

Year 05-09	School Name	334 Action Plan of St. Paul's Convent School						
Area	What is the current situation	What changes are required?			How are we going to make the changes?			
	Situational Analysis	Vision	Goals	Risks	Professional Development Strategies	Other Strategies	Who is responsible	Date
<b>Curriculum</b>	Understand and interpret the proposed NSS curriculum and an additional curriculum IGCSE	The diversified needs and interests of students are met.	To equip teachers for further discussion and development of the KLAs and different subjects.	Extra-workload Teaching & learning affected	Fully support the staff to attend workshops and seminars organized by EDB and tertiary institutes  Set up a school intranet to ensure efficient storage and redistribution of NSS related documents  School-based staff development programmes promoting thinking skills using the framework of Habits of Mind (HOM), on school-based assessment and assessment for learning and on interactive IT learning through Interactive Whiteboard	Formation of the 334 Core Team in 2005 to oversee the overall changes related to NSS and staffing  School-based sharing sessions during Wednesday afternoon DIP among teachers of the same department on NSS and additional curriculum since 2005  Publication of school prospectus to introduce subject choices for NSS and additional curriculum to the parents and students starting from 2005  Selective of textbook for the core subjects and elective IGCSE curriculum in 2007 and for NSS in 2008	<ul style="list-style-type: none"> <li>Staff Development Team</li> <li>Department Head, all Ts</li> <li>Academic Committee</li> <li>334 Core Team</li> </ul>	On-going
	<p>Core curriculum:</p> <ul style="list-style-type: none"> <li>Solid foundation on the three core subjects is laid in junior form and RS for F1 -5</li> </ul> <p>School-based curriculum:</p> <ul style="list-style-type: none"> <li>F1-2 – Ming Yi</li> <li>F1-2- Learning to Learn</li> <li>F1-2 Digital Music</li> <li>F2 – National Education</li> <li>F3 - Creative Media</li> <li>F.1-3 – Health Education</li> </ul>	<p>Lower form curriculum articulates with the higher form to ensure smooth transition.</p> <p>Students will have a holistic and interdisciplinary approach to knowledge.</p>	<p>To equip students with knowledge, skills and attitudes for future education.</p> <p>Students develop generic skills especially creativity, communication and collaborative skills</p>	Transition to new curriculum may pose some unpredictable problems	<p>Teachers of different subjects collaborate through collaborative lesson preparation and peer lesson observation</p> <p>Attend seminar organized by EDB on Curriculum and Assessment of the NSS</p>	<p>Gaining experience in curriculum development by joining the SEED project and secondment of teachers to EDB in the three core subjects (English, Mathematics and Chinese) on Assessment for Learning in 2005</p>	<ul style="list-style-type: none"> <li>Academic Committee</li> <li>Curriculum Development Team</li> <li>Department Heads</li> </ul>	On-going

<b>Curriculum</b>	<ul style="list-style-type: none"> <li>• F1-6 – Project learning</li> <li>• F3, 6 - LS</li> <li>• F 6,7 – Ethics</li> </ul>	Additional curriculum provide diverse choices for students to study aboard and locally	Students appreciate the core values of SPCS: integrity, joyfulness, simplicity, hard work and excellence		Support teachers to study a Master Course on LS in HKUST, HKU	<p>Formation of Leadership Team to increase leadership density in 2006</p> <p>Formation of Quality Enhancement Team to collect school data for SSE in 2006</p>		
	<p>Tailor lower form curricula to prepare students for NSS, e.g. Humanities subjects such as EPA, Geography, History and English Literature etc.</p> <p>Piloting IGCSE curriculum for F5 (2008) Full running of IGCSE curriculum for F3 (2008 onwards) and F4 (2009 onwards)</p> <p>Propose new curriculum framework for senior form</p> <p>Piloting Applied Learning Curriculum (2007-2009):</p> <ul style="list-style-type: none"> <li>- Foundation in Chinese Medicine</li> <li>- Law Enforcement</li> </ul>	Additional/alternative curriculum – more choices for students	<p>To implement various school-based curriculum</p> <p>To set framework for development</p> <p>To broaden perspectives of students</p> <p>To equip teachers with skills to teach LS in the future</p>	<p>Hard to spare teachers for extra load</p> <p>No use to just meet minimum University entrance requirement;</p> <p>Lack of experience in teaching new curriculum and implementing the SBA for some teachers</p>	<p>Collaboration among teachers in different KLAS for project learning, IT across the curriculum, thinking across the curriculum and English across the curriculum</p> <p>Attend School Leaders Workshop for Planning 334 organized by EDB by senior management in 2006</p> <p>Attend Middle Managers Workshops for Migration to 334 organized by EDB by all school leaders in 2007</p>	<p>Create time and space for integrating IGCSE curriculum into NSS curriculum</p> <p>Employ new staff for the new IGCSE curriculum without adding extra loads to existing staff so that they would concentrate their effort on the existing curriculum till 2012</p> <p>Sharing within and outside school as the Centre of Excellence on IT in Education, Microsoft School of the Future, Professional Development School</p> <p>A series of Parents’ Day and student surveys to allow parents to help their daughter to select their best possible curriculum and subjects</p>	<ul style="list-style-type: none"> <li>• Department Heads and teachers concerned</li> <li>• Academic Committee</li> <li>• School Leadership Team</li> <li>• ECA Co-ordinator</li> </ul>	<p>March 2008 IGCSE March 2010 NSS and GCEAL</p>

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<b>Pedagogy</b>	Collaboration in teaching and learning <ul style="list-style-type: none"> <li>• Production of teaching video for professional sharing</li> <li>• Peer Lesson Observation</li> <li>• Lesson Observation by critical friends</li> <li>• Share and develop resources</li> <li>• Leadership Training and ECA Workshops</li> </ul>	Promote professional development to improve learning and teaching.  Student will learn to learn and be life-long active learners	To build up a team of collaborative teachers to reinforce synergy  To broadens teachers' mindset towards student-centred pedagogy, assessment for learning and high order thinking	Extra workload for teachers	Attend NSS, electives in various subjects and SBA workshops and seminars organized by EDB and tertiary institute	Sharing among teachers who had attended workshops during DIP, build up a platform for sharing of teaching and learning resources	<ul style="list-style-type: none"> <li>• Staff Development Team</li> <li>• Department Heads and Teachers</li> </ul>	On-going
	Self-directed learning <ul style="list-style-type: none"> <li>• E-learning Mathematics English4us English Builder Biology Chemistry Physics Economics Principles of Accounts</li> <li>• Mobile learning English Language Literature in Literature Liberal Studies</li> <li>• Student-centered learning</li> <li>• Promote Reading to learn</li> <li>• Promote Learning to Learn</li> </ul>		To prepare students for tertiary education and train them to become life-long learners	Continuous monitoring on the programmes creates extra workload	Lesson observation in South Island School for Learning to Learn  Collaborate with Apple Ltd to offer staff training course on iPod Touch and with promethean Ltd on IWB	Teacher placement in UK schools to learn about the planning, implementation and evaluation of the Learning to Learn programme  Application for funding to support staff development  Redelpoy or employ staff to develop the e-learning platforms in various subjects	<ul style="list-style-type: none"> <li>• Teacher in charge of the Mobile learning project</li> <li>• All teachers to integrate these elements in teaching and in ECA</li> </ul>	On-going

<p><b>Pedagogy</b></p>	<p>Develop the generic skills</p> <ul style="list-style-type: none"> <li>• F1 (2007) &amp; F2 (2009) Ming Yi curriculum</li> <li>• F3 Creative Media curriculum (2001)</li> <li>• F1 (2008) and F2 (2009) Learning to Learn curriculum</li> <li>• LS in F.3 and F6 (2007), F4 (2009)</li> <li>• Project learning in different forms &amp; subjects</li> </ul>	<p>To equip teachers with skills and experience</p> <p>To equip students with skills for further studies</p>	<p>Outcome not easily measurable and quantified</p>	<p>School-based workshops EDB seminars</p>	<p>Sharing among the teachers concerned</p> <p>Collaborative lesson planning</p> <p>Teaching resources in school intranet for sharing</p>	<ul style="list-style-type: none"> <li>• Coordinators of Liberal Studies, Ming Yi, Creative Media, Learning to Learn. Project learning and teachers concerned</li> </ul>	<p>On-going</p>
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<b>Assessment</b>	<p>Align assessment with individual differences of students</p> <p>Already implemented SBA/TAS in subjects:-</p> <ul style="list-style-type: none"> <li>• Chinese and English</li> <li>• Biology, Chemistry and Physics in senior form</li> <li>• Continuous assessment for F3 and F6 Liberal Studies</li> <li>• Others relevant subjects e.g. ICT, Art, Chinese History, History</li> </ul>	<p>Teachers use a diversity of formative and summative ways for assessment.</p> <p>Teachers are aware of the importance of assessment for learning.</p>	<p>To improve the validity of assessment through assessing wide range of abilities and the process of their learning and growth</p>	<p>Class size&gt;35 too large for SBA/TAS or IES</p> <p>Limited lesson time for the assessment/IES</p> <p>Students will be overloaded with projects in SS2 and in junior forms</p>	<p>Attend workshops and seminars organized by EBD and tertiary institutes on SBA, TAS etc</p>	<p>Sharing among teachers on various types of assessment</p> <p>Discussion within and between departments</p> <p>Co-ordination of project works in junior forms and subjects to prevent overloading the students</p> <p>More inter-departmental collaboration in project learning</p>	<ul style="list-style-type: none"> <li>• Panel heads of concerned departments</li> <li>• Academic Committee</li> <li>• Staff Development Team</li> <li>• Department Heads and teachers</li> </ul>	On-going
	<p>Develop the concept of assessment for learning for all subjects</p> <ul style="list-style-type: none"> <li>• 30%: multi-modes of continuous assessment e.g. uniform test, quiz, project, poster design, slogan, video clip production, animation etc</li> <li>• 70%: examination: more diverse types of questions to challenge students ability in applying past knowledge to</li> <li>• More challenging questions to stretch top students' potentials and</li> </ul>		<p>To utilize assessment to improve teaching and learning – able students be more motivated, less able ones be encouraged</p>	<p>SBA increases workload and reduces lesson time especially those subjects need video recording</p>	<p>School-based staff development programme on better understanding of assessment for learning</p> <p>Attending the HKEAA seminars on assessment for learning by different staff</p>	<p>Introduce 10% very hard questions in HW, Test/Exam to challenge the able students while ensuring that the weak students can also do 50%</p> <p>Set up of the Campus TV room and support for SBA video recording</p>	<ul style="list-style-type: none"> <li>• Academic Committee</li> <li>• All teachers checked by Dept. Heads and form co-ordinators</li> <li>• Department heads and teachers</li> </ul>	On-going

	with 10% basic knowledge to encourage the low achievers							
<b>Assessment</b>	<p>Establish the mode for student portfolio and review the marking system of Paulinian Award Scheme</p> <p>Develop the Moodle Platform for Student Learning Profile (SLP)</p>		To build the student portfolio to provide evidence for learning	Use Moodle for building the portfolio	Attend workshops and seminars organized by EDB and tertiary institute	<p>Open source Moodle system supported by CUHK</p> <p>Revise the Paulinian Award Scheme and develop the SLP platform using Moodle system</p>	<ul style="list-style-type: none"> <li>• IT &amp; SAMS Team</li> <li>• Career Guidance</li> <li>• All teachers checked by Dept. Heads</li> <li>• SLP- Co-ordinator</li> </ul>	On-going

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<b>School Organization</b>	Division of labour and collaboration between committees: <ul style="list-style-type: none"> <li>• Academic Committee</li> <li>• Staff Development Team</li> </ul>	All staff & students be committed to and confident in the transition and success of the changes.	To improve efficiency through well-defined organization and division of labour		Attend workshops and seminars organized by EDB and tertiary institute	Formal and informal meetings with concerned parties	<ul style="list-style-type: none"> <li>• Academic Committee</li> <li>• Staff Development</li> <li>• Department Heads</li> </ul>	On-going
	Department and KLA level	Whole-person development of each student be attained.	To give feedback on the plan  To execute the plan	Increased number of meetings		Sharing experience of other schools	<ul style="list-style-type: none"> <li>• Department Heads</li> </ul>	On-going
	Flexible time-table to cater for diverse need		To ensure that all students get life-wide-learning / OLE experience			To approve and endorse the plan  To coordinate resources for the plan	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Vice-Principal</li> <li>• Time-table Team</li> </ul>	-

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<b>Communication Plan</b>	Survey conducted in 2006 and 2008 on teacher's confidence and teaching preference on subject, level and curriculum	Smooth transition with support of all stakeholders.	To collect opinion and suggestion from staff for further planning	Increased workload  Meetings which decrease efficiency	Attend workshops and seminars organized by EDB and tertiary institute	Formal and informal meetings with concerned parties e.g. PTA	<ul style="list-style-type: none"> <li>Principal</li> <li>Vice-principal</li> </ul>	Sep 2005	
	Staff meeting, Joint meeting: Leadership Team, Staff Development Team and Academic Committee		To discuss and work out the NSS plan and inform staff of the progress			Redesign a new School Profile for publicity in 2008  Distribution of annual School Prospectus to update parents	<ul style="list-style-type: none"> <li>Principal</li> <li>334 Core Team</li> </ul>	On-going	
	Consultation <ul style="list-style-type: none"> <li>Document</li> <li>Department level</li> <li>Middle managers</li> </ul>		To inform the staff on the progress and get feedbacks from the staff in various level					<ul style="list-style-type: none"> <li>334 Core Team</li> <li>Department Heads</li> </ul>	On-going
	F.1 orientation F2 Parents' Day		To inform students and parents of the school plan on NSS/GCE A-level					<ul style="list-style-type: none"> <li>Academic Committee</li> <li>Counselling Team</li> <li>Careers Guidance</li> <li>Discipline Team</li> </ul>	On-going
	Potential parents of pupils from feeder primary school		To provide background information on NSS/GCE A-level preparation to potential				Meetings with parents of Primary 5-6 pupils	<ul style="list-style-type: none"> <li>Principal</li> <li>Public Relations Committee</li> </ul>	Starting from 2004 and on-going



			parents					
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<b>Human Resources Plan</b>	Situational Analysis	Vision	Goals	Risks	Professional Development Strategies	Other Strategies	Who is responsible	Date
	Estimation of manpower allocation	Foster positive attitude & raise morale to keep the momentum of change for smooth transition to 334	To analyze the manpower allocations & project to the future To build capacity for staff training To allocate resources according to the needs of the staff	Staff establishment may not meet our demand Staff may not interest in teaching new curriculum Experienced staff have to continue their HKALE and HKCEE curriculum	Attend workshops and seminars organized by EDB, not only about NSS curriculum but also about enhancing generic skills, continuous assessment etc. School-based staff development programmes during DIP to carry out curriculum matching and analysis, and to integrate IGCSE into NSS curriculum	Sharing with other schools of their experience Discuss and negotiate with the service providers for Applied Learning curriculum	<ul style="list-style-type: none"> <li>Principal</li> <li>Vice-principal</li> <li>334 Core Team</li> </ul> <ul style="list-style-type: none"> <li>Principal</li> <li>ECA co-ordinator</li> <li>Academic Team</li> </ul>	Since July 05  On-going
	Plan manpower allocation according to curriculum framework which is mainly based on students' choice	High staff morale	To keep the current devoted staff and recruit enthusiastic and versatile new staff to teach new curriculum	Mismatching of subject teachers with students' choice as it bias toward science	Staff teaching IGCSE or GCE curriculum take the examinations to enhance the confidence of all stakeholders	Use additional funding to support staff for staff development programmes on NSS Create right jobs for the right person for the right time	<ul style="list-style-type: none"> <li>Principal</li> <li>Vice-principal</li> <li>334 Core Team</li> </ul>	On-going
	stable staff with low turn-over rate		To have a smooth transition – 38-40-36 classes		Keep physically fit intellectually agile and alert & spiritually, emotionally sound		<ul style="list-style-type: none"> <li>Staff Development Team</li> <li>School Advisory Board</li> </ul>	On-going