



SCHOOL ANNUAL PLAN 2025-26

ST. JOSEPH'S COLLEGE



Contents

<i>School Vision</i>	2
<i>School Mission</i>	2
<i>School Goals</i>	3
<i>School Motto</i>	3
<i>Core Value of Education (School Spirit)</i>	3
<i>Major Concern 1: Enhancing Student National Identity and Sense of National Pride through Comprehensive National Education</i>	4
<i>Major Concern 2: Unlocking the Power of Students' Digital Competences Needed to Succeed in a Rapidly Changing World</i>	8
<i>Major Concern 3: Empowering Josephians to Thrive in Their Full Potential in Everyday Life and Amid Adversity</i>	14
<i>Appendix</i>	

School Vision

We aim to touch the hearts of the students confided to our care; in turn they touch the hearts of many more in our society, our country, our world with the talents and virtues they developed in their young years.

School Mission

St. Joseph's College is committed to the holistic development of students, encompassing moral, intellectual, physical, social, aesthetic, and emotional growth. This development is fostered in a nurturing environment that promotes active interactions between teachers and students.

We hold a foundational belief in providing a human and Christian education to our students, as members of the Lasallian family, executed with both FAITH and ZEAL.

In partnership with parents, we dedicate ourselves to shaping the minds and characters of our students. This collaborative effort not only enhances the students' growth but also enriches our teachers, fostering mutual personal development.

We assert that educational success transcends academic performance alone. It is crucial for students to master self-directed learning, critical thinking, and virtuous living.

Our mission is deemed successful when our students:

1. Demonstrate patriotism, cultivate their talents, and embrace their cultural heritage.
2. Achieve a deep understanding and acceptance of themselves and others.
3. Develop the ability to think logically and critically, and to communicate effectively.
4. Possess a clear understanding of their beliefs and the reasons underlying those beliefs.
5. Maintain both physical fitness and mental well-being, avoiding harmful excesses and abuses.
6. Exhibit social awareness and commit to the responsibility of contributing to the common good.

School Goals

St. Joseph's College proudly upholds its rich legacy and long-standing heritage in education while actively adapting to the evolving needs of our students, their parents, the local community, the nation, and the global environment. Our commitment is to ensure that all our students:

- Engage enthusiastically in their learning journey, exhibit proficiency in bi-literacy and tri-lingual communication, demonstrate creativity, and maintain a strong sense of commitment.
- Achieve comprehensive development, which includes not only academic excellence but also proficiency in information technology.
- Cultivate the skills necessary for lifelong learning.
- Actively contribute to society, both locally and globally, including specific contributions to our country and the world at large.

School Motto

"LABORE ET VIRTUTE"

Our College bears the name of Saint Joseph, reflecting the essence of our school motto, "LABORE ET VIRTUTE" (Labour and Virtue). Saint Joseph, a carpenter by trade, epitomised the dignity of labour and the strength of moral character. His virtuous life deemed him worthy of the role as the foster father of Jesus Christ, embodying the virtues we aspire to instil in our students. This motto encapsulates the spirit of our institution – emphasising that through diligence and ethical conduct, our students are poised to succeed and honour the esteemed traditions of the College.

Core Values of Education and School Spirit

St. Joseph's College is steeped in commendable traditions. The school spirit is vividly manifested through students' loyalty to God, their diligent commitment to school duties, and their compassionate care and concern for others. Accordingly, we expect our students to embody exemplary behaviours and values, including :

- Punctuality and consistent attendance.
- Respect for teachers, schoolmates, and the broader school community.
- Personal discipline and self-regulation.
- Obedience and adherence to school rules and regulations.
- Honesty and integrity in all actions.
- Sportsmanship and fair play, both in and out of the athletic field.

Major Concern 1: Enhancing Students' National Identity and Sense of National Pride through Comprehensive National Education

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
1. To enhance students' appreciation of Chinese history, culture and values	1.1 To promote students' appreciation of Chinese history, culture and values by integrating these elements into the curriculum. 1.2 To instil the priority values in students through various subjects and the structured discussions in form-teacher sessions.	<ul style="list-style-type: none"> • More than 70% of students show that they appreciate Chinese history, culture and values. • More than 70% of students agree that they have increased sense of national identity. • More than two-third of students agree that they are more aware of acting out positive values. • About one-third of the speech under the national flag is delivered by students. 	<ul style="list-style-type: none"> • Survey (Stakeholder Survey, APASO and/or school-based survey) • Plans and reports • Meeting documents • Lesson plans / learning and teaching materials • Teachers' and students' feedback • Assignments / assessments • Circulars / posters 	• Sept 2025 – Aug 2026	<ul style="list-style-type: none"> • Subject departments • NE Team • ECA Committee • Reading and Library Team • Form-teachers 	<ul style="list-style-type: none"> • Manpower • Learning and teaching materials • Competitions and activities • Reference materials / guidelines / curriculum documents from EDB • Relevant reference
	1.3 To deepen students' knowledge of Chinese culture and instil a sense of pride in our country by engaging them in cultural exchanges, visits to heritage sites, museums, author talk, etc.			• Sept 2025 – Aug 2026	<ul style="list-style-type: none"> • Subject departments • NE Team • Project Learning Committee • ECA Committee • OLE Team • ECA Clubs 	<ul style="list-style-type: none"> • Manpower • IT support • Learning and teaching materials • Relevant competitions and activities • Funding / EDB grants • External

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
					<ul style="list-style-type: none"> CLP Team Reading and Library Team VEAPT 	expertise / professional supports
	1.4 To enrich students' knowledge and to reinforce students' positive values through the speech under the national flag delivered by teachers and students during the regular flag raising ceremony.			<ul style="list-style-type: none"> Sept 2025 – Aug 2026 	<ul style="list-style-type: none"> All teachers NE Team Teachers and members of uniform groups IT Team 	<ul style="list-style-type: none"> Manpower Reference materials / guidelines / curriculum documents from EDB Relevant competitions and activities External expertise / professional supports
2. To increase students' exposure to and deepen their understanding of modern China and its relevance to their own life	<p>2.1 To cultivate students' affection and care for our country through first-hand experience and observation, (visits to Mainland China and sister schools, student exchange/ service programme, sharing after Mainland Study Tours, CLP talks, etc.).</p> <p>2.2 To broaden students' understanding of their role in a globally interconnected world by integrating global dimensions into national education and</p>	<ul style="list-style-type: none"> 70% of students show that they have strengthened affection and care for the country. 70% of students show that they have deepened understanding of the development of modern China and its relationship with their own life. 	<ul style="list-style-type: none"> Survey (Stakeholder Survey, APASO and/or school-based survey) Plans and reports Meeting documents Learning and teaching 	<ul style="list-style-type: none"> Sept 2025 – Aug 2026 	<ul style="list-style-type: none"> Subject departments NE Team ECA Committee OLE Team ECA Clubs CLP Team 	<ul style="list-style-type: none"> Manpower Meetings Learning and teaching materials Relevant competitions and activities Relevant tours

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	engaging them in relevant inquiry learning activities.		<ul style="list-style-type: none"> materials Programme of events / activities / study trips Homework assignments / activity log books / students' reflection 		<ul style="list-style-type: none"> Community Service Committee Student Success Team Tendering Committee VEAPT 	<ul style="list-style-type: none"> External expertise / professional supports Funding / Life-wide Learning Grant / other EDB grants
	2.3 To deepen students' understanding on the importance of Hong Kong's integration into the Greater Bay Area by introducing them to diverse media, such as articles or videos about the 15th National Games, collaboration between Hong Kong and other GBA cities in different aspects, etc.		<ul style="list-style-type: none"> Circulars / posters Observation Teachers' and students' feedback 	<ul style="list-style-type: none"> Sept 2025 – Aug 2026 	<ul style="list-style-type: none"> PE, CES, CS departments NE Team ECA Committee Reading and Library Team 	<ul style="list-style-type: none"> Manpower Relevant materials Relevant competitions and activities External experts / professional organizations
3. To enhance students' awareness of safeguarding national security	3.1 To cultivate an accurate view of national security through engaging students in reading and multifarious activities on different issues such as importance of military and technology development, etc.	<ul style="list-style-type: none"> 70% of students show that they have stronger awareness towards national security. 	<ul style="list-style-type: none"> Survey (Stakeholder Survey, APASO and/or school-based survey) Plans and reports Meeting documents Learning and teaching 	<ul style="list-style-type: none"> Sept 2025 – Aug 2026 	<ul style="list-style-type: none"> Subject departments NE Team ECA Committee OLE Team ECA Clubs Student Success Team 	<ul style="list-style-type: none"> Manpower Learning and teaching materials Relevant competitions and activities Relevant tours External expertise /

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
			materials <ul style="list-style-type: none"> • Programme of events / activities / study trips 		<ul style="list-style-type: none"> • Tendering Committee • VEAPT 	professional supports <ul style="list-style-type: none"> • Funding / other EDB grants
	3.2 To deepen students' understanding of the Constitution, Basic Law, National Security Law and National Symbols through conducting different school-based activities on the key days.		<ul style="list-style-type: none"> • Homework assignments / activity log books / students' reflection • Circulars / posters • Observation • Teachers' and students' feedback 	<ul style="list-style-type: none"> • Sept 2025 – Aug 2026 	<ul style="list-style-type: none"> • Principal • Vice Principals • National Security Education & Steering Committee • Subject departments • TIC of uniform groups and JPC • NE Team • ECA Committee • VEAPT • Reading and Library Team 	<ul style="list-style-type: none"> • Manpower • Meetings • Reference materials • Relevant competitions and activities • External experts / professional organizations • Funding / EDB grants

Major Concern 2: Unlocking the Power of Students' Digital Competencies Needed to Succeed in a Rapidly Changing World

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
1. To adopt diversified pedagogical approaches to enhance students' critical thinking, creativity, collaboration, and communication skills inside and outside the classroom.	1.1 To promote students' critical thinking and creativity by engaging them in hands-on projects that require them to combat daily-life or global challenges. <ul style="list-style-type: none"> To introduce project learning with sufficient flexibility for students to discover and report their own findings. To encourage students to participate in relevant external programmes and competitions. To collect students' views and opinions through focus group discussions and different channels so that the intended flexibility and opportunities for inquiry can be properly monitored. 	<ul style="list-style-type: none"> Two-thirds of students reckon that they are more proactive in their learning. 70% of students agree that they are confident in learning. 70% of the teachers agree that students are more engaged in their learning. Two-thirds of students agree that their soft skills, such as collaboration and communication, are improved. Two-thirds of students agree that they are more socially competent. The gap between teachers' and students' perceptions of inquiry-based learning narrows according to the annual Stakeholder Survey. 	<ul style="list-style-type: none"> Survey (Stakeholder Survey, APASO and/or school-based survey) Plans and reports Meeting documents Learning and teaching materials Programme of events / activities / study trips Activity log books / students' reflection Assignments / assessments Awards / student performance Observation Teachers' and 	• Sept 2025 – Aug 2026	<ul style="list-style-type: none"> Subject departments Project Learning Committee ECA Committee OLE Team ECA Clubs 	<ul style="list-style-type: none"> Manpower Meetings IT support Learning and teaching materials Relevant competitions and activities External resources like trainings, venues External expertise / professional supports
	1.2 To develop students' competency in collaborative problem-solving using group decision-making tasks. <ul style="list-style-type: none"> To introduce group learning and teaching activities requiring students to make group decisions on the contents and/or answers. To encourage students to participate in relevant external 			• Sept 2025 – Aug 2026	<ul style="list-style-type: none"> Subject departments Project Learning Committee ECA Committee OLE Team ECA Clubs 	<ul style="list-style-type: none"> Manpower IT support Learning and teaching materials Relevant competitions and activities External

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	programmes and competitions.		students' feedback			resources like trainings, venues <ul style="list-style-type: none"> • Funding • External expertise / professional supports
	1.3 To equip students to understand, analysis, and address complex issues and difficulties through an integrated multidisciplinary approach to learning and teaching. <ul style="list-style-type: none"> • To design cross-curricular thematic units • To implement school-wide "Case Study Challenges" 			<ul style="list-style-type: none"> • Sept 2025 – Aug 2026 	<ul style="list-style-type: none"> • Subject departments • Project Learning Committee • ECA Committee • OLE Team • ECA Clubs 	<ul style="list-style-type: none"> • Manpower • IT support • Learning and teaching materials • Relevant competitions and activities • External resources like trainings, venues • External expertise / professional supports

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
2. To cultivate a school culture of exploration and innovation by enhancing students' digital competencies and technological skills.	<p>2.1 To Promote our Country's effort and achievements in technological advancements of different aspects (e.g. AI, IoT, robotics, science and medicine etc.).</p> <ul style="list-style-type: none"> To organise relevant on-campus/off-campus learning and teaching activities regarding our Country's technological achievements. To further cultivate students' appreciation of our Country's role in transforming the world into a better place. 	<ul style="list-style-type: none"> 60% of students show that they have deepened understanding of the development of modern China and its relationship with their own life. 60% of students agree that they have increased sense of national identity. Two-thirds of students reckon that they are more proactive in their learning. 70% of students agree that they are confident in learning. 60% of teachers agree that students are more competent in extracting data and information in given tasks. 60% of teachers agree that they are more confident of the reliability of the assessment tools which they have developed to assess student performance. 60% of teachers agree that they have strategically adjusted their curriculum after reviewing the entire assessment process as well as the data for the sake of raising learning and teaching effectiveness. 70% of teachers agree that 	<ul style="list-style-type: none"> Survey (Stakeholder Survey, APASO and/or school-based survey) Plans and reports Meeting documents Learning and teaching materials Programme of events / activities / study trips Activity log books / students' reflection Assignments / assessments Observation Teachers' and students' feedback 	<ul style="list-style-type: none"> Sept 2025 – Aug 2026 	<ul style="list-style-type: none"> Subject departments NE Team ECA Committee OLE Team ECA Clubs CLP Team VEAPT Reading and Library Team 	<ul style="list-style-type: none"> Manpower Reference materials Relevant competitions and activities External experts / professional organizations Funding / EDB grants

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	<p>2.2 To promote students' data literacy by enriching subjects' learning and teaching activities.</p> <ul style="list-style-type: none"> To enrich qualitative knowledge with additional data (numbers, figures, charts or graphs). To revisit traditional topics from the perspective of data literacy. To foster students' ability to extract useful information from various data. To foster students' ability to establish linkage between data and phenomena, thus drawing relevant conclusions. 	<p>they are better informed of student learning outcome as a result of adopting different assessment practices and are therefore more able to adjust the lesson design to cater to the needs of students.</p> <ul style="list-style-type: none"> 60% of students find the assessment and the feedback useful in informing them of their level of competence. 70% of teachers agree that the school curriculum align with the latest curriculum development. 50% of the teachers are more confident in using AI and IT technology in learning and teaching. The mean score for "Effectiveness of performance assessments and data-informed curriculum planning" in the Teachers' Survey shows a year-on-year increase. 		<ul style="list-style-type: none"> Sept 2025 – Aug 2026 	<ul style="list-style-type: none"> Subject departments ECA Committee ECA Clubs IT Team Reading and Library Team STEAM Committee Project Learning Committee 	<ul style="list-style-type: none"> Manpower Reference materials Relevant competitions and activities External experts / professional organizations Funding / EDB grants Relevant courses / seminars / talks / workshops offered by EDB / external organizations
	<p>2.3 To Establish a culture of using data to improve learning and teaching.</p> <ul style="list-style-type: none"> To develop techniques to measure additional aspects of students' performance, other than basic statistics, in assessments for/of learning. To adjust learning and teaching strategies based on the interpretation of data collected. To adjust planning of student 	<ul style="list-style-type: none"> New data-informed assessment for a 21st-century skill of students (e.g., creativity or collaboration) are tried out in at least three subjects. The school-based survey shows an increase in students' 		<ul style="list-style-type: none"> Sept 2025 – Aug 2026 	<ul style="list-style-type: none"> Panel heads Subject departments School Self-evaluation Committee TIC of WebSAMS 	<ul style="list-style-type: none"> Manpower IT support Learning and teaching materials Reference materials / guidelines / curriculum and assessment documents from EDB and HKEAA

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	activities based on the interpretation of data collected.	sense of balance between academic screen time and offline leisure activities.				<ul style="list-style-type: none"> Relevant reference
	2.4 Empower teachers to become facilitators and motivators of learning in the new era <ul style="list-style-type: none"> To support teachers in familiarising themselves with and operating AI tools to enhance learning and teaching effectiveness To provide teachers with up-to-date trends in education technologies and pedagogy around the globe 			<ul style="list-style-type: none"> Sept 2025 – Aug 2026 	<ul style="list-style-type: none"> Subject departments ECA Committee ECA Clubs IT Team STEAM Committee 	<ul style="list-style-type: none"> Manpower Learning and teaching materials IT equipment / software Storage system / space Reference materials Relevant competitions and activities External experts / professional organizations Funding Relevant professional development training

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	<p>2.5 Promote a fundamental and vital understanding of AI among stakeholders</p> <ul style="list-style-type: none"> To host AI workshops and seminars for parents, teachers, and students. To launch an "AI in Action" initiative within the curriculum. 			<ul style="list-style-type: none"> Sept 2025 – Aug 2026 	<ul style="list-style-type: none"> Subject departments VE Team Staff Development Team ECA Clubs IT Team Reading and Library Team STEAM Committee PTA 	<ul style="list-style-type: none"> Manpower Meetings IT equipment / software Reference materials External experts / professional organizations Funding Relevant professional development training
	<p>2.6 To promote the responsible and balanced use of technology among students by fostering their digital citizenship and wellness.</p> <ul style="list-style-type: none"> To organize student workshops on managing screen time, digital footprint, and online etiquette. To prevent student overload from a packed assignment schedule by implementing a "Project Coordination Calendar" overseen by the Prefect-of-Studies. 			<ul style="list-style-type: none"> Sept 2025 – Aug 2026 	<ul style="list-style-type: none"> Subject departments VE Team ECA Committee Prefect-of-Studies 	<ul style="list-style-type: none"> Manpower Meetings Reference materials External experts / professional organizations

Major Concern 3: Empowering Josephians to Thrive in Their Full Potential in Everyday Life and Amid Adversity

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
1. To prepare students to confidently navigate and recover from challenges, building resilience through strategies that honour individual learning differences.	1.1 To foster a supportive and inclusive learning environment where students feel comfortable expressing themselves and taking intellectual risks.	<ul style="list-style-type: none"> 60% of students agree that they are confident in learning. 60% of students have a positive self-image. 	<ul style="list-style-type: none"> Questionnaire survey (Stakeholder Survey and/or school-based survey) 	<ul style="list-style-type: none"> Sept 2025 – Aug 2026 	<ul style="list-style-type: none"> Subject departments 	<ul style="list-style-type: none"> Manpower Learning and teaching materials
	1.2 To challenge students through adventure, leadership, and team-building activities and help them discover and develop their ability to care for themselves, others and the world through challenging experiences by organizing Outward Bound or similar experiences.	<ul style="list-style-type: none"> 60% of students feel satisfied with school life in general. 60% of students show they understand their strengths and weaknesses. 60% of teachers agree that the school helps students develop interpersonal skills and attitudes, e.g. showing respect for others and empathising with others. 	<ul style="list-style-type: none"> Plans and reports Meeting documents Program of events / activities Learning and teaching materials Circulars and posters Observation Teachers' and students' feedback 	<ul style="list-style-type: none"> Sept 2025 – Aug 2026 	<ul style="list-style-type: none"> ECA Committee PE Department 	<ul style="list-style-type: none"> Manpower Meetings Learning and teaching materials External expertise / professional supports Funding/ Life-wide Learning Grant / other EDB grants
	1.3 To build students' understanding about mental well-being, resilience, mindfulness, and stress management.			<ul style="list-style-type: none"> Sept 2025 – Aug 2026 	<ul style="list-style-type: none"> VE Team Counselling Team Integrated Education Team 	<ul style="list-style-type: none"> Manpower Learning and teaching materials External expertise / professional
	1.4 To promote collaborations, empathy, and respect among students to cultivate a sense of belonging to the school and develop resilience.					

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	1.5 To nurture students to be a better learner by identifying their strengths and weaknesses and assessing their understanding and performance through metacognitive practices.				<ul style="list-style-type: none"> ECA Committee Healthy School Committee 	supports
2. To cultivate a growth mindset among students, enabling them to consistently pursue self-improvement and embrace challenges as valuable opportunities.	2.1 To educate on a growth mindset to help students see challenges as valuable opportunities for growth and learning.	<ul style="list-style-type: none"> 60% of students show an initiation and proactiveness in learning. 60% of students are able to devise proper study plans and goals for themselves and work towards them. 60% of students enjoy taking on challenging tasks. 60% of students feel confident and satisfied with their learning. 60% of teachers feel positive about students' learning attitude. 	<ul style="list-style-type: none"> Questionnaire survey (Stakeholder Survey and/or school-based survey) Plans and reports Meeting documents Program of events/ activities Learning and teaching materials Circulars and posters Observation Teachers' and students' feedback 	• Sept 2025 – Aug 2026	<ul style="list-style-type: none"> VE Team ECA Committee Integrated Education Team Careers and CLP Team 	<ul style="list-style-type: none"> Manpower Learning and teaching materials
	2.2 To inspire teachers to appreciate the value of developing a growth mindset and equip teachers with effective strategies and techniques to promote a growth mindset and character development among students.			• Sept 2025 – Aug 2026	<ul style="list-style-type: none"> School Administrators Subject departments 	<ul style="list-style-type: none"> Manpower Meetings Learning and teaching materials External expertise/ professional supports Relevant professional development training
	2.3 To cultivate a mindset in students that appreciates growth and development by emphasizing the value of the learning process while teachers give positive feedback to students.					
	2.4 To foster reflection on the learning processes and guide students in developing metacognitive skills that help					

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	<p>increase students' abilities to transfer or adapt their learning to new contexts, tasks and challenges.</p> <p>2.5 To establish strong partnerships with parents in order to support the holistic development of students and share insights on individual learning needs and progress, and strategies to nurture a growth mindset and resilience.</p>					
3. To realize the full potential of every student, from the most challenged to the highest achievers, by providing opportunities and experiences designed to meet their individual strengths and needs.	3.1 To inspire students to understand themselves by helping them identify their strengths and weaknesses, enabling the development of a strong and positive personal character.	<ul style="list-style-type: none"> 50% students are able to set challenging learning goals. 50% of students find motivation in learning because it will help them achieve their goals in the future. 60% of students feel that they can develop their interests and life skills through the opportunities the school provides. 60% of teachers feel that the school provides adequate opportunities for students to develop their leadership abilities. 	<ul style="list-style-type: none"> Questionnaire survey (Stakeholder Survey and/or school-based survey) Plans and reports Meeting documents Program of events / activities Learning and teaching materials Circulars and posters Observation Teachers' and 	<ul style="list-style-type: none"> Sept 2025 – Aug 2026 	<ul style="list-style-type: none"> Subject departments VE Team Integrated Education Team 	<ul style="list-style-type: none"> Manpower Reference materials External expertise / professional supports
	3.2 To expose students to different career opportunities and to help them formulate personal goals and make informed decisions about their future.			<ul style="list-style-type: none"> Sept 2025 – Aug 2026 	<ul style="list-style-type: none"> Careers and CLP Team 	<ul style="list-style-type: none"> Manpower Reference materials External expertise / professional supports Funding / EDB grants
	3.3 To provide platforms for students to showcase their skills and			<ul style="list-style-type: none"> Sept 2025 – Aug 2026 	<ul style="list-style-type: none"> Subject departments 	<ul style="list-style-type: none"> Time

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	talents, enhancing their confidence and personal growth while broadening their horizons which ultimately brings about a sense of fulfilment and enables students to reach their full potential		students' feedback		<ul style="list-style-type: none"> ECA Committee ECA clubs OLE Team VE Team PE Department 	<ul style="list-style-type: none"> Manpower Meetings Relevant competitions and activities Funding / Life-wide Learning Grant / other EDB grants

