



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

## **SCHOOL ANNUAL PLAN**

### ***2021-2022***

endorsed by SPC Council on 30 Sep 2021

## 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 2021-2022**

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: Gratitude, Integrity, Virtuousness, Empathy and Resilience)	1.1.1 Implement the new school-based moral education project in a whole school approach	Sep 2021 – Jul 2022	100% of planned activities completed, with over 90% participation of students. The GIVER'S Heart attributes continue to be the main theme(s) of the project for each of JC 1 - 6. Attributes, such as Gratitude and Empathy, will be realised in Paul's Action and relevant service programmes. A close relationship is established between JC 1 and JC 6 students.	minutes, survey, teachers' observation and feedback from students	DH (D&G), ST (SG), ST (SA), TC (SD), SGP, D&G Team	\$400,000
	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					

1.2	Strengthen students' self-discipline and leadership skills	1.2.1	<p>Strengthen the roles of Class Teachers and their effectiveness in class teacher periods.</p> <p>The induction and mentorship programme will be implemented in assisting new teachers to understand our school culture and practices</p>	Sep 2021 – Jul 2022	<p>Over 80% of class teachers express they improve their class management skills from staff development sessions.</p> <p>Over 70% of new teachers find the MIP useful in assisting them in various school work such as teaching practices and class management.</p>	minutes, survey, teachers' observation and feedback from students, MIP report	DH (D&G), ST (SG), TC (SD), SGP, all CTs ADH (SDP), teacher-mentors and mentees	
		1.2.2	<p>Deliver a briefing session on the school expectation on student discipline to all students in the beginning of the school year.</p> <p>Develop students' self-discipline skills by organising activities / competitions / campaigns (whole school and/or through the collaboration among subjects) designed to help students understand the core values that constitute</p>		<p>100% of planned activities completed, with over 90% participation of students.</p> <p>Over 80% of teachers agree that students have improved their self-discipline skills.</p> <p>Over 60% of students agree that they show improvement in self-discipline.</p>			

	<p>self-discipline and how self-discipline contributes to a harmonies class/school and enable students to experience and share way to achieve self-discipline. Acclaim students / classes with outstanding performance</p>		<p>Presentation of certificate in assemblies.</p>			
1.2.3	<p>Strengthen the roles of student leaders, such as prefects, class monitors, team captains, green captain, etc., in the school routines with inculcation of leadership skills</p> <p>Acclaim student leaders publicly on their outstanding contributions</p>		<p>Programmes to train up student leaders in place. Over 80% participation of students agree that they have learnt more about leadership skills.</p> <p>Over 60% participation of students report that they have applied the leadership skills when performing their duties and find them useful.</p> <p>Over 40% of students appreciate the contribution by the student leaders.</p> <p>Presentation of certificate in assemblies.</p>	<p>minutes, teacher and student survey</p>	<p>DH (D&amp;G), ADH (A), ST (CCAs), TC (SD), all Ts</p>	

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	2.1.1* Strengthen and improve the note-taking skills and higher-order thinking (HOT) skills across levels in respective subjects	Sep 2021 – Jul 2022	Over 80% of students have applied the note-taking and HOT skills. Workshops for teachers in relation to HOT skills and the problem-based learning to be organised.	minutes, plans and reports, survey, student work, staff development records	DH (CD), ADH (SDP), PCs (core subjects)	
	2.1.2 Utilise software, mobile apps, websites and electronic platforms as learning tools		At least twice in each module across levels, especially the four core subjects.		DH (CD), ADH (SDP), all PCs, ITE Team	
	2.1.3 Standardise and improve the use of a one-stop e-platform, e.g. Microsoft Teams, across subjects and levels, and get prepared for situations where face-to-face lessons cannot be conducted		Students have completed at least three tasks per module on the e-platform in four core subjects.			

\*According to the School Development Plan 2019-2022, 2.1.1 was planned to be completed in 2021-2022 School Year. However, since the general implementation of HOT skills was postponed from 2019-2020 to 2020-2021, this strategy remains in this School Annual Plan 2021-2022 so that it can be fine-tuned in preparation for piloting the problem-based learning.

2.2	Carry out the problem-based learning (PBL)	2.2.1	Pilot the problem-based learning strategies in one or two levels in certain subject(s) with reference to the learnt note-taking skills, HOT skills and/or e/m-learning under the school's common framework (創意解難過七關)		Over 30% of students have applied the problem-based learning strategies. Workshops for teachers to be organised.	DH (CD), ADH (SDP), all PCs, SDP Team, ITE Team
2.3	Cultivate students as a leader with problem-solving skills	2.3.1	Organise student activities in which problem-solving skills would be applied by student leaders such as prefects.		Selected students have completed the relevant programmes, such as leadership training for prefects, student helpers, etc., and applied the problem-solving skills in them.	ADH (SDP), ST (CCAs), SDP Team, SGT, D&G Team

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 Mobilise staff in different task force to contribute to the school development in different areas	Sep 2021	Over 80% of teachers, especially GMP1 or above, continue to contribute in different task force for various functional areas.	minutes, teacher survey, invitation documents and functional group list	H, DH (D&G), ST (SG)	
	3.1.2 Keep all Committee Heads and Panel Chairs informed of school development initiatives through regular meetings	Sep 2021 – Jul 2022	SMT and PC Meetings with subject heads and groups of subject teachers to be held regularly.	minutes of staff meetings and HoDs meetings, staff development records, teacher survey	DH (CD), ADH (SDP), ST (AA)	
	3.1.3 Solicit views from teachers through various channels		Colleagues' views collected, analysed via Microsoft 365 platform, Stakeholder Survey, School Intranet, etc., and made known to staff.	minutes, Stakeholder Survey, teacher survey	ADH (SDP), ST (SSE)	



<p>3.2 Strengthen the staff / school evaluation system</p>	<p>3.2.1 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, other survey, etc.)</p>	<p>Sep 2021 – Jul 2022</p>	<p>Scrutinising plans and minutes across subject and committee groups in response to data from survey, assessment score, etc.</p>		<p>H, SMT coordinated by ADH (SDP)</p>	
<p>3.3 Develop the culture of trust, empowerment and collaborative leadership</p>	<p>3.3.1 Cultivate a stronger team spirit among staff through staff development and leisure activities to reinforce participation and collaboration</p>	<p>Sep 2021 – Jul 2022</p>	<p>60% of teachers express they see improvements in team spirit among staff.</p>	<p>minutes, staff development records</p>	<p>ADH (SDP), all PCs</p>	
	<p>3.3.2 Provide ample opportunities for staff to join internal and/or external leadership training programmes. Encourage and facilitate our middle managers to attend professional development programmes to enrich their management skills.</p>		<p>50% of teachers join the relevant training programmes.  Over 75% of Panel Chairs benefit from the middle management training programmes.</p>		<p>H, ADH (SDP)</p>	

	3.3.3	Deploy staff with reference to their expertise, experience and interest		More than 80% of teachers, especially GMP1 or above, contribute to the task force for various functional areas.	staff appraisal records, teacher survey	H, DH (D&G)	
3.4	Streamline regular practices of the school operation	3.4.1	Utilise Microsoft Office 365, a one-stop electronic platform, and the Mark Input System (MIS) to attain improved efficiency on documentation	Sep 2021 – Jul 2022	Microsoft 365 OneDrive and Teams to be further utilised in a greater scope and as daily routine.	Minutes, teacher survey	H, DH (CD), DH (D&G), MIS & WebSAMS Team, SEO
3.5	Foster closer communications between the school and parents	3.5.1	Implement the framework on parent education for sustainable development	Sep 2021 – Jul 2022	A framework on parent education is implemented. A series of parent workshops or seminars to be held. 60% of parents join at least one of the sessions. Parents take part in various activities.	Minutes, parent notices, feedback from parents	H, DH (D&G), PTA
3.6	Provide opportunities for parents to understand some of the school policies and directions for school development	3.5.2	Organise workshops on parent education with the PTA, including learning and teaching items				
	3.5.3	Create opportunities to involve parents as helpers and facilitators in various school activities such as JC 1 admissions, orientation, story mum/dad and parents sharing, etc.					

Major Concern 4: Celebrating the 170<sup>th</sup> Anniversary of St. Paul's College

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Evaluation Mechanisms	People Responsible	Resources Required
4.1 Organise a series of celebration activities in collaboration with SPC communities	4.1.1 Working committees to prepare for various anniversary events this school year	Sep 2021 – Jul 2022	Completion of Tasks	Lists of working committees	H, SMT, all STs, all PCs	

Legend:

H	Headmaster	ST (SSE)	Senior Teacher (School Self-Evaluation)	T	Teachers
DH (CD)	Deputy Head (Curriculum Development)	ST (SG)	Senior Teacher (Student Guidance)	PCs	Panel Chairs
DH (D&G)	Deputy Head (Discipline & Guidance)	ST (SA)	Senior Teacher (Student Affairs)	CTs	Class Teachers
ADH (A)	Assistant Deputy Head (Activities)	ST (AA)	Senior Teacher (Academic Affairs)	SEO	School Executive Officer
ADH (SDP)	Assistant Deputy Head (School Development)	ST (CCAs)	Senior Teacher (Co-curricular Activities)	PTA	Parent Teacher Association
SMT	Senior Management Team	SGP	Student Guidance Personnel	ITE	IT in Education
		TC (SD)	Teacher Convenor for Student Discipline	MIS	Mark Input System

Ongoing projects to be incorporated as routine work:

- Discovery and Experiential Learning, HOT Skills, e/m-learning by PCs and subject teachers of the four core subjects
- School-based curriculum improvements by respective PCs and subject teachers