



保祿六世書院

Pope Paul VI College

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School Mission

The school aims to develop students' full potential by means of an integrated education based on Christian values especially love and service. We help our students acquire knowledge and skills, learn to think critically and live a meaningful life so that they can make contribution to the society and the world as responsible individuals.

School Information

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| Supervisor / Chairman of School Management Committee | Sister Pessanha Alves Marinei | | |
| Principal (with Qualifications / Experiences) | Mr. Leung Yee Ho Genthew | | |
| School Type | Aided | Student Gende | Girls |
| School Motto | Love and Service | | |
| Name of Sponsoring Body | Missionary Sisters of the Immaculate - P.I.M.E. Sisters | | |
| Area Occupied by the School | About 9200 Sq. M | Religion | |
| Parent-Teacher Association | Yes | Past Students' Association / School Alumni Association | |
| Incorporated Management Committee | Established | Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets | |

Teaching Staff Information (Including School Head) in the 2024/2025 School Year

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|--|-------------|-------------|
| Number of Teaching Posts in the Approved Establishment | | 52 |
| Total Number of Teachers in the School | | 59 |
| Qualifications and Professional Training (% of Teaching Staff) | | |
| Had Received Teacher Training | | 90% |
| Bachelor Degree | | 98% |
| Master / Doctorate Degree or above | | 51% |
| Special Education Training | | 55% |
| Years of Experience (% of Teaching Staff) | | |
| 0 - 4 Years | 5 - 9 Years | >= 10 Years |
| 20% | 12% | 68% |

Subjects Offered in the 2024/2025 School Year

| | | |
|-----------|--|---|
| S.1 - S.3 | Chinese as the Medium of Instruction | Chinese Language, Chinese History, Physical Education, Civic & Moral Education, Putonghua (S.1-S.2) |
| | English as the Medium of Instruction | English Language, Mathematics, Information & Communication Technology, Technology and Living, Visual Arts, Music, Integrated Science (S.1-S.2), Integrated Humanities (S.2), Citizenship, Economics and Society (S.1), Physics (S.3), Chemistry (S.3), Biology (S.3), History (S.1, S.3), Geography (S.3) |
| | Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum | - |
| S.4 - S.6 | Chinese as the Medium of Instruction | Chinese Language, Chinese Literature, Chinese History, Ethics & Religious Studies, Citizenship and Social Development, Physical Education, Civic & Moral Education |
| | English as the medium of instruction | English Language, Mathematics, Physics, Chemistry, Biology, History, Geography, Economics, Business, Accounting & Financial Studies, Information & Communication Technology, Visual Arts |
| | Adopt a different medium of instruction by class or by group / school-based curriculum | - |

Subjects to be Offered in the 2025/2026 School Year

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| S.1 – S.3 | Chinese as the Medium of Instruction | Chinese Language, Chinese History, Physical Education, Civic & Moral Education, Putonghua (S.1-S.2) |
| | English as the Medium of Instruction | English Language, Mathematics, Information & Communication Technology, Technology and Living, Visual Arts, Music, Integrated Science (S.1-S.2), Citizenship, Economics and Society (S.1-S.2), Physics (S.3), Chemistry (S.3), Biology (S.3), History (S.1, S.3), Geography (S.2, S.3) |
| | Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum | - |
| S.4 – S.6 | Chinese as the Medium of Instruction | Chinese Language, Chinese Literature, Chinese History, Ethics & Religious Studies, Citizenship and Social Development, Physical Education, Civic & Moral Education |
| | English as the Medium of Instruction | English Language, Mathematics, Physics, Chemistry, Biology, History, Geography, Economics, Business, Accounting & Financial Studies, Information & Communication Technology, Visual Arts |
| | Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum | - |

Class Structure & Chargeable Fees (2024/2025)

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|---|--------------------|----|----|-------|-------|-------|
| | S1 | S2 | S3 | S4 | S5 | S6 |
| No. of Classes | 4 | 4 | 4 | 4 | 4 | 4 |
| School Fee | - | - | - | - | - | - |
| Tong Fai | - | - | - | \$290 | \$290 | \$290 |
| Parent-Teacher Association Fee | \$40 | | | | | |
| Student Union / Association Fee | \$12 | | | | | |
| Approved Charges for Non-standard Items | Printing fee: \$50 | | | | | |
| Other Charges / Fees | - | | | | | |

Remarks

Students can take Applied Learning courses organized by EDB approved course providers as elective subjects to suit their different orientations and abilities in their S.4, S.5 and S.6 studies. Besides, the school provides diversified learning experiences for the students.

S.1 Admission, Orientation Activities & Healthy School Life

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| Secondary One Admission |
| Our school will accept discretionary places. Our school will participate in the Secondary School Places Allocation System through central allocation stage (Applicable for admission to S.1 in September 2025). Academic result: 60%; Interview performance: 30%; Extra-curricular activities: 10%; Conduct: All applicants must have a grade B or above in conduct in Primary 5 and 6. |
| Orientation Activities and Healthy Life |
| Bridging programmes in English, Mathematics, History and Integrated Science subjects are organized to help S.1 students adapt to the new school life. S.1 Orientation begins in late August. Parents are invited to attend a sharing session. The awareness of a healthy lifestyle is constantly promoted among students with the help of our Student Health Captains. All our students are encouraged to have regular exercise to improve their physical as well as mental well-being. Our school has set up a committee to monitor the quality of food and the standard of service of the school tuck shop. |

| School Characteristics |
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| School Management |
| School's Major Concerns: <div>1. Promoting students’ motivation through positive feedback and recognition</div> <div>2. Developing students’ time management skills</div> |
| School Management Organisation: <div>The Incorporated Management Committee is responsible for making long- term plans for the continuous development of the school and the effective use of its resources to ensure that all students are given all-round and well-balanced learning opportunities. The Consultative Committee works closely to plan and implement effective school-based strategies for the development of the school. Under the leadership and coordination of the School Principal and the three Vice-principals, various functional groups are set up to take charge of matters such as curriculum co-ordination, IT education, extra-curricular activities, discipline and guidance programmes as well as liaison with parents.</div> |
| Incorporated Management Committee / School Management Committee / Management Committee: <div>The Incorporated Management Committee of the School was established on 31 August 2013 comprising managers representing various stakeholders including the sponsoring body, teachers, parents, alumnae and independent personnel.</div> |
| School Green Policy: <div>The school is dedicated to developing a green campus. Apart from imparting environmental knowledge through subject curricula, the Value Education Committee actively promotes environmental conservation through other learning experiences and fun-filled activities. Students are encouraged to save energy, reduce waste and protect the environment.</div> |
| Learning and Teaching Plan |
| Whole-school Language Policy: <div>The school has a well-defined language policy with English as the medium of instruction in all subjects except Chinese Language, Chinese History, Physical Education, Civic & Moral Education and Putonghua. To help students achieve a high level of proficiency in both English and Chinese, programmes and activities such as reading scheme, speech competition, drama and debate are carried out every year.</div> |
| Learning and Teaching Strategies: <div>We pride ourselves on fostering an atmosphere conducive to learning. Emphasis is put on providing students with the necessary learning experiences and developing their full potential. Attention is also paid to the cultivation of good behaviour and moral values so that students are well equipped to serve the community. Diverse teaching strategies, tailored learning content and appropriate assignments are adopted in accordance with students' abilities, needs and interests. Effective methods like questioning, discussion and sharing are used to promote active learning and help build students' confidence.</div> |
| School-based Curriculum: <div>1. Electives: 2X and 3X. The school offers 13 elective subjects.</div> <div>2. Curriculum highlights: As a Catholic school, we attach great importance to value education. Our school offers Civic and Moral Education lessons to students of all forms to instill in them positive attitudes and values. We also help students cultivate a proper learning attitude, develop generic skills and master subject knowledge. In the junior forms, we arrange project-based learning activities and organize social service programmes to help students become confident, disciplined learners. Our school-based STEAM Curriculum in junior form encompasses the fields of science, technology, engineering, arts, and mathematics. By engaging in data research and model design, our students not only apply their knowledge but also develop confidence and enhance their problem-solving skills.</div> |
| Major Renewed Emphases in the School Curriculum: <div>1. Our library boasts a good collection of books and resources. A reading corner is also set up in each class to create an environment conducive to reading. The school's reading scheme covers not only English and Chinese but also a variety of subjects. Students are encouraged to use information technology and other media to enrich their reading experience. Reading activities like book exhibitions, book recommendations and talks by writers are held every year to nurture a reading culture among students.</div> <div>2. For the development of pedagogical and assessment innovation, besides setting up an e-platform for students to consolidate learning in different subjects at their own pace, teachers promote assessment for learning and e-learning across KLAs with pedagogically designed activities for inquiry so as to improve students’ self-efficacy and enhance their information literacy. Multimedia-enriched presentations are used to explain abstract concepts and information technology is employed to provide an environment for students to observe, explore and experience with the help of computer simulation. Students are encouraged to search for information on the Internet before they discuss and share knowledge with peers and teachers in class, which makes learning more interesting and effective.</div> <div>3. Cross-curricular project-based learning is carried out in S.1-S.3. Students learn to formulate challenging questions, process information as well as present, share and reflect on the outcome of the project. The experience enables students to develop communicative and problem-solving skills.</div> <div>4. Moral and Civic Education has a prominent position in our school curriculum. Lessons are given every cycle to inculcate in students' proper values and attitudes essential to their personal and social development.</div> |
| Life Planning Education: <div>In order to empower students to make informed and responsible choices for further study and future careers, Life Planning Education Lessons, after-school workshops and Multiple Pathways Talks delivered by representatives of different institutes are arranged. Information relating to the world of work and post-secondary studies is disseminated through the school intranet and board display. Career talks and company visits are organized for senior form students. For S.4, life planning education lessons are arranged. For S.5, students are encouraged to use the two career assessment tools--Career Interest Inventory and Basic Interest Marker-- to find, develop and review their personal plans and career goals. Interview workshops are held to help S.6 students develop skills and attitudes in presenting their goals, personal attributes and employability skills.</div> |
| Student Support |
| Whole School Approach to Catering for Learner Diversity: <div>Teachers are encouraged to take courses related to catering for diverse learning needs. Strategic e-learning lesson plans are developed in all Key Learning Areas aiming at catering for learning diversity. After-school tutorials are provided to S.1 students to help them adapt to EMI learning and teaching.</div> |
| Whole School Approach to Integrated Education: <div>The Student Support Team is set up to plan, coordinate and implement the Whole School Approach to Integrated Education in order to further cultivate an inclusive school culture and enhance the effectiveness of the support given to students with special educational needs. Besides, the Team flexibly deploys the Learning Support Grant to cater for individual differences and SEN by recruiting teaching assistants or purchasing professional services to provide individual or group training for students. Regular meetings are held among the SST, subject teachers, class teachers and parents to keep them informed of the student’ s progress and to discuss the effectiveness of the support measures.</div> |
| Education Support for Non-Chinese Speaking (NCS) Students: <div>Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students’ learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc.; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; and organising activities to create an inclusive learning environment in the school.</div> |
| Measures to Provide Adaptation for Learning and Assessment: <div>Students' academic performance is assessed by one test and two examinations in a school year. The assessment system also takes into consideration students' performance in project work, homework assignments and classwork.</div> |

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| Home-School Co-operation and School Ethos |
| Home-School Co-operation: 1. Links between the school and parents are strengthened through activities like seminars and workshops organized by the P.T.A. 2. Parent volunteers lend their support to the school by making souvenirs to our students and organizing activities like visits to the elderly people who live alone in the neighbourhood. 3. The P.T.A. has also set up a scholarship and a grant for our students. |
| School Ethos: Our students learn to behave well and observe discipline in a harmonious and warm school environment. The school has a broad curriculum of civic and moral education to foster students' positive values and facilitate their whole person development. Specific policies such as a bi-class teacher system, a big sister scheme and a summer bridging programme are introduced to help S.1 students adjust to life in an EMI school. Other student support services come in the form of discipline, guidance and careers programmes as well as close collaboration between teachers and parents. |
| Future Development |
| School Development Plan: 1. To boost students’ confidence and motivation. 2. To promote a healthy lifestyle among students. |
| Teacher Professional Training and Development: 1. Promote professional sharing among teachers and collaborate with other schools to make our school a continuously developing learning community. 2. Teachers engage in training and sharing to explore how to effectively manage and create inclusive group activities. |
| Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.) |
| 1. There are more than 30 clubs and societies to cater for students' academic, intellectual, physical, social and aesthetic development. Four Houses are set up with activities organized every year to enhance a sense of belonging and unity among the students. 2. Our students are actively involved in a variety of extra-curricular activities such as English drama competitions, inter-school speaking practice, inter-school debate competition, The Hong Kong Schools Speech and Music Festival and sports competitions in the Kwai Tsing District. 3. To develop students' potential and to engage them in serving the community, we organize a Social Service Programme for S.3 students who have to design their own community service plan under the guidance of social workers. In the past 16 years, we have joined and won prizes in the Kwai Tsing Youth Community Service Planning Scheme. The winners were given the chance to join overseas field trips to broaden their horizons. 4. Our students participated in the 2024 HK–GBA Model UNESCO Regional Conference, where they were assigned a country and conducted research on the theme “Artificial Intelligence and Education.” The group representing Hungary was awarded the Special Recognition Award, along with the Best Speaker Award. Another group representing Ukraine was awarded the Best Strategy Award. 5. Our Chinese Debate Team was awarded Champion in NT West District and 2nd runner-up in HK in the 18th Basic Law Debating Competition. The team was also awarded Champion in Definity United Inter-secondary Schools Debating Competition 2023. 6. In sports, our students won the championship in the Kwai Tsing District Inter-School Volleyball Competition (Junior Division 2) for the 2023-24 season, and secured the 3rd place in the Kwai Tsing District Inter-School Basketball Competition (Junior Division 2). |
| School Facilities |
| Number of Classroom(s): 25 |
| School Facilities: All classrooms are equipped with interactive blackboards, wireless internet network and lockers. Besides standard school facilities (Hall, special rooms and laboratories), our school also boasts a Maker Space (STEAM Lab), Students Learning Commons, Silence Pod, Student Activities Centre, Multi-media Learning Centre, School History Gallery, Prayer Room, Chapel, Pastoral Room, Campus Garden, PTA Resource Centre, Social Worker Room, Counselling Room, Medical Room, Conference Room etc. The School Hall and all rooms are air-conditioned. |
| Facility(ies) for Supporting Students with Special Educational Needs: Ramp, Accessible lift and Accessible toilet. |
| Others |
| The school has set up several scholarships to recognize students' excellent conduct and outstanding academic performance. The Scholarships include the Pope Paul VI College Anniversary Scholarship for Excellence, Ms. Miranda Lee Lai Ngor Memorial Scholarship, Mr. Ng Ka Mong Memorial Scholarship, Mrs. Wendy Chan Memorial Scholarship. Besides, the "Pope Paul VI College Alumnae Association Love and Service Scholarship" was established by the alumnae to give recognition to students with outstanding service participation. |
| Direct Public Transportation to School |
| Buses: 31, 31B, 31M, 32, 35A, 36B, 43A; Mini-buses: 86, 86M, 403, 403X, 406, 410. |