

FOUNDED 1851

聖保羅書院
ST. PAUL'S COLLEGE

St. Paul's College Annual Report 2020-2021



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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

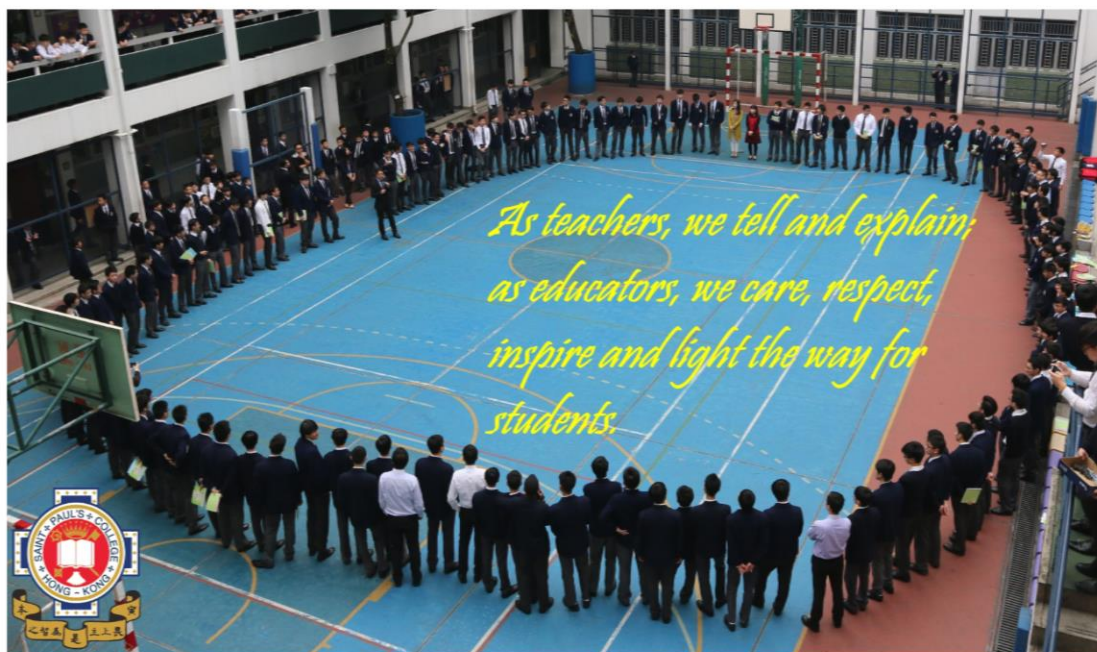
The educational goals of the College, in accordance with its mission, may be described as:

- 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>).

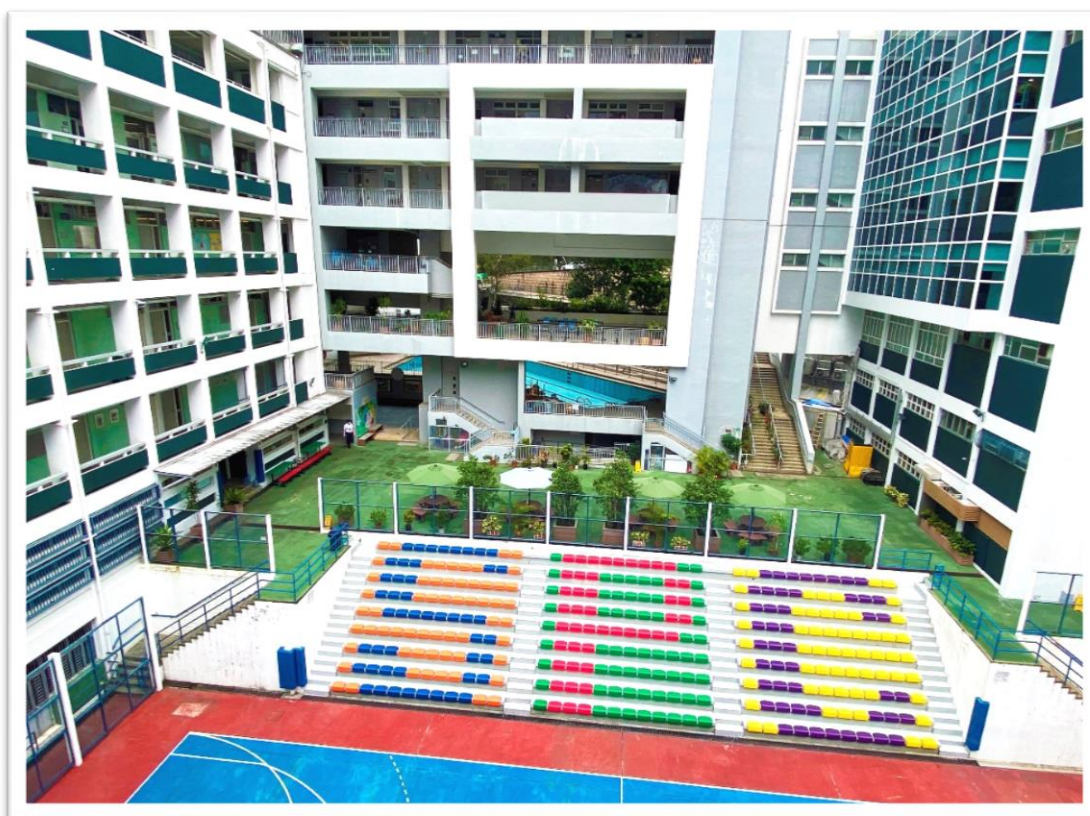
2. School Type: Our College became a Direct Subsidy Scheme school in 2002.

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 2020, with a total number of 1026 students in thirty-six classes. There were six classes each in Form One to Form Six. The breakdown of the enrolment number of 1026 students was as follows:

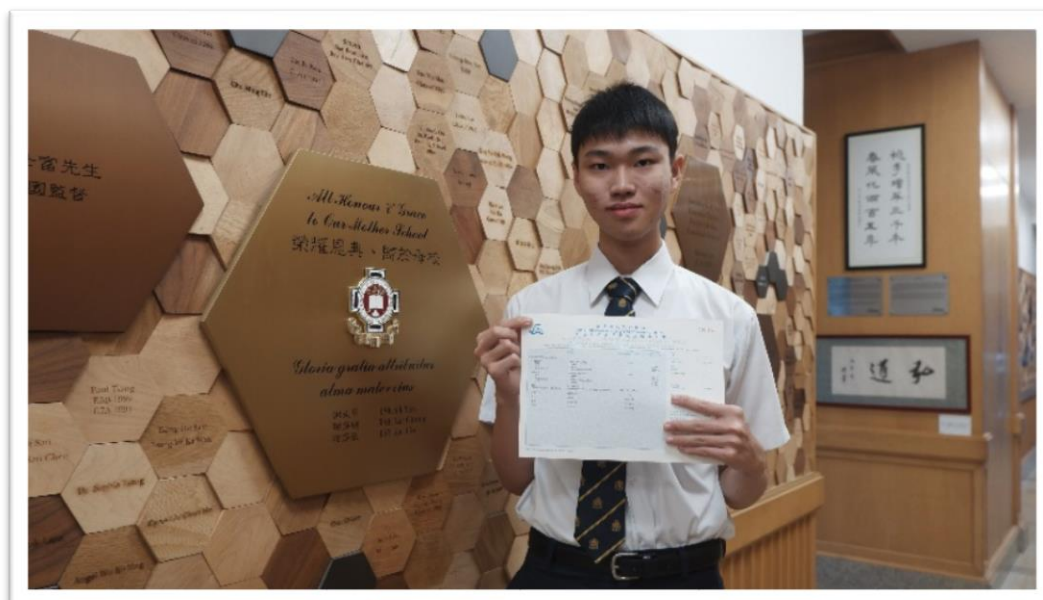
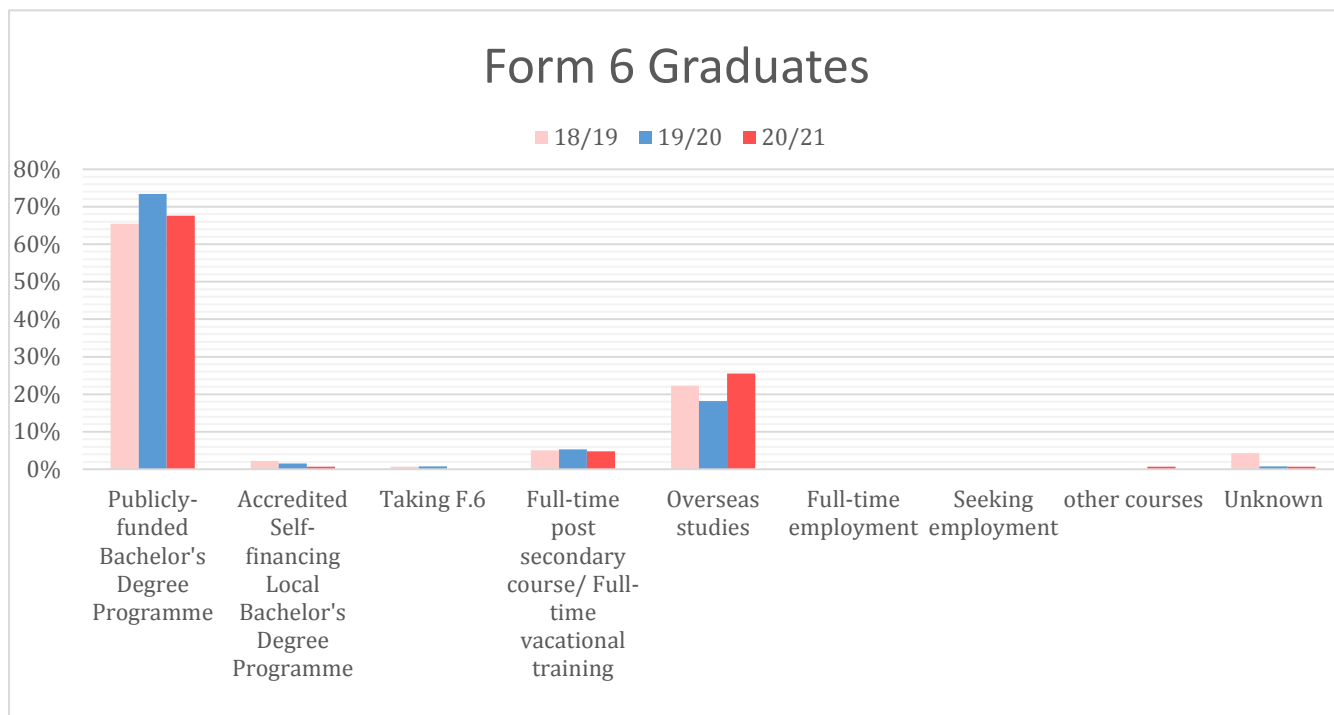
LEVEL	F.1	F.2	F.3	F.4	F.5	F.6	TOTAL
No. of Classes	6	6	6	6	6	6	36
Total Enrolment	198	185	177	158	162	146	1026

2. STUDENTS' ATTENDANCE



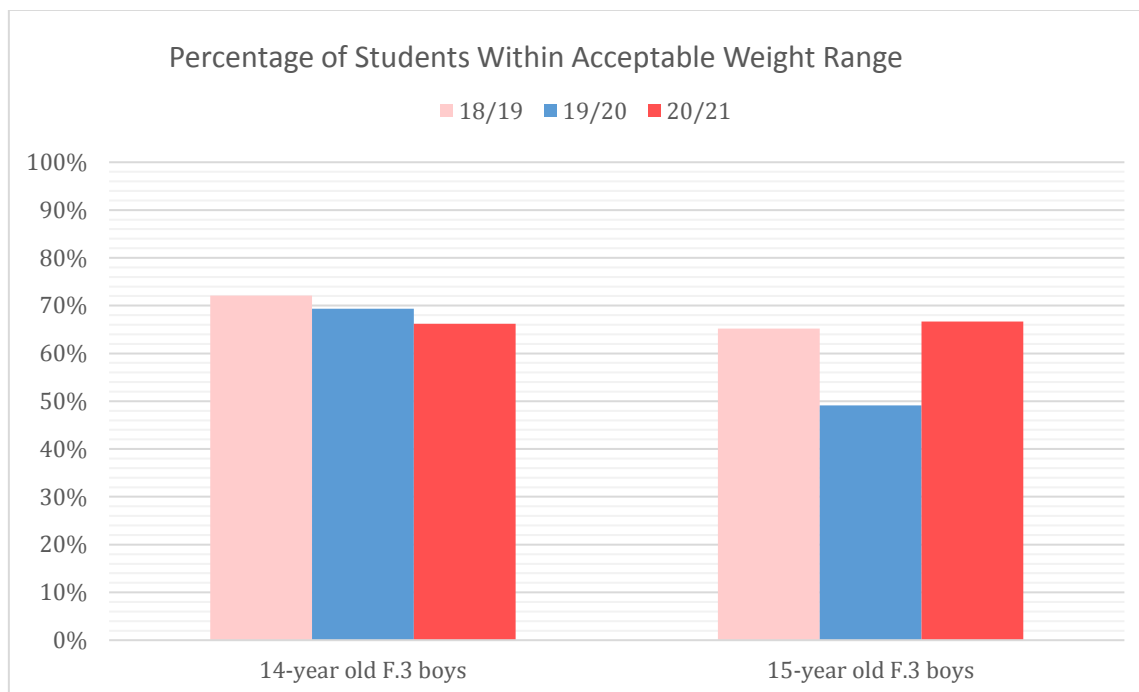
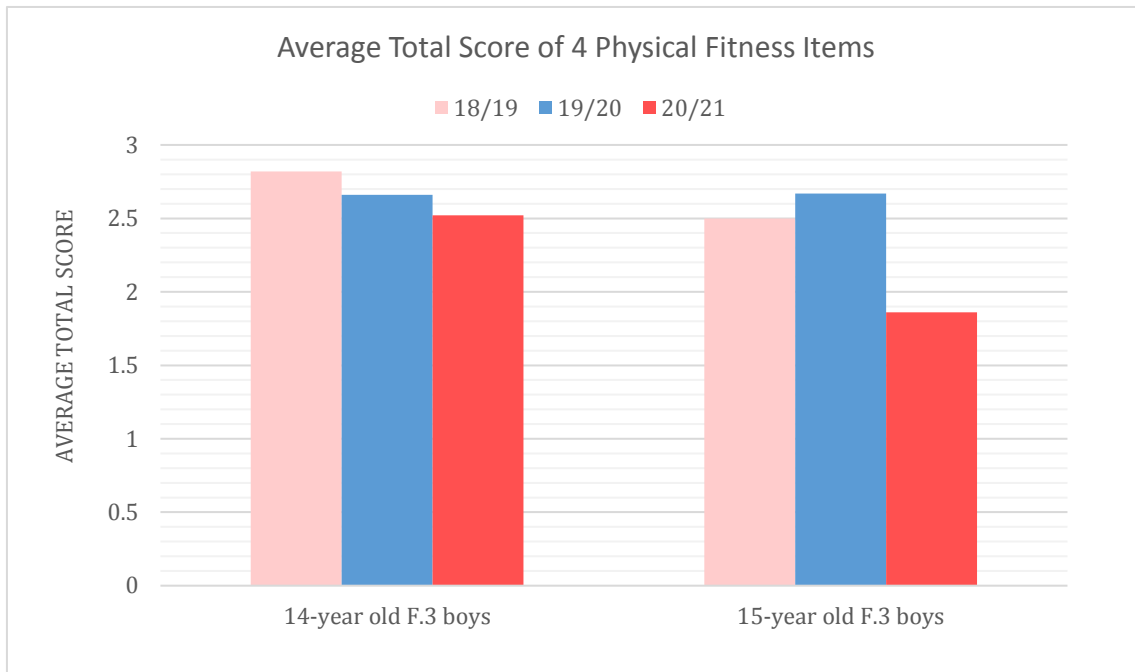
OUR STUDENTS

3. DESTINATION OF EXIT STUDENTS



OUR STUDENTS

4. STUDENTS' PHYSICAL DEVELOPMENT



OUR STUDENTS

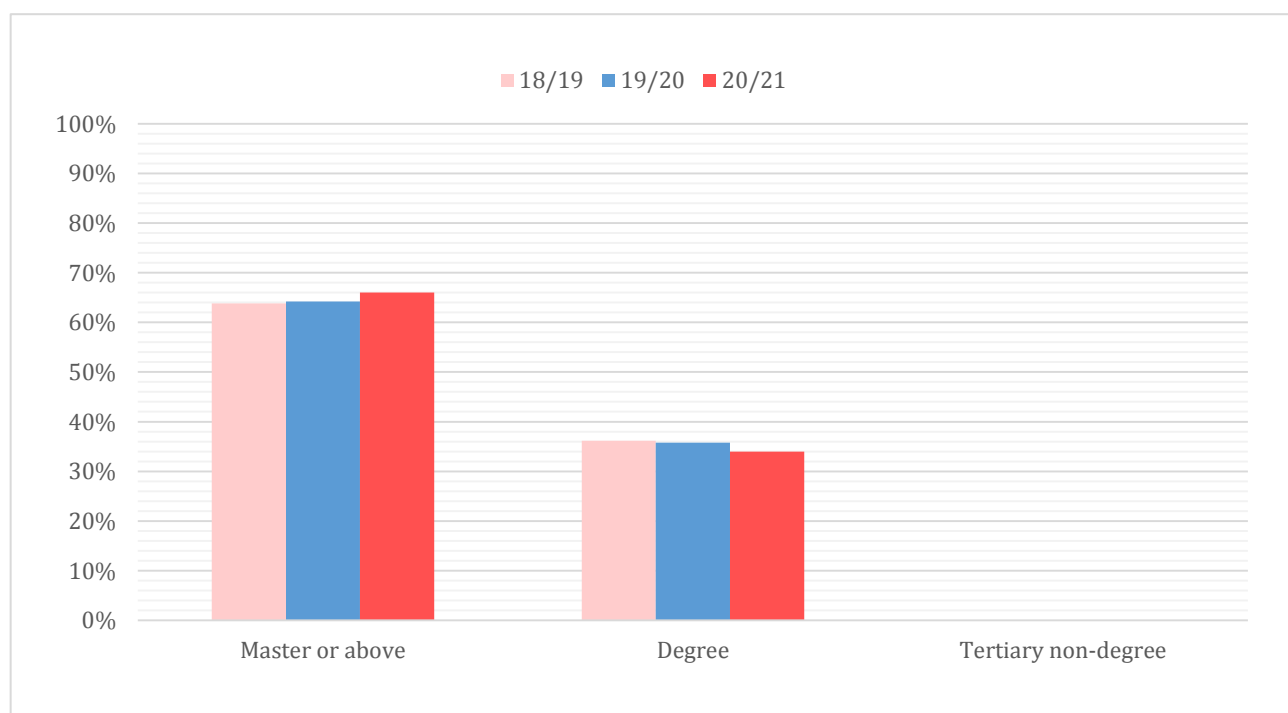


OUR TEACHERS

1. TEACHING STAFF ESTABLISHMENT

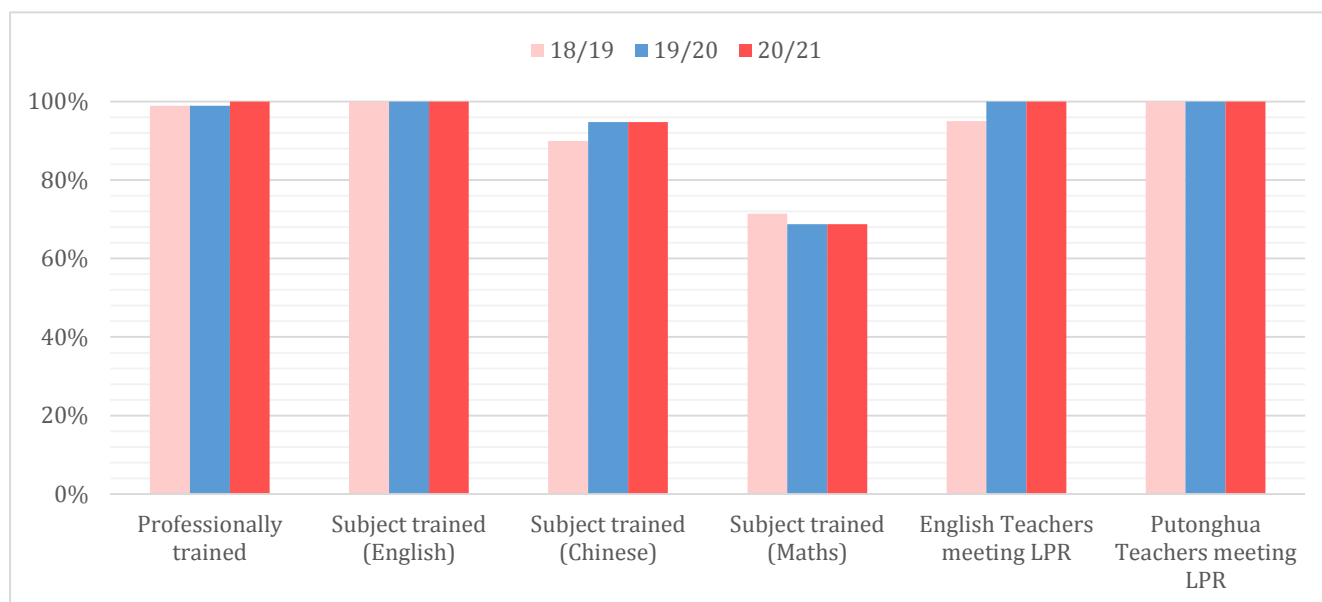
YEAR	18/19	19/20	20/21
Total number of teaching staff	94	95	94
Number of teachers in the English Language Department (Excluding NET)	18	18	17
Number of teachers in the Chinese Language Department	20	19	19
Number of teachers in the Mathematics Department	14	16	15
Number of NET	2	2	3
Number of Putonghua teachers	9	9	9

2. ACADEMIC QUALIFICATIONS

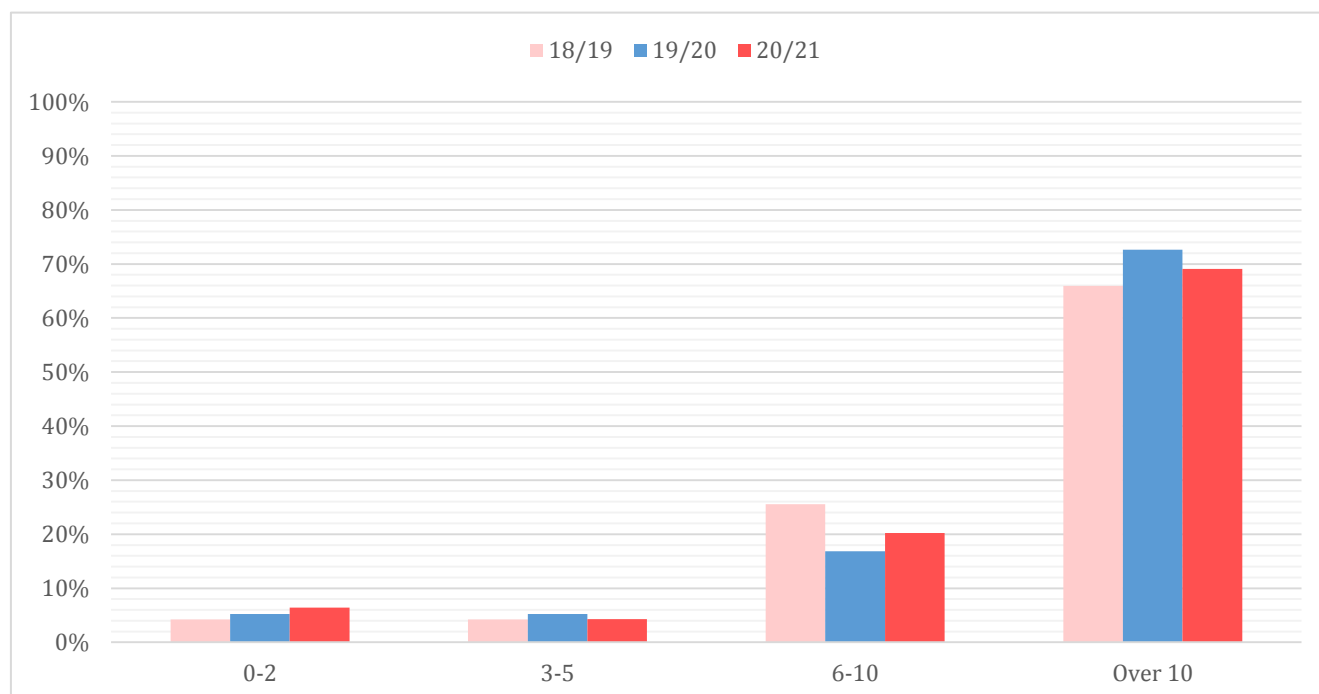


OUR TEACHERS

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

5.2.1 Talk on the Preparation for the Implementation of BYOD



The first staff development programme was, for the first time, held online via Zoom on 8 September 2020, with the whole teaching staff attending as a virtual learning community. The webinar began with Mr. Donald Chung, an EDB official from the IT in Education Center of Excellence (CoE) Scheme, briefly introducing their work and the IT support provided by the EDB for local teachers. The guest speaker of the webinar was Mr. Man Ho Wai, Wallace, Vice Principal of Lok Sin Tong Yu Kan Hing Secondary School, who is a veteran educator in the field of IT in education. His topic, entitled “How should teachers prepare for BYOD (Bring Your Own Device)”, is closely related to the new and ongoing shifts in pedagogy at the College. It is especially relevant for the new academic year, as we permit a wider use of laptops, tablets and mobile devices among the students while our teachers are making more use of IT-assisted teaching to promote students’ learning.

OUR TEACHERS

5.2.2 Catalyst Education Lab Joint School Teacher Development Day 2020

For the third consecutive year, the College participated in The Catalyst Education Laboratory (CEL) Joint School Teacher Development Day, which was held on 30 October 2020. Owing to the prevailing pandemic, the half-day programme was conducted online via Zoom. The professional development day, entitled ‘Change and Constancy’, began with sharing by teachers from the CEL participating schools. The teachers had previously attended the J-Wel Program at the Abdul Latif Jameel World Education Lab at MIT, USA. The keynote speakers were Professor Kai-ming Chang and Professor Justin Reich. Professor Chang is Professor Emeritus at the University of Hong Kong and he spoke on how teachers can adapt to the changes brought by the new normal. Professor Reich is an Assistant Professor in the Comparative Media Studies/ Writing Department at MIT. He explained how teachers can embrace opportunities for change in the age of technology. The event also featured 15 breakout workshops catering to the different professional interests of the participating teachers.

5.2.3 Talk on Enhancing Professional Capacity through “An Unusual Lesson Observation Practice”

On 26 November 2020, another professional development programme entitled, ‘Enhancing Professional Capacity Through an Unusual Lesson Observation Practice’ was held. The programme was conducted in the school hall by Dr. Morton Chan and Miss Alice Lee from the Chinese University of Hong Kong. They both work on the Quality School Improvement Project with Dr. Chan being the project director. They highlighted the importance of student-centred lesson observation, introduced the teachers to various strategies for effective peer class observations, and introduced different types of feedback teachers can give students to promote and facilitate self-directed learning.

5.2.4 Workshop for the School Development Plan 2021-2024

A teacher workshop was held on 16 April 2021 for preparing the school development plan from 2021 to 2024. Teachers were provided with opportunities to share their ideas and suggestions for the development plan based on the evaluation information provided and the needs of the College.

Another staff development day, held on 8 July 2021, featured a talk delivered by one of our most renowned alumni, Mr. Tsang Yok Sing Jasper. His talk entitled ‘Challenges and Opportunities for Teachers Amidst Social Changes’ was attended by all the teaching staff. Mr. Tsang covered various topics concerning education in Hong Kong, ranging from national education to new modes of teaching and learning in a post-COVID-19 world.

OUR TEACHERS

5.3 Local Partnership

The College has continued to join a local partnership community with five schools in Hong Kong: Chinese International School, Diocese 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 to tackle real-world problems.

In June 2021, Miss K. Y. Ng, Mr. P. Y. Chan, Miss H. L. Chan, Mr. Paul Lam, and Mr. K. Y. Cheng participated in a five-day J-WEL Exchange programme with the theme Reboot Curiosity.

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	

OUR TEACHING AND LEARNING

Form 1	Form 2	Form 3
Religious Studies	Religious Studies	Religious Studies
Life Education	Life Education	Life Education
Visual Arts	Visual Arts	Visual Arts
Music	Music	Music
Physical Education	Physical Education	Physical Education

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					

OUR TEACHING AND LEARNING

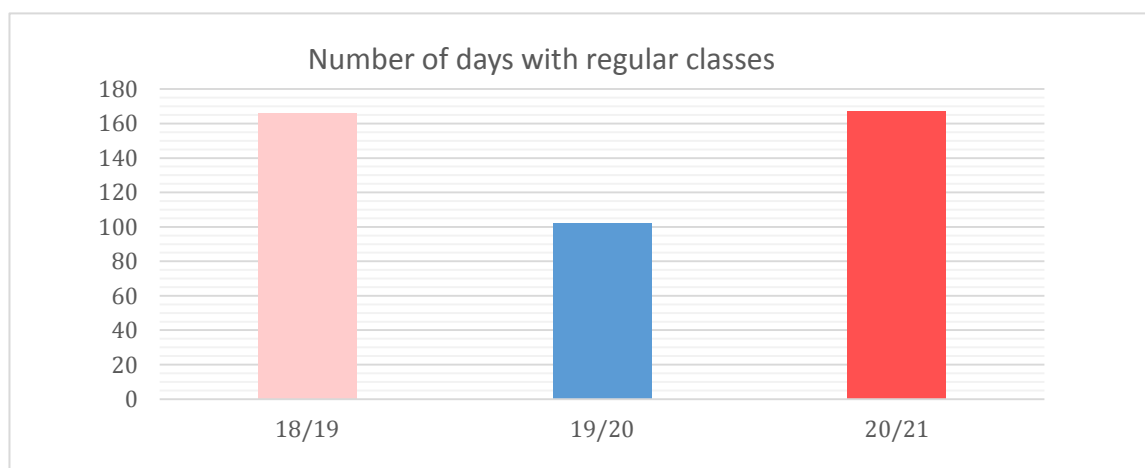
1.3 INTERNATIONAL ADVANCED LEVELS (IAL)

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 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.

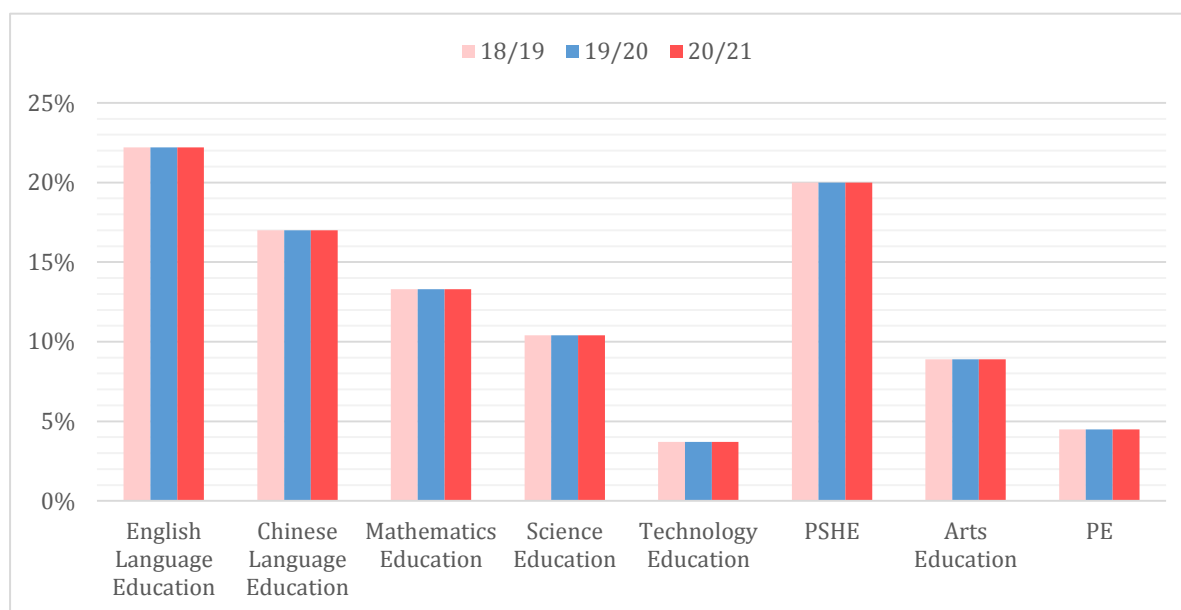
2. KEY PERFORMANCE MEASURES UNDER THE LEARNING AND TEACHING DOMAIN

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



OUR TEACHING AND LEARNING

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



3. PROVISION OF CO-CURRICULAR ACTIVITIES

3.1 Assembly and Worship Services

During the 2020-2021 academic year, from October to December 2021 and February 2022, there were two i-assemblies in each month. It was our great honour to have The Revd. Franklin Lee, the Chaplain of St. John's Cathedral, to speak to us. His speeches were uploaded to our school website on the first and third Monday every month. The main theme of the year was "Faith in Action". The themes of assemblies were Faith, Put God First, Hope, Love, Forgiveness, Peace, Compassion, Justice, Sacrifice for God's Sake, Gratitude, and Advent.

The liturgical life of the College also included celebrations of the major Christian seasons and festivals, especially Christmas and Easter. Due to the COVID-19 pandemic and social distancing, we had our Christmas Service and Easter Service online. The Revd. Catherine Graham and The Revd. Franklin Lee were invited to deliver a homily in the Christmas Service and Easter Service respectively. All staff members and students joined the Zoom sessions, in which the pre-recorded services were shared. Besides, the videos were also shown to the St. Paul's College community through our College Facebook page. These services were celebrated according to the Anglican liturgical tradition and were greatly enhanced by the contributions of the Music Department.

OUR TEACHING AND LEARNING



3.2 Christian Activities

The Christian Union forms the backbone of the Christian activities in the school. During the pandemic, the CU met twice a week after school on Wednesdays and Fridays via an online platform. 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 Seniors concentrated more on cell groups, in which a particular topic of interest chosen by the boys was discussed. Apart from the two groups, the Prayer Group also met once a week to pray for students, teachers and the school, while the Praise Team met regularly to worship God through music. The Christian Union advisors, Miss S. Leung, Miss K. Y. Kwong, Miss K. Y. Wong, Mr. Y. L. Chow and Miss C. Y. Wong were actively involved in running these groups.

Besides, a joint-school training programme with Ying Wa Girl's School was held in summer to prepare students to serve God in schools. Unfortunately, some religious activities, including the gospel week and retreat camp were cancelled due to the pandemic.

OUR TEACHING AND LEARNING

3.3 Other learning Experiences (OLE)

3.3.1 Rich and Diverse 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 COVID19, most of the programmes were either postponed or even canceled this year.

3.3.2 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 student-LED projects. Through the self-directed learning approach, our students became their own learning experience designers and activity organizers for their schoolmates. These projects included:

- **Joint School Community Service Project (FLARE21 – Enlighten Our Community)**
Because of the COVID-19, the JSCSP this year adopted to a new format - project proposal pitching. It was initiated and led by a group of students from St. Paul's College, St. Stephen's Girls' College, Sacred Canossian College and Aberdeen Baptist Lui Ming Choi College. 25 entries were received and the prize presentation ceremony was held at the College.
- **Paul's Challenge 30+**
To ensure each SPC boy had an unforgettable outdoor adventure and leadership training trip before his graduation, the course was eventually held in July 2021 though it was shortened from 5 days to 2 days this year due to the pandemic. The programme was thus named "PC30+" to mean the students would receive different challenges for 30 hours and more.
- **M+ Volunteer Tutoring Project & Paul's Organic Farm**
The two student-LED projects were cancelled due to COVID-19.

OUR TEACHING AND LEARNING

3.3.3 Overseas Service Learning Projects

We initially planned overseas service learning programmes so that our students could be more knowledgeable about and have greater awareness of the problems faced by the underprivileged from a global perspective. But sadly, international transportation was totally stopped that this year's overseas service-learning programme, Community Awareness Project (CAP), could not be carried out.

Twelve Form 4 boys who acted as "big brothers" gave support to Paul's Action, which was a whole person development programme for the Primary 4 & 5 students of SPCPS. A 3-day overseas excursion programme was replaced by to a local on campus activities due to the pandemic.

3.3.4 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 responsibility.

3.3.5 Activity Week

In an endeavor to provide students with a broad, balanced and experiential learning journey, the Activity Week was scheduled from 29 March to 1 April 2021. An array of educational programmes was planned for Form One to Three students. Unfortunately, all the events throughout the Week were cancelled eventually due to COVID-19.

3.3.6 New Initiatives – Summer Programme

St. Paul's College has always been keen to provide students with ample opportunities to develop their potential and extend their repertoire of skills. During the summer holiday this year, we ran a series of enrichment programmes. Our programmes had been carefully planned and developed to create enjoyable hands-on learning experiences. After a long period of class interruption due to the COVID-19 pandemic, face-to-face summer programmes were particularly meaningful as they provided students with quality time and hands-on activities which were conducive to knowledge acquisition, generic skills development and character building.

Supported by our dedicated staff and other professionals, participants joined a wide variety of educational enrichment programmes in a safe and fun learning environment. There were 30 programmes, covering different areas like STEM, Sports, Personal Development, Music and Arts. More than 500 places were offered and over 450 students participated in the Summer Programme.

OUR TEACHING AND LEARNING

3.4 Music Activities and Achievements

3.4.1 73rd Hong Kong Schools Music Festival

In light of the ongoing pandemic of COVID-19, the HKSMSA decided to cancel all group events except solo events and duo events. Despite all the hurdles, nearly fifty students participated in these events and they achieved good results.

70% of our students got 80 marks or above. Some of them got 90 marks with distinction. Their participation was highly recognized and much appreciated.

3.4.2 Music Activities under COVID-19

- **Music Exchange between the Hong Kong Medical Association and SPC**
A musical evening featuring musicians from Hong Kong Medical Association and the College was held on 29 July 2021, 7:00 p.m. to 8:30 p.m., in the Hall. The programme included musical performances, doctors sharing their experience in studying medicine in Hong Kong, and a Q & A session. It was an inspiring and fun evening for all.
- **School Orchestra Rehearsals**
In light of the COVID-19 situation, the music department took the necessary measures to ensure the safety of our students during orchestra rehearsals. To minimise direct social contact among students during the lunch break, the department arranged lunch for students on rehearsal days, where meal boxes were individually packed and distributed.

To maintain social distancing, the seats in the orchestra were arranged to be further apart. Partitions were installed between individual wind players to block the spread of droplets. After each rehearsal, the partitions were sanitised by our janitors.

Thanks to all our students' hard work, dedication and commitment, the orchestra rehearsals were held successfully in the first term. We would like to say a big thank you to our conductor, Miss Carmen Koon and our strings coach, Miss Aimee Sung for their coaching; music teachers, Mr. Boris Wong, Miss Pinky Wu, Mrs. Sandy Ng, and music officer, Miss Vicki Hui, for their coordination and supervision.

OUR TEACHING AND LEARNING

3.4.3 Music Performance in Worship Services

- **Ebenezer School's Thanksgiving Service**
Our Chapel Choir was invited by the Ebenezer School to perform in their Thanksgiving Service. Due to the pandemic, live performance was not recommended. It was suggested by the organization that a video of the choir's performance could be made instead. On 12 April 2021, members of the Chapel Choir sang and recorded "I Cannot Tell" for Ebenezer School's Thanksgiving Service 2021. The performance was conducted by Mitchell Mak (5C) and accompanied by pianist Ernest Li (2E).
- **Grant Schools Council 80th Anniversary Thanksgiving Service**
The music department took part in the Grant Schools Council 80th Anniversary Thanksgiving Service. Mrs. Sandy Ng and Mr. Roger Lo joined a teachers' choir formed by teachers from twenty-two schools. These were the schools that formed the Grant Schools Council eighty years ago. Jeremy Ng (6D) was the organist for the service. His performance was praised by many of the teachers from different prestigious schools who attended the service.
- **Carol Service**
In December 2020, members of the Intermediate Choir and organist Jeremy Ng (6D) performed and recorded Christmas hymns at St. Stephen's Church for the school's Carol Service.
- **Easter Service**
Our Chapel Choir and organist Jeremy Ng (6D) recorded hymns for the school's Easter Service in March 2021.

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

OUR TEACHING AND LEARNING

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.

3.6 STEM Education

Technological developments are changing rapidly and reshaping the labour markets. St. Paul's College has always been keen to prepare students by equipping them with the latest knowledge and skills for the future. During the school year, we offered a series of high-level and interdisciplinary courses and activities through our STEM education programme for students, including flight simulation certification courses, drones operation certification courses, artificial intelligence certification courses, AR/VR courses and 5G technology courses.

Supported by our dedicated staff, other professionals in the industry and local universities, the STEM education programme not only successfully aroused students' interest in related subjects and careers, but it also allowed them to apply interdisciplinary knowledge in STEM-related subjects through inquiry-based learning.

In these learning courses, we were able to assess students' interest level and the benefits they gained in learning STEM knowledge with the use of experiential technology like flight simulation and drones. Students were actively engaged and applied knowledge from physics, mathematics, geography, language and technology to solve aeronautical problems. Through these aviation training programmes, teachers were able to maximize students' learning opportunities, help them develop their potential and promote their learning output, thus transforming informal knowledge into formal knowledge.

In addition to aerospace, the programme equipped students with skills on AI and helped them acquire the fundamentals of computational thinking through coding. Towards the end of the programme, students felt confident in applying AI to problems they want to solve and they became competent AI makers.

Besides, we provided different opportunities for students to put their knowledge into practice through different competitions such as the HKUST Underwater Robot Competition and AI self-driving cars competitions.

SUPPORT FOR STUDENT DEVELOPMENT

1. CAREERS GUIDANCE

The Careers and Life Planning Team comprised ten teachers with Mr. Ng Ting Fai as the Careers Master and Mr. Lo Chin Lam 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, the Probe programme of Cambridge Occupational Analysts was run to raise students' awareness of the wide range of jobs and career types in the world. The same programme was run for Form Two students. They also completed a career-related speaking task, as part of the English language curriculum.

For Form Three, we offered students 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, carry out life planning and choose suitable HKDSE electives. Besides, a talk was held for Form 3 students and parents on 9 October 2020 to familiarise them with the International Advanced Level curriculum and assessments. Another talk was held on 13 November 2020 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, ability and post-secondary pathways. In addition, a group of Form 5 top performers held a sharing session for Form 3 about their senior elective study experiences to deepen Form 3 students' understanding of the similarities and differences among different senior elective subjects on 23 June 2021. A talk on the revised senior curriculum was held to provide students with updates about core subjects in senior secondary and information about two new subjects, Citizenship and Social Development and Common Core.

For Form Four, four programmes were organised: mentorship, career guidance lessons, job simulation and job shadowing. Details of the Mentorship Programme were reported in the section on mentorship. Besides, career guidance lessons were conducted for Form 4 students. School-based materials were used to introduce the concept of career and life planning, and different study skills. Students were also asked to write a letter to themselves about their study goals set based on the SMART principle. The help of St. James' Settlement was also solicited to conduct workshops on the world of work and interview skills for Form 4 students. On 29 June 2021 and 30 June 2021, six career teachers accompanied Form 4 students in a career simulation event called Career Live. Organised by St James' Settlement, the experiential learning activity gave the students a taste of different job sectors, such as eSports, engineering, health care, hospitality, interior design and marketing. Through hands-on tasks, the students explored career possibilities and reflected on life planning strategies. The last programme held for Form

SUPPORT FOR STUDENT DEVELOPMENT

4 was the job shadowing scheme where participants got an up-close look at different professions, including insurance, biomedical science and media production.

For Form Five, the three programmes were career guidance lessons, a talk on preparing for overseas university applications and writing personal statements for the applications, and internship. In career guidance lessons, the students learnt about the latest further studies trends and gained a better self-understanding through a career interest test on the “I am” platform. They were also equipped with the skills of writing self-account essays. The talk on overseas opportunities and personal statements covered preparations that Form 5 students needed to make in the summer break. Moreover, students gained valuable work experience in the legal sector and the IT sector through the internship scheme.

For Form Six, we organised Form 6 parents’ evenings, career guidance lessons, the Careers Awareness Week, talks on preparing for HKDSE Results Day and talks on overseas study opportunities. On 8 September 2020, a Zoom talk was conducted to explain to Form 6 the application process, interview arrangements and important considerations for overseas university courses. Parents’ evenings aimed at helping Form 6 students and parents keep abreast of important events and dates, including those for university applications through JUPAS, UCAS, CommonApp and non-JUPAS platforms, and the latest further studies trends. 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 6, the Careers and Life Planning Team, in collaboration with the Guidance Team and our social workers, provided the students with some final reminders and tips on how to get ready for the HKDSE Examination. Before the release of HKDSE results, two talks were organised, one for students on 14 July 2021, and one for parents on 17 July 2021, to give them reminders about strategies of modifying JUPAS choices and multiple pathways. Finally, on 21 July 2021 (the HKDSE Results Release Day), 10 August 2021 (the IAL Results Day), and the few days that followed the two results days respectively, career teachers gave Form 6 students advice on their JUPAS choices, UCAS choices and different career pathways.

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 the University of Cambridge, University College London, the Hong Kong University of Science and Technology, the Chinese University of Hong Kong, the University of Hong Kong and the Hong Kong Polytechnic University.

A careers book exhibition was held from 27 October to 6 November 2020. There was a broad selection of interesting careers-related books on display. Through organising the event, the

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Careers and Life Planning Team aims to introduce students to a broad range of careers, and provide tips and information on the job seeking process.

A video was produced to provide students with an introduction to the test format of IELTS and exam preparation tips.

1.1 Mentorship Programme

This year, we celebrated the seventeenth year of the Mentorship Programme. The programme consisted of three major events: the Inauguration Day, alumni sharing sessions, and the Careers Day. 35 alumni volunteered to be the mentors of this cohort of Form 4 students. For the first time in our history, the Inauguration Day was held on Zoom on 17 April 2021 after months of preparation. The programme adopted a new approach called design thinking to mentoring our students. A series of alumni sessions were conducted between 24 June 2021 and 30 June 2021. A wide range of topics was covered, including mental health, medical education, brotherhood, preparing CVs and the latest industry trends. We thank the ten alumni speakers, Dr. Wong Adrian, Mr. Cheung Wing Chak, Mr. Ma Chun Hang, Mr. Lam Man Lok, Mr. Chiu Pit Hong Alan, Mr. Hon Yee Leung Francis, Mr. Kwan Walter Ho Tak, Mr. Wong Herman Wai Chung, Mr. Cheung Joey Ka Fai and Mr. Wong Carson for giving of their time in the six webinars. The Careers Day was successfully held on 2 July 2021. We welcomed more than 20 alumni back to campus to share career and professional insights.

1.2 Collaboration

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

In collaboration with the St. Paul's College Alumni Association, the team ran the mentorship programme for the benefit of our senior form students to prepare them for university life and the workplace. With the English Department, the team designed a Form 2 English speaking task and teaching materials for the Form 5 Workplace Communication elective. The two teams, together with the Other Learning Experiences Team, helped Form 6 students with their 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 were greatly important for the career education of our senior form students. With the Guidance Team, our social workers and the Special Educational Needs Team, the Careers and Life Planning Team provided holistic counselling services for our students, who had different counselling needs.

Outside the school, with Study Partner, the Hong Kong Family Welfare Society, and St. James' Settlement, we provided our Form 1, Form 2, Form 3 and Form 5 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

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of the Careers and Life Planning Team attended talks, seminars and workshops on careers and further studies, including the JUPAS Update and Q&A Seminar on 6 November 2020, the Hok Yau Club JUPAS Talk 2020 on 8 November 2020 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 prospect guides by Hok Yau Club, Education Bureau, HKACMGM and the Hong Kong Federation of Youth Groups, 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 organise company visits this past year. Due to the pandemic, a visit to Electrical and Mechanical Services Department was made a virtual event.

A number of internship and job shadowing opportunities were provided for our Forms 4 and 5 students with the help of our alumni. There were Mr. Philip Yeung, Mr. Martin Wong, Mr. Garry Chan, Mr. Simon Lai, Dr. Wilson Wong and Mr. Kelvin Ng. The College thanks these alumni for their support and for providing current students with an opportunity to deepen their understanding of different professions and sectors.

2. STUDENT GUIDANCE

2.1 The Guidance Team

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

The school social workers, Miss Y. H. Fung, Wendy and Mr. C. K. Kong/ Mr. K. C. Li 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 serious learning, behavioural and/or emotional difficulties, providing individual counselling and intervention sessions. In addition, the EPs gave advice to teachers who handled students'

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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: Identifying Reliable Primary or Secondary Source on the Internet', 'Curiosity in Sex', 'Impact of Media on Sex and Gender Image', 'Inclusive Education', 'Understanding Mental Wellness', 'Positive Psychology', 'Emotional Management' and 'Responsible Attitude towards Sex and the Use of Electronic Devices' were conducted either face to face or online during the pandemic.

In order to give our Form One students opportunities to get to know their classmates better after the school suspension in the first school term, the Discipline and Guidance Teams jointly organised the "Paul's Breakthrough" adventure-based training activities in June. Its aim was to inculcate in the students important qualities such as self-discipline, perseverance and a caring attitude. The Form One students completed the activities through trust and teamwork, and took away useful life skills that would serve them well in their lives and studies.

Life education programmes conducted by the Student Health Service of the Department of Health were organised for Form 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 and sex education were designed and conducted by the social workers. Our educational psychologists offered talks on study skills during life education lessons for Forms One and Two boys. The new topics in the life education programmes for Form One students were mental health and resilience. Meanwhile, the life education programme for Form Three students focused on careers exploration and planning, romantic love, respectful attitude toward sex, understanding depression and increasing coping means. All the life education programmes were conducted either in person or online this year.

A drama counselling group, with a reduced number of sessions due to pandemic, was organised to enhance junior form students' concentration, communication skills, creativity and self-understanding through basic training in drama and performance. A board game group was also

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formed to strengthen target students' social skills. All four sessions were conducted online in April. A support group for low-achievers, which aimed at helping participants undergo self-reflection, enhance time management and improve problem-solving abilities, was formed to assist students with learning needs in Form Two and Form Three.

2.3 Guidance Programmes for Senior Forms

Talks on "Self-Management for the Senior Secondary School Life", "Media and Sex" and "Resilience and Stress Management" were arranged. A Zoom programme was organised for Form Six students to prepare them for the stressful year at the beginning of school term. Dr. Bernard Wong, the school-based educational psychologist, together with several alumni shared useful tips with all Form Six students on revision strategies, learning motivation, and stress management. In addition, several online training sessions on wellness and time management were held for our peer mentors by our school social workers 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, the Experiential Art Therapy Group on personal growth was organised in mid-July. Under the guidance of an experienced art therapist, the participants used different materials to create art works as a means to express their thoughts and feelings. Their sharing of personal thoughts and feelings were also enhanced by the recognition of the other participants and the positive feedback from the art therapist.

2.4 New Initiatives

Apart from organising Wellness Day in our school in April, the Form Three wellness ambassadors organised a wellness programme in SPCPS on 30 June as a new initiative to promote wellness and inclusiveness among primary school children. The Primary Six students had a hands-on experience using the interactive multimedia installations on the HKFYG Moving Wellness Truck to learn more about human emotions as well as various ways to pursue happiness. Our wellness ambassadors also conducted handicraft-making and video-sharing sessions, during which they shared with their 'little brothers' tips on coping with stress and adapting to secondary school life.

The Positivity Ambassadors' Training Scheme was introduced this year as a new initiative. The scheme aimed at developing a positive mentality and creating an empathetic atmosphere in the school campus. Also, the scheme nurtured participants' enthusiasm and raised their self-esteem through collaboration, mindfulness training and sharing sessions. The positivity ambassadors collaborated with the wellness ambassadors to design and run a variety of activities on Wellness Day on 23 April to spread positivity to others based on what they had learnt in a series of training workshops. The event showed our commitment to promoting wellness, and fostering a supportive and caring atmosphere despite challenges posed by the pandemic.

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2.5 Parents' Workshops

With the support of the Parent-Teacher Association of the College and Hong Kong Family Welfare Society, an array of parent education activities was organised to provide parents with timely support while equipping them with parenting and communication skills. The newly-developed Parent Education Series also strengthened the collaboration and communication between parents and the College. After joining these events, parents became more flexible and understanding when working with their sons over the use of smartphones. These programmes enabled parents to control their temper more effectively and listen to their sons actively, particularly when parents realised the psychological and physiological needs of their sons. A number of supportive programmes for Form One parents and students were organised so that they could adapt to the new environment easily. These programmes included the bridging course, orientation days, sharing sessions and parenting workshops.

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 June to August 2021. The comprehensive 70-plus-hour training included a variety of individual and team exercises, sharing and debriefing sessions held at school and online, as well as a practicum. Alumni who were outstanding peer mentors were invited to conduct a sharing session on leadership skills. Training sessions focusing on practical counselling skills, mediation, and conflict management were held by our two social workers. In order to further promote a positive culture of well-being among our students, the peer mentors attended a 12-hour course Mental Health First-Aid Certificate Course approved by the Mental Health First Aid International in August. Finally, the 38 participants were then appointed as peer mentors to serve our new students and to foster a caring, welcoming and supportive learning community.

3. STUDENT DISCIPLINE

The Discipline Team comprised the Discipline Master, Deputy Discipline Mistress and ten teachers in 2020-2021. 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 team members with the assistance of the Prefects' Council.

3.1 Internal Discipline

In order to enhance students' civic virtue, the Discipline Team and the Prefects' Council co-organised the Discipline Weeks in Junior Forms in late November 2020. The winning class in each form was chosen by teachers based on classroom cleanliness, tidiness and classroom discipline. Junior forms students, especially Form 1 and Form 2 students, participated in the events actively. 1D, 2C & 3F won the championship in Form 1, Form 2 and Form 3 respectively.

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During the Discipline Weeks, a new event namely “the Form One Photo Taking Contest” was held, Form One students were invited to use their iPads to take a photo of a place on campus they liked the most and upload it to the Prefects’ Council google drive with a caption. Meanwhile, junior form students were also invited to write thank-you messages to their teachers in appreciation of their teaching and guidance, and to the janitors, of their hard work at keeping the school clean and safe amidst the pandemic. With the thank-you cards collected, the Prefects’ Council created several ‘Walls of Appreciation’ on display boards hung on the walls of stair landings on campus.

As the BYOD policy was implemented in the new school year and Form One students were allowed to bring their iPads back to school, the Discipline Team and the Prefects’ Council worked together to remind the students how to use iPads properly. Clear acceptable use policies, listing out acceptable and unacceptable uses of iPad, were introduced to them. Form One Form Teachers were invited to cooperate with the Discipline Team to monitor the boys’ behaviour in the using iPad as well.

During school suspension due to Covid-19 from December 2020, the Discipline Team and the Prefects’ Council had been running the Prefects Google Classrooms to assist Form Two students in remote learning and completion of online assignments. Exercises from Khan Academy and Crash Course were assigned to them and TED-Ed videos and news articles were uploaded to the Classroom weekly. The Form One Prefects Classroom was also set up to help Form One students adapt to online learning. Conduct marks were awarded to students with excellent performance during the period. The Discipline Team also cooperated with the Guidance Team and the SEN Team to support parents and students in need during the period.

As requested by EDB and led by the Senior Management Team, all teams and departments had to review the current work and measures done related to safeguarding National Security Education. The Discipline Team suggested “the Procedures for handling behavior of students that may contravene the law in school” to the SMT for approval. Work plans which would be implemented in the new school year on these areas were proposed as well.

Despite the fact that the school was suspended in different periods due to the pandemic and planned activities such as the Second Discipline Weeks had to be cancelled, 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 closely with the Prefects’ Council headed by Ng Truman Toby (6C) from September 2020 to January 2021.

SUPPORT FOR STUDENT DEVELOPMENT

To help our students develop good discipline, the Prefects' Council organised the Form One Orientation Programme for Form One students on Zoom in late August 2020 to introduce them to the structure of the Prefects' Council, and explain to them various important school rules and the importance of proper manners and conduct. The programme certainly helped Form One students familiarise themselves with the new school environment.

The Prefects' Council also set up the Form One Prefects Classroom to help the new boys adapt to online learning in September 2020. Five prefects including one Committee prefect and one class prefect from each Form One class monitored their learning progress and attitude in the Zoom sessions during this period. The prefects had been providing timely guidance and support to the new students of the College. The small-group Zoom meetings held by the class prefects every Friday after school aimed to build rapport and follow closely the progress of their online learning performance.

The selection of the new Head Prefect was one of the highlights of the year. Three candidates were chosen by the Discipline Master and the Deputy Discipline Mistress. Lists of selection criteria for the Head Prefect were sent to their form teachers, core subject teachers, several senior teachers and team convenors to rate and comment on their performance, abilities and attributes in different aspects. The statistics and comments were then passed on to the Principal and the SMT for reference in the Final Interview held on 1 February 2021.

In February 2021, Lee Man Wai Adrian (5C), was appointed as the new Head Prefect by the Principal. Yip Cheuk Chun Anson (5B) and Lam Chun Lok Joseph (5E) were appointed as the Second Head Prefects. Members of the Prefects' Council Committee included Chan Ho Tin (5B), Chan Ming Hei (5C), Chen Ting Him (5C), Cheng Hon Kiu (5C), Yin Pak Yin (5C), Yuen Tsz Cheuk (5C) and Chan Kin Tung (5E). Eleven prefects with outstanding performance were awarded certificates to acknowledge their contribution to the College throughout the year. These prefects were Hung Ho Ching Matthew (3B), Lau Ethan Ambrose (3C), Wong Tsz Him (3D), Ng Chun Ho (3E), Chan Ching Him Marcus (4C), Chung Tin Hei Colin (4C), Lau Wai Pong (4C), Wan Tsz Kit (4D), Chiu Yin Chi (4E), Leung Lok Him (4E) and Lee Man Hei (4F).

The Prefect Recruitment was held after the final examination. Zoom interview sessions were arranged. Thirty-three students from Form Two to Form Four were chosen and would serve as new prefects in the new school year.

Our annual Prefects Camp was successfully held by the Prefects' Council on 13th August 2021. This year, it was a day camp held at school with the aim to foster good relationship among prefects and provide training to new prefects. The participating prefects were given the opportunity to develop their teamwork and leadership skills through a series of activities run by the committee prefects, from ice-breaking and team-building games, to being blindfolded and

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led through a maze to develop communication skills. All our prefects were put through their paces and given plenty to discuss and think about. They have already showed readiness to serve the College with dedication and enthusiasm in the new school year.

3.3 Helping at the Grant School Council 80th Anniversary Thanksgiving Service

On 3 July 2021, the Grant Schools Council successfully held its 80th Anniversary Thanksgiving Service in Christ the King Chapel. The Prefects' Council was honoured to shoulder the responsibility of organising, planning and providing manpower in order to ensure the smooth flow of this event. Prior to the service, seating arrangements of guests were made by the Prefects' Council. Our prefects were also responsible for the reception and escorting of the honoured guests, such as Mrs. Carrie Lam, GBM, GBS, the Chief Executive of HKSAR, Mr. Yeung Yun Hung, Kevin, JP, the Secretary for Education of the Education Bureau, the four officiants, including Cardinal John Tong, the Apostolic Administrator-Bishop Emeritus of the Catholic Diocese of HK, The Most Rev. Andrew Chan, the Archbishop and Primate of HK Sheng Kung Hui, members of the Incorporated Management Committee and School Management Committee, Principals, retired Principals, teachers and student representatives of the 22 Grant Schools in Hong Kong. We would like to thank our prefects for sacrificing their time during the weekend to help in this event. It was also a great honour for the Prefects' Council to have such a precious opportunity to demonstrate its ability in organising large events.

3.4 The Form One Campus Care Ambassadors

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) again in the first term. Five to six Form One students from each class were nominated by their Form Teachers. They attended a 4-session training workshop including two Zoom sessions held by the CJC social workers in which they learned how to combat bullying and promote a harmonious classroom environment in their form. The initial planning was to have them carry out patrol duties with the Prefects' Council during recesses in the second term to know more about the duties of a Prefect. Unfortunately, it was cancelled because of social distancing.

To further consolidate what the ambassadors had learned in the training and equip them with the skills needed to help their classmates in the new school year, the Discipline Team and CJC jointly organised two enhancement training workshops for our Form One ambassadors and the ex-ambassadors in Form Two during the summer break. Through various carefully-planned activities, students were encouraged to recall information and reflect on the skills they had learnt in the Campus Care Ambassadors Training Workshops throughout the year. They were able to draw connections between what they had learnt and how it could be applied in different settings to promote a harmonious and caring atmosphere both in their classrooms and on campus.

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3.5 Collaboration with the Guidance Team, the SEN 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.

In October 2020, the Prefects’ Council and our school social worker, Miss Wendy Fung, organised two training sessions for our Form 3 and Form 4 prefects to equip them with leadership skills and essential techniques for handling various types of school emergencies. Through the training, our prefects were all ready to fulfil their duties with integrity while committing themselves to serving the College as role models and student leaders.

The Discipline and Guidance Programme “A Responsible Attitude towards Sex and the Use of Electronic Devices” was held during the post examination period. Mr. K.C. Li, our school social worker, was invited to be the speaker for our Form Two students. It was believed that the programme would arouse students’ awareness of these two areas.

In early July 2020, the Discipline Master, together with the Guidance Mistress, the school social workers and the SEN Coordinator visited Mr. Hui, the Deputy Head of the Primary Section, for information about and a deeper understanding of students who would be studying in Form One the following academic year. As usual, the three teams’ convenors above worked together on the allocations of students to the junior form classes in early August 2020.

The Form One Breakthrough Camp held in Don Bosco Camp in Cheung Chau in the first term was rescheduled to mid-June 2021 due to the pandemic. 1A and 1B, 1D and 1E, and then 1C and 1F received their challenge in the campus on 15/6, 16/6 and 18/6 respectively. This one-day breakthrough camp, however short, helped the Form One reflect on their own strengths and weaknesses and to set clear personal goals for the next year.

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 late June 2021. 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 student organisations in the future. Thirty-six applicants, including our Form Three prefects, were selected and they completed a five-day Campus Training during the post examination period. They would help in the F.1 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 2020-2021, 544 parents joined the Association. The 27th Annual General Meeting (AGM) of the PTA was held on 17 October 2020 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, Mr. Li Chun Yin 李俊諺先生, Ms. Ng Mei Lan 吳美蘭女士, Mr. Nip Yun Wah Anthony 聶潤華先生, Ms. Tam Ha Kei Abby 譚夏琪女士, Ms. Tau Pui Shan Lina 杜佩珊女士 and Mr. Wong Ka Lun 黃家麟先生. In the first executive committee meeting held after the AGM, Mr. Li Chun Yin 李俊諺先生 was elected Chairman. Also, Ms. Ho Kit Man 何潔雯女士 kindly agreed to serve as Honorary Auditor.

The PTA organized a sharing session for F.1 and F.2 parents, an educational talk and a follow-up workshop of the talk on 4 April 2021, 10 April 2021 and 22 May 2021 respectively. The sharing session was conducted online via Zoom and more than a hundred parents joined. Four parents and two senior students were invited to share their experiences of getting along with their sons or parents. On the other hand, Dr. Leung Tin Ming Timothy 梁天明博士, a psychologist and a specialist in family counselling, was invited as the speaker of the talk and instructor of the workshop. The name of the activities was “My child has changed! What should I do? 「我的孩子變了!怎麼辦?」”. The talk was well-received by an audience of seventy parents. The follow-up workshop offering training on parenting skills was attended by twenty-six parents. Starting from 2019, the PTA also sponsored the “Parent Education Series” organized by the school as it was composed of a number of talks on topics of great interest to parents.

The PTA once again partnered with their counterparts from King's College to organise a Joint School Parents' Training Workshop 聯校家長培訓工作坊 on 10 July 2021. The theme of the workshop was “How to reduce the conflicts with our teenage children and work with their emotional changes” 「與青少年減少衝突及與情緒共舞的黃金法則」 and was led by Mr. Ringel Leung 梁辰民先生, CEO of Healthy Mind Parents Academy 「正向家長學院」首席執行官. Sixty-five parents from both schools attended. They listened to the talk and took part in interactive games and group discussions.

The 29th issue of the PTA Newsletter was distributed in July before the summer holiday. The Newsletter informed parents of the latest events of the PTA. During the summer holiday, the PTA continued to be active. They organised a family outing to Lau Shui Heung Reservoir and the participants, more than a hundred parents and children, had seafood for lunch in Lau Fau Shan.

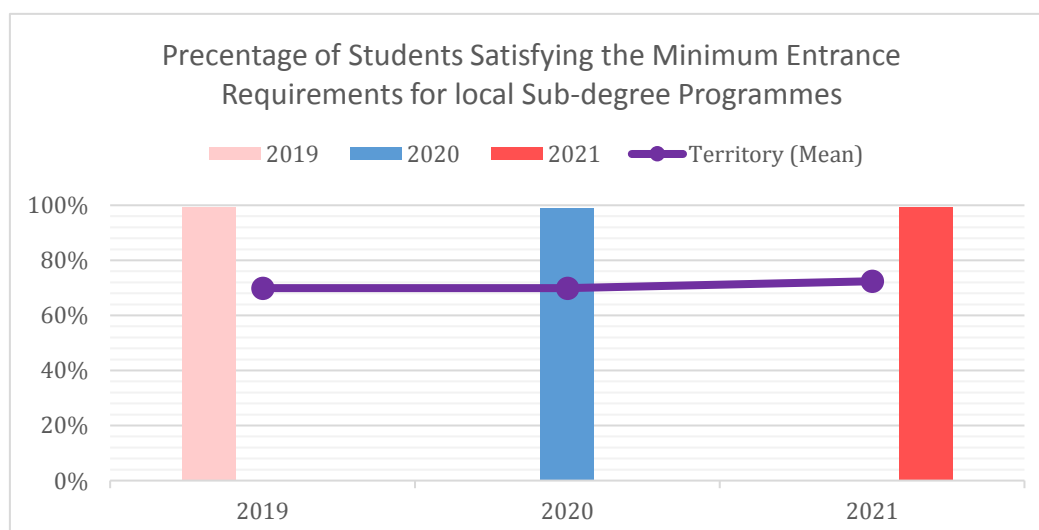
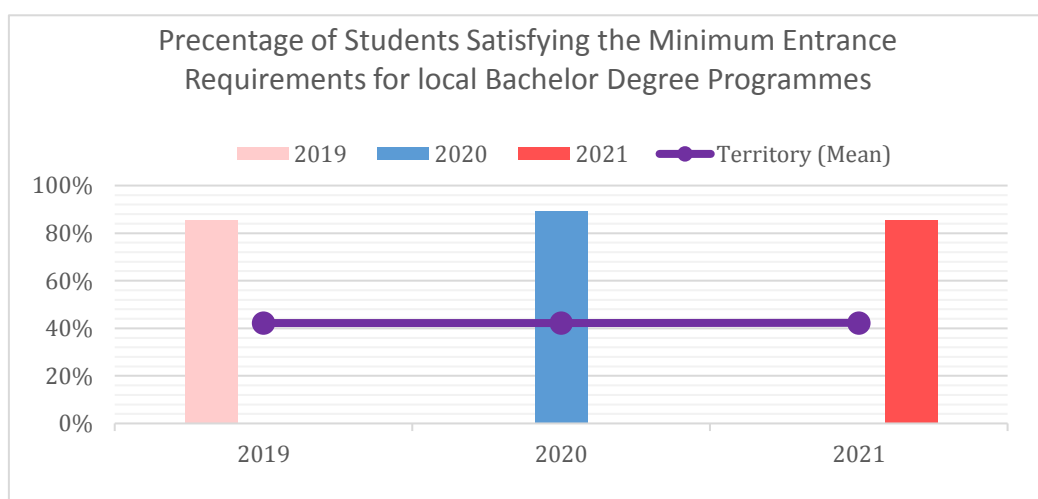
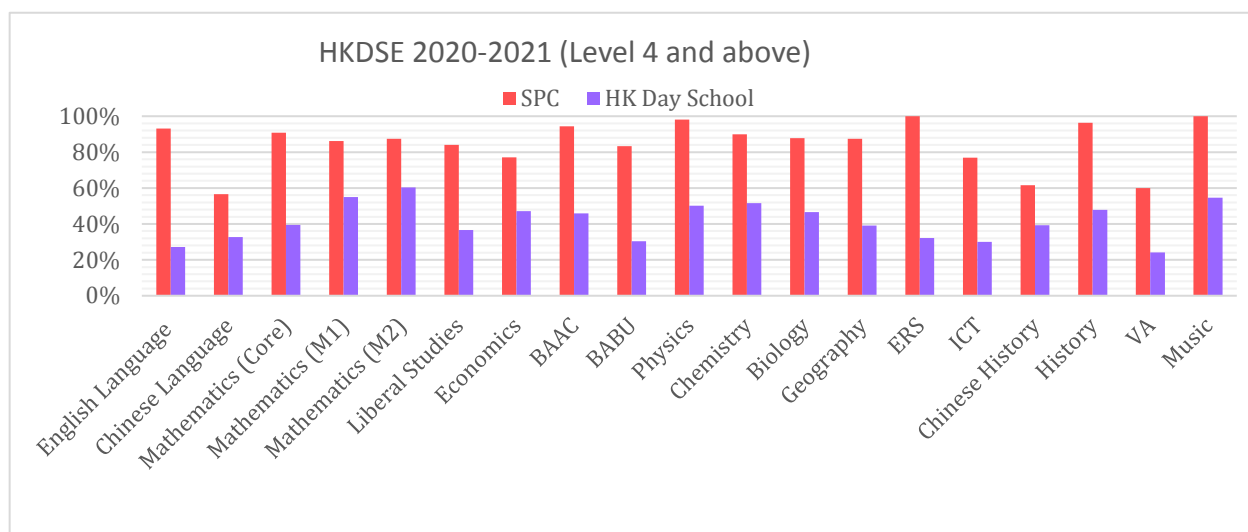
HOME SCHOOL PARTNERSHIP

The PTA also did voluntary work for the school on 7 August, 2021. Over a hundred parents and students volunteered to repair, re-paint and re-decorate many facilities in the open area of the school campus on a hot summer day.



PERFORMANCE OF STUDENTS

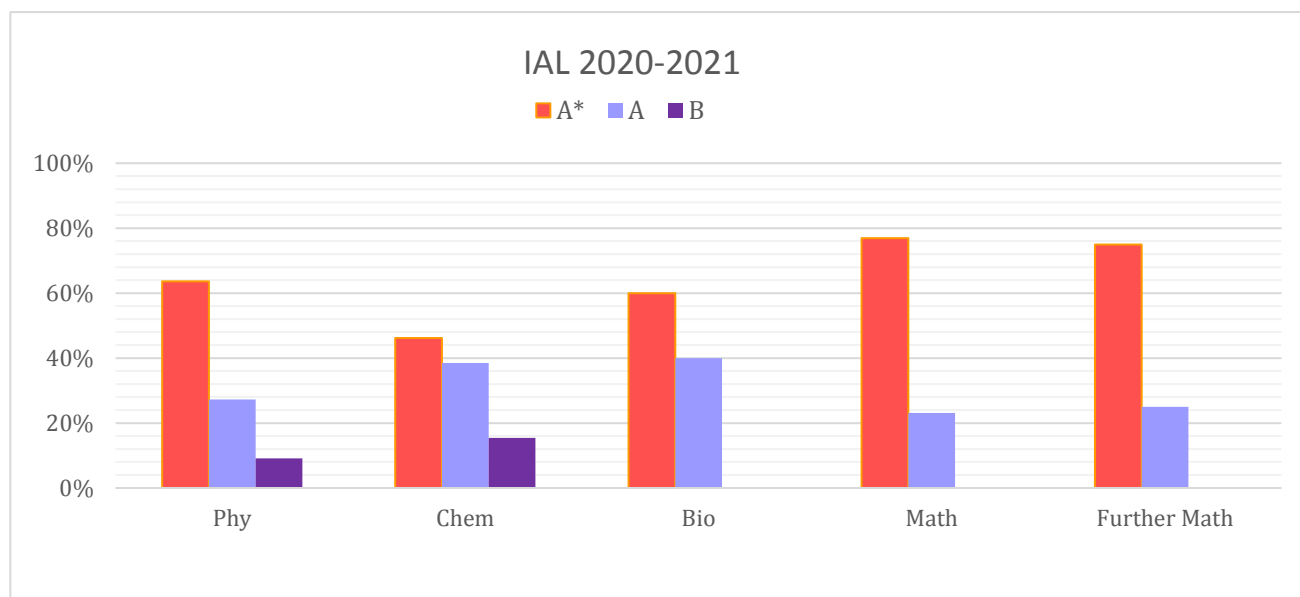
1. HKDSE RESULTS



PERFORMANCE OF STUDENTS

2. INTERNATIONAL ADVANCED LEVEL (IAL) RESULTS

Five of our eighteen IAL graduates this year achieved A*, the highest grade, in four subjects. An overwhelming majority of the remaining students obtained grade A* in one to three subjects. Of the 50 grades this cohort achieved, 32 of them were grade A*. 100% of the students who studied biology, mathematics, and further mathematics achieved either A* or A in these subjects.



PERFORMANCE OF STUDENTS

3. INTER-SCHOOL ACTIVITIES AND AWARDS WON IN 2020-2021

MUSIC

No.	Name of Competition/Organisation	Award/Prize details 2020-2021	Student(s)
1.	Graded Piano Solo - Grade Seven	First Prize	Lau Adrian (2F)
2.	Cello Solo – Intermediate Level	Second Prize	Chan Hui Lok Nigel (1C)
3.	Vocal Solo Foreign Male – Age 16 or under	Second Prize	Tong Lap Man (4D)
4.	Violin Concerto – Age 13 or under	Third Prize	Tang Long Hei Harvey (2E)
5.	Violin Concerto – Age 19 or under	Third Prize	Kwong Yan Lok (3A)
6.	Cello Sonata – Senior Level	Third Prize	Ho Yi Hang (4F) Chan Yin Chung Sean (4F)
7.	Vocal Solo Chinese Male Voice – Secondary School – Age 16 or under	Third Prize	Fung Ching Hei (5D)

SPORTS

No.	Name of Competition/Organisation	Award/Prize details 2020-2021	Student(s)
8.	The Princeton Club	The Princeton Club of Hong Kong Book Award 2021 for sports	Yip Cheuk Chun (5B)
9.	Hong Kong Island & Kowloon Secondary Schools Competition (Boys' Individual events)	Fourth Prize	Au Cho Ming (6B)
10.	Hong Kong Island & Kowloon Secondary Schools Competition (Boys' Individual events)	Seventh Prize	Leung Tsz Long Alvin (5D)
11.	Dacos Inter-school Bowling Competition (Joint School Teacher – Student Doubles)	First Prize	Au Cho Ming (6B)
12.	Dacos Inter-school Bowling Competition (Senior Secondary Individuals)	Second Prize	Au Cho Ming (6B)

PERFORMANCE OF STUDENTS

ACADEMIC

No.	Name of Competition/Organisation	Award/Prize details 2020-2021	Student(s)
13.	The Harvard Club Hong Kong	Harvard Book Prize 2020/21	Ho Ho Man (5C) Wong Kau Hei (5E) Chan Sai Hin (5F)
14.	The Princeton Club	The Princeton Club of Hong Kong Book Award 2021 for academics	Yip Cheuk Chun (5B)
15.	The Chinese University of Hong Kong	Admission Scholarship for Academic Excellence	Chan Jason (Year 19-20 6D)
16.	香港教育工作者聯會 全港中學「兩文三語」菁英大比拼	中文優異文章 初級組	詹晉傑 (3F) 梁閱晰 (3F)
17.	香港教育工作者聯會 全港中學「兩文三語」菁英大比拼	英文優異文章 初級組	麥知行 (Year20-21 3F) 詹晉傑 (3F)
18.	Hong Kong Scholarship for Excellence Scheme (HKSES)	Scholarship offered to support the student to pursue a Bachelor of Arts in Natural Sciences degree at the University of Cambridge	Lee Jasper Yee Jing (6B)
19.	Hong Kong Scholarship for Excellence Scheme (HKSES)	Scholarship offered to support the student to pursue a Bachelor of Music degree at the Royal College of Music	Yeung Lok Hei (6E)

PERFORMANCE OF STUDENTS

ACADEMIC

No.	Name of Competition/Organisation	Award/Prize details 2020-2021	Student(s)
20.	The Chinese University of Hong Kong	Grantham Scholarship for his outstanding conduct and his excellent performance in academic studies, extra-curricular activities and community service.	Li Kwok Tung Moses (Year 19-20 6D)
21.	International Parliamentary Debate Competition 2021 (High School Advanced category)	Top Speaker Award- 1 st Place	Chang Jeffrey Sin To (4F)
22.	International Parliamentary Debate Competition 2021 (High School Advanced category)	Top Speaker Award - 2 nd Place	Tsui Tsz Him (5D)
23.	International Parliamentary Debate Competition 2021 (High School Advanced category)	First Runner-up Award	English Debate Team
24.	JUMPSTARTER IdeaPOP! 2021	STEM Award	School Team – Study Accelerator
25.	Hong Kong Secondary School Chinese History Project Award Scheme	First Prize	Wan Tsz Kit (4D)

PERFORMANCE OF STUDENTS

ACADEMIC

No.	Name of Competition/Organisation	Award/Prize details 2020-2021	Student(s)
26.	The 72 nd English Speech Festival	Solo Verse Speaking (Non-Open): 1 st Place	Yau Tsz Ho (1F) Batra Marcus (2F)
27.	The 72 nd English Speech Festival	Solo Verse Speaking (Non-Open): 2 nd Place	Lee Chun Hin (1E) Shum Cheuk Yin Donald (2A) Chan Wang Yan (4D) Tang Sin Wai (5B)
28.	The 72 nd English Speech Festival	Solo Verse Speaking (Non-Open): 3 rd Place	Ho Shing Kwan Anson (2E)
29.	The 72 nd English Speech Festival	Solo Verse Speaking Sonnet (Open): 3 rd Place	Ng Truman Toby (6C)
30.	The 72 nd English Speech Festival	Solo Prose Speaking (Non-Open): 2 nd Place	Chan Wang Yan (4D)
31.	The 72 nd English Speech Festival	Solo Prose Reading (Non-Open): 3 rd Place	Kwok Chung (4A)
32.	The 72 nd English Speech Festival	Public Speaking Solo: 1 st Place	Tang Sin Wai (5B) Lee Man Wai Adrian (5C)
33.	The 72 nd English Speech Festival	Public Speaking Solo: 3 rd Place	Cheung Tsz Hei (5D) Ng Truman Toby (6C)

PERFORMANCE OF STUDENTS

ACADEMIC

No.	Name of Competition/Organisation	Award/Prize details 2020-2021	Student(s)
34.	21 st Lions International Youth Exchange Scholarship Essay Competition	Second Runner-up	Ng Truman Toby (6C)
35.	Magazines International Young Writers Award	Top 10	Chin Chun Hei Denis (5B) Wan Yiu Hong (5C)
36.	Magazines International Young Writers Award	Top 50	Au Ki Chun (4E) Chan Lok Wai (5B) Tsang Kai Cheuk (5B) Yip Cheuk Chun (5B) Huy Yui Tung Marcus (5C)
37.	全港中學中國歷史研習獎勵計劃	一等獎	尹子傑 (4D)
38.	Sustainable Consumption Product Design Competition of 2019-2020 co-organised by the Consumer Council and the Education Bureau	Certificate and Trophy	Team 1: Yip Cheuk Chun (5B) Chan Ho Tin (5B) Cheng Yui Hei Raphael (5B) Tang Sin Wai (5B) Tsang Kai Cheuk (5B) Teacher Adviser: Mr. K. Y. Cheng Product: No Straw Campaign

PERFORMANCE OF STUDENTS

ACADEMIC

No.	Name of Competition/Organisation	Award/Prize details 2020-2021	Student(s)
39.	Sustainable Consumption Product Design Competition of 2019-2020 co-organised by the Consumer Council and the Education Bureau	Certificate and Trophy	Team 2: Lou Darrin Pak Yin (5C) Huy Yui Tung Marcus (5C) Mak Yui Him (5C) Ng Yui Hin (5C) Ngai Tsz Chai Anson (5C) Leung Sze Yin Sherman (5C) Supervising Teacher: Miss K. Y. Ng Prize: Special Prize Product: Guardian
40.	Sir Edward Youde Memorial Fund Council	The Sir Edward Youde Memorial Prize for Senior Secondary Students 2021	Lee Jasper Yee Jing (6B) Ng Truman Toby (6C)
41.	3 rd Chinese History Character – Li Shizhen Project Learning Report Competition	Champion	Ho Chun Ting (3B) Chong Chun Hei Max (3B) Lau Tsz Hei Nathan (3D) Chiu Chun Hei (3F) Fung Ching Yin (3F)
42.	3 rd Chinese History Character – Li Shizhen Project Learning Report Competition	First Runner-up Award	Liang Yuezhe (2F) Jung Yeon Jae (2B) Lam Tai Yin (2D) Chan Hei Yu (2E) Choy Jo Him (2E) Wong Kin On Christopher (2E)

PERFORMANCE OF STUDENTS

ACADEMIC

No.	Name of Competition/Organisation	Award/Prize details 2020-2021	Student(s)
43.	The 21 st Lions International Youth Exchange Scholarship Essay Competition	Second Runner-up	Ng Truman Toby (6C)
44.	17 th Hong Kong Inter-school Go Competition	Second place in the first round of the competition	Kan Pok Man Eric (4E) Wong Christopher Chi Hin (4E) Cheng Sze Ming (3A)
45.	18 th International Linguistics Olympiad	Bronze Medal	Ng Truman Toby (6C)
46.	18 th International Linguistics Olympiad	First place in the individual contest team	The team named EAT
47.	Hong Kong Outstanding Teens Election (HKOTE)	Hong Kong Outstanding Teens Award 2021	Fung Hong Ching Alvin (3E)
48.	中電新世代・新動力獎勵計劃 2021	嘉許狀	李端 (5E) 尹柱仁 (5C) 孔令弦 (3F) 鄭資 (2A)
49.	Hong Kong Olympiad in Informatics (Junior Group)	Bronze Medal	Chow Chung Yan (4E) Cheung Tai Hong (4F)
50.	Hong Kong Olympiad in Informatics (Senior Group)	Honourable Mention	Chan Wing Chun (6E)

PERFORMANCE OF STUDENTS

ACADEMIC

No.	Name of Competition/Organisation	Award/Prize details 2020-2021	Student(s)
51.	'Stories on Stage' Scriptwriting and Dramatic Reading Competition organised by Native-speaking English Teachers Section, Education Bureau	Third Prize	English Drama Team: Cheng Sze Ming (3A) Chow Cheuk Hei (4F) Lee Man Hei (4F)
52.	The Hong Kong School Drama Festival	The Outstanding Cooperation Award	The English Drama Team
53.	The Hong Kong School Drama Festival	The Outstanding Director Award	Miss Wong Wing Sze, Crystal
54.	The Hong Kong School Drama Festival	The Outstanding Performer Award	Au-Yueng Anton (2C) Cheng Sze Ming (3A)
55.	The 32 nd Annual Book Report Competition for Secondary School Students (Classics Reading – Junior Division)	Second Runner-up Prize	Wong Kai Wai (3E)

SERVICE AND LEADERSHIP

No.	Name of Competition/Organisation	Award/Prize details 2020-2021	Student(s)
56.	Youth Leadership Award Scheme 2021	Outstanding Student Award	Leung Sze Ngai Sidney (5B)
57.	Youth Development Commission	Multi-faceted Excellence Scholarship 2020	Wong Cheuk Hei Jasper (6C)
58.	2020 HK Island Outstanding Student Award	Junior Group – Outstanding Student Award	Yang Feichi (3A)
59.	2020 HK Island Outstanding Student Award	Senior Group – Outstanding Student Award	Ng Truman Toby (6C)

PERFORMANCE OF STUDENTS

SERVICE AND LEADERSHIP


No.	Name of Competition/Organisation	Award/Prize details 2020-2021	Student(s)
60.	Hong Kong Island School Head Association	2020 Hong Kong Island Outstanding Students Award	Ng Truman Toby (6C)
61.	Hong Kong Playground Association	2021 Hong Kong Outstanding Teens Award Personal Achievement Junior Group – Top 10	Fung Hong Ching (3E)
62.	Hong Kong Playground Association	2021 Hong Kong Outstanding Teens Award Personal Endeavor Junior Group - Merit	Zheng Zi (2A)
63.	YWCA - 中西區聯校領袖義工訓練暨社區服務計劃	傑出領袖義工獎	Au Lok Kin Kevin (6C) Yeung King Pak (4D)
64.	Sir Robert Black Trust Fund 2020-21	Grants for Talented Students in Non-academic Fields	Kwong Yan Lok (3A)
65.	A.S. Watson Group Hong Kong	Student Sports Awards 2021	Wong Rui Yan Ryan (6C)
66.	萬鈞教育基金及馮漢柱教育信託基金	第八屆「卓越今天，成就將來」青少年領袖獎勵計劃 2021	Leung Sze Ngai Sidney (5B)
67.	District Volunteer Service Award	Gold Award Silver Award Bronze Award	2 students 9 students 13 students

PERFORMANCE OF STUDENTS

OTHERS

No.	Name of Competition/Organisation	Award/Prize details 2020-2021	Student(s)
68.	Hong Kong Extra-curricular Activities Masters' Association	Outstanding Student Award	Wan Chu Yan (5C)
69.	SPC Entrepreneurship Scheme Pitching Day organised by St. Paul's College Alumni Association	Best Project Award And Champion	All Stars Mix & Match
70.	SPC Entrepreneurship Scheme Pitching Day organised by St. Paul's College Alumni Association	My Favourite Presentation Award & Second Runner-up	Orca
71.	SPC Entrepreneurship Scheme Pitching Day organised by St. Paul's College Alumni Association	Second Runner-up	The Centa
72.	SPC Entrepreneurship Scheme Pitching Day organised by St. Paul's College Alumni Association	First Runner-up	The Solutions

MAJOR CONCERNS (ACHIEVEMENTS AND REFLECTION)

First Major Concern	Extent of Targets Achieved
<p>Teaching and Learning: Work towards a collaborative, interactive and innovative approach to teaching and learning</p> <ol style="list-style-type: none"> 1. Provide teachers with a wider repertoire of teaching strategies 2. Foster more autonomy in learning 3. Develop a collaborative culture 4. Create an atmosphere of innovation in teaching 	<p>Mostly achieved</p> 
Remarks and follow up action	
<p>Provide teachers with a wider repertoire of teaching strategies</p> <p>Other than in-house professional development programmes on teaching strategies, joint school professional development events organised by Catalyst Education Laboratory, aka CEL with several other local schools on current trends in education and on student-centered learning experiences</p> <p>Teachers were offered opportunities to attend overseas professional conferences or workshops to widen their exposure (MIT J-Wel, Hawker Brownlow Thinking & Learning Conference in Melbourne, and a Reading Literacy workshop in Taiwan) to widen teachers' exposure in teaching strategies. Teachers also took part in overseas exchange programmes to learn about educational practices from different countries.</p> <p>The formation of a Professional Learning Community also increased the opportunities for teachers to share good practices.</p> <p>Teachers observed were generally receptive to new teaching strategies and were willing to try out different teaching strategies. The latest ESR report also concluded that professional development was used as an effective leverage for change.</p>	

MAJOR CONCERNS (ACHIEVEMENTS AND REFLECTION)

Collaboration, Interaction, Innovation

In order to support a collaborative, interactive, and innovative approach in teaching and learning, campus facilities were upgraded to create more possibilities. All classrooms were renovated, enlarged and designed with improved layout and features to support different lesson activities. The Innovation Centre was established, and equipped with laser cutter equipment and 3D printers installed. More communal space was created in different parts of the campus to provide an environment to conducive collaboration among students.

To bring an atmosphere of innovation in teaching in the school, electronic platforms were applied in many areas in daily school lives, including learning platform, channel of communication with parents, teachers, and students, booking service of rooms, facilities and equipment, and Form One admission application platform.

Training on more interactive lessons on Zoom was conducted by the Zoom team and a gradual increase in cross-departmental collaboration was observed.

The latest ESR reports concluded that there was much cross-subject and cross-team collaboration, as seen in various joint efforts in organising life-wide learning programmes, such as cross curricular activities in Activity Week and overseas study tours.

Autonomy in learning

In order to foster autonomy in learning, the BYOD programme was kick-started in Form 1 in 2020-2021. The Learning Hub was set up so that individual students could have direct access to a central depository of learning and revision materials. Online reading resources such as 智爱中文平台, i-Learner, e-books from Broadlearning (eClass), WiseNews from Wisers were provided by the College. Chemists Online Self-study Award Scheme - 18 Form 5 students took part in 2019-2020, 13 of which achieved the highest level of award. Average number of reading materials borrowed within a school year from the school library per student went from about 2.25 in 18-19 to 5 items in 19-20. The IS curriculum was reviewed and revised. More hands-on experiments were included, and the learning materials were revised so as to promote autonomy in learning, as well as increase the interaction during class time.


Flipped classrooms used by math and IS departments during pandemic to help students develop ownership and autonomy in learning.

MAJOR CONCERNS (ACHIEVEMENTS AND REFLECTION)

Suggested follow up action

- Conduct more professional sharing could be conducted both within and across departments to continue to promote the paradigm shift.
- Promote peer lesson observation to encourage sharing of the good practices among teachers.
- Explore and promote teaching strategies so that teachers can make better use of the renovated classrooms and new equipment
- Continue the BYOD programme to new Form 1 students and arrange information literacy workshops and note-taking workshops so as to equip our students to be responsible learners and digital citizens
- Organise project-based learning, poster day, or project showcase events to foster learning ownership.
- Continue to encourage collaboration with SPCPS
- Encourage the use of CCPS in different departments for more professional sharing by members of the same department instead of mostly going over admin matters

Utilize the e-Class Student app more fully to help students develop ownership for their own matters.

Second Major Concern	Extent of Targets Achieved
Curriculum - Work towards the development of 5Cs (Creativity, Communication, Collaboration, Critical Thinking and Citizenship) in students	Only partially achieved 

MAJOR CONCERNS (ACHIEVEMENTS AND REFLECTION)

Remarks and follow up action

Creativity, Communication, Collaboration, Critical Thinking and Citizenship


Teachers from the Department of Integrated Humanities, the Department of English and the Department of Integrated Science had been working on reviewing their respective Junior form curriculum to promote creativity, communication, collaboration, critical thinking and citizenship. Some of the departments also adjusted their curriculum to strengthen students' communication skills and global citizenship.

In order to work towards a richer curriculum, various programmes were organised, such as Dreamstarter programme, flight simulation programme by the SPC Academy, etc. More hands-on technology programmes were included in the Computer curriculum, such as Micro:bit, Thunkable, and mBots to provide computational thinking training to the students.

Suggested follow up action

- There should be more emphasis on incorporating global competence such as communication skills, creativity, collaboration and critical thinking skills in the curriculum to better prepare students for a VUCA world.
- Instead of just organising ad hoc STEM workshops after school, there should be a more comprehensive STEM programme structured within the junior form curriculum.
- Students should be made aware of issues facing humanity, particularly those that fall under the UN Goals of Sustainable Development such as climate change, poverty, inequality and health in both local, national and international contexts.
- Citizenship can be further enhanced by incorporating into the formal and informal curriculum an appreciation and understanding of the Chinese culture in areas such as art, music, literature, history and traditions
- To make learning relevant for students, there should be a greater emphasis on applications in learning, project-learning, problem-based learning and learning by action.

MAJOR CONCERNS (ACHIEVEMENTS AND REFLECTION)

Third Major Concern	Extent of Targets Achieved
<p>School Culture - Promote healthy living and build a caring community</p> <ol style="list-style-type: none"> Promote healthy living Build a caring community 	<p>Only partially achieved</p> 
Remarks and follow up action	
<p>Build a caring community</p> <p>The following observation was made by the ESR team which affirms the effort made by the College in building a caring community for both students and teachers. “In collaboration with a number of non government organisations and partner schools, the school offers opportunities for students to participate in a variety of community services and projects, for example, the Joint School Community Service Project, Paul's Organic Farm Project and visits to the elderly and poor families living in subdivided flats. Commendable effort is also made to organise service projects in the Mainland, providing valuable experiences for students to further understand the Chinese culture and develop their compassion for others. Thorough briefings and sharing are conducted before and after the services. As seen in students' reflections, both in the sharing with the whole school in assemblies and on websites, students have become more aware of and care about the needs of different people in the local community. A high spirit of serving is evident.”</p> <p>Building a caring community was also particularly during 2019/2020 and 2020/2021 when both social unrest and Covid-19 posed great threats to both the physical and mental wellbeing of everyone in the school community. In response to the negative impacts they had on the different members of the school community, staff and students groups were mobilized to look after both the learning needs of students as well as the emotional needs of one another.</p> <p>However, the need for social distancing and the wearing of face masks, the replacement of face-to-face learning by online learning, the cancellation of many school activities and the lack of human touch in school life have serious consequential impact on staff and student relations. Much has to be done in the coming years to rebuild class spirit, bond of brotherhood, sense of belonging and even basic building blocks of human relations such as good manners, respect, empathy, understanding and compassion. There should also be much stronger emphasis on rebuilding trust.</p>	

MAJOR CONCERNS (ACHIEVEMENTS AND REFLECTION)

Promote healthy living

While much had been done in the last three years to promote physical health and mental health among students, the percentage of students within acceptable weight range had gone down and there were signs of mental stress experienced by students. School suspension and social distancing caused a sedentary and inactive lifestyle, reduced social contact and interaction with others, and reduced support from others. What it means is that promoting healthy living should continue to be one of the major concerns of the College in the next few years. There should be more specific targets set to promote the general well-being of both students and teachers of the College.

Promote green living

The College had also taken a big step forward in our commitment to providing an eco-friendly campus for our students as 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 addition, the College had 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. 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.

APPENDIX

Financial Summary for the School Year 2019-2020

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	55.5%	N.A.
School Fees	N.A.	28.9%
Donations, if any	N.A.	14.1%
Other Income, if any	0.3%	1.2%
Total	55.8%	44.2%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	76.3%	
Operational Expenses (including those for Learning and Teaching)	6.1%	
Fee Remission / Scholarship (~)	5.1%	
Repairs and Maintenance	1.1%	
Depreciation	11.4%	
Miscellaneous	0.0%	
Total	100%	
Surplus for the School Year #	0.31 months of the annual expenditure	
Accumulated Surplus in the Operating Reserve as at the End of the School Year #	6.6 months of the annual expenditure	
# in terms of equivalent months of annual overall expenditure and included with net book value of Fixed Asset		

(~) 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 2020-2021

In 2020-2021, a sum of \$758,312.58 was used to enhance the capacity of teachers. This included \$733,590.00 of Capacity Enhancement Grant received for the year together with top-up funds of \$24,722.58 from the College.

Approximately 99% of the Grant was allocated to enhance 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 teachers' administrative duties, and a teaching assistant to help to produce learning materials and support teachers in their administrative duties.

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

Summary

Task area	Particulars	Amount (HK\$)
Curriculum development	IT technician, clerical staff, and teaching assistant (salary + MPF)	\$753,812.58
Coping with the diverse and special learning needs of students	Drama Counselling Group	\$4,500.00
	Total	\$758,312.58

APPENDIX

姊妹學校交流報告書

2020-2021 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 2020-2021

Part 1: Evaluation of the Effectiveness

Print Resources

To encourage Form One students to pay more attention to current affairs and to read widely, the Chinese Department of the school made use of the grant to subsidize these students' subscription to Ming Pao. As all F.1 students had access to the same reading materials, they could engage in conversation on a wider range of topics. Chinese teachers also made use of suitable news articles for class discussions and incorporated them into their teaching of the language. Subscription to the newspaper for F.1 students was well-received by both the teachers and the students. The newspaper gave teachers materials and opportunities for both formal and informal exchange with their students. As for the students, it exposed them to journalistic writing, which is very different from styles of writing they were used to, such as story writing and diary writing. On the whole, subsidizing F.1 students' subscription to the newspaper achieved the intended outcome.

E-Resources

The College continued to shift from physical to digital platforms for the promotion of reading. This approach proved particularly useful during the pandemic.

As in previous years, the College subscribed to 智爱中文平台 for the Chinese Department to help improve students' proficiency in reading in the Chinese language. As a school, we completed 53000 reading exercises in 2020-2021, a marked improvement from the previous two years. In 2019-2020, the whole school completed 45300 exercises and in 2018-2019, our students completed 35582 reading exercises.

The College continued to subscribe to WiseSearch by Wisers Information Limited. In 2020-2021, the database recorded 14,660 clicks, an exponential increase from both 2019-2020 and 2018-2019, in which only 3333 clicks and 4084 clicks were recorded respectively. The College Library would continue to subscribe to and promote this resource in 2021-2022 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. At present, it is clear that the database remains popular, relevant and useful for both teachers and students.

In 2020-2021, the College subscribed to 150 e-books through HKEdCity's eRead Scheme, through which the College had previously subscribed to e-books using the one-off funding from the government. Since students were already familiar with EdBookShelf, it was easier to encourage them to continue reading on the same platform. The subscription was also made known to parents through an e-notice and through their Chinese teachers, English teachers and form teachers. In addition, the introduction of the Bring Your Own Device (BYOD) scheme in Form One also helped the promotion of e-books among students, especially Form One students.

Besides procuring resources that would benefit students directly, the College also subscribed to SCMP for teachers in order to provide them with more relevant and updated resources they could use in their teaching. A total of 25 accounts were shared among different departments. Teachers teaching English, Economics, Integrated Humanities and Liberal Studies found these SCMP accounts to be particular useful when looking for suitable reading materials to complement textbooks used in their subjects. Students' feedback was very positive too. They appreciated the use of relevant real-life examples, which helped to clarify and consolidate concepts taught in these subjects for them.

Part 2: Financial Report

	Item	Actual expenses (\$)
1.	<u>Print Resources:</u> <ul style="list-style-type: none"> Subscription to Ming Pao Newspaper 	\$5,544.00
2.	<u>Web-based Reading Schemes and e-Resources:</u> <ul style="list-style-type: none"> 智愛中文平台 by iLearner of Nebula Group Limited Subscription to Wisenews by Wisers Information Ltd. 150 e-books on Hong Kong Education City South China Morning Post 	\$82,153.00
	Total:	\$87,697.00

APPENDIX

Programme Evaluation Report for

DLG – Other Programme: Gifted Education for the School Year 2020-2021

Programme	Objective	Target	Duration	Deliverable	Evaluation	Expenditure
Pull-out Enrichment Classes	Arouse students' interest in learning about ethical, social religious, and history topics	Form 4 to Form 6 students	October to June	Regular assignments throughout these courses Discussions that went beyond the scopes and syllabuses of these school subjects	The attendance rate was high and the courses were well received by students who took them. The tutors provided timely feedback to the students to extend their understanding of these subject matters.	\$28,950

Sports training	Improve physical fitness and skills of students so that they are able to perform well in high standard inter-school competitions and gain a sense of achievement through non-academic areas	Sports team members: football, badminton, and basketball	Weekly training from September to June	The sport teams participated in some Inter-school competitions and achieved good results despite the pandemic.	<p>The attendance rate of the training sessions was high in general.</p> <p>Most inter-school competitions were cancelled in the school year 2020-2021.</p> <p>HKSSF resumed the All Hong Kong Schools Jing Ying Badminton in May, and our school team did well in it.</p>	\$95,850
					Total:	\$124,800

APPENDIX

Life-wide Learning Grant - Report on the Use of the Grant for the School Year 2020-2021

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	English and Chinese debate and speech	Enhance language proficiency and critical thinking skills	11/2020 – 8/2021	F.1 to F.5 / 120	The attendance rate was high. Students took part in many internal,	\$67,712	E1/E5	✓				

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				
	training and competitions				interschool, and tertiary-wide competitions.							
Language	Chinese writing workshops	Enhance writing skills and creativity	8/2021	F.4 to F.5 / 40	Students found the workshops inspiring and useful.	\$9,000	E5	✓				
	Drama workshops (paid by the students themselves)	Enhance fluency in English and confidence	8/2021	F.1 to F.3 / 10	Positive feedback from both participants and instructor.	\$0	E5	✓		✓		

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				
STEM	Flight simulation, robotics, drones, AR/VR, AI, IoT, programming, design thinking, and other STEM courses	Equip students with basic problem-solving skills; arouse students' curiosity for technology and develop their ability in it.	12/2020 – 8/2021	F.1 to F.5 / 211	Students enjoyed this kind of “makers” event very much. All these courses were oversubscribed. The feedback was very positive.	\$63,897	E1/E2/E5/E6/E7	✓				✓
			Expenses on Item 1.1			\$140,609						

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)											
Art	Summer workshops in architecture, interior design, paint & air spraying, fluid art, cooking	Explore and experience different art forms.	8/2021	F.1 to F.4 / 95	Students in general enjoyed the courses and showed great interest in learning about new art forms and ideas.	\$9714.21	E5			✓		

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				
Sports	Summer programs and training in athletics, basketball, bowling, fitness, canoeing, sailing, kayaking	Further develop the sports and athletics competence of students.	8/2021	F.1 to F.4 / 97	The attendance rate was high. Students developed new skills in sports they liked and interest in new sports.	\$3,378	E5/E6			✓		
Guidance	Form One Breakthrough Camp	Assist F.1 students to adjust better to their secondary school life.	06/2021	F.1 / 198	Positive feedback was received from F.1 students, peer mentors, teachers	\$35,970	E1		✓			

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				
					and service provider.							
	Guidance programmes and groups	Provide support to groups of students with different needs and training to wellness ambassadors and peer mentors	10/2020, 04/2021 & 07/2021	F.1 to F.3 / 550	Positive feedback was received from most of the programmes.	\$26,500	E1/E5		✓			
Careers	Career inclination tests	Help junior form students gain a better understanding of themselves for more suitable study and career choices	12/2020 & 05/2021	F.1 to F.3 / 550	Students were more aware of their strengths and weaknesses as well as factors	\$19,150	E6					✓

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				
					to consider for further careers							
OLE	Campus improvement service project	Provide students and their parents with an opportunity to work as a team to serve the school through repainting work and minor repairs	8/2021	F.1 to F.5 / 32	Very positive feedback from participants. They enjoyed the opportunity to serve and the activity helped strengthen family ties.	\$6,550	E1				✓	

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				
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OLE	Leadership Training	Equip students with leadership skills	7/2021	F.4 to F.5 / 110	Participant felt more confident and ready for leadership positions in clubs and societies	\$192,200	E6		✓			
			Expenses on Item 1.2			\$293,462.21						
1.3	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students’ horizons											
OLE	N/A					\$0						

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				
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			Expenses on Item 1.3			\$0						
			Expenses for Category 1			\$434,071.21						

Domain	Item	Purpose	Actual Expenses (\$)
Category 2	To procure equipment, consumables or learning resources for promoting LWL		
STEM	Power bank and adaptor for AI cars	For students to take part in AI car competitions	\$1,432
	Consumables for Joint School Science Exhibition	For preparing the board and display for the exhibition	\$2, 979.4

Domain	Item	Purpose	Actual Expenses (\$)
		Expenses for Category 2	\$4,411.4
		Expenses for Categories 1 & 2	\$438,482.61

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

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

Number of Student Beneficiaries

Total number of students in the school:	1036
Number of student beneficiaries:	750
Percentage of students benefitting from the Grant (%):	72%

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

Wong Chun Lung Alex
Assistant Vice Principal



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The fear of the Lord is the beginning of wisdom

