

# St. Paul's Convent School



**School Plan 2023/2024**

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# School Plan for 2023/2024

## 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. The review cycle for completion has also 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 school organization has been restructured to highlight the practice of distributed leadership through the School Leadership Team which includes the Administration Team, the Academic Team, the Pastoral Care Team and the Public Relations 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. With the School Advisory Board in place, the existing management framework has been further developed to enhance communication and coordination among school managers, Principal, Vice-principals, teachers, parents and students, as well as past students.

The School Leadership Team consists the following teams and members:

| Teams                 | Members   |
|-----------------------|---|
| Administration Team   | Sister Margaret Wong*, A. Fong, H. Ng, B. Lam       |
| Academic Team         | L. Lam*, C. Li, F. Leung, D. Dy, S. Leung           |
| Pastoral Care Team    | L. Ko*, C. Cheng, M. Iu., S. Ho, E Wong             |
| Public Relations Team | Sr. Margaret Wong*, L. Ko, F. Chu, Pr. Lam, 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.

The intranet system, SPCSSTARS, is in place and will be further developed to facilitate the efficiency of administrative work in SPCS. The access card reading system has also been installed for a better monitoring of staff attendance and leave. Furthermore, the School has adopted eClass for students' attendance record and to facilitate efficient and effective communication with students and parents. 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.

Edmodo Enterprise has been subscribed to help support the management of learning and communication. The knowledge management (ELMO) system, which offers one single integrated platform to facilitate data and knowledge management, and data retrieval and analysis will be maintained. 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 self-evaluation tools such as the EDB Stakeholder Surveys and the school-based surveys that our school has developed to enhance the full development of students' talents and teachers' potential 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**

To achieve its goal of being a learning school, the focus will be on continuous staff development. Teachers will receive structured professional development courses and participate in cooperative learning opportunities to understand the latest curricula and pedagogies. The "T-standard" will be adopted as the benchmark for teachers' professional development, with newly-joined and in-service teachers attending core training programs. Professional training will be provided on the National Security Law and its implications for teaching and integration into the curriculum.

Staff development programs will be provided to all teachers to enhance their understanding of local and international curricula. This includes the HKDSE, the UK IGCSE, GCE/IAL, and BTEC. Reflective pedagogies will also be instilled in daily teaching to foster a self-evaluative culture among staff and promote professional growth in alignment with educational policies and practices.

The School will collaborate with local and overseas institutions to provide a state-of-the-art training in pedagogy, management and research, while exploring IT training opportunities to stimulate student creativity and innovation. Special projects like English Across the Curriculum and Interactive IT Across the Curriculum will support teacher growth and enable them to deliver high-quality education to students.

Overall, the School is committed to promoting professional growth by providing comprehensive staff development programs. These programs will ensure that teachers have a better understanding of the latest curricula, pedagogies, and policies, while maintaining a self-evaluative culture among staff members. Through these efforts, the school aims to provide high-quality education to students and prepare them for the challenges of the future.

## **Technology Goals**

As a pioneer school in IT Education, SPCS 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 for our F2 to F6 students from the 2015/16 school year to the 2022/23 school year. This fosters a pro-IT atmosphere, stimulates interest in IT and develops IT talent among Paulinians. The School will apply for the IT Innovative Fund again to further enhance its IT developmental process.

Staying abreast with this high speed of change in technology, SPCS has now become internationally well-known as an ICT specialist school. With strong support from the Quality Education Fund and Education Bureau, the School has built an impressive infrastructure, initially on optical fibres in the 1990s and now on wireless. Students and staff can access the internet safely and conveniently from any part of the school. The school is committed to adopting the latest technologies to enhance the reliability, security and efficiency of its network infrastructure. This

includes the use of fiber optic cabling, network security, wireless networks and network monitoring and management tools.

The Multi-media Self-access Learning Centre, the Information Technology Learning Centre, the Digital Music Laboratory and the 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 teaching and learning needs of both staff and students. Furthermore, the School has accomplished its mobile learning initiative with the supply of iPads to every SPCS student since this allows teaching and learning to be extended beyond the classroom. With the renovation of the School Library and the update from the SLS to the RFID system to support teaching and students' learning, the School Library and the Study Room have been renamed the Learning and Teaching Centre.

The Smart Oasis which is a testimony to our school Mission. It integrates nature and technology to provide a multi-media rich virtual immersive environment for students' activities and relaxation to support an all-round education for Paulinians. A green block that combines nature, technology and culture, it is a landmark on the campus giving every Paulinian an opportunity to explore, engage and experience the world of technology and nature. Inside the 3-storey building is 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 School has enhanced and developed our e-learning platforms in English and Mathematics, using them as virtual bridging courses for our pre-F1 and junior secondary students. These platforms cater for their individual needs and support them in mastery learning at their own pace. The new single-login ELMO (E-Learning Multi-subject Online) system has become a common e-platform for subjects including Physics, Chemistry, Biology, Economics and Accounting. This integration and development of e-learning platforms has fostered personalized learning and assessment for learning. It also frees teachers from the mundane marking of scripts and enables them to focus more on other learning needs of students. The latest addition is a bank of quizzes on the 20 domains of National Security created by F5 students in 2023 to support the school's development of National Security Education.

The School has worked with the Edmodo Enterprise on partnership projects in exploring more application of technology in teaching and learning and the transition from Edmodo to Edmodo World was completed in September 2022. 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 are now installed in all F1 to F6 classrooms and all the special rooms to enhance more efficient and enjoyable teaching and learning experiences.

Since each student is issued with an iPad 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. To prepare for the challenges ahead, the school will continue to explore the use of technology for teaching and 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

The School aims to achieve academic excellence and high language proficiency among students, providing them with a solid foundation in subject knowledge, essential skills, positive attitudes, and values. The focus on lifelong, broad and deep learning will help students develop global perspectives and confidence to face challenges in the changing times. Special sessions for F5 students on AI, Media Literacy, and Mediation will support their future studies and careers.

With regard to public examination results, the School will work strategically to ensure that at least 80% of our students attain Level 3 or above in English and Chinese, Level 2 in Mathematics and a Pass in Citizenship & Social Development. We also aim for at least 80% of our students achieving Level 2 and above in other subjects in the HKDSE Exam. At IGCSE, the School aims an 80% pass rate in all four Core subjects, and an 80% pass rate in all other subjects as well. Similarly, at GCE/IAL, the school aims at an 80% pass rate in all subjects.

Applied Learning subjects will be offered in 2 strands starting at the junior secondary level through the Edexcel Business & Technology Education Council (BTEC) curriculum (F3 to F5) and the DSE Applied Learning (ApL) courses (F4 to F6) 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 (Information Technology, Business, Home Cooking Skills, Art & Design, Performing Arts in Cantonese Opera and Sports) that are related to students' existing ECA or OLE are offered as options to students. For the local ApL courses, F5 and F6 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 F4 students via Mode 2 Early Commencement if a sufficient number of students are enrolled.

## Language Across the Curriculum Goals

SPCS adopts a Language Across the Curriculum (LAC) approach that integrates language learning and content learning. This approach aims to improve students' language proficiency in all subjects to enhance their learning outcomes, particularly in English as it is the medium of instruction in SPCS.

The LAC approach recognizes that language education occurs in all subjects and activities and emphasizes that language development is the responsibility of all teachers. Each subject has its own specialized vocabulary and writing genres, and effective language development facilitates the learning of subject content.

Language and context are closely interrelated and integrating language and content is crucial for effective learning. SPCS will continue to implement a language policy across the curriculum to support teachers in dealing with language in learning issues and to promote effective teaching in English for better student learning outcomes.

English teachers will introduce and teach language skills while content subject teachers will re-teach or apply these skills in their lessons, integrating language and content. The teacher's role is vital in supporting the use of English across the curriculum to minimize problems associated with adjusting to the new medium of instruction and to facilitate students' learning of subject content.

The following measures will be continued:

- A balanced approach that emphasizes both English and content in all subjects. A cross-curricular Vocabulary Book will be created by the English teacher which teachers of other subjects can use to expand students' vocabulary. A Reading Log will be set up by the English teachers to encourage students to read in their subject area. All extra-curricular clubs and societies will be run in English, including all meetings and functions.
- Project learning will be integrated into all subjects or as cross-curricular projects, providing opportunities for students to communicate authentically. Teachers of other subjects can also use teaching methods such as dictation, spelling quizzes, group discussions, oral presentations, and writing tasks to enhance English proficiency.
- The school offers various types of learning support through e-learning systems, individual or group coaching, remedial classes, enrichment classes, and advanced placement classes. The Learning and Teaching Centre will provide resources to broaden horizons by conducting research and displaying projects on topics of interest.
- A bridging programme for all students entering Form One will be conducted in July to help young Paulinians adapt to the academic rigor, to strengthen their language proficiency which is required for effective learning, and to develop their interest in the language arts. The Big Sister Scheme will continue to offer individual help to students in various subjects.

### **Learning Support Goals**

To provide better support for students and teachers, the School will allocate additional resources for teaching and learning, independent learning programmes, and individualized project work. To further enhance Chinese language proficiency, students can choose to study HSK (Hànyǔ Shuǐpíng Kǎoshì), GCE AL Chinese or DSE Additional Chinese.

Teachers and students can request for books and software that aid in their respective teaching and learning. The Learning to Learn programme remains an essential part of the curriculum for all F1 and F2 students to foster lifelong learning skills. The Reading Culture Team, School Learning and Teaching Centre, and Self-access Learning systems will continue to communicate and collaborate with Panel Heads to support teaching and learning.

The school aims to facilitate whole-person development and personal growth of disadvantaged students through after-school activities by applying for the school-based grant under the After-school Learning and Support Programmes.

# **Student Support and School Ethos**

## **Pastoral Goals**

Values education is an important part of the Pastoral Care Team. 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.

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.

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 maintains the healthy mind and positive values of Paulinians and allows 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 update of the Learning Log and practices in class, it is hoped that junior form 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.

This year, to support Major Concern 3 'To promote a healthy lifestyle with active participation in physical and aesthetic activities so as to foster a happy and healthy learning environment for Paulinians', the school will conduct training programmes on Mediation for teachers and F5 students so that they can apply these skills to support the school community, particularly when faced with challenges and conflicts. To strengthen the sense of unity, belonging and cooperation among Paulinians, leadership training camps will be organized for student leaders to develop their teamwork and collaboration. Music Tours and Athletic Training Camps led by experts will also be arranged to stretch the diverse potential of Paulinians and to foster their bonds with each other. Through these activities, the School will become a vibrant and eventful community for all Paulinians.

To solicit more parental support and collaboration, and to ensure better communication with parents for the continual and holistic development of each Paulinian, closer contact with parents will be maintained through the Parent-Teacher Association in the years ahead.



## **Spiritual Goals**

In line with our School Motto “Be all things to all people”, the 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 and 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 hopes that all Paulinians would understand and appreciate the fact that they have unique abilities and gifts given by God to share with others.

## **Moral, Civic and National 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.

In addition, the School will continue to offer Civic, Moral and National Education to our Paulinians. These programmes broaden students’ perspectives, prepare them to become future leaders and global citizens, and 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.

## **Social, Cultural Goals**

Exchange activities with Sister Schools in Mainland China have proved to be very effective in enhancing the quality of teaching and learning for teachers and students. Exchanging ideas and sharing experiences stimulate the development of innovative pedagogy, foster planning and enhance professionalism. As an integral part of the Citizenship and Social Development curriculum, all students would participate in the Mainland study tours. This aims at enabling all F4 and F5 students gain first-hand understanding of our country and develop a sense of national identity through visits and field study activities to observe the latest development of our country, and to appreciate Chinese culture and traditions. As normal travel arrangements have resumed, the school will continue to organize tours and exchange programmes with the Mainland. Cultural exchanges of teachers and students with other countries, such as Canada, UK, US, Spain, France and Germany, will also resume.

# **School Themes and Major Concerns 2023/2024**

## **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”

## **A. Major Concerns**

1. To strengthen Paulinians’ Christian and Chinese moral values through implementation of the Lion Rock Spirit in preparation for the 170<sup>th</sup> Anniversary celebration.
2. To enhance Paulinians’ sense of national identity and law-abiding awareness through implementation of National Security Education in both the formal and informal curriculum.
3. To promote a healthy lifestyle with active participation in physical and aesthetic activities so as to foster a happy and healthy learning environment for Paulinians.

## **B. On-going 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 and innovative aspect.

## Major Concerns

### *A1. To strengthen Paulinians' Christian and Chinese moral values through implementation of the Lion Rock Spirit in preparation for the 170th anniversary celebration*

| Target  | Strategies  | Success Criteria   | Method of Evaluation                                       | Time Scale             | Responsible person                  | Resource Required                                       |
|---|---|--|--|------------------------|-------------------------------------|---|
| 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>Continue to promote the Lion Rock Spirit through the formal and informal curriculum so that students have a deeper understanding of the Lion Rock Spirit 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, documentaries etc.</p> <p>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.</p>                  | Students show a good understanding of the core values of the Lion Rock Spirit.   | <p>Student survey and feedback</p> <p>Teacher feedback</p> | Sept 2023 to July 2024 | All subject teachers                | Suitable speakers who can share on the Lion Rock Spirit |
| To provide different channels and opportunities for students to share and present their understanding of the Lion Rock Spirit.                          | <p>Students use the Canto pop 'Under the Lion Rock' which they are familiar with as an inspiration for creative works e.g. short story / poetry writing, lyrics writing etc.</p> <p>Incorporate stories from the 'Under the Lion Rock' series into lessons, invite students to reflect on what they have learnt from the stories and suggest how they can apply this to their studies and future life.</p> <p>Design school activities for the promotion of the positive values related to the Lion Rock Spirit e.g. slogan design competitions, poster design competitions etc.</p> <p>Collect and compile students' creative works for display during the 170<sup>th</sup> Anniversary.</p> | Students demonstrate their understanding and appreciation of the Lion Rock Spirit through a variety of work and school activities. | Observation of students' involvement in related activities | Sept 2023 to July 2024 | All subject teachers and moderators | The RTHK 'Under the Lion Rock' series                   |

| Target   | Strategies  | Success Criteria   | Method of Evaluation  | Time Scale                         | Responsible person   | Resource Required  |
|--|---|--|---|------------------------------------|--|--|
| <p>To reinforce student’s understanding of the 7 ‘Cs’ of Paulinian Education and to enhance their sense of belonging and loyalty to the school through the Lion Dance.</p>   | <p>7 Lions representing the 7 ‘Cs’ of Paulinian Education: Charity, Conscience, Confidence, Courage, Creativity, Competence &amp; Commitment will be installed – 6 of which will be represented by the Houses and 1 to be represented by the Prefects’ Board.</p> <p>Christian values and Chinese moral values will be promoted during the Lion Dance performances.</p> | <p>The school is able to set up 7 Lions which are ready for Lion Dance performances for school celebrations and community events.</p> <p>Students show a better understanding to the 7 ‘Cs’ of SPCS.</p> <p>Students show better House Spirit and School Spirit.</p> | <p>Student survey and feedback</p> <p>Teacher feedback</p>  | <p>September 2023 to July 2024</p> | <p>Mrs. M Iu</p> <p>Moderators of Houses and Prefects’ Board</p> | <p>QEF Fund for purchasing the equipment for the Lion Dances</p> <p>Instructors for the Lion Dance</p>   |
| <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 to celebrate the school’s 170<sup>th</sup> Anniversary.</p> | <p>Make use of the grant from the QEF to set up a Lion Dance Team.</p> <p>Students will be prepared for Lion Dance Team through the Lion and Dragon Dance Club, and, during PE lessons, ECAs and DIP.</p> <p>Students perform the Lion Dance to celebrate the 170<sup>th</sup> Anniversary.</p>   | <p>Students enjoy performing and watching the Lion Dances.</p> <p>Students show an appreciation of Chinese cultural arts.</p> <p>Students have a stronger sense of national identity.</p>  | <p>Observation of students’ involvement in the Lion Dance performances</p> <p>Observation of students’ interest in watching the Lion Dances</p> | <p>September 2023 to July 2024</p> | <p>Mrs. M Iu</p> <p>Moderators of Houses and Prefects’ Board</p> | <p>QEF Fund for purchasing the equipment for the Lion Dances</p> <p>Instructors for the Lion Dance</p> <p>QEF Fund</p> <p>Instructors for the Lion Dance</p> |

***A2. To enhance Paulinians’ sense of national identity and law-abiding awareness through implementation of National Security Education in both the formal and informal curriculum***

| <b>Target</b>   | <b>Strategies</b>  | <b>Success Criteria</b>   | <b>Method of Evaluation</b>   | <b>Time Scale</b>           | <b>Responsible person</b>  | <b>Resource Required</b>   |
|---|--|---|---|-----------------------------|--|--|
| To strengthen the learning and understanding of the National Security Law (NSL) and Media and Information Literacy.   | <p>To coordinate and monitor the implementation of NSE at different KLA and all levels.</p> <p>To adopt a whole school cross-curricular approach to enhance the understanding of NSL, and Media and Information Literacy by infusing and enriching relevant subject curriculum contents and extra-curricular activities.</p> <p>To encourage teachers to attend appropriate training to acquire a correct understanding and knowledge of the NSL and Media and Information Literacy etc.</p>   | <p>Students’ response to related learning programmes and activities is positive.</p> <p>Teachers receive appropriate training.</p>  | <p>Progress and effectiveness of staff development programmes</p> <p>Students’ participation in relevant activities</p> <p>Observation, survey and feedback from teachers and students</p>  | September 2023 to July 2024 | <p>Mr. H Ng</p> <p>NSE Working Group</p> <p>All teachers</p>                     | Professional Development for NSE   |
| 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>Adopt a multi-pronged and coordinated approach to promote NSE through Life and Society, Citizenship &amp; Social Development and various other KLAs.</p> <p>Provide Ethics lessons and workshops covering concepts and significance of National Security and the development of the country for F6 students.</p> <p>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.</p> <p>Compile teaching resources related to the Constitution, Basic Law Education and National Security Education for teachers’ reference.</p> | <p>Students’ response to lessons and learning activities is positive.</p> <p>Students understand better China’s development, the Constitution, the Basic Law and the NSL.</p> <p>NSE materials are integrated into the lesson plans and learning activities of various subjects.</p> <p>Relevant teaching materials and resources are compiled for teachers’ reference.</p> | <p>Lesson observation.</p> <p>Review of the content and quality of teaching and learning materials and resources</p> <p>Inspection of teaching materials on a need basis</p> <p>Observation, survey and feedback from teachers and students</p> | September 2023 to July 2024 | <p>Mr. H Ng</p> <p>NSE Working Group</p> <p>Panel Heads and subject teachers</p> | <p>NSE teaching and learning resources</p> <p>Speakers and activities suitable for promoting NSE</p> |

| Target  | Strategies  | Success Criteria   | Method of Evaluation   | Time Scale                         | Responsible person   | Resource Required  |
|---|---|--|--|------------------------------------|--|--|
| <p>To help students understand the latest development of the country, and enhance their sense of national identity.</p> | <p>Develop students' appreciation of Chinese Culture and their awareness of the latest development and achievements of China through different means including Mainland tours and visits, interest classes, videos display on plasma TV etc.</p> <p>Organize regular school activities and programmes in accordance with the National Education calendar of the EDB so that National Education is made part of school life.</p> <p>Encourage students to participate in extra-curricular activities and competitions which enable them to have a better understanding of our country and its development.</p> <p>Nominate students to join the Constitution and 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.</p> <p>Enrich the Learning and Teaching Centre with learning resources which are in line with the aims and goals of National Education and NSE.</p> <p>Encourage students to participate in activities in line with National Education and NSE both inside and outside school.</p> | <p>Students show an appreciation of Chinese Culture.</p> <p>Students show an awareness of the latest development of China.</p> <p>Students enjoy the variety of activities which enhance their sense of National Identity.</p> <p>Students show interest in related activities and competitions.</p> | <p>Students' participation and achievements in relevant activities and competitions</p> <p>Observation, survey and feedback from teachers and students</p> | <p>September 2023 to July 2024</p> | <p>Mr. H Ng</p> <p>NSE Working Group</p> <p>Panel Heads and subject teachers</p> | <p>NSE teaching and learning resources</p> <p>Speakers and activities suitable for promoting NSE</p> |

| Target  | Strategies   | Success Criteria  | Method of Evaluation   | Time Scale                         | Responsible person   | Resource Required   |
|---|--|---|--|------------------------------------|--|---|
| <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> | <p>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.</p> <p>Expand the Flag Hoisting Troop and ensure that the raising of the National Flag and the singing of the National Anthem are carried out weekly and on designated dates and ceremonies.</p> <p>Remind students of the proper protocols during Flag Raising Ceremonies to show respect for our country.</p> <p>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.</p> | <p>The Flag Raising Ceremonies can be carried out smoothly and regularly.</p> <p>Students are familiar with the protocols of Flag Raising Ceremonies.</p> <p>Students’ respect for our country is strengthened.</p> <p>Parents support and collaborate with the school in guiding their daughters to become respectable and law-abiding citizens.</p> | <p>Observation, survey and feedback from teachers, students and parents.</p> | <p>September 2023 to July 2024</p> | <p>Mr. H Ng</p> <p>NSE Working Group</p> <p>Flat Hoisting Troop</p> <p>PTA</p> | <p>Training and equipment for the Flag Hoisting Troop</p> |

***A3. To promote a healthy lifestyle with active participation in physical and aesthetic activities so as to foster a happy and healthy learning environment for Paulinians***

| Target   | Strategies   | Success Criteria   | Method of Evaluation  | Time Scale                         | Responsible person  | Resource Required   |
|--|--|--|---|------------------------------------|---|---|
| <p>To help students explore and develop their potential in sports and aesthetic activities by providing a wide range of activities for students to choose from in Extra-Curricular Activities (ECA) and Diversified Interest Programmes (DIP).</p> | <p>Students will be encouraged to join the following Clubs and Teams to stretch their potentials in physical and aesthetic activities:</p> <ul style="list-style-type: none"> <li>➤ Sports related Clubs e.g. Athletics Team, Badminton Team, Swimming Team, Table Tennis Team, Net Ball Club, Volley Ball Club</li> <li>➤ Art-related Clubs e.g. Art &amp; Craft Club, Visual Art Renaissance Club</li> <li>➤ Music related groups e.g. Music Society, Chinese Orchestra, Symphony Orchestra</li> <li>➤ Others related clubs e.g. Cheerleading Club</li> <li>➤ Dance Club, Drama Club, Lion and Dragon Dance Club</li> </ul> <p>A variety of DIP will be offered to students on Friday afternoons to develop their multiple talents and cultivate their personal interests in physical and aesthetic. These include:</p> <ul style="list-style-type: none"> <li>➤ Sport Teams e.g. Athletics Team, Badminton Team, Swimming Team, Table Tennis Team which arouse interest in various sports and develop team spirit and sportsmanship.</li> <li>➤ Art-related courses e.g. Art &amp; Craft Club, Artistic Embroidery, Product Design which nurture aesthetic appreciation and creativity.</li> <li>➤ Performing Arts e.g. Chinese Dance, Cantonese Opera, Chinese Orchestra, Junior Choir and Symphony Orchestra which nurtures enjoyment of cultural arts cultivates skills for group performances.</li> <li>➤ Multi-media e.g. Digital Music Composers, AI Fashion</li> </ul> <p>Students who demonstrate special talent will receive special training for inter-school, regional and international competitions.</p> <p>New activities and programmes will be offered according to students' interests, needs and the availability of resources.</p> | <p>Most students would be able to participate in an activity of their choice.</p> <p>Students will actively participate in the activities that they have enrolled for.</p> <p>Students will develop physical fitness and stamina through regular practice and training.</p> <p>Students will be able to relax and enjoy the aesthetic activities that they participate in.</p> <p>Students will gain satisfaction from the comradeship and collaboration with their team members.</p> <p>Students will enjoy a sense of fulfilment and gratification from achieving good results in a variety of competitions e.g. Inter-school sports competitions, HK Schools Music Festival, HK Schools Dance Festival etc.</p> | <p>Observation and feedback from teachers, students and parents</p> | <p>September 2023 to July 2024</p> | <p>Mrs. M Iu</p> <p>Teacher Moderators of ECAs</p> <p>Teachers in charge of DIP</p> | <p>Capacity Enhancement Grant for employing coaches and instructors for DIP</p> |



| Target  | Strategies   | Success Criteria   | Method of Evaluation  | Time Scale                         | Responsible person  | Resource Required                                |
|---|--|--|---|------------------------------------|---|--|
| <p>To tap students' physical and aesthetic talents and to further develop them through the formal curriculum.</p> | <p>F1 &amp; F2 students will be offered Ming Yi lessons, a school-based curriculum to help students develop an appreciation of Chinese cultural arts.</p> <p>With the pandemic coming to an end, all F1-F3 classes will take part in the English and Chinese Choral Competitions to develop an appreciation of poetic works and foster class spirit.</p> <p>Students in F3 &amp; F4 will be encouraged to take part in BTEC courses in Art &amp; Design, Performing Arts (Cantonese Opera) and Sports.</p> <p>Students in F5 &amp; F6 will be encouraged to consider ApL courses like in Fashion and Image Design, Film and Transmedia and similar courses which they are interested in.</p> | <p>Students would enjoy and appreciate Chinese cultural arts and the Chinese Opera.</p> <p>Students would enjoy the recitation of English and Chinese verse and would enjoy performing together as a class.</p> <p>Students will gain satisfaction from gaining more knowledge and developing new skills from the BTEC and ApL courses related to physical and aesthetic activities.</p> | <p>Observation and feedback from teachers, students and parents</p> | <p>September 2023 to June 2024</p> | <p>Language Teachers of F1-F3</p> <p>Teachers and instructors of BTEC courses</p> <p>Service providers of ApL courses</p> | <p>Diversified Learning Grant for ApL course</p> |

| Target   | Strategies  | Success Criteria  | Method of Evaluation  | Time Scale   | Responsible person   | Resource Required   |
|--|---|---|---|--|--|---|
| <p>To organize / invite students to participate in a variety of events at different times of the year to allow students to showcase their talents and achievements in physical &amp; aesthetic activities.</p> | <p>Students will be encouraged to take part in school-based competitions like the Sports Day and Swimming Gala; the House-based Cheering competition, the class-based Inter-class Dance Competition and the Music Talent Quest to discover their talents and develop their potential. Winners will be given medals, prizes and certificates to celebrate and recognize their outstanding achievement.</p> <p>The School Choir, Chinese Orchestra, Symphony Orchestra and Dance Team will accept invitations to perform on different occasions in school e.g. F1 Information Day, Speech Day, Celebration of Success etc. and in public venues to entertain and share their talents with the audience e.g. Christmas Caroling, Wanchai District celebrations and carnivals etc.</p> <p>The Lion Dance Team will be further promoted so that more members can be recruited and trained for upcoming performances.</p> | <p>Students enjoy the wide range of activities they can choose from according to their interest, ability and needs.</p> <p>Students enjoy school life because of the excitement and vibrancy, and develop confidence, satisfaction and self-fulfillment from their perseverance and achievement.</p> <p>The school-based, class-based and House-based activities enhance students' school spirit, class spirit and House spirit.</p> <p>Students enjoy a happy school life and develop a positive self-image.</p> | <p>Observation and feedback from teachers, students and parents</p> | <p>September 2023 to July 2024</p>   | <p>Subject teachers, moderators, coaches and instructors</p> | <p>Capacity Enhancement Grant for employing coaches and instructors</p> |
| <p>To organize overseas study tours, training camps, performances and competitions for students with special talents.</p>  | <p>Students talented in music will be encouraged to take part in the Music Tour to join master classes to polish their skills and to collaborate with other musicians through performances.</p> <p>Members of the Athletics Team will be encouraged to join the Athletics Team Training Camp to refine their skills through intensive training and competitions with other athletes.</p>  | <p>Students' knowledge and skills are further enhanced by the master classes and intensive training.</p> <p>Students are more confident and competent in their musical and athletic performances.</p>   | <p>Observation and feedback from teachers, students and parents</p> | <p>School holidays e.g. Chinese New Year, Easter, Summer Vacation and post exam period</p> | <p>Subject teachers, moderators, coaches and instructors</p> | <p>Capacity Enhancement Grant for employing coaches and instructors</p> |

## On-going Major Concerns

***B1: 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   | Success Criteria  | Method of Evaluation   | Time Scale             | Responsible person  | Resource Required   |
|---|--|---|--|------------------------|---|---|
| To offer a diverse school curriculum to cater for students' needs for further studies and career aspirations. | <p>Continue to offer multiple curricula such as NSS/ApL, IGCSE, GCE/IAL, and BTEC, with diverse subject choices to cater for students' learning needs and broaden their study pathways.</p> <p>Offer a new accredited certificate course on Cyber Security and a Mediation course alongside the extended Math modules for F4 and F5 DSE students to arouse their interest in pursuing future studies in these areas.</p> <p>Due to the good student performance of last year's new F4L DSE class, this special class will continue to run in 2023-24 for outside students and Paulinians who have firmly decided to take the 2026 DSE exam instead of the IAL exams.</p> | <p>More subjects in GCE / IAL / BTEC &amp; ApL are offered.</p> <p>No of students taking ApL / BTEC programmes increases.</p> <p>More graduates will pursue STEM / law related programmes in their further studies.</p> <p>Students' performance of the new F4 DSE class is satisfactory.</p> | <p>Student survey on their subject choices</p> <p>Feedback from parents and students</p> <p>Graduates' destinations survey</p> | Sept 2023 - July 2024  | Panel heads / subject teachers / academic team / tutors of STEM and mediation courses | Subscription to Pearson & publishers' online resources                        |
| To sustain excellent standards in English.  | <p>Offer English EFL as well as ESL curriculum which lays a strong foundation for DSE English to for F3 and F4 students.</p> <p>Offer IELTS course for F5 GCE stream to prepare students for the examination.</p> <p>Cultivate a good reading habit in students.</p>   | <p>Outstanding performance in public exam.</p> <p>Smooth implementation with positive feedback on the EFL and ESL curriculum.</p>   | Results in the public examinations   | Sept 2023 to July 2024 | English Dept / Eng subject teachers / School librarian                                | Online platform and publications from publishers, exam boards / library books |

| Target  | Strategies   | Success Criteria  | Method of Evaluation  | Time Scale                    | Responsible person  | Resource Required  |
|---|--|---|---|-------------------------------|---|--|
| <p>To strengthen students' Chinese proficiency and understanding of Chinese culture.</p>          | <p>Provide additional Chinese lessons to F3 students in the regular timetable, and to F5 (2nd term) &amp; F6 (1st term) once a week to raise their Chinese Language standard to Level 3 or above.</p> <p>Provide Chinese remedial lessons to F1 - F6 students to strengthen their language foundation.</p> <p>Offer CSL and IGCSE Chinese curriculum to F1 to F4 non-Chinese speaking students to help them attain accredited Chinese qualification.</p> <p>Offer GCE AL Chinese to F5 - F6 GCE stream students.</p> <p>Allocate 3 periods per 2-week cycle in the timetable to F.5DSE students to promote Chinese culture and values.</p> <p>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.</p> | <p>Increase in the number of Chinese books students read.</p> <p>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.</p> <p>CSL students participate in Chinese cultural OLEs like choral speaking competitions and attain good results.</p> <p>More students participate in Chinese culture related ECAs e.g. Cantonese Opera, Chinese calligraphy, Chinese writing competitions.</p> | <p>HKDSE and GCE AL Chin Lang exam results</p> <p>Students' attendance during the Chinese extra lessons</p> <p>NCS students' performance in IGCSE Chinese exam</p> <p>Students' participation in Chinese culture related ECAs e.g. Cantonese Opera, Chinese calligraphy, Chinese writing competitions</p> | <p>Sept 2023 to July 2024</p> | <p>Subject teachers of Chin, Chin Hist and Chin Lit departments</p> <p>School Librarian</p> | <p>Online platform and publications from publishers, exam boards / library books</p> |
| <p>To continue offering a third language to promote students' global outlook and experiences.</p> | <p>Continue to collaborate with the Faculty of Arts of HKU to offer foreign languages.</p> <p>Offer language immersion programmes in France, Spain and Germany for the language students.</p>  | <p>Enrollment in foreign languages courses increases.</p> <p>Enrollment in overseas study tours to France, Spain &amp; Germany increases.</p> <p>Good performance in IGCSE foreign language exams.</p>  | <p>Feedback from the coordinator and students</p> <p>IGCSE exam results</p>   | <p>Sept 2023 to July 2024</p> | <p>Other language Teacher-in-charge</p> <p>Tutors from HKU</p>                              | <p>Textbooks and online support</p>  |

| Target  | Strategies  | Success Criteria  | Method of Evaluation   | Time Scale                           | Responsible person  | Resource Required                 |
|---|---|---|--|--------------------------------------|---|-----------------------------------|
| <p>To enrich Other Learning Experiences and extend Life-wide Learning activities.</p>   | <p>Offer study tours to students of different levels as follows:</p> <ul style="list-style-type: none"> <li>➤ F1 short study tour to the Greater Bay Area to enhance their understanding of the latest development in the GBA</li> <li>➤ F2 Putonghua immersive course at the Beijing Language &amp; Culture University</li> <li>➤ F3 to F5 interflow between Sister Schools in the Mainland (e.g. Sichuan)</li> <li>➤ F4 experiential study tour related to the Citizenship and Social Development (CSD) curriculum in the Greater Bay Area.</li> </ul> <p>Offer tours to UST (Guangzhou) to promote the use of new technologies in learning and teaching.</p> <p>Sustain the Study Tours to Oxford University (UK) and MIT (US) and in the Mainland so that students can explore their potentials and interests in connection with their future studies.</p> <p>Explore the feasibility of organizing STEM tour in Germany.</p> | <p>Successful completion of the exchange tours to enhance students' OLE.</p> <p>Good student participation rate in the exchange tours.</p> <p>Students appreciate the opportunities of extending their global vision through participating in overseas study tours.</p>                       | <p>Feedback from students and teachers</p> <p>Scope and scale of participants</p>              | <p>Post exam period in July 2024</p> | <p>Teacher chaperons of study tours</p>                                   | <p>Office staff support</p>       |
| <p>To help students in the junior and senior levels explore multiple pathways for further education through a better understanding of their career aspirations.</p> | <p>Offer life planning education in collaboration with the Careers Team and Pastoral Care Team to help students in the junior forms 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.</p> <p>Arrange talks for both parents and students on the education and admission criteria of different countries.</p> <p>Sustain collaboration with the PTA and SPCS Alumni Association to offer various job shadowing and internship programmes on career- related OLEs for senior form students.</p> <p>Sustain collaboration with Chinese YMCA to provide outreach programmes to students and parents on life planning education.</p>   | <p>Good participation rate of students in attending careers-related seminars/talks.</p> <p>Successful completion of the job shadowing programme.</p> <p>Successful completion of the outreach programmes.</p> <p>Students show better understanding of the working world and work values.</p> | <p>Feedback from students, parents, teachers and various stakeholders e.g. PTA and Mentors</p> | <p>Sept 2023 to July 2024</p>        | <p>Careers Team and careers teachers / Form teachers / social workers</p> | <p>PTA / SPCS alumni supports</p> |

| Target  | Strategies   | Success Criteria  | Method of Evaluation   | Time Scale                    | Responsible person  | Resource Required   |
|---|--|---|--|-------------------------------|---|---|
| <p>To help students to apply for further studies through JUPAS, Non-JUPAS and UCAS.</p> | <p>Organize talks on JUPAS and Non-JUPAS applications and offer individual counselling to students.</p> <p>Assist students in completing their JUPAS and Non-JUPAS applications.</p> <p>Organize sessions/workshops on writing CV and Personal Statements as well as on interview skills.</p> <p>Organize visits to local universities on their Information Days and Admissions Talks for overseas universities.</p> <p>Invite alumni to offer sharing sessions to help students better understand the requirements of various degree programmes and strategies for applying to universities.</p> <p>Assist students in completing their applications to UK universities through the UCAS system and universities in USA, Canada, China, Australia and other places.</p> | <p>Successful completion of JUPAS and Non-JUPAS talks.</p> <p>Successful completion of the interview skills and CV/ Personal Statement writing workshops.</p> <p>Good participation rate in programmes offered by various universities.</p> <p>No of students given offers in the top universities (both local &amp; overseas) and competitive courses increases.</p> | <p>Feedback from students and teachers in the Careers Team</p> <p>Survey on the final destinations of F6 graduates</p> | <p>Sept 2023 to July 2024</p> | <p>Careers Team</p> <p>F6 Form teachers</p> <p>Subject teachers</p> | <p>UCAS / JUPAS / Non-JUPAS / Common APP online application platforms</p> |

***B2. To prepare students for the fast changing technological world through STEM/STEAM by fostering collaborative learning through an inter- disciplinary approach***

| Target  | Strategies  | Success Criteria   | Method of Evaluation   | Time Scale                           | Responsible person  | Resource Required  |
|---|---|--|--|--------------------------------------|---|--|
| <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> | <p>Embed and strengthen STEM /STEAM education into the teaching and learning of related subjects in addition to Integrated Science, Physics, Chemistry, Biology, Mathematics, ICT, Home Economics (Food Technology), Art and Design, Music, Business, Accounting and Economics.</p> <p>Encourage and support students to join local, national and international competitions in STEM areas to unleash their potentials.</p> <p>Promote and sustain STEM related ECAs e.g. the Cisco Innovation Challenge, Hong Kong Youth Science and Technology Innovation Competition, etc. organized by different Clubs and Societies.</p> <p>Explore the possibilities of AR / VR / AI/ ML apps that could facilitate teaching and learning.</p> <p>Investigate meaningful themes of group projects involving AR/VR/AI/ML technologies.</p> <p>Encourage students to apply their skills in daily life (e.g. members of the Campus TV Team can utilize their skills from filming to post-production).</p> <p>An introductory course on cybersecurity will be offered to F4 and F5 DSE students to raise their awareness about security threats and the importance of cyber ethics.</p> | <p>Classroom observation on student outcomes and successful completion of projects.</p> <p>Students’ enthusiastic engagement and collaborative effort in research projects.</p> <p>Students' interest and ability to integrate and apply knowledge and skills to their life</p> <p>Students become active learners who are able to conduct self-learning with the help of technology, while the teacher plays the role of a facilitator.</p> <p>There is a paradigm shift from teacher-centred classrooms to learner-centred learning.</p> <p>Teachers and students appreciate the value of collaboration.</p> | <p>Feedback from teachers and/ students</p> <p>Quality and variety of student projects</p> <p>Feedback from teachers</p> | <p>September 2023 to August 2024</p> | <p>Teachers of Science, Maths, ICT, Home Economics, Art, Business, Accounting, Economics</p> <p>Moderators of Clubs and DIP</p> | <p>EDB Funding for equipment and facilities to support STEM courses and activities</p> |

| Target   | Strategies  | Success Criteria   | Method of Evaluation  | Time Scale                           | Responsible person                     | Resource Required   |
|--|---|--|---|--------------------------------------|--|---|
| <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 competitions, performances or self- enhancement.</p> | <p>Extend STEM education to cater for students' diverse interests and aspirations through DIP classes which include:</p> <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>➤ Mathematics Olympiad</li> <li>➤ VR &amp; 3D Modeling</li> <li>➤ Space Program</li> <li>➤ Gerontechnology</li> <li>➤ Drones Show Production</li> <li>➤ Creative Media Production</li> <li>➤ BTEC IT</li> </ul> <p>Introduce AI Fashion course to interested students.</p> <p>Organize visits to AR/VR/AI Labs of developers.</p> <p>Organize STEM related summer programs/tours e.g. Oxford STEM and Entrepreneurship Summer programme, MIT Women Technology Summer programme.</p> <p>Collaborate with professionals, institutions and universities.</p> <p>Organize workshops for teachers.</p> | <p>Students' enthusiastic participation in ECAs and DIP.</p> <p>Students' engagement in related activities.</p> <p>Students' learning outcomes in DIP.</p> | <p>Feedback from SPCS teachers and partner institutions/ organizations</p> <p>Feedback from students (e.g. DIP evaluation form)</p> | <p>September 2023 to August 2024</p> | <p>Subject teachers and moderators</p> | <p>Capacity Enhancement Grant for the employment of Professional tutors</p> |



***B3. To strengthen the implementation of the school theme SMART CITIES by focusing more on the entrepreneurial and innovative aspect***

| <b>Target</b>  | <b>Strategies</b>  | <b>Success Criteria</b>  | <b>Method of Evaluation</b>   | <b>Time Scale</b>           | <b>Responsible person</b>   | <b>Resource Required</b>                       |
|--|--|--|---|-----------------------------|---|--|
| 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. | <p>The Young Entrepreneurs Programme will be offered during DIP. In the programme, the students will gain the skills of application, analysis and evaluation in a fun team environment. Teacher-guided and student-led activities will be conducted weekly. Valuable concepts including Accounting, Ethics, Economics, Psychology, Mathematics, business strategies and entrepreneurship will be covered in the classes.</p> <p>Students will be encouraged and supported to participate in entrepreneurship related visits, talks, seminars, workshops and competitions.</p> <p>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.</p> <p>Work in synergy with partners and professionals.</p> | <p>Students' enthusiastic participation.</p> <p>Students' learning outcomes.</p> <p>Result of students' competitions.</p>  | <p>Feedback from teachers and students</p> <p>Students' performance and achievements.</p> | September 2023 to July 2024 | <p>Mr. T.K. Yam</p> <p>Teachers from Accounting Department, Economics Department and BTEC</p> | Special rooms for activities and DIP resources |
| To offer practical experience to students for applying entrepreneurship skills in organizing and carrying out entrepreneurial activities   | <p>Students will continue explore different ways of packaging and marketing the Paulinian Herbal Drink now that the product is patented and trade mark registered.</p> <p>Under teachers' supervision and guidance, students will operate the 2 vending machines sponsored by the PTA.</p>   | <p>Students' participation in the entrepreneurship related projects.</p> <p>The vending machines can generate sufficient net revenue to sustain their services and objectives.</p> | <p>Feedback from teachers and students</p> <p>Students' performance</p>                   | September 2023 to July 2024 | <p>Mr. T. K. Yam</p> <p>Teachers from the House winning the bidding</p>                       | Funding and resources provided by the PTA      |

# **Plan on use of Recurrent Grants 2023/2024**

## **Capacity Enhancement Grant**

To provide Paulinians with the opportunity to develop their personal interests and learn from diverse experiences, the School will continue to offer the Diversified Interests Programme (DIP) to all F1 to F5 students. The Capacity Enhancement Grant will be used to employ external tutors to conduct the DIP classes.

Two classes of DIP will be arranged every Friday afternoon from September to May. Over 30 courses including Foundation of Chinese Medicine, Lingzhi and Herbal projects, Aquaponics and Organic Farming, Hydroponics, Foreign Languages, Product Design, Speech, Creative Writing, Sports, Music, Cooking, Science, Technology, Entrepreneurship and Performing Arts will be offered. Each student can take a maximum of two different DIP courses based on their own choices. Through this, students' learning opportunities will be maximized to develop their multiple talents and to broaden their future career pathways.

## **Life-wide Learning Grant**

The Life-wide Learning Grant will be used to enhance the whole-person development and life-long learning of Paulinians. The School will enrich students' learning experiences by infusing life-wide learning activities and cross-curricular activities into different KLAs. Paulinians will participate in activities like exhibitions, training courses, visits, field trips, training camps, exchange tours, community services, performances, career-related experiences, competitions as well as cross-border and cross-cultural experiential learning activities for an all-round development and to build up key competences for a fulfilling adulthood.

| <b>St. Paul's Convent School Annual Financial Position</b>   |                         |                             |
|--|-------------------------|-----------------------------|
| <b>Financial Estimate for the 2023/2024 School Year</b>  |                         |                             |
|  | <b>Government Funds</b> | <b>Non-Government Funds</b> |
| <b>INCOME *</b>  |                         |                             |
| DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)   | 70.69                   | N.A.                        |
| School Fees  | N.A.                    | 26.90                       |
| Donations, if any  | N.A.                    | 0.00                        |
| Other Income (including allocation from School Reserves), if any   | 0.62                    | 1.79                        |
| <b>Total</b>   | 71.31                   | 28.69                       |
| <i>* in terms of percentages of the annual overall income</i>  |                         |                             |
| <b>EXPENDITURE ^</b>   |                         |                             |
| Staff Remuneration   | 78.29                   |                             |
| Operational Expenses (including Learning and Teaching)   | 3.38                    |                             |
| Fee Remission / Scholarship <sup>1</sup>   | 6.32                    |                             |
| Depreciation   | 4.84                    |                             |
| Repairs and Maintenance, including Major Repairs   | 3.74                    |                             |
| Miscellaneous (including Grants Expenditure, unused grants, and Reserves Expenditure)  | 3.43                    |                             |
| <b>Total</b>   | 100.00                  |                             |
| <i>^ in terms of percentages of the annual overall expenditure</i>   |                         |                             |
| <b>SURPLUS/(DEFICIT) FOR THE SCHOOL YEAR #</b>   | 0.38                    |                             |
| <b>ACCUMULATED SURPLUS/(DEFICIT) IN THE OPERATION RESERVE AS AT THE END OF SCHOOL YEAR#</b>  | 6.10                    |                             |
| <i># in terms of equivalent months of annual overall expenditure</i>   |                         |                             |
| <b>Actual Fee Remission / Scholarship is 22.78% of School Fee Income</b>   |                         |                             |
| # Details of expenditure for large-scale capital works, excluding capital expenses, if any :   |                         |                             |
| Additional Building and F & E  | 2.09                    |                             |
| <p><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%.</p> <p>✓ It is also confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements.</p> |                         |                             |