

# ST. PAUL'S CO-EDUCATIONAL COLLEGE



## Annual School Plan (2023/24)



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**St. Paul's Co-educational College  
Annual School Plan for 2023-2024**

## **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 2023/24**

### **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

**Major Concern 1: 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
<p>To develop our students holistically by incorporating the International Baccalaureate Programme’s Approaches to Learning Skills into the different subject areas and extra-curricular</p>	<ul style="list-style-type: none"> <li>• Students are to have an understanding of the IBDP Approaches to Learning (ATL) through conscious references by teachers during lessons</li> <li>• Students in difference year groups are to focus on one ATL skills most relevant and significant to their respective age group:</li> </ul> <p><b><i>Form 1: Self-Management Skills</i></b></p> <p><b><i>Form 2: Social Skills</i></b></p> <p><b><i>Form 3 Communication Skills</i></b></p> <p><b><i>Form 4: Thinking Skills</i></b></p> <p><b><i>Form 5: Research Skills</i></b></p> <p><b><i>Form 6: Consolidating the use of all 5 ATL Skills</i></b></p>	<ul style="list-style-type: none"> <li>• Evidence of improvement in ability to management themselves and their studies through observations made by teachers</li> <li>• Students having a better understanding of their strengths and weaknesses and making improvements accordingly as seen in their personal reflections, target-setting and teachers’ observations</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from teachers during Form Committee Meetings</li> <li>• Quality of reflections seen in student profile and in the target-setting forms</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• Heads of Form</li> <li>• Panel Chairpersons</li> <li>• Form teachers and all subject Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection and Target-setting Forms</li> </ul>

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>People in Charge</b>	<b>Resources Required</b>
Students with different learning styles to be catered to through the use of different teaching pedagogies in the classroom	<ul style="list-style-type: none"> <li>Students to be exposed to new pedagogies suitable for each KLAs</li> <li>Students' learning through the use of these pedagogies be incorporated into the staff's probation, formal and promotion appraisals</li> </ul>	<ul style="list-style-type: none"> <li>A record of the use of new pedagogies used by teachers and sharing during Collaborative Lesson Planning (Minutes of Year Group meetings)</li> <li>The variety of pedagogies observed during peer and formal lesson observations</li> </ul>	<ul style="list-style-type: none"> <li>Sharing at Collaborative Lesson Planning sessions to be recorded</li> <li>Staff peer observations, Probation, Formal and Promotion Appraisals</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>MLC and Panel Chairpersons</li> <li>All teachers</li> </ul>	<ul style="list-style-type: none"> <li>Collaborative Lesson Planning records</li> <li>Lesson Observation Forms and Staff Appraisal Forms</li> </ul>
Students' learning is to be enhanced 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"> <li>Upper Form students are encouraged to plan their own learning activities outside the classroom e.g. Students' Activities Week (self-initiated) and CAS (for IB students), and other learning experiences</li> <li>More outings to be organized whenever possible for students' learning outside the classroom during EPD or post-exam days</li> <li>Speakers to be invited to speak on different ATL Skills and Values Education during assembly or Form Teachers' period for students' learning</li> <li>Learning experiences related to the curriculum of Citizenship and Social Development will be provided for students by using EDB's resources</li> </ul>	<ul style="list-style-type: none"> <li>Students taking the initiative to organize their own learning experiences</li> <li>KLAs organizing opportunities for outside classroom learning</li> <li>Frequency of talks by different speakers on Values Education and issues related to ATL Skills</li> </ul>	<ul style="list-style-type: none"> <li>No. of students participating in self-initiated activities scheme</li> <li>No. of outings and outside classroom learning experiences organized</li> <li>No. of talks or speakers invited to speak on Values Education and ATL Skills</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Experiential Learning Coordinator</li> <li>Panel Chairpersons and members</li> <li>Moral and Civic Education Committee</li> <li>Heads of Forms</li> <li>Form Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Funds for booking of different outdoor facilities and speakers</li> </ul>
<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of</b>	<b>Time Scale</b>	<b>People in Charge</b>	<b>Resources</b>

			<b>Evaluation</b>			<b>Required</b>
All learning activities for students to incorporate and/or reinforce the practice of Positive education	<ul style="list-style-type: none"> <li>To enhance the well-being and support for our students, all teachers to put the values of Positive Education into practice to bring together the best learning and teaching practices</li> <li>Departments to make proper use of Collaborative Lesson Planning periods to share best practices among colleagues in the same department and also different departments</li> <li>Peer lesson observations to be encouraged among teachers of the same and also different departments</li> </ul>	<ul style="list-style-type: none"> <li>The visible change in the atmosphere of the classroom and school through the incorporation of Positive Education for our students' well-being</li> <li>The opportunities created for our students and the quality of sharings among teachers</li> <li>The frequency of peer lesson observations among teachers of same or different departments</li> </ul>	<ul style="list-style-type: none"> <li>The general atmosphere in the school and the well-being of students</li> <li>APASO III findings</li> <li>No. and quality of sharings among teachers as recorded in the CLP record sheet</li> <li>Peer lesson observation records</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Panel Chairpersons and all teachers</li> </ul>	<ul style="list-style-type: none"> <li>CLP Record sheet</li> <li>Peer lesson observation record sheet</li> </ul>

Major Concern 2: 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
To reinforce character-building and uplift moral values among students	<ul style="list-style-type: none"> <li>Adopt a whole-school approach in the implementation of values education based on yearly selected themes in Form Teacher Periods, morning assemblies, subject teaching, ECAs, life-wide learning, Enrichment Programme Day etc.</li> <li>Mobilise student bodies to organise theme-related school-wide activities.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of students' participation in theme-related activities</li> <li>The general behaviours and moral standard of students</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from students</li> <li>Feedback from teachers</li> <li>Evaluation by departments, relevant committees and teams, student bodies</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Panel Chairpersons</li> <li>Heads of committees and teams</li> <li>Student bodies</li> </ul>	<ul style="list-style-type: none"> <li>School funding</li> <li>Time resource</li> </ul>
To strengthen students' sense of belonging to the community and enhance interpersonal relationship of students	<ul style="list-style-type: none"> <li>Encourage students to organise form-based self-initiated assemblies/programmes.</li> <li>Conduct more team building and bonding activities for students.</li> <li>Provide more continuous and long-term service learning opportunities for students to cultivate their service mindset and sense of belonging towards the community.</li> <li>Publicise and positively reinforce students' contribution and devotion to the College.</li> </ul>	<ul style="list-style-type: none"> <li>Students taking the initiative to organize their own learning programmes/assemblies</li> <li>Positive feedback from teachers and students</li> <li>Students' participation in long-term community services</li> <li>Evidence of students' growing confidence in their interpersonal relationships and sense of belonging to the school community</li> </ul>	<ul style="list-style-type: none"> <li>Frequency and quality of learning programmes and talks initiated by students</li> <li>The number of students taking part in long-term community service projects</li> <li>The general atmosphere in the School and the bonding in the student community</li> <li>Evaluation by the Student Union</li> <li>APASO III findings</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Heads of Form</li> <li>Form Teachers</li> <li>Guidance and Counseling Committee</li> <li>Experiential Learning Co-ordinator</li> <li>Student Union</li> </ul>	<ul style="list-style-type: none"> <li>Time resource</li> <li>School funding</li> </ul>





Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
<p>To promote a balanced life with self-reflective mindset among students</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Continue with the good practice of subject-related descriptors in setting targets for self-directed learning.</li> <li>• Encourage students to participate in local and overseas workshops, conferences and competitions to explore and demonstrate their talents and potential.</li> <li>• Collaborate with the PE Department to develop a comprehensive and progressive fitness programme to strengthen our students' physical wellness.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of improvement in students' self-reflective attitude towards their learning and their readiness to set goals for their school life</li> <li>• Evidence of the amount of students participating in different local and overseas learning programmes</li> <li>• Evidence of students' improvement in their physical fitness</li> <li>• Variety of learning opportunities collaborated with other Round Square Schools</li> <li>• Frequency of talks and sharing sessions by alumni and professionals on the selected topics</li> </ul>	<ul style="list-style-type: none"> <li>• Quality of students' self-reflective and target-setting forms</li> <li>• Feedback from teachers and students</li> <li>• Number of students participating in quality local and overseas conferences, workshops and competitions</li> <li>• Number and quality of talks and sharing sessions by alumni and professionals on the selected topics</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• Heads of Form</li> <li>• Form Teachers</li> <li>• PE Department</li> <li>• Other Learning Experiences Committee</li> <li>• Round Square Committee</li> <li>• Guidance and Counseling Committee</li> </ul>	<ul style="list-style-type: none"> <li>• School funding</li> <li>• Time resources</li> <li>• Sports facilities</li> </ul>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Organise alumni sharings and other professional workshops to strengthen our students' time management skills and provide advice on stress relief.</li> </ul>					

Major Concern 3: 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
<p>To further enhance support for students' overall development</p>	<ul style="list-style-type: none"> <li>• To support students with special educational needs (SEN), teachers will be encouraged to participate in relevant teachers' training. Practical resources and training information will be disseminated to teachers regularly.</li> <li>• Holistic support for students of concern will be provided by a circle of key personnel such as form teachers, Heads of Form, Guidance and Counseling Committee, Discipline Committee, social workers and specialists. Timely intervention will be given to students of concern by enhanced horizontal and vertical communications among key personnel.</li> <li>• Teachers will be encouraged to pay more attention to their own wellness state such as by participating in activities to cultivate self-care, joining occupational health training, doing regular exercises etc. so as to maintain a positive impact on students and help students foster high-quality relationships with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of good use of strategies adopted by students including students with SEN in their learning, interpersonal relationships, emotional management etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation by key personnel such as form teachers, Heads of Form, Guidance and Counseling Committee, Discipline Committee, social workers, specialists</li> <li>• Feedback from students and parents</li> <li>• APASO III findings</li> <li>• Feedback from teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• Heads of Guidance and Counseling Committee, social workers, specialists, Heads of Form, teachers</li> <li>• TICs of Staff Development Team</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant internal / external courses and workshops</li> <li>• Relevant reference materials</li> <li>• Form Committee meetings</li> <li>• Pastoral Care Support team meetings</li> <li>• Educational Psychologist</li> <li>• Clinical Psychologist</li> <li>• School funding</li> <li>• Sports facilities</li> <li>• Time resource</li> </ul>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
To strengthen the implementation of Values Education and National Education among students	<ul style="list-style-type: none"> <li>• Students will be exposed to different types of learning experiences of Values Education and National Education planned by different academic departments, committees and teams.</li> <li>• Resources provided by the government such as the One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development, the Enhanced My Pledge to Act Quality Education Fund will be utilised to plan and organise learning activities for students both inside and beyond the classroom contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• The participation of students in formal and informal learning opportunities related to Values Education and National Education</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from teachers</li> <li>• Feedback from students</li> <li>• Evaluation by different departments and committees</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• Heads of Departments</li> <li>• Heads of different departments and committees</li> </ul>	<ul style="list-style-type: none"> <li>• School funding</li> <li>• Time resource</li> </ul>