



POPE PAUL VI COLLEGE

Annual School Plan

2009-2010

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

1. To encourage students to appreciate their innate talents to enhance their self-confidence.
2. To help students realize the importance of self-discipline and self-management skills so that they will become independent, self-directed learners
3. To provide a rich collaborative learning and teaching culture in which learner diversity is acknowledged and addressed

Major Concern: To encourage students to appreciate their innate talents to enhance their self-confidence

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Implement the Merit Award System to recognize students' positive attitude and good performance in four aspects a) Conduct b) Learning Attitude c) Leadership & Participation in Inter-school Competitions d) Service to School	Throughout the year	- 50% of the students get at least one merit.	- Record	Discipline Committee	
- Introduce the aims and details to the students	September 2009	- 70% of the students agree that the Merit Award System can stimulate their motivation towards self-enhancement	- Questionnaire	Discipline Committee	
- Mid-year promotion	January 2010	- 70% of the students agree that the Merit Award System can further build up their self-confidence	- Questionnaire	Discipline Committee	
- Teachers give recommendations	Throughout the year				
- Prepare the merit award record	July 2010				

<p>2. Design subject and club activities to enhance students' self-confidence</p>	<p>Throughout the year</p>	<p>- Tasks undertaken meet the success criteria as laid down in the subject programme plans / club activity plans</p>	<p>- Methods as stated in the subject programme plans / club activity plans</p>	<p>Subject teachers / Club advisers</p>	<p>Resources required as stated in the subject programme plans/ club activity plans</p>
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Major Concern: To help students realize the importance of self-discipline and self-management skills so that they will become independent, self-directed learners

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>1. Give guidance and advice to S.1-S.4 students to prepare their Personal Development Profile</p> <p><u>Focus</u> S.1-S.3 : Habits, interpersonal relationship and personal goals S.4 : Other Learning Experiences (Aesthetic development, Physical development, Moral & Civic education, Community service, Career-related experiences)</p> <ul style="list-style-type: none"> - Students reflect on their habits, strengths and weaknesses - Students set goals - Students implement their action plans - Students have self-evaluation - Class teachers give feedback regularly 	<p>September 2009 to May 2010</p>	<ul style="list-style-type: none"> - 60% of the participants agree that the Profile helps them enhance self-management skills. - 60% of the participants agree that the Profile helps them become more independent and self-directed in learning. - 60% of the teachers concerned agree that the Profile helps students develop good habits and become more self-directed in learning. 	<ul style="list-style-type: none"> - Questionnaire - Questionnaire - Teachers' feedback 	<p>Counselling Team and Careers Section</p> <p>Counselling Team and Careers Section</p> <p>Counselling Team and Careers Section</p>	<p>\$ 3000</p>

<p>2. Strengthen class management and build up class ethos</p> <ul style="list-style-type: none"> - Invite a professional to share with all teachers on class management and class ethos - Class teachers conduct workshops for the class on how to run the Class Association and build up class ethos - Students are given opportunities to plan and run class activities on their own to put the theories into practice 	<p>August 2009</p>	<ul style="list-style-type: none"> - 70% of the teachers agree that the sharing session help them better understand the skills of class management 	<ul style="list-style-type: none"> - Teachers' feedback 	<p>Staff Development Committee</p>	<p>\$ 4500</p>	
	<p>October 2009</p>	<ul style="list-style-type: none"> - 70% of the students agree that the workshops help them better understand the skills of running the Class Association and building up class ethos 	<ul style="list-style-type: none"> - Questionnaire 	<p>Civic Education Committee</p>		
	<p>Throughout the year</p>	<ul style="list-style-type: none"> - 70% of the students agree that they have confidence in organizing class activities independently 	<ul style="list-style-type: none"> - Questionnaire 	<p>Civic Education Committee</p>		
		<ul style="list-style-type: none"> - 70% of the class teachers agree that the committee members of the Class Association have carried out their duties independently 	<ul style="list-style-type: none"> - Teachers' observation 	<p>Civic Education Committee</p>		

Major Concern: To foster a rich collaborative learning and teaching culture in which learner diversity is acknowledged and addressed

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Staff Development					
- Arrange a visit to Law Ting Pong Secondary School to share its experience of implementing the strategy of cooperative learning	August 2009	- 70% of the participants agree that the visit can help them better understand how cooperative learning can cater for learner diversity effectively	- Teachers' feedback	Academic Committee	
- Cooperative learning strategy will be adopted in 4 subjects (Chinese Language, Maths, Integrated Humanities and Religious & Moral Education) in the S.1 curriculum to address learner diversity	Throughout the year	- 70% of the teachers concerned agree that the cooperative learning strategy can help cater for learner diversity effectively	- Questionnaire	Academic Committee	
- Collaborative Teaching which focuses on addressing learner diversity will be practised	October, 2009 to February 2010	- 70% of the participants agree that their collaborative lesson plans can cater for learner diversity effectively	- Teachers' feedback	Academic Committee	
- Sharing of some good lesson plans among the teachers	May 2010				

<p>- Arrange staff development programmes on “Coping with Learner Diversity”</p>	<p>October 2009 November 2009 March 2010</p>	<p>- 70% of the teachers agree that the programmes can help them understand more ways to cope with learner diversity</p> <p>- 70% of the teachers agree that the programmes can stimulate their reflections on their existing teaching strategies and enable them to make improvements</p>	<p>- Questionnaire</p> <p>- Questionnaire</p>	<p>Staff Development Committee</p> <p>Staff Development Committee</p>	<p>\$ 5000</p>
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**School-based After-school Learning and Support Programmes 2009/10 s.y.
Programme Plan**

Name of School: Pope Paul VI College

Project Coordinator: Mrs. Alice Au

Information on Activities to be subsidised/complemented by the grant

Name 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 target students# benefited	Estimated expenditure (\$)	Name of partner/service provider (if applicable)
Easy Learning –English Enhancement Course	<ul style="list-style-type: none"> - To boost students' confidence in learning English - To consolidate students' foundation in English and prepare them better for academic subjects taught in English 	<ul style="list-style-type: none"> - 70% of the participants find the programme useful in enhancing their self-confidence in learning English 	<ul style="list-style-type: none"> - Questionnaire 	3/8 - 13/8/2009	8	\$ 2,000	Tutor: Ms. Sharon Huen
Language across curriculum Tutorials	<ul style="list-style-type: none"> - To boost students' confidence in learning the 4 subjects including English, Mathematics, Integrated Humanities & Integrated Science 	<ul style="list-style-type: none"> - Students pass the 4 subjects - 70% of the participants find the programme useful in enhancing their self-confidence in learning EMI subjects 	<ul style="list-style-type: none"> - Students' feedback 	October 2009 to February 2010	20	\$ 6,160	

Love and Service Band	<ul style="list-style-type: none"> - To develop students' potential in playing musical instruments. - To develop students' self-confidence - To cultivate students' co-operation with others 	<ul style="list-style-type: none"> - Members of the Band are able to play the musical instruments individually and together with other Band members - They become more confident and they develop the team spirit 	<ul style="list-style-type: none"> - Instructor's assessment 	Mid-Oct 2009 to Aug 2010	9	\$ 9,000	Tutor: Mr. YongYut Tossponapinun
Personal Growth Group B Mission J	<ul style="list-style-type: none"> - To enhance participants confidence, problem solving & interpersonal skills - To enhance participants concern for society through voluntary service 	<ul style="list-style-type: none"> - 70% of the participants find the training course useful in enhancing their self-confidence, problem solving and interpersonal skills 	<ul style="list-style-type: none"> - Advisor's observation - Questionnaire 	October, 09 to May 2010	6	\$ 3,900	YMCA (Hin Keng Branch)
Drama Course	<ul style="list-style-type: none"> - To enhance students' communication skill - To boost students' self-confidence 	<ul style="list-style-type: none"> - The attendance rate is 90% - Participants find the programme useful in improving their communication skills and boosting their confidence 	<ul style="list-style-type: none"> - Tutor's report - Questionnaire 	15-19/2/2010	20	\$ 15,000	Theatre Noir

Leadership Training Camp for Counselling Team Assistants	<ul style="list-style-type: none"> - To nurture leader qualities of Counselling Team Assistants - To foster mutual support among participants 	<ul style="list-style-type: none"> - 70% of the participants find the training camp useful in enhancing their self-confidence, problem solving and interpersonal skill 	<ul style="list-style-type: none"> - Advisor's observation - Participants' feedback 	3-hour Workshop : to be confirmed Camp: 1/4, 2/4/2010	8	\$ 3,200	YMCA (Hin Keng Branch)
Campus Reporter Training Course	<ul style="list-style-type: none"> - To enhance students' communication skill - To boost students' self-confidence 	<ul style="list-style-type: none"> - The attendance rate is 90% - Participants find the programme useful in improving their communication skills and boosting on their confidence 	<ul style="list-style-type: none"> - Tutor's report - Questionnaire 	5-9/4/2010	20	\$ 13,500	English for Asia
Debating Course	<ul style="list-style-type: none"> - To enhance students' communication skill - To boost students' self-confidence 	<ul style="list-style-type: none"> - The attendance rate is 90% - Participants find the programme useful in improving their communication skills and boosting their confidence 	<ul style="list-style-type: none"> - Tutor's report - Questionnaire 	5-9/4/2010	20	\$ 9,600	English for Asia
一切由此起及 English Tour 英語學習區本計劃	<ul style="list-style-type: none"> - To enhance students' communication skill - To boost students' self-confidence 	<ul style="list-style-type: none"> - The attendance rate is 80% - Participants find the programme useful in improving their communication skills and boosting their confidence 	<ul style="list-style-type: none"> - Tutor's feedback - Questionnaire 	Late September 2009 to January 2010	12	\$ 3,000	香港青年協會 賽馬會葵芳青年空間

Note:# Target students: students in receipt of CSSA/SFAS full grant and disadvantaged students identified by the school under the 10% discretionary quota

Three Year Plan – Measures to Broaden Students’ Choices of Elective Subjects and
Provision of Gifted Education Programme for 2009/10 to 2011/12 Cohort of Senior Secondary Students

The following programmes are adopted with the support of EDB’s Diversity Learning Grant (DLG):

DLG funded programmes	Strategies & benefits anticipated	Name of programmes and Programmes	Duration of the programme	Target students	Estimated no. of students involved in each school year			Evaluation method and success indicators	Teacher-in-charge
					09/10	10/11	11/12		
Other Programmes (Network Programme)	In view of the small number of students opting for Ethnic & Religious Education (ERS), this network programme with 7 other Catholic schools can help to cater for students’ diverse needs and interest in learning	Ethnic and Religious Education (network programme)	3 years	S.4-6 students of this cohort of students	12	12	12	<ul style="list-style-type: none"> ✧ Assessment of students’ performance ✧ Students will take the HKDSE Examination 	The ERS teachers of the 8 Catholic schools which join this network programme

DLG funded programmes	Strategies & benefits anticipated	Name of programmes and Programmes	Duration of the programme	Target students	Estimated no. of students involved in each school year			Evaluation method and success indicators	Teacher-in-charge
					09/10	10/11	11/12		
Other Programmes (Gifted Education Programme)	After-school enhancement Mathematics lessons are offered to the abler students (S.4). It is expected that these students can - broaden their knowledge and learn extra skills in Maths. - master more techniques in problem-solving - have greater interest in Maths	Mathematics Enhancement Course provided by MathsLab Education Centre	1 year	Top 20 students of S.4 in Mathematics	09/10	10/11	11/12	<ul style="list-style-type: none"> ✧ Questionnaires to collect students' feedback ✧ Assessment of students' performance 	Mrs. Rebecca Chan – Panel Chairperson of the Mathematics Department
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Plan on Use of Capacity Enhancement Grant (2009-2010)

Name of School: Pope Paul VI College

Means by which teachers have been consulted: Subject panel meetings and staff meetings, plans proposed by subject panel chairpersons

No. of operating classes: 31

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Success Criteria	Method(s) of Evaluation	People responsible
Curriculum development and coping with diverse learning needs of students	To facilitate the implementation of School-based Assessment (SBA) in Chinese Language & Territory-wide System Assessment	To employ 1 full-time teacher assistant to: - conduct group discussion session for S.3 and S.5 (after school) to enhance students' speaking skills - assist teachers to organize and implement learning and teaching activities - conduct summer courses for students i - help handle clerical work of the Depart.	- Teachers' load in administrative work of SBA and TSA will be relieved - Students' speaking skills will be enhanced	From 1-9-2009 to 31-8-2010	Salary of the teacher assistant- \$10,500 per month (including 5% MPF) for 12 months Total: \$126,000	- Practical and flexible logistical arrangements to facilitate SBA and TSA implementation - Students' speaking skills have been upgraded	Performance appraisal on the teaching assistant	Mrs. J. Wong - Panel Chairperson of the Chinese Language Department

Mathematics

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Success Criteria	Method(s) of Evaluation	People responsible
Curriculum development and coping with diverse learning needs of students	To provide assistance to teachers and give remedial support to the weaker students	<ul style="list-style-type: none"> - To employ a full-time teaching assistant to - teach one class of S.1 Mathematics - to assist teachers in preparing teaching materials - to assist teachers in organizing and conducting subject-related activities - to supervise the weaker students to finish their homework - to help students solve their learning problems 	<ul style="list-style-type: none"> - Teachers can be relieved of some of their workload and can spare more time in preparing their lessons and taking care of the special learning needs of students - The weaker students will be given more remedial support - The 4/5 students are given more support in their preparation for the public examination 	<ul style="list-style-type: none"> - From September 2009 to July 2010 Working hours: 9:30p.m.-5:30p.m (Monday to Friday) 	<ul style="list-style-type: none"> Salary of the teaching assistant - \$ 11,854.5 (including 5% MPF) for 11 months Total: \$130,399.5 	<ul style="list-style-type: none"> - Most of the Mathematics teachers find the T.A. helpful - Positive feedback from the students - The learning needs of the weaker students are taken care of 	<ul style="list-style-type: none"> - Feedback from teachers and students - Performance appraisal on the T.A. 	<ul style="list-style-type: none"> Mrs. R. Chan - Panel Chairperson of the Mathematics Department

Pastoral Assistant

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
Providing pastoral care for students	<ul style="list-style-type: none"> - To help students develop positive values through understanding more about the Catholic faith - To reduce teachers' workload so that they can spare more time to enhance the effectiveness of learning and teaching 	To employ one full-time Pastoral Assistant to work in collaboration with the teachers in charge of religious activities to: <ul style="list-style-type: none"> - provide pastoral care for students - promote religious activities and evangelization in the school - organize faith-formation programmes for the Catholic students - teach two classes of Religious & Moral Education 	<ul style="list-style-type: none"> -The spiritual needs and growth of the students are taken care of -Teachers in charge of religious activities will be benefited from reduced workload, which enables them to enhance the effectiveness of learning and teaching in other areas 	From September 2009 to August 2010	Salary of the full-time pastoral assistant- \$11,854 per month (including 5% MPF) for 12 months Total: \$142,254	<ul style="list-style-type: none"> -Positive feedback from teachers and students regarding the work of and service provided by the Pastoral Assistant -Positive students' response to the activities organized by the Pastoral Assistant -The workload of the teachers in charge of religious activities is lightened, giving them greater capacity for enhancing the effectiveness of learning and teaching 	<ul style="list-style-type: none"> -Feedback from the teachers concerned - Feedback from students joining the activities organized by the Pastoral Assistant 	Principal, Panel Chairperson of the Religious & Moral Education Department, and teachers in charge of religious activities

Total Expenses: \$ 398,653.5

The plan has been endorsed by the School Management Committee.