ST. PAUL'S CO-EDUCATIONAL COLLEGE

School Development Plan

(2016/17 – 2018/19)

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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

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                        │  Principal   │
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│ Vice-Principal│      │ Vice-Principal│      │ Vice-Principal│
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│ Academic Staff│                      │ Administrative Staff  │
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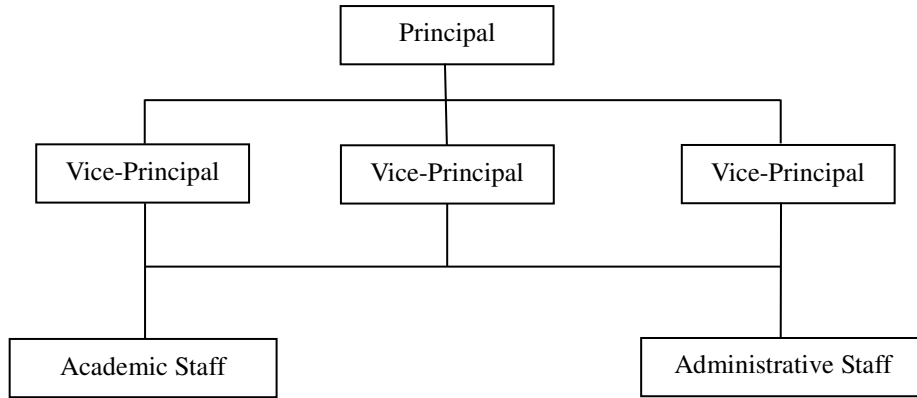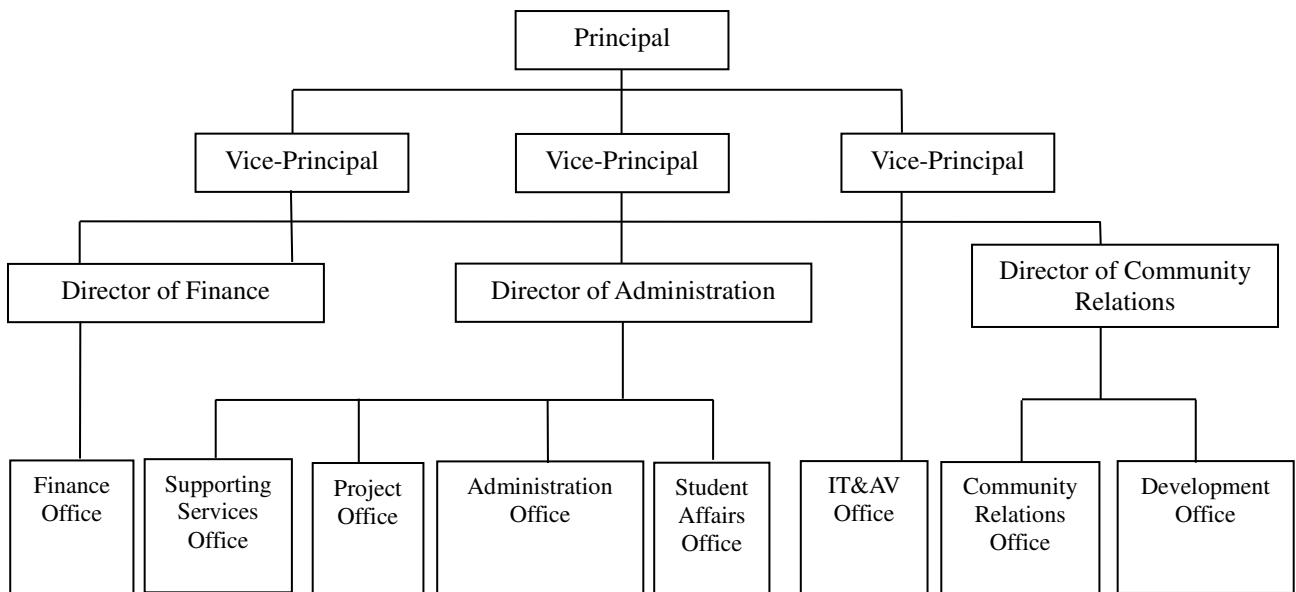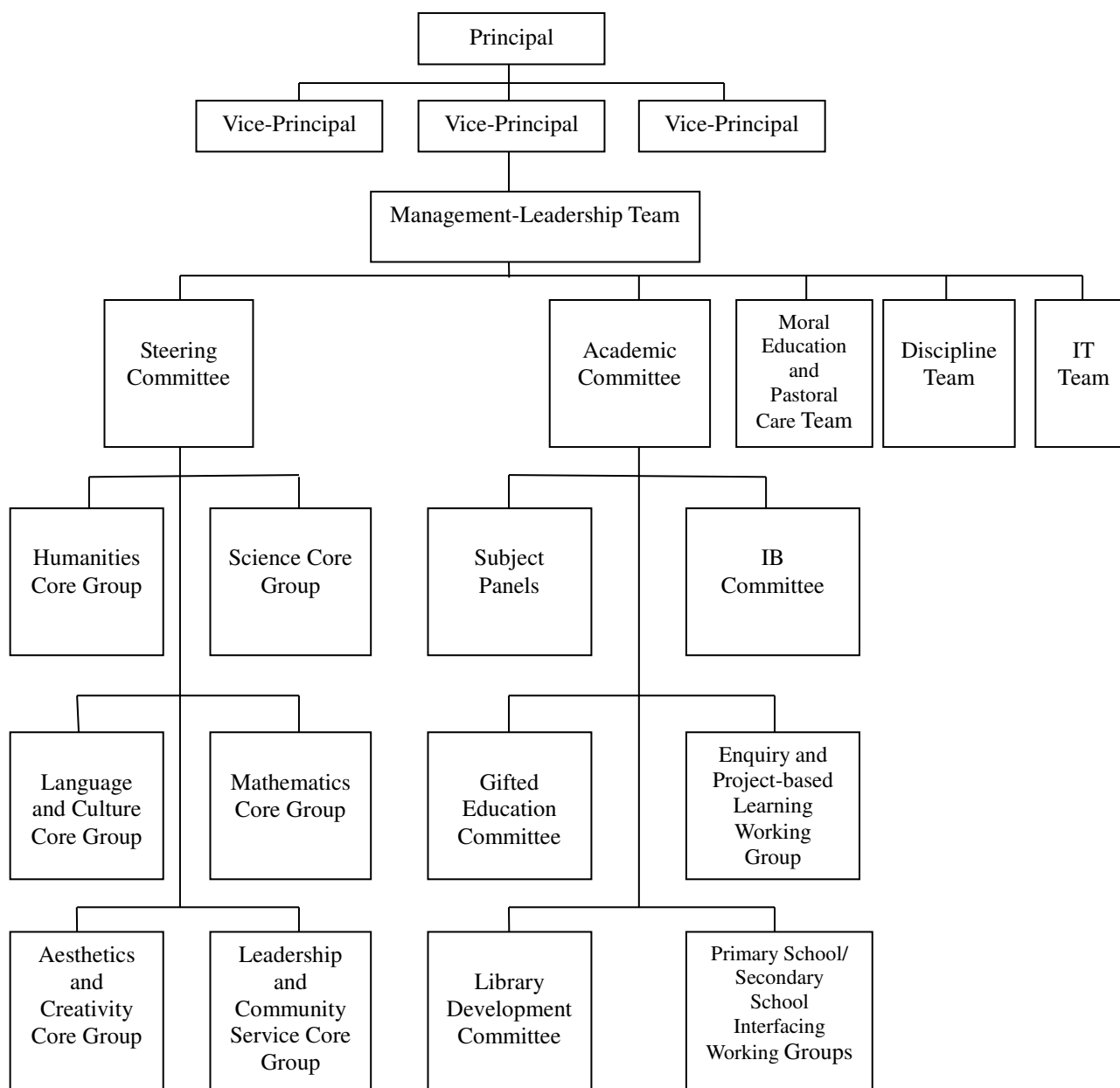
SCHOOL ORGANIZATION
(ADMINISTRATIVE STAFF)

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                              │  Principal   │
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│ Vice-Principal│            │ Vice-Principal│            │ Vice-Principal│
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        │                            │                            │
┌───────────────────┐    ┌───────────────────────┐    ┌───────────────────────┐
│ Director of Finance│    │ Director of Administration│  │ Director of Community │
└─────────┬─────────┘    └───────────┬───────────┘    │      Relations        │
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| Finance Office | Supporting Services Office | Project Office | Administration Office | Student Affairs Office | IT&AV Office | Community Relations Office | Development Office |

SCHOOL ORGANIZATION
(ACADEMIC STAFF)

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                              │  Principal  │
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    │ Vice-Principal│        │ Vice-Principal│        │ Vice-Principal│
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                          │ Management-Leadership Team│
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Steering Committee		Academic Committee		Moral Education and Pastoral Care Team	Discipline Team	IT Team

Humanities Core Group	Science Core Group	Subject Panels	IB Committee

Language and Culture Core Group	Mathematics Core Group	Gifted Education Committee	Enquiry and Project-based Learning Working Group

Aesthetics and Creativity Core Group	Leadership and Community Service Core Group	Library Development Committee	Primary School/ Secondary School Interfacing Working Groups

<u>Management Leadership Team chaired by the Principal</u>, 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.

<u>Steering Committee chaired by the Principal</u>, 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.

<u>Academic Committee chaired by the Principal</u>, 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 (2012/13 – 2015/16)

Major Concerns		Extent of targets achieved	Follow-up action	Remarks
1.	**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**			
	1.1 Development of a set of desirable attributes, the SPCC Student Profile, with reference to the School Ethos, School Vision and the Personal, Social and Moral Framework as a shared vision and educational goals among staff, students and parents	Fully achieved		
	1.2 Reviewing / re-structuring of curriculum in all subjects	Fully achieved		
	1.3 Implementation of the scheme of work with lesson design, learning pedagogies, assessment framework / rubrics of the Profile in each subject for F1 – F6	Fully achieved		
	1.4 Student leaders lead the development of the attributes through role-modeling and activities in their respective clubs, societies and school teams	Fully achieved	Incorporated as routine work	
	1.5 Students' setting of short and long term goals, and evaluating their progress on eClass	Fully achieved	Incorporated as routine work	
	1.6 Creating a school environment that gives the Profile a visible presence	Fully achieved	Incorporated as routine work	

	Major Concerns	Extent of targets achieved	Follow-up action	Remarks
1.7	Role-modeling by teachers and parents to facilitate the development of these attributes	Fully achieved	Incorporated as routine work	
1.8	Development and implementation of the SPCC Student Award (Student of the Year Award)	Fully achieved		
1.9	Review of the SPCC Student of the Year Award	Fully achieved	Incorporated as routine work	Refinement of the Award was made during the first cycle of implementation. Thereafter, its review will be conducted as a part of an on-going process
1.10	Interfacing with Primary School on the development of the SPCC Student Profile	Fully achieved	Incorporated as routine work	It will be an on-going communication between the two schools

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
2. **Effective delivery of the Hong Kong Diploma of Secondary Education (HKDSE) Programme and the International Baccalaureate Diploma Programme (IBDP)**			
Common to HKDSE and IBDP:			
2.1 Attainment of high standards of planning, understanding and teaching of both programmes	Fully achieved	Incorporated as routine work	
2.2 Coherent and comprehensive vertical planning of both programmes – between the HKDSE and pre-HKDSE year and between the IBDP and the pre-IBDP year	Fully achieved	Incorporated as routine work	
2.3 Provision of strong assistance to students not just academically but also psychologically in order to build self-confidence and mental readiness for the public exams	Fully achieved	Incorporated as routine work	
Specific to HKDSE:			
2.4 Effective implementation of the HKDSE programme drawing on the experience and understanding of the curriculum acquired in previous cycle(s)	Fully achieved	Incorporated as routine work	
2.5 Smooth implementation of school-based assessments in line with EDB's requirements and coordination of time line	Fully achieved	Incorporated as routine work	
2.6 Review of arrangement of DSE subject groups to align with small group teaching in all year levels	Fully achieved		• DSE subject group size reduced to 26 • AC and Heads of Departments to continue to oversee the annual review of DSE subject groups
2.7 Understand and implement short-term and medium-term curriculum changes by the Government	Fully achieved	Incorporated as routine work	

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
2. Specific to IBDP: 2.8 Smooth administering of the (first) IBDP exam and post exam support	Fully achieved	Incorporated as routine work	
2.9 Improvement and sustainability of curriculum development strategies from (previous) exam results	Fully achieved	Incorporated as routine work	
2.10 Setting up of self-evaluation mechanism that is designed with reference to the IB Programme's *Standards and Practices* to enhance pedagogical approaches to learning and to prepare the school for the first 5-yearly review	Fully achieved		
2.11 Smooth operation of first 5-yearly review with programme self-evaluation submitted to the IBO in May 2016	Fully achieved		
2.12 Appropriate alignment of the IB Learner Profile to the SPCC Profile	Fully achieved	Incorporated as routine work	

		Major Concerns	Extent of targets achieved	Follow-up action	Remarks
3.		**Catering for the needs and capabilities of gifted students through expansion and strengthening of personalized learning programmes**			
	3.1	Collaborative planning of enrichment programmes in different disciplines			
		3.1.1 Review of existing and explore new enrichment programmes in different disciplines	Fully achieved	Incorporated as routine work	
		3.1.2 Exploration of any new programmes (including inter-disciplinary or cross-curricular ones)	Fully achieved	Incorporated as routine work	
	3.2	Good support for gifted students on their personal and academic growth	Fully achieved	Incorporated as routine work	
	3.3	Development of an online database			
		3.3.1 development of an overall talents, high achievers and low achievers database for easy access and update	Fully achieved	Incorporated as routine work	Information regarding low achievers will be kept separately in the school server.
		3.3.2 development of and piloting the use of iPortfolio of the eClass	Fully achieved	Incorporated as routine work	
		3.3.3 implementation and review of the use of the iPortfolio of the eClass	Fully achieved	Incorporated as routine work	

Major Concerns		Extent of targets achieved	Follow-up action	Remarks
3.4	Professional development for teachers, especially new teachers, to strengthen identification of and support for gifted students	Fully achieved	Incorporated as routine work	
3.5	Interfacing with the Primary School on the development and support of gifted students	Fully achieved	Incorporated as routine work	Interfacing with the Primary School on enrichment progammes, iPortfolio and support of individual gifted students

b. Evaluation of the School's Overall Performance

	PI Areas	Major Strengths	Areas for Improvement
1.	School Management	• The school suitably identifies major concerns that address its development needs and smoothly implements strategies and measures related to these concerns • The school emphasizes open and transparent communication with stakeholders which allows a clear and shared sense of its purpose in helping students to flourish in a scholarly and caring environment • The school develops and promotes international-mindedness across the school community	
2.	Professional Leadership	• The Principal provides strong and visionary leadership which has been instrumental in setting strategic direction • In a spirit of shared and inclusive governance, the Principal leads the Management and Leadership Team to steer school developments in the contexts of various senior and middle management committees. • The Committee Heads generally exhibit a high level of professionalism that demonstrates competence and commitment in achieving the school's vision and goals • The Department Heads are committed to the promotion of scholarship and work hard to support the interests and aspirations of our students • The school ensures rigorous attention is given towards the fulfilment of professional development needs	• The VPs could take up more share in overseeing the work of various committees and teams
3.	Curriculum and Assessment	• The school attaches importance to continuously refine the curriculum and teaching pedagogies to meet the emerging needs of its students • The school's assessment policy is consistent with the EDB's and the IB's expectations with subject departments making concerted efforts to plan and implement the assessment framework. • The school uses assessment data vigorously to evaluate the effectiveness of student learning • The attributes of the SPCC Student Profile is effectively incorporated into the curriculum	• To reinforce students' learning, teachers may conclude the lesson by guiding students to do peer assessment or self-assessment with reference to the lesson objectives

	PI Areas	Major Strengths	Areas for Improvement
4.	Student Learning and Teaching	• Teachers play well the role of learning facilitators • Lessons are well-organized and smoothly delivered with learning objectives clearly shared with students • Teachers often share good practices among themselves for continuous improvement in teaching within and across all academic departments • Learning at the senior secondary level is strategically incorporate into the junior secondary curriculum • Interface between P6 and F1 curriculum for vertical alignment is well-attended to • The school promotes the spirit and practice of academic honesty	• Further advancement in the provision of quality education by enhancing learning effectiveness through various facets of differentiated instruction for students' learning needs and styles
5.	Student Support	• The school cultivates a positive environment and provides rich learning experiences for whole person development • The school implements appropriate strategies to cater for the needs and capabilities of students talented in different areas • The overall planning of student support services is guided by the school's commitment to nurture its students as future leaders • The school's extra-curricular activities serve well to broaden students' learning horizons • The school takes good care of students' emotional and behavioural well-being; it provides good student support at different stages of schooling and development • The school helps students to make informed decisions in their educational development, such as post-secondary educational options and curriculum choice for their senior secondary studies	• Enhance students' resiliency to problems encountered in their course of growing up

	PI Areas	Major Strengths	Areas for Improvement
6.	Partnership	• The school collaborates closely with the primary school to facilitate P6 students' smooth transition from primary school to secondary • The PTA embraces the school's vision and makes concerted efforts with the school to realize it • Alumni provide strong support for the school through in-school sharing of their professional knowledge and experiences and through mentoring their younger schoolmates • The school establishes linkages with a wide range of external bodies to further its cause of nurturing academic excellence, cultivating exemplary character and developing a global perspective, e.g. sister schools and tertiary institutions	
7.	Attitude and Behaviour	• Students demonstrate pleasing personal qualities and perform well in academic and non-academic pursuits • Peer relationships are harmonious • Students are motivated and competent in learning • Student leaders demonstrate outstanding leadership quality and serve well as role models for their junior counterparts	• Enhance students' time management skills
8.	Participation and Achievement	• Outstanding achievements in both the local DSE and International Baccalaureate Diploma Programme • Students participate and perform well in a wide range of local and international activities and competitions which are of different nature – aesthetics, academic and sports	

c. SWOT Analysis

1.	**Our Strengths**	- Strong governance which is strongly committed to the well-being and development of the school - Highly motivated middle and senior management who effectively discharge their responsibilities for educational standards - A clear and shared sense among stake-holders of the school's purpose in equipping students to flourish within a scholarly and caring environment - Active in promoting both the students' personal development and the values that are embodied in the SPCC Student profile
2.	**Areas for Improvement / Development**	- Enhancement of learning effectiveness through upgrading pedagogy - Enhancement of e-learning - Embodiment of positive education in classroom teaching - Enhancement of teachers' capacity in catering for the diverse needs of students including SEN provision - Development of Science, Technology, Engineering and Mathematics (STEM)
3.	**Our Opportunities**	- The school's residence hall affording short-stay accommodation for students' leadership and character building programmes - Round Square membership providing more student-initiated student exchange opportunities and comprehensive development of extra-curricular activities - The school's offer of two curricula not only widens the choices of students on further studies pathways but also facilitates professional sharing among teachers on curriculum planning and pedagogy - The many staff development opportunities provided by the IBO are offered to both IB and non-IB teachers; this helps the school to build a strong professional team of academic staff who can inspire confidence in students
4.	**Our Challenges**	- To increase the number of non-local students who will take up boarding facilities in the school's residence hall - To reinforce our students' interest in the yearly exchange programmes

d. Major Concerns for a period of three school years (2016/17 – 2018/19) (in order of priority)

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

VI. 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. **Staff Capacity Development in** a. **Teaching and Learning**	• Enhancing learning effectiveness through upgrading pedagogy ➢ 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	√	√	√	• 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 upgrade pedagogy • 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 • Provide practical tips for teachers on how positive education may be practised in daily classroom teaching
	• Effective use of e-learning	√	√	√	
	• Embedding positive education in classroom teaching		√	√	

| Major Concerns | Targets | Time Scale (Please insert √) | | | A General Outline of Strategies |
		Year 1	Year 2	Year 3	
a. **Teaching and Learning**	• A wide use of experiential learning in the classroom		√	√	• Encourage the use of positive education in daily classroom teaching and provide opportunities for sharing among teachers • 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
b. **Moral Education and Pastoral Care**	• Building teachers' confidence and competence in providing pastoral care through individual counselling and FTPs (Form Teacher Periods) • Enhancing teachers' capacity in catering for the diverse needs of students including SEN students	√ 	√ √	√ √	• 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 (from 2017-18 onwards) • Arrange SDDs to strengthen teachers' skills in pastoral care and understanding of the diverse needs of students including SEN students

Major Concerns	Targets	Time Scale (Please insert √)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
1. c. **Student Development**	• Building teachers' capacity to lead and support students in their school activities and duties	√	√	√	• Sharing among teacher advisers of various extra-curricular activities and student bodies on ➢ their administrative role ➢ their mentoring role (in areas such as advising students on time management, relation building and developing innovative ideas) • Teachers attend leadership training courses • Teachers attend Round Square conferences / seminars to enrich ideas in supporting student development

Major Concerns	Targets	Time Scale (Please insert √)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
2. STEM Development	● Refining and further embedding STEM in the curriculum	√	√	√	● 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
	● Organizing STEM-related extra-curricular activities to arouse students' interests	√	√	√	● 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

Major Concerns	Targets	Time Scale (Please insert √)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
2. STEM Development			√	√	● Encourage students to form enthusiasts circles related to STEM
	● Promotion of STEM education among teachers and students	√	√	√	● 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
	● Professional development for teachers, especially new teachers	√	√	√	● 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
	● Interfacing with the Primary School on the development of STEM education	√	√	√	● Interfacing with the Primary School on a smooth transition of the STEM education both in curriculum planning and enrichment programmes and support of individual students

Major Concerns	Targets	Time Scale (Please insert √)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
2. STEM Development			√	√	● 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

Major Concerns	Targets	Time Scale (Please insert √)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
3. Sustainability and Development of International Connections and the Chong Yau Pak Wan Residence Hall	**On International Connections** a. **Yearly exchange programmes:** • Reinforcement of our students' interest in the yearly exchange programmes • Enhancement of the attractiveness of SPCC exchange programmes of our sister schools	√	√	√	• Further promotes the appeal of the yearly exchange programmes to parents and students by: ❖ sending reminder email with a hyperlink that can conveniently take interested parties to the reflections written by past exchange students; ❖ working on the content and format of the post-exchange programme morning assembly presentations in order to enhance the appeal of the exchange programmes; ❖ exploring new exchange partners which may not have academic vigour as strong as SPCC's, but may have features/ niches which will make the exchange experiences attractive; ❖ working on a more extensive and varied SPCC host programme that will further enrich the cultural experience of overseas exchange students
	b. **Ad hoc non-reciprocal/ reciprocal visits from overseas or mainland that require short-stay in residence hall/ host family:** • Development of potential exchange opportunities	√	√	√	• Make better use of the platform offered by the Round Square's student-initiated exchange programmes by: ❖ utilizing the SPCC Round Square Student Committee Notice Board to disseminate and promote its exchange opportunities; ❖ creating a link in the e-class for convenient access of the Round Square Student Exchange • Centralize information and requests on visits/ exchanges by: ❖ adding the CRO's email address to the school's website so that enquiries would arrive at this office direct; ❖ including information on the Round Square Student Exchange in the CRO's annual Exchange Programmes Circular to parents and students

Major Concerns	Targets	Time Scale (Please insert √)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
3. Sustainability and Development of International Connections and the Chong Yau Pak Wan Residence Hall	c. **International Conferences:** • Increase in the number of participating schools • Provision of more time for participating schools to accommodate our conferences in their annual plan and school calendar		√	√	• Implement similar operational structure as that of the science conferences by building up networks of core schools that take turns to host conferences on agreed areas/ disciplines • Advance the present timeline for sending conference invitations • Seek sponsorship which can help to reduce the costs borne by overseas participants
	d. **Admission of non-local students:** • Increase in the number of non-local applicants	√	√	√	• 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 • Revisit the idea of approaching reputable recruitment agents that work in countries like Malaysia, Indonesia, Thailand • Revisit the idea of having an international recruitment officer. This may not be a new full-time post. A designated member of staff in the CRO can take up this responsibility as this office has always been very much involved in this area

Major Concerns	Targets	Time Scale (Please insert √)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
3. Sustainability and Development of International Connections and the Chong Yau Pak Wan Residence Hall	**<u>On Chong Yau Pak Wan Residence Hall</u>** • Increase the intake of long-term boarders • Maintain the high occupancy rate of the hostel's short-term residency	√	√	√	• 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 • Continue to identify appropriate residency programmes e.g. Artists-in-residence programme