



# SCHOOL ANNUAL PLAN

## 2021-2022

# 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 of what 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 (2021-2024) – MAJOR CONCERNS

## An Outline

### I. We nurture the mind to turn information into knowledge

Major Goals	Intended Outcomes/Targets
1. Nurture a creative and inquisitive mind	<ul style="list-style-type: none"><li>• The College provides an academic ambience that cultivates intellectual curiosity</li><li>• Students enjoy reading for learning/leisure</li><li>• Students find learning both relevant and practical</li></ul>
2. Nurture a discerning and problem-solving mind	<ul style="list-style-type: none"><li>• Students have the ability to find, evaluate, make judgment about and use information obtained from various media sources in decision-making</li><li>• Teachers can use a problem-based approach to inspire learning</li></ul>
3. Nurture cross-cultural understanding and citizenship	<ul style="list-style-type: none"><li>• Both global and national perspectives of world issues (as described in the United Nations 17 Sustainable Development Goals) are incorporated into the curriculum</li><li>• Students understand and appreciate the history, culture and development of our nation</li></ul>
4. Nurture a growth mindset to cope with changes and challenges	<ul style="list-style-type: none"><li>• Students and staff understand the value of change and challenge and feel positive about them</li></ul>

## II. We nurture the heart to turn knowledge into wisdom

Major Goals	Intended Outcomes / Targets
5. Foster a caring culture of respect and empathy	<ul style="list-style-type: none"><li>• Students and staff members understand the value of respect and empathy</li><li>• Students develop a sense of belonging to the SPC community</li><li>• The school develops a culture of giving and gratitude</li><li>• Students with different abilities and needs are given adequate support</li></ul>
6. Promote a healthy lifestyle	<ul style="list-style-type: none"><li>• Students and staff members develop the habit of doing regular exercise and leisure activities</li><li>• Students and teachers are aware of the importance of mental wellness</li><li>• Students and staff are aware of the importance of spiritual wellbeing</li><li>• Students and staff members are committed to green living</li></ul>

## III. We nurture the hands to turn wisdom into action

Major Goals	Intended Outcomes / Targets
7. Foster a culture of collaboration	<ul style="list-style-type: none"><li>• More alumni and parents are willing to use their expertise to support the development of the College</li><li>• There are more student-teacher and student-parent interactions</li></ul>
8. Develop cross-cultural communication competence	<ul style="list-style-type: none"><li>• Students are more able to make use of their language skills to exchange ideas effectively with peers and adults from different backgrounds</li></ul>
9. Develop self-management skills	<ul style="list-style-type: none"><li>• Students demonstrate good time management, self-discipline and financial management</li></ul>

# I. WE NURTURE THE MIND TO TURN INFORMATION INTO KNOWLEDGE

## 1. Nurture a creative and inquisitive mind

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person-in-charge	Resources Required
1.1 The College provides an academic ambience that cultivates intellectual curiosity	1.1.1 Conduct a structured lecture series on different topics that are of interest to students	Sep - Aug	<ul style="list-style-type: none"> <li>At least 3 lectures are arranged</li> <li>Students show interest in learning the topics</li> </ul>	<ul style="list-style-type: none"> <li>Number of lectures conducted</li> <li>Participation of students</li> </ul>	<ul style="list-style-type: none"> <li>AVP (KYN)*</li> <li>HoDs</li> </ul>	LWLG
	1.1.2 Develop an SPC Academy programme to include topics such as robotics, AI, flight simulation, design thinking, and drones	Sep - Aug	<ul style="list-style-type: none"> <li>At least 4 STEM-related courses are arranged</li> </ul>	<ul style="list-style-type: none"> <li>Number of courses held</li> <li>Participation of students</li> </ul>	<ul style="list-style-type: none"> <li>VP (WHW)*</li> <li>STEM</li> <li>ELC</li> <li>HoDs</li> </ul>	LWLG
	1.1.3 Make use of the campus environment and campus TV to display students' good work, famous quotes, interesting topics and "Question of the Day"	Sep - Jun	<ul style="list-style-type: none"> <li>At least 6 subjects contribute materials for this purpose</li> </ul>	<ul style="list-style-type: none"> <li>Participation of students</li> </ul>	<ul style="list-style-type: none"> <li>AVP (KYN)*</li> <li>HoDs</li> <li>Teacher Librarian</li> </ul>	
1.2 Students enjoy reading for learning/leisure	1.2.1 Make reading for information part of everyday school life for students	Sep - Aug	<ul style="list-style-type: none"> <li>More students are used to checking and reading their school emails daily</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from Form Teachers</li> </ul>	<ul style="list-style-type: none"> <li>VP (YHC)*</li> <li>Form Teachers</li> </ul>	
	1.2.2 Have reading materials readily available for students, not just in the library and the classrooms, but also in other suitable common areas on campus and online	Sep - Aug	<ul style="list-style-type: none"> <li>Students are aware of the reading materials</li> <li>An increase in frequency of use of the reading materials can be observed</li> </ul>	<ul style="list-style-type: none"> <li>Usage of the reading materials</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Librarian*</li> <li>RaC</li> </ul>	

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person - in-charge	Resources Required
1.2 Students enjoy reading for learning/leisure	1.2.3 Reintroduce structured and scheduled library lessons in Forms One and Two to promote reading and teach library skills	Sep - Aug	<ul style="list-style-type: none"> <li>An increase in frequency of use of the reading material can be observed</li> <li>Students are able to use library skills to acquire resources they need</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from students about the library lessons</li> <li>Observation by the Teacher Librarian</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Librarian</li> </ul>	
	1.2.4 Schedule reading weeks and encourage all departments, teams and groups to participate in them	Sep - Aug	<ul style="list-style-type: none"> <li>An increase in student participation in the reading week activities</li> </ul>	<ul style="list-style-type: none"> <li>Number of reading weeks held</li> <li>Number of departments and teams involved in the reading weeks</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Librarian*</li> <li>HoDs</li> </ul>	
	1.2.5 Promote short, interesting and accessible works and reading materials in assemblies, lessons and subject weeks for learning and leisure	Sep - Aug	<ul style="list-style-type: none"> <li>An increase in usage frequency of the materials by students</li> </ul>	<ul style="list-style-type: none"> <li>Materials used in the events</li> <li>Usage frequency of students</li> </ul>	<ul style="list-style-type: none"> <li>VP (YHC)*</li> <li>CC</li> <li>HoDs</li> <li>SA</li> </ul>	
	1.2.6 Organise and encourage student participation in reading clubs, reading award schemes, book report competitions, “meet the author” events, bookcrossing activities and book fairs	Sep - Aug	<ul style="list-style-type: none"> <li>An increase in activities held</li> <li>An increase in student participation can be observed</li> </ul>	<ul style="list-style-type: none"> <li>Related events held</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Librarian*</li> <li>English HoD</li> <li>Chinese HoD</li> </ul>	LWLG
	1.2.7 Invite renowned writers, celebrities, alumni and parents to share their publications / reading journeys	Sep - Aug	<ul style="list-style-type: none"> <li>At least 3 sharing sessions are held</li> <li>An increase in student participation can be observed</li> </ul>	<ul style="list-style-type: none"> <li>Related sharing sessions held</li> </ul>		LWLG

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person - in-charge	Resources Required
1.3 Students find learning both relevant and practical	1.3.1 Include more hands-on workshops in the formal and informal curriculum	Sep - Aug	<ul style="list-style-type: none"> <li>An increase in frequency of hands-on workshops in the formal and information curriculum can be observed</li> </ul>	<ul style="list-style-type: none"> <li>Reports from departments and teams</li> </ul>	<ul style="list-style-type: none"> <li>VP (WHW)*</li> <li>AVP (KYN)</li> <li>HoDs</li> <li>Team Convenors</li> </ul>	LWLG
	1.3.2 Offer more Applied Learning courses in Form 4	Sep - Aug	<ul style="list-style-type: none"> <li>Form 3 students are aware of the Applied Learning courses</li> </ul>	<ul style="list-style-type: none"> <li>Number of applications to the Applied Learning courses by Form 3 students</li> </ul>	<ul style="list-style-type: none"> <li>AVP (KYN)*</li> <li>CM</li> </ul>	
	1.3.3 Develop a more structured internship programme to enhance and expand students' knowledge of different professions	Sep - Aug	<ul style="list-style-type: none"> <li>More students show interest in joining the internship programme</li> </ul>	<ul style="list-style-type: none"> <li>Number of internship opportunities to be offered</li> </ul>	<ul style="list-style-type: none"> <li>AVP (CLW)*</li> <li>CM</li> </ul>	
	1.3.4 Explore opportunities of collaboration with local universities and corporations in Hong Kong / the Greater Bay Area on organising study programmes/projects	Sep - Aug	<ul style="list-style-type: none"> <li>More programmes are arranged</li> </ul>	<ul style="list-style-type: none"> <li>Related programmes held</li> </ul>	<ul style="list-style-type: none"> <li>SMT</li> </ul>	LWLG

## 2. Nurture a discerning and problem-solving mind

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person-in-charge	Resources Required
2.1 Students have the ability to find, evaluate, make judgment about and use information obtained from various media sources in decision-making	2.1.1 Include information literacy in all subjects. Help students develop the habit of authenticating the source of information and comparing different sources of information	Sep - Aug	<ul style="list-style-type: none"> <li>Students acknowledge the source of information used</li> </ul>	<ul style="list-style-type: none"> <li>Department reports</li> <li>Life Ed. lessons report</li> </ul>	<ul style="list-style-type: none"> <li>AVP (KYN)*</li> <li>HoDs</li> <li>Guidance Team (LE)</li> <li>BYOD</li> </ul>	Information literacy course fee
	2.1.2 Help students identify reliable primary or secondary source/information	Sep - Aug	<ul style="list-style-type: none"> <li>Students are able to identify primary or secondary source/information</li> </ul>	<ul style="list-style-type: none"> <li>Life Ed. lessons report</li> </ul>	<ul style="list-style-type: none"> <li>GM</li> </ul>	
2.2 Teachers can use a problem-based approach to inspire learning	2.2.1 Organise professional development training/workshops for teachers on techniques for asking questions and on the use of the problem-based / design thinking approach to teaching and learning	Sep - Jun	<ul style="list-style-type: none"> <li>Related programmes are held</li> </ul>	<ul style="list-style-type: none"> <li>Related programmes held</li> </ul>	<ul style="list-style-type: none"> <li>PD Committee</li> </ul>	
	2.2.2 Experiment using the problem-based / design thinking approach for one of the topics/units/chapters in the curriculum	Sep - Jun	<ul style="list-style-type: none"> <li>Teachers can apply techniques for asking questions and problem-based / design thinking approach in their lessons</li> </ul>	<ul style="list-style-type: none"> <li>Department reports</li> </ul>	<ul style="list-style-type: none"> <li>AVP (KYN)*</li> <li>HoDs</li> </ul>	
	2.2.3 Implement interdisciplinary project learning in the junior and senior levels with the participation of external partners such as the alumni community	Sep - Jun	<ul style="list-style-type: none"> <li>Extended Study will be implemented in F.4(2021-22) and F.5 (2022-23)</li> <li>Interdisciplinary project learning will be held in F.2 (2022-23)</li> </ul>	<ul style="list-style-type: none"> <li>Observation of student participation and performance</li> </ul>	<ul style="list-style-type: none"> <li>AVP (KYN)*</li> <li>HODs</li> </ul>	



Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person-in-charge	Resources Required
2.2 Teachers can use a problem-based approach to inspire learning	2.2.4 Organise programmes/competitions to foster an entrepreneurial spirit in students	Sep - Aug	<ul style="list-style-type: none"> <li>An increase in this type of programmes</li> </ul>	<ul style="list-style-type: none"> <li>Programmes organized or participated</li> </ul>	<ul style="list-style-type: none"> <li>AVP (KYN)*</li> <li>HoDs</li> <li>STEM</li> </ul>	

### 3. Nurture cross-cultural understanding and citizenship

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person-in-charge	Resources Required
3.1 Both global and national perspectives of world issues (as described in the United Nations 17 Sustainable Development Goals) are incorporated into the curriculum	3.1.1 Familiarise students with the United Nations 17 Sustainable Development Goals (SDGs) and highlight the relevance of knowledge taught in different subjects to these goals	Sep - May	<ul style="list-style-type: none"> <li>More discussions on related SDGs are arranged during lessons</li> <li>Students are more aware of the 17 SDGs in various topics in different subjects</li> </ul>	<ul style="list-style-type: none"> <li>Modified scheme of work incorporating the SDGs</li> <li>Students' projects with the SDGs Framework</li> <li>Feedback from HoDs</li> <li>Feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>AVP (KYN)*</li> <li>HoDs</li> </ul>	
	3.1.2 Use the SDGs as a framework and tool to support students in developing their research, critical thinking, problem-solving, teamwork, and communication skills	Sep - May	<ul style="list-style-type: none"> <li>Students apply the SDGs framework in their projects</li> </ul>			
	3.1.3 Arrange and encourage student participation in International Youth Conferences and Model United Nations activities	Sep - Aug	<ul style="list-style-type: none"> <li>Students participate in International Youth Conferences and Model United Nations activities</li> </ul>	<ul style="list-style-type: none"> <li>Student participation</li> <li>Feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>OLEC</li> </ul>	

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person-in-charge	Resources Required
3.1 Both global and national perspectives of world issues (as described in the United Nations 17 Sustainable Development Goals) are incorporated into the curriculum	3.1.4 Help students to learn about efforts made by our nation and other countries to address these world issues	Sep - May	<ul style="list-style-type: none"> <li>A revised curricula to address world issues and explain the efforts made by our nation and other countries</li> </ul>	<ul style="list-style-type: none"> <li>Revised scheme of work</li> <li>Feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>AVP (KYN)*</li> <li>HoDs</li> </ul>	
3.2 Students understand and appreciate the history, culture and development of our nation	3.2.1 Incorporate or strengthen the teaching and learning of the history, culture and development of our nation into the curriculum, the co-curriculum, and extracurricular activities where appropriate	Sep - May	<ul style="list-style-type: none"> <li>A revised curricula to strengthen students' understanding of the history culture and development of our nation</li> <li>More discussions on the development of our nation</li> </ul>	<ul style="list-style-type: none"> <li>Revised schemes of work and assessment tasks</li> <li>Department minutes, plans and reports</li> <li>Activities organised</li> <li>Student participation</li> </ul>	<ul style="list-style-type: none"> <li>AVP (KYN)*</li> <li>HoDs</li> <li>CMEC</li> </ul>	
	3.2.2 Set up a room dedicated to the history, culture and development of St. Paul's College, Hong Kong and our nation using the Quality Education Fund	Sep - Aug	<ul style="list-style-type: none"> <li>The proposal is approved the QEF</li> <li>An existing room is renovated and turned into the Heritage Centre for regular exhibitions and workshops</li> <li>Meet the QEF evaluation requirements</li> </ul>	<ul style="list-style-type: none"> <li>Booking records</li> <li>Quantity and nature of events held at the Heritage Centre</li> <li>No. of students using the facilities</li> <li>No. of events arranged</li> <li>Student and staff feedback</li> <li>Progress reports to be submitted to the QEF</li> </ul>	<ul style="list-style-type: none"> <li>VP (WHW)*</li> <li>Chinese HoD</li> <li>Chinese History HoD</li> <li>LS HoD</li> <li>History HoD</li> </ul>	QEF

#### 4. Nurture a growth mindset to cope with changes and challenges

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person-in-charge	Resources Required
4.1 Students and staff understand the value of change and challenge and feel positive about them	4.1.1 Include in the formal curriculum a list of books/articles/films with characters who adapt to great changes and develop strategies to overcome challenges	Sep - Jun	<ul style="list-style-type: none"> <li>Creation of the reading list and discussions of the characters in class</li> </ul>	<ul style="list-style-type: none"> <li>Department annual reports</li> </ul>	<ul style="list-style-type: none"> <li>HoDs*</li> <li>Teacher Librarian</li> <li>College Librarian</li> <li>Form Teachers</li> </ul>	LWLG
	4.1.2 Organise activities in leadership training programmes, guidance activities, Paul's Breakthrough and Paul's Challenge to foster a growth mindset	Sep - Aug	<ul style="list-style-type: none"> <li>Participants feel more confident about changes and challenges</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from participants</li> </ul>	<ul style="list-style-type: none"> <li>VP (WHW)*</li> <li>SA</li> <li>DM</li> <li>GM</li> <li>OLEC</li> </ul>	LWLG
	4.1.3 Display visual reminders of effective strategies for coping with changes and challenges	Sep - Jul	<ul style="list-style-type: none"> <li>Students and staff find the reminders helpful</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from students and staff</li> </ul>		
	4.1.4 Organise activities and sharing sessions in the Christian Union and Religious Studies lessons to encourage students to rely on God for coping with changes and challenges	Sep - Jun	<ul style="list-style-type: none"> <li>Students participate in the activities and are inspired</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from students and observations from teachers</li> </ul>	<ul style="list-style-type: none"> <li>CC</li> <li>HoD (R.S.)</li> </ul>	

## II. WE NURTURE THE HEART TO TURN KNOWLEDGE INTO WISDOM

### 5. Foster a caring culture of respect and empathy

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person-in-charge	Resources Required
5.1 Students and staff members understand the value of respect and empathy	5.1.1 Cultivate a culture of respect and empathy in the classroom, e.g. assist students to develop respect for different opinions through regular class discussions and presentations.	Sep - Jun	<ul style="list-style-type: none"> <li>Class activities are regularly held to promote respect and empathy</li> <li>Classrooms are decorated with a variety of posters to promote respect and empathy and students are assigned to update these posters monthly</li> <li>Form Teachers discuss and share good ideas with others during the Form Teachers' meetings</li> </ul>	<ul style="list-style-type: none"> <li>List of activities held in class</li> <li>Classroom inspection</li> <li>Feedback from students and teachers</li> <li>Form Teachers' meeting minutes</li> </ul>	<ul style="list-style-type: none"> <li>VP (WHW)*</li> <li>Form Teachers' Convenors</li> <li>Form Teachers</li> </ul>	
	5.1.2 Choose learning and teaching materials which can inculcate students with the values of respect and inclusiveness.	Sep - Jul	<ul style="list-style-type: none"> <li>Relevant articles and videos that can inculcate positive values are used in class</li> </ul>	<ul style="list-style-type: none"> <li>Inspect student assignments</li> <li>Form Teachers' meeting minutes</li> <li>Videos and articles used by teachers</li> </ul>	<ul style="list-style-type: none"> <li>HoDs*</li> <li>Subject Teachers</li> <li>Form Teachers</li> </ul>	

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person-in-charge	Resources Required
5.1 Students and staff members understand the value of respect and empathy	5.1.3 Hold discussions on respect and empathy during lessons and Form Teachers' periods with appropriate multi-media resources or reading materials.	Sep - Jul	<ul style="list-style-type: none"> <li>Form Teachers' periods are structured with specific themes to promote respect and empathy</li> <li>Respect and empathy are the theme of class activities</li> </ul>	<ul style="list-style-type: none"> <li>Guidelines for Form Teachers</li> <li>Supporting resources for Form Teachers</li> <li>Feedback from Form Teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>VP (WHW)*</li> <li>Form Teachers' Convenors</li> <li>CME</li> <li>GM</li> <li>DM</li> </ul>	
	5.1.4 Organise class activities to strengthen brotherhood and mutual support	Sep - Jul	<ul style="list-style-type: none"> <li>Form Teachers and subject teachers schedule activities that can promote brotherhood and mutual support such as volunteer service, classroom decoration, lunch gathering, etc.</li> </ul>	<ul style="list-style-type: none"> <li>List of activities organized</li> <li>Classroom inspection</li> <li>Feedback from students and teachers</li> </ul>	<ul style="list-style-type: none"> <li>Form Teachers' Convenors*</li> <li>OLEC</li> <li>CME</li> </ul>	
5.2 Students develop a sense of belonging to the SPC community	5.2.1 Involve as many current and past students of the College as possible in the 170th anniversary celebration events.	Sep - Aug	<ul style="list-style-type: none"> <li>Students and alumni actively engage in the 170th anniversary events</li> <li>Students and alumni take up official posts in the 170th anniversary events</li> </ul>	<ul style="list-style-type: none"> <li>Student participation rate</li> <li>No. of events that involve alumni</li> <li>No. of alumni joining</li> <li>List of official posts</li> </ul>	<ul style="list-style-type: none"> <li>Event Organisers*</li> <li>OLEC</li> <li>SA</li> </ul>	
	5.2.2 Deepen students' understanding of "All for each and each for all"	Sep - Aug	<ul style="list-style-type: none"> <li>Theme-based activities are organized by teams, departments and the school such as F.1 Heritage Service, Activity Week Programmes, Assembly Talks and Peer Mentorship Scheme</li> </ul>	<ul style="list-style-type: none"> <li>Types and no. of events held</li> <li>Feedback from students and staff members</li> <li>APASO</li> </ul>	<ul style="list-style-type: none"> <li>Team Convenors*</li> <li>HoDs</li> <li>Club Advisors</li> </ul>	

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person-in-charge	Resources Required
5.2 Students develop a sense of belonging to the SPC community	5.2.3 Organise various types of inter-house and inter-class activities to strengthen vertical and horizontal bonds among schoolmates	Sep - Aug	<ul style="list-style-type: none"> <li>Students actively organize or participate in inter-house and inter-class activities</li> <li>New inter-house or inter-class events are held</li> <li>Students eagerly support inter-class and inter-house programmes</li> </ul>	<ul style="list-style-type: none"> <li>Types and no. of events organized</li> <li>S.A. Club Reports</li> <li>Feedback from students and teachers</li> <li>Student participation rates</li> </ul>	<ul style="list-style-type: none"> <li>House Masters*</li> <li>SA</li> <li>Club Advisors</li> <li>HoDs</li> </ul>	
	5.2.4 Use the ALPS system to encourage junior students to actively take part in OLE events, including the Mentorship Scheme, Peer Mentorship Scheme, Scouts, Youth Red Cross, House events and Students' Association Affiliated Clubs	Sep - Aug	<ul style="list-style-type: none"> <li>Students use the ALPS system regularly to plan and monitor their participation in OLE programmes</li> <li>Interim ALPS reports are given to students and parents once a year</li> </ul>	<ul style="list-style-type: none"> <li>ALPS reports</li> <li>Feedback from students</li> </ul>	<ul style="list-style-type: none"> <li>OLEC*</li> <li>Club Advisors</li> <li>CLPO</li> <li>ELC</li> </ul>	
5.3 The school develops a culture of giving and gratitude	5.3.1 Use "Thanksgiving" as the theme of assemblies in a week or month; choose hymns and bible reading passages that disseminate the messages of giving and gratitude	Sep - Aug	<ul style="list-style-type: none"> <li>Students and teachers appreciate these assemblies and respond positively</li> <li>Hymns and bible reading passages are shown on campus</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from students and teachers</li> <li>No. of assemblies organised</li> </ul>	<ul style="list-style-type: none"> <li>CC*</li> <li>RS HoD</li> <li>Music HoD</li> </ul>	

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person-in-charge	Resources Required
5.3 The school develops a culture of giving and gratitude	5.3.2 Collaborate with the PTA, the Students' Association and the Alumni Association to organise thanksgiving events to develop a culture of giving and gratitude	Sep - Aug	<ul style="list-style-type: none"> <li>The PTA and the SPCAA physically and financially support events such as "Teacher Day", "Thanksgiving Day", "Homecoming Day" etc.</li> <li>The Students' Association organizes related activities for students regularly</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from students, staff, parents and alumni</li> <li>No. and types of events held.</li> <li>Questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>Home School Team*</li> <li>SA</li> <li>SPCAA</li> </ul>	
	5.3.3 Invite guest speakers who are alumni, parents and retired teachers to share their experience in doing voluntary work for the College and the community	Sep - Apr	<ul style="list-style-type: none"> <li>Students and staff members do volunteer work regularly</li> <li>Certificates are given to students who have completed over 20 service hours</li> <li>Service Union invites guest speakers to promote community service and regularly runs service projects for students and staff members to join</li> </ul>	<ul style="list-style-type: none"> <li>No. of certificates received.</li> <li>Times and types of volunteer work organized.</li> <li>Student and staff participation rates</li> <li>Feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>OLEC*</li> <li>Service Union Advisors</li> </ul>	
5.4 Students with different abilities and needs are given adequate support	5.4.1 Organise a "Student Tutor Scheme" after school for capable senior level students to give academic support to junior level students every day	Sep - Jun	<ul style="list-style-type: none"> <li>The "Student Tutor Scheme" runs effectively with a good number of tutors and tutees</li> <li>Students in need are identified and recommended to join the scheme</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from tutors and tutees</li> <li>No. of participating students as tutors and tutees.</li> <li>Student academic performance</li> </ul>	<ul style="list-style-type: none"> <li>VP (WHW)*</li> <li>GM</li> <li>DM</li> <li>OLEC</li> <li>SA</li> <li>Form Teachers</li> </ul>	

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person-in-charge	Resources Required
5.4 Students with different abilities and needs are given adequate support	5.4.2 Create adequate opportunities for students with different abilities to do pair work and group work both inside and outside the classroom	Sep - May	<ul style="list-style-type: none"> <li>Teachers assign classroom tasks and activities to cater for learner diversity and promote mutual support</li> <li>Teachers cater for learner diversity in class and use a wider range of teaching materials, homework assignments, assessment tasks, and examination question types for students of different abilities to achieve success</li> </ul>	<ul style="list-style-type: none"> <li>Lesson observations</li> <li>Feedback from students and teachers</li> <li>Types of assessments</li> </ul>	<ul style="list-style-type: none"> <li>HoDs*</li> <li>SENCO</li> </ul>	
	5.4.3 Adopt an early intervention approach to identifying less capable students, the SENs and the gifted and provided customized enhancement classes and enrichment courses for them	Sep - May	<ul style="list-style-type: none"> <li>Data are collected and analyzed to identify both weak and strong students to give them adequate support</li> <li>Communication channels are available for teachers to make referrals/ recommendations</li> </ul>	<ul style="list-style-type: none"> <li>Lists of students recommended.</li> <li>Students' academic performance and attendance records of the enhancement classes and enrichment courses</li> </ul>	<ul style="list-style-type: none"> <li>AVP (KYN)*</li> <li>Gifted Education Coordinator</li> <li>SENCO</li> <li>HoDs</li> <li>Form Teachers</li> </ul>	
	5.4.4 Adopt a whole-school approach to support students with special education needs and equip teachers with necessary knowledge and skills	Sep - Aug	<ul style="list-style-type: none"> <li>Teachers attend "Learners' Diversity" and "SEN" courses</li> <li>Resources on "Teaching students with learning diversity" and "SEN" are given to teachers from time to time</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires</li> <li>Feedback from teachers</li> <li>List of Staff Development Programmes</li> <li>Staff Appraisal Forms</li> </ul>	<ul style="list-style-type: none"> <li>SENCO*</li> <li>PD</li> <li>HODs</li> </ul>	



## 6. Promote a healthy lifestyle

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person-in-charge	Resources Required
6.1 Students and staff members develop the habit of doing regular exercise and leisure activities	6.1.1 Set realistic and progressive targets for all students and staff members to achieve	Sep - Aug	<ul style="list-style-type: none"> <li>Teachers and students achieve those targets suggested by the P.E. Department</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers and students</li> <li>Collect sports participation data from students and teachers using google form</li> </ul>	<ul style="list-style-type: none"> <li>Sports Master*</li> <li>OLEC</li> </ul>	
	6.1.2 Check the BMI of students and work out fitness improvement plans with these students and their parents	Sep - Jul	<ul style="list-style-type: none"> <li>Teachers and students use BMI to monitor body weights</li> <li>Students who are underweight / overweight follow fitness improvement plans</li> <li>Facilities are easily accessible to students and staff members for them to check body weight and height</li> </ul>	<ul style="list-style-type: none"> <li>Collect data from students and teachers using google form</li> <li>No. of students who need the fitness improvement plans</li> <li>Feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>Sports Master*</li> <li>OLEC</li> </ul>	
	6.1.3 Sports facilities are easily accessible and upgraded to make fitness training enjoyable and common	Sep - Jul	<ul style="list-style-type: none"> <li>More exercise bikes and fitness training equipment are ready for use on campus</li> <li>Staff and students book sports facilities more often</li> </ul>	<ul style="list-style-type: none"> <li>Frequency of students and staff members using sports facilities.</li> <li>Booking records</li> <li>No. and types of sports equipment added.</li> </ul>	<ul style="list-style-type: none"> <li>VP (WHW)*</li> <li>Sports Master</li> </ul>	

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person-in-charge	Resources Required
6.1 Students and staff members develop the habit of doing regular exercise and leisure activities	6.1.4 Encourage students to join the School Physical Fitness Award Scheme organised by the EDB and acknowledge their participation and achievements	Sep - Jun	<ul style="list-style-type: none"> <li>Students receive awards under the SPFAS</li> <li>Students input these awards into the ALPS system</li> </ul>	<ul style="list-style-type: none"> <li>No. of students who receive the awards</li> <li>ALPS reports</li> </ul>	<ul style="list-style-type: none"> <li>Sports Master*</li> <li>OLEC</li> <li>Club Advisors</li> </ul>	
	6.1.5 Incorporate health education into the existing science curriculum and highlight the importance of a healthy diet	Sep - Jun	<ul style="list-style-type: none"> <li>Health Education is part of the science curriculum</li> <li>Science teachers help to promote health education to students</li> </ul>	<ul style="list-style-type: none"> <li>Lesson observations</li> <li>Feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>Heads of Science Departments*</li> <li>Science Teachers</li> </ul>	
	6.1.6 Organise more sports activities for students and staff to encourage a more active lifestyle	Sep - Jul	<ul style="list-style-type: none"> <li>Regular sports activities for staff and students such as ball games, yoga, bowling and hiking are organized by teams, clubs and groups</li> </ul>	<ul style="list-style-type: none"> <li>Types and no. of sports activities</li> <li>Staff participation rate</li> <li>Feedback from staff members</li> </ul>	<ul style="list-style-type: none"> <li>Sports Master*</li> <li>SA</li> <li>Club Advisors</li> </ul>	
6.2 Students and teachers are aware of the importance of mental wellness	6.2.1 Schedule mental wellness talks and workshops for students and staff members to increase their awareness of mental wellness	Sep - Jul	<ul style="list-style-type: none"> <li>Mental wellness talks and workshops are organized for students, staff and parents regularly</li> </ul>	<ul style="list-style-type: none"> <li>No. of events organized</li> <li>Types of events organized</li> <li>APASO</li> <li>Feedback from students, parents and staff</li> </ul>	<ul style="list-style-type: none"> <li>VP (WHW)*</li> <li>GM</li> </ul>	
	6.2.2 Display visual reminders of the importance of a balanced lifestyle with adequate rest and exercises	Sep - Aug	<ul style="list-style-type: none"> <li>Posters and notices are put up in prominent areas to alert staff and students to the importance of having a balanced lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>Poster contents and locations</li> <li>Feedback from staff members and students</li> </ul>	<ul style="list-style-type: none"> <li>GM</li> </ul>	

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person-in-charge	Resources Required
6.2 Students and teachers are aware of the importance of mental wellness	6.2.3 Set up a taskforce to promote mental wellness	Sep - Dec	<ul style="list-style-type: none"> <li>A taskforce is set up to provide useful mental wellness tips and resources for staff members and students once a month</li> </ul>	<ul style="list-style-type: none"> <li>No. and types of tips and resources provided.</li> <li>Feedback from staff members and students</li> <li>Annual plan written by the taskforce</li> </ul>	<ul style="list-style-type: none"> <li>VP (WHW)*</li> <li>GM</li> </ul>	
	6.2.4 Promote respect, understanding and appreciation in the workplace.	Sep - Aug	<ul style="list-style-type: none"> <li>Colleagues consistently show understanding and respect for others</li> <li>Arrange courses on emotions management for staff members.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers</li> <li>Staff appraisal</li> </ul>	<ul style="list-style-type: none"> <li>SMT*</li> <li>HODs</li> <li>Team Convenors</li> <li>All Teachers</li> </ul>	
6.3 Students and staff are aware of the importance of spiritual wellbeing	6.3.1 Incorporate or strengthen in the curriculum the teaching and learning of biblical figures who were able to experience inner contentment through their experiences with God	Sep - Jun	<ul style="list-style-type: none"> <li>Students participate in the activities and are inspired</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from students and observations from teachers</li> <li>Revised schemes of work and teaching content</li> </ul>	<ul style="list-style-type: none"> <li>CC</li> <li>HoD (R.S.)</li> </ul>	
	6.3.2 Display visual reminders of the importance of establishing a close relationship with God	Sep - Jun	<ul style="list-style-type: none"> <li>The meaning of the Mosaic Mural Wall is explained to students</li> <li>Posters and notices are put in prominent areas to remind students and staff of the importance of establishing a close relationship with God</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from students</li> <li>Revised schemes of work and teaching content</li> <li>Poster contents and locations</li> </ul>	<ul style="list-style-type: none"> <li>CC</li> <li>HoD (R.S.)</li> </ul>	
	6.3.3 Encourage students to live a life of faith, hope and love in various religious activities	Sep - Jun	<ul style="list-style-type: none"> <li>No. of students who participate in gospel activities</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from students and observations from teachers</li> </ul>	<ul style="list-style-type: none"> <li>CC</li> <li>HoD (R.S.)</li> </ul>	

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person-in-charge	Resources Required
6.4 Students and staff members are committed to green living	6.4.1 Adopt a whole school approach to promoting and enforcing the Green Policy	Sep - Aug	<ul style="list-style-type: none"> <li>Stakeholders follow the green policy strictly</li> <li>Contents of the Green Policy are sent to students and staff members once a month</li> <li>Departments, teams and clubs follow the Green Policy strictly</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from students and staff members</li> <li>Questionnaires</li> <li>Annual plans and meeting minutes</li> </ul>	<ul style="list-style-type: none"> <li>VP (WHW)*</li> <li>HoDs</li> <li>Team Convenors</li> <li>Club Advisors</li> </ul>	
	6.4.2 Schedule green education programmes in an organized way	Sep - Aug	<ul style="list-style-type: none"> <li>Students and staff members support green education programmes such as Organic Farm, Green Monday, Green Week, No Plastic Days, and Vegetarian Day</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from students and staff members</li> <li>Questionnaires</li> <li>Annual plans and meeting minutes</li> </ul>	<ul style="list-style-type: none"> <li>VP (WHW)*</li> <li>HoDs</li> <li>Team Convenors</li> <li>Club Advisors</li> </ul>	
	6.4.3 Collaborate with external bodies to carry out a comprehensive green audit for the school	Sep - Aug	<ul style="list-style-type: none"> <li>BEAM Society Limited and the EMSD provide green education programmes and school green audit reports</li> <li>Recommendations in the audit report are followed and improvements are shown</li> </ul>	<ul style="list-style-type: none"> <li>Audit report</li> <li>No. and types of green facilities installed</li> </ul>	<ul style="list-style-type: none"> <li>VP (WHW)*</li> <li>Project Manager</li> <li>Clerk of Works</li> </ul>	

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person-in-charge	Resources Required
6.4 Students and staff members are committed to green living	6.4.4 Improve campus facilities	Sep - Aug	<ul style="list-style-type: none"> <li>Staff and students appreciate the new campus facilities that can promote green living such as installing more solar panels, retrofitting LED lights with sensors and water-saving sensors and putting more plants in different areas of the campus to promote green living</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from students and teachers</li> <li>Questionnaires</li> <li>Consumption of water, gas, paper and electricity of the school</li> </ul>	<ul style="list-style-type: none"> <li>VP (WHW)*</li> <li>Project Manger</li> <li>Clerk of Works</li> <li>Finance Officer</li> <li>Green Club Advisors</li> </ul>	
	6.4.5 Organise promotional activities	Sep - Aug	<ul style="list-style-type: none"> <li>Teachers and students organize activities associated with green education from time to time</li> <li>Students and staff members are given useful tips bi-weekly and they find these tips useful</li> <li>Role models who have made contributions to green education are recognized or awarded</li> </ul>	<ul style="list-style-type: none"> <li>Types and no. of events organized</li> <li>Questionnaires and interviews</li> <li>Feedback from teachers and students</li> <li>No. of awards given to students and staff members</li> </ul>	<ul style="list-style-type: none"> <li>Green Club Advisors*</li> <li>HoDs</li> <li>Team Convenors</li> <li>Club Advisors</li> </ul>	

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person-in-charge	Resources Required
6.4 Students and staff members are committed to green living	6.4.6 Introduce green initiatives and revise policies/practice to reduce carbon footprints	Sep - Aug	<ul style="list-style-type: none"> <li>Green initiatives such as the BYOD policy, Learning Hub, eClass, Google, use of electronic music scores, e-books and e-assessments are used to promote green education</li> <li>Existing policies are revised to promote green living</li> </ul>	<ul style="list-style-type: none"> <li>Types and no. of green initiatives</li> <li>Feedback from students and teachers</li> <li>Policy items revised</li> </ul>	<ul style="list-style-type: none"> <li>Green Club Advisors*</li> <li>BYOD Advisory Team</li> </ul>	

### III. WE NURTURE THE HANDS TO TURN WISDOM INTO ACTION

#### 7. Foster a culture of collaboration

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person-in-charge	Resources Required
7.1 More alumni and parents are willing to use their expertise to support the development of the College	7.1.1 Organize more parents' evenings / informal tea gatherings to facilitate interaction between parents and the College	Sep - Apr	<ul style="list-style-type: none"> <li>More parents' evenings / informal tea gatherings</li> </ul>	<ul style="list-style-type: none"> <li>Parents' evenings / tea gatherings organised</li> <li>Feedback from parents</li> </ul>	<ul style="list-style-type: none"> <li>VP (WHW)*</li> <li>PTA</li> </ul>	
	7.1.2 Involve alumni and parents in our internship / job shadowing programme	Jul - Aug	<ul style="list-style-type: none"> <li>At least 5 alumni and parents are involved in our internship / job shadowing programme</li> </ul>	<ul style="list-style-type: none"> <li>Internship / job shadowing programme arranged</li> <li>Feedback from alumni and parents</li> <li>Feedback from students</li> </ul>	<ul style="list-style-type: none"> <li>VP (WHW)*</li> <li>AVP (CLW)</li> <li>CM</li> <li>SPCAA</li> <li>PTA</li> </ul>	
	7.1.3 Invite more alumni and parents to give talks / run workshops on topics of interest or about their careers	Sep - Jul	<ul style="list-style-type: none"> <li>More alumni and parents give talks / run workshops</li> </ul>	<ul style="list-style-type: none"> <li>Number of talks/workshops organised</li> </ul>	<ul style="list-style-type: none"> <li>VP (WHW)*</li> <li>SPCAA</li> <li>PTA</li> </ul>	
	7.1.4 Invite alumni to be honorary advisors of school clubs and societies	Sep - Aug	<ul style="list-style-type: none"> <li>At least 5 alumni are the honorary advisors of school clubs and societies</li> </ul>	<ul style="list-style-type: none"> <li>List of advisors of school clubs and societies</li> </ul>	<ul style="list-style-type: none"> <li>VP (WHW)*</li> <li>AVP (CLW)</li> <li>SA</li> <li>CLPO</li> </ul>	
	7.1.5 Invite alumni to be co-advisors to coach students for projects and competitions	Sep - Aug	<ul style="list-style-type: none"> <li>At least 5 alumni are the co-advisors to coach students for projects and competitions</li> </ul>	<ul style="list-style-type: none"> <li>Projects/Competitions organised with alumni as co-advisors</li> <li>Feedback from alumni</li> </ul>	<ul style="list-style-type: none"> <li>VP (WHW)*</li> <li>AVP (CLW)</li> <li>SA</li> <li>CLPO</li> </ul>	

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person-in-charge	Resources Required
7.2 There are more student-teacher and student-parent interactions	7.2.1 Invite parents to participate in service learning programmes organised by the OLE team with their son/ward	Sep - Aug	<ul style="list-style-type: none"> <li>Parents participate in service learning programmes with their son/ward</li> </ul>	<ul style="list-style-type: none"> <li>Service learning programmes organised</li> <li>Feedback from parents and students</li> <li>Feedback from teachers</li> </ul>	<ul style="list-style-type: none"> <li>OLEC*</li> <li>PTA</li> </ul>	
	7.2.2 Organise more student-parent-teacher sports events and team-building activities	Sep - Apr	<ul style="list-style-type: none"> <li>More student-parent-teacher sports events and team-building activities are organised</li> </ul>	<ul style="list-style-type: none"> <li>Number of student-parent-teacher sports events and team-building activities organised</li> <li>Observation by teachers</li> <li>Number of teachers, parents and students joined</li> <li>Feedback from parents and students</li> </ul>	<ul style="list-style-type: none"> <li>Sports Master*</li> <li>PTA</li> </ul>	
	7.2.3 Organise lunch gatherings between the Principal (and/or SMT) and students	Sep - Apr	<ul style="list-style-type: none"> <li>Lunch gatherings between the Principal and students are organised at least once a month</li> </ul>	<ul style="list-style-type: none"> <li>Lunch gatherings between the Principal (and/or SMT) and students organised</li> <li>Number of students attended</li> <li>Feedback from students</li> </ul>	<ul style="list-style-type: none"> <li>SMT*</li> <li>Form Teachers</li> <li>Team Convenors</li> </ul>	
	7.2.4 Relocate and redesign the 9/F and 10/F staff rooms for better connectivity between teachers and students and among teachers	Sep - Aug	<ul style="list-style-type: none"> <li>9/F and 10/F staff rooms are relocated and redesigned</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>Project Manager*</li> <li>Staff room representatives</li> </ul>	Foundation



Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person-in-charge	Resources Required
7.2 There are more student-teacher and student-parent interactions	7.2.5 Create space or discussion rooms for teachers and students to facilitate interaction among them	Sep - Aug	<ul style="list-style-type: none"> <li>Discussion rooms are built to facilitate the interaction between teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>Project Manager</li> </ul>	Foundation

## 8. Develop cross-cultural communication competence

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person-in-charge	Resources Required
8.1 Students are more able to make use of their language skills to exchange ideas effectively with peers and adults from different backgrounds	8.1.1 Arrange activities/competitions that could promote public speaking, presentation and debating to strengthen students' speaking skills in English and Putonghua	Sep - Jun	<ul style="list-style-type: none"> <li>An increase of at least 10% in the number of students who participate in speaking related activities, e.g. Speech Festival</li> </ul>	<ul style="list-style-type: none"> <li>Participation record</li> </ul>	<ul style="list-style-type: none"> <li>AVP (KYN)*</li> <li>English HoD.</li> <li>Chinese HoD</li> </ul>	Entry fees, if any
	8.1.2 Provide a language-rich environment by organising on-campus and online activities with international schools in Hong Kong, overseas schools and mainland schools for students to use both English and Putonghua in a real life context	Sep - Aug	<ul style="list-style-type: none"> <li>Reconnecting with overseas partner schools and establishing new links for on-site or online language and cultural exchange opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Survey on students' confidence in using English and Putonghua for spoken communication</li> </ul>		N/A
	8.1.3 Enhance students' English and Chinese written proficiency through publications, workshops and competitions	Sep - Jun	<ul style="list-style-type: none"> <li>An increase in the number of students writing for school e.g. for school publications, clubs and societies</li> </ul>	<ul style="list-style-type: none"> <li>Survey on students' confidence in using English and Chinese for written communication</li> </ul>	<ul style="list-style-type: none"> <li>AVP (CLW)*</li> <li>English HoD</li> <li>Chinese HoD</li> <li>SA</li> </ul>	Entry fees, if any
	8.1.4 Expand the Foreign Language Programme in SPC Academy to encourage students to learn a third language	Sep - May	<ul style="list-style-type: none"> <li>An increase in the number of students taking foreign language classes in SPC Academy</li> </ul>	<ul style="list-style-type: none"> <li>Enrolment record as compared with previous years</li> </ul>		<ul style="list-style-type: none"> <li>VP (WHW)*</li> <li>ELC</li> </ul>

## 9. Develop self-management skills

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person-in-charge	Resources Required
9.1 Students demonstrate good time management, self-discipline and financial management	9.1.1 Equip students with skills to set short-term and long-term goals	Sep - Jun	<ul style="list-style-type: none"> <li>Students learn to set short-term and long-term goals through Life Education Lessons and Careers and Life Planning Lessons</li> <li>Mass programmes and workshops are regularly held by teams and departments to enable students to develop self-discipline and time-management skills</li> </ul>	<ul style="list-style-type: none"> <li>Times and types of programmes organized</li> <li>Annual Plans</li> <li>Minutes of Department/Team/Form Teachers' meetings</li> <li>APASO</li> <li>Stakeholders' Survey</li> <li>Feedback from students</li> </ul>	<ul style="list-style-type: none"> <li>VP (WHW)*</li> <li>GM</li> <li>HoDs</li> <li>Team Convenors</li> <li>Form Teachers</li> </ul>	
	9.1.2 Help students to build daily routines and develop self-management skills	Sep - Aug	<ul style="list-style-type: none"> <li>Students carry out campus services, classroom duties and cleaning tasks regularly</li> <li>Students not meeting the requirements are given adequate guidance and support and show improvements afterwards</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from students and teachers</li> <li>Duty Roster</li> <li>No. of students receiving support from teachers</li> <li>Interview</li> </ul>	<ul style="list-style-type: none"> <li>Form Teachers' Convenors</li> <li>Form Teachers</li> <li>DM</li> </ul>	

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person-in-charge	Resources Required
9.1 Students demonstrate good time management, self-discipline and financial management	9.1.3 Incorporate the teaching of time management skills in Form Teachers' periods and/or Life Education periods	Sep - Aug	<ul style="list-style-type: none"> <li>• Form Teachers and Life Education teachers teach time management skills regularly</li> <li>• Students submit assignments on time and chart their learning course in an organized way</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting resources for Form Teachers</li> <li>• Form Teachers' meeting minutes</li> <li>• Feedback from teachers and students</li> <li>• Conduct mark records</li> </ul>	<ul style="list-style-type: none"> <li>• Form Teachers*</li> <li>• DM</li> <li>• GM</li> <li>• SENCO</li> </ul>	
	9.1.4 Develop in students an understanding of the basics of financial management and an appreciation for material simplicity	Sep - Aug	<ul style="list-style-type: none"> <li>• The basics of financial management are taught in the curriculum</li> <li>• Christian principles are used to instill in students an appreciation for material simplicity</li> <li>• Teachers and parents are role models</li> <li>• Workshops and mass programmes are regularly held for students to educate them about the basics of financial management</li> </ul>	<ul style="list-style-type: none"> <li>• Types and no. of programmes organized</li> <li>• Questionnaires</li> <li>• Feedback from teachers, parents and students</li> </ul>	<ul style="list-style-type: none"> <li>• Economics and BAFS HoD*</li> <li>• GM</li> <li>• CC</li> <li>• RS HoD</li> </ul>	

\* = Convenor in charge of strategies/tasks concerned

**Legend:**

P	Principal	SA	Students' Association Advisory Team Convenor
VP	Vice Principal	CMEC	Civic and Moral Education Team Convenor
AVP	Assistant Vice Principal	PD	Professional Development Committee
SMT	Senior Management Team	SENCO	Student Educational Needs Coordinator
CC	College Chaplain	STEM	Science, Technology, Engineering and Mathematics Education Coordinator
HoD	Head of Department	LS	Liberal Studies / Citizenship and Social Development
CM	Careers Master	IH	Integrated Humanities
DM	Discipline Master	RS	Religious Studies
GM	Guidance Mistress	PTA	Parent Teacher Association
OLEC	Other Learning Experiences Convenor	SPCAA	St. Paul's College Alumni Association
ELC	Extended Learning Convenor		
CLPO	Careers and Life Planning Officer	LWLG	Life Wide Learning Grant
BYOD	BYOD Working Group	QEF	Quality Education Fund
LE	Life Education		
RaC	Reading across Curriculum		