

St. Paul's School (Lam Tin)

Annual School Report 2020-21

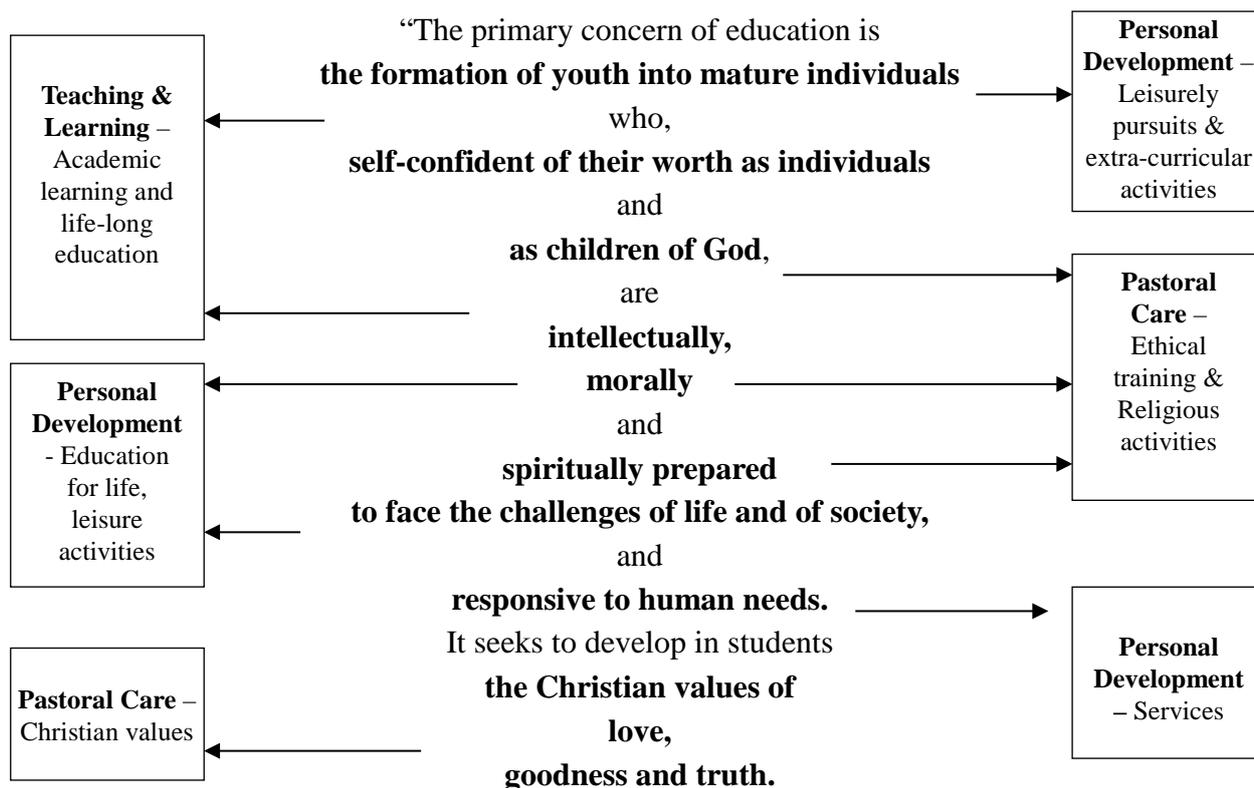
Our School

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, our school sponsoring body, as the first Supervisor and Chairlady. The chairperson together with other School Sponsoring Body Managers, nominated Independent Manager, one nominated Honorary Manager, nominated Under-Secretary, elected Alumni Manager, elected Parent and Alternate Parent Managers, one 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 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 installed 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 were 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	160	156	147	157	149	143	912

Achievements and Reflection on Major Concerns

The year 2020-21 marked the third year of the school development cycle 2018/19-2021/22, which was extended from three to four years so as to give more time for our students and teachers to accomplish our major concerns in the midst of long period of

class suspension and cancellation of numerous learning activities in relation to social movement and coronavirus pandemic in 2019-2021. Yet, with increasing familiarity with education and information technology, effective efforts had been made by both teachers and students to resume our normal school life as far as possible.

1. Learning Motivation

Achievements and Progress

- With the adoption of problem-based/ inquiry learning and challenging questions, subject panels and relevant functional committees helped students learn STEM and other knowledge and study skills in real life context with the use of education technology in different ways.
 - L&T activities: e.g. production of e-book report; checking students' understanding and/or prior knowledge of a topic by Google Form; searching for online information; sharing of ideas through online platform; seeking learning support from teachers and/or classmates via social media
 - STEM education: e.g. classroom/ online lessons; robotics team; Engineering and Science Clubs
 - Research project: e.g. EDB SBSS for Maths Panel
- E-Learning for online and face-to-face lessons
 - Online lessons: e.g. Google Meet; Zoom; Screencastify for editing video-taped lessons
 - E-learning platform: e.g. Google classroom; e-Class; Kami
 - Learning activities: e.g. Nearpod and iSolution (app provided by publisher) for group discussion; Google Quiz for pre-lesson preparation; Padlet for sharing views; Edpuzzle for completing assignments with videos; Kahoot for formative assessment
 - Online resources: e.g. webinars on different topics; Youtube channels and virtual tours of different museums; online question bank by EdCity
- The learning activities above were well-received by the students.
 - Most of the students actively participated in both online and face-to-face learning activities. Many of them finished the learning tasks with good quality and also found the study skills acquired from various learning activities useful for improving their academic monitoring.
 - Some students also took the initiative to join different activities outside the classroom.

Reflections

- Further support could be given for students to cope with their test anxiety and improve their academic initiative so as to enhance their learning motivation and academic performance.
- Attempts could be made to further integrate virtual learning into the norm of L&T to help students monitor and improve their performance outside the classroom, while interdisciplinary study could be further promoted to help students have deep learning.

2. Students' holistic well-being

Achievements and Progress

- Celebration of Our Golden Jubilee: Various celebration activities (e.g. mass, celebration programme, Art and Needlework Exhibition, mural painting) and memorabilia (e.g. Paulinian Journal, photo album, memo pads, Whatsapp stickers, first-day stamp envelop) let our student have much joy and learn positive values while unleashing their talents (e.g. as designers and/or activity organizers), recounting our school history (e.g. untiring effort to improve the learning opportunities for our students) and showing appreciation to the dedication made by our school sponsoring body and our staff.
- 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. Integrated Science and Home Economics); Spiritual Education Programme and Stress Relief Workshop during RE lessons; Mental Health Workshop during form teachers' periods
 - Mass programmes: e.g. 'Goal Setting' and 'Life Education' by G&C Committee; 'Shine with Paulinian Spirit' by Religious Committee; talks, workshops and internship by Careers Committee; 'Online Fun Day for S1' by Paulinian Leaders
 - For interested students: e.g. 'Class Visit and Individual Interviews' by G&C Committee; 'Eternity Band' by Religious Committee; 'Variety Show' by Student Association; over 40 clubs and programmes of different nature, namely linguistic and intellectual development, service, visual art, performing arts, leisurely pursuits, and mental health
 - 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 of helping others by all members of our school
- Timely feedback was received from and advice given to our students (e.g. meetings career and student counsellors and daily interaction), parents (e.g. tea gathering and talks on parenting skills) and community partners (e.g. meetings with educational psychologists and social workers) so as to refine our joint efforts to support our students.
- Support for students during class suspension
 - Close contact with students and parents to address their concerns: e.g. notices and updated information disseminated via e-Class; teleconference with form teachers; contact with the school via telephone and email
 - Personalized support for students: e.g. flexible arrangement of homework submission; availability of real time and recorded online lessons; individual interviews by social workers; technical and financial support for e-learning
- The efforts above were largely effective.
 - Most of our students were physical fit and some were able to turn stress into the driving force for self-improvement.
 - They had good interpersonal competence, and showed care, respect and support for others. Their ethical conduct was also good.

Reflections

- Continuous effort would be made through integrated programmes and peer influence to help students further enhance their emotional stability and general satisfaction about their school life, as well as their readiness for future career and life development.

3. Staff Development

Achievements and Progress

- Abundant support and opportunities were given to empower our teachers in different aspects.
 - 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; in-house workshops (e.g. Using mobile devices to facilitate learning)
 - For SEN and other student needs: case conference and workshops (e.g. Talk on Student Mental Health); professional sharing by social workers and counselling psychologist on supporting SEN students; collaboration among the SEN Team, various student support and exam committees, as well as Form Teachers and subject teachers to provide timely support to the students in need
 - For balanced CPD: School-based staff development programmes were arranged concerning (1) Teachers' Professional Roles, Values and Conduct (e.g. Teachers' Professional Conduct and Teacher Registration); (2) Local, National and International Education Issues (e.g. SEN); (3) teachers' own professional needs (e.g. action learning and professional dialogue); (4) holistic well-being of our staff (e.g. tie dye and self-defence classes)
 - For building a congenial working environment: e.g. Induction and Mentorship Programmes for new teachers; expression of love and care to all staff (e.g. Golden Jubilee Anniversary cookies from our school and tissue box from PTA); continuous improvement of staff room and school facilities
- Support for teachers during class suspension
 - Physical and emotional well-being: e.g. full support for working from home by our school; caring words and health tips from our school
 - Online teaching: e.g. online courses and consultation provided by IT Committee (e.g. use of Zoom); provision of IT facilities (e.g. borrowing of iPads)
 - Both: sharing of experiences and mutual support among teachers and middle managers, as well as mentors and mentees; refinement of appraisal arrangements (e.g. duration of action learning extended to 2020-21)
- The efforts were effective.
 - With adequate support and effective professional sharing by the school and among the staff, L&T and other school work were completed efficiently and workplace relationship was enhanced.
 - Our students also had good relationship with teachers and most of them were able to overcome the additional stress and workload as a result of the coronavirus pandemic or other challenges in their lives.

Reflections

- Continuous efforts would be made by the school and teachers to further develop our

professional learning community so as to continuously provide timely integrated support to help our students grasp life chances and unleash their potentials.

- The T-standard and SRT (self-reflection tool) by COTAP could be adapted for our school-based self-evaluation mechanism to help teachers more systematically devise their own CPD plan for further advancement.

4. Arrangements in relation to School Disruption

Achievements and Progress

- The disruption to learning and teaching resulted from the long period of class suspension was reduced to a minimal due to the effective coordination by our school and teachers.
 - Safe and hygienic campus e.g. procurement of adequate Personal Protective Equipment; disinfection of the school campus; installation of facilities to maintain personal hygiene and social distancing
 - Support for teachers and students e.g. timely dissemination of physical and emotional health information; regular collection of opinion from students and parents and appropriate follow-up actions be taken; ordering of surgical masks
 - Refinement of curriculum: e.g. time-tabling for online and in person lessons; guidelines for revision of teaching schedule; contingent arrangement of summative assessment; flexible arrangement of school activities and tutorials/ extra lessons; increase in independent learning tasks; further use of online learning resources (e.g. free virtual museum tour and webinars on different topics)
 - Provision of balanced online curriculum: e.g. academic and cultural subjects; counselling and leadership training programmes; Golden Jubilee Anniversary Celebration
 - Support for work/ learn from home: e.g. improvement of school IT infrastructure; updated information in shared Google Drive ‘Teacher Resources Hub’; provision of IT technical support; distribution of learning materials, exam scripts and report cards to students; enhanced home-school cooperation to support weak students
- The efforts were effective.
 - The school year ended smoothly and normal school life was resumed as far as possible.
 - Most of our students were accustomed to online learning. Many of them (especially the quiet students in physical classroom) made good use of online platforms to express their opinions. They had good academic improvement, especially after the resumption of school. Some could also broaden their horizons with the online resources available due to the pandemic.

Reflections

- Effort could be made to let students remember how much they treasured the learning opportunities in school after a long period of class suspension, while widespread and frequent use of ICT could be adapted into normal lessons.
- Yet, more assistance could be given to help weak students improve their self-discipline for effective learning.

5. National Security Education (NSE)

Achievements and Progress

- Preparation was made to implement NSE from 2021-22 onwards.
 - School: Relevant information (e.g. ‘National Security Education Curriculum Framework’ and ‘Upholding National Security Law: Reader and Abstract’) was disseminated and a seminar on ‘Teachers’ Professional Conduct and Teacher Registration’ was organized to help teachers have better understanding about national security. The National Security Education Working Group was also set up to keep abreast of the latest development of national security education and provide support to teachers and other stakeholders when needed.
 - Teachers: Different methods (e.g. professional dialogue and independent study) were used to better the understanding about national security education. Annual plans were also devised by relevant subjects, committees and clubs to inculcate appropriate knowledge, skills and values concerning national security.
- The efforts were effective.
 - The school was ready to implement NSE in 2021-22.

Reflections

- Continuous effort would be made to refine both the formal and informal curriculum to ensure the effectiveness of the learning and teaching of national security.

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 Languages 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 study 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 9th 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 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*, Biology and 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.

*These regular activities cancelled due to class suspension this year will be arranged next year if the circumstances allow.

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. 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, Book Club and the School Library. Students are introduced to reading resources (e.g. Library Visit and e-book platforms), encouraged to read regularly (e.g. Reading Mornings, Reading Angels Scheme and Extensive Reading Scheme),

and given ample opportunities to reflect and share their ideas (e.g. Battle of the Books*, Book Crossing and online anthology *Omnibus*). In addition to the annual Reading Month* (including book sharing by teachers and students, cross-curricular book exhibition and provision of book coupons for students) and Secondary Students' Best Ten Books Election*, appropriate new initiatives are launched to make reading more fun.

*These regular activities cancelled due to class suspension this year will be arranged next year if the circumstances allow.

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, creative writing workshop) and outside the classroom (e.g. project learning, field trips, theatre visit, art exposure programmes and visit to different institutions).
 - Outside Hong Kong: Some of the programmes arranged this year to broaden our students' horizons in different areas were subject-related tours* (e.g. language and cultural studies in Australia) and cross-disciplinary study* (e.g. Robofest in the US and South Korea).
- Study skills and attitude: While carefully designing the learning experiences (e.g. workshop on note-taking for S1, Scientific Investigation for S2, 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 during lessons and for project learning), and to arouse among our students the curiosity in learning (e.g. by asking thought-provoking questions in class and providing life-wide learning opportunities outside the classroom).

*These regular activities cancelled due to class suspension this year will be arranged next year if the circumstances allow.

Support for Student Development

Whole school approach

- Staff and partners: Under the leadership of the functional committees concerned (e.g. Student Health and Religious Committees), 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, Health Ambassadors, 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 our school and students (e.g. lunch-time gathering with school principal and teachers), and between our 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 further improve the quality of our education.

Healthy campus

- The Student Health Committee coordinates the work of different parties of and outside our school 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 Association and Student Health Committee) together with relevant subjects (e.g. Biology, Home Economics, Liberal Studies and Physical Education) and student organizations (e.g. Lunch Prefects) promote healthy lifestyle throughout the year. Efforts such as organizing annual Healthy Breakfast Day*, sports games and competitions, promotion of health schemes (e.g. Student Health Service*), 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. Form teacher's periods to promote positive emotions are well-supported by the Guidance and Counselling Committee together with the educational psychologist from the EDB, professionals from NGOs (e.g. Hong Kong Lutheran Social Service), our school social workers and form teachers, while special care for our students in need is provided through group/individual interview. Bridging programmes are organized for S1 and S4 to better equip students to enter new key stages of learning. 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 (e.g. Paulinian Leaders, Health Ambassadors and Career Peer Counsellors) and provision of leisure activities (e.g. Wellness Club) 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 is 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*) and engaging in different student organizations. Our school also ensures appropriate coordination of different aspects of the school life (e.g. the number of clubs for each student to join, the period for ECA and extra lessons during holidays). This together with the sharing by senior formers on time management helps 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 while

inclusive attitude towards different religions is promoted. 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.

*These regular activities cancelled due to class suspension this year will be arranged next year if the circumstances allow.

Career and Life Development

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, our Career Counsellor and social workers for the students in need. With their support, the Careers Peer Counsellors scheme is effectively implemented 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) 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 and during summer holidays, promotion of reading in Chinese, as well as study group and experience sharing among our own NCS students. Similar support (such as tutorials and adjustments to tests and exams) is also provided for the study of Chinese History. While helping them tackle the international Chinese examination so as to meet the requirements for entering local universities, we aim to enhance the motivation and capacity of our NCS students to eventually attain the language standard of their peer native Chinese speaking schoolmates.
 - Socially and emotionally, group activities (e.g. NCS Group) 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): Professional support is provided from our school social workers, student counsellor, educational psychologist and counselling psychologist. Under the coordination of the SEN team set up in 2019-20, 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. examination accommodations and interest groups) help our SEN students enjoy their school life and unleash their potentials.
- 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. Adventurship) and competitions (e.g. International Biology Olympiad-Hong Kong Contest). 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 (e.g. online Robofest in the US) 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.

*These regular activities cancelled due to class suspension this year will be arranged next year if the circumstances allow.

Cultivation of positive values and attitudes

- National security education: A whole school approach was adopted to inculcate proper knowledge, skills and values about the seven domains of national security in accordance with the 'National Security Education Curriculum Framework (the Framework)' issued by EDB in May 2021 and with reference to the 'Upholding National Security Law: Reader and Abstract' provided by the HKSAR government in July 2021.
 - School: Relevant updated information is disseminated through distribution of reading materials and organization of CPD activities. The National Security Education Working Group was also set up in 2020-21 to keep abreast of the latest development about national security education and provide support and assistance to teachers and other stakeholders when needed.
 - Staff: To be role model of law-abiding citizens
 - Teachers: (1) To be familiarized with national security education from different channels (e.g. seminars, professional dialogue, independent study); (2) To implement national security education through (a) formal curriculum by different

KLA subjects in accordance with the Framework; and (b) informal curriculum by different subjects, committees and clubs e.g. project work on Chinese history and culture, Basic Law Debating Competition, flag hoisting ceremony; and (3) To assess student performance by different methods e.g. formal assessment, survey, teachers' discussion with students and teachers' observation of student performance

- Students: (1) To have correct understanding of different aspects of national security; (2) To be able to evaluate the validity of information (especially media and information literacy) and make appropriate decision after considering consequences; (3) To recognize the importance of national security for the safety and sustainable development of individuals, Hong Kong and China.
- Values education: Our students learnt important values and attitude such as respect for others, 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) and whole-school school activities (e.g. teachers' sharing during morning assembly and the Civic and Environmental Education Day). 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 S5-6 Outward Bound Camp*) and sharing of learning experience (e.g. the efforts needed for making achievements during the biannual Prize Presentation Ceremony*) 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. preparing gifts for the elderly, volunteering in the Adventureship*). 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, while building their self-confidence and developing their leadership skills.
- 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. through 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.

*These regular activities cancelled due to class suspension this year will be arranged next year if the circumstances allow.

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. 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:	140
Percentage of students in the school meeting the entrance requirements for local Bachelor degree programmes:	85.7%
Percentage of students in the school meeting the entrance requirements for local sub-degree programmes:	95.1%

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, support one another and have good ethical conduct. 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 a relatively high level of stress. Yet, with the support from their parents, teachers and schoolmates, our students gradually become mature, build up their self-confidence in overcoming the challenges and eventually achieve their goals.

Achievements

With their determination to excel, our students (individually or in groups) have been honoured with scholarships, overall championships, prizes and medals in various

territory-wide and international competitions of different domains although most of the external competitions were cancelled . Examples of those awards include:

- Linguistic development: e.g. First Prize of English Solo Prose Reading and the Third Prize of Putonghua Solo Speaking Competitions (72nd Inter-school Speech Festival); Third and Merit Prizes in Writing Competition (The Chartered Institute of Logistics and Transport in Hong Kong)
- Intellectual development: e.g. Silver and Honour Awards (International Biology Olympiad-Hong Kong Contest 2019); Champion and Best Design Award in Robot Sumo Wrestling Competition (online Robofest at Lawrence Technological University, US); Best Conservation Award (Symposium on STEM Education)
- Performing and visual arts: e.g. Outstanding Award and Selected Works (The 6th Secondary School Distinguished Artwork Exhibition); Merits (The Wharf HK Secondary School Art Competition)
- Personal Growth: Third Prize (Blessing Club Healthy Dishes Design Competition)
- Scholarship: Awardees of: e.g. Nehru Memorial Trust Scholarships; Sir Edward Youde Memorial Prizes, HKU REACH Awards, Kwun Tong District Outstanding Student 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 of this year, we shall sustain our efforts to realize the major concerns of our school development cycle of 2018/19-2021/22.

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 God's love.

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

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.