



ST. PAUL'S COLLEGE PRIMARY SCHOOL

School Development Plan 2025-2028

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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 of School Performance

A. Effectiveness of the School Development Plan in the cycle of 2022-2025

1. Nurturing our Paulines to become a steward of God's wisdom

Major Concerns / Strategies	Extent of Targets Achieved	Remarks and Follow-up Actions
<p>1.1 Develop 'diligence' as one of the core attitudes to become a self-disciplined steward</p>	<p>⇒ Fully Achieved</p> <ul style="list-style-type: none"> • The core attitude 'diligence', together with other priority values and attitudes, was promoted through whole-school counselling programme, level-based pastoral care, formal and informal curriculum and home-school cooperation to optimise organic integration and natural connection. • Students' understanding of the importance of diligence, together with other priority values and attitudes, was deepened. • Students' abilities in putting diligence, together with other priority values and attitudes, into practice were developed. 	<ul style="list-style-type: none"> • Incorporated as routine work. • Understanding other priority values and attitudes and putting them into practice as part of the whole-person development and lifelong learning continues to be a major concern for the next development cycle with adjusted strategies and targets.
<p>1.2 Develop 'perseverance' as one of the core attitudes to become a self-disciplined steward</p>	<p>⇒ Fully Achieved</p> <ul style="list-style-type: none"> • The core attitude 'perseverance', together with other priority values and attitudes, was promoted through whole-school counselling programme, level-based pastoral care, formal and informal curriculum and home-school cooperation to optimise organic integration and natural connection. • Students' understanding of the importance of perseverance, together with other priority values and attitudes, was deepened. • Students' abilities in putting perseverance, together with other priority values and attitudes, into practice were developed. 	<ul style="list-style-type: none"> • Incorporated as routine work. • Understanding other priority values and attitudes and putting them into practice as part of the whole-person development and lifelong learning continues to be a major concern for the next development cycle with adjusted strategies and targets.

<p>1.3 Develop 'responsibility' and 'commitment' as core values of a steward of God's wisdom</p>	<p>⇒ Fully Achieved</p> <ul style="list-style-type: none"> • The core attitudes 'responsibility' and 'commitment', together with other priority values and attitudes, were promoted through whole-school counselling programme, level-based pastoral care, formal and informal curriculum and home-school cooperation to optimise organic integration and natural connection. • Students' understanding of the importance of responsibility and commitment, together with other priority values and attitudes, was deepened. • Students' abilities in putting responsibility and commitment, together with other priority values and attitudes, into practice were developed. 	<ul style="list-style-type: none"> • Incorporated as routine work. • Understanding other priority values and attitudes and putting them into practice as part of the whole-person development and lifelong learning continues to be a major concern for the next development cycle with adjusted strategies and targets.
<p>1.4 Formulate a school-based values education framework that incorporates curriculum development and life-wide learning</p>	<p>⇒ Fully Achieved</p> <ul style="list-style-type: none"> • Contents of the whole-school curriculum and life-wide learning programmes were organised into coherent activities that yield focused and meaningful learning of the core values and attitudes. • The middle-level leaders and teachers with leadership potential were empowered and trained up throughout the project implementation. 	<ul style="list-style-type: none"> • Incorporated as routine work. • It continues to be one of our school initiatives to identify, cultivate and empower teachers of the next generations through implementing the major concern for the next development cycle.

2. Unleashing our Paulines' potential as active learners

Major Concerns / Strategies	Extent of Targets Achieved	Remarks and Follow-up Actions
<p>2.1 Set up a cross-curricular, school-based curriculum with vertical progression in developing students' knowledge, skills and attitudes</p>	<p>⇒ Fully Achieved</p> <ul style="list-style-type: none"> • The school-based trans-curricular programme with clear targets for each level was implemented. It was being fine-tuned to better suit our students' needs. • Materials for the school-based, trans-curricular programme were shared, co-developed and revised among teachers to enhance their collaboration. • The STEAM programme was piloted and expanded by gradual inclusion of other subjects. 	<ul style="list-style-type: none"> • Incorporated as routine work. • It continues to be one of our school's initiatives to contrive more dialogues and collaboration among teachers as part of staff professional development. • Incorporated as routine work.
<p>2.2 Enrich students' capabilities in the use of information</p>	<p>⇒ Fully Achieved</p> <ul style="list-style-type: none"> • Different trans-curricular themes in relation to students' daily lives for each level, in which students locate (input), process and present (output) information, were formulated. • The school-based Information Literacy Development Framework with clear targets for each level was developed. 	<ul style="list-style-type: none"> • Incorporated as routine work with continuous refinement of the programme. • Incorporated as routine work with continuous refinement of the framework.
<p>2.3 Enhance teachers' collaboration in devising teaching strategies to cultivate active learners</p>	<p>⇒ Mostly Achieved</p> <ul style="list-style-type: none"> • Professional development programmes to empower and train up middle-level leaders and teachers with leadership potential were organised. • The collaborative lesson planning culture was enriched to foster deeper collaboration and generate synergy among teachers. • The learning and teaching materials were shared, co-developed to encourage more professional exchanges. 	<ul style="list-style-type: none"> • It continues to be one of our school's initiatives to identify, cultivate and empower teachers through implementing the major concern for the next development cycle so that they can promote collaborative lesson planning culture to foster deeper collaboration, generate synergy among teachers and encourage more professional exchanges among them.

Holistic Review of School Performance (cont'd)

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

How good is my students' performance in achieving the seven learning goals?

Our school's holistic approach to nurturing well-rounded students seamlessly weaves together the seven learning goals of primary school set out by the Education Bureau into a cohesive framework. By introducing the twelve priority values and attitudes^② with emphasis on diligence, perseverance, responsibility, and commitment through our school-based values education programme in the existing school development cycle, alongside the moral, civic, and national education with an emphasis on Chinese culture^①, students gradually build up a sense of belonging and national identity. They also learn to tell right from wrong and live up to their responsibilities as members of our school (a student), the family (a child), Nature (a human being), our society, our country, and the world (a national and global citizen). Rooted in our Christian faiths and coupled with our SPC virtues, these foundational values run through every aspect of learning. Our information literacy framework^⑥ enhances students' ability to critically evaluate information, turning them into active learners who know how to use information wisely, ethically and effectively.

Our students fared well across the eight Key Learning Areas^③ in general, contributing to a well-rounded development of knowledge, skills, and attitudes. Students proactively participate in biliterate and trilingual communications^④ in various contexts, broadening their horizons and enriching their interactions. They also cultivate a keen interest in extensive reading^⑥ and make responsible use of information technology. This synergy between rigorous academic learning and ethical information practices sets students up for success as active learners with a strong knowledge base.

Through extra-curricular activities, team training programmes, life-wide learning, and community engagement, students branch out to explore their hobbies, talents, and appreciation for aesthetic (including music, visual arts, literature, drama ...) and physical (sports) pursuits. This fosters balanced physical and psychological growth^⑦. By embedding STEAM education, information literacy, and values education into our whole-school curriculum, our students are encouraged to link up concepts across various subjects. This sparks inquiry thinking, creativity, and problem-solving skills^⑤ so they can grow into stewards of God's wisdom, who are intellectually equipped, ethically grounded, and culturally connected. This dynamic approach gives rise to active learners who get to put knowledge and skills into practice in real-world contexts. The harmonious integration of the seven learning goals ensures a transformative education that gears students up for lifelong learning and responsible citizenship.

The seven learning goals of primary education are:

① national identity ② positive values and attitudes ③ knowledge of key learning areas ④ language skills ⑤ generic skills ⑥ reading and information literacy ⑦ healthy lifestyle

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

Our school is committed to enriching students' learning experiences, fostering whole-person development and gearing them up for lifelong learning through a broad and balanced curriculum. By rolling out our comprehensive school-based values education programme alongside the information literacy framework, we lay down a solid foundation in ethics and critical thinking for our students. This cultivation of values helps students shape their integrity, make thoughtful judgments and strengthen their moral compass, enabling them to take on life's challenges confidently and responsibly.

We have piloted our trans-curricular learning programme that gives a boost to our curriculum by integrating various subject disciplines together and encouraging inquiry-based thinking. This vibrant approach expands students' horizons, helping them connect the dots between their studies and real-world relevance, while developing holistic knowledge across the Key Learning Areas. Through continuous refinement under the E-P-I-E mechanism over the past three years, we strive to fine-tune the programme with the aim of empowering students to step up as proactive, independent learners equipped with strong analytical skills, effective communication abilities, and a knack for using technology responsibly, which are all the essential skills for lifelong learning.

Beyond the classroom, our life-wide learning activities and community awareness programmes open up diverse opportunities for students to tap into their personal talents and interests. By engaging them into activities and training programmes across disciplines, such as languages, music, visual arts, science and sports, students strike a balance between physical and psychological development. Coupled with national education and cultural appreciation, these experiences broaden their perspectives, instil a sense of belonging, and connect students to the community.

Not only does our integrated and evolving curriculum arm students with the knowledge, skills, and values needed for lifelong learning, but it also inspires them to thrive as well-rounded, ethical and engaged individuals with a passion for life and learning (*see the major concern of the next SDP in the following section*) that will be internalised in them in this ever-changing world.

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

Our school leadership continues to drive sustainable improvement, fostering students' whole-person development and lifelong learning. By bringing stakeholders — students, parents, teachers, alumni and the wider community — on board, our school builds consensus and nurtures a shared commitment to achieving educational goals. Engaging stakeholders in meaningful discussions, such as regular PTA meetings, parent-child activities and old boys' gatherings, ensures that our school's major concerns strike a chord within the school culture, creating a collaborative environment where students' success in learning is prioritised.

Professional leadership and development are evident as our Senior Management Team (SMT) keeps refining our programmes with teachers. The school has taken steps to appoint two more deputy heads and several senior teachers to bolster its capacity for collaborative leadership across areas ranging from curriculum development to student growth and school accountability. Our SMT reflects deeply on the effectiveness of our policies and practices, ensuring every programme ties in seamlessly with its goals under the E-P-I-E mechanism. By rolling out innovative ideas, nurturing teaching expertise, and offering opportunities for professional growth, we equip teachers from all levels with the tools and know-how needed to deliver impactful education. Benefiting from greater flexibility in allocating human and financial resources strategically under the DSS, we continue to uphold the quality and breadth of our ever-improving curriculum to make sure that our major concerns are directed towards enriching students' learning experiences.

The unwavering support from the College Council helps us take a unified approach to advancing holistic education. By fine-tuning our curriculum, drawing in stakeholders, and streamlining organisational workflows, our school keeps evolving as a beacon of whole-person development and lifelong learning. In doing so, we empower students to step up and shine academically, socially and emotionally while rising to the dynamic challenges of the future.

C. How can my school be better?

What are my students' needs?

Building on our school's current strengths, it is evident that our students have made commendable strides in achieving the seven learning goals outlined by the Education Bureau. Their satisfactory performance across the Key Learning Areas reflects their ability to engage actively in biliterate and trilingual communications, explore real-world applications of their knowledge and cultivate a broad array of interests through extra-curricular activities and community engagement. These achievements underscore their growth as well-rounded individuals with a solid foundation of knowledge, skills, values and attitudes.

Our ongoing reflections highlight areas for further growth to support the diverse interests, abilities and developmental needs of our students. While they have demonstrated a balanced development of knowledge, skills, values and attitudes, we recognise the need to focus more deliberately on igniting their passion for life and fostering an enduring love for learning (*see the major concern of the next SDP in the following sections*). These elements are pivotal in shaping their identity as stewards of God's wisdom — individuals who treasure their lives as gifts from God and their parents, and who are inspired to embrace life with gratitude and purpose. Additionally, cultivating students' love for their country through national education remains an important area to address. By deepening their understanding of Chinese culture, history, and achievements, as well as promoting civic awareness and national identity, students can build a stronger connection to their heritage and take pride in contributing to their country. Our commitment to Christian beliefs further reinforces the moral and spiritual foundation needed to help students navigate life's challenges with integrity, compassion, and resilience. These guiding principles empower students to develop a well-rounded sense of responsibility as national and global citizens.

Another area for development lies in fostering an intrinsic passion for lifelong learning. To achieve this, we can enhance inquiry-based and experiential learning opportunities, enabling students to pursue their interests and passions through authentic, hands-on experiences. By integrating these approaches into all our school initiatives, we can encourage students to connect concepts across disciplines and discover the joy of learning in ways that resonate with their individual interests and abilities.

Furthermore, it remains essential to fine-tune this skill set to prepare students for the complexities of the digital world. Providing more targeted support in evaluating and ethically citing information, fostering curiosity and encouraging creative problem-solving will empower students to become confident, independent learners who can embrace change and adapt to the challenges of the future.

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

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

Our school has always looked for continuous improvement and development, underpinned by a clear focus on enriching students' learning experiences and fostering collaborative and innovative leadership. The reflections highlight significant strengths, as well as areas for further enhancement, which collectively position ourselves as a dynamic and forward-thinking school.

Our holistic approach ensures that students achieve well-rounded development, with commendable outcomes in the seven learning goals. Through a balanced curriculum that integrates values education, national education, Christian beliefs and the information literacy framework, we have successfully laid down a robust foundation for cultivating ethical and critical thinking among students. Innovative practices, such as inquiry-based and experiential learning in trans-curricular programmes, preparing them to thrive as active, lifelong learners. Meanwhile, life-wide learning activities and community engagement have provided diverse opportunities for students to explore their talents, interests and connections to their local and national identities. These achievements reflect our ability to nurture well-rounded students equipped with both academic excellence and character development.

Our school leadership exemplifies a commitment to progress and innovation. By appointing additional deputy heads and senior teachers, we have strengthened the leadership framework, ensuring more collaborative decision-making across critical areas, including curriculum development, student growth and school accountability. The E-P-I-E mechanism, which facilitates continuous self-evaluation and refinement, enables the senior management team to align policies and practices with the ever-evolving needs of students. By embracing innovation, nurturing teaching expertise, and providing professional development opportunities, the school equips educators with the skills, knowledge, and tools necessary to deliver impactful and effective teaching. The flexibility afforded under the DSS allows us to strategically deploy human and financial resources to maintain the breadth and quality of the curriculum and direct our major concerns effectively toward improving learning outcomes.

By consolidating our strengths in enriching students' learning experiences and refining our leadership practices, while addressing areas for growth such as self-evaluation effectiveness, consensus-building, and resource optimisation, we can ensure that our school remains a beacon of whole-person development and lifelong learning. With a clear focus on promoting students' passion for life and learning, we are poised to deliver impactful education that prepares them for the challenges and opportunities of the future.

Major Concern of the 2025-2028 School Development Cycle

Based on the above holistic review of school performance, our theme is:

A Passion for Life ❖ **A Passion in Life**
(in pursuit of life values) *(in pursuit of knowledge and skills)*

And our major concern is:

Fostering in our students **a genuine passion for life** and **a strong devotion to learning**

培養學生 對生命滿懷熱忱
對學問勇於追尋

School Development Plan 2025-2028
A Passion for Life ❖ A Passion in Life
(in pursuit of life values) (in pursuit of knowledge and skills)

Major Concern	Targets	Time Scale			General Outline of Strategies	Seven Learning Goals
		2025/26	2026/27	2027/28		
1. Fostering in our students a genuine passion for life and a strong devotion to learning	1.1 (i) Foster in them the virtues of 'faith', 'hope' and 'love' by honouring and expressing gratitude to our God and people around us	✓	✓	✓	Through the whole-school counselling programme, level-based pastoral care, the whole-school curriculum, life-wide learning activities and home-school cooperation, a) deepen their understanding of the virtues of faith, hope and love	②positive values and attitudes ⑥reading and information literacy
	(ii) Nurture the sense of identity on earth, encompassing 'national identity' and 'citizenship' and their identity in God's kingdom as His children	✓	✓	✓	b) inspire them to be thankful to God for the gift of life and to treasure it by practising self-love while maintaining physical and mental well-being c) instil in them the idea of national identity and citizenship, both on earth and in God's kingdom	①national identity ⑦healthy lifestyle
	(iii) Create opportunities that inspire them to explore the world and cultivate curiosity about knowledge surrounding them	✓	✓	✓	Through the whole-school curriculum, including the STEAM programme and trans-curricular learning programme, a) enhance their language skills and diverse learning abilities through inquiry-based learning methods b) strengthen their understanding of the ethical use of information and its significance	③knowledge of key learning areas ④language skills ⑤generic skills ⑥reading and information literacy

Major Concern	Targets	Time Scale			General Outline of Strategies	Seven Learning Goals
		2025/26	2026/27	2027/28		
1. Fostering in our students a genuine passion for life and learning opportunities (cont'd)	1.2 (i) Foster in them the virtues of 'filial piety' and 'respect' by encouraging love and honour for their families		✓	✓	Through the whole-school counselling programme, level-based pastoral care, the school curriculum, and home-school cooperation, a) deepen their understanding of filial piety and respect, as lessons taught by Jesus and virtues embraced in our Chinese culture	②positive values and attitudes
	(ii) Nurture a sense of togetherness through love for their peers and neighbours, rooted in the values of 'brotherhood', 'unity', 'benevolence', 'empathy' and 'integrity'		✓	✓	b) encourage them to honour their parents, who give them life, raise them and help them grow, while also treasuring their lives by loving themselves c) instil in them the SPC virtues and other values, while fostering brotherhood within the school community d) impart in them the importance of togetherness in society, emphasising benevolence, empathy, and integrity in human relationships	①national identity ②positive values and attitudes ⑥reading and information literacy
	(iii) Provide opportunities that ignite their passion for learning and inspire them to persevere with diligence and resilience		✓	✓	Through the whole-school counselling programme, level-based pastoral care, the school curriculum and life-wide learning activities, heighten their awareness of the importance of diligence, perseverance, resilience and a healthy lifestyle as they progress through their learning journey	②positive values and attitudes ③knowledge of key learning areas ⑤generic skills ⑦healthy lifestyle

Major Concern	Targets	Time Scale			General Outline of Strategies	Seven Learning Goals
		2025/26	2026/27	2027/28		
1. Fostering in our students a genuine passion for life and learning opportunities (cont'd)	1.3 (i) Foster in them a deeper love for their country and the world, paired with a stronger sense of belonging			✓	Through the whole-school counselling programme, level-based pastoral care, the school curriculum and home-school cooperation, a) enhance their understanding of national identity, citizenship, law-abidingness and unity, fostering their commitment to honor and uphold law and order	②positive values and attitudes
	(ii) Enhance their awareness of the importance of conserving nature			✓	b) encourage them to conserve all natural resources, and embrace the responsibility of using them sustainably with a sense of gratitude	①national identity ②positive values and attitudes ⑥reading and information literacy
	(iii) Provide opportunities that inspire them to pursue knowledge and wisdom as lifelong learners			✓	Through the whole-school counselling programme, level-based pastoral care, the school curriculum and life-wide learning activities, motivate them to be lifelong learners, emphasising a healthy lifestyle, commitment and virtuousness in their pursuits	②positive values and attitudes ③knowledge of key learning areas ④language skills ⑤generic skills ⑥reading and information literacy ⑦healthy lifestyle