

# St. Paul's Secondary School



## Annual School Plan 2009 - 2010



# Annual School Plan 2009-2010

<b>Contents</b>	<b>Page</b>
School Vision, Mission and Theme	2
Major Concerns 2009 - 2010	2
<b>Major Concern 1:</b> To ensure the smooth implementation of NSS through continuous exploration and refinement	
1. Establishing an effective mechanism to monitor, review and refine the implementation of the NSS curriculum	3
2. Encouraging NSS teachers to explore, share, review and refine their teaching and assessment practices	3-4
3. Creating room for teachers to carry out the strategies and formulated plans	4
4. Ensuring that the present and future NSS students are adequately prepared for the curriculum	5
5. Embedding the essential elements in the Liberal Studies curriculum	6
6. Extending students' learning opportunities within and outside school hours so as to widen their exposure, mind and vision to diverse interests and qualities	6-7
<b>Major Concern 2:</b> To boost students' self-concept through intellectual, affective and social development	
1. Obtaining a more in-depth understanding of the affective and social development and needs of the students	8
2. Enhancing the intellectual and affective self of the students	8
3. Nurturing a culture of peer support among students in SPSS	9
4. Enhancing students' motivation and ability for whole-person development and to develop lifelong learning capabilities	9
5. Parents boosting the intellectual, affective and social development of the students	10
6. Catering for learner differences to stretch the potential of students	10

## **Our Vision**

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

## **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 "7C"s- charity, confidence, conscience, courage, creativity, competence and commitment; and
- ❖ a positive learning environment that enhances each student's opportunity to develop through a balanced educational program 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".

## **School Theme**

Enrich Our Knowledge; Broaden Our Horizons

## **Major Concerns**

1. To ensure the smooth implementation of NSS through continuous exploration and refinement.
2. To boost students' self-concept through intellectual, affective and social development.

## Annual School Plan 2009-2010

School Theme: Enrich Our Knowledge; Broaden Our Horizons

**Major Concern 1:** To ensure the smooth implementation of NSS through continuous exploration and refinement.

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
1.Establishing an effective mechanism to monitor, review and refine the implementation of the NSS curriculum	-Adopting different means, such as lesson observation and the scrutiny of annual plans, so as to review and understand the progress and effectiveness of the curriculum	-The school has established an effective mechanism to monitor, review and refine the implementation of the NSS curriculum.	-School Survey -Feedback from the NSS Unit -Scrutiny of documents	Oct. 09, Feb. 10	-Academic Committee, CDT, SDET, NSS Unit	-Teaching assistants
	-Refining the overall planning of the NSS curriculum such as the NSS streaming mechanism, flexible grouping, time-tabling and human resources management, etc.	-Over 80% of the teachers are satisfied with the refined NSS curriculum.	-Feedback from the Department Heads and teachers	Whole year	-Department Heads, NSS Unit	
2.Encouraging NSS teachers to explore, share, review and refine their teaching and assessment practices	-Arranging well-focused school-based professional development activities such as peer lesson observation and collaboration meetings	-Over 70% of teachers agree that both peer lesson observation and collaboration meetings help them revise their strategies of teaching the NSS curriculum.	-Record forms of peer lesson observation and collaboration meetings	Whole year	-CDT, SDT	
	-Organizing sharing sessions on good practices of implementing the NSS curriculum					

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>People in Charge</b>	<b>Resources Required</b>
	-Encouraging the teachers to participate in staff development programmes including curriculum interpretation, assessment, pedagogy development and knowledge enrichment	-Over 70% of the teaching staff explore, share, review and refine their teaching and assessment practices.	-School Survey -Questionnaire	Jul. 10	-SDT	-TSS
	-Developing assessment resources pool to facilitate the conduct of both summative and formative assessments		-School Survey	Whole year	-All departments	
3.Creating room for teachers to carry out the strategies and formulated plans	-Providing additional manpower and resources for teachers to maximize learning and teaching effectiveness as well as support for administrative work and IT	-Over 90% of the teachers agree that their workload is lessened by the provision of additional manpower and resources.  -Over 90% of the teachers agree that space has been provided for them to develop and carry out the strategies and the curriculum plans.	-School Survey -Feedback from teachers	Whole year	-The Principal	-*CEG, *TPPG, *SSCSG

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>People in Charge</b>	<b>Resources Required</b>
4.Ensuring that the present and future NSS students are adequately prepared for the curriculum	-Providing a balanced junior curriculum which covers all Key Learning Areas and builds up a solid foundation in core subjects	-Over 70% of the teachers teaching junior forms agree that the students are well prepared for the NSS curriculum.  -Students are capable of applying the knowledge and skills acquired to solve problems in new situations.	-Feedback from teachers teaching junior forms	Whole year	-NSS Unit, Department Heads, all junior form teachers	
	-Arranging seminars for parents and students about the NSS curriculum, subject combination and elective allocation mechanism	-Over 80% of the parents and students agree that they have a better understanding of the NSS curriculum, subjects offered and their combination.	-School Survey  -Evaluation from the seminars  -Evaluation on the choices of the NSS electives	Oct. 09, Mar. 10	- NSS Unit, Careers Team, F. 3 Form Teachers	-TSS, Teaching assistants
	-Conducting surveys to identify students' interests, needs and demand		Nov. 09	-NSS Unit		
	-Providing guidance for students and helping them choose appropriate elective subjects		Nov. 09, Feb.-Mar. 10	-All teachers and parents of F. 3 students		

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>People in Charge</b>	<b>Resources Required</b>
5.Embedding the essential elements in the Liberal Studies curriculum	-Implementing split classes, strategic streaming and groupings during lessons to foster collaborative learning and classroom interaction	-Essential elements in the Liberal Studies curriculum have been successfully embedded.	-Liberal Studies Departmental Minutes and Annual Report	Whole year	-Liberal Studies Department Head, Form Coordinators and teachers	-Teaching assistants
	-Providing extra manpower and resources to enhance the capacity in the development of the curriculum	-Liberal Studies teachers agree that small group teaching facilitates student-centred and peer learning.	-Lesson observation			
6.Extending students' learning opportunities within and outside school hours so as to widen their exposure, mind and vision to diverse interests and qualities	-Ensuring that a wide range and balanced combination of Other Learning Experiences are arranged across different levels	-Over 70% of the students agree that their learning opportunities have been extended and their exposure, mind and vision to diverse interests and qualities have also been widened.	-School Survey	Whole year	-OLE Co-ordination Team	-Teaching assistants
	-Implementing new arrangement of the time-table throughout the year to provide more time and space for OLEs					
	-Promoting the use of the SPARK platform for interactive learning beyond the classroom	-Launch of new IT platforms	-School Survey	Whole year	-IT Team	-TSS, *QEF
	-Exploring new IT platforms for mobile learning	-Positive feedback from pioneer groups of teachers in using the new platforms				

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>People in Charge</b>	<b>Resources Required</b>
	-Encouraging the students to widen their exposure, mind and vision by reading newspapers, books and other materials	-Over 80% of students agree that their reading culture is further strengthened.	-Questionnaire	Whole year	-Reading to Learn Unit	-CEG
	-Further implementing Reading Programmes for F.1 and 2 students	-The quality of programme activities indicates students' horizon being broadened.				

**Major Concern 2: To boost students' self-concept through intellectual, affective and social development.**

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>People in Charge</b>	<b>Resources Required</b>
1.Obtaining a more in-depth understanding of the affective and social development and needs of the students	-Sharing and discussing in Form Teacher meetings allowing teachers to understand the progress and needs of their students	-Students' performance in the affective and social domains has been clearly depicted.	-Teachers' observation -Form Teachers' meetings	Whole year	-Form Teachers	
2.Enhancing the intellectual and affective self of the students	-Creating an encouraging learning atmosphere by giving more concrete and constructive feedback as well as praise in lessons and in students' assignments	-Positive feedback from students.	-School survey -Lesson observation -Scrutiny of students' assignments	Whole year	-All teachers	
	-Providing more chances for students to participate in intra/inter-school competitions	-Students become more confident in academic and non-academic work.	-Teachers' observation	Whole year	-All teachers	-Teaching assistants
	-Conducting more programmes and workshops pertaining to the boost of intellectual and affective self by collaboration with external service providers	-70% of students agree that the programmes or workshops help them with affective development.	-Questionnaire -Teachers' observation	Jan. 10, Feb. 10	-Counselling Team	-CEG

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>People in Charge</b>	<b>Resources Required</b>
3.Nurturing a culture of peer support among students in SPSS	-Recruiting and training student ambassadors and members of Peer Group Counselling Team to provide peer support for the students in junior forms	-80% of the students involved agree that all can benefit from the programmes.  -Positive feedback from teacher advisors.	-Questionnaire  -Teachers' observation	Aug. 09, Jul. 10	-Counselling Team	-Support from Guidance Teachers
	-Training club officers to be co-workers in organizing extra-curricular and LWL activities	-The confidence in the social and affective aspects of students involved can be further raised.		Whole year	-OLE Co-ordination Team	
	-Offering leadership training to F.6 students and school prefects so that they undertake a more proactive role in serving the school and their peers			Whole year	-Prefect Board	
4.Enhancing students' motivation and ability to set goals for whole-person development and to develop lifelong learning capabilities	-Supplementing students with various OLE activities to promote whole-person development	-Over 70% of the students agree that OLE activities promote whole-person and lifelong learning capability development.	-School Survey  -Teachers' observation	Whole year	-OLE Co-ordination Team	-TSS, Teaching assistants
	-Making use of the Student Learning Profile to develop learner autonomy and reflect on experiences	-Over 70% of the students agree that the Student Learning Profile enables them to set goals and monitor their development.	-Student Learning Profile Record	Jul. 10	-SLP Team	-TSS, Teaching assistants

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>People in Charge</b>	<b>Resources Required</b>
5. Parents boosting the intellectual, affective and social development of the students	-Arranging workshops on how to apply various parenting skills to their daughters	-80% of the parents agree that the functions are useful in helping them to play a positive role in educating their daughters through the use of different parenting skills at home.	-Questionnaire for parents to complete	Oct. 09, Mar. 10	-Counselling Team, Form Teachers, parents	-Grants from Home-School Co-operation
6. Catering for learner differences to stretch the potential of students	-Further developing teaching strategies to suit the needs of students according to their interests, strengths and weaknesses	-A graded approach to assessment will be further developed.  -Teachers are competent in applying suitable strategies to cater for learner diversity.	-School survey  -Lesson observation  -Summative and formative assessments	Whole year	-All departments, SDT	
	-Conducting split classes in junior forms on core subjects to help students build a solid foundation	-There is positive feedback from teachers at evaluation meetings.  -Students at different levels progress accordingly.	-Evaluation meetings	Whole year	-Departments of core subjects	-CEG, TPPG
	-Streaming in senior forms, which is based on students' language ability, to enable learners at different levels to progress accordingly					

\*CEG: Capability Enhancement Grant

\*TPPG: Teacher Professional Preparation Grant

\*SSCSG: Senior Secondary Curriculum Support Grant

\*QEF: Quality Education Fund