

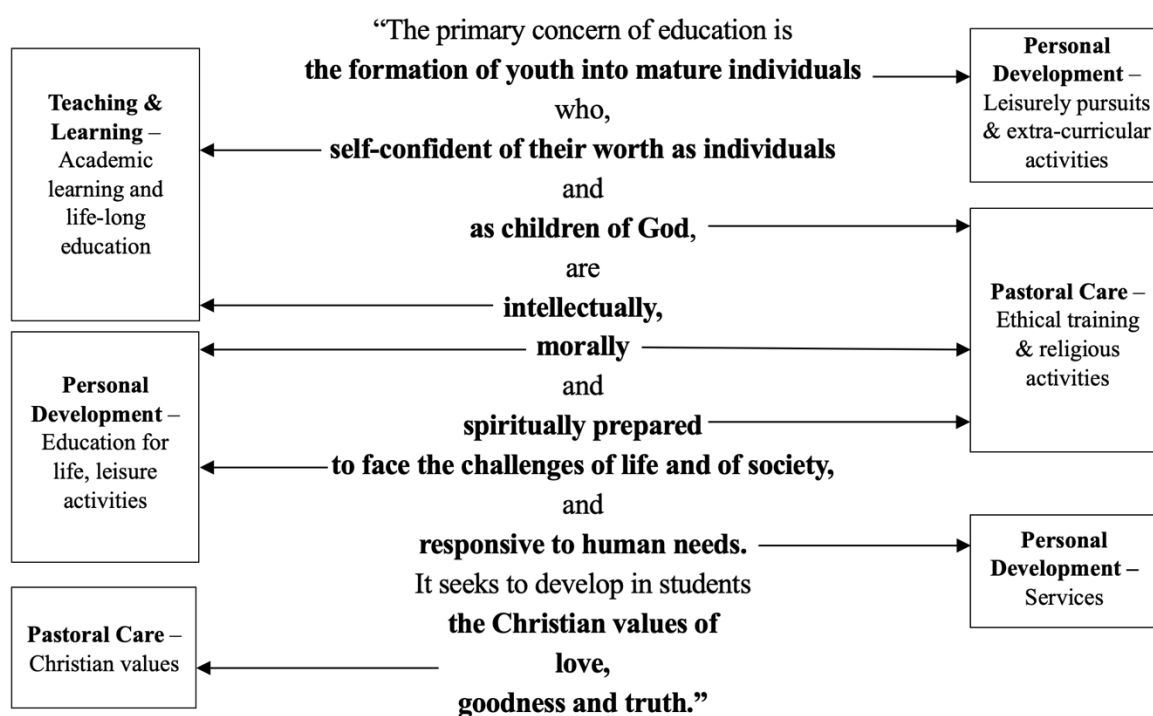
St. Paul's School (Lam Tin)

Annual School Plan 2025-26

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 and Our School



Major Concerns

To realize our school mission ‘All things to all people’, we will guide our Paulinians to seek God in all things and all people, and be at the service of our neighbours, through the lens of love, goodness and truth.

School Theme of our School Development Cycle 2025/26-2027/28

Together in Hope: Nurturing Wellness, Unleashing Potential, and Building a Caring and Future-Ready Community

This theme emphasises wellness for students, teachers, and parents, as well as academic and non-academic empowerment. It stresses the importance of strong community collaboration in fostering a resilient, motivated, and engaging learning environment.

Major concern 1: To enhance learning effectiveness and inspire inquisitive minds through self-regulated learning

Rationale: Effective learning requires motivated students and skilled teachers working together.

Major concern 2: To promote wellness for students, teachers, and parents through building balanced Lives

Rationale: A thriving school community requires attention to mental, emotional, and physical health for all stakeholders.

Major concern 1: To enhance learning effectiveness and inspire inquisitive minds through self-regulated learning

Rationale: Effective learning requires motivated students and skilled teachers working together.

Briefly list the feedback and follow-up actions from the Major Concern 2 of the previous school year: #

- already aware of
 - Values: – EDB ~ diligence, perseverance // Catholic education ~ love
 - Study skills
- Need empowerment to apply learning skills to make academic advancement independently

Targets/implementation strategies/success criteria/methods of evaluation adjusted

Targets	Strategies	Success Criteria	Methods of Evaluation	Responsible Personnel	Resources Required
1.1 Enhance students' active participation in the learning process through incorporating self-regulated learning skills in lessons. 1.2 Cultivate self-regulated learning habits among students. <i>Values nurtured</i> - EDB: responsibility, commitment - Catholic education: love, truth <i>Seven learning goals:</i> breadth of knowledge, generic skills (basic & thinking), information literacy	1.1.1 Conduct staff development workshops to familiarize teachers with self-regulated learning concepts and pedagogy. [2025/26, 2026/27] 1.1.2 Design pre-lesson tasks to encourage students to build a good habit of seeking information and mastering basic knowledge before classes. [2025/26, 2026/27] 1.1.3 To adapt lesson design to make use of the self-learning outcome from pre-lesson tasks in classroom activities in all subjects. [2026/27, 2027/28] 1.2.1 Design a school-based curriculum framework to equip S1 to S5 students with self-regulated learning strategies. [2025/26, 2026/27, 2027/28] a) Goal setting to help students manage their learning process. b) Note-taking to develop students' habit in organising knowledge. c) Questioning to deepen students' learning and allow them to apply their knowledge in other areas. d) Self-efficacy to empower students' ability to regulate, reflect and evaluate their learning process to adopt effective strategies in further learning. e) Application to information technology in cultivating learning competence.	<ul style="list-style-type: none"> • Over 60% of the students agree that the pre-lesson study task help improve their learning in class. • Over 60% of the students are able to apply learning strategies to enhance learning effectiveness: <ul style="list-style-type: none"> ▪ complete the pre-lesson tasks assigned ▪ set and reflect on their learning goals ▪ take notes to organize their knowledge • Over 60% of the students participate in learning actively by: <ul style="list-style-type: none"> ▪ answering questions of varying levels in class and in assignments ▪ getting involved in student-centred tasks in lessons 	<ul style="list-style-type: none"> • Teachers' evaluation of student performance with reference to their observation and discussion with students • Student's self-evaluation • Student work checking • Survey including SHS, APASO and KPM 	<ul style="list-style-type: none"> • Committees : G&C, Quality Education, Staff Development & Appraisal • Panel Heads • Other relevant functional groups 	<ul style="list-style-type: none"> • Funding from EDB and other sources • Non-financial support from different stakeholders and the community

Major concern 2: To promote wellness for students, teachers, and parents through building balanced lives

Rationale: A thriving school community requires attention to mental, social, and physical health for all stakeholders.

Briefly list the feedback and follow-up actions from the Major Concern 1 of the previous school year: #

- already in practice
 - values: EDB ~ unity; Catholic education ~ love
 - a caring school
- already aware of methods to live a healthy life
- Need empowerment to apply social and other life skills to cope with life challenges independently

Targets/implementation strategies/success criteria/methods of evaluation adjusted

Targets	Strategies	Success Criteria	Methods of Evaluation	Responsible Personnel	Resources Required
2.1 Develop students' positive self-image.	[2025/26, 2026/27, 2027/28] 2.1.1 Strengthen mental wellness programs by offering diversified support to students. 2.1.2 Provide opportunities and platforms for students to shine and thrive. 2.1.3 Foster self-confidence through positive reinforcement and physical activities.	<ul style="list-style-type: none"> • Over 65% of the students show improvement in their sense of well-being. • Over 70% of the students take an active role in inter-class or inter-school competitions/activities, and services inside/outside school. 	<ul style="list-style-type: none"> • Teachers' evaluation of student performance with reference to their observation and discussion with students 	<ul style="list-style-type: none"> • Committees: Religious, G&C, OLE, Discipline, Civic & Environmental Education, Staff Development and Appraisal, I.T. Committee 	<ul style="list-style-type: none"> • Funding from EDB and other sources • Non-financial support from different stakeholders and the community
2.2 Instill the core values of Catholic Education.	[2025/26, 2026/27, 2027/28] 2.2.1 Inculcate the spirit of life, love, family, truth and justice through formal and informal curriculum. 2.2.2 To encourage students to put the school motto into practice in their daily lives through life-wide learning experiences and exposure.	<ul style="list-style-type: none"> • Over 50% of the students are awarded merit in service. • Students demonstrate commitment and school spirit when organizing activities and in their daily lives. • Different stakeholders collaborate to create a safe and supportive learning environment conducive to wellness. 	<ul style="list-style-type: none"> • Students' self-evaluation in their Student Learning Profile and goal setting booklet 	<ul style="list-style-type: none"> • Panel Heads • Form Teachers • House Moderators • PTA • Other relevant functional groups 	
2.3 Establish a collaborative culture rooted in shared values. Values nurtured - EDB: respect for others - Catholic education: love, truth, life, justice, family Seven learning goals: generic skills (personal and social), healthy lifestyle, life planning	2.3.1 Encourage positive and respectful relationships among students through class and house management. [2025/26, 2026/27, 2027/28] 2.3.2 Promote positive and respectful professional dialogue among teachers. [2025/26, 2026/27, 2027/28] 2.3.3 Establish professional learning communities (PLCs) to strengthen collaboration and exchange among teachers. [2026/27, 27/28] 2.3.4 Foster parents' wellness for shared support. [2026/27, 2027/28]		<ul style="list-style-type: none"> • Survey including SHS, APASO and KPM • Discussion with stakeholders 		