

ST. PAUL'S CO-EDUCATIONAL COLLEGE



School Development Plan (2019/20 – 2021/22)



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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. School Goals

1. Establishment of an administration structure and capacity with distributed leadership and shared responsibilities at different levels of administration / operations that steers, coordinates and drives changes and development of the school
2. Establishment of a seamless curriculum and unified staff development and appraisal policy in the primary and secondary school to ensure that students are best nurtured in the “Through-train / one-school” spirit
3. Nurturing in SPCC students a set of desirable attributes (SPCC Student Profile) for intellectual, personal, moral, spiritual and social development as a shared vision and educational goal
4. Effective delivery of the Hong Kong Diploma of Secondary Education (HKDSE) Programme and the International Baccalaureate Diploma Programme (IBDP)
5. Catering for the needs and capabilities of gifted students through expansion and strengthening of personalized learning programmes
6. Enhancement of learning and teaching effectiveness in Mastery Teaching and Cooperative Learning based on the Self-Organizing School model
7. Development of high quality teaching staff with strong professional capacity and accountability while keeping good personal wellness
8. Establishment of a collaborative culture among teachers and a strong partnership between the school and our stakeholders (alumni and parents) and with the wider community
9. Establishment of a modern campus with learning environment and purpose-built facilities that support the school’s educational philosophy

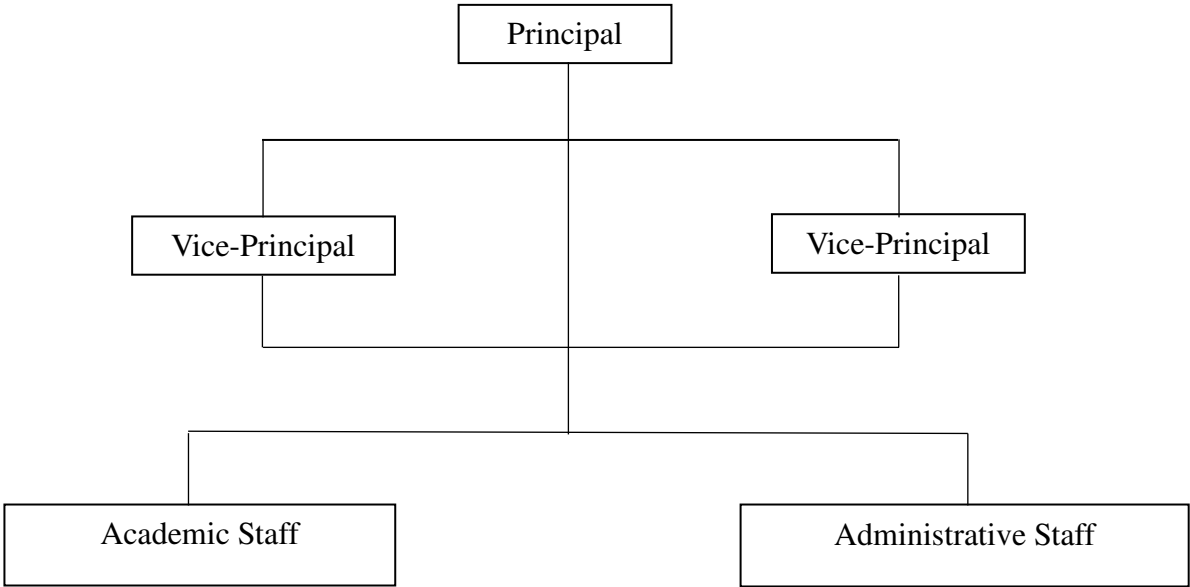
III. School Motto & Core Values of Education

The school motto is “Faith, Hope and Love”. We are committed to developing in our students a positive outlook on life and mutual respect and concern for each other.

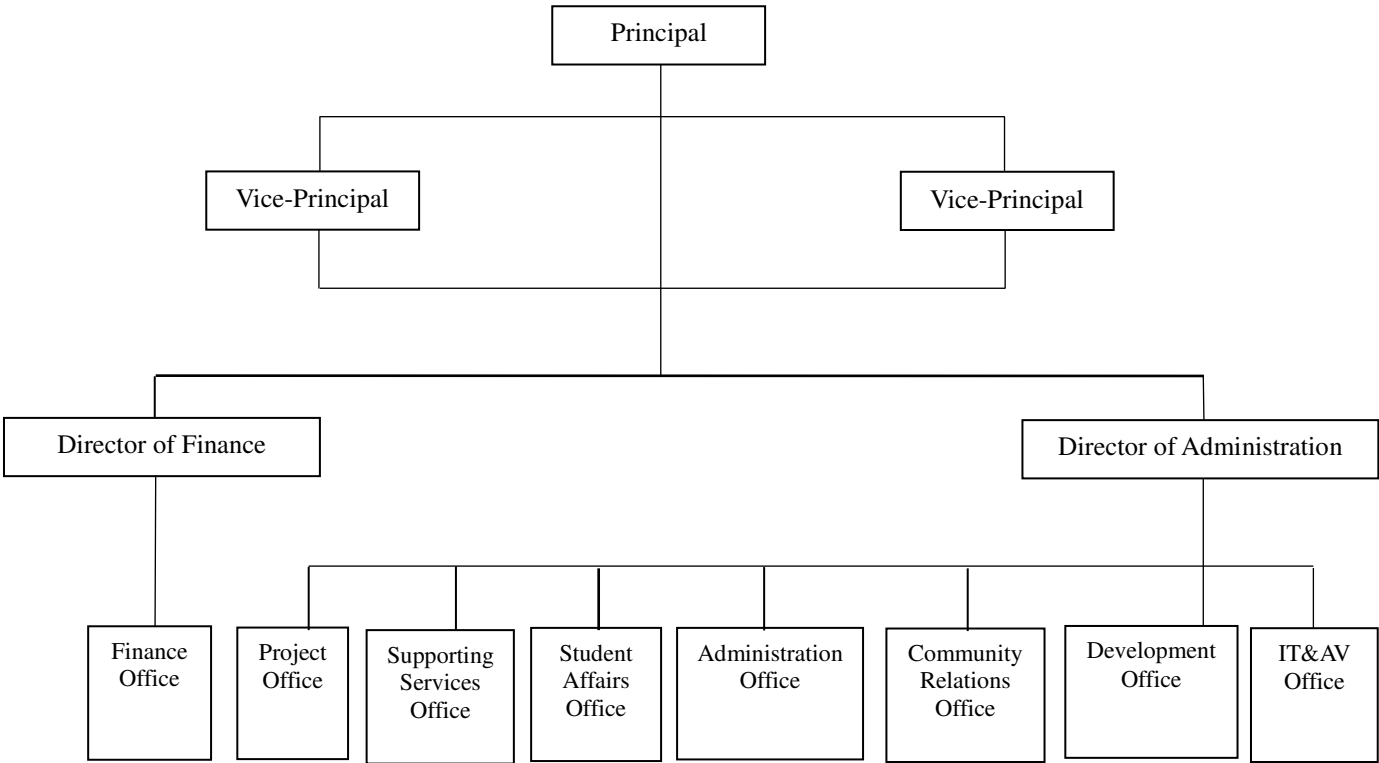
We stress integrity, scholarship and excellence, and also modesty and simplicity of life. We dedicated to making the schools a loving and caring community where students from different social backgrounds can interact, learn and pursue academic excellence together so that they may lead responsible and fulfilling lives.

IV. Organization and Management

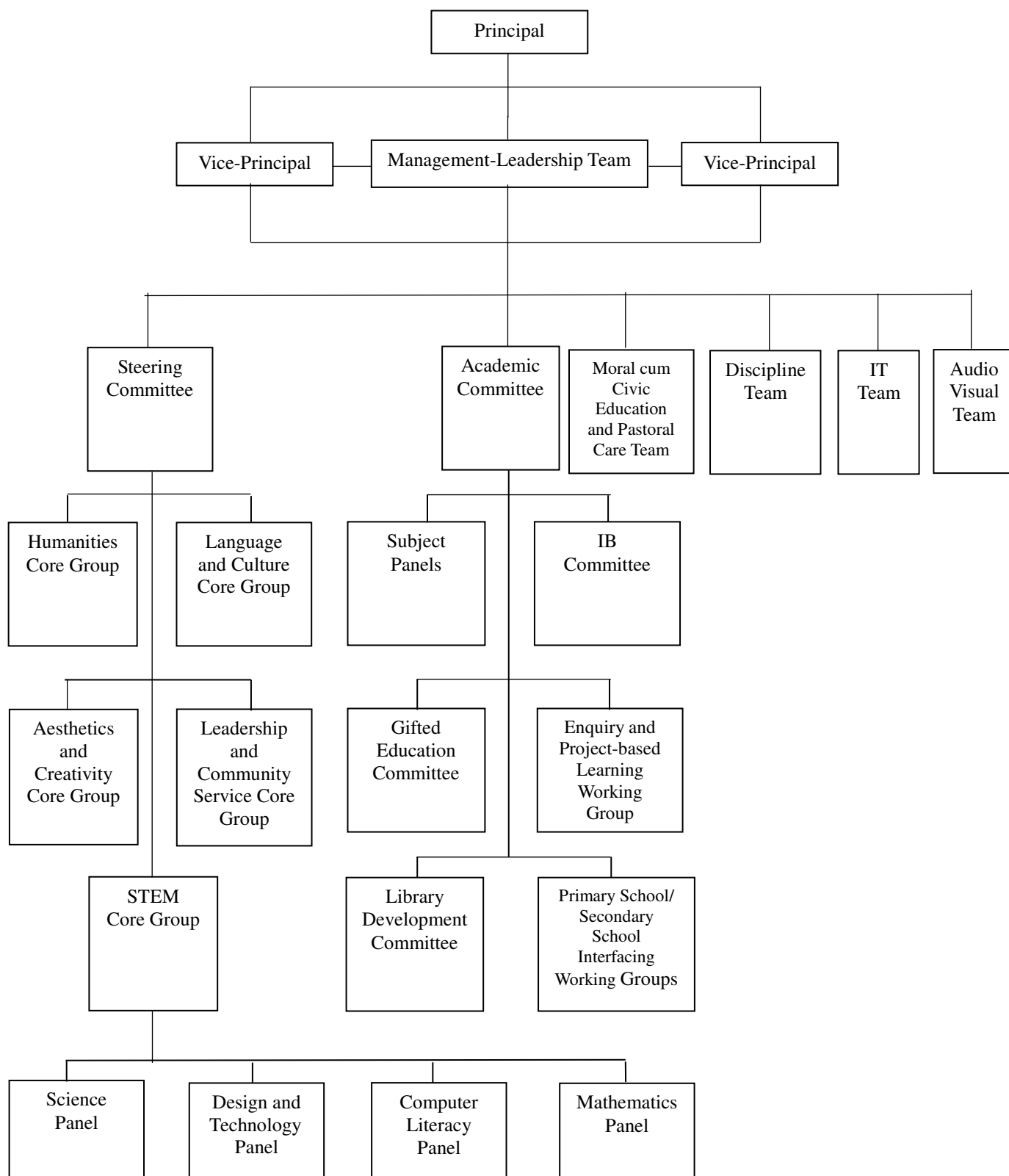
SCHOOL ORGANIZATION



**SCHOOL ORGANIZATION
(ADMINISTRATIVE STAFF)**



SCHOOL ORGANIZATION (ACADEMIC STAFF)



Management Leadership Team chaired by the Principal, composes of the Vice Principals and several senior teachers whose role is to set policies, make decisions on changes and development on a school level.

Steering Committee chaired by the Principal, composes of the Vice Principals, Management-Leadership Team, and core members of Language and Culture, Humanities, Mathematics and Science, Aesthetics and Creativity, and Leadership and Community Service whose role is to initiate, steer, coordinate and implement the School Development Plan.

Academic Committee chaired by the Principal, composes of the Vice Principals, Management-Leadership Team, Heads of Departments of all academic subjects and teacher-in-charge of staff development whose role is to set policies and oversee all matters relating to curriculum, learning and teaching, and teacher professional development.

V. Holistic Review

a. Effectiveness of the previous School Development Plan (2016/17 – 2018/19)

Major Concerns		Extent of targets achieved	Follow-up action	Remarks
1	Staff Capacity Development			
1.1	Teaching and Learning			
a.	Enhancing learning effectiveness through upgrading pedagogy	Fully achieved	Incorporated as routine work	Teaching strategies including e-learning, experiential learning and peer tutoring will be adopted to enhance self-directed learning – a major concern in the next SDP (School Development Plan)
	➤ 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			
b.	Effective use of e-learning	Fully achieved	Incorporated as routine work	
c.	Embedding positive education in classroom teaching	Partially achieved	Incorporated as routine work	
d.	A wide use of experiential learning in the classroom	Partially achieved	Incorporated as routine work	

Major Concerns		Extent of targets achieved	Follow-up action	Remarks
1.2	Moral Education and Pastoral Care			
a.	Building teachers' confidence and competence in providing pastoral care through individual counselling and FTPs (Form Teacher Periods)	Partially achieved	Incorporated as routine work	Providing pastoral care and addressing diverse learning needs are areas to be further strengthened in the next SDP
b.	Enhancing teachers' capacity in catering for the diverse needs of students including SEN students	Partially achieved	Incorporated as routine work	
1.3	Student Development			
a.	Building teachers' capacity to lead and support students in their school activities and duties	Fully achieved	Incorporated as routine work	

Major Concerns		Extent of targets achieved	Follow-up action	Remarks
2. STEM Development				
2.1	Refining and further embedding STEM in the curriculum	Fully achieved	Incorporated as routine work	A STEAM module will be incorporated into F.2 ACE in 2019-20
2.2	Organizing STEM-related extra-curricular activities to arouse students' interests	Fully achieved	Incorporated as routine	
2.3	Promotion of STEM education among teachers and students	Fully achieved	Incorporated as routine work	
2.4	Professional development for teachers, especially new teachers	Fully achieved	Incorporated as routine work	
2.5	Interfacing with the Primary School on the development of STEM education	Fully achieved	Incorporated as routine work	

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
<p>3. Sustainability and Development of International Connections and the Chong Yau Pak Wan Residence Hall</p> <p>On International Connections</p> <p>3.1 Yearly exchange programmes</p> <p>a. Reinforcement of our students' interest in the yearly exchange programmes</p> <p>b. Enhancement of the attractiveness of SPCC exchange programmes of our sister schools</p> <p>3.2 Ad hoc non-reciprocal/ reciprocal visits from overseas or mainland that require short-stay in residence hall/ host family</p> <p>a. Development of potential exchange opportunities</p> <p>3.3 International Conferences</p> <p>a. Increase in the number of participating schools</p> <p>b. Provision of more time for participating schools to accommodate our conferences in their annual plan and school calendar</p> <p>3.4 Admission of Non-local students</p> <p>a. Increase in the number of non-local applicants</p>	<p>Fully achieved</p> <p>Fully achieved</p> <p>Fully achieved</p> <p>Fully achieved</p> <p>Partially achieved</p> <p>Fully achieved</p>	<p>Incorporated as routine work</p> <p>Incorporated as routine work</p> <p>Incorporated as routine work</p> <p>Incorporated as routine work</p> <p>Incorporated as routine work</p> <p>Incorporated as routine work</p>	<p></p> <p></p> <p></p> <p>To work together with teachers in-charge of exchange programmes and Round Square</p> <p>To work with Round Square Committee to invite friendly schools who had visited us over the years</p> <p>To inform other schools of the dates of our conference as early as possible</p> <p>The dormitory will be opening up to local and international students with full boarding facilities and amenities</p>

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
On Chong Yau Pak Wan Residence Hall			
3.5 Increase the intake of long-term boarders	Fully achieved	Incorporated as routine work	The residence hall will be accepting local boarders from 2019-2020 academic year. A full-time dorm officer has been employed from July 2019.
3.6 Maintain the high occupancy rate of the hostel's short-term residency	Fully achieved	Incorporated as routine work	

b. Evaluation of the School's Overall Performance

PI Areas		Major Strengths	Areas for Improvement
1.	School Management	<ul style="list-style-type: none"> The school adopts suitable plans and strategies to address its major concerns with sufficient time and resources given to ensure smooth implementation The school promotes international-mindedness across the school community Strong administrative and IT support is given to teachers to enable them to focus on their teaching duties 	
2.	Professional Leadership	<ul style="list-style-type: none"> The senior and middle management are committed to high standards of professionalism and demonstrate dedication and effectiveness in overseeing their respective work areas to achieve objectives set in alignment with the school's vision and goals The subject and committee heads have an amicable working relationship with the teachers The school promotes and facilitates professional sharing and collaboration among teachers The school ensures rigorous attention is given towards the fulfilment of professional development needs 	
3.	Curriculum and Assessment	<ul style="list-style-type: none"> Students may choose to take HKDSE or IBDP, with over 90% of them being offered their most preferred subject combination and small group size accommodated for less popular subjects The junior curriculum is suitably aligned with both HKDSE and IBDP to ensure students are well prepared for their studies in the senior form The school uses assessment data rigorously to evaluate the effectiveness of student learning 	

PI Areas		Major Strengths	Areas for Improvement
4.	Student Learning and Teaching	<ul style="list-style-type: none"> • The full implementation of e-learning in all year levels, with the BYOD policy in place, allows teachers to use various e-learning platforms and tools to enhance teaching and learning • Teachers are willing to adjust their teaching contents and strategies to suit different learning needs • Teachers often share good practices among themselves for continuous improvement in teaching within and across subject departments • Opportunities to share ideas and experience in teaching HKDSE and IBDP allow teachers to enrich their perspectives on teaching and learning 	<ul style="list-style-type: none"> • Enhance self-directed learning through the use of self-reflection tools and different strategies such as e-learning, experiential learning and peer tutoring
5.	Student Support	<ul style="list-style-type: none"> • Students have plenty of exposure to a wide range of experiences through experiential learning and extra-curricular activities inside and outside school • The school encourages and provides opportunities for both junior and senior form students to take up leadership roles • The school promotes and provides opportunities for students to develop academically, aesthetically and physically as a whole person • Students are provided good support in their career and life planning through a comprehensive programme spanning across the different stages of development 	<ul style="list-style-type: none"> • Access to opportunities to learn, excel and be recognized for students with different needs and abilities • Enhance teachers' capacity in providing pastoral care and supporting SEN students • Enhance students' resilience to problems encountered in their growing process
6.	Partnership	<ul style="list-style-type: none"> • Close collaboration with the primary school to facilitate smooth transition from P6 to F1 • A well-run mentorship programme for F5 students with strong support from the alumni • The PTA plans and implements activities and events in line with the school's vision • Exchange programmes with sister schools provide valuable learning opportunities for students and enhance international-mindedness in the school community 	

PI Areas		Major Strengths	Areas for Improvement
7.	Attitude and Behaviour	<ul style="list-style-type: none"> Students strive to do well in both academic and non-academic pursuits Students are motivated and competent in learning Peer relationships are harmonious 	<ul style="list-style-type: none"> Enhance students' time management skills
8.	Participation and Achievement	<ul style="list-style-type: none"> Students achieve outstanding results in both HKDSE and IBDP Students participate in a wide range of local and international activities and competitions of various nature and achieve excellent results 	

c. SWOT Analysis

1.	Our Strengths	<ul style="list-style-type: none"> • Strong administrative and IT support given to teaching staff to enable them to focus on their teaching duties with an intense mentorship programme for new teachers • Wide range of staff development programmes offered to strengthen staff capacity and development • Choice of curriculum for students to choose between IBDP and HKDSE with a junior form curriculum that is able to prepare students for either choice • Students are given opportunities to develop academically, aesthetically, and physically as a whole person
2.	Areas for Improvement / Development	<ul style="list-style-type: none"> • Improvement in incentives for teachers to keep up with other Direct Subsidy Schools in HK • Enhancement in the skills and knowledge of teachers handling discipline issues, dealing with SEN students, learners' diversity in the classroom, and parents' needs • Improvement in the promotion of international-mindedness in all students • Enhancement of better pastoral care activities to develop our students' moral character and resilience through Positive Education and Civic Education
3.	Our Opportunities	<ul style="list-style-type: none"> • The residence hall has obtained the approval from EDB to take in local long term boarders to enable students to experience living in a community and develop a sense of independence and self-management • As an IB School and a Round Square School, we can develop our students into responsible global citizens with an awareness of international affairs through school-based activities, international exchanges, and international conferences • Together with the Experiential Learning Office, we may explore further experiential learning opportunities in the classroom to build on students' outdoor experiential learning programmes so as to develop our students into self-directed life-long learners
4.	Our Challenges	<ul style="list-style-type: none"> • To ensure that we have a sustainable number of boarders in the residence hall in order to be able to run a full boarding programme for our local and international students • To equip our teachers with relevant skills to provide pastoral care to students with learning needs

d. Major Concerns for a period of three school years (2019/20 – 2021/22) (in order of priority)

1. To develop the Chong Yau Pak Wan Residence Hall as a long term boarding facility for local and international admissions, and international-mindedness in our students
2. To promote a caring and supportive school climate to help students develop a positive outlook on life and mutual respect and concern for each other
3. To enhance self-directed learning

VII. School Development Plan (3-school-year period)

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
1. To develop the Chong Yau Pak Wan Residence Hall as a long term boarding facility for local and international admissions, and international-mindedness in our students	<p><u>On Chong Yau Pak Wan Residence Hall</u></p> <ul style="list-style-type: none"> To take in local and international students from Form 4 to Form 6 as long term boarders To enable students to experience living in a community and develop a sense of independence and self-management To allow short-term boarding for Form 6 students to prepare for the Mock examinations and the HKDSE/IBDP examinations 	✓	✓	✓	<ul style="list-style-type: none"> Open recruitment of local and international Form 4 to Form 6 students currently studying in our school (Expanding the offer to Form 2 and Form 3 in later years) Development of a conducive environment with a rich dormitory life for all boarders Collaboration among Dormitory Officer, Warden and Assistant Warden to provide care to all boarders Variety of activities for an enriching dormitory experience Provide boarding and a conducive environment for Form 6 students to prepare for their Mock and DSE/IBDP examinations including during their study leave

Major Concerns	Targets	Time Scale (Please insert)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
1. To develop the Chong Yau Pak Wan Residence Hall as a long term boarding facility for local and international admissions, and international-mindedness in our students	<ul style="list-style-type: none"> To provide a boarding school experience for our Form 1 students to learn to live in a community and develop the SPCC attributes of community-mindedness and caring for others To develop a sense of belonging to the school and camaraderie among their classmates who would be with them in the same form class for three years To provide accommodation for international exchange students so as to enrich our students' sense of international-mindedness and cultural awareness Increase the intake of international students into our IBDP to enhance our students' sense of international-mindedness and provision of accommodation in the residence hall 		✓	✓	<ul style="list-style-type: none"> Mandatory boarding for all Form 1 students as a form class for a period of two weeks from 2020 Development of students' self-discipline, respect for others and self-care through communal living Allow students from our primary school and those from other primary schools who have just joined us to develop their relationship and learn to accept one another as a class and as members of the SPCC community by living together Provision of accommodation to international students on exchange to SPCC (for Round Square schools, Sister schools, IBDP schools) Placement of advertisements for IBDP admission in newspapers and school's webpage Offering international students the opportunity to take another language instead of Chinese through Permoja (authorized by IBO)

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
1. To develop the Chong Yau Pak Wan Residence Hall as a long term boarding facility for local and international admissions, and international-mindedness in our students	<ul style="list-style-type: none"> To increase the number of sister schools from different countries through exchanges with students from IBDP, HKDSE classes, and Round Square to enhance our students international-mindedness and awareness as a global citizen 	✓	✓	✓	<ul style="list-style-type: none"> Identifying schools in different countries for exchange of faculty members and students Promotion of exchange programmes at assembly and Round Square Committee notice board CRO to act as liaison office for these exchanges Allowing our students to go on exchange during school term for no longer than two weeks
	<ul style="list-style-type: none"> To increase our students' awareness of international days observed globally To enhance students' knowledge of the sustainable goals of the UN and other global concerns 	✓	✓	✓	<ul style="list-style-type: none"> Round Square committee members, Liberal Studies and Model United Nations club members to organize talks at assembly/lunchtime/after school and activities like video screening at lunchtime To organize talks by international speakers or invite speakers to speak on global issues during Enrichment Programme Days Student leaders could organize TEDex sessions with other schools on a given global topic United Nations Council videos to be played on Smart TV in library, school entrance and in classroom (through campus TV) to increase students knowledge and awareness of the sustainable goals of the UN

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
1. To develop the Chong Yau Pak Wan Residence Hall as a long term boarding facility for local and international admissions, and international-mindedness in our students	<ul style="list-style-type: none"> To organize and participate in international conferences, competitions and workshops for faculty members and students (Round Square Conferences, IB Conferences, ISEEN workshops for staff, Positive Education Conferences, etc.) To promote and enhance the international-mindedness of staff /students through visits and exchanges with other IB coordinators in the Pearl River Delta Region 	✓	✓	✓	<ul style="list-style-type: none"> Encouraging staff and students to participate in overseas conferences, workshops and competitions Arranging visits and exchanges for staff and students to IB schools (for staff) (for students e.g. 2 – 3 day exchange/attachment to other IB schools)

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
2. To promote a caring and supportive school climate to help students develop a positive outlook on life and mutual respect and concern for each other	<ul style="list-style-type: none"> • Bolstering pastoral support for students through <ul style="list-style-type: none"> ➤ strengthening bonding between teachers and students ➤ enhancing partnership between teachers and parents ➤ enhancing teachers' capacity in providing pastoral care especially in their role as form teachers 	✓	✓	✓	<ul style="list-style-type: none"> • Arrange SDDs to increase teachers' sensitivity and strengthen their skills in providing pastoral care and addressing learner diversity • Teachers to equip themselves by attending courses on relevant areas such as learners diversity and communication with parents • Enhance the role of form committees in providing opportunities for colleagues to share about good practices in pastoral support as well as specific themes such as building relationship and trust with students and parents • Strengthen the pastoral role of form teachers by encouraging and supporting them in providing advice and guidance for students in their personal, moral and social development • Strengthen the role of teacher mentors to help new teachers understand expectations and build competence & confidence in their pastoral role • Strengthen the coordination between <i>Moral cum Civic Education & Pastoral Care Team</i> and <i>Careers Counselling Team</i> to ensure students are provided timely advice and support in the different stages of their career & life planning • Continue to interface with our primary school to better understand and support students' developmental needs

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
2. To promote a caring and supportive school climate to help students develop a positive outlook on life and mutual respect and concern for each other	<ul style="list-style-type: none"> Ensuring students with different abilities and needs have equitable access to learning opportunities and the pursuit of excellence in all aspects of their educational programmes Enhancing students' character building through <ul style="list-style-type: none"> ➤ emphasis on whole-school approach in guidance and discipline ➤ more communication and collaboration with parents ➤ a deeper understanding of the SPCC Student Profile and its relation with other models implemented at SPCC including the IB Learner Profile and the Round Square Ideals 	✓	✓	✓	<ul style="list-style-type: none"> Develop the culture of “process praise” among staff, students and parents Teachers to create more opportunities, both inside and outside classrooms, for students of different abilities to learn and serve and be recognized for their achievements and contributions Review the SEN policy to enhance the support to diverse learning needs Purchase educational psychology service Raise teachers' awareness on their role on guidance and discipline under the whole school approach policy More communication between teachers and parents on students' developmental needs Encourage positive communication with parents Positive reinforcement of good behaviour Yearly themes on moral education Increased visible presence of SPCC Student Profile in the school A graphic alignment of SPCC Student Profile, IB Learner Profile and Round Square Ideals for a better understanding of how they are connected

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
3. To enhance self-directed learning	<ul style="list-style-type: none"> To develop students' self-directed learning skills starting from junior forms To promote students' self-reflection To further enhance students' motivation in learning 	✓	✓	✓	<ul style="list-style-type: none"> Departments may prepare descriptors so students could set a subject related goal and a personalized character-building goal. They should learn to merge these in and out of classroom with ongoing stage by stage evaluation A learning contract may be considered as a tool to assist students in planning for their learning goals and learning actions Design tasks to enable students to self-evaluate whether they have achieved their goals and think about strategies to achieve more Students are encouraged to actively engage in learning activities initiated by themselves during lesson Adopt a variety of teaching strategies such as e-learning, experiential learning, peer tutoring etc. to promote self-directed learning in the classroom Design interactive lesson activities which addresses students' diverse learning needs and motivate them to learn 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 To enhance the relevance of their learning to daily and cross-disciplinary applications

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
3. To enhance self-directed learning	<ul style="list-style-type: none"> To provide support for parents and teachers regarding self-directed learning 	✓	✓	✓	<ul style="list-style-type: none"> Students should learn to merge their learning in and out of classroom: <ul style="list-style-type: none"> ❖ To encourage more students to join service learning programmes ❖ To keep students informed of opportunities provided by external organizations To keep parents and teachers well-informed of seminars / workshops / talks on self-directed learning