



Pope Paul VI College

Annual School Plan

School Year 2021-2022

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 2021-2022

1. To develop students to think independently

培養學生自主探究、獨立思考的學習態度

2. Be grateful and treasure what we have; stay positive and optimistic (To Appreciate, To Act, To Pass it on)

感恩珍惜，積極樂觀（欣賞、行動、承傳）

Major Concern 1: To develop students to think independently

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p>To enhance students' skills in independent thinking for maximizing the effectiveness of learning and teaching</p> <p>To promote professional development among teachers in building students' self-directed learning skills</p>	<p>Self-directed learning elements on teaching materials, assessment and note taking practice are stipulated such as:</p> <ul style="list-style-type: none"> • Reflective Essay writing in Chinese • Online Research in English • Project-based learning • Self-reflective habit nurturing in Mathematics • Issue Study in Liberal Studies • DIY experiment video taking in Science subjects • Enquiry Studies in Humanities subjects • Pre-lesson tasking in Technology subjects • Showcase platform in Arts subjects 	<p>Over 70% of students agree that they have improved to make thoughtful decision and solve problems on their own in learning</p> <p>Students' learning effectiveness is generally enhanced</p> <p>Good examples shown from different KLAs</p> <p>Videos taken by students to share how to make notes</p>	<p>Students' self-evaluation survey</p> <p>Focus group interview</p> <p>Teacher's self-evaluation survey and feedback</p> <p>Lesson observation</p> <p>Scheme of work</p> <p>Student performance</p> <p>APASO</p>	<p>Whole Year</p>	<p>KLA Coordinators</p> <p>Subject Panel Heads</p> <p>Subject Teachers</p>	<p>1 double lesson is used in S.1 curriculum</p>
	<p>S.1 Self-directed learning sessions will be conducted in the Student Activity Centre (SAC) for better group dynamics. Subject teachers will also be assigned to accompany the students for assistance.</p>	<p>Students can devise their own plans and set their own goals in learning</p> <p>Over 70% of S.1 students can make their own efforts to develop self-discipline in learning</p>			<p>Vice Principals</p> <p>Assistant Principals</p>	

	A 5-minute Question and Answer Session will be reserved in each lesson. A bell will be rung 5 minutes before the end of each lesson for students to consolidate their studies and teachers to make clarification of the lesson	Students can make use of the 5 minutes to clarify their own thoughts and develop self-motivation to have deeper learning			Subject teachers	Special bell integration
	Lesson Studies which are to take place focus on self-directed lesson delivery	Teachers develop new learning tasks to encourage students to learn to think for themselves			Vice Principals Academic Committee Head	Lesson substitution for related teachers
	Lesson Observations are to take place to see how students' self-directed learning is put into practice	There are more professional dialogues between teachers by means of observing and analyzing students learning in lesson Teachers' question asking and students' inquiry thinking in lessons are emphasized			KLA Co-ordinators Subject Panel Heads Subject Teachers	More common lesson periods for core subject (form-level) meetings

Major Concern 2: Be grateful and treasure what we have; stay positive and optimistic (To Appreciate, To Act, To Pass it On)

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p>To nurture our students to be grateful and treasure what we have</p> <p>To nurture our students to stay positive and optimistic when facing adversity and difficulties</p> <p>To strengthen students' resilience skills</p> <p>To strengthen students' confidence</p> <p>To help our students understand that they are unique and explore their own character strength</p>	Conduct professional development for teachers to develop students' resilience skills	Relevant development programmes can enable teachers to offer guidance or support to students	Students' self-evaluation	Whole year	Staff Development Committee Head	
	Self-appreciation on Twenty-Four Virtues (廿四美) will be introduced in Class Teacher Periods	Positive feedback from class teachers that students are grateful and treasure what we have	Students' reflection Focus group interview		Counselling Team Head Class Teachers	
	Difficulty Level Indicators and a bonus part will be included in junior form test/examinations to build up students' self-understanding mindset and a sense of achievement in students	Over 70% of junior form students are more positive when they face challenges and have a greater sense of achievement	APASO Class Teachers' feedback Teachers' feedback		KLA Coordinators Panel Heads Subject Teachers	
	Leadership training is provided for all student leaders in the School. Different experiential activities and leadership mentor programmes are offered to identify their leadership strengths at junior level	Student leaders show improvement in their confidence, resilience skills and cooperation. Student leaders are more proactive and confident to show their own character strength	School-based survey		Discipline Committee Head Counselling Team Head	\$15,000
	Mentorship programmes from graduates will be introduced to tap students' potentials and develop relevant skills for life-long planning	Over 65% of the senior form participated students can gain skills to navigate the pathways of life and feel more positive about the future			Careers Section Head	\$14,000 Reservation of school venues

	<p>Student-led approach is adopted to run curricular and extra-curricular activities especially inter-class competitions, inter-house competitions and service programmes</p>	<p>Students show positive attitude in activities</p> <p>Students are confident and independent to run the activities</p>			<p>Health Promotion Team Head</p> <p>Publicity Committee Head</p> <p>Extra-curricular Activities Section (ECA) Head</p>	
	<p>Extra-curricular activities and “Journey to Gratitude Kingdom” booklet will be designed to promote the Major Concern “Be Grateful and Treasure What We Have; Stay Positive and Optimistic”</p>	<p>Quality extra-curricular activities are offered</p> <p>Students show positive reflection in the “Journey to Gratitude Kingdom” booklet.</p>			<p>Counselling Team Head</p> <p>Discipline Committee Head</p> <p>Health Promotion Team Head</p> <p>Careers Section Head</p> <p>Class Teachers</p>	\$10,000

School-based After-school Learning and Support Programmes 2021/22 s.y.
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 70 (including A. 19 CSSA recipients, B. 46 SFAS full-grant recipients and C. 5 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) (2 groups)	<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 	Group 1 11/10/2021 to 10/01/2022 Group 2 08/10/2021 to 07/01/2022	5	15	0	\$4000	Ms. CHAN Mei Ming Ms. TSE Man Ching
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 	<ul style="list-style-type: none"> - Tutor's assessment 	October 2021 to Aug 2022	4	6	5	\$30000	Music Vibration Academy

*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: Mathematics Tutorial Programme (S.1-S.3)	- To consolidate students' foundation in Mathematics	- Participants will become more confident in learning Mathematics	- Internal school assessments	October 2021 to May 2022 arranged in three phases	10	25	0	\$8500	Mr. Chow Ping Wah Ms. Chak Man Ting Ms. Cheung Kit Yi Ms. Cheung Sin Yan Ms. Kwok Wing Lam Ms. Lam Hoi Yan Ms. Mo Yuet Yau Ms. Tse Man Ching Ms. Yu Sui Ki
Total no. of activities: <u>3</u>				@No. of man-times	19	46	5		
				**Total no. of man-times	70				

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
2021-22 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

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 (CS) and Extra-curricular Activities Section (ECA) to: <ul style="list-style-type: none"> ○ Assist the clerical work related to CS 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 1-9-2021 to 31-8-2022	\$220,000	Evaluation by CS and ECA 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 (CS Mistress) Ms. Stella Chan (ECA Mistress)
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**Plan on the Use of the Promotion of Reading Grant
2021-22**

The major objectives for Promotion of Reading: benefitting students' learning with subject-related print books, e-books, 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)	29,588.87
✓ e-Books	24,800
2 Web-based Reading Schemes	
✓ e-Read Scheme	12,000
<input type="checkbox"/> Other scheme : _____	
3 Reading Activities	
✓ Hiring writers, professional storytellers, etc. to conduct talks	600
✓ Hire of service from external service providers to organise student activities related to the promotion of reading	2,500
✓ Paying the application fees for activities and competitions related to the promotion of reading	2,500
✓ Subsidising students for their participation in and application for reading related activities	2,000
4 Other	
✓ Purchase of printed magazines	3,500
Total	77,488.87

Policies, Resources and Measures Adopted in Implementing the Whole School Approach to Integrated Education
2021-22 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>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> <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.</p>

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.