



Pope Paul VI College

Annual School Plan

School Year 2022-2023

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 2022-2023

1. To develop students to become self-managed learners

培養學生成為自我管理的學習者

2. Be grateful and treasure what we have; stay positive and optimistic (To Appreciate, To Act, To Pass it on)

感恩珍惜，積極樂觀 (欣賞、行動、承傳)

Major Concern 1: To develop students to become self-managed learners

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p>To enhance students' self-managed learning skills such as setting goals, time management and organizing their learning efforts</p> <p>To promote professional development among teachers in building students' self-managed abilities</p>	<p>Different KLAs will teach students a variety of self-managed learning strategies through different activities:</p> <p><i>CLE - 網上閱讀理解練習</i> <i>ELE - English books and newspaper reading</i> <i>CSD - Enquiry Project with the theme "conservation and inheritance of Chinese cultural heritage"</i> <i>AE - Visual and Performing Arts Programme</i> <i>TE – Set performance target and time schedule in completing the target number of DSE papers</i> <i>SE – Goal Setting and reflection strategies</i> <i>PSHE – Note-making strategies</i> <i>STEAM – Cross-curricular design thinking project</i></p>	<p>Over 70% of teachers agree that students have shown improvement in learning</p> <p>Students' learning effectiveness has been generally enhanced</p> <p>Good examples of teaching strategies have been employed by different KLAs</p>	<p>School-based survey</p> <p>Focus group interview</p> <p>Teacher's self-evaluation survey and feedback</p> <p>Lesson observation</p> <p>Pre-lesson and post-lesson meeting</p> <p>Scheme of work</p> <p>Students' performance</p>	<p>Whole Year</p>	<p>KLA Coordinators</p> <p>Subject Panel Heads</p> <p>Subject Teachers</p>	
	<p>Play the Videos of self-learning deliverables during recess in Student Activity Centre through Online Streaming Platform</p> <p>A Disc Jockey training course will be provided to students for the broadcast of students' achievement through the PA system</p>	<p>A daily broadcasting duty roster has been prepared and self-managed by students</p> <p>Students have been motivated to showcase their self-learning outcomes through these platforms</p>	<p>APASO</p>		<p>Publicity Committee Head</p>	<p>\$400,000 (LWLG)</p>

	<p>S.1 – S.3 Self-directed learning sessions will be conducted. Teachers will be assigned to guide students to manage how to solve problems encountered during learning.</p>	<p>Students can devise their own plans and set their own goals in learning</p> <p>Students can make their own efforts to develop self-discipline in learning</p>			<p>Vice Principals and Assistant Principals</p> <p>SDL Teachers</p>	<p>1 double lesson is used in S.1</p> <p>1 single lesson is used in S.2 and S.3</p>
	<p>Bring Your Own Device (BYOD) will be fully implemented to promote self-directed learning</p> <p>The use of e-learning apps such as OneNote will be promoted for the notes management by organizing workshops</p>	<p>Over 70% of teachers agree that students' self-managed skills have improved with the implementation of BYOD</p> <p>Teachers are able to use the OneNote to help students manage their learning</p>			<p>IT Committee Head</p>	<p>QEF application for BYOD</p> <p>\$40,000 (CITG)</p>
	<p>Lesson Studies which focus on self-directed learning will be carried out</p> <p>Professional sharing on the teaching packages developed will be conducted at the departmental level, the KLA level, in the meetings of the Academic Committee and at the school level in June 2023</p>	<p>Teachers have developed different learning tasks to help students develop various types of self-directed learning management skills</p> <p>More profession sharing and discussion among teachers can be made</p>			<p>Academic Committee Head</p> <p>KLA Co-ordinators / Subject Panel Heads / Subject Teachers</p>	<p>3 afternoon meetings, pre-lesson meetings & post-lesson observation meetings arranged by subject teachers</p>

	<p>The 5-minute Question and Answer Session will be continued to be reserved in each lesson. A bell will be rung 5 minutes before the end of each lesson for students to consolidate their studies and teachers to make clarification of the lesson</p>	<p>Students can make use of the 5 minutes to clarify their own thoughts and develop self-motivation to have deeper learning</p>			<p>Subject teachers</p>	
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Major Concern 2: Be grateful and treasure what we have; stay positive and optimistic (To Appreciate, To Act, To Pass it On)

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required	
<p>To nurture our students to be grateful and treasure what we have</p> <p>To nurture our students to stay positive and optimistic when facing adversity and difficulties</p> <p>To strengthen students' resilience skills</p> <p>To strengthen students' confidence</p> <p>To help our students understand that they are unique and explore their own character strength</p>	<p>Conduct professional development programmes related to Growth-mindset, Resilience with Positive Psychology and Positive relationship for teachers to develop students' resilience skills.</p>	<p>Teachers learnt how to develop students' resilience skills</p> <p>Teachers find the program content practical and inspiring</p>	<p>Students' self-evaluation</p> <p>Students' reflection</p> <p>APASO</p>	<p>Whole year</p>	<p>Staff Development Committee Head</p>	<p>\$5,000 (EOEBG)</p>	
	<p>VIA Character Strength Project is implemented in S.1 to help students make plans to develop their character strength</p>	<p>Students are more aware of their character strength and feel more confident</p>	<p>Class Teachers' feedback</p> <p>Teachers' feedback</p>		<p>Vice Principal II</p> <p>Values Education Committee Head</p>	<p>\$2,400 (LWLG)</p>	
	<p>Student leaders are sent to join 'KOL Training Workshops' and they implement 'Campus Anti-drug KOL Plan' for students to nurture students' resilience skills and positive values towards life</p>	<p>Students have learnt the resilience skills</p> <p>Students have learnt to stay positive and optimistic when facing adversities and difficulties</p> <p>Students leaders are more confident</p>	<p>School-based survey</p> <p>Focus group interview</p>		<p>Discipline Committee Head</p>		
	<p>Alumnae Mentorship programmes will continue to be held to tap students' potentials and develop relevant skills for life-long planning</p>	<p>Over 65% of the senior form participated students can gain skills to navigate the pathways of life and feel more positive about the future</p>			<p>Careers Section Head</p>	<p>\$21,000 (LWLG)</p>	

	<p>'Creativity, Sports and Service' program is implemented in S.1 and S.2 to develop students' character strength</p>	<p>70% of club members agree that the club activities have enabled them to understand their strengths and develop their potential</p> <p>70% of club advisors agree that the club activities have helped students to explore their interests and character strength</p>			<p>Extra-curricular Activities Section (ECA) Head</p>	<p>\$280,000 (LWLG)</p>
	<p>Student-led approach is adopted to run curricular and extra-curricular activities and service programmes</p>	<p>Students are more confident and independent in running the activities</p>			<p>Health Promotion Team Head Publicity Committee Head Religious Team</p>	<p>\$43,000 (LWLG)</p>
	<p>"Journey to Gratitude Kingdom" booklet is designed to promote "Be Grateful and Treasure What We Have" in S.1</p>	<p>Students show positive reflections in the "Journey to Gratitude Kingdom" booklet</p> <p>Students are more grateful and optimistic</p>			<p>Counselling Team Head Class Teachers</p>	<p>\$6,000 (EOEBG)</p>
	<p>Difficulty Level Indicators and a bonus part will be continued to be included in junior form test/examinations to build up students' self-understanding mindset and a sense of achievement in students</p>	<p>Over 70% of junior form students are more positive when they face challenges and have a greater sense of achievement</p>			<p>KLA Coordinators Panel Heads Subject Teachers</p>	

School-based After-school Learning and Support Programmes 2022/23 s.y.
School-based Grant - Programme Plan

Name of School: Pope Paul VI College

Staff-in-charge: Mrs. Alice Au

Contact Telephone No. 24208155

A. The estimated number of students (count by heads) benefitted under this Programme is 80 (including A. 18 CSSA recipients, B. 58 SFAS full-grant recipients and C. 4 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)
Language Training: English Tutorials (S.1) (2 groups)	<ul style="list-style-type: none"> - To boost students' confidence in learning English - To consolidate students' foundation in English 	<ul style="list-style-type: none"> - Participants will become more confident in learning English - Students have made improvement in the assessments. 	<ul style="list-style-type: none"> - Tutor's feedback - Assessment 	Group 1 11/10/2022 to 03/01/2023 Group 2 13/10/2022 to 12/01/2023	4	16	0	\$4000	Ms. Chan Hang Fan Ms. Tse Man Ching
Art /Culture activities: School Orchestra	<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 will be able to play the musical instruments individually and together with all other band members. - Participants will become more confident and develop team spirit through various performances. 	<ul style="list-style-type: none"> - Tutor's assessment 	September 2022 to Aug 2023	4	12	4	\$40000	Music Vibration Academy

*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			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
Learning Skill Training: Mathematics Tutorial Programme (S.1-S.3)	- To consolidate students' foundation in Mathematics	- Participants will become more confident in learning Mathematics	- Internal school assessments	September 2022 to May 2023 arranged in three phases	10	30	0	\$10000	Ms. Chan Wing Chi Ms. Cheung Sin Yan Ms. Cheung Kit Yi Ms. Fung Yeuk Lam Ms. Kwok Sze Wing Ms. Kwok Wing Lam Ms. Lam Hoi Yan Ms. Lee Sui Yi Ms. Liu Choi Yuk Ms. Liu Wai Yan Ms. Mo Yuet Yau Ms. Shum Tan
Total no. of activities: <u>3</u>				@No. of man-times	18	58	4		
				**Total no. of man-times	80				

Note:

* Types 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.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

**Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C)

Plan on Use of Capacity Enhancement Grant

2022-23 School Year

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

No. of operating classes: 24

Task Area	Strategies/Tasks	Benefits Anticipated	Time Scale	Budget	Evaluation Strategies	People
Curriculum development and coping with diverse learning needs of students	<ul style="list-style-type: none"> • To employ a full-time Teaching Assistant (TA) for Careers Section (CS) and Extra-curricular Activities Section (ECA) to: <ul style="list-style-type: none"> ○ Assist the clerical work related to CS and ECA activities ○ Go on outings with students for learning activities 	<ul style="list-style-type: none"> • Teachers can be relieved from some of their workload and can concentrate on developing effective learning and teaching strategies to enhance learning and teaching 	From 1-9-2022 to 31-8-2023	\$220,000	Evaluation by CS and ECA that the relevant strategies have: <ul style="list-style-type: none"> • Relieved teachers' workload so that teachers can concentrate on improving learning and teaching strategies • Offer support in clerical work 	Ms. Rachel Yeung (CS Mistress) Ms. Stella Chan (ECA Mistress)

**Plan on the Use of the Promotion of Reading Grant
2022-23**

The major objectives for Promotion of Reading: benefitting students' learning with subject-related print books, e-books, and creating a reading culture.

Item	Estimated Expenses (\$)
1 Purchase of books	
✓ Printed books *(Includes library books purchased by subject panel heads and Teacher Librarian)	37382.67
✓ e-Books	24,800
2 Web-based Reading Schemes	
✓ e-Read Scheme	12,000
<input type="checkbox"/> Other scheme : _____	
3 Reading Activities	
✓ Hiring writers, professional storytellers, etc. to conduct talks	2,000
✓ Hire of service from external service providers to organise student activities related to the promotion of reading	3,000
✓ Subsidising students for their participation in and application for reading related activities	1,000
4 Other	
✓ Purchase of printed magazines	3,000
Total	83,182.67

Policies, Resources and Measures Adopted in Implementing the Whole School Approach to Integrated Education
2022-23 School Year

I. Policy	<p>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 school life.</p> <p>We treasure home-school cooperation by establishing regular communication channels to facilitate parents' participation in the formulation of support strategies for students with SEN.</p>
II. Resources	<p>To facilitate our school's support to students with SEN, the following special grant is provided by the Education Bureau:</p> <p>Learning Support Grant</p>
III. Support measures and allocation of resources	<p>Students with SEN are provided with the following support measures:</p> <p>The SEN Support Team headed by the Special Educational Needs Coordinator is established. Case meetings are held with class teachers, the examination co-ordinator, subject teachers, the School Social Workers and the Educational Psychologist.</p> <p>Educational Psychologist stations at the school twice per month to provide school-based support services.</p> <p>Adjusted homework strategies are provided to students in need.</p> <p>Special examination accommodation is provided to students in need.</p> <p>Part-time teaching assistants are employed to provide tutorials on weekdays after-school and during school holidays.</p> <p>A full-time student counsellor is employed to help implement Individual Education Plan (IEP) and conduct small group activities and workshops on school days.</p> <p>Training programmes such as speech therapy, emotional management programme and social skill training programmes are held to cater for the individual needs of students.</p>

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 educational need of students in the school.

Educational Psychologists or experienced teachers are invited to conduct school-based staff development workshops.

Useful web links or resources related to teaching strategies for SEN students are shared among teachers.

Experienced social workers from NGOs are invited to conduct school-based interactive learning activities to promote mutual respect of individual differences among students and to cultivate an inclusive school culture.

Inclusive education programmes are organized for the whole school to enhance students' awareness and acceptance of individual differences and diversity.

Preventive and developmental work such as strengthening the promotion of mental health and inclusive culture and promoting the strategies of quality teaching to cater for learner diversity are strengthened.

As far as promotion of mental health is concerned, the SENCO leads the SST in implementing mental health programmes and education activities together with the school's counselling team, in a bid to enhance the knowledge and awareness of mental health among students, teachers and parents, and help students maintain mental wellness with greater resilience.