

# **St. Paul's Convent School**



**School Plan 2022/2023**



## Table of Contents

Sections	Page
School Goals for 2022/2023	4
• <i>Management &amp; Organization Goals</i>	4
• <i>Learning &amp; Teaching Goals</i>	8
• <i>Student Support &amp; School Ethos Goals</i>	11
Major Concerns for 2022/2023	14
• <i>Major Concern 1</i>	14
• <i>Major Concern 2</i>	19
• <i>Major Concern 3</i>	22
• <i>Major Concern 4</i>	22
• <i>Major Concern 5</i>	24
Budget for 2022/2023	29
• <i>Plan on Use of Recurrent Grants 2022/2023</i>	29
• <i>Financial Estimate for the School Year 2022/2023</i>	30

# School Goals for 2022/2023

## Management & Organization

### Administrative Goals

In response to the improvement measures of DSS schools, a Governance Review Sub-committee (GRSC) was set up to review the governance and internal control of school governance. The GRSC had reviewed the domains of the Fee Remission/Scholarship Schemes, Financial Resources Management and Human Resources Management in a 3-year cycle. Consequent to the Refinements of the GRSC Operation arranged by the EDB, the GRSC has more flexibility in identifying areas of reviews under these three domains and the review cycle for completion has been extended from a 3-year cycle to a 6-year cycle subject. This gives more time for an in-depth review and the areas of review are more focused.

The existing management framework will be further developed to enhance communication and coordination among school managers, Principal, Vice-principals, teachers, parents and students, as well as past students. The intranet system, SPCSSTARS, is in place and will be further developed to facilitate the efficiency of administrative work in SPCS. This year, the school has adopted eClass to facilitate the collection of RAT data, and to provide further and instant communication with the parents.

The school organization has been restructured to highlight the practice of distributed leadership through the School Leadership Team. The team members work closely with the Principal to achieve a common vision, to advise her on new initiatives and to follow through developing projects and the implementation of innovations in the school. More staff members will be invited to join the leadership team to increase the efficacy of leadership.

The School Leadership Team consists the following teams and members:

Team	Member
Administration Team	R. Li*, S. Wong, B. Lam
Academic Team	L. Lam*, R. Li, C. Po, C. Li, F. Leung
Pastoral Care Team	L. Ko*, J. Yu, L. Lam, C. Cheng, S. Au, M. Iu
Public Relations Team	Sr. Margaret Wong*, L. Ko, F. Chu, Pr. Wong, C. Tsui

SAMS and other management systems have been further customized to meet the school's specific needs including the processing of student reports, portfolios and records as well as the school administration and management framework. The school will access all the necessary functions of WebSAMS applicable for the use of SPCS. The daily attendance records of students, staff, distribution of EDB circulars to staff, applications for HKEAA examinations and communication with the EDB are mostly conducted electronically.

Continuous effort will be made to streamline the administrative procedures to help teachers work more efficiently and technology will be used to reduce teachers' workload so that they can focus on better teaching practices and professional growth. Furthermore, access card reading system has been installed for a better monitoring of staff attendance and leave and Edmodo Enterprise has been subscribed to help support the management of Learning and Communication.

Mr. R. Li will maintain and develop the knowledge management (ELMO) system, which offers one single integrated platform to facilitate data and knowledge management, and data retrieval and analysis. Evidence-driven teaching and learning will be made possible and effective with this in place. A dedicated custom made school-based platform was created by EVI to help with School Admission Interview arrangements, Study Tours enrolment, and the Scholarship & Fee Remission Scheme.

## **School Self-evaluation Goals**

To enhance capacity for school improvement, the School will continue to apply the self-evaluation tools and the school-based surveys that we have developed to enhance the full development of students' and teachers' potential and talents and to scale new heights in their achievements. The objective is to ensure that the whole school is a learning organization committed to continuous self-learning and self-reflection using the PIE model as suggested by the SDA Framework.

## **Professional Development Goals**

In line with the school's aspiration to be a learning school in a learning world for a learning era, focus will be put on continuous staff development, particularly on strategies for the successful implementation of the New Senior Secondary curriculum and the latest curriculum and major changes introduced by the EDB, as well as on the understanding of the latest teaching pedagogies and other educational trends. These can be acquired through structured professional development courses and school-based co-operative learning including staff appraisal and school self-evaluation.

Staff development programmes will be provided to all teachers for a better mastery and understanding of the local and international curricula (DSE, IGCSE, GCE/IAL and BTEC) as well as on how to instill reflective pedagogies in daily teaching and learning so as to build up a self-evaluative culture among staff and to foster professional growth in alignment with the local and international educational policies and practices.

The Professional Ladder for Teachers in Hong Kong portrayed in the "T-standard" will be adopted as the goals for teachers' professional development and growth. Newly-joined teachers will attend the core training and in-service teachers attend the training programmes and all teachers are encouraged to use the resources provided by EDB. An intranet platform is used to record teachers' CPD to make it easy for teachers to keep track of their own stage of professional growth and to help the school to plan school-based professional development programmes based on their needs.

With the enactment of the National Security Law, schools are one of the vehicles for inculcation of the concept and the importance of national security. Professional training through courses, seminars and workshops will be arranged for the teachers to acquire a correct understanding of the law, its implication for teaching and students and its integration into the curriculum of the subjects taught.

The school will work in collaboration with local and overseas consultants and institutions to promote the professional training of teachers and middle managers in the state-of-the-art pedagogy, management and research. In view of the extensive use of IT in Education, opportunities will be explored to provide more advanced training to our teachers in the application of IT in teaching, presentations and extend its use to stimulate the creativity and innovation of students. 17 teachers have obtained the Certification as Edmodo Certified Trainers and new teachers will be encouraged to undertake the training.

All in all, the school will play a significant role in promoting the professional growth of teachers by running special projects like English Across the Curriculum, Interactive IT Across the Curriculum, Learning with Habits of Mind and Learning through Mobile Technology.

## Technology Goals

As a pioneer school in IT in Education, the will continue to explore different IT opportunities to enhance teaching and learning inside and outside the classroom. Our school was selected by the Office of the Government Chief Information Officer (OGCIO) as one of its EITP partner schools since 2015. We received funding (total of HK\$5M) to provide enhanced IT enrichment training to our F.2 to F.6 students from the 2015/16 school year to the 2022/23 school year. This will foster a pro-IT atmosphere, stimulate interest in IT and develop IT talent among students in the school community.

The Multi-media Self-access Learning Centre, the Information Technology Learning Centre, the Digital Music Laboratory and Creative Media Laboratory will continue to be used as venues for developing IT projects, teaching and self-learning. Two mobile computer labs have been set up and new notebook computers will continue to be purchased to cater for the new EITP cohorts. Furthermore, the school has accomplished its mobile learning initiative with the supply of iPads to every SPCS student. This will allow teaching and learning to be extended beyond the classroom. The Smart Oasis, which integrates nature and technology, will provide a multi-media rich virtual immersive environment for students' learning, activities and relaxation.

The Smart Oasis, which is a green block that combines nature, technology and culture, is a landmark on campus giving every Paulinian an opportunity to explore, engage and experience the worlds of technology and nature. Inside the 3-storey building are an IT-rich multi-purpose room, a roof-top garden with a Chinese Herbal Garden and an Anti-aging and Scientific Research Centre, an immersive, inspiring learning space and a meeting point for seminars, workshops and performances. The Smart Oasis is a testimony to our school Mission and provides an all-round education to Paulinians.

The school has enhanced and developed our e-learning platforms in English and Mathematics, using them as virtual bridging courses for our pre-F.1 and junior secondary students. These platforms cater for their individual needs and support them in learning at their own pace. The new single-login ELMO (E-Learning Multi-subject Online) mastery system has become a common e-platform for subjects including Physics, Chemistry, Biology, Economics and Accounting. This integration and development of e-learning platforms will foster personalized learning and assessment for learning. It will also free teachers from the mundane marking of scripts and enable them to focus more on other learning needs of students.

The school will continue to explore and equip itself with the latest educational technologies including interactive textbooks (eBooks), learning apps, cloud computing, mobile learning, e-learning, open online courses, robotics, 3D printing and 3D video taking, VR and AR so as to facilitate student learning in a world-class technology-assisted learning environment. ActivPanels were installed in all computer rooms, F1 to F4 classrooms, the Music Room and the Art Room to enhance more efficient and enjoyable teaching and learning experiences. The school has worked with the Edmodo Enterprise on partnership projects in exploring more application of technology in teaching and learning. In addition, eClass Integrated Platform has been introduced to enhance communications with relevant stakeholders.

Transition from Edmodo to Edmodo World will commence in August 2022 and will be completed within the month of September 2022. Furthermore, to prepare for the challenges ahead, the school will continue to explore the use of technology for teaching and learning since each student is issued with an i-Pad from the school for learning purposes. There will be greater use of technology in the campus to support students' activities and communications with an aim to showcase the application of technology in improving our daily lives and teaching and learning during the pandemic. With the renovation of the school library and updates from the SLS to RFID system, the school library and the Study Room has been renamed as the Learning and Teaching Centre that helps support teaching and students' learning.

All staff and students will be equipped with the latest IT skills for interactive teaching and learning, and for their own professional development and presentation of materials. To further expand their repertoires, teachers will make use of the Media Laboratory to produce teaching videos for self-evaluation and improvement through self-reflection, peer observation and sharing.

# Learning & Teaching

## Academic Goals

To scale new heights and to attain a world-class standard of academic achievement, the school will continue to strive for outstanding local and international public examination results and high language proficiency among Paulinians. Students will acquire a solid foundation in subject knowledge, generic skills, positive attitudes and values, in and outside the classroom, and will learn how to learn effectively. They will enjoy learning and thinking with understanding. We will foster the notions of life-long, life-wide and life-deep learning in order to equip Paulinians with global and multiple perspectives, so that they can face the challenges of changing times with full confidence and courage in our new knowledge-based society. Special sessions for F5 students on AI, Media Literacy and Metaverse will help support them in their future studies and careers.

With regard to public examination results, the school will work strategically to ensure that 80% and above of our students will achieve Level 3 or above in the core subjects of English and Chinese and Level 2 in Mathematics and Liberal Studies (until 2023). In addition, we will work towards ensuring that at least 80% of our students achieve Level 2 in other subjects and 80% achieve Level 4 in English at the HKDSE level. At the IGCSE level, we anticipate 80% passes in all the four core subjects of English, Chinese, Mathematics and Religious Studies. In addition, we will work towards ensuring that at least 80% of our students pass in all other subjects. At the GCE/IAL level, we foresee 80% passes in all subjects.

Applied Learning subjects will be offered in 2 strands starting at the junior secondary level through the BTEC curriculum (F.3 to F.5) and the DSE Applied Learning courses (F.4 to F.6) to develop students' talents through experiential learning and to give them the first steps in work-related qualifications for careers planning in advance. To facilitate the delivery of the curriculum, we have registered the school as a BTEC centre, organized teacher training and recruited the necessary professional tutors. Six subjects that are related to students' existing ECA or OLE are offered as options to students (Information Technology, Business, Home Cooking Skills, Art & Design, Performing Arts in Cantonese Opera and Sports). For the local Applied Learning courses, F.5 and F.6 DSE students are encouraged to attend a variety of courses via Mode 1 at the service providers' venues on Saturdays. Suitable ApL course will also be offered to F.4 students via Mode 2 Early Commencement if sufficient number of students can be enrolled.

## Language Across the Curriculum Goals

SPCS uses a Language Across the Curriculum (LAC) approach that integrates language learning and content learning. LAC is an approach to learning that focuses on improving language proficiency in all subjects in order to enhance students' learning and outcomes. In SPCS which is a 100% EMI, this means a focus on English language. LAC acknowledges that language education does not only take place in specific subjects such as English Lessons, but language learning also takes place in each and every subject; in every learning activity; and across the whole curriculum. LAC emphasizes that language development is the responsibility of all teachers across the school and in all subject areas. It involves a focus on the use of English in each subject, as each subject area has both shared its own specific language usage and style. Each subject area also has its own specialized vocabulary and different writing genres, e.g. Science report writing is different to History report writing.

Language cannot be effectively learnt without a context while learning in all subjects is dependent upon language proficiency in all aspects of school life. In view of the above, language and context are closely interrelated. In fact, content subjects provide a context for language while effective language development facilitates the learning of content subjects. It is therefore necessary to integrate language and content.



SPCS will continue to formulate and implement language policy across the curriculum. This will enable teachers to contribute and get support in dealing with language in learning issues as well as to work for a common target. This will benefit teachers to use English to teach more effectively. For the students, it aims to minimize the problems of adjusting to the new medium of instruction, to develop their proficiency and to facilitate their learning of the subject content better.

The role of the teacher is vital in supporting the use of English across the curriculum. English teachers will introduce and teach the skills, reinforcing in English lessons. While content subject teachers will re-teach and apply these skills or introduce related skills/concepts in their lesson, integrating language and content.

The following measures will continue to be implemented:

- A balanced approach. As every subject has to contribute to the language development of students, a balance between an emphasis on English and an emphasis on content is recommended.
- Cross-curricular vocabulary book. The acquisition of students' vocabulary should be addressed by all teachers and the English teacher will set up a vocabulary book with their students. Teachers of other subjects are encouraged to make use of this vocabulary book.
- Project learning. Since project work provides excellent opportunities for students to use language for authentic communication it will be integrated into all subjects or as cross-curricular projects.
- Use of language teaching pedagogies. Teachers of other subjects can also use teaching methods such as dictation, spelling quizzes, group discussions, oral presentations and writing tasks to enhance students' English proficiency.
- Cross-curricular reading log. A reading log in which students record what they have read will be set up by the English teachers. Teachers of other subjects should encourage students to read in their subject area and ask them to record their reading in their log book.
- Extra-curricular Clubs and Societies. All Clubs and Societies are run in English, including all meetings and functions that take place.
- School functions. All school functions, apart from the Chinese Debates and seminars / workshops conducted by outsiders are held in English.
- Other learning support. There will also be learning support for various types of learners through the e-learning systems, individual or group coaching, remedial classes as well as enrichment classes and advanced placement classes.
- The Learning and Teaching Centre is to support teachers and students to make the best use of the resources to broaden their horizon through conducting research interested to them.
- In order to foster and develop the new students' language proficiency, a bridging programme for all students entering Form One will be conducted in July. The Big Sister Scheme will continue to offer individual help to students in various subjects.
- Bridging courses prior to students' admission to Form One as well as the Big Sister Scheme will help young Paulinians to adapt to the academic rigor and language proficiency required for effective learning.

## **Learning Support Goals**

The school will continue to allocate extra resources to the planning and implementation of more teaching and learning support for students and teachers, as well as programmes for independent learning and individualized project work. To further enhance the Chinese language proficiency of our students, students can choose to study the Hànyǔ Shuǐpíng Kǎoshì (HSK), GCE AL Chinese or DSE Additional Chinese.

Teachers and students can place orders for books and/or software that they find useful for their respective teaching and learning. The “Learning to Learn” programme will continue to be part of the formal curriculum for all F.1 and F.2 students to help them nurture their generic skills as life-long learners. The Reading Culture Team, the School Learning and Teaching Centre and the Self-access Learning Centre will continue to actively support teaching and learning in collaboration with the Panel Heads.

To support and facilitate whole-person development and personal growth of disadvantaged students through after-school activities, the school will continue to apply for the School-based Grant under the School-based After-school Learning and Support Programmes.

## **Student Support and School Ethos**

### **Pastoral Goals**

Form teachers and Catholic teachers will continue to make the best use of Form Periods and regular school assemblies to guide students in their spiritual and emotional development. Paulinians will be given more opportunities to shoulder responsibilities and contribute to the pastoral care of younger students through the Big Sister Scheme, Prefects' Board and leadership training programmes. There are six Houses in the school to foster students' growth and develop their House spirit. The experience gained by students through their participation in house activities is invaluable to their personal growth.

Value education is an important part of the pastoral care team's work, it fosters students' positive values and attitudes and is conducive to students' whole person development. The ten priority values and attitudes highlighted by the EDB are : "Perseverance", "Respect for Others", "Responsibility", "National Identity", "Commitment", "Integrity", "Care for Others", "Law-abidingness", "Empathy" and "Diligence". The team would echo these integral values and virtues through coordinated and collaborative actions and activities among different functional teams.

To further strengthen the values of "Responsibility", "National Identity" and "Law-abidingness", the school has successfully applied the Enhanced "My Pledge to Act" QE fund. The school will be given \$300, 000 grant to strengthen students' sense of national identity through implementing learning activities related to national education and national security education. The proposed activities include setting up of a formal Flag Hoisting Troop, organizing activities to promote appreciation of Chinese culture and taking part in themed-based experiential activities. It is hoped that students would be groomed to be a responsible citizen with a strong sense of national identity.

Besides, our school has also successfully obtained a total amount of \$200,000 from QEF to deliver "My Pledge to Act" project. The project will start from December 2022 and end in September 2023. We will continue to promote mental health and well-being in collaboration with the school social workers and other organizations. Different workshops and whole school activities will be arranged so that the physical, mental and emotional health of students as well as their self-esteem and self-confidence will be enhanced. Through multi-disciplinary collaboration, both teachers and students are facilitated to put character strengths, in particular 'hope and gratitude' into practice. This will also help to create a school culture that supports caring, trusting relationships; encourage students to build positive emotions, enhance personal resilience, promote mindfulness and encourage a healthy lifestyle. The team will continue to organize a wide range of activities to foster closer rapport among students, groom further understanding of oneself, and instill positive attitudes in life.

The school will continue to offer Health Education Programme (PSHE), which is supported by the HKSAR Health Department to our junior form students. The programme is considered effective in maintaining the healthy mind and positive values of Paulinians which allow them to contribute to their family, school and community to the fullest.

To equip students with essential self-directed learning skills and to be mindful and reflective in their learning, 'Learning to Learn', a school-based curriculum on learning skills, is integrated into the PSHE lessons. Through constant records of learning log and practices in class, it is hoped that junior forms students can become lifelong learners with a positive and grateful attitude.

In order to strengthen support for the younger generation so that they can pursue their interests and realize their potential, the Careers Team will continue to help students understand their own capabilities, to foster their personal planning, goal setting and reflective thinking, to develop a positive attitude towards work, to learn and integrate their career and academic aspirations with whole-person development and life-long learning and to equip students with the knowledge, skills and attitudes needed to make informed and wise career and academic choices.

In addition, our school will continue to offer Civic, Moral and National Education to our Paulinians. These programmes broaden students' perspectives and prepare them to become future leaders and global citizens, strengthen their sense of national identity and law-abiding awareness through a whole-school approach and cross-subject collaboration by implementing National Security Education in both the formal and informal curriculum. Furthermore, this enhances their readiness to face crisis and adversity in this ever-changing world.

To solicit more parental support and collaboration, and to ensure better communication between the school and parents, as well as the continual and holistic development of each Paulinian, closer contact with parents will be maintained through the Parent-Teacher Association (PTA) in the coming years.

## **Spiritual Goals**

In line with our school motto "Be all things to all people", our school welcomes students of all faith, ethnicities and backgrounds and recognizes that diversity enriches school learning experiences. At St. Paul's Convent School, there is a spiritual dimension to school life that enhances and enriches the spiritual experience of students. Our students experience a transcendental dimension and continue to build a loving relationship with God. They also learn to appreciate and accept the call to holiness. The school will continue to nurture an appreciation of positive moral values in an atmosphere centred on Roman Catholic values. The school will offer opportunities to students to nourish their commitment to Jesus Christ and the Catholic faith through the school curriculum and a range of religious activities. With a school environment conducive to the promotion of Catholic education, the school would like to see all Paulinians understand and appreciate the fact that they have unique abilities and gifts given by God to share with others.

## **Moral & Civic Goals**

Moral and Civic education which is essential to whole person development and character formation has always been an important aspect of Catholic education. The cultivation of positive values is carried out formally through the Form Period, PSHE lessons, Ethics lessons and permeates the whole school curriculum. Special emphasis is placed on family values, health education, environmental protection, national education and global citizenship. Students are encouraged to be proactive in understanding and responding to topical social issues, both local and international. This is particularly important for students to understand their root as Chinese and their duty in contributing to China's development and world peace.

A National Security Working Group was set up under the Civic, Moral and National Education Team in 2021 to implement National Security Education through cross-curricular collaboration in the formal and informal curriculum. Since 2020/2021, a newly designed curriculum, National Security: An International Perspective has been integrated into Ethics lessons to strengthen students' understanding of national security and to enhance their sense of law-abidingness.

## **Social, Cultural & National Goals**

Exchange activities with Sister Schools in Mainland China involving students, teachers and the school management have proved to be very effective in enhancing the quality of teaching and learning in the past years. Exchanging ideas and sharing experiences stimulate the development of innovative pedagogy, foster planning and enhance professionalism. Although such exchanges have been suspended and social services activities in collaboration with various institutions and service programmes in the Mainland China has been deferred since 2019/2020 due to COVID-19, the Sister School Scheme and related activities will be revived once the pandemic subsides and conditions are safe for travelling.

Cultural exchanges of teachers and students with other countries, such as Canada, UK, US, Spain, France and Germany, will also be considered in the summer of this school year 2022-2023 once COVID-19 is under control and travel restrictions are relaxed.

## School Themes and Major Concerns 2022/2023

**School Theme:** “SMART CITIES (Smart signifies the intelligent use of resources in an efficient and effective way while CITIES represents a “Cradle for Integrating Technology, Innovation, Entrepreneurship and Sustainability”). **Sub-themes:** “Healthy Living, Happy Life” and “Gratitude and Hope”.

### Major Concerns

1. To sustain a diverse and innovative curriculum (DSE, IGCSE, IAL, BTEC, ApL, EITP) and assessment that offer multiple pathways to students so as to prepare them for successful entry into tertiary education either locally or abroad.
2. To prepare students for the fast changing technological world through STEM/STEAM by fostering collaborative learning through an inter- disciplinary approach.
3. To strengthen the implementation of the school theme SMART CITIES by focusing more on the entrepreneurial aspect.
4. To strengthen Paulinians’ Christian and Chinese moral values through implementation of the Lion Rock Spirit.
5. To enhance Paulinians’ sense of national identity and law-abiding awareness through implementation of National Security Education in both the formal and informal curriculum.

**Major Concern 1: To sustain a diverse and innovative curriculum (DSE, IGCSE, IAL, BTEC, ApL, EITP) and assessment that offer multiple pathways to students so as to prepare them for successful entry into tertiary education either locally or abroad**

Target	Strategies	Time Scale	Success Criteria	Method of Evaluation
To offer a diverse school curriculum to cater for students' needs in terms of further studies and career aspirations	<ul style="list-style-type: none"> <li>• Continue to offer multiple curricula – NSS, IGCSE, GCE/IAL and BTEC with diverse subject choices to students to cater for their learning needs and broaden their study pathways.</li> <li>• Allocate 3 out of 10 periods in the time-table to run parallel sessions in STEM courses and extended Math modules for F4 to F5 students. Students will be exposed to modern technologies and learn more about coding / VR / AR / AI which may arouse their interest in pursuing their future studies in these areas.</li> <li>• Set up a new F4 stream focusing on DSE curriculum in lieu of the existing F.4 classes with IGCSE infused with DSE curriculum for outside students and those who have firmly decided to take the 2025 DSE exam.</li> </ul>	September 2022 to July 2023	<ul style="list-style-type: none"> <li>• More subjects in GCE / IAL / BTEC &amp; Applied Learning are offered</li> <li>• No of students enrolling in ApL / BTEC programmes increases</li> <li>• More graduates will pursue STEM related programmes in their further studies</li> <li>• Students’ performance of the new F.4 DSE class is satisfactory</li> </ul>	<ul style="list-style-type: none"> <li>• Student survey on their subject choices</li> <li>• Feedback from parents and students</li> <li>• Graduates’ destinations survey</li> </ul>

Target	Strategies	Time Scale	Success Criteria	Method of Evaluation
To sustain excellent standards in English	<ul style="list-style-type: none"> <li>• Offer English EFL as well as ESL curriculum for F.3–F.4 students to meet their diverse needs</li> <li>• F.4 students will participate in the optional speaking test for ESL through face-to-face interviews in SPCS Edexcel Exam Centre (when COVID subsides then face-to-face assessment will resume)</li> <li>• Offer IELTS course for F.5 GCE stream students to prepare them for the examination</li> </ul>	September 2022 to July 2023	<ul style="list-style-type: none"> <li>• Outstanding students’ performance in public exam</li> <li>• Smooth implementation and positive feedback on the EFL and ESL</li> </ul>	<ul style="list-style-type: none"> <li>• Results in the public examinations</li> </ul>
To strengthen Chinese proficiency and the understanding of Chinese culture to all students	<ul style="list-style-type: none"> <li>• Extend the reading scheme in Chinese to all forms through the publication of school-based readers for F.1 to F.3 and F.4 to F.6 students to enhance their Chinese proficiency.</li> <li>• Provide additional Chinese lessons to F.3 students in the regular timetable, and to F.5 (2nd term) &amp; F.6 (1st term) once a week to raise their Chinese Language standard to Level 3 or above</li> <li>• Provide Chinese remedial lessons to F.1 - F.6 students to strengthen their language foundation</li> <li>• Offer CSL and IGCSE Chinese curriculum to F.1 to F.4 non-Chinese speaking students to help them attain accredited Chinese qualification.</li> <li>• Offer GCE AL Chinese to F.5 - F.6 GCE stream students</li> <li>• Allocate 3 out of 10 periods in the time-table to F.5 to promote Chinese culture and values.</li> <li>• Offer more Chinese cultural experiences e.g. Ming Yi lessons, Chinese calligraphy, Chinese Orchestra, Chinese Opera, Chinese Dance and Chinese Embroidery in the DIP lessons for students</li> </ul>	September 2022 to July 2023	<ul style="list-style-type: none"> <li>• Increase in the number of Chinese books students read</li> <li>• 80% of the DSE students obtain Level 3 or above in the DSE exam and 80% of the GCE students obtain A-A* in GCE AL Chinese exam</li> <li>• CSL students participate in Chinese cultural OLEs like choral speaking competitions and attain good results</li> <li>• More students participate in Chinese culture related ECA e.g. Cantonese Opera, Chinese calligraphy, Chinese writing competitions</li> </ul>	<ul style="list-style-type: none"> <li>• HKDSE and GCE AL Chinese Language examination results</li> <li>• Students’ attendance during the Chinese extra lessons</li> <li>• NCS students’ performance in IGCSE Chinese exam</li> <li>• Students’ non-academic participation in Chinese culture related ECA</li> </ul>

Target	Strategies	Time Scale	Success Criteria	Method of Evaluation
To continue to offer a third language to promote a global outlook and experience for students	<ul style="list-style-type: none"> <li>• Continue to collaborate with the School of Modern Languages and Cultures Language of HKU to offer foreign languages</li> <li>• Offer language immersion programmes in France, Spain and Germany for the language students</li> </ul>	September 2022 to July 2023	<ul style="list-style-type: none"> <li>• Increase no. of enrollment in foreign languages courses</li> <li>• Increase no. of enrollment in overseas study tours to France, Spain &amp; Germany</li> <li>• Good performance in IGCSE foreign languages exam</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from the coordinator and students</li> <li>• IGCSE exam results</li> </ul>
To enrich other learning experiences and extend life-wide learning	<ul style="list-style-type: none"> <li>• Sustain the Summer Leadership Camp in Brescia University College, Study Tours to Oxford University and other renowned universities overseas and in the Mainland so that students can explore their potentials and interests in connection with their future studies</li> <li>• Offer all F.1 students a short study tour to the Greater Bay Area to enhance their understanding of the development there</li> <li>• Offer all F.4 students Greater Bay Region experiential study tour relating to the Citizenship and Social Development (CSD) curriculum</li> <li>• Offer tours to F.3 and F.5 students to promote interflows between Sisters schools in the Mainland (e.g. Sichuan)</li> <li>• Offer tours to NetDragon Headquarters in Fuzhou to promote use of technologies such as AR and VR in learning and teaching</li> </ul>	Post exam period in 2023	<ul style="list-style-type: none"> <li>• Successful completion of the exchange tours to enhance students' OLE</li> <li>• Good student participation rate in the exchange tours</li> <li>• Students appreciate the opportunities of extending their global vision through participating in overseas study tours</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from students and teachers</li> <li>• Scope and scale of participants</li> </ul>



Target	Strategies	Time Scale	Success Criteria	Method of Evaluation
To help students to explore multiple pathways for further education through a better understanding of their career aspirations starting from junior secondary years and extending to senior secondary years	<ul style="list-style-type: none"> <li>• Starting from junior forms, life planning education is offered in collaboration with the Careers Team and Pastoral Care Team) to help students develop a deeper understanding of their own potentials and help them to make informed choice of subjects that best suit their interests and career aspirations</li> <li>• Arrange talks for both parents and students on the education and admission methods in different countries</li> <li>• Sustain collaboration with the PTA and SPCS Alumni Association to offer various job shadowing and internship programmes to students on career-related OLEs</li> <li>• Sustain collaboration with Chinese YMCA to provide outreach programmes to students and parents on life planning education</li> </ul>	September 2022 to July 2023	<ul style="list-style-type: none"> <li>• Good participation rate of students in attending careers-related seminars/talks</li> <li>• Successful completion of the job shadowing programme</li> <li>• Successful completion of the outreach programmes</li> <li>• Students show better understanding of the working world and work values</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from students, parents, teachers and various stakeholders e.g. PTA, mentors</li> </ul>
To help students to apply for further studies through JUPAS, Non-JUPAS and UCAS	<ul style="list-style-type: none"> <li>• Organize talks on JUPAS and Non-JUPAS applications and offer individual counselling to students</li> <li>• Assist students in completing their JUPAS and Non-JUPAS applications</li> <li>• Organize sessions/workshops on writing CV and personal statements as well as on interview skills</li> <li>• Organize visits to local universities on their Information Days and admissions talks on overseas universities</li> <li>• Invite alumni to offer sharing sessions to help students better understand the requirements of various degree programmes and strategies for applying to universities</li> <li>• Assist students in completing their applications to UK universities through the UCAS system and universities in USA, Canada, China, Australia and other places</li> </ul>	September 2022 to July 2023	<ul style="list-style-type: none"> <li>• Successful completion of JUPAS and Non-JUPAS talks</li> <li>• Successful completion of the interview skills and CV / personal statement writing workshops</li> <li>• Good participation rate in programmes offered by various universities</li> <li>• No of students given offers in the top universities (both local &amp; overseas) and competitive courses increases</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from students and teachers in the Careers team</li> <li>• Graduates survey on their final destinations</li> </ul>

Target	Strategies	Time Scale	Success Criteria	Method of Evaluation
To make full use of the online learning platforms and latest technology to maintain the efficiency and quality of teaching under the disruption of COVID-19	<ul style="list-style-type: none"> <li>• With the implementation of the half-day summer timetable in which school finishes at 12:50 pm, teachers can arrange extra lessons in the afternoon on need base</li> <li>• The school IT team will continue to negotiate with the service providers of the existing online learning platforms to upgrade / improve their services</li> </ul>	September 2022 to July 2023	<ul style="list-style-type: none"> <li>• Successful completion of teaching syllabus</li> <li>• University admission figures remain good</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from students and teachers</li> </ul>

**Major Concern 2: To prepare students for the fast changing technological world through STEM/STEAM: fostering collaborative learning through an inter-disciplinary approach.**

Target	Strategies	Time Scale	Success Criteria	Method of Evaluation
<p>To appreciate the value of collaboration</p> <p>To develop among students a solid knowledge base in Science, Technology, Engineering and Mathematics (STEM/STEAM) and to enhance their interest for further studies and careers in meeting the changes and challenges of the contemporary world</p>	<ul style="list-style-type: none"> <li>• Embed and strengthen STEM /STEAM education into the teaching and learning of related subjects in addition to Integrated Science, Physics, Chemistry, Biology, Mathematics, ICT, EITP, Creative Media Production, Home Economics (Food Technology), Art and Design and Business, Accounting and Finance.</li> <li>• Encourage and support students to join local, national and international competitions in STEM areas to unleash their potentials</li> <li>• Promote and sustain STEM related ECAs (e.g. the Cisco Innovation, Challenge, or Hong Kong Youth Science and Technology Innovation Competition, etc) organized by different clubs and societies.</li> <li>• Explore the possibilities of AR / VR / AI / ML apps that could facilitate teaching and learning.</li> <li>• Investigate meaningful themes of group project involving AR/VR/AI/ML technologies.</li> <li>• Encourage students to apply their skills in daily life (e.g. students taking creative media have formed a Campus TV team to practise their skills from filming to post-production).</li> </ul>	<p>September 2022 to August 2023</p>	<ul style="list-style-type: none"> <li>• Classroom observation on student outcomes and successful completion of projects.</li> <li>• Students’ enthusiastic engagement in research projects and collaborative effort</li> <li>• Students’ interests and ability to integrate and apply knowledge to their life</li> <li>• Students are able to conduct self-learning with the help of technology. That is, a paradigm shifts from teacher-centred classroom practices to learner-centred learning</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from teachers and/ students</li> <li>• Quality of student projects can be assessed</li> <li>• Feedback from teachers</li> <li>• Students’ mode of learning - an active learner whereby teacher takes the role of a facilitator</li> </ul>

Target	Strategies	Time Scale	Success Criteria	Method of Evaluation
<p>To explore and develop students' potentials and talents under the guidance and teaching of professional tutors</p> <p>To let students have more time to learn and practise their skills for competition, performance or self-enhancement</p>	<ul style="list-style-type: none"> <li>• Extend STEM education to cater for students' diverse interests and aspirations through DIP classes including               <ul style="list-style-type: none"> <li>• Aquaponics</li> <li>• Digital Music Composer</li> <li>• Foundation of Chinese Medicine</li> <li>• Hydroponics</li> <li>• Herbal Drink Development</li> <li>• Lingzi Project</li> <li>• Organic Farming</li> <li>• Life and Psychology</li> <li>• Scientists in Action</li> <li>• Young Engineers</li> <li>• Young Scientists</li> <li>• Young Entrepreneurs /Young Investors</li> <li>• EITP</li> <li>• BTEC IT</li> </ul> </li> <li>• Organize visit to AR/VR/AI labs of developers.</li> <li>• Organize STEM related summer programs/tours</li> <li>• Organize workshops for teachers</li> <li>• Collaboration with professionals, institutions and universities</li> </ul>	<p>September 2022 to August 2023</p>	<ul style="list-style-type: none"> <li>• Enthusiastic participation in ECA and DIP activities.</li> <li>• Engagement of students</li> <li>• Learning outcomes of students in DIP</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from SPCS teachers and partner institutions/ organizations</li> <li>• Feedback from students</li> </ul>

**Major Concern 3: To strengthen the implementation of the school theme SMART CITIES by focusing more on the entrepreneurial aspect.**

Target	Strategies	Time Scale	Success Criteria	Method of Evaluation
To equip students with knowledge and skills on how to successfully develop products and services to solve challenging problems in the world under considerable time constraints with very limited resources.	<ul style="list-style-type: none"> <li>• The Young Investors Society (YIS) Programme will be offered during DIP for the 4<sup>th</sup> year through the Young Entrepreneur classes. In the programme, the students will gain the skills to save and invest for their future in a fun team environment. Teacher-guided and student-led activities will be conducted weekly. Valuable concepts including accounting, ethics, economics, psychology, mathematics, business strategy, and entrepreneurship will be covered in the classes.</li> <li>• Students will be encouraged and supported to participate in Entrepreneurship related visits, talks, seminars, workshops and competitions.</li> <li>• Work in synergy with partners and professionals.</li> <li>• Keep track of the latest development of the GBA Region with a view to exploring the opportunities and the talents required. Focus will be drawn to the training needs for our students</li> </ul>	September 2022 to July 2023	<ul style="list-style-type: none"> <li>• Enthusiastic student participation</li> <li>• Student learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from teachers and students</li> <li>• Students' performance</li> </ul>
To offer practical experience to students for applying entrepreneur skills in organizing and carrying out entrepreneurial activities	<ul style="list-style-type: none"> <li>• Students will explore different ways of packaging and marketing the Paulinian Herbal Drink now that the product is patented.</li> <li>• The group of students who have won the Business Startup Competition will operate the 2 vending machines sponsored by the PTA. Profits made will be donated to charity</li> </ul>	September 2022 to July 2023	<ul style="list-style-type: none"> <li>• Students' Entrepreneurship related projects</li> <li>• Collaboration projects planned</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from teachers and students</li> <li>• Students' performance</li> </ul>

**Major Concern 4: To strengthen Paulinian’s Christian and Chinese moral values through implementation of the Lion Rock Spirit.**

Target	Strategies	Time Scale	Success Criteria	Method of Evaluation
<p>To enhance student’s understanding of the core values of Perseverance, Diligence, Solidarity and Faith in a Better Future, behind the Lion Rock Spirit.</p>	<ul style="list-style-type: none"> <li>• Introduce and promote the Lion Rock Spirit through the formal and informal curriculum e.g. ask students to read &amp; research on the core values and present what they have learnt through compositions, poems, short stories, role plays, radio plays, posters, slideshows, short films, documentary etc.</li> <li>• Invite speakers to share their experiences during school events or relevant lessons, and ask students to conduct interviews with the older generation e.g. their grandparents to learn more about how they contributed to the prosperity of Hong Kong in the 1960’s and 70’s</li> </ul>	<p>September 2022 to July 2023</p>	<ul style="list-style-type: none"> <li>• Students show a good understanding of the core values of the Lion Rock Spirit</li> </ul>	<ul style="list-style-type: none"> <li>• Student survey and feedback</li> <li>• Teacher feedback</li> </ul>
<p>To provide different channels and opportunities for students to share and present their understanding of the Lion Rock Spirit.</p>	<ul style="list-style-type: none"> <li>• Introduce the song ‘Under the Lion Rock’ to students, ask them to reflect on the message, rewrite the lyrics, and translate the lyrics in to English</li> <li>• Incorporate stories from the ‘Under the Lion Rock’ series into lessons, invite students to reflect on what they have learnt from the stories and how they can apply this to their studies and future life</li> <li>• Design school activities for the promotion of the positive values related to the Lion Rock Spirit e.g. game booths, slogan design competitions, poster design competitions, lyrics writing competition etc.</li> </ul>	<p>September 2022 to July 2023</p>	<ul style="list-style-type: none"> <li>• Students are able to demonstrate their understanding and appreciation of the Lion Rock Spirit through a variety of work and school activities</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of students’ involvement in related activities</li> <li>• Display of students’ work through different channels</li> </ul>

Target	Strategies	Time Scale	Success Criteria	Method of Evaluation
<p>To reinforce student’s understanding of the 7 ‘Cs’: Charity, Conscience, Confidence, Courage, Creativity, Competence &amp; Commitment of SPCS, and to enhance their sense of belonging and loyalty to the school through the Lion Dance.</p>	<ul style="list-style-type: none"> <li>• To have 7 Lions representing the 7 ‘Cs’ of SPCS, 6 of which will be represented by the 6 Houses, and 1 to be represented by the Prefects’ Board</li> <li>• To promote Christian and Chinese moral values during Lion Dance performances</li> </ul>	<p>February to July 2023</p>	<ul style="list-style-type: none"> <li>• The school is able to set up 7 Lions which are ready for Lion Dance performances for school celebrations and community events.</li> <li>• Students show a better understanding to the 7 ‘Cs’ of SPCS.</li> <li>• Students show better House Spirit and School Spirit</li> </ul>	<ul style="list-style-type: none"> <li>• Student survey and feedback</li> <li>• Teacher feedback</li> </ul>
<p>To strengthen students’ appreciation of Chinese cultural arts and values, to enhance their sense of national identity, and to uplift their national pride through the Lion Dance performances.</p>	<ul style="list-style-type: none"> <li>• To set up a Lion Dance Club with the support of the Quality Education Fund</li> <li>• To train Paulinans for Lion Dance performances during PE lessons and ECAs and DIP</li> <li>• To have Lion Dance performances at school celebrations e.g. the 170 Anniversary of the school and to accept invitations to perform at public events</li> </ul>	<p>February To July 2023</p>	<ul style="list-style-type: none"> <li>• Students enjoy performing and watching the Lion Dances.</li> <li>• Students show an appreciation of Chinese cultural arts.</li> <li>• Students have a stronger sense of national identity</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of students’ involvement in the Lion Dance performances</li> <li>• Observation of students’ interest in watching the Lion Dances</li> </ul>

**Major Concern 5: To enhance Paulinians’ sense of national identity and law-abiding awareness through a whole-school approach and cross-subject collaboration by implementing National Security Education in both formal and informal curriculum.**

Target	Strategies	Time Scale	Success Criteria	Method of Evaluation
To align with the policies of EDB on the transition from Liberal Studies (LS) to Citizenship and Social Development (CS)	<ul style="list-style-type: none"> <li>To ensure that the LS panel head will coordinate and monitor the implementation of CSD at school accordingly</li> <li>To encourage teachers to attend appropriate training to acquire a correct understanding on the curriculum content and arrangement of the subject</li> <li>To make use of the resources and support provided by the EDB and to ensure learning and teaching materials used are in line with the aims, goals and contents prescribed by the CDI and appropriate for students’ ability and learning needs etc.</li> <li>To facilitate the smooth running of Mainland Study Tours for F.4 and F.5 students as part of the CSD curriculum</li> </ul>	September 2022 to July 2023	<ul style="list-style-type: none"> <li>Students acquire a correct understanding of the subject</li> <li>Teachers receive appropriate training</li> <li>School curriculum contents and arrangement are revised to ensure smooth transition</li> <li>Relevant teaching materials and resources are compiled for teachers’ reference</li> <li>Students are able to develop a positive value and consolidate their learning experience</li> </ul>	<ul style="list-style-type: none"> <li>NSE Working Group review progress and effectiveness of staff development programmes</li> <li>Panel Heads’ review content and progress of teaching</li> <li>Inspection of teaching materials on a need basis</li> <li>Feedback from students and students’ project work</li> </ul>
To strengthen the learning and understanding of National Identity, National Security Law (NSL) and Media and Information Literacy	<ul style="list-style-type: none"> <li>To coordinate and monitor the implementation of NSE at different KLA and all levels</li> <li>To adopt a whole school cross-curricular approach to enhance the understanding of NSL media and information literacy by infusing and enriching relevant subject curriculum contents and extra-curricular activities</li> <li>To encourage teachers to attend appropriate training to acquire a correct understanding and knowledge of the National Identity, NSL and Media and Information Literacy etc.</li> </ul>	September 2022 to July 2023	<ul style="list-style-type: none"> <li>Students’ response to related learning programmes and activities is positive</li> <li>Teachers receive appropriate training</li> </ul>	<ul style="list-style-type: none"> <li>Progress and effectiveness of staff development programmes.</li> <li>Students’ participation in relevant activities</li> <li>Observation, survey and feedback from teachers and students.</li> </ul>



Target	Strategies	Time Scale	Success Criteria	Method of Evaluation
<p>Infuse National Security Education (NSE) in both the formal and informal curriculum to guide students to a better understanding of the National Security Law (NSL) and its implication for the HKSAR.</p>	<ul style="list-style-type: none"> <li>• Adopt a whole school cross-curricular approach to NSE by infusing relevant aspects in both the formal and informal curriculum</li> <li>• Enrich the curriculum contents of relevant KLAs by infusing the relevant topics and concepts proposed by EDB</li> <li>• Prepare whole school staff development programmes on understanding the NSL and its implications for teaching and learning</li> <li>• Develop a school-based archive for related curriculum plans, lesson plans and teaching and learning resources</li> <li>• Encourage teachers to attend appropriate training on NSE to acquire a correct understanding and knowledge of the NSL</li> <li>• Remind all teaching and non-teaching staff (including the tutors / service providers of courses) of the need to uphold professional ethics at all times, and the profound impact of their words and deeds on students</li> <li>• Make it clear to teachers (including tutors/ service providers of courses/ guest speakers) that they should not promote personal political views or twisted values to students or make seditious remarks directly or indirectly</li> </ul>	<p>September 2022 to July 2023</p>	<ul style="list-style-type: none"> <li>• Students learn about the NSL through lessons and other learning activities</li> <li>• Teachers participate in relevant training programmes and seminars</li> <li>• Teaching plans designed and adopted by the respective KLAs and functional groups are relevant and appropriate</li> <li>• Documents and teaching resources properly archived</li> </ul>	<ul style="list-style-type: none"> <li>• NSE Working Group review progress and effectiveness of staff development programmes.</li> <li>• Panel Heads' review content and progress of teaching</li> <li>• Observation, survey and feedback from teachers and students</li> <li>• Managing of the teaching and learning resource archive</li> </ul>

Target	Strategies	Time Scale	Success Criteria	Method of Evaluation
<p>To explain to students the concepts related to national security, the legislative background, as well as the provisions and significance of the National Security Law (NSL) to ensure that students have accurate information, a clear understanding and a correct interpretation of the Law.</p>	<ul style="list-style-type: none"> <li>• Adopt a multi-pronged and coordinated approach to promote NSE through Life and Society, Citizenship &amp; Social Development and various other KLAs</li> <li>• Provide Ethics lessons and workshops covering concepts and significance of national security from the global, local and personal perspectives for F.6 students</li> <li>• Ensure students understand that the development of the HKSAR is an inalienable part of their country and the PRC under the ‘One Country, Two Systems’ Policy</li> <li>• Ensure that the learning and teaching materials and resources used are in line with the aims, goals and contents prescribed by the CDI for different key stages and appropriate for students’ ability and learning needs</li> <li>• Compile teaching resources related to the Constitution and Basic Law Education and NSE and for teachers’ reference</li> </ul>	<p>September 2022 to July 2023</p>	<ul style="list-style-type: none"> <li>• Students’ response to lessons and learning activities is positive</li> <li>• Students’ knowledge of the HKSAR and its relation to the PRC is enhanced</li> <li>• Students understand better China’s development, the Constitution, the Basic Law and the NSL</li> <li>• NSE materials are integrated into the Lesson plans and learning activities of various subjects</li> <li>• Relevant teaching materials and resources are compiled for teachers’ reference</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observation.</li> <li>• Review of the content and quality of teaching and learning materials and resources.</li> <li>• Inspection of teaching materials on a need basis</li> <li>• Observation, survey and feedback from teachers and students.</li> </ul>

Target	Strategies	Time Scale	Success Criteria	Method of Evaluation
<p>To help students understand the latest development of the country, and enhance their sense of national identity.</p>	<ul style="list-style-type: none"> <li>• Develop students' appreciation of Chinese Culture and their awareness of the latest development and achievements of China through selection of short videos to be screened during form teacher period daily</li> <li>• Organize regular school activities and programmes in accordance with the national education schedule of the EDB so that national education is made part of school life</li> <li>• Encourage students to participate in activities and competitions which enable them to have a better understanding of their country and its development.</li> <li>• Nominate students to join the Basic Law Ambassadors Scheme organized by the EDB and groom student leaders to promote the understanding of the Constitution, the Basic Law and NSL in the school</li> <li>• Enrich the Library with learning resources which are in line with the aims and goals of national education and NSE</li> <li>• Encourage students to participate in activities in line with national education and NSE both inside and outside school.</li> </ul>	<p>September 2022 to July 2023</p>	<ul style="list-style-type: none"> <li>• Students show an appreciation of Chinese Culture</li> <li>• Students show an awareness of the latest development of China</li> <li>• Students enjoy the variety of activities which enhance their sense of national identity</li> <li>• Students show interest in related activities and competitions</li> </ul>	<ul style="list-style-type: none"> <li>• Students' participation and achievements in relevant activities and competitions.</li> <li>• Observation, survey and feedback from teachers and students.</li> </ul>

Target	Strategies	Time Scale	Success Criteria	Method of Evaluation
<p>To develop students into law-abiding nationals and citizens who respect the rule of law and shoulder the responsibility of safeguarding national security.</p>	<ul style="list-style-type: none"> <li>• Remind students of the school’s expectation of proper student behaviour, the need to obey rules and regulations and the importance of respect for others as stated in the Student Handbook</li> <li>• Set up a Flag Hoisting Troop and ensure that the raising of the National Flag and the singing of National Anthem are carried out weekly and on designated dates and ceremonies</li> <li>• Remind students of the proper protocols during Flag Raising Ceremonies to show respect for their country</li> <li>• Establish close communication with parents to enhance home-school cooperation by soliciting parents’ support and collaboration with the school in grooming their daughters to be respectable citizens through the PTA and at relevant school activities</li> </ul>	<p>September 2022 to July 2023</p>	<ul style="list-style-type: none"> <li>• The flag raising ceremonies can be carried out smoothly and regularly</li> <li>• Students are familiar with the protocols of Flag Raising Ceremonies</li> <li>• Students’ respect for their country is strengthened.</li> <li>• Parents support and collaborate with the school in guiding their daughters to become respectable and law-abiding citizens</li> </ul>	<ul style="list-style-type: none"> <li>• Observation, survey and feedback from teachers, students and parents.</li> </ul>

## **Budget for 2022/2023**

### **Plan on use of Recurrent Grants**

#### **Capacity Enhancement Grant 2022/2023**

To provide Paulinians with the opportunity to develop their personal interests and learn from diverse experiences, our school will continue to offer the “Diversified Interests Programme” (DIP) for all Form 1 to Form 5 students.

Two sessions of DIP will be arranged every Friday afternoon. There will be two DIP sessions: each session lasting one hour and ten minutes. Each student can take a maximum of two different DIP courses based on their own choices. It is hoped that our DIP arrangements can maximize students' learning opportunities, develop their multiple talents and broaden their future career pathways. If things go according to plan, twenty-three DIP sessions will be offered from 23 September 2022 to 19 May 2023. Diversified interest programme will be organized for our students, including courses in Foundation of Chinese Medicine, Lingzhi and Herbal project, Aquaponics and Organic Farming, Hydroponics, Foreign Languages, Product Design, Speech, Creative Writing, Sports, Music, Cooking, Science, Technology, Entrepreneurship and Performing Arts.

The Capacity Enhancement Grant will be used to engage external tutors to conduct the DIP classes. While students are attending their DIP classes, teachers will be freed to attend panel meetings or professional development for better mastery of the DSE, IGSCE, GCE/IA and BTEC curricula.

#### **Life-wide Learning Grant 2022/2023**

To enhance whole-person development and life-long learning of Paulinians, our school will reconsider organizing cross-border and cross-cultural experiential learning activities and infuse life-wide learning into different KLAs and cross-curricular teaching on condition that the pandemic is under control, and that it is safe to travel with no travel restrictions. We will enrich students' learning experiences and build up key competences for a fulfilling adulthood, including intellectual development, moral, civic and national education, community service, physical and aesthetic development, and career-related experiences by encouraging Paulinians to participate in activities such as exhibitions, training courses, visits, field trips, training camps, exchange tours, community services, performances, competitions by any means made necessary by the safety requirements for the Covid-19 pandemic.

**St. Paul's Convent School Annual Financial Position  
Financial Estimate for the 2022/2023 School Year**

	<b>Government Funds</b>	<b>Non-Government Funds</b>
<b>INCOME</b> <i>in terms of percentages of the annual overall income</i>		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	73.63	N.A.
School Fees	N.A.	24.16
Donations, if any	N.A.	0.01
Other Income (including allocation from School Reserves), if any	0.07	2.13
<b>Total</b>	73.70	26.30
<b>EXPENDITURE</b> <i>in terms of percentages of the annual overall expenditure</i>		
Staff Remuneration	82.39	
Operational Expenses (including Learning and Teaching)	3.09	
Fee Remission / Scholarship <sup>1</sup>	6.01	
Depreciation	2.00	
Repairs and Maintenance	1.07	
Miscellaneous (including Grants Expenditure, unused grants, and Reserves Expenditure)	5.44	
<b>Total</b>	100.00	
<b># SURPLUS/DEFICIT FOR THE SCHOOL YEAR</b>	-0.22	
<b># ACCUMULATED SURPLUS/DEFICIT IN THE OPERATION RESERVE AS AT THE END OF SCHOOL YEAR</b>	6.32	
<i># in terms of equivalent months of annual overall expenditure</i>		

**Actual Fee Remission / Scholarship is 25.35% of School Fee Income**

*# Details of expenditure for large-scale capital works, excluding capital expenses, if any :*

DSS Major Repairs, subvented and non-subvented	0.36
--	------

<sup>1</sup> *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*