

St. Paul’s School (Lam Tin)

Annual School Report 2022-23

(1) Our School

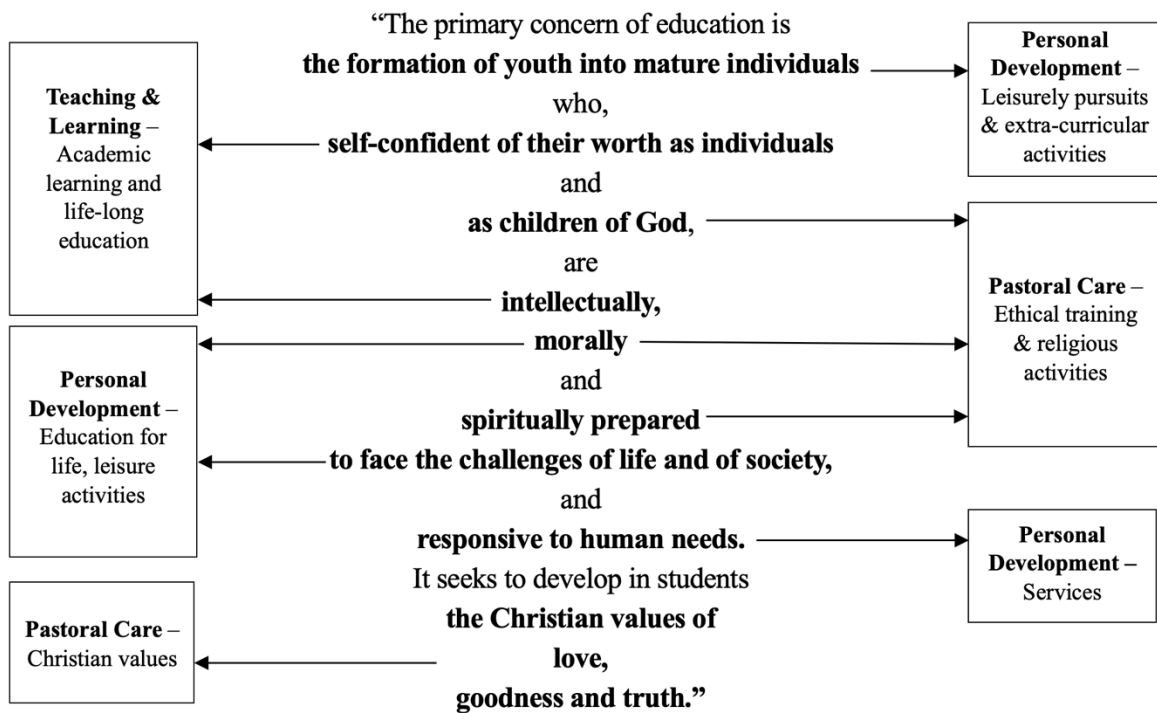
Background of the school

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*

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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 Multimedia Learning Centre (MMLC), 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. 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. The MMLC underwent a significant revamp in 2022-23, with new laptops and a large touch display to enhance teaching and 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 were installed in the covered playground and the school canteen to provide spaces for different activities, such as art exhibitions, drama performances, talks and other student activities. To foster spiritual education and to provide a tranquil zone for students, a spiritual library and a spiritual garden were built in 2022-23.

- ***Class organization***

Continuous effort has been made to optimize the size of each class in order to give better attention to individual students and more space for different activities. The final number of students in 2022-23 was 892.

Level	S1	S2	S3	S4	S5	S6	Total
No. of classes	5	5	5	5	5	5	30
Total enrolment	155	152	147	148	141	149	892

(2) Achievements and Reflection on Major Concerns; Feedback and Follow-up

Major concern 1: Relationship - Culture

To 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

Achievements
<ul style="list-style-type: none"> ☑ With regard to the targets of this major concern, most students were observed to engage meaningfully with others. ☑ Our students actively participated in activities that foster class and school spirit (e.g. the Inter-class Netball Competition and the Fundraising Day for the publication of our school magazine), and also treasured the opportunities to enhance the well-being of themselves and others (e.g. meditation in the Spiritual Library or in the Promenade, nicknamed ‘Secret Garden’, with their friends). ☑ They always showed love and care to one another in class (e.g. during group discussion in different lessons) and outside the classroom (e.g. ‘Secret Angel’ activity initiated by teachers or themselves), and were ready to give support and assistance to their friends, teachers and even their counterparts in different competitions (e.g. during the English Activity Day and the Inter-House Cheering Competition/Performance on Sports Day). They were also very excited and greatly encouraged by teachers’ participation in and support for their activities (e.g. teachers’ participation in the Chinese Culture Day and their visit to the Caritas Bazaar). ☑ Indeed, about 80% of them agreed that they helped each other and got along well with their schoolmates (SHS S25) and did not feel lonely in school (APASO school atmosphere). About 85% were satisfied with their relationship with their teachers (APASO satisfaction). ☑ Care and respect was promoted among the students and also the staff. About 75% of the teachers agreed that they cooperated with one another at work happily (SHS T68). All of them found different staff development and appraisal activities (e.g. Teachers Wellness Program by PolyU, Seminar on Teacher Professional Conduct, action learning and student work checking) useful for their professional development, not to mention the frequent informal professional interflow (e.g. at recess) and social gatherings (e.g. Christmas Party for the staff) that facilitated the building of trust and the sharing of effective measures to cater for our students’ diverse needs.
Reflection
<ul style="list-style-type: none"> ☑ Our staff and students are kind-hearted and caring. Guided by our school motto, and modelling on our staff and student leaders (particularly the school prefects, Paulinian Leaders and SA officers), our students subconsciously learnt how to love and support one another inside and outside the classroom. ☑ Our school also inculcates Christian love in our whole campus physically (e.g. the encouraging quotes and Christian posters in the staircase and the blossoming plants along the corridors) and emotionally (e.g. the cheering activities before exams and Film Sharing during the Religious Week). ☑ Limited social interactions during the pandemic seriously hindered our students in developing interpersonal skills and getting involved in their school life. The gradual normalcy may exert pressure on students who had limited experiences in the past 3 years, posing challenges to

them in different domains in their growth. (APASO affect, self-concept (emotional stability), physical exercise, information technology (less time for leisure) (no addiction)

Feedback and Follow-up

- ☑ We will focus on helping students cultivate a healthy lifestyle, develop generic skills and nurture their national and global identity.
- ☑ The whole school approach has been effective in spreading love and care inside and outside the classroom for both our staff and our students.
- ☑ Nevertheless, our school can take a more active and explicit approach in teaching students how to get along with others and giving them encouragement, so that they would be more ready to apply what they had learnt and seek help when needed (SHS S16 & S17).
- ☑ We can also help students develop a sense of belonging to the school / Hong Kong / our country by encouraging them to make contributions to the school and community.

Major concern 2: Agency - Ethos

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 and qualities

Achievements

- ☑ Most of our students hold a positive sense of identity and purpose, and they have an increasing awareness of psychological health and readiness to seek help. Nevertheless, they need to learn to make healthier life choices to improve their physical and mental well-being.
- ☑ Our students were active when participating in different activities to develop their potential in different domains in school (e.g. the STEM Day and Golf Taster Program) and outside the school (e.g. Future Problem Solving Competition, the Adventuresship Program and Outward Bound Expedition)
- ☑ They acquired strategies for effective self-directed learning from different channels (e.g. S1 note-taking skills workshops during the summer vacation and the S1-3 goal setting booklet for the whole school year). Some of them even shared their secrets to success in their studies (e.g. the importance of pre-lesson study for understanding the lessons and the use of internet resources to help them study in English during the study skills workshops) and in other areas (e.g. how team work and the integration of knowledge from different subjects helped them win the video making competitions during the Prize Presentation Ceremony).
- ☑ Their eagerness to learn was rewarded by recognition in competitions of different domains as shown in the 'Student Performance' below. More importantly, about 80% of them gained enjoyment from doing things when they improved on their past performance (APASO Learning Attitude) and about 70% of them tried their best to overcome learning difficulties (APASO Learning motivation). All these in turn further inspired them to learn and grow by themselves and with their friends.
- ☑ Equally important to them was the development of our country. They were serious and affirmative when participating in the activities in relation to our nation (e.g. flag raising ceremony in the playground and the group discussion about national security during lessons). About 85% of them clearly demonstrated a positive view towards their national identity in all aspects (SHS national identity).

Reflection	
☐	Our school strives to provide a balanced curriculum to promote whole person development among our students. Examples include adequate lesson time for all KLAs in junior forms; flexible selection of various elective subjects in senior forms; more than 50 interest clubs of different categories for selection; and varied OLE experiences provided within and beyond the timetable, just to name a few.
☐	Thanks to the proactive support from our stakeholders (e.g. alumnae and PTA) and our community (e.g. Caritas and the Hong Kong Jockey Club), and the various fundings and activities provided by the government and other NGOs, our students enjoy a continuous enrichment of learning opportunities to broaden their horizons.
☐	Meanwhile, the multi-tiered psychological and academic support (e.g. flexi-grouping for Chinese, English and Mathematics), language and daily life support for NCS students and health game booths for everyone) is effective in facilitating whole person development of our students.
☐	Our students may tend to be too self-reliant. They are reluctant to reveal their learning difficulties or seek help, and this hinders their personal development and leads to anxiety.
Feedback and Follow-up	
☐	We will continue to focus on helping students expand their breadth of knowledge, develop generic skills and conduct life planning.
☐	Creative initiatives by our staff and effective coordination by our school provide a myriad of opportunities for our students to achieve whole person development.
☐	Yet, skilful strategies can be devised and refined to satisfy our students' desire for independent learning while providing them timely personalized encouragement and assistance to facilitate their progress, so that they could be more proactive in learning (SHS S7-8) and more conscious in applying the study skills taught in class (APASO teaching – clear instructions and student support).

(3) Student Performance

Due to the persistent effort of our teachers, parents 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.

Pending updated info from school

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

In our school, students are encouraged to take the initiative to participate in various activities and community services, after evaluating their own interests and needs. Many exhibit commendable qualities of politeness, proactivity, and humility, and hold a deep affection for their school. They foster a supportive environment where they help and encourage one another, and have a strong moral compass, exhibiting good ethical conduct. Despite the challenges they face, such as the pressure to excel, some remain persistent and determined to succeed, which helps them grow and develop their confidence. With the support of their parents, teachers, and peers, they continue to improve themselves and have achieved encouraging accomplishments.

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:

- Aesthetic development: e.g. Zheng Solo - Senior Champion (Hong Kong Schools Music Festival); Silver Award ("The Imprint of Hong Kong" Photo Competition 2023); Silver Award (3rd Bangkok International Piano Competition); Silver Award (The Hong Kong Green Micro Film Creation Award); 冠軍 (「漫遊中國歷史文化」旅遊 KOL 影片創作比賽)
- Intellectual development: e.g. Gold Award (International Biology Olympiad - Hong Kong Contest); Champion (State Bowl) (Future Problem Solving Program International); Winner (HKICPA/HKABE Joint Scholarships for BAFS); Gold Awards (WRO Hong Kong Robot Challenge Winter Season); 1st Runner-up (Battle of the Books)
- Linguistic development: e.g. two Champions in Solo Verse Speaking and one Champion in Dramatic Duologue (74th Hong Kong Schools Speech Festival); Champion (54th Joint-school Chinese Debate Competition); 傑出少年作家獎 (第十二屆大學文學獎); 中學組小說冠軍 / 散文亞軍、季軍 (城市文學獎); 詩詞獨誦亞軍 (第 74 屆香港學校朗誦節)
- Physical development: e.g. Overall Champion (Inter-School Badminton Competition); Women's A Grade 400m & 800m Champion (Inter-school Athletics Competition); Women's 400m Champion (Hong Kong Junior Age Group Athletics Meet); Women's 800m Champion (公民 75 周年鑽禧田徑錦標賽、香港季前田徑測試賽)

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