

St. Paul's School (Lam Tin)

Annual School Report 2016-17

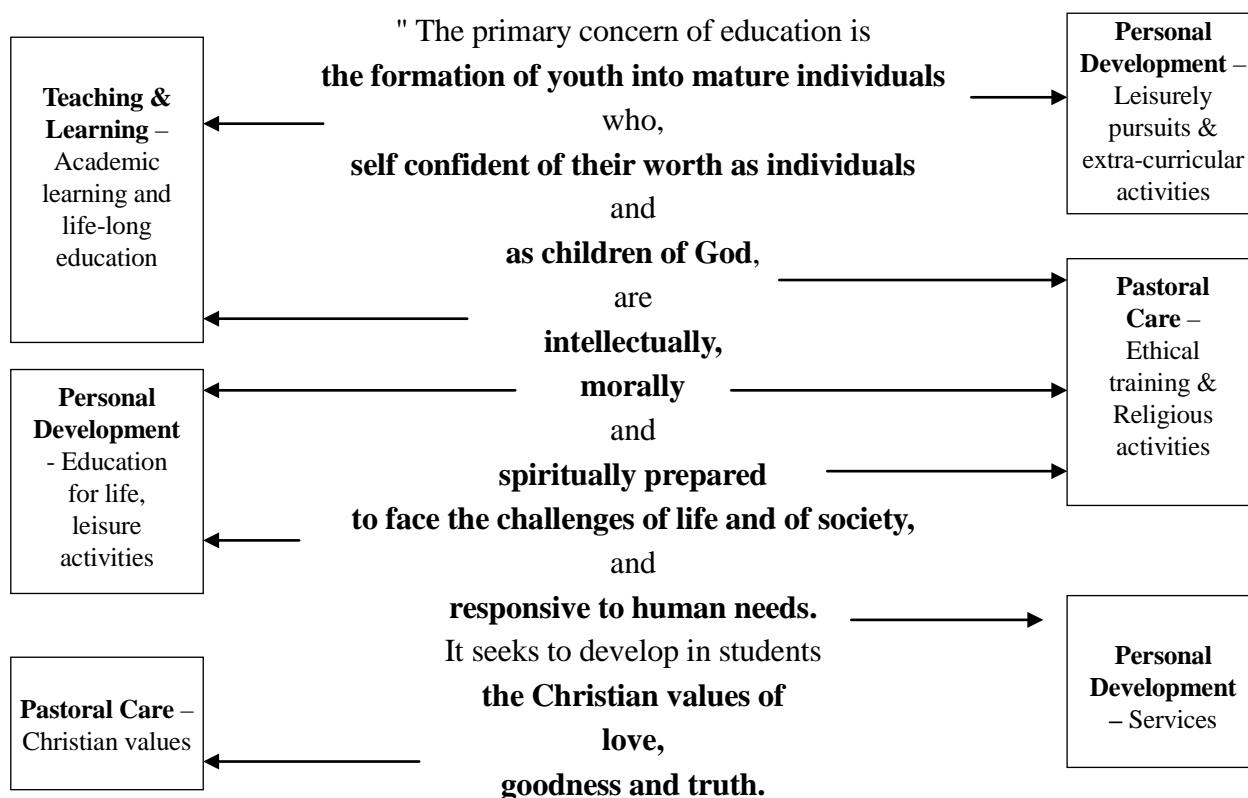
Our School

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 men – as the ultimate goal. With the education mission statement of the Sisters of St. Paul de Chartres as the guiding principle, the school has been endeavoring to educate its 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. Together with six other School Sponsoring Body Managers, one nominated Independent Manager, 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 14 members to provide support and suggestions for the continuous improvement of the governance of our school.

School's facilities

The 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 resources, such as the Class Library in each classroom, School Library, e-Learning Centre, Study Rooms and Multi-media Learning Centre. In 2015-16, the Computer-Aided Learning Room was upgraded to become the e-Learning Centre to facilitate mobile 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 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	156	155	154	158	161	162	946

Achievements and Reflection on Major Concerns

The year 2016-17 marked the second year of the new school development cycles focusing on (1) learning motivation; (2) students' holistic well-being; and (3) staff development. During the year past, lots of efforts had been made and good foundation was laid for further

improvement in the following year.

1. Learning Motivation

Achievements and Progress

- With the help of the Paulinian Diary and *Career and Life Planning Activities (for S6 students)*, all our students set and regularly reflected on their learning goals, which gave them clear targets for making continuous academic betterment.
- Our students were keen on learning. While actively participating in abundant learning activities designed to cater for learner diversity as shown below, they continuously enhanced their subject-specific and general knowledge and skills for the completion of specific learning/assessment tasks.
 - In class e.g. enquiry approach, role play, debate, group discussion and presentation, stratified learning tasks
 - Outside the classroom e.g. subject board decoration, field trips, mini-study, Chinese and English Activity Days, Drama-in-Education workshop for Liberal Studies
 - Courses on study skills e.g. note-taking, exam strategies
 - Special programmes for talented and interested students e.g. MUN, JA Company Programmes, Battle of the Book Competition
 - Enhancement programmes for less able students e.g. summer enhancement course and regular tutorial groups for Chinese, English and Mathematics
 - STEM programme e.g. STEM Week, Mathematics and Science Programme, Robotic Education and Coding Programme

Reflections

- While striving to attain higher academic level, many of our students may need more assistance to properly assess their ability and apply effective study strategies to achieve their learning goals.
- Further refinement of the curriculum (especially the pedagogy in class) could be made to enhance our students' learning motivation, confidence and capability in coping with the progressive academic requirements at different class levels.

2. Students' holistic well-being

Achievements and Progress

- Our students were active in participating in various programmes as mentioned below. With the support and guidance from their teachers, family and peers, as well as the professionals from external organizations, they were able to explore their talent, plan for their future and get ready for different life challenges.
 - Resilience building for the whole school and target groups e.g. Spiritual and Emotional Support Scheme, Religious Week – Shine in Grace, inter-class decoration competition on the Joy of Life, E-teen Groups, Dreamers Group
 - CLP e.g. company visit, individual and group interviews, Career Forum by Alumni, Internship Programme

Reflections

- While having enjoyment and making reflection on their own values during different programmes, our students may need further assistance from time to time for internalizing the knowledge and skills for self-assurance while stretching their limits.

3. Staff Development

Achievements and Progress

- While participating in seminars and workshops to enrich own knowledge and pedagogies, our teachers made frequent professional exchange to explore effective pedagogies for enhancing students' learning motivation and appropriate support for our students' personal development in different aspects.
 - Seminars and workshops in and out of school e.g. 'Elements of a Good Lesson' the Use of DSE Exam Statistics, Support for SEN students, e-learning
 - Action learning on enhancing students' learning motivation in class by all teachers individually or collaboratively e.g. relating the subject with daily life, use of positive feedback and reinforcement, designing different tasks and activities to cater for learner diversity
 - Professional sharing e.g. sharing on action learning, Common Lesson Preparation, regular panel meetings, panel head meetings
 - Activities for the promotion of teachers' well-being e.g. staff development day on spiritual well-being, Christmas party and social gathering for the staff–

Reflections

- The joint effort of the school, the middle managers and all teachers for knowledge exchange and improvement of the effectiveness of learning and teaching could be further enhanced.

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, English Literature 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, except with the replacement of Putonghua, Life and Society, Computer Literacy, Home Economics and Integrated Science by DSE subjects including Information & Communication Technology, Ethics and Religious Studies, Chinese Literature, Health

Management & Social Care, Physics, Chemistry, Biology, Combined Science, Economics and other Applied Learning 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.

In view of students' ability, interest, career needs, as well as the availability of teaching resources, Tourism and Hospitality Studies is introduced to S4 curriculum in 2017-18.

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 9th period of Days 1, 3 and 5, students of different needs participate in different academic programmes e.g. note-taking, 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, and Mathematics Olympiad. 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 exam performance.

In 2016-17, STEM education was introduced with a variety of activities organized during the STEM Week (e.g. Talk on Cryptography and Coding Theory) and throughout the year inside (e.g. Science workshop) and outside (e.g. Solar Car Competition) the school. In the following year, STEM elements will be enhanced in the curriculum of various subjects e.g. Computer Literacy and Integrated Science.

Cultivation of reading habit

Reading has been incorporated into the formal and informal curriculum of different subjects. Through completing the assignments (e.g. Reading Worksheet and mini-study) and joining different learning activities (e.g. forum on current issues 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. This together with the activities coordinated by the Reading Committee and the School Library during the Reading Week (e.g. book sharing by teachers and students, cross-curricular book exhibition) and various activities throughout the year (e.g. Reading Buddy Programme, Extensive Reading Scheme, Book Crossing, Battle of the Books) greatly enhance the reading atmosphere among our students.

Preparation for life-long learning

- Life-wide experience: The link between the 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 in 2016-17 to broaden our students' horizons in different areas were sport and environmental studies (e.g. Taiwan), national education (e.g. Guangzhou), subject-related tours (e.g. Chinese Tour to Henan, language and cultural studies in Australia) and cross-disciplinary study (e.g. Future Problem Solving International Conference in the US, Geography and LS tour to Korea, Art Tour with local artist to Macau)
- Study skills and attitude: While carefully designing the learning experiences (e.g. workshop on time management and note-taking for S1 and Independent Enquiry Study lessons for S3, our teachers serve as facilitators to equip our students with the necessary study skills (e.g. searching and organizing information), to arouse among our students the curiosity of learning (e.g. by asking thought-provoking questions), and to help them understand the importance of learning as part of their personal growth rather than merely for examinations.

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 Career Forum).
- Peer influence: In addition to encouraging all our students to be caring and supportive to one another, our school provided programmes to equip suitable students with relevant knowledge, skills and strategies to help their schoolmates when needed. Notable examples were Paulinian Leaders, School Prefects, Mindshift Programmes and Smarteens. Career Peer Counsellors
- Enhancement of communication between 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. e-notice to parents, S1 & S4 parents' tea gathering). The introduction of School Complaint Management procedure in 2017-18 will provide one more formal channel to let different stakeholders exchange ideas and work for the wellbeing of our students.

Healthy campus

- The Student Health Committee coordinates the work of different parties to work for the wellbeing of our students.
- Physically, in addition to ensuring a safe campus by the School Maintenance Team, Student Health Committee and PE panel together with relevant subjects such as Biology and Liberal Studies and Home Economics promote healthy lifestyle through the daily practice e.g. provision of healthy lunch and health information, and games and competition to cultivate the habit of doing regular exercise.

- Psychologically, care to students is provided by all the staff. The Guidance and Counselling Committee together with the educational psychologist from EDB, our school social workers and form teachers also promote positive emotions through form teacher's periods, while special care for our students in need is provided through group/individual interview with the support of the subject teachers. Flexible lesson and assessment arrangement is 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.
- 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 make 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 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 (e.g. nursing school of CUHK), 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, Career Counsellor and the social workers for the students in need. Appropriate support schemes (e.g. 'CLAP for Youth') are introduced to provide further resources and assistance for our students. 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: Academically, under the leadership of an experienced Chinese teacher, a team of educators including our Chinese teachers, our Assistant Teachers and external tutors 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 by 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 workers 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): With the professional support from our school social worker and educational psychologist, and coordinated by 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 provided. Support services include proper allocation of Learner 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. sharing by the SEN students in their classes and promotion of respect for individual differences), and other special arrangements (e.g. making adjustment in examination and SEN juggling groups).
- Learning opportunities for all: Appropriate support is given to maximize the learning opportunities for all our students. In addition to the necessary guidance and support from our teachers to join different external programmes (e.g. UNICEF Young Envoy Programme), flexible arrangement about lessons and assessments is made to allow our students to join different learning activities (e.g. territory-wide competition or overseas exchange programme). 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 Rooms 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.

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 Civic Education Day), and visit to the mainland (e.g. regular visit to China). Well-supported schemes (e.g. Paulinian Scholarship for Conduct and Deportment and Outstanding Class Competition) 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 was 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. Smarteens and Mindshift Programme), 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 social 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 Special Olympics, making donation through lunch offering). 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, our teaching and non-teaching staff collaborate well to identify the students in need and provide them with appropriate support (e.g. mass talk, form teachers' period, group activities and individual interview) to cope with unexpected difficult situations. 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.

Number of students sat:	162
Percentage of students in the school meeting the entrance requirements for local Bachelor degree programmes:	90.7%
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 were polite and proactive. They loved the school, respected their teachers and supported one another. After evaluating their own interests and needs, they took 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 build up their confidence in overcoming the challenges and finally 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 Prizes in Harmonic Speaking and Solo Verse events (Hong Kong Speech Festival); Champion (Rotary Club Joint School Debating Competition)
- Academic development: e.g. Champion (Online Financial Literacy Competition); Finalists (Future Problem Solving Competition – Global Issues Problem Solving); Certificate of Excellence (Robofest Competition Hong Kong Unknown Mission Competition Senior Group)
- Sports: e.g. Champion (HK Inter-school Volleyball Competition, Division Two, A Grade); Champion (Festival of Sport Netball Tournament Girl's U17); Second runner-ups in 4x400m and 4x100m relay (SCAA Inter-school Athletic Meet); Second Prize (HK Inter-school Badminton Competition, Grade B)
- Performing arts: e.g. Gold Award in Chinese Dance (HK School Dance Festival); Second prize in Liuqiu Solo (Hong Kong School Music Festival); Award for Commendable Overall Performance and Awards for Outstanding Performer (HK School Drama Festival)
- Visual arts: e.g. Creative Design Award (Create Your Own Shoes Competition); Merit Prizes (Words of Wisdom Fashion Illustration Design Competition)
- Personal growth and community service: e.g. Gold Awards for Volunteer Service (Social Welfare Department)
- Scholarship: e.g. HKSAR Outstanding Students Award, Sir Edward Youde Memorial Prizes, Kwun Tong Outstanding Students Award

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

Feedback on Future Planning

Built on the foundation laid down this year, continuous efforts will be made to achieve the school's theme and the three major concerns of 2015/16-2017/18.

School Theme: The Joy of Life

To let our students:

- Live a life of happiness and hope
- Make positive life choices
- Search for life's meaning.

Major concern 1: Learning motivation

Having learnt the skills and attitude to become active and independent learners in the previous school development cycle, our students will further develop their interest and confidence in their studies with the effective application of various learning strategies, so that they will be engaged in learning and have the momentum to sustain their effort in learning.

Major concern 2: Holistic well-being

While continuing to make self-betterment and develop multiple intelligence, our students will also learn to efficiently cope with the challenges and adversities in their growing process, so that their positive emotions will be further strengthened and their plan for their future life much clearer.

Major concern 3: Staff development

While continuing to improve the learning and teaching through professional pursuits e.g. action learning, the school and the middle managers will make further effort in empowering our teachers to cater for the diverse needs of our students in different domains.