



藍田聖保祿中學
St. Paul's School (Lam Tin)

10 On Tin Street Lam Tin Kwun Tong

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School Mission

Upholding the Paulinian spirit of "All things to all people", we provide whole person education to help our students develop into mature, independent and confident young ladies.

Teaching Staff Information (Including School Head) in the 2025/2026 School Year

Number of Teaching Posts in the Approved Establishment	64	
Total Number of Teachers in the School	66	
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training	99%	
Bachelor Degree	99%	
Master / Doctorate Degree or above	62%	
Special Education Training	67%	
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
35%	11%	54%

School Information

Supervisor / Chairman of School Management Committee	Sister Cheung Yuet Ngor, Joanna				
Principal (with Qualifications / Experiences)	Ms Hung Yuk Yee				
School Type	Aided	Student Gender	Girls		
School Motto	All things to all people				
Name of Sponsoring Body	Sisters of St. Paul de Chartres		Year of Commencement of Operation	1970	
Area Occupied by the School	About 4600 Sq. M	Religion	Catholicism		
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	Yes	Student Union / Association	Yes
Incorporated Management Committee	Established	Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets			-
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Putonghua, Religious Education
	English as the Medium of Instruction	English Language, Mathematics, Integrated Science, IES (S.3), STEAM (S.3), History, Geography, Citizenship, Economics & Society (S.1-S.2), Life & Society (S.3), Computer Literacy, Literature in English, Visual Arts, Home Economics, Music, Physical Education
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Chinese Literature, Religious Education
	English as the Medium of Instruction	English Language, Mathematics, Citizenship & Social Development, Chemistry, Biology, Physics, Tourism & Hospitality Studies, Geography, History, Economics, Business, Accounting & Financial Studies, Visual Arts, Information & Communication Technology, Literature in English, Health Management & Social Care, Physical Education
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-

Subjects to be Offered in the 2026/2027 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Putonghua, Religious Education
	English as the Medium of Instruction	English Language, Mathematics, Integrated Science, IES (S.3), STEAM (S.3), History, Geography, Citizenship, Economics & Society, Computer Literacy, Literature in English, Visual Arts, Home Economics, Music, Physical Education.
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Chinese Literature, Religious Education
	English as the Medium of Instruction	English Language, Mathematics, Citizenship & Social Development, Chemistry, Biology, Physics, Tourism & Hospitality Studies, Geography, History, Economics, Business, Accounting & Financial Studies, Visual Arts, Information & Communication Technology, Literature in English, Health Management & Social Care, Physical Education
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-

Class Structure & Chargeable Fees (2025/2026)

	S1	S2	S3	S4	S5	S6
No. of Classes	5	5	5	5	5	5
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	\$340	\$340	\$340
Parent-Teacher Association Fee	\$30					
Student Union / Association Fee	\$25					
Approved Charges for Non-standard Items	\$350					
Other Charges / Fees	-					

Remarks

Applied Learning, Other Language Courses, Ethics and Religious Studies and Music (courses provided by external service providers) in line with the EDB guidelines are offered for our students.

S.1 Admission, Orientation Activities & Healthy School Life

Secondary One Admission

Our school will accept discretionary places. Our school will participate in the Secondary School Places Allocation System through central allocation stage (Applicable for admission to S.1 in September 2026). The admission criteria and weightings for S.1 Discretionary Places are academic performance (including internal academic performance and the Discretionary Place Rank Order from EDB) (63%), performance in the interview (10%), performance in extra-curricular activities (10%), conduct (7%), relations with our school (7%), and religious background (3%).

Orientation Activities and Healthy Life

Activities including S.1 Orientation Day, the Summer Enhancement Programme and the Summer Bridging Programme are held in July and August. Programmes like STEAM workshop, Guidance and Counselling and Discipline related workshops, learning style training programme and sports climbing, are also run at the beginning of the school year. All these events aim at helping students adapt to the English learning environment and the new school life. The Student Health Committee, the Student Association and the Parent-Teacher Association work closely on healthy eating habits in school. Apart from monitoring the quality and nutrition of the meal supplied and promoting healthy eating, we are also concerned about the hygiene of the school environment and infection prevention. The Student Health Committee trains lunch prefects to manage the lunch arrangement of S.1 students. The Guidance and Counselling Committee also cooperates with the Religious Committee and Student Health Committee to organize talks and small group activities to help students develop positive thinking and strengthen the bonds among the peers which allow them to grow healthily and face adversity bravely. The Other Learning Experiences Committee collaborates with the Physical Education Panel on providing students with a diversified repertoire of physical activities, which helps to strengthen students' physical stamina and enhance their physical well-being.

School Characteristics
School Management
School's Major Concerns: Together in Hope: Nurturing Wellness, Unleashing Potential, and Building a Caring and Future-Ready Community. (1) To enhance learning effectiveness and inspire inquisitive minds through self-regulated learning. (2) To promote wellness for students, teachers, and parents through building balanced lives.
School Management Organisation: Our school is efficiently administered with the full support and guidance of the Sisters of St Paul de Chartres and the Incorporated Management Committee, and the leadership and collaboration of the school administrators and the middle managers.
Incorporated Management Committee / School Management Committee / Management Committee: The members of the Incorporated Management Committee include representatives from our sponsoring body, alumnae, parents and teachers, the school principal and an independent professional.
School Green Policy: An environmentally-friendly culture is promoted through different activities organized by the Civic and Environmental Education Committee. Civic & Environmental Class Representatives also help to promote green school programmes.
Learning and Teaching Plan
Whole-school Language Policy: English is used as the medium of instruction in most of the subjects in our school. Equal emphasis is also placed on the learning of Chinese and Putonghua to help our student be biliterate and trilingual.
Learning and Teaching Strategies: Our curriculum is designed in accordance with the guidelines and the rationale of the education reform, the interest of our students, and the needs of the society. The great variety of subjects and extra-curricular activities offered helps our students develop multiple intelligences and independent learning skills. Teachers organize appropriate learning activities in and out of school to help our students hone their generic skills and increase their motivation to learn, so as to become self-directed learners. Meanwhile, students learn seriously through different methods such as discussion, and peer and self-evaluation. The interaction between students and with teachers allows our students to enrich their knowledge while developing intellectually, morally and spiritually prepared to face the challenges of life and society, and responsive to human needs.
School-based Curriculum: 1. Electives: 3X. S.4 students have to study three elective subjects, and may also study Ethics & Religious Studies or Music, Japanese, French, Korean or Spanish. S.5 students may drop one elective or take an Applied Learning course according to their own needs. 2. Curriculum highlights: (1) Bloom's Taxonomy is adopted in pedagogy, assignments and assessments to facilitate students' learning. (2) Interdisciplinary collaboration in junior forms to promote STEAM learning. (3) Independent Enquiry Skill (IES) and STEAM lessons in S.3 cultivates the skills and attitude of active and independent learning among our students. (4) Workshops are organized when needed to help students learn different study methods and skills.
Major Renewed Emphases in the School Curriculum: The Reading Committee coordinates activities including the Reading Buddy, the Joyful Reading Scheme, Book-Crossing and Battle of Books to promote and arouse interest in reading and writing among our students. Reading Handbook is also provided for students to keep a clear record of the books they have read so as to motivate them to read extensively. With the assistance of the IT Committee, IT resources, such as digital tablets, digital auxiliary devices, e-learning platform and online discussion forums can be more effectively used to facilitate learning and teaching. To promote the acquisition of independent enquiry skills, S.1 and S.2 students do independent research and thereby learn the skills for doing cross-curricular investigation study during STEAM projects while S.3 students have social science research during IES lessons and project learning during STEAM lessons. Aiming to provide whole person education, we put much emphasis on moral, civic and national education. In addition to Religious Education lessons, form teacher periods and cross-curricular civic education activities are organized regularly to promote personal development and civic awareness. Also, there is cross-curricular and cross-disciplinary collaboration to nurture students' holistic well-being and cultivate core values. Different subjects have updated the curricular according to the Curriculum Framework of National Security Education (NSE) in Hong Kong released by the EDB to implement NSE.
Life Planning Education: The Student Health Committee, the Student Association and the Parent-Teacher Association work closely together to ensure the food and drinks provided by the Tuck Shop and the lunch supplier are healthy and of good quality. The Canteen Committee also promotes healthy eating habits through various activities such as Healthy Breakfast Campaign and Healthy Cooking Competition.
Student Support
Whole School Approach to Catering for Learner Diversity: Academically, enrichment and remedial programmes for Chinese, English and Mathematics, and flexible groupings for the 3 core subjects (in senior forms) are provided to give support to the students in need. Meanwhile, activities of different types such as other languages, STEAM programmes, sports and aesthetic activities, are arranged for our students to develop their multiple intelligences. Our school cares about the mental health of students. Different groups, including the Guidance and Counselling Committee and Religious Committee, etc., organize activities regularly to promote positive attitudes towards life. An Educational Psychologist and a Speech Therapist, coupled with the pastoral care teachers, student counsellor and careers counsellor, also provide support to cater for the needs of students.
Whole School Approach to Integrated Education: Our school adopts a whole-school approach to support students with special educational needs (SEN). We have established a Student Support Team comprising the Vice-Principal, an Educational Psychologist, the Special Educational Needs Coordinator (SENCO), teachers from the SEN team, the School-Based Speech Therapist, the Guidance Heads, teachers from the Guidance and Counselling Committee, the Student Counsellor, and the School Social Workers. This team meets regularly to develop appropriate support plans for students in need. The Student Support Team collaborates closely with form teachers and subject teachers to discuss the learning progress of students with special needs and to determine supportive measures, such as providing learning accommodations or exam adjustment. Additionally, our school participates in the Student Mental Health Support Scheme, launched by the Health Bureau, in collaboration with the Education Bureau, Hospital Authority (HA) and the Social Welfare Department. This initiative aims to enhance the mental well-being of students through interdisciplinary collaboration. We also encourage our staff to participate in the Basic and Advanced Courses on Catering for Diverse Learning Needs, the Thematic Course on Supporting Students with SEN, and the Mental Health Professional Development Programmes offered by the Education Bureau. Furthermore, we organize timely talks for teachers to enhance their professional knowledge. The school also flexibly utilizes the Learning Support Grant and other resources to increase manpower and to engage professionals from external organizations to provide services for our students with special educational needs.
Education Support for Non-Chinese Speaking (NCS) Students: Our school provides additional support for NCS students to facilitate their learning of Chinese: arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc.; and organising activities to create an inclusive learning environment in the school. Teachers of Chinese Language expect non-Chinese speaking students to gradually integrate into mainstream Chinese lessons. The subject focuses on reading and writing. NCS students will be allocated to classes to learn together with Chinese speaking students. There are pull-out lessons every cycle to support the development of reading. There are also Chinese tutorial lessons and book sharing sessions after school.
Measures to Provide Adaptation for Learning and Assessment: Internal examinations are held twice a year and tests are held twice a term. Appropriate amount of daily assignments, tests and project works are also given. Special learning and examination accommodations are arranged for SEN students with the coordination of the SEN Team.

Home-School Co-operation and School Ethos**Home-School Co-operation:**

The Parent-Teacher Association was set up in 2006 to promote home-school cooperation. Other channels to keep close contact with parents and explain school policy and developments are "Newsletter to Parents", Parents' Day, etc. With technological advancement, parents are constantly updated about latest measures of the school via electronic means. There has been a parent manager and an alternate parent manager in the IMC since 2013-2014.

School Ethos:

Our students are keen on learning. With close collaboration of the Careers & Life Planning Committee, Guidance & Counselling Committee, Discipline Committee, Civic and Environmental Education Committee, Religious Committee and Other Learning Experiences Committee, different programmes on personal growth are organized. Senior students give support to their junior schoolmates in different ways, such as being Paulinian Leaders, Maths Leaders and Peer Counsellors. Service programmes, such as the Caritas Bazaar, are organized for students at different levels to develop a sense of citizenship through serving others.

Future Development**School Development Plan:**

We aim to provide whole-person education. Academically, we strive to help our students raise their Chinese and English language proficiency so that they can tap into the world of knowledge. In 2025-2026, our school has joined the English Programme under the EDB SBSS project. Under the current education system, our school continues to develop a school-based curriculum, highlighting student-centered pedagogy which aims at instilling high order thinking skills and independent learning ability in students. Since 2016, our school has also been putting effort into nurturing students' interest and talent in science and mathematics through different STEAM activities, such as the STEAM Day and forensic workshop, etc.

Apart from fostering academic excellence, we also provide ample opportunities for our students to participate in different extra-curricular activities and nurture in them positive values and the spirit of helping others through experiential learning, so that they can realize our school motto, 'All Things to All People'.

Teacher Professional Training and Development:

Our school organizes tailor-made programmes to help teachers improve their professional knowledge and personal traits, while our teachers often take the initiative to keep abreast of the latest developments of pedagogy, curriculum and education trends by attending courses, seminars and workshops outside the school. Seminars and workshops are held to heighten teachers' awareness and build their capacity in teachers' professional conduct.

Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)

We strive to help our students unleash their potential, improve their adaptability and leadership skills, acquire better social skills, and develop their concern for others and the society. We regularly organize choral speaking, dance, music, English drama, sports and other activities in school and encourage students to join various external competitions. Our students have to join at least 1 club out of nearly 50 clubs in school each year to develop their interest. The two Other Learning Experiences (OLE) lessons per cycle also facilitate students' development and help to stretch their limits. Our Life Development Programme for S3-S6 fosters students positive sense of identity, self-potential, purpose and direction. Our Service Scheme also encourages our students at different levels to serve our community. Our school also organizes visits, field trips and overseas study tours to meet students' learning needs and to broaden their horizons.

School Facilities

Number of Classroom(s): 30

School Facilities:

Our school has various facilities, such as sport climbing wall, Student Activity Centre, Campus TV, e-Learning Centre, library and so on. Classrooms and special rooms are each equipped with a computer, projector and visualizer.

With the support from the Quality Education Fund, the new multi-media learning centre has been completed in 2022 for enriching and enhancing students' learning in STEAM education; while a Spiritual Corner and Spiritual Promenade have been also completed in the same year to provide a green space and quiet zone for spiritual and mental well-being.

Facility(ies) for Supporting Students with Special Educational Needs:

Accessible lift and Accessible toilet.

Others

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Direct Public Transportation to School

Bus: 15, 15A, 16M, 603, E22;

MTR: Lam Tin station;

Mini-bus: From Kwun Tong, Shun Lee Estate via Sau Mau Ping, Yau Tong, and Mongkok.