

# *St. Joseph's Primary School*



## *School Development Plan 2024/25 - 2026/27*

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## **School Development Plan**

### **2024/25 - 2026/27**

<b>Contents</b>	<b>Page</b>
1. School Vision and Mission	2
2. School Goals	3
3. School Motto & Core Value of Education	3
4. Holistic Review of School Performance	4-11
5. Major Concerns of the 2024/25-2026/27 School Development Cycle	11-15

# 1. School Vision and Mission

## School Vision

We aim to touch the hearts of the students confided to our care; in turn they touch the hearts of many more in our society, our country, our world with the talents and virtues they developed in their young years.



## School Mission

The mission of St. Joseph's Primary School is to educate students in areas of moral, intellectual, physical, social, aesthetic and spiritual development. This process will take place in an environment conducive to learning and in the context of interaction between staff and students.

**We** believe that our mission and spirit is to impart a human and Christian education to those entrusted to our care within the Lasallian family, and to do so with FAITH and ZEAL.

**We** believe that in co-operation with parents we work to form the minds and characters of students and become transformed in the process as teacher and student help each other grow as persons.

**We** believe that success in school means more than good examination results. Students must learn how to learn, to think and to live virtuously.

**Our** mission is successful when our students

1. love their country, develop their talents and appreciate their culture,
2. understand and accept themselves and others,
3. think logically and critically and express themselves effectively,
4. clearly know what they believe and why they believe,
5. maintain physical fitness and mental health – avoiding excesses and abuses,
6. possess social awareness and a sense of responsibility for the common good.

## 2. School Goals

SJPS will keep its rich legacy and long heritage in education on the one hand, and respond to the changing needs of the students, the parents, the local community, the country and the world on the other. All our students will:

- enjoy learning, be effective in communication (bi-literate & tri-lingual), be creative and have a sense of commitment;
- have all-round development (including excellence in academic work and IT competence);
- be capable of life-long learning; and
- make contributions to the society, mainland China and the world.

## 3. School Motto & Core Value of Education

**School Motto**  
"LABORE ET VIRTUTE"



### Core Value of Education (School Spirit)

St. Joseph's Primary School is a well-established school with good traditions. School Spirit can be seen in students' loyalty to God, their commitment to their school duties and their care and concern for others.

Our school therefore expects students to acquire good practices like:

Punctuality, respect for their teachers and schoolmates, personal discipline, obedience, honesty, integrity and good sportsmanship.

## 4. Holistic Review of School Performance

### a. Effectiveness of the School Development Plan in the cycle of 2021-2024

Major Concern and target	Extent of the target achieved	Follow-up action(s)	Remarks
<b>Major Concern 1:</b> A Meaningful and Interesting Journey: Exploring new dimensions in learning and teaching in the e-era	Fully achieved	Incorporated as routine work	➤ As we reach the final stage of our e-Learning journey, our students have developed strong IT skills that they seamlessly apply in their daily classroom activities. Our teachers are well-equipped with the necessary skills to enhance their teaching methods, while parents have embraced the integration of technology in their children's learning environment. However, the evolution of IT in education is an ongoing process. Our school is now exploring the opportunity to transit from e-Learning to AI-powered learning. Our ultimate goal is to equip our students with the skills and knowledge required to thrive in the digital era.
1. To foster teachers' professionalism in e-Learning			
2. To promote intrinsic motivation and initiative in learning			
3. To cater for learner diversity and develop students' self-directed learning capabilities			
4. To elicit parental support and engagement			
<b>Major Concern 2:</b> A Path to a Purposeful Life: Cultivating meaning and well-being in students	Fully achieved	Incorporated as routine work	➤ Building upon the successful implementation of our initiatives to cultivate meaning and well-being in our students, we are committed to further embedding these positive values within our school. Our school will continue to provide professional development opportunities for teachers focusing on character education, empowering them to nurture students' emotional intelligence and resilience alongside academic growth. We will also expand our Parent Education Programme, equipping parents to foster positive values in our students. This ongoing commitment to holistic development will ensure our students are equipped with the sense of purpose needed to thrive.
1. To train teachers so that they can gain the necessary skills in cultivating students' positive values			
2. To instil in students positive values and attitudes			
3. To reinforce parents' positive values and attitudes towards their children			

**b. Based on the reflection against the seven learning goals<sup>1II</sup>, 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?**

**Learning Performance**

Students are able to master and apply the knowledge and skills they have learned. They take the initiative to participate actively in learning activities and assignments, displaying confidence in their learning. They often complete learning tasks, including homework, with seriousness and dedication, as evidenced by 85% of stakeholders agreeing on their active participation and determination.

Students excel in applying their **generic skills**. They possess good **IT skills**, which have been a focus in the past two school development cycles. It centered around learning and teaching in the technological era. Students are familiar with various e-learning resources and effectively use platforms such as Classkick and Padlet for pre-lesson tasks in a flipped classroom model. This mode of learning promotes self-directed learning and enhances their capacity to **manage their own learning process independently**, with more than 95% of stakeholders acknowledging their proficiency in these areas.

The STEAM project has been instrumental in fostering **creativity and problem-solving skills**, further promoting **self-directed learning**. Through cross-curricular activities, students are encouraged to connect ideas and concepts learned in different subjects, applying their knowledge in innovative ways.

Additionally, students' **language proficiency** and **reading habits** are commendable. The school has successfully fostered a strong reading culture through initiatives like the reading reward scheme, with more than 80% of stakeholders recognizing its success. The introduction of World Book Day was particularly well-received, with students showing a high level of engagement and enjoyment in the activities organized for this event.

**Affective Development and Attitude**

Students generally have a **positive self-concept**, but data from APASO indicates that their relationships with parents could be improved. Observations from teachers and parents also show that students' interactions with others need to be strengthened. Many students tend to be self-centred. This situation has been intensified by the pandemic where face-to-face lessons were limited. This lack of in-person interaction has led to weaker interpersonal skills. Students struggle to empathize and understand others' perspectives, which are crucial for building meaningful relationships and effective communication. Hence, it is essential to address this issue in the next development cycle.

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<sup>1II</sup> The seven learning goals of primary education are national identity, proper values and attitudes, knowledge of key learning areas, language skills, generic skills, reading and information literacy, and healthy lifestyle.

Their **attitude towards learning is excellent**, with students taking the initiative to learn. The school plays a significant role in developing students' **moral character**. The focus of the last cycle was on teaching and learning strategies in the technological era. Students were taught to use various tools effectively and to use information technology ethically, including online safety and information literacy. Efforts to cultivate meaning and well-being in children have successfully fostered good moral character both inside and outside the school. However, according to APASO data, their **sense of national identity** needs strengthening. The goal is to cultivate students to be global citizens with a **strong sense of civic obligation** and **social harmony**.

### Self-Management Skills

Students have reasonable **emotional stability** but need improvement in **self-discipline**, as suggested by the SHS. Nonetheless, **law-abidingness** is emphasized as an important value. Fostering a sense of law-abidingness relates directly to global citizenship. By understanding and respecting laws, students learn the importance of **civic duties and responsibilities**, which are foundational elements of **global citizenship**. This understanding helps them appreciate the need for social order and harmony locally, nationally and globally.

In summary, students exhibit commendable progress in achieving the seven learning goals. However, there are areas for improvement, particularly in **social interactions**, **national identity**, and **self-discipline**. Enhancing students' soft skills and fostering a sense of responsibility will be key areas of focus moving forward, with the aim of nurturing well-rounded global citizens.

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

Aligned with Hong Kong's educational aims, the seven learning goals, and current educational trends, the school's curriculum development strategies are guided by its vision, mission and students' needs. The curriculum encompasses all Key Learning Areas (KLAs) and provides learning experiences both inside and outside the classroom, enabling students to deepen their knowledge, refine their generic skills and develop positive values and attitudes.

The school's curriculum planning aligns with educational trends, as evidenced by over 90% of stakeholders agreeing on its relevance. By incorporating innovative educational strategies such as e-learning, the school ensures a dynamic and engaging learning environment.

The school efficiently schedules learning time and integrates classroom and extracurricular activities, promoting **comprehensive development** in ethics, intellect, physical growth, social skills and aesthetics. This approach enhances students' knowledge **across various KLAs** and their **generic skills**, and nurtures **positive values and attitudes**. A **broad and balanced curriculum** is in place to provide rich learning experiences, both within and beyond the classroom, aiming to meet the seven learning goals. The adoption of the **flipped classroom model**, where online resources serve as pre-tasks and consolidation activities, ensures students are well-prepared and can deepen their understanding of subjects. The school also effectively adapts learning content and teaching strategies to cater to diverse learner needs. Panel chairs and panel members regularly review educational materials

to enhance learning outcomes. This is evident as 90% of stakeholders affirm that the school offers varied learning experiences tailored to students' diverse needs.

In the post assessment period, the school has provided students with a wide range of enriching activities in the Other Learning Experiences (OLE) programme. These activities include drama workshops, Science workshops, cross-level language activities, excursions and so on. These activities broaden students' horizons through varied exposures and experiences, significantly contributing to their holistic development. In addition, after the pandemic, overseas exchange programmes resumed last year, enabling students to visit our sister school in Shanghai, participate in English programmes in Australia, engage in STEAM activities in Japan, learn about sustainable development in Singapore, and take part in musical performances and cultural exchanges in Austria.

Support services are continuously evaluated to ensure **effectiveness and alignment with holistic development goals**. Data analysis from observations, SHS and APASO help identify students' varied developmental needs, informing future planning and improvements. The school provides appropriate learning opportunities and support for students with diverse needs, facilitating their integration into campus life and maximizing their potential. Through various programmes and activities, students are given ample opportunities for personal growth and development. Targeted support strategies address students' social needs, fostering positive values, enhancing interpersonal relationships and promoting social responsibility. This approach is validated by feedback from the SHS, with more than 80% students agreeing that the opportunities provided by the school help them develop their interests and life skills.

Internally, to promote the development of character strengths and a positive mindset, PD lessons conducted by the School Guidance Team are integrated into the curriculum. Programmes such as the School Guidance Prefects (SGPs) and the Understanding Adolescence Project (UAP) are key elements of student support. Various workshops and training camps are organized by the Student Guidance Team to equip School Guidance Prefects with the necessary skills to support their peers. These activities aim to improve students' problem-solving abilities, emotional control, and acceptance of others' advice and opinions. The UAP provides students with opportunities to enhance their emotional and social skills, including activities designed to improve problem-solving skills, emotional regulation and peer relationships. The programme also helps students gain a better understanding of their emotions and the causes of conflict, equipping them with strategies to improve the classroom climate and alleviate arguments among peers.

Externally, during the OLE programme, diverse activities are held to highlight students' unique qualities, promote respect and enhance future planning skills. The school collaborates with organizations such as Caritas and St. James Settlement to organize outreach initiatives that help students develop empathy, compassion and inclusivity. These activities include students organizing and holding interactive sessions and performances to elderly via Zoom. This allows students to express their care for the elderly. Apart from showing care to the elderly, students also participated in a Supporting Service Programme. The aim of this activity is to help students understand the characteristics and needs of rehabilitation clients with intellectual disabilities. These programmes foster empathy and promote inclusivity in our community. Additional initiatives, such as food donations to the Food Bank, Dress Casual Day and Charity Plant Sale Fundraising for the Community Chest, provide students with hands-on experiences that enrich their



personal growth and broaden their horizons. Through these activities, students actively contribute to supporting those in need, fostering a caring school culture that promotes empathy and social responsibility.

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

The school fully realizes the essence of school-based management, fostering a culture of self-evaluation effectively. The school self-evaluation mechanism functions robustly, adhering to the Plan-Implement-Evaluate (PIE) cycle. Over 85% of stakeholders affirm that the school actively reports its self-evaluation findings to teachers, students and parents, thereby increasing transparency and accountability. When formulating its school development plan, the school aligns with Hong Kong's aims of education, the seven learning goals and the latest trends in education development, while taking into account its vision, mission and students' needs. This approach ensures the setting of appropriate development priorities to facilitate students' whole-person development and lifelong learning, with 90% of stakeholders agreeing that the school sets clear directions for development.

Subject panels and committees develop specific programme plans with clear evaluation methods and success criteria that align with the school's development focuses. The school demonstrates effective deployment of manpower and resources, utilizing grants such as the Life-Wide Learning Grant (LWLG) to organize activities across different Key Learning Areas (KLAs). These activities cater to students' interests and abilities, stretching their potential and nurturing positive values and attitudes.

The school management and Panel Chairs stay abreast of the latest educational trends and continuously enhance their skills accordingly. This commitment is reflected in the professional development workshops held. The school hosts in-house training sessions led by teachers from various subject panels and invites external speakers to discuss current educational trends, including the use of AI. Staff development is further enriched by the Lasallian Formation programme. This programme, in collaboration with formation teams from all Lasallian schools in Hong Kong, helps teachers understand the twelve virtues of a good teacher demonstrated by our Founder.

The school also takes a proactive approach to professional development. For instance, as the school has developed a set of school-based materials for the English Literature curriculum, the Panel Chair and members consult Mr. John Lee from the NET section in the EDB. In Chinese, they have also consulted Ms. Mak from the EDB to enhance teaching using picture books. More than 85% of teachers agree that heads of subject panels and committees actively promote professional exchange and collaboration. Through effective planning, coordinating and monitoring, the school management adeptly manages changes in educational developments, ensuring sustainable improvement and the realization of the school's vision.

## c. How Can My School Be Better

### ◆ What are my students' needs?

#### **Developing Global Citizenship and National Identity**

As suggested by the data from APASO, students exhibit a weak sense of national identity, particularly in terms of understanding their responsibilities and obligations. According to the SHS, both teachers and students believe that student discipline is an area requiring improvement. This highlights a crucial need to foster students' development into conscientious global citizens who love their city, country and nation.

Whole-person development can be nurtured through a supportive school environment. Developing a strong sense of national identity is closely linked to fostering discipline. When students understand and respect rules and regulations within the school, they are more likely to carry these values into their wider community and society. A disciplined student is better equipped to appreciate their role and responsibilities as citizens, contributing positively to their city, country and nation. If students lack discipline in school, they are likely to disregard rules and regulations in broader society, weakening their sense of national identity and civic responsibility.

#### **Enhancing Soft Skills**

Students need to enhance their soft skills, particularly their social skills, which have weakened due to the pandemic and the lack of face-to-face interactions. They have struggled with thinking from others' perspectives, which is essential for effective communication and empathy. Improving these soft skills is crucial for their ability to interact effectively with others and develop into well-rounded individuals. By fostering better communication, empathy and relationship-building skills, students can improve their social interactions and become more engaged and responsible members of both their school and the broader community.

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

#### **Strong Alumni Network and Support**

Our school benefits from a robust network of alumni, fostering a strong bond with former students. Our ongoing redevelopment project has received significant support from our alumni, who have contributed valuable resources, including financial support and professional insights. Additionally, we frequently invite alumni to serve as speakers for staff development sessions, leveraging their professional knowledge and expertise.

### **Effective Resource Deployment and Utilization**

More than 90% of our staff agree that the Principal effectively deploys resources. We make optimal use of resources and funding from the EDB. For instance, we utilized the one-off grant to support the introduction of Primary Science, continuing to develop our school-based science curriculum. Additionally, we effectively use the Life-wide Learning Grant to develop school-based STEAM projects and other learning experience (OLE) programmes, enriching our students' learning experiences.

### **Leadership and Sustainable Development**

A notable strength of our school is that 95% of the staff agree that the Principal effectively leads the school towards sustainable development. The Principal provides insightful leadership, guiding the staff to achieve the seven learning goals and efficiently allocating resources, including human resources. The school has a well-defined development plan that aligns with the seven learning goals. By regularly updating subject panels and committees, the school efficiently tracks the progress of its initiatives and assesses student performance in knowledge, skills, values and attitudes against the intended targets. School management promptly adjusts strategies and resource allocation as needed.

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

Our school is dedicated to fostering the whole-person development and lifelong learning of our students by focusing on two major priorities: developing global citizenship and national identity, and enhancing soft skills.

### **Developing Global Citizenship and National Identity**

Based on data from APASO, it is evident that our students exhibit a weak sense of national identity, particularly in understanding their responsibilities and obligations. Both teachers and students, as indicated by the SHS, recognize that student discipline requires significant improvement. This underscores the necessity of nurturing students into conscientious global citizens who are proud of their city, country and nation.

Whole-person development can be effectively fostered within a supportive school environment. A strong sense of national identity is closely linked to discipline. Students who understand and respect school rules are more likely to carry these values into their wider community. A disciplined student is better equipped to appreciate their role and responsibilities as citizens, contributing positively to their city, country and nation. Conversely, a lack of discipline in school can lead to a disregard for rules in broader society, weakening their sense of national identity and civic responsibility.

To address this, our school will adopt a whole-school approach to integrating elements of National Security Education (NSE) into daily teaching and learning. We will also foster a strong sense of belonging by developing and maintaining school traditions and rituals, creating a shared experience and sense of identity.

### **Enhancing Soft Skills**

Another significant concern is the enhancement of students' soft skills, especially their social skills, which have weakened due to the pandemic and the lack of face-to-face interactions. Students have struggled with empathizing and understanding others' perspectives, which are essential for effective communication and empathy.

Improving these soft skills is crucial for students to interact effectively with others and develop into well-rounded individuals. By fostering better communication, empathy and relationship-building skills, students can enhance their social interactions and become more engaged and responsible members of both their school and the broader community.

To achieve this, our school will implement programs and activities designed to improve communication, empathy and relationship-building skills. We will establish support systems, such as counseling and peer support networks, to address the social and emotional needs of our students. Additionally, through life-wide learning and service-learning experiences, students will develop a sense of empathy towards people from different backgrounds.

## **5. Major Concerns of the 2024-27 School Development Cycle**

Based on the above holistic review of school performance, the major concerns in order of priority are:

1. Be a good Samaritan: "Love your neighbour as yourself" [Luke 10:25-37]
2. Be a global citizen: Love our hometown, home country and home planet

### School Development Plan 2024-2027

Major Concerns	Targets	Outlines of Strategies	Time Scale (Please insert ✓)			Seven Learning Goals						
			2024/25	2025/26	2026/27	1	2	3	4	5	6	7
1. Be a good Samaritan: “Love your neighbour as yourself” [Luke 10:25-37]	1.1 To train teachers so that they can gain the necessary skills in cultivating students’ interpersonal skills	● Arrange seminars/workshops for teachers	✓	✓	✓		✓			✓		
	1.2 To foster interpersonal competence in students	● Introduce a Guidance Project to build up students’ communication skills and strengthen their interpersonal abilities	✓	✓	✓		✓			✓		
		● Integrate elements of promoting students’ interpersonal skills into formal and informal curricula by providing more opportunities for interactions in class	✓	✓	✓		✓	✓	✓	✓		
		● Develop service learning programmes in order to groom students into empathetic individuals	✓	✓	✓		✓			✓		

**Seven Learning Goals:**

1. National Identity 2. Proper Values & Attitudes 3. Knowledge of Key Learning Areas 4. Language Skills 5. Generic Skills 6. Reading & Information Literacy 7. Healthy Lifestyles

Major Concerns	Targets	Outlines of Strategies	Time Scale (Please insert ✓)			Seven Learning Goals						
			2024/25	2025/26	2026/27	1	2	3	4	5	6	7
	1.3 To equip parents with the necessary skills in fostering students' social development	● Implement a parent education programme to enhance effective parenting practices	✓	✓	✓		✓			✓		✓
2. Be a global citizen: Love our hometown, home country and home planet	2.1 To cultivate students' law abidingness by obeying school regulations and local legislation	● Establish different reward schemes to foster students' self-discipline	✓	✓	✓	✓	✓					✓
		● Organise a range of educational experiences to promote and reinforce students' positive behaviour	✓	✓	✓	✓	✓					✓
		● Organise mediation and leadership training workshops for School Prefects and School Guidance Prefects (P.5-P.6)	✓	✓	✓	✓	✓					✓
		● Encourage students to take part in activities and competitions about Basic Law and National Constitution	✓	✓	✓	✓	✓					

**Seven Learning Goals:**

1. National Identity 2. Proper Values & Attitudes 3. Knowledge of Key Learning Areas 4. Language Skills 5. Generic Skills 6. Reading & Information Literacy 7. Healthy Lifestyles

Major Concerns	Targets	Outlines of Strategies	Time Scale (Please insert ✓)			Seven Learning Goals						
			2024/25	2025/26	2026/27	1	2	3	4	5	6	7
	2.2 To enhance students' national identity and appreciation of their cultural heritage through curriculum development, exchange programmes and diverse educational experiences	● Review and enrich the curriculum contents of formal and informal curricula, so as to cultivate students' concept of national identity	✓	✓	✓	✓	✓	✓			✓	
		● Encourage students and teachers to join the Mainland exchange programmes and maintain partnerships with sister school in Mainland	✓	✓	✓	✓	✓			✓		
		● Help students explore and deepen their understanding of cultural heritage by engaging them in diverse learning experiences	✓	✓	✓	✓	✓	✓				

**Seven Learning Goals:**

**1. National Identity   2. Proper Values & Attitudes   3. Knowledge of Key Learning Areas   4. Language Skills   5. Generic Skills   6. Reading & Information Literacy   7. Healthy Lifestyles**

Major Concerns	Targets	Outlines of Strategies	Time Scale (Please insert ✓)			Seven Learning Goals						
			2024/25	2025/26	2026/27	1	2	3	4	5	6	7
	2.3 To nurture globally conscious, culturally respectful and environmentally aware students through diverse educational initiatives	● Conduct visits to temples of different religions in the community and introduce festivals around the world	✓	✓	✓	✓	✓	✓				
		● Incorporate environmental topics into the school curriculum across different subjects	✓	✓	✓	✓	✓	✓	✓		✓	✓
		● Organise overseas exchange programmes for students of different levels	✓	✓	✓	✓	✓	✓	✓	✓		

**Seven Learning Goals:**

1. National Identity 2. Proper Values & Attitudes 3. Knowledge of Key Learning Areas 4. Language Skills 5. Generic Skills 6. Reading & Information Literacy 7. Healthy Lifestyles