SCHOOL ANNUAL PLAN
2019-2020

FOUNDED 1851

ST. PAUL'S COLLEGE

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 GOALS

The educational goals of the College, in accordance with its mission, may be described as:

• To cultivate a healthy attitude to life and the world and to expose boys to the Christian message

• To inculcate civic awareness in boys and to develop them into responsible and productive citizens of community with respect for intellectual property, human rights, freedom and justice

• To enable boys to develop their intellectual potential fully, to think logically and creatively, to study and solve problems independently, and to communicate effectively in English and Chinese

• To develop boys' skills and abilities in information technology and to arouse interest in life-long learning

• To develop boys' physical fitness and musical proficiency and to encourage enjoyment in sports and music

• To encourage the appreciation of the arts and development of artistic talents and skills

• To promote respect for the views and opinions of others, develop harmonious relationships in school, the family and the community, and participation in community affairs

• To develop in boys the ability to cope with adverse situations and to deal with emotional problems appropriately

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 VISION

For the College to be recognised both locally and internationally as one of the best schools for the education of boys.

SCHOOL DEVELOPMENT PLAN (2018-2021) – MAJOR CONCERNS

An Outline

I. Teaching and Learning - Work towards a collaborative, interactive and innovative approach to teaching and learning

Major Goals	Intended Outcomes/Targets
1. Adopt a student-centred approach to teaching	• Provide teachers with a wider repertoire of teaching strategies
	• Foster more autonomy in learning
2. Develop a collaborative culture	• Foster a collaborative culture among students
	• Foster a collaborative culture within a department and promote cross KLA collaboration
	• Foster connectivity between teachers and students
3. Create an atmosphere of innovation in teaching	• Apply more technology in teaching
	• Add and upgrade facilities in the Innovation Complex

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

Major Goals	Intended Outcomes / Targets
4. Incorporate the teaching of 5Cs into the curriculum	• Implement an Integrated Science programme using a problem-based and modular approach to learning
	• Implement a school-based STEM (Science, Technology, Engineering and Mathematics) programme
	• Review the curriculum in all KLAs

III. School Culture - Promote healthy living and build a caring community

Major Goals	Intended Outcomes / Targets
5. Promote healthy living	• Strengthen the general fitness and wellness of staff and students
	• Promote green living
6. Build a caring community	• Develop empathy and compassion among students and teachers

I. TEACHING AND LEARNING - WORK TOWARDS A COLLABORATIVE, INTERACTIVE AND INNOVATIVE APPROACH TO TEACHING AND LEARNING

1. Adopt a student-centred approach to the teaching and learning process

Intended Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1.1 Provide teachers with a wider repertoire of teaching strategies	1.1.1 Provide teachers with opportunities for international exposure through teacher exchange programme with schools overseas so that they can bring back innovative teaching ideas to share with other teaching staff	Sep - Aug	• School visits, teacher-exchange programme, professional development workshops are organised • Positive feedback from teachers participating in these PD programmes	• Number and types of professional development opportunities • Number of teachers participated • Sharing sessions from teachers	• Professional Development Team • KHY	
	1.1.2 Encourage interested teachers to attend international conferences or visit partner schools overseas to broaden their professional skills	Sep - Aug			• Professional Development Team • KHY	
	1.1.3 Implement a structured CCPS programme for teachers to collaborate in planning and developing teaching ideas for a topic/module together	Sep - Jun	• More effective use of CCPS for lesson planning and sharing of teaching ideas • Positive feedback from teachers	• CCPS records • Feedback from teachers and Heads of Departments	• Heads of Departments (SH, KCC and KYN) • LNC and CSK • SCY and PSC	
	1.1.4 Include more student-led and student-oriented activities in lessons, especially in Forms 1-3, to increase student participation in learning	Sep - Jun	• Increase in the use of student-led / student-oriented activities in class	• Sharing of good practices within the department as indicated in the department minutes and reports	• Heads of Departments • LNC • CSK • WHP • JM	

Intended Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1.1 Provide teachers with a wider repertoire of teaching strategies	1.1.5 Greater use of online platform such as Google suite to enhance teacher-student connection and to foster student collaboration	Sep - Aug	• More frequent use of Google Suite in teaching and learning	• Feedback from departments • Department reports and minutes	• Information and Technology in Education (ITE) Team • All teachers	
	1.1.6 Organise professional development workshops for teachers on the use of problem-based and self-directed approach to teaching and learning	Sep - Jun	• Workshops organised for teachers on the use of problem-based learning and self-directed learning	• Number of workshops arranged • Feedback from teachers	• Professional Development Team	
	1.1.7 Use different modes of assessments including performance tasks, projects, portfolios, e-assessment tasks or e-portfolios	Sep - Jun	• Different modes of assessments are used for classwork assessment as indicated in the schemes of work	• Department schemes of work • Department reports	• Heads of Departments • All teachers	
	1.1.8 Enlarge classrooms to facilitate class discussion and group work	Sep - Aug	• More usable space in the classrooms • More group work / discussion in class	• Feedback from teachers	• WHW • KK • All teachers	*Completed in 18-19*
1.2 Foster more autonomy in learning	1.2.1 Upload teaching, revision material and self-assessment exercises on a common platform for students to access online	Sep - Aug	• A common platform set up for resources to be uploaded	• Resources uploaded • Feedback from students	• Information and Services Technology (IST) Team • Heads of Departments	

Intended Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1.2 Foster more autonomy in learning	1.2.2 Use flipped classroom strategies in at least one topic in the junior secondary curriculum	Sep - Jun	• Strategies are tried out in some subjects	• Feedback from teachers and students • Department minutes and reports	• Heads of Departments	
	1.2.3 Enable students to have more effective learning strategies to cater for individual differences in learning	Sep - Jun	• More teachers help students to prepare notes during lessons • More students have developed the habit of taking notes during lessons	• Observation by teachers • Records of notes by students	• KHY • Heads of Departments • All teachers	
	1.2.4 Focus on making learning visible so that both students and teachers are aware of the learning outcomes and assessment methods at the beginning of each unit/module. These should be incorporated in the schemes of work and made known to students at the commencement of a unit/module	Sep - Jun	• Module outline to be available for students to download online	• Feedback from students • Observation by teachers	• Heads of Departments • All teachers	
	1.2.5 Promote reading to learn by assigning extended reading tasks related to the topic/module taught	Sep - Jun	• Extended reading tasks assigned to students as indicated in the schemes of work	• Students' learning as observed in their learning journal / reflection	• Heads of Departments • All teachers • CLW	
	1.2.6 Engage teachers to work towards a 1 : 1 (1 student - 1 mobile device) mode of teaching and learning pedagogy	Sep - Jun	• Formulation of the 3-year IT plan	• Feedback from teachers	• WHP and ITE Team	

2. Develop a collaborative culture

	Intended Outcomes / Targets		Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
2.1	Foster a collaborative culture among students	2.1.1	Greater use of the Google suite as a hub for students to share their learning such as mind maps, fact files, projects and notes with others	Sep - Aug	• At least 5 subjects report that students have shared their learning.	• Minutes in the department meetings • Annual Reports of the departments • Feedback from teachers and students	• All teachers	
		2.1.2	Include effective learning and assessment tasks that foster collaboration among students	Sep - Aug	• Good practices can be collected	• Feedback from teachers and students	• All teachers	
		2.1.3	Increase communal areas in the school campus and discussion areas in the campus for students to do group work and projects	Sep - Aug	• Areas upgraded as communal areas	• Feedback from teachers	• WHW • KK	
2.2	Foster a collaborative culture within a department and promote cross-KLA collaboration	2.2.1	Organise cross-departmental activities such as co-planning of a module, a project, a reading programme or field studies	Sep - Jun	• In 2019/20, each department has at least one cross-departmental activity held in the school year	• Cross-departmental activities held • Feedback from teachers and students	• Heads of Departments	
		2.2.2	Share best practice and showcase success in department meetings and staff development days	Sep - Jun	• Teachers can learn best practices from colleagues	• Feedback from teachers • Reports on these sharing sessions	• All teachers • Heads of Departments • Professional Development Team	
		2.2.3	Encourage collegial class observation both within a department and with other departments	Sep - Jun	• Teachers can learn best practices from colleagues	• Number of class observation arranged • Feedback from teachers	• All teachers • Heads of Departments	

	Intended Outcomes / Targets		Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
2.2	Foster a collaborative culture within a department and promote cross-KLA collaboration	2.2.5	Set up a subject teacher online group for each class to foster interaction and collaboration	Sep - Jun	• More collaboration among teachers of the same class	• Feedback from teachers	• Information and Services Technology (IST) Team • Heads of Departments • All teachers	

3. Create an atmosphere of innovation in teaching

	Intended Outcomes / Targets		Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
3.1	Apply more technology in teaching	3.1.1	Combine competing systems into one email, one e-learning platform, and one channel of communication with parents and teachers	Sep - Aug	• Reduce number of different online platforms	• Feedback from teachers	• KHY • WHP and the Information and Services Technology (IST) Team	*Completed in 18-19*
		3.1.2	Enable online booking of rooms, facilities and equipment (such as iPad, chrome-book and video camera) through mobile apps	Sep - Jun	• A stable school network • Mobile apps can provide easy and quick online booking	• Statistics on usage • Feedback from teachers	• WHW • WHP and the Information and Services Technology (IST) Team	
		3.1.3	Implement an online application for Form One admission	Sep - Aug	• A convenient and user-friendly on-line platform is setup • About 50% of applications are done online	• Statistics on the percentage of on-line applications	• YHC • YSC • Student Admission Team	

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
3.1 Apply more technology in teaching	3.1.4 Adopt the use of e-payment to replace cash or cheque transactions in the Shop	Sep - Aug	• The e-payment System is installed	• Installation Schedule	• KHY • Finance Office	
	3.1.5 Use cloud storage for department resources	Sep - Aug	• Shared drives are created	• Reports on the usage	• Heads of Departments	
3.2 Add and upgrade facilities in the Innovation Complex	3.2.1 Upgrade the facilities of computer rooms, History Room & LS Room and the Computer Assisted Learning Centre (CAL), as well as convert the Multimedia Learning Centre (MMLC) into an Innovative Centre (IC)	Sep - Aug	• Rooms are equipped with IT equipment which facilitates learning and teaching	• Feedback from teachers and students • room occupancy frequency	• KK • PYC • WSW • KYN	Foundation
	3.2.2 Set up an additional e-learning centre	Sep - Aug	• Proposal submitted for the setting up of an additional e-learning centre	• Proposal submitted and funding obtained	• PYC and STEM team • KK • YHC • Information and Services Technology (IST) Team	QEF
	3.2.3 Upgrade the facilities of the science laboratories	Sep - Aug	• 3 laboratories are upgraded • The new laboratories facilitate learning and teaching of science	• Feedback from teachers and students	• SCY • KCA • KSK • PSC	Foundation
	3.2.4 Collect real time statistics about the campus and classroom conditions to make the campus smarter and more energy efficient	Sep - Aug	• Systems are installed to collect real time data for further analysis	• Statistics on temperature, humidity, and other environmental data	• KHY • PYC	

II. CURRICULUM - WORKING TOWARDS THE DEVELOPMENT OF 5CS (CREATIVITY, COMMUNICATION, COLLABORATION, CRITICAL THINKING AND CITIZENSHIP) IN STUDENTS

4. Incorporate the teaching of 5Cs (Creativity, Communication, Collaboration, Critical thinking and Citizenship) into the curriculum

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
4.1 Implement an Integrated Science (IS) programme using a problem-based and modular approach to learning	4.1.1 Formation of a working team to review the current Integrated Science (IS) programme that will provide students with wider access to meaningful, enjoyable and effective science learning experiences	Sep - Jun	• The working team can work out and implement a revised Form One IS curriculum	• Feedback from IS teachers • Observation by IS teachers	• KHY • SCY • PSC	*Completed in 18-19*
	4.1.2 Promote sharing among teachers of different science disciplines	Sep - Jul	• The adoption of problem-based and modular approach in Form One IS lessons	• Number of sharing sessions organized • Feedback from science teachers	• SCY • PSC	
	4.1.3 Promote hands-on experiences in learning	Sep - Jul	• Students are engaged in the hands-on activities	• Feedback from IS teachers	• All IS teachers	
	4.1.4 Streamline syllabus to create space and time for problem-based learning	Sep - Jul	• A revised Integrated Science curriculum for Form One	• Modified scheme of work	• SCY • PSC	
	4.1.5 Include Nature of Science and the latest science development in teaching and learning	Sep - Jul	• Students are more aware of the latest science development	• Modified scheme of work	• SCY • PSC	

Intended Outcomes / Targets		Strategies / Tasks		Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
4.1	Implement an Integrated Science (IS) programme using a problem-based and modular approach to learning	4.1.6	Conduct school visits with local like schools and work with Science teachers from other schools on a curriculum review	Sep - Aug	• Good practices and ideas are shared among the schools	• Number of visits • Feedback from teachers	• SCY • PSC • KSK • KCA	
		4.1.7	Arrange teacher professional development workshops, both local and overseas, for Science teachers to acquire enhanced skills in teaching Science	Sep - Jul	• Science teachers are willing to try out good teaching practices learnt through these workshops	• Number of teachers participated in the arranged professional development programmes	• SCY • PSC • KSK • KCA	
		4.1.8	Partner with universities to source teaching resources and online material for teachers to use in teaching Science	Sep - Jul	• Appropriate teaching resources and learning materials are introduced in Science education	• Partnership built with universities • Feedback from teachers • Observation by IS teachers	• SCY • PSC • KSK • KCA	
		4.1.9	Collaborate with other departments to incorporate elements of STEAM (Science, Technology, Engineering, Arts and Mathematics) in the IS programme	Sep - Jun	• Collaborative learning activities organised between departments	• Feedback from Heads of Departments	• KHY • Heads of Departments	
		4.1.10	Pilot study and evaluation of the revised IS programme	Sep -	• Positive feedback from teachers and students	• Observation by IS teachers • Feedback from HoDs and students	• SCY • PSC • KSK • KCA	
4.2	Implement a school-based STEM (Science, Technology, Engineering and Mathematics) programme	4.2.1	Set up a STEM team	Sep - Jun	• Formation of the team and the number of competitions participated	• Student participation • Feedback from students and teachers	• PYC	*Completed in 18-19*

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	Intended Outcomes / Targets		Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
4.2	Implement a school-based STEM (Science, Technology, Engineering and Mathematics) programme	4.2.2	Organise and conduct STEM courses including Robotics, developing Apps, Artificial Intelligence and drone technology for students who are interested	Sep - Jul	• A series of STEM courses are organized • At least 30 students can join these courses after school courses	• Courses organized • Feedback from teachers • Observation by teachers • Students attendance rate	• PYC and the STEM Team	
		4.2.3	Organise STEM-related workshops for teachers	Sep - Jun	• Teachers have a better understanding of STEM	• Workshops organized • Feedback from teachers	• PYC and the STEM Team	
		4.2.4	Organise visits to schools, either local or overseas, to broaden teachers' exposure on STEM education	Sep - Jul	• Good practices and ideas are learnt	• Visits arranged • Feedback from teachers	• KHY • STEM team • Professional Development Team	
		4.2.5	Participate actively in STEM-related competitions	Sep - Aug	• Participation in STEM-related competitions organised both locally and overseas	• Student participation • Activities or competitions joined	• PYC and STEM team	
4.3	Review the formal curriculum	4.3.1	Strengthen students' communication skills (both written and oral) in English, Chinese and Putonghua	Sep - Jun	• Students are given extended speaking and writing tasks in all subjects	• Revised schemes of work and assessment tasks • Department plans, reports and minutes	• Heads of Departments • LNC • CSK	
		4.3.2	Promote life-wide learning for students to learn in real contexts and authentic settings during Subject Weeks, Activity Week, Post-exam week and in the Global Classroom programme	Sep - Aug	• Subject weeks, Activity Week, Post-exam Week and Global Classroom programme are well-coordinated with specific learning themes • Students develop generic skills and values through life-wide learning	• Feedback from teachers and students • Department plans and reports	• WHW • WKW, HCW • Team Convenors • Heads of Departments	

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
4.3 Review the formal curriculum	4.3.3 Review the teaching schedules in the Forms 1 and 2 curriculum to allow room for teachers to plan more collaborative and interactive activities to improve student learning	Sep - Jun	• A revised teaching schedule for Form One and/or Form Two • Evidence of interactive and collaborative activities in teaching and assessments	• Revised schemes of work • Feedback from teachers • Department plans and reports	• Heads of Departments • LNC • CSK	
	4.3.4 Incorporate 5Cs (Creativity, Collaboration, Communication, Critical Thinking and Citizenship) in the curriculum of all KLAs	Sep - Jun	• Revised curriculum and assessment methods that rely less on transfer of content knowledge but more on acquisition of skills	• Department schemes of work, minutes and reports • Feedback from stakeholders	• Heads of Departments	

III. SCHOOL CULTURE - PROMOTE HEALTHY LIVING AND BUILD A CARING COMMUNITY

5. Promote healthy living

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
5.1 Strengthen the general fitness and well-being of staff and students	5.1.1 Adopt a whole-school approach to promoting fitness for all and encourage students and staff members to maintain fitness	Sep - Aug	• Students and staff members are physically fit • Programmes related to physical and mental fitness are regularly organized • Staff and students actively participate in sports and physical exercise	• Attendance records • Statistics on students' physical fitness • List of programmes promoting the well-being of students and staff organized • Feedback from students and teachers	• WLT and PE teachers • LLC and the Guidance Team	
	5.1.2 Improve sporting facilities for students and staff members such as a fitness training room and an indoor swimming pool	Sep - Aug	• Staff and students use sporting facilities regularly • More varieties of sporting facilities are provided for students and staff to use conveniently	• Feedback from students • Records of usage • Observation • Records of sporting facilities added	• WLT and PE teachers	

	Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
5.1	Strengthen the general fitness and well-being of staff and students	5.1.3 Promote personal hygiene and campus cleanliness through class or team programmes/campaigns	Sep - Jun	• The campus is clean and tidy • Pest control and carpet/floor/ground cleaning is done regularly • Corridors, staircases and open areas are clean with no dust and dirty items • Programmes targeting at personal hygiene and campus cleanliness are held • Better cleaning tools and equipment are purchased for janitors to work efficiently and effectively • Classrooms and toilets are clean and tidy always	• Daily inspection by the staff responsible • Feedback of staff and students • Annual reports and plans submitted by departments and teams	• WHW • YHL and the Discipline Team • LWW and the Civic and Moral Education Team • KK • MPC	
		5.1.4 Install more water dispensers / fountains and bottle water filling stations to encourage the consumption of water	Sep - Aug	• Additional water dispensers / fountains and bottle water refilling stations are installed • 50% reduction in the consumption of bottled-water at school	• Feedback from students and teachers • Weekly or monthly amount of bottles collected	• WHW • KK • MPC • CCC and the Students' Association Advisory (SA) Team	

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
5.1 Strengthen the general fitness and well-being of staff and students	5.1.5 Encourage the consumption of nutritious food and healthy drinks	Sep - Aug	• Higher consumption of nutritious food and healthy drinks • Reduce the selling of unhealthy food and drinks in Tuck Shop • Health education is introduced in Life Education • Departments, teams and clubs help promote health education in school	• Reports from the Tuck Shop Provider • Feedback from teachers and students • Evaluation/annual reports from teams, departments and clubs	• WHW • LLC and the Guidance Team • LWW and the Civic and Moral Education Team • WCF and the Home-School Team • Heads of Departments	
5.2 Promote green living	5.2.1 Set up a task force to develop, design and implement a green policy and promote green living	Sep - Jun	• Green policy is in place to reduce the consumption of water, energy, paper and bottles. Regular meetings are held • A 3-year annual plan is formulated to promote green living	• Green policy • Meeting minutes • Yearly plans and reports • Feedback from staff and students • An analysis on the monthly consumption of water, paper and energy	• WHW • CHL and the Green Education Team	

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
5.2 Promote green living	5.2.2 Incorporate environmental education in the school curriculum	Sep - Jun	• Better awareness of the importance of green living and low-carbon living among students and teachers • Incorporate the importance of environmental stewardship in the junior form curriculum • More discussion on environmental issues in class • Signage and posters are displayed on campus • Education and promotion programmes are held	• Feedback from teachers and students as indicated in Department and Team minutes • Plans and reports submitted by teams and departments	• WHW • KHY • Heads of Departments • Team Convenors	
	5.2.3 Reduce water wastage and reduction in the use of paper	Sep - Aug	• Reduction in paper waste • Replace hard copies with E-Notices and emails • Increased use of technology to reduce water and paper wastage	• Monthly and annual expenses on water and paper • Feedback from stakeholders	• YHC • WHW • Heads of Departments • Team Convenors • All Staff Members	

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
5.2 Promote green living	5.2.4 Reduce energy consumption by using energy-efficient appliances and by running energy-saving campaigns	Sep - Aug	• Expenses on electricity reduced • Only energy-efficient appliances are considered for replacement and in future purchases • Green policy is enforced	• Monthly and annual expenses on electricity • Daily inspection	• WHW • KK • LWW and the Civic and Moral Education Team • CHL and the Green Education Team	
	5.2.5 Reduce the use of straws, bottled water and plastic utensils and containers	Sep - Aug	• 50% reduction in the consumption of straws, bottled-water, plastic utensils and containers • Tuck shop minimizes the supply of straws, bottled water, plastic utensils and containers. Bottled water is not provided in school events • Students and staff bring their own utensils and containers • Minimize the use of plastic utensils in school events	• Observation • Stakeholders' feedback • Report from the Tuck Shop • Monthly expenses on bottled water	• WHW • CHL and the Green Education Team • CCC and the SA Team	

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
5.2　Promote green living	5.2.6　Encourage recycling by putting more recycling bins in the campus and through education	Sep - Aug	• Additional recycle bins/containers are put inside the classrooms and in the campus • Educate recycling in assembly, mass programmes and subject lessons • Green Policy on recycling is implemented effectively	• Number of recycling bins added • Feedback from teachers and students	• WHW • KK • KHY • MPC • Heads of Departments • CHL and the Green Education Team	
	5.2.7　Improve campus greenery	Sep - Aug	• Regular horticulture service is in place • More and better greenery around the campus • Good deployment of janitors and students to look after greenery • Green Club functions effectively • Obtain external funding for greenery improvement	• Observation • Duty Roster • Horticulture service report • Plans and reports of the Green Club • Project reports to LCSD	• WHW • KK • MPC • CHL and the Green Education Team • CCC and the SA Team	

6. Build a caring community

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
6.1 Develop empathy and compassion among students and teachers	6.1.1 Strengthen civic awareness by organising joint school community service projects for students and teachers to serve people in the Central and Western District and beyond	Sep - Aug	• Joint School Service Project is hosted annually on a rotational basis • Service projects are held with clear themes and targeted recipients • Students and staff regularly participate in service projects • Increasing numbers of students and staff join service projects	• Number of service projects • Number of students and teachers joined • Feedback from students and staff	• WHW • WKW, HCW and the OLE Team • LWW and the Civic and Moral Education Team • CCC and the SA Team	
	6.1.2 Raise students' awareness of local and international affairs	Sep - Aug	• Local and international affairs are taught through the formal and informal curriculum • Local and international news are broadcast live in the campus • Newspaper/magazine racks are accessible to students and staff	• Annual plans and reports from departments and teams • Observation • Feedback of students and staff	• WHW • KHY • Heads of Departments • CLW and the CLP Team • LWW and the Civic and Moral Education Team	
	6.1.3 Incorporate the discussion of subject-related global issues in lessons	Sep - Jun	• Subject-related global issues are discussed in lessons	• Annual plans and reports from departments and teams	• KHY • Heads of Departments	

	Intended Outcomes / Targets		Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
6.1	Develop empathy and compassion among students and teachers	6.1.4	Incorporate values education in the schemes of work in all KLAs	Sep - Jun	• Desirable values / attitudes are incorporated into the schemes of work in all KLAs	• Feedback from teachers and students • Annual reports and plans submitted by the Heads of Departments • Feedback from teachers and students	• WHW • KHY • Heads of Departments • Team Convenors	
		6.1.5	Open up opportunities for students to participate in international festivals and competitions so that they can interact with people from different cultures	Sep - Aug	• Students and teachers are given more opportunities to participate in international festivals and competitions • Students do pre-and post-tour tasks seriously	• Number of students and teachers involved • Tour reports submitted	• WHW • KHY • WKW, HCW and the OLE Team • Heads of Departments • Team convenors	
		6.1.6	Continue to partner with NGOs and other organizations to participate in programmes that help students and teachers to understand the needs of different members in society	Sep - Aug	• Secure support from NGOs to run service programmes • Increasing number of students and staff participate in service projects • A wide range of targeted recipients is covered in the service project	• Number of students and teachers involved • Feedback from students and teachers	• WHW • WKW, HCW and the OLE Team • LWW and the Civic and Moral Education Team • WCF and the Home-School Team • CCC and SA	

	Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
6.1	Develop empathy and compassion among students and teachers	6.1.7 Continue to inculcate specific desirable values in each form	Sep - Aug	• Desirable values / attitudes are incorporated into the core curriculum • Students demonstrate good self-discipline and show care and respect for teachers and classmates • School programmes are organized with specific themes to inculcate desirable values	• Annual reports and plans submitted by the team convenors • Feedback from teachers and students	• WHW • LLC and the Guidance Team • YHL and the Discipline Team • CCC and SA • KYK and the SEN Team • WKW, HCW and the OLE Team. • LWW and the Civic and Moral Education Team	