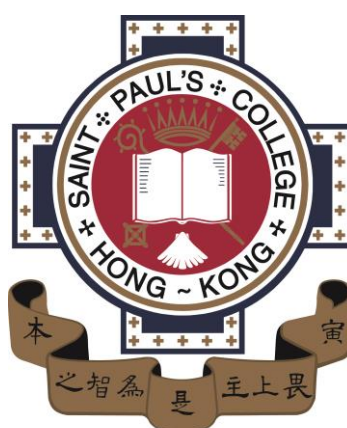


ST. PAUL'S COLLEGE PRIMARY SCHOOL



FOUNDED 1851

SCHOOL REPORT 2017/2018

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A. School Information

1. School Motto and Mission

The fear of the Lord is the beginning of wisdom

The school is managed by the St. Paul's College Council which is a body incorporated by the special ordinance. The mission of the School as stated in the ordinance is: the offering to Hong Kong students of a modern, liberal education founded upon Christian principles, Protestant and Evangelical, as professed by the Sheng Kung Hui.

2. College Council

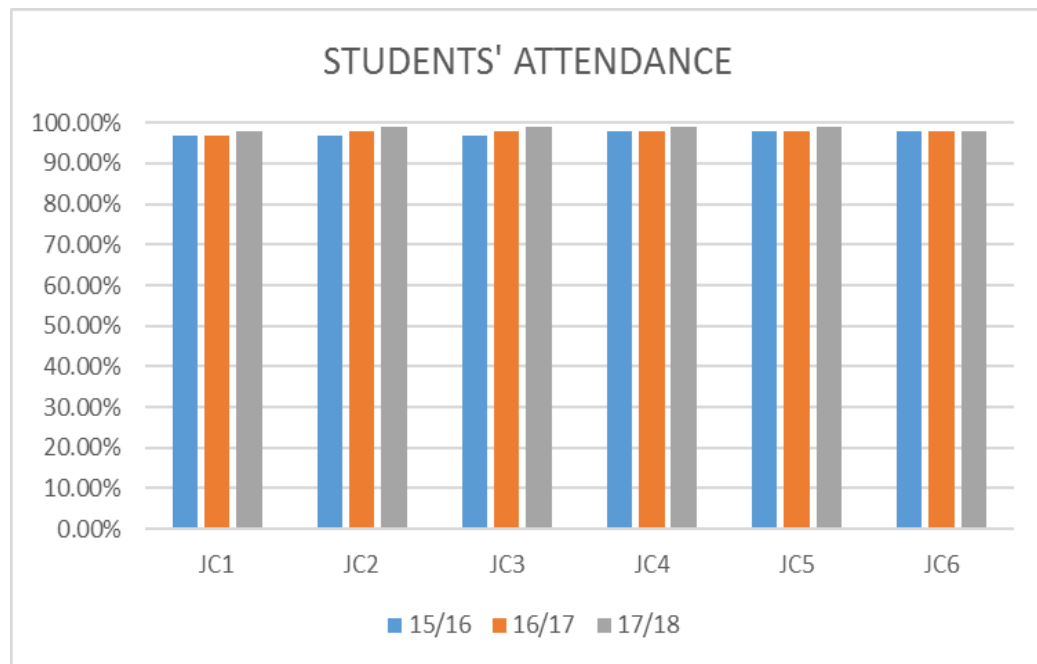
The College Council is established under the St. Paul's College Council Incorporation Ordinance. There are seventeen members as of the 2017-2018 academic year.

3. Our Student

Class Structure

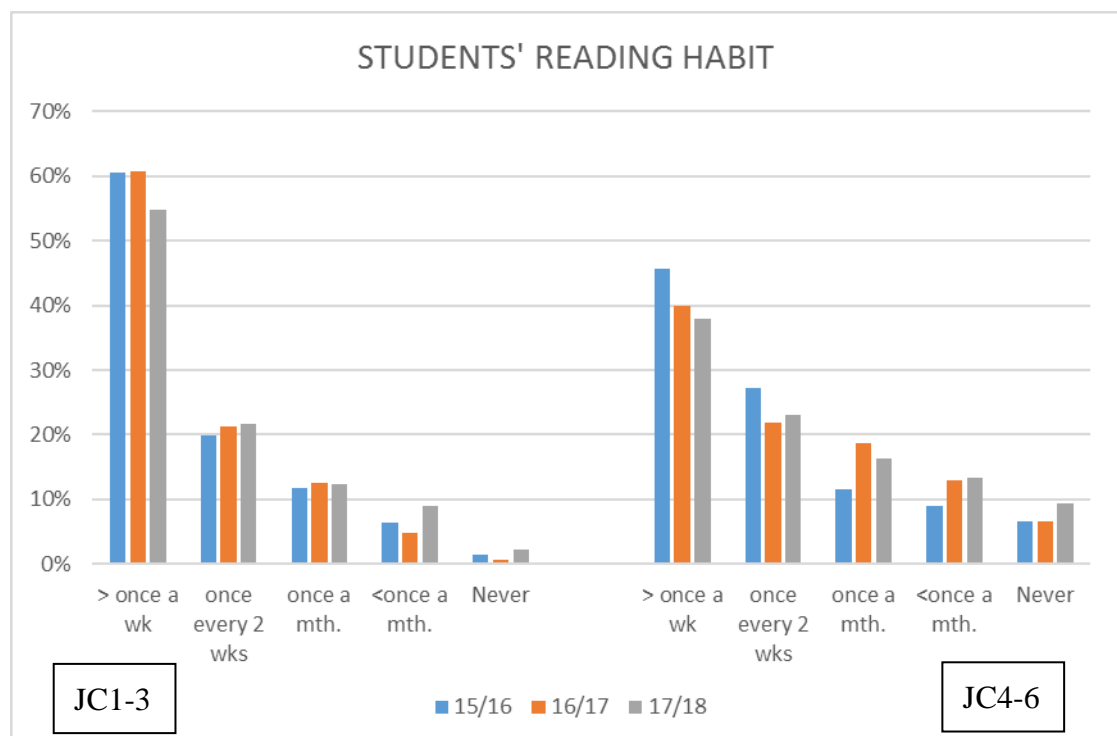
St. Paul's College Primary School is a whole-day primary boys' school affiliated to St. Paul's College, both under the Direct Subsidy Scheme. There were four classes each of Junior Class One to Two and three classes each of Junior Class Three to Six, with a total of 20 classes and a total enrolment of 610 as of September 2017.

Students' Attendance



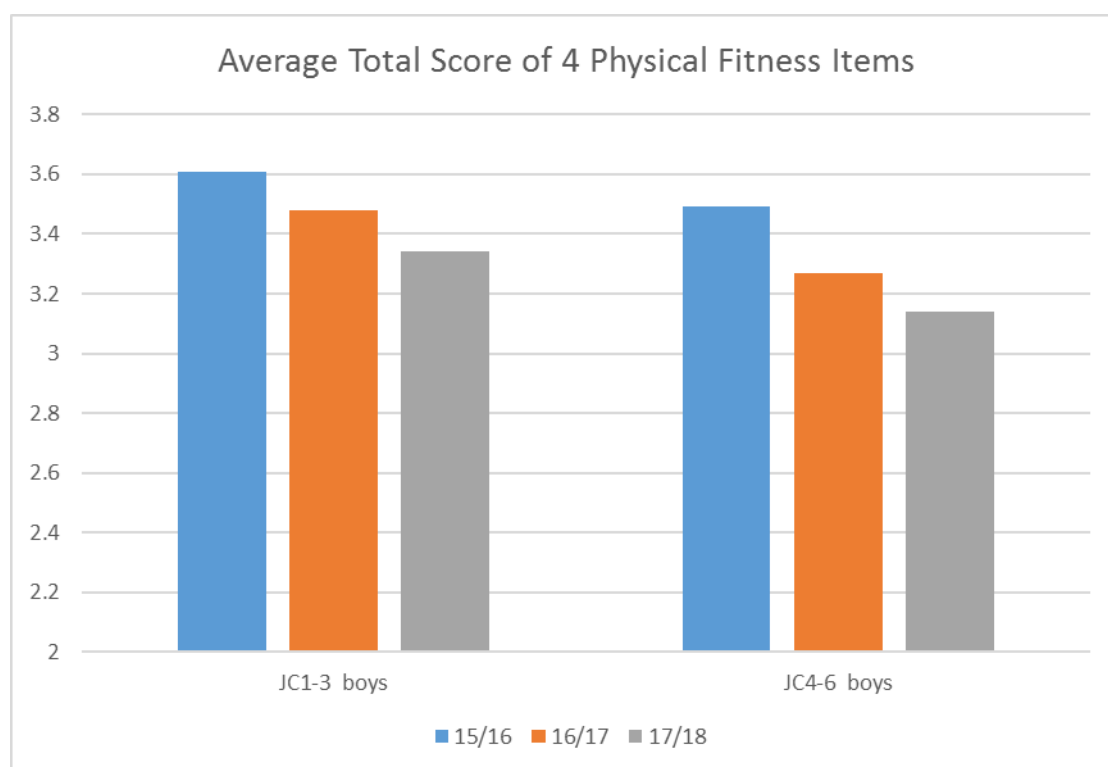
Students' Reading Habit

Students' Frequency of Borrowing Reading Materials from the School Library

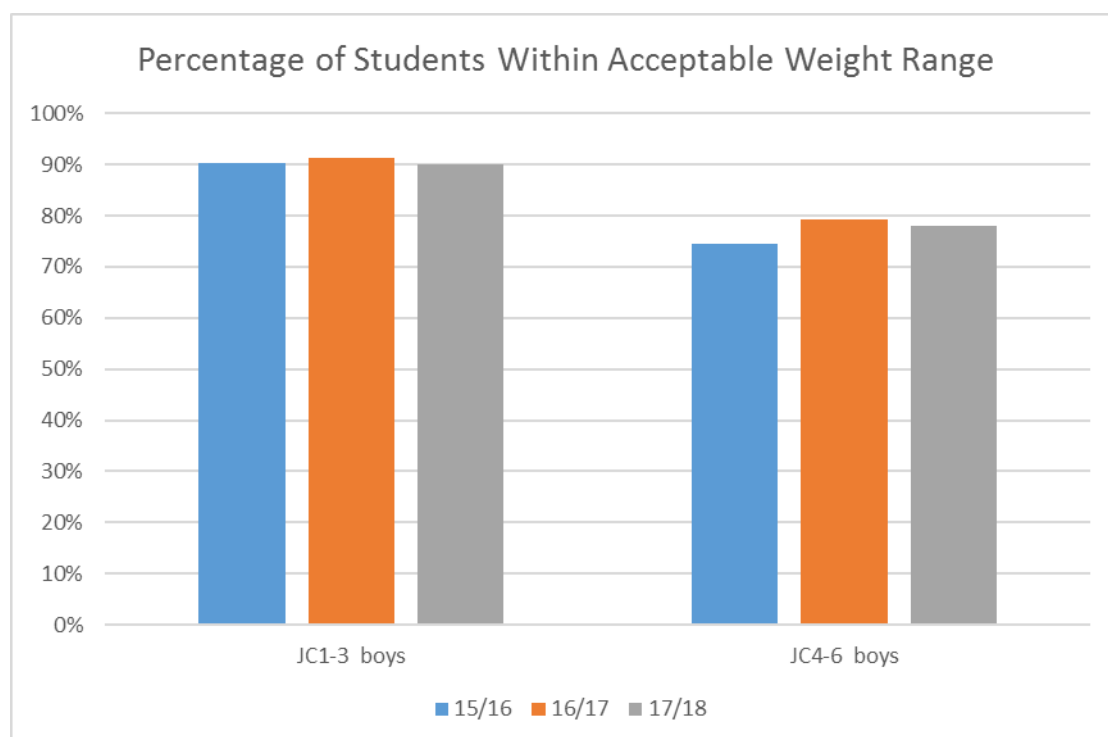


Students' physical development

(a) Average Total Score of 4 Physical fitness Items



(b) Percentage of Students Within Acceptable Weight Range



4. Our Teachers

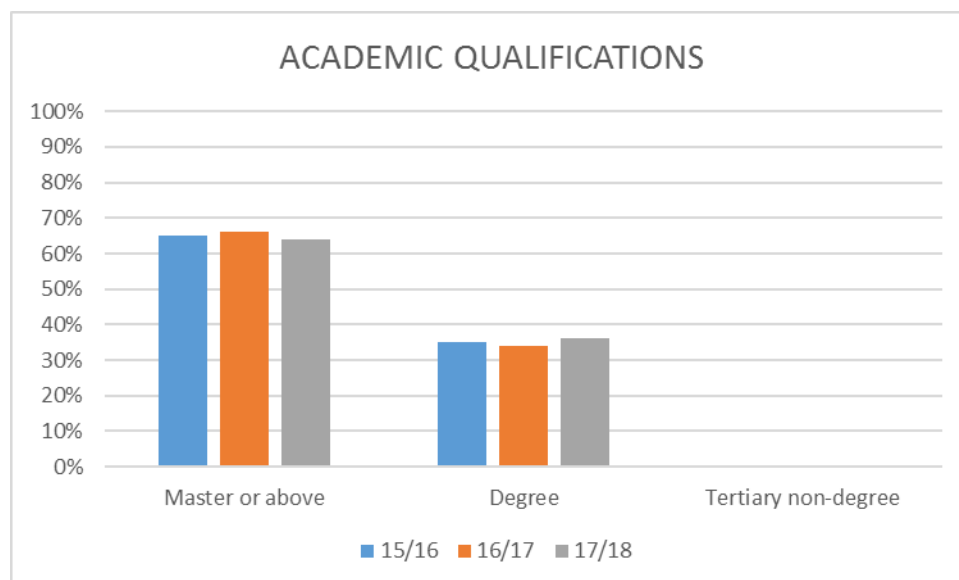
Teaching Staff Establishment

	15/16	16/17	17/18
Total no of teaching staff	43	44	47
No. of teachers in the English Language Department (excluding OET)	13	13	15
No. of Overseas English Teacher	2	2	2
No. of teachers in the Chinese Language Department	16	16	17
No. of Putonghua teachers	4	6	7
No. of teachers in the Mathematics Department	15	16	16

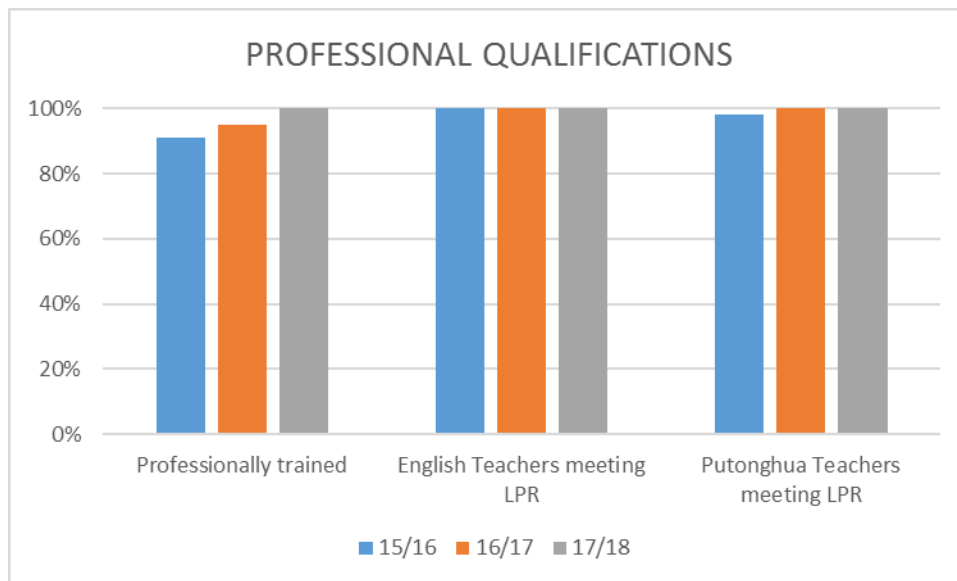
Staff

In 2017-2018, there were forty-seven teachers in the School. Our team of support staff included a librarian, two I.T. technicians, five teaching assistants, a works supervisor, five clerical staff members and seven janitors.

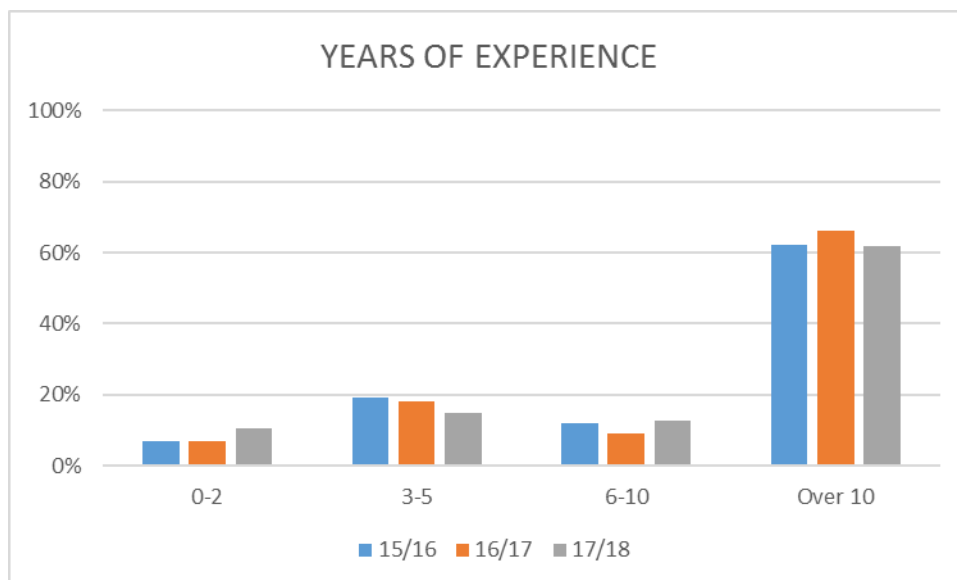
Academic Qualifications



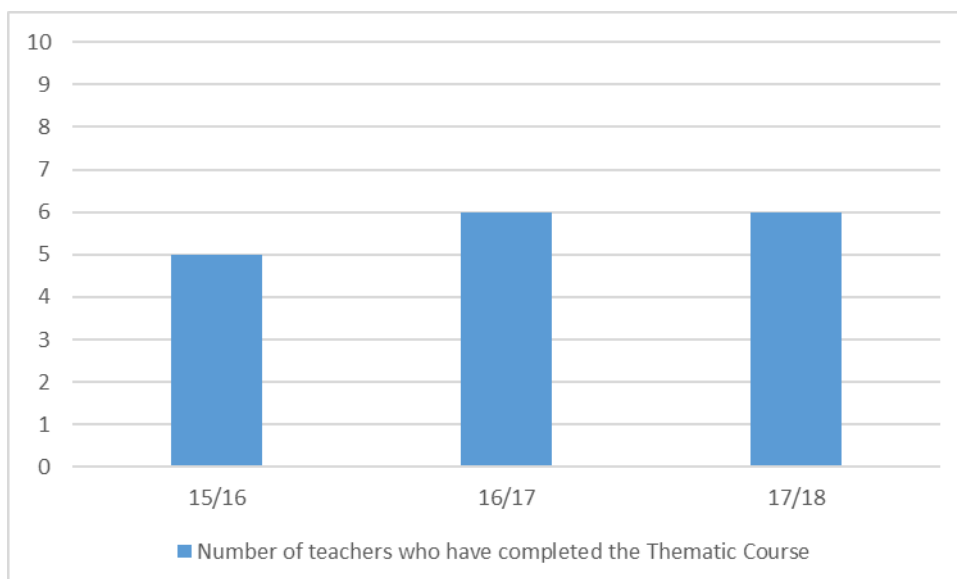
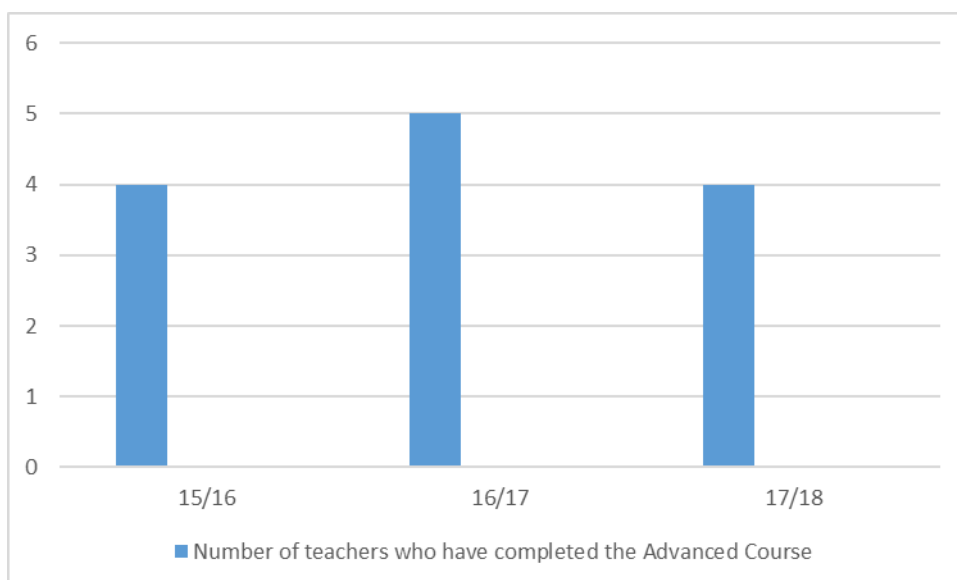
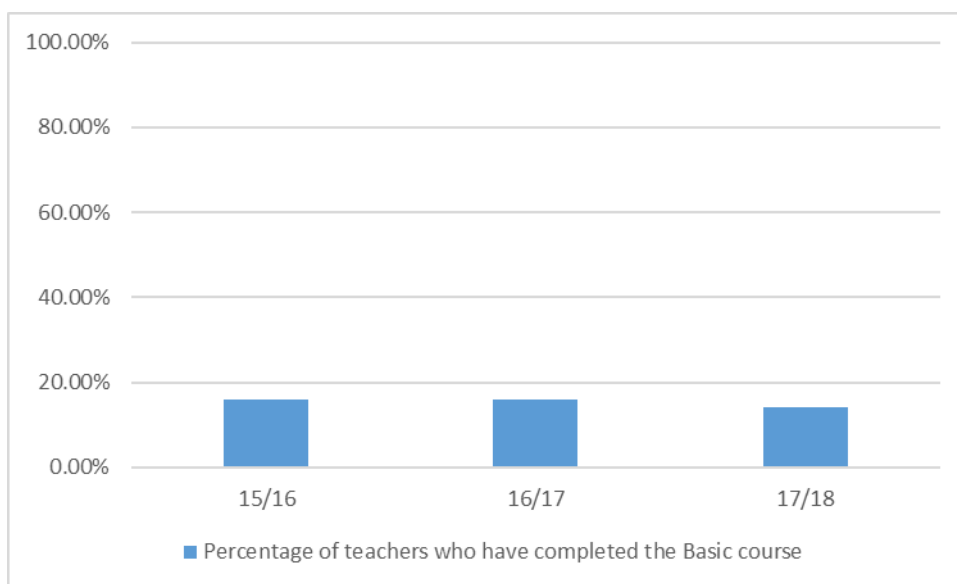
Professional Qualifications



Years of Experience



Professional training on special education needs



5. Facilities

Victoria Road Campus	
Room / Venue	Number
Classroom	24
Small-class Teaching Room	5
Playground	3
Music Room	2
Visual Arts Room	2
Language Room	2
Computer Room	2
Campus TV Studio	1
Assembly Hall	1
Library	1
Multi-purpose Area	1
Chapel	1
General Studies Room	1
Parent Resource / Scout Room	1
General Office	1
Staffroom	1
Conference Room	1
Counselling Room	1
Car Park	1 (accommodation: 28 nanny buses)

B. Achievements and Reflection on Major Concerns

1. Sustain School Improvement in line with the school expansion plan

1.1 Strengthen governance and internal control

Spot checks on administrative practices were carried out to ensure that the implementation of the stipulated policies and guidelines were closely observed. Guidelines for book inspection, invigilator duties during examination invigilation, Discipline and Guidance handbook, and other administrative co-curricular tasks were formulated and/or revised to provide staff with practical help in carrying out their duties. They were made available for staff's reference in the teacher folder and in the shared folders in the "Public" drive. It is expected that the administrative efficiency will be enhanced with all these measures.

The rationale of the use of staff appraisal in enhancing staff development, and motivation in conjunction with accountability were fully elaborated in staff meetings. We hope this can help the staff to alter their perception concerning a direct correlation between fault finding and the appraisal of the areas for professional development of staff and further development of the school.

Management appraisal was conducted for the Deputy Head, the two Assistant Deputy Heads and several Heads of Departments. This provided a more comprehensive review of the performance of our management team. The feedback was positive.

1.2 To realise collaborative leadership

The organisational chart has been finalised and introduced to staff in the first staff meeting. As the daily operation of the school is presented through the organisational chart, it is expected that more staff members will take up different administrative roles on a voluntary basis as they can see how they can contribute to the future development of the school commensurate with their expertise.

Staff had been invited to join the campus facilities management team and the time-tabling team. The involvement of teacher in these decision-making positions can foster the ownership and their sense of awareness of the organization. It is expected that the administrative efficiency will be enhanced.

An electronic survey system was employed to collect feedback and recommendations from staff after each major event. The return rate of each survey was satisfactory. This produced objective information and suggestions for the school administration in the planning process.

To foster further communication between the Head of Departments and the senior management, regular and ad-hoc meetings were arranged to collect viewpoints before the senior management reached a final decision. Feedback was positive concerning this arrangement.

1.3 To uphold quality assurance in Learning and Teaching

To ensure all our teachers were acquainted with major concerns and implementation strategies stated in the annual school plan, all of the lesson observations by the Assistant Deputy Head (CD), Panel Chairs or peer evaluations focused on one of our major concerns in the Learning and Teaching area. In general, all members were satisfied with this new arrangement. They agreed the peer observation might encourage sharing of experience and best practices in methodology. We believe that open and professional sharing culture among different subjects is conducive to the school's sustainable development. However, some of the staff claimed that it was very challenging for those who had the appraisal lesson observations conducted within the same period of time. It was agreed that regular lesson observation for professional development and lesson observation for staff appraisal should be carefully co-ordinated in the coming year so as to minimize the potential disturbance to lesson routines.

Measures and recommendations in learning and teaching according to the ESR report have been incorporated into our daily operation to improve the quality of learning and teaching practices and to maximise efficiency.

With the approval from the School Council, the QSIP team from CUHK was invited to review and give advice on our English language curriculum. The review was conducted in May, which included stakeholders' survey, panel discussions and lesson observations. A full feedback report will be prepared by the English Department to address the findings and recommendations made by QSIP team. The school will continue to seek external support in refining and developing the school-based curriculum.

1.4 To maximize human and capital resources to improve learning and teaching practices

After reviewing the availability of the human and capital resources of the school, it was agreed in the SMT that two class teachers would be assigned to each JC 5 class in the school year 2018-2019. However, in view of the existing and the foreseeable manpower resources of the school, it was agreed that the two class teachers' arrangement to JC 6 classes would be reviewed pending the availability of resources for implementation.

With extra funding from the EDB in lowering the teacher-student ratio, two additional teachers were employed to assist the Heads of English and Chinese Departments in developing and reviewing existing teaching materials. Several e-learning modules in English language have been developed and piloted by panel members. The feedback was positive. In addition, the J.C. 1 PTH curriculum has been revised and implemented. The school-based teaching materials were reviewed and refined. It is expected that the learning and teaching practices will be improved with additional manpower.

2. Enhance the Quality of Learning and Teaching

2.1 – 2.2 Enhance quality capability for e-learning and/or m-learning

The performance of our Wi-Fi has been satisfactory. Personal computers for students in the computer rooms were upgraded and the peripheral IT related facilities had been maintained and monitored. With the purchase of additional 42 tablets, the expansion of the use of m-learning and e-learning in J.C. 4 to 6 classes was carried out satisfactorily. Hardware and infra-structure would be monitored for the need of further upgrading and enhancement.

Action plans were formulated in all core subject departments to enhance e-learning and m-learning. Implementation was carried out and monitored. The teaching plans were reviewed in evaluation meetings. Teachers would fine-tune them and keep them as teaching resources.

A training workshop for teachers on the use of Office 365 was organised again to facilitate teacher collaboration in sharing resources, student information and administrative information. The majority of our staff had acquired the basic skills required and many of them started sharing resources and documents through Office 365. It is expected that our staff can explore other uses of the Office 365 in providing learning opportunities for our students through the e-platform.

The curriculum of Computer Literacy for J. C. 2 to 6 was reviewed. Apart from using App Inventor to develop the logical thinking skills of our boys in the J. C. 6, mBot was introduced in J. C. 2 and both mBot and Scratch were also introduced into our J. C. 5 curriculum to develop their basic coding knowledge. About 80-90% of students performed satisfactorily in their assessments. It is expected that a comprehensive coding education would be developed and implemented from J.C. 2 to 6 in the coming year.

Learning activities were also designed and conducted with the use of mobile devices in English, Mathematics and General Studies lessons in different levels. Students were engaged in the class activities and their motivation in learning was enhanced. Departments would continue to explore the possibility of extending the use of the mobile devices across different topics in the coming year.

To facilitate the use of mobile technology and online applications in learning and teaching beyond and/or within classrooms, 20 iPads and 20 Samsung tablets were purchased. This enabled each student in a class to use a tablet while working on learning tasks through the use of different kinds of software or online applications during a lesson time slot. However, when teachers from a few classes plan to carry out learning tasks with e-devices simultaneously, more iPads or other tablets will need to be purchased. We will seek approval from the School Council for the procurement of additional tablets during the coming year.

2.3 Develop STEM/STEAM education

A STEM/STEAM education workshop was conducted by Educational Publishing House, our textbook publisher, for general studies teachers to strengthen their skills on use of mobile devices in teaching and learning. As the applications and software introduced were tailor-made for our present textbook topics, those applications and teaching resources were deemed useful among the teachers. They will incorporate the applications for teaching and learning in relevant topics throughout the coming year.

Action plans were carried out for the development of STEM/STEAM education. STEM/STEAM elements were incorporated in learning through discovery and experiential approaches for J. C. 4 to 6 students. Most students were able to put their learnt knowledge from general studies, mathematics, computer literacy, languages and visual arts lessons in practice, solving daily life problems such as designing a tool to measure weight. Implementation plans were reviewed in evaluation meetings and fine-tuned for improvements. Panel chairs of mathematics, general studies and computer literacy will work closely together to align the progress of the curricula so that students will be further equipped with the required skills and knowledge before they work on practical learning tasks devised by teachers.

2.4 Strengthen discovery and experiential learning

The use of discovery and experiential approaches was extended in J. C. 4 to 6 in English, mathematics and general studies. Lesson modules were co-planned, implemented and evaluated by teachers. Students' learning interest was ignited, and their potential was stretched. Teachers' collaboration and cooperation were fruitful as well. Exemplar lessons were shared in staff development sessions and the lesson modules will be fine-tuned and redeveloped as school-based teaching resources to suit our student needs.

2.5 Enhance quality and capabilities for students' skills of organisation and note-taking

Talks on "Ways to Engage Students in Self-directed Learning" and "Self-directed Learning - Transition between the Primary and the Secondary Schools" and "Strategies to develop students' skills in organisation and note-taking" were given by the QSIP team from the Chinese University of Hong Kong. Higher order thinking strategies like mind-mapping, classification of similar ideas, comparison of different ideas and some note-taking strategies were revisited or introduced to teachers. According to the survey on teachers' comment about the talks, over 90% of teachers agreed that the strategies reviewed or introduced were useful in enhancing the development of students' skills of organisation and note-taking, and hence strengthening students' motivation to self-directed learning.

Subject departments had devised development plans to enhance quality and capabilities for students' skills of organisation and note-taking. Basic note-taking skills such as underlining and table filling, and advanced skills such as summary writing and the use of classification tables, were taught and demonstrated. Most students had acquired the skills and were able to make their own learning notes with appropriate organisation. Department heads will work collaboratively on further enhancement of developing students' note-taking and organisation skills.

2.6 Cater for learner diversity

The split class arrangement has been in use in J. C. 4 to 6 Chinese and mathematics lessons for 5 years. This not only reduced the teacher-student ratio and enhanced class interactions, but it also allowed teachers to reinforce or expand students' potential through employing different teaching strategies and learning tasks. Though review and evaluations showed that only a few students made improvement in their examination performance, most of the students' learning attitude and confidence had improved. About 70-80% of J. C. 4 to 6 students agreed that the arrangement was beneficial for their learning as they found it easier for teachers to help with their problems and they were more courageous to ask and answer questions. Over 90% of parents were satisfied with the arrangement as they could see their boys' progress and improvement in learning attitude.

The current arrangement will be monitored and reviewed. With the expansion of classes from 21 to 22 in the coming year, the number of classrooms may not be adequate for carrying out the existing split class arrangement for the Chinese and mathematics lessons in J. C. 4. The feasibility of arranging timetabled blocks of lessons and streaming arrangements that suit students' learning needs in Chinese and mathematics will be explored.

3. Strengthen the students' sense of belonging to the school, sense of love and care towards the country, and effectively nurturing potential leaders

3.1 To strengthen students' sense of belonging to the school

From the data collected from APASO, our boys love the school and enjoy school life. This year our boys actively participated in the "Interplanetary Travel Scheme", a whole-school programme to encourage good attitude and behaviour. From teachers' and parents' observations, most of them managed to uphold the tenets of the scheme and improvement was made in their behaviour.

Under the scheme, the students started thinking about the attributes of St. Paul's boys and it is expected that the spirit of brotherhood evident among the boys will be fostered and enhanced as they apply these attributes in their lives.

3.2 Strengthen students' sense of responsibility at home, in school, in the community, in their own country, and in the world

The third cycle of the whole school guidance programme Phase 4 – 'Love our Country' was enacted by carrying out a series of activities, such as competitions, excursions, talks, etc., during morning assemblies, class lessons, after school and during holidays. Students shared with others what they have learnt about our country through the activities. When preparing for 'the Chinese person I appreciate most' writing competition, they read lots of materials about famous Chinese people. In their writing, quite a number of them stated that when they grow up, they are willing to shoulder the responsibility to serve the community. It is expected that they will serve whole-heartedly in the school and at home.

This was our tenth year of organising the experiential learning – "Paul's Action" for our JC 5 students. 77 boys, 3 parents and 5 teachers participated in this 3-day, 2-night programme. Students enjoyed doing farm work and learnt about the hardships of extremely poor peasants through interviewing them. During their stay in the peasants' houses, they behaved well and responded seriously to self-reflection about their encounters. It is expected that they will treasure what they own and be more independent.

3.3 To boost the morale of prefects and maintain high standards among all prefects

The structure of the prefect team was reviewed, and a Prefect Captain post was introduced on a trial basis. The role of each functional post was clearly defined and explained to all prefects.

Regular meetings and a training campus were organised to equip them with the necessary skills to perform their duties and develop their leadership skills. Feedback from boys was uniformly positive.

An evaluation of the performance of the existing prefects and a recruitment of potential prefects were done half-yearly. This allowed teachers to assist those who had difficulties when performing their duties and to recruit students who had demonstrated progress in their leadership and responsibility in taking up assigned tasks to serve the school. It is expected that prefects can be more confident in carrying out their duties and be more alert to offer help to students in need.

4. Discover, develop and stretch the potential of the students in non-academic co-curricular and extra-curricular areas

4.1 Identify students' potential through a range of activities

Different learning activities, e.g. excursions, talks, drama, etc. were arranged within the timetable, after school and on Saturday mornings. Extended programmes with the STEM elements, e.g. robot soccer and balloon powered car, were introduced as the post examination activities. Students had ample opportunities to discover, develop and stretch their potential according to their interests and talents.

An hour was reserved in the time-table on Friday afternoons for the co-curricular activities and teams training. The response from boys and parents was overwhelming.

Two global classrooms learning activities were organised. Thirty students from J.C. 4 & 5 had taken part in a 13-day English language immersion programme which was held at the Tonbridge School campus in the United Kingdom in July. In addition, four school team members also participated in the table-tennis training tour in Seoul.

Apart from achieving the designated objectives of each programme, our students had the opportunities to develop their social skills (communication skills), life skills (resilience and stress management) and self-management skills (time, money and emotional management).

We will continue look for opportunities in providing a rich array of co-curricular learning programmes for our students as we believe that this helps to broaden their horizons.

4.2 Develop team spirit and emphasise respect for one another

Positive values education in relation to respect for one another was integrated into the assembly programmes.

Students with specific talents in sports, music, mathematics, science, debate and drama, etc. were identified. Corresponding school teams and groups will continue be organised to provide students with opportunities for them to shine.

A cheering practice after each P. E. lesson and school team training was introduced this year. We will continue this practice as it was well received by most of our students.

Team spirit, a sense of belonging to the SPCPS community, and respect for others including teammates and opponents, were cultivated and fostered through these measures.

The school will explore other means to foster team spirit, such as organising a team building camp and providing team uniform for all school team members in the coming year.

4.3 Strengthen the students' sense of responsibility in protecting the environment

The "Green School Policy" was reviewed, refined and made known to teachers and students.

The inter-class competition in classroom cleanliness was held bi-monthly throughout the year. The boys were serious and keen on winning the trophy for their classes.

Various excursions and activities related to environmental protection were arranged. The responses were uniformly positive and overwhelming.

Apart from the garden corner, we have several eco-bikes set on the first and fifth floors. The energy generated will be stored in the battery packs for the use of small electronic devices in the computer rooms.

An implementation plan in instilling the green lifestyle in students and staff will be formulated in the coming year. We will continue to explore more green facilities into school in order to promote the sense of going green.

C. Our Learning and Teaching

1. Curriculum Development

Building on the core curriculum of Key Stages One and Two, we engaged students in more experiential and discovery learning this year. With the use of higher order thinking strategies students have been learning these few years, mobile devices and electronic platforms, our boys were more active in extended learning activities and training programmes devised by teachers. Teaching and learning interactions were enriched to a degree that students gained not only competency but a sense of confidence.

To accommodate students' differentiated learning needs, we maintained the practice of differentiated teaching in various subjects. Teachers worked collaboratively together in lesson planning and lesson studies. In order to promote self-regulated learning, lesson preparations and note-taking strategies were promoted. STEM in education in J. C. 4 to 6 continued to be an important element for equipping our students to embrace the challenges that accompany rapid economic, scientific and technological developments in the future.

Throughout the year, our Curriculum Mistress, together with the Head of departments of four core subjects, carried out lesson observations, with the purpose of making our learning and teaching more effective. We will continue to review and evaluate our practices so that students will learn and be equipped more effectively.

In order to further enhance students' Putonghua ability, our Putonghua Department has compiled the 'J. C. 1 Putonghua School-based Curriculum'. The curriculum focuses on the training of students' Putonghua initials and vowels. We hope with practice in reading and writing, students will continue to master the skill of Putonghua pinyin and connect with language learning in the future.

All Chinese lessons are taught in Putonghua from J. C. 4 to 6 in order to give students more opportunities to learn and use the language. The School has regularly reviewed the policy and monitor the students' performance both in daily lessons and assessments. Since the implementation of the policy, students have been able to use Putonghua to communicate with people confidently both inside and outside the classroom.

With a view to preparing students for Putonghua usage, our Chinese Department has modified and compiled preparatory courses, listening exercises and reading comprehension exercises into booklets. The pre-lesson workbook is compiled based on the students' learning texts to cultivate students' habits of pre-class study; the reading comprehension exercise book adds diversified and reflective topics to enhance students' understanding and thinking skills.

Seeking a broad and inclusive knowledge base, we provided varied learning experiences in General Studies, this year our school took part in the Biotechnology Mobile Laboratory Programme. Students conducted remarkable scientific experiments inside a mobile laboratory. Through an assortment of experiments, students learnt about DNA and the composition of germs. The programme served to ignite students' interest in discovering the foundations of biology. To further promote STEM education, numerous parts and gizmos were adjoined to the General Studies Room to equip students with STEM skills through hands-on experience. As a result, students were able to exhibit their creativity and conduct experiments that interested them.

Besides, our students actively participated in a number of competitions and obtained outstanding results. Students took part in the 'Odyssey of the Mind' competition for the first time and attained first prize in Hong Kong. In May, they represented Hong Kong to compete in the United States against other winning teams from around the world. Our Debate Team took part in the Debate Competition organised by Viu TV and received the third prize. Continuing with the same intrepid spirit, our boys competed in the Hong Kong Specimen Drawing Competition organised by the Royal Society of Biology and The University of Hong Kong and attained positive results. Last summer, two of our J. C. 6 students represented Hong Kong and took home second prize in the 'Global Natural History Day' Competition (Secondary Group).

The Music Department is dedicated to exploring and cultivating students' interests and potential in vocal music, choral music and musical instruments. Our students actively participated in different types of music competitions and achieved remarkable results. At the beginning of last year's summer vacation, the Primary School and the College cooperatively organised the '165th Anniversary Summer Music Tour' to the United Kingdom and Ireland to allow students to step out of the classroom and broaden their horizons. In late April, the Music Department held the second annual 'Music Showcase 2018' concert. The outstanding performance won the praise of parents and guest alike.

Our school places great emphasis on Christian ethics, which are the foci of the religious education curriculum. Besides learning Bible stories and words from the Lord, our students learnt to serve the needy and contributed to ticket sales of charity events sponsored by St. John's Cathedral and the Hong Kong SKH Welfare Council. Some of our boys were designated to be Lay readers, hymn leaders and altar servers and trained to serve in assemblies and festive services. We strive to equip our boys to apply teachings from the School and to serve schoolmates, the School and our society. The Headmaster, some teachers and students joined Educational Sunday Services at St. Stephen's Church, St. Timothy's Church and the Evensong at St. John's Cathedral. God's messages are always our strength and our soul replenishment, which empowers us to serve our students and communities.

The Visual Arts Department aims to arouse students' interest in the subject by arranging discovery-learning activities for different levels, such as the kite-making workshops for families of J. C. 1 and 2 boys and glassblowing workshops for J. C. 3 to 6 boys.

To further stay abreast of developments in STEM, more coding components were incorporated into the Computer Literacy curriculum to develop students' mathematical competencies and logic skills.

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

2. Outreach Programmes

In addition to the mainstream curriculum, the outreach programme has been an integral part of school life. With the theme of 'Healthy Living', we invited various agencies to hold a series of learning activities related to personal health, environmental protection, food hygiene, and more. The programmes have educated our students on how to establish a healthy way of living. These outreach programmes consisted of talks, camps, study tours, educational visits and extra-curricular activities. Our students proudly participated in the following programmes: the Senior and Junior Choirs; Instrumental Groups; Sports Teams; Choral Speaking Teams; the Mathematics Challenge Group; Science Workshop; Go Team; Christian Fellowship; Chinese Calligraphy Group; Fencing Team; Campus TV Crew; as well as the Service Groups (CYC, Cub Scouts, Road Safety Patrol). These programmes enabled the boys to learn life skills through activities and hands-on tasks within a 'book-free curriculum'.

We have endeavoured to develop our boys' multiple intelligences, by including co-curricular activities in our timetable. We have implemented the 'Self-enhanced Programmes' for the elite students within subjects as well as for students interested learning disciplines such as: science; basketball; table tennis; volleyball; voice training; recorder; Chinese drum; Putonghua drama and creative arts. With an eye towards the future, the Debate team was added into this year's programme. The feedback from the participating students was particularly positive.

We believe that an authentic language context is conducive to one's learning. During recesses, language teachers held a variety of Putonghua and English activities for our boys. These activities offered students a chance to sharpen their language skills in a non-traditional environment. Our school also encouraged students to exercise regularly. Various physical activities were offered to students to take part in during recess including basketball, football, table tennis, eco-bike and rock-climbing.

The School have made good use of the Chinese Culture Room and arranged exciting activities for students. This year, each third recesses on Mondays, the Culture Room conducted cultural

programmes for students to appreciate such as ‘The Journey to the West’ broadcast. This year’s broadcast has aroused enthusiastic responses from students. At the third recesses on Fridays, the Culture Room conducted even more Putonghua activities. Students learn Chinese chess skills while chatting in Putonghua and enjoyed themselves in a harmonious atmosphere.

The English Ambassadors also hosted games and encouraged their fellow students to speak as much English as possible. J. C. 1 and 2 students were refreshed and recharged through fun and engaging movement-based English learning activities. J. C. 3 and 4 students spent time to compete in language apps developed for children with the use of tablets. More than ten J. C. 4 to 6 boys met every Wednesday after school for the drama training programme. Through much selfless work and team effort, our English Drama Club members were involved in the school performance organised by the Hong Kong School Drama Festival and obtained several awards. Another ten J. C. 4 to 6 boys met every Thursday after school for our newly-formed English Debate Team. They attended workshops and engaged in several friendly matches with other schools thus gaining valuable experience. In mid-July, thirty boys from J. C. 4 and 5 will join the English Language Tour in the UK for 14 days with six teachers. The tour aims to polish up their language skills and broaden their horizons.

The Mathematics Department continued a self-learning imitative called ‘Mathematics Corner’ that promotes numerological knowledge and students’ curiosity. Our Mathematics teachers have also set up a Mathematics Room for J. C. 3 and 4 students who desired to learn the subject through fun-filled activities.

Through various sports activities, the Physical Education Department cultivates students’ interest in sports, discovers their potential, and provides opportunities for students to develop the best of their abilities. This year, for the first time our school football team and the St. Paul College football team joint organised a football training programme in Osaka, Japan. This allowed students to step out of the classroom and broaden their horizons. Through the ‘Self-enhanced Programmes’, students who had a keen interest in sports and were willing to continuously improve themselves were given continuous and systematic training.

Students and parents continued to show enthusiastic involvement in the annual Swimming Gala and Sports Day. Nearly 800 parents and students participated in the annual ‘Parent-student Fun Run’ organised at the end of Sports Day each year. In terms of inter-school competitions, students performed very well in various competitions and achieved excellent results. Apart from winning the championship of table tennis competitions for the first time in the school district, they also broke the district records of two track and field competitions. Furthermore, for more than ten consecutive years, our school has been awarded the Silver Award for the ‘Hong Kong Primary School Sports Award Scheme’.

After a busy period of final exams, a series of stimulating learning activities were arranged for the students of the school: including STEM activities, cultural and artistic performances, sports activities, singing contests, storytelling competitions, trivia competitions and co-curricular activities sharing sessions. These activities from different domains inspired students to reach their potentials and allowed students to develop their multiple intelligence. The activities also make for a more dynamic and fun-filling school life.

3. Discipline and Student Guidance

The Hong Kong Federation of Youth Groups has provided guidance and counselling services for our boys for the twelfth year. Our Student Guidance Counsellor organised seminars for teachers and parents on problems they encountered. The seminars were well received. After the seminars, follow-up service was rendered to individual parents according to their needs. To lend support in catering for learner diversity, we worked hand-in-hand with ENT Laser Hearing & Speech Therapy Centre to provide speech training, as well as with the Hong Kong Federation of Youth Groups to run the ‘Understanding Adolescent Project’, and HK EP Services Centre Ltd to conduct assessments and activities. Homework and assessment policies are reviewed each year to ensure that boys with special needs are well accommodated.

This year the third cycle of our whole school guidance approach, ‘Love Our Country’, commenced. The Discipline and Guidance team implemented a series of activities to strengthen our boys in serving their own families, the School and the community. Activities such as ‘Chinese Opera Mask Painting’ and ‘The Person I Appreciate Most Chinese Writing Competition’ aimed to motivate our boys to get to know and care for our home country and to become good citizens when they grow up.

4. Service

In late March, seventy-seven boys (Paul’s Ambassadors), three parent volunteers and six staff members from the College and the Primary School went on a learning trip – Paul’s Action – to Qing Yuan, China. This year, we also invited eleven Form 4 students, who are our Primary School graduates, from the College to join us. Six social workers from YWCA helped organise the trip. We visited Liannan this year and stayed in village homes. We made friends with the children there, had lessons and played games with them. We made a donation to buy the school a television and a photocopier. We also donated stationery and awarded scholarships to fifty-seven outstanding students in their school. Our ambassadors visited the impoverished families and gave them rice and cooking oil as gifts. It is our hope that the Paul’s Ambassadors may learn to lead a more meaningful life through sharing and serving those in need.

In late April, St. Paul’s College Alumni Association collaborated with the Christian Ministry to Visually Impaired Persons in organising an event named ‘Charity Sports Carnival 2018’ on our school campus. In addition to the array of sports activities organised, there were numerous

game booths and food booths designed to integrate the visually impaired and unimpaired. Nearly 300 people participated in the event and about HK\$200,000 was raised.

As in previous years, our boys were encouraged to serve the community and to show love and care to those who are less fortunate around us. By engaging in diverse activities such as the ‘Community Chest’ Dress Casual Day; flag days; flower sales and collecting ‘Lai See’ for the poor, our students were granted a deeper understanding of the need of our community and how they may address those needs in practical ways. In December, the Student Volunteer Group organised an inclusive programme for the elderly from The Salvation Army - Wah Fu Centre for Senior Citizens, who enjoyed a blissful afternoon with our boys at our school. In March, they visited the Hong Kong and Macau Lutheran Church Wai Kei Hostel in Ap Lei Chau and delivered a magic show and musical performances for the elderly. The 2017-2018 academic year was also the eleventh consecutive year which the School received the ‘Gold Award’ from the Social Welfare Department. The boys and their parents did a total of 10,919 hours of community service.

5. Development in Information Technology

Our School has taken steps to progressively digitise old student records and other related manuscripts to safeguard and preserve our school’s historical documents. Furthermore, we continued to upgrade our servers and expand our backup storage to optimise the safety of our school’s network against network threats. To promote student sharing, collaboration and self-learning, we provide our students access to Microsoft Office 365 education accounts.

6. Staff Development

In order to stay well informed of the latest developments and trends in education, teachers regularly attend workshops and experience sharing sessions. This year a diverse range of professional development, programmes bolstered our teaching staff’s expertise.

The topics included:

Year of 2017

- | | |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| August | ➤ Self-directed Learning – Transition between the Primary and the Secondary Schools |
| | ➤ Sharing Session on Quality Lesson Teaching |
| September | ➤ Workshop on J. C. 1 Admission Exercise |
| November | ➤ Workshop on Electronic Learning APPS (Music) |
| | ➤ Briefing Session on the ‘Ongoing Renewal of the School Curriculum: Updating of the General Studies for Primary Schools Curriculum Guide’ (P1-P6) (2017) |

- December ➤ Family Therapy – Dealing with Troubling Parenting Styles
- Briefing Session on the Use of e-Class Attendance System
- More about Self-directed Learning

Year of 2018

- January ➤ Sharing on Lesson Implementation (Visual Arts)
- Note-taking in Classrooms and Knowledge Building (Maths)
- Workshop on E-learning (Mobile tablets) Practical Application (General Studies)

- February ➤ Workshop on Speech Therapy
- Use of e-platforms (English)

- March ➤ Workshop on Positive Thinking

- April ➤ Workshop on Teaching Students to Think Creatively (General Studies)

- May ➤ Hong Kong Sheng Kung Hui 20th Anniversary Thanksgiving Eucharist

- June ➤ Post-exam Activities Practicum Workshop

- July ➤ Workshop on Early Identification and Management of Suspected Cases of Child Abuse

7. Donations

We would like to express our utmost gratitude to our J. C. 6 graduates for their donation of two iPad tablets for our school. We are also grateful to the Parent Teacher Association for their donation in sponsoring Paul's Action.

8. Student Performance

Chinese Language

69th Hong Kong Schools Speech Festival

Choral Speaking (Cantonese)

P.1, 2

Second

Solo Verse Speaking (Cantonese)

Ho Luke	First	1D
Lam Ho Kong Cyrus	First	2D
Kong Ling Hey Ernest	First	3A
Wong Ming Chung	First	3A
Lam Hoi Faat	First	5C
Sinn Wang Chun	First	5C
Wong Chun Yin Adrian	First	6C
Leung Yau Kiu Silas	Second	1C
Fan Kin Fung	Second	2A
Cheong Chun Kit	Second	3B
Chang King Yui Derek	Second	5C
Chan Tsz Hei	Third	2B
Chan Clayton	Third	4B
Chim Chad Aristo	Third	6A

Solo Prose Reading (Cantonese)

Kok Chi Nok Damiad	First	2B
Sinn Wang Chun	First	5C
Wong Ming Chung	Third	3A
Chim Chad Aristo	Third	6A

Storytelling (Cantonese)

Kong Ling Hey Ernest	Third	3A
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Solo Verse Speaking (Putonghua)

Hui Chak Him	First	3A
Cheung Kwan To	First	3B
Lam Hoi Faat	First	5C
Chan Yan Kiu Karstyn	Second	1C
Chan Marcus Sum Yin	Second	2C
Chan Yan Ho Karvyn	Second	4C

Tang Long Hei Harvey	Second	5C
Yip Tsz Ho	Second	6C
Zeng Yau Lun Solomon	Third	1B
Lee Cheuk Hin Carson	Third	2C
Lam Ho Kong Cyrus	Third	2D
Leung Yu Hei	Third	3A
Ng Hok Ki	Third	3A
Tsai Shing Him	Third	5A
Fong Ka Lon	Third	6A

Solo Prose Speaking (Putonghua)

Tsai Shing Him	Second	5A
Tam Hay Chun Adrian	Third	4A
Lam Hoi Faat	Third	5C
Kwok Boon Lap	Third	6B

Bible Reading (Cantonese)

Kim Isaiah	Third	6B
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Jockey Club Equal Opportunities Drama Project - School Drama Competitions

Awards for Group Cooperation

Li Sze Chai Isaac	4A
Wong Hon Ming	4A
Ling Ho Sing	4B
Shing Aiden Kin Hei	4B
Leung Siu Kan Aiden	5A
Chan Cheung Ching	5B
Chow Chun Ngo	5B
Wong Ho Kwan	5B
Chan Chi Ho	5C
Sinn Wang Chun	5C
Yip Hon Kwan	5C
Yip Tsz Ho	6C

2018 The 24th Bible Reading Festival

Kim Isaiah	First	6B
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“To Start a Community Involvement in Our City” Speech Contest

Kong Ling Hey Ernest	Second	3A
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Award of Best Popularity

English Language

69th Hong Kong Schools Speech Festival

Solo Verse Speaking

Age 5 to 7

Class 1

Ngai Hei Lok Lucas	First	1A
Yuen Hei Shing	Second	1B

P. 1, 2 Boys

Class 51

Yuen Hei Shing	Third	1B
Chan Yan Kiu Karstyn	Third	1C

Class 52

Ngai Hei Lok Lucas	Second	1A
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P.3 Boys

Class 53

Kong Ling Hey Ernest	First	3A
Chu Shun Kiu	Seond	3A
Lau Tsz Chun	Third	3A

Class 54

Wong Chak Yan	Third	3A
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P.4 Boys

Class 55

Tam Hay Chun Adrian	Second	4A
Li Sze Chai Isaac	Third	4A

Class 56

Hui Sheung Hang	Second	4B
Chan Yan Ho Karvyn	Second	4C

P.5 Boys

Class 57

Mak Wai Nok Enoch	First	5C
Low Lik Hang	Second	5A

Class 58

Wong Nok Hin	Third	5C
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*P.6 Boys**Class 59*

Wong Chun Yin Adrian	Second	6C
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Choi Sai Lok Aidan	Third	6B
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Class 60

Cheng Sze Ming	Second	6B
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*Solo Prose Speaking**Age 5 to 8**Class 140*

Lau Wun Hei	Third	1A
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*P. 1, 2 Boys**Class 167*

Lau Wun Hei	Third	1A
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*P.3, 4 Boys**Class 168*

Yip Shing Chun Jason	Third	4A
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*Choral Speaking**P. 4 to 6 Boys**Class 112*

Third

Hong Kong School Drama Festival 2017-18*Individual*

Cheng Sze Ming	Award for Outstanding Director	6B
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Chan Ming Yan	Award for Outstanding Performer	4C
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Fung Sai Wung Barron	Award for Outstanding Performer	5A
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Group

Award for Outstanding Cooperation

Wong Obrie	4A
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Wong Yee Nok	4A
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Chong Sheung Chi	4B
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Hui Sheung Hang	4B
Chan Ming Yan	4C
Lei Cheuk Hei	4C
Fung Sai Wung Barron	5A
Lam Cheuk Hei Moses	5A
Lau Isaac Hung-Chi	5A
Lau Tsz Fung Hugo	5A
Tam Yuet Ian	5A
Au-Yeung Anton	5B
Chan Andy Ho Yan	5C
Cheng Sze Ming	6B
Kim Isaiah	6B
Tsui Cho Shing Marcus	6C

Mathematics

4th Hong Kong Primary Mathematics Challenge Preliminary

Hong Kong Island

Team

Primary 4 Second

Cheung Long Yin	4A
Chu Chun Heen Ryan	4A
Tam Hay Chun Adrian	4A
Tse Yu Hin Johnson	4A

Individual

Gold Award

Wan Yiu Jing	Liu Tsz Fung
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‘Huaxiabei’ National Mathematics Olympiad Invitation Competition 2018

(Hong Kong Region) First Round

Team

Third

Individual

1st Class Honour

Leung Him Shun	Ho Chun Yin	Chan Yan Kiu Karstyn	Ho Luke
Au Pak Qiu	Chow Yu Wing	Kwong Pak Hei	Law Chun Ka
Kong Ling Hey Ernest	Lee Moses	Lo Ching Ho Jayden	Mok Nathan
	Cheung Chun Kit	Ng Cheuk Him	Tsui Cho Him Nicholas

Tang Ho Him			
Chong Yuk Kwan	Yeung Xing Hei	Cheung Long Yin	Chu Chun Heen Ryan
Tam Hay Chun Adrian	Wan Yui Jing	Wong Hon Ming	Lai Pak Hei
Ng Yau Chun	Lau Tsz Fung Hugo	Lee Pak Hei	Lo Chun Shing
Low Lik Hang	Woo Hiu Chit Issac	Liu Tsz Fung	Mak Wai Nok Enoch
Yeung Shing Hei	Tsui Cho Shing Marcus	Tsui Chun Ho	

25th Hong Kong Primary Schools Mathematics Olympiad

Gold Award

Chan Yan Kiu Karstyn	Au Pak Qiu	Kong Ling Hey Ernest	Chong Yuk Kwan
Wan Yui Jing	Yeung Shing Hei		

2017-2018 Primary Mathematics Elite Competition

1st Class Honour

Wong Yin Fung Gabriel	Lau Tsz Hei Nathan
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‘Huaxiabei’ National Mathematics Olympiad Invitation Competition 2018 (Southern China Region) Second Round

Outstanding Award

Kong Ling Hey Ernest	Chong Yuk Kwan	Lo Chun Shing	Yeung Shing Hei
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1st Class Honour

Leung Him Shun	Ho Chun Yin	Chan Yan Kiu Karstyn	Au Pak Qiu
Law Chun Ka	Lee Moses	Tang Ho Him	Ng Cheuk Him
Chu Chun Heen Ryan	Tam Hay Chun Adrian	Wan Yui Jing	Kan Chung Yin
Lai Pak Hei	Ng Yau Chun	Lee Pak Hei	Low Lik Hang
Mok Chun Daniel	Woo Hiu Chit Issac	Kwan Nok Yin	Liu Tsz Fung
Tsui Cho Shing Marcus	Tsui Chun Ho		

2018 Hong Kong & Macao Mathematical Olympiad Open Contest

“AIMO Open” & “HKMO Open”

Gold Award

Ho Chun Yin	Law Shun Chit	Chan Yan Kiu Karstyn	Keung Ching Yin Chester
Ho Luke	Au Pak Qiu	Chow Yu Wing	Yu Yuen Yat Mavrick
Kong Ling Hey Ernest	Tang Ho Him	Ng Cheuk Him	Chong Yuk Kwan
Lam Di Nam	Chu Chun Heen Ryan	Tam Hay Chun Adrian	Wan Yui Jing
Wong Hon Ming	Kan Chung Yin	Lai Pak Hei	Lau Chun To
Ng Yau Chun	Lo Chun Shing	Low Lik Hang	Kwan Nok Yin
Liu Tsz Fung	Mak Wai Nok Enoch	Yeung Shing Hei	

‘Huaxiabei’ National Mathematics Olympiad Invitation Competition 2018

(China) Final

1st Class Honour

Leung Him Shun	Kong Ling Hey Ernest	Mok Nathan	Tang Ho Him
Ng Cheuk Him	Cheung Long Yin	Chu Chun Heen Ryan	Wan Yui Jing
Lai Pak Hei	Lee Pak Hei	Lo Chun Shing	Low Lik Hang
Mok Chun Daniel	Liu Tsz Fung	Yeung Shing Hei	Tsui Cho Shing Marcus
Tsui Chun Ho			

2018 COMO Cross-strait Olympic Mathematics Invitational Competition

Outstanding Award

Chan Yan Kiu Karstyn	Kong Ling Hey Ernest	Tang Ho Him	Wan Yui Jing
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1st Class Honour

Tam Hay Chun Adrian	Liu Tsz Fung
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The Asia International Mathematical Olympiad Open Contest 2018 Semi-Final

(Primary 3 - 6)

Gold Award

Kong Ling Hey Ernest	Tang Ho Him	Ng Cheuk Him	Chong Yuk Kwan
Chu Chun Heen Ryan	Wan Yui Jing	Wong Hon Ming	Kan Chung Yin
Lo Chun Shing	Low Lik Hang	Mok Chun Daniel	

The Asia International Mathematical Olympiad Open Contest 2018 Final

(Primary 1 - 2)

Gold Award

Chan Yan Kiu Karstyn	Keung Ching Yin Chester	Au Pak Qiu	Wong Tsz On
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General Studies

Global Natural History Day Competition 2017 (2016-2017)

Group

Silver Award

Lam Ho Yin	6A
Chow Thomas	6C

Odyssey of the Mind Hong Kong Regional Tournament 2018

Group

Champion

Chang King Yui Derek	5C
Fan Lok Hin	5C
Ho Roy	5C
Ku Pak Hin	5C
Lam Mark Mang Foon	5C
Mak Wai Nok Enoch	5C
Yip Hon Kwan	5C

2nd ‘Debate Court’ Primary School Debate Competition

Debate Team

Third

Music

The 22nd St. Cecilia International Music Competition 2017

Piano (Grade 5)

Mak Wai Nok Enoch	Champion	5C
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Hong Kong Young Talent Music Competition (Season 6)

Violin (P.1 –2)

Kok Chi Nok Damian	First	2B
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The 10th HK Students Open Music Competition

Piano (Pop)

Wong Obrie	First	4A
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2017 Hong Kong Youth Music Interflow

String Orchestra (Primary)

Senior String Orchestra

Silver Award

The 17th HK Inter Primary School English Folk Song Group Singing Contest

Folk Song Group

The Best English Interpretation Award

Outstanding Performance Award

The 3rd Hong Kong Percussion Competition

Chinese Percussion (Primary)

J.C.1-3 Chinese Drum Class

Bronze Award

J.C.4-6 Chinese Drum Team

Bronze Award

The 70th Hong Kong Schools Music Festival

Primary School Choral Singing – Church Music – Foreign Language (Age 9 or under)

Junior Choir

Second

Primary School Choral Singing – Foreign Language (Senior)

Senior Choir

Third

Primary School Choral Singing – Chinese Language (Age 8 or under)

Junior Choir

Third

Solo Singing – Chinese (Age 10 or under)

Chan Ching Lam Alby

First

5B

Piano (Grade 1)

Kuan Sheung Tang

Third

2A

Piano (Grade 2)

Chan Ka Cheuk

Third

2A

Mak Chun Chung

Third

3A

Piano (Grade 3)

Chau Kun Fung Moses

Third

2A

Piano (Grade 6)

Lo Ka Hei

Second

4B

Tang Long Hei Harvey

Third

5C

Violin (Grade 1)

Chan Chi Hang

Second

1D

<i>Violin (Grade 2)</i>			
Kwok Dik Shun Ayden	Second		2D
<i>Violin (Grade 3)</i>			
Chan Chi Nam Aaron	Third		3A
<i>Violin (Grade 5)</i>			
Kok Chi Nok Damian	First		2B
Tang Long Hei Harvey	First		5C
<i>Double Bass (Junior Primary)</i>			
Yu Kai Chun	Second		5B
<i>Descant Recorder (Age 13 or under)</i>			
Lai Chun Yin	First		5A
Chung Gabriel Foo Ngai	Second		6A
Wong Hau Kin	Second		6B
Chau Vito Dik Hin	Third		6A
<i>Descant Recorder (Age 10 or under)</i>			
Man Ho Lam	Second		4B
Lee Chun Yat	Third		5B
<i>Clarinet Solo (Junior)</i>			
Chan James	Second		5B
Wong Hau Kin	Third		6B
<i>Trumpet Solo (Junior)</i>			
Ho Adrian	Second		5C

Hong Kong Joint School Music Competition 2018

Primary School String - Violin - Solo

Intermediate

Kok Chi Nok Damian	Gold Award		2B
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Senior

Kok Chi Nok Damian	Gold Award		2B
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Primary School Solo

Experiential

Kok Chi Nok Damian	Gold Award		2B
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Hong Kong Children & Youth Piano Contest 2018

Children Category

Kong Ling Hey Ernest	Silver Award	3A
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Young Children Category

Chan Pak Yin Matthew	Silver Award	2A
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The 6th Asia Pacific Outstanding Youth Piano Competition

Children Solo Class

Mak Wai Nok Enoch	Second	5C
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Beethoven Sonata Class

Li Shun Hin Ernest	Second	5B
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Young Professional Class

Li Shun Hin Ernest	Third	5B
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The 11th Hong Kong Teenagers and Children Arts Festival

Children Group B – Solo Singing

Li Shun Hin Ernest	First	5B
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Children Group B – Piano Solo

Li Shun Hin Ernest	Third	5B
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The 14th Deyishuangxin Hong Kong-wide Contest

Children Group B – Piano Solo

Li Shun Hin Ernest	First	5B
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The 5th Macao-Asia Pacific Youth Piano Competition

Beethoven Sonata Class – Hong Kong

Preliminary

Li Shun Hin Ernest	Second	5B
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Final

Li Shun Hin Ernest	Third	5B
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Hong Kong Youth Piano Competition 2017

Chopin Class

Li Shun Hin Ernest	First	5B
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The 22nd Japan PIARA Piano Competition - Hong Kong Region 2018

Grade 5

Ko Heung Fung	First	4C
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2018 HKUA Cup Inter-School Ukelele Festival

Primary School Solo

Choi Ho Yan	Second	2C
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IYACC 4th International Open Piano Competition

Concert Class Grade 2

Yim Chun Ning	First	1D
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Sports

Hong Kong Island West Area Inter-Primary Schools Swimming Competition

50M Back Stroke

Yan Jayden	First	5B
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50M Breast Stroke

Wong Chun Hei	Second	5B
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4 x 50M Freestyle Relay

Boys B Grade

Second

Boys B Grade (Overall)

Second

HKASA Age Group Long Course Swimming Competition 2017-2018

100M Butterfly - Boys - Age 9-10

Wong Chun Hei	First	5B
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HKASA Age Group Short Course Swimming Competition 2017-2018

50M Butterfly - Boys - Age 10 & Under

Wong Chun Hei	Third	5B
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HKASA Age Group Long Course Swimming Competition 2018-2019

100M Breaststroke - Boys - Age 9-10

Wong Chun Hei	Second	5B
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Hong Kong Island West Area Inter-Primary Schools Athletics Competition

60M

Keung Wun Yu	Second	4B
Chan Cheung Ching	Fourth	5B

100M

Law Lok Hei	Fourth	5B
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200M

Chow Chun Ngo	First	5B
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400M

Wong Ki Ching	Fourth	6A
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Long Jump

Yan Jayden	First	5B
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4 x 100M Relay

Boys B Grade

Second

Boys B Grade (Overall)

Second

The 20th All Hong Kong Inter-Area Primary Schools Athletics Competition

Boys B Grade

200M

Chow Chun Ngo	First	5B
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Boys C Grade

4 x 100M Relay

Keung Wun Yu	Fourth	4B
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2017 Southern District Age Group Athletic Meet

4 x 100M Relay Boys

Second

Chan Cheung Ching	5B
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Chow Chun Ngo	5B
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Law Lok Hei	5B
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Yan Jayden	5B
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<i>200M Boys</i>		
Chow Chun Ngo	Third	5B

<i>400M Boys</i>		
Chow Chun Ngo	First	5B

St. Paul's Co-educational College Primary School Sports Day 4 x 100M Invitation Relay
Boys

	Second	
Chan Cheung Ching		5B
Chow Chun Ngo		5B
Law Lok Hei		5B
Yan Jayden		5B

TCAA Young Citizens Athletic Tournament 2017

<i>200M Boys</i>		
Chow Chun Ngo	First	5B

TCAA Young Citizens Athletic Tournament 2018

<i>200M Boys</i>		
Chow Chun Ngo	First	5B

<i>400M Boys</i>		
Chow Chun Ngo	First	5B

Hong Kong Island West Area Inter-Primary Schools Table Tennis Competition

Boys A Grade

Table-Tennis Team		
	First	

Boys B Grade

Table-Tennis Team		
	Third	

All Hong Kong Inter-Primary Schools Fencing Competition 2017-2018

Boys B Grade Foil

Lau Dak Daniel	Second	5B
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Boys B Grade Team Foil

Fencing Team

Second

Asia Fencing College Elite Competition 2017

U12 Boys Foil

Lam Hoi Faat

First

5C

2017 The 4th L.C.Y. Fencing Club International Fencing Tournament

U10 Boys Team Foil

Lam Hoi Faat

Third

5C

i-Fencing Alliance Club Limited Internal Tournament 2017

U12 Boys Foil

Lam Hoi Faat

Third

5C

‘Tomorrow’s Star’ Fencing Competition 2017

U6 Foil - Final

Ngai Hei Lok Lucas

Third

1A

U10 Foil - Final

Leung Siu Kan Aiden

Third

5A

‘Tomorrow’s Star’ Fencing Competition 2018

U7 Foil - 1st Quarter

Ngai Hei Lok Lucas

Third

1A

U7 Foil - 2nd Quarter

Ngai Hei Lok Lucas

Third

1A

Hong Kong Age Group Fencing Tournament 2017

U10 Boys Foil

Leung Siu Kan Aiden

Third

5A

Academy of Fencing (HK) 2017 Fencing Competition

U8 Boys Sabre - 3rd Quarter

Wong Shu Hang Carson

Third

3B

Academy of Fencing (HK) 2018 Fencing Competition*U9 Boys Sabre - 1st Quarter*

Wong Shu Hang Carson	Third	3B
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U12 Boys Foil - 2nd Quarter

Leung Siu Kan Aiden	Second	5A
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U14 Boys Foil - 2nd Quarter

Leung Siu Kan Aiden	Second	5A
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ByJOSS Limited Fencing Competition SAMS 2018*Mixed Single Sabre*

Wong Shu Hang Carson	Third	3B
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2nd Hong Kong Inter-School Rope Skipping Contest (2016-2017)*30s Side Turnaround Speed Race - Junior Primary*

Chan Yat Cho	First	3B
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Lamb Nicholas Edward	First	3B
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Hong Kong Jump Rope Championship 2018*4 x 30s Single Rope Speed Relay*

	First	
Tsang Ho Yin		3C
Lamb Nicholas Edward		4B
Chan Yat Cho		4C
Lee Long Yat		5C

12th Hong Kong International Wushu Competition*Changquan*

Chan Ching Lam Alby	First	5B
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Gunshu

Chan Ching Lam Alby	First	5B
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Nanquan

Chan Ching Lam Alby	First	5B
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2017 Hong Kong Open Wushu Tournament*Xingyiquan*

Chan Ching Lam Alby	Gold Award	5B
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2nd Hong Kong Schools Wushu Tournament 2018

Xingyiquan

Chan Ching Lam Alby	First	5B
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Qiangshu

Chan Ching Lam Alby	First	5B
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A.S. Watson Group Hong Kong Student Sports Awards

Chow Chun Ngo		5B
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Hong Kong Island and Kowloon Region Primary Schools Sports Award

Silver School

Visual Arts

50th Joint School Science Exhibition Primary School Colouring Competition (2016-2017)

Senior Primary

Lee Pak Hei	First	4A
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Ko Heung Wing	Third	6C
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Junior Primary

Cheung King To	First	3C
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Ko Heung Fung	Second	3A
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2017 Ideal Uniform Design Competition

Primary

Chan Tsz Hei	Second	2B
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Lee Pak Hei	Merit	5A
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HKYVA “Voice Dream Traveler” Colouring and Painting Competition

Colouring

Cheung King To	First	4C
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Lee Pak Hei	Third	5A
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“Be Yourself” Drawing Competition 2017 (Asia-Pacific)

Children Category

Chan Chun Yin	First	2D
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Information Technology

Hong Kong Primary Schools Olympiad in Informatics

Chu Chun Heen Ryan	Silver Award	4A
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RoboSTEAM Hong Kong Open 2018

Standard Platform (Senior)

Group

Third

Ng Tsun Ho	6B
Lam Long Hei	6C
Lau Tsz Hei Nathan	6C
Ng Cheuk Hin Bernard	6C
Tsui Chun Ho	6C

2017-2018 Information Technology Challenge Award

Chan Yin Chun	Gold Award	5A
Cheng Yiu Chun	Gold Award	5A
Tam Yuet Ian	Gold Award	5A
Yu Kai Chun	Gold Award	5B
Chan Chi Ho	Gold Award	5C
Yip Hon Kwan	Gold Award	5C

Hong Kong IT Elite Competition 2018

Primary Section

Group

Merit

Best Performance Award

Tam Yuet Ian	5A
Au-Yeung Anton	5B
Lau Dak Daniel	5B

VEX IQ Challenge 2018

World Championship (USA)

Elementary School Division

Wong Chun Yin Adrian	Second (Team)	6C
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Hong Kong Championship*Elementary School Division*

Wong Chun Yin Adrian

Teamwork Champion Award

6C

Gold Award

Think Award

Community Youth Club**‘Greening for the Chest’ Charity Plant Sale***Southern District*

First

‘Greening for the Chest’ Charity Cleaning Fund-raising*Southern District*

Third

‘Greening for the Chest’ Charity Plant Sale*Territory-wide*

Gold Award

The Best CYC Member Award

Chung Gabriel Foo Ngai

6A

Cub Scout**Scout Swimming Competition***Boys Group B**50M Free Style*

Law Lok Hei

Second

5B

50M Breast Stroke

Law Lok Hei

Fourth

5B

Distinguished Group Award 2017

Grasshopper Scout

Cub Scout

The Golden Bauhinia Award 2017

Lau Ethan Ambrose

6C

Hong Kong Island Tai Tam Run 2018

Boys Cub Scout Chief Commissioner

Law Lok Hei	First	5B
Hung Lap Yin	Third	6B

Hong Kong Chief Commissioner's Shield 2018 (Cub Scout Sectional Competition)

Team Wit

	First	
Yu Chi Lam		4C
Au-Yeung Anton		5B
Wong Ming Tak		5B
Yip Hon Kwan		5C
Cheng King Yau Ian		6A
Lam Varian		6A
Chan Kin Ting		6B
Chan Leong Heng Jayden		6C
Lau Ethan Ambrose		6C
Yu Chung Yau		6C

Hong Kong Island Western District Cub Scout Skills Contest Chief Commissioner 2018

Group

	Second	
Au-Yeung Anton		5B
Chan Kin Ting		6B
Chan Leong Heng Jayden		6C
Lau Ethan Ambrose		6C
Yu Chung Yau		6C

Hong Kong Island Western District Grasshopper Scout Commissioner Cup 2018

Group

	First	
Lee Alden		2A
Li Andra Shing Cheung		2A
Au-Yeung Nicholas		2B
Cheung Kyle Ka-Hay		2B
Chow Chun Lok		2B
Wong Chun Him Miles		2C

Library

Children Story Telling Competition 2017 (2016-2017)

Junior Primary

Kong Ling Hey Ernest	First	2A
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15th Primary School Reading Billboard ‘Bookmarks for the Bookworms’ Design Competition

Senior Primary

Tang Wing Chit	Second	5B
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Parent-Child

Chan Chak Hin Bosco	Merit	2C
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15th Primary School Reading Billboard ‘Book Report’ Competition

Junior Primary

Wong Hei Long	Second	2D
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Ng Hoi Fung	Merit	1B
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9. Community Service

1. CYC
 - Cleaning for the Community Fundraising
 - Flower Sale for Charity
2. Voluntary Service Group Caring Visit
 - Hong Kong and Macau Lutheran Church Wai Kei Hostel
3. Whole School
 - Flag sale for “The Hong Kong Society for the Aged”
 - Dress Casual Day for The Community Chest of Hong Kong
 - Sale of Raffle Tickets for St. Michaelmas Fair of St. John’s Cathedral
 - Contributed in
 1. “Cross-generation Relationship and Thanksgiving Message Activities”
 - a. Love through the Lens - Family Photo Taking
 - b. Poon Choi Feast
 2. “Happy Birthday to You” Cake Donation Scheme organised by HKSKH Tung Chung Integrated Services
 - Sale of Raffle Tickets for Scout Association of Hong Kong
 - Red Packet Donation
 - a. Guang Dong Province Remote Area Education Fund
 - b. World Vision Hong Kong
 - A learning trip – Paul’s Action – Qing Yuan, China,

D. Financial Summary

ST. PAUL'S COLLEGE PRIMARY SCHOOL FINANCIAL SUMMARY ~ 2016-2017

	Government Funds	Non-Government Funds
INCOME		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	64.54%	N.A.
School Fees	N.A.	34.52%
Donations, if any	N.A.	0%
Other Income, if any	0.06%	0.88%
Total	64.60%	35.40%
EXPENDITURE		
Staff Remuneration	68.20%	
Operational Expenses (including those for Learning and Teaching)	18.20%	
Fee Remission / Scholarship (~)	4.78%	
Repairs and Maintenance	1.62%	
Depreciation	7.20%	
Miscellaneous	0	
Total	100%	
Surplus/Deficit for the School Year [#]	0.36 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year [#]	10.56 months of the annual expenditure*	
[#] in terms of equivalent months of annual overall expenditure		

(~) The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

☒ It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements.

* Excluding 6.11 months of NBV of Additional School Building.

Report on Use of Capacity Enhancement Grant in 2017/2018 School Year

Name of School : St. Paul's College Primary School

Means by which teachers have been consulted : at staff meetings

No. of operating classes (Excluding IRTPs, if any) : 20

Task Area	Major Area(s) of Concern	Strategies / Tasks	Benefits Anticipated	Time Scale	Resources Required	Evaluation of Effectiveness (by survey)	Follow up / Suggestion
Curriculum development	To relieve teachers' workload in organising the co-curricular activities so that they can concentrate on developing effective learning and teaching strategies and materials	Service providers will be invited to organise co-curricular activities for the whole school during the CCA periods on Fridays.	Common free periods to be created for co-planning sessions among teaching partners	From September 2017 onwards for 1 year	HK\$521,523.00	<ul style="list-style-type: none"> ● 94.9% teaching staff agreed that a block of common free time was created for teachers' meetings. ● 94.9% teaching staff agreed that there was better communication among teaching partners. ● 89.7% teaching staff agreed that teaching quality was improved. ● 82.1% teaching staff agreed that some of the teachers' workload/pressure was reduced . 	<p>Since most teachers agreed that co-curricular activities can relieve the workload and teaching quality was improved, it is recommended to continue.</p> <p>It is recommended that the CCA periods in the junior class of the coming year focus on the development of the art, science and foreign language.</p>

Task Area	Major Area(s) of Concern	Strategies / Tasks	Benefits Anticipated	Time Scale	Resources Required	Evaluation of Effectiveness (by survey)	Follow up / Suggestion
Coping with diverse and special learning needs of students	Enhancement of activity programme for self-driven learning	Coaches/trainer will be hired to conduct training sessions/classes in various disciplines, such as sports, music, performing arts, etc	Student autonomy in the selection of activity	From September 2017 onwards for 1 year	HK\$172,974.00	<p>94.8% teaching staff agreed that the students benefited from the training by the specialists .</p> <p>86.5% of students agreed that they actively participated in the enhancement of activity programme.</p> <p>83.6% of students agreed that the enhancement of activity programme will continue to develop their own specialty.</p>	<p>Since different school teams in enhancement of programme have a great performance in various competitions this year(such as table tennis team won the championship in H.K. Island West Inter-Primary School Table Tennis Competition) , it is proved that the programme can develop students' own specialty. It is suggestion that the programme can be extend to more different areas in the future.</p>

Income

Capacity Enhancement Grant 2017/18from EdB : HK\$641,110

Expenditure

1. Activity Programme by YMCA:HK\$521,523.00
2. Self-driven Learning Programme:HK\$172,974.00

Deficit

HK\$53,387.00to be covered by school funds

聖保羅書院小學

在學校推動STEM教育(2016-2018)報告

整體目標

- I. 讓學生建立穩固的知識基礎，提高他們對科學、科技和數學的興趣；加強他們綜合和應用知識與技能的能力；培養他們的創造、協作和解決問題的能力；幫助他們應對未來的挑戰。
- II. 培訓學生的計算思維，在編程的過程中，同時培養學生在日常生活中，能運用到於課堂上學習得到解難邏輯，假決生活所遇到的困難，無論該困難能否以電腦科技解決，也可以合理邏輯處理（不插電運算思維）。
- III. 潛移默化中，讓學生了解設計周期的，包括了解(Requirements)、設計(Design)、製作(Implementation)、修訂(Verification)、維護(Maintenance)。
- IV. 提高學生的探究思維能力。

計劃分三階段進行:

1. 為學校購置實驗用品，開展STEM教育；
2. 舉辦STEM活動，推動親子科研；
3. 參與有關STEM的比賽。

推行項目及成效

- 自2015-2016學年開始，常識科已經舉辦多場校內有關STEM教育的教師專業發展工作坊，科主任亦出席不少校外的STEM講座，以了解如何在校內推行STEM教育。

包括：

1. 常識科的STEM教學(7/1/2016)
2. 小學教師創意工作坊—於學校舉辦STEM活動分享會(22/2/2016)
3. 小學常識科的STEM教育與電子學習(13/4/2016)
4. STEM in Gifted Education(23/5/2016)
5. STEM 工作坊(26/8/2017)
6. STEM Education and e-Learning(13/2/2017)
7. STEM in Life & STEM Anywhere(17/3/2017)
8. 如何行用Gigo進行STEM教育(27/3/2017)
9. STEM專題研習工作坊——兩所學校引入電腦編程的經驗(29/4/2017)
10. 在常識科應用設計循環開展高小STEM教育(29/4/2017)

- 2016-2017年度開始，為配合常識科課題，四至六年級的學生每班都在常識室利用GIGO科學實驗套裝製作不同的機械(例如：交通指示燈、旋轉門、起重機等)進行STEM探究活動。亦配合數學科有關重量的課題。
- 18位CCA科學探究班的學生利用GIGO科學實驗套裝，進行STEM科研活動。例如：提高風力發電的成效、提高環保動力車的速度等。亦配合常識科有關環保及閉合電路的課題，亦配合數學科有關速率的課題。
- 為培養學生對 STEM 的學習興趣、提升創意和解難能力，以及發展學生的創新思維，舉行了名為 **Build a Better World** 「親子科研資助計劃」，資助學生以小組及親子合作模式，利用 STEM 的元素，設計及製作能改善生活的產品。結果有 17 個家庭參與，共收回六件作品，包括：
 1. 簡便污水過濾器
 2. 泥土發電燈
 3. 神奇魔法萬能拐杖(供失明人士使用)
 4. 智能手杖(供失明人士使用)
 5. 跌倒警報器(供長者使用)
 6. 智能全天候老友記系統(供長者使用)
 參與的學生除了在課堂或小息向同學分享其發明品及創作心得之外，並在165周年校慶展覽日中向公眾展示及講解。
- 購置可配合GIGO科學實驗套裝的「機關王比賽模組」參與有關STEM的比賽，例如由青協舉辦的機關王比賽，結果4位六年級的學生獲得優異獎(四強)。
- 電腦科購入了一部 3D 印機，作為課後活動使用。在3D 打印班中，每一個同學都可以多次打印自己創作的作品。3D 打印亦成功為數學科打印了部份的立體及密鋪教材，在周年展覽及日常課堂中使用。每名數學、常識、電腦、美術科的老師，亦已經完成了基本的校內教師培訓，小部份老師或教學助理成功打印出自己創作的製成品。以3D 打印出來的小玩意，作為部份表現良好的學生獎勵，效果良好。但由於打印實在需時，難以大規模納入正規課程。
- 自 2017-2018 學年起，mBot 已經納入小二及小五的電腦課堂。小二同學使用平板電腦學習編寫程式的基本概念，並同時培訓他們的方向感、小手肌、提昇他們對於機械控制的能力，簡單認識動力與速率、速度、時間的關係。小五同學學習編寫複雜的編程概念，加入 operators, loop, device input, output, detection 等 fuzzy logic 概念，編寫出自動化因應環境轉變而自動運行的基本程式。

支出

目標 (推行日期)	推行項目	實際開支 (HK\$)	
2016-2017年起			
為學校購置實驗用品，開展STEM教育	<div>1. 購置GIGO科學實驗套裝，可配合一至六年級常識科開展STEM教育。</div> <div>2. 供CCA科學探究班成員作STEM探究及科研之用。</div>	\$36,155.36	
舉辦STEM活動，推動親子科研	<div>Build a Better World：</div> <div>1. 資助學生以小組及親子合作模式，利用STEM的元素，設計及製作能改善生活的產品。</div> <div>2. 向同學分享經驗，並在165周年校慶展覽日中向公眾展示成果</div>	\$6,180	
參與有關STEM的比賽	參加由青協舉辦的機關王比賽，購置可配合GIGO科學實驗套裝的「機關王比賽模組」	\$3,509.64	
3D 打印機及耗材	<div>購置 3D 打印機：</div> <div>1. 為老師製作教材</div> <div>2. 學生課後活動班，增強對立體創作的認識。</div>	\$11,634	
2017-2018年起			
mBot 機械人	<div>購置mBot 機械人：</div> <div>1. 修改小二及小五原有課程，以mBot 教導小朋友基本機械操作及編輯概念。</div> <div>2. 加入數學原素，了解角度及方向的概念。</div>	\$12,600	
為學校購置電子零件，開展STEM及編程教育	<div>購置：</div> <div>1. Inventor Electronic Kit x 16</div> <div>2. Mechanical parts x 16</div> <div>學生利用電子零件製作切合生活課題又有創意的用品。並能透過自行編寫程式控制各電子組件運作。</div>	\$26,016	
試後活動用品	購置科學實驗用品，讓全校學生於試後活動時段進行STEM探究活動。	\$1,568	
		總額:	\$97,663

展望

➤ 專業培訓：

- i. 在推廣STEM教學的過程中，與現有教學目標結合。並提供更多校內培訓課程，讓校內老師了解各 STEM 器材所能達到的功能，進而可使用現有器材，為課程加入新元素。
- ii. 資助老師及校內的技術支援人員修讀有關STEM教育及編程教育的專業課程(例如：培正專業書院為學校教職員及技術支援人員而設的短期STEM教育支援證書課程)(見附件一)

➤ 編程教育(coding)：

由於現時已購置多部Mbot機械人，為配合常識課各級的STEM探究應活動及編程教育，



培正專業書院 PUI CHING ACADEMY

校址：香港九龍上海街80號華海廣場二十二樓 22/F Ocean Building, 80 Shanghai Street, Kowloon, Hong Kong
網址：http://www.pca.edu.hk 電郵：info@pca.edu.hk 電話：2332 6611 傳真：2332 2144

校長 / STEM 課程老師：

第16屆 (6-7月舉辦)

為學校教職員及技術支援人員而設的 短期 STEM 教育支援證書課程

為協助學校推行 STEM 教育課程，培正專業書院現定期為學校提供技術支援人員的短期 STEM 教育支援課程，旨在裝備校內任職的相關支援人員(包括勞工處展翅青見學員或有興趣進修 STEM 課程之學校職員)，以支援校內推動 STEM 教育課程的需要。學校可建議在校工作的展翅青見學員(電子教學助理或助教)善用勞工處提供申請的最高 \$4,000 元職外培訓津貼以報讀短期 STEM 教育支援課程。
(職外培訓津貼資料: www.yes.labour.gov.hk/vpyt/tc/sch_oti_coursesdetails.htm)

<p>STEM 110 mBot 智能機械車之教學應用</p> <p>日期: A班: 6月28-29日(星期四、五) B班: 7月3-4日(星期二、三) 時間: 2:00 - 5:30pm 費用: \$1,500 (7 小時)</p> <p>課程內容:</p> <ol style="list-style-type: none">1. mBlock 編程與機械人控制2. mBot 智能機械車結構與教學應用3. mBot 智能家居	<p>STEM 210 3D 打印之教學應用</p> <p>日期: A班: 6月25, 27日(星期一、三) B班: 7月3-4日(星期二、三) 時間: 2:00 - 5:30pm 費用: \$1,500 (7 小時)</p> <p>課程內容:</p> <ol style="list-style-type: none">1. 3D 列印技術介紹及模型建造: 掌握空間、立體幾何概念及培養三維創意2. 3D 設計與解離應用: 創意與功能教學方案3. 3D 打印軟硬件操作	<p>STEM 600 Micro:bit 編程速成用</p> <p>日期: A班: 6月28-29日(星期四、五) B班: 7月5-6日(星期四、五) 時間: 1:30 - 5:30pm 費用: \$1,710 (8 小時)</p> <p>課程內容:</p> <ol style="list-style-type: none">1. 基礎編程及動畫製作2. 編程應用: 步計器、密碼訊息、互聯、Python 初階等3. 設計應用: 電子骰子及盒子密碼鎖等4. 智能家居設計應用: 智能文書工具、交通燈系統等
<p>STEM 300 DIY STEM 之科學模型製作</p> <p>日期: A班: 6月25, 27日(星期一、三) B班: 7月5-6日(星期四、五) 時間: 2:00 - 5:30pm 費用: \$1,700 (7 小時, 包材料)</p> <p>課程內容:</p> <ol style="list-style-type: none">1. 介紹和示範 DIY 常用的簡單工具、工藝及材料, 以及如何將廢物利用於模型製作2. 介紹和示範如何於 DIY 模型製作過程中引入 STEM 理論和知識的綜合應用, 以及 STEM 的實用性、趣味性、解離能力、協作能力和創造性等3. 介紹多種有趣的 DIY 科學模型	<p>STEM 320 小學常識科與 DIY STEM 科學模型製作</p> <p>日期: A班: 6月27日(星期三) B班: 7月5日(星期四) 時間: 1:30 - 6:00pm 費用: \$1,200 (4.5 小時, 包材料)</p> <p>課程內容:</p> <ol style="list-style-type: none">1. 就小學常識科中的空氣和水、光和聲音、電、能量轉換、力與物體運動、機械等科學單元, 介紹透過《簡單廉宜的材料和 DIY 設計》, 讓老師可在課堂內示範及教授2. 作品介紹包括太陽光譜、太陽能動力車、音頻量度方法、抽真空泵機器原理實驗等	

如有任何查詢，歡迎與本校職員梁小姐或課程主任伍先生聯絡 (電話 2332 6611)。有意報讀的學員，敬請於開課前一星期於下列報名網頁登記(展翅青見學員請於開課前最少 14 工作天報名，以便向勞工處申請職外培訓津貼)，報名網頁：

<http://www.pca.edu.hk/registration/elss>

上課地點: 培正專業書院



培正專業書院 謹啓
二零一八年五月十六日

加強學校行政管理期終報告

學校製定四個項目，包括「學生拍卡簽到及點名系統」、「小一學位申請網上報名系統」、「家長手機應用程式」和「文件數碼化管理系統」以提升學校的行政管理。截止 2018 年 8 月 31 日，當中三個項目已完成，包括：

1. 學生拍卡簽到及點名系統
2. 小一學位申請網上報名系統
3. 家長手機應用程式

至於「文件數碼化管理系統」，現階段已完成相關軟件及硬件的採購及舊文件的掃描工作；此項目之系統設定及應用培訓工作正在籌劃當中。

有關項目進度表列如下：

項目名稱	預算及實際支出	成效	備註
學生拍卡簽到及點名系統	預算\$35,000 實際總支出 \$77,600	(1) 有關系統已於 2018 年 1 月投入運作，初期學生忘記拍卡比率較高，及到現時 (2018 年 10)，平均每天約 1.5% 學生忘記拍卡，全體學生大致已習慣此項措施。 (2) 此系統已完全取替實物點名簿，學生出席狀況一目了然，清楚準確。 (3) 家長透過手機應用程式得悉學生的抵校時間。	
小一學位申請網上報名系統	預算\$10,000 實際總支出 \$0	使用網上報名，方便家長之外，也節省學校大量人力資源，同時亦減少數據輸入時出錯的機會。	此項目由學校其他經費支付。
家長手機應用程式	預算： \$60,000 實際總支出 \$42,660	2017 年下學期，學校更新內聯網系統，加入家長手機應用程式的功能。現時，全校家長已安裝此應用程式。家長透過應用程式閱覽或查收電子通告、學校行事曆、學生返學狀況、學校最新消息及緊急訊息。	此項目讓學校與家長的聯繫溝通變得快捷、方便，成效顯著。

項目名稱	預算及實際支出	成效	備註
文件數碼化管理系統	預算： \$124,200 (系統+掃描服務) \$45,000 (硬件) 實際總支出 (截至 2018 年 8 月 31 日) \$103,384.15 (系統+掃描服務) \$92,844 (硬件) 合共： \$196,228.15	屆時，現存的學生檔案及學校行政、財務文件將全部數碼化加以保存，以及將數碼存檔方便搜尋。	由於審閱供應商提交之方案及歷史文檔處理需時，項目預算於 2018 年 12 月完成小學部的部份。
總數：	教育局撥款： \$250,000 總實際開支： (截至 2018 年 8 月 31 日) \$316,488.15		

項目的總支出較教育局撥款為高，該數額(\$66,488.15) 由學費補足。