

# St. Paul's School (Lam Tin)

Annual School Report 2018-19

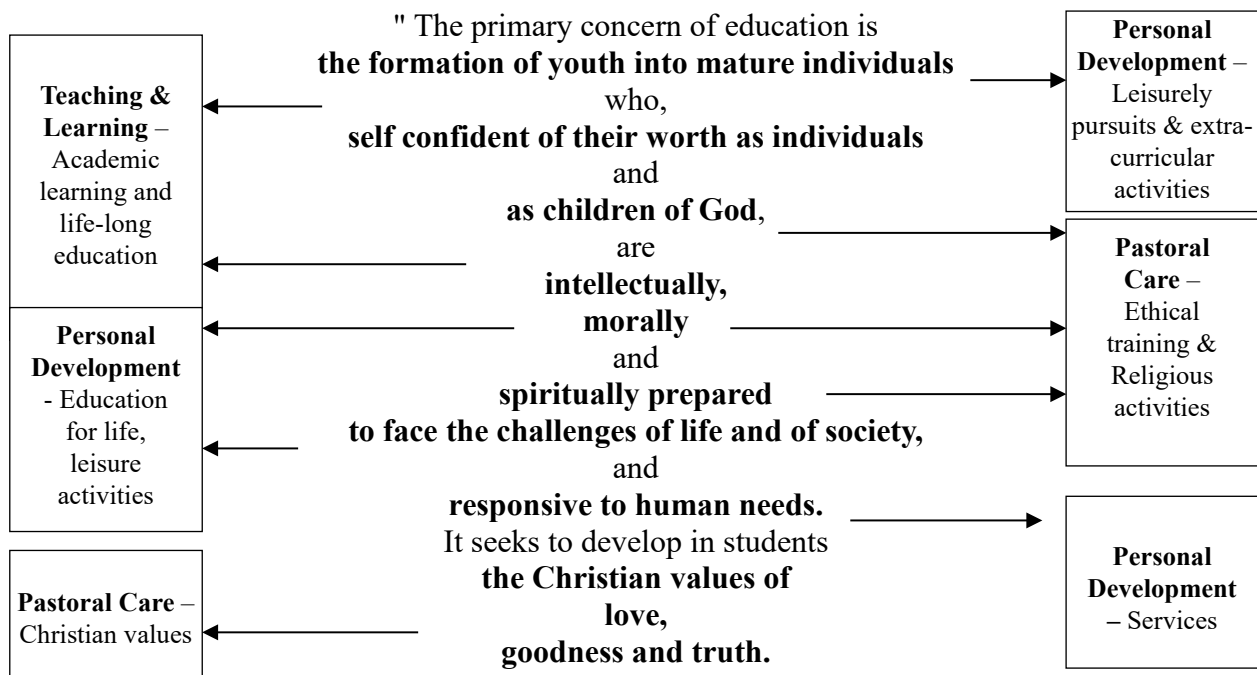
## Our School

### *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 endeavoring 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, the school sponsoring body, as the first Supervisor and Chairlady. The chairperson together with six other School Sponsoring Body Managers, one nominated Independent Manager, one nominated Honorary Manager, one nominated Under-Secretary, one elected Alumni Manager, one elected Parent Manager, one elected Alternate Parent Manager, one elected Teacher Manager, one elected Alternate Teacher Manager and the Principal formed an IMC of 16 members to 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 Multi-media Learning Centre, 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, such as the Class Library in each classroom, School Library, Study Room, the Career Corner and Multi-media Learning Centre. 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 also available in the whole school in 2018-19.

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 have been installed in the covered playground and the school canteen to provide space and venues for different activities, such as art exhibition, drama performances, talks and other student activities.

### ***Class organization***

Continuous effort has been made to reduce the size of each class in order to give better attention to individual students and more space for different activities. The number of students in this year was:

Level	S1	S2	S3	S4	S5	S6	Total
No. of classes	5	5	5	5	5	5	30
Total enrolment	152	158	153	149	149	156	917

## **Achievements and Reflection on Major Concerns**

The year 2018-19 marked the first year of the school development cycle 2018/19-2020/21. During the year past, lots of efforts had been made and good foundation was laid down for further improvement in this school development cycle.

### ***1. Learning Motivation***

#### **Achievements and Progress**

- With the adoption of problem-based or inquiry learning and challenging questions, exploration was made by all subject panels and relevant functional committees to help students learn knowledge and study skills with the use of education technology and STEM education.

- Resources explored: Book Creator Chrome; Kahoot; Google Form; Google Classroom; different social media
- L&T activities by different subject panels: production of e-book report; checking students' understanding and/or prior knowledge of a topic; search for and sharing of ideas through online platform; seeking learning support from teachers and/or classmates
- Implementation of STEM education collaborated by the Quality Education Committee and the IS, ICT, Maths and Physics Panels: e.g. Introduction to Coordinates in S1; Aquaponics Project; STEM Week; Solar Car Project
- Exploration of effective use of e-learning by the EDB SBSS and the Maths Panel
- The learning activities above were well-received by the students.
  - Most of the students actively participated in learning activities and many of them finished the learning tasks with good quality. [Teachers' evaluation]
  - Most of them found the study skills acquired or support gained from the learning activities useful for their learning in the future. [survey]
  - Many of them took the initiative to join different activities outside the classroom. [Teachers' evaluation]

#### Reflections

- Efforts could be made to further integrate education technology and STEM education into the curriculum so as to help students of different learning needs to utilize appropriate learning strategies and resources to regulate their learning, make continuous academic improvement and eventually achieve their learning goal on their own.

## 2. Students' holistic well-being

### Achievements and Progress

- Collaboration was made by all the staff to promote a healthy and positive school culture while nurturing in our students various core values to lead a holistic healthy life.
  - Formal curriculum: e.g. two PE lessons per cycle; health knowledge by relevant subject panels (e.g. Biology and Home Economics); Dance Programme conducted by CDCC during PE lessons; Spiritual Education Programme by CUHK during RE lessons
  - Mass programmes: e.g. 'Shine with the Paulinian Spirit' by RE Committee and Panel; 'Goal Setting' and 'S4-5 Outward Bound Training' by OLE, Careers and G&C Committees; 'Build an Inclusive and Caring Society' by Civic and Environmental Education Committee;
  - Competitions: e.g. 'Healthy Packed Lunch Competition' by Student Health Committee and Student Association; Interclass Sports Competition by PE Panel and Sports Association; 'Interclass Mural Painting on Our School Life Competition' by VA Panel
  - For interested students: e.g. 'Student Health and Oral Health Schemes' by Student Health Committee; 'Juggling Class and Individual Interviews' by G&C Committee; EDB Harmonious School Project by Smart Teens; Service Programmes by Civic and Environmental Education Committee, OLE Committee and RE Panel; over 40 clubs and programmes of different nature, namely linguistic and intellectual development, service, art and performing arts, leisurely pursuits
  - Practice in daily life: encouragement of physical activities in free time by e.g. providing sport gear for own students' practice; realization of our school motto to offer help by all members of our school
- Timely feedback was received from parents (e.g. Parent's Day, tea gathering and daily interaction) and community partners (e.g. meetings with psychologists, social workers and career and student counsellors) to refine our efforts according to our

students' needs.

- The efforts above were largely effective.
  - Most of our students were physically fit. [Annual physical fitness test; Teachers' evaluation]
  - Most of them reflected that they as well as their school and schoolmates were supportive, friendly and caring. [Teachers' evaluation]
  - They also acquired the knowledge and core values to improve their well-being during lessons and different activities. [Teachers' evaluation]

#### Reflections

- Efforts could be made to elicit students' opinion and utilize different opportunities about the ways to help our students apply the health knowledge and relevant core values to further improve their holistic well-being with mental wellness and relevant life skills to cope with the challenges from the society, family and personal issues highlighted.

### 3. Staff Development

#### Achievements and Progress

- Continuous support was given by the school and among the staff to help teachers overcome challenges arising from daily life and in the workplace [Teachers' evaluation]
  - For L&T: e.g. collaborative lesson preparation periods for core subjects; individual or collaborative action learning for all subjects; EDB support schemes for STEM education and e-learning
  - For SEN and other student needs: case conference and workshops; professional sharing by social worker and counselling psychologist on supporting SEN students; collaboration among G&C, Discipline and Examination Committees, as well as Form Teachers and subject teachers to provide timely support to the students in need
  - For building a congenial working environment: e.g. Induction and Mentorship Programmes for new teachers; social gathering at Christmas and other special occasions; improvement of staff room and school facilities; holistic wellness professional development programme for teachers (e.g. Catholic School Teachers' Day)
- Most of our students agreed that our school and staff were caring and willing to help. Their gratitude was reflected by the respect and love they showed to the staff and their schoolmates, as well as their active participation in different activities and continuous attempts to make improvement. [Teachers' evaluation; APASO; ESR/FI Reports]

#### Reflections

- Continuous efforts could be made by the school and teachers to further develop our professional learning community, and evaluate whether adequate support was given to the teaching staff and/or the students.

### Realization of Our School Mission

In addition to the major concerns mentioned above, continuous effort has been made to provide the best possible education to our students by making continuous improvement of our learning and teaching, as well as untiring effort to provide appropriate support to our students. While many of the effective measures have become our regular practice, some new initiative was introduced this year.

## **Our Learning and Teaching**

### ***Broad and balanced school-based curriculum***

Periodic review of the curriculum is made to ensure that different KLA subjects offered meet the needs, interest and ability of our students. In addition to sports (Physical Education) and values education (Religious Education) for all our students at all different levels, we let all our junior formers have basic knowledge and skills of different disciplines including languages (Chinese, English, Literature in English and Putonghua), humanities (Chinese History, Geography, History, and Life and Society), science (Biology, Chemistry, Physics, Integrated Science, Computer Literacy), aesthetics (Music, Visual Arts) and life skills (Home Economics). Autonomy is then given to our senior formers to study at least two electives from the subjects mentioned above, with exception of the replacement of Putonghua, Life and Society, Computer Literacy, Home Economics and Integrated Science by DSE subjects namely Information & Communication Technology, Ethics and Religious Studies, Chinese Literature, Health Management & Social Care, Physics, Chemistry, Biology, Economics, Tourism and Hospitality Studies, as well as other Applied Learning and Other Language courses. Timely review of the curriculum is made by the school and all subject panels to help our students have a smooth transition from Key Stage 3 to Key Stage 4, with the ultimate goal of equipping them for further studies and future career.

### ***Academic enhancement***

In addition to the graded learning materials designed, extra lessons and diversified learning activities arranged by different subject panels, flexible time-table and varied study programmes are devised and refined by the school to help our students further their academic performance. During the 9<sup>th</sup> period of Days 1, 3 and 5, students of different needs participate in different academic programmes e.g. Chinese and English oral practice and Mathematics tutorial classes. For more capable students, other than nominating them to join the gifted programmes provided by the external organizations, we give them additional support for joining territory-wide and international competitions or programmes e.g. Future Problem Solving Competition, Chinese and English debating competitions, Mathematics Olympiad and robotics competitions. All these help our students apply their existing and new knowledge and skills in real life situations, which in turn enhance their academic study and intellectual capacity.

Built on the valuable past experiences, regular activities for STEM education are arranged for all students (e.g. STEM Week) and talented students (e.g. Mathematics and Science Programmes, and the Robotic Teams). STEM elements and education technology will continue to be developed by all subject panels and integrated into the formal curriculum so as to nurture students' intrinsic motivation in learning.

### ***Cultivation of reading habit***

A myriad of activities to promote reading are organized with the cautious use of EDB Reading Grant and the flexible deployment of our own resources.

Reading has been incorporated into the formal and informal curriculum of different subject panels and functional committees. Through completing the assignments (e.g. Reading Journal and mini-study) and joining different learning activities (e.g. recommended readings for visit and inter-house general knowledge quiz competition), our students learn to read for academic and leisurely pursuits. With adequate resources allocated by the school, subject panels and functional committees continuously upgrade the reading materials (including print and electronic materials) in both the School Library and the Class Library.

Reading atmosphere is continuously enhanced by the whole-school activities coordinated by the Reading Committee and the School Library. Students are encouraged to read, reflect and share throughout the year through the Reading Week (including book sharing by teachers and students, cross-curricular book exhibition and provision of book coupons for students), Reading for Fun Programme (including radio drama and readers' theatre), and other activities (including Reading Angels Scheme, Extensive Reading Scheme, Book Crossing, Battle of the Books and the publication of Omnibus, the online anthology).

### ***Preparation for life-long learning***

- Life-wide experience: The link between academic study and the real world as well as the experience of doing independent research inspires our students to further explore different arenas of the world for their interests and/or specialties.
  - In Hong Kong: Helping our students relate the knowledge from textbooks to their daily life is achieved in class (e.g. class discussion among the students and experience shared by the teachers) and outside the classroom (e.g. project learning and field trips and art exposure programmes).
  - Outside Hong Kong: Some of the programmes arranged this year to broaden our students' horizons in different areas were national education (e.g. Guangzhou), subject-related tours (e.g. language and cultural studies in Australia and Malaysia and historical study in Dalian and Shenyang) and cross-disciplinary study (e.g. Future Problem Solving International Conference and Robofest in the US).
- Study skills and attitude: While carefully designing the learning experiences (e.g. workshop on note-taking for S1, Independent Enquiry Study lessons for S3 and workshop on effective learning skills for S4), our teachers serve as facilitators to equip our students with the necessary study skills (e.g. searching and organizing information), and to arouse among our students the curiosity in learning (e.g. by asking thought-provoking questions).

## **Support for Student Development**

### ***Whole school approach***

- Staff and partners: Under the leadership of the functional committees concerned, all the staff (including teaching and non-teaching staff) work closely with our partners (including the professionals of different fields, our parents and our Alumni Association) to provide timely and appropriate support for our students to unleash their potential and have holistic development, be it financial (e.g. sponsorship for students to join overseas competitions) and non-financial (e.g. sharing during the Career Forum).
- Peer influence: In addition to encouraging all our students to be caring and supportive to one another, our school provides programmes to equip suitable students with relevant knowledge, skills and strategies to help their schoolmates when needed. Notable examples are Paulinian Leaders, School Prefects, Smart Teen, Career Peer Counsellors, and the sharing by senior formers on striking a balance between their study, OLE and social life.
- Enhancement of communication with stakeholders: Continuous effort has been made to facilitate the mutual understanding between the school and students (e.g. lunch-time gathering with school principal and teachers), and between the school and parents (e.g. *Newsletter to Parents*, tea gathering for S1 & S4 parents). School Complaint Management Procedure introduced in 2017-18 provides one more formal channel to let different stakeholders exchange ideas and work for the well-being of our students.

### ***Healthy campus***

- The Student Health Committee coordinates the work of different parties to work for the well-being of our students.
- Physically, in addition to ensuring a safe campus by the School Maintenance Team, different functional committees (e.g. Student Health Committee) together with relevant subjects (e.g. Biology, Home Economics, Liberal Studies and Physical Education) promote healthy lifestyle throughout the year. Efforts such as organizing annual Healthy Breakfast Day, sports games and competitions, as well as provision of health information and healthy food in the school canteen are just to name a few.
- Psychologically, care to students is provided by all the staff. The Guidance and Counselling Committee together with the educational psychologist from the EDB, the counselling psychologist from Shue Yan University, our school social worker, student counsellor and form teachers promote positive emotions through form teacher's periods, while special care for our students in need is provided through group/individual interview. Bridging programmes are organized for S1 and S4 to provide support to students who enter new key stages. With the support of the subject teachers and Examination Committee, flexible lesson and assessment arrangements are also made to cater for our students' individual needs. Peer support groups such as Paulinian Leaders and Career Peer Counsellors also play an important role in promoting positive emotions among our students. With the setting up of the SEN Team in 2019-20, more support will be given to both teachers and students to deal with different special educational needs.
- Socially, our students have ample opportunities and support to develop friendship with their peers at different levels through joining different activities e.g. inter-class competitions, cheering team for their houses or different student organizations. Our school also ensures appropriate coordination of different aspects of the school life (e.g. number of clubs for each student, the period for ECA and extra lessons during holidays) so as to help our students achieve study-life balance.
- Spiritually, abundant opportunities are provided by our Religious Committee, Religious Education Panel and our Sisters for our students to learn about Catholicism. The discussion about the relationship between religion and daily life during the RE lesson, the experience of tranquility and solitude during the mass, and the sharing of personal experience during group activities help our students have deeper reflection on the meaning of life and better understanding about the universal values of human beings.

### ***Life planning***

Supported by our Career Counsellor, our Alumni Association and various external organizations (e.g. Hok Yau Club), the Careers Committee helps our students search and prepare for their life goals through a variety of activities. Talks (e.g. different opportunities of overseas study), visits and job shadowing (e.g. concerning nursing and health services), workshops (e.g. interview skills) for interested S3-6 students are just to name a few. Counselling service (e.g. mock D-day, post-D day and individual interview) are also provided with the help of our teachers, the Career Counsellor and the social worker for the students in need. Appropriate support schemes (e.g. 'CLAP for Youth') are introduced to provide further resources and assistance for our students and teachers. With their support, the Careers Peer Counsellors has been set up and students are given more opportunities to join different internship programmes and experience life at the workplace (e.g. visit to law firms). Collaboration is also made by committees (e.g. Careers, Guidance and Counselling and OLE), panels (e.g. Religious Education Panel) and teachers (especially the form teachers) to help students have self-exploration and prepare for the future.

### ***Cater for learner diversity***

- NCS (Non-Chinese Speaking) Students: Support is provided with the cautious use of the ED BNCS Grant and flexible deployment of our own resources. Academically, under the leadership of an experienced Chinese teacher, a team of educators including our Chinese teachers, have designed a progressive programme to help our NCS students improve their

Chinese language proficiency. Supportive measures include tailor-made graded learning and assessment materials, pull-out lessons during school hours, tutorial sessions after school, as well as study group and experience sharing among our own NCS students. While helping them tackle the international Chinese examination so as to meet the requirements for entering local universities, we aim to help them eventually attain the language standard of their peer native Chinese speaking schoolmates. Socially and emotionally, group activities are organized by our Guidance and Counselling Committee and school social worker to help the NCS students understand and integrate into our school and the local community. Continuous peer support, caring school atmosphere and encouragement for them to actively participate in our school life are also provided by our teachers, senior local and NCS students, as well as their classmates in and out of classroom.

- SEN (Students with Special Education Needs): Professional support is provided from our school social worker, student counsellor, educational psychologist and counselling psychologist. Under the coordination of our Guidance and Counselling Committee, clear and timely referral procedure to assess the special education needs of our students and appropriate follow-up actions for these students are therefore provided. The support services including proper allocation of the Learning Support Grant (e.g. for procurement of appropriate equipment and organization of relevant training sessions), enrichment of teachers' knowledge about the special needs of different students (e.g. teachers attending the EDB courses and the arrangement of case conferences), promotion of inclusive culture in our school (e.g. promotion of respect for individual differences), and other special arrangements (e.g. time allocated for examination and interest groups) help our SEN students enjoy their school life and unleash their potentials. With the setting up of the SEN Team in 2019-20, more timely personalized support will be given to our SEN students.
- Learning opportunities for all: Appropriate support is given to maximize the learning opportunities for all our students. Guidance from our teachers and flexible arrangement about lessons and assessments allows our students to join different external programmes (e.g. Adventureship and UNICEF Young Envoy Programme) and competitions (e.g. Future Problem Solving Competition and Robofest in the US). Our school facilities are also flexibly available for our students to have a congenial learning environment (e.g. the use of MMLC, playground and Study Room during holidays). By utilizing our school funds and seeking support from our school sponsoring body, PTA and Alumni Association, financial assistance is also provided for our students in need (e.g. in form of scholarship and special grant for joining leadership training camp and international competitions) so as to maximize learning opportunities for all our students. Vouchers introduced in 2017-18 also allow our students from different socio-economic background to have equal opportunity to purchase books in our annual book fair and healthy food in our school canteen so as to improve their physical conditions and intellectual capacity.

### ***Cultivation of positive values and attitudes***

- Values education: Our students learnt important values and attitude such as respect, integrity, national identity from various channels, including the example set by our teachers (e.g. their love and care for students and commitment to providing quality education), whole-school school activities (e.g. teachers' sharing during morning assembly and the Civic and Environmental Education Day), and visit to the mainland (e.g. S2 visit to China). Well-supported schemes (e.g. Paulinian Scholarship for Conduct and Deportment and Outstanding Class Award) are effectively implemented to encourage proper behavior, while appropriate disciplinary actions and counselling service are adopted to help students correct improper values and misbehavior. Positive peer influence is also exercised between the senior and junior formers formally (e.g. with the Paulinian Leaders and Prefects as role model) and informally (e.g. the sharing and daily interaction among the students).



- Resilience building: Various competitions (e.g. inter-class and inter-house sports games), training programmes (e.g. Smart Teen Challenge Camp and S4-5 Outward Bound Camp), sharing of learning experience (e.g. the efforts needed for making achievements during the biannual Prize Presentation Ceremony), as well as focus groups (e.g. Pursuing Dreams Group) are arranged to promote a sense of belonging among the students, help them learn to cope with adversities, and inspire them to persevere for their dreams.
- Service learning and leadership training: In addition to realizing our school motto, our students are able to internalize the universal values e.g. love and respect for others through participating in different services. Systematic service programmes are arranged for our students at different levels (i.e. visit to the elderly by S2, flag selling by S3, elderly academy by S4 and Caritas Bazaar by S5). They also join other community services organized by different clubs and committees (e.g. volunteering in the Adventuresship). Meanwhile, our students are encouraged to take up different responsible posts at class level (e.g. monitors, IT prefects and subject leaders) and at the school level (e.g. SA committee members, and House and club officers). All these help instill in our students the humility and vision to create a better world by serving others and contributing to our community.
- Cope with contingencies: Under the leadership of the Crisis Management Team, clear procedures to cope with unexpected difficult situations have been prepared, allowing our teaching and non-teaching staff to collaborate well for identifying the students in need and providing them with appropriate support (e.g. mass talk, form teachers' period, group activities and individual interview). Understanding their own emotions, having empathy for others' feelings, consulting reliable people and making rational decisions are some of the basic principles our students have learnt to help themselves and others survive challenges and tackle uncertainties in life.

## **Student Performance**

Due to the persistent effort of our teachers and students, as well as the good collaboration with our partners, our students aimed to make continuous self-improvement and won recognitions and awards in various domains.

### ***Academic performance***

There has been satisfactory percentage of our students attaining Level 4 or above in the HKDSE since the implementation of the NSS. Same as in previous years, our students achieved satisfactory results and were ready to further their studies in local tertiary educational institutions in this year.

Number of students sat:	156
Percentage of students in the school meeting the entrance requirements for local Bachelor degree programmes:	91.6
Percentage of students in the school meeting the entrance requirements for local sub-degree programmes:	99.4

Details of the academic achievements and the destination of our S6 graduates are available from our publications for parents and our school magazine.

## ***Non-academic performance***

### School ethos and participation

Our students are polite and proactive. They love the school, respect their teachers and support one another. After evaluating their own interests and needs, they take the initiative to participate in different activities (e.g. visits, territory-wide competitions, uniform groups) and community services (e.g. flag selling, social service programmes). While continuing to better themselves and making different achievements, they develop self-confidence even though their eagerness to strive for excellence inevitably gives them relatively high level of stress. Yet, with the support from their parents, teachers and schoolmates, our students gradually build up their confidence in overcoming the challenges and eventually achieving their goals.

### Achievements

The determination to excel made our students individually or in groups honoured by scholarships, overall championships, prizes and medals in various territory-wide and international competitions of different domains. Examples of those awards were:

- Linguistic development: e.g. First and Second Prizes in 二人朗誦 and Choral Speaking Competitions(Hong Kong Schools Speech Festival); Best Writing (Hong Kong Primary and Secondary School English Writing Competition); Winner (CLP Engineer in School Programme Quiz Game)
- Intellectual development: e.g. State Bowl (Alaska Future Problem Solving Competition); APL Scholarship (Law's Charitable Foundation); Champions (Sing Tao Chinese Inter-school Debating Competition and Basic Law Inter-school Debating Competition);Overall Champion (World Robofest BottleSumo Championship); Awardee (HKICPA/HKABE Joint scholarships for BAFS)
- Sports: e.g. Champion in A Grade Tournament (HKNA Inter-school Netball Tournament); Champions (Asian Cities Taekwondo Championships and Secondary School and Tertiary Institution TKD Competition); First in 400m Running Race (Pacers Athletic Club Festival)
- Performing and visual arts: e.g. Diploma Award (Mizyal Gallery Museum International Children Art Competition); City Contemporary Dance Laureate (City Contemporary Dance Company); Commended and Choreography Awards in Chinese Dance (HK Schools Dance Festival); Awardee (Bravo! HK Youth Theatre Awards Scheme)
- Personal growth and community service: e.g. Outstanding Volunteer (Star of Bethlehem Summer Programme); Overall Championships (St John Nursing Cadet Inter-divisional and Uniform Inspection Competitions); Gold Award (Volunteer Movement of Social Welfare Department)
- Scholarship: e.g. Hong Kong Outstanding Student Award; Nehru Memorial Trust Scholarships; Sir Edward Youde Memorial Prizes; Young Arch Student Improvement Award

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

## **Feedback on Future Planning**

To realize our school mission, helping our students enhance their academic, social and emotional development are always the first two major concerns of our school, while staff development to empower our teachers to provide quality education remains the third one.

Built on the foundation laid down in the school development cycle of 2015/16-2017/18, a new school theme and three new major concerns will be adopted in the school development cycle of 2018/19-2020/21 to help our students scale new heights.

### **School Theme: Shine with the Paulinian Spirit**

- To develop confidence and maturity
- To make good use of talents
- To serve with heart

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 glorify the Lord and spread Gods love.

'Let your light shine before others, that they may see your good deeds and glorify your Father in heaven.' (Mt. 5:16)

The school's golden jubilee celebration in 2019/20 gives a timely opportunity for the whole school to reflect on and realise our school motto and school theme in action, as well as to cultivate in all the spirit of gratitude.

### **Major concern 1: Learning motivation – to nurture students' intrinsic motivation in learning through education technology and STEM education**

To nurture our students to become effective independent learners, further exploration would be made on effective use of education technology and STEM education for helping our students utilize appropriate learning strategies and resources to make continuous academic improvement and eventually achieve their learning goals.

### **Major concern 2: Holistic well-being – to cultivate a positive & healthy school culture**

To better equip our students for encountering challenges and setbacks when developing their potentials and striving to achieve their life goals, our school will further understand individual needs of our students and further explore different opportunities to help them apply the health knowledge and relevant core values to further improve their holistic well-being.

### **Major concern 3: Staff development – to foster professional capacity building in realizing school focuses**

To achieve synergetic effect, our school and middle managers will further strengthen our school as a learning community and better understand the needs of our teachers and students so as to provide adequate support for the former to meet the diverse needs of the latter in different arenas.