

St. Paul's Convent School

School Report 2018-2019

School Profile

School Vision

St. Paul's Convent School aims to provide a seamless bilingual education for girls in a happy and motivating learning environment, so that they will learn to embrace the Paulinian heritage of truth, beauty, goodness, nobility and honour.

Mission Statement

St. Paul's Convent School aims to provide an all-round education based on Christian values that enhance the quality of life of Paulinians, both materially and spiritually, so that they can contribute positively to their home, profession and society with charity, conscience, confidence, courage, creativity, competence and commitment.

School Motto

OMNIA OMNIBUS is the school motto and is translated as "All things to all people" in English. It is taken from the first letter of St. Paul to the Corinthians, Chapter IX: 22, where St. Paul instructs the Christians to serve and embrace all people irrespective of class, race and religion.

It is our avowed intention that no talented student will be denied admission to SPCS for purely financial reasons. There is a generous scholarship/fee remission scheme provided by the school. It is expected that each year no fewer than 30% of students will benefit from the scholarship/fee remission scheme.

School Core Values

SPCS is a learning school in a learning world for a learning century. Our core values are integrity, joyfulness, simplicity, hard work and excellence.

School Governance

The school is managed by the School Management Committee which is accountable to its sponsoring body, the Sisters of St. Paul de Chartres, which was incorporated under 'Soeurs de Saint Paul de Chartres Incorporation Ordinance (Chapter 1046)', and which in turn is accountable to the Education Bureau. In pursuing excellence in quality education, a Quality Enhancement Team has been established to ensure the successful implementation of school goals and the continuous improvement in educational standards as well as sustainable school development. Furthermore, in view of the complex nature of modern schooling, distributed leadership is practiced through the School Leadership Team, which provides support to the Principal on the formulation of school-based plans to facilitate the smooth day-to-day running of the school. An Administration Team, which meets every Monday morning, helps to ensure that any upcoming issues are dealt with effectively and efficiently.

There is also a School Advisory Board, consisting of three elected teacher members, parent and alumni representatives, whose main duties are to regularly review the existing channels of communication, the role and functions of various committees as well as to set up new committees, or dissolve irrelevant ones, in consultation with the teachers concerned. The School Advisory Board participates in tasks or functions initiated by itself, or delegated to it by the School Management Committee, insofar as such activities do not conflict with the best interests of students and the provisions in the Education Ordinance applicable to SPCS.

School Goals

- To provide an all-round education based on Christian values for our students and to instil in them a Paulinian spirit that embraces all that is true, good, beautiful, noble and honourable.
- To give our students a Christian-oriented education which includes spiritual and religious values as well as physical, moral, intellectual, emotional, aesthetic, technological and social development.
- To foster in our school an atmosphere of mutual trust, understanding and unity that all students and teachers can benefit from.
- To enable students to develop into women of high integrity who are academically prepared and fully equipped to take their place in society and carry out various responsibilities in their home, profession and community in which they live.
- To inculcate in students the ability to appreciate the finer and nobler things in life as well as the sensibility to value beauty, goodness and truth.
- To enable students to develop into individuals who can respond to human needs, putting their knowledge and talents at the service of others, particularly the less privileged.
- To instill in our students an awareness and pride in their national heritage and the beauty of their own culture while being open to developing a global outlook and an appreciation of the beauty in other cultures.
- To embrace a positive attitude towards life and to encourage generosity in terms of giving time and talent to the cause of building a better world.
- To share a common vision and to work with a united purpose in personal and professional harmony.
- To provide an appropriate, happy teaching and learning environment in which our students can be guided, challenged, corrected, taught and nurtured into becoming upright individuals capable of contributing positively to the society they live in.

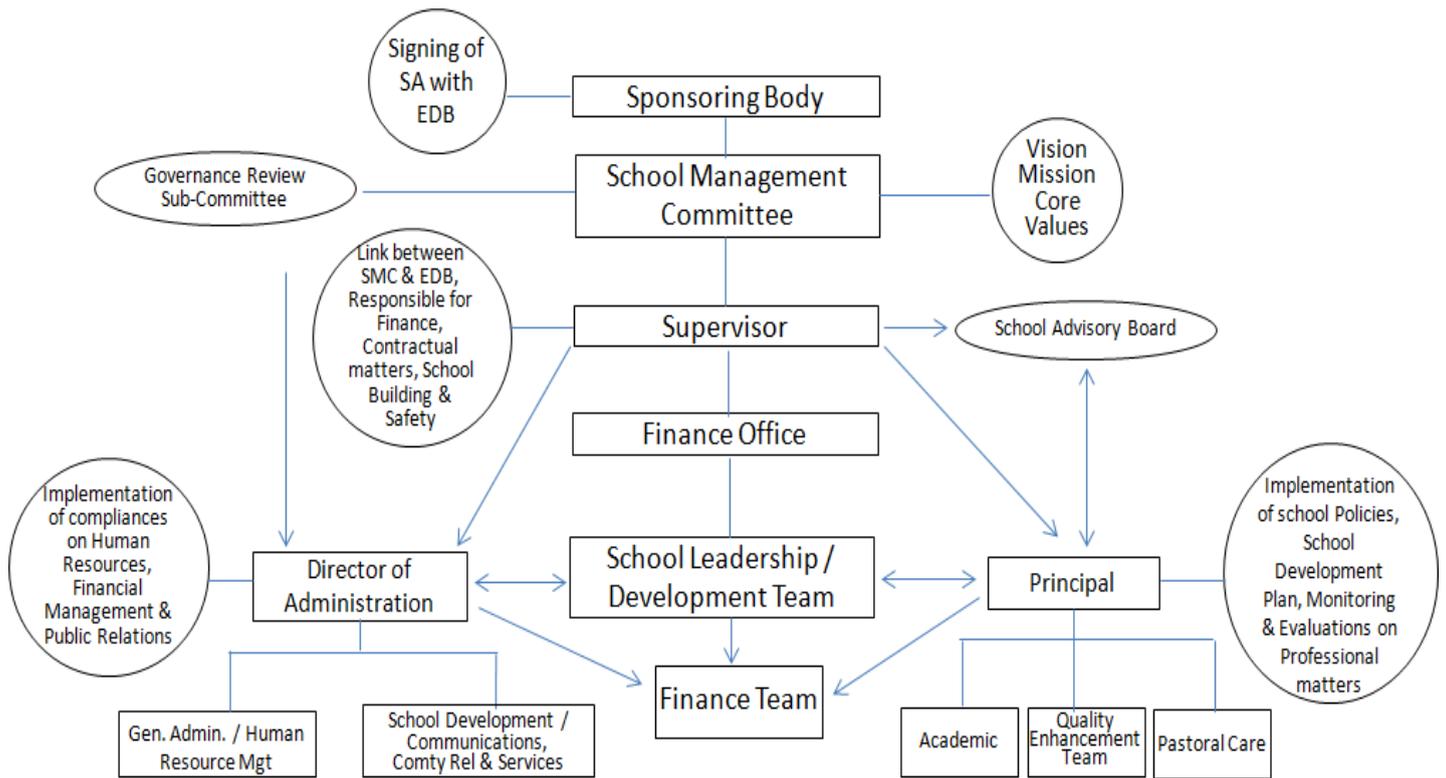
School Theme and Future Development

The school theme for the five years is “Smart CITIES (Cradle for Integrating Technology, Innovation, Entrepreneurship and Sustainability)”. To keep pace with the fast-changing technological world and to make the best use of the One Belt One Road policy, our school focuses on enlightening our students in integrating technology, innovation, entrepreneurship and sustainability in our learning activities while preserving the Paulinian tradition of self-directed and self-managed learning and whole-person development.

Major Development Milestones and Aims:

- To foster English, ICT, greening, reading and e-learning across the curriculum.
- To develop student electronic learning portfolios and e-learning platforms in order to enhance students' life-long learning skills and all-round development.
- To strengthen collaboration with tertiary institutions to provide applied learning programmes, alternative international curriculum and assessment, and other diversified programmes that will enrich students' learning experience.
- To offer an international curriculum and assessment methods in order to provide students with diverse education pathways for further education.
- To develop teaching and learning strategies to enable non-Chinese Paulinians to learn Chinese as a Second Language. This would help them develop a deeper appreciation of Chinese language and culture, integrate more effectively into the local community, and enhance their career prospects.
- To develop and implement an efficient, student-centred and subject-based e-platform, the **E-Learning Multi-subjects Online** (‘ELMO’) system to facilitate self-directed learning and e-portfolio submission.
- To equip students for the fast changing technological world through STEM/STEAM activities.
- To establish a Chinese Herb Garden in SPCS and educate the students to identify different types of herbs, apply in cuisines, research their uses through scientific investigations and turn the products into a business.

School Management Structure



Administration	Public Relations	Academic	Pastoral Care
<ul style="list-style-type: none"> Administration Office Management Building and Infrastructure School Safety Management Information System Human Resources 	<ul style="list-style-type: none"> Home-school Cooperation Hospitality Alumni Association Official School Functions Contingency Team International Exchange and Partnership Publicity and Recruitment 	<ul style="list-style-type: none"> Staff Development <ul style="list-style-type: none"> Induction Teaching Practice Team Ongoing Staff Development Team Panel Head <ul style="list-style-type: none"> Form Coordinator Subject Teacher Curriculum Implementation <ul style="list-style-type: none"> Learning Resources Timetabling Examinations HKDSE, IGCSE & GCE (ASL& IAL), BTEC Other Supporting/ Special Programmes 	<ul style="list-style-type: none"> Prefects' Board <ul style="list-style-type: none"> Discipline Environmental Publication Welfare Unit Discipline Board Careers/Further Studies Extra-curricular <ul style="list-style-type: none"> House Club/Societies DIP/OLE Counselling and Guidance Paulinian Award Scheme Religious/FLE/Moral Education

Number of School Days

The total number of school days was 185.

Lesson time for the 8 Key Learning Areas

Lesson time allocated to the 8 key learning areas and L.S. in 2018-19 was as follows:

KLA*	English Language Education	Chinese Language Education	Mathematics Education	PSH Education	Science Education	Technology Education	Arts Education	Physical Education	Liberal Studies
F1	16.1%	19.6%	12.5%	19.6%	8.9%	7.2%	8.9%	5%	3.6%
F2	16.1%	19.6%	14.3%	19.6%	8.9%	5.4%	8.9%	5%	3.6%
F3	12.5%	19.6%	12.5%	46.6% (depends on subject choice)				5%	5.4%
		12.5%	19.6%	46.6% (depends on subject choice)				-	-
		12.5%	12.5%	53.7% (depends on subject choice)				-	-
F4	12.5%	12.5%	12.5%	51.8% (depends on subject choice)				5%	7.1%
F5	12.5%	14.3%	14.3%	41.0% (depends on subject choice)				5%	14.3%
F6	12.5%	14.3%	14.3%	41.0% (depends on subject choice)				5%	14.3%
GCEAS	10.7%	10.7%	17.8%	57.2% (depends on subject choice)				5%	-
GCEA2	3.6%	-	26.8%	66.0% (depends on subject choice)				5%	-

Class Organization and Enrolment

The school re-opened on 3 September, 2018, with a total number of 1188 students in thirty-six classes. There were six classes in each Form. The breakdown of the enrolment number of 1188 students was as follows:

Form	One	Two	Three	Four	Five	Six	Total
No. of classes	6	6	6	6	6	6	36
Enrolment	240	233	234	191	139	151	1188

Students' Attendance

Students' attendance was satisfactory, with the average rate being 93.1%.

Form	One	Two	Three	Four	Five	Six	Overall
Attendance Rate	93.1%	91.1%	96.4%	97.4%	85.8%	94.8%	93.1%

Catholic Students

The number of Catholic students was 354, making up 29.8% of the total student population. 3 students were baptized during the Easter Vigil.

School Formal Curriculum for 2018 -2019

KLA	Form Subjects	F1	F2	F3	F4	F5	F6
English Language Education	English Language	✓	✓	✓	✓	✓	✓
	Literature in English	✓	✓	✓	✓	✓	✓
	English as a First Language			✓	✓		
	English as a Second Language			✓	✓		
	Drama	✓	✓				
Chinese / Foreign Language Education	Chinese Language	✓	✓	✓	✓	✓	✓
	Chinese Literature				✓	✓	✓
	Ming Yi	✓	✓				
	French	✓	✓	✓	✓	✓	✓
	Spanish	✓	✓	✓	✓		
	Chinese as a Second Language	✓	✓	✓	✓		
Mathematics Education	Mathematics	✓	✓	✓	✓	✓	✓
	Further/Pure Mathematics			✓	✓	✓	✓
	DSE Mathematics Module I & II					✓	✓
Science Education	Integrated Science	✓	✓				
	Physics			✓	✓	✓	✓
	Chemistry			✓	✓	✓	✓
	Biology			✓	✓	✓	✓
Technology Education	Computer Literacy/ICT	✓	✓	✓	✓	✓	✓
	Accounting/BAFS			✓	✓	✓	✓
	Home Management	✓	✓				
PSH Education	Economics			✓	✓	✓	✓
	Geography	✓	✓	✓	✓	✓	✓
	History	✓	✓	✓	✓	✓	✓
	Chinese History	✓	✓	✓	✓	✓	✓
	Religious Studies/ Ethics	✓	✓	✓	✓	✓	✓
	Liberal Studies	✓	✓	✓	✓	✓	✓
	Business Studies			✓	✓	✓	✓
	Learning to Learn	✓	✓				
Arts Education	Visual Arts / Art and Design	✓	✓	✓	✓	✓	✓
	Music	✓	✓				
Physical Education	Physical Education	✓	✓	✓	✓	✓	✓
Applied Learning	Medical Laboratory Science					✓	
BTEC	L2 Home Cooking Skills			✓			
	L3 Art & Design						
	L3 Business			✓	✓		
	L3 Creative Media Production			✓	✓		
	L3 Information Technology			✓	✓		
	L3 Performing Arts (Dance)			✓	✓		
	L3 Performing Arts (Drama)			✓			
	L3 Performing Arts (Musical Theatre)			✓	✓		
L3 Sports Development			✓	✓			

Achievements and Reflection on Major Concerns of 2018-2019

Major Concerns:

First Priority: To sustain a diverse and innovative curriculum (IGCSE, IAL, DSE, BTEC, ApL, EITP) and assessment that offer multiple pathways to students to prepare them for entry into tertiary education either locally or abroad.

Achievements:

Diverse curriculum and subject choices

- The school continued to offer multiple curricula - IGCSE, IAL, DSE (with ApL), BTEC, and diverse subject options for students, to cater for different learning needs and to broaden students' pathways.
- Exceptional results were reported in the **Pearson Qualification High Achiever Award Ceremony** that 7 Paulinians obtained the highest mark in the world in IAL (Biology, Chemistry and Physics) and IGCSE (Business Studies, English Literature and History). Another 5 Paulinians obtained highest marks in Hong Kong in IAL (Accounting and Economics) and IGCSE (Accounting and Physics).
- Nine BTEC courses were launched in 2018-2019. The subjects offered were L2 Home Cooking Skills, L3 Art & Design, L3 Business, L3 Creative Media Production, L3 Information Technology, L3 Performing Arts (Dance), L3 Performing Arts (Drama), L3 Performing Arts (Musical Theatre) and L3 Sports Development. All EV reports have assured us that our BTEC courses were operating well with high quality international standards.
- For two consecutive years, Paulinians received BTEC Outstanding Students in different programmes, including BTEC Art & Design, Business, Sports Development, Performing Arts (Dance) and Performing Arts (Musical Theatre) to date. In addition, one F.5 student won the Silver BTEC Student of the Year (Global) Award.
- Both IGCSE English as a First Language (EFL) and English as a Second Language (ESL) were offered to students in the F.4 curriculum. All the students who took the examinations have achieved excellent results. This curriculum arrangement caters well for the diverse range of student ability and lays a strong foundation for the HKDSE English Language examination.
- To strengthen Chinese proficiency, additional Chinese lessons were offered to F.3 students in the regular time table, while remedial lessons were offered to F.1 & F.2 students, F.4 students during the post-examination period and F.5 & F.6 students during DIP. In addition, school-based self-study Chinese supplementary books with exercises for both the Junior Form and Senior Form students were developed and published to enhance their reading skills.
- Extra modules on Edexcel Further Mathematics taught by a Mathematics expert were opened. The knowledge gained provides more options for students and better improves the competitiveness of their tertiary applications.
- To cater for students' diverse interests and to maximise their learning opportunities, Wednesday DIP lessons were held from 2:00 p.m. to 4:50 p.m. in two sessions. This arrangement enables students to join 2 different DIP classes every Wednesday afternoon. Students can attend class like orchestra, dance or sports in one DIP session to develop their interests and in the second DIP session, they can join an enrichment class of BTEC, STEM or EITP.

- A total of 177 students enrolled in the Foreign Languages Courses, including French, Spanish and German courses conducted by the School of Modern Languages, HKU at the 9th period.
- An ApL course (Medical Laboratory Science) was provided by HKU SPACE to 29 F5 students during DIP (2 sessions). This enabled them to put the theories learnt into practices and to enhance their communication and problem-solving skills.
- 236 F.2-5 students gained access to the EITP programme in 2018-2019.
- Throughout the academic year, teachers attended different seminars and workshops on BTEC, IGCSE, GCE/IAL, DSE and SBA, conducted by the Edexcel, EDB, HKEAA or tertiary institutions. These served to enrich teachers' professional understanding of the latest curriculum developments in their KLAs.
- Parents and students found the F.2 Parents' Day and the F.4 Parents' Day useful, as they could gain a better understanding of the requirements of various subject options and career pathways offered by different subject combinations.
- As a Professional Development School (PDS), SPCS collaborates with our partner schools: San Wui Commercial Society Chan Pak Sha School, QESOSA Tong Kwok Wah Secondary School and Sik Sik Yuen Ho Yu Secondary School, to work on the project "Enhancing Learning and Teaching Effectiveness through the Use of Virtual Reality (VR) and Augmented Reality (AR) Technology".

Career Life Planning & Preparation for further studies

- The Careers and Higher Education Counsellor offers specialist advice on further studies to senior form students, reviews their personal statements and trains them for personal interviews. Besides, she also coordinates and plans the life planning education for Form 1 to Form 3 students during Form Periods.
- The Careers and Further Studies Team organized comprehensive activities to prepare students for their further studies. Admission officers and professors from overseas and local universities were invited to give admissions talks, as well as subject-specific talks by one alumna on Law and Medical/Dental programmes, to our senior form students and parents. Sharing sessions by graduates studying in various tertiary/university programmes were also arranged, which allowed our students to have a more in-depth understanding of the structure, requirements and characteristics of the programmes with support from our Alumni and PTA. Other career-related activities, including workshops on preparing SLP, CVs, personal statements, interview skills, and job-shadowing programmes, etc. were provided. Individual and group counselling services were also offered according to needs. 7 careers-related events of various scale on average were organised monthly for students at all year levels, with majority of the events targeting at the F.4-6 students.
- For F.4 students, a special half-day Career Mapping Workshop was organised during the post-examination period. During this Workshop, students learned a variety of transferable skills on managing their learning styles and attitudes, as well as a series of career-building strategies which not only helped the students set their academic and career goals, but also helped them acquire the knowledge and skills needed to make informed curriculum choices and career plans.
- As before, study tours to Stanford University (USA), Brescia University College (Canada), University of Oxford (UK), Empire Mock Trial in California (USA), Beijing Language and Culture University (China), the Sichuan Service Tour (China) and Environmental Tour to

Zhaoqing (China) were organized. These tours give students a taste of university learning, develop their self-management skills, foster mutual understanding across cultural backgrounds, create native-language learning environments and diverse learning experiences.

- Furthermore, various talent-development programmes like the VR Experiential Tour to Fuzhou (China), sports training tours to Donguang (China), Zhaoqing (China), Taichung (Taiwa) and Fukuoka (Japan) as well as Summer Biological Research Module were offered to students who are good at science, humanities and sports. These programmes provided students with valuable opportunities to attend in-depth theoretical and practical courses, to do scientific research and experiments, attend intensive sports training and interact with professors and world-class experts in the fields concerned.
- Two F.6 students were nominated to join the Asian Science Camp 2019 organised by the Hong Kong STEM Education Alliance while five F.4 and F.5 students were nominated to join the EE High School Principal Nomination Scheme Programme organised by the City University of Hong Kong.

Reflections:

- In addition to the DSE curriculum, international curricula like IGCSE/GCE, IAL and BTEC were adopted to benefit the Paulinians in preparing for their tertiary education and providing them with multiple study pathways.
- In addition to the sustained provision of the diverse and innovative curriculum, the awards and recognitions that students received were testimonies of the good quality of the different curricula delivered at SPCS. Such recognition will also help Paulinians stand out in tertiary education application process.
- The Applied Learning programme that provides a wider careers spectrum and broadens students' further studies and careers pathways was offered to students. The Medical Laboratory Science course is a value-added qualification to Paulinians in gaining advantages in their university applications.
- To cater for students' diverse interests and to maximise their learning opportunities, two DIP sessions were continued. Students can attend interests classes and can also join an enrichment class of BTEC, STEM/STEAM, EITP or core subjects like Chinese and Mathematics.
- By means of the 9th period and split classes, more subject combinations could be provided to the IGCSE/ HKDSE/GCE students to cater to their individual needs and their university applications for their desired programmes.
- The academic year of 2018-2019 proved to be a successful year of our F6 graduates. All of them have benefitted from our diversified curriculum and were able to get into tertiary education.

Second Priority: To prepare students for the fast-changing technological world through STEM/STEAM: fostering collaborative learning through an interdisciplinary approach, augmented reality and other means in the Smart Oasis.

Achievements:

Science, Technology, Engineering, and Math (STEM)/Science, Technology, Engineering, the Arts and Maths (STEAM) Education

- SPCS hosted the prestigious STEM Fair for the Direct Subsidy Schools (DSS) on 22-24 September 2018. It was an informative and interactive event with a large variety of displays, demonstrations and hands-on activities offered by over 37 primary and secondary schools with over 11,000 visitors participating over the three days. Paulinians showcased all STEM projects in the Fair and received positive feedback. The Secretary for Education, Mr. Kevin Yeung, officiated the Opening Ceremony. Various sponsors including the Quality Education Fund, Net Dragon Websoft Holdings Limited, Edexcel from Pearson and Lapcom Limited also joined the Fair. Professor Rudolf Wu from The Education University, Professor Lam Hon-Ming from The Chinese University of Hong Kong and Mr Wai Chi-sing from Urban Renewal Authority also delivered keynote speeches in the three-day event.
- More than 60 of our prefects volunteered to be tour guides and booth helpers, who showed eagerness in learning about the exhibits and explaining each exhibit to the visitors with flair and confidence, in the InnoTech Expo organised by the Our Hong Kong Foundation from 23 September to 2 October 2018. Our Paulinians offered guided tours to honorable guests and visitors. Our school was awarded one of the three gigantic Space Pumpkins, which was the most noteworthy exhibit at the InnoTech Expo, for our contribution and dedication. Moreover, F.3S and F.3T visited the expo to enjoy interactive exhibits and games and learned how STEM was applied in different fields in society.
- To enhance exposure for our students, F.2 EITP and F.1 Young Scientists (DIP) students visited the InnoTech Carnival 2018 held at the Hong Kong Science Park with the theme on “Innovate for a Smart Future”. Students learnt about innovation and technology in daily life through various types of activities, including exhibitions, workshops, seminars, guided tours and interactive games.
- A 2-week STEM course conducted by Professor Frederick Leung from HKU on “Summer Research Module 2019” under the theme of “Green Planet and human Body - Amazing Microbes” was held in July 2019 for 25 F.4 and F.5 students. It has been an extremely fruitful experience for our students as they have learnt beyond the school curriculum and underwent a personal experience of exploration.
- An inter-disciplinary project called Smart Chinese Herb Garden was newly launched. The Chinese, ICT, Science and Business departments worked in synergy in this project. The F.1 and F.2 students collected information of the Chinese herbs to establish a Big Data Database. Through the creation of Augmented Reality (AR) markers, they linked up the photos of the Chinese herbs with the massive data as well as the videos on the use of herbs for cooking. The F.3 and F.4 Science students conducted investigations on the Chinese herbs under the guidance of Professor Karl Tsim in HKUST for developing Herbal Drink under the brand name of SPCS. The business students will apply the entrepreneurship skills to pitch and publicize this innovation. To facilitate the project, a smart Chinese Herb Garden was built on the second floor of the Smart Oasis to produce samples for the scientific investigation with the contribution from the Organic Farming Team formed by the students.

- A Hydroponics Laboratory was established in the classroom of the future. SPCS cooperated with Farmacy, a technology company, to grow herbs for chefs in Michelin star restaurants and hotels. Farmacy provided advices and assistance for us on how to maintain the farm. The Aquaponics Team and Organic Farming Team were responsible for maintaining the Hydroponics Laboratory with experts from Farmacy.
- The Young Scientists team worked with a Health-tech Company called the Phase Scientific International Limited on this project. They had invented a tool kit for testing cavity from extracted saliva in your mouth. The results will be shown in 20 minutes. Students in Young Scientists DIP worked under the guidance of scientists in this company to perform scientific investigations on their newly invented tool kit for testing cavity with extracted saliva from people’s mouth. They also collected samples from different target groups during medical outreach for further research. 4 Form 5 students also did their shadowing in this company with some gab year students.
- The cornerstone project is the extension of the Airship programme that SPCS had with the HKUST two years ago. Some of our Computer Science students were invited to join the project with the Year 1 students in HKUST during DIP. Under the guidance of Professor Pong in the HKUST, the students designed and built robotic vehicles for specific purposes. This requires Designing, Physics, Chemistry, ICT, coding and Engineering skills.

Highlights of Students Achievements:

Competition	Organiser	Awards
UNESCO China Sustainable Development Education 20 Years Outstanding Team	UNESCO China	<ul style="list-style-type: none"> • St. Paul’s Convent School was awarded the UNESCO China Sustainable Education Development 20 Years Outstanding Team
etNet Smart City Summit	Economic Times	<ul style="list-style-type: none"> • St. Paul’s Convent School got the Outstanding STEM Education School under the Smart People Category
Genius Olympiad 2019	Terra Science and Education	<ul style="list-style-type: none"> • The competition took Place in New York, USA. A F.5 team represented Hong Kong to compete in the Genius Olympiad 2019 and they won the Gold Award
Intel International Science and Engineering Fair	Society for Science & the Public, USA	<ul style="list-style-type: none"> • The competition took Place in Phoenix, USA. A F.6 team represented Hong Kong to compete in the ISEF competition. They got the American Chemical Society Certificate of Honorable Mention
Grantham Scholarships Fund for Visual Arts 2018	Grantham Scholarships Fund	<ul style="list-style-type: none"> • A F.4 student got the Grantham Scholarships Fund for Visual Arts 2018
WYNG Philomathia Machine Learning AI Competition	WYNG Foundation	<ul style="list-style-type: none"> • A F.4 team got the Championship. They were awarded an exchange tour to Cambridge University and London in early July

33rd China Adolescents Science and Technology Innovation Contest	China Association for Science and Technology	<ul style="list-style-type: none"> • The competition took place in Chongqing, China in August 2018 • Two F.6 students won the 2nd Place Award in Biochemistry Category • 2 F.2 students got 2nd Place Award in the Science Fiction Drawing Category • A F.6 student won the 3rd Place Award in Chemistry Category • A F.4 student got the Outstanding Creativity Award
18th Awarding Program for Future Scientists	China Association for Science and Technology, Chinese Academy of Sciences, Chinese Academy of Engineering, National Natural Science Foundation of China and H. S. Chau Foundation Limited	<ul style="list-style-type: none"> • The competition took Place in Beijing, China. A F.6 student represented HK to compete in the Competition and she got the 2nd Place Award
Through Young Eyes Inspiring Stories of Hong Kong Women Film Competition	HK Federation of Women	<ul style="list-style-type: none"> • A F.2 team go the 1st Runner-up • A F.2 team go the 5th Place • Two students from each team represented HK to participate in United Nations Women Meeting in New York in March • The teams were also invited to meet with Ms Carrie Lam in the Government House in the “Hong Kong Women Celebrating International Women’s Day” Reception in March
STEM Robotics Competition 2019	CUHK+Smart Kiddo+SPCS	<ul style="list-style-type: none"> • A F.3 team got the Championship in the Junior Secondary Section • A F.4 team got the 4th Place in the Senior Secondary Section. The team was Awarded a tour to Silicon Valley, USA in late July
Jockey Club UNESCO Hong Kong Association Global Citizenship Education Project Script Writing Competition	UNSECO HK	<ul style="list-style-type: none"> • A F.5 team got the Championship • A F.2 team got the 1st Runner-up • 8 team members were selected to attend the United Nations Conference in New York, USA in July
The Wharf Hong Kong Secondary School Art Competition (2018-2019)	Wharf Real Estate Investment Company Limited	<ul style="list-style-type: none"> • A F.5 student got the Merit Award and was awarded an exchange tour to Berlin, Germany in August

MTR STEM Challenge	MTR Corporation	<ul style="list-style-type: none"> A F.4 team got the Best Innovative and Sustainable Infrastructure Design Award. They were awarded a 1-day tour to Shenzhen by High Speed Railway in late Sept
Hong Kong Chemistry Olympiad	Hong Kong Association for Science and Mathematics Education	<ul style="list-style-type: none"> A F.5 team got the Championship
2018 BASF Kids' Lab Experiment Challenge	BASF	<ul style="list-style-type: none"> A F.4 team got the 2nd Runner-up A F.3 team was selected as the Finalist
Smart City Project Competition 2018-2019	EDB, HKSAR Government	<ul style="list-style-type: none"> A F.4 team got the Outstanding Project Award (Champion) and was awarded an exchange Tour to Tokyo, Japan in mid August
Hong Kong Biology Literacy Award (2018-2019)	Hong Kong Association for Science and Mathematics Education	<ul style="list-style-type: none"> A F.6 team got the 1st Class Honors A F.6 team got the 3rd Class Honors 6 students received Merit Awards 2 students received Active Participation Awards
"Digi-Science" Video Production Competition	Hong Kong Association for Science and Mathematics Education	<ul style="list-style-type: none"> A F.5 team got the Championship in the Senior Secondary Section. They also got the Most Popular Video Award A F.3 team got the 1st runner-up in the Junior Secondary Section. They also got the Most Popular Video Award
Smart City Business Plan Competition	City University of Hong Kong	<ul style="list-style-type: none"> A F.5 team got the Championship and Best Creativity Award
Hong Kong Student Science Project Competition	HK Federation of Youth Groups	<ul style="list-style-type: none"> A F.5 team got the Energy, Engineering and Environment Award and Honourable Mention Award. Two team members represented Hong Kong to compete in the Genius Olympiad 2019 in USA in mid-June A F.5 student got the 2nd Prize in the Scientific Wallchart Division A F.4 team got the Best Booth Presentation Award
Samsung Solve for Tomorrow 2019	Samsung Hong Kong	<ul style="list-style-type: none"> A F.4 team got the Bronze Award A F.5 team got the Merit Award
"Be my Teacher" micro film competition	EDB, HKSAR Government	<ul style="list-style-type: none"> A F.5 student got the Championship

<p>21st Hong Kong Youth Science and Technology Innovation Competition</p>	<p>HK New Generation Cultural Association</p>	<ul style="list-style-type: none"> • A F.4 team got 1st Place Award in Chemistry and Materials Category. They also got the Emerson Award in Material Science and Best Project Award. This team represented Hong Kong HK to compete in 34th China Adolescents Science & Technology Innovation Contest in Macau in summer • A F.3 team got 1st Place Award in the Energy and Environmental Science Category. They also got the Emerson Award in Environmental Category. This team represented Hong Kong to compete in 34th China Adolescents Science & Technology Innovation Contest in Macau in summer • A F.5 team got 3rd Place Award in Chemistry and Materials Category. They also got the ASM Material Science Education Foundation Award. • A F4 team got Merit Award in Chemistry and Materials Category. • A F.3 team got Merit Award in Biology and Health Category. • A F.3 team got Merit Award in Energy and Environment Category. • A F.5 team got Merit Award in STEM Activity Category. This team represented Hong Kong to compete in 34th China Adolescents Science & Technology Innovation Contest • A F.5 team got Merit Award in ICT Category (F.4-F.6 section) • A F.3 team got Merit Award in ICT Category (F.1-F.3 section) • A F.2 student got 1st Place Award in the Science Fiction Drawing section • Five students (F.1 and F.2) got Merit Awards in the Science Fiction Drawing section • St. Paul's Convent School won the Outstanding Participating School Award and Best STEM School Merit Award
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Greater Bay Area STEM Excellence Award	Hong Kong New Emerging Technology Education Association	<ul style="list-style-type: none"> • 2 F.3 teams got the Gold Award in the ICT Stream • A F.3 team got the Gold Award in the Robotic Stream • A F.5 team got the Bronze Award in the ICT Stream • A F.2 and F.3 team got the Bronze Award in the Robotic Stream • 2 teachers were awarded the Excellent Science Education and Innovator Instructor Awards • St. Paul's Convent School was awarded the Best STEM School, Best Participating School
Create Your District Video Competition	Hong Kong Institute of Surveyors	<ul style="list-style-type: none"> • A F.5 team got the Championship and the Creativity Award
"1017 Say No to Eating" Video Competition	Hong Kong Church Network for the Poor	<ul style="list-style-type: none"> • A F.5 student got the 1st runner-up in the Secondary Section and she also got the Creativity Award
STEM Knowledge Quiz Competition	HK STEM Alliance	<ul style="list-style-type: none"> • A F.3 student got the 1st Runner-up in the Junior Secondary Section • A F.5 student got the Merit Award in the Senior Secondary Section • St. Paul's Convent School got the Overall Championship and won the Most Participating School Award
What is EE? Microfilm Competition	Dept of Electronic Engineering, City University of HK	<ul style="list-style-type: none"> • A F.3 team got the Bronze Award • 1 F.5 team and 4 F.4 teams got the Merit Awards
e-Quiz Competition (Term 1)	Modern Education Research Organization	<ul style="list-style-type: none"> • A F.2 student got the 1st Runner-up and another F.2 student got the 2nd Runner-up in the F.2 Section • St. Paul's Convent School got the Overall Championship and won the Most Participating School Award
e-Quiz Competition (Summer Series)	Modern Education Research Organization	<ul style="list-style-type: none"> • A F.1 student got the Championship and another F.1 student got the 1st Runner-up in the F.1 Section • A F.2 student got the Championship and another F.2 student got the 1st Runner-up in the F.2 Section • St. Paul's Convent School got the Overall Championship and won the Most Participating School Award
The First Future Engineer Grand Challenge	HK STEM Alliance	<ul style="list-style-type: none"> • 2 F.2, 2 F.3 and 1 F.4 teams got the 3rd Class Awards • A F.1, a F.3 and a F.5 teams got the Merit Awards

Inter-school STEM Smart Home Design Competition	HK Education University	<ul style="list-style-type: none"> • A F.3 team got the 2nd Runner-up in the Video Category and the 2nd Runner-up in the Project Category. • A F.3 team go the Merit Award in the Project Category
Healthy Net Comic Drawing Competition	Hong Kong Family Welfare Society	<ul style="list-style-type: none"> • A F.1 student got the 2nd Runner-up • 2 F.1 and a F.2 students got the Merit Awards • St. Paul's Convent School was awarded the Best Participating School
Cisco Innovation Challenge	Cisco Hong Kong	<ul style="list-style-type: none"> • A F.4 team got the 2nd Runner-up, Creativity Award, Outstanding Performance Award and Best Mentorship Award • A F.4 team got the Merit Award, Outstanding Performance Award and Best Mentorship Award • 4 teachers got the Best Teacher Awards
Green Innovation Competition	Hong Kong Technology Education Association, CUHK	<ul style="list-style-type: none"> • A F.1 team got the 1st Runner-up and Best Booth Award
Cubes in Space Selected for Flight Competition	Cubes in Space	<ul style="list-style-type: none"> • 3 F.2 teams' designed experiments were selected for Flight in Space
"Plasticless Planet" HKCEC Graphics and Video Creative Design Competition	HKCEC	<ul style="list-style-type: none"> • A F.1 team got the Championship • A F.3 team got the 2nd Runner-up

Enriched Information Technology Programme (EITP)

- Being selected by the Office of the Government Chief Information Officer (OGCIO) as one of the EITP partner schools, the school is receiving funding (total of HK\$5M) to provide enhanced IT training for F.2 to F.6 students for four cohorts from the 2015/16 school year to the 2022/23 school year.
- Talks, site visits and tours were arranged to give students the opportunities to meet the IT professionals and to gain a better insight into the future development of today's digital society.
- In 2018-2019, 87 F.2 students, 70 F.3 students, 33 F.4 students and 21 F.5 students were recruited in the programme. They attended classes and workshops on Wednesdays and Saturdays on different modules. The Programme covered a total of 12 different modules for all 4-year levels. Some examples included mobile apps, Internet of Things and the Smart Home, AR and VR Projects, Software Appreciation and Development.
- EITP students were encouraged to join different STEM-related competitions and many of them achieved outstanding results and contributed to the overall STEAM prizes and awards listed in the previous section.

Business and Technology Education Council (BTEC) Programme

- Nine BTEC courses were implemented smoothly with a total enrolment of 150 F.3 and F.4 students.
 - L3 Art and Design
 - L3 Business
 - L3 Creative Media Production
 - L3 Information Technology
 - L3 Performing Arts (Drama)
 - L3 Performing Arts (Musical Theatre)
 - L3 Performing Arts (Dance)
 - L3 Sports Development
 - L2 Home Cooking Skills
- External Verifications (EV) were held successfully for BTEC subjects where good practices were identified and guidance for further development was given by the Standards Verifier. All EV reports have assured us that our BTEC courses are operating well with high quality while maintaining international standards.
- Two years in a row, 3 Paulinians received the recognition of BTEC Outstanding Students. Recognition was given to them in the Performing Arts (Dance), Art and Design and Performing Arts (Musical Theatre) programmes in 18/19. In addition, one of them also won the Silver BTEC Student of the Year (Global) Award.

Applied Learning (ApL)

- Applied learning course provides students with a wider spectrum of careers and more practical approaches as well as development of their communication and problem solving skills.
- An ApL course (Medical Laboratory Science) was provided by HKU SPACE to 29 F5 students during DIP (2 sessions) until Feb 2019. This was a continuation of the 2-year programme started in 17/18 and the experience enabled students to put the theories learnt into practices and to enhance their communication and problem-solving skills. The additional ApL qualification attained is also a value-added qualification to enable Paulinians to gain advantages in their university applications.
- Apart from the pilot ApL Medical Laboratory Science course that was conducted in our own school premises (Mode 2 course), three F5 students attended other Mode 1 ApL courses at the course providers venues on Saturdays. They were the Film & Video Studies (VTC), Fashion and Image Design (VTC) and The Essentials of Dramatic Arts (HKAPA).

Reflections:

- The Inter-disciplinary Chinese Medicine Project was well-developed in 18/19 and with the positive development in the Herbal Drink Development project which was in collaboration with HKUST, the focus in 19/20 can be on further consolidation of scientific products research and development of students' entrepreneurial skills to patent their work and market the products.
- Outstanding student academic and non-academic achievements in STEAM proved that existing curricula and programmes are developing well and will continue to support students' development of essential skills in 21st century.

Third Priority: To continue uplifting the academic ceilings of Paulinians through reading and challenging them with high-order thinking questions.

Achievements:

- The Reading Culture Team organized various annual activities to promote an in-depth intervention on the reading culture at SPCS. These included creating an ideal reading environment in the school lobby, library, English Room, Chinese Culture Room as well as classrooms.
- The team also inculcated good reading habits of students during Family Life Education lessons, form periods and free periods.
- Apart from introducing Reading Across the Curriculum in a whole-school manner, different subject disciplines also adopted specific approaches in promoting reading in their curriculum, e.g. the reading of SCMP in English and the use of vocabulary books to record new words learned from reading, reading of Financial Times in Accounting and Business, enrolment of students in competitions that would require prior online reading in Chemistry, etc. Over 70% of students were also actively engaged in the Chinese online reading platform.
- Activities such as Speed Reading Competition, Outstanding Student Librarian Award, Reading Star of the Month / Year, Story Writing Competition, Book Review Writing Workshop and Competition, Poster Design Competition, Bookmark Design Competition, Treasure Hunt, Monthly Book Exhibitions and Story-telling Sessions assisted in broadening students' minds and perspectives were conducted. Students were also assigned to read eBooks in different KLAs, especially commendable articles/poems in Chinese, to help them to extend their horizon. The Book Lovers' Club continued to make book of the month recommendations twice-yearly at morning assembly and hold book report competition.
- A reading anthology was created for the pre-Form 1 students who are required to read it and submit a writing task based upon their reading.
- Project work was integrated into the schemes of work for students. Its design was based upon questioning and involved a lot of extensive reading and research.
- Staff development sessions focused on questioning skills and reading strategies were organised by different departments. Peer lesson observations throughout the year were also conducted. One of the major observation aspects was the questioning skills.
- Different STEM-related courses and workshops were held to equip students with high-order thinking and questioning skills in order to carry out their STEM-related researches. In terms of extra-curricular activities, events such as the Campus Forum jointly organized by English Debate Society, Ted-Ed Club and Liberal Studies Society and LS 830 carried out on a regular basis in morning assemblies help cultivate students' higher-order thinking skills and how to learn with an inquisitive mind and think from multiple perspectives.

Reflections:

- Promoting the lifetime love of reading continues to be one of the major concerns in SPCS. Through pleasurable reading, students had the opportunities to apply skills to meaningful context, build general and content-specific knowledge, experience fluency with connected text and the most important point is to develop lifetime reading habit. With the collaboration of all departments that promote Reading across the curriculum, the Reading and Culture team as well

as the Book Lovers' Club, Paulinians enjoyed reading as a valued and worthwhile activity.

- Effective questioning skills and the use of effective wait time created a learning environment where all students were encouraged to process information and feel comfortable sharing their opinions in class. The root of high-order thinking lies in asking good questions, knowing how to ask them and when to ask them. Apart from asking smart questions that stimulates high-order thinking in classes, all teachers encouraged students to ask good questions to create classroom interactions, which will engage students in class and promote a sense of satisfaction and achievements.

Fourth Priority: To take advantage of the One Belt One Road policy to broaden the global outlook of our Paulinians

Achievements:

- In history, China has carried out rich cultural exchanges with countries along the One Belt One Road (OBOR) through the exchanges of spices. With the introduction of the Inter-disciplinary Chinese Medicine Project, students' understanding and awareness of the OBOR route and countries were greatly enhanced.
- The OBOR topic was introduced in the formal curriculum. For instance, the English Department addressed OBOR policy through project learning in F.1-3 and through writing tasks set in F.5. Other subjects such as History, Geography, Home Economics, Liberal Studies, Music, Home Economics and Physical Education also assigned research projects relating to OBOR to their students. The Arts Department inspired art classes with examples from countries along the new Silk Road and initiated art projects in F1 for pig sculpture and had them displayed in the school campus during the Chinese New Year (The year of Pig).

Reflections:

- The One Belt One Road Initiative (OBOR) is a development strategy proposed by the Chinese President Xi Jinping during 2013. In 2015, the Education Bureau stressed the importance for schools in Hong Kong to enhance students' understanding of the Belt and Road Initiative through related subjects and learning activities. In particular, our school-based curriculum plays a vital role in facilitating students to becoming well-equipped and competent citizens so that they can both contribute and reap the benefit from the Initiative. Infusion of OBOR can be found in departmental plans and reports.
- All the projects and researches initiated by different departments aroused students' interest in the OBOR countries. These also empowered students in facing the challenges ahead and seizing the chance to grasp the opportunities generated.
- SPCS teachers valued the One Belt One Road Initiative and many were keen in seeking continuous professional development to keep them abreast of times and thus deliver the topic more effectively. Teachers could see the long term benefit for the next generation.

Teaching and Learning

Staff

The total number of staff was 99 including the Principal, the Teacher Librarian and the NET Teacher. Support staff included 3 laboratory technicians, 4 teaching assistants, 17 administrative support staff and 17 cleaning staff. The turnover rate, as in recent years, was low. SPCS has a stable and experienced team of professional teachers.

Professional Development of Staff

- On 29 August, 2018, the first staff development session of 2018-2019 on “Everyone Can Create” was delivered by trainer from Apple Education on the latest creation tools and apps on the iPad and a brief demonstration on the use of Apple Classroom.
- All teachers participated actively in the 2018 STEM Fair (22-24 September 2018) held in SPCS by the DSS Council to keep abreast of the development of the STEM education in Hong Kong.
- 3 teachers were invited to a two-day conference entitled “ Growing Global Education – Now!” hosted by Pearson Edexcel in Kuala Lumpur, Malaysia, on 11-12 October 2018 to explore latest education trends and needs with international school leaders and heads of curriculum.
- A teacher represented SPCS to give a presentation on our experience in providing sustainable development in education in 13th National Sharing of the Sustainable Development in Education (中國可持續發展教育第十三次國家講習班) held in Beijing on 10-12 November 2018.
- All teachers joined various seminars, talks and workshops in the 2018 Teaching and Learning Expo held in the HKCEC from 12 to 14 December 2018.
- During 10-19 May 2019, 2 teachers represented SPCS to join the DSSSC Germany Educational Tour 2019 with the mission to identify potential German Immersion Programme with STEM elements for our students in 2019/20 and opportunities for further education there. The trip was a fruitful one.
- In mid May 2019, the Principal and a teacher visited the Net Dragon CEO office, the Fuzhou Software Technical Vocational College and the accommodation facilities there. Possibility of further collaboration was explored.
- On 19 June 2019, the staff attended talks and workshops delivered by trainers from Net Dragon on the use of Edmodo platform and ActivPanel (Interactive Board) in learning and teaching.
- The department members met regularly during DIP sessions to share and discuss learning and teaching issues and strategies, revise homework policies, moderate examination and SBA marks, check the quality of examination papers and assignments, prepare and analyze the DSE, GCE/IAL and IGCSE curricula and to design project work for students.
- Throughout the academic year, teachers attended different seminars and workshops on IGCSE, GCE/IAL, DSE and SBA conducted by Edexcel, EDB, HKEAA or tertiary institutions respectively to enrich their professional understanding of the latest curriculum developments in their KLAs.
- In addition, teachers were encouraged to enrol as markers/examiners of HKDSE so that they can share the latest trends in assessment with their peers.

Offering a Broad and Balanced Curriculum / Alternative Curriculum to Meet the Individual Needs of Every Paulinian

Alongside the local DSE curriculum, our school offers the alternative GCE/IAL curriculum to our students. Staff development programmes were arranged by each department during DIP sessions to allow panel heads and their members to have a good understanding of the IGCSE/GCE/IAL/BTEC and the local DSE curricula, to cross match the IGCSE curriculum with the local DSE curriculum, to collect teaching resources for the curriculum and to plan the schemes of work for the new curriculum.

Furthermore, the focus was put on assessment for learning through project work and hence learning attitudes and skills were given a more prominent place through oral presentations in class. Students were also requested to conduct peer and self-assessment and give suggestions for improvement. The guiding principle was to satisfy, as far as possible, the diverse needs and interests of the students and provide them with a broad and balanced curriculum that would enhance their whole person development.

We collaborated with the School of Modern Languages and Cultures of the University of Hong Kong for the eighth year in offering modern languages to our students. This year, a total of 68 and 90 students enrolled in the French and Spanish courses respectively. German class for 19 students at Level 1 was also started.

Language/Level	Level 1	Level 2	Level 3	Level 4	Total
French	34	9	16	9	68
Spanish	44	21	13	12	90
German	19	-	-	-	19

This year, the school has registered nine different BTEC Applied Learning subjects for F.3 to F.5 students to further develop their talents through experiential learning and to give them first step work-related qualifications for careers and further studies planning. Subjects included BTEC Level 3 Certificate in:

1. Art and Design
2. Business
3. Creative Media Production
4. Home Cooking Skills (Level 2)
5. Information Technology
6. Performing Arts (Musical Theatre)
7. Performing Arts (Dance)
8. Performing Arts (Drama)
9. Sports Development

Catering for Diversity

The school data management team has continued to provide an updated data analysis of students' performance in AAT, TSA, IGCSE, GCE/IAL, HKDSE and mid-term/final examinations to subject departments that enable them to trace and identify students' diverse needs. This helps the school and individual departments to formulate additional programmes appropriately and timely for less able students where necessary, and on the other hand, to offer enrichment challenges to stretch gifted students. Timely feedback from tests and assignments was given to students by subject teachers to enable them to scale new heights and to improve their learning outcomes. As a Direct Subsidy School, the different funding and curriculum arrangement allows the school more flexibility to meet the particular needs of individual students.

Additional lessons in Mathematics were arranged, starting in the first term, to cater for diversity among the Form 1-3 students. The selection of students for small class additional lessons was based on F.1 AAT results and F.2 and F.3 final examination results. The same practice was applied to additional Chinese Language lessons in F.1, F.2 and F.3. Apart from this, additional Chinese language lessons were arranged for F.5 and F.6 students during DIP sessions. Feedback from the teacher-in-charge was positive and the extra lessons, which focused on consolidating students' foundation in the core subject, ensured a smoother transition from primary to secondary school.

The UK Learning to Learn programme was successfully implemented in the Form 1 and Form 2 curriculum to help students improve their generic skills so that they could learn in a more focused way and in greater depth. The students enjoyed the programme and found mind-mapping and various graphic organizers useful.

Catering for Students with Special Educational Needs (SEN)

A teacher was designated to take care of students with special educational needs. There are occasionally a few cases of SEN like hearing impairments, attention deficit disorder and hyperactivity. The designated teacher referred the students to the appropriate organizations for the appropriate tests and special arrangements were made to meet their needs in their day-to-day school life and in public examinations. For example, students with hearing impairments can use headphones during listening examinations. In addition, extended examination time was granted for students with attention deficit disorder. Form teachers were informed and reminded to treat SEN students as regular students with special needs.

Reading to Learn and Learning to Read

The Reading Culture Team organized various annual activities to promote an in-depth intervention on the reading culture at SPCS. Ideal reading environment was created in the campus. A good reading habit was inculcated by various channels and activities and by multi-departmental approach involving both the teachers and students.

Students' awareness on the emphasis of the STEM/STEAM development is all the while one of the Reading Culture Team's major concerns. The Team will continue to encourage our students to closely follow the trend of the development through different websites and talks, such as Ted Talk or Youtube.

The school subscribed to different e-learning platforms for the students, including English Builder, Learnlex, Twigs World and iLearner. The school also developed school-based e-learning platform ELMO (E-learning Multi-subjects Online platform) for subjects including English, Mathematics, Physics, Biology, Chemistry, Economics and Accounting, so that students can learn at their own pace, as and when they have time. In addition, the Pre-Form 1 students were asked to read at least two Chinese books and two English books during the summer vacation and to submit their book reports to their new language teachers in September. This helped to foster a good reading habit among all Paulinians.

Interactive IT in Learning and Teaching

Information Technology was successfully incorporated as a useful interactive tool for teaching and learning in SPCS. Technology was used extensively across the curriculum, both in academic and cultural subjects, so that it served well as a tutor, tutee and tool in the curriculum. All project work submitted to staff was in electronic form. Many students received prizes for their entries in various IT-related competitions. Lessons in Digital Music, data logging systems in scientific investigations, use of Big Data, AR and VR were incorporated in the regular curriculum to meet the challenges of the new technological world. In order to promote student interest in technologies, the school arranged technology-related classes, such as Electronics make Fun, EITP and Young Engineers during Wednesday DIP sessions. Under the EITP project, students enjoyed visits (both local and cross-border) and courses on the latest technologies.

To keep abreast of time on IT in Education, the school operated various e-learning platforms to extend learning beyond the classroom. The school had developed a school-based e-learning platform ELMO. The total number of questions developed on various subjects was as follows:

Subjects	No. of questions
English	9,485
Physics	2,354
Chemistry	4,068
Biology	3,130
Mathematics	8,982
Principles of Accounts	1,056
Economics	720
Total	29,795

The school created the post of an IT Research and Development Coordinator to explore and develop e-learning platforms for our students. E-learning platforms, such as English Builder, iLearner (for Chinese), Learnlex (for Maths) and Twig World (for Integrated Science, Physics, Chemistry, Biology and Geography) were subscribed in order to enhance students' learning. The successful development of ELMO has integrated all school-based e-learning platforms into a new single-login knowledge management system that can also be accessed through iPads.

The whole campus was covered by wireless Internet access so that all SPCS students could be technologically ready for global linkage and communication, both of which foster world peace and an understanding of international affairs. All students were provided with an iPad each for mobile learning. Students and teachers also joined workshops in eBooks production using iBooks Author during DIP sessions and the post-examination period. The school also participated in the E-Textbook Market Development Scheme (EMADS) - Partner Schools Scheme initiated by the EDB to field test the interactivity and quality of the Chinese language e-textbooks developed by the commercial sector.

Much effort was made to ensure that students became prudent, skilful and ethical users of technology through school-based curriculum and seminars. The school also tried to ensure that technology helped to support the school mission, to enhance the quality of teaching and learning, and to reduce the workload of teachers in the long run.

Project Learning

Throughout the year, students were assigned various subject-based projects to nurture their generic

and IT skills and as part of continuous assessments in various subjects. Project learning is widely applied in subjects like Liberal Studies, Geography, English, Chinese, Chinese History, Integrated Science, Biology, Chemistry, and Religious Studies.

Civic and Moral Education

Religious Studies is part of the core school curriculum for Form 1 to Form 4 students and Ethics is one of the core subjects for Form 5 and Form 6 students. Apart from Christian values, the Ethics curriculum aims to nurture SPCS students in becoming media literate people through a value-based curriculum that emphasizes global citizenship in the 21st century.

Support for Students

Scholarship/Fee Remission Scheme

We believe that no talented student should be denied admission to SPCS for financial reasons. There is a generous scholarship/fee remission scheme provided by the school. It is expected that no fewer than 30% of students will benefit from the scholarship/fee remission scheme. This academic year, there were a total of 830 beneficiaries and the scholarship/fee remission amounted to HK8,485,575.

For details, please refer to the school website at http://www.spcs.edu.hk/feeremission/feeremission_and_scholarship.htm

Pastoral Care

Personal, Social and Health Education

As in previous years, the school collaborated with the Health Department to offer a comprehensive health programme to our F.1 to F.3 students to enable them to become healthy, independent and responsible members of society. Through different talks, reflection and discussion conducted by the nurses and supported by their Form teachers, students developed a sense of self-worth, and a range of personal and social skills.

This year, the Pastoral Care Team was granted \$817,400 funding for a QEF project entitled “A Road to Positive Life : Enhancing the students’ holistic development with the adoption of Strength-based Approach”. It aims to strengthen the positive thinking among various stakeholders: students, parents and teachers. A social worker was employed to organize a range of activities to foster closer rapport among students, groom further self-understanding of oneself and instill positive attitude in life. Different workshops and sessions were arranged with regard to the pressing needs of different age groups. Through this project, student’s physical, mental and emotional health as well as self-esteem and self-confidence were enhanced.

Furthermore, the Big Sister Scheme organized training for higher-form students to develop them into potential leaders as well as helping new Form One students to adapt to the new learning environment smoothly. Most Big Sisters and Little Sisters have very positive responses toward this Scheme.

Healthy Paulinians

Paulinians were managing themselves well in various domains including self, self-other, self-society, self-school and self-future. The APASO II study, conducted in February and March 2019, has indicated that our students score better than the HK school average in all the areas considered.

	Junior		Senior		School Mean	
	SPCS	HK	SPCS	HK	SPCS	HK
Self	2.93	2.71	2.95	2.66	2.94	2.69
Self-others	3.19	3.06	3.14	3.03	3.17	3.04
Self-school	2.95	2.68	2.97	2.64	2.96	2.66
Self-society	3.04	2.91	3.05	2.84	3.04	2.87
Self-future	2.96	2.92	2.91	2.91	2.94	2.91

Peer support and interpersonal relationships are a major aspect of a student's school life. Paulinians have good and harmonious relationships with their peers. Paulinians score significantly well in the categories of 'caring for others, social skills and respect for others.' This coincides with one of the major concerns of the Pastoral Care team, i.e. cultivate Paulinians to respect and love one self and extend their love and care to others. It is no doubt that the collaborated PSHE programme with Health Department and the "Positive Psychology" programme co-organized by social worker and HKU successfully nurture positive values and attitudes among Paulinians and promotes their healthy personal and interpersonal development.

The scores for 'attitudes to school' have very promising results showing that Paulinians are enjoying their school life in terms of achievement and experience and they have developed closer teacher-student relationship. This could be attributed to more recreational activities such as Teachers and Students Relay and Netball Match held in the school year. Students' stress management skills, especially among senior form students, have scored well. This aligns with another major concern of the Pastoral Care team, i.e. to strengthen students' ability to overcome difficulties in their daily life and to cultivate a mutual support environment at school by the application of hope and gratitude. The school believes that this can promote healthy personal and interpersonal development and nurture strong positive values and attitudes in the students.

Paulinians also performed significantly well in their independent learning capacity and learning competency, compared to the average for schools in Hong Kong. The results demonstrated that Paulinians have a high level of academic initiative being competent goal setters, voracious readers and efficient learning strategists. To encourage every F.1 to F.6 student to become an effective independent learner, every one of them was given an iPad. Besides, the school greatly encouraged Paulinians to collaborate with different universities in a variety of STEM projects and participate many local, National and International competitions. These policies, coupled with the guidance of teachers, has encouraged students to learn outside the classroom and is successful in getting students to become self-directed life-long learner.

The study noted that Paulinians have firm national and global identity. They show a higher emotional attachment and more positive attitude towards the nation when compared to other Hong Kong students. The statistics demonstrated that Paulinians recognize and embrace their global citizenship. It affirms that the success of the school study tours. It broadens the students' horizon and grooms their global citizenship.

Senior form students in the school showed a relatively high degree of test anxiety compared to junior form students and a slightly higher test anxiety compared to HK average. The stress of public exams, and the high expectations senior form students endure, are the major reasons for high anxiety levels. Yet, the test anxiety level had shown an improvement since anxiety relief workshops were organized to help students to identify their source of anxiety and suggest ways for them to manage their stress. It was evident that our students performed well in the stress management aspect in both junior and senior forms.

According to research analysis, the healthy range of BMI falls between 18.5 and 23. The average BMI of our students is 19.5 whereas the norm of Hong Kong students is 19.8. In analyzing the trend in body weight of both our students and the students of Hong Kong, it has increased gradually. The average body weight of our students is 49.9 kg whereas the average of the student of Hong Kong is 48.3 kg. As for the height of our students, they are taller than the norm of Hong Kong students in general. The average height of a Hong Kong student is 159.9 cm whereas the average height of our students is 159.2 cm.

Regarding physical fitness, our students stay in good health with an average weight of 49.9 kg, an average height of 159.2 cm and an average body mass index of 19.5 (healthy range of BMI is 18.5 to 23). 21 students are classified as overweight and none of our students are classified as obese therefore overweight/obesity is not an acute health issue in our school. However, there is a concern about the number of students being underweight.

Form	No. of Overweight and Obese Students	Percentage over the Form	No. of Underweight Students	Percentage over the Form
1	5	2.07%	21	8.71%
2	3	1.29%	9	3.86%
3	5	2.13%	13	5.53%
4	5	2.60%	6	3.13%
5	2	1.45%	3	2.17%
6	1	0.88%	4	3.54%

Our students performed better in their cardiovascular endurance tests (9-minute jogging) and flexibility tests (sit and reach) as compared to the HK school norm for females. The reason for this is that our school offers a positive environment, which promotes healthy living and a happy life. Most of our students enjoy regular physical activity and understand the health benefits of a suitable amount of physical activity. Furthermore, the school offers a wide range of sports-related opportunities to all students and has incorporated a comprehensive junior secondary health promotion programme, conducted by the Health Department, in the normal timetable.

Form One Bridging Programme

To prepare the new Form one students (2019-20) for a smooth transition from primary to secondary school, the school organized Bridging courses on Foreign Languages (French and Spanish), STEM and Chinese Instruments to from 20 May 2019 to 11 July 2019. The students were taught by language tutors from the School of Modern Languages in HKU, experienced STEM teachers and conduction of SPCS Chinese Orchestra. Moreover, the school organized a Bridging Course from 15 to 20 July 2019. Throughout the week, students attended an English Immersion Course organized by the Wofoo Social Enterprise. They were taught by a team of UK university undergraduates with students from SPCS taking up the post of teaching assistants. Students learnt through fun-filled and interactive activities They also learnt more about the school through the “Knowing More About SPCS” session organized by the Big Sister Scheme which involved a tour around the school campus. Students thoroughly enjoyed the course and became more prepared for their secondary school life.

Careers Team

Life Planning Education

- The Careers Team collaborated with the Pastoral Care Team / Personal Social and Health Education (PSHE) Team for the fifth consecutive year to implement career life planning education in junior form classes (F.1-F.3). Briefing sessions were conducted for Form Teachers to guide them on how to implement the activities in class. Based on the post-activity debriefing, it was found that junior form students not only developed better self-understanding and learning skills, but also explored their choice of subjects based on their interests, personality traits, academic aptitude and career aspirations through interactive group activities and discussions,

reflective questionnaires and presentations. In addition, our school social worker helped to conduct 2 career life planning related talks to F.2 and F.3 classes.

- On 26 June 2019, a one-day careers workshop was organised for all Form 4 students in the School Hall on Career Mapping. Students were guided in recognising their personal strengths, qualities and work values, which were then linked to further study and career choices using interesting and enjoyable interactive games and activities, including poster designing based on Holland Code. Students were able to establish a clearer understanding of their personalities, interests and abilities, which serves as a useful guide for students to plan for their future while overcoming their weaknesses and unleashing their potentials. Through analysing one's strengths, weaknesses and talents, this test provided a useful guide for students to plan their future career. The workshop concluded with a comprehensive presentation on the university application process and procedures, with emphasis on the differences between Hong Kong and overseas universities admission requirements. It is very useful in helping the F.4 students to gain a better understanding of the importance of career and life planning.

Careers week

- The Careers Week was held from 22 to 26 October 2018 by the Careers and Further Studies Team. Exciting competitions, activities and talks were organized to help students across all forms to learn more about different study pathways and careers options.
- On 23 October 2018, a careers talk on journalism was organized for F.3-6 students. Three alumni, Ms Liz Yuen (current producer of RTHK), Ms Keina Chiu (TVB Pearl News reporter) and Ms Acacia Tsui (TVB Jade News reporter) were invited as the speakers to share their experience and explain to the audience the nature of journalism and the challenges of the profession.
- Careers Quizzes were conducted for both F.1 and F4 classes during form periods on 23 Oct and 26 Oct 2018 respectively. Such quizzes aimed to promote awareness among students for career planning and encourage them to start thinking about their dream future.
- To stimulate the students' interest in future career options, a poster design competition was held for all F.2 classes. To give students the opportunity to explore a wider range of careers and jobs, students were asked to do research on certain unconventional occupations, like database administrators and paralegals. Each class would submit at least 3 entries to be put on display for voting by the teachers and students. Apart from encouraging students to think of their future prospects through a friendly competition, this event opened a whole new spectrum of career possibilities that students became aware of.
- A Puzzle Design Competition was held for F.3 classes on the theme titled "The Person who changed the World". The responses from all classes were good and the 200-word descriptions on how the Person they chose had changed the world were both reflective and well-written.
- During the Careers Week, a Careers Video Competition was held for F.5 classes. The students were required to produce a short film on the topic, "Tertiary Education in Different Countries". Each class chose a country and made video to explain the education system there and the application procedures as well as the cost in studying there. Two videos were shortlisted by the Careers Team teachers and a voting was cast by the students of F.3 and F.5.

University Information and Sharing Sessions

- In 2018-19, representatives from renowned universities, including The University of Sydney, University of Birmingham, The University of Hong Kong and The University of Science and Technology came to our school to give admissions talks to our F.4 – F.6 students and their parents. In addition, the University of Birmingham also provided a university taster lecture in Psychology while the University of York provided a taster lecture on English and Comparative Literature in February and April respectively. The University of Arts London also offered a seminar on portfolios in February 2019.
- A total of three JUPAS / NON-JUPAS Sharing Sessions were conducted in October and November 2018. SPCS graduates studying in Year 1 and 2 at various local universities were invited to share their experiences of making JUPAS / NON-JUPAS choices with our F.5 and F.6 students, as well as their individual study programmes and life at university in general. All participants found the sharing sessions very useful.
- F.2 and F.4 Parents' Days were organised in January and March 2019 respectively to help parents and students better understand different subject combinations, the requirements of different subjects and potential career pathways.

CV / Personal Statement/SLP Preparation and Interview Workshops

- Throughout the year, various workshops were provided by the Careers Team to teach F.5 students to write effective CVs and personal statements for their UCAS and Non-JUPAS applications. SLP preparation talks were also held to assist students in applying to local and overseas educational institutions. The individual personal statement/CV guidance and review process by the Careers Teachers encouraged students' self-exploration and reflective thinking. This will strengthen their university applications.
- A series of designated Interview Skills workshops were arranged for F.6 DSE and F.5 GCE students in Dec. 2018, Jan., Jun. & Jul. 2019. The workshops were conducted by the professional career consultants from ARCH Education, with the aim of equipping students for both JUPAS and Non-JUPAS interviews.

Exposure to different careers

- In collaboration with SPCS alumni, PTA and the Team's professional network, the Careers Team organised a record number of over 100 job-shadowing places for our F5 students from July to August, 2019 to enable them to gain an insight into diverse industries ranging from Medicine, Dentistry, Law, entrepreneurship, finance, art, hospitality, physiotherapy, special education, healthcare to engineering. With the great support from the PTA and Alumni, there were some new mentors this year in various fields, including business, sports coaching, branding, architecture and cultural arts. These valuable opportunities helped to broaden the career-related experiences of students, increase their exposure to the job market and help them to make more informed career and subject choices.
- On 1 February 2019, 15 F.5 students and two teachers participated in the 'Food Angel Food Rescue and Assistance Program', sponsored by All Nippon Airways (ANA). The students volunteered at the Sham Shui Po Food Angel Kitchen to prepare meal boxes for the elderly. The programme's aim was 'Waste Not, Hunger Not, With Love'. Volunteers collected edible surplus foods from different sectors of the food industry while the students prepared raw vegetables. Together they packed 800 meal boxes and Paulinians helped to serve dinner to the elderly in the

community centre. The programme highlighted the importance of treasuring food and was definitely a rewarding and educational experience!

- On 17 May 2019, the Induction Ceremony of SPCS NSHSS Chapter together with 2 other schools - Logos School and St. Paul's School (Lam Tin) was held at the Global Lounge, HKU. 8 Paulinians (chapter committee members and members) attended the ceremony and were presented the NSHSS Medals. Jenny Lee (F4S) shared with the audience her experience of attending the Nobel Week in Dec 2018.

Oxbridge Preparation Programme for F.5 – F.6 Students

- 12 F5 students took part in two S'Plore workshops in the First Term which is part of the Oxbridge Preparation Programme. Students were challenged to thinking outside the box from using virtual reality to understand effective communication, to the learning of how to identify logical fallacies in our daily lives in order to tackle Big Questions. Students also attempted some sample questions in Oxbridge assessment tests, such as TSA, BMAT and LNAT, to better prepare them for applying to top universities like Oxbridge.
- On January 17, students were asked to fill out a personal action plan to list out the necessary tasks that they will be doing to prepare for Oxbridge application. It acts as a guide to help them research on the subject and start developing the necessary knowledge and skills to become a competitive applicant. After individual students have completed the worksheet, they are encouraged to meet with members from the Careers and Further Studies Team for further guidance and discussion.
- On June 6 & 14, 11 F5 students delved deeper into topics of personal interest by coming up with their own topic for the Ideas Inspire Project. Students are being asked to complete an independent project over the summer. They discussed their ideas based on topics which were related to the course they are applying for. Through open discussions and questioning, students were able to learn from and be inspired by one another.

Individual Counselling Services

- Year-round individual counselling was provided by Careers Teachers, especially to F.5 and F.6 students, to guide and assist them with any matters relating to their further studies and careers plans.
- F.5 and F.6 Oxbridge applicants also received specific personal statement and application guidance, mock interview training, and the opportunity to join the past students' sharing.

Discipline and Counselling Team

The data collected from APASO 2018 showed that our Paulinians have better social skills, both personal and interpersonal, and better ethical conduct as compared to the Hong Kong schools norm for females. They are good in terms of self-control and perseverance. More importantly, they possess a more positive attitude to school due to higher satisfaction, good teacher-student relationships, more opportunities, more adventures and overall greater achievements at school. The survey also indicated that Paulinians have better parent-child relationships and stress management skills. These data might explain why there are only a few disciplinary and counselling cases every year.

To further protect our students from cyber traps, a series of seminars and workshops entitled the “Proper use of the Internet, Social Networking on the Internet, Game-based Learning and IT Safety” were organized for Form 1 to Form 6 students.

In addition to the school social worker, who was at school from Monday to Thursday each week, an additional social worker (0.2) from Caritas continued to serve our school by conducting sex education talks, stress management talks and careers talks for our junior and senior form students. The services provided by the social workers from Caritas as well as the additional Social Worker we employed for the QEF project received positive feedback from students and parents.

Prefects’ Board

The Prefects' Board is a student organization of elected representatives that assists the School Authority with the smooth running of the school. Its objectives are to build a sense of unity, belonging and cooperation among Paulinians, to facilitate communication between Paulinians, the staff and the school authority, to maintain discipline within the school, to provide general welfare to Paulinians and to coordinate Paulinians in keeping SPCS a quality learning environment.

The 20 elected Prefects’ Board members delivered their Platform speeches on 12 September 2018. After listening to all the platform speeches, teachers and Paulinians voted for the Head Prefect and Vice-Head Prefects. The Installation Ceremony was held on 19 September 2018. The badges for the new Head Prefect and Vice Head Prefects were pinned on by the Principal. Other Prefects’ Board members and school prefects received their badges from the moderators while class prefects, class monitresses, I.T. prefects, environmental monitresses and careers prefects of each class received their badges from their form teachers and assistant form teachers. This marked the official beginning of the responsibilities of the newly inaugurated student leaders.

The Prefects' Board assisted in the efficient running of numerous events this year such as the Dress Casual Day. To promote environmental friendliness, reading culture and arouse students’ interests in charity.

This year the board successfully organized the “Teachers-Students Netball match” during the Chinese New Year Celebration with 14 enthusiastic teachers competed against 17 energetic school prefects participating in the friendly match. The audience was equally engrossed in the match, cheering along the side lines and showing their full support to both teams. The event achieved its aims in facilitating an enjoyable school lives among teachers and students, cultivating a sense of belonging to the school and promoting the importance of healthy living and exercise for all.

To serve the community, more than 60 of our prefects volunteered to be tour guides and booth helpers at The InnoTech Expo 2018 held at the Hong Kong Convention and Exhibition Centre. Our prefects offered guided tours to honorable guests and visitors. Also, they stationed at different exhibits such as “Space agriculture”, “Bio-security defense system and infectious diseases prevention and control equipment” and “Chinese medicine”, which they were proud to promote

these technological innovations related to medical, industrial and agricultural fields in both ancient and modern days of China. They have showed eagerness in learning about the exhibits and explaining each exhibit to the visitors with flair and confidence. Our school was awarded one of the three gigantic Space Pumpkins, which was the most noteworthy exhibit at the InnoTech Expo, for our contribution and dedication. We look forward to more exposure to technology and innovation in the near future.

Student welfare is one of the major concerns of the Prefects' Board. The board organized two souvenir sales for current students and the new F.1 students in January and July and one during the alumni dinner. The Second-hand Book Sale held at the end of the term was offered to Paulinians to facilitate the buying and selling of second-hand books. The activity demonstrated the essence of the Paulinian spirit - to help one another. It also promoted an environmentally friendly culture in the school. The Prefects' Board has designed an electronic book sale platform on STARS this year and trial among the F.2 and F.1 students. It is hoped that with further adjustments and adaptations, we could offer an alternative platform for students to sell second hand books.

The Prefects' Board always strives to train future leaders to sustain their good work. A workshop on Habits of Mind and a series of leadership related games were organized for the F.4 students. On 21 and 22 August 2019, the board will organize the annual Leadership Training Camp in the Hong Kong Federation of Youth Groups Sai Kung Outdoor Training Camp for the 70 newly elected prefects of 2019-2020. Through these activities, the prefects' confidence and determination to serve the school will be inspired. It also prepares future leaders to serve the school with Paulinian spirit.

All Round Development Through Active Participation in OLE

66 clubs and societies offered a huge diversity of extra-curricular activities throughout the year and the activities provided extra dimensions to the Other Learning Experiences (OLE) of SPCS students. The school has six houses, which offer vertical support to students' growth and this helps to develop a house spirit. The experience gained is invaluable for students' personal growth.

House Enterprise and Service

Houses act as the basis of the pastoral care system, helping students grow emotionally, intellectually, morally, physically, socially and spiritually. As in previous years, all six houses took turns to run the 'tuck shop' by providing snacks, stationery or souvenirs to students. Sales took place during recess and at lunch time in the covered playground. The house that achieved the highest sales figures with the best business plan was awarded the Enterprise Award. This year, Cavell House won the House Enterprise Award.

The annual Sports Day Final was held on 1 November 2018. It was an extremely enjoyable occasion for everyone with the emphasis on sportsmanship and team spirit. All F.1 students performed with great enthusiasm and energy in the Cheering Team Competition. Mason House won the Best Cheering Team Award and Keller House was the Overall Champion.

The annual Swimming Gala took place on 27 September 2018. Kenny House was the Overall Champion of the Swimming Gala. All Form One students took part in the cheering team competition and it was sheer enjoyment to watch their performance. The Best Cheering Team award was won by Mason House. The Swimming Gala was another opportunity for our students to cultivate their sportsmanship.

Enhancing Other Learning Experiences through Cultural Exchanges

To promote a global outlook and global citizenship, the school organized many cultural exchange activities for the students. This year, a total of 32 tours were organized between September 2018 and August 2019.

	Activity	Date	Location	Participants
1	Edexcel Academic Conference	11 – 12 Oct 2018	Kuala Lumpur, Malaysia	Mr. T. K. Yam Mrs. A. Fong Mrs. M. Iu
2	Greater Bay Area Zou Zhenxian Cup (Dongguan) Youth Athletics Invitation Tournament 2018	19 – 21 Oct 2018	Dongguan, China	1 F.6, 2 F.5, 1 F.4, 2 F.3 and 3 F.2 students Ms. E. Cheung
3	Empire Mock Trial Competition	24 - 31 Oct 2018	San Francisco, USA	2 F.5, 11 F.4 and 1 F.3 students Ms. K. Lau
4	18th Awarding Program for Future Scientists Competition	30 Oct – 4 Nov 2018	Beijing, China	Rachel Lam (6P) Mrs. T. Tam
5	UNESCO China Sustainable Development Education 13 th National Conference	10 – 12 Nov 2018	Beijing, China	Mr. W. K. Lo
6	Nobel Week 2018	4 – 10 Dec 2018	Stockholm, Switzerland	Jenny Lee (4S) Mrs. L. Lam
7	Zhaoqing Mainland China Exchange Programme	17 - 18 Dec 2018	Zhaoqing, China	236 F.1 students Mr. D. Tse
8	Taichung Sports Training Programme	20 - 28 Dec 2018	Taichung, Taiwan	5 F.3, 6 F.2 and 9 F.1 students Ms. E. Cheung
9	Zhaoqing Sports Training Programme	9 – 12 Feb 2019	Zhaoqing, China	2 F.3, 5 F.2 and 3 F.1 students Ms E. Cheung
10	United Nations Commission on the Status of Women Meeting	5 – 17 Mar 2019	New York, USA	4 F.2 students Mrs. C. Cheng
11	Beijing Language and Culture University Putonghua Immersion Programme	17 – 26 Mar 2019 31 Mar – 9 Apr 2019	Beijing, China	212 F.2 students Ms C. Tsui
12	iJourney STEM Training for teachers	18 Mar – 18 Apr 2019	Singapore	Mr. H. Ng
13	Sichuan Sisters' Schools Exchange Tour	14 – 19 Apr 2019	Sichuan, China	2 F.6, 11 F.5, 5 F.4 and 26 F.3 students Ms C. Tsui
14	The 2019 Hancock Prospecting Australian Open and Age Group Swimming Championships	15 – 22 Apr 2019	Sydney, Australia	1 F.3 and 1 F.4 students Mrs. M. Iu

15	Fuzhou VR Experiential Tour	22 – 26 Apr 2019	Fuzhou, China	30 F.2 EITP students Mrs. I. Wong
16	DSSSC Germany Educational Tour 2019	10 – 19 May 2019	Germany	Ms C. Po Ms C. Kwan
17	Intel International Science and Engineering Fair	11 – 17 May 2019	Phoenix, USA	2 F.6 students Mrs. C. Wong
18	Programme on Negotiation: Advanced Mediation Workshop	10 – 14 Jun 2019	Massachusetts, USA	Ms K. Lau
19	Genius Olympiad 2019	17 – 22 Jun 2019	New York, USA	2 F.5 students Mrs. T. Tam
20	Brescia University Summer Leadership Camp	29 Jun - 13 Jul 2019	Canada	46 F.3 students Ms F. Chu
21	Dennis and Anne Beaver Foundation of Excellence Scholarship Exchange Tour	29 Jun – 28 Jul 2019	France	5L Zefanya Hermansjah
22	Fukuoka Sports Training Programme	2 – 8 Jul 2019	Fukuoka, Japan	2 F.5, 1 F.4, 6 F.3, 7 F.2 and 4 F.1 students Ms E. Cheung
23	WYNG Foundation AI and Essay Competition Cambridge Exchange Tour	2 – 9 Jul 2019	London, UK	7 F.4 students Mrs. I. Wong
24	STEM and Entrepreneurship Summer School Programme at Christ Church College, University of Oxford	6 – 21 Jul 2019	Oxford, UK	20 F.4 students Mr. W. K. Lo
25	Stanford University International Youth Programme	9 – 22 Jul 2019	San Francisco, USA	30 F.3 students Ms M. Leung
26	DSSSC Outstanding High School Student Award Program Science Camp 2019	10 – 16 July 2019	China	10 F.4 students Ms R Shen
27	34th China Adolescents Science and Technology Innovation Contest	20 – 26 July 2019	Macau, China	3 F.4 and 3. F3 students Ms C. Po
28	STEM Robotics Competition Silicon Valley Exchange Tour	22 July – 2 Aug 2019	Silicon Valley, USA	4 F.4 students Mr. R. Li
29	Young Astronaut Training Camp	27 Jul – 4 Aug 2019	Beijing, China	4A Bernice Cheung Mr. W. K. Lo
30	Wharf HK Secondary School Art Competition Germany Exchange Tour	4 – 9 Aug 2019	Germany	5L Athena Lee
31	International Trade Challenge	18 – 22 Aug 2019	Kuala Lumpur, Malaysia	2 F.4 students Mr. T. K. Yam

32	Smart City Project Competition Japan Exchange Tour	20- 25 Aug 2019	Tokyo, Japan	4 F.4 students Ms P. Wong
			Total:	739 students

Home-School Co-operation

Form One Orientation Day

This was held on 25 August 2018 and all staff, Form 1 parents and students attended. The programme began with an introduction by the Principal about the history of the school, its vision, mission and the school curriculum. This was followed by a brief description of the work of the discipline and counselling committees, and the extra-curricular activities offered by the school. Some of our Form 6 students who were recently admitted to universities were invited to share with the F.1 students their school life and study tips. There was also an introduction by our school social worker on the services provided, followed by an open forum.

Form One Catholic Parents' Day

This was held on 15 September 2018, and most of the Catholic parents and students attended. The programme began with a prayer and an opening speech by the Principal. This was followed by a brief introduction to the various religious clubs and activities in the school, organized by the Catholic Movement Committee. Then, there was a sharing session by the Catholic students. Positive feedback were collected on the sharing of Ms Stephanie Ling, an alumnus, on her missionary work in India.

Big Sister Scheme

This year, the Big Sister Scheme recruited 144 Form 3, 4 and 5 Big Sisters to provide academic support to 157 Form 1 Little Sisters. Before the commencement of the academic year, the Committee organized a "Knowing More About SPCS" activity to help the Little Sisters better understand our school. The Train-the-Trainer Workshop focused on the skills Big Sisters must acquire to teach their Little Sisters effectively while the Little Sister Briefing Session aimed to remind Little Sisters about their obligations. Through regular tutorial sessions, both Big Sisters and Little Sisters developed a closer bond and fostered their Paulinian spirit. The scheme was well received by parents and students.

Parent-Teacher Association

The 12th Annual General Meeting was held on 20 October 2018. 2018-2019 Executive Committee Members were elected. To mark the highlight of the meeting, Mr. Sean LIN gave an inspiring speech entitled "現代家長的角色與子女相處之談判技巧" to the participants.

With the tremendous support from our parents, a total of 101 parents volunteered to help out in the 70th HK Schools Speech Festival held November and December 2018. While witnessing our students' performance with great team spirit on stage, it was an excellent opportunity to share their

joy and support to all students and teachers.

The 12th year of “Green Campaign”, co-organized by the School and PTA was successfully held on 26 January 2019. 22 parent volunteers and a group of student helpers worked hand in hand and packed 45 carton boxes of recycled resources.

On 23 February, 2019, 172 SPCS teachers, parents and students volunteered to visit 120 elderlies at Tung Wah Group of Hospitals Care and Attention Home for the Aged Blind in Aberdeen.

PTA had offered to provide the service of textbook ordering for the academic year 2019-2020 by way of tender and organised a book fair at school playground in July 2019 to further promote reading habits among students and parent-student reading. Aside from these, PTA also helped in publicising a great number of informative and useful events to their members.

Alumni Association

The Alumni Association (AASPCS) continued to work closely with the School to support students in their learning and to serve the alumnae community. This year, AASPCS expanded the scope of job shadowing and provided mock university interview support for students. Job shadowing opportunities in dentistry and Court Marshall Programme were offered.

Alumni representative from AASPCS also participated in mock interviews for Oxbridge law applicants. These sessions provided practical guidance to students in their preparation for university admission interviews. Apart from supporting students, AASPCS has also organized various activities throughout the year for alumnae with a view of strengthening ties within the alumni community. Activities include networking drinks, Christmas cookies making and annual dinner. All events were well received and offered networking opportunities for alumnae and their families.

Visitors to School

For year 2018-19, we had 1,175 visitors making 98 visits to our school. They came from overseas countries such as UK, USA, Australia, Singapore, Myanmar, Hong Kong and different provinces in Mainland China. The delegates include educators, professors, university leaders, scholars, IT specialists, STEM/STEAM educationists, municipal leaders, professionals and government officials and those from renowned enterprises, school councils, UNESCO, and examination authorities. These visits provide good opportunities to exchange new ideas and experience. Our school has taken up a meaningful role in bridging the world and promoting Hong Kong.

The Sister School Exchanges

The Sister School Scheme was launched by EDB since 2004. Through sister school visits and participating in other cultural, arts and sports activities etc., not only can students enhance their friendship, but also broadens their horizons and deepen their understanding of the Mainland/ Hong Kong. Since its launching, we have paired up with 17 sister schools in cities like Beijing, Tianjin and other provinces Sichuan, Foshan, Zhejiang and Yunan. We had arranged exchange visits to several Sister Schools in Sichuan in April 2019. For Report on Sister School Exchanges, please refer to the school website <http://www.spcs.edu.hk>.

Capacity Enhancement Grant 2018-2019

In order to provide Paulinians with the opportunity to develop their personal interests and talents, our school has designed the Diversified Interests Programme (DIP) for all Form 1 to Form 6 students. Professional tutors are employed to teach the DIP classes every Wednesday afternoons using the Capacity Enhancement Grant. At the same time, teachers are freed from their teaching load and therefore, they can spend their afternoon in continuous professional development: sharing, learning and preparing teaching materials for the DSE, IGSCCE, GCE/IAL and BTEC curriculums.

There were, altogether, 21 DIP sessions from 26 September 2018 to 15 May 2019. 31 different interest classes covering sports, science, technologies, languages and performing arts like music, dance, speech and drama were offered to students. Students can also choose to participate in community services to develop their inter-personal skills and make contributions to the community.

Capacity Enhancement Grant Report for 2018-19

<u>Income</u>	<u>HK\$</u>	<u>Expenditure</u>	<u>HK\$</u>
Brought Forward from Last Year	0.00	Expenditure Grant Total:	836137.50
Current Year Grant	812,408.00		
Adjustment (18-19)	7612.00		
		Balance (Deficit)	(16117.50)
	<u>820,020.00</u>		<u>820,020.00</u>

Evaluation:

All DIP courses were appreciated and well-received by teachers and students with very satisfactory attendance rate. Under the guidance of expert tutors, our diversified programmes provided ample opportunities for students to explore their interests and potentials via the “Other Learning Experiences” (OLE) valued by the community and tertiary institutions.

Two DIP sessions were arranged this year. The first session lasted from 2:00 p.m. to 3:20 p.m. and the second session lasted from 3:30 p.m. to 4:50 p.m. Students may join two different DIP programmes that catered for their interests and needs, and at the same time, develop their multiple talents and broaden their future career pathways.

Furthermore, a total of 55 students received Social Service awards (3 Gold Awards, 20 Silver Awards and 32 Bronze Awards). Students demonstrated their dedication to community services and awareness of the social needs.

Positive feedback was received from the teachers. In particular, since most teachers had no teaching duties during Wednesday DIP sessions and these free afternoons have facilitated panel meetings and providing room for professional development.

Student Performance

Academic Achievement

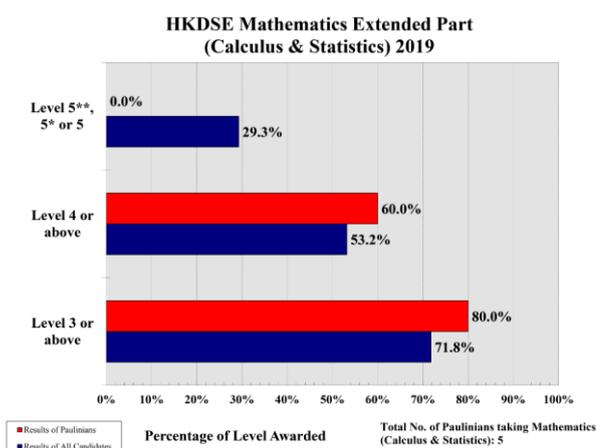
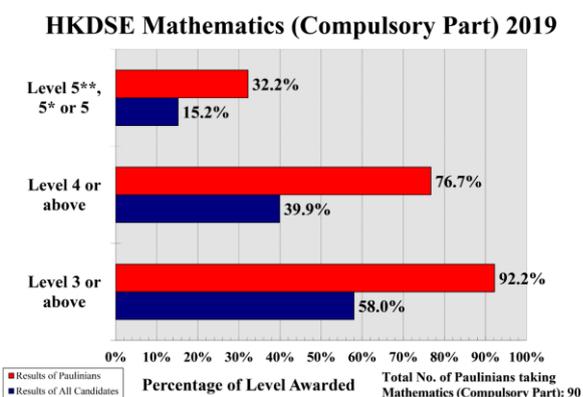
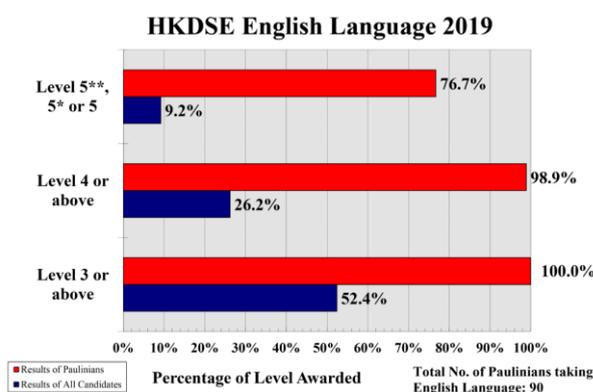
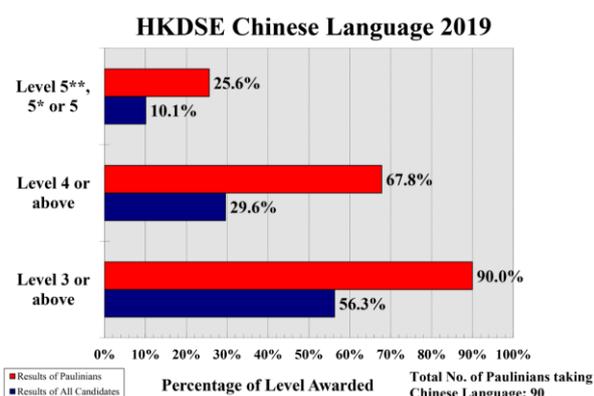
HKAT

In general, the HKAT results of our students in the three core subjects were better than the HK average.

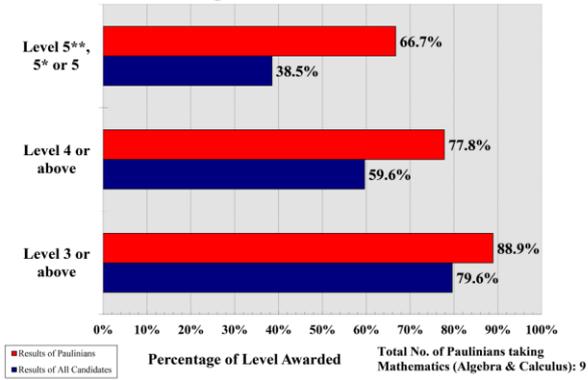
HKAT	Subject		
	English	Chinese	Mathematics
Average-Hong Kong	46.0	51.6	52.2
Average-SPCS	81.5	66.0	68.2

HKDSE

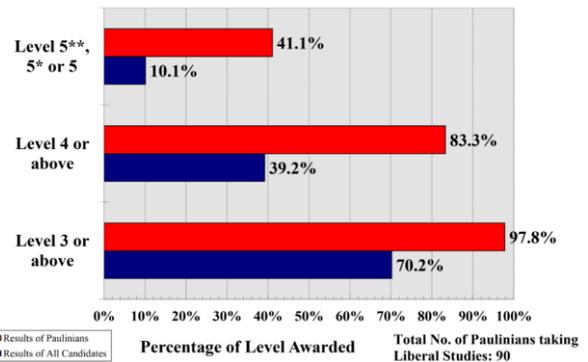
Below are our students' HKDSE results as compared to the results of all HK Day School Candidates. 100% of the students continued with their tertiary education in local or overseas universities/tertiary institutions.



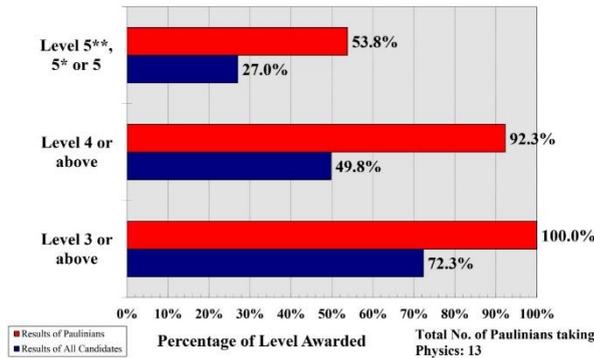
**HKDSE Mathematics Extended Part
(Algebra & Calculus) 2019**



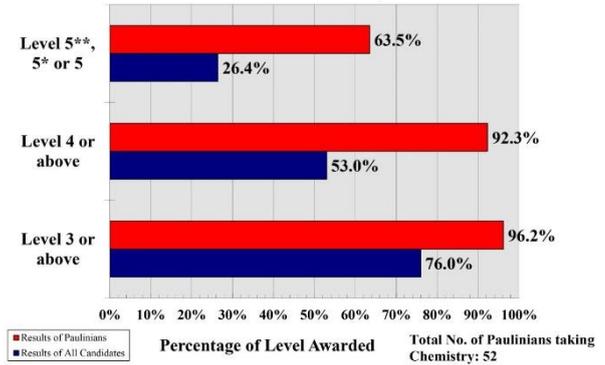
HKDSE Liberal Studies 2019



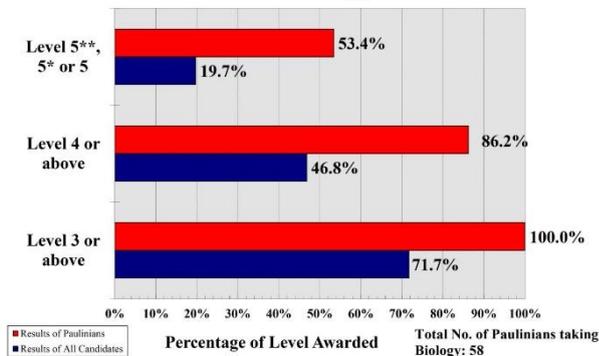
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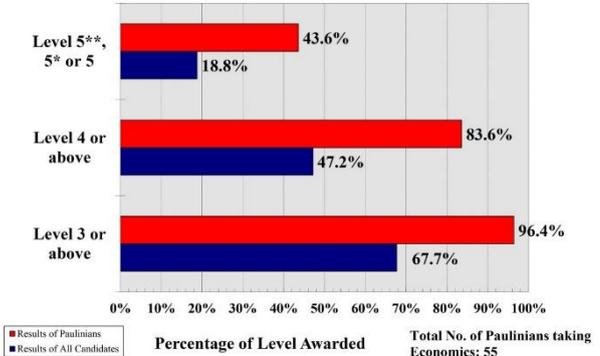
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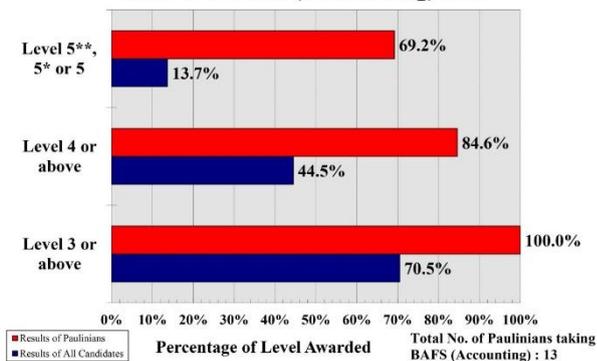
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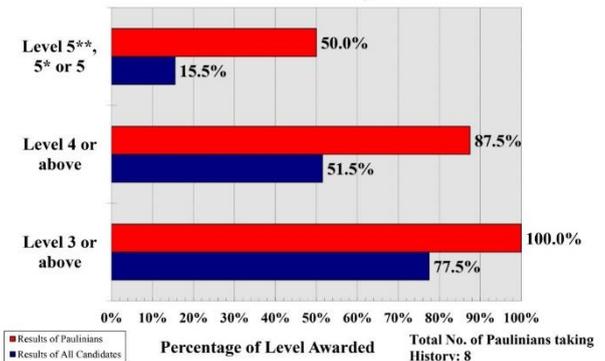
HKDSE Economics 2019



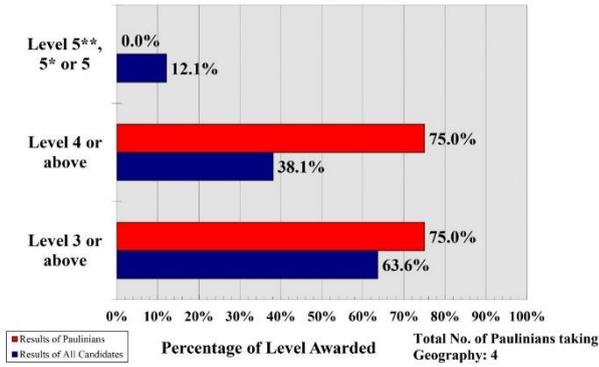
HKDSE BAFS (Accounting) 2019



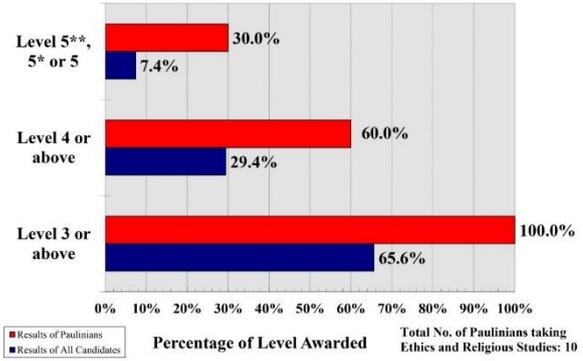
HKDSE History 2019



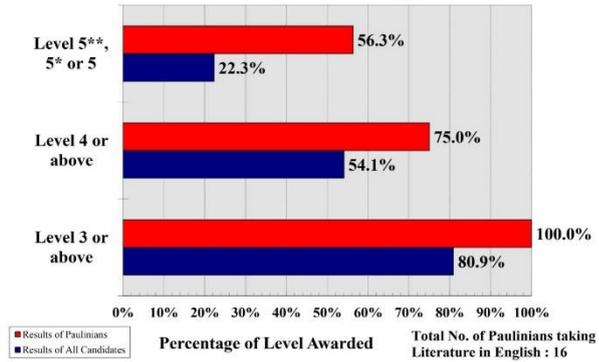
HKDSE Geography 2019



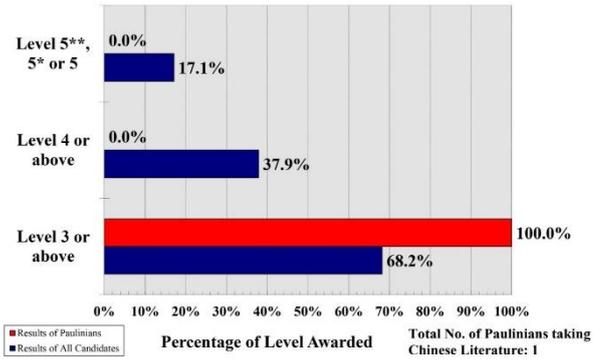
HKDSE Ethics and Religious Studies 2019



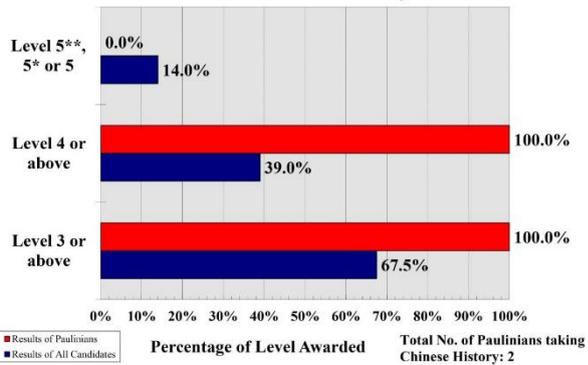
HKDSE Literature in English 2019



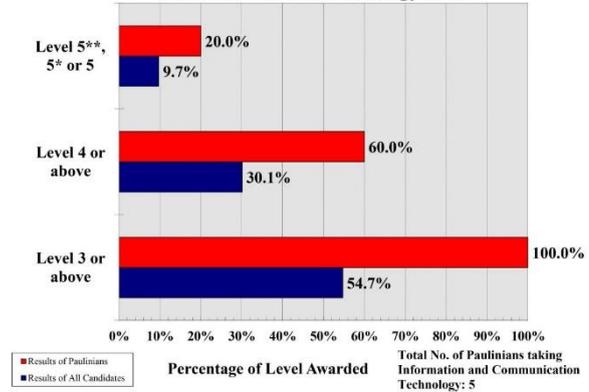
HKDSE Chinese Literature 2019



HKDSE Chinese History 2019



HKDSE Information and Communication Technology 2019

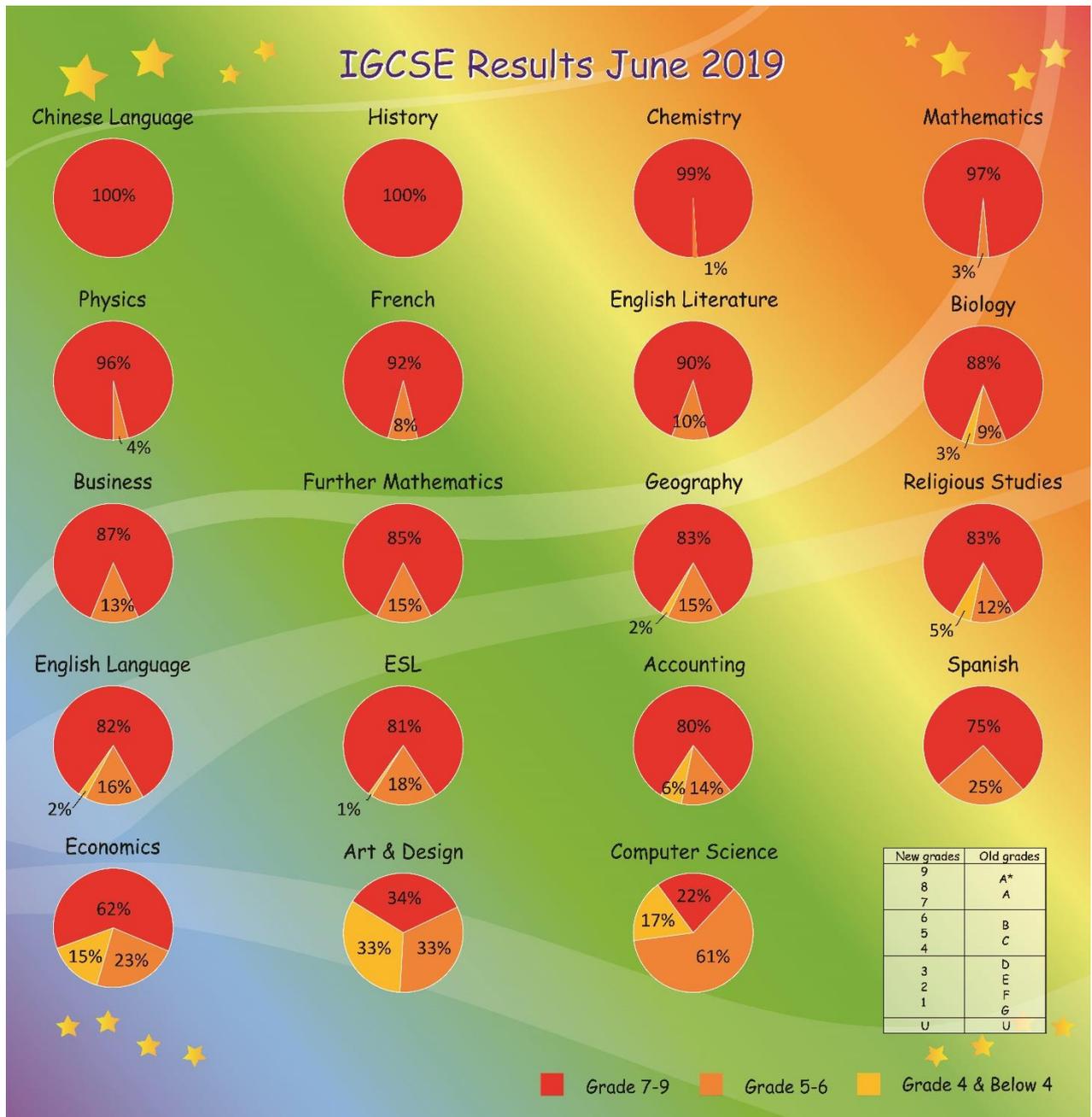


IGCSE

This year was another year of excellence for our IGCSE results, with 164 students obtaining 4 Level 8-9 or above and being rewarded with scholarships.

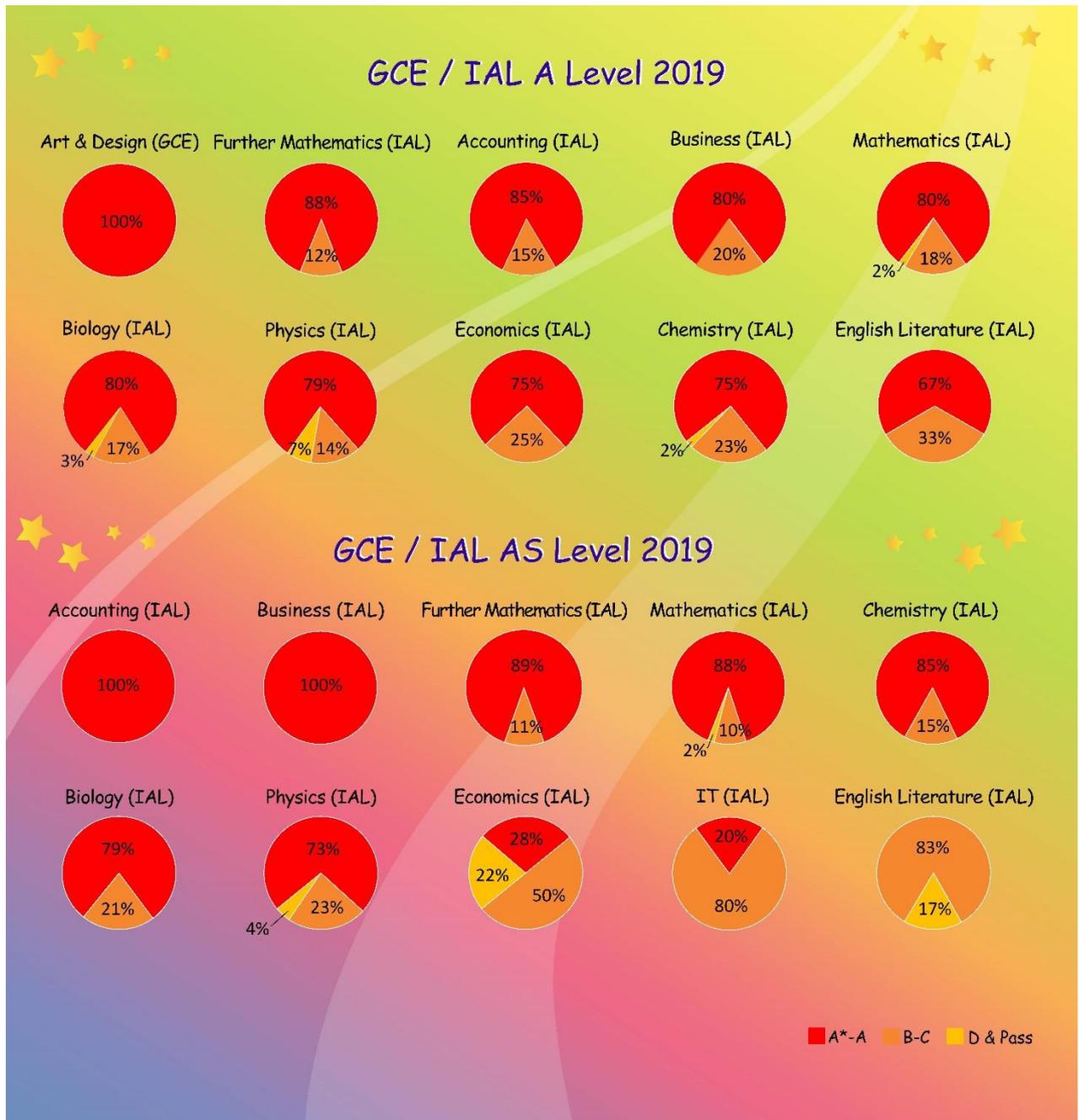
IGCSE Grades 國際普通中學 文憑級別	No. of students 學生人數	Scholarship
12 subjects at Level 8-9	3	Full Scholarship for 2 yrs
11 subjects at Level 8-9	15	
10 subjects at Level 8-9	25	
9 subjects at Level 8-9	21	
8 subjects at Level 8-9	25	
7 subjects at Level 8-9	29	1/2 Scholarship for 2 yrs
6 subjects at Level 8-9	20	HK\$5000
5 subjects at Level 8-9	11	
4 subjects at Level 8-9	15	
Total 4 Level 8-9 or above	164	86.8%
<p>本年每人平均考獲 9 級數目 Average no. of Level 9 per student: 4.3</p> <p>本年每人平均考獲 8-9 級數目 Average no. of Level 8-9 per student: 7.0</p> <p>本年每人平均考獲 7-9 級數目 Average no. of Level 7-9 per student: 8.5</p> <p>9 級百分比 Percentage of Level 9: 44%</p> <p>8-9 級百分比 Percentage of Level 8-9: 71%</p> <p>7-9 級百分比 Percentage of Level 7-9: 87%</p> <p>學生總人數 Total no. of students: 189</p>		

Below are the grade distributions of the IGCSE 2019 results.



GCE/IAL

Form 5 and Form 6 students took the GCE/IAL AS and AL examinations and obtained excellent results with many distinctions and credits.



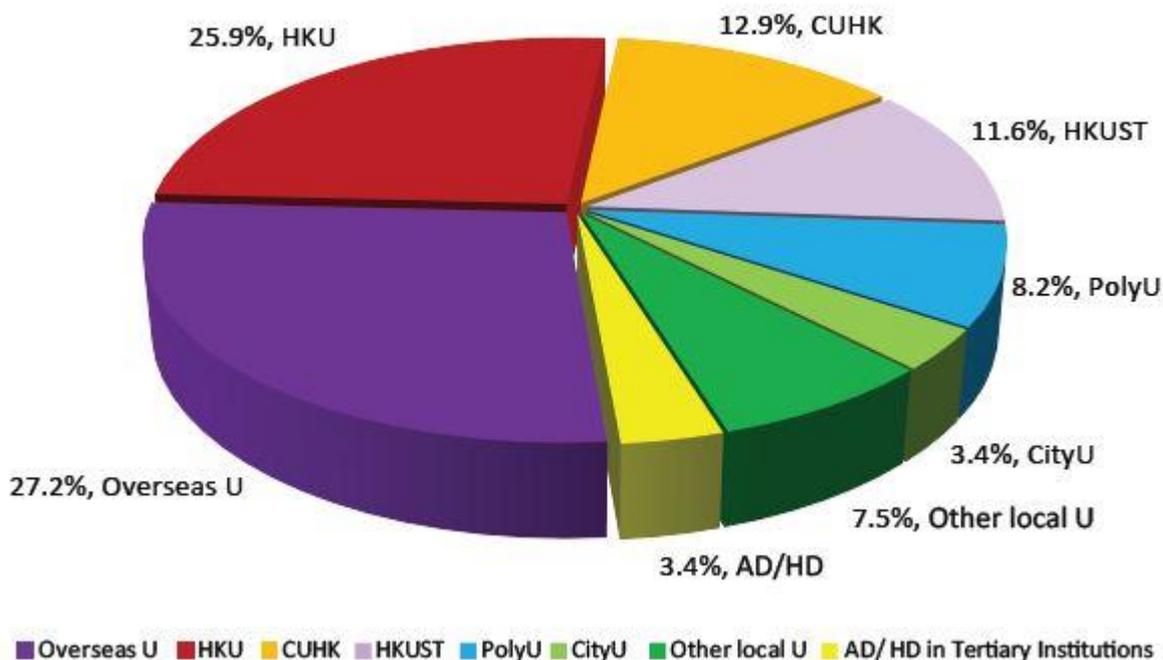
University Entry Profile

In line with previous years, 100% of our students continued their studies in tertiary institutions both locally and overseas. 45.5% of them entered the top 3 local universities and 25.5% of our students went to study abroad.

No. of students admitted to Universities in 2019

	HKDSE	HKDSE %	GCE	GCE %	Total	Total %	Overseas	HKDSE	GCE	Total
Overseas Universities 海外大學	10	11.1%	30	52.6%	40	27.2%	UK	5	19	24
HKU 香港大學	29	32.2%	9	15.8%	38	25.9%	Australia	4	7	11
CUHK 中文大學	12	13.3%	7	12.3%	19	12.9%	USA	0	2	2
HKUST 科技大學	11	12.2%	6	10.5%	17	11.6%	Canada	0	1	1
PolyU 理工大學	9	10%	3	5.3%	12	8.2%	China	1	0	1
CityU 城市大學	4	4.4%	1	1.8%	5	3.4%	Other Countries	0	1	1
Other Local Universities 其他本地大學	10	11.1%	1	1.8%	11	7.5%	Total	10	30	40
AD/ HD in Tertiary Institutions 專上學院副學士/高級文憑	5	5.6%	0	0%	5	3.4%				
Total no. of students 學生總數	90	100%	57	100%	147	100%				

Overall % of Entry to Various Universities by Paulinians
本校同學入讀大學分佈總表



Non-Academic Achievements

The overall achievements of the students in all other aspects were outstanding. The full list of prizes and awards received by our students each year can be found in the school magazine (The Paulinian) and the Speech Day booklet.

There are altogether 213 students receiving non-academic scholarships, 48 for Dance, 15 for Music, 13 for Science, 90 for Speech, 28 for Sports and 19 for other categories such as Visual Arts, Mathematics, STEM, Leadership, Writing, Debate and Cookery.

The Outstanding Paulinian Awards are awarded for overall all-round achievement. 10 students received the Diamond Paulinian Award, 16 the Platinum, 52 the Gold, 49 the Silver and 75 the Bronze Award.

Paulinian Award	Score
Diamond	≥ 800
Platinum	≥ 600
Gold	≥ 400
Silver	≥ 300
Bronze	≥ 200

These achievements truly demonstrated the diversified all-round development of Paulinians.

Financial Report for the 2017/2018 School Year

St. Paul's Convent School Annual Financial Position Financial Report for the 2017/2018 School Year

	Government Funds	Non-Government Funds
INCOME *		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	72.62	N.A.
School Fees	N.A.	26.39
Donations, if any	N.A.	0.04
Other Income, if any	0.01	0.94
Total	72.63	27.37
<i>* in terms of percentages of the annual overall income</i>		
EXPENDITURE ^		
Staff Remuneration	80.52	
Operational Expenses (including Learning and Teaching)	3.96	
Fee Remission / Scholarship ¹	7.62	
Depreciation	0.75	
Repairs and Maintenance	0.50	
Miscellaneous (including Grants Expenditure and unused grants)	6.65	
Total	100.00	
<i>^ in terms of percentages of the annual overall expenditure</i>		
# SURPLUS/DEFICIT FOR THE SCHOOL YEAR	0.43	
# ACCUMULATED SURPLUS/DEFICIT IN THE OPERATION RESERVE AS AT THE END OF SCHOOL YEAR	6.36	
<i># in terms of equivalent months of annual overall expenditure</i>		

Actual Fee Remission / Scholarship is 27.85% of School Fee Income

# Details of expenditure for large-scale capital works, excluding capital expenses, if any :	
Smart Oasis Project (paid by Donation)	0.03

¹ The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

It is also confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements.

~ Put a "✓" where appropriate