

ST. PAUL'S CO-EDUCATIONAL COLLEGE



Annual School Plan (2016/17)

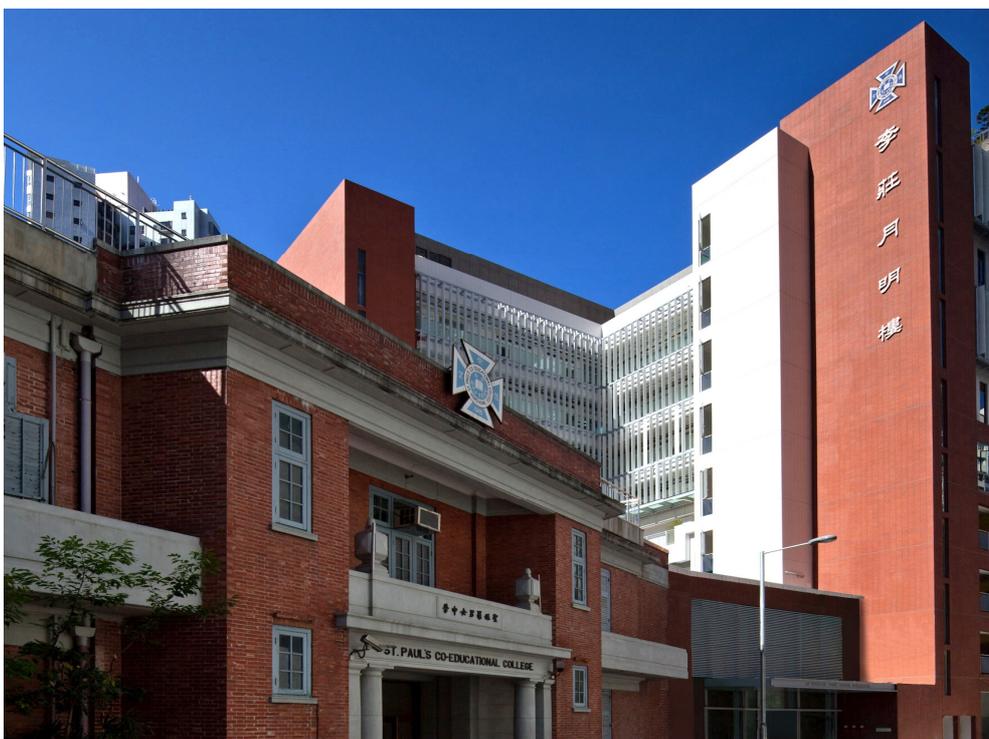


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ST. PAUL'S CO-EDUCATIONAL COLLEGE

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 2016/17

Major Concerns

1. Staff Capacity Development in Teaching and Learning, Moral Education and Pastoral Care, Student Development
2. 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.	<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Enhancing learning effectiveness through upgrading pedagogy <ul style="list-style-type: none"> ➤ 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Records of peer observations including reflections and sharing among teachers before and after lesson observations • Lesson observations conducted for teacher appraisals 	<ul style="list-style-type: none"> • Current year extending into near future until future evaluation reveals they can be absorbed into routine practice 	<ul style="list-style-type: none"> • HODs (Head of department) 	<ul style="list-style-type: none"> • Relevant reference materials • Relevant external courses and workshops

	Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<ul style="list-style-type: none"> • Effective use of e-learning • Embedding positive education in classroom teaching • A wide use of experiential learning in the classroom 	<ul style="list-style-type: none"> • 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 • 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 	<ul style="list-style-type: none"> • Positive feedback from teachers and students • Students show positive attitude in their work, embrace challenges, persevere in difficult times and enjoy good interpersonal relationships • Formulation of action plan and successful implementation across different year levels as practicable 	<ul style="list-style-type: none"> • Evaluation by IT Team • Feedback from teachers • Evaluation / report by subject departments 	<ul style="list-style-type: none"> • Current year extending into near future until further evaluation reveals they can be absorbed into routine practice • Starting 2017/18 • Starting 2017/18 	<ul style="list-style-type: none"> • HODs • SPPW (Staff Professional and Personal Wellness Core Group) • IT Team • Moral Education Team • HODs • HODs • AC (Academic Committee) 	<ul style="list-style-type: none"> • Collaborative planning time • SDD • Support from IT Office • Relevant reference materials • Department meetings • AC meetings

	Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
2.	<p>Moral Education and Pastoral Care</p> <ul style="list-style-type: none"> • Building teachers' confidence and competence in providing pastoral care through individual counselling and FTPs (Form Teacher Periods) 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Evidence of growing confidence and maturation of relevant skills among teachers in providing pastoral care 	<ul style="list-style-type: none"> • Feedback from teachers 	<ul style="list-style-type: none"> • Current year extending into the near future until further evaluation demonstrate they can be absorbed into routine practice • 2017/18 	<ul style="list-style-type: none"> • Moral Education Team 	<ul style="list-style-type: none"> • Relevant reference materials • Form Committee meetings

	Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<ul style="list-style-type: none"> Enhancing teachers' capacity in catering for the diverse needs of students including SEN students 	<ul style="list-style-type: none"> Arrange SDD to strengthen teachers' skills in pastoral care and understanding of the diverse needs of students including SEN students 	<ul style="list-style-type: none"> Evidence of improvement in teachers' understanding of the diverse needs of students and their ability in applying suitable strategies to cater for different needs 	<ul style="list-style-type: none"> Feedback from teachers 	<ul style="list-style-type: none"> 2017/18 	<ul style="list-style-type: none"> Moral Education Team SPPW 	<ul style="list-style-type: none"> Speakers with relevant expertise
3.	<p>Student Development</p> <ul style="list-style-type: none"> Building teachers' capacity to lead and support students in their school activities and duties 	<ul style="list-style-type: none"> Sharing among teacher advisers of various ECAs (extra-curricular activities) and student bodies on <ul style="list-style-type: none"> ➤ 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 	<ul style="list-style-type: none"> Evidence of growing confidence and competence among teachers supervising activities of clubs / student bodies Evidence of improvement in the quality of activities / services of clubs / student bodies 	<ul style="list-style-type: none"> Annual reports of individual clubs / student bodies 	<ul style="list-style-type: none"> Current year extending into further evaluation reveals they can be absorbed into routine practice 	<ul style="list-style-type: none"> Teachers in charge of ECAs Teachers in charge of leadership programmes Round Square Teacher Committee 	<ul style="list-style-type: none"> Leadership training service providers and suitable courses Information on relevant courses from school social workers through Moral Education Team Round Square

2. 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.	<p>For yearly exchange programmes:</p> <ul style="list-style-type: none"> • Reinforcement of our students' interest in the yearly exchange programmes • Enhancement of the attractiveness of SPCC exchange programmes of our sister schools 	<ul style="list-style-type: none"> • Further promote the appeal of the yearly exchange programmes to parents and students • Explore new exchange partners which may not have academic vigour as strong as SPCC's, but may have features/ niches which make the exchange experiences attractive • Work on a more extensive and varied SPCC host programme that will further enrich the cultural experience of overseas exchange students 	<ul style="list-style-type: none"> • Increase in the number of applicants to the yearly exchange programmes • Increase the number of students from our sisters' schools requesting exchange opportunities 	<ul style="list-style-type: none"> • Reflections written by exchange students • Evaluation exercises conducted by the CRO 	<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"> • The CRO and members of staff in charge of yearly exchange programmes 	<ul style="list-style-type: none"> • Recommendations from sister schools and network like alumni on potential exchange partners

	Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
2.	<p>For ad hoc non-reciprocal/ reciprocal visits from overseas or mainland that require short-stay in residence hall/ host family</p> <ul style="list-style-type: none"> • Development of potential exchange opportunities 	<ul style="list-style-type: none"> • Make better use of the platform offered by the Round Square’s student-initiated exchange programmes 	<ul style="list-style-type: none"> • Evidence of students’ keen interest in the Round Square Student Exchange opportunities 	<ul style="list-style-type: none"> • Evaluation exercise conducted by the SPCC Round Square Student Committee and the teachers-in-charge of Round Square 	<ul style="list-style-type: none"> • Current year extending into the near future until further evaluation demonstrate they can be absorbed into routine practice 	<ul style="list-style-type: none"> • Teachers-in-charge of Round Square, SPCC Round Square Student Committee and the CRO 	<ul style="list-style-type: none"> • Membership fees for Round Square

	Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
3.	<p>For international conferences</p> <ul style="list-style-type: none"> • Increase in the number of participating schools • Provision of more time for participating schools to accommodate our conferences in their annual plan or school calendar 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Evidence of long-term relationships built among a network of schools for international conferences • Increase in the number of participating schools 	<ul style="list-style-type: none"> • Feedbacks from participating schools • Evaluation exercise conducted by the CRO and the academic department(s) in charge of the conferences • Feedbacks from participating schools 	<ul style="list-style-type: none"> • Starting from the next conference 	<ul style="list-style-type: none"> • Teachers-in-charge of the conference and the CRO 	<ul style="list-style-type: none"> • List of sister schools and schools that have previously participated in our international conferences from the CRO

	Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
4.	For admission of non-local students <ul style="list-style-type: none"> Increase in the number of non-local applicants 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Evidence of a steady increase in non-local applications to our DSE/ IB curriculum 	<ul style="list-style-type: none"> Feedbacks from various sources to be collected over time to help assess the effectiveness of non-local student recruitment 	<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"> The CRO and staff-in-charge of admission of non-local students 	<ul style="list-style-type: none"> Our school's website and overseas guests visiting SPCC
5.	For Chong Yau Pak Wan Residence Hall <ul style="list-style-type: none"> Increase in the intake of long-term boarders 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Evidence of a steady increase in the number of long-term boarders 	<ul style="list-style-type: none"> Evaluation conducted by members of staff involved in hall management 	<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"> The Warden, the AO and the teacher-in-charge of non-local admission 	<ul style="list-style-type: none"> The pool of non-local student applicants