

ST. PAUL'S CO-EDUCATIONAL COLLEGE



Annual School Plan (2014/15)



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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 2014/15

Major Concerns

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
2. Effective delivery of the Hong Kong Diploma of Secondary Education (HKDSE) Programme and the International Baccalaureate Diploma Programme (IBDP)
3. Catering for the needs and capabilities of gifted students through expansion and strengthening of personalized learning programmes

1. Major Concern: Development in SPCC students of a set of desirable attributes (SPCC Student Profile) for intellectual, personal, moral, spiritual and social growth as a long term vision in education

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> Implementation of the scheme of work and assessment and reporting of the Student Profile in F2 and F5 Scheme of work in each subject for F3 and F6 be ready for implementation in the following year Implementation of the SPCC “Student of the Year” Award Building a school environment that gives the Profile a visible presence Development of the attributes through ECA activities in clubs, societies and school teams 	<ul style="list-style-type: none"> Organize Staff Development Days on lesson design, learning pedagogies and assessment framework / rubrics of F3 and F6 and to review the work of F2 and F5 Communicating to students on the details of the Student Award and to set up the Selection and Interview Board, and have all the necessary documents ready for application and assessment Invite students to suggest other famous Western or Asian paintings to illustrate the nine attributes, or to submit their own artistic works for display in the library, classroom on the school campus or as computer screen saver Encourage all ECA clubs and societies to include the development of the 	<ul style="list-style-type: none"> Teachers and students continue to build understanding and put in practice of the Profile Students are enthusiastic in submitting applications to the SPCC “Student of the Year” Award and find it a great learning and rewarding process Students are enthusiastic in suggesting ideas or submitting their own artistic work on the nine attributes Existing extra-curricular activities and student enrichment programmes are strengthened to complement the academic programmes to foster the development of the Profile 	<ul style="list-style-type: none"> Participation of and feedback from teachers on Staff Development Days Quality of lesson plans, scheme of work and reporting of attributes in report card Participation of students in the SPCC “Student of the Year” Award with the Awardees well-recognised by all students and teachers The Profile has established a visible presence on the school campus Quality of extra-curricular activities and enrichment programmes, and their objectives and alignment with the Profile 	<ul style="list-style-type: none"> 2014/15 	<ul style="list-style-type: none"> Principal MLT HODs SU and Advisors of ECA Clubs and Societies Moral Education and Pastoral Care Team 	<ul style="list-style-type: none"> Staff Development Days Additional classrooms Additional teachers

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	nine attributes as goals in their annual plans					

2. Major Concern: Effective delivery of the Hong Kong Diploma of Secondary Education (HKDSE) Programme and the International Baccalaureate Diploma Programme (IBDP)

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p>Common to HKDSE and IBDP:</p> <ul style="list-style-type: none"> • Attainment of high standards of planning, understanding and teaching of both programmes • Coherent and comprehensive vertical planning of both programmes – between the HKDSE and pre-HKDSE and between the IBDP and the pre-IBDP year • 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 	<ul style="list-style-type: none"> • Ensure that teachers <ul style="list-style-type: none"> ❖ understand and interpret HKDSE and IBDP subject guides and assessment practices correctly ❖ plan curriculum and set specific teaching goals collaboratively ❖ work closely on sharing good practices, discussing student progress and high-lighting opportunities for inter-disciplinary / cross-programme learning ❖ review curriculum, course structure, unit plans and other curriculum documentation regularly ❖ attend to curriculum mapping of junior forms and senior forms 	<ul style="list-style-type: none"> • Evidence of the school’s commitment to teaching the HKDSE and IBDP curricula to the best of her ability • Common ownership and understanding among teachers of what must be taught and learned for each subject area in the HKDSE and IBDP • Evidence of vertical development which helps to prepare students for a seamless transition from pre-DSE year and pre-IB year to DSE and IBDP respectively • Timely correction or improvement on practices that may not be working well 	<ul style="list-style-type: none"> • Evidence from various sources are collected over time to help the school to make a critical assessment of its curriculum development progress for this year’s External School Review and the IBDP’s first five-yearly review next year • Students are well-prepared for the DSE curriculum and the IBDP curriculum 	<ul style="list-style-type: none"> • Current year extending into the near future until further evaluation demonstrates they can be absorbed into routine practice 	<ul style="list-style-type: none"> • HODs • AC • IB Committee • Counselling Team • School Social Workers 	<ul style="list-style-type: none"> • Collaborative planning time • Relevant staff development activities • Relevant external workshops and conferences • School dorm and other supporting physical facilities

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<ul style="list-style-type: none"> • Encourage more teachers to become directly involved in HKDSE and IBDP work as examiners and participants in curriculum review and other meetings • Collaborate with Counselling Team and School Social Workers for a more informed understanding of student mental health and well-being • Offer residential dorm stay to public exam cohorts to meet their diversified study habits for exam preparation • Induct and integrate newly arrived students into the programmes at the beginning of the school year and during the course of the school year 					

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p>Specific to HKDSE:</p> <ul style="list-style-type: none"> • An effective implementation of the DSE Programme that draws on the experience and understanding acquired in the previous cycles of the curriculum • A good understanding and effective implementation of the short-term and medium-term curriculum changes by the Government 	<ul style="list-style-type: none"> • Teachers maintain a collegial and self-reflective dialogue with each other on the continuous improvement of student learning • Teachers attend seminars to keep tabs on the Government's short-term and medium-term recommendations in its review of the new HKDSE academic structure • Teachers adjust teaching and assessment to prepare for changes recommended by the Government 	<ul style="list-style-type: none"> • Evidence of teachers' confidence and maturation in delivering the HKDSE curriculum • Evidence of teachers' good understanding and effective implementation of the Government's short-term and medium-term curriculum recommendations 	<ul style="list-style-type: none"> • Review of teaching and assessment within departments • Public exam results to inform on the effectiveness of programme delivery and quality • Review of teaching and assessment within departments 	<ul style="list-style-type: none"> • Current year extending into the near future until further evaluation demonstrates they can be absorbed into routine practice • Current year extending into the near future until further evaluation demonstrates they can be absorbed into routine practice 	<ul style="list-style-type: none"> • AC • DSE teachers • HODs • AC • DSE teachers • HODs 	<ul style="list-style-type: none"> • EDB circulars • Relevant external workshops and seminars • EDB circulars • Relevant external workshops and seminars

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> Smooth implementation of School-based Assessments (SBA) in line with EDB's requirements and coordination of time line Implementation and review of arrangement of DSE subject groups to align with small group teaching in F2 and F5 	<ul style="list-style-type: none"> Teachers conduct SBA activities as an integral part of learning and teaching process to prepare for the SBA of deferred subjects during transition years Teachers maintain the quality, reliability and validity of the SBA that has been implemented to-date School sustains communication with parents and students on DSE subject groups arrangement AC and HODs to monitor small group teaching that may impact arrangement of DSE subject groups 	<ul style="list-style-type: none"> Evidence of the school's preparedness for the full implementation of SBA in 2019 Evidence of teachers' adherence to assessment guidelines, detailed marking criteria and exemplars to ensure consistency in SBA Evidence of smooth implementation of small group teaching in F2 and F5 	<ul style="list-style-type: none"> Samples of students' work for review by SBA district coordinators / assessors that demonstrate quality, reliability and validity of teachers' assessment Annual review of DSE subject groups arrangements that has supported small group teaching in F2 and F5 Appropriate adjustments to support small group teaching in F3 and F6 next year 	<ul style="list-style-type: none"> Current year extending into 2019 when full implementation of SBA is stipulated by EDB Current year 	<ul style="list-style-type: none"> AC DSE teachers HODs AC DSE teachers HODs 	<ul style="list-style-type: none"> SBA Curriculum and Assessment Guide SBA Moderation Reports by SBA district coordinators / assessors AC meetings Departmental meetings

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p>Specific to IBDP:</p> <ul style="list-style-type: none"> • Effective communication on 5-yearly review with Regional Office around Nov 2014, i.e.18 months ahead of submission of 5-yearly review report in May 2016 	<ul style="list-style-type: none"> • Comply with the expected stages of the evaluation process <ul style="list-style-type: none"> ❖ set up a 5-yearly review Steering Committee ❖ establish the various working groups that are appropriately representative, and collectively have the required expertise ❖ establish processes and timelines ❖ co-ordinate survey methods and feedback ❖ engage students and parents in a process of evaluation 	<ul style="list-style-type: none"> • 5-yearly review Steering Committee set up and in full operation • A substantial list of evidence for review have been collected for the actual review next year 	<ul style="list-style-type: none"> • 5-yearly review Steering Committee are on task • Readiness of the school community for the review next year 	<ul style="list-style-type: none"> • Throughout the whole school year and extending into the next 	<ul style="list-style-type: none"> • DPC • IB Committee 	<ul style="list-style-type: none"> • IBO Regional Office • IBO’s relevant documents • Findings of previous years’ students and parents survey • School Development Plan • Action plans of various departments

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> Smooth administering of the IBDP exam and post exam support 	<ul style="list-style-type: none"> Regular contact with the IBO and assuming overall responsibility for the administering, distributing, completing and returning of all relevant documentation pertaining to the IBDP exam Ensure that candidates are informed of the exam procedures and the services provided by the IBO Ensure that conditions for the conduct of the exams are fulfilled 	<ul style="list-style-type: none"> Evidence of the smooth administering of the IB exam Evidence of candidates' responsible and ethical manner throughout their participation in the programme and the exams 	<ul style="list-style-type: none"> All IAs and examination requirements are met by the stipulated deadlines Preparedness for unannounced exam visit by the Regional Office 	<ul style="list-style-type: none"> Throughout the whole year with intensity of work the strongest from March to early July 	<ul style="list-style-type: none"> DPC IB teachers IB Committee AC IBO 	<ul style="list-style-type: none"> IBIS IBO's Handbook of Procedures
<ul style="list-style-type: none"> Improvement and sustainability of curriculum development strategies from exam results 	<ul style="list-style-type: none"> Disaggregate data from examinations results for curriculum development strategies Teachers acquire better understanding of the teaching strategies and use this experience to mentor new IB teachers in improving the delivery of the programme 	<ul style="list-style-type: none"> Predicted grades align with the grades awarded by the IBO IA internal assessments align with external moderation Teachers feel confident delivering a programme which is a progression of learning modes that supports students in meeting IB learning standards and university applications 	<ul style="list-style-type: none"> Public exam results to inform on the effectiveness of programme delivery and quality Return of students' IAs and sample work via IBO's enquiry of results provision 	<ul style="list-style-type: none"> 6th July (public exam results released) extending to the following year 	<ul style="list-style-type: none"> DPC IB teachers IB Committee Students and parents 	<ul style="list-style-type: none"> IBIS Returned IAs and sample scripts

3. Major Concern: Catering for the needs and capabilities of gifted students through expansion and strengthening of personalized learning programmes

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> • Collaborative planning of enrichment programmes in different disciplines and exploration of any new programmes (including inter-disciplinary or cross-curricular ones) 	<ul style="list-style-type: none"> • Departments will look for new enrichment programmes both inside and outside school • Sharing among teachers on enrichment programmes 	<ul style="list-style-type: none"> • A variety of enrichment programmes to cater for students' diverse needs 	<ul style="list-style-type: none"> • Sharing and evaluation of new enrichment programmes (if any) by departments 	<ul style="list-style-type: none"> • 2014/15 	<ul style="list-style-type: none"> • HODs • TICs • Teachers • Music and Sports Directors 	<ul style="list-style-type: none"> • Collaborative planning time • Relevant circulars from EDB, HKAGE, etc • Off-site enrichment programmes including partnership with HKU Academy for the Talented, HKUST Dual Programme, etc.
<ul style="list-style-type: none"> • Continue to strengthen the support of gifted students on their personal and academic growth 	<ul style="list-style-type: none"> • TICs and Directors sustain communication with students and parents to monitor the development of individual students both personally and academically • Closer collaboration among HODs, TICs, teachers, Sports and Music Directors on the holistic development of the students; timely advice and support are given to students to further their development 	<ul style="list-style-type: none"> • Evidence of good support of gifted students in enrichment programmes and teams • Evidence of catering individual needs 	<ul style="list-style-type: none"> • Evidence from various sources regarding the support for and holistic development of individual students 	<ul style="list-style-type: none"> • Current year extending into the near future until it is absorbed into routine practice 	<ul style="list-style-type: none"> • HODs • TICs • Teachers • Music and Sports Directors 	<ul style="list-style-type: none"> • Collaborative planning time

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<ul style="list-style-type: none"> Special academic allowance for exceptionally gifted students who need frequent practices and training 					
<ul style="list-style-type: none"> Interfacing with the Primary School on the development and support of gifted students Implementation and review the use of the iPortfolio of the eClass to track students' development 	<ul style="list-style-type: none"> Interfacing with the Primary School on enrichment programmes and support of individual gifted students Interfacing with the Primary School on the possibility of importing upcoming Form 1 student data Encourage teachers to use iPortfolio to have better understanding of students' progress Collect views from teachers and students to improve the content and use of iPortfolio 	<ul style="list-style-type: none"> Close collaboration among Primary and Secondary School teachers on the development of gifted programmes and support of gifted students Teachers have greater use of the iPortfolio to identify gifted students so as to provide specific programmes (both inside and outside school) and offer individual support 	<ul style="list-style-type: none"> Evidence of collaboration with Primary School on development and support of gifted students Effectiveness of iPortfolio to search for students' database 	<ul style="list-style-type: none"> Current year extending into the near future until it is absorbed into routine practice 2014/15 	<ul style="list-style-type: none"> HODs TICs Music and Sports Directors TICs Teachers 	<ul style="list-style-type: none"> Collaborative planning time