

Endorsed by the SPC Council on 30 Sep 2021

# ST. PAUL'S COLLEGE PRIMARY SCHOOL



## SCHOOL ANNUAL REPORT

2020-2021

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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**

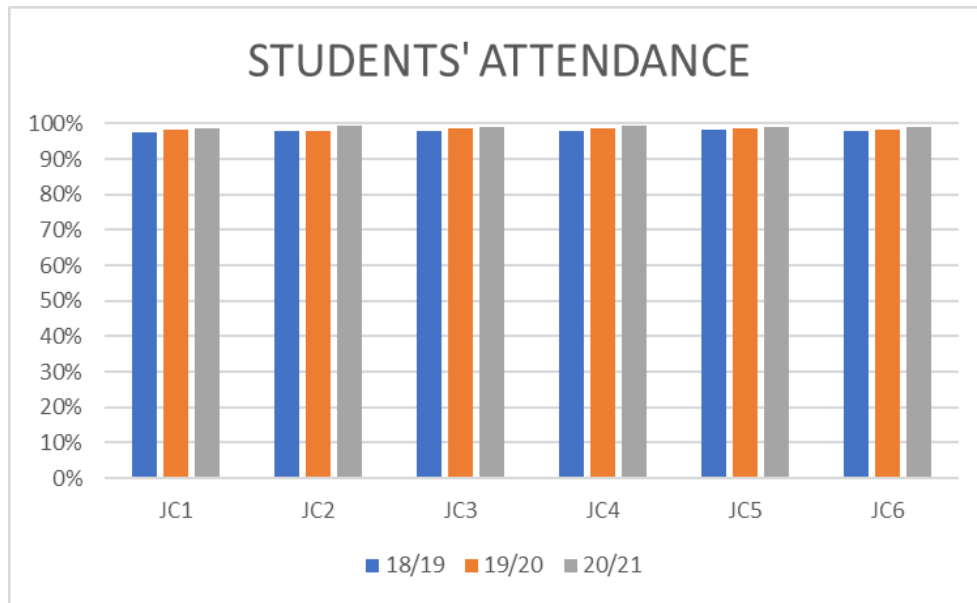
The College Council was established under the St. Paul's College Council Incorporation Ordinance. There are seventeen members this school year.

### **3. Our Student**

#### **Class Structure**

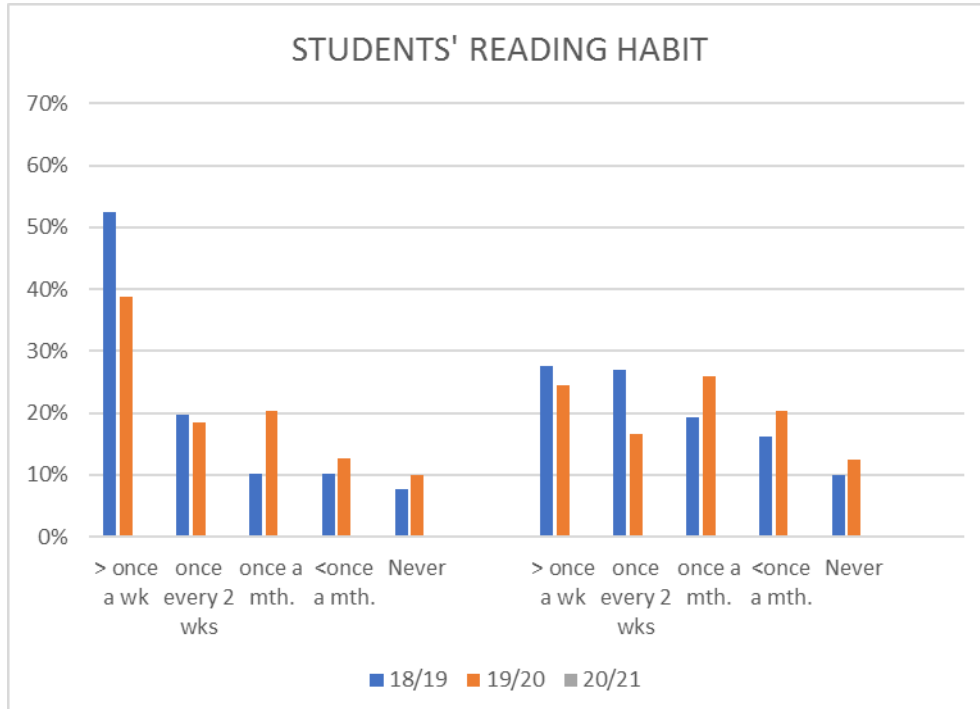
St. Paul's College Primary School is a whole-day primary boys' school affiliated to St. Paul's College, both under the Direct Subsidy Scheme. There were four classes each of Junior Class One to Five and three classes each of Junior Class Six, with a total of 23 classes and a total enrolment of 647 as of September 2020.

## Students' Attendance



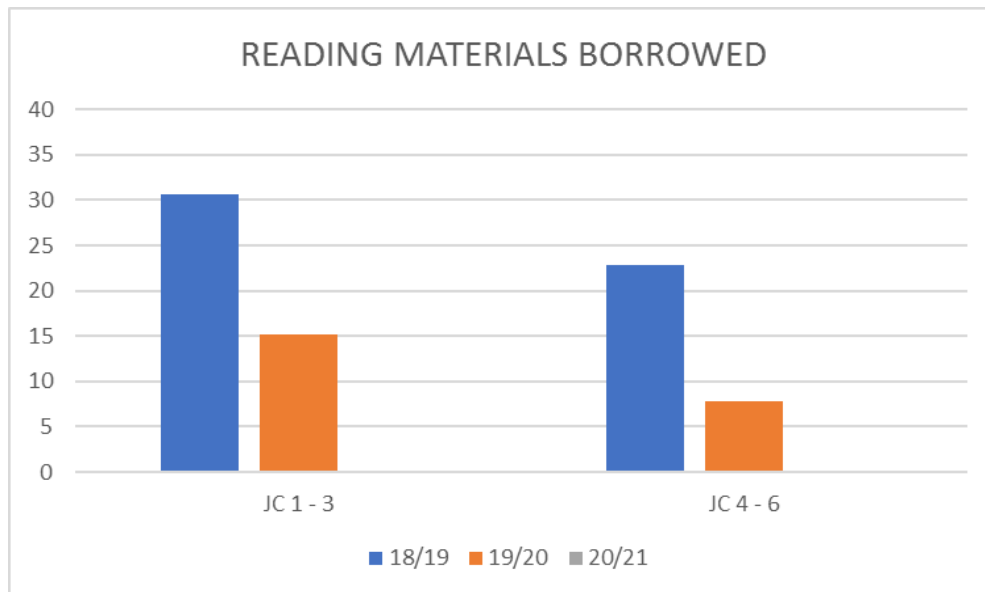
## Students' Reading Habit

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



\*In view of the pandemic, school library was closed.

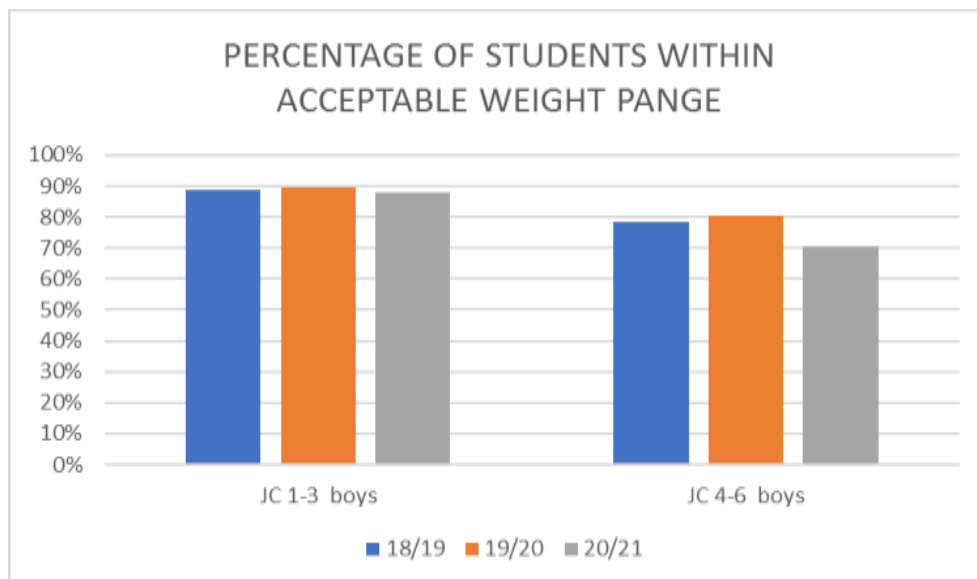
(b) Average Number of Reading Materials Borrowed with in a School Year from the School Library per Student



\*In view of the pandemic, school library was closed.

### Students' physical development

(a) Percentage of Students Within Acceptable Weight Range



#### 4. Our Teachers

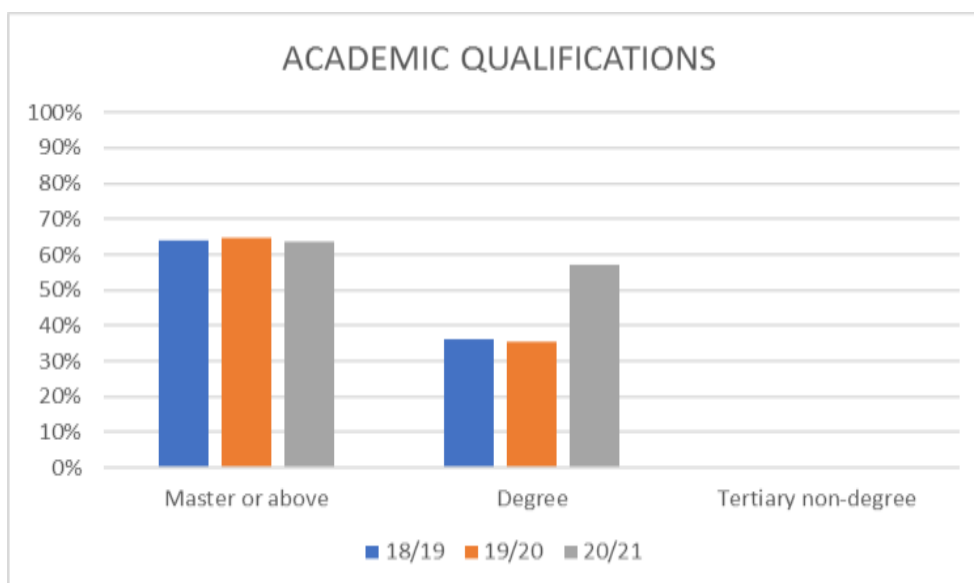
##### Teaching Staff Establishment

	18/19	19/20	20/21
Total no. of teaching staff	50	50	55
No. of teachers in the English Language Department (excluding OET)	14	14	15
No. of Overseas English Teacher	3	3	3
No. of teachers in the Chinese Language Department	18	18	18
No. of Putonghua teachers	13	13	14
No. of teachers in the Mathematics Department	17	16	18

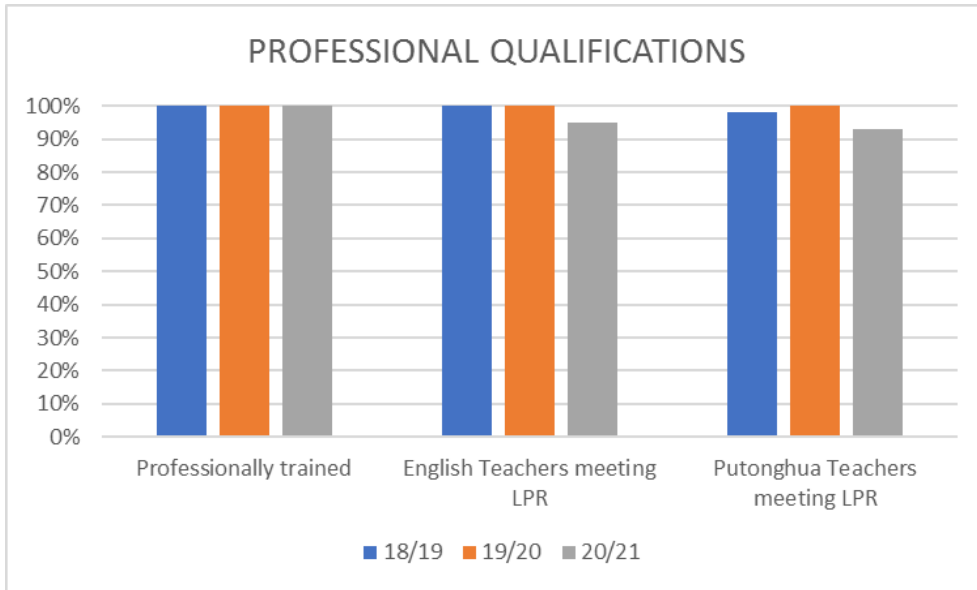
##### Staff

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

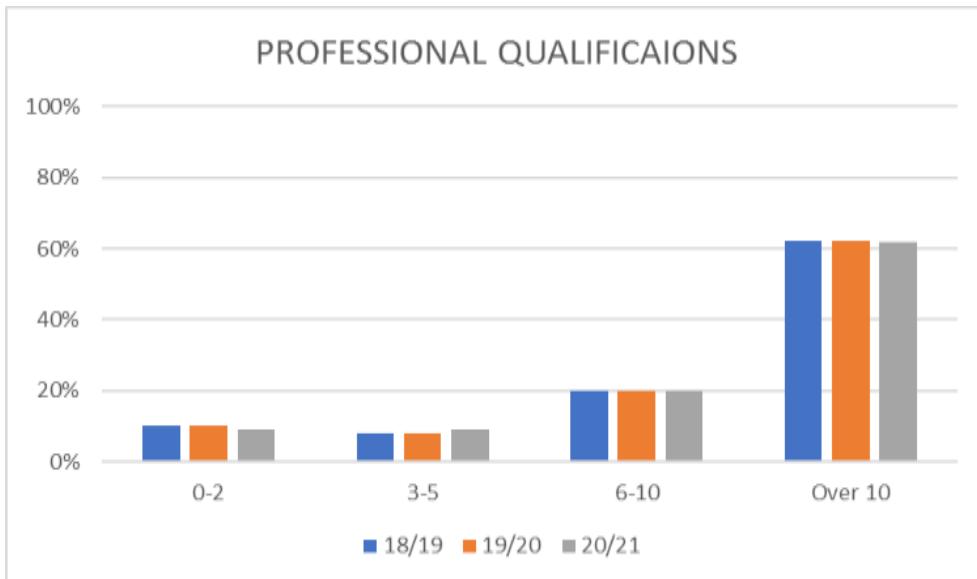
##### Academic Qualifications



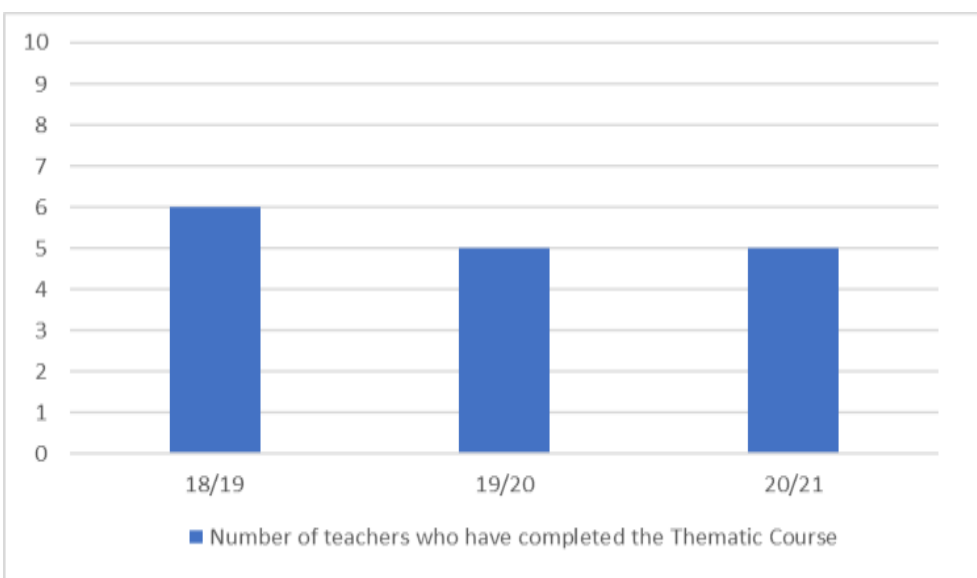
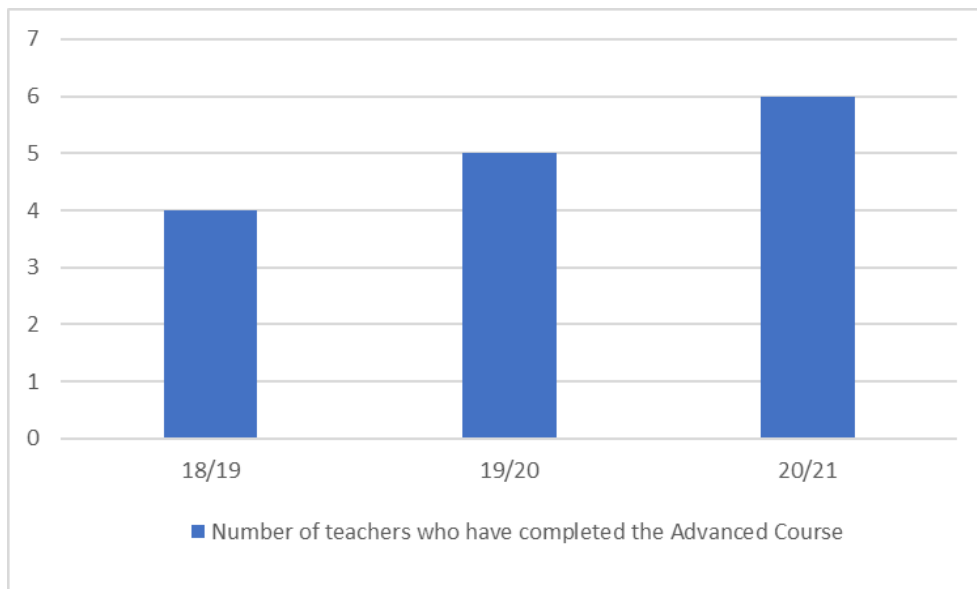
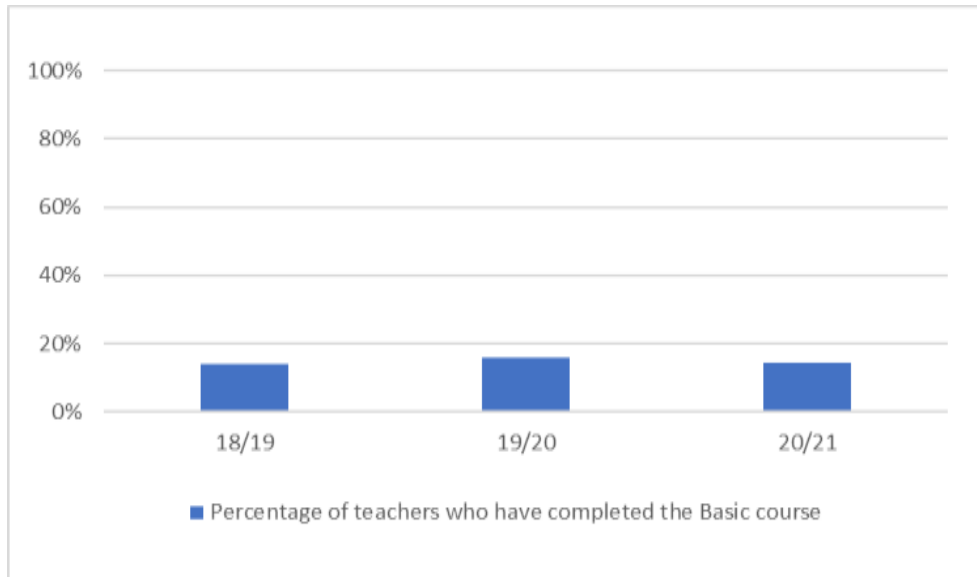
## Professional Qualifications



## Years of Experience



## Professional training on special education needs





## 5. Facilities

<b>Victoria Road Campus</b>	
<b>Room / Venue</b>	<b>Number</b>
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. Nurturing our Paulines with character virtues

#### 1.1 Develop good habits and attitudes with moral attributes (GIVER'S Heart)

##### *Achievements:*

(SAP 1.1.1) The school-based moral education project, which commenced in 2019-2020 School Year, continued to promote various moral attributes. Being the project theme for each level\*, different attributes, including elements of the GIVER's Heart, had been implemented in various subject programmes such as the reading scheme by the Chinese Department, school-based curriculum of the Visual Arts Department and the e-Thank You Card Design Competition by the Religious Education Department. Class teachers conducted activities in both the face-to-face and online class periods on understanding the virtues with real-life scenarios. Our Discipline & Guidance Team members continued to share different materials, such as interview recordings, online stories, with students of different levels on Microsoft Teams when face-to-face classes were suspended. On receiving feedback from class teachers, the team provided them with suggestions on how a class period could be conducted online.

To develop the GIVER'S Heart attributes into practice among our students, we arranged a series of service learning programmes for students. The programme was cancelled owing to the pandemic in 2019-2020, but it resumed this school year when the situation was less difficult from the epidemic in June 2021. While J. C. 1 to 3 participated in different service learning activities after the Third Term Examinations, J. C. 4 and 5 joined Paul's Action, a service programme which had been held for more than 10 years, and another service learning and experiential programme for J. C. 6. Students learnt more about the importance of serving others and learnt how to express gratitude to and empathy with other people. (*Annual Reports of Discipline & Guidance (D&G) Team and Student Activities Team*)

*Levels	Attributes
J. C. 1 and 2	Integrity & Honesty
J. C. 3	Gratitude
J. C. 4	Empathy
J. C. 5	Resilience
J. C. 6	Excellence

(SAP 1.1.2) To develop students' positive values towards learning habits, Class Teachers formulated with them the 'class rules' as their learning targets at the beginning of the school year with their classes for the second school year. Upper classes contributed their ideas to their class-based classroom rules during the class teacher periods while the junior classes had the similar class activities in their online class teacher lessons. Having the common aims of bettering themselves in character and in learning, the activity also helped boost class morale. Feedback from the class

teachers was positive. (*Feedback from teachers; Annual Report of D&G Team*)

(SAP 1.1.3) The Big Brothers Scheme commenced between J. C. 1 and J. C. 6. Records and feedback from Class Teachers of the two levels indicated that most J. C. 6 took care of and offered help to their J. C. 1 brothers wholeheartedly. The programme records showed all J. C. 6 students attained the requirement that they had to 'visit' their Little Brothers at least once a month. During the class suspension period, some J. C. 6 Big Brothers had kept in touch with their Little Brothers on Microsoft Teams through video calls or private messages. J. C. 1 students also claimed that they felt warmth and were happy to meet their Big Brothers. J. C. 6 students agreed that they grew stronger sense of belonging and responsibility and learnt more about the importance of setting a good role model. (*Teacher observation; Annual report of D&G Team; The programme records; Verbal feedback from students*)

*Reflection and suggestions for future planning:*

(SAP 1.1.1) It is expected that when the pandemic situation gradually improves, whole-level activities in relation to GIVER'S Heart attributes would resume. Contingency plans would also need to be ready.

(SAP 1.1.2) Based on the positive feedback from teachers, the class-based rules as shared targets of the classes in the beginning of the school year would continue in future years. The D&G Team would provide more resources and suggestions for class teachers in the coming school year.

(SAP 1.1.3) The Big Brothers Scheme for J. C. 1 and 6 commenced successfully in the Term 1 and was widely recognised as one of the year-long activities that promote 'brotherhood', one of the common virtues embraced by St. Paul's community.

## 1.2 Strengthen students' self-discipline and leadership skills

*Achievements:*

(SAP 1.2.1) Most Class Teachers expressed that care for students shown by teachers has been one of the important 'strategies' in managing a class. To achieve this, a Class Teacher Period was scheduled in the half-day timetable daily when face-to-face classes resumed gradually in Term 2 and Term 3 and online Class Teacher Periods were also arranged when in-person classes were suspended.

The Mentorship and Induction Programme (MIP) for new teachers had been run for the second year. Assisted by the Subject Mentors and Co-Class Teacher Mentors, new teachers found that the programme could help adapt themselves in the new workplace and get into the school culture. Those who are new to the teaching profession completed a series of self-reflection tasks such evaluation of one's philosophy in education, lesson observation between Subject Mentors and Mentees,

case studies on student growth matters, etc. Because of the class suspension in Term 2 followed by partial resumption of classes in Term 2 and Term 3, the interim evaluation meeting was cancelled, but the final evaluation was conducted at the end of this school year. *(SPD and SSE Team meeting minutes; MIP Report; generally satisfactory performances among new teachers from the Staff Appraisal exercise)*

(SAP 1.2.2) The class rules jointly formulated by students and Class Teachers were one of the planned strategies to develop students' self-discipline skills. Most students participated pro-actively in face-to-face lessons in school as well as in the live tutorials on Microsoft Teams across levels and subjects during the class suspension period (over 90% participation) and most of them managed their learning progress with the use of the electronic platform for teachers' video lessons and online homework. *(Teacher observation; Annual Report of Learning & Teaching and Curriculum)*

(SAP 1.2.3) The Head Prefects carried out their duties effectively during the partial school resumption period. They helped coordinate prefects' duties with the prefect captains. Most prefect meetings were held online and thus not many chances could be arranged for them to chair meetings. On the other hand, both Head Prefects and prefect captains demonstrated their good leadership and communication skills when arrangements had to be revised from time to time because of the class suspension and partial class resumption throughout the school year. The D&G Team piloted the 'online prefect duties' during the online learning period in different class on Microsoft Teams. All prefects assisted teachers in some online lessons to make sure students followed the netiquette. *(Annual Report of D&G Team; Feedback from teachers)*

*Reflection and suggestions for future planning:*

(SAP 1.2.1) Owing to the pandemic, the staff development session on class management skills could not be held. The school would continue to explore the feasibility in running similar training programmes for teachers on the virtual platform. However, class teachers continued to put forward their class-based rules for the whole class discussion in order that everyone owns the class and is responsible for the conclusions (class rules) and obeyed them throughout the year. This would help boost the class morale and foster a sense of ownership and belonging in the long run.

Given that the MIP was completed successfully, it is further suggested that some more discussions on the Mentee's personal professional development among the MIP Convenor, Subject Mentors and Co-Class Teacher Mentors could be done with the Mentees in order that they could grow gradually and professionally in the foreseeable future.

(SAP 1.2.2) Owing to the class suspension, scheduled activities for developing students' self-discipline skills could not be conducted. As self-discipline is a key virtue lacked by our students and relevant activities had not been carried out, this should be extended in the following year. In this connection, this will continue to be one of the main foci in next school year's student guidance project.

Since student assemblies were suspended throughout the school year, presentation of certificates to acclaim students with outstanding performance was held in internal prize-giving ceremonies and the annual speech day at the end of this school year when all face-to-face classes resumed. It is recommended that, following the social distancing measures stipulated by the authorities, the daily assemblies could be held in a smaller scale and/or through live streaming next school year.

(SAP 1.2.3) When the pandemic situation allows, the D&G Team plans to carry out the joint-school leadership training programme for prefects in order that they could learn leadership skills in a systematic way and put them into practice in classes, teams and through giving service. We would further explore the feasibility in running similar training activities on the electronic platform.

## **2. Equipping our Paulines with problem-solving skills**

### **2.1 Strengthening note-taking and e/m-learning skills**

#### *Achievements:*

(SAP 2.1.1) Teachers had incorporated note-taking skills in their learning and teaching as routine. Some students had internalised the note-taking techniques as their learning habits during lessons. The higher-order thinking (HOT) skills were comprehensively implemented across the four core subjects this school year. Teachers of English, Chinese, Mathematics and General Studies incorporated the HOT skills in classes and in assignments. Pieces of student work in relation to HOT skills were collected in each term. (*Minutes and Annual Reports of SDP Team, Curriculum Team and Various Subjects; Collection of Student Work in relation to HOT Skills; Scheme of Work; Book Inspection; Teacher Observation*)

(SAP 2.1.2) A dual e-learning mode of video lessons with teacher narration for delivery of key subject content and live lessons on Microsoft Teams in which teachers consolidate the lesson content was adopted when the class suspension and partial class resumption took place throughout the year. In face-to-face lessons, teachers regularly used various e-learning apps and platforms to assist learning and teaching such as Kahoot, Nearpod, Quizizz, Microsoft Teams, etc. (*Minutes and Annual Reports of Curriculum and Various Subjects; Data bank of e-learning materials; Scheme of Work; Lesson observation by DH (CD), PCs and Peers*)

(SAP 2.1.3) Both students and teachers had been accustomed to using Microsoft Teams as our standardised, one-stop e-platform for releasing, collecting, completing and marking assignments and for conducting live tutorials. Some subject teachers

such as Chinese started using OneNote, one of the learning and teaching apps on Microsoft Teams, in both virtual and face-to-face classes. The e-learning skills and overall competency of teachers and students had improved considerably in the light of the implementation of home-based e-learning strategies for the second school year since the pandemic outbreak in early 2020.

*Reflection and suggestions for future planning:*

(SAP 2.1.1) Owing to the reduction of face-to-face lessons, some students may not have internalised the note-taking skills as routine in their daily learning practices, the frameworks for each subject and each level have taken shape in our school. In preparation for promoting Problem-based Learning (PBL) in upcoming years, HOT skills, which were implemented across the core subjects in each term, were deemed to be the school's common framework and to serve as a bridge from note-taking skills to PBL. It was found that the design of some student assignments in relation to HOT skills would need to be further improved in promoting the higher-order thinking process throughout the learning progress among students. It is suggested that relevant professional development programmes would continue to be arranged for teachers to collaboratively reflect on the quality of the design of existing student assignments in relation to the HOT skills.

(SAP 2.1.2 and 2.1.3) Compared to the previous school year, the number of live tutorials per subject per week was conducted more frequently to enhance students' home learning when in-person classes were suspended. It is suggested that the school would further explore whether a number of e-learning apps or platforms could be identified and more widely used across subjects. The license for corporate use could be purchased so that students and teachers could utilise more functions to attain more interactive learning and teaching in both face-to-face classes and in situations where home-based e-learning had to be conducted in the future.

2.2 Carry out the problem-based learning in connection with note-taking and e/m-learning skills

2.3 Cultivate students as a leader with problem-solving skills

*Reflection and suggestions for future planning:*

Owing to the class suspension of COVID-19 crisis in 2019-20, we make room for strengthening and expanding note-taking and HOT skills in 2020-21 in order that students and teachers can get better prepared for the problem-based learning. Hence, we postpone it until the next school year of 2021-22.

### 3. Optimising the Management and Administrative Efficiency

#### 3.1 Enhance the transparency and staff participation in policy / decision-making process

##### *Achievements:*

(SAP 3.1.1) All teachers were invited to indicate their interests to join the existing and newly-formed functional groups according to their expertise and personal professional development needs. Most teachers (more than 80%) pro-actively participated in the work performed by the functional groups throughout the year. According to staff expertise, interest and their professional development plans, more team convenors and vice heads were created and taken up by SMT members and teachers of GM1. Endorsed by the College Council, the promotion exercise to the senior ranks of SGM and regrading exercise to GM1 were completed this school year. The Headmaster, the two Deputy Heads and the two Assistant Deputy Heads have been working collaboratively as the ‘think tank’ of the school to oversee all school policies and implementation of tasks. (*Lists of functional Groups; Organisation Chart*)

(SAP 3.1.2) The Panel Chairs of Core Subjects were invited to join approximately 20% of the SMT meetings throughout the year to enhance the collaborative decision process especially on learning and teaching issues. Several Panel Chairs’ Meetings were held to discuss on various issues on subject administration such as the new Mark Input System, learning and teaching practices, especially the home-based e-learning strategies during the class suspension and partial class resumption period. (*SMT Meeting Minutes; Panel Chairs Meeting Minutes*)

(SAP 3.1.3) Besides face-to-face meetings, Microsoft 365 OneDrive platform and the staff notice system on the school intranet had been more widely used by the school administration to collect data and views from staff such as arrangements for COVID-19 testing and vaccination for staff, feasibility of the new Mark Input System, etc., to streamline the existing practices and to give teachers a chance to reflect and review what they have been doing. (*Data of teacher survey tasks on Microsoft Forms; Relevant meeting minutes*)

##### *Reflection and suggestions for future planning:*

(SAP 3.1.1) As four teachers of GM1 would be promoted to the SGM posts in the new school year, some supervisory duties would be delegated to these new senior teachers to optimise collaborative leadership. Some other leading roles such as team convenors had been taken up by potential teachers of younger generations to realise professional succession along teacher rank strata and sustainability of manpower.

(SAP 3.1.2) More involvement of and communication among the Panel Chairs in the decision-making process were seen. Various SMT members and Panel Chairs joined teacher training programmes on school administration such as

implementation of National Security Education. Teachers of the middle management could be encouraged to join relevant programmes in the following years. Owing to the pandemic situations, the middle management training sessions on lesson observation and evaluation techniques delivered by education experts could not be arranged. It is suggested that relevant programmes for middle managers could be run when the pandemic subsides in future.

(SAP 3.1.3) Besides the existing channels such as the Staff-Management Consultative Meetings, regular staff meetings and irregular face-to-face individual and group meetings, the school has opened more channels, such as teacher survey, to collect views from staff in relation to school development. Online discussions could also be arranged since most teachers had been familiar with the use of the Microsoft 365 platform especially when situations where social distancing measures should be observed emerges again in future.

### 3.2 Strengthen the staff / school evaluation system

*Achievements:*

(SAP 3.2.1) With the existing Organisation Chart of Headmaster and four Deputy Heads in place for the second year, the staff appraisal exercise was extended and collaboratively conducted by each member of the SMT and some Panel Chairs. In addition, the Management Appraisal, which was conducted for some SMT members and middle managers of the school, provided a comprehensive review of the performance of the concerned staff in other dimensions. The SMT elaborated various school policies to colleagues through formal and informal meetings and consultation sessions and involved those who were interested to take part in some of the decision-making processes in different functional groups. Various teams and departments would refer to scores and survey data during their discussion in relation to the effectiveness of different ongoing projects in their meetings. (*Minutes of Staff Meetings, Staff-Management Consultative Meeting and staff meetings*)

*Reflection and suggestions for future planning:*

(SAP 3.2.1) Data from APASO and other staff surveys on Microsoft 365 by various groups and departments were collected. It is suggested that, given that the pandemic subsidies and face-to-face classes are not interrupted in upcoming school years, different forms of data can be regularly collected to evaluate the effectiveness of projects launched by teams and departments to implement the Plan-Implement-Evaluate cycle as a routine in future.

### 3.3 Develop the culture of trust, empowerment and collaborative leadership

*Achievements:*

(SAP 3.3.1) Owing to the pandemic leading to whole or partial school suspension, teachers continued to fine-tune strategies of home-based e-learning from the last school year so that student learning could continue. Team spirit among teachers



was cultivated as teachers of the same subjects or across subjects offered each other's support in handling technical problems on the use of the e-platform. Those teachers who are more capable of or have experience in e-learning shared tips with teachers who were new to virtual learning modes and those who newly joined us this year and had not previously used Microsoft Teams. (*Staff development materials; staff meeting minutes; departmental minutes; SMT observation*)

(SAP3.3.2) Some members of the middle management level participated in a few management training sessions, both physically or on the online mode, organised by the EdB and universities. Most teachers followed the stipulated requirements of the latest teacher professional development framework set out by the Education Bureau to join both face-to-face and online training sessions under Category 1 and Category 2 under the framework. It is suggested that more teachers would be given opportunities to join local and overseas workshops and international conferences to broaden their educational vision in a global context when the pandemic crisis eases in the future. (*staff development records of individual staff*)

(SAP 3.3.3) same as SAP 3.1.1

*Reflection and suggestions for future planning:*

(SAP 3.3.1) Because of the pandemic, some pre-arranged face-to-face staff development workshops and activities, such as lesson observation and evaluation techniques for middle managers, had to be cancelled. Other than those staff development programmes related to our major concerns, some leisure activities would continue to be arranged internally to maintain good morale among staff.

(SAP 3.3.2) Most staff training sessions delivered by outside speakers were cancelled due to the pandemic, the staff development team organised programmes internally on topics such as the latest professional development framework for teachers by the Bureau, implementation strategies on HOT skills in response to one of the Major Concerns in the School Annual Plan. The in-house programmes had received positive feedback from teachers. It is suggested that some programmes could be conducted on virtual platforms such as Microsoft Teams, Zoom and Google Meet if an outside speaker is invited. Second, the school would further investigate whether we could arrange in-house training sessions for middle managers in our school, on topics such as lesson observation and evaluation, and preparation of annual plans and reports with P-I-E, etc., for the middle managers.

(SAP 3.3.3) same as SAP 3.1.1

### 3.4 Streamline regular practices of the school operation

*Achievements:*

(SAP 3.4.1) A scan system had been ready to store data relating to past graduates

which would help ease the data retrieval procedures. Owing to the class suspension, all teachers had been accustomed to sharing the e-learning materials among colleagues with the use of virtual Office 365 OneDrive. Folders were created by convenors, subject heads and various teacher groups in order that information could be shared among partners and team members. This school year, some new educational features, such as Microsoft OneNote, were introduced to teachers to provide alternative solutions to our existing e-learning strategies. The new Mark Input System was piloted this school year to improve efficiency and to ensure accuracy and a survey was conducted to collect views from staff at the end of this school year. (*Meeting minutes of the Curriculum Development Team and various subjects; staff meeting minutes; subject folders on Office 365 OneDrive*)

*Reflection and suggestions for future planning:*

(SAP 3.4.1) The new virtual drive, Microsoft 365 OneDrive platform, which is believed to be more accessible with greater capacity and heightened security, would be more widely used for school documentation and sharing materials among staff. The MIS and WebSAMS Team would fine-tune this system with reference to teachers' suggestions from the survey concerning the newly launched MIS. The school would further explore the feasibility of setting up the student learning profile system to document records of student achievements in a more efficient and systematic way.

- 3.5& Foster closer communications between the school and parents & Provide  
3.6 opportunities for parents to understand some of the school policies and directions for school development

*Achievements:*

The 'Parent Empowerment Scheme', which detailed the parent education strategies conducted by our school, was drafted and would be tabled for discussion in upcoming Executive Committee meetings of the PTA.

Besides regular meetings, the PTA has had thorough communication with the Headmaster and teacher representatives in exchanging views. During the class suspension period, committee parent members directed parents' opinions to the school in relation to handling e-homework and virtual learning. Upon collecting views from parents and teachers alike, the school responded quickly and made subsequent changes to ease difficulties faced by the different stakeholder groups in the beginning. They also helped connect parents of different levels to support school events such as the online parent exchange sessions, etc., when parent helpers are needed. Despite the pandemic, the PTA went on with their scheduled activities online such as parenting seminars that went online on Zoom where parent participants could meet virtually and communicate with the speaker. The 'Reading Dads' and 'Reading Mums' recorded videos on telling stories for the J. C. 1 students despite the fact that they could tell stories face-to-face at school during lunch breaks.

*Reflection and suggestions for future planning:*

Parent involvement in various school events and activities had been greatly reduced due to the coronavirus outbreak. It is hoped that our regular parent activities could resume because parents could understand more about school direction on future development if they are engaged to a greater extent. It is also suggested that the Parent Empowerment Framework could be put forward more thoroughly when the pandemic situations become more stable in future.

**4. Celebrating the 170<sup>th</sup> Anniversary of St. Paul's College**

4.1 Organise a series of celebration activities in collaboration with SPC communities

*Achievements:*

Different working committees were set up to organise various anniversary events such as Exhibition Day, Anniversary Concert, Gala Dinner, Anniversary Service, etc.

*Future Planning:*

A series of preparatory work would be delegated to staff of different ranks to realise collaborative leadership and to students as an opportunity to equip them with a wide array of social and learning skills.

## **Report on e-Learning Strategies during the COVID-19 Epidemic**

Face-to-face classes in schools had been suspended due to the COVID-19 epidemic. The school has been doing its best to achieve the goal of “suspending classes without suspending learning”. Following the suggestions from the Education Bureau, blended mode of learning (face-to-face classes, e-learning at home or self-directed learning) was deployed to suit our students’ learning needs at different stages of face-to-face class suspension.

### Learning Modes in Different Stages of Class Suspension/Face-to-face Classes

#### (1) Full-scale face-to-face class suspension

Based on the fruitful teaching and learning experience of the previous year, during full scale face-to-face class suspension, teachers produced teaching videos, conducted real-time online teaching, used Microsoft Teams as the e-learning platform to arrange teaching and learning activities, and distributing and collecting learning materials to and from students.

J. C. 2 to 6 students have used Microsoft Teams as their e-learning platform since last year. They developed the learning habits of downloading the learning objectives and homework instructions and watched the teaching videos uploaded by teachers on Mondays and Thursdays. Students either worked on their print-out assignments and then submitted the snapshots or PDF assignment copies to teachers or finished the assignments via Forms or WORD documents and submitted them to teachers via Teams platform.

J. C. 1 students needed more parent support in using Teams as their learning platform although they had the experience of having Zoom lessons in their kindergartens. The interfaces of Teams and Zoom meeting are similar but the other functions and usage are quite different. Demonstration videos and a user guide were prepared to help parents and students to settle in the new learning environment and experience.

Live tutorial timetables were set for all six levels. The number of lessons of different subjects were arranged on a pro rata basis with reference to the whole-day timetables.

A parent survey was conducted after the First Term to collect parents' views and opinions on the use of Microsoft Teams as the learning and teaching platform and the live tutorial timetables.

Their opinions and suggestions are as follows:

- (i) More non-core subject lessons such as P. E., V. A. and C. L., etc. should be arranged for students;
- (ii) There should be at least one lesson for each core subject every day;
- (iii) Students should have real-time lessons follow the half-day timetables so that they could develop a more structured set of learning routines and habits at home;
- (iv) The school should deliver homework in hard copies or ask parents or guardians to collect it from school instead of asking students to take snapshots or transform WORD homework into PDFs and submit it via Teams platform. In this way, students could actually do their homework like on normal school days and practise writing and doing calculations. Parents also reflected that students did not type Chinese or English well and it took them a long time to finish their homework.
- (v) Students should not be assigned too many homework that required IT technical support from parents as plenty of them are working parents.

Taking parents' opinions and suggestions into consideration, the school re-arranged the live tutorial timetables with at least one lesson of all non-core subjects per week for all levels. Also, teachers were encouraged to assign written homework, especially language subjects, to suit younger students' learning needs. However, the school would not like students to spend too much time working on the computer, no core subject lessons were added to the timetables, a blended mode of learning was preferred so as to encourage self-directed learning and reading. Parents highly appreciated the hard work from teachers in preparing the teaching videos and learning materials for students.

With reference to the Learning Progress of junior students and the First Term Examination results of senior students, students' academic performance was satisfactory. Yet, some parents and teachers both reflected that some students lack motivation and enthusiasm to learn without the face-to-face interactions with teachers and classmates. Teachers made phone calls or communicated with parents and students via Teams calls to encourage or follow up their worries or problems at this stage. They also positively encouraged students to take part in both real-time lessons and work on the homework.

(2) Partial face-to-face class suspension (one-third classes half-day school resumption; half-day school resumption for half of the school)

At this stage, face-to-face half-day classes resumed for either one-third or half of the school and the rest of the school continued with the learning mode like Stage (1). As the SSPA score of J. C. 6s would be submitted to the EDB in the Second Term, the J. C. 6s came to school for face-to-face classes while the other levels took turns to come to school. Therefore, a mixed face-to-face class and live tutorial lesson mode was undergoing in school. Students having face-to-face classes at school resumed normal school with mainly unidirectional teacher-student interaction as suggested by EDB. Even so, students could engage in whole class discussions or collaborative learning with classmates, the rapport among teachers and students was more engaging.

Learn tasks and homework could be assigned with both hard copies and via Teams platform at this stage. Teachers could follow up students' learning progress more easily during face-to-face class time. However, the problem of lacking learning motivation and enthusiasm still existed for some students who could only have live tutorial lessons at home though most of the technical problems they experienced in using the Teams platform were solved.

The Second Term Examination was postponed due to the unstable pandemic situation. On the whole, students' academic performance was mostly satisfactory, with a few students with special learning needs who failed some core subjects. Teachers communicated with the parents of these students to sort out ways to help with their learning difficulties.

(3) Full-scale face-to-face half-day school resumption

At this stage, face-to-face half-day school resumption resumed in full scale. Half-day timetables were used and some of the extra-curricular activities resumed via Teams meeting in the afternoon after students returned home to unleash students' learning experiences and potentials. Learning tasks and homework were mostly assigned in hard copies during class time, but teachers could assign them via Teams platform when they saw fit.

School routines mostly resumed except that teachers, students, staff and parents must observe hygiene rules and mind social distancing, and limited extra-curricular activities could only be held via Teams meetings.

The Third Term examination was postponed to mid-June. Students' examination results were satisfactory. Over 95% of students passed in all subjects. Yet, about 5% of students with special learning needs in different levels failed in some core subjects. Subject teachers and

class teachers communicated with the parents of these students so that they could make good use of the summer holidays to deal with their learning difficulties.

### Impact of e-Learning/Online Learning on the Learning and Teaching Progress and Outcome

During the COVID-19 pandemic, a new normal blended mode of learning and teaching practice was developed. E-learning contents and materials, HOTS learning tasks, e-learning and teaching platform and real-time lessons were used to encourage and engage students to learn. During the developmental stage, students and teachers both encountered difficulties in handling the technology, managing their real-time classes, spending more time to preparing learning and teaching materials and testing the effectiveness of usage. Yet, it is uplifting that most students could catch up with the IT skills they learnt briskly from teachers with their parents' support. This accelerated students' acquisition of the 21<sup>st</sup> century learning skills and habits. Most students' learning progress was on the right track. Besides, a lot of valuable e-learning and teaching materials were produced by the dedicated teachers. Nevertheless, the school must work out the ways to uplift students' learning motivation and enthusiasms if they must stay home to continue their learning when school suspension is needed. Also, more professional development programmes for school management and teachers are expected from the EDB to support e-learning in schools.

## Report on Cross-curricular Learning

Besides our major concerns, the school also focuses on creating various learning and teaching experiences so that students' cross-curricular knowledge and learning skills can be fostered and exercised, and their learning potential can be stretched.

### Cross-curricular Learning

Teachers of 10 subject panels and the Discipline and Guidance Team work collaboratively together to devise and design various learning tasks, experiments and activities. These learning experiences provide students the chance to demonstrate the depth in knowledge, skills and values, and their growth. There are mainly two types of cross-curricular learning and teaching experiences:

#### (I) Cross-subject Learning Tasks and Activities

Learning tasks and activities are planned and devised basing on topics and cross-subject knowledge and skills that students have acquired:

##### 1. Chinese/Mathematics/Library/Visual Arts

Picture book teaching is deployed to encourage extended reading on topics or stories of what students have learnt in Chinese and Mathematics lessons. Students' learning effectiveness is shown through their comic drawing, book cover design of the school Chinese Short Story Writing Competition and dramatic presentation both via electronic means and face-to-face sharing in the lessons.

##### 2. General Studies/Mathematics/Computer Literacy/Music/Physical Education

Students are engaged in topic-based learning tasks and experiments, such as making a summary of ways classmates go to school, consolidating concepts and studying the relationship between variables through carrying out experiments (Automatic Boat, Flying Seed, Light Reflection - Cat that Catches a Mouse, Conversion of Energy, Simple Machines, Speed Running, Floor Plan Drawing and Making a Straw Plan Flute, etc.). Mathematics, coding, data analysis, drawing and body fitness skills are practically used in problem solving and HOTS learning tasks.



Students are highly engaged in the learning tasks and activities. Their motivation and confidence are reinforced. Teachers' observations and formative assessments on learning outcomes are used to assess students' degree of mastery of knowledge and skills so that teachers could evaluate and plan to fill any discrepancy gaps in expected and actual learning outcomes.

(II) School-based good habits and attitudes with moral attributes of Paulines

(GIVER'S Heart: **G**ratITUDE, **I**ntegrity, **V**irtuousness, **E**mpathy, **R**esilience (together with **R**esponsibility and **R**espect) and **S**incerity.)

1. Chinese/Library/Discipline and Guidance Team

Theme-based reading scheme and book exhibition are planned to encourage extended reading and foster students' GIVER'S Heart building. However, due to the continuous pandemic, the book exhibition is suspended. Students are encouraged to borrow relevant books from public libraries and work on the reading reports.

2. Religious Education/Visual Arts/Discipline and Guidance Team/English

We also nurture students' Christian values and attributes through strengthening their love and care to others like how God loves us. Gratitude and empathy are fostered through engaging students in designing e-Thank-you cards to frontline workers who have been serving all the people in Hong Kong by standing on the frontline of the fight against the pandemic. All students participated in the competition and their designed the e-cards with their heartfelt thankfulness plus their artistic skills. Winners' e-cards are sent to express our gratitude to six different organisations and government departments on behalf of the school. Sending Love to Tung Chung is also organise to collect donations to help the needy in Tung Chung via Tung Chung Integrated Services. Parents and students participated actively in this difficult pandemic situation and over HK\$35,000 is collected in this donation activity and their care and love for the community is highly appreciated.

The school aims to develop our students' full potential in knowledge, positive habit and attitude building. We are delighted that our students, with adequate parental support, have been engaged in the various cross-curricular learning experiences and shown their in-depth learning and growth even in this difficult pandemic situation this year. Based on the learning and teaching experience, the school would make good use of resources to upkeep, improve, create the most suitable learning environment for our boys.

## **C. Our Learning and Teaching**

### *A Mixed Approach to Schooling*

All face-to-face classes were still suspended at the beginning of the school year. Our online mode of learning, including video lessons in parallel with live lessons on Microsoft Teams, continued. In October 2020, face-to-face classes resumed gradually, but all classes had to be suspended again because of the worsening situation of the fourth wave of the COVID-19 pandemic. The online learning mode resumed.

Starting from February 2021, our school adopted a flexible schedule for different levels between face-to-face classes and live lessons in response to the Government's announcements allowing one-third, one-half and two-thirds of the whole student body to have in-person classes at school.

In June, all face-to-face classes resumed. Teachers continue to employ various e-learning strategies in classrooms and on our e-learning platform to facilitate self-regulated learning.

### *Learning and Teaching*

Self-regulated learning coupled with note-taking and higher-order thinking (HOT) skills has been the school's main concerns this year. Students have continued to be engaged in discovery and the experiential learning approach, together with electronic and mobile learning strategies with the aid of mobile devices and electronic platforms.

We maintain the practice of differentiated teaching in various subjects to cope with students' learning needs. To respond to rapid changes and advancement in science and technology, teachers also devised cross-curricular learning tasks, in which J. C. 4 - 6 students learned how to solve problems in daily life situations with their knowledge in STEM.

The Curriculum Development Team carries out lesson observation regularly to ensure effective learning and teaching. Teachers have been working collaboratively in lesson planning, incorporating the Plan-Implement-Evaluate (P.I.E.) elements to enrich learning and facilitate teaching effectiveness.

### *Chinese*

Our Putonghua teachers evaluated and enhanced the J. C. 1 school-based Putonghua curriculum, which focuses on training up the young students' Putonghua initials and vowels. The Chinese Department regularly reviews the policy of teaching Chinese in Putonghua from J. C. 4 to 6 and

monitors the students' performance both in daily lessons and assessments. Picture-book education is further extended in both J. C. 1 to 3 to heighten students' reading interest with the use of carefully selected books and stories.

### *English*

English teachers have continued to fine-tune lesson plans with the use of the discovery and experiential approach and higher-order thinking (HOT) skills to help students learn English more effectively. The J. C. 6 school-based curriculum, which was developed with adaptation of an English classic, Robin Hood, and English Literature programme for J. C. 3, which is launched the first year, have received positive feedback from students and teachers alike. Our J. C. 5 teachers pilot their newly developed curriculum materials with the story, The Boy in The Striped Pyjamas, which will be implemented in the next school year.

### *Mathematics*

The Mathematics Department actively uses diverse approaches to allow students to explore and understand abstract concepts. In addition to classroom teaching aids, Mathematics teachers of the upper levels conduct lessons employ e-learning software such as GeoGebra, Electronic Nail Board and Nearpod on mobile devices, together with higher-order thinking techniques, to enrich students' learning experiences. Our J. C. 1 - 2 Mathematics teachers have continued to teach mathematical concepts with picture-books. Feedback from the junior students is very positive.

### *General Studies*

Our GS Teachers provide students with learning programmes to be creative, innovative and original. J. C. 4 students were given an online programme featuring analyzing questions and problem-solving skills. To further implement STEM education, we run a hands-on STEM Maker Programme for J. C. 6 students to build their own models at home and share their videos and findings with peers.

### *Music*

Owing to the pandemic, our music teachers have conducted the music sharing sessions online. Students were invited to record their performance with their instruments at home and teachers compiled all the videos and shared these pieces with all students on Microsoft Teams. Instrumental groups from the Hong Kong Philharmonic Orchestra and a small group of opera singers were invited to give performances in the school hall and they were streamed live on our e-platform for students to watch from home. The Department is also making preparation for the 170 Anniversary Concert in the next school year.

### *Physical Education*

Through a wide range of virtual sports activities, the Physical Education Department has continued to cultivate students' interest in sport and healthy living through sport. Our sports teachers recorded demonstration videos on techniques on exercise and playing individual sports. Students also submitted videos as assignments through Teams. In May, Miss Choi Yan Yin Hilda, a local triathlete, was invited to give an online sharing session. Students who joined the virtual afternoon meeting expressed appreciation of her motivation, determination, and technique.

### *Visual Arts*

The Visual Arts Department has always focused on cultivating students' interest in visual arts and learning to appreciate arts from a variety of angles. Students learnt some more about Zentangle and stained-glass pictures. The department has continued to restructure the visual arts curricula across levels.

### *Religious Education*

Christian ethics continues to be the main focus of our Religious Education curriculum. Students serve in assemblies and both our Carol and Easter Services were pre-recorded and played on Microsoft Teams during class teacher periods. Our strength and souls are replenished by God's Word.

### *Library*

The Library Department ran a series of reading activities to promote recreational reading, such as the online book fair. It has been well received by the boys and parents alike. Owing to the pandemic, our library teachers promote e-reading resources from various websites to encourage extensive reading habits. Our e-library system, Library CEO, provides students with an online platform to share their reading experiences with peers.

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

## **Outreach Programme**

In addition to the mainstream curriculum, the outreach programme has become an integral part of school life. Owing to the pandemic, we have held a series of online learning activities on personal health, environmental protection, food hygiene and more on Microsoft Teams.

In languages, we run the annual English Fun Day and World Reading Day. We also invited a drama group commissioned by SCOLAR to give a drama performance in Putonghua. To heighten students' sense of environmental protection, we conducted a few online seminars on topics including recycling of food waste, the 'Plastic-free Ocean' project, among others. Our Green Captains look after our school's garden and grow organic plants. In health education, we teach our boys the importance of healthy living and being respectful for lives through Life Education Activities Programme and various workshops such as 'Hand in Hand Capable Theatre', sex education talks, etc. In March, we conducted the first video conference with Capital Normal University Affiliated Yuquan School, in which Primary 5 to 6 students of both schools joined a sharing session on their recent lives under the threat of the pandemic. Students of both schools exchanged their words of care and blessings in the end.

Our students participated in a wide spectrum of teams and groups including music and sports teams, talent groupings in Mathematics, Science and Technology, various kinds of interest classes in the mixed mode of online and in-person classes. They enable our boys to learn specialist skills through training and hands-on tasks in a 'book-free' environment.

These activities from different domains inspire students to optimise and stretch their potential and allow students to develop their multiple intelligences. They also make for a more dynamic and fruitful school life.

## **Discipline & Guidance**

The Hong Kong Federation of Youth Groups has been providing guidance and counseling services for our boys for fifteen years. Our Student Guidance Counsellor has meetings with teachers regularly and renders follow-up services to individual students and parents according to their needs. To lend support in catering for learner diversity, we worked hand-in-hand with ENT Laser Hearing & Speech Therapy Centre to provide speech training, as well as with the Hong Kong Federation of Youth Groups to run the 'Understanding the Adolescent Project' and the HK EP Services Centre Ltd to conduct assessments and activities.

This is the second year the Discipline and Guidance Team has worked on the whole-school counselling project to promote the attributes of the GIVER'S heart, namely Gratitude, Integrity, Virtuousness, Empathy and Resilience, among our boys. Despite the pandemic, our Discipline and Guidance teachers have continued to run Paul's Action, our annual service programme, for J. C. 4 and J. C. 5 in June. We partnered with the Hong Kong Federation Youth Groups and the Hong

Kong Young Women's Christian Association, respectively, and both groups designed an inspiring and meaningful programme for our boys to investigate the problem of poverty in Hong Kong. In parallel with Paul's Action, we conducted the 'Learning to Serve' programme for other levels through which our boys learnt more about our GIVER'S Heart attributes, such as gratitude, with various activities such as cleaning their classrooms, working with visually despaired persons, and interviewing the elderly.

We also held a series of talks on career and life planning by inviting alumni from different professions to be our speakers including an ophthalmologist, a football coach and a judge. They shared with our students how they pursued their dreams on their life journey.

## **Service**

This school year, our boys and their parents did a total of 5,299 hours of community service. By engaging in diverse activities such as the 'Community Chest' Dress Casual Day and Flower Sales, our students were granted a deeper understanding of the needs of the community.

## **Development in Information Technology**

To enhance the effectiveness of learning and teaching, we continue to update and upgrade our existing IT equipment, including tablets and mobile devices to support e-learning. The digitalisation of archived documents and preservation of scanned old files is in progress. In the light of students' needs for online learning, we further have utilised the Microsoft Office 365 platform to conduct live tutorials, uploads of learning materials, virtual submission and marking of student assignments, etc., with the aim of enhancing students' self-learning ability and e-learning skills.

## **Teacher Professional Development**

To stay abreast of the latest developments and trends in education, teachers regularly attend workshops and experience sharing sessions. Alongside various staff training sessions conducted by subject departments, a series of professional development programmes have been organised for all teachers this school year. The topics have included:

## Year of 2020

- August
- ✧ Introduction to Mentorship and Induction Programme for New Teachers
  - ✧ Introduction to Microsoft OneNote
- September
- ✧ J. C. 1 Admissions Interview Workshop
  - ✧ Staff Development Day I (Higher-order Thinking Skills)
  - ✧ Staff Development Day II (Professional Development Framework for Teachers)
- November
- ✧ Mentorship and Induction Programme II
  - ✧ Pre-ESR Workshop I: Learning & Teaching Protocol
  - ✧ Pre-ESR Workshop II: School Development Plan and ESR Arrangements

## Year of 2021

- April
- ✧ “I Still Remember” Movie Appreciation
- May
- ✧ Sharing Session – Problem-based Learning and Transdisciplinary Studies
- July
- ✧ Final Evaluation of the Mentorship and Induction Programme for Teacher-Mentors and Mentees

## **Parent-Teacher Association (PTA)**

The St. Paul’s College Primary School Parent Teacher Association was established in October 1995 with an aim to promote communication between the home and school as well as to strengthen relationships between parents and teachers. As evident by the 652 families that joined the Association in 2020-2021, the PTA has become an indispensable part of our school.

The PTA continued to support the school in various functions throughout the year whole-heartedly. A series of online sharing sessions were held throughout the school year including a sharing webinar on SPC Form 1 School Life for J. C. 5 and J. C. 6, Parent Sharing

Session for J. C. 1 - 4, a parent seminar delivered by an educational specialist who shared with parents how they could support the home-based mode of e-learning of their boys.

Before the Chinese New Year Holidays, the PTA arranged orders for their uniquely designed red packets for parents as well as orders for 'Scholastic' books. Since the College celebrates its 170 Anniversary next school year, the Association made a specially designed shoe bag for each student. Both received very encouraging feedback from parents and students alike.

To help save the environment, the 'recycle day', in which parents shared the used textbooks across different levels, was held in July. It has been a huge success throughout the past years and comments from parents were particularly positive.

### **Donation**

We would like to express our utmost gratitude to our J. C. 6 graduates for their donation of a photo printer for our school. We are also grateful to the Parent-Teacher Association for sponsoring Paul's Action, scholarships and book coupons for students. We would like to thank various units for donating anti-epidemic supplies and face masks to our school.



## Student Achievements

### English Language

#### The 72<sup>nd</sup> Hong Kong Schools Speech Festival

##### *Solo Verse Speaking*

##### *Age 8*

##### *Class 3*

Tang Kwing Lung	Third	2C
Kwok Yu Hang	Merit	3C

##### *Age 9*

##### *Class 4*

Ngai Hei Lok Lucas	First	4B
Zeng Yau Lun Solomon	Third	4A
Yuen Hei Shing	Merit	4C

##### *P. 1, 2 Boys*

##### *Class 51*

Ngan Yan Long	First	1B
Law Chun Hang	First	1C
Lo Siu Ming	Second	2C
Law King Ting	Third	1A
Huang Hongyi Kingsley	Third	2C
Ho Yat Ching Jayden	Merit	1A
Ng Hei Yui Oscar	Merit	1A
Lee Chun Ting Issac	Merit	1B
Sham Tung Anson	Merit	1B
Ma Sing Hei	Merit	2A
O Pak Long	Merit	2A
Tang Yik Hei Chase	Merit	2B
Lai Kai Pong	Merit	2C
Lee Chi Hang	Merit	2C

##### *P. 1, 2 Boys*

##### *Class 52*

Hon Ibsen	First	1D
Yuen Yin Pok Nathan	Third	2C
Lam Tory	Merit	1A
Leung Chun Yin Anson	Merit	1A
Li Chi Yui Emmett	Merit	1A

Sien Joshua Jun Yat	Merit	1A
Chow King Wa	Merit	1B
Fung Ching Nam	Merit	1B
Hui Hok Wang Maurice	Merit	1B
Poon Yik Hei	Merit	1B
Lam Yan Lok	Merit	1C
Chau Yee Yui Anakin	Merit	1D
Yam Tze Chun	Merit	1D
Fong Hei Tai	Merit	2A
Cheung Ching Yin Clayton	Merit	2B
Lam Ching Ho	Merit	2B
Mok Lai Yuen	Merit	2C
Lam Lester	Merit	2D

*P. 3 Boys*

*Class 53*

Kwok Yu Hang	Merit	3C
Leung Chi Yiu	Merit	3D
Lo Chun Hei	Merit	3D

*P. 3 Boys*

*Class 54*

Lee Mang Ki	Merit	3A
Ho Shing Hong Desmond	Merit	3D

*P. 4 Boys*

*Class 55*

Chiu Leung Chung Kyle Matthew	Second	4A
Zeng Yau Lun Solomon	Second	4A
Ngai Hei Lok Lucas	Second	4B
Chan Yan Kiu Karstyn	Merit	4A
Lee Cheung Kang	Merit	4A
Lee Hin Ting Matthew	Merit	4B
Yeung Wan Lok	Merit	4C
Kam Ernest	Merit	4D
Lau Wun Hei	Merit	4D

*P.4 Boys*

*Class 56*

Chu Kai Hang	Merit	4A
Leung Lai Yin	Merit	4B

Lai Ho Wang	Merit	4C
Yuen Hei Shing	Merit	4C

*P.5 Boys*

*Class 57*

Shiu Kai Lim Adrian	Third	5B
Ho Ho Hin	Third	5C
Yu Dongqi	Merit	5C

*P. 6 Boys*

*Class 59*

Chiu Leung Shun Colin Joannis	Second	6C
Cheung Kwan To	Merit	6B
Chiang Ka Him Ryan	Merit	6C

*P. 6 Boys*

*Class 60*

Wong Chak Yan	Second	6C
Sheung Ching To	Merit	6B
Lai Akio	Merit	6C

*Prose Reading*

*Ages 7 and 8*

*Class 140*

Kwok Yu Hang	First	3C
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*P. 3 & P. 4 Boys*

*Class 168*

Kwok Yu Hang	Third	3C
Chu Kai Hang	Merit	4A
Lee Cheung Kang	Merit	4A
Ngai Hei Lok Lucas	Merit	4B

*P. 5 & P. 6 Boys*

*Class 169*

Kok Chi Nok Damian	Merit	5B
Tang Ryan Ernest	Merit	5B
Wong Chak Yan	Merit	6C

Chinese Language

第九屆「展藝盃」世界學生藝術交流聯誼賽  
作文比賽

Leung Po Cheong Marcus Bronze 3A

第一屆大灣區「尊師重道」生命教育徵文比賽

Zeng Yau Hei Kingsley Honour 2B

Tam Tsz Hei Honour 2B

Cheung Kurtis Ka-Him Honour 3D

Chen Chung Chi Joseph Merit 1A

Lo Siu Ming Merit 2C

「疫情中的曙光」全港中英文徵文大賽 2020

Chan Tsun Ho Martin Second 6B

第二十五屆全港中小學中英文硬筆書法比賽

Lee Sze Lok Merit 1C

Lam Ching Ho Merit 2B

Wong Harold Eden Merit 3D

2020 粵港澳大灣區朗誦大賽(香港賽區)

粵語獨誦

Lo Siu Ming First 2C

Lee Mang Ki First 3A

Wong Ming Chung First 6C

Lo Yat Long Third 3A

普通話獨誦

Lee Mang Ki First 3A

Zeng Yau Lun Solomon First 4A

Zeng Yau Hei Kingsley Third 2B

第 72 屆香港學校朗誦節

粵語詩詞獨誦

Leung Kruzyu Man First 2B

Lee Mang Ki First 3A

Kok Chi Nok Damian First 5B

Ho Cheuk Kiu Second 1C

Law Chun Hang Second 1C

Kowk Yu Hang	Second	3C
Man Lok Hin Justin	Second	3D
Zeng Yau Lun Solomon	Second	4A
Lai Jaxon	Third	1C
Zeng Yau Hei Kingsley	Third	2B
Pang Cheung Chun Kayson	Merit	1A
Choe King Wa	Merit	1B
Choi Kit Chun Hubert	Merit	1C
Chau Yee Yui Anakin	Merit	1D
Lo Siu Ming	Merit	2C
Mok Lai Yuen	Merit	2C
Lam Lester	Merit	2D
Lee Moses	Merit	6A
Wong Ming Chung	Merit	6C

*普通話詩詞獨誦*

Kwan Chi Yui Clement	First	2C
Yuen Yin Pok Nathan	First	2C
Zeng Yau Hei Kingsley	Second	2B
Kwok Yu Hang	Second	3C
Zeng Yau Lun Solomon	Second	4A
Tam Tin Chun Adrian	Third	1A
Tse Tin Yui	Third	1A
Tam Tsz Hei	Third	2B
Lam Yan Lok	Merit	1C
Chen Felix	Merit	2C
Lo Yat Long	Merit	3A
Lo Chung Tin	Merit	5D

*粵語說故事*

Leung Ho Ching	Third	5C
Kong Ling Hey Ernest	Third	6C

*普通話詩詞獨誦*

Zeng Yau Lun Solomon	First	4A
Ng Hok Ki	First	6A
Law King Ting	Second	1A
Fung Ching Nam	Second	1B
Zeng Yau Hei Kingsley	Second	2B
Chan Yan Kiu Karstyn	Second	4A
Kwan Chi Yui Clement	Third	2C

Wong Chun Sing Sunny	Third	2D
Lee Mang Ki	Third	3A
Wong Chung Chi Kayden	Third	3D
Chen Chung Chi Josep	Merit	1A
Ng Hei Yui Oscar	Merit	1A
Cheung King Hang	Merit	1B
Ngan Yan Long	Merit	1B
Sham Tung Anson	Merit	1B
Chan Yat Lai	Merit	1C
Chuen Yin Chun	Merit	1C
Law Chun Hang	Merit	1C
Fan Ho Ching Mason	Merit	1D
Wong Tsz Ho	Merit	1D
Ho Ngo Yu	Merit	2B
Poon Ayden Takson	Merit	2B
Tang Yik Hei Chase	Merit	2B
Huang Hongyi Kingsley	Merit	2C
Kwok Yuet	Merit	2D
Cui Chai Wan Kevin	Merit	3B
Kwok Yu Hang	Merit	3C
Mak Chin Wang Kingsley	Merit	3C
Cheung Kurtis Ka-Him	Merit	3D
Wong Chun Wai Stanley	Merit	4A
Lee Ming Hin	Merit	4C
Kuan Sheung Tang	Merit	5B
Chan Ho Yiu	Merit	5C
Ma Shing Hei	Merit	2A

*普通話散文獨誦*

Zeng Yau Hei Kingsley	First	2B
Chen Hongrui	Third	1D
Yu Adam Cooper	Merit	1B
Leung Kruzyu Man	Merit	2B
Kwok Yu Hang	Merit	3C
Chan Yan Kiu Karstyn	Merit	4A
Zeng Yau Lun Solomon	Merit	4A
Lee Ming Hin	Merit	4C

*粵語宗教作品朗誦 - 基督教經文*

Pang Cheung Chun Kayson	Merit	1A
Chen Felix	Merit	2C

Wong Ming Chung	Good	6C
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**2020-2021 全國青少年語文知識大賽「菁英盃」現場作文初賽  
(香港賽區)**

Kwok Yui Shu	Honour	6A
Chan Yin Yuk	Second	5A
Yu Dongqi	Second	5C
Tang Lap Yin	Second	5B
Kong Ling Hey Ernest	Third	6C
Lee Moses	Third	6A
Tang Lap Yin	Third	6A

**賽馬會「三代·家添愛」計劃「寫意·存情」全港原子筆中文  
書法比賽**

*初小組*

Leung Cheuk Nam	Second	2A
Lam Ching Ho	Third	2B
Wong Pak Yeung Ransley	Primary 1 Special Prize	1A

Tang Lap Yin	Final Round	6A
Chan Cayden Kai Tung	Final Round	4C
Chuen Yin Chun	Final Round	1B
Chan Kwan Ho	Final Round	1B

**2020-2021 全國青少年語文知識大賽「菁英盃」現場作文決賽(香  
港賽區)**

Suen Bok Yan	First	5B
Chan Yin Yuk	Second	5A
Yu Dongqi	Third	5C

**細味人生—知恩感恩、惜福添福故事續作比賽 2021**

Liu Kyle	First	5D
Cham Tsz Him	Merit	4D

**第一屆國際漢語節 2021**

*中小組中文古詩朗誦*

Leung Po Cheong Marcus	Third	3A
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*中小組硬筆字書法*

Leung Po Cheong Marcus	Third	3A
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中小組中文寫作

Leung Po Cheong Marcus	Third	3A
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**2020-2021 全國青少年語文知識大賽「菁英盃」現場作文總決賽  
(香港賽區)**

Chan Yin Yuk	Second	5A
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Yu Dongqi	Second	5C
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Suen Bok Yan	Third	5B
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**第二十三屆全港中小學普通話演講比賽 2021**

Ho Wang Hei Ethan	Star Honour	6A
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Chan Tsun Ho Martin	Honour	6B
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## Mathematics

### Primary School Mathematical Olympiad Invitation Competition

Team

First

*Individual*

Chan Yan Kiu Karstyn	Gold	4A
Chong Yuk Kwan	Gold	6C
Kwong Cheuk Kwan	Sliver	6B
Yu Sing Hei	Sliver	6B
Tsang Tsz Long	Sliver	6A
Ng Hoi Fung	Bronze	4D
Au Pak Qiu	Bronze	5A
Lee Moses	Bronze	6A
Tang Ho Him	Bronze	6A
Sheung Ching To	Bronze	6B
Kong Ling Hey Ernest	Bronze	6C
Tong Chi Nok	Bronze	6C

### The 7<sup>th</sup> Hong Kong Primary School Mathematics Challenge

**Finals**

*Individual*

Cheung Kyle Ka-Hay	Merit	5A
Au Pak Qiu	Merit	5A
Chow Yu Wing	Merit	5B
Pang King Ki	Merit	5B
Lee Moses	Merit	6A
Mok Nathan	Merit	6A
Tang Ho Him	Merit	6A
Tsang Tsz Long	Merit	6A
Lam Kwan Leong Alva	Merit	6B
Kwong Cheuk Kwan	Merit	6B
Sheung Ching To	Merit	6B
Yu Sing Hei	Merit	6B
Chiu Leung Shun Colin Joannis	Merit	6C
Chong Yuk Kwan	Merit	6C
Kong Ling Hey Ernest	Merit	6C
Tong Chi Nok	Merit	6C

**The 6<sup>th</sup> Primary School Mathematics Elite Competition  
2020/21**

*Primary 6*

Outstanding School Award

*Individual*

Lee Moses	Merit	6A
Mok Nathan	Merit	6A
Tsang Tsz Long	Merit	6A
Yu Sing Hei	Merit	6B
Sheung Ching To	Merit	6B
Chong Yuk Kwan	Merit	6C

**‘Huaxiabei’ National Mathematics Olympiad Invitation  
Competition 2021 (South China Region) Second Round**

*Individual*

Grand Prize

Chong Yuk Kwan		6C
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1<sup>st</sup> Class Honour

Zhang Zhe Ming		1A
Tse Tin Yui		1A
Chen Hongrui		1D
Ho Tsz To		2B
Mok Lai Yuen		2C
Kwan Chi Yui Clement		2C
Huang Hong Yi Kingsley		2C
Mak Chin Wang Kingsley		3C
Chan Shing Chak		3D
Chan Yan Kiu Karstyn		4A
Law Shun Chit		4B
Chan Tyrus		4C
Yu Dongqi		5C
Yu Sing Hei		6B
Kong Ling Hey Ernest		6C

2<sup>nd</sup> Class Honour

Lai Jaxon		1C
Kwok Yik Long		2A
Tam Tsz Hei		2B
Leung Yui Him		2C

Lo Siu Ming	2C
Ng Chun Kit	2C
Lam Lester	2D
Yip Shun Yin	3A
Chong Chung Yat	3C
Lam Cheuk Yin Malcon	3D
Cheng Pax	3D
Mok Dik	4B
Lee Kwok Hey	4D
Lee Moses	6A

3<sup>rd</sup> Class Honour

Zhao Hao Xuan	1B
Hung Hayson	1C
Law Chun Hang	1C
Leung Kruz Yu Man	2B
Tang Yik Hei Chase	2B
Lau Chun Hei Nathaniel	3C
Lam Pak Ting Bryan	3D
Man Yan Min	3D
Yeung Wan Nok	4C
Yuen Hei Shing	4C
Lin Chun Hei	6B

**2019 Asia International Mathematical Olympiad Open Contest (AIMO Open) (Second Round)**

*Individual*

Gold

Chen Hongrui	1D
Huang Hong Yi Kingsley	2C
Lee Chi Wai	2D
Chan Shing Chak	3D
Chan Yan Kiu Karstyn	4A
Chan Tyrus	4C
Yu Dongqi	5C
Ng Cheuk Him	6A
Yu Sing Hei	6B
Chong Yuk Kwan	6C
Kong Ling Hey Ernest	6C

## Silver

Zhang Zhe Ming	1A
Mok Lai Yuen	2C
Lo Siu Ming	2C
Leung Chi Yiu	3D
Law Shun Chit	4B
Yeung Wan Nok	4C
Yuen Hei Shing	4C
Lee Moses	6A

## Bronze

Lam Sum Wai	1A
Tse Tin Yui	1A
Leung Kruz Yu Man	2B
Tang Yik Hei Chase	2B
Chong Chung Yat	3C
Lin Chun Hei	6B

## General Studies

### **Samsung Solve for Tomorrow 2020**

#### *Group*

#### The Most Creative Award

Lam Ho Kong Cyrus	5A
Law Hong Ting	5A
Mak Hui Yeung Ian	5B
Cheung Tsz Yeung	6B
Chu Shun Kiu	6B

### **Budding Scientist Award**

#### *Group*

#### Merit

Lam Ho Kong Cyrus	5A
Law Hong Ting	5A
Mak Hui Yeung Ian	5B
Chan Pak Yin Matthew	5C
Tong Chi Nok	6C

### **Primary GS Quiz 2020**

#### *Group*

#### Merit

Tang Lap Yin	6A
Kong Ling Hey Ernest	6C

### **15<sup>th</sup> Yee Hang Cup – Hong Kong Primary School GS Quiz**

#### *Group*

#### Gold

Leung Lok Fai Jason	4D
Tsang Tsz Long	5A
Chan Chun Hin	5C
Kong Ling Hey Ernest	5C

#### Silver

Hui Matthew Holam	4A
Kyle Cheung	4A
Lam Ho Kong Cyrus	4A
Chan Kurtis Chun Yin	4B
Chan Tsz Hei	4B
Hugo Cheng	4B

Lo Chun Yin	4B
Ng Kei Nam Jasper	4B
Hui Tsun Ting Kaden	4C
Yu Dongqi	4C
Lo Chung Tin	4D
Cheong Chun Kit	5C
Clement Hui	5C
Lau Tsz Hin Mervyn	5C
Wong Chak Yan	5C
Yip Yui Him	5C
Cheung Long Yin	6A
Donovan Li	6A
Wong Tsz Ho Ian	6A
Lo Sun Yin	6B
Ng Tse Yui	6B
Ng Yau Chun	6C

Bronze

Ho Ho Kiu	4C
Ho Yan Min	6B
Lei Cheuk Hei	6C
Franklin Yu	5C
Chau Kun Fung Moses	4D
Lam Shue Yan Jonathan	5C
Kwok Boon Wai	6A
Li Sze Chai Isaac	6A
Tang Lap Yin	5A
Yeung Nok Hei Brian	4A
Adrian Shiu	4B
Ho Chi Lok James	6A
Chung Joshua Foo Kong	4A
Lee Moses	5A
Wong Chun Him Miles	4A
Yeung Ho Lun	6B
Lo Ching Ho Jayden	5C
Wong Tsz Fung	4A
Marco Lai	6C
Sze Hui Lok	4B
Tan Si Jit, Hayden	5A
Chan Ngai Chi Adrian	6C
Ian Mak	4B

Lam Wai Ho		5B
Suen Bok Yan		4B
Marcus Fok Wai Sen		6B
Chan Harvey		5C
Fok Ethan		4D

Merit

Marcus Cheung		6A
Chow Lap Man Evan		4A
Yeung Long Hei Angus		4A
Anderson		4A
Ting Ho Shan		4A
Sung Yui Chit		4A
Lucas Ng		6C

**1<sup>st</sup> World STEM Open Competition (2019-2020)**

Cheng Pax	Gold	2D
Kong Ling Hey Ernest	Silver	5C

**2<sup>nd</sup> World STEM Open Competition**

Cheng Pax	Bronze	3D
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Sports

**Watsons Group Hong Kong Student Athlete Award**

Lam Shue Yan Jonathan		6C
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Music

**Taipei International Youth Music Competition 2020**

*Piano Junior Group*

Chau Moses 2<sup>nd</sup> Runner-up 4D

**2020 Youth Arts Trophy Music Competition**

*Piano (Primary 1-2)*

Lee Sze Lok Second 1C

**The 8<sup>th</sup> Hong Kong International Youth Performance Arts Festival 2019 (Hong Kong Regional Preliminary Round)**

*Piano Grading Class (Grade 4)*

Lee Sze Lok Third 1C

**Hong Kong Music Talent & Performance Award**

*Strings Primary School Intermediate Class*

Chau Moses 1<sup>st</sup> Runner-up 5D

**Joint School Music Competition 2021**

*Primary Piano Solo*

Lee Sze Lok Gold 1C

**Hong Kong Children & Youth Piano Contest 2021**

*Intermediate Group*

Chau Moses Gold Award 5D

**73<sup>rd</sup> Hong Kong Schools Music Festival 2021**

*Graded Piano Solo - Grade Two*

Lee Sze Lok Second 1C

*Graded Piano Solo - Grade Four*

Chau Moses First 5D

*Graded piano Solo Grade 5*

Chong Yuk Kwan First 6C

*Grade Violin Solo Grade 2*

Leung Kai Shun Tyrus First 2A

*Graded piano Solo Grade 5*



Lee Pui Tsun Jonathan	Second	4D
<i>Clarinet Solo (Primary School-Junior)</i>		
Yeung Wan Nok	Second	4C
<i>Alto Saxophone (Primary School- Senior)</i>		
Cheung Ho Lam	Second	4A
<i>Violin Duet Senior</i>		
Kok Chi Nok Damian	Second	5B
<i>Graded Piano Solo - Grade Four</i>		
Chan Ka Cheuk	Third	5C
<i>Graded Piano Solo - Grade One</i>		
Wong Wai Ho	Third	3C
<i>Vocal Solo - Chinese - Boys or Girls Treble Voice - Primary School Age 10 or under</i>		
Wong Hei Long	Third	5B
<i>Graded Piano Solo - Grade One</i>		
Mak Chin Wang Kingsley	Third	3C

## Visual Arts

### **‘Salute to Teachers’ Comics Design Competition 2020**

Yuen Hei Shing	Merit	4C
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### **Children’s Dream Drawing Competition**

Chen Chung Chi Josep	First	1A
	The Most Creative Award	

### **Personal Hygiene Parent-Child Colouring Competition 2020**

Law Chun Hang	Third	1C
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### **‘Showing My Talents’ International Teenagers & Children Drawing Competition 2021**

Fung Yan Kiu Ezra	Silver	4B
Cham Tsz Him	Bronze	4D
Li Check Yin Alvin	Merit	4C
Cheung Kwan To	Merit	6B

### **2021 "DRAW YOUR DREAM" The 12th International Drawing Competition of ICEHK**

Hui Ka Wang	2nd Prize	4A
Fung Yan Kiu Ezra	2nd Prize	4B
Li Cheuk Yin Alvin	2nd Prize	4C
Cheng Pok Man Hugo	2nd Prize	5B
Cheung Kwan To	2nd Prize	6B
Sheung Ching To	2nd Prize	6B

### **Basic Law Hong Kong Students Poster Design Competition 2020-2021**

Chen Chung Chi Josep	Merit	1A
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## Library

### **17<sup>th</sup> Primary School Reading Billboard (2019-2020)**

*Senior Primary - Reading*

Chan Sze Yu	Second	5A
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### **18<sup>th</sup> Primary School Reading Billboard**

*Junior Primary - Reading Report*

Tse Tin Yui	First	1A
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*Parent-Child - Photo*

Poon Tsz Yat	Second	1B
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*Senior Primary - Reading*

Chan Sze Yu	Merit	6A
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## D. Financial Summary

### ST. PAUL'S COLLEGE PRIMARY SCHOOL FINANCIAL SUMMARY ~ 2019-2020

	<b>Government Funds</b>	<b>Non-Government Funds</b>
<b>INCOME</b>		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	68.70%	N.A.
School Fees	N.A.	29.32%
Donations, if any	N.A.	0%
Other Income, if any	0.11%	1.87%
<b>Total</b>	68.81%	31.19%
<b>EXPENDITURE</b>		
Staff Remuneration	77.56%	
Operational Expenses (including those for Learning and Teaching)	12.02%	
Fee Remission / Scholarship (~)	3.93%	
Repairs and Maintenance	3.04%	
Depreciation	3.45%	
Miscellaneous	0	
<b>Total</b>	100%	
<b>Surplus/Deficit for the School Year<sup>#</sup></b>	1.0 months of the annual expenditure	
<b>Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year<sup>#</sup></b>	11.57 months of the annual expenditure*	
<sup>#</sup> in terms of equivalent months of annual overall expenditure		

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

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

\* Excluding 4.73 months of NBV of Additional School Building.

Report on Use of Capacity Enhancement Grant in 2020/2021 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): 23

Task Area	Major Area(s) of Concern	Strategies / Tasks	Benefits Anticipated	Time Scale	Resources Required	Evaluation of Effectiveness (by survey)	Follow up / Suggestion
Co-curricular Activities	Develop students' multiple intelligences	Service providers were previously appointed; however, owing to the suspension of face-to-face classes and half-day timetables throughout the year, the co-curricular activities, which were supposed to be held on Friday afternoons, could not be run.	N/A	N/A	HK\$0.00	<ul style="list-style-type: none"> <li>● Due to the impact of COVID-19 crisis, all co-curricular activities were suspended the whole year long.</li> </ul>	<p>Most teachers agreed that co-curricular activities could relieve the workload and release space for teachers to plan and improve their learning and teaching activities.</p> <p>Most teachers and students agreed co-curricular activities would help develop students' multiple intelligences.</p> <p>In conclusion, it is recommended that CCA programme with selected activities would be run in various modes in the following year.</p>

Task Area	Major Area(s) of Concern	Strategies / Tasks	Benefits Anticipated	Time Scale	Resources Required	Evaluation of Effectiveness (by survey)	Follow up / Suggestion
School Management	To relieve teachers' workload in non-teaching duties	To employ a teaching assistant <ul style="list-style-type: none"> <li>to prepare teaching materials</li> <li>to handle records and documents of student learning</li> <li>to assist teachers during student visits and outings</li> </ul>	<ul style="list-style-type: none"> <li>Teacher to be relieved of some non-teaching workload</li> <li>More systematic records and better documentation of student learning</li> </ul>	From September 2020 onwards for 1 year	Salary and MPF HK\$209, 207.77	<ul style="list-style-type: none"> <li>96% of the teaching staff agreed that some of the teachers' workload/pressure was reduced.</li> <li>96% of teaching staff agreed that more space could be created for teachers to work on improving the quality of learning and teaching.</li> </ul>	Since the result of the survey shows that increasing a manpower can reduce the workload/ pressure and improve the quality of learning and teaching, it is recommended that the school would continue to hire a teaching assistant in the following year.

Income:

Capacity Enhancement Grant 2020/21 from EdB: HK\$721,872.00

Expenditure:

1. Activity Programme by YMCA: HK\$0

2. To employ a teaching assistant: HK\$223,198.15

Surplus from the previous years: HK\$229,244.23

Surplus for the year: HK\$498,673.85

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

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
<b>Category 1</b>	<b>To organise / participate in life-wide learning activities</b>											
<b>1.1</b>	<b>Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)</b>											
Cross-KLA	A whole-year, weekly programme, named the Self-Enhanced Programme, in which selected students within timetable will join training classes in various disciplines, such as sports, music, performing arts, science etc., according to their interest and talents	To provide students with various life-wide learning programmes to expose our students to various learning opportunities other than academics, such as multiple intelligences, training on sports and aesthetics, science, etc.	Sep 2020 – Jun 2021	J. C. 2-6	Owing to the half-day schooling throughout the year, the self-enhanced programme, which was scheduled to be held on Friday afternoons, could not be run.	\$21,928.00	E5 E6 COVID	I		P		
						<b>Expenses on Item 1.1</b>	<b>\$21,928.00</b>					
<b>1.2</b>	<b>Local Activities: To organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)</b>											

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
English	English Theatre: The Tale of Robin Hood	Provide students with meaningful learning experiences in a professional theatre setting and also serve as a kick-off for our school-based project 'Robin Hood'.	Oct 2020	J. C. 6	Due to the impact of COVID-19 crisis, the activity has been cancelled	\$0	E1	I					
P. E.	Team Building Training Camp for members of the sports teams	Strengthen students' sense of belonging to school and foster team spirit	Dec 2020	J. C. 5-6	Due to the impact of COVID-19 crisis, the activity has been cancelled	\$0	E1 E2		M	P			
Service Learning	A service programme in Hong Kong to be organised for all J. C. 1 -3 students, accompanied by teachers and parent helpers	Provide students with opportunities to serve others through experiential learning in order that students would learn to be grateful and thankful for what they are given	Mar - Apr 2021	J. C. 1-3	Students joined a series of service learning activities to express gratitude for people who help them and to serve others.	\$2,952	E1 E7 E8		M		S		
Service Learning	A 3-day service programme in Hong Kong to be organised for all J. C. 4 students, accompanied by teachers, social workers and parent helpers	Provide students with opportunities to serve others through experiential learning in order that students would learn to be grateful and thankful for what they are given	Mar - Apr 2021	J.C. 4	Students joined a series of service learning activities to express gratitude for people who help them and to serve others.	\$78,000	E6 E7 E8		M		S		



Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
Service Learning	Outdoor Education Camp for J.C.6 students	Strengthen students' self-discipline and leadership skills	Mar - Apr 2021	J. C. 6	Due to the impact of COVID-19 crisis, the activity has been cancelled. The school organised the 'care for the elderly' programme for J.C. 6 to learn more about the life of senior citizens in Hong Kong.	\$0	E7 E8		M	P			
Service Learning	A 3-day poverty exposure programme for J. C. 5 students, accompanied by teachers, social workers and parent helpers, to be held in March or April every year	Provide students with an opportunity to experience living in poverty in Hong Kong in order that students would learn to be grateful and thankful for what they are given	Mar - Apr 2021	J. C. 5	Students joined a series of service learning activities to learn more about poverty, to serve others and to express gratitude for people who help them.	\$99,680	E6 E7 E8		M		S		
Health Education	A "Healthy Life Month" to encourage students to cultivate healthy living habits  The Life Education Activity	Develop students' healthy living habits, positive outlook on life and values and techniques to deal with adversity	Mar 2021	J. C. 1- 4	Through the programme, students have the chance to build up their problem-solving and	\$7,740	E6	I	M				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)						
								I	M	P	S	C		
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences						
	Programme (LEAP) to teach students to lead a healthy lifestyle and to avoid drugs				resilience skills, which in turn, help them establish a healthy lifestyle.									
STEM	The “STEM Activity Week” to run STEM related activities for students.	Strengthen students’ creativity, collaboration and problem-solving skills through problem-based learning	Jun - Jul 2021	J. C. 1-6	Students participated in a variety of STEM activities in which their creativity and problem-solving skills were developed.	\$48,246	E7 E8	I						
<b>Expenses on Item 1.2</b>						<b>\$236,618</b>								
<b>1.3</b>	<b>Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students’ horizons</b>													
<b>Expenses on Item 1.3</b>						<b>Nil</b>								
<b>1.4</b>	<b>Others</b>													

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)						
								I	M	P	S	C		

<b>Expenses on Item 1.4</b>	Nil
<b>Expenses for Category 1</b>	\$258,546

Domain	Item	Purpose	Actual Expenses (\$)
Category 2	To procure equipment, consumables or learning resources for promoting LWL		
		<b>Expenses for Category 2</b>	Nil

Domain	Item	Purpose	Actual Expenses (\$)
		<b>Expenses for Categories 1 &amp; 2</b>	<b>\$258,546</b>

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

### Number of Student Beneficiaries

Total number of students in the school:	647
Number of student beneficiaries:	610
Percentage of students benefitting from the Grant (%):	95.3%

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

Fok Ka Wing

(Assistant Deputy Head)

## 成效檢討

### 1. 借閱圖書情況

受疫情影響，圖書館暫停開放，學生未能借閱圖書。復課後，為了讓學生在圖書館閉館時仍能持續閱讀，圖書科定期派發 2 本圖書給學生閱讀。後期讓高年級學生使用預約圖書功能，揀選喜愛的圖書。老師亦鼓勵學生嘗試閱讀電子書，善用不同的電子書平台，如香港教育城「e 悅讀學校計劃」、香港公共圖書館電子書、繪本花園、Library CEO 的 Google Book，讓學生在家中仍能持續閱讀。就觀察所得，學生閱讀公共圖書館電子書和自行購買圖書的比例正有所增加。

### 2. 關於學生去公共圖書館的習慣

由於疫情關係，停課期間，全港的公共圖書館停止開放，無疑對學生的閱讀習慣構成負面影響。

### 3. 學生參與閱讀活動的情況

- a. 「閱讀有 FUN」閱讀獎勵計劃於全校進行。觀察所得，同學喜歡閱讀，高年級撰寫閱讀報告的動力較低。疫情關係，學生以拍攝片段形式作好書推介活動。
- b. 低小建立「聖保羅小故事頻道」，這是一個親子活動，家長和學生一起說故事，製作成影片，分享閱讀的樂趣。
- c. 網上書評，善用學校圖書館系統(Library CEO)，學生於網上交流閱讀心得。
- d. 「423 世界閱讀日」於全校進行，將實體作家閱讀講座改為網上形式進行，保持學生對閱讀之喜愛。學生對作家推介的圖書/故事感興趣，家長亦自行購買圖書讓孩子閱讀。
- e. 「家長日書展」由實體書展改為網上書展，提供渠道讓家長和學生揀選心儀的圖書。家長未太熟習此運作模式，購書反應一般。
- f. 疫情停課關係，「故事爸媽」到校講故事暫停。

聖保羅書院小學  
2020-2021 學年 運用推廣閱讀津貼財務報告

推廣閱讀的主要目標: 營造全校閱讀氣氛

	活 動 / 項 目	物資	預算開支(\$)	實際支出(\$)
1.	購買閱讀材料			
	a. 中、英文實體圖書	圖書	26000	25683.63
	b. 訂購多份兒童雜誌及報章	雜誌及報章	3500	2599.9
2.	邀請作家到校舉行講座費用		3000	3000
			總： 31500	31283.53

備註:

1. 本年度撥款為\$31207。
2. 疫情停課關係，部份閱讀推廣活動暫停，已購買圖書會留待新學年使用。