

Endorsed by the SPC Council on 27 November 2023

ST. PAUL'S COLLEGE PRIMARY SCHOOL



SCHOOL ANNUAL REPORT 2022-2023

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A. Our School

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

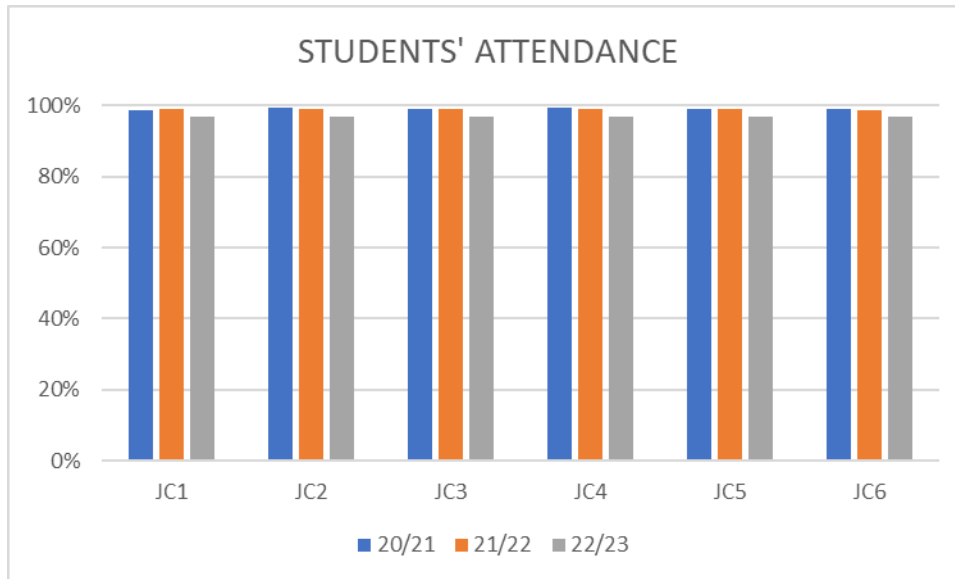
The College Council was established under the St. Paul's College Council Incorporation Ordinance. There are eighteen members this school year.

3. Our Students

Class Structure

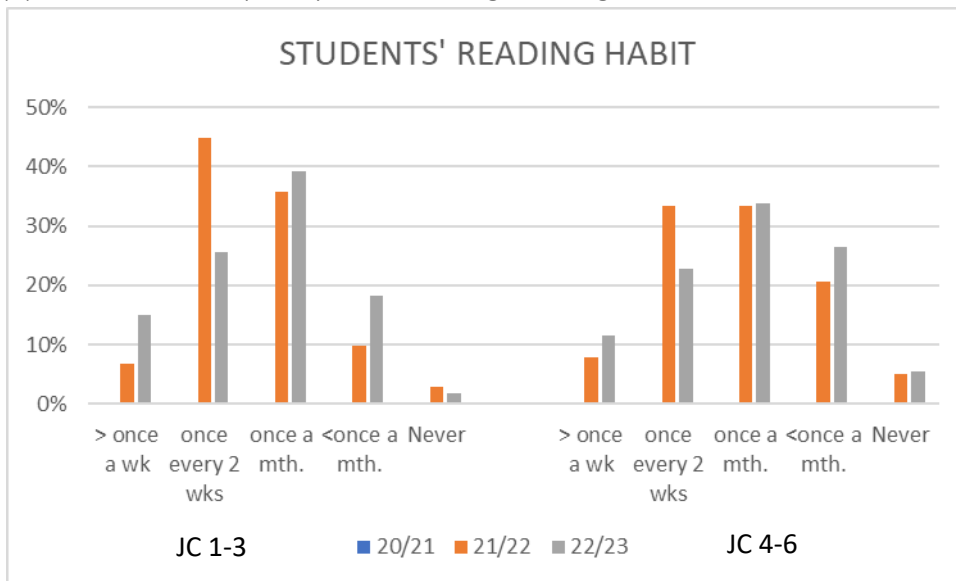
St. Paul's College Primary School is a whole-day primary boys' school affiliated to St. Paul's College, both under the Direct Subsidy Scheme. There were four classes in each of Junior Class One to Junior Class Six, with a total of 24 classes and a total enrolment of 662 as of September 2022.

Students' Attendance

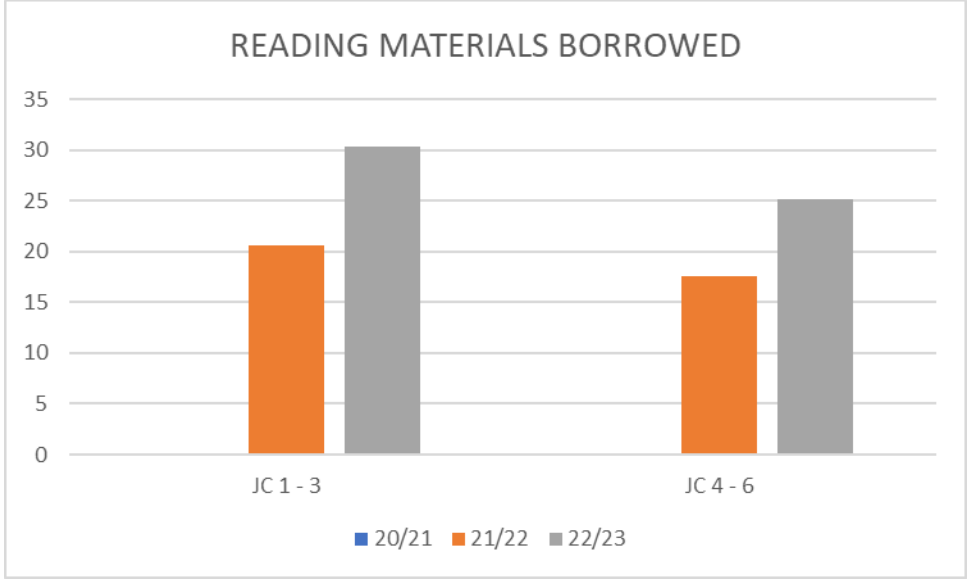


Students' Reading Habit

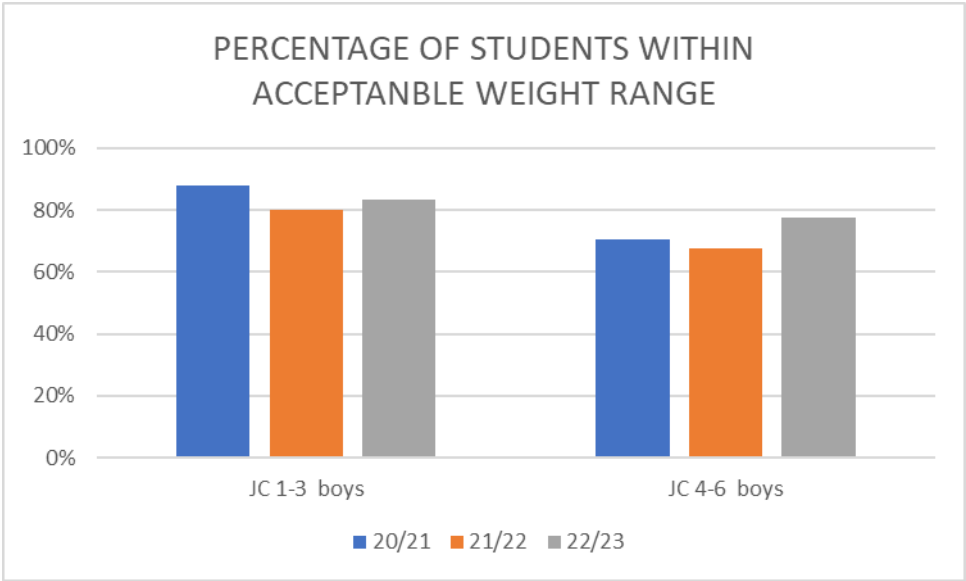
(a) Students' Frequency of Borrowing Reading Materials from the School Library



Average Number of Reading Materials Borrowed within a School Year from the School Library per Student



Students' Physical Development



4. Our Teachers

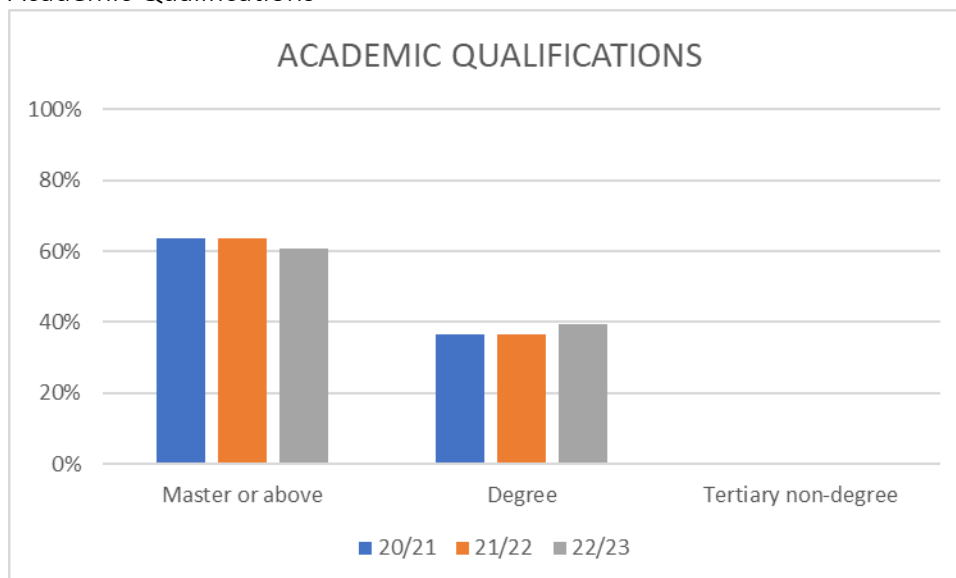
Teaching Staff Establishment

	20/21	21/22	22/23
Total no. of teaching staff	55	55	56
No. of teachers in the English Language Department (excluding OETs)	15	14	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	14	14	14
No. of teachers in the Mathematics Department	18	17	18

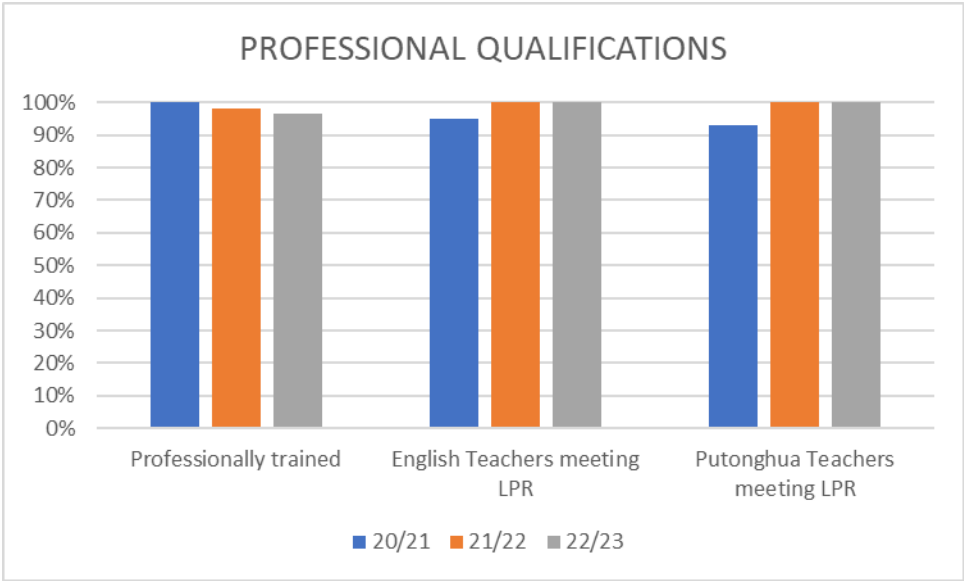
Staff

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

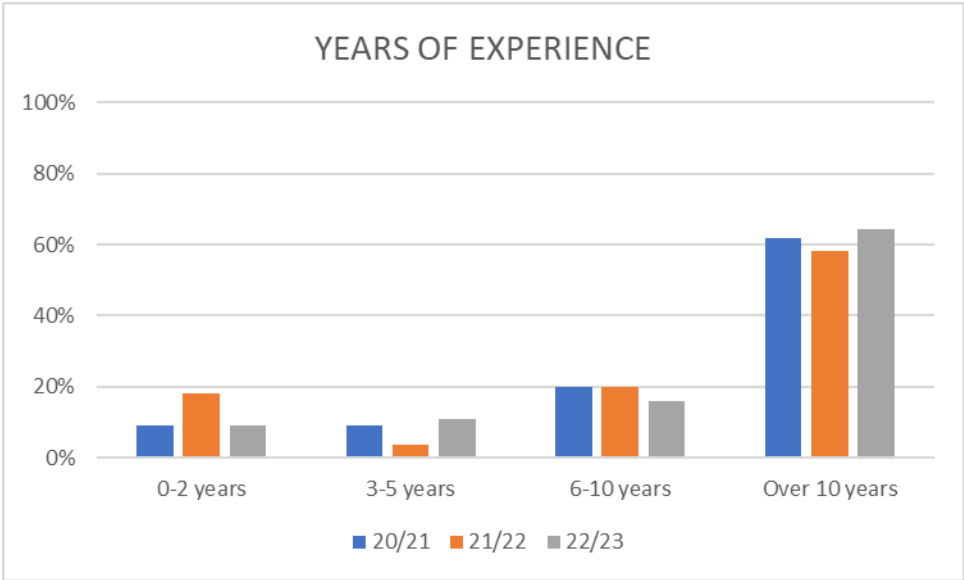
Academic Qualifications



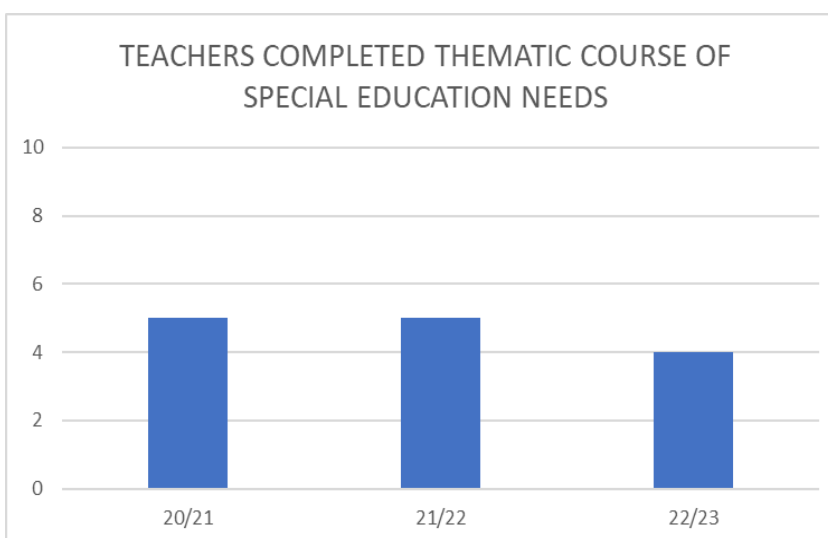
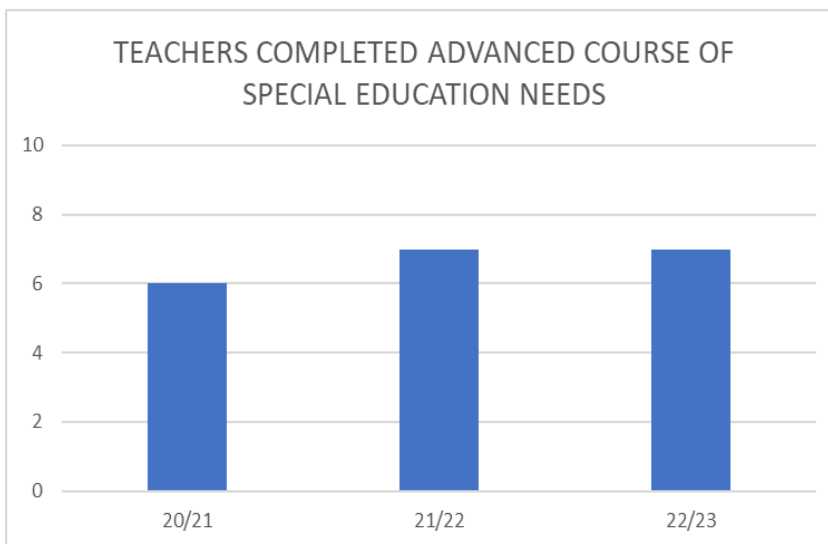
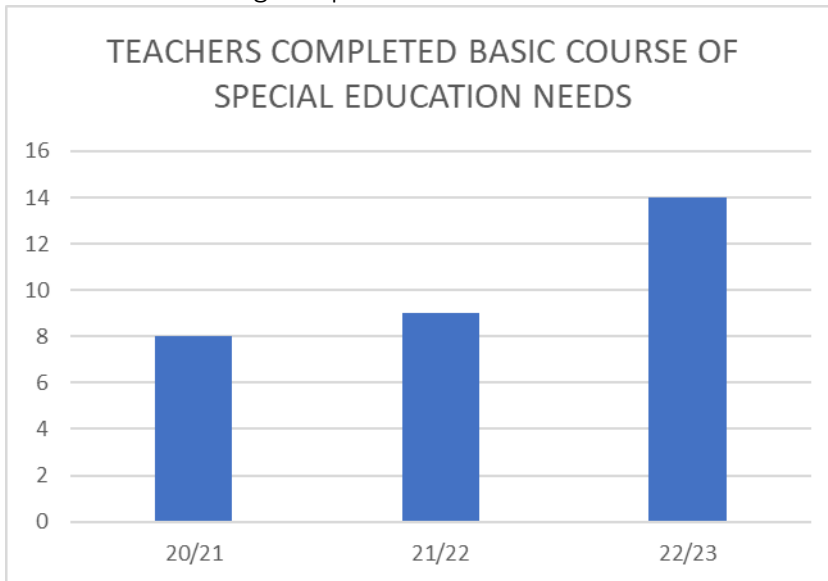
Professional Qualifications



Years of Experience



Professional Training on Special Education Needs



5. Facilities

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; Feedback and Follow-up

“To be an Active Learner, A Man of Commitment to be”



Major Concern 1 Nurturing our Paulines to become a steward of God's wisdom

Target 1.1 Develop 'diligence' as one of the core attitudes become a self-disciplined steward

Strategies/Tasks 1.1.1

Deepen students' understanding of the importance of diligence through ...

- (a) whole-school counselling programme
- (b) level-based pastoral care
- (c) formal curriculum

Achievements
<ul style="list-style-type: none"> ✧ With reference to feedback from teachers and departmental minutes, the idea of diligence, together with other values and attitudes (hereinafter referred as 'the idea'), was generally cultivated among students through whole-school activities such as morning prayers, pep talks, themed programmes relating to Chinese culture. Students took part in them actively. ✧ The idea was also promoted through the level-based and class-based pastoral care programmes, such as growth lessons and class teacher periods. ✧ From the cross-subject diligence plans in each term, departmental minutes and teacher feedback, students understood its importance through stories of successful and historical people shared and discussed in the formal curriculum. ✧ From the whole-school counselling logbooks in each term, students realised the importance of pursuing the idea (<i>knowledge</i>) through their own 'diligence' plans and related the idea to their own study habits. ✧ The whole project was implemented procedurally from understanding the idea, realising its importance and the needs for pursuing and putting the idea into practice
Reflection
<p>To what extent do our students achieve the Updated Seven Learning Goals of Primary Education (SLGs¹)?</p> <p>Based on the evaluation findings, ...</p> <ul style="list-style-type: none"> ✧ the idea was cultivated and promoted through diversified strategies, learning within and beyond the classroom and whole-school participation. However, it was not yet internalised among students' daily lives (<i>see below for the follow-up plan next year</i>). ✧ some subject teachers, such as Mathematics, faced obstacles in relating the idea to suitable learning topics in the existing curriculum in each term and thus the relevant strategies and tasks will need to be fine-tuned to attain organic integration and natural connection (<i>see below for the follow-up plan next year</i>).
Feedback and Follow-up
<p>With reference to the above 'Achievements' and 'Reflection', it is suggested that ...</p> <ul style="list-style-type: none"> ✧ a step-by-step approach to facilitate deeper reflection among students in the whole-school counselling programme is needed in the following years so that they can internalise the idea themselves (SLG #5 generic skills) ✧ relevant subjects and levels from the existing curriculum can be more meticulously screened so that suitable learning topics can be identified to realise organic integration and natural connection in cultivating 'diligence' (main theme of this school year) and 'perseverance' (main theme of next school year) together with promoting Chinese culture among students (SLG #1 national identity and #2 positive values and attitudes)

¹ The Updated Seven Learning Goals of Primary Education from the 'Primary Education Curriculum Guide (Pilot Version)'



Major Concern 1 Nurturing our Paulines to become a steward of God's wisdom (*cont'd*)

Target 1.1 Develop 'diligence' as one of the core attitudes become a self-disciplined steward (*cont'd*)

Strategies/Tasks 1.1.2

Develop students' abilities in putting diligence into practice through ...

- (a) whole-school counselling programme
- (b) level-based pastoral care
- (c) informal curriculum
- (d) home-school cooperation

Achievements
<ul style="list-style-type: none"> ✧ Data from teacher survey, lesson observation and teacher observation suggested that experiences in relation to the importance of pursuing the idea in attaining goals were shared among teachers and students through life-wide learning, team training and service-learning programmes. ✧ Referring to the student feedback from the logbooks, most students (over 80%) indicated that they were determined in carrying out tasks and responsibilities diligently. ✧ Parents were encouraged to render support and encouragement in helping their child to cultivate the idea in students' whole-school counselling logbooks.
Reflection
<p>To what extent does our school enrich students' learning experience to advocate the holistic development and life-long learning of students with the SLGs?</p> <p>Based on the evaluation findings, ...</p> <ul style="list-style-type: none"> ✧ the idea was generally promoted among students through diversified strategies, learning within and beyond the classroom and whole-school participation. However, with reference to the whole-school counselling logbooks, teacher and parent feedback, some students needed further motivation to put their plans into practice and to persevere with them (<i>skills</i>) (<i>see below for the follow-up plan together with the next year's theme - Perseverance</i>). ✧ The follow-up tasks in helping students to reflect on how much effort they have put in their targeted tasks and whether they could do them heartily could be arranged on a regular basis (<i>see below for the follow-up plan next year</i>). ✧ Parents might need additional information concerning the school-based values education framework (<i>see below for the follow-up plan next year</i>).
Feedback and Follow-up
<p>With reference to the above 'Achievements' and 'Reflection', it is suggested that ...</p> <ul style="list-style-type: none"> ✧ a step-by-step approach to facilitate deeper reflection among students in the whole-school counselling programme is needed in the following years so that students will be able to self-reflect on their progress (SLG #5 generic skills) ✧ parent education programmes can be carried out in the following years so that parents will understand the school initiative on values education more clearly and work hand in hand with the school in nurturing the values and attitudes among students (SLG #1 national identity, #2 positive values and attitudes)



Major Concern 1 Nurturing our Paulines to become a steward of God's wisdom (*cont'd*)

Target 1.2 Formulate a school-based values education framework that incorporates curriculum development and life-wide learning (*cont'd*)

Strategies/Tasks 1.2.1

Collaborative planning on curriculum contents in promoting diligence and other values and attitudes in each of the six levels

Strategies/Tasks 1.2.2

Collaborative planning on life-wide learning programmes in promoting diligence and other values and attitudes

Achievements
✧ Teachers collaboratively devised activities to relate the curriculum contents and life-wide learning activities to the idea of diligence and other values and attitudes (hereinafter referred as 'the idea') through scrutiny of evidence such as cross-subject diligence plans, departmental minutes, co-planning records, lesson observation and SMT observation on staff participation.
Reflection
To what extent does our school management work hand in hand with teachers for continuous improvement and sustainable development to advocate the holistic development and life-long learning of students with the SLGs? ✧ Based on the evaluation findings, teacher collaboration in co-planning the related activities took place among subject level partners but some teachers did not complete a proper evaluation nor formulate follow-up measures for future planning (<i>see below for the follow-up plan next year</i>).
Feedback and Follow-up
✧ With reference to the above 'Achievements' and 'Reflection', it is suggested that the collegial evaluation meetings should be arranged in the following years so that teachers could evaluate the effectiveness of the tasks and work out measures for improvement for future planning to facilitate the rationale of P-I-E mechanism more thoroughly (SLG #2 positive values and attitudes, #3 knowledge of key learning areas)



Major Concern 2 Unleashing our Paulines' potential as active learners

Target 2.1 Set up a cross-curricular, school-based curriculum with vertical progression in developing students' knowledge, skills and attitudes

Strategies/Tasks 2.1.1

Formulate and implement the aforementioned curriculum with clear targets for each level

Strategies/Tasks 2.1.2

Formulate and initiate school-based STEAM framework in Term 1

Strategies/Tasks 2.1.3

Expand the curriculum by graduation inclusion of other subjects and pilot the STEAM programme in Term 2 and Term 3

Achievements
<ul style="list-style-type: none"> ✧ The initial plan on the cross-curricular learning programme was restructured into the trans-curricular learning programme in which students employed knowledge from various subjects and generic skills to complete the assigned tasks through scrutiny of evidence including minutes and meeting records with the QSIP. ✧ The restructured programme carried three themes for six levels, with J. C. 1 and J. C. 2 working on proposing a creative recipe by making use of the snacks from the school tuck-shop, J. C. 3 and J. C. 4 on suggesting modification and a new set of rules for a traditional game and J. C. 5 and J. C. 6 on recommending additional amenities for the Wah Fu community. ✧ Students actively participated in the trans-curricular programme and displayed imagination and creativity with reference to student work, teacher observation, teacher survey and lesson observation. ✧ Students' knowledge and learning skills from relevant subject contents, such as poster presentation and script writing, were enriched and demonstrated. Right attitudes, such as collaboration skills, were cultivated.
Reflection
<p>To what extent does our school enrich students' learning experience and does our school management work hand in hand with teachers for continuous improvement and sustainable development to advocate the holistic development and life-long learning of students with the SLGs?</p> <ul style="list-style-type: none"> ✧ Based on the evaluation findings, this pilot trans-curricular learning programme provided a platform for us to test logistics, prove values and reveal deficiencies through which experiences were gained for developing our school-based cross-curricular framework in the future (<i>see below for the follow-up plan next year</i>). ✧ The initial plan with different STEAM programme topics for each level was expanded into a wider spectrum of study areas such as cultural and community issues (<i>see below for the follow-up plan next year</i>). ✧ Initiated by the CD Team, teachers across different subjects in each level co-planned activities and created learning materials collaboratively. It was concluded that it would have been optimal if more preparation time within Term 3 had been set aside (<i>see below for the follow-up plan next year</i>).
Feedback and Follow-up
<ul style="list-style-type: none"> ✧ A more structured trans-disciplinary framework with vertical progression can be developed for the following years. ✧ To facilitate deeper collegial collaboration and better implementation of the whole programme, preparation time would be extended to a whole school year in the following years. <p>(SLG #3 knowledge of key learning areas, #4 language skills, #5 generic skills, #6 reading and information literacy, #7 healthy lifestyle)</p>



Major Concern 2 Unleashing our Paulines' potential as active learners

Target 2.2 Enrich students' capabilities in the use of information

Strategies/Tasks 2.2.1

Formulate different cross-curricular themes in relation to students' daily lives for each level in which students locate, process and present information

Strategies/Tasks 2.2.2

Develop the school-based Information Literacy (IL) Framework with clear targets for each level

Achievements
<ul style="list-style-type: none"> ✧ Three different themes, with each for two levels, were identified, on which students in groups of three or four learnt and employed various tools and skills to locate, evaluate, retrieve and/or organise information to complete the assigned tasks with reference to meeting records and programme materials. ✧ Students learnt to locate, access and collect relevant firsthand and secondhand information and use the information effectively and ethically. They also learnt to extract and organise the information and present new ideas.
Reflection
<p>To what extent do our students achieve the Updated Seven Learning Goals of Primary Education (SLGs)? To what extent does our school enrich students' learning experience to advocate the holistic development and life-long learning of students with the SLGs?</p> <ul style="list-style-type: none"> ✧ The three themes respectively on 'food', 'games' and 'community' provided interesting elements from which students learnt with enjoyment. ✧ Without the subject boundaries, students were able to learn with creativity, imagination and critical thinking under the three thematic learning programme (<i>see below for the follow-up plan next year</i>). ✧ As students have developed some basic information literacy, they will be further equipped with the ability to recognise the reliability of information and ethical issues of using information arising from the application of emerging and advanced information technologies (<i>see below for the follow-up plan next year</i>).
Feedback and Follow-up
<ul style="list-style-type: none"> ✧ To facilitate a more detailed framework with vertical progression, other interesting themes need to be carefully identified through collegial discussion for the following years in order that students' learning experiences can be enriched with different learning topics across six years of study. ✧ To strengthen the information literacy development, the targets for each level need to be aligned with the learning targets in the scheme of work across different subjects. <p>(SLG #3 knowledge of key learning areas, #4 language skills, #5 generic skills, #6 reading and information literacy, #7 healthy lifestyle)</p>

C. School Development

170th Anniversary

Following the Anniversary Concert last school year, we hosted the 170th Anniversary Exhibition Day on 17th December, 2022. It was a fun-filled event with guests and visitors flocking to the assembly hall, playgrounds and classrooms for student performances and academic exhibitions. It was not only an opportunity for our students to showcase their talents but also a time for the whole SPC community to gather and to show support to their alma mater. The Anniversary Thanksgiving Service was held on 21st April, 2023 at St. John's Cathedral. Members of the Senior Choir joined the Alumni Choir and SPC choristers to sing an anthem, 'Here I am, Lord' in the service. We thanked the Almighty God for His guidance over the 170 years.

Curriculum Development

Learning and Teaching

During the virtual classroom period arising from the COVID-19 pandemic, students were getting more and more familiar with the self-regulated mode of learning. Some subject lessons and extra-curricular activities were conducted online via Microsoft Teams. Students and teachers had become more capable in e-learning. As the Government announced the resumption of full-day schooling, students had classes on full-day timetables starting from early December 2022. Teachers continued to employ various e-learning strategies in classrooms and on our e-learning platform to enhance learning and teaching and to facilitate self-regulated learning among students.

Curriculum

We continued to strengthen higher-order thinking skills and e-learning strategies this year. Students were given ample opportunities to carry out project-based learning through the cross-curricular programme with the support from the QSIP Team of the Chinese University of Hong Kong. Students learnt how to solve daily-life problems or to tackle interesting issues with STEAM through various learning strategies.

For years, we have maintained the practice of differentiated teaching in different subjects to cope with students' learning needs. 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 the school-based curriculum incorporating the Evaluate - Plan - Implement - Evaluate (E-P-I-E) elements to improve the 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. Other than learning in the classroom, we also provided students with different learning experiences. Students from the English Debate Team and the Drama and Speech Club received intensive training and participated in various competitions to showcase their language talents. The English Fun Day, which was held in early April, also offered students an authentic experience in using English through a variety of fun activities.

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. To cater for diversified learning needs in learning Chinese, we employed

split-class teaching strategies in the upper levels. We also implemented picture book education from J. C. 1 to 3 to facilitate higher-order thinking and heighten their reading interests. Before the Chinese New Year Holidays, we organised fai-chun writing and lantern riddle games for our students to promote the Chinese culture.

Mathematics

The Mathematics Department actively used diverse approaches, such as discovery and experiential learning and note-taking skills to enable students to explore and understand abstract concepts. In addition to classroom teaching aids, Mathematics teachers of the upper levels delivered lessons with various e-learning software such as GeoGebra, Padlet and Nearpod on mobile devices, coupled with higher-order thinking skills, to enrich students' learning experiences. Our J. C. 1 - 3 Mathematics teachers continued to conduct lessons with picture books. Feedback from the lower primary students was positive.

General Studies

Life-wide learning and STEAM education had been the highlights of our General Studies curriculum. This year, J. C. 4 students designed a self-watering pot. To arouse students' interest through robotic activities, the department joined the Quality Education Fund Thematic Networks. Students from J. C. 4 to 6 built a robot individually in this project. Different life-wide learning visits were arranged for our students alongside with the curriculum. J. C. 1 students visited the Hong Kong Zoological and Botanical Gardens while J. C. 4 students visited the School of Public Health of The University of Hong Kong. The department worked closely with the Moral, Civic and National Education Team to promote national identity in General Studies lessons across levels. Students from the upper classes were encouraged to participate in competitions to deepen their understanding in Chinese history and culture. In June, more than 20 students from J. C. 4 - 6 joined an online lesson with their counterparts from one of our sister schools, Capital Normal University Affiliated Elementary School, in Beijing. Students of both schools conducted science experiments together and shared their findings with each other.

Music

Our Music Department participated in the 170th Anniversary Exhibition Day in December and the 170th Anniversary Thanksgiving Service in April respectively. Feedback from parents, alumni and friends of our school was encouraging. Our music teams, including the choral and string groups, joined a number of inter-school music contests, such as Joint-School Music Competition, and won several accolades this year. To broaden students' understanding of different music genres, students of the upper levels joined various student concerts in concert halls throughout the year.

Physical Education

Our Physical Education Department ran a series of sports activities and training to cultivate students' interest in sports and to stretch their potential, helping them develop a healthy habit in doing sports. We organised various sports teams so that students could learn more about the importance of collaboration and interpersonal skills. The 'Self-enhanced Programme' provided selected students with a series of systematic training. Our boys excelled in different inter-school sports competitions with respectable accolades and we won the silver award of All Hong Kong Primary School Sports Award Scheme (Hong Kong West).

Visual Arts

The Visual Arts Department had been working on cultivating students' interest in visual arts and learning to appreciate art from different angles. Students continued to explore different art forms such as drawing, painting, clay making, 3-dimensional work, metal embossing, photography, stamping, print making, Chinese

ink painting and digital drawing. In response to the school's major concern, students created artwork to promote the virtues of diligence and we incorporated more Chinese arts and culture in our curriculum. We collaborated with the Library Department to teach J. C. 1 and 2 students to draw with contexts borrowed from picture books. Our art activities and parent-child workshops resumed and received very positive feedback.

Religious Education

Christian ethics had been the main foci of our Religious Education curriculum, in which students learnt God's words through Bible stories. Altar servers served at festive services, whereas student lay readers served in morning assemblies. Our strength and souls were replenished by God's Words.

Library

The Library Department promoted reading through movie appreciation, fun games and making of artwork to promote Chinese traditional stories, games and delicacies under the reading theme of 'Chinese culture'. Teachers enriched students' reading experience through promotion of themed reading strategies. The department worked closely with the Parent Teacher Association to put forward 'One Student One Book' campaign for J. C. 1 - 4, 'Reading Parents' for J. C. 1 and 'Game Parents' for J. C. 2 with the aim of cultivating good reading habits among students. Library teachers collaborated with other subjects such as Chinese, English and Visual Arts and tailor-made booklists on various themes to support their learning activities.

Information & Communications Technology

We implemented the coding education programme in our ICT curriculum starting from J. C. 2, with topics including mBot, micro:Bit, micro:Bit with Inventor's kit, Scratch, HTML, Javascript and App Inventor, to suit the learning needs and abilities of students in each level.

Moral, Civic and National Education

The Moral, Civic and National Education Committee set up the flag-raising team this year. Students of the team received relevant training and raised the national flag weekly and in special occasions. Throughout the year, the Committee promoted 24 Solar Terms and organised activities on national security education. Starting from March, the Committee worked hand in hand with the General Studies Department in promoting China's latest technological developments in various aspects such as transport, sports, agriculture and heritage conservation. In June, we invited Mr Jasper Tsang Yok-Sing, the former President of the Legislative Council and also an SPC alumnus, shared topics in relation to national education with our parents.

Outreach Programme

In addition to the mainstream curriculum, the outreach programme had become an integral part of school life. Owing to the pandemic, we 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. Elite students were screened and selected to be the members of various school teams, participating in training sessions on a regular basis while other students joined the cross-curricular activities on Microsoft Teams every Friday in Term 1. Starting from Term 2, we resumed face-to-face classes across various learning activities.

To enrich our students' learning experience in the 'book-free' environment, a series of life-wide learning programmes were launched throughout the year. During the student activities period, J. C. 4 to 6 students visited art galleries while Physical Education teachers organised fitness challenge days and inter-class sports competitions. The Chinese and Music Departments ran the annual story-telling competition and singing contest respectively. We also held a number of GS quizzes and STEAM education programmes for all levels. In addition, to promote healthy living, we promoted mental health education and anti-drug education through drama shows and games.

This year, we resumed various summer programmes in areas of science, arts and environmental education to provide our students with more outdoor learning experiences in nature.

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

Discipline & Guidance

The Hong Kong Federation of Youth Groups had provided guidance and counselling services for our boys for its seventeenth year. Our Student Guidance Counsellor had meetings with teachers regularly and rendered 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.

The Education Bureau introduced the Values Education Curriculum Framework and we identified 'diligence' as our annual theme in values education this year. Our whole-school counselling project introduced the virtues of diligence and encouraged students to work in action. Our service-learning programmes for different levels were completed in full scale. We partnered with WEDO Global and CEDAR Fund to raise our J. C. 1 - 3 students' awareness to deprived groups all over the world. Students learnt more about the daily lives of children living with warfare, had a personal encounter with ethnic minorities living in Hong Kong and prepared handmade gifts for them. For J. C. 4 - 5, our Discipline and Guidance teachers continued to run the Paul's Action, in partnership with the Hong Kong Federation of Youth Groups. An inspiring and interactive programme was designed for our boys to investigate the local and worldwide poverty problems.

We also held a joint-school leadership training programme with two schools. In the programme, our J. C. 5 student leaders completed 4 challenging hiking trails. They also joined a community visit to families living in sub-divided flats and visited Hong Kong Palace Museum together with their children. Students conducted several interviews with CEOs of different business corporates, by which our boys were inspired by their stories about pursuing dreams in spite of challenges.

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. In view of students' needs on online learning, we further utilised the Microsoft Office 365 platform to conduct virtual lessons, dissemination of learning materials, virtual submission of student assignments, etc., to enhance students' self-learning skills and e-learning techniques.

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 year. The topics include:

Year of 2022

- August ➤ QSIP Workshop: School Development Plan
- September ➤ Identification of SEN Students and Strategies
➤ J. C. 1 Admissions Interview Workshop
- October ➤ Workshop on Catering for Learner Diversity
➤ Briefing Session on School Development Plan
➤ QSIP Workshop: Cross-curricular Learning
- November ➤ Staff Development Day: Major Concerns

Year of 2023

- January ➤ Workshop on Cross-curricular Learning I
- February ➤ QSIP Workshop: Interim Evaluation on Comprehensive School Improvement & Strategies on Training Up of Middle-level Leaders
- March ➤ Workshop on Student Mental Health
- June ➤ Workshop on Cross-curricular Learning II
- July ➤ Staff Development Day: Sharing Session on Cross-curricular Learning & Evaluation of the School Annual Plan

Parent Teacher Association

The St. Paul's College Primary School Parent Teacher Association (PTA) was established in October 1995 to promote communication between the home and school as well as to strengthen relationship between parents and teachers. As evident by the 528 families that joined the Association in 2022-2023, the PTA has become an indispensable part of our school.

The PTA held a series of activities throughout the school year, including:

Year of 2022

- J. C. 1 Story Parents (year-long)
- J. C. 2 Game Parents (year-long)
- 'One Student One Book' Reading Campaign (year-long)
- SPC 170 Anniversary Open Day
- SPCPS 170 Anniversary Exhibition Day
- Parent Sharing Session (J. C. 1 - 4)
- Parent Volunteers for Sports Day
- English Book Order

Year of 2023

- Parent Seminar: Nurturing our Children - Core Values in Excellency
- Parent Seminar: Your Body Clock and Strategies for a Good Sleep
- PTA Family Day Camp
- Monument Visit: Ex-Sham Shui Po Service Reservoir Tour
- Parent Seminar: Rules for an Optimal Parent-Child Relationship
- Tender Analysis on Procurement of Lunch Supply Service
- Appreciation of Chinese Culture: Face-changing Show
- Parent Sharing Session (J. C. 5 - 6)
- Volunteer Recognition Day
- Family Event on Rice Dumplings for the Charity
- Drama Appreciation: A Puppet Show
- Chinese Book Order
- Recycle Day for Coursebooks and School Uniforms
- J. C. 1 Orientation Day

Donation

We have been thankful to an alumnus and an organisation that provided us with Rapid Antigen Test kits during the COVID-19 period. We sincerely thank the Parent Teacher Association for their donation in sponsoring Paul's Action, the reading promotion campaign and two scholarships. We would also like to express our gratitude to J. C. 6 graduates who donated a visualiser for our educational use.

D. Student Achievements

English Language

The 74th Hong Kong Schools Speech Festival

P. 1, 2 Boys

Class 51

Chan Ting Hei Adrian	Second	2C
Tang Julian Rodriguez	Third	1A
Chan Aiden Ching Yui	Third	1C
Lee Anson Tsun Ho	Third	2C
Fung An Pan	Third	2D

P. 1, 2 Boys

Class 52

Tsang Long Kwan	First	1A
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P. 3 Boys

Class 54

Cheung King Nam Samuel	First	3A
Ng Tze Ho Caillou	Third	3C
Hon Ibsen	Third	3D

P.4 Boys

Class 56

Leung Kruz Yu Man	First	4D
Man Yu San	First	4D
Yuen Yin Pok Nathan	Second	4C

P.5 Boys

Class 57

Mak Chin Wang Kingsley	Third	5B
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P. 6 Boys

Class 59

Lee Hin Ting Matthew	First	6B
Lai Zi Lin Magnum	Second	6B
Yuen Hei Shing	Third	6C

P. 6 Boys

Class 60

Chan Yan Kiu Karstyn	Third	6A
Zeng Yau Lun Solomon	Third	6A

Prose Reading

P. 1 & P. 2 Boys

Class 167

Chan Pak Hei	Third	1C
So Chung Heng Cayden	Third	1D

P. 3 & P. 4 Boys

Class 168

Sham Tung Anson	Second	3B
Zeng Yau Hei Kingsley	Third	4C

P. 5 & P. 6 Boys

Class 169

Cheung Kurtis Ka-Him

Second

5D

Choi Wang Hai Ryan

Third

6D

Public Speaking

P. 5 & P. 6 Boys

Class 192

Lam Cheuk Yin Malcon

Second

5A

HKTDA Story-telling Gala 2022-2023 (Radio Drama)

School Overall
Champion

Chong Din Yau Daniel

4C

Leung Kai Shun Tyrus

4C

Tam Tsz Hei

4C

Chen Ying Jie

4D

Cheung Ngai Lun Ernest

5A

Young Jayden Hiu Fung

5A

Cheung Man Lung Carlos

5B

Ozer Eitan

5B

Tong Ching Yan Izac

5B

Chan Chun Hei

5D

Leung Sin Long Caleb

5D

Yuen Shaun Lok Hei

5D

Ho Yan To

6A

Shum Pak Shing

6B

Kwong Chit Hei Alfred

6D

Second

Chong Din Yau Daniel

4C

Leung Kai Shun Tyrus

4C

Chen Ying Jie

4D

Cheung Ngai Lun Ernest

5A

Ho Yan To

6A

Chinese Language

The 2nd Chinese Penmanship Contest

Liu Hao Yang

Second

2C

Lam Chun Hayden

Gold

1B

Fung An Pan

Gold

2D

Lee Sze Lok

Gold

3C

Lam Ching Ho

Gold

4B

Tsang Tsz Sen Caesar

Gold

4C

Tso Jit Long

Gold

4C

Chen Ying Jie

Gold

4D

Li Mingbo

Gold

6D

Ng Yat Hei

Gold

6D

Wong Chun Hin

Silver

1A

Tsui Ho Sum

Silver

1C

The 74th Hong Kong Schools Speech Festival

Solo Verse in Cantonese

Tsang Long Kwan	First	1A
Au Kan Ching	First	1D
Law Chun Hang	First	3C
Chan Yat Lai	First	3C
Ho Cheuk Kiu	First	3C
Kwan Chi Yui Clement	First	4A
Leung Kruz Yu Man	First	4D
Man Lok Hin Justin	First	5B
Chan Alex Pak Hang	Third	1B
Wu Yan Chai	Third	1B
Wong Wan Hei	Third	1D
Ng Yat Hay	Third	2A
Ng Hei Yui Oscar	Third	3A
Lai Jaxon	Third	3C
Zeng Yau Hei Kingsley	Third	4C
Zeng Yau Lun Solomon	Third	6A

Solo Prose in Cantonese

Law Chun Hang	First	3C
Yuen Yin Pok Nathan	First	4C
Zeng Yau Hei Kingsley	First	4C
Zeng Yau Lun Solomon	First	6A
Kwok Yu Hang	Second	5C
Lee Mang Ki	Second	5D
Hau Lucas Caden	Third	2A
Chan Pok Yiu Kayden	Third	5B

Tao Poetry Solo in Cantonese

Law Chun Hang	Second	3C (2021-2022)
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Song Verse Solo in Cantonese

Zeng Yau Lun Solomon	First	6A
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Storytelling in Cantonese

Lo Siu Ming	First	4B
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Solo Verse in Putonghua

Au Shavin	First	1D
Mak Shun Him Kimston	First	1D
Chan King Him	First	2B
Bei Chi Ting	First	2C
Law King Ting	First	3A
Zeng Yau Hei Kingsley	First	4C
Nie Ho Wun Brian	First	4D
Ku Ho Chai Justin	Second	1A
Qiu Yi Chase	Second	1D
Fung Ching Nam	Second	3B
Leung Cheuk Nam	Second	4B
Leung Kruz Yu Man	Second	4D
Kwok Yu Hang	Second	5C

Tang Lap Yin Damian	Third	1B
Liu Hao Yang	Third	2C
Chen Tak Lam	Third	3C
Mok Lai Yuen	Third	4C
Lee Mang Ki	Third	5D
Wong Chun Wai Stanley	Third	6A
Zeng Yau Lun Solomon	Third	6A

Solo Prose in Putonghua

Fung An Pan	First	2D
Nie Ho Wun Brian	First	4D
Chan King Him	Second	2B
Zeng Yau Hei Kingsley	Second	4C
Zeng Yau Lun Solomon	Second	6A
Mak Long Wang Marcus	Third	1B
Huang Hongyi Kingsley	Third	4D
Leung Kruz Yu Man	Third	4D
Kwok Yu Hang	Third	5C
Wong Chun Wai Stanley	Third	6A

*The 10th HKYPA International Youth Speech and Story Telling Contest
(Speech in Putonghua)*

Kwan Chi Yui Clement	Second	3C (2021-2022)
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2022 IPEL Biliteracy & Trilingualism Speech Competition – Primary 5 Solo Prose in Putonghua

Chen Chung Chi Josep	Gold	3A
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Hong Kong Schools Story-telling Contest 2023 (Cantonese – Primary)

Lo Siu Ming	First	4B
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*The 25th Hong Kong Schools Putonghua Solo Speaking Competition 2023
(Hong Kong Island – Elementary)*

Zeng Yau Hei Kingsley	Third	4C
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Mathematics

29th Hong Kong Primary School Mathematical Olympiad

Individual

Chiu Chun Ho	Gold	2A
Lee Sze Lok	Gold	3C
Chan Shing Chak	Gold	5D
Chan Yan Kiu Karstyn	Gold	6A
Cheng Kam Wing	Silver	2D
Zhang Yik Wang	Silver	2D
Hung Hayson	Silver	3C
Leung Yui Him	Silver	4A
Lee Chun Ting Issac	Bronze	3B
Lo Siu Ming	Bronze	4B
Chu Chi Heen Brian	Bronze	5A
Cui Chai Wan Kevin	Bronze	5A
Lee Kwok Hey	Bronze	6D

Think Mathematics Competition 2022

Individual

	Grand Prize	
Yip Shun Yin		5B
Chan Shing Chak		5D
	1 st Class Honour	
Cui Chai Wan Kevin		5A
	2 nd Class Honour	
Zhang Chengyang Leo		5C
Cheung Kurtis Ka-Him		5D
	3 rd Class Honour	
Chu Chi Heen Brian		5A
Mak Chin Wang Kingsley		5B
Kou Sze Chai Bowie		5C
Xu Yuanqian		5D

Hong Chi Primary Mathematics Competition 2022

Individual

Tsang Yu Hei Matt	Gold	5A
Cheng Tsun Yu	Gold	5C
Chan Cayden Kai Tung	Gold	6C
Leung Yui Him	Silver	4A

The 9th Hong Kong Primary School Mathematics Challenge

Finals

Individual

Chan Shing Chak	Gold	5D
Mak Chin Wang Kingsley	Silver	5B
Yip Shun Yin	Silver	5B
Cheung Kurtis Ka-Him	Silver	5D
Chan Yan Kiu Karstyn	Silver	6A
Yuen Hei Shing	Silver	6C
Leung Yui Long	Bronze	6A

The 16th Hong Kong Joint Primary School Mathematics Competition

Group

Overall Result (Southern District)

Second

Brain Teaser

Third

Problem Solver

Second

Mak Chin Wang Kingsley

5B

Chan Shing Chak

5D

Cheung Kurtis Ka-Him

5D

The 26th Sheng Kung Hui Primary School Mathematical Olympiad Contest

Individual

Chan Yan Kiu Karstyn

Gold

6A

Cheung Ho Lam

Bronze

6A

Chan Cayden Kai Tung

Bronze

6C

Li Mingbo

Bronze

6D

2023 Hong Kong Primary Mathematics Contest

Individual

Calculation Challenge

2nd Class Honour

Chan Yan Kiu Karstyn

6A

Chan Cayden Kai Tung

6C

3rd Class Honour

Chan Yin Fung Curtis

6A

Cheung Ho Lam

6A

Liu Yanxi

6A

Law Shun Chit

6B

Chan Tyrus

6C

Yuen Hei Shing

6C

Ng Hoi Fung

6D

Mathematical Challenge

1st Class Honour

Chan Tyrus

6C

2nd Class Honour

Yuen Hei Shing

6C

3rd Class Honour

Chan Yan Kiu Karstyn

6A

Cheung Ho Lam

6A

Chan Cayden Kai Tung

6C

Lee Ka Yeung Matthew

6D

Overall

1st Class Honour

Chan Tyrus

6C

2nd Class Honour

Chan Yan Kiu Karstyn

6A

Chan Cayden Kai Tung

6C

Yuen Hei Shing

6C

3rd Class Honour

Chan Yin Fung Curtis	6A
Cheung Ho Lam	6A
Liu Yanxi	6A
Law Shun Chit	6B
Ng Hoi Fung	6D

‘Huaxiabei’ National Mathematics Olympiad Invitation Competition 2023 (South China Region) Second Round *Individual*

1st Class Honour

Lai Bok Lai	1A
Mak Cheuk Lam	1B
Lam Hazen	1C
Lau Hoi Hong	2B
Kwok Chung Chit	2C
Chan Aiden Yat Long	2D
Cheng Kam Wing	2D
Fung An Pan	2D
Fung Chi Ting	2D
Zhang Yik Wang	2D
Sham Tung Anson	3B
Hung Hayson	3C
Kwan Chi Yui Clement	4A
Lee Chi Wai	4A
Mok Lai Yuen	4C
Li Yik Ka	5B
Yip Shun Yin	5B
Kou Sze Chai Bowie	5C
Chan Shing Chak	5D
Cheung Kurtis Ka-Him	5D
Chan Yan Kiu Karstyn	6A
Lai Zi Lin Magnum	6B
Yuen Hei Shing	6C

2nd Class Honour

Tsang Long Kwan	1A
Pan Shizhang	1D
Lam Yat Hoi	2C
Lee Anson Tsun Ho	2C
Cheung Pak Yui	2D
Lai Ka Nam	3A
Lee Chun Ting Issac	3B
Zhao Haoxuan	3B
Chan Yui Chit	3D
Chen Tak Lam	3C
Lai Jaxon	3C
Lee Sze Lok	3C
Lo Siu Ming	4B
Chong Din Yau Daniel	4C
Chen Ying Jie	4D
Kuang Jin Adrian	4D
Lam Cheuk Yin Malcon	5A
Cui Chai Wan Kevin	5A
Mak Chin Wang Kingsley	5B

Zhang Chengyang Leo	5C
Chan Tyrus	6C
3 rd Class Honour	
Chiu Chun Ho	2A
Lau Chun Ting	2B
Pong Shing Chit	2B
Lee Zhun Hei Parviz	2C
Liu Hao Yang	2C
Lam Sum Wai	3A
Fung Ching Nam	3B
Choi Ka Chun Ethan	4A
Kong Chin Lok	4A
Leung Yui Him	4A
Yeung Hui Lok	4A
Yung Ho Ching	4A
Chen Theo	4B
Chu Pui Long Joshua	4B
Lam Lester	4B
Ng Chun Kit	4B
Wong Cheuk Fung Harvey	4C
Huang Hongyi Kingsley	4D
Kan Ting Hei	5A
Cheng Tsun Yu	5C
Chong Chung Yat	5C
Ma Ming Yu	5C
Law Shun Chit	6B
Xu Carey	6C

2023 Asia International Mathematical Olympiad Open Contest (AIMO Open) (Second Round)

Individual

Gold	
Lau Hoi Hong	2B
Hung Hayson	3C
Cui Chai Wan Kevin	5A
Li Yik Ka	5B
Chan Shing Chak	5D
Silver	
Kwok Chung Chit	2C
Lam Yat Hoi	2C
Zhang Yik Wang	2D
Lai Tsz Hei	3B
Sham Tung Anson	3B
Lee Sze Lok	3C
Kwan Chi Yui Clement	4A
Lee Chi Wai	4A
Chong Din Yau Daniel	4C
Mok Lai Yuen	4C
Wong Cheuk Fung Harvey	4C
Chen Ying Jie	4D
Kou Sze Chai Bowie	5C
Cheung Kurtis Ka-Him	5D
Law Shun Chit	6B
Chan Tyrus	6C
Yuen Hei Shing	6C

	Bronze	
Chiu Chun Ho		2A
Lam Sum Wai		3A
Fung Ching Nam		3B
Lee Chun Ting Issac		3B
Chan Yui Chit		3D
Kong Chin Lok		4A
Ng Chun Kit		4B
Chan Pok Yiu Kayden		5B
Mak Chin Wang Kingsley		5B
Chong Chung Yat		5C
Zhang Chengyang Leo		5C
Fu Hok Yin		6B
Lai Zi Lin Magnum		6B
Kwong Chit Hei Alfred		6D

2023 Asia International Mathematical Olympiad Open Contest (AIMO Open)

Individual

	Gold	
Mak Cheuk Lam		1B
Lam Hazen		1C
	Bronze	
Ngan Ho Fung		1C
Pan Shizhang		1D

The 15th Central, Western & Southern District Primary School Invitational Contest

Group

	Second	
Chan Yan Kiu Karstyn		6A
Liu Yanxi		6A
Law Shun Chit		6B
Yuen Hei Shing		6C
Lee Ka Yeung Matthew		6D
Ng Hoi Fung		6D

Group

	Second	
Chu Chi Heen Brian		5A
Lam Cheuk Yin Malcon		5A
Mak Chin Wang Kingsley		5B
Zhang Chengyang Leo		5C
Chan Shing Chak		5D
Cheung Kurtis Ka-Him		5D

Individual

Chan Shing Chak	First	5D
Zhang Chengyang Leo	Third	5C

The 30th Hong Kong Primary Schools Mathematics Olympiad

Individual

	Gold	
Hung Hayson		3C
Chan Yan Kiu Karstyn		6A
Chan Tyrus		6C
	Silver	
Lam Hazen		1C
Chiu Chun Ho		2A

General Studies

Primary STEM Project Exhibition

Merit

Chan Tak Yin Marcus	4B
Tam Tsz Hei	4C
Okada Ken	5A
Hui Yu Ting Kyle	5C
Wong Chiko	6C
Chew Cheuk Him Chester	6D

The 4th Hong Kong Inter-Primary Schools Debate Invitational Contest (Kowloon Tong Cup)

Fourth

Chen Felix	4B
Lam Lester	4B
Ko Nok Ching	4C
Tam Tsz Hei	4C
Cui Chai Wan Kevin	5A
Kou Sze Chai Bowie	5C
Leung Chi Yiu	5C
Chan Shing Chak	5D
Cheung Ho Lam	6A
Zeng Yau Lun Solomon	6A
Lee Hin Ting Matthew	6B
Man Kenneth	6B
Shui Sau Ming Ashton	6B
Lai Ho Wang	6C
Li Yik Him	6C
Kwong Chit Hei Alfred	6D

The Best Speaker
(Elementary Round)

Cui Chai Wan Kevin	5A
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The Best Speaker
(Final Round)

Ko Nok Ching	4C
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Music

20th Hong Kong Inter-Primary School English Folk Song Group Singing Contest (Preliminary Round)

Folk Song Ensemble	First
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20th Hong Kong Inter-Primary School English Folk Song Group Singing Contest (Final)

Folk Song Ensemble	Third
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2022 Hong Kong Youth Music Interflows (String Orchestra)

String Orchestra Interflow (Primary School String Orchestra Class A)

Senior String Orchestra	Bronze
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The 10th Hong Kong International Youth Performing Arts Festival (Hong Kong District Preliminary Round) (HKYPAF)

Vocal Ensemble (Treble Voices)

Folk Song Ensemble	First
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Joint School Music Competition 2023

Primary School - Choir (Challenge)

Senior Choir	Gold
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Primary School - Singing

Folk Song Ensemble	Gold
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Primary School - String Orchestra

Senior String Orchestra	Gold
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Primary School Brass (Singing) Solo - Junior

Kwan Chi Yui Clement	Silver	4A
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Primary School Brass (Trumpet) Solo - Junior

Kwan Chi Yui Clement	Silver	4A
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Primary School Brass (Trumpet) Solo - Intermediate

Kwan Chi Yui Clement	Bronze	4A
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International Fringe Music Festival School Music Festival Online Competition 2022

Children Class (Trumpet)

Kwan Chi Yui Clement	Second	4A
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Inter-School International Performance Challenge 2022

Trombone Age 9-11

Ng Shing Hin	First	6A
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The 6th (Taiwan) Asia Aegean International Music Competition

Brass Open Class A Final

Kwan Chi Yui Clement	Silver	4A
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The 8th Sandakan International Music Festival

Pop Vocal Age 7-9

Kwan Chi Yui Clement	Silver	4A
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**The 10th Hong Kong International Youth Performing Arts Festival
(Hong Kong District Preliminary Round) (HKYPAF)**

Primary School Class B (P4-6)

Kwan Chi Yui Clement	First	4A
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Trumpet Age group Children Class B

Kwan Chi Yui Clement	First	4A
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Vocal Age group Children Class B

Kwan Chi Yui Clement	Third	4A
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International Global Music Talent Contest 2022

Wind Instruments Junior

Kwan Chi Yui Clement	Second	4A
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Vocal Junior

Kwan Chi Yui Clement	Second	4A
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75th Hong Kong Schools Music Festival (2023)

Alto Saxophone Solo - Primary School - Junior

Chau Hok Ching	Second	1A
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Alto Saxophone Solo - Primary School - Senior

Cheung Ho Lam	Third	6A
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*Children Vocal Solo - Singing in English - Boys or Girls Treble Voice -
Age 5 to 6*

Tang Lap Yin Damian	Gold	1B
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Au Kan Ching	Gold	1D
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Mak Shun Him Kimston	Silver	1D
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Violin Solo - Grade One

Wu Pak Ho	Third	1B
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Chen Chung Chi Josep	Third	3A
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Violin Solo - Grade Two

Chiu Chun Ho	Second	2A
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Violin Solo - Grade Three

Tse Ho Hin Cyrus	Second	4D
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Violin Solo - Grade Five

Nie Ho Wun Brian	Second	4D
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Kuang Jin Adrian	Third	4D
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Graded Piano Solo - Grade Two

Pan Shizhang	First	1D
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Graded Piano Solo - Grade Three

Liu Hei To	First	2C
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Au Shavin	Second	1D
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Yu Adam Cooper	Third	3B
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Tang Yik Hei Chase	Third	4A
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<i>Graded Piano Solo - Grade Five</i> Chen Zewen	First	5A
<i>Trumpet Solo - Primary School - Junior</i> Wan Tommy Ching Yau	Third	3D
<i>Vocal Solo - Foreign Language - Boys or Girls Treble Voice - Primary School Age 7 to 8</i> Yiu Wah Chun	Second	2B
<i>Vocal Solo - Foreign Language - Boys or Girls Treble Voice - Primary School Age 10 or under</i> Leung Kruz Yu Man	Third	4D
<i>Vocal Solo - Chinese - Boys or Girls Treble Voice - Primary School Age 10 or under</i> Kwok Yu Hang	First	5C

Visual Arts

Disaster Preparedness Comic Competition

Junior Primary Category

Tso Jit Long	The Most Popular on Social Media Award	4C
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2022 Colouring and Drawing Competition for Primary Schools in Hong Kong (Island District)

Lower Primary Category (P.1-P.2)

Ng Yat Hay	First	2A
Li Sing Hang	Third	2B

Middle Primary Category (P.3-P.4)

Law Chun Hang	First	3C
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Hong Kong Youth Mother's Day Drawing & Colouring Competition 2023

P.3-P.4

Cheung Ching Yin Clayton	First	4C
Wong Chun Hei Jonathan	Second	4C
Leung Hay Man Owen	Second	4D
Tso Jit Long	Third	4C
Chen Ying Jie	Gold	4D

P.5-P.6

Ng Shing Hin	First	6A
Li Mingbo	Second	6D
Wong Man Yin	Third	5B
Kwok Pak Wei	Third	5C
Chan Yik	Third	6A
Lam Pak Ting Bryan	Silver	5C

Sports

Hong Kong Island West Area Inter-Primary Schools Swimming Competition

A Grade

100M Breaststroke

Chew Cheuk Him Chester	Third	6D
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100M Freestyle

Law Tsz Lok	First	5B
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50M Backstroke

Liu Chun Hay Hayden	Second	6A
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B Grade

50M Breaststroke

Cheng Tsun Yu	First	5C
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50M Butterfly

Yeung Long Ki Alfie	Fourth	5C
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C Grade

50M Freestyle

Kwok Yuet	Fourth	4B
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50M Backstroke

Kwan Chi Yui Clement	Fourth	4A
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A Grade Overall

Team	Second	
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C Grade Overall

Team	Fourth	
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Hong Kong Island West Area Inter-Primary Schools Athletics Meet

A Grade

100-Metre Race

Law Yui Chit	Second	6A
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200-Metre Race

Liu Chun Hay Hayden	Third	6A
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High Jump

Leung Yau Kiu Silas	Second	6C
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Shot Put

Lee Ling Shan Adrian	First	6C
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B Grade

200-Metre Race

Luk Ching Hin	First	5A
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High Jump

Lo Chi Him	Fourth	5B
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<i>Long Jump</i>		
Yeung Long Ki Alfie	Second	5C
<i>C Grade</i>		
<i>60-Metre Race</i>		
Ho Sheung Him Melvis	Second	3B
<i>Long Jump</i>		
Wong Chun Sing Sunny	First	4B
<i>A Grade Overall</i>		
Team	First	
<i>B Grade Overall</i>		
Team	First	
<i>C Grade Overall</i>		
Team	First	

Hong Kong West Inter-Primary Schools Table Tennis Competition

<i>A Grade</i>		
	Third	
Li Yik Him		6C
Chan Yan Kiu Karstyn		6A
Xu Carey		6C
Lee Kwok Hey		6D
Lai Ka Nam		3A
Li Yik Him	The Outstanding Athlete Award	6C
<i>B Grade</i>		
	Second	
Cheung Ching Yin Clayton		4C
Li Kwun Ip		5B
Tsoi Lap Yin Isaac		5C
Chu Pui Long Joshua		4B
Ozer Daniel		3B
Cheung Ching Yin Clayton	The Outstanding Athlete Award	4C
Li Kwun Ip	The Outstanding Athlete Award	5B

Hong Kong Primary School Fencing Tournament

<i>B Grade</i>		
<i>Foil (Solo)</i>		
Yeung Long Ki Alfie	Third	5C

<i>Foil (Team)</i>		
	Third	
Chan Yui Hong		5B
Yeung Long Ki Alfie		5C
Wong Ming Hei		5D
<i>Junior Sabre</i>		
Li Sum Yu	Third	2B
Watson's Hong Kong Student Athlete Award		
Liu Chun Hay Hayden	Student Athlete Award	6A
Hong Kong West Inter-Primary Schools Basketball Competition		
Basketball Team	Second	
Man Kenneth	The Outstanding Athlete Award	6B
Lo Chi Him	The Outstanding Athlete Award	5B
Hong Kong West Inter-Primary Schools Volleyball Competition		
Volleyball Team	Third	
Shui Sau Ming Ashton	The Outstanding Athlete Award	6B
LMC College Primary School Badminton Challenge		
Badminton Team	First	
Hong Kong Primary School Fencing Competition		
<i>B Grade</i>		
<i>Foil (Solo)</i>		
Yeung Long Ki Alfie	Second	5C
<i>Foil (Team)</i>		
	Third	
Chan Yui Hong		5B
Yeung Long Ki Alfie		5C
Wong Ming Hei		5D
Hong Kong & Kowloon Area Primary School Sports Award Scheme		
All Sports Teams	Silver	

Information and Communications Technology

Hong Kong Olympiad in Informatics (Primary)

Chu Chi Heen Brian	Silver	5A
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Li Yik Ka	Bronze	5B
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Chan Shing Chak	Bronze	5D
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IT Challenge Award

Kan Ting Hei	Gold	5A
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Chan Nathan Tsz Yu	Gold	5B
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Tsang Sze Yui	Gold	5B
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Yeung Pui Tung	Gold	5B
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Hui Yu Ting Kyle	Gold	5C
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Chan Lai Yin	Gold	5D
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E. Financial Summary

ST. PAUL'S COLLEGE PRIMARY SCHOOL FINANCIAL SUMMARY ~ 2021-2022

	Government Funds	Non-Government Funds
INCOME		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	69.86%	N.A.
School Fees	N.A.	29.52%
Donations, if any	N.A.	0.02%
Other Income, if any	0.01%	0.59%
Total	69.87%	30.13%
EXPENDITURE		
Staff Remuneration	78.66%	
Operational Expenses (including those for Learning and Teaching)	13.44%	
Fee Remission / Scholarship (~)	3.82%	
Repairs and Maintenance	1.46%	
Depreciation	2.62%	
Miscellaneous	0	
Total	100%	
Surplus/Deficit for the School Year #	0.03 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year#	11.03 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 4.11 months of NBV of Additional School Building

Report on Use of Capacity Enhancement Grant (CEG) in 2022/2023 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 was previously appointed. Owing to the half-day schooling from September to December 2022, the CCA activities were held online. Starting from January 2023, they were held in face-to-face classes.	<p>The CCA periods provide various activities for students to develop their multiple intelligences.</p> <p>Common free periods to be created for co-planning sessions among teaching partners</p>	From October 2022 onwards for 1 year	(for 22 events) HK\$521,683.30	<p>Owing to the half-day schooling from September to December 2022, the CCA activities were held online. Starting from January 2023, they were held in face-to-face classes.</p> <p>100% of the teaching staff agreed that The Cross-Curricular Activities (CCAs) will help develop students' multiple intelligences.</p> <p>100% 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.</p> <p>95% of students agree that the activities in the CCA periods will develop their multiple intelligences</p>	<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 	Teacher to be relieved of some non-teaching workload More systematic records and documentation of student learning	From September 2022 onwards for 1 year	Salary and MPF HK\$238,765.09	100% of the teaching staff agreed that some of the teachers' workload/pressure was reduced. Over 94% 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, employing a teaching assistant to improve school management is recommended.

Income:

Surpluses from previous years: HK\$741,375.00

Capacity Enhancement Grant 2022/23 from EdB: HK\$762,133.00

Expenditure:

1. Activity Programme by service providers: HK\$521,683.30

2. To employ a teaching assistant: HK\$238,765.09

3. Cost of Hydroponic Workshop organised by external organisations: HK\$45,000.00

Deficit for 2022-2023 school year: HK\$43,315.39

Total surpluses: HK\$698,059.61

St. Paul's College Primary School
Report on the Use of the Life-wide Learning Grant
2022-2023 School Year

Schools are required to upload this Report or the School Report which consist of this Report endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.

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

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness , or 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													
1	Self-enhanced Programme	Sep 2022- Jul 2023	JC1-6	165	\$83,028.00	\$503.20	E6	Cross-KLA	(Owing to the half-day schooling from September to December, only sports activities were held on Saturdays but other activities needed to be suspended. Starting from February, all activities resumed.) According to the student survey, over 90% of students agreed that the self-enhanced programmes in the CCA periods could help stretch their potential and sharpen their skills.	I		P		
2	Team Building Day Camp	Cancelled	JC5-6	0	\$0.00			PE	Due to the impact of COVID-19 crisis, the activity was cancelled.		V		S	
3	A Service Programme for JC1-3	15-17 Mar 2023	JC1-3	336	\$253,156.00	\$753.44	E5, E6	Service Learning	WEDO GLOBAL organized a whole day service-learning programme for JC 1-3 students, providing students with opportunities to expose to different culture by themselves. Over 86% of participants agreed that they had stronger cultural sensitivity after the programme and over 89% of participants agreed that they had a stronger sense of empathy. CEDAR Fund organized a whole day service-learning programme for JC1-3, providing daily-life cases as scenarios for students and their parents to experience conflict-stricken poverty. Over 90% of participants, including students and parents, agreed that the programme helped raise their sense of empathy, and more than 85% of participants shared that they were more willing to assist in remedying the situations.		V		S	

4	A 3-day Service Programme for JC4	15-17 Mar 2023	JC4	101	\$295,800.00	\$2,928.71	E1, E2, E5, E6, E7	Service Learning	This year's "Paul's Action" for J. C. 4 was held outside school as the school resumed full-day classes. More than 90% of students expressed they enjoyed themselves in it. J.C. 4 students gained lots of valuable experience by having meals in a park and visiting the locals.		V		S	
5	A 3-day Poverty Exposure Programme for JC5	15-17 Mar 2023	JC5-6	112	\$302,000.00	\$2,696.43	E1, E2, E5, E6, E7	Service Learning	This year's "Paul's Action" for J. C. 5 was held outside school as the school resumed full-day classes. J. C. 5 students joined a three-day camp, in which they learnt to stay with their classmates throughout the programme, with the aim of improving their social skills and promoting their physical and mental health development.		V		S	
6	Outdoor Education Day Camp for JC6	15-17 Mar 2023	JC6	112	\$64,985.00	\$580.22	E1, E2, E5	Leadership Training	J. C. 6 students joined a three-day camp in Cheung Chau. From teachers' observation and students' reflections, students had built up self-confidence and had gained some leadership skills through different activities.		V	P		
7	Healthy Life Month	6 Mar- 2 Apr 2023	JC1-6	650	\$20,995.00	\$32.30	E6	Life Education & Anti-drug Education	During March and April, the school held activities such as "Joyful Fruit Month", Sex Education Week, Anti-drug Theater, Life Education Activity Programme to help students establish healthy living habits. Records showed that about 70% of students eat fruit every day. In addition, the record books showed that students had developed the habit of exercising on a daily basis during holidays.	I	V	P		
8	The cross-curricular STEAM programme	Dec 2022 - Jul 2023	JC1-6	650	\$0.00	\$0.00		STEAM & IL	Two STEAM activities were arranged this year. J. C. 4 and 5 students joined "Robot in STEAM", a QTN project, with all the teaching materials sponsored by the QEF. Students were highly engaged in the robotic activities. During the post-exam activities, a series of workshops were designed for J.C. 1-6. Students worked together to gain experience with the engineering design process. The students thoroughly enjoyed themselves in the exciting group competitions. The cost of all materials used in the workshops were absorbed in the departmental expenses of the General Studies Department.	I	V	P		

9	English Fun Day	3 Apr 2023	JC1-6	650	\$0.00	\$0.00		Eng	The English Fun Day was held successfully. Students enjoyed the variety of games set up by teachers at different stations. They managed to use English in completing most of the tasks.	1				
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.1				2,776	\$1,019,964.00									
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														
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.2				0	\$0.00									
Expenses for Category 1				2,776	\$1,019,964.00									

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

No.	Item	Purpose	Actual Expenses (\$)
1			
2			
3			
(Please insert rows above if the space provided is insufficient.)			
Expenses for Category 2			\$0.00
Expenses for Categories 1 & 2			\$1,019,964.00

Category 3: Number of Student Beneficiaries

Total number of students in the school:	650
Number of student beneficiaries:	650
Percentage of students benefitting from the Grant (%):	100%

Name of Contact Person for LWL:	Fok Ka Wing
Post of Contact Person for LWL:	Deputy Head

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

- E1 Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)
- E2 Transportation fees
- E3 Fees for non-local exchange activities / competitions (students)
- E4 Fees for non-local exchange activities / competitions (escorting teachers)
- E5 Fees for hiring expert / professionals / coaches

- E6 Fees for students attending courses, activities or training organised by external organisations recognised by the school
- E7 Purchase of equipment, instruments, tools, devices, consumables
- E8 Purchase of learning resources (e.g. educational softwares, resource packs)
- E9 Others (please specify)

聖保羅書院小學小學
運用推廣閱讀津貼報告書
2022-2023 學年

成效檢討

1. 借閱圖書情況

學生借閱中華文化圖書反應熱烈，圖書借出次數有 412 次，約有預約圖書人數增加 10%。

2. 學生參與閱讀活動的情況

- a. 「中國民間故事書展」：學生對中國神話、傳說故事感興趣，提升學生借閱讀書閱讀。
- b. 「中國民間故事影片欣賞」：影片能增加學生對中國傳說故事的認識，提升學生的好奇心，借閱讀書閱讀。每個小息超過 40 位學生來到圖書館欣賞影片，由於反應熱烈要多加開一個星期影片欣賞。
- c. 「中國民間故事尋尋覓覓」：學生閱讀指定中國民間故事書的簡介後參加問答遊戲，觀察所見學生樂在其中，超過 90%學生參與，有學生閱讀簡介後對圖書感興趣及借閱圖書，可見活動能引起學生閱讀興趣。
- d. 「中國民間故事小手作」：學生閱讀圖書後製作了一些小手作，一至二年級製作人偶；三至四級製作書角；五至六年級製作立體影院。學生作品製作精緻，極具創意。
- e. 「中國飲食文化」：本年度以中國民間小食為題，喚起學生對中國飲食的初步認知，學生對中國民間小食的來源感興趣，借閱圖書閱讀。學校舉辦品嚐中國民間小食，學生品嚐過後讚不絕口。
- f. 「從中國偉人看到勤勞」：配合學校關注事項，展出中國偉人的圖書，低小學生錄影片介紹「我最喜歡的偉人」，深受同輩歡迎，同輩間帶動閱讀氣氛。

總結：

學校以多元化的活動，提升學生對中華文化歷史的認識及興趣，擴闊學生閱讀層面，頗見成效。

聖保羅書院小學
運用推廣閱讀津貼財務報告
2022-2023 學年

推廣閱讀的主要目標:

中華文化閱讀推廣，提升學生對中華文化歷史的認識及興趣，擴闊學生閱讀層面。

	活 動 / 項 目	物資	預算開支(\$)	實際支出(\$)
1.	購買閱讀材料			
	中文實體圖書	圖書	20,000	29,359.7
2.	閱讀活動			
	專業說故事人到校講座	講座	6,000	3,500
	購買活動材料/物資		5,000	0
	付學生參加閱讀活動或比賽的報名費		1,000	0
		總：	32,000	32,859.7

備註:

1. 本年度撥款為\$31,991。
2. 超出的開支，會由學校圖書科津貼支付。

2022-2023 學年
維護國家安全及國家安全教育相關措施的年度報告

學校名稱：聖保羅書院小學

範疇	措施	施行情況	成效及反思
學校行政	<ul style="list-style-type: none"> 學校安排專責副校長統籌及推動國民及國安教育 全體教職員同心協力參與維護國家安全及推動國家安全教育 	<ul style="list-style-type: none"> 校長每次全體教職員會議皆向同事闡述學校推行「維護國家安全及國家安全教育」的目標及基本原則，強調全體教職員須共同努力為學生提供安全、和諧的學習環境，並積極推展正面的價值觀及國民教育。 「維護國家安全及國家安全教育工作小組」(下稱「小組」)發揮角色功能，根據教育局指引、學校實情策劃以全校模式推動國民教育。 各範疇遵從學校原則及「國安教育」指引，並按工作計劃推行相關活動及教育。 德育、公民及國民教育統籌根據去年的檢視結果，促進科組之間的合作，多元化推廣中華文化活動，推動國民教育。 統籌主任收集各科組有關國安教育之課程及活動計劃、紀錄及檢討，更有系統及全面落實國民教育。 	<ul style="list-style-type: none"> ◇ 全體教職員清楚明白學校推行「國安教育」的原則及立場，大家能夠齊心協力以為學生營造安全、和諧的學習環境為依歸。 ◇ 「小組」角色鮮明，全年都能按周年計劃落實推行，並適時向全體教職員匯報進度及作出檢討，幫助有效推動國民教育。 ◇ 全學年，不論課程、活動、資源管理、家長教育等不同範疇皆舉辦有關國民教育的活動，並持續檢視及優化各項目。 ◇ 統籌主任與中文、常識科主任商議加強學科學習元素，科組接納建議，於適切課題安排相關的學習或活動，完善課程。農曆新年前，統籌主任統籌「中華文化日」，透過不同的活動推廣中華文化，學生反熱烈，積極投入活動。下學期，統籌主任向各科組主任收集科本實施情況及檢討報告，以便規劃下一學年的計劃。

	以「國教小組」推動國民教育	<ul style="list-style-type: none"> • 國安教育統籌主任於教職員會議讓全體教職員知悉國安教育之年度計劃重點及活動編排概況。 • 安排每周及重要日子舉行升旗禮及國旗下的講話，籌辦有關國民及國安教育的活動及比賽，與其他科組協辦專題講座、活動，從多角度加深學生對中華文化、國情和國家安全的認識。 	<ul style="list-style-type: none"> ✧ 國安統籌主任於 2022 年 8 月第一次教職員會議讓全體教師知悉有關國民教育年曆的編排、年度有關國民教育的重點及方向，以及透過公務區群組、教職員會議報告各項活動的進程。各項活動順利進行，成效理想。 ✧ 全年舉行 44 次升旗禮、12 次國旗下的講話、6 項網上問答比賽；與常識科協辦 4 次中國近代發展的專題分享—中國與科技(AI)、香港盃外交知識競賽、全港小學中國歷史文化常識問答比賽；與學校發展組、訓導組、中文科、視藝科、公益少年團等，協辦多元化的中華文化活動等。上述活動有效提升學生對中華文化的興趣、對國情的認識，並對國家民族的自豪感以及國民身份的認同。
	完善校舍管理機制及程序	<ul style="list-style-type: none"> • 校舍管理小組定期巡視校內各個場地、設施，確保校園內不會出現違規之展示。 • 學校 2023 年 6 月借出禮堂 2 次，租借校園按既定指引處理。 • 圖書館已設立機制處理購置及檢視圖書事宜，以確保供學生閱覽之讀物符合《國安法》之要求。 	<ul style="list-style-type: none"> ✧ 校舍管理小組本年度三次巡視校舍，並未發現校園有違反《國安法》的展示。 ✧ 租借場地予外間機構期間並無發現任何有違《國安法》之活動或事件。於外借校舍場地前可加入審視外間機構背景之程序，並於活動期間派員作適當之監察。 ✧ 所有圖書館藏書及本年度購置的讀物按既定程序審核，並無發現任何違反《國安法》之圖書或讀物。

	<p>完善學校舉辦活動的機制及程序，確保以學校名義舉辦的活動，包括學生活動、課外活動、邀請校外嘉賓演講、校友或家長教師會為學生舉辦的活動、校外導師任教的活動，不會涉及危害國家安全的行為。</p>	<ul style="list-style-type: none"> • 「國教小組」與活動組、訓輔組負責老師緊密溝通，確保與學校合作之外間機構知悉有關遵守《國安法》之要求，並持續完善《違例應變措施》。 • 確保所有到校演講、擔任評判、提供服務之機構員工/校友/家長清楚知悉有關遵守《國安法》之要求。 	<p>✧ 學期初，各項活動負責老師向協辦活動機構發放遵守《國安法》及制定《違例應變措施》的要求。各項活動負責老師於招標及制定合約時亦已將遵守《國安法》及制定《違例應變措施》之要求列入文件內，本年度並無相關違例事件發生。</p>
	<p>學校大型活動及國民教育年曆所列的重要日期，例如水運會、陸運會、國慶日等進行升國旗及唱國歌的儀式。此外，學校透過不同的途徑教導學生有關升國旗及唱國歌應有的禮儀。</p>	<ul style="list-style-type: none"> • 學校除開學禮、水運會、陸運會、畢業禮等大型活動外，每周恆常舉行升旗禮。 • 學校於國民教育年曆所列的重要日子除舉行升旗禮之外，亦安排國旗下的講話。 • 學校透過不同途徑教導學生有關升國旗及唱國歌的意義及禮儀，並提醒學生應有的態度。 • 音樂科安排一至六年級學生於學期初第一節課教授學生唱國歌。 • 學校成立升旗隊，由專責人員負責升旗事宜。 	<p>✧ 學校全年舉辦 44 次升旗禮，全體師生均表現莊重。</p> <p>✧ 學校於國民教育年曆所列的重要日子舉行默哀儀式、信息分享、專題講座、活動/比賽宣傳等，有助提升學生對中國歷史、中華文化、國情以及國家安全的認識，從而培養國民身份認同。</p> <p>✧ 學校的活動編排有助加深學生對升國旗、唱國歌的認識，整體營造國民教育的氛圍，推廣正面積極的價值觀。</p>
人事管理	<p>學校《人力資源手冊》夾附教育局「加強保障學童的措施：學校教學及非教學人員的聘任」最新</p>	<ul style="list-style-type: none"> • 學校的《人力資源手冊》清晰臚列有關聘請教職員的指引及程序，並涵蓋教育局通告指引(《加強保障學童的措 	<p>✧ 學校聘任機制完善清晰，教職員可隨時於教員室(硬本)及學校公務文件夾(軟本)查閱相關文件，有助全體教職員了解學校對</p>

	指引，作為教職員聘請參考準則。	施：學校教學及非教學人員的聘任》) 作為其中一項準則。	於員工之要求。
	學校透過考績機制評核教職員日常工作表現，包括教學、批改課業、工作態度，以至個人專業操守。學校密切留意教職員日常表現，參考《因應香港國安法實施處理教職員行為及操守事宜》處理員工相關之不當行為。	<ul style="list-style-type: none"> 學校已制定清晰的考績機制評核教職員各方面的表現，並適時提醒教職員須時刻秉持專業操守。 學校管理層、科組負責人以查簿形式審閱教職員批改課業的表現，同時亦檢視老師在教材設置方面是否符合《國安法》之要求。 學校管理層密切留意老師日常的教學表現及工作態度，並根據觀察所得透過公務區群組、職員通告、教職員會議等適切作出提醒，以確保教職員表現專業。 	<ul style="list-style-type: none"> 學校管理人員、科組負責人恆常關注教職員日常之表現及需要，於查核課業、觀課及日常觀察中留意及適時提醒其守業操守。本年度並未發現有教職員作出任何危害國家安全之言論或行為。 校長、副校長透職員通告/教職員會議向全體教職員(尤其新入職老師)發放教育局之最新對教員要求之最新指引，確保及協助教職員知悉及達到要求。
	學校透過教職員會議向全體員工表明學校立場，要求老師秉持專業操守，注重言傳身教，以學生福祉為依歸，共同努力為學生營造一個健康快樂的成長環境。	<ul style="list-style-type: none"> 校長每次教職員會議皆向所有教職員清晰表明學校及辦學團體立場，要求老師帶領教學活動、在校內外之言行、設計及發放教學材料時均須符合教師的專業操守。 	<ul style="list-style-type: none"> 教職員清晰知道學校及辦學團體立場，日常教學及表現能夠秉持專業操守及符合《國法安》之要求。
	各個活動負責老師嚴格監察外間機構提供的服務，包括活動的課程內容及導師表現。如課程內容或導師表現出現偏頗或個人操守問題，學校會即時與相關機構聯絡，作出處理。學校會制定相關處理程序及通知外間服務機構有關教育局通告 3/2020 號《加強保	<ul style="list-style-type: none"> 學校各項活動組負責老師根據既定的指引及應變措施，確保到校服務的人員知悉學校有關遵守《國安法》的要求，並密切關注和監察活動進行的情況。 本學年開始，所有招標書、學校與外間機構簽訂的服務合約均已加入遵守《國安法》的指引及要求對方編定 	<ul style="list-style-type: none"> 學校有關遵守《國安法》的指引及違例應變措施明確清晰，外間服務機構均能遵從要求，運作暢順，本年度並無違例情況出現。

	障學童的措施：學校教學及非教學人員的聘任》之要求。	《違例應變措施》的要求。	
教職員培訓	學校透過不同渠道讓教師知悉有關國安教育之培訓課程及活動，並鼓勵教師參與。	<ul style="list-style-type: none"> 教師發展組、國教小組密切留意有關國安教育的最新動向，並以不同渠道，例如電話群組、教職員會議等發放有關資訊，鼓勵老師積極參加相關的培訓課程、工作坊等，以提升對國安教育的認識。 	<ul style="list-style-type: none"> 本學年，全校 56 人參與有國家安全(範疇一)之進修，平均時數為 7.5 小時；其中 9 人為 10 小時或以上。學校將繼續鼓勵老師留意國安教育的最新資訊，並且積極參與相關的進修。
	學校繼續有序安排教職員參加有關「國安教育」的培訓，以提升教職員相關方面的知識及認同，令以全校模式參與「國家安全及國家安全教育」的各項工作更有效落實及達致理想成效。	<ul style="list-style-type: none"> 副校長、國教小組統籌主任留意不同範疇之培訓資訊，主動邀請教師參與配合學校發展的國教課程及工作坊。 教師發展組負責老師與其他學校合作，就國安教育安排聯校教師發展工作坊。 讓新入職教師知悉教育局的培訓要求，並安排新入職教育參與由教育局制定的培訓課程。 	<ul style="list-style-type: none"> 2022 年 8 月 24 日學校全體老師參與有關國安教育之聯校工作坊。 學校現時所有教職員已涉獵有關國安教育的進修，有 12 位老師參加時數在 5 小時或以下。學校將繼續鼓勵教師參與相關進修，以提升團隊對國安教育的認識及投入感。 本年度兩位入職三年內的教師參與內地學習團，並完成相關培訓課程。 爭取為晉升之教師參與由教育局安排之「晉升教師內地學習團」，以到局方要求。

學與教			
中文	<p>課程：</p> <ul style="list-style-type: none">• 透過課本的相關課題認識中國古代的建築、名人故事、節慶等。• 透過唐詩、宋詞、古文的學習加深對中國傳統文化的認識，培養對國家民族的歸屬感。	<ul style="list-style-type: none">• 一年級：《新年到》• 二年級：《新年到》(普通話)、《慶新春》(普通話)、《中秋節》(普通話)、《十八個大水缸》(王羲之)• 三年級：《破缸救人》(司馬光)• 四年級：《齊白石畫畫》、《中國的造紙術》、《望梅止渴》(岳飛)、《中秋觀燈》• 五年級：《岳飛》、《故宮》、《魔瓶》• 六年級：《水螭補天》、《光纖之父—高錕》、《鄭人買履》、《疑鄰竊斧》• 一至六年級透過校本教材《文化淺談》及補充材料(教育局建議篇章)，每年學習六至十首詩詞或古文。	<p>✧ 相關課題全部順利施教，有助加深學生對中國傳統節日、古代名人、古詩文等方面的認識。</p>
	<p>活動：</p> <ul style="list-style-type: none">• 透過科組活動提升學生對中國傳統文化的認識和興趣，培養學生對國家的歸屬感。• 透過帶領/訓練學生參與不同的比賽(朗誦比賽、普通話演講比賽、中國經典故事演說比賽、校內講故事比賽、詩歌創作比賽等)，加深學生對中國文化的認識，培養學生對中華民族的自豪感。	<ul style="list-style-type: none">• 中文科舉寫辦揮春、猜燈謎、普通話話劇訓練、《西遊記》電影欣賞、午間普通話活動、詩歌創作比賽。• 透過校慶展覽日、中華文化日等安排書法展覽及體驗活動、介紹中國文房四寶、設計有關中國語文的遊戲等，加深學生對中國傳統文化的認識。• 安排及鼓勵學生參加朗誦比賽、普通話演講比賽、中國經典故事演說比賽，透過故事、文章加深學生對中國文化的了解。	<p>✧ 學生普遍積極投入各項活動，有助提升學生對中國傳統文化的認識和興趣。</p>

GS2	<p>Curriculum:</p> <p>J.C.4 Science of Water: Water Power</p> <p>J.C.5 Our Universe: Space Exploration and Space Technology and Daily Life</p>	<ul style="list-style-type: none"> • Watch a video about the Three Gorges Dam in China and discuss the advantages of building it. • Students research online and learn about achievements in the development of China's space exploration. 	<ul style="list-style-type: none"> ✧ Students were able to use multiple perspectives to discuss the pros and cons of building the Three Gorges Dam. ✧ Students can list important events in the history of China's space exploration and show appreciation to those who contribute to this field. Students can show respect and concern towards modern development and achievements of China's space exploration.
GS1	<p>課程：</p> <ul style="list-style-type: none"> • 認識中國歷史及中國傳統文化（例如中國傳統節日、民族、古代建築、名人故事等） • 認識國旗、國徽、國歌、區旗、區徽和其象徵，並學會尊重 • 認識香港特別行政區的組成 	<ul style="list-style-type: none"> • 一年級《齊賀新年》《快樂過節》 • 二年級《中國先民的故事》《中國重要的歷史》《四大發明》《古時中國發明家的故事》 • 四年級《中國傳統文化》 • 五年級《漢、唐大事記》《宋、元、明放大鏡》 • 六年級《最後的皇朝》《內外交困的時期》 • 二年級《中國重要的歷史》 • 三年級《香港特別行政區的成立》 • 一年級校本課程《快快樂樂上學去》 • 三年級《自由與守規》《和諧共處》《香 	<ul style="list-style-type: none"> ✧ 學生投入學習活動，相關課題能加深學生對中國歷史及中國傳統文化的認識。 ✧ 學生明白國旗、國徽、國歌、區旗和區徽的意義和象徵，能夠說出它們乃代表中國和香港，應予以尊重，有助提升他們的國民身份認同感。 ✧ 課題有助學生了解港特別行政區的政府架構三個重要機關的分工，並明白守法守規

	<p>及運作，並了解守法守規的重要性。</p> <ul style="list-style-type: none"> • 認識《憲法》、《基本法》與國家安全。 	<p>港特別行政區的成立》</p> <ul style="list-style-type: none"> • 六年級《特區的組成與運作》 • 三年級《自由與守規》 • 六年級《一國兩制》、《基本法》與生活》 	<p>的重要性。</p> <ul style="list-style-type: none"> ✧ 特區政府各部門的細緻分工及運作較為複雜，學生未能完全掌握。 ✧ 學生明白《憲法》、《基本法》對維護國家安全的重要性，並對香港施政的意義。 ✧ 法律內容某些概念較為艱深，學生未能全然將相關概念與日常生活連結。
	<p>活動：</p> <ul style="list-style-type: none"> • 透過舉辦不同的活動，加強學生對國家安全的認識、培養學生對中華傳統文化的興趣，及對《基本法》有更深入的了解。 • 與「國安小組」協作，安排「中國與科技」—人工智能(AI)在中國的發展。 	<ul style="list-style-type: none"> • 全校性參與教育局舉辦「華萃薪傳——全港小學中國歷史文化常識問答比賽」，並與中文科合作帶領中文辯論隊隊員參加基本法多面體全港學生辯論賽。 • 透過四次專題講座分享：AI 在中國發展的概況、AI 與中國運動發展、AI 與中國農業發展、AI 與中國文化保育，讓學生了解中國的科技發展及國情，以培養學生對中華民族的自豪感，提升國民身份認同。 	<ul style="list-style-type: none"> ✧ 學生踴躍參與問答比賽；不少學生表示對中國歷史文化知識認識不深，但有興趣了解更多。 ✧ 中文辯論隊隊員十分踴躍參與比賽，並從正反兩面思考辯題。 ✧ 學生對專題講座的課題感興趣，各級學生均能認真完成小冊子內的自主學習內容。講座亦能加深學生對中國科技發展的認識，有助提升學生對自己國家民的自豪感及國民身份認同。
English	<p>Curriculum：</p> <ul style="list-style-type: none"> • JC1: LH Book 3 Unit 4 At the museum (T3) 	<ul style="list-style-type: none"> • JC1: Students are encouraged to visit Hong Kong Museum of History. 	<ul style="list-style-type: none"> ✧ Students were encouraged to visit Hong Kong Museum of History and gained understanding of Hong Kong's history and culture.

	<ul style="list-style-type: none"> JC2: LH Book 5 Unit 5 Let's Celebrate! (T3) JC3: LH Book 6 Unit 4 Hong Kong stories (T1) JC4: LH Book 8 Unit 3 The good old stories (T1) JC5: LH Book 10 Unit 2 Music around us (T1) JC5: LH Book 11 Unit 1 Brilliant inventions (T2) 	<ul style="list-style-type: none"> JC2: Students will be introduced with different Chinese festivals and food related. JC3: Students are encouraged to look for Chinese myths and legends and share with classmates. JC4: Students are introduced with things we used in the past, e.g. a rickshaw, an abacus. JC5: Students are encouraged to appreciate Chinese opera. JC5: Students are introduced to the four major inventions of ancient China and discussed how they benefited us in our daily lives. 	<ul style="list-style-type: none"> ✧ Students were able to tell different Chinese festivals and food related. ✧ Students showed interest in reading Chinese myths and legends. ✧ Students showed keen interest in learning things we used in the past. ✧ Students found interesting to listen to the Chinese opera teachers showed in class. ✧ Students were encouraged to invent things which help improve our daily lives.
數學	<p>課程：</p> <ul style="list-style-type: none"> 二年級：古代的記時方法及計時工具 五年級：中國數字 六年級：圓周 	<ul style="list-style-type: none"> 講解中國古代的計時方法，例如銅壺滴漏、十二時辰等，在上 B 作業中學生完成且大部分得滿分。 以數學故事的形式讓學生了解中國數字大寫的由來。 學生在學習圓周率的課題時認識到中國古代數學家 — 祖沖之及張衡的割圓術的方法。 	<ul style="list-style-type: none"> ✧ 課題順利完成施教，學生表現對課題感興趣。

	<p>活動：</p> <ul style="list-style-type: none"> 透過閱讀中國著名數學家研究數學的事跡，讓學生知道學者要發現或研究一項知識，需要花了多年的時間及精神，了解他們的勤勞和對後世的影響。 	<ul style="list-style-type: none"> 透過閱讀工作紙，學生認識祖沖之在的數學上的貢獻，在沒有算盤的年代，使用割圓術，找出圓周率。 鼓勵學生自行找尋更多中國古今學者的成就及貢獻。 	<p>✧ 課題順利完成施教，活動有助學生了解古代數學家在缺乏計算工具下的困難，並欣賞古人堅毅的研究精神。</p>
視藝	<p>課程：</p> <ul style="list-style-type: none"> 透過相關主題認識中國藝術、藝術家等，加深對中國傳統文化的認識，並培養對國家民族的歸屬感。 	<ul style="list-style-type: none"> 一年級：製作「利是封吊飾」，加深學生對中國新年的認識。 二年級：創作「印章年畫」，透過中國活字印刷認識版畫，以平版印章創作新年年畫。 三年級：以「向大家致謝」為題，透過認識阿虫的水墨作品，初步認識毛筆書法及水墨畫。 六年級：以「華富山水」為題，透過現代水墨畫認識經典及現代水墨，運用現代水墨繪畫山景。 	<p>✧ 學生熱衷於製作利是封吊飾，並在 Teams 頻道上分享作品的相片。</p> <p>✧ 學生透過印章體驗印刷，更加深入理解中國四大發明之一的印刷術，效果理想。</p> <p>✧ 學生透過此主題認識現代水墨小品，了解水墨既活潑又生活化，並體驗彩墨的可能性。</p> <p>✧ 學生能透過此主題體驗水墨和不同材質的可能性，更深入了解中國水墨畫的文化，成效顯著。</p>
	<p>活動：</p> <ul style="list-style-type: none"> 透過全校性的活動培養學生對中國傳統文化的認識和興趣，培養對中華民族的歸屬感。 透過安排親子工作坊加深學生對中國中文的認識，並培養 	<ul style="list-style-type: none"> 於 2023 年 1 月的「中華文化日」舉行新「春」剪紙活動，以宣揚中華傳統文化。 	<p>✧ 全校師生積極投入新「春」剪紙活動，有助加深學生對中華文化的認識和欣賞。</p> <p>✧ 家長及學生都十分喜歡兩個工作坊，反應熱烈，共 60 名親子參與活動，有助家長及學生認識中國傳統工藝。</p> <p>✧ 全校共 10 位學生參加，其中一位同學獲</p>

	<p>對中華民族的自豪感。</p> <ul style="list-style-type: none"> 透過帶領學生參加校外比賽加深學生對中國中文的認識，並培養對中華民族的自豪感。 	<ul style="list-style-type: none"> 透過邀請學生參加「國家安全教育日—南區學生繪畫比賽」加強學生對國家安全教育的認識 	優異獎。
音樂	<p>課程：</p> <ul style="list-style-type: none"> 二年級：國歌 四年級：中國傳統民歌 五、六年級：粵劇 	<ul style="list-style-type: none"> 透過課堂教學、相關影片欣賞等讓同學對國歌及中國文化有初步認識，並了解國歌的創作背景，以及中國音樂、樂器與中國不同地區民族的關係。 	<p>✧ 同學能掌握中國傳統民歌(例如五聲音階)、粵劇 (例如唱造唸打、工尺譜等)及至中國傳統樂器有初步認識</p>
	<p>活動：</p> <ul style="list-style-type: none"> 中樂音樂會 	<ul style="list-style-type: none"> 參與康文署為中、小學舉辦的學生音樂會，讓同學對中樂器樂合奏以及中國傳統和現代作品有更深的認識。 	<p>✧ 同學能了解更多中樂團中各樂器組別的不同之處，並感受參與實體音樂會的現場氣氛。</p>

體育	<p>課程：</p> <ul style="list-style-type: none"> 透過課程教授相關運動，讓學生認識中國古代的運動發展，傑出運動員及曾舉辦的運動項目等。 透過學習觀賞不同運動項目的比賽，加深對中國傳統文化的認識，培養對國家民族的歸屬感。 透過觀看國家隊的比賽及頒獎禮，讓學生認識國旗、國歌及唱國歌升國旗時的應有態度。 	<ul style="list-style-type: none"> 一至六年級分別觀賞不同的影片：凝動運動價值銀行動畫，以認識中國古代的運動發展，傑出運動員及曾舉辦的運動項目等。 在教授體育運動時，介紹及觀賞相關的比賽及發展，尤其於中國起源的項目，如足球、足毬等。 透過觀看國家隊的比賽及頒獎禮，讓學生感受唱國歌及升國旗時的應有態度。 	<ul style="list-style-type: none"> 課程及活動有助加深學生對中國傳統的運動(例如足毬)、中國傑出運動員的認識。 學生能於升國旗、唱國歌時表現應有的禮儀。 活動能加強學生的團隊精神以及對國家民族的歸屬感。
	<p>活動：</p> <ul style="list-style-type: none"> 於舉辦全校性活動(例如運動會、水運會等)全體唱國歌。 介紹中國傳統的運動，如足毬，欣賞國家隊比賽，欣賞中國傑出運動員的比賽等。 透過帶領/訓練學生參與不同的學界比賽、地區比賽、出席大型比賽的導賞團，加深學生 	<ul style="list-style-type: none"> 2022年12月及2023年6月舉辦陸運會及水運會均全體唱國歌。 帶領學生參加學界比賽及地區比賽。 帶領校隊同學出席大型比賽的導賞團，如港超足球聯賽、甲一籃球比賽、排球大獎賽等。 	<ul style="list-style-type: none"> 學生於唱國歌時表現莊重。 校隊成員積極參與不同的活動，如慶回歸26周年足球比賽、中國女排技術交流等表現積極投入。 各項體育活動有助加深學生對中國傳統技藝的認識、對中國運動的發展，並培養學生對中華民族的自豪感和歸屬感。

	對中國中化的認識，以培養學生對中華民族的自豪感。	<ul style="list-style-type: none"> 教授運動專項時，播放香港及國家象傑出運動員的比賽精華片段，如林丹、伍家朗、張家朗、李慧詩等。 在體育科記錄冊內，讓高小同學完成相關運動的資料及搜集該運動在香港的發展。 	
國教小組	<p>活動：</p> <ul style="list-style-type: none"> 透過舉辦不同活動，加強學生對國家全的認識、培養學生對中華傳統文化的興趣，以提升學生對國家的歸屬感以及國民身分認同。 	<ul style="list-style-type: none"> 升旗小組恆常舉辦升旗活動。 定期以壁報展示有關中國傳統文化和重要節慶的相關資料，例如二十四節氣、國慶節、國家憲法日、《基本法》頒布紀念日、國家安全教育日、勞動節、青年節、特區成立紀念日等。 以通告、早會分享形式鼓勵學生參加國慶日、憲法日、外交盃、國家全安等網上問答比賽，並介紹中國近代不同領域的發展。 透過內聯網宣傳有關國家安全教育的活動、比賽，例如：標語創作、填色比賽、憲法日座談會等。 與不同科組協辦比賽及「中華文化日」活動，向學生宣揚中國傳統文化，例如書法、剪紙等。 	<ul style="list-style-type: none"> ✧ 升旗小組本年度舉行 43 次升旗禮 ✧ 3 月份開始，一樓操場壁報板介紹 24 節氣資訊，人工智能於中國的應用及發展，有關國安比賽的信息。 ✧ 本年度共舉辦 6 個有關國安的網上問答比賽、14 次於重要日子透過早會、Teams、內聯網分享有關國安的信息。 ✧ 中華文化日與各科協辦穿華服、寫揮春、猜燈謎、國剪紙、話劇欣賞—鐵杵磨成針、變臉表演、鐵藝示範、皮影製作等活動，學生投入及享受。 ✧ 與常識科合作，4 次以專題講座形式向全校介紹人工智能在中國的發展。 ✧ 上述活動有效加強學生對中華文化、中國傳統美德、國情發展以及國家安全的認識，培養學生的歸屬感和國民身份認同。
學生訓輔及支援	透過校本輔導活動、班級經營、「大哥哥計劃」、保羅行動等，培養學生守法守規的精神、宣揚中	<ul style="list-style-type: none"> 學校以「勤勞」、「堅毅」、「盡責及樂於承擔」制定三年計劃，本年度訓輔組以「勤勞」為核心，根據不同年級 	<ul style="list-style-type: none"> ✧ 活動有助加深學生對「勤勞」的認識，學生認真完成小冊子內有關「勤勞」之各項活動紀錄，並能於分享中表達出深刻的體

	<p>華傳統美德以及建構學生正面的價值觀。</p>	<p>學生的程度設計多元化的活動，例如：認識國慶的意義、我們的驕傲、認識勤勞的中華名句、表揚勤勞的人、以「勤勞」實踐自己的目標、等，讓學生深入認識、體驗、實踐「勤勞」的美德。</p> <ul style="list-style-type: none"> 學期初班主任與各班學生擬定班規，於全學年共同遵守；舉辦班際清潔比賽，賦予學生職責，培養自律守規及樂於承擔的精神。 透過「大哥哥計劃」由六年級學生全年度照顧一年級學生，以培養學生的責任感及關愛的精神。 統籌學生於「中華文化日」穿著中國傳統服飾回校參與活動，培養對中華文化的欣賞。 因疫情影響，原本到內地體驗生活的保羅行動改為留港進行。 	<p>會。</p> <ul style="list-style-type: none"> 學生積極參與班級經營活動，表現出自律守規的精神。學生於班內能展現樂於承擔責任、互助互愛的精神。 「大哥哥」自學期初由學校配對一年級學弟，每周自訂時間關心及照顧學弟，在功課、自理、人際交往等各個範疇主動幫助學弟融入校園生活，效果顯著，不少更彼此建立深厚的友誼。 學生積極響應穿著中國傳統服飾的活動，表現出對中華文化的欣賞。 學生能透過留港進行的「保羅行動」體會到貧富懸殊的情況及帶來的影響，但相比到內地體驗貧窮生活的真實境況，效果稍為遜色。來年將就活動再作檢討。
	<p>學校聘請及設立不同的專業人員，例如：訓、輔導專責老師、社工、心理學家等，全方位了解學生的需要及問題，促進學生健康成長。</p>	<ul style="list-style-type: none"> 學校制定《訓育組指引》，清楚訂明獎懲制度，同時亦制定有關遵守《國安法》的《違例應變措施》，為學生創造安全、和平、健康的成長環境，並全方位引導及輔助學生健康成長。 	<ul style="list-style-type: none"> 學校訓、輔導專責老師、教學支援小組老師、社工、心理學家等緊密合作，能夠有效從防範、引導、支援等各方面配合的策略幫助學生健康成長。
	<p>學校持續以全校合作模式推行德育、公民及國民教育，全年透過不同的活動培養學生的品格、個人責任承擔，以及國民身份認同。</p>	<ul style="list-style-type: none"> 學校以全校合作模式，透過各科課程加強勤勞、堅毅、樂於承擔等價值觀的學習；又以不同活動，例如網上問答比賽、中華文化日、中國發展專題 	<ul style="list-style-type: none"> 學校各科組能夠配合學生成長的需要，以適切的課程、活動等，讓學生從知識的學習、體驗、實踐中學習自律守規、勇於承擔，對建立學生的正面價值觀，提升其對

		講座、變臉表演、參觀、面譜製作工作坊等，全方位推展德育、公民及國民教育，以培養學生從小自律守規、關愛他人、勇於承擔等良好的公民及國民特質。	學校、國家民族的歸屬感及以國民身份認同有積極影響。
家、校合作	學校與家長保持緊密溝通，以「家教會」為橋樑，為家長提供有關「國安教育」的資訊，提升家長「國安教育」的認識及認同，以家校合作形式推動國民教育。	<ul style="list-style-type: none"> 學校與家長保持緊密溝通和配合，讓家長清楚了解學生參與各項活動的意義，並向家長發放有關國教的講座、活動和比賽等資訊。 學校為家長籌辦認識國情之教育講座，親子面譜製作工作坊，讓家長、學生從中認識、欣賞不同的中華文化。 透過家教會舉辦變臉表演，以推廣中華傳統文化。 	<ul style="list-style-type: none"> 學校以通告形式向家長發放不同有關參加國安教育活動的訊息，例如比賽等，家長反應理想。 家長和學生對變臉表演活動反應熱烈，有助學生認識及欣賞中華文化。 家長對「認識國情」的講座反應一般，來年可嘗試其他活動形式推動相關學習。

聖保羅書院小學
姊妹學校交流報告書
2022/2023學年

內地姊妹學校名稱：北京首都師範大學附屬小學

第一部分：交流活動詳情

項目編號	交流項目名稱及內容	預期目標	評估結果	反思及跟進
1.	線上課堂(科學)交流	<ol style="list-style-type: none"> 藉是次線上課堂交流探索日後兩地學校保持互相聯繫的方法。 藉是次交流讓學生體驗兩地不同的教學模式。 藉不同的上課模式提升學生的學習興趣。 藉是次交流提升學生普通話表達的能力及信心。 透過線上課堂交流，以增進兩地學生的情誼。 	<ol style="list-style-type: none"> 是次交流，學生除對科學原理感興趣外，能根據原理親手製作日用品更讓他們感到無比的開心及雀躍。 由於香港、北京地域距離遠，兩地要進行交流較為困難，線上模式正好彌補這方面的缺點。兩地學校已有共識，日後將多採用線上課堂交流，讓彼此的學生互相學習。 課堂進行時，學生能以清晰、標準的普通話介紹活動及回應老師的提問。學生對說普通話充滿信心。 	<ol style="list-style-type: none"> 由於是線上模式，礙於屏幕的阻隔，兩地學生較難體會京、港兩地不同的教學模式及文化。 是次為科學課堂的線上交流，因老師不懂普通話，因此課堂由學生當小老師，此略稍為影響課堂的節奏。

第二部分：2022-2023年度財政報告

項目 編號	交流項目	支出項目	費用（\$）	備註
1	線上課堂(科學)交流	1. 實驗材料 2. 運費	1,257.86 116.70	
		總計	1,374.56	
		津貼年度結餘	158,580.44	