



Shatin Pui Ying College
School Development Plan
2021/2022 – 2023/2024

Vision Statement

Together we nurture the lives of our students
Hand in hand we witness the Love of Christ

School Mission

- ♦ Our school has ‘holistic education’ as its philosophy, with ‘Faith, Hope, Love’ as its motto. We are committed to the provision of a comprehensive range of quality education services, which aims to promote the moral, intellectual, physical, social, aesthetic and spiritual development of our students.
- ♦ We help our students grow in physical fitness, self-discipline, responsibility, independent thinking, creativity, leadership and social skills.
- ♦ Seeking to nurture in our students positive attitudes and Christian values, we want to see them develop into good citizens, serving the community and contributing to our nation.

School Motto

Faith, Hope, Love

Core Values

We celebrate a student-centred approach in running our school. Each of the young persons entrusted to our care is unique in the sight of God, and endowed with gifts to be nurtured. Translated into practice, this means that no student is to be given up on, and the interests of students override any other interests. Rapid societal changes require that we equip students with qualities which will meet new challenges. They must have good academic performance to survive in a knowledge-based economy, an international outlook to embrace our nation and the world, and confidence and innovativeness to think creatively. The key lies in being positive with our students, helping them to believe in themselves, offering them opportunities to receive training, and encouraging them to perform. This is an overall approach which we have named Invitational Education, expressed in our slogan “Let Our Students Shine”. Programme-wise, it takes the form of, for instance, students presiding over morning assemblies, performing on stage, and being given affirmation and recognition.

Holistic Review

Effectiveness of the previous School Development Plan

Major Concerns	Extent of Targets Achieved	Follow-up Action
1. Fostering self-directed learning and building a learning community	Mostly achieved	Continues to be a major concern in the next SDP
2. Inculcating personal qualities and values; committing to the growth of our students	Mostly achieved	Continues to be a major concern in the next SDP

Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
<p>1. Management and Organization (School Management, Professional Leadership)</p>	<ul style="list-style-type: none"> ◆ The school is committed to its vision and mission of providing a comprehensive range of quality education services to foster students' all-round development. It adopts and celebrates a student-centred approach in school development planning. It provides a good variety of platforms and opportunities for students to develop and realize their potential and to prepare them for their roles as world citizens in the 21st century. ◆ The Sponsoring body managers of the IMC are visionary, devoted and demonstrate good leadership. They have built up a strong sense of trust and cooperation with the Principal and teachers. ◆ The Principal and the Vice Principals collaborate well and communicate closely with each other. They demonstrate experience and expertise. Good work relationships have been built up, thus helping team and culture building, and maintaining collegiality among the staff. ◆ Leadership is well distributed among the majority of panel chairs and committee heads. They are diligent and committed, and demonstrate good professional knowledge and the ability to coordinate and advise on tasks at subject and committee levels. 	<ul style="list-style-type: none"> ◆ Other Learning Experiences (OLE) could be more systematically planned out for our students. For instance, overseas study tours could be organised to widen students' horizons and foster whole-person development. ◆ Various funding and community resources like the Quality Education Fund (QEF) could be further utilized to provide better facilities and a better learning environment for our students. ◆ The school's middle management could be strengthened to deal with possible changes in personnel. ◆ Work and duties could be delegated in a more systematic way to prepare for the potential wave of turnover of staff in the coming years.

PI Areas	Major Strengths	Areas for Improvement
	<ul style="list-style-type: none"> ◆ School development tasks are reviewed on a regular basis, at both school and department levels. An annual review with the adoption of a whole-school approach has become a routine and effective practice to inform planning. It covers all the major domains of school work in adequate depth, enabling staff to develop a good understanding of the school development focus, progress and improvement needs. ◆ Meetings of Committee Chairpersons are held regularly to evaluate and plan the administration of the school, to foster understanding among different functional groups, and to facilitate the implementation of school policies. Meetings are also held for subject panel heads to share various teaching strategies, to promote professional development, and to transform our school into a learning organization. ◆ The IT Team of our school is striving to streamline administration work and facilitate e-learning by updating the many functions of PYCnet. A mobile app for delivering and collecting school circulars has been designed for this purpose. ◆ The school stresses student-centred education and aims to equip them to meet the challenges of the 21st century. It strives to improve students' academic performance and to develop their international outlook, language abilities, confidence and inventiveness. It provides a good range of educational experiences to develop students' learning capabilities and to foster their whole-person development. 	

PI Areas	Major Strengths	Areas for Improvement
<p>2. Learning and Teaching (Curriculum and Assessment, Student Learning & Teaching)</p>	<ul style="list-style-type: none"> ◆ The school constantly adjusts its provision and provides an adequate range of elective subjects in the senior secondary curriculum, covering various key learning areas (KLA), to meet the needs and preferences of its students. Regular briefing and sharing sessions are organised to enable S3 students to make an informed choice of their elective subjects. ◆ The school is committed to fostering students' biliteral and trilingual abilities. Efforts are made to establish a favourable language learning environment where a good range of language-related activities is organised to enhance students' interest in, and ability to use, English and Putonghua within and beyond the classroom. ◆ A good range of measures is adopted to cater for learner diversity. Small-class teaching is implemented to support the learning and teaching of Chinese Language, English Language and Mathematics in S1. Remedial classes for lower achievers and enrichment classes for students with better academic performance are organised. The Gifted Education Team caters for the needs of students with high potential by providing them with opportunities to stretch themselves in science, mathematics, technology, humanities and the arts. The school has also developed a platform for students to demonstrate their talents, explore their potential and to broaden their horizons. Students' diverse learning needs are also catered for in the school assessment policy, under which more challenging questions are included in daily assignments and assessment papers. This helps students become more aware of their abilities and encourages them to set and pursue their own achievement targets. 	<ul style="list-style-type: none"> ◆ Students' academic fluency could be enhanced through consolidation and practice in the use of subject-specific language patterns and vocabulary. ◆ Subject panels should review the current curriculum to optimise core subjects and satisfy students' academic needs. ◆ The Academic Committee should revise policies on measures which improve teaching quality, such as lesson observation, assignment inspection, lesson co-planning, etc. ◆ Data analysis could be utilized to help teachers get a better understanding of their teaching effectiveness. ◆ Different subject departments could hire more alumni tutors to provide support to students through remedial classes and enhancement classes.

PI Areas	Major Strengths	Areas for Improvement
	<ul style="list-style-type: none"> ◆ The School provides more opportunities for students to unleash their potential and demonstrate their learning outcome. ◆ Teachers possess good subject knowledge and demonstrate competence in the use of English as the MOI. They adopt appropriate teaching methods to facilitate students' understanding. They are friendly and have established good rapport with students. Learning activities are conducted in an orderly manner and class routines are well set, creating a pleasant learning environment. Teachers make good efforts in preparing lesson materials, with an appropriate use of a wide range of subject resources and worksheets. ◆ The school keeps the IT infrastructure up to date and organises related professional development workshops and professional sharing for teachers in order to facilitate e-learning. ◆ Teachers and students are well-versed in the operation of blended learning comprising face-to-face lessons and online real-time lessons. Teachers possess adequate IT skills to implement e-learning effectively so as to provide an environment conducive to self-directed learning. ◆ The school frequently provides students with opportunities for overseas exchange. Our teachers are experienced in organising exchange programmes and activities. 	<ul style="list-style-type: none"> ◆ More self-directed learning platforms could be provided to facilitate independent learning in the blended mode of e-learning and face-to-face lessons under the pandemic. ◆ Teachers could be offered with more opportunities for professional development and there should be more professional sharing on strategies for developing students' self-directedness and e-learning skills and habits. ◆ Teachers could explore more ways to encourage students to take part in STEM activities and other external competitions.

PI Areas	Major Strengths	Areas for Improvement
	<ul style="list-style-type: none"> <li data-bbox="551 220 1525 443">◆ Students generally have a positive learning attitude and good potential. They are attentive and show sustained motivation and readiness to respond to questions. They demonstrate a sound grasp of the lesson content and are able to make good progress with reference to teachers' feedback and recommendations. <li data-bbox="551 459 1525 588">◆ Students' academic needs and expectations are suitably met. Statistics from the preceding years show that over 90% of students were offered their preferred choices of the senior secondary elective combinations. 	

PI Areas	Major Strengths	Areas for Improvement
3. Student Support & School Ethos (Student Support, Partnership)	<ul style="list-style-type: none"> ◆ The school makes efforts to cultivate a warm and caring learning environment and to provide ample opportunities to fully realize students' potential. The introduction of the motto 'Let Our Students Shine' gives a clear direction to create opportunities for students to develop their confidence and self-esteem. ◆ The 'dual-class teacher' system, originally designated for junior forms, is extended to senior forms to enhance support for students. Teachers are caring and they provide timely support for students showing signs of social or emotional problems. Numerous support measures, such as the setting up of study rooms, the provision of rest areas for teacher-student meetings, programmes such as "People Come, People Go" for students in graduating classes, are arranged to establish a supportive atmosphere. ◆ Careers education helps students set goals and prepare for their future. A good variety of career guidance programmes has been organised. Our alumni render excellent support to the school by taking the initiative to conduct mentorship programmes to guide senior form students to plan for their future careers. ◆ The school makes good use of its connections, with both its alumni and other organizations, to provide a good range of opportunities to widen students' horizons. Students are assigned to host meetings with foreign visitors during school tours, which provides invaluable opportunities for them to experience different cultures and enhance their confidence in expressing themselves in English. 	<ul style="list-style-type: none"> ◆ Focused values education should be implemented with a whole school approach. ◆ Life planning education could be further promoted by enhancing the role of teachers and coordination among subject panels and committees. ◆ The school should develop other mechanisms to provide support to students with financial, emotional and special educational needs, and to help students develop better resilience. ◆ The Academic Committee should revise the school policies to reduce students' stress level and facilitate their development, such as altering schedules and arrangements for tests and examinations.

	<ul style="list-style-type: none">◆ Teachers are able to identify students with financial needs and take the initiative to solicit support from various external resources.◆ Parents serve well as the school’s partners and show appreciation of various aspects of school performance. They are pleased with students’ performance in academics, the favourable learning and reading environment on campus, the opportunities for students to develop and demonstrate their talents, and the chances for them to excel in other areas.◆ The school communicates well with parents via different channels, which provides many ways for the school and parents to exchange their views on the provision of quality education for students. With good communication and relationships developed, parents are encouraged to have greater involvement in school development planning.◆ The school seeks professional support from different external bodies, including academics from tertiary institutions and experts in various sectors, to bring positive impact on classroom teaching and to help enhance students’ global awareness. With the assistance of alumni studying degree courses in local universities, the school has ample human resources for organizing after-school remedial classes and co-curricular activities for students.	
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PI Areas	Major Strengths	Areas for Improvement
4. Student Performance (Attitude & Behaviour, Participation & Achievement)	<ul style="list-style-type: none"> ◆ Students are courteous, self-disciplined and keen to learn. With strong motivation, they actively participate in learning activities, such as discussions and group tasks. They have good awareness of, and strong interest in, various social issues. ◆ Generally, students are confident and articulate, and they show a strong commitment to their school life. They exhibit good social and interpersonal skills and have developed good rapport with their peers. Senior form students serve well as role models for their junior counterparts and are eager to serve their peers, the school and the community. ◆ Students are very keen to participate in a wide range of physical, aesthetic and academic activities and competitions, both inside and outside school. They have made impressive achievements in a wide range of pursuits, including public speaking, music, drama, athletics, debating, mathematics and volleyball competitions. ◆ Most students have achieved good results in the HKDSE Examinations. The percentages of students attaining Level 2 to Level 5 have been well above the territory averages for day-school students. Most of the graduates have met the general entrance requirements of UGC-funded institutions. 	<ul style="list-style-type: none"> ◆ Teachers should look for ways to inculcate in students positive values and attitudes towards life and people. ◆ More opportunities for leadership training should be provided to junior form students to develop their potential for becoming leaders. ◆ Teachers should continue to work on creating a favourable environment for students to pursue academic excellence. ◆ The assignment policy should be revised to motivate students' to submit their assignments punctually. ◆ The school should explore ways to provide extra-curricular activities to sustain students' all-round development under the perennial pandemic.

SWOT Analysis

Our Strengths

- ♦ The school vision is clear and the school image is positive.
- ♦ The low turn-over rate of a strong, stable and professional team of staff.
- ♦ We are blessed with many experienced staff members who are committed to their work and also younger members who have added much of their enthusiasm and vitality to our work force.
- ♦ Our school facilities cater for the diverse needs of students and the campus is hygienic and beautifully designed to foster an atmosphere conducive to learning.
- ♦ There is a good rapport between students and teachers. A harmonious school atmosphere is established.
- ♦ Most of the students are diligent and willing to learn.
- ♦ Students are well-disciplined, cooperative and friendly.
- ♦ Students have a strong sense of belonging to the school.
- ♦ The school sponsoring body, the Hong Kong Council of the Church of Christ in China (HKCCCC) is very dedicated and supportive of the programmes initiated by the College. The Directors of the IMC are visionary, devoted and demonstrate professional leadership.
- ♦ The College enjoys close ties with the Parent-Teacher Association and works in partnership with parents for the development of our students.
- ♦ Parents and alumni are supportive of the school because of their strong sense of belonging.
- ♦ The College has a strong link with our alumni and many of them are not only supportive but also directly involved in various school programmes such as careers talks and the Alumni Mentorship Programme.
- ♦ The school caters for learner diversity through various strategies such as small-class teaching, holding remedial and enrichment classes to uplift the academic standards of potential achievers.
- ♦ The School curriculum is broad-based in junior forms; flexible and diverse in senior forms.
- ♦ A suitable number of senior secondary subject combinations are offered to meet students' needs and expectations.

Our Weaknesses

- ♦ The limited space of the school constrains students' outdoor activities.
- ♦ Some students underestimate their own potential and do not demonstrate sufficient confidence.
- ♦ Students need to strengthen their resilience and self-management skills.
- ♦ Students need to be trained to set achievable goals, devise action plans and monitor their own progress.
- ♦ Students need to learn how to maintain a balance between academic work and extra-curricular activities.

Our Opportunities

- ♦ STEM education at our school keeps up with the latest education trends and provides students with ample opportunities to develop their interests and stretch their potential in related areas.
- ♦ E-learning and STEM education facilitate interaction in class and self-directed learning.
- ♦ Teachers are willing to use ICT tools in classroom teaching.
- ♦ The school makes use of government funding and resources like the Life-wide Learning Grants and Child Development Fund to support students' whole-person development.
- ♦ Students have the opportunity to be exposed to different cultures and professions through workshops, OLE activities and overseas visits.
- ♦ Ongoing review, refinement and integration of school curriculum allows the school to adapt to needs of our students, provide them with diversified learning experiences and cater for their interests, abilities and aspirations.

Our Threats

- ♦ The polarization of students' abilities, attitude and behaviour has exacerbated the challenge for teachers to cater for individual needs.
- ♦ It is a challenge to cultivate proper values in students in face of societal changes.
- ♦ There is a growing number of students from disadvantaged socio-economic and family backgrounds.
- ♦ Students need to learn to cope with negative emotions and stress.
- ♦ Students spend a lot of time on smartphones and social media.
- ♦ Students' over-reliance on private tutoring affects their time management, learning at school and participation in extra-curricular activities.
- ♦ There is a decrease in student enrollment due to availability of overseas education opportunities.

- ♦ All the ongoing curriculum reforms and initiatives from the EDB require teachers to be highly adaptive and flexible but they also necessitate greater curriculum integration and staff collaboration. This may also lead to an increase in teachers' and students' stress.
- ♦ The COVID-19 pandemic poses great challenges to teachers and students. It does not only affect learning and teaching, but also students' mental and social health.
- ♦ The recent Hong Kong emigration wave and retirement of staff in the coming years prompt the school to formulate succession plans and strengthen middle management.

Major Concerns for 2021/2022-2023/2024

1. Adapting to students' needs and strengthening support for students' learning
2. Building resilience under the new normal and supporting students' development

School Development Plan (2021/2022-2023/2024)

Major Concern 1: Adapting to students' needs and strengthening support for students' learning

	Targets	Time Scale			A General Outline of Strategies	
		21/22 (S4)	22/23 (S5)	23/24 (S6)		
1.1 Catering for students' diversified learning and developmental needs in optimising the four senior secondary core subjects	✧ Create space for students	√	√	√	1.1.1	Adjust the session number of core subjects to create space for elective studies.
		√	√	√	1.1.2	Increase flexibility of assembly arrangements to facilitate diversified activities.
	✧ Identify students with different learning needs and progress	√	√	√	1.1.3	Collect students' various information and make use of data analysis.
		√	√	√	1.1.4	Maintain close collaboration among departments and committees to improve their understanding of students' learning needs.
		√	√	√	1.1.5	Inform subject teachers about students' learning needs regularly.

	Targets	Time Scale			A General Outline of Strategies	
		21/22	22/23	23/24		
	✧ Provide diversified learning support to students	√	√	√	1.1.6	Provide course information of various fields such as applied learning, dual programmes, post-secondary career, etc. to encourage students to learn according to their capabilities and interests.
		√	√	√	1.1.7	Provide diversified learning opportunities in STEM such as organising STEM activities in the newly constructed STEM Hub, exploring off-campus STEM opportunities for students, encouraging cross-subject cooperation in STEM, etc.
		√	√	√	1.1.8	Revitalise policies in electives to allow capable students to self-study M1 or M2.
		√	√	√	1.1.9	Hire senior tutors and arrange small-class tutorials conducted by alumni to help weaker students.
	✧ Equip teachers with diversified learning and teaching strategies	√	√	√	1.1.10	Encourage teachers to be markers in public examinations to facilitate teaching with better understanding of the marking schemes.
		√	√		1.1.11	Encourage core subject teachers to attend seminars or courses concerning optimization of the curriculum.
		√	√	√	1.1.12	Conduct staff development programme to enrich teachers' understanding on the theories and strategies for effective learning and teaching.
		√	√	√	1.1.13	Arrange co-planning lessons for core subjects to review teaching materials and to improve teaching strategies.

	Targets	Time Scale			A General Outline of Strategies	
		21/22	22/23	23/24		
1.2 Monitoring how the pandemic may influence our learning progress to implement suitable measures accordingly to support students' learning	✧ Understand students' learning progress	√	√	√	1.2.1	Arrange co-planning lessons for core subjects to coordinate learning progress.
		√	√		1.2.2	Encourage subject panels to examine the applicability of the current curriculum to half-day face-to-face school.
		√	√	√	1.2.3	Members of Academic Committee attend form teachers' meetings regularly to understand students' academic needs.
	✧ Optimise available teaching time	√	√		1.2.4	Provide regular tutorials for senior forms to compensate the loss of lesson hours under the arrangements of half-day face-to-face school.
		√	√		1.2.5	Reschedule remedial and enhancement classes to Saturday mornings to explore learning opportunities under the restrictions of half-day face-to-face school on weekdays.
		√	√		1.2.6	Organise the 'Green Sprout Scheme' (青苗計劃) on Saturdays to provide homework assistance for S1 students.
		√	√	√	1.2.7	Encourage different subjects to make use of different e-learning platforms.
	✧ Cultivate a serious attitude towards learning and develop students as self-directed learners	√	√	√	1.2.8	Optimise assignment policies to improve late submission of assignments.
		√	√	√	1.2.9	Arrange the 'Weekend Diligence Class' (周末奮進班) to help students with poor records in homework submission to improve under the guidance of alumni tutors.

	Targets	Time Scale			A General Outline of Strategies	
		21/22	22/23	23/24		
		√	√	√	1.2.10	Arrange talks and sharing sessions on learning habits and skills.
		√	√	√	1.2.11	Inject self-directed learning into the current curriculum and assessment methods.
		√	√	√	1.2.12	Purchase or develop online learning platforms which facilitate self-directed learning.
		√	√	√	1.2.13	Teachers are required to observe lessons with one of the following foci: (i) peer learning, (ii) independent learning, (iii) catering for learning diversity, (iv) e-learning, (v) questioning techniques Results of lesson observation will be analysed and presented to optimize lesson observation.
	✧ Enhance students' academic performance	√	√	√	1.2.14	Encourage subject panels to arrange remedial classes, enhancement classes and homework assistance classes conducted by alumni tutors.
		√	√	√	1.2.15	Arrange the 'S1-S3 Test Week' and rearrange the examination schedule to allow students to have better preparation.

Major Concern 2: Building resilience under the new normal and supporting students' development

	Targets	Time Scale			A General Outline of Strategies	
		21/22	22/23	23/24		
2.1 Coordinate with committees and teams to provide various learning experiences to cater for the needs of students of different levels	✧ Students' resilience are nurtured to empower them to weather unpredictable adversities	√	√	√	2.1.1	Organise different activities to help S1 students deal with academic and interpersonal problems and other challenges of secondary school life.
		√	√	√	2.1.2	Organise the 'Beautiful Life Scheme (精彩人生)' for junior form students to enhance their self-confidence.
		√	√	√	2.1.3	Provide academic support, career counseling and stress management skills to help S6 students deal with stress induced by the HKDSE exam.
		√	√	√	2.1.4	Provide sex education lessons with different themes for S1-S6 students.
		√	√	√	2.1.5	Hold 'Give Me A Big Smile' campaign to create a positive and harmonious atmosphere in the campus by emphasizing the importance of greeting and smile.
		√	√	√	2.1.6	Provide emotional support and guidance to students affected by the COVID-19 pandemic and the economic downturn.
		√			2.1.7	Establish the Student Support Team (SST) to enhance students' development
		√	√		2.1.8	Design school-based materials ('Student Go') for promoting value-education in class-teacher periods.

	Targets	Time Scale			A General Outline of Strategies	
		21/22	22/23	23/24		
		√			2.1.9	Arrange staff development programmes concerning teachers' belief in the potential of our students.
			√	√	2.1.10	Help teachers reinforce the mindset of believing in our students and providing them with timely support.
		√	√	√	2.1.11	Organise the 'Parent Academy' for parents on different themes to support them in dealing with children's emotional problems and enhance parent-child relationship.
	✧ Cooperate with welfare organizations to help our students build fundamental competencies	√			2.1.12	Apply for CDF and introduce the TM Leadership Project @ CDF to S1-S3 students in need to help them build competitive advantages.
			√	√	2.1.13	Collaborate with NGOs to operate the TM Leadership Project @ CDF to sustain long-term development of the participants.
		√	√	√	2.1.14	Apply the 'Distinguished Master Accomplished Student' Mentorship Programme' for students with potentials.
		√	√		2.1.15	Hold the 'Green Sprout Scheme' (青苗計劃) to assist S1 students in coping with difficulties in studies and to guide them to a harmonious relationship with God.

	Targets	Time Scale			A General Outline of Strategies	
		21/22	22/23	23/24		
	✧ Various resources from the society are explored to provide students with financial assistance	√	√		2.1.16	Solicit different resources for students facing financial problems caused by the COVID-19 pandemic and the economic downturn.
	✧ A vibrant campus life is rebuilt and our students are given valuable memories of their secondary school life under the 'new normal'	√	√	√	2.1.17	Provide opportunities for S4 and S5 students to lead different activities and serve inside and outside school.
		√	√	√	2.1.18	Subsidize students to take part in various extra-curricular activities.
		√			2.1.19	Coordinate ECA Day programmes.

	Targets	Time Scale			A General Outline of Strategies	
		21/22	22/23	23/24		
2.2 Instil the four essential SPYC qualities in our students	✧ Nurture students to become Servant Leaders	√	√	√	2.2.1	Organise leadership training workshops for student leaders.
		√	√	√	2.2.2	Offer training to prefects, monitors and monitresses.
		√	√	√	2.2.3	Offer training to masters of ceremonies.
	✧ Encourage students to become lifelong Passionate Learners	√	√	√	2.2.4	Promote active learning through different academic activities such as ~ Inter-class quiz competitions ~ Inter-class debate competitions ~ Interactive students' sharing sessions
		√	√	√	2.2.5	Enhance a reading culture through activities and book sharing sessions.
		√	√	√	2.2.6	Encourage students to take part in STEM activities or competitions by providing school-based IT training.
		√			2.2.7	Set up the STEM Hub.
			√	√	2.2.8	Organise regular STEM activities in the STEM Hub.
		√	√	√	2.2.9	Organise the STEM Academy.
		√	√	√	2.2.10	Organise programmes to help students understand their interests, abilities and orientation: 'Finding Your Colours of Life' for S3; 'Career Live' Workshop for S4, and the Career Interest Inventory Test for S5.
	✧ Cultivate students' abilities in becoming Youthful Seekers	√	√	√	2.2.11	Nominate students to apply for external career-related activities to help them find their aspirations.
		√	√	√	2.2.12	Conduct life planning lessons to help students explore multiple post-secondary pathways.

	✧ Instil in our students the core Christian morals and educate them to be Compassionate Neighbours	√	√	√	2.2.13	Nominate students to participate in different voluntary services inside and outside school.
		√	√	√	2.2.14	Organise fund-raising activities for NGOs or charity organizations in Hong Kong.
		√	√	√	2.2.15	Integrate values education in subject curricula.