

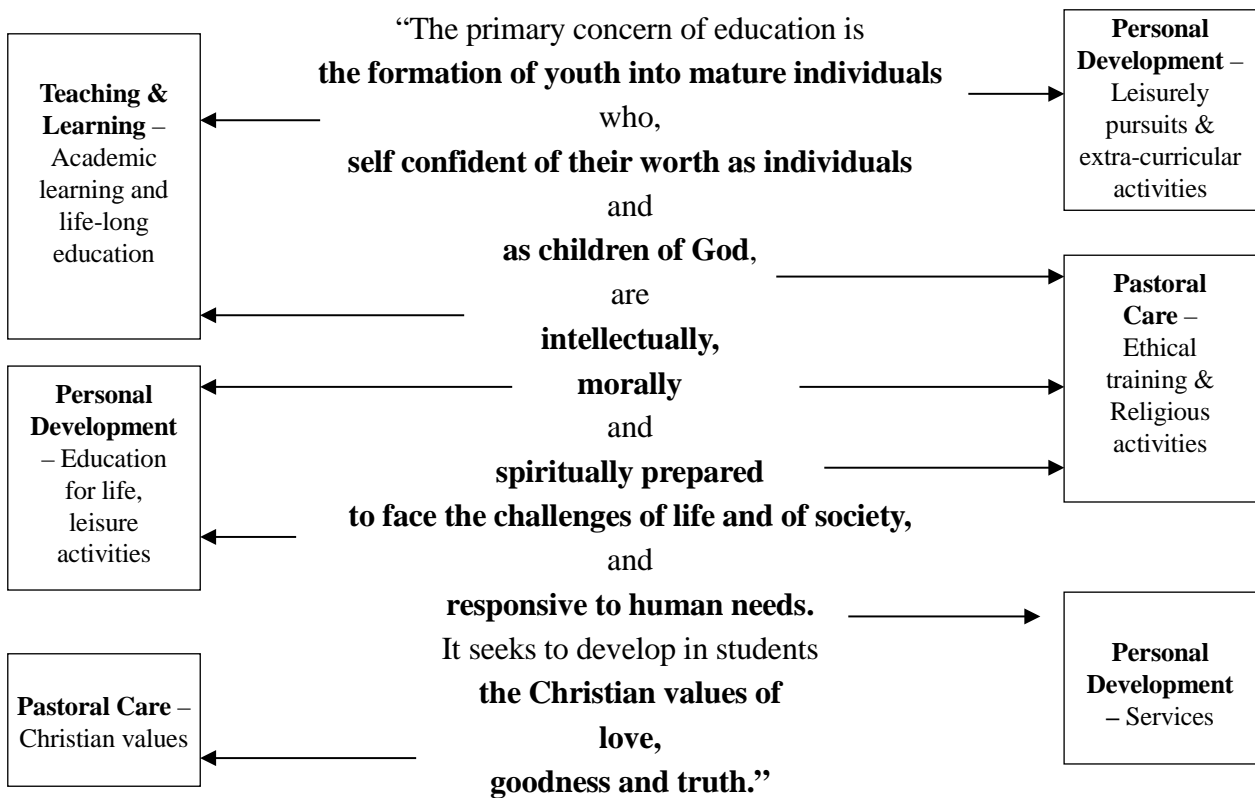
St. Paul's School (Lam Tin)

Annual School Plan 2021-22

School Mission

Founded by the Sisters of St. Paul de Chartres in 1970 as a government-aided Catholic school for girls, St. Paul's School (Lam Tin) has been following St. Paul's teaching of 'All to All' – making oneself available in all ways to all people – as the ultimate goal. With the education mission statement of the Sisters of St. Paul de Chartres and the core values of Catholic education (i.e. truth, justice, love, life and family) as the guiding principle, our school has been endeavoring to educate our students to become knowledgeable, civic-minded and conscientious individuals ready to serve and willing to give.

Education mission statement of the *Sisters of St. Paul de Chartres*



Major Concerns

To realize our school mission, helping our students enhance their academic, social and emotional development are always the first two major concerns of our school, while staff development to empower our teachers to provide quality education remains the third one.

Built on the foundation laid down of this year, we shall sustain our efforts to realize the major concerns of our school development cycle of 2018/19-2021/22.

School Theme: Shine with the Paulinian Spirit

- To develop confidence and maturity
- To make good use of talents
- To serve with heart

Let us uphold the Paulinian spirit of 'All things to all people' in the hope of developing confident, benevolent, unique and mature Paulinians. May we use our gifted talents to serve the community with kind words and good deeds to glorify the Lord and spread God's love.

'Let your light shine before others, that they may see your good deeds and glorify your Father in heaven.' (Mt. 5:16)

Major concern 1: Learning motivation – to nurture students' intrinsic motivation in learning through education technology and STEM education

To nurture our students to become effective independent learners, further exploration would be made on effective use of education technology and STEM education for helping our students utilize appropriate learning strategies and resources to make continuous academic improvement and eventually achieve their learning goals.

Major concern 2: Holistic well-being – to cultivate a positive & healthy school culture

To better equip our students for encountering challenges and setbacks when developing their potentials and striving to achieve their life goals, our school will further understand individual needs of our students and further explore different opportunities to help them apply the health knowledge and relevant core values to further improve their holistic well-being.

Major concern 3: Staff development – to foster professional capacity building in realizing school focuses

To achieve synergetic effect, our school and middle managers will further strengthen our school as a learning community and better understand the needs of our teachers and students so as to provide adequate support for the former to meet the diverse needs of the latter in different arenas.

Major Concern 1

Learning motivation – Nurture students’ intrinsic motivation in learning through education technology and STEM education – Synthesizing

Targets	Strategies	Success Criteria	Methods of Evaluation	People in charge	Resources Required
<ul style="list-style-type: none"> • Students are ENGAGED to learn. • They are COMPETENT to learn. • They are PERSEVERANT to learn. 	<ul style="list-style-type: none"> • Design curriculum focusing on real-life relevance & application and problem-based learning. <ul style="list-style-type: none"> ➢ Interdisciplinary STEM/STEAM projects ➢ Real-life relevance in curriculum planning • Devise teaching pedagogies to promote interaction & participation in lessons, by the use of education technology and STEM education. <ul style="list-style-type: none"> ➢ Panel-specific focus on education technology &/or STEM ➢ Further integrate education tech into pedagogy where applicable & meaningful, so as to promote students’ engagement, competence & perseverance in learning • Develop means to integrate virtual learning into in-school instruction for amplified or personalized learning. <ul style="list-style-type: none"> ➢ Explore use of e-platforms to engage, enhance & extend learning through education technology • Develop assessment for learning by adopting data-informed strategies and refining use of challenging questions. <ul style="list-style-type: none"> ➢ Review on use of challenging questions to promote learning ➢ Review on school-based use of assessment data to inform learning & teaching • Cater for personalized learning through diversified & differentiated support and setting of learning goals. <ul style="list-style-type: none"> ➢ Flexible grouping in SS Eng, Chi & Maths • Hone students’ learning strategies in learning skills, learning responsibilities and academic mindset. <ul style="list-style-type: none"> ➢ Refine S1 & S4 orientation programmes for essential study skills ➢ Experiment a S3 transition programmes for Eng & Maths ➢ Develop students’ reading literacy 	<ul style="list-style-type: none"> • 60% of the students actively participate in lessons. • 60% of the students show initiative in continuously improving their academic performance. • 60% of the students agree that the skills training or the support programmes are beneficial to their learning. • 60% of the students apply effective learning strategies and resources in achieving their learning goals. 	<ul style="list-style-type: none"> • Teachers’ evaluation of student performance • Record of student performance • Questionnaire survey 	<ul style="list-style-type: none"> • Committees: QE, G&C, Careers, Discipline, Exam, Staff Development & Appraisal • Panel heads 	School funds

Major Concern 2

Holistic well-being – Cultivate a positive & healthy school culture - Integrating

Targets	Strategies	Success Criteria	Methods of Evaluation	People in charge	Resources Required
<ul style="list-style-type: none"> • An INCLUSIVE, SUPPORTIVE and COMPASSIONATE school culture focusing on whole-student development is cultivated. • A 3-tier approach to promote a POSITIVE and HEALTHY school culture centered on the school theme. • Students are nurtured competencies in SELF-AWARENESS, SELF-MANAGEMENT, SOCIAL-AWARENESS, RELATIONSHIP SKILLS & RESPONSIBLE DECISION-MAKING, with core values in SELF-DISCIPLINE, RESPECT, CARING SPIRIT, GRATITUDE, INTEGRITY, PERSEVERANCE & COMMITMENT. 	<ul style="list-style-type: none"> • Provide opportunities for balanced and multi-faceted development across spiritual, moral, social, emotional, physical & academic wellbeing. • Develop health promoting strategies in spiritual, physical, social, mental, emotional and environmental aspects. <ul style="list-style-type: none"> ➤ Social-emotional learning ➤ Mindfulness ➤ Mental health support ➤ Service learning ➤ Career & life development • Adopt a 3-tier approach: each focuses on specific core values: <ul style="list-style-type: none"> 1st Physical wellbeing: self-management, self-discipline, perseverance & commitment 2nd Social wellbeing: caring spirit, respect & gratitude 3rd Mental wellbeing: Integrity & caring spirit <ul style="list-style-type: none"> ➤ Rebuilding student-student and teacher-student rapport and relationship, reestablishing routines & nurturing resilience • Inculcate in students the attitudes of digital citizenship or information literacy, which are deep seated in the core values of respect, self-discipline & empathy. • Support a multi-faceted wellness culture across personal, classroom, school & community aspects. • Adopt a collaborative approach to cultivate a positive and healthy school culture with school initiative, family engagement and community involvement. 	<ul style="list-style-type: none"> • 60% of the students agree that the school climate is positive. • 60% of students reflect that they acquire the knowledge to enhance well-being. • 60% of students reflect that they develop the core values. • Collaboration opportunities are provided to gauge participation from parents and community partners in healthy school initiatives. 	<ul style="list-style-type: none"> • Teachers' evaluation of student performance • Record of student performance • Questionnaire survey 	<ul style="list-style-type: none"> • Student Health, OLE, G&C, Careers, Discipline, Civic & Environmental Education and Religious Committees • Committees and panels organizing related activities 	<ul style="list-style-type: none"> • School funds

Major Concern 3

Professional development – foster professional capacity building in realizing school focuses

Targets	Strategies	Success Criteria	Methods of Evaluation	People in charge	Resources Required
<ul style="list-style-type: none"> • Nurture teacher efficacy based on TEACHERS' WELLBEING. • Develop TEACHERS' PEDAGOGICAL COMPETENCE. • Enhance TEACHERS' AWARENESS OF STUDENTS' DIVERSE NEEDS. 	<ul style="list-style-type: none"> • Formulate professional development programmes while striking a balance between professional growth and personal wellness. • Use of COTAP SSR & EDB PD guidelines (June 2020) to facilitate individual professional development goals, in line with school developmental focuses. • Provide differentiated and targeted professional development opportunities with respect to whole-school initiatives on e-learning, STEM education, integrated education support, CLD and NSE, etc. <ul style="list-style-type: none"> ➤ Harness partnership programmes to support interdisciplinary STEM education & subject-specific e-learning ➤ Strengthen cross-disciplinary support framework for SEN students in an inclusive school culture ➤ Deepen career and life development strategies and focuses in response to students' needs ➤ Devise school-based NSE framework in context • Promote professional learning community for collaboration, sharing and action learning <ul style="list-style-type: none"> ➤ Encourage professional sharing and exchange among panel members after attending subject-related professional development courses • Empower teachers' professional capacities by investing in teacher leadership. 	<ul style="list-style-type: none"> • 60% of the students agree that they have adequate support from the school. • 60% of the students agree that they have adequate support from teachers. • Teachers agree that professional learning community positively impacts their professional development. • Teachers have adequate support to understand and deal with students' diverse needs. 	<ul style="list-style-type: none"> • Teachers' self-evaluation & sharing • Questionnaire survey 	<ul style="list-style-type: none"> • Staff Development & Appraisal Committee, and NSE working group • Panel heads 	<ul style="list-style-type: none"> • School funds