



Pope Paul VI College

Annual School Plan

School Year 2023-2024

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 2023-2024

1. To develop students to become self-planned learners

培養學生成為自我規劃的學習者

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 become self-planned learners

Briefly list the feedback and follow-up actions from the previous school year:

- The school will establish more student-led activities based on students' interests, providing guidance to leaders to foster self-planning skills.
- The school will foster a collaborative environment through the introduction of mixed ability classes along with differentiated learning materials.
- More reading programs will be launched to promote a culture of reading and interdisciplinary learning.
- The school will organize expert-led workshops and seminars to enhance students' information literacy and foster responsible digital citizenship.

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
<p>To cultivate student-led planning and personal exploration in their own learning</p> <p>To ignite a passion for learning and foster a growth mindset in all students</p> <p>To foster independent and collaborative learning in digital world</p> <p>To nurture self-planned learning and leadership abilities</p>	<p>Chinese Language KLA: Allow students to explore topics of interest in Chinese culture, history, or literature and present their findings in Chinese.</p> <p>English Language KLA: Implement student-led projects on topics related to English-speaking cultures or literature.</p> <p>Mathematics Education KLA: Encourage students to apply mathematical principles to real-world problems of their choice.</p> <p>Citizenship and Social Development KLA: Students could identify and research on a social issue and propose solutions.</p> <p>Science Education KLA: Implement project-based learning where students can explore scientific topics of personal interest and design their own experiments.</p>	<p>Over 70% of students will demonstrate increased ability to independently direct their own learning</p> <p>Over 70% of S.1 students will demonstrate increased passion for learning and self-planned learning skills</p> <p>A culture of reading and interdisciplinary learning is observed</p> <p>Over 70% of students show enhanced self-planned learning skills</p>	<p>Students' questionnaire</p> <p>Teachers' observation</p> <p>School-based survey</p> <p>Focus group interview</p> <p>KLA minutes</p>	<p>Whole year</p>	<p>KLA Coordinators</p> <p>Subject Panel Heads</p> <p>Subject Teachers</p>	

To enhance teacher facilitation in student-driven learning	<p>Technology Education KLA: Encourage the use of digital tools like Online Question Bank / Google Classroom to facilitate student-driven learning and self-marking.</p> <p>Personal, Social & Humanities Education KLA: Promote self-planned learning activities where students are responsible for setting their learning goals, action plans, and schedules.</p>	<p>Over 60% of S.5 students and School Ambassador will demonstrate enhanced self-directed leadership capabilities</p> <p>Student feedback indicates a perceived enhancement in their capacity to take ownership of their learning process, as evidenced by expressions of increased confidence, autonomy, and engagement in their activities.</p>				
	<p>S.1 students who submit assignments late will attend after-school classes with their subject teachers to complete work and build positive habits. Self-directed lessons will teach skills like goal-setting and independence. By offering extra support for struggling students combined with instructing self-regulation strategies, the school develops responsibility and self-sufficiency to establish an educational foundation for success.</p> <p>DEAR (Drop Everything And Read) day and reading sharing sessions will be organized in assembly periods</p>				<p>Vice Principal I</p> <p>Learning and Teaching Committee Head</p>	<p>1 single lesson used in S.1</p> <p>8 Assembly periods</p>

	<p>Organize media and information literacy talks related to identifying reliable and relevant information</p> <p>Promote the self-planned learning through the implementation of the Bring Your Own Device (BYOD)</p>				<p>Vice Principal III</p> <p>IT Committee Head</p>	<p>QEF</p> <p>CITG</p>
	<p>S.5 students will lead school clubs by forming committees to plan and facilitate meetings/activities for their members throughout the year.</p>				<p>ECA Committee Head</p>	<p>LWLG</p>
	<p>School Ambassadors will independently lead various school events and initiatives such as planning logistical routines and designing guidance programs.</p> <p>More platforms will be introduced to highlight and display students-led projects and accomplishments</p>				<p>Publicity Committee Head</p> <p>Adviser of Students' Association</p>	<p>LWLG</p>
	<p>To enhance student self-directed learning and teacher capabilities, lesson observation sharing and AI-assisted coaching workshop will be implemented.</p>				<p>Staff Development Committee Head</p>	<p>EOEBG</p>

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

Briefly list the feedback and follow-up actions from the previous school year:

- More experiential learning opportunities and mentorship programs should be provided to better engage students in learning.
- Student autonomy and leadership should be fostered through holding club activities and programs independently.
- More platforms will be provided for students to showcase their strengths and reflect on challenges.
- The School will provide school-wide activities and parental education to strengthen students’ character development and mental wellness.
- The school will introduce more sports activities to foster student engagement, strengthen student-teacher relationships, and enhance mental well-being.

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>	<p>Conduct professional development programmes related to Team building and trust, Growth-mindset, Resilience with Positive Psychology and Positive relationship for teachers to develop students’ resilience skills.</p>	<p>More than 70% of teachers concur that they have effectively acquired the knowledge to cultivate resilience skills in their students.</p>	<p>Students’ self-evaluation</p> <p>Students’ reflection</p> <p>APASO</p>	<p>Whole year</p>	<p>Staff Development Committee Head</p>	<p>EOEBG</p>
	<p>VIA Character Strength Project is implemented in S.4 to help students make plans to develop their character strength</p>	<p>Students become more positive and optimistic when facing adversity and difficulties.</p>	<p>Class Teachers’ feedback</p>		<p>Vice Principal II</p>	<p>LWLG</p>
	<p>Prefect-Led School Activities will be organized to assign prefects to lead school events like discipline workshops, orientation, assemblies, and class activities. It also includes prefect-organized anti-bullying talks for junior students.</p>	<p>Students understand their uniqueness and explore their character strengths.</p>	<p>Teachers’ feedback</p>		<p>Values Education Committee Head</p>	
		<p>High levels of student engagement in school activities, as evidenced by active participation and positive feedback.</p>	<p>School-based survey</p> <p>Focus group interview</p>		<p>Discipline Committee Head</p>	

<p>To cultivate a sense of community among our students, characterized by the 'Pass It On' spirit</p>	<p>Alumnae Mentorship programmes will continue to be held to tap students' potentials and develop relevant skills for life-long planning. Mentors will share knowledge, skills, and positive attitudes, as well as their ability to encourage and support our girls.</p>	<p>Students will consistently demonstrate the 'Pass It On' spirit, evident in their actions and attitudes towards others.</p> <p>Observable improvement in discipline, school atmosphere, and student sense of belonging following the implementation of different programs.</p>			<p>Careers Section Head</p>	<p>LWLG</p>
	<p>Student-led activities will be organized. Students would take up the leading roles and organize various activities, e.g. morning prayers, the Catholic Society lunch meeting, assemblies, religious events, decoration of the Prayer Room, etc.</p> <p>Encourage and support students to propose and implement new initiatives or activities, fostering creativity, leadership skills, and ownership in school events.</p>	<p>Over 70% of participated students agree that discover their own ability and strength through student-led activities.</p> <p>Successful introduction and execution of at least 2 student-proposed and led initiatives or activities.</p>			<p>Religious Team Head</p> <p>School Librarian</p> <p>Publicity Committee Head</p>	<p>LWLG</p>
	<p>Emphasize the improvement of physical activities and mental health instruction by incorporating additional Physical Education classes, initiating "Sports Friday" event, and establishing more sports teams.</p>	<p>Improved feedback on resilience and a stronger ability to bounce back from failures.</p>			<p>PEKLA</p>	<p>LWLG</p>

School-based After-school Learning and Support Programmes 2023/24 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 109 (including A. 23 CSSA recipients, B. 67 SFAS full-grant recipients and C. 19 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)
					A	B	C		
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 become more confident in learning English. - Students have made improvement in the assessments. 	<ul style="list-style-type: none"> - Tutor's feedback - Assessment 	9/10/2023 to 19/02/2024	4	5	0	\$1800	Ms. Lam Kam Chu

Art /Culture activities: School Orchestra	<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 are able to play the musical instruments individually and together with all other members. - Participants become more confident and develop team spirit through various performances. 	<ul style="list-style-type: none"> - Tutor's assessment 	September 2023 to July 2024	4	12	4	\$40000	Music Vibration Academy Limited
Learning Skill Training: Mathematics Tutorial Programme (S.1-S.3)	<ul style="list-style-type: none"> - To consolidate students' foundation in Mathematics - To boost students' confidence in learning Mathematics 	<ul style="list-style-type: none"> - Students have made improvement in the assessments. - Participants become more confident in learning Mathematics 	<ul style="list-style-type: none"> - Internal school assessments - Tutor's feedback 	September 2023 to May 2024 arranged in three phases	10	30	10	\$20000	Ms. Chan Cheuk Man Ms. Chan Hoi Ning Ms. Chan Wing Chi Ms. Cheung Sin Yan Ms. Cheung Kit Yi Ms. Kwok Sze Wing Ms. Kwok Wing Lam Ms. Lam Hoi Yan
Leadership Training Camp	<ul style="list-style-type: none"> - To strengthen the leadership skills and confidence of the potential school leaders (School Prefects & Counselling Team Assistants) 	<ul style="list-style-type: none"> - Participants' leadership skills and confidence is strengthened. 	<ul style="list-style-type: none"> - Participants' feedback - Advisors' observation 	July 2024	5	20	5	\$18000	To be confirmed
Total no. of activities: 4				@No. of man-times	23	67	19		
					**Total no. of man-times	109			

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
2023-24 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
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 1-9-2023 to 31-8-2024	\$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)

**Plan on the Use of the Promotion of Reading Grant
2023-24**

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)	33,625.2
✓ e-Books	54,400
2 Web-based Reading Schemes	
✓ e-Read Scheme	
<input type="checkbox"/> Other scheme : _____	
3 Reading Activities	
✓ Hiring writers, professional storytellers, etc. to conduct talks	5,000
✓ Hire of service from external service providers to organise student activities related to the promotion of reading	3,000
✓ Subsidising students for their participation in and application for reading related activities	1,000
4 Other	
✓ Purchase of printed magazines	3,000
Total	100,025.2

Policies, Resources and Measures Adopted in Implementing the Whole School Approach to Integrated Education
2023-24 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 student counsellor 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.

**One –off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development
(2023-2024)**

Budget Plan

Subsidized Items	Content	Target	Budget
(i) Developing or procuring relevant learning and teaching resources	Purchase reference books and online materials	Teachers and Students	\$8000
(ii) Subsidizing teachers to participate in Mainland – interflow activities or study tours	Subsidize the fees and travelling expenses	Subject Teachers and Teacher Escorts	\$50000
(iii) Subsidizing students and teachers to participate in school based learning activities in Hong Kong	Subsidize the fees and travelling expenses e.g. museum visit (will be organized for S.4 students during post-exam period)	Teachers and S4 students	\$50000
(iv) Organizing school based learning activities	Organize talks and workshops for students	S4-S6 students	\$30000

姊妹學校交流計劃書
2023 / 2024 學年

學校名稱：	保祿六世書院		
學校類別：	*小學 / *中學 / *特殊學校 (*請刪去不適用者)	負責老師：	張開裕助理校長

擬於本學年與以下內地姊妹學校進行交流活動：	
1.	廣東省河源市第一中學
2.	
3.	
4.	
5.	

本校擬舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (*擬舉辦 / *不擬舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
A1	<input type="checkbox"/>	探訪/考察	B1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
A2	<input type="checkbox"/>	校政研討會/學校管理分享	B2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
A3	<input checked="" type="checkbox"/>	會議/視像會議	B3	<input type="checkbox"/>	交流良好管理經驗和心得/提升學校行政及管理的能力
A4	<input checked="" type="checkbox"/>	與姊妹學校進行簽約儀式/商討交流計劃	B4	<input checked="" type="checkbox"/>	擴闊學校網絡
A5	<input type="checkbox"/>	其他(請註明)：	B5	<input checked="" type="checkbox"/>	擴闊視野
			B6	<input checked="" type="checkbox"/>	建立友誼/聯繫
			B7	<input checked="" type="checkbox"/>	訂定交流計劃/活動詳情
			B8	<input type="checkbox"/>	其他(請註明)：

乙. 教師層面 (*擬舉辦 / *不擬舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
D1	<input checked="" type="checkbox"/>	探訪/考察	E1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
D2	<input type="checkbox"/>	觀課/評課	E2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
D3	<input type="checkbox"/>	示範課/同題異構	E3	<input checked="" type="checkbox"/>	建立學習社群/推行教研
D4	<input checked="" type="checkbox"/>	遠程教室/視像交流/電子教學交流	E4	<input type="checkbox"/>	促進專業發展
D5	<input type="checkbox"/>	專題研討/工作坊/座談會	E5	<input type="checkbox"/>	提升教學成效
D6	<input type="checkbox"/>	專業發展日	E6	<input checked="" type="checkbox"/>	擴闊視野
D7	<input type="checkbox"/>	其他(請註明):	E7	<input checked="" type="checkbox"/>	建立友誼/聯繫
			E8	<input type="checkbox"/>	其他(請註明):

丙. 學生層面 (*擬舉辦 / *不擬舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
G1	<input checked="" type="checkbox"/>	探訪/考察	H1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
G2	<input checked="" type="checkbox"/>	課堂體驗	H2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
G3	<input checked="" type="checkbox"/>	生活體驗	H3	<input checked="" type="checkbox"/>	擴闊視野
G4	<input type="checkbox"/>	專題研習	H4	<input checked="" type="checkbox"/>	建立友誼
G5	<input type="checkbox"/>	遠程教室/視像交流/電子學習交流	H5	<input checked="" type="checkbox"/>	促進文化交流
G6	<input type="checkbox"/>	文化體藝交流	H6	<input checked="" type="checkbox"/>	增強語言/表達/溝通能力
G7	<input type="checkbox"/>	書信交流	H7	<input checked="" type="checkbox"/>	提升自理能力/促進個人成長
G8	<input checked="" type="checkbox"/>	其他(請註明): 中式步操體驗	H8	<input checked="" type="checkbox"/>	豐富學習經歷
			H9	<input type="checkbox"/>	其他(請註明):

丁. 家長層面 (*擬舉辦 / *不擬舉辦) (*請刪去不適用者)

(註: 學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	<input type="checkbox"/>	描述	編號	<input type="checkbox"/>	描述
J1	<input type="checkbox"/>	參觀學校	K1	<input type="checkbox"/>	增進對內地的認識和了解
J2	<input type="checkbox"/>	家長座談會	K2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
J3	<input type="checkbox"/>	分享心得	K3	<input type="checkbox"/>	擴闊視野
J4	<input type="checkbox"/>	其他(請註明):	K4	<input type="checkbox"/>	加強家校合作
			K5	<input type="checkbox"/>	加強家長教育
			K6	<input type="checkbox"/>	交流良好家校合作經驗和心得
			K7	<input type="checkbox"/>	其他(請註明):

擬運用的監察/評估方法如下:

編號	<input type="checkbox"/>	監察/評估方法
M1	<input checked="" type="checkbox"/>	討論
M2	<input type="checkbox"/>	分享
M3	<input checked="" type="checkbox"/>	問卷調查
M4	<input type="checkbox"/>	面談/訪問
M5	<input checked="" type="checkbox"/>	會議
M6	<input checked="" type="checkbox"/>	觀察
M7	<input type="checkbox"/>	報告
M8	<input type="checkbox"/>	其他(請註明):

津貼用途及預算開支:

編號	<input type="checkbox"/>	交流項目	支出金額
N1	<input checked="" type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$ 50,000
N2	<input type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$
N3	<input type="checkbox"/>	姊妹學校活動行政助理的薪金 (註:不可超過學年津貼額的 20%)	HK\$
N4	<input checked="" type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$ 100,000
N5	<input type="checkbox"/>	交流物資費用	HK\$
N6	<input type="checkbox"/>	在香港進行交流活動時的茶點開支(註:不可超過學年津貼額的 2%)	HK\$
N7	<input type="checkbox"/>	老師的一次入出境簽證的費用(註:不可超過學年津貼額的 1%)	HK\$
N8	<input checked="" type="checkbox"/>	其他(請註明):	HK\$ 30,000
N9	<input checked="" type="checkbox"/>	學年預計總開支	HK\$ 150,000
N10	<input type="checkbox"/>	沒有任何開支	不適用