School Plan for 2021/2022

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 ended in January 2021. In the coming year, we will continue to promote mental health and well-being with the school social workers and other organizations. Different workshops and whole school activities will be arranged so that the physical, mental and emotional health of students as well as their self-esteem and self-confidence will be enhanced. Through multi-disciplinary collaboration, both teachers and students are facilitated to put character strengths, in particular 'hope and gratitude' into practice. This will also help to create a positive climate in the school. The team will continue to organize a wide range of activities to foster closer rapport among students, groom further understanding of oneself, and instill positive attitudes in life.

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

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

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

In addition, our school will continue to offer Civic, Moral and National Education to our young Paulinians as these programmes do not only broaden their perspectives, but also prepare them to become future leaders and global citizens, strengthen their sense of national identity and law-abiding awareness through a whole-school approach and cross-subject collaboration by implementing National Security Education in both the formal and informal curriculum. Furthermore, this enhances their readiness to face crisis and adversity in this ever-changing world.

To solicit more parental support and collaboration, and to ensure better communication between the school and parents, as well as the continual and holistic development of each Paulinian, closer contact with parents will be maintained through the Parent-Teacher Association (PTA) in the coming years. To facilitate the speedy dissemination of messages and information to both parents and students with the school staff and school teachers, the School has launched a eClass Integrataed Platform this year.

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

Due to the pandemic, social services activities in collaboration with various institutions and service programmes in Mainland China will be deferred. Nevertheless, opportunities to serve the underprivileged and the community under safe environment will not be ignored.

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 3 or above in the core subjects of English and Chinese and Level 2 in Mathematics and Liberal Studies (until 2023). In addition, we will work towards ensuring that at least 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. Six subjects that are related to students' existing ECA or OLE are offered as options to students (Information Technology, Business, Home Cooking Skills, Art & Design, Performing Arts in Cantonese Opera and Sports). For the local Applied Learning courses, F.5 and F.6 DSE students are encouraged to attend a variety of courses via Mode 1 at the service providers' venues on Saturdays. Suitable ApL course will also be offered to F.4 students via Mode 2 Early Commencement if sufficient number of students can be enrolled.

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 from the 2015/16 school year to the 2022/23 school year. This will foster a pro-IT atmosphere, stimulate interest in IT and develop IT talent among students in the school community.

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

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

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, 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 to F.3 classrooms, G6 and the Art room to enhance more efficient and enjoyable teaching and learning experiences. The

school has worked with the Edmodo Enterprise on partnership projects in exploring more application of technology in teaching and learning. In addition, eClass Integrated Platform will be introduced to enhance communications with relevant stakeholders.

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

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

Learning Support Goals

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

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

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.

- 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 Final are held in English.

- In order to foster and develop the new students' language proficiency, a bridging programme for all students entering Form One will be conducted in July. The Big Sister Scheme will continue to offer individual help to students in various subjects.

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

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

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.

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.

Administrative Goals

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

The 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 the following teams and members:

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

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

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

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 and the latest curriculum and major changes introduced by the EDB, as well as on the understanding of the latest teaching pedagogies and other educational trends. These can be acquired through structured professional development courses and school-based co-operative learning including staff appraisal and school self-evaluation.

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

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

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

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

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

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 DSE curriculum.

Moral and Civic education has always been an important aspect of Catholic education and values 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 education, 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. A Civic, Moral and National Education Team steered by the National Security Working Group has been formed to reinforce the national security and values education in school.

Cultural exchanges of teachers and students with Mainland China and other countries, such as Canada, UK, Spain, France and Germany, will be considered in the school year of 2021-2022 if COVID-19 is under control and it is safe to travel and travel restrictions are relaxed.

Self-evaluation Goals

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

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

The Sister School Exchanges have been proved to be very successful in enhancing both the quality and quantity of sister school exchange activities in the past years. 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. However, due to the pandemic COVID-19, the exchanges have been suspended since 2019/20 and no activities were held. Sister Schools have been established and will be re-activated in future if the exchanges revive. For the Plan on Sister School Exchanges, please refer to the school website http://www.spcs.edu.hk.

Capacity Enhancement Grant 2021/2022

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. There will be two DIP sessions; each session of one hour and ten minutes for half-day school and one hour and twenty minutes for whole day school respectively. 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-three DIP sessions will be offered from 6 October 2021 to 18 May 2022. Diversified interest groups will be organized for our students including courses in Foundation of Chinese Medicine, Lingzhi project, organic farming, aquaponics, hydroponics, foreign languages, speech, creative writing, sports, music, science, technology, entrepreneurships and performing arts.

eClass enrollment for DIP programmes was first launched this year. It facilitates data management and speedy communications. Enrollment, selection of choices, course attendance and parents/ students communications are all performed electronically. This greatly reduces the workload of the teachers.

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

Life Wide Learning Grant 2021/2022

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

Focus of 2021/2022 Year Plan

School theme: "SMART **CITIES** (Smart signifies the intelligent use of resources in an efficient and effective way while **CITIES** represents a "**C**radle for **I**ntegrating **T**echnology, **I**nnovation, **E**ntrepreneurship and **S**ustainability")

1. To sustain a diverse and innovative curriculum (DSE, IGCSE, IAL, BTEC, ApL, EITP) and assessment that offer multiple pathways to students so as to prepare them for successful entry into tertiary education either locally or abroad.
2. To prepare students for the fast changing technological world through STEM/STEAM: fostering collaborative learning through an inter-disciplinary approach.
3. To continue uplifting the academic ceilings of Paulinians through reading and challenging them with higher-order thinking questions.
4. To enhance Paulinians' sense of national identity and law-abiding awareness through a whole-school approach and cross-subject collaboration by implementing National Security Education in both formal and informal curriculum.
5. To strengthen the implementation of the school theme SMART CITIES by focusing more on the entrepreneurial aspect.

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

Target	Strategies	Time Scale	Success Criteria	Method of Evaluation
To offer a diverse school curriculum to cater for students' needs in terms of further studies and career aspirations	• Continue to offer multiple curricula – NSS, IGCSE, GCE/IAL and BTEC with diverse subject choices to students to cater for their learning needs and broaden their study pathways. • Offer 2 new BTEC courses, namely International BTEC L3 Art & Design and PA (Cantonese Opera) of which the structures are tailor made for SPCS on the L3 Certificate. • Offer AS Geography – an extra option for F.5 IAL students • Explore to offer new ApL programme to F.4 students via Mode 2 Early Commencement. • 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&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.	September 2021 to July 2022 February to May 2022	• More subjects in GCE / IAL / BTEC & Applied Learning are offered • More F.4 ApL programme will be considered to cater for the diverse interests and needs of students • PowerPoint presentations on various KLAs uploaded onto the school intranet for parents' reference	Student survey on their subject choices Feedback from parents and students Powerpoints uploaded

Target	Strategies	Time Scale	Success Criteria	Method of Evaluation
To sustain excellent standards in English	• Offer English EFL as well as ESL curriculum for F.3 –F.4 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 (if no COVID, this f2f will resume) • Offer IELTS for Form 5ST (IAL) students to prepare them for the examinations	September 2021 to July 2022	• Both English as EFL and ESL are offered to students as an alternative course • Smooth implementation and positive feedback on the EFL and ESL	Results in the public examinations
To strengthen Chinese proficiency and the understanding of Chinese culture to all students	• 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 once a week to raise their Chinese Language standard to Level 3 or above • Provide Chinese remedial lessons (once to twice a week) to F.1 - F.3 students to strengthen their language foundation • Offer CSL and IGCSE Chinese curriculum to F.1 to F.4 non-Chinese speaking students to help them attain accredited Chinese qualification. • Offer more Chinese cultural experiences e.g. Ming Yi lessons and DIP to students	September 2021 to July 2022	• Increase in the number of Chinese books read • Additional Chinese lessons for F.3 to F.6 are offered • 80% 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 participate in Chinese cultural OLEs like choral speaking competitions and attain good results	HKDSE Chinese Language results Students' attendance during the extra lessons NCS students' performance in IGCSE Chinese exam
To continue to offer a third language to promote a global outlook and experience for students	• Continue to collaborate with the Language Department of HKU to offer foreign languages • Offer language immersion programmes in France, Spain and Germany for the language students	September 2021 to July 2022	• 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 and the quarantine requirements lifted)	• Sustain the Summer Leadership Camp in Brescia University College, Study Tours to Oxford University and other renowned universities overseas and in the Mainland so that students can explore their potentials and interests in connection with their future studies • Offer all F.1 students a short study tour to the Pearl River Delta Region to enhance their understanding of environmental harmony in China • Offer all F.4 students Greater Bay Region experiential study tour relating to National Education • 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 NetDragon Headquarters in Fuzhou to promote use of technologies such as AR and VR in learning and teaching	Post exam period in 2022	• Successful completion of the exchange tours to enhance students' OLE • Successful completion of the F.1 tour to the nearby Pearl River Delta Region, F.3 and F.5 Sisters School exchange/ service trips, F.4 Experiential tour in Greater Bay region to have a better understanding of the development in China, appreciation of Chinese culture and enhance the awareness of national security education and national identity	Feedback from students and teachers Scope and scale of participants
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	• Offer individual counselling 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 on demand. • Sustain collaboration with the PTA and SPCS Alumni Association to offer various job shadowing and internship programmes to students on career-related OLEs • Sustain collaboration with Caritas in serving the community through outreach programmes (depending on the pandemic situation)	September 2021 to July 2022	• Individual counselling and guidance services are offered to various stakeholders • Outsourced and in-house careers workshops 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 • Careers Education for F.1-F.2 is carried out thro' the PSHE class.	Feedback from students, parents and counsellors Feedback from PTA, students and parents Feedback from the teacher-in-charge and students

Target	• Strategies	Time Scale	• Success Criteria	Method of Evaluation
To help students to apply for further studies through JUPAS, Non-JUPAS and UCAS	• 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 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 2021 to July 2022	• 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 • Participation in programmes offered by various universities.	Feedback from students and teachers in the Careers team Number of students obtaining offers from universities
To make full use of the online learning platforms and latest technology to maintain the efficiency and quality of teaching under the disruption of COVID-19	• With the implementation of the half-day summer timetable in which school finishes at 12:50 pm, teachers can arrange extra lessons in the afternoon on need base. • The school IT team will continue to negotiate with the service providers of the existing online learning platforms to upgrade / improve their services	September 2021 to July 2022	• Successful completion of teaching syllabus • University admission figures remain good	Feedback from students and teachers
To resume the blended time-table/summer online timetable as a back-up when whole day face-to-face classes are suspended	• Encourage and monitor closely the vaccination rate of staff and students fulfilling the EDB requirements for whole day class and face-to-face classes arrangement. • Always maintain a safe environment in school and raise the awareness of precautionary measures to be taken by staff, students, visitors and parents	Before end of 2021	• Students have reached the 70% vaccination rate by Form levels.	

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

Target	Strategies	Time Scale	Success Criteria	Method of Evaluation
To appreciate the value of collaboration To develop among students a solid knowledge base in Science, Technology, Engineering and Mathematics (STEM/STEAM) and to enhance their interest for further studies and careers in meeting the changes and challenges of the contemporary world	• Embed and strengthen STEM /STEAM education into the teaching and learning of related subjects in addition to Integrated Science, Physics, Chemistry, Biology, Mathematics, ICT, EITP, Creative Media Production, Home Economics (Food Technology), Art and Design and Business, Accounting and Finance. • 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 Cisco Innovation, Challenge, or Hong Kong Youth Science and Technology Innovation Competition, etc) organized by different clubs and societies. • 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 have formed a Campus TV team to practise their skills from filming to post-production).	September 2021 to August 2022	• 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 their life • 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 .	Feedback from teachers and/ students Quality of student projects can be assessed Feedback from teachers Students' mode of learning - an active learner whereby teacher takes the role of a facilitator .

Target	Strategies	Time Scale	Success Criteria	Method of Evaluation

To explore and develop students' potentials and talents under the guidance and teaching of professional tutors
 	
To let students have more time to learn and practise their skills for competition, performance or self-enhancement
	• Extend STEM education to cater for students' diverse interests and aspirations through DIP classes including
	  - Aquaponics
	  - Digital Music Composer
	  - Foundation of Chinese Medicine
	  - Hydroponics
	  - Herbal Drink Development
	  - Lingzi Project
	  - Organic Farming
	  - Life and Psychology
	  - Scientists in Action
	  - Young Engineers
	  - Young Scientists
	  - Young Entrepreneurs /Young Investors
	  - EITP
	  - BTEC IT
	• Organize visit to AR/VR/AI labs of developers.
	• Organize STEM related summer programs/tours
	• Organize workshops for teachers
	• Collaboration with professionals, institutions and universities
		September 2021 to August 2022	• Enthusiastic participation in ECA and DIP activities.
			• Engagement of students
			• Learning outcomes of students in DIP
				Feedback from SPCS teachers and partner institutions/ organizations
				
				Feedback from students

Major Concern 3: To continue uplifting the academic ceilings of Paulinians through reading and challenging them with higher-order thinking questions.

Target	Strategies	Time Scale	Success Criteria	Method of Evaluation
To further improve students' learning through reading to learn.	• 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) • Encourage students to engage in cross-cultural activities/ projects that requires in-depth reading (e.g. Mathematics book report competition) • Creating an ideal reading environment in the school campus, English Room, Chinese Culture Room as well as classrooms • Newly renovated school library, now known as the Learning & Teaching Centre (LTC) provides a safe and comfortable 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 in 2020/21 has encouraged extensive reading of the students especially in Chinese	September 2021 to July 2022	• 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)	Students' writing skills Student's qualities of responses

Target	Strategies	Time Scale	Success Criteria	Method of Evaluation
To challenge students with higher order thinking skills	• 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 • Arrange the Thinking Skills Workshops for the F.5 and F.6 students	September 2021 to July 2022	• Student participation rate • Student outcomes • Students' STEM projects • Ability to analyze issues in different perspectives	Students' performance Feedback from teachers/ students Feedback from panel members

Major Concern 4: To enhance Paulinians' sense of national identity and law-abiding awareness through a whole-school approach and cross-subject collaboration by implementing National Security Education in both formal and informal curriculum.

Target	Strategies	Time Scale	Success Criteria	Method of Evaluation
To align with the policies of EDB on the transition from Liberal Studies (LS) to Citizenship and Social Development (CS)	• To ensure that the LS panel head will coordinate and monitor the implementation of CS at school accordingly • To encourage teachers to attend appropriate training to acquire a correct understanding on the curriculum content and arrangement of the subject • To make use of the resources and support provided by the EDB and to ensure learning and teaching materials used are in line with the aims, goals and contents prescribed by the CDC and appropriate for students' ability and learning needs etc	September 2021 to July 2022	• Students acquire a correct understanding of the subject • Teachers receive appropriate training • School curriculum contents and arrangement are revised to ensure smooth transition • Relevant teaching materials and resources are compiled for teachers' reference	NSE Working Group review progress and effectiveness of staff development programmes Panel Heads' review content and progress of teaching. Inspection of teaching materials on a need basis.
To strengthen the learning and understanding of National Identity, National Security Law (NSL) and Media and Information Literacy	• To form a dedicated team to coordinate and monitor the implementation of NSE at all levels • To adopt a whole school cross-curricular approach to the learning of "One Country, Two Systems" concept by infusing and enriching relevant subject curriculum contents and extra-curricular activities • To encourage teachers to attend appropriate training to acquire a correct understanding and knowledge of the National Identity, NSL and Media and Information Literacy etc.	September 2021 to July 2022	• Students' response to related learning programmes and activities is positive • Teachers receive appropriate training	NSE Working Group review progress and effectiveness of staff development programmes. Students' participation in relevant activities Observation, survey and feedback from teachers and students.

Target	Strategies	Time Scale	Success Criteria	Method of Evaluation
Infuse National Security Education (NSE) in both the formal and informal curriculum to guide students to a better understanding of the National Security Law (NSL) and its implication for the HKSAR.	• Adopt a whole school cross-curricular approach to NSE by infusing relevant aspects in both the formal and informal curriculum. • Enrich the curriculum contents of relevant KLAs by infusing the relevant concepts proposed by EDB. • Prepare whole school staff development programmes on understanding the NSL and its implications for teaching and learning • Provide separate staff development sessions for Key Learning Areas (KLA) on how they can infuse NSE in their respective curriculum. • Encourage teachers to attend appropriate training on NSE to acquire a correct understanding and knowledge of the NSL. • Remind all teaching and non-teaching staff (including the tutors / service providers of courses) of the need to uphold professional ethics at all times, and the profound impact of their words and deeds on students. • Make it clear to teachers (including tutors/ service providers of courses/ guest speakers) that they should not promote personal political views or twisted values to students or make seditious remarks directly or indirectly.	September 2021 to July 2022	• Students learn about the NSL through lessons and other learning activities. • Teachers participate in relevant training programmes and seminars. • Teaching plans designed and adopted by the respective KLAs and functional groups are relevant and appropriate.	NSE Working Group review progress and effectiveness of staff development programmes. Panel Heads' review content and progress of teaching. Observation, survey and feedback from teachers and students.

Target	Strategies	Time Scale	Success Criteria	Method of Evaluation
To explain to students the concepts related to national security, the legislative background, as well as the provisions and significance of the National Security Law (NSL) to ensure that students have accurate information, a clear understanding and a correct interpretation of the Law.	• Adopt a multi-pronged and coordinated approach to promote NSE through Life and Society, Citizenship & Social Development and various other KLAs. • Provide Ethics lessons and workshops covering concepts and significance of national security from the global, local and personal perspectives for F.5 and F.6 students. • Ensure students understand that the development of the HKSAR is an inalienable part of their country and the RPC under the 'One Country, Two Systems' Policy. • Ensure that the learning and teaching materials and resources used are in line with the aims, goals and contents prescribed by the CDC for different key stages and appropriate for students' ability and learning needs. • Compile teaching resources related to the Constitution and Basic Law Education and NSE and for teachers' reference.	September 2021 to July 2022	• Students' response to lessons and learning activities is positive. • Students' knowledge of the HKSAR and its relation to the PRC is enhanced. • Students understand better China's development, the Constitution, the Basic Law and the NSL. • NSE materials are integrated into the Lesson plans and learning activities of various subjects. • Relevant teaching materials and resources are compiled for teachers' reference.	Lesson observation. Review of the content and quality of teaching and learning materials and resources. Inspection of teaching materials on a need basis. Observation, survey and feedback from teachers and students.

Target	Strategies	Time Scale	Success Criteria	Method of Evaluation
To help students understand the latest development of the country, and enhance their sense of national identity.	• Develop students' appreciation of Chinese Culture and their awareness of the economic growth of China through the formal and informal curriculum. • Organize regular school activities and programmes in accordance with the schedules of the EDB so that national education is made part of school life. • Encourage students to participate in activities and competitions which enable them to have a better understanding of their country and its development. • Enrich the Library with learning resources which are in line with the aims and goals of national education and NSE. • Encourage students to participate in activities in line with national education and NSE both inside and outside school.	September 2021 to July 2022	• Students show an appreciation of Chinese Culture. • Students show an awareness of the economic development of China. • Students enjoy the variety of activities which enhance their sense of national identity. • Students show interest in related activities and competitions.	Students' participation and achievement in relevant activities and competitions. Observation, survey and feedback from teachers and students.

Target	Strategies	Time Scale	Success Criteria	Method of Evaluation
To develop students into law-abiding nationals and citizens who respect the rule of law and shoulder the responsibility of safeguarding national security.	• Reviewed students of the school's expectation of proper student behaviour, the need to obey rules and regulations and the importance of respect for others as stated in the Student Handbook. • Set up a Flag Hoisting Troop and ensure that the raising of the National Flag and the singing of National Anthem are carried out on designated dates and ceremonies. • Remind students of the proper protocols during Flag Raising Ceremonies to show respect for their country. • Establish close communication with parents to enhance home-school cooperation by soliciting parents' support and collaboration with the school in grooming their daughters to be respectable citizens through the PTA and at relevant school activities. • Invite the school social workers to collaborate with school guidance and discipline to provide early intervention and support for students at risk. • Prepare a special programme for the celebration of National Security Education Day to remind students of the need to uphold national security.	September 2021 to July 2022	• Students are familiar with the protocols of Flag Raising Ceremonies. • Students' respect for their country is strengthened. • Parents support and collaborate with the school in guiding their daughters to become respectable and law-abiding citizens. • Students' response to the special programme on National Security Education Day is positive.	Observation, survey and feedback from teachers, students and parents.

Major Concern 5: To strengthen the implementation of the school theme SMART CITIES by focusing more on the entrepreneurial aspect.

Target	Strategies	Time Scale	Success Criteria	Method of Evaluation
To equip students with knowledge and skills on how to successfully develop products and services to solve challenging problems in the world under considerable time constraints with very limited resources. To offer practical experience to students for applying entrepreneur skills in organizing and carrying out entrepreneurial activities	• The Young Investors Programme will be offered during DIP for the 3rd 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. • Work in synergy with partners and professionals • Keep track of the latest development of the GBA Region with a view to exploring the opportunities and the talents required. Focus will be drawn to the training needs for our students	September 2021 to July 2022	• Enthusiastic student participation • Student outcomes • Students' Entrepreneurship related projects • Collaboration projects planned	Feedback from teachers and students Students' performance

St. Paul's Convent School
Annual Financial Position
Financial Estimate for the 2021/2022 School Year

	Government Funds	Non-Government Funds
INCOME *		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	75.47	*N.A.*
School Fees	*N.A.*	23.48
Donations, if any	*N.A* .	0.00
Other Income (including allocation from School Reserves), if any	0.11	0.94
Total	75.58	24.42

* in terms of percentages of the annual overall income

EXPENDITURE ^	
Staff Remuneration	81.23
Operational Expenses (including Learning and Teaching)	3.07
Fee Remission / Scholarship [1]	5.13
Depreciation	3.38
Repairs and Maintenance	2.50
Miscellaneous (including Grants Expenditure, unused grants, and Reserves Expenditure)	4.69
Total	100.00

^ in terms of percentages of the annual overall expenditure

[#] ~~SURPLUS~~/DEFICIT FOR THE SCHOOL YEAR	-0.15
[#] ACCUMULATED OPERATING RESERVE IN TERMS OF EQUIVALENT MONTHS OF ANNUAL EXPENDITURE	6.10

[#] in terms of equivalent months of annual overall expenditure

Actual Fee Remission / Scholarship is 22.14 % of School Fee Income

[#] Details of expenditure for large-scale capital works, excluding capital expenses, if any :	
DSS Major Repairs, subvented and non-subvented	0.47

[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 vy 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