

THE RED BRICKS

No.30 February 2021



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Message from the Principal



It has been a year since we published our last issue of The Red Bricks, skipping the September issue in between, because of COVID-19. Our teaching and learning, extra-curricular activities, SAW, RoP, summer tours, Walkathon, Speech Day, and the highly anticipated 105th Anniversary Celebration have also been affected to some extent during this period.

Nonetheless, I am proud that we have overcome many hurdles with prudence, perseverance, and most importantly, support for each other. When the school was suspended, we moved swiftly to real-time online teaching. When face masks and disinfection agents were scarce at the beginning, we worked to source new supplies and secure professional help to ensure a safe and hygienic environment. When large-scale gatherings were not permitted, our staff spent tremendous time and effort to adapt important school events to live broadcast, striving to give the best possible alternatives, to name but a few.

During the course of the year, many stakeholders have made unsung contributions and sacrifices helping the school to cope with the overwhelming challenges. I would like to express our heartiest gratitude to the College Council, staff, parents, alumni, and friends of SPCC for their careful guidance, dedicated service, and timely support and assistance. My thanks also go to all students for their understanding and cooperation for the stringent health measures and unexpected schedule changes they have to face over a prolonged period.

Valuable life lessons are often found in adverse experiences rather than books. We shall seize every opportunity to learn and grow from whatever trials this unprecedented pandemic may bring and, evidenced by our long history, know that we would be blessed with abundant success when we do so together!

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

校長的話



感謝天父的恩典，百多年來帶領着聖保羅男女中小學，以校訓「信望愛」精神為宗旨，培育具良好品德、正確價值觀及具備國際視野的領袖人才。2020年學校創立105年，雖然很多慶祝活動都因為新冠肺炎疫情取消或延遲舉行，但我們仍不忘教導及鼓勵學生實踐素質，令他們能夠在新常態的生活模

式下仍能「擴闊全球視野，發展國際思維」，並且有積極樂觀的心迎接更美好的明天。

本年度小學以「活學創新迎挑戰，律己愛人常感恩」為主題，培養學生自律和關愛素質，教導學生常存感恩的心。新常態下我們採用混合模式開展學與教及學生培育的工作，本期亦詳細報道教師如何運用他們的思考、學習、創新素質進行各項的德育活動及推行學與教課程。

孩子在家中進行網上學習對家長來說亦是一個大挑戰。如何實踐溝通、關愛、健康的家長素質正是各位家長們需要

思考及學習的主項。德育及宗教組除了舉辦不同的家長講座及課程外，本年度學校參加了「家校齊家教」計劃，額外有一位社工進駐學校協助舉辦不少全校及小組的講座及工作坊，讓家長們能夠得到支援，與學校一起教導孩子們走當行的道。

靈性培育是我們最重要的使命之一，疫情下，我們培育學生、家長及教師們認識福音的心從未改變，相反，在特別的情境下，更希望他們能信靠主，心中得著從神而來的平安。除了宗教課堂、週會及福音活動、詩班獻唱外，我們更繼續以錄影及實時網上播放的形式舉行聖餐崇拜、福音晚會、教職員加油站及親子教育課程等。

期望靠着主的帶領，我們聖保羅大家庭的成員都能凡事感恩，活出生命的彩虹。

梁麗美
聖保羅男女中學附屬小學校長



Celebrating

St. Paul's Co-educational College is celebrating its 105th Anniversary this year. The theme of the anniversary is **“Developing an International Minded Perspective”** “**擴闊全球視野 發展國際思維**”. Further details, including event photos and videos, can be found on the anniversary webpage: https://www.spcc.edu.hk/105th_anniversary

Newspaper Supplement

To commemorate the 105th Anniversary, a special supplement featuring the vision and latest developments of the College and its Primary School was published in two major local newspapers in September 2020.



Kick-off Ceremony for 105th Anniversary Celebration



The Kick-off Ceremony for the 105th Anniversary Celebration was held after the Thanksgiving Service on 16 October 2020 with an address by our Council Chairman, Dr Moses Cheng, in the School Hall. This was followed by a ribbon-cutting ceremony to kick-off the College's 105th Anniversary Celebration by the officiating party consisting of the Council Chairman, The Archbishop and Primate of Hong Kong Sheng Kung Hui, The Most Reverend Dr Paul Kwong, the Council Vice-Chairman, Dr Michael Mak, the College Supervisor, Dr Chien Lee, our Principal, Mr Poon, and the Headmistress of the Primary School, Ms Leung. The ceremony was broadcast 'live' to all staff and students in the classrooms.

105th Anniversary

Thanksgiving Service

The 105th Anniversary Thanksgiving Service was held on 16 October 2020 in our School Hall. All staff and students of the College, together with the College's Council members, offered our thanks to God for His grace and blessings upon SPCC over the past years. The Reverend Franklin Lee, Chaplain of St John's Cathedral, as the officiant. The whole service was broadcast 'live' to all staff and students.

We were very honoured to have The Archbishop and Primate of Hong Kong Sheng Kung Hui, The Most Reverend Dr Paul Kwong, to deliver the sermon at the Service. The Archbishop used Jesus and St. Paul's teachings on love to remind us that love builds constructively. In order to live out the love of God, we should care about the interest of others and put our love into action.

The Archbishop also mentioned that love is the most powerful force for personal change and for changing the world. Anger is not the key, revenge is not the answer, but love is the way to a future of hope. The Archbishop quoted Jack Ma "Intelligent Quotient leads to success, Emotional Quotient brings opportunities and Love Quotient commands respect.", no matter what obstacles we will face, love will lead SPCC into the future. He encouraged SPCC to carry our heritage and the school motto "Faith, Hope and Love abide, these three; but the greatest of these is love" into the future, in this way, our love for God and for others will build up not only ourselves, but also the school and the society.



Walkathon

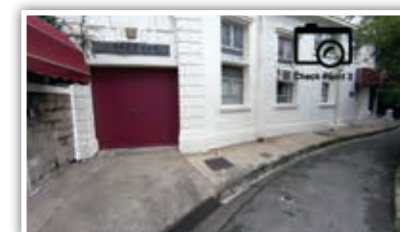
The Virtual Walkathon in the format of live broadcast was held on 8 November 2020, a total of HK\$2.07 million was raised with around 2,000 registrants.



Results of the Walkathon Interclass Competition:

Highest Participation Rate	SPCC	SPCCPS
Winner	F6D	P3E
First runner-up	F1G	P1E
Second runner-up	F6A	P5D

Highest Average Donation	SPCC	SPCCPS
Winner	F6H	P4C
First runner-up	F1B	P1C
Second runner-up	F1G	P1D



SPCC Credit Card

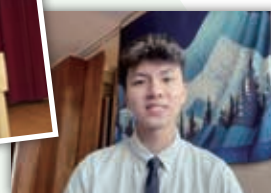
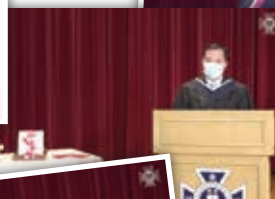
The College proudly presents "The Council of St. Paul's Co-educational College World Credit Card" with Shanghai Commercial Bank. This card is designed exclusively for SPCC parents, staff and alumni with the aim to build a stronger sense of identity among the SPCC community. It not only allows you to pay tuition fees for St. Paul's Co-educational College / St. Paul's Co-educational College Primary School, the Bank will also donate parts of cardholders' monthly spending to The Council of St. Paul's Co-educational College Charitable Trust.

Application forms can be obtained at the College or you can visit the webpage: <https://www.shacombank.com.hk/eng/personal/cards/type/cobranded/cobranded.jsp> for details and on-line application.



Speech Day

The Speech Day was held virtually via online platform on 15 December 2020. The guest-of-honour was The Archbishop and Primate of Hong Kong Sheng Kung Hui, The Most Reverend Dr Paul Kwong, who gave the key address to the 2020 Form 6 graduates. The officiating party also included the Council Chairman, Dr Moses Cheng, Council Member, The Revd Canon Dr Thomas Pang, and our Principal, Mr Poon. Class photos and lists of prize winners were shown, complete with a vote of thanks given by Suen Chung Man Christian on behalf of the graduates.



LANGUAGE & CULTURE

Sing Tao Inter-School Debating Competition

"And the champion is: St. Paul's Co-Educational College!"

As I went on-stage along with my teammates, I felt a sense of validation that all the hours spent first in various project rooms, then in front of a screen when the pandemic struck, had finally paid off. We were on-stage, with a massive trophy in our hands, despite not being able to meet, despite online debating, despite the fact that we had a Grand Final a few days after our exams.



It was also a moment that held personal significance for me. I first approached debating because of Sing Tao. I

remember watching the Grand Finals back when I was in primary school, and wanting to get on that stage, to have that chance to shine. And so, when I was given the opportunity to lead the Sing Tao team, I graciously accepted. I saw it not only as a chance to represent our school, but also as a chance to fulfil (one of) my childhood dreams.

But other than trophies and childhood stories, debating is also a highly educational experience. It teaches us how to think critically, as we are often forced to debate for sides we may not necessarily agree with. It also gives us a deeper insight into various socio-economic topics, both local and global. And of course, it gives us an opportunity to expand our social circles, and meet like-minded students from all across Hong Kong, and potentially, from around the world. My deepest gratitude and thanks, naturally, goes to my teammates and teachers for enriching this unique experience.

4G Pang Chun Hei Anders

Debating is not merely the careful exchange of arguments and ideas across two sides. It is the art of persuasion, the ability to sway people with a speech. And perhaps this is what draws my interest in the activity — albeit the frustrations, fear and exhaustion.

As part of the English Debating Team, I participated in the 35th Sing Tao Inter-School Debating Competition. Although this was not my first taste of the Sing Tao format and certainly not my first debating competition, it was definitely the most memorable and unique experience I have ever had.

In light of the pandemic, we had to move from debating in a physical setting to online debating. Faced with technical difficulties and the obstacles of communication during the debate, our team poured our hearts into the pre-match preparations. We researched extensively into the keywords of the motion, developing a strong case, and brainstormed several approaches from the perspective of our opponents. In doing so, our team built a strong bond and that was how we were able to make vital, on-spot decisions during the debate.

This was also a reminder to us that debating isn't just about the individual debater; trusting in our teammates and focusing on our roles during the debate despite the lack of verbal communication helped a lot.

Looking back at our experience at Sing Tao, it was truly amazing — my gratitude goes to my teammates who provided sturdy support in and out of debates, our TICs and seniors who provided us with guidance and to everyone who cheered us on. Looking forward to the new year, I hope that our team is able to work at our best and end this year with no regrets.

4I Chow Kei Yin Audrey

EXPERIENTIAL LEARNING

IBDP Self-initiated CAS Experiences



Although medicine is the stereotypical career path for SPCC students, it is difficult for secondary school students to gain insights in the world of medicine, especially when the COVID-19 pandemic has wiped out public hospital attachments. We established the Asklepien Medical Society to facilitate the all-rounded development of aspiring medical students, connecting them with medical professionals while promoting lesser-explored aspects of medicine.

Asklepien believes the spirit of medicine lies at the intersection of science and art, and the linkage between technical knowledge and human understanding. Our activities integrate the arts, e.g. literature, ethics, and video making, with the latest advances in biomedical science, creating a much-needed resource for secondary school students to deepen their understanding of the medical field.

In the past year, Asklepien was honoured to conduct more than 30 online interviews with medical professors spanning most specialties. From research trends to daily working conditions, we've gained valuable understanding about what being a physician-scientist truly entails and have published our findings on our blog and YouTube channel.

As COVID-19 emphasises the importance of global cooperation in medicine, Asklepien has set up international branches and connections with 40+ schools worldwide,



offering a platform for international exchange and collaboration. Our forum on "The Past, Present and Future of Medicine" in January included insights shared by 7 world-class professors and allowed participants from more than 10 countries to discuss prominent issues in medicine.

We plan to continue expanding the breadth of our activities in the coming months to cover more disciplines and topics.

We thank Professor Ivan Hung, Ms Lau Oi Ha and Mr Osbert Wan for their unwavering support and advice, and we welcome interested students to sign up on our website (www.bit.ly/asklepien) to learn more!

5A Terry Cheung
5G Anson So, Zoe Shu, Ivy Wong
5H Oliver Ip, Bryan Tse, Athena Yau





In 2020, the world suffered a heavy blow from the COVID-19 epidemic. It has taken away countless lives, halted economies around the world and has had a great impact on our daily lives. In SPCC, we are lucky enough to have online lessons during school suspension, yet that may not be the case for many poor and less privileged children residing in Hong Kong. They may lose their chance to attend school, tutorial classes or extracurricular activities they originally would have if not because of the epidemic.

That is why during the epidemic, along with six other schoolmates, we founded eConcept, a non-profit organisation working under the belief that “an investment in education pays the best interest”, providing quality and low-cost education to local young children in this city. Half a year ago, the seven of us launched the organisation by setting up a website and seeking partnerships with NGOs with similar ideals such as Mother’s Choice. Our first round of recruitment of voluntary tutors was conducted in late November. We also cooperated with local educational institutes such as Po Leung Kuk to source students in need. Currently, eConcept is preparing a series of free group classes in topics such as STEM, art and programming.

During my time with eConcept I’ve had the opportunity to interact with and help many children in need of academic support. I vividly remember how nervous I was during my first lesson, stressing over stuff like if my internet was stable enough, and whether I had prepared sufficiently for the lesson. Yet I also remember how much my students enjoyed my lessons, and how much they have grown, both academically and as a person, since I first met them. The fact that I was bringing a positive impact to my students really motivated me to continue helping more children with similar needs.

As one of the founders of eConcept, I would like to extend my deepest gratitude to every member of the organisation, and to everyone who have helped us along the way. I believe that in these times, this is the least we can do to aid young children in their education.

5G Chan Chun Sing Jason



LEADERSHIP & COMMUNITY SERVICE

Round Square Student Committee

The Round Square Spirit of Leadership recognises that successful leaders are driven by a desire to be of service to others and to nurture, guide, develop and help them to improve and succeed.

As part of our objective to further promote the Round Square IDEALS within our school, our Round Square Student Committee decided to continue holding the IDEALS presentation and the Round Square Day in these unprecedented times. With the presentation being an annual flagship event that starts off our year, we were honoured to invite Dr Paul Lee, an alumnus of Class 2013 and the founder of the Association of Doctors for Social Responsibility for an interview, discussing his current work as well as promoting the IDEALS of leadership and service. In his interview, he talked about a 4-step approach to ensure success in organising activities, namely familiarising ourselves with the proposal, evaluating and modifying the

plan, executing the event, and reviewing what could be done better. We gained invaluable insight to planning future activities for Round Square.

Due to the pandemic, we moved the Round Square Day online. However, it was difficult to come up with engaging activities as we did not have a tangible venue to set up our usual booths. To ensure an interactive yet educational experience, we decided to hold a live broadcast showing tutorials of international food and to play Quizizz and Gartic. Despite a few unforeseen technical challenges, we were able to adapt and improvise on the spot, demonstrating the importance of flexibility in the execution of plans. Much to our relief, it ended in success with more than 40 applicants tuning into our live broadcast.

Kenneth Blanchard once said, “the key to successful leadership is influence, not authority”. We are very fortunate to have a team of like-minded individuals with immense talent working with us in the Round Square Student Committee. Without their help and passion, these activities would not have been such a success.

Looking towards the new year ahead, we hope to continue bringing great activities to St. Paulians.

5G Patrina Hui and 5I Audrey Chow

Hong Kong Union for Young Leaders



What does it take to be an outstanding leader?

Last November, along with 47 other passionate students from different schools in Hong Kong, I embarked on a quest in the Hong Kong Union for Young Leaders (HKUYL) in search of our own unique answers to this seemingly straightforward question.

In a series of workshops in the Global Awareness Project, we looked into global issues and drafted possible solutions together as representatives of countries, steered the fierce waters of international trade, and walked the thin line of wartime negotiation by considering issues with multiple perspectives and critically evaluating suggested policies.

In 2020, we were further challenged to put together a project on a social issue in Hong Kong. Amidst the

constraints imposed on us due to the pandemic, it became increasingly difficult to conduct interviews and plan for the creative presentations on time; however, the unprecedented challenges we faced back then had taught us that deviations from our original path often represented fresh opportunities for us to achieve our ultimate goal creatively and collaboratively rather than absolute failure.

If I had to choose one thing that I cherish the most from my UYL journey, it would most definitely be its people. To me, the Union will always be a place to call home whenever I desire some shoulders to cry on or crave midnight deep talks on Skype reminiscing the sunrises we spent discussing our proposals together; and I know that no matter where my path will lead in the future, the friends I have made along the way will always be here at my side through thick and thin.

This year, as I embark on my next quest “To Inspire Tomorrow’s Leaders Today” and lead the UYL as its chairperson alongside my fellow committee members, I do not claim to have found my definition of being outstanding. But what I do know is that the UYL will continue to remain true to its original aspirations — to bring about positive change in our society under our watch.

5H Kinnia Cheuk

Hang Lung Young Architects Program

When the Hang Lung Young Architects Program 2019-20 was introduced through eClass, many students signed up without hesitation. The five of us (Amelia, Hermes, Karson, Rachael and I) were fortunate to be selected as a team to represent our school.



Frankly, we did not know each other well since we were from different forms. Nonetheless, the 2-day-1-night Architecture Fun Camp (the first event) did not only enlighten us with basic architectural knowledge, but most importantly, allow us to gain mutual understanding and develop friendship.

The program comprises a wide variety of activities, ranging from tours, seminars to sketching and 3D modelling workshops. However, in light of the COVID-19 pandemic, most events had to be conducted online. Certainly, there are downsides when on-site tours were replaced by virtual tours, yet we made the most out of the uncontrollable situations. We were deeply inspired that in addition to aesthetics, architecture also responds to the community and takes sustainability into account.



With hands-on knowledge, we proceeded to the final project, "Sketch Your Sky", where a community learning centre was designed. The process was not all plain sailing. We experienced challenges including lacking inspirations and having conflicting ideas. Nevertheless, we pushed

through these barriers with great teamwork and mutual respect. We submitted our project "Convergence" in connection with our theme, aiming to promote interpersonal relationships and human-nature connection. Being awarded the merit prize, our efforts have finally paid off.

We would like to thank the school for providing us with this amazing opportunity. This was definitely a remarkable experience that added colours to our secondary school life.

5B Karis Lee

Hong Kong Schools Music Festival



"You can't progress unless you learn not only to receive criticism, but also invite criticism."

I could not agree more with the Indian poet Gulzar's observation, and, as such, I am glad that I joined the Original Composition Category, where I received constructive criticism from the adjudicators in a number of areas.

The whole journey lasted about 8 months, from submitting scores in early December 2019 to the composition workshop and announcement of results in late July 2020. All participants were given the opportunity of explaining their compositional decisions and reacting to the criticism given in the workshop. Although I did not always fully agree with the issues that were given, I found that the observations allowed me to reflect and, in a broader sense, provided me with inspiration. Some of the approaches that I had adopted were now re-cast in a new light, and I was reminded to make every note count.

Throughout this experience, I also had the chance to enjoy and appreciate the work of other young, talented Hong Kong composers. Each of us submitted works that illustrated a unique form and style, and it greatly broadened my musical horizons, as there was an opportunity for me to gain insight from others on a number of different levels.

Also, participating in the in-school workshop organised by SPCC's Composer Circle beforehand reduced my anxiety and stress during the competition, as I received feedback from peers and staff members as far back as Jan 2020. I was therefore well-equipped and prepared, so I was able to attend the competition workshop with full confidence and presented my rationale well to the adjudicators.

To conclude, I value every single piece of feedback that I received and treasure this precious experience. The winning of the competition once again affirmed my ability in composition and I hope to compose more music in the future, to convey my thoughts and to inspire others.

2A Chan Lok Shun

AI Project Group



The Establishment of the SPCC AI Project Group

Bringing back the success of the Cantonese Lip Reading research project from the 2019 1st International AI Fair held in Beijing, we experienced the creative power of AI and felt its potential to become an essential tool for future productivity. We wanted to share our research experience with fellow like-minded peers in SPCC, as an attempt to equip them with the essential skills for the future of AI. Hence, in 2019, we founded our school's first student-initiated STEM team – the AI Project Group (AIPG). This team serves as a platform for students to learn AI through collaboration and undertake academic research with AI methodologies.

2019-2020

In the past year, our team of 20 members completed 5 successful researches that ranged from computer vision and natural language processing to neural style transfer. With the professional supervision from Professor Wong Ngai of HKU and unconditional support from the College, our researches – *Novel Eye-to-face Synthesis with Standard Deviation Loss* and *Real-time Singing Voice Vocal Register Classification* – won the 1st and 2nd prizes of the 2020 2nd International AI Fair. We were also ranked 7th in the 2020 Haihua Online AI Garbage Classification Challenge with a model accuracy of 99.25%.

Research Highlight: Novel Eye-to-face Synthesis with Standard Deviation Loss

Although various research papers have previously attempted to regenerate faces from partial facial features, problems like model collapse and unstable training often occur in those attempts. Our research seeks for an alternative to the state-of-the-art adversarial methodologies through the task of single-eye-to-face synthesis, which in other words, generating people's faces only with the image of their eye. By comparing models that utilize adversarial losses, feature losses, and geometric losses, we proposed a novel loss called the Standard Deviation Loss. With the 'eye', 'generated output' and 'real face' shown in the image, our further plans for experimentation would attempt to provide higher resolution results and provide sufficient proof to the effectiveness of our new approach. Also, an extra step would be to create a generalized model that can take an input of any partial facial features such as the nose, mouth or even ears as to generate a full human face.



Research Highlight: Novel Font Style Transfer Across Multiple Languages with Double KL-Divergence Loss

Fancy fonts have recently been popular in social media. Inspired by this, we have come up with an idea of creating new font pools by taking the style (font) of one word and the content (what word it is) of another word and combining them together. As style and content are abstract ideas difficult to be quantified manually, we use machine learning to extract the content feature and style feature of those words and reconstruct a new word with the style of the former and the content of the latter. Despite previous success in English fonts, we wish to expand our model to be applicable to other languages such as Chinese, Japanese and Greek.

Content	m	k	i	c	μ
Style	l	A	g	S	C
Output	m	k	l	c	μ

Research Highlight: Non-line-of-sight (NLOS) Object Classification

Have you ever wondered if it's possible to 'see around walls'? Our research, focusing on non-line-of-sight (NLOS) imaging attempts to make this a reality. We are fascinated by how Physics and AI intertwine with each other in real life, and we found existing research papers computing the motion of NLOS objects under a laser light source inspiring. We initiated our own research project on the topic, aiming to see things using only shadows of objects out of the way. Our research focuses on the classification of NLOS images based on features extracted from the reflection of objects, varying size, colour, material and shape under a uniform light source.

As NLOS is a rather new field of research, we have encountered a multitude of challenges during experimentation and result evaluation, such as the need to hand-make our own photo-taking setup and evaluating the output images. Still, the insights and experience that we have gained from this self-initiated project have been truly unique and incredibly rewarding.

Future Plans

This year, we systemised the learning schedule for new members by requiring members to comply with a bi-weekly learning schedule and submit regular reflections. Responding to our mission of levelling the playing field for SPCC students in the STEM field, core members of the AIPG have decided to implement a 2.5-year development plan for research groups. This plan allows us to commit to a full-cycle of data collection, model selection, evaluation, and finally publication. In 5 years, we aim to become a finalist of Intel ISEF and an annual publisher of research in academic conferences.

Final words

The establishment of the AIPG would not be possible without the unconditional support of Mr Poon and the College, and the humble assistance from Professor Wong Ngai of HKU. We are thankful for this precious experience where our leadership and perseverance are developed through collaboration and problem-solving.

4A Chan Lap Yan Lennon, 5C Tse Yik Long,
5I Tang Justin Kit Hang, 6I Luo Steven Tin Sui

The International Mathematical Olympiad

The International Mathematical Olympiad is commonly acknowledged as the most prestigious Mathematics Olympiad Competition, featuring the hardest problems that can be realistically solved by high-school students. Being able to represent Hong Kong at the 61st IMO was truly an honour for me.

The IMO features 6 problems divided evenly into 2 papers, each of which takes 4.5 hours. These problems are no easy deal. Instead, they are really difficult proof problems, which emphasise on creativity and problem-solving. This means they cannot be solved by straightforward applications of theorems, but rather by linking a lot of different observations. I have to try various methods, think in different directions, probably fail, and try again each time in order to have a chance of success. This process makes the whole experience of solving problems fun – to refine my approach after many rounds of failure and finally succeed. The thrill and joy of trying again and again and finally making progress is exactly what motivates me in my past three years of training.

Preparing for the competition is one thing, but solving the problems at the actual competition is another. This year, the virtual IMO was held in St Petersburg, Russia. The problems were extremely Russian-flavoured, and on top of that, pressure on the spot was immense, which to some extent affected my performance. Nevertheless, I managed to gain significant progress on the hardest two problems, which is a huge breakthrough for me and an invaluable experience in its own right.

Winning a medal at the IMO has proven that my hard work over the past years had not been in vain. This experience will definitely encourage me to continue striving for improvement in mathematics.

4A Chu Chuek Hei



It is such an honour for me to take part in the 61st International Mathematics Olympiad held in St Petersburg, Russia in late September. I was one of the six members in the Hong Kong Team, ranking 28th among 105 countries and regions, and attaining encouraging results of 3 silver and 3 bronze medals.

Unfortunately, in the wake of the ongoing pandemic, having members from foreign regions to gather at a hall was considered unsafe, and we had to take the Olympiad test locally in Hong Kong instead. With that said, the efforts put into the preparation was undiminished.

In short, the selection and preparation work started in May last year in the form of a selection test, from which about 60 students were selected to be trained. Over the course of a year, those 60 would undergo progressively harder and more intensive training, culminating in a final selection that would whittle the participants down to the final 6. Afterwards, the 6 members would have to go through further preparation in the form of online meetings held up to once every 2 days for 5 hours. With mock tests taken from past papers, we were mentally trained to endure 4.5 hours of working on a test paper undistracted.

While the main “highlights” – the highly-anticipated gatherings and cultural exchange between the representatives – were absent due to the amended format, we were able to enjoy various online programmes, including a virtual tour of the host city, St Petersburg. Still, a competition held online is not as appealing as one held face-to-face, so I look forward to seeing the pandemic subside and social activities being able to be held normally again.

3B Lai Wai Lok

STAFF DEVELOPMENT & WELLNESS

Staff Influenza Vaccination

The College is extremely grateful for the generosity of our alumnus, Dr John Tak-cheong Sham, who has continued to provide influenza vaccination free-of-charge yearly to our staff for a long time. This photo was taken during his last visit in October 2020.



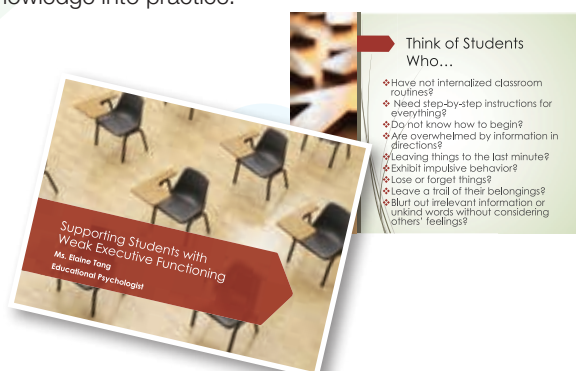
Supporting Students with Weak Executive Functioning

The College understands that all students are different and all students have their own strengths and weaknesses. Learning outcomes can be optimised if strengths are flourished and weaknesses are coped with. With the wide spectrum of strengths among our students, apart from supporting students with special learning needs, we move one more step forward to acknowledging diversity in general.

In the afternoon of 30 September, 2020, Ms Elaine Tang, Educational Psychologist from Tung Wah Group of Hospitals Ho Yuk Ching Educational Psychology Service Centre gave a talk to all teachers on catering for learners' diversity. Ms Tang has been serving our school since September 2019 by visiting our school twice a month. She has experience and good understanding on the challenges faced by our students. During the talk, the concept of executive functioning was introduced. We learnt about different executive functioning skills and explored how these

skills relate to the performance of students. Ms Tang discussed with us some strengths and weaknesses in executive functioning typical to our school.

Teachers were enriched with skills to appreciate strengths of students, and also utilise the strengths to overcome the weaknesses. The fruitful afternoon was concluded with anonymous case studies, in which teachers could put knowledge into practice.



停不了的愛 疫情下持續培育學生身心靈健康

2020年是很特別的一年，新冠肺炎蔓延全球，香港也不能獨善其身，停工、停課、抗疫成為新常態，但學校從不間斷地為學生提供適切的培育工作。疫情初期，學校每週透過MOODLE平台以影片的形式向全校學生進行週會分享，讓同學在家中也能發揮聖保羅的學生素質。在12月再次停課期間，各老師在週會中利用Youtube頻道實時向學生分享不同品德教育主題。無論學校用什麼形式播放週會，最終目標都是希望能持續培育學生，提升學生的抗逆力，建立正向生活態度。

老師除了在週會向學生分享外，各班班主任亦透過每週的成長課幫助學生培養積極的人生觀，最初成長課先透過翻



轉課堂的短片，配合全年主題，讓學生在家中自主學習。其後學校安排了Zoom的實時教學成長課，讓全校學生都能透過網絡，在螢幕前與班主任面對面互動，分享成長課的訊息，同學之間亦能互相細訴生活點滴。

此外，於停課期間，為了增加師生面談交流機會，在9月份推行「實時分享天地」，班主任安排全班學生於「實時分享天地」面見老師，每個時段由班主任與個別學生進行面談，讓老師能在停課期間更全面了解學生在家的情緒及學習上的需要。

新常態下的培育工作，形式與以往不一樣，但全體教師用心致力促進學生心靈的健康成長，是永恆不變的。

學習支援齊抗疫

疫情帶來的新常態對很多人來說都是很大的挑戰，無論是學生還是家長，面對新的網上學習模式，都需要時間適應和調節，且網上學習的成效也很取決於學生的自我管理能力和家長的支援。所以，推行網上學習以來，我們都關注到，能夠及時為有需要的家庭提供專業支援是非常重要的。學習支援組在過往一段時間裡，因應學生和家長面對的問題和困難，開展了一系列的支援工作。

老師們觀察到部分學生在網上課堂因跟不上教學進度而產生壓力，亦有部份學生因長期不返學而出現學習態度散漫、缺乏動力的情況。為了幫助這些學生盡快回復正常、有效的學習生活，學習支援組為有需要的學生安排了以Zoom形式進行的學習小組：由陳頌恩博士主持的情緒社交小組，旨在透過遊戲教導確認為自閉或專注力不足的學生如何提高自己的專注力和情緒管理；由校本教育心理學家主持的讀寫樂小組則為疑似及確診有讀寫障礙的學生提供學習技巧的指導，令他們可以感受到學習的滿足感，從而增強學習的信心。此外，各科老師亦因應學生的課業表現，對於有需要支援的學生做出及時的個別跟進。家庭支援方面，學習支援組對有需要的家庭作出跟進和支援，學校社會就父母如何與子女相處以增進親子關係與家長進行交流和溝通，成效理想。



我的短期目標				
	目標	希望達到目標的日期	達到目標的方法	有沒有達到目標
1.	學業			
2.	學業			
3.	學業			
4.	興趣/課外活動			
5.	習慣			
6.	其他			

想一想

- 目標是否清楚？目標是否數得到？
- 目標有沒有難度？目標會不會太難？
- 是否為了目標定了適當的期限？
- 為了達到目標，我可以做什麼？

一分鐘 一小時 一天

疫境關愛身心靈 學生服務盡所能

在新冠病毒肆虐下，學生要面對新的學習常態。儘管他們斷斷續續地回校上面授課，但為了提供衛生健康的學習環境，學校實行了多項防疫措施，例如：全校的課室及特別室噴灑消毒塗層，徹底清潔校舍；安裝搓手液機，提供酒精搓手液及「24小時潔手消毒液」，減低學生受病毒感染的機會；在課室門口放置消毒地氈及保持課室空氣流通，確保學生在清潔衛生的環境上課。此外，課室座位以單行排列，並設有防疫隔板，讓學生在飲水及進食時得到保護。近洗手間的地方每隔1米貼一分隔線，指示學生排隊上洗手間；樓梯貼箭嘴指示上落等，讓學生在學校與他人保持適當的社交距離，免受病毒感染。

期望新冠肺炎的疫情早日過去，讓學生重過快樂自由的學校生活。



◀ 老師協助同學
噴24小時抗菌潔
手消毒液



▲ 課室設置防疫隔板

綠色身心靈健康校園計劃：

疫情之下，學生要面對充滿轉變的環境，實在不容易。如何讓學生保持生理和心理健康，顯得尤其重要。學生發展組製作了表格，鼓勵學生在課餘時間進行最少三十分鐘運動並作記錄，讓運動成為生活一部分，同時感染身邊的家人或朋友。希望學生能在日常生活保持積極態度，繼續發揮樂觀素質。

為了使學生得到身心靈的滿足，我們亦特意於聖誕前夕為每位同學送上「愛心毛巾」。毛巾以「聖保羅藍」為主色，並印有校訓：「信、望、愛」，讓學生在運動時也能感受到學校在背後給予學生的支持及關懷！



▲ 利用紀錄表培養學生恆
常運動的習慣

校長於早禱介紹「愛心毛巾」▼



領袖培訓：學生大使訓練

在教學新常態下，我們在培訓及活動方面都要有創新的做法，目標是為學生提供學習和發揮潛能的機會。今年我們首次進行網上培訓，老師們通力合作，製作影片讓新任的學生大使學習接待嘉賓的技巧，同學們都投入學習。因疫情關係，學校未能招待嘉賓，所以我們亦要思考如何讓學生有機會發揮「溝通」和「服務」素質，經大家商討後，邀請小六的學生大使擔任小導遊，為小一同學介紹學校設施及校園生活，好讓他們適應聖保羅的生活，享受學習的樂趣；由聖保羅最高年級的哥哥、姐姐帶著剛剛加入聖保羅大家庭的弟弟、妹妹，更別具意義呢！

學生大使都
認真地為師
弟妹介紹學
校設施 ▶



吳翠珊老師

這次接待小一同學的機會很特別，因為以往大多數時間都是接待家長，從未試過接待小一新生。我接待的小一同學十分好奇，向我提出很多的問題，可見他完全投入我的講解。由於小一同學的理解力不及成年人，所以我改變我的表達方式，用較簡單的字詞來和小一同學溝通。小一同學也非常幽默，跟我分享一些有趣的事，更令我明白快樂是雙向的。這次是一個非常愉快、難忘的接待旅程。

六甲 林嘉熙

新常態下的領袖生培訓

學生發展組每年都會為80位領袖生提供各項領袖訓練和服務活動，本年度也不例外。疫情下，每個人都戴上口罩，保持社交距離，但這也無阻領袖生對同學們關愛的心。放學時，他們在各樓層當值，提醒同學需要保持社交距離。還有，他們也籌劃了一個名為「關愛滿小一」的活動，領袖生們在告示貼上寫下一些鼓勵字句，並製作成一張小卡片送給小一同學，張貼在二樓的壁報板上。以下是幾位領袖生和小一班主任的心聲：

由於疫情關係，今年為同學服務的時間少了，只能在放學時站在樓層當值，但我們學會了與其他領袖生一起運用不同的策略來安排同學在既安全又有秩序的情況下放學，從中也學會了不少與人溝通的技巧。原來當我們齊心去幫助人的時候，工作便沒有想像中那麼困難呢。譬如二樓是每個年級的同學都會經過的樓層，特別繁忙。我們會適時交換當值崗位，務求大家都可以有休息時間。我們希望自己的表現會越來越好，成為傑出的領袖生，復課後繼續為同學服務。

5E 唐肇駿

5E 曾樂欣

6C 楊正柔



▲ 領袖生在疫情期間在當值崗位上提醒同學保持社交距離

這個學年在疫情下開課，對於小一同學來說，經歷漫長停課後，來到這個陌生的校園，心裏肯定有些忐忑不安。作為小一班主任，起初得知有這個活動，已覺得十分有意義，後來收到領袖生製作的小卡片，更覺得領袖生們的活動處處體現出他們對小一學弟妹的關愛。他們為了讓小一同學更容易明白字條上的文字，有些更用心地在紙上畫下圖案，有些則在紙條上寫下自己的經驗分享，完全把聖保羅的「關愛」素質體現出來，真的做到「齊關愛，常感恩」。小一同學們收到這張小卡片時，看到裏面包含着領袖生們一句句真摯的祝福和鼓勵，都雀躍萬分，讓他們感到十分溫暖。

梁曉彤老師

領袖生亦為小一同學送上的關愛問候字條，令他們感受到校園的溫暖。▶



在疫情下，要讓小一新生適應聖保羅生活甚具挑戰性。小一學生在入學初期透過Zoom課堂認識了老師，回校後接觸到其他教職員工友，但仍欠缺了甚麼「家庭」成員呢？就是其他年級的學生，以及作為他們榜樣的領袖生。校園生活缺少了領袖生，就像整幅圖畫缺少了一片拼圖，這次領袖生送上的關愛問候字條，令小一學生可以認識到校園裏這重要角色，更讓他們感受到學兄學姐對他們的愛和照料。期待日後領袖生當值服務時，大家可以面對面與相認，並有更深入的互動。

陳穗雯老師

新常態混合式學習 提升課堂成效 發揮自主精神



▲ 校長、教師和學生一同投入課堂，積極迎接混合式學習模式！

肺炎病毒肆虐，卻無阻聖保羅學生勤奮求學的決心。自9月開始，歷經停課、復課、再停課，我校協助學生適應混合式學習模式（Blended Learning Mode），不同學科結合了面授課堂學習、網上Zoom課堂和Flipped教學影片的學習，以令教學更有成效。學生對新學習模式充滿好奇，表現十分踴躍，積極發問，並充分利用網上學習平台（Moodle）來提交學習課業，或錄音，或書寫，形式多樣化，做到學習自主；高小同學更能即時回應課堂提問並給予反應，甚至利用Zoom課堂的聊天室等功能來發表意見，發揮了聖保羅學生「學習」及「溝通」的素質。整個上學期，我校老師因應學生在面授課堂、Zoom網課及交來的課業，調適大班及高小分組的學習進度，給予學生及時回饋，以更適切地照顧學生的學習差異，讓他們發揮潛能，學得更有信心。

停課也為MASTER課程帶來發展混合式學習的契機，貫徹以自主學習方式促進學生終身學習。憑著去年推展及實施網課的經驗，MASTER課程核心小組老師對本年度課程的規劃和活動內容進行檢討及修訂，反思各種學與教的策略，致力推動更靈活的學習模式。結合實體教學及網上學習，讓學生擺脫固有傳統的學習習慣，不過分依賴老師於課堂上的教學或書本上的資料，反而學會利用課餘時間透過不同渠道去探究各學科領域的知識和技能，以培養自覺、主動和積極的學習態度，成為真正的自主學習者。

要成功實踐混合式學習，教師的教學模式也跟著轉變和創新。為了讓實體及網上教學並行，為教與學提供彈性，各級負責老師重訂課程內容框架，加強網上學習元素，設計線上課堂教學及線下自行學習部分，並整合線上線下的資源，透過 Moodle 平台發放，以提升學生自主學習的能力。另一方面，教師把握不同方式的教學機會，加強師生「溝通」的素質，亦設定課後學習任務，為學生創造更多學習空間，以深化他們自主學習。因應「新常態」下的學習方式及疫情下的新生活模式，期望增強學生對學習的自信，啟發學生更多的新思維，促進他們對生活和現實世界的認識與改造，讓他們從 Aesthetics (美學)、Strategy (策略)、Thinking (思考)、Exploration (探索)、Research (研習) 各方面裝備自己，成為小創客(Maker)，最終達致「樂活人生由我創」的 MASTER 課程目標。

資訊科技組是我校開展混合式學習模式強而有力的後盾。組員未雨綢繆，於暑假期間採購視像鏡頭及手機支架，安裝於每一個教室中，讓老師上網課更流暢，同時電子學習組協助建構及整理 Moodle 校本學習平台，方便師生存置教材及課業，進行交流。學校亦借出電腦設備及提供技術支援予有需要的學生，讓他們在家中能繼續安心上課。最令人興奮的是，我校成功申請優質教育基金，全校三十三個標準教室的舊有黑板及投影機將會更換為互動式顯示屏，螢幕內容清晰可見，進一步增強師生互動。

因應新常態的學習模式，小二至小六上學期的測評改為階段性評估，而小六上學期呈分試亦在嚴謹的校園防疫措施下順利完成。評估前，老師會和學生進行不同形式的溫習，小六學生更獲安排在指定 Zoom 課堂時，因應自己需要向老師發問問題，為評估做好準備。我們看到，小六學生回校應考那幾天，均準備充足，認真作答，老師所作的一切付出都是值得的。



▲ 把握實體課堂的時間，讓學生親自動手做；再配合全新設計的線上課堂教學，提升學生自主學習的能力。



▲ 致力培養學生成為小創客(Maker)，最終達致「樂活人生由我創」的 MASTER 課程目標。

新模式的課外活動 持續建構全人發展

這一年因為新冠肺炎疫情的關係，學校須減少人群聚集及減低社交接觸，避免非必要集會活動，課外活動面對前所未有的困境。為了持續建構學生的全人發展、培養他們追求卓越及積極進取的學習精神，音樂團隊如合唱團、樂隊等改以 Zoom 實時課堂的模式上課，老師與學生進行網上互動教學。中文科辯論訓練、小作家種子班、小說創作班、英文科 Debating is Fun、奧數校隊及大部分體育團隊的負責老師則定時拍攝教學短片上載 Moodle 平台，讓學生於網上自學，部分團隊的學生更需要完成相關的課業，由老師給予回饋。校外活動方面，多項表演及比賽取消，或改變進行的形式。在衡量風險後，學校仍組織同學努力參與一些於網上進行的賽事及演出，獲得理想的成績與讚譽。總括而言，課外活動對學生的身心發展非常重要，在逆境下，我們會發揮創意，積極改革學生活動的發展方向及推行模式，繼續為推動學生的均衡發展而努力。



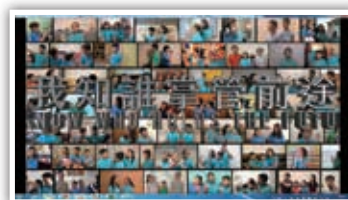
▲ 呂副校長及音樂科老師拍攝合唱團獻唱影片的情況

疫情中的正能量



▲ 蔡元雲醫生在「福音午會」中向全體教職員分享信息

2020年確實是充滿挑戰的一年！我校的宗教科同事運用了、也製作了不可勝數的媒體資源和創作，在網上宗教課堂、全校早禱及多項福音活動中，靠著神加給我們的能力，用諸般的智慧傳揚基督耶穌的真理和救恩，務求幫助學生們在停課期間，得著充足的生命糧食，更懂得在生活上實踐主的教誨。



▲ 逾百位家長與同學網上合唱「我知誰掌管前途」

在停課與復課的循環中，我們仍能舉行了

2020年春季的受難和復活節網上崇拜，以及2020年底的聖誕節網上崇拜，前者更是與中學的第一次聯合崇拜，實在感恩不盡！彭培剛法政帶領聖保羅堂的牧者和同工在疫情裏忠心地牧養，更不斷突破傳統牧養的模式，鼓勵信徒要與永活神建立經得起考驗的牢固關係；牧者們的生命與事奉充滿愛和力量，實在是我們的福氣及學效的榜樣！

我校注重靈性牧養，每年六月的「親子福音晚會」更是整個學年福音事工的高峰。2020年的「親子福音晚會」必須提前錄影，然後於六月十九日傍晚在網上播放。錄影當日，全校教職員聚集於禮堂領受由蔡元雲醫生傳遞「永恒的主」信息，這個特設錄影聚會於結束前，眾多教職員懷著謙卑熱切的心站起來接受蔡醫生的祝禱。為全體教職員舉行「福音午會」是我校歷史中的一個突破！上帝的安排果真奇妙！

二十多位的基督徒老師和職員在六月極忙的日子，為「音樂佈道會」傾力獻奏、獻唱錄影，並錄製木偶劇。全校同學於班房螢幕上享受用心製作的「音樂佈道會」，並觀賞到神奇美麗的沙畫影片，明白「We Are The Reason」促成耶穌的誕生、受死和復活！祂為我們傾盡生命，以致我們可以在世界一片灰暗之中，因著信靠祂而得生命，跟著祂所賜的亮光膽壯前進！



▲ 音樂佈道會 We Are the Reason 中的木偶劇

家長們在疫情中雖然面對不一樣的壓力，他們在參加「暑期親子樂績FUN」和秋季的「兒童親子教育課程」卻展現令人振奮的正能量！兩個課程都要在網上舉行，卻完全攔阻不了家長們願意成長的心！「暑期親子樂績FUN」竟有140個家庭參加，而「兒童親子教育課程」共有超過160位家長報名，兩者都是「破紀錄」的數字！把家建造在基督真理上，以無條件的愛和言行一致的「身教」栽培兒女，讓他們從小感受父母的肯定和接納，能無懼向父母表達自己的心事——如斯地被培養出來的孩子，才能有強壯的心靈面對充滿挑戰的未來！

三個組別的合唱團在過去一年也經歷非一般的獻唱——網上獻唱。無論是在聖保羅堂感恩節崇拜中獻唱、在聖誕崇拜或聖誕慶祝會中獻唱，同學們都非常認真地在家中練習和錄影，竭盡己能把上帝賜予的恩賜發揮出來，這種事奉上帝的態度非常值得讚賞；而且，讚美的孩子必定是喜樂的孩子！

談及讚美上帝，必須提及由超過一百位學生和家長參與製作的「我知誰掌管前途」，這首詩歌在「親子福音晚會」中播放，也成為全校所愛的「抗疫歌曲」。歌詞把我們心靈的焦點由重重的挑戰轉向上帝：

明天掌管祂手裡，我亦知祂握我手；

神創世已有計劃，非偶然、全沒意外。

明天種種的挑戰，我要信靠、心仰望，

願意我這一生交託 行奇事——上帝！ （出自《青年新歌》）

行奇事的上帝擦亮了我們的眼睛，讓我們看見沒有任何的困難可以攔阻上帝的工作，也沒有任何的風浪能奪走上帝兒女的信、望、愛！



▲ 中小學第一次「受難及復活節聯合崇拜」

「家校齊家教」齊齊抗疫有信心

停課初期，學校鼓勵家長實踐快樂孩子約章內各項建議，邀請陳國齡醫生錄影專輯，為家長提供有效的減壓方法，並上載於內聯網，請家長收看，共同建構快樂家庭，培育快樂子女，實踐聖保羅素質。

在家長教師會的支持下，「家校齊家教」家長教育計劃於本學年正式開展，這是快樂孩子約章的延續。「家校齊家教」計劃主力為校內家長提供一系列家長講座、工作坊、小組及1對1諮詢服務。主題包括：兒童情緒及行為管理、如何督導功課、上網問題、青春期溝通及管教等，希望能支援家長，更盼望他們在教養路上彼此得力，舒緩家長角色所帶來的壓力。新冠疫情並沒有阻礙課程推行，我們利用網上直播的形式進行了兩次全校家長講座，也利用ZOOM開展了不同年級的家長教育小組課程。期望家長們在疫情下得到支援，提升親子關係，建立正面的家庭觀，從而營造和諧的家庭生活。



新常態下各級德育計劃的推展

本學年的全年主題是「活學創新迎挑戰，律己愛人常感恩」。因應此關注重點，各級老師就不同學生的發展需要，訂定級本的培育計劃，藉此培養學生自律、關愛和樂觀素質以及正向價值觀。

一、二年級 — 學會感恩

一、二年級的培育重點是學會感恩。疫情期間，年紀小的一、二年級同學能夠順利進行網上學習，實在有賴家人的全力協助。因此，德育組特設小一培育活動——「【輪】住愛」，讓同學發揮關愛素質，同時培育感恩之心，鼓勵他們每周都用不同方式記下生活上值得感恩的事，進而對家人說一句感激的話或做一件窩心小事，並於成長課與同學分享。小二同學除了學會感恩，更在成長課討論如何以行動去關愛父母。由此，同學可以體會感恩是快樂的泉源之一。



三、四年級 — 家校合作、訂立目標

三、四年級的培育重點是鼓勵同學訂立目標和行動。其中，三年級的培育活動是「感恩三星計劃」：

1. 喜樂星：培養同學樂觀素質，常存喜樂的心，在困境中保持正向思維，珍惜身邊的人與物。
2. 健康星：培養同學健康素質，建立良好的生活習慣，作息定時，注重健康飲食，並懂得保護眼睛。
3. 關愛星：培養同學關愛素質，不但愛錫自己，也要關心家人；愛同學，實踐關愛行動。

而四年級的「我的行動承諾」計劃，除了幫助學生發揮自律素質、訂立目標，更藉不同活動提升學生的自信心、對別人的欣賞與關懷以及培養學生具關愛精神及感恩的心。兩級的培育計劃更鼓勵家長參與，同學在家長的支持下，都能訂立並達成短期目標。

五、六年級 — 正向思維，引發凝聚力

為了培養小五及小六學生成為正向、懂得感恩、自信及有團隊精神的學生，德育組推行了「St. Paul's Runners」及「S.E.A.L. 海豹計劃」兩項培育活動，讓學生透過不同的挑戰，包括個人及班制任務，學習正向教育，體會「GRIT」及「挑戰」帶來的成功感，藉此幫助學生在成長路上勇敢面對各種挑戰，發揮學生素質。疫情期間，同學在各位老師的帶領下，積極踴躍地完成各項任務，成功獲得獎勵，同學和老師都很感恩。

AESTHETICS & CREATIVITY

藝術展潛能 網課顯素質

由於疫情的關係，學生們開始於家中上網課。師生之間連著的這條「線」，讓大家都獲得了不一樣的課堂體驗。對於老師而言，進行網上教學是一個新挑戰，但老師們不但能積極發揮教師的創新、學習和思考等素質，亦與學生們教學相長。於學生來說，雖然要面對材料或者顏料運用方面等不少困難，但他們的專注、用心和投入令老師們很感動，在師生的共同努力下，所有的難題迎刃而解，學生們樂於學習、勇於思考、敢於創新的精神在網課上得到了充分的展示。各類作品表達出孩子們對身邊事物的關愛和感恩之心，彰顯成效。



音樂教學「新常態」

互動是學習音樂的必需元素，所以無論在網上實時教學或是拍攝教學影片，音樂老師們都發揮思考素質，絞盡腦汁加入互動元素。老師使用網上互動程式（H5P）的技巧日趨成熟，當中的互動式影片不單可以令同學接收知識，也能同步讓老師透過影片中加插的互動題目了解學生的學習進度。老師們也在各級的Moodle教學平台上設計了不同類型的問答遊戲，讓同學鞏固已學知識的同時也不乏趣味。當然，網上教學也有它的限制，但我們發現網上教學的效能亦不遜色，有同學更反映因能翻看教學影片，所以能更有效地掌握課堂中的音樂知識。

學習音樂的真諦 網上訓練的意外收穫



「如果沒有了比賽機會，你們還擁抱對音樂的熱誠嗎？還願意為校隊付出心力嗎？」然而，凡事都是一把雙刃劍。現在正是一良機，讓我們重新尋獲學習音樂真正的意義——便是在不必與他人比較下享受音樂帶給我們最單純的喜悅。雖未能親身與所有團員練歌，今年卻是我教導合唱多年最難忘的經歷。由於網上訓練平台的限制，排練多採用小組形式。這模式十分費時費勁，卻給我們有意外的得着。老師們在個別指導期間，更了解每位團員聲音的特質和音樂能力——這是日常在實體排練時無法做到的。

我非常欣賞同學們勇於接受網上訓練這不一樣的挑戰，發揮創意，更在艱難的情況下恆久地自律自學。儘管隔着電腦屏幕，希望我們可繼續本着同一顆愛音樂的心，一同進步，追求至善至美。

伍倩彤老師

延續熱愛音樂的傳統 進行不一樣的獻唱表演



2020年度上學期受到疫情持續的影響，所有學校以半天形式進行授課，以往於下午進行面授的團隊訓練全都要取消。但雖如此，為了繼續提升及發揮音樂團隊學生的潛能，音樂老師及外聘導師定期以網上實時課堂進行團隊訓練，學生們都建立了一個有規律的課堂常規，例如：學生要在課堂前先預備樂譜及樂器；在正式課堂進行時，同學們更要留心聆聽老師們的教學，進行即時的演唱或演奏；當中遇到網絡問題，也學會了即時提問及尋求解決方法。這幾個月的常規訓練不但增長了學生的音樂知識及興趣，更提高了自律及學習的素質呢！

呂智殷副校長

MATHEMATICS, SCIENCE & HUMANITIES

閱出數學樂趣 共享喜閱時代



▲ 四丙關孜珩同學閱讀數學圖書後，創作了一道「一筆畫」題目考考大家呢！

有學術情操、熱愛探索及樂於分享知識的孩子。學生從分享自己閱讀心得的過程中，不但強化他們的閱讀信心，同時展現溝通素質；而觀看的學生會更願意閱讀課外圖書，提升他們的閱讀興趣，促進校內閱讀分享的文化。

閱讀是我們獲取知識的來源，對我們有許多益處，它不但能使我們增廣見聞，在閱讀不同類別的圖書更可使我們把不同科目的知識融會貫通，發揮學習及思考素質。

「數學閱讀計劃」以持續推動學生於課餘時間多閱讀，豐富數學知識及增潤所學為目標。本學年以小三及小四學生為焦點，配合圖書館進行配「數學書」安排，並由閱讀小組老師推介數學好書，推廣數學閱讀風氣。學生會以不同方式（影片／文字／錄音）分享讀後感，培養學生成為具自信、

三戊蔡成義同學與大家分享《數學力大爆發》的有趣內容，繪圖很仔細啊！▼



希望各位同學對生活中的數學多加留意，並在閱讀的圖書中愛上數學遊戲，從而越來越喜愛尋找數學的足跡，並體驗到學習數學的樂趣。

IT教學反璞歸真 讓學生重回「真實」世界



▲「個人一周線下活動時數統計表」除了希望鼓勵同學們能參與「現實世界」的各種活動外，也希望小朋友們能注意養成良好的使用習慣。



◀時數表的第二頁，是一個請家長和小朋友一起訂立的約章，希望同學們能有節制地使用互聯網。

疫情發展至今，網上教學已成為新常態。學校早在疫情發生之前已非常廣泛地使用各種網上平台進行不同形式的教學，例如 Flipped Classroom 和 Moodle，聖保羅的師生乃至家長對網上教學並不陌生！

聖保羅的電子學習發展最重視的不是當下最尖端的科技，而是學生的身、心、靈健康發展，所以在本年度我們特別構思了「線下活動時數」的統計，表面上是反其道而行，鼓勵學生於課餘時間盡量減少使用電子產品，實際上我們希望確保小朋友有平衡的生活。

我們向全校六級 30 班派發了「個人一周線下活動時數統計表」，除了希望了解同學們的眼睛離開電腦螢幕的「線下時間」，更希望這項統計能夠展示小朋友們線上、線下時間的分配情形。我們鼓勵學生不上網課時能遠離螢幕，做做家務、陪伴家人、一起玩些線下的遊戲、多做有益身心的運動！

停止了面授的課堂，雖然上課的形式變得非常不一樣，但我們用「遙距」的方式關注學生，希望他們同樣能在家中活出聖保羅的素質！

常識學習新常態 科學探究無邊界

雖然因應疫情的新學習模式為同學們的學習帶來前所未見的挑戰，老師們仍秉持常識科一貫著重同學從實踐探究和討論分享中學習的目標，通力合作為同學們度身訂造一系列的教學片段，讓同學享受常識科學學習之餘，亦能透過網上課堂體驗不同的學習經歷。

鑑於疫情反覆，當同學以網上課堂學習時，常識科的老師發揮巧思創新的精神，透過視像教學令同學足不出戶以知天下事。而科學實驗方面，我們亦製作了不同的互動片段指導同學完成實驗，更為同學準備實驗材料，並在實時課堂中跟進學習所得。

各級的兒童科學日營亦以「趣味科學雙週」(初小)及「科學探究月」(高小)的形式，配合常識科科學課題，混合電子學習與面授實驗課堂兩種學習模式而進行。在教學內容的設計及學習活動的策畫方面，均著重讓每一位同學都擁有動手探究的學習經歷，以求能靈活地配合疫情下的學習新常態。小一及小三率先在上學期分別以《智能感官大發現》及《天氣與我》為題，帶領同學透過探究，學習科學知識。

了解導致不同天氣的科學原理，先和小三常識科老師一同製作瓶中雲吧！▶
在停課期間有賴全體師生的努力，有趣的學習活動才得以在不同媒介上延續呢！



▲小一同學透過實驗了解觸覺、視覺等五感的功能及作用。



循序漸進 共建新學習模式



▲ 老師正進行實時教學

由於疫情關係，學校於2020年1月開始，面授課堂受到很大的影響。還記得學校一開始全面以翻轉教室影片作教學，老師化身為拍攝及剪接「達人」，每天為學生提供教學影片，務求令學生在家可以順利學習。後來，網上教學的方式不斷優化，由一半時間以影片教學，一半時間為實時網上授課，到現在全面實時網上授課，老師可在電腦前和學生互動，教學成效不斷提升。

學校全面以實時網上授課，但我們考慮到學生在家學習時，或需要對新知識再作重溫，所以，老師亦會透過MOODLE平台，上載相關知識的短片，讓學生重溫部分教學內容。高小甚至以影片方式學習文言文，老師於網上授課時再進行點撥。這種混合式學習，讓學生得以鞏固所學，又能为老師釋放更多教學時間。

一眨眼間，二年級上學期已經過去了。嚴峻的疫情令大家都不能回校，要留在家裏參加網上課堂。

網課時，老師和同學出現在一個個方格內，我們透過屏幕溝通，看似很遠，但又好像很近。當我想發問時，我便按下「舉手」按鈕，而老師亦會不厭其煩地逐個讓我們回答或發問，真是一個非常有趣的體驗啊！聖誕節假期，老師亦於MOODLE上載了有關語文知識的短片，令我得以重溫所學。

雖然網上學習十分有趣，但我仍熱切期待可以快點回校和校長、老師和同學們見面。

二甲 陳善桐

自疫情以來，學校為我們精心安排了網上學習，我很快便適應了網上實時課堂的學習模式。而這次停課期間，我們實現了「停課不停學」。網課的內容不再只限於課文學習，還包含了不少寫作，我們甚至在網上完成「中文狀況」的檢測呢！

我很感恩，即使在疫情中的新常態下，我們也能在聖保羅的大家庭裡安心愉快地學習。

二甲 何沐珈

普通話科 網上學習樂趣多

因為新冠疫情反復，學生的學習方式可以隨時由面授課堂轉為網上課堂，或由網上課堂又轉為面授課堂，每週的普通話課節也因此有所變動。為了彌補部分缺失的課節，我們今年加強了培養學生的網上自學能力。

首先，今年學校所選用的教科書不但配備電子課本，而且每一課都印有一個二維碼，學生只要拿着手機一掃，就能隨時隨地聽到課文朗讀，這較以往每每要打開電腦才能聽到課文朗讀更為方便實用。學生在課前做好預習，我們上課的時候就能請學生為課文動畫分角色配音。看着動畫，聽着自己或同學的配音，學生倍感興奮，學習普通話的興致就更高了。

其次，今年的課業除了往常的拼音抄寫及普通話工作紙外，更加配了一本普通話作業。這本作業以聆聽為主，每課皆有一個對話聆聽練習及兩、三個語音練習。學生一掃二維碼，就能反覆聆聽話語內容，仿如有老師在身旁示範朗讀一樣。

除此之外，學生還可以透過瀏覽網頁進行延伸學習，內容包括「粵普對譯字詞庫」、「語音遊樂場」、「每月一聽」等。當然最受歡迎的是「語音遊樂場」，各種有趣、刺激的遊戲不僅提高了學生學習普通話的興趣，還能加深和鞏固他們所學的聲母、韻母知識，真是一舉兩得。



樂於閱讀

前言

聖保羅的同學一直喜愛閱讀，縱然本學年受着來勢洶洶的疫情影響，但卻無阻同學享受閱讀的樂趣。學校在本年度仍然推行不同的閱讀活動，繼續營造濃厚的閱讀氣氛。為了建立同學樂於閱讀的好習慣，本學年我們推行的活動有以下各項：

配書活動

在這一段斷斷續續的停課日子裏，儘管同學不能親身走進圖書館借閱圖書，但圖書館老師透過交收功課的安排，為同學送上合適的圖書。圖書館亦善用各種網上資源，積極支援各個學科，鼓勵同學多閱讀、多分享，真正實踐「停課不停學」。

中文科：介紹香港作家

為配合中文科的圖書教學活動，圖書館於十二月初停課期間，特別為每一個小三學生配送了一本香港作家所著作的中文圖書。同學閱讀後，更可於Moodle的分享平台，以文字、錄音或拍攝影片的方式，向其他同學介紹書本的內容及分享讀後感。



英文科：配合校本課程，推介電子書資源

本校一直致力推行閱讀教學，為彌補同學因要避疫而不能親身到圖書館去借書的遺憾，圖書館特地配合小一及小二英文科的英文讀本教材以及小二和小三的經典文學圖書，搜羅了大量有關的電子書資源，並向同學推介，從而豐富同學的英文詞彙量。



數學科：「數學閱讀計劃」

數學科本學年於小三和小四年級開展了「數學閱讀計劃」，藉以鼓勵同學多閱讀數學圖書。圖書館老師透過交收功課的安排，為每一位小三和小四同學配送了一本數學圖書。同學更可以透過圖書館網站和圖書借閱系統，搜尋到豐富的實體書或電子圖書資料。及後，同學亦可以透過「閱讀紀錄-數學閱讀知識寶庫」小冊子或校本Moodle平台，以文字、繪畫、錄音、拍攝影片等多元化的形式，向其他同學分享一本喜歡的數學圖書之內容及讀後感。



網上預約圖書

在圖書館因疫情要暫停開放期間，我們收到家長和同學寶貴的意見，希望能借閱學校的圖書；故此，我們開始了提供「網上預約圖書」服務，希望藉此幫助同學解決不能借閱書籍的困難，同時亦希望同學以半日制形式上課期間，能利用餘下的時間，進行閱讀或自學，從而裝備自己，亦減低因疫情對個人學習造成的影響。



一如預期，同學的反應非常熱烈。本學期，每天都有很多同學於大息、午息到圖書館門外排隊，領取自己預約的圖書。

同學若遇上預約圖書的疑難，亦會主動電郵或到圖書館找圖書館主任查詢，完全體現聖保羅「學習」的素質。

「星級老師閱讀推介」

為鼓勵同學閱讀，各科老師均定時向同學作出好書推介。一般推介的圖書和所教授的課題有密切關係。這樣既能提高同學閱讀的興趣，又可以讓同學了解圖書館有哪些系列的書籍適合自己閱讀。

過往每逢有「星級老師」進行圖書推介時，圖書館總是人頭湧湧，同學們都期待著老師的分享，專心聆聽，並紛紛借閱相關的圖書，其閱讀風氣甚濃厚。

今年雖然面對疫情，但絕對無阻同學們閱讀的興趣。「星級老師」透過預先錄製的影片向同學作出好書推介，這樣反而讓更多同學有機會聆聽老師的分享。同學們其後又可以於網上預約心儀的書籍，同樣能激發同學閱讀的興趣。



結語

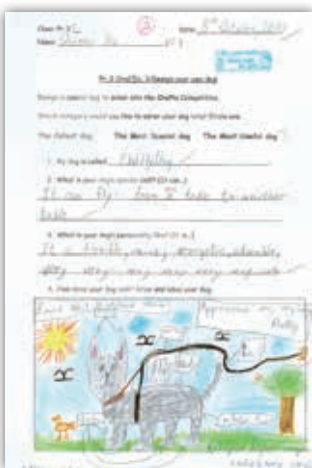
透過以上不同形式的圖書推廣活動，我們深盼同學能熱愛閱讀，享受閱讀，並從閱讀中學習，發揮自主學習的精神。

Online Teaching Newsletter

This year has certainly been a lot different compared to previous years. All of our classes were transferred online and despite the potential challenges, the students at SPCCPS have been excellent at adapting to these changes.

In P1, students were tasked with writing a short description of their favourite cake and explaining why it was their favourite. Their presentations were accompanied by lovely, colourful illustrations of their favourite cake.

P2 students held a Craft's style competition where each student entered a dog they had designed into one of three categories. With presentations taking place over the span of a few weeks, the P2 teachers found that students maintained a high level of enthusiasm and engagement with the competition, even over zoom.



▲ Work of 2C Quentin Yiu

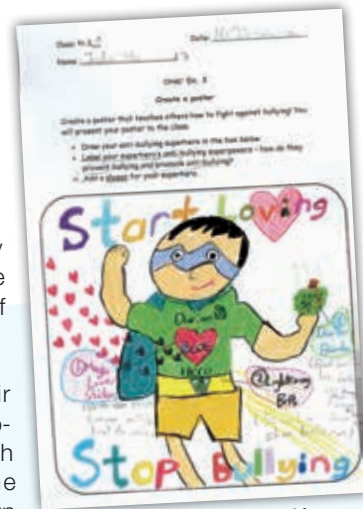
A fun task in P3 required students to use their persuasive language skills, pretending they were shopkeepers trying to sell a pet to the teachers. In each class, the teachers were entertained with the imaginative and compelling reasons students came up with to 'sell' their pets. This assignment did not require students to use visual aids. Instead, their vocabulary was needed to express their presentations via the online format of zoom which was very successfully done across all classes.

P4 students were very creative when creating a dream holiday travel brochure. The students had lots of exciting things to share about their own previous holidays and it was interesting to hear about their exotic dream locations; they really used their imaginations despite the limited travel this year.

In P5, students participated in games which involved memorising sentences and counting how many filler words their fellow students would use when repeating the memorised sentence which provided a fun challenge. The students found it interesting to observe their classmates and the task allowed for self-reflection to aid their own presentation

skills.

P6 have been stretching their English with a series of lessons on how to debate. This has included how to use persuasive language convincingly as well as studying the structure and format of a debate. While these classes have not been in person, the use of technology like Screen-Cast-O-Matic has enabled us to make videos clearly explaining the English we would like to see them use during debates.



▲ Work of 3A Jadon Ho

SPORTS

如何做到「停課不停做運動」

本年度因疫情的關係，校內的體育課、課外活動和團隊訓練均受不同程度的影響。但培養恆常做運動的習慣則可增強免疫力，並保持身心健康，以下向大家展示我們的同學在這個新常態下如何做到「停課不停做運動」。

本年度同學無論在體育課和大小息時的活動都變得有所限制，例如大家需佩戴口罩上課及保持社交距離等，因此同學在學校的活動量相對減少了。為了讓同學每天保持有足夠的運動量，體育科老師一起製作了體能二維碼海報，海報內容包含了鍛鍊上下肢、核心肌肉及多人體能活動的動作建議，提醒同學於課餘時間在家中多做運動。此外，體育科還透過「與親友一起做運動」之網上照片分享活動，

鼓勵同學把做運動帶來的健康及喜悅傳遞給身邊的家人及朋友。

運動團隊方面，上學期所有訓練和比賽都被迫取消，團隊教練、老師、家長和同學難免有少許失望，但聖保羅運動團隊的同學不會因此而減退他們對所喜愛的運動項目的熱情；各團隊的教練亦用心準備每星期一次的網上學習內容，期望能讓同學在停課期間也能有訓練。希望疫情快過，大家可以再次回到運動場上，在各運動項目中發光發熱，向著標杆直跑！

李佩婷老師

Dancing Practice During the Pandemic



Dance practices at our school is what I have been longing for over the past year. Because of the pandemic, we could not go to school. We could only have online lessons on Zoom. We were only able to continue with dance practices at home with our teacher's videos. I miss the fun and joy when we danced together.

There was one good thing about the dance practices at home though. With the videos, I could be a "little teacher" teaching my younger sister to do some of the postures and moves. I know that we won't have any dance practices in P.4. I still hope that my sister can join the dance team later, so that we can dance together.



3A Lo Genevieve

學校交流

2020年10月29日，約二十位來自全港不同小學的校長在關譽綱教授的帶領下到我校進行交流，當日的主題是「分佈式領導的校本實踐」，校長和三位副校長分享了我校的實踐經驗，之後，嘉賓們和我校行政管理組的成員就學校行政管理、學生培育、學與教以及學生活動四個範疇進行了小組討論，大家也共同分享了新常態下學校應變的策略和心得。



STAFF DEVELOPMENT

疫情下的教師發展

本年度是我校三年發展周期的最後一年，在2020年8月21日的教師專業發展工作坊中，朱副校長向全體老師講述撰寫周年計劃要注意的事項，並講解改善校本課程的方法。接著，全體教師分成各個科組進行討論，大家都積極探討如何活用各種網上學習資源，為疫情下的課堂作不同的調適，訂定更適切的教學目標，探究多元化的教學策略和模式，重新設計課業，更新評核方法，制訂應對疫情的教學應變方案，務求令學生在家也能夠有效學習。在全校培育方面，張副校長向全體教師詳述本年度學生關注事項及年度主題，並分享自身經歷，鼓勵大家凡事也可感恩。張副校長寄望教師為學生提供正能量及建立常感恩的習慣。最後，每級德育統籌帶領班主任進行討論，讓大家了解每級德育的情況及恆常活動，藉此達到同一目標、同一行動、同一準則的大方向。

學校重視教師素質的培育，在2020年10月20日進行的教師專業發展活動中，校長帶領全校老師用教師素質的框架檢視開學後的各項工作，老師們獲益良多，辛勤付出得到認同的同時，也看到需要繼續改善和優化的範疇，尤其疫情當下，老師們更需要樂於學習、勇於思考和敢於創新，用積極、樂觀的心迎接每一項新的挑戰。相信全校老師會上下一心，發揮聖保羅的教師素質，用心、投入地為學生提供優質的教育。

▼ 提醒同事們相關文件的內容



▲ 梁校長主持會議



▲ 教師們認真聆聽

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