



POPE PAUL VI COLLEGE

Annual School Plan

2014-2015

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 2014-2015

1. To help students establish clear goals in life and strive to actualize them through different learning experiences
2. To help students internalize and practise the values of love and gratitude; and promote harmonious relationships with others and with Creation
3. To consolidate teachers' sharing culture so that they could more fully meet students' educational, emotional and spiritual needs

1. Major Concern: To help students establish clear goals in life and strive to actualize them through different learning experiences

Strategies / Task	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
1. A Self-Driven Learning Programme will be tried out in S.4 and S.5 with the support of Class Teachers to help students set learning goals in different Key Learning Areas.	October 2014 - July 2015	The majority of the Class Teachers found the idea of promoting self-driven learning useful.	Feedback from Class Teachers	The Academic Committee	Class Teachers' contributions to the Programme
2. S.1-S.5 students will be asked to appreciate and reflect on what they read and the Senior Formers will produce writing tasks which promote striving to achieve goals in life.	September 2014 - May 2015	More than half of the students show positive attitudes towards learning in their writing tasks.	Teachers' feedback on students' work	Panel Chairperson of the Chinese Department	Prizes
3. Students will participate in various types of intra- and inter-school activities. Stories and daily assignments showing the success of celebrities will be assigned to students. Students will be trained to be independent and cooperative learners through S.2 school-based project-based learning activities.	September 2014 - May 2015	Active students' participation in the related activities and quality assignments are produced by students.	Students' participation and teachers' observation and feedback on students' work	Panel Chairperson of the English Department	Cross-curricular collaboration between the Integrated Humanities Department and the English Department

Strategies / Task	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
4. S.2 to S.5 students will be asked to set clear target in the three Mathematics assessments. Strategies on how to achieve their set goals will be discussed with the subject teachers.	September 2014 - May 2015	The majority of the students are able to achieve at least one goal.	Teachers' feedback	Panel Chairperson of the Mathematics Department	
5. S.4 and S.5 students will work on designated issues and give a presentation with the end-product which is a worksheet provided for classmates to work on.	September 2014 - May 2015	More than half of the students attain Grade C or above.	Feedback from teachers and questionnaire for students	Panel Chairperson of the Liberal Studies Department	

Strategies / Task	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
<p>6. Students in S.1 to S.3 and S.5 will set their earning goals with reference to the life experience of some historical figures in China. Project work in S.3, written work and oral presentation on the factors for the success of a movement in western history in S.4 and presentation on a historical figure in western history chosen in S.5 will be assigned to find out if students are able to reflect on the contributions historical figures made in history and the inspiration they get to set goals in life.</p> <p>Meetings and outings such as job shadowing activities will be arranged to help S.4 and S.5 students establish clear academic or careers goals with the help from the Economics teachers. An adventure-based camp will be held for S.1 students to set goals and strive to achieve the goals set in the camp. S.3 students will participate in an interactive workshop named ‘Happy Life’ to experience difficulties in life.</p>	<p>September 2014 - May 2015</p>	<p>More than half of the students are able to complete the assignments with satisfactory results.</p> <p>More than half of the students find the meetings and outings organized for them useful.</p> <p>70% of the students find the Camp and the workshop useful in helping them reflect on goals in life.</p>	<p>Teachers’ feedback and students’ reflections</p>	<p>Coordinator of Personal, Social & Humanities Education</p>	<p>Expenses on programmes held on the Activity Day</p>

Strategies / Task	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
7. Students will be provided with sufficient opportunities to take part in an on-line programme called 'On-line Chemistry' in S.3. Competitions held by a tertiary institute and Inter-school Science Competitions will be promoted in S.3 to S.5.	September 2014 - May 2015	One-fourth of the S.3 students will join the on-line programme. More than a half of the S.3 to S.5 students will take part in the competitions.	Teachers' feedback and students' reflections	Coordinator of Science Education	
8. Talks will be arranged to let students know more about the career paths in the Arts Key Learning Area.	September 2014 - May 2015	Students find the talks useful.	Teachers' feedback and students reflections	Coordinator of Arts Education	
9. Meetings and outings such as job shadowing activities will be arranged to help S.4 and S.5 students establish clear academic or careers goals with the help from the Business, Accounting and Financial Studies (BAFS) teachers. Goal setting strategies will be introduced in S.5 Information and Communication Technology School-based Assessments (SBA).	September 2014 - May 2015	70% of the students agree that the meetings and outings help them establish clear goals. Over 60% of the students agree that the goals setting strategies help them construct a meet-defined progress in the SBA.	Teachers' feedback and students' reflections	Coordinator of Technology Education	

Strategies / Task	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
10. Books to inspire students to set goals and mastering various learning skills will be introduced to S.1 students.	September 2014 - May 2015	More than half of the students find the books inspiring.	Students' feedback	Teacher Librarian	
11. Talks, workshops and Careers Day on multiple pathways, JUPAS strategies and other options for further studies as well as life planning education lessons will be organized to help S.5 students to identify their personal plans and career goals. Besides, students will make use of the Career Interest Inventory to understand their abilities and career interest. A pilot scheme on Career group counselling will also be implemented.	September 2014 - October 2015	Over 70% of the S.5 students can develop informed personal plans with clear goals on further studies.	Feedback from Class Teachers and Careers Teachers	Careers Section Mistress	

Strategies / Task	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
12. Stress Management Workshop will be organized for S.6 students to help them set a clear and appropriate goal and equip them with stress-coping strategies in facing the challenge of DSE.	September 2014	70% of the S.6 students find the workshop useful.	Questionnaire	Counselling Team Mistress	
13. Talk on “Law and Justice” will be arranged for students with the help from The Prosecutions Division of the Department of Justice to help students learn to become responsible citizens.	December 2014	80% of the students find the talk helpful in enhancing their civic awareness.	Questionnaire	Head of the Discipline Committee	

2. Major Concern: To help students internalize and practice the values of love and gratitude; and promote harmonious relationship with others and with Creation

Strategies / Task	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
<p>1. S.4 and S.5 students will be required write reflection on social issues so as to enhance their about harmonious relationships with others and nature. S.1 students will rewrite stories based on Chinese idioms to promote a harmonious relationship with others.</p>	<p>September 2014 - May 2015</p>	<p>More than 60% of the students are able to produce quality writings which reflect their love for others and appreciation for nature.</p>	<p>Teachers' feedback</p>	<p>Panel Chairperson of the Chinese Language Department and Coordinator of the subject of Putongha</p>	<p>Prizes</p>
<p>2. 'Love and Gratitude' will be the theme of writing tasks and the theme in the English Corner in the Junior Forms. Appreciation of the beauty of Creation will be the theme of S.2 outing on Activity Day.</p>	<p>September 2014 - May 2015 March 2015</p>	<p>Students' values of love and appreciation are shown in their written and oral work.</p>	<p>Teachers' feedback and display of students' good work</p>	<p>Panel Chairperson of the English Department</p>	<p>Grant provided for organizing the Activity Day</p>

Strategies / Task	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
<p>3. A project will be organized for S.3 students to plan a one-day trip focusing on promoting natural beauty of Hong Kong in the Geography lessons.</p> <p>S.2 project-based learning will focus on the value of love and gratitude. Students will be asked to select a target group and understand the life of the needy in society.</p> <p>An activity called ‘Guardian Angel’ will be organized and a bi-weekly journal asking students to reflect on the life will be assigned to all students to promote love and gratitude.</p>	<p>September 2014 - May 2015</p>	<p>More than a half of the students attain Grade C or above in the project.</p> <p>More than a half of the students find the project meaningful.</p>	<p>Feedback from teachers and students</p>	<p>Personal, Social & Humanities Education Coordinator</p>	

Strategies / Task	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
<p>4. Various kinds of designs will be co-organized with the Religious and Moral Education Department in S.1 and S.4 when assigning students to design a Thank-you card given to parents on Parents' Day in January 2015 with the hope that a more harmonious relationship will be strengthened.</p> <p>Religious figures will be selected by S.3 students to promote the appreciation of the beauty of classical European Arts with the help of the Religious and Moral Education Department.</p> <p>S.1 and S.2 students will have the opportunities to have ensemble playing in the Music lessons. The theme showing love, gratitude or promoting a harmonious relationship with others should be brought out.</p>	<p>September 2014 - May 2015</p>	<p>Students' productions of good quality and their positive attitudes are demonstrated in the activities organized.</p>	<p>Teachers' observation</p>	<p>Coordinator of Arts Education</p>	

Strategies / Task	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
5. S.2 students' design of a bag in the Home Economics Dress and Design lessons will be related to nature in order to promote a harmonious relationship with the creation.	September 2014 - May 2015	Students' productions of good quality and their awareness of building up a harmonious relationship with nature are shown.	Teachers' feedback	Technology Education	
6. A book mark design competition will be co-organized with the Arts Education KLA to promote the value of love and gratitude. Books to inspire students to build up harmonious relationships with others will be introduced to S.2 and S.3 students.	September 2014 - May 2015	Students are able to make quality productions which reflect the value of love and gratitude. More than half of the students find the books inspiring.	Students' feedback	Teacher Librarian	
7. Thanksgiving activities will be organized for S.1 students to show their gratitude to their Big Sisters.	March - May 2015	70% of the S.1 students find the activities meaningful.	Students' feedback	Counselling Team Mistress	

Strategies / Task	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
8. Talk, study trip and film show will be organized for students to appreciate the beauty of the Earth and develop their sense of environmental protection.	September 2014 - July 2015	65% of the participants agree that the activities help them learn to appreciate God's creation and strengthen their sense of environmental protection.	Students' feedback	Head of the Civic Education Committee	
9. Moral education lessons on "Internet Public Trial" will be conducted for S.1-S.3 students to help them be aware of the harmful effects of internet bullying and encourage them to make good use of the internet to promote a harmonious relationship with others.	November - December 2014	80% of the students understand the harmful effects of internet bullying.	Students' feedback Teachers' feedback	Head of the Discipline Committee	
10. A social service program "Eyes on the Community" will be organized for S.3 students to learn how to render social service and show love and gratitude to the community.	September 2014 - May 2015	60% of the students find the program meaningful and learn the positive attitude in rendering social services.	Survey	Extra-curricular Activities Section Mistress	

3. Major Concern: To consolidate teachers' sharing culture so that they could more fully meet students' educational, emotional and spiritual needs

Strategies / Task	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
1. Sharing session will be conducted focusing on meeting students' different learning needs. Training on gifted education and special education needs will be provided for teachers to further develop professionally. Programmes will be held to cater for the needs of the high-achievers and the low-achievers respectively.	October 2014 - May 2015	Teachers find the sharing sessions conducted, courses attended and programmes organized for students useful	Teachers' feedback	Panel Chairperson of the English Department	Diversity Learning Grant (DLG)
2. Various types of learning resources will be collected and introduced to students to learn independently.	October 2014 - May 2015	More than half of the students learn on their own by making use of the resources provided.	Teachers' observation	Mathematics Panel Chairperson	
3. A joint-school network will be formed to promote collaboration among Liberal Studies teachers in the same district. A joint-school mock examination will be organized to further work with schools of similar student intake to improve learning and teaching.	September 2014 - May 2015	Students benefit from teachers' collaboration work and the majority of L.S. teachers find the network useful.	Teachers' feedback	Liberal Studies Panel Chairperson	Support given by the Liberal Studies Teaching Assistant

Strategies / Task	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
<p>4. Collaboration between the Chinese History Department and the History Department will be tried out to help S.3 students to complete a project on history. Peer observations of lesson will be carried out within the two Departments, and teachers from other departments are welcome to observe their lessons to promote cross-curricular collaboration.</p>	<p>September 2014 - May 2015</p>	<p>Teachers find the collaboration benefit students learning in the PSHE KLA.</p>	<p>Teachers' feedback</p>	<p>Coordinator of Personal, Social & Humanities Education</p>	
<p>5. Meetings will be held in the Biology department to revise the curriculum in S.3 and above. Lesson observations and sharing sessions will be conducted to further promote collaboration to facilitate students' learning.</p> <p>Notes given to students in the Chemistry lessons will be revised to meet the needs of the S.3. Peer lesson observations will be conducted and follow-up discussions will be carried out to discuss the good practices observed.</p>	<p>September 2014 - May 2015</p>	<p>Teachers find the collaboration benefit students learning in the Science KLA.</p>	<p>Teachers' feedback</p>	<p>Science Education Coordinator</p>	

Strategies / Task	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
6. Cross-curricular lesson observations will be conducted in S.3 and collaborative teaching will be carried out in S.2 in the Computer Literacy lessons.	September 2014 - May 2015	Teachers find the collaboration benefit students learning in Computer Literacy.	Teachers' feedback	Coordinator of Technology Education	
7. Four School-based Staff Development Days and one Joint-School Staff Development Day will be held to facilitate teaching and learning and meeting students' educational, emotional and spiritual needs.	August 2014 to June 2015	The majority of the teachers reflect that the seminar benefit their teaching.	Teachers' feedback	Head of the Staff Development Committee	
8. Meetings will be held to share the Careers Section's expertise with S.6 class teachers to equip them with career guidance principles, information on multiple pathways and latest career information. Besides, S.6 Class Teachers will be paired with Careers Teachers in delivering career guidance, JUPAS consultation and post-DSE consultation.	September 2014 - July 2015	60% of the Class Teachers find the sharing practice helpful and supportive.	Teachers' feedback	Careers Section Mistress	

School-based After-school Learning and Support Programmes 2014/15
School-based Grant - Programme Plan

Appendix 1

Project Coordinator: Mrs. Alice Au

A. The estimated number of benefitting students (count by heads) under this Programme is 307 (including A. 82 CSSA recipients, B. 190 SFAS full-grant recipients and C. 35 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 Summer Enhancement Course (S.1)	<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"> - Participants become more confident in learning English - Their learning attitudes are good and they are able to follow the tutor's instructions. - Students' attendance rate is over 80% 	<ul style="list-style-type: none"> - Tutor's written feedback - Students' attendance record 	17/7/2014-30/7/2014	1	9	6	10,000	Ms. Isabella Chan

*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		
Adventure Activities: S.1 Adventure-based Camp	<ul style="list-style-type: none"> - To enhance students' self-confidence and cultivate their sense of responsibility - To strengthen students' problem solving skills - To foster mutual support among classmates 	75% of the participants find the program useful	<ul style="list-style-type: none"> - Questionnaire - Advisor's observation 	31/10/2014 1/11/2014	11	30	0	22000	Jockey Club Cheung Chau Don Bosco Youth Centre
Self Confidence Development: DREAM- A Shared Dream (S.1)	<ul style="list-style-type: none"> - To equip S.1 students with the right mindset, the proper skills and the support of tools to make decisions for themselves to identify the direction for their growth 	80% of the participants find the workshops useful	<ul style="list-style-type: none"> - Questionnaire 	10/10/2014 24/10/2014 4/11/2014	11	30	9	17250	Edvenue Limited

*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		
Learning Skills Training: Mathematics Olympiad Course (S.2-S.3)	- To enrich the S.2-S.3 abler students with more subject knowledge and problem solving techniques in Mathematics	Students can learn more skills and knowledge from the course other than the normal lessons in school	- Questionnaire	October 2014 to April 2015	5	5	0	5000	MathsLab Education Centre
Self Confidence Development: POSSIBILITY-Possible Jobs (S.2)	- To equip S.2 students with the right mindset, the proper skills and the support of tools to make decisions for themselves to identify the direction for their growth	80% of the participants find the workshops useful	- Questionnaire	24/3/2015 25/3/2015 26/3/2015	11	42	0	17250	Edvenue Limited
Self Confidence Development: CHOICE-Informed Choices (S.3)	- To equip S.3 students with the right mindset, the proper skills and the support of tools to make decisions for themselves to identify the direction for their growth	80% of the participants find the workshops useful	- Questionnaire	3/11/2014 10/11/2014 21/11/2014	15	25	10	17250	Edvenue Limited

*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		
Self-confidence Development: Careers & Life Planning (S.4)	<ul style="list-style-type: none"> - To boost students' confidence in Careers & Life Planning - To equip students with strategies for decision-making for further studies 	80% of the participants find the workshops useful	<ul style="list-style-type: none"> - Teachers' observation - Questionnaire 	15/9/2014 18/9/2014 23/10/2014	13	24	0	15000	Edvenue Limited
Self-confidence Development: Applied Strategic Thinking (S.5)	<ul style="list-style-type: none"> - To equip students with strategies and action plan in paving their path for further studies - To boost students' confidence in learning and JUPAS application 	80% of the participants find the workshops useful	<ul style="list-style-type: none"> - Teachers' observation - Questionnaire 	21/1/2015 29/1/2015	18	37	0	10000	Edvenue Limited
Self-confidence Development: Interview Preparation (S.6)	<ul style="list-style-type: none"> - To equip students with interview skills - To boost students' confidence in attending interviews 	80% of the participants find the workshops useful	<ul style="list-style-type: none"> - Teachers' observation - Questionnaire 	2/9/2014 10/9/2014	14	32	0	10000	Edvenue Limited

*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		
Self-confidence Development: Cyberteen-Personal Growth Group BBQ Gathering & Adventure-based Camp	<ul style="list-style-type: none"> - To enhance students' self-confidence - To strengthen students' problem solving skills and communication skills - To foster mutual support among group members and mentors 	75% of the participants find the program useful	<ul style="list-style-type: none"> - Questionnaire - Advisor's observation 	December 2014	7	10	3	12000	Caritas Junior Police Call
Art / Cultural 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 are able to play the musical instruments individually and together with all other band members - Participants become more confident and develop team spirit 	- Instructor's assessment	Late Sept 2014 to Aug 2015	4	11	7	26,250	Qin Music Company

*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		
Art / Cultural Activities: Zheng Class	<ul style="list-style-type: none"> - To develop students' potential in playing Zheng - To boost students' self-confidence - To cultivate students' co-operation with others 	<ul style="list-style-type: none"> - Participants are able to play the Zheng individually and together with all other members - Participants become more confident and develop team spirit 	<ul style="list-style-type: none"> - Instructor's assessment 	Mid-Oct 2014 to May 2015	2	8	0	12000	Green Hill Anglo-Chinese Arts Performance Troupe
Leadership Training: Leadership Training Camp	<ul style="list-style-type: none"> - To strengthen the leadership skills of the School Prefects and Counselling Team Assistants 	<ul style="list-style-type: none"> - Participants leadership skills have been strengthened 	<ul style="list-style-type: none"> - Advisor's observation - Questionnaires 	29/6/2015-30/6/2015	10	20	0	15000	
Total no. of activities: <u> 13 </u>				@No. of participation counts	122	283	35		
				**Total no. of participation counts	440				

Note:

* Name/type 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.

@ Participation counts: refers to the aggregate no. of benefitted students participating in each activity listed above.

**Total no. of participation count: the aggregate of (A) + (B) + (C)

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the 10% discretionary quota (C) .

Means by which teachers have been consulted: Subject Panel Meetings and Staff Meetings, plans proposed by Subject Panel Chairpersons

No. of operating classes: 26

Chinese Language

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	<ol style="list-style-type: none"> To search and prepare teaching materials to enrich the data bank of the Department. To organize and conduct tutorial classes to cope with learner diversity. 	<p>To employ a full-time Teacher Assistant(TA) to:</p> <ol style="list-style-type: none"> search and prepare teaching materials to enrich the data bank of the Department. help handle clerical work of the Department. organize and conduct tutorial classes for the 3 non-Chinese speaking students. teach 1 remedial class (1C) 	<ol style="list-style-type: none"> The teaching data bank of the Department will be enriched. Teachers' workload in preparing teaching materials will be relieved. The reading and speaking skills of the 3 non-Chinese speaking students will be enhanced. Teachers' workload in teaching the remedial class will be relieved. 	From 1-9-2014 to 31-8-2015	<p>Salary of the TA --\$16,503.9 per month (including 5%MPF) for 12 months</p> <p>Total: \$198,046.80</p>	<ol style="list-style-type: none"> Most teachers of the Chinese Language Department agree that the TA help relieve their workload. The reading and speaking skills of the 3 non-Chinese speaking students are enhanced. 	<ol style="list-style-type: none"> Performance appraisal of the TA. Performance of the 3 non-Chinese speaking students in Chinese Language 	Panel Chairperson (Mrs.J.Wong) and teachers of the Chinese Language Department

English Language

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 weaker students	To employ a full-time Teaching Assistant (TA) to: <ol style="list-style-type: none"> 1. assist teachers in preparing teaching and materials and clerical work 2. assist teachers in organizing and conducting English-learning activities 3. conduct remedial classes after school and during summer holidays 4. assist in the daily operation of the English Learning and Teaching Support Centre (ELTS Centre) 	<ol style="list-style-type: none"> 1. Teachers can be relieved from some of their workload and can spare more time in preparing for their lessons and taking care of students with special learning needs 2. The weaker students will be given more remedial support 3. The ELTS Centre will be well-managed and utilised 	From September 2014 to September 2015	Salary of the TA: \$12,619.95 (including 5% MPF) for 12 months Total: \$151,439.40	<ol style="list-style-type: none"> 1. Teachers' workload is relieved and most of the English teachers find the TA helpful 2. The learning needs of the weaker students are taken care of 3. Positive students' response to the services provided by and activities organized in the ELTS Centre 	<ol style="list-style-type: none"> 1. Performance appraisal of the TA 2. Feedback from students 	Mrs Helena Lam – Senior Form Coordinator Mrs Ellen Law – Junior Form Coordinator Ms Denise Lovelace – Native English Speaking Teacher

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	To employ a full-time Teaching Assistant (TA) to: <ol style="list-style-type: none"> 1. assist teachers in preparing teaching materials for the subject 2. assist teachers in organizing and conducting subject-related activities 3. supervise the weaker students to finish their homework 4. help students solve their problems in learning Mathematics after school lessons 	<ol style="list-style-type: none"> 1. 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 2. The weaker students will be given more remedial support 	From September 2014 to August 2015	Salary of the teaching assistant - \$12,619.95 per month (including 5% MPF) for 12 months Total: \$151,439.40	<ol style="list-style-type: none"> 1. Most of the Mathematics teachers find the TA helpful 2. The learning needs of the weaker students are taken care of 	<ol style="list-style-type: none"> 1. Feedback from students 2. Performance appraisal of the TA 	Mrs. R.Chan – Panel Chairperson of the Mathematics Department

Physical Education

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
Skills enhancement programme for the School Sports Teams	<ol style="list-style-type: none"> To relieve teachers' workload in after-school training of the various sports teams To improve students' skills in various sports and develop their sportsmanship 	<p>To employ professional instructors to train the following school teams:</p> <ol style="list-style-type: none"> Basketball Team (twice a week) Volleyball Team (twice a week) Handball Team (once a week) Athletics Training (8 session) Table-Tennis Team (10 session) <p>*Each training session of the School Teams lasts hours</p>	<ol style="list-style-type: none"> Teachers' workload in after-school training of the various sports teams can be relieved so that they can concentrate more on their normal teaching duties Students' sportsmanship and skills in various sports will be enhanced 	From September 2014 to July 2015	<p>Training fees for the instructors:</p> <ul style="list-style-type: none"> - Basketball Team: \$24000 - Volleyball Team: \$24000 - Handball Team: \$10000 - Athletics Training: \$7500 - Table-Tennis Team: \$1904 (10 session) <p>Total:\$67404</p>	<ol style="list-style-type: none"> Most of the students in various schools sports teams find the training programmes helpful in improving their sports skills The ball Teams show improved performance in inter-schools competitions 	<ol style="list-style-type: none"> Feedback from PE teachers and students Observation of students' performance 	Ms. J. Ho – Panel Chairperson of PE Department

The CEG Plan has been endorsed by the Incorporated Management Committee.

Pope Paul VI College

Policies, Resources and Measures Adopted in Implementing the Whole School Approach to Integrated Education (2014/2015 school year)

I. Policy	<ul style="list-style-type: none"> ● 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 the school life. ● We treasure home-school cooperation by establishing regular communication channels to facilitate parents' participation in the formulation of support strategies for students with SEN.
II. Resources	<p>To facilitate our school's support to students with SEN, the following additional resources are provided by the Education Bureau:</p> <ul style="list-style-type: none"> ● Learning Support Grant
III. Support measures and allocation of resources	<p>Students with SEN are provided with the following support measures:-</p> <ul style="list-style-type: none"> ● A student support team headed by the Vice-principal is established. The team members include the Guidance Mistress, the Head of the Discipline Committee and the School Social Worker. Case meetings are held with class teachers, the examination co-ordinator, subject teachers and the educational psychologist. ● Adjusted homework strategies are provided to students in need. ● Students of the junior classes are supported by those from the senior classes through peer tutoring. ● Two social worker assistants are employed to conduct small group activities and workshops such as workshops on enhancing communication skills, self-management skills and provide tutorials during summer holidays. ● 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 education need of students in the school.