ST. PAUL'S CO-EDUCATIONAL COLLEGE

Annual School Plan (2021/22)

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St. Paul's Co-educational College
Annual School Plan for 2021-2022

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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 2021/22

Major Concerns

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

1. **Major Concern:** **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**

	Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
1.	**On Chong Yau Pak Wan Residence Hall** • To take in local and international students from Form 2 to Form 6 as long term boarders	• Open recruitment of local and international Form 2 to Form 6 students currently studying in our school	• Evidence of the number of students applying for long-term boarding	• Annual boarders and parents' evaluation of dormitory stay	• To be absorbed into routine practice	• Dormitory Management Committee	• Dormitory facilities
	• To enable students to experience living in a community and develop a sense of independence and self-management	• Development of a conducive environment with a rich dormitory life for all boarders • Collaboration among Dormitory Officer and Wardens to provide care to all boarders • Variety of activities for an enriching dormitory experience	• Evidence of variety of activities organized and boarders' participation	• Boarders' participation and review of activities organized	• To be absorbed into routine practice	• Dormitory Officer and Wardens	• Dormitory monthly schedule
	• To allow short-term boarding for Form 6 students to prepare for the Mock examinations and the HKDSE/IBDP examinations	• Provide boarding and a conducive environment for Form 6 students to prepare for their Mock and DSE/IBDP examinations including during their study leave	• Evidence of the number of F6 students applying for dormitory stay during mock examinations and study leave	• Students' survey at the end of dormitory stay	• To be absorbed into routine practice	• Dormitory Officer and Wardens	• Dormitory facilities

	Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
	• To provide accommodation for international exchange students so as to enrich our students' sense of international-mindedness and cultural awareness	• Provision of accommodation to international students on exchange to SPCC (for Round Square schools, Sister schools, IBDP schools)	• Number of students/ schools staying in our dormitory for exchange programmes and their interaction with our boarders	• Evaluation/ reports by TICs of Exchange Programmes and Dormitory Officer	• To be absorbed into routine practice	• TICs of Exchange Programmes, Round Square, Sisters Schools, and IBDP Schools	• Dormitory facilities
	• To 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	• 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)	• Number of overseas applications for our IBDP which includes staying in the dormitory	• Number of overseas students admitted into our IBDP and dormitory	• To be absorbed into routine practice	• TICs of IBDP admissions and Dormitory Officer	• IBDP advertisements • Dormitory facilities • Vacancy for IBDP and dormitory stay for international students

	Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
	• 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 global citizens	• 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	• Forming new sister schools exchanges in other parts of the world offering the IBDP and/or other curricula and forming relationships with other Round Square Schools	• The number of new sister schools/ exchange programmes established for students	• To be absorbed into routine practice	• CRO • TICS of IBDP and Round Square	• Members of Round Square Schools • IBO • Dormitory facilities

	Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
	• 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	• 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	• Students' increased awareness of special commemorative days established by the United Nations	• The number of talks organized on international issues • Students' awareness of international issues and participation in international competitions and events	• To be absorbed into routine practice	• Round Square Student Committee • Liberal Studies Society	• UN websites • Assembly powerpoints • Assembly/EPD programmes

	Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
	• 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.)	• Encouraging staff and students to participate in overseas conferences, workshops and competitions	• Evidence of the number of staff and students' participation in virtual international conferences, competitions, workshops and exchange programmes	• Number of participant at international events	• To be absorbed into routine practice	• All staff and students	• IBO, circulars from various organisations
	• To promote and enhance the international-mindedness of staff /students through visits and exchanges with other IB coordinators in the Pearl River Delta Region	• 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)	• Evidence of the number of exchanges among staff and students with other IB schools in the region	• Number of exchanges held and meetings attended	• To be absorbed into routine practice	• IB Co-ordinators and students	• IB Schools in the Pearl River Delta Region and/or Hong Kong

		Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
			• 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					

2. Major Concern: 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

	Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
1.	To bolster pastoral support for students through • 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	• Nominate teachers to attend Basic, Advanced and Thematic (BAT) training courses on Special Education Needs (SEN) provided by the EDB • Teachers to equip themselves by attending other courses on relevant areas such as learner diversity and communication with parents • Enhance the role of form committees under the leadership of Heads of Form 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	• Evidence of improvement in teachers' understanding and skills in related areas • Teachers are better able to identify and support students' developmental needs • Evidence of growing trust and understanding between teachers and students / parents	• Evaluation / report by Moral and Civic Education Committee, Guidance and Counselling Committee and Careers Counselling Committee • Feedback from teachers	• To be absorbed into routine practice	• Guidance and Counselling Committee • Careers Counselling Committee • Discipline Committee • Heads of Form • Mentors of new teachers	• Relevant courses and workshops offered by EDB/external organizations • Relevant reference materials • Form Committee meetings • Interface meetings with primary school

	Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
		• 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 Moral and Civic Education Committee and Careers Counselling Committee to ensure students are provided timely advice and support in the different stages of their career & life planning	• A more comprehensive and effective implementation of the school's Career and Life Planning Programme				

	Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
		• Continue to interface with our primary school to better understand and support students' developmental needs					
2.	To ensure students with different abilities and needs have equitable access to learning opportunities and the pursuit of excellence in all aspects of their educational programmes	• 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 • Collaborate with Educational Psychologist / Clinical Psychologist	• Evidence of growing confidence and competence to deliver "process praise" • Evidence of increased learning opportunities for students of different needs and abilities	• Evaluation / report by subject departments • Annual reports of individual clubs / student bodies • Evaluation by Guidance and Counselling Committee • Feedback from teachers	• To be absorbed into routine practice	• Heads of Departments • Extra-curricular activities Coordinator • Guidance and Counselling Committee	• Departmental meetings • Meetings with teacher advisers of ECAs • School funding / Learning Support Grant / other EDB grants • Educational Psychologist • Clinical Psychologist

	Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
3.	To enhance students' character building through • 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 positive values and attitudes emphasised at SPCC including the IB Learner Profile, the Round Square Ideals and the core values embedded in the school-based values education curriculum	• Collaboration among Heads of Form, Discipline Master, Discipline Coordinators, Counselling Master, Counselling Coordinators and form teachers to enhance teachers' awareness on their role on guidance and discipline under the whole school approach policy • Identify professional training opportunities for teachers to increase their understanding about values education • More communication between teachers and parents on students' developmental needs • Encourage positive communication with parents • Positive reinforcement of good behavior • Two annual themes selected from the twelve core values of the school-based values education curriculum framework starting from this academic year	• Evidence of growing readiness and confidence among teachers to take on a proactive role in guidance and discipline • Evidence of effective communication with parents on students' developmental needs • Successful implementation of relevant themes on moral education • Teachers / students are able to make connections among SPCC Student Profile, IB Learner Profile, Round Square Ideals and the twelve core values of the school-based values education in setting learning targets and personal goals	• Evaluation by Moral and Civic Education Committee • Evaluation by Discipline Committee • Feedback from teachers • Feedback from parents	• To be absorbed into routine practice	• Moral and Civic Education Committee • Discipline Committee • Round Square Teacher Committee • IB Committee	• Form Committee meetings • Parents' Day / Briefing • Events held by Parent-Teacher Association • Display boards

		• Increased visible presence of positive values and attitudes in the school • The use of visual elements of art to promote understanding of positive values and attitudes emphasised at SPCC					

3.   Major Concern: To enhance self-directed learning

	Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
1.	• To develop students' self-directed learning skills starting from junior forms	• Departments prepare descriptors so students could set a subject related goal and a personalized character-building goal	• Evidence of feasible goal setting form and positive feedback from students	• Feedback from teachers	• To be absorbed into routine practice	• Heads of Departments • Heads of Form	
	• To promote students' self-reflection	• Self-evaluation forms may be considered as a tool to assist students in planning for their learning goals and learning actions	• Positive feedback from teachers and students	• Feedback from teachers	• To be absorbed into routine practice	• Heads of Departments • Heads of Form	• Departmental meetings
	• To further enhance students' motivation in learning	• Design tasks to enable students to self-evaluate whether they have achieved their goals and think about strategies to achieve more	• Students show positive attitude in their work, consolidation and reflection	• Feedback from teachers			
		• Students are encouraged to actively engage in learning activities initiated by themselves during lesson	• Evidence of good use of lesson time for learning and embracing challenges	• Feedback from students			

	Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
		• 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 address 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	• Evidence of more peer collaboration during lessons and a wider use of different teaching strategies • Evidence of a wider use of different questioning techniques to suit students' learning needs • Formulation of action plan and successful implementation across different year levels as practicable	• Records of peer observations including reflections and sharing among teachers before and after lesson observation • Lesson observations conducted for teacher appraisals • Evaluation / report by subject departments	• To be absorbed into routine practice	• Heads of Departments • IT Team • Staff Development Team • AC (Academic Committee) • Heads of Form	• Relevant reference materials • Relevant external courses and workshops • Departmental meetings • Collaborative lesson planning time • SDD • AC meetings

	Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
		• To enhance the relevance of their learning to daily and cross-disciplinary applications	• Evidence of application and cross-disciplinary activities in lesson design	• Evaluation / report by subject departments	• To be absorbed into routine practice	• Other Learning Experience Committee	
		• Students should learn to merge their learning in and out of classroom:					
		❖ To encourage more students to join service learning programmes	• Increase in number of students joining service learning programmes	• Feedback or evaluation from both students and teachers			
		❖ To keep students informed of opportunities provided by external organizations	• Students know the latest information of various activities provided by external organizations	• Students' responses in joining suitable activities			
	• To provide support for parents and teachers regarding self-directed learning	• To keep parents and teachers well-informed of seminars / workshops / talks on self-directed learning	• Parents and teachers know the latest trends and development on self-directed learning	• Feedback or evaluation from both parents and teachers	• To be absorbed into routine practice	• PTA	
			• All resources are uploaded to school network driver for sharing	• Sharing of self-directed learning materials among colleagues becomes a usual practice			