



FOUNDED 1851

St. Paul's College

School Annual Plan 2024-2025

OPTIONS, OPPORTUNITIES, EMPOWERMENT



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 VISION STATEMENT

We nurture our students to be the best they can be, to shine in whatever they choose to do, and to serve and lead others to make a better and more inclusive world.

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 TRADITIONS

A tradition of Christian Education (We build our school on thee O Lord)

A tradition of Brotherhood (All for each and each for all)

A tradition of Service and Leadership (Our watchwords: Justice, Honour, Truth and Virtue)

A tradition of Whole-person Development

SCHOOL DEVELOPMENT PLAN (2024-2027) – MAJOR CONCERNS

MAJOR CONCERN ONE: TO DEVELOP A FUTURE-FOCUSED CURRICULUM THAT INTEGRATES EDUCATIONAL TECHNOLOGY, ESPECIALLY THE USE OF GENERATIVE ARTIFICIAL INTELLIGENCE, INTO LEARNING AND TEACHING PRACTICES TO PREPARE STUDENTS FOR THE CHANGING EDUCATION LANDSCAPE IN THE SECOND QUARTER OF THE 21ST CENTURY

AN OUTLINE

I. Promote lifelong learning for students and teachers

Major Goals	Intended Outcomes/Targets
1. Promote a rich reading culture	<ul style="list-style-type: none">● Encourage reading across curriculum by providing recommended booklists for self-directed learning at each level● Assign a form teacher period once a month as “Time for Page Turner” to encourage habitual reading● Invite teachers to share their favourite books to strengthen the capacity of reading leadership through coaching● Enrich home-school relationships around reading by holding Book Fairs and the use of online platforms● Schedule April as a Reading Month and encourage all departments, teams and groups to participate in organising relevant learning activities● Strengthen the reading programmes in Chinese and English Departments through centralised subject-based reading award schemes● Introduce the AI literacy solution platform of enhanced digital books and news articles updated every weekday to motivate, monitor, and manage students’ independent reading practice

<p>2. Arouse curiosity in learning</p>	<ul style="list-style-type: none"> ● Cultivate students as active agents rather than passive recipients of information through the SPC Super Curriculum: Project ACE for junior secondary students and the Common Core (Extended Studies) for the senior secondary students ● Develop a Masterclass series for students to learn from the best and to inspire learning ● Conduct more interactive lecture series on different topics that are of interest to students ● Collaborate with the alumni community and tertiary institutions to provide students with job shadowing, internship, and work studies opportunities ● Form a teacher research team to encourage teachers to do action research to refine their teaching practices. ● Encourage teachers to communicate their research findings through open-access forums such as online platforms and international conferences (e.g. IBSC conference and EDB network) ● Provide teachers with more access to regional and international workshops, seminars, conferences, and training programmes so that they can stay up to date with the latest pedagogical approaches and education practices ● Encourage teachers to take part in conferences to allow them to interact with teachers in other boys schools both locally and overseas
<p>3. Promote autonomy in learning and a paradigm shift in teaching through a greater use of education technology such as generative AI</p>	<ul style="list-style-type: none"> ● Build capacity by working with local universities to organise various professional development programmes to support staff in integrating AI into teaching, learning and school management/operations ● Organise workshops for teachers to understand how AI works, including its applications, limitations, and ethical considerations ● Promote the in-house Academic Integrity Policy which provides students and teachers with clear guidelines for the safe and responsible use of AI in learning and teaching ● Review the Information Literacy curriculum in vertical alignment based on the “Information Literacy for Hong Kong Students” Learning Framework 2024 ● Make effective use of data to inform educational practices for more personalised learning ● Invest in modern teaching methodologies and advanced technology infrastructure by updating learning resources, laboratories, library, music, and sports facilities to create a conducive 21st century learning environment that fosters innovation, critical thinking, and collaboration

MAJOR CONCERN TWO: TO STRENGTHEN PASTORAL CARE FOR THE DEVELOPMENT OF POSITIVE CHARACTER TRAITS IN STUDENTS AND FOR FOSTERING AN INCLUSIVE SCHOOL CULTURE

I. Promote teachers’ and students’ well-being

Major Goals	Intended Outcomes/Targets
<p>1. Foster a positive school / classroom culture</p>	<ul style="list-style-type: none"> • Recognise students’ achievements and efforts on campus TV, during assemblies, and through school newsletters and other social media platforms • Display students’ work offering reminders for coping with changes and challenges • Teachers help build a harmonious and collaborative learning environment where students feel valued and supported • Form teachers help to strengthen class spirit through encouraging their students to actively take part in inter-class competitions • Engage newly admitted students in various class activities, extra-curricular activities, and inter-class competitions • Designate personnel to look after newly admitted students in F2-4 to help them adjust to school life • Introduce systems thinking tools in education for sustainable development as a shared language and framework to help students better understand their thoughts and emotions, and to develop empathy for others in the classroom • Include student leaders in discussion and participation in the decision-making process regarding school policies and day-today operation of the school • Arrange in-house seminars or workshops to help raise teachers’ awareness of handling students with special needs

<p>2. Strengthen peer support network (Peer mentors, SA officials, prefects, wellness ambassadors)</p>	<ul style="list-style-type: none"> ● Emphasise the role of Wellness Ambassadors and Class Monitors in each class ● Strengthen the buddy system for newly admitted students ● Provide Wellness Ambassadors and Peer Mentors with the necessary mental health and counselling skills training ● Arrange seminars, programmes or talks to help promote a mindset that embraces change, challenges, and lifelong learning
<p>3. Provide a supportive work environment for staff</p>	<ul style="list-style-type: none"> ● Designate a Staff Development Day on teachers' wellness ● Organise regular leisure activities to promote collegiality, and strengthen bonds between teachers ● Reserve time for teachers to use the fitness room facilities and the swimming pool
<p>4. Promote a connected school community for parents</p>	<ul style="list-style-type: none"> ● Arrange more formal / informal meetings with parents /guardians to enhance communication and foster home-school collaboration ● Collaborate with professionals to provide necessary and appropriate support for parents ● Foster a sense of belonging by engaging parents in school functions held in the school campus ● Connect parents with community resources such as counselling, support groups, or mental health education programmes

MAJOR CONCERN THREE: TO NURTURE NATIONAL AND GLOBAL CITIZENSHIP WITHIN THE SPC COMMUNITY

I. Foster a sense of identity as a Chinese citizen / Nurture responsible Chinese citizens

Major Goals	Intended Outcomes / Targets
<p>1. Students are eager to contribute positively to society, make ethical decisions, and actively participate in civic, national, and global affairs by demonstrating responsible behaviours, values and attitude</p>	<ul style="list-style-type: none"> ● Familiarise students with twelve SPC attributes and incorporate the SPC values with Christian principles into the formal and informal curriculum ● Organise the Values Quest Day to foster character development ● Conduct whole-school awareness and action campaigns such as the Community Awareness Week covering topics of civic engagement and appreciation of diversity
<p>2. Teachers acquire a correct understanding of the resources provided and cultivate in students a sense of nationhood and national identity</p>	<ul style="list-style-type: none"> ● Teachers share best practices and resources after attending various training workshops / seminars ● Continue to plan and review the event calendar for national education and introduce the curriculum planner for values education across the academic departments to promote, in a holistic and systematic manner, national and values education (including national security education) within and beyond the classroom through whole-school participation in the formal curriculum ● Conduct weekly flag-raising ceremonies with lead singers for the national anthems and students' speeches under the national flag
<p>3. Students show an understanding and appreciation of the history and cultural heritage of China</p>	<ul style="list-style-type: none"> ● Set up the Chinese Culture Centre / Centre for China Development in the school campus to promote an understanding of the recent development of China and to develop an appreciation of local Chinese Culture with engaging and accessible content to nurture greater appreciation of our national identity and a stronger sense of belonging ● Foster collaboration among Chinese, Chinese History, Music, and Visual Art Departments to promote the multiple facets of Chinese art and culture. ● Design monthly National Security Education (NSE) themes to serve as focal point for discussions, activities and projects

	<ul style="list-style-type: none"> ● Adopt a whole-school approach to arrange NSE events with cultural exhibitions, seminars, forums and other interactive activities ● Continue to recruit Constitution and Basic Law Student Ambassadors to lead awareness campaigns about civic rights and responsibilities and assist in organising related programmes ● Continue to arrange visits to Sister Schools and other high schools in China to work on theme-based programmes collaboratively ● Promote Chinese medicine by establishing a medicinal herb garden and liaising with tertiary institutions for related internship programme
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II. Enable students to develop both a national perspective and a global perspective so that they understand the concept of a shared common destiny for all mankind

Major Goals	Intended Outcomes / Targets
<p>1. Students develop a deeper understanding of local and global issues, cultures, and their inter-connectedness as well as the ability to critically analyse these issues from different perspectives</p>	<ul style="list-style-type: none"> ● Strengthen sustainability in education across the curriculum to raise awareness, understanding and learning about sustainable practices, healthy lifestyles and the significance of SDG in Hong Kong, China and the world ● Incorporate theme-based issues into the global classroom programme and the student exchange programme in order to foster more awareness and in-depth discussions of SDG issues among students
<p>2. Students actively engage in civic responsibilities, contribute meaningfully to their communities, and are committed to creating positive change in promoting green living and sustainability</p>	<ul style="list-style-type: none"> ● Extend the green and sustainability community partnership to provide more cross-cultural exchanges and hands-on learning experiences in greening, waste reduction, and energy saving ● Join global citizenship programmes such as the Global Social Leaders, and UNESCO Partnership for Education for Sustainable Development ESD to form partnerships with other high schools in the world

MAJOR CONCERN ONE: TO DEVELOP A FUTURE-FOCUSED CURRICULUM THAT INTEGRATES EDUCATIONAL TECHNOLOGY - ESPECIALLY THE USE OF GENERATIVE ARTIFICIAL INTELLIGENCE - INTO LEARNING AND TEACHING PRACTICES TO PREPARE STUDENTS FOR THE CHANGING EDUCATION LANDSCAPE IN THE SECOND QUARTER OF THE 21ST CENTURY

1. Promote lifelong learning for students and teachers

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person-in-charge	Resources Required
1.1 Promote a rich reading culture	1.1.1 Encourage reading across curriculum by providing recommended booklists for self-directed learning at each level	Sep - Aug	<ul style="list-style-type: none"> ➤ Students' engagement with the recommended booklists 	<ul style="list-style-type: none"> ➤ Participation of students ➤ Feedback from students & teachers ➤ Annual departmental reports 	AVP (KYN)* HoDs RPC	
	1.1.2 Assign a Form Teacher period once a month as "Time for Page Turner" to encourage habitual reading	Sep - Aug	<ul style="list-style-type: none"> ➤ Increased student participation in reading ➤ Improvement in students' reading habits 	<ul style="list-style-type: none"> ➤ Feedback from students & Form Teachers ➤ Bi-annual survey through form teachers' meetings 	AVP (KYN)* RPC MCEC Form Teachers	

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person-in-charge	Resources Required
	1.1.3 Invite teachers to share their favourite books to strengthen the capacity of reading leadership through coaching	Sep - Aug	<ul style="list-style-type: none"> ➤ Enhanced student engagement and participation in book club activities 	<ul style="list-style-type: none"> ➤ Attendance and participation levels in book club meetings ➤ Feedback from students & teachers 	RPC HoDs	
	1.1.4 Enrich home-school relationships around reading by holding Book Fairs and the use of online platforms	Sep - Aug	<ul style="list-style-type: none"> ➤ Successful arrangement of Book Fairs (at least two) ➤ Increased parental involvement in reading-related activities ➤ More use of online platforms for reading 	<ul style="list-style-type: none"> ➤ Records for the usage of the online platforms for reading ➤ Participation of parents in Book Fairs and related events ➤ Bi-annual survey 	RPC PTA	

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person-in-charge	Resources Required
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	1.1.5 Schedule April as a Reading Month and encourage all departments, teams and groups to participate in organising relevant learning activities	Sep - Aug	<ul style="list-style-type: none"> ➤ Active involvement of departments, teams and other parties in reading-related activities ➤ Positive feedback from participants on the impact of Reading Month activities 	<ul style="list-style-type: none"> ➤ The number and variety of reading-related activities organized by departments and groups ➤ Feedback from students and teachers 	AVP (KYN)* RPC HoDs Team Convenors	RPG
	1.1.6 Strengthen the reading programmes in Chinese and English Departments through centralised subject-based reading award schemes	Sep - Aug	<ul style="list-style-type: none"> ➤ Increased participation and engagement of students in reading programmes ➤ Students' passion for their achievements in reading 	<ul style="list-style-type: none"> ➤ Feedback from students & teachers 	RPC English HoD Chinese HoD	RPG
Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person-in-charge	Resources Required
	1.1.7 Introduce an AI literacy solution platform of enhanced digital books and news articles updated every weekday to motivate, monitor, and manage students' independent reading practice	Sep - Aug	<ul style="list-style-type: none"> ➤ Increased student engagement with digital reading materials ➤ Enhanced tracking and management of students' reading practices through the AI platform 	<ul style="list-style-type: none"> ➤ Analysis of the data from the AI platform to track students' reading habits ➤ Feedback from students and teachers 	AVP (KYN)* RPC HoDs	

1.2 Arouse curiosity in learning mind	1.2.1 Cultivate students as active agents rather than passive recipients of information through the SPC Super Curriculum: Project ACE for junior secondary students and the Common Core (Extended Studies) for the senior secondary students	Sep - Aug	<ul style="list-style-type: none"> ➤ Improvement in students' critical thinking and problem-solving skills ➤ Positive feedback from students 	<ul style="list-style-type: none"> ➤ Surveys to collect feedback ➤ Evaluation of student projects and outcomes of the Super Curriculum 	AVP(KYN)* CS HoD IH HoD	
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Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person-in-charge	Resources Required
	1.2.2 Develop a Masterclass series for students to learn from the best and to inspire learning	Sep - Aug	<ul style="list-style-type: none"> ➤ Participation of students in the Masterclass series ➤ Positive feedback from students on the impact of the Masterclasses on learner motivation 	<ul style="list-style-type: none"> ➤ Attendance and participation rates in the Masterclass series ➤ Feedback from students & teachers 	AVP (KYN)* HoDs	LWLG

	1.2.3 Conduct more interactive lecture series on different topics that are of interest to students	Sep - Aug	<ul style="list-style-type: none"> ➤ More lectures arranged ➤ Improvement in students' understanding and application of the topics covered 	<ul style="list-style-type: none"> ➤ Feedback from students and teachers 	HoDs	
Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person-in-charge	Resources Required
	1.2.4 Collaborate with the alumni community and tertiary institutions to provide students with job shadowing, internship and work studies opportunities	Sep - Aug	<ul style="list-style-type: none"> ➤ Increased student participation in job shadowing, internships, or work-study programmes ➤ Positive feedback from students on the impact of these opportunities 	<ul style="list-style-type: none"> ➤ Number of internship opportunities to be offered ➤ Feedback from students, alumni, and institutions 	AVP (KCC)* CM SPCAA	
	1.2.5 Form a teacher research team to encourage teachers to do action research to refine their teaching practices.	Sep - Aug	<ul style="list-style-type: none"> ➤ Increased teacher engagement in action research ➤ Implementation of refined teaching 	<ul style="list-style-type: none"> ➤ Evaluation of changes in pedagogy based on research findings 	AVP(KYN)* ERC	

			practices based on research findings	➤ Sharing of action research studies within the teacher's community		
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Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person-in-charge	Resources Required
	1.2.6 Encourage teachers to communicate their research findings through open-access forums such as online platforms and international conferences (e.g. IBSC conference and EDB network)	Sep - Aug	<ul style="list-style-type: none"> ➤ Number of sharing opportunities from teachers on their findings ➤ Recognition and engagement with research findings 	<ul style="list-style-type: none"> ➤ Access to adoption of research-based practices in learning and teaching ➤ Action research studies presented at educational conferences 	AVP (KYN)* PD Team ERC	
	1.2.7 Provide teachers with more access to regional and international workshops, seminars, conferences, and training programmes so that they can stay up to date with the latest	Sep - Aug	<ul style="list-style-type: none"> ➤ Increased participation of teachers in professional development opportunities 	<ul style="list-style-type: none"> ➤ Teacher participation rates in workshops, seminars, and conferences ➤ Feedback from teachers 	SMT PD Team	

	pedagogical approaches and education practices		➤ Integration of new pedagogical approaches and practices in teaching	➤ Evaluation of professional development programmes		
Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person-in-charge	Resources Required

	1.2.8 Encourage teachers to take part in conferences to allow them to interact with teachers in other boys' schools both locally and overseas	Sep - Aug	<ul style="list-style-type: none"> ➤ Enhanced collaboration and professional exchange among teachers ➤ Positive impact on teaching quality and student learning outcomes 	<ul style="list-style-type: none"> ➤ Teacher participation in conferences ➤ Feedback from teachers 	SMT PD Team HoDs	
Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person-in-charge	Resources Required

1.3 Promote autonomy in learning and a paradigm shift in teaching through a greater use of education tech such as generative AL	1.3.1 Build capacity by working with local universities to organise various professional development programmes to support staff in integrating AI into teaching, learning and school management/operations	Sep - Aug	<ul style="list-style-type: none"> ➤ Increased staff proficiency in integrating AI into teaching and school management ➤ Positive impact on student learning outcomes facilitated by AI integration 	<ul style="list-style-type: none"> ➤ Staff participation and engagement in AI professional development programmes ➤ The level of integration of AI technology in teaching and school operations 	ITEC PD Team	
	1.3.2 Organise workshops for teachers to understand how AI works, including its applications, limitations, and ethical considerations	Sep - Aug	<ul style="list-style-type: none"> ➤ Increased teacher understanding of AI technology and its applications. 	<ul style="list-style-type: none"> ➤ Feedback surveys from teachers on the usefulness and relevance of workshop content 	ITEC PD Team	
Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person-in-charge	Resources Required
	1.3.3 Promote in-house Academic Integrity Policy which provides students and teachers with clear	Sep - Aug	<ul style="list-style-type: none"> ➤ Awareness and adherence to the Academy Integrity 	<ul style="list-style-type: none"> ➤ Surveys to assess students' awareness and 	AVP (KYN)* HoDs	

	guidelines for the safe and responsible use of AI in learning and teaching		Policy by students and teachers ➤ Responsible and safe use of AI technology in learning and teaching	understanding of the AIP ➤ Monitoring of AI usage in the learning environment for compliance with the policy	Class Teachers	
	1.3.4 Review the Information Literacy curriculum in vertical alignment based on the “Information Literacy for Hong Kong Students” Learning Framework 2024	Sep - Aug	➤ Increased student proficiency in information literacy skills	➤ Feedback from students and teachers	AVP (KYN)* HoDs	
Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person-in-charge	Resources Required
	1.3.5 Make effective use of data to inform educational practices for more personalised learning	Sep - Aug	➤ Enhanced teaching effectiveness and student outcomes	➤ Usage of student progress and outcomes resulting	DMAC HoDs Form Teachers	

			through data-informed practices	from data-informed practices		
	1.3.6 Invest in modern teaching methodologies and advanced technology infrastructure by updating learning resources, laboratories, library, music, and sports facilities to create a conducive 21st century learning environment that fosters innovation, critical thinking, and collaboration	Sep - Aug	<ul style="list-style-type: none"> ➤ Enhanced learning environment conducive to innovation, critical thinking, and collaboration ➤ Increased student engagement and motivation through updated facilities and resources 	<ul style="list-style-type: none"> ➤ Observations of student collaboration and innovation in updated learning environments ➤ Surveys to gauge student and teacher satisfaction with updated facilities and resources 	SMT ISTC ITEC Teacher Librarian PM	

MAJOR CONCERN TWO: TO STRENGTHEN PASTORAL CARE FOR THE DEVELOPMENT OF POSITIVE CHARACTER TRAITS IN STUDENTS AND FOR FOSTERING AN INCLUSIVE SCHOOL CULTURE

II. Promote teachers’ and students’ well-being

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person-in-charge	Resources Required
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2.1 Foster positive school / classroom culture	2.1.1 Recognise students' achievements and efforts on campus TV, during assemblies, and through school newsletters and other social media platforms	Sep - Aug	<ul style="list-style-type: none"> ➤ Enhanced sense of achievement and recognition of students ➤ More publicity on different platforms to showcase students' achievements 	<ul style="list-style-type: none"> ➤ Feedback from students 	AVP (KCC)* CC PC	
Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person-in-charge	Resources Required
	2.1.2 Display students' work offering reminders for coping with changes and challenges	Sep - Aug	<ul style="list-style-type: none"> ➤ Increased awareness and utilization of coping strategies 	<ul style="list-style-type: none"> ➤ Feedback from students and teachers 	AVP (WSW)*	

	2.1.3 Teachers help build a harmonious and collaborative learning environment where students feel valued and supported	Sep - Aug	<ul style="list-style-type: none"> ➤ Enhanced sense of support and value among students 	<ul style="list-style-type: none"> ➤ Conduct surveys to measure student satisfaction with the classroom environment and level of support ➤ Feedback from students and teachers 	AVP (WSW)* MCEC RS HoD Guidance Team Form and Class Teachers	one-off Grant for Mental Health at school
Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person-in-charge	Resources Required
	2.1.4 Form teachers help to strengthen class spirit by encouraging their students to actively take part in inter-class competitions	Sep - Aug	<ul style="list-style-type: none"> ➤ Increased participation of students in inter-class competitions 	<ul style="list-style-type: none"> ➤ Track the number of students participating in inter-class competitions ➤ Feedback from students and observations of teachers 	Form Teachers	

	2.1.5 Engage newly admitted students in various class activities, extra-curricular activities, and inter-class competitions	Sep - Aug	<ul style="list-style-type: none"> ➤ Increased integration and sense of belonging among newly admitted students 	<ul style="list-style-type: none"> ➤ Feedback from newly admitted students and teachers 	AVP (WSW)* AC CLSC DM GM Form Teachers	
Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person-in-charge	Resources Required
	2.1.6 Designate personnel to look after newly admitted students in F2-4 to help them adjust to school life	Sep - Aug	<ul style="list-style-type: none"> ➤ Enhanced support system for new students transitioning into the school 	<ul style="list-style-type: none"> ➤ Feedback from newly admitted students ➤ Observe the interactions and well-being of newly admitted students 	AVP (KCC)* AVP (WSW)* AC CLSC DM GM	

	2.1.7 Introduce systems thinking tools in education for sustainable development as a shared language and framework to help students better understand their thoughts and emotions, and to develop empathy for others in the classroom	Sep - Aug	➤ Improved understanding and management of thoughts and emotions	➤ Feedback from students on how systems thinking tools have helped them understand emotions and thoughts better	AVP (KYN)* HoDs ESC	
Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person-in-charge	Resources Required
	2.1.8 Include student leaders in discussion and participation in the decision-making process regarding school policies and day-to-day operation of the school	Sep - Aug	➤ Improved sense of responsibility and leadership skills among student leaders	➤ Feedback from students and teacher ➤ Assess the impact of student input on school policies and operations	SMT DM SA OLE Team SEC	

	2.1.9 Arrange in-house seminars or workshops to help raise teachers' awareness of handling students with special needs	Sep - Aug	<ul style="list-style-type: none"> ➤ Enhanced ability of teachers to support and accommodate students with diverse learning requirements 	<ul style="list-style-type: none"> ➤ Feedback from teachers ➤ Evaluation of the workshop 	SENCO	
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Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person-in-charge	Resources Required
2.2 Strengthen peer support network: (Peer mentors, SA officials, prefects, wellness ambassadors) is strengthened	2.2.1 Strengthen the role of Wellness Ambassadors and class monitors in each class	Sep - Aug	<ul style="list-style-type: none"> ➤ Enhanced communication and assistance among students through Wellness Ambassadors and Class Monitors 	<ul style="list-style-type: none"> ➤ Feedback from students and teachers ➤ Track initiatives led by Wellness Ambassadors and Class Monitors and their impact on the class environment 	AVP (WSW)* GM DM SA Form Teachers	

	2.2.2 Establish a buddy system for newly admitted students	Sep - Aug	➤ Increased sense of belonging and support for newly admitted students	➤ Feedback from both newly admitted students and their assigned buddies on the effectiveness of the system	GM DM CLSC	
	2.2.3 Provide wellness ambassadors and peer mentors with the necessary mental health and counselling skills training	Sep - Aug	➤ Enhanced support and guidance from wellness ambassadors and peer mentors	➤ Feedback from students and teachers	GM DM	LWLG
	2.2.4 Arrange seminars, programmes or talks to help promote a mindset that embraces change, challenges, and lifelong learning	Sep - Aug	➤ Increased openness to change and challenges among students and staff	➤ Feedback from students and teachers ➤ Observe and document changes in behavior, language, or actions that reflect a growth mindset	AVP (KYN)* AVP (WSW)* HoDs Team Convenors Form Teachers	LWLG

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person-in-charge	Resources Required
2.3 Provide a supportive work environment for staff	2.3.1 Designate a Staff Development Day on teachers' wellness	Sep - Aug	➤ Increased awareness and practice of self-care and well-being among teachers	➤ Feedback from teachers	AVP (KYN)* PD	

	2.3.2 Organise regular leisure activities to promote collegiality and strengthen bonds between teachers	Sep - Aug	<ul style="list-style-type: none"> ➤ Enhanced collegiality and team spirit among teachers 	<ul style="list-style-type: none"> ➤ Feedback from teachers 	AVP (KCC)* SC	
	2.3.3 Reserve time for teachers to use the fitness room facilities and the swimming pool	Sep - Aug	<ul style="list-style-type: none"> ➤ Increased utilization and satisfaction with fitness facilities. ➤ Improved physical well-being and stress management among teachers 	<ul style="list-style-type: none"> ➤ Usage logs for fitness room and swimming pool facilities ➤ Feedback from teachers 	AVP (KCC)* PE HoD	One-off grant for promotion of a sports ambience and MVPA60 in schools
Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person-in-charge	Resources Required
2.4 Promote connected school community for parents	2.4.1 Arrange more formal / informal meetings with parents /guardians to enhance communication and foster home-school collaboration	Sep - Aug	<ul style="list-style-type: none"> ➤ More meetings are held to enhance communication between school and parents 	<ul style="list-style-type: none"> ➤ Number of meetings with parents'/ guardians held 	AVP (KCC)* HSC Form Teachers PTA	

	2.4.2 Collaborate with professionals to provide necessary and appropriate support for parents	Sep - Aug	<ul style="list-style-type: none"> ➤ Enhanced parent understanding and engagement in supporting their children 	<ul style="list-style-type: none"> ➤ Feedback from parents ➤ Tracking of parent participation in support programmes 	AVP (KCC)* AVP (WSW)* PTA	One-off grant for Mental Health of Parents and Students
	2.4.3 Foster a sense of belonging by engaging parents in school functions held in the school campus	Sep - Aug	<ul style="list-style-type: none"> ➤ Enhanced school-parent relationships and collaboration 	<ul style="list-style-type: none"> ➤ Surveys on parent satisfaction and sense of belonging 	HSC PTA	

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person-in-charge	Resources Required
	2.4.4 Connect parents with community resources such as counselling, support groups or mental health education programmes	Sep - Aug	<ul style="list-style-type: none"> ➤ Enhanced well-being and support networks for families 	<ul style="list-style-type: none"> ➤ Feedback surveys on the effectiveness of connected resources ➤ Tracking of parent engagement with community resources 	HSC PTA GM	One-off grant on parent education

MAJOR CONCERN THREE: TO NUTURE NATIONAL AND GLOBAL CITIZENSHIP WITHIN THE SPC COMMUNITY

III. Foster a sense of identity as a Chinese citizen / Nurture responsible Chinese citizens

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person- in-charge	Resources Required
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<p>3.1 Students are eager to contribute positively to society, make ethical decisions, and actively participate in civic, national, and global affairs by demonstrating responsible behaviours, values, and attitudes</p>	<p>3.1.1 Familiarise students with twelve SPC attributes and incorporate the SPC values with Christian principles into the formal and informal curriculum</p>	<p>Sep - Aug</p>	<ul style="list-style-type: none"> ➤ Alignment of SPC values with Christian principles across the curriculum 	<ul style="list-style-type: none"> ➤ Curriculum mapping to assess the incorporation of SPC values with Christian principles ➤ Feedback from students and teachers 	<p>SMT CC HoDs Team Convenors Class Teachers</p>	
<p>Intended Outcomes / Targets</p>	<p>Strategies / Tasks</p>	<p>Time Scale</p>	<p>Success Criteria</p>	<p>Methods of Evaluation</p>	<p>Person-in-charge</p>	<p>Resources Required</p>
	<p>3.1.2 Organise the Values Quest Day to foster character development</p>	<p>Sep - Aug</p>	<ul style="list-style-type: none"> ➤ Increased awareness and appreciation of SPC values 	<ul style="list-style-type: none"> ➤ Feedback from students and teachers 	<p>MCEC</p>	

	3.1.3 Conduct whole-school awareness and action campaigns such as the Community Awareness Week, covering topics of civic engagement and appreciation of diversity	Sep - Aug	<ul style="list-style-type: none"> ➤ Heightened awareness of civic engagement and diversity appreciation among students 	<ul style="list-style-type: none"> ➤ Attendance tracking for Community Awareness Week events and campaigns. ➤ Scrutiny of documents regarding student involvement in community projects 	OLEC MCEC SENCO	LWLG
Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person-in-charge	Resources Required
3.2 Teachers acquire a correct understanding of the resources provided and	3.2.1 Teachers share best practices and resources after attending various training workshops / seminars	Sep - Aug	<ul style="list-style-type: none"> ➤ Enhanced collaboration and knowledge sharing among teachers 	<ul style="list-style-type: none"> ➤ Feedback from teachers ➤ Number of sharing sessions held 	AVP (KYN)* AVP (KCC)* PD Team	

cultivate in students a sense of nationhood and national identity	3.2.2 Continue to plan and review the event calendar for national education and introduce the curriculum planner for values education across the academic departments to promote, in a holistic and systematic manner, national and values education (including national security education) within and beyond the classroom through whole-school participation in the formal and informal curriculum	Sep - Aug	➤ Integration of national and values education in the curriculum	➤ Feedback from teachers ➤ Number of departments and teams involved	SMT NEC MCEC HoDs Team Convenors	QEF
	3.2.3 Conduct weekly flag-raising ceremonies with lead singers for the national anthem and students' speeches under the national flag	Sep - Aug	➤ Enhanced patriotism and national identity among students	➤ Observations of student participation and engagement during the flag-raising ceremony	NEC Flag Guards MD	MNESG

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person-in-charge	Resources Required
3.3 Students show an understanding and appreciation of the history and cultural heritage of China	3.3.1 Set up a Chinese Culture Centre/ Centre for China Development in the school campus to promote an understanding of the recent development of China and to develop an appreciation of local Chinese Culture with engaging and accessible content to nurture greater appreciation of our national identity and a stronger sense of belonging	Sep - Aug	➤ Increased understanding of recent developments in China and local Chinese culture	➤ Attendance tracking for events and activities organized at the centre ➤ Surveys to assess the impact of the centre on students' appreciation of national identity and belonging	Chinese HoD CH HoD	

	3.3.2 Foster collaboration among Chinese, Chinese History, Music and Visual Art Departments to promote the multiple facets of Chinese art and culture	Sep - Aug	<ul style="list-style-type: none"> ➤ Increased interdisciplinary collaboration and integration of Chinese art and culture in the curriculum 	<ul style="list-style-type: none"> ➤ Evaluation of activities organised ➤ Review of curriculum integration and student work showcasing Chinese art and culture. 	Chinese HoD CH HoD VA HoD MD	One-off Grant for promotion of Chinese Culture Immersion Activities
Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person-in-charge	Resources Required
	3.3.3 Design monthly National Security Education (NSE) themes to serve as focal points for discussions, activities and projects	Sep - Aug	<ul style="list-style-type: none"> ➤ Enhanced awareness and understanding of national security issues among students 	<ul style="list-style-type: none"> ➤ Tracking participation in monthly NSE theme activities and discussions. ➤ Feedback from students and teachers 	NEC HoDs	
	3.3.4 Adopt a whole-school approach to arrange NSE events with cultural exhibitions, seminars, forums and other interactive activities	Sep - Aug	<ul style="list-style-type: none"> ➤ Comprehensive engagement of the entire school community in NSE events 	<ul style="list-style-type: none"> ➤ Feedback forms to assess the impact of events on student understanding of national security ➤ Observations of student participation and engagement during NSE events 	SMT NEC HoDs Team Convenors Form Teachers	

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person-in-charge	Resources Required
	3.3.5 Continue to recruit Constitution and Basic Law Student Ambassadors to lead awareness campaigns about civic rights and responsibilities and assist in organising related programmes	Sep - Aug	➤ Heightened awareness of civic rights and responsibilities among students	➤ Feedback from teachers and students	NEC	
	3.3.6 Continue to arrange visits to Sister Schools and other high schools in China to work on theme-based programmes collaboratively	Sep - Aug	➤ Enhanced cultural exchange and understanding through collaborative programme.	➤ Reflections from students and teachers ➤ Number of visits organized	AVP (WSW)* EPC	Grant for the Sister School Scheme
	3.3.7 Promote Chinese medicine by establishing a medicinal herb garden and liaising with tertiary institutions for related internship programme	Sep - Aug	➤ Increased awareness and appreciation of Chinese medicine among students	➤ Feedback from students and teachers	AVP (WSW)* CM	

IV Enable students to develop both a national perspective and a global perspective so that they understand the concept of a shared common destiny for all mankind

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person-in-charge	Resources Required
4.1 Students develop a deeper understanding of local and global issues, cultures, and their inter-connectedness as well as the ability to critically analyse these issues from different perspectives	4.1.1 Strengthen sustainability in education across the curriculum to raise awareness, understanding and learning about sustainable practices, healthy lifestyles and the significance of SDG in Hong Kong, China, and the world	Sep - Aug	➤ Enhanced knowledge of the significance of Sustainable Development Goals (SDGs) locally and globally	➤ Surveys and focus groups to gather feedback on the effectiveness of sustainability education efforts.	AVP (KYN)* SEC HoDs	LWLG
	4.1.2 Incorporate theme-based issues into the global classroom programme and the student exchange programme in order to foster more awareness and in-depth discussions of SDG issues among students	Sep - Aug	➤ Heightened awareness and engagement in SDG-related issues among students	➤ Student reflections and project assessments related to SDG issues in global programs. ➤ Feedback from students and teachers	OLEC SEC STEAM Team EPC	

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person-in-charge	Resources Required
4.2 Students actively engage in civic responsibilities, contribute meaningfully to their communities, and commit to creating positive change in promoting green living and sustainability	4.2.1 Extend the green and sustainability community partnership to provide more cross-cultural exchanges and hands-on learning experiences in greening, waste reduction, and energy saving	Sep - Aug	➤ Enhanced community engagement and practical application of green practices	➤ Assessment of student involvement and learning outcomes in community partnership activities ➤ Scrutiny of documents/ records on greening, waste reduction, and energy-saving initiatives	SMT SEC STEAM Team Club Advisors PM	
Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person-in-charge	Resources Required
	4.2.2 Join global citizenship programmes such as the Global Social	Sep - Aug	➤ Enhanced collaboration and	➤ Participation tracking in global	SMT EPC	LWLG

	Leaders, UNESCO Partnership for Education for Sustainable Development ESD to form partnerships with other high schools around the world		exchange of ideas with other high schools worldwide	citizenship programmes and partnership activities. ➤ Feedback from students and teachers	SEC	
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* = Convenor in charge of strategies/tasks concerned

Legend:

- AC Admissions Team Convenor
- AVP Assistant Vice Principal
- BYOD BYOD Working Group

CC	College Chaplain
CH	Chinese History
CLSC	Campus Life and Support Team Convenor
CM	Careers Master
CS	Citizenship and Social Development
DM	Discipline Master
DMAC	Data Management and Analytic Team Convenor
ELC	Extended Learning Convenor
EPC	Exchange Programme Team Convenor
ERC	Education Research Team Convenor
GM	Guidance Mistress
HoD	Head of Department
HSC	Home School Team Convenor
HSC	Home School Team Convenor
IH	Integrated Humanities
ITEC	Information Technology in Education Team Convenor
LWLG	Life Wide Learning Grant
MCEC	Moral and Civic Education Team Convenor
MD	Music Director
MNESG	The Moral and National Education Support Grant

NEC	National Education Team Convenor
OLEC	Other Learning Experiences Convenor
P	Principal
PC	Publicity Team Convenor
PD	Professional Development Team
PM	Project Manager
PTA	Parent Teacher Association
QEF	Quality Education Fund
RPC	Reading Promotion Team Convenor
RS	Religious Studies
SA	Students' Association Advisory Team Convenor
SC	Staff Club Convenor
SEC	Sustainability in Education Team Convenor
SEC	Sustainability in Education Team Convenor
SENCO	Student Educational Needs Coordinator
SMT	Senior Management Team
SPCAA	St. Paul's College Alumni Association
STEAM	Science, Technology, Engineering, Arts and Mathematics Team