

Endorsed on 24 Nov 2020

ST. PAUL'S COLLEGE PRIMARY SCHOOL



FOUNDED 1851

SCHOOL ANNUAL REPORT

2019-2020

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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

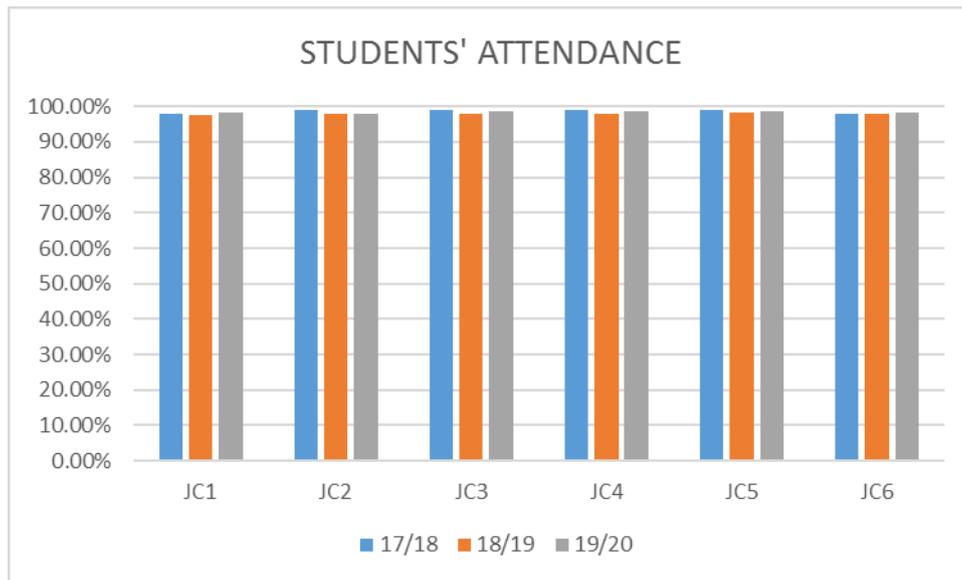
The College Council was established under the St. Paul's College Council Incorporation Ordinance. There are seventeen members this school year.

3. Our Student

Class Structure

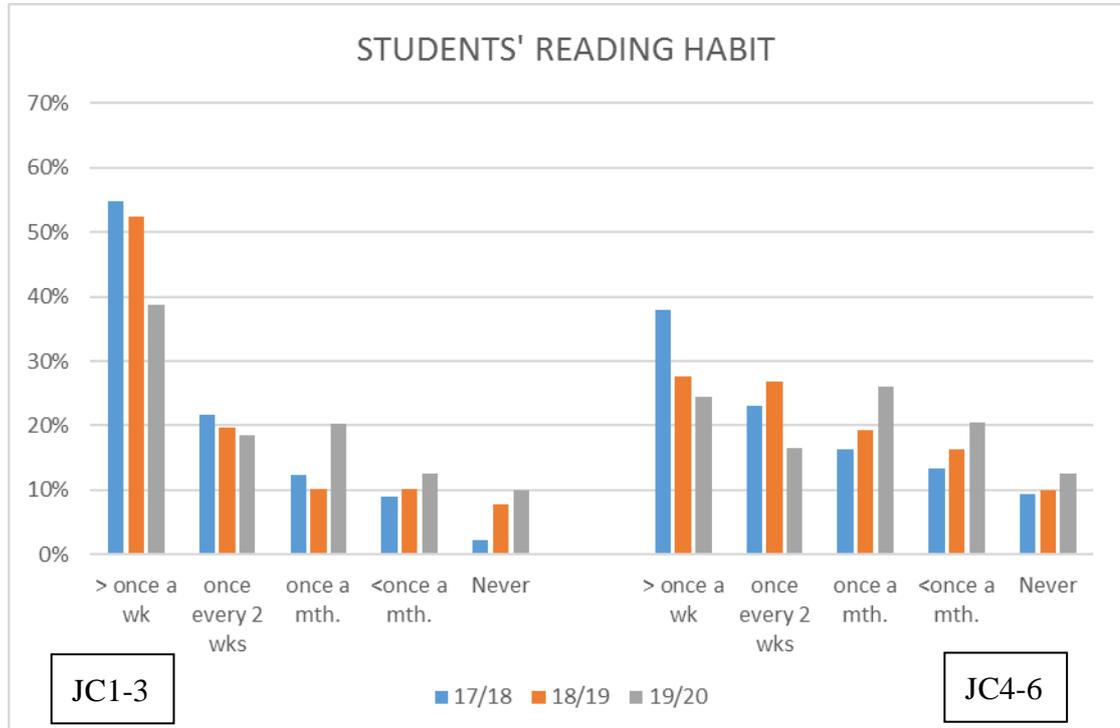
St. Paul's College Primary School is a whole-day primary boys' school affiliated to St. Paul's College, both under the Direct Subsidy Scheme. There were four classes each of Junior Class One to Four and three classes each of Junior Class Five and Six, with a total of 22 classes and a total enrolment of 641 as of September 2019.

Students' Attendance

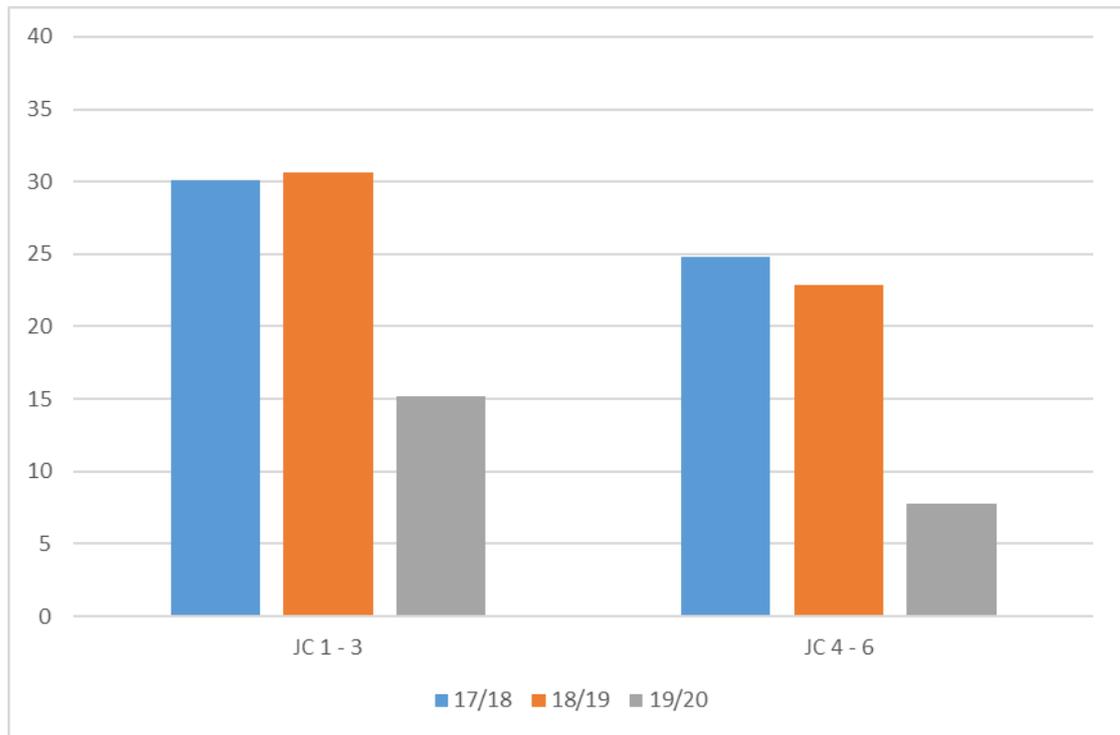


Students' Reading Habit

(a) Students' Frequency of Borrowing Reading Materials from the School Library

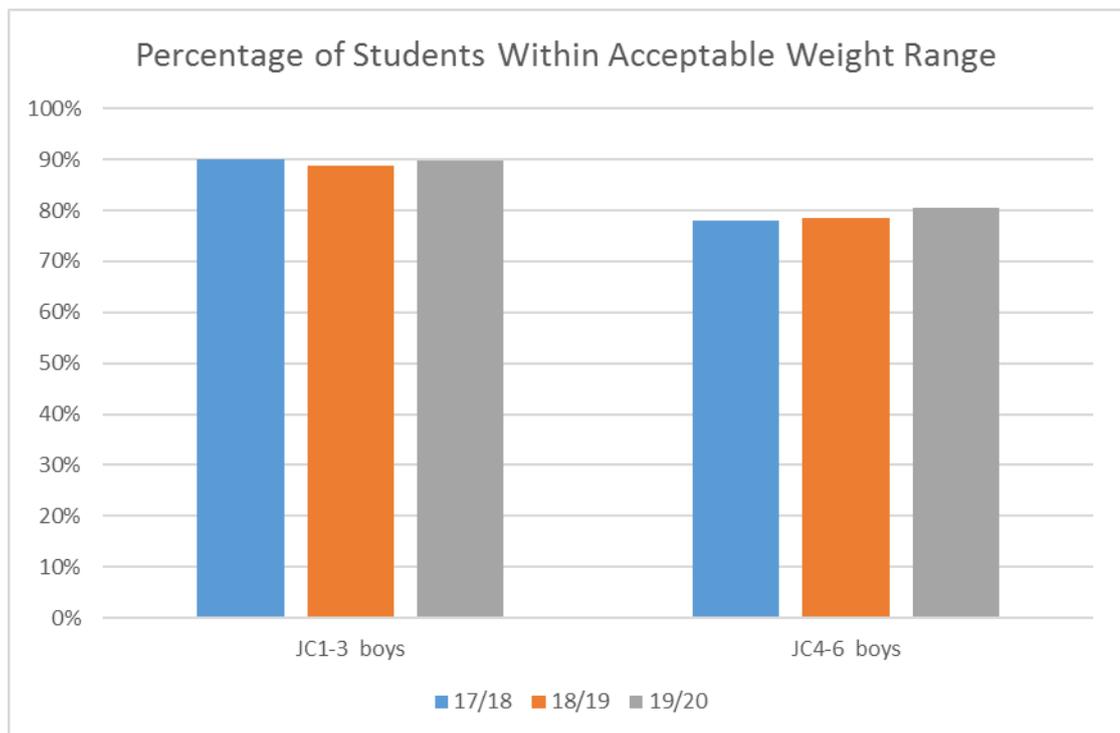


(b) Average Number of Reading Materials Borrowed with in a School Year from the School Library per Student



Students' physical development

(a) Percentage of Students Within Acceptable Weight Range



4. Our Teachers

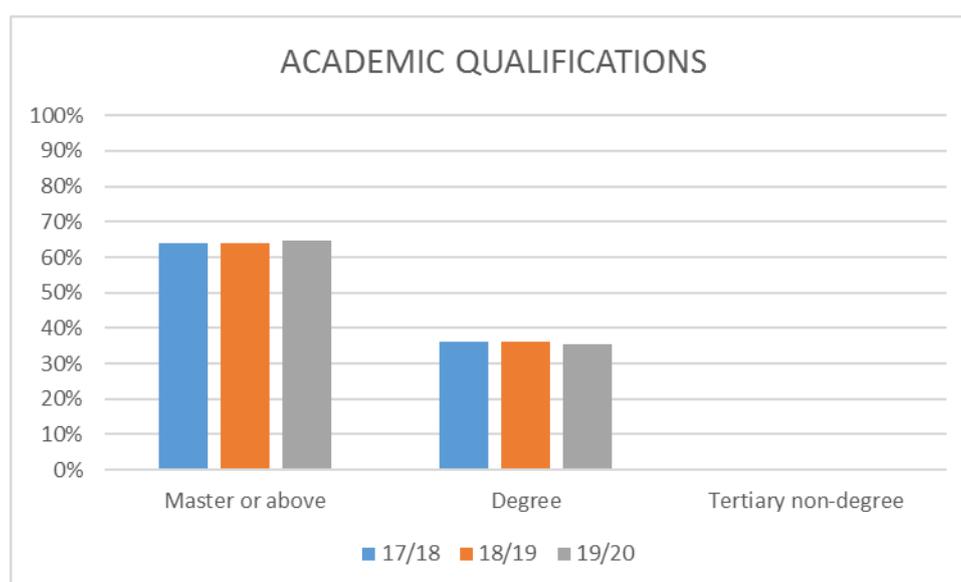
Teaching Staff Establishment

	17/18	18/19	19/20
Total no. of teaching staff	47	50	50
No. of teachers in the English Language Department (excluding OET)	15	14	14
No. of Overseas English Teacher	2	3	3
No. of teachers in the Chinese Language Department	17	18	18
No. of Putonghua teachers	7	13	13
No. of teachers in the Mathematics Department	16	17	16

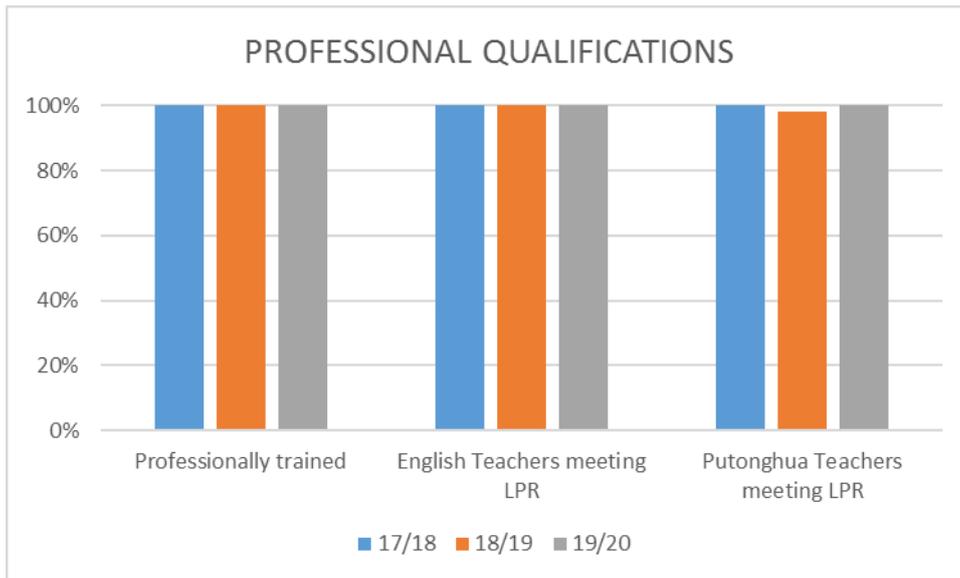
Staff

There are fifty teachers in our school. Our team of support staff includes a music director, a librarian, two IT technicians, six teaching assistants, a works supervisor, six members of clerical staff and seven janitors.

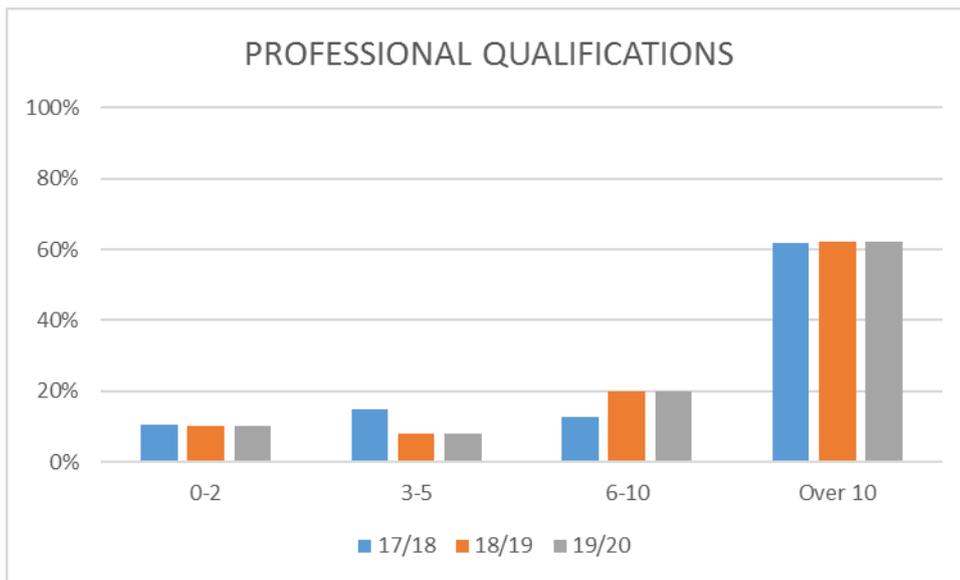
Academic Qualifications



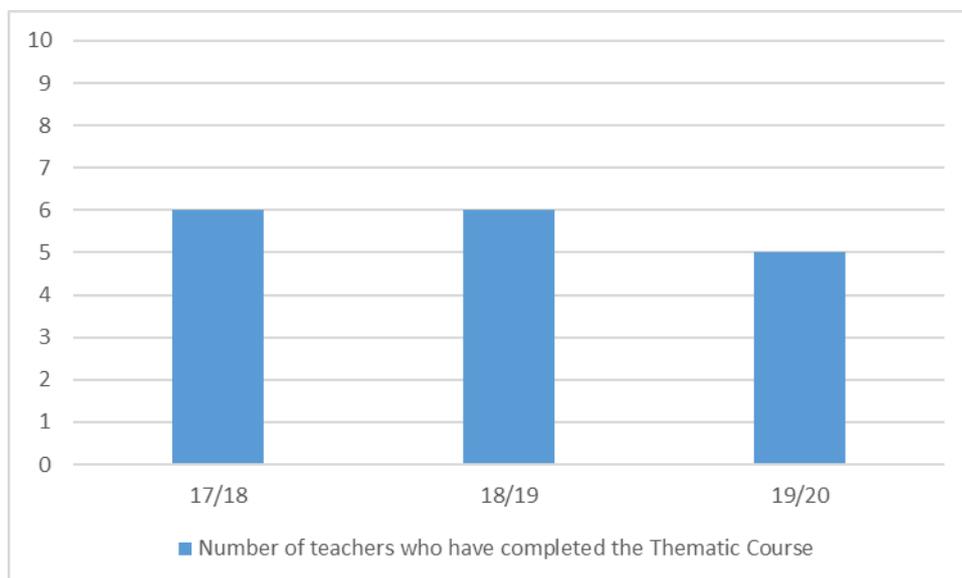
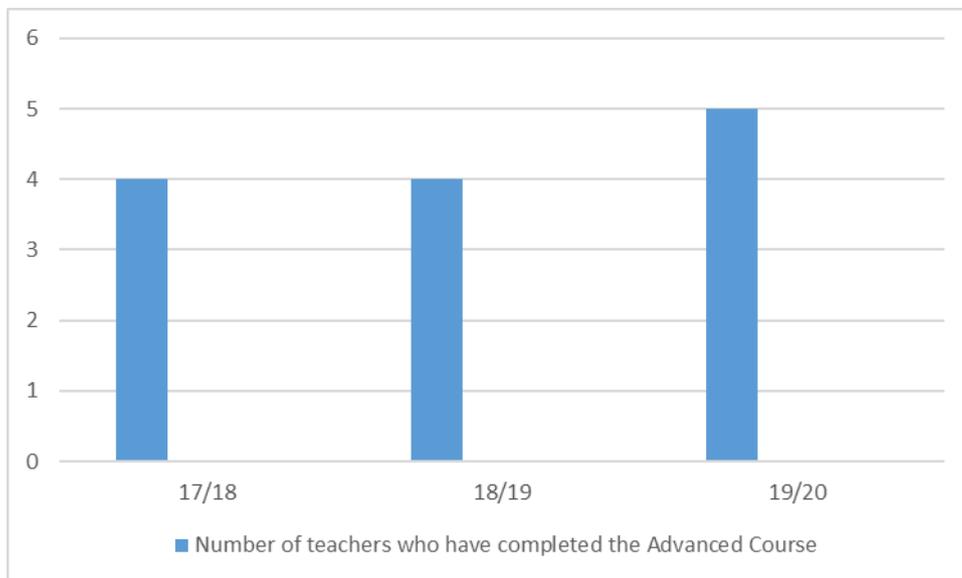
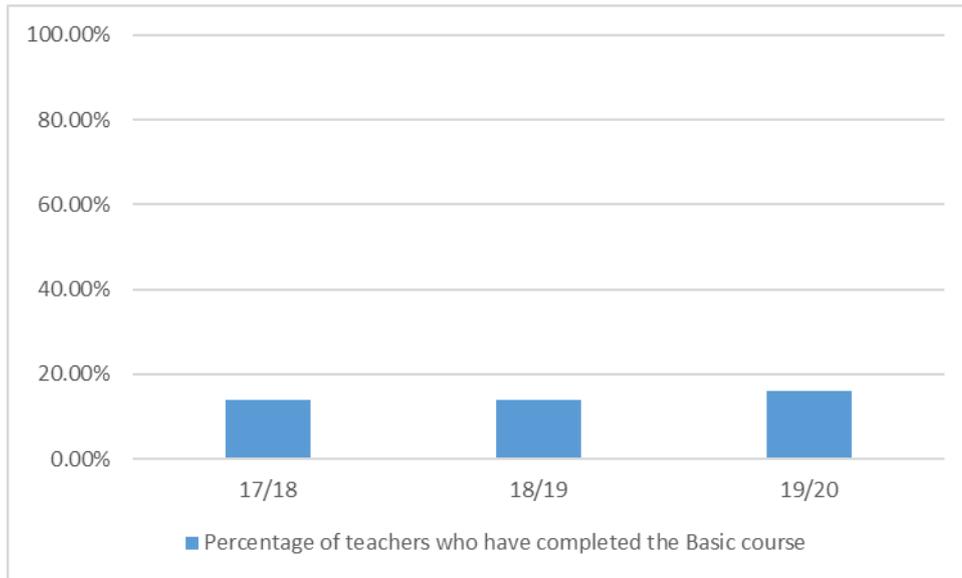
Professional Qualifications



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. Nurturing our Paulines with character virtues

1.1 Develop good habits and attitudes with moral attributes (GIVER'S Heart)

Achievements:

(SAP 1.1.1) The new school-based moral education project kicked off in the beginning of Term 1 to promote various moral attributes among students, teachers and parents. Different attributes, including elements of the GIVER's Heart, being the project theme for each level* had been planned. (*Annual Report of Discipline & Guidance (D&G) Team*)

*Levels	Attributes
J. C. 1 and 2	Integrity & Honesty
J. C. 3	Gratitude
J. C. 4	Empathy
J. C. 5	Resilience
J. C. 6	Excellence

(SAP 1.1.2) To develop students' positive values towards learning habits, Class Teachers formulated with them the 'class rules' at the beginning of the school year with their classes and had the rules displayed in classrooms as the shared goals to pursue among classmates. Having the common aims of bettering themselves in character and in learning, the activity also helped boost class morale. (*Annual Report of D&G Team; Teacher Survey on Interim Evaluation on SAP: Results of Q. 14-16 being 4.11, 3.85, 3.83 in the 5-likert scale respectively; Stakeholder Survey (SHS): Means on 'Support for Student Development across 'students', 'parents' and 'teachers' sections being generally above 4.0)*)

(SAP 1.1.3) The Big Brothers Scheme commenced between J. C. 1 and J. C. 6. Records and feedback from Class Teachers of the two levels indicate that most J. C. 6 took care of and offered help to their J. C. 1 brothers wholeheartedly. (*Teacher observation; Teacher Survey on Interim Evaluation on SAP: Result of Q. 10 being 10 out of 46 teachers choosing the option 'Regularly'; Annual report of D&G Team; Verbal feedback from students*)

Reflection and suggestions for future planning:

(SAP 1.1.1) Owing to the COVID-19 outbreak, the school-based moral education project introduced the themes respectively assigned to different levels by the Class Teachers, but it was not completed after the first half of Term 2. The same project will be further revised for use in the next school year. During the class suspension period, the D&G Team posted up learning materials on educating virtues such as resilience, empathy, etc., in order that moral education continued to take place. The D&G Team would plan further how moral education could be more effectively done

on virtual platforms should class suspension continue. To develop the GIVER'S Heart attributes into practice among our students, we used to plan to conduct the service learning programme, including the service learning activities for J. C. 1 to 3 as well as Paul's Action and Graduation Camp for J. C. 4 to 6 in Term 2. Due to the COVID-19 class suspension, the programme could not be run. We plan that the similar service learning programme would take place in the following years.

(SAP 1.1.2) While the class rules were formulated by each class in Term 1, the Class Teachers were not able to fully evaluate how the students had improved with reference to the class rules since the implementation was interrupted when class suspension started in early February. Feedback on the rationale behind the activity was positive among Class Teachers and this could be further implemented next school year.

(SAP 1.1.3) The Big Brothers Scheme for J. C. 1 and 6 started successfully in the Term 1 but it needed to be further developed into habitual actions for J. C. 6 students for the whole year because of the class suspension (*Teacher Survey on Interim Evaluation on SAP: Result of Q. 10 being 32 out of 46 teachers choosing the option 'Rarely'*), but this was widely recognised as one of the year-long activities that promote 'brotherhood', one of the common virtues embraced by St. Paul's community. A simple survey for J. C. 6 students and verbal feedback from J. C. 1 students could also be carried out in future to collect their views, feelings and suggestions when the scheme becomes a yearly project.

1.2 Strengthen students' self-discipline and leadership skills

Achievements:

(SAP 1.2.1) Most Class Teachers (36 out of 46 teachers) benefitted from the class management sharing session at the beginning of the school year. Some expressed that care for students shown by teachers has been one of the important 'strategies' in managing a class.

The Mentorship and Induction Programme (MIP) for new teachers were piloted and completed. Because of the class suspension in Term 2 and Term 3, the interim evaluation meeting was cancelled, but the final evaluation was conducted before and after the summer break 2020. (*Teacher Survey on Interim Evaluation on SAP: Result of Q. 19 being 36 out of 46 teachers choosing 'Yes'; SPD and SSE Team meeting minutes; MIP Report; generally satisfactory performances among new teachers from the Staff Appraisal exercise.*)

(SAP 1.2.2) The class rules jointly formulated by students and Class Teachers were one of the planned strategies to develop students' self-discipline skills. Most students participated pro-actively in face to face lessons in school as well as in the live tutorials on Microsoft Teams across levels and subjects during the class suspension period (over 90% participation) and most of them managed their learning

progress with the use of the electronic platform for teachers' video lessons and online homework. (*Teacher observation; overall means from SHS being over 3.8 in student learning; Annual Report of Learning & Teaching and Curriculum*)

(SAP 1.2.3) Alongside with the role of Prefects, Class Monitors, Student Captains in school teams, etc., the D&G Team jointly organised a leadership training camp with a few schools for selected J. C. 5 students. Feedback from teachers of the team and Class Teachers concerned was positive with improved performance on self-esteem and confidence. (*Annual Report of D&G Team; Feedback from teachers*)

Reflection and suggestions for future planning:

(SAP 1.2.1) Following this year's focus on strengthening the role of Class Teachers, all teachers joined a sharing session on class management before the new school year began last summer, and concluded from the session that positive relationships and collaborative responsibility between teachers and students and among students plays an important part. Class Teachers were to put forward their class-based rules for the whole class discussion in order that everyone owns the class and is responsible for the conclusions (class rules) and obeyed them throughout the year. This would help boost the class morale and foster a sense of ownership and belonging in the long run, although it was not easily seen within the short implementation period. The project was suspended at the beginning of Term 2, but could continue in the following years. With reference to the SHS of this school year, while the means of most questions across 'student', 'parent' and 'teacher' sections exceed 4.0, the items 'I / My child / My student take the initiative to learn' have respective means of 3.8, 3.7, and 3.9. It is hoped that the activities to boost students' self-discipline which could not be carried out due to class suspension can be implemented in the next school years to further boost the virtue of self-discipline among students.

In the MIP, focus was put on new teachers' self-reflection process and helping them adapt to the new work environment. The interim evaluation could not be done because of the class suspension while the final evaluation was done at the end of the school year. More emphasis could be placed on their professional growth in future years.

(SAP 1.2.2) Owing to the class suspension, scheduled activities for developing students' self-discipline skills could not be conducted. As self-discipline is a key virtue which has been lacked in our students and most activities in this area had not been done, this should be extended in the following year. In the student section of the SHS, the means of most items on 'Support for student development' exceed 3.8 except Q. 16 'My schoolmates are self-disciplined and abide by school regulations'. This suggests that the students themselves realised their peers need further improvement in terms of behaviour and self-discipline. This will, therefore, continue to be one of the main foci in next school year's student guidance project.

(SAP 1.2.3) The D&G Team plans to carry out our school-based leadership training programme and involving more students in order that they could learn leadership skills in a systematic way and put them into practice in classes, teams and through giving service.

2. **Equipping our Paulines with problem-solving skills**

2.1 Strengthening note-taking and e/m-learning skills (e.g. Google Classroom)

Achievements:

(SAP 2.1.1) All teachers expressed that they had incorporated note-taking skills in their daily learning and teaching practices and subject departments strengthened and streamlined the development of these skills through formulating relevant subject-based guidelines on the implementation of note-taking skills at different levels (*Teacher Survey on Interim Evaluation on SAP: Results of Q. 28, 29 and 33 being 44, 42 and 46 out of 46 teachers; Book Inspection exercise; Annual Reports of all subjects; Observation by SMT*). Positive feedback from teachers was received on the relevant staff development activities (*Results of Q. 31 and 32 being 3.87 and 3.98*) on the mixed use of note-taking and higher-order thinking (HOT) skills.

(SAP 2.1.2) During the lessons throughout the year, together with the implementation of home-based e-learning conducted throughout the class suspension period, a series of learning tasks across subjects was delivered through various e-learning modes, such as online discussion platforms, video lessons with teacher narration for delivery of key subject content, live tutorials in which teachers consolidate the video lesson content while they saw their students virtually on Microsoft Teams, and online submission and collection of assignments between teachers and students on the same platform. A staff development exercise on the introduction of HOT skills with the integration of note-taking skills was carried out on Microsoft Teams on which teachers conducted it at their own pace with the self-learning materials and shared among all teachers their examples of using HOT skills in their subject levels. Ethics on the use of online platforms and rules for joining live tutorials with teachers and classmates were gone through by teachers for students with the assistance of CL Department. (*Minutes and Annual Reports of Curriculum and Various Subjects; Teacher Survey on Interim Evaluation on SAP: Results of Q. 40-42 being 41, 42 and 42 out of 46 teachers choosing 'Yes'; Data bank of e-learning materials; Scheme of Work; Lesson observation by DH (CD) and PCs; Peer Lesson Observation exercise*)

(SAP 2.1.3) In the light of the class suspension that led to the urgent use of e-learning platform to make sure the stipulated progress of student learning was minimally affected, we used Microsoft Teams as our standardised, one-stop e-platform for releasing, collecting and marking student assignments and for conducting live tutorials. J. C. 6 continued to use Google Classroom, a platform which had been adopted for e-learning before the class suspension, for homework

collection and submission. The e-learning skills and overall competency of teachers and students have improved considerably in the light of the implementation of home-based e-learning strategies.

Reflection and suggestions for future planning:

(SAP 2.1.1) The development of note-taking skills reached its early maturity stage as it was carried out more thoroughly than in previous school years. Despite the fact that some students may not have internalised note-taking skills as routine in their daily learning practices, the frameworks for each subject and each level have taken shape in our school. In preparation for promoting Problem-based Learning (PBL) in upcoming years, HOT skills were introduced although some of the Higher-order Thinking (HOT) skills have been used in various learning topics across subjects for years. In discussions of the SDP Team, SMT and PCs, the HOT skills were deemed to be the school's common framework upon discussion of the SDP Team, SMT and PCs and to serve as a bridge from note-taking skills to PBL and we planned to have them developed along with our curriculum this school year, but this was interrupted by the class suspension. A batch of self-learning professional development materials was developed with the aim of equipping teachers to teach the HOT skills from note-taking skills, but owing to the class suspension, further implementation could not be done. It is suggested that HOT skills would be thoroughly implemented across subjects and levels in the next school year.

(SAP 2.1.2) A survey on the use of e-learning modes during the class suspension period was conducted to collect views from teachers and parents. While some good practices and e-learning strategies could still be employed in and outside the classroom, a few areas such as intervals of assigning e-homework on Microsoft Teams, arrangements for release of learning materials could be further evaluated for future improvement. Among 341 parents who filled out the parent survey on home-based e-learning, 315 indicated that the 'Learning Objectives and Homework Summary' was clear or somewhat clear and 332 expressed that the video lessons with teacher's narration were beneficial to student learning. Many parents suggested that the number of live tutorials per subject in each week could be conducted more frequently to enhance students' home learning. Findings from the survey have been our useful reference for fine-tuning our e-learning strategies in future years.

(SAP 2.1.3) While students and teachers have both become familiar with the use of Microsoft Teams during the class suspension, further work could be done in future years on clearer delineation and better arrangements for uploading and downloading materials and making better use of the platform to facilitate in-class and off-the-school learning and teaching e-activities to create the most opportunities of learning for students.

3. Optimising the Management and Administrative Efficiency

3.1 Enhance the transparency and staff participation in policy / decision-making process

Achievements:

(SAP 3.1.1) A teacher survey was issued to all teachers inviting them to sign up for the existing and newly-formed functional groups according to their interest and expertise. Most teachers pro-actively participated in the work performed by the functional groups throughout the year. Many posts of Convenors or assistant convenors were taken up by SMT members and teachers of GMP1. With the promotion of two additional Assistant Deputy Heads with effect from this school year onwards, the organisation structure of the senior management was enhanced with clearer delineation of job duties of Headmaster and Deputy Heads while they have been working collaboratively as the ‘think tank’ of the school to oversee all school policies and implementation of tasks. (*lists of functional groups; organisation chart*)

(SAP 3.1.2) The Panel Chairs of Core Subjects were invited to join approximately 20% of the SMT meetings throughout the year to enhance the collaborative decision process especially on learning and teaching issues. A number of Panel Chairs’ Meetings were held to discuss on various issues on subject administration, learning and teaching practices, especially the home-based e-learning strategies during the class suspension period. (*SMT Meeting Minutes; Panel Chairs Meeting Minutes*)

(SAP 3.1.3) In addition to the annual SHS for teachers, another two survey tasks, respectively the interim evaluation of the SAP and an evaluation on the implementation of home-based e-learning during the class suspension, were conducted in February and July 2020 via Microsoft Forms. Views from staff were solicited and reviewed to streamline the existing practices and give teachers a chance to reflect and review what they have been doing. One of the examples was that the new, revised split-class arrangements for J. C. 4 in Chinese and Mathematics from School Year 2020-21 onwards were thoroughly discussed in a number of SMT and HoD meetings (*data of teacher survey tasks on Microsoft Forms; Relevant meeting minutes*)

Reflection and suggestions for future planning:

(SAP 3.1.1) Some leading positions could be assigned to potential teachers especially those of younger generations to realise professional succession along teacher population strata and sustainability of manpower.

(SAP 3.1.2) More involvement of and communication among the Panel Chairs in the decision-making process were seen. Various SMT members and Panel Chairs joined teacher training programmes on school administration such as the management of DSS schools. Teachers of the middle management could be encouraged to join relevant programmes in the following years. The middle

management training session, which was scheduled to focus on lesson observation and evaluation techniques and writing up annual plans and reports, etc., would be arranged in the next school year.

(SAP 3.1.3) Survey data could be further discussed in relevant meetings and presented to all staff would be exposed to the ideas expressed by respondents and also know that their views were listened to, reviewed and analysed. Furthermore, major school decisions and their implementation had been tabled in SMT and PCs meetings to facilitate more thorough communication within the collaborative decision-making process.

3.2 Strengthen the staff / school evaluation system

Achievements:

(SAP 3.2.1 and 3.2.2) Besides existing channels such as Staff-Management Consultative Meeting, staff meetings and irregular face-to-face meeting on request, we opened up more channels, such as teacher survey, to collect views from teachers in relation to their personal and school development. The post of School Executive Officer was created to coordinate work in relation to the College Council and SMT on human resource management. With the new organisation chart of Headmaster and four Deputy Heads in place, the staff appraisal exercise was collaboratively performed by each member of the SMT. For the last two school years, the SMT elaborated various school policies to colleagues through formal and informal meetings and consultation sessions and involved those who were interested to take part in some of the decision-making processes in different functional groups. The SHS results also show positive responses from teachers with the aim of making staff allocation and evaluation exercises to be developmental and instrumental in terms of teachers' professional growth and development. *(SMT meeting minutes; overall data of teacher survey; overall results of SHS)*

Reflection and suggestions for future planning:

(SAP 3.2.1 and 3.2.2) Due to the class suspension, some survey data from APASO and SHS could not be collected until the end of the school year. In future years when the data is collected in the middle of a school year, Panel Chairs could review their learning and teaching practices with reference to the survey data and have it tabled for discussion in their subject meetings.

3.3 Develop the culture of trust, empowerment and collaborative leadership

Achievements:

(SAP 3.3.1) Owing to the pandemic leading to a long class suspension of almost five calendar months, teachers had to respond quickly to the needs of home-based e-learning so that student learning could continue. Team spirit among teachers was cultivated as teachers of the same subjects or across subjects offered each other's support in handling technical problems on the use of the e-platform. Those

teachers who are more capable of or have experience in e-learning shared tips and even wrote up manual for teachers who were new to virtual learning modes. (*teacher survey result; staff development materials; SMT observation*)

(SAP3.3.2) A few members of the middle management level participated in a number of management training sessions organised by the EdB and DSS Schools Council. A few teachers were given opportunities to join overseas workshops and international conferences to broaden their educational vision in a global context.

(SAP 3.3.3) same as SAP 3.1.1

Reflection and suggestions for future planning:

(SAP 3.3.1) Because of the coronavirus pandemic, some pre-arranged face-to-face staff development workshops and activities had to be cancelled. Other than those staff development programmes related to our major concerns, some leisure activities could be arranged to maintain good morale among staff.

(SAP 3.3.2) Most staff training sessions were cancelled from February 2020 onwards and thus those SMT members and Panel Chairs who previously registered for middle management training courses could not join them. A few programmes were conducted on virtual platforms such as Zoom and Google Meet. We will investigate whether we can arrange in-house training sessions for middle managers in our school, on topics such as lesson observation and evaluation, and preparation of annual plans and reports with P-I-E, etc., for the middle managers.

(SAP 3.3.3) same as SAP 3.1.1

3.4 Streamline regular practices of the school operation

Achievements:

(SAP 3.4.1) A scan system was ready to store data relating to past graduates which would help ease the data retrieval procedures. Owing to the class suspension, all teachers shared the e-learning materials among colleagues with the use of virtual Office 365 OneDrive. Folders were opened up by convenors, subject heads and various teacher groups in order that information could be shared among partners and team members.

Reflection and suggestions for future planning:

(SAP 3.4.1) Further evaluation could be done on delineated use of the existing ‘public’ drive and ‘office administration’ drives on the school server as well as the virtual OneDrive as colleagues would need clear instructions in future. The new marks input system for examination scores was ready and, owing to the class suspension, it was not yet piloted for use in this school year. We would plan to test-run the system in the beginning of the next school year with past scores and

would officially use this new scoring system for the first term examinations of the next school year.

- 3.5& Foster closer communications between the school and parents & Provide
3.6 opportunities for parents to understand some of the school policies and directions for school development

Achievements:

Besides regular meetings, the PTA has had thorough communication with the Headmaster and teacher representatives in exchanging views. During the class suspension period, committee parent members directed parents' opinions to the school in relation to handling e-homework and virtual learning. Upon collecting views from parents and teachers alike, the school responded quickly and made subsequent changes to ease difficulties faced by the different stakeholder groups in the beginning. They also helped connect parents of different levels to support school events such as the Swimming Gala, parent exchange sessions, lunch activities, etc., when parent helpers are needed. Despite the pandemic, the PTA went on with their scheduled activities online such as parenting seminars that went online on Zoom where parent participants could meet virtually and communicate with the speaker. The PTA sponsored our book exchange programme coordinated by the Library Department for J. C. 1 and J. C. 2.

Reflection and suggestions for future planning:

Since some parent events were cancelled due to the coronavirus outbreak, some more parent seminars and exchange sessions can be held in future so that parents could understand more about school direction on future development. A framework on parent education would be prepared and discussed with PTA members with programmes from various perspectives such as student guidance, school and parents themselves.

C. Our Learning and Teaching

Curriculum Development

e-Learning Strategies during Class Suspension

In late January 2020, the Government announced the deferral of class resumption after the Chinese New Year break, teachers provided students with various online self-learning materials on the school intranet. Our Student Growth Team also shared with the boys some topics on moral education. Class Teachers had phone chats with every boy in their classes and exchanged words of care.

When a further extension of school suspension was announced in mid-February, we revisited the online learning strategies and facilitated virtual learning and teaching for students. Teachers prepared a series of video lessons with audio recordings and PowerPoint slides in order that students could learn the core elements over the course of the stipulated learning progress in the second term.

In early March, teachers worked seamlessly and collaboratively to launch our first and foremost ‘live tutorials’ on Microsoft Teams. With the concerted effort, both students and teachers were excited to see each other virtually.

Senior boys of J. C. 4 – 6 resumed classes on 8 June and their younger brothers of J. C. 1 – 3 returned one week later. We treasured the opportunity that face-to-face (or mask-to-mask) learning and teaching practices could resume.

Learning and Teaching

Self-regulated learning coupled with note-taking and higher-order thinking (HOT) skills has been the school’s main concerns this year. Students continue to be engaged in discovery and experiential learning approach, electronic and mobile learning strategies with the aid of mobile devices and electronic platforms.

We maintain the practice of differentiated teaching in various subjects to cope with students’ learning needs. To respond to rapid changes and advancement in science and technology, teachers also devised cross-curricular learning tasks, in which J. C. 4 to 6 students learn how to solve problems in daily life situations with knowledge in STEM.

The Curriculum Development Team carries out lesson observation regularly to ensure effective learning and teaching. Teachers have been working collaboratively in lesson planning, incorporating the Plan-Implement-Evaluate (P.I.E.) elements to improve learning and teaching effectiveness.

Chinese

Our Putonghua teachers evaluate and enrich the ‘J. C. 1 School-based Putonghua Curriculum’ which focuses on training up the young students’ Putonghua initials and vowels. The Chinese Department regularly reviews the policy of teaching Chinese in Putonghua from J. C. 4 to 6 and monitors the students’ performance both in daily lessons and assessments. Picture book education is further extended in both J. C. 1 and J. C. 2 to heighten students’ reading interest with the use of carefully selected books and stories.

English

English teachers fine-tune lesson plans with the use of the discovery and experiential approach to help students learn English more effectively. The J. C. 6 school-based curriculum, which was developed with adaptation of an English classic, Robin Hood, and the literature in English programme for J. C. 3, which is launched the second year, receive positive feedback from students and teachers alike. We joined two SCOLAR Primary English programmes, namely Rugby English Active Learning and e-Writing in Action, in which students respectively learnt rugby history and skills from English-speaking tutors and gained valuable writing skills using interactive and book publishing apps.

Mathematics

The Mathematics Department actively uses diverse approaches to allow students to explore and understand abstract concepts. In addition to classroom teaching aids, Mathematics teachers of the upper levels conduct lessons e-learning software such as Geogebra, Electronic Nail Board and Nearpod on mobile devices to enrich students’ learning experiences.

General Studies

Teachers of the General Studies Department utilised VR multimedia in combination with STEM elements to conduct interesting inquiry activities in mobile publicity vehicles. To further implement STEM education, we continue to introduce the micro:bit British model cars to develop students’ ability to create, collaborate and solve problems. In summer 2019, the

Department ran the first STEM week with a wide array of programmes respectively for J. C. 1 to 6 students. We continued to develop our school-based General Studies curricula for J. C. 4 to 6 in which the problem-based learning and discovery and experiential approach had been incorporated.

Music

Our Music teachers have worked closely with the Music Department of the College every year in various school events. In January, Mr Bob Chilcott, a world-renowned choral educator and composer from the UK, visited Hong Kong and he was invited to conduct a masterclass for choirs of both the College and Primary School. Our singers learnt a lot from the maestro. We provide students with opportunities to serve the community through music making. The recorder ensemble and the Junior Choir respectively joined the St. Stephen's Church Funfair and St. Paul's Sunday at St. Paul's Church with music offering.

Physical Education

Through a wide range of sports activities, the Physical Education Department cultivates students' interest in sports and healthy living through sports. The Swimming Gala was successfully held in September. In December, the PE teachers organised a two-day camp for team members of J. C. 5 and 6 with the aim of boosting their team spirit and morale.

Visual Art

The Visual Art Department has always focused on cultivating students' interest in visual art and learning to appreciate art from different angles. The department ran the glass ornaments workshop for interested students and parents taught by a professional artist. They had an 'artistic' family time on a Saturday afternoon.

Religious Education

Christian ethics are the main foci of our Religious Education curriculum. Students and their families contributed to ticket sales of charity events sponsored by St. John's Cathedral and the Hong Kong SKH Welfare Council. Students serve as Lay Readers, Hymn Leaders, Altar Servers, Organists in assemblies and festive services. Every year, teacher and student representatives join the Education Sunday Service at St. Stephen's Church. Our strength and souls are replenished by God's Words.

Library

The Library Department ran a series of picture book activities to promote fun reading, such as Book Fair, Masquerade Design, Four-grid Comic Displays and Mini-Theatre named ‘The Fire-breathing Dragon’. This year, we put in place a ‘Reading Bag Scheme’ in which J. C. 1 and 2 circulate selected books to read regularly throughout the years. It has been well received by the junior boys.

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

Outreach Programme

In addition to the mainstream curriculum, the outreach programme has become an integral part of school life. With the theme of ‘Healthy Living’, we ran the Life Education Activities Programme for J. C. 1 to 4 and ‘Fruit Month’ campaign for all students. We invited various agencies to hold a series of learning activities on personal health, environmental protection, food hygiene and more.

Our students proudly participated in a wide spectrum of teams and groups including music and sports teams, talent groups of Mathematics, Science and Technology, different kinds of interest classes and service groups. They enable our boys to learn specialist skills through training and hands-on tasks in a ‘book-free’ environment.

Every year, we organise student-oriented co-curricular activities within our timetable including topics such as art appreciation, science and technology, language and performance, etc. Some J. C. 4 to 6 boys join the ‘self-enhanced programmes’ in which they receive more professional and systematic training on a particular discipline including language arts, such as debate and drama, science, music, sports and creative arts. Feedback from the participating students is particularly positive.

We believe that an authentic context with a fun-filled environment is conducive to optimal learning progress among young learners. During recesses, language teachers held a variety of Putonghua and English activities to sharpen their language skills in a fun-filled environment. In the Culture Room, students watch animated videos to learn more about Chinese history. Students are invited to play chess and required to communicate in Putonghua. Our Overseas English Teachers and student ambassadors of English host some movement-based activities,

conduct the Puppet Theatre programme and prepare boys who are avid readers for the ‘Battle of the Books’ trivia competition. The SPCPR, a weekly radio programme in English, has been an enjoyable moment for students during lunchtime. Mathematics teachers set up a Mathematics Room and a Mathematics Corner to promote the fun learning of arithmetic.

These activities from different domains inspire students to optimise and stretch their potentials and allow students to develop their multiple intelligence. They also make for a more dynamic and fruitful school life.

Student Growth and Development

The Hong Kong Federation of Youth Groups has provided guidance and counselling services for our boys for its fourteenth year. Our Student Guidance Counsellor have meetings with teachers regularly and render follow-up services to individual students and 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 the Adolescent Project’ and the HK EP Services Centre Ltd to conduct assessments and activities.

This year, the Student Growth Team initiated a new whole-school counselling project to promote the attributes of the GIVER’S Heart, namely Gratitude, Integrity, Virtuousness, Empathy and Resilience, that our boys should possess. In the beginning of this year, class teachers discussed with their own class and proposed a list of ‘class rules’. Students are led to evaluate how much they have observed the rules collaboratively on a regular basis.

Service

By engaging in diverse activities such as the ‘Community Chest’ Dress Casual Day, Hong Kong Federation of the Blind Flag Day, Flower Sales, our students were granted a deeper understanding of the needs of the community. Members of the volunteer service group visited the Hong Kong Society for the Blind.

This school year has also been the thirteenth consecutive year which we receive the ‘Gold Award’ from the Social Welfare Department. The boys and their parents did a total of 11,834 hours of community service.

Development in Information Technology

To enhance the effectiveness of learning and teaching, we continue to update and upgrade existing IT equipment, including tablets, mobile devices, replacement of classroom projectors. The digitisation of archived documents and preservation of scanned old files are on progress. In the light of students' home-based e-learning arising from the class suspension, we further utilise the Microsoft Office 365 and Google Classroom platforms to conduct live tutorials, uploads of learning materials, virtual submission and marking of student assignments, etc., with the aim of enhancing students' self-learning ability and e-learning skills.

Teacher Professional Development

In order to stay well informed of the latest developments and trends in education, teachers regularly attend workshops and experience sharing sessions. Alongside with various staff training sessions conducted by subject departments, a series of professional development programmes have been organised for all teachers this school year. The topics include:

Year of 2019

- | | |
|-----------|--|
| August | <ul style="list-style-type: none">○ Sharing Session on Classroom Management and Role of Class Teachers with Pastoral Care○ Introduction to Google Classroom |
| September | <ul style="list-style-type: none">○ J. C. 2 Admissions Interview Workshops 1 & 2○ Introduction to Mentorship and Induction Programme for Teacher-Mentors and -Mentees |
| December | <ul style="list-style-type: none">○ Learning & Teaching Expo 2019○ Exchange Programme for English Teachers with Diocesan Boys' School Primary Division |

Year of 2020

- January ○ From Note-taking Skills to Higher-order Thinking Skills
(e-workshop)

- February ○ Introduction to Microsoft Teams and Live Tutorials

- May ○ Briefing Session on Class Resumption and Measures on School
Hygiene and Health Protection

- June ○ Sharing Sessions on Small-class Teaching Strategies

- July ○ Final Evaluation of the Mentorship and Induction Programme for
Teacher-Mentors and -Mentees

Parent-Teacher Association (PTA)

This year marks the 25th Anniversary of the establishment of the Parent-Teacher Association (PTA) of our school. The PTA prepared sneaker bags as anniversary gifts for all students, teachers and parents for their enormous support all through the years.

The PTA continued to support the school in various functions throughout the year whole-heartedly. Besides lunch activities by ‘story-telling parents’ and ‘game parents’, the PTA also arranged parent volunteers to look after classes during lunchtime and to arrange book orders for our boys. To help save the environment, the ‘recycle day’, in which parents shared the used textbooks across different levels, was held in July. It has been a huge success throughout the past years and feedback from parents was particularly positive.

In December 2019, committee members of the PTA joined the St. Paul’s College Foundation Fundraising Bazaar for the campus redevelopment project at the Bonham Road campus. They sold PTA souvenirs including red packets, notebooks and tote bags which were specially designed for 25th Anniversary of the Association. A VR game booth was also set up to make more fun for students who joined the bazaar.

In December 2019 and April 2020, the PTA invited specialists to hold workshops for parent members on parenting. Despite the fact that the latter one was run on Zoom owing to the coronavirus outbreak, the participating parents had a rewarding discussion with the speakers.

In May 2020, the PTA also arranged another Zoom meeting parents. They invited the Vice Principal, teachers and Form One parents of the College to share about the school life in St. Paul's College. More than 170 parents from J. C. 5 and 6 joined this virtual session and many of them gave very positive feedback.

Donations

We would like to express our utmost gratitude to our Parent-Teacher Association for their donation in sponsoring student scholarships, our school-based reading programme and book coupons for the Chinese novel writing competition. We sincerely thank our J. C. 6 graduates for their farewell gift (a coffee maker) to all teachers. We are also deeply grateful to parents, alumni and various agencies to sponsor protective supplies such as face masks and hand sanitisers for our school.

D. Financial Summary

ST. PAUL'S COLLEGE PRIMARY SCHOOL FINANCIAL SUMMARY ~ 2018-2019

	Government Funds	Non-Government Funds
INCOME		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	66.36%	N.A.
School Fees	N.A.	31.16%
Donations, if any	N.A.	0%
Other Income, if any	0.14%	2.34%
Total	66.50%	33.50%
EXPENDITURE		
Staff Remuneration	74.44%	
Operational Expenses (including those for Learning and Teaching)	15.52%	
Fee Remission / Scholarship (~)	4.70%	
Repairs and Maintenance	2.13%	
Depreciation	3.21%	
Miscellaneous	0	
Total	100%	
Surplus/Deficit for the School Year[#]	0.73 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year[#]	11.16 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 5.17 months of NBV of Additional School Building.

Report on Use of Capacity Enhancement Grant in 2019/2020 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): 22

Task Area	Major Area(s) of Concern	Strategies / Tasks	Benefits Anticipated	Time Scale	Resources Required	Evaluation of Effectiveness (by survey)	Follow up / Suggestion
Co-curricular Activities	Develop students' multiple intelligences	Service providers will be appointed to organise co-curricular activities for the whole school during the CCA periods on Fridays.	<ul style="list-style-type: none"> The CCA periods provide various activities for students to develop their multiple intelligences. Common free periods to be created for co-planning sessions among teaching partners 	From September 2019 onwards for 1 year	(for 19 events) HK\$268,748.00	<ul style="list-style-type: none"> Due to the impact of COVID-19 crisis, all Co-curricular Activities have been cancelled since February. 98% of the teaching staff agreed that The Cross-Curricular Activities (CCAs) will help develop students' multiple intelligences. 91% of the teaching staff agreed that common free periods can be created for the teachers to foster collaboration among teaching partners to improve learning and teaching quality. 75.9% of students agree that the activities in the CCA periods will develop their multiple intelligences 	<p>Most teachers agreed that co-curricular activities could relieve the workload and teaching quality was improved.</p> <p>Most teachers and students agreed co-curricular activities will help develop students' multiple intelligences.</p> <p>In conclusion, it is recommended that CCA programme would continue the following year.</p>

Task Area	Major Area(s) of Concern	Strategies / Tasks	Benefits Anticipated	Time Scale	Resources Required	Evaluation of Effectiveness (by survey)	Follow up / Suggestion
School Management	To relieve teachers' workload in non-teaching area.	To employ a teaching assistant <ul style="list-style-type: none"> • to prepare teaching materials • to handle records and documents of student learning • to assist teachers during student visits and outings 	<ul style="list-style-type: none"> • Teacher to be relieved of some non-teaching workload • More systematic records and documentation of student learning 	From September 2019 onwards for 1 year	Salary and MPF HK\$209, 207.77	<ul style="list-style-type: none"> ● 91% of the teaching staff agreed that some of the teachers' workload/pressure was reduced. ● 93% of teaching staff agreed that More room can be created for teachers to work on improving the quality of learning and teaching. 	Since the result of the survey show that increasing a manpower can reduce the workload/ pressure and improve the quality of learning and teacher, it is recommended that to employ a teaching assistant to improve school management.

Income:

Capacity Enhancement Grant 2019/20 from EdB: HK\$707,200.00

Expenditure:

1. Activity Programme by YMCA: HK\$268,748.00

2. To employ a teaching assistant: HK\$209,207.77

Surplus for the year: HK\$229,244.23

**Life-wide Learning Grant
Report on the Use of the Grant
2019-2020 School Year**

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Category 1	To organise / participate in life-wide learning activities											
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)											
Cross-KLA	A whole-year, weekly programme, named Self-Enhanced Programme, in which selected students within timetable will join training classes in various disciplines, such as sports, music, performing arts, science etc, according to their interest and talents	To provide students with various life-wide learning programmes to expose our students to various learning opportunities other than academics, such as multiple intelligences, training on sports and aesthetics, science, etc.	Sep 2019 – Jun 2020	J. C. 2-6	82% of students agree that the Self-Enhanced Programme will develop their multiple intelligences, according to their interest and talents. Since different school teams in enhancement of programme have a great performance in various competitions this year(such	\$88,800.00	E5 E6 COVID	I		P		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)						
								I	M	P	S	C		
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences						
					as table tennis team won the 1 st runner-up in H.K. Island West Inter-Primary School Table Tennis Competition), it is proved that the programme can develop students' own specialty.									
Expenses on Item 1.1						\$88,800.00								
1.2	Local Activities: To organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)													
P. E.	Team Building Training Camp for members of the sports teams	Strengthen students' sense of belonging to school and foster team spirit	Dec 2019	J. C. 5-6	90% of students agree that the training camp can strengthen their sense of belonging to school and foster team spirit.	\$10,631	E1 E2		M	P				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Service Learning	A service programme in Hong Kong to be organised for all J. C. 1 -3 students, accompanied by teachers and parent helpers	Provide students with opportunities to serve others through experiential learning in order that students would learn to be grateful and thankful for what they are given	Mar-Apr 2020	J. C. 1-3	Due to the impact of COVID-19 crisis, the activities have been cancelled.	Nil			M		S	
Service Learning	A 3-day service programme in Hong Kong to be organised for all J. C. 4 students, accompanied by teachers, social workers and parent helpers	Provide students with opportunities to serve others through experiential learning in order that students would learn to be grateful and thankful for what they are given	Mar-Apr 2020	J.C. 4	Due to the impact of COVID-19 crisis, the activities have been cancelled.	Nil			M		S	
Service Learning	Outdoor Education Camp for J.C.6 students	Strengthen students' self-discipline and leadership skills	Mar-Apr 2020	J. C. 6	Due to the impact of COVID-19 crisis, the activities have been cancelled.	Nil			M	P		
Service Learning	A 3-day poverty exposure programme for J. C. 5 students, accompanied by teachers, social	Provide students with an opportunity to experience living in poverty in Hong	Mar-Apr 2020	J. C. 5	Due to the impact of COVID-19 crisis, the	Nil			M		S	

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)						
								I	M	P	S	C		
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences						
	workers and parent helpers, to be held in March or April every year	Kong in order that students would learn to be grateful and thankful for what they are given			activities have been cancelled.									
Health Education	<p>A “Healthy Life Month” to encourage students to cultivate healthy living habits</p> <p>The Life Education Activity Programme (LEAP) to teach students to lead a healthy lifestyle and to avoid drugs</p>	Develop students’ healthy living habits, positive outlook on life and values and techniques to deal with adversity	Mar-Apr 2020	J. C. 1- 4	<p>Due to the impact of COVID-19 crisis, The Life Education Activity Programme has postponed to June.</p> <p>Through the programme, students have the chance to build up their problem-solving and social-resistance skills, which in turn, help them establish a healthy lifestyle .</p>	\$10,990	E6	I	M					
STEM	The “STEM Activity Week” to run STEM related activities for students.	Strengthen students’ creativity, collaboration and problem-solving skills	Jun-Jul 2020	J. C. 1-6	Due to the impact of COVID-19	Nil		I						

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)						
								I	M	P	S	C		
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences						
		through problem-based learning			crisis, the activities have been cancelled.									
						Expenses on Item 1.2	\$21,621							
1.3	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
						Expenses on Item 1.3	Nil							
1.4	Others													
						Expenses on Item 1.4	Nil							
						Expenses for Category 1	\$110,421							

Domain	Item	Purpose	Actual Expenses (\$)
Category 2	To procure equipment, consumables or learning resources for promoting LWL		
		Expenses for Category 2	Nil
		Expenses for Categories 1 & 2	\$110,421

*: Input using the following codes; more than one code can be used for each item.

Code for Expenses			
E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2	Transportation fees	E7	Purchase of equipment, instruments, tools, devices, consumables
E3	Fees for non-local exchange activities / competitions (students)	E8	Purchase of learning resources (e.g. educational software, resource packs)
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify)
E5	Fees for hiring expert / professionals / coaches	COVID	Fees chargeable under the one-off measure to pay the expenses incurred from the cancellation of learning activities due to the COVID-19 outbreak

Number of Student Beneficiaries

Total number of students in the school:	640
Number of student beneficiaries:	610
Percentage of students benefitting from the Grant (%):	95.3%

Contact Person for Life-wide Learning (Name & Post):

Fok Ka Wing
(Assistant Deputy Head)