

THE RED BRICKS

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Message from the Principal



It has been barely a month since I joined St Paul's, but I have already been showered with warmth, love and well wishes from my colleagues. It is a great honour to be appointed to the principalship, and I feel particularly blessed by the unity and harmony of the SPCC family.

What is more heartening is the composure, confidence and humility manifested in each and every student here. Much as we value their scholarship and flying colours in the public exams, it is the principles and attitudes underpinning St. Paul's which we particularly hope will inspire our students. I believe the duration of education should not be counted in days or weeks, but years or even decades. We are indebted to our forbearers of this century-old school for their invaluable contributions to offering a quality holistic education – which is uniquely SPCC – that helps to nurture our students as future leaders.

SPCC has long had a reputation for being at the forefront of educational developments: being the first to become a co-educational college in Hong Kong; among the first to convert from an aided school to a DSS school; introducing a range of school-based experiential learning programmes including the Student Activities Week and the Rites of Passage, which is probably the first of its kind in the school sector; offering IBDP in tandem with the local DSE, to name but a few.

Yet we will not rest on our laurels. We will continue to foster the interests and talents of our students, making the best of their potential in their formative years.

I am taking up the baton with humility, and am looking forward to working with my colleagues, students, parents, alumni and the College Council.

Mr Poon Siu Chi
Principal, St. Paul's Co-educational College

校長的話



對聖保羅大家庭的孩子來說，每年暑假的活動均別具意義。去年7月，一眾聖保羅成員齊集亞洲博覽館參與百周年校慶壓軸大匯演；而今年7月，我們分別於中小學舉行兩場暑期音樂會。小學音樂團隊的每一位成員都有機會在舞台上分享他們的學習成果，參與表演的同學達400多人。合唱團及敲擊小組其後遠赴維也納參加

國際青少年音樂節，更到布拉格表演及交流。學生能夠發揮他們的音樂潛能之餘，更可擴闊視野，得益不淺。此外，我們亦舉辦了視藝、音樂、體育等暑期活動及增益課程，讓同學們渡過一個愉快、充實而有意義的假期。

暑假過後，莘莘學子又回到學習崗位上，老師繼續透過不同活動及計劃，培育孩子成為一個具聖保羅素質的學生。

本年度的德育主題是「巧思好問求突破，謙卑自省愛社群」，希望學生養成良好品格，加強服務精神，愛人如己，提升社群相處技巧。靈性的培育同樣重要，秉承多年來的牧養工作，我們將會繼續舉辦不同的福音活動，讓聖保羅大家庭成員感受天父的大愛，懷著感恩的心，愛己愛人，服務社群。

去年全面推行 STAR 自主學習課程，學生已經初步掌握自主學習的技巧及策略。本年度我們會將課程優化，讓學生懂得運用所學提升學習效能，成為自主學習者。老師會活用教學資源，建構愉快、有序和高效的課堂，務求令學生樂於學習。

「十年樹木，百年樹人」，我們一眾同工定會堅守聖保羅百年信念，努力發揚信、望、愛的精神，希望與家長攜手，共同培育孩子成為未來的社會棟樑。

梁麗美
聖保羅男女中學附屬小學校長

A Touching Finale at the Summer Concerts

In its 50th edition, the Summer Concerts 2017, held over two evenings on 4 and 5 July in our own Primary and Secondary School Halls respectively, not only showcased the musical talents of no fewer than 700 students and alumni, but were also a display of our warmest affection towards Dr Anissa Chan. To commemorate her retirement and in honour of her unwavering support towards the development of music at St. Paul's over the years, the choirs on both nights "surprised" her with heartwarming performances of *Trees of Tomorrow* and *Time to Say Goodbye*. An encore and a standing ovation were inevitable as emotions ran high. The School Hall is once again filled with joy and thankfulness.



Mr Warren Lee
Music Director





To relive the memories of the Summer Concerts, DVDs will be available for order online from the school website.

Teacher-Student Carnival

The annual Teacher-Student Carnival is a two-week event where the Student Union brings teachers and students together to unwind and have fun. We, members of Nautic, believe that student-teacher relationships are not only confined within the classroom walls and lesson time, and that people bond better through leisure activities. Therefore, in mid-May, we hosted a total of six activities – badminton, dodgeball, balloon popping and basketball competitions, as well as St. Paul's Kitchen and Odyssey, a teacher-student edition of talent quest. Through these fun games and interaction, students got a chance to know more about our teachers and we hoped that a caring, closer and friendlier teacher-student relationship could be promoted in SPCC. We were genuinely amazed by the active participation, fervent support and impressive talents displayed in the events and competitions. Most importantly, we were more than glad to see the smile on the faces of teachers and students!

5I Heather Ho, Vice-President of Nautic



Farewell Dinner

On 30 June, members of the SPCC family: teachers, staff, parents, alumni and friends gathered at the Aberdeen Marina Club in honour of Dr Anissa Chan. We would like to express our wholehearted gratitude to her for being with us and leading the school on a number of milestone developments during her 13-year tenure as Principal. Happy retirement, Dr Chan, wishing you the best in the next phase of your life!



Rites of Passage

At first, I was terrified with having to go to the Rites of Passage programme in Australia. Being physically weak, I was sure I would be a burden to my groupmates, and the instructors were bound to get annoyed.

What I experienced was completely different to what I had expected. The instructors were friendly and encouraging. The activities were fun, and there was always enough time to sit back and forget about the academic stress. Our group met as strangers, but we bonded over time, and during our final activity—the Leap of Faith—we supported and trusted each other.

Our group had lots of problems on our first day of expedition. It took us a long time to navigate and walk, and by the time we reached the campsite it was nearly dark. Our cooperation was sketchy and we had no idea what to do. Back at Kenilworth Homestead, our instructors gave us tips on improving efficiency – first, always be supportive; second, never give up.

We took the lessons to heart – we helped slower teammates through the steep slopes; teammates compensated their lack of strength with strong perseverance in will; we worked as a team, and never blamed one another for our mishaps.

As Andrew Carnegie once said, “Teamwork is the ability to work together toward a common vision. The ability to direct individual accomplishments toward organisational objectives. It is the fuel that allows common people to attain uncommon results.” With the support of our team, many of us achieved what had, only moments ago, seemed impossible. Whether it was climbing, abseiling, canoeing, or hiking, we sought to encourage



each other, through whatever means it takes. Some of us volunteered first, to show everyone else that it was fine. Some showered the others with compliments and encouragements. Some joked around to lighten up the mood.

Looking back, when I first glanced upon the namelist, my group was a collection of outspoken, athletic, silent, silly, crazy, carefree, clever schoolmates. Most of us were complete opposites, stranger to each other. But we were brought together by our fears and challenges, our hopes and dreams. We cared for each other, and we never left anyone behind. We were, in our final days together in Australia, more than a group.

RoP certainly changed me for good. It took us out of our comfort zones. Yet, it was also about peace and tranquility, where we could quietly sit down in the meadow and just think, “What do I want to be? What should I do with my life?” RoP offered us chances to be in peace with nature, and challenge ourselves as we stepped off the platform – literally.

3E Lai Tin Long Kenaz



STUDENT EXCHANGE

上海交流團

在復旦附中看到的，是磅礴大氣的校園，是充滿活力的林蔭路，柳絮紛飛，落花滿天，散發著滿滿的少年感，給人一種順心舒坦的感覺。同學在課堂上，求學心切，精益求精。當地異常頻密的考試，鞭策著他們不斷地往前衝，努力已經變成慣性，令他們在無人的時候也往前奔跑。奔跑中承載著少年的期待，燃燒著的不只是青春，更是對社會進步的使命感。努力不息，奔跑不止，他們如此努力，我們豈能怠慢？

四戊 高穎琛

有別於其他外省人的粗聲粗氣，我的上海接待家庭給我的感覺，是一份文雅的親切感。最讓我感受深刻的，是第三天晚上，他們帶我去黃同學的婆婆家裡吃晚飯。婆婆以上海地道家常菜招待，我吃得津津有味。一家人不停給我添吃，把我的肚子撐得鼓鼓的，還細心為我準備了魚湯，因為他們知道我們香港人吃晚飯總是「無湯不歡」。到最後我才發現我吃了滿滿五碗飯呢！最後，婆婆為我準備了一袋親手做的小禮物讓我帶回香港，讓我受寵若驚。

四庚 潘子婷

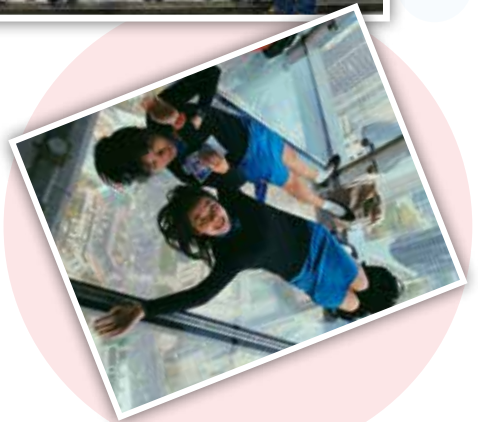
我的學伴跟我說，來到上海不到外灘，就不算是到過上海。來到新外灘，一派迷人的景色映入眼簾。外灘廣場上人流如鯽，笑聲一片，車燈伴著高樓大廈的燈光，一副綿綿不斷的畫卷，比傳說中的仙女織的絲綢還要美麗動人。那一座座瑰麗、雄偉的外國建築靜靜地矗立在黃浦江邊，建築在燈光的映照下閃閃發光，猶如黃金砌成，見證了舊上海的繁華與滄桑，同時也見證了新上海的日新月異與蓬勃向上，就像訴說著上海的歷史。

四庚 黃冷瀾

天津交流團

天津，這個六百年歷史的老城，本地人謙遜平實，熱情低調，點點滴滴，感人至深。接待家庭窩心地招呼，讓我領略天津風情。每日清晨便須到校，叔叔五點多便離家買煎餅果子，只是為了讓我體驗正宗天津早餐的風味。阿姨更用整個下午張羅包餃子，親自擀面剝餡，精心準備晚餐。週末，他們又伴我遊南開大學。騎著「小黃車」，滿天飄揚著柳絮，看鼓樓舊城區，聽相聲曲藝，觀海河夜景。正所謂「千江有水千江月，萬里無雲萬里天」。與叔叔閒時談談津衛風貌，生活飲食，古今文理，甚多得益。共處幾日，天津的風味，濃濃的人情，領略滿懷。在我少年的旅途上，遇到如此歡心友愛的一家人，幸莫大焉。陌生人的善意，彼此扶持，彼此關懷，多麼溫暖和諧。

二己 蔣茵如



Going Abroad

Westville Boys' High School

Westville boys have quite a different learning environment from ours. They have two swimming pools, cricket fields and even a two-storey library. Learning there is enquiry based, students never hesitate to ask questions. Teachers would go further with the questions raised by the students and encourage them to study further and explore on other related topics.

Students were very friendly. They asked about my life in Hong Kong on one hand and introduced their country to me on the other. Even students in lower and higher forms would come to chat with me. They even played tricks on me as if I were one of them. These friendships meant a lot to me. People outside the school were amiable as well. Waiters at the restaurant would sit beside you and chat as friends; people on the street would also greet you by saying, "cheers"! Every day starts off beautifully with these friendly people.

In game reserves, I was able to watch wild animals like buffalos and rhinos. They could wander and run freely instead of being locked up in a cage. To get me to know more about the country, my host family asked a social worker to take me to Chesterville, a poor township. I could

see the other side of South Africa and its social problems. She told me that some of the wealthy people have never set foot in these poor areas and might not understand the problem of poverty in their country.

I found this exchange trip a most rewarding experience. I have certainly broadened my horizons and came to understand a totally different country and culture.

4C Lam Ho Wai



Playing Host

WBHS Boy@SPCC

I was excited when I heard I would be coming to SPCC as an exchange student and was keen to see what I could learn from such a modern school and city and to be able to share my experiences of growing up in Africa.

Hong Kong and its people are amazing, so diverse and interesting, and so different from what I am used to. When I first arrived, I thought, "How was I going to fit into such a busy, populated and fast moving city?" I was surprised at how safe it felt to walk on the streets late in the evening (It took some getting used to). I was also surprised at how expensive housing, food and services are in comparison to South Africa.

My class 4C were very welcoming and the teachers loved to include me in the lessons which made my stay especially enjoyable. Some ideas I will take back to my school from SPCC are how helpful the laptops and projectors were, they really do make the lessons more productive. Google Classroom and Kahoot were also great for both learning and communication between teachers and learners during projects and for homework.

Learning to use chopsticks was great fun (and sometimes embarrassing) but I can now use them to eat just about anything.

Hong Kong lived up to its reputation as "the city that never sleeps". I was always busy after school and on weekends visiting different sights and trying new food, often only

getting into bed around midnight. Photography is one of my hobbies and the city was full of amazing scenes. I have shared one of my favourite pictures below.

The exchange programme has really changed me as a person and broadened my horizons, something I think every student should try and do at least once in their life.

I would like to say a special thank you to my host family for everything they did to make my stay such an enjoyable experience, for all the planning of outings on the weekends and for taking me to a place I'll never forget, Macau, the "Las Vegas of Asia".

Daniel Smith



AESTHETICS & CREATIVITY

OM World Finals

We never would have fathomed that what started as coming up with tearable puns and brainstorming creative story lines would turn out to be an intriguing once-in-a-lifetime experience on a global scale.

The Odyssey of the Mind (OM) World Finals held in Michigan State University was entirely different from the regional competition in Hong Kong in terms of atmosphere, activities, and performances. During the eight minutes on stage, we knew it would be our last time to wear the costumes we designed, to use the props we made, and to perform the drama that we had put all our hearts and souls into. We made sure that not a single second was wasted.

During the two-week World Finals, we were paired up with a local team from North Carolina as our buddy team. They not only supported and cheered for us on the day of our performance, but also taught us the essence of pin trading – at the Creativity Festival where participants traded their own for fancier foreign pins. Interestingly, our Hong Kong pins were among the most sought-after items in the entire collection, so we became exceptionally popular throughout the week; even our team jackets and t-shirts were being hotly pursued.

The World Finals gave us an opportunity to showcase the unique Hong Kong culture. During the Float & Banner Parade event, teams from the same region worked together to present their culture through their painted banners and handcrafted props. Each country would have their team members marching into the stadium while the hosts read out its description. The overwhelming cheers and support we received during the parade were tremendous. It was a moment of pride and feelings of satisfaction which we carried with us till the end of the trip.

Some say, "It's not the destination that matters but the journey." We went through 'thick and thin' together as a team. The journey of self-actualisation that OM offered us is more than anything we could ask for.

4E Feng Sihan, 4F Chan Tiffany, 4G Lam Christie
4H Chan Chor Kiu, Chan Sau Mei & Chow Nicole Quinn
4I Won Dzi Hei Isaac



Artist-in-Residence

The first Artist-in-Residence Programme in SPCC was held from March to May and featured more than 20 participants across different forms. Under the attentive and professional guidance of Mr Ricky Yeung, students came up with an impressive array of artworks and put them on display all over the campus. These art pieces and installations demonstrated not only their teamwork, but also their creativity and flair.

Art cannot be easily articulated in words or confined to certain ways of presentation. Take the colour duct tape as an example. Instead of the usual use, we mixed and matched the colour tapes to create eye-catching patterns on plastic bottles, wooden chairs and even stairs. Unobtrusive items were recycled and given totally different outlooks. On top of that, wood paint and paper plate crafts were also created and displayed around the campus: the Cafeteria, the Red Square, the White Jade Lily Tree-court, the East Wing Building and the Exhibition Gallery.

Through the programme, we tried to take an entirely different perspective seeing the society we are living in and even the world at large. Reflecting on the movie we watched during the camp, we have taken many things for granted – becoming materialistic while forgetting about families and human relationships. We attempted to articulate these reflections in the form of art which, like music and sports, is widely considered a universal language that links people of different backgrounds and cultures together. This programme has indeed given us a very enriching experience.

There is no definite perception of artworks – what we value the most is the audience's interpretations and opinions. The "A Penny for Your Thoughts" board allowed students and teachers to give comments on the exhibition. Their comments offered us insights into how the AIR Programme could be improved and maintained in the future.

4H KIKI Lam Chiu Ki



Belt & Road Initiative

Lately, China's "One Belt, One Road" initiative has become a major focus of public attention and discussion, and we are honoured to attend the insightful presentations on this topic by Hong Kong University Professor Ting Sun-Pao, retired curator of the History Museum, and Mr Chan Chi Yuen of Roundtable Hong Kong.

Prof Ting's presentation on Central Asian states and peoples comprehensively discussed the historical interactions between seemingly peripheral region and the neighbouring Chinese and Russian empires, as well as the role and significance of religion in the culture and politics of the region. Mr Chan discussed his travel experiences in several post-Communist and predominantly Muslim societies, and from his diverse anecdotes concerning his travels, we gained a glimpse into salient themes such as identity, power and institutions which are central to the study of politics in any society. Both talks were, for many of us, intriguing trips off the beaten path of Western and Chinese current affairs.

To critically understand and engage with international developments, we must first understand our own community. Whether Central Asian nomads centuries ago or Baltic nationalist movements today, seemingly peripheral peoples have always sought to harness seemingly monolithic foreign pressures to preserve and develop their own unique identities. As an SPCC student and citizen of Hong Kong, I trust that our immersion in multiple languages and cultures will not render us less community-minded or detached from local developments; rather, as

「一帶一路，對於中三學生來說，不會太深奧嗎？」這是在我講座開始前聽到演講嘉賓陳智遠先生對負責老師問的話。

那一刻我心裡在想：我們好歹也是中學生了，對於時事新聞還是有一定的敏感度。

然而，經過一個半小時的講座，我發現自己不過是井底之蛙，對於一帶一路，僅略知皮毛而已。

陳先生在講座裏並沒有評論時事，他只敘述一些屹立在絲綢之路經濟帶上的國家的歷史，一些你或許從未聽過名字的國家，如亞美尼亞、塞浦路斯、立陶宛等等。他以自己豐富的旅遊經歷為我們講述一段又一段鮮為人知的歷史。

塞浦路斯位於地中海，基於政治角力的緣故，這個美麗的小島被人用一條綠線畫出二百多公里的戰事緩衝區，分成南北兩方。自此，多少家庭，人和事，就被這條綠線分隔二十年。

被稱為「邪惡軸心國」的伊朗，在許多人眼中是個極其危險的國度，然而有多少人真正瞭解這個國家呢？雖則我從

long as we continue to use our knowledge in an ethical manner to improve the institutional and social fabric of our home communities, we will emerge stronger as a result of our diversity.

6H Kwong Chun Hei Adrian

With old paintings and maps, Prof Ting mesmerised us with the detailed history of countries and races along the Belt and Road, like taking us back to the ancient times. His sharing enriched my knowledge and stimulated my interest in the Initiative.

The talk given by Mr Chan was also eye-opening as we could get a modern view of some Belt & Road countries such as Cyprus, Iran, Moldova, Lithuania, Bosnia and Mt Sinai in Egypt. The astounding descriptions about Iran and the scene of graves in Sarajevo, Bosnia, impressed me the most.

3E Lam Cheuk Wang



未去過伊朗，可是聽陳先生說伊朗人十分熱情好客，即使是素未謀面也會主動攀談。這讓我對這國度更為好奇，將來有一日我也要到這國度去看看她到底有沒有人們口中形容得那麼可怕。

對於這些「一帶一路」沿線國家，我本沒有什麼興趣，可當講座完結，我卻變得非常好奇——希望自己他朝有日能前往地中海小島塞浦路斯、伊朗的革命聖地阿扎迪廣場，以及立陶宛的世界文化遺產十字架山。

三庚 梅瑋珈



Cambridge Science Programme

In the morning, there were usually science lessons and workshops. We learnt about optics in physics, tried out various chemical reactions in chemistry, and even dissected a pig's heart in biology. Supervisions were held in the afternoon, in which we could further explore the concepts we had just learnt with our mentors.

Besides learning, we had plenty of time for sightseeing.

Cambridge University has a long history and some colleges were built in Gothic style. Among the gorgeous and superb architecture, King's College Chapel stands out notably. Located in the centre of the College, the Chapel is surrounded by a patch of mowed grass and projects an aura of elegance and holiness. Its glass is decorated with marvelous paintings. Also, it has the largest fan ceiling in the world. The meticulous pattern makes use of tessellation between semi-circles and diamonds, which is simply breathtaking when you look up from the ground. To my surprise, no pillars are used to support the massive ceiling. I was amazed by the sophisticated engineering concepts by designers back in the medieval ages.

Punting was a memorable activity. Our mentor group went into a small raft, and started the journey along River Cam. Birds chirped happily on the treetops, followed by swans that swam delicately on the surface, responding to their beautiful melody. As we proceeded, the willows swayed with the cool breeze, as if waving hello to us all. Ancient bridges flashed on top of us while we looked expectantly on the two sides, seeing the colleges from a different perspective. The journey allowed us to relax in the nature, putting all the heavy workloads behind as we were intoxicated in this paradise.

The two weeks went by in a blink of an eye. Through the trip, we not only gained insights on studying science, but also made new friends from various schools. My group, Chadwick, is even planning for a reunion.

3E Karl Wong

From visiting the towering wind turbine that stood proudly on the plains to solving the tough and challenging murder mystery that made us rack our brains, the Cambridge summer programme was absolutely an enriching learning experience for all of us.

The most rewarding part was the chemistry lesson on Day 12. We had to perform experiments on different bags of crisps to find out their fat content. After rounds of crushing, filtration, evaporation and adding all sorts of chemicals, what was left was simply a dish of gruesome oil. The shocking result surely reminded us to avoid consuming excessive junk food, which may lead to various health issues like coronary heart disease and cancer.

Before I set off for this trip, I thought science was merely some terms to be memorised for exams. However, the two-week exploration has stretched my mind. Science was about independent and critical thinking, and also the eagerness to search for the truth. I learnt to collaborate and exchange ideas with my group mates as well as to work as a self-motivated individual. I am now very much aware of how science is inextricably intertwined with our daily lives, as in energy transfer, sound waves and light. I finally knew how scientific investigations can be conducted with the least errors and then applied to real life.

2F Liu Joshua

Lessons at Sawston Village College were just as exciting as other activities. The teachers were friendly and willing to answer questions raised by students. One of the main differences in the teaching and learning styles between HK and the UK was that – teachers in the UK would encourage students to guess and experiment before explaining the concepts and principles behind.

I also found two activities particularly practical. The first one was the lecture on university admission in the UK. The lecture focused on the preparation work to be done before applying to a university; we were also briefed on the special requirements for admission into Cambridge. The second activity was the study skills workshop conducted by our own mentors. Our mentor coached us on interview skills – we even had a “real” interview with an interviewer whom we barely knew. My interview skills certainly improved a lot after all these practices.

3A Yau Chun Ming



International Student Science Conference

Being able to meet science talents from around the globe, the Conference is definitely a fun, memorable and fruitful experience.

With the theme of “Transforming the Future Today”, participants of the Conference shared their insightful inventions that help to cope with the pressing issues facing the world. Their inventions left me in awe. A group of students from the Doon School came up with a low power whiteboard which would display teachers’ writings with LED light bulbs, allowing effective teaching even in rural areas. Another student from the Presbyterian Ladies’ College proposed using sugar canes as roof materials for cheap but good heat insulation in poverty-stricken areas. It really amazes me how science could solve problems in the most unexpected areas.

On top of that, we had hands-on experience with the latest technologies, one of which was in VR (virtual reality). At the airport, we experienced how cargo loaders train with VR programs without the risk of damaging a real aircraft. On a lighter note, we also experienced the enhanced gamer satisfaction with the VR technology at the university. In the workshop, we even made our own VR box to share the fun of VR with family and friends.

The evenings in the dormitory were very enjoyable. After dinner, we would gather around in the common room exchanging tales of our lives, from which I learnt more about different cultures. We also had a great time together playing games like mafia and Uno. Although the encounter is short, it is definitely a memorable one.

6A Fu Ting Hin

It was my second time participating in the Conference. Unlike last year, we played host this time, which was a challenging and exciting task as we received guests from around the world – India, Italy, Australia, China, Kazakhstan and Taiwan. I was also delighted to see some familiar faces I had met in India last year.

We visited some of the most renowned technological centres in Hong Kong, including Virtual Reality Training Centre at the Hong Kong International Airport as well as the Cyberport. In a molecular gastronomy workshop, we learnt to make a full English breakfast with the aid of chemical compounds. Fusing culinary delights with modern technologies definitely broadened my horizons. The activities astounded me with the innovativeness and creativity scientists have put into the advancement of technologies, which would ultimately improve our quality of life in the future.

The highlight of the conference was the poster and closing presentations. We presented our project and explored interesting subjects like how laser could be applied to serve the purpose of black board in the classroom and make lessons more interactive; the effect of microwave energy on the inhibition of bacterial growth on fruit; and how energy and resources could be best conserved with the use of good heat-insulating building materials. We had

a good time exchanging ideas, or even “challenging” each other with meaningful questions, with a view to refining our research and investigations.

6A Lai Cheuk Fai

I have been very fortunate to be able to take part in the Conference, especially when we played host this year. Exchanging intellectual ideas with other participants, gaining deeper insights into different cultures, and making new friends from around the globe has been an unforgettable and rewarding experience to me.

I was delighted to learn from my peers from Taiwan, mainland China, India, Australia, Italy and Kazakhstan through daily interaction and project presentations. Some intriguing topics include gravity light, natural sugarcane insulator and eco-cooler. Besides, we were offered the opportunity to attend a keynote speech on new drug designs for cancer treatment by Dr Gavin Porter and a wide variety of workshops conducted by the faculty of the University of Hong Kong, ranging from molecular gastronomy to engineering and computer science.

The trips to Cathay Pacific’s Virtual Reality Training Centre, Cyberport, Science Museum and Ocean Park were enjoyable. To let our buddies feel the metropolitan vibes of Hong Kong, we also accompanied them to Tsim Sha Tsui, Causeway Bay and the Peak and got them to try out some local specialties.

6A Yeung Man Lok Anson



Throughout the week, we had various enriching science-related workshops and visits. I found the visit to the virtual reality training centre at the airport most fascinating. We were all amazed by the realistic training settings and had fun learning how to move cargos and open aircraft doors safely.

We also got to learn about different participants' innovative scientific ideas during the presentation and exhibition sessions, such as creative designs of an eco-friendly indoor cooling system and a food container that maintains the freshness of food more effectively. From the various project ideas, we realised that good inventions or scientific discoveries are not necessarily complicated, but can be simple ideas coming from our daily lives.

6A Lam Ching Wang



Science Whiz



Making into the finals and finishing off as first runners-up in the Science Popularisation Contest, we earned a ten-day learning trip to the USA! It was an unforgettable experience as we survived rounds of tests on astrophysics and geology, racking our brains on a project themed on "Sky and Earth".

Our team encountered a barrage of obstacles. The first one was the search for a suitable topic. The theme was simply too broad and vague. We spent months discussing ideas ranging from explosions of supersaturated lakes to underwater volcanic eruptions, before finally settling on the Coriolis Effect, an inertial force that acts on objects that are in motion relative to a rotating frame. In the model-making process, we were forced – due to technical problems – to abandon a bubble model that was half-metre wide which could show swirls and eddies like a miniature hurricane. We also scrapped quite a number of storylines for our drama-presentation, staying after school almost everyday for discussion and rehearsals. There is just a very fine line between persistence and stubbornness, and we had to know our limitations. We finally assembled a metre-long swiveling platform with a ball-shooter at one end and a camera at the other, a model that was both accurate and eye-catching.

This competition wasn't simply about hard work. I sure learnt a lot, not just in terms of science knowledge. I also learnt how to work as a team, to admit one's weaknesses, to be willing to listen and try out others' ideas. And most importantly, I learnt that making a bubble mixture requires lots of glycerin.

Hard work pays off. The trip to USA was an extraordinary experience as we paid visits to Caltech's LIGO prototype, Mount Wilson's 100-inch optical telescope and the Jet Propulsion Laboratory (NASA), a geological excursion to the Grand Canyon, and finally, the observation of the total solar eclipse at St. Louis. Apart from learning a lot of hard facts and getting some hands-on experience in field trips, we also got the chance to experience how scientists of different disciplines work together to unravel the mysteries of the universe.

6A Shaun Lee

As the waiter delicately lowered the platter, I was completely stupefied.

In front of me was a HUGE bowl of salad. In fact, with the rim of the bowl stretching nearly two feet wide and half a foot deep, a student who has spent most of his time in Hong Kong (like me) would have run out of words describing this monster portion, which was, indeed, meant to be a single serving dish. Our table of seven only managed to finish half of the entire 'basin'.

This was just one of the many cultural shocks I experienced during my sojourn at the United States, courtesy of the generous sponsorship of the Hong Kong Science Museum for the Young Scientist Study Tour that I was participating in.

Another big difference that I noticed in the US was how they devoted a lot of attention and resources towards science education. At the Saint Louis Science Centre, I was surprised by how staff allowed us to freely touch real dinosaur fossils that had only been unearthed a few months ago – it would have been locked up inside a plexiglass case had the Science Centre been in elsewhere. In addition, a lot of people, from kids to grannies, were well prepared for the total solar eclipse, even being able to point out the fascinating science phenomena to our group of students watching the eclipse. For example, as we neared the full eclipse, the shadows projected through leaves became shimmering crescents. I could see that science is made easily accessible to the general public, and it is exactly through the widespread of science knowledge and interest that they could nurture so many innovators and science leaders.

The ten-day journey gave me just a glimpse into the American culture and its science development. I hope that in the near future, I would have the opportunity to be immersed in such a fascinating environment.

6A Ip Ching Lam



Maths: Beyond Numbers and Equations

Tackling questions of mathematics in class may be challenging to many of us, but the sheer complexity of the real-world conditions only adds on to the difficulties of generalising and solving real-life problems using mathematics, in other words, through mathematical modelling.

In the International Mathematical Modelling Challenge, in order to work out an algorithm that generates a conference location that maximises its participants' productivity, the four of us spent five straight days researching into different academic journals and proposing various methods to approach this problem systematically. It was only after going through countless debates, fine-tuning and debugging that we were thrilled by how broad the scope of mathematics is and how closely it can be related to the often multifaceted real-life issues. The whole process of preparing and presenting our paper to the judging panel was about confidence, presentation skills, and perseverance in pursuit of knowledge.



As the top two in the contest of Hong Kong Region and a meritorious award winner for the top eight among 60 teams from 30 countries, we surely recognise that there is no such thing as the best way of working in mathematics – only better ways that provide a more comprehensive solution to the problem. Ultimately, mathematics is not about the mastery of a certain approach to its pinnacle. Rather, what we have gone through was a journey propelled by curiosity and courage to explore the endless possibilities that go beyond numbers.

5H Athene Lam
5G Ryan Po, Peter Chen & Adrian Kwan

In the International Mathematical Olympiad Preliminary Selection Contest, Cheung Kai Hei Trevor of 4A, Tsang Long Kiu of 5A, and Wong Ching Ho of 5E respectively won the Gold Award, Bronze Award and the Honourable Mention. The awards earned them a place in the Hong Kong IMO Team Training session in the summer. In addition, our school was awarded the Championship of the National Hua Luo-geng Cup Mathematics Competition.

SPORTS

Remarkable Feat in Sports

Our sports teams emerged victorious again this year for the BOCHK Bauhinia Bowl Award, defending the coveted title of Overall Champion (Co-educational Schools Category) after fierce competitions with almost 200 schools in the city! Our young and spirited athletes have together earned an admirable score of 235 points over the year, ahead of the runners-up by 37 points.

This three-year streak of championship is indeed a remarkable feat – and a historic record – in the sports development in SPCC. Three cheers for all our sports boys and girls!



Leadership Training for Senior Students

In late June, 30 of us participated in the In-house Leadership Training Programme for Senior Students. We took part in games and discussions led by senior student leaders, teachers and also instructors from the Boys' Brigade at the Ma Wan Park, which gave us more insight on leadership.

The most intriguing activity was using the KISS model (what to Keep, Improve, Start, and Stop) to evaluate school policies. As our group consisted of both members from the Student Union and the Prefect Board, there was an enthusiastic debate on the pros and cons of various policies and the rationales behind them. After we voiced out our thoughts, the teachers-in-charge and senior students proceeded to explain why the policies were

implemented and the concerns behind them. This activity gave me a fresh perspective on leadership; not only do we need to consider the interests of students, but we also need to balance the interests of the school and other stakeholders. Moreover, we must think of the immediate and long-term impacts each change would bring as well. This has prompted me to think conscientiously before making decisions.

As John C Maxwell once said, "Leadership is not about titles, positions or flowcharts. It is about one life influencing another." This training programme has been a precious opportunity for us to learn more about leading a team and a community.

4B Chan Cheuk Hei Grace – Participant

Change is the end result of all true learning, a notion confirmed by the metamorphosis of our F4 leaders-to-be.

As with all training camps, the participants started with lukewarm interaction and doubtful cooperation. But their potential is clear. With an explicit division of labour, the team I supervised managed to put together a useful parachute which protected an egg when released from the balcony of the library as one of the task set. Other teams also came up with some brilliant and original ideas, such as connecting a piece of string to the egg to prevent contact with the ground. I was delighted to be part of this valuable learning experience.

clear instructions. No-one likes the taste of frustration or defeat but if it can bring about a positive impact on the mindset, then so be it. Then came the time the fourth formers needed to develop and play their games, they were much engaged – and I was happy to find that they were fun and well organised.

5G Sebastian Pun – Student facilitator

This training camp changed not only the participants, but us facilitators too. When our well-planned game ended in chaos, I realised the importance of giving repeated and



Leadership Training for Junior Students

"Alone we can do so little, together we can do so much."
--Helen Keller

After attending the two-day leadership camp, I find this a fitting description of a genuine leader, one who is able to inspire and empower the entire team. What I have learnt is that being a leader is not about flaunting one's prowess, but about appreciating and utilising the strengths of each individual member of the team.

One of the most memorable games was "leading the blind" to sort cards. Blindfolded, teammates were required to accomplish some near-impossible tasks following the verbal instructions of their leader. This activity highlighted the importance of effective communication, which required concise delivery of instructions, acute listening skills, and positive reinforcement through acknowledgement and praise.

Another activity honed our problem-solving skills. We were required to come up with an effective strategy for setting a table under time pressure. It was important that everyone participated, cooperated, and their ideas were being respected, while open-mindedness, cost-benefit analysis, and decision-making were seen on the leader's part.

Upholding the team's morale and having good sportsmanship is vital in ensuring a progressive relationship within the team and amongst the competitors. Being a good loser and not blaming others for mishaps is imperative to be successful in the long run.

2C Gabrielle Luk

In April, 30 Form 2 students participated in the In-house Leadership Training Programme for Junior Students in Ma Wan Park.

The programme was educational and fun, with a line-up of activities designed to train us to communicate and cooperate with others.

The rope course was the most physically challenging – and the most memorable. I came to learn that leadership was more than just giving commands. When the first group was tackling the course, it looked easy and we kept shouting instructions to them, telling them not to be so timid and to go for the next step. But when it came to our turn, we realised that the course was much more demanding than we expected, and that the suggestions we had given to the others were not feasible at all. I got to understand that being a leader was not merely about giving orders, but trying to grasp the situation and the constraints more thoroughly and show a sense of empathy for other team players.

2A Jmmas Chan



Prefects Training

The training equipped me with the relevant skills essential for me to rise to the challenge as Head Prefect in the coming academic year.

The exposure was unique and rewarding. On one hand, we analysed our personal characteristics and had a better understanding of our inner hopes and fears; on the other, we realised the importance of humility and determination as a student leader.

In particular, organising activities for our fellow Prefects was exceptionally memorable – especially when we were all very inexperienced. We had to juggle with various logistics and time management issues, whilst keeping the team involved and excited throughout the process. We managed to overcome the obstacles and were rewarded with their active participation. From the experience, I learnt the importance of cooperation as a team, and how we should be mentally prepared for unexpected ad hoc tasks.

The training camp had definitely strengthened our bonds as we got through the "impossible" tasks one after another. It was a valuable experience that fostered our growth and shaped us into a better leader in the school.

5A Kam Chun Kei Anson, Head Prefect



What comes to your mind when you hear the word "Prefect"? Discipline? School rules? Misconduct record sheets? After the two-day training camp, I understand more about the roles as well as the qualities of a leader.

One of the most memorable activities was the game "SPCC Code". Although the task itself was simple and straightforward, the limitations imposed on us added to the challenge – what could have been done easily in 30 seconds ended up taking us 20 minutes. This taught me the importance of effective communication. I have also learnt that trust, creativity, and courage are the key elements of leadership. To play an active part in leadership, we must first believe in ourselves.

Informal chats with the old heads and our teachers-in-charge make us realise that we are not only responsible for upholding discipline in the school, but also for leading our schoolmates to embrace the core values of SPCC – humility, continuity and excellence.

5B Chan Cheuk Hei Grace, External Affairs Councillor



CSIAMUN



Eleven delegates from our school travelled to Korea in February for the Model United Nations held at the CheongShim International Academy.

It was the first time I was assigned to a crisis committee in which delegates were required to respond promptly to emergency situations and propose effective and workable solutions. These resolutions, also known as directives, would then be debated and voted upon. All delegates were engaged in lobbying and spirited debates where we defended our countries' views on the Iraq Invasion in 2003 and its subsequent events. A total of 19 directives were submitted and 14 were passed, which was extremely impressive and demonstrated the efficiency of the MUN. Although I was the delegate of Guinea, I did not have as much bargaining power as those from the more powerful nations, but I still attempted to propose solutions and rallied support from other countries. One of the memorable moments was when the committee debated on a directive to condemn Germany for paying ransom in exchange for the release of the captured diplomats.

4A Yiu Wing San



As a rookie in MUN, I was nervous. Even though I had done a thorough research on my country and the agenda, when I saw the formal setting of the room and the confidence on the delegates' faces, I couldn't help but wonder if I was going to fit in. It turned out that my worries were totally unnecessary.

The conference was an eye-opening experience for me. Not only did I gain valuable debating and public speaking experience and significant improvements to my problem-solving skills, I also made a lot of new friends. The delegates, chairpersons and staff in my council were all very helpful and encouraging. Instead of being competitors, we felt like teammates. We encouraged each other to speak up during the conference, and chatted during the breaks.

4I Steki Chung

The debate sessions worked great in sharpening my public speaking skills. Participants were all very welcoming, creating a comfortable atmosphere where I needed not worry about making mistakes while speaking in front of more than 30 people. Thanks to the conference, I can now speak much more confidently in front of a large crowd and get my points across more clearly.

4G Anthony Hung

LANGUAGE & CULTURE

German Fun

The Language and Culture Core Group co-hosted the German Fun workshop with the University of Hong Kong in February. We got the chance to learn German alphabets, numbers and common German phrases which were really useful. Our schoolmates were brave to try to read out three-number combinations as well as greetings in German.

Following the language workshop, there was a German Food Tasting session where we could try some typical German food and snacks, such as chocolate cake (Schokoladenkuchen) and sausages (Wurst). We were required to order the food in German. At first I was too shy to speak up, but then my teachers and friends encouraged me. I gathered my strength and successfully ordered a plate of Vienna sausages.

Some university students shared their experiences in Germany and I found the German lifestyle very different from ours. They rode their bicycles everywhere – to work, school, church, you name it. Unlike in Hong Kong where people like to go shopping on weekends, a majority of the shops there are closed on Sundays and most people spend quality time with their family. At Christmastime, there are huge Christmas markets (Weihnachtsmarkt) in the towns where people sell their handcrafted Christmas ornaments and homemade gingerbread (Lebkuchen).

Germany is a great and beautiful country. I went there last summer and was amazed by the beautiful architectures and delicious food. After learning more about its culture, I love the country even more.

2B Chloe Yeung



Media, Social Media & Society

The talk by Ms Elizabeth Wong Kit-Wai on media ethics did provoke some deep questions about how we should perceive and handle information we can easily access.

Ms Wong, an experienced news commentator, journalist and university lecturer, pointed out how the advent of electronic social media had led to the negligence of media ethics. As for traditional media, fairness, accuracy and thoroughness are the three principles of the press; nowadays, however, speed, rather than accuracy, is what the public look for. Whoever gathers the largest number of followers and has their posts read by the most number of people would probably garner the most support. To achieve this, many employ sensational headlines to grab attention, disregarding accuracy in the process. To beat the competition, some would “rush” to report an incident without the due diligence of fact-checking. Sadly, such practice has allowed the spread of misinformation.

Another problem is the emergence of “echo chambers”. Akin to an acoustic echo chamber where sounds

reverberate in a hollow structure, the term refers to a situation in which certain ideas and information are repeated and reinforced within a community. With the development of social networking sites like Facebook and Google, which use personalisation algorithms to send specific information to individuals’ online newsfeeds, people may increasingly find their own opinions echoing back to them – developing tunnel vision that blinds them to other opinions, which eventually ends up aggravating conflicts in society.

It is therefore important for us to read from a wide variety of sources before passing judgement on a single event. In the age of the Internet where information can be published and obtained freely by anyone, it is imperative that we remain open-minded and receptive to multiple perspectives, in addition to thinking critically. Only then can we filter out misinformation and make reasoned judgements in the face of controversies, and not be manipulated by the mass media.

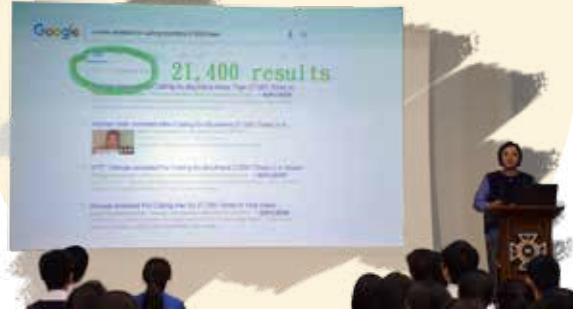
5A Yip Shing Chung

Have we ever thought twice before believing what we see online, or have we pondered about the reliability of the source of information? Many of us simply cannot differentiate between truth and lies.

Ms Wong first drew our attention to some shocking news, then revealed that it was falsified news from content farms – websites where anyone can post articles. Most of us could not tell whether the news was made up when we saw the examples she showed. This tells how easily we are deceived by fake news. We may even develop a distorted vision of the world if the news is about politics and social issues. Moreover, it is infeasible to regulate the spread of fake news as anyone can post articles anonymously, making it hard to trace the origin of the false information. To develop immunity against fake news, Ms Wong suggested that we read from credible newspapers and multiple sources.

This talk is a wake-up-call for me to be more alert about the trustworthiness of the information available online. Let's be critical thinkers and smart users of the Internet.

5C Joyce Cheng



Cambridge English Literature Programme

Not only does this programme expose us to academic English but also classical literature. Throughout these 14 days, we have gained a deeper understanding about Shakespearean plays, war poetry and Gothic novels. We also engaged in debate sessions and drama workshops, and went on an excursion to watch the musical Phantom of the Opera. What impressed me most was watching Romeo and Juliet in King's College Garden. Without any stage effects, the actors were able to engage the audience with passionate speeches and occasional humour.

The most memorable experience is the final presentation. Instead of going for the traditional ways like drama or role play, we rapped. We composed multiple rhyming verses about different activities in Cambridge, such as punting in River Cam and the visit to Sandringham. Admittedly, I had some difficulty memorising the last verse as I was incredibly nervous. But my teammates encouraged me to step out of my comfort zone and let go of my stage fright. The presentation was indeed a huge success as we rocked the stage with an enthusiastic response from the audience. We were delighted to be given the Best Presentation Award in the end.

5A Yiu Wing San



The trip to Cambridge this summer was fantastic. My favourite part was the lessons we attended every morning as we were exposed to different genres of writing like poems and gothic horror short stories. We all enjoyed being critical as well as creative. We also studied many famous literary texts such as The Soldier by Rupert Brooke, and Sacred Emily by Gertrude Stein. The teachers there promoted interactive learning by setting tasks that required students to initiate discussions and form opinions on various topics, which encouraged students to develop their critical thinking skills. Not only did I see improvement in my English, I also learnt to be more analytical and critical when reading literary texts.

In addition, the traditional British dishes definitely satisfied my taste buds. We had hog roast on campus, we also tried haggis as well as Full English Breakfast in local restaurants. These culinary experiences certainly taught me something about British culture, customs and traditions. We also went to some landmarks like the Orchard Tea Garden and the Chapel in King's College. The Gothic architecture and relaxing lifestyle of the British impressed me most. I would love to visit Britain again and discover more about the country.

5G Leung Hing Lam



STAFF DEVELOPMENT

Journey to the West

Journey to the West is a classical Chinese novel narrating a Buddhist monk, Xuanzang, who travels to the “Western Regions” with his disciples to obtain sacred texts. Suffering is a main theme of the novel and there are countless challenges and moments of temptation in the pursuit of truth. All the protagonists in the novel come back in one piece, inspired and bettered.

Our journey this time to the West has nothing to do with suffering or wrestling with six-legged creatures of any sort. Instead, it is packed with joy and moments of epiphany. ISEEN, hosted in Santa Fe, New Mexico, is an annual summer institute on Experiential Education. The four-day workshop delves into the core principles and application of Experiential Education for classroom teachers.

All education comes from experience - is one noble truth of Experiential Education. SPCC has incorporated this ideology into our curriculum, perhaps without knowing it consciously. Can you recall some of your fun and exciting, if not embarrassing, experience when shooting your short film and having a real-life debate in Form 2 and Form 3 respectively? What about the time when you were kayaking in the ocean during SAW and gazing at the stars during ROP? It is affirming to realise that we have been on the right track and it comes as no surprise to us that SPCC has achieved such a high level of academic excellence while at the same time, retained the joy of learning.

In the years to come, we shall keep on exploring the unknown realms of teaching and learning. And hopefully, we shall find ourselves in the light of truth.

Mr Paul Chan & Mr Jeff Chong



Reading and Teaching Complex Texts

"If you don't like to read, you haven't found the right book."
JK Rowling

With much anticipation and enthusiasm, I attended a five-day programme entitled “Reading and Teaching Complex Texts” at Stanford Graduate School of Education in San Francisco this summer.

Our instructor, Dr Jennifer Wolf, firmly believes that reading is the most fundamental and significant part of elementary and secondary education and that it is the teachers' responsibility to teach students to pleasure read. During the programme, not only were we exposed to a great variety of contemporary, award-winning literature for young people, we also learnt specific pedagogies to teach reading and engage students in complex reading. We practised many strategies in class, such as co-reading, reading aloud, performing dramatic texts, anchoring techniques for entering a text and reading conferences. Discussions on current research in relation to reading, reading test scores and demographics were highly rewarding. A witty re-write of *Hamlet* in a modern context was used as a lead-in to begin the teaching of the original

Shakespearean play. We were asked to dramatise the lines and improvise in pairs and groups which turned out to be an extremely entertaining activity! The course ended with a rigorous session requiring each participant to develop and present materials demonstrating the application of pedagogies introduced in the programme featuring at least one complex text.

One of the highlights of the Stanford Teaching Festival was the introduction to virtual personalised coaching. It is a pilot programme aiming to give further instructions and coaching to teachers who would like to implement the pedagogies learnt in their respective courses. I attended a meeting in which the instructors from the Center of Supporting Excellence in Teaching (CSET) explained how the coaching and discussion would be done on a virtual platform. It is an excellent initiative encouraging teachers to engage in on-going professional development and improvement.

As a part of the Stanford Teaching Festival, after-hours activities were organised for educators to socialise and foster professional ties. Apart from campus art and garden

tours, concerts and workshops featuring Chilean and American Jazz musicians were held at night to entertain music lovers. Documentary screenings captured the minds of those who were interested in learning about American migrants. It was a delight to meet so many experienced educators during the Festival. I was engaged in enlightening conversations with one of my classmates, Rod, who was very keen to discuss with me his views towards the current political agenda in America.

All in all, it was a highly rewarding and inspiring experience for me. Not only have I learnt more about teaching reading in a classroom, it was also fascinating to communicate and collaborate professionally with American educators from different backgrounds.

Ms Cherry Wong



Horticultural Therapy

March's Staff Development Day (SDD) aimed to promote wellness and healthy living for teachers through education on healthy eating as well as hands-on experience with horticulture. While pedagogy and new ideas on education are important, it is just as crucial for us teachers to take good care of ourselves and keep our bodies in good working order.

The SDD began with a talk on the importance of a hearty diet of greens. It may seem trite to remind everyone to eat vegetables, but fresh greens are essential to bodily repair, nutrient absorption, and fighting off diseases. They should also be free from pesticides and unhealthy cooking (eg salty, oily cooking) might undermine their natural benefits. Teachers were eager to put this new knowledge to test in a salad-making session. Red-leaf lettuce was brought in, freshly harvested earlier that day – all organically grown and pesticide-free. Even when free of salt, oil, and cooking, the leafy salad was crispy, sweet and delectable on its own.

To round things off, everyone adopted a sunflower seedling as horticultural therapy. While the weather and many other unexpected matters challenged teachers in their care, everyone had an intimate few months with nature, watching the plants thrive and grow alongside us at school.



We followed up with a visit to a small organic farm off the Tai Lam Tunnel Interchange. There, we spent half a day living up-close with nature: learnt more about designing our own microgreens diet, had a long walk down a nature path to appreciate the abundant vitality all around, and then had hands-on experience making our own bean curd dessert with soybeans from the farm and spring water from the adjacent hills.

Both days were a break from the daily torrent of work and responsibilities, and a valuable window to experience the true healthy lifestyle everyone knows about but not many put into practice. Hopefully, healthy living will find a place in the lives of the teachers and take root in SPCC.

Mr Eddie Fung



SCHOOL EVENTS & ACTIVITIES

保羅羣星闡新知 自主學習勇創新

培育學生成為自主學習者是學校 2015 至 2017 年度發展關注事項之一。學校為此增設了 STAR 課堂，並成立自主學習工作小組負責規劃和推行課程，培育學生具備各種 STAR 元素：學習策略 S(Learning Strategies)、思維方法 T(Thinking Skills)、學習習慣和態度 A(Learning Habits and Attitude) 及研習技巧 R(Research Skills)。

專題探究研習日

2 月 9 和 10 日，同學按著全校主題「細味南區」及各級分題進行不同類型的探究活動，將上學期所學的研習方法，如聚焦觀察、訪問、實地考察、問卷調查等加以實踐，並將搜集所得的資料和數據於 STAR 課堂上進行匯總、整理和分析，將探究成果製作成不同形式的書面報告，於學年末向全校師生和家長展示所學。



班內匯報和跨級匯報

各小組將研習所得，製作成不同形式的展品，於 6 月 15 日至 7 月 3 日期間，在班內和全級進行口頭匯報，老師、同儕就各小組的匯報內容、技巧和態度給予回饋，小組成員也會進行自評，找出需要改進的地方。



展示日和評鑑日

7 月 6 日，學校舉行自主學習展示日，讓全校師生和近 600 名家長一起見證孩子們的學習成果。是日環節有三：保羅羣星闡新知、星級導賞團和跨越星河。同學們分工合作，在不同崗位上各盡所能。負責「保羅羣星闡新知」的同學向現場觀眾匯報全年所學和專題研習結果，並回答觀眾的即時提問；「星級導賞員」負責接待嘉賓，事前需要練習接待禮儀、熟悉參觀路線和控制時間等技巧；負責在課室內講解專題研習結果的「星級講解員」要熟讀講稿、練習聲線和表情的運用等。學校更在每個課室外設「星語星願」角，讓家長留言，給予同學鼓勵和建議。



7月10日自主學習評鑑日，同學就個人整體表現和經歷寫反思和感受。自主學習工作小組更設計了老師、學生和家長問卷，就本年度 STAR 課程的規劃和實施等環節廣泛收集意見，作為日後優化課程的參考，來年為孩子們提供更適切的學習支援。

在展示日那天，我最難忘的是大聲地跟爸媽講故事。如果再做一次，我會加上美麗的笑容。

一丙 孫曉晴

小組口頭匯報那天，我忘了帶提示卡回校，幸好其他組員馬上和我分享他們的提示卡。

二丁 宋靖榕

我覺得我具備溝通素質，能夠與同學和睦相處，並充當調解員，解決同學爭執。

三甲 曹志浩

如果再做一次，我會把說話的速度放慢，把音量加強。

四戊 董朗鈞

每次成功訪問途人後，我都會很滿足。希望明年再有類似活動。

五丁 彭穎笙

我們在製作 SWAY 時，花了很多時間和心機，加插了音樂來吸引家長和同學，有幸得到他們的讚賞！

六乙 潘靖之

CHRISTIAN EDUCATION

福音活動

6月試後活動期間，宗教科舉行了十場福音活動。

小一、小二的「福音嘉年華」中，同學製作手工「喜樂的心DIY」，盡顯創意，帶出感恩、樂觀和熱愛生命的信息。「吸吸清潔心」和「抽出罪惡」兩個攤位活動則為同學建立明辨是非、自律自重的觀念，選擇光明，摒棄惡習。

小三同學在「追蹤耶穌多FUN」中唱詩歌，歌頌天父。祈願他們升上高小後，繼續信靠主耶穌，追求身心靈的健康。

在兩場「寶劍操練」中，小四和小五同學分成小組進行比賽，面對各式各類聖經題目時，充分發揮溝通、合作及解難的精神，並反省如何實踐真理。

聖保羅堂潘正行牧師引領小六同學進行 Mini-Tuesday。他們認真思考人生的取捨，大部份同學最珍而重之的是親情、友情和與神的關係，令人鼓舞。

6月23日，我們舉行一年一度的親子福音晚會，參與活動的學生和家長達1270人。晚會共有約130位學生和家長參與領唱，約20位同學負責伴奏。一群基督徒老師也參與獻唱，一起用歌聲頌讚天父，當晚由蕭壽華牧師主講「愛在我家」。此外，萬國兒童佈道團主領的「開心麵包店」亦充滿創意和趣味，小朋友透過詩歌、短劇、遊戲等，認識救主耶穌，大家都非常投入。

暑假期間，我校與聖保羅堂合辦「暑期親子樂續FUN」活動，家長出席親職講座和討論，同學則參加「品格農莊 Summer Fun」，全家認識上帝多蒙福！



上海杭州交流之旅

本年度的小六境外學習交流之旅於4月25至29日在上海、杭州舉行，為期五天。在朱副校長和主任的帶領下，小六師生和家長浩浩蕩蕩地出發。此行令同學眼界大開，他們不僅對中國的鐵路發展、城市建設、傳統藝術、歷史文化有深入的認識，還親身體驗滬杭中小學的校園生活，與內地同學建立友誼，留下美好回憶。



回想那五天四夜的旅程，除了有令人垂涎三尺的美食佳餚外，還有趣味盎然的參觀活動。最令我印象深刻的，就是到上海華東師範大學第四附屬中學與中一學生交流。他們的校舍很大，有多種不同的設施，令我們讚嘆不已。我最欣賞他們的熱情款待，非常主動與我們交談，讓彼此了解對方的學習生活。大家更發揮幽默本色，令交流增添歡樂。我明白到只要勇於溝通，主動交流，定有所得。

六戊 李穎希

所謂「讀萬卷書不如行萬里路」，這次滬杭之旅令我受益匪淺。通過參觀滬杭的博物館及名勝，我加深了對中國文化的認識；通過與滬杭學生的接觸和交流，我認識到當地的教育體制和校園生活；通過才藝表演及分享晚會，我更珍惜師生、同學間的情誼。非常感謝學校為我們安排這個饒具教育意義的學習交流之旅，從中我除了學會主動學習及與內地同學交流，還明白在行程中發揮自律及關愛精神的重要。

六甲 伍亮恆



上海杭州之旅，不只讓聖保羅學生對祖國有更廣泛深入的認識，更是一個素質和品格培育的機會。旅程中同學們互相陪伴，共同成長，建立深厚的情誼，更是難能可貴。



日本人學校文化交流

來自日本人學校的小五學生、校長及老師一行 54 人，於 6 月 29 日來訪進行一年一度的文化交流。我校同學表演中國武術、古箏彈奏、又有結合功夫元素的現代舞表演，十分精彩。日本人學校的同學則表演傳統日本舞蹈，節奏明快，同學們非常合拍，令我們大開眼界。之後，兩校同學一同玩遊戲，學習中國傳統剪紙藝術，一起剪出「喜喜」字樣，互相送上祝福，活動在開心愉快的氣氛下結束。

我負責表演古箏，演奏《青梅竹馬》，此曲講述一對自小認識的男女發展愈漸深厚的友誼。古箏是一種既特別又悅耳的樂器，相信日本同學都會對這樂器感到好奇。我明白溝通的重要，向他們仔細解釋有關古箏的樂聲和彈奏方法，介紹我們的傳統文化。

五丁 彭穎笙

出場前，我們心情緊張，全賴老師和朋友的關愛和支持，我倆克服恐懼，互相配合，順利演出。我們今次把功夫元素融入現代舞蹈，真是一個創新且寶貴的經驗。日本同學的舞蹈表演，別有民族特色，發揮日本人團結的精神，我們也要好好學習。

五丁 馬凱嵐、葉汶睿

我和另一位同學作武術表演，但演出前心裡著實緊張，怕自己失手，遭人嘲笑。幸而我緊記保持樂觀態度，讓自己冷靜下來。最後表演順利完成，更獲觀眾報以熱烈掌聲。

五乙 林葆茜



這次交流活動讓我認識了不少新朋友，從中國傳統剪紙藝術和日本的舞蹈文化，我體會到中日文化的異同，感受到溝通的重要性，也提升我學習異地文化的動機。

五丙 譚俊琛



SPORTS

全港小學校際劍擊比賽奪冠

常言道「勝敗乃兵家常事」，同學在比賽中需要面對不同的考驗才能取得勝利，除了提升技術外，也需要克服心理上的壓力。

「啱」，我的劍尖刺中對手的身體，寧靜的場面突然響起如雷的掌聲。我望向分牌，知道我終於取得冠軍，感動得熱淚盈眶！

還記得四年級時，我在八強中被對手反敗為勝而失落獎牌；到了五年級，我晉身四強，可是因為太緊張而無緣決賽；直到最後一年的小學生涯，我終於能打入決賽。在決賽前，我有點害怕，可是一想到校長為同學打氣的金句「If we think we can, we can」，我便集中精神，專注打好這場比賽。經過六分鐘的苦戰，我終於取得勝利，成為全港小學校際劍擊比賽的冠軍。

雖然比賽已經結束，但那種為學校爭光的成功感，至今仍刻骨銘心。來年我便上中學了，衷心希望師弟妹能努力練習，鍛鍊自己，繼續為我校劍擊隊爭光。

六乙 陳諾思



金口獎

興奮、期待、緊張……6月25日早上的我，站在比賽場地的門口，實在五味雜陳。經歷兩小時的作文初賽後，得悉自己有幸進入複賽。複賽和決賽都是訓練自信的賽事，分別是朗讀文章和即席演講，後者更考驗個人急才。幸得老師多年來對我朗誦、辯論和演講的教導，令我順利擠身總決賽。總決賽以刺激的搶答形式進行，從五個參賽者中選出三名代表香港到日本沖繩交流。經過一題又一題的搶答，我竟然成為比賽冠軍，令我喜出望外。在此感謝老師們對我的悉心栽培和支持。

六戊 李穎希

經過多重考驗、過關斬將後，我總算能擠身前五名。香港兒童金口獎測試我們對兩文三語的掌握和聽說讀寫的能力，包括即席寫作、朗誦、演講等環節。其中即席演講，我們必須發揮創意，才能脫穎而出。總決賽是搶答比賽，

我相信保持樂觀的心態有助臨場發揮，是成功的關鍵。比賽過程中，父母和同學不斷給予支持和鼓勵，在此衷心感謝！

六丁 林子健



飛龍大使

在這次飛龍大使選舉及訓練過程中，我吸取了不少新知識，例如：認識日本文化，學習不同的滙報技巧等。此外，我更結交了不少朋友；也知道自己的弱點。特別感謝去年三位飛龍大使學兄、學姐的悉心指導，令我獲益不淺。

五丁 許潤峰



服務團隊工作坊

1月27日，香港導盲犬服務中心的導師帶領一頭可愛的導盲犬 Heribert 到訪，在服務團隊工作坊上分享擔任義工服務的樂趣，讓同學明白擔任服務團隊要盡忠職守，熱心為同學服務。



親子賣旗

超過 500 名小學生及家長義工於 6 月 10 日身體力行，參與賣旗義工服務，為聖雅各福群會籌募善款，幫助社會上有需要人士。喜得一眾親子義工踴躍參與，本校獲大會頒發「傑出參與大獎——小學組」以茲嘉許。

參與賣旗義工服務是一件很值得的事情，因為可以幫助有需要的人，還可以鍛鍊我的膽量。

一丙 江嘉銘

我每年都有參加賣旗活動，每次看到路人願意伸出援手，幫助有需要的人，我心裏總是感到十分溫暖。

六甲 梁雅蕾

在賣旗時我學懂做事要有勇氣和主動，如果我們膽小，恐怕連一半的「旗」都不能成功賣出。

六戊 郭峰瑜



數學解難 發揮創意

參加數學創意解難比賽的學生不單要具備一定的數學能力，也要應用各種共通能力去進行解難和探究。在訓練過程中，老師除了將生活例子結合數學知識，讓學生接觸不同的題型外，也要鼓勵學生多運用創意及解難技巧去解決問題。透過討論將各人的思路分析及評鑑，從而學會協作及溝通技巧。經過這次比賽，讓學生明白數學不一定有標準答案，重點是透過思考的過程，探究各種合理、可行的答案。

初賽時，我們要合力在 50 分鐘內完成 14 條奧數題目和 1 條動手操作題目，時間有點緊迫。我們完成自己負責的題目後，要互相核對答案，合作無間。我們在初賽獲得前四名，順利進入決賽，與其他 3 間香港學校以及珠海、澳門的代表隊切磋。

在決賽中，我們要在限時內完成一些解難題目，然後向評判團匯報，以及解答評判、觀眾和其他參賽隊伍的提問。今年決賽的主題是預測颱風，題目特別的地方是沒有標準答案。我們分工合作，彼此支持，最後獲得全場總冠軍。

從這次比賽中，我們領悟到溝通的重要。無論在做答題卷和與友隊辯論時，我們都互相尊重，專心聆聽，並有禮貌地向友隊提問。此外，我們還學會從多角度思考問題，尋求解答方法。在此，我們要感謝校長和老師的教導和關愛。

六丙 朱卓熹、吳業濃、郭藝研
六戊 高弘燁



培育科創探究精神 常識百搭盡顯光芒

常識科一向致力培育同學對科學的探究精神及科技發明的創意，除常規課堂外，也在抽離式課程及課外活動中進行培訓工作。本學年，在同學的努力、老師及家長的栽培和支持下，同學在各個科創比賽中表現出色，取得令人鼓舞的成績。

這一年我參加了常識科的資優培訓課程「常創小組」，並和其他組員一起參加香港大學醫學院病毒研究中心的「流感小博士」活動，親身經歷醫學研究的過程。我從中學到有關細胞的知識，也接觸到不少醫學設備，例如：凍房、-196℃液氮保存箱、-80℃醫用冰箱、高壓蒸氣消毒爐等。當中令我最興奮的是用顯微鏡觀察病毒，因為我是第一次用專業的顯微鏡來觀察在肺部組織裡受到「沙士」感染的細胞。原來那麼小的病毒也可置人於死地，令我感到十分震撼。這次參觀不但令我眼界大開，也提高了我對科研的興趣。

四甲 余躍猷

由準備到做實驗，到最後參賽，整個過程不單有趣好玩，還學懂了在日常生活中，運用科學原理去創作價廉物美的環保家居用品。比賽期間，我們有機會欣賞其他學校既富創意，又有水準的展品，真是獲益良多。

感激麥老師和陳老師的悉心指導，我們學習到科學探究精神，就是要虛心學習、認真思考，對科探保持熱誠，才能達到理想的探究成果。

四丙 招健熙



同學們在比賽中展現出思考、樂觀和溝通的聖保羅學生素質。他們各有所長，有擅於搜集資料的，有能言善辯的，也有熱心演戲的，令團隊在向評判介紹作品時生色不少。還記得他們面對評判，包括港科院院長徐立之教授、教育大學可持續發展教育中心總監蘇詠梅教授等的尖銳問題時，都能氣定神閒、從容不迫地回應，這是取勝的原因之一，也是最值得驕傲的地方。在整個研習過程中，有不少開心和難忘的片段，例如：同學用煮食保溫箱烹煮牛腩，由最初很難吃、很黏韌，到後來以新的方法成功煮出美味的牛腩時，那份滿足感實在非筆墨所能形容，也令我們感到欣慰，因為從中看到同學對科探的熱誠。希望這次參賽的同學日後能藉著不同的活動、賽事等，讓這份熱情感動更多同學，提升同學探究學習的興趣。

麥樂恆老師、陳穗雯老師



當知道能夠代表學校參加「常識百搭」小學 STEM 探究展覽時，我感到非常興奮。我們製作的「恆家煮食保溫箱」，既可減輕使用者的負擔，更可節約能源，保護地球。比賽當天，我們向評判和來參觀的公眾人士介紹我們的展品，他們提出不少具挑戰性的問題，幸好我們準備充足，沒有被難倒。結果，我們獲得「傑出獎」及「評判大獎」，更可晉身「常識百搭」20周年慶典展覽。我們站在台上演說，初時很緊張，後來愈說愈輕鬆自然，更勇敢地邀請評判到校試食，最後更獲得「20周年大獎」。

醉心數學印度發異彩 熱愛科研杭州展光芒

小六學生朱卓熹及鄭琛翹分別代表香港前往印度參加國際數學競賽及往杭州參加第 32 屆全國青少年科技創新大賽，兩位同學表現出色，為香港代表隊創下歷史佳績。卓熹是聖公會小學聯隊四位成員之一，聯隊為香港勇奪國際數學競賽首個全場總冠軍，他亦以最高分數摘下個人金獎。琛翹則是唯一一位前往杭州參賽的小學代表，她除了獲得創新成果競賽一等外，亦開創先河，同時榮獲 STEM 傑出項目獎及「知力」創新獎，確實難得。參賽期間，兩位同學與來自不同國家或省市的同學們交流、互相學習，累積寶貴經驗，亦彰顯學習、思考、創新及溝通的聖保羅學生素質，為他們的小學階段寫下難忘一頁。

兩年前，我在奧數隊中認識卓熹，一位個子瘦削、眼睛炯炯有神的小男孩，培訓時發覺他數學天分甚高，質疑問難。細問之下得知他自小醉心數學，對任何與數理相關的玩具或事物，都特別感興趣，父母亦給予很大空間讓他發揮潛能。是次獲獎實是他努力不懈的成果，更感恩的是卓熹將學校和家人的付出銘記在心，作為老師實在深感欣慰。願上帝繼續帶領，讓他常存謙卑的心，在人生路上繼續發光發熱。

鄧慧珊老師

最初接到琛翹的作品「神奇健康水杯」，就覺得她頗具創意，能利用一些簡單的物料製成實用的水杯。可能就是因為「簡單」，琛翹對參賽沒有特別寄望，直至去年在第一個比賽中獲得大賽，她對發明品、對自己的表現就有了要求。她不斷改良作品，令作品更趨完美，也不斷練習怎樣面對評判，在其後多個科創比賽中均得到各界認同，取得輝煌成績。看到琛翹由最初一臉羞澀，到後來愈戰愈強，在暑假舉行的全國青少年科技創新大賽中更能自信、從容地向國家副主席李源潮介紹作品，我除了感到欣慰，也非

常感動，為的是這個女孩子的毅力和意志，也為了努力創作背後真正目的：讓患有糖尿病的外公可再次嚐到果汁的甜。得獎不是一個終結，希望琛翹升上中學後，在面對人生各項挑戰時，能夠迎難而上，繼續發揮潛能，在科創領域上發光發熱。

陳薇薇老師



AESTHETICS & CREATIVITY

藝術分 Fun 紛的延伸



藝術分 Fun 紛已舉辦三年，深受同學歡迎。但老師希望同學於活動過後仍能保持當初的熱情，持續自主學習。因此，我們增設網上視覺藝術平台，於 moodle 上分享視藝資訊。此舉除了能提升同學對視覺藝術的認知，同學亦可藉此作延伸學習，根據已有知識為基礎，發揮創意解難能力，創作屬於自己的作品。



維也納布拉格音樂交流

高級組合唱團、音樂優才計劃學生及部份高級組敲擊樂隊成員於7月6日至15日遠赴奧地利維也納參加 Summa Cum Laude International Youth Music Festival 2017 之合唱比賽和慶典表演，期間參加四節音樂工作坊，並在維也納之金色大廳、維也納童聲合唱團音樂廳、維也納音樂廳及 Wien Prater 等地演出。此外，同學也有機會於維也納及布拉格觀光，行程豐富緊湊。學生不但增廣見聞，更學會克己自重及關愛同學的精神。合唱團在兒童合唱組別賽事中榮獲冠軍，並獲頒兒童合唱傑出表演獎，真是可喜可賀。



I was most grateful for this opportunity as I never dreamt that I could sing in such world famous concert halls like the Musikverein in Vienna and Rudolfinum in Prague. Despite the hectic schedule, I enjoyed every moment of the tour – the rehearsals, competition, performances, sight-seeing, and also shopping for souvenirs.

The highlight of the trip was the award celebration and farewell reception in Vienna. We had fun getting to know different participants from all over the world, including Australia, the Philippines, Canada and Spain. I also enjoyed dancing with my friends.

During this trip, I learnt about the importance of self-discipline, self-awareness, collaboration, and stepping out of our comfort zone. I had new experiences – being away from home, travelling without my family, sharing a room with a room-mate, and taking care of myself. I feel that I have become more mature.

I want to thank the teachers and parent volunteers for making this trip possible, rewarding and unforgettable!

5E Charlotte Wei Yu Leung

Upon landing in Vienna, I was eager to experience the joy of music and different cultures, and to meet new friends. Through these 10 days of adventure, I surely did.

On the second day, we went to the Opening Ceremony of the SCL Festival at St Stephen's Cathedral – its grandness simply took my breath away.

On the third day, we, members of the percussion ensemble, watched the choir competition. I was very impressed by their performance, especially their enthusiasm and teamwork. It was our turn to perform three pieces the following day, which was also a remarkable experience.

This wasn't just a music tour, but a memorable experience and a fruitful lesson. I have learnt to be cooperative and have enhanced my self-awareness. My percussion skill has also improved a lot. Now I know that music isn't just for our ears, but also for our souls.

6C Baum Ianna Nora



LANGUAGE & CULTURE

English Drama Annual Performances

Drama plays a vital role in the English curriculum and the annual performances are often among the most highly anticipated events. This year was no exception as the Primary 2 to 5 students brought the legendary tale of King Arthur to life and the Primary 6 students dazzled us with the adventurous and peculiar journey of two sisters in the adapted story "The Phantom Tollbooth".

King Arthur

I enjoyed playing the role of King Arthur. It increased my confidence and my self-disciplinary skill was greatly enhanced because we all needed to memorise our lines. It was a wonderful experience and I look forward to more acting opportunities!

4D Ling Emily

The Classic Drama class provides us with an invaluable opportunity to learn English through acting. It has trained us to be collaborative communicators and open-minded independent thinkers. We have learnt to use our body language and voices in a creative way.

2D Liu Yuen Yan

The Phantom Tollbooth

I was selected to play three roles: Whether Man, Mr Obesity and an ABC Citizen. We kept rehearsing and memorising the lines. This tremendous event finally ended on a high note and I hope the audience will remember the humourous characters I played.

6E Tsui Yee Hong

Being a deputy stage manager was not an easy job. We were informed of a last-minute change to the sets just 10 minutes before the show and the guests were already taking their seats! Therefore, we had to cooperate with each other and rise to the challenge. Fortunately, the performance was a success.

6C Chu Cheuk Hei

As members of the music team, we composed and played the new songs together. It was fun working with the acting team and watching them perform our original work.

6C Kwok Ngai Yin

Our lighting class instructor, Mr Lo, taught us how to control the lights. We prepared a list of light cues for the drama, which required some creativity and we enjoyed the activities a lot. I would love to learn more about stage lighting.

6B Chang Ming Chak

With the sound team, we learnt how to use the control panel and play sound cues on time. Under our instructors' guidance, we were making good progress and everyone was satisfied with our performance. I especially loved being in charge of the computer and playing the sound cues.

6E Zhai Serene



In the sets and props team, there were a lot of tools and fun gadgets we could use and experiment with. We had to design the sets and put the pieces together, and we made sure they look great on the stage. We were very proud of our work.

6A Tan Bryan

As a member of the makeup team, it was my duty to help the two princesses with their makeup and hair. Apart from acquiring a lot of makeup skills, such as highlighting and contouring, I also learnt how to coordinate with other teams and I have become more creative.

6C Ho Yan Ching Isabelle

As costume designers, we learnt about different fabrics, patterns and styles of clothing. Going to Sham Shui Po to purchase fabulous fabrics and accessories, taking precise measurements of the performers and making unique costumes for them were exciting tasks that have brought us unforgettable memories.

6C Cheung Ian Kar Yan

The front of house team worked diligently and has accomplished various tasks – from programme books to behind-the-scene videos. We have learnt a lot and embraced the nine student attributes throughout the experience.

6D Lam Chi Kin Alistair



營造普通話語境

為提高學生對學習普通話的興趣，強化他們的學習動機，普通話科組在恒常課堂外，開展各種各樣的課外活動，務求在校園營造良好的普通話語言環境，讓學生有更多機會運用普通話與人溝通、交流。學校設有普通話日，由學生擔任普通話大使，舉辦多樣化的活動，如嘉年華攤位遊戲、朗誦比賽、才藝表演、戲劇活動等。

想起學期初，黃老師親自鼓勵我加入成為普通話大使。我和朋友一起設計遊戲、填歌詞、練習朗誦詩歌。我沒有後悔，更喜歡上這份別具意義的工作，因為能服務初小的同學。他們在午息玩遊戲，當遇到困難，我們會幫助他們。

五乙 苗祺豐



電子 APPS 融入中文學習

除了以閱讀策略為科本發展項目外，中文科老師還嘗試自行設計校本的電腦教材，提升學生的學習興趣。其中最特別的設計有小五的文言文電子 APP——文言文閱讀策略，讓學生在初次接觸文言文時更加得心應手；而小二的查字典學習 APP，學生在課堂上利用 APP 學習部首查字的方法，在輕鬆的遊戲中學會查字典。



STAFF DEVELOPMENT

他山之石何其多

我校一直致力建構學習型學校，希望各層面的發展能與時並進。每年除了教師發展日外，還積極推動與教育界同工的分享、交流、學習。今年的友校交流特別多，3月17日我們校園頻道小組走訪了英華小學。

探訪當日，我們有幸獲林浣心校長親自作嚮導，帶領我們參觀校園：資訊科技室、圖書館、視覺藝術室、即將啟用的

泳池和被譽為「校內 Starbucks」的教員休息室等。我們邊走邊看邊學，英華小學毫無保留的經驗分享，讓我們眼界大開，獲益良多。

我們樂見近年學界漸漸建立起互相交流的文化，和友校同儕分享發展經驗，教育良策得以推廣，使更多學校和學生受惠。學校不再固步自封，持開放態度接受友校同儕給予的寶貴意見和建議，俾能調適和優化教與學。



Stanford Teaching Festival

Mr Tang Wai Cheong, Miss Chan Yu Tung Jennifer and Miss Wan Janice went to Stanford University in California from 31 July to 4 August for the Stanford Teaching Festival (STF), thanks to the funding from the Bei Shan Tang Foundation.

The objective of the STF was to connect teachers from around the globe to share pedagogies and insights in the hope of achieving teaching excellence. Participating teachers were also provided with the resources, tools, and support from their peers.

The courses on offer were mainly themed on “English Language Arts” and “History/Social Studies and STEM”. In the course “Reading & Teaching Complex Texts”, we learnt how to apply different practice techniques such as anchoring, reading role plays, and conducting reading conferences in English lessons. These techniques would enhance students’ participation in English lessons, as well as their motivation to read complex English texts.

As for the course “Constructing and Critiquing Mathematical Arguments”, its focus was on how a culture of skeptical peers can be built in classroom and the teaching strategies that help students construct viable arguments through reasoning. These skills are vital as they could enhance the students’ high-order thinking skills in Mathematics.

In the course “Geoscape Bay Area for Earth Science Teachers”, we learnt about current scientific researches and gained a deeper understanding of the ways to conduct scientific enquiry activities related to environmental issues. Moreover, it also noted a world-wide trend that teachers should allow more space for students to explore and investigate by themselves in science lessons with the aid of IT technology.

These professional development courses were indeed an enriching and invaluable learning experience for our teachers.



專業交流

中文科

中文科有幸邀請香港大學中文教育研究中心總監謝錫金教授為我們主講「如何運用閱讀策略來促進中文教學效能」。謝教授在中文教育界享負盛名，曾任香港大學教育學院副院長。謝教授闡釋學生閱讀的過程及三種常見的閱讀方法，並教導老師透過不同閱讀策略來提升學生的閱讀水平及學習動機。整場講座討論氣氛熱烈，老師獲益匪淺。



English

It was a rewarding afternoon on 27 October 2016 when Ms Claudia Chu, a two-time Outstanding Teacher Award recipient, conducted a professional development workshop on "Teaching Strategies Involving 100% Participation in Class".

Our English teachers took on the role of students in the workshop and engaged themselves in the group learning activities. With the use of a placemat, the teachers were asked to input their own ideas in one of the four boxes, and – by rotating the placemat – took turns to read and give feedback to the ideas from other group members.

A lot of visual and audio resources were used to draw the participants' attention and arouse their interest. The workshop provided us with a great opportunity to refresh and review our teaching methodologies and strategies.

數常科

9位數學科教師於去年10月13日到英華小學作奧數培訓的經驗交流，並觀摩數學解難課堂及討論。兩校老師分享心得，有助發展及優化奧數培訓計劃。

今年1月6日，我們的課程主任、數常科的科主任及級統籌老師到拔萃男書院附屬小學觀課及交流，讓教師把所得經驗於課堂中實踐。隨後於3月27日，該校老師回訪，大家互相交流，促進教學效能。

為進一步推行STEM教育，常識科、數學科、視覺藝術科及資訊科技科共15位教師於6月6日到訪 Semia Limited，參與一場利用樂高玩具結合編程概念的STEM教學工作坊，體驗科技融入課堂，了解如何藉此提升學生的學習興趣。



Looking Ahead

Date	Event	Place
8 Sep	Swimming Gala	Hong Kong
7 – 13 Oct	Exchange to The High School Attached to Tsinghua University	Beijing, China
20 Oct	Primary School Picnic	Hong Kong
23 – 27 Oct	P5 Outward Bound	Hong Kong
1 Nov	SPCC Sports Day	Hong Kong
5 Nov	Walkathon	Hong Kong
18 – 26 Nov	Student Activities Week	
	F1 – Adventure Based Learning Programme	Hong Kong
	F2 – Cultural Trip to Beijing	Beijing, China
	F3 – Place Based Learning Programme	Hong Kong
	F4 – Service Learning Programme	Hong Kong
	F5 – (DSE) Attachment Programmes & Self-initiated Programmes (IB) CAS Week	Hong Kong
11 Nov – 9 Dec	Visit of students from St Andrew's Cathedral School	SPCC
18 Nov – 17 Dec	Visit of students from Presbyterian Ladies' College	SPCC
Nov / Dec*	Visit of students from Westville Boys' High School	SPCC
9 Dec	Alumni Homecoming Day	SPCC
21 Dec	Carol Service	Hong Kong
15 Jan	F1 Athletics Activities Day	Hong Kong
Jan / Feb*	Exchange to Westville Boys' High School	Westville, South Africa
2 – 8 Feb*	Visit of students from	
	• The High School Attached to Tsinghua University	SPCC
	• Nankai High School	
	• High School Affiliated to Fudan University	

* Tentative

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