



St. Paul's Secondary School



Annual School Plan 2008-2009

Our Mission

We are committed to providing

- an all-round education based on Christian values that enhance the quality of life both spiritually and materially for our Paulinians so that they can contribute positively to their home, profession and society with charity, confidence, conscience, courage, creativity, competence and commitment;
- a positive learning environment that offers each student a better opportunity to develop through a balanced educational programme which recognizes the needs for growth in 7 areas of knowledge, skills and attitudes, namely the moral, intellectual, physical, social, aesthetic, emotional and spiritual areas, known as the “Paulinian Spectrum”.

Our Vision

That with a dynamic thinking culture, SPSS can become an excellent learning and caring community.

School Theme

Aspire to Excellence, Share for Synergy, Progress towards Multiplicity

Major Concerns

1. To sustain, explore and share good educational practices so as to further foster a high-achieving school culture.
2. To ensure a smooth transition to the NSS curriculum.

Annual School Plan 2008-2009

Contents

Page

Major Concern 1 - To sustain, explore and share good educational practices so as to further foster a high-achieving school culture

1. Teachers reinforcing and further developing the skills of assessment 3
2. Incorporation of assessment in daily teaching to facilitate teaching and learning 4
3. Cultivating the culture of self-directed learning among students 5
4. Enhancing the capacity of staff establishment to boost the effectiveness of teaching and learning 6
5. Catering for individual learner differences 7

Major Concern 2 - To ensure a smooth transition to the NSS curriculum

1. Implementation of NSS planning on all levels 8
2. Smooth transition from junior to senior curriculum to equip students with essential skills, knowledge and attitude for the change 9
3. Holistic and coherent planning in OLE and SLP leading to pursuit of lifelong learning and whole-person development 10
4. Communication with stakeholders to inform them of the necessary preparations for the reform 11

Major Concern 1 – To sustain, explore and share good educational practices so as to further foster a high-achieving school culture.

Intended Outcomes/Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Teachers reinforcing and further developing the skills of assessment	Reinforcing the skills of both summative and formative assessments	Whole year	75% of teachers are confident of using assessment to complement teaching	Lesson observation	Department Heads	N/A
	Sharing on the strategies of using assessment through collaboration meetings, peer lesson observation and staff development	Whole year	Collaboration meetings and peer lesson observation helping teachers to further develop the skills of assessment Staff development programmes helping over 70% of teachers to further develop the skills of assessment	School survey Record of peer lesson observation Evaluation on staff development	Staff Development Team (SDT) Department Heads	N/A

Intended Outcomes/Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
2. Incorporation of assessment in daily teaching to facilitate learning and teaching	Implementing the guidelines proposed by the Assessment Unit	Whole year	Departments making use of the guidelines to enhance learning effectiveness through assessment Academic performance of students showing improvement	Guidelines on assessment Annual report	Curriculum Development Team (CDT) Department Heads	N/A
	Adopting a wide variety of assessment modes to enrich daily classroom activities	Whole year	A wide variety of assessment modes used by various departments in daily teaching Appropriate assessment tools designed and used to meet the objectives set	School survey Lesson observation Various assessment tools	Department Heads	N/A
	Making use of assessment information to facilitate teaching and learning	Whole year	Tuning teaching pace, depth and strategies based on the evaluation from the assessment information Over 70% of students agreeing that the feedback from assessment helps them to understand their standard and how to make improvement	Lesson observation School survey Staff appraisal	Department Heads	N/A

Intended Outcomes/Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
3. Cultivating the culture of self-directed learning among students	Launching of Student Learning Profile (SLP) to enable students to develop lifelong interests and lifelong learning capabilities	Whole year	Over 75% of students being aware of the importance of balanced development in the five areas of OLE Students mobilized to plan and play an active role in the OLE participation	SLP record Annual report of OLE Coordination Team	OLE Coordination Team	Student Activity Officer
	Further promoting the use of the SPARK platform to extend learning beyond the classroom	Whole year	Structured and holistic programmes of SPARK platform formulated Usage rates of the various components of SPARK platform increasing Over 75% of teachers and over 65% of students agreeing that the SPARK platform facilitates their teaching and learning beyond the classroom	Annual plan and report of IT Team School survey	English Department IT Team Department Heads	N/A
	Cultivating a rich reading culture by taking part in the Learning Support Services for Secondary Schools	Whole year	Students actively participating in the reading programme designed by the Reading to Learn Unit Students' language proficiency improving 70% of students motivated in "Reading to Learn" through the reading periods	School survey Annual report of the Reading to Learn Unit	Reading to Learn Unit English Department Chinese Department	N/A

Intended Outcomes/Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
4. Enhancing the capacity of staff establishment to boost the effectiveness of teaching and learning	Employing subject facilitators/coordinators, IT technicians and teaching assistants	Whole year	Over 80% of teachers agreeing that their overall workload on administration is relieved by the assistance from the supporting staff Over 80% teachers agreeing that space is provided for them to develop strategies of teaching and for learning	Report on the use of CEG and TPPG School survey	Finance Committee	CEG TPPG CITG
	Updating IT infrastructure to facilitate teaching and learning	August to September	Over 80% of teachers agreeing that updated IT facilities raise the teaching efficiency	School survey	IT Team	CITG
	Providing additional manpower for co-teaching in certain senior-level subjects	Whole year	Collaborative lesson plans developed to cater for classes with special needs Appropriate pedagogies for co-teaching developed	Lesson observation Annual report	Department Heads	CEG & TPPG

Intended Outcomes/Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
5. Catering for individual learner differences	Implementing split classes for core subjects, Liberal Studies and Integrated Science in junior forms to enhance students' motivation and learning effectiveness	Whole year	Improvement in students' academic performance More interactive classroom activities conducted in a small-class environment	Students' performance Lesson plans	Department Heads of corresponding subjects Academic Committee	CEG TPPG
	Adopting appropriate pedagogies for streamed classes	Whole year	Over 70% of teachers and students agreeing that pedagogies developed enhance teaching and learning standards	Lesson observation School survey	Department Heads of corresponding subjects	N/A
	Offering supplementary lessons in junior form Mathematics and Chinese and senior form Science subjects to explore the potential of high-achievers and cater for weak students	Whole year	Teachers agreeing that the potential of high-achievers is explored Academic performance of weak students showing improvement	Lesson observation Students' performance	Teachers responsible for supplementary lessons	TPPG

Major Concern 2 – To ensure a smooth transition to the NSS curriculum.

Intended Outcomes/Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Implementation of NSS planning on all levels	Finalizing NSS plans on all levels	September to November	School implementation plan showing timeline and addressing major areas of concern Action plans from departments showing detailed planning in the key aspects of NSS	Implementation plan from NSS Unit Scrutiny of action plans from departments	Head of NSS Unit Department Heads	N/A
	Carrying out the implementation plan proposed by the NSS unit	Whole year	Progress in specified areas being scheduled A finalized document with administrative details for specified areas compiled	Monitored by progress meetings and timeline	Head of NSS Unit	N/A
	Implementation of the action plans proposed by various departments and teams	Whole year	All departments tuning their focus of the year and setting priorities in NSS preparations according to their action plans Related teams working out their solutions towards matters arising from NSS	Monitored by progress meetings	Head of NSS Unit Department Heads Heads of related teams	N/A

Intended Outcomes/Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
2. Smooth transition from junior to senior curriculum to equip students with essential skills, knowledge and attitude for the change	Junior curriculum laying down strong foundation in core subjects and offering general education in all Key Learning Areas	Whole year	Revised curriculum in junior forms showing transition and progression to the NSS curriculum	Scrutiny of documents Annual plans of different departments	All Department Heads Head of NSS Unit	N/A
	Consolidation of school-based Liberal Studies curriculum to foster generic skills training and learning modes required in senior curriculum	Whole year	A school-based L.S. curriculum, with lesson plans and teaching materials, being developed Liberal Studies teachers agreeing that the curriculum prepares students for the senior curriculum	Scrutiny of documents and teaching materials Annual report of LS Department	Department Head of Liberal Studies	N/A
	Taking part in the School-based Curriculum Development Support Services for Secondary Schools – Science Education to prepare students for senior science curriculum	Whole year	Teachers agreeing that the Support Services can facilitate the change A school-based IS curriculum built which equips students with essential scientific processing skills, scientific knowledge and science training to ensure smooth progression into senior curriculum	School-based IS curriculum Annual report of IS Department	Department Head of IS Science Coordinator	TPPG Additional science teacher

Intended Outcomes/Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
3. Holistic and coherent planning in OLE and SLP leading to pursuit of lifelong learning and whole-person development	Arranging quality OLE activities to enrich students' knowledge and real-life experience	Special school days Post-exam periods	OLE activities providing over 70% of students with real-life experiences to contextualize learning Over 70% of students agreeing that OLE activities supplement their classroom learning	School survey	OLE Coordination Team Various departments/teams	Student Activity Officer CEG
	Sustaining a mechanism to strengthen the linkage of formal and informal curricula		More than 70 % of the teachers and students agreeing that LWL activities widen their horizons and complement subject learning	School survey Annual report of OLE Coordination Team	OLE Coordination Team	
	SLP enhancing students' motivation and ability to set goals for whole-person development		More than 80% of students understanding the importance of self-reflection and writing meaningful reflective essays Students agreeing that the SLP report enables them to monitor their progress and refine their plans for whole-person development through OLE	Student reflection log book Scrutiny of SLP report	Teacher in charge of SLP	

Intended Outcomes/Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
4. Communication with stakeholders to inform them of the necessary preparations for the reform	Informing and consulting staff about the NSS plan	October to November	Over 90% of the staff recognizing the NSS plan, the corresponding modifications in administration and the role of teachers in the reform Teachers giving constructive feedback to refine the plan	Evaluation on staff development	NSS Unit Staff Development Team	N/A
	Informing and consulting parents and students about the school-based planning in NSS through seminar for S4 subject choice and survey	November and March	Over 70% of parents and students agreeing that the seminar for S4 subject choice is useful Data collected from the survey enable the NSS Unit to finalize the elective subjects offered in the NSS curriculum	Evaluation on the seminar	NSS Unit Careers Guidance Team	N/A
	Encouraging and assigning teachers to participate in professional development programmes organized by EDB, professional educational bodies and the school	Whole year	Teachers equipped with necessary professional knowledge and pedagogies for the NSS curriculum	Staff Development Report	NSS Unit Department Heads	N/A