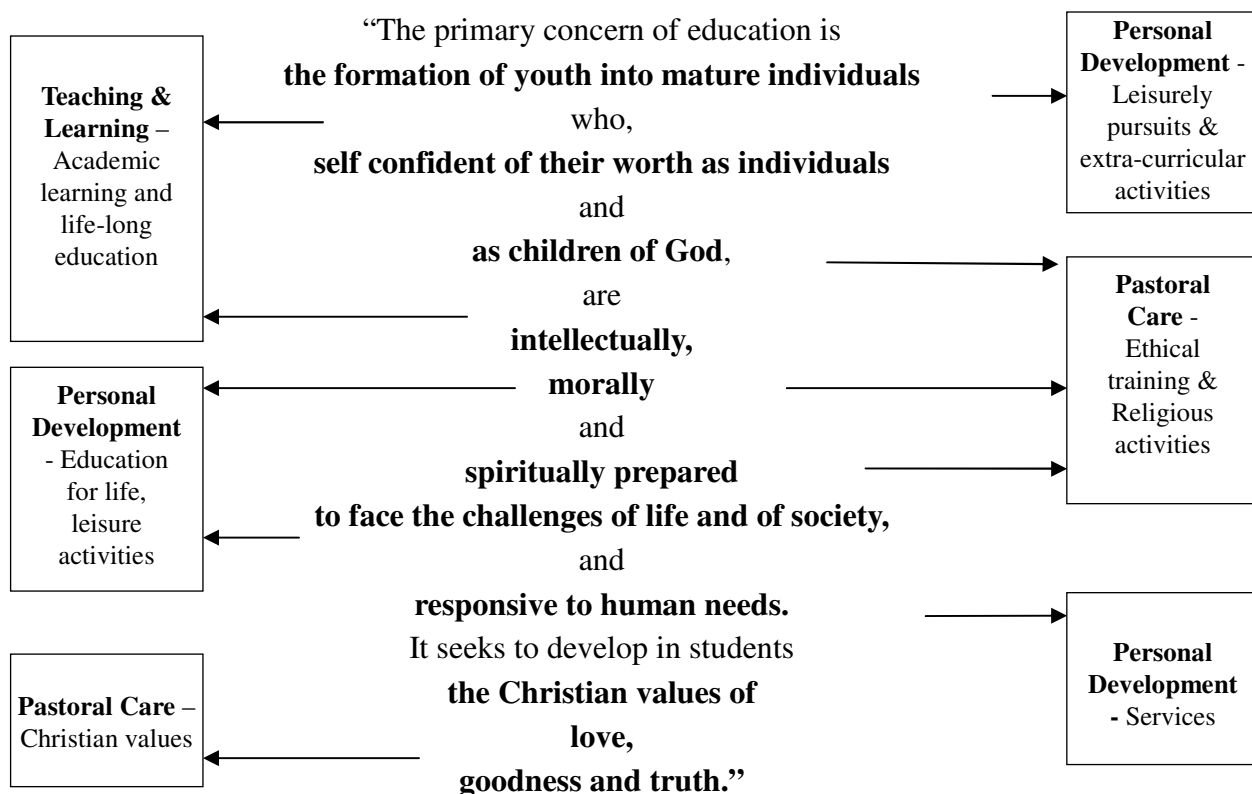


**St. Paul’s School (Lam Tin)**  
**School Development Plan 2015/16-2017/18**

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 the 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: 2012/13 – 2014/15	Targets Achieved	Follow-up action
1. Active and independent learning: Students take the initiative to learn and become autonomous in learning and participating in activities in and out of classroom and school to achieve their set goal.	Partially achieved	<ul style="list-style-type: none"> <li>• To continuously remind and teach our students to learn by different skills other than rote memorization.</li> <li>• To help our students effectively apply the learning strategies to boost their learning motivation and confidence in achieving their learning goals.</li> </ul>
2. Staff development: Teachers reflect on & develop appropriate pedagogical strategies to foster students' critical thinking and motivation in learning through action learning: 2012-13: panel focus 2013-15: questioning techniques	Achieved	<ul style="list-style-type: none"> <li>• To incorporate the conscious use of different questioning techniques (with reference to Bloom's taxonomy and the use of challenging questions) to promote student learning as routine work.</li> </ul>
3. Students' holistic development: Self-esteem and 2012-13: self-respect 2013-14: self-worth 2014-15: self-betterment	Achieved	<ul style="list-style-type: none"> <li>• To incorporate the promotion of positive self-concept through different activities as routine work.</li> </ul>

### SWOT Analysis

#### *Our strengths*

- Our school formulates its policy in align with the education mission of our sponsoring body, the education reform and the guidelines from the EDB. It has amicable relationship, 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 and collaborative. Their persistent effort to strive for excellence and concern for the people in need has set a good example for our students and won their respect, and helped 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 willingness to support one another facilitate them to tackle their problems in learning and personal growth.

***Our weaknesses***

- Time constraint is a menace for our teachers to manage the administrative work while organizing learning activities in and out of classroom, and even outside Hong Kong. Meanwhile, our students also have to struggle for getting enough time to join different activities without sacrificing their study and rest.
- To strike a balance between increasing the efficiency and eliciting extensive discussion during the process of policy making is not easy to be achieved by school.

***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.
- The new educational findings (e.g. research about positive psychology and pedagogy for SEN students) give our school and teachers inspirations to continuously improve the quality education we have been providing.

***Our threats***

- Both our students and teachers encounter increasing workload and stress. The former have 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 need help individual students boost their confidence in learning and cope with their diverse problems in their growing process.
- The disharmony and 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 2015/16-2017/18 (in order of priority)**

***School Theme for 2015/16-2017/18: The Joy of Life***

Built on the foundation laid down in the previous development cycles emphasizing on helping our students make continuous self-improvement in different domains, we are going to introduce three new major concerns and foster in our students the appreciation of the 'Joy of Life' in the coming years, which aims to let our students:

- Live a life of happiness and hope
- Make positive life choices
- Search for life's meaning.

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

Major concerns	Targets	2015/16	2016/17	2017/18	A general outline of strategies
1. Learning motivation: enhance students' motivation in learning	<ul style="list-style-type: none"> <li>• Students are interested in their learning.</li> <li>• They are confident in improving their learning.</li> <li>• They show momentum to sustain efforts in learning.</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>• Design and delivery of the curriculum with reference to learner motivation.</li> <li>• Help students set goals for learning.</li> <li>• Devise pedagogies to initiate interest to learn and inquire.</li> <li>• Help students learn and apply appropriate study and exam skills:               <ul style="list-style-type: none"> <li>➤ S1: note-taking skills &amp; time management</li> <li>➤ S2: concept mapping &amp; graphic organisers (IES)</li> <li>➤ S3: project learning skills (IES)</li> <li>➤ S4: Bloom-based thinking skills &amp; study habits</li> <li>➤ S5/6: exam and revision skills</li> </ul> </li> </ul>
2. Holistic well-being: Students' holistic well-being on top of regular development in all areas	<ul style="list-style-type: none"> <li>• Students have positive emotions and resilience.</li> <li>• They are able to have self-exploration, goal-setting and self-improvement.</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>• Develop social-emotional programmes on positive emotions and resilience building.</li> <li>• Provision of life planning programmes to build up sense of direction and purposefulness.</li> <li>• Whole-school approach to life planning               <ul style="list-style-type: none"> <li>➤ Strengthen collaboration of Careers and G&amp;C Committees on life planning</li> </ul> </li> </ul>
3. Staff development	<ul style="list-style-type: none"> <li>• Develop teachers' competence in devising pedagogical strategies to enhance students' learning motivation.</li> <li>• Empower teachers to be more aware of students' academic and non-academic needs.</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>• Tailor-made professional development programmes for individual subject panels and specific groups of teachers.</li> <li>• Make time for professional exchange among the teachers in school and with other schools or educational experts.</li> <li>• Promote panel-specific strategies to promote learning motivation through action learning</li> <li>• Support and develop middle managers leadership</li> </ul>