ST. PAUL'S COLLEGE
SCHOOL DEVELOPMENT PLAN
(2024-2027)

FOUNDED 1851

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Our School Mission Statement and School Motto

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

Our 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

HOLISTIC REVIEW

I. EVALUATION OF THE SCHOOL DEVELOPMENT PLAN (21-24)

As we have completed the three-year development cycle, this marks an opportune moment not only to assess the efficacy of the 2021/22 - 2023/24 school development plan but also to conduct a comprehensive review of the College's performance vis-à-vis the Seven Learning Goals encompassing student performance, learning and teaching, school support and development, and management and organization. A thorough evaluation is indispensable for gathering performance data to aid in future planning and is vital for the continuous advancement of the College.

These well-defined major concerns are inextricably linked to various Performance Indicator (PI) domains and are harmonized with the seven learning goals to nurture students' holistic development and lifelong learning capabilities.

A) Our Major Concerns and their Alignment with the Updated Seven Learning Goals of Secondary Education

National and Global Identity	Extent of Targets Achieved
Become an informed and responsible citizen with a sense of national and global identity, appreciation of proper values and attitudes as well as Chinese culture, and respect for pluralism in society *(SPC 21/22-22/23 Major Goal 3: Nurture cross-cultural understanding and citizenship, Major Goal 8: Develop cross-cultural communication competence and Major Goal 5: Foster a culture of respect and empathy)*	Mostly achieved ✓

Remarks and follow up action

National Identity

In promoting students' national identity, our starting point is always to help students understand the breadth and depth of 5000 years of Chinese civilization and appreciate the greatness of Chinese culture. This is essential in cultivating in our students a sense of nationhood and national identity. This is also in line with President Xi's idea of the need for Chinese people to have cultural confidence (文化自信).

In collaboration with the Education Bureau (EDB), the College has adopted a whole-school approach to cultivate this sense of appreciation and understanding through updating our subject curricula, facilitating teachers to attend training courses and tours by the EDB, leading the 中西區中學文學計劃 to host forums and workshops for schools in the Central-Western District to promote Chinese Literature, organising various academic and cultural exchanges with schools in the mainland, such as the Macau-Zhuhai Choir Tour on Chinese poetry and the STEAM tour to Nanjing, in addition to all the required tours to China for the core DSE subject - Citizenship and Social Development.

We are also one of the ten participating schools in the Hong Kong Chinese Academic Humanities Stream Project Agreement 香港中國學術人文川流計劃 jointly organised by the Chinese Academy of Social Sciences (中國社會科學院) and National History Education Centre (國史教育中心) to invite distinguished Chinese scholars to work with high school students in order to enhance students' interest in Chinese History. Additionally, we were one of the participating schools involved in the production of two music videos titled "My Motherland and I" and "On the Young China" initiated by the Education Bureau in celebration of the 25th Anniversary of the establishment of the Hong Kong Special Administrative Region (HKSAR).

To enable students to have more interaction with their counterparts in mainland China, we have renewed the Sister School Scheme with The High School Affiliated to Xi'an Jiaotong University and we have also made a twin school arrangement with another school in Shenzhen: The High School Affiliated to Southern University of Science and Technology.

Apart from incorporating national security education elements into the curricula according to EDB guidelines, an academic-related National Education Event Calendar has been formulated collectively among subject departments as part of a more concerted effort to promote national education. Of particular note is our research-based school-based Common Core subjects in which students have to study sustainable designs in China as a case study in their research study. By studying sustainable city designs, students gain insights into how China positions herself as a global player, contributing to the well-being of her citizens and the planet as a whole. They can examine the interplay of cultural heritage, the pursuit of harmony with nature, the advancement of technology, and the promotion of social cohesion within these designs.

Global Identity

If Hong Kong is to continue to enjoy its status as an international finance hub - a "Headquarters Economy" to attract enterprises from outside Hong Kong to set up headquarters and/or corporate divisions in Hong Kong - it is of paramount importance that young people develop both a national and a global identity so that they can "think globally, act locally". Such global connections and interdependencies also align with President Xi's vision of a shared common destiny (命運共同體) for a human community with a shared future.

The College has always been aware of the importance of such a focus, and as early as 1995, the College started the Global Classroom Programme, taking students to different parts of the world to broaden their horizons. Since then, the programme has expanded to six or seven annual study tours every year for students to learn about history, geographical formations, art, and architecture in other countries. We have also organised a number of exchange programmes with schools in the United States, in the UK and Australia to increase students' opportunities to interact and connect with their peers in these countries. When students learn to respect and appreciate different cultures, traditions and values, they will be able to develop competencies (in addition to language proficiency) in intercultural communication, learning how to navigate cultural differences with empathy and tolerance.

While these trips have served to broaden students' global perspectives, the 3 years of COVID-19 lockdown made us realise that there are more cost effective and, in fact, more powerful ways of helping students to develop a global identity. By introducing the UN-17 SDGs (Sustainable Development Goals) into both our formal and informal curriculum, we want students to be made aware of the global issues impacting on humanity. Not only does it cultivate awareness of global issues, challenges, and interconnectedness, it also helps them to understand the impact of their actions on a worldwide scale. We hope they can see beyond Hong Kong and care about global issues such as poverty, starvation, food supply, climate change, water resources and many more facing people in Hong Kong, in China, and in different parts of the world. This vision of a "shared common destiny" is what we want our students to develop.

In our formal curriculum, the 17 SDGs are introduced in the junior forms through project-based learning in Project ACE in the Integrated Humanities (IH) subject. Project ACE aims to enhance students' international awareness and encourage them to contribute to society through community projects. Adopting elements from the International Baccalaureate (IB) Middle Year Programme (MYP), we expect students to connect what they have learnt in IH and the 17 sustainable development goals. In the senior forms Common Core subject, which is a school-based programme, DSE students are offered a unique opportunity to delve into a topic of personal interest related to the UN 17 SDGs through independent research which takes a the form of a 4000-word piece, allowing students to explore an area of study within their chosen DSE subjects.

Besides this, SDG Action and Awareness week has blossomed into a month-long campaign to promote global citizenship, engaging multiple stakeholders including the government (Environment and Ecology Bureau), businesses, NGOs (St. John's Cathedral Life Enrichment Centre, Kadoorie Farm and Botanical Garden) and other local schools. To promote awareness among our students, the Student Sustainability Society was formed and Sustainable Development Student Ambassadors were appointed. Students are encouraged to take part in competitions (such as the Sustainable Urban Planning by the Planning Department, Smart City Project competition by the Education Bureau or the CAFEA Smart City Project jointly organised by the Education Bureau and Cyberport) and to attend conferences such as the Model Conference by UNESCO Hong Kong Association or the BETT show in the UK.

To promote sustainability, the College recognises the importance of training for teachers, and a number of our teachers are now UN SDGs certified teachers equipped with the knowledge, skills and resources necessary to effectively integrate the SDGs into their teaching practices. These professional development programmes also provide opportunities for teachers to learn alongside peers from different schools in Hong Kong and overseas.

Feedback Analysis

87.8% of teachers agree that the school curricula align with this learning goal to foster national and global identity. The APASO also returned a very positive indication of students' national and global identity in both the junior and senior forms. Nonetheless, fostering a national and global identity falls into the affective domain, and requires constant and careful nurturing.

Breadth of Knowledge	Extent of Targets Achieved
Acquire and construct a broad and solid knowledge base, and to understand contemporary issues that may impact on students' daily lives at personal, community, national, and global levels *(SPC 21/22-23/24 Major Goal 1: Nurture a creative and inquisitive culture)*	Mostly achieved ✔
Remarks and follow up action	

In the 21ˢᵗ Century, students face a dynamic rapidly changing world that demands a broader range of knowledge than ever before. It is the conviction of the College that students should be encouraged to acquire a comprehensive and robust foundation of knowledge, allowing them to cultivate a wide-ranging perspective and an interdisciplinary mindset to tackle the complex challenges that they will encounter.

St. Paul's College has diversified its senior curriculum and subject choices, enabling senior form students to choose their combinations of electives from Humanities, Science, Commerce and Art. In the spirit of providing an all-round education for students, beyond the four core subjects and three electives, the College requires all senior students to study a prescribed minimum of physical education, music, visual arts and religious education. The College also offers the International A-Levels programme as an alternative curriculum for students who have demonstrated their interest and abilities in Science and Maths subjects the opportunity to study an alternative curriculum.

To capitalise on the government's initiative to optimise the four senior secondary core subjects in the DSE curriculum, we use the extra lesson time to create our own 2-year school-based research programme: "Common Core". In this programme, students research a topic of their own choice related to the 17 Sustainable Development Goals. Its purpose is to provide space and opportunities for students to master and apply the knowledge that they have acquired in other electives or core subjects through self-directed, inquiry-based study.

An evaluation of the programme was conducted this year to assess its effectiveness. The feedback from students was positive, and several improvement measures were suggested. However, more work needs to be done to enable more teachers, students and parents to understand the value of such a school-based research programme.

In the junior curriculum, we have also conducted curriculum reviews. For our Integrated Science subject, a large number of experiments have been included so that students can have more hands-on experiences discovering science concepts. Projects and STEAM elements are also included. In accordance with

the EDB's requirement to include "Citizenship, Economics and Society" into the PSHE curriculum, we have introduced a new component, "Project ACE (Action for Community and Environment)", which features a cross-disciplinary approach to project learning. To equip teachers with the necessary skills and knowledge to implement the programme, four IH (Integrated Humanities) teachers were sent to attend an International Baccalaureate (IB) conference to learn about cross-disciplinary studies especially in their Middle Years Programme (MYP). AI has also been added to the ICT curriculum.

Curriculum alone is not enough to arouse students' interest in learning. The College has also implemented various programmes utilising community resources to ensure that students acquire a comprehensive and strong knowledge base. One such initiative is Activity Week, which offers structured experiential learning opportunities within the school timetable. Examples of these opportunities include visits to Mai Po and Hoi Ha Wan, learning about dysphagia, visual impairment, and new arrivals. Additionally, the SPC Academy provides a diverse array of courses to stimulate students' interest in learning beyond the traditional classroom setting. The College also runs a summer programme designed to foster students' potential and expand their skill sets.

The College works with universities, corporations and our alumni to create in the College an academic ambience. The Distinguished Head Prefect series, the Central and Western District Joint Schools Chinese Literature programme, the 170th seminar series at Asia Society, the Social Innovation and Design Thinking programme jointly organised with Polytechnic University, the PolyU Cube-Set Mission, the STEAM workshops for Form 4 CS students by HKU, and the nature programme for Form 1 and Form 4 students involving Kadoorie Farm and Botanic Garden are examples of programmes that we offer to foster intellectual curiosity in our students.

The College collaborated with the Hong Kong Museum of Education (The Education University of Hong Kong), prominent professors and historians to provide a historical overview of the College's development in conjunction with Hong Kong's growth for the College's 170th Anniversary Exhibition.

The College has also been collaborating with Hong Kong Baptist University (HKBU) to promote Chinese medicine in school. This has included organizing talks and workshops about Chinese medicine, creating a medicinal herbal garden on the school rooftop managed by the students, and providing internship programs for senior form students. The aim is to educate students, teachers, and parents about the basic principles and practices of Chinese medicine and their modern application, provide hands-on experience with medicinal herbs and treatments, and to inspire future generations to consider careers in Chinese medicine.

Feedback Analysis
Statistics have shown that we have done very well in providing a broad curriculum with diversified learning experience. (#11) 73.1% of parents agree that the school helps their child to develop their interest and life skills and (#22) 73.8% of students agree that the school provides opportunities for them to develop their own interests and life skills. 89% of teachers agree that the school provides a broad, balanced curriculum for whole-person development and 87.8% agree that different learning experiences are provided in and out of the classroom.

Language Proficiency	Extent of Targets Achieved
Become proficient in biliterate and trilingual communication for better study and life *(SPC 21/22-23/24 Major Goal 8 : Develop cross-cultural communication competence)*	Partially achieved ◑

Remarks and follow up action

While St. Paul's College has always been an English medium school, we uphold the biliterate and trilingual policy of the government to nurture citizens who are both bi-literate in written English and Chinese as well as trilingual in Cantonese, English and Putonghua. We believe that it provides a unique advantage for the development of Hong Kong as an international hub and as a meeting point of different cultures. As Mr. Chan Kwok Ki, the Chief Secretary for Administration, put it in the opening speech at the EDB and SCOLAR launch Biliteracy and Trilingualism Campaign in December 19, 2023, "an effective biliteracy and trilingual environment is the key to the East-meets-West culture in Hong Kong, with around 600,000 people from different countries or regions, races and cultures residing in Hong Kong"

To provide a conducive environment to raising students' proficiency level in English and Chinese, the College has allocated extra resources to enable streaming of students in Form One, Form Two, Form Five and Form Six according to students' language proficiency. This allows language teachers to provide more personal attention to students and to better cater for learner diversity. Putonghua is also used to teach Chinese in some classes in Forms Two and Three to further strengthen students' mastery of the language.

Curriculum reviews are conducted by the Chinese and English Departments to ensure that our language curricula are relevant to the needs of our students in the 21st Century and also to the changes in the DSE Chinese and English subject syllabi. We understand the importance of a clear articulation of skills and knowledge from the primary to junior secondary and from junior secondary to senior secondary. Not only are form convenors working closely with one another to ensure a clear progression, the College also facilitates dialogues between panel heads of language departments from both the Primary school and the College so that they can have a better understanding of students' needs in language development.

Extensive endeavours have been dedicated to creating a language-rich environment in which students aren proficient in both English and Chinese. Our conviction is informed by the notion that languages should serve as a means of genuine communication, extending beyond the confines of mere examination requirements. The language departments, in collaboration with a number of student-led societies and clubs, have played a pivotal role in accomplishing this objective. An example of such efforts is the English Drama Club which helps students who have a flair for the stage learn about scriptwriting, prop-making and ultimately, putting on full-scale performances to compete in the EDB-supported Hong Kong School Drama Festival and EMI Drama Festival.

Large-scale thematic activities,based on the junior form English syllabus, have also been hosted by the English Society during the academic year, including *Harry Potter Day* and *Sherlock Holmes Day*.

Biliterate and trilingual communication is also promoted through drama, public speaking, debate, reciting poems and literary works in the Speech Festival. In addition, masterclasses such as Chinese creative writing classes or English writing classes are organised in partnership with either local universities and/or famous writers to further extend students' potential in writing.

How well has the College done in helping our students to be biliterate and trilingual? 92.7% of teachers agree that the school curricula align with this learning goal. The students' internal and external academic results, our value-added scores for the language departments, students' participation rate, achievements in language-related activities, workshops, competitions, and international conferences such as BETT Show - are all indicative of the fact that the language teachers in the College have prioritised equipping our students to be proficient users of Putonghua, Cantonese and English in reading, speaking, writing and listening.

In our 2021/22 - 2023/24 School Development Plan, Goal 8 Develop cross-cultural communication competence is closely associated with this learning goal. While we recognise the importance of raising our students' level of proficiency in Putonghua, Cantonese and English, we also understand that students in the 21st century VUCA world need to be equipped with cross-cultural communication competence which requires cultural sensitivity, empathy, and inclusiveness. That is why we have included this as one of the goals in our major concerns.

We have implemented a strategy to incorporate the UN 17 Sustainable Development Goals into our curriculum, offering a platform to develop awareness of the critical challenges confronting diverse ethnic groups. Through our Global Classroom Programme, students have the opportunity to explore various regions of the world, deepening their knowledge of other countries' histories, architectures, languages, and cultures. Additionally, our diverse student exchange programmes enable students to gain firsthand and immersive experiences by living and studying in countries such as the United States, the United Kingdom and Australia.

Generic Skills	Extent of Targets Achieved
Develop and apply generic skills in an integrative manner, and to become an independent and self-directed learner for future study and work *(SPC 21/22-23/24 Major Goal Nurture a discerning and problem-solving mind, Major Goal 7: Foster a culture of collaboration, and Major Goal 9: Develop self-management skills)*	Partially achieved ◑

Remarks and follow up action

Generic skills - also known as soft skills, interpersonal skills, or non technical skills - include abilities such as communication, teamwork, problem-solving, critical thinking and adaptability. We believe that these generic skills are not only key to career success but are also essential in the 21st century VUCA world that is volatile, uncertain, complex, and ambiguous. In response to this, St. Paul's College has already advocated in the 21/22-23/24 School Development Plan the need to foster 12 essential attributes in our students. Most of these attributes can be grouped under "Generic Skills". Since many of these have already been covered in the other seven learning goals, we will focus here on those in our 21/22-23/24 School Development Plan that have not been discussed such as Major Goal 2 - Nurture a discerning and problem-solving mind, Major Goal 7 - Foster a culture of collaboration, and Major Goal 9 - Develop self-management skills

In our formal curriculum, project-based and problem-based learning has gradually been introduced in a number of subjects, especially in Integrated Science, Integrated Humanities (through Project ACE) and Common Core (research work). Design thinking, a non-linear thinking process which takes students through the five steps: empathise, define, ideate, prototype, and test, is incorporated into projects, research and STEAM workshops to foster problem-solving skills in our students. Students are encouraged to work together to define the problem, challenge assumptions, and come up with creative solutions.

Our dual-track (formative + summative) assessment policy is also relevant to the skill-based curriculum goals, adopting diversified modes of assessment to assess student performance in respect of knowledge, skills and values and attitude. In Chinese and Chinese History, for example, self- and peer-assessment is used once per term. Teachers make use of these assessment modes to enable students to reflect on their learning from different perspectives. In English, formative assessment is conducted twice per term. Students will bring the marked script home with teacher's feedback and record their marks using a mark

tracker; In Integrated Humanities and Integrated Science, teachers adopt different modes (concept maps, reflective journals, etc.) to assess and follow-up on students' learning progress.

In our informal curriculum, most of the activities conducted are geared towards fostering students' problem solving, collaboration, self-management skills within a culture of respect and empathy. To this end, we have instituted a number of signature programmes such as *Paul's Breakthrough* for all Form One students and *Paul's Challenge* for all Form Four students. *Paul's Breakthrough* for Form One students is an entry level of outdoor activities consisting of a 3-day-2-night camping experience in Cheung Chau focusing mainly on self-management, while the 5-day-4-night *Paul's Challenge* is a much more demanding programme in which students form their own organising committee to look after the logistics of the programme. aim to develop students' resilience and camaraderie through challenging rope courses and tough physical outdoor activities so that they can learn to help one another to overcome difficulties and obstacles. Every year, we receive very positive comments and feedback from students' reflective journals.

About 80 percent of students feel satisfied with their training and development in critical thinking, creativity, and leadership at school.

The mantra "All for each and each for all", from the College Song, embodies the spirit of brotherhood that the College takes pride in fostering as part of the enduring tradition of the College. This sense of brotherhood encompasses not just togetherness but also a respect for equality, diversity, and inclusiveness. "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". This is one of the guiding principles that we adhere to as part of the education that we provide our students.

The College continuously nurtures students' potential. Currently, around 90 students hold memberships in the Hong Kong Academy for Gifted Education (HKAGE). Two students have received offers from the Hong Kong University of Science and Technology (HKUST) Dual Programme for 2023. Additionally, 5-10 students consistently receive course offers from the Spring, Summer, Autumn, and Winter Programs for the Gifted and Talented at the Chinese University of Hong Kong (CUHK).

Our students are exposed to the importance of inclusiveness. For example, the College has accepted students with visual or hearing impairment to study with our students since the 1970s.   Other than the myriad community service projects that are carried out throughout the year, we have also instituted the Peer Mentor programme in which trained peer mentors in Form Four look after their Form One students for one year. This programme derives from the Mentorship Programme started 20 years ago for our alumni to mentor our students in the senior forms.

Information Literacy	Extent of Targets Achieved
Use information and information technology ethically, flexibly and effectively *(SPC 21/22-23/24 Major Goal 2: Nurture a discerning and problem-solving mind)*	Partially achieved ◑

Remarks and follow up action

Embedding information literacy in the formal curriculum is a key focus for the Education Bureau's Curriculum Development Institute (EDB CDI). In the Junior Form Information, Communication and Technology (ICT) and Integrated Humanities (IH) curricula, various elementary aspects of information literacy have been integrated. In the Senior Form Curriculum, HKDSE Citizenship and Social Development (CS) and the school-based subject (Common Core - Extended Study), the more advanced aspects of information literacy are amalgamated.

In the Information, Communication and Technology (ICT) subject syllabus, the teaching programme in Form One includes topics such as IT Ethics and Internet Security. Students learn about IT ethics, netiquette, plagiarism, and internet security, which contribute to their understanding of responsible information use. The ICT curriculum in Forms 1 to 3 encompasses several areas of information literacy. In Literacy Area 4, students are taught to evaluate information, media content, and information sources/providers. Literacy Area 6 focuses on applying IT skills to process information, produce user-generated content, and encourage a reflective mindset when sharing information. Lastly, Literacy Area 9 emphasises recognizing the ethical issues that arise from using emerging and advanced information technologies.

In Integrated Humanities (IH), the Form 1 and 2 teaching programme includes Project ACE, which aims to foster students' international-mindedness and their contributions to society through community projects. Students connect their learning in IH and develop Approaches to Learning skills (ATL), values, and the learner profile while planning community projects to address identified challenges. The IH curriculum in Forms 1 to 3 also integrates multiple areas of information literacy. Literacy Area 1 focuses on using, providing, and communicating information effectively, ethically, and responsibly. Literacy Area 2 emphasises identifying and defining the need for information, while Literacy Area 3 centres on locating and accessing relevant information. Literacy Area 5 involves extracting and organising information, as well as creating and presenting new ideas.

In the Senior Form Curriculum, the DSE core subject Citizenship and Social Development (CS) includes a focus on technological development and information literacy. The Form 6 teaching schedule includes a thematic unit on the interconnectedness and interdependence of the contemporary world, during which students are introduced to the latest technological developments worldwide, such as artificial intelligence, big data, and cloud storage. They also learn about the features of information technology, including the Internet, social networking sites, and instant messaging software. The CS curriculum in

Forms 4 to 6 encompasses several areas of information literacy. Literacy Area 7 focuses on recognizing the roles and functions of information providers in society. Literacy Area 8 centres on recognizing the conditions under which reliable information can be obtained, while Literacy Area 9 emphasises recognizing the ethical issues that arise from the application of emerging and advanced information technologies, including understanding and identifying the ethical issues associated with the use of AI.

Through these initiatives, students develop essential skills such as fact-checking, evaluating information, and refraining from unethical use of emerging and advanced information technologies. By embedding information literacy in the curriculum, we equip students with the necessary tools to navigate the information landscape responsibly and effectively. It is worth noting that over 80% of teachers agreed that the school curriculum aligns with the learning goal of Information Literacy, highlighting the effectiveness of the program in promoting these skills among students.

Life Planning	Extent of Targets Achieved
Understand one's own interests, aptitudes and abilities, and to develop and reflect upon personal goals with aspirations for further studies and future career	Mostly achieved ✓

Remarks and follow up action

The life planning programme at St Paul's College is a six-year coherent curriculum aimed at nurturing students to be future-ready through a progressive approach. In other words, the main thrust of our life planning programme is about self-understanding, setting goals and self-reflection, although naturally there is a stronger emphasis in the senior forms on tertiary studies and career aspirations.

In the junior forms, there are no formal lessons about life planning and much of the work, such as developing self-understanding and raising awareness of different job types or self-directed search sessions to help students identify their prominent personality traits, is done in Form Teacher periods. In Form Two, worksheets covering topics such as occupations, positivity about life, preparing for the future, professional ethics, personality traits, and workplace communication have been created for teachers to use during Form Teacher periods.

There are school-based Career and Guidance lessons in the senior forms. In Form Four, these lessons cover a range of topics, including differences between the junior curriculum and the senior curriculum, goal setting using the SMART principle, career trends, and interview skills. In Form Five, students have the opportunity to gain an understanding of local and non-local post-secondary opportunities, how to prepare for university applications. They complete a career interest inventory and obtain tips on writing personal statements. In Form Six, weekly lessons focus mainly on details about JUPAS and non-JUPAS applications, the completion of the Student Learning Profile, as well as UCAS submissions and applications to universities in Australia, Canada, and the mainland.

The Careers and Life Planning (CLP) team of the College has put together a very informative and comprehensive co-curricular programme to assist students with setting life planning goals, consisting of university visits, workshops, careers fairs and talks conducted by distinguished alumni. Some of the examples include:
- Visits to medical schools in Hong Kong, taking students to the Dissecting Lab to use cutting-edge augmented reality and virtual reality technology to understand the human body, draw blood, perform vaccinations, and clean wounds.
- Visiting Hong Kong Aero Engine Services Limited for students to learn about their aircraft engine and component repair services.
- A visit to HKUST, featuring demonstration experiments on chemiluminescence and FT-IR spectroscopy at a synthetic laboratory, a financial analysis workshop and a campus tour

- Hosting the Australian University Fair for 17 Australian universities and the Australia Trade Commission to introduce to students and parents study opportunities available in Australia
- Hosting information sessions for a number of universities, including The University of Bath, The University of Rochester, The University of Melbourne, The University of Cambridge, The University of Toronto, Newcastle University, The University of Leeds, and The University of Exeter
- Organising a Careers Book Exhibition to encourage students to gain insights into life planning through extensive reading.
- Creating a careers corner in the College Library to display useful resources for students
- Creating a human library at the team website to provide a video-on-demand platform for students to watch alumni sharing videos about university programmes

Based on feedback received in 2021-2023, over 86% of students in the senior forms were satisfied or highly satisfied with the quality of career activities organised for them. Students found the career fair, career and guidance lessons and university information sessions particularly useful.

There are three signature programmes run by the Careers and Life Planning Team each year.

The mentorship programme, which has entered its 20th year, is an initiative in which we collaborate with the Alumni Association to match students with alumni mentors based on their career interest. Students usually continue to maintain close ties with their alumni mentors and seek advice from mentors about life opportunities from time to time. This year, under the theme of "Change", the mentorship programme encouraged students to adopt a growth mindset when faced with challenges. The Inauguration Day held in January provided students with an opportunity to meet alumni mentors. On Careers Day held in March, nine vocationally-oriented parallel workshops provided students with a basic understanding of different professions, including law, medicine, banking, data science, health care, urban planning and public administration.

Working in collaboration with our alumni, the Job Shadowing programme is offered every year to Form Four students so that they can have an up-close look at different professions, including accounting, eCommerce, interior design, law, the media, medicine, and physiotherapy.

The Internship Programme is another initiative that the CLP team of College works very closely with alumni to create opportunities for Form Five students to gain valuable work experience in different professions, including accounting, aviation education, biotechnology, education, financial planning, interior design, law, medicine, and physiotherapy. We plan to expand these programmes by working with our Parent-Teacher Association (PTA) to approach our parents to provide more opportunities for our students to understand their career aspirations

86.6% of teachers agree that the school curricula align with this learning goal of fostering life planning.

Healthy Lifestyle	Extent of Targets Achieved
Lead a healthy lifestyle with active participation in physical and aesthetic activities, and to appreciate sports and the arts *(SPC 21/22 - 23/24 Major Goal 6: Promote a healthy lifestyle and Goal 4: Nurture a growth mindset to cope with changes and challenges)*	Partially achieved ◑

Remarks and follow up action

In terms of helping students develop healthy lifestyles, which is also closely associated with our Major Goals 4 and 6, the College has put in place a number of measures to look after the emotional and physical well-being of our students and our staff. We recognise that all the measures such as zoom learning, social distancing, and wearing of face masks during the three-year COVID-19 pandemic have had a detrimental impact on the social, emotional, physical, and intellectual development of young children and adolescents.

While it is not possible to lengthen PE lessons in an already tightly-packed timetable, we have placed stationary bikes in various places in the school campus to encourage students to exercise more. A fitness room with all the necessary workout equipment is now open to provide a safe and supervised environment for all students and teachers to do physical exercise. This is not only beneficial to their physical health but also an excellent way of building confidence and relieving stress. In a few months' time, our newly built indoor heated swimming pool will be opened, providing another venue for both teachers and students to exercise regularly.

The College has allocated extra resources to help look after the varying developmental needs of our students. Our dedicated Guidance and SEN teams are ably assisted by three social workers, two educational psychologists, one student counsellor, one student support officer, and one admin assistant. They have helped to arrange many different guidance programmes, therapy groups, counselling support groups and workshops for our students, working closely with the PTA (Parent-Teacher Association) to provide talks and workshops for parents. Positive feedback has been received from both students and parents.

Our signature programmes such as Paul's Breakthrough (for Form One students), Paul's Challenge (for Form Four students) and many leadership training camps for student leaders are geared towards helping students develop resilience in facing adversities. Many of these demanding outdoor training exercises are also designed to help young people understand the importance of collaboration, communication, and peer support in overcoming different challenges.

The College is eager to realise individual and group potential through various leadership programs. For instance, we have tailor-made a leadership training course for our peer mentors to develop their self-understanding and map out future directions by enhancing self-confidence, leadership skills, and a sense of

responsibility. The 100-hour course includes a 12-hour Mental Health First Aid Certificate Course Training, in-house campus training, and a practicum—Form One Paul's Breakthrough. Every participant receives certificates to recognize their efforts and dedication in serving the school.

The College is also very concerned with the mental well-being of our staff. Extra funding has been approved by the College Council to arrange wellness programmes, yoga classes, and sports activities for our staff with the aim of helping them to develop a positive mindset to deal with setbacks and obstacles.

In line with our introduction of the 17 Sustainable Development Goals into the curriculum, St. Paul's College has committed to promoting a sustainable campus. In 2021, the College joined the "Jockey Club BEAM Plus in Schools Projects" organised by the Hong Kong Green Building Council and Business Environment Council. Students and staff members have worked to reduce our carbon footprint by installing light sensors, LED lights, tap aerators and inverter air-conditioners. The College is honoured to have been named one of the three pioneer schools in Hong Kong to receive the BEAM Plus Existing Schools outstanding certificates in the categories of i) Sustainable Leadership and Learning, ii) Sustainable Campus Environment, and iii) Health, Comfort & Happiness. More solar panels were also installed on the rooftop of the new classroom block in Phase I and II. These panels were fully funded by the "Solar Harvest" scheme, a Government programme promoting the development of local renewable energy. The College also joined the Feed-in Tariff (FiTT) Scheme to generate 18,000kWh of electricity a year.

The school-based Green Policy was established in 2020 to raise awareness of environmental protection among all staff members, students, and parents. The Green Policy is a milestone for stakeholders to adopt a whole-school approach to sustainable development. Students, staff members and parents collaborate with one another to save energy, resources and water by implementing pledges. Pledges for green procurements and resources conservation on campus will have a huge impact on the environment.

Different people in the school community have made their contribution by suggesting creative ideas to share green responsibilities and commitments. The traditional spotlights for the College Badge on the South Wing Building, for example, have been replaced with three solar lights to make good use of renewable energy. Wooden umbrella racks have been turned into umbrella dryers to reduce the consumption of plastic bags. The PTA organises the Campus Service Project every summer to repaint and recycle furniture. The Green Club looks after the green corners on campus to improve greenery at the playgrounds and on the rooftop.

There is still a percentage of students not satisfied with their physical health and the percentage is higher among students in the senior forms. Our survey on students' fitness also shows that more than 10% of our students in Form 5 and Form 6 are out of the acceptable weight range. In terms of their mental well-being, the stakeholders' survey also shows that students do experience worries and sadness, and they get upset rather easily.

Note: Every effort has been made to explicitly match each major concern with corresponding learning goal(s); however, there may be instances where some major concerns are inherently linked to multiple or broader learning goals that are not explicitly listed.

B) How SPC Can Do Better

Major Concerns	Analysis and Strategies
(2) Breadth of knowledge	Reading is an excellent way for students to boost their imagination and creativity. It also provides a glimpse into cultures, traditions, arts, history, geography, health, psychology and other subjects and aspects of life. Students can get an amazing amount of knowledge and information from reading. However, we think that the promotion of reading has not been adequately addressed. Statistics have shown that almost one quarter of our students do not feel that they read very often for leisure outside the classroom and only about 20% of parents and teachers feel that our students enjoy reading. 29.2% of students have indicated that they do not like reading about different subjects. Certainly a lot more has to be done to arouse students' interest in reading, especially to counteract the abominable attraction of video games. Encouraging reading among students (and teachers) is therefore an important task that should be prioritised in the next development plan to ensure that we can have more effective strategies for a whole-school approach on reading promotion.
(3) Language proficiency	There is a lot more that we can continue to do to raise students' proficiency in Chinese and English. Being an EMI school, St. Paul's College has been providing plenty of opportunities to encourage students to work with the English language and use it for communicative purposes and intercultural interactions with their peers in other parts of the world. While we will continue to maximise students' opportunities to use English, Chinese and Putonghua to communicate, we should also help students to enjoy and appreciate the language by incorporating more language arts and drama activities into the formal and informal curriculum. Language learning is not just intellectual, social, but also emotional. There are affective factors such as attitude, emotions, and feelings that affect students' learning of a language. To further strengthen students' grasp of Chinese and Putonghua, much more has to be done to promote Chinese art, music, drama, history, architecture, and medicine so that students not only interact with the language but also the culture that it represents. Reading, as discussed in the previous sections, is certainly an area that needs to be strengthened as it is, by and large, still the best way of learning a language. With students' arguably decreased ability to focus and their reliance on visual and audio input, reading has certainly become less attractive. A more concerted whole-school approach has to be adopted to arouse both teachers' and students' interest in reading. We recognise that teachers' reading habits have a direct impact on the promotion of reading among our students.

Major Concerns	Analysis and Strategies
(5) Information literacy	To further promote the ethical, adaptable, and effective utilisation of information and information technology among individuals, it is crucial to develop a strong understanding of ethical considerations related to information use. These considerations include respecting intellectual property rights, ensuring privacy and data security, and practising responsible digital citizenship through a more comprehensive information literacy (IL) curriculum in vertical alignment based on the latest IL curriculum. Additionally, students should be equipped with the ability to adapt to evolving technologies and to leverage them effectively to access, evaluate, and utilise information in various contexts through closer collaboration among functional teams and students' organisations. By promoting these skills, the goal is to enable students to make informed decisions, critically analyse information, and effectively communicate and collaborate using digital tools. Ultimately, this target aims to empower students to navigate the digital landscape responsibly and use information technology for personal, professional, and societal advancement.
(7) Healthy Lifestyle	According to the South China Morning Post, the Chinese University of Hong Kong (CUHK) revealed the results of a government-commissioned study in November 2023 in which the researchers interviewed 6,082 youth aged six to 17, as well as their parents, between 2019 and 2023. The study found that 24.4 percent of children and adolescents had experienced at least one mental health issue in 2023. Half of them were suffering from two or more mental illnesses at the same time. More than 8 per cent of secondary school students said they had thought about suicide. This, when compared to the global trend, is on the higher end. Clearly, Hong Kong must be a very stressful place for children, and even perhaps adults. More can still be done to ensure that the school provides a safe, loving, healthy and positive environment for everyone. According to sources from the Education Bureau (EDB) and the Hong Kong Police Force (HKPF), there were reports of 269 attempted suicides among primary and secondary school students, and 37 suicide deaths. We believe that mindset is a crucial factor in determining our well-being. It consists of our thoughts, beliefs, values and attitudes that shape the way we perceive and respond to the world around us. In promoting the mental well-being of our students and teachers, it is of paramount importance to help them develop a growth mindset that enables them to face challenges without worrying about making mistakes or failing. It is certainly not something that can be achieved only by ad hoc workshops and talks. Instead, what we need to do is to focus all our efforts on mobilising all the student support and student development teams, student leaders (including Students' Association, Prefects' Council, peer mentors and wellness ambassadors) and the Parent-Teacher Association in a concerted whole-school approach to promote the development of a growth mindset in our students and teachers. By cultivating a mindset focused on

| | possibility, adaptability, and continuous development, we empower our SPC community to welcome changes, to navigate challenges, and to develop self-confidence in facing uncertainties.

Lately, we have also started exploring the use of Compassionate Systems as a framework to help people to understand each other's needs. This can be introduced to Form teachers, to guidance teachers and to students leaders such as the SA leaders, prefects and Christian Union leaders. A number of teachers have already undergone training and we hope to adopt a train-the-trainer method to ensure that more people are familiar with the various tools suggested in Compassionate Systems.

In terms of students' physical health, survey statistics have revealed that there are still students who dislike physical activities and a certain percentage of them are dissatisfied with their health. More can be done to ensure that everyone is fit and healthy and we hope our efforts in upgrading our sports facilities will help. Students in the senior forms can also be encouraged to take up sport activities during their free lessons. |
| | Another area that we have not paid attention to is healthy eating, which is an important part of a healthy lifestyle. There are of course a lot of physical constraints for us as we do not have our own cafeteria or canteen to provide lunch for our students. What we can do is to work with our tuckshop operator to provide healthy options and put more nutritious food choices in our vending machines. Another way is to work with the PTA to encourage healthy practices. If "Healthy Hong Kong" is one of the main concerns in the 2023 Policy Address, it certainly makes sense to focus more attention on the health of our young people.

Even though the government has decided to put on hold the Municipal Solid Waste Charging (MSW charging), the College still believes that we have an unshirkable responsibility of cultivating in our students (and teachers) the habits of reducing, reusing and recycling waste. This is not only a civic responsibility that should be promoted but it is also in line with the 17 SDGs that are promoted in the College. To this end, we need to mobilise the Civic and Moral Education Team, the Sustainability in Education Team, the Parent Teacher Association, the Green Club, the Student Sustainability Society, the Student Association, and the Prefects' Council to put together strategies that can provide incentives for everyone in the St. Paul's College community to work towards carbon neutrality and sustainable living. |

II. SWOT Analysis

Our Strengths

- The College benefits from well-established connections and networks with parents, professionals, and partnerships with universities and educational institutions, enhancing its reputation and resources.

- Ample opportunities and resources are provided to support student learning, fostering active engagement in academic and co-curricular pursuits.

- Our dedicated College Council champions innovative programmes, actively supporting their development and contributing to the College's overall advancement.

- Students exhibit high motivation, academic excellence, and a strong sense of belonging. This is further bolstered by their proficiency in English and commitment to the College community.

- Committed teachers and middle managers generally exhibit a high level of professionalism, demonstrating competence and a strong commitment to achieving the vision and goals of the College.

- The College has a long-standing, close relationship with the primary school that feeds into its secondary programme. This collaborative partnership allows for a smooth transition and continuity of educational experience for students.

Our Weaknesses

- There is a need to further develop students' reading habits to enhance their overall academic growth.

- Promoting communication and understanding among different College members requires concerted efforts to strengthen cohesion and collaboration.

- Opportunities for cross-subject/KLA collaboration in curriculum planning and implementation could be enhanced.

- While the College boasts a dedicated team of teaching and non-teaching staff with expertise, limitations in physical facilities and resources may hinder expansion and programme offerings.

- Current self-evaluation methods such as the PIE cycle, could be optimized to improve monitoring of targets and major concerns.

Our Opportunities

- Leveraging strong partnerships with professionals and organizations creates numerous opportunities for both teachers and students to collaborate on projects, access expertise, and gain valuable real-world experience.

- Embracing educational technology advancements can elevate teaching methods, boost student engagement, and enhance accessibility, positioning the College as a leader in innovative education practices.

- With additional resources, the College can significantly expand the School Enhancement Project, transforming the teaching and learning landscape. Upgraded facilities will further enhance this initiative.

- The recent optimization of the curricula for four senior secondary core subjects, the new arrangements for elective subjects like Chinese History and Economics, and the new curriculum in Citizenship, Economics & Society and Religious Studies in junior secondary education, present an opportunity to review the overall curriculum structure and resource allocation. This can create space for the introduction of meaningful programmes, such as national education, value education and STEAM education, enriching student learning experiences.

- The College's established partnerships with prestigious international schools, universities, and organizations can provide teachers and students with rich global learning experiences. These include our global classroom programme, exchange programs for teachers and students, and joint projects.

Our Challenges

- The evolving senior secondary curriculum requires adjustments in lesson time and resource allocation. On-going curriculum and assessment needs are essential to cater for learner diversity and students with special educational needs. However, this constant adaptation process can strain resources and require additional training for teachers.

- The College is welcoming an increasing number of students from various backgrounds, which may require additional resources and support to ensure their smooth integration and adaptation into the local secondary school system. Addressing the language, cultural, and academic needs of this diverse student population could strain school resources.

- The competitive and high-pressure environment in Hong Kong secondary schools can lead to stress, anxiety, and burnout among both students and teachers. Demanding schedules, long working hours, and high expectations can negatively impact their physical and mental health, potentially affecting overall academic performance.

- The integration of AI-powered technologies in the classroom requires careful consideration of ethical issues. The College needs to promote fair learning experiences.

- Securing adequate funds to complete the remaining phases of the School Enhancement Project is a challenge. This could limit the College's ability to fully realise its vision for upgraded facilities and a transformed learning environment for students.

School Development Plan (2024-2027) – major Concerns

AN OUTLINE

I.   Promote lifelong learning for students and teachers

Major Goals	Intended Outcomes/Targets
1. Promote a rich reading culture	- 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

2. Arouse curiosity in learning	- 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 of interest to students - Collaborate with the alumni community and tertiary institutions to provide students with job shadowing, internship, or 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 teachers to interact with teachers in other boys schools both locally and overseas
3. Promite autonomy in learning and a paradigm shift in teaching through a greater use of education technology such as generative AI	- Capacity Building: work 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

II.   Promote teachers' and students' well-being

Major Goals	Intended Outcomes/Targets
1. Foster a positive school / classroom culture	- 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
2. Strengthen peer support network (Peer mentors, SA officials, prefects, wellness ambassadors)	- 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

3. Provide a supportive work environment for staff	● 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
4. Promote a connected school community for parents	● 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

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

Major Goals	Intended Outcomes / Targets
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	● 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

2.	Teachers acquire a correct understanding of the resources provided and cultivate in students a sense of nationhood and national identity	- 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
3.	Students show an understanding and appreciation of the history and cultural heritage of China	- 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 - 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

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

Major Goals	Intended Outcomes / Targets
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	• 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
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	• 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			7 Learning Goals
		24/25	25/26	26/27	
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	✓	✓	✓	**Breadth of Knowledge** **Language Proficiency**
	1.1.2 Assign a Form Teacher period once a month as "Time for Page Turner" to encourage habitual reading	✓	✓	✓	
	1.1.3 Invite teachers to share their favourite books to strengthen the capacity of reading leadership through coaching	✓	✓	✓	
	1.1.4 Enrich home-school relationships around reading by holding Book Fairs and the use of online platforms	✓	✓	✓	
	1.1.5 Schedule April as a Reading Month and encourage all departments, teams and groups to participate in organising relevant learning activities	✓	✓	✓	
	1.1.6 Strengthen the reading programmes in Chinese and English Departments through centralised subject-based reading award schemes	✓	✓	✓	
	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	✓	✓	✓	

Intended Outcomes / Targets	Strategies / Tasks	Time Scale			7 Learning Goals
		24/25	25/26	26/27	
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	✓	✓	✓	**Breadth of Knowledge** **Generic Skills**
	1.2.2 Develop a Masterclass series for students to learn from the best and to inspire learning	✓	✓	✓	
	1.2.3 Conduct more interactive lecture series on different topics of interest to students	✓	✓	✓	
	1.2.4 Collaborate with the alumni community and tertiary institutions to provide students with job shadowing, internship, and work studies opportunities	✓	✓	✓	
	1.2.5 Form a teacher research team to encourage teachers to do action research to refine their teaching practices.	✓	✓	✓	
	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)	✓	✓	✓	
	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 pedagogical approaches and education practices	✓	✓	✓	
	1.2.8 Encourage teachers to take part in conferences to allow teachers to interact with them in other boys' schools both locally and overseas	✓	✓	✓	

Intended Outcomes / Targets	Strategies / Tasks	Time Scale			7 Learning Goals
		24/25	25/26	26/27	
1.3 Promote autonomy in learning and a paradigm shift in teaching through a greater use of education tech such as generative AI	1.3.1 Build capacity by workring with local universities to organise various professional development programmes to support staff in integrating AI into teaching, learning and school management/operations	✓	✓	✓	**Information Literacy**
	1.3.2 Organise workshops for teachers to understand how AI works, including its applications, limitations and ethical considerations	✓	✓	✓	
	1.3.3 Promote 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	✓	✓	✓	
	1.3.4 Review the Information Literacy curriculum in vertical alignment based on the "Information Literacy for Hong Kong Students" Learning Framework 2024	✓	✓	✓	
	1.3.5 Make effective use of data to inform educational practices for more personalised learning	✓	✓	✓	
	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	✓	✓	✓	

II.   Promote teachers' and students' well-being

Intended Outcomes / Targets	Strategies / Tasks	Time Scale			7 Learning Goals
		24/25	25/26	26/27	
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	✓	✓	✓	**Healthy Lifestyle**
	2.1.2 Display students' work of offering reminders for coping with changes and challenges	✓	✓	✓	
	2.1.3 Teachers help build a harmonious and collaborative learning environment where students feel valued and supported	✓	✓	✓	
	2.1.4 Form teachers help to strengthen class spirit by encouraging their students to actively take part in inter-class competitions	✓	✓	✓	
	2.1.5 Engage newly admitted students in various class activities, extra-curricular activities, and inter-class competitions	✓	✓	✓	
	2.1.6 Designate personnel to look after newly admitted students in F2-4 to help them adjust to school life	✓	✓	✓	
	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	✓	✓	✓	
	2.1.8 Include student leaders in discussion and participation in the decision-making process regarding school policies and day-today operation of the school	✓	✓	✓	
	2.1.9 Arrange in-house seminars or workshops to help raise teachers' awareness of handling students with special needs	✓	✓	✓	

Intended Outcomes / Targets	Strategies / Tasks	Time Scale			7 Learning Goals
		24/25	25/26	26/27	
2.2 Strengthen peer support network (Peer mentors, SA officials, prefects, wellness ambassadors	2.2.1 Strengthen the role of Wellness Ambassadors and Class Monitors in each class	✓	✓	✓	**Life Planning**
	2.2.2 Establish a buddy system for newly admitted students	✓	✓	✓	
	2.2.3 Provide Wellness Ambassadors and peer mentors with the necessary mental health and counselling skills training	✓	✓	✓	
	2.2.4 Arrange seminars, programmes or talks to help promote a mindset that embraces change, challenges, and lifelong learning	✓	✓	✓	
2.3 A supportive work environment is provided for staff	2.3.1 Designate a Staff Development Day on teachers' wellness	✓	✓	✓	**Healthy Lifestyle**
	2.3.2 Organise regular leisure activities to promote collegiality and strengthen bonds between teachers	✓	✓	✓	
	2.3.3 Reserve time for teachers to use the fitness room facilities and the swimming pool	✓	✓	✓	

Intended Outcomes / Targets	Strategies / Tasks	Time Scale			7 Learning Goals
		24/25	25/26	26/27	
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	✓	✓	✓	**Life planning** **Healthy Lifestyle**
	2.4.2 Collaborate with professionals to provide necessary and appropriate support for parents	✓	✓	✓	
	2.4.3 Foster a sense of belonging by engaging parents in school functions held in the school campus	✓	✓	✓	
	2.4.4 Connect parents with community resources such as counselling, support groups or mental health education programmes	✓	✓	✓	
	2.4.5 Arrange seminars, programmes or talks to help promote a mindset that embraces change, challenges, and lifelong learning	✓	✓	✓	

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

Intended Outcomes / Targets	Strategies / Tasks	Time Scale			7 Learning Goals
		24/25	25/26	26/27	
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	3.1.1 Familiarise students with twelve SPC attributes and incorporate the SPC values with Christian principles into the formal and informal curriculum	✓	✓	✓	**National and Global Identity** **Breadth of Knowledge**
	3.1.2 Organise the Values Quest Day to foster character development	✓	✓	✓	
	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	✓	✓	✓	
3.2 Teachers acquire a correct understanding of the resources provided and cultivate in students a sense of nationhood and national identity	3.2.1 Teachers share best practices and resources after attending various training workshops / seminars	✓	✓	✓	
	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	✓	✓	✓	
		✓	✓	✓	
	3.2.3 Conduct weekly flag-raising ceremonies with lead singers for the national anthem and students' speeches under the national flag	✓	✓	✓	

Intended Outcomes / Targets	Strategies / Tasks	Time Scale			7 Learning Goals
		24/25	25/26	26/27	
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	✓	✓	✓	**National and Global Identity** **Breadth of Knowledge**
	3.3.2 Foster collaboration among Chinese, Chinese History, Music and Visual Art Departments to promote the multiple facets of Chinese art and culture	✓	✓	✓	
	3.3.3 Design monthly National Security Education (NSE) themes to serve as focal points for discussions, activities and projects	✓	✓	✓	
	3.3.4 Adopt a whole-school approach to arranging NSE events with cultural exhibitions, seminars, forums and other interactive activities	✓	✓	✓	
	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	✓	✓	✓	
	3.3.6 Continue to arrange visits to Sister Schools and other high schools in China to work on theme-based programmes collaboratively	✓	✓	✓	
	3.3.7 Promote Chinese medicine by establishing a medicinal herb garden and liaising with tertiary institutions for related internship programme	✓	✓	✓	

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			7 Learning Goals
		24/25	25/26	26/27	
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	✓	✓	✓	**Generic Skills** **Information Literacy**
	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	✓	✓	✓	
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	✓	✓	✓	**Life planning**
	4.2.2 Join global citizenship programmes such as the Global Social Leaders, UNESCO Partnership for Education for Sustainable Development ESD to form partnerships with other high schools around the world	✓	✓	✓	