



# ST. PAUL'S COLLEGE PRIMARY SCHOOL

SCHOOL ANNUAL PLAN

*2022-2023*

*endorsed by SPC Council on 24 November 2022*

## 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.

**“To be an Active Learner, A Man of Commitment to be”**

**School Annual Plan 2022-2023**

Major Concern	Target	Strategies / Tasks	Time Scale	Success Criteria	Evaluation Mechanism	Personnel Responsible	Resources Required
<p align="center"><b>MC1</b></p> <p align="center">Nurturing our Paulines to become a steward of God’s wisdom</p>	<p>1.1 Develop ‘diligence’ as one of the core attitudes to become a self-disciplined steward</p>	<p>1.1.1 Deepen students’ understanding of the importance of diligence through...</p> <p>(a) whole-school counselling programme to cultivate the idea of diligence and other values and attitudes in morning prayers, growth lessons, pep talks</p>	<p>Sep 2022 to Jul 2023</p>	<p>Students actively participate in the programme.</p> <p>They can identify diligence from successful people with appreciation.</p>	<p>Scrutiny of logbooks &amp; student work, Minutes, Teachers’ observation, Lesson observation, Students’ survey</p>	<p>DH(D&amp;G), ST(SG), ST(MCN), TC(SD), PC(RE), D&amp;G Team, SDP Team</p>	<p>Logbooks, Videos, Survey materials</p>
		<p>(b) level-based pastoral care to internalise diligence and other values and attitudes according to student needs of different levels in class teacher periods</p>		<p>They can understand that success is an achievement through diligence and there is no shortcut to it.</p>		<p>DH(D&amp;G), ST(SG), TC(SD), CTs</p>	
		<p>(c) formal curriculum from which teachers and students are encouraged to share stories, experiences and/or incidents about why diligence and other values and attitudes are important in our lives in cross-subject activities in each level</p>				<p>DH(SD), PCs, all subject teachers</p>	

Major Concern	Target	Strategies / Tasks	Time Scale	Success Criteria	Evaluation Mechanism	Personnel Responsible	Resources Required
<b>MC1</b>  Nurturing our Paulines to become a steward of God's wisdom <i>(cont'd)</i>	1.1 Develop 'diligence' as one of the core attitudes to become a self-disciplined steward <i>(cont'd)</i>	1.1.2 Develop students' abilities in putting diligence into practice through... (a) whole-school counselling programme to encourage students to pursue diligence in morning prayers, growth lessons, pep talks	Sep 2022 to Jul 2023	Students actively participate in the programme.  They create a 'diligence' plan in which they can reflect on how much effort they have put in their targeted tasks and whether they can do them heartily.  70% of students indicate that they are determined in carrying out tasks and responsibilities diligently.	Scrutiny of logbooks, Minutes, Teachers' observation, Lesson observation, Students' survey, Parents' Survey	DH(D&G), ST(SG), ST(MCN), TC(SD), PC(RE), D&G Team, SDP Team	Logbooks, Videos, Survey materials
		(b) level-based pastoral care to develop diligence and other values and attitudes into daily routine according to student needs of different levels in class teacher periods				DH(D&G), ST(SG), TC(SD), CTs	
		(c) informal curriculum from which teachers and students are encouraged to share experiences about why diligence and other values and attitudes are important in attaining goals in life-wide learning, team training, service-learning programmes				DH(A), ST(CCAs), LWL Team	Survey materials
		(d) home-school cooperation to develop diligence and other values and attitudes into daily lives through parent education				H, DH(D&G), PTA	Logbooks, Survey materials

Major Concern	Target	Strategies / Tasks	Time Scale	Success Criteria	Evaluation Mechanism	Personnel Responsible	Resources Required
<b>MC1</b> Nurturing our Paulines to become a steward of God's wisdom <i>(cont'd)</i>	1.2 Formulate a school-based values education framework that incorporates curriculum development and life-wide learning	1.2.1 Organise curriculum contents into coherent activities that yield focused and meaningful learning of the core values and attitudes through planning of lessons on promoting diligence and other values and attitudes to facilitate cross-curricular collegial collaboration in each of the six levels as coordinated by SDP Team and supported by QSIP Team	Sep 2022 to Jul 2023	Teachers collaborate through brainstorming of ideas, writing up of scheme of work (lesson flow of activities) and conducting collegial evaluation throughout the project to realise the rationale of P-I-E mechanism.  70% of teachers identify the needs for staff collaboration.	Scrutiny of relevant plans and records, Minutes, Teachers' survey, SMT observation on staff participation	DH(SDP), SDP Team, all subject teachers	Values education activity plans, Survey materials
		1.2.2 Organise life-wide learning programmes into coherent activities that yield focused and meaningful learning of the core values and attitudes through planning of activities on promoting diligence and other values and attitudes to facilitate cross-curricular collegial collaboration as coordinated by the LWL Team	May to Jul 2023	Teachers collaborate through brainstorming of ideas, writing up of scheme of work (lesson flow of activities) and conducting collegial evaluation throughout the project to realise the rationale of P-I-E mechanism.  70% of teachers identify the needs for staff collaboration.		DH(A), LWL Team, all teachers	Life-wide Learning Grant, Survey materials

Major Concern	Target	Strategies / Tasks	Time Scale	Success Criteria	Evaluation Mechanism	Personnel Responsible	Resources Required
<b>MC2</b> Unleashing our Paulines' potential as active learners	2.1 Set up a cross-curricular, school-based curriculum with vertical progression in developing students' knowledge, skills and attitudes	2.1.1 Formulate and implement the cross-curricular, school-based curriculum with clear targets for each level supported by the QSIP Team	Sep 2022 to Jul 2023	Students actively participate in cross-curricular activities and collaborate with peers.  Students' knowledge in the relevant subject content and learning skills are enriched with right attitudes being cultivated.	Scrutiny of student work, Minutes, Relevant meeting records, Teachers' observation, Lesson observation, Teachers' survey,	DH(CD), CD Team, SMT, PCs, relevant subject teachers	Schemes of work of different subjects and levels, Life-wide Learning Grant, Survey materials
		2.1.2 The CD Team formulates and initial school-based STEAM framework with relevant subject teachers in Term 1.		Students can use various STEAM-related tools or methods to work out solutions.			
		2.1.3 Expand the cross-curricular programme by graduation inclusion of other subjects and pilot the STEAM programme  Terms 2 and 3: JC1-3 (Chi/Maths/GS1/VA) JC4-6 (Eng/ICT/GS2/VA)		School-based curriculum framework with clear targets and vertical progression is developed, with different STEAM programme topics for each level.  A more structured framework can be proposed after the pilot programme.			

Major Concern	Target	Strategies / Tasks	Time Scale	Success Criteria	Evaluation Mechanism	Personnel Responsible	Resources Required
<b>MC2</b> Unleashing our Paulines' potential as active learners <i>(cont'd)</i>	2.2 Enrich students' capabilities in the use of information	2.2.1 Formulate different cross-curricular themes in relation to students' daily lives for each level in which students locate (input), process and present (output) information	Sep 2022 to Jul 2023	Different themes for each level can be identified.  Students can make good use of various tools and skills to locate, evaluate, retrieve, organise information effectively.	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 Develop the school-based Information Literacy (IL) Framework* with clear targets for each level		Students can use a range of strategies to interpret and present information to support their viewpoints.  DH(CD) formulates the IL Framework and delineates the targets for all levels with a progressive approach (nine IL areas across six levels, with JC1 having the least number of items and JC6 having the most).  Students can locate information from correct sources.  Students understand that they should handle information ethically and responsibly.			

\*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

Major Concern	Target	Strategies / Tasks	Time Scale	Success Criteria	Evaluation Mechanism	Personnel Responsible	Resources Required
<b>MC2</b> Unleashing our Paulines' potential as active learners <i>(cont'd)</i>	2.3 Enhance teachers' collaboration in devising teaching strategies to cultivate active learners	2.3.1 Organise professional development programmes to empower and train up middle-level leaders and teachers with leadership potentials as curriculum leaders	Sep 2022 to Jul 2023	Members of the CD Team, Panel Chairs and teachers of various subjects are entrusted with leading roles in planning, implementing and evaluating the project.  Facilitated by the CD Team, subject teachers of the same levels are lined up to conduct cross-curricular lesson planning from compromising on a common theme, formulating the project timeline to project evaluation.	Scrutiny of relevant plans and records, Minutes, Teachers' survey, SMT observation on staff participation	DH(CD), PCs, all subject teachers	Schemes of work of different subjects and levels, Survey materials
		2.3.2 Enrich the collaborative lesson planning culture to foster deeper collaboration		Teachers collaborate through brainstorming of ideas, writing up of scheme of work (lesson flow of activities) and conducting collegial evaluation throughout the project to realise the rationale of the P-I-E mechanism.  Teachers identify the needs for sharing of experiences and collaboration for cross-curricular learning.			
		2.3.3 Share learning and teaching materials to encourage more professional exchanges		The CD Team disseminates good practices at staff meetings and/or professional development programmes.			

Legend:

H	Headmaster	ST(SG)	Senior Teacher (Student Guidance)	D&G	Discipline & Guidance
DH(CD)	Deputy Head (Curriculum Development)	ST(MCN)	Senior Teacher (Moral, Civic & National Education)	LWL	Life-wide Learning
DH(D&G)	Deputy Head (Discipline & Guidance)	ST(AA)	Senior Teacher (Academic Affairs)	SDP	School Development
DH(A)	Deputy Head (Activities)	ST(CCA)	Senior Teacher (Co-curricular Activities)	PCs	Panel Chairs
DH(SDP)	Deputy Head (School Development)	TC(SD)	Teacher Convenor for Student Discipline	CTs	Class Teachers
SMT	Senior Management Team	SGP	Student Guidance Personnel	PTA	Parent Teacher Association
ST(SSE)	Senior Teacher (School Self-Evaluation)	QSIP	Quality School Improvement Project (CUHK)	RE	Religious Education
		CD	Curriculum Development		