



FOUNDED 1851

ST. PAUL'S COLLEGE PRIMARY SCHOOL

SCHOOL ANNUAL PLAN

2024-2025

endorsed by SPC Council on 24th September, 2024

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 2024-2025

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 various school programmes is needed in the following years so that they can further internalise the values into their study habits and daily lives and can self-reflect on their progress.

- ✧ with the implementation of the new timetables starting next school year, relevant subjects and levels from the existing curriculum can be more meticulously screened so that more suitable learning topics can be identified in cultivating 'perseverance' (main theme of the previous school year) and 'responsibility and commitment' (main themes of this school year) with improved learning and teaching strategies together with promoting Chinese culture among students.

- ✧ a refined parent education programme can be carried out in the following years so that parents will understand the school initiatives more clearly and work hand in hand with the school in nurturing the values and attitudes among students.

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 responsibility and commitment and develop students' abilities in putting the values into practice for them to become a self-disciplined steward	1.1.1 (a) whole-school counselling programme to cultivate the idea of responsibility, commitment 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 2024 to Jul 2025	Students actively participate in the programme. They can identify responsibility and commitment 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 further internalise* and develop responsibility, commitment 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 if they want to be successful they should be responsible and committed, and there is no shortcut to it. Suitable learning topics are selected in which values and attitudes are incorporated to attain organic integration.		DH(D&G), ST(D&G), ST(SDP), SGP, CTs	
		(c) formal curriculum on which more suitable learning topics* are selected and incorporated with responsibility, commitment and other values and attitudes		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 responsibility, commitment 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 2024 to Jul 2025	They are given ample opportunities to self-reflect* on efforts they have put in their targeted tasks and whether they can do them with a sense of responsibility and commitment. 80% of students indicate that they are determined in carrying out tasks responsibly and being committed in them.	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 responsibility, commitment 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		Parents understand the school initiative on values education more clearly.		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 ...

- ✧ the five-day cross-curricular programme could be extended into a longer span of time to allow more time among activities for reflection and evaluation.
- ✧ the CD Team can work with teachers of different levels to streamline the existing materials to better suit the new timetables starting next school years.
- ✧ with the school-based information literacy (IL) framework in place, efforts could be made in mapping the uncovered areas with our school curriculum in order to fill the gap for the development of the IL education in the long run.

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 Extend the trans-disciplinary programme into a term-long, systematic curriculum framework* with clear targets for each level ✧ CD Team to lead subject teachers to outline the learning targets progress for each level	Sep 2024 to Jul 2025	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.	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 Mobilise subject teachers to co-plan and fine-tune* the learning materials starting from the beginning of the school year		A term-long, systematic trans-disciplinary curriculum framework with clear targets is developed, with different interesting topics for each level.			
		2.1.3 Implement the curriculum and conduct evaluation for future improvement		Facilitated by the CD Team, subject teachers co-plan and fine-tune learning materials, and conduct collegial evaluation throughout the whole school year to realise the rationale of the P-I-E mechanism. Teachers share experiences and disseminate good practices as part of teachers' professional development.			

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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 2024 to Jul 2025	Students can make good use of various tools and skills to locate, evaluate, retrieve, organise information effectively. Students can use a range of strategies to interpret and present information to support their viewpoints.	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 Map out* the school-based Information Literacy (IL) Framework with the existing school curriculum ✧ identify the IL areas which are not yet covered in the whole school curriculum ✧ DH(CD) to work with PCs to fill the gap in the scheme of work across subjects		Students can locate information from correct sources and understand that they should handle information ethically and responsibly. The school-based IL Framework can be completed through incorporating the uncovered IL areas into the scheme of work across subjects and levels.			

*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

Legend:

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

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(CCA)	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)		