



# St. Paul's College Annual Report 2019-2020



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# MOTTO MISSION GOALS AND ETHOS

## MOTTO

寅畏上主是為智之本

(The fear of the Lord is the beginning of wisdom)



## MISSION

The offering to Chinese youths of a modern, liberal education in the English language (but including the subject of Chinese language in the curriculum) upon Christian principles, Protestant and Evangelical, as professed by the Sheng Kung Hui.

## GOALS

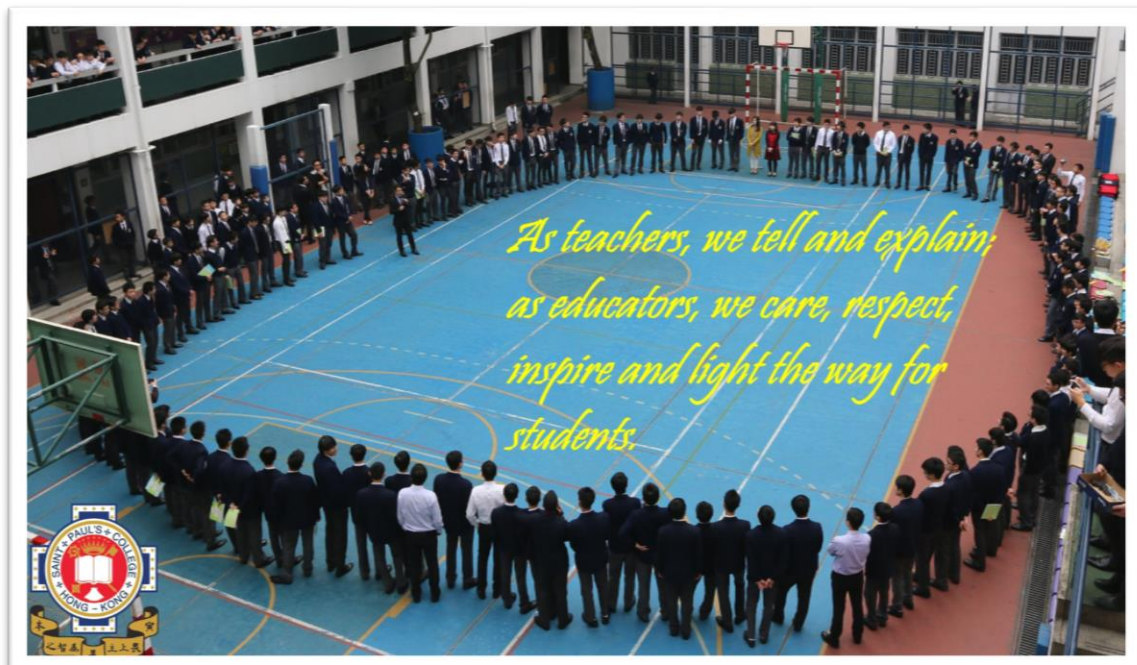
The educational goals of the College, in accordance with its mission, may be described as:

- To cultivate a healthy attitude to life and the world and to expose students to the Christian message.
- To inculcate civic awareness in students and to develop them into responsible and useful citizens of community with respect for intellectual property, human rights, freedom and justice.
- To enable students to develop their intellectual potential fully, to think logically and creatively, to study and solve problems independently, and to communicate effectively in English and Chinese.
- To develop students' skills and abilities in Information Technology and to arouse the interest in life-long learning.
- To develop students' physical and musical skills and abilities and to encourage enjoyment in sports and music.
- To encourage the appreciation of the arts and development of artistic talents and skills.
- To promote respect for the views and opinions of others, harmonious relationships in school, the family and the community, and participation in community affairs.
- To develop in students the ability to cope with adverse situations and emotional problems.

## ETHOS

Our ethos is summed up in the College song: "Brothers here we all stand together, all for each and each for all". The College strives to provide an active, caring, happy and healthy environment for learning based on mutual respect and trust.

# MOTTO MISSION GOALS AND ETHOS



# OUR SCHOOL

## 1. Year Founded: 1851

A brief history of our College can be found at our College Website (<http://www.spc.edu.hk/content.php?id=58&mid=1-15>).

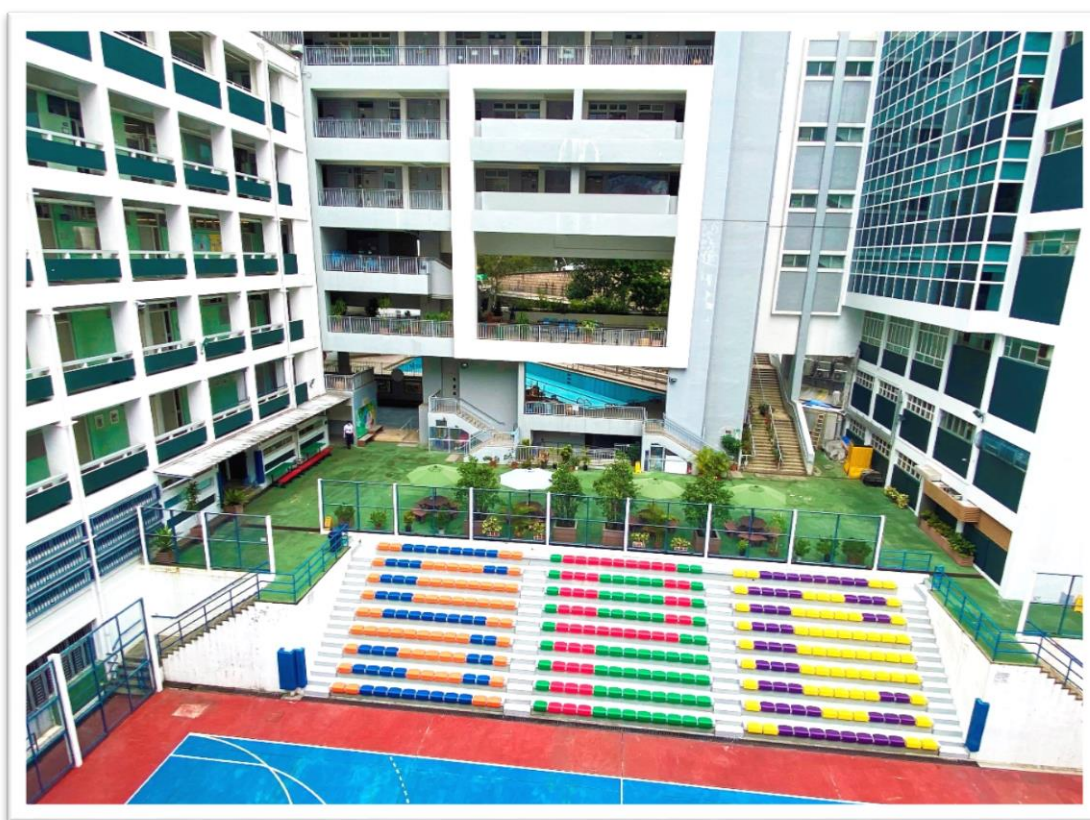
## 2. School Type: Our College became a Direct Subsidy Scheme school in 2002.

## 3. School Management

The school is managed by the St. Paul's College Council, a body incorporated by a special Hong Kong Government ordinance. The Council is composed of eighteen members from different sectors.

## 4. School Facilities

The College offers a pleasant environment that is conducive for learning as well as ample facilities for the all-round development of students.



## OUR SCHOOL

	TYPE	NUMBER
Biology Laboratory		2
Careers Master's Room		1
Chapel		1
Chemistry Laboratory		2
Classroom		36
Computer Assisted Learning Room (CAL)		1
Computer Room		2
Conference Room		2
Discipline Master's Room		1
E-Learning Centre (ELC)		1
General Purpose Room		4
Geography Room		1
Guidance Mistress's Room		1
Gymnasium		1
Hall		1
History Room		1
Liberal Studies Room		1
Library		1
Innovation Centre (IC)		1
Music Room		2
Outdoor Swimming Pool		1
Physics Laboratory		2
Social Worker's Room		2
Sports Playground		3
Staff Room		4
Staff Meeting Room		1
Students' Activity Centre		1
Teaching Resource Room		1
Tutorial Room		2
Visual Arts Room		2

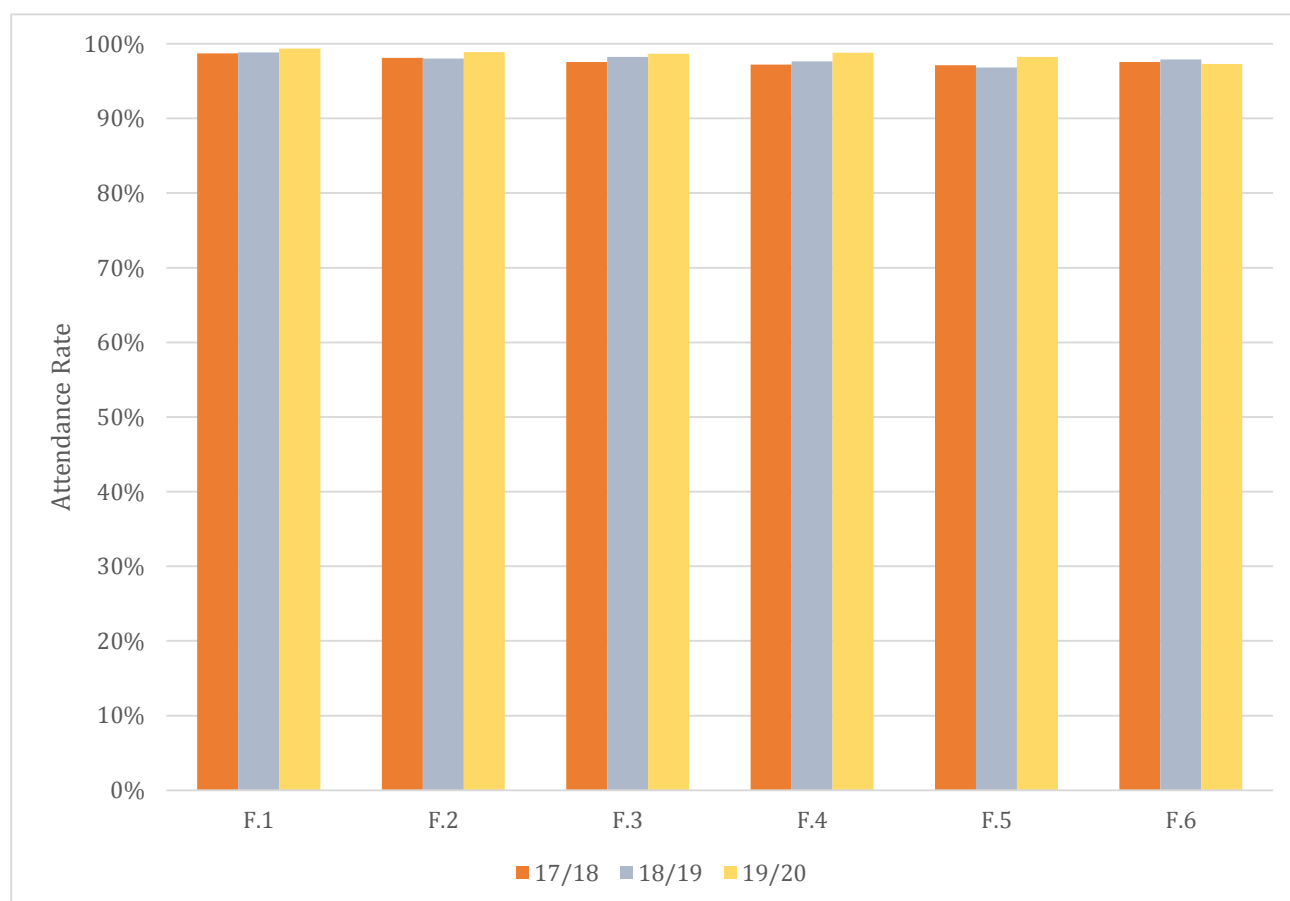
# OUR STUDENTS

## 1. CLASS ORGANISATION AND ENROLMENT

The new school term started in September 2019, with a total number of 1038 students in thirty-six classes. There were six classes each in Form One to Form Six. The breakdown of the enrolment number of 1038 students was as follows:

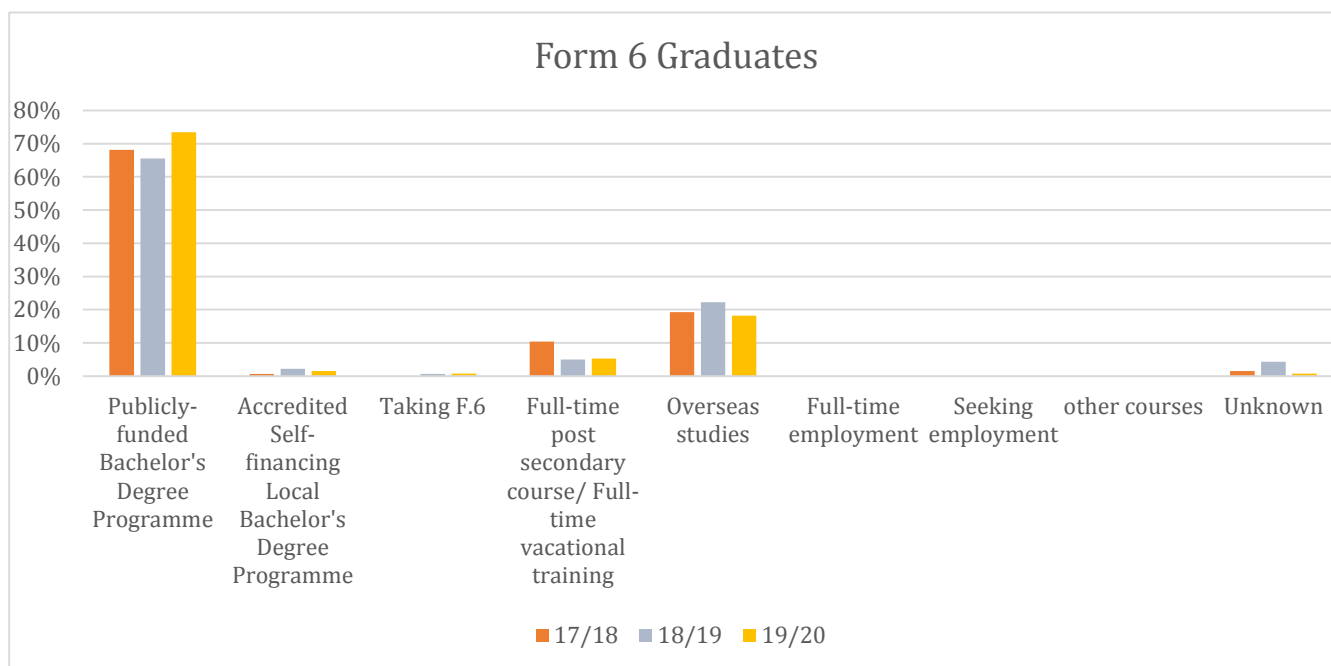
LEVEL	F.1	F.2	F.3	F.4	F.5	F.6	TOTAL
<b>No. of Classes</b>	6	6	6	6	6	6	36
<b>Total Enrolment</b>	198	198	173	173	160	135	1038

## 2. STUDENTS' ATTENDANCE



# OUR STUDENTS

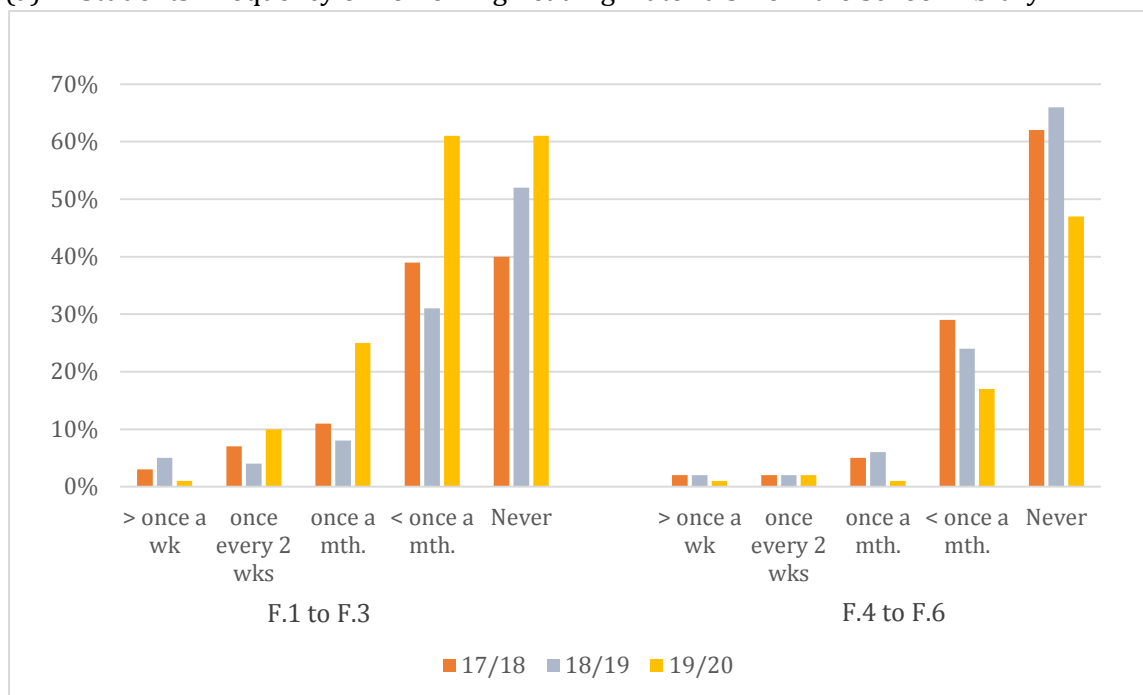
## 3. DESTINATION OF EXIT STUDENTS



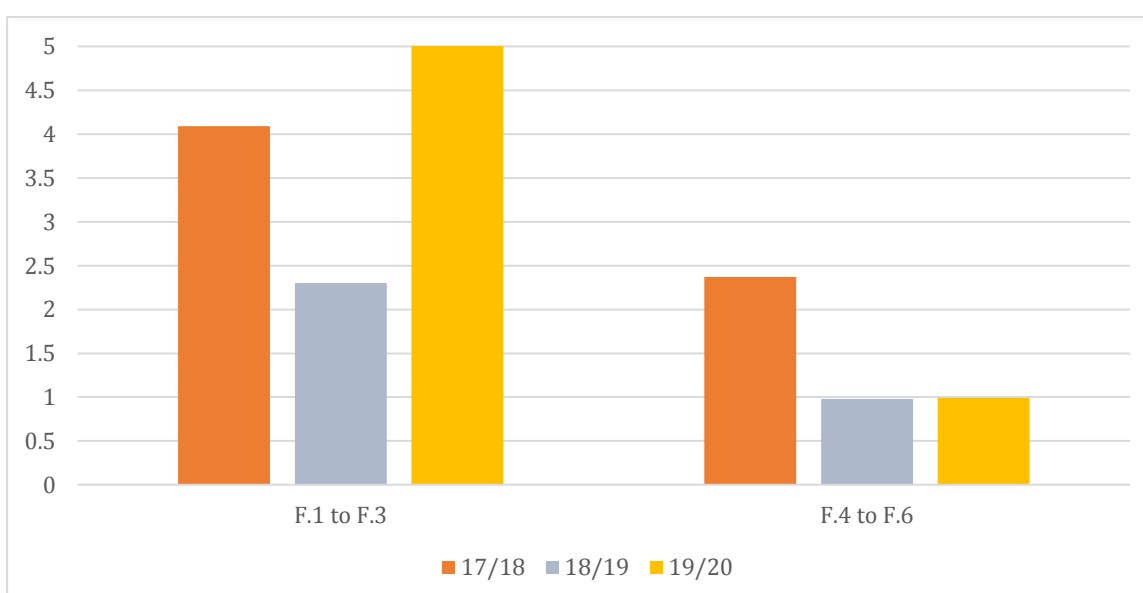
# OUR STUDENTS

## 4. STUDENTS' READING HABIT

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

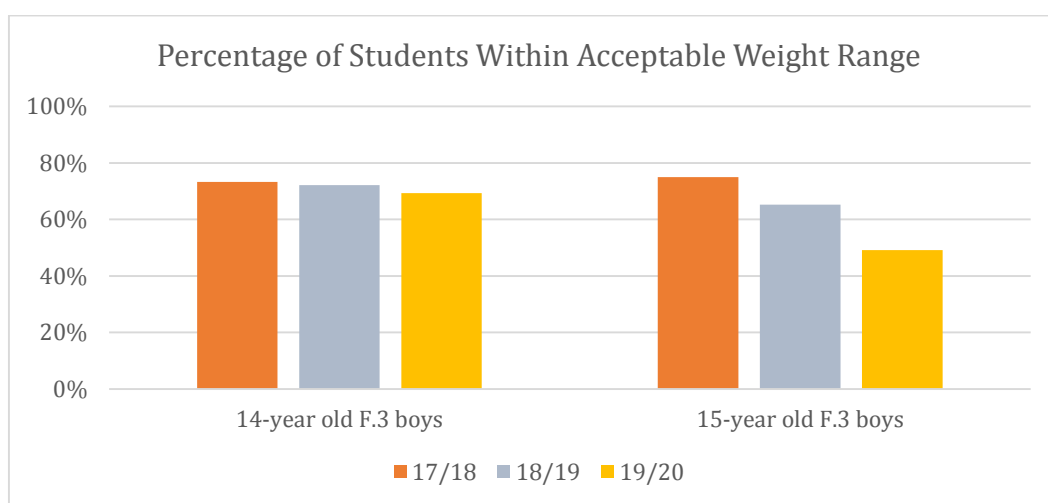
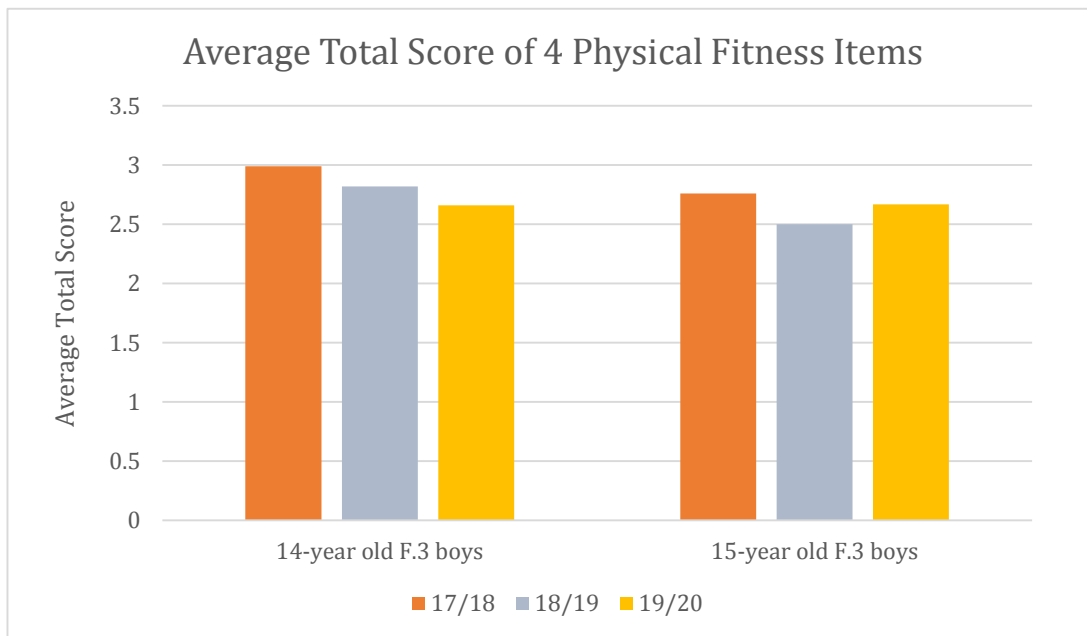


(b) Average Number of Reading Materials Borrowed within a School Year from the School Library per Student



# OUR STUDENTS

## 5. STUDENTS' PHYSICAL DEVELOPMENT



## OUR STUDENTS

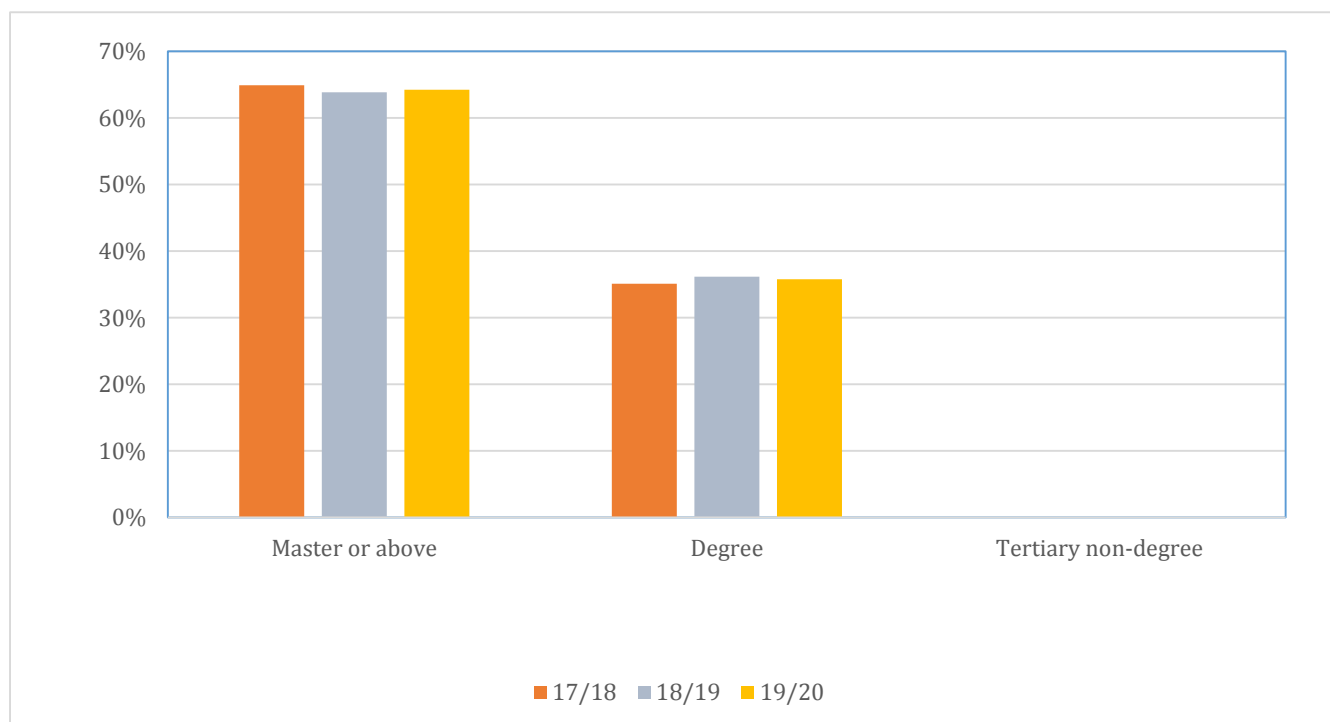


# OUR TEACHERS

## 1. TEACHING STAFF ESTABLISHMENT

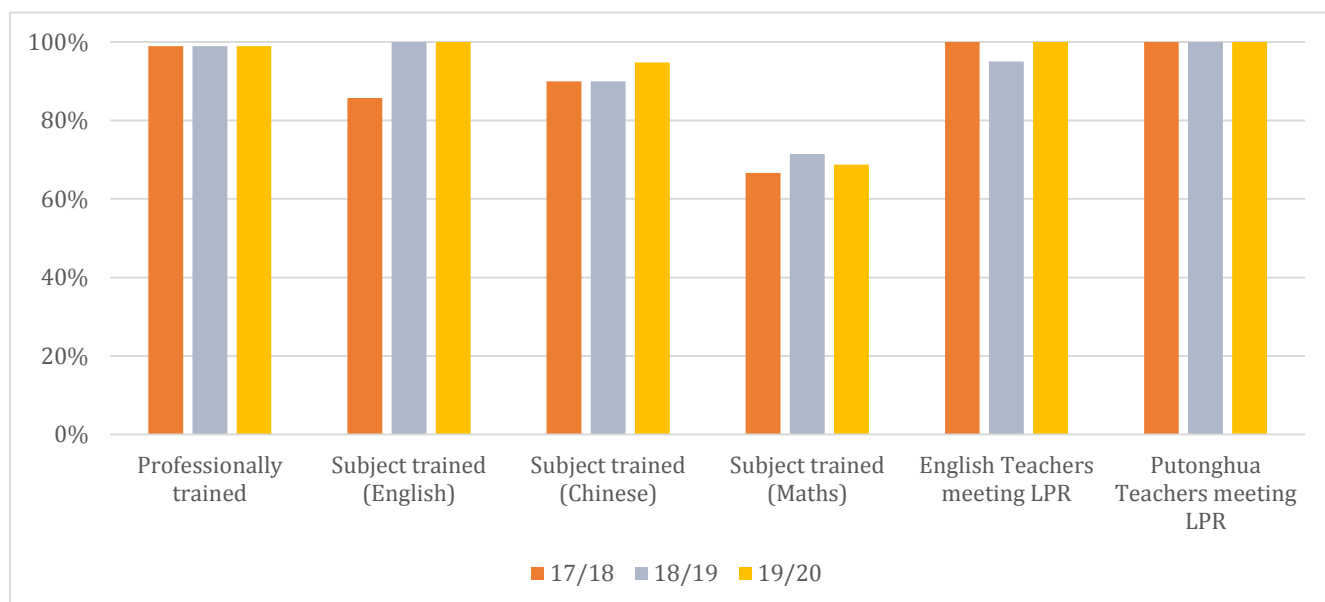
YEAR	17/18	18/19	19/20
Total number of teaching staff	94	94	95
Number of teachers in the English Language Department (Excluding NET)	19	18	18
Number of teachers in the Chinese Language Department	20	20	19
Number of teachers in the Mathematics Department	15	14	16
Number of NET	2	2	2
Number of Putonghua teachers	9	9	9

## 2. ACADEMIC QUALIFICATIONS

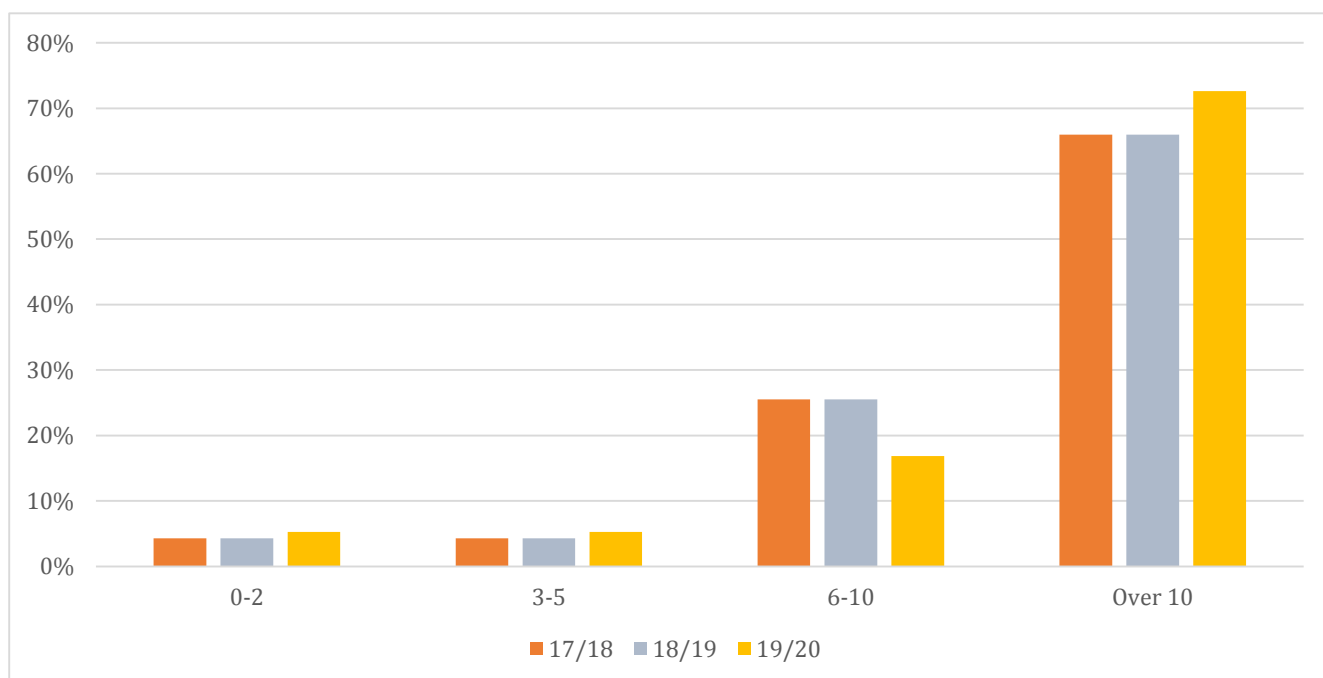


# OUR TEACHERS

## 3. PROFESSIONAL QUALIFICATIONS



## 4. YEARS OF EXPERIENCE



# OUR TEACHERS

## 5. CONTINUING PROFESSIONAL DEVELOPMENT

A number of staff development activities were organised to develop pedagogical competence and promote professional exchanges among staff members.

### 5.1 Induction Programme

An induction programme was provided for newly-recruited teachers at the beginning of the school year, and each new member of staff was assigned a mentor to provide them with guidance and support.

### 5.2 Staff Development Programmes

The first staff development day was held on Friday, 25 October 2019. Running in its second year, the Catalyst Education Laboratory (CEL) Joint School Teacher Development Day, entitled “Empowering Learners” brought together around 400 teachers from our College and three other CEL partner schools: Marymount Secondary School, St. Stephen’s Girls’ College and Logos Academy. This full-day event was hosted by the College.

The highlight of the event was the keynote speech delivered by Mr. John Spencer, an author and assistant professor of education at George Fox University, Oregon. Drawing on his own teaching experiences, Mr. Spencer shared with an audience of more than 400 teachers his vision of teachers as agents of empowerment who are charged with the mission of empowering their students to be creative thinkers, problem-solvers, and even community changers.



The Joint School Teacher Development Day also featured nineteen parallel workshops after the keynote speech. Among them, eight workshops were conducted by teachers from the four partner schools. This is highly encouraging, since as partner schools working closely with CEL, we strive to build a close-knit community of teachers committed to the sharing of professional knowledge and best teaching practices.

The event was a great success with the teachers being empowered with new ideas and strategies to put into practice in their classroom teaching.

Due to the COVID-19 pandemic situation, the second staff development day was cancelled and the third staff development day was rescheduled to be held in the next school year.

## OUR TEACHERS

### 5.3 Local Partnership

The College has joined a local partnership community with five schools in Hong Kong: Chinese International School, Diocesan Boys School, Logos Academy, Marymount Secondary School, and St. Stephen's Girls' College. This engagement was supported by the Catalyst Education Laboratory, a Hong Kong based non-profit organization. The mission of the partnership is to create positive learning experiences to nurture lifelong learners, and to equip students with the resolve and attributes needed to tackle real-world problems.

On 29 April 2020, Mr. K. H. Yuen, Mr. W. H. Poon, Miss K. Y. Ng, and Miss Y. H. Leung participated in an online workshop organized by CEL for the five schools on "Increasing Student Engagement in Virtual Learning". The event was conducted by Mr. John Spencer from George Fox University, Oregon.

### 5.4 Teacher Visits and Exchange

To provide more opportunities to our teachers to exchange ideas and knowledge, as well as to learn about educational practices from different countries, our teachers participated in several exchange programmes.

In October, Miss W. C. Fung, Mr. K. C. Chan, and Miss W. S. Wong participated in the MIT J-WEL Week in Boston. In March and April, Mr. K. H. Yuen and Miss K. Y. Ng joined the MIT J-WEL Connections event which was held online.

### 5.5 Professional Learning Community

In line with the school's Annual Plan, the Professional Learning Community (PLC) was established to promote a sharing culture among teachers. Two lunch meetings were held in the school year, where teachers came together to share their best practices to engage students in their learning. The titles of the meetings were "A Note-taking Journey" and "Student-student Interaction in Class"

## 6. EXTERNAL ACHIEVEMENTS

Miss W. S. Wong, Head of History Department and Integrated Humanities Department, was presented with the Award for Excellence in Educational Administration (Merit Prize) by the Hong Kong Council for Educational Administration on 11 January 2020. In the prize-giving ceremony, she shared with other prize winners and educators her ideas and experiences in administration and management – 3Rs (Rationale, Roles and Realization) and 3Cs (Connectivity, Cooperation and Collaboration), emphasizing in particular the importance of peer collaboration by quoting Helen Keller, 'Alone we can do so little; together we can do so much.'

Mr. T. F. Ng, our Careers Master, was presented with the Life Planning Education and Career Guidance Program Design Award (Merit Prize) by the Hong Kong Association of Careers Masters and Guidance Masters on 25 October 2019 for the design of his board game entitled 'A Lifespan of 120 Years', which employs a blend of career development theories to help secondary students increase self-understanding, make career decisions and formulate life goals.

# OUR TEACHING AND LEARNING

## 1. FORMAL CURRICULUM

### 1.1 JUNIOR SECONDARY (FORM 1 TO FORM 3)

To help students fully develop their intellectual capabilities, St. Paul's College provides a broad curriculum in accordance with the needs, levels and abilities of all students. Students in Forms 1-3 follow a rigorous but balanced curriculum which constantly engages and challenges students to prepare them for more advanced learning.

Form 1		Form 2		Form 3	
English	Classes are further split into smaller groups	English	Core and Language Arts classes	English	Core and Language Arts classes
			Drama classes		Drama classes
	Oral classes		Oral classes		Oral classes
Chinese	Core	Chinese	Some classes are taught in Putonghua	Chinese	Some classes are taught in Putonghua
	Putonghua classes		Putonghua classes		Putonghua classes
Mathematics		Mathematics		Mathematics	
Integrated Science		Integrated Science		Biology	
				Chemistry	
				Physics	
Integrated Humanities		Integrated Humanities		Integrated Humanities	
Computer Literacy		Computer Literacy		Computer Literacy	
Chinese History		Chinese History		Chinese History	
Putonghua		Putonghua		Putonghua	
Religious Studies		Religious Studies		Religious Studies	
Life Education		Life Education		Life Education	
Visual Arts		Visual Arts		Visual Arts	
Music		Music		Music	
Physical Education (+ swimming classes)		Physical Education (+ swimming classes)		Physical Education (+ swimming classes)	

# OUR TEACHING AND LEARNING

## 1.2 SENIOR SECONDARY (FORM 4 TO FORM 6)

Towards the end of Form 3, students are encouraged to plan for their 3-year senior secondary course. Students in the senior forms (except IAL classes) take English, Chinese, Mathematics and Liberal Studies and three electives from a wide range of subjects leading to the award of the Hong Kong Diploma of Secondary Education (HKDSE). In the spirit of providing an all-round education for students, the College requires all senior students to study a prescribed minimal amount of physical education, music, visual arts and religious education.

Class	A	B	C	D	E	F (Except IAL classes)
CORE 1				English		
CORE 2			Chinese			
CORE 3		Mathematics (Core / Core +Module I / Core + Module II)				
CORE 4			Liberal Studies			
Electives	Business, Accounting and Financial Studies / Biology / Chemistry / Chinese History / Chinese Literature / Economics / Ethics and Religious Studies / Geography / History / Information and Communication Technology / Music / Physics / Visual Arts					
OLE	There are lessons for Music, Physical Education, Visual Arts and Religious Studies					

## 1.3 International A-Levels (IAL)

Commencing in the year 2017-2018, St. Paul's College has diversified its senior curriculum and subject choices for senior students. The IAL gives our students an opportunity to pursue an alternative curriculum based on their skills and proficiencies. While the overwhelming majority of SPC students will continue in the DSE curriculum in their senior years, the IAL enables our students to follow the International A Level and GCE exams. This provides a viable alternative to the DSE curriculum, which may allow a more suitable pathway for some of our students.

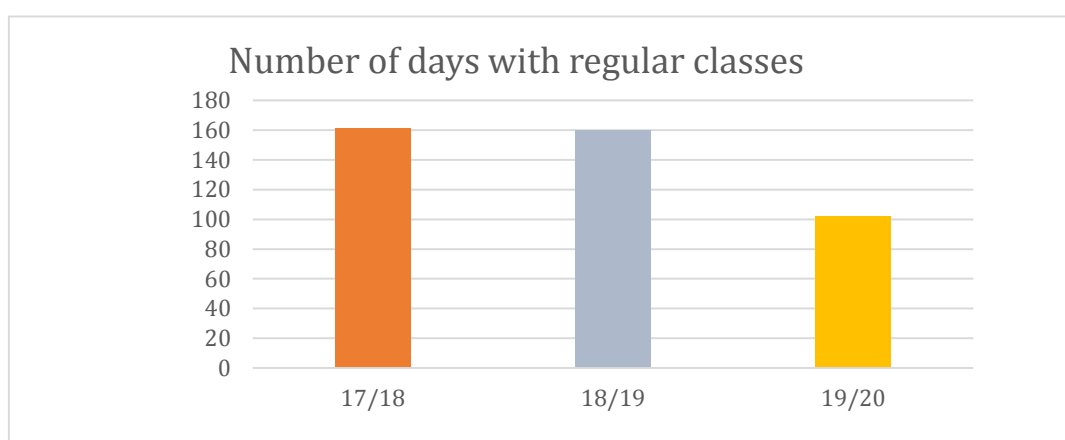
The IAL is a recognised qualification by all universities in the United Kingdom and the European Union, and widely accepted in USA, Canada, Australia and New Zealand, as well as many Asian countries. All Hong Kong UGC universities recognise the IAL qualification. Hong Kong students

## OUR TEACHING AND LEARNING

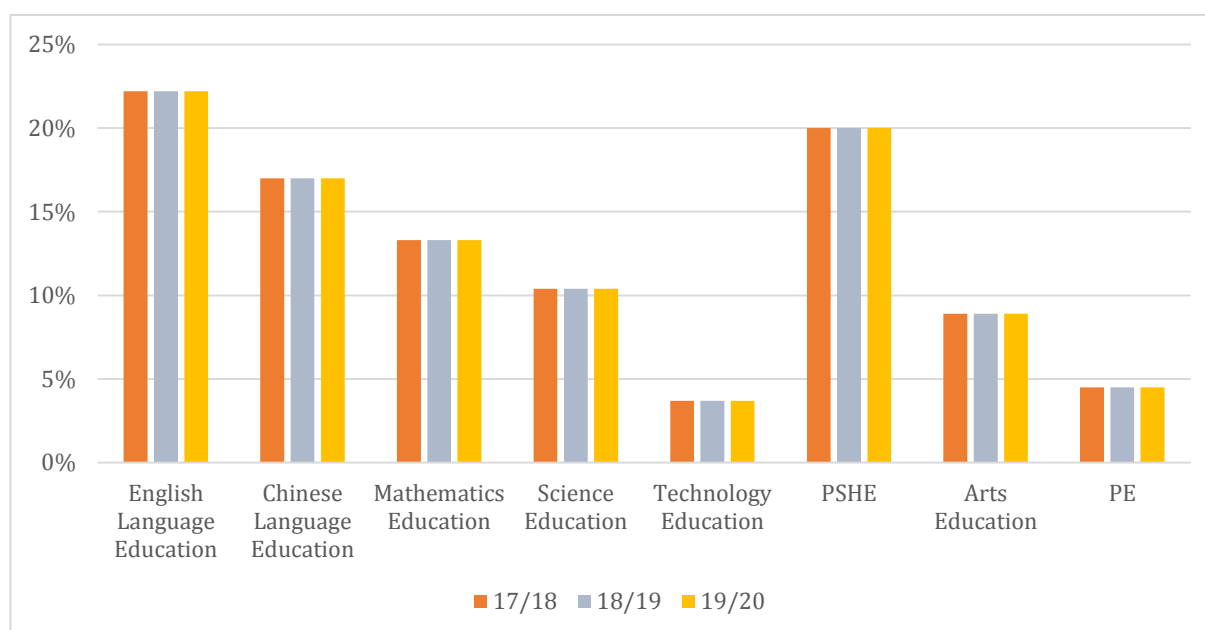
can be assessed as a non-JUPAS candidate. Each university has a separate mechanism for evaluating students, just as they do for DSE candidates. In addition, many Hong Kong universities have an early-admission scheme based on prior exam results or predicted grades, as is the case in the United Kingdom.

### 2. KEY PERFORMANCE MEASURES UNDER THE LEARNING AND TEACHING DOMAIN

#### (a) Number of Active School Days (Forms 1-3)



#### (b) Lesson Time for the Eight Key Learning Areas (Forms 1-Key Learning Areas (Forms 1-3)



# OUR TEACHING AND LEARNING

## 3. PROVISION OF CO-CURRICULAR ACTIVITIES

### 3.1 Assembly and Worship Services

During the 2019-2020 academic year the whole school met on Mondays, Wednesdays, Thursdays and Fridays from September until early March. The assemblies, led by the Principal, followed the usual format of a hymn, a Bible reading and a talk, ending with a prayer, the Lord's Prayer and the grace. This year, the assemblies in each week followed particular themes including "Stewardship in Christianity", "Stewardship (Individual - self-management - servant leader)", "Stewardship (Individual - self-management - priorities in life)", "Stewardship (Individual - self-management - spiritual health)", "Stewardship (Serving Others - local community)", "Stewardship (Serving Others - global - environment)", "Stewardship (Serving Others - global - suffering of the disadvantaged)", "Six Antitheses - Anger", "Six Antitheses - Adultery", "Meaning of Marriage", "Thanksgiving", "Six Antitheses - Oaths". "Advent (Hope & Preparation)", "Advent (Joy & Love)" and "Christmas". We were particularly blessed during the year with several special assemblies prepared by the Music Department with instrumental and choral performances of a high standard. The College was also grateful for the contributions of our guest speakers who entertained and inspired both staff and students by their talks. They included the Reverend Franklin Lee, Chaplain of St. John's Cathedral and Mr. Hon Yee Leung, Francis, Vice Chairman of the St. Paul's College Alumni Association. However, due to the COVID-19 pandemic, class suspension and social distancing, there was no assembly in the 2<sup>nd</sup> Term.

The liturgical life of the College also included celebrations of the major Christian seasons and festivals, especially Christmas and Easter. The Christmas Carol service was held at St. John's Cathedral with the Reverend Franklin Lee, Chaplain of St. John's Cathedral addressing the congregation. As a result of the social distancing, we had our Easter service online. The Reverend Franklin Lee was invited to deliver a homily and our Music Master Maestro Emeritus, Mr. Raymond Fu, sang the hymn "Day by Day". This service was shown to the St. Paul's College community through our College Facebook. These services were celebrated according to the Anglican liturgical tradition and were greatly enhanced by the contributions of the Music Department.

The College also held its Heritage Service for Form One students and the new teachers in September 2019. This service, led by the Reverend Franklin Lee, took place at St. Paul's Church, Glenealy and was designed to help the students to reflect upon and celebrate the historical links between the College and the Diocese of Hong Kong Island.



# OUR TEACHING AND LEARNING

## 3.2 Christian Activities

The Christian Union (CU) still forms the backbone of the Christian activities in the school. At present the CU met twice a week during lunchtime on Wednesdays and Fridays. The CU was divided into two groups. The Juniors consisted of Form One and Form Two, whereas the Seniors consisted of the rest. The Juniors met for a session that included team building games, video presentations and Bible study. The Senior group concentrated more on cell groups, which discussed a particular topic of interest chosen by the boys. Apart from the two groups, Prayer Group met once a week to pray for students, teachers and the school. The Christian Union advisors, Miss S. Leung, Miss K.Y. Kwong, Miss K.Y. Wong, Mr. Y.L. Chow and Ms. Z. Leung were actively involved in running these groups.

Unfortunately, various religious activities, including the gospel week, retreat camp and summer tour to Chiang Rai were cancelled due to the pandemic.

## 3.3 Other learning Experiences (OLE)

### I. Rich and Diversified OLE Programmes

Every year, the OLE team offers a wide range of quality service learning and leadership training programmes to our students with the aim of nurturing not only students' creativity, empathy and compassion, but also their leadership, critical thinking skills and global awareness. Due to the social incidents and class suspension, most of the programmes were either postponed or even cancelled this year.



### II. Student-led Projects

To foster autonomy and facilitate more interaction among students, the OLE Student Executive Committee (SEC) was formed to coordinate most of the OLE programmes and run the four student-LED projects. Through the self-directed learning approach, our students were their own learning experience designers and activity organizers for their schoolmates.

- Joint School Community Service Project (Flare – Enlighten the Community)  
JSCSP was originally scheduled for 18 April 2020. The joint school organizing committee had been formed and had held two meetings. Unfortunately, the event was cancelled eventually due to COVID-19.

# OUR TEACHING AND LEARNING

- **M+ Volunteer Tutoring Project**  
The first term tutorial class started in October 2019 but was sadly terminated after a few weeks due to the social protests. In the second term, because of the pandemic, the tutorials were changed to an online teaching format.
- **Paul's Challenge**  
To ensure that each of our students has an unforgettable outdoor adventure trip before his graduation, the course was postponed to November 2020.
- **Paul's Organic Farm**  
The farming course and the Harvest Sharing Day were cancelled due to COVID-19 again.

## III. Overseas Service Learning Projects

We expect our students to be knowledgeable and be aware of the problems faced by the underprivileged. This is the aim of our overseas service learning projects. But sadly, because of the pandemic, international transportation was locked down and we could not carry out these meaningful programmes this year.

## IV. Outstanding Leadership/Service Achievements and Awards

Our students demonstrated outstanding leadership and excellence in commitment to community service. Through participating in these meaningful activities, our students developed both leadership qualities and social responsibilities.

## V. Activity Week

In an endeavor to provide students with a broad, balanced and experiential learning journey, the Activity Week was scheduled from 6 to 9 April 2020. An array of educational programmes, including overseas programmes to Germany, Japan, Spain and New Zealand was planned for Form One to Three students. Unfortunately, all the events throughout the Week were cancelled eventually due to the pandemic.

## 3.4 Music Activities and Achievements

The year 2019-2020 was a difficult year. Many of our music activities were cancelled because of the social unrest in the first term and the pandemic of COVID-19 in the second term. In early November, after two months of hard work, our students received bad news from the Hong Kong Music Office and the Winter Band Festival committee, informing them that all competitions had to be cancelled due to the uncertainties caused by the ongoing social movements. A few months

# OUR TEACHING AND LEARNING

later, like many other cities, Hong Kong was hit by the epidemic of COVID-19 in February. In view of the outbreak of COVID-19, the HKSMSA decided to cancel all events. It was the first time that the Hong Kong Schools Music Festival was cancelled. Some activities were lucky to be able to proceed.

## I. St. John's Cathedral's Christmas Celebration

During the time of social unrest, St. John's Cathedral wanted to lighten up the community with the spirit of Christmas by holding a party on a Sunday afternoon. The aim of the party was to provide an opportunity for the community to join together to prepare for Christmas.

The party was titled 'Christmas Celebrations', it was held on 15 December, 2019 in Harold Symth Room in the Cathedral. It was a ninety-minute party of carols and spiritual music. Ng Chun Ying (5D) conducted the school chamber choir to sing many famous carols. A small ensemble led by Li Shun Hin Ernest (1F), Chan Ching Kam Alby (1D) and Au-yeung Aton (1A) performed three carols in treble voice. The brass ensemble performed two pieces of beautiful music. Members included Lau Adrian (1C), Chiu Chun Hei (2E), Ng Cheuk Lok (3B), Ma Cheuk Him (3F), Tam Yat Nok Isaac (4B), Lee Jasper Yee Jing (5B), Leung Kwan Hon (5D) and Wong Pak Tim Dexter (5D). Mrs. Sandy Ng was the teacher-in-charge. There were a lot of good feedback and compliments from the audience.



## II. College Christmas Concert – Messiah Encore

Although many musical events were cancelled, RTHK4 managed to run a concert titled 'College Christmas Concert – Messiah Encore!' This concert took place at Wah Yan College Kowloon on 24 December 2019. Twenty SPC students from Form Two to Form Five joined this meaningful festive event. Dr. Stephen Ng, an alumnus, was the tenor solo in the concert. Besides, Mr. Colin Touchin, a renowned composer and conductor, who had worked with SPC on various projects, was the conductor of this concert.



## OUR TEACHING AND LEARNING

### III. Bob Chilcott's Workshop and Concert in Hong Kong

To celebrate its 20<sup>th</sup> anniversary, Hong Kong Youth Choir had invited Bob Chilcott, one of the top contemporary British composers in the world, to Hong Kong to conduct the choir as a guest conductor in the HKYC 20<sup>th</sup> Anniversary Celebration Finale Concert. The concert was held on 19 January 2020 in the Concert Hall of the Hong Kong Cultural Centre.

It was an honour that our SPC intermediate choir was invited by the HKYC to join their choir in singing in the concert under the baton of this great maestro. It was certainly a once-in-a-lifetime experience. Our students were thrilled to have this opportunity and they would remember this for a very long time.

Mr. Chilcott also conducted a workshop, especially for our students and those in our Primary School. The workshop was held on 16 January 2020 in the school hall at St. Paul's College Primary School.



Mr. Chilcott kindly offered some suggestions to each choir, our junior choir and the SPCPS senior choir and then introduced to the teachers and students some useful exercises for regular rehearsals. To put a perfect full stop to the workshop, Mr. Chilcott conducted the joint choir to sing his own choral work titled 'In the bleak mid-winter'. It was absolutely an amazing experience to all of the students. It was hoped that there would be many more such opportunities to come in the future.

## OUR TEACHING AND LEARNING

### 3.5 Sports Activities

In St. Paul's College, sports are an essential part of life. There are numerous advantages for our students to be involved in games and other physical exercises – they offer the possibility for students to improve their physical and social abilities, ensuring proper development in terms of mental aptitude and physical well-being. Therefore, the school planned a wide range of physical activities in which students could participate in.

Due to the coronavirus pandemic, a majority of inter-school sports events and competitions were suspended last year. Yet, our Swimming Team demonstrated an outstanding performance in the Inter-school Division 1 Swimming Competition, the most competitive swimming event in Hong Kong held in October 2019. The junior team members did especially well. Their wonderful



performance reflected their hard work in tough training sessions. Not only did a number of them enter the finals of individual events, two relay teams even came third and fourth in the 200m Freestyle relay and 200m Medley relay respectively. It was noteworthy that the C grade Swimming Team came fourth overall in the Inter-school Swimming Competition.

Moreover, the Annual Swimming Gala was successfully held on 12 September 2019 at the Victoria Park Swimming Pool and 14 records were broken. Two new records were made on the Annual Sports Day which was held at the Wan Chai Sports Ground on 23 and 24 September 2019. The whole school was filled with passion and joy during these two events.

Finally, congratulations to Wu Kieran Hiu Chun (6E) for receiving the Watson's Student Sports Award.



# SUPPORT FOR STUDENT DEVELOPMENT

## 1. CAREERS GUIDANCE

The Careers and Life Planning Team comprised eleven teachers with Mr. Alex Wong as the Careers Master and Mr. Roger Lo as the Careers and Life Planning Officer. The team provided information, counselling and education on local study opportunities and career choices for students in all forms. In addition, students were provided with information and guidance about overseas educational opportunities and assisted in their applications for admission to universities and scholarships as well as nominations for academic and vocational programmes.

The Team had an extensive programme in the past year. For Form One, we offered the Probe programme of Cambridge Occupational Analysts to help our first year students raise their awareness of the wide range of jobs and career types in the world. Due to the pandemic, however, the programme had to be postponed to the following school year, which meant this year's Form One would complete Probe in 2020-2021. Our Form Two students, although still in their junior years of secondary school, were already invited and encouraged to attend career talks held at the school such as admissions talks by local and overseas universities.

For Form Three, we continued to offer John Holland's Self-Directed Search (SDS) through social workers from Family Welfare Society as a tool to help students identify their more prominent personality traits and make plans for personal development accordingly. Another aim of the programme was to help them choose HKDSE electives that are more suitable for them. Due to the pandemic, Form Three completed their SDS at home. Besides, a talk was held for Form Three students and their parents on 8 November 2019 to help them understand the senior curriculum as well as the importance of understanding oneself and making educational choices based on thorough consideration of all the major factors such as interest and ability.

For Form Four students, there were two main programmes organised for them: mentorship and career guidance lessons. Details of the Mentorship Programme were reported in the section on mentorship. Besides, careers guidance lessons were conducted for Form Four students. School-based materials and "Career Mapping", a career development tool published by the Hong Kong Association of Careers Masters and Guidance Masters, were used for these lessons. The help of St. James' Settlement was also solicited to conduct workshops on interview skills for Form Four students. Unfortunately, the pandemic caused some of these lessons to be cancelled.

For Form Five, the two main programmes were the career guidance lessons and a talk on writing self-accounts and personal statements. Due to the pandemic, some of these lessons had to be cancelled or conducted through video-recorded presentations. Form Five participants also took the Career Interest Inventory, a career guidance tool that helps takers gain a better understanding of themselves in terms of interest, ability and career aspirations. Form Five students were reminded to make good use of the summer break to catch up with their studies and do some research to find out more about university study programmes, both local and overseas, that they were interested in.

For Form Six, the three main programmes were the Form Six Parents' Evening, the career guidance lessons and the Careers Awareness Week. The first one aimed at helping not only Form Six students but also their parents keep abreast of important events and dates, including those

# SUPPORT FOR STUDENT DEVELOPMENT

for university applications through JUPAS and UCAS. To ensure that students made well-informed choices that were suitable for them, the team organised the Careers Awareness Week in November for students to receive small group counselling. On the last day of school for Form Six, the team, in collaboration with our social workers, provided the students with some final reminders and tips on how to get ready for the HKDSE Examination through a Zoom session. Finally, on 22 July 2020 and the few days that followed, our career guidance teachers gave Form Six students advice on their JUPAS choices and other pathways. Many of the counselling sessions were conducted on the phone or on Zoom instead of face to face.

Besides level specific programmes, to ensure that our students would make well-informed higher education and career choices, the team also invited representatives from different local and overseas universities to give admissions talks. The universities represented were Newcastle University, University of Glasgow, Dartmouth College, St. John's University (USA), HKU, CUHK, and HKUST.

## 1.1 Mentorship Programme

This year, we celebrated the sixteenth year of the Mentorship Programme since its inception in 2004. The programme consisted of three major events: the Inauguration Day, the Careers Day, and a formal event. This year, 38 alumni volunteered to be the mentors of this cohort of Form Four students. The Inauguration Day, successfully held on 18 January 2020, focused on relationship building between mentors and mentees. The Careers Day, originally to be held on 21 March, and the formal event, which was to be held on 4 July 2020, unfortunately needed to be cancelled due to the pandemic.



## 1.2 Collaboration

The Careers and Life Planning (CLP) Team collaborated with different parties, both within the school and with external providers, in the past year.

With the St. Paul's College Alumni Association, the team continued the mentorship programme for the benefit of our senior form students to prepare them for university life and the workplace. With the English Department and the OLE Team, the team helped Form Six students with their

# SUPPORT FOR STUDENT DEVELOPMENT

Student Learning Profiles. With the help and understanding of the heads of different academic departments of the school, the team was able to arrange career guidance lessons, which are greatly important for the career education of our senior form students.

With the Guidance Team, our social workers and the SEN Team, the CLP Team provided holistic counselling services for our students, who had different counselling needs.

Outside the school, with the help of CLAP for Youth@JC, our school continued to be a member of a network of schools and was able to benefit from the experience and good practice of other schools in Hong Kong and resources available in the community. With the generous sponsorship from the Hong Kong Jockey Club through CLAP, the CLP Team was able to create a Careers Corner in the school library equipped with 20 iPads, a charging cart and two unit sofas. With Learner Partner, Family Welfare Society, and CLAP, we provided our Form One, Form Three and Form Five students with career inclination tests to help them shape their career paths with objective tools. With the help of the Hong Kong Association of Careers Masters and Guidance Masters (HKACMGM) and Hok Yau Club, members of the Careers and Life Planning Team attended talks, seminars and workshops on careers and further studies, including the JUPAS Q & A Seminar on 31 October 2019 and a workshop on 30 June 2020 that aimed at helping career teachers get ready for the release of HKDSE examination results. In addition, the JUPAS statistics platform maintained by HKACMGM and the book “Career Mapping” they published as well as publications by Hok Yau Club such as the Prospect Guide were very helpful to both our teachers and students. In the past year, we continued to work closely with St. James’ Settlement on our career guidance lessons for senior form students.

## 1.3 Company Visits and Internships

Attempts were made to organize company visits this past year. Unfortunately, due to the pandemic, a visit to a local hotel organized through the Business School Partnership Programme (BSPP) had to be cancelled.

A number of internship and job shadowing opportunities were provided for our Form Five students with the help of our alumni. There were Dr Antonio Sek, Mr. Martin Wong and Mr. Philip Yeung, Dr. S. K. Mak, Mr. Almon Kwan, Mr. Hon Kai Kwong and Mr. Shun Chi Ming. The College would like to thank these alumni for their support and for providing current students an opportunity to get a deeper understanding of different professions and sectors.

# SUPPORT FOR STUDENT DEVELOPMENT

## 2. STUDENT GUIDANCE

### 2.1 The Guidance Team

Guidance support in the College was provided mainly by the Guidance Team, which consisted of the acting Guidance Master, Deputy Convenor, two school social workers, two school-based educational psychologists, ten guidance teachers, and an educational assistant.

The school social workers, Miss Y. H. Fung, Wendy and Mr. C. K. Kong were responsible for organising many prevention-focused guidance programmes and counselling groups as well as handling most individual counselling cases. Form Coordinators were responsible for early intervention work. In addition, family counselling service was offered to parents if needed.

The College continued to utilise the school-based educational psychology service from the Hong Kong Educational Psychologist Services Centre this year. For the past school year, Dr. Bernard Wong and Mr. Hung Wai Kuen, the educational psychologists (EPs), stationed regularly at school from September to July. The EPs provided psycho-educational assessments for students with learning, behavioural and/or emotional difficulties, providing individual counselling and intervention sessions. In addition, the EPs gave advice to teachers who handled students' problems and concerns during case conferences and case consultations. They also worked closely with Miss Kwong Kit Yi, the Special Educational Needs Coordinator, to make individualised examination arrangements and review the current policy for students with special educational needs.

### 2.2 Guidance Programmes for Junior Forms

At least one guidance programme was organised for students of each form. For junior forms, workshops with the themes of 'No Cyber-bullying', 'Net Ethics and Etiquette', 'Curiosity in Sex', 'Impact of Media on Sex and Gender Image' and 'Resilience' were held.

In order to encourage our Form One students to be more independent, the Discipline and Guidance Teams jointly organised the "Paul's Breakthrough" 3-day-2-night programme with "Self-discipline, Perseverance, Care" (SPC) as its theme at the Don Bosco Youth Training Centre in Cheung Chau in October and November 2019.

Life Education Programmes, conducted by the Student Health Service of the Department of Health, were organised for Forms One and Two students. The main objectives of the sessions were to promote skills that foster psycho-social health, such as self-understanding and acceptance, emotion and stress management, and strategies for maintaining harmonious interpersonal relationships and solving problems. Additional lessons on net ethics & sex

## SUPPORT FOR STUDENT DEVELOPMENT

education were designed and conducted by our social workers. Our Educational Psychologists offered talks on study skills during life education lessons for Forms One and Two students. Meanwhile, life education for Form Three students focused on self-understanding and goal setting, bereavement education, life appreciation, careers exploration and planning, romantic relationships and understanding depression.

A drama counselling group was organised to enhance junior form students' concentration, communication skills, creativity and self-understanding through basic training in drama and performance. Board game play groups were formed to strengthen target students' social skills. Unfortunately, all six sessions in February and March were cancelled due to school suspension. Two support groups, which aimed at helping participants undergo self-reflection, strengthen their social skills, time management, and problem-solving abilities, were formed with students with learning needs in Form One and Form Two as participants.

### 2.3 Guidance Programmes for Senior Forms

Talks on "Self-Management for the Senior Secondary School Life", "Net Ethics and Safety" and "Positive Psychology" were arranged. A Zoom session was organised in collaboration with the Careers Team for Form Six students to prepare them for the HKDSE Examination. Also, a programme was organised for Form Six students in September. Dr. Bernard Wong, school-based educational Ppsychologist, together with our social worker Miss Wendy Fung and several alumni shared useful tips with all Form Six students on revision strategies, learning motivation, and stress management. In addition, several training sessions on "Wellness" and "Study Skills and Time Management" were held for our peer mentors in order to equip them with the skills indispensable for supporting our Form One students.

In an effort to help some senior form students relieve stress, an experiential art therapy group was organised. It was led by Mr. Thomas Fung, an experienced social worker from the Baptist Oi Kwan Social Service - HK Teens Project. Various therapeutic art activities were carried out to encourage participants to share their thoughts by expressing their inner feelings through drawing. However, only the first session in January could be held as the remaining three sessions were cancelled due to the outbreak of COVID-19.

### 2.4 New Initiatives

As a new initiative to promote mental well-being at the campus, the team collaborated with the Centre for Suicide Research and Prevention of the University of Hong Kong this year to design a wider variety of training programmes and activities for the whole school. Some Form Two students were nominated to be Wellness Ambassadors in order to develop their potential and enhance their peer support skills as well as to strengthen their resilience by promoting their self-efficacy.

## SUPPORT FOR STUDENT DEVELOPMENT

### 2.5 Parents' Workshops

A workshop aiming at enriching parents' net education knowledge was organised by the School Social Work Service and our team in October. Parenting and communication skills were also shared during the session to help enhance participants' competency and confidence in communicating with their children over the use of smartphones. In June, an online workshop for Form One and Form Two parents was organised to increase parents' awareness of the psychological needs of adolescents after months of school suspension. The importance of an effective collaboration between family, school and professionals in assisting students and parents in adapting to the new environment was highlighted.

### 2.6 Leadership Training Course for Peer Mentors

A leadership training course for our Form Three students was organised by the Discipline and Guidance Teams from July to August 2020. The comprehensive training included a variety of individual and team exercises, sharing and debriefing sessions held at school and online, as well as a practicum session. Alumni who were outstanding peer mentors were invited to conduct a sharing session on leadership skills. Training sessions were held by two social workers focusing on practical counselling skills, mediation, and conflict management. Upon successful completion of the course, all 36 participants in the practicum were then appointed as peer mentors to support the Form One students and new students in adjusting to secondary school life.



# SUPPORT FOR STUDENT DEVELOPMENT

## 3. STUDENT DISCIPLINE

The Discipline Team comprised the Discipline Master, Mr. Li Yu Hin, as Convenor, Miss Chan Hoi Lam, as Deputy Convenor and ten teachers in 2019-2020. With the unstinting support of the team members, the Discipline Team collaborated with the Prefects' Council to maintain and promote good discipline in the College.

To ensure that our students were always neat and presentable, weekly uniform checks were conducted by Mr. Li Yu Hin as the Chief-in-charge and four team members each time. And to make certain that students were aware of the importance of being punctual to class, Mr. Li Yu Hin carefully monitored the weekly lateness and absence records of students prepared by the office staff, while Mr. Chu Tze On regularly checked the attendance records of students put into detention classes.

There were two Form Coordinators in each form. With Miss Chan Hiu Lam and Mrs. Wai Li Kit Wa in Form One, Mr. Li Yu Hin and Mr. Chu Tze On in Form Two, Miss Chan Luk Nam and Miss Tin Nim Yu in Form Three, the discipline of junior form students was closely monitored. As for senior forms, the Team had put Miss Leung Wing Sze and Mr. Ho Ming Yan in Form Four, Miss Yu Siu Chun and Mr. Yeung Ho Lun in Form Five, Miss Chan Hoi Lam and Miss Shek Man Yi in Form Six to do the job.

### 3.1 Internal Discipline

In order to enhance students' civic virtue, the Discipline Team and the Prefects' Council co-organised the first Discipline Weeks in Junior Forms in November 2019. A high-quality video was made by the prefects to promote this campaign. The winning class in each form was chosen by teachers based on classroom cleanliness, tidiness and classroom discipline. Junior forms students, especially Form One and Form Two students, participated in the events actively. 1C, 2C & 3E won the championship in Form One, Form Two and Form Three respectively. Meanwhile, the School Rules Calligraphy Contest was co-organised by the Prefects' Council and the Calligraphy Club, in which participants submitted their handwritten entries of school rules in either English or Chinese. Miss Lam Sze Kei, the Calligraphy Club Adviser, was the adjudicator.

During school suspension due to COVID-19, the Discipline Team and the Prefects' Council set up Prefects Google Classrooms to assist Form Two students in remote learning and doing assignments online. Exercises from Khan Academy and Crash Course were assigned to them and TED-Ed videos and news articles were uploaded to the Classroom weekly. Conduct marks were awarded to students with excellent performance during the period. Mr. Li Yu Hin closely monitored the performance of students who lacked self-discipline and with poor attendance in

# SUPPORT FOR STUDENT DEVELOPMENT

Zoom sessions. The Discipline Team also cooperated with the Guidance Team and the SEN Team to support parents and students in need during the period.

Despite the school suspension since late January 2020 and the cancellation of activities scheduled for the Second Discipline Weeks, it was encouraging to see that our students were cooperative and self-disciplined under the effective collaboration among all team members, the various teams and our Prefects.

## 3.2 Working with the Prefects' Council

The Discipline Team worked together closely with the Prefects' Council headed by Chan Hei Chun (6B) from September 2019 to January 2020.

Wong Hon Yin (our former Second Head Prefect and top 2019 HKDSE scorer, Chow Ching Yin (a former committee prefect and a current Government and Laws student at HKU), and Tsui Wai Kiu Omar (a former committee prefect and a current Medical student at HKU) were invited to come back to their alma mater to share with Form Two and Form Three students their study skills, reading habits and school life at the College. These distinguished alumni scored a total of fourteen 5\*\* in the 2019 HKDSE. The sharing was informative and inspirational.

To arouse the awareness of students on the importance of good discipline, on 19 September 2019, Mr. Li Yu Hin, Miss Chan Hoi Lam and the Committee Prefects of the Prefects' Council organised the Form One Orientation Programme for Form One students to introduce to them the structure of the Prefects' Council, and explain to them various important school rules and the importance of proper manners and conduct. The programme helped Form One students to familiarise themselves with the new school environment.

To enhance the use of IT and be more environmentally friendly, the Prefects' Council co-operated with the STEM Team to write an APP for their patrol duties. The APP was installed on the iPads provided by the College to replace the notice of warnings in paper form. Form Teachers were notified by Prefects through the APP when any students in their class were caught violating school rules. The Prefects' Council would keep optimising and updating the APP.

The selection of the new Head Prefect was one of the highlights of the year. Three candidates were chosen by Mr. Li Yu Hin, the Discipline Master and Miss Chan Hoi Lam, the Deputy Discipline Mistress. Lists of election criteria for the Head Prefect were sent to their form teachers, core subject teachers, certain senior teachers and several team convenors to rate and comment on their performance, abilities and attributes in different aspects. The statistics and comments

## SUPPORT FOR STUDENT DEVELOPMENT

were then passed on to the Principal and the SMT for reference in the Final Interview held on ZOOM in late February due to school suspension.

In March 2020, Ng Truman Toby (5C), was appointed as the new Head Prefect by the Principal. Chan Daniel Keith (5A) and Leung Hoi Hei (5D) were appointed as the Second Head Prefects. Members of the Prefects' Council Committee included Cheng Yan Ho (5A), Hung Wai Sum Jacky (5C), Chan Ching Yiu (5D), Chan Tsz Ho (5E), Kwong Ho To (5E) and Ma Wesley Wai Yin (5E). Five Prefects with outstanding performance were awarded certificates to acknowledge their contribution to the College throughout the year. These Prefects were Chan Ho Tin (4B), Li Wan Kin Syrus (4C), Leung Sze Yin Sherman (4C), Cheung Tsz Hei (4D) and Law Pok Yin (5E).



Twenty-five students from Form Three to Form Four were appointed as new Prefects in October 2019 to replace and take up the duties of Form Six Prefects when the HKDSE drew near. The second Prefect Recruitment was held in mid-July right after the final examination. ZOOM interview sessions were arranged. Twenty-five students from Form Two to Form Three were chosen and would serve as new Prefects in the new school year.

A 2-day Prefects Training Camp originally scheduled for early March 2020 in YHA Mei Ho House Youth Hostel in Sham Shui Po was postponed due to the COVID-19 pandemic.

# SUPPORT FOR STUDENT DEVELOPMENT

## 3.3 Cooperation with the different Social Service Organizations

In early September 2019, talks on Gambling Prevention (Form Four) and Drug Prevention (Form Five) were co-organised by the Discipline Team and Social Workers from T.W.G.Hs. Even Centre and the Hong Kong Family Welfare Society (HKFWS). The Discipline Team and the Guidance Team also invited Cyber Youth Support Team - Six Degree Hubs from St. James' Settlement (Youth Services) to give talks for our junior form students on Net Ethics.

The Discipline Team also co-organised the Form One Campus Care Ambassadors (CCAs) Programme with the social workers from the Caritas Jockey Club Integrated Service for Young People — Shek Tong Tsui (CJC). Six Form One students from each class were nominated by their Form Teachers. They attended a 4-session training workshop held by the CJC social workers in which they learned how to combat bullying and promote a harmonious classroom environment in their Form. The arrangements were that they would carry out patrol duties with the Prefects' Council during recesses in the second Discipline Weeks to know more about a Prefect's duties. Unfortunately, it was cancelled during the suspension period in the second term. Yet, it was hoped that the ambassadors would consolidate what they had learned in the training and would be the fresh blood of the Prefects' Council in the future.

The Discipline Team and CJC also jointly organised a 5-session Public Speech Training Programme (including one ZOOM session in July) for our senior Prefects and the Committee Prefects. The training aimed to enhance their organisational skills and boost their confidence in giving speeches or instructions. It was believed that through various team building activities, our Prefects had learned about the characteristics of a high performing team and the crucial skills for building such a team.

## 3.4 Collaboration with the Guidance Team and the School Social Workers

The Discipline Team also worked in close collaboration with the Guidance Team, the Educational Psychologists and the School Social Workers (SSWs) in launching the Good Discipline Drive. A "Peer Mentor Scheme" was jointly organised by the Prefects' Council and the Guidance Club to promote a harmonious relationship between junior and senior form students. The two teams co-organised a series of talks for different forms at the beginning of the school year mentioned in the part "Cooperation with the Different Social Service Organizations" in this report.

In late June 2019, the Discipline Master, together with the Guidance Mistress, the School Social Workers and the SEN Coordinator visited Mrs. Ho Tai Sau Man, the Deputy Head of the Primary

## SUPPORT FOR STUDENT DEVELOPMENT

Section, for more information about students who would be studying in Form One in the Secondary Section the coming academic year.

In October and November 2019, the Prefects and the Peer Mentors cooperated and served as helpers in the Form One Breakthrough Camp held in Don Bosco Camp in Cheung Chau.

One of the missions of St. Paul's College is to nurture students to be prominent leaders of the future. To realise the mission, the Discipline Team and the Guidance Team co-organised the Leadership Training Course for our Form Three students after the final examination in mid-July. The course aimed to equip students with enhanced communication skills and develop their leadership qualities, which would be essential for them to carry out their duties when they become student officials in any of our student organisations in the future. Thirty-six applicants, including fifteen newly appointed Form Three Prefects, were selected and they completed a four-day Campus Training in mid-July (a two-day Wild Camp was cancelled due to social distancing). They would help in the Form One Breakthrough Camp in the new school year to complete the course.

## HOME SCHOOL PARTNERSHIP



The St. Paul's College Parent Teacher Association (PTA) was established in October 1994. In 2019-2020, 525 parents joined the Association. The 26<sup>th</sup> Annual General Meeting (AGM) of the PTA was held on 14 December 2019 and eight parent members were elected to serve on the Executive Committee: Ms. Chan Yiu Bor 陳曉波女士, Ms. Ho Ching Jennifer 何靜女士, Ms. Ho Kit Man 何潔雯女士, Ms. Tam Ha Kei Abby 譚夏琪女士, Ms. Tau Pui Shan Lina 杜佩珊女士, Mr. Wong Ka Lun 黃家麟先生, Mr. Wong Wing Kun 黃榮根先生 and Miss Yip Wing Sze Rowena 葉穎思女士. At the first executive committee meeting held after the AGM, Mr. Wong Wing Kun 黃榮根先生 was elected Chairman. Also, Mr. Tsui Chi Ho Dan 徐志豪先生 had kindly agreed to serve as Honorary Auditor.

The PTA participated in the Annual Sports Day on 24 September, 2019. Five parent teams competed against three teacher teams in the classic 4 X 100m Parent-Teacher Invitation Relay. The parents won the silver and bronze medals. In another event, sixteen families took part in a 2 x 100 m relay race. Both parents and students enjoyed the fun of athletic competition. Towards the end of the Sports Day, the PTA gave a little treat of handcrafted cookies to everyone, wishing for all to stay positive and to cheer up.

The PTA organized an educational talk after the AGM on 14 December, 2019. Mr. Ringo Ng 伍詠光先生, the Director of the Counselling Centre and Interpersonal Ministry of Breakthrough Limited, was invited as the speaker. The talk was about how to improve the communication between parents and their teenage children over the additive use of mobile phones for Internet surfing 《當子女說你好煩——機不離手篇》. The talk was well-received by an audience of almost two hundred parents and teachers. The tea gathering after the talk gave teachers and parents an opportunity to share their views on the topic as well as the school life of the students.

The PTA sponsored an evening parent education talk organised by the school's student support team held on 17 December 2019. An experienced social worker from the Wellness Programme of the Hong Kong Family Welfare Society 香港家庭福利會全人專業服務社工 gave an enlivening presentation on the topic "The Opportunities and Risks of the Internet" 「網絡危與機」. Thirty parents attended it and took home good tips on how to negotiate with their children on the daily amount of time allowed for gaming.

The PTA promoted and thirty-five parents joined a webinar organised by the SPC Primary School PTA held on 25 April 2020. The title of the webinar was "How to Relieve Emotional Stress during the COVID-19 Epidemic" 「疫情下的情緒釋放」視像工作坊. Mr. Ringle Leung, Founder and CEO of the Healthy Mind Parents Academy 「正向家長學院」創辦人及首席執行官梁辰民先生, was the speaker. The goal of the webinar was to inspire parents on ways to keep their family members physically and psychologically healthy during a time of almost complete lockdown of the city. The PTA's annual family outing, parent-child voluntary service and joint-school workshop with the PTA of King's College were cancelled because of the COVID-19 pandemic. During school suspension, the PTA relayed many comments raised by the parents to the school. The school also invited the parent committee members of the PTA to consultation meetings at the school twice.

## HOME SCHOOL PARTNERSHIP

Discussions focused on the arrangements for online teaching and learning and anti-infection measures enforced in the school campus. The PTA sponsored the distribution of sanitation kits to the students and teachers on the first day of school resumption in June.

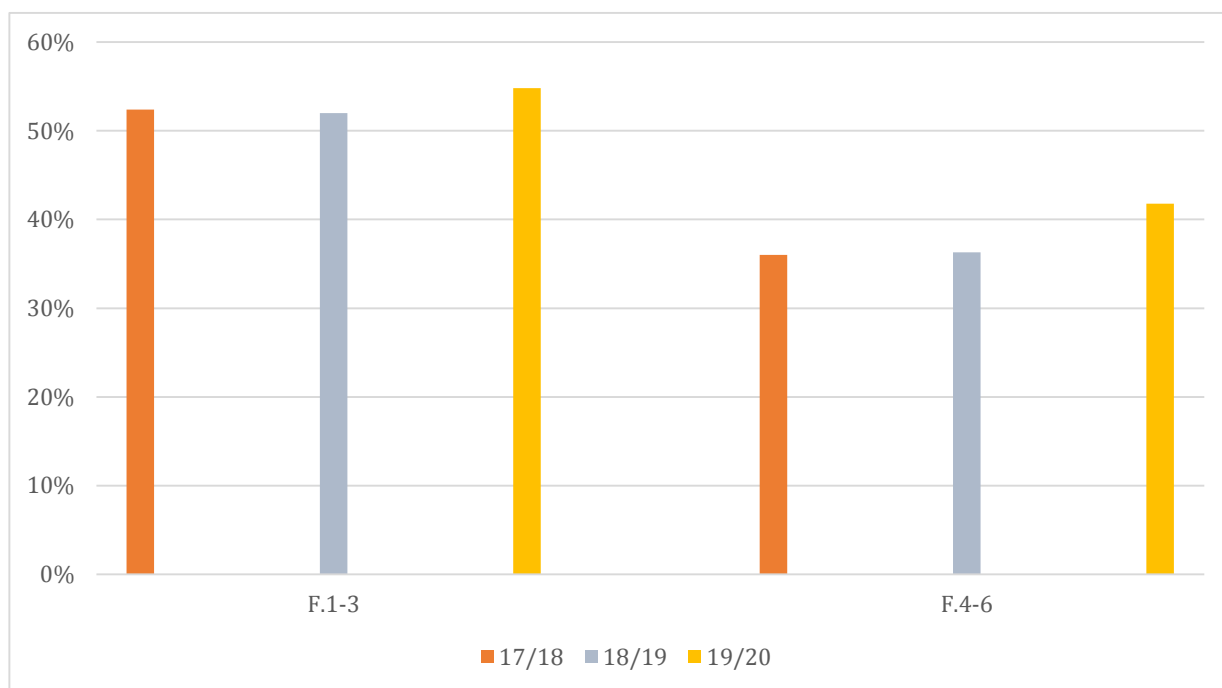
The 28<sup>th</sup> issue of the PTA Newsletter was distributed in August. This Newsletter was paper-free. The PTA attempted an e-book format for the first time. Besides informing parents of the latest events of the PTA, this Newsletter had collected four articles contributed by parents who share their opinions about “the Pros and Cons of E-Class” 「E-Class 得與失」.



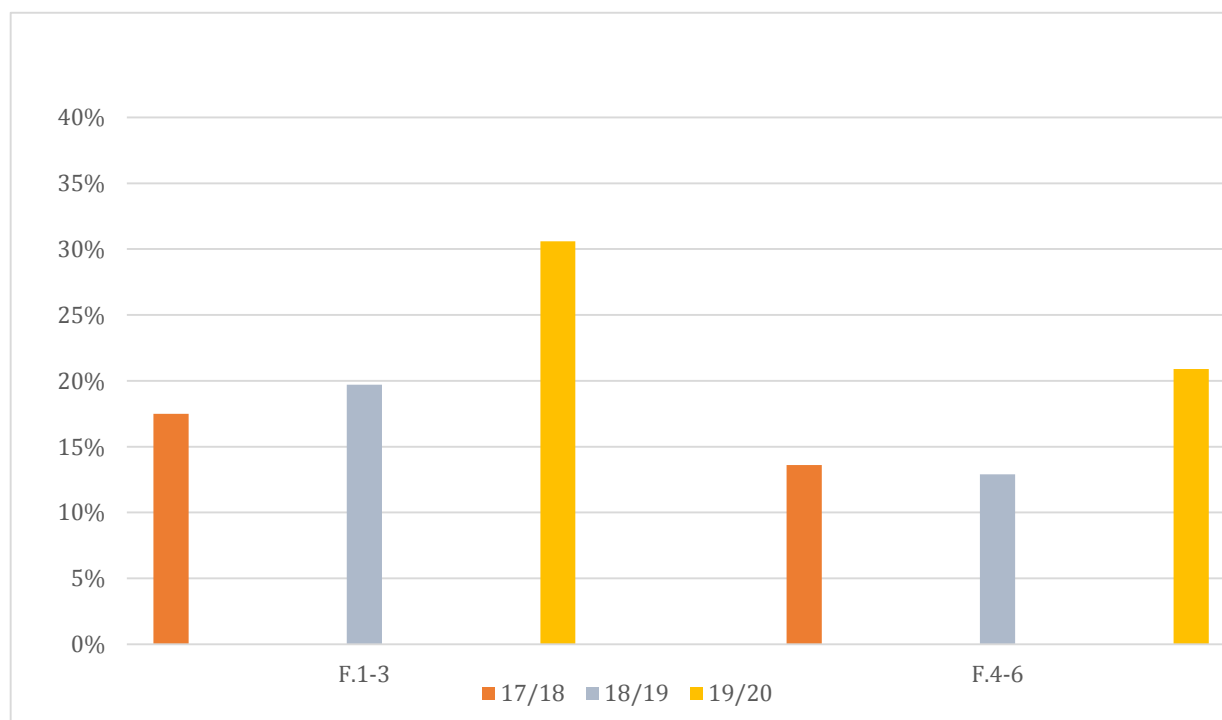
# PERFORMANCE OF STUDENTS

# PERFORMANCE OF STUDENTS

## 1. STUDENT PARTICIPATION IN INTER-SCHOOL EVENTS



## 2. STUDENT PARTICIPATION IN UNIFORM/ SOCIAL AND VOLUNTARY SERVICES GROUPS



# PERFORMANCE OF STUDENTS

## 3. INTER-SCHOOL ACTIVITIES AND AWARDS WON IN 2019-2020

### SPORTS

No.	Name of Competition/Organisation	Award/Prize details 2019-2020	Student(s)
1.	3 <sup>rd</sup> Asian Junior & Youth Orienteering Championships (AsJYOC)	1 <sup>st</sup> (Sprint, Sprint Relay and Middle Distance)	Fung Hong Ching (2C)
2.	A.S. Watson Group	Watson's Student Sports Award	Wu Kieran Hiu Chun (6E)

### ACADEMIC

No.	Name of Competition/Organisation	Award/Prize details 2019-2020	Student(s)
3.	Grantham Scholarships Fund	Grantham Scholars of the Year Award 2019/20	Chew Chun Hin (6B, 2018-2019)
4.	Sir Edward Youde Memorial Fund Council	Sir Edward Youde Memorial Scholarships 2019/20	Wong Hon Yin (6C, 2018-2019)
5.	Hong Kong Jockey Club	Hong Kong Jockey Club (HKJC) Scholarship	Chan Kwan Ho Ambrose (6D, 2017-2018)
6.	Sir Edward Youde Memorial Fund Council	Sir Edward Youde Memorial Prizes 2019/20	Li Kwok Tung Moses (6D) Law Tze Wah Dennis (6D)
7.	Education Bureau	Hong Kong Scholarship for Excellence Scheme (HKSES)	Mang Hao Jian (6F)
8.	The Harvard Club Hong Kong	Harvard Book Prize 2019-2020	Lee Jasper Yee Jing (5B) Kwong Ho To (5E) Suen Cheuk Fai (5E)

# PERFORMANCE OF STUDENTS

## ACADEMIC

No.	Name of Competition/Organisation	Award/Prize details 2019-2020	Student(s)
9.	The Princeton Club of Hong Kong	Princeton Club of Hong Kong Book Award 2020	Ng Truman Toby (5C)
10.	Biliteracy and Trilingualism Composition and Speech Competition	Merit Award	Ng Truman Toby (5C)
		Outstanding English Composition Award	Ng Truman Toby (5C)
11.	3 <sup>rd</sup> Bible Verse Calligraphy Competition	1 <sup>st</sup>	Au Chi Kin (4A)
12.	"Caring for Our Kids" - WhatsApp Sticker Design Competition	Merit Award	Au Chi Kin (4A)
13.	香港大學中國歷史研究文學碩士課程同學會	香港青年史學家年獎 2019	周正賢 (6D)
14.	20 <sup>th</sup> Consumer Council Study Award: Sustainable Consumption Product Design	Merit Prize	Hon Yan Lok (5C) Ho Pak Hei (5C) Chan Pak Hong (5C) Chen Ching Long (5C)
15.	Hong Kong School Drama Festival	Outstanding Spoken English Award	Chan Pak To (4A) Leung Shing Yiu (3A) Chow Cheuk Hei (3B) Yip Cheuk Chun (4B) Cheng Sze Ming (2F)
		Award for Outstanding Performer	Leung Shing Yiu (3A) Chow Cheuk Hei (3B)

# PERFORMANCE OF STUDENTS

## ACADEMIC

No.	Name of Competition/Organisation	Award/Prize details 2019-2020	Student(s)
16.	Youth Arch Foundation	Youth Arch Student Improvement Award in 2019-2020	Lee Ming Hin (3A) Fung Ngo Yeung (3C) Kan Pok Man Eric (3E) Tsui Jerry William (3B) Chan Wang Tik (3D) Nip Sin Hang Brian (3F) Wong Sau Yat Duncan (4A) Eng Matthew Tingchen (4B) Wan Chu Yan (4C) Yu Chin To (4E) Yeung Lok Man Alexander (4F) Tam Sheung Wai (5A) Law Chun Hoi (5B) Wong Rui Yan Ryan (5C) Leung Ching Hei (5D) Qing Yanzhang (5E) Tse Daniel Hin Kwong (5F)
17.	香港教育局及長春社文化古蹟資源中心	「向我最喜愛的中國歷史人物致敬」創作比賽——時空明信片	陳穎希 (2C) 麥偉諾 (2F)
18.	第二屆「中國歷史人物選舉——魯迅專題研習比賽」	初中組個人賽冠軍	麥知行(3F)
		初中組個人賽亞軍	劉子熙 (3D)
		初中組個人賽季軍	楊子進 (4E)
		初中組小組賽亞軍	蔡睿翹 (4B) 尹子傑 (4D) 馮進銘 (4F)
		高中組個人賽亞軍	陳柏陶 (5A)
		高中組個人賽優異獎	么柏然 (5C)
		高中組小組賽嘉許獎	黃潤東 (6D) 周建恆 (6A) 周晉謙 (6A) 鄭校賢(6D) 梁政晞(6D)

# PERFORMANCE OF STUDENTS

## ACADEMIC

No.	Name of Competition/Organisation	Award/Prize details 2019-2020	Student(s)
19.	Tung Wah College	TWGHs Ma Kam Chan Memorial Scholarships 2019-2020	Mak Kin Long (6C)
20.	City University of Hong Kong	Student Marketing Consultancy Projects Award	Cheung Chun Hin Jason (6B)

## SERVICE AND LEADERSHIP

No.	Name of Competition/Organisation	Award/Prize details 2019-2020	Student(s)
21.	2019 HK Island Outstanding Student Award	Junior Group – Outstanding Student Award	Tam Ching Man Edmund (3A)
		Senior Group – Outstanding Student Award	Yip Cheuk Chun (4B)
22.	The Kiwanis Club of HK – Serving the Children of the World	The Kiwanis Community Service Award 2019-2020	Au Kin Lok Kevin (5C) Hon Yan Lok (5C)
23.	Sir Robert Black Trust Fund 2019-2020	Grants for Youth Leadership Training	Kwong Yan Lok (2D) Chan Daniel Keith (5A)
24.	HK 200 Leadership Project 2019 – HSBC Future Skills Development Project	Certificate of Appreciation	Hon Yan Lok (5C)
25.	The Hong Kong Award for Young People	Certificate of Merit	Au Kin Lok Kevin (5C)
26.	HK Extra-curricular Activities Masters Association	Outstanding Student Award	Chan Kiu Lap (6A)

# PERFORMANCE OF STUDENTS

## SERVICE AND LEADERSHIP

No.	Name of Competition/Organisation	Award/Prize details 2019-2020	Student(s)
27.	District Volunteer Award	Gold Award	2 students
		Silver Award	6 students
		Bronze Award	29 students
28.	Scout Association of Hong Kong	Chief Scout's Awards	Chan Yiu Fai (5A) Tia Yik Ethan (5C) Wong Rui Yan Ryan (5C) Leung Frank Tsz Yuet (5D) Shum King Heng (5E)

## OTHERS

No.	Name of Competition/Organisation	Award/Prize details 2019-2020	Student(s)
29.	2019-20 International Junior Science Olympiad (IJSO)	2 <sup>nd</sup> Class Honour	Lam Ho Yin (3E)
		2 <sup>nd</sup> Class Honour	Chow Thomas (3F)
		3 <sup>rd</sup> Class Honour	Chu Chung Yan (3B)
		3 <sup>rd</sup> Class Honour	Chu Tsz Wai (3E)
		3 <sup>rd</sup> Class Honour	Chan Ching Him Marcus (3C)
30.	Hong Kong Environmental Writers' Competition 2019	2 <sup>nd</sup> Class Honour	Ng Truman Toby (5C)

## MAJOR CONCERNS (ACHIEVEMENTS AND REFLECTION)

In preparation for the 2018/2021 school development plan, the College conducted a thorough evaluation of the effectiveness of the 2015/2018 school development plan with reference to the findings of the stakeholders' surveys as well as comments and recommendations made in the EDB External School Review (ESR) report and the CUHK Quality School Improvement Project (QSIP) report.

In the School Development Plan (2018/2021), the major concerns for the College (2018/2021) were stipulated as:

1. Teaching and Learning - Work towards a collaborative, interactive and innovative approach to teaching and learning
2. Curriculum - Work towards the development of 5Cs (Creativity, Communication, Collaboration, Critical Thinking and Citizenship) in students
3. School Culture - Promote healthy living and build a caring community

2019/2020 was the second year in the 3-year school development cycle. In December 2019, the External School Review was conducted. The review report was released in April, 2020. The findings, comments and recommendations from the ESR team, together with annual reports from the different departments and teams of the school, provided the College with valuable feedback and information not only on our achievements but also for our reflections.

### FIRST MAJOR CONCERN: TEACHING AND LEARNING - WORK TOWARDS A COLLABORATIVE, INTERACTIVE AND INNOVATIVE APPROACH TO TEACHING AND LEARNING

Building on the success of previous years, the College continued its staunch effort in creating a favourable environment for fostering collaboration among our teachers and opportunities for them to acquire different teaching strategies.

Thanks to the sponsorship and leadership of the Catalyst Education Laboratory (CEL), a non-profit education organization, teachers from six local schools including St. Paul's College, St. Stephen's Girls' College, Marymount Secondary School, Logos Academy, Diocesan Boys' School and Chinese International School, had been able to attend workshops together in the MIT J-WEL Week at the Massachusetts Institute of Technology (MIT) in Boston for three consecutive years. Opportunities for teachers to learn and exchange ideas together had strengthened the partnership among these schools resulting in the successful hosting of a Joint School Staff

## MAJOR CONCERNS (ACHIEVEMENTS AND REFLECTION)

Development Day attended by more than 400 teachers from these schools. The formation of a close-knit community of teachers committed to the sharing of professional knowledge and best teaching strategies was certainly an encouraging achievement in a somewhat difficult year.

While 2019/2020 may have been an *annus horribilis* which decimated nearly the whole event calendar of the school year and caused a five-month territory-wide school suspension, it ironically accelerated in the College the process of adopting a collaborative, interactive and innovative approach to learning and teaching.

### *Collaboration and interaction in teaching and learning*

The social unrest in the past year called for even closer collaboration among members of the school community. In line with the St. Paul's Spirit of "All for each and each for all", a whole-school approach was adopted to support the emotional needs and learning needs of our students through mutual respect, understanding, trust and care. The senior management team worked closely with form teachers, class teachers, guidance and pastoral staff, social workers, educational psychologists, among others to help students and staff affected in different ways by the unrest. Christain values and core values of the College were emphasized. Collaboration and concerted effort proved to be key factors that helped the College throughout this difficult time.

The Student Support Working Committee met regularly to share information and expertise and devise plans to offer immediate support to students affected. Members of the committee were actively involved so as to ensure that students who needed guidance could be identified at an early stage and that early intervention could function effectively. Activities were coordinated and organised to provide students with opportunities to channel their thoughts and feelings in relation to the social unrest.

The suspension of school called for the use of IT in an unprecedented way. After comparing different online meeting platforms such as Zoom, Google Meet and Microsoft Team, the College decided to use Zoom for online lessons during the school suspension period. Since not many teachers had used this online platform for teaching before, a Zoom support group, consisting of teachers from different disciplines, was quickly formed to provide colleagues with not only the technical know-how of using Zoom but also regular suggestions and training before and during the implementation of online lessons. Several training sessions were conducted to provide training on skills and techniques needed to run more interactive online lessons through reaction

## MAJOR CONCERNS (ACHIEVEMENTS AND REFLECTION)

functions and breakout rooms on Zoom as well as videos and apps. Teachers who worked from home could still access resources, information, and support from the Zoom support group.

While Zoom provided a platform for teachers to conduct online lessons, Zoom alone proved insufficient during the school suspension period. To ensure that teaching and learning continued to be collaborative, interactive and innovative, teachers worked together to create PowerPoint presentations with audio explanation and interactive video lessons and shared the tailored-made resources with one another so that every student could benefit from the collaborative effort. Teachers were encouraged to share their resources and teaching approaches with their colleagues so that every teacher at the school would feel supported and confident in facing the challenges. It was wonderful and encouraging to see teachers working in a collaborative way.

Not only did teachers in the same department work collaboratively, different academic departments also worked together to create meaningful learning experiences for students. The Integrated Humanities department and the English department, for example, included a project in their Form Two syllabuses for students to complete. Students had to create a travel vlog or a vacation tour guide on a place in China highlighting its historical background, geographical features and cultural development. Another example involved the English department and the Integrated Science department. Students had to create recipes for healthy living in a speaking programme entitled 'SPC Got Junior Master Chef' taking into account knowledge they had acquired in their integrated science lessons about acids and alkalis. Due to school suspension, however, this learning activity had to be postponed to 2020/2021.

### *Innovation and interaction in teaching and learning*

The suspension of school necessitated our teachers organising their lessons differently and embracing technology both by design and necessity. Teachers learned to use a number of different apps and online platforms through professional development programmes, courses and conferences offered by CEL, MIT, EDB as well as in-house training by our own teachers. The apps and platforms included Zoom, Padlet, Stop Motion, Edpuzzle, Flipgrid, Pear Deck, Kahoot, Quizlet, Explain EDU, among others. They made lessons across subjects more collaborative, interactive and innovative both in the classroom and online during the school suspension period. After the resumption of school in late May, early June 2020, our teachers continued to make use of a wide range of apps and platforms in face-to-face teaching and for blended learning.

To support students' need for technology for academic use, the College obtained permission from Microsoft via their School's Enrollment for Education Solutions (EES) Scheme for our students

## MAJOR CONCERNS (ACHIEVEMENTS AND REFLECTION)

to install and use the latest versions of Microsoft 365 Apps software for academic work during their studies at the College. This allowed our students and staff to install for free MS Office software on up to a maximum of five PCs or Macs computers. Students could also run Office Mobile for Android or Office Mobile for iPhone/iPad on up to five mobile devices.

To make learning more collaborative, interactive and innovative, the College planned to roll out its Bring Your Own Device (BYOD) programme in 2020/2021. 2019/2020 was the preparation year for this initiative.

The main objectives of the programmes would include:

- enabling the College to be more learner-focused, and to create a more individualised learning pathway for each boy.
- enriching the educational environment for the boys by facilitating interactions with their peers and creating opportunities for collaboration both during and beyond their regular classes.
- increasing the boys' information literacy, enabling them to become responsible citizens in the virtual and the real worlds.
- nurturing active, life-long learners by bringing the immense resources of the internet into the classroom for each boy, and by allowing the work of the classroom to spread beyond its four walls.
- enabling teachers to deliver new curricula in new and more engaging ways more closely attuned to the technologically-rich educational and employment futures for which we are preparing the boys.

In preparation for this new initiative, a working group was formed with teachers teaching different subjects and members of the IT in Education Team. The group had a number of meetings in the course of the year to define the main objectives of the programme, discuss which of the devices on the market would best help achieve our objectives, plan training sessions that would need to be provided for teachers, and draft the Acceptable Use Policy for students and parents to understand how the device should be used. Several questionnaires were issued to collect views from different stakeholders and to anticipate concerns they might have about the implementation of the programme, including concerns about cost, security, privacy, gaming addiction, effectiveness, usage, effectiveness, among others.

This programme would represent a significant step in the process of shifting our educational focus from acquisition and recall to the creation of information, and from the focal point on the end-product to a greater emphasis on the skills and processes required to produce it. It would also mean a major shift from knowledge being textbook and classroom bound to learning happening before, during and after lessons. The College believed that the BYOD programme

## MAJOR CONCERNS (ACHIEVEMENTS AND REFLECTION)

could accelerate the development of a wider repertoire of teaching strategies among teachers and make teaching and learning more collaborative, interactive and innovative.

### *Autonomy in Learning*

To promote reading and encourage greater autonomy in learning, the College continued to subscribe to online reading materials and resources for our students. Through i-Learner, the College subscribed to 智爱中文平台 and through Broadlearning, 50 English interactive readers. These two reading resources, together with WiseNews from Wisers provided our students with reading materials for their self-learning and in support of their studies. Different academic departments, including the Chinese Department, English Departments, Liberal Studies Department, and the College Library, made use of these resources to promote e-reading, especially during the school suspension period and at the height of the pandemic when both the school library and public libraries were closed. Avid readers were awarded the title “Reader of the Year”.

The Chemists Online Self-study Award Scheme 2020 was one of the programmes through which the College promoted autonomy in learning. Last year, of the eighteen Form Five students who took part in the scheme, thirteen of them achieved the highest level.

The Learning Hub was a depository of reference materials and learning exercises on the school website that our students could access at any time through their Intranet accounts. The promotion of the Learning Hub as a learning resource bank aimed at encouraging more autonomy in learning.

During the pandemic and school suspension, various academic departments, such as Mathematics and Integrated Science, made use of flipped classrooms for students to take more ownership of their learning. Students could pace themselves and work with and revisit pre-lesson learning materials depending on their individual needs.

## MAJOR CONCERNS (ACHIEVEMENTS AND REFLECTION)

### SECOND MAJOR CONCERN: CURRICULUM - WORK TOWARDS THE DEVELOPMENT OF 5CS (CREATIVITY, COMMUNICATION, COLLABORATION, CRITICAL THINKING AND CITIZENSHIP) IN STUDENTS

#### *Incorporate the teaching of 5Cs into the curriculum*

To help develop creativity, communication, collaboration, critical thinking and citizenship in students, all the academic departments made adjustments to their curricula to help develop the 5Cs in our students. Three academic departments in particular, including Integrated Science, Integrated Humanities and English Language, underwent different stages of major curriculum review in the past school year.

In Junior Form Integrated Science, the flipped classroom model was adopted and used extensively in the past year. Students viewed teaching materials, usually in the form of videos, as homework prior to attending lessons, leaving valuable lesson time for discussions, clarification of concepts, and collaborative work. Besides, more hands-on activities were included in the lesson design to keep students engaged and active in their learning, for example making a walking minion, making a catapult, and assembling a mini hand-crank generator. IS teachers observed marked improvement in student engagement after the adoption of the revised curriculum.

In Junior Form Integrated Humanities, their three-year school-based programme continued to be fine-tuned and implemented. Last year, the curriculum was in its third year of development and refinement. From personal development of students to the history of the College, from what it meant to live and study or work in Hong Kong to being a responsible citizen of the world, this systematic approach to curriculum design aimed at helping students understand the interconnectedness between individuals and society, between the past and the present, and between nations and the world. The development of skills was incorporated into the curriculum design, with Form One focussing on creativity, Form Two on critical thinking and problem solving, and Form Three on decision making.

In preparation for the launch of a new Form One English language curriculum in 2020-2021, a working group consisting of English teachers, the Junior Form English Language Coordinator, and the Assistant Vice Principal was formed to revamp the curriculum. The complete overhaul touched on various aspects of the curriculum, from its design to the allocation of lessons, from

## MAJOR CONCERNS (ACHIEVEMENTS AND REFLECTION)

the assessment criteria to the relative weighting between classwork and exams, from the suitability of the themes to be used to its synergy with the BYOD programme, also to be launched in 2020-2021. Some of the defining features and emphases of the new curriculum included engagement, thinking skills, productive skills, standard-referenced assessments, project-based learning, multiliteracies, reading strategies, visual learning and flipped grammar. Despite the challenges faced and concerns raised during the process, the revamped curriculum was completed and presented to all members of the teaching staff in June 2020.

### THIRD MAJOR CONCERN: SCHOOL CULTURE - PROMOTE HEALTHY LIVING AND BUILD A CARING COMMUNITY

#### *Building a caring community*

2019/2020 was no doubt a difficult year. What happened in the first half of the year had torn the fabric of society, divided families and threatened the culture of the College. This, together with the pandemic and the subsequent school suspension, posed great threats to both the physical and mental wellbeing of everyone in the school community. In anticipation of and in response to the negative impacts they had on the different members of the school community, staff and students groups were mobilized to provide timely support to those affected and to create a caring community.

Form Teachers and personnel for providing student support (Guidance Team, Discipline Team, SEN Team, social workers, Educational Psychologists, Student Association) worked extremely hard to maintain a culture of mutual respect and tolerance within the College during the first half of the year. That included looking after the emotional needs of students and creating a positive environment to relieve the various levels of stress faced by students. Inspirational quotes were posted at different places in the school campus, soothing music was played before school and during recesses, and lunch boxes were provided free to all students and staff at a time when roadblocks outside the College had made going out for lunch potentially dangerous for students. Students had a surprise treat of ice-cream during the Swimming Gala as well as cookies (provided by the PTA) during Sports Days. Every effort was made by the school management to provide teachers with as much flexibility as possible so as to reduce their stress levels. For example, all teaching and non-teaching staff (clerical staff, janitorial staff and supporting staff) were not required to come back to school when the situation in Hong Kong was deemed too dangerous and only those in the senior management team (Principal, Vice Principals and Assistant Vice Principal) came back to ensure that the school was open as required by the

## MAJOR CONCERNS (ACHIEVEMENTS AND REFLECTION)

Education Bureau. All these helped everyone in the College to go through this stormy period with relative calm and completed the External School Review even during the height of the storm in December 2019 successfully.

The same whole-school approach was adopted to deal with the emotional and learning needs of students during the outbreak of Covid-19 resulting in five months of school suspension. While teachers were helping each other to face the challenges of online teaching, peer mentors, prefects and S.A. officials devoted their free time to looking after the junior form students and giving them academic support and guidance.

The Discipline Team and the Prefects' Council set up Prefects Google Classrooms to assist Form Two students in remote learning and doing assignments online. Conduct marks were awarded to students with excellent performance during the period. Students who lacked self-discipline and with poor attendance in Zoom sessions were closely monitored. The Team also cooperated with the Guidance Team and the SEN Team to support parents and students in need during the period. Apart from the Prefects' Council, the Students' Association and the peer mentors of the school were also mobilised to create short clips and tips to help the students, especially younger students, to cope with the drastic change of routine or the lack thereof as well as providing academic support and guidance during the school suspension period.

As a new initiative to promote mental well-being on campus, the Guidance Team collaborated with the Centre for Suicide Research and Prevention of the University of Hong Kong to design a wider variety of training programmes and activities for the whole school. Some Form Two students were nominated to be Wellness Ambassadors in order to develop their potential and enhance their peer support skills as well as to strengthen their resilience by promoting their self-efficacy.

In the Visual Arts curriculum, signage design on the topic 'Promoting Personal Hygiene on the School Campus' was included in the Form 1 syllabus while book cover design on the topic 'Oceanic Preservation' was put in the Form 2 syllabus. Students' designs were displayed in the school yearbook *Wayfarer*. Fifteen Form Four students participated in the "Art in MTR - Community Art Gallery" at Sai Ying Pun MTR Station Exit A. The exhibition showcased a selection of creative pieces on the theme "Together, We Fight the Virus" from 3rd May to 30th May, 2020. In an effort to use their creativity to support others during the pandemic, our students also took part in the "Caring for Our Kids" - WhatsApp Sticker Design Competition organised by the Commission on Children and the Labour and Welfare Bureau.

## MAJOR CONCERNS (ACHIEVEMENTS AND REFLECTION)

### *Promoting healthy living*

In view of the sedentary lifestyle many, including our students and staff, were forced to adopt during the pandemic and school suspension, the Physical Education Department promoted the use of the 30 Day Fitness app to encourage physical activity despite the constraints imposed by the circumstances. Form 1 - 4 students and teachers were introduced to the app and encouraged to set daily physical activity goals for themselves. The response was overwhelmingly positive.

The pandemic reminded us all the importance of personal hygiene. In preparation for school resumption, not only was the whole school campus cleaned and sanitized thoroughly, student leaders and staff also helped to create educational videos and posters on measures that everyone should follow to prevent infections.

### *Promoting green living*

The College had so far participated in several pilot projects launched by various organisations including the Environmental Protection Department, the Business Environmental Council Limited and the Electrical and Mechanical Services Department to nurture green leaders who care about the environment. These pilot projects included: a) The Jockey Club BEAM Plus in Schools Project, b) Pilot Programme on Installing Smart Water Dispensers in Schools, c) Green School 2.0 and d) The New Life Plastic Recycling Education Campaign.

Last year, we took a big step forward in our commitment to providing an eco-friendly campus for our students. 26 solar panels, fitted to the rooftop of the South Wing, were put into operation on 12 June 2020. The 26 solar photovoltaic panels are projected to collectively produce 10,400 kWh of clean energy per year while simultaneously and significantly reducing our school's carbon emissions by as many as 8,400 kg annually. In connection with the solar energy project, a wide range of student-driven programmes on green energy and solar panel design, alongside new initiatives involving mentorship and internships with our collaborators, had been planned for the coming year.

To promote green living and sustainable development, the Liberal Studies Department and the English Department worked together to provide support and encouragement to our Form 5 students who took part in the Hong Kong Environmental Writer's Competition 2019 organised by CAN (Clean Air Network). Under the arrangements of the LS Department, our senior form students also took part in the Sustainable Development School Award Programme to deepen

## MAJOR CONCERNS (ACHIEVEMENTS AND REFLECTION)

their understanding of the concept and importance of sustainable development and encourage them to adopt sustainable practices in their daily lives.

To conclude, what happened in 2019/2020 was perhaps too painful for many to remember, yet, surprisingly, it galvanized us into achieving something beyond our expectations and what we thought we were capable of. 2019/2020 turned out to be a year of many firsts for the College: the first time in which the Form 6 internal examination was conducted online, the first time that face-to-face interviews for Form 1 admission was replaced by online submission of videos, the first time to try a virtual Easter service. The social disruption and the new normal called for ingenuity and adaptability of the College staff in responding swiftly to the ever changing circumstances. 2019/2020 was therefore a year of challenges turned opportunities, which in many ways expedited the implementation of many of the school development strategies set out in our Annual School Plan.

# APPENDIX

## Financial Summary for the School Year 2018 - 2019

	Government Funds	Non-Government Funds
<b>INCOME</b> <i>(in terms of percentages of the annual overall income)</i>		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	46.2%	N.A.
School Fees	N.A.	26.0%
Donations, if any	N.A.	26.5%
Other Income, if any	0.1%.	1.2%
<b>Total</b>	46.3%	53.7%
<b>EXPENDITURE</b> <i>(in terms of percentages of the annual overall expenditure)</i>		
Staff Remuneration	74.0%	
Operational Expenses (including those for Learning and Teaching)	9.1%	
Fee Remission / Scholarship (~)	5.0%	
Repairs and Maintenance	2.3%	
Depreciation	9.6%	
Miscellaneous	0.0%	
<b>Total</b>	100%	
<b>(Deficit) for the School Year #</b>	(0.19) months of the annual expenditure	
<b>Accumulated Surplus in the Operating Reserve as at the End of the School Year #</b>	6.4 months of the annual expenditure	
<i># in terms of equivalent months of annual overall expenditure and included with net book value of Fixed Asset</i>		

(~) 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.

## APPENDIX

### Report on the Use of the Capacity Enhancement Grant for the School Year 2019-2020

In 2019-2020, a sum of \$852,831.60 was available for use. This included a grant of \$738,668.00 received for the year together with top-up funds of \$114,163.60 from the College.

Approximately 99% of the expenses were allocated to curriculum development. The money was spent on hiring an IT technician to assist teachers in producing multimedia teaching materials and conducting SBA activities, a clerical staff member to relieve part of the teachers' administrative duties, and a teaching assistant to produce learning materials and help teachers with their administrative duties.

Approximately 1% was spent on coping with the diverse and special learning needs of students. The Guidance Team arranged a drama counselling workshop to enhance students' self-understanding, emotional management, creativity and self-esteem through role-play, drama education and counselling.

#### Summary

Task area	Particulars	Amount (HK\$)
Curriculum development	Clerical staff and teaching assistant (salary + MPF)	521,064.60
	IT technician (salary + MPF)	321,867.00
Coping with the diverse and special learning needs of students	Drama Counselling Group	9,900.00
	<b>Total</b>	852,831.60

# APPENDIX

## 姊妹學校交流報告書 2019-2020 學年

學校名稱：	聖保羅書院		
學校類別：	中學	負責老師：	洪晨晨

本學年已與以下內地姊妹學校進行交流活動：
(因疫情關係, 本年度的交流活動未有舉行)

本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

甲. 管理層面（未有舉辦）

乙. 教師層面（未有舉辦）

丙. 學生層面（未有舉辦）

丁. 家長層面（未有舉辦）

全年財政報告：			
編號	<input checked="" type="checkbox"/>	交流項目	支出金額
N10	<input checked="" type="checkbox"/>	沒有任何開支	不適用
備註：			
(因疫情關係, 本年度的交流活動未有舉行)			

# APPENDIX

## Report on the Use of the Promotion of Reading Grant for the School Year 2019-2020

### Part 1: Evaluation of the Effectiveness

#### Printed books

The class libraries in the junior forms were ready at the start of the school year 2019-2020 and two class librarians per class were appointed and tasked with the running and promotion of these class libraries. Each F.1 class had 22 books (13 English books and 9 Chinese books); each F.2 class had 21 books (15 English books and 6 Chinese books); and each F.3 class had 18 books (12 English books and 6 Chinese books). No new titles were added in 2019-2020.

Social unrest and then the pandemic, however, greatly disrupted the implementation and undermined the effectiveness of these class libraries. Students welcomed the easy access to quality books but loan records were not properly kept. In the annual stocktaking process, 19 books in total were missing. For the school year 2020-2021, a standardized loan record form would be used by each class for better record keeping. Class librarians would also be asked to report missing books as soon as possible and usage statistics of the class libraries bi-annually. More work would need to be done to promote the use of class libraries.

#### E-Reading

The College continued to shift from physical to digital platforms for the promotion of reading. This approach proved particularly timely and apt given the outbreak of the coronavirus in the past school year and the subsequent five-month long school suspension.

The College subscribed to 智爱中文平台 to help improve students' proficiency in reading in the Chinese language. On average, each student completed 43.7 reading exercises and as a school, we completed 45300 reading exercises in 2019-2020, a marked improvement from the previous year. In 2018-2019, the whole school only completed 35582 reading exercises.

The College subscribed to WiseSearch by Wisers Information Limited. In 2019-2020, the database recorded 3333 clicks of WiseSearch resources. The number of clicks in 2018-2019 was 4084 clicks, i.e. a drop of 751 clicks or about 18 percent. The College Library would continue to subscribe to and promote this resource in 2020-2021 for teaching and learning. The usage of the database would be closely monitored to determine the need to renew our subscription to this resource in the future.

The College subscribed to the Witman Reader Series provided by Broadlearning. The series consisted of 50 English interactive e-books suitable for junior form students and cost \$11700. The e-books were promoted through English teachers. Students were encouraged to make good use of this resource especially during the school suspension period. Despite the promotion, the usage remained low and did not justify the cost of just 50 e-books. In 2020-2021, an alternative source of e-reading materials would be explored. HKEdCity's eRead Scheme, through which the

## APPENDIX

College subscribed to e-books using the one-off funding from the government for the period 16 July to 31 December 2020, could be considered.

Through Fields & Associates Limited, the College renewed our subscription to 250 Rosen e-books, which covered a wide range of disciplines and topics. Although the cost of the 250 e-books was low, only \$4980, usage statistics could not be obtained from either Rosen or Field & Associates due to the fact that the e-books were only pdf versions of their physical copies instead of interactive e-books that could keep track of usage for evaluation of effectiveness. The College would therefore not renew the subscription in 2020-2021 despite the low cost.

### Reading Activities

Writer Leng For Hing was invited to speak to our junior form students about creative writing and story writing during their Chinese lessons. Due to the pandemic, however, the talk was postponed and in the end cancelled. Similar talks would be organised in 2020-2021 if the situation with the pandemic improved.

### Part 2: Financial Report

	Item	Actual expenses (\$)
1.	<u>Purchase of Books:</u> Printed books for Class Libraries e-Books	\$34,811.40
2.	<u>Web-based Reading Schemes:</u> 智愛中文平台 Wiseneews e-Newspaper	\$41,305.00
	Total:	\$76,116.40

# APPENDIX

## Programme Evaluation Report for

### DLG – Other Programme: Gifted Education for the School Year 2019 - 2020

Programme	Objective	Target	Duration	Deliverable	Evaluation	Expenditure
Pull-out Enrichment Classes	Arouse students' interest in learning about ethical, religious, and history topics	Form 4 to Form 6 students	October to March	Regular assignments throughout the course	The attendance rate was high. The tutors provided timely advice and feedback to students.	\$14,730
Pull-out programmes offered by tertiary institutions	To enrich/extend/accelerate student learning by external institutions	Form 4 to Form 6 students	Whole year	Assignments or assessments at the completion of the course	A student participated in the HKUST Dual Program 2019.	\$3,600
Sports training	Improve physical fitness so that students are able to perform well in high standard inter-school competitions	Sports team members	Weekly training from September to June	The sport teams participated in the Inter-school competitions	The attendance rate was high in general. The inter-school sports competitions were cancelled in the school year 2019-2020.	\$105,070
Music training	To help students enhance specific skills in musical instruments or performance	College organists	Weekly training throughout the year	Organists playing organ during the morning assemblies	Our organists continued to perform exceptionally well in the morning assemblies.	\$1,400
					<b>Total:</b>	<b>\$124,800</b>

# APPENDIX

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

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Category 1	To organise / participate in life-wide learning activities											
1.1	Local Activities: To organise life-wide learning activities in different KLAS / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)											
Language	Debate and speech training and competitions	Enhance language proficiency.	9/2019 – 5/2020	F.1 to F.6 / 50	The attendance rate was high and several friendly matches were held.	\$21274	E5	✓				
STEM	Technology courses provided by the school	Equip students with basic problem-solving skills.	11/2019 – 7/2020	F.1 to F.3 / 90	Students in general enjoyed this kind of “makers” event very much.	\$1708.9	E7	✓				
			Expenses on Item 1.1			\$22982.9						

# APPENDIX

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
1.2	Local Activities: To organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)												
Visual Arts	Workshops and cultural activities	Explore and experience different art forms.	9/2019 – 3/2020	F5 / 140	Students in general enjoyed the drama and understood more about the various ways to express ideas.	\$10490	E6	✓					
Music	Music training and competitions	Further develop the musical competence of students.	9/2019 – 8/2020	F.1 to F.5 / 70	The attendance rate was high and students were eager to participate in performances and competitions.	\$2800	E7			✓			

# APPENDIX

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Guidance	Form One Breakthrough Camp	Assist F.1 students to adjust better to their secondary school life.	10/2019 – 11/2019	F.1 / 130	Positive feedback was collected. The duration of the camp should be evaluated.	\$211228	E1		✓			
	Guidance programmes and groups	Provide support to groups of students with different needs.	9/2019 – 5/2020	F.1 to F.6 / 250	Positive feedback was collected from most of the programmes.	\$38460	E1		✓			
Leadership	Leadership training for Prefects	Provide training for student leaders.	9/2019 – 7/2020	F.3 to F.5 / 30	Students participated actively in the training sessions.	\$25136	E1		✓			
OLE	Activity Week local programme	Provide experiential learning opportunities through different types of activities outside the classroom.	4/2020	F.1 to F.3 / 10	The attendance rate was high and students gave positive feedback to the event.	\$7700	E1				✓	
			Expenses on Item 1.2			\$295814						

# APPENDIX

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
1.3	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons											
OLE	Activity Week non-local programmes	Provide non-local KLA / cross KLA activities for students to deepen their learning experiences.	4/2020	F1 to F3 / 70	The non-local programmes were cancelled due to the pandemic	\$118400	E3/E4	✓		✓		
			Expenses on Item 1.3			\$118400						
			Expenses for Category 1			\$437,196.9						

## APPENDIX

Domain	Item	Purpose	Actual Expenses (\$)
Category 2	To procure equipment, consumables or learning resources for promoting LWL		
STEM	N/A		0
		Expenses for Category 2	0
		Expenses for Categories 1 & 2	\$437,196.9

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

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

### Number of Student Beneficiaries

Total number of students in the school:	1038
Number of student beneficiaries:	500
Percentage of students benefitting from the Grant (%):	48%

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

Yuen King Hang Alan  
Vice Principal



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The fear of the Lord is the beginning of wisdom

