



ST. PAUL'S COLLEGE PRIMARY SCHOOL

**ANNUAL SCHOOL PLAN
2016-2017**

OUR SCHOOL MISSION STATEMENT AND SCHOOL MOTTO

The offering to Chinese youths of a modern, liberal education in the English language (but including the subject of Chinese language in the curriculum) upon Christian principles, Protestant and Evangelical, as professed by the Sheng Kung Hui. Our school motto is **The Fear of the Lord is the Beginning of Wisdom** 寅畏上主是為智之本 (**Proverbs 9:10**)

OUR GOALS

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

To cultivate a healthy attitude to life and the world and to expose boys to the Christian message.

To inculcate civic awareness in boys and to develop them into responsible and useful citizens of community with respect for intellectual property, human rights, freedom and justice.

To enable boys 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 boys' skills and abilities in Information Technology and to arouse interest in life-long learning.

To develop boys' physical and musical skills and abilities 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 boys the ability to cope with adverse situations and to overcome emotional problems.

OUR ETHOS

Our ethos is summed up in the College song: "Brothers here we stand together, all for each and each for all". The College strives to provide an active, caring, happy and healthy environment for boys' learning based on mutual respect and trust.

St. Paul's College Primary School
Annual School Plan 2016-2017

Major Concern 1: Sustain School improvement / development in line with the school expansion plan from 18 to 24 classes

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Evaluation Mechanisms	People Responsible	Resources Required
1.1 To strengthen governance and internal control	1.1.1 Monitor the implementation of the enhanced guidelines and polices	Sep 2016 – Aug 2017	Guidelines and policies are closely observed.	Conduct spot check	H DH SS	
	1.1.2 Review and reinforce the enhanced guidelines and policies and their implementation	Sep 2016 – Aug 2017	Views and suggestions of colleagues are studied and taken into consideration Guidelines and polices have been reviewed	Regular inspection by Headmaster / Supervisor; Feedback from staff	H DH ST-R	

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Evaluation Mechanisms	People Responsible	Resources Required
1.2 To realise collaborative leadership	1.2.1 Review the organisation structure to increase staff involvement in school operations and participation in decision making	Sep 2016 – Jul 2017	The organisation structure has been reviewed and refined; An increase in staff involvement in school operation and decision making	Feedback from staff	H D/ADH/STs	
	1.2.2 Encourage for panel chairs, vice chairs, team leaders and middle managers to attend workshops or seminars in eLearning and STEM Education	Sep 2016 - Jul 2017	About 50% of panel chairs and vice chairs trained in eLearning and STEM Education	Staff Development Record; Staff Performance Appraisal	ST-SD PCs + VPCs of all subjects	
	1.2.3 Contribute collegiality in execution of programmes / projects		Effective communication and consensus among members of their subject panels and teams		H ADH (CD) PCs + VPCs of all subjects	
	1.2.4 Strengthen the role of panel chairs and team leaders in the decision-making process		Panel chairs and team leaders carry out their duties independently			

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Evaluation Mechanisms	People Responsible	Resources Required
1.3 To uphold quality assurance in Learning and Teaching	1.3.1 Lesson observations focused on one of our major concerns in Learning and Teaching by the Assistant Deputy Head (CD)	Sep 2016 - Jul 2017	<p>Comments are given by ADH to teachers concerned;</p> <p>Over 80 % of teachers being observed accepted that lesson observations and the post lesson observation discussion are useful means for staff development</p>	<p>Pre / Post lesson observation discussion/sharing documents;</p> <p>Teachers' feedback</p>	ADH (CD) PCs of all subjects	
	1.3.2 Continue with peer lesson observation – focused on the major concerns in relation to Learning and Teaching (eLearning, discovery and experiential learning)	Sep 2016 - Jul 2017	<p>At least 1 peer lesson observations are conducted;</p> <p>Over 80 % of teachers accepted that peer lesson observation is useful and practical for their future planning in learning and teaching</p>	<p>Pre / Post lesson observation discussion/sharing documents;</p> <p>Teachers' feedback</p>		

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Evaluation Mechanisms	People Responsible	Resources Required
	1.3.3 Good teaching practices are identified and shared among teachers	Sep 2016 - Jul 2017	Sharing sessions are arranged; Teachers agreed that the sharings are useful and practical	Lesson observation documents; Teachers feedbacks	ADH (CD) PCs + VCs of all subjects	
	1.3.4 Assistant Deputy Head (CD) and subject panel chairs and vice chairs are encouraged to attend trainings in internal quality assurance regarding learning and teaching		Senior teachers received training	Training records		
	1.3.5 Review and undertake evaluation on measures and betterment according to External School Review Report		Measures and betterment incorporated	Lesson observation; Departmental plans, minutes and reports; Staff appraisal		

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Evaluation Mechanisms	People Responsible	Resources Required
1.4 To maximise human and capital resources to improve learning and teaching practices	1.4.1 Explore the possibility of extending the double class teacher system to J. C.5	Sep 2016 - Jul 2017	A task force is set up to study the situation and recommendations will be made for the SMT consideration	Feedback from teachers and parents; Human and finance resources allocation	ADH (CD) PCs + VPCs (Chi, Maths)	
1.5 Celebrating the 165th Anniversary of St. Paul's College	1.5.1 Engage all students, alumni and parents and teachers in various working groups for SPC 165th Anniversary such as the Anniversary Concert, the Exhibition Day, the Reunion Dinner and the Carnival	Sep 2016 – Aug 2017	Celebration events are completed smoothly; Stakeholders are satisfied with the celebration events	Feedback from all stakeholder groups	H and all STs	

Major Concern 2: Enhance quality Learning and Teaching practices

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Evaluation Mechanisms	People Responsible	Resources Required
<p>2.1 To enhance quality capabilities for e-learning and/or m-learning (Hardware and infra-structure)</p>	<p>2.1.1 Review the performance of the network (including Wi-Fi) and other IT facilities</p> <hr/> <p>2.1.2 Upgrade the outdated items to prepare for e-Learning</p>	<p>Sep 2016 – Jul 2017</p>	<p>The performance of the facilities has been checked; Facilities upgraded</p>	<p>Inventory records check; Teachers’ and students’ feedback; Procurement records</p>	<p>ADH (CD) PCs of all subjects</p>	<p>Recurrent Grant to Schools for Enhancement of WiFi Infrastructure and One-off Grant for acquiring the mobile computing devices: \$66740 (Checked with EDB document)</p>
<p>2.2 To enhance quality capabilities for e-learning and/or m-learning (Teachers’ competence and readiness)</p>	<p>2.2.1 Set up “e-Learning Pilot Team” in each department and development plans are prepared to facilitate the implementation of e-Learning</p>	<p>Sep 2016 – Jul 2017</p>	<p>Teams are set up</p>	<p>Departmental minutes/reports/plans</p>	<p>ADH (CD) PCs + VPCs</p>	

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Evaluation Mechanisms	People Responsible	Resources Required
	<p>2.2.2 Provide trainings for teachers on the use of Office 365 /other online office Apps to increase collaboration and develop strategies to promote students' lesson preparation in flipped classroom learning</p>	<p>Sep 2016 – Jul 2017</p>	<p>Two training sessions per academic year;</p> <p>Teachers start to use Office365 / other online Apps to share teaching resources, student information or administrative information and find it useful;</p> <p>Sharing sessions are arranged within and among departments</p>	<p>Training records;</p> <p>Teachers' feedback;</p> <p>Departmental reports</p>	<p>ADH (CD)</p> <p>ST-SD</p> <p>PC (CL)</p> <p>PCs + VPCs</p>	
	<p>2.2.3 Revise the curriculum of Computer Literacy for J. C. 4 – 6 to equip our boys with skills in using mobile devices and online Apps for collaborative learning</p>		<p>Curriculum has been reviewed and revised;</p> <p>Students are equipped</p>	<p>Scheme of work;</p> <p>Departmental minutes/reports;</p> <p>Lesson observation;</p> <p>Students' feedback</p>		

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Evaluation Mechanisms	People Responsible	Resources Required
	<p>2.2.4 Use of mobile technology and online Apps in learning and teaching beyond and/or within classrooms</p> <p>(To be piloted in English, Mathematics and General Studies)</p>	Sep 2016 – Jul 2017	<p>Learning activities are planned and conducted with the use of the mobile devices at least once per academic year in senior J. C. classes;</p> <p>Sharing sessions are arranged</p>	<p>Lesson observation records and departmental minutes/reports;</p> <p>Attendance of the sharing sessions</p>		
2.3 Start planning for STEM/STEAM education	2.3.1 Raise teachers' awareness of STEM/STEAM education by arranging an introductory training workshop for teachers	Sep 2016 – Dec 2016	Trainings arranged	Training records and teachers' feedback	H ADH (CD) ST-SD	
	2.3.2 Set up a team to draw up an action plan for the development of STEM/STEAM education	Feb – Jul 2017	A team is formed and a plan outlining the short and long terms activities /goals is formulated for comments	Team report and teachers' feedback and comments on the action plan		

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Evaluation Mechanisms	People Responsible	Resources Required
2.4 To strengthen discovery and experiential learning	2.4.1 Arrange sharing sessions on good practices by the GS panel members	Sep 2016 – Jul 2017	Trainings arranged; Teachers find them useful	Training records; Feedback from teachers	PC + VPCs (GS)	
	2.4.2 Explore/extend the use of discovery and experiential approaches in learning English and Mathematics		At least one teaching module is designed and tried out in J. C. 4 (English) and J. C. 5 (Mathematics); Fine tuning of the module	Minutes; Scheme of Work; Evaluation report; Peer lesson observation sharing reports	ADH (CD) PCs + VPCs	

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Evaluation Mechanisms	People Responsible	Resources Required
2.5 Cater for learner diversity	2.5.1 Review the split class arrangement for classes A and C in J.C. 4 – 5 for Chinese and Mathematics lessons	Sep 2016 – Jul 2017	<p>The curriculum, teaching strategies, assignments and assessment methods of the special programmes and arrangements have been reviewed and refined by the subject panels</p> <p>Different grouping of students are used;</p> <p>Students with different learning needs participated actively in lessons and their performances have been enhanced.</p>	<p>Scheme of work, departmental minutes, evaluation reports;</p> <p>Feedback from participants;</p> <p>Feedback from the Stakeholders' survey</p>	<p>ADH (CD)</p> <p>PCs + VPCs (Chi, Maths)</p> <p>Teachers</p>	
	2.5.2 Extend the split class arrangement for classes A and C in J.C. 6 for Chinese lessons					
	2.5.3 Extend and revise the split class arrangement for J.C. 6 Mathematics					

Major Concern 3: Strengthen the students' sense of love and care towards the community; Cater for learner diversity

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Evaluation Mechanisms	People Responsible	Resources Required
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 Whole school guidance programme Phase 3 – Love Our Community	Sep 2016 - Jul 2017	Over 90% of planned activities are completed; Students are willing to serve through the service learning programmes	Teachers' observation and feedback from parents and students	DH (D/G)	\$50,000
	3.1.2 Paul's Action	Apr 2017		Feedback from teachers and students	ADH (PC Chi)	\$200,000
3.2 To enhance teaching staff's capability in catering students with special educational needs (SENs)	3.2.1 Provide teaching staff with necessary training opportunities in catering for SEN students	Sep 2016 - Jul 2017	2-3 teachers are trained in specific areas per year	Training records	DH (D/G) SGP SGT	
	3.2.2 Evaluate the role effectiveness of the SGT		The roles of SGT have been reviewed and fine tuned	Feedback from teachers and parents		

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Evaluation Mechanisms	People Responsible	Resources Required
3.3 To identify the needs of students and address them	3.3.1 Continue with the Early Intervention Programme and Individual Education Plan (IEP)	Sep 2016 - Jul 2017	<p>Students provided with better care and guidance;</p> <p>Student performance in assessments maintained or improved as compared with previous years;</p> <p>Students' interpersonal skills improved</p>	<p>Relevant records such as IEP and evaluation reports from collaborative organizations;</p> <p>Feedback from teachers and questionnaire from the service providers</p>	DH (D/G) SGP SGT	\$900,000
	3.3.2 Extend the anti-bullying programme to J. C.5 and continue with the Jockey Club Autism Support		Students' interpersonal skills improved	Feedback from teachers and questionnaire from the service providers		
	3.3.3 Install a climbing wall and eco-bikes		Facilities well utilised	Feedback from teachers and questionnaire from students		

Major Concern 4: Discover, develop and stretch the potentials of the students in non-academic areas

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Evaluation Mechanisms	People Responsible	Resources Required
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)	Sep 2016 - Jul 2017	<p>All students have the exposure to different learning experiences and find their own interest area for further development;</p> <p>Students' potentials discovered and stretched – students get satisfaction in learning and a sense of achievement;</p> <p>Students work collaboratively and harmoniously;</p> <p>Students' good habits fostered;</p> <p>Team spirit fostered</p>	<p>Observation and feedback from teachers, students and parents;</p> <p>Competition results;</p> <p>Feedback from teachers and students</p>	ST-A	
	4.1.2 Provide the students with learning opportunities after school (optional)					
	4.1.3 Provide selected groups of students with intensive training within the school timetable and after school (participants subsidised by the School) and an even wider spectrum to accommodate the interests and talents of students					

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Evaluation Mechanisms	People Responsible	Resources Required
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	Sep 2016 - Jul 2017	<p>All students have the exposure to different learning experiences and find their own interest area for further development;</p> <p>Students' potentials discovered and stretched – students get satisfaction in learning and a sense of achievement;</p> <p>Students work collaboratively and harmoniously;</p> <p>Students' good habits fostered;</p> <p>Team spirit fostered</p>			
	4.2.2 Provide students with opportunities to enter competitions in groups or individually, in school and outside the school					

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Evaluation Mechanisms	People Responsible	Resources Required
4.3 To strengthen the students' sense of responsibility in protecting the environment	4.3.1 Implement inter-class competition (e.g. cleanliness)	Sep 2016 - Jul 2017	Students' good habits fostered	Internal competition results	DH (D/G)	
	4.3.2 Familiarise students with provisions and facilities with eco-friendly features in our campus			Feedback from teachers and students	PCs + VPCs (GS)	
	4.3.3 Provide students with opportunities to take part in activities and enter competitions related to environmental protection			Competition results; Feedback from teachers and students		

Legend:

H	Headmaster	ST-R	Senior Teacher - Resources	PC	Panel Chairperson
DH (D/G)	Deputy Head (Discipline / Guidance)	PM	Project Manager	VPC	Vice Panel Chairperson
ADH (PC Chi)	Assistant Deputy Head (PC - Chinese)	SS	School Secretary		
ADH (CD)	Assistant Deputy Head (Curriculum Development)	SGP	Student Guidance Personnel		
ST-A	Senior Teacher - Activities	SGT	Student Guidance Teacher		
ST-SD	Senior Teacher - Staff Development	CoW	Clerk of Works		