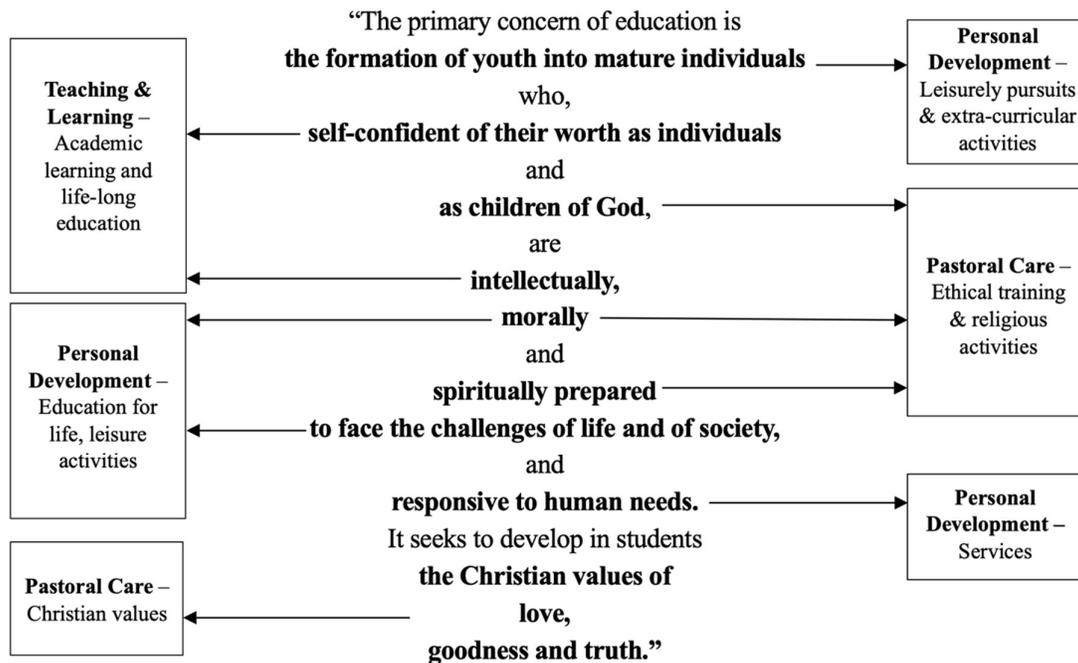


St. Paul’s School (Lam Tin)

School Development Plan 2022/23 – 2024/25

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*



Holistic Review

Effectiveness of the previous School Development Plan

Major Concerns: 2018/19-2021/22	Targets Achieved	Follow-up action
1. Learning motivation: Nurture students’ intrinsic motivation in learning through education technology and STEM education	Partially achieved	<ul style="list-style-type: none"> To sustain the student-centered teaching with the support of education technology and STEM education, and to further help our students consciously and effectively apply study strategies to improve their learning with confidence.
2. Holistic well-being: Cultivate a positive and healthy school culture	Partially achieved	<ul style="list-style-type: none"> To further enhance the positive school atmosphere, encourage our students to discuss their difficulties with their teachers and help them apply relevant life skills to manage their emotions and overcome challenges.
3. Staff development: foster professional capacity building in realizing school focuses	Achieved	<ul style="list-style-type: none"> To consolidate our professional learning community, and to further increase the effectiveness of our professional interflow with better utilization of guidelines and references regarding our school’s major concerns.

SWOT Analysis

Our strengths

- Our school has an efficient management team that upholds our Paulinian spirit of ‘All things to all people’ while making timely and effective adjustments to our school policy in line with the latest educational trends, social development and the needs of our stakeholders.
- Our school policy is well supported and implemented by our staff and our students with the trust, advice and resources provided from our school sponsorship body, IMC, alumnae, parents, and other partners and organizations.
- The amicable and congenial school environment with our committed staff as role models of professionalism inspires our students to care for others and “Shine with the Paulinian Spirit” at the present and in the future.

Our weaknesses

- Frequent unexpected disturbances to school education, in addition to other local and global traumas, lead to a continuous rise in both the duration and intensity of emotional swings and therefore greater workload to sustain the provision of quality education.
- Deep communication to cater for the increasing diverse needs and concerns of our students is hindered by the time constraints faced by both our students and our staff.

Our opportunities

- The integration of education technology for effective L&T into our daily teaching enables our staff to facilitate our students to learn and make self-improvement inside and outside the classroom.
- The push for inclusiveness and social responsibility in our society makes new resources available from the government and community for both our staff and students to grow and excel.

Our threats

- The desire for self-reliance, along with the fear of burdening others, deter both our staff and students from seeking assistance even when needed.
- The continuous strive for excellence leads to excessive cautiousness and anxiety among our students.
- The sustainability of our school's traditions and culture is coming into doubt, due to the prolonged suspension of face-to-face classes and an increasing turnover rate of teaching staff, with many long-serving teachers approaching retirement.

School Development Cycle 2022/23-2024/25

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.

With the foundation laid down in the School Development Cycle 2018/19-2021/22, we strive to further enhance our students' confidence and positive emotions that lead to a meaningful life with the new school theme.

School Theme of our School Development Cycle 2022/23-2024/25 and Jubilee Year in 2025: "Pilgrims of Hope"

Our Paulinians will be

- Hopefully and gratefully living the gospel
- Having deep faith, living hope and 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

Based on the inclusive, supportive and compassionate school culture for promoting the holistic well-being of our staff and students in School Development Cycle 2018/19-2021/22, we will further 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 wellbeing of self and others

Major concern 2: Agency - Ethos

Being the committed role model and inspirational facilitator for our students to become competent and perseverant learners in the School Development Cycle 2018/19-2021/22, we will strive further 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

Our vision in 2022/23-2024/25

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

School’s Major Concerns

Major concerns	2022-23	2023-24	2024-25	Targets	A general outline of strategies
1 Relationship – Culture To foster in our school an atmosphere of mutual trust, understanding and	✓	✓	✓	Relationship <ul style="list-style-type: none"> • Students are self-aware and engage meaningfully with others. (Social and emotional development) 	<ul style="list-style-type: none"> • Organise class-based programmes on fostering an ambience where students feel safe, have friends, know they belong, have many positive experiences, and have hope • Advocate diverse structured and informal professional development programmes for

Major concerns	2022-23	2023-24	2024-25	Targets	A general outline of strategies
<p>unity in which individual students and teachers are able to grow.</p>				Values promoted <ul style="list-style-type: none"> EDB: empathy Catholic education: love 	teachers to espouse a culture of collegiality, cooperation and camaraderie <ul style="list-style-type: none"> Maximise creative use of green space and tranquil zones to foster an appreciation of nature and connectedness to spirituality
		✓	✓	Culture <ul style="list-style-type: none"> [1.2] Students are empathetic, ethical, and proactive in contributing to the welfare of their communities. (Ethical and moral development) Values promoted <ul style="list-style-type: none"> EDB: respect for others; care for others Catholic education: life; family 	<ul style="list-style-type: none"> Infuse wellbeing 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 (positive education, restorative practices) 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"> ensure service learning meets a genuine need plan critically and respectfully make long-term commitments enable personal growth follow a cycle of inquiry celebrate service learning
<p>2. Agency – Ethos</p> <p>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</p>	✓	✓	✓	Agency <ul style="list-style-type: none"> Students hold a positive sense of identity, self-potential, purpose, and direction. (Identity development) Students make healthy life choices. (Physical and mental well-being) Values promoted <ul style="list-style-type: none"> EDB: national identity, responsibility 	<ul style="list-style-type: none"> 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 habits Develop a blended education strategy to extend learning and provide opportunities for active, independent and personalized learning beyond classrooms Support mental health and emotional well-being (emotional awareness, empathy, stress

Major concerns	2022-23	2023-24	2024-25	Targets	A general outline of strategies
<p>in the community in which they live.</p>				<ul style="list-style-type: none"> Catholic education: love 	<p>management, responsible decision-making, positive self-concept, and self-care) through specific programmes and services that buffer against the effects of excessive stress</p> <ul style="list-style-type: none"> Refine multi-tiered systems of support (tiered interventions and learning supports embedded into regular classroom strategies and school practices)
		✓	✓	<p>Ethos</p> <ul style="list-style-type: none"> 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) <p>Values promoted</p> <ul style="list-style-type: none"> EDB: commitment; diligence; law-abidingness; perseverance; integrity Catholic education: truth; justice; family 	<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 Engage students in authentic activities and collaborative work and learning with peers to deepen their understanding and to transfer knowledge and skills to new contexts and problems Integrate skill, habit, and mindset development throughout the curriculum and school policies and practices Strengthen support for S.1, S.4 & S.6 with specific focus on learning readiness and mental health Increase home school connections and engagement