

St. Paul's Convent School

School Report 2019-2020

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.

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

School Core Values

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

School Governance

The school is managed by the School Management Committee 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)', and which in turn is accountable to the Education Bureau. In pursuing excellence in quality education, a Quality Enhancement Team has been established to ensure the successful implementation of school goals and the continuous improvement in educational standards as well as sustainable school development. Furthermore, in view of the complex nature of modern schooling, distributed leadership is practised through the School Leadership Team, which provides 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 teachers 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 instil 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 inculcate in students the ability to appreciate the finer and nobler things in life as well as the sensibility to value beauty, goodness and truth.
- 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 instil 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.

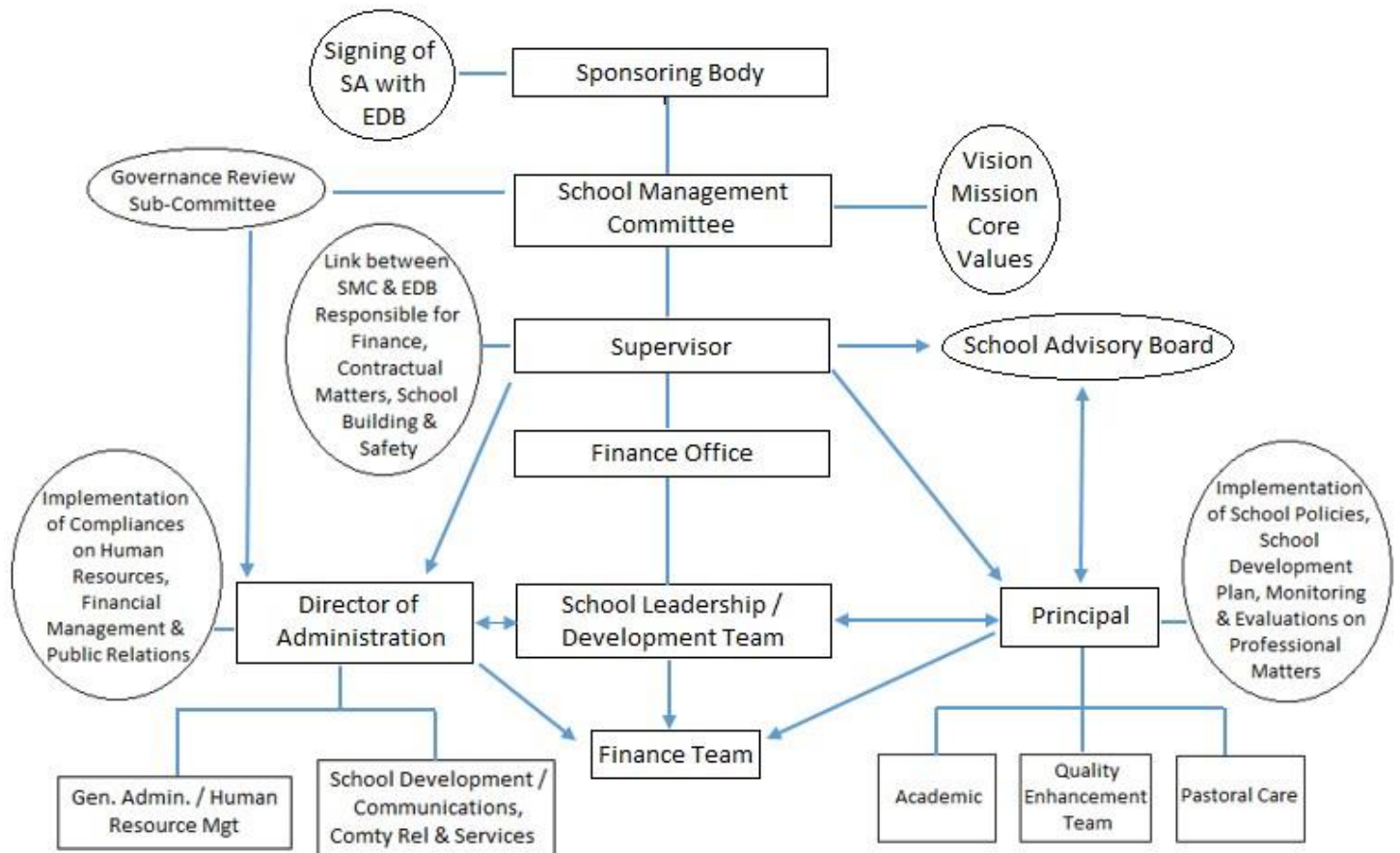
School Theme and Future Development

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’. To keep pace with the fast-changing technological world and to make the best use of the One Belt One Road policy, our school focuses on enlightening our students in integrating technology, innovation, entrepreneurship and sustainability in our learning activities while preserving the Paulinian tradition of self-directed and self-managed learning and whole-person development.

Major Development Milestones and Aims

- To foster English, ICT, greening, reading and e-learning across the curriculum.
- To develop student electronic learning portfolios and e-learning platforms in order to enhance students' life-long learning skills and all-round development.
- 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 offer an international curriculum and assessment methods in order to provide students with diverse education pathways for further education.
- To develop teaching and learning strategies to enable non-Chinese Paulinians to learn Chinese as a Second Language. This will help them develop a deeper appreciation of Chinese language and culture, integrate more effectively into the local community, and enhance their career prospects.
- 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 equip students for the fast changing technological world through STEM/STEAM activities.
- To set up a Chinese Herbal Garden in the school and to educate the students to identify different types of herbs, apply in cuisines, research for their uses through scientific investigations and turn the products into a business.
- To set up a hydroponic lab in the school by engaging the students in the learning and practising new urban farming techniques.
- To apply for a retired KMB bus to station in our school as an AI incubator that incorporated the following five applications of AI store, VR flight simulation, IoT Experience, Inno Space and Transport Trail.

School Management Structure



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

Number of School Days

The total number of school days was 187.

Lesson time for the 8 Key Learning Areas

Lesson time allocated to the 8 key learning areas and L.S. in 2019-2020 was as follows:

KLA*	English Language Education	Chinese Language Education	Mathematics Education	PSH Education	Science Education	Technology Education	Arts Education	Physical Education	Liberal Studies
F1	16.1%	19.6%	12.5%	19.6%	8.9%	7.2%	8.9%	5%	3.6%
F2	16.1%	19.6%	14.3%	19.6%	8.9%	5.4%	8.9%	5%	3.6%
F3	12.5%	19.6%	12.5%	45% (depends on subject choice)			5%	5.4%	
	12.5%	12.5%	19.6%	45% (depends on subject choice)			5%	5.4%	
	19.6%	12.5%	12.5%	45% (depends on subject choice)			5%	5.4%	
F4	12.5%	12.5%	12.5%	51.8% (depends on subject choice)			5%	7.1%	
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%	-	

Class Organization and Enrolment

The school re-opened on 2 September, 2019, with a total number of 1206 students in thirty-six classes. There were six classes in each Form. The breakdown of the enrolment number of 1206 students was as follows:

Form	One	Two	Three	Four	Five	Six	Total
No. of classes	6	6	6	6	6	6	36
Enrolment	245	230	231	207	161	132	1206

Students' Attendance

Students' attendance was satisfactory, with the average rate being 98%.

Form	One	Two	Three	Four	Five	Six	Overall
Attendance Rate	99.2%	98.4%	98.6%	98.2%	97.8%	95.7%	98%

Catholic Students

The number of Catholic students was 391, making up 32.4% of the total student population. Two students were baptized on 27 June 2020.

School Formal Curriculum for 2019-2020

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	✓	✓	✓	✓	✓	✓
	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 / Foundation in Chinese Medicine / Law Enforcement in Hong Kong / Animal Care					✓	✓
BTEC	L2 Home Cooking Skills			✓			
	L3 Art & Design			✓	✓		
	L3 Business			✓	✓		
	L3 Creative Media Production			✓	✓		
	L3 Information Technology			✓	✓		
	L3 Performing Arts (Dance)			✓	✓		
	L3 Performing Arts (Drama)			✓	✓		
	L3 Performing Arts (Musical Theatre)			✓	✓		
	L3 Sports Development			✓	✓		

Achievements and Reflection on Major Concerns of 2019-2020

Major Concerns

First Priority: To sustain a diverse and innovative curriculum (IGCSE, IAL, DSE, BTEC, ApL, EITP) and assessment that offer multiple pathways to students to prepare them for 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.
- Exceptional results were reported in the Pearson Qualification High Achiever Award Ceremony. 6 Paulinians obtained the highest mark internationally in 2019 IAL (Accounting and Art & Design) and 2019 IGCSE (History and Accounting). Another 4 Paulinians obtained highest marks in Asia in 2019 IGCSE (English as a Second Language and Religious Studies) and 2 Paulinians attained highest marks in Hong Kong in 2019 IAL (Chemistry) and 2019 IGCSE (French).
- Ten BTEC courses were launched in 2019-20. The subjects offered were L2 Home Cooking Skills, L3 Art & Design, L3 Business, L3 Creative Media Production, L3 Information Technology, L3 Performing Arts (Dance), L3 Performing Arts (Drama), L3 Performing Arts (Chinese Drama), L3 Performing Arts (Musical Theatre) and L3 Sports Development. All SV reports have assured us that our BTEC courses were operating well with high quality international standards. Angel Wong (F.4L), Charlotte Chun (F.4T) and Karen Lui (F.5P) received the BTEC Outstanding Students Award. Besides, Karen Lui (F.5P) was awarded the BTEC (Global Silver Award) as Sports Learner of the Year.
- Both IGCSE English as a First Language (EFL) and English as a Second Language (ESL) were offered to students in the F.4 curriculum. All the students who took the examinations have 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 time table, while remedial lessons were offered to F.1 & F.2 students, and enrichment classes to F.6 students during DIP (though stopped earlier this year due to the cancellation of DIP in November 2019). In addition, 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.
- Extra modules on Edexcel Further Mathematics taught by a Mathematics expert were offered. The knowledge gained provides more options for students and better improves the competitiveness of their tertiary applications.
- To cater for students' diverse interests and to maximise their learning opportunities, Wednesday DIP lessons were held from 2:00 p.m. to 4:50 p.m. in two sessions. This arrangement enables students to join 2 different DIP classes every Wednesday afternoon. Students can attend class like orchestra, dance or sports in one DIP session to develop their interests and in the second DIP session, they can join an enrichment class of BTEC, STEM

or EITP. However, due to social unrest and COVID-19, DIP sessions have been cancelled since November 2019.

- A total of 160 students enrolled in the Foreign Languages Courses, including French, Spanish and German courses conducted by the School of Modern Languages, HKU at the 9th period. During the school suspension period, they had their lessons via Zoom.
- 234 F.2-6 students gained access to the EITP programme in 2019-2020.
- Throughout the academic year, teachers attended different seminars and workshops on BTEC, IGCSE, GCE/IAL, DSE and SBA, conducted by the Edexcel, EDB, HKEAA or tertiary institutions. These served to enrich teachers' professional understanding of the latest curriculum developments in their KLAs.
- This year due to the COVID-19 pandemic, face-to-face Parents' Day for F.2 and F.4 were cancelled. The introduction of the curricula, subjects and career pathways were recorded as videos and posted on the Edmodo platform for parents and students to watch at home.

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 Form 1 to Form 3 students during Form Periods.

- The Careers and Further Studies Team organized comprehensive activities to prepare students for their further studies, with the majority of events targeting at the F.4-6 students. Admission officers and professors from overseas and local universities were invited to give admission talks to our senior form students via Zoom sessions during class suspension period. Sharing sessions by graduates studying in various tertiary/university programmes were also arranged, which allowed our students to have a more in-depth understanding of the structures, requirements and characteristics of the university programmes. Other career-related activities, including workshops on preparing SLP, CVs, personal statements, interview skills were provided. Individual and group counselling services were also offered according to needs.
- This year due to class suspension, the F.4 half-day Career Mapping Workshop was replaced by seven 2-hour sessions conducted via Zoom from May 4 to May 25. Holland Codes were introduced in the first session which not only helped the students set their academic and career goals, but also helped them acquire the knowledge and skills needed to make informed curriculum choices and career plans. The students also learned how to write impressive CVs and acquired some important interview skills in the 2nd and 7th session respectively. HKU, UST as well as CUHK were invited to give admission talks to both students and parents via Zoom during the 3rd to 5th session. The highlight of the workshop was the "Human Library" in which 11 alumni were invited to share their professions and work experiences with our F.4 students via Zoom.
- All overseas study tours were cancelled this year. Instead, students enrolled into online summer programmes organized by both local and overseas universities.
- The summer job-shadowing programme for F.5 students was cancelled due to COVID-19.

Reflections:

- In addition to the DSE curriculum, international curricula like IGCSE/GCE, IAL and BTEC were adopted to prepare Paulinians for their tertiary education and provide them with multiple study pathways.
- In addition to the sustained provision of the diverse and innovative curriculum, the awards and recognitions that students received were testimonies of the good quality of the different curricula delivered at SPCS. Such recognition will also help Paulinians stand out in their tertiary education application process.
- To cater for students diverse interests and to maximize their learning opportunities, two DIP sessions were continued. Students could opt for interest classes, or enrichment class of BTEC, STEM/STEAM, EITP or core subjects like Chinese and Mathematics.
- By means of the 9th period and split classes, more subject combinations could be provided to the IGCSE/HKDSE/GCE students to cater to their individual needs and their university applications for their desired programmes.
- The academic year of 2019-2020 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.
- All in all, the year 2019-20 has been a most challenging year. The school was suspended in November due to social unrest and again from February to May due to the worldwide pandemic COVID-19. A lot of school activities like DIP classes, the Annual Swimming Gala, internal and inter-school competitions and study tours have to be cancelled. During the school suspension period, the school had to maintain the learning of students in order to match up with the planned curriculum and syllabus progress. At the same time, we had to look after the spiritual and physical health of the students and the students' daily activities beyond learning. Apart from making use of the latest technology to organize our Zoom classes, we also introduced new elements in our teaching programmes, like positive thinking to enhance students' growth mindset for facing adversity and turning crisis into opportunities. To show greater care and concern for our students, we communicated with our parents and students more frequently and worked with our parents in collaboration. Strenuous effort was made to create a safe working environment for the staff who worked in the school. Although an alternate work day system was introduced for the non-teaching staff during the height of the pandemic, the school managed its operation without any problems. Special equipment, supplies and precautionary measures were deployed to safeguard the health and safety of our staff, students and visitors.

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

Achievements:

Science, Technology, Engineering, and Math (STEM)/Science, Technology, Engineering, the Arts and Maths (STEAM) Education

- This year, our school has applied for the Chinese Medicine Development Fund to launch our inter-disciplinary project ‘現代中醫植物藥走進學校—學與教、認識與創新’. A series of courses and activities were organized which aimed to promote traditional Chinese medicine (TCM) and its latest research and development to secondary school students and the general public. A Chinese Medicine Foundation course was conducted by the instructors from the Baptist University of Hong Kong, with 28 F.1 to F.4 students attending. A Chinese Herbs

Planting course was scheduled to commence in the second term, however, due to COVID-19 outbreak and the subsequent school suspension, it was postponed to the next academic year. A Chinese Medicine Learning Day was held on 6 July 2020 with two seminars conducted by two professors namely Prof. Karl Tsim and Prof. Richard Ho from the Division of Life Science of the Hong Kong University of Science and Technology. The topic of the first seminar was “Prospect of Traditional Chinese Medicine in the Health Industry”. After the seminar, students were given time to read the Chinese medicine book published by our school. Then they did the exercise and checked the answers with their Form Teachers. The topic of the second seminar was “How can Chinese Herbal Medicine Promote Health and its Function”. Apart from the students and teachers in SPCS, about 100 teachers and parents registered on our school website and teacher’s training calendar and attended the seminars at the same time. According to the feedback on the evaluation forms, most participants found the talk very informative and they had a deeper understanding of traditional Chinese medicine and its applications.

- All SPCS teachers and students participated in this event and each student received a Chinese medicine book published by the school on that day. Copies of this book have also been sent to other local secondary schools. Our F.1 and F.2 students collected information about Chinese herbs and established a Big Data Database last year. This database has been refined and uploaded to wiki for public viewing. Visits to the local Chinese Herbal Garden and Schools of Chinese Medicine, as well as a Chinese herbs planting exchange tour were also included in our project. However, owing to the COVID-19, these activities were postponed to the next academic year.
- 193 of our F.2 students and 199 of our F.1 students together with 20 teachers participated in the ‘Connecting Students with Nature through STEAM’ programme that was organized by the Ocean Park Hong Kong on 2 July and 3 July 2020. Students first participated in an interactive STEAM Careers and Animal Care Talk before their further exploration inside the park. During the talk, staff from the Ocean Park explained to our students how STEAM is infused into their daily work. Through their sharing and the interactive games, our students have a better understanding on how STEAM can be applied in animal care.
- For the Herbal Tea development project, the team investigated 2 new formulae which consisted of 5 medicinal materials each. These could have the same effect as the Twenty-Four Flavours Herbal Tea. For each formula, both chemical and biological investigations were carried out for the aspects of food safety and effectiveness in comparison with the original formula. Positive results were obtained in all tests of our new formula. The patent for marketing the new formula is now in progress.
- This is the third year that the Young Scientists team had collaborated with PHASE Scientific for the tooth cavity risk rapid self-test. Over 450 SPCS students participated in the Oral Health Survey conducted by the Young Scientists team under the guidance of scientists from PHASE Scientific. Participants completed questionnaires about their habits of oral care and administered the self-test under the supervision of the members from the Young Scientists team and the Health Club. Results of the rapid tests and advice on oral hygiene were given to the participants to heighten their awareness of proper oral care.
- 29 F.1 to F.3 students participated in an urban farming technology and entrepreneurship nurturing programme delivered by Farmacy HK during the Wednesday DIP sessions. This programme inspired the students to explore the impact of urbanisation on farming and food safety, and to facilitate them to identify and be hands-on to work on a self-initiated solution. Students learnt about the background of hydroponics, as well as elements of hydroponic farming systems and infrastructures during the lectures. They also learnt farm operation techniques to manage the

hydroponic lab in the Classroom of the Future. Due to school suspension in the second term, the programme will be extended to the next academic year.

- Apart from the hydroponic lab, a new Chinese Medical Research Centre was installed in the Classroom of the Future. It is equipped with standard laboratory furniture and advanced analytical research instruments such as High Performance Liquid Chromatography (HPLC). Our Chinese Medical Team conducts research like Chinese medicine authentication and studies on the active ingredients of Chinese herbs at our Chinese Medical Centre.
- A Lingzhi cultivation programme was launched this year, under the guidance of experts from Mushroom-X Limited of the CUHK. 41 F.1 to F.4 students participated in this programme. Students prepared their own substrate packs and inoculated them with mycelial cultivars. A Lingzhi cultivation site was set up on 2/F of Smart Oasis with temperature and humidity control. Students also got a taste of making biodegradable mycelium biomaterial, which could be an environmental-friendly substitute for plastics in the future. A Mushroom STEAM Innovation Taster Workshop was also held on 24 and 25 July 2019 with more than 140 newly admitted F.1 students attending.

Highlights of Students Achievements:

Competition	Organizer	Awards
34th China Adolescents Science and Technology Innovation Contest	China Association for Science and Technology	<ul style="list-style-type: none"> • 352 teams of students from provinces, autonomous regions, municipalities of China, Hong Kong, Macau and Taiwan were involved in this competition. • 2 F.5 students obtained the 1st Place Award in the category of STEM activity. • In the Chemistry category, 2 F.4 students achieved the 2nd Place Award in the Chemistry category with their project “‘Pop-Star’ Extended Release Pills”. • A F.3 student achieved the 2nd Place Award and the Intel Talent Award in the Environmental Science and Engineering category with her project “Artificial Leaf”. • In the category of Science Fiction Drawing, a F.2 student obtained the 1st Place Award and 2 F.1 students obtained the 2nd Place Award.
22nd Hong Kong Youth Science and Technology Innovation Competition	Hong Kong New Generation Cultural Association	<ul style="list-style-type: none"> • A F.4 team got the 1st Place Award in the Emerson Award for Material Science ASM Materials Education Foundation Most Outstanding Exhibit in Material Science in Research and Invention Category (Senior Section) with their project “NanoShield”. • A F.4 team got the 2nd Place Award in Biology and Health Category (Senior Section) with their project “ADHDreamer”.

		<ul style="list-style-type: none"> • A F.2 team got the 3rd Place Award in Biology and Health Category (Junior Section) with their project “快樂鳥” . • A F.5 team got the Merit Award in Chemistry and Materials Category (Senior Section) with their project “Synthesis of Nanoparticles for Nitrite and Nitrate Decomposition in Wastewater”. • A F.4 team got the Merit Award in Chemistry and Materials Category (Senior Section) with their project “New Generation of 24 Flavours Herbal Tea”. • A F.3 team got the Merit Award in Chemistry and Materials Category (Junior Section) with their project “LED Lamp powered by microalgae”. • A F.5 team got the Merit Award in Energy and Environment Category (Senior Section) with their project “susTRAINability”. • A F.5 team got the Merit Award in Energy and Environment Category (Senior Section) with their project “Sodium Alginate Beads: An efficient and sustainable solution for removal of copper (II) ion from aqueous solutions”. • A F.2 team got the 2nd Place Award in Energy and Environment Category (Junior Section) with their project “‘tRAINstation’ is a rainwater harvesting power generation system to promote the concept of smart city”. • A F.6 team got the Merit Award in ICT Category (Senior Section) with their project “Sirius”. • A F.4 team got the Merit Award in Mathematics, Physics and Engineering Category (Senior Section) with their project “GRIPtech”. • In the Science Fiction Drawing Category, a F.2 student got the 2nd Place Award with her drawing “Irreplaceable Human Beings”. A F.1 student got the 3rd Place Award with her drawing “Mindshift”. Two F.2 students got the Merit Award with their drawings “Future City” and “Rich and Poor in 2095”.
Science Assessment Test 2019	Hong Kong Association for Science and Mathematics Education	<ul style="list-style-type: none"> • 7 F.4 students obtained Diamond Awards. 24 students also received Gold Awards, 15 students received Silver Awards and 5 others received Bronze Awards.

Australian National Chemistry Quiz 2019	Royal Australian Chemical Institute and the Hong Kong Association for Science and Mathematics Education	<ul style="list-style-type: none"> • 3 F.6 students obtained full marks in the quiz. They received the High Distinction Excellence Awards. • 29 students also received High Distinction Awards, 33 students received Distinction Awards and 30 others received Credit Awards.
Hong Kong Biology Literacy Award 2019-2020	Hong Kong Association for Science and Mathematics Education	<ul style="list-style-type: none"> • Some F.5 and F.6 students attained good results in this competition. 3 students obtained 1st Class Honors. 4 students received 2nd Class Honors and 4 students received 3rd Class Honors.
BASF Kids' Lab Experiment Challenge	BASF Hong Kong	<ul style="list-style-type: none"> • A F.4 team won the Champion with their project "Artificial Leaf".
Hong Kong Specimen Drawing Competition 2019	Royal Society of Biology (Hong Kong Branch)	<ul style="list-style-type: none"> • A F.4 student attained the Highly Commended Award and a F.5 student attained the Merit Award.
「第十八屆全港中學中醫藥常識問答比賽」	The Baptist University of Hong Kong	<ul style="list-style-type: none"> • 2 F.4 and F.5 teams got the Champion and 1st Runner-up respectively with their projects "本草綱目對後世的影響" and "張仲景對中醫發展的貢獻".
ST Yau High School Science Award (Asia)	Hong Kong Young Academy for Sciences	<ul style="list-style-type: none"> • F.6 team got Honourable Mention Award in the Chemistry Section. • A F.5 team got the Honourable Mention Award in the Computer Science Section of the Competition. • A F.4 team got Honourable Mention Award in the Physics and Engineering Section.
AiTLE & William Jessup University (WJU): 1 Million HKD Scholarship Computer Science Competition for High School students	William Jessup University	<ul style="list-style-type: none"> • 2 F.4 students got the Championship in the F.4 to F.5 section. They were awarded a trip to Silicon Valley in the coming summer. • 3 F.4 students got the 1st Runner-up in the F.4 to F.5 section. • 4 F.6 students got Merit Award in the F.6 section.
The Ocean Park STEAM Student Competition 2020	Hong Kong Ocean Park	<ul style="list-style-type: none"> • A F.5 team won the 1st Runner-up of the Ambassador Scheme of the competition with their environmental enrichment model of "Burrow Ground" for the meerkats.
17th Hong Kong Green School Award	Environmental Campaign Committee	<ul style="list-style-type: none"> • St. Paul's Convent School won the 17th Hong Kong Green School Award (Gold Award).
Cisco Innovation Challenge	Cisco Hong Kong	<ul style="list-style-type: none"> • 3 F.5 students received the Merit Award and Creativity Award with their project "PV Bus".
Samsung Solve for Tomorrow 2019	Samsung Hong Kong	<ul style="list-style-type: none"> • 4 F.4 students received the Merit Award.

Greater Bay Area STEM Excellence Awards	Hong Kong New Emerging Technology Education Association	<ul style="list-style-type: none"> • 2 F.5 and 6 teams got the Gold and Bronze Awards in the Artificial Intelligence Stream (Senior Section). • 2 F.2 teams got the Gold and Bronze Awards in the Artificial Intelligence Stream (Junior Section). • A F.4 team got the Gold Award in the Robotics Stream (Senior Section). • A F.2 team got the Gold Award in the Robotics Stream (Junior Section). • A F.5 and 4 F.4 teams got the Merit Award in the ICT Stream (Senior Section). • A F.3 team got the Merit Award in the ICT Stream (Junior Section).
Future Engineer Grand Challenge	Hong Kong STEM Education Alliance	<ul style="list-style-type: none"> • A F.2 team won the 1st Class Award with their project “Laughter Catcher”. The same team won the 3rd Class Award with another project “RAINstation”. • A F.2 team won the Merit Award with their Project “Gondola”.
Innovate for Future Competition	Hong Kong Electronics and Technologies Association and the San Jose State	<ul style="list-style-type: none"> • A F.5 team got the Championship in the competition. They will showcase their project in Silicon Valley later. • A F.4 team got the Best Innovative Idea Award.
The 3 rd International Young STEAM Maker Competition and the 2 nd Young STEM Grand Challenge	National Institute of Education Sciences, Hong Kong STEM Education Alliance and Lingnan University	<ul style="list-style-type: none"> • The adjudicators assessed all projects in 6 aspects and our F.1 team got 1st Class Awards in all these 6 aspects with their project “tRAIN station”. The 3 F.1 team members also won the Smart Maker Grand Prize, the Best Problem Solving Young Maker Award, the Most Creative Young Maker Award, the Best Presentation Award, the Best Model Design Award as well as the Most Talented Young Maker Award. • One of the team members also got the Champion in the On-Site Pop-up STEM Problem Solving Section.
Build a Secure Cyberspace 2019 “We Together! Secure Data!” Poster Design Contest	Office of the Government Chief Information Officer (OGCIO)	<ul style="list-style-type: none"> • St. Paul’s Convent School got the Best Participating School Award.
70 th Anniversary of the Founding of the People’s Republic of China Student Video Clip Design Competition	Education Bureau	<ul style="list-style-type: none"> • A F.6 team won the Outstanding Award. • A F.2 team won the Commendable Award
“20 Flavours of Macau” Video Competition	Macau Government Tourism Office	<ul style="list-style-type: none"> • A F.2 team won the Champion and the Most Popular Video Award. • 4 F.3 teams and a F.2 team got the Merit Award. • St. Paul’s Convent School got the Best Participating School Award.

Meritorious Website Contest 2019	Office for Film, Newspaper and Article Administration and the Education Bureau	<ul style="list-style-type: none"> St. Paul's Convent School got the Best Participating School Award.
The Robotics, STEM and Green Innovation Competition	Centre for Innovation and Technology of CUHK	<ul style="list-style-type: none"> A F.1 team won the 1st Runner-up and a F.5 team won the Merit Award.
Healthy Net Comic Drawing Competition	Hong Kong Family Welfare Society	<ul style="list-style-type: none"> A F.1 student won the 2nd Runner-up. 2 F1 students and a F.2 students won the Merit Award.
OSH Comics Competition for Work Stress Management	Occupational Safety & Health Council	<ul style="list-style-type: none"> A F.2 student won the 1st Runner-up. A F.5 student won the 2nd Runner-up. 4 F.2 and 1 F.3 students won the Merit Award.
1017 Fast-A-Meal Against Poverty Movement Video and Art Competition	Hong Kong Church Network for The Poor	<ul style="list-style-type: none"> In the video section, 2 F.2 students got the Merit Award. In the Art section, a F.2 student got the Merit Award.
JA Asia-Pacific International Trade Challenge 2019	Junior Achievement	<ul style="list-style-type: none"> A team of 2 F.4 students was selected as Hong Kong delegates to attend the Asia-Pacific Finals 2019 in Kuala Lumpur, after winning over 9 other teams in the Hong Kong Finals. In the Asia-Pacific Finals, the two students were allocated into different teams and worked with delegates from other countries to prepare and present their final business plans. One of them won the Champion and the other won the 2nd Runner-up eventually.
The International Mathematical Olympiad Preliminary Selection Contest 2020	Hong Kong Mathematical Olympiad Association	<ul style="list-style-type: none"> 3 F.2 students received the 1st Class Award. 1 F.2 student and 1 F.1 student received the 2nd Class Award. 1 F.2 student and 1 F.1 student received the 3rd Class Award.

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 for four cohorts from the 2015/16 school year to the 2022/23 school year.
- Talks, site visits and tours were arranged to give students the opportunities to meet the IT professionals and to gain a better insight into the future development of today's digital society.
- In 2019-2020, 56 F.2 students, 69 F.3 students, 58 F.4 students, 30 F.5 students and 21 F.6 students were recruited to take part in the programme. They attended classes and workshops on Wednesdays and Saturdays. 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.

- EITP students were encouraged to join different STEM-related competitions and many of them achieved outstanding results and contributed to the overall STEAM prizes and awards listed in the previous section.

Business and Technology Education Council (BTEC) Programme

- Ten BTEC courses were implemented smoothly with a total enrolment of 120 F.3 students and 110 F.4 students. The BTEC courses are as follows:

- | | |
|--------------------------------------|--|
| - L3 Art and Design | - L3 Performing Arts (Drama) |
| - L3 Business | - L3 Performing Arts (Musical Theatre) |
| - L3 Creative Media Production | - L3 Performing Arts (Dance) |
| - L3 Information Technology | - L3 Sports Development |
| - L3 Performing Arts (Chinese Drama) | - L2 Home Cooking Skills |

- As a result of the outbreak of COVID-19, the school was suspended from 3 February 2020 to 26 May 2020. During this period, all teachers used online methods such as Edmodo and Zoom meetings to conduct teaching and learning. At the same time, the BTEC authority adopted remote inspection for our BTEC courses. From February to July 2020, 10 remote inspections were conducted. The inspection reports identified many good practices of the administration, assessment and internal verification at SPCS. Standard Verifiers commended students for their high-quality work and the teaching team for their dedication.

- **BTEC Outstanding Student Award 2019-2020**

<i>Name</i>	<i>Qualification level and title</i>
Angel WONG	BTEC Level 3 Certificate in Performing Arts (Drama)
Charlotte CHUN	BTEC Level 3 Certificate in Art and Design
Karen LUI	BTEC Level 3 Certificate in Sports Development

- **BTEC Sports Learner of the Year 2019-2020 (Global Silver Award)**

Karen LUI	Sports Development
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Applied Learning (ApL)

- Applied learning courses provide students with a wider spectrum of careers and more practical approaches as well as development of their communication and problem solving skills.
- Three F.5 students attended Mode 1 ApL courses at the course providers' venues on Saturdays. They were the Film and Transmedia (VTC) and Computer Game and Animation Design (VTC). Five other F.6 students attended Foundation of Chinese Medicine (HKU SPACE), Animal Care (CityU SCOPE), Law Enforcement (BU SCE), Practical Psychology (BU SCE) and Jewellery & Accessories Design (BU SCE).

Reflections:

- The Inter-disciplinary Chinese Medicine Project which started in 2018/19 in collaboration with HKUST in developing the Herbal Drink had completed to its second year. This year, the focus

was on further consolidation of scientific products research and development of students' entrepreneurial skills to patent their work and market the products.

- Outstanding student academic and non-academic achievements in STEAM proved that the existing curricula and programmes are developing well and will continue to support students' development of essential skills for the 21st century.

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

Achievements:

- 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 lobby, library, English Room, Chinese Culture Room as well as classrooms.
- The team also inculcated good reading habits of students during Family Life Education lessons, Form periods and free periods.
- Apart from introducing Reading Across the Curriculum in a whole-school manner, different subject disciplines also adopted specific approaches in promoting reading in their curriculum, e.g. the reading of SCMP in English and the use of vocabulary books to record new words learned from reading, reading of Financial Times in Accounting and Business, enrolment of students in competitions that would require prior online reading in Chemistry, etc. Over 70% of students were also actively engaged in the Chinese online reading platform.
- Activities such as Speed Reading Competition, Outstanding Student Librarian Award, Reading Star of the Month / Year, Story Writing Competition, Book Review Writing Workshop and Competition, Poster Design Competition, Bookmark Design Competition, Treasure Hunt, Monthly Book Exhibitions and Story-telling Sessions which assisted in broadening students' minds and perspectives were conducted. Students were also assigned to read eBooks in different KLAs, and highly commended articles/poems in Chinese to help them to extend their horizon. The Book Lovers' Club continued to make book of the month recommendations twice-yearly at morning assemblies and hold book report competitions.
- A reading anthology was created for the pre-Form 1 students who were required to read the works and submit a writing task based on their reading.
- Project work was integrated into the schemes of work for students. The enquiry-based framework required students to read extensively and carry out research.
- Staff development sessions which focused on questioning skills and reading strategies were organised by different departments. Peer lesson observations were also conducted throughout the year. One of the major focus of observation was questioning skills.
- Different STEM-related courses and workshops were held to equip students with higher-order thinking and questioning skills in order to carry out their STEM-related researches. In terms of extra-curricular activities, events such as the Campus Forum jointly organized by the English Debate Society, Ted-Ed Club, Liberal Studies Society and LS 830 were carried out on a regular basis in morning assemblies to help cultivate students' higher-order thinking skills, learn with an inquisitive mind and think from multiple perspectives.

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, experience 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 and 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 classes, all teachers encouraged students to ask good questions to create classroom interaction which engage students in class and promote a sense of satisfaction and achievement.

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

Achievements:

- Throughout history, China has carried out rich cultural exchanges with countries along the One Belt One Road (OBOR) through the exchanges of spices. With the introduction of the Inter-disciplinary Chinese Medicine Project, students' understanding and awareness of the OBOR route and countries were greatly enhanced.
- The OBOR topic was introduced in the formal curriculum. For instance, the English Department addressed OBOR policy through project learning in F.1-3 and through writing tasks set in F.5. Other subjects such as History, Geography, Home Economics, Liberal Studies, Music, Home Economics and Physical Education also assigned research projects relating to OBOR to their students. The Arts Department inspired art classes with examples from countries along the new Silk Road. F. 1 students made Chinese lanterns shaped like rats and had them displayed in the school campus during the Chinese New Year to celebrate the Year of the Rat.

Reflections:

- The One Belt One Road Initiative (OBOR) is a development strategy proposed by Chinese President Xi Jinping in 2013. In 2015, the Education Bureau stressed the importance for schools in Hong Kong to enhance students' understanding of the Belt and Road Initiative through related subjects and learning activities. Our school-based curriculum plays a vital role in facilitating students to become well-equipped and competent citizens so that they can both contribute and reap the benefit from the Initiative. Infusion of OBOR can be found in departmental plans and reports.
- All the projects and researches initiated by different departments aroused students' interest in the OBOR countries. These also empowered students in facing the challenges ahead and seizing the chance to grasp the opportunities generated.
- SPCS teachers valued the One Belt One Road Initiative and many were keen in seeking continuous professional development to keep themselves abreast of times and thus deliver the topic more effectively. Teachers could see the long term benefits for the next generation.

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

Achievements:

- After meeting up with the founder of Young Investors Society (YIS), the new “Young Investors Programme” commenced in 2019-2020. Supported by the Economics and Accounting Departments, 14 DSE Economics students participated in this programme which was conducted in DIP 2 on every Wednesday. Valuable concepts including accounting, ethics, economics, psychology, mathematics, business strategy, and entrepreneurship were covered in the classes. However, due to the school suspension caused by COVID-19, the YIS team decided not to join the Stock Pitch competition during March and April in 2020. The YIS programme will continue to run in the coming new academic year.
- Students of the YIS team spent a day with investment and finance professionals during the 2020 Young Investors Society Investment Symposium held in January 2020. They participated in various workshops on personal finance, basic investing, value investing and careers in finance. They also joined the networking lunch. Through this event, the students learnt more about the finance profession and a lot about investment.
- A team of F.5 and a team of F.4 have participated respectively in the Accounting and Business Management Case Competition 2019-2020 organized by the Hong Kong Institute of Certified Public Accountants (HKICPA). Although school closed since Feb 2020 due to COVID-19, the students and teacher advisors including Professor Godwin Wong, our honorary Professor-in-Residence for Innovation and Entrepreneurship, managed to work together and finally submitted their business plans for competition in April 2020. The F.5 team received the Merit Award and the F.4 team received the Proficiency Award.

Reflections:

- The YIS programme helps the students gain the skills to save and invest for their future in a fun team environment. The students will also be inspired by joining more Entrepreneurship related visits, symposiums, talks and workshops. In the end, they will try to explore the possibility in applying patents for the products developed by their fellow schoolmates, the herbal drink development team.

Teaching and Learning

Staff

The total number of teaching staff was 103 including the Principal, the Teacher Librarian and the NET Teacher. Support staff included (3) laboratory technicians, (3) teaching assistants, (17) administrative support staff and (16) janitorial staff. The turnover rate, as in recent years, was low. SPCS has a stable and experienced team of professional teachers.

Professional Development of Staff

Due to the outbreak of COVID-19 pandemic, many professional development programmes have been cancelled or changed the mode of delivery from face-to-face to Zoom meetings.

On 27 August 2019, a group of 41 teachers from the Departments of Mathematics, Physics, Biology, Chemistry, Economics, I.C.T, and Accounting and Business attended the “Teachers’ Development Day@CityU” programme initiated and organized by the Provost Office of the City University of

Hong Kong. It was a whole day programme comprised of some talks in the morning session, followed by a buffet lunch and then three parallel sessions in the afternoon. Through these talks, teachers were able to learn more about the CityU's curricula and get more insight into future university educational trends. On the whole, all teachers found the "Teachers' Development Day@CityU" a fruitful experience as we are able to get up-to-date information of university education especially the articulation of university and secondary education, and the nurturing of our students' talents to meet future global challenges.

On 28 August 2019, as part of our staff development programme, trainers from NetDragon were invited to conduct ActivPanel hands-on training for our teachers from 9 a.m. to 12 noon. During the training session, every teacher had the chance to use the panel to perform specific tasks under the guidance of the trainers. After this comprehensive training, all teachers especially the F.1 subject teachers were confident that the skills attained can be applied in their teaching in the new school year.

All teachers joined various seminars, talks and workshops in the 2019 Teaching and Learning Expo held in the HKCEC from 11 to 13 December 2019.

From 18 to 24 January, our Principal Sr. Margaret Wong, Vice-principal Mrs. Lydia Ko, Mr. Nelson Wong, Mr. Kell Ho, Ms. Priscilla Wong and 3 Paulinians (Katarina Shing of F.4S, Lorraine Sum of F.2S and Kaitlyn Chow of F.2A) travelled to London to attend the Bett Show 2020. The Bett Show, formerly known as the British Educational Training and Technology Show, is an annual educational show in the United Kingdom organised by Hyve Group. They showcased about our E-learning under the theme of 'Learning to Live, Living to Learn'. There was also a lesson demonstration on the uses of the ActivPanel by Promethean and the e-learning platform Edmodo both inside and outside the classroom.

From 17 to 28 February, in order to better equip our staff for a potential long period of e-teaching in the midst of COVID-19 pandemic, a 2-week computer skills training workshops were conducted for all teachers from 9 a.m. to 10 a.m. in the morning. Teachers were invited to take turns to receive hands-on training, including teaching videos creating by using ScreenCastify and video conference conducting by Zoom. Staff were classified into teams according to their teaching subjects (e.g. humanities, science, languages etc.) for a more subject-focused learning outcome. On the whole, teachers found the training helpful and gained confidence to uphold the spirit of "*suspending classes without suspending learning*".

On 2 and 3 July, 2020, our school organized a Developing Thinking Skills Workshop for the teaching staff. We were honored to have invited Mr. Rock Tam, an experienced trainer, to enlighten our Paulinians and staff on various thinking approaches and widen their horizons regarding the art of thinking. With the help of technology, the audience pro-actively participated in discussions and presentations amidst the need of social distancing. The workshop was held successfully and participants gained valuable insight to improve their learning and teaching methods and foster student-teacher relationship.

On 6 July 2020, all teaching staff of SPCS attended the Chinese Medicine Learning Day which was hosted by our school. It was a half-day program comprised of two seminars. The first seminar was delivered by Professor Karl Wah-Keung Tsim on the topic of "Prospect of Traditional Chinese Medicine in the Health Industry". In this talk, Prof. Tsim briefly introduced the history of Chinese medicine and the latest research carried out by the student researchers in HKUST as well as St. Paul's Convent School. The second seminar was delivered by Professor Robert K.M. KO on the topic of "How can Chinese Herbal Medicine Promote Health and its Function". Teachers found the talks very informative and they had a deeper understanding about traditional Chinese medicine and its applications.

On 8 Aug 2020, the school sent teachers to join the virtual conference EdmodoCon 2020. It was an education conference featuring the use of Edmodo in different aspects of learning and teaching. EdmodoCon is a global professional development conference that one can attend from the convenience of laptop or mobile device. Educators from around the world share inspiring stories and practical strategies from the best in the education community. The whole event lasted for 5 weeks where teachers had weekly learning tasks.

In addition, on 18 Aug 2020, 46 SPCS teachers joined the Edmodo Enterprise Webinar to learn about online learning new initiatives and new features provided by Edmodo.

The department members met regularly to share and discuss learning and teaching issues and strategies, revise homework policies, moderate examination and SBA marks, check the quality of examination papers and assignments, prepare and analyze the DSE, GCE/IAL and IGCSE curricula and to design project work for students.

Throughout the academic year, teachers attended different seminars and workshops on IGCSE, GCE/IAL, DSE and SBA conducted by Edexcel, EDB, HKEAA or tertiary institutions respectively to enrich their professional understanding of the latest curriculum developments in their KLAs.

In addition, teachers were encouraged to enrol as markers/examiners of HKDSE so that they can share the latest trends in assessment with their peers.

Offering a Broad and Balanced Curriculum / Alternative Curriculum to Meet the Individual Needs of Every Paulinian

Alongside the local DSE curriculum, our school offers the alternative GCE/IAL curriculum to our students. Staff development programmes were arranged by each department to allow panel heads and their members to have a good understanding of the IGCSE/GCE/IAL/BTEC and the local DSE curricula, to cross match the IGCSE curriculum with the local DSE curriculum, to collect teaching resources for the curriculum and to plan the schemes of work for the new curriculum.

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

We collaborated with the School of Modern Languages and Cultures of the University of Hong Kong for the eighth year to offer modern languages to our students. This year, a total of 66, 81 and 13 students enrolled in the French, Spanish and German courses respectively. During class suspension, HKU has offered Zoom lessons for Level 3 and Level 4, while Level 1 and Level 2 had intensive summer Zoom lessons in July and August 2020 to make up for the lessons missed.

Language/Level	Level 1	Level 2	Level 3	Level 4	Total
French	29	16	6	15	66
Spanish	33	26	13	9	81
German	-	13	-	-	13

This year, the school has registered for ten different BTEC Applied Learning subjects for F.3 to F.5 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 included BTEC Level 3 Certificate in:

1. Art and Design
2. Business
3. Creative Media Production
4. Home Cooking Skills (Level 2)
5. Information Technology
6. Performing Arts (Musical Theatre)
7. Performing Arts (Dance)
8. Performing Arts (Drama)
9. Performing Arts (Chinese Drama)
10. Sports Development

Catering for Diversity

The school data management team has continued to provide an updated data analysis of students' performance in AAT, TSA, IGCSE, GCE/IAL, HKDSE and mid-term/final examinations to subject departments to enable them to trace and identify students' diverse needs. This helps the school and individual departments to formulate additional programmes appropriately and timely for less able students where necessary, and on the other hand, to offer enrichment challenges to stretch gifted students. Timely feedback from tests and assignments was 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 allows the school more flexibility to meet the particular needs of individual students.

Additional lessons in Mathematics were arranged, starting in the first term, to cater for diversity among the Form 1-3 students. The selection of students for small class additional lessons was based on F.1 AAT results and F.2 and F.3 final examination results. The same practice was applied to additional Chinese Language lessons in F.1, F.2 and F.3. Apart from this, additional Chinese language lessons were arranged for F.5 and F.6 students during DIP sessions. Feedback from the teacher-in-charge was positive and the extra lessons, which focused on consolidating students' foundation in the core subject, ensured a smoother transition from primary to secondary school.

The UK Learning to Learn programme was successfully implemented in the Form 1 and Form 2 curriculum to help students improve their generic skills so that they could learn in a more focused way and in greater depth. The students enjoyed the programme and found mind-mapping and various graphic organizers useful.

Catering for Students with Special Educational Needs (SEN)

To cater for the diverse needs of students with special educational needs (SEN), our school is dedicated to establishing an inclusive culture through a whole-school approach. Students concerned are provided specific assessment accommodations and counselling service by social workers, coupled with ample support for parents. In addition, the SEN Team, which consists of the Vice-Principal, SEN Coordinator and two teachers, work closely in collaboration with all stakeholders, including Form teachers, subject teachers, parents, and the school's social workers in order to support students adequately and holistically.

Reading to Learn and Learning to Read

The Reading Culture Team organized various annual activities to promote the reading culture at SPCS and to create an ideal reading environment in the campus. A good reading habit was instilled in students through various channels and activities and by adopting an inter-departmental approach involving both the teachers and students.

Students' awareness on the emphasis of the STEM/STEAM development was one of the Reading Culture Team's major concerns. The Team will continue to encourage the students to read widely in the areas of science, technology, art, engineering/ entrepreneurship through various channels such as websites, talks, articles and TED talks.

The school subscribed to different e-learning platforms for the students to boost their reading and exposure. These include English Builder, Learnlex, Twigs World and iLearner. 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. These platforms encourage self-directed mastery learning and allow students to learn at their own pace and in their own time.

In addition, the Pre-Form 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. Class libraries (boxes of books) have been set up in Form 2 classrooms. The English Department has purchased books for these class libraries and this will be extended to Form 1 next year. The English Department requires the students to keep a reading log as a means to monitor what students are reading and to encourage more reading.

Language Across the Curriculum (LAC) Approach

SPCS maintained 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.
- In light of the suspension of school due to COVID-19 all teaching and learning moved online. LAC was strengthened through the use of the Edmodo platform and the use of English as its operating language.
- Project learning took place online with presentations and discussions submitted as videos.
- TED talks were shared across the curriculum to engage the students in various subject-related topics.
- Students were encouraged to enter many competitions in different subject areas through the medium of English.

Interactive IT in Learning and Teaching

Information Technology was successfully incorporated as a useful interactive tool for teaching and learning in SPCS. Technology was used extensively across the curriculum, both in academic and cultural subjects, so that it served well as a tutor, tutee and tool in the curriculum. All project work submitted to staff was in electronic form. Many students received prizes for their entries in various 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 technologies, the school arranged technology-related classes, such as Electronics make Fun, EITP and Young Engineers during Wednesday DIP sessions. Under the EITP project, students enjoyed visits to various organizations (both local and cross-border) and courses on the latest technologies.

To keep abreast of time on IT in Education, the school operated various e-learning platforms to extend learning beyond the classroom. The school had developed a school-based e-learning platform ELMO. The total number of questions developed on various subjects was as follows:

Subjects	No. of questions
English	9,485
Physics	2,354
Chemistry	4,068
Biology	3,130
Mathematics	8,982
Principles of Accounts	1,056
Economics	720
Total	29,795

The school created the post of an IT Research and Development Coordinator to explore and develop E-learning platforms for our students. E-learning platforms, such as English Builder, iLearner (for Chinese), Learnlex (for Maths) and Twig World (for Integrated Science, Physics, Chemistry, Biology and Geography) 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 was covered by wireless Internet access so that all SPCS students could be technologically ready for global linkage and communication, both of which foster world peace and an understanding of international affairs. All students were provided with an iPad each for mobile learning. Students and teachers also joined workshops in eBooks production using iBooks Author during DIP sessions and the post-examination period. The school also participated in the E-Textbook Market Development Scheme (EMADS) - Partner Schools Scheme initiated by the EDB to field test the interactivity and quality of the Chinese language e-textbooks developed by the commercial sector.

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

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.

Civic, Moral and National Education

Religious Studies is part of the core school curriculum for F.1 to F. 4 students while Ethics is one of the core subjects for F. 5 and F. 6 students. Based on the foundations of moral, civic and national education, the Ethics course aims at enabling our students to develop 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.

In response to the social unrest, we guided our students to become discerning individuals who can differentiate facts from fallacies so that they can make informed decisions, and take action that they can account for as law-abiding citizens who are aware of their rights and responsibilities, and who show respect for themselves and those who have opinions different from their own.

In response to the distress created by COVID-19, speakers and other individual experts were invited to provide positive thinking and positive psychology workshops to enable our students to develop resilience and a growth mindset for coping with diversity.

Other than these, 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 good person' who can reconcile opposing views and bring understanding and peace amongst them,' a media literate person' and a 'meditative person'.

Support for Students

Scholarship/Fee Remission Schemes

We believe that no talented student should be denied admission to SPCS for financial reasons. There is a generous scholarship/fee remission scheme provided by the school. It is expected that no fewer than 30% of students will benefit from the scholarship/fee remission scheme. This academic year, there were a total of 1,028 beneficiaries and the scholarship/fee remission amounted to HK\$9,708,775.00. For details, please refer to the school website at http://www.spcs.edu.hk/feeremission/feeremission_and_scholarship.htm

Support for Students during COVID-19

During the school suspension period and the cancellation of the overseas public examinations, the school strengthened the connection with students and parents in order to address their worries and concerns. To support the needy students in their E-learning at home, 16 mobile data sim cards were issued to them.

Pastoral Care

Personal, Social and Health Education

As in previous years, the school collaborated with the Health Department to offer a comprehensive health programme to our F.1 to F.3 students to enable them to become healthy, independent and responsible members of society. Through different talks, reflection and discussion conducted by the nurses and supported by their Form teachers, students developed a sense of self-worth, and a range of personal and social skills.

In 2019, the Pastoral Care Team was granted \$817,400 funding for a QEF project entitled "A Road to Positive Life Enhancing the students' holistic development with the adoption of Strength-based Approach". It aims to strengthen the positive thinking among various stakeholders: students, parents and teachers. A social worker was employed to organize a range of activities to foster closer rapport among students, groom further self-understanding of oneself and instil positive attitude in life. Different workshops and sessions were arranged with regard to the pressing needs of different age

groups. Through this project, students’ physical, mental and emotional health as well as self-esteem and self-confidence were enhanced.

Furthermore, the Big Sister Scheme organized training for higher-form students to develop them into potential leaders as well as helping new Form One students to adapt to the new learning environment smoothly. Most Big Sisters and Little Sisters had very positive responses towards this Scheme.

Healthy Paulinians

Paulinians have been managing themselves well in various domains including self, self-others, self-school, self-society and self-future. The APASO II study was conducted in May, 2020. Due to unstable social environment and epidemic, the school was suspended for a few months. Since students had less time to immerse in the school life and enjoy face-to-face interaction with their peers and teachers, results of the survey was less satisfactory among junior form students compared to previous years. Despite this, the study indicated that our students score better than the HK school average in all the areas considered.

	Junior		Senior		School Mean	
	SPCS	HK	SPCS	HK	SPCS	HK
Self	2.88	2.71	2.90	2.66	2.89	2.69
Self-others	3.15	3.06	3.19	3.03	3.17	3.04
Self-school	2.85	2.68	2.95	2.64	2.90	2.66
Self-society	2.95	2.91	3.00	2.84	2.97	2.87
Self-future	2.89	2.92	3.06	2.91	2.98	2.91

Similar to previous years, Paulinians scored higher in their independent learning capacity compared to the average students in Hong Kong. The results demonstrated that Paulinians have a high level of academic initiative being competent goal setters, voracious readers with efficient learning strategists in both junior and senior forms. There was also a significant rise in the senior form students, in the areas of academic monitoring, academic initiation and inquisitiveness. During the school suspension period, the school conducted real-time learning via Zoom platform for almost 4 months. It is observed that students’ attendance and academic standards were maintained. Students demonstrated their effort and capacities in independent learning and showed high motivation and initiative to learn and progress.

Peer support and interpersonal relationships are a major aspect of a student’s school life. The school is pleased to see that Paulinians have a good and harmonious relationships with their peers, as they scored significantly well in the categories of caring for others, social skills and respect for others. This validates the success of our QEF project, “A Road to Positive Life”, which cultivates hope and gratitude. It is evident that the school has successfully promoted healthy personal and interpersonal development and nurtured strong positive values and attitudes in the students.

The scores for ‘attitudes to school’ showed that Paulinians are enjoying their school life in terms of achievements, abundant opportunities given to them as well as close teacher-student relationship. This could be attributed to a diversity of support and opportunities given to nurture students’ development in various aspects. The organization of school activities such as the Teachers and

Students Relay and St. Paul's Day created a happy school environment for our students. The Pastoral Care Team focused on strengthening students' ability to overcome difficulties in their daily life and time management. The mid-term exam was postponed and the final-term exam was cancelled due to the special circumstances. All students were promoted to the next level, thus, releasing much stress and anxieties for both students and parents after a long period of school suspension. As a result, test anxiety among both junior and senior form students was reduced.

In the aspect of self-to-society, Paulinians demonstrated a high standard in their commitments and ethical conduct. With an all-rounded school-based curriculum of Religious Studies in junior forms and Ethics in senior forms, Paulinians are groomed to be responsible citizens. They are found to be committed to their family and peers, followers of socially accepted rules, and always reflective and aware of their ethical values. It is noted that Paulinians have a firm national and global identity as well. They show a high sense of duty towards the nation compared to other Hong Kong students. The statistics demonstrated that Paulinians recognize and embrace global citizenship and this affirms the success of the school's international study tours in enabling senior students to broaden their horizons. The school has adopted teaching and learning resources provided by the EDB and different community resources to strengthen students' emotional attachment and positive attitude towards the nation.

According to research analysis, the healthy range of BMI falls between 18.5 and 22.9. The average BMI of our students is 19.45 whereas the norm of Hong Kong students is 18.8. In analyzing the trend in body weight of our students and students of Hong Kong, it has increased gradually. The average body weight of our students is 49.1kg whereas a Hong Kong student is 48.3 kg. As for the height of our students, they are taller than the norm of Hong Kong students in general. The average height of a Hong Kong student is 156 cm whereas the average height of our students is 158.5cm.

Regarding physical fitness, 22 students are classified as overweight and none as obese; therefore overweight/obesity is not an acute health issue in our school. However, there is a concern about the number of students being underweight.

Our students performed better in their cardiovascular endurance tests (9-minute jogging) and flexibility tests (sit and reach) as compared to the HK school norm for females, thanks to our school's positive environment, which promotes healthy living and a happy life. Most of our students enjoy regular physical activities and they understand their health benefits of exercising in moderation. Furthermore, the school offers a wide range of sports-related opportunities to all students and has incorporated a comprehensive junior secondary health promotion programme, conducted by the Health Department, in the normal timetable.

Form One Bridging Programme

Due to the pandemic, the new Form One students (2020-2021) attended an online bridging course conducted via Zoom from 15 July to 28 July 2020. The Bridging Course consisted of two parts. The first part was online Zoom lessons of Mathematics, English Language and Chinese Language and the second part was an E-learning Multi-subject Online platform (ELMO) developed by our school for learning and reading assignments.

The Bridging Course was successfully completed this year through the collaboration of teachers and colleagues. The live lessons on Zoom went smoothly with the support of the school and

colleagues and most of the students were tech savvy. The lessons were conducted with PowerPoint presentation, short video clips and classwork etc. The platform was user-friendly and it allowed the lessons to be conducted in an interactive and effective manner with a variety of functions such as in-meeting chat room. Most new Form One students were attentive during the Zoom lessons and made good use of the in-meeting chat function via Zoom to interact with teachers. Learning materials were provided to students on Edmodo to facilitate their learning and most students appreciated it. They were serious and eager to ask questions and communicate with teachers through Edmodo after classes.

Careers Team

Life Planning Education

The Careers Team collaborated with the Pastoral Care Team / Personal Social and Health Education (PSHE) Team for the sixth consecutive year to implement career life planning education for junior form students (F.1-F.3) during Form periods in the first term. Briefing sessions were conducted for Form Teachers to guide them on how to implement the activities in class. Based on the post-activity debriefing, it was found that junior form students not only developed better self-understanding and learning skills, but also explored their choice of subjects based on their interests, personality traits, academic aptitude and career aspirations through interactive group activities and discussions, reflective questionnaires and presentations. In addition, our school social worker helped conduct a talk related to F3 subject choices to F.2 classes on Zoom in April this year.

This year due to class suspension, the F.4 half-day Career Mapping Workshop was replaced by seven 2-hour sessions conducted via Zoom from May 4 to May 25 2020. Holland Codes were introduced in the first session which not only helped the students set their academic and career goals, but also helped them acquire the knowledge and skills needed to make informed curriculum choices and career plans. The students also learned how to write their CV and prepare for interview in the 2nd and 7th session respectively. HKU, UST as well as CUHK were invited to give admission talks to both students and parents via Zoom during the 3rd to 5th session. The highlight of the workshop was the “Human Library” in which 11 alumni were invited to share their professions and work experiences with our F4 students via Zoom.

This workshop was very useful in helping the F.4 students to gain a better understanding of the importance of career and life planning.

Careers Week

The Careers Week was held from 21 to 25 October 2019 by the Careers and Further Studies Team. Exciting competitions, activities and talks were organized to help students across all forms to learn more about different study pathways and careers options.

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On 21 October 2019, Ms Rosa Cheng, representative from 'Youth E Start' of The Labour Department conducted a careers talk for F. 6 PAUL students using a world renowned aptitude test called Myers Briggs Type Indicator. Students were asked to fill out the Keirseley and Bates Temperament Sorter to find out about their unique personality types. Based on a list of questions about various principal psychological functions, students would identify their preferences and characters. Based on their answers, students were recommended a list of most suitable occupations according to their personality types. The students found the exercise fun and useful as the results

are highly accurate and reliable. The outcome, whether surprising or predictable to the students, can help them understand themselves better and in making decision on their subject choices

As part of the Careers Week's programme, The Chinese University of Hong Kong delivered an admissions talk to F.5 & F.6 students and parents on 23 October 2019. Representatives from the admission team of CUHK and current students who are studying medicine and law gave us a thorough introduction about the university. Detailed information on both JUPAS and Non-JUPAS admission requirements and application procedures were covered in two separate sessions held one after another.

Careers Quizzes were conducted for F.1 classes during Form Period on 22 Oct 2019. Such quizzes aimed to promote awareness among students for career planning and encourage them to start thinking about their dream future.

To stimulate the students' interest in future career options, a poster design competition was held for all F.2 classes. To give students the opportunity to explore a wider range of careers and jobs, students were asked to do research on certain unconventional occupations, like database administrators and paralegals. Each class submitted at least 3 entries to be put on display for voting by the teachers and students. Apart from encouraging students to think of their future prospects through a friendly competition, this event opened a whole new spectrum of career possibilities that students became aware of.

A Lyrics Writing Competition was held for F.3 classes on the theme “Dreams”. Students were asked to rewrite the lyrics of a chosen song of 1 minute long with ideas related to careers aspirations, goals and plans. Students sang the lyrics out in the song and submitted a word document of the lyrics. The responses from all classes were good and the lyrics submitted were both reflective and well-written.

University Information and Sharing Sessions

In 2019-20, due to social events in the months from Nov to Dec 2019 and then COVID-19 since Feb 2020, most overseas admission talks were conducted online. F.4-F.6 students and their parents were informed about such events via email and Edmodo platform. Students found such online talks/virtual tours useful and helpful in their university applications.

A total of five JUPAS / Non-JUPAS Sharing Sessions were conducted in October and November 2019. SPCS graduates studying in Year 1 and 2 at various local universities were invited to share their experiences of making JUPAS / Non-JUPAS choices with our F.5 and F.6 students, as well as their individual study programmes and life at university in general. All participants found the sharing sessions very useful.

This year due to the COVID-19 pandemic, both face-to-face F.2 and F.4 Parents' Day have been cancelled. Instead the introduction of the curricula, subjects and career pathways were recorded as videos and posted on the Edmodo platform for parents and students to watch at home.

CV / Personal Statement / SLP Preparation and Interview Workshops

Throughout the year, various workshops were provided by the Careers Team to teach F.5 students to write effective CVs and personal statements for their UCAS and Non-JUPAS applications. SLP preparation talks were also held to assist students in applying to local and overseas educational

institutions. The individual personal statement / CV guidance and review process by the Careers Teachers encouraged students' self-exploration and reflective thinking. This helps strengthen their university applications. Due to class suspension, the F.5 CV and personal statement workshops were conducted via Edmodo platform / Zoom.

A series of designated Interview Skills workshops were arranged for F.6 DSE in Jan 2020. The workshops were conducted by the professional career consultants from ARCH Education, with the aim of equipping students for JUPAS interviews. Due to COVID-19, interview skills workshops for GCE classes will only be conducted in Oct 2020.

Exposure to Different Careers

Due to COVID-19 and class suspension, careers talks and visits to firms could not be organized. A 2-hr session of "Human Library" was conducted on 25 May via Zoom. A total of 11 alumni were invited to share their professions and work experiences with the F.4 students. Professions included Dietician, Chinese Medicine Practitioner, Music Therapist, Psychologist, Dancer, TV Programme Producer, Music Producer, Business etc

Oxbridge Preparation Programme for F.6 Students

F.5 students were asked to complete an independent research project over the summer holidays. They researched on topics which were related to the course they were applying for. Through research, discussions and questioning, students learnt more about their subject of interest. The project report was submitted in Sept 2020 and the project presentation will be conducted in Nov 2020.

Individual Counselling Services

Year-round individual counselling was provided by Careers Teachers, especially to F.5 and F.6 students, to guide and assist them with any matters relating to their further studies and careers plans.

F.6 Oxbridge applicants also received specific personal statement and application guidance, mock interview training, and the opportunity to join the past students' sharing.

Discipline and Counselling Team

The data collected from APASO 2019 showed that our Paulinians have better social skills, both personal and interpersonal, and better ethical conduct as compared to the Hong Kong schools norm for females. They are good in terms of self-control and perseverance. More importantly, they possess a more positive attitude to school due to higher satisfaction, good teacher-student relationships, more opportunities, more adventures and overall greater achievements at school. The survey also indicated that Paulinians have better parent-child relationships and stress management skills. These data might explain why there are only a few disciplinary and counselling cases every year.

To further 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 Form 1 to Form 6 students.

To improve teenagers' mental health and stress resilience, two school social workers from Caritas stationed in the school on a full-time basis. They worked closely with the Counselling and Guidance Team to conduct preventive and developmental programmes for the students. These included sex education talks, stress management talks and careers talks for our junior and senior form students. They contribute to creating a positive, inviting and caring environment where students can grow and realize their full potential. When some students require external professional support such as psychological counselling or psychiatric treatment, referrals were made through the school social workers to the related services.

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 10 September 2019. 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 18 September 2019. The badges for the new Head Prefect and Vice Head Prefects were pinned on 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 monitresses 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, teachers-students relationship and arouse students' interests in charity, such as the Dress Casual Day. This year the board successfully organized the "Teachers-Students Relay" during the school's annual Sports Day. Over 30 enthusiastic teachers together with energetic Paulinians from F.1- F.6 showed their sportsmanship and cooperation during the events. The audience was equally engrossed, cheering at the spectator stand and showing their full support to the teachers and students. Despite the difficulties brought by the outbreak of COVID-19, the board successfully held the St. Paul's Day Celebration on 29 June 2020, involving all teachers and students in the form of live broadcast. These events achieved its aims in facilitating an enjoyable school life among teachers and students, cultivating a sense of belonging to the school and promoting the importance of healthy living and exercise for all.

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 December and July. Talented Paulinians designed appealing and functional umbrella bags for sale to help to promote 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. On 16 July 2020, the board organized the annual Leadership Training Day via Zoom. F.4 students gathered online to participate in the leadership games prepared by the Prefects' Board and at the end of the day, 70 prefects of 2020-2021 were elected among all F.4 students. Through these activities, the prefects' confidence and determination to serve the school were inspired. It also prepares future leaders to serve the school with Paulinian spirit.

All Round Development Through Active Participation in OLE

70 clubs and societies offered a huge diversity of extra-curricular activities throughout the year and the activities provided extra dimensions to the Other Learning Experiences (OLE) of SPCS students.

The school has six houses, which offer vertical support to students' growth and this helps to develop a house spirit. The experience gained is invaluable for students' personal growth.

House Enterprise and Service

Houses act as the basis of the pastoral care system, helping students grow emotionally, intellectually, morally, physically, socially and spiritually. As in previous years, all six houses took turns to run the 'tuck shop' by providing snacks, stationery or souvenirs to students. Sales took place during recess and at lunch time in the covered playground. The House that achieved the highest sales figures with the best business plan was awarded the Enterprise Award. This year, due to COVID-19, no House Enterprise was awarded.

The annual Sports Day Final was held on 10 Oct 2019. It was an extremely enjoyable occasion for everyone with the emphasis on sportsmanship and team spirit. The annual Swimming Gala scheduled on 27 May 2020 was cancelled due to COVID-19.

Enhancing Other Learning Experiences through Cultural Exchanges

To promote a global outlook and global citizenship, the school organized many cultural exchange activities for the students. However, due to the worldwide pandemic COVID-19, all the study/service trips scheduled to be held after Dec 2019 had to be cancelled.

	Activity	Date	Location	Participants
1	Greater Bay Area Zou Zhenxian Cup (Dongguan) Youth Athletics Invitation Tournament 2019	18 – 20 Oct 2019	Dongguan, China	1 F.6, 1 F.5, 3 F.4, 3 F.3 and 2 F.1 students Ms. E. Cheung
2	Empire Mock Trial Competition	30 Oct – 6 Nov 2019	San Francisco, USA	4 F.5, 5 F.4 and 5 F.3 students Ms. K. Lau
3	Taichung Sports Training Programme	20 - 28 Dec 2019	Taichung, Taiwan	3 F.5, 2 F.3, 5 F.2 and 10 F.1 students Ms. E. Cheung
			Total	44 Students

Home-School Co-operation

Form One Orientation Day

This was held on 22 August 2020 by means of posting a pre-recorded video on Edmodo for watching by the Form 1 parents and students at home. The programme began with an introduction by the Principal about the history of the school, its vision, mission and the school curriculum. This was followed by a brief description of the work of the Discipline and Counselling Team, and the extra-curricular activities offered by the school. There was also an introduction by our school social worker on the services provided, followed by an open forum.

Form One Catholic Parents' Day

Due to social unrest, the F.1 Catholic Orientation Day which was to be held on 21 Sep 2019 was postponed to the Catholic Promotion Week (23 to 27 Sep 2019). Through Edmodo, the F.1 Catholic parents and students were briefed on the religious formation in our school, in particular the significance of the Sacrament of Confirmation and its preparation. The Catholic leaders from the seven religious clubs visited all the F.1 classes during their Form Periods to introduce the religious activities in school. This gives them an overall idea of the religious life in school and for recruiting them to the seven religious clubs and the Confirmation Classes.

Big Sister Scheme

In the first term of the school year, the Big Sister Scheme recruited 74 Form 4 and 5 Big Sisters to provide academic support to 141 Form 1 Little Sisters. Before the start of the regular tuition in October, a two-day pre-tuition activity was introduced to help Form 1 Little Sisters adapt to the new school environment by answering their queries and helping them deal with the problems that they encountered during the first month of school. 31 Big Sisters and 157 Little Sisters joined the activity. The Train-the-Trainer Workshop focused on the skills Big Sisters must acquire to teach their Little Sisters effectively while the Little Sister Briefing Session aimed to remind Little Sisters about their obligations. Through the four-week regular tuition, both Big Sisters and Little Sisters developed a closer bond and fostered their Paulinian spirit. The scheme was well received by parents and students.

Parent-Teacher Association

The 13th Annual General Meeting was held on 19 October 2019 and the 2019-2020 Executive Committee Members were elected.

With the tremendous support from our parents, a total of 49 parents volunteered to help out in the 71st HK Schools Speech Festival held in November and December 2019. While witnessing our students' performance with great team spirit on stage, it was an excellent opportunity to share their joy and support to all students and teachers.

Unfortunately, due to the pandemic of COVID-19, the "Green Campaign" and social service were cancelled this year. All the language, service and exchange tours were also cancelled.

PTA had offered to provide the service of textbook ordering for the academic year 2020-2021. Aside from these, PTA also helped in publicising a great number of informative and useful events to their members. The school would like to place on record our thanks to the PTA for their generous donation to the school on the followings: A Laser cutting and engraving machine, a hotwire foam cutter, a pureAir Fume Extraction Filter System, 9 sets of Sodium Hypochlorite Air Disinfectant and Deodorizer, 10 ActivPanels with wall mount / mobile stand, 5 All-in-One PCs, 4 iMacs with retina 4K display and a door security lock system.

Alumni Association

The Alumni Association (AASPCS) continued to work closely with the School to support students in their learning and to serve the alumnae community amidst the COVID-19 this year. AASPCS continued to arrange for job shadowing opportunities in medicine, dentistry and law for students. Apart from supporting students, AASPCS continued to organize activities throughout the year for alumnae and contribute to the community. This included the Christmas Card design event for alumnae and their children to unleash their creativity to share the joy of the festive season, a call for ‘Thank You message submissions’ inviting alumnae to make submissions or drawings to support the frontline healthcare workers which was incorporated into the Hospital Authority facebook posted on their official website, as well as a donation of 165 gift sets containing a AASPCS mask cover and 7 face masks in rainbow colours to spread our love and care to the elderly in collaboration with Caritas Hong Kong. In the coming year, AASPCS will continue to find ways to overcome challenges of social distancing in bringing together the alumni community to serve the School and the community.

Visitors to School

The delegates include educators, professors, university leaders, scholars, IT specialists, STEM/STEAM educationists, municipal leaders, professionals and government officials as well as those from renowned enterprises, school councils, UNESCO, and examination authorities visited the school every year. These visits provide good opportunities to exchange new ideas and experience. Our school has taken up a meaningful role in bridging the world and promoting Hong Kong. For year 2019-20, the number of visitors to our school was drastically reduced due to the pandemic COVID-19 and the practice of social distancing.

The Sister School Exchanges

The Sister School Scheme was launched by EDB since 2004. Through sister school visits and participating in other cultural, arts and sports activities etc., not only can students enhance their friendship, but also broaden their horizons and deepen their understanding of the Mainland/Hong Kong. Since its launching, we have paired up with 17 sister schools in cities like Beijing, Tianjin and other provinces Sichuan, Foshan, Zhejiang and Yunan. Unfortunately, no exchanges were made this year due to COVID-19. For Report on Sister School Exchanges, please refer to the school website <http://www.spcs.edu.hk>.

Capacity Enhancement Grant 2019-2020

In order to provide Paulinians with the opportunity to develop their personal interests and talents, our school has designed the Diversified Interests Programme (DIP) for all Form 1 to Form 6 students. Professional tutors are employed to teach the DIP classes every Wednesday afternoons using the Capacity Enhancement Grant. At the same time, teachers are freed from their teaching load and therefore, they can spend their afternoon in continuous professional development: sharing, learning and preparing teaching materials for the DSE, IGSCE, GCE/IAL and BTEC curricula.

There were 31 different interest classes covering sports, science, technologies, languages and performing arts like music, dance, speech and drama, foundation of Chinese medicine, young entrepreneurship and herbal drinks development were offered to students. Students can also choose to participate in community services to develop their inter-personal skills and

make contributions to the community. However, only 7 DIP sessions were held and the rest of the programmes had to be cancelled due to COVID-19.

Capacity Enhancement Grant Report for 2019-20

<u>Income</u>	<u>HK\$</u>	<u>Expenditure</u>	<u>HK\$</u>
Brought Forward from Last Year	0.00	Expenditure Grant Total:	187,725.00
Current Year Grant	837,265.00		
Adjustment (19-20)	18,335.00		
		Balance (Surplus)	(667,875.00)
	<u>855,600.00</u>		<u>855,600.00</u>

Evaluation:

All DIP courses were appreciated and well-received by teachers and students with very satisfactory attendance rate. Under the guidance of expert tutors, our diversified programmes provided ample opportunities for students to explore their interests and potentials via the “Other Learning Experiences” (OLE) valued by the community and tertiary institutions.

Two DIP sessions were arranged this year. The first session lasted from 2:00 p.m. to 3:20 p.m. and the second session lasted from 3:30 p.m. to 4:50 p.m. Students may join two different DIP programmes that catered for their interests and needs, and at the same time, develop their multiple talents and broaden their future career pathways.

Furthermore, a total of 76 students received Social Service awards (5 Gold Awards, 23 Silver Awards and 48 Bronze Awards). Students demonstrated their dedication to community services and awareness of the social needs.

Positive feedback was received from the teachers. In particular, since most teachers had no teaching duties during Wednesday DIP sessions and these free afternoons have facilitated panel meetings and providing room for professional development. However, the DIP courses were cancelled in November 2019 due to school suspension.

Student Performance

Academic Achievement

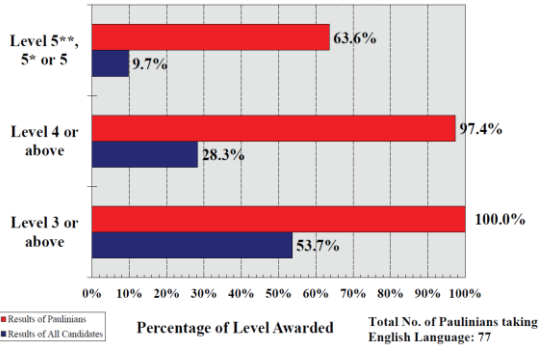
The results of our students in HKAT are as follows:

HKAT	Subject		
	English	Chinese	Mathematics
Average-SPCS students	81.4	67.0	76.2

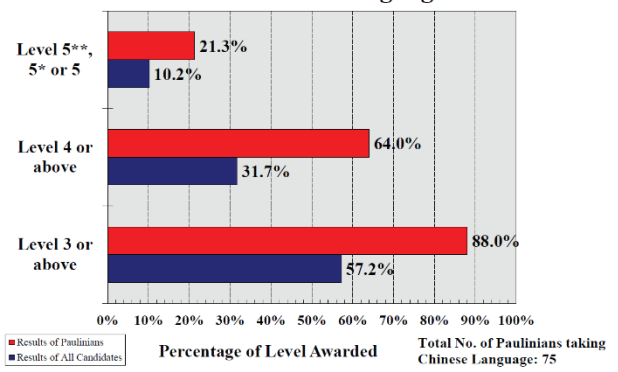
HKDSE

Below are our students’ HKDSE results as compared to the results of all HK Candidates. 100% of the students continued with their tertiary education in local or overseas universities/tertiary institutions.

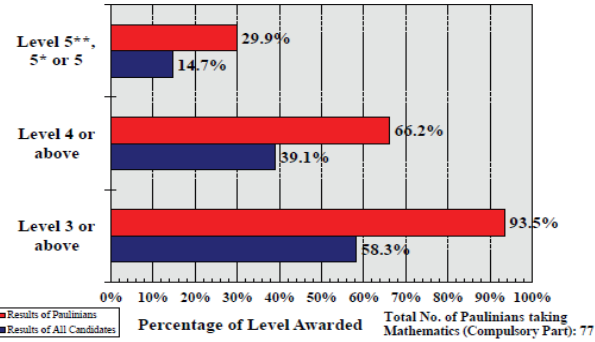
HKDSE English Language 2020



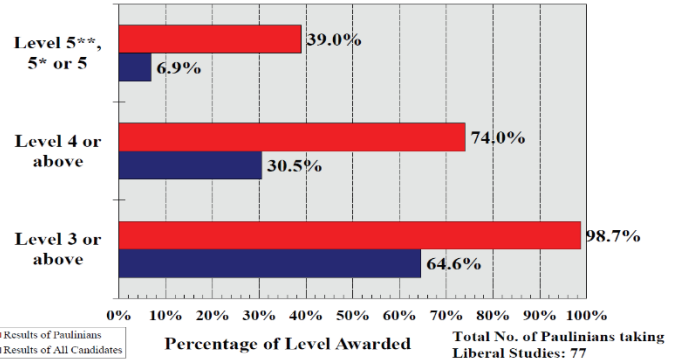
HKDSE Chinese Language 2020



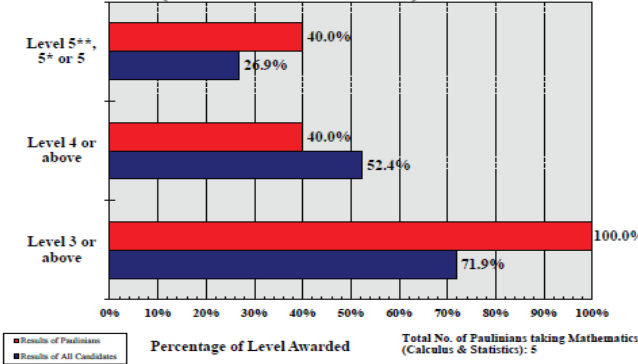
HKDSE Mathematics (Compulsory Part) 2020



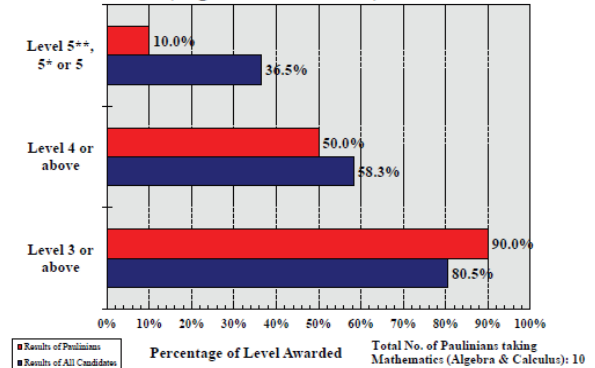
HKDSE Liberal Studies 2020



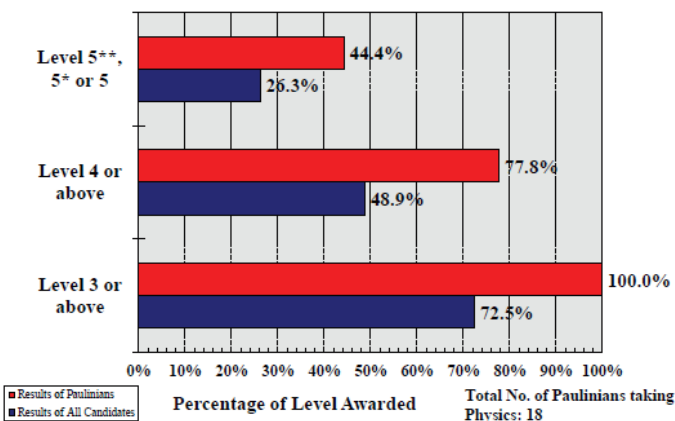
HKDSE Mathematics Extended Part (Calculus & Statistics) 2020



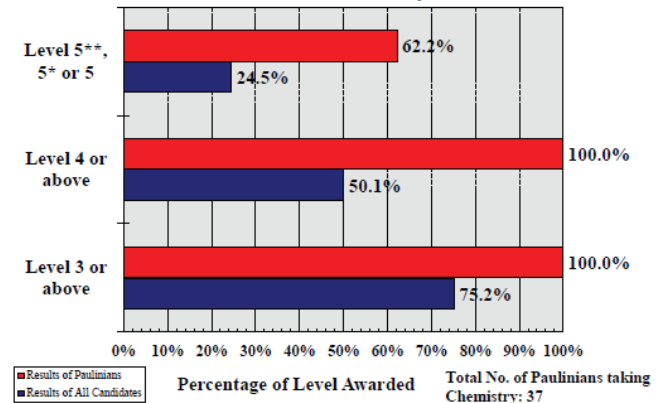
HKDSE Mathematics Extended Part (Algebra & Calculus) 2020



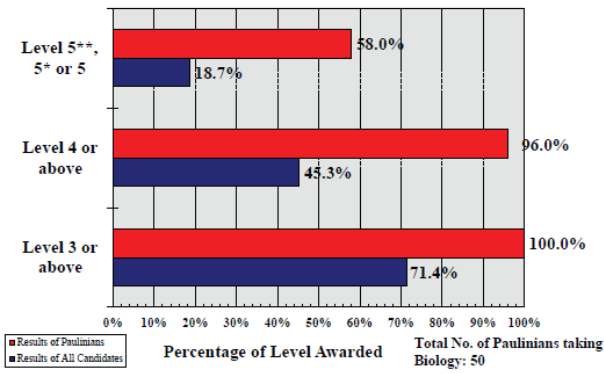
HKDSE Physics 2020



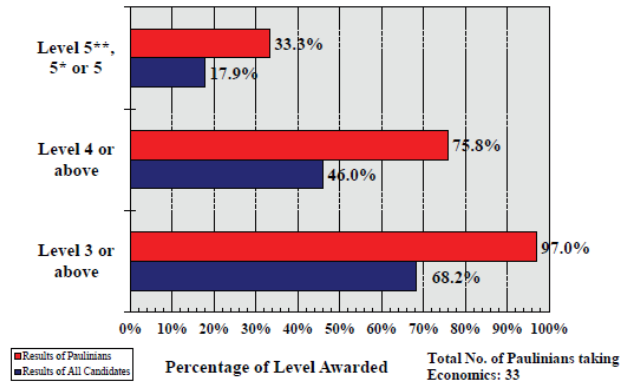
HKDSE Chemistry 2020



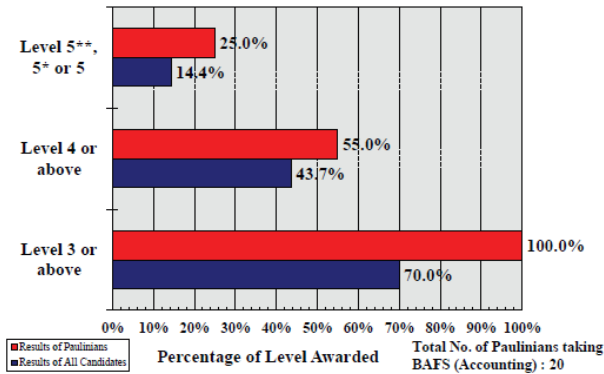
HKDSE Biology 2020



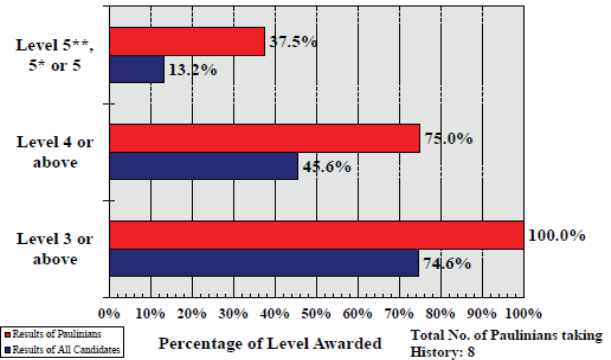
HKDSE Economics 2020



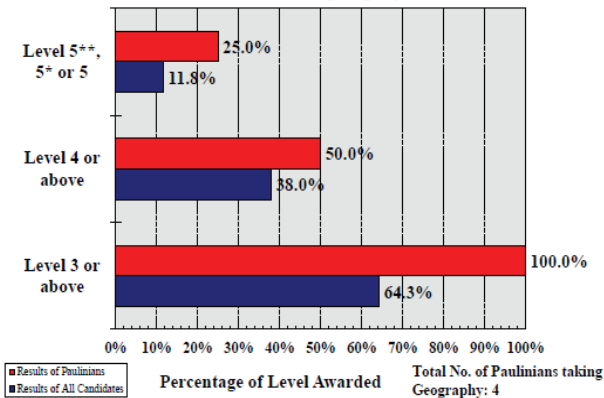
HKDSE BAFS (Accounting) 2020



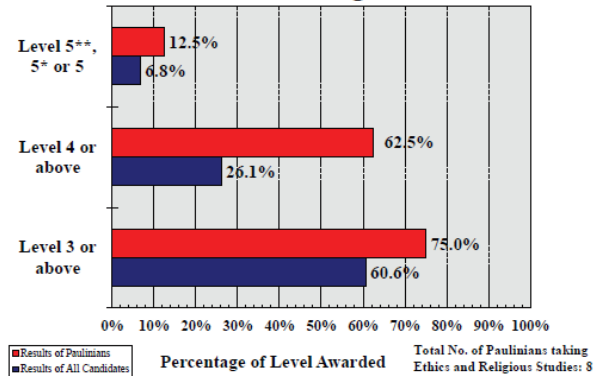
HKDSE History 2020



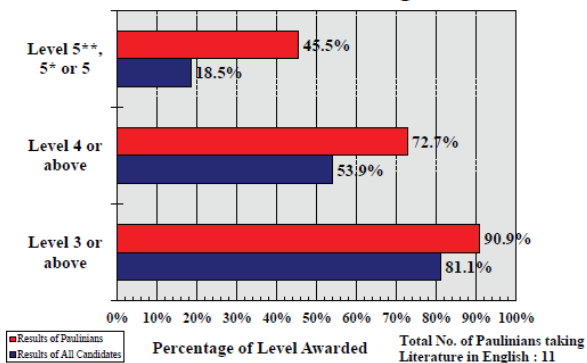
HKDSE Geography 2020



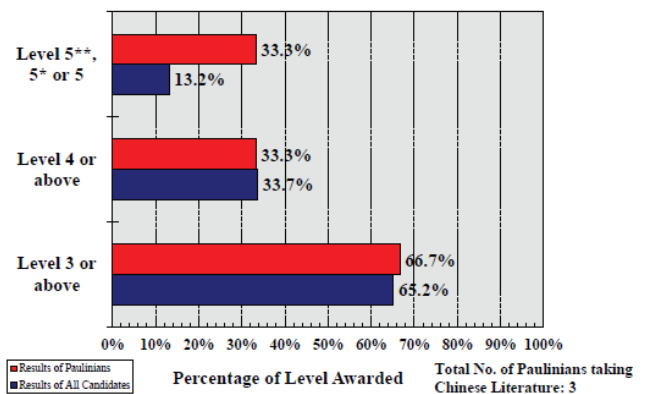
HKDSE Ethics and Religious Studies 2020

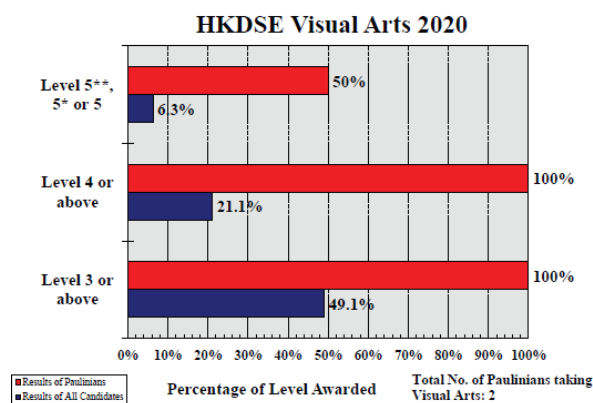
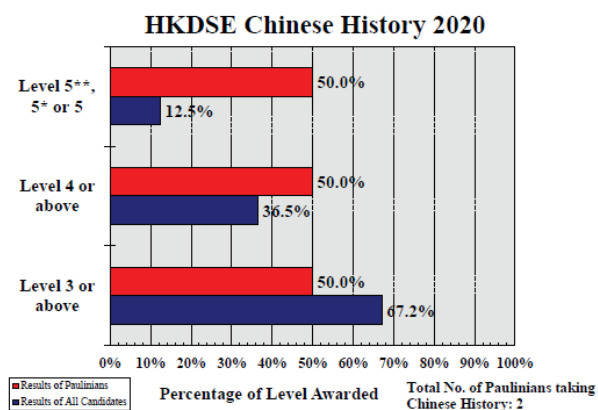


HKDSE Literature in English 2020



HKDSE Chinese Literature 2020





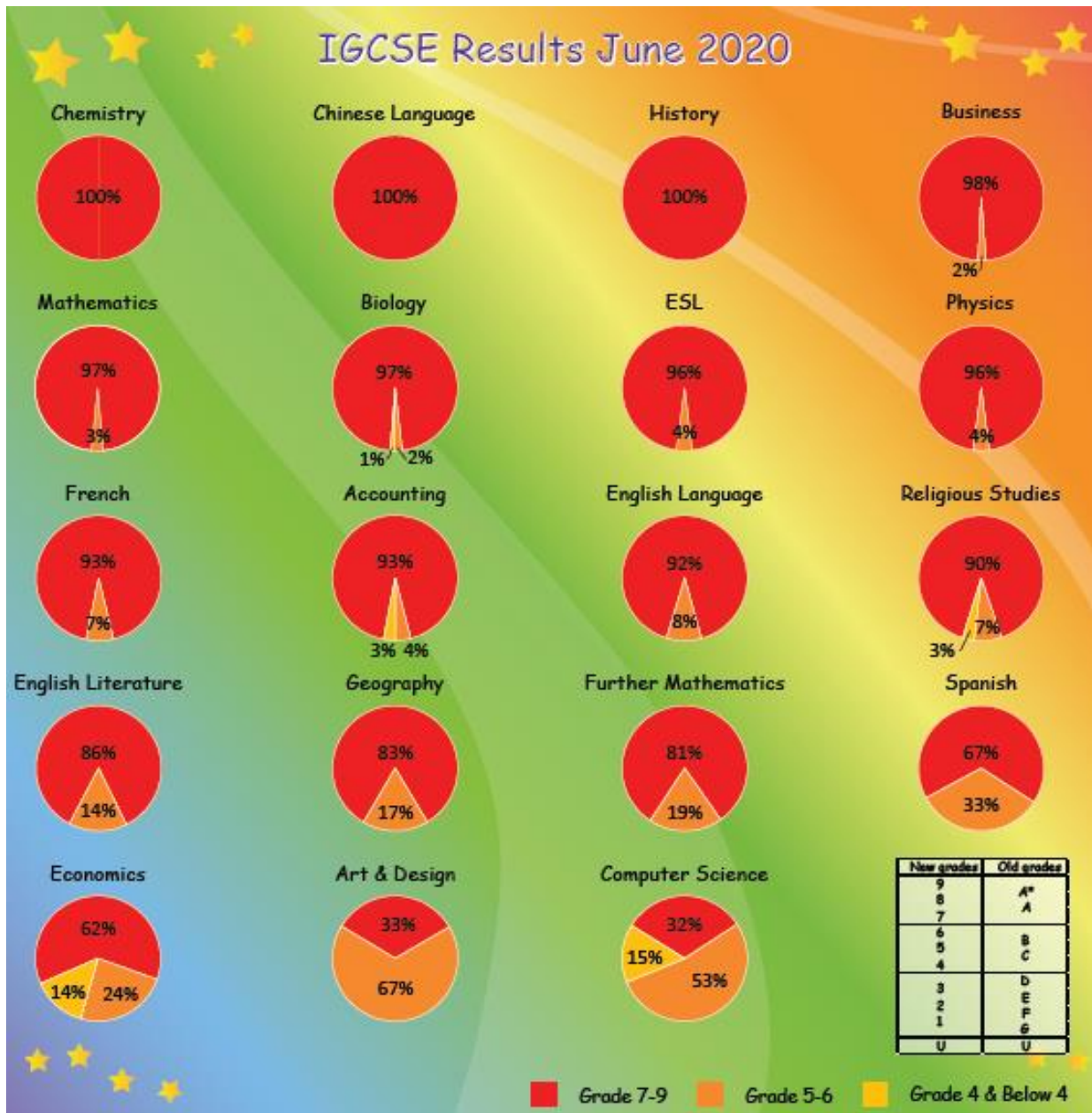
IGCSE

- This year due to the COVID-19 pandemic, 2020 Summer Series of IGCSE examination have been cancelled.
- Assessment grades of each subject were submitted by school to Pearson for IGCSE awards. The assessment grades were predicted by each subject teacher based on students' holistic performance throughout the term. These included mock exam results, term and test results.
- A total of 198 Form 4 students took the IGCSE examination this year.

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(2020)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 (2020) 8.1
No. of students 學生人數	1	7	26	64	98	114	136	155	172	
Cumulative % 百分比	0.5%	3.5%	13.1%	32.3%	49.5%	57.6%	68.7%	78.3%	86.9%	

- Among the 198 students' entries, percentage of Level 9 (ie. super A*) is 47%, percentage of Level 8-9 is 77% and percentage of Level 7-9 (ie. former A-A*) is 91%.
- We have maintained the excellent standards of attaining an average no of Level 9 per student to be 4.2, Level 8-9 per student to be 6.8 and Level 7-9 per student to be 8.1.

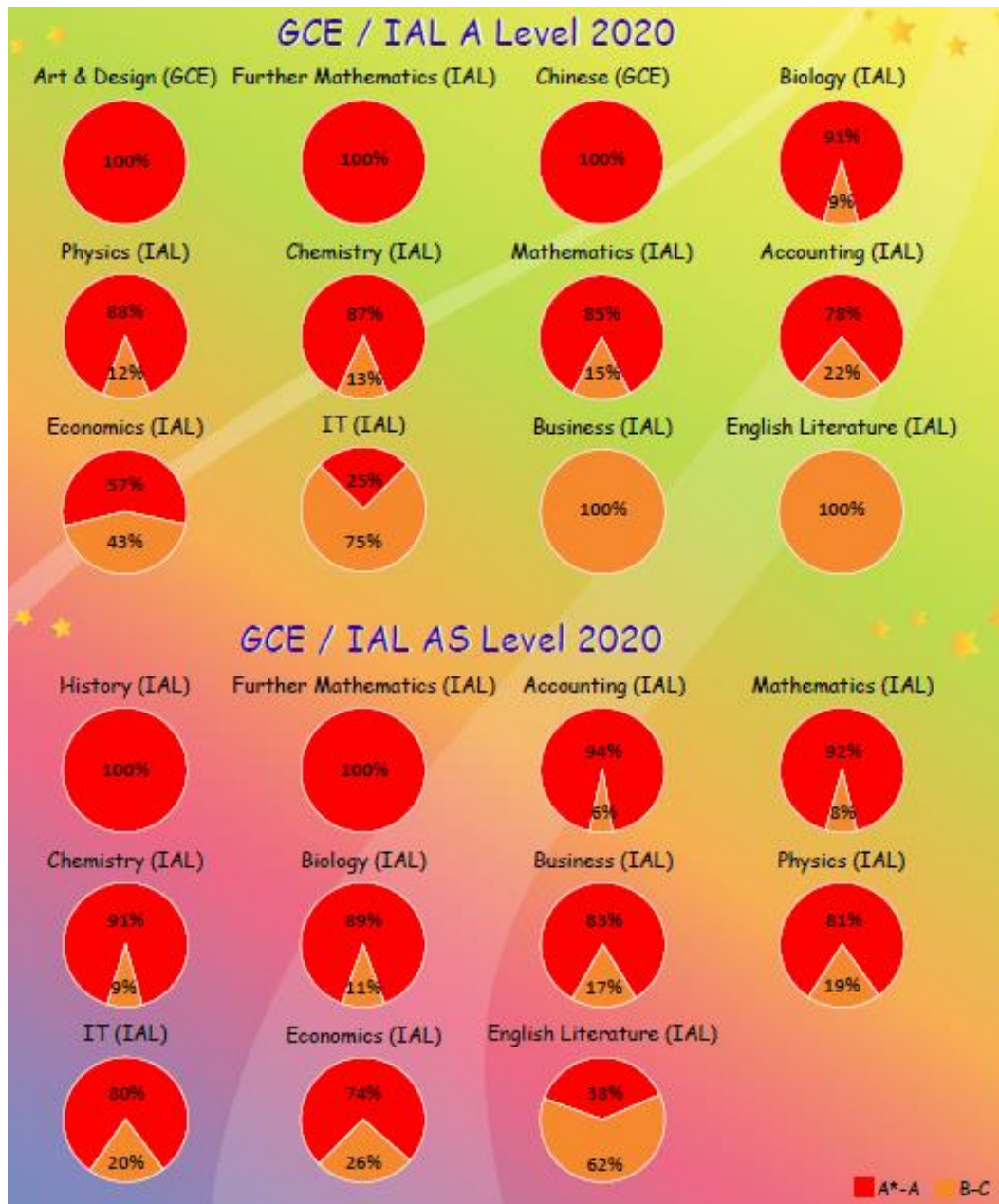
Below are the grade distributions of the IGCSE 2020 results.



GCE/IAL

- This year due to the COVID-19 pandemic, 2020 Summer Series of IAS and IAL / GCE AL examination have been cancelled.
- Assessment grades of each subject were submitted by school to Pearson for AS / AL awards. The assessment grades were predicted by each subject teacher based on students' holistic performance throughout the term. These included mock exam results, term and test results.
- 66 Form 5 students and 53 Form 6 students took the IAS and IAL / GCE AL examinations respectively.

Below are the grade distributions of GCE / IAL 2020 results.



- Out of the 53 F6 students, 4 students obtained 5A* and 10 students obtained 4A* and 10 students obtained at least 3A* in the 2020 IAL examinations.
- There are altogether 189 A – A* among 53 F6 students (ie. average of 3.6 A – A* per student)

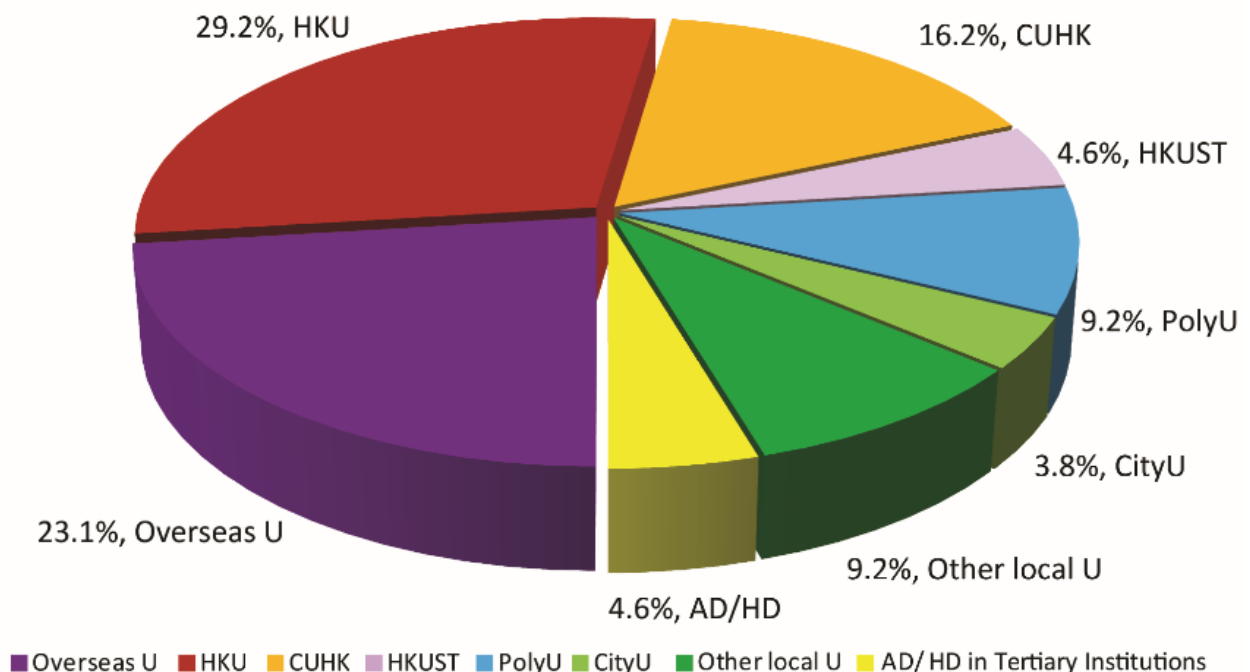
University Entry Profile

In line with previous years, 100% of our students continued their studies in tertiary institutions both locally and overseas. 50.0% of them entered the top 3 local universities and 23.1% of our students went to study abroad.

No. of students admitted to Universities in 2020

	HKDSE	HKDSE %	GCE	GCE %	Total	Total %	Overseas	HKDSE	GCE	Total
Overseas Universities 海外大學	6	7.8%	24	45.3%	30	23.1%				
HKU 香港大學	26	33.8%	12	22.6%	38	29.2%	UK	3	19	22
CUHK 中文大學	12	15.6%	9	17%	21	16.2%	Australia	0	2	2
HKUST 科技大學	4	5.2%	2	3.8%	6	4.6%	Canada	0	1	1
PolyU 理工大學	8	10.4%	4	7.5%	12	9.2%	New Zealand	0	1	1
CityU 城市大學	4	5.2%	1	1.9%	5	3.8%	Other Countries	3	1	4
Other Local Universities 其他本地大學	12	15.6%	0	0%	12	9.2%				
AD/ HD in Tertiary Institutions 專上學院副學士/高級文憑	5	6.5%	1	1.9%	6	4.6%				
Total no. of students 學生總數	77	100%	53	100%	130	100%	Total	6	24	30

Overall % of Entry to Various Universities by Paulinians
本校學生入讀大學分佈總表



Non-Academic Achievements

The overall achievements of the students in all other aspects were outstanding. The full list of prizes and awards received by our students each year can be found in the school magazine (The Paulinian) and the Speech Day booklet.

There are altogether 281 students receiving non-academic scholarships, 53 for Dance, 30 for Music, 21 for Science, 107 for Speech, 32 for Sports, 13 for STEM and 25 for other categories such as Visual Arts, Mathematics, Leadership, Writing, Debate and Cookery.

The Outstanding Paulinian Awards are awarded for overall all-round achievement. 4 students received the Diamond Paulinian Award, 17 the Platinum, 26 the Gold, 40 the Silver and 55 the Bronze Award.

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

These achievements demonstrated the diversified all-round development of Paulinians.

St. Paul's Convent School Annual Financial Position
Financial Report for the 2018/2019 School Year

	Government Funds	Non-Government Funds
INCOME *		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	73.45	N.A.
School Fees	N.A.	25.57
Donations, if any	N.A.	0.01
Other Income (including allocation from School Reserves), if any	0.05	0.92
Total	73.50	26.50
<i>* in terms of percentages of the annual overall income</i>		
EXPENDITURE ^		
Staff Remuneration	81.55	
Operational Expenses (including Learning and Teaching)	3.93	
Fee Remission / Scholarship ¹	7.28	
Depreciation	1.07	
Repairs and Maintenance	0.92	
Miscellaneous (including Grants Expenditure, unused grants, and Reserves Expenditure)	5.25	
Total	100.00	
<i>^ in terms of percentages of the annual overall expenditure</i>		
# SURPLUS/DEFICIT FOR THE SCHOOL YEAR	0.34	
# ACCUMULATED SURPLUS/DEFICIT IN THE OPERATION RESERVE AS AT THE END OF SCHOOL YEAR	6.16	
<i># in terms of equivalent months of annual overall expenditure</i>		

Actual Fee Remission / Scholarship is 27.70% of School Fee Income

# Details of expenditure for large-scale capital works, excluding capital expenses, if any :	
Smart Oasis Project (paid by Donation)	0.43

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%.

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

~ Put a " ✓ " where appropriate