



# **ST. PAUL'S COLLEGE PRIMARY SCHOOL**

**SCHOOL ANNUAL PLAN**

***2019-2020***

endorsed by SPC Council on 4 Oct 2019

## 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

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.

**St. Paul's College Primary School**

**School Annual Plan 2019-2020**

Major Concern 1: Nurturing our Paulines with character virtues

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Evaluation Mechanisms	People Responsible	Resources Required
1.1 Develop good habits and attitudes with moral attributes (^GIVER'S Heart)	1.1.1 Plan and pilot the new school-based moral education project in a whole school approach.	Sep 2019 – Jul 2020	100% of planned activities completed, with over 90% participation of students. Some of the GIVER'S Heart attributes developed among our students, such as 'gratitude' and 'empathy', two of the attributes, from Paul's Action programmes.	Minutes, survey, teachers' observation and feedback from students	DH (SG), SGT, SGP	\$250,000
	1.1.2 Develop students' positive values towards learning habits.					
	1.1.3 Strengthen the bond among students with brotherhood qualities through Big Brothers Scheme.	Apr 2020				
1.2 Strengthen students' self-discipline and leadership skills	1.2.1 Strengthen the roles of Class Teachers and their effectiveness in class teacher periods.	Sep 2019 – Jul 2020	Over 50% of class teachers express they improve their class management skills from staff development sessions, and, for new teachers, the induction and mentorship programme piloted this year.	Minutes, survey, teachers' observation and feedback from teachers and students	DH (SG), SGT, SGP, CTs	

1.2 Strengthen students' self-discipline and leadership skills <i>(cont'd)</i>	1.2.2 Develop students' self-discipline skills.		100% of planned activities completed, with over 90% participation of students. Over 75% of teachers agree that students have improved their self-discipline skills.	Minutes, teachers' observation, teacher and student survey	DH (SG) SGT, SGP	
	1.2.3 Strengthen the roles of student leaders, such as prefects, class monitors, team captains, with inculcation of leadership skills.		Programmes to train up student leaders in place. Over 50% of students agree that they have learnt more about leadership skills.	Minutes, teacher and student survey	DH (SG), ADH (A), all teachers	

^**GIVER'S Heart** refers to the character-building virtues, namely, Gratitude, Integrity, Virtuousness, Empathy, Resilience (together with Responsibility and Respect) and Sincerity.

Major Concern 2: Equipping our Paulines with problem-solving skills

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Evaluation Mechanisms	People Responsible	Resources Required	
2.1 Strengthen note-taking and e/m-learning skills (e.g. Google Classroom)	2.1.1 Strengthen and streamline the note-taking skills across levels in respective subjects.	Sep 2019 – Jul 2020	Over 75% of students and teachers express that they benefit from / have applied the note-taking skills. Workshops on the framework of note-taking skills for teachers to be organised.	Subject minutes, plans and reports, survey, student work, staff development records	DH (CD), ADH (SDP), PCs		
	2.1.2 Utilise software, mobile apps, websites and electronic platforms as learning tools.		At least one learning task in each level in respective subjects, especially the four core subjects.				DH (CD), ADH (SDP), PCs, Panel of Computer Literacy Department
	2.1.3 Standardise a common, one-stop e-platform, e.g. Google Classroom, across subjects to facilitate interactive learning and teaching practices.		Over 90% of J. C. 5 and 6 students completed at least one task each in Terms 2 and 3, respectively in four core subjects.				

Major Concern 3: Optimising the Management and Administrative Efficiency

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Evaluation Mechanisms	People Responsible	Resources Required
3.1 Enhance the transparency and staff participation in policy / decision-making process	3.1.1 Invite staff to join task force to contribute to the school development in different areas.	Sep 2019	Over 50% of teachers, especially GMP1 or above, join task force for various functional areas.	Minutes, teacher survey, invitation documents and functional group list	H, DH (SG)	
	3.1.2 Keep all Committee Heads and Panel Chairs informed of school development initiatives through regular meetings.	Sep 2019 – Jul 2020	SDP Meetings with subject heads and groups of subject teachers to be held regularly. Over 75% of Panel Chairs benefit from training sessions organised by SDP Team	Minutes of staff meetings and HoDs meetings, staff development records, teacher survey	ADH (SDP)	
	3.1.3 Solicit views from teachers through various channels.		Colleagues' views collected, analysed via Google, Stakeholder Survey, School Intranet, etc., and made known to staff.	Minutes, Stakeholder Survey, teacher survey	ADH (SDP), ST (SSE)	

3.2 Strengthen the staff /school evaluation system	3.2.1 Engage teachers to refine the current staff appraisal system in relation to personal and school development.	Sep 2019 – Jul 2020	A task force, composed of teachers from various ranks, on staff appraisal to be set up and meetings to be held. The general framework fine-tuned and a proposal drawn by the task force.	Minutes, invitation documents, teacher survey, proposal(s)	H, SMT, the concerned task force	
	3.2.2 Review existing practices of regular school activities and plan for the future development through the strategic use of survey data collected (e.g. APASO, SHS, KPM, etc.).		Scrutinising plans and minutes across subject and committee groups in response to survey data		H, SMT coordinated by ADH (SDP)	
3.3 Develop the culture of trust, empowerment and collaborative leadership	3.3.1 Cultivate a stronger team spirit among staff through staff development and leisure activities to reinforce participation and collaboration.	Sep 2019 – Jul 2020	50% of teachers express they see improvements in team spirit among staff.	Minutes, staff development records	ADH (SDP), PCs	

	3.3.2 Provide ample opportunities for staff to join internal and/or external leadership training programmes.		20% of teachers join the relevant training programmes.	Minutes, staff development records	H, SMT facilitated by ADH (SDP)	
	3.3.3 Deploy staff with reference to their expertise, experience and interest.		More than 50% of teachers, especially GMP1 or above, join task force for various functional areas.	Staff appraisal records, teacher survey (functional groups)	H, DH (SG)	
3.4 Streamline regular practices of the school operation	3.4.1 Explore the use of electronic programmes to relieve staff workload with improved efficiency in some of the school operation practices, including examination score inputs, JC1 admission data, human resource management and shared platforms of documents and resources.	Sep 2019 – Jul 2020	Relevant electronic programmes in place and in operation. More than 50% of staff get used to sharing documents, especially those with sensitive data, on OneDrive (Office 365).	Minutes, teacher survey	H, DH (CD), DH (SG), ADH (A), EO	



3.5 Foster closer communications between the school and parents	3.5.1 Establish a framework on	Sep 2019 – Jul 2020	A series of parent workshops or seminars to be held.  50% of parents join at least one of the sessions.	Minutes, parent notices, feedback from parents	H, DH (SG), PTA	
	3.6.1 parent education for sustainable development.					
	3.5.2 Organise workshops on					
3.6 Provide opportunities for parents to understand some of the school policies and directions for school development	3.6.2 parent education with the PTA, including learning and teaching items in relation to the major concerns.					
	3.5.3 Create opportunities to					
	3.6.3 involve parents in various school activities.					

Legend:

H	Headmaster	ADH (SDP)	Assistant Deputy Head (School Development)	SGT	Student Guidance Teacher
DH (CD)	Deputy Head (Curriculum Development)	ST (SSE)	Senior Teacher (School Self-Evaluation)	PC	Panel Chair
DH (SG)	Deputy Head (Student Growth)	SMT	Senior Management Team	CT	Class Teacher
ADH (A)	Assistant Deputy Head (Activities)	SGP	Student Guidance Personnel	EO	Executive Officer
				PTA	Parent Teacher Association

Ongoing projects to be incorporated as routine work:

- Coordination of Extra-curricular and Cross-curricular Activities by ADH (A)
- Sister School Project by ADH (A)
- Discovery and Experiential Learning by PCs and subject teachers of the four core subjects
- School-based curriculum improvements by respective PCs and subject teachers