

External School Review Report Concluding Chapter

St. Paul's School (Lam Tin)

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Notes on the Concluding Chapter of the External School Review Report

1. All along, the EDB has been conducting External School Reviews (ESR) in a school-specific and focused manner, with a view to validating the effectiveness of school self-evaluation and giving schools suggestions for improvement. The ESR reports reflect the school performance during inspection. Upon receiving the ESR reports, schools should follow up on the suggestions provided by the ESR teams, unceasingly refine their work to increase effectiveness, and promote continuous development through self-improvement.
2. As always, schools are required to issue the contents of the ESR report to key stakeholders; at the same time, to enhance transparency, schools are encouraged to upload the full ESR report to the school website.
3. With the launch of the enhanced School Development and Accountability framework in November 2022, the EDB would upload the concluding chapter of the ESR reports to its website for public access starting from the 2023/24 school year to further enhance schools' transparency and accountability. By scrutinising the concluding chapter of different ESR reports, the public can have a preliminary grasp of the overall quality of education in Hong Kong, including its advantages and strengths, and areas for improvement.
4. The concluding chapter of the ESR reports refers to “Chapter 4 — Conclusion and Way Forward”. The judgments and suggestions in it are in line with the contents of the full reports, including the school context, overall effectiveness of school work and areas for improvement. Depending on the context and development needs of different schools, the length of the concluding chapter and the number of suggestions given vary slightly, and it is not advisable to make any comparison.

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The school sets clear and student-centred objectives, and demonstrates coherent progression across its school development cycles. The current major concerns of promoting wellness and self-regulated learning are thoughtfully formulated with aligned strategies that help students build confidence, adaptability, and independent learning skills and habits. The school has progressively cultivated distributed leadership, empowering middle managers to lead initiatives. Good partnerships with parents, alumni, and external institutions are leveraged to enrich students' learning experiences and broaden their horizons. The curriculum is generally broad and balanced, offering diverse learning opportunities for whole-person development. STEAM education is purposefully promoted, with students applying knowledge in authentic contexts. The school fosters a supportive and harmonious learning environment, with clearly defined learning objectives in the lessons. Teachers' friendly and approachable manners reinforce good teacher-student rapport. Students respond with high attentiveness and engage positively in the learning process. The student support measures are appropriate, exemplified by initiatives such as the Paulinian Diary and service-learning opportunities that embed proper values and life planning education. Additionally, wellness programmes, peer leadership and parent involvement further strengthen students' self-esteem, resilience, and healthy self-image. Students exhibit positive engagement and interact with teachers and peers in a polite and respectful manner. They actively participate in a wide spectrum of co-curricular activities, achieving notable results in speech and debating competitions.

Looking ahead, the school needs to make reference to the following suggestions to facilitate self-improvement and enhance continuous development.

- School-level co-ordination across subject panels and committees, along with professional development, requires further enhancement. The school should establish a structured platform to strengthen collaboration and foster greater synergy. Capacity-building initiatives for teachers should be systematised to promote cross-subject sharing, build their capacity on key educational issues and support the adoption of effective pedagogies. Both lesson design and teachers' questioning strategies should be refined to deepen student engagement, encourage higher-order thinking, and cultivate a more stimulating learning atmosphere to maximise student learning impact.