



Pope Paul VI College

Annual School Plan

School Year 2020-2021

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 2020-2021

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

Major Concern 1: 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 and Career Day. 	<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 	<ul style="list-style-type: none"> Students’ self-evaluation Students’ reflection Focus group interview APASO Class Teachers’ feedback Teachers’ feedback School-based survey 	<p>Terms 1& 2</p>	<ul style="list-style-type: none"> Counselling Team Discipline Committee Careers Section Class Teachers 	<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

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

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"> e-learning tools to be included in lessons focusing on (not limited to): <ul style="list-style-type: none"> - promoting STEAM education by the STEAM Committee - incorporating the 5 Catholic core values by the Catholic Core Values Lesson Study Committee - highlighting students' learning evidence in the Lesson Study Collaborative Lesson Planning (CLP) by all subjects involved Sessions on the planning stage, including meetings arranged for developing the lesson plans and pre-lesson briefing session, the implementation stage, including lesson observation, and the evaluation stage 	<ul style="list-style-type: none"> Students' creativity, collaboration skills, critical thinking skills or problem-solving skills will be enhanced in the classroom observation or in their learning outcomes due to the developed e-learning materials by the subjects in the STEAM Committee, the Catholic Core Values Lesson Study Committee and subjects not included in the above 2 Committees. Formal sharing sessions will be arranged by Panel Heads, KLA Co-ordinators, AC Head and the Staff Development Committee respectively. 	<ul style="list-style-type: none"> Results in: <ul style="list-style-type: none"> -APASO (*creativity, collaboration skills, critical thinking skills and/or problem-solving skills) -students' stakeholders' survey -School-based survey (*develop the habit of learning using e-learning tools and/or via e-platforms) Teachers' feedback Lesson observers' feedback on students' performance in the lessons 	<ul style="list-style-type: none"> Whole Year 	<ul style="list-style-type: none"> Heads of Panels, STEAM Committee, Catholic Core Values Curriculum Planning Committee, Academic Committee, KLA Co-ordinators and Vice-Principals 1 & 3 	<ul style="list-style-type: none"> Eight afternoons in the Special Timetable Panel/ KLA Meetings Staff Development Sharing Sessions

	<p>including post-lesson meetings to be arranged by Panel Heads, KLA Co-ordinators and Staff Development Committee respectively</p> <ul style="list-style-type: none"> • Formal sharing sessions to be carried out by Panel Heads, KLA Co-ordinators, AC Head and the Staff Development Committee at departmental level, KLA level, in AC meetings and at School level respectively 					
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School-based After-school Learning and Support Programmes 2020/21
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 105 (including A. 29 CSSA recipients, B. 56 SFAS full-grant recipients and C. 20 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)	<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 2020 to December 2020	10	10	0	\$ 4,000	Miss Choy Yui Bing Miss Yuen Hiu Yin
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 2020 to June 2021 arranged in three phases	10	25	0	\$ 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: STEM Coding Class	<ul style="list-style-type: none"> - To strengthen student's computational thinking skills - To boost students' confidence by design and make 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 	January 2021 to July 2021	2	7	7	\$45,000	/

*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 	Tutor's assessment	Late Sept 2020 to Aug 2021	4	6	10	\$40,000	Music Vibration Academy
Total no. of activities: <u>4</u>				@No. of man-times	26	48	17		
				**Total no. of man-times	91				

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

2020-21 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
Strengthen learning and teaching effectiveness	<ul style="list-style-type: none"> To employ a full-time Teacher – Librarian in promoting reading promotion programmes and carrying out other teaching related duties 	<ul style="list-style-type: none"> Teachers can be relieved from some of their workload in organizing and implementing student reading programmes To share teachers' workload on teaching Geography, Chemistry and Physics. 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 	From 1-9-2020 to 31-8-2021	\$400,000	Evaluation by Vice Principal 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 reading learning activities 	Mrs. Karen Tso (Vice Principal)

<p>Curriculum development and coping with diverse learning needs of students</p>	<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 	<p>From 1-9-2020 to 31-8-2021</p>	<p>\$189,000</p>	<p>Evaluation by Careers Section and ECA teachers that the relevant strategies have:</p> <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 	<p>Ms. Rachel Yeung (Careers Mistress) Ms. Stella Chan (ECA Mistress)</p>
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Plan on the Use of the Promotion of Reading Grant

2020 - 2021

The major objectives for Promotion of Reading are to benefit students' learning with subject-related print books, e-books, and create a reading culture.

	Item*	Estimated Expenses (\$)
1.	Purchase of Books	52,458.72
	<input checked="" type="checkbox"/> Printed books	
	<input checked="" type="checkbox"/> e-Books	
2.	Web-based Reading Schemes	11,120
	<input checked="" type="checkbox"/> e-Read Scheme	
	<input type="checkbox"/> Other scheme: _____	
3.	Reading Activities	5,200
	<input checked="" type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks	
	<input type="checkbox"/> Hire of service from external service providers to organize student activities related to the promotion of reading	
	<input checked="" type="checkbox"/> Paying the application fees for activities and competitions related to the promotion of reading	
	<input checked="" type="checkbox"/> Subsidizing students for their participation in and application for reading related activities or courses	
4.	<input checked="" type="checkbox"/> Others: Purchase of printed magazines	3,500
Total		72,278.72

* Please tick the appropriate boxes or provide details.

**Policies, Resources and Measures Adopted in Implementing the Whole School Approach to Integrated
Education
2020-21 School Year**

I. Policy	<p>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.</p> <p>We treasure home-school cooperation by establishing regular communication channels to facilitate parents' participation in the formulation of support strategies for students with SEN.</p>
II. Resources	<p>To facilitate our school's support to students with SEN, the following special grant is provided by the Education Bureau:</p> <p>Learning Support Grant</p>
III. Support measures and allocation of resources	<p>Students with SEN are provided with the following support measures:</p> <p>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 Workers and the Educational Psychologist.</p> <p>Educational Psychologist stations at the school twice per month to provide school-based support services.</p> <p>Adjusted homework strategies are provided to students in need.</p> <p>Special examination accommodation is provided to students in need.</p> <p>Students of the junior classes are supported by those from the senior classes through peer tutoring.</p> <p>Part-time teaching assistants are employed to provide tutorials on weekdays after-school and during school holidays.</p> <p>A full-time teaching assistant is employed to help implement Individual Education Plan (IEP) and conduct small group activities and workshops on school days.</p>

Training programmes such as speech therapy, emotional management programme and social skill training programmes are held to cater for the individual needs of students.

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.

Inclusive education programmes are organized for the whole school to enhance students' awareness and acceptance of individual differences and diversity.

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.