



Pope Paul VI College School Development Plan

2024/25 - 2026/27

SCHOOL VISION AND 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**”.

4. Holistic Review of School Performance

a. Effectiveness of the School Development Plan in the cycle of 2021/22 - 2023/24

Major Concern and target	Extent of the target achieved	Follow-up action(s)	Remarks
<p>Major Concern 1: To promote self-directed learning</p> <p>Target(s):</p> <ul style="list-style-type: none"> To enhance students' skills in independent thinking, self-managed learning and self-planned learning for maximizing the effectiveness of learning and teaching To promote professional development among teachers in promoting students' self-directed learning skills 	<p>Partly achieved.</p> <p>We made significant strides in promoting Self-Directed Learning (SDL). Students displayed increased awareness of independent learning, with many taking the initiative to reflect on their learning strategies and address challenges.</p> <p>Successful integration of technology, such as BYOD and various online platforms, facilitated SDL tasks like note-taking and project-based learning.</p> <p>Teachers also supported SDL through lesson studies, promoting discussions on effective teaching strategies. Despite challenges, these initiatives helped students engage more actively in learning and enhanced their problem-solving and collaboration skills.</p>	<ul style="list-style-type: none"> Implement peer-teaching programs to enhance students' ownership of learning by fostering collaboration, which motivates them to engage in self-directed learning. This will help those students who rely heavily on teacher guidance develop independence. Showcase student achievements on platforms to publicly recognize progress in independent learning. This promotes a culture of praise and further motivates students to take initiative in their self-directed learning. Revise the BYOD policy to address distractions that hinder SDL. Proper usage of devices strictly for learning will help students focus and engage more effectively in self-directed activities. Provide academic extension activities that allow students to explore subject knowledge in greater depth, fostering a sense of curiosity and self-driven learning. These activities will help students recognize and appreciate their unique character strengths, improving both confidence and motivation as they discover new areas of interest and capability. Organize teacher workshops focused on learning strategies and managing independent learning environments. By improving teachers' capacity to facilitate SDL, students will receive better guidance in developing independent learning skills. 	<p>The original targets focused on enhancing students' independent thinking and self-directed learning (SDL) while promoting teacher development in facilitating these skills.</p> <p>The new follow-up actions align with these goals by encouraging peer-teaching programs and student-led initiatives, fostering collaboration and ownership of learning.</p> <p>Showcasing student achievements and revising the BYOD policy help motivate students to engage in SDL while minimizing distractions. Teacher workshops on SDL strategies further empower educators to guide students effectively.</p>

		<ul style="list-style-type: none">• Incorporate student-led initiatives where students nominate peers for recognition, emphasizing qualities such as resilience, optimism, and personal growth. This approach continues the development of positive values, as students celebrate and reflect on how they and their peers stay optimistic and resilient through challenges.	Academic extension activities promote curiosity and deeper learning, ensuring students develop independence and confidence in their learning journey.
--	--	--	---

Major Concern and target	Extent of the target achieved	Follow-up action(s)	Remarks
<p>Major Concern 2: To nurture positive values and resilience</p> <p>Target(s):</p> <ul style="list-style-type: none"> • To nurture our students to be grateful and treasure what we have • To nurture our students to stay positive and optimistic when facing adversity and difficulties • To strengthen students' resilience skills • To strengthen students' confidence • To let our students aware that they are unique and understand their own character strength 	<p>Fully achieved.</p> <p>Students demonstrated a stronger sense of gratitude and optimism, as evidenced by their participation in programs such as the "Journey to Gratitude Kingdom" booklet and various reflection activities.</p> <p>Teachers observed improvements in students' ability to stay positive when facing difficulties, and resilience skills were enhanced through leadership and mentorship programs.</p> <p>Students also gained confidence, and many reported a better understanding of their unique character strengths through workshops and experiential learning.</p>	<ul style="list-style-type: none"> • Conduct workshops on time management techniques to equip students with skills such as goal setting, prioritization, and effective planning. These workshops will be complemented by the development of resources, such as planners and digital tools, to reinforce these skills and help students master the art of time management both in and out of school. • Promote healthy physical and mental habits through fitness challenges, workshops, and well-being programs. These activities will focus on healthy eating, sleep hygiene, and regular exercise, creating a school-wide culture of health. Additionally, workshops on emotional well-being, stress management, and resilience will provide students with tools to handle challenges effectively while maintaining a positive outlook. • Establish after-school sessions for S.1 students, where students can share experiences and learn from each other about handling difficulties and building self-esteem. These sessions will not only improve study habits but also instill the importance of discipline in balancing academic responsibilities with personal development. • Organize more student activities and multicultural events to foster a sense of connectedness, collaboration, and cultural awareness among students. By encouraging participation in student-led initiatives based on common interests, students can build teamwork skills, leadership, and a deeper sense of belonging within the school community. 	<p>The new follow-up actions directly support the original targets of fostering gratitude, resilience, confidence, and self-awareness. Time management workshops equip students with skills to manage stress and challenges, boosting resilience and confidence.</p> <p>Promoting healthy habits through workshops on emotional well-being and stress management helps students maintain optimism in adversity. After-school sessions encourage peer support, enhancing self-esteem and resilience. School-wide events and multicultural activities celebrate individual achievements, fostering confidence and awareness of students' unique strengths.</p> <p>These actions ensure students develop the</p>

		<ul style="list-style-type: none"> • Organize school-wide events that celebrate individual achievements and personal growth, such as awards for resilience and confidence. These events will promote a positive, encouraging atmosphere, strengthening students' belief in their own abilities and fostering a school culture that values personal development and optimism. 	<p>skills needed to meet the original targets of nurturing positive values and resilience.</p>
--	--	--	--

b. Based on the reflection against the seven learning goals, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.

◆ How good is my students' performance in achieving the seven learning goals?

National and Global Identity: While students demonstrate respect for national symbols, their understanding of global issues is still developing, indicating the need for more global education opportunities. Survey results indicate that students generally demonstrate strong respect and pride for national symbols, with 93.5% of respondents expressing positive sentiments.

Breadth of Knowledge: Project-based learning has helped students engage with social issues, but motivation and critical thinking remain areas of concern, as some students rely heavily on teacher support and struggle with independent thinking. Surveys reveal a need to strengthen students' ability to apply knowledge more independently.

Language Proficiency: There has been noticeable improvement in students' communication skills, especially in presentations. While some students are still building their confidence in using English, this presents an opportunity for further growth. Encouraging better reading habits, especially alongside responsible screen time, can help continue to strengthen students' language skills development.

Generic Skills: Teachers report positive outcomes in the development of students' collaboration and communication skills. However, intrinsic motivation for learning and self-planning remains a challenge, with some students showing reluctance to engage in independent tasks.

Information Literacy: While students are proficient in using technology, there are concerns about their ethical use of information, particularly with the rise of AI tools. Digital distractions also hinder students' focus on learning tasks.

Life Planning: Career planning has improved, with more students actively considering their future paths, but further support is required to enhance decision-making and goal-setting skills, particularly in self-directed learning contexts.

Healthy Lifestyle: Although physical activity participation is high, many students still struggle with unhealthy habits, such as poor sleep patterns and stress management, which are negatively affecting their overall well-being.

◆ How good is my school in enriching students' learning experiences for their whole-person development and lifelong learning?

We have made considerable strides in enriching students' learning experiences. In terms of curriculum organization, the school has successfully catered to learner diversity by offering a range of gifted programs, such as pull-out sessions and whole-school initiatives. These programs ensure that students with different learning needs are adequately supported and challenged. However, there are opportunities to make better use of learning time, particularly by offering more after-school activities that provide additional learning experiences beyond the classroom. Additionally, improving communication between Key Stage 3 and Key Stage 4 is essential to ensure a smoother transition for students and greater continuity in their learning journeys.

Last year's major concern led to the implementation of student development programs aimed at fostering emotional resilience, self-management, and social responsibility. These initiatives have provided students with critical skills to navigate both academic and personal challenges. The school's dedication to offering personalized learning opportunities and targeted support for students with different needs reflects its commitment to nurturing the holistic growth of every student. However, ongoing assessment of these support services is necessary to ensure they are effectively aligned with students' developmental goals, and to refine these strategies based on continuous feedback.

Additionally, we are actively strengthening connections with outside organizations, schools, and alumnae networks to provide students with broader learning experiences and career opportunities. These partnerships offer valuable real-world exposure and mentorship. Furthermore, we are in the process of planning more overseas trips and visits to Mainland China, which will help broaden students' horizons, enhance their global perspective, and deepen their understanding of different cultures.

While the school has made notable progress in providing a balanced curriculum and comprehensive support for student development, there are clear areas for further enhancement. By expanding after-school learning opportunities, strengthening communication, fostering external collaborations, and refining support services based on regular evaluations, the school can continue to enhance students' learning experiences and better prepare them for lifelong learning.

◆ How good is my school in leading its continuous improvement and development for students' whole-person development and lifelong learning?

The school has shown good leadership in driving continuous improvement, fostering whole-person development, and preparing students for lifelong learning. Management's efforts to enhance the learning environment have been effective, with positive feedback from staff and students. The leadership of KLA heads has been strengthened through greater responsibilities and involvement in procedural processes, aligning educational goals with student development needs.

A key strength is the school's commitment to self-evaluation, which informs strategic planning. All teachers are involved in this process, ensuring that feedback from all stakeholders guides improvements. The integration of Catholic core values with EDB priority values further enhances the school's holistic approach. While decision-making is generally transparent, there are opportunities to increase openness in leadership decisions to improve operational accountability.

In supporting students, the school offers personalized programs addressing both academic and emotional needs. While challenges such as academic stress and emotional resilience remain, the school is actively expanding support in these areas to ensure students are well-equipped for lifelong learning. Overall, the school demonstrates a strong capacity for continuous development, with a clear focus on student well-being and success.

c. How Can My School Be Better

Building on the reflection in the previous part (4b), schools could further consider how they can do better in helping students achieve the seven learning goals based on students' needs and the school's capacity for continuous improvement and development when setting out development priorities. **For details, please refer to paragraph 3.3.1(b) and the appendix of the related compilation guidelines.**

◆ What are my students' needs?

Students demonstrate a clear need for a more comprehensive understanding of both national and global issues. While they respect national symbols, their awareness of global citizenship remains underdeveloped, indicating the importance of more global education opportunities. In addition, their ability to engage in project-based learning and social issues is encouraging, but many still depend heavily on teacher support, and critical thinking needs further development. Fostering greater independence in learning and strengthening critical thinking will be essential. Language proficiency, especially in English, is another area where students require support, as confidence remains low, and reading habits have declined due to increased screen time.

Students also need to improve their intrinsic motivation and self-directed learning skills. Though collaboration and communication have improved, reluctance to engage in independent tasks suggests that self-management and planning skills need further reinforcement. In terms of information literacy, students are proficient in using technology, but issues surrounding ethical use and digital distractions hinder their focus. Life planning has shown progress, but students still need guidance in refining their decision-making and goal-setting abilities. Lastly, students face challenges in maintaining a healthy lifestyle, particularly in managing stress, sleep, and overall well-being, which suggests a need for more structured support in developing healthier habits.

◆ What is my school's capacity for continuous improvement and development?

The school has demonstrated a strong capacity for continuous improvement and development, particularly in enriching students' learning experiences to support whole-person development and lifelong learning. Through a well-organized curriculum that caters to learner diversity, the school offers various gifted programs such as pull-out sessions and whole-school initiatives, ensuring that students of different abilities are appropriately challenged and supported. While these programs have been effective, there are opportunities for further improvement, particularly in utilizing learning time more efficiently. Expanding after-school activities could offer students additional opportunities to explore learning beyond the classroom. Additionally, enhancing communication between all stakeholders is crucial for ensuring smoother transitions and continuity in the students' learning journeys.

Support for student development has also been a priority, with the school implementing programs that foster emotional resilience, self-management, and social responsibility. These initiatives have equipped students with essential life skills to tackle both academic and personal challenges. The school's commitment to personalized learning and providing targeted support for students reflects its dedication to nurturing holistic growth. However, the ongoing assessment and refinement of these support services are critical to ensuring alignment with students' evolving needs. By continually evaluating these services, expanding learning opportunities, and strengthening communication, the school can further enhance its capacity to foster student success and prepare them for lifelong learning.

◆ What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students?

The school's development priorities for the 2024/25 to 2026/27 cycle emphasize enhancing students' whole-person development and fostering lifelong learning. One major concern is to intensify students' confidence and motivation. To achieve this, the school plans to create a learning environment that promotes enthusiasm and engagement. Strategies include implementing peer-teaching programs, organizing KLA Weeks to showcase various subjects, and providing opportunities for academic exploration. Additionally, the school aims to foster a culture of recognition by highlighting student achievements through student-led initiatives and parent involvement. Personalized learning plans will also be developed to help students reach their full potential, with teachers receiving training to better support individualized learning.

Another key priority is promoting a healthy lifestyle among students, focusing on time management, emotional resilience, and physical well-being. The school will conduct workshops on time management and strategies to reduce digital distractions, as well as revise the BYOD policy to enhance focus on educational activities. To foster connectedness and teamwork, more house and multicultural events will be organized. In addition, the school will promote healthy habits through sleep hygiene workshops, fitness challenges, and mindfulness programs. Emotional resilience will be further supported through adventure-based activities and stress management workshops, ensuring students can manage challenges while maintaining a positive outlook.

5. Major Concerns of the 2024/25 – 2026/27 School Development Cycle

Based on the above holistic review of school performance, the major concerns in order of priority are:

- 1. To boost students' confidence and motivation**
- 2. To promote a healthy lifestyle among students**

School Development Plan (2024/25 - 2026/27)

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Responsible personnel	Seven Learning Goals
		Year 1	Year 2	Year 3			
MC1 To boost students' confidence and motivation	Create a learning environment that encourages motivation and enthusiasm for learning	✓	✓	✓	<ul style="list-style-type: none"> Implement peer-teaching programs that encourages students to support each other, fostering a collaborative learning environment Boost students' interest by organizing KLA Weeks, where each KLA showcases its characteristics and achievements Provide extension on academic subjects to let students explore more interest from the subject knowledge Conduct sharing sessions for teachers on effectively managing group dynamics and creating inclusive group activities 	Any KLAs / Committees All KLAs All KLAs SDC	Breadth of Knowledge Language Proficiency
	Foster a praising school culture where achievements at all levels are recognized and celebrated	✓	✓		<ul style="list-style-type: none"> Incorporate student-led initiatives where students can nominate their peers for recognition that celebrate academic, extracurricular, and personal achievements Organize more announcements to highlight student accomplishments and foster a culture of praise Encourage students to practice courtesy and caring in various school activities Implement platforms where parents can provide input on the recognitions 	Any KLAs / Committees IT / PC VEC / DC / CT PTA	Generic Skills Breadth of Knowledge

	Utilize individualized learning plans to help each student reach their full potential		✓	✓	<ul style="list-style-type: none"> • Develop and implement individualized learning plans for students, regularly monitored and adjusted based on student progress data • Highlight and celebrate students' academic strengths and improvements through various platforms • Conduct workshops to enhance teachers' skills and share effective individualized learning strategies • Organize events where students can showcase their individualized learning projects and achievements to peers, teachers, and parents 	<p>Any KLAs CS</p> <p>VPIII</p> <p>SDC</p> <p>LTC</p>	<p>Generic skills</p> <p>Life Planning</p>
	Promote “love for reading”	✓	✓	<ul style="list-style-type: none"> • Formulate a policy for enhancing students’ reading habit • Implement more 'Drop Everything and Read' (DEAR) time • Assign take-home parents-students reading exercises • Integrate reading elements into the curriculum • Conduct KLA reading months with activities 	LTC / All KLAs	<p>Generic skills</p> <p>Language Proficiency</p>	

School Development Plan (2024/25 - 2026/27)

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Responsible personnel	Seven Learning Goals
		Year 1	Year 2	Year 3			
<p>MC2</p> <p>To promote a healthy lifestyle among students</p>	Equip students with the skills and tools to manage their time effectively	✓	✓		<ul style="list-style-type: none"> Conduct student workshops on time management techniques such as goal setting, prioritization, and effective planning, and develop resources to help students master these techniques Educate students about the effect of digital distractions on time management and provide strategies to reduce screen time and enhance focus Revise the BYOD policy to prioritize educational use and minimize distractions Implement a session requiring all S.1 students to stay after school during the first term to complete homework and other tasks, helping them develop effective time management skills 	<p>LTC</p> <p>IT / TEKLA</p> <p>IT / DC</p> <p>LTC</p>	<p>Healthy Lifestyles</p> <p>Generic skills</p> <p>Information Literacy</p>

	Cultivate a sense of connectedness	✓	✓	✓	<ul style="list-style-type: none"> Organize more house activities and class activities to encourage teamwork spirit Promote the formation of student-led activities based on common interests, promoting collaboration among students with shared passions Host multi-cultural events to provide opportunities for students to broaden their cultural awareness and understanding Empower student leaders to represent the school at events, welcome guests, and develop their sense of belonging and leadership 	ECA / VPPII / SA Any KLAs / Committees NCSST / VEC Any KLAs / Committees	National and Global Identity Breadth of Knowledge
	Encourage students to develop and maintain healthy physical and mental habits		✓	✓	<ul style="list-style-type: none"> Launch healthy eating campaigns, sleep hygiene workshops, and fitness challenges to encourage healthy habits Create award schemes where students earn points for healthy behaviors that are redeemable for rewards Promote more physical exercise such as organizing recess and lunch exercises and providing suitable sports equipment for students use 	HPT DC PEKLA / HPT	Healthy Lifestyles

	Provide students with the tools and strategies to manage their emotions, handle stress effectively, and maintain a positive outlook in the face of challenges.		✓	✓	<ul style="list-style-type: none"> • Organize adventure-based activities and team-building exercises to reflect on emotional and interpersonal skills • Incorporate mindfulness practices and mental health education into the curriculum, providing students with techniques to manage stress and develop emotional resilience • Establish a wellness space for students to relax and engage in mindfulness practice • Conduct workshops that focused on emotional well-being, stress management, and resilience building • Implement programs and activities that teach students to view failures as valuable learning experiences, fostering a growth mindset and resilience • Conduct workshops and courses for parents on how to support learning and well-being at home 	DC / SA / PC / CT / VEC CT VPiII SDC / CT CT PTA	Healthy Lifestyles National and Global Identity
--	--	--	---	---	---	---	--