



St. Paul's School

MANIBUS POTENTIA STUDIUM ANIMIS

# DEVELOPMENT PLAN

March 2014

The process of reflection on what is being achieved and the setting of targets for future growth should be constant functions of any institution and the School has firmly embraced these principles over the years. The School previously published a Development Plan in December 2006 and this new document is designed to update that publication and to provide focus and clarity for the future development of the School. To help with this process, in September 2012, we invited the ISI (Independent Schools Inspectorate) to carry out a full inspection of the School. Their Report not only confirmed that the School meets the high standards expected of a **British School Overseas** (as stipulated by the UK Government), but also provided us with a detailed analysis of the education we are delivering; the recommendations contained in the Inspection Report are firmly embedded in this document. In addition, we have been reflecting at many levels about the direction the School is going, about the vision for the future and what we need to put in place in order to achieve that vision. This Development Plan is an attempt to draw together the different strands and to provide a framework for the future.

## 1. Aims, Mission Statement, Values

St. Paul's, like any school, has a fundamental aim to provide an excellent education for children. Being both a British and a Brazilian school brings an additional richness and this is reflected in our Mission Statement.

*"St. Paul's is a traditional, forward looking school seeking to nurture excellence, aiming to provide a high quality British and Brazilian holistic education, for the academic and personal development of pupils and students, within a framework of a caring community which shares a common set of core values."*

Children are encouraged to become independent, open-minded, well rounded individuals who embrace life-long learning and the School seeks to develop in them both the skills and the sense of responsibility to enable them to make a difference to the globalised world in which they live.

Underpinning these statements is a belief that the School should encourage and demand **academic rigour**, it should sustain a high level of **pastoral care**, it should provide a wide range of **curricular** and **extra-curricular opportunities** and nurture a strong **sense of**

**community** and **school spirit**, so that all those within the School feel secure, confident and able to develop their interests and enthusiasms in a fulfilling way. Our emphasis over the last year has been on the **values** which form the base of the community and the **qualities and characteristics** which we aim to engender in all members of the School; they underpin and form the base for the community of the School. We expect staff, pupils and students to:

- Show respect
- Be honest
- Have integrity
- Be collaborative
- Be thinkers
- Become independent Learners
- Develop a sense of self-worth
- Be open-minded
- Be resilient
- Be caring

These qualities are reflected in the **IB Learner Profile** and also in both the **Golden Rules** in the Pre-Prep and Prep Schools and the **Code of Honour** in the Senior School.

**Golden rules:**

- We are honest.
- We are gentle.
- We are kind and helpful.
- We listen to people.
- We work hard.
- We look after property.

**Code of Honour:** As a Paulean I will strive to be:

- Honest
- Respectful
- Trustworthy
- Hardworking
- Kind

Our School Motto is

**Manibus Potentia Studium Animis**

“Strength is gained with our hands, but zeal is only acquired through our minds”.

## **2. Academic Pursuit. Teaching and Learning**

Academic pursuit is at the heart of what we do as a School. We aim to provide a high quality learning environment where there is excellent teaching, an appropriate curriculum that is challenging and stimulating, a culture of care that nurtures each individual child both academically and personally, allowing them to develop passions and to fulfil their potential. The environment must be both safe and affirming, but must also allow for risk-taking so that pupils and students can challenge their own personal growth.

The School recognises that it is the **quality of the teaching** that is fundamental and to this end the investment in **staff training and development (INSET)** and the constant **evaluation and review** of teaching are of paramount importance. We have within the last few years built up close links with the Harvard Graduate School of Education Project Zero and their

foremost educators have visited the School in order to train staff (Mark Church, Ron Ritchhart). In addition, we have a **2<sup>nd</sup> Education Conference** planned for **April 2014** to further enhance staff training and build on the first Conference which was held in 2012. This Conference is again attracting some of the highly respected educators from Britain, the U.S.A. and New Zealand. In addition to this we are in the process of:

- Ensuring that our performance review (staff development) and evaluation schedule is both rigorous and effective.
- Sharing best practice across the three sections of the School.
- Ensuring that the transition stages from Pre-Prep to Prep and Prep to Senior School are smooth and that continuity is maintained (e.g. through 'cross-departmental' meetings).
- Developing a whole school Assessment Policy and looking at ways of improving Documentation, Tracking and Target Setting.
- Ensuring that differentiation is effective at all levels of the School.
- Focusing on behaviour management and establishing common and consistent expectations at all levels of the School (INSET from Paul Dix, August 2013).
- Developing the training of staff for effective Peer Observations.
- Continuing to review the Senior School curriculum in preparation for the fact that the additional year of Ensino Fundamental will in future mean that pupils will conclude their Ensino Médio at the same time as the IB Diploma (at the end of the Upper 6<sup>th</sup>).

One of the ambitions contained in the previous Development Plan was the creation of a **Learning Support Department** and over the last few years this has now become a very important part of our provision. We now have four dedicated teachers and a Coordinator of this Department; their work involves helping to identify children who need support and putting in place strategies to help them, sometimes on a one-to-one basis.

### **3. Personal Development**

The quality of pupils' personal development is another key aspect of the School's mission. We aim to nurture the social, physical, cultural and spiritual development of each individual pupil and student so that they feel positive about who they are, they are able to recognise and manage risk and become responsible and caring citizens. In order to achieve this there is much weight given to the **pastoral life** of the School. The work of class teachers, tutors and Heads of Year has been enhanced and pupils have been encouraged to take responsibility for themselves and others. A particular enhancement has been the recent appointment of a **PSHE (Personal, Social, Health Education) Coordinator** in the Senior School to help oversee the curriculum provision. We are also in the process of:

- Building on the Quality Circle Time model in the Pre-Prep and Prep Schools.
- Putting in place and delivering a Drugs Education programme in the Senior School.
- Expanding the opportunities for 'buddying' by pupils of all ages.
- Enhancing the role of the School Councils, Prefects and House Captains both in the Prep and Senior Schools.

- Encouraging more pupil/student led activities (e.g. Student Newspaper).
- Building up a consistent Community Service programme, not just through CAS (Creativity Action Service) activities as part of the IB Diploma, but also for younger children throughout the School.
- Looking at ways of enhancing 'school and house spirit' through both sporting and other activities.

#### 4. Enrichment Activities, Curricular and Extra-Curricular

The range of curricular and extra-curricular opportunities whether they be sporting, musical, artistic, cultural or charitable is of fundamental importance to the School. We aim to sustain and develop sporting opportunities at all levels in order to encourage both competitive and recreational sport for all pupils and students. A wide range of other activities must be sustained so that pupils' interests, enthusiasms and skills can be developed in many different areas. We are in the process of:

- Reviewing our current provision for Sport (both curricular and extra-curricular) and planning for the enhancement of our sporting opportunities with the new Sports Centre.
- Reviewing the ECA programme in the Senior School.
- Continuing to invest in the Duke of Edinburgh Award Scheme, with the aim of achieving Gold Awards.
- Sustaining our successful involvement in the Model United Nations (MUN) Programme within São Paulo, Brazil and internationally.
- Reviewing School trips and expeditions to ensure that they are varied and valuable.
- Developing the musical life of the School. Since the previous Development Plan we have made a new appointment of a Director of Music (whole-school). The stimulation for both choral and instrumental music has been developed with links to outside organisations, e.g. the Fukuda Institute and with universities (USP).
- Considering how to implement a Junior Drama programme.
- Establishing long-term links with School Charities (e.g. ACER, Liga Solidária, TETO) while at the same time supporting a range of other charities on an annual basis (Charities of the Year).

#### 5. Plant, Premises and Resources

The Building Programme, which has been embarked on over the last three years, has seen the completion of a major new underground **Sports Centre** which includes full size basketball and volleyball courts and a swimming pool. This facility will significantly contribute to the sporting opportunities within the school. In addition, it also 'frees up' the old gymnasium. The plans are to re-design this space into a three-storey **Academic Centre**, which will include Science laboratories, new premises for both the Music and Art Departments and a Library, Research and Resource Centre. This will in turn allow for a redeployment of the current classrooms and laboratories in the main school building. The aim there will be to create 'departmental areas' and appropriate work rooms for Staff. In addition to this medium and long term building development, we are also in the process of:

- Exploring the possibility of putting down an artificial surface on the Field.

- Planning for the refurbishment of the Theatre.
- Analysing the needs within the Pre-Prep playground.
- Planning for the growth of the Sixth Form, enhancing 6th Form Centre, seminar rooms etc.

With regards **Information Technology** the underlying aim is to embrace the latest technology in order to enhance and support learning; we need to create a flexible educational environment where resources can be readily accessed and to develop technologically literate pupils and students.

We are in the process of:

- Creating a strong hardware and support infrastructure which allow and support the growth needed.
- Ensuring that there is sufficient wireless provision to allow a 'Bring Your Own Device' scheme to be introduced using Mobile Service Management (MDM) systems to ensure a safe and secure environment.

## 6. Communication and the School Community

One of the ways in which the work of the School is most directly enhanced is through the quality of its links both with parents and other organisations outside the School. The communication with parents remains of paramount importance and to this end we have been organising many more educational workshops, parent forums and 'information meetings' over the last few years. In addition we have endeavoured to enhance our forms of communication (e.g. Weekly Newsletter, The Paulean).

We are in the process of:

- Reviewing what further targeted workshops are needed for parents.
- Reviewing our current email practice, with a view to setting guidelines.
- Enhancing written documentation about curriculum and school procedures.
- Reviewing the current website and exploring ways of making it a more dynamic and up-to-date information portal.

Outside the close community of parents we have in addition been developing our links with other IB schools throughout Brazil with the creation of an IB Association, (of which the Headmaster is Chairman). We continue to be part of a broader LAHC (Latin American Heads Conference) organisation of mainly British type schools, as well as having membership of the HMC (Headmasters' and Headmistresses' Conference) in the U.K. The School has recently become an Executive Member of COBIS (Council of British International Schools).

## 7. Self-Evaluation Review Feedback

The School aims to build on rigorous systems of effective self-evaluation that will feed into school improvements. On occasion this will be through external Inspections, but also a regular (annual) process of seeking feedback from stakeholders will help give the necessary information to allow for constructive and appropriate changes.

We are in the process of:

- Looking at ways of formalising a system of self-evaluation.
- Preparing on-line questionnaires for parents, pupils and staff.
- Reflecting on the results of a recent IBO Evaluation (this takes place every 5 years).

The School will be going through an important transition period with the change of headship in June 2014, but this development plan reflects the underlying sense of purpose and ambition which will continue to drive the School forward towards even higher standards.

Crispin Rowe  
March 2014