

St. Paul’s School (Lam Tin)

Annual School Report 2019-20

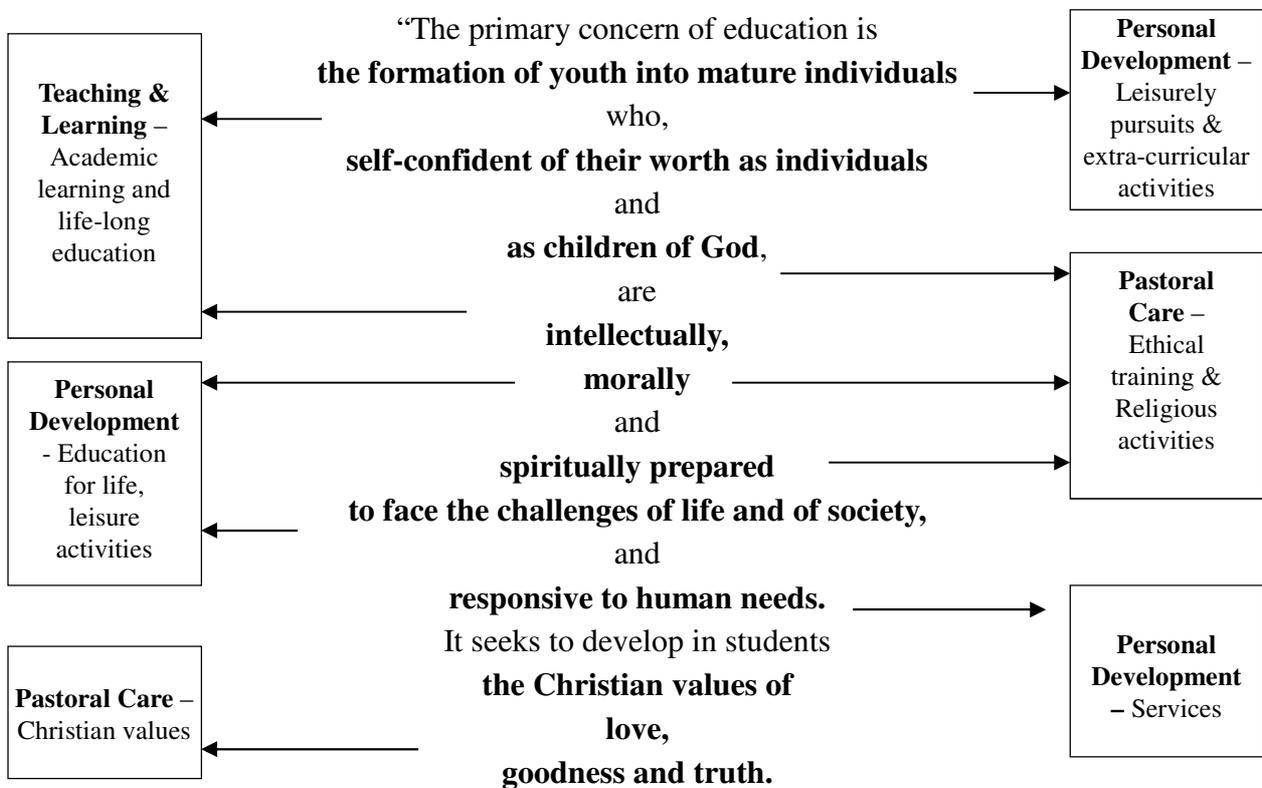
Our School

Background of the school

Founded by the Sisters of St. Paul de Chartres in 1970 as a government-aided Catholic school for girls, St. Paul’s School (Lam Tin) has been following St. Paul’s teaching of ‘All to All’ – making oneself available in all ways to all people – as the ultimate goal. With the education mission statement of the Sisters of St. Paul de Chartres and the core values of Catholic education (i.e. truth, justice, love, life and family) as the guiding principle, our school has been endeavoring to educate our students to become knowledgeable, civic-minded and conscientious individuals ready to serve and willing to give.

School mission

**Education mission statement
of the
Sisters of St. Paul de Chartres and our school**



IMC

The Incorporated Management Committee (IMC) of St. Paul's School (Lam Tin) was formed on 31 August 2013 with Sr Joanna Cheung appointed by the Sisters of St. Paul de Chartres, our school sponsoring body, as the first Supervisor and Chairlady. The chairperson together with other School Sponsoring Body Managers, nominated Independent Manager, one nominated Honorary Manager, nominated Under-Secretary, elected Alumni Manager, elected Parent and Alternate Parent Managers, one elected Teacher and Alternate Teacher Managers, and the Principal provide support and suggestions for the continuous improvement of the governance of our school.

School's facilities

Our school has 30 classrooms, a tutorial room, 4 Science Laboratories, a Multi-media Learning Centre, an e-Learning Centre, a Music Room, an Art Room, a Cookery Room, and a Needlework Room for regular lessons.

To facilitate independent learning, our school ensures our students have easy access to learning resources by continuously upgrading our facilities, such as the Class Library in each classroom, School Library, Study Room, the Career Corner and Multi-media Learning Centre. To facilitate e-learning, the Computer-Aided Learning Room was upgraded to become the e-Learning Centre in 2015-16 while access to Wi-Fi was installed in the whole school in 2018-19.

For learning and recreational activities, the multi-purpose school hall, Student Activity Centre, and the two playgrounds as well as classrooms provide the necessary venues for various functions and activities. Movable partitions and air-conditioning were installed in the covered playground and the school canteen to provide space and venues for different activities, such as art exhibition, drama performances, talks and other student activities.

Class organization

Continuous effort has been made to reduce the size of each class in order to give better attention to individual students and more space for different activities. The number of students in this year was:

Level	S1	S2	S3	S4	S5	S6	Total
No. of classes	5	5	5	5	5	5	30
Total enrolment	157	150	159	152	146	142	906

Achievements and Reflection on Major Concerns

The year 2019-20 marked the second year of the school development cycle 2018/19-2020/21. Long period of class suspension in November 2019 in relation to social movement as well as in February-early June and late July 2020 in relation to coronavirus

pandemic, however, led to postponement of major activities. The 3-year school development cycle of 2018/19-2020/21 is thus extended to four years ending in 2021/22 to give more time for our students and teachers to accomplish our major concerns. Despite the difficult situation, during the year past, lots of efforts had been made and foundation was laid down for further improvement in this school development cycle.

The reflections on the major concerns were conducted within the limits of school suspension and the inevitable disruption to the development plan of 2018/19-2020/21 due to uncontrollable external circumstances.

1. Learning Motivation

Achievements and Progress

- With the adoption of problem-based or inquiry learning and challenging questions, exploration was made by all subject panels and relevant functional committees to help students learn knowledge and study skills with the use of education technology and STEM education.
 - L&T activities by different subject panels: production of e-book report; checking students' understanding and/or prior knowledge of a topic by Google Form; search for and sharing of ideas through online platform; seeking learning support from teachers and/or classmates via social media
 - Implementation of STEM education outside the classroom: e.g. Robotics education; Engineering Club
 - Research project: e.g. EDB SBSS and the Maths Panel
- E-Learning during class suspension
 - Online lessons: e.g. Google Meet; Zoom; Screencastify for editing video-taped lessons
 - E-learning platform: e.g. Google classroom; e-Class; Kami
 - Learning activities: e.g. Nearpod and iSolution (app provided by publisher) for group discussion; Google Quiz for pre-lesson preparation; Padlet for sharing views; Edpuzzle for completing assignments with videos; Kahoot for formative assessment
- The learning activities above were well-received by the students.
 - Most of the students actively participated in both online and on-site learning activities and many of them finished the learning tasks with good quality. [Teachers' evaluation]
 - Most of them found the study skills acquired or support gained from the learning activities useful for their learning in the future. [survey]
 - Some students took the initiative to join different activities outside the classroom. [Number of enrolments]

Reflections

- Strategic planning and focused efforts could be made to further integrate education technology and STEM education into the curriculum so as to provide personalized support for students of different learning styles and abilities to study independently.
- The STEM programmes (e.g. Introduction to Coordinates in S1; Aquaponics Project) arranged in collaboration by the Quality Education Committee and subject panels (namely IS, ICT, Maths and Physics) were cancelled due to class suspension and will

be implemented in 2020-21 if circumstances allow.

- With the prior experience in implementing distance learning via various electronic platforms, a review on the effectiveness of online learning could inform future planning and preparation for building a conducive virtual learning environment, which does not only function as a substitute during school suspension, but more meaningful to be integrated into in-school instruction and pedagogy, as a supplementary and complementary strategy.

2. Students' holistic well-being

Achievements and Progress

- Collaboration was made by all the staff to promote a healthy and positive school culture while nurturing in our students various core values to lead a holistic healthy life.
 - Formal curriculum: e.g. two PE lessons per cycle and the Flying High Sports Programme; health knowledge by relevant subject panels (e.g. Integrated Science and Home Economics); Spiritual Education Programme and Stress Relief Workshop during RE lessons; Mental Health Workshop during form teachers' periods
 - Mass programmes: e.g. 'Goal Setting', 'Life Education' and 'Shine with Paulinian Spirit Theme Week' by Guidance and Counselling Committee; 'Healthy Breakfast' by Student Health Committee; 'S5 Outward Bound Training' by OLE, Careers and G&C Committees
 - Competitions: e.g. Interclass Sports Competition by PE Panel and Sports Association
 - For interested students: e.g. 'Class Visit and Individual Interviews' by G&C Committee; 'Teacher-Student Treasure Hunt' by Student Association; Service Programmes by Civic and Environmental Education Committee, OLE Committee and RE Panel; over 40 clubs and programmes of different nature, namely linguistic and intellectual development, service, visual art, performing arts, leisurely pursuits, and mental health
 - Practice in daily life: encouragement of physical activities in free time by e.g. providing sport gear for own students' practice; realization of our school motto of helping others by all members of our school
- Timely feedback was received from and advice given to our students (e.g. meetings career and student counsellors and daily interaction), parents (e.g. tea gathering and talks on parenting skills) and community partners (e.g. meetings with educational psychologists and social workers) so as to refine our joint efforts to support our students.
- Support for students during class suspension
 - Close contact with students and parents to address their concerns: e.g. notices and updated information disseminated via e-Class; teleconference with form teachers; contact with the school via telephone and email
 - Personalized support for students: e.g. flexible arrangement of homework submission; availability of real time and recorded online lessons; individual interviews by social workers; technical and financial support for e-learning
- The efforts above were largely effective.

- Most of our students were physical fit and some were able to turn stress into motivation. They were well-behaved and enjoyed the companion of the schoolmates and teachers. Their active participation in different activities also let them learn the knowledge and core values to improve their well-being in a relaxing way. [Teachers' evaluation; feedback from students]

Reflections

- More targeted efforts could be made to help our students apply health knowledge and relevant core values to cope with sustained unexpected challenges so as to improve their holistic well-being and achieve their life goals.
- The activities (e.g. face-to-face parents' day; S4 Outward Bound and 'Healthy Cooking Competition') cancelled due to class suspension will be implemented in 2020-21 if circumstances allow.
- The social-political landscape and epidemic threat inevitably pose huge challenges to students, parents, teachers and the school. Nurturing of positive values and attitudes, and building of trustful relationship are paramount to supporting a wellness culture in personal, classroom, school and community levels.
- Much closer cooperation and enhanced collaboration among student support bodies, e.g. Guidance & Counselling, Discipline, Careers, SEN committees or team, are essential and crucial for formulating a whole-school support approach to career-and-life planning and social-emotional learning, especially given the resources of social workers, counsellors and psychologists.

3. Staff Development

Achievements and Progress

- Continuous support was given by the school and among the staff to help teachers overcome challenges arising from daily life and in the workplace.
 - For L&T: e.g. collaborative lesson preparation periods for core subjects; individual or collaborative action learning for all subjects; EDB support schemes for STEM education and e-learning; in-house workshops (e.g. Using mobile devices to facilitate learning)
 - For SEN and other student needs: case conference and workshops (e.g. Talk on Student Mental Health); professional sharing by social workers and counselling psychologist on supporting SEN students; collaboration among G&C, SEN Team, Discipline and Examination Committees, as well as Form Teachers and subject teachers to provide timely support to the students in need
 - For building a congenial working environment: e.g. Induction and Mentorship Programmes for new teachers; social gathering at Christmas and other special occasions; improvement of staff room and school facilities; preparation for holistic wellness professional development programme (e.g. suggestions for interest classes collected from teachers)
- Support for teachers during class suspension
 - Physical and emotional well-being: e.g. full support for working from home by our school; caring words and health tips from our school
 - Online teaching: e.g. online courses and consultation provided by IT Committee (e.g. use of Zoom); provision of IT facilities (e.g. borrowing of iPads)
 - Both: sharing of experiences and mutual support among teachers and middle

managers, as well as mentors and mentees; refinement of appraisal arrangements (e.g. student work checking simplified and duration of action learning extended to 2020-21)

- The efforts were effective.
 - L&T and other school work were completed and our students were given adequate support despite additional stress and workload as a result of the class suspension, social movement and the coronavirus pandemic. [Evaluation by the school and teachers; feedback from students]

Reflections

- Continuous efforts could be made by the school and teachers to further develop our professional learning community, and to provide adequate support to our teachers and students in face of unexpected challenges in the future.
- A stronger self-reflective culture could be fostered with the introduction of SRT (self-reflection tool) by the COTAP which has been adopted by the EDB to enrich teachers' professional development.

4. Arrangements in relation to Class Suspension

Achievements and Progress

- The disruption to learning and teaching resulted from the long period of class suspension was reduced to a minimal due to the effective coordination by our school.
 - Safe and hygienic campus e.g. procurement of adequate Personal Protective Equipment; disinfection of the school campus; installation of facilities to maintain personal hygiene and social distancing
 - Support for teachers and students e.g. timely dissemination of physical and emotional health information; regular collection of opinion from students and parents and appropriate follow-up actions be taken
 - Refinement of curriculum: e.g. time-tabling for online lessons; guidelines for revision of teaching schedule; contingent arrangement of summative assessment and other school activities
 - Support for work/learn from home: e.g. improvement of school IT infrastructure; setting up of shared Google Drive 'Teacher Resources Hub'; provision of IT technical support; distribution of learning materials, exam scripts and report cards to students
- The effort was effective.
 - Our school year ended smoothly despite the additional workload and stress resulted from the frequent unexpected changes in external environment throughout the year.

Reflections

- The stronger team spirit developed together with the improvement of infrastructure and our decision making skills would help us better prepare for the contingencies in the future.

Realization of Our School Mission

In addition to the major concerns mentioned above, continuous effort has been made to provide the best possible education to our students by making continuous improvement of our learning and teaching, as well as untiring effort to provide appropriate support to our students. While many of the effective measures have become our regular practice, some new initiative was introduced this year.

Our Learning and Teaching

Broad and balanced school-based curriculum

Periodic review of the curriculum is made to ensure that different KLA subjects offered meet the needs, interest and ability of our students. In addition to sports (Physical Education) and values education (Religious Education) for all our students at all different levels, we let all our junior formers have basic knowledge and skills of different disciplines including languages (Chinese, English, Literature in English and Putonghua), humanities (Chinese History, Geography, History, and Life and Society), science (Biology, Chemistry, Physics, Integrated Science, Computer Literacy), aesthetics (Music, Visual Arts) and life skills (Home Economics). Autonomy is then given to our senior formers to study at least two electives from the subjects mentioned above, with exception of the replacement of Putonghua, Life and Society, Computer Literacy, Home Economics and Integrated Science by DSE subjects namely Information & Communication Technology, Ethics and Religious Studies, Chinese Literature, Health Management & Social Care, Physics, Chemistry, Biology, Economics, Tourism and Hospitality Studies, as well as other Applied Learning and Other Languages courses. Timely review of the curriculum is made by the school and all subject panels to help our students have a smooth transition from Key Stage 3 to Key Stage 4, with the ultimate goal of equipping them for further study and future career.

Academic enhancement

In addition to the graded learning materials designed, extra lessons and diversified learning activities arranged by different subject panels, flexible time-table and varied study programmes are devised and refined by the school to help our students further their academic performance. During the 9th period of Days 1, 3 and 5, students of different needs participate in different academic programmes e.g. Chinese and English oral practice and Mathematics tutorial classes. For more capable students, other than nominating them to join the gifted programmes provided by external organizations, we give them additional support for joining territory-wide and international competitions or programmes, e.g. Future Problem Solving Competition*, Chinese and English debating competitions*, Biology and Mathematics Olympiad and robotics competitions. All these help our students apply their existing and new knowledge and skills in real life situations, which in turn enhance their academic study and intellectual capacity.

Built on the valuable past experiences, regular activities for STEM education are arranged for all students (e.g. STEM Week*) and talented students (e.g. Mathematics and

Science Programmes, and the Robotic Teams). STEM elements and education technology will continue to be developed by all subject panels and integrated into the formal curriculum so as to nurture students' intrinsic motivation in learning.

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

Cultivation of reading habit

A myriad of activities to promote reading are organized with the cautious use of EDB Reading Grant and the flexible deployment of our own resources.

Reading has been incorporated into the formal and informal curriculum of different subject panels and functional committees. Through completing the assignments (e.g. Reading Journal and mini-study) and joining different learning activities (e.g. inter-house general knowledge quiz competition*), our students learn to read for academic and leisurely pursuits. With adequate resources allocated by the school, subject panels and functional committees continuously upgrade the reading materials (including print and electronic materials) in both the School Library and the Class Library.

Reading atmosphere is continuously enhanced by the whole-school activities coordinated by the Reading Committee, Book Club and the School Library. Students are introduced to reading resources (e.g. Library Visit and e-book platforms), encouraged to read regularly (e.g. Reading Mornings, Reading Angels Scheme and Extensive Reading Scheme), and given ample opportunities to reflect and share their ideas (e.g. Battle of the Books*, Book Crossing and online anthology *Omnibus*). In addition to the annual Reading Month* (including book sharing by teachers and students, cross-curricular book exhibition and provision of book coupons for students) and Secondary Students' Best Ten Books Election*, new initiatives (e.g. Bookplate Design Competition this year) are launched to make reading more fun as appropriate.

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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, field trips*, art exposure programmes* and visit to different institutions).
 - Outside Hong Kong: Some of the programmes arranged this year to broaden our students' horizons in different areas were subject-related tours* (e.g. language and cultural studies in Australia) and cross-disciplinary study* (e.g. Robofest in the US

and South Korea).

- Study skills and attitude: While carefully designing the learning experiences (e.g. workshop on note-taking for S1, Scientific Investigation for S2, Independent Enquiry Study lessons for S3 and workshop on effective learning skills for S4), our teachers serve as facilitators to equip our students with the necessary study skills (e.g. searching and organizing information), and to arouse among our students the curiosity in learning (e.g. by asking thought-provoking questions).

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Support for Student Development

Whole school approach

- Staff and partners: Under the leadership of the functional committees concerned (e.g. Student Health and Religious Committees), all the staff (including teaching and non-teaching staff) work closely with our partners (including the professionals of different fields, our parents and our Alumni Association) to provide timely and appropriate support for our students to unleash their potential and have holistic development, be it financial (e.g. sponsorship for students to join overseas competitions) and non-financial (e.g. sharing during the Career Forum*).
- Peer influence: In addition to encouraging all our students to be caring and supportive to one another, our school provides programmes to equip suitable students with relevant knowledge, skills and strategies to help their schoolmates when needed. Notable examples are Paulinian Leaders, School Prefects, Smart Teen, Career Peer Counsellors, Health Ambassadors, and the sharing by senior formers on striking a balance between their study, OLE and social life.
- Enhancement of communication with stakeholders: Continuous effort has been made to facilitate the mutual understanding between our school and students (e.g. lunch-time gathering with school principal and teachers*), and between our school and parents (e.g. *Newsletter to Parents*, tea gathering for S1 & S4 parents). School Complaint Management Procedure introduced in 2017-18 provides one more formal channel to let different stakeholders exchange ideas and further improve the quality of our education.

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Healthy campus

- The Student Health Committee coordinates the work of different parties of and outside our school to work for the well-being of our students.
- Physically, in addition to ensuring a safe campus by the School Maintenance Team, different functional committees (e.g. Student Association and Student Health Committee) together with relevant subjects (e.g. Biology, Home Economics, Liberal Studies and Physical Education) and student organizations (e.g. Lunch Prefects) promote healthy

lifestyle throughout the year. Efforts such as organizing annual Healthy Breakfast Day, sports games and competitions, promotion of health schemes (e.g. Student Health Service), as well as provision of health information and healthy food in the school canteen are just to name a few.

- Psychologically, care to students is provided by all the staff. Form teacher's periods to promote positive emotions are well-supported by the Guidance and Counselling Committee together with the educational psychologist from the EDB, professionals from NGOs (e.g. Hong Kong Lutheran Social Service), our school social workers and form teachers, while special care for our students in need is provided through group/individual interview. Bridging programmes are organized for S1 and S4 to better equip students to enter new key stages of learning. With the support of the subject teachers and Examination Committee, flexible lesson and assessment arrangements are also made to cater for our students' individual needs. Peer support groups (e.g. Paulinian Leaders, Health Ambassadors and Career Peer Counsellors) and provision of leisure activities (e.g. Relaxing with Art) also play an important role in promoting positive emotions among our students. With the setting up of the SEN Team in 2019-20, more support is given to both teachers and students to deal with different special educational needs.
- Socially, our students have ample opportunities and support to develop friendship with their peers at different levels through joining different activities (e.g. inter-class competitions, cheering team for their houses) and engaging in different student organizations. Our school also ensures appropriate coordination of different aspects of the school life (e.g. the number of clubs for each student to join, the period for ECA and extra lessons during holidays). This together with the sharing by senior formers on time management helps our students achieve study-life balance.
- Spiritually, abundant opportunities are provided by our Religious Committee, Religious Education Panel and our sisters for our students to learn about Catholicism while inclusive attitude towards different religions is promoted. The discussion about the relationship between religion and daily life during the RE lesson, the experience of tranquility and solitude during the mass, and the sharing of personal experience during group activities help our students have deeper reflection on the meaning of life and better understanding about the universal values of human beings.

Career and 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. mock D-day, post-D day and individual interview) are also provided with the help of our teachers, our Career Counsellor and social workers for the students in need. With their support, the Careers Peer Counsellors scheme is effectively implemented and students are given more opportunities to join different internship programmes and experience life at the workplace (e.g. visit to law firms)*. Collaboration is also made by committees (e.g. Careers, Guidance and Counselling and OLE), panels (e.g. Religious Education Panel) and teachers (especially the form teachers) to help students have self-exploration and prepare for

the future.

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Cater for learner diversity

- NCS (Non-Chinese Speaking) Students: Support is provided with the cautious use of the ED BNCS Grant and flexible deployment of our own resources.
 - Academically, under the leadership of an experienced Chinese teacher, a team of educators including our Chinese teachers, have designed a progressive programme to help our NCS students improve their Chinese language proficiency. Supportive measures include tailor-made graded learning and assessment materials, pull-out lessons during school hours, tutorial sessions after school, tutorial lessons during summer holidays*, as well as study group and experience sharing among our own NCS students. Similar support (such as tutorials and adjustments to tests and exams) is also provided for the study of Chinese History. While helping them tackle the international Chinese examination so as to meet the requirements for entering local universities, we aim to enhance the motivation and capacity of our NCS students to eventually attain the language standard of their peer native Chinese speaking schoolmates.
 - Socially and emotionally, group activities (e.g. NCS E Teen Group) are organized by our Guidance and Counselling Committee and school social workers to help the NCS students understand and integrate into our school and the local community. Continuous peer support, caring school atmosphere and encouragement for them to actively participate in our school life are also provided by our teachers, senior local and NCS students, as well as their classmates in and out of classroom.
- SEN (Students with Special Education Needs): Professional support is provided from our school social workers, student counsellor, educational psychologist and counselling psychologist. Under the coordination of our Guidance and Counselling Committee and 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. Adventureship*) and competitions (e.g. Robofest* in South Korea). Our school facilities are also flexibly available for our students to have a congenial learning environment (e.g. the use of MMLC, playground and Study Room during holidays). By

utilizing our school funds and seeking support from our school sponsoring body, PTA and Alumni Association, financial assistance is also provided for our students in need (e.g. in form of scholarship and special grant for joining leadership training camp and international competitions* (e.g. Robofest in the US) so as to maximize learning opportunities for all our students. Vouchers* introduced in 2017-18 also allow our students from different socio-economic background to have equal opportunity to purchase books in our annual book fair and healthy food in our school canteen so as to improve their physical conditions and intellectual capacity.

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Cultivation of positive values and attitudes

- Values education: Our students learnt important values and attitude such as respect for others, integrity, national identity from various channels, including the example set by our teachers (e.g. their love and care for students and commitment to providing quality education) and whole-school school activities (e.g. teachers' sharing during morning assembly and the Civic and Environmental Education Day*). Well-supported schemes (e.g. Paulinian Scholarship for Conduct and Deportment and Outstanding Class Award) are effectively implemented to encourage proper behavior, while appropriate disciplinary actions and counselling service are adopted to help students correct improper values and misbehavior. Positive peer influence is also exercised between the senior and junior formers formally (e.g. with the Paulinian Leaders and Prefects as role model) and informally (e.g. the sharing and daily interaction among the students).
- Resilience building: Various competitions (e.g. inter-class and inter-house sports games), training programmes (e.g. Smart Teen Challenge Camp* and S5 Outward Bound Camp*) and sharing of learning experience (e.g. the efforts needed for making achievements during the biannual Prize Presentation Ceremony*) are arranged to promote a sense of belonging among the students, help them learn to cope with adversities, and inspire them to persevere for their dreams.
- Service learning and leadership training: In addition to realizing our school motto, our students are able to internalize the universal values e.g. love and respect for others through participating in different services. Systematic service programmes are arranged for our students at different levels (i.e. visit to the elderly by S2*, flag selling by S3, elderly academy by S4* and Caritas Bazaar by S5). They also join other community services organized by different clubs and committees (e.g. volunteering in the Adventurship*). Meanwhile, our students are encouraged to take up different responsible posts at class level (e.g. monitors, IT prefects and subject leaders) and at the school level (e.g. SA committee members, and House and club officers). All these help instill in our students the humility and vision to create a better world by serving others and contributing to our community, while building their self-confidence and developing their leadership skills.
- Cope with contingencies: Under the leadership of the Crisis Management Team, clear procedures to cope with unexpected difficult situations have been prepared, allowing our teaching and non-teaching staff to collaborate well for identifying the students in need

and providing them with appropriate support (e.g. through mass talk, form teachers' period, group activities and individual interview). Understanding their own emotions, having empathy for others' feelings, consulting reliable people and making rational decisions are some of the basic principles our students have learnt to help themselves and others survive challenges and tackle uncertainties in life.

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Student Performance

Due to the persistent effort of our teachers and students, as well as the good collaboration with our partners, our students aimed to make continuous self-improvement and won recognitions and awards in various domains.

Academic performance

There has been satisfactory percentage of our students attaining Level 4 or above in the HKDSE since the implementation of the NSS. As in previous years, our students achieved satisfactory results and were ready to further their studies in local tertiary educational institutions in this year.

Number of students sat:	141
Percentage of students in the school meeting the entrance requirements for local Bachelor degree programmes:	90.8%
Percentage of students in the school meeting the entrance requirements for local sub-degree programmes:	98.6%

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

Non-academic performance

School ethos and participation

Our students are polite and proactive. They love the school, respect their teachers and support one another. After evaluating their own interests and needs, they take the initiative to participate in different activities (e.g. visits, territory-wide competitions, uniform groups) and community services (e.g. flag selling, social service programmes). While continuing to better themselves and making different achievements, they develop self-confidence even though their eagerness to strive for excellence inevitably gives them a relatively high level of stress. Yet, with the support from their parents, teachers and schoolmates, our students gradually become mature, build up their self-confidence in overcoming the challenges and eventually achieving their goals.

Achievements

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

- Linguistic development: e.g. Certificate of Excellence (Creative expression competition "Listen to Yourself: Wonder from Home"); Certificate of Merit (『香港女性的故事』全港文學創作比賽); First Prize in Solo Verse (Cantonese Session) & First Prize in Dramatic Duologue (English Session) (Hong Kong Schools Speech Festival)
- Intellectual development: e.g. Bronze Award (International Biology Olympiad-Hong Kong Contest 2019); Awardee (HKICPA/HKABE Joint Scholarship for BAFS)
- Sports: e.g. Champion in 4x50m Free Style Relay (Interschool Swimming Competition); Second Runner-up (第44屆青少盃排球賽)
- Performing and visual arts: e.g. Silver Award in Secondary School Piano Solo – Diploma (Joint School Music Competition 2019); Awardee (Bravo! HK Youth Theatre Awards Scheme)
- Personal growth and community service: e.g. Outstanding Ambassadors (Happy Green Ambassador Programme of HK Electric)
- Scholarship: Awardees of e.g. HKSAR Outstanding Student Award; Kowloon Region Outstanding Student Award; Kwun Tong District Outstanding Student Award; Nehru Memorial Trust Scholarships; Sir Edward Youde Memorial Prizes

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 2018-19, we shall sustain our efforts of 2019-20 to realize the major concerns of our school development cycle of 2018/19-2021/22, which is extended from three to four years due to long period of class suspension in 2019-20.

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)

The school’s golden jubilee celebration postponed from 2019-20 to 2020-21 gives a timely opportunity for the whole school to reflect on and realise our school motto and school theme in action, as well as to cultivate in all the spirit of gratitude.

Major concern 1: Learning motivation – to nurture students’ intrinsic motivation in learning through education technology and STEM education

To nurture our students to become effective independent learners, further exploration would be made on effective use of education technology and STEM education for helping our students utilize appropriate learning strategies and resources to make continuous academic improvement and eventually achieve their learning goals.

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

To better equip our students for encountering challenges and setbacks when developing their potentials and striving to achieve their life goals, our school will further understand individual needs of our students and further explore different opportunities to help them apply the health knowledge and relevant core values to further improve their holistic well-being.

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

To achieve synergetic effect, our school and middle managers will further strengthen our school as a learning community and better understand the needs of our teachers and students so as to provide adequate support for the former to meet the diverse needs of the latter in different arenas.