

Endorsed by the SPC Council on 20<sup>th</sup> November, 2024

# ST. PAUL'S COLLEGE PRIMARY SCHOOL



SCHOOL ANNUAL REPORT  
2023-2024

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## A. Our School

### 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

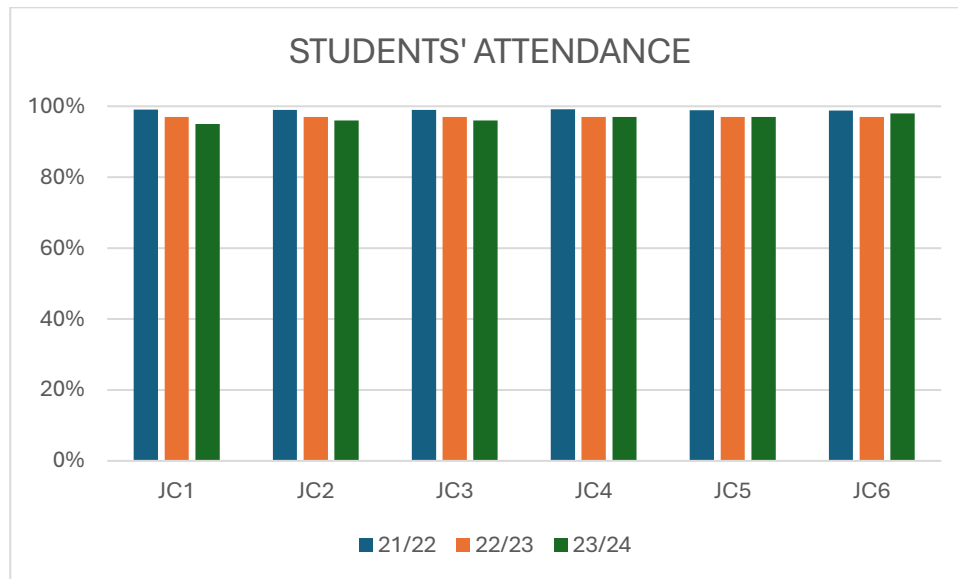
The College Council was established under the St. Paul's College Council Incorporation Ordinance. There are eighteen members this school year.

### 3. Our Students

#### Class Structure

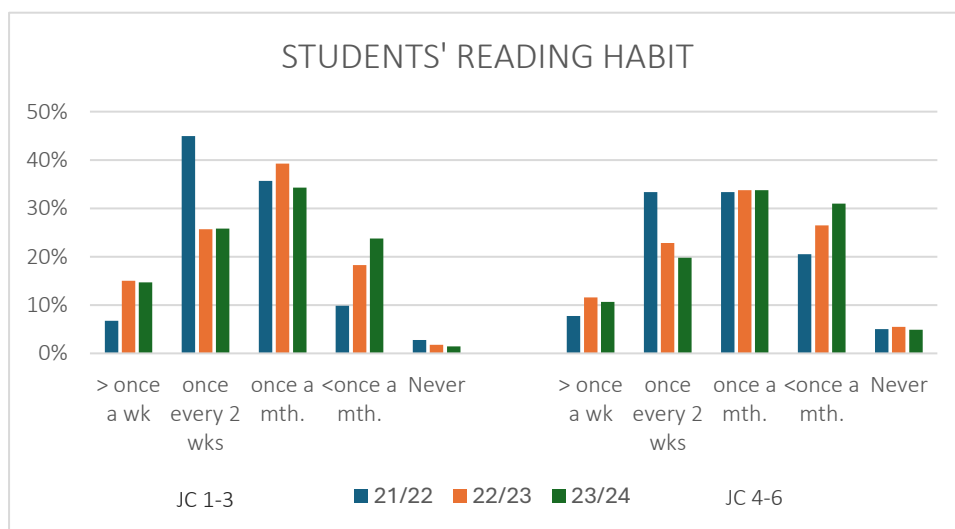
St. Paul's College Primary School is a whole-day primary boys' school affiliated to St. Paul's College, both under the Direct Subsidy Scheme. There were four classes in each of Junior Class One to Junior Class Six, with a total of 24 classes and a total enrolment of 662 as of September 2023.

## Students' Attendance

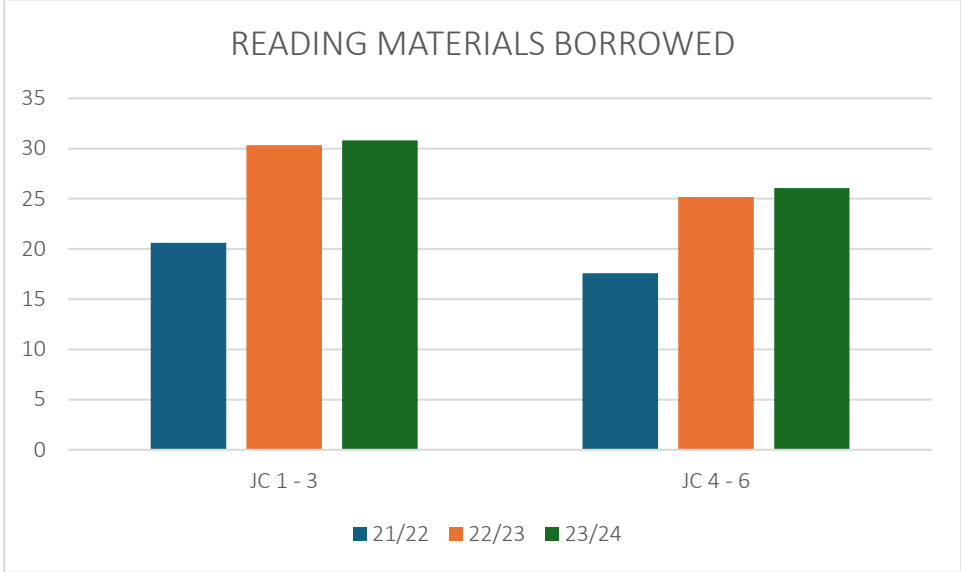


## Students' Reading Habit

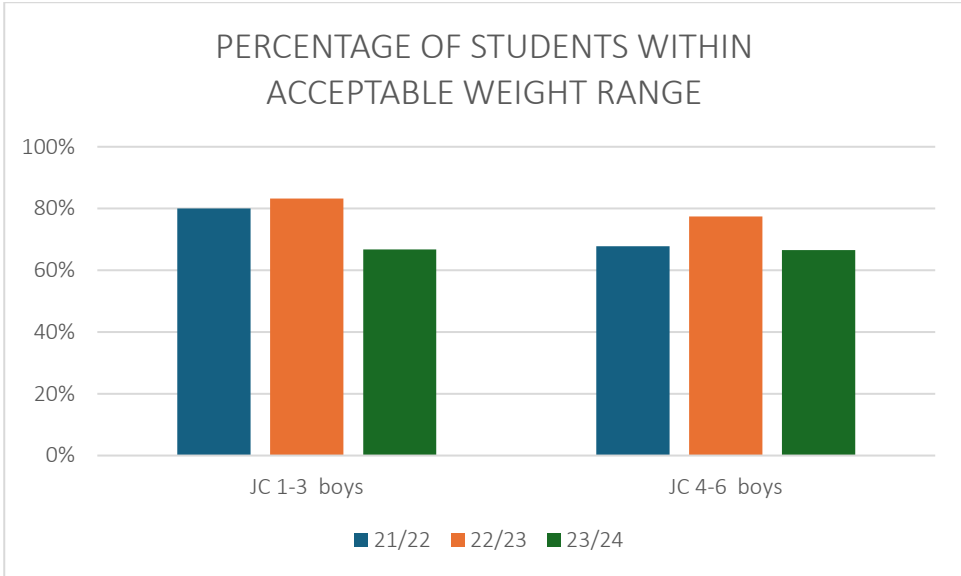
### (a) Students' Frequency of Borrowing Reading Materials from the School Library



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



Students' Physical Development



#### 4. Our Teachers

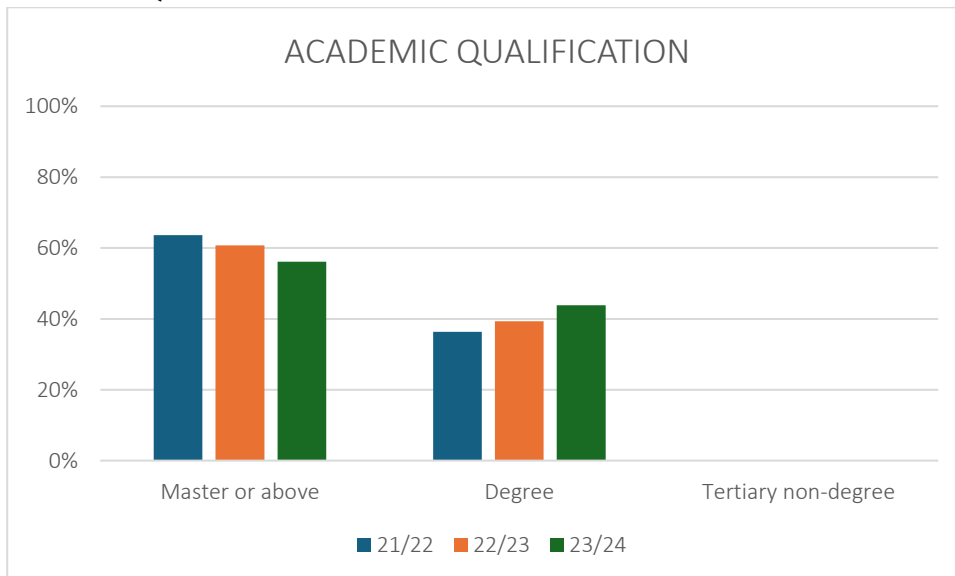
##### Teaching Staff Establishment

	21/22	22/23	23/24
Total no. of teaching staff	55	56	57
No. of teachers in the English Language Department (excluding OETs)	14	14	14
No. of Overseas English Teachers (OETs)	3	3	3
No. of teachers in the Chinese Language Department	18	18	18
No. of Putonghua teachers	14	14	14
No. of teachers in the Mathematics Department	17	18	19

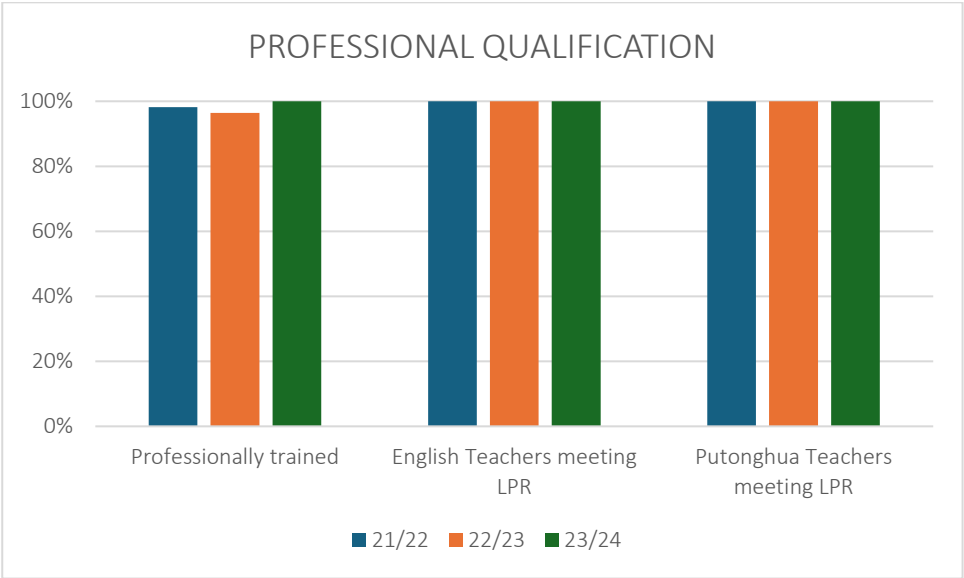
##### Staff

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

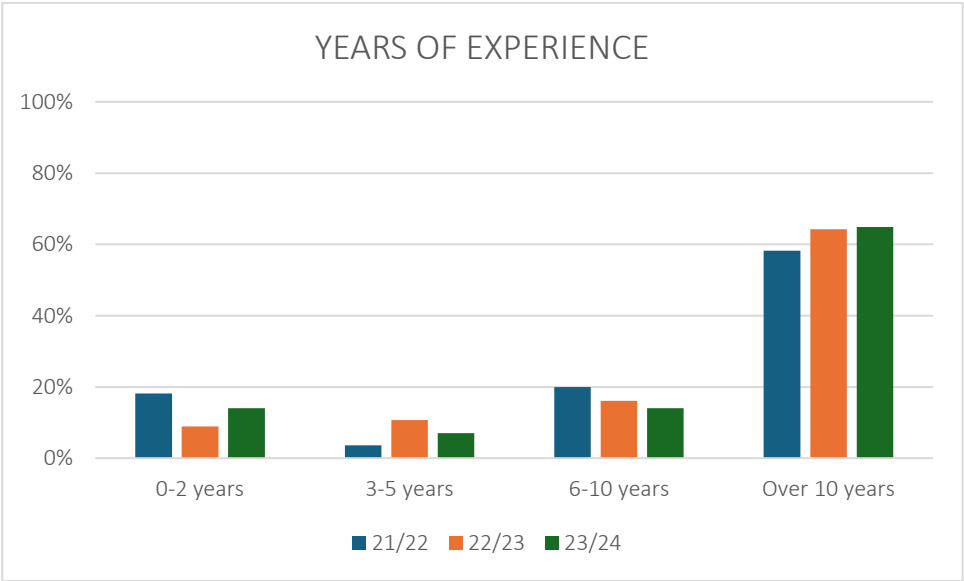
##### Academic Qualifications



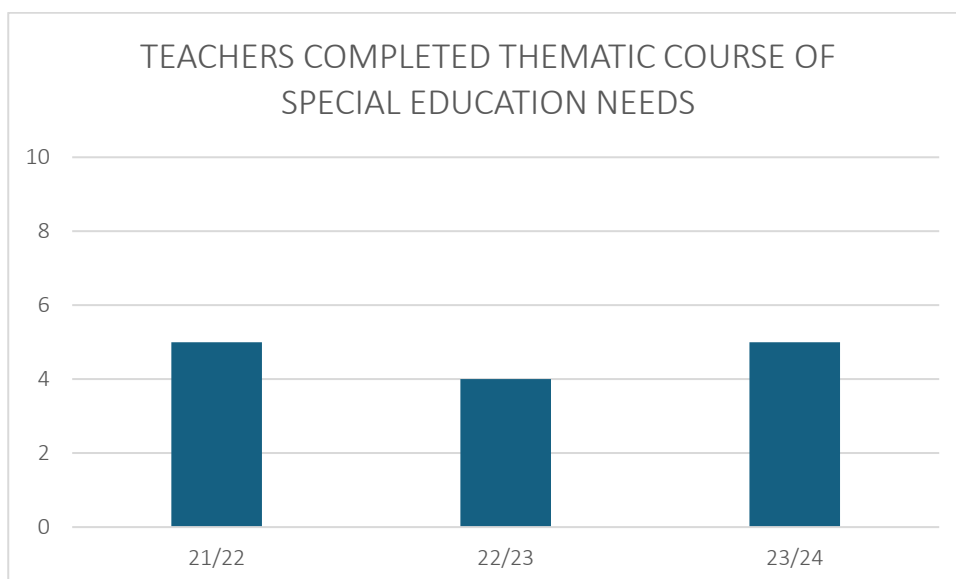
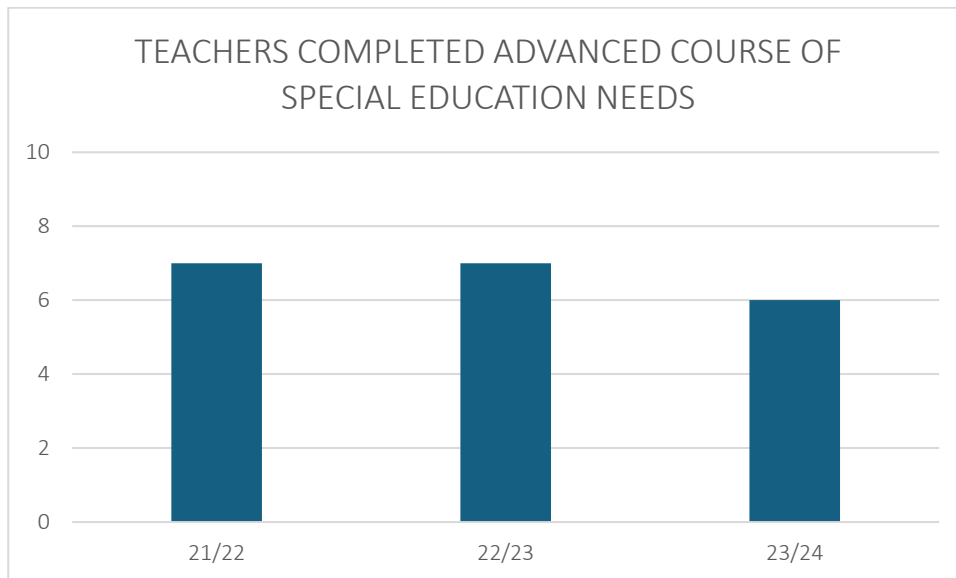
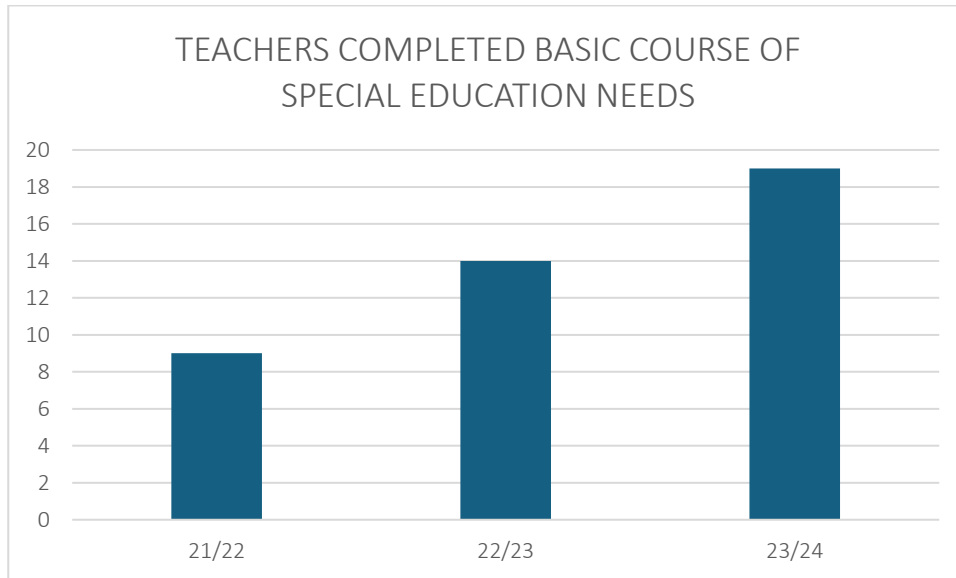
Professional Qualifications



Years of Experience



## Professional Training on Special Education Needs





5. Facilities

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; Feedback and Follow-up

### “To be an Active Learner, A Man of Commitment to be”



Major Concern 1 Nurturing our Paulines to become a steward of God's wisdom

Target 1.1 Deepen students' understanding of the importance of perseverance and develop students' abilities in putting perseverance into practice to become a self-disciplined steward

Strategies/Tasks 1.1.1 ... through ...

- (a) whole-school counselling programme
- (b) level-based pastoral care
- (c) formal curriculum

Achievements
<ul style="list-style-type: none"><li>✧ With reference to feedback from teachers and departmental minutes, the idea of diligence, together with other values and attitudes (hereinafter referred as 'the idea'), was generally cultivated among students through whole-school activities such as morning prayers, pep talks, themed programmes relating to Chinese culture. Students took part in them actively.</li><li>✧ The idea was also promoted through the level-based and class-based pastoral care programmes, such as growth lessons, service-learning programmes and class teacher periods.</li><li>✧ From the whole-school counselling logbooks in each term, students realised the importance of pursuing the idea (<i>knowledge</i>) through the 'perseverance' challenges.</li><li>✧ Subject teachers of various levels, such as Chinese, incorporated the idea in the curriculum.</li></ul>
Reflection
<p>To what extent do our students achieve the Updated Seven Learning Goals of Primary Education (SLGs<sup>1</sup>)?</p> <p>Based on the evaluation findings, ...</p> <ul style="list-style-type: none"><li>✧ the idea was cultivated and promoted through diversified strategies, learning within and beyond the classroom and whole-school participation. However, it is concluded that it <u>can be more thoroughly internalised</u> among students' study habits and daily lives (<i>see below for the follow-up plan next year</i>).</li><li>✧ subject teachers, such as Chinese, started incorporating the idea in the curriculum. <u>More suitable learning topics</u> in the existing curriculum can be identified to attain better organic integration and natural connection (<i>see below for the follow-up plan next year</i>).</li></ul>
Feedback and Follow-up
<p>With reference to the above 'Achievements' and 'Reflection', it is suggested that ...</p> <ul style="list-style-type: none"><li>✧ a step-by-step approach to facilitate deeper reflection among students in various school programmes is needed in the following years so that they can <u>further internalise the values into their study habits and daily lives</u> (SLG #5 generic skills)</li><li>✧ with <u>the implementation of the new timetables</u> starting next school year, relevant subjects and levels from the existing curriculum can be more meticulously screened so that <u>more suitable learning topics can be identified</u> in cultivating 'perseverance' (main theme of this school year) and 'responsibility and commitment' (main themes of next school year) with <u>improved learning and teaching strategies</u> together with promoting <u>Chinese culture</u> among students (SLG #1 national identity and #2 positive values and attitudes)</li></ul>

<sup>1</sup> The Updated Seven Learning Goals of Primary Education from the 'Primary Education Curriculum Guide (Pilot Version)'



## Major Concern 1 Nurturing our Paulines to become a steward of God's wisdom (*cont'd*)

Target 1.1 Deepen students' understanding of the importance of perseverance and develop students' abilities in putting perseverance into practice to become a self-disciplined steward (*cont'd*)

Strategies/Tasks 1.1.1 ... through ...

(d) informal curriculum

(e) home-school cooperation

Achievements
<ul style="list-style-type: none"> <li>✧ Data from teacher survey, lesson observation and teacher observation suggested that students were encouraged to devise their own 'perseverance' plans through which they self-reflect on efforts they have put in their targeted tasks from a series of life-wide learning programmes, team training sessions and service-learning programmes.</li> <li>✧ Referring to the student feedback from the logbooks, most students (over 80%) indicated that they were determined in carrying out tasks and responsibilities with perseverance.</li> <li>✧ Parents were encouraged to render support and encouragement in helping their child to cultivate the idea in students' whole-school counselling logbooks.</li> </ul>
Reflection
<p>To what extent does our school enrich students' learning experience to advocate the holistic development and life-long learning of students with the SLGs?</p> <p>Based on the evaluation findings, ...</p> <ul style="list-style-type: none"> <li>✧ the idea was generally promoted among students through diversified strategies, learning within and beyond the classroom and whole-school participation. However, with reference to the whole-school counselling logbooks, teacher and parent feedback, some students needed <u>a stronger sense of commitment in what they were doing (skills)</u> (<i>see below for the follow-up plan together with the next year's theme - Commitment</i>).</li> <li>✧ The follow-up tasks in helping students <u>to reflect why they needed to attain certain goals in school work</u> could be added (<i>see below for the follow-up plan next year</i>).</li> <li>✧ <u>Parents</u> might still need to be given <u>clearer information</u> concerning the school-based values education framework (<i>see below for the follow-up plan next year</i>).</li> </ul>
Feedback and Follow-up
<p>With reference to the above 'Achievements' and 'Reflection', it is suggested that ...</p> <ul style="list-style-type: none"> <li>✧ more briefing and de-briefing sessions can be arranged among school teams to facilitate <u>deeper reflection among students</u> in the following years so that students will be able to self-reflect on their progress (SLG #5 generic skills)</li> <li>✧ a refined parent education programme can be carried out in the following years so that <u>parents will understand the school initiatives more clearly</u> and work hand in hand with the school in nurturing the values and attitudes among students (SLG #1 national identity, #2 positive values and attitudes, #3 subject knowledge)</li> </ul>



## Major Concern 2 Unleashing our Paulines' potential as active learners

Target 2.1 Develop students' knowledge, skills and attitudes with the school-based, trans-disciplinary approach

### Strategies/Tasks 2.1.1

Enrich the trans-disciplinary framework into a more structured curriculum with clear targets

### Strategies/Tasks 2.1.2

Formulate themes for each level and mobilise subject teachers to co-plan the learning materials

### Strategies/Tasks 2.1.3

Implement the curriculum and conduct evaluation for future improvement

Achievements
<ul style="list-style-type: none"> <li>✧ Students actively participated in the programme, displayed imagination and creativity and had ample opportunities to develop right attitudes, such as peer collaboration, with reference to student work, teacher observation, teacher survey and lesson observation. It was observed that they had gained fun learning experiences.</li> <li>✧ Their knowledge in the relevant subject content and learning skills are enriched, such as poster presentation and script writing, with an integrative approach with different interesting topics.</li> <li>✧ Students' knowledge and learning skills from relevant subject contents, such as poster presentation and script writing, were enriched and demonstrated.</li> <li>✧ Teachers brainstormed ideas, co-planned the learning materials, conducted the collegial evaluation to realise P-I-E rationale. They shared experiences and disseminated good practices as part of teachers' professional development.</li> </ul>
Reflection
<p>To what extent does our school enrich students' learning experience and does our school management work hand in hand with teachers for continuous improvement and sustainable development to advocate the holistic development and life-long learning of students with the SLGs?</p> <ul style="list-style-type: none"> <li>✧ Based on the evaluation findings, it would have been better if <u>more time could be given among activities</u> for reflecting on what have been learnt, recapping the content and fine-tuning the materials (<i>see below for the follow-up plan next year</i>).</li> <li>✧ This second-year trans-curricular learning programme provided a platform for us to test logistics and prove values through which experiences were gained for developing our school-based cross-curricular framework <u>in the new timetables starting next school year</u> (<i>see below for the follow-up plan next year</i>).</li> </ul>
Feedback and Follow-up
<ul style="list-style-type: none"> <li>✧ To allow more time among activities, it is recommended that the five-day programme could be extended into <u>a longer span of time</u>.</li> <li>✧ To foster deeper collegial collaboration and better implementation of the whole programme, the CD Team can work with teachers of different levels to <u>streamline the existing materials to better suit the new timetables</u> starting next school years.</li> </ul> <p>(SLG #3 knowledge of key learning areas, #4 language skills, #5 generic skills, #6 reading and information literacy, #7 healthy lifestyle)</p>



## Major Concern 2 Unleashing our Paulines' potential as active learners

### Target 2.2 Enrich students' capabilities in the use of information

#### Strategies/Tasks 2.2.1

Implement the more structured trans-disciplinary programme with themes in relation to students' daily lives for each level in which students locate (input), process and present (output) information

#### Strategies/Tasks 2.2.2

Fine-tune the school-based Information Literacy (IL) Framework with clear targets in the scheme of work across subjects for each level

Achievements
<ul style="list-style-type: none"> <li>✧ Three individual themes, with each for two levels, were identified, on which students were facilitated to employ various tools and skills to locate, evaluate, retrieve and organise information to complete the assigned tasks with reference to meeting records and programme materials.</li> <li>✧ Students learnt to locate, access and collect relevant firsthand and secondhand information and use the information effectively and ethically. They also learnt to extract and organise the information and present new ideas.</li> <li>✧ With reference to the scheme of work in each level across subjects, the IL Framework detailing the areas covered in the whole school curriculum was in place.</li> </ul>
Reflection
<p>To what extent do our students achieve the Updated Seven Learning Goals of Primary Education (SLGs)? To what extent does our school enrich students' learning experience to advocate the holistic development and life-long learning of students with the SLGs?</p> <ul style="list-style-type: none"> <li>✧ The three themes respectively on 'reinvention of new year traditions', 'inclusive carnivals for the elderly' and 'personalised mapping of happiness' provided interesting elements from which students learnt with creativity, imagination, critical thinking and enjoyment <u>without the subject boundaries</u>.</li> <li>✧ While most areas in IL Framework were incorporated in the scheme of work across subjects and levels, <u>a few areas are not yet covered</u> in the existing school curriculum (see below for the follow-up plan).</li> </ul>
Feedback and Follow-up
<ul style="list-style-type: none"> <li>✧ With the school-based IL Framework in place, efforts could be made in <u>mapping the uncovered areas with our school curriculum in order to fill the gap</u> for the information literacy development in the long run.</li> </ul> <p>(SLG #3 knowledge of key learning areas, #4 language skills, #5 generic skills, #6 reading and information literacy, #7 healthy lifestyle)</p>

## C. School Development

### Visitors

Six School Development Officers from the Quality School Improvement Project of the Chinese University of Hong Kong offered professional support throughout the whole school year. They shared with us their invaluable recommendations on areas such as school improvements, training of middle-level leaders, values education and cross-curricular learning. In late June, representatives from our sister school, Capital Normal University Affiliated Yuquan School, visited us for an exchange programme to learn more about the latest learning trends among primary school students in Hong Kong.

### Sister School Scheme

In late March, our J. C. 6 students went on a trip to Beijing for an exchange programme with students and teachers of Capital Normal University Affiliated Elementary School and Capital Normal University Affiliated Yuquan School. They also visited various scenic spots such as the Palace Museum, the Great Wall, the National Imperial Academy, the Beijing Air and Space Museum and the Beijing Olympic Park to understand more about our history and culture and our nation's recent development.

### Parent Education

In accordance with the recommendations from the Curriculum Framework on Parent Education (Primary School) and current situations of our school, we partnered with the Educational Innovation Leadership Project Team of the EdUHK and organised a series of tailor-made parent workshops in four areas such as 'the developing child', 'the holistic development of children', 'happy parents' and 'home-school cooperation and communication', through which our parents could understand more about child growth and parenting skills.

### Curriculum Development

#### *Learning and Teaching*

With the full resumption of face-to-face schooling, students were once again able to immerse themselves in the vibrant ambiance of in-person classes, engaging with their peers and unleashing the full repertoire of teaching strategies from our esteemed faculty. Teachers seamlessly blended digital tools and resources with traditional classroom methods, unlocking a diverse array of learning experiences for our students. From hands-on activities to collaborative group work and interactive multimedia presentations, the barriers imposed by virtual separation were lifted, allowing our students to engage in dynamic discussions, experiments, and projects together in the physical classroom setting.

#### *Curriculum Design*

The school has continued to strengthen its curriculum by incorporating innovative cross-curricular learning programmes that challenge students to tackle real-world problems and engage with diverse cultural perspectives. With the professional support from the QSIP Team of the Chinese University of Hong Kong, these immersive multi-day experiences empower students across levels to explore topics ranging from the reinvention of New Year traditions to the creation of inclusive carnivals for the elderly and the personalised mapping of happiness. Through a rich variety of interactive activities, applications and reflections, our students learnt various generic skills and values, including problem-solving, communication, empathy and creativity to cultivate well-rounded, globally minded individuals.

For years, we have maintained the practice of differentiated teaching in various subjects to cater for students' diverse learning needs. The Curriculum Development Team carried out regular lesson observations to ensure effective learning and teaching. Teachers worked collaboratively in lesson planning and development of the school-based curriculum, incorporating the Evaluate - Plan - Implement - Evaluate (E-P-I-E) elements to continuously improve the effectiveness of our learning and teaching practices.

### *English*

English teachers enhanced their lesson plans with the use of discovery and experiential learning and higher-order thinking skills to improve learning and teaching in English classes. By employing the self-regulated learning, students pro-actively collected useful information to analyse and to solve problems on assigned topics. We also provided students with learning opportunities to help them learn the language more effectively. Members of the English Debate Team and Drama and Speech Club received intensive training and participated in various competitions to showcase their language talents. The Junior Journalists from J. C. 4-6 took part in writing competitions and produced a mini newsletter this year to express their views. The English Fun Day in late March also offered students an authentic experience in using English through a variety of fun activities.

### *Chinese*

The Chinese Department reviewed the Chinese language curriculum and relevant teaching strategies regularly. To cater for diversified learning needs in Chinese learning, we employed split-class teaching strategies in the upper levels. We also promoted picture book education in junior classes to facilitate higher-order thinking and heighten their reading interests. The Department designed a 'self-learning booklet' for students to enrich their independent learning in Chinese through perseverance. We also organised a series of activities such as fai-chun writing, lantern riddle games, speech contests, novel writing competitions, etc., to provide a fruitful learning experience. In Putonghua, our teachers fine-tuned our J. C. 1 school-based curriculum and the curriculum designs for J. C. 2 and 3 to train up the young learners' Putonghua initials and vowels through speaking and listening.

### *Mathematics*

The Mathematics Department actively used diverse approaches, such as discovery and experiential learning and note-taking skills to enable students to explore and understand abstract concepts. In addition to classroom teaching aids, Mathematics teachers of the upper levels delivered lessons with various e-learning software such as Geogebra, Padlet and Nearpod on mobile devices, coupled with higher-order thinking skills, to enrich students' learning experiences. Our J. C. 1-3 Mathematics teachers continued to conduct lessons with picture books. Feedback from the lower primary students was positive.

### *General Studies*

Our General Studies teachers enriched the J. C. 1 school-based Science curriculum, focusing on developing our young students' Science Process Skills. We also arranged various life-wide learning visits for our students to complement the curriculum. The Department joined the Quality Education Fund Thematic Networks, in which students from J. C. 4-6 built a robot individually in this project. Members of the STEAM Team and VEX Robotics Team received intensive training and participated in numerous competitions. We organised The STEAM Fun Day in May to provide our students with hands-on experiences to explore STEAM concepts through interactive activities. In line with the school's values education framework, teachers incorporated 'perseverance' in the

GS curriculum. Students from the upper classes were encouraged to participate in competitions to deepen their understanding in Chinese history and culture.

### *Music*

Our Music Department provided students with opportunities to participate in various music activities and performances to showcase their musical talents, such as Carol Service and Easter Service, assembly performances, Music Showcase, Singing Contest and the 10<sup>th</sup> Anniversary Thanksgiving Sacred Concert organised by the CFDC of the EdUHK. Music teachers arranged instrumental classes, the self-enhanced programmes and various music team training programmes to provide students with systematic training in music learning. This year, our orchestra and choirs won numerous accolades in inter-school music competitions. To broaden students' understanding of various music genres, students from the upper levels joined a number of student concerts organised by the Music Office throughout the year. Professional music teams were invited to give on-site performances in our school. In August this year, some orchestral members will join their counterparts of the College to go on the Summer Music Exchange Tour in several cities in the UK.

### *Physical Education*

Our Physical Education Department ran a series of sports activities and training to cultivate students' interest in sports and to stretch their potential, helping them develop a healthy habit of doing sports. We organised various sports teams so that students could learn more about the importance of collaboration, interpersonal skills and evaluation techniques. The 'Self-enhanced Programme' provided students who sought greater challenges with systematic training programmes. Our boys excelled in different inter-school sports competitions with respectable accolades and we won the silver award in All Hong Kong Primary School Sports Award Scheme (Hong Kong West). In April and August this year, our soccer team and athletes team would join the sports exchange tours with the College in Spain and Japan to broaden students' horizons in sports.

### *Visual Arts*

The Visual Arts Department aimed at cultivating students' interest in visual arts and learning to appreciate arts from different perspectives. Students continued to explore different art forms such as drawing, painting, clay making, stamping, print making and digital drawing. In response to the school's major concern, we incorporated Chinese arts and culture in our curriculum. Students in every level created works such as blue-and-white porcelain, Chinese painting, etc. To broaden students' horizons in visual arts, we organised visits to the Hong Kong Palace Museum, M+ and Hong Kong Museum of Art for students. We also arranged a virtual visual arts exhibition for students to appreciate arts at home. We participated in the artist exchange workshops this year and some of our student works were exhibited in a shopping mall. Visual arts activities such as paper-cutting and New Year picture stamping were run on Chinese Culture Day to promote Chinese culture.

### *Religious Education*

Christian ethics are the main foci of our Religious Education curriculum where students learnt God's words through Bible stories. Altar servers assisted at festive services, whereas student lay readers served in morning assemblies. Our strength and souls were replenished by God's Words. This year, Pass on the Blessings! - WhatStickers Design Competition 2023-2024 was held and the WhatStickers of the winners were shared among the school community to download.



### *Library*

The Library Department promoted reading and understanding more about the Chinese culture through movie appreciation, book fair, bookmark design and booth games under the reading theme of 'Chinese Classics and Tales'. Teachers enriched students' reading experience from a wide spectrum of themed reading. The Department worked closely with the Parent-Teacher Association to put forward 'One Student One Book' campaign, 'Reading Parents' for J. C. 1, 'Game Parents' for J. C. 2 and the 4.23 World Reading Day to cultivate good reading habits among students. Library teachers collaborated with other subjects such as Chinese, English and General Studies and displayed relevant reading materials to support their learning activities.

### **Moral, Civic & National Education**

This year, the flag-raising team raised the national flag weekly in assemblies and on special occasions. We also set up a team of 'Constitution and Basic Law' School Ambassadors who participated in the leadership training workshops run by the EDB and joined activities in relation to the Chinese culture and the technological development of our nation. They actively promoted the national education activities in our school such as sharing in the assemblies and preparation of the promotion materials through tackboard displays. To put forward the national security education more comprehensively and effectively, we organised focused activities in each term, such as inter-class 'War and History in Modern China' Quiz, Chinese Culture Day, National Security Education Fun Day, etc.

### **Outreach Programme**

In addition to the mainstream curriculum, the outreach programme has become an integral part of school life. We held a series of life-wide learning activities across various disciplines including science and technology, visual arts, language arts, music and national education, etc., to enrich students' learning experiences.

We encouraged each and every student to join at least one extra-curricular programme. Elite students were screened and selected to be members of various school teams and participated in the systematic training sessions. Our students would also join their desired cross-curricular activities on Fridays.

To enrich our students' learning experience in the 'book-free' environment, a series of life-wide learning programmes were launched during the student activities period. The PE Department organised the inter-class sports competitions while our science teachers ran the GS Quizzes and STEAM programmes for students. The Chinese and Music Departments ran the annual story-telling competition and singing contest. In addition, the CD Team prepared the cross-curricular learning programmes for all levels with teachers of different subjects. Overall, we promoted their healthy living and positive values through drama shows and games.

This year, we resumed various summer programmes in areas of science, arts and environmental education to provide our students with more outdoor learning experience.

Various activities from different domains aimed at inspiring students to optimise and stretch their potentials, encouraging them to develop multiple intelligences for a more dynamic and fruitful school life.

### **Discipline & Guidance**

The Hong Kong Federation of Youth Groups had provided guidance and counseling services for our boys for its eighteenth year. Our Guidance Team worked with the social worker, had meetings with teachers regularly

and rendered follow-up services to individual students and parents according to their needs. To cater for learner diversity, we worked hand-in-hand with the 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.

Aligning with the values education framework by the EDB, we identified 'perseverance' as our annual theme this year. We also introduced the concepts of growth mindsets and grit in our whole-school counselling project to encourage students to reflect, to improve themselves and to work in action.

Our service-learning programmes for different levels were successfully completed. We partnered with the Oxfam Hong Kong and the Hong Kong Society for the Blind where J.C.1-3 students were called to action in response to the deprived groups and their conditions around the world. Students learnt about the world's food crisis. They also met people with visual impairment to learn more about how they persevere through difficulties. We also introduced a new hike challenge for our lower levels to put 'perseverance' into practice. We continued to run the Paul's Action, in partnership with the Hong Kong Young Women's Christian Association and the Hong Kong Federation Youth Groups. Our J. C. 4 boys joined an inspiring and interactive programme to investigate the local poverty issues, whereas our J. C. 5 went on a trip to Qingyuan where they interacted with local students and residents to experience a different way of living and schooling.

### **Development in Information Technology**

To enhance the effectiveness of learning and teaching, we continued to update and upgrade existing IT equipment, including tablets and mobile devices to support e-learning. We further complemented online learning by using the Microsoft Office 365 platform to disseminate learning materials and collect student assignments to enhance their self-learning skills and e-learning techniques.

### **Teacher Professional Development**

In order to stay well informed of the latest developments and trends in education, teachers regularly attend workshops and experience sharing sessions. Alongside with 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 included:

#### **Year of 2023**

##### **August**

- Workshop for New Panel Chairs I
- Legal Talk
- Using SENCO Tools

##### **September**

- Annual School Plan (Senior Management Team)
- J. C. 1 Admissions Interview Workshop
- Values Education I
- Cross-curricular Learning I

##### **October**

- Workshop for New Panel Chairs II
- Strategies on Implementation of the Annual School Plan
- Cross-curricular Learning II

November	<ul style="list-style-type: none"> <li>○ Growth Programme I</li> <li>○ Cross-curricular Learning III</li> <li>○ Values Education II</li> </ul>
December	<ul style="list-style-type: none"> <li>○ Cross-curricular Learning IV &amp; V</li> <li>○ Speech Therapy Workshop</li> </ul>
Year of 2024	
January	<ul style="list-style-type: none"> <li>○ Values Education III</li> <li>○ Cross-curricular Learning VI</li> <li>○ Growth Programme II</li> </ul>
February	<ul style="list-style-type: none"> <li>○ Interim Evaluation</li> </ul>
April	<ul style="list-style-type: none"> <li>○ SKH Staff Development Day</li> <li>○ Cross-curricular Learning VII</li> <li>○ Values Education IV</li> </ul>
May	<ul style="list-style-type: none"> <li>○ Growth Programme III</li> <li>○ Cross-curricular Learning Workshop I &amp; II</li> <li>○ Workshop for New Panel Chairs III</li> </ul>
June	<ul style="list-style-type: none"> <li>○ Sharing Session on Values Education and the Growth Programme</li> <li>○ Cross-curricular Learning: Evaluation and Future Planning</li> </ul>

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

The St. Paul's College Primary School Parent Teacher Association (PTA) was established in October 1995 with the aim to promote communication between the home and school as well as to strengthen relationships between parents and teachers. As evident from the positive experiences of the 585 families that joined the Association this school year, the PTA has become an indispensable part of our school.

The PTA held a series of activities throughout the school year whole-heartedly, including:

Year of 2023

- J. C. 1 Story Parents (year-long)
- J. C. 2 Game Parents (year-long)
- Lunch Parents (year-long)
- 'One Student One Book' Reading Campaign
- Mid-autumn Festival Celebration
- 'Fun to Read' English Book Order

Year of 2024

- Parent Sharing Session (J. C. 1-4)
- PTA Family Day Camp
- Parent Sharing Session (J. C. 5-6)
- Volunteer Recognition Day
- Parent-Child Dragon Boat Workshop and Competition

- WWF Boat Trip @Hoi Ha Wan
- Parent-Child Coral Appreciation Day
- Chinese Culture Day
- Chinese Folk Tales
- Parent Volunteers on Sports Day
- Drama Appreciation: Wadi al Hitan
- Chinese Book Order
- Recycle Day for Coursebooks and School Uniforms
- J. C. 1 Orientation Day

### **Donation**

We are thankful to the Parent Teacher Association for their donation in sponsoring Paul's Action, the reading promotion campaign, the Chinese novel writing collections and two scholarships. We would also like to express our gratitude to J. C. 6 graduates who donated an amplifier for our educational use.

## D. Student Achievements

### English Language

#### The 75<sup>th</sup> Hong Kong Schools Speech Festival

*Solo Verse Speaking*

*Age 7*

*Class 2*

Lam Brendan	Third	2C
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*P. 1, 2 Boys*

*Class 51*

Wong Chung Lun Jasper	First	1A
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Wong Chun Yiu James	First	1D
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Fu Lucas Timson	Second	1C
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Tsang Long Kwan	Second	2A
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Young Johannes Shun Him	Third	1B
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Chung Pak Yui	Third	1C
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*P. 1, 2 Boys*

*Class 52*

Chan Aiden Ching Yui	First	2C
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Wong Belfrale	Second	1D
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Tang Julian Rodriguez	Second	2A
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Hu Chung Yung	Third	1A
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Lau Yan	Third	1D
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*P. 4 Boys*

*Class 55*

Law Chun Hang	Second	4B
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Mui Him Lok Clayton	Second	4D
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Ngan Yan Long	Third	4D
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*P.4 Boys*

*Class 56*

Sham Tung Anson	Second	4C
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*P.5 Boys*

*Class 58*

Wong Tik Hang	First	5A
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Lo Siu Ming	Second	5B
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Yuen Yin Pok Nathan	Second	5C
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Man Yu San	Second	5D
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Kwan Chi Yui Clement	Third	5A
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Ng Kyrus Cheuk Yiu	Third	5B
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*P. 6 Boys*

*Class 59*

Lee Mang Ki	First	6D
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Cheung Ngai Lun Ernest	Second	6A
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*P. 6 Boys*

*Class 60*

Cheung Man Lung Carlos	Second	6B
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*Prose Reading*  
*P. 1 & P. 2 Boys*  
*Class 167*  
Wong Belfrale

First 1D

*P. 3 & P. 4 Boys*  
*Class 168*

Fung Ching Nam  
Chiu Chun Ho  
Chan Archibald Alexander  
Lam Lok Fung Jorch  
Sham Tung Anson

First 4C  
Second 3A  
Third 3A  
Third 3D  
Third 4C

*P. 5 & P. 6 Boys*  
*Class 169*

Leung Kruz Yu Man  
Kwok Yu Hang

Second 5D  
Third 6C

*Public Speaking*  
*P. 5 & P. 6 Boys*  
*Class 192*

Leung Kruz Yu Man

Second 5D

### **Hong Kong Secondary Schools Debating Competition**

*Primary Section*

Fung Ching Nam  
Tse Ho Him Damien  
Leung Kruz Yu Man

4C  
Best Speaker 5C  
5D

Chong Din Yau Daniel  
Hui Yu Ting Kyle  
Wong Tik Hang

Best Speaker 5C  
6C  
5A

Chong Din Yau Daniel  
Hui Yu Ting Kyle  
Kwan Chi Yui Clement

5C  
6C  
5A

### **Hong Kong School Drama Festival 2023/24**

Award for  
Outstanding  
Cooperation

Au Zhi Yang  
Wang Yat Hei  
Lam Tory  
Ng Tze Ho Caillou  
Lam Lester  
Cheung Ching Yin Clayton  
Chong Din Yau Daniel  
Tam Tsz Hei  
Tse Ho Him Damien  
Chen Ying Jie  
Kuang Jin Adrian  
Cheung Ngai Lun Ernest  
Kan Ting Hei

4B  
4B  
4D  
4D  
5B  
5C  
5C  
5C  
5C  
5D  
5D  
6A  
6A

Cheung Man Lung Carlos		6B
Lai Pak Hei		6B
Tong Ching Yan Izac		6B
Hui Yu Ting Kyle		6C
Lau Chun Lok		6C
Leung Sin Long Caleb		6D

Award for  
Outstanding Stage  
Effects

Lam Lester		5B
Tam Tsz Hei		5C
Chen Ying Jie		5D
Lau Chun Lok		6C

Award for  
Outstanding  
Performer

Au Zhi Yang		4B
Chong Din Yau Daniel		5C
Cheung Man Lung Carlos		6B

Award for  
Outstanding Script

Mr. Milas Christopher Charles  
Miss Sung Hoi Yu

**11<sup>th</sup> Primary Schools Debating Tournament**

Kwan Chi Yui Clement	Best Speaker	5A
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**Chinese New Year Writing Competition**

Kan Ting Hei	First	6A
Chen Chung Chi Josep	Silver	4A

## Chinese Language

### The 75<sup>th</sup> Hong Kong Schools Speech Festival

#### *Choral Speaking (Cantonese)*

*P. 1 & 2*

Second

#### *Choral Speaking (Putonghua)*

*P. 3 & 4*

First

#### *Solo Verse Speaking (Cantonese)*

Tang Julian Rodriguez	First	2A
Law Chun Hang	First	4B
Leung Kruz Yu Man	First	5D
Kwok Yu Hang	First	6C
Lam Yin Hang Gavin	Second	1A
Young Johannes Shun Him	Second	1B
Luk Chun Yu	Second	3B
Yiu Wah Chun	Second	3B
Chan Hei Lok	Second	5A
Lo Siu Ming	Second	5B
Zeng Yau Hei Kingsley	Second	5C
Cheung Kurtis Ka-Him	Second	6D
Lo Samuel	Third	1B
Lau Yan	Third	1D
Tsang Long Kwan	Third	2A
Chiu Chun Ho	Third	3A
Mak Yee Lut Mordred	Third	4D
Kuang Jin Adrian	Third	5D

#### *Prose Reading (Cantonese)*

Yuen Yin Pok Nathan	First	5C
Leung Kruz Yu Man	Second	5D
Kwok Yu Hang	Second	6C
Young Johannes Shun Him	Third	1B
Chiu Chun Ho	Third	3A
Lai Jaxon	Third	4D
Zeng Yau Hei Kingsley	Third	5C

#### *Song Verse Speaking (Cantonese)*

Zeng Yau Chun Jayden	Third	3D
Zeng Yau Hei Kingsley	Third	5C

#### *Storytelling (Cantonese)*

Lo Siu Ming	Second	5B
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#### *Solo Verse Speaking (Putonghua)*

Chung Tsz Hei Aiden	First	3A
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Fung An Pan	First	3D
Choi Wai Hei	First	4B
Sham Tung Anson	First	4C
Zeng Yau Hei Kingsley	First	5C
Young Johannes Shun Him	Second	1B
Wong King Yau Kurtis	Second	2C
Au Kan Ching	Second	2D
Chan King Him	Second	3B
Bei Chi Ting	Second	3C
Zhao Haoxuan	Second	4A
Law King Ting	Second	4D
Kwok Yu Hang	Second	6C
Lee Mang Ki	Second	6D
Fu Lucas Timson	Third	1C
Hui Jianhang	Third	1C
Yau Chun Lok	Third	1C
Ku Ho Chai Justin	Third	2A
Chiu Chun Yin	Third	2B
Siu Kwan Chak Mars	Third	2B
Fung Ching Nam	Third	4C
Leung Cheuk Nam	Third	5B
Nie Ho Wun Brian	Third	5D
Mak Chin Wang Kingsley	Third	6B

*Prose Reading (Putonghua)*

Ng Hei Yui Oscar	First	4A
Nie Ho Wun Brian	First	5D
Lee Mang Ki	First	6D
Ku Ho Chai Justin	Second	2A
Wong Tik Hang	Second	5A
Kwok Yu Hang	Second	6C
Au Kan Ching	Third	2D
Chan King Him	Third	3B
Zeng Yau Hei Kingsley	Third	5C

**All-Hong Kong Schools Chinese Writing Elite Competition 2023**

Law King Ting	Second	4D
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## Mathematics

### Mathematics Without Borders Tournament 2024

#### *Individual*

Mok Lai Yuen	Silver	5C
Lo Shing Ho	Bronze	3A
Chan Aaden	Bronze	3B
Lee Anson Tsun Ho	Bronze	3C
Fung Ching Nam	Bronze	4C

### Eye level Math Olympiad 2023

#### *Individual*

Man Hok Lam	World Champion Gold	2A
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### The 10th Hong Kong Primary Mathematics Challenge

#### *Individual*

Chen Ying Jie	Gold	5D
Chan Shing Chak	Gold	6D
Huang Hongyi Kingsley	Silver	5D
Cheung Kurtis Ka-Him	Silver	6D
Kwan Chi Yui Clement	Bronze	5A
Cui Chai Wan Kevin	Bronze	6A

#### *Group*

	Fifth	
Cui Chai Wan Kevin		6A
Chu Chi Heen Brian		6A
Chan Shing Chak		6D
Cheung Kurtis Ka-Him		6D

### STEAM Elite Cup Series

#### *Mathematics - Preliminary Round*

#### *Individual*

Hung Hayson	Gold	4B
Yam Tze Chun	Gold	4B
Lee Pui Hang Heysen	Gold	4C
Sham Tung Anson	Gold	4C
Lai Jaxon	Gold	4D
Lo Siu Ming	Gold	5B
Lai Kai Pong	Gold	5D
Ng Shing Ho	Gold	5D

#### *Olympiad Mathematics – Preliminary Round*

#### *Individual*

Chan Wai On	Gold	4B
Cheung King Hang	Gold	4C
Lee Chun Ting Issac	Silver	4B
Ho Tsz To	Bronze	5A
Chu Pui Long Joshua	Bronze	5B
Siu Hok Yin	Bronze	5B
Fong Hei Tai	Bronze	5C
Wong Cheuk Fung Harvey	Bronze	5C

### Hong Chi Cup Primary Mathematics Invitational Competition 2023

#### *Individual*

Yip Shun Yin	Second	6B
Ng Chun Kit	Third	5B
Chan Wai On	Gold	4B
Cheung King Hang	Gold	4C
Lie Ming Yui	Gold	6C
Zhang Yik Wang	Silver	3D
Chan Yui Chit	Silver	4B
Hung Pak Fung Austin	Silver	4B
Lee Sze Lok	Silver	4B
Lai Tsz Hei	Silver	4B
Wang Yat Hei	Silver	4B
Wong Pak Yeung Ransley	Silver	4D
Sham Tung Anson	Silver	4C
Lai Kai Pong	Silver	5D
Ma Ming Yu	Silver	6C
Li Tsz Him	Silver	6D
Lai Jaxon	Bronze	4D
Cheung Lok Him	Bronze	6A

### 17<sup>th</sup> Hong Kong Joint Primary School Mathematics Competition 2023-2024 (Southern District)

#### *Group*

#### *Overall*

Second

#### *Brain Challenge*

First

#### *Problem-solving Star*

Second

#### *Individual*

Silver

Mak Chin Wang Kingsley	6B
Chan Shing Chak	6D
Cheung Kurtis Ka-Him	6D

Bronze

Ho Tsz To	5A
Kwan Chi Yui Clement	5A
Mok Lai Yuen	5C

### Global Junior Math Aptitude Test 2024

#### *Individual*

Silver

Lo Shing Ho	3A
Mok Lai Yuen	5C

**‘Huaxiabei’ National Mathematics Olympiad Invitation Competition  
2024 (South China Region) First Round**

*Group (Primary Section)*

Third

*Individual*

1<sup>st</sup> Class Honour

Tang Ho Chit	1A
Chan Hao Wing	1B
Wang Siqi	1C
Yau Chun Lok	1C
Law Kwan Shun	1D
Ng Caspar	1D
Lai Bok Lai	2A
Mak Long Wang Marcus	2B
Lam Hazen	2C
Ngan Ho Fung	2C
Liu Ching Hei	2C
Lo Shing Ho	3A
Wat Yan Chak	3A
Chan Aaden	3B
Lee Anson Tsun Ho	3C
Cheng Kam Wing	3D
Zhang Yik Wang	3D
Fung An Pan	3D
Fung Chi Ting	3D
Lai Ka Nam	4B
Hung Hayson	4B
Lee Sze Lok	4B
Lee Chun Ting Issac	4B
Lau Chi Leung Emmanuel	4C
Sham Tung Anson	4C
Chen Jayden	4D
Kwan Chi Yui Clement	5A
Lee Chester Chi Wai	5A
Mok Lai Yuen	5C
Kuang Jin Adrian	5D
Lam Cheuk Yin Malcon	6A
Mak Chin Wang Kingsley	6B
Li Yik Ka	6B
Yip Shun Yin	6B
Zhang Chengyang Leo	6C
Chan Shing Chak	6D
Cheung Kurtis Ka-Him	6D

2<sup>nd</sup> Class Honour

Hu Chung Yung	1A
Kou Sze Pok Howie	1A
Li Zexuan	1A
Lam Pak Hang	1B
Yau Pui Fung Nicholas	1B
Li Pak Lam	1B
Tong Chung Lai	1C

Ho Lai Kiu Lincoln	1C
Chan Enzo Shun Hang	1C
Cui Chai Yeung	1D
Zhou Mingqian	1D
Lok Yan Hei	1D
Tsang Long Kwan	2A
Tian Xuhan	2C
Pan Shizhang	2D
Lo Sheldon Yat Him	2D
Chiu Chun Ho	3A
Lau Chun Ting	3B
Lau Hoi Hong	3B
Liu Hao Yang	3C
Cheng Wai Kan	3C
Zhao Haoxuan	4A
Lam Sum Wai	4A
Lai Tsz Hei	4B
Choi Wai Hei	4B
Fung Ching Nam	4C
Qian Tsz Wan	4C
Lai Jaxon	4D
Leung Yui Him	5A
Choi Ka Chun Ethan	5A
Kong Chin Lok	5A
Ng Chun Kit	5B
Chu Pui Long Joshua	5B
Wong Cheuk Fung Harvey	5C
Chong Din Yau Daniel	5C
Huang Hongyi Kingsley	5D
Chen Ying Jie	5D
Li Xingze	5D
Cui Chai Wan Kevin	6A

### 3<sup>rd</sup> Class Honour

Qiu Yi Chase	2D
Man Yik Hei	3A
Pong Shing Chit	3B
Tsui Lap Hei Daniel	4A
Ngai Tsz Huen	4A
Lo Siu Ming	5B
Fong Hei Tai	5C
Chong Chung Yat	6C

### **‘Huaxiabei’ National Mathematics Olympiad Invitation Competition 2024 (South China Region) Second Round**

#### *Individual*

### 1<sup>st</sup> Class Honour

Kou Sze Pok Howie	1A
Tang Ho Chit	1A
Wang Siqi	1C
Chan Enzo Shun Hang	1C
Law Kwan Shun	1D
Lai Bok Lai	2A
Pan Shizhang	2D

Lo Shing Ho	3A
Lau Hoi Hong	3B
Lee Anson Tsun Ho	3C
Fung An Pan	3D
Fung Chi Ting	3D
Hung Hayson	4B
Kwan Chi Yui Clement	5A
Mok Lai Yuen	5C
Kuang Jin Adrian	5D
Cui Chai Wan Kevin	6A
Chan Shing Chak	6D
Cheung Kurtis Ka-Him	6D

## 2<sup>nd</sup> Class Honour

Hu Chung Yung	1A
Li Zexuan	1A
Lam Pak Hang	1B
Yau Chun Lok	1C
Ho Lai Kiu Lincoln	1C
Ng Caspar	1D
Zhou Mingqian	1D
Lok Yan Hei	1D
Tsang Long Kwan	2A
Mak Long Wang Marcus	2B
Lam Hazen	2C
Ngan Ho Fung	2C
Wat Yan Chak	3A
Lau Chun Ting	3B
Liu Hao Yang	3C
Cheng Kam Wing	3D
Zhang Yik Wang	3D
Tsui Lap Hei Daniel	4A
Lai Ka Nam	4B
Lee Chun Ting Issac	4B
Lau Chi Leung Emmanuel	4C
Sham Tung Anson	4C
Chen Jayden	4D
Leung Yui Him	5A
Lee Chester Chi Wai	5A
Kwok Chak Yeung	5A
Choi Ka Chun Ethan	5A
Kong Chin Lok	5A
Chu Pui Long Joshua	5B
Wong Cheuk Fung Harvey	5C
Chong Din Yau Daniel	5C
Huang Hongyi Kingsley	5D
Chen Ying Jie	5D
Li Xingze	5D
Lam Cheuk Yin Malcon	6A
Mak Chin Wang Kingsley	6B
Li Yik Ka	6B
Yip Shun Yin	6B

### 3<sup>rd</sup> Class Honour

Chan Hao Wing	1B
Yau Pui Fung Nicholas	1B
Li Pak Lam	1B
Tong Chung Lai	1C
Cui Chai Yeung	1D
Liu Ching Hei	2C
Tian Xuhan	2C
Qiu Yi Chase	2D
Lo Sheldon Yat Him	2D
Chiu Chun Ho	3A
Man Yik Hei	3A
Chan Aaden	3B
Zhao Haoxuan	4A
Ngai Tsz Huen	4A
Lai Tsz Hei	4B
Choi Wai Hei	4B
Fung Ching Nam	4C
Qian Tsz Wan	4C
Lai Jaxon	4D
Ng Chun Kit	5B

### **‘Huaxiabei’ National Mathematics Olympiad Invitation Competition 2024 (South China Region) Final Round**

#### *Individual*

### 1<sup>st</sup> Class Honour

Wang Siqi	1C
Lo Shing Ho	3A
Fung An Pan	3D
Mok Lai Yuen	5C
Cui Chai Wan Kevin	6A

### 2<sup>nd</sup> Class Honour

Hu Chung Yung	1A
Tang Ho Chit	1A
Yau Pui Fung Nicholas	1B
Yau Chun Lok	1C
Ho Lai Kiu Lincoln	1C
Law Kwan Shun	1D
Lok Yan Hei	1D
Tsang Long Kwan	2A
Mak Long Wang Marcus	2B
Ngan Ho Fung	2C
Chiu Chun Ho	3A
Wat Yan Chak	3A
Chan Aaden	3B
Lau Chun Ting	3B
Lee Anson Tsun Ho	3C
Cheng Kam Wing	3D
Fung Chi Ting	3D
Sham Tung Anson	4C
Chong Din Yau Daniel	5C
Li Yik Ka	6B
Yip Shun Yin	6B

### 3<sup>rd</sup> Class Honour

Kou Sze Pok Howie	1A
Li Zexuan	1A
Lam Pak Hang	1B
Chan Enzo Shun Hang	1C
Cui Chai Yeung	1D
Lai Bok Lai	2A
Lam Hazen	2C
Liu Ching Hei	2C
Tian Xuhan	2C
Pan Shizhang	2D
Zhao Haoxuan	4A
Tsui Lap Hei Daniel	4A
Choi Wai Hei	4B
Lee Chun Ting Issac	4B
Kwan, Chi Yui Clement	5A
Choi Ka Chun Ethan	5A
Chu Pui Long Joshua	5B
Huang Hongyi Kingsley	5D
Kuang Jin Adrian	5D
Li Xingze	5D
Lam Cheuk Yin Malcon	6A

### 31<sup>st</sup> Hong Kong Primary School Mathematical Olympiad

#### Individual

	Gold	
Ho Lai Kiu Lincoln		1C
Yau Chun Lok		1C
Lo Shing Ho		3A
	Silver	
Lam Hazen		2C
	Bronze	
Chiu Chun Ho		3A

### 2024 Asia International Mathematical Olympiad Open Contest (AIMO Open) (First Round)

#### Individual

	Gold	
Yau Chun Lok		1C
Ho Lai Kiu Lincoln		1C
Law Kwan Shun		1D
Lam Hazen		2C
Pan Shizhang		2D
Lo Shing Ho		3A
Lau Hoi Hong		3B
Lee Anson Tsun Ho		3C
Hung Hayson		4B
Sham Tung Anson		4C
Li Yik Ka		6B
Zhang Hanwen		6B
Chan Shing Chak		6D
Cheung Kurtis Ka-Him		6D



## Silver

Hu Chung Yung	1A
Li Zexuan	1A
Lam Pak Hang	1B
Wang Siqi	1C
Yau Pui Fung Nicholas	1B
Chan Enzo Shun Hang	1C
Cui Chai Yeung	1D
Mak Cheuk Lam	2B
Ngan Ho Fung	2C
Chan Aaden	3B
Cheng Kam Wing	3D
Zhang Yik Wang	3D
Choi Wai Hei	4B
Lee Chun Ting Issac	4B
Lau Chi Leung Emmanuel	4C
Qian Tsz Wan	4C
Ng Chun Kit	5B
Chen Ying Jie	5D
Zhang Chengyang Leo	6C

## Bronze

Tong Chung Lai	1C
Ngai Tsz Huen	4A
Fung Ching Nam	4C
Kwan Chi Yui Clement	5A
Lee Chi Wai	5A
Mok Lai Yuen	5C

### 2024 Asia International Mathematical Olympiad Open Contest (AIMO Open) (Second Round)

#### Individual

## Gold

Lo Shing Ho	3A
Lau Hoi Hong	3B
Lee Chun Ting Issac	4B
Mok Lai Yuen	5C
Li Yik Ka	6B
Chan Shing Chak	6D
Cheung Kurtis Ka-Him	6D

## Silver

Mak Cheuk Lam	2B
Lam Hazen	2C
Ngan Ho Fung	2C
Chan Aaden	3B
Cheng Kam Wing	3D
Hung Hayson	4B
Choi Wai Hei	4B
Fung Ching Nam	4C
Sham Tung Anson	4C
Ng Chun Kit	5B
Chen Ying Jie	5D
Zhang Hanwen	6B

Zhang Chengyang Leo		6C
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	Bronze	
Pan Shizhang		2D

**2024 Asia International Mathematical Olympiad Open Contest (AIMO Open) (JC1 Final Round)**

*Individual*

	Gold	
Chan Enzo Shun Hang		1C

	Silver	
Li Zexuan		1A

Wang Siqi		1C
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Yau Pui Fung Nicholas		1B
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Ho Lai Kiu Lincoln		1C
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	Bronze	
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Lam Pak Hang		1B
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Yau Chun Lok		1C
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**16<sup>th</sup> C. W. & S District Primary School Mathematics Invitational Competition**

*Group*

	First	
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Chu Chi Heen Brian		6A
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Li Yik Ka		6B
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Yip Shun Yin		6B
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Zhang Chengyang Leo		6C
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Cheung Kurtis Ka-Him		6D
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Chan Shing Chak		6D
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	Third	
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Ho Tsz To		5A
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Leung Yui Him		5A
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Fong Hei Tai		5C
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Mok Lai Yuen		5C
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Wong Cheuk Fung Harvey		5C
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Chen Ying Jie		5D
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*Individual*

Chan Shing Chak	First	6D
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Li Yik Ka	Second	6B
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## General Studies

### Primary School STEAM Competition 2023

#### *Clean Hong Kong Campaign*

	First Runner-up	
Chong Din Yau Daniel		4C
		(2022-2023)
Woo Hoi Chun Hayden		5C
		(2022-2023)

#### *Robot Sheep-herding Contest*

	Second Runner-up	
Tam Tsz Hei		4C
Kwok Yu Hang		5C

### All-Hong Kong Inter-school STEAM Elite Cup (Preliminary)

#### *Natural Science*

	Gold	
Choi Wai Hei		4B
Pang Cheung Chun Kayson		4B
Hui Yu Ting Kyle		6C
	Silver	
Tsoi Cheuk Lam		5C
Huang Hongyi Kingsley		5D
	Bronze	
Woo Hoi Chun Hayden		6C

### The 5<sup>th</sup> Hong Kong Primary School Bioblitz Competition

	First Runner-up	
Choi Wai Hei		4B
Pang Cheung Chun Kayson		4B
Okada Ken		6A

### The 14<sup>th</sup> Hong Kong Primary Schools Debate Competition

	The Best Speaker	
Hung Hayson		4B
Ko Nok Ching		5C
Cui Chai Wan Kevin		6A

### ‘The Future Cup’ Primary School Cantonese Debate Competition

	The Best Speaker	
Ko Nok Ching		5C
Mak Chin Wang Kingsley		6B

### The 5<sup>th</sup> Hong Kong Inter-Primary Schools Debate Invitational Contest (Kowloon Tong Cup)

	Champion	
Tam Tin Chun Adrian		4A
Chan Wai On		4B
Lee Sze Lok		4B
Leung Chun Hin		4C
Li Chi Yui Emmett		4C
Li Ho Chai		4C

Law King Ting	4D
O Pak Long	5B
Ko Nok Ching	5C
Tam Tsz Hei	5C
Cui Chai Wan Kevin	6A
Chan Pok Yiu Kayden	6B
Mak Chin Wang Kingsley	6B
Kou Sze Chai Bowie	6C
Leung Chi Yiu	6C
Chan Shing Chak	6D

#### The Best Speaker

Ko Nok Ching	5C
Cui Chai Wan Kevin	6A

## Music

### **The 21<sup>st</sup> Hong Kong Inter Primary School English Folk Song Group Singing Contest (Preliminary)**

Folk Song Ensemble	Champion
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### **The 21<sup>st</sup> Hong Kong Inter Primary School English Folk Song Group Singing Contest (Final)**

Folk Song Ensemble	Champion
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### **Hong Kong Inter-School Choral Festival 2024 Competition cum Masterclass**

*Primary Senior*

Senior Choir	Gold
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### **The 11th Hong Kong International Youth Performance Arts Festival and Music Competition (Hong Kong Ensemble Performance Competition)**

*Vocal Ensemble - Primary School Class B*

Folk Song Ensemble	Honorary Gold
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### **The 76<sup>th</sup> Hong Kong Schools Music Festival**

*Church Music - Chinese - Primary School Choir - Age 13 or under*

Senior Choir	Second
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*Church Music - Chinese - Primary School Choir - Age 9 or under*

Junior Choir	Second
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*Violin Solo - Grade One*

Lam Yui Sum	Third	3A
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*Violin Solo - Grade Two*

Wu Pak Ho	Second	2B
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Tong Chung Lai	Third	1C
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Chiu Chun Ho	Third	3A
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*Violin Solo - Grade Five*

Kuang Jin Adrian	Second	5D
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*Graded Piano Solo - Grade One*

Cheng Marcus	Second	3A
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Hu Chung Yung	Third	1A
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Chan Alex Pak Hang	Third	2B
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*Graded Piano Solo - Grade Two*

Wong Chun Yiu James	First	1D
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Chan Pak Hei	Second	3D
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Tong Chung Lai	Third	1C
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*Graded Piano Solo - Grade Three*

Ho Lai Kiu Lincoln	First	1C
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Wu Pak Ho	Second	2B
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Wong Yau San James	Third	3D
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*Graded Piano Solo - Grade Four*

Liu Hei To	First	3C
Pan Shizhang	Second	2D
<i>Graded Piano Solo - Grade Five</i>		
Tsang Noah Hiu Long	First	4A
Lee Sze Lok	First	4B
<i>Graded Piano Solo - Grade Six</i>		
Tsui Lap Hei Daniel	Second	4A
<i>Flute Solo - Primary School - Junior</i>		
Ho Yat Ching Jayden	First	4D
Tsang Long Kwan	Second	2A
<i>Flute Solo - Primary School - Senior</i>		
Lam Pak Ting Bryan	Second	6C
<i>Vocal Solo - Foreign Language - Boys or Girls Treble Voice - Primary School Age 7 to 8</i>		
Yiu Wah Chun	Second	3B
Lam Lok Fung Jorch	Third	3D
<i>Vocal Solo - Foreign Language - Boys or Girls Treble Voice - Primary School Age 10 or under</i>		
Yuen Yin Pok Nathan	First	5C
Ngan Yan Long	Second	4D
Kwan Chi Yui Clement	Third	5A
<i>Vocal Solo – Chinese - Boys or Girls Treble Voice - Primary School Age 13 or under</i>		
Kwok Yu Hang	Third	6C
<i>Cello Solo - Junior</i>		
Chen Yat Long	Third	4A
<i>Piano Duet - Intermediate</i>		
Tsang Noah Hiu Long	First	4A
<i>French Horn Solo - Primary School - Senior</i>		
Chan Yui Long	Second	6C
<b>Joint School Music Competition 2024</b>		
<i>Handchime (Primary)</i>		
Handchime Team	Silver	
<i>String Orchestra (Primary)</i>		
Orchestra – Strings	Silver	
<i>Orchestra (Primary)</i>		
Orchestra	Gold	
<i>Primary School Choir (Challenger)</i>		
Senior Choir	Gold	

<i>Primary School Group Ensemble (Singing)</i>		
Folk Song Ensemble	Gold	
<i>Wind Band (Primary)</i>		
Wind Band	Silver	
<b>International Fringe Music Festival and Competition</b>		
<i>Sonatina Class</i>		
Tan Qianyuan	Second	3A
<b>The 4<sup>th</sup> Bangkok International Piano Competition</b>		
<i>Junior A</i>		
Tsui Lap Hei Daniel	Gold	4A
<b>2024 Asia-Pacific Children And Youth Pianist Competition</b>		
<i>Primary 1 - 3 Division</i>		
Kwok Yau Shing Hugo	Gold	2C
<b>Fringe Inter-School Music Competition</b>		
<i>Graded Class - Grade Five (Piano)</i>		
Tsang Noah Hiu Long	First	4A
<b>International Fringe Music Festival and Competition</b>		
<i>Advanced John Thompson Class</i>		
Chung Tsz Hei Aiden	Second	3A
<b>The 5th Franz List International Youth Piano Competition-China Semi-final</b>		
<i>Children Group B</i>		
Tan Qianyuan	Silver	3A
<b>2024 Hong Kong Children &amp; Youth Piano Contest</b>		
<i>Children</i>		
Tsang Noah Hiu Long	Second (Gold Award)	4A

## Visual Arts

### **The 48<sup>th</sup> Hong Kong Youth Painting Competition**

#### *Junior Primary Category*

Lo Sheldon Yat Him

Third

2D

#### *Senior Primary Category*

Lee Mang Ki

Champion

6D

### **Hong Kong Youth Artist of the Year Contest 2023**

Kwok Pak Wei

Third

6C

Lam Pak Ting Bryan

Silver

6C

### **Hong Kong Heart Foundation Drawing Competition 2023**

Kwok Pak Wei

Elite Award

6C



## Sports

### Hong Kong Island West Area Inter-Primary Schools Swimming Competition

*A Grade*

*100M Freestyle*

Law Tsz Lok	Fourth	6B
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*B Grade*

*50M Breaststroke*

Cheng Tsun Yu	First	6C
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### HKSAR Establishment Day Football Competition

*Gold Cup Group*

Football Team	Fourth	
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### Hong Kong Youth Badminton Championships 2023

*Year 13 Male Singles*

Leung Hoi Chi Evan	First	5C
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### Hong Kong West Inter-Primary Schools Football Competition

Football Team	Fourth	
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Hui Pak Yui	The Outstanding Athlete Award	6A
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### Lok-Kung Fencing Invitational Competition 2023

*P. 5 Foil*

Leung Yui Him	First	5A
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Ko Tsz Hin	Third	5D
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*P. 4 Foil*

Chau Yee Yui Anakin	Third	4C
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*P. 3 Foil*

Fung An Pan	First	3D
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### Tai-Xing Cup Fencing Open 2024

Chen Yat Long	First	4A
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### Lam Tai Fai College Fencing Invitational Competition

*A Grade*

Yeung Long Ki Alfie	First	6C
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### Hong Kong Island West Area Inter-Primary Schools Swimming Competition

*A Grade*

*100M Breaststroke*

Cheng Tsun Yu	Second	6C
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*100M Freestyle*

Law Tsz Lok	First	6B
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*50M Backstroke*

Law Tsz Lok	First	6B
<i>50M Breaststroke</i> Cheng Tsun Yu	Second	6C
<i>4x50M Freestyle Relay</i> Team	Fourth	
Law Tsz Lok	The Outstanding Athlete Award	6B
<i>B Grade</i> <i>50M Freestyle</i> Kwok Yuet	Fourth	5B
<i>100M Freestyle</i> Kwok Yuet	Fourth	5B
<i>4x50M Freestyle Relay</i> Team	Fourth	
<i>A Grade Overall</i> Team	Third	
<b>Hong Kong Island West Area Inter-Primary Schools Athletics Meet</b>		
<i>A Grade</i> <i>200-Metre Race</i> Hui Pak Yu	Third	6A
<i>400-Metre Race</i> Luk Ching Hin	First	6A
<i>High Jump</i> Lo Chi Him	Second	6B
<i>Shot Put</i> Okada Ken	Third	6A
<i>B Grade</i> <i>100-Metre Race</i> Lam Lester	First	5B
<i>200-Metre Race</i> Lam Ching Ho	Third	5B
<i>Softball Throw</i> Leung Hoi Chi Evan	Third	5C
<i>Long Jump</i> Wong Chun Sing Sunny	Third	5B
<i>4x100-Metre Relay</i> Team	Second	

*C Grade**60-Metre Race*

Wong Chun Shing Marcus	First	4D
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*100-Metre Race*

Poon Tsz Yik	First	4C
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*Long Jump*

Wong Ching Yeung	Second	4A
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*4x100-Metre Relay*

Team	Second	
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*A Grade Overall*

Team	Fourth	
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*B Grade Overall*

Team	Second	
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*C Grade Overall*

Team	First	
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**Hong Kong West Inter-Primary Schools Table Tennis Competition***A Grade*

Champion	
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Li Kwun Ip	6B
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Cheung Ching Yin Clayton	5C
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Tsoi Lap Yin Isaac	6C
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Tso Ming Hei	3B
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Wong Yau San James	3D
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The Outstanding Athlete Award	
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Li Kwun Ip	6B
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Cheung Ching Yin Clayton	5C
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*B Grade*

Second	
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Lai Ka Nam	4B
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Ozer Daniel	4D
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Chu Pui Long Joshua	5B
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Lau Wai Shun Vincent	1B
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Lee Anson Tsun Ho	3C
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The Outstanding Athlete Award	
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Lai Ka Nam	4B
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Ozer Daniel	4D
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**Hong Kong Primary School Fencing Tournament***A Grade**Foil (Solo)*

Yeung Long Ki Alfie	Third	6C
<i>Foil (Team)</i>		
Team	Third	
<i>B Grade</i>		
<i>Foil (Solo)</i>		
Fung An Pan	Third	3D
<i>Foil (Team)</i>		
Team	Second	
<i>C Grade</i>		
<i>Foil (Team)</i>		
Team	Third	
<i>D Grade</i>		
<i>Foil (Team)</i>		
Team	First	
<b>Watson's Hong Kong Student Athlete Award</b>		
Law Tsz Lok	Student Athlete Award	6B
<b>Hong Kong West Inter-Primary Schools Basketball Competition</b>		
Basketball Team	First	
	The Outstanding Athlete Award	
Luk Ching Hin		6A
Lo Chi Him		6B
<b>Hong Kong West Inter-Primary Schools Volleyball Competition</b>		
Volleyball Team	Second	
	The Outstanding Athlete Award	
Lo Chun Hei		6B
Pang Aaron Tsun		6A
<b>Hong Kong West Inter-Primary Schools Badminton Competition</b>		
<i>A Grade (Team)</i>		
	Third	
Man Lok Hin Justin		6B
Leung Hoi Chi Evan		5C
Hui Hok Wang Maurice		4C
Xu Yat Ching		3C
Lau Hoi Hong		3B
Leung Hoi Chi Evan	The Outstanding Athlete Award	5C

### **Hong Kong Primary School Fencing Competition**

*A Grade*

*Foil (Solo)*

Yeung Long Ki Alfie	Third	6C
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*Foil (Team)*

Third

Ko Tsz Hin	5D
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Yeung Long Ki Alfie	6C
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Wong Ming Hei	6D
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### **Hong Kong & Kowloon Area Primary School Sports Award Scheme**

All Sports Teams	Silver
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## Library

The 6<sup>th</sup> Hong Kong Students Creative Reading Report Competition

Wu Yik Lai Henrik

First

4D

(2022-2023)

## E. Financial Summary

### ST. PAUL'S COLLEGE PRIMARY SCHOOL FINANCIAL SUMMARY 2022-2023

	Government Funds	Non-Government Funds
INCOME		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	68.92%	N.A.
School Fees	N.A.	27.71%
Donations, if any	0.03%	0%
Other Income, if any	0.35%	2.99%
Total	69.3%	30.7%
EXPENDITURE		
Staff Remuneration	77.75%	
Operational Expenses (including those for Learning and Teaching)	14.71%	
Fee Remission / Scholarship (~)	3.34%	
Repairs and Maintenance	2.01%	
Depreciation	2.19%	
Miscellaneous	0%	
Total	100%	
Surplus/Deficit for the School Year <sup>#</sup>	0.10 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year <sup>#</sup>	10.46 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 3.72 months of NBV of Additional School Building

## Report on Use of Capacity Enhancement Grant (CEG) in 2023/2024 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): 24

Task Area	Major Area(s) of Concern	Strategies / Tasks	Benefits Anticipated	Time Scale	Actual Expenses	Evaluation of Effectiveness (by survey)	Follow up / Suggestion
Co-curricular Activities	Develop students' multiple intelligences	Service providers were appointed to organise co-curricular activities for the whole school during the CCA periods.	<ul style="list-style-type: none"> <li>The CCA periods provide students with various activities to develop their multiple intelligences</li> <li>Common free periods are arranged for co-planning sessions among subject teachers with their level partners</li> </ul>	From September 2023 onwards for 1 year	HK\$585,531.00	<ul style="list-style-type: none"> <li>100% of the teaching staff agreed that the Cross-Curricular Activities (CCAs) helped develop students' multiple intelligences.</li> <li>Over 98% of the teaching staff agreed that the common free periods arranged could help foster deeper collaboration among teaching partners to improve learning and teaching effectiveness.</li> <li>Over 95% of students agreed that the activities in the CCA periods helped develop their multiple intelligences.</li> </ul>	<p>Most teachers agreed that co-curricular activities could relieve the workload and create more room for lesson planning.</p> <p>Most teachers and students agreed that co-curricular activities could help develop students' multiple intelligences.</p> <p>In conclusion, it is recommended that CCA programmes would continue 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
STEM Education	Develop students' STEM Education	Acquire service by an outsourced agency to run activities related to STEM Education	<ul style="list-style-type: none"> <li>Strengthen students' ability to integrate and apply knowledge and skills within and across the KLA of Science, Technology and Mathematics Education.</li> <li>Relieve teachers' workload</li> </ul>	From September 2023 onwards for 1 year	HK\$35,280.00	<ul style="list-style-type: none"> <li>100% of participants agreed that the experience has strengthened their computational thinking and problem-solving skills.</li> <li>The team participated in two territory-wide competitions and achieved satisfactory results.</li> <li>The hands-on nature of robotics kept students motivated and engaged throughout the program.</li> </ul>	<p>Given the success in enhancing students' life skills, it is recommended to hold the program again this year.</p> <p>Organize an event where students can showcase their projects to parents and the community, fostering interest in robotics.</p>
School Management	To relieve teachers' workload in non-teaching area.	To employed a teaching assistant to take up some non-teaching duties	<ul style="list-style-type: none"> <li>Teachers' workload will be relieved.</li> </ul>	From September 2023 onwards for 1 year	Salary and MPF HK\$257,255.25	<ul style="list-style-type: none"> <li>Over 98% of the teaching staff agreed that some of the teachers' workload was reduced.</li> <li>100% of the teaching staff agreed that more room could be created for teachers to work on improving the quality of learning and teaching.</li> </ul>	Since the result of the survey showed that increasing manpower could reduce their workload and improve the quality of learning and teaching, it is recommended that

							the school would continue to employ a teaching assistant to assist with clerical work for school administration.
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Income:

Surpluses from previous years: HK\$698059.61

Capacity Enhancement Grant 2023/24 from EdB: HK\$783,146.00

Expenditure:

1. Activity Programme by service providers: HK\$585,531.00

2. To employ a teaching assistant: HK\$257,255.25

3. STEM Education: HK\$35,280.00

Total Expenditure:\$878,066.25

Deficit for 2023-2024 school year: HK\$94,920.25

Total surpluses: HK\$603,139.36

## Report on the Use of the Life-wide Learning Grant 2023-2024 School Year

Schools are required to upload this Report or the School Report which consist of this Report endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.

### Category 1: To organise / participate in life-wide learning activities

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	<b>Local Activities:</b> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness , or 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													
1	Self-enhanced Programme	Sep 2023- Jul 2024	JC2-6	147	203,818.57	\$1,386.79	E6	Cross-KLA	147 students of 11 teams are selected by teachers in the area of Sports, Science, Music and Arts. Students learnt different knowledge and gained a lot in the CCA periods. According to the questionnaire, over 95% of students agreed that the activities in the CCA periods will develop their multiple intelligences. Over 95% of students reported that they enjoyed and took initiative during having activities in the lessons.	I		P		
2	A Service Programme for JC1-3	20 Mar - 22 Mar 2024	JC1-3	336	\$61,819.00	\$183.99	E5, E6	Service Learning	Oxfam Hong Kong organized a whole day service-learning programme for JC 1-3 students, providing live case scenario for students and their parents to experience poverty and climate justice. Over 88% of participants, including students and their parents, agreed that they have a better understanding about climate justice, and 84% of them agreed they were willing to contribute in improving the situation by making changes in daily habit.  The Hong Kong Society for the Blind organized a whole day service-learning programme for JC1-3, providing first-hand sharing from people with visual disabilities, knowledge of visual impairment and sight guide techniques. Over 85% of participants agreed that the programme changed their perceptions towards people with vision disabilities, and over 90% of participants appreciated the perseverance showed by the speakers.		V		S	

3	A 3-day Service Programme for JC4	20-22 Mar 2024	JC4	112	\$285,700.00	\$2,550.89	E1, E2, E5, E6, E7	Service Learning	JC4 students experienced a three-day, two-night camp with the objectives of understanding local poverty problems by site-visiting and first hand experiences. They gained lots of valuable experience by dining in a park and visiting the locals. More than 85% J. C. 4 students expressed they had a better understanding of poverty problem in Hong Kong and 87% of them agreed they had better self-care ability after the programme.		V		S
4	Healthy Life Month	1 Mar- 7 Apr 2024	JC1-6	662	\$17,310.00	\$26.15	E6	Life Education & Anti-drug Education	This year's Healthy Life Month started from March 1 to April 7. We organised different types of activities for students. To help students develop a healthy and positive attitude towards life and habits through different activities. Activities include the Happy Fruit Month Campaign, the Life Education Activity Programme, the "Energy Saving, Carbon Reduction and Saving the Earth" Educational Theatre, the "Smoke-free Detective Agency" School Interactive Education Roving Theatre and Sex Education Talks.	I	V		
5	The cross-curricular STEAM programme	2-May-24	JC1-6	662	\$41,562.70	\$62.78		STEAM & IL	A whole school STEAM Fun Day was held on 2nd May 2024 to enhance students' interest in STEAM education and their ability to integrate and apply knowledge and skills. Students actively participated in the activities, enhancing their interest and knowledge in science.  4M Industrial Limited organised multiple game booths for JC 1 to 3 students, allowing them to learn through games and explore different scientific principles through the game booths.  JC 4 to 6 students engaged in science and technology activities, applying knowledge and skills from various STEAM-related subjects for inquiry and hands-on experiences.  GS2 teachers organised a whole-day workshop for JC4 students on water filtration. They tested the effectiveness of different water filter designs using micro:bit.  The Hong Kong Federation of Youth Groups (HKFYG) organised hands-on sessions for our JC 5 students. They	I	V	P	
6	English Fun Day	25-Mar-24	JC1-6	662	\$1,902.80	\$2.87		Eng	The English Fun Day featured six sessions across two venues, with activities tailored to various student levels that required the use of English to complete tasks set by the OETs. English Ambassadors assisted in running the activities, and feedback from teachers and students indicated that everyone had a wonderful time.	I			
Sub-total of Item 1.1				2,581	\$612,153.07								

1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1	A 3-day Poverty Exposure Programme for JC5	20-22 Mar 2024	JC5	112	\$506,280.00	\$4,520.36	E1, E2, E3, E6, E7	Service Learning	J. C. 5 students went to Qingyuan for three days. They had gained lots of valuable experience by living and interacting with locals. Students had to learn to live in a group with their classmates day and night, so as to improve their social skills and promote their gratitude and thankfulness.		V		S	
2														
3														
4														
Sub-total of Item 1.2				112	\$506,280.00									
Expenses for Category 1				2,693	\$1,118,433.07									

**Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning**

No.	Item	Purpose	Actual Expenses (\$)
1			
2			
3			
Expenses for Category 2			\$0.00
Expenses for Categories 1 & 2			\$1,118,433.07

**Category 3: Number of Student Beneficiaries**

Total number of students in the school:	662
Number of student beneficiaries:	662
Percentage of students benefitting from the Grant (%):	100%
Name of Contact Person for LWL:	Fok Ka Wing
Post of Contact Person for LWL:	Deputy Head

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

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	
E3 Fees for non-local exchange activities / competitions (students)	E7 Purchase of equipment, instruments, tools, devices, consumables
E4 Fees for non-local exchange activities / competitions (escorting teachers)	E8 Purchase of learning resources (e.g. educational software, resource packs)
E5 Fees for hiring expert / professionals / coaches	E9 Others (please specify)

聖保羅書院小學小學  
運用推廣閱讀津貼報告書  
2023-2024 學年

## 成效檢討

### 1. 借閱圖書情況

學生借閱中華文化圖書反應熱烈，圖書借出次數有 634 次，預約圖書人數增加 10%。

### 2. 學生參與閱讀活動的情況

- (a) 「走進中國經典故事」：學生對中國四大名著、三十六計故事感興趣，提升借閱量。添置大圖畫版《三國演義》有助低小學生閱讀，初步理解故事大意。建議讓學生說故事，加深對故事情節的理解。透過閱讀主題圖書，學生了解及懂得欣賞書中人物及中國偉人堅毅的美德；明白堅毅是成功的關鍵，沒有捷徑。
- (b) 「中國經典故事影片欣賞」：影片能增加學生對中國經典故事的認識，提升學生的好奇心，借閱讀書閱讀。每個小息超過 30 位學生來到圖書館欣賞影片。
- (c) 「課室門框佈置」：班級經營活動，班主任與學生共同選出故事及構思，以多元化方式展示學生喜愛的故事情節。部分班別的設計將班主任及同學加設在故事情節內，具創意，增加師生的互動。
- (d) 「中國經典故事問答遊戲」：利用 wordwall 軟件的遊戲模式考核學生對中國經典故事的認識程度。90%學生完成問答遊戲，老師口頭訪問學生中得知部分低小學生十分喜愛 wordwall 的遊戲模式，多次玩問答遊戲。

## 總結：

學校以多元化的活動，提升學生對中華文化歷史的認識及興趣，擴闊學生閱讀層面，頗見成效。

聖保羅書院小學  
運用推廣閱讀津貼財務報告  
2023-2024 學年

推廣閱讀的主要目標:

中華文化閱讀推廣，提升學生對中華文化歷史的認識及興趣，擴闊學生閱讀層面。

	活 動 / 項 目	物資	預算開支(\$)	實際支出(\$)
1.	購買閱讀材料			
	中文實體圖書	圖書	22000	28293.85
	兒童雜誌	雜誌		1320
2.	閱讀活動			
	專業說故事人到校講座	講座	6000	3000
	購買活動材料/物資		5000	0
總：			33000	32613.85

備註:

1. 本年度撥款為\$32599。
2. 超出的開支(\$14.85)，會由學校圖書科津貼支付。

聖保羅書院小學  
維護國家安全及國家安全教育相關措施的年度報告

2023-2024 學年

範疇	措施	施行情況	成效及反思
學校行政	(1) 全體教職員持續同心協力參與維護國家安全及推動國家安全教育。	➤ 校長於首次校務會議向全體教職員闡述學校推行「維護國家安全及國家安全教育」的目標及基本原則，強調全體教職員須共同努力為學生提供安全、和諧的學習環境，並積極推展正面的價值觀及國民教育。	✧ 全體教職員清楚明白學校推行「國安教育」的原則及立場，大家能夠齊心協力以為學生營造安全、和諧的學習環境為依歸。本年度各科組及教職員均緊守崗位，嚴格遵從專業操守，協力配合學校方針以推動國民及國安教育。
	(2) 持續優化「維護國家安全及國家安全教育」工作小組(下稱「小組」)及有關機制，有效策劃、統籌及協調校內有關國家安全教育的活動及措施。	➤ 學校本年度任命專責副校長領導國民及國安教育工作，副校長與國教統籌主任緊密溝通，據教育局指引、學校實情，以全校參與模式、有策略地規劃和推動國民教育。副校長及統籌主任向各科組收集本年度關國安教育的課程及活動計劃、紀錄及檢討，以更有系統及全面落實國民教育；以外，學校亦積極推動科組之間的合作，推廣多元化的中華文化活動。	✧ 「小組」角色更加鮮明，全年按周年計劃推動國民教育，並適時向全體教職員匯報進度及作檢討。本年度各科課程、科組活動、家長教育等範疇均參與舉辦有關國民教育的活動，部分項目見優化，尤其「中華文化日」活動更豐富及多元化，有效提升學生學習中華文化的興趣及民族自豪感。中文、常識和音樂科本年度加強國教的學習元素，於適切課題安排相關的學習或活動，課程更趨完善。副校長及統籌將持續與各科主任檢視及優化課程，以更有效全面推動國民教育。



	<p>(3) 持續檢視及優化校內有關遵守國安法的行政手冊、應變措施等，以有效實行國家安全教育及防止政治活動入侵校園。</p>	<p>➤ 國教統籌主任及各範疇負責老師學期初完成檢視及更新校內的行政手冊及應變措施，放置於共務文件夾，並於校務會議讓全體教職員得悉，表明全體人員須同心協力參與維護國家安全及推動國家安全教育。</p>	<p>✧ 全體教職員明白及認同學校行政手冊及應變措施的相關要求，協力切實執行相關措施，本年度並未發現任何人士在學校的活動涉及違反《國安法》的情況。</p>
	<p>(4) 以「國教小組」推動國民教育</p>	<p>➤ 國教統籌主任於第一次教職員會議讓全體教職員知悉本年度國教之年度計劃重點及活動編排概況，並於第二、三次教職員會議報告各項目進度。</p> <p>➤ 學校安排升旗隊每周及重要日子舉行升旗禮，編排校長、副校長、主任、學生分享國旗下的講話，內容圍繞重要日子的由來及意義、慶祝活動、中華傳統文化、國家發展概況等，以推動教職員、學生更全面參與國民教育。</p> <p>➤ 小組除籌辦有關國民及國安教育的活動、比賽外，亦鼓勵及與其他科組協辦推廣國教的活動、比賽，盡量以多元化的活動、不同的形式為學生提供學習體驗，加強學生對中華文化、國情和國家安全的理解，從而培養其國民身份認同。</p>	<p>✧ 國教統籌主任於 2023 年 8 月第一次教職員會議讓全體教師知悉小組有關國民教育年曆的編排、本年度有關國民教育的學校方針以及重點活動的安排，獲得全體教職員的認同，各項目順利推展。</p> <p>✧ 本年度每周(考試周除外)均舉行升禮，國教年曆規劃的重要日子除升旗禮外，均舉辦國旗下的講話。由校長、老師或學生擔任國旗下講話的分享者，形式和風格較以往更多元化，有助提升學生的學習興趣，加深學生的理解以及提升學生對國家民族的意識及國民身分認同。</p> <p>✧ 本年度共籌辦 11 項校內、外的全校性網上問答比賽；又聯同訓導、中文、視藝、體育、圖書、公益少年團、家教會等舉辦「中華文化日」；活動組安排五、六年級學生參加「全民國教教育同樂日」、「保羅行動」和「電動旗杆製作」、「北京姊妹學校交流」等，有助更全面提升學生對中華文化的興趣、對國情的認識，並學生對國家民族的自豪感及國民身份認同。</p>

	<p>(5) 學校大型活動及「國民教育年曆規劃」所列的重要日期，例如水運會、陸運會、國慶日等進行升國旗及唱國歌的儀式。此外，學校透過不同的途徑教導學生有關升國旗及唱國歌應有的禮儀。</p>	<ul style="list-style-type: none"> <li>➤ 學校除開學禮、水運會、陸運會、畢業禮等大型活動外，每周恆常舉行升旗禮。</li> <li>➤ 學校於國民教育年曆所列的重要日子除舉行升旗禮之外，均安排國旗下的講話。</li> <li>➤ 學校透過不同途徑(包括早/周會、常識、音樂、體育科等)教導學生有關升國旗及唱國歌的意義，提醒學生應有的禮儀。</li> <li>➤ 音樂科安排一至六年級學生於學期初第一節課教授學生唱國歌。</li> </ul>	<ul style="list-style-type: none"> <li>✧ 學校全年每周及重要日均舉行升旗禮，全體師生表現認真莊重。</li> <li>✧ 學校於「國民教育年曆規劃」所列的重要日子舉行升旗儀式、信息分享、專題講座、活動/比賽宣傳等，有助提升學生對中國歷史、中華文化、國情以及國家安全的認識，從而培養國民身份認同。</li> <li>✧ 學校的各項活動編排有助加深學生對升國旗、唱國歌的認識，整體營造國民教育的氛圍，推廣正面積極的價值觀。</li> </ul>
	<p>(6) 完善校舍管理機制及程序</p>	<ul style="list-style-type: none"> <li>➤ 校舍管理小組每學期巡視校內各個場地、設施，確保校園內不會出現有違《國安法》的刊物及展示。</li> <li>➤ 學校本年度共同 3 次向外間機構(禮賢會、學體會、聖基道幼稚園)借出禮堂作頒獎典禮場地之用，租借校園按既定指引處理。</li> <li>➤ 圖書館設立購置及檢視圖書的機制，學校增設「審書小組」，以確保供學生閱覽之讀物符合《國安法》之要求。</li> </ul>	<ul style="list-style-type: none"> <li>✧ 校舍管理小組本年度三次巡視校舍，仔細視察各樓層的設施並作紀錄，未有發現校內出現違反《國安法》的展示。</li> <li>✧ 向外間機構租借場地前，副校長謹慎審視借用場地之機構的背景及其借用目的，期間並無任何有違《國安法》的事件或情況發生。</li> <li>✧ 所有圖書館藏書及本年度購置的讀物按既定程序審核，並無發現任何違反《國安法》的圖書或讀物。</li> </ul>

	<p>(7) 完善學校舉辦活動的機制及程序，確保以學校名義舉辦的活動，包括學生活動、課外活動、邀請校外嘉賓演講、校友或家長教師會為學生舉辦的活動、校外導師任教的活動，不會涉及危害國家安全的行為。</p>	<ul style="list-style-type: none"> <li>➤ 「國教小組」與活動組、訓輔組負責老師緊密溝通，確保與學校合作之外間機構知悉校內有關遵守《國安法》之要求，並持續完善《違例應變措施》。</li> <li>➤ 確保所有到校演講、擔任評判、提供服務之機構員工/校友/嘉賓/家長清楚知悉有關遵守《國安法》的要求。</li> </ul>	<p>✧ 各項活動的負責老師均已知會到校提供服務的外間機構學校有關遵守《國安法》及制定《違例應變措施》的要求，學校所有報價、招標、簽訂合約的程序亦已加入相關要求，列明一旦對方或學校懷疑對方涉及危害國家安全的情況，學校可終止與其所訂立之合約。本年度並無相關違例情況發生。</p>
人事管理	<p>(1) 學校《人力資源手冊》夾附教育局「加強保障學童的措施：學校教學及非教學人員的聘任」最新指引(教育局通告第14/2023 號)，作為教職員聘請參考準則。</p>	<ul style="list-style-type: none"> <li>➤ 學校的《人力資源手冊》清晰臚列有關聘請教職員的指引及程序，並涵蓋教育局通告指引(《加強保障學童的措施：學校教學及非教學人員的聘任》)的最新指引(教育局通告第14/2023 號)作為其中一項準則。</li> </ul>	<p>✧ 學校聘任機制完善清晰，全體教職員可隨時於教員室(硬本)及學校公務文件夾(軟本)查閱相關文件，以了解學校對於員工之要求。本年度所有教職員均能遵從學校守則行事。</p>
	<p>(2) 學校透過考績機制評核教職員日常工作表現，包括教學、批改課業、工作態度，以至個人專業操守。學校亦密切留意教職員日常表現，參考《因應香港國安法實施處理教職員行為及操守</p>	<ul style="list-style-type: none"> <li>➤ 學校已制定清晰的考績機制評核教職員各方面的表現，並透過教職員會議、職員通告、公務區信息等適時提醒教職員須時刻秉持專業操守。</li> <li>➤ 學校管理層、科組負責人以查簿形式審閱教職員批改課業的表現，同時亦檢視老師在教材設置方面是否符合《國安法》之要求。</li> <li>➤ 學校管理層密切留意老師日常的教學表現及工作態度，並根據觀察所得透過公務區群</li> </ul>	<p>✧ 學校管理人員、科組負責人恆常關注教職員的日常表現及需要，於查核課業、觀課及日常觀察中留意及適時提醒其專業操守。本年度並無發現有教職員作出任何危害國家安全之言論或行為。</p> <p>✧ 校長、副校長透職員通告/教職員會議向全體教職員(尤其新入職老師)發放教育局之最新對教員要求之最新指引，確保及協助教職員知悉及達到要求。</p>

	事宜》處理員工相關之不當行為。	組、職員通告、教職員會議等作適切提醒，以確保教職員表現專業。	
	(3) 學校透過教職員會議向全體員工表明學校立場，要求老師秉持專業操守，注重言傳身教，以學生福祉為依歸，共同努力為學生營造一個健康快樂的成長環境。	➤ 校長於本年度教職員會議向所有教職員清晰表明學校及辦學團體立場，並要求老師帶領教學活動、在校內外之言行、設計及發放教學材料等，均須符合教師的專業操守。	✧ 教職員清晰知道學校及辦學團體立場，日常教學及表現能夠秉持專業操守及符合《國法安》之要求。
	(4) 各個活動負責老師嚴格監察外間機構提供的服務，包括活動的課程內容及導師表現。如課程內容或導師表現出現偏頗或個人操守問題，學校會即時與相關機構聯絡，作出處理。學校會制定相關處理程序及通知外間服務機構有關教育局通告14/2023 號《加強保障學童的措施：學校教學及非教學人員的聘任》之要求。	➤ 學校各項活動組負責老師根據既定的指引及應變措施，確保到校服務的人員知悉學校有關遵守《國安法》的要求，並密切關注和監察活動進行的情況。 ➤ 學校所有招標書、學校與外間機構簽訂之服務合約均已加入遵守《國安法》的指引及要求對方編定《違例應變措施》，學校亦已列明一旦對方或學校懷疑對方涉及危害國家安全的情況，學校可終止與其所訂立之合約。	✧ 學校有關遵守《國安法》的指引及違例應變措施明確清晰，外間服務機構均能遵從要求，本年度各項由外間機構協辦的課程、活動等均運作暢順，期間並無任何違反《國安法》的情況發生。

<p>教職員培訓</p>	<p>(1) 學校透過不同渠道讓教師知悉有關國安教育之培訓課程及活動，並鼓勵教師參與。</p> <p>(2) 學校繼續有序安排教職員參加有關「國安教育」的培訓，以提升教職員相關方面的知識及認同，令以全校模式參與「國家安全及國家安全教育」的各項工作有效落實及持續優化。</p>	<p>➤ 教師發展組密切留意有關國安教育的最新動向，除安排到校工作坊外，亦以不同渠道，例如電話群組、教職員會議等發放有關資訊，鼓勵老師積極參加相關的培訓課程等，以提升對國安教育的認識。</p> <p>➤ 副校長、國教統籌主任留意不同範疇的培訓資訊，不時向教職員發放有關國教的工作坊、培訓等，鼓勵教師參與配合學校發展的課程。</p> <p>➤ 教師發展組負責老師適時讓新入職教師知悉教育局的培訓要求，並安排新入職教師參與由教育局制定的培訓課程。</p>	<p>✧ 本學年，全校教職員參與有國家安全(範疇一)的進修總時數為 193 小時，參與進修的教師比例為百分之 25。學校將繼續鼓勵老師留意國安教育的最新資訊，並積極教職員參與相關進修。</p> <p>✧ 校內大部分教師能夠根據教師專業進修階梯的要求參與各個範疇的進修課程，新入職教師均已達到相關要求。學校將繼續鼓勵教師適時留意及報讀「教師培訓行事曆」內有關國民教育及國家安全教育的相關課程，以確保教師任何三年內均符合此範疇進修時數達到 150 小時的要求。</p> <p>✧ 學校將繼續爭取晉升之教師能夠參與由教育局安排的「晉升教師內地學習團」，以達到局方要求。</p>
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學與教			
常識	GS1 課程：	<p>一年級：</p> <p>學期：第一學期</p> <p>課題：快快樂樂上學去</p> <p>教學內容：</p> <ul style="list-style-type: none"> <li>➢ 懂得遵守規則(例如：校規、交通規則，愛護學校。</li> <li>➢ 知道法律對保障個人、社會和國家安全的重要性。</li> <li>➢ 知道如何有效及符合道德地使用資訊(例如：使用互聯網)。</li> </ul> <p>◆ <b>【國安教育範疇一：國家安全的概念和重要意義】</b></p> <ul style="list-style-type: none"> <li>● 國家觀念</li> <li>● 國家安全概念</li> <li>● 維護國家安全的重要性</li> <li>● 威脅和風險</li> </ul> <p>◆ <b>【國安教育範疇八：國家安全與人權、自由、法治的關係】</b></p> <ul style="list-style-type: none"> <li>● 人權和自由</li> <li>● 國家安全的法治保障</li> <li>● 憲法與國家安全</li> <li>● 威脅和風險</li> </ul> <p>二年級：</p> <p>學期：第一學期</p> <p>課題：中國先民的故事 / 中國重要的歷史 / 四大發明</p>	<p>一年級：</p> <ul style="list-style-type: none"> <li>✧ 學生明白在學校、社會，以至國家需要遵守規矩的重要性。</li> <li>✧ 學校該課題後，學生在課堂、校舍表現自律守規的情況有所改善。</li> <li>✧ 學生明白使用學校內聯網的規則及運用內聯網溝通時應有的禮儀，他們亦知道如何有效及符合道德地使用資訊。</li> </ul> <p>二年級：</p> <ul style="list-style-type: none"> <li>✧ 學生能說出為國家貢獻及付出的人，例如：<u>太禹</u>、<u>孫中山</u>等，並對他們表達欣賞。</li> </ul>

		<p>教學內容：</p> <ul style="list-style-type: none"> <li>➤ 透過歷史故事、語言文字的學習(例如：建築萬里長城)，初步認識中華文化。</li> <li>➤ 知道自然資源是有限的，明白節約資源的重要性。</li> <li>➤ 認識國家象徵(包括：國旗、國徽和國歌)和代表國家的事物(例如：大熊貓、長城)。</li> <li>➤ 懂得唱國歌和遵守升國旗和奏國歌的禮儀。</li> </ul> <p>學期：第二學期 課題：社區有心人</p> <p>教學內容：</p> <ul style="list-style-type: none"> <li>➤ 認識保護我們的人(例如：警察、醫護和解放軍)。</li> </ul> <p>◆ <b>【國安教育範疇一：國家安全的概念和重要意義】</b></p> <ul style="list-style-type: none"> <li>● 國家觀念</li> <li>● 國家安全概念</li> <li>● 維護國家安全的重要性</li> <li>● 威脅和風險</li> </ul> <p>◆ <b>【國安教育範疇五：中央維護國家安全的根本責任】</b></p> <ul style="list-style-type: none"> <li>● 中央維護國家安全的責任</li> <li>● 中央駐港機構</li> </ul> <p>◆ <b>【國安教育範疇七：國家安全的重點領域】</b></p> <ul style="list-style-type: none"> <li>● 國家安全重點領域的基本內涵和重要性</li> <li>● 國家當前面臨的威脅與挑戰</li> <li>● 維護國家安全的途徑與方法</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>✧ 學生對升旗禮的過程和禮儀有一定的認知，亦能遵守升旗儀式的禮儀。</li> <li>✧ 學習此課題及參與升旗禮有助提升學生對中華民族的自豪感，加強其國民身份認同。</li> <li>✧ 學生能夠說出社區上不同的人如何保護我們，並且欣賞他們的付出。</li> </ul> <p>三年級：</p>
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		<p>◆ <b>【國安教育範疇四：香港特區維護國家安全的職責及機構設置】</b></p> <ul style="list-style-type: none"> <li>● 香港特區維護國家安全的憲制責任</li> <li>● 香港特區各機關的責任</li> <li>● 香港特區維護國家安全機構的設置</li> </ul> <p>四年級： 學期：第一學期 課題：中國傳統文化 教學內容：</p> <ul style="list-style-type: none"> <li>➢ 加深對中華文化（例如傳統習俗、禮儀）的認識，並明白愛護承傳中華文化是國民應有的責任。</li> </ul> <p>學期：第一學期 課題：剪報簡介 教學內容：</p> <ul style="list-style-type: none"> <li>➢ 認識傳媒和社交媒體對個人及社會的影響，瞭解安全地及正確地使用資訊科技和社交媒體的重要性(例如：小心保障個人資料，避免私隱外洩、拒絕轉發未經證實和不正確的資訊)，從而明白有需要保障國家的資訊和信息安全。</li> <li>➢ 明白生物與環境互相依存的關係，瞭解人們對保育環境，珍惜和善用地球資源的方法，並樂於在生活中實踐。</li> <li>➢ 瞭解科學與科技的發展對社會文化的影響，認識使用科學與科技時的安全措施。</li> </ul>	<p>四年級：</p> <ul style="list-style-type: none"> <li>✧ 學生對中國傳統文化表現感興趣，並能夠欣賞中國悠久的歷史和文化，有助加深其對中華民族的自豪感。</li> <li>✧ 學生明白傳媒和社交媒體對個人及社會的影響，亦知道正確使用資訊科技和社交媒體的重要性，承諾會保障國家的資訊和訊息安全。</li> </ul>
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		<p>◆ <b>【國安教育範疇七：國家安全的重點領域】</b></p> <ul style="list-style-type: none"> <li>● 國家安全重點領域的基本內涵和重要性</li> <li>● 國家當前面臨的威脅與挑戰</li> <li>● 維護國家安全的途徑與方法</li> </ul> <p>五年級： 學期：第一學期 課題：香港經濟的足跡 教學內容： ➢ 加深認識中國內地與香港的經濟關係。</p> <p>學期：第二學期 課題：中國的地理 教學內容： ➢ 認識國家的版圖和地理特徵，明白國土安全、資源安全的重要。</p> <p>◆ <b>【國安教育範疇七：國家安全的重點領域】</b></p> <ul style="list-style-type: none"> <li>● 國家安全重點領域的基本內涵和重要性</li> <li>● 國家當前面臨的威脅與挑戰</li> <li>● 維護國家安全的途徑與方法</li> </ul> <p>學期：第三學期 課題：漢唐大事記/宋元明放大鏡 教學內容： ➢ 認識中國歷史上重要的朝代及時序；瞭解重要的歷史人物和事件對國家的影響。</p> <p>◆ <b>【國安教育範疇一：國家安全的概念和重要意義】</b></p>	<p>五年級：</p> <ul style="list-style-type: none"> <li>✧ 學生知道國家的版圖和地理特徵，並了解國土安全和資源安全的重要性。學生初步了解對中國內地與香港的經濟發展的關係。</li> <li>✧ 學生對中國歷史的課題，尤其中國歷史人物的故事表現出濃厚的興趣，老師適切向學生推介不同的書籍、閱讀材料，以加深學生對中國歷史、文化的認識。</li> <li>✧ 學生知道國家的版圖和地理特徵，並了解國土安全和資源安全的重要性。</li> </ul>
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		<p>學期：第三學期</p> <p>課題：一國兩制 / 《基本法》與生活 / 特區的組成與運作</p> <p>教學內容：</p> <ul style="list-style-type: none"> <li>➤ 認識訂立《香港國安法》的背景和目的，以及立法過程所涉及的中央國家機構。</li> <li>➤ 引導學生認識香港特別行政區各個重要機關的工作，讓他們認識守法守規的重要性。</li> <li>➤ 懂得尊重法規，持守「遵規 守法」的態度。</li> <li>➤ 根據《憲法》和《基本法》，瞭解香港居民享有的權利和應盡的義務。</li> <li>➤ 認識香港特區行政、立法和司法機關的職能和運作，及其維護國家安全的責任。</li> </ul> <p>◆ <b>【國安教育範疇二：《憲法》、《基本法》與國家安全】</b></p> <ul style="list-style-type: none"> <li>● 《憲法》與國家安全</li> <li>● 國家安全屬中央事權</li> <li>● 《基本法》和香港本地法律對於國家安全的規定</li> <li>● 香港國家安全立法是對「一國兩制」制度體系的完善和補充</li> </ul> <p>◆ <b>【國安教育範疇三：香港國家安全立法的目的和原則】</b></p> <ul style="list-style-type: none"> <li>● 香港國安立法的目的</li> <li>● 立法模式：決定和立法</li> <li>● 香港國安法的效力範圍</li> <li>● 香港維護國家安全工作的原則</li> </ul>	
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		<p>◆ <b>【國安教育範疇四：香港特區維護國家安全的職責及機構設置】</b></p> <ul style="list-style-type: none"> <li>● 香港特區維護國家安全的憲制責任</li> <li>● 香港特區各機關的責任</li> <li>● 香港特區維護國家安全機構的設置</li> </ul> <p>◆ <b>【國安教育範疇八：國家安全與人權、自由、法治的關係】</b></p> <ul style="list-style-type: none"> <li>● 人權和自由</li> <li>● 國家安全的法治保障</li> <li>● 憲法與國家安全</li> <li>● 威脅和風險</li> </ul>	
	GS2 課程：	<p>JC2: Book 2 Topic: Animals and Our Lives LO: Recognize and respect national symbols and representations of the country.</p> <p>Activities: Study the pictures and watch a video to analyse the behavior of giant pandas. Research the reasons why giant pandas are the national treasure of China and learn about the hard work of saving giant pandas.</p> <p>◆ <b>【國安教育範疇一：國家安全的概念和重要意義】</b></p> <ul style="list-style-type: none"> <li>● 國家觀念</li> <li>● 國家安全概念</li> <li>● 維護國家安全的重要性</li> <li>● 威脅和風險</li> </ul>	<p>➤ Through the teacher's explanation, the students have gained a deeper understanding of pandas, and they also learned why Giant Pandas are considered national treasures of China.</p>

	活動：	(一) 透過舉辦不同的活動及參與比賽，加強學生對國家全的認識、培養學生對中華傳統文化的興趣，及對《基本法》有更深入的了解。	✧ 透過比賽，學生對中華文化有更深入的认识。
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中文	<p>課程：</p> <ul style="list-style-type: none"> <li>透過課本的相關課題認識中國傳統習俗及文化、古代的建築、名人故事、節慶等。</li> <li>透過唐詩、宋詞、古文的學習加深對中國傳統文化的認識，培養對國家民族的歸屬感。</li> </ul>	<p>一年級：</p> <p>一上一二冊</p> <p>➤ 單元一：《小書包》</p> <ul style="list-style-type: none"> <li>認識古時讀書人用竹或藤編成的書箱，用來盛載書本和文具。</li> </ul> <p>一下一二冊</p> <p>➤ 單元五：《傘》</p> <ul style="list-style-type: none"> <li>認識<u>中國</u>關愛的文化：帶出爺孫兩人溫馨密的關係。</li> </ul> <p>➤ 單元六：《捉迷藏》</p> <ul style="list-style-type: none"> <li>認識節氣：春分、夏至、秋分、冬至。</li> </ul> <p>➤ 校本教材《文化淺談》</p> <p>【連結國安教育範疇七：國家安全的重點領域(文化安全、社會安全)，加深學生對中華文化(習俗、節氣、歷史人物/典故)的認識，並明白愛護承傳中華文化是國民應有的責任。】</p>	<p>一上一二冊</p> <p>✧ 單元一：《小書包》</p> <ul style="list-style-type: none"> <li>透過老師的講解，有助加深學生對中國古時「書箱」的認識，並培養珍惜物品的美德。</li> </ul> <p>一下一二冊</p> <p>✧ 單元五：《傘》</p> <ul style="list-style-type: none"> <li>學生欣賞作者關愛長輩的美德，明白關愛家中老人的重要性，並從中學到了解關愛家中老人的方法。</li> <li>他們能夠以故事中的角色為榜樣，並反思如何在日常生活中應用所學到的道德價值。</li> </ul> <p>✧ 單元六：《捉迷藏》</p> <ul style="list-style-type: none"> <li>配合圖書教學講解中國的節氣有助提升學生的學習興趣，令學生更深入的認識 24 節氣的內涵及其文化背景。</li> </ul>
		<p>二年級：</p> <p>二上一二冊</p> <p>➤ 單元一：《到海邊》</p> <ul style="list-style-type: none"> <li>認識<u>中國</u>古代以貝殼作為貨幣的經濟形態。</li> <li>欣賞刀幣、布幣、五銖錢的立體模型，認識更多<u>中國</u>古代貨幣。</li> </ul>	<p>二上一二冊</p> <p>✧ 單元一：《到海邊》</p> <ul style="list-style-type: none"> <li>學生通過學習和模擬交易活動，加深了對中國古代貨幣及經濟形態的理解，並提高了對歷史文物的興趣。他們能夠描述不同貨幣的特點並理解其歷史背景。</li> </ul>

	<p>➤ 單元二：《心中的鈴鐺》</p> <ul style="list-style-type: none"> <li>• 認識<u>中國</u>古代銅鈴：帶翼銅鈴、編鐘。</li> <li>• 欣賞編鐘的立體模型，認識古代編鐘的設計和構造。</li> </ul> <p>➤ 單元七：《特別的邀請卡》</p> <ul style="list-style-type: none"> <li>• 透過<u>孔子</u>捕獵的方式，認識古人的捕獵智慧和愛護自然的觀念。</li> </ul> <p>➤ 單元八：《元日》、《清明》、《中秋賞月日》</p> <ul style="list-style-type: none"> <li>• 欣賞<u>王安石</u>《元日》*、<u>杜牧</u>《清明》、《中秋賞月夜》，認識<u>中國</u>傳統節日。</li> </ul> <p>二下一二冊</p> <p>➤ 單元四：《弟子規（節錄）》</p> <ul style="list-style-type: none"> <li>• 認識<u>春秋</u>時代<u>晉國</u>君主<u>重耳</u>與<u>楚王</u>來往的故事。</li> </ul> <p>➤ 單元七：《司馬光救友》</p> <ul style="list-style-type: none"> <li>• 欣賞《司馬光救友》、《曹沖稱象》、《車胤讀書》，認識<u>中國</u>古代的神童故事。</li> </ul>	<p>✧ 單元二：《心中的鈴鐺》</p> <ul style="list-style-type: none"> <li>• 學生了解了<u>中國</u>古代銅鈴和編鐘的工藝和文化背景，並對<u>中國</u>古代樂器有了更深入的認識。他們能夠識別並解釋這些樂器的用途和重要性。</li> </ul> <p>✧ 單元七：《特別的邀請卡》</p> <ul style="list-style-type: none"> <li>• 學生通過模擬捕獵活動，了解了古人的捕獵智慧和愛護自然的觀念，並培養了尊重自然的態度。他們能夠理解並應用這些知識來反思現代生活中的環保行為。</li> </ul> <p>✧ 單元八：《元日》、《清明》、《中秋賞月日》</p> <ul style="list-style-type: none"> <li>• 學生對<u>中國</u>傳統節日的文化意義和習俗有了更深入的理解，並通過節日慶祝活動，增強了對<u>中華文化</u>的認同感。他們能夠識別這些節日的特色，並表達出對傳統文化的欣賞。</li> </ul> <p>二下一二冊</p> <p>✧ 單元四：《弟子規（節錄）》</p> <ul style="list-style-type: none"> <li>• 學生通過角色扮演活動，理解了古代禮儀和友誼的重要性，並提高了對古代文化的興趣。他們能夠講述<u>重耳</u>與<u>楚王</u>之間的故事，並討論其道德意涵。</li> </ul> <p>✧ 單元七：《司馬光救友》</p> <ul style="list-style-type: none"> <li>• 學生欣賞並演繹了<u>中國</u>古代神童的故事，理解了智慧和勇氣的重要性，並從中學到了解</li> </ul>
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		<p>➤ 校本教材《文化淺談》</p> <p>【連結國安教育範疇七：國家安全的重點領域(社會安全、經濟安全、生態安全、政治安全、文化安全)，加深學生對中華文化(歷史、禮儀、社會及經濟發展、自然觀、典故)的認識，並明白愛護承傳中華文化是國民應有的責任。並引導學生了解古人與自然和諧共處的生活方式，明白生物與環境互相依存的關係，了解人們對保育環境，珍惜和善用地球資源的方法，並樂於在生活中實踐。】</p>	<p>決問題的方法。他們能夠以故事中的角色為榜樣，並反思如何在日常生活中應用所學到的道德價值。</p> <p>◇ 校本教材：《文化淺談》</p> <ul style="list-style-type: none"> <li>• 學生加深了對中華文化的認識，並理解了愛護和承傳中華文化的責任。他們能夠討論文化、安全和環境保護的重要性，並在日常生活中實踐保護環境的行動，例如節約資源和減少浪費。</li> </ul>
		<p>三年級：</p> <p>三上一二冊</p> <p>➤ 單元一：《五個新書包》</p> <ul style="list-style-type: none"> <li>• 認識中國的文房四寶：紙、筆、墨、硯。</li> <li>• 欣賞阿濃《寫字的理》，學習毛筆的執筆和運筆方法、欣賞書法藝術。</li> </ul> <p>➤ 單元三：《書信》</p> <ul style="list-style-type: none"> <li>• 認識中國古人書信來往的方式：飛鴿傳書。</li> </ul> <p>三下一二冊</p> <p>➤ 單元一：《坐玻璃底船看珊瑚》</p> <ul style="list-style-type: none"> <li>• 認識古代觀光船「畫舫」的設計和用途。</li> <li>• 欣賞隋代五牙戰船的立體模型，認識中國古代更多船隻的設計和用途。</li> </ul>	<p>三上一二冊</p> <p>◇ 單元一：《五個新書包》</p> <ul style="list-style-type: none"> <li>• 學生通過學習文房四寶，加深對中國傳統書寫工具的認識，並提高了動手能力和藝術欣賞水平。</li> <li>• 學生能夠正確使用毛筆和其他書寫工具，並展示所學的書法技巧。</li> </ul> <p>◇ 單元三：《書信》</p> <ul style="list-style-type: none"> <li>• 學生了解了古代飛鴿傳書的方式體驗到此傳統通信方式的獨特性。</li> <li>• 學生們能夠描述飛鴿傳書的過程和所需工具，對古代通信有更深入的理解。</li> </ul> <p>三下一二冊</p> <p>◇ 單元一：《坐玻璃底船看珊瑚》</p> <ul style="list-style-type: none"> <li>• 學生認識了古代觀光船「畫舫」和隋代五牙戰船的設計和用途，增強了對中國古代船隻的興趣和理解。</li> </ul>

		<p>➤ 單元三：《圖畫文字》</p> <ul style="list-style-type: none"> <li>• 認識《康熙字典》收錄的漢字總數量。</li> </ul> <p>➤ 單元四：《孟母戒子》</p> <ul style="list-style-type: none"> <li>• 認識明代文學家宋濂追求學問的故事。</li> </ul> <p>➤ 單元五：《特別的禮物》</p> <ul style="list-style-type: none"> <li>• 認識中國古代送給老師的禮物：「束脩六禮」。</li> </ul> <p>➤ 單元六：《我希望我的房間是.....》</p> <ul style="list-style-type: none"> <li>• 認識中國傳統建築：福建土樓。</li> </ul> <p>➤ 單元七《愛數星星的張衡》</p> <ul style="list-style-type: none"> <li>• 認識世上最早探測地震的儀器：候風地動儀。</li> </ul>	<ul style="list-style-type: none"> <li>• 學生夠描述船隻的特點和功能，並理解其歷史背景。</li> </ul> <p>✧ 單元三：《圖畫文字》</p> <ul style="list-style-type: none"> <li>• 學生了解《康熙字典》的編纂歷史、重要特點和重要性，並從中學會使用字典查找漢字的方法。</li> </ul> <p>✧ 單元四：《孟母戒子》</p> <ul style="list-style-type: none"> <li>• 學生通過朗讀和角色演繹體會到宋濂追求學問的精神，並從中學到堅持不懈的學習態度。</li> <li>• 學生能夠講述宋濂的故事，對其對個人成長的啟示。</li> </ul> <p>✧ 單元五：《特別的禮物》</p> <ul style="list-style-type: none"> <li>• 學生理解中國古代送給老師的禮物「束脩六禮」，並體會到古代學生對老師的敬重之情。</li> <li>• 學生能夠描述「束脩六禮」的內容，並表達對老師的感激和敬意。</li> </ul> <p>✧ 單元六：《我希望我的房是.....》</p> <ul style="list-style-type: none"> <li>• 學生通過製作土樓模型，加深了對中國傳統建築的理解，並提高了動手能力和創造力。</li> <li>• 學生能夠描述土樓的設計和用途，樂於展示自己製作的模型。</li> </ul> <p>✧ 單元七：《愛數星星的張衡》</p>
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	<ul style="list-style-type: none"><li>• 欣賞地動儀的立體模型，認識中國地動儀的設計及構造。</li></ul> <p>➤ 校本教材《文化淺談》</p> <p>【連結國安教育範疇七：國家安全的重點領域(文化安全、社會安全、科技安全)，加深學生對中華文化(歷史、書寫工具、社會發展、建築)的認識，並明白愛護承傳中華文化是國民應有的責任；並加深學生對中國科技發明的認識，引導學生了解科學與科技的發展對社會文化的影響，認識使用科學與科技時的安全措施。】</p>	<ul style="list-style-type: none"><li>• 學生理解候風地動儀的設計和構造，描述其運作原理，並樂於展示自己製作的模型。</li></ul> <p>✧ 校本教材：《文化淺談》</p> <ul style="list-style-type: none"><li>• 教材有助加深學生對中華文化的理解和認識，提升學生對愛護和傳承中華文化的公民責任。</li><li>• 學生能於討論中說出國家安全的重要性，而且樂於在日常生活中實踐保護文化和環境的具體行動。</li></ul>
	<p>四年級： 四上一二冊</p> <p>➤ 單元一：《踏上孫中山的足跡》</p> <ul style="list-style-type: none"><li>• 認識<u>中國</u>園林設計：園林石、亭、閣。</li></ul> <p>➤ 單元二：《風箏》</p> <ul style="list-style-type: none"><li>• 認識<u>中國</u>傳統風箏的取材和寓意。</li></ul> <p>➤ 單元五：《我們釣魚去》</p> <ul style="list-style-type: none"><li>• 瞭解<u>中國</u>古代釣魚的方式，認識古人的生活智慧。</li></ul> <p>四下一二冊</p> <p>➤ 單元一：《楓樹、銀杏和小松樹》</p> <ul style="list-style-type: none"><li>• 認識松樹在<u>中國</u>文化中的象徵意義。</li></ul>	<p>四上一二冊</p> <p>✧ 單元一：《踏上孫中山的足跡》</p> <ul style="list-style-type: none"><li>• 透過展示中國園林的建築，有助加深學生對中華文化和歷史建築的認識。</li></ul> <p>✧ 單元二：《風箏》</p> <ul style="list-style-type: none"><li>• 透過講解<u>中國</u>風箏的傳統寓意，有助培養學生關愛的精神。</li></ul> <p>✧ 單元五：《我們釣魚去》</p> <ul style="list-style-type: none"><li>• 學生透過搜集資料及分享，了解到中國古人的智慧，並且提升自己解難的能力。</li></ul> <p>四下一二冊</p> <p>✧ 單元一：《楓樹、銀杏和小松樹》</p>

		<ul style="list-style-type: none"> <li>透過講述松樹所代表的性格，有助學生了解堅毅的精神，並且讓學生培養和建立愛護植物的正確態度。</li> </ul> <p>✧ 單元三：《處處皆學問》</p> <ul style="list-style-type: none"> <li>學生明白春節對中國人的深遠意義，是我國重要的節日，有助培養學生對中國傳統文化的認識及興趣，並認同愛護、承傳中華文化是國民應有的責任。</li> </ul> <p>✧ 單元四：《朱子家訓（節錄）》</p> <ul style="list-style-type: none"> <li>透過《朱子家訓（節錄）》一課讓學生明白我們應具備正直、誠懇、謙虛、謹慎、節儉等不同的品德思想。</li> </ul> <p>✧ 《文化淺談》</p> <ul style="list-style-type: none"> <li>校本教材的內容蘊含中國傳統文化精萃及古人的智慧結晶，有助加深學生對中華文化的了解、欣賞，從而培養民族自信，加強對國家民族的自豪感以及國民身份認同。</li> </ul>	
	<p>➤ 單元三：《處處皆學問》</p> <ul style="list-style-type: none"> <li>認識立春的習俗和禁忌。</li> </ul> <p>➤ 單元四：《朱子家訓（節錄）》</p> <ul style="list-style-type: none"> <li>認識<u>春秋</u>時代的著名政治家<u>晏嬰</u>拒絕物質享受的故事。</li> </ul> <p>➤ 校本教材《文化淺談》</p> <p>【連結國安教育範疇七：國家安全的重點領域(文化安全、社會安全、生態安全)，加深學生對中華文化(建築、文化、社會發展、自然生態、傳統習俗)的認識，並明白愛護承傳中華文化是國民應有的責任；引導學生了解古人與自然和諧共處的生活方式，認識中國的自然資源，明白生物與環境互相依存的關係，了解人們對保育環境，珍惜和善用地球資源的方法，並樂於在生活中實踐。】</p>	<p>五年級： 五上一二冊</p> <p>➤ 單元六：《梅雨潭》</p>	<p>五上一二冊</p> <p>✧ 單元六：《梅雨潭》、《滿山花兒開》</p>

		<ul style="list-style-type: none"> <li>• 認識<u>中國</u>本土樹木：油桐的作用。</li> </ul> <p>➤ 單元七：《看戲》</p> <ul style="list-style-type: none"> <li>• 認識古代著名官員<u>包拯</u>的個人背景。</li> <li>• 認識各種<u>中國</u>戲曲：皮影戲、掌中木偶戲。</li> </ul> <p>五下一二冊</p> <p>➤ 單元一：《西湖的綠》《桂林山水》</p> <ul style="list-style-type: none"> <li>• 認識<u>中國</u>接通<u>西湖</u>南北的長堤：<u>蘇堤</u>。</li> </ul> <p>➤ 校本教材《文化淺談》</p> <p>【連結國安教育範疇七：國家安全的重點領域(文化安全、生態安全)，加深學生對中華文化(自然資源、藝術)的認識，並明白愛護承傳中華文化是國民應有的責任；引領學生認識中國的自然資源，明白生物與環境互相依存的關係，了解人們對保育環境，珍惜和善用地球資源的方法，並樂於在生活中實踐。】</p>	<ul style="list-style-type: none"> <li>• 透過介紹作者背景，學生更能代入作者的思維——賞花、愛花、惜花。藉以延伸到學生的生活中，能有欣賞大自然、愛護環境的精神。</li> <li>• 學生認真蒐集資料，加深對<u>中國</u>山水的認識。</li> </ul> <p>✧ 單元七《看戲》</p> <ul style="list-style-type: none"> <li>• 學生對<u>包拯</u>的生平感興趣，明白做人處事要有大公無私的精神。閱讀《包公審石頭》故事後，學生會到圖書館借閱相關圖書。</li> <li>• 學生能掌握<u>中國</u>戲曲的種類學生較為熟識皮影戲。</li> </ul> <p>五下一二冊</p> <p>✧ 單元一《西湖的綠》《桂林山水》</p> <ul style="list-style-type: none"> <li>• 學生對<u>蘇東坡</u>之事感興趣。</li> </ul> <p>✧ 《文化淺談》</p> <ul style="list-style-type: none"> <li>• 包含了<u>中國</u>傳統及古人對當時國家的愛國之心。</li> </ul>
		<p>六上一二冊</p> <p>➤ 單元六：《中國的牛》</p> <ul style="list-style-type: none"> <li>• 認識<u>中國</u>漫畫藝術的先驅<u>豐子愷</u>。</li> </ul>	<p>六上一二冊</p> <p>✧ 單元六：《中國的牛》</p> <ul style="list-style-type: none"> <li>• 透過《中國的牛》及延伸課業，讓學生欣賞<u>中國</u>牛美好的一面。</li> </ul>

		<p>六下一二冊</p> <p>➤ 單元六：《祝賀你，孩子！》</p> <ul style="list-style-type: none"> <li>• 認識<u>中國</u>古代的成年禮：冠禮和笄禮。</li> <li>• 認識<u>中國</u>文學的送別主題：長亭、楊柳、驪歌</li> </ul> <p>➤ 單元七：《論語四則》</p> <ul style="list-style-type: none"> <li>• 認識<u>中國</u>的「四藝」：琴、棋、書、畫。</li> </ul> <p>➤ 校本教材《文化淺談》</p> <p>【連結國安教育範疇七：國家安全的重點領域(文化安全)，加深學生對中華文化(傳統習俗、禮儀)的認識，並明白愛護承傳中華文化是國民應有的責任。引導學生認識中國的自然風光，明白生物與環境互相依存的關係，了解人們對保育環境，珍惜和善用地球資源的方法，並樂於在生活中實踐。】</p>	<p>六下一二冊</p> <p>✧ 單元六：《祝賀你，孩子！》</p> <ul style="list-style-type: none"> <li>• 透過《祝賀你，孩子!》一課，增加學生對中國文學的認識。</li> </ul> <p>✧ 單元七：《論語四則》</p> <ul style="list-style-type: none"> <li>• 透過古詩文的學習，增加學生對中國文學作品的認識，並培養勤學、愛國等中國傳統美德。</li> </ul>
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	<p>活動：</p> <ul style="list-style-type: none"> <li>透過科組活動提升學生對中國傳統文化的認識和興趣，培養學生對國家的歸屬感。</li> <li>透過帶領/訓練學生與不同的比賽(朗誦比賽、普通話演講比賽、中國經典故事演說比賽、校內講故事比賽、詩歌創作比賽等)，加深學生對中國文化的認識，培養學生對中華民族的自豪感。</li> </ul>	<ul style="list-style-type: none"> <li>科組舉辦：中秋燈籠設計、寫揮春、猜燈謎、普通話話劇訓練、《西遊記》電影欣賞、課間語文活動、詩歌創作比賽等活動，提升學生對中華文化、中國傳統習俗的興趣和認識。</li> <li>安排及鼓勵學生參加朗誦比賽、普通話演講比賽、中國經典故事演說比賽，透過故事、文章加深學生對中國文化的了解。</li> </ul>	<p>✧ 學生普遍積極投入各項活動，有助提升學生對中國傳統文化的認識和興趣。</p>
English	Curriculum:	<p>JC1:</p> <ul style="list-style-type: none"> <li>➤ LH Book 3 Unit 4 At the museum (T3) <ul style="list-style-type: none"> <li>Students will be encouraged to visit Hong Kong Museum of History.</li> </ul> </li> </ul> <p>【連結國安教育範疇七：國家安全的重點領域(文化安全)，加深學生對中華文化(歷史)的認識，並明白愛護承傳中華文化是國民應有的責任。】</p> <p>JC2:</p> <ul style="list-style-type: none"> <li>➤ LH Book 5 Unit 5 Let's Celebrate! (T3) <ul style="list-style-type: none"> <li>Students will be introduced with different Chinese festivals and food related.</li> </ul> </li> </ul>	<p>JC1:</p> <p>✧ Students gained understanding of Hong Kong's history and culture.</p> <p>JC2:</p> <p>✧ Students were able to tell different Chinese festivals and food related.</p>

		<p>【連結國安教育範疇七：國家安全的重點領域(文化安全)】，加深對中華文化(傳統習俗)的認識，並明白愛護承傳中華文化是國民應有的責任。】</p> <p>JC3:</p> <p>➤ LH Book 6 Unit 4 Hong Kong stories (T1)</p> <ul style="list-style-type: none"> <li>Students will be encouraged to look for Chinese myths and legends and share with classmates.</li> </ul> <p>【連結國安教育範疇七：國家安全的重點領域(文化安全)，加深學生對中華文化(文學藝術)的認識，並明白愛護承傳中華文化是國民應有的責任。】</p> <p>JC4:</p> <p>➤ LH Book 8 Unit 3 The good old stories (T1)</p> <ul style="list-style-type: none"> <li>Students will be introduced with things we used in the past, e.g. a rickshaw, an abacus.</li> </ul> <p>【連結國安教育範疇七：國家安全的重點領域(社會安全)，加深學生對中華文化(社會發展)的認識，並明白愛護承傳中華文化是國民應有的責任。】</p> <p>JC5:</p> <p>➤ LH Book 10 Unit 2 Music around us (T1)</p> <ul style="list-style-type: none"> <li>Students will be encouraged to appreciate Chinese opera.</li> </ul> <p>➤ LH Book 11 Unit 1 Brilliant inventions (T2)</p> <ul style="list-style-type: none"> <li>Students will be introduced to the four major inventions of ancient China and discussed how</li> </ul>	<p>JC3:</p> <p>✧ Students showed interest in reading Chinese myths and legends.</p> <p>JC4:</p> <p>✧ Students showed keen interest in learning things we used in the past.</p> <p>JC5:</p> <p>✧ Students found it interesting to listen to the Chinese opera teachers showed in class.</p> <p>✧ Students were encouraged to invent things which help improve our daily lives</p>
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		<p>they benefited us in our daily lives.</p> <p>【連結國安教育範疇七：國家安全的重點領域(文化安全、科技安全)，加深學生對中華文化(藝術)的認識，並明白愛護承傳中華文化是國民應有的責任；並且引導學生認識中國的科技發明，了解科學與科技的發展對社會文化的影響，認識使用科學與科技時的安全措施。】</p>	
數學	課程：	<p>一年級：</p> <p>➤ 課題：日期</p> <p>教學重點：</p> <p>介紹 7 月 1 日及 10 月 1 日等重要日子，加深學生對祖國的認識。另外引導學生認識部份中國傳統節日以農曆計算日期，故此在西曆中每年的日子也不同，加深學生對中華文化的認識。</p> <p>【連結國安教育範疇七：國家安全的重點領域(文化安全)】，加深學生對中華文化(節日、社會特色—以農立國)的認識，並明白愛護承傳中華文化是國民應有的責任。】</p> <p>二年級：</p> <p>➤ 課題：乘法的計算（一）</p>	<p>一年級：</p> <p>✧ 學生明白 7 月 1 日及 10 月 1 日等日子對香港和祖國的重要性，加深對祖國的認識。</p> <p>✧ 此外，學生亦能了解中國傳統節日以農曆計算日期，加深對中華文化的認識。</p> <p>二年級：</p> <p>✧ 學生了解中國相關文化的特色。</p>

		<p>教學重點： 在 4 的乘法中，透過歷史故事、語言文字的學習，初步認識中華文化。透過重點 2 題 3 的情境，討論中國的節日農曆新年中需要準備的物品—揮春。</p> <p>【連結國安教育範疇七：國家安全的重點領域(文化安全)】，加深學生對中華文化(典故、傳統節日和習俗)的認識，並明白愛護承傳中華文化是國民應有的責任。】</p> <p>三年級：</p> <p>➤ 課題：公里與毫米</p> <p>教學重點： 使學生能夠以公里為單位，比較物件的長度和比較物件間的距離。</p> <p>活動編排： 學生透過網絡找尋中國名勝古蹟與香港的距離及比較彼此之間的距離，繼而認識中國名勝古蹟的地理位置。</p> <p>【連結國安教育範疇七：國家安全的重點領域(文化安全)】，加深學生對中華文化(計量單位、歷史、地理)的認識，並明白愛護承傳中華文化是國民應有的責任。】</p> <p>四年級：</p> <p>➤ 課題：八個主要方向</p>	<p>三年級：</p> <p>✧ 學生能了解香港與中國不同城市之間的距離，如：北京、上海、深圳等，以公里為單位，認識彼此間的距離，加深對祖國城市地理位置及著名的認識。</p> <p>四年級：</p> <p>✧ 學生能透過認識中國古代四大發明之一(指南車)，明白指南針的特性，從而認識香港位於中國哪一個方向。</p> <p>✧ 此外，透過以中國為中心，認識八個方向的國家名稱，了解古時中國在鄰近國家之間享</p>
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		<p>工具量出適量的東西。</p> <p>活動編排： 於2月6日配合中華文化日，在有蓋操場設置攤位，模擬舊式市場內的買賣。請數學大使與參與的同學使用傳統的秤 或 市場常用的磅，量出指定重量(以斤、兩為單位)的物品。</p> <p>【連結國安教育範疇七：國家安全的重點領域(文化安全)】，加深學生對中華文化(計量單位、歷史)的認識，並明白愛護承傳中華文化是國民應有的責任。</p>	
視藝	<p>課程：</p> <ul style="list-style-type: none"> <li>透過相關主題認識中國藝術、藝術家等，加深對中國傳統文化的認識，並培養對國家民族的歸屬感。</li> </ul>	<p>一年級：</p> <ul style="list-style-type: none"> <li>揮春設計</li> </ul> <p>【連結國安教育範疇七：國家安全的重點領域(文化安全)，加深學生對中華文化(傳統節日、習俗)的認識，並明白愛護承傳中華文化是國民應有的責任。】</p> <p>二年級：</p> <ul style="list-style-type: none"> <li>《新年印章》</li> <li>《太空任務》</li> </ul> <p>【連結國安教育範疇七：國家安全的重點領域(太空安全)，加深學生對中華文化(古代發明、藝術、科技發展)的認識，並明白愛護承傳中華文化是國民應有的責任。】</p> <p>三年級：</p>	<p>一年級：</p> <ul style="list-style-type: none"> <li>課程能達到教學目標，加深小一學生對中國新年習俗及意義的認識。</li> <li>設計揮春時無須提及合體字，以免學生創作時運用過於複雜的合體字。另外，若早一步完成可考慮在學校展示學生作品。</li> </ul> <p>二年級：</p> <ul style="list-style-type: none"> <li>兩個課程均能達到教學目標，讓學生深刻了解中國古代印刷術及科技發展。《新年印章》作品能展示學生對新年習俗、祝賀詞等，學生在《太空任務》中亦表達對中國天文發展的盼望，而且作品效果不錯。</li> <li>《新年印章》已嘗試兩年，惟印章太小，學生的小手肌大多未能應付如此精細的操作，所以效果一般。來年需檢討再行實施。</li> </ul> <p>三年級：</p>

		<p>➤ 《向大家致謝》</p> <p>➤ 《小熊貓》（水墨畫）</p> <p>【連結國安教育範疇七：國家安全的重點領域（文化安全、生態安全），加深學生對中華文化（藝術、寶貴資源、自然生態）的認識，並明白愛護承傳中華文化是國民應有的責任。】</p> <p>四年級：</p> <p>➤ 《青花瓷》</p> <p>➤ 《保護環境書簽》</p> <p>【連結國安教育範疇七：國家安全的重點領域（文化安全、生態安全），加深學生對中華文化（藝術、自然生態）的認識，並明白愛護承傳中華文化是國民應有的責任。】</p> <p>五年級：</p> <p>➤ 《食在中國》</p> <p>➤ 《中華味道》</p> <p>【連結國安教育範疇七：國家安全的重點領域（糧食安全、文化安全），加深學生對中華文化（自然環境、傳統習俗、飲食文化）的認識，並明白愛護承傳中華文化是國民應有的責任。】</p>	<p>✧ 兩個課程均能達到教學目標，學生能簡單比較分析傳統水墨畫及現代水墨畫的分別，能運用濃淡墨色繪畫熊貓及竹林，作品效果不錯。</p> <p>✧ 《小熊貓》為學期最後一個課題，教授時間並不足夠，未能完整地教授課題內容。來年可以考慮略裁剪課程內容或其他課程以配合教授課題的步伐。</p> <p>四年級：</p> <p>✧ 《青花瓷》的課程能達到預期的效果，學生能指出「青花瓷」的特點，作品也十分優秀。惟部分學生製作紙黏土碟子時未能充分掌握技巧，令碟子因太薄而彎曲或碎裂。來年可在簡報上說明清楚做法及可能做成的效果。</p> <p>✧ 另外，因課題緊迫，未能如期教授《保護環境書簽》，下學年可能也未必有時間能教授此課題，或可考慮將此「中國瀕危動物」主題融入其他課題中。</p> <p>五年級：</p> <p>✧ 《食在中國》的課程能達到預期的效果，學生能從中國不同菜系了解到中國各地文化及氣候，加深對中國的認識。</p> <p>✧ 學生能繪畫出各式中華菜式，作品也十分優秀。惟繪畫技法部份尚未成熟，來年可加強技法練習。</p> <p>✧ 另外，因課題緊迫，未能如期教授《中華味道》，下學年可能也未必有時間能教授此課</p>
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<p>活動：</p> <ul style="list-style-type: none"> <li>透過全校性的<b>活動</b>培養學生對中國傳統文化的認識和興趣，培養對中華民族的歸屬感。</li> <li>透過安排<b>親子工作坊</b>加深學生對中國中文的認識，並培養對中華民族的自豪感。</li> <li>透過帶領學生<b>參加校外比賽</b>加深學生對中國中文的認識，並培養對中華民族的自豪</li> </ul>	<p>(一)全方位學習(1)：賽馬會『敲敲記憶』藝術科技及文化教育計劃。</p> <p>(二)興趣班 (JC1-3 水墨畫班)</p> <p>(三)透過全校性的<b>活動</b>培養學生對中國傳統文化的認識和興趣，培養對中華民族的歸屬感。</p>	<p>(一)：</p> <ul style="list-style-type: none"> <li>✧ 未能和機構協調適合的日期舉辦活動，來年期望可舉辦這活動。</li> </ul> <p>(二)：</p> <ul style="list-style-type: none"> <li>✧ 第一學期舉辦了水墨畫興趣班，學生作品能展示學生對水墨畫的認識，期後希望展示學生作品宣傳水墨畫透過的美學，惟宣傳不足，第二學期招生不足，來年將會再次舉辦，要求機構提供宣傳素材。</li> </ul> <p>(三)：</p> <ul style="list-style-type: none"> <li>✧ 學生十分享受中華文化日的工作坊，並學習了兩種中華傳統技藝，了解到剪紙及印章</li> </ul>	

	感。	<p>(四) 透過安排<u>親子工作坊</u>加深學生對中國中文的認識，並培養對中華民族的自豪感。</p> <p>(五) 全方位學習：參觀香港藝術館</p> <p>(六) 藝趣在家：古建築活起來</p> <p>(七) 與常識科及圖書科合作，以<u>中國飲食文化</u>為題進行跨學科活動，常識科製作展板展示中國飲食文化的小知識，圖書館展出相關書籍，視藝科展出同學作品。</p> <p>(八) 透過帶領學生<u>參加校外比賽</u>加深學生對中國中文的認識，並培養對中華民族的自豪感。</p>	<p>的創作技巧，加深對中華文化的認識。</p> <p>✧ 來年期望加入其他項目。</p> <p>(四)：</p> <p>✧ 學生和家長都十分享受活動，學習了中國臉譜藝術的知識及製作了面譜，來年期望可舉辦更多中華文化工作坊。</p> <p>(五)：</p> <p>✧ 學生能了解到中國書畫的裝裱形式、創作媒介、筆墨技法、題畫以及印章等，加深對中國書畫作品的認識與欣賞。</p> <p>✧ 來年期望再次參觀相關展覽。</p> <p>(六)：</p> <p>✧ 復活節期間未能舉辦這活動，期望來年可舉辦這活動。</p> <p>(七)：</p> <p>✧ 學生能更了解中國的飲食文化，從中國不同菜系了解到中國各地文化及氣候，加深對中國的認識。</p> <p>(八)：</p> <p>✧ 未有中華文化相關的比賽，來年期望可參加中華文化相關的比賽。</p>
音樂	課程：	<p>一年級：</p> <p>➤ 單元三：「開心唱唱歌」</p> <ul style="list-style-type: none"> <li>通過演唱歌曲《郊遊樂》，學會欣賞大自然的</li> </ul>	<p>一年級：</p> <p>✧ 學生對樂曲《郊遊樂》感興趣，並透過歌詞內容感受郊遊的樂趣。</p>

		<p>美。</p> <p>【連結國安教育範疇七：國家安全的重點領域(生態安全)，引領學生認識生活在不同環境的生物及生物互相依存的關係，明白保障生態平衡的重要性。】</p> <p>➤ 單元二：「動物音樂會」</p> <ul style="list-style-type: none"> <li>透過聆聽由笛子演奏家劉管樂所作的笛子樂曲《蔭中鳥》及由「中國鼓王」安志順所作的樂曲《鴨子拌嘴》，認識中國樂器笛子及中國敲擊樂器的音色及表現力。</li> </ul> <p>【連結國安教育範疇七：國安重點領域(生態安全、文化安全)，引領學生認識生活在不同環境的生物及生物互相依存的關係，明白保障生態平衡的重要性；加深學生對中華文化(中國傳統音樂)的認識，並明白愛護承傳中華文化是國民應有的責任。】</p> <p>二年級：</p> <p>➤ 單元一：「新春樂洋洋」</p> <ul style="list-style-type: none"> <li>認識中國敲擊樂器的演奏方法及音色，感受樂器所營造的氣氛。</li> <li>聆聽中國樂曲《金蛇狂舞》、《將軍令》及《梁祝小提琴協奏曲》，分析樂曲的特色。</li> <li>學唱賀年歌曲《歡樂年年》及《歡歡喜喜過新年》，感受農曆新年的節日氣氛。</li> <li>加插節奏短句及祝賀語，為歌曲《歡歡喜喜過新年》增添氣氛。</li> </ul> <p>【連結國安教育範疇七：國家安全的重點領域(文化安全)，加深學生對中華文化(中國傳統音</p>	<p>◇ 學生聆聽《蔭中鳥》及《鴨子拌嘴》時感興趣，能透過樂曲認識中國樂器笛子及中國敲擊樂器，加深對中華文化（中國傳統音樂）的認識。</p> <p>二年級：</p> <p>◇ 學生對中國敲擊樂器興趣濃厚，並能以當中不同的演奏方法及音色，去表達出不同的氣氛。</p> <p>◇ 學生透過歌唱中國賀年歌曲，從而加深對中國傳統節日的認識，對農曆新年感興趣，進而加深對中華文化的認識，並理解到愛護和承傳中華文化應當為自身責任。</p>
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		<p>樂/中國傳統節日)的認識，並明白愛護承傳中華文化是國民應有的責任。】</p> <p>三年級：</p> <p>➤ 單元一：「歌聲耀中華」</p> <ul style="list-style-type: none"> <li>聆聽及演唱中華人民共和國國歌，了解歌曲的特色、氣氛，以及歌曲的歷史背景。觀看升旗禮影片，認識奏唱國歌時應有的禮儀及態度。了解奏唱國歌的場合及意義，培養尊重國歌的態度及國民身份的認同。</li> </ul> <p>【連結國安教育範疇一：國家安全的概念和重要意義，引領學生認識代表國家的象徵(包括：國旗、國徽和國歌)，教導學生唱國歌和遵守升旗禮和奏唱國歌的禮儀，教學過程適時介紹有關國的歷史與文化，讓學生了解對現今社會有重要影響的歷史事件。】</p> <ul style="list-style-type: none"> <li>從中國民謠《讀書郎》、《蒙古牧歌》、福建民歌《採茶燈》以清江河》，了解各地民歌不同的特色及背後所反映的生活。進行「中國民歌」的專題研習，搜集兩首民歌的資料，分析和比較它們的特色，然後利用不同的方式在班上分享研習的成果。</li> </ul> <p>【連結國安教育範疇七：國家安全的重點領域(文化安全)，加深學生對中華文化(中國傳統音樂)的認識，並明白愛護承傳中華文化是國民應有的責任。】</p> <p>四年級：</p> <p>➤ 單元一：「節奏嘉年華」</p>	<p>三年級：</p> <ul style="list-style-type: none"> <li>國歌的學與教活動，整體教學成效顯著。教學能學生提升歌唱技巧，亦有助學生了解樂曲的情境，包括相關的歷史背景和創作意念，以培養欣賞音樂的能力。此外，學校在升國旗和奏國歌的活動(周會/典禮)，亦有助學生學習遵守應有的禮儀。</li> <li>學生對搜集各地的中國民歌感到興趣，在分享研習成果中，認識更多不同地區及省份的民歌，也了解更多傳統文化及欣賞各地風俗。</li> </ul> <p>四年級：</p> <ul style="list-style-type: none"> <li>學生了解中國近代音樂的發展及認識音樂教育家黃自的作品和生平，學生大都喜歡黃自的作品，也初步了解到中國傳統音樂</li> </ul>
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活動：	<p>(1) 六年級學生參加學校文化日計劃—香港青苗粵劇團《十八相送》及《穆桂英招親》粵劇折子戲導賞演出。</p> <p>(2) 五年級學生參加學校文化日計劃—音樂事務處「大自然的慶典」中樂音樂會。</p> <p>【連結國安教育範疇七：國家安全的重點領域(文化安全)，加深學生對中華文化(中國傳統音樂)的認識，並明白愛護承傳中華文化是國民應有的責任。】</p>	<p>✧ 導賞深化六年級學生對粵劇的認識及從多角度欣賞粵劇(文武戲、角色行當、唱腔、做手、劇服裝飾)，大部分學生對武戲及粵劇演員分享台後準備及入行及練習經驗感興趣。</p> <p>✧ 中樂音樂會包的樂器的導賞，配合五年級課程中國樂器的認識，切合學習需要。學生投入參與，節目除傳統演出中樂曲，也包含改編西樂及流行樂曲，與中樂團一起合唱感到興奮。</p> <p>✧ 建議下年度繼續為五、六年級安排參加類似的校外音樂會或導賞。</p>	

體育	課程：	<p>一、二年級：</p> <ul style="list-style-type: none"> <li>➤ 透過課程教授相關運動，讓學生認識中國古代的運動發展，傑出運動員及曾舉辦的運動項目等。</li> <li>➤ 透過觀看國家隊的比賽及頒獎禮，讓學生認識國旗、國歌及唱國歌升國旗時的應有態度。</li> </ul> <p>【連結國安教育範疇一：國家安全的概念和重要意義，讓學生認識國家象徵(國旗、國徽和國歌)，並懂得唱國歌和遵守升國旗和奏國歌的禮儀。】</p> <p>【連結國安教育範疇七：國家安全的重點領域(文化安全)，加深學生對中華文化(運動)的認識，並明白愛護承傳中華文化是國民應有的責任。】</p> <p>三、四年級：</p> <ul style="list-style-type: none"> <li>➤ 透過課程教授相關運動，讓學生認識中國古代的運動發展，傑出運動員及曾舉辦的運動項目等。</li> <li>➤ 過學習不同的運動項目，觀賞相關的比賽，加深對中國傳統文化的認識，培養對國家民族的歸屬感。</li> <li>➤ 透過觀看國家隊的比賽及頒獎禮，讓學生認識國旗、國歌及唱國歌升國旗時的應有態度。</li> </ul> <p>【連結國安教育範疇一：國家安全的概念和重要意義，讓學生認識國家象徵(國旗、國徽和國歌並懂得唱國歌和遵守升國旗和奏國歌的禮儀。】</p> <p>【連結國安教育範疇七：國家安全的重點領域(文化安全)，加深學生對中華文化(運動)的認識，並明白愛護承傳中華文化是國民應有的責任。】</p>	<p>一、二年級：</p> <ul style="list-style-type: none"> <li>✧ 學生在學習相關項目時，都能夠說出運動的起源，少部分同學更能說出該運動的香港象成員。</li> <li>✧ 學生對香港的傑出運動員有濃厚興趣，如張家朗。</li> <li>✧ 同學能說出唱國歌升國旗時的應有態度，在運動會上亦能肅立，面向國旗，齊聲唱國歌。</li> </ul> <p>三、四年級：</p> <ul style="list-style-type: none"> <li>✧ 學生對香港的傑出運動員有濃厚興趣，如張家朗、李慧詩。</li> <li>✧ 學生在學習相關項目時，都能夠說出運動的起源，少部分同學更能說出該運動的香港隊成員及參加每一年一度的香港精英運動員網上投票選舉。</li> <li>✧ 同學能說出唱國歌升國旗時的應有態度，並在運動會唱國歌時表現出應有的禮儀。</li> </ul>
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		<p>六、六年級：</p> <ul style="list-style-type: none"> <li>➤ 課程教授相關運動，讓學生認識中國古代的運動發展，傑出運動員及曾舉辦的運動項目等。</li> <li>➤ 透過學習不同的運動項目，觀賞相關的比賽，加深對中國傳統文化的認識，培養對國家民族的歸屬感。</li> <li>➤ 透過觀看國家隊的比賽及頒獎禮，讓學生認識國旗、國歌及唱國歌升國旗時的應有態度。</li> <li>➤ 透過帶領學生參與不同的學界比賽、地區比賽、出席大型比賽的導賞團，加深學生對中國的認識，培養學生對中華民族的自豪感。</li> </ul> <p>【連結國安教育範疇一：國家安全的概念和重要意義，讓學生認識國家象徵(國旗、國徽和國歌)，並懂得唱國歌和遵守升國旗和奏國歌的禮儀。】</p> <p>【連結國安教育範疇七：國家安全的重點領域(文化安全)，加深學生對中華文化(運動)的認識，並明白愛護承傳中華文化是國民應有的責任。】</p>	<p>六、六年級：</p> <ul style="list-style-type: none"> <li>✧ 學生對香港的傑出運動員有濃厚興趣，如張家朗、李慧詩。</li> <li>✧ 學生在學習相關項目時，都能夠說出運動的起源，少部分同學更能說出該運動的香港隊成員及參加每一年一度的香港精英運動員網上投票選舉。</li> <li>✧ 同學能說出唱國歌升國旗時的應有態度，並在運動會唱國歌時表現出應有的禮儀。</li> <li>✧ 全年共參加 10 項的學界比賽，包括足球、籃球、游泳、田徑、排球、羽毛球、乒乓球、網球、劍擊、花式跳繩；加參加多項導賞團及觀賞 5 次大型比賽，包括甲一籃球比賽、香港網球公開賽、世界杯劍擊比賽馬場香港站、世界女排聯賽香港站。學生及家長都十分踴躍參加。</li> </ul>
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	<p>活動：</p> <ul style="list-style-type: none"> <li>於舉辦全校性活動(例如運動會、水運會等)全體唱國歌。</li> <li>介紹中國傳統的運動，如足毬，欣賞國家隊比賽，欣賞中國傑出運動員的比賽等。</li> <li>透過帶領/訓練學生參與不同的學界比賽、地區比賽、出席大型比賽的導賞團，加深學生對中國中化的認識，以培養學生對中華民族的自豪感。</li> </ul>	<p>(一) 舉辦全校性的活動(運動會、水運會等)。</p> <p>(二) 配合學校「中華文化日」的活動，舉辦投壺和蹴鞠體驗活動，讓學生認識中國傳統的運動。</p> <p>(三) 在課堂上介紹中國傳統的運動，如足毬，欣賞國家隊比賽，欣賞中國傑出運動員的比賽等。</p> <p>(四) 透過帶領學生參與不同的學界比賽、地區比賽、出席大型比賽的導賞團，加深學生對中國中化的認識，培養學生對中華民族的自豪感。</p>	<ul style="list-style-type: none"> <li>學生於運動會、水運會唱國歌時表現莊重認真，體現出對國家象徵的尊重，亦明白並能遵守應有的禮儀，有助培養學生對國家民族的自豪感。</li> <li>學生對「中華文化日」的體驗活動表現出濃厚的興趣，學生及家長均積極參與、投入及享受投壺和蹴鞠帶來的樂趣。</li> <li>參與不同的學界比賽、地區比賽及出席大型賽事的導賞團有助學生建立民族自信，培團結的精神，增加民族自豪感。</li> </ul>
圖書	<ul style="list-style-type: none"> <li>透過相關主題認識中國文學、藝術文化價值等，加深對中國文化的認識，並培養對國家民族的歸屬感。</li> </ul>	<p>一年級：</p> <ul style="list-style-type: none"> <li>閱讀中國四大名著：《西遊記》</li> <li>食在中國：火鍋</li> </ul> <p><b>【連結國安教育範疇七：國家安全的重點領域(文化安全)，加深學生對中華文化(文學、傳統習俗)的認識，並明白愛護承傳中華文化是國民應有的責任。】</b></p> <p>二年級：</p>	<ul style="list-style-type: none"> <li>舉辦圖書展及影片欣賞介紹中國經典故事，以《西遊記》吸引學生，可加深學生對中華文化的認識。</li> <li>「我最喜歡的中國經典故事」投票活動，《西遊記》是學生最喜歡的故事。</li> <li>舉辦圖書展展出中國傳統節日及飲食圖書，學生願意閱讀知識性讀物，擴展學生對中華文化的認識。</li> <li>暫未能採購與鄉土之源相關圖書，故沒有詳細涉及此主題。會繼續尋找適合小學生的圖</li> </ul>

		<ul style="list-style-type: none"> <li>➤ 閱讀中國四大名著：《西遊記》</li> <li>➤ 食在中國：盆菜</li> </ul> <p>【連結國安教育範疇七：國家安全的重點領域(文化安全)，加深學生對中華文化(文學、傳統習俗)的認識，並明白愛護承傳中華文化是國民應有的責任。】</p> <p>三年級：</p> <ul style="list-style-type: none"> <li>➤ 閱讀中國四大名著：《西遊記》</li> <li>➤ 從三國學成語</li> <li>➤ 食在中國：鄉土之源</li> </ul> <p>【連結國安教育範疇七：國家安全的重點領域(文化安全、糧食安全)，加深學生對中華文化(文學、傳統習俗、自然資源)的認識，並明白愛護承傳中華文化是國民應有的責任。】</p> <p>四年級：</p> <ul style="list-style-type: none"> <li>➤ 閱讀中國四大名著：《西遊記》</li> <li>➤ 從三國學成語</li> <li>➤ 食在中國：鄉土之源</li> </ul> <p>【連結國安教育範疇七：國家安全的重點領域(文化安全、糧食安全)，加深學生對中華文化(文學、傳統習俗、自然資源)的認識，並明白愛護承傳中華文化是國民應有的責任。】</p> <p>五年級：</p> <ul style="list-style-type: none"> <li>➤ 閱讀中國四大名著：《西遊記》、《三國演義》</li> <li>➤ 從三國學成語</li> <li>➤ 食在中國：學生運用對南米北麥的認識延伸</li> </ul>	<p>書，明年的後備方案試用網上資源《舌尖上的中國》介紹，或嘗試讓學生有小體驗。</p>
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		<p>至中國菜系。</p> <p>【連結國安教育範疇七：國家安全的重點領域(文化安全、糧食安全)，加深學生對中華文化(文學、傳統習俗、自然資源)的認識，並明白愛護承傳中華文化是國民應有的責任。】</p> <p>六年級：</p> <ul style="list-style-type: none"> <li>➤ 閱讀中國四大名著：《西遊記》、《三國演義》</li> <li>➤ 從三國學成語</li> <li>➤ 食在中國：烹調</li> </ul> <p>【連結國安教育範疇七：國家安全的重點領域(文化安全、糧食安全)，加深學生對中華文化(文學、傳統習俗、自然資源)的認識，並明白愛護承傳中華文化是國民應有的責任。】</p>	
	活動	<p>(一) 中國四大名著書展</p> <p>(二) 《西遊記》、《三國演義》影片欣賞</p> <p>(三) 眾裏尋他(角色剪影)</p> <p>(四) 課室門框佈置</p>	<p>✧ 活動(一)、(二)成效同上。</p> <p>✧ 活動(三)改為書簽設計，設計最喜歡的故事人物，學生喜好大多是西遊記人物，學生能選其中一場景繪畫，可加深學生對中華文化的認識。</p> <p>✧ 各班盡心思佈置課室門框，題材豐富，有《西遊記》、《三國演義》、《鑿壁偷光》、《女媧補天》、《水滸傳》、《愚公移山》、《孔融讓梨》、《包青天》、《門中活》。問卷調查可見多於 80%學生喜歡此活動，認為有助他們認識中華文化。</p>
德育、公	課程：一至六年級	1. 每週和於重要日子舉辦升旗禮。	1. 學校整體能夠莊重參與升旗儀式，表現出應



<p>民及國民教育</p>		<ol style="list-style-type: none"> <li>2. 重要日子進行國旗下的講話。</li> <li>3. 透過校本輔導活動獎勵計劃、成長課等向學生介紹有關國家歷史、文化、社會發展的知識。</li> <li>4. 透過周會、早會、網上平台等讓學生國家歷史、文化、社會發展，以及宣揚中華傳統美德。</li> <li>5. 透過壁報宣提有關國民/國安教育活動或比賽、中國節慶、中華傳統文化/美德和國家發展等。</li> <li>6. 舉辦及鼓勵學生參加不同的校外、校內比賽，以認識有關國家歷史、文化、社會、科技的發展等。</li> <li>7. 透過全校性活動，例如：「中秋送團圓」、「中華文化日」等活動認識和體驗中國傳統文化。</li> <li>8. 舉辦全級性活動，加深學生對國家安全的認識。</li> </ol>	<p>有的禮儀。</p> <ol style="list-style-type: none"> <li>2. 學生能對於老師、同學在早會/午會的分享感興趣，態度認真、投入。</li> <li>3. 學生整體能夠認真完成校本小冊的習作、寫出值得感恩的生活事件。</li> <li>4. 學生普遍積極參與校內舉辦的問答比賽，並從中表達感受。低年級學生的參與率尤佳。</li> <li>5. 《憲法》和《基本法》學校校園大使積極及樂於製作壁報及擔任宣傳大使，來年可提升讓學生發揮的空間。</li> <li>6. 學生於 10 月「全港學界國家安全常識挑戰賽」獲晉身準決賽，惜與考試日期相撞，未能參賽。整體而言，學生對於校外的比賽反應似乎較冷淡。</li> <li>7. 學生對「中秋送團圓」和「中華文化日」的各項活動反應熱烈，踴躍及投入參與。</li> <li>8. 五年級學生享受「國家安全教育同樂日」的活動，展板及攤位遊戲有助提升學生對國家安全各領域的認知。</li> </ol> <p>整體而言，學校本年度之國民教育活動頗為多元化，各項活動、比賽推展順利，能達到預期效果。</p>
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	<p>活動：</p> <ul style="list-style-type: none"> <li>透過舉辦不同活動，加強學生對國家全的認識、培養學生對中華傳統文化的興趣，以提升學生對國家的歸屬感以及國民身分認同。</li> </ul>	<p>(一) 籌組升旗隊，每週一次及重要日子舉辦升旗禮。</p> <p>(二) 組織學生參與「《憲法》和《基本法》校園大使」計劃，培訓學生領袖，以宣揚有關國民／國安教育的活動。</p>	<p>(一)：</p> <ul style="list-style-type: none"> <li>升旗隊隊員能認真、職責執行職務，對簡單的升旗技巧有自信。</li> <li>由於現任之升旗隊隊員將有 8 位升讀中學，來年升旗隊隊員人數維持 14 人。</li> <li>來年嘗試安排中、小學的升旗隊隊員作定期交流學習，以提升隊員自信及升旗技巧。</li> </ul> <p>(二)：</p> <ul style="list-style-type: none"> <li>《憲法》和《基本法》校園大使投入參與各項活動，樂於宣傳與中華文化、國家發展的信息，並表示在此計劃中有豐富的得着。</li> </ul>
學生訓輔及支援	<p>透過校本輔導活動、班級經營、「大哥哥計劃」、保羅行動等，培養學生守法守規的精神、宣揚中華傳統美德以及建構學生正面的價值觀。</p>	<p>校本輔導活動獎勵計劃</p> <ul style="list-style-type: none"> <li>以四格漫畫形式展示一位中國古人體現「堅毅」的故事。(10 月)</li> <li>以行動向身邊幫助及關懷我們的人表示感謝。(11 月)</li> <li>在農曆新年期間，運用學校提供的紅封包，為身邊三位同學送上別出心裁、體貼的祝福或打氣說話。(2 月)</li> <li>認識及宣揚清明節的習俗。(4 月)</li> </ul> <p>【連結國安教育範疇七：國家安全的重點領域(生態安全)，引領學生認識生活在不同環境的生物及生物互相依存的關係，明白保障生態平衡的重要性】</p>	<ul style="list-style-type: none"> <li>全年活動以「堅毅」為主題，引入「成長思維」及「恆毅力」概念，並透過日常練習，讓學生在生活中實踐。學生普遍能掌握相關概念及於日常生活中嘗試實踐；學生亦從不同的節日活動中體會「感恩」、「慎終追遠」等中華傳統美德。</li> </ul>
	<p>活動：</p>	<p>(一)五年級全體透過「保羅行動」前往清遠體驗農耕生活、了解國家的社會發展、扶貧政策</p>	<ul style="list-style-type: none"> <li>「保羅行動」：學生在連南親身體會了與香港不一樣的生活</li> </ul>

		<p>和成效。</p> <p>【連結國安教育範疇七：國家安全的重點領域(社會安全)，引領學生了解國家為維護社會治安、經濟繁榮發展而作出的努力及推出的相關措施，明白社會長治久安的重要性。】</p> <p>(二) 透過「姊妹學校交流」活動前往北京認識國家的歷史、建築、社會、經濟及科技等方面的發展。</p> <p>【連結國安教育範疇七：國家安全的重點領域(國土安全、軍事安全、文化安全)，在參觀名勝古蹟時引領學生國土安全、軍事發展的重要性，以及古人為保障國土安全所作出的貢獻；在欣賞藝術表演時加深學生對中華文化，例如變臉、雜耍的認識，並明白保護、承傳中華文化是國民應有的責任。】</p>	<p>及學習環境，亦與當地學生、老師、居民交流，互相學習。學生從過程中建立及加強了自理能力，學習到堅毅的精神，亦加深了對內地的認識。</p> <p>✧「姊妹學校交流」：</p> <p>✧學生參與是次北京姊妹學校交流活動，對與當地學生一同上課感到新鮮；並參觀許多著名建築，觀賞雜技表演，體驗京劇臉譜課程，學生感受到中華文化的博大精深。</p>
家、校合作	<p>學校與家長保持緊密溝通，以「家教會」為橋樑，為家長提供有關國民/國安教育的資訊，提升家長國民/國安教育的認識及認同，以家校合作形式推動國民/國安教育。</p>	<p>➤ 學校與家長保持緊密溝通和配合，不時向家長發放有關中華文化、國民教育的活動/比賽資訊，讓家長清楚了解學生參與各項活動的意義，從而鼓勵學生積極參與相關活動/比賽。</p> <p>➤ 學校邀請家長協辦/參加與中華文化/國民教育的活動，讓家長及學生從中認識、欣賞不同的中華文化，以推動國民/國安教育。</p>	<p>✧ 學校以通告形式讓家長知悉學校有關中華文化、國民/國安教育的活動、比賽詳情，鼓勵家長推動學生參與，獲得家長認同及支持。</p> <p>✧ 家長對協辦「中秋送團圓」、「中華文化日」、「走進中國經典故事」攤位遊戲反應熱烈，亦積極參與「親子龍舟工作坊及比賽」，有助推動以親子形式認識、欣賞中華文化，從而提升學生的民族自豪感及國民身分認同。</p>

聖保羅書院小學  
姊妹學校交流報告書  
2023/2024 學年

內地姊妹學校名稱：北京首都師範大學附屬小學、首都師範大學附屬玉泉學校

第一部分：交流活動詳情

項目編號	交流項目名稱及內容	預期目標	評估結果	反思及跟進
1.	姊妹學校交流、 認識歷史文化及國情	<ol style="list-style-type: none"> <li>學生與北京姊妹學校交流，體驗兩地不同的學習模式、教學方法、課程特色，以及通過交流增進兩地學生的情誼。</li> <li>學生親臨當地不同的文化機構，例如少年宮，學習/見識不同的中華文化(例：琴棋書畫)及國粹(例：武術)。</li> <li>學生探訪/參觀當地富特色的地方(例：長城)或建築(故宮)，提升中國文化的認識，培養國民身份認同。</li> <li>學生實地考察首都的發展(例：科技)進行學校探訪，增進對當代國情的了解，培養對國家的歸屬感。</li> </ol>	<ol style="list-style-type: none"> <li>是次交流活動，學校採用多樣的評估方法收集學生意見，例如分享會、問卷調查、觀察、面談、報告書等，獲取的資訊全面。</li> <li>從不同的評估方法，我們明確知道學生不論對探訪學校、與內地學生交流、參觀不同的歷史景點，以及了解國家最新的科技發展，他們的反應正面，感受深刻。(學生反應見附件)</li> <li>活動前，帶隊老師召開多次會議，就行程編排、學生照顧問題、以及交流期間各樣的注意事項進行商討，確保活動的順利進行。活動完結之後，帶隊老師亦有召開會議，全面檢討活動。是次活動經驗寶貴，可為籌辦類似活動的借鏡。</li> </ol>	<ol style="list-style-type: none"> <li>學生參與是次交流活動反應熱烈，從分享會及活動後的感想可見他們非常喜歡學校這次的安排。為此，學校可考慮日後持續籌辦類似活動，以豐富學生的學習經歷及提升他們對國家歷史、國家最新發展的認識，提升國民身份認同。</li> <li>是次姊妹學校交流，促進了兩地學校的情誼及聯繫。學校3月下旬探訪北京姊妹學校，7月上旬，首都師範大學附屬玉泉學校的校長率領十多位教職員回訪，我們就課程編排、校情、學校管理，以及課後活動籌備進行交流，彼此獲益良多。玉泉學校的校長及老師們更探訪聖保羅書院，為日後的交流奠定基礎。</li> </ol>

			<p>4. 活動前，學校舉辦家長簡介會，讓家長了解一切安排。在北京的行程中，負責老師亦適時透過媒介發佈訊息及活動照片，讓家長知道孩子的動態，家長欣賞做法。學校此做法恰當，既可令家長安心，又可以增加家長對學校活動的投入感，大大增加了對學校的信心。</p>	<p>3. 是次交流，我們分別探訪兩所姊妹學校。由於行程安排緊湊，每所學校我們只逗留半天時間，這對學生或教師而言，不論接觸及交流層面都未及深入。下次再籌辦此類活動，如果在時間方面可多作考慮，交流會更加深入，學生、老師的得益會更大。</p> <p>4. 是次帶隊老師有一大部份完全不懂普通話，這影響他們交流時與姊妹學校老師的溝通，這無疑窒礙彼此學習的機會。為此，下次籌辦類似活動時，可減低不諳普通話同事帶隊的比例，讓交流活動的意義更加突顯。</p> <p>5. 家長非常欣賞學校是次交流活動，因此，或許下次可以讓家長也參與其中，既可以加強照顧學生的人手，亦可提升家長對國家歷史及國家發展的認識。</p>
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第二部分：2023-2024 年度財政報告

項目 編號	交流項目	支出項目	費用	備註
1	姊妹學校交流、 認識歷史文化及國情	姊妹學校交流	HK\$ 300,898	
		總計	HK\$ 300,898	
		津貼年度結餘	HK\$ 22,051	