancement Grant (2018-2019)**

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 Key Learning Area**

<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 1-9-2018 to 31-8-2019	<p>Salary of the TA --\$14,175 per month (including 5%MPF) for 12 months</p> <p>Total: <b>\$170,100</b></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 Key Learning Area

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	<p>To employ a full-time Teaching Assistant (TA) to:</p> <ol style="list-style-type: none"> <li>assist teachers in preparing teaching materials and clerical work</li> <li>assist teachers in organizing and conducting English-learning activities</li> <li>assist teachers / tutors in conducting remedial classes after school and during summer holidays</li> <li>assist in the daily operation of the English Learning and Teaching Support Centre (ELTS Centre)</li> </ol>	<ol style="list-style-type: none"> <li>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>The weaker students will be given more remedial support</li> <li>The ELTS Centre will be well managed and well utilized</li> </ol>	From 1-9-2018 to 31-8-2019	<p>Salary of the TA: \$14,175 (including 5% MPF) for 12 months</p> <p>Total: <b>\$170,100</b></p>	<ol style="list-style-type: none"> <li>Teachers' workload is relieved and most of the English teachers find the TA helpful</li> <li>The learning needs of the weaker students are taken care of</li> <li>Positive students' response to the services provided by and activities organized in the ELTS Centre</li> </ol>	<ol style="list-style-type: none"> <li>Performance appraisal of the TA</li> <li>Feedback from students</li> </ol>	Mrs. Jovie Chan (Panel Chairperson of the English Language Education Key Learning Area)

## Mathematics Education Key Learning Area

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	<p>To employ a full-time Teaching Assistant (TA) to:</p> <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 -9-2018 to 31-8-2018	<p>Salary of the teaching assistant - \$14,700 per month (including 5% MPF) for 12 months</p> <p>Total: <b>\$176,400</b></p>	<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>	Mr. Roger Lui (Panel Chairperson of the Mathematics Education Key Learning Area)

**Plan on the Use of the Promotion of Reading Grant  
2018-19 School Year**

The major objectives for Promotion of Reading: benefitting students' learning with subject-related books, teaching students reading skills, and creating a reading culture.

	Item*	Estimated expenses (\$)
1.	Purchase of Books	
	<input checked="" type="checkbox"/> Printed books	
	<input checked="" type="checkbox"/> Printed magazines	
	<input checked="" type="checkbox"/> e-Books	44,300
2.	Reading Schemes	
	<input checked="" type="checkbox"/> Reading Award Scheme	2,000
3.	Reading Activities	
	<input checked="" type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks	
	<input checked="" type="checkbox"/> Reading Sharing Parties	
	<input checked="" type="checkbox"/> Academic Months	
	<input checked="" type="checkbox"/> Book coupons for students to redeem during book fairs	
	<input checked="" type="checkbox"/> Other library activities, e.g. Mid-Autumn Festival game, Academic Challenge, etc.	5,700
4.	Other : Workshops of reading skills and character analysis, and introduction to famous authors and books based on STEM education (for selected Library Assistants and Reading Club members)	8,000
	<b>Total:</b>	60,000

\*Please tick the appropriate boxes or provide details.

## Pope Paul VI College

### Policies, Resources and Measures Adopted in Implementing the Whole School Approach to Integrated Education (2018/2019 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 special grant is 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>● The SEN 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.</li> <li>● Educational Psychologist stations at the school twice per month to provide school-based support services.</li> <li>● Adjusted homework strategies are provided to students in need.</li> <li>● Special examination accommodation is 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>● Part-time teaching assistants are employed to provide tutorials on weekdays after-school, on Saturdays and during school holidays.</li> <li>● A full time teaching 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> </ul>

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|--|---|
|  | <ul style="list-style-type: none"><li>● Teachers are encouraged to take specific training geared towards the particular special educational need of students in the school.</li><li>● Educational Psychologists or experienced teachers are invited to conduct school-based staff development workshops.</li><li>● Useful web links or resources related to teaching strategies for SEN students are shared among teachers.</li><li>● Experienced social workers from NGOs are invited to conduct school-based interactive learning activities to promote mutual respect of individual differences among students and to cultivate an inclusive school culture.</li></ul> |
|--|---|