



POPE PAUL VI COLLEGE

School Development Plan

2018/19 - 2020/21

SCHOOL MISSION

Pope Paul VI College, established in 1969, is a Catholic subsidized EMI secondary school for girls. Its sponsoring body is the Missionary Sisters of the Immaculate (P.I.M.E. Sisters).

The 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 a contribution to society and the world as responsible individuals.

Our school motto is “Love and Service”.

SWOT ANALYSIS

Our Strengths:

1. The School has a clear mission and goals based on the core values of Catholic education which are instrumental in nurturing students' moral, intellectual, physical, social, aesthetical and spiritual development.
2. The School Sponsoring Body, the Parent-Teacher Association and the Alumnae Association have been very supportive of the School. They have rendered valuable assistance in many ways to the School Management in providing quality education for its students.
3. The School has created a warm, caring and supportive school environment which is conducive to both learning and teaching as well as the whole-person development of students.
4. Our teachers are dedicated and professionally competent. They are keen to share their expertise with one another through different platforms provided by the School. Besides, they foster a positive rapport with students, and enjoy an amicable working relationship among themselves and with the School Management.
5. Our students not only have good academic potential, but also possess good qualities such as being amiable, well behaved, humble and caring. These qualities are displayed when they give support to their peers and participate in community services.

Our Weaknesses:

1. The problem of learner diversity needs to be further addressed. The School has to put more effort in catering for the diverse needs of students including Non-Chinese Speaking students and students with special educational needs.

2. Many of our students are from grass-roots families and some of them are not given sufficient family support for their studies, growth and other needs.
3. Due to the tight teaching schedules and heavy workload, some teachers have reservations in adopting new pedagogies in teaching. Various types of staff development programmes and exposures can further support the teachers in designing the curriculum, teaching strategies and mode of assessment in line with the latest trends in education.
4. Students' interests in reading needs to be further enhanced.

Our Opportunities:

1. The establishment of the Incorporated Management Committee encourages more participation in formulating school policies. Different stakeholders are consulted for views before decisions are made, which results in higher transparency in the school administration.
2. More new teachers have been employed due to the retirement of some experienced teachers. Some new teachers have had previous experiences from different schools and they have brought in more innovative ideas to the School.
3. With additional support and resources provided by the Education Bureau, students with special educational needs and non-Chinese speaking students will be better taken care of.
4. Students' academic potentials have been further developed as ample opportunities have been provided for them to participate in internal and external activities.
5. The class size has been reduced, which allows teachers to give more individual attention and support to students.
6. The Secondary Education Curriculum Guide (2017) provides directions, guidelines and opportunities for teachers to be engaged in the on-going enhancement of learning and teaching in different disciplines.

Our Threats:

1. The prevailing social trends and values which place undue emphasis on material pursuits and opportunistic advancement pose a challenge to the realization of our School's vision and mission.
2. The implementation of various educational policies has posed heavy workload and exerted much pressure and stress on the teachers.
3. Some veteran Subject Panel Chairpersons and Committee Heads had retired in the past couple of years. This situation requires the School Management not only to provide on-going training for the novice middle managers but also to create opportunities for the potential leaders.

MAJOR CONCERNS FOR 2018/19 – 2020/21

1. To nurture positive values and resilience in students and enable them to embrace challenges in life
2. To enhance students' generic skills through STEM education and interactive e-learning tools

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	Major Concerns	Expected Outcomes / Targets	Strategies			Time Scale		
			18/19	19/20	20/21	18/19	19/20	20/21
1.	To nurture positive values and resilience in students and enable them to embrace challenges in life	Students understand the purpose and the importance of living a healthy lifestyle with positive self-esteem.	1.	To integrate health education into the curriculum and design related learning activities	✓			
		Students learn how to live a healthy lifestyle.	2.	To design extra-curricular activities to promote healthy lifestyle	✓			
		Students' interpersonal skills and spirit of collaboration is strengthened.	3.	To design learning activities and extra-curricular activities to strengthen students' interpersonal skills and spirit of collaboration		✓		
		Students learn to be persevering.	4.	To design extra-curricular activities to promote students' perseverance			✓	
		Students are aware that they are unique and understand their own character strength .	5.	To organize diversified programmes for students to challenge themselves and give recognition to their effort	✓	✓	✓	
		Students learn how to manage stress and face adversities.	6.	To organize workshops, talks and other activities for students to promote positive psychology, resilience and stress management	✓	✓	✓	

	Major Concerns	Expected Outcomes / Targets	Strategies	Time Scale		
				18/19	19/20	20/21
2.	To enhance students' generic skills through STEM education and interactive e-learning tools	<p>Interactive and meaningful e-learning activities are designed to motivate students' learning inside and outside classroom and promote their creativity, collaboration skills, critical thinking skills and problem solving skills in different Key Learning Areas.</p> <p>Cross-KLA STEM education learning activities are conducted to further promote students' creativity, collaboration skills, critical thinking skills and problem solving skills.</p>	<ol style="list-style-type: none"> 1. To make use of different e-learning resources and appropriate teaching strategies to motivate students' learning 2. To provide opportunities for students to play an active role in individual work, pair work and group work in the lessons and outside the lessons by taking part in STEM-related activities and/ or with the help of e-learning tools 3. To raise questions of different levels in the lessons and set various types of STEM-related assignments and/ or questions for formative and / or summative assessments with e-learning tools 4. To design classwork or homework with e-learning tools or STEM-related projects 	✓	✓	✓