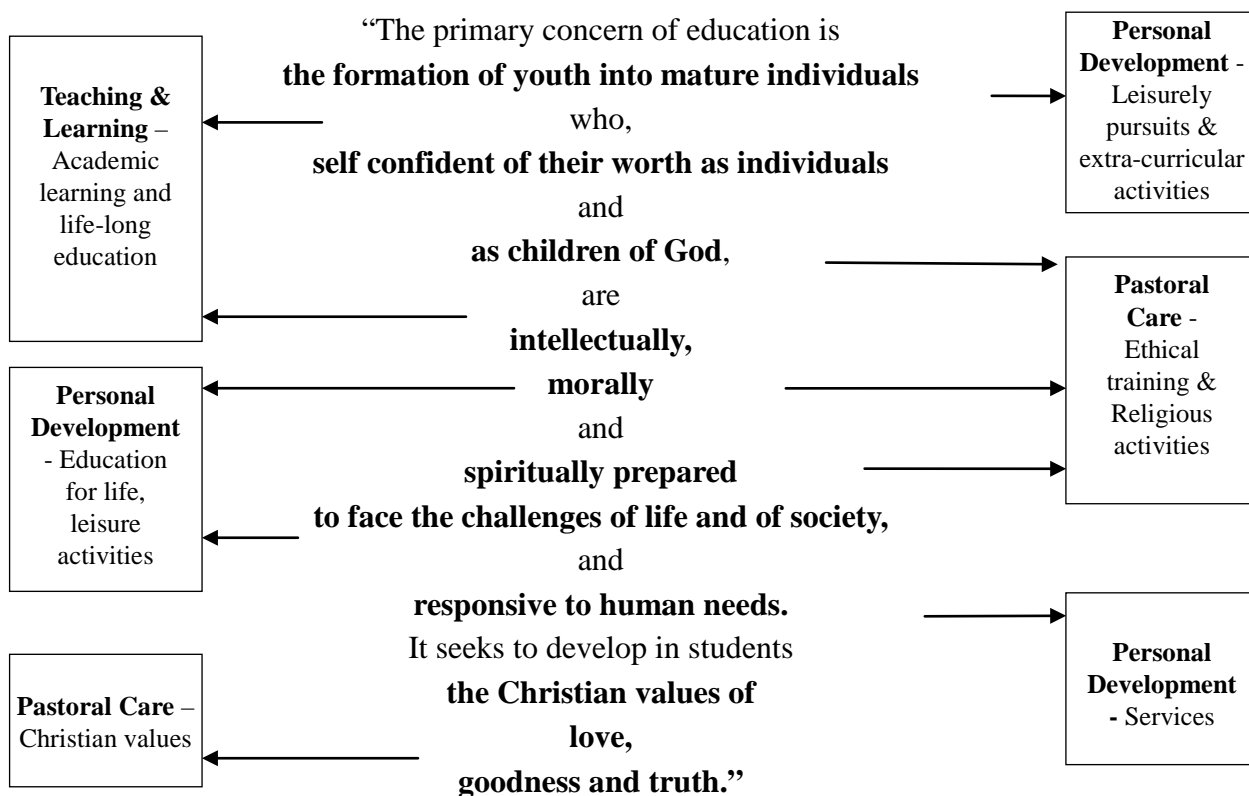


**St. Paul’s School (Lam Tin)**  
**School Development Plan 2018/19-2020/21**

Ever since the establishment of St. Paul’s School (Lam Tin), the education mission statement of the Sisters of St. Paul de Chartres has been the guiding principle, and St. Paul’s teaching of ‘All to All’ – making oneself available in all ways to all men – the ultimate goal. Hence, also echoing the core values of Catholic education, our school has been endeavoring to educate its 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**



## Holistic Review

### Effectiveness of the previous School Development Plan

Major Concerns: 2015/16-2017/18	Targets Achieved	Follow-up action
1. Learning motivation: enhance students' motivation in learning	Partially achieved	<ul style="list-style-type: none"> <li>To help our students keep motivated in learning by encouraging them to an active part in lessons and promoting interaction through the use of new technology</li> </ul>
2. Holistic well-being: Students' holistic well-being on top of regular development in all areas	Partially achieved	<ul style="list-style-type: none"> <li>To help our students achieve whole person health by greater collaboration among our school, our students' family, and our community.</li> </ul>
3. Staff development	Achieved	<ul style="list-style-type: none"> <li>To enhance the effectiveness of our work by further strengthening our professional learning community.</li> </ul>

### SWOT Analysis

#### *Our strengths*

- Our school formulates its policy in alignment with the core values of Catholic education, the education mission of our sponsoring body, and the education reform and the guidelines from the EDB. We have an amicable relationship with, and trust and support from our sponsoring body, IMC, staff, students, parents, alumnae, other stakeholders and external organizations, enabling our school to obtain valuable advice and resources for providing quality education.
- Our staff, both teaching and non-teaching, are caring, professional and collaborative. Our persistent effort to strive for excellence, untiring attempts to create a congenial learning environment and concern for the people in need set a good example for our students and win their respect, and also help our school and students make continuous improvement.
- Our students are kind-hearted and ready to learn. Their determination to attain higher level of performance and readiness to support one another facilitate them to tackle their problems in learning and personal growth, as well as extending their limits in different arenas.

#### *Our weaknesses*

- Time constraint is a menace for our teachers to manage the increasing amount of administrative work required by the government. Meanwhile, our students also have to struggle for getting enough time to join different activities without sacrificing their study and rest.

- Both our students and teachers encounter increasing stress. The former has to deal with the high expectation of their own performance in their study and OLE, as well as the uncertainty in face of the keen competition in the fast-changing world. Meanwhile, the latter needs to help individual students boost their confidence in learning and cope with their diverse problems in their growing process.

### ***Our opportunities***

- The provision of learning opportunities and financial resources from the government, NGOs and even enterprises are of great benefits for our students to broaden their horizons and unleash their potentials.
- The new educational technology (e.g. e-learning platform and different apps) give our school and teachers inspirations and assistance to continuously improve the quality education we have been providing.

### ***Our threats***

- The overemphasis on achievements by parents and society deprives many of our students of the chance of acquiring the proper values and life skills needed for living a healthy life.
- The adverse trends in society inevitably cause disturbance to some of our students and increase their anxiety level.

## **Major Concerns for a period of 3 school years for 2018/19-2020/21 (in order of priority)**

### ***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)

**School Development Plan (3-school-year period)**

Major concerns	Targets for the Three Years	A general outline of strategies
1. Learning motivation – to nurture students’ intrinsic motivation in learning through education technology and STEM education	<ul style="list-style-type: none"> <li>• Students are engaged to learn.</li> <li>• They are competent to learn.</li> <li>• They are perseverant to learn.</li> </ul>	<ul style="list-style-type: none"> <li>• Design curriculum focusing on real-life relevance &amp; application and problem-based learning.</li> <li>• Devise teaching pedagogies to promote interaction &amp; participation in lessons, use of education technology and STEM education.</li> <li>• Develop assessment for learning by adopting data-informed strategies and refining use of challenging questions.</li> <li>• Cater for personalized learning through diversified &amp; differentiated support and setting of learning goals.</li> <li>• Hone students’ learning strategies in learning skills, learning responsibilities and academic mindset</li> </ul>
2. Holistic well-being – to cultivate a positive & healthy school culture	<ul style="list-style-type: none"> <li>• An inclusive, supportive and compassionate school culture focusing on whole-student development is cultivated.</li> <li>• A 3-tier approach to promote a positive and healthy school culture centered on the school theme.</li> <li>• Students are nurtured competencies in self-awareness, self-management, social-awareness, relationship skills and responsible decision-making, with core values in self-discipline, respect, caring spirit, gratitude, integrity, perseverance, commitment.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for a balanced and multi-faceted development across spiritual, moral, social, emotional, physical &amp; academic wellbeing.</li> <li>• Develop health promoting strategies in spiritual, physical, social, mental, emotional and environmental aspects.</li> <li>• Adopt a 3-tier approach, each focuses on specific core values: 1<sup>st</sup> Physical wellbeing: self-management, self-discipline, perseverance and commitment 2<sup>nd</sup> Social wellbeing: caring spirit, respect and gratitude 3<sup>rd</sup> Mental wellbeing: Integrity and caring spirit</li> <li>• Adopt a collaborative approach to cultivate a positive and healthy school culture with school initiative, family engagement and community involvement.</li> </ul>
3. Staff development – to foster professional capacity building in realizing school focuses	<ul style="list-style-type: none"> <li>• Nurture teacher efficacy based on teachers’ well-being.</li> <li>• Develop teachers’ pedagogical competence.</li> <li>• Enhance teachers’ awareness of students’ diverse needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Formulate professional development programmes while striking a balance between professional growth and personal wellness.</li> <li>• Provide differentiated and targeted professional development opportunities with respect to the school initiatives on e-learning, STEM education and SEN support.</li> <li>• Promote professional learning community for collaboration, sharing and action learning</li> <li>• Empower teachers’ professional capacities by investing in teacher leadership.</li> </ul>