



POPE PAUL VI COLLEGE

Annual School Plan

2008-2009

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”**.

SCHOOL'S MAJOR CONCERNS

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Major Concern : To Practise Collaborative Teaching in Preparation for the NSS Curriculum

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Staff Development					
- Arrange an outdoor activity, i.e. eco-economic tour to Leiyuemum to experience cross-curriculum learning	December 2008	- 70% of the staff agree that it is informative and useful	- Questionnaire	Staff Development Committee	- \$5,800 (activity)
- Arrange a seminar on stimulating teaching strategies	June 2009	- 70% of the staff agree that it is informative and useful	- Questionnaire	Staff Development Committee	- \$6,000 (guest speaker)
- Share the content of the professional development programs in preparation for NSS among panel members involved	Throughout the year	- 70% of the teachers involved agree that they have better preparation for the related NSS curriculum	- Questionnaire	Panel Chairpersons	
2. Curriculum Planning					
- Prepare the following: i) syllabi; or/and ii) plan of modules; or/and iii) teaching and learning materials; or/and iv) plan of assessments	Throughout the year	- Syllabi/modules/plan of assessments are developed and/or the resources bank is enriched	- Questionnaire	All subject panels involved	

Major Concern : To Practise Collaborative Teaching in Preparation for the NSS Curriculum

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>- Finalize the OLE curriculum for NSS</p> <p>3. Timetabling</p> <p>- Arrange common free periods for teachers of:</p> <p>i) NSS Chinese Language, English Language, Mathematics and Liberal Studies</p> <p>ii) S.1 & S.2 Integrated Humanities</p>	<p>Throughout the year</p>	<p>- The OLE curriculum is developed</p> <p>- 90% of the panel members involved agree that the arrangement facilitates collaboration and sharing of experience</p>	<p>- Questionnaire</p>	<p>NSS Task Group, Civic & Moral Education Department, Visual Arts Department, Music Department, Physical Education Department, Civic Education Committee, Careers Section, ECA Section</p> <p>Panel Chairpersons</p>	

** The implementation of subject-based collaborative teaching in the last three years will continue.

Major Concern : To Cultivate an Atmosphere of Independent Learning

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>1. Organize Self-Directed Student Learning Groups</p> <ul style="list-style-type: none"> - Students have to join at least one study group in their class and each group has to forward a plan showing the frequency and focus of the meetings to the class teacher 	October 2008 – June 2009	<ul style="list-style-type: none"> - 60% of the students reflect that they have made improvement in some subjects through study groups - 60% of the students agree that they have become more active in learning and more willing to study independently 	<ul style="list-style-type: none"> - Questionnaire - Teachers' Feedback 	Academic Committee	
<p>2. Implement the 'Cross-curricular Reading Portfolio' Scheme</p> <ul style="list-style-type: none"> - Students (S.1-4, S.6) will read books and references of different Key Learning Areas throughout the year - Organize book displays for different Key Learning Areas 	October 2008 to May 2009	<ul style="list-style-type: none"> - 70% of the students involved read books covering at least 7 Key Learning Areas 	<ul style="list-style-type: none"> - Questionnaire for the class teachers 	Reading Promotion Committee & Academic Committee	<ul style="list-style-type: none"> - \$3,450 (prizes)
	Throughout the year	<ul style="list-style-type: none"> - Number of books on loan increases by 10% 	<ul style="list-style-type: none"> - Statistics of the number of books checked out 		<ul style="list-style-type: none"> - Library books from Public Libraries - \$150 (Transportation fee)

Major Concern : To Cultivate an Atmosphere of Independent Learning

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> - Construct a new website of the Library consisting of a Self-learning Centre in which links to different websites of different subjects are provided 	Throughout the year	<ul style="list-style-type: none"> - Number of visits to the Self-learning Centre exceeds 2320 yearly 	<ul style="list-style-type: none"> - Statistics of the number of visitors 	Teacher Librarian	<ul style="list-style-type: none"> - Support from IT technicians
<p>3. Set up the English Learning and Teaching Support Centre (ELTSC)</p> <ul style="list-style-type: none"> - Students speak English, read books and magazines, play board games and use the educational software in the Centre - The English teaching assistant and the English Ambassadors help promote learning English through organizing games regularly 	Throughout the year	<ul style="list-style-type: none"> - 75% of students in the junior forms borrow learning materials in the Centre - 70% of students in the junior forms achieve at least 80 points in the English Learning Achievement Record each term - Students' motivation in learning English is enhanced 	<ul style="list-style-type: none"> - Teaching Assistant's feedback - The English Learning Achievement Record completed by students in the junior forms - Observation by the English teachers in the junior forms 	English Department	<ul style="list-style-type: none"> - An English teaching assistant stationed in the Centre

Major Concern : To Cultivate an Atmosphere of Independent Learning

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<ul style="list-style-type: none"> - The English Ambassadors help promote speaking English at school on English Speaking Day and help organize activities for the English Corner <p>4. Arrange training sessions for all newly appointed club chairpersons</p> <ul style="list-style-type: none"> - Provide guidelines and instructions for them to run club activities independently - Conduct an interim evaluation with all club chairpersons and advisers 	<p>October 2008</p> <p>January 2009</p>	<ul style="list-style-type: none"> - Students show developed confidence and competence in using English - 70% of the English Ambassadors fulfil their responsibilities - 60% of club chairpersons achieve grade C or above in the areas of ‘independence in preparation and problem-solving’ and ‘efficiency and effectiveness in holding club meetings and organizing activities’ 	<ul style="list-style-type: none"> - Observation by the English teachers in the junior forms - Evaluation sheet completed by English Ambassadors - Assessment forms - Feedback from club advisers 	<p>ECA Section</p>	

Major Concern : To Cultivate an Atmosphere of Independent Learning

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
- Conduct and end-of-term evaluation in which club chairpersons who have performed well will be asked to share their experience	May 2009	- Some club chairpersons are recommended to take charge of running workshops for their counterparts in the next academic year			