SCHOOL DEVELOPMENT PLAN (2018-2021)

Revised August 2020

FOUNDED 1851

ST. PAUL'S COLLEGE

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OUR SCHOOL MISSION STATEMENT AND SCHOOL MOTTO

The offering to Chinese youths of a modern, liberal education in the English language (but including the subject of Chinese language in the curriculum) based upon Christian principles, Protestant and Evangelical, as professed by the Sheng Kung Hui. Our school motto is **The Fear of the Lord is the Beginning of Wisdom** 寅畏上主是為智之本 **(Proverbs 9:10)**

OUR GOALS

The educational goals of the College, in accordance with its mission, may be described as:

- To cultivate a healthy attitude to life and the world and to expose boys to the Christian message

- To inculcate civic awareness in boys and to develop them into responsible and productive citizens of community with respect for intellectual property, human rights, freedom and justice

- To enable boys 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 boys' skills and abilities in information technology and to arouse interest in life-long learning

- To develop boys' 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, develop harmonious relationships in school, the family and the community, and participation in community affairs

- To develop in boys the ability to cope with adverse situations and to deal with emotional problems appropriately

OUR ETHOS

Our ethos is summed up in the College song: "Brothers here we stand together, all for each and each for all". The College strives to provide an active, caring, happy and healthy environment for boys' learning, based on mutual respect and trust.

OUR VISION

For the College to be recognised both locally and internationally as one of the best schools for the education of boys.

HOLISTIC REVIEW

I.   EFFECTIVENESS OF THE SCHOOL DEVELOPMENT PLAN (15-18)

Major Concerns	Extent of Targets Achieved	Remarks and follow up action
Raise teaching and learning efficiency by enhancing the teaching environment • Improve the information technology infrastructure of the school • Greater use of IT in teaching • Maximize teaching time • Maintain a well-disciplined learning environment in the classroom • Continue to foster a supportive and collaborative environment for teachers • Raise teachers' awareness of different strategies.	Partially achieved	✦ The College should seriously look into the existing learning facilities to see if they are adequate to prepare students for 21st learning in which technology, creativity and collaborative learning are essential. ✦ To further enhance students' the learning experience, it was proposed that all life-wide and curriculum-related experience would be incorporated into an activity week in which there would be no normal lessons for Forms 1- 4 students. This would help teachers to put learning into real-life contexts for their students. It was decided that an activity week would be piloted in 2017-2018. ✦ There should be more opportunities for meaningful interaction for peer learning and collaboration. Ownership in learning is also important in engaging students' participation in learning. To this end, to widen teachers' exposure through more school visits and teacher-exchange with our linked schools overseas would be beneficial.
Raise teaching and learning efficiency by enhancing the learning environment • Create space and time to optimize learning • Greater use of IT in learning • Enhance learning support • Cater for learner diversity • Continue to foster a vibrant reading culture at school • Offer GCE as an alternative programme for senior students	Partially achieved	✦ More attention has to be given to the self-evaluation mechanism so that departments can assess the effectiveness of the remedial and enhancement programmes currently offered to cater for learner diversity. ✦ Physical improvement can also be made to the library such as the setting up of a reading corner with comfortable seating, dividing the reading area into leisure reading zone and silent reading zone and setting up mini-presentation zone for various purposes. These changes would allow students to feel more comfortable when they use the library. Complemented with other suitable activities, the library could become a place that students like to aggregate and the reading culture can also be enhanced.

• Start planning for STEM education • Campus re-utilization study		✚ STEM education, which requires hands-on activities, is more suitable for junior secondary school students. Though STEM education is currently promoted through competitions and after school activities, it is certainly necessary for academic departments to include projects, presentations, creative thinking, problem solving and inquiry-based learning in Forms One to Three curriculum.
Raise administrative efficiency to enhance learning and teaching • Streamline school operations • Facilitate daily class operation • Strengthen the administration management procedure / mechanism	Mostly Achieved	✚ There is a need to unify and synthesize the current administrative procedures to avoid duplication of tasks. ✚ The use of smart card for taking attendance and the implementation of e-payment should be explored.
Foster core values among students • Promote green living among students and teachers • Promote positive values	Partially achieved	✚ Values education has always been an important component in our curriculum but it is based on Christian values and Biblical principles. In response to the recommendations in the External Review, specific themes assigned to each year level and specific desirable values are identified and allocated to each month. This should serve as an anchor point for all the students support teams to plan their programmes accordingly to reinforce these desirable values. ✚ St. Paul's College prides itself on the sense of brotherhood that we all share. This is not only emphasized in all activities including using Form Four peer mentors to help Form One students in Paul's Breakthrough, mentorship programme and many other activities involving graduates coming back to school to share their life experiences with the students. Increasingly, we are also strengthening our ties with the primary school. ✚ However, little was done in 2016-2017 on the promotion of green living in St. Paul's College and that should be a major area of focus in 2017-2018.

II. EVALUATION OF THE SCHOOL'S OVERALL PERFORMANCE

Domains	Major Strengths	Areas for Improvement
School Management	A staunch effort has been made to enhance the transparency of the decision making process, acknowledge teachers' talent and contributions as well as facilitate their professional development. The College has a clear direction for development and formulates strategies that are in line with the long term goals of the College..	The College is aware of the need to put in place a well-structured succession plan to ensure continuity and consistency in implementation of school policies.
Professional Leadership	The senior management team oversees school work and deploys resources effectively. The Vice Principals facilitate communication between teachers and the management effectively.	There is a need to enhance an evaluative culture so as to strike a balance between professional autonomy and accountability.
Curriculum and Assessment	Curriculum organization at school level addresses the varied learning needs and interests of students, The provision of an extensive range of co-curricular and life-wide learning programme further broadens students' horizons and nurtures their whole-person development.	To help students face the challenges of the 21st Century, there is a gradual shift in emphasis on incorporating the teaching of skills (5Cs – Collaboration, Communication, Critical thinking, Creativity and Citizenship) and values into the formal curriculum. Efforts are made to encourage collaboration across KLAs.
Student Learning and Teaching	Students are self-disciplined and have a strong sense of belonging to the school. They have excellent academic performance and participate enthusiastically in a wide range of co-curricular activities and competitions with pleasing results.	The College is working on a paradigm shift towards a more problem-based student-centred approach to teaching and learning. Increasingly, there are attempts to provide teachers with a wider repertoire of teaching strategies. There are also initiatives to increase teachers' international exposure so that they can incorporate new ideas for effective teaching and learning.

Student Support	The College offers a caring and supportive community to cultivate a healthy attitude to life. All teachers work together for the spiritual, emotional and psychological well-being of the students. The College is also supportive of the principle of inclusive education. For many years, the College has welcomed and assisted visually-impaired students.	The College will need to continue to provide programmes and initiatives to build up students' resilience, perseverance and problem solving skills.
Partnership	The College enjoys a good partnership with parents, alumni and the wider community. There is also an established network of schools overseas working with the College to provide teacher and student exchange programmes.	The College is actively seeking opportunities of partnership with universities, both local and overseas, and the private/commercial sector of society.
Attitude and Behaviour	Students display a positive learning attitude and academic aptitude during lessons.	To further extend the potential of students, learning autonomy will continue to be stressed so that students can have more ownership of their learning.
Participation and Achievement	Students are talented in many areas, as evidenced by the awards and prizes that have been won in local and international competitions.	Students and families have high expectations of themselves and the College will continue to emphasise the educational values of participating in various competitions.

The analysis is based on the comments / recommendations made in the EDB External School Review (ESR) report and the CUHK Quality School Improvement Project (QSIP) report as well as on the findings from the stakeholders' surveys conducted internally.

III.   SWOT ANALYSIS

Our Strengths

- We have a long tradition of educating boys and many of our alumni take up leading roles in society serving Hong Kong in such diverse areas as politics, government, religion, education, medicine, law and social welfare.

- As a member of the International Boys' Schools Coalition, we are now part of the wider international network of schools that are dedicated to the education and development of boys.

- We are a Christian school and students are taught to use Christian values as their guiding principles in life.

- The College Council is very dedicated and supportive of the programmes initiated by the College.

- We are blessed with many experienced staff members who are committed to their work and also younger members of staff who have added much of their enthusiasm and vitality to College life.

- The College has a strong link with the alumni and many of them are not only supportive but also directly involved in various school programmes such as the careers awareness talks and the alumni mentorship programme.

- Our students enjoy plentiful opportunities for international exposure through programmes such as student exchange, our Global Classroom Programme and the Community Service Project.

- The College places significant emphasis on character formation of boys through the annual Form One Growth Camp and the Form Four Outward Bound training programme.

- The College enjoys close ties with the Parent-Teacher Association and works in partnership with parents for the development of our students.

Our Weaknesses

- Many of our buildings are already sixty years old and there is a need to upgrade/enhance the sporting, music and teaching facilities of the school

- There are not enough communal areas in the College to encourage group interaction and collaboration on project work.

- We have yet to be able to develop a vibrant reading culture among our students to counteract the more powerful influence of video games.

Our Opportunities

- Under the Direct Subsidy Scheme, the College can have greater freedom and flexibility to develop programmes and initiatives to extend the potential of our students.

- The Global Classroom programme provides our students with a global awareness through the normal curriculum and with an opportunity to participate in a wide-range of tours and overseas experiences.

- The College enjoys a close relationship with its Primary School to enable a better articulation of the school curriculum as well as the continuation of the school spirit throughout the 12 years of education.

- The College and our students enjoy a positive reputation from parents and the public.

Our Challenges

- We need to strive maintain a high level of academic achievement in a climate of increasing competition from other schools, both local and overseas.

- We need to strive to maintain academic excellence and an all-round development for students, particularly those in the senior forms

- We need to provide the same quality of facilities already offered by our competitors

- There is keen competitions from local and international schools that are already offering alternative curricula such as the GCE A Levels and the International Baccalaureate.

- With many DSS schools and international schools offering diverse programmes and quality education to service the Hong Kong community, there is a need for the College to differentiate and determine its positioning within the educational community.

- All the ongoing curriculum reforms and initiatives from the EDB require teachers to be highly adaptive and flexible but they also necessitate greater curriculum integration and staff collaboration.

An Outline

I.   Teaching and Learning - Work towards a collaborative, interactive and innovative approach to teaching and learning

Major Goals	Intended Outcomes/Targets
Adopt a student-centred approach to teaching	• Provide teachers with a wider repertoire of teaching strategies
	• Foster more autonomy in learning
Develop a collaborative culture	• Foster a collaborative culture among students
	• Foster a collaborative culture within a department and promote cross KLA collaboration
	• Foster connectivity between teachers and students
Create an atmosphere of innovation in teaching	• Apply more technology in teaching
	• Add and upgrade facilities in the Innovation Complex

II.   Curriculum - Work towards the development of 5Cs (Creativity, Communication, Collaboration, Critical Thinking and Citizenship) in students

Major Goals	Intended Outcomes / Targets
Incorporate the teaching of 5Cs into the curriculum	• Implement an Integrated Science programme using a problem-based and modular approach to learning
	• Implement a school-based STEM (Science, Technology, Engineering and Mathematics) programme
	• Review the curriculum in all KLAs

III. School Culture – Promote healthy living and build a caring community

Major Goals	Intended Outcomes / Targets
Promote healthy living	• Strengthen the general fitness and wellness of staff and students
	• Promote green living
Build a caring community	• Develop empathy and compassion

I. TEACHING AND LEARNING - WORK TOWARDS A COLLABORATIVE, INTERACTIVE AND INNOVATIVE APPROACH TO TEACHING AND LEARNING

Major Goals	Intended Outcomes / Targets	Strategies / Tasks	Time Scale		
			18/19	19/20	20/21
1. Adopt a student-centred approach to the teaching and learning process	1.1 Provide teachers with a wider repertoire of teaching strategies	1.1.1 Provide teachers with opportunities for international exposure through teacher exchange programme with schools overseas so that they can bring back innovative teaching ideas to share with other teaching staff	✓	✓	✓
		1.1.2 Encourage interested teachers to attend international conferences or visit partner schools overseas to broaden their professional skills	✓	✓	✓
		1.1.3 Implement a structured CCPS programme for teachers to collaborate in planning and developing teaching ideas for a topic/module together	✓	✓	✓
		1.1.4 Include more student-led and student-oriented activities in lessons, especially in Forms 1-3, to increase student participation in learning	✓	✓	✓
		1.1.5 Greater use of online platform such as Google suite to enhance teacher-student connection and to foster student collaboration	✓	✓	✓
		1.1.6 Organise professional development workshops for teachers on the use of problem-based and self-directed approach to teaching and learning	✓	✓	✓

Major Goals	Intended Outcomes / Targets	Strategies / Tasks	Time Scale		
			18/19	19/20	20/21
	1.1 Provide teachers with a wider repertoire of teaching strategies	1.1.7 Use different modes of assessments including performance tasks, projects, portfolios, e-assessment tasks or e-portfolios	✓	✓	✓
		1.1.8 Enlarge classrooms to facilitate class discussion and group work	✓		
		1.1.9 Turn the ground floor of WMH hall into an activity room for interactive activities			✓
	1.2 Foster more autonomy in learning	1.2.1 Upload teaching, revision material and self-assessment exercises on a common platform for students to access online	✓	✓	✓
		1.2.2 Use flipped classroom strategies in at least one topic in the junior secondary curriculum	✓	✓	✓
		1.2.3 Enable students to have more effective learning strategies to cater for individual differences in learning	✓	✓	✓
		1.2.4 Focus on making learning visible so that both students and teachers are aware of the learning outcomes and assessment methods at the beginning of each unit/module. These should be incorporated in the schemes of work and made known to students at the commencement of a unit/module.	✓	✓	✓
		1.2.5 Promote reading to learn by assigning extended reading tasks related to the topic/module taught	✓	✓	✓
		1.2.6 Engage teachers to work towards a 1 : 1 (1 student - 1 mobile device) mode of teaching and learning pedagogy	✓	✓	✓

Major Goals	Intended Outcomes / Targets	Strategies / Tasks	Time Scale		
			18/19	19/20	20/21
2. Develop a collaborative culture	2.1 Foster a collaborative culture among students	2.1.1 Greater use of the Google suite as a hub for students to share their learning such as mind maps, fact files, projects and notes with others		✓	✓
		2.1.2 Include effective learning and assessment tasks that foster collaboration among students		✓	✓
		2.1.3 Increase communal areas in the school campus and discussion areas in the campus for students to do group work and projects	✓	✓	✓
	2.2 Foster a collaborative culture within a department and promote cross-KLA collaboration	2.2.1 Organise cross-departmental activities such as co-planning of a module, a project, a reading programme or field studies	✓	✓	✓
		2.2.2 Share best practice and showcase success in department meetings and staff development days	✓	✓	✓
		2.2.3 Encourage collegial class observation both within a department and with other departments	✓	✓	✓
		2.2.4 Include a common area in each staff room to facilitate collegial and professional interaction			Postponed

Major Goals	Intended Outcomes / Targets	Strategies / Tasks	Time Scale		
			18/19	19/20	20/21
2. Develop a collaborative culture	2.2 Foster a collaborative culture within a department and promote cross-KLA collaboration	2.2.5 Set up a subject teacher online group for each class to foster interaction and collaboration	✓	✓	✓
	2.3 Foster connectivity between teachers and students	2.3.1 Relocation of staff rooms to make them more accessible to students			Postponed
3. Create an atmosphere of innovation in teaching	3.1 Apply more technology in teaching	3.1.1 Combine competing systems into one email, one e-learning platform, and one channel of communication with parents and teachers	✓		
		3.1.2 Enable online booking of rooms, facilities and equipment (such as iPad, chrome-book and video camera) through mobile apps	✓	✓	
		3.1.3 Implement an online application for Form One admission	✓	✓	
		3.1.4 Adopt the use of e-payment to replace cash or cheque transactions in the Shop	✓	✓	✓
		3.1.5 Use cloud storage for department resources		✓	✓

Major Goals	Intended Outcomes / Targets	Strategies / Tasks	Time Scale		
			18/19	19/20	20/21
3. Create an atmosphere of innovation in teaching	3.2 Add and upgrade facilities in the Innovation Complex	3.2.1 Upgrade the facilities of computer rooms, History Room & LS Room and the Computer Assisted Learning Centre (CAL), as well as convert the Multimedia Learning Centre (MMLC) into an Innovative Centre (IC)		✓	✓
		3.2.2 Set up an additional e-learning centre		✓	✓
		3.2.3 Upgrade the facilities of the science laboratories		✓	✓
		3.2.4 Collect real time statistics about the campus and classroom conditions to make the campus smarter and more energy efficient	✓	✓	✓

II. CURRICULUM - WORK TOWARDS THE DEVELOPMENT OF 5CS (CREATIVITY, COMMUNICATION, COLLABORATION, CRITICAL THINKING AND CITIZENSHIP) IN STUDENTS

Major Goals	Intended Outcomes / Targets	Strategies / Tasks	Time Scale		
			18/19	19/20	20/21
4. Incorporate the teaching of 5Cs (Creativity, Communication, collaboration, critical thinking and citizenship) into the curriculum	4.1 Implement an Integrated Science (IS) programme using a problem-based and modular approach to learning	4.1.1 Formation of a working team to review the current Integrated Science programme that will provide students with wider access to meaningful, enjoyable and effective science learning experiences	✓		
		4.1.2 Promote sharing among teachers of different science disciplines	✓	✓	✓
		4.1.3 Promote hands-on experience in learning	✓	✓	✓
		4.1.4 Streamline syllabus to create space and time for problem-based learning	✓	✓	✓
		4.1.5 Include Nature of Science and the latest science development in teaching and learning	✓	✓	✓
		4.1.6 Conduct school visits with local like schools and work with Science teachers from other schools on a curriculum review	✓	✓	✓
		4.1.7 Arrange teacher professional development workshops, both local and overseas, for Science teachers to acquire enhanced skills in teaching Science	✓	✓	✓
		4.1.8 Partner with universities to source teaching resources and online material for teachers to use in teaching Science	✓	✓	✓

Major Goals	Intended Outcomes / Targets	Strategies / Tasks	Time Scale		
			18/19	19/20	20/21
	4.1 Implement an Integrated Science (IS) programme using a problem-based and modular approach to learning	4.1.9 Collaborate with other departments to incorporate elements of STEAM (Science, Technology, Engineering, Arts and Mathematics) in the IS programme	✓	✓	✓
		4.1.10 Pilot study and evaluation of the revised IS programme		✓	✓
	4.2 Implement a school-based STEM (Science, Technology, Engineering and Mathematics) programme	4.2.1 Set up a STEM team	✓		
		4.2.2 Organise and conduct STEM courses including Robotics, developing Apps, Artificial Intelligence and drone technology for students who are interested	✓	✓	✓
		4.2.3 Organise STEM-related workshops for teachers	✓	✓	✓
		4.2.4 Organise visits to schools, either local or overseas, to broaden teachers' exposure on STEM education	✓	✓	✓
		4.2.5 Participate actively in STEM-related competitions	✓	✓	✓
	4.3 Review the formal curriculum	4.3.1 Strengthen students' communication skills (both written and oral) in English, Chinese and Putonghua	✓	✓	✓
		4.3.2 Promote life-wide learning for students to learn in real contexts and authentic settings during Subject Weeks, Activity Week, Post-exam week and in the Global Classroom programme	✓	✓	✓
		4.3.3 Review the teaching schedules in the Forms 1 and 2 curriculum to allow room for teachers to plan more collaborative and interactive activities to improve student learning	✓	✓	✓
		4.3.4 Incorporate 5Cs (Creativity, Collaboration, Communication, Critical Thinking and Citizenship) in the curriculum of all KLAs	✓	✓	✓

III. SCHOOL CULTURE - PROMOTE HEALTHY LIVING AND BUILD A CARING COMMUNITY

Major Goals	Intended Outcomes / Targets	Strategies / Tasks	Time Scale		
			18/19	19/20	20/21
5. Promote healthy living	5.1 Strengthen the general fitness and well-being of staff and students	5.1.1 Adopt a whole-school approach to promoting fitness for all and encourage students and staff members to maintain fitness	✓	✓	✓
		5.1.2 Improve sporting facilities for students and staff members such as a fitness training room and an indoor swimming pool	✓	✓	✓
		5.1.3 Promote personal hygiene and campus cleanliness through class or team programmes/campaigns	✓	✓	✓
		5.1.4 Install more water dispensers / fountains and bottle water filling stations to encourage the consumption of water	✓	✓	✓
		5.1.5 Encourage the consumption of nutritious food and healthy drinks	✓	✓	✓
	5.2 Promote green living	5.2.1 Set up a task force to develop, design and implement a green policy and promote green living	✓	✓	✓
		5.2.2 Incorporate environmental education in the school curriculum	✓	✓	✓
		5.2.3 Reduce water wastage and reduction in the use of paper	✓	✓	✓

Major Goals	Intended Outcomes / Targets	Strategies / Tasks	Time Scale		
			18/19	19/20	20/21
	5.2 Promote green living	5.2.4 Reduce energy consumption by using energy-efficient appliances and by running energy-saving campaigns	✓	✓	✓
		5.2.5 Reduce the use of straws, bottled water and plastic utensils and containers	✓	✓	✓
		5.2.6 Encourage recycling by putting more recycling bins in the campus and through education	✓	✓	✓
		5.2.7 Improve campus greenery	✓	✓	✓
6. Build a caring community	6.1 Develop empathy and compassion among students and teachers	6.1.1 Strengthen civic awareness by organising joint school community service projects for students and teachers to serve people in the Central and Western District and beyond	✓	✓	✓
		6.1.2 Raise students' awareness of local and international affairs	✓	✓	✓
		6.1.3 Incorporate the discussion of subject-related global issues in lessons	✓	✓	✓
		6.1.4 Incorporate values education in the schemes of work in all KLAs	✓	✓	✓
		6.1.5 Open up opportunities for students to participate in international festivals and competitions so that they can interact with people from different cultures	✓	✓	✓

Major Goals	Intended Outcomes / Targets	Strategies / Tasks	Time Scale		
			18/19	19/20	20/21
	6.1 Develop empathy and compassion among students and teachers	6.1.6 Continue to partner with NGOs and other organizations to participate in programmes that help students and teachers to understand the needs of different members in society	✓	✓	✓
		6.1.7 Continue to inculcate specific desirable values in each form	✓	✓	✓

Once again we here foregather,
pledge obedience to this rule:
That we ever will be faithful
to the teachings of our School.

Justice, Honour, Truth and Virtue
shall the watchwords be for all.
We thy sons who learnt these precepts
in the College of St. Paul,

Brothers here we stand together
all for each and each for all.
Down the years we will be faithful
to the College of St. Paul.