

External School Review Report

St. Paul's Co-educational College

School Address: 33 MacDonnell Road

Review Period : 29-31 March, 13, 15 and 22 April 2021

**Quality Assurance and School-based Support Division
Education Bureau**

June 2021

Notes on the External School Review Report

1. This report covers the current development of the school and the key External School Review (ESR) findings. Suggestions for improvement are also given for reference of the school.
2. The report is intended for the key stakeholders of the school, including members of the School Management Committee (SMC), teachers, specialist staff, parents and students.
3. The school should release the content of the report to the key stakeholders by making the ESR report available in the school premises for their easy access. To further enhance transparency, the school is encouraged to upload the report to its homepage for access by the public.
4. The SMC should lead the school to follow up the suggestions made in the report, in order to facilitate its self-improvement and enhance its continuous development.

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1. External School Review Methodology

- 1.1 The ESR team conducted the review in March and April 2021 to validate the school's self-evaluation and its impact on the school's development. Suggestions are made to facilitate the school's continuous improvement and development.
- 1.2 In view of the development of the Coronavirus Disease 2019 (COVID-19) epidemic, some of the inspection activities were conducted online or through phone interviews. The ESR team employed the following methods to understand the situation of the school:
 - Scrutiny of documents and data provided by the school before and during the school visit;
 - Observation of online learning and teaching activities; and
 - Video conferences, phone interviews and face-to-face interviews with the key stakeholders of the school including the school management¹, teachers, specialist staff, parents and students.

2. Current Development of the School

- 2.1 Founded by the Anglican Church in 1915, St. Paul's Co-educational College (SPCC) is one of the most historic schools in Hong Kong. Having joined the Direct Subsidy Scheme in 2002, it has established a "through-train school" status with the feeder school St. Paul's Co-educational College Primary School. The school's vision is to nurture students as future leaders by instilling in them a culture of excellence, high moral values, an altruistic spirit, a passion for lifelong learning and a global perspective, in the spirit of "Faith, Hope and Love". Committed to providing high quality all-round education and helping students develop a positive outlook and mutual respect and concern for each other, the school has built up an SPCC Student Profile with the nine attributes of being "balanced, caring, communicators, community-minded, courageous, creative, critical thinkers, passionate learners and principled" as goals in character building of students. With a whole-school language policy of developing students to be bi-literate and tri-lingual learners, English is adopted as the medium of instruction for all subjects except Chinese Language, Chinese History and Chinese Literature; Putonghua is used as the medium of instruction in Chinese Language in the lower forms.

¹ The school management generally refers to the SMC, school head and deputy heads

- 2.2 The class structure approved by the Education Bureau and the number of students in the current school year are as follows²:

Level	S1	S2	S3	S4	S5	S6	Total
Number of Classes	6	6	6	6	6	6	36
Number of Students	234	208	207	190	177	170	1186

- 2.3 In the ESR Report of December 2014, the school is recommended to enhance learning effectiveness through upgrading pedagogy. The major concerns of the 2019/20 to 2021/22 school development plan are to (1) develop the Chong Yau Pak Wan Residence Hall as a long-term boarding facility for local and international admissions, and international-mindedness in students; (2) promote a caring and supportive school climate to help students develop a positive outlook on life and mutual respect and concern for each other; and (3) enhance self-directed learning (SDL).

3. External School Review Findings

- 3.1 **Committed to providing students with high-quality all-round education conducive to their whole-person development, the school is able to sustain its performance as a top-notch school. Thorough attention is given to enhancing the interface with its feeder school.**

3.1.1 The school has been able to sustain its outstanding performance throughout the years and amidst manpower changes, including the retirement of the ex-principal a few years ago. Reflecting its unwavering commitment to providing all-round education to students, the SPCC Student Profile, which delineates the nine attributes, provides overarching goals in line with the school's vision and mission as well as reflects its education aims of stressing students' intellectual, personal, moral, spiritual and social development. With the support of the school sponsoring body and the churches in inculcating spiritual and moral values in students, the school's vision of 'Faith, Hope and Love' is strongly upheld in school. It is commendable that the staff from SPCC and its feeder primary school have been working collectively in developing a 12-year values education curriculum with an aim of providing a comprehensive framework for instilling positive values in students from P1 upwards. The curriculum, to be implemented from the next school year, will include the elements of Christianity as well as traditional Chinese culture and virtues to progressively inculcate in students different core values and attitudes. The school's recent achievements towards fostering the whole-person

² Based on administrative records kept in the Bureau's information system

development of students were remarkable. In parallel to maintaining students' consistent excellent academic performance, as exemplified in their results in public examinations, and the school's tradition of excelling in music, the school has also made conspicuous strides towards helping students realise their potentials in sports and visual arts. To provide students with character-building experience to nurture their community- and international-mindedness, and independence, the school has made it one of its major concerns to develop the residence hall to accommodate more exchange students from the Mainland and overseas as well as facilitate the organisation of more live-in programmes for local students. Unfortunately, the epidemic has led to a halt for many of the related programmes and hence results are still to be seen.

3.1.2 The school has been taking full advantage of the through-train mode to enhance students' learning and development. To strengthen the interface between the primary and secondary schools, the management as well as teachers responsible for different areas meet regularly to deliberate on areas related to both learning and teaching as well as student support services, including issues around pedagogies, support measures and enrichment programmes. Mutual lesson observations are arranged. The appointment of three directors - of Physical Education, Music and Information Technology (IT), each overseeing the development of the respective areas in both the secondary and primary schools, greatly helps enhance the consistency and continuity in curriculum planning as well as facilitate effective identification and development of talents. To enable the provision of continuous and suitable pastoral care, relevant school personnel from both schools meet regularly to deliberate on students' spiritual and emotional needs.

3.2 The Planning-Implementation-Evaluation (P-I-E) cycle of school self-evaluation is embedded in different levels of school work. The spirit of self-evaluation at student level is impressive. Holistic evaluation of the achievements made in terms of student outcomes could be enhanced.

3.2.1 The P-I-E cycle is embedded in different levels of school work. At school level, the imminent needs of students are thoroughly discussed by all teachers before the school's major concerns are drawn up. For instance, the increasing mental stress on students has been well acknowledged and discussed before the promotion of "a caring and supportive school climate to help students develop a positive outlook on life and mutual respect and concern for each other" was set as a major concern. Teachers' sense of ownership of the development focuses has been enhanced. Evaluation data, including different surveys and student assessment data, are made proper reference to in the decision-making process. For example, survey data are timely analysed for getting insights into refining the strategies adopted to sustain student learning during the suspension of face-to-face classes. In evaluation, some success criteria are well set in terms of student outcomes, such as whether students are

able to make connections between their personal goals and the attributes stipulated in the SPCC Student Profile or International Baccalaureate (IB) Learner Profile. Nevertheless, the targets set for the development focuses and strategies adopted are sometimes too broad. Evaluation is sometimes too programme-based, focusing on the completion of programmes. For instance, in relation to the development focus of enhancing staff capacity in leading learning and teaching, pastoral care services and student activities, while related professional development activities have been organised, more specific targets and corresponding success criteria for gauging the progress and achievements are desirable. Similarly, more specific and measurable targets and success criteria could be put in place for charting and evaluating the school's work on promotion of STEM (Science, Technology, Engineering and Mathematics) education, delivering of "process praise" in the classroom. To facilitate effective evaluation of the efforts made, holistic evaluation in terms of student outcomes could be enhanced. This could be done through measuring their performance and achievements towards achieving the set targets in the development focuses, the nine student attributes or the comparable Seven Learning Goals of Secondary Education as stipulated in the *Secondary Education Curriculum Guide* of the Curriculum Development Council³.

3.2.2 In the programme plans of subject panels and functional teams, strategies in alignment with the school's development focuses, such as those in relation to promoting SDL or character building, are properly drawn up, and measures that meet students' particular learning and support needs are also properly put in place. Evaluation is, in general, properly conducted, with panels and teams being able to make good use of the evaluation data to inform subsequent planning. For example, reflecting on the Rites of Passage (RoP) activities, the need for introducing more experiential learning activities that integrate well into the curriculum has been rightly addressed.

3.2.3 Dedicated to nurturing students to become future leaders, the school has made commendable efforts in providing systematic leadership training and promoting the spirit of self-evaluation in students. A series of training on generic leadership skills is provided to junior form students; plenty of opportunities are provided for senior form students to showcase their leadership, through serving in the Prefect Board, Student Union, school teams, academic clubs and societies. Student leaders are properly guided to set proper personal goals, evaluate their progress towards attaining the goals and refine their strategies accordingly. As demonstrated in both their organising activities independently and successfully as well as the subsequent in-depth reflections they make, student leaders are self-directed and highly reflective,

³ The Seven Learning Goals are national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyle.

showing impressive capability in employing the P-I-E cycle in discharging their duties.

3.3 Effective distributed leadership provides a leverage for continuous school development.

3.3.1 Staunch all-round support is always provided by the College Council. With adequate funding available when needed, the school can boldly embark on initiatives for continuous development. Professional support for various fields is readily available from the Council and the alumni, both of which are loaded with experienced professionals and experts from the fields of law, education, medicine, accounting, architecture, business and so on. The large fleet of over 50 administrative and supporting staff provides ample support to the 130 teachers, giving them more room to concentrate on learning and teaching. Though the huge size of the school staff poses a challenge for the management, effective management is administered through a well-established and systematic management system. For example, there are detailed guidelines on handling employment and promotion of both teaching and non-teaching staff, including service providers for music and sports staff.

3.3.2 Led by the Principal, the Management-Leadership Team (MLT) is the mastermind behind the continuous development of the school. With the recent increase in size of the MLT to include more middle managers, distributed leadership and participatory decision making is effectively practised. As seen in the prompt decision making and handling of numerous administrative matters as well as learning and teaching arrangements during the COVID-19 crisis, the management is responsive and efficient. When different members of the school were unfortunately infected, the MLT reacted quickly to put up suitable measures and arrangements, properly putting students' health above all. Their crisis management is commendable. Whilst the management has been able to seize the opportunity to enhance teachers' skills in implementing e-learning to effectively sustain student learning, some school programmes, such as Speech Day, Thanksgiving Service and Walkathon, have been successfully continued as virtual school events. Good foresight is evident in school leadership, as seen in the responses to recent education trends and development. For example, in response to the launching of the national security education as well as the optimisation of the four senior secondary core subjects, the Principal and MLT members have reacted quickly in deliberating on initial plans to steer the school forward for improvements.

3.3.3 The Academic Committee (AC) and the Steering Committee (SC), both headed by the Principal, with the assistance of the two Vice Principals (VP), play essential and effective roles in school development. While the AC is mainly responsible for matters relating to curriculum, assessment as well as learning and teaching of different Key Learning Areas (KLA), the SC oversees

cross-curricular school development under the different core groups. It is appreciated that the two VP work closely together with their duties intertwined to ensure that school matters are well taken care of. The middle managers, mostly knowledgeable and experienced, are committed to leading the subject panels and functional teams towards continuous development. They can grasp the needs of students when setting appropriate plans and strategies for their departments and teams. Nevertheless, while they are able to support and guide the newer teachers towards mastering their work, their role in steering their members along the path of professional development could be strengthened.

3.4 To sustain the strong professional capacity of teaching staff, a wide range of professional development activities are properly provided. The professional sharing culture could be further strengthened.

3.4.1 In-house professional development activities of different kinds are properly designed to cater for the needs of the school and teachers. The professional development plans are appropriately drawn up according to the school's development focuses, including the promotion of STEM education and SDL as well as strengthening of pastoral care. Through various professional development programmes, teachers' capabilities of identifying the students' needs of different types, such as emotional, interpersonal and intrapersonal, and skills to support them, are strengthened. It is also appreciated that teachers are given the opportunities to participate in overseas training to broaden their horizons, such as Round Square, which is a network of schools worldwide sharing a holistic philosophy of education, IB conferences as well as training activities for positive education. Teachers are generally willing to equip themselves through participating in external training courses and workshops on different areas. In a nutshell, the wide range of professional development activities helps maintain the momentum of teachers in continuously expanding their professional capacity for providing high quality education in school.

3.4.2 Professional sharing among teachers is done through both formal and informal channels. Seated closely in the same staff rooms, teachers of the same subjects have frequent informal sharing. Sharing of teaching resources, including those obtained in external professional training, on the intranet is a common practice. Peer lesson observation (PLO), especially for new teachers, is duly encouraged in some subjects. Collaborative lesson planning (CLP) periods are arranged for all subjects but the effectiveness in making use of them for having professional exchanges varies. Whilst some subject panels make good use of them for discussing lesson plans, some use them mostly for aligning teaching progress and distributing work on preparing teaching resources. To promote more effective professional exchanges, structured and focused CLP as in the form of lesson study should be widely promoted. For

instance, teachers could use the CLP period to share and deliberate on e-learning strategies to enhance students' SDL, followed by PLO to evaluate their teaching effectiveness.

3.5 The school-based curriculum is broad, allowing students plentiful choices and opportunities to develop their potentials. Full attention is paid to whole-person development.

3.5.1 The school provides a broad curriculum with a wide array of learning experiences for students. At the senior secondary level, in addition to the local curriculum, the school provides International Baccalaureate Diploma Programme (IBDP) in tandem. Inspired by the IBDP subject Theory of Knowledge, a one-year school-based curriculum of Introduction to Knowledge is offered to S4 students taking the HKDSE programme. Designed to nurture students' higher-order thinking skills like critical thinking, the subject is conducive to helping them excel in their senior secondary studies. To cater for students' diverse interests, foreign language programmes, namely German, Arabic, Spanish and French, are provided either as an academic subject or in interest classes. All in all, the school-based curriculum comprises plenty of choices to cater for students' learning interests and academic pursuits.

3.5.2 At the junior secondary level, the school provides a broad school-based curriculum with unique learning experiences. Enquiry Learning (EL) and Aesthetic and Creativity Education (ACE) are offered in S1 and S2 respectively. Whilst EL aims at developing students' research skills, ACE serves to provide students with platforms to develop and demonstrate their creativity and potentials in the areas of Design and Technology (D&T), IT in Music, Visual Arts (VA), Creative and Modern Dance, Theatre Exploration and Science, Technology, Engineering, Arts, and Mathematics (STEAM). Nevertheless, as D&T and VA are elective modules, not all students have the opportunity to study them throughout their junior forms. This limits students' exposure to and development in the two areas. Regarding the implementation of Technology Education, some of the core modules under the six knowledge contexts, such as Strategies and Management as well as Technology and Living, are not adequately covered. The school should review the junior secondary curriculum holistically for the purpose of enriching the coverage of the fundamental learning elements.

3.5.3 Adopting a whole-school approach towards fostering students' whole-person development, the school always emphasises moral and religious education. As seen in the schemes of work, the nine student attributes are systematically infused in the curricula of all subjects for students' character building. The school-based Religious Studies is properly designed according to the needs of students at different levels for cultivating positive values and attitudes from a biblical perspective. Through a variety of interesting learning activities such as experience sharing, drama and role play, students are led to

associate Christian faith with their life experience.

3.5.4 With a steadfast emphasis on promotion of reading, various reading activities, such as library lessons, reading competitions, book recommendations and book fairs, are duly organised. To stimulate students' reading interest and encourage them to reflect on their reading, subject panels make good efforts in organising book reviews, post-reading discussions and presentations through diversified modes. A reading culture has been cultivated. Most students are fond of reading, particularly, English books. It is also appreciated that a good variety of e-reading resources is provided through the school's digital library and online reading platforms to sustain students' reading habit during the suspension of face-to-face lessons.

3.5.5 STEM education is one of the major concerns in the previous development cycle. Commendable efforts have been made by the school to promote STEM education both inside and outside the classroom. The learning elements of coding are properly included in the curriculum for developing students' computational thinking skills. A range of hands-on and minds-on learning activities based on the topics of individual STEM-related subjects are incorporated into the curriculum. At present, the STEM-related learning activities in the curriculum are mostly led by individual subjects. Looking forward, the collaboration among different STEM-related subjects in designing more cross-curricular or theme-based activities to allow students to integrate and apply the knowledge and skills across the subjects could be enhanced. Outside class, workshops and seminars are well delivered during STEM week and the Enrichment Programme Days (EPD), and after-school STEM training courses with hands-on activities are properly arranged. Students are also encouraged to join various local and international STEM-related competitions. As demonstrated in students' output, their mastery of the subject knowledge, problem-solving skills and creativity is well honed. They also have very good performance in various competitions, winning some remarkable awards.

3.5.6 Teachers devote much time and efforts to assessment for learning. The data of both internal and external assessments are thoroughly analysed. The weaknesses of student learning are aptly identified and appropriate follow-up measures, such as strengthening the teaching of relevant subject contents by clarifying the abstract concepts, are properly drawn up to help students improve.

3.6 Student learning is well extended beyond the classroom with the provision of a multitude of life-wide learning and experiential learning experiences.

3.6.1 In close collaboration with various external non-government organisations and tertiary institutes, the school provides a wide variety of life-wide learning and experiential learning experiences for students with clear

objectives to extend their learning beyond the classroom. In the Student Activities Week (SAW), activities of different kinds, ranging from adventure-based activities, historical and cultural exploration trips to the Mainland to service learning and attachment programmes, are designed with specific themes to support students' developmental needs in different forms. Complimentary to the foreign language classes, Culture Salon activities, including German/Arabic Fun events, talks and exhibitions, are organised to connect language learning with authentic experiences and celebrate cultural diversity. Furthermore, students' sense of social responsibility is nurtured as they are led to take part in various service learning programmes systematically. While junior form students take part in programmes with different themes, such as care for the elderly and service in special schools, senior form students can opt for overseas service learning trips, self-organised service programmes or the activities organised by the Community Service Group. All in all, through these abundant experiential learning opportunities, not only is students' exposure widened and learning enriched but their positive values and attitudes such as perseverance, respect and care for others are also well fostered. To build on strengths, more thoughts could be given to enhancing the interface with the feeder primary school in relation to the provision of experiential learning opportunities.

3.7 A whole-school approach is adopted in helping students become independent learners.

3.7.1 With enhancing SDL being one of the current major concerns, a whole-school approach to promoting SDL is evident. At school level, self-reflection tools are developed to guide students to reflect on their progress. In many subjects, students are asked to set subject-specific goals at the beginning of the school year, instigating their initiative and responsibility for their own learning. Subject-based descriptors are adopted to help students develop metacognitive skills and raise their awareness of the learning process. With the use of carefully designed self-evaluation form, students are properly guided to monitor their progress as well as review their goals and strategies. Furthermore, some subjects are able to effectively adopt e-learning strategies such as the flipped classroom approach and the provision of pre-lesson and post-lesson online learning tasks, to leverage students' SDL. With Bring Your Own Device policy being fully implemented, most subjects make good use of the e-learning platforms for giving homework and sharing learning and teaching materials with students. A variety of e-learning tools and applications are also suitably adopted for the purpose of giving instant feedback and monitoring students' learning progress and assessment.

3.8 The good practices of some teachers in conducting online lessons and in employing effective questioning and feedback to facilitate students' deeper learning should be shared and further promoted.

3.8.1 In view of the development of the epidemic, the school has duly introduced real-time online lessons to support student learning at home during the suspension of face-to-face classes. As observed in the online lessons, students are attentive and follow instructions very well. They are able to communicate naturally and effectively with their teachers and peers with fluent English and Putonghua. Demonstrating good mastery of independent e-learning skills, students are adept at using IT to perform learning tasks such as conducting research, giving presentation and sharing learning outcomes. Most can grasp the key learning points and apply the knowledge and generic skills, including critical thinking and problem-solving skills, to process and complete the learning tasks assigned. Some students take the initiative to pose questions to seek clarification or probe deeper into the learning content, displaying the qualities of a self-directed learner. Teachers, possessing good professional knowledge and communication skills, are responsible and supportive. Their explanation of subject matter is well-organised. With the experience gained in conducting online lessons during the epidemic, teachers are seen skilled at adopting a good variety of e-learning tools, such as effectively using apps for multimedia presentations, and incorporating animations and graphics to help explain or visualise abstract concepts.

3.8.2 Most lessons are well prepared and systematically organised with clear objectives, which are explicitly shared with students at the beginning of the lessons. In line with the lesson objectives, a range of subject resources, including online video clips and tailored worksheets, are aptly prepared. In some lessons, a student-centred teaching approach is effectively adopted to engage students in active and deep learning. Students are provided with ample opportunities to contribute ideas and demonstrate learning through a range of tasks such as presentations and collaborative learning activities. While teachers make effective use of a good range of questions as well as prompting and probing to provoke student thinking, students are generally enthusiastic and confident in responding to teacher' questions and expressing their views. A lively and engaging learning atmosphere prevails.

3.8.3 A lecturing mode is seen as the main teaching approach in a number of lessons, where a strong emphasis is placed on directly imparting knowledge and skills. Teachers' instructions and demonstration of the target learning points are generally clear, with daily-life examples and current social issues suitably used to facilitate students' understanding. Nevertheless, in view of the generally high ability of students, there is room for engaging students in a more active role in learning to further develop their SDL capabilities, for example, through providing more chances for self-evaluation and peer assessment in class. Some teachers duly assign pre-lesson preparation tasks and post-lesson extension tasks. To build on the common practice of teachers in uploading e-learning resources to the online platforms for students' use, the "flipped classroom" approach, which are seen to be adopted by a few subjects,

could be further promoted. Teachers often summarise the learning points at the end of the lesson. To take the reflective culture among students a step further, students could be guided to reflect on their learning against the lesson objectives.

3.8.4 Good questioning and feedback skills are displayed by some teachers to elicit more elaborate responses from students and encourage them to exercise higher-order thinking skills for deeper learning. These practices should be more widely shared. Though the use of the school strategy of “process praise” is not commonly observed, some teachers are conscious of using praise to acknowledge students’ good performance. Key strategies used to cater for learner diversity include providing additional or more challenging tasks for the more able students and engaging students in group work for peer learning. Nevertheless, as observed, some students appear rather quiet in group work. The effectiveness of group work could be enhanced through better-designed collaborative tasks where students must genuinely work together as a team.

3.9 High priority is accorded to character building of students. Students’ learning horizons are well extended outside Hong Kong for developing their international mindedness and global outlook.

3.9.1 The school’s aspirations on students’ whole-person development are clearly envisioned in the nine student attributes set out in the Student Profile which have already become a common language for character building of students in school. Students are nurtured to develop the attributes through both learning inside and outside the classroom. Various life-wide learning and co-curricular opportunities are organised in different stages systematically. For example, complementary to the theme of building mutual trust in the form teacher periods, an adventure-based camp is organised during the SAW to strengthen the bonding among S1 students. In S3, their personal and social skills are nurtured through the four-week overseas RoP programme, in which students are physically, mentally and emotionally challenged through a range of learning experiences in an unfamiliar environment. They thereby learn more about themselves, others and the world around them.

3.9.2 In response to the major concern of helping students develop a positive outlook on life, a framework of positive education is established with an aim to promote a culture of well-being in the school community. Positive values are infused into the curriculum as well as fostered in form teacher periods and school assemblies. Under yearly themes, social workers organise personal growth lessons and activities to promote positive messages. Furthermore, in line with the school’s mission, strong emphasis is placed on nurturing the spiritual growth of students. Through the school-based Religious Studies lessons, students learn Christian teaching and discuss topics on current affairs, interpersonal issues and moral topics. Weekly religious

sharing in morning assemblies is arranged, with Chaplains from churches coming to give sermons to students. Accompanied with the weekly Bible study meeting at lunch and service programmes for helping the under-privileged, students' spiritual growth is properly nurtured and a loving and caring environment is built up. That students are caring and willing to serve is well demonstrated when the symphony orchestra of the school collaborated with some foreign renowned musicians, university professors and stakeholders of the college in giving virtual performances to deliver their message of gratitude to the frontline healthcare workers battling against the epidemic worldwide.

3.9.3 Strenuous efforts are made to enhance students' sense of national identity. Through student exchange programmes to and cultural studies in the Mainland in connection with the learning of different subjects, students' understanding of the latest development of the country is deepened. While elements of the Basic Law are properly covered in in the curriculum of the relevant subjects in Personal, Social & Humanities Education KLA, through raising of the national flag and singing of the national anthem on different occasions together with various relevant activities and competitions organised in form teacher periods, students' understanding and support of the Basic Law are properly enhanced. Furthermore, in line with the school's vision, the school provides various learning opportunities to develop students' international-mindedness. For instance, students take part in the Round Square international conferences to share on ideals such as internationalism, service and leadership. To extend the learning to more students, Round Square Day is organised in school to enhance their understanding of the various ideals. Moreover, through participation in the student exchange programmes with its 16 reputable Sister Schools in Asia, Australia, Africa, Europe and North America, students' exposure to different cultures and local living, understanding of the world and their own country is enhanced and their respect for cultural differences is well cultivated. In all, the school's dedicated efforts in providing a wealth of opportunities to broaden students' international-mindedness and global outlook are rewarding. Last but not least, with the residence hall providing an effective platform for accommodating more international students from its worldwide network schools and playing host for international conferences, further success in the school's efforts in widening students' exposure to the world would be expected.

3.10 Student support and pastoral services are comprehensive and can effectively cater for the needs of individual students. Extraordinary support is rendered by the alumni in all aspects of school development.

3.10.1 A comprehensive support mechanism is put in place to cater for the different developmental needs of students. To start with, good attention is paid to the continuity in providing pastoral care. Members of the Primary

School / Secondary School Interfacing Working Group of Moral Education, including the discipline masters, counselling team members and social workers of the two schools, meet regularly to understand the characteristics of each cohort of students for planning of effective and continual support services. While form meetings are conducted regularly to deliberate on guidance and discipline issues for provision of remedial and preventive measures, case conferences are timely held to discuss the cases of students with greater support needs. Various developmental programmes and activities are also offered with an aim to develop students into caring and courageous individuals. For instance, Play-Sharing-Practice groups are organised to enhance students' capacity in handling social and emotional issues through peer exchanges. In form teacher periods, the focuses are put on the development of interpersonal relationship and emotional health for junior form students and career and life planning for senior form students. Peer support is effectively initiated in the Big Brother Big Sister Scheme, in which senior form students, under the guidance of social workers, serve as mentors of their S1 schoolmates. Whilst the junior form students very much appreciate their seniors' support, the mentors' leadership and communication skills are also sharpened through the service.

3.10.2 In addition, the school provides students with thorough academic counselling services to help them make well-informed curriculum choices and plan for both local and overseas university studies. To foster students' early career and life planning, goal-setting, self-exploration and career choices are set as themes in the form teacher periods. Students are also properly equipped for career exploration through career and interest assessments, career talks and attachment programmes to tertiary institutions and business companies, etc. The alumni, with rich backgrounds and experience in a wide range of fields, provide staunch support for the development of the school and the students in multiple ways. With around 200 alumni mentors enrolling in the Mentor Programme for S5 students each year, the alumni generously share their valuable experience in life, study and work with the students. A one-on-one "counsellor and friend" relationship is built up. Besides, the alumni give first-hand information on overseas universities, provide internship opportunities and are common speakers in school talks, such as those on legal and health issues like vaccination. They also sponsor and participate in many school events and functions, such as the Centenary Gala Dinner and Walkathon. In sum, with their strong bonding with their alma mater and their unfaltering support for the students in all areas, the alumni is a strong force behind the school's sustainable development in all areas.

3.11 Students are caring, principled and passionate learners, showing balanced developments in all areas. Their achievements in both academic and non-academic areas should be celebrated.

3.11.1 Students are passionate learners who show diligence and perseverance to achieve excellence in learning. They are principled and critical thinkers who demonstrate the ability to think analytically and make reasoned judgments. They display good language skills and are able to communicate ideas with clarity and confidence. Humble, caring and empathetic, they are keen to serve the community and actively participate in social services. They display a global outlook which enables them to value diverse views and cultures. With a strong sense of responsibility, student leaders are confident and proactive, exhibiting high leadership qualities and skills in initiating and organising school activities.

3.11.2 In the past three years, the percentages of students meeting the general entrance requirements for local undergraduate university programmes and sub-degree courses in the Hong Kong Diploma of Secondary Education Examination (HKDSE) were above the territory averages of day school students. Taking into account the S1 intake, the school attained excellent results in the HKDSE in the past three years.

3.11.3 Students participate actively in a wide range of activities and competitions, such as in the fields of academic, art, music, speech, sports and STEM. They have obtained outstanding achievements in many inter-school, territory-wide and international competitions. For example, they have won the championships in the Co-educational School category of the Bank of China Hong Kong (BOCHK) Bauhinia Bowl Award, Odyssey of the Mind Hong Kong Regional Tournament and International Busan Choral Festival. Impressive performance is also seen in the notable awards won in Mathematics, Science and Technology, such as International Mathematical Modelling Challenge and International Biology Olympiad. Particularly praiseworthy is also that students are keen to participate and serve in a range of music events. The young musicians of SPCC have been invited to perform in local concerts and on the national television to showcase their music talent.

4. Suggestions for Improvement

4.1 Holistic evaluation on the achievements of the students and the school in relation to the school development focuses could be enhanced. In setting future development focuses and strategies, more specific targets with corresponding success criteria focusing on student learning and outcomes are desirable. This would help facilitate more effective implementation of work towards achieving the targets and robust holistic evaluation for identifying directions for improvement. It would also be conducive to recognising and celebrating the outstanding achievements of the school.

School Response

The school response on the draft ESR report was received on 25 June 2021. The original text of the school response is incorporated as follows.



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25 June 2021

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Dear Mr Fu,

School Response to the Draft External School Review (ESR) Report

The College Council and all staff would like to thank the ESR Team for their encouraging report on our College during this unprecedented period when adaptations had to be made for the ESR to be carried out professionally and successfully. The College acknowledges the many compliments made by the ESR Team which once again affirms our commitment to providing high quality all-round education and helping students develop a positive outlook, and mutual respect and concern for each other.

Responses to ESR Findings

With references to the comments and points raised in the following sections:

- 3.2.1 – The College will attempt to enhance the measurement of students' performance and achievements towards achieving the set targets in the development focuses to achieve a more effective evaluation of the efforts made. A more holistic evaluation in terms of student outcomes will be attempted through specific references to students' self-reflection of the 9 student attributes recorded in the Student Personal Profile.
- 3.3.3 – Middle managers are aware of their members' professional development as enrolment of courses or workshops requires the acknowledgement of the department heads before approval is given by the Principal. All teaching staff members are also required to submit a CPD record at the end of each academic year for review by the Panel Chairpersons and the Principal. Suitable courses are also posted on eClass noticeboard or sent to relevant department members for voluntary enrolment. Teaching staff members are also nominated by the department heads to attend courses which could enhance the teachers' professional skills.
- 3.4.2 – It is well-noted that CLP can be put to better use for departmental sharings of best practices to promote more effective professional exchanges. All academic departments will

include this recommendation into their department plans for the coming academic year to ensure that the CLP is used more effectively for sharing and deliberating on e-learning strategies to enhance students' self-directed learning (SDL), followed by peer lesson observation (PLO) to evaluate their teaching effectiveness.

- 3.5.2 – The College will review the junior secondary curriculum holistically for the purpose of enriching the coverage of the fundamental learning elements in D & T, Visual Arts, and Technology Education by exploring the possibility of including these elements in the relevant ECAs and EPDs.
- 3.8.3 – All departments will review their use of the School's online platform to further develop students' SDL capabilities in the coming year through providing more chances for self-evaluation and peer assessment in class. This was also a point raised by students in the Opinion Programme survey done by the Student Union in May 2021.
- 3.8.4 – Further to the above point made in 3.8.3, all departments will incorporate the review of all online lessons to enhance participation through better-designed collaborative tasks for students to work genuinely as a team.

Suggestions for Improvement

The College acknowledges the suggestion to set more specific targets with corresponding success criteria focusing on student learning and outcomes to facilitate more effective implementation of work towards achieving the targets and robust holistic evaluation for identifying directions for improvement. More quantitative data will be included for evaluation of targets.

Yours sincerely,



Dr Chien Lee
College Supervisor