

ST. PAUL'S CO-EDUCATIONAL COLLEGE



Annual School Plan (2017/18)

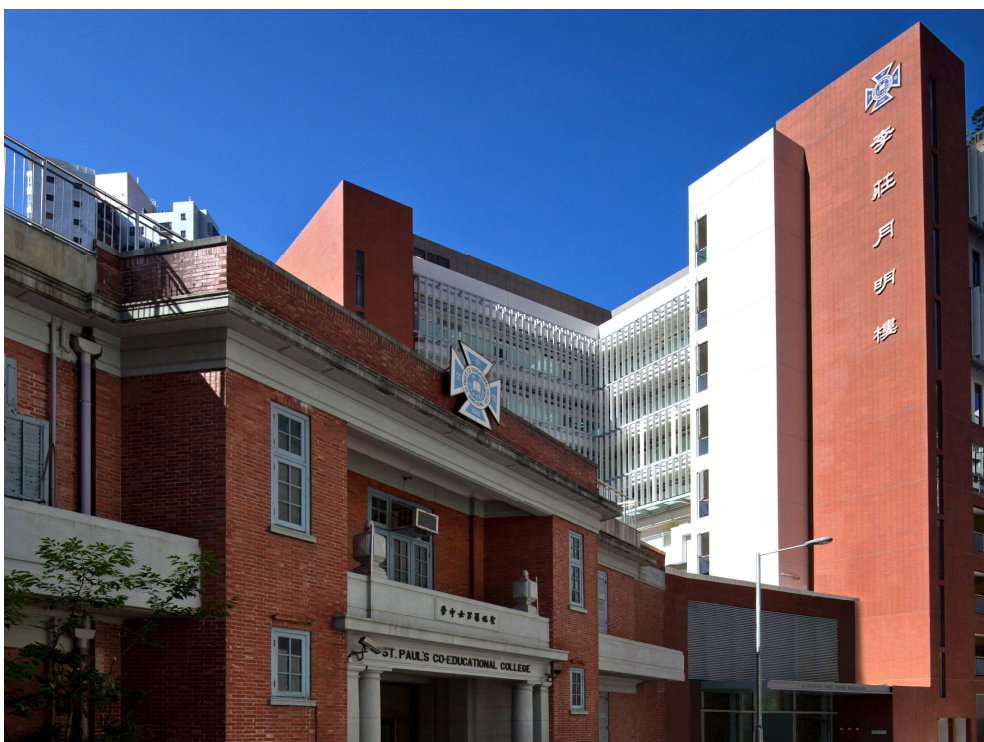


Table of Contents

	Page
I. School Vision & Mission	3
II. Annual School Plan 2017/18 – Major Concerns.....	3 – 16

ST. PAUL'S CO-EDUCATIONAL COLLEGE

I. School Vision

In the spirit of “Faith, Hope and Love”, to nurture our students as future leaders by instilling in them a culture of excellence, high moral values, an altruistic spirit, a passion for lifelong learning and a global perspective.

School Mission

1. Uphold the founding Christian spirit of our schools: “Faith, Hope and Love”
2. Nurture academic excellence and lifelong learning
3. Cultivate exemplary conduct, proper attitudes and correct values
4. Develop an appreciation for the arts and competence in other activities
5. Develop a global perspective, foster environment stewardship and serve humanity
6. Advocate strong communication and interpersonal skills to promote harmony, mutual respect, appreciation and peace among humankind
7. Adopt a shared and inclusive governance model
8. Provide the best possible facilities and environment conducive to studies
9. Maintain a professional and caring academic and administrative staff
10. Transform our schools into a vibrant community of scholarship and learning

II. Annual School Plan 2017/18

Major Concerns

1. Staff capacity development in Teaching and Learning, Moral Education and Pastoral Care, Student Development
2. Science, Technology, Engineering and Mathematics (STEM) Development
3. Sustainability and development of International Connections and the Chong Yau Pak Wan Residence Hall

1. Major Concern: Staff Capacity Development in Teaching and Learning, Moral Education and Pastoral Care, Student Development

	Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1.	<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Enhancing learning effectiveness through upgrading pedagogy <ul style="list-style-type: none"> ➤ Good management of lesson time to provide opportunity for learning, consolidation and reflection ➤ A wider use of different levels of questions and various questioning techniques ➤ Creating opportunities for peer interaction in the classroom ➤ A wider repertoire of teaching strategies to cater for learner diversity 	<ul style="list-style-type: none"> • Teachers conduct lesson observations focusing on lesson time management, questioning and peer interaction • Encourage lesson observations among different subject departments to enrich teaching ideas and methods • Encourage lesson observations among subject teachers of the same class for a more informed understanding of individual students with different personalities, aspirations and learning styles • Teachers attend courses to update pedagogy • Provide opportunities for sharing among teachers through departmental meetings 	<ul style="list-style-type: none"> • Evidence of good use of lesson time for learning, consolidation and reflection • Evidence of a wider use of different questioning techniques to support students' learning • Evidence of more peer collaboration during lessons • Evidence of a wider use of different teaching strategies to suit students' learning needs 	<ul style="list-style-type: none"> • Records of peer observations including reflections and sharing among teachers before and after lesson observations • Lesson observations conducted for teacher appraisals 	<ul style="list-style-type: none"> • Current year extending into near future until further evaluation reveals they can be absorbed into routine practice 	<ul style="list-style-type: none"> • HODs (Heads of departments) 	<ul style="list-style-type: none"> • Relevant reference materials • Relevant external courses and workshops • Departmental meetings

	Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<ul style="list-style-type: none"> • Effective use of e-learning • Embedding positive education in classroom teaching 	<ul style="list-style-type: none"> • Continue sharing of good practices in e-learning through collaborative lesson planning and SDDs (Staff Development Days) • Encourage sharing of good practices in e-learning among subject departments • Teachers attend courses on e-learning • Provide practical tips for teachers on how positive education may be practised in daily classroom teaching • Encourage the use of positive education in daily classroom teaching and provide opportunities for sharing among teachers • Teachers attend courses on positive education 	<ul style="list-style-type: none"> • Positive feedback from teachers and students • Students show positive attitude in their work, embrace challenges, persevere in difficult times and enjoy good interpersonal relationships 	<ul style="list-style-type: none"> • Evaluation by IT Team • Feedback from teachers 	<ul style="list-style-type: none"> • Current year extending into near future until further evaluation reveals they can be absorbed into routine practice • Current year extending into near future until further evaluation reveals they can be absorbed into routine practice 	<ul style="list-style-type: none"> • HODs • SPPW (Staff Professional and Personal Wellness Core Group) • IT Team • Moral Education Team & SPPW • HODs 	<ul style="list-style-type: none"> • Collaborative planning time • SDDs • Support from IT&AV Office • Relevant external courses and workshops • Relevant reference materials • Relevant external courses and workshops • SDDs • Departmental meetings

	Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<ul style="list-style-type: none"> • A wider use of experiential learning in the classroom 	<ul style="list-style-type: none"> • Explore the possibilities of a wider use of experiential learning in the classroom across all year levels, building on the experience of the Form 4 post-RoP Programme 	<ul style="list-style-type: none"> • Formulation of action plan and successful implementation across different year levels as practicable 	<ul style="list-style-type: none"> • Evaluation / report by subject departments 	<ul style="list-style-type: none"> • Current year extending into near future until further evaluation reveals they can be absorbed into routine practice 	<ul style="list-style-type: none"> • HODs • AC (Academic Committee) 	<ul style="list-style-type: none"> • Departmental meetings • AC meetings
2.	<p>Moral Education and Pastoral Care</p> <ul style="list-style-type: none"> • Building teachers' confidence and competence in providing pastoral care through individual counselling and FTPs (Form Teacher Periods) 	<ul style="list-style-type: none"> • Sharing of viable strategies and successful practices in pastoral care at Form Committee Meetings by Moral Education Team / among FTs (Form Teachers) • Encourage and explore ways of collaboration among FTs in conducting FTPs • Moral Education Team to provide support for FTs during FTPs as needed • Members of Moral Education Team to be assigned to attend Form Committee meetings of each year level 	<ul style="list-style-type: none"> • Evidence of growing confidence and maturation of relevant skills among teachers in providing pastoral care 	<ul style="list-style-type: none"> • Feedback from teachers 	<ul style="list-style-type: none"> • Current year extending into the near future until further evaluation demonstrates they can be absorbed into routine practice 	<ul style="list-style-type: none"> • Moral Education Team 	<ul style="list-style-type: none"> • Relevant reference materials • Form Committee meetings

	Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<ul style="list-style-type: none"> Enhancing teachers' capacity in catering for the diverse needs of students including SEN students 	<ul style="list-style-type: none"> Encourage / Nominate teachers to attend SEN courses offered by EDB / external organizations Arrange SDD to strengthen teachers' skills in pastoral care and understanding of the diverse needs of students including SEN students 	<ul style="list-style-type: none"> Evidence of improvement in teachers' understanding of the diverse needs of students and their ability in applying suitable strategies to cater for different needs 	<ul style="list-style-type: none"> Feedback from teachers 	<ul style="list-style-type: none"> Current year extending into the near future until further evaluation reveals they can be absorbed into routine practice 	<ul style="list-style-type: none"> Moral Education Team & SPPW 	<ul style="list-style-type: none"> Relevant courses and workshops offered by EDB / external organizations Speakers with relevant expertise SDDs
3.	<p>Student Development</p> <ul style="list-style-type: none"> Building teachers' capacity to lead and support students in their school activities and duties 	<ul style="list-style-type: none"> Sharing among teacher advisers of various ECAs (extra-curricular activities) and student bodies on <ul style="list-style-type: none"> ➤ their administrative role ➤ their mentoring role (in areas such as advising students on time management, relation building and developing innovative ideas) ➤ specific themes suited to different target groups 	<ul style="list-style-type: none"> Evidence of growing confidence and competence among teachers supervising activities of clubs / student bodies Evidence of improvement in the quality of activities / services of clubs / student bodies 	<ul style="list-style-type: none"> Annual reports of individual clubs / student bodies Feedback from teachers 	<ul style="list-style-type: none"> Current year extending into the near future until further evaluation reveals they can be absorbed into routine practice 	<ul style="list-style-type: none"> Teachers in charge of ECAs Teachers in charge of leadership programmes Round Square Teacher Committee 	<ul style="list-style-type: none"> Relevant external courses & workshops Round Square

	Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
		<ul style="list-style-type: none"> • Teachers attend leadership training courses • Teachers attend Round Square conferences / seminars to enrich themselves with new ideas in supporting student development 					

2. Major Concern: Science, Technology, Engineering and Mathematics (STEM) Development

	Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1.	<p>STEM Development</p> <ul style="list-style-type: none"> Refining and further embedding STEM in the curriculum 	<ul style="list-style-type: none"> Stock-take relevant subjects with STEM-related programmes and learning activities Refine school-based curriculum and enrich learning environment to promote STEM education in various forms with focus in junior forms Introduce robot kits and coding in D&T and Computer Literacy respectively to develop students' problem solving skills Allocate more resources to enrich STEM-related activities 	<ul style="list-style-type: none"> All STEM-related programmes and learning activities in various subjects are recorded More STEM activities integrated with experiential learning are included in lessons Positive feedback from junior students on robotics and coding and their problem solving skill is enhanced 	<ul style="list-style-type: none"> Evaluation / report by subject departments Students' performances in learning robotics and coding with feedback from related teachers 	<ul style="list-style-type: none"> Completed in 2016-17 Current year and to be absorbed into routine practice starting next year Current year Current year 	<ul style="list-style-type: none"> HODs HODs HODs, D&T and CL teachers HODs 	<ul style="list-style-type: none"> Curriculum and Assessment Guide Relevant reference materials School fund

	Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<ul style="list-style-type: none"> Organizing STEM-related extra-curricular activities to arouse students' interests 	<ul style="list-style-type: none"> Organize STEM-related activities for Form 1 and 2 students on Enrichment Programme Day Promote STEM through joining various science/mathematics/technology competitions, encourage and support students to participate Organise joint club STEM-related activities inside school Explore the possibility of procurement of services from external course providers (e.g. tertiary institutions/non-profit making organizations/academic associations/professional bodies) to organize on-site STEM-related activities or training courses for interested students 	<ul style="list-style-type: none"> STEM activities are implemented smoothly on EPDs and positive feedback is received Increase in number of students joining various STEM competitions with commitment and encouraging results More joint club activities related to STEM with encouraging participation of students On-site STEM training courses are organized to cater for students' interest 	<ul style="list-style-type: none"> Students' performances in EPD activities and evaluation from both students and teachers No. of students joining various competitions and their results Students' participation in various joint-club activities and annual reports of various clubs No. of courses organized and no. of students joining them 	<ul style="list-style-type: none"> Current year Current year Current year Current year 	<ul style="list-style-type: none"> HODs, D&T, CL, science and maths teachers HODs, D&T, CL, science and maths teachers HODs, D&T, CL, science and maths teachers HODs 	<ul style="list-style-type: none"> Suitable service providers Relevant external courses, workshops/seminars and competitions Provide support to students

	Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
		<ul style="list-style-type: none"> Encourage students to form enthusiasts circles related to STEM 	<ul style="list-style-type: none"> STEM-related enthusiasts circles are set up and regular activities are organized 	<ul style="list-style-type: none"> Feedback or evaluation from both students and teachers No. of enthusiasts circles formed and feedback from students on the quality of their activities 	<ul style="list-style-type: none"> Current year 	<ul style="list-style-type: none"> HODs, D&T, CL, science and maths teachers 	
	<ul style="list-style-type: none"> Promotion of STEM education among teachers and students 	<ul style="list-style-type: none"> Display outstanding works of students in various STEM-related activities around the campus Students' sharing at morning assembly regarding their experiences in STEM-related competitions and programmes Talks by alumni or guest speakers during morning assembly and/ or other occasions 	<ul style="list-style-type: none"> Outstanding achievements and effort of students in STEM are recognized and the interest of other students are aroused Students know the latest trends and development in STEM from various speakers and realize its importance in daily life and future career path 	<ul style="list-style-type: none"> Feedback from both students and teachers Students' responses in sharing sessions and talks 	<ul style="list-style-type: none"> Current year Current year Current year 	<ul style="list-style-type: none"> HODs, D&T, CL, science and maths teachers HODs, D&T, CL, science and maths teachers HODs 	<ul style="list-style-type: none"> Relevant external courses and workshops/ seminars Student leaders in STEM Speakers with relevant expertise

	Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<ul style="list-style-type: none"> Professional development for teachers, especially new teachers 	<ul style="list-style-type: none"> Teachers are encouraged to take courses / talks related to STEM and share useful resources Collation of data on STEM-related programmes attended by individual teachers; sharing by colleagues on resources, experiences and good practice of other schools within own department/ among departments 	<ul style="list-style-type: none"> Teachers know the latest trends and practices in other schools, and adopting suitable ones in the school All resources are uploaded to school network driver for sharing 	<ul style="list-style-type: none"> CPD records of teachers A STEM repository is set up in the school network drive Sharing of STEM materials among colleagues becomes routine practice 	<ul style="list-style-type: none"> Current year Current year 	<ul style="list-style-type: none"> HODs, D&T, CL, science and maths teachers HODs, D&T, CL, science and maths teachers 	<ul style="list-style-type: none"> Relevant external courses and workshops/ seminars
	<ul style="list-style-type: none"> Interfacing with the Primary School on the development of STEM education 	<ul style="list-style-type: none"> Interfacing with the Primary School on a smooth transition of STEM education both in curriculum planning and enrichment programmes and support of individual students 	<ul style="list-style-type: none"> STEM activities can enhance what students have learnt in SPCCPS Individual students gifted in STEM can be identified and encouraged to join suitable STEM activities 	<ul style="list-style-type: none"> Comparison of records of STEM activities in SPCCPS and SPCC Performances and participation of students from SPCCPS in STEM activities and competitions 	<ul style="list-style-type: none"> Current year 	<ul style="list-style-type: none"> HODs 	<ul style="list-style-type: none"> Curriculum and Assessment Guide Relevant reference materials

3. Major Concern: Sustainability and Development of International Connections and the Chong Yau Pak Wan Residence Hall

	Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1.	<p>For yearly exchange programmes:</p> <ul style="list-style-type: none"> • Reinforcement of our students' interest in the yearly exchange programmes • Enhancement of the attractiveness of SPCC exchange programmes of our sister schools 	<ul style="list-style-type: none"> • Further promote the appeal of the yearly exchange programmes to parents and students • Explore new exchange partners with features/ niches that can make the exchange experiences rewarding • Work on a more extensive and varied SPCC host programme that will further enrich the cultural experience of overseas exchange students 	<ul style="list-style-type: none"> • Increase in the number of applicants to the yearly exchange programmes • Increase in the number of students from our sisters' schools requesting exchange opportunities 	<ul style="list-style-type: none"> • Evaluation exercises conducted by CRO • Selection exercises conducted by the CRO 	<ul style="list-style-type: none"> • Current year extending into the near future until further evaluation demonstrates they can be absorbed into routine practice 	<ul style="list-style-type: none"> • The CRO and members of staff in charge of yearly exchange programmes 	<ul style="list-style-type: none"> • Recommendations from sister schools and network like Round Square on potential exchange partners

	Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
2.	<p>For ad hoc non-reciprocal/ reciprocal visits from overseas or mainland that require short-stay in residence hall/ host family</p> <ul style="list-style-type: none"> • Development of potential exchange opportunities 	<ul style="list-style-type: none"> • Make better use of the platform offered by the Round Square’s student-initiated exchange programmes 	<ul style="list-style-type: none"> • Evidence of students’ keen interest in the Round Square Student Exchange opportunities • Increase in requests for school visits/ exchanges 	<ul style="list-style-type: none"> • Evaluation exercise conducted by the SPCC Round Square Student Committee • Evaluation by members of staff who have received requests of such nature 	<ul style="list-style-type: none"> • Current year extending into the near future until further evaluation demonstrates they can be absorbed into routine practice 	<ul style="list-style-type: none"> • Teachers-in-charge of Round Square, SPCC Round Square Student Committee and the CRO • Dormitory Committee 	<ul style="list-style-type: none"> • Membership fees for Round Square

	Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
3.	<p>For admission of non-local students</p> <ul style="list-style-type: none"> • Increase in the number of non-local applicants 	<ul style="list-style-type: none"> • Further promote our international admissions and boarding facilities when SPCC hosts visits from overseas educators/ school personnel • Establish communication with overseas/ mainland schools that have students attending SPCC by informing them of the achievements of their students. This may result in these schools promoting SPCC to their students who are considering completing their secondary schooling in Hong Kong • Enhance our school's international admission pages on the internet 	<ul style="list-style-type: none"> • Evidence of a steady increase in non-local applications to our DSE/ IB curriculum 	<ul style="list-style-type: none"> • Feedback from various sources to be collected over time to help assess the effectiveness of non-local student recruitment 	<ul style="list-style-type: none"> • Current year extending into the near future until further evaluation demonstrates they can be absorbed into routine practice 	<ul style="list-style-type: none"> • The CRO and staff-in-charge of admission of non-local students 	<ul style="list-style-type: none"> • Our school's website and overseas guests visiting SPCC

	Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
4.	<p>For Chong Yau Pak Wan Residence Hall</p> <ul style="list-style-type: none"> • Increase in the intake of long-term boarders 	<ul style="list-style-type: none"> • Work with staff-in-charge of non-local admission to identify prospective long-term boarders from external applicants yet taking great care that the development of other programmes that benefit from hall accommodation will not be curtailed 	<ul style="list-style-type: none"> • Evidence of a steady increase in the number of long-term boarders 	<ul style="list-style-type: none"> • Evaluation conducted by members of staff involved in hall management 	<ul style="list-style-type: none"> • Current year extending into the near future until further evaluation demonstrates they can be absorbed into routine practice 	<ul style="list-style-type: none"> • The Dormitory Committee, the AO and the teacher-in-charge of non-local admission 	<ul style="list-style-type: none"> • The pool of non-local student applicants