

St. Paul's Convent School



School Report 2021/2022

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School Profile

School Vision

St. Paul's Convent School aims to provide a seamless bilingual education for girls in a happy and motivating learning environment, so that they will learn to embrace the Paulinian heritage of Truth, Beauty, Goodness, Nobility and Honour.

Mission Statement

St. Paul's Convent School aims to provide an all-round education based on Christian values that enhance the quality of life of Paulinians, both materially and spiritually, so that they can contribute positively to their home, profession and society with Charity, Conscience, Confidence, Courage, Creativity, Competence and Commitment.

School Motto

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

School Core Values

SPCS is a learning school in a learning world for a learning century. Our core values are Integrity, Joyfulness, Simplicity, Hard Work and Excellence.

School Governance

The school is managed by the School Management Committee which is accountable to its Sponsoring Body, the Sisters of St. Paul de Chartres, which was incorporated under 'Soeurs de Saint Paul de Chartres Incorporation Ordinance (Chapter 1046)'. The Sponsoring Body is in turn accountable to the Education Bureau. In view of the complex nature of modern schooling, distributed leadership is practised through different functional teams which provide support to the Principal on the formulation of school-based plans to facilitate the smooth day-to-day running of the school. An Administration Team, which meets every Monday morning, helps to ensure that any upcoming issues are dealt with effectively and efficiently.

There is also a School Advisory Board, consisting of three elected teacher members, parent and alumni representatives, whose main duties are to regularly review the existing channels of communication, the role and functions of various committees as well as to set up new committees, or dissolve irrelevant ones, in consultation with the stakeholders concerned. The School Advisory Board participates in tasks or functions initiated by itself, or delegated to it by the School Management Committee, insofar as such activities do not conflict with the best interests of students and the provisions in the Education Ordinance applicable to SPCS.

School Goals

- To provide an all-round education based on Christian values for our students and to instill in them a Paulinian spirit that embraces all that is true, good, beautiful, noble and honourable.
- To give our students a Christian-oriented education which includes spiritual and religious values as well as physical, moral, intellectual, emotional, aesthetic, technological and social development.
- To foster in our school an atmosphere of mutual trust, understanding and unity that all students and teachers can benefit from.
- To enable students to develop into women of high integrity who are academically prepared and fully equipped to take their place in society and carry out various responsibilities in their home, profession and community in which they live.
- To enable students to develop into individuals who can respond to human needs, putting their knowledge and talents at the service of others, particularly the less privileged.
- To instill in our students an awareness and pride in their national heritage and the beauty of their own culture while being open to developing a global outlook and an appreciation of the beauty in other cultures.
- To embrace a positive attitude towards life and to encourage generosity in terms of giving time and talent to the cause of building a better world.
- To share a common vision and to work with a united purpose in personal and professional harmony.
- To provide an appropriate, happy teaching and learning environment in which our students can be guided, challenged, corrected, taught and nurtured into becoming upright individuals capable of contributing positively to the society they live in.

Scholarship / Fee Remission Scheme

It is our intention that no talented student will be denied admission to SPCS for purely financial reasons. There is a generous Scholarship and Fee Remission Scheme provided by the school. It is expected no fewer than 30% of students will benefit from this every year.

Number of School Days

The total number of school days was 187 after the adjustment of school days resulting from the 'Special Vacation' requested by EDB.

Lesson time for the 8 Key Learning Areas

Lesson time allocated to the 8 key learning areas and L.S. in 2021/22 was as follows:

KLA	English Language Education	Chinese Language Education	Mathematics Education	PSH Education	Science Education	Technology Education	Arts Education	Physical Education	*C & SD/ L.S.
F1	16.1%	19.6%	14.3%	23.2%	8.9%	5.4%	8.9%	5%	-
F2	16.1%	19.6%	14.3%	23.2%	8.9%	5.4%	8.9%	5%	-
F3	12.5%	19.6%	12.5%	50.4% (depends on subject choice)				5%	-
	12.5%	12.5%	19.6%	50.4% (depends on subject choice)				5%	-
	19.6 %	12.5%	12.5%	50.4% (depends on subject choice)				5%	-
F4	12.5%	12.5%	12.5%	52.1% (depends on subject choice)				5%	5.4%
F5	12.5%	14.3%	14.3%	41.0% (depends on subject choice)				5%	14.3%
F6	12.5%	14.3%	14.3%	41.0% (depends on subject choice)				5%	14.3%
GCEAS	7.1%	7.1%	19.6%	61.2% (depends on subject choice)				5%	-
GCEA2	7.1%	7.1%	19.6%	61.2% (depends on subject choice)				5%	-

*Citizenship and Social Development is offered at S4 only whereas Liberal Studies continues to be offered in S5 & S6

Class Organization and Enrolment

The school re-opened on 1 September 2021 with a total number of 1113 students in thirty-six classes. There were six classes in each Form. The breakdown of enrolment was as follows:

Form	One	Two	Three	Four	Five	Six	Total
No. of classes	6	6	6	6	6	6	36
Enrolment	243	221	199	158	153	139	1113

Students' Attendance

Students' attendance was satisfactory, with the average rate being 98.5%.

Form	One	Two	Three	Four	Five	Six	Overall
Attendance Rate	98.4%	97.8%	98.3%	97.2%	96.4%	97.5%	97.6%

Catholic Students

The number of Catholic students was 422, making up 37.9% of the total student population. 3 students were baptized on 7 May 2022 and 99 students received their Confirmation on 4 June 2022.

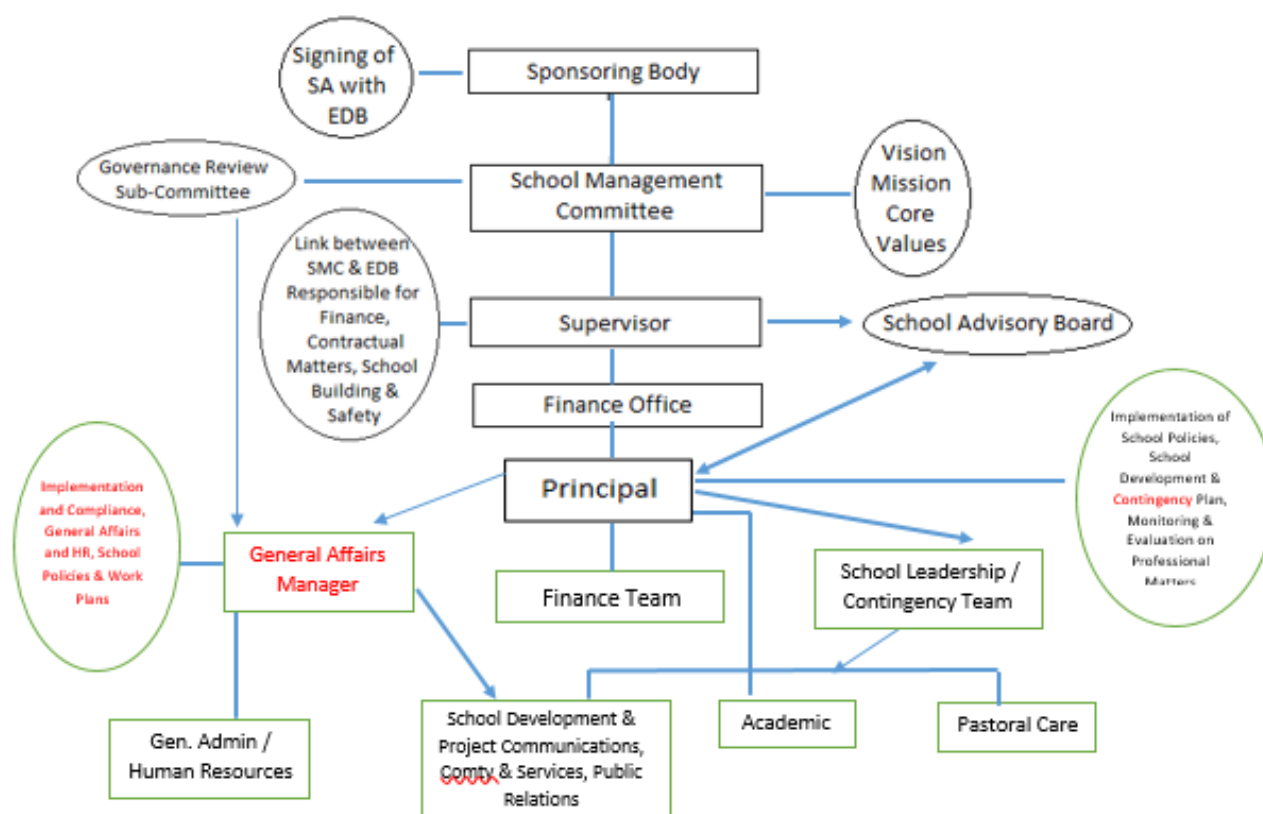
Teaching Staff

SPCS has always maintained a stable and experienced team of professional teachers. The total number of teaching staff was 100 including the Principal, the Teacher Librarian and the NET Teacher. Supporting staff included 3 Laboratory Technicians, 3 Teaching Assistants, 17 Administrative Support Staff and 16 Janitorial Staff. The turnover rate of teaching staff was slightly higher than previous years due to retirement and other reasons.

School Formal Curriculum for 2021/2022

KLA	Form Subjects	F1	F2	F3	F4	F5	F6
English Language Education	English Language	✓	✓	✓	✓	✓	✓
	Literature in English	✓	✓	✓	✓	✓	✓
	English as a First Language			✓	✓		
	English as a Second Language			✓	✓		
	Drama	✓	✓				
Chinese / Foreign Language Education	Chinese Language	✓	✓	✓	✓	✓	✓
	Chinese Literature				✓	✓	✓
	Chinese as a Second Language	✓	✓	✓	✓		
	French	✓	✓	✓	✓	✓	✓
	Spanish	✓	✓	✓	✓		
	German	✓	✓	✓	✓		
	Ming Yi	✓	✓				
Mathematics Education	Mathematics	✓	✓	✓	✓	✓	✓
	Further/Pure Mathematics			✓	✓	✓	✓
	DSE Mathematics Module I & II					✓	✓
Science Education	Integrated Science	✓	✓				
	Physics			✓	✓	✓	✓
	Chemistry			✓	✓	✓	✓
	Biology			✓	✓	✓	✓
Technology Education	Computer Literacy/ICT	✓	✓	✓	✓	✓	✓
	Accounting/BAFS			✓	✓	✓	✓
	Home Management	✓	✓				
PSH Education	Economics			✓	✓	✓	✓
	Geography	✓	✓	✓	✓	✓	✓
	History	✓	✓	✓	✓	✓	✓
	Chinese History	✓	✓	✓	✓	✓	✓
	Religious Studies/ Ethics	✓	✓	✓	✓	✓	✓
	Life & Society	✓	✓	✓			
	Citizenship & Social Development				✓		
	Liberal Studies					✓	✓
	Business Studies			✓	✓	✓	✓
	Learning to Learn	✓	✓				
	Health Education	✓	✓	✓			
Art Education	Visual Arts / Art and Design	✓	✓	✓	✓	✓	✓
	Music	✓	✓				
Physical Education	Physical Education	✓	✓	✓	✓	✓	✓
Applied Learning Programmes	Medical Laboratory Science/ Film & Transmedia/ Digital Comic Design and Production/Rehabilitation Care Practice/ Health Care Practice/ eSports Technology					✓	✓
BTEC (Business & Technology Education Council) Courses	L2 Home Cooking Skills			✓			
	L3 Art & Design			✓			
	L3 Business			✓	✓		
	L3 Information Technology			✓	✓		
	L3 Performing Arts (Cantonese Opera)			✓			
	L3 Sports			✓	✓		
	L2 Home Cooking Skills			✓			

School Management Structure 2021-2022



Administration & Finance	Public Relations	Academic	Pastoral Care
<ul style="list-style-type: none"> Administration & Financial Management Building and Infrastructure School Safety Management Information System Human Resources Compliances 	<ul style="list-style-type: none"> Home-school Cooperation Hospitality Alumni Association Official School Functions International Exchange and Partnership Publicity and Recruitment 	<ul style="list-style-type: none"> Staff Development <ul style="list-style-type: none"> Induction Teaching Practice Team Development Team Panel Head <ul style="list-style-type: none"> Form Coordinator Subject Teacher Curriculum Implementation <ul style="list-style-type: none"> Learning Resource Management Timetabling Examinations & Results HKDSE, IGCSE, IAL, GCE, BTEC Other Supporting/Special Programmes 	<ul style="list-style-type: none"> Religious/FLE/Moral & National Education Careers/ Further Studies Counselling and Guidance Extra-curricular Activities <ul style="list-style-type: none"> House Club/Societies DIP/OLE Prefects' Board <ul style="list-style-type: none"> Discipline Publication Paulinian Board Welfare Unit Paulinian Award Scheme Fee Remission and Scholarship

School Theme and Future Development 2021/2022

The school theme for the year continues to be “Smart CITIES (Cradle for Integrating Technology, Innovation, Entrepreneurship and Sustainability)” and the sub-themes are ‘Healthy Living, Happy Life’ and ‘Gratitude and Hope’. While helping students cultivate positive values and attitudes, our school focuses on integrating technology, innovation, entrepreneurship and sustainability into our learning activities through self-directed and self-managed learning and whole-person development.

Major Development Milestones and Aims

- To foster English, reading and e-learning across the curriculum.
- To offer an international curriculum and assessment methods in order to provide students with diverse education pathways for further education.
- To strengthen collaboration with tertiary institutions to provide applied learning programmes, alternative international curriculum and assessment, and other diversified programmes that will enrich students' learning experience.
- To strengthen Paulinian's Christian and Chinese moral values and to enhance their sense of national identity and law-abiding awareness through a whole-school approach and cross-subject collaboration in the formal and informal curriculum.
- To develop teaching and learning strategies to enable non-Chinese Paulinians to learn Chinese as a Second Language, and to develop their appreciation of Chinese language and culture so that they can integrate more effectively into the local community and enhance their career prospects.
- To equip students for the fast changing technological world through STEM/STEAM activities.
- To make extensive use of online platforms like Edmodo and the latest technology like Zoom in maintaining quality teaching and learning, and enhancing communications with different stakeholders during the school suspension and social distancing period during the pandemic.
- To develop and implement an efficient, student-centred and subject-based e-platform, the ELearning Multi-subjects Online (‘ELMO’) system, to facilitate self-directed learning and e-portfolio submission.
- To develop student electronic learning portfolios and e-learning platforms in order to enhance students' life-long learning skills and all-round development.
- To prepare students for opportunities in the future by developing their entrepreneurial spirit.
- To upgrade the Hydroponic Lab in the school by enhancing the facilities and engaging students in the learning and practising of prevailing urban farming techniques, thus instilling a new concept for solving the world starvation problem.
- To utilize the Chinese Herbal Garden set up in the school to further integrate Chinese herb plantation in teaching and learning through an inter-disciplinary project approach, to stimulate students' interest in the healing properties of Chinese medicine, to promote well-being in daily life, and to develop Paulinian's potential in entrepreneurship through their marketing of the Paulinian Herbal Drink.

Achievement and Reflection on Major Concerns

2021/2022

Major Concern 1 *To sustain a diverse and innovative curriculum and assessment that offer multiple pathways to students to prepare them for successful entry into tertiary education, either locally or abroad.*

Achievements:

Diverse Curriculum and Subject Choices

- The school continued to offer multiple curricula - IGCSE, IAL, DSE (with ApL), BTEC, and diverse subject options for students, to cater for different learning needs and to broaden students' pathways.
- This year due to the COVID-19 pandemic, introduction of F.3 and F.5 curricula and subject choices via video presentation for F.2 and F.4 parents' and students' information were posted on Edmodo platforms. Q&A sessions via zoom were also successfully arranged for both F.2 and F.4 parents after their viewing of the videos to answer their enquiries about subject choices and the multiple curricula. Both parents and students found the event informative and useful.
- Despite the difficulties/disruptions to teaching and learning during the COVID-19 outbreak, the academic year of 2021-2022 proved to be a successful year for our F.6 graduates. All of them benefitted from our diversified curriculum and were able to get into tertiary education. Among which, 23% of the graduates continued their tertiary education overseas (mainly the UK) and 77% enrolled in the undergraduate degrees offered by the local universities.
- Both IGCSE English as a First Language (EFL) and English as a Second Language (ESL) were offered to students in the F.3/F.4 curriculum. All the students who took the examinations achieved excellent results. This curriculum arrangement caters well for the diverse range of student ability and lays a strong foundation for the HKDSE English Language examination.
- To strengthen Chinese proficiency, additional Chinese lessons were offered to F.3 students in the regular timetable. For all F.6 students, face-to-face enrichment sessions were arranged once a week in the first term. Besides, school-based self-study Chinese supplementary books with exercises for both the junior form and senior form students were developed and published to enhance their reading skills. Students of the GCE stream were offered GCE AL Chinese in F.5 and F.6. This is recognized by most overseas universities for admission purposes. Generally, Paulinians performed well in AL Chinese examination and attained A-A*.
- A total of six BTEC courses were offered to F.3/F.4 students in 2021/22. The subjects offered were L2 Home Cooking Skills, L3 Art & Design, L3 Business, L3 Information Technology, L3 Performing Arts (Cantonese Opera) and L3 Sports. All External Standard Verifiers' reports assured us that our BTEC courses were operating well with high quality international standards.
- 103 F.3 students were enrolled in BTEC courses offered in 2021/22 and a total of 50 F.4 students continued into the 2nd year of their BTEC courses. This clearly showed that applied learning courses based on portfolio building and continuous assessment were well received by both students and parents.
- A total of 204 students enrolled in the Foreign Languages Courses. These included French, Spanish and German courses conducted by the School of Modern Languages and Cultures, HKU on Mondays and Fridays. Zoom lessons were arranged when half-day school was adopted while face-to-face lessons were conducted when whole-day school resumed.
- Throughout the academic year, teachers attended different online / face-to-face seminars and workshops on BTEC, IGCSE, GCE/IAL, DSE and SBA, conducted by Edexcel, EDB, HKEAA or tertiary institutions. These served to enrich teachers' professional understanding of the latest curriculum developments in their KLAS.

Career Life Planning & Preparation for Further Studies

- The Careers and Higher Education Counsellor offers specialist advice on further studies to senior form students, reviews their personal statements and trains them for interviews. Besides, she also coordinates and plans for the Life Planning Education for F.1 to F.3 students.
- Despite the difficult time during the pandemic, the Careers and Further Studies Team managed to organize comprehensive activities to prepare students for their further studies, with the majority of events targeting F.4-F.6 students. These included admission talks and taster lectures. Officers and professors from overseas and local universities were invited to give admission talks to our senior form students via zoom sessions. Sharing sessions by graduates studying in various university programmes were also arranged via zoom. Such arrangements provided students with an in-depth understanding of the structure, requirements and characteristics of the university programmes. Other career-related activities, including workshops on preparing SLP, CVs, Personal Statements and Interview Skills were provided. Individual and group counselling services were also offered according to students' needs.
- A Careers Workshop for F.4 students was successfully held face-to-face on 18 July 2022 during the F.4 post-examination period. Students identified their Holland/ RAISEC Code through activities that were based on 'Career Mapping' design, a Career Development Tool for Senior Secondary Students. Comprehensive information about local and overseas university pathways were introduced to students. The importance of values and work values when choosing an occupation or industry were explained in detail. The workshop ended with a sharing session known as "Human Library" in which alumni from different professions shared on the rewards and challenges of their work. They also provided advice on academic and career choices. After this workshop, students were more ready to make an informed choice for their future studies and career.
- Similar to last year, all overseas study tours as well as the summer job-shadowing programmes for F.5 students were cancelled due to the travel restrictions and other constraints imposed by the pandemic. Instead, students were encouraged to enroll in online summer programmes organized by both local and overseas universities.

Reflections:

- In addition to the DSE curriculum, international curricula like IGCSE/GCE, IAL and BTEC were adopted to provide Paulinians with multiple study pathways in tertiary education.
- After review by Pearson, International BTEC Level 3 in Art and Design, Performing Arts (Cantonese Opera) and Information Technology with GLH of 180 hours were developed so that these courses could be re-offered again in the 2021/2022 academic year.
- The awards and recognitions that students received for their outstanding results in the public exams is not only testimony of the quality of the diverse and innovative curriculum offered by SPCS but have also enabled Paulinian graduates to stand out in their university applications.
- The school year 2021/2022 has been another challenging year. Though whole day school resumed in October 2021, it was interrupted again by another wave of COVID in late January 2022. Lessons were conducted via Zoom until March 2022. Half day face-to-face lessons resumed in May after the 6-week Special Vacation. School activities like DIP classes, the Annual Swimming Gala, internal and inter-school competitions and study tours had to be cancelled due to the social distancing requirement. Through online platforms like Edmodo, Elmo and Zoom, quality teaching and learning were maintained. F.6 Mock Exams were conducted online during the school suspension period in February 2022 to prepare F.6 students for their DSE exam. External reviews of BTEC programmes were conducted remotely by overseas inspectors.
- To provide additional support for students during the pandemic, the School helped students cultivate positive thinking skills to enhance their growth mindset for facing adversity and turning crisis into opportunities. To show greater care and concern for students, the School maintained regular contact with students and communication with parents, working in collaboration with them to support students' mental health.

Major Concern 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.*

Achievements:

Enriched Information Technology Programme (EITP)

- Being selected by the Office of the Government Chief Information Officer (OGCIO) as one of the EITP partner schools, the school is receiving funding (total of HK\$5M) to provide enhanced IT training for F.2 to F.6 students from the 2015/16 school year to the 2022/23 school year.
- Students from F2 to F5 were recruited in the programme. They attended classes and workshops on different modules via Zoom and face-to-face classes on Saturdays, during long holidays and during the post-exam period. The Programme covered a total of 12 different modules for all 4-year levels. Some examples included mobile apps, Internet of Things and the Smart Home, AR and VR Projects, Software Appreciation and Development, and Artificial Intelligence projects.
- EITP students were encouraged to join different STEM-related competitions and many of them achieved outstanding results prizes and awards. For details, please refer to ‘Highlights of Student Achievements’.

Lingzhi Cultivation & Hydroponics Programme

- A Lingzhi Cultivation programme supported by the Quality Education Fund was launched this year during DIP. 15 workshops were conducted by Mushroom-X Limited, a social enterprise. Students learnt about basic mushroom science and explored the connection between mushroom cultivation and sustainability. They completed 2 rounds of oyster mushroom cultivation and 1 round of lingzhi cultivation, and had hands-on experience to make biomaterial from mushroom cultivation waste. Students also created Power Point and videos to summarize the steps and conditions for lingzhi cultivation as well as the nutritional values of lingzhi and presented their projects to all F.1 and F.2 students during I.S. lessons. 2 groups of students conducted further research into fungal mycelium and its potential applications as biomaterials. They enrolled in the Hong Kong Science Fair and Hong Kong Student Science Project competitions and demonstrated how they put their knowledge into practice.
- The School continued to collaborate with Farmacy HK this year. Three ‘Train-the-Trainer’ sessions in indoor farm operations and business planning were organized to transfer the key knowledge of managing indoor farming operations and business planning essentials to teachers who were involved in the DIP Hydroponics course. A Green Entrepreneurship Programme was then launched during DIP for F.2 to F.4 students to participate in authentic business planning with an indoor farming context. By running daily farming operations and supply chain management in the Hydroponic Research Centre, students mastered the values and challenges of modern urban farming. The Green Entrepreneurship Programme will continue in the coming school year.
- STEM lessons in the Form One Bridging Course, provided students with a taste of growing lettuce using the nutrient film technique of hydroponics. They were introduced to sensors used in farming for recording conditions such as water level, temperature, pH and EC level. They also learnt how to programme the micro:bit to control the water pumps connected to each plant so as to control the frequency and duration of nutrient solution flow to their lettuce. All students took their lettuces home at the end of the Bridging Bourse.

Chinese Medicine Project

- The inter-disciplinary Chinese Medicine project ‘現代中醫植物藥走進學校 — 學與教、認識與創新’, supported by the Chinese Medicine Development Fund, was completed this year. A Chinese Herb Planting Course was held during DIP with 32 F.1 students joining it. Topics such as basic knowledge of Chinese herbal medicine, identification and authentication of medicinal herbs, sustainability of Chinese medicine resources, etc. were introduced to students. Students also had hands-on experience planting 10 species of Chinese herbs in the Chinese Herb Garden on the 2/F of the Smart Oasis. In November 2021, a visit to Dr. & Mrs. Hung Hin Shiu Museum of Chinese Medicine and the Herbal Garden in HKBU was organized for students to learn about the history of Chinese Medicine and the identification of medicinal herbs. In December 2021, students attended a Chinese Medicine authentication workshop in HKBU and learned to prepare processed herbal medicine using advanced instrument. The production of the e-version Chinese medicine textbook was also completed. It has been uploaded to the website of the Chinese Medicine Development Fund and is now available to the public. Due to the great enthusiasm and engagement shown by the students, the Chinese Medicine Foundation Course and Chinese Herb Planting Course will be continued in the coming school year.
- A Regular Chinese Medicine research programme, supported by the Quality Education Fund, was launched this year during DIP. Students learned the principle of conducting scientific research, and were guided to conduct Chinese Medicine Research using HPLC as an analytical tool related for qualitative and quantitative measurements of active ingredients of Chinese medicine. They also learned how to prepare standard solutions and the basic principles of HPLC. This project will continue in the coming academic year.

Business and Technology Education Council (BTEC) Programme

- Six BTEC courses were implemented smoothly with a total enrolment of 101 F.3 students and 50 F.4 students in 2021/22. The BTEC courses were L2 Home Cooking Skills, L3 Art & Design, L3 Business, L3 Information Technology, L3 Performing Arts (Cantonese Opera) and L3 Sports.
- Due to the restrictions imposed by the pandemic, lessons and meetings via Zoom / Edmodo or were conducted on top of face-to-face classes. At the same time, the BTEC authority adopted remote inspections for our BTEC courses. From February to August 2022, 10 remote inspections were conducted. The inspection reports identified many good practices in the administration, assessment and internal verification at SPCS. External Standard Verifiers commended students for their high-quality work and the teaching team for their dedication.
- The BTEC Outstanding Student Award was not held in the year of 2021/2022.

Applied Learning Courses (ApL Courses)

- Applied Learning Courses provided students with a wider spectrum of careers-related and practical skills, and enhanced their communication and problem solving ability.
- F.5 and F.6 students took part in the courses at the course provider’s venues on Saturdays. The courses include Film and Transmedia (VTC), Computer Game and Animation Design (VTC) and Medical Laboratory Science (HKU SPACE).

Reflections:

- The Inter-disciplinary Chinese Medicine Project which started in 2018/19 in collaboration with HKUST in developing the Herbal Drink completed its third year. The research product named the **P**aulinian **H**erbal **D**rink (祿爽茶) was patented under three F.6 students who were nominated by the Teacher Advisors of the project.
- An electronic version of the Chinese medicinal book was completed. There were hiccups in its production as the tendered company was not able to deliver the product according to the School's expectation. Eventually two teachers of the School led a team of students to complete an in-house development of the e-book.
- This year, the focus was on further consolidation of scientific product research and the development of students' entrepreneurial skills to patent their work and market their products.
- Students' outstanding academic and non-academic achievements in STEAM prove that the existing curricula and school-based programmes are well designed and developed. The School will continue to support students' development of essential skills for the 21st Century in the coming year.

Major Concern 3

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

Achievements:

- Advanced Thinking Skills Workshops for F.6 students were conducted in November and December 2021 to help students approach problems from multiple perspectives.
- The Reading Culture Team organized various annual activities to promote an in-depth intervention on the reading culture at SPCS. These included creating an ideal reading environment in the school campus, library, English Room, Chinese Culture Room as well as classrooms.
- Apart from introducing Reading Across the Curriculum within the entire school, different subject disciplines also adopted specific approaches in promoting reading, e.g. the reading of SCMP and keeping a record of new vocabulary learned for English Language, the reading of Financial Times for Business and Accounts, and participating in competitions that required prior online reading for Chemistry. Over 70% of students were also actively engaged in the Chinese online reading platform.
- Through the Summer Reading Programme sponsored by the EDB, the school purchased over 1,700 Chinese fiction and non-fiction books for the F.1 to F.3 classes in the 2020/2021 school year. The reading programme continued into the 2021/2022 school year, where around 90 to 100 books with different themes like Chinese History and Culture, Healthy Living, Moral Education and STEM Education were distributed to each class. Class libraries were set up in F.1, F.2 and F.3 classrooms. Students were required to borrow books with different themes from these libraries at least twice a term and complete book reports after reading them. After this, teachers arranged sharing sessions to encourage students to exchange their views on the books.
- The English Department initiated a 'Classroom Library' for both F.1 and F.2 classes, where students were invited to bring in and share their own books with each other. This fostered a collaborative reading atmosphere and a sense of community among the classmates. Pre-Form One students were also assigned to read a collection of short stories from the 'Short Story Writing & Anthology' booklet during the Summer Bridging Programme and complete a sequence of short story writing tasks assigned to the texts.
- The English Department published an album 'Creative Soul: A Collection of Inspiring Work', an anthology of English writing and accompanying artwork which marked the culmination of outstanding work of talented young writers. This served as a platform to showcase students' achievement in English learning. Students' creative work included reverse poems, performative monologues, poems on COVID-19, lyrics to show gratitude to medical workers and outstanding essays which won a range of writing competitions.
- Reading Star of the year, and ebooks reading and writing competitions were conducted so that students' minds were broadened and their reading habit established. Useful resources such as online materials and references were introduced to deepen students' learning. Videos about famous historical people were also broadcasted to extend students' horizon.
- Project work was integrated into the schemes of work for students. The enquiry-based framework required students to read extensively and carry out research on an area of their own interest.
- Staff development sessions which focused on questioning skills and reading strategies were organized by different departments. Peer lesson observations were also conducted throughout the year. One of the major focuses of observation was questioning skills.

Reflections:

- Promoting the lifetime love of reading continues to be one of the major concerns in SPCS. Through pleasurable reading, students had the opportunity to apply skills to meaningful context, build general and content-specific knowledge, improve fluency with connected text and most importantly, to develop a lifetime reading habit. With the collaboration of all departments that promote reading across the curriculum, the Reading Culture Team as well as the Book Lovers' Club, Paulinians enjoyed reading as a valued and worthwhile activity.
- Effective questioning skills and the use of effective wait time created a learning environment where all students were encouraged to process information and feel comfortable about sharing their opinions in class. The root of higher-order thinking lies in asking good questions, knowing how to ask them and when to ask them. Apart from asking smart questions that stimulates higher-order thinking in class, all teachers encouraged students to ask good questions to create classroom interaction which engage students and promote a sense of satisfaction and achievement.
- The installation of the Radio Frequency Identification (RFID) System and the book sterilizer encouraged students and teachers to borrow the books that have been sterilized.

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

Achievements:

- A dedicated National Security Education Working Group was formed to systematically formulate, devise and coordinate different plans and strategies for implementing National Security Education (NSE) at SPCS. A whole school cross-curricular approach was adopted by infusing and enriching relevant subject curriculums and extra-curricular activities with issues related to our country and the national security law.
- All teachers were equipped to infuse NSE into both their formal and informal curriculum. A series of workshops, seminars and lectures were arranged for all staff to ensure teachers acquire correct understanding and knowledge for the implementation of NSE. Separate staff development sessions for different KLAs were organized to facilitate preparation of curriculum documents, lesson planning and a smooth implementation of NSE into all subjects.
- NSE learning elements were organically infused into more than 10 subjects' curricula with positive feedback from teachers and students. The National Security Education Working Group and panel heads reviewed and ensured that the learning and teaching materials used were in line with the aims, goals and contents prescribed by the CDI and appropriate for students' ability and learning needs. Relevant teaching and learning materials and curriculum documents were archived for teachers' reference and future inspection.
- Students developed a stronger awareness of the latest development of our country and demonstrated an appreciation of Chinese culture. Short video clips to foster understanding of our country were screened daily during Form periods. The videos outline the current development and achievements of the country, the beauty of the Chinese heritage and scenery and the evolution of Chinese culture in modern life. All these triggered students' interest and urge to know more about their country. To further enhance the appreciation of Chinese culture and heritage, other than the long-established school-based Mingyi curriculum in the junior form, a module on appreciation of Chinese virtues was included in the senior form Ethics curriculum.
- Functional teams and clubs and societies organized regular school activities and programmes in accordance with the adaptation of the EDB National Education Calendar. Students were encouraged to join activities in line with National Education and NSE both inside and outside school. 20 Basic Law Ambassadors were groomed to organize and promote National Education related activities in the school. The high student participation rate and achievement in various competitions and activities is evidence that National Education has been made part of school life and students' national identity has been enhanced.
- The transition from Liberal Studies to Citizenship and Social Development was smoothly implemented. Teachers of the department received appropriate training and revised the curriculum content and teaching materials to align it with the aims, goals and content prescribed by the CDI.

Reflections:

- A Flag Hoisting Troop was setup to carry out the weekly flag raising ceremony or flag raising ceremony on designated dates. Student leaders prepared and presented the Speech under the National Flag weekly. Students were familiar with the protocols of the flag raising ceremony and their love and respect for the country were strengthened. To further expand the Flag Hoisting Troop, the troop will recruit more members from the forms in the coming year. With the application of the QE Fund Enhanced "My Pledge to Act" Funding Programme, the troop will be equipped with formal team uniforms and extra sets of flags and indoor flag poles to facilitate training and practices. The fund will also cover school-based training courses by the Association of Hong Kong Flag-guards for teachers and students.
- Paulinians participated actively in many online quiz competitions related to our nation organized by the EDB and obtained a lot of school awards. This demonstrates that Paulinians are interested and motivated in joining relevant competitions. To cater for their interest and needs, students will be guided to design a school-based gaming app with cross-disciplinary collaboration of the ICT and Ethics departments to promote the learning of National Security in a fun and interactive way in the coming year.

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

Achievements:

- It was the third year of launching the Young Investors Society (YIS) program as a DIP activity at SPCS. Valuable concepts including accounting, ethics, economics, psychology, mathematics, business strategy, and entrepreneurship were covered in the classes.
- A team of two F.5 students won the champion in the Hong Kong Stock Pitch Competition organized by YIS. The team was shortlisted to participate in the Regional Stock Pitch.
- A F.6 team participated in the 2021 Qianhai Guangdong-Hong Kong-Macao-Taiwan Youth Innovation and Entrepreneurship Competition (Secondary School Section) and was awarded the Champion. SPCS has won this prize for two consecutive years.
- Two F.4 teams joined the Accounting and Business Management Case Competition 2021-22 organized by Hong Kong Institute of Certified Public Accountants (HKICPA). One team won the Second Runner Up and another team was selected as one of the six finalists, out of 588 teams.
- There were also many business and entrepreneurial awards won by Paulinians who were supported by their Accounting, Business, Economics, BTEC Marketing teachers. Professor Godwin Wong, the Resident Professor in Innovation and Entrepreneurship acted as the Chief Advisor in these competitions.

Reflections:

- The YIS programme helps students gain the skills to save and invest for their future in a fun environment. In addition, by participating in the annual Stock Pitch Competition they develop financial analytical skills.
- By participating in business plan competitions, students develop application, analysis and evaluation skills. The process of researching on new business opportunities, drafting business proposals, pitching their ideas and attending Q&A sessions nurture their entrepreneurial spirit. Students are motivated to join other entrepreneurial related visits, symposiums, talks and workshops.

Achievement in the 4 Key Tasks 2021/2022

Civic, Moral and National Education

Religious Studies is a core curriculum for F.1 to F. 4 students while Ethics is for F. 5 and F. 6 students. Based on the foundations of moral, civic and national education, the Ethics course aims at enabling students develop to Christian values in line with the Paulinian heritage of Truth, Beauty, Goodness, Nobility and Honour. Ethics lessons serve as a platform for students' critical enquiry into the basis of ethical reasoning and a foundation for their empirical understanding of daily life issues. Paulinians, teachers and speakers from different walks of life were invited to share their experiences with our students to inspire them on how they can become a better person who can reconcile opposing views in a peaceful way.

This is the second year of conducting the National Security Education workshops. Students developed a better understanding of nationalism and the need for national security from a global perspective. Through research and group discussions they learnt about the rule of law and the rights and responsibilities of a law-abiding citizen. Advanced Thinking Workshops were organized for F6 students to help students develop a mental framework for critical thinking and problem solving. Positive Psychology workshops were provided by Yan Oi Tong YES Training Institute to introduce F5 students to PERMA, the 24 Character Strengths and a Growth Mindset. These programmes helped students to develop resilience to cope with the adversity and challenges they encounter in their everyday life.

Reading to Learn and Learning to Read

The Reading Culture Team's major concerns are to reinforce STEM/STEAM development, promote a reading culture and create an ideal reading environment at SPCS. By organizing various annual activities, a good reading habit was instilled in students. An inter-departmental approach involving both the teachers and students was also adopted to achieve the goals. The Team will continue to encourage students to read widely in diverse / different areas through various channels such as websites, talks and articles so that students can learn and grow in a knowledgeable environment.

The school has subscribed to different e-learning platforms for students to boost their reading and exposure such as the Wiseman's English Builder and iLearner (Chinese). For English, a newly added SCMP Young Post platform was also adopted in 2021/2022 which was compulsory for F.1, F2, F.5 and optional for all other forms. Apart from the above online platform from external service providers, the School has also developed a school-based e-learning platform ELMO (E-learning Multi-subjects Online platform) for subjects including English, Mathematics, Physics, Biology, Chemistry, Economics and Accounting. All these online platforms encouraged self-directed mastery learning and allowed students to learn at their own pace and in their own time. The School also subscribes to Edmodo Enterprise as a school-wide Learning Management System across all forms and all subjects.

In addition, pre-F.1 students were asked to read at least two Chinese books and two English books during the summer vacation and to submit their book reports to their language teachers in September. This bridging task helps to foster a good reading habit among all Paulinians. Besides, class libraries have been set up in F.1, F.2 and F.3 classrooms. Both the English Department and Chinese Department required students to borrow books from class libraries. They were asked to submit book reports on the Chinese books they read and keep a reading log for the English books they borrowed to monitor and encourage more reading.

Project Learning

Throughout the year, students were assigned various subject-based projects to nurture their generic and IT skills and as part of continuous assessments in various subjects. Project learning is widely applied in subjects like Liberal Studies, Geography, English, Chinese, Chinese History, Integrated Science, Biology, Chemistry, and Religious Studies.

Information Technology for Interactive Learning

Information Technology was successfully incorporated as a useful interactive tool for teaching and learning in SPCS, in particular during school suspension and half-day face-to face class arrangements. Technology was used extensively across the curriculum, both in academic and cultural subjects. All project work submitted to staff or competition entries to organizers/ School Music and Speech Festival was in electronic form. Many students received prizes for their entries in various competitions/IT-related competitions. Lessons in Digital Music, data logging systems in scientific investigations, use of Big Data, AR and VR were incorporated in the regular curriculum to meet the challenges of the new technological world. In order to promote student interest in technology, the school arranged technology-related classes, such as Electronics make Fun, EITP and Young Engineers via Zoom and face-to-face classes during the post-exam period.

To keep abreast of time in IT Education, the school operated various e-learning platforms to extend learning beyond the classroom. School-based e-learning platform ELMO was developed to provide mastery self-learning opportunities for students.

The School employed an IT Research and Development Coordinator to explore and develop E-learning platforms for Paulinians. E-learning platforms, such as English Builder, iLearner (for Chinese), were subscribed in order to enhance students' learning. The successful development of ELMO has integrated all school-based e-learning platforms into a new single-login knowledge management system that can also be accessed through iPads.

The whole campus is covered by wireless internet access so that all SPCS students could be technologically ready for global linkage and communication, both of which foster world peace and an understanding of international affairs. All students are provided with an iPad each for mobile learning.

Much effort was made to ensure that students become prudent, skilful and ethical users of technology through school-based curriculum and seminars. The school tries to ensure that technology helps to support the school mission, to enhance the quality of teaching and learning, and to reduce the workload of teachers in the long run.

Other Achievements 2021/2022

Management & Organization

External School Review

The External School Review was conducted on 8, 9, 11, 15 and 17 November 2021. Under the leadership of Ms. Teresa Loh, a team of 3 EDB officers and 2 principals of local secondary schools visited the school to scrutinize documents provided by the school, observe lessons and various school activities and have meetings and interviews with the key stakeholders of the school. A total of 52 lessons taught by 52 teachers were observed. Out of these 11% were rated Excellent, 60% Good and 29% Acceptable.

On the whole, a very positive Report was received with the following findings:

- Scaling up of school development is sustained through a visionary and dedicated professional leadership. Equal opportunities and all-round quality education have been provided for students.
- Self-evaluation is well embedded in the school's daily life. A reflective and learning culture is well founded at different levels.
- Teachers' capacity building aligns well with the curriculum trends and school's priority developments. The strong networking of the school has provided students with ample learning opportunities to excel.
- School is progressing from strength to strength in STEM education and ITE, with integration of entrepreneurship and promotion of students' self-directed learning.
- Curriculum leadership is effective and reflective. Proper plans are formulated to the recent optimizing measures at the senior secondary level.
- A broad and diversified curriculum leading to multiple pathways is provided for students.
- Students demonstrate self-directed learning skills. Design of learning tasks in lessons is effective to develop students' HOT and generic skills.
- Core values of the school are upheld in students' daily life. Students' national identity is enhanced through NSE and Basic Law education.
- Students demonstrate remarkable leadership skills, with their voices and growth needs well heeded. They can make well-informed choices in their life planning.
- Students lead a fulfilling life in school. The overall academic performance of students is very good. Students' non-academic achievements are outstanding.

The school will follow up on their suggestions for improvement by providing all junior form students with sufficient knowledge base and skills in the Science Education and PSHE KLA. The integration of Chinese History curriculum into the CSL curriculum will also be reviewed and adjusted.

Professional Development

All teachers have been reminded of the "Enhanced Training Requirements" imposed by EDB since 2020/21 academic year during the 1st staff meeting (2021-22). Teachers were encouraged to set feasible professional development plans to comply and align with the EDB requirements.

On 24 August 2021, two training workshops on ActivPanel, one in the morning and one in the afternoon, were organized for teachers. The workshops were conducted by Mr. Ken Yung from NetDragon, the service provider of ActivPanel. In his presentation, Mr. Yung included valuable insight on how to utilise the newly available applications to increase student engagement, improve collaboration and expand the boundaries of existing teaching resources. Everyone participated in the hands-on training with enthusiasm. All look forward to incorporating these innovative ideas in the coming academic year.

A “Student Discipline and the National Security Law” was held on 25 August 2021, from 9:00 a.m. – 12:00 noon in the Lecture Theatre of the school. The speaker Professor Lam Sau Hong is a retired barrister who is actively involved in academia and delivers lectures on the law at universities in Hong Kong and the Mainland. The programme was divided into two parts. In the first part, Professor Lam focused on the topic of student discipline. He highlighted that schools should provide a safe and democratic environment for students to learn and grow. While discipline is an integral part of education, students who break the rules should be guided to think critically to solve problems so that they can make appropriate decisions on their action. In the second part, Professor Lam discussed the key provisions of the National Security Law. He explained that the National Security Law is a legitimate national concern and of utmost importance. Participants enjoyed the comprehensive presentation by Professor Lam and were truly impressed by his experience in legal issues in schools. They also found his sharing on the National Security Law very useful and informative, and the issues and concerns that he raised about the Law interesting and inspiring.

On 6 September 2021, a training workshop on the eClass platform which was adopted starting 2021/2022 was organized for our teachers from 2:00 p.m. to 3:30 p.m. in the School Hall. This was conducted by Ms. Money Tsang from BroadLearning, the service provider of eClass. Ms. Tsang introduced the platform and explained how it can serve teachers, parents and students. She offered practical tips and convenient methods in utilising this technology to support school administration, particularly with the issuing of eNotices and the scheduling of extra-curricular activities. Teachers learned how to use the eClass platform and were issued teacher accounts. This platform has certainly facilitated and minimized the administrative work of teachers and staff when disseminating information to parents and students.

Teachers attended the Learning and Teaching Expo 2021 held at the Hong Kong Convention and Exhibition Centre on 9 and 10 December 2022. This event provided teachers with insight and inspiration in innovative teaching and learning strategies. Through professional dialogue and exchange, teachers learnt about the latest trends in STEM, hardware support, classroom innovations, inclusive education and the future of learning. All this will help the School to continue to scale new heights in delivering innovative, individualized and inclusive education.

Apart from the whole school staff development programmes, different departments held their own departmental development sessions for their members. Department members met regularly to share and discuss learning and teaching issues and strategies, assessment data, moderate examination and SBA marks, check the quality of examination papers and assignments, prepare and analyze the DSE, GCE/IAL and IGCSE curricula and design project work for students.

Due to the pandemic, many professional development programmes and face-to-face meetings were delivered via Zoom. Teachers attended seminars and workshops on IGCSE, GCE/IAL, DSE and SBA conducted by Edexcel, EDB, HKEAA and tertiary institutions to enrich their professional understanding of the latest curriculum developments in their KLAS. In addition, teachers were encouraged to enroll as markers / examiners of HKDSE and Edexcel examinations so that they can share the latest trends in assessment with their peers.

Learning & Teaching

Offering a Broad, Balanced and Alternative Curriculum

Alongside the local DSE curriculum, the school offers the alternative GCE IAL curriculum to meet the diverse needs of Paulinians. Staff development programmes were arranged by each department to allow panel heads and members to have a better understanding of the IGCSE, GCE IAL, BTEC, and the local DSE curricula. Subject panels also met to plan cross-curricular initiatives, share out teaching resources, prepare schemes of work and discuss ways of infusing DSE components into the IGCSE curriculum.

Furthermore, with the focus being placed on assessment for learning through project work, students' learning attitude and skills were given greater prominence through the emphasis on oral presentations in class. Students conducted peer and self-assessment and offered suggestions for improvement. The guiding principle was to satisfy, as far as possible, the diverse needs and interests of students and to provide them with a broad and balanced curriculum that would enhance whole person development.

The School collaborated with the School of Modern Languages and Cultures of the University of Hong Kong for the tenth year to offer modern languages to our students. This year, a total of 82, 90 and 32 students enrolled in the French, Spanish and German courses respectively. Lessons were conducted on Mondays and Fridays. Zoom lessons were arranged during half-day school while face-to-face lessons were conducted when whole-day school resumed.

Language / Level	Level 1	Level 2	Level 3	Level 4	Total
French	40	24	11	7	82
Spanish	40	22	19	9	90
German	17	10	-	5	32

The School registered for six different BTEC Applied Learning subjects for F.3 to F.4 students to further develop their talents through experiential learning and to give them first step work-related qualifications for careers and further studies planning. Subjects include L2 Home Cooking Skills, L3 Art & Design, L3 Business, L3 Information Technology, L3 Performing Arts (Cantonese Opera) and L3 Sports.

Language, Reading and IT Across the Curriculum Approach

SPCS maintains its Language Across the Curriculum (LAC) approach through the integration of language learning and content learning. LAC continued to focus on improving language proficiency in all subjects in order to enhance students' learning and outcomes. Success can be seen in the outstanding results in English Language A, English as a Second Language and the wide variety of subjects taken at IGCSE, IAL, GCE and HKDSE levels. The following measures were implemented and proved to be successful:

- The English Department continued to support the teachers of other subjects through the use of a cross-curricular vocabulary book and reading log. These helped to boost the proficiency and scope of reading of the students.
- Project learning took place online with presentations and discussions submitted as videos.
- Students were encouraged to enter competitions in different subject areas through the medium of English.

Catering for Diversity

The school Data Management Team continued to provide an updated data analysis of students' performance in HKAT, TSA, IGCSE, GCE IAL, HKDSE and Mid-term & Final Exams to subject departments to enable them to trace and identify students' diverse needs. This enabled the School and individual departments to promptly formulate additional programmes for less able students where necessary, and offer enrichment challenges to stretch the potential of gifted students. Timely feedback from tests and assignments were given to students by subject teachers to enable them to scale new heights and to improve their learning outcomes. As a Direct Subsidy School, the different funding and curriculum arrangement allowed the School greater flexibility to meet the special needs of individual students.

For Mathematics, remedial sessions for students were arranged on a needs base. Weaker students were assigned extra online exercises for practice. Additional small class lessons to cater for diversity amongst the F.1 to F.3 started in the first term. The selection of students was based on the F.1 HKAT results and F.2 and F.3 Final Exam results.

For English, F.1 and F.2 remedial lessons took place every Tuesday and Thursday during the 9th period. For F.1 a special six-lesson Zoom remedial session was arranged during the Special Vacation. The course was designed according to students' individual needs and aligned with the F.1 English syllabus. The course included basic and advanced skills, with a focus on productive language skills – speaking and writing. For F.2, students were given the opportunity to speak in every class to improve their pronunciation and articulation. There were also reading practice on skimming, scanning and summarising skills. Students were encouraged to increase their vocabulary and learn the meaning of new words. Feedback was collected from students for modification of teaching content.

For Chinese, remedial lessons were held twice a week during the 9th period for F.1 to F.3 students. The selection of students was based on their F.1 HKAT results and F.2 and F.3 Final Exam results. In the second term, six Zoom remedial sessions were arranged once a week for F.1 to F.3 students during the Special Vacation before the face-to-face remedial lessons resumed and continued until the end of term. For F.3 students, the same practice was applied to Additional Chinese Language of 4 more periods per cycle. Those who were good in Chinese were placed in the enrichment set while those who were weaker were placed in the remedial set. The content of the remedial set was designed according to students' needs and weaknesses. Review sessions were provided before tests and exams. Feedback from students and teachers was positive and most students did not have to join the remedial set in the second term. Apart from this, face-to-face remedial sessions were arranged for all F.6 students once a week in the first term. To better cater for diversity amongst students, 3 groups were formed according to their F.5 Final Exam results. The content of the classes mainly focused on examination skills and writing skills. For F.5 students, zoom remedial sessions were arranged once a week starting from the Special Vacation until the end of the second term. The content of the lessons

mainly focused on reading and writing skills. For F.4 students, face-to-face additional lessons were arranged during the post-exam periods.

The UK Learning to Learn programme was successfully implemented in the F.1 and F.2 curriculum to help students improve their generic skills to help students to focus and learn in greater depth. Students were guided to complete a Learning Log to reflect on their learning. With the feedback of teachers, they adjusted their learning strategies and cultivated active learning skills.

Catering for Students with Special Educational Needs

The School is dedicated to establishing an inclusive culture through a whole-school approach. To cater for students with special educational needs (SEN), the SEN Team (which consists of the Vice-Principal, SEN Coordinator and two teachers) works in close collaboration with all stakeholders, (including Form teachers, subject teachers, parents, and the school social workers) to provide them with comprehensive and holistic support. Special assessment accommodation and counselling service is provided for students, while ample communication and support is provided for parents. The SEN Team also liaises with the HKEAA and Pearson Edexcel to provide special examination arrangements for SEN students to complete their public exams.

Student Support & School Ethos

Pastoral Care

Personal, Social and Health Education

In previous years, the school collaborated with the Health Department to offer a comprehensive health programme to our F.1 and F.2 students to enable them to become healthy, independent and responsible members of the society. Due to the pandemic, our F.1 and F.2 Form teachers have taken up the role of conducting the programme for our students through different means including talks, reflection and discussion sessions. This helped our students to develop a sense of self-worth, and acquire a range of personal and social skills.

To promote the importance of self care and boost Paulinians' self awareness of their well-being, the School invited the Hong Kong Federation of Youth Group's mobile wellness center "Moving Wellness" to come to the School for two days. Students visited the display truck and game booths during Form periods, recess, free lessons and after school. They enjoyed their "ME Time" and "WE Time" with schoolmates through this delightful and meaningful event.

The implementation of the "two school social workers for each school" policy has been very helpful. The School Social Workers provide not only comprehensive and extensive guidance to the students, they also work closely with the Pastoral Care Team to conduct various activities for students, parents and teachers.

The School Social Workers organized adjustment and peer relationships workshops and future planning training for F.1-F.2 students. For the workshops on adjustment for F.1, a series of in-class programs were held to facilitate the students' adjustment to secondary school life and changes that come with adolescence. The programs help students to mentally prepare for the challenges they are going to encounter and encourage them to adopt a growth-oriented mindset. For the workshop on subject choices and decision-making for F.2, a series of both in-class and Zoom workshops were held to help the students understand the process of decision-making and learn to prioritize their options before they choose their subjects for the following year. This year, a new set of learning materials involving personality tests were introduced at the peer relationship workshops for F.2. Students received the materials well as they were very interested in self-exploration and hence participated enthusiastically. Self-exploration tools served as a really effective tool for engaging students and a strength-based approach was helpful in boosting their confidence.

Since students were unable to leave home during the Special Vacation, a series of programs were conducted by the School Social Worker to boost their mental well-being and to keep them actively engaged. The programs were namely Free-Flow Mondays, Trivia Tuesdays, Crafty Thursdays and Self-Care Fridays. The programs which were designed to cater for the different needs and interests of students were successfully completed and attracted a total of 77 participants, including recurring ones.

Gratitude Week Programmes

To promote mental health and well-being, different workshops and whole school activities were arranged by the team and School Social Workers during Gratitude Week, so that the physical, mental and emotional health of students as well as their self-esteem and self-confidence were enhanced.

Thank You Card Delivery Service

Students were given Thank You cards to write to other members of the school community and their cards were delivered by the School Prefects. The activity served as an effective platform for encouraging students to express their gratitude and appreciation for one another and the participation rate was high.

DIY Programs

Two DIY booths were set up for students to make bracelets or bookmarks as gifts for their loved ones to express their gratitude. The booths were set up at the lobby on the Ground floor. Students were welcome to join freely on their own or participate with friends and they were given a lot of options to choose from in the creative process. The options included Thank You cards and different materials for packaging. The booths were very popular and students appreciated the opportunity to take part in such fun activities with their friends.

APASO Report (2021-2022)

	Junior		Senior		School Mean	
	SPCS	HK	SPCS	HK	SPCS	HK
Self	2.83	2.71	2.89	2.66	2.86	2.69
Self-others	3.15	3.06	3.09	3.03	3.12	3.04
Self-school	2.85	2.68	2.90	2.64	2.87	2.66
Self-society	3.11	2.91	3.04	2.84	3.07	2.87
Self-future	2.95	2.92	2.92	2.91	2.94	2.91

The APASO II study conducted in June 2022 indicated that our students score better than the HK school average in all the areas considered.

Paulinians have again performed significantly well in their independent learning capacity and learning competency, compared to the average of schools in Hong Kong. The results demonstrated that Paulinians have a high level of academic initiative being competent goal setters, active problem-solvers and efficient learning strategists in both the junior and senior forms. To sustain such learning capacity, the School strongly encouraged Paulinians to engage in a variety of projects and programmes organized by renowned universities and organizations and participate in local and national competitions so that students could extend their learning outside the classroom and eventually become self-directed life-long learners.

Peer support and interpersonal relationships are a major feature of school life. The School is pleased to see that Paulinians have a good and harmonious relationship with their peers. They score well in the categories of caring for others, social skills and respect for others. The scores for ‘attitudes to school’ also have positive results showing that Paulinians enjoy their school life in terms of achievement and experience. This could be attributed to the focus on ‘Positive Psychology’ of the Pastoral Care Team this year, which aims at cultivating an environment for mutual support and promoting the practice of hope and gratitude. Through this, the School hopes to develop healthy personal and interpersonal relationships and nurture positive values and attitudes in the students.

Junior form students of SPCS showed a slightly higher degree of test anxiety compared to the Hong Kong average. As suggested from the data collected, time management is a crucial factor affecting the anxiety levels. Amidst the hectic schedule of schoolwork, test anxiety might pile up. Senior form students, having more experience in multitasking, have better strategies to manage their study plan and work, whereas junior form students find it difficult to manage their time well. The Team will continue to collaborate with Form teachers and the School Social Workers to organize Time Management Workshops and Study Skills Workshops for junior form students to ease their anxiety.

Discipline and Counselling

To protect our students from cyber traps, a series of seminars and workshops entitled the “Proper use of the Internet”, “Social Networking on the Internet”, “Game-based Learning and IT Safety” were organized for F.1 to F.6 students.

To improve teenagers' mental health and stress resilience, the two School Social Workers from Caritas stationed in the school on a full-time basis. They worked closely with the Discipline and Counselling Team to conduct preventive and developmental programmes for students. These included Sex Education talks, Stress Management talks and Careers talks for our junior and senior form students. These contributed to creating a positive, inviting and caring environment where students can grow to realize their full potential. For students who required external professional support such as psychological counselling or psychiatric treatment, referrals were made by the School Social Workers to the related services.

Healthy Paulinians

According to research, the healthy range of BMI falls between 18.5 and 22.9. The average BMI of Paulinians is 19.55 whereas the norm of Hong Kong students is 18.8. Compared to the average body weight of Hong Kong students (46 kg), the average body weight of Paulinians is slightly heavier (50.5 kg). As for their height, they are also taller (160 cm) than the Hong Kong norm (156 cm). Two PE lessons per cycle are arranged for all students to promote the concept of good health and well-being. Due to the pandemic, face-to-face PE lessons were reduced. Besides, according to the Guidelines on Conducting Physical Activities for the Prevention of COVID-19, only individual sports games could be held during PE lessons. Hence, the message of regular exercise is beneficial to health was extensively publicized and promoted by PE teachers via Edmodo and Zoom lessons.

Support for Students during COVID-19

During this period, the school strengthened the connection with students and parents in order to address their worries and concerns, in particular the impact brought to the student and her family under the economic recession. Rapid Antigen Test (RAT) kits were provided to students free of charge when face-to-face lessons resumed after the Special Vacation in May 2022.

Scholarship/Fee Remission Schemes

The School believes that no talented student should be denied admission to SPCS for financial reasons. Every year the school offers a generous Scholarship and Fee Remission Scheme for over 30% of Paulinians. This academic year, there were a total of 537 beneficiaries and the Scholarship and Fee remission amounted to HK\$6,203,700.00. Details of the scheme can be found on the school website.

Leadership & All-round Development

Prefects' Board

The Prefects' Board is a student organization of elected representatives that assists the School Authority with the smooth running of the school. Its objectives are to build a sense of unity, belonging and cooperation among Paulinians, to facilitate communication between Paulinians, the staff and the school authority, to maintain discipline within the school, to provide general welfare to Paulinians and to coordinate Paulinians in keeping SPCS a quality learning environment.

The 20 elected Prefects' Board members delivered their platform speeches on 8 September 2021. After listening to all the speeches, teachers and Paulinians voted for the Head Prefect and the Vice-Head Prefects. The Installation Ceremony was held on 21 September 2021. The badges for the new Head Prefect and Vice Head Prefects were presented by the Principal. Other Prefects' Board members and school prefects received their badges from the moderators while class prefects, class monitresses, I.T. prefects, environmental monitors and careers prefects of each class received their badges from the class teachers. This marked the official beginning of the responsibilities of the newly inaugurated student leaders.

The Prefects' Board assisted in the efficient running of numerous events this year to promote environmental friendliness, teacher-student relationship and arouse students' interests in charity, such as the Dress Casual Day. This year, our school was honoured to be the overall 9th Top Fund-raiser Award in Hong Kong. Despite the difficulties brought by the pandemic, the Board successfully organized the Teacher-Student Relay on Sports Day and hosted the St. Paul's Day Celebration on 30 June 2022, involving all teachers and students in the School Hall while the other classes participated online. All events were held safely and smoothly with careful planning in implementing social distancing and hygiene measures. These events achieved the aim of facilitating an enjoyable school life among teachers and students, and cultivating Paulinians' sense of belonging to the school.

Student welfare is one of the major concerns of the Prefects' Board. The board organized two Souvenir Sales for current students and the new F.1 students in November and July. Talented Paulinians designed appealing and functional souvenirs to promote the Paulinian spirit. Three rounds of Second-hand Book Sale were held at the end of the term for Paulinians to facilitate the buying and selling of second-hand books. The activity demonstrated the essence of the Paulinian spirit - to help one another. It also promoted an environmentally friendly culture in the school.

The Prefects' Board always strives to train future leaders to sustain their good work. A workshop on Habits of Mind and leadership training were organized for all F.4 students during the Post-exam period. F.4 students gathered in the School Hall to participate in the leadership tasks prepared by the Prefects' Board. At the end of the day, 70 prefects of 2022/2023 were elected among all F.4 students. On 13 August 2022, the board organized the Leadership Training Day Camp at the Hong Kong Federation of Youth Groups Sai Kung Outdoor Training Camp for the 71 newly elected prefects. Through these activities, the prefects' confidence and determination to serve the school were enhanced. It also prepared our future leaders to serve the school with the Paulinian spirit.

All Round Development through Active Participation in ECAs & OLEs

Paulinians enjoyed a diversity of extra-curricular activities provided by over 70 clubs and societies throughout the year. These activities provided an extra dimension to the Other Learning Experiences which enrich school life at SPCS.

House Enterprise and Service and Competitions

The School has six Houses which help students develop House spirit and offer vertical support to students' personal growth. The Houses act as the basis of the pastoral care system, helping students grow emotionally, intellectually, morally, physically, socially and spiritually. In previous years, all the Houses took turns to run the 'Tuck Shop' by providing snacks, stationery or souvenirs for sale during Recess and at Lunch in the Covered Playground. The House that achieved the highest sales figures and with the best business plan were awarded the Enterprise Award. Unfortunately, due to the need for social distancing, no House Enterprise was organized this year. The annual Sports Day was successfully held on 28 October 2021 but the annual Swimming Gala was cancelled due to COVID-19.

Form One Bridging Programme

Between May to June 2022, new F.1 students (2022-2023) attended a Bridging Course to be better prepared for a smooth transition from primary school to secondary school life at SPCS. The Bridging Course comprised of Mathematics, English Language, Chinese Language / French and STEM sessions. In the STEM Course, the students learnt about topics including the growing cycle of plants, basic programming (micro:bit) and hydroponics. They grew their own plant using programming and electronics to monitor and optimize its growth. The course was challenging, stimulating and fun. Along with that, students learnt about the school culture, the Habits of Mind and the e-learning platforms. It is our hope that the knowledge that was learnt, the confidence that was built and the friendships that were formed during Bridging Course would prepare our students well for the new school year.

Big Sister Scheme

The Big Sister Scheme recruited 75 F.4 and F.5 Big Sisters in the first term to provide tuition to F.1 newcomers on a 1-1 or 1-2 basis. The group tuitions took place in the classrooms once a week. All Big Sisters attended a Train-the-Trainer Workshop to acquire the knowledge and skills required for looking after their junior schoolmates. The Little Sisters, on the other hand, attended a Little Sister Briefing Session to learn how to work with their Big Sisters in order to get the most out of their sessions. The sessions started in late October and finished before the Mid-term exams. The scheme was only able to offer one face-to-face session because the pandemic made it unsafe to offer tuition in the second term. Despite this, feedback from both Big Sisters and Little Sisters was positive and encouraging, with Big Sisters feeling fulfilled and Little Sisters feeling grateful. Many Little Sisters expressed the wish to become a Big Sister themselves when their turn comes.

Career & Life Planning Education

Lessons and Workshops

The Careers Team collaborated with the Pastoral Care Team / Personal Social and Health Education (PSHE) Team to implement Career Life Planning Education for junior form students. The School Social Worker, collaborated with the Careers Team teachers to conduct online sessions on F.3 subject choices for F.2 students. Through group activities, discussions and reflective questionnaires the students not only developed a better self-understanding but also explored their subject choice by examining their interest, personality, academic aptitude and career aspirations.

This year, the Careers Workshop for F.4 students was successfully held face-to-face on 18 July 2022. Through participating in presentations, discussions and interactive activities, students learned a variety of transferable skills, such as managing their learning styles and attitudes, as well as career-building strategies. Before the start of the workshop, each student was informed about their Holland / RIASEC code based on the specifically designed survey on personality traits and interests. This helped students to identify their career inclinations, so they could explore careers that best fit their preferences. Through reflecting on their interests, personalities and strengths during the session, students were able to gain inspiration on career choices and explore careers that they were interested in. They learned more about the importance of work values and the inevitable need to make sacrifices when choosing an occupation or industry. In addition, students were introduced to local (JUPAS and Non-JUPAS routes) and overseas university pathways. In the “Human Library” session, outstanding alumni of different occupations including an Educational Psychologist, Clinician-Scientist-in-training, Business Development Manager, Google Ads Account Manager, UX/Product Designer, Social Media Editor, Lawyer, Vet-in-training and Physiotherapist-in-training shared their views on the respective occupations. They also gave valuable, first-hand advice about university applications and careers. Students were fascinated by their insight and captivating experiences in university and at work. By the end of this workshop, they were well equipped with the necessary tools and skills for life planning and felt more confident in making decisions about their future career pathways.

Under the guidance of Professor Alice Lee from the Faculty of Law of the University of Hong Kong, a few F.3 - F.5 students acquired legal knowledge about intellectual property law through engaging in a year-round workshops and seminars held by the HKU Legal Academy for the Talented.

Due to the pandemic, F.4 students and parents learned about the F.5 curriculum and subject options via a video which was uploaded to Edmodo. During the introduction, parents were given an overview of the subject contents, pedagogy and expectations by the Heads of the respective panels. After this, an online Q&A session was held via Zoom on 9 April 2022 to respond to the queries and to address the concerns of parents who had questions. Similarly, F.2 parents and students watched the video presentation posted on Edmodo on F.3 curriculum and subject combinations before attending a Zoom Q&A session on 23 April 2022 in order to gain a better understanding of subjects available in F.3.

Careers Week

The 2021-22 Careers Week was held from 22 – 26 November 2021. Various engaging and interesting activities were held to assist Paulinians discover their future career paths.

For F.1 students, the Careers and Further Studies Team organized a Poster Design Competition and a Careers Quiz. F.1 students designed informative and creative posters about an unusual occupation that the Careers Team specified. This allowed students to gain insight in unusual jobs. The F.1 Careers Quiz was conducted during the Form period on 23 November 2022. An introductory video about the service offered by the Team and how they may find the teacher advisors was shown. After that, a Kahoot Quiz was held to test their knowledge about the Team.

For F.2 students, the Team held an IGCSE Subject Quiz on 22 November 2022 during the Form period. Since F.2 students had to choose their IGCSE elective subjects for F.3, the Quiz gave them an idea about the subjects available. A sharing session was also held, when the Careers Prefects explained some common misconceptions about different subjects. Through this, F.2 students gained a deeper understanding of the different subjects and felt more confident about their subject and career choices.

For F.3 and F.4 students, an Occupation Emoji Quiz was held during the Form periods on 22 and 23 November 2022. Students had to guess the occupation the emojis represented. This allowed students to explore different occupations in an exciting and thought-provoking way.

University Information and Sharing Sessions

On 17 November 2021, The University of Hong Kong delivered a JUPAS Admissions Talk to Form 6PAUL students at SPCS. Dr. Janet Hsiao, Head of Department of Psychology, Faculty of Social Sciences gave an overview of the programmes available in the faculty and the requirement for admissions. The talk was followed by a presentation on the new Bachelor of Arts in Humanities and Digital Technologies programme by Ms. Francisca Kwok, Assistant Registrar of the Faculty of Arts. She opened students' eyes to one of HKU's technology oriented programmes that are designed to equip students with the skillsets and knowledge to excel in today's digitalized world. Lastly, Ms. Alice Tam, Student Recruitment Counsellor of the Admissions Office shared on strategies and useful tips on JUPAS choices.

SPCS graduates who were in Year 1 and Year 2 of various local universities were invited to share their experiences in university applications via JUPAS and Non-JUPAS routes with F.5 and F.6 students. A total of 4 sessions (on 11, 12, 15 and 19 October 2022) were conducted via Zoom. Paulinians were able to gain valuable insight on making suitable programme choices through these sharing.

The US Consulate General of Education conducted an information talk on 4 August 2022 for students who were planning to study in the USA. In addition, Ms. Amanda Xiang, a Paulinian who graduated in 2015 conducted a session called 'Studying in the US Vs Hong Kong' on 23 April 2022. Another university information talk was conducted by Queens University, Canada on 22 November 2021. These lectures helped the students decide on the subjects they wish to apply for. Participants found the sessions useful and practical.

From September 2021 to December 2021, the Careers Team organized 6 subject specific university taster lectures and information talks in the Career x English Lessons for F.6ST students. Students had the opportunity to learn about different undergraduate disciplines and experience various teaching styles from different universities. University taster lectures include: HKU Biomedical Sciences, HKUST T&M-DDP and EVMT, HKUST Business, PolyU Occupational Therapy and Physiotherapy and CUHK Psychology.

CV / Personal Statement / SLP Preparation and Interview Workshops

Throughout the year, various workshops were provided by the Careers Team to prepare F.5 students for writing effective CVs and Personal Statements for their UCAS and Non-JUPAS applications. JUPAS application preparation talks were also held to assist students in applying for local educational institutions. Guidance on individual Personal Statement / CV writing encouraged students' self-exploration and reflective thinking. These supported students' decision making and strengthened their confidence in making university applications.

A series of Interview Skills workshops were also arranged. The session for F.6 DSE students was conducted in November 2021. The session for F.5 GCE students was held in June 2022. The workshops were conducted by the professional career consultants from ARCH Education, with the aim of equipping students for university interviews.

Oxbridge Preparation Programme for 2022 University Admission

F.5 students who were interested in applying for Oxbridge were supported through a series of information talks, alumni sharing sessions, individual counselling, personal statement advice and mock interviews. In order to build knowledge and passion in the subject as well as demonstrate their intellectual curiosity, students were asked to complete an independent research project over their summer holidays in 2021. Students researched on a topic related to the course they were applying for. Through investigation, discussions and questioning, students learnt more about their subject of interest. The final project report was submitted in September 2021. Project presentation along with mock interviews were conducted in November 2021. This programme was effective and will continue in the coming year.

The SPCS Law Admission Test Preparatory Programme was organized for the second year to prepare students for Law tests such as CLT and LNAT as well as Law interviews. The programme was held from May to September 2021. The sessions were conducted by Mrs. T Butt and Ms. Annie Tse (a volunteer) who are experienced lawyers and advisors for law school admissions. Students not only built their legal knowledge but also boosted their ability to think, read and write analytically and critically. An Edmodo group was set up to engage students in active learning and follow up throughout the period.

Individual Counselling Services

Year-round individual counselling service on further studies and career plans was provided for F.5 and F.6 students by Careers teachers. F.6 Oxbridge applicants also received personal statement and application guidance, mock interview training, and attended past students' sharing.

Home-School Co-operation

Form One Orientation Day

Our Form 1 Orientation Day of the 2021/2022 school year took place on 28 August 2021 in the form of a pre-recorded video uploaded to Edmodo. The programme began with an introduction to the history of the school, its vision, mission, school spirit and school life by the Principal. This was followed by the presentations on our curriculum, pastoral care, discipline, social worker service and extra-curricular activities by the respective functional heads. The Parent-teacher Association representatives also introduced their work and recruited new members.

Form One Catholic Parents' Day

The Form One Catholic Orientation Day was held via Zoom on 11 September 2021. The Catholic Movement Committee prepared an introduction of the seven religious clubs and the upcoming religious events of followed by a briefing on the preparation of the Sacrament of Confirmation for Form One Catholic Paulinians. All participants had a clear idea of the religious programmes offered by the School through this event. Form One Catholic Paulinians were recruited to the seven religious clubs and Confirmation Classes.

Form Two and Form Four Information Day

Due to the pandemic, pre-recorded videos of the curriculum and subjects offered in F.3 and F.5 was uploaded to Edmodo for parents' viewing at home. An Open Forum via Zoom was held to answer the queries of F.4 and F.2 parents on 9 April and 23 April 2022 respectively.

Parents Day

Form Teachers met with parents to distribute the Report Cards to them and to discuss their daughters' progress in the term. This was conducted via Zoom on 19 February 2022 in the first term, and face to face on 11 August 2022 in the second term.

Parent-Teacher Association

The 15th Annual General Meeting was held on the 16 October 2021 and the 2021/2022 Executive Committee Members were elected. This year, a total of 527 parents joined the PTA as members.

To celebrate the 15th Anniversary of the SPCS PTA the theme "We Connect with Love and Care" was adopted. The PTA designed 3 unique Paulinian-style masks as part of the celebration event. Each member was entitled to one free box of masks with the style of tartan pattern, the school signature oxford shoes and the school building as special designs.

Due to the pandemic, the "Green Campaign", social service and school volunteer services were cancelled. However, three online seminars with topics "Marching forward hand in hand through the COVID Pandemic – How parents and young people should face the new challenges" by a counsellor from Caritas Family Service, "Empowering your children for 21st Century's via STEM education" by Dr. Ray Cheung of City University of Hong Kong and an education seminar "Going Overseas: How to Pick the Best University Pathway for My Child US vs UK?" by Ms. Rita Pang from See Change Education were held. Feedback from the parents was very positive and encouraging.

Alumni Association

In 2021-22, the Alumni Association (AASPCS) continued to work closely with the school to support students in their learning and to serve the alumnae community. AASPCS continued to organise activities throughout the year for alumnae and contributed to the community.

Online activities organized include the Mid-Autumn Festival celebration with the elderly at Caritas, a Lantern Riddle Challenge, as well as online webinars on Breast Cancer awareness. Other than these, an online career experience sharing on an alumni's journey from being an arts student to becoming a civil engineer, in collaboration with the PTA of SPCS was held. Despite COVID restrictions, AASPCS organised a limited number of in-person activities such as the Family Fun DIY Christmas Ornament Workshop and a Boat Trip to the Hong Kong UNESCO Geopark in Sai Kung. On the job shadowing front, despite the social distancing limitations in many companies and businesses, AASPCS managed to offer limited job shadowing opportunities to students in the medical and legal fields. Furthermore, AASPCS also designed and produced a set of colourful pocket hand sanitizer covers for sale to members to show support to fellow Paulinians in their fight against COVID.

In the coming year, with social distancing restrictions being relaxed, AASPCS aims to offer a wider range of activities as well as job shadowing and mentoring opportunities to members and students.

Visitors to School

Despite the pandemic which reduced the number of visitors from overseas, SPCS was happy and honoured to receive local professors and professionals, university and government officials, scholars and specialists who visited the school on different occasions. Some came to share their experience as guest speakers, some to share their expertise as adjudicators of school competitions, and some to inspire Paulinians as honorary guests of special school functions.

Sister School Exchanges

The Sister School Scheme was launched by EDB in 2004. Through sister school visits and exchange in cultural, arts and sports activities, Paulinians enhance their friendship, broaden their horizons and deepen their understanding of the life in the Mainland. Since its launching, SPCS has paired up with 17 sister schools in cities like Beijing, Tianjin and other provinces in Sichuan, Foshan, Zhejiang and Yunan. Unfortunately, no exchanges were arranged this year due to the pandemic.

School Tours and Cultural Exchanges

All the cultural exchange tours, study tours and service trips that the school has been organizing in previous years to broaden students' horizon and promote their global perspective had to be cancelled due to the worldwide pandemic COVID-19.

Student Performance 2021/2022

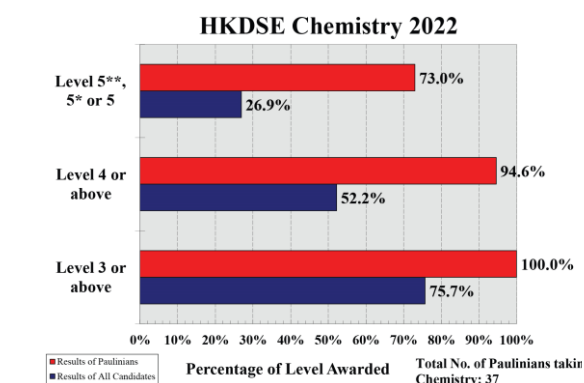
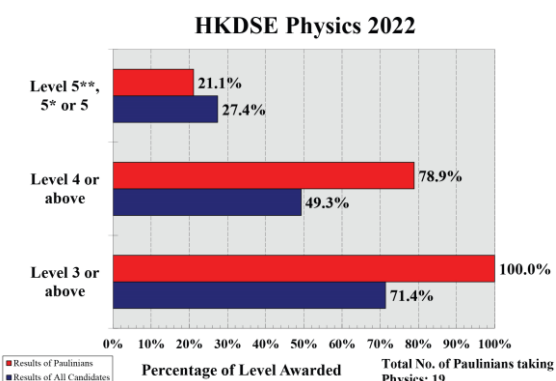
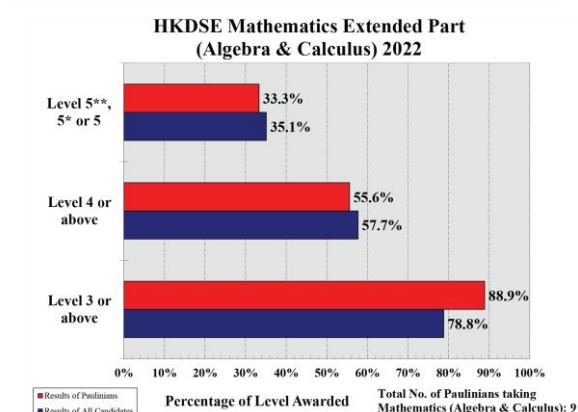
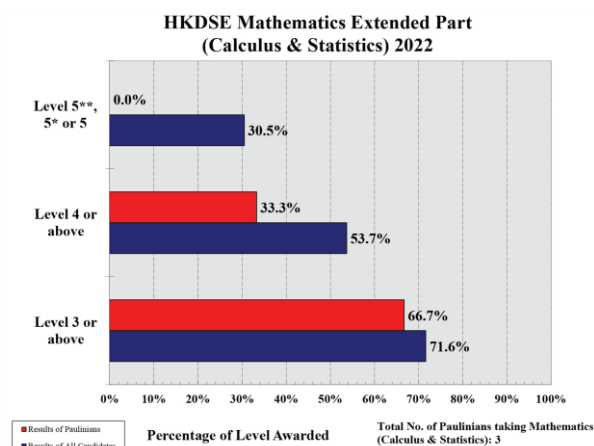
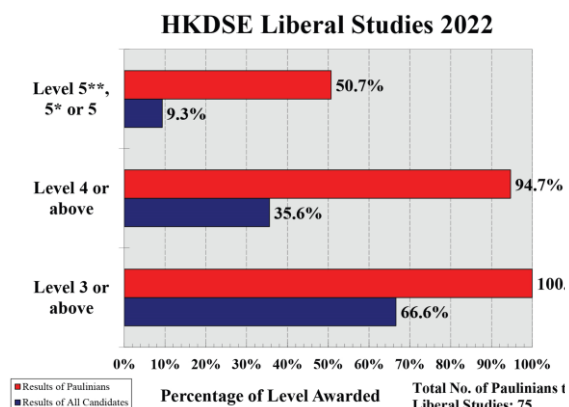
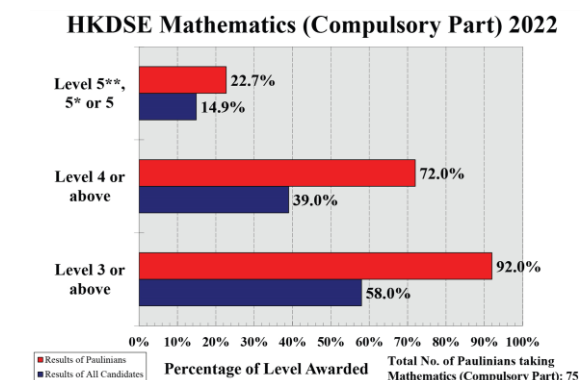
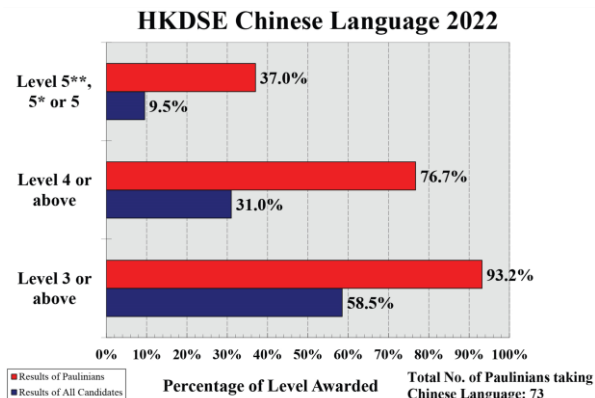
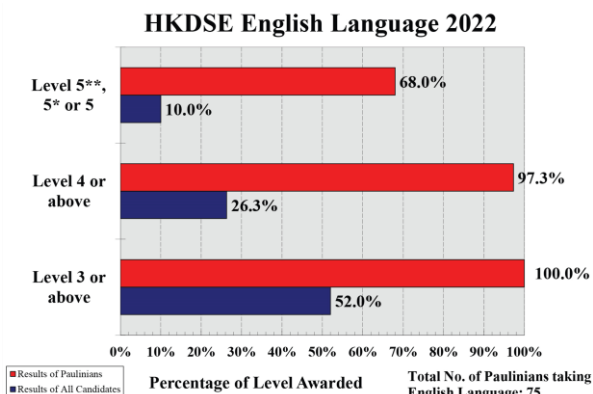
Academic Achievement

TSA 2022

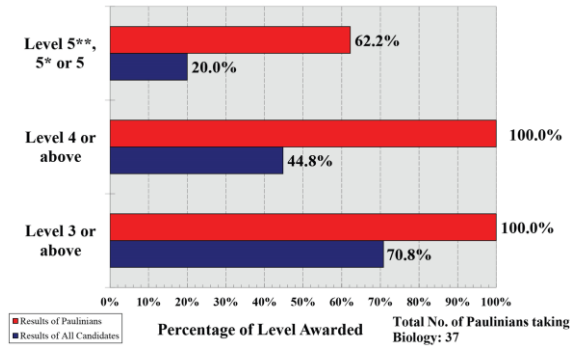
Our school did not participate in the 2021-2022 TSA.

HKDSE 2022

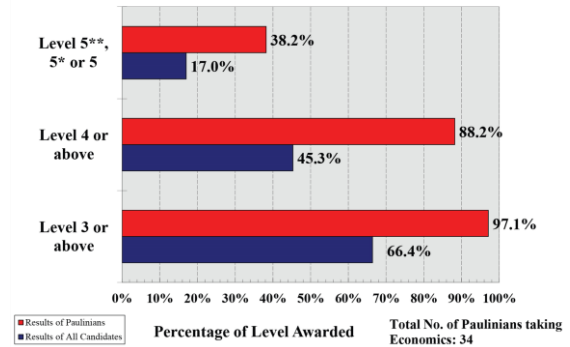
A total of 75 F.6 students took the HKDSE examination this year. Below are their results compared to the results of all HK Candidates. 100% of the students continued their tertiary education in either local or overseas universities/tertiary institutions.



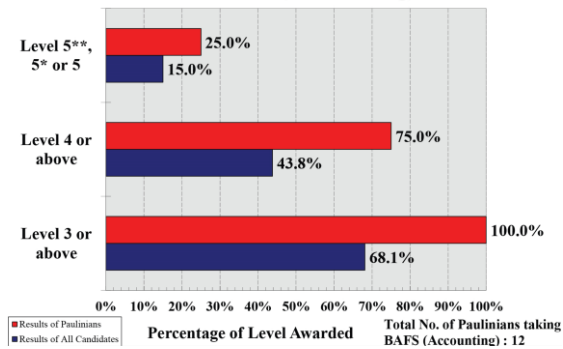
HKDSE Biology 2022



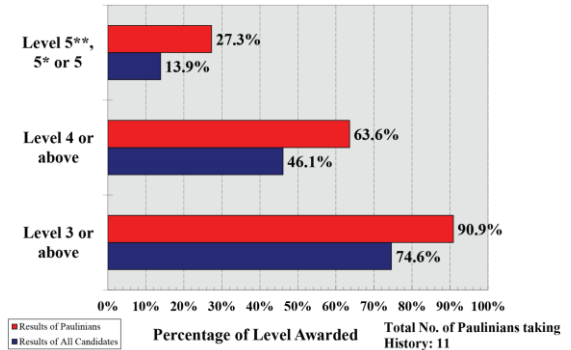
HKDSE Economics 2022



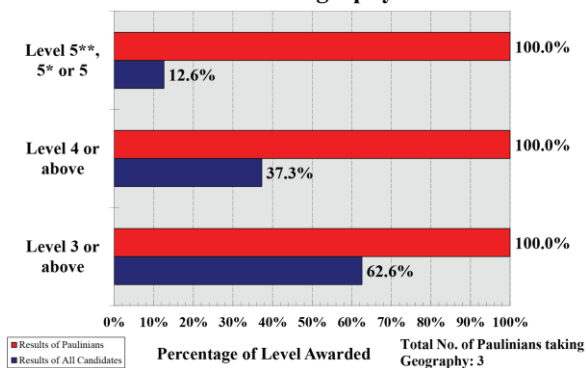
HKDSE BAFS (Accounting) 2022



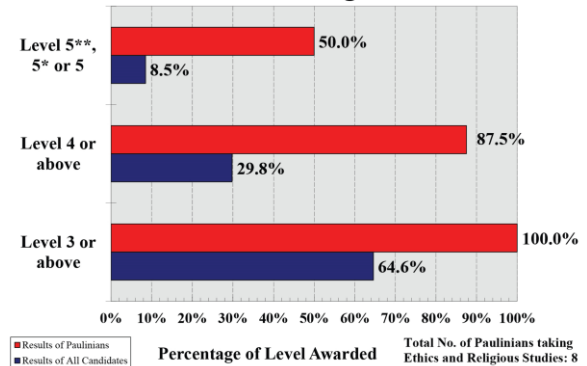
HKDSE History 2022



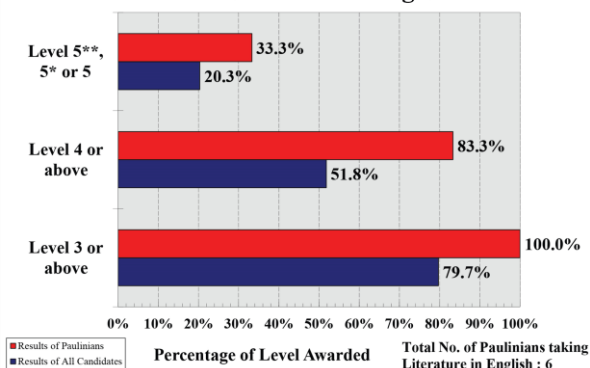
HKDSE Geography 2022



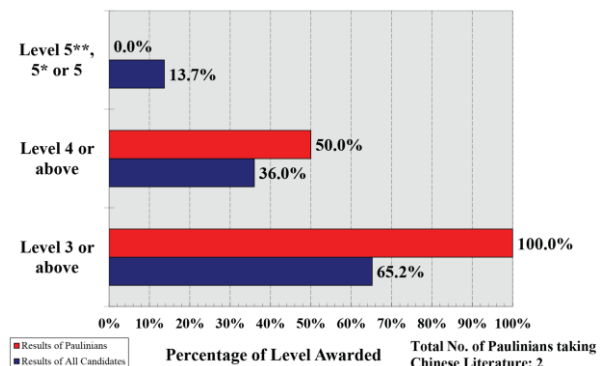
HKDSE Ethics and Religious Studies 2022

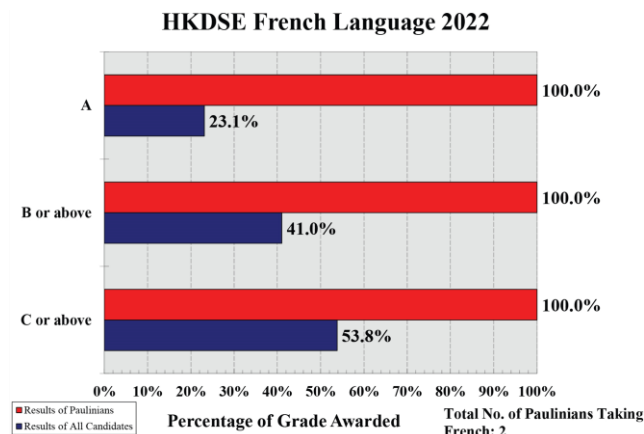
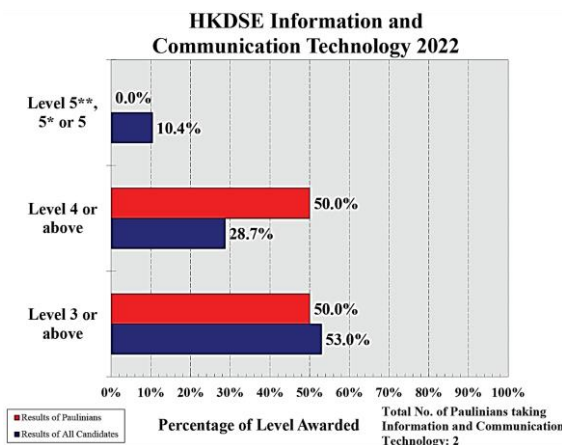
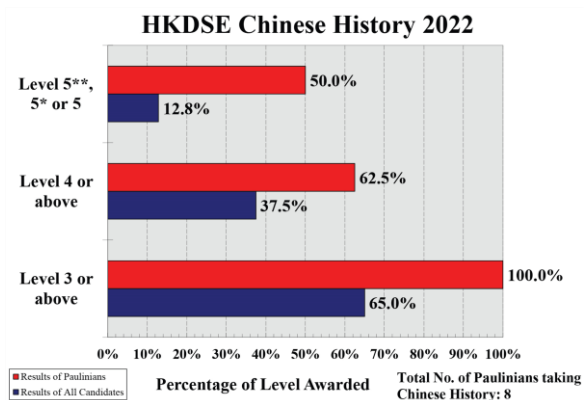


HKDSE Literature in English 2022



HKDSE Chinese Literature 2022





IGCSE 2022

A total of 152 F.4 students took the IGCSE examination this year. Below is a summary of their performance:

IGCSE Grades 國際普通 中學文憑級別	12 subjects at Level 8-9	11 subjects at Level 8-9 and above	10 subjects at Level 8-9 and above	9 subjects at Level 8-9 and above	8 subjects at Level 8-9 and above	7 subjects at Level 8-9 and above	6 subjects at Level 8-9 and above	5 subjects at Level 8-9 and above	4 subjects at Level 8-9 and above	本年度(2022)每位考生平均 考獲7-9級(即等同 A-A*)數目 Average no. of Level 7-9 (i.e.: A-A*) per student (2022) 8.33
No. of students 學生人數	2	19	46	69	79	90	103	118	131	
Cumulative % 百分比	1.3%	13%	30%	45%	52%	59%	68%	78%	86%	

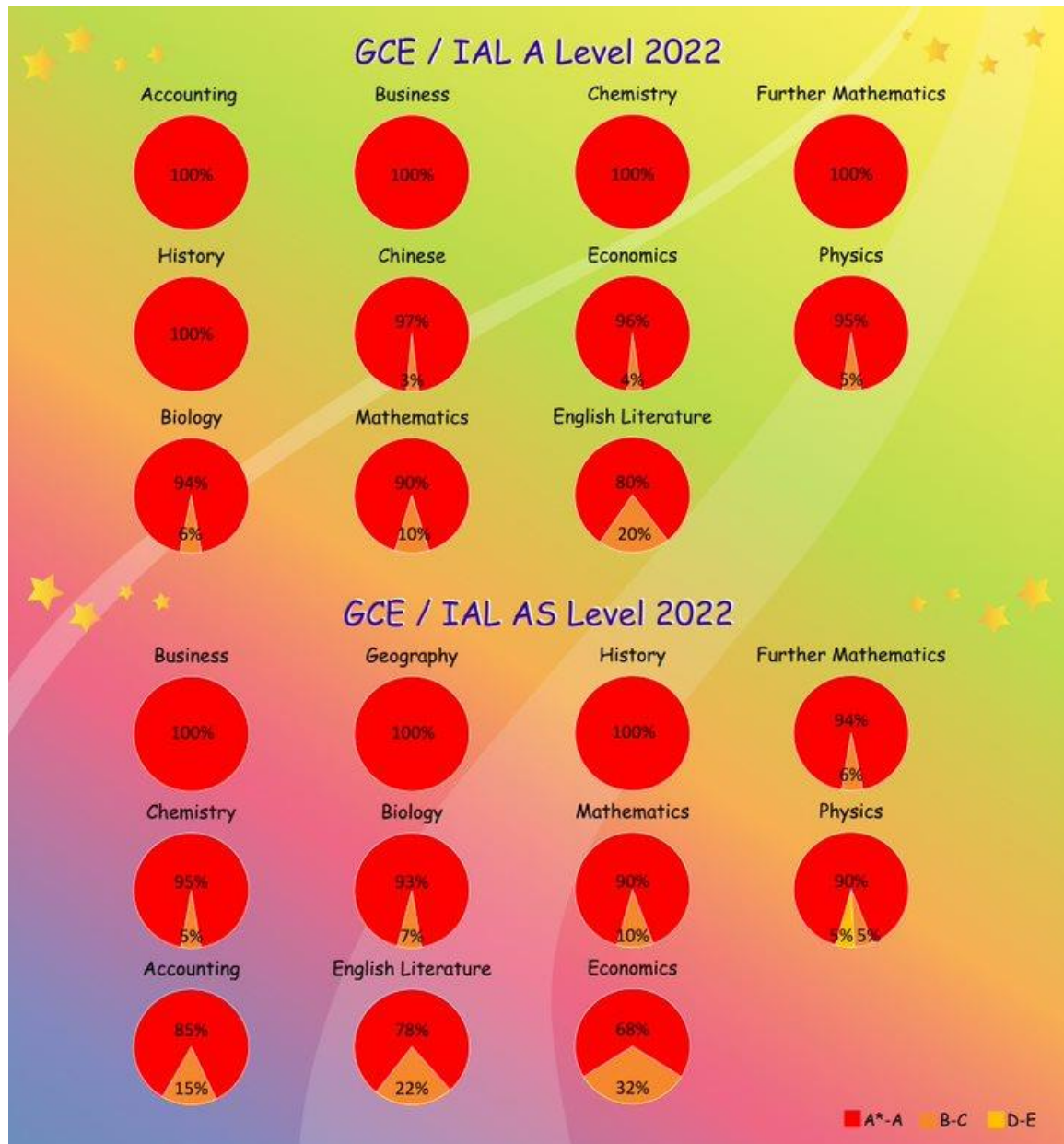
Below are the grade distributions of the IGCSE 2022 results:



GCE IAS & IAL 2022

This year 73 of our F.5 students and 63 of our F.6 students took the GCE IAS and IAL examinations respectively. Out of the 63 F6 students, 4 student obtained 6A* including Chinese, 24 students obtained 5A*, 13 students obtained 4A* and 7 students obtained 3A* in the 2022 IAL examinations. There were altogether 290 A – A* among 63 students i.e. an average of 4.60 A – A* per student. Last year the average was 4.52 A – A* per student.

Below are the grade distributions of the GCE / IAL 2022 results:



University Entry Profile

In line with previous years, 100% of our students continued their studies in tertiary institutions both locally and overseas. Around 60% of them entered the top 3 local universities and 23.2% left to study abroad.

No. of students admitted to Universities in 2022

	HKDSE	HKDSE %	GCE	GCE %	Total	Total %	Overseas	HKDSE	GCE	Total
Overseas Universities 海外大學	11	14.7%	21	33.3%	32	23.2%	UK	5	15	20
HKU 香港大學	24	32%	20	31.7%	44	31.9%	Canada	2	4	6
CUHK 中文大學	9	12%	12	19%	21	15.2%	USA	1	1	2
HKUST 科技大學	11	14.7%	5	7.9%	16	11.6%	Australia	1	0	1
PolyU 理工大學	4	5.3%	2	3.2%	6	4.3%	Germany	1	1	2
CityU 城市大學	3	4%	1	1.6%	4	2.9%	Mainland China	1	0	1
Other Local Universities 其他本地大學	7	9.3%	2	3.2%	9	6.5%	Total	11	21	32
AD/ HD in Tertiary Institutions 專上學院副學士/高級文憑	6	8%	0	0%	6	4.3%				
Total no. of students 學生總數	75	100%	63	100%	138	100%				

Non-Academic Achievements

Despite the pandemic, Paulinians continued to achieve outstanding results in a wide range of local, regional and international competitions. The full list of prizes and awards received by our students can be found in the school yearbook, The Paulinian 2022 and the Speech Day 2022 booklet. Some of the highlights are also reported on the school website.

School Awards

Since both external and intra-school activities were greatly affected by the COVID-19 pandemic and the suspension of school in 2021/2022, only 15 students received the non-academic scholarships, 5 for Speech and 10 for STEM.

The Outstanding Paulinian Awards are awarded for diversified all-round achievement. 3 students received the Diamond Paulinian Award, 12 the Platinum, 29 the Gold, 26 the Silver and 27 the Bronze Award.

Paulinian Award	Score
Diamond	≥ 900
Platinum	≥ 600
Gold	≥ 400
Silver	≥ 300
Bronze	≥ 200

External Competitions and Awards 2021/2022

Although faced with the restrictions of social distancing caused by COVID-19, Paulinians have shown their steel by participating in competitions in different areas. In the year 2021/2022, a total of 616 awards involving 982 awardees were won. These include 27 school awards, 13 international awards, 13 regional awards and 563 local inter-school awards. The following are the highlights of students' achievement.

Highlights of Student Achievements

Competition	Organizer	Awards
International Science and Invention Fair 2021 & World Invention Competition and Exhibition 2021	Indonesian Young Scientist Association, Indonesia International Institute for Life Sciences and the International Science and Invention Fair Organizing Committee, and Indonesian Young Scientist Association (IYSA) and SEGi College Subang Jaya (SEGi University and Colleges Malaysia) respectively	A team of five F.6 students obtained Gold Award and IYSA Special Award in the category of Environmental Science with their project “The Effectiveness of Adsorption of Metal Ions and Oil by Agricultural Wastes”.
The Asia Pacific Conference of Young Scientists 2021 and Genius Olympiad	National Network of Scientific and Technological Activities for Youth and the University of Sonora, and Terra Science and Education and Rochester Institute of Technology respectively	A team of two F.6 students obtained Gold Award in the category of ‘Life Sciences’ with their project “Synthesis of Nanoparticles by Chemical Method for Antibacterial Bioplastic”.
Hong Kong Student Science Project Competition	The Hong Kong Federation of Youth Groups	A team of four F.3 students won the Championship of the Invention Category (Junior Section) and Sustainable Development Award (Junior Section).
The 48th International Exhibition of Inventions of Geneva	Palexpo SA under the patronage of The Swiss Federal Government and of the World Intellectual Property Organization (WIPO)	A team of two F.4 students received Silver Award with Special Effort.
International Chemistry Quiz 2021	Royal Australian Chemical Institute and the Hong Kong Association for Science and Mathematics Education	Five F.6 students and one F.5 student received High Distinction Excellence Award,
2021 Qianhai Guangdong-Hong Kong-Macao-Taiwan Youth Innovation and Entrepreneurship Competition	The Authority of Qianhai	A team of four F.6 students won the Championship for their business plan whereas another team of three F.5 students won the 2nd Runner-up prize.
Hong Kong Biology Literacy Award 2021/2022	Hong Kong Association for Science and Mathematics Education	One F.6 student obtained 1st Class Honours, another two F.6 received Second Class Honours and Third Class Honours respectively.
2022 World Mathematics Invitational Award	World Mathematics Invitational Organizing Committee	One F.4 students received Silver Award.
2022 Purple Comet Math Meet	Dr. Jonathan Kane, Dr. Titu Andreescu and Dr. Bennette Harris	Two F.5 students received Hong Kong Region Second Place.
Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad 2022 (Main Round)	Olympiad Champion Education Centre	One F.4 students received Second Class Award whereas one F.2 student received Third Class Award.
Thailand International Mathematical Olympiad 2021-2022	Thailand Mathematics Society	One F.2 student received Silver Award.

Competition	Organizer	Awards
International Mathematical Modelling Challenge (Zhonghua) 2021	International Mathematical Modelling Challenge (ZH) 2021 Committee	Four F.6 students received Honourable Mention.
Global Children and Youth Drawing Competition	Global Arts, Sports and Culture Association	One F.4 student won the Championship.
Let Science Fly with Wings of Art – 2022 CCAE Arts, Calligraphy and Photography Works Exhibition	China National Children's Art Education	One F.2 student received Grand Prize.
Roar Out Your Talent – Year of the Tiger Lunar New Year Design Competition	Olympiad Champion Education Centre	One F.2 student received First Place.
Quebec Music Competition 2022	International Competition of Music and Fine Arts	One F.1 student received Silver Award.
International Biology Olympiad – Hong Kong Contest 2021	The Hong Kong Academy for Gifted Education	Two F.6 students received Bronze Award and one F.6 student received Honorable Mention.
The 24th Hong Kong Youth Science and Technology Innovation Competition	Hong Kong New Generation Cultural Association	<p>In Research and Invention — Computer and Information Technology, one F.6 student received Merit Award in the Senior Section whereas one F.2 student received First Prize in the Junior Section.</p> <p>In Scientific Fiction Drawing, four F.1 students received one Second Prize, two Third Prize and one Merit Award in the Junior Section.</p> <p>In Scientific Fiction, one F.5 student received First Prize in the Senior Section.</p> <p>In the Research and Invention — Chemistry and Materials, a team of three F.5 students received Merit Award, two teams of six F.4 students received Merit Awards.</p> <p>Research and Invention — Biology and Health, a team of three F.5 students received Second Prize in the Senior Section, whereas a team of three F.2 students received First Prize in Junior Section. Besides, two teams of six F.3 students received Merit Awards.</p>
Hong Kong Student Science Project Competition	The Hong Kong Federation of Youth Groups	<p>In Invention Category, a team of four F.4 students received 1st Runner-up prize in the Senior Section, whereas one F.3 student won the Championship in the Junior Section. Besides, a team of three F.3 students received the Sustainable Development Award.</p> <p>In Investigation Category, one F.5 student received Honourable Mention in the Section, whereas a team of four F.5 students received the Sustainable Development Award.</p> <p>In Scientific Wallchart Division, a team of two F.5 students received the Second Prize.</p>

Competition	Organizer	Awards
"Science World: Exploring Space to Benefit Mankind" Science Experiment Competition	The Harvard Club of Hong Kong	A team of four F.3 students received the 2nd Runner-up prize.
The 1st Hong Kong Secondary School Cosmetic Formulation Competition	The City University of Hong Kong (Department of Chemistry) and Hong Kong Society of Cosmetic Chemists	A team of three F.4 students received the award.
The 2nd Hong Kong Secondary School Cosmetic Formulation Competition Face Cream Section	The City University of Hong Kong	A team of four F.5 students received the 1st Runner-up prize in the Face Cream Section. A team of four F.3 students received the 2nd Runner-up prize and the Best Presentation Award in the Face Cleanser Section.
Hong Kong Science Fair	Hong Kong Innovation Foundation	A team of four F.5 students, five teams of fourteen F.4 students, and four team of ten f.3 students received Merit Awards.
Formula Edge	Smart City Consortium and STEM Plus ECOSYSTEMS	In JetRacer Stream, a team of one F.3 student and two F.2 students won the Championship, Best Design Award and Best Logo Design Award. In Jetbot Stream, a team of three F.3 students received the Best Team Name Award whereas another team of four students received the Best Design Award.
STEM-Up HK Innovation and Technology Competition	Junior Police Call	In the Junior Secondary school Category, a team of three F. 3 students received the 1st Runner-up and Best Presentation Award with their project "Sustainable Lactase Straw". In the Junior Secondary school Category, a F.3 student received the 2nd Runner-up and Judging Panel Award with her project "Laughter Catcher". In the Junior Secondary school Category, a F.3 student received the Best Creativity and Innovation Award with her project "Gondola". In the Junior Secondary school Category, a team of two F.3 students received Commendation Award. In the Senior Secondary school Category, a F.5 student received the Best Design Award with her project "ADHDreamer". In the Senior Secondary school Category, 29 students (from F.4 to F.6) received Commendation Awards
SMART Community Hackathon	The Hongkong and Shanghai Banking Corporation Limited and The Hong Kong Council of Social Service	A team of three F.4 students received Certificate of Distinction whereas a team of three F.5 students received Merit Awards.

Competition	Organizer	Awards
Samsung Solve for Tomorrow	Samsung Electronics H.K. Co., Ltd.	A team of three F.4 students received Merit Awards.
Innovate for Future	Hong Kong Electronics and Technologies Association	A team of three F.2 students received 2nd Runner-up Award.
Cisco ICT Learnathon 2021	AiTLE and Cisco	Two F.4 students received Certificates of Excellence.
ICT Learn-a-thon 2022	CISCO Networking Academy and AiTLE	In Programming Essentials in Python, four students received Certificates of Excellence and three students received Certificate of Merit. Introduction to CyberSecurity, five students received Certificates of Excellence and three students received Certificate of Merit.
Hong Kong Fostering ICT Awards Scheme	Hong Kong New Emerging Technology Education Association	Three F.1 students received Special Mention Awards.
Mobile Game Apps Design Competition for Secondary School Students	Privacy Commissioner for Personal Data	In Open Category, a F.2 student received 1st Runner-up prize and a team of two F.2 students won the Best Creativity Winner. In School Category, one F.3 student won the Championship. A team of two F.3 students won the Best Creativity Winner whereas another team of F.3 received 1st Runner-up prize. There were fourteen students (from F.2 to F.3) received Merit Awards.
The 1st "VideoChem" Competition 2021	Department of Chemistry of City University of Hong Kong	A team of five F.5 students received Silver Award.
Spring Festival Photography Contest, Mid-Autumn Festival Photography Contes, Brilliant Christmas Photography Contest and Tranquil Photograph Contest 2022	Superior Culture	A F.5 student received three Silver Awards and one Bronze Award.
Prosecution Week 2022: Logo Design Competition	Department of Justice	Two F.1 students received 1st Runner-up and 2nd Runner-up prizes respectively.
Financial Management and Anti-Deception Short Video Contest	Junior Police Call and Hongkong and Shanghai Banking Corporation Limited	A team of four F.2 students received the Best Cinematography, the Most Admired Video Award and the Judging Panel's Best Choice. There were 239 F.1 to F. 2 students received Merit Awards.
Python Application Challenge	CISCO Networking Academy and AiTLE	A team of two F.4 students received First Class Award and 1st Runner-up prize.
Young Investors Society Hong Kong Stock Pitch Competition	Young Investors Society	Two F.5 students received First Place.

Competition	Organizer	Awards
HKICPA Accounting and Business Management Case Competition 2021-2022	Hong Kong Institute of Certified Public Accountants	In Level 3 competition, a team of four F.4 students received 2nd Runner-up prize whereas another team of three F.4 awarded the Outstanding Team Award. In Level 2 competition, a team of five F.4 students received Merit Award.
Harmony Scholarships 2021-2022	Harmony Scholarships Scheme	Six F.4 students received the scholarships.
2021 Hong Kong Island Outstanding Students Award	Hong Kong Island School Heads Association	One F. 6 student received the Outstanding Students Award in the Senior Section whereas one F.3 student received the Outstanding Students Award in the Junior Section.
2021 Wan Chai Outstanding Youth Award	Wan Chai District Youth Programme Committee	One F.5 student and one F.4 student received the Outstanding Youth Award.
Princeton Book Award 2022	The Princeton Club of Hong Kong	One F.5 student received the award.
21-22 中國中學生作文大賽 (旭日文學之星)	香港中華文化促進中心	一位中六學生獲得高中組金獎。
職安健 GIF 動畫設計比賽 2021 — 護眼有方	職業安全健康局	A F.1 student won the Championship, another two F.1 students received 1st Runner-up and 2nd Runner-up prizes. Four more F.1 students received Merit Awards.
《三國傳真》AR 大賽	NetDragon and The Commercial Press	A team of four F.1 students received Silver Award whereas another two teams of right F.1 students received Merit Awards.
第十三屆全國青少年科學影像節(港區選拔賽)	香港新興科技教育協會	一位中三學生獲得金獎。
2022 香港傑出學生盃大賽	亞太區青年兒童文化藝術協會	一位中四學生傑出學生獎。
「禮行天下」校際短片創作比賽	香港中華文化促進中心	二位中五學生獲得二等獎。 五位中五學生獲得三等獎。 六位學生獲得優異獎。
喬色園一百周年紀念「用心看！」攝影及短片創作比賽	喬色園教育委員會, 喬色園可觀自然教育中心及天文館	二位中六學生獲得地理景觀短片中學組冠軍。

Financial Report 2021/2022

Use of Recurrent Grants

Capacity Enhancement Grant 2021/22

In order to provide Paulinians with the opportunity to develop their personal interests and talents, SPCS offers Diversified Interests Programme (DIP) for all F1 to F5 students. Professional tutors funded by the Capacity Enhancement Grant were employed to conduct DIP classes every Friday afternoon. Almost 50 interest classes covering Foundation of Chinese Medicine, Lingzhi and Herbal project, aquaponics and organic farming, hydroponics, foreign languages, product design, speech, creative writing, sports, music, cooking, science, technology, entrepreneurship and performing arts were organized for students.

Capacity Enhancement Grant Report for 2021/2022

<u>Income</u>	<u>HK\$</u>	<u>Expenditure</u>	<u>HK\$</u>
Brought Forward from Last Year	856,570.00	Expenditure Grant Total:	900,917.50
Current Year Grant	836,640.00		
Adjustment (20-21)	42,145.00		
		Balance (Surplus)	750,147.50
<u>1,651,065.00</u>		<u>1,651,065.00</u>	

Life-wide Learning Grant 2021/2022

In previous years, the Life-wide Learning Grant has been used to sponsor and subsidize a variety of student activities e.g. transport fees for outings and visits, ticket fees for exhibitions, cross-border and cross-cultural experiences, school tours and study trips etc. Due to the pandemic, all these activities were suspended and cancelled.

Financial Report 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)	75.39	N.A.
School Fees	N.A.	23.54
Donations, if any	N.A.	0.00
Other Income (including allocation from School Reserves), if any	0.04	1.03
Total	75.43	24.57
<i>* in terms of percentages of the annual overall income</i>		
EXPENDITURE ^		
Staff Remuneration	81.20	
Operational Expenses (including Learning and Teaching)	2.77	
Fee Remission / Scholarship ¹	6.30	
Depreciation	1.67	
Repairs and Maintenance	3.70	
Miscellaneous (including Grants Expenditure, unused grants, and Reserves Expenditure)	4.36	
Total	100.00	
<i>^ in terms of percentages of the annual overall expenditure</i>		
# SURPLUS/DEFICIT FOR THE SCHOOL YEAR	0.80	
# ACCUMULATED SURPLUS/DEFICIT IN THE OPERATION RESERVE AS AT THE END OF SCHOOL YEAR	7.08	
<i># in terms of equivalent months of annual overall expenditure</i>		
Actual Fee Remission / Scholarship is 25.07% of School Fee Income		
<i># Details of expenditure for large-scale capital works, excluding capital expenses, if any :</i>		
DSS Major Repairs, subverted and non-subverted	0.49	
<i>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%.</i>		
<input checked="" type="checkbox"/> <i>It is also confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements.</i>		