



Bishop Hall Jubilee School
Annual School Plan
(2026/2027)

School Vision & Mission

School Vision & Mission

Our Vision

Upholding the tradition of Christian education, our school aims to holistically develop individuals who are caring, confident, loving, and embrace all that is good, true and beautiful. All students will graduate as healthy individuals, both in mind and body. As our school motto goes, “I am not born for myself alone”; all Jubileans will be nurtured to love and serve the community.

Our Mission

Bishop Hall Jubilee School was built to commemorate the Silver Jubilee of the consecration of the Rt. Rev. Ronald Owen Hall as the (Anglican) Bishop of the Diocese of Hong Kong, Macao and South China. The mission of the school is to provide boys and girls with a sound secondary education guided by Christian principles, as professed by Sheng Kung Hui.

We strive to inspire our students to emulate Bishop Hall, a great and godly man who dedicated his whole life to serving the people of Hong Kong and China, in the spirit of his family motto – Non Nascor Mihi Solum (I am not born for myself alone), which was adopted as the school motto.

Major Concerns

- 1. R.I.S.E. - Nurturing a positive learning community for the future**
- 2. L.E.A.D. - Nurturing respectful, self-disciplined, and servant-hearted Jubileans committed to national and sustainable development**

Major Concern 1: R.I.S.E. - Nurturing a positive learning community for the future

Feedback and follow-up actions from the previous school year:

- to foster students' self-regulated learning
- to conduct student-led workshops, sharing tips to demystify technology and demonstrate how tools can enhance learning in relatable ways
- to promote a more collaborative environment by encouraging regular professional exchanges, workshops, and peer observations among teachers
- to increase the frequency of recognition ceremonies and showcase diverse student work to reinforce an atmosphere of appreciation within and beyond the classroom

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	Person/ Committee In-Charge	Resource Required
1.1 R - Regulated Learning (Nurturing self-disciplined & self-directed learners)	1.1.1 Include a subject-based “Learning Attitude Grade” within the continuous assessment framework.	At least 70% of students perceive themselves as self-disciplined and self-directed learners.	APASO Stakeholder Survey School Based Survey	Throughout the year	So Tze Leung Mak Chun Ho Lee Hon Pui	EOEBG
	1.1.2 Refine the goal-setting framework by incorporating data-driven DSE-level predictions and JUPAS targets for senior students.	At least 60% of teachers agree that students demonstrate more self-discipline and self-directedness in learning.	Evaluation Meeting		Tam Hok Hei Hau Siu Kuen Ip Ka Yan Chan Yan Yan	
	1.1.3 Refine the school-wide assessment and promotion framework through strategic incentives and aligned criteria.				Heads of Department	
	1.1.4 Review and refine the current homework policy to establish a school-wide accountability framework.					

	1.1.5 Promote the use of eLibrary through subject-specific reading materials to encourage extensive reading.					
	1.1.6 Implement cross-disciplinary initiatives (e.g., project-based or enquiry-based learning) that foster connections and the application of learning in real-life scenarios and contexts.					
1.2 I - Innovative Learning & Teaching (Maximising future-ready digital education and AI integration)	1.2.1 Review and redesign assignments and assessments to encourage AI-supported reflective learning and curb blind copying. 1.2.2 Train students to use approved Generative AI tools as personalised, 24/7 tutors to promote self-directed learning. 1.2.3 Conduct workshops that teach students to fully leverage AI to support self-directed learning. 1.2.4 Provide workshops to teachers about how AI tools enhance teaching practices. 1.2.5 Review and redesign the assignment inspection and lesson observation forms to include specific indicators of meaningful, target-aligned AI integration. 1.2.6 Appoint departmental AI coordinators to ensure AI tools are customised to subject-specific pedagogies.	At least 70% of students agree that using AI has enhanced their learning. At least 60% of teachers agree that they are more confident in using AI in teaching.	APASO Stakeholder Survey School Based Survey Evaluation Meeting	Throughout the year	So Tze Leung Lee Wing Yi Yau Bik Kan Heads of Department	EOEBG AI for Empowering Learning and Teaching Funding Programme

	1.2.7 Collaborate with tertiary institutes or industry experts to review and refine AI integration in teaching practices.					
1.3 S - Supportive Atmosphere (Cultivating a positive, safe, and encouraging learning and teaching environment)	1.3.1 Encourage a more student-centred learning environment by incorporating meaningful peer learning and hands-on activities in lesson design.	At least 70% of students agree that there is a positive learning atmosphere.	APASO Stakeholder Survey School Based Survey Evaluation Meeting		So Tze Leung Heads of Department	EOEBG
	1.3.2 Organise more academic activities (e.g., inter-class academic competitions and academic weeks) to liven up the learning atmosphere.					
1.4 E - Empowered Future (Ensuring students are equipped with the mindsets and skills needed for the future)	1.4.1 Formulate a school-wide policy on AI use to ensure AI is used ethically and responsibly.	At least 70% of students agree that their future-ready skills have been enhanced.	APASO Stakeholder Survey School Based Survey Evaluation Meeting		Yau Bik Kan Lee Wing Yi Ip Ka Yan Heads of Department	EOEBG
	1.4.2 Weave digital literacy modules into all subjects and class teacher periods.					
	1.4.3 Encourage students to practise human-centric skills by providing them with more collaborative learning tasks (e.g., projects and presentations).					

Major Concern 2: L.E.A.D. - Nurturing respectful, self-disciplined, and servant-hearted Jubileans committed to national and sustainable development

Feedback and follow-up actions from the previous school year:

- The school should further promote respect and empathy. These values may be integrated with Chinese cultural promotion activities to help students cultivate traditional Chinese virtues.
- To further cultivate students' national mindset, education on the Constitution and the Basic Law could be strengthened. Committees may take a more proactive role in exploring external resources to arrange richer, more diverse law-related learning activities for students.
- To further cultivate students' global perspectives, elements related to sustainable development currently embedded in different subject curricula and morning assembly sharing could be better consolidated.
- Leadership training initiatives should be strategically extended to the lower forms to nurture student leaders at an earlier stage.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
2.1 L - Law-Abidingness & National Identity (To develop students' law-abidingness and practical legal knowledge, strengthening their national identity)	2.1.1 To broaden law popularisation across both constitutional frameworks (the Constitution and Basic Law) and Hong Kong legal systems, fostering national identity and practical law-abiding knowledge	At least 70% of students report enhanced knowledge of constitutional and local laws.	School Based Survey Evaluation Meeting	Throughout the year	Lau Kwok Kei Fung Kar Wai Chu Ka Yi	EOEBG MNESG LWL Fund
	2.1.2 To promote legal literacy in the digital age, educating students on media literacy, copyright laws, and responsible online behaviour to prevent cyber risks.	At least 60% of teachers agree that students demonstrate a solid awareness of civic boundaries and statutory regulations in daily life.			Fung Kar Wai Chu Ka Yi Yau Bik Kan	

2.2 E - Empathy & Mutual Respect (To cultivate students' attitude of "Respect" and empathy, fostering a harmonious and inclusive school culture)	2.2.1	To provide structured values education to guide students in establishing healthy boundaries, handling conflicts constructively, and minimising cliques	At least 70% of students agree/strongly agree that "The school is a caring place" and "Relationships among classmates are harmonious and respectful." At least 70% of teachers agree that students display courtesy, respect, and traditional moral values in their daily conduct	APASO Stakeholder Survey School Based Survey Evaluation Meeting	Throughout the year	Lam Hung Nga Fung Kar Wai	EOEBG LWL Fund
	2.2.2	To deliver specific guidance to cultivate students' respect for people of different religious beliefs and diverse cultural backgrounds from a Christian perspective				Wu Oi Yan Shera Fung Kar Wai	
	2.2.3	To provide experiential learning and community service opportunities for students to interact with various cultural backgrounds and social strata, fostering mutual understanding and appreciation of differences.				Ng Man Fai Li Wen Bin Li Yip Hei	
	2.2.4	To incorporate traditional Chinese moral values such as "Benevolence" (仁), "Propriety" (禮), and "Harmony without Uniformity" (和而不同) into class teacher periods, morning assemblies and CCA activities				Hau Siu Kuen Fung Kar Wai Li Yip Hei	

	2.2.5	To implement school-wide initiatives and peer-appreciation platforms that guide students to actively recognise the kindness of others, nurturing a deep sense of gratitude in their daily lives				Lam Hung Nga Li Yip Hei	
2.3 A - Autonomous Self-Discipline & Sustainability (To promote autonomous self-discipline and foster a strong commitment to environmental and sustainable lifestyles.)	2.3.1	To promote the Code of Conduct, Classroom Routines, and Student Leaders' Charter, fostering a culture of accountability and strict compliance	At least 70% of teachers and students agree that "Students are self-disciplined" and "The school discipline/rules are effectively and fairly implemented."	APASO Stakeholder Survey School Based Survey Evaluation Meeting	Throughout the year	Chan Chung Man Chiang Hung Li Yip Hei	EOEBG LWL Fund
	2.3.2	To reinforce class monitors' role as moral exemplars, empowering them to take ownership of classroom rules and assist teachers in managing class discipline				Chiang Hung Class Teachers	
	2.3.3	To introduce a green campus initiative to connect everyday self-discipline with the global goal of sustainable development.				Chan Chung Man Choi Chi Fung	

2.4 D – Dynamic Student Leadership & Resilience (To empower student leaders with confidence, resilience, and a commitment to national and sustainable development.)	2.4.1	To introduce customised, formal leadership training initiatives to junior forms to cultivate leadership mindsets from an early stage.	At least 70% of teachers agree that student leaders demonstrate greater confidence and a stronger sense of social commitment.	APASO Stakeholder Survey School Based Survey Evaluation Meeting	Throughout the year	Li Yip Hei	LWL Fund School Fund
	2.4.2	To revive the post-specific training programmes for student leaders				At least 70% of trained student leaders express that the school’s recognition channels effectively boosted their motivation and resilience.	
	2.4.3	To establish formal appreciation or motivational channels, helping student leaders build resilience and feel recognised by the school community	Li Yip Hei Lam Hung Nga				
	2.4.4	To expand service and experiential learning opportunities linked to national development and sustainability, empowering student leaders to cultivate a global outlook and a strong sense of social commitment	Ng Man Fai Li Wen Bin Li Yip Hei Lau Kwok Kei				