

# THE RED BRICKS

No.33 September 2022





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## Appointment of Council Members

Ms Jennifer HY Cheung and Mr Brian David MB Li have been appointed to the Council for a three-year term effective 1 January 2022.



## Message from the Principal



The announcement by the government in late February on bringing forward the holidays from July / August to March / April certainly took all schools in Hong Kong by surprise. It brought disruptions to our timetable as well as cancellation of many activities including the Mock Exams.

Nonetheless, SPCC

students have always been able to rise above challenges regardless of the circumstances. I am very proud of this cohort of graduates who has proven themselves to be self-disciplined and self-accountable, and continued to excel in such difficult situations. Hence, the public examination results of both DSE and IB students were simply outstanding once again.

In the past few months, our students have also engaged in various competitions and programmes, and despite the hard times, managed to achieve remarkable results locally and internationally. The year, 2022, also marks the 10th anniversary of SPCC as an IB World School. It is especially

worth celebrating because according to the global statistics, our College continues to rank among the IB top schools in the world.

In values education, we have chosen “Commitment and Law-abidingness” and “Kindness and Empathy” as the two themes for the new academic year. We are also offering the subject Visual Arts to our F2 and F3 students starting from this academic year. We hope to cultivate our students’ sense of aesthetics, creativity and cultural understanding, given that visual elements are playing an increasingly important role in this digital age.

Last but not least, I hope we could all embrace the power of positive thinking in such uncertain times. Positive thinking helps to enhance our attitude of being optimistic about the future and moving forward boldly. I am sure that SPCC will continue to scale new heights with Faith, Hope and Love.

May God continue to bless our College with another fruitful academic year.

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

## 校長的話



新學年開始了，感恩我們同學和老師們都回到學校，一同學習，一同享受校園生活，學生的歡笑聲再次讓校園熱鬧

起來。在持續的新冠疫情影响下，我們在三、四月因停課放了一個特別的長假期，而八月只有短短的三週暑期，恆常的上學規律被打亂了，校曆也需要重新調整，然而師生和家長們都發揮「樂觀」的素質，積極面對不斷的轉變，珍惜每個學習的機會，善用時間作息。

在天父的恩典保守下，過去半年我們都有豐盛的學習收穫，老師和學生都努力嘗試，以不同的模式進行學習。老師們也不斷自我增值，不單參加校內校外的工作坊和講座，在科本也進行不同的課研和探究，在教學上尋求創新，提升教學效能。雖然學校只能半天上面授課，但因應學生接種疫苗，學校可以在下半年進行不同的團隊訓練，讓學生在體藝方面接受更適切的培訓，可以參與更多不同的比賽和表演。運動團隊的隊員堅守體育精神，在球類和

田徑比賽中各展所長，獲得優異的成績；小六的英語話劇以及久違了的暑期音樂會，能夠重新有實體現場的演出，令同學們能感受舞台上表演的喜悅，與觀眾分享他們學習的成果。此外，同學們在資訊科技、創意發明、視覺藝術、數理、語文以及服務等不同的領域，都表現出聖保羅的「思考」、「創新」、「服務」和「關愛」素質。感謝天父，讓我們看見學生在學習中找到樂趣，在困難中學會忍耐和變通。

今年學校繼續沿用『愛學習，樂分享，盡心盡意榮主恩』這個主題，持續推展校本價值觀教育課程，深化聖保羅的素質教育和提升資訊素養，期望培育學生能懂學、愛學和活學，也會凡事盡心、盡意和盡力，以行動實踐「信望愛」的精神。

祝願在新的學年，天父賜予我們智慧，讓師長和家長一起為學生建構健康快樂的學習生活。

張慧純  
聖保羅男女中學附屬小學校長



## Joint-School Retreat

On 2 June 2022, the council members, principals and teachers of our primary school and secondary school attended a retreat at the Hong Kong Sheng Kung Hui St Paul's Church. The Revd Canon Dr Thomas Pang officiated the service with bible readings and prayers for the education sector, and we offered our heartfelt thanks to God for His blessing over our College through the years. It was a time for us to find peace and renew our strengths so that we could be ready to take on challenges in our role as teachers, and be a part of our students' learning and development in the coming year.



We were very honoured to have The Right Revd Dr Timothy Kwok, Bishop of the Diocese of Eastern Kowloon to share his insight on "Wisdom - seeking of truth" with us. He reminded us that true wisdom lies in the ability of discerning the truth. In this world full of biases, prejudices, predetermined assumptions and suppositions, we teachers as educators, have the responsibility to help students cultivate a positive attitude in seeking the truth.



The Right Revd Timothy Kwok also reminded us that Anglicanism was known in the Latin term for "the middle way". He said that the middle way would allow us to minimise the dark sides and synthesise great Christian truths into a central core, rather than focusing on extremes. It could lead us to acknowledge and respect differences, engage in dialogue and create the third space for an open and flexible environment for our students. He added that seeking the truth was a lifelong journey, and that the priority in Anglican Education was wisdom. He encouraged our teachers to provide students with proper directions, teach them to seek the truth with open-mindedness, moderation and humility and to love and respect people who are different from them. In this way, students would be able to discern the truth and possess the gift of wisdom to walk with God in their lives.



## A Midsummer Night's Dream: The Return of the Summer Concerts

It has been 1,115 days since the last Summer Concert in 2019. Our "dream" in the past 3 years or so was nothing too fanciful or high-reaching; just to make music together in-person. On 23 July and then on 2 August, our dream came true and emotions ran high for all. Among all the Summer Concerts I have been through both as a Music Director and as a student in decades, I have never quite felt the same intensity of anticipation, among not only the student performers but everyone involved, from parents in the audiences to the stage management crew.

One could not fully appreciate the significance of the performances presented on both of these nights without re-counting the many rehearsals held online and the many virtual projects over the past three years. Our perseverance and determination, passion and devotion were on display, and they came in abundance.

But it was not all about what we went through. Both concerts, ending with the same grand finale, brought home a message that was even more important than the COVID-19 pandemic we are still fighting — the bigger and more urgent



fight against climate change. With the live premiere of the song, *This Earth of Ours* (這地球), our students and alumni reminded us all that without taking action, the planet we called home is not going to be sustainable, and that it all starts with every small deed.

Music has the power to heal, to bring us closer in difficult times, and to inspire us to do greater things. We are truly grateful for the return of the Summer Concerts.

Mr Warren Lee  
Music Director



## My Growth Journey in the Dormitory

Looking back at my second years of boarding in the dormitory, I would say the friendship I gained there was what I treasured most.



During the two years, I had four roommates who were all senior form students, and they made my boarding life a unique experience. Each of them had their own strengths and they gave me a lot of

inspiration about my future curriculum choices and helped me improve my interpersonal skills.

My first roommate, a F6 IB student, helped me develop a healthier lifestyle. She gave me a lot of useful advice on my F3 curriculum choices. Also, she had a balanced lifestyle; she cared about healthy diet and was good at sports. Under her influence, I ate and drank more healthily, and I also exercised more. After meals, we often went for a stroll together, had casual chats and lots of laughter. In short, we had a lot of unforgettable moments together.

Furthermore, my first roommate also inspired me to study IB instead of DSE. Watching her writing IB essays, doing IAs and experiments enabled me to know more about the life of an IB student. Her life was not only busy, but also enjoyable and fun. She showed me how rewarding it could be to conduct research on topics which one was truly interested in. Through her guidance, I understood more about the IB curriculum and was convinced that the

In October 2021, I decided to be a boarder because I believed living in the dormitory would help me improve in my academic studies and my mental well-being. Little did I expect then that boarding would also help me improve my time management skills and social skills.

Compared to living at home, I had a much more regular schedule living in the dormitory. At home, I used to do things at a spur-of-the-moment manner, which was often very inefficient. In the dormitory, we had a planned schedule for doing schoolwork, resting, and even for going to bed and waking up. I was able to manage my time much better than I did at home. Also, since I lived in Tsuen Wan, which was actually quite far away from school, I



usually needed more than one and a half hour of traveling time each day. With the more efficient management of time living in the dormitory, I could have sufficient time to sleep, which was beneficial to my mental well-being as well.

Having enough sleep and more time to complete schoolwork enabled me to become more attentive during lessons. I could better focus and understand the content of the lessons. In the dormitory, I had friends who were in the same form as me, so we often discussed assignments or upcoming tests together. I was relatively weak in humanities subjects, and my peers often helped me

“Approaches to learning” in IB was suitable for me. That is how I made up my mind on my curriculum choice.

Living with my other roommates enabled me to learn how to interact with people of different personalities. I had both introverts and extroverts as my roommates. Some of them were easy-going while others, opinionated.

They had very different views on issues, and through them I acquired the patience to listen to different views and not to force my views on others. I came to understand the importance of accepting people with different views and personalities – essential interpersonal skills for my future.



Living in the dormitory is not just about saving transportation time or making going to school more convenient. It is also about making lifelong friends who have a real impact on one's future. Under the guidance of our wardens, we lived, we ate and played together. Those memorable experiences were what made our friendship invaluable and long-lasting.



3F Qu Haomiao

understand the main points. We also shared our knowledge on science subjects in order to help each other consolidate what we had learned. Living in the dormitory really helped me improve my academic studies.

In the dormitory, I also made new friends who shared similar hobbies and interests. During our free time, we often went to the Indoor Games Hall to play badminton and we had a lot of fun there.

This was very different from living at home, where I was often too lazy to exercise. Besides, my friends and I were keenly interested in Mathematics, so we formed a team to join the International Mathematical Modelling Challenge 2022. What we shared in common made me connect better with my peers. Since the COVID outbreak, I seldom had the opportunity to socialise with friends at school, yet living in the dormitory provided me many such opportunities to improve my social skills and develop my hobbies and interests.



Lastly, I would like to say I am very grateful that the school gave me the opportunity to be a boarder in the past year. If you are struggling with time management or eager to make more friends, I highly recommend you to try living in the dormitory.

3C Chan Kwan Yu



## IB 10TH ANNIVERSARY

## Celebrating 10 Years of Excellence in the IB



10 years

This academic year marks a major milestone as SPCC celebrated its 10th anniversary of becoming authorised as an IB World School. Since the College began offering the IB Diploma as an alternate pathway to tertiary education in 2012, we have continued to build upon our strengths year on year and have consistently produced high-calibre graduates who have embraced the IB philosophy.

Over the past decade, the College has taken great pride in the achievements of our IB students who have shown commitment and dedication to the programme. It is all too easy to focus only on the top-of-the-world scores that are attained each year when results are released in May, but what is more worthy of our recognition is the resilience and perseverance that our students have demonstrated in the

face of all the challenges they encounter with their coursework, preparation for examinations as well as fulfilling core requirements of the Extended Essay, Theory of Knowledge and Creativity, Activity and Service. I have often marvelled at the ability of our students to manage so many elements at once and the sheer determination and grit that they exhibit as they work toward earning an IB Diploma.

As part of this celebration, we would like to take this opportunity to highlight some personal reflections of some of our IB graduates from 2013-2022 and how being IB students has shaped them as individuals beyond their time at SPCC. I am confident that we will continue our tradition of excellence in the IB in the coming decade!

Belinda Ng  
IB Coordinator



As the first cohort to study the IB programme in SPCC, we, the Class of 2013 embarked on our journey with a sense of excitement and a feeling of nervousness. Little did we know that the nervousness would melt in no time. Not only were we encouraged to strive for academic excellence, but we were also given the freedom and invaluable support from the College – to undertake personal, reflective explorations in each area of study. My

fondlest memories were those from day in, day out – bouncing ideas off one another for our coursework, debating epistemology with our teachers in TOK, and exchanging thoughts on investigations and modelling for our individual portfolios. With our tight-knit cohort, these discussions served to deepen our insight of the issues presented to us. A decade later, as I pursue a career in law, I am grateful for my IB education in SPCC for opening the doors for me to achieve my aspirations, and for planting in me the seeds to remain intellectually curious throughout the journey.

Esther Mak (Class of 2013)

It seems strange to be talking about my “formative years” when I am in my mid-twenties and still feeling far from being “fully formed”. However, the three years which I spent preparing and studying for the International Baccalaureate Diploma Programme (IBDP) were absolutely instrumental to what I have moved on to do since leaving SPCC. For those of you currently braving the gruelling intensity of the IBDP – one day you will realise that it is not about what is being assessed – it is about the diversity of assessment which will prepare you for the multi-faceted world that you are living in and the unexpected challenges that the modern workplace may bring. Neither the subject matters of your essays nor their word counts are the main focus; rather, it



is the way the training encourages you to read widely around each topic and dig deeper into each issue that are the key takeaways.

For those of you considering whether or not to embark on this academic journey – I would strongly encourage you to do so if you enjoy putting pen to paper and are interested in a programme that brings you closer to the way students learn at the tertiary level, where opportunities for independent learning and research abound. Last but not least, here's to the continued success of the IBDP at SPCC for the upcoming decade and beyond!

Faith Yeung (Class of 2015)

Pain and perseverance... self-doubt and self-enlightenment... the IB programme at SPCC will push you far beyond your comfort zone, to the point where you will question what is possible, and what isn't. In my case, it was absolutely a pleasure to learn and grow during my 3 years at St. Paul's, and for that, I simply could not thank my classmates and teachers enough! Please don't forget that with IB you are never alone in your journey!



I strongly believe that it is through trials and tribulations in life like the IB experience that you will discover what your purpose or meaning in life is. After all, in the immortal words of my

favourite film character Rocky Balboa, “It ain't about how hard you hit, it's about how hard you can get hit and keep moving forward”. My own IB experience at St. Paul's has imbued me with a lifetime's worth of wisdom – I couldn't be more grateful to be able to practice what I have preached in my journey to becoming a caring and knowledgeable neurosurgeon!

I sincerely hope that you will enjoy and grow together with your classmates throughout your IB journey. Wishing you all the best!

Maxwell Choi (Class of 2019)



Every now and then, while studying overseas and working with colleagues from around the world, I have encountered peers who also went through the IB programme. Amazingly, the IB programme and its takeaways are a universal language that bridges our cultural divides and the differences in our childhood and upbringing, giving us a shared experience to reminisce about and reflect upon.

Between all the essays and the independent projects, the IB diploma required independent thinking and study. It demanded self-initiative, self-driven work ethic, and a lot of setting goals and figuring out problems by ourselves instead of waiting to be told the goals to reach and the steps to follow. These things have continued to guide me through many aspects of my post-secondary school life and career.



At first glance, the subjects that I studied under the IB programme did not seem to be related to my interest in pursuing a design degree in the US, yet the IB programme had taught me a lot of useful skills that made assimilating

into university life easier. The emphasis on comparative analytical writing and multiple perspectives in subjects, such as languages, history, geography and TOK was immensely useful in essay writing, despite the fact that I now write about art pieces and design systems. Writing the EE and the various IAs also gave me confidence in



There are many reasons why choosing the IB is a good idea, the most obvious of which is it being an alternative pathway to securing our grades for university applications. But beyond the hype of being the “best” IB school in the world, the IB Diploma offers us real benefits: the explicit goal of creating utility and fun in student-centric coursework, the collaborative pedagogy and diverse perspectives (read: the sci/hum requirement and TOK!) that inject colour into learning, all

bundled with the joys of self-initiated CAS projects to push us outside of our comfort zones. In short, IB is fun, useful and transformative. Choosing the IB diploma is probably the best decision I have made at SPCC and I am thankful that I have been able to build up a balanced set of skills that have prepared me well for my future studies at MIT!

Taking the IB was undoubtedly one of the best choices I made during my time at SPCC — I knew early on that I preferred essays and projects, which were at the crux of the IB Diploma Programme. Without the unique structure and opportunities offered by the IB, I would not have been able to research the niche topics that truly interested me, or developed my soft skills by curating presentations for various IAs.

It actually surprised me when I found myself missing the days at my dorm in SPCC during the quiet hours of the night. From Mr Chan assuring the entire class that we

Quite frankly, I rarely find myself thinking explicitly about the learner profile attributes these days. What could be true, however, is that many of the attributes have indeed sunk in, and I would probably continue to practice them without being aware doing so. In hindsight, some of the learner profile attributes can be contradictory to one another at times, which is why I find the attribute of being “balanced” so special among the ten on the list. The world is complex and difficult, and has become even more so in recent times. Perhaps these qualities that I have honed, among many other things, have remained fundamental principles that help me navigate the times.

Peter Wang (Class of 2014)



conducting my own research and reporting my findings in a clear and concise manner. In terms of my art-making, I was able to utilise the opportunity of completing the CAS requirements to further develop my portfolio, such that the application process was not entirely separate from my academics. Furthermore, time management definitely important back then, is now even more in a college because I have to manage multiple projects for my courses, a job and my social life. Living currently in the multicultural city of New York, I thank the IB curriculum, my teachers and my peers for shaping me into an internationally-minded and independent individual.

Hilary Cheung (Class of 2020)

Five of my most memorable moments in my IB journey:

1. A blank word document staring back at me the day before IA submission and walking into an IO without a script – the IB really stretches our limits to attempt the impossible.
2. Falling in love with history and finally appreciating literature – IB showed me how even Chinese lessons could be enjoyable!
3. Trying to convince the school administration that a foreign diplomat was not, in fact, furious at us due to a CAS project gone awry!
4. Seeing the joie de vivre gradually getting sucked out of my peers and the “IB Dying” meme coming true – It would have been worse if not for the mental support offered by our teachers!
5. Giving me the courage (and frankly the opportunity) to choose to attend MIT – I had never ever thought of this possibility but IB made it a reality – IB really is life-changing!

So Long Hei Anson (Class of 2022)



would do well in History, to Ms Hung’s countless efforts to make us engaged and communicate with each other, to Mr Koay’s dogs barking behind him during our Teams calls — these small, seemingly insignificant, memories remained (alongside the terrors of IA).

The IB programme has really developed my skills in being inquisitive, and I have learned not to give up, a mindset which continues to drive me in my studies at Cambridge.

Gabrielle Luk (Class of 2021)



## EXPERIENTIAL LEARNING

### Indoor Bouldering



When I first arrived at the venue of the Raccoon Indoor Bouldering activity, I couldn't help but doubt whether it was achievable for me to reach the top; I found the bouldering wall rather slabby and steep. Nonetheless, I was longing to challenge myself.



In one of the bouldering paths I attempted, the blocks took me lots of effort to grasp and stand on. When I reached a certain height, I found that the next block was too far for me to comfortably hold on to. Therefore, I had to have my feet free from any blocks and put all of my weight onto my hand. I almost lost my balance and fell, but fortunately, I was able to finish it at last. I then attempted other paths as well. In one of the paths, one of the crucial blocks was so thin that it was almost impossible for me to fully grasp it. How gratified I was when I finally reached the top after multiple failures!

After this activity, I found myself fascinated by bouldering. I liked the seemingly levitated feeling of being away from the ground, the feeling of finding my balance on a small block where a foot can barely be set on, the feeling of being in control of which way to choose. The most important thing I learned is that, no success comes before failure; to reach the top, we have to experience failure multiple times. This activity is surely pleasurable and meaningful for me!

2A Tsang Ching Kwan



Buckling up my bouldering shoes, I was ready to go up the walls, or I thought. After the briefing session, I eagerly ran up a warm-up route, thinking it would be no-sweat. However, as I was moving up gradually, pounds and pounds of pressure were suddenly added to my arms. After climbing some of the easiest routes, the soreness of my arm was already more terrible than expected. The old wounds of blisters from bouldering had emerged from my palms again as if they were just there to say, "just rest. You aren't ready for this."



But I refused. I didn't apply to join this course just to get stopped by a few old wounds. I knew that with passion and determination, anything could be done. After a water break, I immediately ran back up to the walls. There is a route that I couldn't figure out how to climb. The ways I could think of were all unfit for the route placement. It was not until I changed a different starting angle and direction by facing the open area instead of the wall. When I finally reached the finishing rock hold, the satisfaction was immeasurable.

After the 2-hour-long session, I was exhausted, with limbs that didn't feel like mine. Yet, it was worth it. To learn about thinking creatively about how to overcome obstacles and reach our limits with persistence, this programme was undoubtedly fruitful and rewarding.

3B Man Ho Fung

### Farming Experience at Lam Tsuen

"Every grain of rice comes from hard work" has always been a phrase that's familiar but not relatable to me. I've never bothered to care or imagine how hard the farmers work every day. It was until this activity when I finally realised the drudgery farmers have to endure to provide us with food.



In this farming experience, I've learned a lot about different types of rice, unique denizens of the farms, and more.



Despite these valuable lessons, the most memorable moment was certainly our actual farming experience: mowing rice fields using sickles and throwing rice straws into the mud as fertilisers.

As we trudged through the heavy mud, our backs were sore from bending down for too long and our skin burnt under the sizzling sun. We moved on from one lot of straw to another, yanking with force as we held each clump.

I felt exhausted and laid in bed for hours after this activity - just from a morning of farm work! Imagine having to repeat this for months and years! I finally understand how Herculean farm work is. I can't help but admire farmers' selflessness and perseverance - how they are willing to toil-and-moil just to give us everyday food. Perhaps we can't always help them with farm work, but we can definitely respect their efforts by not wasting any food. This is what I have learned from this eye-opening and unforgettable experience.

2G Chan Ho Yee



## Stand Up Paddling x Mangrove Animal Encounter



Amidst the pandemic and our academic studies, we, students, seldom get the chance to go outside and take a breath of fresh air. Therefore, I was very fortunate to have been selected to participate in a stand-up paddling programme in the summer.

Standing on the board, with a paddle in hand, I slowly but surely made my way out into the waters. The winds were quite strong that day, and a part of my mind was worried that if I couldn't paddle fast enough, I would get swept out to the vast ocean. Nevertheless, as I sailed across the sea,

with the calming breeze blowing on my face, I felt relaxed and carefree; as if all my uncertainties were blown away and all that mattered at the moment was that I was out enjoying my life, free from any burdens.

It was during this experience that I truly experienced the importance of taking breaks in life. I still vividly remember when all of us were floating in the water, chatting with our fellow schoolmates and instructors, having a blast. Whenever we lost our balance, we didn't feel ashamed or embarrassed, instead we just had a little laugh and continued paddling on. It was one of the most joyful experiences I had in months. It reminded me that, however busy our schedules may be, we must learn to unwind, to alleviate ourselves from all the stress of our lives, so that we can feel mentally recharged, restoring our motivation to work towards our greater goals in life.



This programme certainly helped improve my mental health, as well as being an overall fun and enjoyable experience. I believe all of us should take these little rests in life, so as to sit back, and truly enjoy life as it is.

3A Chan Siu Fung

## Stand Up Paddling x Mangrove Exploration

I struggled against the waves, trying to keep myself upright despite their several attempts to toss me overboard. Remembering the instructor's advice, I slowly wiggled my legs and started to steady myself on the paddleboard. Once I regained my balance, I tried coordinating my arms with my legs and pushed the paddle into the waters with all my force and... I fell. I fell into the waters with a big splash, coughing up a mouthful of brackish seawater.

Seeing the others paddling away, farther and farther away from me, I was tempted to give up, to follow the current back to the shore. But I didn't. Stand-up paddling wouldn't be fun without challenges. The determination to get back to the team pulled me back up on the paddle, and with newly-found strength, the extra boost drilled me to paddle faster and faster, until I rejoined the group to the open sea, overcoming the recurrent waves.



As the only F5 student in the group, the stand-up paddling programme marked my first and last time participating in the school's experiential learning, allowing me to interact with the lower forms. Their unfaltering boost of energy has certainly brought positivity to the group and it is no doubt that such an experience has been very memorable and exciting.

5D Leung Ya Lei Janelle

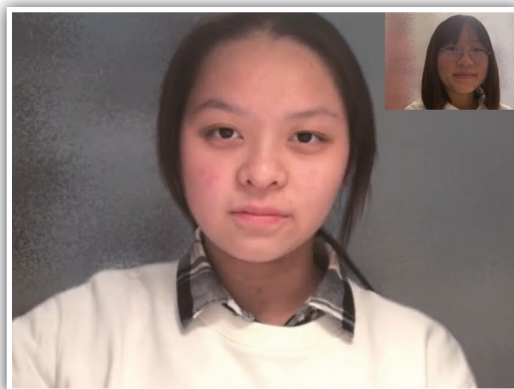


## STUDENT EXCHANGE

## 上海交流

起初我以為內地的學生學業繁忙，發展課外興趣的時間會較香港學生少。但經過數次跟我那來自上海的內地交流生聊天後，我發現對方平日不但喜歡彈鋼琴唱歌，假期時亦會閱讀不少文學作品，甚至觀看動漫影視。她那平衡學業壓力和娛樂休閒、合理分配時間的能力，令我十分佩服。

除了興趣和愛好，我們亦談及內地教育制度和香港教育制度的差異。除了語言上的分別，兩地的選科和教學模式也大相逕庭。在上海，學生升讀高中時必須在物理與歷史兩科之中二擇其一，文科和理科的組合亦有許多限制，而我校的選科方式的自由度則大很多。此外，內地學生大多注重掌握和背誦課本知識，倚靠多做卷子來鞏固考試技巧。相對來說，香港比較注重批判思維和獨立思考能力的培養，課堂中有更多討論和分析的環節。



四丙 黎天慧



線上交流對我來說是一個全新體驗，和傳統形式的交流活動完全不一樣。以往的交流只有幾天的相處，但現在我們則要在一個月內自行協調視頻通話的時間，還要處理各種技術上的問題，例如手機沒電、網絡不好等。慶幸我們也能順利地多次通話，每次一聊便是一個小時，而且談得十分愉快。我希望將來能夠參加這樣的活動，與全球各地的學生交流。

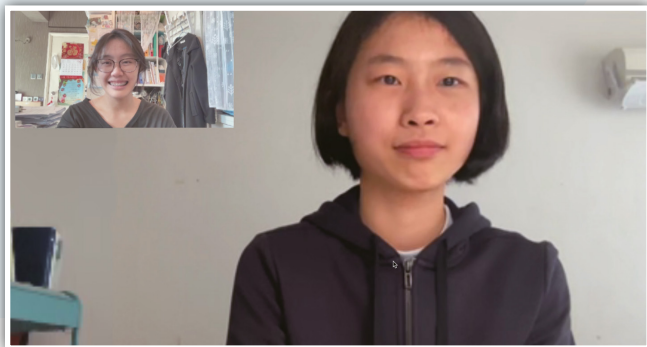
四戊 楊甯喬



我的交流夥伴是上海復旦附中的高一學生—董霽興。這所學校對我有特別的意義，因為她是我媽媽的母校。我第一次與霽興通話時，我媽媽也加入了我們的視頻一起聊天。媽媽滔滔不絕地談述她往時的高中生活，一下子拉近了我和霽興的距離。我們分享了許多校園生活的軼事。霽興原來是一位揚琴高手。這種樂器在香港並不普及，因此她的演奏讓我耳目一新。我們更意外地發現大家都是合唱團的成員，彼此分享了學習音樂的心路歷程。

四王 茅凱淇

## 天津交流

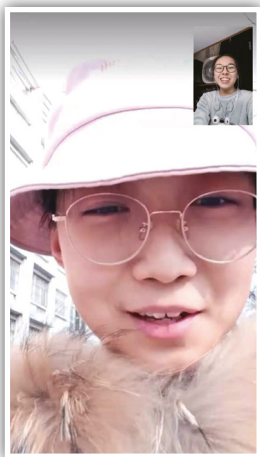


一見如故，是她給我的第一印象。在微信聊天的過程中，我們很快就發現彼此有著共同的愛好，就此打開了話匣子。話題從一致喜歡的偵探小說到哈利波特，延伸到學習的樂器、喜歡的音樂類型，以及不謀而合的生活和飲食習慣。她會跟我說路旁盛開的藍花楹、學校裡的海棠、天津的煎餅果子，我也會時不時找她閒聊。因為年紀相若，我們會討論升學、志向和未來，也能夠理解彼此心底裡的惶恐。即使疫情肆虐，幸慶還能透過視頻和微信跟身處在天津的同學進行交流。唯一可惜的是未能親身到訪她口述的大操場和品嚐天津的地道美食。

關係是雙向的，一屋簷下的人尚且要維繫關係，更何況是身處兩地的朋友。很感激能夠獲得到如此寶貴的體驗和友情。希望未來我們再次相遇時，大家都變得更好。

五丙 陳沅喬





我們曾在視頻通話裡感慨，如果能夠親身去到對方的城市，一定會留下更加難忘的回憶，但是由於疫情起伏不定，我們只能面對著手機屏幕對話。這種局限使我們感覺到言辭之間難以撇除的冰冷，於是我們會用各種各樣的表情包，為冷冰冰的文字添加一些熱情。即使交流結束了，留在微信裏的表情包，總能勾起我對這段短暫而又特別的緣分的種種回憶。

四戊 林沅瑩



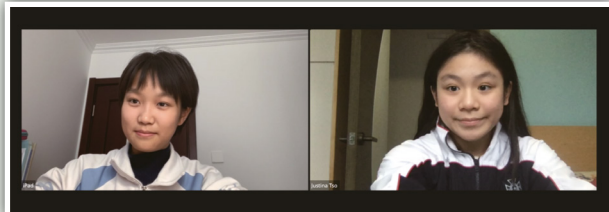
我跟王姝珺有很多相似的愛好，比如我們都愛彈鋼琴、亦喜歡同一位明星。我們的交流或聊天過程，大部分都是圍繞著學業。我了解到很多內地跟香港不同的地方，最令我驚訝的是內地中考要考體育，而且規定非常嚴格——我實在無法想像在三分幾秒內跑完八百米。除此之外，我們還聊了很多以前班裡的趣事，也分享了很多課餘的小故事，這為我們的交流增添了许多歡樂，有一次還笑到停不下來。我本來以為交流過程會頗為平淡，其實不然。我原本比較不擅長和陌生人打交道，但在跟姝珺交流的過程中，卻也漸漸放開自己。第一次視頻通話，我們竟然連續聊了兩個小時呢！

二戊 李燮柔

## 北京交流

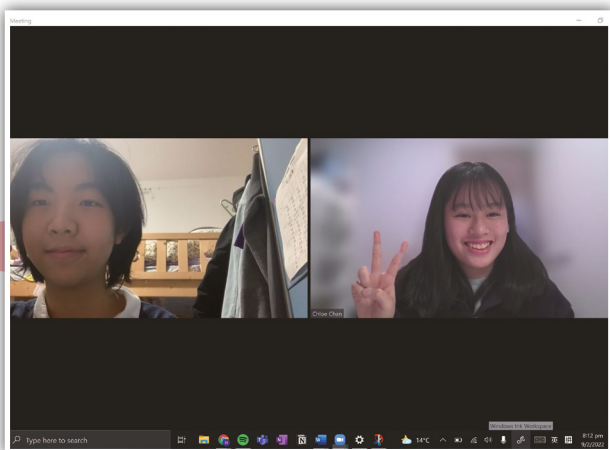
印象最深刻的，必定是素涵向我介紹北京地道小吃的時候了！她把食物都描述得淋漓盡致，例如北京餃子，說起已經讓我垂涎三尺，真想親身到北京品嚐這些美食呢！我也向她介紹了香港「必吃」的小吃，如廣式點心、蛋撻等等。除此之外，因為那時正值是北京冬奧，素涵也和我分享了我最喜歡的環節——花樣滑冰，湊巧我們也非常喜歡瓦利耶娃的表演。她在冰上翩翩起舞的樣子，實在太迷人了。

二丙 林曉筠



這次與北京清華附中的同年同學交流，使我增廣見聞，加強了我對內地的知識：例如內地的學生都相當自律，更是非常注重學業，不但一大清早到下午都是在讀書，下課後還再上補習班，高中的時候甚至要讀到晚上。當我問她有沒有參加什麼課餘活動時，她竟然笑笑說她整天都是在讀書，讓我十分震驚。於是我跟她分享我平時多姿多彩的課餘活動，例如游泳、跳舞、打高爾夫球等，亦使她十分驚訝。

二乙 曹嘉瑜



我的交流夥伴是中二學生——王鶴潼同學。她性格開朗，健談幽默，是一個特別陽光的女孩子。雖然我們只是網上交談，但初次見面就一見如故，甚至有相逢恨晚的感覺。所以每次網上見面，我們都無話不談，從日常趣事到人生目標、從學校生活到興趣愛好，一連幾個小時都不會有冷場。個人興趣方面，鶴潼和我都熱愛閱讀，但不同的是鶴潼喜歡看中文書，而我則喜歡看英文書。我給鶴潼介紹了一套我喜歡的英文科幻小說《波西傑克森》，而她則向我推薦老舍、朱自清的散文，希望互相取長補短，共同進步。雖然交流結束了，但我和鶴潼約定將來一起去倫敦讀大學。我也希望日後能夠有更多類似的交流活動，既可以增廣見聞，又可以結交朋友，一舉兩得！

二庚 陳皓頤



## LEADERSHIP &amp; COMMUNITY SERVICE

## Youth Arch Foundation Hong Kong Outstanding Students Award

What is “outstanding”?

“Giving is outstanding” is a phrase I live by, and it is also the slogan of the Hong Kong Outstanding Students Award (HKOSA). As a participant in HKOSA 2020-2021, I am more than honoured to be named one of the seven winners as well as the recipient of the Doreen Leung Memorial Service Award.

From sharing my personal anecdotes with renowned judges during the Finalist Interview, to being mentored by accomplished senior OSAers and maintaining my composure in front of multiple cameras (my interview was eventually broadcast across Hong Kong in different media!), this Award has certainly brought me a host of once-in-a-lifetime experiences. But what matters more to me was the vibrant community I befriended throughout the year. Whether it be going through obstacle courses in the Assessment Camp, tutoring under-resourced children over the summer or bonding over a shared love for community service, I met dozens of brilliant students from diverse backgrounds each with their own stories, passions and dreams. They have showed me what “outstanding” truly means.

To me, “outstanding” is being passionate towards what you do and giving it your all even if you are not the best at it; it is believing in your vision and persevering through the

hardships; it is giving back to the society with what you have.

This is just the beginning. Not only has HKOSA provided me with recognition and support, but it has also ignited my driving force to give back, to make a difference and to live out a purposeful life as I embark on my future journeys.

5I Lee Wing Hay Stefanie



‘What am I doing? Why am I here? Who am I?’ These were frequent questions that used to pop up in my mind. Growing up in a traditional, academically-driven, elite school, I felt confused. I questioned why we strived for academic excellence. Yet, my most dire query was whether I was living my life the “right” way, whether I would drown in regret when I looked back in the future.

Eventually, I got my answer, and for that, I would have to thank my parents. They were never the kind who forced me to place academic study above all other things. They allowed me to develop and devote time to my interests as long as my academic results were decent. Through sports, music, and volunteer work, I met countless like-minded individuals; more importantly, the training, competitions, and experiences... they broadened my horizons, nurtured my empathy and patience, bestowed upon me perseverance, the mentality to overcome hardship, and, above all, joy. I mustered the courage to leap out of my comfort zone, learn life-long skills for different spectrums of life, and explore my unique talents and potential. Joining the Hong Kong Outstanding Students Award enabled me to further develop and consolidate my belief, that we should not blindly conform to social norms; instead, we should give ourselves the space and freedom to pursue our dreams. Now, “What are you doing? Why are you here? Who are you?” The answers are up to you.

5A Lee Kwan Hon Andrew





# Leadership Training for Junior Students

The famous author and lecturer, Helen Keller once said, "Alone we can do so little; together we can do so much." Harnessing the power of teamwork is the key to being a good leader.

It was my great honour to participate in this year's In-house Leadership Training Programme for Junior Students. Although the programme lasted for only three days, none could stop our fellow students, teachers and instructors from creating a harmonious and rewarding learning environment for all and achieving our goals.

A host of memories were created among the 32 F2 students in the course of the programme, bringing everyone together through cooperation, communication and, most importantly, trust. It was reassuring to see every one of us grow and master the practical skills of a leader within just three days. After experiencing numerous obstacles and "missions" with the team, we all improved in different aspects. For instance, by the end of the programme, most social introverts were able to initiate meaningful conversations, and voice out their opinions!

the group were required to use ten balloons supported by their hands to form a "mattress" which would withstand the pressure of a member lying on it for ten seconds. Even though some of us were afraid that the balloons might accidentally pop, we all stepped out of our comfort zone and did not hesitate to try — what a huge achievement! All of us had faith in each other, supported each other and cheered for each other after every round. One balloon did burst in the end, but it did not matter because our strong bond prevented anyone from being injured, and we knew that we would always be there for each other. Leadership is not about an individual, it is about cooperating and familiarising yourself with an entire team where everyone, different potentials, roles, and duties notwithstanding strives for one and the same goal.



Yet, the most remarkable moment in the programme had to be the entire team participating in — "Balloon Bed" — an activity of trust-building and cooperation. In this game, members of

To conclude, together we were one. The thrilling activities gave us a glimpse of the different aspects of being a great leader and I believe that we will all strive with passion, knowledge and trust to be student leaders, taking SPCC to new heights.

2B Julie Chiu



The programme was an exciting and fruitful experience for us. Through games, we learnt a lot about leadership and team-building. The most memorable and thought-provoking activity to me was "Mission 20". We were divided into groups and had to complete difficult tasks under a time limit in order to score. In one task, we had to use short, half-round conduits to delicately transfer a ball without dropping it. Whenever a member dropped the ball, we had to start again. At first, thinking our efforts were all lost, we started blaming each other, breaking our team spirit. Luckily, our instructor reminded us that we should encourage and appreciate one another, instead of creating negative energy among ourselves. We followed the advice and tried again. This time we comforted and supported each other even when we made errors. Surprisingly, we worked cooperatively and became a very efficient team, and our performance improved significantly.

In conclusion, I learnt that finger pointing and blaming each other would make us fail, while praising each other with positive reinforcement would bring us progress. Most importantly, this programme constantly reminded me that I needed to apply what I had learnt in real life, instead of merely learning the skills theoretically. Finally, I would like to thank all the instructors and teachers for guiding us through this programme, giving us such a wonderful experience and transforming us into better leaders!

2A Donald Kong





## Leadership Training for Senior Students

The In-house Leadership Training Programme for Senior Students, a 3-day programme that aimed at equipping student leaders with leadership, communication and management skills, was inspiring. I enjoyed working with other student leaders, who were very supportive and cooperative throughout.

One of the most memorable activities was the “Egg Drop” challenge. Each group had to utilise the given materials to construct a set-up for keeping an egg intact as it fell from high up. During the 15 minutes of preparation, unexpected rules and changes were introduced, such as prohibiting verbal communication, forfeiting certain materials, etc.



While talking was forbidden, it was difficult to convey simple messages, like “use less tape” using only body language. Thus, when talking was again allowed, we did not take it for granted and this improved the effectiveness of our communication. Besides, we learnt to remain calm when changes were imposed as panicking reduce our efficiency. In real life, with the ongoing pandemic, we will often experience unforeseen setbacks. It is imperative that we remain composed in order to come up with solutions. By the end of the activity, all groups

successfully designed parachutes and cushions to protect the egg. However, we could have taken our creativity further to come up with simpler and smarter solutions.



The highlight of the programme came on the last day, when we had to organise and lead a 15-minute team-building activity. We started in the morning, but progress was slow as different ideas and opinions flooded the discussion. Eventually, we settled with an exciting balloon game. Although everyone had fun, our execution was not very smooth, as not enough attention was given to the details nor to efforts that would ensure all group members were on the same page. This demonstrated the importance of reaching a consensus before proceeding with the execution.

Overall, the programme was fruitful and I am grateful for the opportunity to participate in it. Apart from improving my leadership and communication skills, I met other student leaders who would be working with me closely next year. I believe that this experience will facilitate our cooperation in the future.

4G Cheryl Ho

What does it mean to be a leader? I had a better grasp of the answer after participating in the programme with 34 other chosen F4 students. With the constant suspension of face-to-face activities due to the COVID pandemic since 2020, I was lucky to meet with the teachers, instructors and schoolmates in person for this meaningful event.

This three-day programme kicked off with an afternoon session at school. We were divided into three groups to complete missions and play games which trained our various leadership skills, including teamwork and cooperation based on strategies or trust among the members. I met the future leaders of different student bodies of the school, which would facilitate effective cooperation among different clubs and societies in the coming year.

The second day of the programme was a school-led session conducted by our teachers; it enabled us to gain a deeper understanding of our specific roles and responsibilities in school as well as provided us with practical tips and suggestions. The activity ‘Discussion on school culture using the KISS model’ was memorable, as you could imagine how eager we were to comment on numerous school policies. It turned out that this activity was much more meaningful than I expected. Our teachers’ patience and detailed responses not only taught us how to think from different stakeholders’ perspectives in order to understand the rationale behind the rules, but also instilled in us the courage to challenge and modify existing paradigms.



The highlight of the programme came on the third and final day at Ma Wan Park, where each group was required to design and lead an activity for other groups. This experience made me realise the myriad of considerations required to lead even a simple activity, including learning objectives, allocation of manpower, time management, safety, and much more. It was by no means an easy task – we need to face many struggles and cope with the inadequacies in our leadership; however, we learnt a lot from the suggestions offered by the instructors and schoolmates. Furthermore, this task served as useful training and practice for me to lead bigger events in the future.

As future leaders of different student bodies of the school, my fellow F4 schoolmates and I have acquired the knowledge and the skills we need to face the many challenges we shall encounter in the next academic year. I would like to thank the TICs, the instructors from Anchor House, the F5 student helpers and my schoolmates for this valuable learning experience.

4A Tai Chun Hei



## Hong Kong Award for Young People

Shivering in the chilling mountain gust, quivering at the daunting height - with a touch of rain sprinkling all morning, I huddled underneath my raincoat and gazed into the gloomy mist and couldn't help but wonder, "Why am I even here?"

As part of the year-long HKAYP programme, we participated in multiple expeditions and training sessions delivered by Mr Osbert Wan, our school instructor. From learning to use an HM20C map to how to bandage lacerations, we equipped ourselves with the necessary survival skills for outdoor camping. During outdoor expeditions, we were divided into different teams and tasked to organise our own routes to be completed within a designated time.



passed through each checkpoint, we trenched on, we persevered; it was the euphoria of arriving at the destination that kept us on.

The great British explorer George Mallory, who died on Mount Everest, was once asked why he wanted to climb it. He said, "because it's there". As we slugged our wet, lethargic limbs, bent double, down the hill, I looked back at the mountain top: I took the one less travelled by, and that has made all the difference.

4B Cheung Ho Yan & 4G Cheung Ho Ki



An expedition was the epitome of life. As a team, we weaved through crossroads, got lost, and struggled with decisions. We leaned together, headpieces filled with straw; groping on, avoiding speech. But as we



## Chief Executive's Sharing on Governance



The former Chief Executive Mrs Carrie Lam, during her thought-provoking interview, spoke of her unfaltering leadership during the pandemic; without her contribution,

the city's economy would have been devastated and poverty rate would have increased. However, Mrs Lam stressed, although her government had brought a certain degree of relief for the sorrow-shrouded Hong Kong, the reality had not been fully represented by grand statistics and cold digits on paper. Unemployment, poverty, inflation and delay in public healthcare services are only some of the perennial problems plaguing the grassroots, adding to their already hefty burden.

Given our school's solid foundation and stellar reputation for being the crib of talents, many of us will likely become influential figures in the political and economic arenas. As our city turns over a new leaf in governance — challenges and opportunities abound. While contemplating our prospects — be it in medicine, law or finance — pursue our diverse aspirations with the shared goal of advancing

the welfare of our city. Our school motto "Faith, Hope and Love" will continue to run deep in our blood, fuelling us to serve the society as down-to-earth leaders.



5A Kong Chi Yui Cyrus





## SCMP Student of the Year Awards

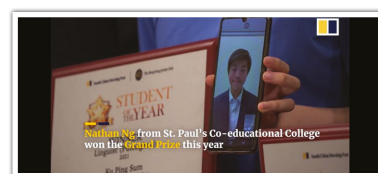
To an aspiring biologist, “inspire” literally means the inhalation of air, but to me it means much more. I am honoured and humbled to receive the SCMP Student of the Year Awards in the Grand Prize category and in the Scientist and Mathematician category, and I would like to thank those who have breathed a sense of purpose and life into my life and inspired me along the way.

First and foremost, all glory belongs to God. He has graciously blessed me and guided me through difficult times. I would also like to thank my parents for their unwavering support and love. Furthermore, I would like to thank my mentor, Mr Warren Lee, who has not only guided me through my musical explorations, but also taught me countless life lessons and made me a better person. Finally, I would like to thank the Hong Kong Academy for Gifted Education and Dr Jimmy Wong for kindly nominating me for the awards.

By stepping out of our boundaries and usual selves, following our higher callings and blazing our own trails, each and every one of us can open up countless possibilities to carve out a brighter future. I can hardly wait to see how we can work together to change the world around us.

I would like to end with an excerpt from Robert Frost's *The Road Not Taken*:

Two roads diverged in a wood, and I —  
I took the one less travelled by,  
And that has made all the difference.



5A Nathan Ng

南華早報主辦的 Student of the Year 每年都會嘉許各個範疇中表現出色的中學生，今年我有幸成為了 Linguist (Putonghua) 組的得獎者。本屆的主題是「同行 • 共同成長 • 共同成就」。過去的我有幸得到家庭的支持、母親的啟蒙、老師的指導和幫助，更有幸與同學和隊友們共同奮鬥，以及有同行者一路陪伴和扶持，鼓勵我在語言學之路越走越遠。而在遴選的過程中，我也結交了許多傑出的同伴。我希望未來能夠繼續與他人同行，保持初心，竭盡所能，貢獻社會。

五甲 古冰心

I have always been grateful for the unwavering support from our school community. Without my enthusiastic teachers, I would not have had the many opportunities to represent the school on important occasions. Without the mentorship from our senior students, I would not have been able to explore the wide variety of extra-curricular activities nor discover my interest in biology.

My heartfelt gratitude fuelled my determination to teach the school's science competition nominees. Amidst delivering online lectures, giving feedback on their work and replying to their messages, I realised, to my amazement, that their inquisitive minds mirrored my own at the time when I first delved into science. When they eventually won team awards, I rejoiced in their achievements – in no way could the joy of my own success compare with that of sharing the spotlight with others.

The Student of the Year – Best Devotion to School Award recognises my efforts in running posts of responsibility, hosting student activities and offering guidance to my peers and juniors. Most importantly, I see this as appreciation not only for myself, but also for my mentors who guided me when I stumbled during my junior years. It is now my duty to uphold the School's fine tradition, pass on the insight I have gained over the years, and contribute to building a supportive and inclusive community in the school.

5A Lawrence Ng



One by one, I scrolled through the heartwarming pictures from my community service experiences as I prepared my video for the SCMP Student of the Year – Community Contributor Award.

My first Cambodia service trip... my student-led organisation SimplyShare's first in-person volunteer program... my creative writing classes for refugee children... every moment of these activities is still engraved in my mind. Looking back at them, I smiled, for I realised how much joy volunteering had given me.

This passion is shared by fellow competitors for the award. Throughout the competition, I met students from varied backgrounds, who all displayed their unique ways of contributing to society, such as running a second-hand bookstore, teaching children the importance of sustainability, equipping citizens with self-defense skills, etc. They enabled me to see the many possibilities of making a difference in the world, no matter what talents, hobbies or capabilities.

I have been awarded the 1st runner up in the award this year. This is not only a recognition of my work, but also an impetus for me to continue volunteering and being the change in my community. By serving those in need, we can help them get out of their dire situations and, together, we can grow and achieve greater heights.

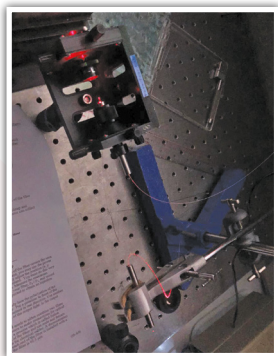
5I Stefanie Lee



## Physics Olympiads

It was an extremely precious opportunity to be able to represent Hong Kong at the 21st Asian Physics Olympiad and the 52nd International Physics Olympiad.

Before these competitions, I had the chance to participate in intensive training sessions, where I did university-level experiments and discussed challenging problem sets from previous competitions with my teammates. During the weeks of the competitions, I had to sit two 5-hour examinations (theoretical and experimental).

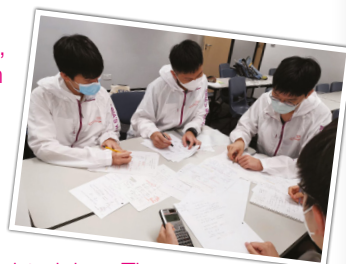


Through exposing myself to these difficult problems, I realised the importance of learning beyond the classroom. There is much to learn outside the DSE syllabus. That is why self-directed learning can help us

step out of our comfort zone and broaden our horizons. This competition also allowed me to appreciate that many young talents in Physics are out there, and I am glad to get to know like-minded teammates. There is still a lot of room for improvement in relation to my scientific knowledge and

problem-solving strategies, and I will strive to learn from my peers and continue to strengthen my skills.

One difficulty in the competition preparation process was the challenge to balance school work and training. There were time clashes with the daily lessons and internal exams, so I had to adjust my daily plans accordingly to accommodate both sides. In the end, I was able to have better time management skills.



Winning medals at these two prestigious competitions has been a reward to the effort I have put into studying Physics in the past three years. These fruitful experiences will surely propel me to deepen my knowledge in Physics in the future.

5A Terry Lam



## Conversations on Cosmology

"We are but specks of dust in the universe", as the saying goes. Dust is viewed as small and insignificant in our daily lives, but this is not the case in cosmology. Who could have predicted that research on cosmic dust would have wrecked the famous claim of cosmic inflation evidence of the BICEP2 team? Seeing innumerable possible sources of error in cosmological studies, cosmologists are forming various teams to conduct research on different areas; in fact, much effort has been spent on studying cosmic dust grains in the recent years.

In this unconventional cosmology event organised by The Chinese University of Hong Kong, I was fortunate to listen to and participate in the conversations between Professor Kenneth Young and Professor HT Tsui on the two cosmological revolutions as well as myths and hot topics in cosmology. Since the audience consisted mainly of electronic engineering professionals and students, Professor Young focused on the role of engineering skills and technology used, while putting emphasis on the indispensable efforts on statistical analysis. With the

prevalence of science topics posted and discussed on social media, the general public, including me, had always overlooked the tremendous efforts and tedious processes in data collection and analysis that formulated

the amazing discoveries. I was particularly fascinated by the supernovae Hubble diagram explained by Professor Young, where scientists managed to plot the curve that matched modern predictions despite huge statistical fluctuations. Thanks to their comprehensive introduction and sharing of ongoing cosmology projects and investigations, I had a much clearer overview of the current goals and progress in cosmology as well as "mysterious" topics, such as dark matter and cosmic inflation.

I am very grateful for the opportunity to learn and get in touch with renowned professors, physicists and undergraduates. This enlightening event has broadened my horizons and brought me motivation and inspiration to continue pursuing my passion for science.

4H Suen Ming To





## e-IDEX: Innovation, Design, Engineering eXchange

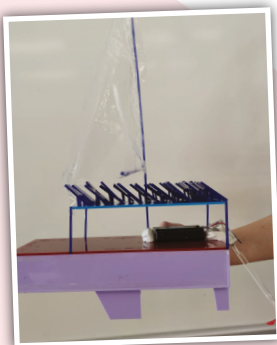
In the past year, our team participated in the Innovation, Design & Engineering eXchange (IDEX 2022) competition. With the world becoming ever more volatile, uncertain, complex and ambiguous, it is important for us students to find opportunities in the midst of adversity and to exercise the ability to work within constraints to innovate and create new value. This was what the competition promoted.

The main problem we spotted was global warming and climate change. Amid unsustainable rates of pollution, a method to travel sustainably on water was needed in order to protect the environment. Also, we observed that there were less fortunate, financially insecure individuals who needed sea transport daily, such as fishermen and people living on islands.

Therefore, we decided to investigate on the design and construction of a wind-solar sailboat, by combining wind and solar energy to maximise power that could be generated from the natural environment. We designed a boat that was entirely green and eco powered, aiming to create a sustainable way of traveling by reducing carbon emission during energy generation and that it would also meet the United Nations' sustainable development goals.

From the design of the sail, to the placement of the solar panels and to the type of the motor used, different parts of our design were all calculated and optimised to balance the power output, speed, and effectiveness of the boat. It

utilised a transparent Bermuda sail to aid the energy generation of the solar panel with an electric outboard motor which converted the energy to a total of 10 knots of speed. The design also included a keel for stable steering of the boat, along with a battery that could store 7 hours of backup energy, thereby increasing the boat's stability and reliability. Based on our calculations, and using laser cutting technology, we managed to build a 1:50 plastic model of our boat.



We are very honored to receive the NUS iHealthtech Sustainable Solutions Award with our design. This would not have been possible without the support of our College and our teacher advisors, and the collaborative effort of our team. We are thankful for this great opportunity which has helped nurture our problem-solving skills, leadership and perseverance.

From this experience, we have also realised that innovation is not just about inventing new products. Innovation requires the empathy to understand the needs of users and the heart to use one's cognitive and inventive capabilities to benefit the community through sound design and engineering principles. This realisation also agrees in essence with the theme for IDEX 2022 and what we will continuously strive for in the future – "Technology for Humanity".

5I Chan King On Anthony,  
Gao Hong Ye & Shi Daniel Yu Hin

## CUHK Steam@Soybean Project



In the last academic year, we formed a team of seven, and participated in Step One of the STEAM@Soybean project organised by the CUHK. This project aims at investigating the differences in the growth rate between cultivated soybeans and wild soybeans, both in the presence and absence of the bacteria *Rhizobium*. First, we planted the two types of soybean seeds, wild and cultivated ones, into twenty pots, either with or without *Rhizobium*, and then we placed the pots at the 3/F playground. Next, we decorated the area with labels and clay mascots, converting it into a mini garden. To facilitate the data collection process, we divided our team into three

growth of the soybeans. Other than the daily data collection, we also watered and added fertilisers to facilitate the growth of the legumes.

Through this project, we not only learned and applied biology concepts in relation to soybean cultivation but also developed collaboration and leadership skills. The "A" (Arts) dimension in STEAM also enabled us to incorporate artistic expressions into the project, thereby exemplifying the fusion of creativity and science. Although the school suspension prevented our team from continuing with the project, the elaborate research process, scientific skills and team spirit achieved through the regular meetings and reflection sessions were undoubtedly the highlights of this project. Together they made this project a memorable experience for the seven of us!



5I Sung Hiu Wing  
Samantha & Yip  
Angela Shuting

groups, where each group took turns to measure the height of the plants and collect quantitative data on the



# International Mathematical Olympiad

Complicated formulae and repetitive calculations are probably what come to our mind if someone asks us what we think about mathematics competitions. However, after participating in the International Mathematical Olympiad (IMO) Preliminary Selection Contest in June 2022, I now have a completely new understanding on the purpose of mathematics competitions.

To compete in the IMO, widely acknowledged as the most prestigious mathematics competition at the secondary school level, is without doubt the dream of every mathematics enthusiast across the world. Just like IMO itself, the IMO Preliminary Selection Contest includes questions on different mathematics topics like algebra, geometry, combinatorics, etc. To me, the Contest is not about tedious computations – it is more like a marvelous experience inspired by the art of mathematics. Although many of the problems involved only fundamental mathematics concepts such as simple geometry, they can be incredibly challenging and complex, this is why, instead of testing one's advanced mathematics knowledge, the Contest examines one's logical thinking and mathematical mindset – the essence of Mathematics Olympiads.

I feel grateful to have been awarded the gold medal in the Contest, and I would like to thank the school's Mathematics Core Team for giving me such a valuable opportunity. Three hours of mathematics might not sound enjoyable, but to me, it was a wonderful journey into the world of problem-solving.

3A Wong Ka Yeung

The world of competition mathematics has enthralled me since I was a child, because it inspires me to think in all sorts of creative ways. While problems one encounters in school mathematics are mostly straightforward, solving competition-type problems requires insight and extensive knowledge on different fields of mathematics. The problems are quite unconventional and instead of tedious computations, they require rigorous proofs with elaborate arguments.

I used to wonder if it was a waste of time to study competition mathematics, considering that it seemed largely unrelated to high school and college mathematics. But through participating in contests, I have realised that the real treasure lies in the process of problem-solving, which enhances creative thinking skills and perseverance.



This year our school attained a record high in both the total number of awards and the number of gold medals won at the IMO Preliminary Selection Contest. To me, I believe this was the results of concerted effort of teachers and students, since the problems we solved during the competition featured techniques that we had discussed in Core Team lessons.

Winning an award in the contest means that I am now eligible for further training and selection and possibly a chance to represent Hong Kong in the IMO. Although this is a thrilling opportunity, I know that there is a long way for me to go if I wanted my skills to reach the IMO level.

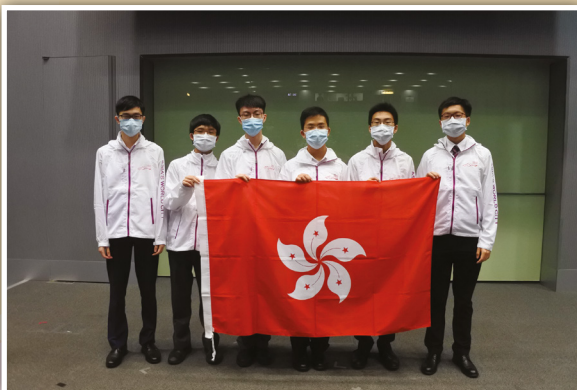
4F Ng Hok Lai

Participating in the IMO was in itself a special experience, but doing so while exams were underway made it truly unique.

Most competition countries had their IMO held onsite in Oslo, with the contest days falling on 11 and 12 July. However, due to COVID-19 concerns, the Hong Kong team had to participate online, an arrangement that the team was not notified of until June.

The sudden notice meant that we had to take the College exams and the IMO in the same week.

What is more, the final training sessions for the IMO clashed with school lessons, and I had to take leave to attend those sessions, thereby leaving me with less time for studying. To buy time, I had to start my revision earlier.



The subject exams that I had to take during the IMO period were Biology and Citizenship and Social Development, and the latter was sandwiched between the two days of the IMO. Foreseeing that by the time I reached home after the first-day IMO, it would already be 8 pm which would leave me with very little time for revision, I made it a point to prepare early for the exams and avoided studying at the last minute.

While I did not achieve my target of getting a silver medal, this was a unique experience for me even when I had in fact participated in several IMOs before. The training sessions clashing with school lessons, the studying in between IMOs, and the rushed journeys to and from the venue will always be ingrained in my mind.

4A Lai Wai Lok



Commonly acknowledged as the most prestigious mathematics competition, the IMO tries high-school students with the hardest problems that they could possibly solve. I am incredibly grateful and honored to represent Hong Kong at the IMO for my third consecutive year.

The IMO features 6 proof problems divided into 2 papers, the time given to solve each paper takes 4.5 hours.

To me, these delicately crafted problems encapsulate the essence of this captivating subject. Mathematics is not only about numbers, formulae, and theorems; it is an uncompromising demand for logic and rigor and a pursuit of absolute truth. During my five long years of training, succeeding or otherwise failing at solving problems, I have discovered where the beauty of mathematics lies – its versatility and flexibility mean there is no straightforward formula for a problem, and this has fuelled my interest in the subject over the years.



Despite my past experience in the competition, new challenges emerged this year. To begin with, details of how we were going to take the contest were not confirmed until less than a month before the event. Also, the IMO was held in the same week as that of the College's final exams. Nevertheless, during the contest, I managed to keep a cool head despite a few careless mistakes, probably due to fatigue. I still managed

to solved Problem 6, traditionally the hardest problem of the competition.

Bringing home the first gold medal in our school's history was certainly a dream came true and a recognition of my hard work over the years. I would like to thank the College for its long-standing support and everyone who has guided and encouraged me on my mathematical journey.

5A Chu Cheuk Hei

## LANGUAGE & CULTURE

### 星島全港校際辯論比賽

八年前，保羅中辯在第二十九屆星島全港校際辯論比賽中獲得亞軍；今年，保羅中辯再次踏上第三十七屆的決賽舞台。

半年內七輪賽事，從實體賽走到網賽，由同在現場作賽走到各自在家以網上形式辯論，這路途充滿波折，慶幸我們堅持到最後，得以使保羅中辯在八年後再次踏足伊館，隊友在耀眼的聚光燈下並肩作戰，讓大家清楚認識保羅中辯。

回望過去，隊員背負了不少壓力與焦慮。過去的成績，使到中辯精益求精，努力前行，務求無悔。回望這路途，要感謝中辯的老師、師兄師姐、隊員和其他前來觀看賽事的同學，是你們的歡呼和掌聲，讓我們領悟到何謂雖敗猶榮，明白到辯論的意義絕對不止於獎杯，更加重要的是享受過程、從中學習。未來我們會繼續謙遜前行，為大家帶來更精彩的辯論。

四丁 麥鎮麟、五甲 古冰心、四乙黃鎧澄、  
五王史宇軒、五甲郭藝研





## 全港中學兩文三語菁英大比拼



全港中學「兩文三語」菁英大比拼乃一年一度的學界盛事，參賽同學需要過五關斬六將——首輪作文考試需要展現下筆如有神助的文字功夫；次輪面對即場派發的小組討論題目則需要侃侃而談；總決賽更是從課室走上舞臺，面對觀眾進行三種語言的備稿演說和即席演講。在老師的指導和同學的幫助下，我有幸獲得了本屆高中組的冠軍以及最佳中文文章獎。

語言是人與人之間的橋樑，更是社會發展的基礎。隨著周邊城市不斷發展，香港將面臨更加激烈的競爭。要使香港保持國際競爭力，我們能成為社會下一代的棟樑，兩文三語的能力是不可或缺的。這次經歷讓我在課外時間認真地打磨語言技巧，通過閱讀往屆優勝者的作品去學習寫作技巧，亦和本屆其他參賽的同學一起練習即席演講，互相品評，共同進步。在比賽期間我們更以文會友，不論是觀摩其他熱愛語言的同學在舞臺上的表現，還是在臺下與他們直接交流，都令我們不斷反思和提升自己的能力，受益匪淺。

五甲 古冰心

## 香港學界模擬辯護及模擬法庭比賽

模擬法庭比賽這路途看似漫長，實則短暫，它讓我們獲益匪淺。記得準備初賽之時，我們不知所措，在第一次上場時開始建立了自信和互信；第二回合時逐步摸索到原審案件的審訊技巧；但在半準決賽遇上了上訴案件時，又需要從頭學起；再在準決賽見證了大家的成長……最終在決賽舞臺上，我們再次擔任原審，好像回到了起點一樣。但與此同時，一系列的比賽引領了我們踏上追求法理的道路。我們五個初生之犢也似乎脫胎換骨，變成了一個努力不懈的團隊，每位隊員學懂為個人以及為團隊的梦想拼盡全力。經歷了連夜翻查案件、編寫陳詞、自我檢討之後，我們均為有朝一日能穿上夢寐以求的律師袍，設下了目標。我們要對得起自己和支持者，令這趟旅程無憾。然而，沒有明燈照亮前路，我們就不可能在比賽中向前邁步。感謝賽會、法律導師、校方、老師、中辯隊員及我校第二隊的成員，給予我們意義重大的幫助、鼓勵和鞭策，我們會懷著感恩和謙遜的心繼續前行，在來年的賽事中力爭衛冕。

四丁 麥鎮麟、五甲 古冰心、郭藝研、  
四己 關展文、三戊 苗琪晞





## 港澳中學辯論錦標賽



繼星島辯論總決賽後，我校有幸成為其中一間代表香港的學校，與澳門代表在港澳辯論錦標賽中對壘。礙於疫情，我們無法到澳門比賽，但賽事仍可以網上形式進行，讓我們順利地與對賽學校切磋辯技。能夠與澳門的隊伍交流學習我們感到非常榮幸。最終我們於賽事為香港奪得錦標賽總冠軍。透過是次比賽，我們了解到澳門學校的辯論風格及技巧，同時領悟到山外有山的道理。除了本地的對賽學校以外，世界上還有很多值得我們學習的對象。因此，我隊會繼續不斷訓練和改善辯技，砥礪前行，務求在未來取得一次又一次的突破和進步。

四丁 麥鎮麟、五甲 古冰心、  
四乙黃鎧澄、三戊 苗琪晞

## Japanese Korean Fun Fair



As the pandemic has disrupted many activities, the opportunity to hold the Japanese Korean Fun Fair this year came as a ray of hope for St Paulians across all forms. Despite a postponement due to the pandemic, our students' active participation in the fun fair proved their unwavering passion for exploring foreign cultures.



For two hours the lecture theatre was buzzing with excitement, as we immersed ourselves in language learning and various traditional games. Students were taught the basics of Japanese by playing a simplified game of Karuta. The atmosphere of active learning could not have been more collectively felt than when we cheered our classmates for each correct word card they snatched. We appreciated the Japanese aesthetic by making origami kimonos hung on the display boards. The Japanese teacher also gave us each a loop of string for making ayatori string figures. While some quickly formed neat nets on their fingers, others laughed at how perplexed we were by the tangled strings.



Soon afterwards we began the Korean session with "Mugunghwa Kkot". Immediately the phrase set off delighted chattering among Squid Game fans in the room. Some might know the children's game as "Red Light Green Light", but Korean children tiptoes to the ten-syllable phrase "mugunghwa kkoch i pieoss seubnida" instead, which translates to "The Hibiscus flowers bloomed". Then, the lecture theatre was silent as we did Korean calligraphy. In slow and steady strokes we wrote our Korean names, and simple words of encouragement like "be happy" and "be healthy". Lastly, we held a match of Jegi Chagi, also known as shuttlecock kicking. As the Korean teacher demonstrated one kick after another, we applauded in astonishment and each clumsily gave it a try, ending the day on a hilarious note.



Students stepped out of the lecture theatre in small groups of new friends, taking away origami kimonos, calligraphy banners, eye-opening memories, and perhaps the more valuable -- Japanese and Korean snacks! The fun fair truly could not have been this rewarding without the help of dedicated teachers and the Language and Culture team committee. If you wish you had experienced the laughter in the lecture theatre, come along and join us next year!





## Oxford Schools' Debating Competition



Before the spring break, we attended an online trial round of the prestigious Oxford Schools Debating Competition. Joining without high expectations, we were stunned when the organiser announced that we were one of the teams that would attend the Finals' Day. It took a while to dawn on us that we would have the valuable opportunity to visit Oxford and to debate with more than 100 teams from across the world.

This experience was unique not only because it was held at the magnificent Oxford Union, but also because it was one of those rare occasions where we could debate face-to-face. Since most tournaments were held online, it felt almost surreal seeing your opponent in person, despite that being in fact a core part of debating. The brief preparation time of 15 minutes made Oxford Schools a lot more intellectually challenging, and adding to that, we spent half of that time frantically searching for the room we were supposed to debate in. Overall, we thoroughly enjoyed the good old-fashioned way of interacting with our

opponents, such as the excitement of standing up to give "points of information" or the anxiety of tracking the judge's expressions to second-guess our performance.



Other than the engaging debates, some of the most memorable parts of the experience happened outside the debate room - reuniting with debaters whom we knew but had moved to the UK, making new friends all the way from the Netherlands to India, appreciating Oxford's gorgeous landscape and savouring its succulent delicacies.

We are truly grateful for this wonderful opportunity that reminds us what we love most about debating and all that it brings in the first place.

5G Lo Chun Him Isaac  
4H Chong Cheuk Hei Kyle

## Public Speaking Contest with St Joseph's College



"To begin with, we have Yvonne Chan from SPCC as our first speaker," as the MC announced, I went on stage amid the sound of the audience's clapping, and I took a deep breath, gathering myself. My brain told me to relax, yet my stomach was filled with anxious churning. It was hard to be not anxious in my first-ever English-speaking contest. Then I recalled all the preparations I had done, and all the rehearsals I had gone through... Every second I let what-ifs rule my mind, I would be wasting my time and preventing things from happening. I did not want to disappoint myself.

I gave my all in the delivery of my speech, prompting myself to smile with confidence, and using hand gestures and eye contact the best I could. Luckily, my speech won huge applause. Winning the second place was certainly a nice surprise, but the most rewarding part for me was that of demonstrating once we learn to seize our chances, we would be one step closer to success.

This experience has given me some insight into public speaking — the fine art of speechwriting, creativity and body language all rolled into one. The uniqueness of public speaking lies in delivering a powerful message to convince others, not in reciting a passage nor cramming words into someone's head.



1B Chan Man Hei

It was a rainy afternoon, but the downcast weather did not so much as dent our excitement.

Fast forward to the applause after the eighth speech out of ten was delivered, the MC announced, "May we invite Omeo Wong to come onstage, please." At that point, I began to have butterflies in my stomach, and when I looked at the audience, my panic got worse. However, as I looked at my cue card filled with words, I thought, "Forget about the what-ifs, there's no need to worry about something that you've prepared for. The audience doesn't affect how you deliver your speech. Just give it your all." Then I started to speak, injecting all the passion, humor, and imagination that I had so meticulously woven into the speech., I had never participated in a live speech competition before, so being named the winner literally left me breathless.



In hindsight, even if I had lost the competition, I would in a sense still have won, because merely sitting in the hall listening to the speeches was extremely insightful and rewarding. Having said that, I feel honored to win this competition for SPCC, and my advice to future participants would be not to waste time worrying about performing badly. Just remember that whatever you do — donating blood aside — give it your hundred percent!

1C Wong Hin Yeung Omeo



## SPORTS

## Asian Junior & Cadet Fencing Championships

The me of last year would never have thought that my capabilities could make me the first-ever Hong Kong athlete to win the women's foil double gold medal, nor that I could top off the journey with being ranked no 10 in the world. The resumption of the Asian and World Junior Championships certainly ignited my passion to persevere. Although the temporary closure of the Hong Kong Sports Institute due to the pandemic had deprived me of proper training for 4 weeks prior to my departure, I kept my training up at home. Gladly, such efforts were not in vain.

During the 33-hour flight, I was in full protective gear and my mask never left my face, I did not eat or drink – yet I still felt worried every second for fear of getting infected and thus unable to fence. Thankfully, I arrived Uzbekistan safe and sound. With the help and encouragement of my Hong Kong teammates, I performed well in the Asian Junior Championships. Never would I forget that moment when the national anthem filled the atrium, with the flag of Hong Kong raising above me. The pride and joy I felt at that moment would forever be imprinted in my memory.



After the Asian Junior Championships, I trained for nearly a month in Uzbekistan in preparation for the next big event – the World Junior Championships, where I finished 30th in the competition. This was my first time I participated in the Asian and World events, and I gained a lot of experience by fencing skilled national fencers from Italy, France, Germany, America, Poland and many more. This unforgettable journey is certainly a stepping stone for my exploration into the international level.

5D Leung Ya Lei Janelle



From February to April, I was honoured to represent the Hong Kong Team to participate in the Asian Cadet (under 17) and the Junior (under 20) Fencing Championships in Uzbekistan as well as the World Cadet (under 17) and the Junior (under 20) Fencing Championships in Dubai.

Before I set off on the trip, I was excited but nervous as I hadn't participated in any overseas competition for two years due to the pandemic. As the COVID situation was bad in February, one of my greatest concerns was getting infected during my flight. Luckily, everything went smoothly and I was able to take part in the long-awaited fencing competitions.

Since this was my first international competition in a long time, I was worried about my physical and mental condition not being at its best. However, rather than focusing on the competition results, I told myself to relax and enjoy the game, as these competitions would be conducive to me as part of the learning curve of a fencing career. Happily, my hard work paid off, I won four medals in the competitions in Uzbekistan.

The most unforgettable part of the trip, however, was the World Championships in Dubai. I was ecstatic because I could compete with top fencers of the world, which helped push my limits while enabling me to learn from other fencers. Every match was undoubtedly tough, and I had to constantly remind myself to compete with all my might. In the end, I was proud to be the only Hong Kong woman foil fencer to get into the top 16 in both the cadet and the junior categories.

Lastly, I was particularly grateful for the academic and mental support of my teachers and classmates. Hopefully, I can continue to represent the Hong Kong team to participate in international competitions soon.



5B Chan Nok Sze Daphne



## UOB Art Space

In March, a few months after I had received the Bronze prize of 2021 UOB Art in Ink Awards, I received from the United Overseas Bank an invitation to collaborate with a local media artist, Mr Desmond Leung in an installation exhibit for Art Central, a major international art fair in the Hong Kong Art Week.



In the preparatory meetings, Desmond and I discussed installation details, exchanged views and experiences on art and new technology. My horizon was broadened by Desmond's patient mentorship. After testing out various painting styles, we finally found the version with the most suitable vibe.

I was glad to have an opportunity to visit Desmond's studio where many pieces of amazing digital art and infinite patterns of flowing ink were produced. My paintings of lotus petals and leaves were scanned, uploaded to the computer, they were then digitalised, and fused with the

dynamics of a flower's blooming action, as if my brush strokes were being endowed with a second life. To present the movements of water and petals, to accentuate the presence of light and shadow and to allow interaction, complicated programming with precise calculation was employed.

This experience has opened my eye to the unlimited possibilities of combining modern technology with traditional art. When people examine traditional art through a new medium, they are travelling between the force of life and the rhythm of ink, admiring the work in a new way which surprisingly echoes the spirit of freestyle Chinese ink painting. What appears to be a moment of reality can embody universal existence.

With my drawings and Desmond's skillful use of technology, the Bloom of Water Lilies was finally completed and placed in Art Central as an interactive digital ink installation. This exhibit allows people to experience the on-screen images transforming from buds to blossoming flowers. Although the innovative exhibition has ended, I believe the spirit of creativity and experimentation will continue to burgeon in this era of change.

5B Yim Ho Yuet Carolyn

## STAFF DEVELOPMENT

### Staff Development Day - School Development Plan

As our previous three-year school development plan was completed, it was time to work on the next one. In the afternoon of 27 June 2022, a brainstorming session was held for all teachers, meeting in several small groups to discuss the concerns in three focus areas: 1. Teaching and learning; 2. Student development; 3. Staff professional development.



The group discussions were very interactive and positive. Teachers were eager to share their thoughts and experience over different issues within the three focus areas. In the process of identifying the strengths and areas of improvement for the school, teachers were also stimulated to reflect on their work in both teaching and non-teaching areas. Finally, different groups' ideas were presented at the main sharing in the hall for the school management and leadership committee's reference in formulating the new three-year plan.





## 愛可以再更多一點點

今年6月30日舉行的「親子福音晚會」接近尾聲時，不論在聖保羅堂現場參加，或在網上參加晚會的每一位，都有機會欣賞學生特備的音樂影片「愛可以再更多一點點」。這首由台灣著名基督徒音樂創作人游智婷所寫的詩歌，與當晚大主教的信息「和好，多好！」非常吻合。

大主教提醒我們，孩子是神按著祂形像所做的「有靈的人」；家庭教育、學校教育和社羣教育都要讓他們做回自己，而不是我們期望或投射的人。這把心靈的鎖若在無條件的愛中打開，就能讓孩子發揮上帝放在他們生命中無限的潛質。這樣的孩子是真正有福、快樂的人！

在和諧的父母關係中成長的孩子，會有安全感和自尊感。因此，夫婦關係中要學習擴大彼此之間「公開的領域」；一方面要有真誠的溝通，另一方面要懂得辨識甚麼時候要忍口。至於怎樣掌握「真」與「忍」，必須由「愛」出發，進入對方生命的領域，夫婦關係才能在愛中成長。



大主教既幽默又語重心長地勸誡我們，人與人相處的過程中，我們都傾向覺得自己較為完美，對方需要改變。他說：「夫妻常常浪費太多時間嘗試去改造對方，以迎合自己；而不是花時間去改進自己，以能更建立婚姻。」祈願更多聖保羅家庭能接受大主教的忠告，讓愛可以再多一點點在家中實踐出來。

看著孩子們和父母在影片中各種愛的表達，在「SPCCPS 福音晚會歌詠團」純真的獻唱當中，很多家長都深受感動：

我可以擁有全世界卻沒有愛，  
我可以明白所有事卻還是空白；

我可以用信心移山卻還是孤單，  
這世界沒有了愛，一切仍是黑白。

不要埋藏在心裡，把愛說出來。  
不要默默在一旁，把愛活出來。

喔愛，可以再更多一點點，  
不怕被傷害，把靈魂鎖起來。

愛，可以再更多一點點，  
從天父愛的愛把懼怕挪開。

發現幸福在轉角與你相遇，  
一瞬間，這世界變得美好。





## 雙軌教學的優勢

疫情改變了以往的學習模式，「雙軌教學」是教育的新方向。經過一年的探索，課時由全天縮減為半天，如何在實體課與網課之間作出協調，彌補面授課堂的不足，相信是所有教師要仔細思考的問題。同時，教師角色需要轉移：教師不再是知識的傳授者，而應變成學生學習的促進者，要讓學生主導學習，多討論，多分享。教師也必須因應不同教學模式的特色，調適教學設計，包括教學重點、教學進度、課堂活動等，以讓學生更有效地學習。

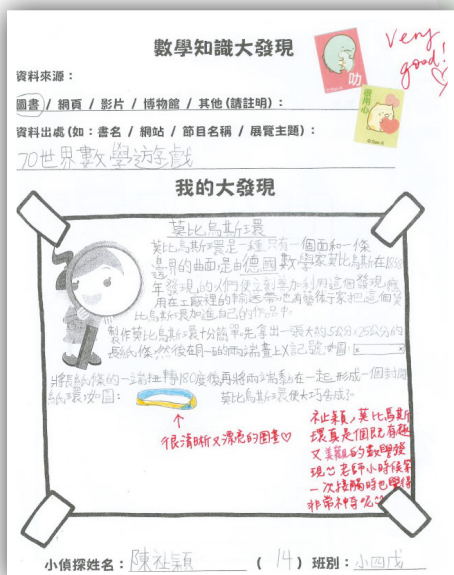
因此，本學年持續推行「雙軌教學」，各學科於學期初把教學內容分類，教師的教學重點放於面授課堂，網上學習主要用作延伸及溫習。透過豐富的網上學習資源，學生能更全面地掌握自己的學習進程，自主地延展所學，提升學習擁有感。同時，學生亦能夠按自己需要不斷重溫已學知識，鞏固所學，學習成效更見顯著。另外，各學科繼續善用Moodle學習平台，積極開展線上教學試點，同時把握線上及線下的教學機會，提升網絡課堂的質量，以靈活多樣的方式，學生提供更多自由選擇的機會，從學科範疇預習至延伸更高層次的知識領域，照顧學生不同的學習需要，以下是中文、英文、數學及常識科一些網上學習資源分享：

### 中文科語文園地

下學期中文科為各級設置新課程，整合中文科的資源，內容包括：一些常用字典的介紹、閱書報告和記錄、網上貼堂及字詞庫等，讓學生可以按需要瀏覽相關項目，除重溫知識外，還可讓同學互相分享佳作，交流學習心得。

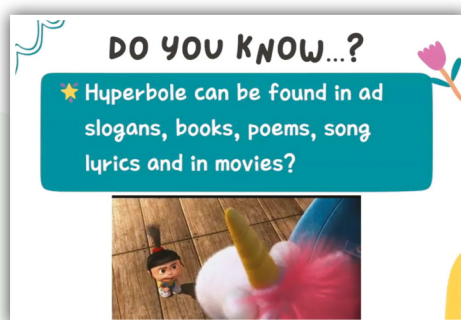
### 數學自主學習專區

專區資源旨在照顧學生學習多樣性，進一步加強學生自學能力及推動學生自主發掘新知識，積極分享及交流學習成果。學生可主導學習，從平台中選擇不同的學習內容，例如：巧算技巧、高階思維訓練/M Power、數學閱讀及數學知識大發現等，進行延伸學習，增潤書本以外的數學知識。



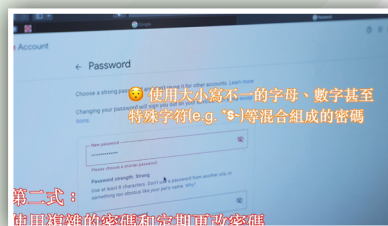
### English Literature Programme (Primary 4-6)

This serves as an introduction and revision for students to learn more about literary devices, such as metaphor, simile, alliteration, personification, assonance, hyperbole, rhetorical questions and imagery. This can hopefully pave the way for students to adapt to the Form 1 English Curriculum.



### 常識科課後延伸

配合各級課題及學生學習特性，老師製作有趣的互動影片，學生可以不時重溫內容，加強學生價值觀及資訊素養的培養，例如：小一教授中國傳統節日時，培養學生正確運用利是錢的概念，或把利是錢捐贈社會上有需要的人；小四有關知識產權及資訊科技應用時，教導學生預防電腦病毒的方法及網絡安全的重要性。





## 有效運用資訊科技 成為負責任數碼公民

現代社會資訊科技發達，學生們的生活與互聯網關係息息相關，隨時隨地都接受來自不同媒介、不同類型的資訊，他們要學會有效和符合道德地運用資訊及資訊科技，成為負責任的數碼公民。

資訊素養教育滲透於各級各科的日常教學當中，學生對如何自律及正確使用互聯網、獲取正確資訊，辨清資訊真偽、尊重知識產權等都有一定認識，亦能夠利用資訊科技處理資訊及建立內容。資訊科技科亦引入新的使用習慣統計，內容涵蓋學生的使用電腦和互聯網的時間，遊玩的時間，使用的平台、網站等，提醒學生注意平衡生活，自律守規使用資訊科技。

我校四至六年級設有「IT 特工」服務團隊，除了在課室裡幫助老師和同學更方便和順利地使用學校的IT 設備，他們也會適時提醒其他同學資訊素養的重要性。

我覺得當IT 特工最開心的地方，是我可以在服務同學的同時，又能夠瞭解到他們的需要。在我自己的課室裡，我會協助老師和同學們取用在課室貯物室裡的「一人一機」資源。也會幫助老師留意同學們在使用互聯網時要留要不瀏覽不適當的內容。



我非常期望在疫情改善後能夠恢復全天上課，創新科技室能夠像以往一樣能在午息開放給全校使用，讓我可以像以往的哥哥姐姐一樣在創新科技室當值，協助初小的同學們使用電腦呢！

四丙 詹子宸

我覺得IT 特工的其中一項「特別任務」，就是幫同學們解決使用電腦軟件或者是使用互聯網時遇到的疑難。我最擅長使用的就是Office 365 中網上版的PowerPoint，同學們在使用上有疑難我都很樂意去協助他們。另外，在使用網上圖片時，我們都要注意版權的問題，侵權的資料固然不可以使用，正常地引用一些網上資料時也要注意注明資料的出處和來源。這些都是同學們做PowerPoint 時容易忽略的地方。



四戊 林沛然

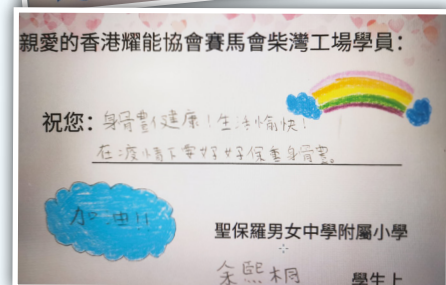
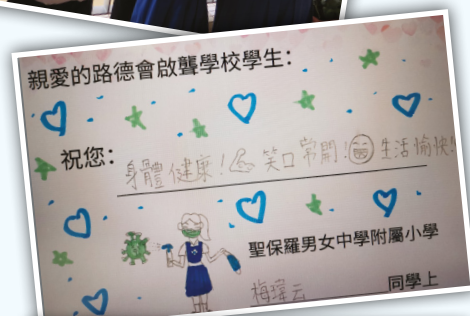
## LEADERSHIP & COMMUNITY SERVICE

### 全校參與社會服務

學校每年都會與一些非政府機構或特殊學校合作，安排學生進行探訪或交流活動。受疫情的持續影響，本年度各級的社會服務仍未能恢復以往實體探訪的模式，改以捐贈物資代替探訪活動。學校希望學生發揮本年度主題「樂分享」的精神，也讓學生繼續實踐「關愛」的素質，為社會出一份綿力。有見及此，本校安排一、二年級的同學捐贈食物及防疫物資予聖雅各福群會灣仔長者地區中心，三至六年級的同學分別捐贈了防疫物資予香港盲人輔導會、路德會啟聾學校、香港耀能協會羅怡基紀念學校及香港耀能協會柴灣工場。

另外，各級於成長課時段進行延伸學習活動，讓同學認識和了解不同社會人士的需要，同學並設計抗疫心意卡，為他們送上祝福。

整個社會服務由德育組和領袖生攜手合作，領袖生將收集到的防疫物資進行分類並包裝成禮物包，連同他們特製的精美心意卡，一併轉贈給社福機構，把同學的愛心傳遍整個社區。





## 領袖培訓多姿彩

本年度學生發展組邀請香港基督少年軍臻訓中心到校跟80位領袖生進行一次網上培訓活動，透過工作坊的活動，讓領袖生了解自己的性格強項，建立同理心，提升領袖生的團隊合作精神。另外，學期結束前，本校學生發展組舉行了領袖生選舉，選出新領袖生，接替將會升中的小六領袖生的出缺。候選領袖生齊集小教堂向全校師生作自我介紹及拉票，接着由現任領袖生協助全體師生進行電子投票，過程順利。期望新任領袖生在當選後能盡心盡力為同學們服務，實踐競選時的承諾。以下是同學們的心聲：

今年是我在小學生涯的最後一年，也是我最後一次參與領袖生培訓。在整個培訓的過程，Joey 叔叔用風趣幽默的口吻教導我們。當中我們進行一些分組遊戲，例如：用紙幣摺心心、回答IQ題、玩「收買佬」遊戲……我和組員們合作無間，完成了一個個挑戰，加深了我們之間的了解。非常感謝學校能在疫情下依舊給我們安排培訓活動，讓我們把九大素質發揮得淋漓盡致。

六丙 吳智凝



選舉日當天，我和一眾候選人站在小教堂，面對直播鏡頭向同學們作自我介紹，心裏難免有點緊張。當我聽到螢幕前老師的宣佈時，差點興奮得從椅子上跳起來——我正式成為領袖生了！

我很感恩老師和同學們給我這個機會去服務大家，為學校出一分力。回想整個參選的過程，我也遇到了不少的困難，例如準備講稿的時間不足、製作宣傳品的材料不足等，但幸好有同學和家人的幫助和支持，我才能繼續堅持下去，最後成功被選中為領袖生。

能夠擔任這個如此重要的職位，我感到十分榮幸，我承諾在下一個學年我會努力發揮「關愛」和「溝通」素質，繼續服務聖保羅這個大家庭！

五戊 陳昱澤





## EXCHANGE ACTIVITIES

## 小六畢業活動—邁向升中路 惜別母校情

小六畢業活動於8月5日至6日舉行。在第一天的歷奇挑戰活動中，同學們分組在校園的不同角落完成各項競技任務，在活動當中重溫六年小學生活的美好回憶。第二天，同學們齊聚禮堂，以班本表演及謝師活動，表達了對母校及老師們的感激之情。



臨別依依，學校為我們安排了畢業活動。在畢業活動中我發掘到同伴的另一面，也感受到聖保羅情。那天我們站在臺上，唱著朋友，我們的歌聲在偌大的禮堂裏回蕩，突然我便

想哭了。我既不捨又感謝聖保羅和一眾老師的教導。謝謝！

六甲 楊善

在這次畢業活動中，我們六乙班的表演有話劇和歌曲兩部分。話劇劇本和表演歌曲都是由我班同學創作。話劇內容圍繞我們班贏得壁報比賽冠軍的過程，我們從中學會了盡責和承擔的重要性。我很感恩在疫情下畢業活動能順利舉行，我們各班都落力演出，為大家在小學生涯中增添一份難忘的回憶。

六乙 余嘉雯

Those two days were very memorable for all primary six students. We are grateful that the school had put in a lot of effort to make sure we had a wonderful activity day. We also made memories together on the second day. Thanks to the Lord and the teachers for giving us this enjoyable experience.

6C Wong Zi Chuen Xaco

I am really grateful for this opportunity to participate in the graduation activities. Although we didn't have much time to prepare, we had lots of fun. It's a pity we couldn't travel to other countries for the graduation activities, but we still learnt a lot about each other. We will never forget the happy memories we created in SPCCPS.



6D Mok Audrey See Kan

臨近小學的尾聲，老師為同學安排了各種各樣精彩的活動，而當中的歷奇活動讓我獲益良多。一向比較內斂的我其實甚少與其他同學溝通，但其中「十項全能」這個活動卻意外地拉近了我們之間的距離。過程中，我和隊友運用了溝通、關愛及思考素質去完成任務，讓我體會到原來團隊合作真的能事半功倍呢！我衷心感謝學校在疫情下為我們的付出，讓我們的小學生涯能畫上一個完美的句號。

六戊 朱瑋澄

## 正向教育專業研習圈

今年，本校朱嘉穎副校長、林雅欣老師和陳天溢老師一起參加由北山堂基金舉辦的「正向教育專業研習圈（2021-2022）」。透過資深導師的指導、友校經驗分享及同工的专业交流，我們學習到如何有效地按著學生的成長需要推動正向教育，並積極實踐，實在獲益良多。

正向教育專業研習圈橫跨整個學年，因應疫情發展，我們每月會以實體或網上的雙軌學習模式進行討論。內容主要以強項為本的教學與應用、認識情緒、韌力、成長型思維、動機與恆毅力等正向教育的關鍵主題進行研習。此外，我們也與其他二十多所參與學校的同工探討學校推行正向教育的現況、面對的挑戰及教師培訓等方面。當中最難忘的就是研習圈總結及分享環節。每位同工都根據校情及學生需要，結合研習圈所學到有關正向教育的各種理論，並以此設計校本方案。友校的分享及導師的回饋不但擴闊了我們的專業視野，他們提出的寶貴建議，更有助我們規劃及完善方案。

總括而言，這次參加「正向教育專業研習圈」確實使我們增進不少對正向教育、應用及發展方面的認知，與友校間所建立的學習社群也成為我們在推動正向教育上的專業支援。相信我們能結合聖保羅「信、望、愛」的精神，實踐正向教育，培育更積極正面的聖保羅人。





## 資優教育

疫情下，同學們踴躍報讀各類資優課程，從不同的途徑繼續學習，發揮自主學習的精神，擴闊自己的知識領域和視野。以下是同學們的心聲分享：

我很榮幸能夠有機會參與資優學苑的課程，我每星期會花1-2小時重溫及學習新知識。雖然有時候較為沉悶，但是靠著師長的鼓勵，我終於能夠完成課程。經過1-2星期的溫習階段，我雖然在評估中也會遇到不懂得回答的情況，但是學習的過程讓我很有滿足感。

五甲 羅卓熙

當知道老師推薦我入讀香港資優教育學苑，真是令我意外又驚喜！收到信息時，我曾懷疑地問自己：我可以嗎？後來，感謝老師和父母的鼓勵與支持，讓我充滿了信心。在評估課程中，雖然很多問題並非來自課本，但憑著日常課外閱讀和觀察身邊事物所得來的課外知識及生活經驗，我積極積極回答試題，充分發揮了在聖保羅所學的知識、及樂觀思維。我會好好珍惜這次機會，不辜負老師和父母的期望，努力學好中國文學。

四戊 藍啟希

我喜歡大海和海洋生物，希望能了解和學習如何保育和可持續的使用海洋資源，所以報名參加了資優教育基金校外進階學習課程，探究的課題是「可持續的海洋發展」和「可持續的水資源處理技術」。在準備申請的過程中，我認真地填寫了報名表格，並在課餘時間收集資料，準備參加面試。收到取錄通知時，使我非常開心。課程將在八月開始，希望我除了可在跨學科探究及學習知識的同時，還能提升創造力和解決問題的能力，並在日常生活中實踐可持續生活模式。

四乙 李善嘉

When I received the programme letter, I had never been that excited before. I completed the application form for the course immediately. The Hong Kong Academy for Gifted Education even accepted me to compete in the final rounds! On the day of the Zoom test, I felt tension in the air. I had no idea what the complicated Mathematics symbols even meant! Luckily, I managed to pass the test. I hope that the instructors will be kind and give us materials aplenty. I want to better grasp the concept of coding and actually use the fancy gadgets and robots! I can't wait to get started!

3A Hylia Chan

## LANGUAGE & CULTURE

## 聖保羅語文同樂園出版有感



中文科出版的《聖保羅語文同樂園》本年度踏入第二期，配合學校推行的價值觀教育，學生於本刊物中，以「聖保羅十二個核心價值」為主題進行創作，踴躍投稿。中文科老師也圍繞主題進行寫作，與學生分享他們的所思所想，刊物內容豐富精采。

寫作是抒發感情的良方，儘管發揮無限創意，我手寫我心，讓文字遊走於筆尖下，把所見所聞和感受一一表達出來，與別人分享。「語文同樂園」投稿讓我可以撇除學校常規交功課的壓力，還能培養我對寫作的興趣，享受其中的樂趣。這一次的題目「承擔」也讓我能夠發揮聖保羅的「思考」素質，對這個中國美德多了一番見解。正所謂熟能生巧，多讀書和觀察生活，一定沒有寫不好的文章。希望大家也能寫出自己獨一無二的佳作，寫作更上一層樓！

六丁 區珮詩



## 「啟慧中國語文」廣播劇創作暨演繹比賽

近年受疫情影響，很多比賽都難以進行。感恩本年度「啟慧中國語文」廣播劇創作暨演繹比賽仍然得以順利進行，學生亦可以透過網上工作坊學習製作廣播劇的技巧，參賽的同時增廣了見識，實屬難得。

今年，我和隊友悅山一起參加了第十四屆「啟慧中國語文廣播劇創作暨演繹比賽」。我們很榮幸獲得「最受歡迎網上投票獎」。

回想起從寫稿開始到練習，我們也非常努力和用心。即使疫情關係而無法作實體練習，我們也會和老師進行視像訓練。在練習的過程中，我們要運用不同的聲調和語氣去表達人物的心情和想法。當中，我覺得最具挑戰性的是在錄音時，一邊演繹對白，一邊製造聲效，兩者要配合得十分準確。

雖然這次只是我第一年參加廣播劇比賽，但我認為這次經驗非常有趣，更重要的是，我發現自己說話比從前更清晰和有信心。

最後，我想感謝學校老師悉心的教導和時刻的鼓勵，也感激各位同學的支持。

五甲 莊翰華



## 營造普通話語言環境 推廣中國文化

普通話科下學期的重點活動是和中文科共同協辦的中國文化日，在七月二十九日這一天，全校各個年級的同學都能透過不同的遊戲接觸及認識中華文化。

普通話科在小一、小二進行了一系列的遊戲活動及介紹中國的少數民族服裝，同學們在有趣的活動中了解中華文化。

### 普通話遊戲



小一、小二各班輪流在教室及二樓文化樓各教室內玩遊戲，遊戲的內容包圍聲韻母拼讀、生活會話、地圖指路等，學生在這些活動中鞏固了普通話能力。



### 少數民族服裝介紹

助教老師精心設計了少數民族服裝的展板，輪流在小一、小二各班展示。老師透過投影片介紹，令學生加深對中國56個民族的認識，最後學生還能在畫紙上為自己的民族人物設計服裝呢！





# The Annual English Radio Drama Competition

Radio Drama Finals this year was particularly special being the first live competition resumed two years after COVID-19 has hit. With the quality of perseverance firmly embedded in the students, they strived for every opportunity to communicate and practise online with their teachers and the teammates. Their experience has undoubtedly resonated with the theme of the radio drama this year- "It's the little things that count", believing every obstacle is a journey down the road of fresh possibility.

The winning script carried a mission to spread positivity amidst the pandemic, a time when hope seemed frail. Struggling to accept the misfortunes, Aden, a Somali boy and his sponsored family could easily choose to sit as still as stone, hugging the past tight to their chests. Nevertheless, they chose to assemble the shattered pieces in life and eagerly looked for new patterns to emerge. Going through tough times could be frightening, yet it is the genuine love in humanity that could bring people closer than ever. The strength and beauty of mankind come from the boldness to put down the past for the sake of the surpassing future.

From script writing, making sound effects, recording, to performing live, this radio drama competition has taught me a lot. The most challenging part was to combine everyone's ideas to reach a compromise. The competition took place the day after our final examination, so we did not have much time to rehearse. However, we were all working towards one goal and everyone practised their own part. The surge of pride that rushed up when I knew that our hard work has paid off was unforgettable.

5D Charlotte Sze

The first few scenes went extremely well. However, when it was my turn, I spoke too early and almost forgot to do the sound effect. Luckily, it was not noticeable. As I continued, I performed better. Suddenly, the sound effect for the sad music malfunctioned. Morris just calmly kept on going without hesitation and the show went on amazingly.

From schoolmates who barely knew each other to trusting teammates winning the Top Prize in Radio Drama was such an incredible experience! Not only did we demonstrate good teamwork, we also became good friends. I hope I could enter this competition again next year.

5D Katherine Ho

I have never expected taking part in the Radio Drama Competition would be such an amazing and fruitful journey from joining the audition, working out the script, doing the recording, performing live on stage to winning the gold award! We had familiarised our own parts but still we were very anxious having to perform to live audience. I am so grateful that we had teachers to pray with us and teammates to support each other, which empowered us to do our best ever performance!

5C Celine Chiu

Taking part in the radio drama competition was an amazing experience. At first, we were not familiar with one another and it was hard communicating over zoom. Through numerous practices, we turned a blank script into a polished recording. On the day of the competition, apart from supporting and cooperating with each other, we also prayed to thank God for blessing us. And the reason we succeed is because of our cooperation, the teachers' guidance and God's blessing.

5E Kristen Ng

I am so delighted that I still cannot believe our team was really awarded Top Prize and the Most Popular Performance. It was a challenging yet exciting experience to create a script and practise through Zoom meetings. I played the part of an Somali boy who was given donations by a Hong Kong family. At times, I had doubts about myself because I had to do an accent. However, my teammates and teachers encouraged me. They provided me with helpful suggestions and it paid off!

5E Morris Ku





## 疫情無阻與音樂家的接觸 表現更深更真的音樂

本年度疫情雖然仍未退減，上學期學生需居家進行網上學習，下學期教育局更因應疫情調動了學校假期，面對一系列的變動，音樂組老師並沒有灰心，反而更積極在這個學年為學生安排不同的學習機會，包括聯繫本地及外地的音樂家，進行工作坊及表演。

著名英國音樂家 Bob Chilcott 於去年 11 月透過 Zoom 形式與高級組合唱團學生作線上會面。他分享了作品樂曲“A Little Jazz Mass”的創作意念，讓學生對這首歌曲的風格及創作內容有更深入的了解。於今年七月，當學校全面恢復面授課堂後，本校亦邀請了本港著名音樂家何崇志博士為本校中級組合唱團團員進行了一場大師班，跟學生分享

創作靈感及心得，聆聽合唱團演唱他的作品《韻樂共流》並給予意見，學生們都獲益良多！

今年可以參加合唱團並參加今年的暑期音樂會演出，真是令我興奮莫名！在一次合唱團訓練中，何崇志博士竟然親自來合唱團向我們講解《韻樂共流》這一首歌的創作意念。他細心聆聽我們的演唱後，就教導我們在技巧和表達上如何做得更好，然後更即席修改歌詞的最後一句成為：「藍藍是青天，紅紅日光高照」。我們唱了幾次後，深深感受到樂曲帶出的歡樂氣氛和希望，還覺得這段令人心情開朗呢！

四乙 陳彥淇



何崇志博士在合唱工作坊中跟我們解釋了他為甚麼要寫這首歌曲，還有很多歌詞的深層意義。何博士非常厲害，一得到靈感，只要三十分鐘便能夠寫好《韻樂共流》這首悅耳的歌曲！經過何博士的分享後，我更想做一個作曲家，不但能夠為大家帶來喜樂，還可以讓音樂永遠作為我最好的朋友！

五戊 張善億



由於疫情的關係，學生缺少了很多觀賞現場音樂會的機會。為此，本校邀請了 Dr. Beat 蔡立德先生及他的敲擊樂團隊於 6 月到校為初小學生進行一場拉丁音樂會。熱情澎湃的拉丁音樂帶動學生一起拿著沙蛋參與音樂伴奏，全場學生都聽得熱血沸騰，氣氛十分高漲！

希望學生能夠把握和珍惜這些學習音樂和開拓視野的機會，繼續熱愛並用心演奏音樂。如本年度的學校主題一樣，大家會「愛學習，樂分享，盡心盡意樂主恩」，把最美好的音樂獻給天父。

我十分享受 Dr. Beat 帶給我們的拉丁音樂會。他們以輕快的音樂介紹不同的敲擊樂器，使我們能樂在其中。期望日後再有更多機會欣賞他們的演出，若我也能與他們同台演出就太好了！

三丁 唐璿晴





## 藝術教育的力量

視覺藝術科鼓勵同學參與不同的藝術活動和比賽，希望透過觀察、欣賞和創作，培養同學「美」的觸覺及對藝術的興趣，並提升他們的藝術鑑賞能力。本年度，雖然受疫情影響，藝術類別的比賽比以往少，但同學們仍積極參與不同的比賽，並取得佳績，如：香港青少年科技創新大賽科學幻想畫、香港回歸廿五周年燈柱彩旗設計比賽、「禮在身邊」學界口罩設計比賽等。學生在比賽中體現了聖保羅的素質，作品具有創造力和想像力，令人眼前一亮。然而，藝術不僅是「美」的呈現，更是人表達所想的媒介。很欣慰在同學的參賽作品中，能看到他們勇於表達自己的想法，並且盡公民責任，顯示自己對社會的關注和關愛，這也正是本校價值觀教育所凸顯的核心價值。



盡心盡意榮主恩——感謝天父賜給我力量，盡心盡意完成作品和面試。

六戊 藍洛希

我深感榮幸，能在畢業前憑著《病毒檢測眼鏡》這個作品，獲得第24屆香港青少年科技創新大賽二等獎。近兩年疫情嚴峻，病毒無處不在，令人擔憂。我希望通過作品引起大家對疫情的關注。在創作的過程中，我也身體力行地展現學校學校今年的主題：愛學習、樂分享、盡心盡意榮主恩。

愛學習——仔細觀察身邊事物，徵求長輩的意見，閱讀關於病毒的書本，從中獲得靈感並展開創作。

樂分享——與父母分享創作的喜怒哀樂，聆聽他們的意見。

## MATHEMATICS, SCIENCE & HUMANITIES

## 學習數學不怕難 互相勉勵齊打氣

數學科於下學期舉辦「計數不放棄」口號創作活動，以推展學生「堅毅」學習的校本價值教育，鼓勵同學勇於挑戰難題，培養不怕失敗及互相支持的積極態度。高小學生精心創作了不同的口號，數學老師把全班同學的口號設計製成彩旗或橫額掛在課室內，讓同學互相激勵、互相打氣、互相欣賞，以發揮聖保羅「關愛」和「樂觀」的素質。

「計數不放棄」口號設計是一個十分有意義的活動。我們通過設計一些口號，提起大家對數學的學習信心和興趣，鼓勵大家在遇到困難時要堅持地探討，永不放棄。當我遇到挫敗的時候，會用自己設計的口號來鼓勵自己，讓自己在氣餒中重新得到力量，繼續努力嘗試，大家也要勇敢克服學習上的困難啊！

五乙 曾皓楠

今年，學校數學科老師為了鼓勵我們計錯算式時不要放棄，就舉辦了「計數不放棄」口號設計活動。我們要設計一個有趣的口號，而我創作的口號就是「計數不放棄，將來成大器！」老師把我們的作品掛在彩旗上，好讓同學們可以時刻看到鼓勵口號互相支持，要不屈不撓地學習數學，計錯後也要堅持，不要灰心。當我在課室看到七彩繽紛的彩旗時，令我立刻振作起來，頓時充滿正面能量呢！希望大家也要「計數不放棄」，繼續加油吧！

五甲 梁雪澄

以前，我的數學成績也曾一度落後，令我很氣餒，幸好我沒有放棄。因此，我希望藉著這次數學口號設計活動能夠向其他同學分享自己的經驗和互相鼓勵，讓大家知道只要抱著樂觀和堅毅的態度，積極思考和學習，無論多艱深的題目也不會難倒我們！

四戊 陳祉穎





## 科研作品展成果 美好家園齊共創

本年度同學在常識科繼續發揮創意和想像力，透過訪問科學家及製作太空模型，在不同範疇運用科學知識在環保及太空探索方面展現才能。

同學們獲得第十五屆香港科學青苗獎(小學組)亞軍及科學家專訪獎，大家以視像形式訪問了城市大學海洋污染國家重點實驗室主任梁美儀講座教授，探討有關海洋生態問題。



我很高興能訪問到梁教授，真的令我獲益良多。我在這次訪問中知道原來在水裏加入冰塊和鹽能令蜆更快吐沙。他也教了我們進行研究時的時候要注意的事情，例如「大膽假設、小心求證」這個原則。

四丁 陳卓廷、李沛鏗

五丙 郭濤

從前我以為海洋生態離我們生活很遙遠，原來我們也可以為它出一分力呢！梁教授的訪問令我們知道現在海洋環境面對的各種挑戰。梁教授也給了我們一些做實驗的提示，例如如何令實驗更多元化，更貼題等等。

五乙 陳宥臻

兩位四年級的同學在「首屆香港青少年航天創新大賽」的「火星家園模型設計」賽事獲得二等獎，並透過比賽深入了解國家的太空科技發展。

我們在比賽期間參考了不少太空站的設備，我們從選材到製作經歷了重重挑戰和考驗，當中最難解決的是能源問題。在缺乏資源的火星中，太空人單靠地球的補給不足以維持長期的生活。因此我們就氧、水與能源的循環去設計一個能為太空人在火星長期生活和工作的火星家園。感謝老師的指導和家人的幫忙，這次比賽不但讓我們學到了很多書本以外的知識，更讓我們體會到合作精神。期望將來我們有更多機會研究我們的火星家園中的各項設置的運作。

四丁 陳卓廷、李沛鏗



## 以資訊科技讓學生發展潛能

資訊科技積極尋找平台讓學生發展潛能，本年度於期考活動週，在校內舉辦漢語拼音輸入法中文打字比賽，小三至小五學生代表參加，加強學生中文輸入法的能力。在校外，學生被提名參加2022 Robofest 機械人大賽、智在BIT得 Micro:bit 編程比賽及MINECRAFT 編程創作比賽等。

在配合學校推展國家安全教育方面，我們利用資訊科級課堂讓全校參與國家安全網上問答比賽，提升學生對國家安全的認識。在國家憲法日網上問答比賽中，本校更取得最積極參與學校獎。

今年首度舉辦的「疫情下的學習與生活」短片比賽，本校提名學生參賽並獲得佳績：四丙班周奕樂獲得一等獎及優秀演繹獎，六戊班鄭庭臻獲得一等獎，五乙班陳泓逸及六丙司徒洪獲二等獎，周浩筵老師獲得優秀指導老師獎。

「疫情下的學習與生活」這個短片製作比賽能讓我發揮出「創新」和「學習」的素質，也從製作影片的過程中得到樂趣和成功感。由收集資料、準備道具，到設定場景、剪輯短片這些製作過程都缺一不可，製作過程具挑戰亦非常有趣呢！

我喜歡透過網上學習資訊科技知識，也喜歡分享所學會的內容。這次的短片製作以介紹 Google Lens 為主題，它是

一個快捷、即時、有效、使用光學字元辨識系統的智能鏡頭。而我最喜歡其掃描功能，因為可以省下打字的時間。

短片製作期間，我曾遇到不少困難，例如：收音不良、短片時間過長問題等。最後改用了耳機、取捨內容及反覆練習後一一克服了困難，順利完成拍攝。

我的朋友看了影片介紹後也學會了使用 Google Lens 呢！

四丙 周奕樂





## 電子學習的持續優化與發展

上學年我們迎來了大受師生歡迎的教學新法寶——互動顯示屏加裝在教學樓的各個課室後，短短一個學年老師和同學已對互動顯示屏的使用得心應手。本年度的聖誕假期間，互動顯示屏的第二期推展亦已完成，文化樓的各個特別室及小組教學室亦已配置了互動顯示屏，使教學的效能、趣味和互動性更進一步提升。以音樂科為例，高小學生能在互動顯示屏預設的五線譜畫寫音符，方便老師及時更正及教授正確的畫音符方法。互動顯示屏有助於發揮電子書的功能，老師和同學可以隨意在電子書上書寫及使用電子教材，有效地增加了課堂的互動性。

為了配合本年度的雙軌學習模式，電子學習小組亦與各科組及資訊科技科緊密合作。學生在資訊科技課堂時學習及鞏固使用各電子學習平台的技巧，為雙軌學習打好基礎。

教師支援方面，電子學習小組定期舉行工作坊及使用經驗分享，讓老師能更輕鬆有效地準備電子教學材料，減輕工作負擔。



## SPORTS

## 珍惜比賽的機會



在在疫情反覆的情況下，體育團隊的同學無論在訓練或參與比賽均受到很大的挑戰，因此體育團隊的隊員都特別珍惜參與訓練和比賽的機會。慶幸本年度有多項比賽能夠復辦，其中一項能順利舉行的就是校際乒乓球比賽，同學在兩天的比賽中全力以赴，結果獲得男子甲組亞軍、女子甲組季軍及女子乙組亞軍，其中六位同學更獲選為傑出運動員。



原於一月中旬舉行的校際乒乓球比賽，因疫情的緣故延至6月7日及6月9日進行。雖然在一月份收到比賽要暫停的消息時，心情忐忑不安，但回想起來，當時這個壞消息卻變成了一件幸運的事，讓我和隊友有更充足的練習時間。

我們大部分的隊員由初小已經開始練習乒乓球，所以在初賽階段，憑著以往的練習成果，我們能順利地晉級。準決賽時，對方實力與我們很接近，比賽非常緊湊。我們曾領先，亦曾落後，我和隊友都咬緊牙關，發揮運動員堅毅的精神，局數成了二比二平手。到了第五局關鍵的決賽，我跟對手打到最後一局的決勝球才能分出勝負，最後我們晉身決賽！在決賽中，我們亦使出渾身解數，但對手的實力的確略勝一籌，我們最終獲得了亞軍。



縱使這項賽事因疫情停辦了兩屆，令我失去了不少參賽的機會，但我非常感恩在小學畢業前終能失而復得，再次獲得參加比賽的機會。我很感謝校長、老師、乒乓球教練和隊友，陪伴我完成了人生之中其中一個里程碑。謝謝你們！



中一個里程碑。謝謝你們！

六丁 李思朗



## 推動國家安全教育 師生攜手向前



學校於2022年7月11日舉行教師專業發展日，兩場講座的主題分別與國家安全教育及特殊教育有關。

第一場教師發展活動講座由校董會主席鄭慕智博士主講，主題是「國安教育的校本推行」，探討如何在校園內推行國家安全教育。除「堅毅」、「尊重他人」、「關愛」、「責任感」、「承擔精神」等校本價值，鄭主席還強調要致力栽培學生奉公守法，認同國民身份。鄭主席繼而從功能上的角度，深入淺出地向教師講解何謂法律、為何要有法律、何謂國家安全、香港特區責任，以及《國安法》的內容，讓教師好好裝備，如何在資訊爆炸的新世紀中，秉持過去的優良傳統，繼往開來，牧養學生兼備聖保羅素質和資訊素養。教師在問答環節積極向鄭主席請教教學中可能會遇到的問題，鄭主席都一一做了詳盡的回應，並再三表示樂於與教師同行，施以援手，協助解決疑難，一起為校本國安教育出力。



第二場教師專業發展活動的講座由駐校教育心理學家林懿德姑娘主講，主題是「淺談兩個特殊學習需要——ADHD

(過動及專注力不足)和其他精神健康相關問題的學生特性及課堂支援策略」。



林姑娘深入淺出，講解了專注力不足及過度活躍症的三大徵狀，並以流行病學數據作為基礎，令我們知道這個病在兒童的普遍性。另外在情緒病方面，林姑娘也清晰地講解抑鬱症不同的成因和對學生社交生活的影響。

林姑娘亦採用遊戲和互動的講座模式，令教師掌握了有特別學習需要學生的特徵和需求，並建議我們需運用多元化的支援策略。講座時間雖短，但教師們都領略到在日常課堂裏，應如何花心思去改變課堂模式，以有效幫助和支援不同學生的學習需要，並建構一個愉快共融的學習環境。

其實，面對壓力時，每人都會有不同的情緒反應，並沒有對錯之分。我們不應對學生加以批判，反而應視之為一個與學生連繫的機會。除了好好照顧學生，作為教育工作者，我們也要照顧好自己的情緒需要。



## 活用教材 優化教學效能

中文科於六月廿四日邀請了教育局支援人員曾宇丹女士蒞臨本校，為全體中文科老師舉辦了兩小時的「文體教學工作坊」。

在工作坊中，曾宇丹女士選取了劉白羽先生的文章《白蝴蝶之戀》，老師們先分級閱讀，然後討論分析其文體、文章重點、教學目標和教學難點等。討論完畢後，老師們分享心得。其後，曾女士總結各級的分享能按照學生的能力，帶出不同的教學重點，並建議老師在教學中亦要特別關注和照顧學生的學習差異。

接著，曾女士在每級的教科書裏各選取了一篇文章，然後安排老師進行小組討論，完成後分享各級的討論重點和教學重點。最後，曾女士再次提醒老師們「活用」教材的重要性。

本年度曾宇丹女士亦參與了小二及小四的中文備課會議，為老師的教學提供專業的意見和建議，因此工作坊的最後一個環節，則由兩位小二及小四的中文老師分享今年參與集體備課和進行教學的感受和心得。透過是次工作坊，讓中文科老師能在忙碌的教學中，互相砥礪和支持，實在是難能可貴。

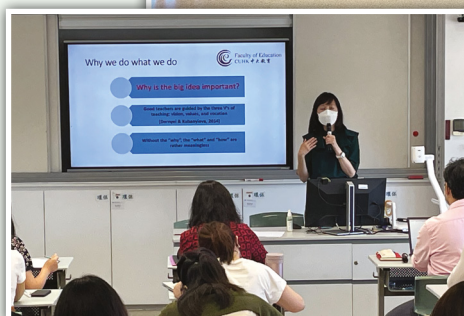




## Keep Learning, Keep Growing, Keep Breaking Through

This year, it is our honour to have Professor LEE Kit-bing, Icy, who is the associate dean of Department of Curriculum and Instruction of Faculty of Education of The Chinese University of Hong Kong to provide us with some insights on “Teaching, Learning, and Assessment of Writing in the Primary Classroom”. Professor Lee shared with us three themes that guide us through curriculum planning, which are “Begin with the End in Mind”, “Focus on Students’ Learning” and “Why We Do What We Do”.

From genre and topic selection to the designing of marking rubrics, in the form of group discussion, Professor Lee enlightened us on how to keep students excited while writing, walk them through their struggles, encourage them to step out of their comfort zones and provide them with constructive feedbacks. She also generously shared with us some of her thoughts on our teaching materials which helped us review our school-based writing programme. All the English teachers enjoyed and benefited tremendously from this interactive workshop.



## 探究式教學 —— 給孩子不一樣的數學

本年度數學科教師專業發展日邀請了教育出版社同工到校舉辦工作坊。數學新課程中強調「探索與研究」，旨在讓學生透過不同的學習活動，發現及建構新知識，進一步提高探索、溝通、思考和形成能理解數學概念的能力，希望學生由被動式學習改為主動式學習，這套教學理念與學校一直推行的學習模式不謀而合。

在工作坊活動中，聖保羅一眾數學老師需要轉換身份，化身成為小學生。大家不但專心聆聽講者的分享，更會以小

組形式進行數學小活動，動手參與，感受學生經過探究過程後獲得數學知識的喜悅。

有了這些經驗，我們更深信數學學習不單求正確答案，更應該聚焦在學生的思維訓練和學習過程，有助增強學生明辨是非、仔細思考和解決困難的能力。感謝教育出版社的教學設計和分享，令我們可以在往後的教學上發揮更多創新素質，以不同的小點子令學生吸收得更好。作為數學科老師，我們都非常珍惜每一次學習的機會。





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