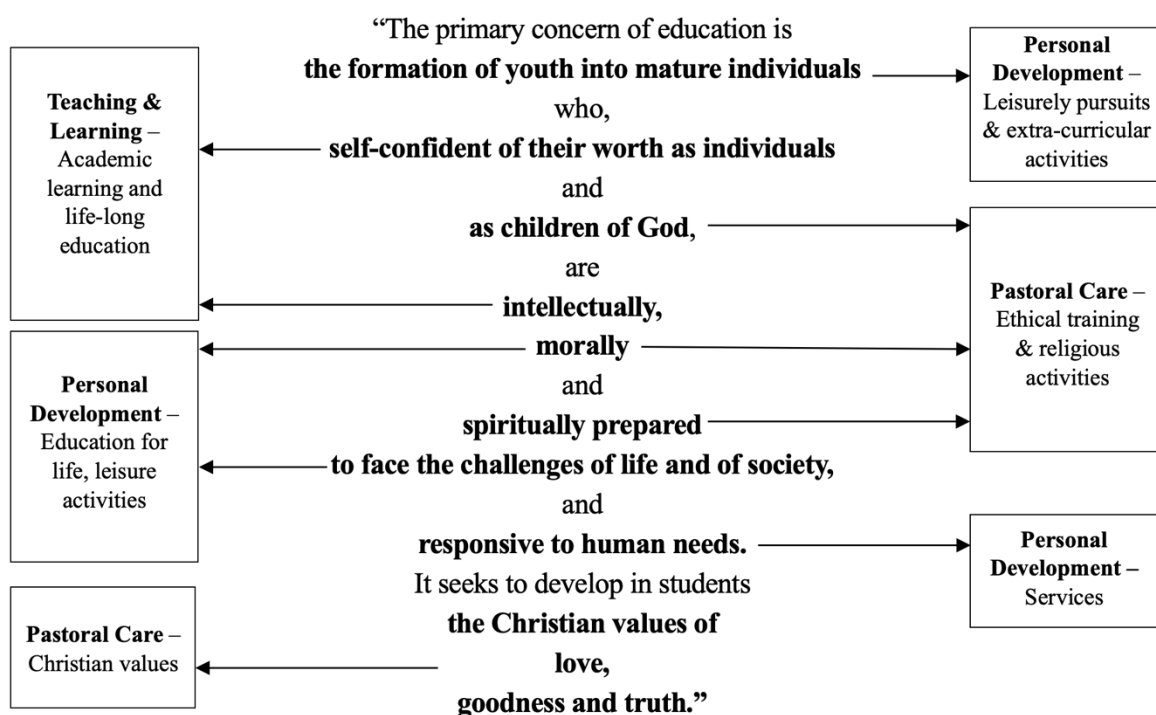


St. Paul's School (Lam Tin)

School Development Plan 2025/26 – 2027/28

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*



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, social, and physical health for all stakeholders.

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

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals ^{III}
		25-26	26-27	27-28		
1. To enhance learning effectiveness and inspire inquisitive minds through self-regulated learning Values nurtured ♦ EDB: Perseverance, responsibility, and diligence ♦ Catholic education: love, truth	1.1 Enhance students' active participation in the learning process through incorporating self-regulated learning skills in lessons.	✓	✓	✓	1.1.1 Conduct staff development workshops to familiarise 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]	♦ breadth of knowledge ♦ generic skills (basic, thinking) ♦ information literacy
	1.2 Cultivate self-regulated learning habits among students.	✓	✓	✓	[2025/26, 2026/27, 2027/28] 1.2.1 Design a school-based curriculum framework to equip S1 to S5 students with self-regulated learning strategies. 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, and to adopt effective strategies in further learning. e) Application of information technology in cultivating learning competence.	

^{III} All along, school work has always been related to the seven learning goals. Schools could consider how the major concerns relate to the seven learning goals and list the related learning goal(s) in this column when setting major concerns. Apart from the major concerns, schools should help students achieve the seven learning goals to foster their whole-person development and lifelong learning through routine work, which does not need to be recorded in the SDP. The seven learning goals of primary education are national identity, positive values and attitudes, knowledge of key learning areas, language skills, generic skills, reading and information literacy, and healthy lifestyle. The seven learning goals of secondary education are national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyle.

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals ^{III}
		25-26	26-27	27-28		
2. To promote wellness for students, teachers, and parents through building balanced lives Values nurtured ♦ EDB: Commitment, integrity, respect for others, and unity ♦ Catholic education: love, life, justice, family	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.	♦ generic skills (personal and social) ♦ healthy lifestyle
	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.	
	2.3 Establish a collaborative culture rooted in shared values.	✓	✓	✓	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, 2027/28] 2.3.4 Foster parents' wellness for shared support. [2026/27, 2027/28]	