

School Plan for 2020-2021

Pastoral Goals

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

In January 2019, our school has successfully obtained a total amount of \$817,400 from QEF to deliver "A Road to Positive Life" project. The project started from January 2019 and will end in November 2020. Positive psychology is the theory base of this project which focuses on individual's potentials and character strengths which facilitate students' holistic development. Through professional teacher trainings and multi-disciplinary collaboration, both teachers and students are facilitated to put character strengths, particularly hope and gratitude, into practice. It also helps create a positive climate in school. The team and extra social worker hired from the funding will continue to organize a wide range of activities to foster closer rapport among students, groom further understanding of oneself, and instil positive attitudes in life.

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

In addition, our school will continue to offer Civic, Moral and National Education to our young Paulinians as these programmes do not only broaden their perspectives, but also prepare them to become future leaders and global citizens, strengthen their awareness of a law-abiding citizen and readiness to face crisis and adversity in this ever-changing world.

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

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

Spiritual Goals

In line with our school motto "Be all things to all people", our school welcomes students of all faiths, 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 beliefs. The school will offer opportunities to students to nourish their commitment to Jesus Christ and the Catholic faith. With a school environment conducive to the promotion of Catholic education, the school would like to see all Paulinians understand and appreciate the fact that they have unique abilities and gifts given by God to share with others.

Service Goals

Our students will continue to undertake different kinds of social service activities in collaboration with various institutions. With the help of Caritas, Paulinians will continue to conduct tutorial lessons for the less privileged, offer services for mentally challenged children and visit the homes of the elderly. The school will also undertake service programmes in Mainland China, in collaboration with other institutions, as and when opportunities arise.

Academic Goals

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

With regard to public examination results, we will work strategically to ensure that 80% and above of our students will achieve Level 2 or above in the core subjects of English, Chinese, Mathematics and Liberal Studies. In addition, we will work towards ensuring that at least 70% of our students achieve Level 2 in other subjects and 50% achieve Level 4 in English at the HKDSE level. At the IGCSE level, we anticipate 80% passes in all the four core subjects of English, Chinese, Mathematics and Religious Studies. In addition, we will work towards ensuring that at least 70% of our students pass in all other subjects. At the GCE/IAL level, we foresee 80% passes in all subjects.

Applied Learning subjects will be offered in 2 strands starting at the junior secondary level through the BTEC curriculum (F.3 to F.5) and the DSE Applied Learning courses (F.4 to F.6) to develop students' talents through experiential learning and to give them the first steps in work-related qualifications for careers planning in advance. To facilitate the delivery of the curriculum, we have registered the school as a BTEC centre, organized teacher training and recruited the necessary professional tutors. Four subjects that are related to students' existing ECA or OLE are offered as options to students (Information Technology, Business, Home Cooking Skills and Sports Development).

For the DSE ApL, we will have students attending courses including Film & Transmedia, Computer Game & Animation Design, Animal Care and Medical Laboratory Science provided by various tertiary institutes.

Technology Goals

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

The Multi-media Self-access Learning Centre, the Information Technology Learning Centre, the Digital Music Laboratory and Creative Media Laboratory will continue to be used as venues for developing IT projects teaching and self-learning. 2 mobile computer labs have been set up and new notebook computers will continue to be purchased to cater for the new EITP cohorts. Furthermore, the school has accomplished its mobile learning initiative with the supply of iPads to every SPCS student. This will allow teaching and learning to be extended beyond the classroom. The building of the Smart Oasis, which integrates nature and technology, will provide a multi-media rich virtual immersive environment for students' learning, activities and relaxation.

We will enhance and develop our e-learning platforms in English and Mathematics, using them as virtual bridging courses for our pre-F.1 and junior secondary students. These platforms will cater for their individual needs and support them in 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. We will introduce Computer Science questions in the ELMO question bank. This integration and development of e-learning platforms will foster personalized learning and assessment for learning. It will also free teachers from the mundane marking of scripts and enable them to focus more on other learning needs of students.

The development of e-learning journals/e-portfolios will enable students to document and track their learning progress; to develop an integrated picture of their learning experiences; and to enhance their self-understanding and reflection of their study so that they can better plan and proceed towards their future goals, both in terms of careers and further studies.

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.

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 (e.g. Coursera or iTunesU), robotics, 3D printing and 3D video taking, VR and AR so as to facilitate student learning in a world-class technology-assisted learning environment. ActivPanels were installed in all computer rooms, F.1 and F.2 classrooms, G6 and the Art room to enhance more efficient and enjoyable teaching and learning experiences.

The Smart Oasis, which is a green block that combines nature, technology and culture, has been built. It is a new landmark on campus giving every Paulinian an opportunity to explore, engage and experience the worlds of technology and nature. Inside the 3-storey building are an IT-rich multi-purpose room, a roof-top garden with Chinese Herbal Garden and an Anti-aging Centre, an immersive, inspiring learning space and a meeting point for seminars, workshops and

performances. The Smart Oasis is a testimony to our school Mission to provide an all-round education to Paulinians.

Furthermore, to prepare for the challenges ahead, the school will continue to explore the use of technology for teaching and learning since each student is issued with an i-Pad from the school for learning purposes. With the renovation of the school library and updates from the SLS to RFID system, the school library and the Study Room will be renamed as the Learning and Teaching Centre that helps support students' learning. The Reading Culture Team will extend to cover the Summer Reading Scheme with extra funding from the EDB, Books were ordered but delivery was delayed. Hence, the Summer Reading Programme would be completed as Christmas Reading Programme.

Learning Support Goals

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

The school adopts a flexible approach and a Blended Learning Time Table will be introduced for the best interest of our students as one of the measures to cope with the half-day school arrangements. One more period will be added to the morning session and hence only two/ three periods will be conducted via Zoom in the afternoon respectively.

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

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

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

SPCS will continue to formulate and implement language policy across the curriculum. This will enable teachers to contribute and get support in dealing with language in learning issues as well

as to work for a common target. This will benefit teachers to use English to teach more effectively. For the students, it aims to minimize the problems of adjusting to the new medium of instruction, to develop their proficiency and to facilitate their learning of the subject content better.

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

The following measures will continue to be implemented:

- A balanced approach. As every subject has to contribute to the language development of students, a balance between an emphasis on English and an emphasis on content is recommended.
- Cross-curricular vocabulary books. The acquisition of students' vocabulary should be addressed by all teachers and the English teacher will set up a vocabulary book with their students. Teachers of other subjects are encouraged to make use of this vocabulary book.
- Project learning. Since project work provides excellent opportunities for students to use language for authentic communication it will be integrated into all subjects or as cross-curricular projects.
- Use of language teaching pedagogies. Teachers of other subjects can also use teaching methods such as dictation, spelling quizzes, group discussions, oral presentations and writing tasks.
- Cross-curricular reading logs. A reading log in which students record what they have read will be set up by the English teachers. Teachers of other subjects should encourage students to read in their subject area and ask them to record it in their reading logs.
- Pre-Form 1 Bridging Course. As more time and effort have to be spent on the development of new students' language proficiency, a bridging programme for all students entering Form One will be conducted in July.
- Extra-curricular Clubs and Societies. All Clubs and Societies are run in English, including all meetings and functions that take place.
- School functions. All school functions, apart from the Chinese Debate is held in English.

The new Learning and Teaching Centre is to support teachers and students to make the best use of the resources to broaden their horizon through conducting research interested to them.

Bridging courses prior to students' admission to Form One as well as the Big Sister Scheme will help young Paulinians to adapt to the academic rigor and language proficiency required for effective learning.

There will also be learning support for various types of learners through the e-learning systems, individual or group coaching, remedial classes as well as enrichment classes and advanced placement classes.

To support and facilitate whole-person development and personal growth of disadvantaged students through after-school activities, the school will continue to apply for the School-based Grant under the School-based After-school Learning and Support Programmes. The Grant will be used to finance the students to attend a Certificate Course on First-Aid (CPRAED) which will equip them with practical First-Aid knowledge and relevant certification.

Administrative Goals

SAMS and other management systems will be further customized to meet the school's specific needs including the processing of student reports 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, distribution of EDB circulars to staff, applications for HKEAA examinations and communication with the EDB are mostly conducted electronically.

The existing management framework will be further developed to enhance communication and coordination among school managers, Principal, Vice-principals, teachers, parents and students, as well as past students. The intranet system, SPCSSTARS, is in place and will be further developed to facilitate the efficiency of administrative work in SPCS.

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

The School Leadership Team consists of the following teams and members:

Team	Member
Administration Team	R. Li*, L. Lam, J. Yu, B. Lam
Academic Team	L. Lam*, C. Chow, R. Li, N. Maxwell
Pastoral Care Team	L. Ko*, C.Li, J.Yu, L. Lam, C. Cheng, A.M. Law, M.Iu, C.Chui
Public Relations Team	Sr. Margaret Wong*, L. Ko, C. Li, J. Yu

Mr. R. Li will maintain and develop the new knowledge management (ELMO) system, which offers one single integrated platform to facilitate data and knowledge management, and data retrieval and analysis. Evidence-driven teaching and learning will be made possible and effective with this in place.

Administrative procedures will be streamlined 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. Access card reading system with software are installed and fully implemented for a better monitoring of staff attendance and leave. Furthermore, Edmodo Enterprise will be subscribed to help support the management of Learning and Communication.

Professional Goals

In line with the school's aspiration to be a learning school in a learning world for a learning era, focus will be put on continuous staff development, particularly on strategies for the successful implementation of the New Senior Secondary curriculum, as well as on the understanding of the latest teaching pedagogies and other educational trends. These can be acquired through structured

professional development courses and school-based co-operative learning including staff appraisal and school self-evaluation.

Staff development programmes will be provided to all teachers for a better mastery and understanding of the local and international curricula (DSE, IGCSE, GCE/IAL and BTEC) as well as on how to instill reflective pedagogies in daily teaching and learning so as to build up a self-evaluative culture among staff and to foster professional growth. An intranet platform is used to record teachers' CPD and helps the school to plan school-based professional development programmes based on their needs.

The school will work in collaboration with local and overseas consultants and institutions to promote the professional training of teachers and middle managers in state-of-the-art pedagogy, management and research. 15 teachers have obtained the Certification as Edmodo Certified Trainers and new teachers will be encouraged to undertake the training.

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

Social and Cultural Goals

Students should play a proactive role in understanding and responding to current topical issues, both local and international. This is particularly important for the New Senior Secondary curriculum.

Moral and Civic education has always been an important aspect of Catholic education and value education. This is carried out formally through the Form Period, Family Life lessons and Ethics lessons and permeates the whole school curriculum. Special emphasis will be put on character formation, family values, health education, national identity, environmental protection and global citizenship. From 2020/2021, national security law: a global perspective was integrated to strengthen the students' awareness as a law-abiding citizen.

Cultural exchanges of teachers and students with Mainland China and other countries, such as Canada, USA, UK, Spain, France and Germany, will be cancelled in the school year of 2020-2021 due to COVID-19, the unstable health threats.

Self-evaluation Goals

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

A quality enhancement team helps to review the implementation of our school goals and priority goals for the next three years, focusing on the successful implementation of the New Senior Secondary curriculum as well as the GCE/IAL/BTEC alternative curriculum, teaching and learning with interactive IT, teaching and learning with understanding, and a quality learning environment.

In response to the improvement measures of DSS schools, a Governance Review Sub-committee (GRSC) was set up to review the governance and internal control of school governance. The GRSC

had reviewed the domains of the Fee Remission/Scholarship Schemes, Financial Resources Management and Human Resources Management in a 3-year cycle. Consequent to the Refinements of the GRSC Operation arranged by the EDB, the GRSC has more flexibility in identifying areas of reviews under these three domains and the review cycle for completion has been extended from a 3-year cycle to a 6-year cycle subject. The proposed review schedule is subject to the approval of the SMC. It gives more time for an in-depth review and the areas of review are more focused.

Scholarship/Fee Remission Schemes

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

The Sister School Exchanges

To enhance both the quality and quantity of sister school exchange activities, we will continue to enrich the activities with more student participation in classroom, campus tour, art and cultural, IT and sports activities. Apart from the students, teachers and the school management will also get involved. Through exchanging ideas and sharing experience, it stimulates the development of new teaching ideas and methodology, foster planning and enhance professionalism. For the Plan on Sister School Exchanges, please refer to the school website <http://www.spcs.edu.hk>.

Capacity Enhancement Grant 2020-2021

To provide Paulinians with the opportunity to develop their personal interests and learn from their own experiences, our school will continue to offer the “Diversified Interests Programme” (DIP) for all Form 1 to Form 6 students.

Two sessions of DIP will be arranged every Wednesday afternoon. The first session lasts from 2:00 p.m. to 3:20 p.m. and the second session from 3:30 p.m. to 4:50 p.m. Each student can enroll at maximum in two different DIP classes based on their own choice. It is hoped that our DIP arrangements could maximize students' learning opportunities, develop their multiple talents and broaden their future careers pathways. It was planned that twenty-four DIP sessions will be offered from 30 September 2020 to 12 May 2021. Forty-two diversified interest groups will be organized for our students including courses in Foundation of Chinese Medicine, Lingzhi project, organic farming, aquaponics, hydroponics, foreign languages, Mock Trial, speech and drama, creative writing, Mathematics Olympiad, sports, music, science, technology, entrepreneurships and performing arts. Students can also participate in community services to develop their interpersonal skills and contribute to society. However, the plan will be held in abeyance for the time being due to the half-day schooling.

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

Life Wide Learning Grant 2020-2021

To enhance whole-person development and life-long learning of Paulinians, our school will continue to organize cross-border and cross-cultural experiential learning activities and infuse life-wide learning into different KLAs and cross-curricular teaching. We will enrich students' learning experiences including intellectual development, moral and civic education, community service,

physical and aesthetic development, and career-related experiences by encouraging Paulinians to participate in activities such as exhibitions, training courses, visits, field trips, training camps, exchange tours, community services, performances and competitions. For the past year, the LWL Grant was used to support the extra training hours for Dance and Athletics as many of the cross-border experiential learning activities cannot be held.

Focus of 2020-2021 Year Plan

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”)

1. To sustain a diverse and innovative curriculum (IGCSE, IAL, DSE, BTEC, ApL, EITP) and assessment that offer multiple pathways to students so as to prepare them for entry into tertiary education either locally or abroad.
2. To prepare students for the fast changing technological world through STEM/STEAM: fostering collaborative learning through an interdisciplinary approach, Augmented Reality and other means in the Smart Oasis.
3. To continue uplifting the academic ceilings of Paulinians through reading and challenging them with higher-order thinking questions.
4. To take advantage of the One Belt Road policy to broaden the global outlook of our Paulinians.
5. To strengthen the implementation of the school theme by focusing more on the entrepreneurial aspect.

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

Target	Strategies	Time Scale	Success Criteria	Method of Evaluation
To offer a diverse school curriculum to cater for students' needs in terms of further studies and career aspirations	<ul style="list-style-type: none"> • Continue to offer multiple curricula - IGCSE, NSS, GCE/IAL and BTEC with diverse subject choices to students to cater for their learning needs and broaden their study pathways. • Look into possibilities of various Applied Learning courses at F.4 level. • Conduct F.2 Parents' Day to enhance parents and students' understanding of the IGCSE/BTEC curriculum and its progression to NSS/GCE curriculum in F.5 and F.6. • Conduct F.4 Parents' Day to enhance parents and students' understanding of NSS and GCE/BTEC curriculum in order to help them make the best subject choices. 	<p>September 2020 to July 2021</p> <p>February to May 2021</p>	<ul style="list-style-type: none"> • More subjects in GCE / IAL / BTEC & Applied Learning are offered. • More F.4 ApL programme will be considered to cater for the interests and needs of students. • Completion of Parents' Day. • PowerPoint presentations on various KLAs uploaded onto the school intranet. 	<p>Student survey on their subject choices</p> <p>Feedback from parents and students</p> <p>PowerPoints uploaded</p>

Target	Strategies	Time Scale	Success Criteria	Method of Evaluation
To sustain excellent standards in English	<ul style="list-style-type: none"> • Offer English EFL as well as ESL curriculum for F.3 students to meet their diverse needs • F.4 students will participate in the optional speaking test for ESL through face-to-face interviews in SPCS Edexcel Exam Centre • Offer IELTS for all Form 5 students to prepare them for the examinations 	September 2020 to July 2021	<ul style="list-style-type: none"> • Both English as EFL and ESL are offered to students as an alternative course • Smooth implementation and positive feedback on the English Language and Literature course 	English results in the public examinations
To strengthen Chinese proficiency and the understanding of Chinese culture in all students	<ul style="list-style-type: none"> • Extend the reading scheme in Chinese for all forms through the development of eBooks and the publication of school-based readers for F.1 to F.3 and F.4 to F.6 students to enhance their Chinese proficiency • Provide additional Chinese lessons to F.3 students in the regular timetable, and to F.5 & F.6 on Wednesday afternoon to raise their Chinese Language standard to Level 3 or above • Provide Chinese remedial lessons to F.1 and F.2 students during the 9th lessons to strengthen their language foundation • Offer IGCSE Chinese curriculum to non-Chinese speaking students and CSL curriculum for F.1 to F.4 students to better prepare them for the public examination • Offer more Chinese cultural experiences e.g. Ming Yi lessons to Chinese students 	September 2020 to July 2021	<ul style="list-style-type: none"> • Increase in the number of Chinese books read • Additional Chinese lessons for F.3 to F.6 are offered and completed • 90% of the students obtain Level 3 or above in the DSE examination • Employ a CSL teacher to coach non-Chinese speaking students for the IGCSE examination • CSL students to participate in the Chinese Opera or other cultural OLEs 	<p>HKDSE Chinese Language results</p> <p>Students' attendance during the extra lessons</p> <p>Successful performance of the Chinese Opera</p>
To continue to offer a third language to promote an international perspective to students	<ul style="list-style-type: none"> • Use the Foreign Language Grant to offer support to students who take a third language such as French, Spanish or German 	September 2020 to July 2021	<ul style="list-style-type: none"> • Offer French, Spanish and German courses in partnership with the HKU School of Modern Languages 	Feedback from the coordinator and students

Target	Strategies	Time Scale	Success Criteria	Method of Evaluation
To enrich other learning experiences and extend life-wide learning (provided the COVID-19 situation has improved)	<ul style="list-style-type: none"> Sustain the Summer Leadership Camp in Brescia University College, Study Tours to Stanford University and Oxford University so that students can explore their potentials and interests in connection with their future studies Offer all F.1 students a short study tour to the Pearl River Delta to enhance their understanding of environmental harmony in China Offer all F.2 students the Putonghua Immersion Study Tour in Beijing Language and Culture University. Offer tours to F.3 and F.5 students to promote interflows between Sisters schools in the Mainland (e.g. Sichuan and Yunan) Offer tours to Fuzhou to promote use of technologies such as AR and VR in learning and teaching 	<p>July 2021</p> <p>Apr 2021</p> <p>Mar to Apr 2021</p> <p>Apr 2021</p> <p>July 2021</p>	<ul style="list-style-type: none"> Successful completion of the overseas exchange tours to enhance students' OLE Successful completion of the F.1 tour to the nearby Pearl Delta regions, F.2 Beijing PTH Immersion Programme and other cultural tours to the Mainland 	<p>Feedback from students and teachers</p> <p>Scope and scale of participants</p>
To help students to explore multiple pathways for further education through a better understanding of their career aspirations starting from junior secondary years and extending to senior secondary years	<ul style="list-style-type: none"> Offer individual counselling through the EDB funding to allow students a deeper understanding of their own potentials, starting from junior forms, helping them to achieve success in life through various pathways, such as the local or alternative curricula and choice of subjects that best suit their interests and career aspirations Arrange talks for both parents and students on the education and admission methods in different countries such as the UK, USA, Canada, Australia and China Sustain collaboration with the PTA and SPCS Alumni Association to offer various job shadowing programmes to enrich students' career-related OLEs Sustain collaboration with St. Paul's Hospital / Caritas in serving the community through outreach programmes 	September 2020 to July 2021	<ul style="list-style-type: none"> Individual counselling services are offered to various stakeholders Outsourced and in-house careers workshop are conducted to brief students on their application to universities Students and parents attend seminars/talks or Expos Successful completion of the job shadowing programme Successful completion of the outreach programme 	<p>Feedback from students, parents and counsellors</p> <p>Feedback from PTA, students and parents</p> <p>Feedback from the teacher-in-charge and students</p>

Target	Strategies	Time Scale	Success Criteria	Method of Evaluation
To help students to apply for further studies through JUPAS, Non-JUPAS and UCAS	<ul style="list-style-type: none"> • Organize talks on JUPAS and Non-JUPAS applications and offer individual counselling to both parents and students • Organize sessions/workshops on writing personal statements and interview skills • Organize visits to various universities on their Information Day • Invite alumni to offer sharing sessions to help students better understand the requirements of various degree/AD programmes, strategies of re- prioritization after release of results etc • Complete the SLP for the JUPAS application • Assist students in completing their applications to UK universities through the UCAS system and universities in USA, Canada, China, Australia and other places. 	September 2020 to July 2021	<ul style="list-style-type: none"> • Successful completion of JUPAS and Non-JUPAS talks • Successful completion of the interview skills and personal statement writing workshops • F.6 students visiting various tertiary institutions on Information Day • Successful transfer of school SLP information into OEA platform for JUPAS 	<p>Feedback from students and teachers in the Careers team</p> <p>Number of students obtaining offers from universities</p>
To adopt a Blended Learning time-table in case of adverse situations of COVID-19 pandemic or social unrest to ensure students' learning will not be disrupted and their competitiveness in university applications will be maintained	<ul style="list-style-type: none"> • Rearrange the time-table into 3+3+2 framework. Lunch break will be at 12:40 pm after the 6th period. • During adverse situation of COVID-19 or social unrest, school will finish at 12:40 and students can continue their learning at home via zoom classes. 	September 2020 to July 2021	<ul style="list-style-type: none"> • Successful completion of teaching syllabus • University admission figures remain good 	Feedback from students and teachers

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

Target	Strategies	Time Scale	Success Criteria	Method of Evaluation
<p>To appreciate the value of collaboration</p> <p>To develop among students a solid knowledge base and to enhance their interests in Science, Technology, Engineering and Mathematics (STEM) for further studies and careers in meeting the changes and challenges of the contemporary world</p>	<ul style="list-style-type: none"> • Explore the possibilities of AR / VR / AI / ML apps that could facilitate teaching and learning. • Investigate meaningful themes of group project involving AR/VR/AI/ML technologies. • Encourage students to apply their skills in daily life (e.g. students taking creative media are encouraged to form a Campus TV team). • Embed and strengthen STEM education into the teaching and learning of related subjects in addition to Integrated Science, Physics, Chemistry, Biology, Mathematics, ICT, EITP, Creative Media Production & Home Economics (Food Technology). • Encourage and support students to join local, national and international competitions in STEM areas to unleash their potentials • Promote and sustain STEM related ECAs (e.g. the “One student one plant”, Cisco Innovation Challenge, or Hong Kong Youth Science and Technology Innovation Competition, MTR STEM Challenge, etc) organized by different clubs and societies. 	<p>September 2020 to August 2021</p>	<ul style="list-style-type: none"> • Classroom observation on student outcomes and successful completion of projects. • Students’ enthusiastic engagement in research projects and collaborative effort • Students' interests and ability to integrate and apply knowledge to science and related disciplines are raised • Students are able to conduct self-learning with the help of technology. That is, a paradigm shifts from teacher-centred classroom practices to learner-centred learning 	<p>Feedback from teachers and students</p> <p>Quality of student projects can be assessed</p> <p>Feedback from teachers</p> <p>Students’ mode of learning - an active learner whereby teacher takes the role of a facilitator</p> <p>Feedback from teachers and students</p> <p>Feedback from teachers/students.</p>

Target	Strategies	Time Scale	Success Criteria	Method of Evaluation
<p>To explore and develop students' potentials and talents under the guidance and teaching of professional tutors</p> <p>To let students to have more time to learn and practice their skills for competition, performance or self-enhancement</p>	<ul style="list-style-type: none"> • Extend STEM education to cater for students' diverse interests and aspirations through DIP classes including <ul style="list-style-type: none"> - Aquaponics - Digital Music Composer - Foundation of Chinese Medicine - Hydroponics - Herbal Drink Development - Lingzi Project - Mathematics Olympiad - Organic Farming - Scientists in Action - Young Engineers - Young Scientists - Young Entrepreneurs /Young Investors - EITP - BTEC IT - BTEC Creative Media Production (with Campus TV) • Organize visit to AR/VR/AI labs of developers. • Organize STEM related summer programs/tours • Organize workshop for teachers 	<p>September 2020 to August 2021</p>	<ul style="list-style-type: none"> • Enthusiastic participation in ECA and DIP activities. • Engagement of students • Learning outcomes of students in DIP 	<p>Feedback from SPCS teachers and partner institutions/ organizations</p>

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

Target	Strategies	Time Scale	Success Criteria	Method of Evaluation
<p>To further improve students' learning through reading to learn.</p>	<ul style="list-style-type: none"> • Language teachers take an active role in encouraging the reading habit of students. (e.g. English teachers helped the students to set up vocabulary books in which to record new words, their meanings and parts of speech) • Explore the opportunities of cross-cultural activities/projects that could enhance reading (e.g. Mathematics book report competition) • Creating an ideal reading environment in the school lobby, English Room, Chinese Culture Room as well as classrooms • Newly renovated school library, now known as the Learning & Teaching Centre (LTC) provides a perfect reading environment for students to do their research and facilitates their self-initiated learning • The automated process of borrowing/returning library books will enhance the reading habits of students • The Summer Reading Programme sponsored by EDB will encourage extensive reading of the students especially in Chinese 	<p>September 2020 to July 2021</p>	<ul style="list-style-type: none"> • Completion of analysis and self-reflection of books that they have read. • Vocabulary books set up by students • Science and Mathematics students may also improve their knowledge and skills through reading • Reading environment such as reading corners set up in classrooms • Data on borrowing books from LTC (former school library & study room) 	<p>Students' writing skills</p> <p>Student's qualities of responses</p>

Target	Strategies	Time Scale	Success Criteria	Method of Evaluation
To challenge students with higher order thinking skills	<ul style="list-style-type: none"> • Through the Ted-Ed Club, English teachers will play an active role in training students how to explore and present ideas. (The TED-Ed Clubs program supports students in discovering, exploring and presenting their big ideas in the form of short, TED-style talks. In TED-Ed Clubs, students work together to discuss and celebrate creative ideas. Club leaders receive TED-Ed's flexible Clubs curriculum to guide their school club and to help inspire tomorrow's TED speakers and leaders.) • Teachers are reminded about the importance of using different levels of questionings in their lessons. • Peer observation with follow-up discussion could foster good teaching pedagogy. • Different STEM-related courses and workshops will be held to equip students with high-order thinking and questioning skills in order to carry out their STEM-related researches 	September 2020 to July 2021	<ul style="list-style-type: none"> • Enthusiastic student participation. • Student outcomes • Students' STEM projects 	<p>Students' performance</p> <p>Feedback from teachers/ students</p> <p>Feedback from panel members</p>

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

Target	Strategies	Time Scale	Success Criteria	Method of Evaluation
<p>To enhance students' understanding towards the Belt and Road Initiative so that they are equipped and can grasp the opportunities offered to them to broaden their global outlook</p>	<ul style="list-style-type: none"> • Explore the possibilities to integrate the One Belt One Road Initiative in more subject areas other than Economics, BAFS, Geography, History, Chinese History, Liberal Studies in alignment with the school theme: “Smart CITIES (Cradle for Integrating Technology, Innovation, Entrepreneurship and Sustainability)” • Encourage and support students to join related ECAs, competitions and exchange tours. • Launch an inter-disciplinary project called SPCS Chinese Herbal Garden that involves the Chinese, ICT, Science and Business departments. <p>(The major aim of the project was well-being while it also addressed to the opportunities open to us in which Hong Kong can play a unique role in the development of the One Belt One Road Initiative. In history, China has carried out rich cultural exchanges with countries along the One Belt One Road through the exchanges of spices. With the introduction of this project, we would like to initiate the trade of Chinese herbs in place of the Spice throughout the OBOR counties)</p>	<p>September 2020 to July 2021</p>	<ul style="list-style-type: none"> • Consolidation of teachers' and students' understanding towards the One Belt One Road Initiative with respect to issues on national development. • Students appreciate the opportunities that lie ahead, and are able to anticipate the opportunities that they can reap as a citizen of Hong Kong. • Satisfactory participation rate and feedback from ECAs, competitions and exchange tours • Students engage in the SPCS Chinese Herbal Garden project 	<p>Feedback from teachers</p> <p>Students' performance</p>

Fifth Priority: To strengthen the implementation of the school theme by focusing more on the entrepreneurial aspect.

Target	Strategies	Time Scale	Success Criteria	Method of Evaluation
<p>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> <p>To offer practical experience to students for applying entrepreneur skills in organizing and carrying out entrepreneurial activities</p>	<ul style="list-style-type: none"> • The Young Investors Programme will be offered during DIP for the 2nd year through the Young Entrepreneur classes. In the programme, the students will gain the skills to save and invest for their future in a fun team environment. Teacher-guided and student-led activities will be conducted weekly. Valuable concepts including accounting, ethics, economics, psychology, mathematics, business strategy, and entrepreneurship will be covered in the classes. • Students will try to explore the possibility in applying patents for their products, especially for the herbal drink development team. • Students will be encouraged and supported to participate in Entrepreneurship related visits, talks, seminars, workshops and competitions. 	<p>September 2020 to July 2021</p>	<ul style="list-style-type: none"> • Enthusiastic student participation. • Student outcomes • Students' Entrepreneurship related projects 	<p>Feedback from teachers and students</p> <p>Students' performance</p>

St. Paul's Convent School
Annual Financial Position Financial Estimate for the 2020/2021 School Year

	Government Funds	Non-Government Funds
INCOME *		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	73.13	N.A.
School Fees	N.A.	22.81
Donations, if any	N.A.	0.01
Other Income (including allocation from School Reserves), if any	0.01	4.04
Total	73.14	26.86
<i>* in terms of percentages of the annual overall income</i>		
EXPENDITURE ^		
Staff Remuneration	78.81	
Operational Expenses (including Learning and Teaching)	3.68	
Fee Remission / Scholarship ¹	5.95	
Depreciation	1.45	
Repairs and Maintenance	0.61	
Miscellaneous (including Grants Expenditure, unused grants, and Reserves Expenditure)	9.50	
Total	100.00	
<i>^ in terms of percentages of the annual overall expenditure</i>		
# SURPLUS/DEFICIT FOR THE SCHOOL YEAR	0.26	
# ACCUMULATED SURPLUS/DEFICIT IN THE OPERATION RESERVE AS AT THE END OF SCHOOL YEAR	5.74	
<i># in terms of equivalent months of annual overall expenditure</i>		

Actual Fee Remission / Scholarship is 25.55% of School Fee Income

<i># Details of expenditure for large-scale capital works, excluding capital expenses, if any :</i>		
DSS Major Repairs, subvented and non-subvented	1.23	

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

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

~ Put a "✓" where appropriate