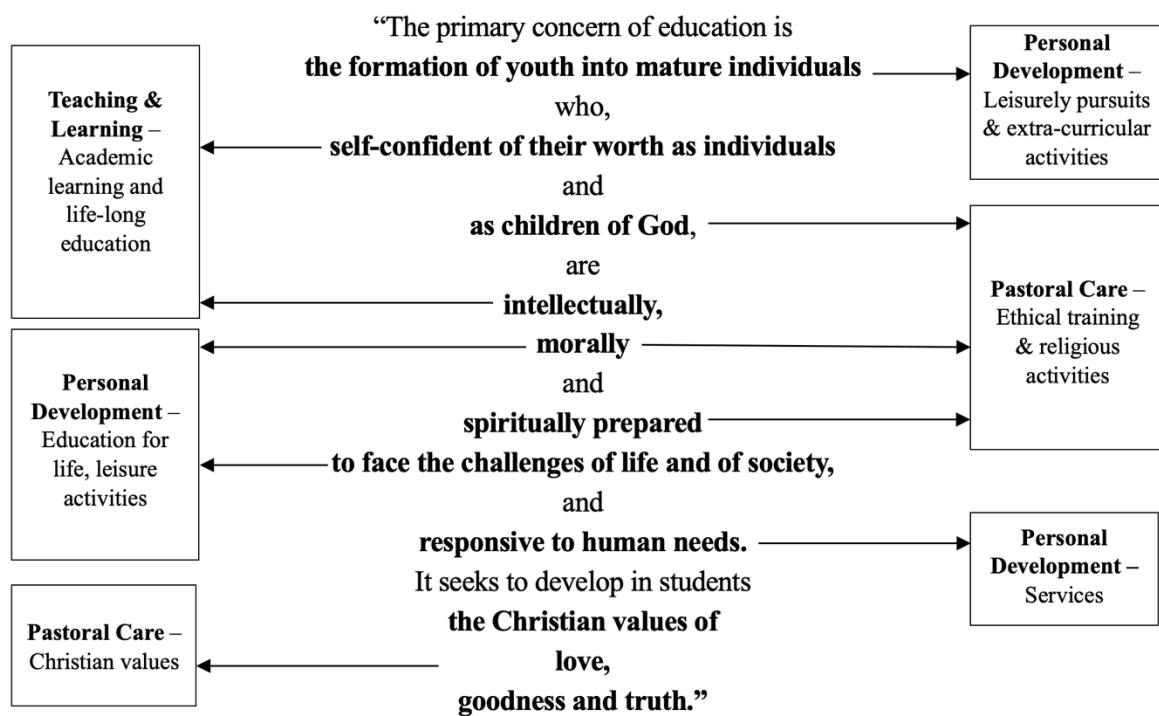


St. Paul’s School (Lam Tin)
Annual School Plan 2024-25

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 & 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:

- Our Paulinian spirit and effective refinements of the personal growth programmes will be sustained in the final year of this school development cycle so as to consolidate the achievements made.
- More attention will be paid, especially through the 55th school anniversary celebration events to further foster an ambience of fraternity and positive affect.
 - Facilitate our students to internalize the growth mindset and stress management skills, and understand that success is not a straight road, e.g. from the unwavering efforts of our Sisters, teachers and students to improve our school and contribute to our community in the past decades.
 - Adopt a more proactive approach to identify the students in need and have early intervention as appropriate, similar to the founding of our school by our Sisters to take care of the girls in Lam Tin when it was largely a barren hill.

★ Targets/implementation strategies/success criteria/methods of evaluation adjusted

Targets	Strategies	Success Criteria	Methods of Evaluation	Responsible Personnel	Resources Required
1.1 Students are self-aware and engage meaningfully with others. (Social and emotional development) 1.2 Students are empathetic, ethical, and proactive in contributing to the welfare of their communities. (Ethical and moral development) Values nurtured <ul style="list-style-type: none"> • ★EDB: Benevolence, Unity • ★Catholic education: Love 	<ul style="list-style-type: none"> • Infuse wellbeing (ethical & moral values; social-emotional competencies) across curriculum, school policies and practices to create an environment that is consistently <u>caring, safe, attuned to relationships and inclusive by shared norms and values, shared responsibility, and community building</u> • Organise class-based/ form-based/ house-based programmes on fostering an ambience of fraternity where students <u>feel safe, have friends, know they belong, have many positive experiences, and have hope</u> • ★Deepen service learning for <u>building interconnectedness, nurturing empathy and enriching educational experience</u>, so as to internalize the values of the school and carry them out in real-life situations <ul style="list-style-type: none"> - align service learning with a genuine need - plan critically and respectfully - attempt to make long-term commitments - enable personal growth - follow a cycle of inquiry - celebrate service learning 	<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"> • Committees: Religious, G&C, OLE, Discipline, ★Civic & Environmental Education • 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

Targets	Strategies	Success Criteria	Methods of Evaluation	Responsible Personnel	Resources Required
	<ul style="list-style-type: none"> • Advocate diverse structured and informal professional development programmes for teachers to espouse a culture of <u>collegiality, cooperation and camaraderie</u>, conducive to nurturing a professional learning community in meeting educational challenges of the 21st century • ★Through the 55th school anniversary celebration events, engage students in a variety of experiences to <u>foster belongingness to the school, deepen understanding of school ethos and cultivate a harmonious school climate</u> 				

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

- The diversified programmes provided by ourselves and with our partners to cater for learner diversity and promote whole-person development will continue to be refined so as to consolidate the achievements made.
- Attention will be paid, especially with the optimization of the use of education technology and home-school cooperation, to further nurture future-ready skills and qualities among our students in two aspects.
 - Further cultivate in our students the scholarly spirit of St Paul and facilitate them to become proactive learners who make continuous progress by themselves and/or with timely assistance from their teachers and peers (SHS S7,9).
 - Increase the communication with our students to increase their consciousness about their learning process, monitor their progress and provide individualised support as appropriate (SHS S15).

★ **Targets/implementation strategies/success criteria/methods of evaluation adjusted**

Targets	Strategies	Success Criteria	Methods of Evaluation	Responsible Personnel	Resources Required
<p>2.1 Students hold a positive sense of identity, self-potential, purpose, and direction. (Identity development)</p> <p>2.2 Students can think critically and creatively to solve complex problems. (Cognitive development)</p> <p>2.3 Students deeply understand content and can apply their knowledge beyond the classroom. (Academic development)</p> <p>2.4 Students make healthy life choices. (Physical and mental well-being)</p> <p>Values nurtured</p> <ul style="list-style-type: none"> ★EDB: Diligence, Perseverance ★Catholic education: Love 	<ul style="list-style-type: none"> • Engage all students with effective multiple pedagogical, curricular designs, and assessment practices that enable them to <u>deeply understand disciplinary content and develop skills that will allow them to solve complex problems.</u> • Foster students' <u>ownership and agency</u> of learning by cultivating learning & reading habits; and integrating skills, habits, & mindset development throughout the curriculum and school policies and practices • ★Develop a blended and diversified education strategy (including e-learning & generative AI) to extend learning & provide opportunities for <u>independent & personalized learning for active participation of learners beyond classrooms</u> • Engage students in authentic activities and collaborative work and learning with peers to deepen their understanding of <u>knowledge, skills and attitudes in academics, identity, purpose and life choices</u> • Support <u>mental health, emotional regulation and life development</u> through specific programmes that buffer against the effects of excessive stress, cultivate sense of meaning in life and foster a healthy lifestyle • Refine <u>multi-tiered systems of psychological and academic support</u> (strengthen support to different levels with specific focus on learning readiness & mental health) • ★Optimize home school <u>connections and engagement</u> geared to student growth & development 	<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 • 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 	<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 & Environmental Education 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