

St. Paul's School (Lam Tin)

Annual School Report 2017-18

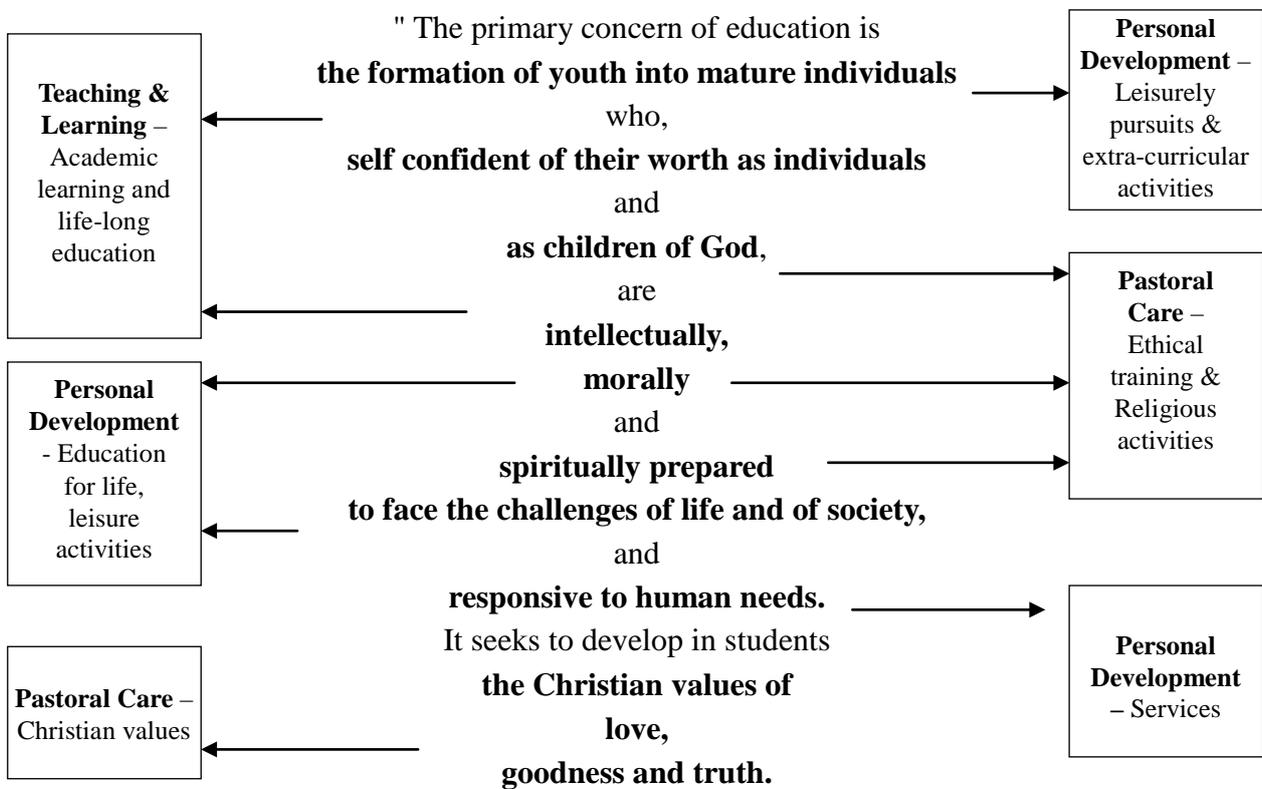
Our School

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 and the core values of Catholic education 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, a Career Corner 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	154	155	153	153	156	158	929

Achievements and Reflection on Major Concerns

The year 2017-18 marked the last year of the school development cycle 2015/16-2017/18. During the year past, lots of efforts had been made and good foundation was laid down for further improvement in the new school development cycle.

1. Learning Motivation

Achievements and Progress

- With the support and guidance of the teachers, our students actively participated in various learning activities in and outside the classroom, as well as in and outside Hong Kong, which in turn let our students broaden their horizons and apply their knowledge and skills to scale new heights in their academic pursuits.
 - 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 for S1, effective learning skills for S4
 - Special programmes for talented and/or interested students outside the school e.g. JA Company Programmes, Future Problem Solving International Conference, Young Astronaut Experience Camp, Robotics Contests
 - Enhancement programmes for high achievers and less able students e.g. summer enhancement course and regular tutorial groups for Chinese, English and Mathematics
 - STEM programmes e.g. STEM Week, Mathematics and Science Programme, Robotic Education, IS projects such as Aquaponics for S1 and making natural indicator for S2
 - Cultivation of reading habit e.g. book crossing, Buddy Reading Scheme, Battle of the Book Competition, activities in the Reading Month including Favourite Book Character Competition and book talk
- Diversified pedagogies, different learning activities and study programmes as well as careful curriculum planning all helped arouse students' interest in learning and equip them with the necessary skills to improve their academic performance.

Reflections

- To further enable our students to handle the ongoing academic challenges and enhance their academic competence, new technology could be used in and outside the classroom to motivate our students to take greater initiative in enriching their knowledge and to help them gain greater confidence in overcoming their learning difficulty at their own pace with and even without their teachers' companion.

2. Students' holistic well-being

Achievements and Progress

- The increasing collaboration among functional groups enhanced the effectiveness of the myriad attempts in promoting the psychological well-being of our students.
 - 'Joy of Life' activities by the Religious, Student Health, OLE, Civic and Environmental Education, as well as Guidance and Counselling Committees e.g. Religious Week, Healthy Breakfast Campaign, lunch-time leisure activities such as dessert making and yoga, 'Living a Healthy and Fruitful Life' activities such as hiking with teachers and Health in Mind programme
 - Personal growth programme for senior formers by the Careers, OLE, and Guidance and Counselling Committees e.g. S4 Outward Bound Camp, spiritual

- and emotional support for S5-6 students, CLAP support such as Running Man and career forum
- Support for SEN students by the Examination, and Guidance and Counselling Committees e.g. exam accommodation, group counselling, as well as support from school social worker, educational psychologist and counselling psychologist
 - Form teachers, Careers teachers and the Careers Counsellor put much effort into arranging group and individual counselling sessions for senior form students. Careers Peer Counsellors were also trained to give information and advice to their schoolmates. Through the active participation in various extra-curricular activities and serving our school and the community, a large majority of our senior form students were able to set their life goals and develop their potentials in the supportive school environment created by our staff and their peers.
 - There was greater collaboration among committees, form teachers and our partners to develop social-emotional and life planning programmes to promote students' holistic well-being.

Reflections

- To further enhance our students' emotional awareness, agility and well-being when they strive for excellence, closer collaboration between our school, our students' family and our community could be made to provide whole person health care for our students, helping our students internalize the values and apply the skills for leading a healthy life.

3. Staff Development

Achievements and Progress

- While participating in seminars and workshops to enrich own knowledge and pedagogies, all our teachers made frequent professional exchange to explore effective pedagogies for enhancing students' learning motivation and providing appropriate support for our students' personal development in different aspects.
 - Professional development programmes in and out of school for all teachers or specific subject panels/functional groups e.g. e-learning, mediation, support for SEN students (e.g. counselling skills), support for career and life planning (e.g. interpretation of aptitude tests), complaint handling
 - Action learning on enhancing students' learning motivation in class by all teachers individually or collaboratively (Collaborative action learning was further encouraged by the school and expanded to promote the sharing culture among teachers.) e.g. use of scientific investigation or STEM project, relating the subject with daily life, designing different tasks and activities (e.g. problem-based learning and questions of different levels of difficulty) to cater for learner diversity, use of open discussion for the entire class
 - Professional sharing on pedagogies, support for students and the school's development on different occasions e.g. sharing on action learning, Common Lesson Preparation, regular panel and staff meetings, panel head meetings
 - Staff appraisal system e.g. classroom observation, student work checking
 - Activities for the promotion of teachers' well-being e.g. staff development day on emotional well-being, Christmas party and social gathering for the staff

- The mentorship programme for new teachers provided useful support and guidance to help them integrate into our school and be familiar with our school practices.
- With effective guidance and assistance from the middle managers and the joint effort of all the teachers, continuous improvement had been made in supporting our students in both academic (e.g. helping our students evaluate their progress and solve their problems in learning) and non-academic (e.g. fostering virtues and leadership among our students) areas.

Reflections

- While providing effective guidance, our school and middle managers could make better use of the professional development programmes and staff appraisal system to further enhance the effectiveness of our work by further promoting professional interflow among our teachers so as to recognize and fully exploit their professional experiences and expertise.
- Middle managers' capacity building activities held in the past years were rewarding and would be continued to empower teacher leaders to lead their groups. Teacher leadership could be further developed to enhance teachers' competencies.

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, Combined Science, 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 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 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, robotics competitions and drama programmes. 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.

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). In the new school development cycle, STEM elements and education technology will be further developed by all subject panels to nurture students' intrinsic motivation in learning.

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. Buddy Reading Scheme, Extensive Reading Scheme, Book Crossing, Battle of the Books) greatly enhance the reading atmosphere among our students.

In 2017-18, book coupons scheme was introduced to provide encouragement for our students to buy books for their academic study and/or leisurely pursuit. While the Omnibus (the online anthology) provided a convenient e-platform for our students to share their book reviews and other writings, Reading for Fun Programme let our students give live presentation of their favourite books in different ways, e.g. radio drama and readers' theatre. These new initiatives certainly made reading more fun and thought-provoking for our students.

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 in 2017-18 to broaden our students' horizons in different areas were sports and environmental studies (e.g. Japan), national education (e.g. Guangzhou), subject-related tours (e.g. language and cultural studies in Australia) 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), to arouse among our students the curiosity of 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 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, Smarteens 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*, S1 & S4 parents' tea gathering). School Complaint Management Procedure introduced in 2017-18 provides 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, [the](#) 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 the EDB, the counselling psychologist from Shue Yan University, our school social worker 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 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 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 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. Running Man, 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. 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, 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 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, 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 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. promotion of respect for individual differences), and other special arrangements (e.g. making adjustment in examination 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. In addition to the necessary guidance and support from our teachers to join different external programmes (e.g. UNICEF Young Envoy Programme, Roller Coaster Programme at Disneyland and Star Lab), 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. In 2017-18, vouchers were also provided to motivate students to purchase books and breakfast at the book fair and Healthy Breakfast Campaign respectively, helping them have healthy mind and body and thereby learn more effectively.

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. 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 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. Smarteens and S4 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 Special Olympics). 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 for coping 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.

Number of students sat:	158
Percentage of students in the school meeting the entrance	92.4

requirements for local Bachelor degree programmes:	
Percentage of students in the school meeting the entrance requirements for local sub-degree programmes:	96.2%

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 Prize in Harmonic Speaking Competition (Hong Kong Schools Speech Festival); Best Student Award (the 14th Hong Kong Primary and Secondary School Students Japanese Speech and Verse Speaking Contest); Overall Champion in Writing Competition (中國語文菁英計劃全港中國語文菁英競賽)
- Intellectual development: e.g. Finalists (Future Problem Solving Competition – Global Issues Problem Solving); First and Second Runners-up (Robofest BottleSumo Championship); Awardee (HKICPA/HKABE Joint scholarships for BAFS)
- Sports: e.g. Champion in A Grade Tournament (HKNA Inter-school Netball Tournament 2017-18); Overall Champion (Inter-school Elite Taekwondo Competition); Overall Champion (Asia Rope Skipping Championship)
- Performing and visual arts: e.g. Gold Award in Chinese Dance (HK Schools Dance Festival); Second prize in Grade 6 Piano Solo (Hong Kong Schools Music Festival); Award for Outstanding Performer (HK Schools Drama Festival); Third Prize (‘Love Your Family’ First Day Cover Competition)
- Personal growth and community service: e.g. Future Leaders Awards (the Outstanding Young Person’s Association); All-round Development Trophy (Enhanced Smart Teen Project); Gold Award (Volunteer Movement)

- Scholarship: e.g. 2017- 2018 Hong Kong Outstanding Student Award; Nehru Memorial Trust Scholarships; Tung Wah Group of Hospitals 146th Anniversary Scholarship; Sir Edward Youde Memorial Prizes; Young Arch Student Improvement Award; Kowloon Region 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

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 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

Personalized learning with the aim to enhance the effectiveness of learning and teaching will be promoted in and outside the classroom with the use of new technology so as to help our students experience the joy of overcoming their learning difficulty and extending their intellectual capacity.

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

To be well-equipped for encountering challenges and setbacks when developing their potentials and striving to achieve their life goals, our students will learn to internalize the core values for self-affirmation and hone the skills for mutual support with the help of their teachers, family and community.

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

To achieve synergetic effect, our school and middle managers will make better use of professional development programmes and the staff appraisal system to further promote the collaboration and well-being of our teachers, thereby further empowering them to meet the diverse needs of our students in different arenas through the interflow of their valuable experiences and expertise.