

ST. PAUL'S CO-EDUCATIONAL COLLEGE



Annual School Plan (2015/16)



Table of Contents

	Page
I. School Vision & Mission	3
II. Annual School Plan 2015/16 – Major Concerns.....	4 - 14

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 2015/16

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 F3 and F6 Evaluation and review of the 3-year development of the Profile Implementation of the SPCC Student Award for F1 – F5 Interfacing with the Primary School on the development of the SPCC Student Profile 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"> Heads of Department to ensure the effective implementation of the revised schemes of work, assessment and reporting of the F3 and F6 learning in the nurturing of the attributes Holistic evaluation and review of the 3-year development of the Profile to be conducted by MLT, with involvement from all teachers, major student bodies (Prefect Board, Student Union) and PTA Learning from the implementation of the SPCC Student Award for F6, Award for F1 – F5 to be conducted at the beginning of the new year 	<ul style="list-style-type: none"> Teachers and students continue to build understanding and put in practice of the Profile Teachers, students and parents are keen to participate and give constructive feedback to improve on the whole school approach to the nurturing of student attributes in the Student Profile Students are enthusiastic in submitting applications to the SPCC “Student of the Year” Award and find it a great learning and rewarding process There is good alignment between the two schools as witnessed and felt by teachers, students and parents 	<ul style="list-style-type: none"> Participation of and feedback from teachers 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 quality of the ECAs and enrichment programmes planned with clear outcomes according to the Student Profile Students’ completed Self-reflecting Tools in eClass 	<ul style="list-style-type: none"> 2015/16 	<ul style="list-style-type: none"> Principal, MLT, HODs, all teachers, major student bodies (Prefect Board, Student Union), PTA, Primary School Management TICs of the Language & Culture and Aesthetic & Creativity Core Groups Coordinator of Leadership, Community Service, Extra-curricular Activities HODs Advisors of SU, ECA Clubs and Societies Experiential Learning Coordinator Clubs and Societies Coordinator 	<ul style="list-style-type: none"> Nil

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<ul style="list-style-type: none"> • Alignment between the Student Profiles of the primary school with the secondary school through verbal communication between the management of the two schools and sharing of documents. Parents of both schools made aware of the alignment • A set of 9 Chinese paintings illustrating the attributes will be purchased. The replicas will be displayed in the Library and copies will be made to line the walls of the Cafeteria • An interclass multimedia competition will be held for students to recall, record and share the moments when commendable acts manifesting the 9 attributes are displayed and observed during SAW 	<ul style="list-style-type: none"> • Winning entries of the competition will be presented and explained at an assembly, and displayed on boards in the Cafeteria/ Courtyard, or as screensavers on classroom computers • All ECAs and student enrichment programmes are to include the development of the nine attributes in their programme plans and reports • All students have completed the Self-reflecting Tool and these reflections are stored in eClass for reference by teachers 				

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<ul style="list-style-type: none"> • All clubs, societies and school teams must include the nine attributes as outcomes in their annual plan and evaluation report • All student activities, e.g. RoP, SAW, Community Services, must be built around the nine attributes as outcomes in these learning programmes • All students will be encouraged to complete the Self-reflecting Tool in their profile at the end of each academic year 					

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 teaching of curriculum • 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 • Positive feedback from students and teachers on the two-week ‘Beyond RoP’ curriculum • 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 progress against the HKDSE and IBDP’s standards and practices. For example, public exam results, the IBO report to be received after the submission of the first five-year self-evaluation in April 2016 • Students are well prepared for the DSE curriculum and the IBDP curriculum 	<ul style="list-style-type: none"> • Throughout the year and to be absorbed into routine practice starting from next year 	<ul style="list-style-type: none"> • HODs • AC • IB Committee • Counselling Team, school social worker 	<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"> ❖ devise an appropriate two-week ‘Beyond RoP’ curriculum for all F4 students at the beginning of the school year ❖ 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 HKDSE Programme drawing on the experience and understanding acquired in the previous cycle of the curriculum A good understanding and effective implementation of the short-term and medium-term curriculum changes recommended 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 which includes clarifying the breadth and depth of the curriculum Teachers adjust teaching and assessment framework according to the Government's recommended changes including the introduction of classical set texts in Chinese Language 	<ul style="list-style-type: none"> Evidence of teachers' confidence and maturation in delivering the HKDSE curriculum Evidence of teachers' good understanding and 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"> Throughout the year and to be absorbed into routine practice starting from next year Throughout the year and to be absorbed into routine practice starting from next year 	<ul style="list-style-type: none"> HODs AC DSE teachers HODs AC DSE teachers 	<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 the two languages, Math and Liberal Studies in all year groups 	<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 Teachers maintain the quality, reliability and validity of the SBA that has been implemented to-date Sustain communication with parents and students on DSE subject groups arrangement AC and Heads of Departments 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 across all cohorts A coherent DSE subject groups arrangement that aligned well with small group teaching and caters for the needs of most students 	<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 have supported small group teaching in all year groups 	<ul style="list-style-type: none"> Throughout the year and to be absorbed into routine practice starting from next year Throughout the year and to be absorbed into routine practice starting from next year 	<ul style="list-style-type: none"> HODs AC DSE teachers HODs AC DSE teachers 	<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"> Timely submission of the first 5-yearly self-evaluation to the IBO regional office in April 2016 Smooth administering of the IBDP exam and post exam support 	<ul style="list-style-type: none"> Compilation of all the necessary documents and evidences <ul style="list-style-type: none"> the findings the school draws from the self-evaluation questionnaire the action / strategic plans that are drawn up and are integrated into the school-wide planning build pre-authorization recommendations into strategic development plan 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 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"> Favourable report from the regional office on the 5-yearly self-evaluation report submitted Evidence of 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"> Regional Office's feedback to the findings of 5-yearly self-evaluation All IAs and examination requirements are met by the stipulated deadlines Preparedness for unannounced exam visits by the Regional Office 	<ul style="list-style-type: none"> End of August 2015 to April 2016 Throughout the year and to be absorbed into routine practice starting from next year 	<ul style="list-style-type: none"> DPC IB teachers IB Committee SAO IBO F6 IB teachers DPC 	<ul style="list-style-type: none"> IBO Regional Office IBO documents on self-evaluation Students' and parents' survey findings of previous years School Development Plan Action plans of various department IBIS IBO's Handbook of Procedures

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<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 Evidence of teachers' confidence in delivering a programme which is a progression of learning modes and supports students in meeting IB learning standards and students' university applications 	<ul style="list-style-type: none"> Public exam results to inform on the effectiveness of programme delivery and quality 	<ul style="list-style-type: none"> Throughout the year and to be absorbed into routine practice starting from next year 	<ul style="list-style-type: none"> DPC IB teachers 	<ul style="list-style-type: none"> Exam reports and statistics from the IBIS

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

As all the targets set out for 2012-2016 have already been fully achieved by the end of the school year of 2015, starting from 2015, the work of the Gifted Education Committee and the various parties concerned will continue but it will be incorporated into the routine schedule.