

St. Paul's School (Lam Tin)

Annual School Report 2023-24

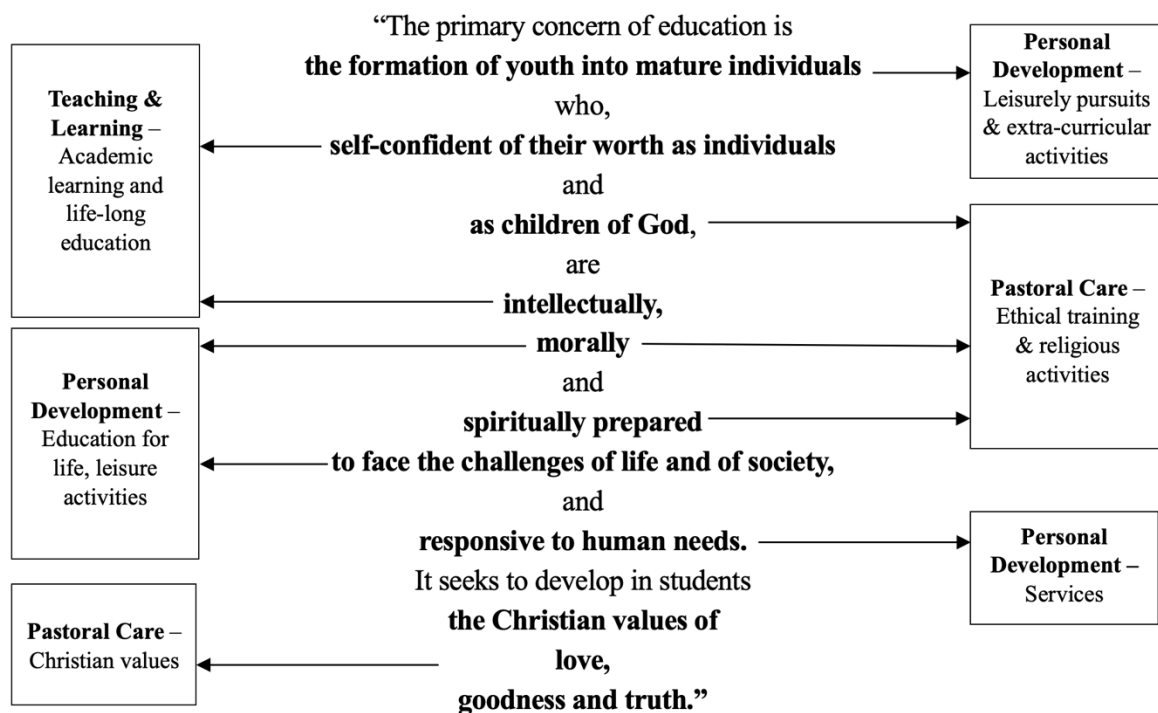
(1) Our School

Background of the school

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 endeavouring to educate our students to become knowledgeable, civic-minded and conscientious individuals ready to serve and willing to give.

School mission

Education mission statement of the Sisters of St. Paul de Chartres and Our School



IMC

The Incorporated Management Committee (IMC) of St. Paul's School (Lam Tin) was formed on 31 August 2013 with Sr Joanna Cheung appointed by the Sisters of St. Paul de Chartres, our school sponsoring body, as the first Supervisor and Chairlady. The chairperson together with other School Sponsoring Body Managers, nominated Independent Manager, nominated Honorary Manager, nominated Under-Secretary, elected Alumni Manager, elected Parent and Alternate Parent Managers, elected Teacher and Alternate Teacher Managers, and the Principal provide support and suggestions for the continuous improvement of the governance of our school.

School's facilities

Our school has 30 classrooms, a tutorial room, 4 Science Laboratories, a Multimedia Learning Centre (MMLC), an e-Learning Centre, a Music Room, an Art Room, a Cookery Room, and a Needlework Room for regular lessons.

To facilitate independent learning, our school ensures our students have easy access to learning resources by continuously upgrading our facilities. To facilitate e-learning, the Computer-Aided Learning Room was upgraded to become the e-Learning Centre in 2015-16 while access to Wi-Fi was installed in the whole school in 2018-19. The MMLC underwent a significant revamp in 2022-23, with new laptops and a large touch display to enhance teaching and learning.

For learning and recreational activities, the multi-purpose school hall, Student Activity Centre, and the two playgrounds as well as classrooms provide the necessary venues for various functions and activities. Movable partitions and air-conditioning were installed in the covered playground and the school canteen to provide spaces for different activities, such as art exhibitions, drama performances, talks and other student activities. To foster spiritual education and to provide a tranquil zone for students, a spiritual library and a spiritual garden were built in 2022-23.

- ***Class organization***

Continuous effort has been made to optimize the size of each class in order to give better attention to individual students and more space for different activities.

Level	S1	S2	S3	S4	S5	S6	Total
No. of classes	5	5	5	5	5	5	30
Total enrolment	154	150	144	144	141	139	872

(2) Achievements and Reflection on Major Concerns; Feedback and Follow-up

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

Achievements

- A collaborative and respectful environment with mutual trust, understanding and unity was further fostered in this second year of our school development cycle 2022/23-2024/25.
- Both teachers and students actively initiated and participated in various activities in and outside the classroom e.g. individual tuition and group work for academic enhancement and external competitions, cheering activities for DSE students and Caritas Bazaar, and volunteer work in Swimming Gala and the elderly centres. With teachers of different expertise and students at different levels working as a team, support and care were given to each other for continuous improvement, thus enhancing growth mindset, positive attitude and constructive relationships for all.
- All the students had learnt different stress management skills inside and outside the classroom e.g. during Form Teacher’s Period and Religious Week.
- The loving environment became nurturing grounds for every one in our school.
 - A majority of the teachers found that the school created a caring climate on campus (SHS T73), had good relationships with the students (SHS T69) and worked happily in our school (SHS T67,68,72).
 - A majority of our students had positive view about the school’s support for student development and school climate (KPM13,14).
 - Parents also agreed that our school was a caring place, helped their children grow and were pleased to let their children to study in our school (SHS P9,15,17).

Reflection

- Built on Catholic values and our Paulinian caring spirit of “All to All”, our school continuously refined various programmes to effectively nurture empathy and collegiality (survey results of individual activities, KPM4).
 - Infuse wellbeing across curriculum: e.g. SA Fund Raising Day, Caritas inclusive school programme
 - Organise class/form/group-based activities: e.g. S3 Personal Growth Day, English and Chinese Activity Day
 - Deepen service learning: e.g. Angelonia, civic education service programme
 - Diverse structured and informal professional development programmes: e.g. seminar on cyberbullying, experiential workshop on holistic well-being
 - Maximize creative use of green space: e.g. S2 mural painting programme, meditation in the Spiritual Library
- Yet our students had high expectations of themselves and continuously strived for excellence, which inevitably created stress that adversely affected their affect and emotional stability (KPM17). Appreciating the talents and achievements of others, they however were reluctant to seek assistance when needed.
- Aiming to cultivate independent, confident learners, our teachers always discussed student problems and searched for possible solutions among themselves, as well as created a safe and caring environment to facilitate students’ self-exploration (SHS T63,65). Our students grew up unconsciously under this integrated approach of teaching (SHS S6,17,20,24,26).

Feedback and Follow-up

- 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 hope, fraternity and positive affect in two aspects.
 - Facilitate our students to internalize the growth mindset and stress management skills, understand that success is not a straight road and also be proactive in sharing their difficulties, 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 help our students learn life skills consciously and have early intervention as appropriate after identifying the students in need, 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.

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

Achievements

- Our students had made persistent efforts for academic improvement inside and outside the classroom.
 - A majority of our students had and intrinsic motivation (APASO Learning Attitude, Learning Motivation). They also aimed to attain a high education level (APASO Educational Aspiration) and were concerned about their career development (APASO Life Planning).
 - In class, they worked closely with their peers and teachers to excel. Based on the broad foundation of different subjects learnt in junior forms, they further pursued their interests and developed their talents in particular fields in senior forms and became increasingly clear about their future career choices.
 - Outside the classroom, they enriched and applied their knowledge by active participation in different learning activities e.g. language programmes and study tours, as well as local and international competitions in different areas e.g. business and STEAM.
- Their tireless efforts made their secondary school life rewarding and prepared them for their future development.
 - A majority of our students had clear meaning in life, a high sense of morality and strong national identity (KPM17).
 - A majority of them continued their study in full-time Bachelor degree programmes in Hong Kong or overseas (KPM15).
 - Many students received awards and scholarships relevant to intellectual development e.g. science and speech and different careers, e.g. sports and art (See 'Non-academic Achievements' below).

Reflection

- The joint effort of our school and students was attributed to the academic achievements of our students.
- Well-structured programmes were provided by our school to motivate and facilitate our students to hone their intellectual capacity.
 - Promotion of multiple intelligence progressively: a broad formal curriculum (KPM19), smooth transition from the junior to senior secondary level by the scaffolding of subject-specific knowledge and skills, over 50 clubs of different domains
 - Student-centred pedagogy: e.g. blended learning, challenging questions, flexible grouping for core subjects and NCS students, visits to museum and project learning
 - Enhancement of learning strategies for different key learning stages: e.g. S1 note-taking workshop, sharing on study skills for S4 and S6
 - Empowerment of learners: e.g. S1-3 goal setting, S1 & 4 buddy reading scheme, peer counselling for life planning
 - Life-wide learning experiences outside HK: e.g. career tour to UK, study tour to Japan, Robotic Competition in the US
 - Multi-disciplinary learning programmes (especially in national identity): e.g. STEAM programmes, Chinese Culture Day, Basic Law Ambassadors, 2023-24 UNESCO Peace School Programme
 - Multi-tiered collaboration with our partners for all-round development (especially in CLP): e.g. alumni with parents and local organisations for career talks and internship programmes, parent volunteers for lunch arrangements, the Caritas for mental health and NCS students, various universities for gifted education
- Our students were ready to learn. A majority of our students tried their best to overcome learning difficulties (SHS S11).
- Yet, aiming to strive for excellence and preoccupied by looking for model answers, a majority of our students neglected the importance of work-life balance (SHS S16,P6) and underestimated their own ability (SHS S8,P3,T56), which in turn hindered the advancement of their creativity and problem-solving skills (SHS S7,14,15). They were also reluctant to seek help when facing difficulties in improving the quality of their work and their academic performance (SHS S10,13-15).
- On the other hand, our teachers consciously served as a role model of a perseverant learner, demonstrated the use of different learning strategies and provided timely support to enhance student learning (SHS T47-53). Preoccupied by following teachers' instructions, our students improved their learning without the metacognitive awareness about the learning activities and study strategies adopted (SHS S1-6, S13-14).

Feedback and Follow-up

- 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).

(3) Student Performance

With the persistent effort of our teachers, parents and students, as well as the good collaboration with our partners, our students aimed to make continuous self-improvement and achieved recognitions and awards in various domains all these years.

● *Academic performance*

As in previous years, our students achieved satisfactory results and were ready to further their studies in local tertiary educational institutions this year.

Number of students sat:	138
Percentage of students in the school meeting the entrance requirements for local Bachelor degree programmes:	87.8%
Percentage of students in the school meeting the entrance requirements for local sub-degree programmes:	98.0%

Same as before, most of our students continued their study in local and overseas Bachelor degree programmes, and among the various institutes the Chinese University of Hong Kong was the most popular destination. Details of the academic achievements and pathways of our S6 graduates are available in our publications for parents and our school magazine.

● *Non-academic performance*

School ethos and participation

Following our school motto of ‘All to All’, our students shine with the Paulinian spirit. When actively participating in various learning activities as well as the leadership and service programmes inside and outside the school, our students broadened their horizons and unleashed their potentials in different arenas. They also demonstrated such commendable qualities as politeness and care for others. They, therefore, joined their teachers to create a healthy, inclusive campus, and were committed to contributing to our communities and our nation. With support from parents, teachers, and peers, our students continuously work on self-improvement. As a result, they have achieved notable accomplishments.

Achievements

With their determination to excel, our students (individually or in groups) have been honoured with scholarships, prizes and medals in various territory-wide and international competitions of different domains. Examples of achievements include:

- Aesthetic development: e.g. 流行樂隊中學組一等獎 (第十一屆香港國際音樂節比賽); 銀獎 (奇妙一瞬間—青少年兒童堂代繪畫大賽 2024); Awards for Outstanding Script, Performer and Cooperation (Hong Kong School Drama Festival); 金獎 (第 52 屆全港公開舞蹈比賽)
- Intellectual development: e.g. First (STEAM@soybean competition); Gold Award (Robofest 2024 Hong Kong - Senior BottleSumo Classic); 一等獎 (全港學界「走到社區學理財」2024 網上問答比賽)
- Linguistic development: e.g. Champions in Solo Verse Speaking, Dramatic Duologue and Choral Speaking (75th Hong Kong Schools Speech Festival); Awardee (Harvard Prize Book Scholarship 2024); 普通話詩詞集誦及粵語詩文集誦冠軍 (第 75 屆香港學校朗誦節)
- Personal development: e.g. Silver Awards (Hong Kong Award for Young People); First Runner Up (Hong Kong St. John Ambulance Inter School Footdrill Competition)
- Physical development: e.g. Champion (The Inter-School Badminton Competition 2023-2024 Division Three (Kowloon) Girls A Grade); Gold in Girls C 4 x 50m Freestyle relay (Inter-

School Swimming Competition 23-24); 1st Runners-up in A Grade (Inter-School Netball Tournament 2023-24); 品勢 A7 組冠軍(實用杯跆拳道錦標賽 2023)

- National identity: 優異獎 (國民教育吉祥物命名比賽); 甲、乙等獎 (認識憲法、《基本法》 - 與法治同行 全港中學校際演講比賽 2024)
- Scholarship for whole person development: e.g. Outstanding Students (The 15th Kowloon Region Outstanding Students' Award); Awardee (Grantham Scholars of the Year); Awardee (Ng Teng Fong Scholarship)

Details of the prizes and scholarships are available on our school website, school magazine and *Newsletter to Parents*.