

St. Paul’s School (Lam Tin)

Annual School Report 2024-25

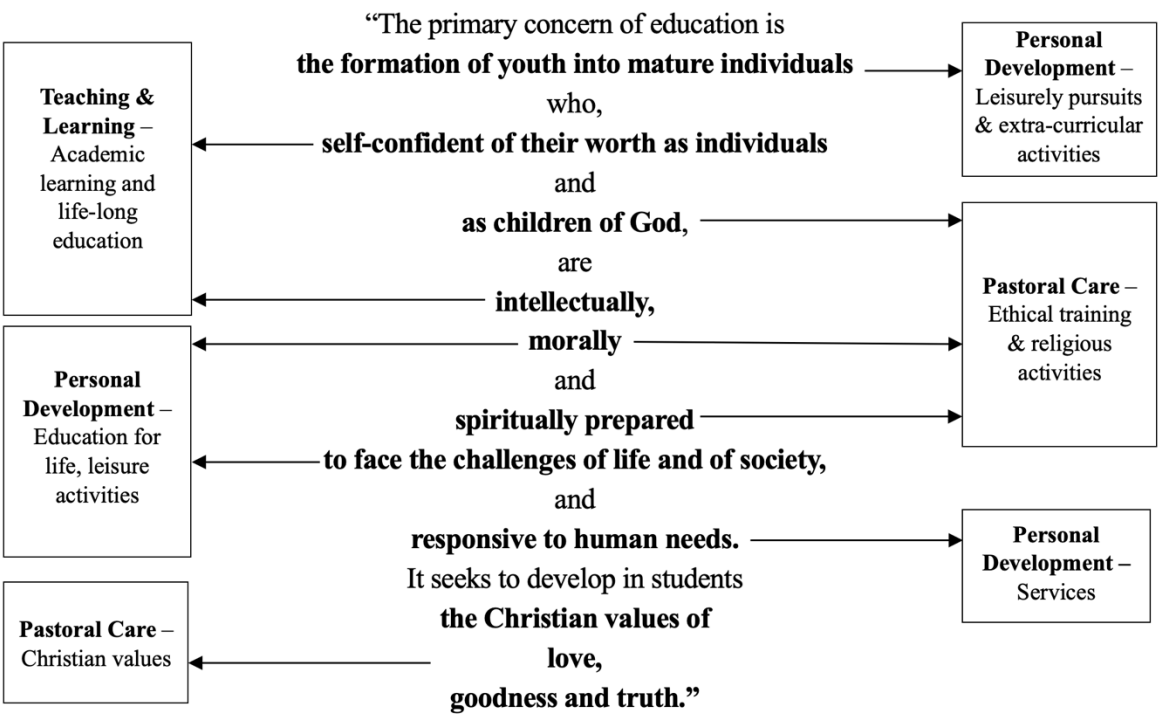
(1) Our School

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 endeavouring 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 our School Supervisor Sr Joanna Cheung appointed by the Sisters of St. Paul de Chartres, our school sponsoring body, as the first Chairperson. 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.

Level	S1	S2	S3	S4	S5	S6	Total
No. of classes	5	5	5	5	5	5	30
Total enrolment	159	154	146	144	144	138	885

(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

- A collaborative and respectful environment with mutual trust, understanding and unity was further enhanced in this final year of our school development cycle 2022/23-2024/25.
- Both teachers and students actively initiated and participated in various activities inside and outside the classroom, e.g. individual tuition and group work for academic enhancement and external competitions, cheering activities for DSE students, Caritas Bazaar, and volunteer work in Athletic Meet and the elderly centres. Teachers of different expertise and students at different levels worked together as a team, making continuous improvement and building positive relationships for all to grow.
- All the students learnt different stress management skills inside and outside the classroom e.g. during Form Teacher’s Period and Religious Week.
- The loving environment continued to be the nurturing grounds for every one in our school.
 - A majority of the teachers found that the school created a caring climate on campus (SHS T73), had good relationships with the students (SHS T69) and worked happily in our school (SHS T67,68,72).
 - A majority of our students had a positive view about the school’s support for student development and school climate (KPM13,14). They also viewed themselves as integral parts of the school community and expressed a greater sense of satisfaction with their school life, appreciating the quality of learning and their relationships with teachers. (APASO Satisfaction (School), School Atmosphere (Belongingness)).
 - Parents also agreed that our school was a caring place, helped their children grow and were pleased to let their children study in our school (SHS P9,15,17).

Reflection

- Built on Catholic values and our Paulinian caring spirit of “All to All”, our school effectively initiated and refined various programmes to nurture empathy and collegiality for all to develop their talents and enjoy their school life (survey results of individual activities).
 - Infuse wellbeing across curriculum: e.g. SA Variety Show, Fruit Day, Healthy Chinese Snack Competition
 - Organise class/form/group-based activities: e.g. English and Chinese Activity Days, Inter-class Sports Competitions, S4 Outward Bound Journey
 - Deepen service learning: e.g. Angelonia, S2 JC Service Learning Programme
 - Diverse structured and informal professional development programmes: e.g. workshop on AI for effective L&T, mentorship programme
 - 55th Anniversary Celebration: e.g. Art and Needlework Exhibition, Musical ‘The Sound of Music’
- Yet, the stress and anxiety resulting from the pursuit of achievements adversely affected our students’ affect and emotional stability (KPM17, APASO Affect). While appreciating the teaching and learning opportunities provided by their school and teachers (SHS S19-22), their desire for independence and reluctance to discuss their challenges hindered the provision of timely support for them to resolve their problems (KPM13).

Feedback and Follow-up

- The effective inculcation of our Paulinian Spirit and positive atmosphere via diverse programmes and daily interaction will be continued for the betterment of every one.
- Built on our mutual trust and unity, we will further promote the wellness of all our stakeholders in two directions in relation to Major Concern 2 in the following year.
 - First, to encourage all our stakeholders to make use of our safe and supportive environment to frankly share their views and concerns so as to gain different insights for their continuous self-improvement.
 - Second, to encourage our students to appreciate their talents in different aspects and their positive impact on others so as to get ready for their different roles in the present and in the future.

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

- Our students continued their unwavering efforts for their intellectual development inside and outside the classroom.
 - A majority of our students were eager to improve (APASO Learning Motivation) and tried their best to overcome learning difficulties (SHS S11). They also aimed to attain a high education level (APASO Educational Aspiration) and were concerned about their career development (APASO Life Planning).
 - In class, they worked closely with their peers and teachers to excel. Based on the broad foundation of different subjects learnt in junior forms, they further pursued their interests and developed their talents in particular fields in senior forms and became increasingly clear about their future career choices.
 - Outside the classroom, many of them enriched and applied their knowledge by active participation in different learning activities e.g. language programmes and study tours, as well as local and international competitions in different areas e.g. speech and STEAM.
- Their tireless efforts made their secondary school life rewarding and prepared them for their future development.
 - A majority of our students had clear meaning in life (KPM17), a high sense of morality (APASO Honesty, Morality) and strong national identity (KPM17).
 - A majority of them continued their study in full-time Bachelor degree programmes in Hong Kong or overseas (KPM15).
 - Many students received awards and scholarships relevant to intellectual development e.g. science and speech and other aspects, e.g. sports and art (See 'Non-academic Achievements' below).

Reflection

- The joint effort of our school and students contributed to the various achievements of our students.
- Well-structured programmes were appropriately refined by our school according to the needs and abilities of our students to motivate and facilitate them to hone their intellectual and non-academic capacity.
 - Promotion of multiple intelligence progressively: a broad formal curriculum (KPM9)

smooth transition from the junior to senior secondary level by the scaffolding of subject-specific knowledge and skills, over 50 clubs of different domains

- Student-centred pedagogy: e.g. blended learning, challenging questions, visits to the museum and project learning
 - Enhancement of learning strategies for different key learning stages: e.g. S1 learning style analysis, sharing on study skills for S4 and S6
 - Empowerment of learners: e.g. S1-3 goal setting, S1 & 4 buddy reading scheme, peer counselling for life planning, flexible grouping for core subjects, diverse support programmes for NCS students
 - Life-wide learning experiences outside HK: e.g. study tour to Xi'an, Robotic Competition in the US
 - Multi-disciplinary learning programmes (especially in national identity): e.g. STEAM programmes, Chinese Culture Day, Basic Law Ambassadors, UNESCO Peace School Programme
 - Multi-tiered collaboration with our partners for all-round development (especially in CLP): e.g. alumni with parents and local organisations for career talks and internship programmes, parent volunteers for various activities, different governmental organizations and NGOs for mental health and NCS students, various universities for gifted education
- Being aware of different learning skills taught by teachers (SHS S1-6), our students strived for autonomy and were reluctant to discuss their difficulties which hindered them in gaining support for applying those learning skills to effectively improve their study (KPM12; SHS P3). The extra time and efforts required to deal with their challenges adversely affected their driving force (APASO Learning Attitude) and lifestyle (SHS S16; P6).

Feedback and Follow-up

- Our persistent effort to nurture our students future-ready skills, disposition and qualities through diversified programmes inside and outside the school will be sustained.
- Built on the sound foundation for the promotion of whole person development, focus will be made to empower our students to effectively improve their learning in two directions in relation of Major Concern 1 in the following year.
 - First, to assist our students to properly apply self-regulated skills in lesson so as to internalize the useful learning skills for their academic pursuit.
 - Second, to assist our students to form self-regulated learning habits outside the classroom so as to sustain their independent learning efforts efficiently.

(3) Student Performance

With the persistent efforts of our teachers, parents and students, as well as the good collaboration with our partners, our students aimed to make continuous self-improvement and achieved recognitions and awards in various domains all these years.

● *Academic performance*

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:	136
Percentage of students in the school meeting the entrance requirements for local Bachelor degree programmes:	89.7%
Percentage of students in the school meeting the entrance requirements for local sub-degree programmes:	97.8%

Same as before, most of our students continued their study in local and overseas Bachelor degree programmes, and among the various institutes the Chinese University of Hong Kong was the most popular destination. 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

Following our school motto of ‘All to All’, our students shine with the Paulinian spirit. When actively participating in various learning activities as well as the leadership and service programmes inside and outside the school, our students broadened their horizons and unleashed their potential in different arenas. They also demonstrated such commendable qualities as politeness and care for others. They, therefore, joined their teachers to create a harmonious, inclusive campus, and were committed to contributing to our communities and our nation. With support from parents, teachers, and peers, our students continuously work on self-improvement. As a result, they have achieved notable accomplishments.

Achievements

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

- Aesthetic development: Honors Award (61st Schools Dance Festival & The 53rd Open Dance Contest); Awards for Cooperation (Hong Kong School Drama Festival)
- Intellectual development: Third Prize (Robofest World Championship 2025 at Lawrence Technology University, US); Gold Awards (Hong Kong International Mathematical Olympiad Heat Round 2025 (Hong Kong Region); 傑出大獎 (理大全港中國歷史論文比賽2024)
- Linguistic development: First Prize (76th Hong Kong Schools Speech Festival - dramatic duologue); 冠軍 (城市文學獎2024 - 中學組微型小說組); Champions (Hong Kong Secondary Schools Debating Competition – Grand Finals)
- Personal development: Silver Awards (Hong Kong Award for Young People); Champion (St. John Ambulance Brigade Inter Divisional Competition - Uniform Competition); 傑出中學生領袖 (學友社傑出中學生領袖選舉2024-2025)
- Physical development: First-Runners Up in Girls Overall Championship (Inter-School Swimming Competition 2024-2025); 冠軍 (中學校際羽毛球比賽(港島及九龍地域) 第二組女子甲組)
- Scholarship for whole person development: e.g. Outstanding Students (Kowloon Region Outstanding Students’ Award); Awardee (Grantham Scholars of the Year); Awardee (Ng Teng Fong Scholarship)

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

姊妹學校交流報告書

24 /25 學年

學校名稱：	藍田聖保祿中學		
學校類別：	* 小學 / *中學 / *特殊學校 (*請刪去不適用者)	負責老師：	Ms S Cheng & Mr K Fee

本學年已與以下內地姊妹學校進行交流活動：

1.	東莞市高埗鎮低涌中學
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本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
A1	☑	探訪/考察	B1	☑	增進對內地的認識和了解
A2	☐	校政研討會/學校管理分享	B2	☑	增加對國家的歸屬感/國民身份的認同
A3	☑	會議/視像會議	B3	☐	交流良好管理經驗和心得/提升學校行政及管理的能力
A4	☑	與姊妹學校進行簽約儀式/商討交流計劃	B4	☑	擴闊學校網絡
A5	☐	其他(請註明)：	B5	☑	擴闊視野
			B6	☑	建立友誼/聯繫
			B7	☑	訂定交流細節/ 活動詳情
			B8	☐	其他(請註明)：

管理層面 達至預期目標程度	C1 ☐ 完全達到	C2 ☑ 大致達到	C3 ☐ 一般達到	C4 ☐ 未能達到
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乙. 教師層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
D1	☒	探訪/考察	E1	☒	增進對內地的認識和了解
D2	☐	觀課/評課	E2	☒	增加對國家的歸屬感/國民身份的認同
D3	☐	示範課/同題異構	E3	☐	建立學習社群/推行教研
D4	☐	遠程教室/視像交流/電子教學交流	E4	☒	促進專業發展
D5	☐	專題研討/工作坊/座談會	E5	☐	提升教學成效
D6	☐	專業發展日	E6	☒	擴闊視野
D7	☒	其他(請註明): 課程建設交流	E7	☒	建立友誼/聯繫
			E8	☐	其他(請註明):

教師層面 達至預期目標程度	F1 ☐ 完全達到	F2 ☒ 大致達到	F3 ☐ 一般達到	F4 ☐ 未能達到
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丙. 學生層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
G1	☐	探訪/考察	H1	☐	增進對內地的認識和了解
G2	☐	課堂體驗	H2	☐	增加對國家的歸屬感/國民身份的認同
G3	☐	生活體驗	H3	☐	擴闊視野
G4	☐	專題研習	H4	☐	建立友誼
G5	☐	遠程教室/視像交流/電子學習交流	H5	☐	促進文化交流
G6	☐	文化體藝交流	H6	☐	增強語言/表達/溝通能力
G7	☐	書信交流	H7	☐	提升自理能力/促進個人成長
G8	☐	其他(請註明):	H8	☐	豐富學習經歷
			H9	☐	其他(請註明):

學生層面 達至預期目標程度	I1 ☐ 完全達到	I2 ☐ 大致達到	I3 ☐ 一般達到	I4 ☐ 未能達到
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丁. 家長層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

(註：學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
J1	☐	參觀學校	K1	☐	增進對內地的認識和了解
J2	☐	家長座談會	K2	☐	增加對國家的歸屬感/國民身份的認同
J3	☐	分享心得	K3	☐	擴闊視野
J4	☐	其他(請註明)：	K4	☐	加強家校合作
			K5	☐	加強家長教育
			K6	☐	交流良好家校合作經驗和心得
			K7	☐	其他(請註明)：

家長層面 達至預期目標程度	L1 ☐ 完全達到	L2 ☐ 大致達到	L3 ☐ 一般達到	L4 ☐ 未能達到
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監察/評估方法如下：

編號	☑	監察/評估方法
M1	☒	討論
M2	☒	分享
M3	☐	問卷調查
M4	☐	面談/訪問
M5	☒	會議
M6	☒	觀察
M7	☐	報告
M8	☐	其他(請註明)：

全年財政報告：

編號	☑	交流項目	支出金額
N1	☐	到訪內地姊妹學校作交流的費用	HK\$
N2	☐	在香港合辦姊妹學校交流活動的費用	HK\$
N3	☐	姊妹學校活動行政助理的薪金 (註：不可超過學年津貼額的 20%)	HK\$
N4	☐	視像交流設備及其他電腦設備的費用	HK\$
N5	☐	交流物資費用	HK\$
N6	☒	在香港進行交流活動時的茶點開支(註：不可超過學年津貼額的 2%)	HK\$2757
N7	☐	老師的一次入出境簽證的費用(註：不可超過學年津貼額的 1%)	HK\$
N8	☒	其他(請註明)：旅遊巴	HK\$900
N9	☐	學年總開支	HK\$3657

N10	☐	沒有任何開支	不適用
反思及跟進：			
編號	☒	內容	
O1	☒	有關交流活動的層面 <i>[如適用，請註明]</i> 兩校管理層及部分教師	
O2	☒	有關交流活動的形式/內容 <i>[如適用，請註明]</i> 低涌中學由副校長帶領六位老師到訪本校，參觀航天科學主題攤位活動及學校設施，與中國氣象和航空航天科技專家交流，及後兩校分享兩校的特色及科學教育和課程。從分享環節得知姊妹學校在 STEAM 發展方面有豐富經驗，老師們亦樂於與本校的學生交談。姊妹學校的老師在校園遊期間對我們的教室印象深刻，他們對那些在內地沒有的特別室甚感興趣；他們的校舍正進行翻新工程，將於 2027 年完工，期待兩校屆時會有更多交流機會。	
O3	☒	有關交流活動的時間安排 <i>[如適用，請註明]</i> 2025 年 5 月 16 日上午低涌中學團隊參觀本校舉辦的 STEAM Day ，下午與本校管理層及老師進行分享。	
O4	☐	有關交流活動的津貼安排 <i>[如適用，請註明]</i> -	
O5	☐	有關承辦機構的組織安排 <i>[如適用，請註明]</i> -	
O6	☐	其他(請註明)：-	

交流參與人次：			
編號	☒	層面	交流參與人次
P1	☐	本校學生在香港與姊妹學校交流的人次	_____人次
P2	☐	本校學生到訪內地與姊妹學校交流的人次	_____人次
P3	☐	本校學生參與交流的總人次	_____總人次
P4	☒	本校教師參與交流的總人次	<u>5</u> 總人次
P5	☒	本校學校管理人員參與交流的總人次	<u>6</u> 總人次

備註：
