

St. Paul's College Primary School
School Development Plan 2014/15 – 2018/19

Domain 1 Management and Organisation

Goal: Sustain School improvement / development in line with the Primary School expansion plan from 18 to 24 classes

Strategies	Tasks	Success Criteria	Evaluation Mechanisms	Time Scale				
				14/15	15/16	16/17	17/18	18/19
1.1 To strengthen governance and internal control	1.1.1 Have the Governance Review Sub-committee (GRSC) in operation	Good governance and sound internal control take root in daily operations	Review Report by the GRSC	✓	✓	✓ (1st review)		
	1.1.2 Familiarise colleagues with the self-evaluation 'checklist'			✓	✓	✓	✓	✓
	1.1.3 Put the 'checklist' to formal use			✓	✓	✓	✓	✓
1.2 To realise collaborative leadership	1.2.1 Provide training opportunities for panel chairs, vice chairs, team leaders and middle managers	One to two teachers trained every year	Staff Development Record; Staff Performance Appraisal	✓	✓	✓	✓	✓
	1.2.2 Strengthen panel chairs and team leaders and train up vice chairs in the decision-making process	Panel chairs, team leaders and vice chairs collaborate and carry out their duties more effectively		✓	✓	✓	✓	✓
	1.2.3 Contrive collegiality in execution of programmes / projects			✓	✓	✓	✓	✓

Strategies	Tasks	Success Criteria	Evaluation Mechanism	Time Scale				
				14/15	15/16	16/17	17/18	18/19
1.3 To uphold quality assurance in learning and teaching	1.3.1 Continue with peer lesson observation	Lesson observation reports	Stakeholder Survey Reports;	✓	✓	✓	✓	✓
	1.3.2 Strengthen the role of the Assistant Deputy Head (CD) and subject panel chairs in internal quality assurance regarding teaching and learning	Stakeholder surveys Student works inspection and lesson observation carried out as planned	Staff Performance Appraisal	✓	✓	✓	✓	✓
	1.3.3 Undertake School Self-Evaluation (SSE) incorporating stakeholder surveys and other school data (e.g. APASO)		External School Review	✓	✓	✓	✓	✓
	1.3.4 Conduct External School Review in accordance with DSS regulations and guidelines				✓			
1.4 To maintain and furnish the current Victoria Road campus	1.4.1 Fix defects and supply add-on facilities to improve the school premises	Sufficient funds made available for all items planned	Progress reports by contractors / Clerk of Works supervised by Head and Project Manager	✓	✓	✓	✓	✓
	1.4.2 Draw up detailed proposals for the above with the help of Project Manager and Consultants	Repair / renovation works completed as scheduled		✓	✓	✓		
	1.4.3 Conduct feasibility studies of building an annex with the construction of a swimming pool					✓	✓	✓

Strategies	Tasks	Success Criteria	Evaluation Mechanism	Time Scale				
				14/15	15/16	16/17	17/18	18/19
1.5 To maximise human and capital resources to improve learning and teaching practices	1.5.1 Run the double class teacher system in JC1 - 4 and explore the possibility of extending the system to JC5 and 6	Diverse learning needs of students can be better looked after	Progress reports by contractors and Project Manager	✓	✓	✓	✓	✓
	1.5.2 Implement small class teaching, with pull-out / split classes having 4 to 6 teachers teaching a subject, in Chinese and mathematics across the 3 classes in the same level and maintain Enhancement / Remedial classes in English			✓	✓	✓	✓	✓
	1.5.3 Utilise the 6 spare classrooms and 4 small-group teaching rooms to enhance teaching and learning effectiveness			✓	✓	✓	✓	✓
	1.5.4 Utilise the human resources (additional teachers and teaching assistants deployed over the past three years) to realise 1.5.1, 1.5.2 and 1.5.3 above			✓	✓	✓	✓	✓
1.6 To celebrate the 165th anniversary of St. Paul's College	1.6.1 Engage all staff, students, alumni and parents in various celebrative events for SPC 165th Anniversary such as Anniversary Concert, Exhibition Day, Anniversary Dinner and Carnival	Tasks completed	Feedback from all stakeholder groups			✓		

1.7 To expand school size from 18 classes to 24 classes	1.7.1 Apply for school expansion	Tasks completed by phase	Student enrolment record	✓	✓	✓	✓	
	1.7.2 Admit 120 students in JC1 (30 per each of the four classes) in September 2015				✓	✓	✓	✓
	<i>[School size reaching 20 classes; 30 students per class in JC1 and JC2 (September 2016)]</i>					✓		
	<i>[School size reaching 22 classes; 30 students per class from JC1 to JC4 (expecting 24 classes by September 2020)]</i>							✓

Domain 2

Learning and Teaching

Goal: Improve teaching and student learning practices

Strategies	Tasks	Success Criteria	Evaluation Mechanism	Time Scale				
				14/15	15/16	16/17	17/18	18/19
2.1 To enhance quality capabilities for teaching and learning	2.1.1 Review and maintain best-practice standards, facilities and equipment for ICT in all learning areas	Tasks carried out as planned	Observation and feedback from teachers, students and parents; questionnaire	✓	✓	✓	✓	✓
	2.1.2 Maintain the present school’s computer network, servers and system	Enhanced student performance in everyday lessons and assessments in all subjects		✓	✓	✓	✓	✓
	2.1.3 Upgrade out-dated computers and monitors with new ones; upgrade networks, servers and system			✓				✓
	2.1.4 Enhance and review teaching and learning by exploring and utilising Smart Boards in lessons			✓	✓	✓	✓	✓
2.2 To uphold the quality of student learning in all areas	2.2.1 Review and strengthen the Putonghua/Chinese curriculum in J.C. 1-3			✓	✓	✓	✓	✓
	2.2.2 Review and strengthen the Chinese curriculum using Putonghua as the medium of instruction for J.C. 4-6 via remedial teaching and split-class teaching			✓	✓	✓	✓	✓

Strategies	Tasks	Success Criteria	Evaluation Mechanism	Time Scale				
				14/15	15/16	16/17	17/18	18/19
2.3 To strengthen discovery and experiential learning in all subject areas	2.3.1 Review and improve teaching and learning via discovery and experiential learning in all subjects, especially in general studies			✓	✓	✓	✓	✓
	2.3.2 Review and improve assessment system			✓	✓	✓	✓	✓
	2.3.3 Review and improve peer assessment and self-assessment in discovery and experiential learning			✓		✓		✓
	2.3.4 Strengthen project presentation and display			✓	✓	✓	✓	✓
2.4 To strengthen self-regulated learning	2.4.1 Review and improve the goal-setting and progress checking programmes in all subject areas			✓	✓	✓	✓	✓
	2.4.2 Provide students with access to learning materials and extended study activities through the Intranet and Internet			✓	✓	✓	✓	✓
	2.4.3 Introduce the flipped classroom concept to teachers and encourage application of the idea in the upper primary classes			✓				
	2.4.4 Implement flip teaching in J.C. 4-6 where feasible				✓	✓	✓	✓
2.5 To reinforce the 5-year Gifted Education Programme	2.5.1 Review and reinforce the Gifted Education Reference Manual	Gifted Education Reference Manual ready for teachers' reference		✓	✓	✓	✓	✓

Strategies	Tasks	Success Criteria	Evaluation Mechanism	Time Scale				
				14/15	15/16	16/17	17/18	18/19
	2.5.2 Review and improve the Enhancement and Remedial Programme in English, Chinese and mathematics	Teachers are encouraged to receive Fundamental		✓	✓	✓	✓	✓
	2.5.3 Reinforce whole-class enrichment operation model (*Level 1A – see Appendix: Three-tier Implementation Mode)	Gifted Education training from HKEA or other organisations		✓	✓	✓	✓	✓
	2.5.4 Adopt differentiated teaching in regular lessons (*Level 1B)	Students who are gifted receive relevant training & support		✓	✓	✓	✓	✓
	2.5.5 Arrange pull-out programmes of generic nature (*Level 2A)			✓ (after screening)	✓ (after screening)	✓ (after screening)	✓ (after screening)	✓ (after screening)
	2.5.6 Arrange pull-out programmes for students with specific talents (*Level 2B)			✓ (after screening)	✓ (after screening)	✓ (after screening)	✓ (after screening)	✓ (after screening)
	2.5.7 Arrange off-site individualised support for the exceptionally gifted (*Level 3)			✓ (after screening)	✓ (after screening)	✓ (after screening)	✓ (after screening)	✓ (after screening)
					✓	✓	✓	✓

Strategies	Tasks	Success Criteria	Evaluation Mechanism	Time Scale				
				14/15	15/16	16/17	17/18	18/19
2.6 To strengthen the Remedial and Enhancement Programmes in Chinese and mathematics	2.6.1 Pilot Pull-out Enhancement and Remedial Teaching in J.C. 5 and J.C. 6 in the subjects of Chinese and Mathematics			✓ (after screening)	✓ (after screening)			
	2.6.2 Pilot the split-class system in J.C. 4 for Chinese and mathematics lessons to cater for diversity in learning needs			✓ (after screening and grouping)	✓ (after screening)	✓ (after screening)	✓ (after screening)	✓ (after screening)
	2.6.3 Review split class system in J.C. 4 for Chinese and mathematics lessons			✓ (half yearly)	✓			
	2.6.4 Continue with split class teaching in J.C. 5 for Chinese and mathematics lessons and implement the system in J.C. 4				✓ (after screening)	✓ (after screening)	✓ (after screening)	✓ (after screening)
	2.6.5 Review split class system in J.C. 5 for Chinese and mathematics lessons					✓		
	2.6.6 Continue with split class teaching in J.C. 5 and J.C. 6 for Chinese and mathematics lessons and implement the system in J.C. 4						✓ (after screening)	✓ (after screening)

			Evaluation	Time Scale
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			Mechanism	14/15	15/16	16/17	17/18	18/19
	2.6.7 Review split class practice in J. C. 6 for Chinese and mathematics lessons					✓	✓	✓
2.7 To keep teachers abreast of education development	2.7.1 Provide teaching staff with the necessary professional development opportunities with a different focus each year	Not fewer than 50 hours per teacher each year	Staff Development Record	✓	✓	✓	✓	✓

Domain 3

Student Support and School Ethos

- Goals:
1. Strengthen the students’ sense of belonging, sense of responsibility, love and care towards family, school, the community, the country and the world
 2. Nurture potential leaders
 3. Cater for learner diversity

Strategies	Tasks	Success Criteria	Evaluation Mechanism	Time Scale				
				14/15	15/16	16/17	17/18	18/19
3.1 To strengthen students’ sense of responsibility at home, in school, in the community, in their own country and in the world	3.1.1 Begin the third cycle of the whole school guidance programme Phase 1 – Service Starts from Home	100% teachers and students participation plus	Observation feedback from teachers, students and parents	✓				
	3.1.2 Whole school guidance programme Phase 2 – Love My Family Love My School	80% parents participation	Questionnaire Students’ log books		✓			
	3.1.3 Whole school guidance programme Phase 3 – Love Our Community					✓		
	3.1.4 Whole school guidance programme Phase 4 – Love Our Country						✓	
	3.1.5 Whole school guidance programme Phase 5 – Embrace the World							✓

Strategies	Tasks	Success Criteria	Evaluation Mechanism	Time Scale				
				14/15	15/16	16/17	17/18	18/19
3.2 To nurture potential leaders	3.2.1 Select Prefects and Head Prefects with the help of all teachers.	System in place		✓	✓	✓	✓	✓
	3.2.2 Promote parent education on “Serving the School with a Heart”			✓	✓	✓	✓	✓
	3.2.3 Conduct leadership training via workshops, regular meetings and outdoor day camp			✓	✓	✓	✓	✓
	3.2.4 Implement Best Prefect Award / Scholarship			✓	✓	✓	✓	✓
3.3 To enhance teaching staff’s capability in catering for special education needs (SEN) of students	3.3.1 Provide teaching staff with necessary training opportunities in catering for SEN students	2-3 teachers trained per year		✓	✓	✓	✓	✓
	3.3.2 Recruit a Student Guidance Teacher to enhance student support in character building			✓	In place	In place	In place	In place
	3.3.3 Evaluate the effectiveness of the Student Guidance Teacher			✓ (Jan, July)	✓	✓	✓	✓
	3.3.4 Strengthen the role of the Student Guidance Teacher				✓	✓	✓	✓

3.4 To identify the needs of students and address them	3.4.1 Implement the Early Intervention Programme	Students' needs are addressed and they learn more effectively		✓	✓	✓	✓	✓
	3.4.2 Arrange students for assessments when necessary			✓	✓	✓	✓	✓
	3.4.3 Provide students with special accommodation and Individual Education Plan			✓	✓	✓	✓	✓
	3.4.4 Provide students with relevant services, e.g. EP service, speech therapy, meeting with social worker, etc., and special learning programmes			✓	✓	✓	✓	✓

Domain 4

Student Performance

Goal: Discover, develop and stretch the potentials of the students in non-academic areas

Strategies	Tasks	Success Criteria	Evaluation Mechanism	Time Scale				
				14/15	15/16	16/17	17/18	18/19
4.1 To identify students' potentials through a range of activities	4.1.1 Provide the students with learning opportunities within the school timetable (compulsory; one hour per week; School to pay)	All students have the exposure to different learning experiences and find their own interest area for further development Students' potentials discovered and stretched – students get satisfaction in learning and a sense of achievement	Observation and feedback from teachers, students and parents Competition results	✓	✓	✓	✓	✓
	4.1.2 Provide the students with learning opportunities after school (optional; participants to pay)			✓	✓	✓	✓	✓
	4.1.3 Provide selected groups of students with intensive training within the school timetable and after school (participants subsidised by the School)			✓	✓	✓	✓	✓
4.2 To develop team spirit and emphasise respect for one another	4.2.1 Integrate elements of value education in the weekly assembly and daily lessons	Students work collaboratively and harmoniously Students' good habits fostered		✓	✓	✓	✓	✓
	4.2.2 Provide students with opportunities to enter competitions in groups or individually, in school and outside the school			✓	✓	✓	✓	✓

Strategies	Tasks	Success Criteria	Evaluation Mechanism	Time Scale				
				14/15	15/16	16/17	17/18	18/19
4.3 To strengthen the students' sense of responsibility in protecting the environment	4.3.1 Implement inter-class competition (e.g. cleanliness)			✓	✓	✓	✓	✓
	4.3.2 Familiarise students with provisions and facilities with eco-friendly features in our current campus			✓	✓	✓	✓	✓
	4.3.3 Provide students with opportunities to take part in activities and enter competitions related to environmental protection			✓	✓	✓	✓	✓