ST. PAUL'S COLLEGE

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.

OUR ENVISIONED FUTURE

For the College to be recognised locally and internationally as one of the best schools for the education of boys.

OUR STRENGTHS

- We have a long tradition of educating boys and many of our alumni take up leading roles in society serving Hong Kong in such diverse areas as politics, government, religion, education, medicine, law and social welfare.

- As a member of the International Boys' Schools Coalition, we are now part of the wider international network of schools that are dedicated to the education and development of boys.

- We are a Christian school and students are taught to use Christian values as their guiding principles in life.

- The College Council is very dedicated and supportive of the programmes initiated by the College.

- We are blessed with many experienced staff members who are committed to their work and also younger members of staff who have added much of their enthusiasm and vitality to College life.

- The College has a strong link with the alumni and many of them are not only supportive but also directly involved in various school programmes such as the careers awareness talks and the alumni mentorship programme.

- Our boys are talented in many areas, as evidenced by the awards and prizes that they have won in local and international competitions.

- Our boys enjoy plentiful opportunities for international exposure through programmes such as student exchange, our Global Classroom Programme and the Community Service Project.

- The College places significant emphasis on character formation of boys through the annual Form One Growth Camp and the Form Four Outward Bound training programme.

- The College enjoys close ties with the Parent-Teacher Association and works in partnership with parents for the development of our boys.

OUR CHALLENGES AND OPPORTUNITIES

- With many DSS schools and international schools offering diverse programmes and quality education to service the Hong Kong community, there is a need for the College to differentiate and determine its positioning.

- All the ongoing curriculum reforms and initiatives from the EDB require teachers to be highly adaptive and flexible but they also necessitate greater curriculum integration and staff collaboration.

OUR PRIORITIES

For the past three years (2012-2015), the energy of the College was on taking stock of what we had done, and identifying areas of success as well as areas for improvement. Despite the change of events that distracted some of our attention, "Reflect, Review and Refine" remained our focus in the 2012-2015 school development cycle. To know where we stand is an essential step in forward planning.

"Metamorphosis" has been chosen to be the theme of the 2015-2018 school development cycle because it represents the collective desire for progress and renewal. With "academic excellence" being made the top priority in the 2015-2018 school development cycle, we hope to foster a culture of excellence among both teachers and students. In our pursuit of academic excellence, there will be different emphasis in each year.

2015-2016 is the year for balance and coordination which will be achieved through the reorganization of programmes and administrative structure. It is also the year for strengthening discipline because learning and discipline go hand in hand together.
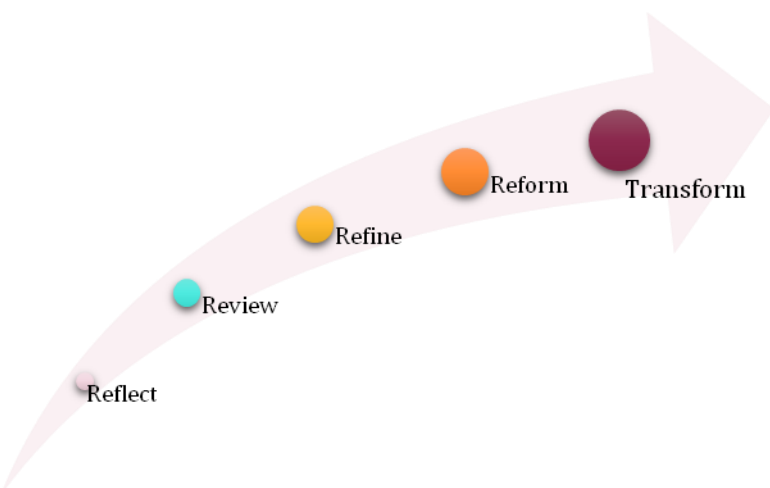
2016-2017 is the year of celebration as we celebrate the 165th anniversary of the founding of the College. E-learning, which enables students to access knowledge outside the traditional classroom through electronic means, is also consistent with the theme of our anniversary celebration which is green living.

2017-2018 is the year for consolidation and further evaluation in preparation for the next development cycle.

2015-2016	2016-2017	2017-2018
Academic excellence	**A**cademic excellence	**A**cademic excellence
Balance	**C**elebration	**C**onsolidation
Coordination	**E**-learning	**E**valuation
Discipline		

MAJOR CONCERNS

1. Raise teaching and learning efficiency by enhancing the teaching environment
2. Raise teaching and learning efficiency by enhancing the learning environment
3. Raise administrative efficiency to enhance teaching and learning
4. Foster core values among students

Reform

Transform

Refine

Review

Reflect

1. **Raise teaching and learning efficiency by enhancing the teaching environment**

Intended Outcomes / Targets		Strategies / Tasks		Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1.1	Improve the Information Technology (IT) infrastructure of the school	1.1.1	convert the existing Language Laboratory into an e-Learning Centre to be equipped with iPad Pro and MacBook Pro, and movable furniture to allow different configurations of classroom settings	Sep – Dec	Completion of the conversion within the school year More interactive strategies used in lessons	Teachers' feedback from department minutes	WHP and IST	
		1.1.2	upgrade IT facilities of the classrooms	Sep – Aug	Upgrade of projection facilities in classrooms	Teachers' feedback from survey	WHP and IST	
		1.1.3	equip the MMLC with MacBook Pro for teachers to use in VA lessons, and video-making workshops	Sep – Aug	Completion of installation Frequency of use	Teachers' feedback from survey	WHP and IST MSL, YOZ	
1.2	Greater use of IT in teaching	1.2.1	continue to promote the use of mobile devices and online Apps to facilitate more interactive and collaborative learning	Sep – Aug	20% of the teachers should make use of mobile devices in their lessons Sharing sessions are held in the 2nd classwork period More interactive strategies used in lessons	Percentage of teachers using mobile devices in their lessons Attendance of the sharing sessions Teachers' feedback from department minutes	WHP (ITE) HoDs	
		1.2.2	continue to promote the use of Google Apps for Education to increase collaboration among teachers	Sep – Aug	Increase in the use of Google Apps to share teaching resources and students' information	Feedback from teachers	WHP (ITE) HoDs	

	Intended Outcomes / Targets		Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1.3	Maximize teaching time	1.3.1	review the existing timetabling arrangements to minimize disruption to teaching due to change of lessons	Sep – Aug	Feasible arrangements in timetable proposed by the timetabling team after collecting suggestions from teachers	Suggestions accepted by teachers	KHY	
		1.3.2	work towards a more coordinated and balanced calendar for talks, excursions, uniform tests, practices, competitions and other co-curricular activities	Sep – Jul	Co-curricular activities, talks and mass programmes held mostly after the exams and the week for Paul's Challenge A balanced school calendar for school activities	Feedback from teachers and students	WHW KHY	
1.4	Maintain a well-disciplined learning environment in the classroom	1.4.1	cultivate good learning habits by targeting zero lateness to school, punctuality to class during change of lessons, on-time submission of homework and classroom tidiness	Sep – Jul	New routines in collection of homework for junior forms Classrooms are clean and well-maintained Decrease in the number of students who are late for school Decrease in the number of students who do not submit homework on time Students are seated in the classrooms within five minutes during change of lessons	Statistics collected and feedback from teachers of junior forms Classroom check after school Weekly report on the number of students who are late to school and those who do not submit homework on time Feedback from teachers SMT observation	WHW KHY YHL LWW (CMET)	

	Intended Outcomes / Targets		Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1.4	Maintain a well-disciplined learning environment in the classroom	1.4.2	provide workshops for junior form students to improve their study skills	Sep - Aug	Students have developed the habit of taking notes in lessons and organise their notes at home	Observation from teachers Teachers' feedback from department minutes	KHY Danny, Hap, SMY	
		1.4.3	teachers adjust their teaching strategies to help junior form students develop habits of note-taking in class		Students make good use of the organizer to help them plan their learning	Students have well-organised notes	HoDs	
		1.4.4	teachers help students to make better use of the organizer to help cultivate good learning habits in students		Students prepare well-organised learning portfolios and / or notebooks	Decrease in the number of students not handing in homework on time	HoDs	
		1.4.5	revise the reporting of conduct grades on report cards		A revised conduct grade reporting mechanism which accurately reflects students' learning attitude	Feedback from teachers	WHW YHL YHC	
1.5	Continue to foster a supportive and collaborative environment for teachers	1.5.1	promote sharing of good practices among Heads of Department and among teachers within a department	Sep - Aug	Regular sharing sessions are arranged in HoDs meeting Sharing good practices within the department	Number of sharing sessions arranged	KHY HoDs	
		1.5.2	continue to promote the use of peer observation to improve teaching	Sep - Jul	Peer observation is accepted by teachers as a useful means of staff development	Number of peer observation held Feedback from teachers	HoDs	

	Intended Outcomes / Targets		Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1.5	Continue to foster a supportive and collaborative environment for teachers	1.5.3	continue the mentorship programme for new teachers	Sep - Aug	Appoint mentors for new teachers	Feedback from mentors and mentees	YHC	
1.6	Raise teachers' awareness of different teaching strategies	1.6.1	arrange visits to educational conferences to learn best practices	Sep - Aug	Teachers attended conferences	No. of conferences attended No. of teachers participated	HoDs KHY	
		1.6.2	arrange in-house training on different teaching strategies	Sep - Aug	Workshops arranged	Feedback from teachers	HoDs	

2. **Raise teaching and learning efficiency by enhancing the learning environment**

Intended Outcomes / Targets		Strategies / Tasks		Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
2.1	Create space and time to optimize learning	2.1.1	conduct an audit of the use of space and classrooms in the campus	Sep - Aug	Space audit is conducted to provide more rooms and areas for student learning	A list of suggestions proposed	WHW CHL	
		2.1.2	improve the quality and quantity of existing student amenities and school facilities	Sep - Aug	School facilities are fully utilized by teachers and students

Old facilities are upgraded

Views and suggestions of colleagues are considered in the improvement of amenities and school facilities | Collect views and suggestions through the Campus Improvement Team at least twice a year | | |
| | | 2.1.3 | create space for students to do self-study or small group discussion | Sep - Jul | More rooms and space available for students to use | Feedback from teachers and students | | |
| 2.2 | Greater use of IT in learning | 2.2.1 | continue to promote the use of interactive online applications such as Google Docs to facilitate more collaboration among students | Sep - Aug | Students are familiar with using their Google accounts for collaboration in learning | Feedback from students | WHP (ITE) HoDs | |
| | | 2.2.2 | promote the use of mobile devices for learning | Sep - Jul | Students have more opportunities to use mobile devices in lessons | Targets set by HoDs

Feedback from teachers and students | HoDs | |

	Intended Outcomes / Targets		Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
2.3	Enhance learning support	2.3.1	expand the current student information management system to include records of homework submission and information about students' ECA activities	Sep - Aug	A revised student information management system	Questionnaire on usage conducted	WWM	
		2.3.2	enhance internal communication especially between Form Teachers and Class Teachers to provide timely guidance and support for students	Sep - Jul	Strengthen the role of Form Convenors, Guidance Form Convenors and Discipline Form Convenors in helping Form Teachers to monitor students' development Guidelines and roles of convenors are clearly set. The P.I.E. approach is being used by frontline teachers	Feedback from teachers Meeting minutes and convenor reports	WHW YHL SMY	
		2.3.3	work towards a more comprehensive remedial, enrichment and gifted programme to cater for the different learning needs of students	Sep - Jul	A summary of the current remedial, enrichment and gifted programmes	Evaluation reports from HoDs on the effectiveness of programmes organised	KHY KCC KHN PCC SL	

	Intended Outcomes / Targets		Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
2.4	Cater for learner diversity	2.4.1	continue to implement measures to cater for learner diversity	Sep - Jul	Different grouping of students and learning strategies are used	Existing measures are reviewed	KHY KCC KHN	
		2.4.2	provide more learning opportunities for able students	Sep - Jul	A summary of the enhancement programmes arranged	A report on the effectiveness of programmes organised	KHY HoDs	
		2.4.3	greater use of statistical analysis of students' academic performance to provide feedback on teaching strategies	Sep - Aug	Teachers adjusting their teaching strategies	Teachers' feedback from meeting minutes	HoDs	
		2.4.4	more structured use of the CCPS to focus on the use of different teaching strategies to cater for learner diversity	Sep - Aug	Teachers adjusting their teaching strategies	Teachers' feedback from meeting minutes	KCC KHN KYN	
2.5	Continue to foster a vibrant reading culture at school	2.5.1	more opportunities for English and Chinese teachers to recommend books for students to read	Sep - Aug	The number of books recommended by teachers	Feedback from HoDs and the librarian	CLW KCC KHN	
		2.5.2	display of students' reading in the form of book reports, illustrations or book marks in the classrooms		Frequency of display of students' reading in the classrooms			
		2.5.3	formation of book clubs to promote reading					

	Intended Outcomes / Targets	Strategies / Tasks		Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
2.6	Offer GCE as an alternative programme for senior studies	2.6.1	finalise the programme content, timetabling and staff arrangements for the programme	Sep - Aug	Approval from EDB to offer the programme in 2017-2018	Feedback from teachers Feedback from parents Feedback from students	WFR WHP SCY	
		2.6.2	gauge the response of parents about the programme by holding briefing sessions	Oct	Briefing sessions for parents and students are held			
		2.6.3	conduct training workshops for teachers assigned to teach the course	Jun - Aug	Professional development for teachers teaching the GCE class			
		2.6.4	work with HKEAA for examination arrangements	Sep - Aug	Curriculum and syllabus are set according to guidelines			
2.7	Start planning for STEM education	2.7.1	raise teachers' awareness of STEM education	Sep - Aug	Suggestions from teachers about how STEM education can be carried out in the College	An action plan for the development of STEM education	SCY	

3. **Raise administrative efficiency to enhance teaching and learning**

Intended Outcomes / Targets		Strategies / Tasks		Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
3.2	Facilitate daily class operation	3.2.1	implement an electronic system for processing students' attendance records to facilitate the timely provision of attendance records for teachers and administrative staff	Sep - Jul	Form Teachers and administrative staff input and update details of students' attendance to the system Useful summaries of students' absence and lateness are generated Quick access of students' attendance	Feedback from teachers and administrative staff Percentage of teachers using the Teacher App to retrieve students' attendance records	YHC Form Teachers	SAM grant
		3.2.2	install infra-red thermal detectors at the school entrances to replace the daily temperature record forms	Sep - Aug	Students develop the practice of checking their body temperature daily at the main entrances Students follow the guidelines if their body temperature exceeds the normal range	Body temperature records at the main entrance Feedback from students and teachers Spot checks by duty teachers	YHC WHW	SAM grant

	Intended Outcomes / Targets		Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
3.3	Strengthen the administration management procedure / mechanism	3.3.1	continue to promote the use of Google Calendar in enhancing co-ordination, Google Forms in collecting views and suggestions, and Google Docs in sharing information among staff	Sep - Aug	Teachers use Google Calendars to co-ordinate meetings / excursions / extra lessons and identify a suitable date / time-slot / venue so as to avoid clashes Teachers use Google Calendar, Forms and Docs in their routine work	Percentage of teachers using Google Calendar, Forms and Docs Feedback from teachers and administrative staff	YHC	
		3.3.2	procure an electronic document management system (DMS) to digitalise students' profile records and store them on the server systematically for proper retention and easy retrieval of students' records	Sep - Aug	Digitalised student information in DMS using a framework with index system to facilitate storing, managing and distributing students' records	Feedback from administrative staff on the service subscribed Completion of digitalising the students' profile records	YHC	SAM grant

4. **Foster core values among students**

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
4.1 Promote green living among students and teachers	4.1.1 formulate and implement a green policy for the College	Sep - Jul	Formation of a teacher team to draw up a green policy and help to implement it A 3-year strategic plan is proposed	Feedback from teachers, students, parents and all supporting staff Meeting minutes and convenor's report	WHW	
	4.1.2 promote recycling and waste reduction	Sep - Jul	Increased awareness of the importance of green living and low-carbon living among students and teachers	Feedback from teachers and students	CHL	
	4.1.3 incorporate the importance of environmental stewardship in the junior form curriculum	Sep - Jul	More discussion on environmental issues in junior form curriculum	Feedback from teachers and students	HoDs	

	Intended Outcomes / Targets		Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
4.1	Promote green living among students and teachers	4.1.4	assess and monitor the use of school resources such as water, energy, paper, materials and products	Sep - Aug	A summary of the annual consumption of water, electricity and paper A whole-school approach to conserving water, energy and paper is adopted Signages and posters are displayed on campus Education and promotion programmes are held	Analysis on the annual consumption of water, electricity and paper The quality and quantity of green programmes held Feedback from stakeholders	WHW	
		4.1.5	formulate and implement action plans to reduce waste in the use of school resources	Sep - Aug	Reduction in paper waste Reduction in electricity and water expenses Replace hard copies with e-Notices and emails	Data from water and electricity bills List of e-Notices Feedback from stakeholders	WHW CHL	

	Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
4.2	Promote positive values	4.2.1 work towards a coordinated student support programme to inculcate specific desirable values in each form 4.2.2 identify the desired values and attitudes based on student needs and school concerns	Sep - Jul	A theme and related values/attitudes are identified for each form Desired values / attitudes are incorporated into student programmes and lessons Strong collaboration between teams and departments to provide support for students Convenors meet at least twice a year to enforce a whole-school approach towards student support programmes Posters and calendars for value and character education are displayed in the campus Resource materials are easily available for teachers to promote positive values	Feedback from teachers and students Annual reports and plans submitted by the team convenors The quality and quantity of programmes organised by different teams and departments Feedback from teachers and students The use of APASO	WHW YHL SMY WFR LWW KYK	

Legend:

SMT   School Management Team
HoD   Head of Department
ITE   Information Technology in Education Team
IST   Information Services & Technology
APASO Assessment Program for Affective and Social Outcome
STEM   Science, Technology, Engineering and Mathematics