

ST. PAUL'S CO-EDUCATIONAL COLLEGE



Annual School Plan (2022/23)

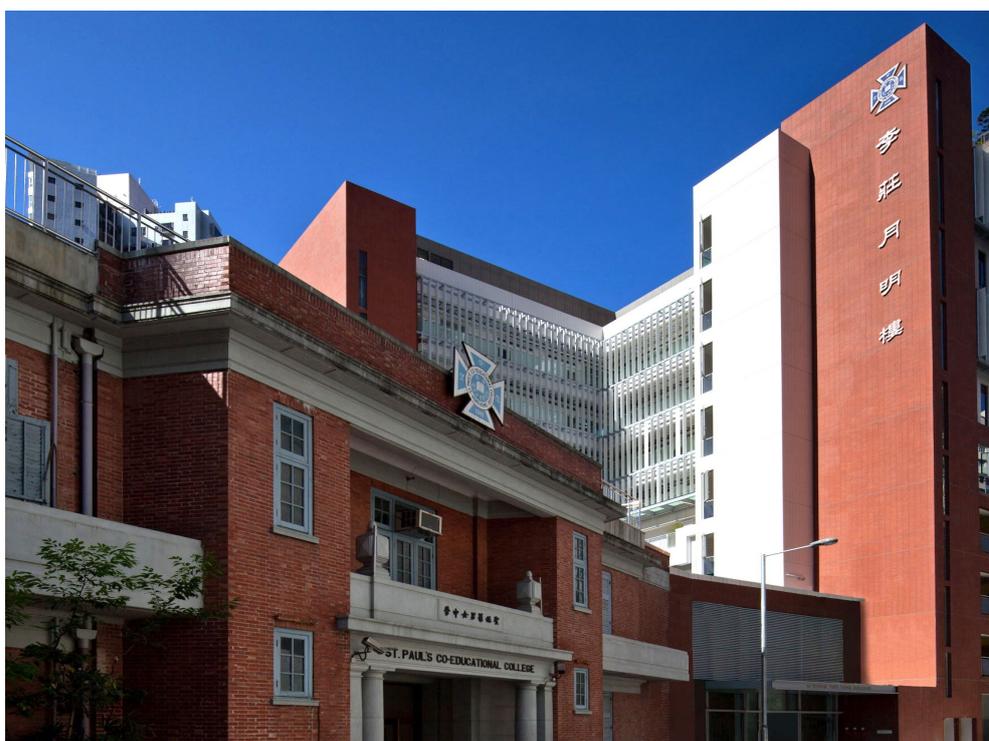


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St. Paul's Co-educational College
Annual School Plan for 2022-2023

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 2022/23

Major Concerns

1. To Cultivate a warm and encouraging learning environment and to develop our students holistically
2. To enhance holistic wellness of students and nurture a positive mindset in the school community
3. To equip teachers with the aptitude, skills and knowledge in facing new challenges brought by emerging trends

1. Major Concern: To Cultivate a warm and encouraging learning environment and to develop our students holistically

	Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
1.	To incorporate the International Baccalaureate Programme's Approaches to Learning Skills into the different subject areas and extra-curricular activities to develop our students holistically	<ul style="list-style-type: none"> Train and equip teachers and students with an understanding of the IBDP Approaches to Learning (ATL) during Staff Development Days Year Groups to focus on one ATL skills most relevant and significant to their respective age group: <p>Form 1: Self-Management Skills (Managing Self, Time Management, Goal Setting, Mindfulness, Perseverance, Emotional Management, Self-motivation, Resilience)</p> <p>Form 2: Social Skills (Self-control, Emotional Intelligence, Respecting Others, Supporting Others, Social Intelligence, Resolving Conflict)</p> <p>Form 3 Communication Skills : (Listening,</p>	<ul style="list-style-type: none"> Evidence of improvement in ability to manage themselves and their studies Students having a better understanding of their strengths and weaknesses and making improvements accordingly as seen in their personal reflections and teachers' observations 	<ul style="list-style-type: none"> Feedback from teachers Quality of reflections seen in their student profile and in the target-setting forms 	<ul style="list-style-type: none"> Throughout the year 	<ul style="list-style-type: none"> Heads of Form Panel Chairpersons Form teachers and all subject Teachers 	<ul style="list-style-type: none"> Reflection and Target-setting Forms

		<p>Interpreting, Speaking, Reading, Writing, media Representation, Informed Choices)</p> <p>Form 4: Thinking Skills (Analysis, Evaluation, Forming Decisions, Generating Novel Ideas, Considering New Perspectives, Application, Application in Multiple Contexts, Reflection, Metacognition)</p> <p>Form 5: Research Skills (Formulating and Planning, Gathering and Recording, Synthesising and Interpreting, Evaluating and Processing, Consuming and Processing, Considering Online Perspectives, Creating, Ethical Use, Reliability of Sources)</p> <p>Form 6: Consolidating the use of all ATL Skills (Self-Management Skills, Social Skills, Communication</p>					
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	Skills, Thinking Skills, Research Skills)					
To develop and use different teaching pedagogies in the classroom to cater to students with different learning styles	<ul style="list-style-type: none"> • New pedagogies suitable for each KLAs to be identified and adopted for use in the classroom • To incorporate the use of these pedagogies into a part of staff's formal and promotion appraisals 	<ul style="list-style-type: none"> • Type of new pedagogies used by teachers and sharing during Collaborative Lesson Planning • Variety of pedagogies observed during lesson observations 	<ul style="list-style-type: none"> • Sharing at Collaborative Lesson Planning sessions • Staff Formal and Promotion Appraisals 	<ul style="list-style-type: none"> • Throughout the year 	<ul style="list-style-type: none"> • MLC and Panel Chairpersons • All teachers 	<ul style="list-style-type: none"> • Collaborative Lesson Planning records • Lesson Observation Forms and Staff Appraisal Forms
To enhance students' learning outside the classroom through academic and non-academic experiences and activities e.g. self-initiated experiential learning, outings on Enrichment Programme Days or Post-examination Days	<ul style="list-style-type: none"> • Upper Form students are encouraged to plan their own learning activities outside the classroom e.g. Students' Activities Week and CAS (for IB students), and other learning experiences • More outings to be organized whenever possible for students' learning outside the classroom during EPD or post-exam days • Speakers to be invited to speak on different ATL Skills and Values Education during assembly or Form Teachers' period • Learning experiences related to the curriculum of 	<ul style="list-style-type: none"> • Students taking the initiative to organize their own learning experiences • KLAs organizing opportunities for outside classroom learning • Frequency of talks by different speakers on Values Education and issues related to ATL Skills 	<ul style="list-style-type: none"> • No. of students participating in self-initiated activities scheme • No. of outings and outside classroom learning experiences organized • No. of talks or speakers invited to speak on Values Education and ATL Skills 	<ul style="list-style-type: none"> • Throughout the year 	<ul style="list-style-type: none"> • Experiential Learning Coordinator • Panel Chairpersons and members • Moral and Civic Education Committee • Heads of Forms • Form Teachers 	<ul style="list-style-type: none"> • Funds for booking of different outdoor facilities and speakers

		Citizenship and Social Development will be provided for students by using EDB's resources					
To practice Positive education in the classroom and during all learning activities	<ul style="list-style-type: none"> • Re-emphasise the values of Positive Education and arrange for new staff to attend workshops on Positive Education • All teachers to put the values of Positive Education into practice to bring together the best learning and teaching practices to enhance the well-being and support for our students • Departments to make proper use of Collaborative Lesson Planning periods to share best practices among colleagues in the same department and also different departments • Peer lesson observations to be encouraged among teachers of the same and also different departments 	<ul style="list-style-type: none"> • The visible change in the atmosphere of the classroom and school through the incorporation of Positive Education for our students' well-being • The opportunities created and the quality of sharings among teachers • The frequency of peer lesson observations among teachers of same or different departments 	<ul style="list-style-type: none"> • The general atmosphere in the school and the well-being of students • No. and quality of sharings among teachers as recorded in the CLP record sheet • Peer lesson observation records 	• Throughout the year	• Panel Chairpersons and all teachers	<ul style="list-style-type: none"> • CLP Record sheet • Peer lesson observation record sheet 	

2. Major Concern: To enhance holistic wellness of students and nurture a positive mindset in the school community

	Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
2.	To reinforce character-building and uplift moral values through promoting the school-based values education	<ul style="list-style-type: none"> • Adopt a whole-school approach in the implementation of values education based on yearly selected themes in Form Teacher Periods, subject teaching and ECAs etc. • Launch theme-related school-wide activities in collaboration with different student bodies. • Invite guest speakers to share on related topics on Enrichment Programme Days and during morning assemblies. • Display of banners and art work of famous classical Chinese quotes and Bible verses within the school campus. • Positive reinforcement of students' exemplary behaviours or work demonstrating good moral values. 	<ul style="list-style-type: none"> • Evidence of students' participation in theme-related activities • No. of talks and speakers invited during the Enrichment Programme Days and morning assemblies on related topics • KLAs embedding the positive values into their curriculum and lesson plans • The general behaviours and moral standard of students 	<ul style="list-style-type: none"> • Feedback from students • Feedback from teachers • No. of students participating in different values-related activities • Evaluation and feedback forms from Form Teachers for the school-based values education lessons during the FTPs • Evaluation by ECA Committee 	<ul style="list-style-type: none"> • Throughout the year 	<ul style="list-style-type: none"> • Panel Chairpersons • All subject teachers • Form Teachers • ECA Committee • Student Union • Moral and Civic Education Committee 	<ul style="list-style-type: none"> • School funding • Time resource • Departmental collaboration lesson planning meetings • Form Committee meetings
	To strengthen students' sense of belonging to the community and enhance interpersonal	<ul style="list-style-type: none"> • Encourage students to organise form-based self-initiated assemblies/programmes. • The Guidance and Counseling Committee to offer support to Form Teachers to conduct team building and 	<ul style="list-style-type: none"> • Students taking the initiative to organize their own learning programmes/assemblies • Positive feedback from teachers and students • Students' participation in long-term community services 	<ul style="list-style-type: none"> • Frequency of learning programmes and talks initiated by students • No. of students taking part in 	<ul style="list-style-type: none"> • Throughout the year 	<ul style="list-style-type: none"> • Heads of Form • Form Teachers • Guidance and Counseling Committee 	<ul style="list-style-type: none"> • Form Committee meetings • Time resource • School funding

relationship of students	bonding activities in class. <ul style="list-style-type: none"> • Heads of Form to coordinate and collaborate with the form committees in the implementation of activities and workshops. • Cultivate students' service mindset by providing more continuous and long-term service learning opportunities. • Enhance the culture of 'process praise' inside and outside classrooms. • Publicise and positively reinforce students' contribution and devotion to the College. 	<ul style="list-style-type: none"> • Evidence of students' growing confidence in their interpersonal relationships and sense of belonging to the school community 	long-term community service projects <ul style="list-style-type: none"> • The general atmosphere in the School and the bonding in the student community • Evaluation by the Student Union 		<ul style="list-style-type: none"> • Experiential Learning Co-ordinator • Student Union 	
To promote a balanced life with self-reflective mindset among students	<ul style="list-style-type: none"> • Revise the target-setting and self-reflection form to allow students to set goals in different aspects in their lives and facilitate their on-going reflection in accordance with the positive values and attributes. • Continue with the good practice of subject-related descriptors in setting targets for self-directed learning. • Encourage students to participate in local and overseas workshops, conferences and competitions to explore 	<ul style="list-style-type: none"> • Evidence of improvement in students' self-reflective attitude towards their learning and their readiness to set goals for their school life • Evidence of the amount of students participating in different local and overseas learning programmes • Evidence of students' improvement in their physical fitness • Variety of learning opportunities collaborated with other Round Square Schools 	<ul style="list-style-type: none"> • Quality of students' self-reflective and target-setting forms • Feedback from teachers and students • No. of students participating in local and overseas conferences, workshops and competitions • No. of talks and sharing sessions by 	<ul style="list-style-type: none"> • Throughout the year 	<ul style="list-style-type: none"> • Heads of Form • Form Teachers • PE Department • Other Learning Experiences Committee • Round Square Committee • Guidance and Counseling Committee 	<ul style="list-style-type: none"> • School funding • Time resources • Sports facilities • Form Committee meetings

		<p>and demonstrate their talents and potential.</p> <ul style="list-style-type: none"> • Collaborate with the PE Department to develop a comprehensive and progressive fitness programme to strengthen our students' physical wellness. • Connect with other local schools and overseas sister schools and the Round Square network to organise a diverse range of student activities to broaden students' horizons and foster their international mindedness. • Organise alumni sharings and other professional workshops to strengthen our students' time management skills and provide advice on stress relief. 	<ul style="list-style-type: none"> • Frequency of talks and sharing sessions by alumni and professionals on the selected topics 	<p>alumni and professionals on the selected topics</p>			
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3. Major Concern: To equip teachers with the aptitude, skills and knowledge in facing new challenges brought by emerging trends

	Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
3.	To promote wellness of teachers	<ul style="list-style-type: none"> • Provide facilities for staff members to connect outside of a formal work environment such as reopening gym room and swimming pool to foster healthy personal and professional relationships through workouts • Identify occupational health needs of staff members such as by conducting survey and providing corresponding support, for instance, invite physiotherapist to hold workshops • Improve working environment to enhance occupational wellness and enrich the campus environment to promote wellness such as improvement in ventilation and cleanliness 	<ul style="list-style-type: none"> • Evidence of improvement in teachers' perception on their wellness • Evidence of the amount of teachers participating in pro-health activities 	<ul style="list-style-type: none"> • Feedback from teachers • Evaluation by Staff Development Team 	<ul style="list-style-type: none"> • Throughout the year 	<ul style="list-style-type: none"> • TICs of Staff Development Team • Person in charge of the Campus Management Office 	<ul style="list-style-type: none"> • Sports facilities • School funding • Time resource
	To equip teachers with professional knowledge and skills in supporting students'	<ul style="list-style-type: none"> • Provide more staff development support to enhance teachers' skills and knowledge in handling students with special educational needs (SEN) such as by 	<ul style="list-style-type: none"> • Evidence of growing readiness and confidence among teachers to support students with SEN 	<ul style="list-style-type: none"> • Feedback from teachers, students and parents • Evaluation by Staff Development Team 	<ul style="list-style-type: none"> • Throughout the year 	<ul style="list-style-type: none"> • TICs of Staff Development Team • TICs of Guidance and Counseling Committee and Heads of Form 	<ul style="list-style-type: none"> • Relevant internal / external courses and workshops • Relevant reference materials

	<p>overall development</p>	<p>putting in place training for teachers on particular areas of identified needs, sharing practical resources and disseminating relevant training information</p> <ul style="list-style-type: none"> • Provide more guidance for teachers to improve teacher-parent communication and collaboration • Enhance communication and support among a circle of key personnel such as form teachers, Heads of Form, Guidance and Counseling Committee, Discipline Committee, social workers and specialists to share information, consider issues of common concern, provide concrete support for each other and recommend actions in agreed areas to provide more holistic support to students • Improve effective horizontal and vertical communication among Head of Form and form teachers to better equip teachers with the capability to 	<ul style="list-style-type: none"> • Evidence of good use of strategies for handling SEN students • Evidence of more collaboration between teachers and parents in supporting students' overall development • Evidence of more collegial collaboration to support students' overall development 	<ul style="list-style-type: none"> • Evaluation by Guidance and Counseling Committee and Heads of Form 			<ul style="list-style-type: none"> • Form Committee meetings • Pastoral Care Support team meetings • Educational Psychologist • Clinical Psychologist • School funding
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		provide brief intervention for students or advice on the more specialised support students can receive					
To provide diversified mode of staff development opportunities	<ul style="list-style-type: none"> • Provide a wider variety of staff development opportunities for teachers such as outings, interactive workshops etc. • Utilise collaborative lesson planning meetings more effectively to share good practices • Strengthen support to teachers to implement Values Education and National Education • Provide training to teachers in handling students with SEN • Organise optional classes for teachers to enhance their wellness through cultivation of self-care and well-being 	<ul style="list-style-type: none"> • Positive feedback from teachers • Evidence of evaluation done by departments • Evidence of growing readiness and confidence among teachers to implement Values Education and National Education • Evidence of growing readiness and confidence among teachers to support students with SEN • Evidence of good use of strategies for handling SEN students • Evidence of improvement in teachers' perception on their wellness 	<ul style="list-style-type: none"> • Feedback from teachers • Records of collaborative lesson planning meetings including sharing of good practices among teachers and reflections • Evaluation by Staff Development Team • Evaluation by Guidance and Counseling Committee • Evaluation by Moral and Civic Education Committee 	<ul style="list-style-type: none"> • Throughout the year 	<ul style="list-style-type: none"> • TICs of Staff Development Team • Heads of Departments • Guidance and Counseling Committee • Heads of Form • Moral and Civic Education Committee 	<ul style="list-style-type: none"> • School funding • Time resource • Departmental collaborative lesson planning meetings • Form Committee meetings 	

Need to incorporate the use of CS fund into the annual sch plan