



STRATEGIC PLAN 2021-2024

OPTIONS, OPPORTUNITIES, EMPOWERMENT

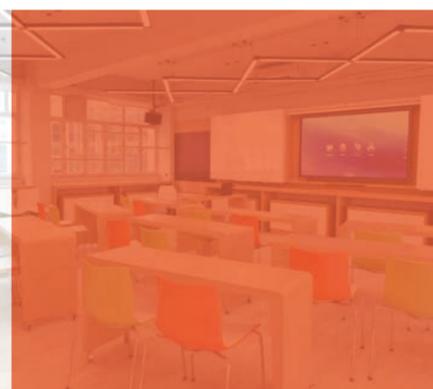




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ST. PAUL'S

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.



MISSION



*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.*

MOTTO

The Fear of the Lord is the Beginning of Wisdom

寅畏上主是為智之本

(Proverbs 9:10)



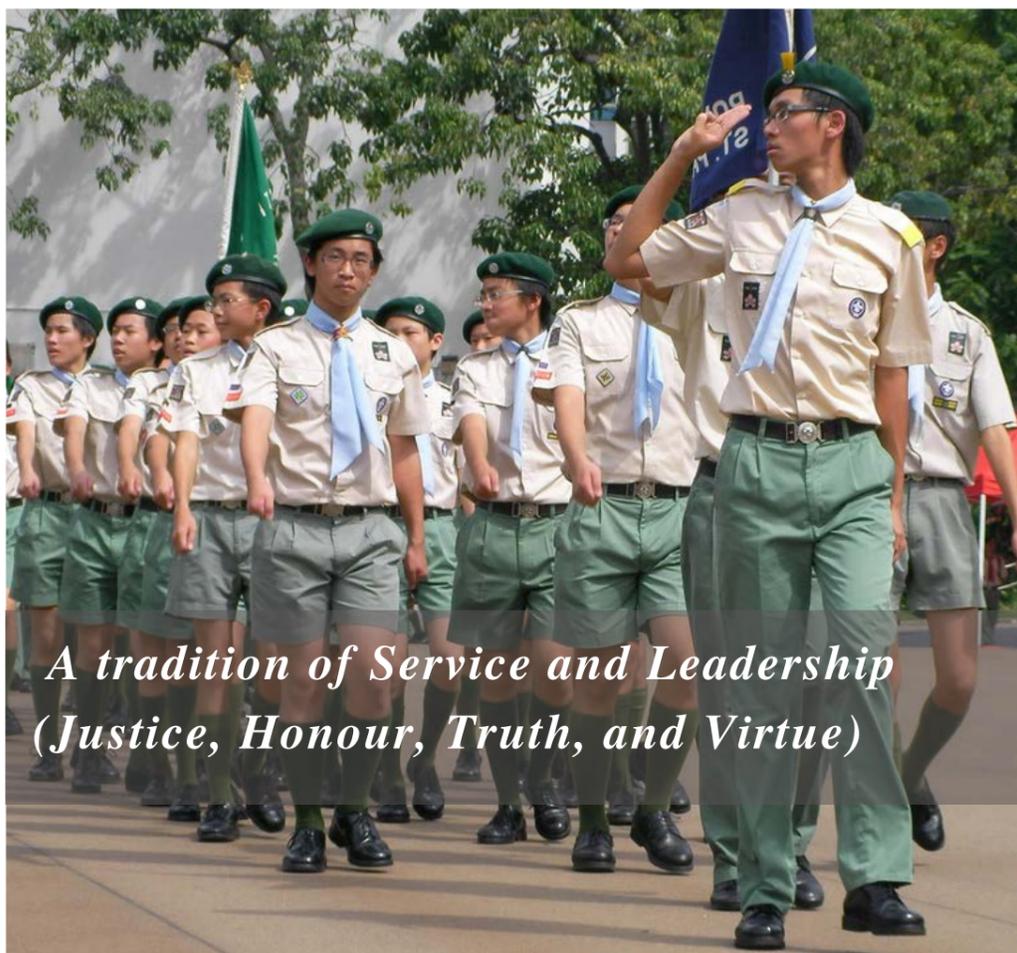
ETHOS



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.



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



*A tradition of Service and Leadership
(Justice, Honour, Truth, and Virtue)*

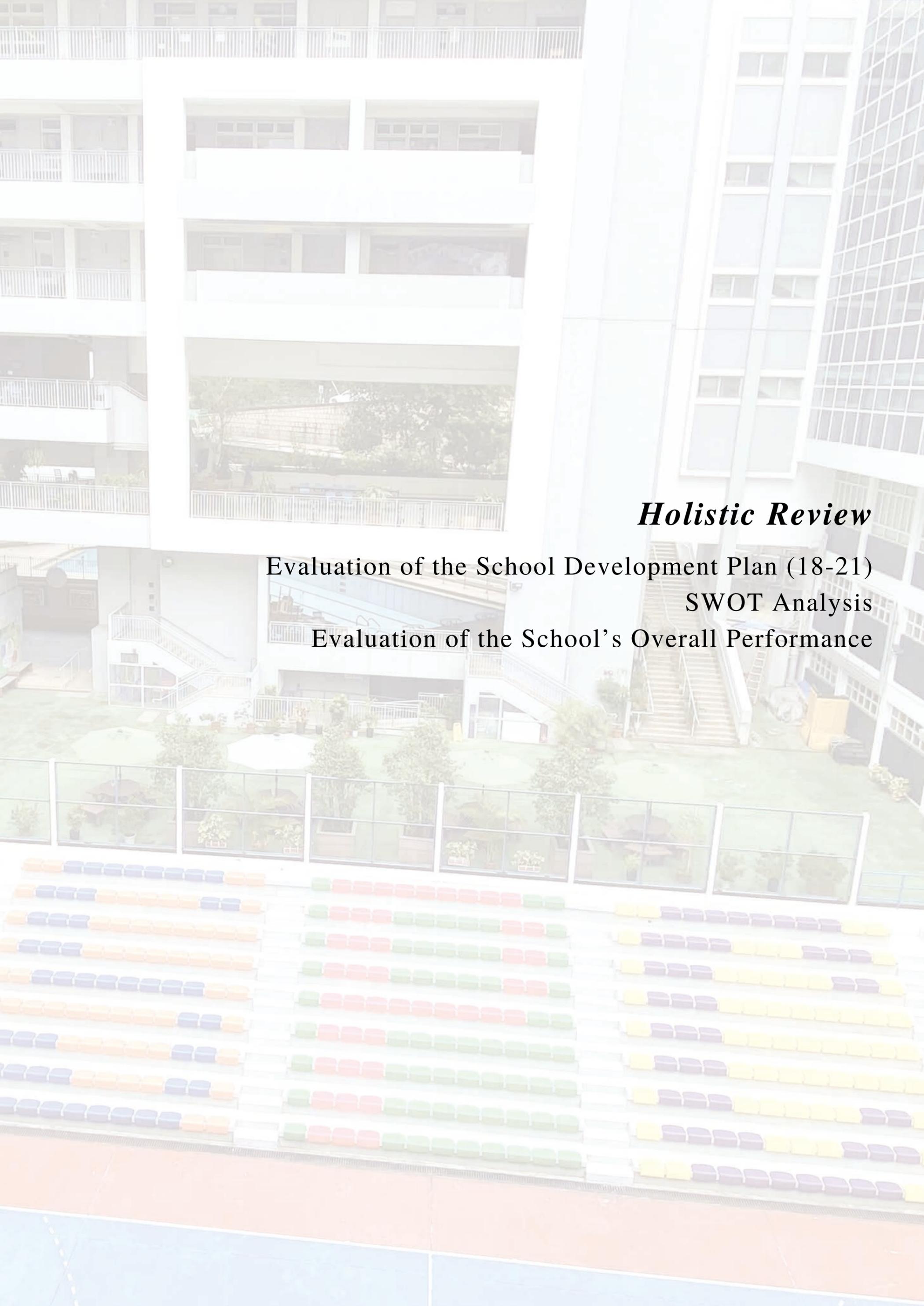


A tradition of Whole-person Development

TRADITIONS

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





Holistic Review

Evaluation of the School Development Plan (18-21)

SWOT Analysis

Evaluation of the School's Overall Performance

EVALUATION OF THE SCHOOL DEVELOPMENT PLAN (18-21)

FIRST MAJOR CONCERN

Teaching and Learning: Work towards a collaborative, interactive and innovative approach to teaching and learning

Extent of Targets Achieved: Mostly achieved ✓

REMARKS AND FOLLOW-UP ACTIONS

Provide teachers with a wider repertoire of teaching strategies

Besides in-house professional development programmes on teaching strategies, joint school professional development events were organised by Catalyst Education Laboratory (CEL) with several other local schools on current trends in education and student-centred learning experiences.

Teachers were offered opportunities to attend overseas professional conferences and workshops (MIT J-Wel, Hawker Brownlow Thinking & Learning Conference in Melbourne, and a Reading Literacy workshop in Taiwan) to give them more exposure to different teaching strategies. Teachers also took part in overseas exchange programmes to learn about educational practices from different countries.

The formation of a Professional Learning Community also increased the opportunities for teachers to share good practices. Teachers observed were generally receptive to new teaching strategies, and were willing to try out different teaching strategies. The latest ESR report also concluded that professional development was used as an effective lever for change.

Autonomy in Learning

In order to foster autonomy in learning, the BYOD programme commenced in Form 1 in 2020-2021. The Learning Hub was set up so that individual students could have direct access to a central depository of learning and revision materials. Online reading resources such as 智爱中文平台, i-Learner, e-books from Broadlearning (eClass), and WiseNews from Wisers were provided by the College. In the Chemists Online Self-study Award Scheme in which 18 Form 5 students took part in 2019-2020, 13 achieved the highest level of award. The average number of books borrowed within a school year from the school library per student went from about 2.25 in 18-19 to 5 in 19-20.

The IS curriculum was reviewed and revised. More hands-on experiments were included, and the learning materials were revised so as to promote autonomy in learning, as well as increasing interaction during class time.

Flipped Classroom was used by the Maths and IS departments during the pandemic to help students develop ownership and autonomy in learning.

Collaboration, Interaction, Innovation

In order to support a collaborative, interactive, and innovative approach in teaching and learning, campus facilities were upgraded. All classrooms were renovated, enlarged and redesigned with an improved layout and features to support different class activities. The Innovation Centre was established and equipped with a laser cutter and 3D printers. More communal spaces were created in different parts of the campus to provide an environment conducive to collaboration among students.

To create an atmosphere of innovation in teaching in the school, electronic platforms were utilized in many areas of daily school life, including learning platforms, channels of communication with parents, teachers, and students, the booking of rooms, facilities and equipment, and the Form One admission application platform.

Training on more interactive lessons on Zoom was conducted by the Zoom team, and a gradual increase in cross-departmental collaboration was observed.

The latest ESR report concluded that there was a lot of cross-subject and cross-team collaboration, as seen in various joint efforts in organising life-wide learning programmes, such as cross-curricular activities in the Activity Week and overseas study tours.

Suggested follow-up actions

- Conduct more professional sharing both within and across departments to continue to promote the paradigm shift
- Promote peer lesson observation to encourage the sharing of good practices among teachers
- Explore and promote teaching strategies so that teachers can make better use of renovated classrooms and new equipment
- Continue the BYOD programme for new Form 1 students and arrange information literacy and note-taking workshops so as to equip our students to be responsible learners and digital citizens
- Organise project-based learning and project showcase events to foster learning ownership
- Continue to encourage collaboration with SPCPS
- Encourage the use of CCPS in different departments for more professional sharing by department members instead of mostly going over admin matters
- Utilize the e-Class Student App more fully to help students develop responsibility for their own matters

SECOND MAJOR CONCERN

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

Extent of Targets Achieved: Only partially achieved 🕒

REMARKS AND FOLLOW-UP ACTIONS

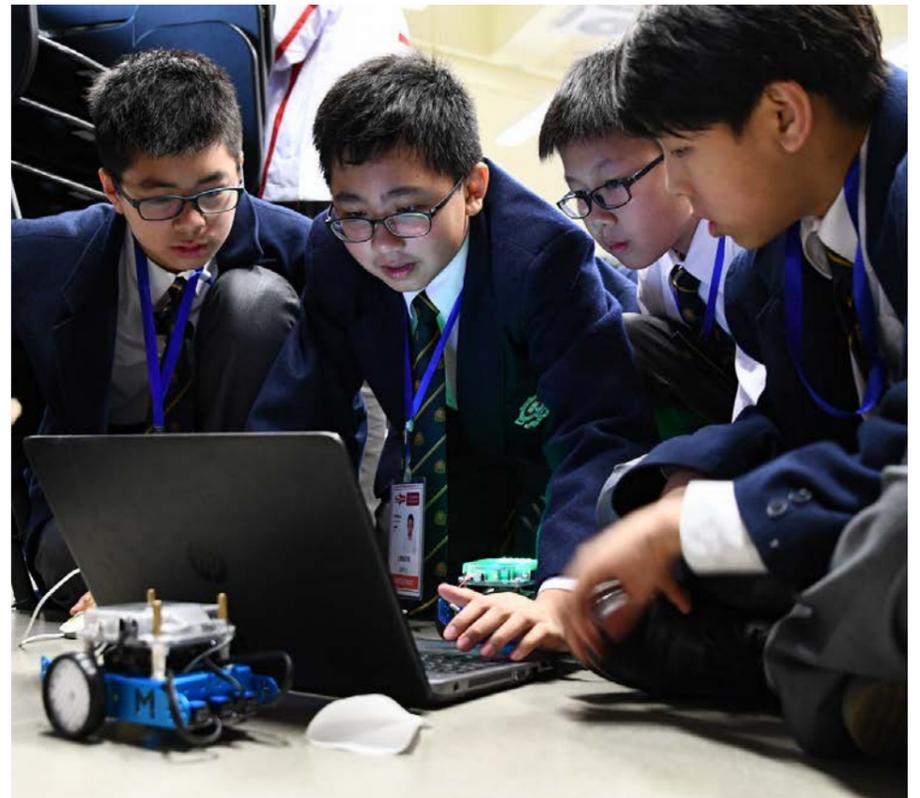
Creativity, Communication, Collaboration, Critical Thinking, and Citizenship

Teachers from the Department of Integrated Humanities, the Department of English, and the Department of Integrated Science have been working on reviewing their respective junior form curricula to promote creativity, communication, collaboration, critical thinking, and citizenship.

Some of the departments also adjusted their curricula to strengthen students' communication skills and global citizenship.

In order to work towards a richer curriculum, various programmes such as the Dreamstarter programme and a flight simulation programme by the SPC Academy were organised.

More hands-on technology programmes were included in the Computer Studies curriculum, such as Micro:bit, Thinkable, and mBots to provide computational thinking training to the students.



Suggested follow-up actions

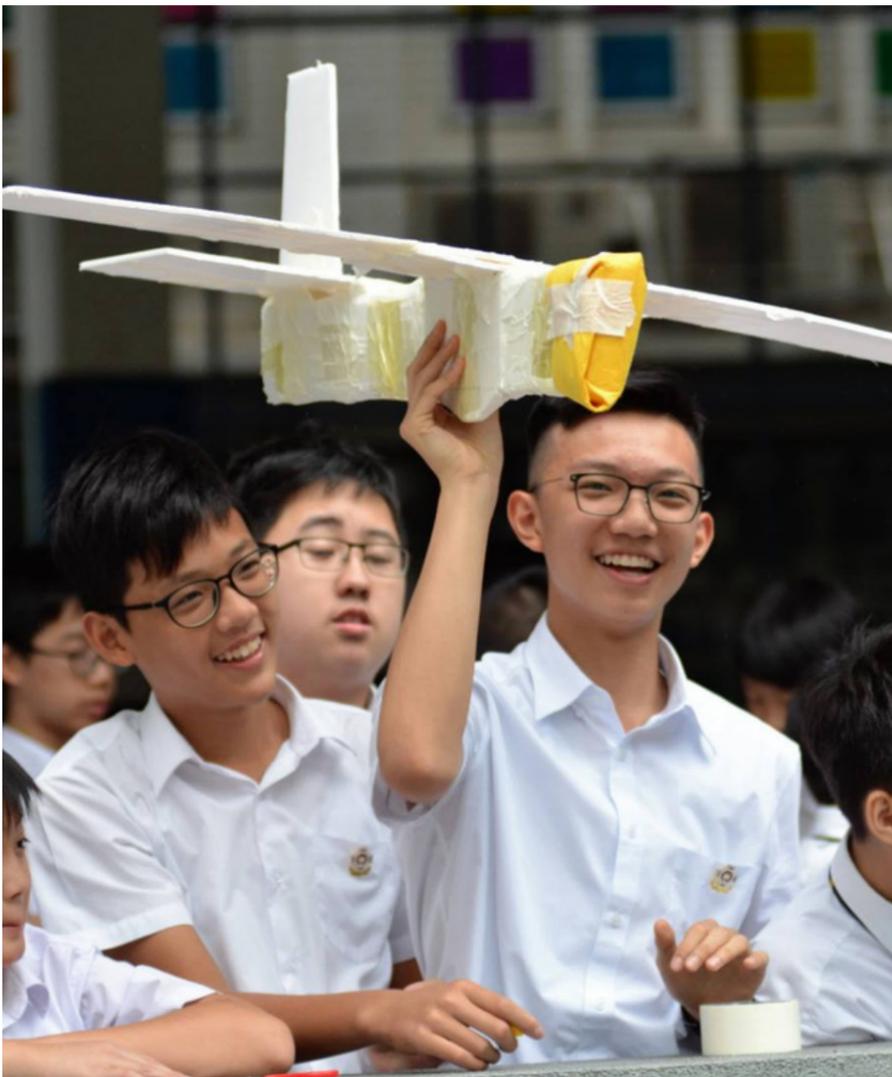
There should be more emphasis on incorporating global competencies such as communication skills, creativity, collaboration and critical thinking skills in the curriculum to better prepare students for a volatile, uncertain, complex and ambiguous (VUCA) world.

Instead of organising ad hoc STEM workshops after school, there should be a more comprehensive STEM programme structured within the junior form curriculum.

Students should be made aware of issues facing humanity, particularly those that fall under the UN Goals of Sustainable Development, such as climate change, poverty, inequality, and health in local, national, and international contexts.

Citizenship can be further enhanced by incorporating into the formal and informal curriculum an appreciation for and understanding of the Chinese culture in areas such as art, music, literature, history, and traditions.

To make learning relevant for students, there should be a greater emphasis on application of learning, project-learning, problem-based learning, and learning by action.



THIRD MAJOR CONCERN

School Culture - Promote healthy living and build a caring community

Extent of Targets Achieved: Only partially achieved ◐



REMARKS AND FOLLOW-UP ACTIONS

Build a caring community

The following observation was made by the ESR team, which affirmed the effort made by the College towards building a caring community for both students and teachers: “In collaboration with a number of non-government organisations and partner schools, the school offers opportunities for students to participate in a variety of community services and projects, for example, the Joint School Community Service Project, Paul's Organic Farm Project and visits to the elderly and poor families living in subdivided flats. Commendable effort is also made to organise service projects in the Mainland, providing valuable experiences for students to further understand the Chinese culture and develop their compassion for others. Thorough briefings and sharing are conducted before and after the services. As seen in students' reflections, both in the sharing with the whole school in assemblies and on websites, students have become more aware of and care about the needs of different people in the local community. A high spirit of serving is evident.”

Building a caring community was also particularly important during 2019/2020 and 2020/2021 when social unrest and COVID-19 posed great threats to both the physical and mental well-being of everyone in the school community. In response to the negative impacts they had on the different members of the school community, staff and student groups were mobilized to look after both the learning needs of students and the emotional needs of one another.

However, the need for social distancing and the wearing of face masks, the replacement of face-to-face learning by online learning, the cancellation of many school activities and the lack of human touch in school life have had a serious consequential impact on staff and student relations. Much has to be done in the coming years to rebuild class spirit, bond of brotherhood, sense of belonging, and even basic building blocks of human relations such as good manners, respect, empathy, understanding, and compassion. There should also be a strong emphasis on rebuilding trust.

Promote healthy living

While much was done in the last three years to promote physical health and mental health among students, the percentage of students within the acceptable weight range still went down and there were signs of mental stress experienced by students. School suspension and social distancing led to a sedentary and inactive lifestyle, reduced social contact and interaction with others, and reduced support from others. What it means is that promoting healthy living should continue to be one of the major concerns of the College in the next few years. There should be more specific targets set to promote the general well-being of both students and teachers of the College.

Promote green living

The College also took a big step forward in our commitment to providing an eco-friendly campus for our students. 26 solar panels, fitted to the rooftop of the South Wing, were put into operation on 12 June 2020. The 26 solar photovoltaic panels are projected to collectively produce 10,400 kWh of clean energy per year while simultaneously and significantly reducing our school's carbon emissions by as many as 8,400 kg annually. In addition, the College participated in several pilot projects launched by various organisations including the Environmental Protection Department, the Business Environmental Council Limited and the Electrical and Mechanical Services Department. These pilot projects included The Jockey Club BEAM Plus in Schools Project, Pilot Programme on Installing Smart Water Dispensers in Schools, Green School 2.0, and The New Life Plastic Recycling Education Campaign.



Strengths

- We have a long tradition of educating boys, and many of our alumni have taken up leading roles in society serving Hong Kong in such diverse areas such as politics, government, religion, education, medicine, law and social welfare.
- Our students are taught to use Christian values as their guiding principles in life.
- There is a strong sense of brotherhood among both students and alumni of the College. Students are taught to show empathy towards others, respect and embrace differences, and accept the diversity of our student body.
- We provide an education that is grounded in Chinese culture and values with an equal emphasis on fostering an international outlook.
- We are blessed with a very dedicated College Council that is very supportive of the programmes initiated by the College.

Weaknesses

- The campus has half-century old buildings that need a major upgrade and revamp.
- There are not enough communal areas to encourage group interaction and collaboration on project work.
- There is a growing need to have a more diverse teacher population to provide a genuinely language-rich environment for students to strengthen their English and Putonghua competence.

Opportunities

- The 170th anniversary of the College offers an excellent opportunity to re-engage all stakeholders in the College community to work together to build our common future.
- What happened in 2019 and 2020 has forced the College community to re-think the relevance of education in a volatile and unpredictable world. As the first school founded in Hong Kong, the College is determined to re-dedicate our commitment to the education of students in Hong Kong.
- Under the Direct Subsidy Scheme, the College can have greater freedom and flexibility to develop programmes and initiatives to extend the potential of our students.
- The College is well-positioned to diversify its student and teacher population to offer an international education well-grounded in Chinese values and principles.

Challenges

- Months of social unrest followed by more than one year of Covid-19 pandemic “new normal” in learning have challenged the traditional values of respect and tolerance of differences. There have been far-reaching negative effects on student learning, on the sense of identity and pride among students, and on the sense of belonging among the College community. There is an urgent need to rebuild after two years of disruption in learning.
- The growing erosion of public confidence in the education system of Hong Kong has had a negative impact on the morale of the teaching force and students.

Strengths

- The College has experienced staff members who are committed to their work, and also younger members of staff who have added enthusiasm and vitality to College life.
- We have established a strong link with the alumni, and many of them are directly involved in various school programmes, such as the careers awareness talks and the alumni mentorship programme.
- A close relationship with our Primary School has been built to enable a better articulation of the school curriculum as well as the continuation of the school spirit throughout the 12 years of education.
- As a member of the International Boys' Schools Coalition (IBSC), we are now part of a wider international network of schools dedicated to the education and development of boys. We are also one of the founding members of Catalyst Education Lab (CEL), which provides us with opportunities to work in partnership with a number of like local schools to foster innovation and collaboration in education.

Weaknesses

- There is a need to diversify the student population by accepting students from different socio-economic, cultural and language backgrounds.
- There should be a stronger emphasis on embedding global education, particularly in the junior form curriculum in order to increase students' understanding and awareness of global issues that should lead to action to make the world a better place.
- There should be a stronger emphasis on the relevance of learning and students should be given more opportunities to engage in hands-on learning experiences.

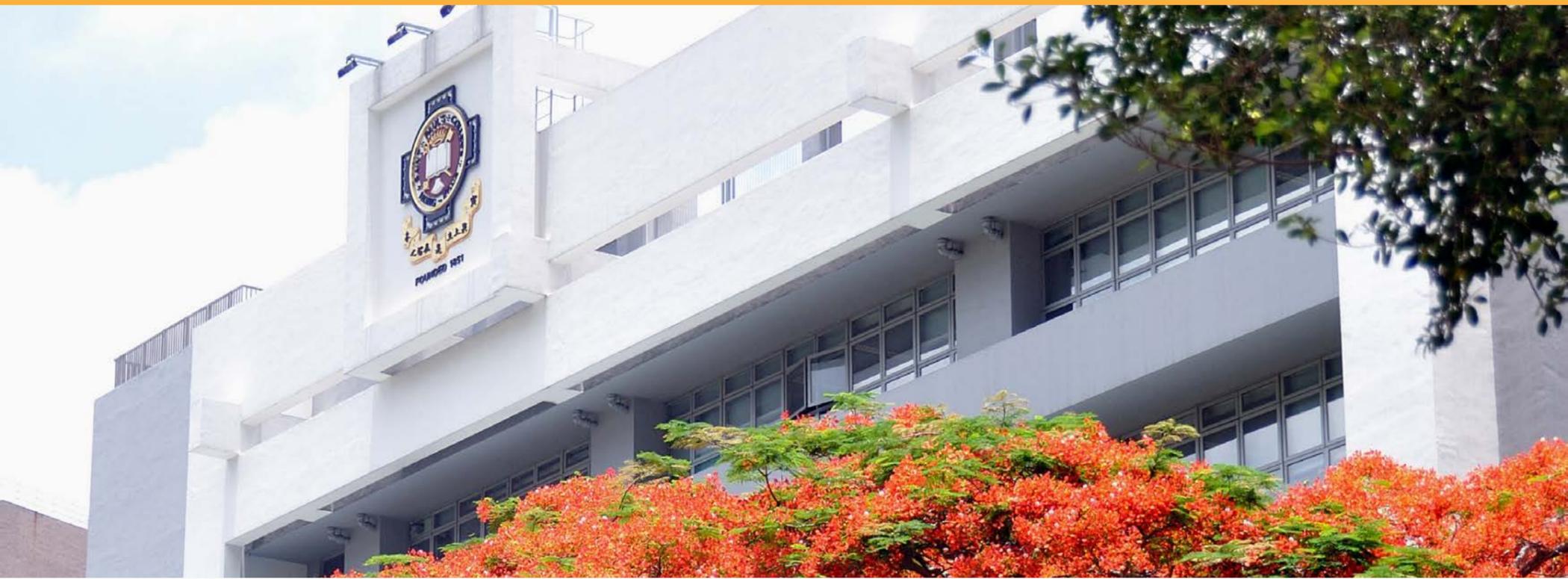
Opportunities

- The College is well supported by the St. Paul's College Foundation Ltd to offer programmes that are comparable with those offered by like schools or international schools.
- The ongoing School Enhancement Project allows the College to upgrade its facilities to enhance teaching and learning as well as students' development in music and sports. The newly-designed facilities should also help to strengthen student-student, student-teacher, and teacher-teacher connectivity.
- The College is blessed with an energetic staff that are also very forward-looking.
- The College enjoys a positive reputation among parents and the public as a school with a remarkable commitment to academic achievement as well as excellence in music, sports, art, leadership, and social service.

Challenges

- In a climate of increasing competition from other schools, both local and overseas, the College needs to continue to maintain a high level of academic achievement, and differentiate our uniqueness from others in the educational community.
- There is a need to provide top quality facilities already offered by other leading schools.

EVALUATION OF THE SCHOOL'S OVERALL PERFORMANCE



Major Strengths

School Management

Members of the Senior Management Team (SMT) understand the culture and characteristics of the school. There are clear directions for policies that drive continuous improvement while the concerns of teachers and students are duly taken care of.

The SMT maintains a very strong partnership relationship with parents, alumni and other stakeholders in the SPC community.

Professional Leadership

The senior management team oversees school matters and deploys resources effectively. The Vice Principals and Assistant Vice Principal facilitate communication between teachers and the management effectively.

A staunch effort has been made to acknowledge teachers' talents and contributions as well as facilitate their professional development.

Cross-subject and cross-team collaboration is evident.



Areas for Improvement

The College should include more middle managers (Heads of Departments and Team Convenors) in SMT meetings to further enhance transparency in the decision-making process. This would increase the sense of ownership of the decisions made, which is essential for soliciting the concerted effort of all members of staff to support the policies / strategies adopted.

The use of the P-I-E cycle for self-evaluation in some departments could be enhanced.

More specific targets for development under the major concerns could be set for both subject departments and functional teams to follow, and related strategies could be adopted.

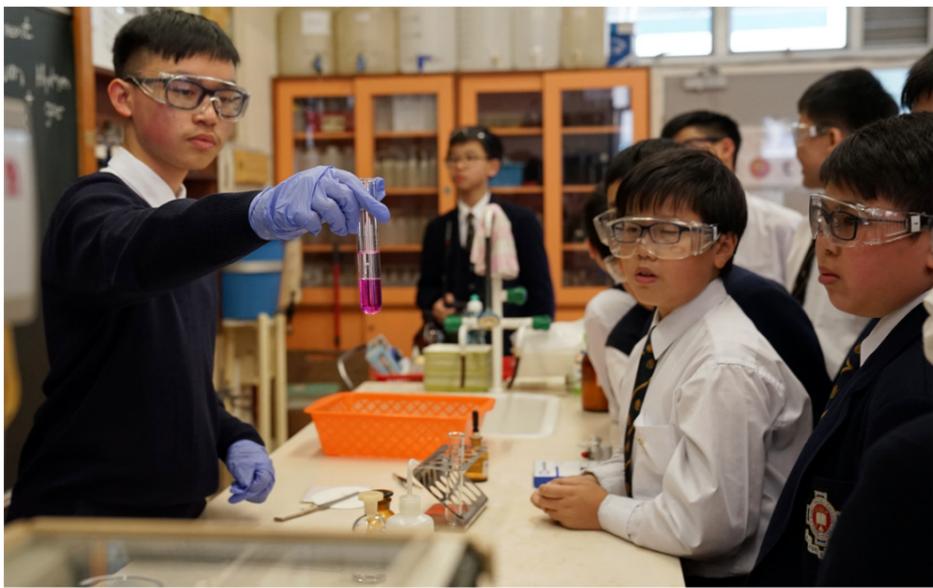


Major Strengths

Curriculum and Assessment

The College provides students with a broad curriculum with diverse learning experiences. The provision of an extensive range of co-curricular and life-wide learning programmes further broadens students' horizons and nurtures their whole-person development.

To help students face the challenges of the 21st Century, the College has started incorporating the teaching of the 5C skills – Collaboration, Communication, Critical thinking, Creativity, and Citizenship.



Student Learning and Teaching

Students are self-disciplined and have a strong sense of belonging to the school. They have excellent academic performance and participate enthusiastically in a wide range of co-curricular activities and competitions with pleasing results. A harmonious and supportive learning atmosphere is present.

Teachers have adopted various strategies to build a more interactive and collaborative learning environment, making use of the more spacious and better-equipped classrooms.



Areas for Improvement

To equip students for the challenges of the 21st Century, there should be a greater emphasis on making learning relevant by stressing application of learning and by providing students with more hands-on learning experiences.

It is important to raise students' awareness of global issues, particularly in the junior form curriculum, through a problem-based approach in learning.

To further nurture students to become informed and responsible citizens, and to strengthen their sense of national identity, more strategic plans in relation to the promotion of the national anthem and national flag could be formulated and systematically implemented.

A language-rich environment has to be further developed to allow students to be confident users of English and Putonghua.

Greater efforts should be made to encourage more collaboration across KLAs. More collaboration could be facilitated in the development of STEAM (Science, Technology, Engineering, Art and Mathematics) education.

More interactive and innovative tasks could be attempted to stimulate students' higher order thinking and facilitate deep learning.

E-resources and tools could be further used to enhance and extend student learning as well as providing teacher and peer feedback.

The professional sharing culture can be enhanced both within and across departments to continue to promote the paradigm shift.



Major Strengths

Student Support

The College offers a caring and supportive community in order to cultivate a healthy attitude to life. All teachers work together for the spiritual, emotional and psychological well-being of the students.

A whole-school approach is adopted to provide student support. There is close collaboration among various student support teams in providing values education, careers and life planning, counselling and guidance to support the differing needs of students. Also, peer mentors, SA officials and Prefects are mobilized to cater for the developmental, emotional and learning needs of students.

The College values and offers opportunities to foster students' leadership. Strategic planning is formulated with close collaboration among various student support teams.

The College has always been supportive of the principle of inclusive education. For many years, the College has welcomed and assisted visually-impaired students.

Partnership

The College enjoys a good partnership with parents, alumni, and the wider community.

A strong alumni network has been developed to support school enhancement projects.

There is also an established network of schools overseas working with the College to provide teacher and student exchange programmes.



Areas for Improvement

The College will need to continue to provide programmes and initiatives to build up students' resilience, perseverance, and problem solving skills. The school will continue to pay due attention to the learning and growth of more passive students.



The College is actively seeking partnership opportunities with universities, both local and overseas, and the private/commercial sector.



Major Strengths

Areas for Improvement

Attitude and Behaviour

Students display a positive learning attitude and academic aptitude during lessons.

Students are taught to serve others and there are opportunities for leadership training. Student leaders demonstrate strong leadership skills in planning and organising activities. They are mindful of their responsibility to act as role models for other students in the junior forms.

Strong brotherhood is evident. Students conduct themselves as effective leaders.

To further extend the potential of students, learning autonomy will continue to be stressed so that students can have more ownership of their learning.

The College will continue to focus on nurturing empathy in students and stress the importance of both self-respect and mutual respect.

The College will continue to adopt a whole-school approach and the P.I.E. approach to plan and run programmes to address the needs of individual students.

Participation and Achievement

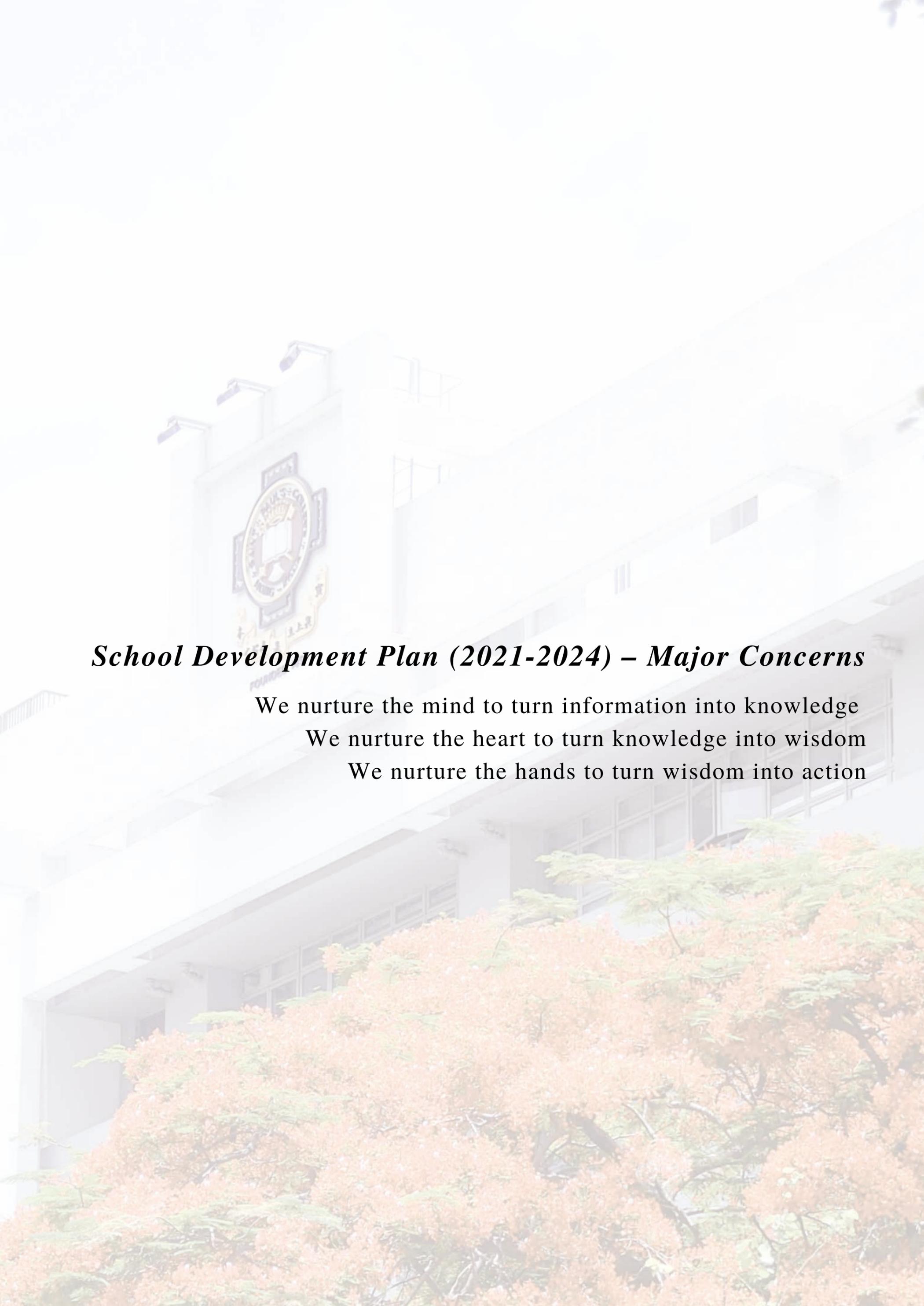
Students have a passion for taking part in a wide range of activities, competitions and community service programmes.

They are talented in many areas, as evidenced by the awards and prizes that have been won in local and international competitions.

Students and families have high expectations of themselves and the College will continue to emphasise the educational value of participating in various competitions.

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





School Development Plan (2021-2024) – Major Concerns

We nurture the mind to turn information into knowledge

We nurture the heart to turn knowledge into wisdom

We nurture the hands to turn wisdom into action

INTRODUCTION



The School Development Plan (2021-2024) offers a vision for the future of the College; a blueprint guiding our direction in the next few years. The Plan was formulated after an extensive process of evaluation, analysis, and internal reflection that involved the College Council, the Senior Management Team, and all members of staff. Evaluation work included the 2018-2021 School Development Plan and the overall performance of the College in eight domains, namely School Management, Professional Leadership, Curriculum and Assessment, Student Learning and Teaching, Student Support, Partnership, Attitude and Behaviour, and Participation and Achievement. Special reference was made to the findings in the latest External School Review (ESR) report. A SWOT analysis was also conducted with the aim of identifying some of the challenges and opportunities the College will face in educating the next generation of SPC students.

Underpinned by the Mission and Vision Statement of the College, the Plan sets out three strategic imperatives, with explicit goals, intended outcomes, and specific strategies. These imperatives are:

- I. We nurture the mind to turn information into knowledge
- II. We nurture the heart to turn knowledge into wisdom
- III. We nurture the hands to turn wisdom into action

Foster a culture of collaboration

- More alumni and parents are willing to use their expertise to support the development of the College.
- There are more student-teacher and student-parent interactions.

Develop cross-cultural communication competence

- Students are more able to make use of their language skills to exchange ideas effectively with peers and adults from different backgrounds.

WE NURTURE THE HANDS TO TURN WISDOM INTO ACTION

Develop self-management skills

- Students demonstrate good time management, self-discipline and financial management.



OVERVIEW

WE NURTURE THE HEART TO TURN KNOWLEDGE INTO WISDOM

Foster a caring culture of respect and empathy

- Students and staff members understand the value of respect and empathy.
- Students develop a sense of belonging to the SPC community.
- The school develops a culture of giving and gratitude.
- Students with different abilities and needs are supported.

Promote a healthy lifestyle

- Students and staff members develop the habit of doing regular exercise and leisure activities.
- Students and teachers are aware of the importance of mental wellness.
- Students and staff are aware of the importance of spiritual well-being.
- Students and staff members are committed to green living.

WE NURTURE THE MIND TO TURN INFORMATION INTO KNOWLEDGE

Nurture a creative and inquisitive mind

- The College provides an academic environment that cultivates intellectual curiosity.
- Students enjoy reading for learning/leisure.
- Students find learning both relevant and practical.

Nurture a discerning and problem-solving mind

- Students have the ability to find, evaluate, make judgments about, and use information obtained from various media sources in decision-making.
- Teachers can use a problem-based approach to inspire learning.

Nurture cross-cultural understanding and citizenship

- Global and national perspectives of world issues (as described in the United Nations 17 Sustainable Development Goals) are incorporated into the curriculum.
- Students understand and appreciate the history, culture, and development of our nation.

Nurture a growth mindset to cope with changes and challenges

- Students and staff understand the value of change and challenge, and feel positive about them.



SPC LEARNER PROFILE

The Plan identifies a number of mindsets, skill sets, competencies and values that we think are important attributes that students should develop during their high school education. From them, we have derived the SPC Learner Profile, which will be the basis on which all the learning experiences in both the formal and informal curriculum, and all activities and programmes in Student Support and Student Development, are organized.

- 1 FORMAL CURRICULUM
- 2 INFORMAL CURRICULUM
- 3 STUDENT SUPPORT AND DEVELOPMENT

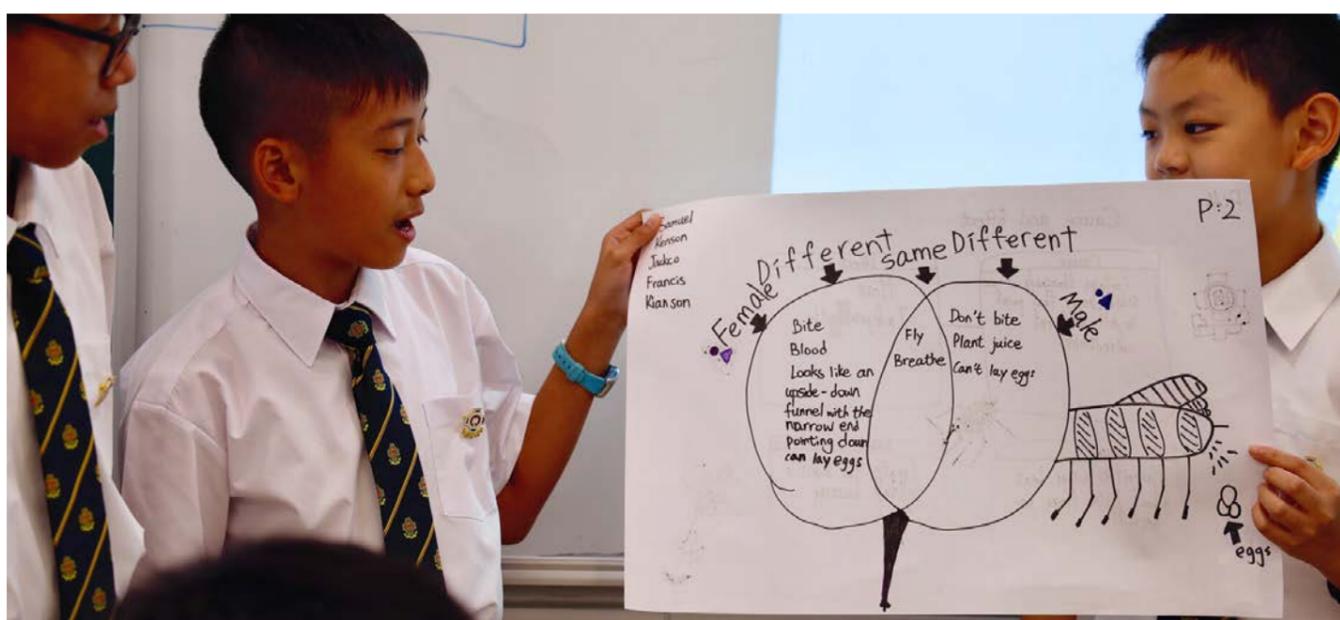


PAULINES' QUALITIES

1. WE NURTURE THE MIND TO TURN INFORMATION INTO KNOWLEDGE

STRATEGIES & TASKS

Major Goals	Intended Outcomes / Targets	Strategies / Tasks	Time Scale		
			21/22	22/23	23/24
1. Nurture a creative and inquisitive mind	1.1 The College provides an academic environment that cultivates intellectual curiosity	1.1.1 Conduct a structured lecture series on different topics of interest to students	✓	✓	✓
		1.1.2 Develop an SPC Academy programme to include topics such as Robotics, AI, flight simulation, design thinking, and drones	✓	✓	✓
		1.1.3 Make use of the campus environment and the campus TV to display students' good work, famous quotes, interesting topics, and "Question of the Day"	✓	✓	✓
1.2 Students enjoy reading for learning/leisure	1.2 Students enjoy reading for learning/leisure	1.2.1 Make reading for information part of everyday school life for students	✓	✓	✓
		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	✓	✓	✓
		1.2.3 Reintroduce structured and scheduled library lessons in Secondary One to promote reading and teach library skills	✓	✓	✓
		1.2.4 Schedule reading weeks, and encourage all departments, teams, and groups to participate in them	✓	✓	✓
		1.2.5 Promote short, interesting, and accessible works and reading materials in assemblies, lessons, and clubs and societies for learning and leisure	✓	✓	✓
		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	✓	✓	✓
		1.2.7 Invite renowned writers, celebrities, alumni, and parents to share their publications / reading journeys	✓	✓	✓
1.3 Students find learning both relevant and practical	1.3 Students find learning both relevant and practical	1.3.1 Include more hands-on workshops in the formal and informal curriculum	✓	✓	✓
		1.3.2 Offer more Applied Learning courses in Form 4	✓	✓	✓
		1.3.3 Develop a more structured internship programme to enhance and expand students' knowledge of different professions	✓	✓	✓
		1.3.4 Explore opportunities for collaboration with local universities and corporations in Hong Kong / the Greater Bay Area on organising study programmes/projects	✓	✓	✓



1. WE NURTURE THE MIND TO TURN INFORMATION INTO KNOWLEDGE

STRATEGIES & TASKS

Major Goals	Intended Outcomes / Targets	Strategies / Tasks	Time Scale		
			21/22	22/23	23/24
2. Nurture a discerning and problem-solving mind	2.1 Students have the ability to find, evaluate, make judgments 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 sources of information and comparing different sources of information	✓	✓	✓
		2.1.2 Help students identify reliable primary and secondary source/information	✓	✓	✓
	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	✓	✓	✓
		2.2.2 Experiment with using the problem-based / design thinking approach for one of the topics/units/chapters in the curriculum	✓	✓	✓
		2.2.3 Implement interdisciplinary project learning at junior and senior levels with the participation of external partners such as the alumni community	✓	✓	✓
		2.2.4 Organise programmes/competitions to foster an entrepreneurial spirit in students	✓	✓	✓
3. Nurture cross-cultural understanding and citizenship	3.1 Both global and national perspectives on 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	✓	✓	✓
		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	✓	✓	✓
		3.1.3 Arrange and encourage student participation in International Youth Conferences and Model United Nations activities	✓	✓	✓
		3.1.4 Help students to learn about efforts made by our nation and other countries to address these world issues	✓	✓	✓
	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	✓	✓	✓
		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	✓	✓	✓
4. Nurture a growth mindset to cope with changes and challenges	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	✓	✓	✓
		4.1.2 Organise activities in leadership training programmes, guidance activities, Paul's Breakthrough, and Paul's Challenge to foster a growth mindset	✓	✓	✓
		4.1.3 Display visual reminders of effective strategies for coping with changes and challenges	✓	✓	✓
		4.1.4 Organise activities and sharing sessions in the Christian Union and R.S. lessons to encourage students to rely on God for coping with changes and challenges	✓	✓	✓

2. WE NURTURE THE HEART TO TURN KNOWLEDGE INTO WISDOM

STRATEGIES & TASKS

Major Goals	Intended Outcomes / Targets	Strategies / Tasks	Time Scale		
			21/22	22/23	23/24
5. Foster a caring culture of respect and empathy	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	✓	✓	✓
		5.1.2 Choose learning and teaching materials which can inculcate in students the values of respect and inclusiveness.	✓	✓	✓
		5.1.3 Hold discussions on respect and empathy during lessons and Form Teachers' periods with appropriate multi-media resources or reading materials.	✓	✓	✓
		5.1.4 Organise class activities to strengthen brotherhood and mutual support	✓	✓	✓
	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.	✓	✓	✓
		5.2.2 Deepen students' understanding of "All for each and each for all"	✓	✓	✓
		5.2.3 Organise various inter-house and inter-class activities to strengthen vertical and horizontal bonds among schoolmates.	✓	✓	✓
		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.	✓	✓	✓
	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 messages 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.	✓	✓	✓
		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.	✓	✓	✓
	5.4 Students with different abilities and needs are given adequate support	5.4.1 Organise a "Student Tutor Scheme" after school every day for capable senior level students to give academic support to junior level students.	✓	✓	✓
		5.4.2 Create adequate opportunities for students with different abilities to do pair work and group work both inside and outside the classroom.	✓	✓	✓
5.4.3 Adopt an early intervention approach to identifying less capable or gifted students and arrange customized enhancement and enrichment courses for them.		✓	✓	✓	
5.4.4 Equip teachers with knowledge and skills to look after students with special education needs.		✓	✓	✓	

2. WE NURTURE THE HEART TO TURN KNOWLEDGE INTO WISDOM

STRATEGIES & TASKS

Major Goals	Intended Outcomes / Targets	Strategies / Tasks	Time Scale		
			21/22	22/23	23/24
6. Promote a healthy lifestyle	6.1 Students and staff 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.	✓	✓	✓
		6.1.2 Check the BMI of students and work out fitness improvement plans with these students and their parents.	✓	✓	✓
		6.1.3 Make sports facilities easily accessible to students and staff members and upgrade sports facilities to make fitness training enjoyable and common.	✓	✓	✓
		6.1.4 Encourage students to join the School Physical Fitness Award Scheme organised by the EDB, and acknowledge their participation and achievements.	✓	✓	✓
		6.1.5 Incorporate health education into the existing science curriculum, and highlight the importance of a healthy diet.	✓	✓	✓
		6.1.6 Organise more sports activities for students and staff to encourage a more active lifestyle.	✓	✓	✓
	6.2 Students and staff 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.	✓	✓	✓
		6.2.2 Display visual reminders of the importance of a balanced lifestyle with adequate rest and exercise.	✓	✓	✓
		6.2.3 Set up a taskforce to promote mental wellness.	✓	✓	✓
		6.2.4 Promote respect, understanding, and appreciation in the workplace.	✓	✓	✓
	6.3 Students and staff are aware of the importance of spiritual well-being.	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.	✓	✓	✓
		6.3.2 Display visual reminders of the importance of establishing a close relationship with God.	✓	✓	✓
		6.3.3 Encourage students to live a life of faith, hope and love in various religious activities.	✓	✓	✓
	6.4 Students and staff are committed to green living.	6.4.1 Adopt a whole school approach to promoting and enforcing the Green Policy.	✓	✓	✓
		6.4.2 Schedule green education programmes in an organized way.	✓	✓	✓
		6.4.3 Collaborate with external bodies to carry out a comprehensive green audit for the school.	✓	✓	✓
		6.4.4 Improve campus facilities	✓	✓	✓
		6.4.5 Organise promotional activities	✓	✓	✓
		6.4.6 Introduce green initiatives and revise policies/practices to reduce carbon footprint.	✓	✓	✓

3. WE NURTURE THE HANDS TO TURN WISDOM INTO ACTION

STRATEGIES & TASKS

Major Goals	Intended Outcomes / Targets	Strategies / Tasks	Time Scale		
			21/22	22/23	23/24
7. Foster a culture of collaboration	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	✓	✓	✓
		7.1.2 Involve alumni and parents in our internship / job shadowing programme	✓	✓	✓
		7.1.3 Invite more alumni and parents to give talks / run workshops on careers or other topics of interest	✓	✓	✓
		7.1.4 Invite alumni to be honorary advisors of school clubs and societies	✓	✓	✓
		7.1.5 Invite alumni to be co-advisors to coach students for projects and competitions	✓	✓	✓
	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	✓	✓	✓
		7.2.2 Organise more student-parent-teacher sports events and team-building activities	✓	✓	✓
		7.2.3 Organise lunch gatherings between the Principal (and/or SMT) and students	✓	✓	✓
		7.2.4 Relocate and redesign the 9/F and 10/F staff rooms for better connectivity between teachers and students and among teachers	✓	✓	✓
		7.2.5 Create space or discussion rooms for teachers and students to facilitate interaction	✓	✓	✓
8. Develop cross-cultural communication competence	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 to promote public speaking, presentation, and debating to strengthen students' speaking skills in English and Putonghua	✓	✓	✓
		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 real life contexts	✓	✓	✓
		8.1.3 Enhance students' English and Chinese written proficiency through publications, workshops, and competitions	✓	✓	✓
		8.1.4 Expand the Foreign Language Programme in SPC Academy to encourage students to learn a third language	✓	✓	✓
9. Develop self-management skills	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	✓	✓	✓
		9.1.2 Help students to build daily routines and develop self-management skills	✓	✓	✓
		9.1.3 Incorporate the teaching of time management skills in Form Teachers' periods and/or Life Education periods	✓	✓	✓
		9.1.4 Develop in students an understanding of the basics of financial management and an appreciation of material simplicity.	✓	✓	✓



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