St. Paul’s Convent School
School Report 2009-2010

School Vision

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

Mission Statement

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

School Motto

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

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

School Core Values

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

School Governance

The school is managed by the School Management Committee that is accountable to its Sponsoring Body, the Sisters of St. Paul de Chartres which was incorporated under Soeurs de Saint Paul de Chartres Incorporation Ordinance (Chapter 1046) and which in turn is accountable to the Education Bureau. In pursuit of excellence for quality education, a Quality Enhancement Team has been established to ensure the successful implementation of school goals and the continuous uplifting of educational standards as well as sustainable school development. Furthermore, in view of the complex nature of modern schooling, distributed leadership is practiced through the School Leadership Team that gives support to the Principal on the formulation of school-based plans to facilitate the day-to-day smooth running of the school. An Administration Team that meets every Monday morning helps to ensure that any upcoming issues are dealt with effectively and efficiently.
There is also a School Advisory Board, consisting of three elected teacher members, parent and alumni representatives, whose main duties is to review regularly the existing channels of communication; the role and functions of various committees and to set up new ones or dissolve the irrelevant ones in consultation with the teachers concerned. The School Advisory Board shall participate in tasks or functions initiated by themselves or delegated to it by the School Management Committee, insofar as such activities do not conflict with the best interests of the students and the provisions of Education Ordinance applicable to SPCS.

**School Goals**

- To provide an all round education based on Christian values to our students and to instill in them a Paulinian spirit that embraces all that is noble, good, true and beautiful.

- To give our students a Christian-oriented education which include spiritual and religious formation as well as physical, moral, intellectual, emotional, aesthetic, technological and social development

- To foster in our schools an atmosphere of mutual trust, understanding and unity by which individual students and teachers are able to grow.

- To form our students into women of high integrity who are academically prepared and fully equipped to take their place in society and carry out their various responsibilities in their home, profession and community in which they live.

- To develop in our students the ability to appreciate the finer and nobler things in life, as well as the sensibility to love beauty, goodness and truth.

- To form students who can respond to human needs, who can put their knowledge and talents at service of the others, particularly the less privileged.

- To instill in our students an awareness and pride in their national heritage and the beauty of their own culture while being open to developing a global outlook and an appreciation of the beauty in other cultures.

- To embrace a positive attitude towards life and to be generous in giving of one’s time and talents to building a better world.

- To share a common vision and to work with a united purpose in personal and professional harmony to provide an appropriate, happy teaching/learning environment in which our students can be guided, challenged, corrected, taught and nurtured into upright characters capable of contributing positively to the society they live in.
SCHOOL THEME AND FUTURE DEVELOPMENT

The school theme for the coming five years is defined as "Building a Sustainable Future". By seizing the opportune moment of launching the New Senior Secondary Curriculum, a school-based curriculum will be implemented to sustain the self-managed and self-directed learning of the students.

The major development items include:

- Fostering English, ICT, thinking, greening, reading and e-learning across the curriculum
- Planning and working collaboratively to ensure the smooth implementation of the New Senior Secondary Curriculum and School-based Assessment
- Developing students' electronic learning portfolio and e-learning platforms to enhance students' lifelong learning skills and all-round development
- Fostering collaboration with tertiary institutions to provide applied learning and diversified programmes to enrich students' learning experience
- Offering an international syllabus and assessment to students to provide them with diverse education pathways for further education
- Organizing students to work with students from other parts of the world on global issues so as to build a better tomorrow
- Establishing sustainable exchanges in Beijing and other parts of China to extend learning opportunities for students to embrace their heritage and strengthen their sense of national identity
- Developing learning and teaching strategies for the Non-Asian students to learn Chinese as a Second Language so as to improve their understanding and appreciation of Chinese culture
- Work with tertiary institutions to provide accredited staff development opportunities for teachers to raise the learning achievements of students
School Management and Administration Structure

Vision
Mission
Core Values

School Management Committee

Supervisor

Link between SMC & EDE,
Responsible for Finance,
Contractual matters,
School Building & Safety

Principal

Advisory Board

School Leadership
Team

Quality
Enhancement Team

Implementation

### Administration
- Administration
- Finance
- Building and Infrastructure
- School Safety
- Management Information Systems
- Human Resources

### Academic
- Staff Development
  - Induction
  - Teaching Practice Team
  - Ongoing Staff Development Team
- Panel Head
  - Form Coordinator
  - Subject Teacher
- Curriculum
  - Resource Management
  - Timetabling
  - Examinations
  - NSS, IGCSE & GCE (ASL&AL)

### Pastoral Care
- Religious/FLE/Moral Education
- Careers/Further Studies
- Counselling and Guidance
- Extra-curricular
  - House
  - Club/Societies
- Prefect Board
  - Discipline Team
  - Environmental Unit
  - Paulinian Board
  - Welfare
- Fee Remission and Scholarships

### Public Relations
- Home-school Cooperation
- Hospitality
- Alumni Association
- Official School Functions
- Contingency Team
- International Exchange and Partnership
- Publicity and Recruitment
Report on Our School

Number of Active School Days
The total number of school days was 190.

Lesson time for the 8 Key Learning Areas
Lesson time allocated to the 8 key learning areas for F1 to F7 in 2009-2010 was as follows:

<table>
<thead>
<tr>
<th>KLA*</th>
<th>English Language Education</th>
<th>Chinese Language Education</th>
<th>Mathematics Education</th>
<th>PSH education</th>
<th>Science Education</th>
<th>Technology Education</th>
<th>Arts Education</th>
<th>Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1</td>
<td>16.1%</td>
<td>21.4%</td>
<td>12.5%</td>
<td>23.2%</td>
<td>8.9%</td>
<td>5.4%</td>
<td>8.9%</td>
<td>3.6%</td>
</tr>
<tr>
<td>F2</td>
<td>16.1%</td>
<td>21.4%</td>
<td>12.5%</td>
<td>23.2%</td>
<td>8.9%</td>
<td>5.4%</td>
<td>8.9%</td>
<td>3.6%</td>
</tr>
<tr>
<td>F3</td>
<td>12.5%</td>
<td>16.1%</td>
<td>12.5%</td>
<td>51.9%:depends on subject choice</td>
<td>3.6 LS</td>
<td>3.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F4</td>
<td>12.5%</td>
<td>12.5%</td>
<td>12.5%</td>
<td>52.0%:depends on subject choice + 7.1%LS</td>
<td>3.6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F5</td>
<td>14.3%</td>
<td>14.3%</td>
<td>14.3%</td>
<td>53.7%:depends on subject choice</td>
<td>3.6%</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>F6</td>
<td>14.3%</td>
<td>14.3%</td>
<td>68.0%:depends on subject choice</td>
<td>3.6%</td>
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<tr>
<td>F7</td>
<td>14.3%</td>
<td>14.3%</td>
<td>68.0%:depends on subject choice</td>
<td>3.6%</td>
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</tr>
</tbody>
</table>

* A total of 24 sessions of Diversified Interest Programme (DIP) were offered to our F1 to F4 students on Wednesday afternoon to enrich their other learning experiences (OLE).
School-based French and Spanish Courses were offered by The Modern Language Faculty, the University of Hong Kong after school from 3:45 to 5:00 pm in week days and/or on Saturday mornings for F1 to F3 students on three different levels.

Class Organization and enrolment
The school reopened on 1st September, 2009 with a total number of 1333 students in thirty eight classes, Form One to Form Five with six classes each and Form Six to Form Seven with four classes each. The breakdown of the enrolment number of 1333 was as follows:

<table>
<thead>
<tr>
<th>Form</th>
<th>One</th>
<th>Two</th>
<th>Three</th>
<th>Four</th>
<th>Five</th>
<th>Six</th>
<th>Seven</th>
<th>Total</th>
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<tbody>
<tr>
<td>No. of classes</td>
<td>6</td>
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<td>6</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>38</td>
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<tr>
<td>Enrolment</td>
<td>233</td>
<td>239</td>
<td>231</td>
<td>222</td>
<td>187</td>
<td>118</td>
<td>103</td>
<td>1333</td>
</tr>
</tbody>
</table>

Students’ Attendance
Students’ attendance was satisfactory and the average rate was 98.2%.

<table>
<thead>
<tr>
<th>Form</th>
<th>One</th>
<th>Two</th>
<th>Three</th>
<th>Four</th>
<th>Five</th>
<th>Six</th>
<th>Seven</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Rate</td>
<td>98.2%</td>
<td>98.2%</td>
<td>98.4%</td>
<td>98.1%</td>
<td>98.1%</td>
<td>98.1%</td>
<td>98.1%</td>
<td>98.2%</td>
</tr>
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</table>

Catholic students
The number of Catholic students was 294, making up 22.1 % of the total student population. One student was baptized during the Easter Vigil.
## School Formal Curriculum for 2009-2010

<table>
<thead>
<tr>
<th>KLA</th>
<th>Form Subjects</th>
<th>F1</th>
<th>F2</th>
<th>F3</th>
<th>F4</th>
<th>F5</th>
<th>F6</th>
<th>F7</th>
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<tr>
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<tr>
<td><strong>Chinese/French Language Education</strong></td>
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<td>✓</td>
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<tr>
<td></td>
<td>Ming Yi</td>
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<tr>
<td></td>
<td>French</td>
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<tr>
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<td>Chinese as a Second Language</td>
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<tr>
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<td>Further/Additional Mathematics</td>
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<td>✓</td>
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<td>Pure Mathematics</td>
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<td>✓</td>
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<tr>
<td><strong>Science Education</strong></td>
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<td>✓</td>
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<tr>
<td></td>
<td>Physics</td>
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<td>Chemistry</td>
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<tr>
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<tr>
<td><strong>Technology Education</strong></td>
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<td>✓</td>
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<td>✓</td>
<td>✓</td>
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<tr>
<td></td>
<td>Principles of Accounts/BAFS</td>
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<tr>
<td><strong>PSH Education</strong></td>
<td>EPA / Economics</td>
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<tr>
<td></td>
<td>Learning to Learn</td>
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<tr>
<td><strong>Arts Education</strong></td>
<td>Visual Arts</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td></td>
<td>Music / Creative Music</td>
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<td>✓</td>
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<td></td>
<td>Creative Media</td>
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<td><strong>Physical Education</strong></td>
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</tbody>
</table>
Achievements and Reflection on Major Concerns

Major Concerns:
First Priority: Preparing for the Senior Secondary Curriculum

1a. Enriching the NSS curriculum

Achievement:
- There was good matching of the expertise and interests of staff with subject combinations of the students in both NSS and IGCSE curriculum. The parents and students found the F2 and F4 Parents’ Days useful and could help them better understand the requirements of various subjects and careers pathways of different subject combinations.
- School-based staff development programmes in Wednesday afternoons created the time and space for meeting the curriculum challenges and for preparing for the NSS, IGCSE and GCEAL curriculum.
- The SLP was piloted successfully and all F1 to F4 students became acquainted with the features of the system.
- 4 F5 students were enrolled in the Film and Video Studies, an Applied Learning Programme offered by VTC.
- The new timetable -7 Day cycle with 8 periods per day with the 9th period for limited enrolment subjects was piloted and evaluated. The feedback was positive.
- Creative media curriculum had another successful year, both in F3 and F4 in 2009-10. Students won many prizes and awards in the Think Series Competition 2009-2010. Prizes included “ The Best Title Award”, “The Best Editing Award”, “Lyrics of the Year Award”, “The Most Harmonious Award” and “The School of the Year Award”.
- A “Learning to Learn” programme was introduced to F2 to help students to acquire various generic skills.
- A total of 186 students graduated from the French and Spanish courses.

Reflections:
- Concerning the new timetable, some teachers would like to extend the 9th period to 50 minutes for better learning outcomes.

Second Priority: Preparing for the Comprehensive Review

Achievement:
- The Quality Enhancement Team provided useful data from stakeholder surveys, APASO survey and school-based surveys for the School Leadership Team to work out the School Plan and Pastoral Care Plan in preparation of the Comprehensive Review.
- The Teacher Handbook was revised by incorporating suggestions from various departments, functional groups and the general staff.
- School-based workshops on SDA, SSE, CR and 2008 PIs were successfully conducted to update the staff.
- The CR report said that: St. Paul’s Convent School is truly an outstanding school excelling in all four domains of school work: management and organisation; curriculum, learning and teaching; student support and school ethos; and student performance. The whole report has been uploaded onto the school webpage.
Reflections:

- The Comprehensive Review was an excellent learning experience for the school management and the teachers and it helped to build a much closer bond within the staff.

Third Priority: Nurturing All Round Education

Achievement:

- Concerning the English Language Fund project, a teaching assistant was employed to help build and categorize teaching resources and monitor the e-learning platforms. Two new clubs, the Book Lovers’ Club and the Film Appreciation Society, were formed to promote reading and film appreciation with great success.
- The piloting of organic farming helped to promote the concept of low carbon emissions.
- There were a total of 13 cultural exchange tours during the post examination period and summer vacation, enriching 239 students’ other learning experiences.

Reflections:

- A low-carbon living life style should be introduced to all Paulinians in the coming years.

Learning and Teaching

Staff

The total staff established was 91 including the Principal, the Teacher Librarian and the NET teachers. Support staff included 3 laboratory technicians, 4 teaching assistants and 3 IT support staff. The turnover rate, as in recent years, was extremely low and SPCS has a stable and experienced team of professional teachers.

Professional Development of Staff

We had another fruitful year of professional staff development. The average recorded CPD, in the SPCSSTAR intranet system, of the staff was 84 hours. They included rich professional learning experiences such as seminars and workshops on the preparation of the NSS and many school-based staff development activities.

The English Department had organized thirty hours of school-based staff development for all English teachers from 18th May to 11th June. Furthermore, the Staff Development Team conducted a 2-day staff development workshop on 8th-9th December 2009 to help our staff to prepare for the Comprehensive Review. The feedback was very positive.

Ex-Principals of local schools were invited as critical friends to conduct sharing sessions and lesson observations for teachers in various KLAs including Science Education, Humanities Education, Art Education, Technology Education and Physical Education. The feedback was very positive and encouraging.

Departments have been meeting regularly to share and discuss learning and teaching issues and strategies, to revise homework policy, to modulate marks in examinations, to check quality of
examination papers and assignments, to prepare and analyze the NSS, GCEAL and IGCSE curriculum and to introduce OLE into their curriculum. Many departments have succeeded in infusing English, Information Technology, thinking and greening across the curriculum.

In addition, teachers are encouraged and supported to enroll as markers/examiners of public examinations so that they can report back the latest assessment trends for peer sharing.

The school offers a broad and balanced curriculum /alternative curriculum to meet the individual needs of every Paulinian

In line with the NSS curriculum, our school started to prepare and offer the alternative curriculum, the IGCSE to our students. Staff development programmes were arranged during the DIP sessions for each department so as to allow Panel heads and their members to have a deep understanding of the IGCSE/GCEAL and the NSS curriculum, to cross match IGCSE curriculum with the local NSS curriculum, to collect teaching resources for the curriculum and to plan the schema of work for the new curriculum.

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

We collaborated with the School of Modern Languages and Cultures, Faculty of Arts, of the University of Hong Kong for the third year to offer modern languages to our students. A total of 105 and 81 students graduated from the French and Spanish courses this year respectively.

<table>
<thead>
<tr>
<th>Language/Level</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
<td>55</td>
<td>32</td>
<td>18</td>
<td>105</td>
</tr>
<tr>
<td>Spanish</td>
<td>34</td>
<td>37</td>
<td>10</td>
<td>81</td>
</tr>
</tbody>
</table>

Catering for diversity

The school data management team has continued to provide updated data analysis of student performances in ATT, TSA, HKCEE, IGCSE, HKALE and mid-term examinations for subject departments to better trace and identify students’ diverse needs. This helps the school and individual department to formulate appropriate and timely additional programmes or lessons to meet those in needs and to offer enrichment challenges to further stretch the potential of the gifted students. Timely feedbacks from tests or assignments were given by subject teachers to guide students to scale new heights and to improve their learning outcomes. As a Direct Subsidy School, funding and curriculum flexibly allowed the school to offer different school curricula to meet the special needs of individual students.

Based on the results of the Pre-F1 AAT, additional lessons on English, Mathematics and Chinese had been arranged to cater for the diversity of the F1 students. Feedback from the teacher-in-charge was positive and the extra lessons, which concentrated on consolidation of the
foundation of the core subjects, offered students a smoother transition and a better preparation for a secondary school life.

The UK Learning to Learn programme was successfully extended to the F2 curriculum to help the students better develop their generic skills so that they could learn smarter and in more depth. The students enjoyed the programme and they found mind mapping and various graphic organizers useful and helpful in learning effectively.

**Catering for students with Special Education Needs**

A senior teacher was designated to take care of any student with special education needs. Every year, we have a few students with SEN including hearing impairments, hyperactivity etc. The designated teacher refers the students to the appropriate organizations to do the testing and special arrangements are made to meet their personal needs including special requirements during the school examination and in public examinations. Form teachers are informed they should be treated as normal students. Our Form Teacher also attended EDB seminars specially designed for hyperactive students.

**Reading to Learn and Learning to Read**

The Reading Culture Team organized various annual activities to promote a reading culture in our school, which included creating an ideal reading environment in the school garden, the Cyber Café, the school library, the lobby, the area outside the chapel, the English Room, and the Chinese Culture Room. In addition, the team inculcated reading habits during Family Life Education or Form periods and free periods. Activities such as a poster design competition, monthly book exhibitions, story telling, topical reading and sharing assisted to broaden the students’ minds and perspectives.

All Pre-F1 students subscribed to three on-line e-learning platforms which included English-4-U, English Builder and E-learning Platform for Mathematics, so that they could prepare better for the new secondary life. In addition, the Pre-F1 students were asked to read at least two Chinese books and two English books in the summer vacation and to submit their book reports to their new Language Teachers in September. This helped to nurture a good reading habit for all Paulinians.

**Interactive IT in Learning and Teaching**

The whole campus was covered by wireless internet access so that all SPCS students could be technologically ready for global linkage and communication, both of which foster world peace and international mutual understanding.

Information Technology was successfully incorporated as a useful interactive tool for teaching and learning in SPCS. Technology was used extensively across the curriculum, both in academic and cultural subjects, so that it served well as a tutor, tutee and tool in our curriculum. All project works submitted by staff had to be in electronic form. The school-based Creative Media curriculum helped to empower students in the multi-media presentation of their project work. Many of them reaped prizes from the short film competitions. Classes on Creative Media, Digital Music and Data logging systems in scientific investigation were incorporated into the regular
curriculum to allow them to meet the challenges of the new technology world. In order to promote students’ interests in robotics, the school arranged robotics classes during Wednesday afternoon DIP sessions.

The school has created an IT Research and Development Co-ordinator post to explore and develop E-learning platforms for our students. The E-learning platform “English Builder”, English-4-us and “A Passage A Day” (每日一篇) were subscribed to in order to enhance students’ English Language and Chinese Language learning respectively.

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

To align with the Third Strategy on IT in Education, the school successfully sustained various e-learning platforms to extend learning beyond the classroom. Self funded e-learning platforms included Mathematics, English4us, Biology, Chemistry, Physics, Accounting, Economics were developed. The total number of items developed in various e-learning platforms was as follows:

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Number of questions</th>
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</thead>
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<tr>
<td>English</td>
<td>9485</td>
</tr>
<tr>
<td>Physics</td>
<td>1528</td>
</tr>
<tr>
<td>Chemistry</td>
<td>2363</td>
</tr>
<tr>
<td>Biology</td>
<td>1650</td>
</tr>
<tr>
<td>Mathematics</td>
<td>7125</td>
</tr>
<tr>
<td>Principles of Accounts</td>
<td>225</td>
</tr>
<tr>
<td>Economics</td>
<td>720</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23096</strong></td>
</tr>
</tbody>
</table>

Mr Roy Li was selected as one of the Microsoft Hong Kong Innovative Teachers in the 2010 Innovative Teacher Competition. Mr Li was awarded a trophy and was invited to showcase and share his innovative journey in the Microsoft Innovative Forum 2010 on 17 April 2010.

The school will explore the technology of mobile learning in the coming years. To prepare the staff on the application of mobile technology in teaching and learning, every member was given an iPod Touch to taste the power of mobile learning. The school was designated as a PDS for using mobile technology in the teaching of Literature in English and LS in 2009-2010. Wi-Fi coverage in the whole school campus was upgraded successfully so as to support mobile learning in the coming years.

**Project learning**
Throughout the year, students were assigned to work on various subject-based projects to nurture their generic and IT skills and as part of the continuous assessment for various subjects. Projects from EPA, Geography, English, Chinese, National Education, Integrated Science, Biology, Chemistry, and Religious Studies in Junior Forms were presented as part of their continuous
assessments During the post-examination period, special LS classes and study tours to Sichuan were arranged for NSS students to start their IES projects and to enrich their other learning experiences.

**Civic and Moral Education**

Religious studies is part of the core school curriculum for F1 to F5 and Ethics is one of the core subjects for F6 and F7. This helps nurture the students with Christian values. In line with the 2009-2010 school theme of "Healthy Living Happy Life ", the Form 6-7 Ethics curriculum focuses on ‘Building a happy and healthy Self” aiming to foster students’ values, behaviour, and lifestyles required for a sustainable future. This focus of value education fosters a student’s personal responsibility, creating new relations among people and fostering greater respect for the needs of the environment in confronting the challenges of the future with hope and confidence. Celebrities, as role models of the society, were invited to share their life experiences and wisdoms with our Paulinians. They actively participated in all these enjoyable civic programmes. The success of school-based Moral and Civic Education was reflected in the 2009 APASO results, which showed our students placed a greater emphasis on social harmony (3.34 vs 3.18) and had better civic-oriented behaviour (3.01 vs 2.79).

**Support for Students**

**Scholarship/Fee Remission Scheme**

We believe that no talented students should be denied admission to SPCS due to financial reasons. There is a generous scholarship/fee remission scheme provided by the school. It is expected that no fewer than 30 % of students will benefit from the scholarship/fee remission scheme. In this academic year, there were a total of 473 beneficiaries (over 35%) and the expenses were HK$ 5.14 million.

**Pastoral Care**

**Personal, Social and Health Education that nurtures students’ healthy development**

As in previous years, the school collaborated with the Health Department to offer a comprehensive health programme for all the students in the Junior Secondary. The school will continue to collaborate with the Health Department in the coming years.

**Healthy Paulinians**

Paulinians are healthy in terms of social, physical and mental health. In 2009, the emotional well-being of SPCS students (2.17) in terms of anxiety was lower than the Hong Kong Norm for female (2.38) and it showed good improvement compared with the data from 2006 (2.53). Their ethical conduct values (2.86) were similar to the Hong Kong Norm for female (2.97). A total of 109 students (7.79%) of our school were classified as overweight (BMI 23-29) and among this group of students, there were 17 students (1.21%) who were classified as obese (BMI over 30). . In addition, our students’ performance in cardiovascular endurance tests (9-minute jogging) and flexibility tests (sit and reach) were better than the norm of Hong Kong students.
Careers Team
Throughout the academic year, the Careers Team organized many programmes to help our students in their careers planning and curriculum choices. Career Talks for senior students were timely, including JUPUS Talks, Degree programme familiarization programmes and visits to Information Days for F7 students, F6 Orientation Day for Science stream and for Arts stream for F5 students, and Overseas Study Talks.

Visits to local industries and Education Expos of various countries were organized annually to help students better understand different paths and natures of various careers. Summer Camps and work attachment schemes were arranged to allow students to explore their future careers. F2 and F4 Parents’ Day were organized to help parents and students better understand different subject choice combinations, requirements of different subjects and the potential career pathways. Senior Form students were invited to share their own experiences with their schoolmates on subject choices. It was found that peer counseling was sometimes more effective than by career counselors. They welcomed and enjoyed the sharing session very much.

The team also co-organized mentorship programmes and careers talks with the SPCS Alumni Association to enrich career-related experiences of the students.

A successful Career Quiz for Junior Forms was held, raising awareness of careers planning for students, which should start as early as possible.

Discipline and Counseling Team
Based on the data collected from the APASO in 2009, the self-esteem of our Paulinians (mean: 3.01) was better than the Hong Kong Norm (mean: 2.73) for females in all six sub categories which include general self, social self, intellectual self, appearance self, moral self and family self. Furthermore, they had better social skills (3.10 vs 2.91) and interpersonal competence (3.00 vs 2.68). More importantly, they have a better attitude to school (2.91 vs 2.67) as they have higher general satisfaction (2.77 vs 2.41), better teacher-student relation (3.01 vs 2.77), higher achievement (3.02 vs 2.36) and more opportunities (3.26 vs 2.72) and adventure (2.70 vs 2.43). The data might explain why we have only a few disciplinary and counseling cases every year.

Home-school co-operation
(i) Form One Orientation Day
This was held on 29 August 2009 and there was full attendance of all staff, parents and students. The programme began with an introduction by the Principal about the Sisters of St. Paul de Chartres, a brief introduction of the school, with its vision and mission and school curriculum. This was followed by a brief description of the work of the discipline and counseling committee. Then there was a talk from the School Social worker about her services followed by an open forum.

(ii) Form One Catholic Parents’ Day
This was held on 19 September 2009 and most of the Catholic parents and students attended. The programme began with a prayer and an opening speech by the Principal. This was followed by a brief introduction of various religious activities of the school organized by the Catholic Movement Committee. Then there was a sharing session by the Catholic students.
(iii) Meeting with the School Principal
The Principal met F1 parents in November 2009 to better understand how well the F1 newcomers were adapting to their secondary school life. Other parents were able to initiate meetings at mutually convenient times through appointments to discuss various issues that arose and required extra support and help from school.

(iv) Big Sister Scheme
This year, the Big Sister Scheme recruited 92 F6 students to provide support to 105 Little Sisters both academically and socially. The Scheme Committee organized an interactive Treasure Hunt activity to help their Little Sisters better understand their mother school. The Big Sisters also acted as role models for the Little Sisters to live out the Paulinian Spirit. With the help of the school social worker, Big Sisters were recruited and trained with various skills so as to prepare them to serve others. The Big Sisters conducted Examination skills workshops for F3, F4 and F5 schoolmates. They also ran workshops on time management and memory enhancement for the F1 and F2 schoolmates respectively. The scheme was well received by the parents and students.

(v) Parent-Teacher Association
The PTA Committee held the Annual General Meeting on 10 October 2009 to elect the Executive Committee. The EC hosted three parent seminars. The first one was conducted by Ms. Mary Cheung who gave our parents a speech on “Professional Grooming and Proper Social Etiquette to improve Competitiveness”. The second talk was conducted by Dr. Samuel Ho from the University of Hong Kong on “Positive Thinking”. The last one was run by Mr. Ng See-Yuen, an experienced editor and famous author, on “Effective Communication with our Children”. Over 400 parents attended the three enlightening seminars. The committee also recruited 50 volunteer parents to accompany the students in 28 sessions of the 61st School Speech Festival.

In January 2010, the PTA co-organized recycling activity with the Conservancy Club to help the needy. The programme was well received. Thanks to the generosity and kindness of 142 parents, a total of 101 boxes and bags of recycled items were collected and donated to Caritas.

In April 2010, the PTA joined a service project in Liannan to help the school to build a library corner. A total of 46 participants comprising 21 students, 2 teachers and 23 student’s family members went on the trip to provide service to the needy in Liannan, and to experience village life. With the joint efforts of all participants, a total of 20 book-shelves were built, painted and set up in the library of San Jiang Primary School. Participants also visited Lingnan Impressions in Guangzhou and the Nangang Thousand-year Yao Zu Village in Liannan to enrich their cultural experiences.

(vi) Alumni Association
The SPCS Alumni Association organized workshops for writing personal statements, interview skills, job shadowing and a summer internship to help some of our students prepare their future careers. In collaboration with the Alumni, the Starcom MediaVest Group, Hong Kong Arts Centre and “Wellness for You” Physiotherapy Clinic ran a few comprehensive job shadowing programmes for our Paulinians in different areas such as finance, media production,
administration and physiotherapy. The Alumni Association also organized an annual dinner and a Convent visit to promote bonding of the Alumni. Some alumni also supported the school’s Professional Support Programme for English Teachers of Sichuan by showing the teachers around Hong Kong.

**All round development through active participation in OLE**

There were over 50 clubs and societies to offer a huge diversity of extra-curricular activities throughout the years and to add a wide dimension of other learning experiences for our students. The school has six houses to offer vertical support to students’ growth and to develop their house’s spirit. The experience thus gained will be invaluable for one’s own personal growth.

**Enhancing Other Learning Experiences through Cultural Exchange**

To promote a global outlook and global citizenship, the school organized rich cultural exchanges activities for our students. A total of 13 tours were organized to enhance the other learning experiences of our students from late June to August 2010.

**Exchange student from Norway**

Every year, the America Foreign Service sends us an exchange student. This year, we had Ms Hilde Moholth from Norway attending our Form Four for a year to promote cultural exchange. Hilde was well-liked by her schoolmates and she enjoyed a wonderful school experience in Hong Kong. She actively participated in our Chinese Dance Team and showed her great appreciation for Chinese Culture.

**Capacity Enhancement Grant 2009-2010**

In order to provide Paulinians an opportunity to develop their personal interest and learn from their own experiences, our school has designed the “Diversified Interest Programme” for all the F.1 to F.4 students. This meant that teachers were provided with the necessary time and space every Wednesday afternoon for sharing, learning and continuous professional development, especially on the preparation of the NSS, IGSCE and GCE AL curricula, while students followed the DIP that developed their multiple intelligences. Tutors were employed to take care of the DIP using the Capacity Enhancement Grant.

From 23 September 2009 to 12 May 2010 there were altogether 24 DIP Sessions on Wednesday afternoons. Twenty-five diversified interest groups enabled students to develop their interest and talent in various languages and performing arts, and facilitated contribution to the community and development of inter-personal skills through community services. Students who shared the same interests had a chance to make new friends during these lessons and to develop their full potential under the guidance and expertise of our tutors.
Capacity Enhancement Grant Report for 2009 - 2010

<table>
<thead>
<tr>
<th>Income</th>
<th>HK$</th>
<th>Expenditure</th>
<th>HK$ 港幣</th>
</tr>
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<tbody>
<tr>
<td>Brought Forward from Last Year</td>
<td>-25,183.85</td>
<td>Expenditure Grant Total: 539,275.00</td>
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<td>Adjustment</td>
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<td>Current Year Grant</td>
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<tr>
<td></td>
<td>528,002.15</td>
<td></td>
<td>528,002.15</td>
</tr>
</tbody>
</table>

**Evaluation:**
The attendance rate of different activity groups was very satisfactory. All DIP courses were appreciated and welcomed by the teachers and students. Students found the courses useful to them because they could relax from their studies to learn new things, to do readings, social services, or to practice for competitions or performances under the guidance of a kind and helpful tutor. Some of the DIP courses (dance, sports and music groups) have extended students’ learning to other extra-curricular activities like inter-school competitions or performance. Students showed greater interest in reading and taking pride in sharing their literary appreciation and there were increased number of books read by students. Furthermore, a total of 29 students (1Gold award, 8 Silver award and 20 Bronze award) received Social Services Awards. They offered hours of their own time to serve the community and enrich their learning experience outside school time in this year.

**Student Performance**

**Academic achievement**

**AAT**
In general, the AAT results of our students for the three core subjects were better than the HK average.

<table>
<thead>
<tr>
<th>PreS1-AAT</th>
<th>2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English</td>
</tr>
<tr>
<td>Average-Hong Kong</td>
<td>45.8</td>
</tr>
<tr>
<td>Average-SPCS</td>
<td>82.5</td>
</tr>
</tbody>
</table>

**TSA**
The percentage of our students achieving basic competency in the three core subjects was better than the territory wide percentage.

<table>
<thead>
<tr>
<th></th>
<th>Chinese language</th>
<th>English Language</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paulinian</td>
<td>98%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Student of local schools</td>
<td>77%</td>
<td>69%</td>
<td>80%</td>
</tr>
</tbody>
</table>
Public Examinations

HKCEE
In HKCEE, SPCS has attained the highest value-added results, both in the core three subjects and the best six subjects, for eleven years consecutively since its inception in 1999 – an exceptional and sustained achievement. 96.8% of our students obtained credit or above (5* to 4) in English Language. Almost all subjects had a higher credit and above percentage (A-C) and all subjects had a higher passing percentage as compared with the all school candidates. The percentage of students awarded 14 points or more in the best 6 subjects was 86.1%. 99.5% of our students got 5 passes or above in their HKCEE.
HKALE
The credit and above percentage in English Language (82.2%) was much higher than all candidates (13.3%) and even higher than that passing percentage (70.4%) as compared with all school candidates. Most subjects in HKALE had a higher credit and above percentage as compared with the data from all school candidates. Almost all subjects had a higher passing percentage as compared with the data from all school candidates. 100% of our F7 students entered either the local or overseas tertiary institutes to continue their studies. In comparison with schools with similar S6 intake, students’ performance in almost all subjects was better than or had met the expected level in the HKALE this academic year.

IGCSE
The examination results in IGCSE were outstanding and the average number of A* per student was 3.75A*.

GCEAL
A total of 22 students sat for the GCEAL examination after their HKALE this year. Their results were also excellent and received many distinctions and credits.

Non-academic achievements
The overall achievements of our students in all other aspects were outstanding. The full list of prizes and awards received by our students each year can be found in the Speech Day booklet and the School Webpage.

Feedback on Future Plan

Strengths
- The low turn-over rate of dedicated and experienced staff
- Integrated and gradual transformation of changes that support the school’s mission
- Strong school culture that impacts on students’ values and character formation
- Exemplary students with multiple talents enhances all-round development
- Excellent English fluency of students enables them to excel academically
- Good home-school co-operation with strong parental support
- Good Location: the school is situated in the centre of Hong Kong island and is easily accessible by public transport

Weaknesses
- The present public examinations stress a summative approach, limiting creativity in learning and teaching
- Increased diversity in student ability due to the through-train policy with our primary school
- Diversity in teachers’ CPD hours
- Middle managers are more person-oriented than task-oriented in that they stress harmony and do not challenge staff sufficiently
- The limited land area of the school constrains students’ outdoor activities
Opportunities
• Strong international linkage and experience in hosting cultural exchanges that expand and enrich students’ learning experience
• High English fluency enables students to be admitted to world renowned universities/institutions
• Alternative programme in senior secondary section that enhances students’ development, helping them to scale new heights (The school is an authorized teaching and examination centre for IGCSE/GCE (Edexcel))
• Strong in a variety of innovations
• Nominated by EDB as the Professional Development School and the Centre of Excellence on IT in Education in Hong Kong Island
• Internationally Recognized as an ICT registered school by the UK Specialist Schools’ Trust & Academies
• Microsoft Innovative School and International Computer Driving License accrediting school

Threats
• The School is facing challenges from the International Baccalaureate market
• Teachers and students are uncertain about the Liberal Studies curriculum and assessment
• The strong science-biased choices of students are posing a threat to the survival of some humanities subjects in DSE

Financial Report for 2009 - 2010

<table>
<thead>
<tr>
<th>Income</th>
<th>收入</th>
<th>HK$</th>
<th>Expenditure</th>
<th>支出</th>
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<td>Scholarship / Fee Remission</td>
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<td>盈餘 / 虧損</td>
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<tr>
<td></td>
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