



ST. PAUL'S COLLEGE PRIMARY SCHOOL

SCHOOL ANNUAL PLAN
2023-2024

endorsed by SPC Council on 25 September 2023

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

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.

“To be an Active Learner, A Man of Commitment to be”

School Annual Plan 2023-2024

Major Concerns:

1. Nurturing our Paulines to become a steward of God’s wisdom
2. Unleashing our Paulines’ potential as active learners

Major Concern 1: Nurturing our Paulines to become a steward of God's wisdom

Feedback and Follow-up Actions from the previous school year:

With reference to the above 'Achievements' and 'Reflection', it is suggested that ...

- ✧ a step-by-step approach to facilitate deeper reflection among students in the whole-school counselling programme is needed in the following years so that students are able to self-reflect on their progress and to internalise the values and attitudes concerned themselves.
- ✧ relevant subjects and levels from the existing curriculum can be more meticulously screened so that suitable learning topics can be identified to realise organic integration and natural connection in cultivating 'diligence' (main theme of the previous school year) and 'perseverance' (main theme of this school year) together with promoting Chinese culture among students.
- ✧ parent education programmes can be carried out in the following years so that parents will understand the school initiative on values education more clearly and work hand in hand with the school in nurturing the values and attitudes among students.
- ✧ the collegial evaluation meetings should be arranged in the following years so that teachers could evaluate the effectiveness of the tasks and work out measures for improvement for future planning to facilitate the rationale of P-I-E mechanism more thoroughly.

Major Concern	Target	Strategies / Tasks	Time Scale	Success Criteria	Evaluation Mechanism	Personnel Responsible	Resources Required
MC1 Nurturing our Paulines to become a steward of God's wisdom	1.1 Deepen students' understanding of the importance of perseverance and develop students' abilities in putting perseverance into practice for them to become a self-disciplined steward	1.1.1 (a) whole-school counselling programme to cultivate the idea of perseverance and other values and attitudes, and encourage them to pursue in ... ✧ morning prayers (regular basis) ✧ growth lessons (twice per term) ✧ pep talks (once per term)	Sep 2023 to Jul 2024	Students actively participate in the programme. They can identify perseverance from successful people with appreciation.	Scrutiny of logbooks & student work, Minutes, Scheme of Work, Co-planning records, Teachers' observation, Lesson observation, Students' survey	DH(D&G), DH(SDP), ST(D&G), ST(SDP), ST(MCN), ST (SG), D&G Team, SDP Team	Logbooks, Videos, Survey materials
		(b) level-based pastoral care to internalise* and develop perseverance and other values and attitudes into daily routine according to student needs in ... ✧ class teacher periods (twice per term) with examples of tasks including self-reflection in logbooks, journals, student group presentation		They can understand that success is an achievement through perseverance and there is no shortcut to it.		DH(D&G), ST(D&G), ST(SDP), SGP, CTs	
		(c) formal curriculum on which suitable learning topics* are selected and incorporated with perseverance and other values and attitudes, with Chinese being the focus subject with support from the QSIP Team		Suitable learning topics are selected in which values and attitudes are incorporated to attain organic integration. Teachers conduct collegial evaluation as part of the training programme for middle-level leaders.		DH(SD), PC(Chi), ST(SD), Chi Ts	

* Responding to the feedback and follow-up actions from the previous school year. Subject panels and functional committees to pay attention to the adjustments

Major Concern	Target	Strategies / Tasks	Time Scale	Success Criteria	Evaluation Mechanism	Personnel Responsible	Resources Required
MC1 Nurturing our Paulines to become a steward of God's wisdom <i>(cont'd)</i>	1.1 Deepen students' understanding of the importance of perseverance and develop students' abilities in putting perseverance into practice for them to become a self-disciplined steward <i>(cont'd)</i>	(d) informal curriculum from which teachers and students are encouraged to share experiences about why perseverance and other values and attitudes are important in attaining goals in life-wide learning, team training, service-learning programmes in ... ✧ briefing and debriefing sessions ✧ student self-reflection tasks	Sep 2023 to Jul 2024	They create a 'perseverance' plan in which they will learn how they can self-reflect* on efforts they have put in their targeted tasks and whether they can do them heartily with a step-by-step approach. 80% of students indicate that they are determined in carrying out tasks and responsibilities with perseverance. Parents understand the school initiative on values education more clearly.	Scrutiny of logbooks, Minutes, Teachers' observation, Lesson observation, Students' survey, Parents' Survey	ST(CCAs), LWL Team	Logbooks, Videos, Survey materials
		(e) home-school cooperation to develop perseverance and other values and attitudes into daily lives through parent education*, such as ✧ 5-6 parent seminars organised by the school ✧ 2-3 parent sharing sessions organised by the PTA		H, DH (D&G), CTs, PTA		Logbooks, Parent education materials	

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Major Concern 2: Unleashing our Paulines' potential as active learners

Feedback and Follow-up Actions from the previous school year:

With reference to the above 'Achievements' and 'Reflection', it is suggested that ...

- ✧ a more detailed trans-disciplinary framework with vertical progression could be developed for the following years.
- ✧ preparation time would be extended to a whole school year to facilitate deeper collegial collaboration and better implementation of the whole programme in the following years.
- ✧ other interesting themes would need to be carefully identified through collegial discussion in order that students' learning experiences can be enriched with different learning topics across six years of study.
- ✧ the targets for each level need to be aligned with the learning targets in the scheme of work across different subjects to strengthen the information literacy development.

Major Concern	Target	Strategies / Tasks	Time Scale	Success Criteria	Evaluation Mechanism	Personnel Responsible	Resources Required
MC2 Unleashing our Paulines' potential as active learners	2.1 Develop students' knowledge, skills and attitudes with the school-based, trans-disciplinary approach	2.1.1 Enrich the trans-disciplinary framework into a more structured curriculum* with clear targets for each level, initiated by the CD Team with support from the QSIP Team ✧ CD Team to outline the learning targets for each level with vertical progression ✧ CD Team to discuss with subject teachers to fine-tune the targets	Sep 2023 to Jul 2024	Students actively participate in trans-disciplinary programme and collaborate with peers. Students' knowledge in the relevant subject content and learning skills are enriched with an integrative approach with right attitudes being cultivated. A more structured trans-disciplinary framework with clear targets and vertical progression is developed, with different interesting topics for each level. Facilitated by the CD Team, subject teachers brainstorm ideas and co-plan learning materials, and conduct collegial evaluation throughout the whole school year to realise the rationale of the P-I-E mechanism.	Scrutiny of student work, Minutes, Relevant meeting records, Teachers' observation, Lesson observation, Teachers' survey,	DH(CD), ST(CD), CD Team, PCs, subject teachers	Schemes of work of different subjects and levels, Life-wide Learning Grant, Survey materials
		2.1.2 Formulate themes for each level* and mobilise subject teachers to co-plan the learning materials starting from the beginning of the school year* ✧ themes to be identified and finalised in Term 1 ✧ materials to be developed in Term 1 and Term 2 ✧ materials to be revised in Term 2 and Term 3		Teachers share experiences and disseminate good practices as part of teachers' professional development.			
		2.1.3 Implement the curriculum and conduct evaluation for future improvement in Term 3					

* Responding to the feedback and follow-up actions from the previous school year. Subject panels and functional committees to pay attention to the adjustments

Major Concern	Target	Strategies / Tasks	Time Scale	Success Criteria	Evaluation Mechanism	Personnel Responsible	Resources Required
MC2 Unleashing our Paulines' potential as active learners <i>(cont'd)</i>	2.2 Enrich students' capabilities in the use of information	2.2.1 Implement the more structured trans-disciplinary programme with themes* in relation to students' daily lives for each level in which students locate (input), process and present (output) information	Sep 2023 to Jul 2024	Students can make good use of various tools and skills to locate, evaluate, retrieve, organise information effectively.	Scrutiny of student work, Minutes, Relevant meeting records, Teachers' observation, Lesson observation, Students' survey	DH(CD), PCs, all subject teachers	Schemes of work of different subjects and levels, Life-wide Learning Grant, Survey materials
		2.2.2 Fine-tune the school-based Information Literacy (IL) Framework* with clear targets in the scheme of work across subjects* for each level ✧ relevant IL items to be identified and finalised as the Framework in Term 1 ✧ the Framework to be fine-tuned in Term 2 and Term 3 in response to the revised trans-disciplinary curriculum		Students can use a range of strategies to interpret and present information to support their viewpoints. DH(CD) revises the IL Framework and delineates the targets for all levels with a progressive approach. Students can locate information from correct sources and understand that they should handle information ethically and responsibly.			

*Our school-based Information Literacy Development Framework

IL(1):	Use, provide and communicate information effectively, ethically and responsibly	IL(4):	Evaluate information, media content and information sources/providers	IL(7):	Recognise the roles and functions of information providers in society
IL(2):	Identify and define a need for information	IL(5):	Extract and organise information, create and present new ideas	IL(8):	Recognise the conditions under which reliable information could be obtained
IL(3):	Locate and access relevant information	IL(6):	Apply IT skills to process information, produce user generated content and adopt a reflective mindset when sharing information	IL(9):	Recognise the ethical issues arising from the application of emerging and advanced information technologies

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Legend:

H	Headmaster	ST(SDP)	Senior Teacher (School Development)	LWL	Life-wide Learning
DH(CD)	Deputy Head (Curriculum Development)	ST(MCN)	Senior Teacher (Moral, Civic & National Education)	SDP	School Development
DH(D&G)	Deputy Head (Discipline & Guidance)	ST(AA)	Senior Teacher (Academic Affairs)	PCs	Panel Chairs
DH(A)	Deputy Head (Activities)	ST(CCAs)	Senior Teacher (Co-curricular Activities)	CTs	Class Teachers
DH(SDP)	Deputy Head (School Development)	ST(SG)	Senior Teacher (Student Guidance & SEN Coordination)	PTA	Parent Teacher Association
SMT	Senior Management Team	CD	Curriculum Development	Chi	Department of Chinese
ST(CD)	Senior Teacher (Curriculum Development)	D&G	Discipline & Guidance	SGP	School Guidance Personnel
ST(D&G)	Senior Teacher (Discipline & Guidance)	QSIP	Quality School Improvement Project (CUHK)		