Appendix XXIIIa

ST. PAUL'S CO-EDUCATIONAL COLLEGE

Annual School Plan (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. Annual School Plan 2018/19

Major Concerns

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

1. Major Concern: Staff Capacity Development in Teaching and Learning, Moral Education and Pastoral Care, Student Development

	Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1.	**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 update pedagogy	• Evidence of good use of lesson time for learning, consolidation and reflection • Evidence of a wider use of different questioning techniques to support students' learning • Evidence of more peer collaboration during lessons • Evidence of a wider use of different teaching strategies to suit students' learning needs	• Records of peer observations including reflections and sharing among teachers before and after lesson observations • Lesson observations conducted for teacher appraisals	• Throughout the year and to be absorbed into routine practice starting next year	• HODs (Heads of departments)	• Relevant reference materials • Relevant external courses and workshops • Departmental meetings

	Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
		• Teachers attend courses on gifted education to acquire better understanding of the needs of gifted students • Provide opportunities for sharing among teachers during departmental meetings					
	• Effective use of e-learning	• Continue sharing of good practices in e-learning through collaborative lesson planning • Encourage sharing of good practices in e-learning among subject departments • Teachers attend courses on e-learning	• Positive feedback from teachers and students	• Evaluation / report by subject departments	• Throughout the year and to be absorbed into routine practice starting next year	• HODs • IT Team	• Collaborative lesson planning time • Relevant external courses and workshops
	• Embedding positive education in classroom teaching	• Arrange SDD (Staff Development Day) to strengthen teachers' understanding of positive education • Provide practical tips for teachers on how positive education may be practised in daily classroom teaching	• Students show positive attitude in their work, embrace challenges, persevere in difficult times and enjoy good interpersonal relationships	• Feedback from teachers	• Throughout the year and to be absorbed into routine practice starting next year	• Moral Education Team • SPPW (Staff Professional and Personal Wellness Core Group) • HODs	• Relevant reference materials • Relevant external courses and workshops • SDDs • Departmental meetings

	Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	• 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 • Teachers attend courses on positive education • 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	• Formulation of action plan and successful implementation across different year levels as practicable	• Evaluation / report by subject departments	• Throughout the year and to be absorbed into routine practice starting next year	• HODs • AC (Academic Committee)	• Departmental meetings • AC meetings
2.	**Moral Education and Pastoral Care** • Building teachers' confidence and competence in providing pastoral care through individual counselling and FTPs (Form Teacher Periods)	• 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	• Evidence of growing confidence and maturation of relevant skills among teachers in providing pastoral care	• Feedback from teachers	• Throughout the year and to be absorbed into routine practice starting next year	• Moral Education Team	• Relevant reference materials • Form Committee meetings • FTPs (including special FTPs held during morning assembly)

	Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	• Enhancing teachers' capacity in catering for the diverse needs of students including SEN students	• 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 various year levels • Teachers attend SEN courses offered by EDB / external organizations	• Evidence of improvement in teachers' understanding of the diverse needs of students and their ability in applying suitable strategies to cater for different needs	• Feedback from teachers	• Throughout the year and to be absorbed into routine practice starting next year	• Moral Education Team	• Relevant courses and workshops offered by EDB / external organizations
3.	**Student Development** • Building teachers' capacity to lead and support students in their school activities and duties	• Sharing among teacher advisers of various ECAs (extra-curricular activities) and student bodies on ➢ their administrative role ➢ their mentoring role (in areas such as advising students on	• Evidence of growing confidence and competence among teachers supervising activities of clubs / student bodies	• Annual reports of individual clubs / student bodies • Feedback from teachers	• Throughout the year and to be absorbed into routine practice starting next year	• Teachers in charge of ECAs • Teachers in charge of leadership programmes	• Relevant external courses & workshops • Round Square

	Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
		time management, relation building and developing innovative ideas) ➢ specific themes suited to different target groups • Teachers attend leadership training courses • Teachers attend Round Square conferences / seminars to enrich ideas in supporting student development	• Evidence of improvement in the quality of activities / services of clubs / student bodies			• Round Square Teacher Committee	

2. Major Concern: Science, Technology, Engineering and Mathematics (STEM) Development

	Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1.	**STEM Development**						
	• Refining and further embedding STEM in the curriculum	• Stock-take relevant subjects with STEM-related programmes and learning activities	• All STEM-related programmes and learning activities in various subjects are well recorded	• Evaluation / report by subject departments	• Completed in 2016-17	• HODs	• Curriculum and Assessment Guide • Relevant reference materials
		• Refine school-based curriculum and enrich learning environment to promote STEM education in various forms with focus in junior forms	• More STEM activities integrated with experiential learning are included in lessons		• Current year	• HODs	• School fund
		• Introduce robot kits and coding in D&T and Computer Literacy respectively to develop students' problem solving skills	• Positive feedback from junior students on robotics and coding and their problem solving skill is enhanced	• Students' performances in learning robotics and coding and feedback from related teachers	• Completed in 2017-18	• HODs, D&T and CL teachers	
		• Allocate more resources to enrich STEM-related activities			• Current year	• HODs	

	Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	• 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 in these competitions • Organise joint club STEM-related activities inside school • 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	• STEM activities are implemented smoothly on EPDs and positive feedback is received • Increase in number of students joining various STEM competitions with commitment and encouraging results • More joint club activities related to STEM with encouraging participation of students • On-site STEM training courses are organized to cater for students' interest	• Students' performances in EPD activities and evaluation from both students and teachers • No. of students joining various competitions and their results • Students' participation in various joint-club activities and annual reports of various clubs • No. of courses organized and no. of students joining them • Students' evaluation on STEM training course	• Current year • Current year • Current year • Current year	• HODs, D&T, CL, science and maths teachers • HODs, D&T, CL, science and maths teachers • HODs, D&T, CL, science and maths teachers • HODs	• Suitable service providers • Relevant external courses, workshops/ seminars and competitions • Provide support to students

	Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
		• Encourage students to form enthusiasts circles related to STEM	• STEM-related enthusiasts circles are set up and regular activities are organized	• Feedback or evaluation from both students and teachers • No. of enthusiasts circles formed and feedback from students on the quality of their activities	• Current year	• HODs, D&T, CL, science and maths teachers	
	• 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	• Outstanding achievements and effort of students in STEM are recognized and may arouse the interest of other students • Students know the latest trends and development in STEM from various speakers and realize its importance in daily life and future career development	• Feedback from both students and teachers • Students' responses in sharing sessions and talks	• Current year • Current year • Current year	• HODs, D&T, CL, science and maths teachers • HODs, D&T, CL, science and maths teachers • HODs	• Relevant external courses and workshops/ seminars • Student leaders in STEM • Speakers with relevant expertise

	Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	• 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 practices of other schools within own department/ among departments	• Teachers know the latest trends and practices in other schools, adopting suitable ones in the school • All resources are uploaded to school network driver for sharing	• CPD records of teachers • A growing STEM repository is set up in the school network drive • Sharing of STEM materials among colleagues becomes a usual practice	• Current year • Current year	• HODs, D&T, CL, science and maths teachers • HODs, D&T, CL, science and maths teachers	• Relevant external courses and workshops/ seminars
	• 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	• STEM activities become less repetitive and can enhance what students have learnt in SPCCPS • Individual students gifted in STEM can be identified and encouraged to join suitable STEM activities	• Comparison of records of STEM activities in SPCCPS and SPCC • Performances and participation of students from SPCCPS in STEM activities and competitions	• Current year	• HODs	• Curriculum and Assessment Guide • Relevant reference materials

3. Major Concern: Sustainability and Development of International Connections and the Chong Yau Pak Wan Residence Hall

	Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1.	**For yearly exchange programmes:**						
	• Reinforcement of our students' interest in the yearly exchange programmes	• Further promote the appeal of the yearly exchange programmes to parents and students during assembly • Explore new exchange partners with features/ niches that can make the exchange experiences rewarding	• Increase in the number of applicants to the yearly exchange programmes	• Evaluation exercises conducted by CRO • Selection exercises conducted by the CRO	• Current year extending into the near future until further evaluation demonstrates they can be absorbed into routine practice	• The CRO and members of staff in charge of yearly exchange programmes	• Recommendations from sister schools and network like Round Square on potential exchange partners
	• Enhancement of the attractiveness of SPCC exchange programmes of our sister schools	• Work on a more extensive and varied SPCC host programme that will further enrich the cultural experience of overseas exchange students	• Increase in the number of students from our sisters' schools requesting exchange opportunities				
	• Enhancement of the Sister Schools Exchanges in the Mainland utilizing the subsidies provided by EDB	• Provide subsidies granted by EDB for expenses of sister school exchanges activities	• Increase in the number of students showing interest in exchanges with our Mainland sister schools	• Selection exercises conducted by TIC of Mainland exchanges and expenditure report	• Current year extending into the near future	• Teachers from the Chinese Language Department in charge of Mainland sister school exchanges	• Recurrent grant by EDB provided to DSS schools having formed sister schools with their counterparts in the Mainland

	Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
2.	**For 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	• Evidence of students' keen interest in the Round Square Student Exchange opportunities	• Evaluation exercise conducted by the SPCC Round Square Student Committee	• Current year extending into the near future until further evaluation demonstrates they can be absorbed into routine practice	• Teachers-in-charge of Round Square, SPCC Round Square Student Committee and the CRO	• Membership fees for Round Square
	• Enhancement of short term exchanges with other schools overseas	• Evaluate and look out for schools with potential for short term exchanges with our DSE/IB students without the need for homestay	• Increase in requests for school visits/ exchanges	• Evaluation by members of staff who have received requests of such nature		• Dormitory Committee	

	Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
3.	**For 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	• Evidence of a steady increase in non-local applications to our DSE/ IB curriculum	• Feedback from various sources to be collected over time to help assess the effectiveness of non-local student recruitment	• Current year extending into the near future until further evaluation demonstrates they can be absorbed into routine practice	• The CRO and staff-in-charge of admission of non-local students	• Our school's website and overseas guests visiting SPCC

	Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
4.	**For Chong Yau Pak Wan Residence Hall** • Increase in the intake of long-term boarders	• 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	• Evidence of a steady increase in the number of long-term boarders	• Evaluation conducted by members of staff involved in hall management	• Current year extending into the near future until further evaluation demonstrates they can be absorbed into routine practice	• The Dormitory Committee, the AO and the teacher-in-charge of non-local admission	• The pool of non-local student applicants