



ST. PAUL'S COLLEGE PRIMARY SCHOOL

SCHOOL ANNUAL PLAN *2020-2021*

endorsed by SPC Council on 25 Sep 2020

OUR SCHOOL MOTTO AND MISSION STATEMENT

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.

OUR 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.

St. Paul's College Primary School

School Annual Plan 2020-2021

Major Concern 1: Nurturing our Paulines with character virtues

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Evaluation Mechanisms	People Responsible	Resources Required
1.1 Develop good habits and attitudes with moral attributes (GIVER'S Heart: Gratitude, Integrity, Virtuousness, Empathy and Resilience)	1.1.1 Implement the new school-based moral education project in a whole school approach	Sep 2020 – Jul 2021	100% of planned activities completed, with over 90% participation of students.	minutes, survey, teachers' observation and feedback from students	DH (DG), SGT, SGP	\$300,000
	1.1.2 Develop students' positive values towards learning habits		The GIVER'S Heart attributes continue to be the main theme(s) of the project for each of JC 1 - 6.			
	1.1.3 Strengthen the bond among students with brotherhood qualities through Big Brothers Scheme		Attributes, such as Gratitude and Empathy, will be realised in Paul's Action. A close relationship is established between the JC 1 and 6 students.			

1.2 Strengthen students' self-discipline and leadership skills	1.2.1 Strengthen the roles of Class Teachers and their effectiveness in class teacher periods. The induction and mentorship programme will be implemented in assisting new teachers to understand our school culture and practices	Sep 2020 – Jul 2021	Over 70% of class teachers express they improve their class management skills from staff development sessions. Over 50% of new teachers find the MIP useful in assisting them with classroom management.	minutes, survey, teachers' observation and feedback from teachers and students, MIP report	DH (DG), SGT, SGP, CTs, ADH (SDP), teacher-mentors and mentees	
	1.2.2 Deliver a briefing session on the school expectation on student discipline to all students in the beginning of the school year Develop students' self-discipline skills by organising activities / competitions / campaigns (whole school and/or through the collaboration among subjects) designed to help students understand the core values that constitute self-discipline and how self-		100% of planned activities completed, with over 90% participation of students. Over 75% of teachers agree that students have improved their self-discipline skills. Over 50% of students agree that they show improvement in self-discipline.	minutes, teachers' observation, teacher and student survey	DH (DG) SGT, SGP	

	<p>discipline contributes to a harmonies class/school and enable students to experience and share way to achieve self-discipline.</p> <p>Acclaim students / classes with outstanding performance</p>		<p>Presentation of certificate in assemblies.</p>			
	<p>1.2.3 Strengthen the roles of student leaders, such as prefects, class monitors, team captains, green captain, etc., in the school routines with inculcation of leadership skills</p> <p>Acclaim student leaders publicly on their outstanding contributions</p>		<p>Programmes to train up student leaders in place.</p> <p>Over 75% participation of students agree that they have learnt more about leadership skills.</p> <p>Over 50% participation of students report that they have applied the leadership skills when performing their duties and find them useful.</p> <p>Over 30% of students appreciate the contribution by the student leaders.</p> <p>Presentation of certificate in assemblies.</p>	<p>minutes, teacher and student survey</p>	<p>DH (DG), ADH (A), all teachers</p>	

Major Concern 2: Equipping our Paulines with problem-solving skills

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Evaluation Mechanisms	People Responsible	Resources Required
2.1 Strengthen note-taking and e/m-learning skills	2.1.1 Strengthen and improve the note-taking skills and higher-order thinking (HOT) skills across levels in respective subjects	Sep 2020 – Jul 2021	Over 80% of students express that they have applied the note-taking and HOT skills. Workshops for teachers to be organised.	minutes, plans and reports, survey, student work, staff development	DH (CD), ADH (SDP), PCs	
	2.1.2 Utilise software, mobile apps, websites and electronic platforms as learning tools		At least once in each module across levels, especially the four core subjects.	records	DH (CD), ADH (SDP), PCs, IT in Education Team	
	2.1.3 Standardise and improve the use of a one-stop e-platform, e.g. Microsoft Teams, across subjects and levels, and get prepared for situations where face-to-face lessons cannot be conducted		Students completed at least one task per module on the e-platform in four core subjects.			

2.2	Carry out the problem-based learning in connection with note-taking and e/m-learning skills	Owing to the class suspension of COVID-19 crisis in 2019-20, we make more room for strengthening and expanding note-taking and HOT skills in 2020-21 in order that students and teachers can get better prepared for the problem-based learning. Hence, we postpone it until the next school year of 2021-22.
2.3	Cultivate students as a leader with problem-solving skills	

Major Concern 3: Optimising the Management and Administrative Efficiency

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Evaluation Mechanisms	People Responsible	Resources Required
3.1 Enhance the transparency and staff participation in policy / decision-making process	3.1.1 Mobilise staff in different task force to contribute to the school development in different areas Create several senior posts for staff to apply	Sep 2020	Over 70% of teachers, especially GMP1 or above, continue to contribute in various task force for various functional areas. Senior posts have been open for staff.	minutes, teacher survey, invitation documents and functional group list	H, DH (DG)	
	3.1.2 Keep all Committee Heads and Panel Chairs informed of school development initiatives through regular meetings	Sep 2020 – Jul 2021	SMT and PC Meetings with subject heads and groups of subject teachers to be held regularly.	minutes of staff meetings and HoDs meetings, staff development records, teacher survey	DH (CD) ADH (SDP)	
	3.1.3 Solicit views from teachers through various channels		Colleagues' views collected, analysed via Microsoft 365 platform, Stakeholder Survey, School Intranet, etc., and made known to staff.	minutes, Stakeholder Survey, teacher survey	ADH (SDP), ST (SSE)	

3.2 Strengthen the staff / school evaluation system	3.2.1 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, other survey, etc.)	Sep 2020 – Jul 2021	Scrutinising plans and minutes across subject and committee groups in response to survey data.		H, SMT coordinated by ADH (SDP)	
3.3 Develop the culture of trust, empowerment and collaborative leadership	3.3.1 Cultivate a stronger team spirit among staff through staff development and leisure activities to reinforce participation and collaboration	Sep 2020 – Jul 2021	50% of teachers express they see improvements in team spirit among staff.	minutes, staff development records	ADH (SDP), PCs	
	3.3.2 Provide ample opportunities for staff to join internal and/or external leadership training programmes Encourage and facilitate our middle managers to attend professional development programmes to enrich their management skills Arrange in-house training programmes for our middle managers		40% of teachers join the relevant training programmes. Over 75% of Panel Chairs benefit from the middle management training programmes.		H, ADH (SDP)	

	3.3.3	Deploy staff with reference to their expertise, experience and interest		More than 70% of teachers, especially GMP1 or above, contribute to the task force for various functional areas.	staff appraisal records, teacher survey	H, DH (DG)	
3.4	Streamline regular practices of the school operation	3.4.1	Utilise Microsoft Office 365, a one-stop electronic platform, to attain improved efficiency on documentation	Sep 2020 – Jul 2021	Microsoft 365 OneDrive and Teams to be further utilised in a greater scope and as daily routine.	Minutes, teacher survey	H, DH (CD), DH (DG), ADH (A), SEO
3.5	Foster closer communications between the school and parents	3.5.1	Establish a framework on parent education for sustainable development	Sep 2020 – Jul 2021	A framework on parent education is formulated. A series of parent workshops or seminars to be held. 60% of parents join at least one of the sessions. Parents take part in various activities.	Minutes, parent notices, feedback from parents	H, DH (DG), PTA
3.6	Provide opportunities for parents to understand some of the school policies and directions for school development	3.5.2	Organise workshops on parent education with the PTA, including learning and teaching items in relation to the major concerns				
		3.5.3	Create opportunities to involve parents as helpers and facilitators in various school activities such as JC 1 admissions, orientation, story mum/dad and parents sharing, etc				

Major Concern 4: Celebrating the 170th Anniversary of St. Paul's College

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Evaluation Mechanisms	People Responsible	Resources Required
4.1 Organise a series of celebration activities in collaboration with SPC communities	4.1.1 Set up different working committees to be responsible for various anniversary events in School Year 2021-2022	Sep 2020 onwards	Completion of Tasks	Lists of working committees	H, SMT, all PCs	

Legend:

H	Headmaster	ADH (SDP)	Assistant Deputy Head (School Development)	SGT	Student Guidance Teacher
DH (CD)	Deputy Head (Curriculum Development)	ST (SSE)	Senior Teacher (School Self-Evaluation)	PC	Panel Chair
DH (DG)	Deputy Head (Discipline & Guidance)	SMT	Senior Management Team	CT	Class Teacher
ADH (A)	Assistant Deputy Head (Activities)	SGP	Student Guidance Personnel	SEO	School Executive Officer
				PTA	Parent Teacher Association

Ongoing projects to be incorporated as routine work:

- Discovery and Experiential Learning by PCs and subject teachers of the four core subjects
- School-based curriculum improvements by respective PCs and subject teachers