



# ST. PAUL'S COLLEGE PRIMARY SCHOOL

School Development Plan 2022-2025

Endorsed by SPC Council on 13 October 2022

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## SCHOOL MOTTO AND MISSION

### School Motto

The fear of the Lord is the beginning of wisdom. (Proverbs 9:10) 寅畏上主是為智之本。(箴言 9:10)

### Mission

The school is managed by the St. Paul's College Council, a body incorporated by a special Hong Kong Government Ordinance. The mission of the school as stated in the ordinance is: the offering to Hong Kong youths of a modern, liberal education founded upon Christian principles, Protestant and Evangelical, as professed by the Sheng Kung Hui.

### GOALS

The educational goals of the school, in accordance with its mission, may be described as:

- ⇒ To cultivate a healthy attitude to life and the world and to expose students to the Christian message.
- ⇒ To inculcate civic awareness in students and to develop them into responsible and useful citizens of community with respect for intellectual property, human rights, freedom and justice.
- ⇒ To enable students to develop their intellectual potential fully, to think logically and creatively, to study and solve problems independently, and to communicate effectively in English and Chinese.
- ⇒ To develop students' skills and abilities in Information Technology and to arouse the interest in life-long learning.
- ⇒ To develop students' physical fitness and musical proficiency and to encourage enjoyment in sports and music.
- ⇒ To encourage the appreciation of the arts and development of artistic talents and skills.
- ⇒ To promote respect for the views and opinions of others, harmonious relationships in school, the family and the community, and participation in community affairs.
- ⇒ To develop in students the ability to cope with adverse situations and emotional problems appropriately.

**Holistic Review**  
**Effectiveness of the School Development Plan 2019-2022**

1. Nurturing our Paulines with character virtues

Major Concerns / Strategies	Extent of Targets Achieved	Remarks and Follow-up Actions
1.1 Develop good habits and attitudes with moral attributes (GIVER'S Heart)	⇒ Fully Achieved <ul style="list-style-type: none"> <li>• A new framework was introduced with GIVER's Heart attributes across levels.</li> <li>• The bond among students with brotherhood qualities was strengthened.</li> <li>• The roles of Class Teachers were strengthened.</li> </ul>	<ul style="list-style-type: none"> <li>• The school-based moral education project was improved.</li> <li>• The Big Brother Scheme was implemented throughout the whole year with the brotherhood qualities cultivated among senior and junior boys.</li> <li>• Will further develop class-based pastoral care strategies, e.g. arrangements for the class teacher period on the half-day timetable.</li> </ul>
1.2 Strengthen students' self-discipline and leadership skills	⇒ Mostly Achieved <ul style="list-style-type: none"> <li>• Students' self-discipline and leadership skills were cultivated through various class-based pastoral care, the whole-school counselling programme, prefect training and teams training.</li> </ul>	<ul style="list-style-type: none"> <li>• Will adopt creative strategies in delivering relevant programmes under the foreseeable pandemic situations and evaluate the effectiveness of various delivery modes in promoting self-discipline and leadership skills (<i>Refer to the major concern of the next SDP</i>).</li> </ul>

## 2. Equipping our Paulines with problem-solving skills

Major Concerns / Strategies	Extent of Targets Achieved	Remarks and Follow-up Actions
<p>2.1 Strengthen the note-taking and e/m-learning skills (e.g. Google Classroom)</p>	<p>⇒ Fully Achieved</p> <ul style="list-style-type: none"> <li>• The note-taking skills across levels were strengthened. Framework for individual subjects was formulated.</li> <li>• Various electronic platforms, e.g. Microsoft Teams, Nearpod, etc., were utilised as learning tools in both face-to-face and online lessons.</li> <li>• A common, one-stop platform, Microsoft Teams, was standardised across subjects to facilitate interactive learning and teaching practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporated as routine work.</li> <li>• Incorporated as routine work.</li> <li>• Incorporated as routine work.</li> </ul>
<p>2.2 Carry out the problem-based learning (PBL) in connection with note-taking and e/m-learning skills</p>	<p>⇒ Partially Achieved</p> <ul style="list-style-type: none"> <li>• Higher-order thinking skills (HOTS) were employed as learning tools in class.</li> <li>• PBL materials to be piloted in JC4 and 5 Mathematics and General Studies were developed but it was yet extended to other subjects and levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporated as routine work.</li> <li>• The PBL strategies would be fine-tuned to facilitate theme-based learning, such as values education and STREAM projects, with a whole-school, interdisciplinary approach (<i>Refer to the major concerns of the next SDP</i>).</li> </ul>
<p>2.3 Cultivate students as a leader with problem-solving skills</p>	<p>⇒ Mostly Achieved</p> <ul style="list-style-type: none"> <li>• Students were given ample opportunities in formal and informal curriculum to serve as leaders and to solve problems in response to the contemporary world and current affairs.</li> </ul>	<ul style="list-style-type: none"> <li>• Effort can be made to formulate a well-structured framework in promoting core values for future leaders (<i>Refer to the major concerns of the next SDP</i>).</li> </ul>

### 3. Optimising the Management and Administrative Efficiency

Major Concerns / Strategies	Extent of Targets Achieved	Remarks and Follow-up Actions
<p>3.1 Enhance the transparency and staff participation in policy / decision-making process</p>	<p>⇒ Fully Achieved</p> <ul style="list-style-type: none"> <li>• Teachers were invited to join task force to contribute to the school development in different areas.</li> <li>• Regular team meetings were held to keep all committee heads and panel chairs informed of the latest school development initiatives, especially during the class suspension period.</li> <li>• Staff views were collected through various channels such as Stakeholder Survey, school internal survey on Microsoft Forms, Staff-Management Consultative Meeting, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporated as routine work.</li> <li>• Incorporated as routine work.</li> <li>• Incorporated as routine work.</li> </ul>
<p>3.2 Strengthen the staff/school evaluation system</p>	<p>⇒ Fully Achieved</p> <ul style="list-style-type: none"> <li>• The staff appraisal system was fine-tuned to better suit the future development of the school and professional development needs of teachers.</li> <li>• The school-based professional development programmes were arranged with reference to the school development and professional development needs of teachers.</li> <li>• Ideas were collected from teachers through panel and all-staff meetings, brainstorming sessions and various survey platforms to review existing practices and to formulate future school initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporated as routine work.</li> <li>• Incorporated as routine work.</li> <li>• Incorporated as routine work.</li> </ul>

<p>3.3 Develop the culture of trust, empowerment and collaborative leadership</p>	<p>⇒ Mostly Achieved</p> <ul style="list-style-type: none"> <li>● The revised organisation structure had been in place with clear delineation of duties across functional teams when two Assistant Deputy Heads and five Senior Teachers were promoted.</li> <li>● Various staff development and leisure activities were run to cultivate stronger team spirit.</li> <li>● Teachers were deployed with various functional and leading roles with reference to their expertise, experience and interest.</li> </ul>	<ul style="list-style-type: none"> <li>● Effort can be made in providing school-based training opportunities for middle managers, such as professional support from teacher-training bodies, especially when the leadership training programmes organised by the EDB are mainly available for teachers of the government and aided schools.</li> <li>● Incorporated as routine work.</li> <li>● Incorporated as routine work.</li> </ul>
<p>3.4 Streamline regular practices of the school operation</p>	<p>⇒ Fully Achieved</p> <ul style="list-style-type: none"> <li>● Various electronic programmes to relieve staff workload with improved efficiency were explored and utilised.</li> </ul>	<ul style="list-style-type: none"> <li>● Incorporated as routine work.</li> </ul>
<p>3.5 Foster closer communication between the school and parents</p> <p>3.6 Provide opportunities for parents to understand some of the school policies and directions for school development</p>	<p>⇒ Fully Achieved</p> <ul style="list-style-type: none"> <li>● A framework on parent education for sustainable development was established.</li> <li>● Workshops on parent education with the PTA were run with a mix of online and face-to-face modes were run despite the prolonged pandemic situations.</li> <li>● Opportunities were created to involve parents in various school activities.</li> </ul>	<ul style="list-style-type: none"> <li>● Effort can be made in promulgating and realising the parent education initiatives from the framework.</li> <li>● Incorporated as routine work.</li> <li>● Incorporated as routine work.</li> </ul>

4. Celebrating the 170<sup>th</sup> Anniversary of St. Paul's College

Major Concerns / Strategies	Extent of Targets Achieved	Remarks and Follow-up Actions
<p>4.1 Organise a series of celebration activities, such as Exhibition Day, Concert, Gala Dinner and Carnival, in collaboration with SPC, SPC Alumni Association and SPC Foundation</p>	<p>⇒ Partially Achieved</p> <ul style="list-style-type: none"> <li>• The 170 Anniversary Concert, co-organised by SPC and our school, was held on 31 October 2021 at the Hong Kong Cultural Centre. Feedback on our Primary School Musical from all stakeholders was positive and encouraging.</li> <li>• Owing to the COVID-19 crisis, other anniversary events could not be held or they might be postponed.</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant experience was gained for organising student concerts in the future.</li> <li>• Effort can be made in exploring other possibilities in running anniversary events, such as online modes of various channels, in the future.</li> </ul>



## Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for improvement
<p>1. School Management</p>	<ul style="list-style-type: none"> <li>• The College Council renders full support to the school.</li> <li>• The school has a clear direction for development and formulates strategies in line with its long-term development (goals).</li> <li>• The Senior Management Team is committed to facilitating school development. The succession plan is realised as new Senior Teachers have been promoted.</li> <li>• The self-evaluation culture has been established in all aspects. The school effectively carries out the 'Plan-Implement-Evaluate' cycle and actively informs stakeholders of the progress.</li> <li>• Appropriate contingency and follow-up measures are taken to provide students with a safe and orderly learning environment throughout the pandemic.</li> </ul>	<ul style="list-style-type: none"> <li>• We continue to aim for increased transparency and staff participation in the decision-making process.</li> </ul>
<p>2. Professional Leadership</p>	<ul style="list-style-type: none"> <li>• The headmaster delegates the deputy heads to oversee different school initiatives effectively and has an amicable relationship with the staff in the positive and encouraging work atmosphere.</li> <li>• The school organisation clearly delineates duties and responsibilities among staff, functional committees and subject panels, and the roles and capacities of the middle management are clear.</li> <li>• The school effectively deploys teaching staff to help them optimise their potential with raised work morale and a stronger sense of belonging to the SPCPS community.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration among the middle managers can be further strengthened.</li> </ul>

<p>3. Curriculum and Assessment</p>	<ul style="list-style-type: none"> <li>• Our school-based curricula of various subjects have been gradually developed with reference to our students' needs and interests as well as societal needs and trends.</li> <li>• STEM education is being incorporated across subjects of Mathematics, General Studies and Information &amp; Communications Technology.</li> <li>• Students' learning progress are evaluated through a mix of formative and summative assessment modes so that students can be assessed comprehensively towards their holistic development in academic areas.</li> </ul>	<ul style="list-style-type: none"> <li>• More collaboration among teachers in curriculum planning can be further strengthened, especially the interdisciplinary learning.</li> </ul>
<p>4. Student Learning and Teaching</p>	<ul style="list-style-type: none"> <li>• Note-taking skills, e/m-learning skills and higher-order thinking skills with a view to cultivating self-regulated learners have been incorporated in daily learning and teaching practices.</li> </ul>	<ul style="list-style-type: none"> <li>• The problem-based learning can be fine-tuned with the major concern in the next school development plan.</li> <li>• More effort can be made in equipping teachers with differentiated learning and teaching strategies to cater for students' diversity in class.</li> </ul>
<p>5. Student Support</p>	<ul style="list-style-type: none"> <li>• The school has provided students with a wide range of structured learning opportunities, both inside and outside the classrooms, and in timetabled lessons and after school, to stretch the boys' potential.</li> <li>• Supportive measures have been adopted by the school to cater for learner diversity and individual differences through remedial, enhanced programmes and small group teaching modes.</li> <li>• The "Paulines" virtues are cultivated among students. They have a growing sense of brotherhood.</li> <li>• Our boys and parents have had a strong rapport and bond of trust with teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• More effort can be made in deeper collaboration among functional teams, such as Discipline &amp; Guidance Team, Curriculum Team, Activities Team and School Development Team in formulating the school-based personal growth and values education programmes.</li> </ul>

6. Partnership	<ul style="list-style-type: none"> <li>• The school maintains a close bond with the College.</li> <li>• The school has gained strong support from parents and the alumni network has been made up of a diverse range of professionals to provide support for various school events and activities.</li> <li>• Our parents are supportive of the school. They are willing to serve as volunteers in various school functions.</li> </ul>	<ul style="list-style-type: none"> <li>• A closer partnership with other schools that fosters professional exchanges can be made when the pandemic situation allows.</li> </ul>
7. Attitude and Behaviour	<ul style="list-style-type: none"> <li>• Our boys love the school and maintain positive teacher-student and peer-to-peer relationships.</li> <li>• Our boys are cheerful and confident with strong self-esteem.</li> <li>• Their attitude towards learning is positive with eagerness to learn and explore new ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Effort can be made in devising a well-structured, school-based moral and values education programme to suit our students' needs with reference to the latest educational trends.</li> </ul>
8. Participation and Achievement	<ul style="list-style-type: none"> <li>• The school, despite the COVID-19 crisis, offers a wide range of extended learning activities/opportunities to identify, optimise and stretch the versatile talents and interests of our students.</li> <li>• All activities are well received by boys and parents alike. Teachers' comments are positive.</li> <li>• Our boys achieve academically well above the territory norms. Their achievements and accolades from a wide array of extra-curricular activities and inter-school competitions are remarkable.</li> </ul>	<ul style="list-style-type: none"> <li>• More alternatives should be further explored in terms of the delivery mode of various student activities and training programmes under the current and future pandemic situations.</li> <li>• Effort can be made in educating students on how they 'manage' their talents and use them in making contributions to the school, the society and to the world.</li> </ul>

## Where We Are Now ... (SWOC Analysis) Sep 2022

The following SWOC analysis is conducted and made close reference to the eight\* areas of Performance Indicators (PI) Framework provided by the Education Bureau. This review helps us prioritise and set targets in the years ahead for school improvement and development.

### Our Strengths

- The College Council is very dedicated to and supportive of all the school programmes with trust and flexibility. (PI-1 and PI-2)
- Our school has a long tradition of educating boys in Hong Kong and we have had enormous support from the College, the strong alumni bodies and enthusiastic parents for the whole-person development of our boys. (PI-4, PI-6 and PI-8)
- We are an Anglican school and places significant emphasis on character formation of boys with Christian values as their guiding principles in life. (PI-5 and PI-7)
- We are blessed with many experienced staff members who are committed to their work, and younger members of staff who have added much of their enthusiasm and vitality to the school. (PI-4)
- Our students are talented in many areas, as evidenced by the accolades from a wide array of student competitions throughout the years, and possess above average reading ability. (PI-4 and PI-8)
- Our students love our school and have a strong sense of belonging to the school. (PI-5)

### Our Weaknesses

- Space is an obstacle to carrying out additional split-class teaching to cater for learner diversity. (PI-4)
- The collaboration among members of the middle management needs to be further strengthened. (PI-1 and PI-2)
- Teachers of different expertise can be further encouraged to share successful experiences with peers to enhance collegial development of teachers. (PI-3 and PI-4)

## Our Opportunities

- Under the Direct Subsidy Scheme (DSS), the school enjoys greater freedom and flexibility in carrying out programmes and initiatives to improve learning and teaching quality, such as seeking professional support from teacher-training bodies, and to stretch students' potential, such as enhanced training programmes conducted by elite tutors. (PI-1)
- The school enjoys a close relationship with the College to enable a better articulation of school curriculum in realising the shared spirit between the College and the Primary School throughout the 12 years of education. (PI-6)
- Owing to the class expansion, we have recruited teachers of various expertise to strengthen our existing teaching team. (PI-4)
- The school and our students have had good reputation from parents and the public alike. (PI-6 and PI-8)
- The additional funds from the Education Bureau help relieve part of the administrative duties of teachers, thereby creating more room for them to focus more on core education tasks and student development. (PI-1)

## Our Challenges

- We strive to maintain academic excellence and an all-round development of our students. (PI-4)
- Excessive attention given by parents weakens our students' independence and self-regulated abilities. (PI-4 and PI-5)
- All the ongoing curriculum reforms and initiatives from the Education Bureau, coupled with the expectation from the latest societal trends, require teachers to be highly adaptive and flexible but they also necessitate greater curriculum integration and staff collaboration. (PI-2 and PI-4)
- We need to further explore more alternative modes of delivery of various learning and teaching programmes under the prolonged pandemic situations. (PI-3 and PI-4)

\*The eight areas of Performance Indicators (PI) Framework refer to:

PI-1: School Management

PI-3: Curriculum and Assessment

PI-5: Student Support

PI-7: Attitude and Behaviour

PI-2: Professional Leadership

PI-4: Student Learning and Teaching

PI-6: Partnership

PI-8: Participation and Achievement

## Aligning Values Education with our School Motto

School Motto: The fear of the Lord is the beginning of wisdom. (Proverbs 9:10)

What does 'fear' mean?

- ✧ It comes from *Yirah* in Hebrew, which does not really mean 'fear', but 'respect', 'reverence' or 'awe'.
- ✧ The fear of the Lord can be explained as our reverence (respect) for God's authority as the Creator and our submission (obedience) to Him as the ultimate judge of our words and deeds.

What is the importance of 'beginning of wisdom'?

- The Lord is the source of wisdom. In other words, we gain wisdom (e.g. knowledge, skills) through His Words.
- We should be a good steward of God's wisdom.

To sum up, with the 'fear' (attitude), we respect God's authority and are committed to seeking His wisdom through His Words. We should be good stewards (action/way) to honour the Lord (purpose). This is "stewardship".

Stewardship: God is the Creator and owner. He entrusts us with everything. We are His stewards to manage His creation according to His will.

- Stewardship refers to utilising and managing all resources (wisdom) God provides for the glory of God and the betterment of His creation.
- To manage God's wisdom (e.g. knowledge, skills) well, 'diligence' (efforts in sharpening our skills and enriching our knowledge) and 'perseverance' (quality of continuing something although it is difficult) are required.
- As we utilise and manage God's wisdom to complete his ministries (tasks), we should take 'responsibility' for what we have done and fulfil our promise as a 'commitment' to make them happen and to complete them with all our heart and great effort.

Therefore, diligence, perseverance, responsibility and commitment are the four core values and attitudes adopted in our school-based values education framework.

School Development Plan 2022-2025  
***“To be an Active Learner, A Man of Commitment to be”***

Major Concern	Targets	Time Scale			General Outline of Strategies
		2022/23	2023/24	2024/25	
1. Nurturing our Paulines to become a steward of God’s wisdom	1.1 Develop ‘diligence’ as one of the core attitudes to become a self-disciplined steward	✓			Through whole-school counselling programme, level-based pastoral care, formal and informal curriculum and home-school cooperation,  a) deepen students’ understanding of the importance of diligence  b) develop students’ abilities in putting diligence into practice
	1.2 Develop ‘perseverance’ as one of the core attitudes to become a self-disciplined steward		✓		Through whole-school counselling programme, level-based pastoral care, formal and informal curriculum and home-school cooperation,  a) deepen students’ understanding of the importance of perseverance  b) develop students’ abilities in putting perseverance into practice
	1.3 Develop ‘responsibility’ and ‘commitment’ as core values of a steward of God’s wisdom			✓	Through whole-school counselling programme, level-based pastoral care, formal and informal curriculum and home-school cooperation,  a) deepen students’ understanding of the importance of responsibility and commitment  b) develop students’ abilities in putting responsibility and commitment into practice

<p>1. Nurturing our Paulines to become a steward of God's wisdom (<i>cont'd</i>)</p>	<p>1.4 Formulate a school-based values education framework that incorporates curriculum development and life-wide learning</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>Through collaborative lesson planning with a cross-curricular approach,</p> <ul style="list-style-type: none"> <li>a) organise curriculum contents and life-wide learning programmes into coherent activities that yield focused and meaningful learning of the core values and attitudes</li> <li>b) empower and train up middle-level leaders and teachers with leadership potential throughout the project implementation</li> </ul>
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Major Concern	Targets	Time Scale			General Outline of Strategies
		2022/23	2023/24	2024/25	
2. Unleashing our Paulines' potential as active learners	2.1 Set up a cross-curricular, school-based curriculum with vertical progression in developing students' knowledge, skills and attitudes	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p>Term 1: Preparation</p> <p>Terms 2-3: JC1-3 (Chi / Maths / GS1 / VA) JC4-6 (Eng / ICT / GS2 / VA)</p> <p style="text-align: center;">✓</p>	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p>All Terms: JC1-3 (Chi / Maths / GS1 / VA / Other Subjects) JC4-6 (Eng / ICT / GS2 / Other Subjects)</p> <p style="text-align: center;">✓</p>	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p>Review and fine-tune the STEAM programme</p> <p style="text-align: center;">✓</p>	<p>a) Implement the cross-curricular, school-based curriculum with clear targets for each level</p> <p>b) Pilot the STEAM programme and expand the programme by gradual inclusion of other subjects</p> <p>c) Share the cross-curricular, school-based curriculum materials among teachers to enhance their collaboration</p>
	2.2 Enrich students' capabilities in the use of information	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>	<p>a) Formulate different cross-curricular themes in relation to students' daily lives for each level in which students locate (input), process and present (output) information</p> <p>b) Develop the school-based Information Literacy Development Framework* with clear targets for each level</p>

\*Our school-based Information Literacy Development Framework

IL(1): Use, provide and communicate information effectively, ethically and responsibly	IL(4): Evaluate information, media content and information sources/providers	IL(7): Recognise the roles and functions of information providers in society
IL(2): Identify and define a need for information	IL(5): Extract and organise information, create and present new ideas	IL(8): Recognise the conditions under which reliable information could be obtained
IL(3): Locate and access relevant information	IL(6): Apply IT skills to process information, produce user generated content and adopt a reflective mindset when sharing information	IL(9): Recognise the ethical issues arising from the application of emerging and advanced information technologies

Major Concern	Targets	Time Scale			General Outline of Strategies
		2022/23	2023/24	2024/25	
2. Unleashing our Paulines' potential as active learners <i>(cont'd)</i>	2.3 Enhance teachers' collaboration in devising teaching strategies to cultivate active learners	✓	✓		a) Organise professional development programmes to empower and train up middle-level leaders and teachers with leadership potentials as curriculum leaders
		✓	✓	✓	b) Enrich the collaborative lesson planning culture to foster deeper collaboration and generate synergy among teachers
		✓	✓	✓	c) Share learning and teaching materials to encourage more professional exchanges