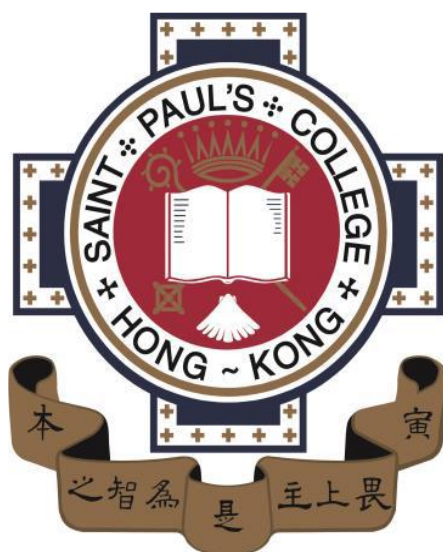


Endorsed by SPC Council on 24 November 2022

# ST. PAUL'S COLLEGE PRIMARY SCHOOL



FOUNDED 1851

## SCHOOL ANNUAL REPORT 2021-2022

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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**

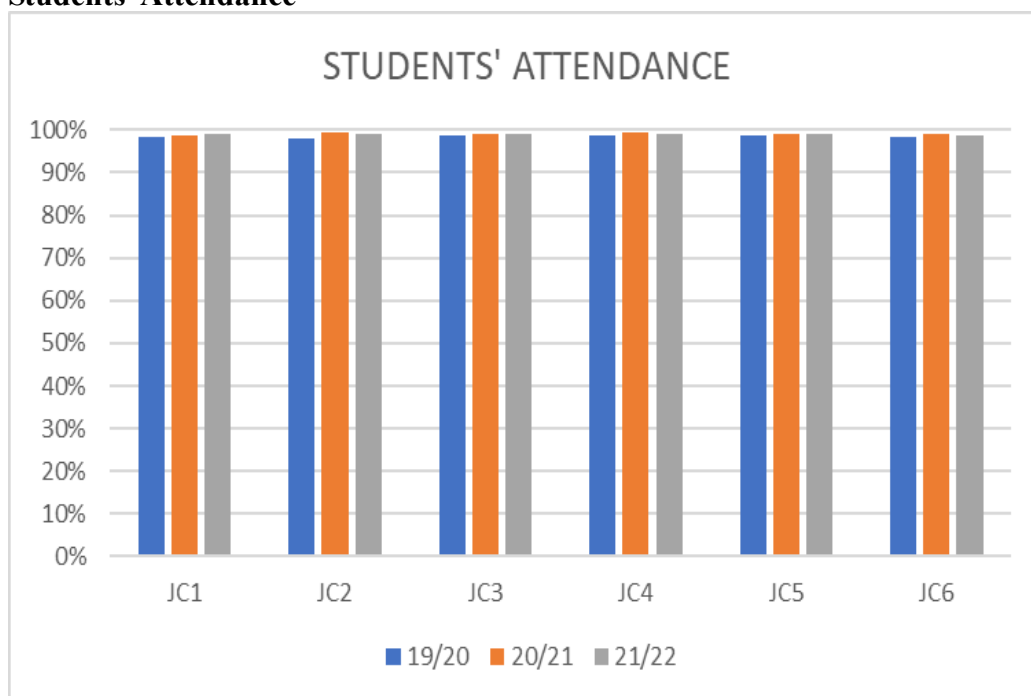
The College Council was established under the St. Paul's College Council Incorporation Ordinance. There are seventeen members this school year.

### **3. Our Students**

#### **Class Structure**

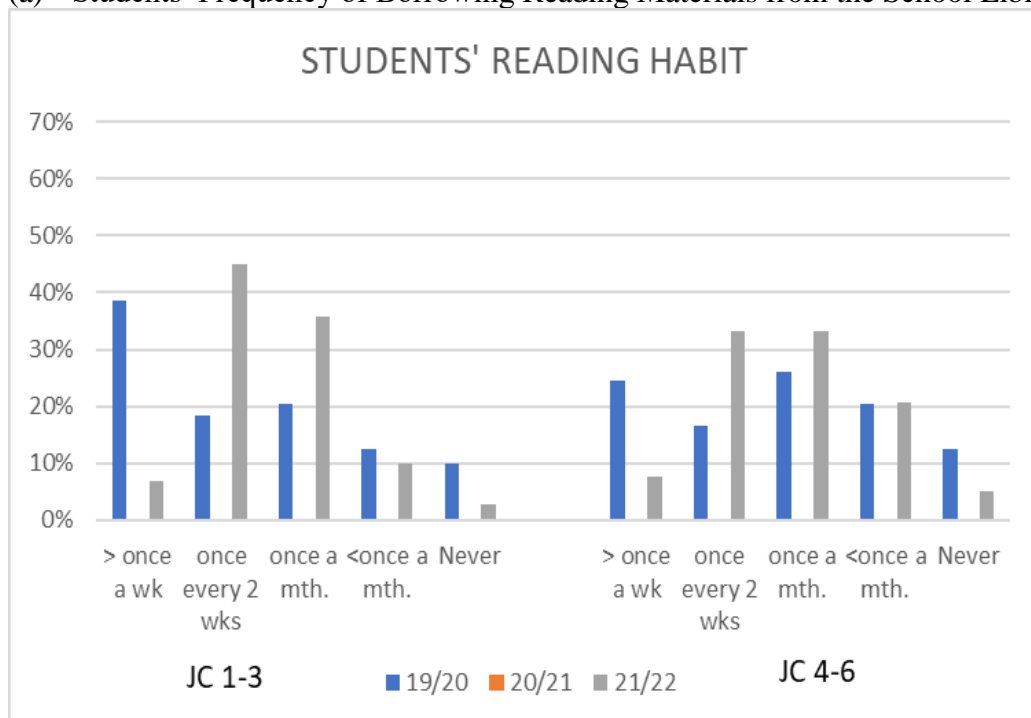
St. Paul's College Primary School is a whole-day primary boys' school affiliated to St. Paul's College, both under the Direct Subsidy Scheme. There were four classes in each of Junior Class One to Junior Class Six, with a total of 24 classes and a total enrolment of 660 as of September 2021.

## Students' Attendance



## Students' Reading Habit

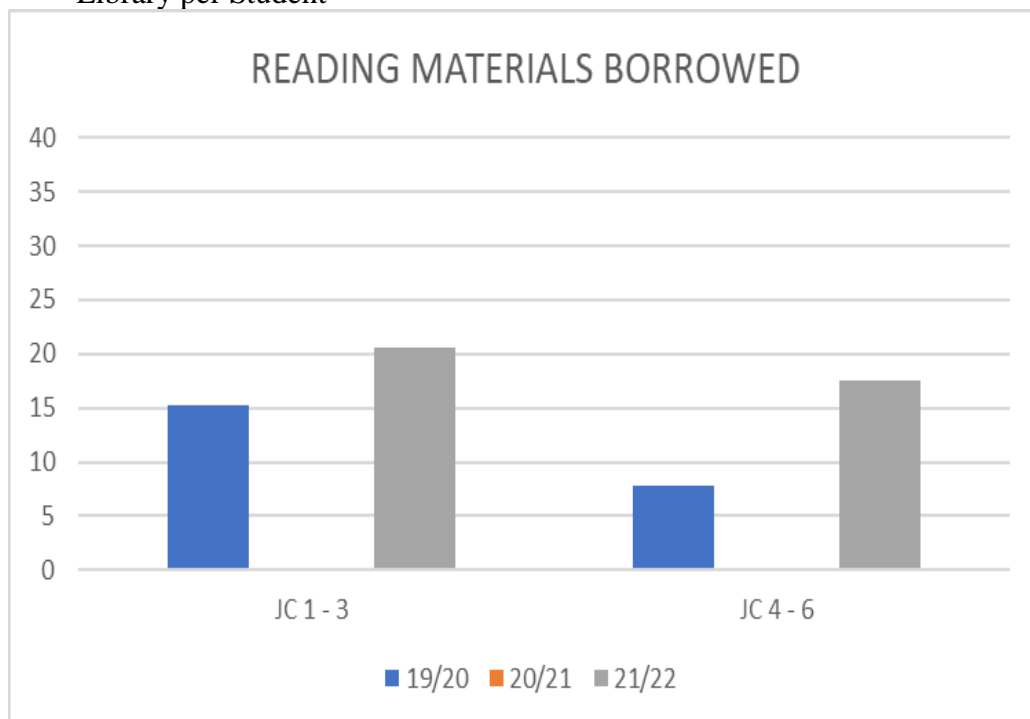
(a) Students' Frequency of Borrowing Reading Materials from the School Library



\*In view of the pandemic, the school library was closed in school year 20/21.

In school year 21/22, the school library was only opened for 5 months. Students could only enter the library once a week.

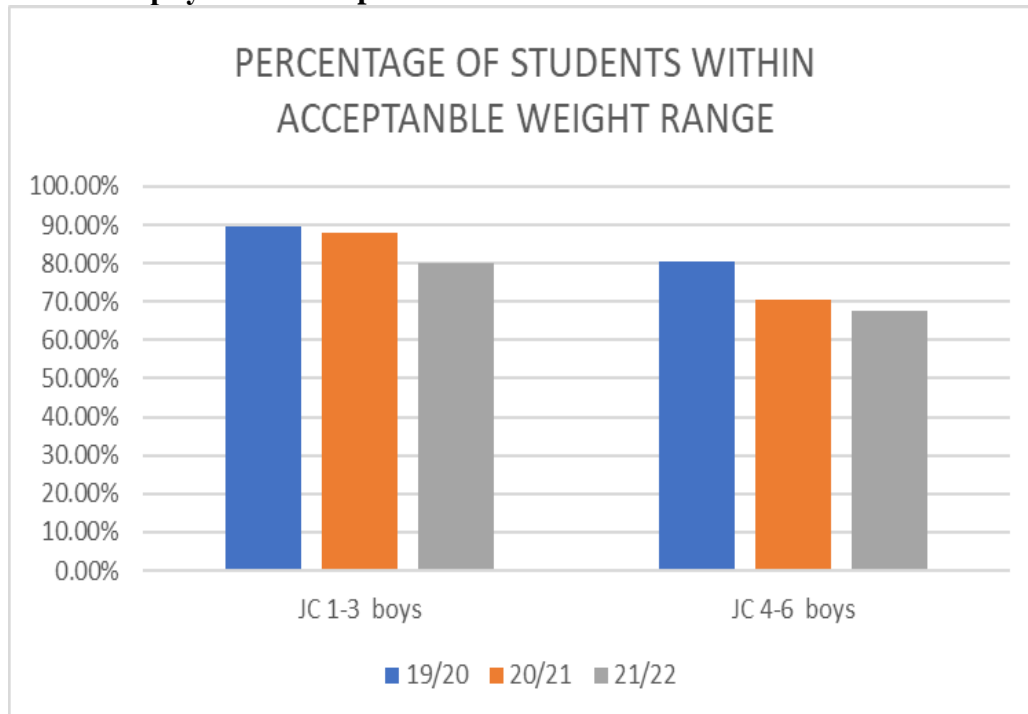
- (b) Average Number of Reading Materials Borrowed within a School Year from the School Library per Student



\*In view of the pandemic, the school library was closed in school year 20/21.

In school year 21/22, the school library was only opened for 5 months. Students could only enter the library once a week.

#### Students' physical development



#### 4. Our Teachers

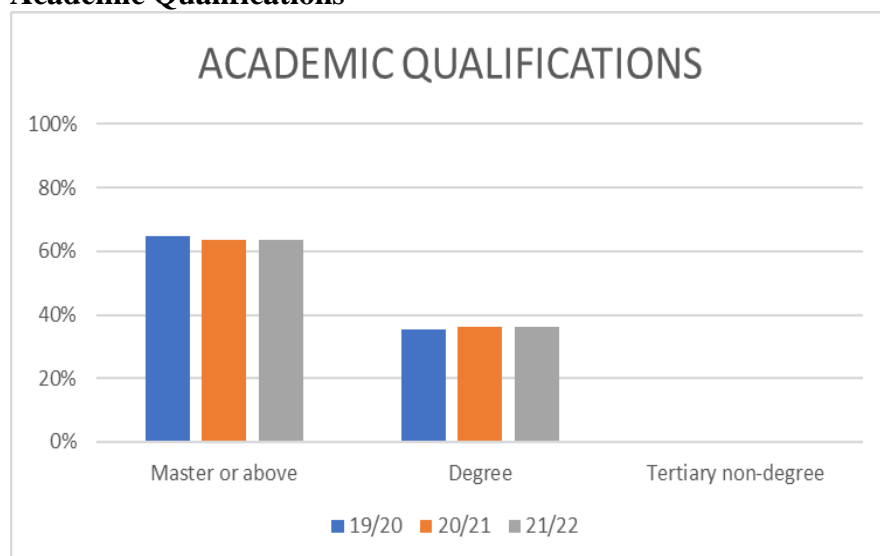
##### Teaching Staff Establishment

	19/20	20/21	21/22
Total no. of teaching staff	50	55	55
No. of teachers in the English Language Department (excluding OETs)	14	15	14
No. of Overseas English Teachers (OETs)	3	3	3
No. of teachers in the Chinese Language Department	18	18	18
No. of Putonghua teachers	13	14	14
No. of teachers in the Mathematics Department	16	18	17

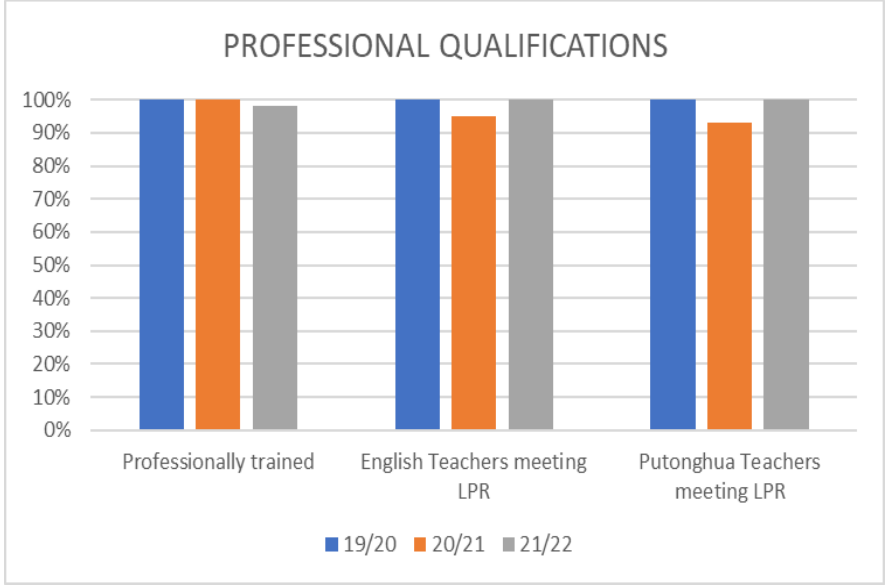
##### Staff

There are fifty-five 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 six janitors.

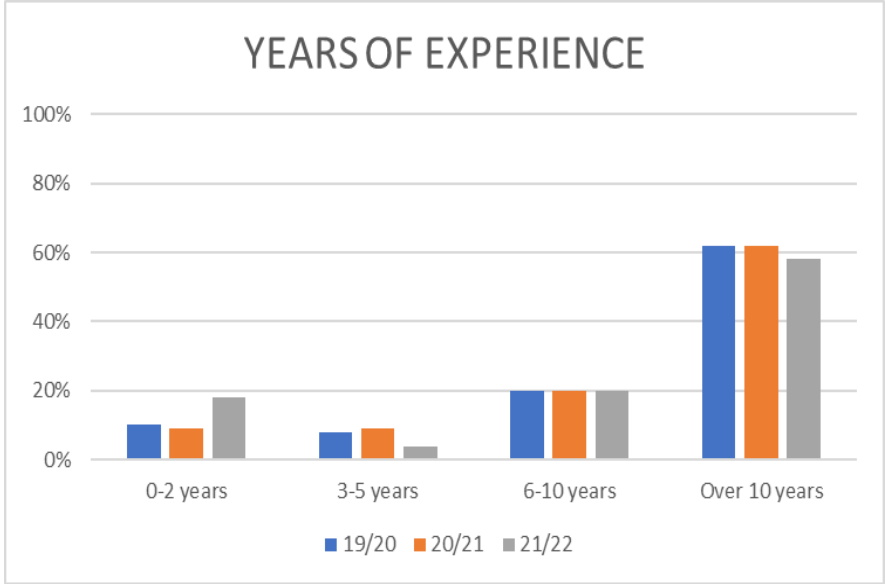
##### Academic Qualifications



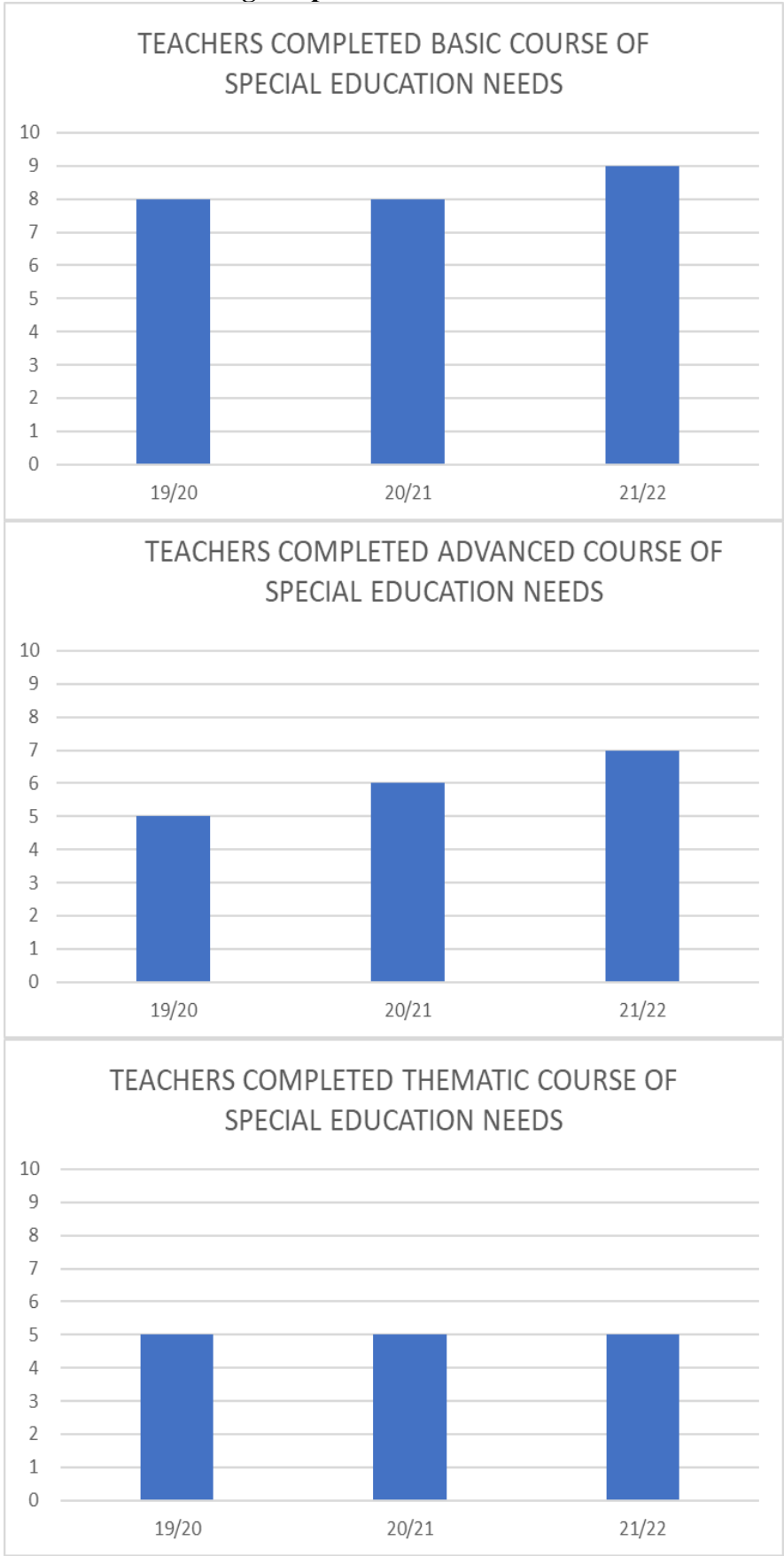
**Professional Qualifications**



**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 school-based moral education project, which commenced in 2019-2020 School Year, continued to promote various moral attributes. Different attributes, including elements of the GIVER'S Heart, were adopted as the project theme for each level\*, had been implemented in various subject programmes. Class teachers conducted activities on understanding the virtues with real-life scenarios revised by the Discipline & Guidance (D&G) Team members.

To instill the GIVER'S Heart attributes in our students, we arranged a series of service learning programmes, which were postponed until July 2022 when the fifth wave of the pandemic lessened. J. C. 1 to 3 participated in different service learning activities after the Third Term Examinations, J. C. 4 and 5 joined Paul's Action, a service programme which had been held for more than 10 years, and another service learning and experiential learning programme for J. C. 6. Students learnt more about the importance of serving others and learnt how to express gratitude to and empathy with other people. The contingency plan had been ready as a mixed delivery mode of face-to-face and online learning might take place in future. (*Annual Reports of D&G Team and Student Activities 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' as their learning targets at the beginning of the school year with their classes for the third school year. Having the common aims of bettering themselves in character and in learning, the activity also helped boost class morale. Feedback from the class teachers was positive. (*Feedback from teachers; Staff Survey; Annual Report of D&G Team*)

(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 indicated that most J. C. 6 took care of and offered help to their J. C. 1 brothers wholeheartedly for the whole year. The programme records showed all J. C. 6 students attained the requirement that they had to 'visit' their Little Brothers at least once a month. J. C. 1 students also claimed that they felt warmth and were happy to meet their Big Brothers. J. C. 6 students agreed that they grew stronger sense of belonging and responsibility and learnt more about the importance of setting a good role model. (*Teacher observation; Annual report of D&G Team; Staff Survey; The programme records; Verbal feedback from students*)

##### *Reflection and suggestions for future planning:*

(SAP 1.1.1) GIVER'S Heart attributes would be incorporated into the next moral education framework with reference to the latest values education guide by the Education Bureau.

(SAP 1.1.2) Based on the positive feedback from teachers, the class-based rules as shared targets of the classes in the beginning of the school year would be incorporated as routine work.

(SAP 1.1.3) The Big Brothers Scheme for J. C. 1 and 6, which commenced successfully in the Term 1 and was widely organised as one of the year-long activities to promote 'brotherhood', one of the common virtues embraced by St. Paul's community, would be incorporated as routine work.

## 1.2 Strengthen students' self-discipline and leadership skills

### *Achievements:*

(SAP 1.2.1) Most Class Teachers expressed that care for students shown by teachers has been one of the important 'strategies' in managing a class. To achieve this, a Class Teacher Period had been scheduled in the half-day timetable daily. Class teachers continued to conduct whole class discussion on class matters in order that everyone owned the class and was 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.

The Mentorship and Induction Programme (MIP) for new teachers had been run for the third year. Assisted by the Subject Mentors and Co-Class Teacher Mentors, new teachers found that the programme could help adapt themselves in the new workplace and get into the school culture. Those who were new to the teaching profession completed a series of self-reflection tasks such evaluation of one's philosophy in education, lesson observation between Subject Mentors and Mentees, case studies on student growth matters, etc. Discussions with individual new teachers on their professional development plans were conducted through staff appraisal meetings and individual reflection meetings led by the Headmaster and Deputy Heads. *(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 lessons 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 live lessons and online assignments. *(Teacher observation; Annual Report of Curriculum Team)*

(SAP 1.2.3) The Head Prefects carried out their duties effectively during the partial school resumption period. They helped coordinate prefects' duties with the prefect captains. Most prefect meetings were held online and thus not many chances could be arranged for them to chair meetings. On the other hand, both Head Prefects and prefect captains demonstrated their good leadership and communication skills when arrangements had to be revised from time to time because of the class suspension and partial class resumption throughout the school year. *(Annual Report of D&G Team; Feedback from teachers)*

### *Reflection and suggestions for future planning:*

(SAP 1.2.1) The D&G Team provided teachers with training on class management and pastoral care through staff meetings, case studies, such as individual education plans, and daily reminders.

(SAP 1.2.2) Self-discipline, which was deemed as a core value and attitude, would be incorporated in our school-based values education framework in the next school development cycle.

(SAP 1.2.3) When the pandemic situation allows, the D&G Team plans to carry out the joint-school leadership training programme for prefects 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**

#### *Achievements:*

(SAP 2.1.1) Teachers had incorporated note-taking skills in their learning and teaching as routine. Some students had employed the note-taking techniques as their learning habits during lessons. The higher-order thinking (HOT) skills were comprehensively implemented across the four core subjects this school year. Teachers of English, Chinese, Mathematics and General Studies incorporated the HOT skills in classes and in assignments. Pieces of student work in relation to HOT skills were collected in each term. (*Minutes and Annual Reports of SDP Team, Curriculum Team and Various Subjects; Collection of Student Work in relation to HOT Skills; Scheme of Work; Book Inspection; Teacher Observation*)

(SAP 2.1.2) The e-learning mode of live lessons and online assignments on Microsoft Teams was adopted when the class suspension in the second term. In face-to-face lessons, teachers regularly used various e-learning apps and platforms to assist learning and teaching, with Microsoft Teams and Nearpod being the one-stop platform for sharing and documenting lesson materials among teachers. (*Minutes and Annual Reports of Curriculum and Various Subjects; Data bank of e-learning materials; Scheme of Work; Lesson observation*)

(SAP 2.1.3) Both students and teachers had been accustomed to using Microsoft Teams as our common, one-stop e-platform for releasing, collecting, completing and marking assignments in both virtual and face-to-face classes. The e-learning skills and overall competency of teachers and students had improved considerably in the light of the implementation of home-based e-learning strategies for the third school year since the pandemic outbreak in early 2020.

#### *Reflection and suggestions for future planning:*

(SAP 2.1.1) Some of the designs of class materials and student assignments in relation to HOT skills could be further improved in promoting the higher-order thinking process so that students could learn in a fun yet more challenging way.

(SAP 2.1.2 and 2.1.3) Effort could be made in making fuller use of online, interactive platforms and electronic resources to facilitate a quick, flexible switch between online and face-to-face modes of learning as the prolonged pandemic situations would be expected in the future.

### **2.2 Carry out the problem-based learning in connection with note-taking and e/m-learning skills**

#### *Achievements:*

(SAP 2.2.1) Materials for the PBL in J. C. 4 and J. C. 5 Mathematics under the school's

common framework were developed from the existing HOT skills and were partially piloted.

*Reflection and suggestions for future planning:*

(SAP 2.2.1) The pilot exercise was evaluated by the subject teachers concerned and members of the School Development Team that the focus could be fine-tuned from PBL to theme-based learning to be more compatible with primary school curriculum setting. This could also pave the way for the implementation of values education with an interdisciplinary approach in the next school development cycle.

2.3 Cultivate students as a leader with problem-solving skills

*Achievements:*

(SAP 2.3.1) Ample opportunities were given to students in learning how to be leaders and how to solve problems through the prefects training, teams training, service learning, etc..

*Reflection and suggestions for future planning:*

(SAP 2.3.1) Effort could be made in formulating a well-structured, school-based framework in equipping our students with leadership qualities such as diligence, perseverance, responsibility and commitment in line with the latest values education guide by the Education. Bureau.

**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) All teachers were invited to indicate their interests to join the existing and newly-formed functional groups according to their expertise and personal professional development needs. Most teachers (more than 85%) pro-actively participated in various functional groups throughout the year. Four Senior Teachers were promoted to co-work with the Senior Management Team (SMT). The Headmaster, the two Deputy Heads and the two Assistant Deputy Heads had 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) Senior Teachers were invited to join most of the SMT meetings throughout the year to enhance the collaborative decision process especially on learning and teaching issues. Several Panel Chairs’ Meetings were held to discuss on various issues on subject administration such as the new Mark Input System, learning and teaching practices, e-learning strategies, etc.. (*SMT Meeting Minutes; Panel Chairs Meeting Minutes*)

(SAP 3.1.3) Besides face-to-face meetings, Microsoft 365 OneDrive platform and the staff notice system on the school intranet had been more widely used by the school administration to collect data and views from staff through the staff survey such as final evaluation of the current SDP, arrangements for COVID-19 testing and vaccination records for staff and students, etc., to streamline the existing practices and to give teachers an opportunity to reflect and review what they have been doing. (*Data of staff survey on Microsoft Forms; Relevant meeting minutes*)

*Reflection and suggestions for future planning:*

(SAP 3.1.1 and 3.1.2) As four Senior Teachers were promoted, middle management training to attain effective collaborative leadership would be needed. Some more leading roles such as team convenors could be taken up by potential teachers of younger

generations to realise professional succession along teacher rank strata and sustainability of manpower.

(SAP 3.1.3) Besides the existing channels such as the Staff-Management Consultative Meetings, regular staff meetings and irregular face-to-face individual and group meetings, the school had opened more channels, such as teacher survey, to collect views from staff in relation to school development. Online discussions and brainstorming sessions among individual teachers or teams.

### 3.2 Strengthen the staff / school evaluation system

*Achievements:*

(SAP 3.2.1) With the existing Organisation Chart of Headmaster and two Deputy Heads and two Assistant Deputy Heads in place for the third year, the staff appraisal exercise was extended and collaboratively conducted by each member of the SMT and some Panel Chairs. Starting from this school year, individual meetings on professional development plans between the SMT and teachers were conducted for those who did not need a formal appraisal. In addition, the Management Appraisal, which was conducted for some SMT members and middle managers of the school, provided a comprehensive review of the performance of the concerned staff in other dimensions. The SMT continued to elaborate 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. Various teams and departments had been accustomed to referring to scores and survey data during their discussion in relation to the effectiveness of different ongoing projects in their meetings. (*Minutes of Staff Meetings, Staff-Management Consultative Meeting and staff meetings*)

*Reflection and suggestions for future planning:*

(SAP 3.2.1) Efforts could be made in conducting staff surveys on Microsoft 365 platform more regularly to evaluate the effectiveness of projects launched by teams and departments to implement the Plan-Implement-Evaluate (P-I-E) cycle as routine work in future.

### 3.3 Develop the culture of trust, empowerment and collaborative leadership

*Achievements:*

(SAP 3.3.1 and 3.3.3) Team spirit and staff collaboration among teachers had been cultivated as teachers of the same subjects or across subjects offered each other's support in handling student issues and technical problems on the use of the e-platform. This practice had been particularly important as more new teachers joined the teaching team this school year. (*Staff development materials; staff meeting minutes; departmental minutes; SMT observation*)

(SAP 3.3.2) Some members of the middle management level participated in a few management training sessions, both physically or on the online mode, organised by the EdB and universities. Most teachers followed the stipulated requirements of the latest teacher professional development framework set out by the Education Bureau to join both face-to-face and online training sessions under Category 1 and Category 2 under the framework. (*staff development records of individual staff*)

*Reflection and suggestions for future planning:*

(SAP 3.3.1 and 3.3.3) A more systematic plan in response to school development initiatives would be needed for teachers. Other than those staff development programmes related to our major concerns, some leisure activities would continue to be

arranged internally to maintain good morale among staff.

(SAP 3.3.2) A more systematic in-house training programme for middle managers in relation to middle management strategies and the P-I-E, etc. from teacher-training bodies would help enhance the effectiveness of the implementation of the school development initiatives and help realise deeper collaboration among SMT members.

### 3.4 Streamline regular practices of the school operation

*Achievements:*

(SAP 3.4.1) The existing scan system continued to store data relating to past graduates to ease the data retrieval procedures. The virtual platform of Office 365 OneDrive had been further improved for documentation and sharing of information and teaching materials. The Mark Input System, which serves as a one-stop score entry platform, was fine-tuned to ensure accuracy. (*Meeting minutes of the Curriculum Team and various subjects; staff meeting minutes; subject folders on Office 365 OneDrive*)

*Reflection and suggestions for future planning:*

(SAP 3.4.1) The new virtual drive, Microsoft 365 OneDrive platform, which is believed to be more accessible with greater capacity and heightened security, would continue to be thoroughly used for school documentation and sharing materials among staff, especially during the foreseeable prolonged pandemic situations. The WebSAMS Team would continue to fine-tune the MIS to improve efficiency. The school would also set up the student learning profile system to document records of student achievements in a more efficient and systematic way.

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

*Achievements and reflection:*

Owing to the COVID-19 situations, the Parent-Teacher Association (PTA) and the school had a closer cooperation and deeper communication in areas such as mode of learning, anti-pandemic policies, arrangements for emergency, etc. Through meetings and informal communication via various channels, the school explained policies to and collected views from parents before we reached a compromise in every decision. In addition, to support our students and parents in handling the 'new normal', the PTA and the school co-organised a series of workshops and sharing sessions, and invited professionals to share invaluable advice with parents.

To celebrate the 170 Anniversary, the PTA made a number of anniversary souvenirs such as bags, windbreakers, red packets, etc. They had been popular among students and parents alike.

Despite the social distancing measures brought about by the pandemic, the PTA had tried every effort in running various activities such as the online parent sharing sessions, the recycle day of coursebooks and school uniforms, order of storybooks, etc. During the term end, a 'Fun Day' was organised by the PTA with enormous support from a big group of parent volunteers. This first-ever event was very well received by both students and parents.

*Reflection and suggestions for future planning:*

The school and the PTA would join hands to further explore more possibilities in running events for parents to render timely support in future.

#### **4 Celebrating the 170<sup>th</sup> Anniversary of St. Paul's College**

- 4.1 Organise a series of celebration activities in collaboration with SPC communities

*Achievements:*

The 170 Anniversary Concert was successfully held on 31 October 2022 at the Grand Theatre of the Hong Kong Cultural Centre. Positive and encouraging feedback from all stakeholder groups of the school was collected on our Primary School Musical.

*Future Planning:*

Owing to the fifth wave of the pandemic, other anniversary events such as Exhibition Day, Carnival and Thanksgiving Service were suspended.

A series of preparatory work would be delegated to staff of different ranks to realise collaborative leadership and to students as an opportunity to equip them with a wide array of social and learning skills.



## **C. Our Learning and Teaching**

### **1. Curriculum Development**

This school year started with a half-day face-to-face classes mode. Utilising the experiences gained during the online mode of learning, more self-regulated learning materials were prepared for students. Everything went well until the fifth wave of the COVID pandemic hit Hong Kong. From January to late April, face-to-face classes were suspended, and the online learning mode resumed. Subject lessons and some extra-curricular activities were conducted via Microsoft Teams Meetings. The Second Term Examinations were cancelled and learning progress exercises were used in assessing students' learning progress.

After the special holidays, half-day face-to-face classes resumed. Teachers continued to employ various e-learning strategies in classrooms and on our e-learning platform to facilitate self-regulated learning.

Strengthening higher-order thinking and electronic and mobile learning strategies continued to be the school's main concerns in 2021-2022. Students were given some opportunities to carry out problem-based learning with the aid of mobile devices and electronic platforms.

We maintained 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 for students to learn how to solve problems in daily life situations through STEAM.

The Curriculum Development Team carried out lesson observation regularly to ensure effective learning and teaching. Teachers were working collaboratively in lesson planning and development of school-based curriculum incorporating the Plan – Implement – Evaluate (P.I.E.) elements to improve learning and teaching effectiveness.

#### *English*

English teachers continued to fine-tune lesson plans with the use of the discovery and experiential approach and higher-order thinking skills to help students learn English more effectively. We refined our reading curriculum with new readers in J. C. 1 and 2, with one fiction and a non-fiction book being chosen for each term. 'Charlie and the Chocolate Factory' continued to be used in J. C. 3. Literary themes were added for these three levels to give students a good, basic understanding of the world of English Literature. 'The Boy in the Striped Pyjamas' was used as the reader for J. C. 5. Teachers worked together to prepare PowerPoints, together with the use of some e-Learning tools and higher-order thinking skills, to enhance their learning and teaching strategies. Most of the students showed keen interest in the lessons.

#### *Chinese*

Our Putonghua teachers enriched the J. C. 1 school-based Putonghua curriculum focusing on training up the young students' Putonghua initials and vowels. The Chinese Department regularly reviewed the policy of teaching Chinese in Putonghua from J. C. 4 to 6 and monitored the students' performance both in daily lessons and assessments. We continued to promote picture book education to facilitate higher-order thinking and heighten their reading interests.

#### *Mathematics*

The Mathematics Department actively used diverse approaches enabling students to explore and understand abstract concepts. In addition to classroom teaching aids, Mathematics teachers of the

upper levels conducted lessons with various e-learning software such as Geogebra and Nearpod on mobile devices, together with higher-order thinking techniques, to enrich students' learning experiences. Our J. C. 1 – 3 Mathematics teachers continued to teach mathematical concepts with picture books. Feedback from the junior students was positive.

### *General Studies*

To facilitate STEM Education and arouse students' interest through robotic activities, the General Studies Department joined the Quality Education Fund Thematic Networks this year. Students from J. C. 4 to 6 built a new robot individually in the project. Four lecturers from The University of Hong Kong and The Education University of Hong Kong conducted a series of workshops for our upper primary students about science and environmental studies. This year, our STEAM Team won a number of prizes in different robotics and STEM competitions, whereas our Debate Team won the championship in an Anti-Gambling Debate Tournament.

### *Music*

Our Music Department participated in the 170<sup>th</sup> Anniversary and the alumni concert titled 'Magnificent' to celebrate the school anniversary. Feedback from parents, alumni and friends of our school was encouraging. We continued to run music sharing sessions on a regular basis through Microsoft Teams. Our music teams, including the choral and string groups, resumed face-to-face training sessions. To broaden students' understanding of various music genres, several instrumental and musical theatre groups were invited to give performances in our school during the student activities period in July.

### *Physical Education*

Through a wide range of virtual sports activities, the Physical Education Department continued to cultivate students' interest in sports and healthy living through sports. Our sports teachers recorded demonstration videos on techniques on exercise and playing sports. Students also submitted videos as assignments through Teams. In June and July, we ran our first Family Sports Day and Vitality Fitness Walking. Both were well received by students and parents alike.

### *Visual Arts*

The Visual Arts Department had been working on cultivating students' interest in visual arts and learning to appreciate art from different angles. Visual Arts teachers continued to fine-tune the visual arts curricula across levels to help students explore different kind of arts such as drawing, painting, making clay and 3D-works, metal embossing, photography, stamping, print making, Chinese ink painting and e-drawing with the use of some e-learning tools, drawing apps and higher-order thinking skills to increase the learning effectiveness. Themed topics on 'GIVER'S Heart were designed for each level.

### *Religious Education*

Christian ethics are the main foci of our Religious Education curriculum. Altar Servers served at Christmas Service, whereas Student Lay Readers served in morning assemblies. Students from the Student Fellowship gathered together and learned God's words through Bible stories. Easter Service was pre-recorded and played on Microsoft Teams. Our strength and souls are replenished by God's Words.

### *Library*

The Library Department promoted the extensive reading campaign through detective stories this year. Relevant activities, such as the book fair, logics challenge, story quizzes and showcases, were well received by students. We partnered with Parent-Teacher Association to carry out a reading scheme for individual students and it was extended to J. C. 4 this year. Our e-library system, Library CEO, had been utilised for library helpers to share their reading experiences and

interests with counterparts.

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

## ***2. National Security Education***

The Working Committee of the National Security Education was set up this year. We incorporated relevant guidelines in different areas such as campus management, student activities and student guidance to provide students with a harmonious and safe learning environment. We continued to run activities to promote Chinese culture. Starting from January 2022, flag-raising ceremonies were held weekly and on special occasions. Teachers joined various professional development programmes on national security education from time to time.

## ***3. Outreach Programme***

In addition to the mainstream curriculum, the outreach programme has become an integral part of school life. Owing to the pandemic, we have held a series of both face-to-face and online learning activities on personal health, environmental protection, food hygiene and more.

We encouraged each and every student to join at least one extra-curricular programme despite the pandemic situations. Elite students were screened and selected to be members of various school teams, participating in both online and face-to-face training sessions on a regular basis while other students would join the cross-curricular activities on Microsoft Teams every Friday.

To enrich our students' learning experience in the 'book-free' environment, a series of life-wide learning programmes were launched throughout the year. J. C. 4 to 6 students visited art galleries while Physical Education teachers organised fitness challenge days and inter-class sports competitions during the student activities period. The Chinese and Music Departments ran the annual story-telling competitions and singing contests. Besides, the Outreach Team ran a number of GS Quizzes and STEAM Education programmes for all levels with teachers of General Studies, Visual Arts and the two languages. In addition, to promote health education, we ran a number of sex education and anti-smoking programmes through drama and games

These activities from different domains aimed at inspiring students to optimise and stretch their potentials, encouraging them to develop multiple intelligences for a more dynamic and fruitful school life.

## ***4. Discipline & Guidance***

The Hong Kong Federation of Youth Groups had provided guidance and counseling services for our boys for its sixteenth year. Our Student Guidance Counsellor had 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 had been the third year for our whole-school counselling project to promote the attributes of the GIVER'S heart, namely Gratitude, Integrity, Virtuousness, Empathy and Resilience, among our

boys. Despite the pandemic, our Discipline and Guidance teachers continued to run Paul's Action, our annual service programme, for J. C. 4 and J. C. 5 in July. We partnered with the Hong Kong Federation Youth Groups designing an inspiring and interactive programme for our boys to investigate the local and worldwide poverty problems. In parallel with Paul's Action, we conducted the various service-learning programmes for other levels through which our boys realise the GIVER'S Heart attributes, such as gratitude, empathy and resilience. With the help of Oxfam Hong Kong and Kwun Tong Methodist Social Service, students were called to action in respond to the needs of our community and society, such as cleaning their classrooms, raising food and cash coupons for the community foodbank and showing appreciation streetsweepers with handmade gifts.

We also held a joint-school leadership training programme with St. Stephen's College Preparatory School, HKUGA Primary School and Buddhist Chung Wah Kornhill Primary School. In the programme, our J. C. 5 prefects completed the Hong Kong Trail in 4 days through which they learnt about leadership, co-operation and perseverance. They conducted several interviews with CEOs of different commercial institutes, by which they were inspired on pursuing their dreams in spite of challenges in future.

## **5. *Development in Information Technology***

To enhance the effectiveness of learning and teaching, we continued to update and upgrade existing IT equipment, including tablets and mobile devices to support e-learning. The organisation of archived documents and preservation of scanned old files had been on progress. In the light of students' needs on online learning, we further utilise the Microsoft Office 365 platform to conduct virtual lessons, 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.

## **6. *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 2021**

August                      ○ Introduction to Mentorship and Induction Programme for New Teachers

September                ○ J. C. 1 Admissions Interview Workshop  
                                     ○ Pre-ESR Introduction Session  
                                     ○ Movie Appreciation

October                    ○ Pre-ESR Workshop I: School Development Plan and ESR  
                                     ○ Pre-ESR Workshop II: Learning & Teaching Protocol  
                                     ○ Pre-ESR Workshop III: Student Support, Discipline & Guidance

December                 ○ Introduction to Problem-based Learning  
                                     ○ Movie Appreciation

### **Year of 2022**

January                    ○ Workshop on Prevention of Suicidal Cases  
                                     ○ Discussion on Draft ESR Report

- |        |  |
|--------|--|
| May    | ○ Workshop on Student Mental Health  |
| July   | ○ Final Evaluation of the Mentorship and Induction Programme for Teacher-Mentors and Mentees<br>○ Findings on School Development Plan 2019-2022<br>○ Brainstorming Session: Planning for School Development Plan 2022-2025<br>○ Visual Arts Workshop |
| August | ○ Joint-School Onsite National Security Education Workshop   |

## **7. Parent-Teacher Association (PTA)**

The St. Paul's College Primary School Parent Teacher Association was established in October 1995 with an aim to promote communication between the home and school as well as to strengthen relationships between parents and teachers. As evident by the 529 families that joined the Association in 2021-2022, the PTA has become an indispensable part of our school.

The PTA continued to support the school in various functions throughout the year whole-heartedly. Our parents worked seamlessly with the PTA of the College and various alumni groups to arrange 170 Anniversary souvenir sales, including Lego mini-figures, and other anniversary events such as Christmas outings, scholars' talks, etc.. A series of online sharing sessions were held throughout the school year including virtual seminars for JC 5 to 6 on student development under the pandemic as well as Parent Sharing Session for all levels.

After the Third Term Examinations, the PTA arranged the very first Games Day in the school campus. Parent volunteers set up booths and games to provide our boys with fun-filled tasks and physical challenges. The activities received very encouraging feedback from parents and students alike.

To help save the environment, the 'recycle day', in which parents shared the used textbooks across different levels, was held in August. It has been a huge success throughout the past years and comments from parents were particularly positive.

## **8. Donation**

We have been thankful to different alumni and organisations for sponsoring us with face masks and Rapid Antigen Test kits during the COVID-19 outbreak. We also sincerely thank the SPC Alumni Choir for donating a sound bar system for our daily use in the Music Room. We would also like to express our gratitude to a graduate who donated \$10,000 to support the future development of our school.

## 9. Student Achievements

### *English Language*

#### **The 73<sup>rd</sup> Hong Kong Schools Speech Festival**

*P. 1, 2 Boys*

*Class 51*

Ngan Yan Long	First	2B
Ng Tze Ho Caillou	First	2C
Lee Anson Tsun Ho	Second	1C
Law King Ting	Second	2A
Law Chun Hang	Second	2C
Fung An Pan	Third	1D

*P. 1, 2 Boys*

*Class 52*

Cheung King Nam Samuel	First	2A
Sham Tung Anson	Second	2B
Lee Ho Chun	Third	1D

*P. 3 Boys*

*Class 53*

Man Yu San	First	3C
Huang Hongyi Kingsley	Third	3C
Kwan Chi Yui Clement	Third	3C
Yu Kam Fay	Third	3C

*P. 3 Boys*

*Class 54*

Yuen Yin Pok Nathan	First	3C
Lo Siu Ming	Second	3C

*P. 4 Boys*

*Class 55*

Lee Mang Ki	Second	4D
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*P.4 Boys*

*Class 56*

Mak Chin Wang Kingsley	First	4B
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*P.5 Boys*

*Class 57*

Lai Zi Lin Magnum	Second	5B
Yuen Hei Shing	Third	5C

*P. 5 Boys*

*Class 58*

Zeng Yau Lun Solomon	Second	5A
Kam Ernest	Second	5D
Chan Yan Yiu Karstyn	Third	5A
Leung Lai Yin	Third	5B

Li Yik Him	Third	5C
<i>P. 6 Boys</i>		
<i>Class 60</i>		
Lam Ho Kong Cyrus	Third	6A
<i>Prose Reading</i>		
<i>P. 3 &amp; P. 4 Boys</i>		
<i>Class 168</i>		
Lee Mang Ki	Second	4D
Huang Hongyi Kingsley	Third	3C
<i>P. 5 &amp; P. 6 Boys</i>		
<i>Class 169</i>		
Li Yik Him	Third	5C
<b>2021 Guangdong-Hong Kong-Macao Greater Bay Area Speech Contest (Hong Kong Division)</b>		
Yuen Yin Pok Nathan	First	3C
Lee Mang Ki	First	4D
Fung Ching Nam	Second	2B
Kwan Chi Yui Clement	Third	3C

### *Chinese Language*

#### **2021 Guangdong-Hong Kong-Macao Greater Bay Area Speech Contest (Hong Kong Division)**

##### *Solo Verse in Cantonese*

Law Chun Hang	Gold	2C
Kwan Chi Yui Clement	Gold	3C
Tam Tin Chun Adrian	Silver	2A
Yuen Yin Pok Nathan	Silver	3C
Lo Siu Ming	Silver	3C
Lee Mang Ki	Silver	4D
Lai Jaxon	Bronze	2C

##### *Solo Verse in Putonghua*

Fung Ching Nam	Gold	2B
Kwan Chi Yui Clement	Silver	3C
Lee Mang Ki	Silver	4D

#### **The 73<sup>rd</sup> Hong Kong Schools Speech Festival**

##### *Solo Verse in Cantonese*

Hau Lucas Caden	First	1A
Chan Yat Lai	First	2C
Law Chun Hang	First	2C
Lo Siu Ming	First	3C
Zeng Yau Lun Solomon	First	5A
Lai Jaxon	Second	2C
Leung Kruz Yu Man	Second	3B
Yiu Wah Chun	Third	1B

Wong O Chun	Third	1C
Zeng Yau Hei Kingsley	Third	3B
Kwok Yu Hang	Third	4C

*Solo Prose in Cantonese*

Law Chun Hang	First	2C
Leung Kruz Yu Man	First	3B
Zeng Yau Lun Solomon	First	5A
Kwan Chi Yui Clement	Second	3C
Yuen Yin Pok Nathan	Third	3C
Kwok Yu Hang	Third	4C

*Storytelling in Cantonese*

Lo Siu Ming	First	3C
Leung Ho Ching	First	6C
Lee Mang Ki	Third	4D

*Solo Verse in Putonghua*

Chan King Him	First	1B
Ng Hei Yui Oscar	First	2A
Ngan Yan Long	First	2B
Leung Kruz Yu Man	First	3B
Nie Ho Wun Brian	First	3B
Zeng Yau Hei Kingsley	First	3B
Lee Mang Ki	First	4D
Lam Yat Hoi	Second	1C
Fung An Pan	Second	1D
Chen Chung Chi Josep	Second	2A
Chen Tak Lam	Second	2C
Leung Cheuk Nam	Second	3A
Zeng Yau Lun Solomon	Second	5A
Lam Sum Wai	Third	2A
Law King Ting	Third	2A
Fung Ching Nam	Third	2B
Zhao Haoxuan	Third	2B
Kwok Yu Hang	Third	4C
Wong Chun Wai Stanley	Third	5A

*Solo Prose in Putonghua*

Zeng Yau Hei Kingsley	First	3B
Zeng Yau Lun Solomon	Second	5A
Bei Chi Ting	Third	1C
Leung Kruz Yu Man	Third	3B
Kwan Chi Yui Clement	Third	3C

**The 3<sup>rd</sup> Guangdong-Hong Kong-Macao Greater Bay Area “Filial Piety” Writing Competition**

*Primary School*

Tam Tsz Hei	1 <sup>st</sup> Class Honour	3B
Kwan Chi Yui Clement	1 <sup>st</sup> Class Honour	3C
Lee Mang Ki	1 <sup>st</sup> Class Honour	4D
Pang Cheung Chun Kayson	2 <sup>nd</sup> Class Honour	2A



Chan Pak Tsun	3 <sup>rd</sup> Class Honour	2A
Chen Chung Chi Josep	3 <sup>rd</sup> Class Honour	2A
Chen Ying Jie	3 <sup>rd</sup> Class Honour	3A
Kong Chin Lok	3 <sup>rd</sup> Class Honour	3B
Lo Siu Ming	3 <sup>rd</sup> Class Honour	3C
Zeng Yau Lun Solomon	3 <sup>rd</sup> Class Honour	5A
Man Kenneth	3 <sup>rd</sup> Class Honour	5B

The Most Participatory Award

### **Hong Kong Youth Classic Poetry Speech Competition (2021-2022)**

*Senior Primary (Putonghua)*

Zeng Yau Lun Solomon	Silver	5A
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### **The 24<sup>th</sup> Hong Kong Students Putonghua Speech Competition 2022**

Li Yik Him	Star Honour	5C
Lai Ho Wang	Star Honour	5C
Xu Carey	Honour	5C

### **Chinese Classic Storytelling Competition**

*Junior Primary*

Law King Ting	Silver	2A
Chen Tak Lam	The Most Outstanding Award	2C
Chen Tak Lam	The Most Stylist Award	2C

### **“Take a Peep on Hong Kong Culture” Video Making Competition and Quiz 2021/22 (Urban)**

*Senior Primary*

	Silver	
Lee Alden		6C
Leung Ho Ching		6C
Yu Dongqi		6C

### ***Mathematics***

### **28th Hong Kong Primary School Mathematical Olympiad**

*Individual*

Chan Shing Chak	Gold	4D
Chan Yan Kiu Karstyn	Gold	5A
Leung Yui Him	Silver	3C
Chan Tyrus	Silver	5C
Lee Kwok Hey	Silver	5D
Lo Siu Ming	Bronze	3C
Chu Pak Hei	Bronze	6D

### **Seventeen IMC International Mathematics Contest 2021**

*Individual*

Chan Tyrus	Gold	5C
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### **The 8th Hong Kong Primary School Mathematics Challenge**

**Finals**

*Individual*

Chan Yan Kiu Karstyn	Gold	5A
Chan Tyrus	Gold	5C

Chan Yin Fung Curtis	Bronze	5A
Liu Yanxi	Bronze	5A
Yuen Hei Shing	Bronze	5C
Ng Hoi Fung	Bronze	5D
Au Pak Qiu	Bronze	6A
Hui Matthew Holam	Bronze	6A
Yu Dongqi	Bronze	6C
Chau Kun Fung Moses	Bronze	6D

### **Hong Chi Primary Mathematics Competition 2021**

#### *Team*

First

#### *Individual*

Chan Shing Chak	Gold (First)	4D
Yip Shun Yin	Gold (Second)	4B
Chu Chi Heen Brian	Gold	4A
Kou Sze Chai Bowie	Gold	4C
Leung Chi Yiu	Gold	4C
Cheung Kurtis Ka-Him	Gold	4D
Li Tsz Him	Gold	4D
Leung Yui Long	Gold	5A
Li Cheuk Yin Alvin	Gold	5C
Lam Yee Ching	Silver	4B
Fok Ho Shun	Silver	4C
Lim Tat Fong	Silver	4C
Cheung Ho Lam	Silver	5A
Yeung Wan Nok	Silver	5C
Kwok Dik Shun Ayden	Silver	6B
Wong Cheuk Him	Silver	6C
Chan Yik	Bronze	5A
Tam Pok Him Jerome	Bronze	6B

### **The 15<sup>th</sup> Hong Kong Joint Primary School Mathematics Competition**

#### *Group*

Fourth

Sung Yui Chit	6A
Chan Kurtis Chun Yin	6B
Yu Dongqi	6C

### **‘Huaxiabei’ National Mathematics Olympiad Invitation Competition 2022 (South China Region) Second Round**

#### *Individual*

Grand Prize

Hung Hayson	2C
1 <sup>st</sup> Class Honour	
Zhang Yik Wang	1D
Lee Sze Lok	2C
Chen Hongrui	2D
Kou Sze Chai Bowie	4C
Chan Shing Chak	4D
Chan Yan Kiu Karstyn	5A
Law Shun Chit	5B

Yu Dongqi		6C
	2 <sup>nd</sup> Class Honour	
Kwok Chung Chit		1C
Lai Ka Nam		2A
Chen Tak Lam		2C
Huang Hongyi Kingsley		3C
Kwan Chi Yui Clement		3C
Leung Yui Him		3C
Mok Lai Yuen		3C
Lee Chi Wai		3D
Chu Chi Heen Brian		4A
Mak Chin Wang Kingsley		4B
Cui Chai Wan Kevin		4C
Zhang Chengyang Leo		4C
Cheung Kurtis Ka-Him		4D
Chan Tyrus		5C
Yuen Hei Shing		5C
Lee Kwok Hey		5D
	3 <sup>rd</sup> Class Honour	
Chiu Chun Ho		1A
Choi Lok Him Felix		1A
Lee Zhun Hei Parviz		1C
Cheng Kam Wing		1D
Lam Sum Wai		2A
Law Chun Hang		2C
Kwok Yik Long		3A
Lo Siu Ming		3C
Lam Cheuk Yin Malcon		4A
Cheng Tsun Yu		4C
Chong Chung Yat		4C
Fu Hok Yin		5B
Chan Cayden Kai Tung		5C
Xu Carey		5C

### **The Hong Kong Island Primary Schools Technology Competition 2022**

#### *Individual*

	Gold	
Chan Yan Kiu Karstyn		5A
Cheung Ho Lam		5A
Leung Yui Long		5A
Chew Cheuk Him Chester		5D
Lee Kwok Hey		5D
Lam Ho Kong Cyrus		6A
	Silver	
Chan Yik		5A
Liu Yanxi		5A
Tung Chun Ting		5A
Li Cheuk Yin Alvin		5C
Wong Chiko		5C
Yuen Hei Shing		5C
	Bronze	
Chan Chun Yat		5B

Chiu Matthew	6B
Wong Cheuk Him	6C
Participation Award	
Chan Pak Yin Matthew	6C

## 2022 Asia International Mathematical Olympiad Open Contest (AIMO Open) (Second Round)

### Individual

	First	
Chan Shing Chak		4D
	Gold	
Chen Hongrui		2D
Zhang Chengyang Leo		4C
Chan Yan Kiu Karstyn		5A
	Silver	
Hung Hayson		2C
Chan Yui Chit	2D	
Kwan Chi Yui Clement	3C	
Mok Lai Yuen	3C	
Lee Chi Wai	3D	
Chu Chi Heen Brian	4A	
Mak Chin Wang Kingsley	4B	
Cui Chai Wan Kevin	4C	
Lai Zi Lin Magnum	5B	
Chan Tyrus	5C	
Yuen Hei Shing	5C	
Yu Dongqi	6C	
	Bronze	
Huang Hongyi Kingsley	3C	
Yung Ho Ching	3D	
Leung Chi Yiu	4C	
Liu Yanxi	5A	
Fu Hok Yin	5B	
Xu Carey	5C	

### General Studies

#### Samsung Solve for Tomorrow 2021

	Merit	
Chew Cheuk Him Chester		5D
Lui Pak Yue		5D
Lam Ho Kong Cyrus		6A
Law Hong Ting		6A
Mak Hui Yeung Ian		6B

#### Hong Kong Tech Challenge Junior 2021 Locals VEX Robot Skill Competition

	Merit	
Okada Ken		4A
Hui Yu Ting Kyle		4C

Kwok Yu Hang	4C
Chan Lai Yin	4D
Lee Kwok Hey	5D
Chan Pak Yin Matthew	6C
Hui Tsun Ting Kaden	6C
Chau Kun Fung Moses	6D

### **Mitsubishi Electric Green Innovation Competition 2022**

1<sup>st</sup> Runner-up

Okada Ken	4A
Kwok Yu Hang	4C
Lee Kwok Hey	5D
Hui Tsun Ting Kaden	6C

### **Hong Kong Youth Innovative Education Scheme**

Best Creative  
Technology Award

Kwok Yu Hang	4C
Lie Ming Yui	4C
Zhang Chengyang Leo	4C
Woo Hoi Chun Hayden	4C
Lee Kwok Hey	5D
Lui Pak Yue	5D

### **Primary STEM Project Exhibition**

Honour

Okada Ken	4A
Kwok Yu Hang	4C
Hui Yu Ting Kyle	4C
Chan Lai Yin	4D
Chew Cheuk Him Chester	5D
Chau Kun Fung Moses	6D

### *Music*

### **Hong Kong Intercultural Young Musicians Competition 2021**

*Violin Music Festival Concerto Group*

Kwok Dik Shun Ayden	Third	6B
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### **Hong Kong Children & Youth Piano Contest**

Chau Kun Fung Moses	Gold	6D
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### **The 5th (Taiwan) Asia Aegean Sea Music Competition - Hong Kong Preliminary Round 2021**

*Piano Grade 4*

Lee Sze Lok	First	2C
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### **Hong Kong Music Talent Award 2021**

*Primary School (Saxophone) (Senior)*

Cheung Ho Lam	First	5A
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### **ASAA Music Competition 2021 Brass Instruments**

<i>Trombone Solo (Senior A)</i>		
Ng Shing Hin	Silver	5A
<b>The 4th Hong Kong Youth Cup International Music Contest</b>		
<i>Trombone (Primary 3 to 4)</i>		
Ng Shing Hin	Second	5A
<b>Superior Culture International Youth Music Festival 2021</b>		
<i>Primary Senior Brass Trombone</i>		
Ng Shing Hin	Silver	5A
<b>The IV International Liszt Ferenc Competition (Hungary-Budapest) HK Preliminary Round</b>		
<i>John Thomson Category A</i>		
Hung Hayson	Second	2C
<i>Grade Two Piano</i>		
Fung Ching Nam	Third	2B
<b>8th Hong Kong Youth Music Competition Woodwind &amp; Brass</b>		
<i>Children Intermediate</i>		
Ng Shing Hin	Second	5A
<b>6<sup>th</sup> Hong Kong Music Talent Competition 2021</b>		
<i>Piano Grade 5</i>		
Lee Sze Lok	First	2C
<i>Strings Intermediate</i>		
Kuang Jin Adrian	First	3A
<i>Classical Guitar Junior</i>		
Lam Ching Ho	First	3B
<b>2021 HKUA Cup</b>		
<i>Primary School (Senior)</i>		
Choi Ho Yan	Third	6C
<b>International Fringe Music Festival School Music Festival Competition 2021</b>		
<i>String (Children)</i>		
Kuang Jin Adrian	First	3A
<i>Trumpet (Children)</i>		
Kwan Chi Yui Clement	Third	3C
<b>Music e-Contest 2021</b>		
<i>Category C – Aged 9-11 Trombone</i>		
Ng Shing Hin	Bronze (with Distinction)	5A
<b>HKIMAA 2021 Hong Kong International Music &amp; Arts Festival</b>		
<i>Violin Own Choice – Children Class</i>		
Kuang Jin Adrian	First	3A

<i>Violin Own Second Choice - Junior Class A</i>		
Kwok Dik Shun Ayden	Second	6B
<i>Piano Themed Class - Baroque Class A</i>		
Ho Ho Kiu	Second	6C
<b>International Youth Stars of Tomorrow Competition 2021</b>		
<i>Brass Group Trombone Grade 6</i>		
Ng Shing Hin	First	5A
<i>Brass Group Aged 12 or below</i>		
Ng Sing Hin	Second	5A
Suen Bok Yan	Third	6B
<b>The 5th Hong Kong Youth Cup International Music Contest</b>		
<i>Primary 5-6</i>		
Suen Bok Yan	Second	6B
<b>2021 Piano Competition for Elite Performers</b>		
Chan Pak Hei	Second	1D
<b>15th Charity Cup HK Talent Invitational Competition</b>		
<i>Piano Solo – Junior Primary</i>		
Li Ho Chai	Silver	2D
<b>2021 Piano Competition for Elite Performers</b>		
<i>Grade 3 Piano</i>		
Kan Ting Hei	Third	4A
<b>The 9<sup>th</sup> Hong Kong International Youth Performance Arts Festival (Hong Kong Preliminary Round)</b>		
<i>Guitar Junior Group</i>		
Lam Ching Ho	First	3B
<i>Trumpet – Open Age Group Children Group B</i>		
Kwan Chi Yui Clement	First	3C
<i>Trumpet Grade 4</i>		
Kwan Chi Yui Clement	First	3C
<i>Vocal – Open Age Group Children Group B</i>		
Kwan Chi Yui Clement	Second	3C
<i>Grade 6 Piano</i>		
Chow Ching Hang Chester	Gold	5A
<b>International Young Artist Music Contest 2021</b>		
<i>Clarinet Junior Group</i>		
Lam Ching Ho	First	3B
Hui Pak Hin	Second	1A

<i>Vocal Junior Distinction Award Group II</i>		
Kwan Chi Yui Clement	Second	3C
<b>The 6th Hong Kong Music Talent Competition 2021</b>		
<i>Vocal Children Intermediate</i>		
Kwan Chi Yui Clement	Third	3C
<b>International Fringe Virtual Competition 2021-22</b>		
<i>Children Class II (Brass)</i>		
Kwan Chi Yui Clement	First	3C
<i>Children Class II (Vocal)</i>		
Kwan Chi Yui Clement	First	3C
<i>Open Class (Vocal)</i>		
Kwan Chi Yui Clement	First	3C
<i>Youth Class (Brass)</i>		
Ng Sing Hin	Silver	5A
<b>Asia Students Arts Festival 2022</b>		
<i>Trumpet Solo Age 8-9</i>		
Kwan Chi Yui Clement	First	3C
<i>Trumpet Solo Open</i>		
Kwan Chi Yui Clement	Second	3C
<b>Guangdong-Hong Kong-Macao Positive Music Contest (Hong Kong Division) 2021</b>		
<i>Primary School Performance - Cello</i>		
Lo Siu Ming	Second	3C
<b>2021 8<sup>th</sup> Hong Kong Youth Piano Competition</b>		
<i>Grade 5</i>		
Cao Lang Rui	Distinction	5A
<b>International Global Music Talent Contest 2021</b>		
<i>Winds Instruments Junior</i>		
Ng Shing Hin	Third	5A
<b>The 3<sup>rd</sup> Little Charity Musician Competition 2022</b>		
<i>Primary School Junior Class (Brass)</i>		
Ng Sing Hin	Third	5A
<b>17<sup>th</sup> Global Children and Youth Winds Competition</b>		
<i>Junior Group F</i>		
Ng Sing Hin	Second	5A
<b>The 9<sup>th</sup> Hong Kong International Youth Performance Arts Festival (Final Round)</b>		
<i>Trumpet Grade 4</i>		
Kwan Chi Yui Clement	First	3C
<i>Trumpet Children Group Age 9 or under</i>		
Kwan Chi Yui Clement	Second	3C



<i>Piano Grade 6</i>		
Chow Ching Hang Chester	Distinction	5A
<i>Sonatina Class</i>		
Lee Ming Ho	Distinction	5B
<b>IYACC The 13<sup>th</sup> International Music Competition</b>		
Zhang Yik Wang	Second	1D
Ng Shing Hin	Second	5A
<i>Trombone – ABRSM Exam Class Grade 6</i>		
Ng Shing Hin	First	5A
<b>World Classical Music</b>		
<i>Category A3 – Age 10-11</i>		
Ng Shing Hin	Silver	5A
<b>The 21st Hong Kong Outstanding Children Music Competition</b>		
<i>Trombone Primary 5-6</i>		
Ng Shing Hin	Third	5A
<b>MF Music Competition 2022</b>		
<i>Wind W3 Own Choice</i>		
Ng Shing Hin	First	5A
<b>Rococo International Music Competition 2022</b>		
<i>All Strings Solo</i>		
Zhang Yik Wang	First	1D
<i>Winds Solo Age 10-12</i>		
Ng Shing Hin	First	5A
<b>The 6th Hong Kong Youth Cup International Music Contest</b>		
<i>Trombone – Primary 5 to 6</i>		
Ng Shing Hin	First	5A
<b>Hong Kong Music Talent Award 2022</b>		
<i>Lower Strings Primary School Junior Class</i>		
Zhang Yik Wang	Second	1D
<b>Hong Kong Children Talents Online Competition 2022</b>		
<i>Violin Primary 3-4</i>		
Kuang Jin Adrian	Second	3A
<b>Hong Kong Young Talent Music Competition (Season 15)</b>		
<i>Group P5-P6</i>		
Ng Shing Hin	Third	5A
<b>Superior Culture International Youth Music Festival 2022 Online Music Competition</b>		
<i>Trombone Primary Section</i>		
Ng Shing Hin	Gold	5A

**The 10th Hong Kong Youth Barclampory Music Festival***Winds Primary School Section Free Choice Class*

Ng Shing Hin	Second	5A
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**2022 Quebec Music Competition Online International***Trombone*

Ng Shing Hin	Silver	5A
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**Hong Kong Music Talent Award Competition 2022***Lower Brass - Primary School Senior Class*

Ng Shing Hin	Third	5A
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**International Youth Music Competition Spring Music Festival 2022***Piano Grade 2*

Chan Yui Him Gabriel	Third	2C
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*Trombone Solo Age Group 12 or under*

Ng Shing Hin	Third	5A
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*Trombone Solo Music Festival Primary Senior Group*

Ng Shing Hin	Third	5A
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**Hong Kong Music Talent Award 2022***Lower Strings Primary School Junior Class*

Zhang Yik Wang	Second	1D
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*Lower Brass Primary School Senior Class*

Ng Shing Hin	Third	5A
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*Saxophone Primary School Senior Class*

Fung Yan Kiu Ezra	Third	5B
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**IYMC Spring Music Festival 2022***Double Bass (Aged 12 or under)*

Chau Kun Fung Moses	First	6D
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**The 74th Hong Kong Schools Music Festival***Trombone Solo – Primary School - Junior*

Man Yu San	First	3C
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*Violin Solo – Grade 3*

Nie Ho Wun Brian	First	3B
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*Piano Solo – Grade 2*

Chan Yui Him Gabriel	Second	2C
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Tang Yik Hei Chase	Second	3B
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Ho Yat Ching Jayden	Third	2A
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*Piano Solo – Grade 3*

Yuen Yin Pok Nathan	First	3C
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<i>Piano Solo – Grade 4</i> Lau Chun Hei	Second	5A
<i>Piano Solo – Grade 5</i> Tso Jit Long	First	3D
Lee Wing Chun Ethan	First	5A
<i>Piano Solo – Grade 6</i> Lee Pui Tsun Jonathan	Third	5D
<i>Oboe Solo - Primary School - Junior</i> Tam Ho Yat	First	3B
<i>Alto Saxophone Solo - Primary School - Senior</i> Cheung Ho Lam	First	5A
<i>Vocal Solo - Foreign Language - Boys or Girls Treble Voice</i> <i>- Primary School Age 7 to 8</i> Kwan Chi Yui Clement	First	3C
<i>Vocal Solo – Chinese - Boys or Girls Treble Voice</i> <i>- Primary School Age 10 or under</i> Kwok Yu Hang	Third	4C
<i>Vocal Solo - Foreign Language - Boys or Girls Treble Voice</i> <i>- Primary School Age 10 or under</i> Kwok Yu Hang	Third	4C
<b>Joint School Music Competition 2022</b>		
<i>Piano Solo – Primary School - Junior</i> Chan Yat Lai	Silver	2C
Lim Ka Ho Anthony	Silver	3B
Lo Siu Ming	Silver	3C
<i>Piano Solo – Primary School - Intermediate</i> Lee Sze Lok	Gold	2C
<i>Piano Solo – Primary School - Senior</i> Chow Ching Hang Chester	Bronze	5A
<i>Saxophone Solo – Primary School - Intermediate</i> Fung Yan Kiu Ezra	Gold	5B
<i>Trumpet Solo – Primary School - Junior</i> Kwan Chi Yui Clement	Silver	3C
Chow Cin Hang Casper	Bronze	2C
<i>Trumpet Solo – Primary School - Intermediate</i> Kwan Chi Yui Clement	Bronze	3C
<i>Euphonium Solo – Primary School - Senior</i> Chow Ching Hang Chester	Silver	5A

*Trombone Solo – Primary School - Senior*

Ng Shing Hin	Bronze	5A
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*Vocal – Primary School - Junior*

Kwan Chi Yui Clement	Silver	3C
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*Vocal – Primary School - Intermediate*

Wong Hei Long	Silver	6B
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***Visual Arts***

**“Excursion with Paintbrush” Country Parks Drawing Competition**

Wong Chun Sing Sunny	Outstanding Award	3D
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Ho Timmy	Talent Award	1D
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Hon Ibsen	Talent Award	2D
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**"Brave Wonderland" - The 13th International Drawing Competition of ICEHK 2022**

Chan Yik	Second	5A
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Chu Jan	Third	6C
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**Piggy Banks Design Competition**

*Children Category*

Lam Pak Ting Bryan	Gold	4C
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Lo Chun Hei	Bronze	4B
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Leung Sin Long Caleb	Bronze	4D
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*Youth Category*

Chan Yik	Gold	5A
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Ng Shing Hin	Silver	5A
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Wong Chun Him Miles	Bronze	6A
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Chu Jan	Bronze	6A
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***Sports***

**Hong Kong West Primary School Badminton Competition**

Third

Leung Hoi Chi Evan		3C
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Pang Aaron Tsun		4A
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Chan Davin Pak Yin		4C
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Lau Chun Hei		5A
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Cheung Tsz Yung		6A
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Leung Hoi Chi Evan	The Outstanding Athlete Award	3C
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**Hong Kong West Primary School Athletic Meet**

*A Grade*

*Long Jump*

Cheung Tsz Ko Aris	Second	6A
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*High Jump*

Kwok Chun Ting	Second	6D
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<i>200-Metre Race</i>		
Choi Ho Yan	Third	6C
<i>400-Metre Race</i>		
Chan Kurtis Chun Yin	Fourth	6B
<i>Softball Throw</i>		
Yeung Nok Hei Brian	Fourth	6A
<i>B Grade</i>		
<i>100-Metre Race</i>		
Liu Chun Hay Hayden	Second	5A
<i>High Jump</i>		
Chan Yip Hei Henry	Third	5D
<i>Softball Throw</i>		
Wong Chun Wai Stanley	Second	5A
<i>A Grade Overall</i>		
Team	Second	
<i>B Grade Overall</i>		
Team	Fourth	

### **BOC Youth Development Scheme Primary School (Urban) Regional Fencing Competition**

<i>Foil</i>		
<i>A Grade</i>		
Wong Chun Wai Stanley	Third	5A
But Tin Yui Timothy	Third	5B
<i>B Grade</i>		
Yeung Long Ki Alfie	First	4C
Wong Ming Hei	Third	4D
<i>C Grade</i>		
Chau Yee Yui Anakin	Second	2D
<i>Team</i>		
	Champion	

### **Hong Kong West Primary School Table-Tennis Competition**

<i>A Grade</i>		
	Fourth	
Tsoi Lap Yin Isaac		4C
Chan Yan Kiu Karstyn		5A
Yu Yuen		5C
Lee Cheuk Hin Carson		6A
Ng Wing Hang Nathan		6B
<i>B Grade</i>		

## Second

Ko Nok Ching	3A
Cheung Ching Yin Clayton	3B
Li Kwun Ip	4B
Li Yik Him	5C
Xu Carey	5C

## The Outstanding Athlete Award

Li Kwun Ip	4B
Li Yik Him	5C
Lee Cheuk Hin Carson	6A

## D. Financial Summary

### ST. PAUL'S COLLEGE PRIMARY SCHOOL FINANCIAL SUMMARY ~ 2020-2021

	Government Funds	Non-Government Funds
INCOME		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	69.79%	N.A.
School Fees	N.A.	29.48%
Donations, if any	N.A.	0.04%
Other Income, if any	0.05%	0.64%
Total	69.84%	30.16%
EXPENDITURE		
Staff Remuneration	79.26%	
Operational Expenses (including those for Learning and Teaching)	11.46%	
Fee Remission / Scholarship (~)	3.53%	
Repairs and Maintenance	2.78%	
Depreciation	2.97%	
Miscellaneous	0	
Total	100%	
Surplus/Deficit for the School Year #	0.25 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year#	11.29 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 4.36 months of NBV of Additional School Building

## Report on Use of Capacity Enhancement Grant in 2021/2022 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): 24

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 provider were previously appointed. Owing to half-day timetables and the suspension of face-to-face classes, the co-curricular activities are conducted through online lesson.	<ul style="list-style-type: none"> <li>The CCA periods provide various activities for students to develop their multiple intelligences.</li> <li>Common free periods to be created for co-planning sessions among teaching partners</li> </ul>	From October 2021 onwards for 1 year	(for 19 events) HK\$ 465,593.7	<ul style="list-style-type: none"> <li>Owing to the half-day schooling throughout the year, the CCA activities held in live lessons after school.</li> <li>Over 96% of the teaching staff agreed that The Cross-Curricular Activities (CCAs) will help develop students' multiple intelligences.</li> <li>Over 87% 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.</li> <li>92.2% of students agree that the activities in the CCA periods will develop their multiple intelligences</li> </ul>	<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"> <li>• to prepare teaching materials</li> <li>• to handle records and documents of student learning</li> <li>• to assist teachers during student visits and outings</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher to be relieved of some non-teaching workload</li> <li>• More systematic records and documentation of student learning</li> </ul>	From September 2021 onwards for 1 year	Salary and MPF HK\$239,845.91	<ul style="list-style-type: none"> <li>● Over 87% of the teaching staff agreed that some of the teachers' workload/pressure was reduced.</li> <li>● Over 87% of teaching staff agreed that More room can be created for teachers to work on improving the quality of learning and teaching.</li> </ul>	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:

Surpluses from previous years: HK\$721,872.00

Capacity Enhancement Grant 2021/22 from EdB: HK\$741,375.00

Expenditure:

1. Activity Programme by service providers: HK\$465,593.70

2. To employ a teaching assistant: HK\$239,845.91

Surplus for 2021-2022 school year: HK\$35935.39

Total surpluses: HK\$757807.39

**St. Paul's College Primary School**  
**Report on the Use of the Life-wide Learning Grant**  
**2021-2022 School Year**

**Category 1: To organise / participate in life-wide learning activities**

[illegible]

2	Team Building Training Day Camp for members of the sports teams	P. E.	Apr 2022	J. C. 5-6	0	Due to the impact of COVID-19 crisis, the activity has been cancelled.	\$0.00						
3	A service programme in Hong Kong to be organised for all J. C. 1 -3 students, accompanied by teachers and parent helpers	Service Learning	13rd - 15th Jul 2022	J. C. 1-3	336	(Oxfam Hong Kong organized a three-day service-learning programme for JC 1 - 3 students, providing students with a chance to experience the work of janitorial staff.) Feedback from teachers and students. Over 90% of students agree that the activities can improve their empathy.	\$75,840.00	E6, E8		V		S	
4	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	Service Learning	13rd - 15th Jul 2022	J.C. 4	112	Feedback from teachers and students. According to the feedback from students, teachers and parent volunteers, the activities could help students understand the poverty in Hong Kong.	\$130,900.00	E6		V		S	
5	Outdoor Education Day Camp for J.C. 6 students	Service Learning	13rd - 15th Jul 2022	J. C. 6	96	Feedback from teachers and students. Over 80% of students agree that the education day camp activities make them more self-disciplined. Over 90% of students agree that the education day camp activities help them to build up team spirit.	\$111,794.00	E1, E2, E5, E6	I	V	P		
6	A 3-day poverty exposure programme for J. C. 5 students, accompanied by teachers, social workers and parent helpers, to be held in March or April every year	Service Learning	13rd - 15th Jul 2022	J. C. 5	112	Feedback from teachers and students. According to the feedback from students, teachers and parent volunteers, the activities could help students understand the poverty around the world.	\$130,900.00	E6		V		S	

7	A "Healthy Life Month" to encourage students to cultivate healthy living habits  The Life Education Activity Programme (LEAP) to teach students to lead a healthy lifestyle and to avoid drugs	Health Education	22nd - 25th Mar 2022, 6th Jul 2022	J. C. 1-6	651	(Owing to the special holiday in March and April, the Life Education Activity Programme was held on live during the holidays. TheChild Sexual Abuse Foundation organized sex education activities for JC 1 and 2 in July.) Feedback from teachers and students. According to teacher's observation, the students answered the questions enthusiastically. Teachers agree that activities can help students to build healthy lifestyles.	\$19,253.00	E6	I	V			
8	The "STEM Activity Week" to run STEM related activities for students.	STEM	Jul - Aug 2022	J. C. 1-6	651	Reflection from teachers and students. Showcase of student work. According to the teacher's observation, activities can arouse students' interest in science. Students actively participate in various scientific activities.	\$61,928.90	E6, E8	I				

(Please insert rows above if the space provided is insufficient.)

Sub-total of Item 1.1							\$604,063.90							
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1														
2														
3														
4														
5														
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.2							\$0.00							
Expenses for Category 1							\$604,063.90							

Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning

No.	Item	Domain (Please select or fill in the domain as appropriate)	Purpose	Actual Expenses (\$)
1	Elecbreaks Io T Kit for Microbit	Cross-KLA		\$4,060.00
2				
3				
(Please insert rows above if the space provided is insufficient.)				
Expenses for Category 2				\$4,060.00
Expenses for Categories 1 & 2				\$608,123.90

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

Code for Expenses

- E1Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc. )
- E2Transportation fees
- E3Fees for non-local exchange activities / competitions (students)
- E4Fees for non-local exchange activities / competitions (escorting teachers)
- E5Fees for hiring expert / professionals / coaches

Category 3: Estimated Number of Student Beneficiaries

Total number of students in the school:	651
Number of student beneficiaries:	651
Percentage of students benefitting from the Grant (%):	100%

Contact Person for LWL (Name & Post):	Fok Ka Wing(Deputy Head)
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- E6Fees for students attending courses, activities or training organised by external organisations recognised by the scho
- E7Purchase of equipment, instruments, tools, devices, consumables
- E8Purchase of learning resources (e.g. educational softwares, resource packs)
- E9Others (please specify )

聖保羅書院小學  
運用推廣閱讀津貼報告書  
2021-2022 學年

成效檢討

1. 借閱圖書情況

受疫情影響，部分時間圖書館暫停開放，影響學生借閱圖書。復課後，安排學生每星期一次到圖書館借書，學生反應熱烈。

2. 學生參與閱讀活動的情況

- a. 「閱讀存摺」閱讀獎勵計劃於全校進行。觀察所得，同學喜歡閱讀，高年級撰寫閱讀報告的動力較低。
- b. 另外，學生開始習慣使用學校圖書館系統(Library CEO)的網上書評，於網上交流閱讀心得。
- c. 本年度主題閱讀(1)偵探圖書，圍繞男生對探索、觀察力、分析力，提升學生閱讀興趣，將上述能力運用於日常生活中。學生踴躍參與偵探主題活動，內容包括主題書展、推理題大挑戰、偵探故事問答遊戲、謎團題。因此活動，借書數字有所提升。
- d. 主題閱讀(2)中國歷史圖書、中國發明家。與常識科合作推廣閱讀，因疫情擱置，留待明年推行。
- e. 主題閱讀(3)STEM 圖書，展出科學實驗、生活科學知識的圖書，學生喜愛思考日常生活的問題，較喜歡生活科學知識的圖書，推廣成效可再提升，如日後再推廣 STEM 圖書，可加入百科圖書，讓學生親手做小實驗，以富趣味性的活動促進閱讀。

聖保羅書院小學  
運用推廣閱讀津貼財務報告  
2021-2022 學年

推廣閱讀的主要目標: 營造全校閱讀氣氛

	活 動 / 項 目	物資	預算開支(\$)	實際支出(\$)
1.	購買閱讀材料			
	中、英文實體圖書	圖書	32000	38196.11
			總： 32000	38196.11

備註:

1. 本年度撥款為 \$38,196.11。
2. 疫情停課關係，部份閱讀推廣活動暫停，已購買圖書會留待新學年使用。