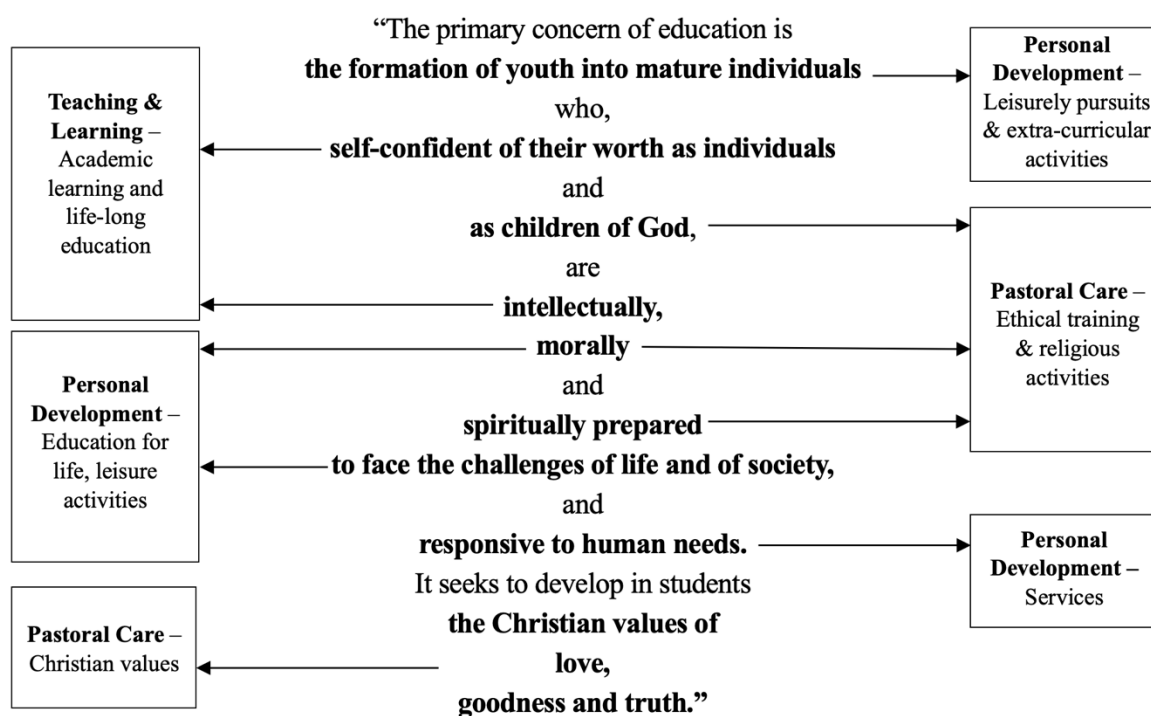


St. Paul’s School (Lam Tin)
Annual School Plan 2023-24

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.

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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 2022/23-2024/25 and Jubilee Year in 2025: “Pilgrims of Hope”

Our Paulinians will be

- Hopefully & gratefully living the gospel
- Having deep faith, living hope, active charity

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 spread God's love, share His peace and rekindle hope in Him.

‘May the God of hope fill you with all joy and peace as you trust in him, so that you may overflow with hope by the power of the Holy Spirit.’ (Romans 15:13)

Major concern 1: Relationship - Culture

To foster in our school an atmosphere of **mutual trust, understanding and unity** in which individual students and teachers are able to grow.

Our personal development shall

- Take root in Catholic nurturing values of “Love, Truth, Life, Justice and Family” and Paulinian caring spirit of “All to All”
- Contribute to wellbeing of self and others

Major concern 2: Agency - Ethos

To form our students into **integrated women** who are **academically prepared** and **fully equipped** to take their place in society and carry on their various responsibilities particularly in the home, in their profession and in the community in which they live.

Our education shall

- Centre on whole-person development
- Nurture future-ready skills, dispositions & qualities

Our vision in 2022/23-2024/25

- By building up the **Relationship & Agency**, we shall recuperate from the pandemic and other challenges.
- With the **Culture & Ethos** taken from our tradition, we shall to go forward with hope.

Major concern 1: Relationship - Culture

To foster in our school an atmosphere of **mutual trust, understanding and unity** in which individual students and teachers are able to grow.

Our personal development shall

- Take root in Catholic nurturing values of “Love, Truth, Life, Justice and Family” and the Paulinian caring spirit of “All to All”
- Contribute to the wellbeing of self and others

Briefly list the feedback and follow-up actions from the previous school year:

- We will focus on helping students cultivate a healthy lifestyle, develop generic skills and nurture their national and global identity.
- The whole school approach has been effective in spreading love and care inside and outside the classroom for both our staff and our students.
- Nevertheless, our school can take a more active and explicit approach in teaching students how to get along with others and giving them encouragement.
- We can also help students develop a sense of belonging to the school / Hong Kong / our country by encouraging them to make contributions to the school and community.

Targets	Strategies	Success Criteria	Methods of Evaluation	Responsible Personnel	Resources Required
Relationship <ul style="list-style-type: none"> • Students are self-aware and engage meaningfully with others. (Social and emotional development) • Students are empathetic, ethical, and proactive in contributing to the welfare of their communities. (Ethical and moral development) 	<ul style="list-style-type: none"> • Infuse wellbeing (ethical and moral values; social-emotional competencies) across curriculum, school policies and practices to create an environment that is consistently caring, safe, attuned to relationships and inclusive by shared norms and values, shared responsibility, and community building • Organise class-based/ form-based/ house-based programmes on fostering an ambience of fraternity where students feel safe, have friends, know they belong, have many positive experiences, and have hope • Deepen service learning for building interconnectedness, nurturing empathy and enriching educational experience, so as to internalize the values of the school and carry them out in real-life situations 	<ul style="list-style-type: none"> • 70% of students receive support and encouragement from teachers • 70% of students agree that the school is a caring place • 70% of students feel like they belong at school • More students take part in volunteer activities • More students acquire skills in regulating their emotions 	<ul style="list-style-type: none"> • Teachers' observation, evaluation and discussion with students • Questionnaire survey • SHS, APASO and KPM data • Interviews • Student learning log 	<ul style="list-style-type: none"> • Religious, G&C, OLE, Discipline Committees • Staff Development & Appraisal Committee • Other relevant subject panels and functional groups 	<ul style="list-style-type: none"> • Funding from EDB and other sources • Non-financial support from different stakeholders and the community
Values nurtured <ul style="list-style-type: none"> • EDB: Respect • Catholic education: Life 	<ul style="list-style-type: none"> • Advocate diverse structured and informal professional development programmes for teachers to espouse a culture of collegiality, cooperation and camaraderie, conducive to nurturing a professional learning community in meeting educational challenges of the 21st 				

	century <ul style="list-style-type: none"> Maximise creative use of green space and tranquil zone to foster an appreciation of nature and aesthetic and connectedness to spirituality within and beyond school campus 				
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Major concern 2: Agency - Ethos

To form our students into **integrated women** who are **academically prepared** and **fully equipped** to take their place in society and carry on their various responsibilities particularly in the home, in their profession and in the community in which they live.

Our education shall

- Centre on whole-person development
- Nurture future-ready skills, dispositions and qualities

- We will focus on helping students expand their breadth of knowledge, develop generic skills and conduct life planning.
- Creative initiatives by our staff and effective coordination by our school provide a myriad of opportunities for our students to achieve whole person development.
- Yet, skilful strategies can be devised and refined to satisfy our students' desire for independent learning while providing them timely personalized encouragement and assistance to facilitate their progress.

Targets	Strategies	Success Criteria	Methods of Evaluation	Responsible Personnel	Resources Required
Agency <ul style="list-style-type: none"> Students hold a positive sense of identity, self-potential, purpose, and direction. (Identity development) Students can think critically and creatively to solve complex problems. (Cognitive development) Students deeply understand content and can apply their knowledge beyond the classroom. (Academic development) 	<ul style="list-style-type: none"> Engage all students with effective pedagogical approaches, curricular designs, and assessment practices that enable them to deeply understand disciplinary content and develop skills that will allow them to solve complex problems, communicate effectively and manage their own learning Strategize appropriate differentiated methods to support students, including metacognition, scaffolding, mastery learning, high levels of feedback and multiple strategies for learning Foster students' ownership and agency of learning by cultivating learning and reading habits; and integrating skills, habits, and mindset development throughout the curriculum and school policies and 	<ul style="list-style-type: none"> 50% of students agree that they live a healthy life, such as striking a balance between study and rest, doing enough physical exercise, and knowing how to reduce stress 50% of students agree that they are confident in learning inside and outside of classroom 70% of students discover a meaning in life 	<ul style="list-style-type: none"> Teachers' observation, evaluation and discussion with students Questionnaire survey SHS, APASO and KPM data Interviews Student learning log 	<ul style="list-style-type: none"> Student Health, G&C, Careers, Civic Education and Environmental Committees SEN Team 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

<ul style="list-style-type: none"> • Students make healthy life choices. (Physical and mental well-being) <p>Values nurtured</p> <ul style="list-style-type: none"> • EDB: Integrity, Law-abidingness, Perseverance • Catholic education: Truth 	<p>practices</p> <ul style="list-style-type: none"> • Develop a blended and diversified education strategy to extend learning and provide opportunities for independent and personalized learning for active participation of learners beyond classrooms • Engage students in authentic activities and collaborative work and learning with peers to deepen their understanding of knowledge, skills and attitudes in academics, identity, purpose and life choices • Support mental health, emotional regulation and life development through specific programmes that buffer against the effects of excessive stress, cultivate sense of meaning in life and foster a healthy lifestyle • Refine multi-tiered systems of psychological & academic support • Increase home school connections and engagement geared to student growth and development 	<ul style="list-style-type: none"> • 90% of students appreciate Chinese culture and the identity of a member of the country • More students can solve problems by thinking critically and creatively • More students can transfer and use knowledge to solve problems 			
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