



St. Paul's College
Annual Report 2018-2019

The fear of the Lord is the bginning of wisdom.



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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

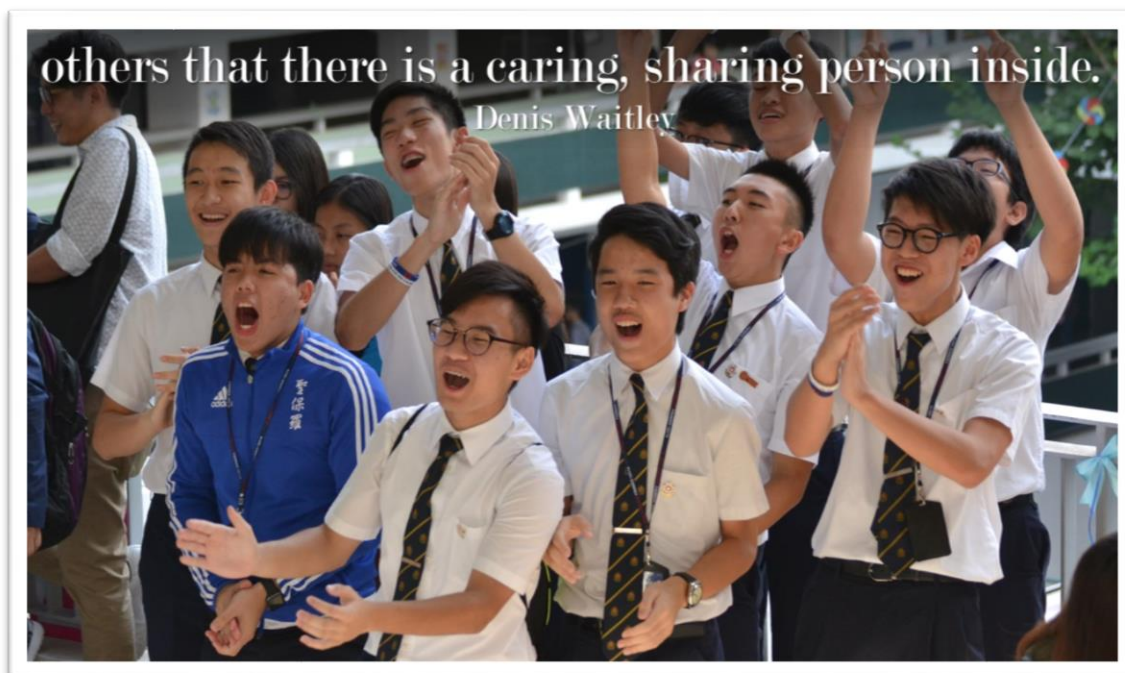
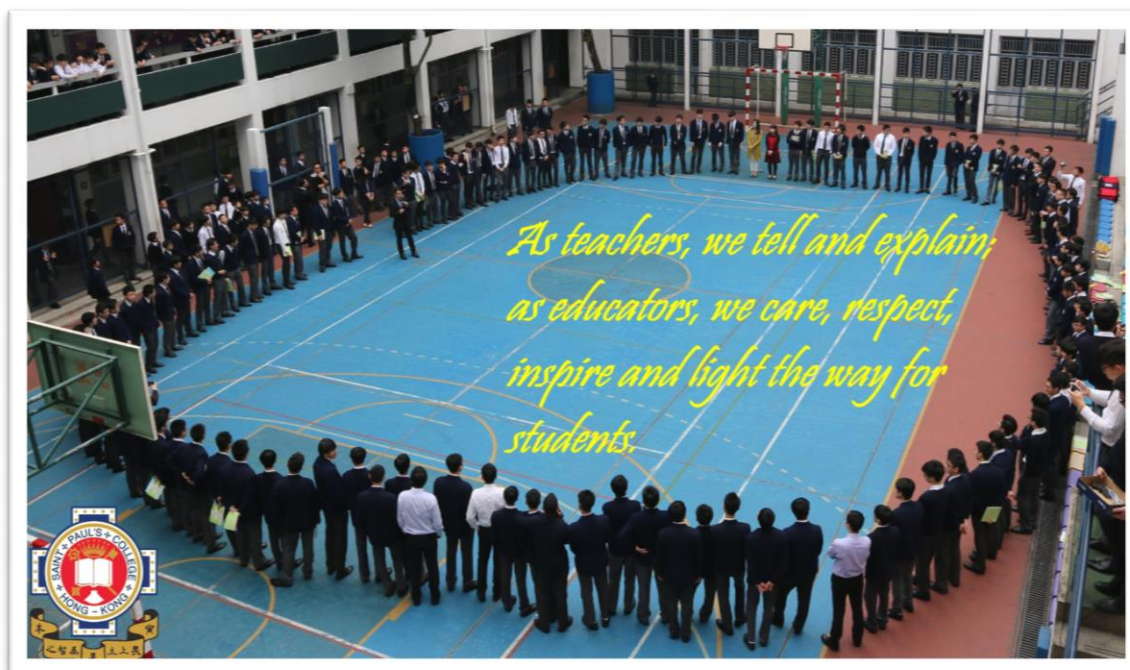
The educational goals of the College, in accordance with its mission, may be described as:

- 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

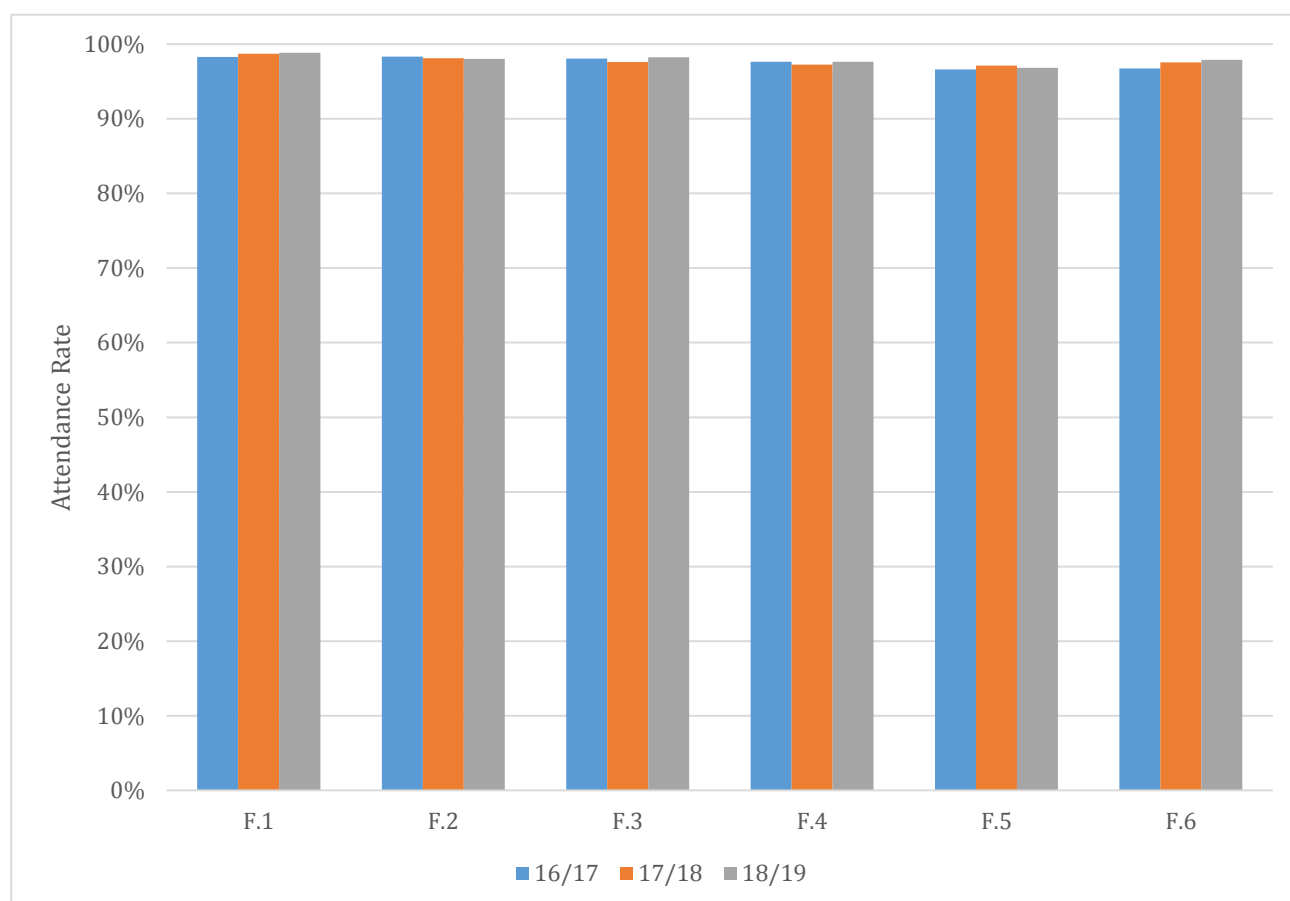
OUR STUDENTS

1. CLASS ORGANISATION AND ENROLMENT

The new school term started in September 2018, with a total number of 1031 students in thirty-six classes. There were six classes each in Form One to Form Six. The breakdown of the enrolment number of 1031 students was as follows:

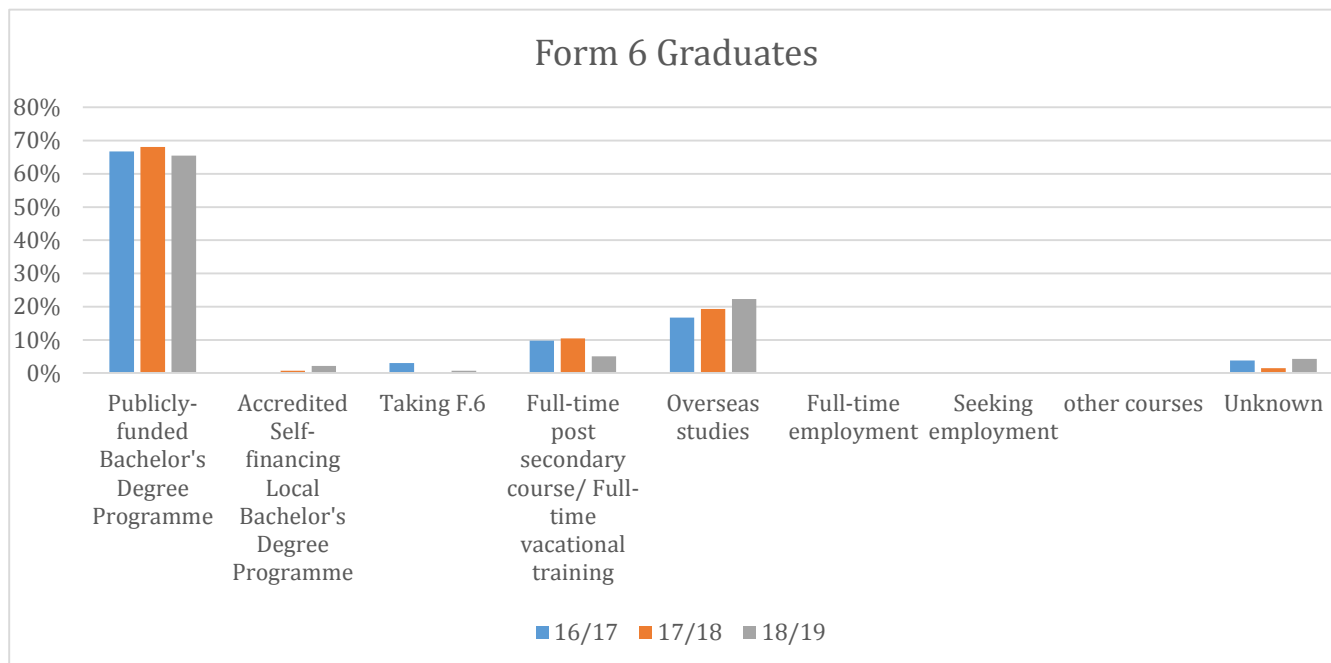
LEVEL	F.1	F.2	F.3	F.4	F.5	F.6	TOTAL
No. of Classes	6	6	6	6	6	6	36
Total Enrolment	198	194	181	169	148	141	1031

2. STUDENTS' ATTENDANCE



OUR STUDENTS

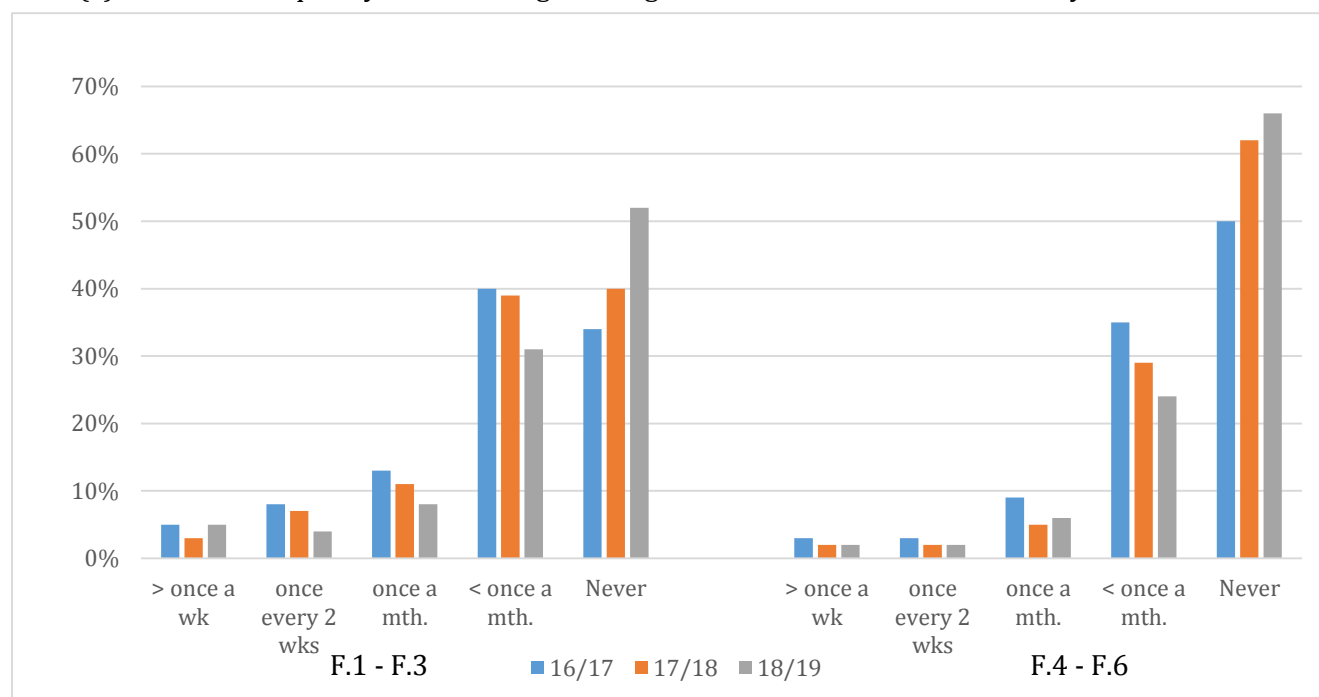
3. DESTINATION OF EXIT STUDENTS



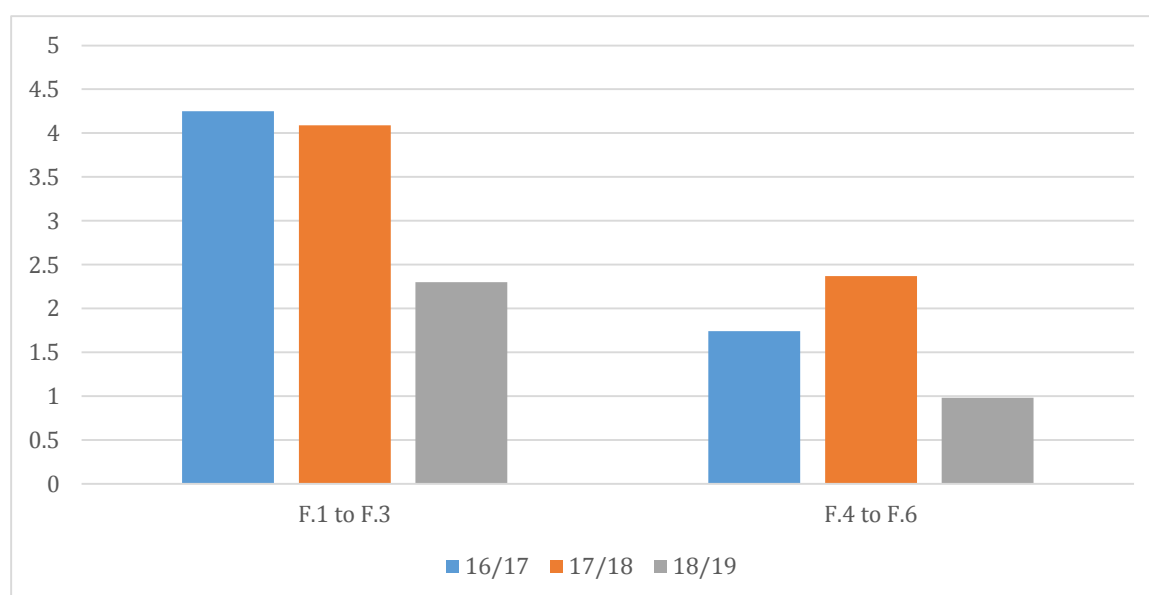
OUR STUDENTS

4. STUDENTS' READING HABIT

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

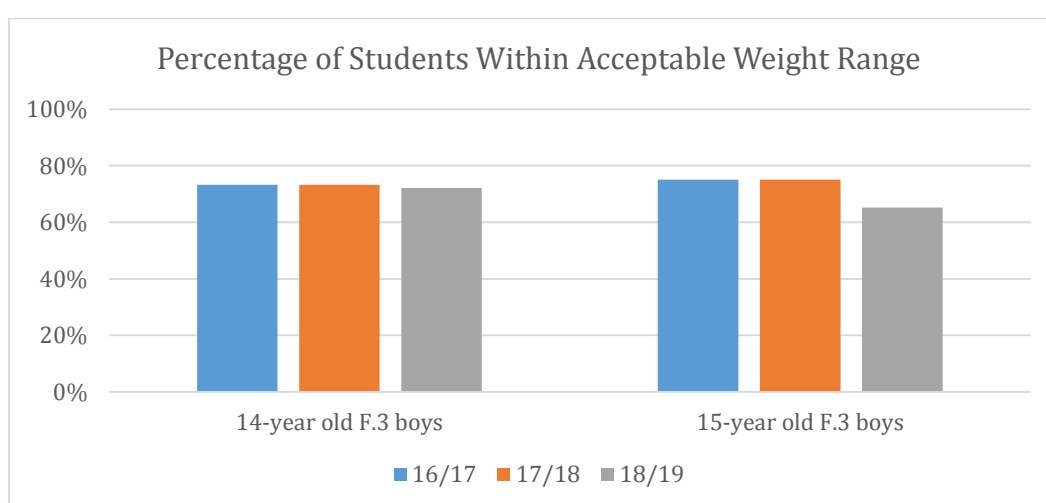
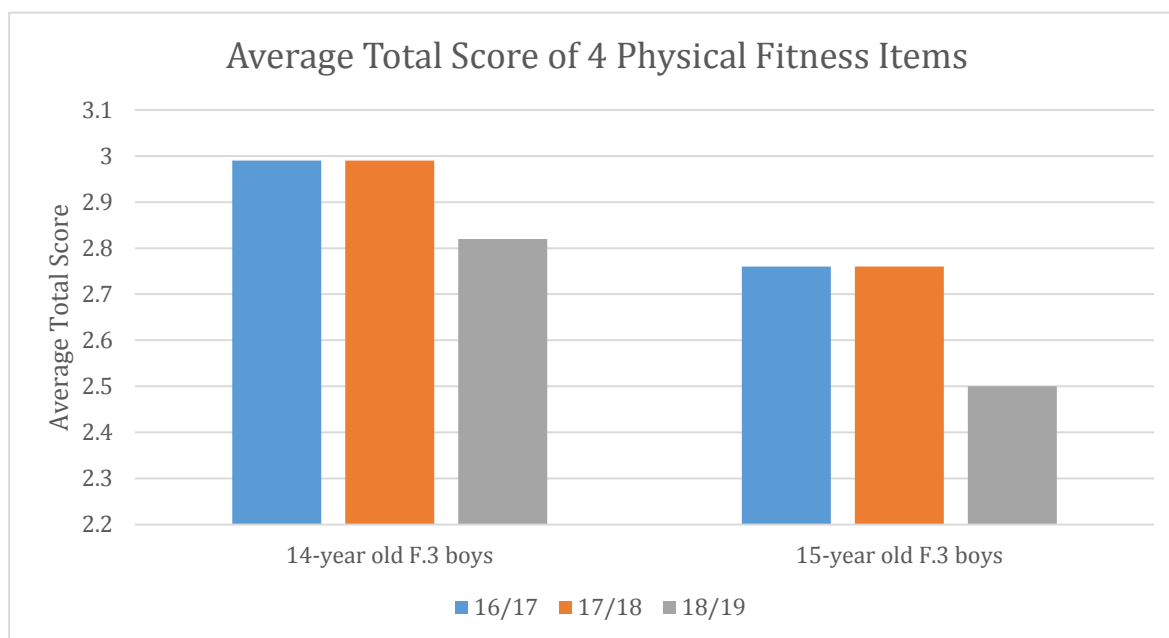


(b) Average Number of Reading Materials Borrowed within a School Year from the School Library per Student



OUR STUDENTS

5. STUDENTS' PHYSICAL DEVELOPMENT



OUR STUDENTS

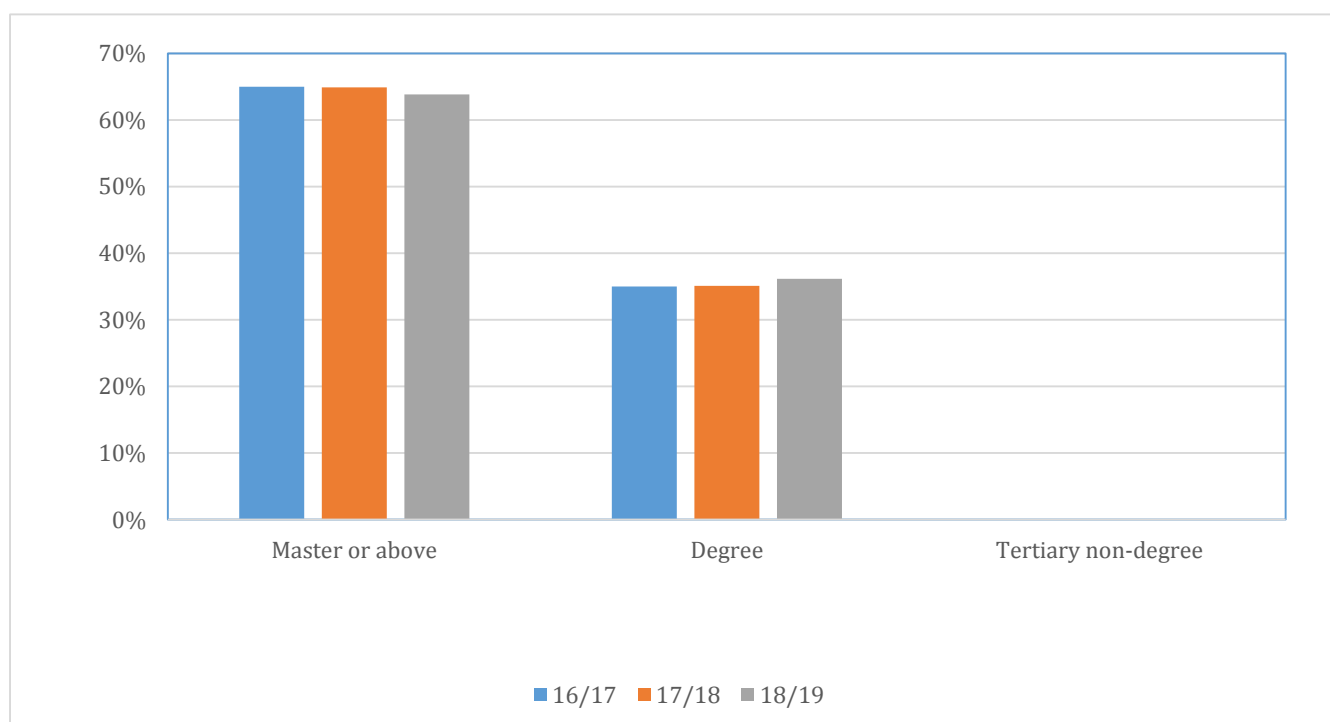


OUR TEACHERS

1. TEACHING STAFF ESTABLISHMENT

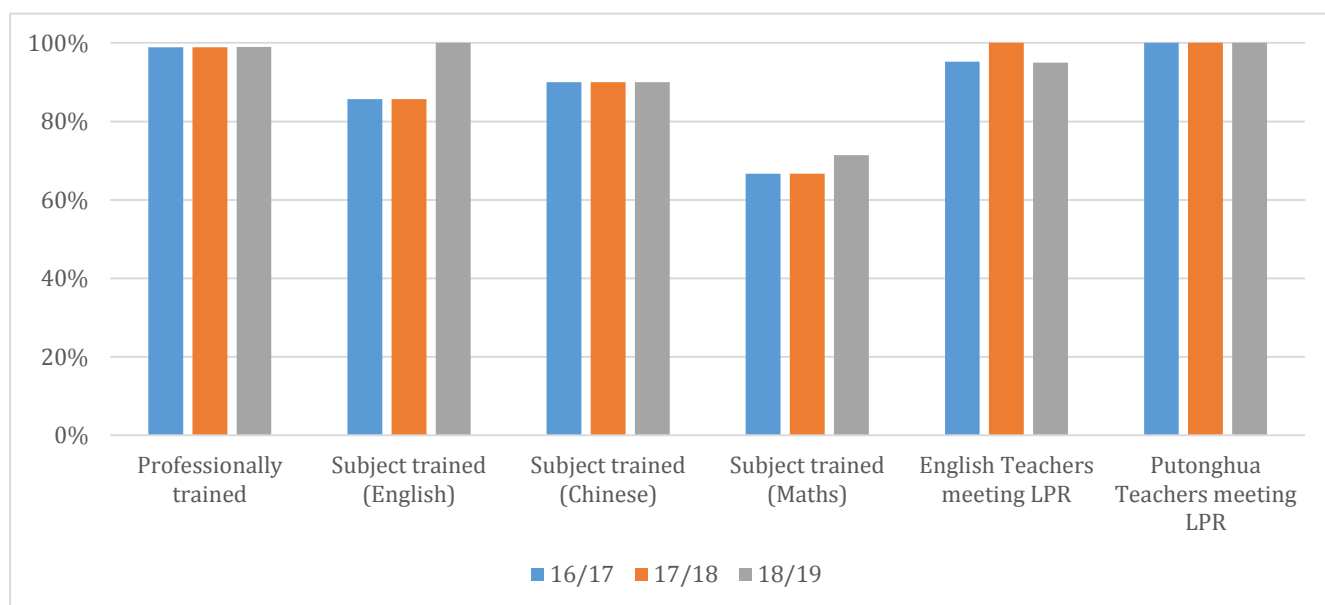
YEAR	16/17	17/18	18/19
Total number of teaching staff	93	94	94
Number of teachers in the English Language Department (Excluding NET)	19	19	18
Number of teachers in the Chinese Language Department	20	20	20
Number of teachers in the Mathematics Department	15	15	14
Number of NET	2	2	2
Number of Putonghua teachers	9	9	9

2. ACADEMIC QUALIFICATIONS

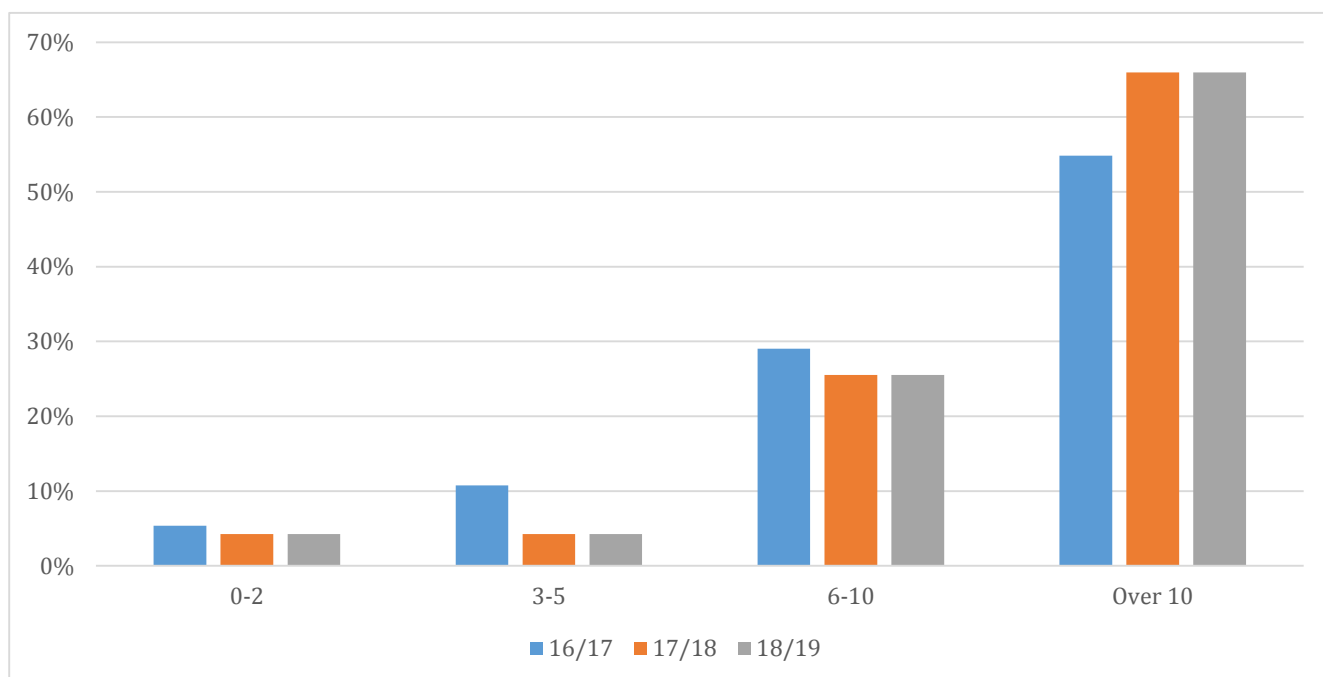


OUR TEACHERS

3. PROFESSIONAL QUALIFICATIONS



4. YEARS OF EXPERIENCE



OUR TEACHERS

5. CONTINUING PROFESSIONAL DEVELOPMENT

A number of staff development activities were organised to develop pedagogical competence and promote professional exchange 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

I. Talks and Workshops on Student-Led Activity; 20 Rules of Teaching; Learning Science Using Micro:bit

The first staff development day was held on 30th August 2018 to help our teaching staff cope with the fast-changing 21st century pedagogical trends. The programme was divided into three sessions covering three important themes. The first session focused on life-wide learning and the College invited Professor Ben Chan, Associate Director of the Centre for Engineering Education Innovation, HKUST to speak to us on how to guide and train our students into LEDs (Learning Experience Designers). The second speaker was Ms. Susanna Cheung, Curriculum Development Officer for Life-wide Learning, who shared three successful examples of LED programmes implemented in local schools.

The second session was conducted by Mr. Bill Ryan, the International A-levels (IAL) coordinator and teaching consultant. Mr. Ryan introduced to the staff the “20 Rules of Teaching” and expounded them with lively examples and anecdotes.

The third session was a training session arranged for teachers who were interested in learning how to use the micro:bit, a pocket-sized, codeable computer, for science-related projects.



II. Joint School Staff Development Day with the theme “Preparing Students for the Future”

The Joint School Staff Development Day, entitled “Preparing Students for the Future” was held on Friday, 9th November, at Marymount Secondary School. In attendance at the seminar were the staff members of

OUR TEACHERS

St. Paul's College, St. Stephen's Girls' College, and the host school, Marymount Secondary School. The whole-day professional development activity was part of the schools' involvement in the Catalyst Education Laboratory, in conjunction with M.I.T. (The Massachusetts Institute of Technology). Many teachers from partner schools are currently engaged in curriculum collaboration and innovation programmes, related to technology and values education.



III. Talk and Workshops on Flipped Classroom

The Third Staff Development Day with the theme “Flipped Classroom” was held at the College on 28th February 2019. The programme started with a talk entitled “Courage to Flip” given by the keynote speaker, Mr. Ha Chi Hung, Head of Information Technology, True Light Middle School. He shared with us the concept of the flipped classroom, as well as the concerns and benefits of using a flipped classroom approach to teaching and learning.

During the second session in the afternoon, five parallel workshops were run for our teachers, grouped according to their academic disciplines. Engaging instruction, lively demonstrations and hands-on training were provided by teachers from Hong Kong FlippEducators.



OUR TEACHERS

IV. Teacher Visits and Exchange Programmes

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

In October and April, Mr. W. H. Poon, Mr. K. H. Yuen, and Miss P. S. Chan participated in the MIT J-WEL Week in Boston. In May, Mr. C. L. Wong, Miss W. S. Wong, Miss H. Y. Chan, and Mrs. J. McInnes joined the 16th Annual Hawker Brownlow Thinking & Learning Conference at Melbourne. In June, Mr. K. S. Kwok, Mr. W. K. Wong, Mr. H. C. Wu, Miss Y. T. Lo, and Mr. H. Li participated in the MIT J-WEL Exchange in Boston. In July, Mr. Y. L. Chow, Miss L. L. Chan, Miss S. K. Lam, and Miss I. M. Hui joined a Reading Literacy workshop in Taiwan. In August, Mr. K. S. Kwok joined the MITxCIS STEAM Camp at the Chinese International School.



Some teachers also visited schools in other countries. In March, Mr. W. H. Poon, Miss S. Leung, and Miss L. M. Wong participated in the student and teacher exchange programme at Trinity Pawling School, New York. In July, Miss K. Y. Wong and Mr. P. Y. Chan participated in the student and teacher exchange programme at Christ Church Grammar School, Perth.



OUR TEACHING AND LEARNING

1. FORMAL CURRICULUM

1.1 JUNIOR SECONDARY (FORM 1 TO FORM 3)

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

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

OUR TEACHING AND LEARNING

1.2 SENIOR SECONDARY (FORM 4 TO FORM 6)

Towards the end of Form 3, students are encouraged to plan for their 3-year senior secondary course. Students in the senior forms (except F. 4F and F.5F) 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 4F & 5F)
CORE 1				English		
CORE 2				Chinese		
CORE 3		Mathematics (Core / Core +Module I / Core + Module II)				
CORE 4			Liberal Studies			
Electives	Business, Accounting and Financial Studies / Biology / Chemistry / Chinese History / Chinese Literature / Economics / Ethics and Religious Studies / Geography / History / Information and Communication Technology / Music / Physics / Visual Arts					
OLE	There are lessons for Music, Physical Education, Visual Arts and Religious Studies					

1.3 International A-Levels (IAL)

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

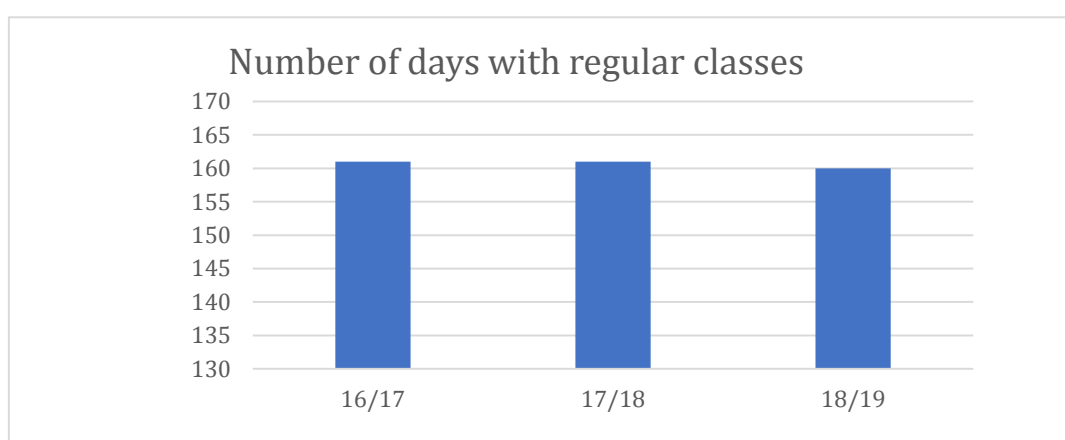
The IAL is a recognised qualification by all universities in the United Kingdom and the European Union, and widely accepted in USA, Canada, Australia and New Zealand, as well as many Asian countries. All Hong Kong UGC universities recognise the IAL qualification. Hong Kong students

OUR TEACHING AND LEARNING

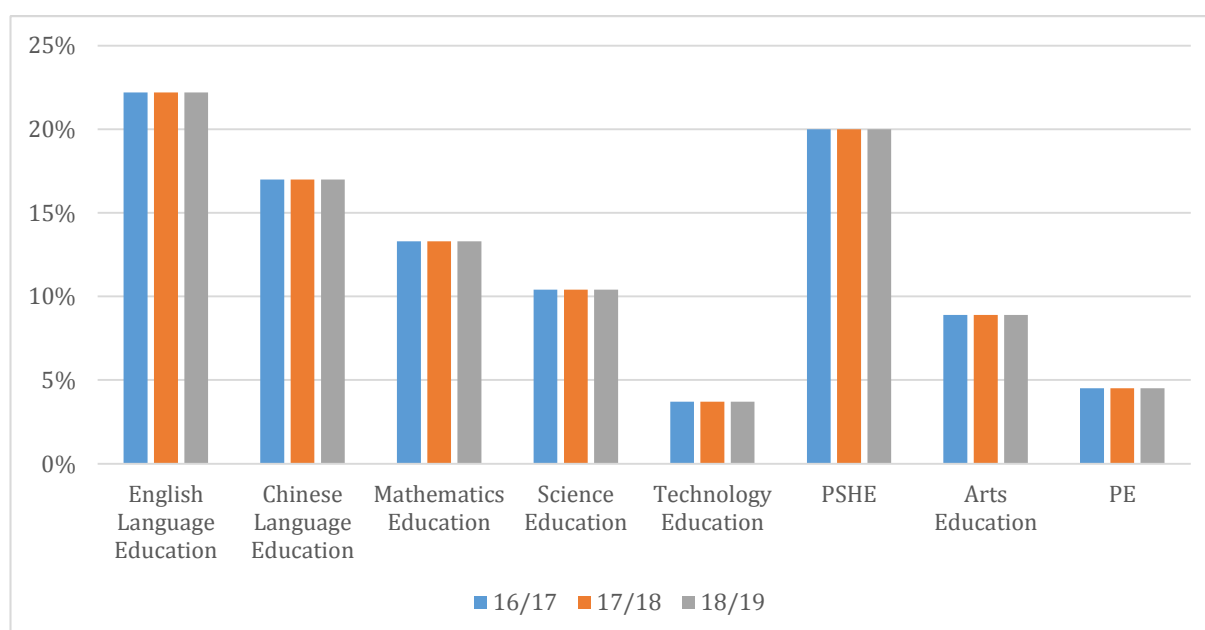
can be assessed as a non-JUPAS candidate. Each university has a separate mechanism for evaluating students, just as they do for DSE candidates. In addition, many Hong Kong universities have an early-admission scheme based on prior exam results or predicted grades, as is the case in the United Kingdom.

2. KEY PERFORMANCE MEASURES UNDER THE LEARNING AND TEACHING DOMAIN

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



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



OUR TEACHING AND LEARNING

3. MAJOR INITIATIVES

3.1 GLOBAL CLASSROOM PROGRAMME and ACTIVITY WEEK OVERSEAS TOURS

In the Global Classroom programme, twelve educational overseas tours were organised to promote global awareness including English Immersion Programme to London; Football, Swimming and Bowling Training Tours to Tokyo; Hockey Training Tour to Hiroshima; Community Awareness Project to Qingyuan, the 24th World Scout Jamboree to West Virginia; Concert Band Tour to Tokyo; Intermediate Choir Tour to Gothenburg; History Study Tour to Hungary and Serbia; Geography Tour to Iceland; and the Student Exchange Programme with Christ Church Grammar School in Perth.



In addition to the Global Classroom programme, the College organised five theme-specific overseas tours during Activity Week. These overseas tours not only focused on the linguistic, academic, cultural and recreational development of students, but also provided them with a wealth of travel experiences that immersed them in knowledge, skills and values. These tours were Adventure Learning Trip to Queenstown, New Zealand; Twin Schools Programme with The High School Affiliated to Xi'an Jiaotong University; Chinese History Tour to Beijing and Tianjin; Chinese Creative Writing Tour to Taichung; and Information Technology Exploration Tour to Singapore.



OUR TEACHING AND LEARNING

3.2 Activity Week Educational Programmes

As in previous years, the Paul's Challenge an adventure-based leadership training programme held at Sai Kung was organised by Peomomentum for our Form Four students. at Sai Kung. The 5-day-4-night expedition offered students precious opportunities to leave their comfort zone and engage in life challenges. The programme included a variety of team-building exercises, outdoor challenges, structured experiential learning, and debriefing sessions.

In an endeavour to provide junior form students with a broad, balanced and beneficial journey of experiential learning, an array of educational programmes was organised for Form One to Form Three students during Activity Week in 2019. Highlights of these local programmes included Art Craft Workshop, Squatter House Experience, Integrated Science Visit, Visit to Life Journey Centre, and Cardiopulmonary Resuscitation Course.



3.3 Modern language Programme

To better prepare students for an increasingly competitive global economy and the ever growing demand for multilingual talents, a foreign language programme was offered jointly by the College and the School of Modern Languages and Cultures of the University of Hong Kong. Five classes of Spanish (Levels I, II, III and Preparation for IGCSE) and two classes of Japanese (Level I and II), were offered. Classes were held on Saturday mornings and a total of seventy-eight students participated in the programme.

OUR TEACHING AND LEARNING

4. PROVISION OF CO-CURRICULAR ACTIVITIES

4.1 Assembly and Worship Services

During the 2018-2019 academic year the whole school met on Mondays, Wednesdays, Thursdays and Fridays from September until early March. The assemblies, led by the Principal, followed the usual format of a hymn, a Bible reading and a talk, ending with a prayer, the Lord's Prayer and the grace. This year, the assemblies in each week followed particular themes including "Jesus Overcomes Temptations", "Jesus' Requirements of Leaders", "Jesus Cares for the needy", "The wisdom of Reading", "Jesus Upholds Justice", "Jesus Follows God's Will", "Jesus' Teachings on Priorities in Life" and "Jesus' Teachings on Forgiveness". We were particularly blessed during the year with several special assemblies prepared by the Music Department with instrumental and choral performances of a high standard.

The College was also grateful for the contributions of many of our guest speakers who entertained and inspired both staff and students by their talks. They included: Mr. Pong Yuen Sun, Louis, College Supervisor; Mr. Chiu Pit Hong, Alan, Chairman of the St. Paul's College Alumni Association.

The liturgical life of the College also included celebrations of the major Christian seasons and festivals, especially Christmas and Easter. The Christmas Carol service was held at St. John's Cathedral with the Revd. Robert Martin, Chaplain of St. John's Cathedral addressing the congregation. The Easter service was held at St. Stephen's Church and the Reverend Franklin Lee, Chaplain of St. John's Cathedral, was invited to deliver a homily. These services were celebrated according to the Anglican liturgical tradition and were greatly enhanced by the contributions of the Music Department.

The College also held its Heritage Service for Form One students and the new teachers in September 2018. This service, led by the Revd. Robert Martin, took place at St. Paul's Church, Glenealy and was designed to help the students to reflect upon and celebrate the historical links between the College and the Diocese of Hong Kong Island.



OUR TEACHING AND LEARNING

4.2 Christian Activities

The Christian Union (CU) still formed the backbone of the Christian activities in the school. In 2018-2019, the CU met twice a week during lunchtime on Wednesdays and Fridays. The CU was divided into two groups. The Junior Group consisted of Form One and Form Two, whereas the Senior Group consisted of the rest. The Junior Group met for a session that included team building games, video presentations and Bible study. The Senior Group formed different cell groups, which discussed a particular topic of interest chosen by the students. Apart from these two groups, a Prayer Group met once a week to pray for students, teachers and the school. The Christian Union advisors, Miss K.Y. Kwong, Miss S. Leung, Miss H. L. Chan, Miss K.Y. Wong, Mr. Y. L. Chow and Miss Z. Leung were actively involved in running these activities.



A Gospel Week was held in mid-December and the theme was ‘Dawn’. The theme was taken from Psalm 27:1 “The Lord is my light and my salvation – whom shall I fear?” It was an invitation to both Christians and non-Christians to examine their commitments to God and people from time to time. During the Gospel Week, a string of activities was organised by the Christian Union committee and its advisors, where many teachers and students participated together.



The annual retreat for members of the CU Committee was held at the end of August to help plan for the beginning of the new academic year at the camp site of the Hong Kong PHAB Association Jockey Club PHAB Camp. 55 committee members and old boys participated in the activity. We would like to express our sincere thanks to St. Stephens’ Church and their pastoral staff for their encouragement and hospitality over the last year.

OUR TEACHING AND LEARNING

4.3 Other learning Experiences (OLE)

I. Rich and Diversified OLE Programmes

A wide range of quality OLE programmes in collaboration with external or internal partners were offered to our students with the aim of nurturing not only students' creativity, empathy, and compassion, but also their leadership and critical thinking skills.

II. Student-led Projects

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

- Joint School Community Service Project (Flare - Enlighten the Community)
- M+ Volunteer Tutoring Project
- Paul's Challenge
- Paul's Organic Farm Project



III. Overseas Service Learning Projects

The overseas service projects offered students chances to serve, to experience other cultures, to develop compassion for others, and to broaden their horizons. They included:

- Paul's Action
- Community Awareness Project

IV. Outstanding Leadership/Service Achievements and Awards

Our students excelled not only academically, but also in leadership and serving the community.

51 students received commendations for extra-curricular activities in the community service category last year. Caritas MCSK Community Centre also presented the Outstanding Voluntary Service Awards to 12 of our enthusiastic students. In addition, five dedicated students were awarded the Gold Service

OUR TEACHING AND LEARNING

Award presented by Social Welfare Department Hong Kong. Nine student volunteers received the Silver Award and nineteen students received the Bronze Award. Through participating in these meaningful activities, our students developed both leadership qualities and social responsibility.

Notably, Chan Yiu Fai (4A) was selected by the UNICEF Young Envoys Program to go to Yunnan for a service learning trip this summer. Lin Chun Lung (6D) and Hon Yan Lok (4C) joined the HK Young Ambassador Scheme and HK200 respectively. Moreover, we also sent two teams to the “Girls’ Get Equal” Youth Conference and a student to the “Be a Change Maker” Project organized by Plan International HK.

V. Activity Week

In an endeavour to provide students with a broad, balanced and experiential learning journey, the College organised an Activity Week from 15th to 18th April 2019. An array of educational programmes was held inside and outside the school campus for Form One to Three students. They had the opportunity to leave the confines of their classrooms and experienced more than 60 different activities, including Community Experiences, Arts, Sports and STEM programmes. Nearly a hundred students also participated in overseas programmes to Xi’an, Beijing, New Zealand, Singapore and Taiwan during the Activity Week in April.



4.4 Music Activities and Achievements

I. The 71st Hong Kong Music Festival

Our music teams also joined the 71st Hong Kong Schools Music Festival in February and March 2019. Our College took home the 1st runner up for their outstanding performance in the Secondary Schools Intermediate Symphony Orchestra Competition and the Intermediate Choir Competitions in both Chinese songs (1st Division) and Foreign Language songs (1st Division), while the Intermediate Mixed Choir came third in both Chinese songs (1st Division) and Foreign Language songs (1st Division).

OUR TEACHING AND LEARNING

II. Performances

Apart from competitions, the music department was actively involved in different worship services throughout the school year. On 7th September 2018, two organists played for the Heritage Eucharist Service. Intermediate Choir participated in the Sheng Kung Hui 20th Anniversary Thanksgiving Service on 6th October 2018. Chapel Choir sang in the Carol Service at St. John's Cathedral on 21st December 2018, and a few months later the Choir performed in the Easter Service at St. Stephen's Church. This year, St. John's Cathedral celebrated its 170th Anniversary. As the oldest school of SKH in Hong Kong, we gave full support to their anniversary music events which took place at Charter Street, Central, on 24th February 2019.

The music department also organized many programmes and provided different platforms for our music scholars to showcase their talents. Music scholars performed in the PTA AGM on 13th October 2018. The woodwind ensemble group and the string ensemble group were invited by St. John's Cathedral to perform in the Michaelmas Fair which was held on 27th October 2018. 10 students took part: Felix Ng and Alfred Pang on saxophone duet. Davidson Ho, Daniel Cheung, Alvin Leung and Baldwin Lo on string quartet; and Eddie Chung, Alfred Yip, Brian Wong and Lam Chun Yin on woodwind quartet. It was an honour that nine of our students were invited by the Association of the Hong Kong Schools Music Festival to participate in their 70th Anniversary Gala. Among the nine students, eight of them joined the Mass Choir in singing two beautiful songs, Elgar's The Snow and Handel's Hallelujah Chorus from Messiah, under the baton of Dr. Brady Allred (Artistic Director and Conductor of the Salt Lake Choir, USA); one joined the Joint Orchestra in playing Schumann's Piano Concerto in A minor, Op.54, which was conducted by Professor Neil Varon (professor of Juillard School, USA). It was a wonderful experience for students to be on stage with many young musicians from local schools to perform under the baton of internationally renowned conductors.

There were two music exchange programmes this year: one with the orchestra of St. Peters Lutheran College, Brisbane, Australia and the other one with the Hong Kong Police Band were arranged. Two workshops were arranged for our music scholars. On 11th October 2018, we had the pleasure of welcoming the Head of Keyboard, Dublin Conservatory of Music and Drama, Dr. David Mooney from



OUR TEACHING AND LEARNING

Ireland for an insightful piano master class and an inspiring music workshop at our school hall. Dr. Mooney had performed widely in his homeland and in many other European countries. On 11th April 2019, a famous accordionist Mr. Dermot Dunne from England, gave a 30-minute recital took place after school in our school hall. More than 20 music scholars attended. Five students from St. Stephen Girls' College also joined the workshop. It was not only a musical experience but a cultural experience too.

On 30th January, 2019, a talk on studying Music in England was organised for music students who might have an interest in further music studies in the UK. We invited the Music Director Mr. Benjamin Whitehouse from Leeds College of Music to talk about the music programme and tertiary education in music in England. It was an informative and inspiring talk.

It was the 6th year that the music department organized a pre-music festival concert for students to perform their music as a warm-up performance. This year, the concert was held in the evening of 22nd February 2019 in the School Hall. About 150 students were involved in this concert. They were members of the School Orchestra, String Orchestra, Concert Band, String Ensemble Groups, Wind Ensemble Groups, Junior Choir, Intermediate Choir, Intermediate Mixed Choir (Sacred Heart Canossian College and St. Paul's College) and three Madrigal groups (one with Belilios Public School, two with Sacred Heart Canossian College). More than 200 guests comprising parents, teachers, students and friends offered support to the performers in the Hall.

Summer Concert was a tradition of the music department. This year, the concert was held on 12th July 2019. Nearly 200 performers of different music groups shone on the stage in that evening. Among them there were guest performers from Belilios Public School and Sacred Heart Canossian College who joined us in an enjoyable evening.



OUR TEACHING AND LEARNING

4.5 Sports Activities

Apart from running the core P.E. programme, the Physical Education Department organized different extra-curricular activities and sports activities for the College students to participate in. These activities included Archery, Athletics, Badminton, Basketball, Bowling, Cross-country, Fencing, Handball, Hockey, Soccer, Swimming, Table Tennis and Tennis. Training programmes were regularly conducted by P.E. teachers with the assistance of professional team coaches.

With the generous support of the College Council, the Sports Development Scheme for athletes in the College was well underway and the overall standard of our students was lifted tremendously. Outstanding results were obtained in inter-school competitions. The good results reflected the success of the development scheme, the hardship and effort that our athletes had put in. In the Inter-school Bowling Competition, the Bowling Team secured the champion title in the Team competition and clinched the championship in individual competition as well. On the Badminton court, the C grade team secured the championship and the Badminton Team ended up second overall. The performance of the Archery Team was also noteworthy. The A grade team placed second. The C grade Basketball Team performed unexpectedly well, although they were defeated in the final match. The Hockey Team came third in the Open League. We were delighted to receive the Most Progressive School in the Bank of China Bauhinia Bowl Award.



SPC students were selected to represent Hong Kong to participate in various competitions. Leung Herman (1F) represented the Hong Kong Swimming Team to participate in 55th Milo/Pram Malaysia Invitational Aged Group Swimming Championships 2019 which was held from 5th March to 11th March 2019. Lam Chak Hang (6D) and Yip Chanah Michael Chak Fung (6A) were called up by the Hong Kong Swimming Team to take part in the 2nd National Youth Games of the People's Republic of China in Shanxi. Chan Wing Chun (4E) has been selected as a member of the Hong Kong National Bowling Team to participate in the 20th Asian School Tenpin Bowling Championships which was held from 6th to 12th July 2019 in Hong Kong.

OUR TEACHING AND LEARNING

Finally, congratulations to Ho Eu Gene (5F) for receiving the Watson's Student Sports Award. The College gratefully recognizes the roles of the coaches and team captains in producing such exemplary results. St. Paul's College is fortunate to have such dedicated coaches and sports team captains who instill the St. Paul's Spirit into all team members.

Our sports teams were able to benefit from overseas experience. The Basketball Team experienced a wonderful training programme in Los Angeles. The Bowling, the Hockey, the Football and the Swimming Teams organized training programmes during the trip to Japan. The team members underwent intensive training. The training sessions were exhaustive but fruitful, and the overseas training proved useful and beneficial in helping our students perform better and be mentally prepared for their highly competitive inter-school competitions.

In 2018-2019, the P.E. department organized two major events, the Annual Swimming Gala and the Annual Sports Day. The Swimming Gala was held at Victoria Park Swimming Pool while the latter was held at Wan Chai Sports Ground. Mr. Wong Hon Wing, the former Vice-principal, was invited to be the guest of honour in the Annual Swimming Gala while Ms. Chang See Mun Lily, member of College Council, presented the prize to the winning athletes on Sports Day.



SUPPORT FOR STUDENT DEVELOPMENT

1. CAREERS GUIDANCE

The Careers and Life Planning Team comprised ten teachers with Mr. Alex Wong as the Careers Master and Mr. Roger Lo as the Careers and Life Planning Officer. The team provided information, counselling and education on local career choices and study opportunities for students in all forms. Students were also provided with information and guidance about overseas study and was assisted in their applications for scholarships and 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 offered help first-year students raise their awareness of the wide range of job and career types in today's world. Form Two students were already invited to attend career talks held at the school as well as admissions talks by local and overseas universities.

John Holland's Self-Directed Search was conducted by social workers from Family Welfare Society as a tool to help Form 3 students identify their more prominent personality traits and make plans for personal development accordingly. Another aim of the programme was to help them choose HKDSE electives that are more suitable for them. A talk was held for F.3 students and their parents in November 2019 to help them understand the senior curriculum as well as the importance of understanding oneself, and of making choices based on thorough consideration of all salient factors, such as interest and ability.

Two main programmes were organised for Form 4 students: mentorship and career guidance. Details of the formere were reported in the section on mentorship. Career guidance lessons employed school-based materials and "Career Mapping", a career development tool published by the Hong Kong Association of Careers Masters and Guidance Masters. The help of St. James' Settlement was also solicited to conduct workshops on interview skills for F.4 students.

For Form Five, the two main programmes were the career guidance lessons and a talk on writing self-accounts and personal statements. The F.5 career guidance lessons included a session conducted by staff from St. James' Settlement on adjustment to university life. F.5 students also took the Career Interest Inventory, a career guidance tool that helps takers gain a better understanding of themselves in terms of interest, ability and career aspirations. In the session on self-accounts and personal statements, F.5 students were also reminded to make good use of the summer break to keep up with their studies and to do some research to find out more about university study programmes, both local and overseas, that they were interested in.

The three key Form 6 programmes were the F.6 Parents' Evening, the career guidance lessons and the Careers Awareness Week. The first aimed at helping F.6 students and their parents to keep abreast of important events and dates, including those for university applications through JUPAS and UCAS. To ensure that students made well-informed choices that were suitable for them, the team organised Careers Awareness Week in November for students to receive small group counselling. On the last day

SUPPORT FOR STUDENT DEVELOPMENT

of school for F.6, in collaboration with the Guidance Team, our social workers provided students with some final reminders and tips on how to get ready for the HKDSE Examination. On 10 July 2019 and the few days that followed, the career guidance teachers gave F.6 students advice on their JUPAS choices and other pathways.

To ensure that our students could make well-informed higher education and career choices, the team invited representatives from different local and overseas universities to give admissions talks. The universities represented were UCL, NUS, Sydney University, University of Birmingham, University of Exeter, HKU, CUHK, and HKUST. This year, the College continued to host the Ivy Fair in late September for students in Hong Kong to learn about Ivy League colleges in the US. Apart from these admissions talks, other talks were organised to help our students to be better informed, covering HKU sports scholarships, one on a dual degree programme between HKU and Cambridge University, UK and US higher education by Arch Education, becoming an engineer by HKIE, and a mini entrepreneurship workshop co-run by People & Friends and Oxonia.

To help students who aspired to become doctors, the College organised, with the help of our alumnus Dr Victor Lee, a visit to the Faculty of Medicine of the University of Hong Kong in late June.

1.1 Mentorship Programme

This year, we celebrated the 15th year of the Mentorship Programme since its inception with three major events: Inauguration Day, Careers Day, and a formal event. This year, 44 alumni volunteered to be mentors of this cohort of Form 4 students. The Inauguration Day focused on relationship building between mentors and mentees. The Careers Day featured a wide range of professions. Parallel sessions were run to allow students to get a general understanding of different



careers. The formal event, which was to be held at Zetland Hall, unfortunately had to be cancelled due to the sudden closure of the venue for renovation. Mr. Benson Lau of the Alumni Association worked closely with the team on the mentorship programme.

SUPPORT FOR STUDENT DEVELOPMENT

1.2 Collaboration

The Careers and Life Planning Team (CLP) had a busy and productive year in terms of collaborating with parties within the school and with external providers.

In conjugation with the St. Paul's College Alumni Association, the team continued the mentorship programme to prepare senior form students for university life and the workplace. With the English Department and the OLE Team, the CLP team helped F.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 are of great importance for the career education of senior form students.

Working with the Guidance Team, social workers and the SEN Team, the CLP Team provided holistic counselling services for our students. Working with the Guidance Team, the CLP Team took part in the Cheer Up DSE Student Campaign 2019 which saw our F.5 students writing words of encouragement for our F.6 students. With the help of our social workers and the Guidance Team, the CLP Team also nominated three students to take part in a VR360 course held at CUHK over the summer and fully sponsored by CLAP for Youth@JC.

Outside the school, with the help of CLAP for Youth@JC, our school continued to be a member of a school network to benefit from the experience and good practice of other schools in Hong Kong and resources available in the community. Learner Partner, Family Welfare Society, and CLAP assisted us to provide our F.1, F.3 and F.5 students with career inclination tests to help them shape their career paths with objective tools. With the help of HKACMGM and Hok Yau Club, members of the Careers and Life Planning Team attended talks, seminars and workshops on careers and further studies, including the JUPAS Q&A Seminar and a workshop that aimed at helping career teachers prepare for the release of HKDSE examination results. In addition, the JUPAS statistics platform maintained by HKACMGM and the book "Career Mapping" they published, and publications by Hok Yau Club such as the Prospect Guide were very helpful to both our teachers and students. In the past year, we continued to work closely with St. James' Settlement on career guidance lessons for senior form students.

1.3 Company Visits and Internships

A number of internship and job-shadowing opportunities were provided for our F.5 students with the help of our alumni Dr Antonio Sek, Mr. Martin Wong and Mr. Philip Yeung, among others.

Two of our F.5 students took part in the Summer Clinical Attachment Programme at CUHK and two others were accepted by the Medical Summer Broadening Programme at HKU.

SUPPORT FOR STUDENT DEVELOPMENT

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, 10 Guidance Teachers, and an Educational Assistant.

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

The College continued to utilise the school-based Educational Psychology Service from the Hong Kong Educational Psychologist Services Centre this year. For the past school year, Mr. Lui Wan Hap and Dr. Bernard Wong, the Educational Psychologists (EPs), were stationed regularly at school for a total of 60 days 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' 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 individualized 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 were held on 'No Cyber-bullying', 'Net Ethics and Etiquette', 'Curiosity in Sex', 'Impact of Media on Sex and Gender Image', and 'Resilience'. In addition, two new interactive drama performances about anti-bullying and life appreciation were staged. A series of new workshops on sexuality education were organised by the University of Hong Kong for all F.2 students during Activity Week.

In order to encourage our Form One students to be more independent, the Discipline and Guidance Teams jointly organised the "Paul's Breakthrough" 3-day-2-night programme with "Self-discipline, Perseverance, Care" (SPC) as its theme at the Don Bosco Youth Training Centre in Cheung Chau on November and December 2018.

Life Education Programmes, conducted by the Student Health Service of the Department of Health,

SUPPORT FOR STUDENT DEVELOPMENT

were organised for Forms One and Two students. The main objectives of the six sessions were to introduce psycho-social health skills, such as self-understanding and acceptance, emotion and stress management, and strategies for maintaining harmonious interpersonal relationships and solving problems. Additional lessons on net ethics & sex education were designed and conducted by our School Social Workers. Our Educational Psychologists conducted talks on study skills during Life Education lessons for Forms One and Two boys. Meanwhile, Life Education for Form Three students focused on goal -setting, careers exploration and planning, sex education, bereavement education, life appreciation, stress management, and understanding the needs of classmates with special educational needs.

A drama counselling group, which comprised sixteen sessions, was organised to enhance junior form students' concentration, communication skills, creativity and self-understanding through basic training in drama and performance. Two board game play groups - Knights of the Game Table - were formed to strengthen target students' social skills. Three support groups were organised for students with learning needs in Form One and Form Two. These support groups aimed at helping participants to undergo self-reflection, strengthen their social skills, time management, and problem-solving abilities.

2.3 Guidance Programmes for Senior Forms

Talks on “Self-Management for the Senior Secondary School Life”, “Media & Sex” and “Drug Abuse and Gambling Prevention” were arranged. Also, a talk was organised in collaboration with the Careers Team for Form Six students to prepare them for the release of HKDSE results. In addition, a programme was organised for Form Six students in September. Dr. Bernard Wong, school-based Educational Psychologist, worked with our social worker Miss Wendy Fung and alumni to share useful tips to all Form Six students on revision strategies, learning motivation, and stress management.

In an effort to help some senior form students relieve stress, the experiential art therapy group was organised. This was led by Mr. Thomas Fung, an experienced social worker from the Baptist Oi Kwan Social Service - HK Teens Project. Various therapeutic art activities were carried out to encourage participants to share their thoughts by expressing their deep feelings through drawing.

2.4 New Initiatives

As a new initiative to promote mental wellness in the campus, the team introduced the school-based Wellness Ambassador Scheme this year. Some F.2 students selected by teachers were trained to be Wellness Ambassadors in order to develop their potential and enhance their peer support skills as well as to strengthen their resilience by promoting their self-efficacy. The programme consisted of five components, including the Wellness Ambassador Workshops, a one-day sailing floating classroom, volunteer work, the organisation of various activities for Wellness Day on 9th April, and small-group sharing sessions.

SUPPORT FOR STUDENT DEVELOPMENT

2.5 Parents' Workshops

A workshop aimed at enriching parents' understanding on youth culture was organised by the Parents and Teachers' Association, the School Social Work Service and our team. Parenting and communication skills were also shared during the session to help enhance participants' competency and confidence in communicating with their children over the use of smartphones. A new Form One Parents' Workshop was organised with the Discipline Team in September during which various student support services were introduced. In addition, the importance of an effective collaboration between family, school and professionals was highlighted in assisting students and parents in adapting to the new environment.

2.6 Leadership Training Course for Peer Mentors

A leadership training course was organised for our Form Three students from June to August 2019 by the Discipline and Guidance Teams. The comprehensive ninety-hour training included a variety of individual and team exercises, structured experiential processes, sharing and debriefing sessions held at school and during a 2-day-1-night camp, as well as a practicum session. Alumni who were outstanding peer mentors were invited to conduct a sharing session on leadership skills. A full-day training was held on 11th July 2019 by two social workers focusing on practical counselling skills, mediation, and conflict management. All 36 participants in the practicum have since then been appointed as peer mentors to support the Form One students and new students in adjusting to secondary school life.



SUPPORT FOR STUDENT DEVELOPMENT

3. STUDENT DISCIPLINE

The Discipline Team comprised the Discipline Master, Mr. Li Yu Hin, as Convenor, Miss Chan Hoi Lam, as Deputy Convenor and ten teachers in 2018-2019. The Discipline Team collaborated with the Prefects' Council to maintain and promote good discipline in the College.

3.1 Maintaining and Promoting Good Discipline

To ensure that our students were presentable and good representatives of the College, weekly uniform checks were conducted. To ensure students were punctual to school, the weekly lateness and absence records of students were carefully maintained.

To promote good discipline in the school, the Good Discipline Trophy was awarded to the class with the best conduct mark record in Junior and Senior Sections respectively. The trophies were awarded to 3D and 5E.

In order to promote students' civic awareness, the Discipline Team and the Prefects' Council co-organised the Discipline Weeks among Junior Forms in November 2018 and May 2019 respectively. The winning class in each form was chosen by teachers based on classroom cleanliness, tidiness and classroom discipline. 1C, 2C & 3B were the champions in their respective forms in the first term, while 1B, 2D & 3B were awarded the champions in the second term. During the second Discipline Weeks, apart from focusing on classroom cleanliness, students' learning attitude and classroom discipline was also considered, and the "Gentleman Campaign" was launched to encourage students to show good manners. Moreover, the Form One Campus Care Ambassadors (CCAs) were appointed to carry out recess patrols with the Prefects' Council from 20th May to 22nd May, 2019.

3.2 Collaboration with Parents, Teachers and Society

In this school year, a variety of activities were organised to raise the awareness of students, teachers and parents on the importance of good discipline. On 1st September 2018, the Form One Orientation Programme was organised to explain to new students various important school rules and the importance of proper manners and conduct. The programme helped Form One students to familiarise themselves with the new school environment and its expectations of them.

In early September, Sergeant Leung, our new School Liaison Officer of the Police Community Relations Office Western District, was invited to give various talks to junior forms students.

On 12th September 2018, our alumnus Dr. Yip Ka Chee organised an in-house staff development programme for the Discipline Team and the SEN Team to share some basic knowledge and skills needed to teach students with special educational needs.

SUPPORT FOR STUDENT DEVELOPMENT

In October, our College was invited to participate in the “Police-Prefect Mentorship Programme” organised by the Western and Southern Police District with other secondary schools. Twenty-four Prefects were appointed ambassadors of the programme to help create a harmonious atmosphere in the school.

Head Prefect Chan Hei Chun (5B) and Second Head Prefect Sun Bolin (5A) attended a high table dinner at the Hong Kong Police College in celebration of the second anniversary of ‘Project Legacy’ on 18th April 2019, which aimed at strengthening the bond between police and local secondary schools. Our Head Prefect was one of the two student ambassadors awarded the privilege of taking part in a discussion with Professor Gabriel Leung, Dean of Medicine of the University of Hong Kong.

3.3 Working with the Prefects’ Council

The Discipline Team worked closely with the Prefects’ Council headed by Chew Chun Hin (6B) from September 2018 to January 2019.

The selection of the new Head Prefect was one of the most important items of the year. In February 2019, Chan Hei Chun, Adrian (5B), was appointed as the new Head Prefect. Sun Bolin (5A) and Pau Wesley Dai (5E) were appointed as the Second Head Prefects. Members of the Prefects’ Council Committee included Leung Ho Yat (5A), Lew Cheuk Bun (5A), Li Kei Yin (5A), Wong Kin Man (5F) and Yeung Lai Hang (5F). Seven Prefects with outstanding performance were awarded certificates to acknowledge their contribution to the College throughout the year. These Prefects were Yip Cheuk Chun (3A), Yuen Hong (3B), Yuen Tsz Cheuk (3C), Fong Ho Norris (4A), Kwong Ho To (4E), Yung Yee Ting (5A) and Leung King Sum (5E).

Twelve-four students from Form Three to Form Five were appointed as new Prefects in October 2018 to replace and take up the duties of Form Six Prefects when the HKDSE drew near. Eight new members from Form Three and Form Four were recruited in the second round in April 2019. Two training sessions, run by the Prefects’ Council, were organised for the newly appointed Prefects. A 2-day Prefects’ Training Camp was held on 2-3 May 2019 in YHA Mei Ho House Youth Hostel in Sham Shui Po. The training focused on Leadership and Team building.

Two of our senior Prefects were invited to attend “High Table Dinner for F.6 Students” organised by St. John’s College, the University of Hong Kong, in November 2018 to foster exchanges between renowned community leaders and young leaders.

SUPPORT FOR STUDENT DEVELOPMENT

3.4 Cooperation with the different Social Service Organizations

In early September 2018, talks about Gambling prevention (F.4) and Drug prevention (F.5) were co-organised by the Discipline Team and Social Workers from T.W.G.Hs. Even Centre and the Hong Kong Family Welfare Society (HKFWS) to enhance students' awareness on the above areas.

In late September, our Form Four Prefects attended the “Effective Programme and Planning Implementation” Workshop organised by the Social Workers from HKFWS with student leaders from different internal student organizations.

To better equip new Prefects with skills in handling special cases and emergency situations during their patrol duty, the Discipline Team invited the HKFWS to provide a Crisis Management Training Course for them in late November 2018.

The Discipline Team also co-organised the Form One Campus Care Ambassadors (CCAs) Programme with the social workers from the Caritas Jockey Club (CJC) Integrated Service for Young People — Shek Tong Tsui. Six Form One students from each class were nominated by their Form Teachers. They then attended a 4-session training workshop held by the CJC social workers in which they learned how to combat bullying and promote a harmonious classroom environment in their Form. They were appointed as CCAs after the training. They were arranged to carry out patrol duty with the Prefects' Council during recesses in the second Discipline Weeks to know more about a Prefect's duties and boost their confidence.

The Discipline Team and CJC jointly organised a 4-session training programme for all our Prefects in the first term. Through various team-building activities, our Prefects learned about the characteristics of a high performing team and the crucial skills for building such a team.

3.5 Collaboration with the Guidance Team and the School Social Workers

The Discipline Team also worked in close collaboration with the Guidance Team, the Educational Psychologists and the School Social Workers (SSWs) in launching the Good Discipline Drive. A “Peer Mentor Scheme” was jointly organised by the Prefects' Council and Guidance Club to promote a harmonious relationship between junior and senior forms students.

In late August 2018, the Discipline Master, together with the Guidance Mistress, the School Social Worker and the SEN Coordinator visited Mrs. Ho Tai Sau Man, the Deputy Head of the Primary Section, to share information regarding students who would be studying in Form One in the Secondary Section this year.

SUPPORT FOR STUDENT DEVELOPMENT

In early September, Miss Wendy Fung, our social worker, organised a Mindful Training Workshop for our Form Five Committee Prefects and Senior Prefects. To better equip the new Prefects with skills in handling special cases during their patrol duty, the Discipline Team had invited the HKFWS to provide the Crisis Management Training Course for them in late November 2018. The course was also conducted by Miss Wendy Fung.

In October, November and December 2018, the Prefects and the Peer Mentors acted as helpers in the Form One Breakthrough Camp held at Don Bosco Camp on Cheung Chau.

To nurture students to be prominent leaders of the future. The Discipline Team and the Guidance Team co-organised the Leadership Training Course for our Form Three students from late June to early July 2019. 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 should they become officials in student organisations in the future. 36 applicants, including 17 newly appointed Form Three Prefects, were selected. They completed a four-day Campus Training in late June and early July, as well as a two-day Wild Camp in early July. They would help in the F.1 Breakthrough Camp in the new school year. Students responded to these programmes very positively. Strict enforcement of the school rules with appropriate guidance and pastoral care led to remarkable improvement in areas such as school uniform, punctuality, and basic classroom manners.

3.6 Collaboration with the Guidance Team and the School Social Workers

To develop empathy and compassion among Prefects, the Prefects' Council and the Other Learning Experiences Team led 28 prefects in a service project (entitled in Chinese: 『樂腳社區』 - 中學生看貧窮), which was organised by the Caritas Mok Cheung Sui Kun Community Centre, on 16 March 2019. A preparatory workshop was held on 14 March after school to enable the Prefects to have a deeper understanding of the severe



problem of elderly poverty in Hong Kong. They gained valuable insights into the grim living conditions facing local people below the poverty line. On 16 March, our Prefects had first-hand field experience of the poverty situation in Hong Kong through various activities including a simulation activity involving designing a living space plan for a subdivided unit, making meals on a CSSA payment recipient's budget (\$12.00/meal) and home visits with meals to elderly people living alone.

SUPPORT FOR STUDENT DEVELOPMENT

In order to enhance collaboration among departments and teams, our Prefects took the initiative to help on the English Fun Day held by the English Department on 1 March 2019. Over 30 Prefects participated in the event and assisted in various game booths. During the Activity Weeks, our Committee Prefects also helped on the English Fun Day held by the Primary Section.



To be more environmentally friendly and to enhance the use of IT, the Prefects' Council co-operated with the STEM Team to write an APP for their patrol duties. The APP would be installed in the iPads provided by the College and would replace the notice of warnings. Form Teachers would be notified by Prefects through the App if any students in their class violated school rules. It is hoped that the APP could be used in the new school year and the communication between Form Teachers and Prefects would be enhanced in order to maintain good discipline in the College.

HOME SCHOOL PARTNERSHIP



The St. Paul's College Parent Teacher Association (PTA) was established in October 1994. In 2018-2019, 501 parents joined the Association. The 25th Annual General Meeting (AGM) of the PTA was held on 13th October 2018 and eight parent members were elected to serve on the Executive Committee: Miss Auwyang Mery Monika 歐陽麗妹女士, Miss Chan Yiu Bor 陳曉波女士, Miss Fung Ching Yan 馮靜恩女士, Miss Ho Kit Man 何潔雯女士, Mr. Wong Ka Chi Andrew 黃嘉智先生, Mr. Wong Ka Lun 黃家麟先生, Mr. Wong Wing Kun 黃榮根先生 and Miss Yip Wing Sze

Rowena 葉穎思女士. At the first executive committee meeting held after the AGM, Miss Fung Ching Yan 馮靜恩女士 was elected Chairlady. Also, Mr. Tsui Chi Ho Dan 徐志豪先生 had kindly agreed to serve as Honorary Auditor.

The PTA supported and participated in a wide range of school activities. These included the Annual Sports Day on 30th October 2018, the Students' Association's Sponsored Walk on 10th November 2018, the Speech Day on 21st November 2018 and the Joint School Community Service Project on 13th April 2019. On the Sports Day, three parent teams competed against three teacher team in the 4 x 100 m Parent-Teacher Invitation Relay. The parents won the gold medal. In another event, nine families took part in a 2 x 100 m relay race. Both parents and students enjoyed the fun of athletic competition. For the Joint School Community Service Project, more than 20 parents participated and accompanied their sons to carry out voluntary work for the elderly.



Five educational talks were organised by the PTA this year. The first talk was held on 15th December 2018 and Dr. Luk Sau Ha Sarah 陸秀霞教授, a Registered Educational Psychologist 註冊教育心理學家 and a Professional Consultant 專業顧問 of the Department of Educational Psychology 教育心理學系 of the Chinese University of Hong Kong, was invited as the speaker. The title of the talk was "Life Planning 「生涯規劃任我創」". It was well received by an audience of more than two hundred parents, students and teachers. The tea gathering after the talk let teachers and parents to share their views on the topic as well as the school life of the students. The other four talks organised on 24th November 2018, 19th January 2019, 2nd March 2019 and 11th May 2019 respectively were under a Parent Education Programme introduced by the College. The PTA promoted and sponsored these talks.

HOME SCHOOL PARTNERSHIP

The talks covered many aspects including how to strengthen the skills of parent-child communication 激發男生動力溝通法家長講座, how to help children face adversities 逆風前航－如何提升子女抗逆力, how to help children handle pressure 學生壓力管理家長講座 and the parenting challenges in re-marriages 再組家庭加倍愛家長講座. The speaker of the talks was Miss Ko Man Wai Irene, a very experienced social worker from the Wellness Programme of the Hong Kong Family Welfare Society 香港家庭福利會全人專業服務社工高民惠姑. The attendance was about forty parents per talk on average. Through the Parent Education Programme, it was hoped to offer parents inspiration as to how to support their children facing challenges of life.

The PTA organized a picnic to Sai Kung on 17th March 2019. Fifty-seven parents and children from 18 families joined. Participants took a hike in the High Island Reservoir area in the morning, had seafood for lunch and travelled to Yim Tin Tsai by boat in the afternoon to visit the historical heritage sites there.



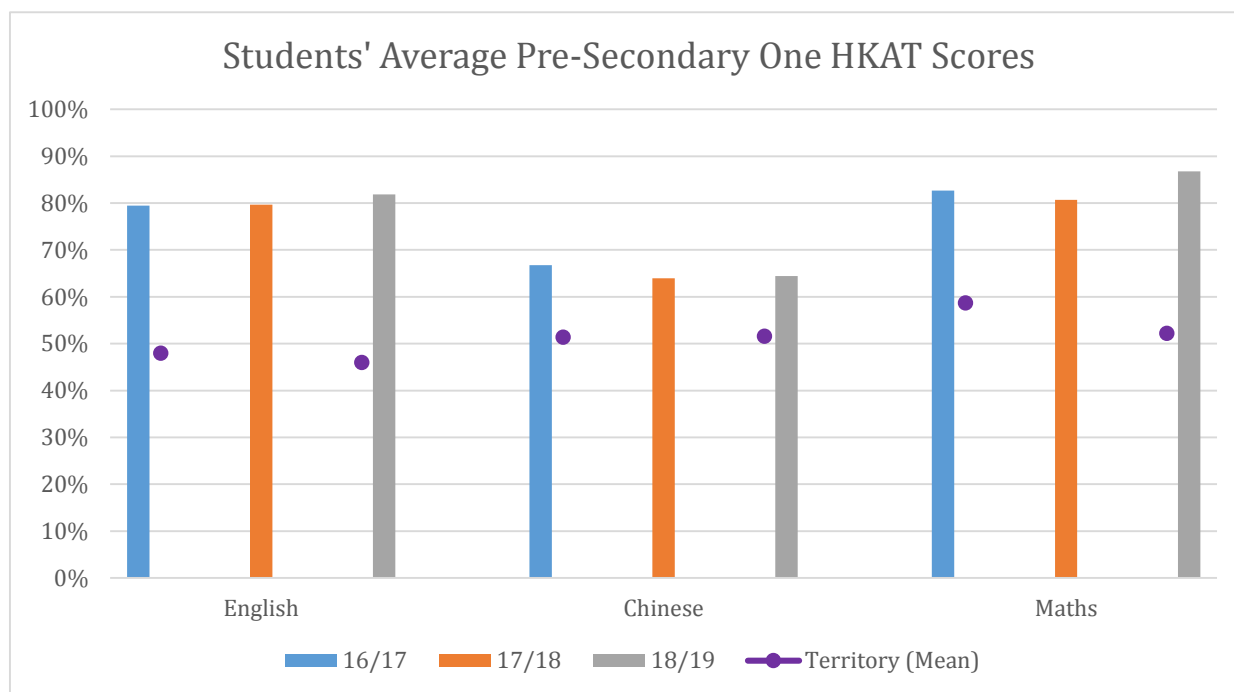
The PTA once again partnered with our counterparts from King's College to organise a whole-day Joint School Parents' Training Workshop 聯校家長培訓工作坊 on 29th June 2019 in King's College. It revolved around the theme "Compassionate Communication 「善意溝通方程式」" and was led by Mr. Yu Kwok Kin Jacob 余國健先生, the Director of Spiritual Stepping-stone 「心靈階梯」總監. Eighty-eight parents from both schools attended. They listened attentively to talks and took part in interactive games and group discussions.

The 27th issue of PTA Newsletter was distributed in July just before the summer vacation. The Newsletter informed parents of the latest events of the PTA.

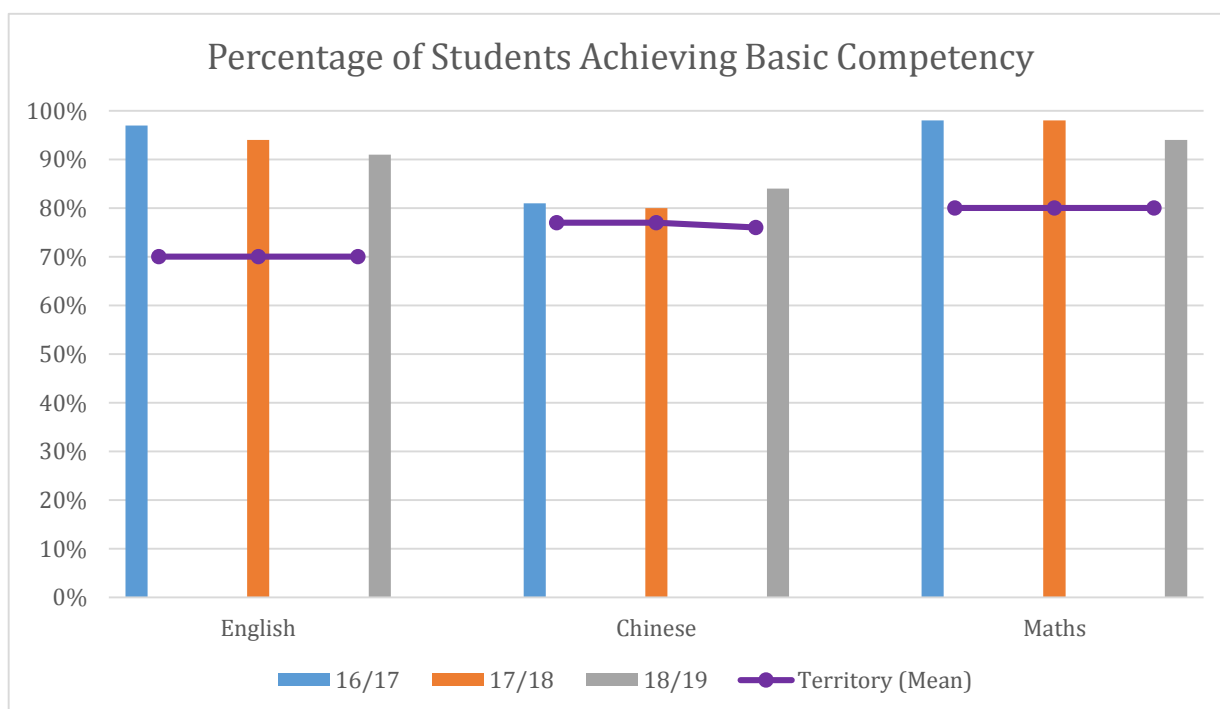


PERFORMANCE OF STUDENTS

1. HKAT MEAN SCORES

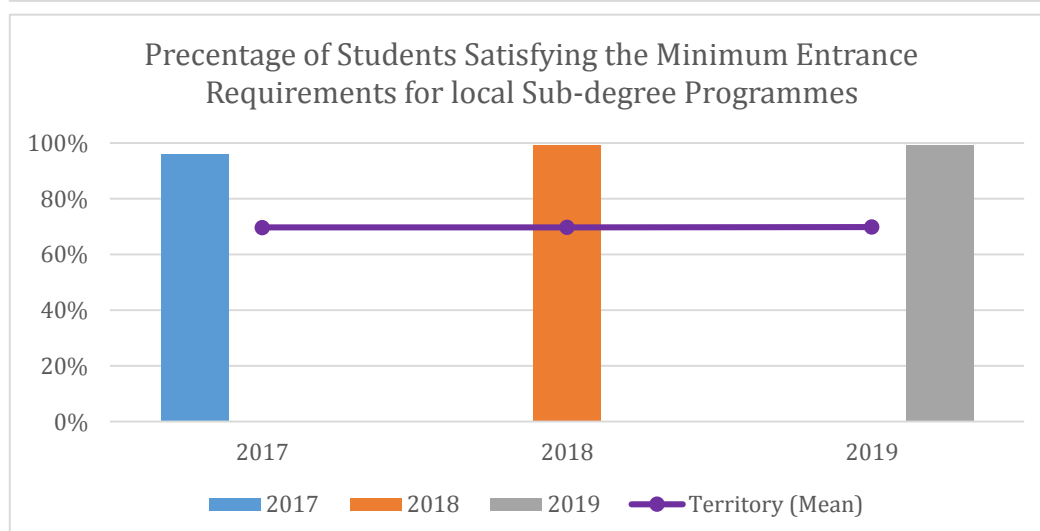
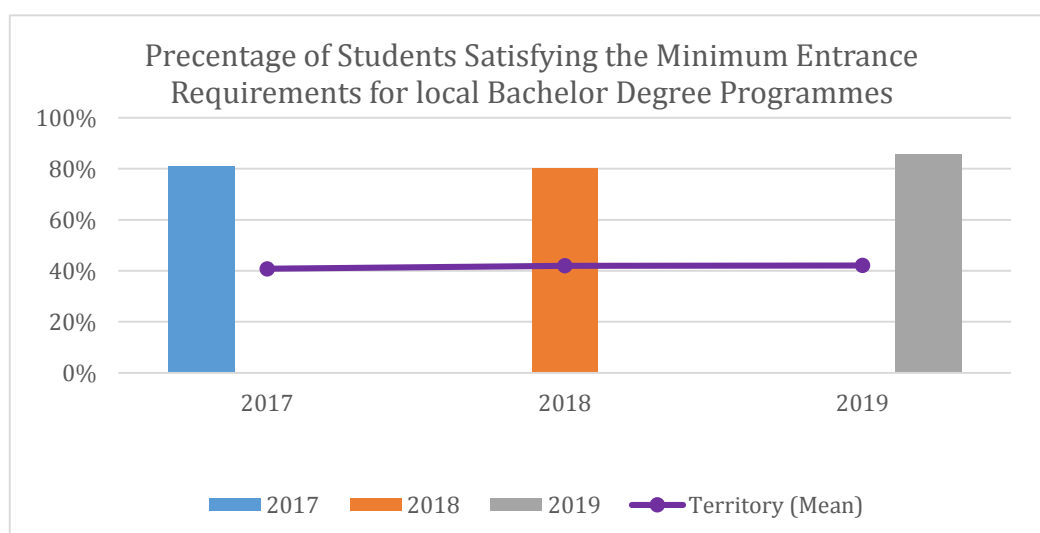
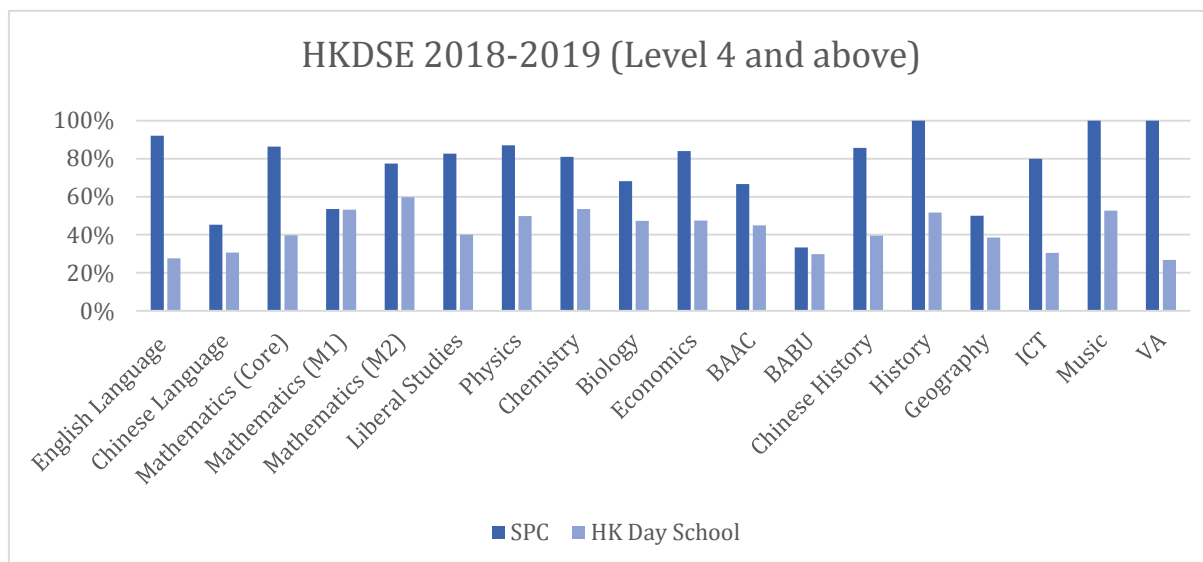


2. TERRITORY-WIDE SYSTEM ASSESSMENT (TSA) AT S3 LEVEL



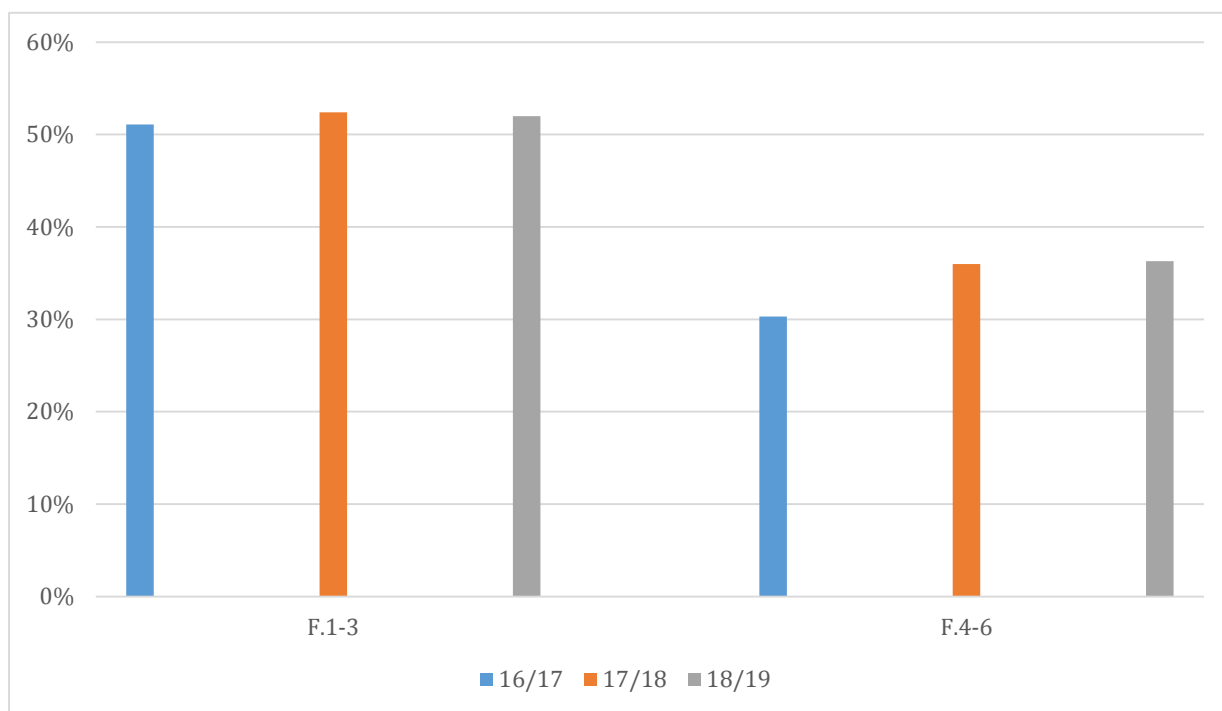
PERFORMANCE OF STUDENTS

3. HKDSE RESULTS

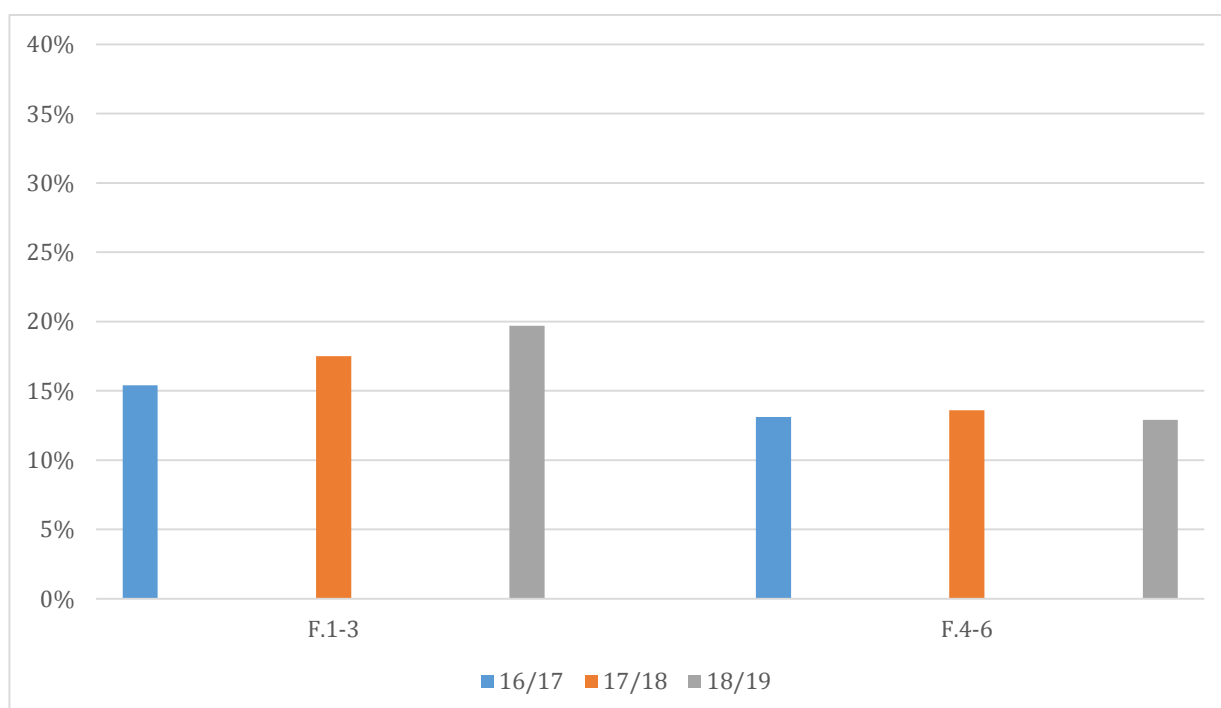


PERFORMANCE OF STUDENTS

4. STUDENT PARTICIPATION IN INTER-SCHOOL EVENTS



5. STUDENT PARTICIPATION IN UNIFORM/ SOCIAL AND VOLUNTARY SERVICES GROUPS



PERFORMANCE OF STUDENTS

6. INTER-SCHOOL ACTIVITIES AND AWARDS WON IN 2018-2019

MUSIC

No.	Name of Competition/Organisation	Award/Prize details 2018-2019	Student(s)
1.	<u>Hong Kong Schools Music Festival</u>		
	Symphony Orchestra - Secondary School Intermediate	2 nd	Symphony Orchestra
	Secondary School Choir - Chinese - Boys - First Division - Intermediate - Age 16 or under	2 nd	Intermediate Choir
	Secondary School Choir – Foreign Language - Boys - First Division - Intermediate - Age 16 or under	2 nd	Intermediate Choir
	Secondary School Choir - Foreign Language - Mixed Voice - First Division - Intermediate - Age 16 or under	3 rd	Intermediate Mixed Choir
	Secondary School Choir - Chinese - Mixed Voice - First Division - Intermediate - Age 16 or under	3 rd	Intermediate Mixed Choir
	Secondary School Choir - Chinese - Boys - First Division - Junior - Age 14 or under, treble voice only	3 rd	Junior Choir
	Woodwind Ensemble - Secondary School - Junior (Combination of Different Instruments)	3 rd	Woodwind Ensemble
	Madrigal – Mixed Voice	3 rd	Madrigal (Belilios Public School)
	Violin Duet - Intermediate	1 st	Kwong Yan Lok (1F)
	Violin Sonata	1 st	Kwong Yan Lok (1F)
	Sonata Accompanist	1 st	Wong Kwan Chai (1B)
	Bassoon Solo - Secondary School - Senior	1 st	Siu Yat Fung (3B)
	Trombone Solo - Secondary School - Junior	1 st	Wong Pak Tim Dexter (4D)
	Piano - Chinese Composer -Senior	1 st	Yeung Lok Hei (4E)
	Violin Solo - Grade Seven	2 nd	Kwong Yan Lok (1F)
	Piano Solo - Composer of the Year	2 nd	Chan Yin Chung Sean (2B)
	Violin Concerto - Age 13 or Under	2 nd	Cheung King Him (2C)
	Piano Duet - Intermediate	2 nd	Siu Yat Fung (3B)
	Double Bass Solo - Intermediate	3 rd	Pang Long Hin Alfred (1E)
	Trumpet Solo - Secondary School - Senior	3 rd	Yee Him Ming (2B)
	Erhu Solo - Senior	3 rd	Chan Ming Hei (3A)
	Vocal Duet - Foreign Language	3 rd	Fung Ching Hei (3B)

PERFORMANCE OF STUDENTS

NO.	NAME OF COMPETITION/ORGANISATION	AWARD/PRIZE	STUDENT(S)
		DETAILS 2018-2019	
	Violin Duet - Intermediate	3 rd	Yau Yin Lam (4B)
	Woodwind Concerto (Clarinet)	3 rd	Ng Ka Chung (4E)
	Violin Sonata	3 rd	Law Ho Wai (5E)
	Sonata Accompanist	3 rd	Fok Chin Ching (5D)
2.	Hong Kong Youth Music Interflows 2018	Silver Award	String Orchestra
3.	10 th Winter Band Festival	Gold Award	Concert Band
4.	Hong Kong International Band Fair and Competition 2018	Gold Award	Concert Band

PERFORMANCE OF STUDENTS

SPORTS

No.	Name of Competition/Organisation	Award/Prize details 2018-2019	Student(s)
5.	<u>Inter-School Archery Competition</u>		
	A Grade	3 rd	Ngai Ho Chun (5B)
	B Grade	5 th	
	C Grade	6 th	
	Overall	5 th	
6.	<u>Inter-School Athletics Competition Division 2)</u>		
	A Grade	3 rd	
	B Grade	5 th	
	C Grade	6 th	
	Overall	5 th	
7.	<u>Inter-School Badminton Competition (Division 1)</u>		
	A Grade	5 th	
	B Grade	3 rd	
	C Grade	1 st	
	Overall	3 rd	
8.	<u>Inter-School Basketball Competition (Division 1)</u>		
	B Grade	5 th	
	C Grade	3 rd	
	Overall	6 th	
9.	<u>Inter-School Bowling Competition</u>		
	Overall	1 st	
10.	<u>Inter-school Cross Country Competition (Division 2)</u>		
	A Grade	3 rd	
	B Grade	4 th	
	C Grade	3 rd	
	Overall	1 st	

PERFORMANCE OF STUDENTS

NO.	NAME OF COMPETITION/ORGANISATION	AWARD/PRIZE	
		DETAILS	STUDENT(S)
		2018-2019	
11.	<u>Inter-School Fencing Competition</u>		
	Sabre	10 th	
	Foil	5 th	
	Epee	8 th	
	Overall	6 th	
	A Grade Sabre	3 rd	Cheng Julian (6B)
	A Grade Foil	3 rd	Yip Lai Hei (6C)
	A Grade Foil	2 nd	Leung Chun Kei (5A)
	B grade Foil	3 rd	Lin Ho Lun (3C)
	C grade Epee	1 st	Chan Yat Hung (2F)
	C grade Epee	3 rd	Li Marcus (2F)
12.	<u>Inter-School Football Competition (Division 2)</u>		
	A Grade	7 th	
	B Grade	8 th	
	C Grade	8 th	
	Overall	11 th	
13.	<u>Inter-Secondary Schools Hockey Competition</u>		
	Overall	3 rd	
14.	<u>Inter-School Swimming Championships (Division 1)</u>		
	A Grade	5 th	
	B Grade	7 th	
	C Grade	5 th	
	Overall	5 th	
	A Grade		
	200m Individual Medley	3 rd	Lam Chak Hang (6D)
	200m Freestyle	2 nd	Lam Chak Hang (6D)
	200m Breaststroke	3 rd	Yip Chak Fung (6A)
	C grade		
	50m Backstroke	3 rd	Leung Herman (1F)

PERFORMANCE OF STUDENTS

[illegible]

PERFORMANCE OF STUDENTS

SPEECH, DEBATE AND DRAMA

No.	Name of Competition/Organisation	Award/Prize details 2018-2019	Student(s)
20.	<u>Hong Kong Schools Speech Festival (English)</u>		
	Solo Verse Speaking	1 st	Leung Chun Lam Ambrose (2B)
	Solo Verse Speaking	2 nd	Ooi Ee Ye (1A)
	Solo Verse Speaking	2 nd	Ng Truman Toby (4C)
	Solo Verse Speaking	3 rd	Hui Cheuk Ki Dominic (1A)
	Solo Verse Speaking	3 rd	Leung Tin Wai (1B)
	Solo Verse Speaking	3 rd	Wong Chun Yin Adrian (1F)
	Solo Verse Speaking	3 rd	Cheng Sze Ming (1C)
	Solo Verse Speaking	3 rd	Chau Cheuk Hin (2E)
	Solo Verse Speaking	3 rd	Tsoi Chi Wang (6A)
	Solo Prose Reading	1 st	Kwok Chung (2B)
	Solo Prose Reading	2 nd	Ng Truman Toby (4C)
	Solo Prose Reading	3 rd	Ng Cheuk Hin (1E)
	Dramatic Duologue	1 st	Lee Jasper Yee Jing (4B)
	Dramatic Duologue	1 st	Lee Ming Chau (4A)
	Public Speaking	1 st	Ng Truman Toby (4C)
21.	<u>Hong Kong Schools Speech Festival (Putonghua)</u>		
	Prose Reading in Putonghua	2 nd	Chan Yin Cheung (1B)
	Prose Reading in Putonghua	2 nd	Chan Ching Yiu (4D)
	Prose Reading in Putonghua	3 rd	Chiu Kwok Wai (2D)
	Solo Verse Speaking	1 st	Sun Bolin (5A)
22.	<u>Hong Kong Schools Speech Festival (Cantonese)</u>		
	Prose Reading in Cantonese	2 nd	Tse Nga Lok (1A)
	Prose Reading in Cantonese	2 nd	Chung Chit Philos (1F)
	Prose Reading in Cantonese	2 nd	Wong King York (3E)
	Prose Reading in Cantonese	3 rd	Ho Hei Yin (1D)
	Solo Verse Speaking	1 st	Wong King York (3E)
	Solo Verse Speaking	2 nd	Cheng Sze Ming (1C)
	Solo Verse Speaking	2 nd	Ho Hei Yin (1D)
23.	Hong Kong School Drama Festival	Outstanding actor awards	Leung Shing Yiu (2E) Chow Cheuk Hei (2C)

PERFORMANCE OF STUDENTS

NO.	NAME OF COMPETITION/ORGANISATION	AWARD/PRIZE	
		DETAILS	STUDENT(S)
		2018-2019	
24.	English Drama Fest 2019	Outstanding Spoken English award	English Drama Team
		Outstanding Acting award	Cheng Sze Ming (1C)

PERFORMANCE OF STUDENTS

ACADEMIC

No.	Name of Competition/Organisation	Award/Prize details 2018-2019	Student(s)
25.	Sir Edward Youde Memorial Prize		Wong Hon Yin (6C) Chew Chun Hin (6B)
26.	民政事務處「香港島傑出學生選舉」	「香港島十大優秀學生」初中組	Yip Cheuk Chun (3A)
		「香港島十大優秀學生」高中組	Chan Chak Hei (5B)
27.	Brown University	Brown University Book Award	Ugo Lee (5F)
28.	MI Young Writers Award 2019	Champion (Junior section)	Leung Chun Lam Ambrose (2B)
		2 nd	Lam Sheung To (5B)
		Merit award	Chan Hei Chun (5B), Chan Wang Yan (2D), Yuen Tin Long(2E), Cheung Long In(3C), Yeung Ka Ho (3D) Ho Chung Kan (3F)
29.	2019 Smart City Business Plan Competition	Merit Prize	CHAN Chak Tao Owen (5E) CHOI Ka Jeun Joshua (5E) YIM Sheung Chi Cyrus (5E) CHOI Hong Chun Adrian (5E) CHAN Yong Yang Luis (5E)
30.	15th International Junior Science Olympiad Hong Kong Team Toasting Company	Silver medal	Cheung Justin Joy Wah (4E)
31.	Hong Kong Olympiad in Informatics (HKOI)	Bronze medals	Yeung Chun Yin (5C) Chiu Man Yin (5E)

PERFORMANCE OF STUDENTS

No.	Name of Competition/Organisation	Award/Prize details 2018-2019	Student(s)
32.	"Weather Forecasting Competition co-organized by Microsoft (Hong Kong) and Hong Kong Education City."	Merit award	Lee Chi To Ugo (5F) Lai Kin Shing Air (5F) Mang Hao Jian (5F)
33.	HKT "Bridging the Gap with Innovation and Technology" Essay Competition	3 rd	Mr. LEE Ho Kan (5B)
34.	The Hong Kong Mathematical High Achievers Selection Contest 2018-2019	1 st class award	Chan Ho Pong (3A)
		3 rd class award	Yuen Hong (3B)
		2 nd class award	Mak Chun Lam (3E)
		2 nd class award	Chiu Yin Chi (2D)
		2 nd class award	Chow Chung Yan (2F)
		Group Merit Award	St. Paul's College
35.	18 th Pui Ching Invitational Mathematics Competition		Chow Chung Yan (2F) Chan Ho Pong Matthew (3A) Cheung Justin Joy Wah (4E)
36.	Hong Kong Mathematics Creative Problem Solving Competition for Secondary Schools 2018/19	Gold Award	Tung Yau Sang (1A) Hung Chak Ming (1E) Chang Jeffrey Sin To (2C) Chow Chung Yan (2F)
37.	International Mathematical Olympiad Preliminary Selection Contest – Hong Kong 2019	Silver	Lee Ho Kan (5B)
		Honorable Mention	Lao Zhiquan (5E)
38.	Mathematics Book Report Competition for Secondary School (2018/19)	Second Class Prize	Lee Ho Kan (5B)

PERFORMANCE OF STUDENTS

SERVICE AND LEADERSHIP

No.	Name of Competition/Organisation	Award/Prize details 2018-2019	Student(s)
39.	2018 HK Island Outstanding Student Award	Junior Group - Top 10 Outstanding Student Award	Yip Cheuk Wing (3A)
		Senior Group - Outstanding Student Award	Chan Chak Hei (5B)
40.	The Kiwanis Club of Hong Kong – Serving the Children of the World	The Kiwanis Community Service Award 2018-19	Hui Wai Pok (4A) Leung Hoi Hei (4D)
41.	C&W District Youth Programme Committee	C&W Youth Award	Leung Hoi Hei (4D) Wong Hon Yin (6C) Wong Po Lam (6F)
42.	YWCA Volunteer Leadership Training Programme 2018-19	Outstanding Volunteer Award	Chan Daniel Keith (4A) Lo Wang Yui (5B)

PERFORMANCE OF STUDENTS

OTHERS

[illegible]

MAJOR CONCERNS (ACHIEVEMENTS AND REFLECTION)

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

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

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

2018/2019 saw the completion of the first year of the school development cycle.

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

Goal 1: provide teachers with a wider repertoire of teaching strategies

The External School Review report released at the end of 2016 suggested equipping teachers with a wider repertoire of teaching strategies so that a more student-centred approach to learning could be adopted. To this end, our first task was to increase teachers' exposure and provide more staff training opportunities for teachers to acquire different teaching strategies. 2018/2019 continued the staunch efforts of the previous year to widen teachers' exposure through more collaboration with teachers from other local schools including school visits and joint projects.

As mentioned in the previous annual report, we continued to team up with local schools such as St. Stephen's Girls' College, Marymount Secondary School, Logos Academy, Diocesan Boys' School and Chinese International School to send **Science teachers** to the Massachusetts Institute of Technology, Boston, for professional development workshops. In October 2018 and April 2019, Mr. W. H. Poon, Mr. K. H. Yuen, and Miss P. S. Chan participated in the MIT J-WEL Week in Boston. In June 2019, Mr. K. S. Kwok, Mr. W. K. Wong, Mr. H. C. Wu, Miss Y. T. Lo, and Mr. H. Li participated in the MIT J-WEL Exchange in Boston. In August 2019, Mr. K. S. Kwok joined the MITxCIS STEAM Camp at Chinese International School.

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In May 2019, **English and Humanities teachers** (Mr. C. L. Wong, Miss W. S. Wong, Miss H. Y. Chan, and Mrs. J. McInnes) joined the 16th Annual Hawker Brownlow Thinking & Learning Conference in Melbourne. In July 2019, **Chinese teachers** (Mr. Y. L. Chow, Miss L. L. Chan, Miss S. K. Lam, and Miss I. M. Hui) joined a Reading Literacy workshop in Taiwan. Sharing from participating teachers was conducted in departmental meetings, staff meetings and teachers' reflections were posted in the lifts for everyone to read.

To provide more opportunities for our teachers to exchange ideas and knowledge, as well as to learn about educational practices from different countries, our teachers participated in several overseas exchange programmes. In March 2019, Mr. W. H. Poon, Miss S. Leung, and Miss L. M. Wong participated in the student and teacher exchange programme at Trinity Pawling School, New York. In July 2019, Miss K. Y. Wong and Mr. P. Y. Chan participated in the student and teacher exchange programme at Christ Church Grammar School, Perth. These teachers had buddy teachers to work with and they had the opportunities not only to observe how teachers in Australia and America conducted their lessons but also to experience teaching different classes in their respective schools..

For in-house staff development training, a Flipped Classroom professional development programme was held to help teachers to make better use of space and facilities in the classroom for more student-oriented lessons and different modes of assessments. A joint school staff development day was also organised with our partner schools. Details of these in-house training programmes would be discussed later in another section of the report.

Besides, to enable teachers to try out different teaching strategies, the College also recognised the need to provide the necessary teaching environment conducive to a more student-centred and interactive approach to teaching. Given the substandard size (49m²) of our existing 50-year-old classrooms, the urgency was to enlarge them and to provide teachers with enough space to arrange small group discussions in class or to move around the classroom to interact with students to assist their learning.

In 2017/2018, plans were formulated to launch the School Enhancement Project to upgrade the existing learning facilities and 2018/2019 saw the completion of Phase One of the Project. A number of improvements were made to the classrooms.

New corridors extended from the classroom block were built so that all F1 to F5 classrooms increased from 49m² to 61m² in space. The use of the curtain wall also extended the size of each of the F6 classrooms in the Steward Building.

The use of more modern and larger double-glazed windows and the replacement of window air-conditioning units by VRV multi-split type air conditioners made the classrooms both brighter and quieter.

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To encourage teachers to move around the classroom to interact with students, the original raised platform which had been a signature feature of the classroom for the last 50 years was removed. Whiteboards were placed at both ends of the classroom to allow more space for the display of brainstormed ideas and discussion conclusions. All classrooms were equipped with short-throw overhead projectors with Apple TV connection and visualizers to enable easy display of shared work by both students and teachers. Interactive TV display units were also placed in all the classrooms in the Steward Building.

Reflection

More training opportunities, wider exposure and improved teaching facilities all work together to provide the necessary ingredients to empower teachers to experiment with a more student-centred approach of teaching. More collaboration with local schools also provides the essential support and partnership for teachers in all partner schools to recognise the need for a paradigm shift in not just what to teach but also how to teach. They too can share how to manage change in a way that is suitable for the particular culture of the school.

Since the classroom improvement work was done in stages and most was not completed until August 2019, many teachers did not have any chance to get used to using the new classrooms and might not be able to make the best use of the extra space or those improved features of the classrooms in 2018/2019. However, we did observe that teachers with less pressure from public examination were making attempts to try out different teaching strategies to improve learning in various subjects such as Integrated Science, Integrated Humanities, Religious Studies and Computer Literacy. Our statistics on the frequency of teachers borrowing iPads/Chromebooks for classroom use also showed that more and more teachers were receptive to the use of one-on-one mobile devices in teaching. A task force led by a Vice Principal was formed to study the feasibility of implementing BYOD across one form in 2020/2021.

Teachers in 2017/2018 and 2018/2019 benefited a lot from staff development opportunities such as education conferences, joint school staff development days, school visits and teacher exchange programmes to interact with both local and overseas practitioners to hone different teaching strategies. In the long run, the way forward is also to encourage more home-grown in-house workshops conducted by our own teachers to create an environment that fosters sharing and learning from one another among our staff.

Goal 2: foster autonomy in learning

To empower students to learn more effectively, we recognised the need to give the ownership of learning back to the students. The “Flipped Classroom” strategy was introduced to encourage students to be proactive in their learning. Mr. Ha Chi Hung, Head of Information Technology of True

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Light Middle School was invited as a keynote speaker on our third staff development day. In his talk entitled

“Courage to Flip”, he shared with our teachers the concept of the flipped classroom, as well as the concerns and benefits of using a flipped classroom approach to teaching and learning. During the second session in the afternoon, five parallel workshops were run for our teachers, grouped according to their academic disciplines. Engaging instruction, lively demonstrations and hands-on training were provided by teachers from Hong Kong FlippEducators.

Teachers were eager to try out this method with different topics in their subjects. For example, the flipped classroom method was used in certain topics in Form Four and Form Five Liberal Studies lessons as detailed in the “Lesson Study” report. The new Form One Integrated Science curriculum also incorporated the use of the flipped classroom approach in each unit, asking students to view teaching materials usually in the form of videos prior to coming to class. This allowed teachers to have more interactive discussions during class time. One of the Mathematics teachers was asked to share his experience of using the flipped classroom approach during one of the Professional Learning Community sharing sessions.

To give the ownership of learning back to the students, the Learning Hub was set up so that individual students could have direct access to a central depository of PowerPoint slides, self-learning videos, revision exercises for tests, exemplary projects, supplementary exercises, past examination papers, examination syllabi or online tests uploaded by each subject department.

Learning journals / portfolios were also increasingly used in subjects such as Integrated Science and Integrated Humanities and Liberal Studies to encourage students to be reflective in their learning.

Goal 3: develop a collaborative culture

To develop a collaborative culture, the College recognised that the starting point would have to be the teachers first. In 2018/2019, the College provided a lot of opportunities for sharing among staff, for collaboration across subject departments, and joint-school activities.

Teachers from the Department of Integrated Science, the Department of Integrated Humanities and the Department of English had been working on reviewing their respective Junior form curriculum to see how to make them more engaging and relevant to students. To foster a culture of sharing and collaboration among all teaching staff, teachers from these Departments were invited to share with their colleagues their experience of conducting a curriculum review, including achievements to celebrate, difficulties encountered and solutions they came up with to overcome different hurdles.

Another initiative was the formation of a Professional Learning Community in 2018/2019 and teachers were free to join any of the regular meetings throughout the year. There were three sharing

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sessions conducted during lunch time and teachers shared their experience in using different teaching strategies such as flipped classroom, how to motivate students in class and note-taking skills. There were about 10 to 12 teachers attending each sharing session.

There were also many opportunities for collaboration with other local schools, especially because of our involvement as a partner school in the Catalyst Education Laboratory to work with M.I.T. (The Massachusetts Institute of Technology). A number of teachers from each partner school were sent to M.I.T. regularly to attend conferences and workshops and to meet with M.I.T. professors. This provided opportunities for teachers from different schools to get to know one another. As a result of this, different joint-school events were organised.

A Science Fair organised by four secondary schools (Marymount Secondary School, St. Stephen's Girls' School, Logos Academy and St. Paul's College) was held at Cyberport Exhibition Centre on 8th July, 2019. Three exemplary Form One projects from each partner school were selected for display and students from all four schools were invited to the Fair to look at the selected projects.

Entitled "Preparing Students for the Future", a joint school staff development day was held on Friday 9th November, at Marymount Secondary School. It was the first time that teachers from three schools, namely Marymount Secondary School, St. Stephen's Girls' College and St. Paul's College gathered together to attend staff training workshops.

Inter-school collaboration was not limited only to the Science subject. There was a closer link between English teachers from our school and those from Ying Wa Girls' School and St. Stephen's Girls' College for collaboration and interflow of teaching ideas.

We also observed a gradual increase in cross-departmental collaboration in 2018/2019. For example, Form 1 students were taught the programming language Scratch in the first term of Computer Literacy classes to equip them with the knowledge they needed for hands-on activities in the new Form 1 Integrated Science curriculum. Mathematics teachers prepared the topic "Ratio Analysis" for BAFS students. Integrated Humanities Department and English Department worked on a cross-curricular project for Form One students. A lesson on "Product Design" was conducted by Visual Arts teachers to help Form 3 students with their "Pinhole Camera" STEAM project.

Collaboration was also extended to our Primary School. There were meetings between the Discipline Heads of both schools concerning a more consistent approach to discipline matters. The subject department heads from both schools also met regularly to ensure better curriculum articulation between the Primary School and the College.

Finally, there was an increased use of Google Drive, Classroom and Google Docs to facilitate collaborative work among students in different subjects. Google drive had been used as a hub for students to share their learning such as good work / fact files / notes. It also facilitated more sharing

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and collaboration among teachers beyond CCPS and with students beyond the classroom. To foster a collaborative culture among students, more and more communal space was created in different parts of the school campus to provide an environment to conducive collaboration among students.

Reflection

A conducive environment is certainly an important ingredient for a collaborative culture. This can be created deliberately by having more joint school activities to widen teachers' professional circle and also by providing more opportunities for inter-departmental interaction among our staff. Physical environment such as the design of the staff rooms, the layout of the library and the use of communal space in the campus are just as important in gathering people together for more interaction and teamwork activities. In the School Enhancement Project, we have planned to change the design of all the staff rooms so that each staff room has a common area for teachers to socialise, interact and relax. The present staff rooms on the 9/F and 10/F will be relocated to the 5/F and 3/F for better connectivity between teachers and students. The future library will have reading and study areas as well as presentation rooms for students to work on their group projects. A Learning Common will also be created to provide more communal space for students.

Goal 4: create an atmosphere of innovation in teaching

Competing systems had been combined into one email, one e-learning platform, and one channel of communication with parents and teachers. Booking of rooms, facilities and equipment had been made available online. Online applications for Form One admissions and the use of e-payment had also been implemented.

The Dreamstarter programme, which encouraged students to identify problems and create their own solution, was conducted and a number of teams supervised by teachers were formed. STEM teams were also formed and regular activities such as robotics, programming and Apps writing activities were conducted for students with different abilities and interests. Our STEM team took part in many inter-school and international competitions with excellent results. Micro:bit was promoted in the junior Computer Literacy curriculum and advanced classes of mBots and Micro:bit had also been organised.

In terms of facilities, the former MMLC was converted into an "Innovation Centre", which is not only a venue for teaching but also a working space with necessary equipment such as 3D printers and a laser cutter for students to make their own products. The Centre was not yet completed at the end of August 2019.

Reflection

Looking ahead, we also plan to upgrade all our laboratories and computer rooms, and convert the existing CAL room into an AR VR room. There are also plans to work with university professors and

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IT companies to offer more advanced courses to arouse our students' interest in AI, Robotics and Neuroscience.

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

Goal 5: incorporate the teaching of 5Cs into the curriculum

As a result of their involvement in a number of conferences and exchange programmes, teachers in the Department of Integrated Science, the Department of Integrated Humanities and the Department of English took the initiative to review the Form One syllabus of their respective subjects to incorporate the 5Cs (Creativity, Communication, Collaboration, Critical Thinking and Citizenship). All three departments stressed the necessity of engaging our students through various modes of learning, including project-based learning, self-initiated inquiry, reflective practice, and the flipped classroom, so as to effectively build up their generic skills for academic study and to foster life skills for global citizenship.

In Integrated Humanities (IH), three booklets on thinking skills were completed: Form One (Creative Thinking), Form Two (Problem-solving and Critical Thinking) and Form Three (Decision-making).

In Integrated Science (IS), teachers spent one year in 2017/2018 reviewing the Form One curriculum and the new curriculum was tried out in 2018/2019. Hands-on experiences in learning, discussions and presentations in class were promoted. Form One students were asked to give presentations to develop their communication and interpersonal skills. Students were also asked to write reflective journals to record what they learnt and difficulties encountered. To encourage project learning, the STEM project for Form One was a solar oven and the design of a parachute was for Form Two. An average of 12.67 and 16.17 experiments were conducted in an investigative approach in Form One and Form Two respectively. This showed a marked improvement in Form One as compared to an average of 4.83 experiments conducted in an investigative approach last year. The Form Two IS curriculum would be modified and tried out in 2019/2020.

In the English subject, a modular and project-based approach would be adopted and some of the topics would be tried out in 2019/2020. In Religious Studies, self-reflective sharing, speaking and/or writing tasks were used to strengthen students' communication skills. The STEM team continued to grow in size with around 40 members taking after-school courses and participating in external programmes and competitions. In Liberal Studies, experiential learning experiences were organised for Form Four

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and Form Five students to cultivate in them both local and global citizenship. Participation in UNESCO activities also fostered in students a spirit of tolerance and peace.

Reflection

We are glad to see that teachers are becoming more and more aware of the need to shift from a content-based curriculum to a more skilled-based curriculum. A lot of thoughts have been put into curriculum design to cultivate creativity, collaboration, communication, critical thinking and citizenship through a more student-centred approach to teaching. The curriculum review done by a number of subject departments is a case in point. We are equally glad to see that, through widening teachers' exposure and collaborative work with teachers from other schools, teachers are empowered to see themselves as change agents, making necessary changes to both the curriculum and pedagogy. What is obvious in this process of change is that teachers are also aware of the need to make corresponding changes in assessment.

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

Goal 6: promote healthy living

To promote the awareness of healthy living, the Class of 2019 donated two exercise bikes to the College. As these bikes were so frequently used by students and staff members, the College eventually bought four more bikes and all of them were at the Podium. Besides physical fitness, programmes about mental health such as Wellness Day were also organized at school to promote the importance of mental wellness. These programmes were also covered in the Parent Education Series and Life Education lessons. Indoor air quality was one of the major concerns under the School Enhancement Project. To improve air quality, the College installed at least one air purifier in each classroom and staffroom. Air quality assessments were done every two weeks to make sure that the results met the basic requirements.

To promote green living, tremendous improvement was made in reducing the consumption of plastic. It was encouraging to see students use the newly installed water dispensers very often. Plastic bags and utensils were no longer provided by the Tuckshop. More recycling bins were also put in the campus. Two green projects, Rooftop Solar Panels and Jockey Club BEAM Plus in Schools Programme, had been kicked off and would be completed in a year or two. Two green education programmes, Foodstep

Journey and Green Hub Eat Well Workshop, were organized during the Activity Week to promote green living.

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Goal 7: Build a caring community

Different service learning programmes were organized for students to develop empathy and compassion. These programmes included visiting the Elderly Resources Centre, Dialogue in the Dark Centre, Life Journey Centre and ethnic minorities living in Hong Kong. An interactive drama on life appreciation was held at school during the Activity Week to enrich the life experiences of our students. In April, over 300 students from different schools and 100 elderly people living nearby participated in the Joint School Community Awareness Project hosted by the College. In July, about 30 students joined the Community Awareness Project in Qingyuan. They taught children living in rural areas English and played games with them.

To develop empathy and compassion among Prefects, the Prefects' Council and the Other Learning Experiences Team led 28 prefects in a service project (entitled in Chinese: 『樂腳社區』 - 中學生看貧窮), organised by the Caritas Mok Cheung Sui Kun Community Centre, on 16 March 2019. A preparatory workshop was held on 14 March after school to enable the Prefects to have a deeper understanding of the severe problem of elderly poverty in Hong Kong. They gained valuable insights into the grim living conditions facing local people below the poverty line. On 16 March 2019, our Prefects had first-hand field experience of the poverty situation in Hong Kong through various activities including a simulation activity involving designing a living space plan for a subdivided unit, making meals on a CSSA payment recipient's budget (\$12.00/meal) and home visits with meals to elderly people living alone.

At the subject level, experiential learning had been added as a required component of the Liberal Studies course to foster a spirit of tolerance and peace among fellow students. The 21 goals of sustainable development were also covered in the LS curriculum. For subjects such as Integrated Humanities and History, role play activities were used to arouse students' empathy. Religious Studies and all the Christian activities such as Christian Union activities, bible study group, prayer group, school assemblies and all worship services were important means of inculcating a positive outlook and Christian values.

APPENDIX

Financial Summary for the School Year 2017 - 2018

	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)	59.4%	N.A.
School Fees	N.A.	35.5%
Donations, if any	N.A.	3.8%
Other Income, if any	0.1%	1.2%
Total	59.5%	40.5%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	80.1%	
Operational Expenses (including those for Learning and Teaching)	7.5%	
Fee Remission / Scholarship (~)	5.4%	
Repairs and Maintenance	4.1%	
Depreciation	2.9%	
Miscellaneous	0.0%	
Total	100%	
(Deficit) for the School Year #	0.02 months of the annual expenditure	
Accumulated Surplus in the Operating Reserve as at the End of the School Year #	8 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 Capacity Enhancement Grant for the School Year 2018-2019

In 2018-2019, a sum of \$899,130.50 was available for use. This included a grant of \$712,068.00 received for the year together with top-up funds of \$187,062.50 from the College.

Approximately 85% of the expenses were allocated to curriculum development. The money was spent on hiring an IT technician to assist teachers in producing multimedia teaching materials and conducting SBA activities, a clerical staff member to relieve part of the teachers' administrative duties, and a teaching assistant to in producing learning materials and supporting teachers' administrative duties. In addition, the money was spent on providing honoraria to speakers to promote the appreciation of the Chinese culture.

Approximately 6% was spent on enhancing students' language proficiency through running debate and speech training courses. This year, our English and Chinese Debate Teams took part in a number of external debate competitions and have won many prizes. The English debate team took part in the 34th Sing Tao Inter-school Debating Competition and the Hong Kong Bar Association Debating Competition 2019, and their team members were presented with the best debater awards in these two competitions. The Chinese debate team took part in the Cup of Hong Kong Chinese Debating Association and came third. They also took part in the Basic Law Debating Competition and several team members received the best debater awards. We are proud of their achievements and their commitment to excel. Chinese debate trainings were arranged for Form One students and the Chinese debate team throughout the year. In addition, our students participated in several English public speaking contests. One of our students reached the semi-final of The Speaker English Public Speaking Contest 2019 organized by RTHK.

Approximately 9% was spent on coping with the diverse and special learning needs of students. The Guidance Team and the Discipline Team jointly organized a leadership training course for approximately 35 Form Three students after the final examinations. The course aimed to equip students with enhanced communication skills and develop their leadership qualities, which would be essential for carrying out their duties Peer Mentors in the new school year. In addition, the Guidance Team arranged regular drama counselling workshop throughout the year to enhance students' self-understanding, emotional management, creativity and self-esteem through role playing, drama education and counselling.

APPENDIX

Summary

Task area	Particulars	Amount (HK\$)
Curriculum development	Clerical staff and teaching assistant (salary + MPF)	480,151.35
	IT technician (salary + MPF)	286,498.45
	Honorarium for speakers	500.00
Enhancing student's language proficiency	Debate and speech training expenses	56,066.50
Coping with the diverse and special learning needs of students	Leadership training workshops	58,914.20
	Drama Counselling Group	17,000.00
	Total	899,130.50

APPENDIX

Programme Evaluation Report for DLG – Other Programme: Gifted Education for the School Year 2018 - 2019

Programme	Objective	Target	Duration	Deliverable	Evaluation	Expenditure
History tour to Macau	Enrich students' knowledge in Macau history	Form 5 students	December	Study and reflection report	The participation was high.	\$10,996
ERS Enhancement Class	Arouse students' interests to learn ethical issues and religious topics	Form 6 students	15 sessions from October to March	Regular assignments throughout the course	The attendance rate was high. The tutor provided timely advice and feedback to students	\$4,050
Liberal Studies Enhancement Class	Enrich students' knowledge in Liberal Studies topics	Form 4 to Form 6 students	From October to March	Regular assignments throughout the course	The attendance rate was high. The tutor provided timely advice and feedback to students	\$7,500
Secondary School Mathematics and Science Competition	Promote students' interests in Biology, Chemistry, Mathematics and Physics through competition	Form 4 students	April to May	Students have completed the competition	17 out of 22 students achieved Medal or High Distinction	\$2,880
Basketball Team training	Improve physical fitness and able to perform well in the high standard inter-school competitions	30 basketball team members	Weekly training from September 2018 to April 2019	The sport teams participated in the Inter-school competitions	The A and B grades basketball teams came 7 th and 4 th in the Inter-school division I competition.	\$70,350
Music Team training	To help students enhance specific skills in musical instrument or performance	Intermediate Choir	Weekly training throughout the year	Student participation in inter-schools music competitions	In the Music Festival, the Choir came 2 nd in both the First Division - Intermediate (Foreign) and First Division - Intermediate (Chinese). They also came 2 nd in the European Choir Games 2019 Youth Choir Open Competition and Gold medal in the Youth Choir Grand Prix of Nations	\$23,224

APPENDIX

Report on the Use of the Promotion of Reading Grant for the 2018-2019 School Year

Part 1: Evaluation of the Effectiveness

1. Evaluation of the objective:

The gradual and partial shift from physical to digital platforms for reading continued to work quite well. 2018-2019 saw a 9% increase in usage of Wisenews at the school. It was the right decision to continue to subscribe to the new platform despite the increasing cost.

The decision to purchase books for Class Libraries was only made in the second half of the school year and the booklist could only be finalized after consulting all the teachers and asking students for their input on book titles they were interested in. The books were purchased in the summer of 2019 and were put in the junior classrooms at the start of the school year 2019-2020. Evaluation will be carried out in May or June 2020 for the effectiveness of this scheme in creating a reading culture in the school. If the scheme proves to be effective, more titles could be purchased for the Class Libraries Scheme.

2. Evaluation of strategies:

After the introduction of Rosen e-books in the school year 2018-2019, the College saw a clear drop in the number of times physical books were borrowed from the school library. This could be one of the positive outcomes of introducing e-books, but it could also simply be because students today are less interested in reading. The statistics were not conclusive. Further surveys need to be conducted.

The teacher librarian promoted the digital resources, namely Wisenews and Rosen e-Books, in the morning assemblies at the start of the school year. Chinese teachers promoted the Chinese reading platform 智愛中文平台 in their own classes and set target for reading assignments on the platform to be completed by students, whose performance was used as one of the criteria for awarding the title “Reader of the Year” to students. To an extent, this strategy helped students see the importance of reading.

APPENDIX

Other strategies unrelated to the grant were used to create a reading culture. For example, books exhibitions of existing library books and book fairs by outside providers such as Commercial Press were organized. The former reminded students of the rich collection of the school library while the latter gave students exposure of popular titles at the moment. Besides, five students on five different Mondays presented books they liked to the whole school. This strategy gave the presenters a chance to share their love of reading and help promote reading.

Part 2: Financial Report

	Item	Actual expenses (\$)
1.	Purchase of Books: <ul style="list-style-type: none">Printed books for Class LibrariesRosen e-Books	\$15,643.2
2.	Web-based Reading Schemes <ul style="list-style-type: none">智愛中文平台Wisenews	\$37,576
	Total:	\$53,219.2

APPENDIX

2018-2019 學年姊妹學校交流報告書

內地學校名稱： 西安交大附屬中學

第一部分：交流活動詳情

項目編號	交流項目名稱及內容	預期目標	評估結果	反思及跟進
1	<p><u>項目名稱：</u></p> <p>西安姊妹學校交流團 2019</p> <p>Twin Schools Programme with The High School Affiliated to Xi'an Jiaotong University, China</p> <p><u>項目內容：</u></p> <p>1.探訪西安交大附屬中學三個不同校區。</p> <p>2.兩地學生座談會。</p> <p>3.西安交大附屬老師給香港同學上歷史課。</p>	<p>1.增廣見聞，透過一系列參觀、體驗及學生交流活動，豐富生活經驗、認識中國文化及風俗；</p> <p>2.加強學生口語表達能力，訓練學生掌握漢語口語表達的得體性；</p> <p>3.學生使用普通話進行與人交流的語言技巧得以提升，提高自信心；</p> <p>4.訓練學生掌握聽懂較高難度語言材料的聆聽技巧。</p> <p>5.與西安姊妹學校增進友誼。</p>	<p>1.學生能夠分組在交流團每日行程前完成學習報告，預先評估當日學習項目及內容。</p> <p>2.所有 23 名學生均完成學習日誌，記下心得體會交予老師。</p> <p>3.分組活動，每組由老師監察及輔導學生學習交流。兩地師生在座談會中互相深入了解各自學習情況，增進了友誼。</p>	<p>將通過下年早會分享，吸引更多學生參與姊妹學校交流會動。</p> <p>可以增多交流項目及形式。</p>

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	<p>4.參觀西安著名景點如秦始皇陵兵馬俑、大唐西市博物館等；</p> <p>5.文化體驗活動，如穿漢服、禮拜孔子等禮儀課程；</p> <p>6.小組城市定向活動——尋找絲綢之路起源、漢風遺跡等。</p>		<p>4.通過體驗活動，學生更了解中國文化，並表現出極大的學習興趣。</p> <p>5.完成問卷調查。</p> <p>6.下學年早會分享。</p>	
項目編號	交流項目名稱及內容	預期目標	評估結果	反思及跟進
2	<p><u>項目名稱：</u></p> <p>姊妹學校校長交流會議</p>	<p>1.通過交流學校管理方面的安排和經驗，提高管理水平。2.通過制定兩校恆常學生交流活動，促使兩地學生透過相互探訪、共同參與文化、體藝交流活動增進彼此友誼，擴闊視野，並加深對內地／香港的認識及了解。</p> <p>3.透過探討交流活動細節，讓教師可以互相學習對方良好的教學理念和方法，分享教學經驗，促進課程規劃和提高專業水平。</p>	<p>1.聖保羅書院校長到訪西安交大附屬中學，與西安交大附中校長商議更新自 2009 年起兩校結盟合約內容。</p> <p>2.兩校校長從管理層面探討學校合作的方向，希望制定可恆常進行的交流活動內容。</p>	

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第二部分：財政報告

項目編號	交流項目	支出項目	費用(\$)	備註
1	<u>項目名稱：</u> 西安姊妹學校交流團 2019 Twin Schools Programme with The High School Affiliated to Xi'an Jiaotong University, China <u>項目內容：</u> 1.探訪西安交大附屬中學三個不同校區。 2.兩地學生座談會。 3.西安交大附屬老師給香港同學上歷史課。 4.參觀西安著名景點如秦始皇陵兵馬俑、大唐西市博物館等； 5.文化體驗活動，如穿漢服、禮拜孔子等禮儀課程； 6.小組城市定向活動——尋找絲綢之路起源、漢風遺跡等。	到訪內地姊妹學校的團費	104,110.00	
		23 名學生及 4 名隨團教師 其他開支（包括團衣，印刷品，隨團教師旅遊保險等）	30,196.57	

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2	<p><u>項目名稱：</u></p> <p><u>姊妹學校校長交流會議</u></p> <p><u>項目內容：</u></p> <p><u>1.聖保羅書院校長到訪西安交大附屬中學，與西安交大附中校長商議更新自 2009 年起兩校結盟合約內容。</u></p> <p><u>2.兩校校長從管理層面探討學校合作的方向，希望制定可恆常進行的交流活動內容。</u></p>	到訪內地姊妹學校的交通費，旅遊保險費，其他開支	6505.10	
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APPENDIX

Report on the Use of Strengthening School Administration Management Grant ¹ (2016-2019)

Objective	Task	Time Scale	Evaluation Criteria (Indicator)	Results Achieved	Cost	Sustainable Development Plan
Enhance the process of marking students' attendance	Procure an electronic system for processing students' attendance records	2016-2017	<ul style="list-style-type: none"> Form Teachers and administrative staff input and update details of students' attendance to the system Useful summaries of students' attendance generated Quick access of students' attendance 	<ul style="list-style-type: none"> Saving manpower for handling class registers Facilitating the timely provision of attendance records for teachers and parents 	\$35,200	The system will continue to be utilized and be fully implemented if the student smart card system is used
Streamline the workflow of monitoring the students' body temperature	Procure the infra-red thermo-imaging machines at the school entrances to provide images and detect anyone with body temperature above the normal range	2016-2017	<ul style="list-style-type: none"> Body temperature records at the main entrance Spot checks by duty teachers Students follow the guidelines if their body temperature exceeds the normal range 	<ul style="list-style-type: none"> Raising the awareness of staff and students on their own health condition Ensuring a safe learning and teaching environment 	\$99,600	

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Objective	Task	Time Scale	Evaluation Criteria (Indicator)	Results Achieved	Cost	Sustainable Development Plan
Increase the effectiveness in the administrative work of accessing / retrieving student / alumni information	Procure an electronic document management system (DMS) of high security and efficiency with access rights granted as appropriate to store / retrieve student information systematically, as well as appropriate security management procedures laid down to protect data	2017-2019	<ul style="list-style-type: none"> Student information can be digitalized and a framework with index system can be created to facilitate the managing, distributing, storing, and retrieving of student information; and related procedural guidelines can be established 75% of the staff using the electronic DMS opine that the system can enhance the efficiency of the administrative work of student information 	Enhancing the administrative effectiveness and reducing administrative workload in documents routing and student information management through the use of electronic system	Part A (Hardware – Server) : \$98,071 Part B1 (Software - Document Management System) : \$100,000 Part B2 (Digitization Services - 390,904 images) : \$293,178	<ul style="list-style-type: none"> The electronic DMS will continue to be utilized to manage student / alumni information Staff in the College will continue to assist the enhancement and management of student / other information; they will also continue to adopt and update related guidelines
				Total ² :	\$626,049	

¹ It was a one-off cash grant at the amount of \$250,000 per school. DSS schools can deploy government funds or non-government funds to cover the deficit.

² The deficit (\$626,049 - \$250,000 = \$376,049) will be covered by the school funds.



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The fear of the Lord is the beginning of wisdom

