

ST. PAUL'S COLLEGE PRIMARY SCHOOL



SCHOOL ANNUAL REPORT

2018-19

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A. School Information

1. School Motto and Mission

The fear of the Lord is the beginning of wisdom

The school is managed by the St. Paul's College Council which is a body incorporated by the special ordinance. The mission of the School as stated in the ordinance is: the offering to Hong Kong students of a modern, liberal education founded upon Christian principles, Protestant and Evangelical, as professed by the Sheng Kung Hui.

2. College Council

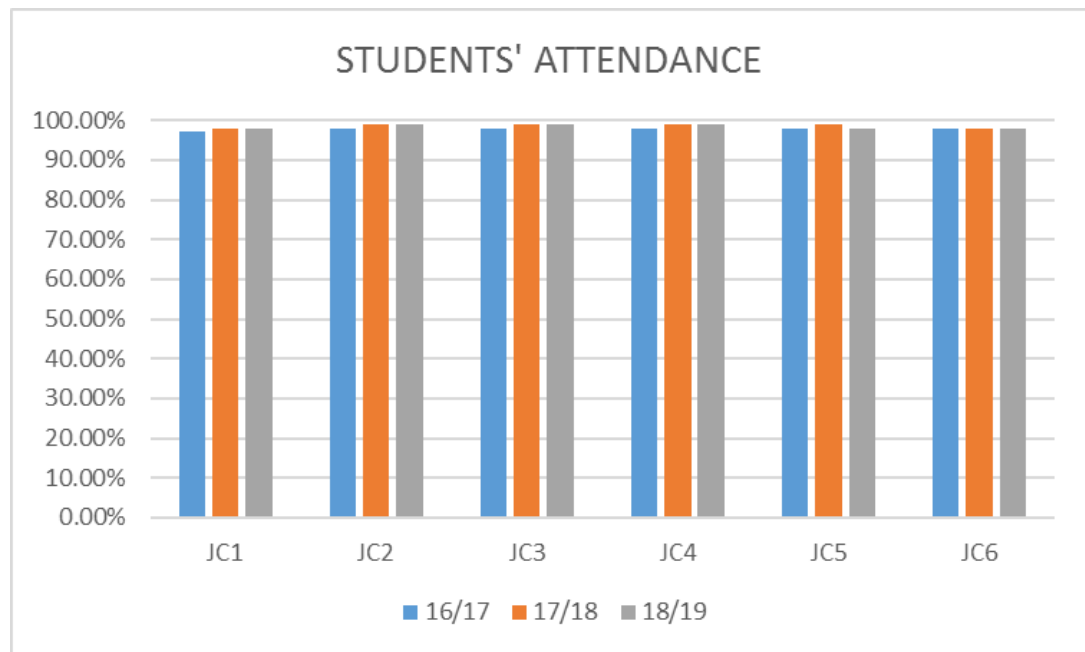
The College Council is established under the St. Paul's College Council Incorporation Ordinance. There are seventeen members as of the 2018-2019 academic year.

3. Our Student

Class Structure

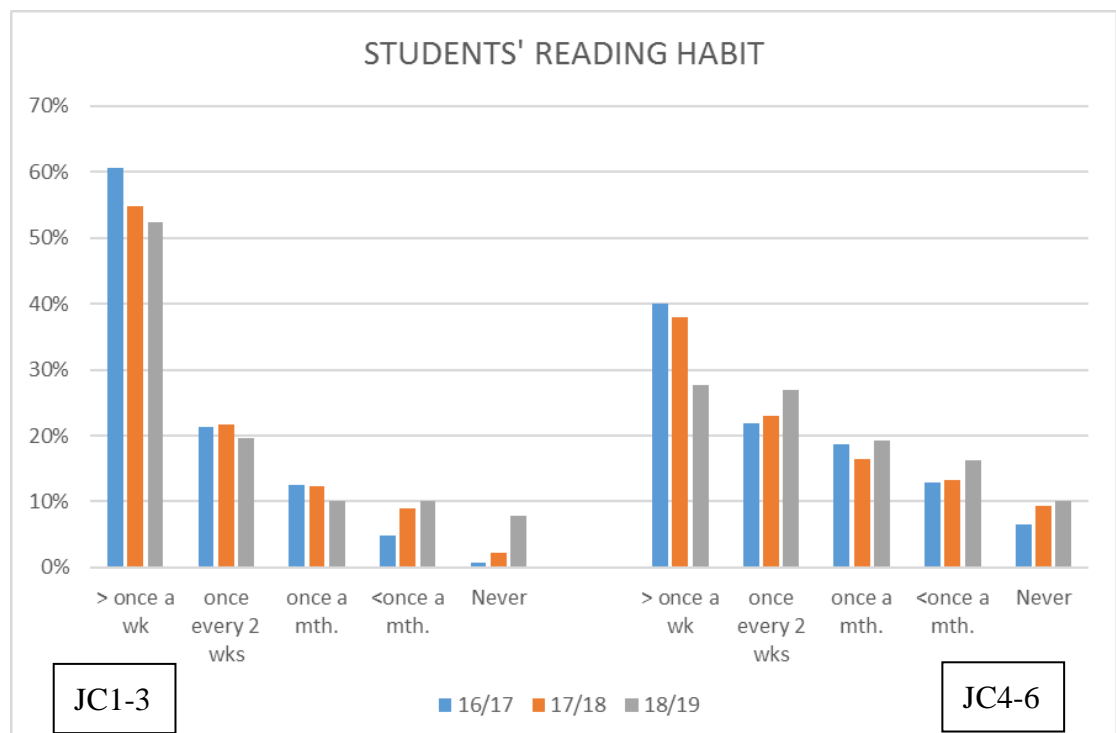
St. Paul's College Primary School is a whole-day primary boys' school affiliated to St. Paul's College, both under the Direct Subsidy Scheme. There were four classes each of Junior Class One to Three and three classes each of Junior Class Four to Six, with a total of 21 classes and a total enrolment of 626 as of September 2018.

Students' Attendance



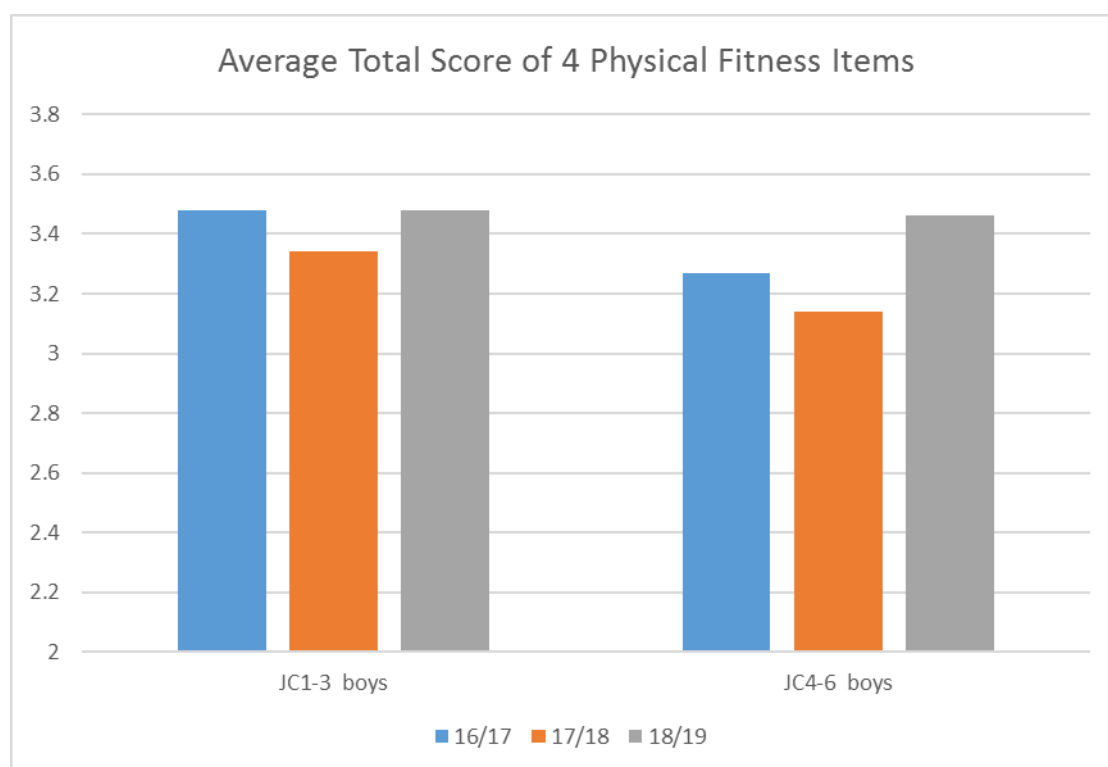
Students' Reading Habit

Students' Frequency of Borrowing Reading Materials from the School Library

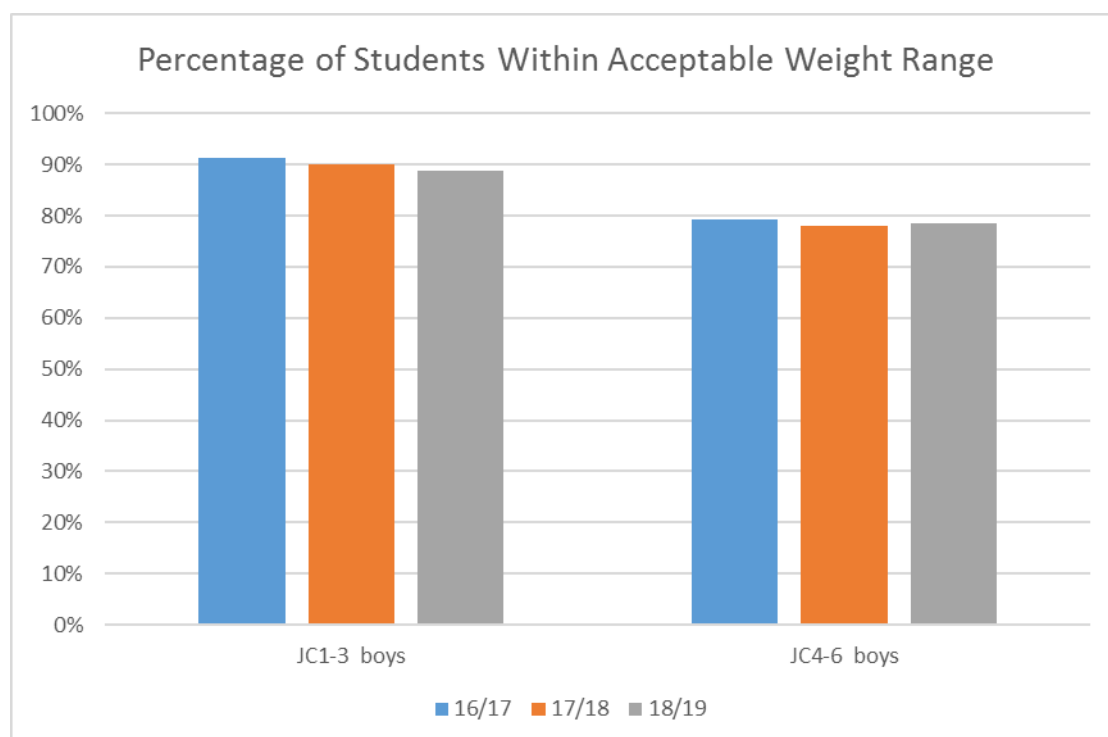


Students' physical development

(a) Average Total Score of 4 Physical fitness Items



(b) Percentage of Students Within Acceptable Weight Range



4. Our Teachers

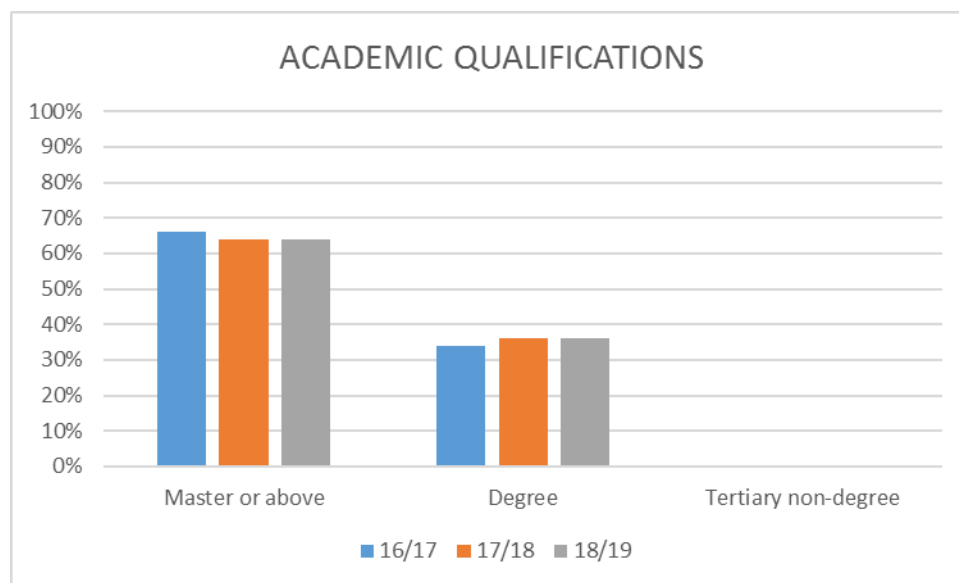
Teaching Staff Establishment

	16/17	17/18	18/19
Total no. of teaching staff	44	47	50
No. of teachers in the English Language Department (excluding OET)	13	15	14
No. of Overseas English Teacher	2	2	3
No. of teachers in the Chinese Language Department	16	17	18
No. of Putonghua teachers	6	7	13
No. of teachers in the Mathematics Department	16	16	17

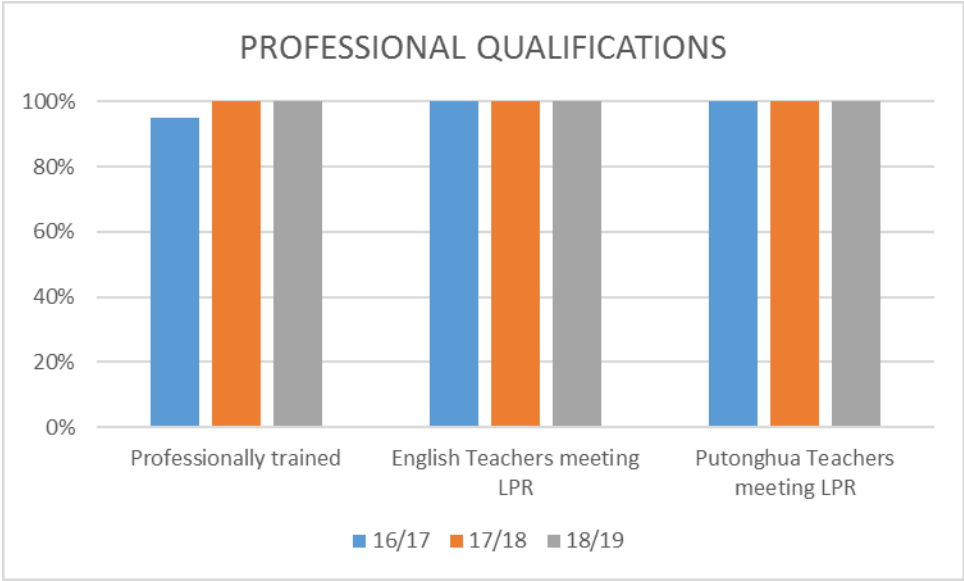
Staff

In 2018-19, there were 50 teachers in the School. Our team of support staff included a librarian, a music director, two I.T. technicians, five teaching assistants, a works supervisor, five clerical staff and seven janitors.

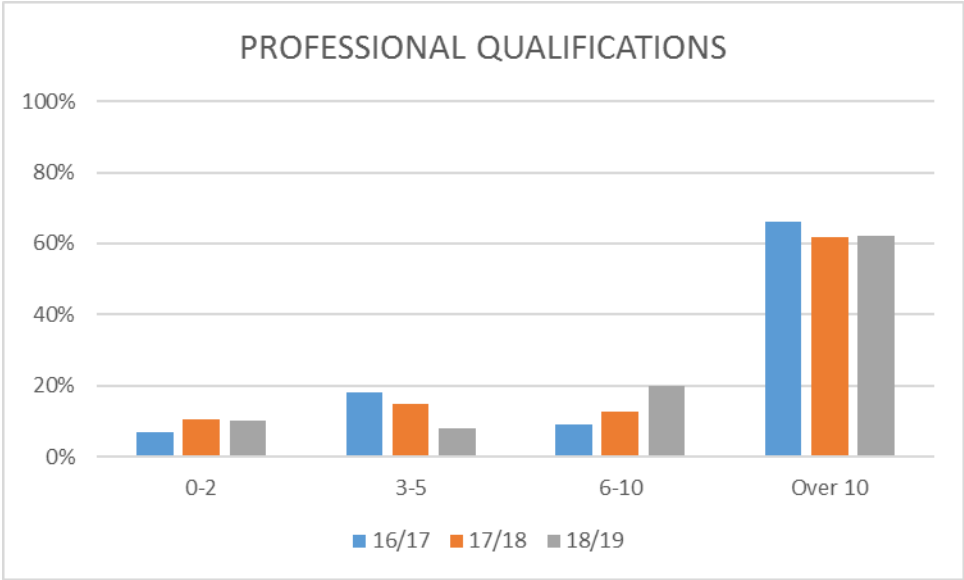
Academic Qualifications



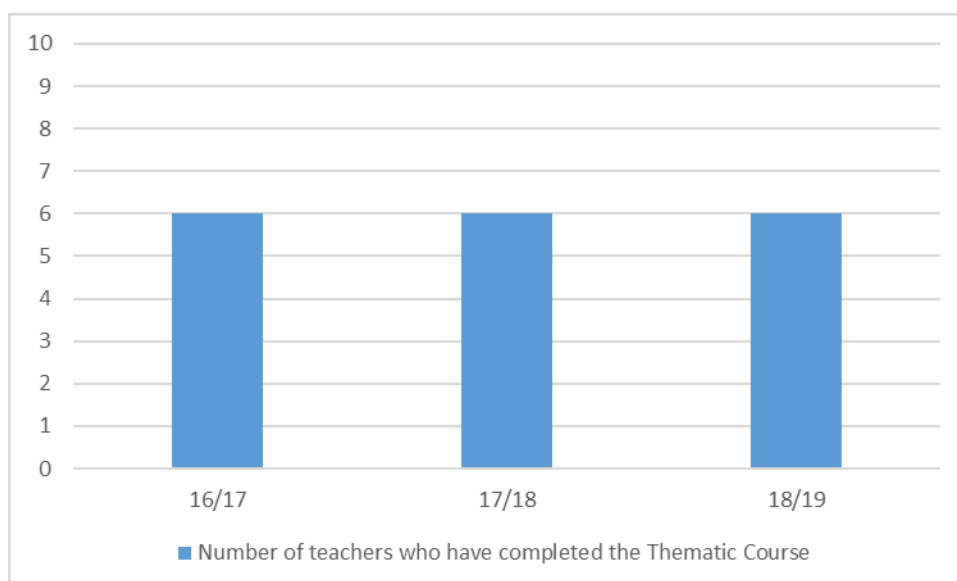
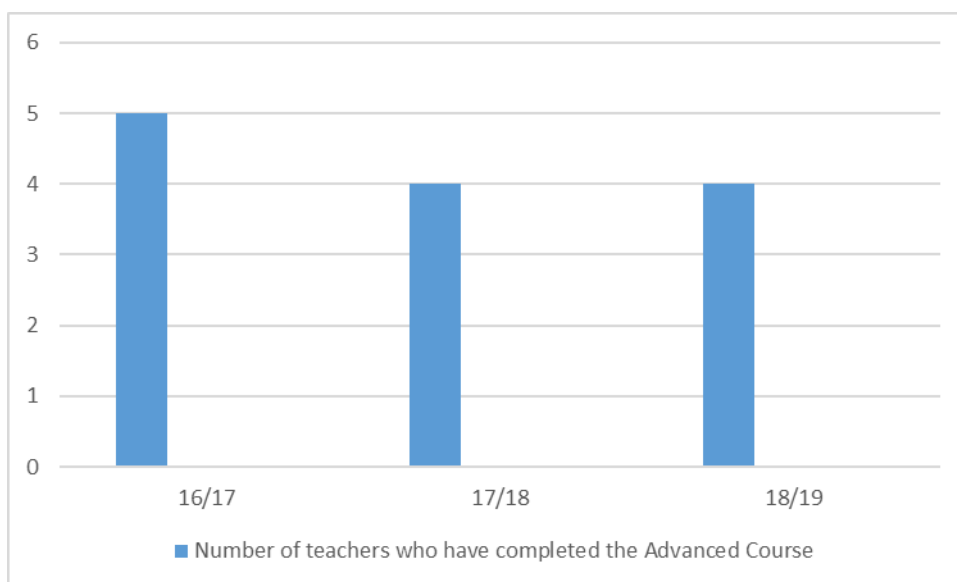
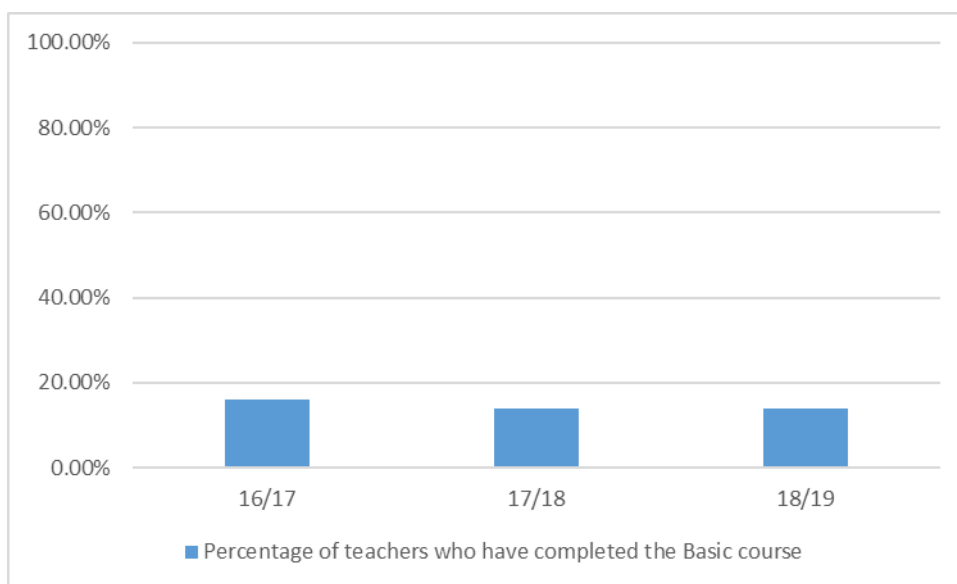
Professional Qualifications



Years of Experience



Professional training on special education needs



5. Facilities

Victoria Road Campus	
Room / Venue	Number
Classroom	24
Small-class Teaching Room	5
Playground	3
Music Room	2
Visual Arts Room	2
Language Room	2
Computer Room	2
Campus TV Studio	1
Assembly Hall	1
Library	1
Multi-purpose Area	1
Chapel	1
General Studies Room	1
Parent Resource / Scout Room	1
General Office	1
Staffroom	1
Conference Room	1
Counselling Room	1
Car Park	1 (accommodation: 28 nanny buses)

B. Achievements and Reflection on Major Concerns

1. Sustain School Improvement in line with the school expansion plan

1.1 Strengthen governance and internal control

Achievements:

The implementation of the stipulated policies and guidelines were closely observed and followed.

Selected guidelines and policies were explained to colleagues in staff meetings by the SMT members. As a result, colleagues had a better understanding of the rationales behind and the practical details of these items.

After taking the views of and enquiries about our existing practices from colleagues into our consideration, some guidelines and policies had been formulated, reviewed and fine-tuned to cope with the needs of our daily operation, including the discipline and guidance handbook, the homework policy, the procedure of entering and cross-checking of assessment marks and the assessment policy (from 2 tests + 2 examinations structure in four quarters to 3 examinations in three terms), etc.

Views and suggestions of colleagues on the assessment policy were taken into consideration. Colleagues reflected that the guidelines were fragmented and inconvenient to make reference to. Therefore, the concerned guidelines were compiled into the Assessment Policy Booklet this school year.

With the help of new and the fine-tuned guidelines and policies, staff members carried out their duties more effectively.

Reflections and suggestions for future planning:

Even though all the guidelines and policies were made available for staff reference, the school administration, with a view to increasing the awareness of our colleagues to the relevant documents, will need to arrange meetings at regular intervals to disseminate the rationales of the new policies and guidelines, and will review the existing practices with colleagues in the upcoming year.

To increase the transparency and colleagues' participation and contributions, the school will proactively solicit their views by using the Google and/or Office 365 survey forms. Colleagues can complete the surveys at their convenience within stipulated times so that data of colleagues' views can be collected and analysed in a more systematic way.

1.2 Realise collaborative leadership

Achievements:

With the approval from the College Council, an assistant deputy head will be introduced to the existing organisation structure to cope with the school development in the coming years.

The organisation structure had been refined and made known to colleagues in the end-of-term staff meeting.

The School Development (SDP) Team, comprising three colleagues, was established to oversee the review process of the performance in school development and to formulate the next 3-year school development plan.

Chairs of the core subjects were invited to the School Management Team (SMT) meeting bi-weekly or when the need arose. The SMT members were able to communicate the views with the core subject chairs before formulating and revising the school policies and initiatives.

The panel chairs were also responsible for table the school initiatives for discussion during their panel meetings. The revised examination structure and the JC 4 class arrangements had been two examples on contrived collegiality in execution of school important initiatives.

Reflections and suggestions for future planning:

The school encouraged teachers to participate in professional development programmes and arranged in-house regular sessions for staff. Systematic training programmes in line with the major concerns should be more thoroughly adopted.

The panel chairs should take a more proactive role in facilitating the communication between the school and their panel members.

The top-down approach in implementation of school initiatives has still been a common practice. In addition, more colleagues should be empowered in the decision-making process in various levels. The school aims to create opportunities for colleagues to lead different functional groups regardless of the teaching experience, given that they are willing to take up responsibilities, starting with a few small groups and expanding them through mobilising more teachers to join in with successful and educationally useful practices.

1.3 Uphold quality assurance in learning and teaching

Achievements:

Lesson observations with different foci/objectives, including appraisal, progress check on the implementation of the school major concern items and the effectiveness of the co-planned lesson, etc., were better coordinated throughout the year. Colleagues found that adjustment on the concerned arrangements was more effective amid the tight teaching schedule.

Most teachers agreed that co-planning of lessons among subject teachers was conducted professionally and departments have made good efforts in organising effective in-house professional sharing sessions for teachers, so that they could share up-to-date teaching methods, exchange their experiences and materials with other teachers. The quality of lessons and the students' learning effectiveness were improved.

Sharing sessions on new teaching methodologies, e/m-learning, STEM education, etc., were regularly arranged in departmental meetings or in other professional development sessions with a view to improving learning and teaching practices and fostering staff collaboration culture.

Panel Chairs of the core subjects and Deputy Head (Curriculum Development) had attended a workshop organised by Education Bureau on enhancing student learning through effective school-based homework and assessment policy.

Reflections and suggestions for future planning:

We believe that open and professional exchange culture among different panels is conducive to the school's sustainable development. Colleagues should be encouraged to more actively share good practices that they have observed from colleagues, possibly in departmental meetings and on staff development days.

To foster collaboration in learning and teaching, colleagues are encouraged to use a standardised online platform (either Google drive or Microsoft 365) to store and share teaching resources. Training sessions should be organised to facilitate its implementation.

The major concern items in learning and teaching will continue be the foci of lesson observations in the coming year.

The school encouraged teachers to join professional development programmes and arranged in-house regular sessions for staff. A more systematic training programme in line with the major concerns should be adopted.

There had been time constraints for the middle managers (Panel Chairs and Vice Chairs) to join related professional training organised by external agencies within their packed teaching schedule. The school will run in-house professional development sessions in relation to topics relevant to our school policies and with reference to our needs, e.g. internal quality assurance for learning and teaching, etc.

1.4 Maximise human and capital resources to improve learning and teaching practices

Achievements:

Double class teacher arrangement was extended to J. C. 5 class level this year. Students' individual needs (both academic and personal growth) were appropriately addressed.

Resources were allocated to facilitate lesson observation and curriculum development. A maximum of six lessons were allocated to each core subject for the curriculum development. Two lessons were also allocated to each panel head to conduct lesson observations.

The Chinese department had reviewed and fine-tuned our J. C. 1 PTH curriculum after one-year implementation. "Picture book" (繪本教學) teaching started this year. With help from the school-based support service by EdB our J. C. 5 Chinese writing curriculum was thoroughly reviewed and fine-tuned.

The Mathematics department had reviewed and fine-tuned the curriculum of J. C. 4 and 6 after one-year implementation. The curriculum of J. C. 3 and 5 had been revised to cope with the needs of our students. The teaching materials had been revised accordingly.

Several teaching modules with the discovery approach were developed and tried out in our J. C. 4 to 6 English language curriculum. The feedbacks from colleagues and students were positive with the more interactive approach.

In addition, members of our English department had participated in Learning Community (LC) for English language teachers (Primary) to collaborate with other schools in sharing learning and teaching materials in e-learning and learning across the curriculum.

Reflections and suggestions for future planning:

We believe our boys are benefited from the double class teacher arrangement in terms of their academic performance and personal growth. The school will explore the possibility to extend the double class teacher to J. C. 6 in the coming year subject to the availability of resources.

We agreed that class teachers play an important role in student development. The school will organise professional development programmes for colleagues in refreshing their ideas and/or providing new insights as a class teacher in the coming year.

The school will continue to seek external support and allocate resources in refining and developing the school-based curriculum.

2. Enhance the quality of learning and teaching

2.1 Enhance quality capabilities for teaching and learning (e-Learning) – hardware and infra-structure

Achievements:

The performance of the network and facilities has been monitored regularly, repaired promptly when the needs arise, and maintained annually.
maintained annually.

Reflections and suggestions for future planning:

There were a few incidents of shutting down of the server, lowering quality of projectors due to depreciation, incapability of Apps applications and inadequate mobile tablets for different classes to use in the same timeslot, etc. Improvement strategies should be carried out, e.g. stabilising the Wi-Fi network, purchasing more tablets to facilitate the implementation of e-learning, installing interactive projectors or flat panel and installing Apple/Android TV for real time sharing of learning progress.

2.2 Enhance quality capabilities for e-learning and/or m-learning

Achievements:

Action plans were reviewed, carried out and fine-tuned. Collaborative lessons were observed by peer teachers, subject panel heads and Deputy Head (Curriculum Development). Collaborative lesson plans and materials were saved and shared among teachers for future reference.

More than two structured profession development sessions on the use of coding, mobile Apps and different e-platforms for facilitating teachers and students interactions were done both on 'subject' basis and in general (referring to staff development records).

School-based Computer Literacy Curriculum was revised and incorporated the use of coding, e.g. MicroBit, App Inventor and Scratch, and mobile devices in problem-based learning. Cross-curricular problem-based learning tasks were arranged for J. C. 4 to J. C. 6 students after the final examination. Students applied the skills they learnt in Mathematics, GS1 and GS2 and Computer Literacy lessons on the learning tasks very effectively and satisfactorily.

Learning activities were planned and conducted on mobile apps with the use of mobile devices or personal computers in J. C. 4 to J. C. 6 both within classrooms or at home for preparation of lessons or extended learning tasks. Students participated quite actively in the learning activities. Exemplar lessons were shared in subject panel meetings quarterly, which the teachers found very fruitful. Good practices will be kept as school routine.

Reflections and suggestions for future planning:

The cross-curricular problem-based learning tasks were piloted this year. Improvements will need to be done in the following years.

E and/or m-learning will need to be further enhanced and expanded as one of the regular learning and teaching practices in classrooms.

2.3 Strengthen STEM/STEAM education

Achievements:

Teachers' skills of STEM/STEAM education were strengthened through arranging intermediate trainings, such as coding workshops for teachers.

A workshop on coding, use of Scratch, was organised for teachers. Over 90% of teachers joined the session and became more familiar of what students could use Scratch in carrying out problem-based learning tasks.

Reflections and suggestions for future planning:

Similar workshops will be organised to be in line with major concerns in the future school development plans and to suit teaching and learning needs (referring to 2.2 on enhancement of the action plan of the development of STEM/STEAM education).

2.4 Strengthen discovery and experiential learning

Achievements:

The use of discovery and experiential approaches in Mathematics, General Studies and English has been extended.

Relevant teaching modules were collaboratively planned and executed in most levels among these three subjects. The P-I-E process was carried out and the teaching plans and materials were compiled as shared teaching resources for teachers. Students enjoyed the learning by doing practice in the lesson.

Sharing sessions on good practices by the panel members were arranged in departmental meetings and professional development sessions (referring to 1.3 for details).

Reflections and suggestions for future planning:

The discovery and experiential learning should be incorporated as routine in terms of curriculum development practices.

2.5 Enhance quality and capabilities for students' skills of organisation and note-taking

Achievements:

A framework of organisation and note-taking skills that students should develop in different key stages had been in place. Teachers were encouraged to join professional development training on strategies to develop students' skills of organisation and note-taking.

Panel Chairs of the core subjects devised the framework on note-taking and learning skills for students in different key stages (referring to subject annual plans). Through lesson observations and inspection of student work, students were able to use the skills for facilitating their learning. Spiral learning and scaffolding of the skills will be continued.

As two professional development sessions on facilitating self-regulated learning and note-taking were organised, teachers were encouraged to enrol in relevant professional training organised by the Education Bureau. However, less than 50% of teachers enrolled in relevant courses because of a misfit of time or the fact that teachers found courses irrelevant. Deputy Head (CD) and subject panel chairs will screen out more relevant courses and make recommendations to teachers.

Reflections and suggestions for future planning:

Spiral learning and scaffolding of the note-taking skills will be further strengthened.

Subject departments are requested to incorporate self-directed learning in lessons. The IT in Education team will explore various learning platforms and tools which can facilitate self-directed learning and introduce them to various departments (referring to the above, 2.2, 2.3 and 2.4).

2.6 Cater for learner diversity

Achievements:

Differentiated instruction and learning activities and/or assignment tasks were adopted to cater for learner diversity.

Questions of different levels were used to arouse students' interest in learning. Higher order thinking questions were deployed to help students learn in depth.

Students participated more actively in hands-on learning tasks devised by teachers. Although more capable students usually dominated in decision making, students could learn from one another well.

Students were grouped in mixed ability so that more capable students could help less capable students while they were undergoing group learning tasks.

Split class arrangement was continued to be made to J. C. 4 to J. C 6 Mathematics and Chinese lessons. Less capable students in small classes participated more actively with more intensive facilitation from teachers. They built up more confidence and became more initiative in learning.

Reflections and suggestions for future planning:

In terms of catering for diversified learning needs in classrooms, teachers could assign students different responsibilities so that every student could participate more actively and play different roles.

Worksheets were devised with more challenging questions for more capable students. All students could work on those questions and take the challenges, though.

Some less able students reflected they would like to stay in small classes even if they made an obvious improvement in their assessment results. The school would keep observing the learning needs of students and review this arrangement.

Under the school expansion, there will be four J. C. 4 classes in the next school year. The split class arrangement for J. C. 4 students will be modified. J. C. 4A and 4B will be allocated with both students who are capable and less capable in Chinese and Mathematics. Chinese and Mathematics lessons of these two classes will be arranged in the same sessions to allow the pulling out of a small class from these two classes (12 students) to have their lessons in the small classroom. More capable students will stay in their own classrooms for the lessons. In this way, teachers can plan the lessons for students according to their similar learning abilities and students can learn more effectively. A review on effectiveness will be made by the end of the next school year.

3. Strengthen students' sense of belonging to the school, sense of love and care towards the world

3.1a (3.1.1 – 3.1.3) Strengthen students' sense of belonging to the school

Achievements:

76% of the pupils agreed that the whole-school guidance programme and the universe exploration tour scheme helped enhance their attitude and behavioural performance, 65% of them agreed it helped promote better classroom discipline and 63% of them agreed it helped remind them of the importance of cleanliness. To conclude, 73% of them participated actively throughout the whole year.

Almost 100% of pupils completed all related activities. 99% of pupils filled in the self-evaluation form and 99% of parents gave comments on the programme. Feedback from both pupils and parents was positive.

Reflections and suggestions for future planning:

Since the pupils valued the scheme and improvement was made in their discipline, starting from next year, we will run the award system on a yearly basis.

Next year we will start a new programme aiming to strengthen pupils' sense of belonging to the school. Various activities will be held to help them develop the attributes of St. Paul's boys.

3.1b (3.1.4-3.1.8) Strengthen students' sense of care and love for the world

Achievements:

Almost 100% of students completed all tasks of the whole school approach guidance programme. Feedback from both parents and students was positive.

There were more than 200 students who registered as volunteers in the Volunteer Movement and the school received a gold service award for accumulating over 10,000 hours of service. Though not all students registered as volunteers, each student was assigned at least one duty in their class apart from other duties in various groups.

Paul's Action was held in Qing Yuan in April. Pupils enjoyed doing farm work and learnt about the hardships of extremely poor peasants through interviewing and working with them.

A number of overseas educational tours for various subjects were organised and feedback from student participants was positive.

Twelve teachers paid a visit to the sister schools in Beijing which they felt was a positive and fruitful experience.

Reflections and suggestions for future planning:

These years we have focused on the strengthening of students' responsibility to others, and we were happy to see the students' involvement in various volunteer work. Nonetheless, teachers have observed that discipline among students worsened. In the following years, we should aim to cultivate St. Paul's boys' attributes in our students in order to develop their self-discipline.

From next year on, we plan to extend Paul's Action to J.C. 4 boys who will participate in service activities in Hong Kong. This serves as a pioneer programme to allow them to learn more about the lives of local 'grassroots' residents and, at the same time, raise their awareness of the concerns of the needy and make them feel grateful for what they

themselves possess and are given.

Since feedback of overseas educational tours is always positive, it is worthwhile to arrange more similar activities for students to broaden their international horizons. Nonetheless, it would be better if we can plan it ahead and announce to parents of all the tours for various subjects on, at least, a half-yearly basis so that they can make a better decision on what or when to join.

This year twelve teachers visited the sister school and next year we shall organise a trip for the students to visit their counterparts. After the trip, we can also encourage the students who participated to keep in touch with their Beijing buddies by writing letters or sending emails.

3.2 Boost the morale of prefects and high standards among all prefects

Achievements:

According to the questionnaires completed by both teachers and students, they appreciated the dedication of prefects to serve the school. Most prefects got satisfaction from their duties and were proud to be a member of the prefect team.

Reflections and suggestions for future planning:

The appointment of prefect captains on each level helped enhance good leadership among prefects. Nonetheless, not all prefects own the attributes of good model students who can help lead others to develop good discipline.

In the following years, we will promote good discipline on a class basis. In each of J. C. 4 – 6 classes, we will appoint two prefect captains who will help foster harmony among classmates and good discipline in lessons. Frequent meetings on leadership training with prefect captains will be held.

4. Discover and stretch the potential of the students in non-academic areas

- 4.1 Develop students' healthy living habits, positive outlook on life and values and techniques to deal with adversity.

Achievements:

Daily morning or afternoon assemblies were held. Anglican pastors gave sermons on spiritual and value education regularly on Mondays.

The lunch supplier prepares fruit for students on Tuesdays. In March and April, we supported the 'eating fruit' campaign promoted by the Health Department in 'A Healthy Life Month'. 85% of students indicated they had eaten fruit within the period.

Within the same period, we carried out 'no food waste' campaign to promote food saving lifestyle. 72% of students indicated they finished their lunch at least once.

In the 'School Fitness Awards Scheme', 202 students received gold awards, 224 students silver awards and 142 bronze awards. 91.32% received certificates, in which 50 more students were recorded when compared with last year.

With reference to index from the Health Department, the obesity rate of our school in 2017-18 is 16%, which is lower than the territory norm of 17.6%.

In 'A Healthy Life Month' in March and April, our activities included LEAP, morning exercises, displays, Dr Flu seminars and relevant post-campaign activities. Survey from students told that 72% of students had exercises more than 10 days; 94% participated in cultural activities and 94% joined outdoor activities within the period.

In recess, teachers of different subjects organised activities to promote healthy living.

Reflections and suggestions for future planning:

'A Healthy Life Month' had been run for many years with improved effectiveness. It is recommended that healthy concepts should be instilled in our students through daily school contexts to promote healthy lifestyle on a daily basis through various learning experiences.

The health education activities had been organised by the Outreach and Activity Team. It is recommended that this can be further promoted through cross-curricular, whole-school approach.

4.2 Develop team spirit and emphasise respect for one another

Achievements:

Positive values education in relation to respect for one another was integrated into the assembly programmes.

Students with specific talents in sports, music, mathematics, science, debate and drama, etc. were identified. Corresponding school teams and groups will continue be organised to provide students with opportunities for them to shine.

A cheering practice after each P. E. lesson and school team training was introduced this year. We will continue this practice as it was well received by most of our students.

Team spirit, a sense of belonging to the SPCPS community, and respect for others including teammates and opponents, were cultivated and fostered through these measures.

Reflections and suggestions for future planning:

The school will explore other means to foster team spirit, such as organising a team building camp and providing team uniform for all school team members in the coming year.

4.3 Strengthen the students' sense of responsibility in protecting the environment

Achievements:

The "Green School Policy" was reviewed, refined and made known to teachers and students.

The inter-class competition in classroom cleanliness was held bi-monthly throughout the year. The boys were serious and keen on winning the trophy for their classes.

Various excursions and activities related to environmental protection were arranged. The responses were uniformly positive and overwhelming.

Apart from the garden corner, we have several eco-bikes set on the first and fifth floors. The energy generated will be stored in the battery packs for the use of small electronic devices in the computer rooms.

Reflections and suggestions for future planning:

An implementation plan in instilling the green lifestyle in students and staff will be formulated in the coming year. We will continue to explore more green facilities into school in order to promote the sense of going green.

C. Our Learning and Teaching

1. Curriculum Development

Developing students' interest in learning and self-regulated learning continue to be the School's main concerns this year. Through our extensive curriculum, students are engaged in discovery and experiential based learning, note taking and e-learning with the aid of mobile devices and electronic platforms.

We maintained the practice of differentiated teaching in various subjects to cater for students' different learning needs. Teachers also devised cross-curricular learning tasks for J. C. 4 to 6 students so that they could put what they learnt from STEM education into constructive daily life problem solving. With these problem solving skills, our students will be able to tackle the rapid changes and advancement in science and technology.

The Heads of the departments of the four core subjects and the Curriculum Mistress carried out lesson observations to ensure effective learning and teaching. Teachers worked collaboratively in lesson planning and lesson study, and evaluated the lessons to better improve learning and teaching effectiveness.

In order to enhance students' Putonghua ability, our Putonghua Department has compiled the "J. C. 1 Putonghua School-based Curriculum". The curriculum focuses on the training of students' Putonghua initials and vowels. To optimise learning efficiency, the content of the curriculum and mode of assessment are adjusted according to students' past performance.

All Chinese lessons are taught in Putonghua from J. C. 4 to 6 in order to give students more opportunities to learn and use the language. The School has regularly reviewed the policy and monitored the students' performance both in daily lessons and assessments. In order to strengthen students' knowledge in the Putonghua sound system, the Putonghua assignments have gone through a major overhaul to make learning and studying more systematic.

This academic year, picture book education has been added to J. C. 1 to enhance students' interest in reading through the use of rich and interesting books. In addition, the Chinese Department has revised the assignments to make language learning across all levels more systematic. Assignments for J. C. 4 to 6 are now matched with the differentiated learning modes of their respective grades. The difficulty level and quantity of questions are also adjusted to cater for students' learning needs.

In order to motivate our students to learn more effectively, we have strengthened the English curriculum through the use of discovery and experiential approaches in our English lessons. In addition to incorporating different electronic platforms and applications into our regular learning

and teaching activities to stimulate learning, our English teachers ensure that the curriculum topics are interesting and motivational to inspire our students to improve.

One such school-based project which students are motivated by has been adapted from the English classic “Robin Hood”. Robin Hood has been used by the J. C. 6 curriculum for years. However, this year it has been extended to a half-year curriculum. Different grammar items such as the passive voice and phrasal verbs have been integrated into the subject matter in an interesting ways.

The Mathematics Department actively uses diverse approaches to allow students to explore and understand abstract concepts. In addition to physical teaching aids, Mathematics teachers at the senior levels used tablet computers to carry out classroom activities, and enriched students’ learning experiences with e-learning software such as “Geogebra”, “Electronic Nail Board” and “Nearpod”.

Seeking a broad and inclusive knowledge base, we provided varied learning experiences in General Studies. This year our school combined VR multimedia with STEM elements to give students a chance to conduct interesting inquiry activities in mobile publicity vehicles to deepen the knowledge of health and wealth management. To further promote STEM education, the School introduced the micro:bit British model rocket cars as a teaching material to develop students’ ability to create, collaborate and solve problems.

Christian ethics are the main focus of our religious education curriculum. Through the study of Biblical stories, works of God, and Jesus and the apostles, students learn to love and care for those in need. Students and parents continued to contribute to ticket sales of charity events sponsored by St. John’s Cathedral and the Hong Kong SKH Welfare Council. Students also engaged in services such as Lay Readers, Hymn Leaders, Altar Servers, Organists and Pianists in assemblies and festive services. In addition, we started having official J. C. 1 Orientation Service and J. C. 6 Graduation Service this year. With God’s oversight and blessing, our students learn subject knowledge and how to serve others with the givers’ heart. The Headmaster, some teachers and student representatives joined the Education Sunday Services at St. Stephen’s Church, St. Timothy’s Church and the Evensong at St. John’s Cathedral. Our strength and soul are replenished by God’s words.

The Visual Arts Department has always focused on cultivating students’ interest in visual arts and learning to appreciate art from different angles. This year, the department arranged different learning activities for all levels: J. C. 1 and 2 students participated in kite-making workshops; J. C. 3 and 4 students learnt about the production of glass ornaments; while J. C. 5 and 6 students learnt to blow glassware.

To stay abreast of developments in STEM, more coding components were incorporated into the Computer Literacy curriculum in J. C. 2 to 6. More emphasis has been placed on teaching students about 3D drawings, printing, circuit-board programming, mobile applications (apps) writing and robotics programming throughout the year to further develop students' mathematical competencies and logic skills.

We aim to provide quality teaching and ever-improving curriculum tailor-made for our children in an all-round education setting.

2. Outreach Programmes

In addition to the mainstream curriculum, the outreach programme has become an integral part of school life. With the theme of "Healthy Living", we invited various agencies to hold a series of learning activities related to personal health, environmental protection, food hygiene, and more. In March, the "Let's Do Exercise Together" programme was held during the morning assembly to help students develop good, healthy habits.

Our students proudly participated in the following programmes: The Senior and Junior Choirs; Instrumental Groups; Sports Teams; Choral Speaking Teams; the Mathematics Challenge Group; Science Workshop; Go Team; Christian Fellowship; Chinese Calligraphy Group; Fencing Team; Campus TV Crew; as well as the Service Groups (CYC, Cub Scouts). These programmes enabled our boys to learn life skills through activities and hands-on tasks within a "book-free curriculum".

The School organises co-curricular activities in our timetable in order to develop students' multiple intelligences. The design of the co-curricular activity class is student-oriented, allowing students to explore different areas of study: J. C. 1 students are given the chance to appreciate and try to create art; J. C. 2 students to learn to explore science and technology; J. C. 3 students to learn about foreign languages and performance skills. In order to allow students in J. C. 4 to 6 to develop their skills and receive more professional and systematic training, we have implemented "Self-enhanced Programmes". In addition to the original disciplines such as science, basketball, table tennis, volleyball, voice training, recorder, Chinese drum, Putonghua drama, creative arts and the Debate Team, the Hand Chime Ensemble was added to this year's programme. The feedback from participating students was particularly positive.

We believe that an authentic language context is vital to one's learning. During recesses, language teachers held a variety of Putonghua and English activities for our boys. These activities offered students a chance to sharpen their language skills in a non-traditional environment.

The School has made good use of the Chinese Culture Room and arranged many exciting activities for students. This year, in third recess on Mondays, the Culture Room conducted cultural programmes for students to appreciate such as ‘The Journey to the West’ broadcast. This year’s broadcast has aroused enthusiastic responses from students. During the third recess on Fridays, the Culture Room conducted additional Putonghua activities. Students learnt Chinese chess skills while chatting in Putonghua and enjoying themselves in a harmonious atmosphere.

The English Ambassadors were very busy this year hosting games and encouraging their fellow students to speak as much English as possible. In J. C. 1, students were refreshed and recharged through fun and engaging movement-based English learning activities. J. C. 3 students spent time entertaining their classmates through the Puppet Theatre programme by performing the “Three Billy Goats Gruff” for their classmates. Some boys who are avid readers met with teammates to prepare for the “Battle of the Books” trivia competition. Several senior boys met every Thursday for SPCPR and discussed hot topics from around the world which the whole school enjoyed listening to.

Our school also encourages students to exercise regularly. Various physical activities were offered to students to take part in during recess including basketball, football, table tennis, eco-bike and rock climbing. This year, the number of inter-class sports activities in J. C. 1 to 3 increased from once a week to twice a week. In addition, the Football and Basketball Team Challenge Exhibition has been added to J. C. 4 to 6 at recess to encourage students to exercise more and fine tune their athletic skills.

In addition, the English Department organised a number of activities to enhance students’ interest in learning English and improve their English proficiency. More than ten J. C. 4 to 6 boys met every Wednesday after school for the drama training programme. Through much selfless work and team effort, our English Drama Club members were involved in the school performance organised by the Hong Kong School Drama Festival and obtained several awards. Another seventeen J. C. 4 to 6 boys met every Thursday after school for our English Debate Team. They attended workshops and engaged in several friendly debates with other schools thus gaining valuable experience.

In mid-April, we held our first English Fun Days. We organised the event to foster an appreciation and enthusiasm for English through games, challenges, and a fun movie. In early July, fifty J. C. 6 students accompanied by six teachers watched a musical, “The Heart of Robin Hood”. This activity helped students develop a deeper understanding of the school-based curriculum, “Robin Hood”, and increase their interest in appreciating performance art.

To stimulate interest in mathematics, and to develop students' logical thinking, our Mathematics teachers have also set up a Mathematics Room for J. C. 3 and 4 students to learn the subject through fun-filled activities. The Mathematics Department continued a self-learning initiative called "Mathematics Corner" that promotes numerological knowledge and curiosity. At the end of each school year, students who are actively involved will be awarded gold, silver and bronze medals as a token of recognition.

In addition, students actively develop their potential and participate in various Mathematics Olympiad and Rummikub competitions, all with encouraging results.

Our students actively participated in a number of competitions and obtained outstanding results. Students took part in the "Primary STEM Project Exhibition" and attained The Outstanding Award. After the award-winning work is exhibited in the Science Museum, the student report will be compiled into a book by the Education Bureau. Students also participated in the Race to the Lines micro:bit UK Model Rocket Car Competition for the first time this year. Two teams of students won the first prize. Our debate team took part in the debate competition organised by the Kowloon Tong School and took second runner-up. Our Budding Scientists, comprising students from J. C. 4 to 6, won several awards in the "Solve for Tomorrow", "Future Department Store Props Design", and "Smart City" Project Learning Programmes.

The Music Department is committed to developing students' musical talents. Over the past year, our music team not only participated in various types of music competitions and achieved great success, but our members also turned to be music ambassadors and brought music into the community, touching the audiences with wonderful music and serving society. Under the guidance and encouragement of the teachers, our members worked tirelessly on their journey of music.

Through various sports activities, the Physical Education Department cultivates students' interest in sports, discovers their potential, and provides opportunities for students to develop to the best of their ability. Through the "Self-enhanced Programmes", students who had a keen interest in sports and a willingness to continuously improve themselves were given continuous and systematic training.

At the beginning of November 2018, the Physical Education Department organised a team training camp for students to boost team chemistry and enhance their sense of belonging to the School through camp activities. Students benefited a lot from the camp.

Students and parents continued to show enthusiastic involvement in the annual Swimming Gala and Sports Day. Nearly 800 parents and students participated in 'The Hong Kong Games 7-minute School Vitality Run' organised at the end of Sports Day. In terms of inter-school competitions, not only did students perform very well in various competitions and achieved excellent results, they broke the district records in two track and field competitions.

After a busy period of final exams, a series of stimulating learning activities was arranged, including STEM activities, cultural and artistic performances, sports activities, singing contests, storytelling competitions, trivia competitions and co-curricular activities sharing sessions. These activities from different domains inspired students to reach their potentials and allowed students to develop their multiple intelligences. The activities also make for a more dynamic and fun-filled school life.

3. Overseas Learning

In late December, the Chinese Department held a tour to explore the history and culture of the Tulou in Zhangzhou. Six teachers led about 30 students from J. C. 5 and 6 to visit Zhangzhou, Fujian. The group visited the Tianluokeng Tulou cluster and gained valuable understanding of its unique characteristics and historical background. They also visited Jimei School Village, Zhangzhou Ancient City and Gulangyu Island to experience the local history and culture.

Students actively studied during the three-day trip and experienced the beautiful scenery first-hand.

This year, our school's Table Tennis and Basketball Teams joined their big brothers at the College and organised a table tennis training programme in Seoul and a basketball training programme in the United States. The programmes allowed students to step out of the classroom and broaden their sporting and cultural horizons.

In April, the Visual Arts Department held the "Tokyo Visual Arts Learning Tour" to help students understand Japanese art development and inspire personal creative thinking and interest in art. During the tour, students were guided by senior craftsmen in learning traditional techniques of carving glass, making Japanese Edo cuts, experiencing historical and cultural heritage, and cultivating an attitude of creative excellence. Students also experienced local school life and communicated with local students, and learnt about each other's culture while promoting attitudes of inclusivity. Students also visited various types of art galleries to gain a deeper and more comprehensive understanding of Japanese visual arts culture.

In mid-July, twenty-nine boys from J. C. 5 and 6 will join the English Language Tour in the UK for 14 days with six teachers. The tour aims to polish their language skills and broaden their world-views.

Four General Studies teachers will lead 20 students from J. C. 5 and 6 to NASA for STEM exploration activities.

4. Discipline and Student Guidance

The Hong Kong Federation of Youth Groups has provided guidance and counselling services for our boys for the thirteenth year. Our Student Guidance Counsellor organised seminars for teachers and parents regarding problems they encountered. The seminars were well received. After the seminars, follow-up service was rendered to individual parents according to their needs. To lend support in catering for learner diversity, we worked hand-in-hand with ENT Laser Hearing & Speech Therapy Centre to provide speech training, as well as with the Hong Kong Federation of Youth Groups to run the “Understanding Adolescent Project”, and HK EP Services Centre Ltd to conduct assessments and activities. Homework and assessment policies were reviewed each year to ensure that boys with special needs are well accommodated.

This year saw the third cycle of our whole-school guidance approach, “Embrace the World”. The Discipline and Guidance team implemented a series of activities to strengthen our boys in serving their own families, the School and the community. Activities such as “Reflection on Different Lifestyles around the World” and “Who is he? – Drawing / Sculpture Competition” aimed to encourage our boys to get to know various cultures, customs, people and places around the world and care for others regardless of race and nationality.

5. Service

In mid-April, eighty-five boys (Paul’s Ambassadors), three parent volunteers, and seven staff members from the College and the Primary School went on a learning trip – Paul’s Action – to Qing Yuan, China. This year, we also invited eleven Form 4 students, who are our Primary School graduates, from the College to join us. Six social workers from YWCA helped organise the trip. We visited Liannan this year, made friends with the children there, had lessons and played games with them. We made a donation to buy the school a television and a photocopier. We also donated stationery and awarded scholarships to a hundred and ten outstanding students in their school. Our ambassadors visited the elderly and gave them rice and cooking oil as gifts. It is our hope that the Paul’s Ambassadors may learn to lead more meaningful lives through sharing and serving those in need.

By engaging in diverse activities such as the “Community Chest” Dress Casual Day, flag days, flower sales and collecting “Lai See” for the poor, our students were granted a deeper understanding of the needs of our community. Members of the volunteer service group visited the Hong Kong Red Cross John F. Kennedy Centre on the last day of the mid-year examinations, and prepared English game booths for the junior students on English Day. In late March, students of the Hong Kong Red Cross John F. Kennedy Centre paid a return visit to our school. They attended lessons with our boys and members of the volunteer service group showed them round the campus.

The 2018-2019 academic year was also the twelfth consecutive year in which the School received the “Gold Award” from the Social Welfare Department. The boys and their parents did a total of 11,114 hours of community service.

6. Development in Information Technology

To enhance the effectiveness of learning and teaching, the School has continued to update and upgrade existing IT equipment, including the purchase of more tablet computers, and mobile devices and replacement of projection equipment, as well as the replacement of wireless network systems. The digitisation of archived documents was completed. The School has digitised all the old files dating back to the School’s establishment to properly preserve them. Furthermore, we continued to upgrade our servers and expand our backup storage to optimise the safety of our school’s network against network threats. To promote student sharing, collaboration and self-learning, we provide our students access to Microsoft Office 365 education accounts. In the coming year, the use of Google Classroom will be expanded to encourage students to share with each other through its online platform and enhance their self-learning ability.

7. Staff Development

In order to stay well informed of the latest developments and trends in education, teachers regularly attend workshops and sharing sessions. This year a diverse range of professional development programmes bolstered our teaching staff’s expertise.

The topics included:

Year of 2018

- | | |
|-----------|---|
| August | <ul style="list-style-type: none">➤ Drawing with Tablet Computers (Visual Arts)➤ Application of E-Learning Platforms (Chinese)➤ English Reading Strategies (Part 1) (English)➤ STEM X CODING – Inquiry-Based Learning (Maths & General Studies)➤ Procurement and Tendering Procedures – An Introduction |
| September | <ul style="list-style-type: none">➤ Picture Book Education Workshop (Chinese)➤ Scratch Computer Programming Course➤ J. C. 1 Admission Interview Workshop |
| October | <ul style="list-style-type: none">➤ Use of E-Books (Chinese)➤ Micro:bit (Advanced Level) (Computer Literacy)➤ Case Studies: Speech Therapy Sharing Workshop |
| November | <ul style="list-style-type: none">➤ Lesson Observation Sharing (1) (Maths)➤ English Reading Strategies (2) (English)➤ Google Cloud Classroom (Computer Literacy)➤ Micro:bit Model Rocket Car Teachers’ Training Workshop (General Studies) |

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|--------------|---|
| December | ➤ Life Education Lesson Plan Sharing Session |
| | ➤ Lesson Observation Sharing (2) (Maths) |
| Year of 2019 | |
| January | ➤ E-Learning Workshop (Chinese) |
| | ➤ Use of Plickers Workshop (English) |
| | ➤ Effective Parent-Teacher Communication Strategies |
| March | ➤ Putonghua New Course Book Introduction (Putonghua) |
| | ➤ Convergence of the New and the Old Curriculum (Maths) |
| | ➤ Lesson Observation Sharing (3) (Maths) |
| April | ➤ Discussion and Affirmation of the School Development Plan (2019-2022) |
| May | ➤ Use of Ultra Short Throw Projector Workshop |
| June | ➤ School-based Support Sharing Session (Chinese) |
| July | ➤ ‘Zentangle’ Team Building Workshop |

7. Donations

We would like to express our utmost gratitude to our J. C. 6 graduates for their donation of an iPad tablet for our school. We are also grateful to the Parent Teacher Association for their donation in sponsoring Paul’s Action.

8. Student Performance

Chinese Language

70th Hong Kong Schools Speech Festival

Choral Speaking (Cantonese)

P.1, 2

Second

Solo Verse Speaking (Cantonese)

Zeng Yau Lun Solomon	First	2B
Chang King Yui Derek	First	6C
Tai Braden Hei Shun	Second	1A
Wong Cheuk Nam	Second	1B
Cheong Chun Kit	Second	4C
Wong Yee Nok	Second	5A
Lam Hoi Faat	Second	6C
Kwok Yu Hang	Third	1C
Cheung Kurtis Ka-Him	Third	1D
Tsai Yui Long	Third	2A
Chan Chun Yat	Third	2D
Lee Alden	Third	3A
Chan Tsz Hei	Third	3B
Lam Di Nam	Third	4A
Sinn Wang Chun	Third	6C

Solo Prose Reading (Cantonese)

Sinn Wang Chun	First	6C
Kwok Yu Hang	Second	1C
Zeng Yau Lun Solomon	Second	2B
Kok Chi Nok Damian	Second	3B
Chang King Yui Derek	Second	6C
Wong Ming Chung	Third	4C

Storytelling (Cantonese)

Kong Ling Hey Ernest	Second	4C
Leung Ho Ching	Third	3C

Solo Lyrics Reading (Cantonese)

Sinn Wang Chun	First	6C
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Choral Speaking (Putonghua)

P.3, 4

Second

Solo Verse Speaking (Putonghua)

Hui Chak Him	First	4C
Lam Hoi Faat	First	6C
Kwok Yu Hang	Second	1C
Ng Hok Ki	Second	4A
Chan Yan Ho Karvyn	Second	5C
Tsai Shing Him	Second	6A
Tang Long Hei Harvey	Second	6C
Yip Hon Kwan	Second	6C
Lai Ho Wang	Third	2B
Tsui Yik Chun	Third	2B
Kwok Hoi Cheuk	Third	2C
Chan Chak Hin Bosco	Third	3C
Lam Ho Kong Cyrus	Third	3D
Cheung King To	Third	5C

Solo Prose Speaking (Putonghua)

Lee Ming Hin	First	2D
Zeng Yau Lun Solomon	Second	2B
Lam Hoi Faat	Third	6C

Hong Kong Economic Times Hong Kong Primary School Chinese Writing Competition

Yu Franklin Wing Cheong	Distinction	4C
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Creativity All-round 2018-19 “Myself – 20 Years from Now” Writing Competition

Yip Shing Chun Jason	Bronze	5A
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Chinese Language ‘JingYing’ Project 2018-19

Sinn Wang Chun	Chinese Elite Silver Award	6C
	Second (Simultaneous Solo Reading)	

Hong Kong School Drama Festival 2018-19

Group

Awards for Outstanding Stage Effect

Awards for Outstanding Cooperation

Lam Di Nam		4A
Wong Yu Hin		4A
Li Sze Chai Isaac		5A

Ling Ho Sing	5B
Shing Aiden Kin Hei	5B
Cheng Pok Hang	5C
Leung Chu Ming AIDEN	6A
Chan Cheung Ching	6B
Wong Ho Kwan	6B
Chan Chi Ho	6C

Individual

Awards for Outstanding Performer

Cheng Pok Hang	5C
Chan Cheung Ching	6B
Chan Chi Ho	6C

21st Hong Kong Primary and Secondary School Putonghua Public Speaking Competition 2019

Lam Hoi Faat	Star of Excellence	6C
Yip Hon Kwan	Star of Excellence	6C
Cui Chai Wan Kevin	Excellence	1B

7th Bauhinia Cup cum Centennial Anniversary of May 4 Movement

Hong Kong Primary School Moral and Civic Education Speech Competition

Lam Hoi Faat	Gold Award	6C
Hui Chak Him	Silver Award	4C
Chang King Yui Derek	Bronze Award	6C

8th Art Talent Cup The World Students Arts Exchange Tournament

Chinese Writing Group B

Lee Pui Tsun Jonathan	Silver	2B
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9th Hong Kong Talents Competition ‘Shanxing’ Cup

Putonghua Solo Verse Reading – Junior Primary

Fung Kwok Yui Markus	Silver	3B
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HKYCAC Hong Kong Teenagers Chinese Traditional Verse Speaking Competition

Sinn Wang Chun	Third	6C
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English Language

70th Hong Kong Schools Speech Festival

Solo Verse Speaking

Age 5 to 7

Class 1

Yuen Hei Shing	First	2B
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P. 1, 2 Boys

Class 51

Kwok Yu Hang	First	1C
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Lai Ho Wang	Second	2B
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Chan Yan Kiu Karstyn	Second	2C
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Lam Yan Ting Tyler	Third	2C
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Class 52

Lau Wun Hei	First	2A
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Yuen Hei Shing	First	2B
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Wong Chun Chit	Third	1C
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Ngai Hei Lok Lucas	Third	2A
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P.3 Boys

Class 53

Au Pak Qiu	Second	3A
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Chan Tsz Shun Aidan	Second	3A
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Chan Marcus Sum Yin	Third	3C
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P.4 Boys

Class 55

Kong Ling Hey Ernest	Second	4C
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P.5 Boys

Class 57

Li Sze Chai Isaac	Second	5A
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Cheng Pok Hang	Second	5C
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Class 58

Chan Yan Ho Karvyn	Third	5C
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<i>P.6 Boys</i>			
<i>Class 60</i>			
Chang King Yui Derek	Third		6C
<i>Open</i>			
Ngai Hei Lok Lucas	First		2A
Lau Wun Hei	Third		2A
<i>Solo Prose Reading</i>			
<i>P. 1, 2 Boys</i>			
<i>Class 167</i>			
Ngai Hei Lok Lucas	First		2A
Lau Wun Hei	Second		2A
Kwok Yun Hang	Third		1C
<i>P. 3, 4 Boys</i>			
<i>Class 168</i>			
Yu Franklin Wing Cheong	Second		4C
<i>Open</i>			
Ngai Hei Lok Lucas	Second		2A
<i>Solo Prose Reading</i>			
<i>Open</i>			
Lau Wun Hei	Third		2A
<i>Choral Speaking</i>			
<i>P. 4 to 6 Boys</i>			
<i>Class 112</i>			
	Third		
Hong Kong School Drama Festival 2018/19			
<i>Individual</i>			
Au-Yeung Anton	Award for Outstanding Director		6B
	Award for Outstanding Performer		
Hui Sheung Hang			5B
Chan Ming Yan			5C
Lau Isaac Hung-Chi			6A
Tam Yuet Ian			6A

Group

Award for Outstanding Cooperation

Award for Outstanding Stage Effect

Award for Commendable Overall Performance

Chan Ming Hin	4B
Cheung Kwan To	4B
Hui Chak Him	4C
Cheung Roy	5A
Wong Yee Nok	5A
Chong Sheung Chi	5B
Hui Sheung Hang	5B
Chan Ming Yan	5C
Lei Cheuk Hei	5C
Chan Marcus Brandon	6A
Fung Sai Wung Barron	6A
Lam Cheuk Hei Moses	6A
Lau Isaac Hung-Chi	6A
Tam Yuet Ian	6A
Au-Yeung Anton	6B
Yu Kai Chun	6B

TWGHs English Writing Competition 2018 “Good People, Good Deeds”

Lo Chun Shing	Silver	6A
Chan Yan Ho Karvyn	Top Ten Finalist	5C

Cheung Chuk Shan College Golden Jubilee Primary English Debating Tournament

Second

Shing Aiden Kin Hei	5B
Yeung Ho Lun	5B
Mok Chun Daniel	6A

Shing Aiden Kin Hei	Best Speaker	5B
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Hong Kong Secondary Schools Debating Competition

Round 1

Winning Team

Lau Isaac Hung-Chi	6A
Lee Pak Hei	6A
Yip Joshua	6A

Tai Chi Ho	Best Speaker	4A
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Round 2

Winning Team

Mok Nathan	4A
Ng Cheuk Him	4A
Fok Marcus Wai Sen	5B

Best Speaker

Mok Nathan	4A
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11th Hong Kong Youth Art and Speech Competition

Chu Kai Hang	Champion, Second	2A
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12th HK Students Open Speech Competition 2019

Primary English Verse Speaking

Lau Tsz Chun	Second	4C
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Primary English Story Telling

Lau Tsz Chun	Second	4C
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Mathematics

5th Hong Kong Primary Mathematics Challenge - Preliminary

Hong Kong Island

Group

Primary 4 Third

Lee Moses	Mok Nathan	Ng Cheuk Him	Tang Ho Him
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Primary 5 Third

Cheung Long Yin	Chu Chun Heen Ryan	Wan Yiu Jing	Wong Hon Ming
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Primary 6 Fourth

Lau Tsz Fung Hugo	Lo Chun Shing	Low Lik Hang	Woo Hiu Chit Issac
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Individual

Gold Award (First Ten)

Lee Moses	Yu Sing Hei	Wan Yiu Jing	Yim Wai Lun Warren
Yeung Shing Hei			

Gold Award

Ng Cheuk Him	Kong Ling Hey Ernest	Woo Hiu Chit Issac	
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‘Huaxiabei’ National Mathematics Olympiad Invitation Competition 2019

(Hong Kong Region) First Round

Team

Third

Individual

1st Class Honour

Chu Chi Heen Brian	Kan Ting Hei	Yeung Long Ki Alfie	Cui Chai Wan Kevin
He Maojie	Li Long Hin	Wong Chun Chit	Chan Shing Chak
Cheung Kurtis Ka-Him	Chan Yin Fung Curtis	Leung Him Shun	Ho Chun Yin
Law Shun Chit	Chan Cayden Kai Tung	Chan Yan Kiu Karstyn	Keung Ching Yin Chester
Hui Ka Wang	Au Pak Qiu	Chow Yu Wing	Lam Di Nam
Ng Cheuk Him	Tang Ho Him	Yu Sing Hei	Chong Yuk Kwan
Kong Ling Hey Ernest	Chu Chun Heen Ryan	Li Sze Chai Isaac	Wan Yiu Jing
Yim Wai Lun Warren	Kan Chung Yin	Lai Pak Hei	Ng Yau Chun
Wong Tsz Chit	Lau Tsz Fung Hugo	Lee Pak Hei	Lo Chun Shing
Low Lik Hang	Woo Hiu Chit Issac	Kwan Nok Yin	Liu Tsz Fung
Mak Wai Nok Enoch	Yeung Shing Hei		

22nd SKH Primary Schools Mathematics Olympics

Group

Merit (Ninth)

Individual

Gold Award

Liu Tsz Fung

Yeung Shing Hei

2018-2019 Primary Mathematics Elite Competition

Group

Merit (Fourth)

Individual

1st Class Honour

Lo Chun Shing

Mok Chun Daniel

Low Lik Hang

Woo Hiu Chit Issac

Kwan Nok Yin

Liu Tsz Fung

Yeung Shing Hei

5th Primary School Rummikub Mathematics Invitational Contest

First

Lee Pak Hei

‘Huaxiabei’ National Mathematics Olympiad Invitation Competition 2019

(South China Region) Second Round

Excellence Award

Ng Cheuk Him

Chong Yuk Kwan

1st Class Honour

Chu Chi Heen Brian

Kan Ting Hei

He Maojie

Li Long Hin

Wong Chun Chit

Chan Shing Chak

Chan Yin Fung Curtis

Chan Tyrus

Ho Chun Yin

Law Shun Chit

Chan Cayden Kai
Tung

Chan Yan Kiu Karstyn

Au Pak Qiu

Tang Ho Him

Yu Sing Hei

Kong Ling Hey Ernest

Chu Chun Heen Ryan

Li Sze Chai Isaac

Wan Yiu Jing

Wong Hon Ming

Wong Obrie

Yim Wai Lun Warren

Lai Pak Hei

Ng Yau Chun

Wong Tsz Chit

Lo Chun Shing

Low Lik Hang

Kwan Nok Yin

Liu Tsz Fung

Yeung Shing Hei

9th Hong Kong Primary School ‘T-Puzzle’ Competition

1st Class Honour

Low Lik Hang

2019 Hong Kong Primary Mathematics Contest

Group

Merit (Overall Performance)

Merit (Calculation Skills)

Individual

Problem-Solving Skills

1st Class Honour

Yeung Shing Hei

Calculation Skills

1st Class Honour

Low Lik Hang

Yeung Shing Hei

Overall Result

1st Class Honour

Low Lik Hang

Woo Hiu Chit Issac

Yeung Shing Hei

26th Hong Kong Primary School Mathematical Olympiad Competition

Gold Award

Ho Chun Yin

Chan Yan Kiu Karstyn

Yu Sing Hei

Chong Yuk Kwan

2019 Hong Kong & Macao Mathematical Olympiad Open Contest “HKMO Open”

Gold Award

Chu Chi Heen Brian

Kan Ting Hei

Wong Chun Chit

Chan Shing Chak

Cheung Kurtis Ka-Him

Ho Chun Yin

Law Shun Chit

Chan Yan Kiu Karstyn

Keung Ching Yin Chester

Au Pak Qiu

Chow Yu Wing

Ng Cheuk Him

Tang Ho Him

Yu Sing Hei

Chong Yuk Kwan

Kong Ling Hey Ernest

Sek Matthew

Chu Chun Heen Ryan

Wan Yiu Jing

Wong Hon Ming

Yim Wai Lun Warren

Kan Chung Yin

Ng Yau Chun

Lee Pak Hei

Lo Chun Shing

Low Lik Hang

Woo Hiu Chit Issac

Liu Tsz Fung

Mak Wai Nok Enoch

Yeung Shing Hei

Rummikub Mathematical Chess Invitational Contest 2019

Group

First

‘Huaxiabei’ National Mathematics Olympiad Invitation Competition 2019 (China)

Excellence Award

Yeung Shing Hei

1st Class Honour

Wong Chun Chit	Chan Shing Chak	Chan Tyrus	Law Shun Chit
Ng Cheuk Him	Tang Ho Him	Yu Sing Hei	Chong Yuk Kwan
Kong Ling Hey Ernest	Chu Chun Heen Ryan	Wan Yiu Jing	Wong Hon Ming
Lai Pak Hei	Lo Chun Shing	Low Lik Hang	Mok Chun Daniel
Woo Hiu Chit Issac	Liu Tsz Fung		

2019 Asia International Mathematical Olympiad Open Contest (Final)

Primary 1 to 2

Gold Award

Chan Shing Chak	Law Shun Chit	Chan Yan Kiu Karstyn
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2019 Asia International Mathematical Olympiad Open Contest (Semi-final)

Primary 3 to 6

Gold Award

Chow Yu Wing	Ng Cheuk Him	Tang Ho Him	Yu Sing Hei
Chong Yuk Kwan	Kong Ling Hey Ernest	Wan Yiu Jing	Yim Wai Lun Warren
Woo Hiu Chit Issac	Yeung Shing Hei		

30th Hong Kong Primary School Mathematics Competition 2019

Group

Hong Kong Island

Third

Individual

Excellence Award

Woo Hiu Chit Issac

1st Class Honour

Low Lik Hang	Liu Tsz Fung
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General Studies

Solve for Tomorrow 2018

The Most Creative Award (Primary School)

Li Yik Ting	5A
Yeung Ho Lun	5B
Choi Tsz Ho	5C
Lau Isaac Hung-Chi	6A
Wan Cheuk Kiu	6C

HK Tech Challenge Game 2018

Team

Fourth

Cheng Joseph Shing Hei	6A
Chow Marcus	6A
Kiu Ka Leung Allen	6A
Lee Sum Yat Javin	6C

2nd Hong Kong Inter-Primary School Debate Invitational Contest (Kowloon Tong Cup)

Debate Team

Third

Tan Si Jit Hayden	4A
Wong Ming Chung	4C
Lau Tsz Hin	4C
Wan Yiu Jing	5A
Chu Chun Heen Ryan	5A
Lo Chun Shing	6A
Woo Hiu Chit Issac	6A
Leung Kaden Pak Qui	6B
Wong Ming Tak	6B
Yeung Shing Hei	6C
Wong Nok Hin	6C
Lam Hoi Faat	6C
Sinn Wang Chun	6C
Yeung Shing Hei	6C

Primary STEM Project Exhibition

Team

The Outstanding Award

Li Yik Ting	5A
Wong Yee Nok	5A

Wong Augustus Robert	5B
Lai Pak Hei	5C
Ng Yau Chun	5C
Wong Tsz Chit	5C

The Future Department Store Props Designer Competition

Team

Merit

Wong Augustus Robert	5B
Yeung Yat Hei	5C

Race to the Lines Micro:bit UK Model Rocket Car Competition

Team

1st Class Honour

Fan Chun Wai	4C
Chiu Leung Shun Colin Joannis	4C
Lo Ching Ho Jayden	4C
Yip Yui Him Christian	4C

Cheng Joseph Shing Hei	6A
Chow Marcus	6A
Fok Ethan Tin Lam	6A
Yip Joshua	6A

Asia Elite Natural Science Challenge 2019

Team

Gold Award

Kong Ling Hey Ernest	4C
Chu Chun Heen Ryan	5A
Lee Pak Hei	6A

Silver Award

Cheong Chun Kit	4C
Wong Hon Ming	5A

13th “Hang Yee Cup” Hong Kong Primary School Knowledge Quiz

Team

First

Chim Chad Aristo	6A
Tang Shing Yau Dave	6B
Lau Cheuk Hong Crofton	6B
Leung Shun Yin Ian	6B

Music

Hong Kong Youth Music Interflows 2018

Primary School Orchestra Session

School Orchestra

Silver Award

18th Hong Kong Inter Primary School English Folk Song Group Singing Contest

Folk Song Group

Third

The Best English Interpretation Award

The Outstanding Performance Award

The Most Harmonious Award

6th Hong Kong International Youth Performance Arts Festival

Preliminary Round

Vocal (Children Class)

Leung Chun Wing Clement

First

1C

Violin (8 Grade)

Kok Chi Nok Damian

First

3B

Piano (Youth Group A)

Wong Obrie

Third

5A

Piano (Grade 8)

Wong Obrie

Silver

5A

International Final

Vocal (Children Class)

Leung Chun Wing Clement

Second

1C

Piano (Youth Group A)

Wong Obrie

Silver

5A

Hong Kong Joint School Music Competition 2019

String Solo (Primary)

Kok Chi Nok Damian

Gold Award

3B

String Orchestra (Primary School)

Senior String Orchestra

Gold Award

Wind Band (Primary)

Wind Band

Silver Award

Handchime

Handchime Team

Silver Award

71st (2019) Hong Kong Schools Music Festival

Church Music - Chinese - Primary School Choir - Age 13 or under

Senior Choir

First

Church Music - Chinese - Primary School Choir - Age 9 or under

Junior Choir

Second

Primary School Choir - Hong Kong Region - Chinese - Boys and/or Girls - Senior

Senior Choir

Third

Recorder Ensemble - Primary School

Recorder Ensemble

Third

Vocal Solo - Foreign Language - Boys or Girls Treble Voice - Primary School Age 13 or under

Chan Ching Lam Alby

Third

6B

Sinn Wang Chun

Third

6C

Piano (Grade 1)

Wong Chun Chi

Second

1C

Chow Cheuk Hin

Second

2C

Piano (Grade 2)

Chen Zewen

First

1C

Cham Tsz Him

First

2D

Chan Yan Kiu Karstyn

Second

2C

Yu Yuen

Third

2B

Chan Ka Cheuk	Third	3A
Tan Si Jit Hayden	Third	4A
<i>Piano (Grade 3)</i>		
Ku Pak Hin	First	6C
Wong Ling Hin	Second	2A
Chau Kun Fung Moses	Second	3A
Kong Ling Hey Ernest	Second	4C
Lui Shun Hei Ethan	Third	4B
<i>Piano (Grade 4)</i>		
Fung Pak Chun	Second	4C
Cheung Tsz Yeung	Third	4B
<i>Piano (Grade 5)</i>		
Liu Tsz Fung	Second	6C
<i>Piano (Grade 6)</i>		
Li Sze Chai Isaac	Second	5A
<i>Piano (Grade 7)</i>		
Tang Long Hei Harvey	Second	6C
<i>Violin (Grade 2)</i>		
Ching Lap Hong	Second	2A
<i>Violin (Grade 6)</i>		
Tang Long Hei Harvey	First	6C
Ku Pak Hin	Third	6C
<i>Cello - Junior</i>		
Fok Curtis Tin Son	Third	6C
<i>Descant Recorder Solo - Primary School - Age 13 or under</i>		
Mok Chun Daniel	Second	6A
Yue Yeuk Hang Daniel	Third	5B
<i>Descant Recorder Solo - Primary School - Age 10 or under</i>		
Chan Lap Yin	Third	4C

Flute Solo - Primary School - Junior

Lee Chun Yat	Second	6B
Choy Jo Him	Third	6C

5th Hong Kong Youth Music Competition 2019

Piano (Grade 4)

Yeung Ho Lun	Gold Award	5B
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Strings (Children Intermediate)

Kok Chi Nok Damian	Second	3B
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Little Musical Philanthropists Competition 2019 cum Music Marathon

Strings (SOS Class)

Kok Chi Nok Damian	First	3B
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Voice (Grade 1)

Chiang Ka Him Ryan	First	4C
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7th Hong Kong Youth Barclampory Music Festival

Piano (Grade 1)

Leung Chun Wing Clement	Third	1C
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Hong Kong Primary School Putonghua Arts Competition 2019

Choir (Junior Primary)

Junior Choir	First	
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Choir (Senior Primary)

Senior Choir	First	
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Hong Kong International Handbell Olympics 2019

Handbell (Junior)

Handchime Team	Silver Award	
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6th Asian Youth Music Competition 2018

Piano (Grade 1)

Wong Chun Chit	First	1C
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MF Music and Art Promotional Association MF Music Competition 2018*Piano JA Group*

Chan Baak Kei Pallas	Third	3D
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Utah International Piano Academy & Helen Taylor Johannesen International Piano Competition 2019 (Hong Kong)*Junior Class B*

Wong To Wang Darren	First	4B
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Golden Key International Music Festival (Vienna) Piano Composition Competition 2019*International Elementary*

Wong Obrie	Third	5A
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19th Osaka International Music Competition*Hong Kong Region*

Wong Obrie	First	5A
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Asia Music Competition for Young Artist (Busan 2018)*Hong Kong Region - Intermediate*

Li Shun Hin Ernest	Second	6B
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Wong Obrie	Silver Award	5A
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7th IYACC International Music Competition*Guitar (Grade 3)*

Lau Chun Hoi	First	6A
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International Liszt Ferenc Piano Competition 2018*Hong Kong and Macao Preliminary Round - Sonata Class*

Li Shun Hin Ernest	First	6B
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9th Hong Kong Virtuoso Music Competition*Piano (Youth Recital Class)*

Li Shun Hin Ernest	First	6B
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5th Hong Kong Youth Piano Competition 2018*Baroque Class*

Li Shun Hin Ernest	First	6B
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Hong Kong Youth Professional Music Competition 2019*Piano (Youth Class)*

Li Shun Hin Ernest	First	6B
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6th Hong Kong Asia-Pacific Youth Piano Competition 2019

Bach Senior Class

Li Shun Hin Ernest	Second	6B
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Chopin Class A

Li Shun Hin Ernest	Third	6B
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20th Star of Tomorrow Singing Competition

Youth Category

Li Shun Hin Ernest	First	6B
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Sports

Hong Kong Island West Area Inter-Primary Schools Swimming Competition

Boys A Grade 50m Backstroke

Yan Jayden	Second	6B
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Boys A Grade 50m Butterfly

Wong Chun Hei	First	6B
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Lee Chun Yat	Fourth	6B
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Boys B Grade 100m Breaststroke

Au Kai Hin Isaac	First	5B
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Boys B Grade 50m Butterfly

Sy Kwan Hon Johann	Third	5C
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Boys A Grade 4x50m Freestyle Relay

Second

Boys B Grade 4x50m Freestyle Relay

Fourth

Boys A Grade (Overall)

Third

Boys B Grade (Overall)

Third

HKASA Age Group Swimming Competition

100m Individual Medley

Au Kai Hin Isaac	First	5B
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100m Breaststroke

Second

Chew Cheuk Him Chester		2D
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Au Kai Hin Isaac		5B
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50m Breaststroke

Au Kai Hin Isaac	First	5B
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50m Butterfly

Au Kai Hin Isaac	Third	5B
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Sai Kung District Age Group Athletic Meet 2018

Boys MF Group 4x100m Relay

Second

Lam Di Nam		4A
Lo Chi Yin		4A
Ng Pak Lok Roderick		4A
Wei Kwan Hon Kyle		4C

Hong Kong Island West Area Inter-Primary Schools Athletic Meet

Boys A Grade

400m

Fong Shun Hei Bosco	Fourth	6C
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200m

Chow Chun Ngo	First	6B
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100m

Law Lok Hei	Second	6B
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Long Jump

Yan Jayden	First	6B
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4x100m Relay

Second (*setting two new records*)

Boys A Grade (Overall)

Second

Boys B Grade

200m

Sy Kwan Hon Johann	Second	5C
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100m

Keung Wun Yu	First	5B
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60m

Yip Tsz Hin	Fourth	5C
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Boys B Grade 4x100m Relay

Third

Boys B Grade (Overall)

Second

Boys C Grade 4x100m Relay

Third

Boys C Grade (Overall)

Fourth

Southern District Age Group Athletic Meet 2018

Boys 4x100m Relay

First

Boys Teenage Group E 4x100m Relay

First

Chan Cheung Ching

6B

Chow Chun Ngo

6B

Law Lok Hei

6B

Yan Jayden

6B

All Hong Kong Inter-Area Primary Schools Athletics Competition

Boys A Grade

200m

Chow Chun Ngo

Second

6B

Boys B Grade

100m

Keung Wun Yu

Third

5B

4x100m Relay

Third

St. Paul's Co-educational College Primary School Sports Day Invitational Relay

Boys 4x100m Relay

First

Chan Cheung Ching

6B

Chow Chun Ngo

6B

Law Lok Hei

6B

Yan Jayden

6B

“Wu Cheng-chung Cup” Hong Kong Primary Schools Basketball Competition

Boys - Silver Cup

First

Hong Kong Island West Area Inter-Primary Schools Basketball Competition

Boys

Third

Hong Kong Island West Area Inter-Primary Schools Table-tennis Competition

Boys A Grade

Fourth

Boys B Grade

Third

2018 Southern District Age Group Table-tennis Competition

Boys (Age 9 or below) Single

Lo Sun Yin

First

5B

3rd Hong Kong Inter-School Rope Skipping Contest (2017-18)

2-min Group Rope 8-shaped Speed Race

Second

Tsang Ho Yin

3C

Lamb Nicholas Edward

4B

Lau Dak Daniel

5B

Lee Long Yat Jophy

5C

Chan Kin Ting

6B

Lau Cheuk Hong Crofton

6B

Mak Chun Hei Ronald

6B

Woo Sung Tak

6C

4x30s Forward Rope Speed Relay

First

Chu Pak Wai

3B

Chan Yat Cho

4C

Lee Long Yat Jophy

5C

Woo Sung Tak

6C

4x30s Mixed Speed Relay

Second

Chu Pak Wai	3B
Lee Long Yat Jophy	5C
Mak Chun Hei Ronald	6B
Woo Sung Tak	6C

30s Double Side Turnaround Speed Race

First

Lau Cheuk Hong Crofton	6B
Woo Sung Tak	6C

Third

Lamb Nicholas Edward	4B
Chan Yat Cho	4C

30s Forward Rope Speed Jump

Mak Chun Hei Ronald	Second	6B
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L.C.Y. Fencing Invitation Competition 2018

U12 Boys Foil

Lam Ho Faat	Third	6C
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ByJOSS Limited Fencing Competition, SAMS 2019

Mixed Group Foil

Lam Ho Faat	Second	6C
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Mixed Group Sabre

Wong Shu Hang Carson	Third	4A
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9th Asia Inter-School ITF Taekwon-Do Invitational Tournament

Boys Sparring (Belt) (Age 7-9)

Chan Yan Kiu Karstyn	First	2C
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Boys Sparring (Belt) (Age 7-8 Joong-Gun and Toi-Gye)

Chan Yan Kiu Karstyn	First	2C
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Boys Sparring (Belt) (Age 10-12)

Chan Yan Ho Karvyn	First	5C
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13th Hong Kong International Wushu Competition

Fujian Nanquan

Chan Ching Lam Alby	Gold Award	6B
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Xingyiquan

Chan Ching Lam Alby	Gold Award	6B
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International Sword

Ching Ching Lam Alby	Gold Award	6B
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Hong Kong Open Wushu Tournament 2018

Xingyiquan (Youth)

Chan Ching Lam Alby	Gold Award	6B
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Hong Kong Open Youth and Children Wushu Age Group Tournament 2018

Nanquan (Boys)

Chan Ching Lam Alby	First	6B
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Sword (Boys)

Chan Ching Lam Alby	Silver Award	6B
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Hong Kong Open Taichi Tournament 2018

24-form Taichiquan (Youth)

Chan Ching Lam Alby	Silver Award	6B
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A.S. Watson Group Hong Kong Student Sports Awards

Yan Jayden		6B
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Hong Kong Island and Kowloon Region Primary Schools Sports Award

Silver School

Visual Arts

‘Filial Piety’ Writing, Poetry, Photography and Handicraft Competition (2017-2018)

Handicraft – Primary School

Lee Pak Hei	First	5A
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Pentel World Children Drawing Competition

Pentel Award

Lee Pak Hei		6A
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Chan Wing Hei		6C
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‘Home Safety’ Table Games Design Competition

Primary School Category

Distinction

Chan Tsz Hei		3B
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Wong Hei Long		3D
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Lee Pak Hei		6A
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School

The Most Participatory School Award

Copyright Protection Mascot Design Competition

Junior Primary

Lo Chun Yin	Gold Award	3C
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Wong Aaren	Silver Award	2D
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Bronze Award

Kwok Yu Hang		1C
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Li Andra Shing Cheung		3A
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8th World Children Drawing Competition 2019

Children Category (Western)

Mak Long Hei Jayvis	Gold Award	1A
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Silver Award

Tai Braden Hei Shun		1A
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Lo Shun Hei		2A
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7th I Love Summer Children Art Competition 2018*Recycle Bag Design (Children Category)*

Tai Braden Hei Shun	Gold Award	1A
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9th Hong Kong National Arts Festival Drawing Competition*Junior Primary*

Lo Chung Tin	Gold Award	3C
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Religious Education**25th Biblical Speech Competition***Solo Verse Speaking (Putonghua) – Primary 1*

Kwok Yu Hang	Second	1C
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Solo Verse Speaking (Cantonese) – Primary 6

Chan Cheung Ching	Third	6B
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Library**4.23 World Book Day Creative Competition 2019 - Let's Share the Joy of Reading***Chinese (Senior Primary)*

Sheung Ching To	Winner	4B
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16th Primary School Reading Billboard 'Bookmarks for the Bookworms' Design Competition*Senior Primary*

Tang Wing Chit	Merit	6B
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Other**16th Hong Kong Inter-School GO Competition***Junior Primary*

Third

Chan Shing Chak	1D
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Ng Hoi Fung	2B
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Wong Chi To Anthony	2C
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Information Technology

Hong Kong Olympiad in Informatics

Group

Third

Individual

Second

Cheung Long Yin

5A

Chu Chun Heen Ryan

5A

Wan Yiu Jing

5A

Third

Lau Tsz Fung Hugo

6A

Information Technology Challenge Award

The Outstanding Gold Award

Cheung King To

5C

Gold Award

Fung Ngo Ryan

5A

Wan Yiu Jing

5A

Wong Obrie

5A

Wong Yee Nok

5A

Mak Ian Joshua

5B

Lei Cheuk Hei

5C

TAMIYA Mini-4WD Hong Kong Jr. Cup 2019

2nd Class Honour

Au-Yeung Nicholas

3B

Au-Yeung Anton

6B

“Connecting Life with Love” Hong Kong Technological Innovation Competition

Group

The Outstanding Technology Application Award

The Outstanding Settings & Interface Design Award

The Popularity Award

Cheung Kwan To

4B

Chu Pak Wai

4B

Lam Jet

4C

Cub Scouts

Scout Association of Hong Kong – Hong Kong Island Western District Grasshopper Scout Commissioner Cup

Second

Lai Ho Wang	2B
Lee Hin Ting Matthew	2B
Shum Pak Shing	2C
Chan Chun Yat	2D

Fourth

Ho Yan To	2A
Tse Yan Lap	2B
Tsui Yik Chun	2B
Leung Yui Long	2D

Distinguished Group Award 2018

Grasshopper Scout Cub Scout

4th Hong Kong District Cub Scout Challenge

Second

Chow Yi Lok	5A
Fung Ngo Ryan	5A
Yip Shing Chun Jason	5A
Keung Wun Yu	5B
Lo Ka Hei	5B
Wong Augustus Robert	5B
Yu Chi Lam	5C
Au-Yeung Anton	6B

Chief Commissioner Cup Tai Tam Run

Law Lok Hei	First	6B
Yan Jayden	Third	6B

Cub Scout Chief Commissioner Cup 2018-19

Second

Kui Wai Ho	4A
Ko Chun Hei	4B
Kwong Cheuk Kwan	4B

Wong Hon Ming	5A
Au-Yeung Anton	6B
Ho Adrian	6C

The Golden Bauhinia Award 2018 (2017-2018)

Cheng King Yau Ian	6A
Lam Varian	6A
Chan Leong Heng Jayden	6C
Kui Wai Yin Jonathan	6C
Lau Chi Hey Damien	6C
Yu Chung Yau	6C

Community Youth Club

‘Greening for the Chest’ Charity Cleaning Fund-raising

Southern District

First

‘Greening for the Chest’ Charity Plant Sale

Southern District

First

Territory-wide

Silver

The Best CYC Member Award

Mok Chun Daniel	6A
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9. Community Service

1. CYC
 - Cleaning for the Community Fundraising
 - Flower Sale for Charity
2. Voluntary Service Group Caring Visit
 - Hong Kong Red Cross John F. Kennedy Centre
3. Whole School
 - Flag sale for “Playright Children’s Play Association”
 - Dress Casual Day for The Community Chest of Hong Kong
 - Sale of Raffle Tickets for Hong Kong Sheng Kung Hui Welfare Council
 - Sale of Raffle Tickets for St. Michaelmas Fair of St. John’s Cathedral
 - Sale of Raffle Tickets for Scout Association of Hong Kong
 - Red Packet Donation
 - a. Oxfam
 - b. Sheng Kung Hui St. Christopher’s Home Limited
 - Flag sale for “The Hong Kong Family Welfare Society”
 - Contributed in
 1. Early Childhood Learning and Parental Education (Half-year)
 2. “Happy Birthday to You” Cake Donation Scheme organised by HKSKH Tung Chung Integrated Services
 - A learning trip – Paul’s Action – Qing Yuan, China

D. Financial Summary

ST. PAUL'S COLLEGE PRIMARY SCHOOL FINANCIAL SUMMARY ~ 2017-2018

	Government Funds	Non-Government Funds
INCOME		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	65.7%	N.A.
School Fees	N.A.	32.94%
Donations, if any	N.A.	0%
Other Income, if any	0.10%	1.26%
Total	65.80%	34.20%
EXPENDITURE		
Staff Remuneration	72.53%	
Operational Expenses (including those for Learning and Teaching)	15.84%	
Fee Remission / Scholarship (~)	5.17%	
Repairs and Maintenance	2.60%	
Depreciation	3.86%	
Miscellaneous	0	
Total	100%	
Surplus/Deficit for the School Year [#]	0.90 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year [#]	11.33 months of the annual expenditure*	
[#] in terms of equivalent months of annual overall expenditure		

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

* Excluding 5.82 months of NBV of Additional School Building.

Report on Use of Capacity Enhancement Grant in 2018/2019 School Year

Name of School: St. Paul's College Primary School

Means by which teachers have been consulted: at staff meetings

No. of operating classes (Excluding IRTPs, if any): 21

Task Area	Major Area(s) of Concern	Strategies / Tasks	Benefits Anticipated	Time Scale	Resources Required	Evaluation of Effectiveness (by survey)	Follow up / Suggestion
Curriculum development	To relieve teachers' workload in organising the co-curricular activities so that they can concentrate on developing effective learning and teaching strategies and materials	Service providers will be appointed to organise co-curricular activities for the whole school during the CCA periods on Fridays.	Common free periods to be created for co-planning sessions among teaching partners	From September 2018 onwards for 1 year	HK\$548, 550.00	<ul style="list-style-type: none"> ● 96.1% of the teaching staff agreed that a block of common free periods was created for teachers' meetings. ● 96.1% of the teaching staff agreed that there was better communication among teaching partners. ● 92.3% of the teaching staff agreed that the learning and teaching quality was improved. ● 84.6% teaching staff agreed that some of the teachers' workload was reduced. 	<p>Since most teachers agreed that co-curricular activities could relieve the workload and teaching quality was improved, it is recommended that this would continue the following year.</p> <p>It is recommended that the CCA activities in the junior classes in the coming year would continue focus on the development of the art, science and foreign languages.</p>

Task Area	Major Area(s) of Concern	Strategies / Tasks	Benefits Anticipated	Time Scale	Resources Required	Evaluation of Effectiveness (by survey)	Follow up / Suggestion
Coping with diverse and special learning needs of students	Enhancement of activity programme for self-driven learning	Coaches/trainers will be hired to conduct training sessions/classes in various disciplines, such as sports, music, performing arts, etc.	Student autonomy in the selection of activity	From September 2018 onwards for 1 year	HK\$194, 656.40	<p>94.1% of the teaching staff agreed that the students benefited from the training by the specialists.</p> <p>86.7% of students agreed that they actively participated in the enhancement of activity programme.</p> <p>80.7% of students agreed that the enhancement of activity programme will continue to develop their skills.</p>	Since different school teams working along with the enhancement of activity programme have shown improvement in their performance in various competitions this year, such as table tennis team and basketball team which won the third place in H.K. Island West Inter-Primary School Competition, and the debate team which came thired in H.K. Inter-Primary School Debate Invitational Contest, etc., it is proved that the programme can develop students' talents effectively.

Income:

Capacity Enhancement Grant 2018/19 from EdB: HK\$669, 375.00

Expenditure:

1. Activity Programme by YMCA: HK\$548, 550.00
2. Self-driven Learning Programme: HK\$194, 656.40

Deficit:

HK\$73, 831.40 to be absorbed by school funds

發放推動中國歷史及文化一筆過津貼

評估報告

(一)	撥款金額：	\$100,000		
(二)	目的：	支援學校因應校情和校本發展需要，推動中國歷史和文化教育。		
(三)	籌辦科組：	中國語文科		
(四)	負責老師：	許文須副校長		
(五)	活動名稱：	漳州、土樓歷史文化探索之行		
(六)	舉辦日期：	2018 年 12 月 20 日至 22 日(三日兩夜)		
(七)	人數：	二十九位五、六年級學生及六位老師		
(八)	協辦機構：	青少年海外交流中心		
(九)	行程安排：	第一天：	香港機場→廈門機場→集美學村→環島路	
		第二天：	南靖田螺坑土樓群 →漳州古城→漳州文廟	
		第三天：	鼓浪嶼→萬國建築博覽群→龍頭路商業步行街→廈門機場→香港機場	
(十)	活動跟進：	1.	周會分享：	利用周會時段向全校師生介紹是次活動；同時，讓參與的學生分享感受及得着。
		2.	網頁分享：	篩選活動照片及行程精彩片段上載學校網頁，與公眾分享。
		3.	刊物分享：	是次活動的精華照片及學生感想將刊登在《校訊》。

(十一)	活動評估：	● 實際支出：	1. 團費：\$ 94,848 2. 單人房附加費：\$3000 3. 團衣：\$5280 4. 事後額加午餐：\$1620	總支出：\$104,748 (超支：\$4748)
		● 學習評估：	<p>第一天的行程大致順利，到達機場之後，在當地領隊的帶領下，我們一行人先往餐廳進行午膳(因為擔心學生 10 時多吃的「飛機餐」難以挨到夜晚，故特意着當地領隊額外提供一頓午餐，以免學生肚子餓)，然後前往「集美學村」。在「集美學村」，學生目睹獨特的建築物之外，當地領隊亦詳盡介紹大慈善家陳嘉庚先生的生平事跡和他對國家的無私奉獻。學生聽完陳嘉庚先生為國家傾盡家財的行徑，對他印象深刻，不勝敬佩。</p> <p>離開「集美學村」之後，當地領隊帶我們到「環島路」去。當時，領隊因交通問題，只帶我們到「環島路」的觀海長廊欣賞景色，標書所列到「音樂廣場」、「書法廣場」，在「環島路」盡頭近距離接觸台灣金門並沒踏足，有點可惜。觀海長廊景色優美，學生在此地方盡情拍照，留下許多美好的回憶。</p> <p>晚膳之後，學生回房稍息片刻後，帶隊老師各自召集組員進行學習反思。學生積極發表感受及撰寫第一天的《遊學日記》。出發前派發的《遊學日誌》對學生是次行程的學習幫助甚大。《日誌》上除有簡單的提醒事項外，更有旅遊景點的簡介、自己對行程的期望、兩地文化差異等等，當然少不了了一天所見所聞的記錄。《遊學日誌》鞏固學生行程中的學習。</p>	
			<p>第二天是行程的「重頭戲」— 土樓。吃過早餐之後，我們坐了大約兩個小時的車程來到南靖田螺坑土樓群的山腳。當地領隊安排土樓的專業導賞員為我們詳盡介紹土樓的資料，包括土樓居民的遷移歷史、土樓的建築特色、當地的風土人情、居民的生活特色等，學生聽得津津有味。十五分鐘的車程後，學生居高臨下，別樹一幟的土樓群盡收眼底，「四菜一湯」的建築特色讓學生留下深刻印象。</p>	

			<p>親身走進土樓，學生更是興奮，身處在圓型的建築物當中，居民的起居飲食一目了然，學生覺得非常有趣及特別。</p> <p>回程時，老師即時在旅遊車訪問學生感受，學生對土樓印象深刻，此學習目標達至。</p> <p>離開土樓之後，我們的下一個目的地是漳州古城及漳州文廟。在此地點，對於傳統行業、傳統店鋪和孔子廟，當地領隊並沒作出導賞。我們一行人逛明清街及品嚐一些漳州傳統小食，學生表現雀躍。</p>
			<p>第三天，我們整天都在廈門的鼓浪嶼遊覽。鼓浪嶼景色迷人，有「萬國建築博覽會」、「鋼琴之島」的稱號。到達海島後，當地導遊帶我們遊覽小島。沿途，學生見識到各種各樣極富特色的建築物外，透過當地導遊的介紹，學生認識到一間音樂人才輩出的音樂學校和著名景點鋼琴碼頭。午膳後，學生往步行街。大約四時許，我們便離開前往機場，代表是次歷史文化學習之旅結束。</p>
			<p>總括而言，是次漳州、土樓歷史文化探索之行的目的大致達到。學生對土樓、廈門、漳州的歷史、名勝古跡及獨特的建築物，透過親耳聽聞、親眼目睹，確切加深了認識(學生問卷調查結果見附件)。</p>

漳州、土樓歷史文化探索之行
學生問卷調查結果

附件

(一) 學生問卷

請根據各題陳述塗黑圓圈（1 非常不同意 2 不同意 3 一般 4 同意 5 非常同意）

	1	2	3	4	5
1. 參觀土樓建築群使我對土樓的特色及歷史背景增加了認識。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 遊覽鼓浪嶼使我認識到具歷史及文化氣息的建築物。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. 遊覽漳州古城(明清街)使我了解到中國傳統行業的特色。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. 整體而言，此行加深了我對中國歷史及文化的認識。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(二) 學生問卷調查結果

1. 參觀土樓建築群使我對土樓的特色及歷史背景增加了認識。

1 非常不同意：2 位	2 不同意： 0 位	3 一般： 3 位	4 同意： 16 位	5 非常同意： 8 位
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2. 遊覽鼓浪嶼使我認識到具歷史及文化氣息的建築物。

1 非常不同意：0 位	2 不同意： 1 位	3 一般： 6 位	4 同意： 12 位	5 非常同意： 10 位
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3. 遊覽漳州古城(明清街)使我了解到中國傳統行業的特色。

1 非常不同意：1 位	2 不同意： 1 位	3 一般： 6 位	4 同意： 15 位	5 非常同意： 6 位
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4. 整體而言，此行加深了我對中國歷史及文化的認識。

1 非常不同意：0 位	2 不同意： 1 位	3 一般： 5 位	4 同意： 13 位	5 非常同意： 10 位
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聖保羅書院小學
姊妹學校交流報告書
2018 /2019學年

內地姊妹學校名稱：北京首都師範大學附屬小學
第一部分：交流活動詳情

項目編號	交流項目名稱及內容	預期目標	評估結果	反思及跟進
1.	兩地教師專業交流	<ul style="list-style-type: none"> · 兩地管理層彼此分享辦學理念、管理經驗、課程規劃等範疇的議題，促進學校發展。 · 透過觀摩及分享，以了解內地學校語文及常識的教學模式及發展趨勢，汲取經驗，優化課堂。 · 藉探訪教育機構及參觀歷史景點，提升對內地教育制度的了解及對中國歷史文化的認識。 	<p>交流完結，學校詢問參與同事意見：</p> <ul style="list-style-type: none"> · 學校行政人員(校長、副校長)覺得是次交流在教師質素保證、班級經營及提升學生學習能力方法方面，學校汲取到寶貴經驗。 · 同事對是次姊妹學校交流表示認同，覺得觀課、參觀校舍及與內地老師分享，加深了對內地教育模式、制度及教學法的認識，有助專業發展。 · 是次行程，除探訪姊妹學校外，我們還遊覽了北京的歷史景點及參觀環保、科技機構。同事認同安排，認為大大提升了對中國歷史文化及祖國科研發展的認識。 	<ul style="list-style-type: none"> · 學校會將是次與姊妹學校所汲取的經驗嘗試應用在學校，例如班級經營。 · 教師除了會嘗試將學習到的教學技巧應用在日常教學中之外，觀課中見到的輔助學習工具，學校也會嘗試添置。 · 姊妹學校在科學、語文、體育教育方面有出色的表現，學校下學年可以安排學生到學校學習，提升學生某方面的技能。

第二部分：2018-2019年度財政報告

項目 編號	交流項目	支出項目	費用 (\$)	備註
1.	4月20日至4月24日(五天)13位老師到北京與首都師範大學附屬小學進行專業交流	到訪內地姊妹學校的團費	114,050	
		總計	114,050	
		津貼年度結餘	35,950	

Report on the Use of the One-off Information Technology Grant for e-learning in School

Income:		HK\$
		199,450.00
Less: Expenditure:		
(i) purchase of mobile devices and accessories	183,640.00	
(ii) replacement of Wi-Fi provisions	<u>65,820.00</u>	<u>249,460.00</u>
Deficit (to be absorbed by school funds):		<u>(50,010.00)</u>