



ST. PAUL'S COLLEGE

PRIMARY SCHOOL

SCHOOL DEVELOPMENT PLAN

2019-2022

endorsed by SPC Council on 4 Oct 2019

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SCHOOL MOTTO AND MISSION

School Motto

The fear of the Lord is the beginning of wisdom (Proverbs 9:10) 寅畏上主是為智之本 箴言 9:10

Mission

The School is managed by the St. Paul's College Council, a body incorporated by a special Hong Kong Government Ordinance. The mission of the School as stated in the ordinance is: the offering to Hong Kong youths of a modern, liberal education founded upon Christian principles, Protestant and Evangelical, as professed by the Sheng Kung Hui.

GOALS

The educational goals of the School, in accordance with its mission, may be described as:

- ✧ To cultivate a healthy attitude to life and the world and to expose students to the Christian message.
- ✧ To inculcate civic awareness in students and to develop them into responsible and useful citizens of community with respect for intellectual property, human rights, freedom and justice.
- ✧ To enable students to develop their intellectual potential fully, to think logically and creatively, to study and solve problems independently, and to communicate effectively in English and Chinese.
- ✧ To develop students' skills and abilities in Information Technology and to arouse the interest in life-long learning.
- ✧ To develop students' physical fitness and musical proficiency and to encourage enjoyment in sports and music.
- ✧ To encourage the appreciation of the arts and development of artistic talents and skills.
- ✧ To promote respect for the views and opinions of others, harmonious relationships in school, the family and the community, and participation in community affairs.
- ✧ To develop in students the ability to cope with adverse situations and emotional problems appropriately.

3. Holistic Review

Effectiveness of the School Development Plan 2014-19

A. Sustain school improvement/development in line with the school expansion from 18 to 24 classes

| Major Concerns / Strategies | To what extent the targets achieved | Remarks and follow up actions |
|--|---|--|
| 1.1 To strengthen governance and internal control | <ul style="list-style-type: none"> ➤ Mostly Achieved. • GRSC was incorporated and has been in operation. Recommendations from ESR and MFA reports have been put in place. • Guidelines and policies have been reviewed, revised and formulated to provide staff with practical help in carrying out their duties. • The appraisal system was reviewed and fine-tuned. However, around 20% of staff expressed in the SHS that they shared reservations about the implementation of the existing system. • The management appraisal was introduced. This provides new dimensions for the school and the senior staff to review their performance in administration duties. | <ul style="list-style-type: none"> • Incorporated as routine work. • The administrative efficiency was enhanced and this will be incorporated as routine work. A number of school-based guidelines, e.g. Finance Guide, have been endorsed and in place. • Will explain the rationale more clearly. • Will train up members of the Senior Management Team to be appraisers in the long run. • Will invite staff to work on reviewing and modifying the current system with ongoing communication between the school and staff. • Incorporated as routine work. |
| 1.2 To realise collaborative leadership | <ul style="list-style-type: none"> ➤ Partially Achieved | <ul style="list-style-type: none"> • Will increase transparency through staff consultation. • Will continue to contrive collegiality in execution of projects. • Will provide training for middle managers. |
| 1.3 To uphold quality assurance in learning and teaching | <ul style="list-style-type: none"> ➤ Mostly Achieved • Deputy Head (CD) and Panel Chairs were involved in the quality assurance process in terms of learning and teaching | <ul style="list-style-type: none"> • Incorporated as routine work. • Will provide training for Panel Chairs and Vice Chairs. |

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| <p>1.4 To maintain and furnish the current Victoria Road campus</p> | <p>➤ Fully Achieved</p> <ul style="list-style-type: none"> • A sum of \$20M has been put aside in the Building Reserve Fund for the future expansion of the school premises. • The feasibility study was carried out and the layout plans have been circulated for discussion among members of the College Council. | <ul style="list-style-type: none"> • Will continue to carry out consultation to solicit views from different stakeholders, e.g. teachers, parents and alumni, etc. • Have no urgent need to realise the new annex project at this stage with the source of funds being one of the issues on our agenda. |
| <p>1.5 To maximise human and capital resources to improve learning and teaching practices</p> | <p>➤ Fully Achieved</p> <ul style="list-style-type: none"> • We continued to expand our teaching force due to the class expansion. • The double class teacher system has been in place for JCs 1 to 5. • Pull-out arrangements in mathematics and Chinese language lessons in JCs 4 to 6 for less able students were carried out to enhance learning and teaching effectiveness. | <ul style="list-style-type: none"> • Will explore the possibility to expand the double class teacher system to JC 6, given that adequate manpower is available. • Incorporated as daily practice. • Incorporated as daily practice. |
| <p>1.6 To celebrate the 165th anniversary of St. Paul's College</p> | <p>➤ Completion of Tasks</p> | <ul style="list-style-type: none"> • Will celebrate our 170th Anniversary in 2021-2022. |
| <p>1.7 To expand school size from 18 classes to 24 classes</p> | <p>➤ Partially Achieved</p> <ul style="list-style-type: none"> • It was approved by the EdB and has been in progress since 2015. | <ul style="list-style-type: none"> • Will expand to 24 classes, with 4 in each of the six levels, by September 2021. |

B: Improve teaching and student learning practices

| Major Concerns / Strategies | To what extent the targets achieved | Remarks and follow up actions |
|--|--|--|
| <p>2.1 To enhance quality capabilities for teaching and learning (e-learning) – Hardware and intra-structure</p> | <p>➤ Mostly Achieved</p> <ul style="list-style-type: none"> • The stability of the Wi-Fi network has been improved and generally satisfactory for learning and teaching. • Over 40 mobile devices were added to facilitate frequent use of e/m-learning. • Out-dated computers and monitors were upgraded. • To cope with greater use of computer network and data storage, the school network and server system was replaced, updated and improved. | <ul style="list-style-type: none"> • Will keep improving the stability of the Wi-Fi network. • Will purchase more tablets and laptop computers to support borderless learning environment. • Will install more interactive projectors / flat panels to enhance interactive learning and teaching practices in classrooms. • Will incorporate Apple / Android TV to enable real-time sharing of onsite progress in lessons. |
| <p>2.2 To uphold the quality of student learning in all areas (Chinese and Putonghua Curriculum)</p> <p>2.6 To strengthen the remedial and enhancement programmes in Chinese and mathematics</p> | <p>➤ Fully Achieved</p> <ul style="list-style-type: none"> • The school-based J. C. 1 Putonghua curriculum and the course book were tailor-made to help students build firmer foundations. • Split-class teaching was arranged for J. C. 4 to 6 students in Chinese and Mathematics to cater for different needs of both more and less able students in respective subjects. | <ul style="list-style-type: none"> • Will continue to extend the school-based curriculum and the course book to J. C. 2 and 3 with reference to student needs for learning Chinese in Putonghua in upper primary levels. • Will explore more flexible arrangements for split-class teaching in Chinese and Mathematics to meet various learning needs of students across cohorts. |
| <p>2.3 To strengthen discovery and experiential learning in all subject areas</p> | <p>➤ Partially Achieved</p> <ul style="list-style-type: none"> • The database of modular teaching materials and resources collaboratively created by teachers took shape. More school-based resources across different subject disciplines are expected. • E/m-learning were incorporated both as learning and teaching means, and the means of project presentation and displays by students. | <ul style="list-style-type: none"> • Incorporated as routine work. • Will deploy a centralised e-Learning platform, e.g. Google Classroom, etc., to encourage student-to-teacher and peer interactions among students. |

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| <p>2.4 To strengthen self-regulated learning</p> | <p>➤ Partially Achieved</p> <ul style="list-style-type: none"> • Most students developed goal-setting and learning progress checking skills in various subjects. • The use of Intranet and Internet was incorporated in both lesson preparations and extended learning. • Lesson preparation was enhanced through flipped classroom in which student learnt the subject matter provided by teachers before the lessons, and then tackled tasks and solved problems in the lessons with classmates. • Note-taking skills were introduced and subject-based note-taking elements devised by respective subject teachers were incorporated into their own curriculum across levels. | <ul style="list-style-type: none"> • Incorporated as routine work. • Incorporated as daily practice. • Will strengthen the process of problem-solving skills among students in connection with other self-learning skills. • Will strengthen note-taking skills by drawing up common elements across subjects through integration of the concerned self-learning skills. |
| <p>2.5 To reinforce the 5-year Gifted Education Programme</p> | <p>➤ Mostly Achieved</p> <ul style="list-style-type: none"> • The Gifted Education Reference Manual has been in place for teachers. • The whole-class enrichment and differentiated teaching in regular lessons are incorporated. • Split-class teaching was carried out to cater for learner diversity in Chinese and Mathematics for J. C. 4 to 6, with improved interactions between students and teachers, stronger student participation in class and greater confidence in students towards the subjects. • Pull-out programmes of languages, sports, science, music and arts were run for talented students. Students' potentials were stretched with outstanding results in competitions and performances. | <ul style="list-style-type: none"> • Ready for future reference. • Incorporated as routine work. • Incorporated as routine work. Will continue to monitor its effectiveness on regular basis. • Will develop a database of student talents to provide a holistic view of student abilities. |

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| | <ul style="list-style-type: none"> • The off-site gifted education programmes organised by universities were recommended to students and their performances have been excellent. | <ul style="list-style-type: none"> • Will strengthen the current programmes for talented students in different steams in a more structural way with a more focused approach. |
| <p>2.7 To keep teachers abreast of education development</p> | <p>➤ Mostly Achieved</p> <ul style="list-style-type: none"> • A clearer appraisal system with staff development requirements was prepared for teachers' reference. • Professional development records of teaching staff have been updated annually by teachers as one of the staff appraisal areas. • A series of in-house staff development programmes, from school administration to topics on special educational needs, were given to teachers throughout the year. • Subject-based training sessions were run by respective subject panels. • Teachers were regularly nominated to EdB teacher training courses in various areas such as middle management in schools, e-learning strategies, etc. | <ul style="list-style-type: none"> • Will invite teachers to a task force to discuss about and formulate staff appraisal policies in the long run. • Incorporated as routine work. • Will involve teachers in devising staff professional development programmes in line with the school development plan and with reference to teachers' professional needs. |

C: Student Support and School Ethos

| Major Concerns / Strategies | To what extent the targets achieved | Remarks and follow up actions |
|---|--|---|
| 3.1 To strengthen students' sense of responsibility at home, in school, in the community, in their own country and in the world | <ul style="list-style-type: none"> ➤ Fully Achieved ● Values education has always been an important component in our student character growth curriculum. The concept of responsibility from intrapersonal attributes to the whole world and the sense of commitment have been cultivated among students. | <ul style="list-style-type: none"> ● To deepen the understanding of one's responsibility and the sense of commitment and put them into practice, the future character building curriculum will be implemented with reference to the "GIVER'S Heart" including: <ul style="list-style-type: none"> ✧ helping students develop self-esteem, self-discipline with positive and optimistic attitude; ✧ cultivating respect towards others and a sense of commitment among students; <i>and</i> ✧ equipping students with the ability to cope with changes and to work independently. |
| 3.2 To nurture potential leaders | <ul style="list-style-type: none"> ➤ Mostly Achieved ● Leadership programmes for nurturing student leaders, including prefects and school team captains as a role model for their peers, have been in place. | <ul style="list-style-type: none"> ● Will enrich the relevant leadership programmes. ● Will promote 'brotherhood' among students such as 'Big Brother Scheme'. |
| 3.3 To enhance teaching staff's capability in catering for special educational needs (SEN) of students | <ul style="list-style-type: none"> ➤ Fully Achieved ● A student guidance teacher was on board in 2015 and has worked closely with the student guidance officer and other personnel from relevant outsourced organisations. | <ul style="list-style-type: none"> ● Incorporated as routine work. ● Will continue to arrange teaching staff to take on training programmes on SENs provided by the EdB and/or relevant professional bodies. |
| 3.4 To identify the needs of students and address them | <ul style="list-style-type: none"> ➤ Fully Achieved ● Programmes run by outsourced organisations to cater for the growth needs of students were effective. ● Up-to-date staff notices to teachers, including resources in Discipline & Guidance library, has provided teachers with useful reference in handling SEN cases. | <ul style="list-style-type: none"> ● Incorporated as routine work. |

D: Student Performance: Discover, develop and stretch the potentials of the students in non-academic areas

| Major Concerns / Strategies | To what extent the targets achieved | Remarks and follow up actions |
|---|--|---|
| 4.1 To identify students' potential through a range of activities | <ul style="list-style-type: none"> ➤ Fully Achieved • A wide array of training programmes, visits and activities were run within and outside school hours. • The 'enhanced' programmes that aim to provide selected students with a more systematic training in various disciplines have been in place. | <ul style="list-style-type: none"> • Incorporated as routine work. • Have penetrated generic skills such as problem-solving skills into our school formal curriculum as well as ECA-CCA curricula. Will further equip students with them through activities with an interdisciplinary, cross-curricular approach. |
| 4.2 To develop team spirit and emphasise respect for one another | <ul style="list-style-type: none"> ➤ Fully Achieved • Various school teams from different subject disciplines have been run. Peer collaboration skills, mutual respect and a sense of belongings have been inculcated. | <ul style="list-style-type: none"> • Incorporated as routine work. |
| 4.3 To strengthen the students' sense of responsibility in protecting the environment | <ul style="list-style-type: none"> ➤ Fully Achieved • Local visits, overseas trips, competitions and activities have infused into our students with civic awareness and urgent drives for environmental protection. | <ul style="list-style-type: none"> • Incorporated as routine work. |

4. Evaluation of the School's Overall Performance

| PI Areas | Major Strengths | Areas for Improvement |
|----------------------------|---|--|
| 1. School Management | <ul style="list-style-type: none"> • The College Council renders full support to the school • The school has a clear direction for development and formulates strategies in line with its long-term development (goals). • The senior management team is supportive and committed to continuing school improvement. • The culture of self-evaluation has been established in all aspects of the school. The school effectively carries out the 'Plan-Implement-Evaluate' cycle and actively informs stakeholders of the progress. | <ul style="list-style-type: none"> • A well-structured succession plan should be in place to ensure consistency and continuity in implementation of school policies. • The staff appraisal mechanism should be used more effectively to identify the weaknesses and training needs of staff for continuous improvement of their performances. • We aim for increased transparency and staff participation in the decision-making process. |
| 2. Professional Leadership | <ul style="list-style-type: none"> • The Headmaster oversees different school projects effectively and has an amicable relationship with the staff. • The school organisation structure clearly delineates duties and responsibilities among senior staff, functional committees and subject panels. • The school effectively deploys teaching staff to help them optimise their potential. | <ul style="list-style-type: none"> • A positive and encouraging working atmosphere needs to be cultivated through recognition and showing appreciation for efforts paid by staff, thus effectively boosting their work morale and sense of belongings to the SPCPS community. • An evaluative culture needs to be fostered to strike a balance between professional autonomy and accountability. • The roles and capacities of the middle management, e.g. heads of subject and administrative teams, are to be strengthened through empowerment and training. • Teachers are encouraged to carefully plan and put forward their own professional development plans. • The mentoring system that supports new teachers should be refined. |

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| <p>3. Curriculum and Assessment</p> | <ul style="list-style-type: none"> Teachers of the four core subjects have devised school-based curriculum, such as Putonghua curriculum in Chinese, literature education in English, a vertical review across levels according to the Curriculum Guide in Mathematics and re-arrangement of learning topics in General Studies to suit the needs of our students. A mix of formative and summative assessments for learning has been developed as regular practice across subjects so that students can be assessed comprehensively towards their holistic development in academic areas. | <ul style="list-style-type: none"> The school-based curriculum across subject disciplines should be further expanded in line with the major concerns in the school development plan. The current four assessment exercises should be reduced to allow more quality learning and teaching time through the learning progress of students. |
| <p>4. Student Learning and Teaching</p> | <ul style="list-style-type: none"> The flipped classroom approach was widely adopted across the curriculum and has been developed as daily routine among students preparing given materials before the lessons. Note-taking skills and e/m-learning strategies were introduced, piloted and refined with a view to cultivating self-regulated learners. | <ul style="list-style-type: none"> The development of the school-based curriculum of various subject disciplines should continue. Note-taking and e/m-learning skills could be further improved and expanded across subjects and levels in connection with other generic / learning skills. |
| <p>5. Student Support</p> | <ul style="list-style-type: none"> The school provides a wide range of structured learning opportunities, both inside and outside the classrooms, and in timetabled lessons and after school, to stretch the potential of boys. Supportive measures are adopted by the school to cater for learning diversity and individual differences through remedial, enhanced programmes and small group teaching modes. The “Paulines” virtues are cultivated among the students. They have a growing sense of brotherhood. Our boys and their parents maintain a strong rapport and bond of trust with teachers. | <ul style="list-style-type: none"> The big brother scheme should be refined to help JC 1 boys adapt into their new school life and foster the leadership skills and a sense of responsibility of the senior boys. The role of class teachers and the level convenors should be strengthened and more clearly identified. Collaboration among functional teams, such as Discipline & Guidance Team with Curriculum and Activities Teams, in formulating the personal growth programmes should be initiated and developed as routine. |

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| <p>6. Partnership</p> | <ul style="list-style-type: none"> • The School maintains a close bond with the College. • The School has strong support from parents and alumni network made up of a diverse range of professionals to provide support for various school functions and activities. • Our parents are supportive of the school. They are willing to serve as volunteers in various school functions. | <ul style="list-style-type: none"> • A stronger connection with other schools that helps build long term partnership is expected. |
| <p>7. Attitude and Behaviour</p> | <ul style="list-style-type: none"> • Our boys love the School and maintain positive teacher-student and peer-to-peer relationships. • Our boys are cheerful and confident with high self-esteem. • Their attitude towards learning is positive in their eagerness to know more about new ideas. | <ul style="list-style-type: none"> • Moral and value education needs to be refined. • Students' self-discipline and self-care skills needs to be further improved. |
| <p>8. Participation and Achievement</p> | <ul style="list-style-type: none"> • The School provides a wide range of extended learning activities/opportunities to identify, optimise and stretch the versatile talents and interests of our boys. • All the activities arranged are well received by boys and parents alike. • Our boys achieve well academically above the territory norms. Their achievements and accolades from a wide array of activities and competitions are remarkable. | <ul style="list-style-type: none"> • Resources spent on different school teams or activities should be prioritised for sustainable development. • More opportunities should be created and given to less able students to help boost their self-confidence and identify their potential. |

5. Where we are now ... (SWOC Analysis)

Sep 2019

The following SWOC analysis is conducted and made close reference to the eight* areas of Performance Indicators (PI) Framework provided by the EdB. This review helps us prioritise and set targets in the year(s) ahead for school improvement and development.

Our Strengths:

- We have a long tradition of educating boys in Hong Kong and many of our alumni take up leading roles in society serving the territory in such diverse areas as politics, government, religion, education, medicine, law and social welfare.
- The College Council is very dedicated to and supportive of all the school programmes with trust and flexibility. (PI-1 and PI-2)
- We are an Anglican school and students are taught to follow Christian values as their guiding principles in life. (PI-7)
- We are blessed with many experienced staff members who are committed to their work, and younger members of staff who have added much of their enthusiasm and vitality to school life. (PI-4)
- The School has a strong link with the alumni and many of them are not only supportive but also pro-actively involved in various school activities such as music and sports. (PI-6)
- The School places significant emphasis on character formation of boys through various programmes. (PI-5 and PI-7)
- Our students are talented in many areas, as evidenced by the accolades from wide arrays of student competitions throughout the years. (PI-4 and PI-8)
- Our students demonstrate a huge interest in reading and possess above average reading ability. (PI-4)
- Our students can gain strong parental support in both academic areas and extra-curricular activities. (PI-4, PI-6 and PI-8)
- Our students love our school and have a strong sense of belonging to the school. (PI-5)
- The School enjoys close ties with the Parent-Teacher Association and works in partnership with parents for the development of our students. The PTA runs several voluntary groups to work in parallel with school development and to bring even more fun to the school life. (PI-6)

Our Weaknesses:

- Space is an obstacle to carrying out additional split-class teaching to cater for learner diversity. (PI-4)
- The role and capacity of the middle management in terms of managerial leadership and policy formulation need to be further strengthened. (PI-2)
- Working groups can be formed to pilot new teaching pedagogies and to share successful experiences with other teachers through staff development activities. (PI-2 and PI-4)

Our Opportunities:

- Under the Direct Subsidy Scheme, the School can enjoy greater freedom and flexibility to develop programmes and initiatives to extend the potential of our students. (PI-1)
- The School enjoys a close relationship with the College to enable a better articulation of the school curriculum as continuum of the school spirit throughout the 12 years of education. (PI-6)
- With the new implementation of the ‘three examinations’ system from the ‘two tests, two examinations’ structure in Year 2019-20, it is expected that more time and room for inspiring and interactive learning activities can be facilitated. (PI-3)
- Due to class expansion, we can recruit teachers of various expertise to strengthen our current teaching team. (PI-4)
- The School and our students have had positive reputation from parents and the public alike. (PI-6 and PI-8)
- The additional funds from the Education Bureau help relieve parts of the administrative duties of teachers, thereby creating room for them to focus more on core education tasks and student development. (PI-1)

Our Challenges:

- We need to strive to maintain academic excellence and an all-round development for our students. (PI-4)
- With many DSS schools and international schools offering diverse, well-featured programmes and quality education to service the Hong Kong community, there is a need for the School to differentiate and determine its position within the educational community. (PI-1)
- Excessive attention given by parents weakens our students' independence and self-regulated abilities. (PI-4 and PI-5)
- All the ongoing curriculum reforms and initiatives from the Education Bureau require teachers to be highly adaptive and flexible but they also necessitate greater curriculum integration and staff collaboration. (PI-2 and PI-4)

* The eight areas of Performance Indicators (PI) Framework refer to:

PI-1: School Management

PI-5: Student Support

PI-2: Professional Leadership

PI-6: Partnership

PI-3: Curriculum & Assessment

PI-7: Attitude & Behaviour

PI-4: Student Learning & Teaching

PI-8: Participation & Achievement

6. School Development Plan 2019 – 2022

Major Concerns for a period of three school years *(in order of priority)*

1. Nurturing our Paulines with character virtues
2. Equipping our Paulines with problem-solving skills
3. Optimising the Management and Administrative Efficiency
4. Celebrating 170th Anniversary of St. Paul's College

| Major Concerns | Targets | Time Scale | | | General Outline of Strategies |
|--|--|------------|---------|---------|--|
| | | 2019/20 | 2020/21 | 2021/22 | |
| 1. Nurturing our Paulines with character virtues | 1.1 Develop good habits and attitudes with moral attributes (^GIVER'S Heart) | ✓ | ✓ | ✓ | <ul style="list-style-type: none"> (a) Review the framework and improve the existing school-based moral education project. (b) Adopt a whole-school approach in moral education. (c) Strengthen the roles of Class Teachers and their effectiveness in class teacher periods. (d) Strengthen the bond among students with brotherhood qualities through Big Brothers Scheme. |
| | 1.2 Strengthen students' self-discipline and leadership skills | ✓ | ✓ | ✓ | <ul style="list-style-type: none"> (a) Develop students' self-discipline skills. (b) Inculcate leadership attributes in our students through leadership training programmes. (c) Strengthen the roles of student leaders, such as Prefects, Class Monitors, Team Captains, e.g. school teams and service teams. |

^GIVER'S Heart refers to the character-building virtues, namely, **G**ratitude, **I**ntegrity, **V**irtuousness, **E**mpathy, **R**esilience (together with **R**esponsibility and **R**espect) and **S**incerity.

| Major Concerns | Targets | Time Scale | | | General Outline of Strategies |
|---|---|------------|---------|---------|--|
| | | 2019/20 | 2020/21 | 2021/22 | |
| 2. Equipping our Paulines with problem-solving skills | 2.1 Strengthen note-taking and e/m-learning skills (e.g. Google Classroom) | ✓ | ✓ | | <p>(a) Strengthen and expand the note-taking skills across levels in respective subjects.</p> <p>(b) Utilise software, mobile apps, websites and electronic platforms as learning tools.</p> <p>(c) Standardise a common, one-stop e-platform, e.g. Google Classroom, across subjects to facilitate interactive learning and teaching practices.</p> |
| | 2.2 Carry out the problem-based learning in connection with note-taking and e/m-learning skills | | ✓ | ✓ | <p>(a) Integrate note-taking skills across subjects through fun activities with an integrative approach.</p> <p>(b) Inculcate problem-solving mindsets in our students with the help of the learnt note-taking and e/m-learning skills.</p> |
| | 2.3 Cultivate students as a leader with problem-solving skills | | ✓ | ✓ | <p>(a) Prepare students to solve problems as a leader in various situations in response to the contemporary world and current affairs (<i>in line with 1.2 Strengthen students' self-discipline and leadership skills</i>).</p> |

| Major Concerns | Targets | Time Scale | | | General Outline of Strategies |
|--|--|------------|---------|----------|--|
| | | 2019/20 | 2020/21 | 2021/22 | |
| 3. Optimising the Management and Administrative Efficiency | 3.1 Enhance the transparency and staff participation in policy / decision-making process | ✓ | ✓ | ✓ | <p>(a) Invite staff to join task force to contribute to the school development in different areas.</p> <p>(b) Keep all Committee Heads and Panel Chairs informed of school development initiatives through regular meetings.</p> <p>(c) Solicit views from teachers through various channels.</p> |
| | 3.2 Strengthen the staff / school evaluation system | ✓ | ✓ | Evaluate | <p>(a) Engage teachers to refine the current staff appraisal system in relation to personal and school development.</p> <p>(b) Devise the professional development programmes with reference to the survey data.</p> <p>(c) Review existing practices of regular school activities and plan for the future development through the strategic use of survey data collected (e.g. APASO, SHS, KPM, etc.).</p> |
| | 3.3 Develop the culture of trust, empowerment and collaborative leadership | ✓ | ✓ | ✓ | <p>(a) Review the jobs and responsibilities of each of the existing committees and functional groups.</p> <p>(b) Cultivate a stronger team spirit among staff through staff development and leisure activities to reinforce participation and collaboration.</p> <p>(c) Provide ample opportunities for staff to join internal and/or external leadership training programmes.</p> <p>(d) Deploy staff with reference to their expertise, experience and interest.</p> |

| Major Concerns | Targets | Time Scale | | | General Outline of Strategies |
|---|--|------------|---------|----------|---|
| | | 2019/20 | 2020/21 | 2021/22 | |
| 3. (cont'd) Optimising the Management and Administrative Efficiency | 3.4 Streamline regular practices of the school operation | ✓ | ✓ | Evaluate | Explore the use of electronic programmes to relieve staff workload with improved efficiency in some of the school operation practices including: (a) Examination scores inputs (b) JC1 admission data (1 st and 2 nd rounds) (c) Human resource management (d) Shared platform of documents and resources |
| | 3.5 Foster closer communications between the school and parents 3.6 Provide opportunities for parents to understand some of the school policies and directions for school development | ✓ | ✓ | ✓ | (a) Establish a framework on parent education for sustainable development (b) Organise workshops on parent education with the PTA, including learning and teaching items in relation to the major concerns. (c) Create opportunities to involve parents in various school activities. |

| Major Concerns | Targets | Time Scale | | | General Outline of Strategies |
|--|--|------------|-------------|---------|--|
| | | 2019/20 | 2020/21 | 2021/22 | |
| 4. Celebrating the 170 th Anniversary of St. Paul's College | 4.1 Organise a series of celebration activities, such as Exhibition Day, Concert, Gala Dinner and Carnival, in collaboration with SPC, SPC Alumni Association and SPC Foundation | | Preparation | ✓ | <ul style="list-style-type: none"> (a) Set up different working committees to be responsible for various anniversary events. (b) Delegate responsibilities to staff and students in terms of student performances and student work displays. (c) Collaborate with members of the SPC family in preparatory work such as promotion campaign, fund-raising activities, etc. |