

# **St. Paul's Convent School**

## **School Report 2020/2021**

### **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.

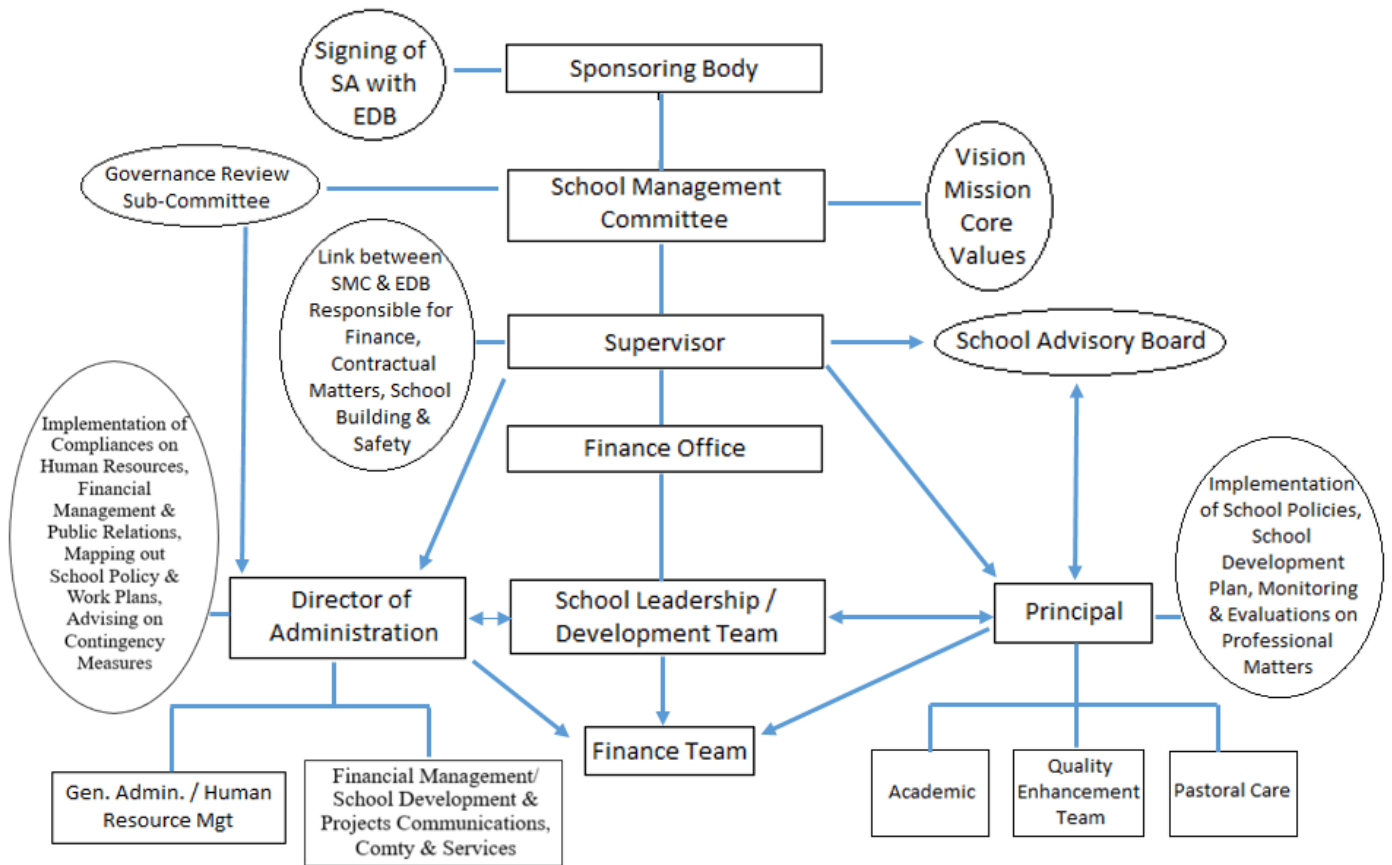
## **School Theme and Future Development**

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 utilize the Chinese Herbal Garden set up in the school to further integrate Chinese herb plantation in teaching and learning using an inter-disciplinary project approach, stimulating the students’ interest and learning of Chinese medicine in healing and promoting well-being in our daily life and developing into an entrepreneur.
- To upgrade the hydroponic lab in the school by enhancing the facilities and engaging the students in the learning and practising the prevailing urban farming techniques thus instilling a new concept of solving the world starvation problem.
- To make extensive use of online platforms like Edmodo and latest technology like Zoom in maintaining quality teaching and learning and enhancing communications with different stakeholders during the school suspension and social distancing problems due to the pandemic.

## School Management Structure



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

## Number of School Days

The total number of school days was 189.

## Lesson time for the 8 Key Learning Areas

Lesson time allocated to the 8 key learning areas and L.S. in 2020/21 was as follows

KLA	English Language Education	Chinese Language Education	Mathematics Education	PSH Education	Science Education	Technology Education	Arts Education	Physical Education	L.S.
F1	16.1%	19.6%	14.3%	23.2%	8.9%	5.4%	8.9%	5%	-
F2	16.1%	19.6%	14.3%	23.2%	8.9%	5.4%	8.9%	5%	-
F3	12.5%	19.6%	12.5%	50.4% (depends on subject choice)			5%	-	
	12.5%	12.5%	19.6%	50.4% (depends on subject choice)			5%	-	
	19.6%	12.5%	12.5%	50.4% (depends on subject choice)			5%	-	
F4	12.5%	12.5%	12.5%	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 1 September, 2020, with a total number of 1199 students in thirty-six classes. There were six classes in each Form. The breakdown of the enrolment number of 1199 students was as follows:

Form	One	Two	Three	Four	Five	Six	Total
No. of classes	6	6	6	6	6	6	36
Enrolment	245	229	198	209	167	151	1199

## Students' Attendance

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

Form	One	Two	Three	Four	Five	Six	Overall
Attendance Rate	99%	98.9%	98.6%	98.5%	98.5%	97.5%	98.5%

## Catholic Students

The number of Catholic students was 435, making up 36.3% of the total student population. One student was baptized on 1 May 2021.

**School Formal Curriculum for 2020/2021**

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 /Computer Game & Animation Design/ 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 (Drama)				✓		
	L3 Performing Arts (Musical Theatre)				✓		
	L3 Performing Arts (Chinese Drama)				✓		
	L3 Sports			✓	✓		

## **Achievements and Reflection on Each Major Concern/Priority of 2020/2021**

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

### **Achievements:**

#### **Diverse curriculum and subject choices**

- The school continued to offer multiple curricula - IGCSE, IAL, DSE (with ApL), BTEC, and diverse subject options for students, to cater for different learning needs and to broaden students' pathways.
- Despite the difficulties/disruptions encountered in teaching and learning during the COVID-19 outbreak, the academic year of 2020-2021 proved to be a successful year for our F.6 graduates. All of them benefitted from our diversified curriculum and were able to get into tertiary education. Among which, 23% of the graduates continued their tertiary education overseas (mainly the UK) and 77% enrolled in the undergraduate degrees offered by the local universities.
- 93 F.3 students enrolled into BTEC courses offered in 2020/21 and a total of 67 F.4 students were progressing to the 2<sup>nd</sup> year of their 2-year BTEC courses. This clearly showed that applied learning courses based on portfolio building and continuous assessment were well received by both students and parents.
- Nine BTEC courses including the new BTEC International Level 3 courses were launched in 2020/21. The subjects offered were L2 Home Cooking Skills, L3 Art & Design, L3 Business, L3 Creative Media Production, L3 Information Technology, L3 Performing Arts (Drama), L3 Performing Arts (Cantonese Opera), L3 Performing Arts (Musical Theatre) and L3 Sports. All SV reports have assured us that our BTEC courses were operating well with high quality international standards.
- 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 to F.3 students via Zoom twice per week after school as DIP classes were cancelled since November 2020 due to the pandemic. In addition, one hour enrichment session on examination techniques was offered to F.6 and F.5 students via Zoom once per week during the 1<sup>st</sup> and 2<sup>nd</sup> term respectively. Apart from these, 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.

- A total of 201 students enrolled in the Foreign Languages Courses, including French, Spanish and German courses conducted by the School of Modern Languages, HKU on Mondays and Fridays via Zoom.
- 213 F.2 - F.5 students gained access to the EITP programme in 2020/2021.
- Throughout the academic year, teachers attended various different online/ face-to-face seminars and workshops on BTEC, IGCSE, GCE/IAL, DSE and SBA, conducted by Edexcel, EDB, HKEAA or tertiary institutions. These served to enrich teachers' professional understanding of the latest curriculum developments in their KLAS.
- This year due to the COVID-19 pandemic, face-to-face Parents' Day for F.2 and F.4 were conducted using mixed mode (i.e. both virtual and face-to-face) to provide F.4 students and their parents information about the two different F.5 study streams and subject options that are available. An open forum via Zoom was also successfully arranged for F.2 students and parents after they watched the presentation videos on Edmodo, to answer their enquiries about F.3 subject choices and questions on future F.5 study streams. Both parents and students found the events informative and useful.

### **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.
- Despite the difficult time during the COVID-19 pandemic period in 2020/21, the Careers and Further Studies Team has managed to organize comprehensive activities to prepare students for their further studies, with the majority of events targeting at the F.4-F.6 students. These included admission talks and taster lectures. Officers and professors from overseas and local universities were invited to give admission talks to our senior form students via Zoom sessions during the class suspension period. Sharing sessions by graduates studying in local and overseas (UK) and various tertiary/university programmes were also arranged via Zoom, which allowed our students to have a more in-depth understanding of the structure, requirements and characteristics of the university programmes. Other career-related activities, including workshops on preparing SLP, CVs, personal statements and interview skills were provided. Individual and group counselling services were also offered according to needs.
- This year due to class suspension, the F.4 half-day Career Mapping Workshop was conducted via Zoom on 27 May 2021 during the post-exam period. Students identified their Holland/ RAISEC Code through activities that were based on 'Career Mapping' design, a Career Development Tool for Senior Secondary Students. Comprehensive information about local and overseas university pathways were introduced to the students. The importance of values and work values when choosing an occupation or industry were explained in detail. The workshop ended with a sharing session known as "Human Library" in which alumni from different professions were invited to talk about the reward and challenges of their work. They also gave wholehearted advice on academic and career choices. After this workshop, students are equipped with the necessary tools for future planning and ready to make decisions through informed choices.



- Same as last year, due to the travel restrictions imposed during the COVID-19 pandemic, all overseas study tours were cancelled this year. Instead, students enrolled in 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. External reviews of BTEC programmes were conducted remotely by the overseas inspectors.
- In addition to the sustained provision of the diverse and innovative curriculum, the awards and recognitions that students received was testimony to the high quality of the different curricula delivered at SPCS. Such recognition will also help Paulinians stand out in their tertiary education application process.
- After review by Pearson, most of the new BTEC International Level 3 courses available from 2020 were changed to “Level 3 – Subsidiary Diploma” which required 360 guided learning hours instead of the 180 hours requirement for “Level 3 – Certificate”. The longer learning hours meant that our students would not be able to finish the course within 2 years (F.3-F.4). As such, Creative Media Production, Performing Arts (Drama) and Performing Arts (Musical Theatre) were not offered to F.3 students. In the meantime, Pearson developed two distinctive certificate courses for SPCS, that is, Art & Design and Performing Arts (Cantonese Opera). Starting from 2021, there will be six BTEC courses offered to F.3-F.4 students, namely Business, Home Cooking Skills, Information Technology, Art and Design, Performing Arts (Cantonese Opera) and Sports.
- Due to the COVID-19 pandemic, all DIP programmes were suspended in 2020/21. Accredited BTEC courses/ EITP, which were to be conducted during DIP, were delivered via Zoom instead.
- The academic year of 2020/2021 proved to be a successful year for our F.6 graduates. All of them benefitted from our blended timetable on teaching and learning and were able to get into their desired universities.
- The school year 2020/2021 has been another challenging year. School resumed half day face-to-face lessons. A lot of adjustments to the school timetable and lessons had to be made to ensure that all students had equal chances for their face-to-face lessons and Zoom classes or Blended timetable meeting the EDB restrictions and the examination schedules of students. A lot of school activities like DIP classes, the Annual Swimming Gala, Annual Sports Day, internal and inter-school competitions and study tours had to be cancelled due to the social distancing requirement. Making use of the various online platforms like Edmodo, Elmo and latest technology like Zoom, quality teaching and learning were maintained. The 2020/21 Mid-Term examination was successfully conducted online so that the disruption to learning and assessment due to school suspension/restrictions was reduced to the minimum.

- Apart from making use of the latest technology to organize Zoom classes, the School also introduced new elements for student support, 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 collaboratively with our parents in supporting the students' mental state.

**Major Concern/ 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 Maths (STEM)/ Science, Technology, Engineering, the Arts and Maths (STEAM) Education**

- This year, we continue to carry out our inter-disciplinary project '現代中醫植物藥走進學校 — 學與教、認識與創新', using the Chinese Medicine Development Fund. A series of 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. We held the third Chinese Medicine Seminar on 15 April 2021, with Dr. Lee Hung Fai, David as our guest speaker. The topic was "Integration of Western and Chinese Medicine: the Feasibility of Clinical Practice". Apart from students and teachers in our school, more than 150 parents and teachers from other schools joined the seminar via Zoom. They found the talk very informative and developed a deeper understanding of TCM and its applications.
- Moreover, the school published a Chinese medicine textbook for distribution to local secondary schools. With the help of our F.1 and F.2 students, information about Chinese herbs was collected and the students established a Big Data Base last year. This data base has been refined and uploaded to Wiki for public viewing. This goes a further step in promoting Chinese Medicine. The publication of the e-version Chinese medicine textbook is on the pipeline. There were planned visits to Chinese herbal gardens and Schools of Chinese Medicine and planting exchange tours but these had to be deferred due to the pandemic.
- 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. The products will be made into teabags or tea canisters for tasting. The patent for marketing the new formula was approved in China.
- A new Chinese Medical Research Centre was established in the Classroom of the Future. Advanced analytical research instruments such as High Performance Liquid Chromatography (HPLC) and an ultrapure water purification system were purchased with the support of the QEF. Our Chinese Medical DIP Team can now conduct research like Chinese medicine authentication and studies on the active ingredients of Chinese herbs at our own Chinese Medical Centre with the support from UST personnel.

- A Hydroponic Research Centre with urban farming technology and a programme on entrepreneurship was set up in the Classroom of the Future in 2019. It inspired the students to explore the impact of urbanisation on farming and food safety, and facilitated hands-on experimentation with 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. The programme will be extended to the next three years.
- A Lingzhi cultivation programme was launched in 2019 and two cultivation campaigns were held. The first one targeted F.1 and F.2 students on mushroom science. They were given a mushroom pack to grow at home for recording the growth and their harvest when mature. The other one targeted pre-F.1 students, focusing on STEM (ICT in particular). Students assembled and programmed the micro-bit of the automatic spraying device to water their mushroom packs. Time-lapsed photos were taken to track the growth of the mushrooms. Students were interested in these scientific projects.
- A group of F.1 and F.2 students participated in the “Ocean Park Conservation Alliance”, which aimed to cultivate students’ interest in conservation and inspire them to participate in front-line conservation work. Students attended a seminar and workshop and grew vegetables that green turtles eat in the Hydroponic Research Centre and fed the turtles during their visit to the Green Turtle Recovery Centre. Their sharing of learning outcomes and photos were also displayed in the theme park during the Ocean Park Conservation Chill Club Carnival.

### Highlights of Students Achievements:

Competition	Organizer	Awards
Global Youth Science and Technology Bowl 2021	Hong Kong Federation of Youth Groups	<ul style="list-style-type: none"> <li>• Being one of the Hong Kong teams, five F.6 students obtained the 1<sup>st</sup> Prize Award in Biology and Chemistry category with their project “Synthesis of Nanoparticles for Nitrite and Nitrate Decomposition in Wastewater”.</li> <li>• 145 teams from 26 countries and regions, including the United States, Russia, Ireland, Italy, Sweden, South Korea and Singapore took part in this contest.</li> <li>• Shortlisted teams showcased their innovative ideas and scientific findings to solve daily life problems.</li> </ul>
International Science and Invention Fair 2020	Indonesian Young Scientist Association, Indonesia International Institute for Life Sciences and the International Science and Invention Fair Organizing Committee	<ul style="list-style-type: none"> <li>• Being one of the Hong Kong delegate teams, five F.6 students obtained the Gold Award in the category of Environmental Science with their project “Synthesis of Nanoparticles for Nitrite and Nitrate Decomposition in Wastewater”.</li> </ul>

		<ul style="list-style-type: none"> <li>The fair brought together 400 science team projects from 30 countries where students shared their scientific research findings via virtual booths.</li> </ul>
Silicon Valley Innovation Challenge	San José State University	<ul style="list-style-type: none"> <li>A team of three F.5 students was selected to represent Hong Kong to enter this contest and obtained the Best Overall Innovation #2 Award (1<sup>st</sup> Runner-up) and the Best Healthcare Innovation Award with their project “ADHDreamer”.</li> </ul>
Korea Science & Engineering Fair International 2020	Korea Science Service	<ul style="list-style-type: none"> <li>A team of three F.6 students obtained the Bronze Award in the category of Environmental Science with their project “Synthesis of Nanoparticles for Nitrite and Nitrate Decomposition in Wastewater”.</li> <li>Hong Kong students competed with 201 overseas teams from 14 countries or regions in this contest.</li> </ul>
The Hong Kong Pandemic Innovative Digital Solution Awards 2020	Hong Kong Computer Society	<ul style="list-style-type: none"> <li>A team of two F.3 students obtained the Outstanding Student Award.</li> <li>This contest helped the community to prevent, fight and overcome the COVID-19 outbreak and the winners of the awards will be nominated for another International Awards.</li> </ul>
2020 Qianhai Guangdong-Hong Kong-Macao-Taiwan Youth Innovation and Entrepreneurship Competition	Numerous authorities and start-up supporters in Shenzhen, Hong Kong and Macao	<ul style="list-style-type: none"> <li>A team of three F.5 students won the Gold Award for their business plan.</li> <li>Many teams of this contest came from various elite schools in the Greater Bay Area.</li> </ul>
Jumpstarter IdeaPOP! Hong Kong Student Startup Competition for Secondary School	Alibaba Entrepreneurs Fund	<ul style="list-style-type: none"> <li>A team of four F.5 students won the Best Presentation Award.</li> </ul>
Purple Comet! Math Meet 2021	AwesomeMath	<ul style="list-style-type: none"> <li>A team of two F.5 students obtained the 1<sup>st</sup> Place in Hong Kong.</li> <li>There are over 3000 teams from 54 countries or cities took part in this contest.</li> </ul>
The 33 <sup>rd</sup> Peace Poster Contest (Hong Kong and Macau Region)	Lions Club	<ul style="list-style-type: none"> <li>One F.2 student came 1<sup>st</sup> Place in Hong Kong and Macau region. Her poster was judged at the international level was chosen as one of the Merit Award winners.</li> <li>A total of fifteen F.1 and F.2 students participated in this contest.</li> </ul>

<p>23<sup>rd</sup> Hong Kong Youth Science and Technology Innovation Competition</p>	<p>Hong Kong New Generation Cultural Association</p>	<ul style="list-style-type: none"> <li>• A team of two F.5 students won the WECL Special Award (Senior Section) as well as the 1<sup>st</sup> Place Award in the Research and Invention category of Biology and Health Category (Senior Section) with their project “Honey-based Artificial Skin”.</li> <li>• A team of two F.3 students won the 1<sup>st</sup> Place Award in Occupational Safety and Health Council Special Award with their project “Gondola” while another team from F.2 won the 3<sup>rd</sup> Place with their project “B^2SmartDRV”.</li> <li>• A team of three F.5 students won the 1<sup>st</sup> Place Award in Chemistry and Materials category (Senior Section) with their project “The Effectiveness of Adsorption of Metal Ions and Oil by Agricultural Wastes”.</li> <li>• A team of two F.3 students won the 2<sup>nd</sup> Place Award in Computer Science and Information Technology category (Junior Section) with their project “Laughter Catcher” while another team of two F.2 students received the Merit Award with their project “B^2SmartDRV”.</li> <li>• A F.4 student won the 2<sup>nd</sup> Place Award in Creative Programming category (Senior Section) with her project “COVID-19 Lantau Island Testing Guide”.</li> <li>• Two teams of two F.3 students won the 3<sup>rd</sup> Place and Merit Award in Intelligent Design (Junior Section) with their projects “RAINstation” and “Gondola” respectively.</li> <li>• A team of three F.3 students won the 3<sup>rd</sup> Place Award in Chemistry and Materials category (Junior Section) with their project “Fiber-Based Bioplastic from Waste”.</li> <li>• In the Science Fiction Drawing category, a F.1 student won the 3<sup>rd</sup> Place Award with her project “The ‘H-2O’ Water Pollution Purifier Machine” and one F.1 and three F.2 students received the Merit Awards with their projects “Science in Different Aspects”, “Save the Arctic”, “The Future World” and “Future City” respectively.</li> <li>• Two teams of three F.2 students received the Merit Awards in Energy and Environment category (Junior</li> </ul>
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		<p>Section) with their projects “Benofi” and “Caps Carbon Life” respectively.</p> <ul style="list-style-type: none"> <li>• A team of three F.5 students won the Outstanding Innovative Project Award (Senior Section) with their project “The Effectiveness of Adsorption of Metal Ions and Oil by Agricultural Wastes”.</li> <li>• A team of three F.2 students won the Emerson Award for Environmental Science (Junior Section) with their project “Caps Carbon Life”.</li> <li>• A team of three F.5 students won the Emerson Award for Material Science (Senior Section) with their project “The Effectiveness of Adsorption of Metal Ions and Oil by Agricultural Wastes”.</li> </ul>
Hong Kong Biology Literacy Award 2020/2021	Hong Kong Association for Science and Mathematics Education	<ul style="list-style-type: none"> <li>• One F.6 student obtained 1<sup>st</sup> Class Honour and two F.6 and two F.5 students obtained 2<sup>nd</sup> Class Honour.</li> </ul>
S.T. Yau High School Science Award (Asia)	Hong Kong Young Academy for Sciences	<ul style="list-style-type: none"> <li>• Two F.5 students got the Honourable Mention Award in the in the category of Chemistry with their project “Nano Shield”.</li> </ul>
Digi-Science Video Production Competition 2020/2021	Hong Kong Association for Science and Mathematical Education	<ul style="list-style-type: none"> <li>• A team of three F. 5 students won the Merit Award in the Senior Secondary Category.</li> </ul>
Samsung Solve for Tomorrow 2020	SAMSUNG Hong Kong	<ul style="list-style-type: none"> <li>• A team of two F.3 students obtained the 1<sup>st</sup> Runner-up.</li> <li>• A team of four F.2 students obtained the Merit Award.</li> </ul>
The Greater Bay Area STEM Excellence Award 2021	Hong Kong New Emerging Technology Education Association and supported by the Education Bureau, Innovation and Technology Bureau and Office of the Government Chief Information Officer	<ul style="list-style-type: none"> <li>• A team of four F.2 students obtained the Silver Award under the Secondary (Junior) School ICT Stream for their project “Caps Carbon Life”.</li> <li>• A F.4 student obtained the Merit Award in the Fight Against Virus Stream, Senior Secondary Section with her project “COVID-19 Lantau Island Testing Guide”.</li> <li>• A F.4 student obtained the Merit Award in the ICT Stream, Senior Secondary Section with her project “Chinese Medicine DOs and DON'Ts”.</li> <li>• A team of three F.5 students obtained the Merit Award in the ICT Stream, Senior Secondary Section with their project “Ecolife”.</li> </ul>

Innovate for Future	Hong Kong Electronics and Technologies Association and San Jose State University	<ul style="list-style-type: none"> <li>A F.3 team obtained the Champion of the Secondary School Stream.</li> </ul>
The CUHK Jockey Club AI for the Future Project: Secondary School Think and Create Competition 2020	Faculty of Engineering of The Chinese University of Hong Kong, Faculty of Education of CUHK and SenseTime Group Limited; funded by The Hong Kong Jockey Club Charities Trust	<ul style="list-style-type: none"> <li>A team of two F.3 students obtained the Best AI Award.</li> <li>Under the theme of "Think and Create," the Competition aims to enlighten students to untangle difficulties in daily life with AI technologies.</li> </ul>
HKIE ITD InnoTech Competition 2021	HKIE-ITD, co-organized by ACE and AiTLE; sponsored by Microsoft HK Ltd.	<ul style="list-style-type: none"> <li>A team of three F.5 students won the Best Presentation Award, Best Innovative Award, Best Design Award and Overall Silver Award with their project "Novaturient".</li> </ul>
Hong Kong ICT AWARDS 2020 - Student Innovation Award	Hong Kong ICT industry associations and professional bodies	<ul style="list-style-type: none"> <li>A team of three F.3 students won the Bronze Award.</li> <li>The Awards aims at building a locally espoused and internationally acclaimed brand of ICT awards.</li> </ul>
The AI Demo Day of #GIRLSINAIHK2021	Teensinai	<ul style="list-style-type: none"> <li>A team of two F.5 students obtained the Special Award on Outstanding Potential with their app "Ecolife".</li> </ul>
Smart School Infinite Imagination Proposal Competition	World New Economy Council	<ul style="list-style-type: none"> <li>A team of two F.3 students obtained the 2<sup>nd</sup> Runner-up and Merit Award with two different proposals submitted.</li> </ul>
Python Application Challenge 2021	Y.W.C.A. Hioe Tjo Yeong College and Winstars Enterprise HK Limited	<ul style="list-style-type: none"> <li>A team of two F.4 students obtained the 2<sup>nd</sup> Class Award.</li> </ul>
2021 "My Interfaces with the Belt and Road Initiative" Integrated Abilities Competition	Federation of New Territories Youth	<ul style="list-style-type: none"> <li>A team of three F.5 students attained 2<sup>nd</sup> Class Honour in the areas of "Greening" and "Silk Road".</li> </ul>
Love in Hong Kong - Basic Law Promotional Plan Competition	Chung Yeh Yuk Tsoi Educational Organization	<ul style="list-style-type: none"> <li>A team of four students (one F.5 and three F.2) won the Champion while another team of three F.3 students got the 1<sup>st</sup> Runner-up.</li> </ul>
Hong Kong Secondary School Health Exhibition Presentation Competition 2020	The Chinese University of Hong Kong	<ul style="list-style-type: none"> <li>A team of six F.6 students won the 2<sup>nd</sup> Runner-up with their project "Depression: The Differences between Children and Adults".</li> </ul>
Hong Kong Secondary Schools Debating Competition 2020/2021	Hong Kong Secondary Schools Debating Association	<ul style="list-style-type: none"> <li>A team of six students (two F.5 and four F.4) won the Champion in senior division (Term 1).</li> </ul>
MI Young Writer Award 2021	Magazines International (Asia) Limited	<ul style="list-style-type: none"> <li>A F.4 student won the Champion.</li> <li>Five senior form students were the top 50 contestants and one of them entered the final round.</li> </ul>

		<ul style="list-style-type: none"> <li>Four junior form students were the top 50 contestants and one of them entered the final round.</li> </ul>
Queen's Commonwealth Essay Competition	The Royal Commonwealth Society	<ul style="list-style-type: none"> <li>A F.2 student won the Silver Award.</li> </ul>
The Hong Kong Young Writer Awards	Youth Literature Foundation	<ul style="list-style-type: none"> <li>Six students received the Honourable Mention Awards.</li> </ul>
Hong Kong Budding Poets (English) Award 2020/2021	The Hong Kong Academy for Gifted Education and supported by the Education Bureau	<ul style="list-style-type: none"> <li>A F.4 student received the Honourable Mention Award.</li> </ul>
The 32 <sup>nd</sup> Annual Book Report Competition	Hong Kong Educational Publishing Company Limited	<ul style="list-style-type: none"> <li>A F.4 student won the Champion.</li> <li>Two students received the Merit Awards.</li> </ul>
City University of Hong Kong Covid 19 Winter Writing Competition	City University of Hong Kong	<ul style="list-style-type: none"> <li>Four students won the 1<sup>st</sup> Prize Award.</li> <li>Three students won the 2<sup>nd</sup> Prize Award.</li> <li>Four students won the Outstanding Writing Award.</li> </ul>
Poetry Remake Competition 2020/2021	Education Bureau	<ul style="list-style-type: none"> <li>Seven students received the Commendable Awards.</li> </ul>
Mediation Essay Competition 2020	Department of Justice, Education Bureau, Rotary International District 3450 and Asia Conflict Resolution Institute	<ul style="list-style-type: none"> <li>A F.6 student won the 2<sup>nd</sup> Runner-up.</li> <li>To raise awareness on the use of mediation as an amicable means to resolve conflicts and promote it as life skills.</li> </ul>
The 19th CILTHK Student Essay Competition	Chartered Institute of Logistics and Transport in Hong Kong	<ul style="list-style-type: none"> <li>One student won the 1<sup>st</sup> Runner-up.</li> <li>One student won the Merit Award.</li> </ul>
American Culture Writing Contest 2020	U.S. Consulate General Hong Kong & Macau	<ul style="list-style-type: none"> <li>A F.4 student got the 2<sup>nd</sup> Runner-up and five students (from F.2 to F.4) received the Honourable Mention Awards in the junior division.</li> </ul>
From Reading to Writing Competition	Popular Holdings Limited	<ul style="list-style-type: none"> <li>A F.2 student won the Silver Award.</li> </ul>
The International Mathematical Olympiad Preliminary Selection Contest 2020	Hong Kong Mathematical Olympiad Association	<ul style="list-style-type: none"> <li>A F.3 student received the 3<sup>rd</sup> Class Award.</li> </ul>
The 90s Anti-Deception Video Making Competition	Regional Crime Prevention Office (Hong Kong Islands) and Teens and Elderly Mission Committee	<ul style="list-style-type: none"> <li>A team of three F.2 students obtained the 2<sup>nd</sup> Runner-up with their project “防騙要有心，切忌太多心”.</li> <li>Four other teams (from F.1 and F.2) received the Merit Awards with their projects “Be wise – don’t be deceived!”, “真假網店難分辨，謹慎購物齊防騙”, “防騙要有心，切忌太多心” and “青少年之社交媒體騙案”。</li> </ul>



HKCC Business Excellence Contest	Hong Kong Community College of The Hong Kong Polytechnic University	<ul style="list-style-type: none"> <li>A team of five F.4 students obtained the Judges Commendation Award.</li> </ul>
HKICPA Accounting and Business Management Case Competition 2020/2021	Hong Kong Institute of Certified Public Accountants	<ul style="list-style-type: none"> <li>Two teams of F.5 students were awarded with Certificate of Merit (top 10%). They conducted a research study about Tsit Wing International Holdings Limited (Stock code: 2119) and submitted a report analysing the external and internal environments facing the company,</li> </ul>
Grantham Scholarships Fund for Visual Arts Award 2020	Grantham Scholarships Fund	<ul style="list-style-type: none"> <li>A F.4 student was awarded the scholarship in junior section.</li> </ul>
The Green Book: Nature and Me	Department of English and Literature, Hong Kong Shue Yan University	<ul style="list-style-type: none"> <li>A F.1 student won the Champion Award in the junior form section.</li> </ul>
The 10 <sup>th</sup> French Speech Competition 2020	The Association of French Teachers of Hong Kong and Macau	<ul style="list-style-type: none"> <li>Our school was awarded four Champion places, four 1<sup>st</sup> Runner-up and two 2<sup>nd</sup> Runner-up.</li> </ul>
OSH Drawing cum Slogan Design Competition	Occupational Safety & Health Council	<ul style="list-style-type: none"> <li>A F.1 student won the Champion.</li> </ul>
「詩中有畫比賽」	香港公共圖書館	<ul style="list-style-type: none"> <li>一位學生獲得中三級冠軍。</li> </ul>
城市文學獎 2020	香港城市大學中文及歷史學系	<ul style="list-style-type: none"> <li>一位中六學生獲得新詩組亞軍。</li> </ul>
「第十九屆全港中學中醫藥常識問答比賽」	香港浸會大學	<ul style="list-style-type: none"> <li>三位中五學生組成隊伍並獲得亞軍。</li> </ul>
友善社區手機短片創作比賽	明愛青少年及社區服務青少年發展策略專責小組	<ul style="list-style-type: none"> <li>兩組中四級學生分別獲得傑出表現獎及優異獎。</li> </ul>
等離子空氣淨化知識大激鬥	現代教育研究社及欣學教育科技有限公司合辦	<ul style="list-style-type: none"> <li>一位中四學生獲得最出色表現獎。</li> </ul>

## **Enriched Information Technology Programme (EITP)**

- Being selected by the Office of the Government Chief Information Officer (OGCIO) as one of the EITP partner schools, the school is receiving funding (total of HK\$5M) to provide enhanced IT training for F.2 to F.6 students from the 2015/16 school year to the 2022/23 school year.
- In 2020/2021, 61 F.2 students, 42 F.3 students, 63 F.4 students and 47 F.5 students (total; 213 students) were recruited in the programme. They attended classes and workshops on Saturdays, during long holidays on different modules via Zoom and face-to-face class during the post-exam period. The Programme covered a total of 12 different modules for all 4-year levels. Some examples included mobile apps, Internet of Things and the Smart Home, AR and VR Projects, Software Appreciation and Development.
- EITP students were encouraged to join different STEM-related competitions and many of them achieved outstanding results and contributed to the overall 178 STEAM prizes and awards.

## **Business and Technology Education Council (BTEC) Programme**

- Nine BTEC courses were implemented smoothly with a total enrolment of 93 F.3 students and 67 F.4 students in 2020/21. The BTEC courses were as follows:
  - L3 Art and Design
  - L3 Business
  - L3 Creative Media Production
  - L3 Information Technology
  - L3 Performing Arts (Cantonese Opera)
  - L3 Performing Arts (Drama)
  - L3 Performing Arts (Musical Theatre)
  - L3 Sports
  - L2 Home Cooking Skills
- Due to the restrictions of half-day face-to-face classes, lessons and meetings via Zoom/Edmodo or Blended Mode are used to conduct teaching and learning on top of face-to-face classes. At the same time, the BTEC authority adopted remote inspection for our BTEC courses. From February to July 2021, 13 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 2020/21**

This event was not held in the year of 2020/2021.

## **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.
- A total of five F.5 and F.6 students attended Mode 1 ApL courses at the course provider's venues on Saturdays. They include Film and Transmedia (VTC), Computer Game and Animation Design (VTC) and Medical Laboratory Science (HKU SPACE).

## **Reflections:**

- The Inter-disciplinary Chinese Medicine Project which started in 2018/19 in collaboration with HKUST in developing the Herbal Drink had completed to its third 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.
- The research product was patented under three F.6 students who were nominated by the Teacher Advisors of the project.
- An electronic version of the Chinese medicinal book is near completion. There were hiccups on its production as the tendered company was not able to deliver the product according to our satisfaction.
- 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 21<sup>st</sup> century.

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

## **Achievements:**

- Advanced Thinking Skills Workshops for F.6 students were conducted in November and December 2020 to help students approach problems from multiple perspectives.
- The School Library was renovated and renamed the Learning and Teaching Centre to provide a spacious and comfortable environment for students to read and do research.
- The Reading Culture Team organized various annual activities to promote an in-depth intervention on the reading culture at SPCS. These included creating an ideal reading environment in the school campus, library, English Room, Chinese Culture Room as well as classrooms.
- Apart from introducing Reading Across the Curriculum in a whole-school manner, different subject disciplines also adopted specific approaches in promoting reading, e.g. the reading of SCMP and the use of vocabulary books to record new words learned in English Language, the reading of Financial Times in Accounting and Business, students took part in competitions that required prior online reading in Chemistry. Over 70% of students were also actively engaged in the Chinese online reading platform.
- With the Summer Reading Programme sponsored by EDB, the school purchased over 1,700 Chinese fiction and non-fiction books for the Form 1 to Form 3 classes. Since the books did not arrive until November, this reading programme was carried out during the Christmas holidays.
- Activities such as the Outstanding Student Librarian Award, Reading Star of the Term, Bookmark Design Competition, and online Treasure Hunt, which broadened 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 extend their horizon.

- 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 of their own interest.
- Staff development sessions which focused on questioning skills and reading strategies were organized by different departments. Peer lesson observations were also conducted throughout the year. One of the major focuses of observation was questioning skills.

### **Reflections:**

- Promoting the lifetime love of reading continues to be one of the major concerns in SPCS. Through pleasurable reading, students had the opportunity to apply skills to meaningful context, build general and content-specific knowledge, improve fluency with connected text and most importantly, to develop a lifetime reading habit. With the collaboration of all departments that promote reading across the curriculum, the Reading 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 class, all teachers encouraged students to ask good questions to create classroom interaction which engage students and promote a sense of satisfaction and achievement.
- The installation of the Radio Frequency Identification (RFID) System and the book sterilizer encourage students and teachers to borrow the books that have been sterilized.

**Major Concern/ 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-F.3 and through writing tasks set in F.5. Other subjects such as History, Geography, Liberal Studies, Music, also assigned research projects relating to OBOR to their students. The Arts Department inspired art classes with examples of art, craft and culture from countries along the new Silk Road. F.1 students made Chinese lanterns or sculptures and had them displayed in the school campus during the Chinese New Year.

## **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 relevant 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, but in view of ongoing global outbreak of COVID-19 which makes cross-border exchanges difficult and the more urgent need for schools to promote national identity, national security education and media and information literacy among students, this major concern/priority may require fine-tuning.

**Major Concern/  
Fifth Priority:**      **To strengthen the implementation of the school theme SMART  
CITIES 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 as a DIP programme. Valuable concepts including accounting, ethics, economics, psychology, mathematics, business strategy, and entrepreneurship were covered in the classes. Although all DIP programmes were cancelled due to the pandemic, our students remain active in joining team competitions to broaden their experience and knowledge and gained outstanding results.
- A team of three F.5 students won the Gold Award for writing up a start-up business plan in the Greater Bay Area organised by the Qianhai Guangdong – Hong Kong-Macao-Taiwan Youth Innovation and Entrepreneurship Competition. A team of four F.5 students won the Best Presentation Award in the Jumpstarter Idea POP organised by Alibaba Entrepreneurs.

## **Reflections:**

- The YIS programme helps the students gain the skills to save and invest for their future in a fun environment. The students will be inspired by joining more entrepreneurship related visits, symposiums, talks and workshops. In the end, they can help to explore the possibility applying for patents for the products developed by their fellow schoolmates of 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. Supporting staff included (3) laboratory technicians, (3) teaching assistants, (17) administrative support staff and (16) janitorial staff. Although the turnover rate of teaching staff was slightly higher than previous years due to retirement and other reasons and this was a common phenomenon with other schools, SPCS is able to maintain a stable and experienced team of professional teachers.

### **Professional Development**

Due to the outbreak of COVID-19 pandemic, many professional development programmes and face-to-face meetings were delivered via Zoom.

On 24, 25 and 28 September 2020, all teachers attended the refresher course on use of ActivPanel after F.2 classrooms were equipped with the latest version. Participating teachers had hands-on practice. They were shown subject specific resources and demonstration of the specific tasks associated with them. After the training, they acquired the skills to better enhance and tailor their teaching to meet the 21<sup>st</sup> century learning needs with greater confidence.

On 15 April 2021, our school arranged a seminar “Integration of Western and Chinese Medicine: the Feasibility in Clinical Practice” which was delivered by Dr. Lee Hung Fai, a registered family doctor who graduated from the Hong Kong Chinese University. Dr. Lee is also a registered Chinese Medicine practitioner. Our teachers learnt about some foundation knowledge of Chinese Medicine and how Western and Chinese Medicine can be incorporated into clinical practices for different types of diseases including influenza and COVID-19.

In order to explore more learning opportunities for students and to expand the Chinese herbal farming, the Principal, Vice-Principals and subject teachers visited the JPC Pat Heung Permanent Activity Centre and Integrated Youth Training Camp on 26 April and 28 May 2021. The visit was very fruitful as the site was ideal for the development of life-wide learning, leadership and adventure training and a venue for the cultivation of Chinese medicinal herbs and other vegetation like maize and soya beans. It can also be showcased as a youth development project for Hong Kong.

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

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.

With the implementation of the National Security Law in Hong Kong and its integration in the school curriculum for nurturing global citizenship and raising awareness of national identity, there is a need for the teachers to acquire a better understanding of the law and the Basic Law. Teachers attended the advanced Basic Law training courses organized by the EDB and those who will be teaching Citizenship and Social Development attended seminars relating to the Basic Law and National Security Law.

Teachers were updated of the relevant development in the learning and teaching of the National Security Education so as to help students gain a correct understanding and the significance of the law. A talk on “National Security Law of Hong Kong” by Ms. Elsie Leung JP, former Secretary for Justice was held on 16 Nov 2020. Another talk on “The Relationship between the Constitution of the PRC ‘One Country, Two Systems’” by Mr. Ng Leung Sing, delegate of the NPC, was held on the National Security Education Day on 15 April 2021.

A trial run of workshops on “National Security, A Global Perspective” was conducted in Nov and Dec 2020. Teachers from different departments participated in the course and exchanged ideas on reinforcing “national security” related issues at a global scale. A sharing session on “Implementation Plan of National Security Education (NSE)” was organized on 15 April 2021, followed by three briefing sessions for the panel heads and subject teachers with the aim of facilitating a holistic approach to NSE in the school.

School management and stakeholders of NSE attended Zoom meetings on the ‘Impact of Implementation of NSL in School’ in May and July 2021 organized by the Catholic Diocese of HK in order to prepare for the follow-up, staff training and to make necessary changes in the school administration and procedures.

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

Alongside the local DSE curriculum, the school offers the alternative GCE/IAL curriculum to 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 infuse the IGCSE curriculum into the local DSE curriculum, to collect teaching resources for the cross-curriculum and to plan the schemes of work for the curriculum that meets the diverse needs of students.

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.

The School collaborated with the School of Modern Languages and Cultures of the University of Hong Kong for the ninth year to offer modern languages to our students. This year, a total of 93, 87 and 21 students enrolled in the French, Spanish and German courses respectively. During class suspension, HKU offered Zoom lessons for Level 3 and Level 4, while Level 1 and Level 2 had intensive Zoom lessons in July and August 2021 to make up for the lessons missed.

Language/Level	Level 1	Level 2	Level 3	Level 4	Total
French	60	23	7	3	93
Spanish	38	27	16	6	87
German	14	-	7	-	21

This year, the school has registered for nine different BTEC Applied Learning subjects for F.3 to F.4 students to further develop their talents through experiential learning and to give them first step work-related qualifications for careers and further studies planning. Subjects include BTEC Level 2 and 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 (Drama)
8. Performing Arts (Cantonese Opera)
9. Sports

## Catering for Diversity

The school Data Management Team has continued to provide an updated data analysis of students' performance in HKAT, 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 promptly 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.

For Mathematics, individual teachers arranged remedial sessions for students on a need base. Weaker students were assigned extra online exercises for practice. Additional lessons in Mathematics were arranged, starting in the first term, to cater for diversity needs amongst the Form 1-3 students. The selection of students for small class additional lessons was based on F.1 HKAT results and F.2 and F.3 final examination results.

For Chinese, a one-hour Zoom remedial session was arranged twice a week for F.1 to F.3 students in 2020/21. The same practice was applied to Additional Chinese Language for 4 more periods per cycle. Those were good in Chinese were placed in the enrichment class while those were weaker were placed on the remedial classes in F.1 - F.3. Apart from this, one-hour additional Chinese Language lessons via Zoom were arranged for F.5 and F.6 and DSE F.5 students once a week during 1<sup>st</sup> and 2<sup>nd</sup> term respectively. Face-to-face additional Chinese lessons were arranged during the post-exam period for F.4 students and F.6 students. Feedback from the teachers-in-charge was positive and 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 needs of students with special educational needs (SEN), the school is dedicated to establishing an inclusive culture through a whole-school approach. Students concerned are provided specific assessment accommodation and counselling service by the school 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 social workers in order to support students adequately and holistically. The team liaises with the HKEAA to give the SEN students more time to complete their public exams.

### **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 of the emphasis of the STEM/STEAM development was one of the Reading Culture Team's major concerns. The Team will continue to encourage 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 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. The School also subscribes to Edmodo Enterprise as a school-wide Learning Management System across all forms and all subjects.

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 have been set up in Form 1, 2 and 3 classrooms. The English Department requires 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 maintains its Language Across the Curriculum (LAC) approach through the integration of language learning and content learning. LAC continued to focus on improving language proficiency in all subjects in order to enhance students' learning and outcomes. Success can be seen in the outstanding results in English Language A, English as a Second Language and the wide variety of subjects taken at IGCSE, IAL, GCE and HKDSE levels. The following measures were implemented and proved to be successful:

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

## **Interactive IT for Learning and Teaching**

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

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

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

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

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

## **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 enactment of the National Security Law on 30 June 2020, workshops on National Security Education were provided to students for a better understanding of the Law. It helps them to be discerning individuals, who can make informed decisions. Workshops were focused on the concept of national security from a global perspective and to reinforce the national identity of the students. Through research and group discussions, students acquired the concepts of nationalism, the rule of law, rights and responsibilities of a law-abiding citizen who shows respect for oneself and those who have opinions different from her own. Furthermore, Advanced Thinking Workshops were organized for students to help them develop a mental framework for critical thinking and problem solving. Furthermore, these workshops help students develop resilience and a growth mindset to cope with adversity and challenges.

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 reflective 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 612 beneficiaries and the scholarship/fee remission amounted to HK7,708,550.00. For details, please refer to the school website at

[http://www.spcs.edu.hk/feeremission/feeremission\\_and\\_scholarship.htm](http://www.spcs.edu.hk/feeremission/feeremission_and_scholarship.htm)

### **Support for Students during COVID-19**

During this period, the school strengthened the connection with students and parents in order to address their worries and concerns, in particular the impact brought to the student/her family under economic recession. To support the needy students in their E-learning at home, 31 mobile data sim cards were issued to them.

### **Pastoral Care**

### **Personal, Social and Health Education**

In 2019, the Pastoral Care Team was granted \$817,400 for a QEF project that lasted for 22 months. It is titled as "A Road to Positive Life" enhancing the students' holistic

development with the adoption of Strength-based Approach. It aims to strengthen positive thinking among various stakeholders in school, including students, parents and teachers.

Activities conducted received positive results. Over 80% of the participants were satisfied with the activities. The Inventory of Adolescents' Gratitude and Snyder's Hope Scale was used to assess the changes of the F.2 participants after joining the peer mentoring project. Both the gratitude and the hope scores of the subjects have increased after the intervention. The scores are shown in the Table 1 and 2.

Self-concept, Stress Management, Interpersonal Relationship, and Goals of Life were the four subscales in APASOII that were chosen for analysis. Except for the "Goals of Life", the mean scores of the first three subscales slightly decreased in 2020 compared to 2018. The scores were shown in Table 3.

Nevertheless, it is believed that the slight decrease in some of the subscales of APASOII does not necessarily represent the ineffectiveness of the project. Due to the occurrence of a series of social movements and the outbreak of the COVID-19 pandemic in the past 2 years, Hong Kong has experienced tremendous changes that prompted negative effects on students' mental health and social well-being. In addition, the pandemic has changed the format of our activities from face-to-face to online meetings. This adversely affected the students' perceptions on the activities. Therefore, the decrease in the subscales of APASOII is probably due to the changing social context rather than the content of the project itself. In fact, according to students' feedback, many students considered that the activities of the project could help them to relieve their stress during this difficult time.

Table 1: Gratitude Score

Year	2018-19		2019-20	
	Pre-group	Post-group	Pre-group	Post-group
Total Score	212	257	847	1026
Mean Score	21.2	25.7	65.2	78.9

Table 2: Hope Score

Year	2018-19		2019-20	
	Pre-group	Post-group	Pre-group	Post-group
Total Score	600	723	280	313
Mean Score	60	72.3	21.5	24.1

Table 3: APASOII

Item	2018 (Mean Score)	2020 (Mean Score)
Self-Concept	2.95	2.83
Stress Management	3.07	2.98
Interpersonal Relationships	3.32	3.31
Goals of Life	2.91	2.96

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

The Big Sister Scheme Programme provides training for higher-form students to develop them into potential leaders and helps new Form One students to adapt to the new learning environment. Unfortunately, this meaningful programme was cancelled last year due to the suspension of face-to-face classes and social distancing restrictions.

It is observed that the implementation of the "two school social workers for each school" policy was helpful. The school social workers provide not only comprehensive and extensive guidance to the students, they also work closely with the Pastoral Care Team to conduct various activities for the students, parents and teachers.

The school social workers organized adjustment and peer relationships workshops, money management talk and future planning training for F.1-F.2 students. Zoom workshops on stress management, future planning and time management workshops and stress coping workshops were organized for F.3-F.6 students who are going to sit for the public exam. Due to the ongoing pandemic, most of the workshops and talks were conducted via zoom. Students reflected that they enjoyed the workshops and talks and feedbacks were positive.

### **Healthy Paulinians**

According to research analysis, the healthy range of BMI falls between 18.5 and 22.9. The average BMI of our students is 19.2 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 49.2 kg whereas a Hong Kong student is 46 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 160.1cm. Two P.E. lessons per cycle are arranged for all students to promote the concept of good health and well-being. Due to COVID-19 pandemic, limited face-to face physical lessons could be launched. Guidelines on Conducting Physical Activities for the Prevention of COVID-19 were closely followed. This has restricted the choices of physical activities for individual students, To maintain the interest of students and their health, the message of regular exercise is beneficial to health is extensively publicized and promoted.

### **Form One Bridging Programme**

From 24 April to 19 June 2021, the new Form One students (2021-2022) attended a Bridging Course for eight Saturday mornings. The aim of the Form One Bridging Course was to provide support for the new Form One students to facilitate a smooth transition from primary to secondary learning.

The Bridging Course 2021 was successfully completed this year. The lessons went smoothly with the support of the SPCS, colleagues and technicians. The Bridging Course comprised of Mathematics, English Language, Chinese Language, French and STEM sessions. Lessons were conducted with PowerPoints, role play, and interactive class activities. Students had the opportunity to familiarize themselves with Shakespeare's A Midsummer Night's Dream, algebra and shapes in Mathematics, Chinese Language and French language skills, cultivate mushrooms and learn about computer coding. Students were attentive and participated actively in interactive learning activities in classes and exercises on the school e-learning platforms. Most new Form One students were serious in their work and eager to ask questions and communicate with teachers and classmates. Data collected on students' performance during the Bridging Course may help teachers to identify students with pastoral care concern.

## **Careers Team**

### **Life Planning Education**

The Careers Team collaborated with the Pastoral Care Team / Personal Social and Health Education (PSHE) Team for the seventh consecutive year to implement career life planning education for junior form students. Our school social worker helped conduct two talks on F.3 subject choices to F.2 students via Zoom in mid-March 2021. Through the presentations and interactive sessions, it was found that junior forms students not only developed better self-understanding but also explored their choice of subjects based on their interests, personality, academic aptitude and career aspirations through group activities, discussions and reflective questionnaires.

Due to social distancing, the whole form F.4 Career Mapping Workshop was replaced by a session conducted via Zoom on 27 May 2021. Presentations with different topics and activities were held to guide students on life planning. With career choices and progression to university being the main focus, the interactive sessions engaged students in exploring their preferences and options by reflecting on their interests, personality and strengths. In order to learn more about themselves, the students identified their Holland/RAISEC Code through activities that were designed from the workbook called 'Career Mapping', a career development tool for senior secondary students. This effective tool not only gave the student a reference to set their academic and career goals, but also helped them make informed curriculum choices. Comprehensive information about local and overseas university pathways including Non-JUPAS and JUPAS routes were introduced to the students. This workshop was very useful in helping the F.4 students to gain a better understanding of the importance of career and life planning.

F.5 curriculum was introduced to parents in our F.4 Parents' Meeting held on 17 April 2021. Details on each academic subject were presented by the responsible subject heads/representatives. Parents were invited to join the briefing either in the School Hall for face-to-face mode or via Zoom for online mode. In the talk, participants received information about the subject options that are available. They were given an overview of the subject contents and curriculum as well as the pedagogy and expectations of each subject. On 15 May 2021, F.2 parents and students attended an Open Forum via Zoom in order to gain an understanding of the F.3 choice of subjects available. They were briefed about the importance of their individual decision on subject choices which leads to their options that will be available to them in F.5 and subsequently at university.

### **Careers Week**

The Careers Week was held from 19 to 24 October 2020 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.

On 24 October 2020, the Careers Team has invited Professor Vincent C.T. Mok, Assistant Dean of Faculty of Medicine from the Chinese University of Hong Kong to conduct an admission talk to our F.4-F.6 students and their parents via Zoom. University admission talks allow Paulinians to gain a thorough understanding of the universities and faculties that they are interested in. Entry requirements and application processes were also covered so that students can make better preparations.

In order to engage students actively in the Careers Week, Careers Quizzes were conducted for F.1 classes online via Kahoot. Such quizzes aimed to promote awareness among students for career planning and encourage them to start thinking about their dream future. It was also an opportunity for the newcomers to meet the Careers and Future Studies Team to learn about the Team's aims and guidance service for their studies.

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 interesting occupations. Students chose occupations like Game Designer, Astronaut, Funeral Service Manager and Magician. 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 for students.

A Video Competition was held for F.3 and F.4 classes. Students were asked to compare related undergraduate programmes offered by different universities, including basic information such as admission requirements, program structure and career paths after graduation. The response from the classes was good and the work submitted was both well-researched and informative.

### **University Information and Sharing Sessions**

This year, online mode such as email and Edmodo was used for the events and activities. Students found these talks and activities useful and helpful in their university choices and applications.

Events were held to cover a range of popular universities around the world. For Hong Kong, four JUPAS / Non-JUPAS Alumni Sharing Sessions were conducted on 14, 20, 27 October and 5 November 2020. 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 choice of programmes and student life at local universities in general. For UK, SPCS alumni who are currently studying in UK universities were invited to conduct a sharing session in October 2020. For US, the US Consulate General Education conducted an information talk on 22 May 2021. In addition, Ms. Amanda Xiang, a Paulinian graduated in 2015 conducted a session called 'Studying in the US Vs Hong Kong' on 6 March 2021. Participants found the sessions useful and practical.

From September 2020 to December 2020, the Careers Team organized 11 subject specific university taster lectures in the Career x English Lessons for F.6ST students. Students had the opportunity to learn about different undergraduate disciplines, and experience various teaching styles from different universities.

The university taster lectures include: The University of Hong Kong conducted three seminars on design, business and journalism. The Hong Kong University of Science and Technology conducted four lectures on Engineering, Technology, Maths and Accounting. The Chinese University of Hong Kong conducted three sessions on Law, Chemistry and Sociology while the City University of Hong Kong presented about Biomedical Physics. These lectures helped the students choose their subjects when they applied to universities.

This year, the school co-ordinated with PTA and the Hong Kong Association of Careers Masters and Guidance Masters to organize online events for parents and students between February and May 2021 about university progression to Canada and Germany.

## **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. JUPAS application preparation talks were also held to assist students in applying to local educational institutions. The individual personal statement / CV guidance and review process by the Careers Teachers encouraged students' self-exploration and reflective thinking. The series of support aims to help students' decision making and strengthen their university applications.

A series of Interview Skills workshops were arranged. The session for F.6 GCE A level students was conducted on 31 October 2020. The session for F.6 HKDSE students was held on 6 February 2021. The session for F.5 GCE A level students were held on 23 and 29 June 2021. The workshops were conducted by the professional career consultants from ARCH Education, with the aim of equipping students for university interviews.

### **Oxbridge Preparation Programme for F.6 Students**

F.5 students who were interested in applying to Oxbridge were supported through a series of information talk, alumni sharing session, individual counselling, personal statement advice and mock interviews. In order to build knowledge and passion in the subject as well as demonstrating their intellectual curiosity, students were asked to complete an independent research project over the summer holidays in 2020. Students researched on their choice of topic which was related to the course they were applying for. Through investigation, discussions and questioning, students learnt more about their subject of interest. The project outline was submitted in May 2020 and the final project report was submitted in September 2020. Project presentation along with mock interviews was conducted in November 2020. The programme is effective and will continue in the next cohort.

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

### **Individual Counselling Services**

Year-round individual counselling 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**

To protect our students from cyber traps, a series of seminars and workshops entitled the “Proper use of the Internet, Social Networking on the Internet, Game-based Learning and IT Safety” were organized for 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 Discipline and Counselling 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 30 September 2020. 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 7 October 2020. 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, our school was honoured to be the overall 9<sup>th</sup> Top Fund-raiser Award in Hong Kong and 3<sup>rd</sup> in the Educational Institutions Category. Despite the difficulties brought by the outbreak of COVID-19, the board successfully held the St. Paul's Day Celebration on 30 June 2021, 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.

Student welfare is one of the major concerns of the Prefects' Board. The board organized two souvenir sales for current students and the new F.1 students in November and July. Talented Paulinians designed appealing and functional souvenirs to promote the Paulinian spirit. The new souvenirs for sale include keychains, folders and tote bags.

The Prefects' Board always strives to train future leaders to sustain their good work. A workshop on Habits of Mind and leadership training were organized for all F.4 students during the Post-exam period. F.4 students gathered online to participate in the leadership tasks prepared by the Prefects' Board and at the end of the day, 70 prefects of 2021-2022

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**

Over 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.

Both the annual Sports Day scheduled on 15 April 2021 and Swimming Gala scheduled on 23 May 2021 were 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 in 2020/21 were cancelled.

### **Home-School Co-operation**

#### **Form One Orientation Day**

This was held on 28 August 2021 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 the school social worker on the services provided and PTA member's recruitment.

#### **Form One Catholic Parents' Day**

Due to COVID-19 pandemic the Form One Catholic Orientation Day which was originally scheduled for 12 September 2020 was held in the Catholic Promotion Week from 7 to 16 October 2020. The F.1 Catholic parents and students acquired detailed information on the religious formation in our school through Edmodo. The Catholic leaders from the seven religious clubs also briefed all the F.1 classes during their Form Periods on the religious activities in school. All Form One Catholics recruited to the seven religious clubs would have an overall idea of the religious life in school.

## **Big Sister Scheme**

In the first term of the school year 2020/2021, the Big Sister Scheme recruited 74 Form 4 and 5 Big Sisters to provide academic support in the form of individual tuition to 141 Form 1 Little Sisters after school. Two events were held to help Big Sisters and Little Sisters know more about Big Sister Scheme before the regular tuition in October. 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. The regular tuition started as planned in October. However, the tuition had to stop in November because of the outbreak of COVID-19. Although there were only four regular tuition weeks in October, both Big Sisters and Little Sisters could still develop a close bond and foster their Paulinian spirit. The scheme was well received by parents and students.

## **Parent-Teacher Association**

The 14th Annual General Meeting was held on 17 October 2020 and the 2020/2021 Executive Committee Members were elected. There were totally 522 members registered in 2020/21.

Due to the pandemic, the “Green Campaign”, social service and school volunteer service were cancelled this year.

Nevertheless, a parents’ workshop on healthy Internet use and Internet safety - "Wise Use of Filtering Software" organized by the Office for Film, Newspaper and Article Administration (OFNAA) and Against Child Abuse (ACA) was held via Zoom on 4 June, 2021. The feedback from the parents was very positive.

Some parents also participated in the Chinese Medicine Seminar as well as the NSL talk by Mr. Ng Leung-sing.

## **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 organize activities throughout the year for alumnae and contribute to the community. This included donation of 1,155 masks and 165 mask covers to the elderlies at Caritas Elderly Centre, the Christmas Card design event and Easter Egg design event for alumnae and their children to unleash their creativity to share the joy of the festive season. Chinese New Year celebrations with the elderlies at Caritas Elderly Centre via video submission of performances and lantern riddles were arranged. Job shadowing was anyhow suspended during 2020/2021. 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 school year 2020/21, 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 arranged 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 2020/21

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 F. 1 to F.6 students. Professional tutors are employed to teach the DIP classes every Wednesday afternoons funded by the Capacity Enhancement Grant. At the same time, teachers are freed from their Wednesday afternoon's teaching duties in order to engage in continuous professional development: sharing knowledge, teaching progress, good practices and techniques with peers, taking courses and seminars, and preparing teaching materials for the DSE, IGCSE, GCE/IAL and BTEC curricula.

Over 40 interest classes covering STEM, sports, science, technologies, languages and performing arts like music, dance and speech, foundation of Chinese medicine, herbal drink development, young entrepreneurship and community service were planned for students. However, due to COVID-19, all DIP courses were suspended during 2020/2021.

## Capacity Enhancement Grant Report for 2020/2021

<u>Income</u>	<u>HK\$</u>	<u>Expenditure</u>	<u>HK\$</u>
Brought Forward from Last Year	667,875.00	Expenditure Grant Total:	96,300.00
Current Year Grant	850,830.00		
Adjustment (20-21)	5,740.00		
		Balance (Surplus)	1,428,145.00
	<u>1,524,445.00</u>		<u>1,524,445.00</u>

### Evaluation:

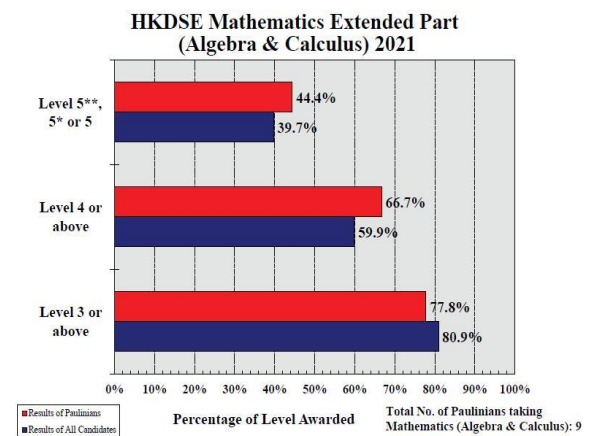
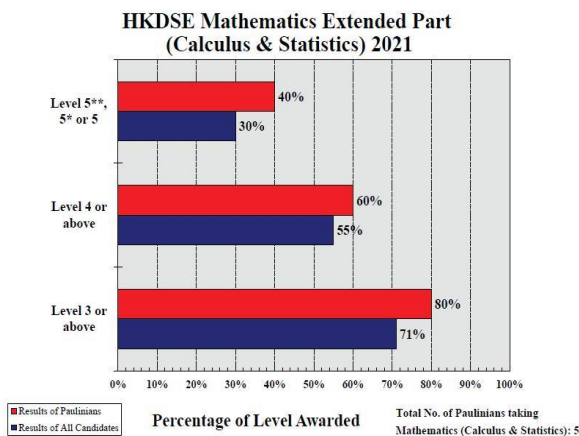
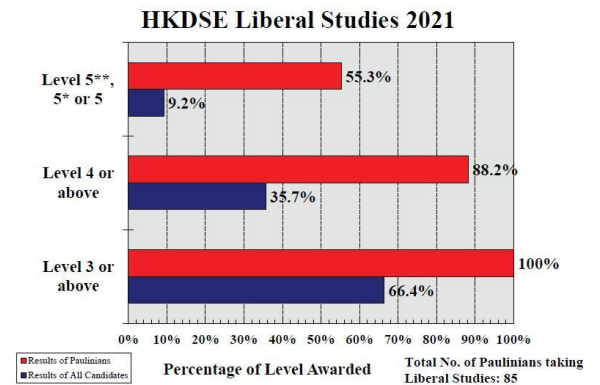
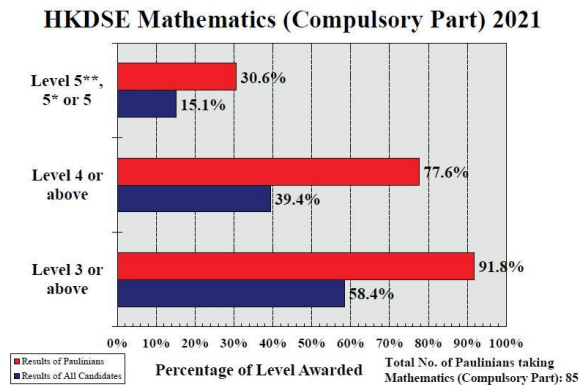
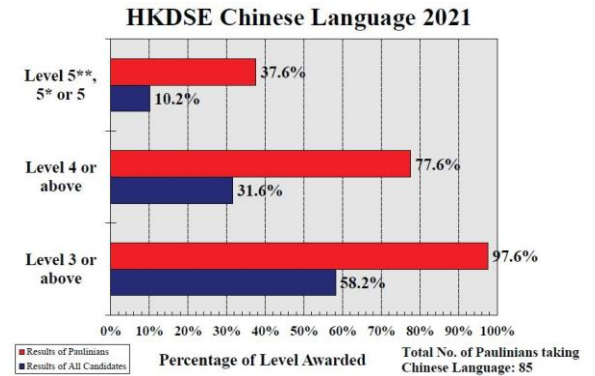
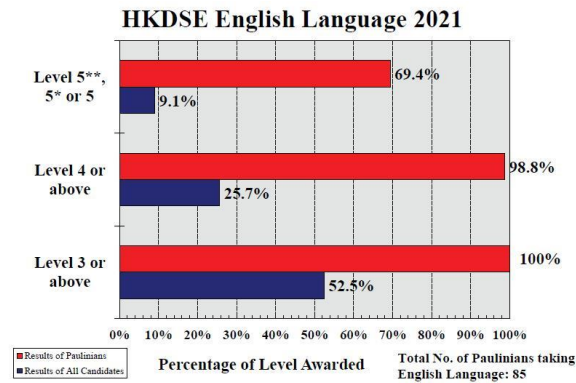
As all DIP courses were suspended, no evaluation was conducted.

## Student Performance Academic Achievement

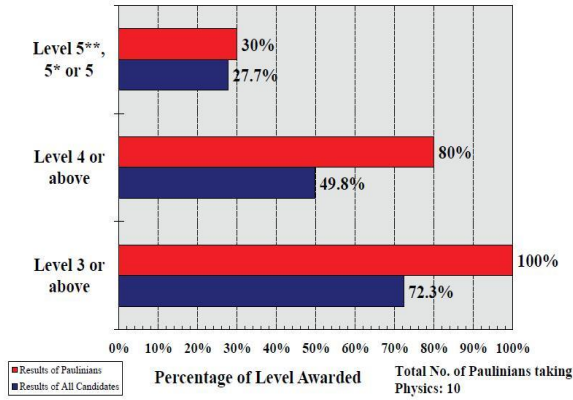
TSA was not held and our school did not take part in the HKAT either in 2020/21. The school arranged a school based attainment test and no comparison could be made with the Hong Kong average.

## HKDSE

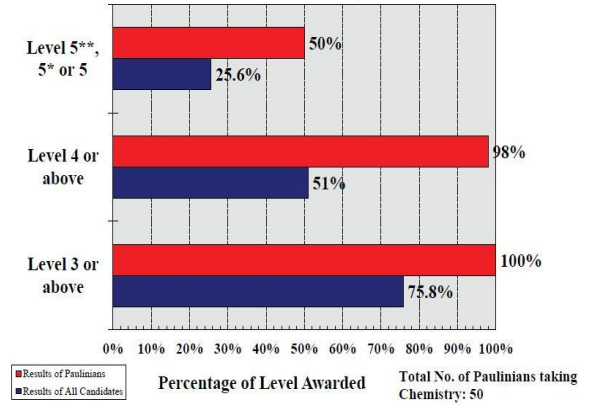
Below are our students' HKDSE results as compared to the results of all HK Candidates. 100% of the students continued with their tertiary education in local or overseas universities/tertiary institutions.



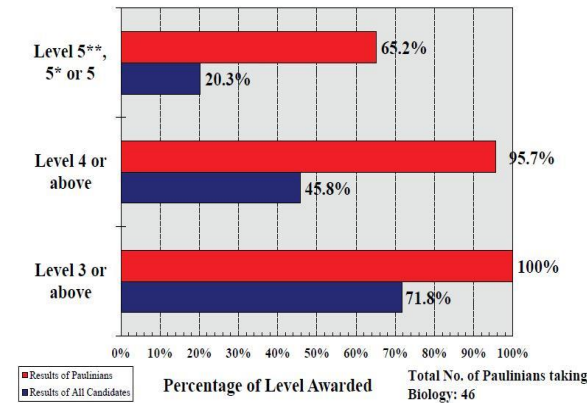
### HKDSE Physics 2021



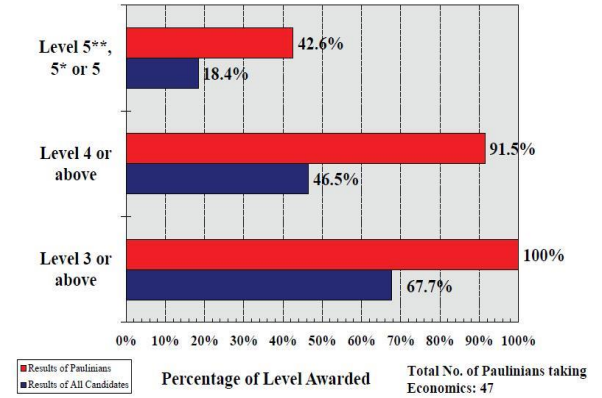
### HKDSE Chemistry 2021



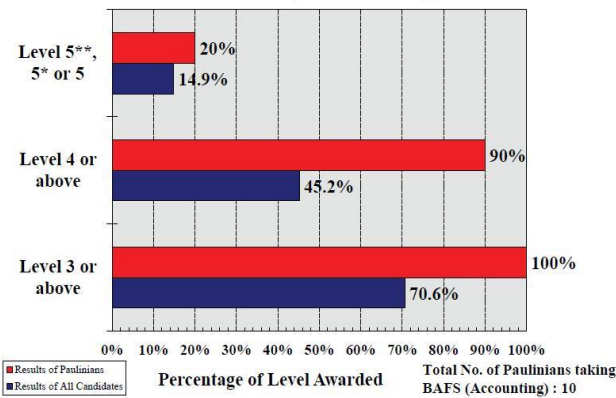
### HKDSE Biology 2021



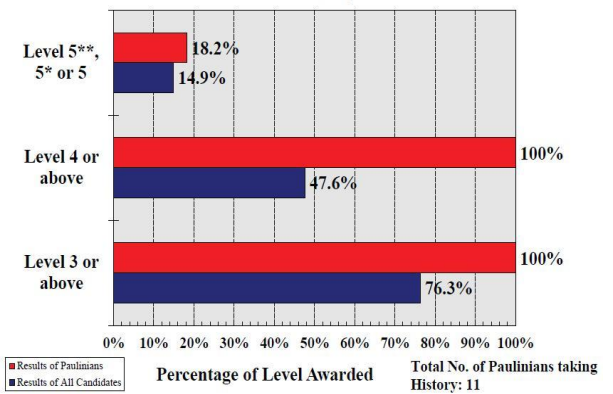
### HKDSE Economics 2021



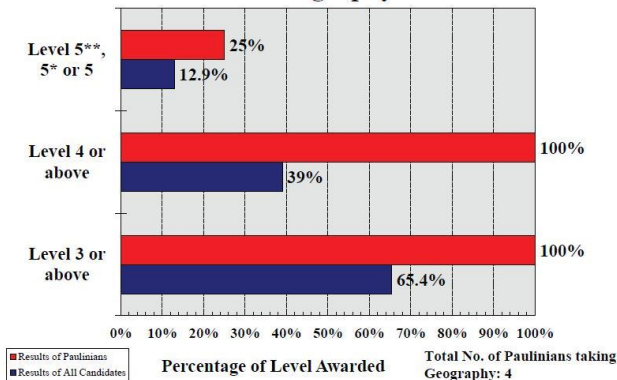
### HKDSE BAFS (Accounting) 2021



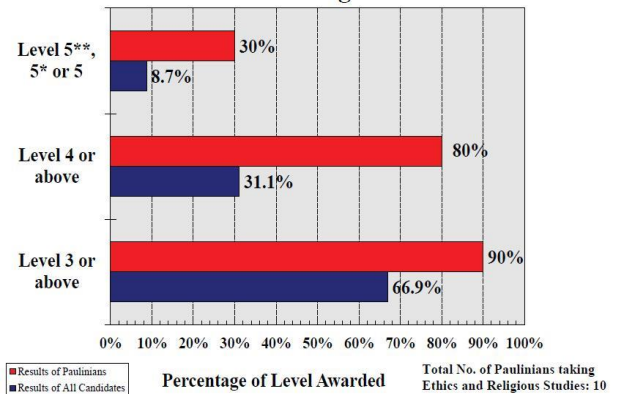
### HKDSE History 2021



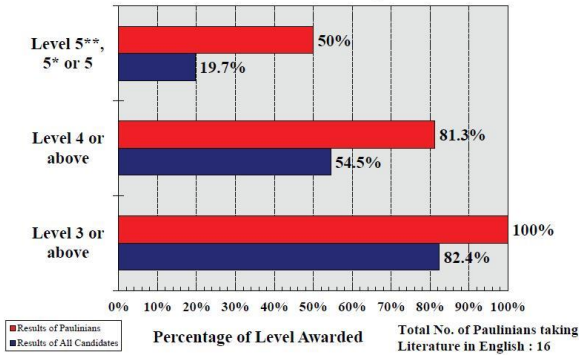
### HKDSE Geography 2021



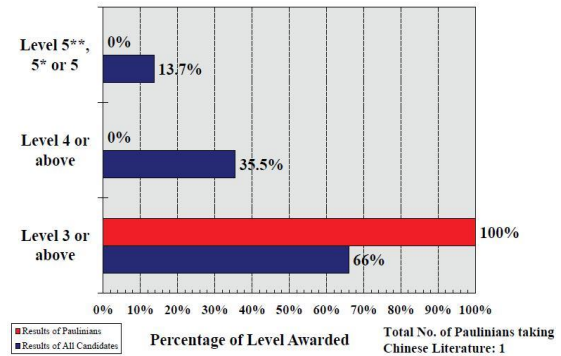
### HKDSE Ethics and Religious Studies 2021



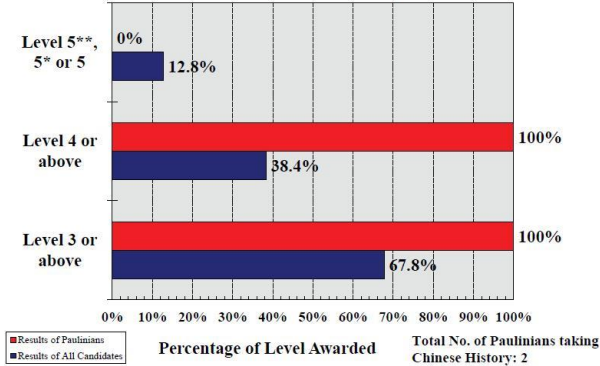
### HKDSE Literature in English 2021



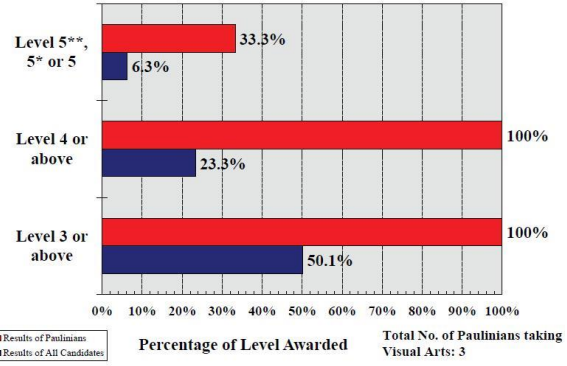
### HKDSE Chinese Literature 2021



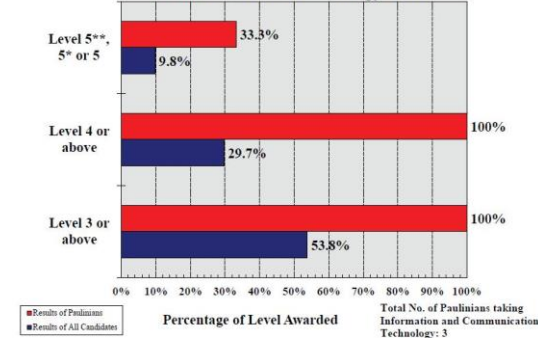
### HKDSE Chinese History 2021



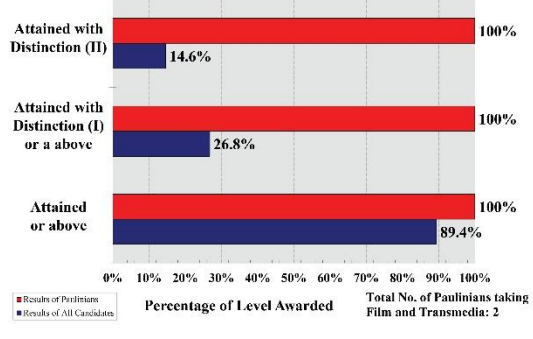
### HKDSE Visual Arts 2021



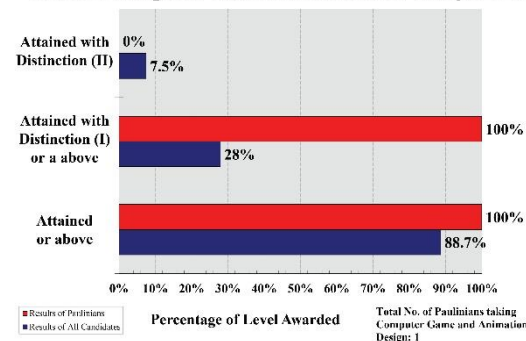
### HKDSE Information and Communication Technology 2021



### HKDSE Film and Transmedia 2021



### HKDSE Computer Game and Animation Design 2021



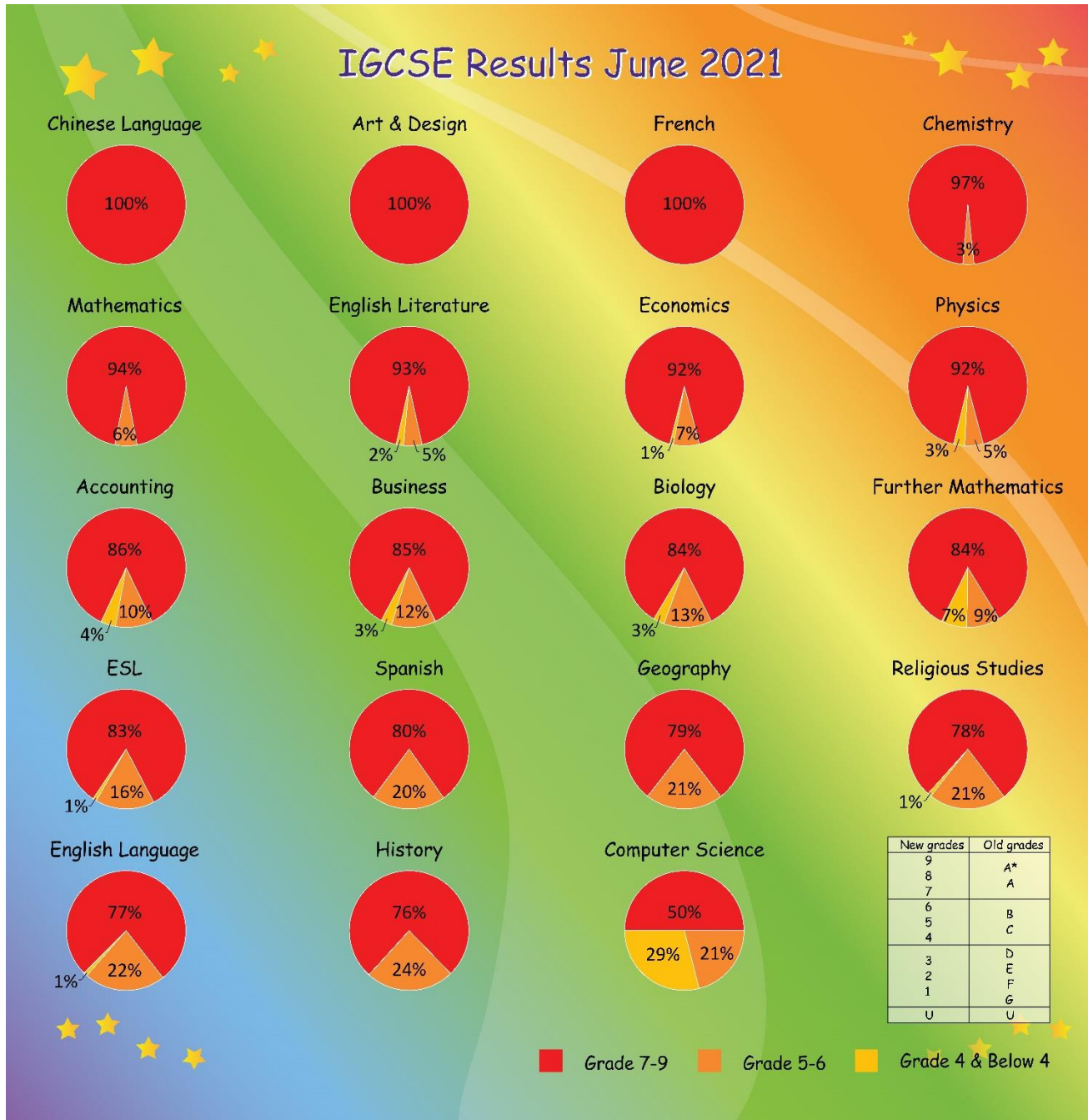
## IGCSE

- This year due to the COVID-19 pandemic, 2021 Summer Series of IGCSE examination were cancelled.
- Centre assessment grades of each subject were submitted by school to Pearson for AS / AL awards. Assessment grades of most subjects were allotted based on the Pearson Unseen Papers conducted during April and May 2021 while some were based on internal exam papers (due to clashes in exam time-table of the Unseen Papers).
- A total of 202 Form 4 students took the IGCSE examination this year.

**Below is the summary of the F.4 students' performance in the 2021 IGCSE examinations:**

IGCSE Grades 國際普通 中學文憑級別	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(2021)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 (2021) 7.8
No. of students 學生人數	11	36	69	91	112	128	144	160	
Cumulative % 百分比	5.4%	17.8%	34.2%	45.0%	55.4%	63.4%	71.3%	79.2%	

**Below are the grade distributions of the IGCSE 2021 results:**

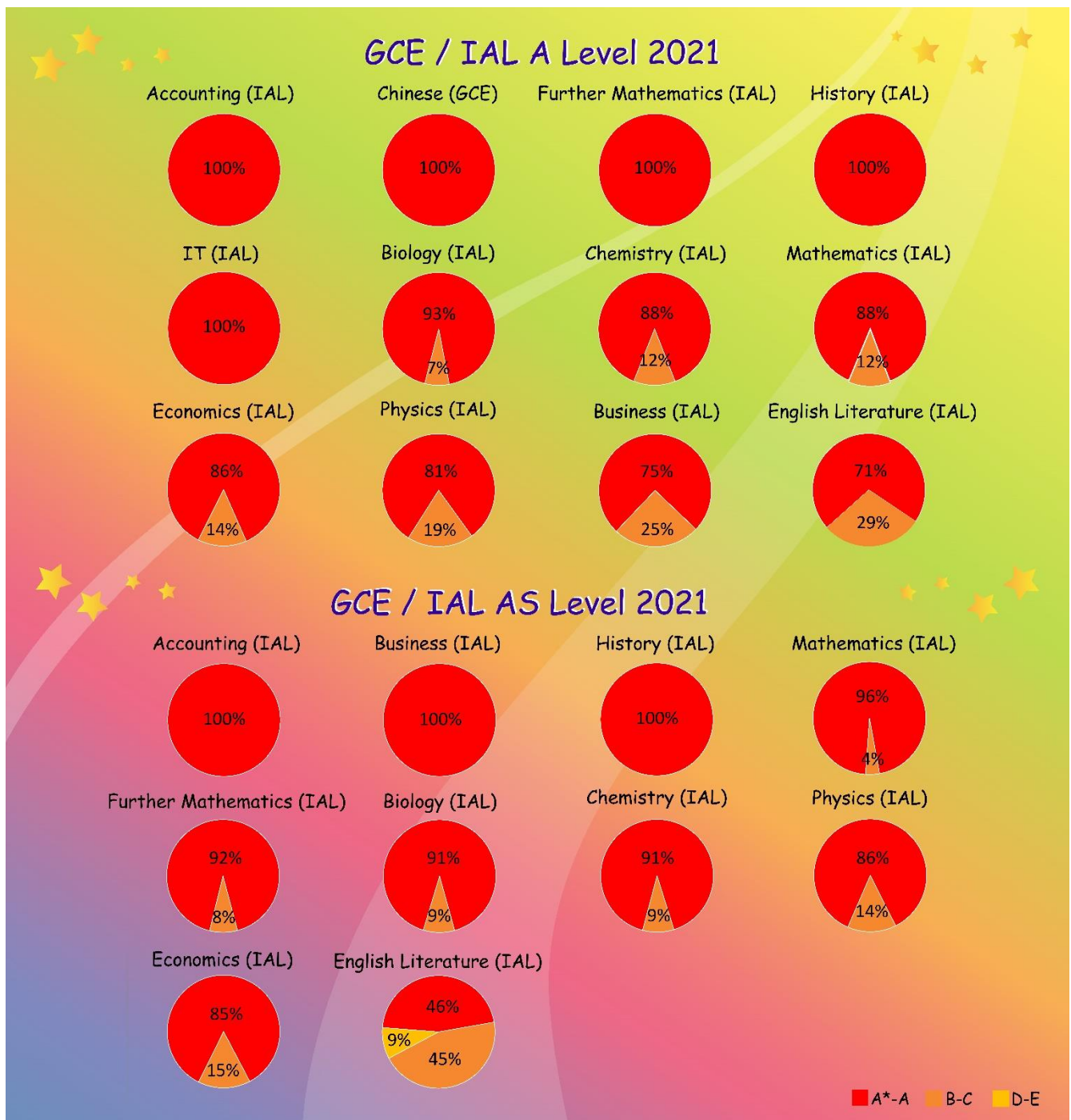




## GCE/IAL

- Similar to IGCSE, 2021 Summer Series of IAS and IAL / GCE AL examination were cancelled.
- Centre assessment grades of each subject were submitted by school to Pearson for AS / AL awards. The assessment grades were allotted based on the Pearson Unseen Papers conducted during April-May 2021.
- 71 Form 5 students and 64 Form 6 students took the IAS and IAL / GCE AL examinations respectively.

**Below are the grade distributions of GCE / IAL 2021 results:**



- Out of the 64 F.6 students, 1 student obtained 6 A\*, 9 students obtained 5A\*, 9 students obtained 4A\* and 12 students obtained at least 3A\* in the 2021 IAL examinations.
- There are altogether 289 A – A\* among 64 F.6 students (i.e. average of 4.52 A – A\* per student) [as compared to last year’s average of 3.54 A – A\*]

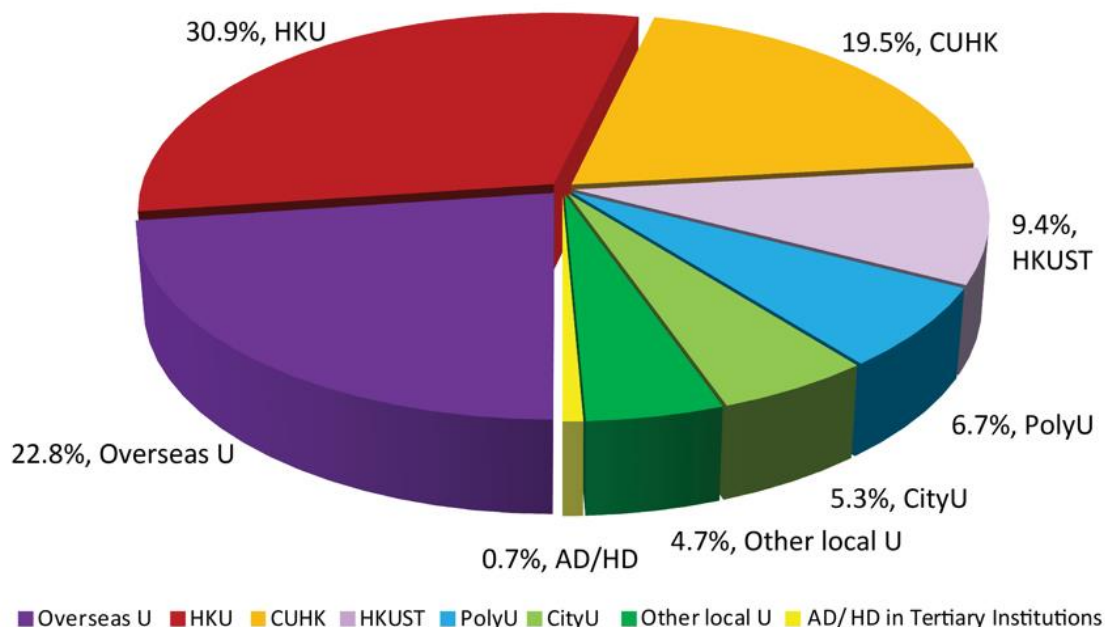
### University Entry Profile

In line with previous years, 100% of our students continued their studies in tertiary institutions both locally and overseas. Around 60.0% of them entered the top 3 local universities and 25% of our students went to study abroad.

### No. of students admitted to Universities in 2021

	HKDSE	HKDSE %	GCE	GCE %	Total	Total %	Overseas	HKDSE	GCE	Total
Overseas Universities 海外大學	6	7.1%	28	43.8%	34	22.8%	UK	1	20	21
HKU 香港大學	30	35.3%	16	25.0%	46	30.9%	Canada	2	6	8
CUHK 中文大學	18	21.2%	11	17.2%	29	19.5%	USA	1	1	2
HKUST 科技大學	10	11.7%	4	6.3%	14	9.4%	Australia	1	0	1
PolyU 理工大學	7	8.2%	3	4.7%	10	6.7%	Ireland	0	1	1
CityU 城市大學	6	7.1%	2	3.0%	8	5.3%	Germany	1	0	1
Other Local Universities 其他本地大學	7	8.2%	0	0%	7	4.7%	Total	6	28	34
AD/ HD in Tertiary Institutions 專上學院副學士/高級文憑	1	1.2%	0	0%	1	0.7%				
Total no. of students 學生總數	85	100%	64	100%	149	100%				

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 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.

Both external and intra-school activities were greatly affected by the COVID-19 pandemic and the suspension of school in 2020/21. Hence, only 15 students received the non-academic scholarships, 5 for Speech and 10 for STEM.

The Outstanding Paulinian Awards are awarded for overall all-round achievement. 2 students received the Diamond Paulinian Award, 13 the Platinum, 39 the Gold, 48 the Silver and 78 the Bronze Award.

<b>Paulinian Award</b>	<b>Score</b>
Diamond	$\geq 900$
Platinum	$\geq 600$
Gold	$\geq 400$
Silver	$\geq 300$
Bronze	$\geq 200$

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

**St. Paul's Convent School Annual Financial Position**

**Financial Report for the 2019/2020 School Year**

	<b>Government Funds</b>	<b>Non-Government Funds</b>
<b>INCOME *</b>		
DSS Subsidy (including government grants not subsumed in the DSS unit rate, and reimbursements)	74.88	N.A.
School Fees	N.A.	24.20
Donations, if any	N.A.	0.01
Other Income (including allocation from School Reserves), if any	0.16	0.75
<b>Total</b>	75.04	24.96
* in terms of percentages of the annual overall income		
<b>EXPENDITURE ^</b>		
Staff Remuneration	82.00	
Operational Expenses (including Learning and Teaching)	2.31	
Fee Remission / Scholarship <sup>1</sup>	7.92	
Depreciation	1.13	
Repairs and Maintenance	0.96	
Miscellaneous (including Grants and Reserves Expenditure, unused grants, and grants subsumed in DSS Subsidy)	5.68	
<b>Total</b>	100.00	
^ in terms of percentages of the annual overall expenditure		
# <b>Surplus/Deficit for the School Year</b>	0.50	
# <b>Accumulative operating reserve in terms of equivalent months of annual expenditure from Auditors' Report</b>	6.77	
# in terms of equivalent months of annual overall expenditure		
<b>Actual Fee Remission / Scholarship is 31.41% of School Fee Income</b>		
# Details of expenditure for large-scale capital works, excluding capital expenses, if any :		
Nil	0.00	

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

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

~ Put a " ✓" where appropriate