



Pope Paul VI College

Annual School Plan

School Year 2019-2020

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 2019-2020

1. To strengthen students' interpersonal skills and spirit of collaboration
2. To enhance students' creativity, collaboration skills, critical thinking skills and problem-solving skills through STEM education and interactive e-learning tools

1. Major Concern: To strengthen students’ interpersonal skills and spirit of collaboration

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> • Students’ interpersonal skills and spirit of collaboration is strengthened. • Students learn to <ol style="list-style-type: none"> (1) respect for others (2) be responsible (3) be committed (4) be honest and truthful (5) care for others • Students learn how to manage stress and how to face adversity. 	<ul style="list-style-type: none"> • Personal Development Booklets with the focus of interpersonal skills and collaboration skills are prepared for S.1-S.3 students. • Learning activities carried out in the class teacher periods and lunch time class activities organized to strengthen students’ interpersonal skills and spirit of collaboration • Important interpersonal skills for the workplace shared with S.4-S.5 students during life planning education lessons. 	<ul style="list-style-type: none"> • Students have shown improvements in their interpersonal skills. • Students have stronger spirit of collaboration. • Senior form students have shown a better understanding of the important interpersonal skills for the workplace. • Students have experienced positive changes in their interpersonal relationship or team spirit. • Student leaders have shown improvements in their interpersonal skills and collaboration skills. • Improvements in the “Negative Affect” and “Ethical Conduct” in APASO. • Students have learnt to be responsible, committed, honest and truthful and they respect for others, care for others 	<p>Students’ self-evaluation</p> <p>Students’ reflection</p> <p>Focus group interview</p> <p>APASO</p> <p>Class Teachers’ feedback</p> <p>Teachers’ feedback</p> <p>School-based survey</p>	<p>Terms 1 & 2</p>	<p>Counselling Team</p> <p>Discipline Committee</p> <p>Careers Section</p> <p>Class Teachers</p>	<p>\$5,000</p>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<ul style="list-style-type: none"> • Student-LED approach adopted to run curricular and extra-curricular activities especially inter-class competitions, inter-house competitions, service programmes to practice interpersonal skills and spirit of collaboration. 				Panel Heads Extra-curricular Activities Section (ECA) School Social Workers Health Promotion Team	\$ 10,000
	<ul style="list-style-type: none"> • To organize diversified leadership training programmes for student leaders to strengthen their interpersonal skills and spirit of collaboration 				Committee Heads	\$ 10,000
	<ul style="list-style-type: none"> • To organize workshops, talks, activities for students to promote positive psychology, resilience, stress management 				Counselling Team School Social Workers	\$ 10,000

2. Major Concern: To enhance students' creativity, collaboration skills, critical thinking skills and problem-solving skills through STEM education and interactive e-learning tools

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> Students' creativity, collaboration skills, critical thinking skills and problem-solving skills are enhanced 	<ul style="list-style-type: none"> Life-wide learning activities using e-learning tools to be organized Assessment tasks using e-learning tools and/or via different e-platforms to be designed Lesson plans to be developed and implemented focusing on: <ul style="list-style-type: none"> promoting STEAM education by the 4 STEAM Groups incorporating any of the 5 Catholic core values and using e-learning tools by the 4 Non-STEAM Groups using e-learning tools by the 6 Non-STEAM Groups (subjects and/or subject teachers newly use/develop Lesson Study CLP Framework)based on the Lesson Study Collaborative Lesson Planning (CLP) Framework highlighting students' learning evidence 	<ul style="list-style-type: none"> Over 70% of students develop the habit of learning using e-learning tools and/or via e-platforms. Students' creativity, collaboration skills, critical thinking skills and/or problem-solving skills are demonstrated in the classroom observation and/or in their learning outcomes. At least 10 subjects in the junior forms and 4 subjects in the senior forms use e-learning tools and/or platforms to develop related learning materials respectively. At least 4 STEAM-related activities are held in the junior forms throughout the year. 	<p>Teachers' feedback</p> <p>Lesson observers' feedback on students' performance in the lessons</p> <p>Results in: -APASO -students' stakeholders' survey -School-based survey</p>	<p>Terms 1 & 2</p>	<p>Panel Heads</p> <p>KLA Co-ordinators</p> <p>STEAM Committee Head</p> <p>e-Learning Work Group</p> <p>Staff Development Committee Head</p> <p>Academic Committee Head</p> <p>Vice-Principal I</p>	<p>AC meetings</p> <p>STEAM Group regular meetings with EDB officers</p> <p>Non-STEAM Group regular meetings</p> <p>KLA meetings</p> <p>Panel Meetings</p> <p>E-learning Work Group Training Sessions</p> <p>Special Timetable 8 afternoons</p> <p>Staff Development Day on 8th June 2020</p>

	<ul style="list-style-type: none"> • Training sessions provided by Panel Heads, KLA Co-ordinators, e-Learning Work Group and Staff Development Committee respectively • Meetings arranged for developing the lesson plans • Pre-lesson briefing sessions held by Teacher-in-charge of the lesson • Lessons observed by teachers involved • Post-lesson meetings held by Panel Heads and attended by all observers for evaluation • Sharing sessions carried out by Panel Heads at departmental level, KLA Co-ordinators at KLA level, AC Head at AC meetings and School level by the Staff Development Committee respectively. 	<ul style="list-style-type: none"> • At least 14 lesson plans using the Lesson Study CLP Framework are developed, implemented and the lessons are observed by teachers involved and post-lesson meetings are held. • At least 10 training sessions are offered by Panel Heads, KLA Co-ordinators, e-Learning Work Group and Staff Development Committee. • At least 15 sharing sessions are conducted by Panel Heads, KLA Co-ordinators, AC Head and the Staff Development Committee. 				
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School-based After-school Learning and Support Programmes 2019/20
School-based Grant - Programme Plan

Name of School: Pope Paul VI College

Staff-in-charge: Mrs. Alice Au

Contact Telephone No. 24208155

A. The estimated number of students (count by heads) benefitted under this Programme is 99 (including A. 26 CSSA recipients, B. 52 SFAS full-grant recipients and C. 21 under school's discretionary quota).

B. Information on Activities to be subsidised/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)
Language Training: English Tutorials (S.1 & S.2)	<ul style="list-style-type: none"> - To boost students' confidence in learning English - To consolidate students' foundation in English 	<ul style="list-style-type: none"> - Participants will become more confident in learning English - Students have made improvement in the assessments. - Students' attendance rate will be over 80% 	<ul style="list-style-type: none"> - Tutor's feedback - Assessment - Attendance Record 	October 2019 to December 2019	10	20	0	\$ 6,000	Miss Choy Yui Bing Miss Lam Cheuk Yin Miss Liu Wing Yan
Learning Skill Training: Mathematics Tutorial Programme (S.1-S.3)	<ul style="list-style-type: none"> - To consolidate students' foundation in Mathematics 	<ul style="list-style-type: none"> - Participants will become more confident in learning Mathematics 	<ul style="list-style-type: none"> - Internal school assessments 	October 2019 to June 2020 arranged in three phases	10	10	4	\$ 8,500	Mr. Chow Ping Wah

*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			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
Learning Skill Training: 1. IoT and 3D Coding Class 2. VR Coding Class	<ul style="list-style-type: none"> - To strengthen student's computational thinking skills - To boost students' confidence by designing practical 3D products - To cultivate students' co-operation with others 	<ul style="list-style-type: none"> - Participants will be able to design a deliverable through their own coding - 75% of the participants find the program useful in strengthening their computational thinking skills. - Participants can cooperate well with their group members. 	<ul style="list-style-type: none"> - Advisor's observation - Participants' feedback 	October 2019 to July 2020	5	15	10	\$45,000	Discovery Technologies 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			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
Art /Culture 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 through various performances 	Tutor's assessment	Late Sept 2019 to Aug 2020	1	7	7	\$20,400	Music Vibration Academy
Total no. of activities: 4				@No. of man-times	26	52	21		
				**Total no. of man-times	99				

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.

@ 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)

Plan on Use of Capacity Enhancement Grant

2019-20 School Year

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

No. of operating classes: 24

Task Area	Strategies/Tasks	Benefits Anticipated	Time Scale	Budget	Evaluation Strategies	People Responsible
Enhancing students' language proficiency	<ul style="list-style-type: none"> • To employ a full-time English Teaching Assistant (TA) to provide support to teachers • To employ a 0.6 *full-time English teacher 	<ul style="list-style-type: none"> • Teachers can be relieved from some of their workload • Teachers 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 well utilized 	From 1-9-2019 to 31-8-2020	\$540,000	Evaluation by English Language teachers that the relevant strategies have: <ul style="list-style-type: none"> • Relieved teachers' workload • Taken care of the learning needs of weaker students • Facilitated better arrangements in the organization of English learning activities 	Mrs. Jovie Chan (Panel Chairperson of the English Language Education Key Learning Area)
Curriculum development and coping with diverse learning needs of students	<ul style="list-style-type: none"> • To employ a full-time Teaching Assistant (TA) for Careers Section and ECA Committee to: <ul style="list-style-type: none"> ○ Assist the clerical work related to Careers and ECA activities ○ Go on outings with students for learning activities 	<ul style="list-style-type: none"> • Teachers can be relieved from some of their workload and can concentrate on developing effective learning and teaching strategies to enhance learning and teaching 	From 1-9-2019 to 31-8-2020	\$176,400	Evaluation by Careers Section and ECA teachers that the relevant strategies have: <ul style="list-style-type: none"> • Relieved teachers' workload so that teachers can concentrate on improving learning and teaching strategies • Offer support in clerical work 	Ms. Rachel Yeung (Careers Mistress) Ms. Stella Chan (ECA Mistress)

**Plan on the Use of the Promotion of Reading Grant
2019-20 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	
	Printed books *(Includes library books purchased by subject panel heads and Teacher Librarian)	22,480
	Printed magazines	3,500
	e-Books	29,600
2	Reading Activities	
	Book coupons for students to redeem during book fairs	2,000
	Reading/ author talks	1,800
	Library activities, e.g Academic Months, Academic Challenge, Reading Award Scheme, etc.	2,600
	Total	61,980

Pope Paul VI College

Policies, Resources and Measures Adopted in Implementing the Whole School Approach to Integrated Education (2019/2020 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"> ● The SEN Support Team headed by the Special Educational Needs Coordinator 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 teaching assistants are employed to provide tutorials on weekdays after-school, on Saturdays and during school holidays.

- A full-time teaching 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.
- Teachers are encouraged to take specific training geared towards the particular special educational 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.
- 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.
- Preventive and developmental work such as strengthening the promotion of mental health and inclusive culture and promoting the strategies of quality teaching to cater for learner diversity are strengthened.
- As far as promotion of mental health is concerned, the SENCO leads the SST in implementing mental health programmes and education activities together with the school's counselling team, in a bid to enhance the knowledge and awareness of mental health among students, teachers and parents, and help students maintain mental wellness with greater resilience.