

St. Paul's Convent School



School Development Plan 2024/25-2026/27

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School Vision & Mission

School Vision

St. Paul's Convent School aims to provide a seamless bilingual education for girls in a happy and motivating learning environment, so that they will learn to embrace the Paulinian heritage of Truth, Beauty, Goodness, Nobility and Honour.

Mission Statement

St. Paul's Convent School aims to provide an all-round education based on Christian values that enhance the quality of life of Paulinians, both materially and spiritually, so that they can contribute positively to their home, profession and society with Charity, Conscience, Confidence, Courage, Creativity, Competence and Commitment.

School Motto

OMNIA OMNIBUS is the school motto and is translated as "All things to all people" in English. It is taken from the first letter of St. Paul to the Corinthians, Chapter IX: 22, where St. Paul instructs the Christians to serve and embrace all people irrespective of class, race and religion.

School Core Values

SPCS is a learning school in a learning world for a learning century. Our core values are Integrity, Joyfulness, Simplicity, Hard Work and Excellence.



Seven Learning Goals of Secondary Education

Holistic Review of School Performance

a. Effectiveness of the School Development Plan in the cycle of 2021/22 - 2023/24

Major Concern 1			
<i>To sustain a diverse and innovative curriculum (IGCSE, IAL, DSE, BTEC, ApL, EITP) and assessment that offer multiple pathways to students so as to prepare them for successful entry into tertiary education either locally or abroad</i>			
Targets	Extent of the target achieved	Follow-up action	Remarks
1. To optimize the four core senior secondary subjects to create space for students to broaden their studies and embark on their pursuits of interest	Achieved	Incorporated as routine work	/
2. To offer a diverse school curriculum to cater for students' needs in terms of further studies and career aspirations	Achieved	Incorporated as routine work	/
3. To sustain excellent standards in English	Achieved	Incorporated as routine work	/
4. To strengthen Chinese proficiency and the understanding of Chinese culture to all students	Achieved	Incorporated as routine work	/
5. To continue to offer a third language to promote global outlook and experience of students	Achieved	Continue to be a Major Concern	/
6. To enrich other learning experiences and extend life-wide learning	Achieved	Incorporated as routine work	/
7. To help students to explore multiple pathways for further education through a better understanding of their career aspirations starting from junior secondary years and extending to senior secondary years	Achieved	Incorporated as routine work	/
8. To help students to apply for further studies through JUPAS, Non-JUPAS and UCAS	Achieved	Incorporated as routine work	/
9. To make full use of the online learning platforms and latest technology to maintain the efficiency and quality of teaching under the new Normal	Achieved	Incorporated as routine work	/
10. To resume the blended timetable / summer online timetable as a back-up when whole day face to face classes are suspended	Achieved	/	/

Major Concern 2

To prepare students for the fast changing technological world through STEM/STEAM, fostering collaborative learning through an inter-disciplinary approach

Targets	Extent of the target achieved	Follow-up action	Remarks
1. To optimize the four core senior secondary subjects to create space for students to develop the “21 st Century Skills” for the future	Achieved	Incorporated as routine work	/
2. To appreciate the value of collaboration	Achieved	Incorporated as routine work	/
3. To develop among students a solid knowledge base in Science, Technology, Engineering and Mathematics (STEM/STEAM) and to enhance their interest for further studies and careers in meeting the changes and challenges of the contemporary world	Achieved	Incorporated as routine work	/
4. To explore and develop students’ potentials and talents under the guidance and teaching of professional tutors	Achieved	Incorporated as routine work	/
5. To let students have more time to learn and practice their skills for competition, performance or self-enhancement	Achieved	Incorporated as routine work	/

Major Concern 3

To strengthen the implementation of the school theme SMART CITIES by focusing more on the entrepreneurial aspect

Targets	Extent of the target achieved	Follow-up action	Remarks
1. To optimize the four core senior secondary subjects to create space for students to broaden their studies and embark on other pursuits of interest in entrepreneurial aspects	Achieved	Incorporated as routine work	/
2. To equip students with knowledge and skills on how to successfully develop products and services to solve challenging problems in the world under time constraints and limited resources	Achieved	Incorporated as routine work	/
3. To offer practical experience to students for applying entrepreneur skills in organizing and carrying out entrepreneurial activities	Achieved	Incorporated as routine work	/

Major Concern 4*To strengthen Paulinian's Christian and Chinese moral values through implementation of the Lion Rock Spirit*

Targets	Extent of the target achieved	Follow-up action	Remarks
1. To enhance students' understanding of the core values of the Lion Rock spirit which includes Perseverance, Diligence, Solidarity and Faith in a better future	Achieved	Incorporated as routine work	/
2. To provide different channels and opportunities for students to share and present their understanding of the Lion Rock spirit	Achieved	Incorporated as routine work	/
3. To form a Lion Dance Team to reinforce students' understanding of the 7'Cs' of Charity, Conscience, Confidence, Courage, Creativity, Competence and Commitment of Paulinian education, and to enhance their sense of belonging and loyalty to the school	Achieved	Incorporated as routine work	/
4. To strengthen students' appreciation of Chinese cultural arts and values, to enhance their sense of national identity, and to uplift their national pride through the Lion Dance performances	Achieved	Incorporated as routine work	/

Major Concern 5*To enhance Paulinians sense of national identity and law-abiding awareness through a whole-school approach and cross-subject collaboration by implementing National Security Education in both the formal and informal curriculum*

Targets	Extent of the target achieved	Follow-up action	Remarks
1. To optimize the four core senior secondary subjects to create space for students to better understand self and appreciate Chinese cultural development	Achieved	Incorporated as routine work	/
2. To align with the policies of EDB on the transition from Liberal Studies (LS) to Citizenship and Social Development (C&SD)	Achieved	Incorporated as routine work	/
3. To strengthen the learning and understanding of National Identity, National Security Law (NSL) and Media and Information Literacy	Achieved	Incorporated as routine work	/
4. To infuse National Security Education (NSE) in both the formal and informal curriculum to guide students to a better understanding of the NSL and its implication for the HKSAR	Achieved	Incorporated as routine work	/
5. To explain to students the concepts related to national security, the legislative background, as well as the provisions and significance of the National Security Law (NSL) to ensure that they have accurate information, a clear understanding and a correct interpretation of the Law	Achieved	Incorporated as routine work	/
6. To help students understand the latest development of the country, and enhance their sense of national identity	Achieved	Continue to be a Major Concern	/
7. To develop students into law-abiding nationals and citizens who respect the rule of law and shoulder the responsibility of safeguarding national identity	Achieved	Continue to be a Major Concern	/

b. Based on the reflection against the seven learning goals, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.

❖ *How good is my students' performance in achieving the Seven Learning Goals?*

- Paulinians' overall academic performance is very good. They are proficient in biliterate and trilingual communication. Their excellent English fluency allows them to excel academically. Their results in public exams like the HKDSE, IGCSE and GCE/IAL is well above the territory norm. In the international exams, quite a number of students have achieved top scores in Asia and the World in a range of subjects. This allows them to be admitted to world renowned universities and institutions.
- Their achievement in the non-academic areas are outstanding. Individually and in groups, they have won championships and top positions in many territory-wide competitions including the Schools Dance Festival, Inter-school Athletics Competitions and the Hong Kong Schools Speech Festival and Music Festival. They have won numerous awards in STEM and Entrepreneurship events and competitions at the national and international level.
- They are active and disciplined self-directed learners with a good mastery of generic skills and capable of using IT as a tool for learning. They are able to make well-informed decisions in their subject choices for their further studies and future career. Hence, all obtained admission into tertiary institutes.
- They take pride in their Paulinian identity and live up to the school's core values of Integrity, Joyfulness, Simplicity, Hard Work and Excellence and display the 7Cs of Paulinian education: Charity, Conscience, Confidence, Courage, Creativity, Competence and Commitment. They are respectful and responsible.
- They have a good sense of national identity and a sound awareness of global issues. They demonstrate remarkable leadership skills and teamwork. Compassionate and caring, they are ready to offer their service to the school and community.

❖ *How good is my school in enriching students' learning experiences for their whole-person development and lifelong learning?*

- The school provides an all-round education with a broad and balanced curriculum that aligns with educational trends and the interests and needs of students is provided.
- At the junior level, school-based curricula like Ming Yi, PSHE and L2L nurture Paulinian's self-understanding, growth mindset, and self-learning learning skills. At the senior level, a multiple curriculum which includes the HKDSE, the IGCSE and the GCE/IAL cater for their interests, ability and academic needs. F3 & F4 students may opt for BTEC courses. F5 & F6 students may opt for Applied Learning Courses. A comprehensive life planning education progressively guides them through the process of goal setting to actualize their life planning. through multiple pathways.
- The formal curriculum is complemented with a wide range of extra-curricular activities (ECAs) which students can opt for according to their interests and talent. Their potential is unleashed through Diversified Interest Programme (DIP) and participation in local, regional and international competitions. A range of Other Learning Experiences (OLE) and school tours to the mainland and overseas broaden their horizons and enrich their experiential learning experiences.
- The school has a strong reading culture and provides a language rich environment. English is adopted as the medium of instruction and a strong foundation in Chinese Language is provided. Students who are interested in a third language may opt for Foreign Language courses in French, Spanish and German offered by the University of Hong Kong. Japanese and Korean Language for Pleasure are also available from DIP.
- The school provides a harmonious, caring and supportive learning environment. Paulinians have good rapport with their teachers and other students. Student empowerment is strong. Students in the Prefects' Board, the Big Sister Scheme and the House Captains demonstrate remarkable leadership skills. They have a heart to serve others, the school and the community.

- Teachers are experienced and knowledgeable in their subjects. They apply a range of pedagogies to cater for student diversity and sharpen their cognitive and diagnostic skills. Teachers make use of e-Learning tools, different levels of questions, collaborative learning, and peer learning. An inquiry approach is used in many subjects. Opportunities are provided for students to apply knowledge and Higher Order Thinking skills in authentic contexts. Cross-subject collaboration enriches and consolidates students' inter-disciplinary knowledge. Teachers practice assessment for learning to strengthen students' knowledge, skills and attitudes and develop their multiple intelligences. Teacher feedback is timely, concrete and constructive.
- The school provides a state-of-the-art equipment and facilities to support learning. It enjoys a whole school Wi-Fi provision and a one-to-one iPad for students who are competent in using IT as a learning tool. Online learning, e-Learning and e-Assessment platforms e.g. the school-based ELMO, are used as effective mediums to support and enhance students' self-learning and independent learning capabilities. The Smart Oasis, Classroom of the Future, IT and Science Labs support hands-on, innovative, experiential and research-based learning projects.
- The school enjoys well established collaboration with professionals, partnerships with universities and other educational institutions, and a good network with commercial enterprises. A Scientist-in-Residence and Professor-in-Residence provide students with experiences in scientific research, innovation and entrepreneurship and support them in scientific enquiry and pitching skills. Home-school co-operation is good with strong parental support. The alumni are supportive of school needs and are ready to provide opportunities to enrich student learning.

❖ ***How good is my school in leading its continuous improvement and development for students' whole-person development and lifelong learning?***

- The school's continuous development is sustained through the strong, visionary and dedicated professional leadership of the principal who is progressive, open-minded and resourceful, and her close collaboration with the School Management Committee and senior management. The school's development is supported through distributed leadership and the operations of different Teams like the Administrative Team, Academic Team and Pastoral Care Team. The School Advisory Board enhances the transparency of the decision making on school policies, taking into consideration the interests of students and the voices of various stakeholders and the EDB.
- The school Major Concerns which align with the school vision and mission, students' aspiration and learning needs, as well as educational trends are implemented with suitable strategies, close communication and collaboration between the school management and teachers, and the concerted efforts of all parties. Subject departments are given trust and autonomy to formulate plans in line with the school's priority developments and subject-specific concerns. The school is highly responsive to the latest educational trends and curriculum initiatives and strives for excellence at all times, responding promptly to the fast-changing world and undertaking different initiatives, most prominently in IT Education and STEM Education. Upon the optimizing measures of the four core subjects at the senior level, the school swiftly proposed strategic plans to enhance the curriculum and students' learning.
- The school has a strong reflective culture. The practice of PIE and SWOT for improvement and sustainability is embedded in the school's self-evaluation mechanism. School development planning is evolutionary and informed by data and feedback collected through school self-evaluation surveys, the EDB Stakeholders Survey and APASO. School development is driven by a reflective learning culture where feedback collected from trial-runs are taken into consideration for continuous review and refinement. Views and feedback from students are collected for a better understanding of students' needs and for improving the curriculum.
- Teacher capacity building is enhanced through professional development programmes which are in line with curriculum trends and school priority development, and the needs of teachers identified through the annual staff appraisal. A culture of professional sharing and collaboration is found both within and across subject departments. Strong strategic network is established between the school and leading tertiary institutions, university professors and commercial enterprises to support school development and initiatives.

c. How can my school be better?

❖ *What are my students' needs?*

- To enable students to pursue their career aspirations and to prepare them for further studies in some of the more competitive subjects in world renown universities, there is a need to maintain high academic and non-academic standards of Paulinians.
- In order to address the issue of growing diversity among students, there is a need to provide them with more choices through a multiple curriculum to cater for their interests, abilities and academic needs; and a wider range of other learning experiences to unleash their potential.
- Caught up in a fast changing world with an overflow of information and rapid advancement in technology, there is a need to further consolidate students' knowledge base, learning skills and values and attitudes so that they can build on their learning experiences to contribute positively to their home, profession and society.
- With the resumption of a busy and eventful school life after the interruption of COVID-19, there is a need to help students cope with stress, time-management, build resilience for the many challenges they are facing and develop a healthy life style with good work-life balance.
- Faced with social, economic and political crisis and uncertainty, there is a need to enhance students' national identity and enrich their global perspectives to prepare them for their future commitment and contributions to Hong Kong, China and the world.

❖ *What is my school's capacity for continuous improvement and development?*

- The school is in the capable hands of a visionary principal and senior management team. Succession planning and teacher empowerment measures will be adopted to train up the middle managers and younger teachers to ensure that the good practices of teachers who are retiring are sustained by a competent and dynamic generation of teaching professionals.
- The school enjoys a close collaboration with professional experts and educational institutes. Further connections and network will be made with local and overseas universities, NGOs and commercial enterprises to build teacher capacity and to provide students with unique and authentic learning experiences.
- To maximize the school campus to provide a vividly inspiring learning space for students' relaxation, recreation and a range of learning activities to explore and experience personal growth, innovation and entrepreneurship, a MakerSpace Centre will be constructed. This would also safeguard the privacy of the school when the access to Christ the King Chapel via the Garden is open to the public. Funding for this project will be raised partially through private donations.

❖ *What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students?*

- The school has provided quality education since 1854. With 2024-2025 being its 170th Anniversary, a series of activities will be organized to celebrate the occasion and showcase the achievements of students and the school to further consolidate the Paulinian identity.
- The school will continue to uphold the academic and non-academic standards of Paulinians to keep them abreast of the fast changes in the world and the rapid advancement in technology to prepare them in knowledge, skills and attitude for their future pursuits.
- The school will further enhance the national identity of Paulinians and their appreciation of Chinese culture through the formal and informal curriculum to inspire them to contribute their efforts to making the future a better place for Hong Kong, China and the world.
- The school will work towards providing a third language for all Paulinians to enrich their appreciation of multiple cultures, and to develop their global perspective and outlook so that they would be ready to take part in the Belt and Road initiatives when the opportunities arise.
- To provide better support for work life balance for students and staff who are constantly committed to offering their best, the school will infuse the 4Rs of Rest, Relaxation, Relationships and Resilience into school life to promote wellness and a healthy life style for all.

School Themes and Major Concerns

School Theme:

“Innovating Today Transforming Tomorrow”

Major Concerns:

1. Work collaboratively and effectively to make the 170th Anniversary celebration events successful and memorable for the Paulinian family.
2. Continue to uphold the excellent academic and non-academic standards of Paulinians through school-based curricula, pedagogies and activities that prepare them for their future pursuits.
3. Foster Paulinians with a stronger national identity and their aspirations to build a better tomorrow for Hong Kong, China and the world.
4. Introduce gradually the learning of a third language for Paulinians so that they are prepared to participate in the Belt and Road initiatives when opportunities arise.
5. Infuse the 4Rs of Rest, Relaxation, Relationships and Resilience into school life to promote the well-being of both students and staff.

Major Concern 1

Work collaboratively and effectively to make the 170th Anniversary celebration events successful and memorable for the Paulinian family.

Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
	Year 1	Year 2	Year 3		
1 To set up a 170 th Anniversary Celebration Organizing Committee	✓			A 170 th Anniversary Celebration Organizing Committee involving the principal, teachers, alumni and parents will be set up to meet regularly to plan and prepare for the celebration activities.	Paulinian Identity Breadth of Knowledge
2 To publicize the 170 th Anniversary celebration activities	✓			170 th Anniversary celebration activities will be promoted on the school website. A 170 th Anniversary Iconic Tram will be designed to tour around Hong Kong Island for six weeks starting in September.	Generic Skills Language Proficiency Information Literacy
3 To organize an Opening Mass & a Kick-off Ceremony on 6 September 2024	✓			The Opening Mass will be held at Christ the King Chapel. The Kick-off Ceremony with Lion and Dragon Dances will be held in the School Garden / School Hall. The 170 th Anniversary Iconic Tram Tour and Open-top Bus Ride commence after the Kick-off Ceremony.	Healthy Lifestyle
4 To organize a Homecoming Gala Dinner on 5 October 2024	✓			The Homecoming Gala Dinner with an opening Drone Show and other performances will be held at the Hong Kong Convention and Exhibition Centre.	
5 To organize Family Fun Days on 1 & 2 March 2025	✓			Family Fun Days with Game Booths and Food Court will be held in the school campus.	
6 To organize an Art Exhibition on 7-21 April 2025	✓			Art workshops and an Art Exhibition organized by the Alumni will be held at the Smart Oasis & G6 to display art work collected from students and alumni.	
7 To organize a Retreat on 3 May 2025	✓			A one-day retreat on the theme ' <i>A start to Sanctification – 33 days Prayer of Consecration</i> ' will be held by the Alumni.	
8 To organize an Open Day and Cultural Performances from 4-6 July 2025	✓			Cultural performances (including Cantonese Opera, Chinese Orchestra, Symphonic Orchestra, Choir, Dance and Drama) and a showcase of students' outstanding work will be displayed in the classrooms, special rooms, the Garden and the Playground.	

Major Concern 2

Continue to uphold the excellent academic and non-academic standards of Paulinians through school-based curricular, pedagogies and activities that prepare them for their future pursuits.

Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
	Year 1	Year 2	Year 3		
1 To uphold students' academic standards to ensure their successful entry to prestigious universities by offering a multiple curriculum	✓	✓	✓	<p>Learning to Learn in the junior secondary consolidates study skills for self-directed and life-long learning.</p> <p>A multiple curriculum of IGCSE, HKDSE, GCE/IAL in the senior secondary caters for student diversity and prepares them for multiple pathways and future pursuits. F3 & F4 students may opt for BTEC programmes and F5 & F6 students may opt for Applied Learning Courses. New subjects such as IAL Psychology and courses will be introduced according to interest, needs and availability of resources.</p> <p>Students' proficiency in biliterate and trilingual communication is enhanced through a diverse English Language and Chinese Language curricula which is enriched with enhancement and remedial measures, online language platforms, and a rich array of language-rich activities and competitions.</p> <p>Students are informed of the latest technology and equipped with effective IT skills. Courses in AI Development and Creative Media will be conducted.</p>	<p>Breadth of Knowledge</p> <p>Generic Skills</p> <p>Language Proficiency</p> <p>Information Literacy</p> <p>Life Planning</p>
2 To uphold students' non-academic standards and to help them excel by enriching Other Learning Experiences and extending Life-wide Learning within and beyond the school	✓	✓	✓	<p>A wider variety of ECAs and DIPs is offered with the setting up of new clubs and courses e.g. Drone Technology, AI Fashion, Chess, Fencing etc. according to students' interest, needs and availability of resources.</p> <p>Research-based projects in STEM and scientific investigations, and workshops on entrepreneurship and strategies for start-up pitching are offered.</p> <p>Students with special talents are groomed for competitions at the local, national and international level with expert advice and professional support from teachers, trainers, scientists & professors-in-residence.</p> <p>Study tours and training camps to different destinations overseas for students to explore and experience language, sports, cultural arts and technology are organized.</p>	

Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
	Year 1	Year 2	Year 3		
3 To help students explore multiple pathways for further education through a better understanding of their career aspirations	✓	✓	✓	<p>PSHE lessons in the junior secondary help students make informed decisions on their subject choice and set goals for their future career.</p> <p>Talks on careers, admissions, overseas studies and individual counselling help students in the senior secondary explore multiple pathways.</p> <p>Workshops on Personal Statements and interviews prepare students for successful applications to universities.</p> <p>Job shadowing and internship experiences are offered to students in collaboration with the PTA and the Alumni Association.</p>	<p>Breadth of Knowledge</p> <p>Generic Skills</p> <p>Language Proficiency</p> <p>Information Literacy</p> <p>Life Planning</p>
4 To provide a state-of-the arts facilities and equipment to enhance effective and teaching and learning	✓	✓	✓	<p>Installation of Smart Boards in all the class rooms and special rooms.</p> <p>Provide advanced science and computer lab equipment, software and electronic learning platforms for teaching and learning.</p> <p>A new MakerSpace Centre with multiple rooms and a rooftop green house for modern city farming will be constructed.</p>	
5 To enhance the efficiency and effectiveness of teachers through capacity building and professional development programmes	✓	✓	✓	<p>Professional development programmes aligned with the curriculum and school development needs are provided.</p> <p>A Mentorship Scheme for New Teachers by the Senior Teachers, workshops on Habits of Mind and Use of Technology & IT and related pedagogies are offered to new teachers as part of the Induction Programme.</p> <p>Teachers participate in continuous professional development programmes offered by the EDB and tertiary institutes to cater for gifted students and those with special educational needs.</p> <p>Collaboration with tertiary institutes to empower teachers with the latest pedagogy and modes of learning is facilitated.</p> <p>A Learning Culture for a Learning Community is developed through team-teaching, peer observation and lesson demonstrations.</p>	

Major Concern 3

Foster Paulinians with a stronger national identity and their aspirations to build a better tomorrow for Hong Kong, China and the world.

Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
	Year 1	Year 2	Year 3		
1 To strengthen students' sense of national identity and respect for their country	✓	✓	✓	<p>The Flag-raising Ceremony and the singing of the National Anthem is a regular feature of weekly assemblies, special dates and important school events.</p> <p>School activities and programmes are aligned with the EDB National Education Calendar.</p> <p>Teachers of different subject panels incorporate concerns related to national identity and the rule of law in their curriculum.</p> <p>Constitution and Basic Law Ambassadors are nominated to promote related activities.</p> <p>Talks, visits, study tours, and competitions are held to enhance national identity.</p> <p>Students will be trained for the 'Love Our Home, Treasure Our Country 3.0' joint school national education activities.</p>	<p>National & Global Identity</p> <p>Breadth of Knowledge</p> <p>Language Proficiency</p> <p>Generic Skills</p> <p>Life Planning</p>
2 To cultivate students' understanding of the history, and appreciation of the economic development and scientific / technological advancement of their country to inspire innovation, and future contributions	✓	✓	✓	<p>Compulsory Chinese History lessons are provided for all F1-F3 students.</p> <p>"Citizenship, Economics and Society" (CES) will replace the former "Life & Society" curriculum in the junior secondary.</p> <p>Citizenship & Social Development (C&SD) is offered in F4-F6 in the senior secondary.</p> <p>Lessons on national issues are offered to F5 and F6 students during Ethics lessons.</p> <p>The school-developed National Security Quiz is used to foster students' knowledge of national security issues.</p> <p>Putonghua enhancement study tours, exchange programmes with Sister Schools in the Mainland, and summer camps on STEM, AI and AreoSpace technology in different cities in China are organized.</p>	
3 To nurture students' interest and appreciation of the heritage and culture of their country to inspire creativity and collaboration	✓	✓	✓	<p>Ming Yi lessons are offered in F2. Chinese Culture lessons are offered in F4-F6. Cantonese Opera is offered as a Performing Arts programme in BTEC.</p> <p>A variety of ECAs and DIPs e.g. Lion and Dragon Dances, Embroidery, Chinese Dance, Chinese Orchestra, Chinese Calligraphy are offered.</p> <p>Those with special talent in Cantonese Opera, Chinese Dance, Chinese Orchestra are groomed for performances and competitions.</p>	

Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
	Year 1	Year 2	Year 3		
4 To enhance teachers' professional development in National Education	✓	✓	✓	<p>Staff development programmes and talks on issues related to national education are organized for all teachers.</p> <p>New teachers to complete the courses on Basic Law and National Security Law, and participate in the Mainland Study Tour stipulated by the EDB.</p>	<p>National & Global Identity</p> <p>Breadth of Knowledge</p> <p>Language Proficiency</p> <p>Generic Skills</p> <p>Life Planning</p>

Major Concern 4

Introduce gradually the learning of third language to Paulinians so that they are prepared to participate in the Belt and Road initiatives when opportunities arise.

Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
	Year 1	Year 2	Year 3		
1 To offer Foreign Language courses after school	✓	✓	✓	<p>Foreign Language courses in French, Spanish and German are offered in collaboration with the Arts Faculty of HKU on two afternoons after school.</p> <p>IGCSE Modern Languages exam are open to students who meet the requirements.</p>	<p>National & Global Identity</p> <p>Breadth of Knowledge</p>
2 To offer foreign language interest courses during DIP	✓	✓	✓	<p>Foreign language interest courses e.g. Japanese / Korean / German / Spanish / French for Pleasure are offered as a DIP option.</p>	<p>Language Proficiency</p> <p>Life Planning</p>
3 Foreign language clubs are established	✓	✓	✓	<p>Foreign language Clubs are offered to students.</p>	
4 To introduce Basic Foreign Language courses		✓	✓	<p>Basic Language courses on Wednesday afternoons will be introduced so that all students of F1 and F2 may acquire a third language that they are interested in.</p>	
5 To offer Language Immersion Tours		✓		<p>Language Immersion Tours provide student with authentic opportunities to use the foreign language.</p>	

Major Concern 5

Infuse the 4Rs of Rest, Relaxation, Relationships and Resilience into school life to promote the well-being of both students and staff.

Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
	Year 1	Year 2	Year 3		
1 To cultivate students' positive thinking, values and attitude to cope with stress and build resilience for the challenges they are facing	✓	✓	✓	<p>PSHE lessons to help students develop self-understanding and positive relationships with their peers are offered in the junior secondary.</p> <p>Mediation courses to develop the skills for reconciliation are offered to F5 students.</p> <p>Meditation and mindful exercises are introduced as a form of prayer.</p> <p>Game booths are organized by the School Social Workers and workshops e.g. Zentangle, Terrarium, Sand Painting and Yoga, are organized by the SENCO during Recess, Lunch and afterschool.</p> <p>Talks on the 4Rs and special programmes to enhance wellness, mental health and positive thinking will be held in collaboration with tertiary institutes and NGOs like the Jockey Club and Caritas.</p>	<p>Healthy Lifestyle</p> <p>Breadth of Knowledge</p> <p>Generic Skills</p> <p>Life Planning</p>
2 To provide a range of physical and aesthetic activities for students to rest, relax and build relationships	✓	✓	✓	<p>A wide range of physical and aesthetic activities to relieve academic stress are offered through ECAs, and DIPs.</p> <p>Physical and aesthetic activities for the whole school e.g. Sports Day, Swimming Gala, Inter-class Dance Competition etc. are organized for students to develop resilience through self-challenge and build confidence through collaboration with their peers.</p> <p>A range of 170th Anniversary activities e.g. Family Fun Day and Open Day will be held to celebrate students' leadership and showcase their creativity and talents.</p> <p>A Well-being Club will be set up to organize and promote activities for the well-being of students and staff.</p>	

Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
	Year 1	Year 2	Year 3		
3 To promote the importance of a positive and healthy life	✓	✓	✓	<p>Thematic cycles related to the 4Rs and other positive values are marked in the school calendar at different times of the year to highlight its importance.</p> <p>Activities and programmes related to the thematic cycles are held to promote its benefits and to provide students with a healthy break from the routines of school life.</p> <p>A MakerSpace Centre to provide additional room and facilities for Paulinians to rest and relax, to foster relationships and develop confidence will be constructed.</p>	Healthy Lifestyle Breadth of Knowledge Generic Skills Life Planning
4 To allocate time to students for better work-life balance	✓			<p>Cancellation of the Mid-term Exam for the non-public exam classes. Mid-term Progress Report for parents are in Grades.</p> <p>A 2-day study leave for the Final Exam will be provided.</p>	
5 To promote teacher wellness and awareness of mental health so that they can offer better support to students	✓	✓	✓	<p>Talks on the 4Rs, wellness and mental health will be organized for teachers and parents to promote self-care and better support for students with mental and emotional needs.</p> <p>Workshops on mindful practice e.g. Zentangle, Terrarium, Sand Painting and Yoga, and physical & aesthetic activities for collaboration and team-building among teachers will be held.</p>	