

ST. PAUL'S CO-EDUCATIONAL COLLEGE



School Development Plan (2025/26 – 2027/28)



Table of Contents

	Page
I. School Vision & Mission	1
II. School Goals	1
III. School Motto and Core Values of Education	2
IV. Organization and Management	3 - 4
V. Holistic Review	5 - 12
a. Effectiveness of the Previous School Development Plan	5 - 7
b. Evaluation of the School's Overall Performance	8 - 10
c. SWOT Analysis	11
d. Major Concerns for a Period of Three School Years (in order of priority)	12
VI. School Development Plan (3-school-year period)	13 – 18

ST. PAUL'S CO-EDUCATIONAL COLLEGE

I. School Vision

In the spirit of “Faith, Hope and Love”, to nurture our students as future leaders by instilling in them a culture of excellence, high moral values, an altruistic spirit, a passion for lifelong learning and a global perspective.

School Mission

1. Uphold the founding Christian spirit of our schools: “Faith, Hope and Love”
2. Nurture academic excellence and lifelong learning
3. Cultivate exemplary conduct, proper attitudes and correct values
4. Develop an appreciation for the arts and competence in other activities
5. Develop a global perspective, foster environment stewardship and serve humanity
6. Advocate strong communication and interpersonal skills to promote harmony, mutual respect, appreciation and peace among humankind
7. Adopt a shared and inclusive governance model
8. Provide the best possible facilities and environment conducive to studies
9. Maintain a professional and caring academic and administrative staff
10. Transform our schools into a vibrant community of scholarship and learning

II. School Goals

1. Establishment of an administration structure and capacity with distributed leadership and shared responsibilities at different levels of administration / operations that steers, coordinates and drives changes and development of the school
2. Establishment of a seamless curriculum and unified staff development and appraisal policy in the primary and secondary school to ensure that students are best nurtured in the “Through-train / one-school” spirit
3. Nurturing in SPCC students a set of desirable attributes (SPCC Student Profile) for intellectual, personal, moral, spiritual and social development as a shared vision and educational goal
4. Effective delivery of the Hong Kong Diploma of Secondary Education (HKDSE) Programme and the International Baccalaureate Diploma Programme (IBDP)
5. Catering for the needs and capabilities of gifted students through expansion and strengthening of personalized learning programmes
6. Enhancement of learning and teaching effectiveness in Mastery Teaching and Cooperative Learning based on the Self-Organizing School model
7. Development of high quality teaching staff with strong professional capacity and accountability while keeping good personal wellness
8. Establishment of a collaborative culture among teachers and a strong partnership between the school and our stakeholders (alumni and parents) and with the wider community
9. Establishment of a modern campus with learning environment and purpose-built facilities that support the school’s educational philosophy

III. School Motto & Core Values of Education

The school motto is “Faith, Hope and Love”. We are committed to developing in our students a positive outlook on life and mutual respect and concern for each other.

We stress integrity, scholarship and excellence, and also modesty and simplicity of life. We dedicated to making the schools a loving and caring community where students from different social backgrounds can interact, learn and pursue academic excellence together so that they may lead responsible and fulfilling lives.

IV. Organization and Management

Chart 1

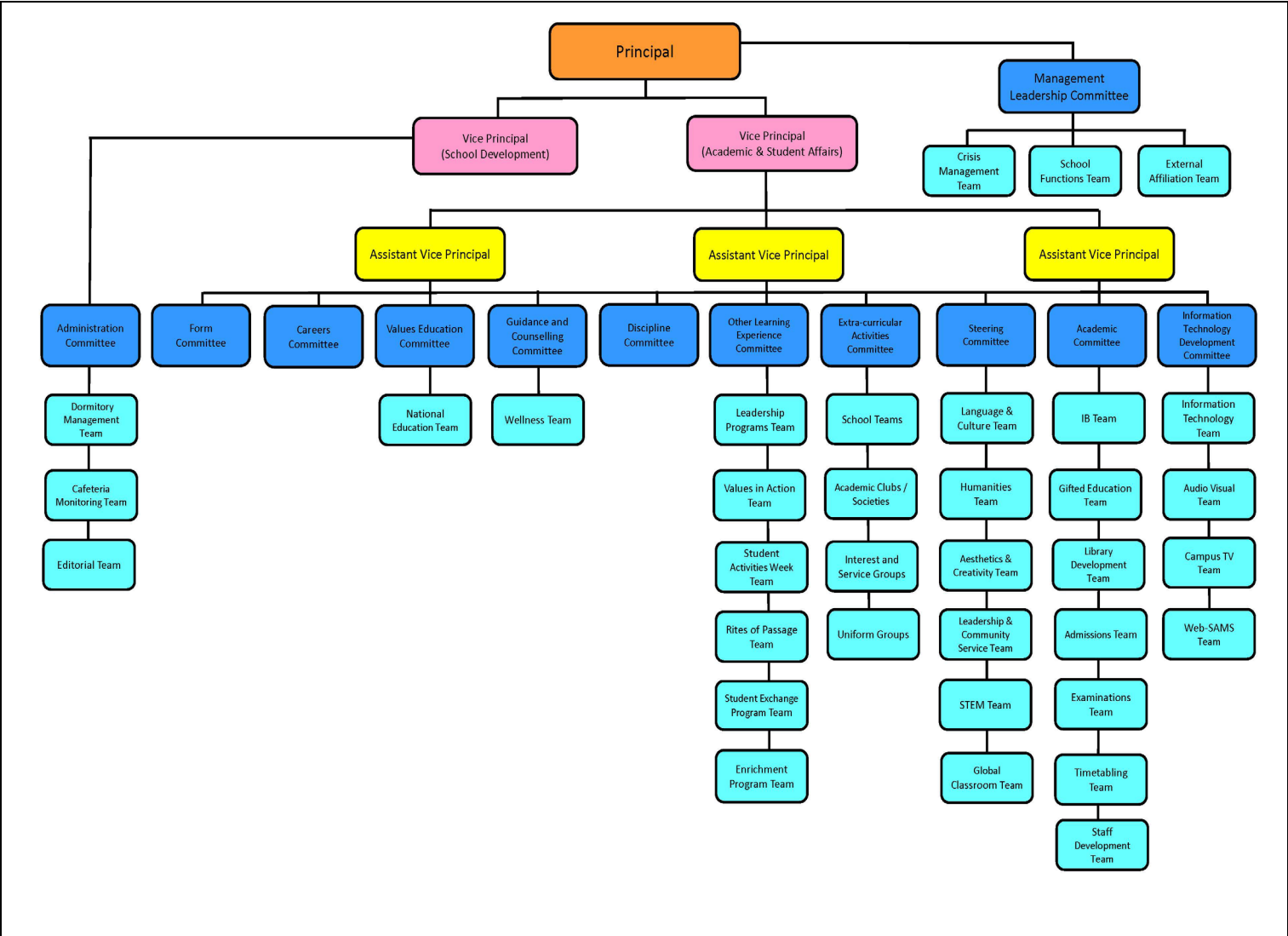
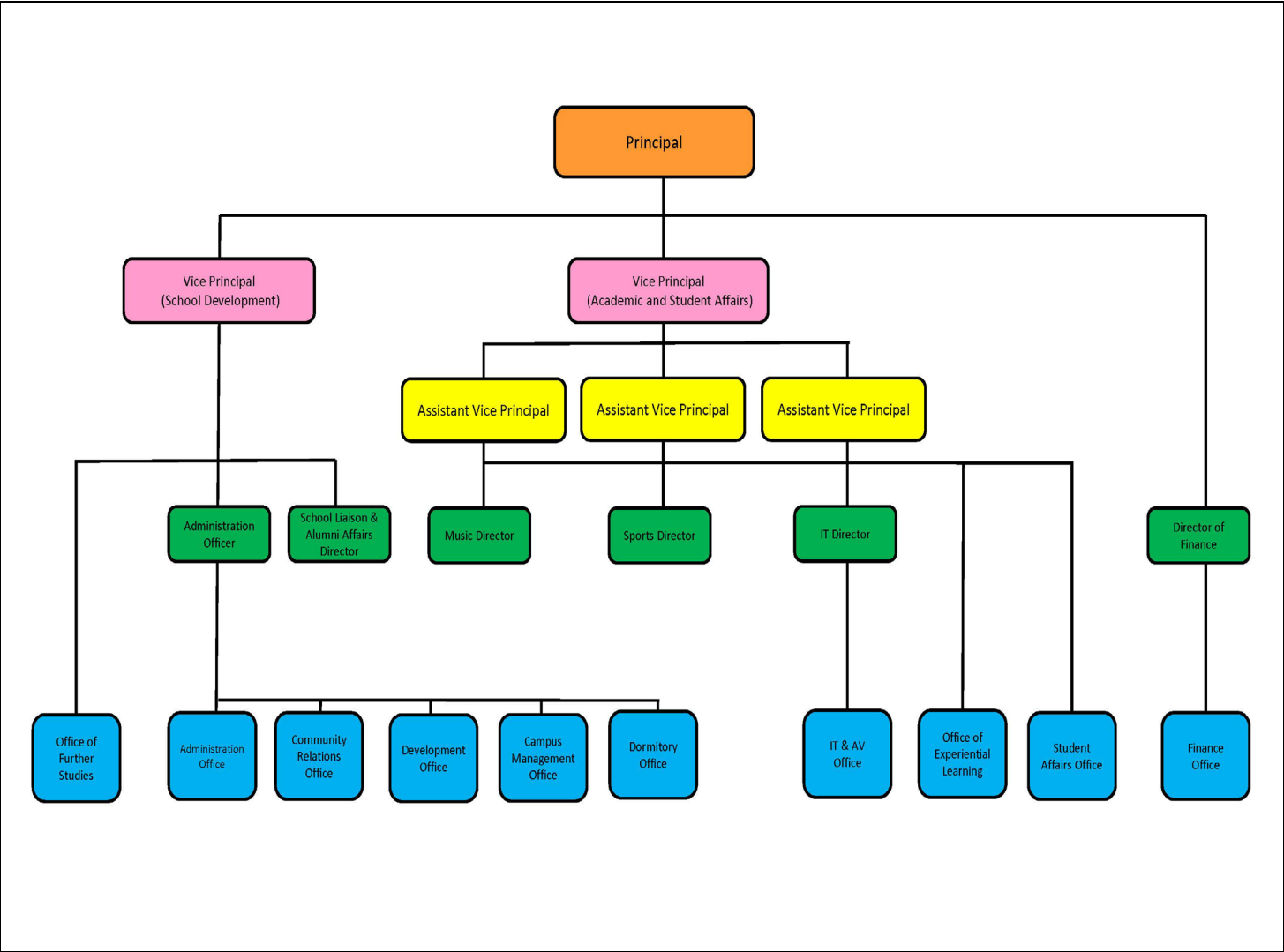


Chart 2



V. Holistic Review

a. Effectiveness of the Previous School Development Plan (2022/23 – 2024/25)

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
1. To cultivate a warm and encouraging learning environment and to develop our students holistically 1.1 To incorporate the International Baccalaureate Programme's Approaches to Learning Skills into the different subject areas and extracurricular activities to develop our students holistically 1.2 To develop and use different teaching pedagogies in the classroom to cater to students with different learning styles 1.3 To enhance students' learning outside the classroom through non-academic experiences and activities e.g. self initiated experiential learning, outings on Enrichment Programme Days or Post-examination Days 1.4 To practice Positive Education in the classroom and all learning activities	Fully achieved Partially achieved Fully achieved Partially achieved	Incorporated as routine work Extended it into our next development cycle Incorporated as routine work Incorporated as routine work	From 2025/26, one of our school major concerns will be "To enable students to take an active role in their own learning through the development of different assessment modes and pedagogies."

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
2. To enhance holistic wellness of students and nurture a positive mindset in the school community 2.1 To reinforce character-building and uplift moral values through promoting the school-based values education 2.2 To strengthen students' sense of belonging to the community and enhance interpersonal relationship of students 2.3 To promote a balanced life with self-reflective mindset among students	Partially achieved Partially achieved Partially achieved	Incorporated as routine work Incorporated as routine work Incorporated as routine work	From 2025/26, one of our school major concerns will be “To enable students to develop virtue and be informed and responsible citizens with a strong sense of national and global identity, an appreciation of Chinese culture and core values, and respect for pluralism in society.”

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
3. To empower teachers with the aptitude, skills and knowledge in facing new challenges brought by emerging trends			
3.1 To promote wellness of teachers	Partially achieved	Incorporated as routine work	From 2025/26, a teachers' Wellness Team will be established to promote wellness among teachers in a more holistic manner.
3.2 To equip teachers with professional knowledge and skills in supporting students' overall development	Partially achieved	Incorporated as routine work	
3.3 To provide diversified mode of staff development opportunities	Fully achieved	Incorporated as routine work	

b. Evaluation of the School's Overall Performance

PI Areas		Major Strengths	Areas for Improvement
1.	School Management	- Plans and strategies which are suitable to address the school's major concerns are adopted. Sufficient time and resources are provided to ensure smooth implementation - The school promotes National Education and Values Education in the school community - Strong support from administrative and IT staff is given to teachers to enable them to focus on their teaching duties and providing pastoral care for students	
2.	Professional Leadership	- The senior and middle management exhibits high standards of professionalism and are dedicated and accountable to their respective work areas to steer school developments in face of many unforeseeable challenges - Besides the senior management consisting of the Principal, Vice Principal, and Assistant Vice-Principals, the Management Leadership Committee includes the Head of Discipline and the Head of Guidance and Counselling Team, placing high emphasis on students' well-being - The Committee Heads demonstrates a high level of professionalism and competency in materializing the school's vision and goals - The Department heads are devoted to implement appropriate plans to better support the different interests and aspirations of our students as well as new development initiatives set by the EDB - The school ensures rigorous attention is given towards the fulfilment of professional development needs	

PI Areas		Major Strengths	Areas for Improvement
3.	Curriculum and Assessment	- Students may choose to take HKDSE or IBDP, with about 90% of them being offered their most preferred subject combination and small group size accommodated for less popular subjects - More groups for Biology and Chemistry have been added to accommodate students' preference over the past years - Vertical curriculum alignment is ensured for smooth transition from junior forms to both HKDSE and IBDP in the senior forms - Assessment data is used vigorously to evaluate the effectiveness of student learning	Better academic counseling could be offered to help students make better choices in subject selection based on their intended course of studies in the university
4.	Student Learning and Teaching	- Teachers are encouraged to use different teaching pedagogies to facilitate students' learning - Lessons are well-planned and effectively delivered with learning objectives explicitly and clearly shared with students at each lesson - Teachers use technology effectively to enhance students' learning - Teachers share good practices among themselves in pursuit of continuous improvement within and across different academic departments through peer observations and collaborative lesson planning periods - Interface between P6 and F1 curriculum for vertical alignment is in place with teachers from both the primary and secondary schools meeting twice a year	- Teachers are to make connections and references to our school's Values when teaching with technology e.g. academic integrity, sense of responsibility etc. - Interface meetings should be increased to three times or more a year
5.	Student Support	- All stakeholders of the school community places great emphasis on students' moral and character building - Teachers are proactive in infusing values education in formal and informal curriculum - Effective strategies are deployed to address the needs of different students and enable them to develop their potentials in different areas	- Further enhance moral and character building of students - Further cultivate a more resilient and positive school environment to promote students' well-being through empowerment

PI Areas		Major Strengths	Areas for Improvement
		- The school strengthens preventive measures to promote well-being of students and address their emotional needs - Sufficient resources are given to teachers to explore new learning exposure and experiences for students to widen their horizon and facilitate their whole person development Holistic support is given to students to make informed decisions about their academic pursuit and set their life goals	Enhance support to teachers to cater for the emotional needs of students Increase resources to enhance student support
6.	Partnership	- The school communicates and collaborates with the primary school closely to facilitate the smooth transition of students from P6 to secondary school - The school enlists the support from the PTA to embrace the school's vision and works collaboratively to provide a conducive environment for our students - Mentorship programme for F5 students is provided with active support from the alumni - The school maintains close communications with sister schools and partners to ensure that valuable learning programmes can be provided to students	
7.	Attitude and Behaviour	- Students exhibit good attributes and strive to perform well in both academic and non-academic pursuits - Students are motivated and competent in learning - Peer relationships are harmonious - Values education lessons are taught by Form Teachers during Form Teachers Periods - Talks are organized for students on the topics of Values Education and National Education regularly during common Form Teacher Periods, Assembly, and Enrichment Programme Days	
8.	Participation and Achievement	- Students achieve excellent results in both the HKDSE and IBDP - Students maintain a proactive approach in participating in different activities and competitions of different nature and achieve excellent results	

c. SWOT Analysis

1.	Our Strengths	• Teaching staff is able to focus on their teaching duties and providing pastoral care to students with strong administrative and IT support provided • Staff development programmes organized by the school cater for the school development and students' and teachers' needs • Strong foundations is given in the junior form curriculum that enables students to excel in both the HKDSE and IBDP • Students are given different learning opportunities to develop academically, aesthetically, physically, emotionally, and spiritually as a whole person • Students and teachers have a good relationship
2.	Areas for Improvement / Development	• Further enhance moral and character building of students • Further cultivate a more resilient and positive school environment to promote students' well-being through empowerment • Enhance support to teachers to cater for the emotional needs of students • Increase resources to enhance student support
3.	Our Opportunities	• Being an IB school and a Round Square school in Hong Kong, our students have ample opportunities to participate in different activities such as school-based activities, international exchanges, international competitions, and international conference, so as to develop our students into informed and responsible global citizens with a sense of national identity and global perspective • Together with the active involvement of the Experiential Learning Office, Global Classroom Team, Other Learning Experiences Committee, and subject departments from different key learning areas, we would explore more experiential learning opportunities for students to enrich their learning experiences further and equip them with positive values and attitudes, knowledge and skills • Our strong alumni support and participation in the Mentorship Programme offers many opportunities for our students' learning of different career choices
4.	Our Challenges	• To help students lead a healthy life, such as striking a balance between study and rest, doing enough physical exercise, and knowing how to reduce stress • To enable students to develop virtue and be informed and responsible citizens with a strong sense of national and global identity • To enable students to take an active role in their own learning • To equip our teachers with the relevant pedagogical and pastoral skills to support our students with different needs

d. Major Concerns for a period of three school years (2025/26 – 2027/28)

1. To promote students' well-being through the cultivation of a supportive school community.
2. To enable students to develop virtue and be informed and responsible citizens with a strong sense of national and global identity, an appreciation of Chinese culture and core values, and respect for pluralism in society.
3. To enable students to take an active role in their own learning through the development of different assessment modes and pedagogies.

VI. School Development Plan (3-school-year period)

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
To promote students' well-being through the cultivation of a supportive school community	● To enhance students' mental well-being through formal curricula, diverse activities and an optimized learning environment ● To strengthen the atmosphere of mutual support and kindness and foster a culture of appreciation among students through different activities ● To promote a healthy and balanced lifestyle among students by enhancing teachers' professional capacity and parental education	✓	✓	✓	● Adopt a whole-school approach to implement the 4Rs Mental Health Charter into subject curricula, Extra-Curricular Activities (ECA), Creativity, Activity, Service (CAS), Enrichment Programme Day (EPD), Form Teacher Period (FTP), morning assemblies and other school-based initiatives. ● Participate in the LevelMind@JC project to empower students to take the lead in promoting well-being, while collecting student input to understand their needs and perceptions, using the data to inform and refine school-based well-being strategies. ● Enhance the school environment by incorporating more aesthetic elements to positively impact the mental well-being of students and staff. ● Create physical spaces for students to relax, take time-out, and socialize with peers by renovating rooms and installing relaxation setups. ● Promote a culture of appreciation and gratitude through subject teaching and activities organized by the newly formed, student-led Wellness Club and other ECA clubs and societies. ● Encourage collaborative efforts and shared activities that foster a sense of belonging and mutual care within the school community. ● Cultivate the practice of longitudinal mentorship and care between senior and junior students to build mutual support and kindness.

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
					● Promote the importance of physical activity among stakeholders by increasing the utilization rate of sports facilities. ● Enhance the role of staff representatives and staffroom representatives to understand and address well-being needs of staff. ● Empower staff through professional dialogues and ongoing training on various aspects of well-being to raise awareness and strengthen their professional capacity, so as to promote students' wellness and life balance. ● Provide parental education through the Parent-Teacher Association (PTA) by organizing workshops and seminars, and providing resources on topics such as mental health, stress management, and fostering a healthy and balanced lifestyle for students.

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
To enable students to develop virtue and be informed and responsible citizens with a strong sense of national and global identity, an appreciation of Chinese culture and core values, and respect for pluralism in society	- To cultivate positive values and adhere to moral standards, and regularly reflect on one's words and actions - To enhance students' understanding about Chinese culture and traditional Chinese values - To increase students' understanding and care for the development of the Hong Kong community, the motherland and the world, identify with one's roles as a civic member, national citizen and global citizen, and foster a sense of belonging, responsibility, and mission	✓	✓	✓	- The school will continue to adopt a whole-school approach in implementing values education in both the formal and informal curricula. To further strengthen the overall planning, implementation and evaluation, Values Education Committee (VEC) will be set up to replace the Moral and Civic Education Committee. Both functions and membership of the newly established VEC will be enhanced. - School activities will be planned with reference to the National Education Calendar suggested by the Education Bureau. When planning activities, learning expectations for students / expected learning outcomes will be explicitly stated with reference to the Updated Seven Learning Goals of Secondary Education, Values Education Curriculum Framework (2026) and relevant documents of the Education Bureau. Evaluation will be conducted against the set targets in a holistic manner. - A wide variety of learning activities will be organized to increase students' understanding and interest in Chinese history and culture as well as traditional Chinese values. - Different learning activities / programmes such as talks, workshops, study tours, and competitions will be held by different academic departments, committees and student bodies to promote national education, national security education and the exploration of different global issues. - Citizenship, Economics and Society (CES) will replace the school-based Society Studies curriculum in F2 and F3 in the 2025-2026 and 2026-2027 academic years respectively to further develop virtue among students through education (立德樹人) in the junior forms.

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
	- To increase students' understanding and awareness of national security - To further enhance teachers' professional development in National Education and National Security Education				- Latest information about national education and national security education will be disseminated via internal e-platform with all teachers. - Teachers will be encouraged to participate in national education and national security education related training courses provided by the Education Bureau and reputable organizations. - The core education mission of cultivating virtues and nurturing people (立德樹人) will be covered in the induction for new teachers. The same message will be reiterated by the Principal to all staff members during the first staff meeting of each academic year so that all staff can understand the importance of the pursuit of professionalism and commitment to upholding high moral standards.

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
To enable students to take an active role in their own learning through the development of different assessment modes and pedagogies	- To equip students to learn effectively and independently through relevant strategies and pedagogies of the 21st century - To enhance student's academic competence (Attitudes, Skills and Knowledge) through assessments for / of / as learning and different modes of assessment designs and reporting - To identify student's strengths and areas for development through ongoing feedback and reflection from peers and teachers - To embrace students' learning by enhancing their understanding of information literacy	✓	✓	✓	- Strengthen teachers' roles as facilitators who support and guide student to explore and learn in an active way. - Foster inquiry by incorporating open-ended tasks and experiential learning activities to allow students to explore solutions, enhance critical thinking skills in a real-world application. - Promote collaborative learning in class through diverse activities like flexible grouping, online forums or structured in-class group discussions, Think-Pair-Share, group presentations with rubrics, etc. - Encourage and guide the students to create questions with explanations and answers, which can foster them deeper engagement with the content. - Implement differentiated instruction by providing assessment tasks in multiple formats (for example written, audio, visual; songs composition, artwork design, storytelling, role-playing, activity stations, etc.) with levels of difficulties to cater various learning styles (auditory, visual, kinesthetic, and linguistic) as well as diverse educational needs. - Cultivate student's sense of ownership and positive learning attitude towards unconventional assessment modes. - Utilize AI for Assessment, such as leverage AI platforms for reading and writing assessments; guide students on using these tools for self-evaluation and improving their work.; organizing critique sessions on AI-generated solutions. - Encourage students to develop their own marking rubrics for assignments and implement peer assessment sessions that fosters ownership, deeper understanding of assessment criteria plus promote critical thinking and constructive feedback.

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
					• Involve students in creating assessment elements and include self-assessment components in assignments to let them discuss discrepancies, reflect and improve self- evaluation skills. • Incorporate the “Information Literacy for Hong Kong Students” Learning Framework by reviewing and updating relevant curriculum designs. • Arrange learning activities such as talks and visits to enable students to use information effectively and ethically.