

ST. PAUL'S CO-EDUCATIONAL COLLEGE



Annual School Plan (2025/26)



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St. Paul's Co-educational College
Annual School Plan for 2025-2026

I. School Vision

In the spirit of “Faith, Hope and Love”, to nurture our students as future leaders by instilling in them a culture of excellence, high moral values, an altruistic spirit, a passion for lifelong learning and a global perspective.

School Mission

1. Uphold the founding Christian spirit of our schools: “Faith, Hope and Love”
2. Nurture academic excellence and lifelong learning
3. Cultivate exemplary conduct, proper attitudes and correct values
4. Develop an appreciation for the arts and competence in other activities
5. Develop a global perspective, foster environment stewardship and serve humanity
6. Advocate strong communication and interpersonal skills to promote harmony, mutual respect, appreciation and peace among humankind
7. Adopt a shared and inclusive governance model
8. Provide the best possible facilities and environment conducive to studies
9. Maintain a professional and caring academic and administrative staff
10. Transform our schools into a vibrant community of scholarship and learning

II. Annual School Plan 2025/26

Major Concerns

1. To promote students' well-being through the cultivation of a supportive school community.
2. To enable students to develop virtue and be informed and responsible citizens with a strong sense of national and global identity, an appreciation of Chinese culture and core values, and respect for pluralism in society.
3. To enable students to take an active role in their own learning through the development of different assessment modes and pedagogies.

1. Major Concern: To promote students' well-being through the cultivation of a supportive school community

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
- To enhance students' mental well-being through formal curricula, diverse activities and an optimized learning environment - To strengthen the atmosphere of mutual support and kindness and foster a culture of appreciation among students through different activities - To promote a healthy and balanced lifestyle among students by enhancing teachers' professional capacity and parental education	- Adopt a whole-school approach to implement the 4Rs Mental Health Charter into subject curricula, Extra-Curricular Activities (ECA), Creativity, Activity, Service (CAS), Enrichment Programme Day (EPD), Form Teacher Period (FTP), morning assemblies and other school-based initiatives. - Participate in the LevelMind@JC project to empower students to take the lead in promoting well-being, while collecting student input to understand their needs and perceptions, using the data to inform and refine school-based well-being strategies. - Enhance the school environment by incorporating more aesthetic elements to positively impact the mental well-being of students and staff. - Create physical spaces for students to relax, take time-out, and socialize with peers by renovating rooms and installing relaxation setups. - Promote a culture of appreciation and gratitude through subject teaching and activities organized by the newly formed, student-led Wellness Club and other ECA clubs and societies. - Encourage collaborative efforts and shared activities that foster a sense of belonging and mutual care within the school community.	- Evidence of improved students' mental well-being based on observations made by teachers both inside and outside the classroom - Evidence of a positive atmosphere of mutual support, kindness, and a culture of appreciation among students, as observed by teachers in various contexts - A variety of well-being activities organized within the school community - Student participation in formal and informal learning opportunities related to well-being - Evidence of teachers' participation in well-being-related professional development activities - Evidence of parents' involvement in activities related to well-being, mental health, stress management, etc. - Enhancement of students' healthy and balanced lifestyles	- Feedback from students - Feedback from teachers - Feedback from Parents - Evaluation conducted by different departments, committees, clubs and societies etc.	Throughout the year	- Form teachers - Heads of Form - Heads of different academic departments, committees, TICs of different clubs and societies etc.	- External resources from JC LevelMind - School funding - Time resources

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
	• Cultivate the practice of longitudinal mentorship and care between senior and junior students to build mutual support and kindness. • Promote the importance of physical activity among stakeholders by increasing the utilization rate of sports facilities. • Enhance the role of staff representatives and staffroom representatives to understand and address well-being needs of staff. • Empower staff through professional dialogues and ongoing training on various aspects of well-being to raise awareness and strengthen their professional capacity, so as to promote students' wellness and life balance. • Provide parental education through the Parent-Teacher Association (PTA) by organizing workshops and seminars, and providing resources on topics such as mental health, stress management, and fostering a healthy and balanced lifestyle for students.	• Enhancement of the school environment and creation of physical spaces for student relaxation, time-out, and peer interaction				

2. Major Concern: To enable students to develop virtue and be informed and responsible citizens with a strong sense of national and global identity, an appreciation of Chinese culture and core values, and respect for pluralism in society

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
- To cultivate positive values and adhere to moral standards, and regularly reflect on one's words and actions - To enhance students' understanding about Chinese culture and traditional Chinese values - To increase students' understanding and care for the development of the Hong Kong community, the motherland and the world, identify with one's roles as a civic member, national citizen and global citizen, and foster a sense of belonging, responsibility, and mission - To increase students' understanding and awareness of national security	- A whole-school approach will continue be used to implement values education in both the formal and informal curricula. Values Education Committee (VEC) will be set up to replace the Moral and Civic Education Committee to further strengthen the overall planning, implementation and evaluation of Values Education. Both functions and membership of the newly established VEC will be enhanced. - National Education Team will plan school activities with reference to the National Education Calendar suggested by the Education Bureau. When planning activities, learning expectations for students / expected learning outcomes will be explicitly stated with reference to the Updated Seven Learning Goals of Secondary Education, Values Education Framework (Pilot) and relevant documents of the Education Bureau. Evaluation will be conducted against the set targets in holistically. - Students will be engaged in a wide variety of learning activities to increase their understanding and interest in Chinese history and culture as well as traditional Chinese values. - Different learning activities / programmes such as talks, workshops, study tours, and competitions will be held by different academic departments, committees and student bodies to promote national education, national security education and the exploration of different global issues.	- Evidence of better understanding about positive values and attitudes through observations made by teachers both inside and outside the classroom context - Students having a better understanding and appreciation of the recent development and achievement of the motherland as reflected by students themselves and teachers' observations - The variety of learning activities organized - The participation of students in formal and information learning opportunities related to Values Education and National Education - Students' behaviors and performance in CES - The general attitudes and moral standard of students - Evidence of teachers' participation in national education and national security education related professional development activities	- Feedback from teachers - Feedback from students - Evaluation conducted by different departments, committees, clubs and societies etc.	Throughout the year	- Form teachers - Heads of Form - Heads of different academic departments, committees, TICs of different clubs and societies etc.	- School funding - Time resources

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
To further enhance teachers' professional development in National Education and National Security Education	- Citizenship, Economics and Society (CES) will replace the school-based Society Studies curriculum in F2 to further develop virtue among students through education (立德樹人) in the junior forms. - Staff Development Team and National Education Team will disseminate latest information about national education and national security education via internal e-platform with all teachers. - Teachers will be encouraged to participate in national education and national security education related training courses provided by the Education Bureau and reputable organizations. - The core education mission of cultivating virtues and nurturing people (立德樹人) will be covered in the induction for new teachers. The same message will be reiterated by the Principal to all staff members during the first staff meeting of each academic year so that all staff can understand the importance of the pursuit of professionalism and commitment to upholding high moral standards.	The general attitudes and moral standard of teachers				

3. Major Concern: To enable students to take an active role in their own learning through the development of different assessment modes and pedagogies

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
- To equip students to learn effectively and independently through relevant strategies and pedagogies of the 21st century - To enhance student's academic competence (Attitudes, Skills and Knowledge) through assessments for / of / as learning and different modes of assessment designs and reporting - To identify student's strengths and areas for development through ongoing feedback and reflection from peers and teachers - To embrace students' learning by enhancing their understanding of information literacy	- Strengthen teachers' roles as facilitators who support and guide student to explore and learn in an active way. - Foster inquiry by incorporating open-ended tasks and experiential learning activities to allow students to explore solutions, enhance critical thinking skills in a real-world application. - Promote collaborative learning in class through diverse activities like flexible grouping, online forums or structured in-class group discussions, Think-Pair-Share, group presentations with rubrics, etc. - Encourage and guide the students to create questions with explanations and answers, which can foster them deeper engagement with the content. - Implement differentiated instruction by providing assessment tasks in multiple formats (for example written, audio, visual; songs composition, artwork design, storytelling, role-playing, activity stations, etc.) with levels of difficulties to cater various learning styles (auditory, visual, kinesthetic, and linguistic) as well as diverse educational needs. - Cultivate student's sense of ownership and positive learning attitude towards unconventional assessment modes. - Utilize AI for Assessment, such as leverage AI platforms for reading and writing assessments; guide students on using these tools for self-evaluation and improving their work.; organizing critique sessions on AI-generated solutions.	- Evidence of better learning outcome (including Attitudes, Skills and Knowledge) through student's results and observations made by teachers and students themselves - Students having a better understanding about their strengths and area of improvement as reflected by students themselves and teachers' observations - The variety of assessments are arranged - Evidence of understanding of information literacy among students as reflected by students themselves and teachers' observations - Activities related to information literacy for students are arranged "Information Literacy for Hong Kong Students" Learning Framework is adopted	- Academic result of students - Feedback from teachers - Feedback from students - Evaluation conducted by different subject departments	Throughout the year	- Subject Panel Heads - Subject Form Coordinators - Subject Teachers	- School funding - EDB fundings - Time resources

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
	• Encourage students to develop their own marking rubrics for assignments and implement peer assessment sessions that fosters ownership, deeper understanding of assessment criteria plus promote critical thinking and constructive feedback. • Involve students in creating assessment elements and include self-assessment components in assignments to let them discuss discrepancies, reflect and improve self- evaluation skills. • Incorporate the “Information Literacy for Hong Kong Students” Learning Framework by reviewing and updating relevant curriculum designs. • Arrange learning activities such as talks and visits to enable students to use information effectively and ethically.					