

# St. Paul’s School (Lam Tin)

## Annual School Report 2021-22

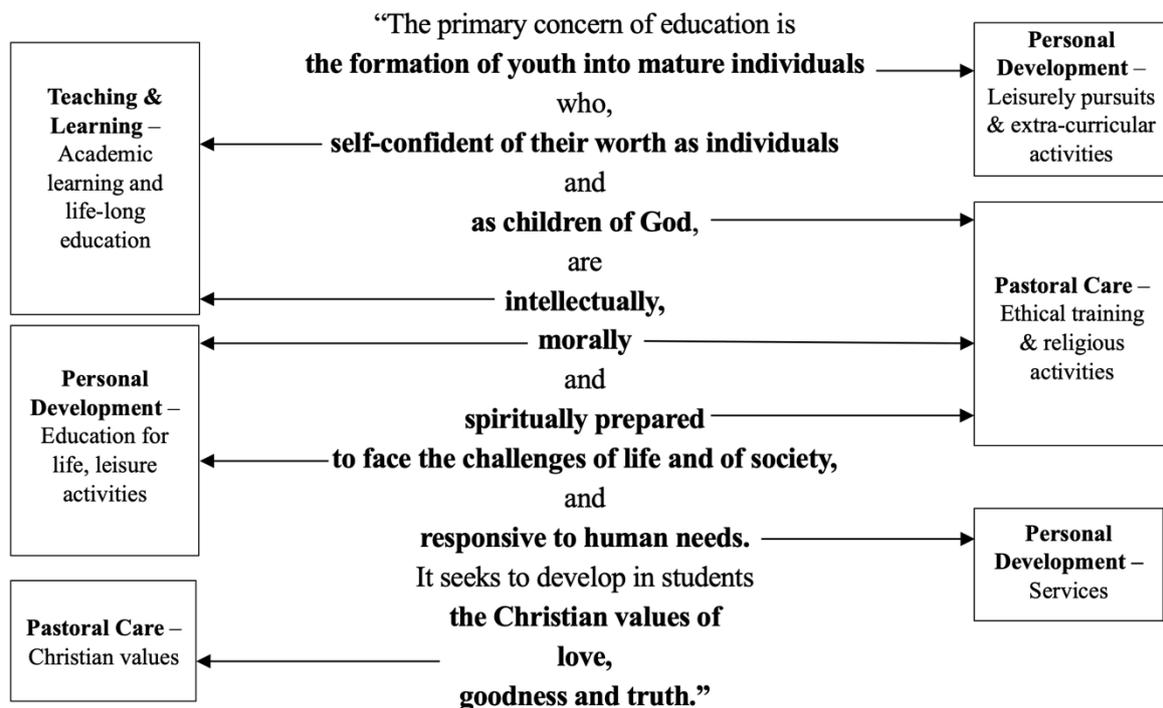
### Our School

#### *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, nominated Honorary Manager, nominated Under-Secretary, elected Alumni Manager, elected Parent and Alternate Parent Managers, elected Teacher and Alternate Teacher Managers, and the Principal provide support and suggestions for the continuous improvement of the governance of our school.

## ***School's facilities***

Our school has 30 classrooms, a tutorial room, 4 Science Laboratories, a 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	156	155	155	148	152	142	908

## Achievements and Reflection on Major Concerns

The year 2021-22 marked the final year of the school development cycle 2018/19-2021/22, which was extended from three to four years to give more time for our students and teachers to accomplish our major concerns in the midst of a long period of class suspension and cancellations of numerous learning activities due to the coronavirus pandemic since early 2020. Yet, with increasing familiarity with education and information technology, efforts have been made by both teachers and students to resume our normal school life as much as possible.

### ***1. Learning Motivation: Nurture students' intrinsic motivation in learning through education technology and STEM education***

#### Achievements and Progress

- All subject panels adopted a greater variety of education technology in their formal and informal curriculum, which motivated students to actively participate in learning activities and to improve their learning inside and outside the classroom. Common practices included:
  - Gamification of learning by e.g. Kahoot and Padlet
  - Enhancement of interaction with e.g. Nearpod and Google Docs
  - Monitoring learning progress by e.g. Google Classroom and Kami
  - Management and provision of core and extended learning materials by e.g. Google Drive, eClass, online question bank by EdCity and virtual tours
  - Provision of individualized support outside the classroom by e.g. social media, Zoom
- Cross-disciplinary collaboration for STEM education in the formal curriculum has become a regular practice by the Science, Mathematics and Technology-related subject panels, facilitating all students to have increasing interest in science and make progress in scientific thinking. Clubs such as the Science Club and STEM Club, as well as thematic STEM programmes (e.g. 'Diving and Engineering' Scheme by the Hong Kong Institution of Engineers, Workshop on Food Science, Robotic Education and Coding Programmes) were organized by subject panels and functional groups. Participating students could further develop their talents and explore different career opportunities in scientific fields.
- The adoption of problem-based / inquiry learning and challenging questions, the provision of life-wide experience, and the teaching of study skills (e.g. pre-lesson study, goal setting, note-taking) during lessons and workshops were effective in promoting deep learning while enhancing the engagement, competence and perseverance of most of our students for improving their studies, as reflected by their active participation in class as well as their pleasing performance examinations and competitions, both internal and external.

#### Reflections

- The application of goal setting, studying skills and exam strategies could be taught more explicitly to further boost our students' confidence and effectiveness in learning, and to help them transfer their knowledge and skills from one context to another. This support could be further strengthened and personalized, as students' learning habits, motivation and confidence suffered due to prolonged disruptions to regular school classes.

## 2. *Students' holistic well-being – Cultivate a positive & healthy school culture*

### Achievements and Progress

- Our students are generally healthy, well-behaved and ready to strive for excellence. They enjoy good relationships with their peers. These can be attributed to the good habits cultivated and friendships developed through participating in different activities with their peers.
  - 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. 'Newly Emerged Sports' by the Sports Association; 'Goal Setting' and 'Life Education' by the G&C Committee; 'Shine with the Paulinian Spirit' by the Religious Committee; talks, workshops and mentorship programmes by the Careers Committee; 'Fun Day for S1' by Paulinian Leaders; 'Outstanding Class Competition' by the Discipline and Prefect Committee
  - For interested students: e.g. 'Class Visit and Individual Interviews' by the G&C Committee; 'Eternity Band' by the Religious Committee; 'Fun Day' by the 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
- They also developed good relationships with their teachers and many got timely support from their teachers and professionals due to the positive school environment.
  - Class-based programmes for students and teachers: e.g. form teachers' period, Christmas celebration, Teacher-Student Fun Games during the SA Fun Day
  - Timely feedback from and support to different stakeholders for the well-being of our students
    - Our students: e.g. meetings with career and student counsellors, positive reinforcement by teachers inside and outside the classroom
    - The parents: e.g. talks on parenting skills and interest classes by the PTA, Parent's Day
    - Our community partners: e.g. meetings with educational psychologists, speech therapists, medical staff of the Student Mental Health Support Scheme (SMHSS) and social workers
- Many of our students were also able to overcome the challenges resulted from class suspension due to the provision of adequate support.
  - Close contact with students and parents to address their concerns: e.g. notices and updated information disseminated via eClass, teleconference with form teachers, contact with the school via telephone and email
  - Personalized support for students: e.g. flexible arrangement of homework submission, individual interviews by social workers, technical and financial support for e-learning

## Reflections

- The positive school atmosphere could be further enhanced for students to discuss their difficulties with their teachers and to apply relevant life skills to manage their emotions and overcome challenges.
- Sense of belonging to the school and healthy interpersonal relationships could be further nurtured. The pandemic inevitably brought obstacles to the cultivation of those two factors which are crucial in creating a positive and engaging learning environment.

### **3. Staff Development - foster professional capacity building in realizing school focuses**

#### Achievements and Progress

- An amicable working environment conducive to the staff's holistic well-being and professional growth was created by effective implementation of the following programmes.
  - 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, e-learning and Reading across the Curriculum; workshops on effective use of education technology (e.g. Learning and Teaching Expo)
  - 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 and resources concerning (1) Teachers' Professional Roles, Values and Conduct (e.g. National Security Education Workshop by EDB and briefing on T-standard); (2) Local, National and International Education Issues (e.g. IT in education and SEN); (3) teachers' own professional needs (e.g. action learning and professional dialogue); (4) teachers' holistic well-being (e.g. useful resources in the Staff Development Google Classroom and on the school server)
  - For building a congenial working environment: e.g. Induction and Mentorship Programmes for new teachers; expression of love and care among the staff (e.g. season's greetings and expression of gratitude on different occasions); encouragement of interflow across KLAs and staff with different experiences (e.g. seating arrangement and composition of functional groups); continuous improvement of staff room and school facilities
- Adequate support was also provided for teachers to enhance the effectiveness of online, face-to-face as well as hybrid mode of L&T.
  - 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 the 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; refining the curriculum (e.g. streamlining of timetable and coordination of OLE); refinement of appraisal arrangements (e.g. revision of expected quantity of student work and extension of the period for student work checking)
- Professional external support (e.g. JC@CLAP, SMHSS, school-based educational psychologist,

speech therapist as well as the Gifted Education School Network in STEM Education by the EDB and HKU Faculty of Education Practitioner Research in Educational Technology) was also invited when appropriate to make more room and provide new insights for our staff to cater for our students' needs.

- A positive learning community with interflow and mutual support was therefore gradually developed in our school for our staff, which served as a good role model of professionalism for our students.

#### Reflections

- Guidelines and references in connection with our school's major concern could be further utilized to enhance the effectiveness of professional exchange among our staff and the provision of individualized support for our students.
- Diversified modes and tailored themes for professional capacity building could be further promoted to prepare teachers for the evolving education landscape.

### ***4. Arrangements to Tackle the Pandemic***

#### Achievements and Progress

- The school campus was kept safe and hygienic, e.g. procurement of adequate personal protective equipment; disinfection of the school campus; and provision of facilities and gadgets to maintain personal hygiene and social distancing.
- Flexible and appropriate measures were adopted to promote high quality whole person education, even in online and hybrid modes.
  - Holistic well-being enhanced through 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; distribution of surgical masks and RAT kits to the needy
  - Effective refinement of curriculum to promote all-round development: e.g. time-tabling for online and in person lessons; revision of teaching schedule and assessment arrangement; flexible arrangement of school activities and tutorials/ extra lessons; increase in independent learning tasks and the teaching of effective studying skills; provision of onsite and virtual life-wide learning experience; further use of online learning resources (e.g. free virtual museum tour and webinars on different topics)
  - Support for effectively working and learning from home if needed: e.g. improvement of school IT infrastructure; updated information shared on Google Drive (e.g. 'Teacher Resources Hub' and e-report cards); provision of adequate and timely IT technical support; further utilization of electronic means to keep contact with students and strengthening of home-school cooperation to support weak students
  - Effective use of education technology for L&T as shown in Major Concern 1

#### Reflections

- Students could be reminded to enhance their resilience and problem-solving skills from the pandemic experience, and continuous assistance in hybrid mode could be given to help students improve their habits and skills for effective learning.

**5. National Education [including Constitution, Basic Law and national security education to promote 'national identity' and 'national security']**

**Achievements and Progress**

- National education was smoothly introduced.
  - Sufficient guidance and support were provided by the school and our National Security Education Working Group: updating relevant information (e.g. 'National Security Education Curriculum Framework' and 'Upholding National Security Law: Reader and Abstract'); organization of seminar (e.g. National Security Workshop by EDB)
  - Different activities (e.g. flag raising ceremony, Civic Education Day) were effectively organized by different KLAs and functional groups inside and outside the classroom.
- Students gained a better understanding of the Basic Law and different aspects of national security, which helped them develop a sense of national identity.

**Reflections**

- Continuous effort should be made to enable the organic integration of the national education into our school life, especially in terms of cross-disciplinary collaboration.
- Relevant school-based guidelines would be devised or modified for a comprehensive implementation of national security education.

## **Realization of Our School Mission**

In addition to the major concerns mentioned above, the school has been striving to provide the best possible education to our students by continuously improving our learning and teaching, as well as providing appropriate support. While many of the effective measures have become regular practice, some new initiatives were 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 teach all our junior form students 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 form students to study at least two electives from the subjects mentioned above, with the exceptions of the replacement of Putonghua, Life and Society, Computer Literacy, Home Economics and Integrated Science by DSE subjects, namely Citizenship and Social Development, Information & Communication Technology, Chinese Literature, Health Management & Social Care, Physics, Chemistry, Biology, Economics, Tourism and Hospitality Studies, M1 & M2, as well as Ethics and Religious Studies, Music, Applied Learning and other language courses such as French, Spanish and Japanese (made available for students by use of the Diversified Learning Grant). 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 their further studies and future careers.

#### ***Academic enhancement***

In addition to the graded learning materials designed, extra lessons and diversified learning activities arranged by different subject panels, flexible timetables and varied study programmes are devised and refined by the school to help our students improve their academic performance. During the 9<sup>th</sup> period of Days 1, 3 and 5, students of different needs participate in different academic programmes, e.g. 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, 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 studies and intellectual capacity.

Collaborative approach to STEM education has been adopted into the formal curriculum by relevant subject panels (e.g. IS, Biology, Chemistry, Physics, Mathematics and ICT) and cross-disciplinary activities (e.g. STEM Week suspended due to the pandemic) are organized when possible to provide basic STEM education for all students. Meanwhile, appropriate thematic

programmes for talented and interested students (e.g. Robotic Team, Science Workshop, Robotic Education and Coding Programmes) are organized to nurture our students' interest and stretch their ability for scientific thinking and explore possible career development in different scientific fields.

Furthermore, with the support of the One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development, all S.4 CS students joined a 'VR Tour to Guangzhou'. This programme enabled them to learn more about the historically and culturally significant buildings in Guangzhou in an interactive way, despite the physical limitations created by the pandemic.

### ***Cultivation of reading habits***

A myriad of activities to promote reading are organized with the cautious use of the 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.

The challenges presented by the pandemic have negatively affected the overall reading atmosphere at school. Nevertheless, this year's whole-school activities coordinated by the Reading Committee, Book Club and the School Library served as constant reminders of the value of reading. Students are introduced to reading resources (e.g. S1 School Library Visit and Literary Christmas Corner), encouraged to read regularly (e.g. Reading Mornings and Reading Angels Scheme), and given opportunities to reflect and share their ideas (e.g. Book Club meetings). While some regular activities (e.g. Reading Month, Battle of the Books and Between the Covers) were suspended due to the pandemic in 2021-22, appropriate new initiatives such as the promotion of e-readers will be launched in the future to make reading fun and rewarding.

### ***Preparation for life-long and self-directed learning***

The school flexibly deploys the various grants allocated by the EDB, such as the Life-Wide Learning Grant and Diversified Learning Grant (DLG), to help our students achieve 'Life-wide Learning' by exploring the links between academic studies and the real world, as well as the experience of doing independent research. Helping our students relate knowledge from textbooks to their daily life is achieved in class (e.g. class discussion, creative writing workshops) and outside the classroom (e.g. project learning, Chinese debate competitions). The DLG opened up a range of diverse learning experiences for students, notably the Hong Kong Arts Festival programmes for Literature in English and Chinese Literature students (including an online viewing of the new British drama production *Wonder Boy*). DLG sponsorship also gave senior form students more incentive to compete in Speech Festival events.

While carefully designing different learning experiences (e.g. workshop on note-taking and

teaching of project learning skills for S1, Scientific Investigation for S2, Independent Enquiry Study and STEM lessons for S3 and workshop on effective learning skills for S4), our teachers strive to equip our students with the necessary studying skills (e.g. searching and organizing information during lessons and for project learning ), to arouse their curiosity in learning (e.g. by asking thought-provoking questions in class and providing life-wide learning opportunities outside the classroom), and to provide them timely support to sustain their motivation and confidence in learning (e.g. strategy feedback on their assignments, and facilitating teacher-student interaction and peer support using ICT).

Students are therefore able to obtain basic generic skills (communication, Mathematics and IT), thinking skills (critical thinking, creativity, and problem solving) as well as personal and social skills (self-management, self-learning and collaboration) inside and outside the classroom in order to make continuous self-improvement.

## **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. scholarships for students with improvements in studies) 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 form students on striking a balance between their studies, 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. gathering with school principal and teachers), between our school and parents (e.g. *Newsletter to Parents*, gathering for S1 & S4 parents), and between our school and various partners (e.g. IMC and meetings with different professionals). School Complaint Management Procedure introduced in 2017-18 provides one more formal channel to let different stakeholders exchange ideas with us 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 holistic well-being of our students. The School Maintenance Team also strives to keep the campus a safe environment for all.
- Physically, different functional groups (e.g. Sports Association) together with relevant subjects (e.g. Biology, Home Economics and Physical Education) promoted healthy lifestyles throughout the year. Efforts included the Fruit Eating Day, sports games (e.g. Newly Emerged Sports), as well as

the implementation of health schemes (e.g. Student Health Service and Vaccine Programmes).

- Psychologically, our staff provides care to all students. The Guidance and Counselling Committee, educational psychologist from the EDB, professionals from NGOs (e.g. Hong Kong Lutheran Social Service), school counsellors, social workers and form teachers all work in tandem to help students in need. The support services made possible by the EDB's Learning Support Grant (LSG) are also indispensable. Additionally, 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. Meanwhile, peer support groups (e.g. Paulinian Leaders, Health Ambassadors and Career Peer Counsellors) and provision of leisure activities (e.g. Wellness Club and Relaxing with Art Club) play an important role in promoting positive emotions among our students. With the setting up of the SEN Team in 2019-20, timely and effective support is given to teachers, students and parents to deal with different special educational needs of our students. Furthermore, the school arranges regular form teacher's periods to promote positive emotions in individual classes.
- 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) and engaging in different student organizations. Our school also makes 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). These together with the sharing by senior form students on time management help our students achieve study-life balance.
- Spiritually, abundant opportunities are provided by our Religious Committee, Religious Education Panel and our sisters for our students to learn about Catholicism 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. With our spiritual garden and library sponsored by the Quality Education Fund expected to be completed in 2022-23, our students will have one more oasis to purify their souls and connect with others.

### ***Career and Life Development***

Supported by our teaching staff, Career Counsellor, Alumni Association and also external organizations (e.g. Hok Yau Club and JP@CLAP), the Careers Committee provides systemic programmes to help our students devise the roadmap and prepare for their future development.

- To choose appropriate subjects in school and universities: e.g. talk on choice of DSE subjects for S3 students and parents, 'Getting to Know U' for S6, talk on E-APP and overseas studies, Mock D-day
- To effectively prepare for their studies: e.g. S4 Orientation Day, sharing on tips for effective studying, workshops on preparation for SLP and interview, CV 360
- To experience the working world: e.g. Career Forum for S4-5, Mentorship Programme for S5, job shadowing scheme
- To provide all-round support: e.g. Career Corner, peer career counselling scheme, individual discussion with form teachers and career teachers, exploration of career choices by students when participating in different learning activities inside and outside the classroom

### *Cater for learner diversity*

- NCS (Non-Chinese Speaking) Students: Support is provided with the cautious use of the EDB NCS Grant and flexible deployment of our own resources.
  - Academically, under the leadership of an experienced Chinese teacher, a team of educators led by our Chinese teachers has 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 groups and experience sharing among our own NCS students. Similar support (such as tutorials and adjustments to tests and exams) is also provided for studying other subjects in Chinese (e.g. Chinese History) when needed. 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. Special allowance is also made when needed in order to accommodate their unique traditions and customs.
- SEN (Students with Special Education Needs): Professional support is provided from our school social workers, student counsellor, educational psychologist, speech therapist and medical staff of the SMHSS. 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. Smart Teen) and competitions (e.g. International Biology Olympiad – Hong Kong Contest, Future Problem Solving Competition). 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. scholarship and special grant for overcoming financial difficulties, joining leadership training camp and international competitions) so as to maximize learning opportunities for all our students. Initiatives to promote students' physical and mental health, such as the book fair voucher scheme and 'Healthy Breakfast' campaign, were suspended due to the pandemic and will be resumed when appropriate.

### *Cultivation of positive values and attitudes*

- National Education [including Constitution, Basic Law and national security education to promote ‘national identity’ and ‘national security’]
  - A whole school approach was adopted to inculcate proper knowledge, skills and values about the Basic Law and 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.
  - Relevant up-to-date information is disseminated to all members of the school through distribution of reading materials and organization of CPD activities. The National Security Education Working Group was set up in 2020-21 and relevant guidelines were updated since then to keep abreast of the latest developments regarding national security education and to provide support to teachers and other stakeholders when needed.
  - All staff members are expected to be role models of law-abiding citizens.
  - Teachers are expected to be familiar with national education from different channels (e.g. seminars, professional dialogue, independent study); implement national education through formal curriculum by different KLA subjects in accordance with the Framework; and 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 assess student performance by different methods e.g. formal assessment, survey, teachers’ discussion with students and teachers’ observation of student performance.
  - The school teaches students to have a correct understanding of different aspects of national identity and national security; evaluate the validity of information (especially media and information literacy) and make appropriate decisions after considering consequences; recognize the importance of national security for the safety and sustainable development of individuals and our country.
- Values education: Our students are nurtured with the five core values of Catholic education, namely ‘Love, Life, Truth, Justice and Family’. They learn, but not limited to the ten priority values and attitudes, namely perseverance, respect for others, responsibility, national and global identity, commitment, integrity care for others, law-abidingness, empathy and diligence 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 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 form students both 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. during morning assembly and 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. They join other community services organized by different clubs and committees (e.g. preparing gifts for the elderly). 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. Systematic service programmes 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) were suspended in 2021-22 due to the pandemic and will be implemented again when possible.

- 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 by social workers and different functional groups). 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 from their lessons and daily school life 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 all these years.

#### ***Academic performance***

There has been a 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 this year.

Number of students sat:	142
Percentage of students in the school meeting the entrance requirements for local Bachelor degree programmes:	87.2%
Percentage of students in the school meeting the entrance requirements for local sub-degree programmes:	97.9%

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

## *Non-academic performance*

### School ethos and participation

Our students are polite, proactive and humble. They love the school, respect their teachers, support one another, have good ethical conduct and are ready to take up the responsibilities of different roles. 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. social service programmes). While their eagerness to strive for excellence leads to a relatively high level of stress, the challenges they face help them mature and build up confidence. With the support from their parents, teachers and schoolmates, they continue to improve themselves and make a wide range of achievements.

### Achievements

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

- Linguistic development: e.g. Champion (Kwun Tong Inter-school Debating Competition); 1<sup>st</sup> Runners-up in Solo Prose Reading and Solo Verse Speaking and 2<sup>nd</sup> Runner-up in Dramatic Duologue (73<sup>rd</sup> Hong Kong Schools Speech Festival); Merit (24<sup>th</sup> Putonghua Public Speaking Competition); Overall Champion (「逆境·夢飛行」全港中小學演講比賽)
- Intellectual development: e.g. Champion in Senior Section (Lawrence Technological University Robofest – Sumo Wrestling); First in GIPS Team Senior Division and First in Action Plan Presentation (Alaska Future Problem Solving Competition: Alaska State Bowl); Gold Medals (“Weather and Climate” Online Games and Competition 2021); Silver Prize (International Biology Olympiad – HK Contest)
- Performing and visual arts: e.g. Champion in Zheng Solo and 1<sup>st</sup> Runner-up in Flute Solo (74<sup>th</sup> Hong Kong Schools Music Festival); Merit (MY STAGE – Inter-school Fashion Design Competition 2021-2022); Commendation (7<sup>th</sup> Secondary School Distinguished Artwork Exhibition 2022)
- Personal Growth: e.g. Outstanding Ambassador Award (Happy Green Campaign); Distinction (“My Pledge to Act: Short Story with Deep Message – Be Grateful and Treasure What We Have, Stay Positive and Optimistic” Video-Making Competition (Secondary))
- Scholarships: e.g. Nehru Memorial Trust Scholarships; Sir Edward Youde Memorial Prizes; Kwun Tong District Outstanding Student Award; Ng Teng Fong Scholarship; Laws Charitable Foundation: Applied Learning Scholarship; HKICPA/HKABE Joint Scholarship for BAFS

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

## Feedback on Future Planning

To realize our school mission ‘All things to all people’, we will continue to guide our Paulinians to seek God in all things and all people, and be at the service of our neighbours, through the lens of love, goodness and truth.

With the foundation laid down in the School Development Cycle 2018/19-2021/22, we strive to further enhance our students’ confidence and positive emotions that lead to a meaningful life. The new school theme of our School Development Cycle 2022/23-2024/25 and Jubilee Year in 2025 is “**Pilgrims of Hope**”.

### *Major concern 1: Relationship - Culture*

Based on the inclusive, supportive and compassionate school culture for promoting the holistic well-being of our staff and students in School Development Cycle 2018/19-2021/22, we will further foster in our school an atmosphere of **mutual trust, understanding and unity** in which individual students and teachers are able to grow.

Our personal development shall

- Take root in Catholic nurturing values of “Love, Truth, Life, Justice and Family” and the Paulinian caring spirit of “All to All”
- Contribute to the wellbeing of self and others

### *Major concern 2: Agency - Ethos*

Being the committed role model and inspirational facilitator for our students to become competent and perseverant learners in the School Development Cycle 2018/19-2021/22, we will strive further to form our students into **integrated women** who are **academically prepared** and **fully equipped** to take their place in society and carry on their various responsibilities particularly in the home, in their profession and in the community in which they live.

Our education shall

- Centre on whole-person development
- Nurture future-ready skills, dispositions & qualities

### *Our vision in 2022/23-2024/25*

- By building up **Relationships & Agency**, we shall recuperate from the pandemic and other challenges.
- With the **Culture & Ethos** taken from our tradition, we shall go forward with hope.