

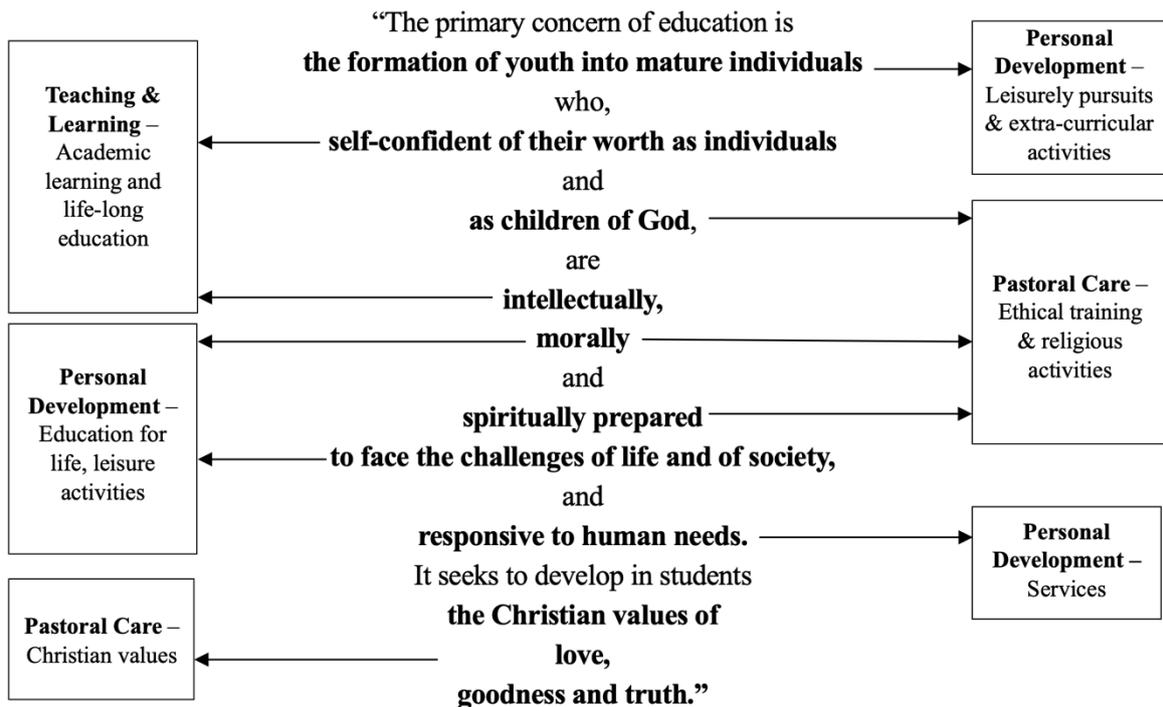
St. Paul’s School (Lam Tin)

Annual School Plan 2022-23

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.

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 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

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 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.

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

| 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) Values nurtured <ul style="list-style-type: none"> • EDB: Empathy • Catholic education: Love | <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 teachers to espouse a culture of collegiality, cooperation and camaraderie • Maximise creative use of green space and tranquil zones to foster an appreciation of nature and connectedness to spirituality | <ul style="list-style-type: none"> • Adequate activities are provided to engage students of different interests, talents and personalities in positive social and emotional development. • The students learn how to enhance the emotional stability and positive affect of themselves and others. • All the teachers agree adequate channels are provided for positive and effective professional interflow. | <ul style="list-style-type: none"> • Teachers’ observation, evaluation and discussion with students • Questionnaire survey • SHS & APASO | <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 |

Major concern 2: Agency - Ethos

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| <p>Agency</p> <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) <p>Values nurtured</p> <ul style="list-style-type: none"> • EDB: National Identity, Responsibility • Catholic education: Love | <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 management, responsible decision-making, positive self-concept, and self-care) through specific programmes and services that buffer against the effects of excessive stress • Refine multi-tiered systems of support (tiered interventions and learning supports embedded into regular classroom strategies and school practices) | <ul style="list-style-type: none"> • The curriculum and support programmes are devised to cater for learner diversity, promote self-directed learning and facilitate the whole person development of our students. • Appropriate support is provided for our students to enhance their confidence, knowledge and skills for self-improvement. • All the students agree that they understand their roles and will make continuous effort to improve themselves, their families and their society. | <ul style="list-style-type: none"> • Teachers’ observation, evaluation and discussion with students • Questionnaire survey • SHS & APASO | <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 |