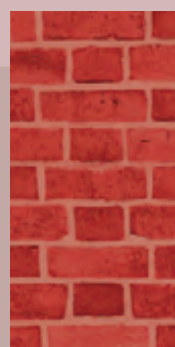


The RED BRICKS

No.39 SEPTEMBER 2025



SPCC
11



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Retirement and Appointment of Council Member

The Revd Canon Dr Pang Pui Kong Thomas, member of the College Council, retired on 31 December 2024 after 6 years of service. The Council wishes to express its deepest appreciation for his contribution and staunch support to the College over the years.

The Revd Canon Dr Lam Chun Wai succeeded as Council Member effective 1 January 2025.

MESSAGE FROM THE PRINCIPAL



A warm welcome to everyone, especially to the new members of our staff and our Form 1 students who have recently joined the St. Paul's Co-educational College family! I hope you all had an enjoyable and rejuvenating summer break, and I am confident

that we are ready to embrace the exciting opportunities and challenges that lie ahead in the new school year.

At SPCC, we take immense pride in our commitment to providing a holistic education that nurtures not only academic excellence but also the character and well-being of our students. For many years, our approach has been guided by a set of twelve core values that serve as the foundation of everything we do. This academic year, we are placing a special focus on two of these values: *Integrity and Sense of Responsibility*.

Integrity is one of the most valuable qualities an individual can possess. It nurtures truthful and honest communication, builds mutual trust, and forms the foundation for meaningful and lasting relationships. Alongside integrity, a strong sense of responsibility empowers individuals to take ownership of their actions and contribute positively to the community. We believe that fostering a caring and empathetic attitude in our younger generation is essential. Encouraging them to take initiative, help others, and work towards the greater good of society is at the heart of our mission. Our hope is that every SPCC student

will not only understand but also embody these two core values, carrying them forward as guiding principles throughout their lives.

The coming years mark a significant milestone in the history of SPCC, as we celebrate our 110th and 111th anniversaries in 2025 and 2026. This is a momentous occasion for our school community — a time to reflect on our rich heritage, celebrate our achievements, and look forward to an exciting future. To commemorate these milestones, we have planned a series of celebratory events, which will begin at the start of the 2025/26 academic year and continue into 2026/27. We eagerly look forward to sharing the blessings, joy, and cherished memories of these celebrations with all of you as we honor the enduring legacy of SPCC.

Let us work together to make this academic year a meaningful and fulfilling one — a year filled with growth, collaboration, and success for every member of our school community.

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

校長的話



我們懷著感恩的心，展開新的一個學年。老師和同學們經過暑假的休息，大家都充滿活力地回到校園，迎接教學新體驗。

學校今年創校 110 周年，以「愛己，愛人，愛世界」為主題，將安排一連

串的慶祝活動，小學將於 2026 年 2 月 7 及 8 日舉行開放日，屆時有不同的遊戲攤位及展覽，歡迎同學的家人、親友以及校友們前來參觀。為配合校慶，學校以「分享愛・常感恩・正向樂學展創意」為學校三年發展週期（2024-2027）的主題，期望持續鞏固價值觀教育，發揮學生的性格強項，培育他們愛人如己，關愛世界，建立正向的人際關係，並能學習善用科技及各種的資源，成為具創意的自主學習者。

為了讓學生有不同面向的學習機會，學校在上年度的下學期舉辦了很多不同的科本或跨科活動，提升學生的探究精神，並加強他們對祖國文化和歷史的認識。我們舉辦了幾項重要的交流活動，包括體育團隊之羽毛球校隊在一月到南沙及廣州與國內的學生作球技切磋，接受國內專業教練的培訓，並與國家隊奧運冠軍會面；小四全級師生在 2 月到廣州探訪南沙小學，兩校學生進行活動交流；今年 4 月為小六學生舉行為期五天的畢業學習之旅，學校的畢業營第一次選址中國歷朝的古都 - 西安，期間我們與陝西師範大學陸港小學進行交流，在五天的行程中，學生對祖國的歷史有了更深刻的認識；此外，跟小學結為姊

妹學校的北京市東城區史家胡同小學，亦派出 50 位師生於 6 月尾來港，到本校進行兩天的音樂及藝術交流，增進兩校的情誼。在不同的交流活動中，特別感謝老師們細心的籌劃，義工家長們同心協力地帶隊以及各位家長的支持。

感謝天父，在過去的一個學年裡，學生們經歷了豐富多彩的校園生活。不論是校內舉辦的中文閱讀講座、中國文化相關的詩詞比賽、普通話故事比賽，還是首次參加校外的中國歷史與人文物專題研習比賽，都大大提升了學生對中國傳統美德和歷史文化的認識與研究能力。在體藝發展方面，視藝科和音樂科更分別邀請駐校藝術家及專業音樂家到校指導，啟發了學生在創作理念和音樂造詣上的潛力。學校非常重視教師的專業發展，積極推動並安排教師參與海外交流活動。今年 4 月和 5 月，全校教師們分別前往重慶、新加坡和美國參訪學校，收穫豐富，滿載而歸。

新學年，新開始，在此祝願師生和家長們身心康泰，每天滿有神的恩典和愛。

張慧純女士
聖保羅男女中學附屬小學校長

110TH ANNIVERSARY

SPCC110

SINCE 1915

EMBRACE LOVE: A QUEST FOR COMPASSION

愛己、愛人、愛世界



110th Anniversary Celebrations

St. Paul's Co-educational College has been nurturing students in accordance with the Christian faith for over a century in Hong Kong. We are celebrating our 110th anniversary this academic year and will continue our celebrations through our 111th anniversary until 2026/27. We hope to see the members of the SPCC family and our alumni in the various celebratory programmes. Let us share the joy of this momentous occasion together.

On 1 September 2025, the College held a launching ceremony of the 110th Anniversary celebrations logo during the Beginning of Term Assembly. The ceremony was officiated by the Council Chairman, Dr Moses Cheng, the Supervisor, Dr Chien Lee, the Supervisor Emeritus and Advisor, Dr Michael Mak, and our Principal, Mr Poon Siu Chi.

The logo powerfully encapsulates the College's enduring heritage and foundation values. The prominent use of the red brick colour within the design is a direct and heartfelt homage to the iconic architecture of our school building. This colour is not merely aesthetic, it symbolizes the resilience,

strength, and unwavering tradition that have shaped generations of SPCC students, representing the solid foundation upon which our community is built, a testament to 110 years of academic excellence and holistic development.

The logo's design seamlessly integrates our anniversary theme, "Embrace Love: A Quest for Compassion (愛己、愛人、愛世界)". Just as each brick contributes to the integrity of the building, so too does our sense of compassion expand to embrace humanity and the wider world, reflecting our College's deep-rooted motto of "Faith, Hope, and Love". Faith provides a moral compass for our actions; Hope inspires us to look ahead and strive for a better future; and Love reminds us to nurture love for ourselves, for others, and for the world.

In addition to the anniversary logo, a new website dedicated to the 110th anniversary celebrations is launched in September 2025. The new website provides a one-stop access point for a comprehensive range of information related to the anniversary celebratory programmes.



OPEN DAYS

Date : 11 & 12 October 2025
(Saturday & Sunday)

Venue : St. Paul's Co-educational College
33 MacDonnell Road, Hong Kong

Souvenirs will be available for pre-sale starting in October.

STAFF DEVELOPMENT

Staff Development Day



In the dynamic and demanding landscape of the current education system, the wellbeing of teachers is crucial for fostering a healthy and thriving learning environment. In fact, research shows that teacher wellness has a profound impact on education quality, student achievement and school climate.

In mid-April, colleagues participated in interactive, adventure-based activities at the HKFYG Jockey Club Sai Kung Outdoor Training Camp. One of the activities involved recreating a Roman catapult. In this high-energy activity, we had to leverage our collective brainpower to build a catapult for hurling water bombs at specific targets. In another context, we completed collaborative tasks such as figuring out the hidden rules of the game by applying our

common sense and problem-solving skills. Orienteering also challenged us to think strategically about resource use and route selection. Not only did solving challenges together foster a sense of achievement, but it also broke down workplace silos and boosted morale. To celebrate hard work and success, the day concluded with a scrumptious meal in Sai Kung.

While the day seemed to be sunshine and roses, it was one of the rare occasions for us as educators to emotionally invest in ourselves. This temporary break from routine revitalised team dynamics, strengthened social connections, and reminded us that we were all teenagers once.

Ms Gigi Wong



IB Global Conference 2025: Our Humanity Connected

Attending the IB Global Conference in Singapore in March 2025 was a



transformative experience for educators who are dedicated to fostering international-mindedness and academic excellence. The event brought together a vibrant community of IB professionals, offering a dynamic platform for sharing innovative practices, research, and strategies that support holistic student development.

A key highlight was the focus on well-being, with breakout sessions exploring how schools can embed social-emotional learning, mindfulness, and staff wellness into daily practice. These sessions emphasised the importance of creating supportive environments where both students and educators can thrive — an essential foundation for effective teaching and learning.

Equally impactful were sessions on curriculum innovation, including the rollout of new initiatives such as digital examinations. These

developments reflect the IB's commitment to evolving assessment practices to better align with 21st-century learning. Presenters from the IB explored how digital exams can enhance accessibility, streamline feedback, and foster deeper engagement with subject content, all of which are particularly relevant for secondary schools preparing students for a tech-integrated future.

Workshops on interdisciplinary planning, inquiry-based learning, and ATL (Approaches to Learning) skills provided practical strategies for enhancing student agency and critical thinking. The conference also offered rich networking opportunities, sparking global collaboration and fresh perspectives. As the College's IB Coordinator, I look forward to exploring ways to engage with the school community and implement insights gained from the conference.

Ms Belinda Ng

EXPERIENTIAL LEARNING

Rites of Passage

If I were asked to define RoP, I would say “a transformative experience of finding comfort in the uncomfortable”. These 28 days with my group, Gulara, created some of the most beautiful memories of my life. With minimal contact with technology and the outside world, it was a rare opportunity to reconnect with Mother Nature and

fully immerse ourselves in beautiful mirror lakes and starlit nights.

RoP involved a myriad of strenuous physical activities, from scaling jagged rock faces to mountain biking on a thrilling pump track. On expeditions, carrying achingly heavy loads while trudging across rugged terrain for hours had me questioning my abilities, as did canoeing amongst unpredictable winds on tumultuous lakes. Yet, with the warm encouragement of my instructors and groupmates, I managed to finish the routes. Every morning, we awoke to the ear-splitting shriek of kookaburras. As night fell, we sat around a crackling campfire, belting out folk songs and admiring the constellations.



Among other things, gratitude was one of my key RoP takeaways. Brief stints without modern amenities on expeditions have taught me to cherish every resource. I've become more confident in my ability to weather every storm life sends my way, and to grow in the process. I'll never forget the time we watched the sunrise – as the inky sky melted into a gilded glow, I was overwhelmed by a burst of inspiration. RoP has marked my metamorphosis into adulthood, and I will be eternally grateful for all the wisdom and fond memories I've gained in a home away from home.

3C Cheung Hau Yin



Participating in ROP for 28 days was a life-changing experience that reshaped my perspective. At first, stepping out of my comfort zone felt overwhelming, but as the days unfolded, I discovered a world of challenges that transformed me both physically and emotionally.

One of my most memorable moments was canoeing across a vast, gusty lake. The feeling of gliding through the water, surrounded by nature, was exhilarating. I still recall the laughter and excitement shared with my friends as we paddled together, echoing against the tranquil surface. Those moments forged friendships that made the entire experience richer.

Another highlight was spending nights beneath the starry sky. Lying on the grass, we chatted about everything — from our dreams to our fears, from our past to our future. The vastness of the universe above us made our worries seem small, and in

those moments, I felt a deep sense of belonging.

Abseiling and rock climbing pushed me to confront my fears. As I stood at the edge, ready to descend, my heart raced. Yet, with each step, I learned to trust myself, my strength, and my abilities. The support from my groupmates, too, was unwavering; we cheered each other on, creating bonds that felt unbreakable.

Through these challenges, I learnt to manage my emotions and turn dissatisfaction into determination. Each obstacle revealed a newfound strength within me. As I return home, I'm not just bringing back memories; I carry valuable lessons about respect, responsibility and engagement. ROP was more than just a trip; it was the rite of passage that marked my growth into a more confident version of myself.

3E Law Shun Yan



LEADERSHIP & COMMUNITY SERVICE

High Table Lunch for Student Leaders



On 23 June, 89 student leaders from various student bodies including the Heads of the Prefect Board, Student Union, Round Square Committee, Sports and Music Teams, Debating Teams, Uniform groups, clubs, societies and the Library - gathered at Zetland Hall for the annual High Table Lunch. The event was marked by lively conversations about past leadership experiences, the grandeur of vibrantly coloured stained-glass

windows, and the anticipation of inspiring keynote speeches.

This year, we were extremely honoured to invite two of the College's esteemed alumni, Mr Adam Kwok and Mr Kenneth Lam, to deliver speeches about leadership and service.

As the Executive Director of Sun Hung Kai Properties Limited, Mr Kwok skilfully wove personal anecdotes and real-life engaging examples into his inspiring speech. I was deeply intrigued by Mr Kwok's stories of globally respected leaders such as Toto Wolff, CEO of the Mercedes Formula 1 Team, in navigating the tricky waters of leadership such as confrontations between team members. Having learnt the three key principles of leadership, namely honest and open communication, embracing mistakes and timely acknowledgement, I reflected on my work in the past school year, gaining deeper appreciation for introspective self-



evaluation.

Next, Mr Lam, the Founder and CEO of SeaKapital Limited, gave a thought provoking speech closer to home. Beginning with the vision of the College, he urged us to always stay true to ourselves. This belief became deeply etched in our hearts after the event — as long as we can remain true to our original faith, we can undoubtedly surmount the obstacles ahead, just as we had overcome various challenges during our journey as a student leader throughout this school year. Relating this back to the current global situation, Mr Lam also encouraged us to develop our leadership potential and utilise Hong Kong's strengths such as her common law system and our multilingual proficiency to better integrate into the country's overall development.

On behalf of all student leaders, I would like to express my sincere gratitude to the College Council and the College for this opportunity to take part in such a meaningful event. As John F Kennedy once said, "Leadership and learning are indispensable to each other", the invaluable lessons about leadership learnt today, as well as the heartfelt reflections on our leadership experiences in the past year, will surely guide us in future endeavours, equipping us to lead with vision and integrity.

5B Ma Tuen Hang Luann



In-house Leadership Training Programme for Junior Students

Recently, I had the opportunity to participate in the In-house Leadership Training Programme for Junior Students, and it was truly an invaluable and memorable experience.

On the first day, we were divided into three groups to perform indoor activities. This setup helped us get to know each other and fostered camaraderie. Before each challenge, we enthusiastically shouted our group name into a decibel meter, boosting our morale and preparing us for more demanding tasks ahead.

On the second day, we participated in various indoor activities, with the highlight being the “White Christmas Tree” — a cup stacking challenge using large buckets, some of which were stacked taller than us! I took on the role of organiser, which was essential for ensuring our coordination and speed to avoid toppling the tower.

The In-house Leadership Programme for Junior Students was filled with engaging activities that taught us invaluable lessons in observation, communication, and trust.

Day one focused on indoor activities, including team-based games and races. These activities made me realise the importance of patience and clear communication in achieving goals as a team. In my opinion, “The River Challenge” was the most

Finally, we tackled an outdoor obstacle course, which was particularly challenging due to the rain and wind making the wooden planks slippery. This activity tested our teamwork and pushed our limits. Initially, I wasn’t apprehensive, but once my partner and I climbed onto the first shaky plank, fear set in. Ultimately, we were unable to reach the top, but the experience taught us the importance of effective communication. We had to clearly convey our next moves to our partner, follow our instructor’s guidance from below, and simultaneously manage our fears while maintaining balance on the swaying ropes.

This programme has significantly enhanced my leadership skills and broadened my perspective, forging new connections with my peers and enabling me to navigate challenges while guiding them toward our goals.

2C Lui Ellen

memorable. The goal was to retrieve rubber ducks from the furthest distances possible without falling into the “river”. After experimenting with different strategies, we learnt that using one’s whole body to extend one’s reach was the key to the challenge. This activity taught me the importance of trust, patience, and determination.

On the second day, we went to Ma Wan Park for indoor and outdoor



activities. It was fun and memorable, and I have learned much from this experience. Various games and activities made me realise the importance of trust and how teamwork and creativity can greatly improve the results. My favourite activity was the “High-Structure Web Challenge”. Stepping out of our comfort zones, the activity challenged our bravery, strength and balance, and we had to embrace the support from my teammates. I felt horrified yet amazed while gazing upon the beautiful view of the Tsing Ma Bridge. This activity trained me to have more courage, which is crucial for a leader.

The programme taught us patience, to trust in our peers, and to communicate clearly, which helped us overcome challenges. This programme was truly enjoyable, and I am looking forward to using these skills soon.

2F Kwan Ziheng Clayton



CheongShim International Academy Model United Nations, Korea

CheongShim International Academy Model United Nations (CSIAMUN) was my first overseas MUN conference, and as a result I felt slightly apprehensive about its intensity before the visit. Fortunately, I settled in quickly and got along well with the diverse group of students from Australia, Pakistan, and the US.

The two topics discussed in my committee were the detrimental effects of colonisation and the African Continental Free Trade Area. As the delegate of India, an emerging superpower in the world, I contributed actively to the discussion. Although being in a favorable position in both topics, I rallied support to

strike a balance between opposing viewpoints for the sake of achieving global peace and prosperity.

Both experienced MUN students and beginners were present in the conference. As someone in between both categories, I thought this combination was very beneficial and meaningful, as I could learn from the experienced members and help beginners prepare their speeches at the same time.

The highlight of CSIAMUN was definitely the Culture Night for me. It was an occasion for delegates to showcase their talents and sample various cuisines such as Japanese, Indian and even Chinese.

From trying the Australian delicacy vegemite to walking in the vibrant streets of Korea, I found this cultural experience eye-opening. Coupled with intellectually stimulating conversations in committee sessions, this MUN conference was particularly memorable. I strongly recommend my schoolmates to participate in overseas MUN conferences in the future.

3F Suen Bok Yan



In February this year, six delegates from our school participated in the CheongShim International Academy Model United Nations conference, hosted in Gyeonggi-do, Seoul.

ECOSOC was an intermediate level committee, which meant that most delegates, including myself, were still mastering the skills of being a diplomat. It was no easy feat to tackle the nuanced topic of colonialism, which required us to balance national interests with global ethics. We had to exercise our critical thinking skills to analyse historical contexts and their enduring impacts, while also proposing practical solutions applicable to the modern world.

Drafting resolutions was another challenge that demanded not just knowledge but also collaboration, requiring a blend of social and communication skills — whether it was for negotiating or rallying support for resolution amendments. Through the process, we learnt the importance of teamwork, adaptability, and



listening to opposing viewpoints with an open mind. This experience left us with valuable lessons that have far-reaching implications beyond the committee rooms.

The committee was diverse, comprising of members from Korea, Australia, America, Pakistan, India, Vietnam and China. When I was

introducing Aeroplane Chess to my bloc, a Pakistani delegate pointed out its similarity to Ludo, a game popular in his region. We also discussed how teaching styles differ from region to region. Connecting with people from so many different parts of the world was truly memorable.

4I Lee Man Him

Round Square Forum to Oxford



In April this year, we had the privilege of participating in the Round Square event *RS Inspiring Voices: The Big Baraza in the University of Oxford* and were amongst the 400 delegates from 50 schools around the world. From Regency dancing to participating in exhilarating debates, the event was a whirlwind week we will never forget.

To enhance our learning and facilitate cultural exchange, we were organised into baraza groups of 16-17 students

from around the globe. Through our discussions on the Round Square IDEALS, we gained new perspectives on pressing global issues and forged lasting friendships. One of the highlights was debating in the renowned Oxford Union Debating Chamber, where world leaders like Winston Churchill, Ronald Reagan and Benazir Bhutto spoke. We engaged in passionate debates on topics such as cancel culture, enfranchisement, and the refugee crisis, which challenged us to think critically about these complex issues. This experience not only helped us articulate our opinions more effectively but also fostered a more comprehensive understanding of the world around us.



Between debates and discussions, we also immersed ourselves in the culture and history of Oxford. Our first night there we learned Regency

dancing at a masked ball held at the Town Hall, where we also enjoyed snacks and mingled with other students. For our first baraza activity, we embarked on an Alice-in-Wonderland-themed Discovery Trail, where we tackled a variety of tasks ranging from counting the number of acorns on a fence to playing croquet with a plastic flamingo to solving simultaneous equations mentally. We also had the opportunity to experience a guided tour of Christ Church College, where many scenes from the Harry Potter franchise were filmed. Beyond our explorations on foot, we also experienced the iconic Oxford tradition of punting. As we glided upstream, the tranquility and scenic beauty of the river left us in awe.

"The world is not in your books and maps, it's out there." This quote from *The Hobbit* beautifully captures the essence of our journey. The immersive experiences of the week not only broadened our horizons by exposing us to global issues but also fostered lasting friendships, giving us a glimpse into student life at Oxford.

5D Inna Lee, 5G Helen Ip,
4B Sophie Tang and 4H Caitlin Lai

Exchange Programme with Presbyterian Ladies' College (PLC), Sydney

Hosting a student from Australia during the exchange programme with PLC was a truly rewarding experience for both of our families. We were excited to introduce her to our local cuisine, such as dim sum and street food, and bring her around Hong Kong, exploring various historical monuments and visiting iconic landmarks such as Disneyland, The Peak and Sai Kung. Not only did we explore Hong Kong together, our exchange buddy also went to school with us. She accompanied us to different lessons and extra-curricular activities, which really fostered our personal growth, improving our time-management skills and communication skills as we faced different challenges. We are grateful for the lasting friendship that has developed, proving that connections can flourish despite geographical and cultural distances.

4F Leung Ching Yau
and 4G Lam Hay Shuen Lucida



Participating in the exchange programme with SPCC in Hong Kong was an incredible journey that broadened my worldview. The vibrant culture, bustling streets, and rich history captivated me from the start. My host families welcomed me with open arms, introducing me to many delicious local dishes and traditions. One of my favourite activities was exploring the city, visiting markets, and trying different cuisines with my



new friends. Through this experience I was able to expand my palate and view not only the wonderful sights of Hong Kong but the rich culture Hong Kong embodies. Participating in various school activities and observing a day in the life of Hong Kong students was eye-opening. I was surprised by the many cultural differences I encountered and learned from. This experience not only enhanced my understanding of another culture but also forged lasting friendships. I returned home with unforgettable memories and a deeper appreciation for diversity.

Isabel Chan
PLC, Sydney

Student Union Local Exchange with Diocesan Boys' School and Heep Yunn School



Earlier this year, we had the unique opportunity to participate in the DBSxSPCC local exchange programme, where each of us was paired up with a buddy who had a similar subject combination from Diocesan Boys' School (DBS). Experiencing the differences in the daily lives of the two schools, the programme was not only eye-opening but also a wonderful journey of friendship and cultural exchange.

During the first three days, the SPCC girls visited DBS and were fully immersed in their carefree environment. I found their approach to learning — unafraid to speak out and embrace dissenting opinions truly admirable. I have hence adopted this learning attitude in SPCC as well, becoming an active learner rather than passively absorbing information given by teachers. Outside the classroom, my exchange buddies

and I participated in a range of activities, including the therapy dog session, busking, school tour and more. I felt welcomed and comfortable despite being unfamiliar with their campus and peers at first. Overall it was an incredible experience that fostered long-lasting friendships and inspired me to adapt to different learning styles.

When our buddies came to SPCC, it was our turn to be the guide. We proudly toured them around our 110-year-old red brick campus, introduced them to our school traditions, such as assembly, hymn singing, classes, and clubs. As both schools have strong IB cohorts, we exchanged our academic experience within the IB curriculum, gaining great insights and helping each other on our IB journey.

While the cultural exchange was undoubtedly an incredibly valuable experience, what I truly cherish about this exchange is the friendship we gained and the meaningful bonds we built over these 6 days. The memories we created and the lessons we learned will surely last a lifetime.

5H Yeung Tsz Kiu Evana
and Or Cheuk Lam Cynthia

In April, students from SPCC and Heep Yunn School (HYS) participated in a six-day exchange programme. As a representative of the student union, I was privileged to be selected to participate alongside seven other schoolmates, each paired with an exchange partner from HYS.

During the first three days, we visited the campus of HYS and had lessons with our buddies. Although there were slight differences in teaching pace and styles, we were welcomed warmly by the students and teachers and received much support. It was not difficult to spot HYS students' dedication to their extracurricular activities. Besides excelling in academics and attending lessons attentively, HYS students also strive for the best in various sports and music activities, such as basketball, choir, etc. It was rewarding to see how they manage their time proficiently and strike a balance between academics and rigorous training, a skill that I could learn from and make use of in my future studies.



In the next three days, HYS students visited SPCC. On their first visit, they were immediately surprised by the sheer size of the SPCC campus. Apart from attending lessons, they also participated in various lunchtime activities organised by school clubs. The student union even invited a duo to perform a song on stage during the talent quest, and their stunning performance received lots of appreciation from SPCC schoolmates.

Being able to communicate and

exchange learning experiences with like-minded students from another top school in Hong Kong was more than a rewarding experience. I also met new friends and developed my interpersonal skills. Lastly, I would like to express my heartfelt gratitude to Mr Poon and Mr Paul Chan for coordinating the exchange programme and my exchange buddy Natalie for making this exchange so memorable.

5A Wong Yik Ka

Exchange Programme with Christ's College, New Zealand Round Square School

Being a host in an exchange programme is always an unforgettable experience for me. This is my second year joining the Round Square Exchange Programme, and I am very honoured to host a friend from another part of the world, New Zealand. From exploring metropolitan areas like Causeway Bay to discovering natural wonders like Sai Kung UNESCO geopark, we discovered the multifaceted beauty of Hong Kong together.

I am excited to share my recent exchange experience with my buddy, Lucas, from Christ's College in New Zealand. During the three weeks of exchange, we embarked on an unforgettable journey filled with academic exploration and cultural immersion.

Our adventure kicked off with a biology field trip to Hong Kong's wetlands. Coming from New Zealand, Lucas was fascinated by our coastal ecosystems. Together with SPCC students, we engaged in hands-on activities like analysing water samples and observing local species. This experience highlighted how our curriculum emphasises practical learning, blending theory with real-world application.

Next, we took on the challenge of a scouts camping trip. It was a true test of our survival skills! Lucas adapted remarkably well to Hong Kong's humid conditions, which are quite different from the cooler climate he is used to. Building shelters and navigating the trails together not only tested our abilities but also strengthened our friendship.

In April 2025, I had the privilege of participating in a Round Square cultural exchange programme at St. Paul's Co-educational College (SPCC) in Hong Kong. This enriching experience allowed me to immerse myself in a dynamic academic setting while forming meaningful connections

My exchange buddy, Sasha Young, had never travelled to Asia before, so many things that seem normal to us were a cultural shock for him. He was especially eager to explore typical oriental architecture, such as pavilions and temples.

New Zealand has a population of 5 million, even less than that of Hong Kong. From infrastructures to landscape, everything is fundamentally different from Hong Kong. It is never an easy task to fit a

At school, Lucas joined SPCC's volleyball training sessions. He was impressed by the level of discipline and technical focus we apply in our training. The structured approach was a refreshing change from the more relaxed style back home. Our volleyball team welcomed him warmly, and he learned a lot about our training methods and team dynamics.

Of course, no trip to Hong Kong would be complete without visiting Disneyland! We spent an exhilarating day enjoying the thrilling rides and watching the spectacular fireworks. It was a day filled with laughter and joy, perfectly capturing the essence of our exchange.

The highlight of our experience was undoubtedly the four-day Greater Bay Area orchestra tour. Performing in various venues across the region was both challenging and rewarding. The intense rehearsals deepened Lucas's appreciation for SPCC's music programme and the incredible talent of our students.

with students from diverse cultural and musical backgrounds.

Through a variety of workshops, joint orchestra rehearsals, and engaging classroom activities, I gained valuable insights into Hong Kong's education system and SPCC's emphasis on academic development. The



foreigner into this busy lifestyle, but this is what the exchange is for. We aim to broaden our horizons, not only by visiting other countries but also by hosting international friends. I would like to seize this opportunity to express my gratitude to the school for facilitating this experience, and to all those who have guided me on this extraordinary journey.

4D Howard Ng



Reflecting on this exchange, we both gained invaluable insights into each other's educational systems and cultures. From academic fieldwork to the performing arts, our experiences showcased the diverse opportunities that SPCC offers.

As Lucas returned to New Zealand, he left with not just memories but lessons about learning, teamwork, and cultural exchange. We were both immensely grateful for this opportunity and hope our story inspires others to embrace similar experiences.

5C Timmy Kung

exchange not only deepened my appreciation for cultural collaboration but also strengthened my musical skills and broadened my global perspective.

While at SPCC, I had the incredible opportunity to join the Orchestra on a tour to the Greater Bay Area in



China, performing in Guangzhou and Shenzhen. This three-day musical journey was unforgettable, filled with six concerts that challenged and exhilarated us. We performed Mendelssohn's *Italian Symphony No. 4* and Mozart's *The Marriage of Figaro: Overture*. Both are musically challenging and emotionally rich pieces, requiring precision, expression, and teamwork.

The trip also fostered camaraderie. Group assignments and shared accommodation – both in hotels and dormitories – gave us chances to bond in different environments. One of the most memorable aspects was our rigorous rehearsal schedule. Learning 16 pages of complex orchestral music in just five days pushed my abilities, strengthening both my musical and mental discipline.

Under the guidance of our conductor, Mr Warren Lee, we were inspired to reach higher standards. Through his direction, I gained a deeper understanding of SPCC's orchestral culture and the dedication required from each musician.

This tour was not just a musical endeavour but a transformative experience. I returned with sharpened skills, meaningful memories, and a profound respect for the collective effort behind every performance. I would highly recommend an exchange to anyone seeking an enriching, challenging, and unforgettable opportunity.

Lucas Zhong
Christ's College

Exchange Programme with Tamagawa Academy, Japan Round Square School

In April this year, I joined the Round Square Exchange programme in collaboration with Tamagawa Academy, Japan. At first, the notion that I would be a host buddy for two weeks was somewhat daunting. After all, all I knew about Sophia was that she took the IB as well. It started with the formal exchange of emails, endless questions about school and household rules, and then at last, Sophia's arrival.

Over the course of two weeks, I tried my best to make Sophia's stay in Hong Kong as fruitful and fun as possible. From wandering around colonial buildings in Sheung Wan, trying local delicacies, to exploring the Peak, Ocean Park and various

universities, I got to rediscover Hong Kong, while introducing Sophia to local culture. At school, it was great to see Sophia blend into the SPCC community through participation in various classes and interclass competitions. Moments when my classmates and I attempted to learn Japanese, facilitated by google translate and Sophia's demonstrations, were especially memorable.

Through day to day interactions, I learnt more about Sophia, recognising her focus and dedication to academics and talent in sports. Her easygoing personality quickly put me at ease, while I learnt to communicate effectively with her so as to



accommodate her preferences and organise our itinerary ahead of time, overall enhancing my interpersonal and time management skills.

Joining this exchange definitely allowed me to broaden my horizons and step outside my comfort zone by assuming the new role of host buddy, fostering memories and friendships that I will forever cherish.

4H Wong Yi Sarah



My exchange experience in SPCC and Hong Kong was very valuable to me, even though it was just for two weeks. In SPCC, everyone was really kind and answered my questions when I asked them. When I got back to my homestay, all family members of Sarah's family were very kind, welcoming and friendly (including the pets). Without the people I met, I don't think I would have had such a

great and valuable experience. Through visiting many places in Hong Kong, I was able to experience a diverse culture and eat delicious food. In conclusion, I appreciate all the people who have made my two week stay so memorable.

Sophia Cumpata
Tamagawa Academy

SCIENCE, MATHEMATICS & HUMANITIES

International Student Science Conference 2025

The International Student Science Conference (ISSC) 2025 is a one-week programme that aims to promote scientific knowledge and cultural exchange among 7 participating schools. It is a valuable platform for me to build friendships and learn new concepts outside of

the classroom.

As someone passionate about the physical sciences, my favourite part of the conference was Professor Kenneth Young's sharing on "What is our Universe up to?". The talk builds upon our current physics and



As students from other countries enthusiastically participated in the cultural night drama performance organised by SPCC students, Cosie and I, as student leaders, felt particularly rewarded as we saw all participants socialise and foster connections over Hong Kong local food and drinks. This is only one of the captivating moments during the 7-day International Student Science Conference co-organised by SPCC and CUHK.



During this week, we engaged in a variety of science-related activities, ranging from insightful keynote talks, workshops, and visits to different departments of CUHK as well as the Hong Kong Science and Technology Park. These experiences were truly inspiring to say the least. We concluded with science project presentations on the last day, where

we were impressed by all the innovative ideas. Having participated in innovation events before, both of us understand the difficulties of brainstorming and crafting prototypes from scratch.

As student leaders, we have witnessed firsthand the incredible teamwork and dedication from all teachers and student helpers that have made ISSC 2025 possible. From designing souvenirs, organising the city tour from scratch, to volunteering as tour guides, we are grateful for all the guidance and help provided by our teachers. Despite our meetings throughout the term being short and irregular, they have culminated into an unforgettable experience for all of the participants.

chemistry foundation and discusses the size and age of the universe based on ordinary matter, dark matter and dark energy. The hypothesis that "gravity can be repulsive" and how dark energy contributes to the expansion of the universe is truly fascinating to me.

Another highlight of the conference was the Cultural Night, where each participating school hosted games or had a performance unique to their culture. Despite making a significant error in singing, I still enjoyed the atmosphere of the night and how students from different participating schools interacted with each other. The game held by the school from Taichung brought students from all over the world together, and the room was filled with excitement and joy.

The conference also provided us with a chance to witness the new technology in CUHK and HKSTP. The ones that inspired me the most are the basketball robots and the AI that plays xiangqi. They show how technological advancements can not only benefit scientific research but also enrich our daily lives and provide entertainment.

5I Huang Kui Lam Angus



Although we had to prepare tirelessly for the cultural night performance with all SPCC participants, we believe our efforts have paid off after seeing the joy on everyone's faces.

In addition to science talks, we also explored Hong Kong with our group, creating unforgettable moments capped off by a visit to the Hong Kong Palace Museum. Every night spent bonding in the dormitory lobby strengthened our connections and created lasting memories. We are incredibly grateful for this memorable experience at the International Student Science Conference. May the next ISSC be another huge success!

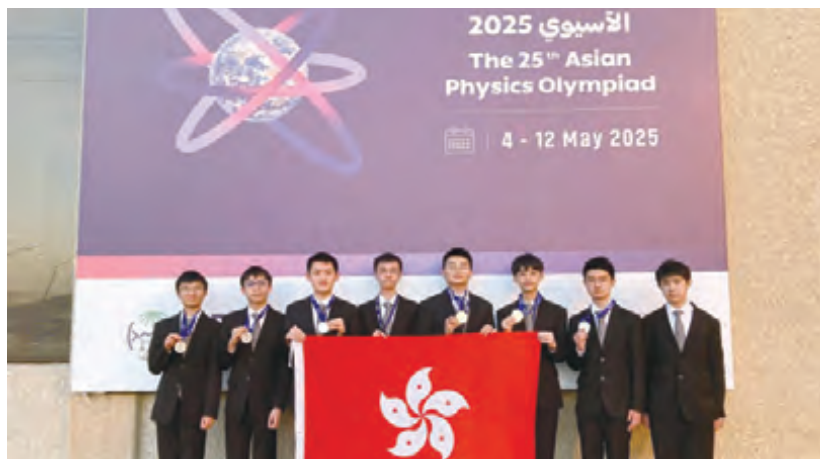
5A Ku Shu Sum
and 5H Lim Hiu Kwan Anson

2025 Asian Physics Olympiad

In May 2025, we went to Dhahran in eastern Saudi Arabia to participate in the Asian Physics Olympiad as part of a group of 8 students selected annually to represent Hong Kong. It was an honour for us to be chosen to compete in such a prestigious event. We attended intensive training sessions at Hong Kong University of Science and Technology (HKUST) over the count of two weeks, during which we did difficult experiments and past papers, as preparation before the competition.

The competition itself consisted of experimental and theoretical papers, each being 5 hours long. Differing from usual examinations, food was allowed throughout, our stationery was strictly controlled, and our electronic devices were confiscated. We first performed experiments investigating the physics of an induction cooker, where we designed circuits to determine metals' resistivities and heat capacities, and investigated how they shielded the induction effects between two coils. The examination was particularly difficult due to its length and the limited equipment given. Then, in the theoretical competition, we attempted three problems in which we calculated the Earth's precession period, investigated spin systems, and did atmospheric modelling. We tried our best and were awarded silver and bronze medals, respectively.

However, the Olympiad is much more than just a competition. We were amazed by the hospitality of the



organisers throughout the event. On arrival and during the opening ceremony, we received welcome gifts and local snacks such as dates, ma'amoul, and Arabic coffee. And after we completed our papers, a celebratory dinner was held at the Heritage Village, which claimed to be the world's largest restaurant. Ardah, a traditional dance, was also performed.

Elsewhere, we visited a factory for producing lead-acid car batteries, a local science museum, and Ithraa, a cultural museum. Through the Ithraa tour, we witnessed Saudi Arabia's rich Islamic culture through many historical arts, manuscripts, and documents from the Islamic golden age, showcasing its traditions, religion, and history. We also had the opportunity to try Arabic cuisine at the many buffets offered during the trip. Most of us even took home a set of the thawb, keffiyeh, and agal, pieces of traditional Arab clothing.

Other than that, through the visits and a talk by KFUPM (the university hosting the competition), we learned about Saudi Arabia's innovative visions, which values scientific and technological development.

Additionally, the Middle Eastern environment contrasted greatly with Hong Kong's. The low humidity and high temperatures made it feel like an



oven, while desert sand coated the streets, pavement, and the ground. Consequently, most buildings blended in, sharing the same sandy color as their surroundings.

Finally, we also had various valuable interactions with the Indian, Australian, Malaysian, Saudi Arabian, and various Chinese teams present. We exchanged our cultures, shared different card games we knew (while inventing new ones), exchanged souvenirs, compared our respective Olympiad journeys, and participated in a mini-dance tournament.

Looking back, our experiences at the 2025 Asian Physics Olympiad certainly extended beyond competition, enabling us to learn more about another corner of the world.

5A Qiao Lok Hei
and 5I Kong Yiu Wang Jayden



Form 4 and 5 STEM Learning Trip to Panyu, Guangzhou

During the Easter holiday, we had the chance to participate in the F4 and 5 STEM Learning Trip to Panyu, a programme designed to deepen our understanding of applied sciences and mainland China's technological advancements.

We had the privilege of attending an aerospace workshop led by a nationally-certified coach, where we explored the basic principles of aerodynamics and designed our model planes. Our visit to the Audi Car Factory was equally enriching, as we gained valuable insights into the vehicle manufacturing process and had the unique opportunity to build a car door from scratch. We also learned the traditional art of jewellery-making in a workshop, where we came to appreciate traditional craftsmanship and even made our own silver rings. Finally, we attended an engaging lecture on AI robotic hands, where we learned about their

degrees of freedom and how they can perform various tasks.

Through this three-day programme, I garnered valuable insights, not only about science and technology but also about creativity, problem-solving, and collaboration. Each activity encouraged us to think critically and

apply theoretical concepts to practical tasks, which deepened my appreciation for the seamless integration of innovation and craftsmanship. I familiarised myself with the technological advancements in the STEM fields in the mainland, and found myself having a greater appreciation towards the creativity and problem-solving skills of engineers and scientists. Overall, it was a fruitful experience, and I am deeply grateful for the opportunity to participate.

4A Koo Pak Long Isaac



During the Easter holiday, I participated in a STEM learning trip to Panyu, Guangzhou, along with 15 other students. Over the three-day programme, we engaged in workshops covering various STEM fields. This experience not only provided insights into China's technological advancements but also enriched our STEM knowledge, paving the way for us to become future STEM leaders.

In the aerospace workshop, a nationally certified aerospace coach taught us basic aviation mechanics knowledge. Then, he tasked us with constructing our own planes and testing them on a football field. Initially, our planes quickly plummeted to the ground upon takeoff, leading to feelings of discouragement. However, the coach motivated us to adjust the ailerons, flaps, and weight distribution to enhance the plane

based on our understanding of aircraft mechanics.

Finally, after numerous trials and errors, we successfully optimised our planes. They could glide through the sky for up to a minute, and it was exciting and delightful to witness how our hard work paid off. This interactive workshop highlighted the importance of utilising our existing STEM knowledge to identify prototype weaknesses and enhance them through repeated testing. Scientific endeavors are rarely smooth, since they demand perseverance and determination. Therefore, encountering setbacks should fuel our motivation to enhance our designs rather than lead to discouragement.

This memorable trip offered valuable insights into emerging STEM industries and encouraged us to aspire to become next-generation STEM pioneers. Don't miss the chance to join this trip next year and delve into the fascinating world of STEM!

4A Tian Yu Yang Timothy

Form 2 STEM Learning Trip to Singapore

This STEM trip to Singapore was surely one of my most unforgettable experiences. Engaging in activities ranging from cultural visits to drone courses—even ice-cream making — we delved into Singapore's diverse cultures and gained valuable insights into STEM and sustainable development.

One of the most fascinating technologies introduced to us was MEDIFLY by Cuprina — a treatment that uses Maggot Debridement Therapy to address chronic wounds. Maggot Therapy utilises sterile, live larvae of the *Lucilia cuprina* species, often known as greenbottle flies, to remove non-viable tissue and bacteria from chronic wounds, healing wounds without surgery. The secret

behind this magic lies in the properties of maggots. Such species secrete enzymes that break down dead tissue and convert it into liquid, which they then consume. While leaving healthy tissue undisturbed, it also kills bacteria that cause infection, stopping wound breakdown and speeding up recovery. What further surprised me was that this technology dates back centuries, with documented use in countries like the US, Australia, and China. This reminds us that STEM is not only about pushing forward with innovation, but also looking into the

past for inspiration and making improvements.

All in all, this trip broadened our horizons by showcasing technologies like maggot therapy and drought-resistant crops. By visiting exhibition halls and tourist spots, we also learned how Singapore rose to become a multifaceted global hub.

Last but not least, I am truly grateful to the school for organising this trip, as well as all the teachers and friends who made this journey memorable.

2B Kong Ho Yan Alisha



During the summer, 30 of us Form 2 students went on a STEM and cultural trip to Singapore. From soaring vertical gardens that purify the air to communities that reflect an integration of cultures and AI-driven smart cities, I was amazed by the blend of technology, culture, and nature. I was also inspired by the real-world STEM applications I encountered along the way.

One of the most fascinating aspects of innovation and science was touring Cuprina Wound Care Solutions, where a type of maggot is used to eliminate infections in chronic wounds. I was stunned by how these seemingly repulsive insects can be used to heal patients, and I even had the chance to touch them. We also built our own drones and flew them across the campus.

In addition to STEM education, we explored the streets of Chinatown and Lau Pa Sat, immersing ourselves in their local customs. From hawker centres to traditional temples, each site reflects a rich history that has been thoughtfully preserved. We also interacted with local students, learning about our cultural differences.

Finally, we visited famous landmarks, including the Merlion, Jewel Rain Vortex, and watched the Garden Rhapsody light show. Gazing up at the night sky, watching the Supertrees' branches flash in rhythm, I was mesmerised by its beauty.

I would like to express my gratitude to our school for providing the opportunity to participate in this trip. I am motivated to apply the skills I have learnt and to continue exploring new fields.

2C Samuel Chong



Throughout our six-day trip in Singapore, we were given numerous opportunities to explore the city and delve into STEM – ranging from AI workshops to learning about the use of maggots in medical technology. It was an unforgettable experience that broadened our horizons in STEM and deepened our understanding of Singapore's history and culture.

One highlight was our visit to Singrow Pte Limited, a company specialising in agricultural technology. We were able to tour a strawberry farm utilising vertical farming. This technology not only offers a solution to limited farming space but also manages pest control more efficiently, truly a game-changer for urban agriculture.

Another engaging activity was the ice cream workshop at the Science Centre. This provided a hands-on experience where we made our own batches of ice cream and conducted experiments exploring the science behind frozen desserts.

In my opinion, the most enjoyable experience was the exchange with Victory Life Christian School. We learned about their school life and its differences from ours. They each had individual workstations within cubicles, resembling a corporate office, and the ages in one class could range from 11-15, which is a distinct contrast from HK schools. The exchange proved to be an eye-opener, allowing us to learn more about one another's cultures and daily lives. Although our time together was brief, we exchanged contact information before parting ways to stay in touch.

This rewarding learning trip not only provided invaluable insights into the world of STEM but also offered a fascinating glimpse into the rich culture and urban planning of Singapore. I am profoundly grateful for this eye-opening journey and am now looking forward to pursuing further explorations in STEM!

2G Pang Nga Lai Alyssa

Mathematical Modelling Competition for Secondary Students

In the Mathematical Modeling Competition for Secondary Students (MMCSS), our team of four worked tirelessly for four consecutive days, applying mathematical modeling to tackle real-world challenges. Our focus was on predicting and analysing Hong Kong's tourism trends, a task that pushed us to think critically and creatively.

Balancing the competition with our regular schoolwork was no easy feat. With limited time and minimal missed

lessons, we honed our time management skills, breaking tasks into manageable segments and setting strict deadlines. Teamwork was essential – each member brought unique strengths, from data analysis to coding, allowing us to divide tasks efficiently. Late-night brainstorming sessions and collaborative problem-solving taught us the power of communication and adaptability.

Beyond abstract equations, we

discovered how math shapes real-world decisions. By analysing Hong Kong's tourism data, such as visitor demographics, spending patterns, and seasonal fluctuations, we built predictive models to forecast future trends. This experience highlighted how mathematics drives industries and reinforced our appreciation for its practical impact.

We were honored to be named first runner-up in the MMCSS, earning us a spot in the Hong Kong-Shanghai Mathematical Modelling Competition (HSMMC) as a Hong Kong team representative. The intensive training sessions deepened our expertise, teaching us advanced techniques like statistical distribution and optimisation algorithms, while solidifying our foundational knowledge.

5D Lee Inna Belle

PolyU SCIENCE Young Talents Competition

Looking back on the PolyU SCIENCE Young Talents Competition finals, what I remember most was not the specific problems, but the feeling in the room. The air was thick with pressure on 29 March. We were cycling through four different 75-minute sessions — Mathematics, Physics, Chemistry, and Biology — and each one felt like its own marathon. The tasks were challenging, designed to make us think on our feet rather than simply recall facts.

From the intensive heat competitions to the hands-on sessions in the finals, there was no room for ego; it was not just about getting the correct answer, but about conducting all the steps right, together. I had a vivid snapshot in my head: Evan, utilising his GDC to evaluate complicated mathematical functions, Timothy, impossibly

steady-handed with a Biology sample, while Paul and I frantically cross-reference our Physics data. An instinctive nod across the table was all it took to know we were on the same page.

You could feel the stress and panic creeping into the other teams: the raised voices, the frustrated sighs. But in our corner, we were immersed

in a bubble of calmness, with a relatively light atmosphere built by our shared joy and laughter through a genuine engagement in these cooperative experiences.

By the end, the victory felt almost secondary. We walked out of that lab different from how we walked in. The win was a trophy, but the real prize was discovering that quiet, unshakable confidence that only comes from facing something that doesn't break you. This summer internship was an incredible opportunity, but that feeling of shared resilience — that's the real takeaway.

4A Lam Chun Hin



In January, Brendan Lam, Evan Guo, Paul Xu, and I participated in the preliminary round of the PolyU Science Young Talents Competition. The test comprised questions beyond

the HKDSE syllabus, imposed strict time constraints, and unfortunately — one of our team members could not participate. Despite these challenges, we calmly divided tasks among ourselves and communicated when faced with challenges. Ultimately, our performance was satisfactory, and we successfully qualified for the finals in March.

During the finals, we tackled mathematical problems and conducted experiments regarding Physics, Chemistry, and Biology. These tasks were unfamiliar to us, since they were aimed at testing our

critical thinking and practical skills. Nervous but determined, we devised clear strategies and made collective decisions at critical moments to reduce the likelihood of individual errors. Our efforts paid off as we surpassed other strong teams, emerging victorious in the competition.

This competition highlighted the significance of close teamwork. Given the demanding nature of the tasks, effective planning, task allocation, and mutual trust were crucial for timely completion. We should not criticise each other but should instead encourage one another to create a better working environment.

Apart from gaining the opportunity to test our practical and problem-solving skills, we also learned the value of maintaining composure in the face of challenges and pressure. When encountering difficulties, it is important not to succumb to panic but to analyse the situation critically. This approach enabled us to come up with optimal solutions and progress through tasks effectively.

4A Tian Yu Yang Timothy

Hong Kong Mathematical Olympiad

The Hong Kong Mathematics Olympiad (HKMO) is a team based intensive competition where hundreds of schools in Hong Kong compete in a two-round competition for the champion. This year, after many setbacks, our school has finally regained the title of champion.

The competition consists of two rounds: the heats and the finals. The heats include an individual exam-style event and a group event in which contestants work together to solve a problem set. The finals feature a similar group event, but the individual event transforms into a relay format without mutual communication.

However, our victory was preceded by many failures. As a third-year representative for HKMO, I made



several silly mistakes before, particularly spending too much time on the easiest question on the paper. I vividly remembered that I was struggling with a particular geometry problem while noticing my teammates waiting anxiously. It felt terrible to let them down.

Drawing from my experiences in previous years, I worked hard to hone my skills at home and participated in group training sessions. Despite the competition's intense nature, training with my teammates turned out to be surprisingly enjoyable. It was fun to see each other puzzled by different questions, and later, we would discuss the solutions and laugh together.

On the day of the contest, we tried to enjoy ourselves as much as possible. Our victory came as a surprise, especially after being beaten by other schools over the past two years. Winning the championship was an honor, affirming our efforts and serving as a token of appreciation for our school.

This invaluable experience will always remain a cherished memory from my secondary school life, and I am immensely grateful to the school and the teachers-in-charge for providing such an opportunity.

3G Sze Long

International Mathematical Modelling Challenge

Over the span of five months, our team of four mathematics enthusiasts participated in the International Mathematical Modelling Challenge (IMMC). We were honored to receive the Outstanding award, the highest achievement in mathematical modelling competitions, out of more than 1200 teams at the Greater China Contest, and be selected as a Greater China representative in the International Round.

Throughout the IMMC, we were required to create mathematical models to study and analyse different real-life situations, from the shape and dynamics of jumping ropes to scheduling a global sports league.



As four clueless first-time participants, we had no idea what to expect, especially when it was our very first attempt at writing a twenty-page paper on a mathematical model. After a total of nine days of working tirelessly, whether in the library or on trains and planes during the Chinese New Year period, we successfully passed two rounds of contests and were selected to enter the oral defense round, where we presented our model to the judges and answered their questions.

The oral defense was perhaps the most challenging of all, not only

because we faced the best of the best, but also because only two of us ended up presenting – one teammate was stuck in Mainland China and another had food poisoning. Despite such unfortunate circumstances, we managed to deliver a decent performance and win the contest.

This experience greatly enhanced our modelling experience and creativity, but it was also a journey – a journey of problem-solving, friendship, and unwavering perseverance.

4I Guo Yat Hin

Citizenship and Social Development Mainland Study Tour

Shaoguan: A Culturally Rich and Technologically Advanced City

The trip to Shaoguan has no doubt enriched my understanding of the development of China in tourism and technology.

Firstly, the natural landscapes were well utilised to attract tourists from around the world. Despite its size, the mountain had well-developed infrastructure like rock pavements and resting areas, able to accommodate many tourists. The monastery also evoked a sense of

peace, allowing me to look into the traditional Buddhist culture. Surprisingly, even the monastery had WeChat for donations, showing their extensive network coverage. The explanation of our guide also enabled me to learn more about the biodiversity of Danxia mountain, challenging my preconceptions that China was a heavily polluted region. I believe that with proper promotion, sites like Danxia can gain more global recognition as a UNESCO World Heritage.

Moreover, the visit to the Shaoguan steel plant showcased impressive technological advancement. Contrary to my previous thoughts, the plant was clean, quiet, and automated, with roughly ten workers operating the machinery. The factory also offered comprehensive benefits for the workers, like reasonable accommodation in the staff village, along with recreational facilities like swimming pools. These have boosted staff morale and increased productivity. This visit has allowed me to realise that a harmonious and united working environment is the key to loyal workers.

The trip to Shaoguan challenged my preconceived notions about life in Mainland China. I now look forward to exploring more of China and learning further from its rapid progress.

5A Cho Joshua Chi Ho



The Citizenship and Social Development Mainland Study Tour to Shaoguan not only allowed us to see the unique red rocks and the excellent steel-making technology of Shaoguan, but also to explore the humanistic spirit of the city. By participating in this two-day tour, I gained more insights into the great achievements that the people of Shaoguan have made in the past and present.

During the trip, I learned that preserving Danxia's unique landforms is a relentless race against time. Geologists and ecologists spent decades in laboratories, investigating rock samples under microscopes and trekking across dangerous cliffs, documenting every rare plant. We visited the Danxiashan World Geological Park and its Museum. The special talk about Danxia landform was informative and interactive. I learned the history of discovering unique landforms and admired the

unyielding dedication of scientists who transformed Danxia from a scenic attraction into a scientific treasure, securing its place as a UNESCO World Heritage Site and Global Geopark.

The Fuxuegong exhibitions on the theme of Confucianism has become a place for people to worship Confucius, encourage learning, and promote the excellent Chinese cultural traditions. Shaoguan nurtured a lot of famous people such as Yu Jing and Zhang Jiuling, whose works shaped the history and development of Chinese literature. These literary giants built a spiritual monument with their countless wise sayings, one far more enduring than any physical relic. Because of their influence, many people continue to worship at this place, praying for their wishes to be fulfilled.

In our pursuit of economic growth, let



us not forget the quiet guardians who preserve our ecological treasures and cultural heritage. They are the ones who made Shaoguan not merely beautiful, but profound; not just prosperous, but truly noble.

5D Lin Yuki

LANGUAGE & CULTURE

Hong Kong Junior Schools Debating Championships 2025

In March 2025, I had the opportunity to participate in the Junior Schools Debating Championship in my last eligible year. As a team, we poured our hearts into researching topics and practicing arguments, but the journey was not without its challenges.

Despite our thorough preparation, we were under immense pressure from



the expectations we gave ourselves, and the fear of letting down not just the team, but also the teachers and seniors who supported us along the way. We faced setbacks in the preliminary rounds. It was disheartening, yet we pushed through and broke into the quarterfinals. I recall the immense relief and joy that we all felt at the announcement, and our resolve to strive for greater heights was strengthened. Meeting in person was difficult, so we relied on WhatsApp calls that stretched to eight hours at a time. We shared laughs, voiced out our worries, and

vented our frustrations, fostering a deeper bond among us.

The final round felt electric, yet surreal. With a hilarious motion, we stepped into the shoes of Mickey Mouse, infusing humor into our arguments while still maintaining a strong case. We genuinely delighted in the little moments, and when the results were announced, we had won. Our call exploded in excited screams. The cherry on top for me was being awarded best speaker in the finals. The feeling of accomplishment was overwhelming, knowing that our dedication has brought us victory and unforgettable memories.

3A Wong Yuet Ching Claire



Draining ourselves through countless hours of intense preparation, debating seven hours straight, and riding waves of stress and exhilaration — this pretty much sums up the journey of JSDC for me.

I still remember how our team called each other until midnight, polishing speeches, fearing our cases were not refined enough. We had low expectations at first, so advancing to the octofinals was already beyond what I had dared to expect. Each subsequent round felt like both a victory and a new uphill battle. Yet, it was in that pressure that our team bonded, encouraging each other while frantically coming up with a perfect case through different strategies. The stress was real, but so was the ecstasy of seeing our arguments land with clarity and confidence.

Reaching the grand finals felt so surreal and nerve-racking. A year ago, I was still observing, and all of a sudden, this felt like a dream come true. Nonetheless, we trusted in the teamwork that had brought us here, pouring everything we had into that one last round. When the adjudicators announced our win, our shrieks erupted in unison through the phone call. Despite being miles apart, the euphoria felt so close and unforgettable. Winning the championship was truly the icing on the cake, giving us the perfect ending to our junior debating journey.

JSDC was much more than a competition, but an experience that allowed us to push ourselves beyond our limits, strengthen our bonds, and create memories that we will carry with pride and elation for years to come.

The JSDC tournament was a fun but hectic experience. From panicking over half-finished cases to late-night preparation calls while eagerly awaiting the results from each round, our team had its fair share of anxiety, exhaustion, and laughter. What I found most intriguing in this competition was the diversity of viewpoints. Each round introduced us to new ideas and challenged us to consider different perspectives and the roles of different stakeholders. This tournament taught us to listen and think on the spot. Additionally, we also learned many valuable life lessons, including ones in responsibility, perseverance, and sportsmanship.

Of course, none of this would be possible without my teammates — Leah Wong, Shawn Nip, Roderick Yuen, and Lauren Chan. Our shared effort was what made every moment of the competition worthwhile and memorable, and I hope that we can continue to grow and support together in the coming years of debating.

3B Au Pui Sze Kelly

3E Hui Nok Shiloh

Young Readers Festival - Talk

Creating Characters: An Inspirational Talk by Kevin Chong

The talk of Mr Kevin Chong turned my confusion about writing characters into a sense of fulfillment and inspiration.

Mr. Chong provided clear and easy steps of creating a character. Each slide presented was about a decision to make during the process, such as the goals of a character and the issues in the way. I followed the steps closely and created my own character and felt incredibly fulfilled seeing my ideas come to life. These bite-sized steps help me understand the topic well, and enlighten both my classmates and me about writing characters from different perspectives and periods of time, such as classical, modern and post-modern times.

Overall, I think that the talk not only strengthens my foundation of writing characters, but also guides me to create ideas of my own. I sincerely express my gratitude to the school for giving us this valuable chance to learn.

1E Zhan Tsz Sen Elizabeth



Reflection on *How to make Characters feel real*

On 3 March, F1 students attended a talk delivered by Mr Kevin Chong, the author of seven fiction and non-fiction books.

Mr Chong presented three of Pixar's storytelling rules and led us in writing exercises to build a protagonist: establishing their specific goal, laying out the oppositions they encounter and how they get in the way of their own goal, and what or who makes them angry. From these exercises, I discovered that, like real people, characters can occasionally be their own worst enemy. Even simple characters can have depth when explored with the right questions.

One of the most impactful ideas is the Pixar rule about challenging a character with the opposite of their strengths. It changed the way I think about conflicts, showing me that they are not just about obstacles but about forcing characters to grow.

Last but not least, Mr Chong's observation that relationships bring characters to life really struck a chord. Filled with love or strife, or both, relationships are what make stories real. While learning about these dynamics may seem daunting, I am motivated to look closer at my characters and their relationships to enhance my writing quality.

1F Szeto Shun Lai

Young Readers Festival - Workshop

The Plot Thickens: The Shape of the Stories We Tell

The door creaked, and in strode a middle-aged gentleman dressed in a sharp emerald-green suit – Mr M.T. Anderson. As he greeted us with a cheerful “Howdy!”, a smile crept across my face, from cheek to cheek. This workshop was going to be fun.

The next hour was a whirlwind of activity. Mr. Anderson led us through engaging writing exercises designed to teach us the ins and outs of



narrative writing. For me, the most memorable moment came when he showed us four abstract paintings and challenged us to interpret what was happening in each. This exercise wasn't just about creativity; it was a lesson about capturing readers' attention from the first sentence and 'keeping them on the edge of their seats', as I quote from Mr Anderson himself.

Throughout the session, we learned how to craft compelling “hooks” that draw readers in right from the start, how to write from the perspectives of different characters to add depth to our stories, and how to weave sensory details seamlessly into the fabric of our tales. Through this workshop, Mr Anderson taught us how masters craft stories.

1B Fu Man Hei Hayden

The dark winds howled in the night, contributing to the only sound in the uncanny silence. The two feasted, utterly oblivious to the threat of the wolf in the distance. The squirrels scuttled around, their disconcertment palpable. The wolf's eyes glittered under the feeble moonlight.

We were privileged to have the opportunity to immerse ourselves in English writing under the guidance of *New York Times* best-selling author

Mr M.T. Anderson in the workshop *The Plot Thickens: The Shape of the Stories We Tell*.

Albeit short, this invaluable experience taught us the importance of creativity. Mr Anderson told us that it is imperative to let our imagination run wild – there is no need to confine ourselves to reality in our writing. When asked to construct another paragraph based on the same picture, we managed to let our imagination take charge and come

up with a more coherent and creative story.

Einstein once compared writing to riding a bike and came to the conclusion that we have to keep moving in order to do well. May budding writers flourish, and may the beauty of writing continue to inspire generations.

2B So Yi Sun Ethan
and 2B Suen Man Him Thomas

Form 1 English Enhancement Programme

The shimmering sun cast its gentle rays on Tonbridge School, bathing the grand, historical building and verdant campus grounds in a warm hue of gold. Anticipation filled the air as we, the twenty-one English Enhancement Programme participants, embarked on an exciting and eye-opening learning journey in the UK.

The programme unfolded with compelling lessons, fun-filled workshops, thrilling excursions, team-bonding activities and a final performance to showcase all the wonderful skills we had learnt during the two-week course. The approach to learning was highly experiential and inspirational: We were reading a cast away novel one night and brainstorming survival items for a stranded island scene the next morning; watching a movie adaptation of Romeo and Juliet in one lesson and writing love poems in another; visiting popular tourist attractions during the day and competing in a trivia quiz on the UK history and culture in the evening; going to a live musical in the West End on an excursion and learning to sing a song from the musical in a workshop. From writing journals for



the programme blog to performing in the farewell show, we were given ample opportunities to participate and unleash our creativity.

The EEP is a truly exceptional course. I had an amazing time singing, dancing, acting, touring and playing while enriching my language skills and soaking up the UK culture. Above all, I have grown remarkably in terms of confidence, independence, leadership and resilience. I would highly recommend the English Enhancement Programme to every Form 1 student.

1A Shek Ka Wing Seraphina

As we dismounted the coach, a gentle breeze swept past, lifting our heavy eyelids to take in the ancient architecture of Tonbridge School. Ready or not, we knew this marked the beginning of our unique journey across the globe. Tonbridge provided us with once-in-a-lifetime-experiences, and I have no doubt that this encounter will never wither away in my mind.

Embarking on this adventure was worth the effort and the time. We enjoyed various excursions, including the captivating musical *Wicked* in London, the stunning view on top of St. Paul's Cathedral, exploring

Cambridge, and visiting the British Museum, where we glimpsed through the curtains of history. Our teachers encouraged us to create presentations about each site, enhancing our skills while allowing us to delve into British history.

Daily lessons were always packed with bustling energy. Focusing on writing and speaking, our skills were enhanced through opportunities for public presentations. From imaginative scenes about being stranded on an island to taking on the role of an interviewer for Romeo

and Juliet, we were fully engaged throughout.

In addition to our daily lessons, Tonbridge provided us with a wealth of workshops, such as dance, film, poetry, and singing. We would learn about our required pieces for our final performance, while the magazine workshop allowed us to copy and compile our writings for our magazine publication. The sense of accomplishment was profound after we completed our final performance, basking in both blinding lights and enthusiastic applause.

Time in the UK flew by all too quickly, two weeks passed in a blur. We not only stepped out of our comfort zones, but we also formed genuine bonds that will endure, whether with teachers or with friends. With heartfelt gratitude towards Tonbridge and our teachers, we waved with longing as we boarded our flight, knowing that we would carry the wonderful memories of the English Enhancement Programme forever, like handprints on our hearts.

1C Lam Yan Evelyn



The English Enhancement Programme provided a once-in-a-lifetime experience, beginning with the breathtaking landscape of Tonbridge School. The vast green fields and fresh air energised me, erasing any lingering tiredness. Right then, I knew that it was an experience imprinted on my soul, a journey I would never forget.

Traveling across the globe transformed my learning, with vibrant and demanding teaching methods.

Daily assessments in speaking and writing pushed our boundaries, while diverse topics ranged from survival strategies to Romeo and Juliet, and crafting persuasive speeches. Creative workshops in dance, drama, and singing infused creativity into every hour. All of this culminated in a stunning final performance: our adaptation of Romeo and Juliet, a choral recitation from Macbeth, a show-stopping dance, and a song from Wicked. Standing there, feeling

the applause wash over us, the sense of accomplishment was profound.

Beyond the classroom, we explored iconic sites, like Big Ben, St. Paul's Cathedral, the British Museum, Cambridge, and Hampton Court Palace, immersing ourselves in UK's history and culture.

Lesson breaks turned into team games, and the air filled with shouts and laughter as we launched into Rounders, Capture the Flag, and Freeze Tag. Breathless sprints and triumphant shouts created real bonds and moments that still make us smile.

After fourteen incredible days, saying goodbye to Tonbridge was bittersweet. This programme was not just unforgettable; it was profoundly meaningful. We left not only with souvenirs but with newfound confidence and skills, marking a profound and meaningful journey.

1D Genevieve Lo

Colour Carnival



The Colour Carnival was one of the highlights of the Language and Culture Team's activities to promote the theme of "Colouration." It was a vibrant event designed to emphasise the cultural significance of colour and linguistic diversity. By engaging students through interactive game booths, we aimed to deepen their understanding of how colours are intertwined with language and culture.

At one of our booths, students explored the names of different colours in English, Chinese, French,

German, and Spanish. This interactive language activity highlighted not only our vocabulary knowledge but also the cultural significance of each colour. As students matched colours with their names in different languages, they discovered how certain colours hold unique meanings in various cultures. For example, white is often associated with purity in Western cultures, while in some Eastern cultures, it is linked to mourning. This activity fostered a greater appreciation for linguistic diversity and cultural nuances.

Another booth featured a "Colour Trivia" game that connected colours to cultural practices and beliefs from various cultures, such as Chinese, Indian, Egyptian, and Greek. Questions like "What colour is rarely used in national flag designs?" and "Which colour is sacred and worn by warriors in Maasai culture?" prompted discussions about the historical and cultural contexts behind colour choices. This trivia not only engaged students with fun facts but also encouraged them to reflect on how colours influence cultural identity.

As the highlight of the event, we hosted a Tie-Dye Workshop in collaboration with the Art Club. This hands-on session allowed students to create their own tie-dye



masterpieces while learning about the historical significance of tie-dye in different cultures. Students were not only expressing their creativity but also engaging in conversations about how art and colour reflect cultural heritage.

The Colour Carnival serves as a reminder of the profound connections between colour, language, and culture. Through interactive booths and creative workshops, this event highlighted how colours are not just visual elements but are also rich in cultural meaning, fostering a deeper appreciation for different languages and cultures around the globe.

5G Ip Chiu Tung

漢字霓虹燈工作坊

色彩斑斕的霓虹燈招牌是香港夜色裡獨特的街角風景，也是一代代香港人親切的回憶。

這次霓虹燈工作坊中，我們在導師的帶領下先用鉗子將光管扭成漢字的輪廓，再連接電源，成功制作自己專屬的迷你霓虹燈。對於新手而言，製作霓虹燈的過程並不簡單。光管雖然有一定的可塑性，但將它扭成形態多變的漢字仍帶有挑戰性，考驗著同學對工具和細節的掌控。經過近一個多小時的努力，我們才得以成功製作漢字輪廓。這次的經驗令我深深體會到堅持的重要性，更讓我以新穎的方式重新認識日常漢字：每個漢字的一鉤一撇，一橫一豎都有其獨特的形態。在



製作的過程中，光管的扭曲幅度也因而改變，好讓我們能夠清晰地呈現字體。

潮流和審美觀會隨著年代改變，但傳統藝術和漢字的韻味會歷久不衰。但願更多人能體會香港文化的魅力，霓虹燈能持久照耀東方之珠的夜空。

四辛 黃頤



中西區 「聯校小作家計劃」



本年度我有幸獲薦參與中西區「聯校小作家計劃」，得到潘步釗博士及施偉諾先生的親自指導。於是次計劃中，導師主要講解散文創作，引領我們運用自己的文字，從顏色、聲音、味道、溫度等細節出發，編寫出一篇篇細膩入微、真情流露的文章。

在日常多為公開考試而練習的作文中，同學多偏向選用較為大眾化的題材，細節或許欠真實感。透過導師們的指導和啟發，我開始認真看待如何選擇題材，透過想像力及日常的觀察，發現即使微小如炎炎夏日的緩緩薰風，形影不離的一副眼鏡，又或是每日放學回家的一份小點心，在汪洋的文字世界亦能讓我在腦裡構建成一幀精緻的畫面，帶著無窮的力量。自此我幾乎完全拋棄了以往稍顯造作的大起大落、大喜大悲，不必受常規題材的規限，真正在文學的世界中遨遊。

最令我記憶猶新的一堂課中，老師引導我們細閱名作家有關懷緬過去的文章。當中使用以人體器官的變化襯托情感上的百態，例如以心臟的絞痛或肝臟的衰竭表示斷腸之痛。這種描寫的方法實在使我著迷，同時讓我明白到寫作並不需要格式化，反而是個人的想像和渲染，才能使作品更引人入勝。

在這橫跨兩月的課程中，我重新認識創作這一回事，並期盼能利用所學，真正以對文字的喜愛深入探討現代文學我手寫我心的追求。

五己周穎翹

本學年有幸能參與由中西區各校舉辦的「聯校小作家計劃」，在潘步釗博士及施偉諾先生的悉心教導下，我學會了許多創作散文的技巧，實在獲益良多。

在創作主題方面，我學會了文章取材無需強行捏造煽情、誇張的片段，而真正動人的時刻，往往可以從日常生活中蒐集。就如課堂上欣賞的散文，選材有街市被賣去下半身的白鱔、茶餐廳盤子中的一條頭髮、疫情時於公眾廁所洗手後開門的片段。這些生活點滴往往轉瞬即逝、只能從我們眼角掠過，但原來當這些事物疊加上感情和聯想，皆可化成宣泄情感的渠道。

我也學會了應換個角度看事物。在第一節課中，施老師讓我們提出描寫「舊桌子」的角度，結果發現大部分同學只懂描寫它充滿刮痕、泛黃、缺少新穎的角度和面向，或許可以描寫它有著疫情時膠擋的膠帶痕跡、別樹一格的樹木年輪等。

此外，每堂課前必須繳交的散文功課著實提高了我的寫作水平。老師們讓我們總結課堂所學，並根據該課的主題寫作散文一篇，當中主題包括裂痕、物我之間、怪人等等，好讓我們不用被考試的文體和要求所限制，能肆意揮毫寫作。老師們也用心分析我們的作品，發掘當中值得學習的取材和文句，並積極給予鼓勵。本來對自己的作品毫無信心的我，經過老師的鼓勵及細心分析，逐漸重拾對寫作的熱情及自信，亦在往後的課堂中更勇於嘗試不同的寫作方法。

最後，衷心感激學校老師的提名，讓我可以體驗如此豐富的課堂內容。是次的小作家計劃實在令我受益匪淺，在散文創作和欣賞方面更上一層樓。

五己吳熹旻

AESTHETICS & CREATIVITY

Odyssey of the Mind

Roaming Through Creativity: An Odyssey of the Mind Journey

Back in late April, us and two other schoolmates traveled halfway across the globe to attend the world finals of the Odyssey of The Mind. Before we knew it, it was our turn to step into the competition room, we were nervous at first. Every team around

us looked so confident — polished props and crisp performances. Meanwhile, we were still scrambling to fix a flickering headlight for our shadow play.

After the competition, we celebrated the only way we knew how - with good food and even better company. Along with Mr Poon and our alumni Mr Mak, we went out for a celebratory meal and enjoyed the simple pleasure of normalcy after days of competition.

Just when we thought the hard part was over, we faced one last challenge — the spontaneous round. We were handed a jumble of materials: rubber bands, straws and a few other odd items. Our task was to connect everything into a single

structure and suspend it from a rope. At the end, our creation was not perfect — some parts wobbled, others hung at odd angles — but it held. More importantly, we had worked as a team, thinking on our feet and laughing through the stress. It was messy, unpredictable, and exactly what Odyssey of the Mind was all about.

The final days flew by too fast. After attending the closing ceremony, we began our long journey back to Hong Kong. The competition was over, but the memories of our time together, the laughter and the shared struggles would stay with us much longer than those few short days had lasted.

4B Ho Promise and
4D Cheung Wing Yan



What OM is All About

Founded in 1978, Odyssey of the Mind (OM), is a creative problem-solving programme promoting creativity, problem solving, teamwork, STEAM, etc., that consists of two parts: long-term and spontaneous. In late May, my teammates and I took part in the OM World Finals held at Michigan State University, competing with over 9,000 participants from 41 regions. We chose Problem 5: Performance as our long-term problem, which took us months to

prepare and improve, presenting an original civilisation on the topic of constellations. The unseen spontaneous part was about keeping the balance of objects on a string. This seven-day journey turned out to be both satisfying and rewarding.

Friends always ask me the reason for joining Odyssey of the Mind – it seems like I am not the type of person to join such an “eccentric” event. Things started when I was in Primary 4, when I also had the opportunity to participate in OM. All I

knew was that I got a chance to go to the U.S., by myself, which was quite attractive to a ten-year-old kid. However, it sadly did not happen. Years later, when I received the promotion email from the teachers at the end of Form 3, I became interested. It was a late fulfillment of a childhood dream. To be honest, I enjoyed the hard work and moments along the way. It was the right decision after all.

4D Li Tung Yuk Sunny



From Local to International

The journey from the Hong Kong regional tournament to the World Finals in the U.S. was far more transformative and memorable than we ever imagined.

At the local tournament, the atmosphere was tense and serious — the judges' stern expressions and the confined competition space had us sweating nervously. But Worlds was completely different — the venue was bigger, the audience larger, and the judges even cracked jokes to ease our nerves. The audience's reactions were also much more enthusiastic, with laughter and applause pulling us deeper into our roles. Instead of just “getting through” the performance, we truly enjoyed being on stage.

During the local competition, we were still struggling with Spontaneous problems, often fumbling with time management during practice. But after months of training, by Worlds, we had developed seamless teamwork and adaptability. The most valuable lesson? Learning how to turn pressure into motivation — even when jet lag had us stumbling through rehearsals, the moment we stepped on stage, adrenaline kicked in. Our mantra: “Remember, we are here to have fun!”

From Hong Kong to the U.S., we realised that Odyssey of the Mind is not about “flawless performances” — it is about unleashing creativity within constraints and solving problems as a team. Would we do it again? Absolutely — because this blend of teamwork and boundless imagination is rare in any other competition.

4F Chung Ashley

Summer Concerts 2025

What's Truly Behind Bravissimo? Summer Concerts 2025

Behind each bravissimo moment lies our passion, our tradition and our aspiration. Behind each bravissimo moment lies creativity, dedication and friendship. Yet, behind each bravissimo moment we see on stage lies something we don't see: risks, where passion could be taken for granted, tradition could hold us hostage and aspiration could become a mere slogan.

On 3 July 2025, close to 800 performers once again took to the stage at the Xiqu Grand Theatre and



showed us what it meant to be a music lover, an artist, in spite of and because of the circumstances we faced this year. There was never



enough rehearsal time nor full attendance; the acoustics could always be friendlier. And we, St. Paulians, tend to have this lingering fear that in a live performance, one lapse of judgement – like a premature entrance in a fughetta – could deconstruct a symphony inevitably, like a domino effect. Yet, we all held together, and placed our faith and hope in the maestro on the podium. The spectacular performances on display over the two concerts ranged from the sentimental to the hilarious, and from the deeply reflective to the resoundingly exuberant. To attempt to describe them in words would defeat the very purpose of performing arts. I shall leave the pictures to at least replace a thousand words here.

Mr Warren Lee



Creativity Day

(Dear Editor, the below page is left blank intentionally as a tribute to Cage, Rauschenberg, Beckett and other creative minds who pushed boundaries, and is relevant to our experience of the day that has a purpose with merit. Please kindly print exactly as submitted.)

...

(Ok, I thought so. Here's the review of the day in poetry form then.)



The Box

*First, know the box — its walls, its seams —
Warren lifts the box, then dreams:
Stand atop a piano, watch, then flash —
Originality's lightning crash.*

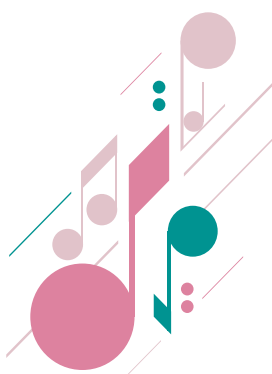
*Paul weaves arts through math and rhyme, Science
sings in meter and time.
Each craft a threat, the world's design
Starts with art's first fearless line.*

*Purpose stands like beams of stone,
Yet Rocco builds, yet not alone —
Vision lifts where balance meets
Bold as wings, yet grounded, fleet.*

*The trick? Oh, Vivek, plain to see —
Build a bridge from what is
To the world you'd rather greet
Preferably with fewer spreadsheets.*

*Then came the Bears — a riot of hue,
Each stroke a voice, each shade a view:
No two the same, yet all declare —
"The world's too vast for just one blue!"*

*When brushes paused in summer's heat,
The trucks chimed out its frost beat.
The box? Melted to sorbet —
One day free, then back to Monday.*



Mr Warren Lee

SPORTS

Visit by ex-China National Volleyball Coach



Our team had the opportunity to participate in an exchange session with Ms Hui Ruoqi, the fifteenth captain of China women's national volleyball team.

As a renowned athlete who led her team through countless victories, Ms Hui shared about the valuable insights she gained throughout her journey, as well as the challenges and lessons learnt in her career. She emphasised the importance of seeking one's true calling, saying, "Volleyball is more than just a sport to me — it is my passion. When you truly love something, even the hardships will become stepping stones." Her words serve as a poignant reminder that volleyball is

not just about technical skills, but about the fire within — the attitude to persevere even in the face of adversity.

Another highlight of the session was the spiking and serving practice, where we applied Ms Hui's techniques and tactics. The interaction was invaluable, underscoring the necessity of precision and agility in volleyball. Her demonstration not only showed us the practices required to master these skills, but also prompted us to strengthen our determination to strive.

The session was a remarkable opportunity to learn from a true sports icon. She lit our ambition to push beyond our limits. Personally, this experience has reinforced my role as a captain — not just to lead, but to serve as a team, foster unity, and instill the confidence needed to excel. As we move forward, we carry with us the lessons learnt from Ms Hui, motivating us to achieve even greater heights.

4B Lung Tsz Ying Cerise
Girls Volleyball Team Captain



Ms Hui's visit was truly inspiring and unforgettable. For many of us on the volleyball team, meeting a professional athlete we had only ever seen on TV was a dream come true.

On the morning of her arrival, we gathered early to prepare. The moment she walked in, we could sense her confidence as a professional athlete, even though she had been retired for several years.

As the former captain of the Chinese



National Volleyball Team, Ms Hui trained with the national team since 2007 and competed in numerous tournaments worldwide. With so much experience and insight to share, we began with a Q&A session.

One response struck me deeply. When asked, "How do you cope with challenges and difficulties in your career and life?" she answered simply "Find something you are passionate about (找到你熱愛的東西)."

The highlight of her visit was the training session. She did not just give a speech but joined us on the court. From demonstrating proper spiking

techniques to sharing defensive strategies, every piece of advice was invaluable.

As someone who loves volleyball, this experience was more than just meeting a professional athlete. It reminded me why I play the sport. Seeing someone who had reached the pinnacle of volleyball still so passionate about fundamentals and teamwork was humbling. It made me realise that greatness is not just about skill, it is about attitude, perseverance, and love for the sport.

5C Wong Kin Hin
Boys Volleyball Team Captain

CHRISTIAN EDUCATION

教孩子活在當下

Oliver Burkeman 在《人生4千個禮拜》(Four Thousand Weeks - Time Management for Mortals)中直言：

社會成功教會我們時間的寶貴和虛度光陰的愚蠢，但這並不是為了讓我們活在當下、享受現在，而是讓我們更願意用現在去換未來：拿童年玩樂的時間去換取好的高中，拿高中探索興趣的時間去換好的大學，拿大學純粹享受知識的時間去換更有前景的技術訓練和執照。我們當然可以這樣過活，但這樣過活的問題在於未來永遠不會到來，而你永遠無法享受現在。



創造主要我們學習好好地活在當下，享受祂的救恩和同在。人類的救主耶穌基督在世上與貧苦大眾一起生活時，清楚地吩咐他們「不要為明天憂慮，因為明天自有明天的憂慮；一天



的難處一天當就夠了。」
(《聖經》馬太福音6章34節)

現今充斥社會的負面文化和扭曲的價值觀，往往會無情地折磨年輕學子，教他們看自己的價值等同自己的成績和表現。我們在初小的團契 Superkids 和高小團契「基督小精兵」卻灌輸另一套價值觀。我們讓孩子們知道，屬於上帝和親近上帝是人生最重要的兩件事；因為他們屬於上帝，祂在乎每一個。在祂的眼中每個孩子都獨特和重要，他們要知道，別人怎樣看他們，並不是最重要的。愈多貼近上帝的孩子，愈會感受到祂無條件的愛，深深知道自己是天父的寶貝。當他遇見風浪的時候，他知道不必沮喪，因為神在天上不分晝夜時時

看顧著他；愛祂的天父會使「萬事都互相效力，叫愛神的人得益處。」
(《聖經》羅馬書8章28節)

雖然感覺像是「刀仔鋸大樹」，但我們在小學堅持不懈地把合乎聖經的價值觀教導學生，幫助他們認識上帝賦予他們的特質與強項，並因著基督的愛懂得感恩、愛己，從而願意與人分享愛，成為心靈強壯、均衡成長的新一代。唯盼更多家長願意及早帶兒女上教會，全家在上帝的愛和真理中扎根成長；這樣的家庭培養出的孩子「必像樹栽於水旁，在河邊扎根。炎熱來到並不懼怕，葉子仍必青翠；在乾旱之年毫無掛慮，而且結果不止。」
(《聖經》耶利米書17章8節)



SCHOOL EVENTS & ACTIVITIES

幸福滿校園

本校一直重視學生與教師的身心健康和幸福感，致力營造正能量與關愛的校園環境。為此，我們於下學期推行「幸福滿校園」計劃，透過有系統的活動，促進全校師生的正向情緒及和諧關係。

全校各班都設有「情緒探熱針」時段，讓老師根據社交情緒學習（SEL）原則，與學生檢視情緒狀態。學生可輕鬆地表達感受，老師也可從中及時了解學生需要，提供適切支持，促進班級的情感連結與心理健康。

此外，學校於本年6月4日舉辦「教師Well-Being 體驗工作坊」，讓教師參與戶外活動、團體遊戲及藝術創作，放鬆身心，同時加強協作與支持，提升幸福感和凝聚力。

最後，全校於6月19日舉行「正向日」Well-Being Day，活動包括藝術創作、歷奇遊戲、園藝及自然探索等，讓學生在多元活動中學會欣賞美、感受當下、合作共融，培養正向情緒及抗逆力。

「幸福滿校園」計劃為校園注入溫暖和希望，讓每位成員都能在關愛與支持中成長。



小一、小二同學開心展示獨一無二的酒精墨水畫，創意與快樂在此刻綻放！



小三同學製作「正向水苔球」，提醒自己：每天都要當個健康快樂人。



小四同學手作「星空瓶」，學會在煩擾時，搖一搖屬於自己的寧靜宇宙。

一起努力，快樂加倍。
小五同學共享成功喜悅。



我於6月19日參加了學校舉辦的Well-Being Day。當天，我先與同學參加了「正向跳舞工作坊」，我們在禮堂裏自由創作舞步，然後互相教導，最後合作編排出一支舞蹈，過程非常愉快。隨後，我們參加了「酒精墨水畫工作坊」，這個活動讓我找到了一個能讓心情平靜的好方法。首先，導師教我們在紙卡上滴兩滴顏料，然後用氣泵將顏料吹散開來，最後用畫筆輕輕把酒精彈灑在紙卡上。就這樣，一幅五彩繽紛的畫便大功告成了。

活動結束後，我感到舒暢和滿足，下次如果我傷心或緊張時，我就會立刻拿出繪畫工具，再製作另一幅酒精墨水畫呢！

一戊 姚卓一



揮灑汗水，釋放壓力。小六同學在新興運動中找到身心平衡的節奏。

Well-Being Day 當天，我們先進行了「腹式呼吸法」練習。我閉上眼睛，緩慢而深長地吸氣、吐氣，專注感受腹部隨呼吸節奏起伏。這份專注讓紛雜的思緒逐漸沉澱，也讓我感到十分放鬆，迎接新一天的到來。接著，我們進行了情緒探熱針活動以及前往西沙Go Park參與一些新興運動工作坊，當日我有幸體驗了棍網球和匹克球等運動項目，在燦爛的陽光下運動，令我暫時忘卻了所有煩憂，更感到身心無比舒暢。

Well-Being Day 不僅是充實的一天，更是一場自我照顧的實踐：透過呼吸調節、情緒梳理與運動釋放，幫助了我提升正向情緒，也令我的身心更加健康。將來面對困難或焦慮時，我也會用這些方法來讓自己重拾平靜與力量！

六甲 白金妍

教師與學生的 MASTER 學習之路

MASTER 課程的推展已踏入第七個年頭，老師在課程中扮演著非常重要的角色，不僅是知識的傳遞者，更是學生探索和創新的引導者，亦是與學生一同學習的夥伴。在學習過程中，老師與學生

一起進行多元化的學習活動，與學生不斷經歷及面對學習中的挑戰，彼此分享經驗，與學生同行，感受他們成功的喜悅，亦分擔他們失敗的沮喪，當中的點滴令老師的教學變得更有意義。在這個課程裡，學生們除了學會應用STEAM的技術外，還體會到與同學之間的團隊合作和共享知識的重要性。此外，老師們亦需不斷反思自己的教學方式，透過觀察學生的反應和學習成果，調整課程內容，尋找改進的空間，確保每位學生都能夠在學



老師與學生興奮地展示學習成果



小一同學合作完成屬於他們的小海洋

習中獲得滿足感和成就感。以下是組長老師的分享：



小五學生合作製作長者玩具，發揮性格強項

作為小一的MASTER組長，我認為課程設計需要從學生的日常生活中出發，選擇與他們息息相關的問題作為切入點，這才能成功引起學生的探究興趣。另一方面，引導學生發現日常生活中遇到的問題，如：海洋垃圾，讓他們蒐集資料，了解海洋生物種類及其生長環境，然後設計作品來解決這些問題。雖然學生在理解概念和小組協調時會遇到困難，但我看到他們在實踐中鍛鍊解決問題的能力，並展現了創意與同理心。這讓我深刻感受到他們的成長與潛力，對未來的學習充滿期待。

梁穎淇老師

在MASTER課程設計中，教師們都盡心竭力啟發學生的好奇心與探索精神。我留意到每位學生的能力都不同，我十分欣賞學生能因應自己的強項分工合作，努力地為自己的作品進行調整和改進，共同完成任務。學生亦能掌握整個設計思維的過程，學會如何從錯誤中學習，培養不斷求進的學習態度。當我看到學生踴躍地邀請教師試玩玩具和講解遊戲規則時，學生都非常投入和熱衷於討論。這個學習過程讓學生不僅掌握了知識，更學會團隊合作和批判性思考，以及發揮堅毅的精神，互相欣賞彼此之間的優點。

吳啟源老師

LEADERSHIP & COMMUNITY SERVICES

走進社區 愛心同行

學校每年都會籌辦各種社會服務及延展活動培養學生的正確價值觀。透過這些活動，讓學生可以走進社區，接觸社會上不同階層的人士，如長者、視障人士、聽障人士和肢體傷殘人士。透過與不同人士的交流，令學生明白溝通與尊重的重要，培養學生的同理心和社會責任感並實踐所學知識，增強公民意識。這些經驗有助於學生全面成長，促進他們對社會的理解與關心，並培養他們未來積極參與社會活動的態度。

這次社會服務---探訪心光幼兒中心令我獲益良多。當日第一項活動我玩了一個猜物品的遊戲，我和同學要蒙著雙眼，嘗試猜出箱子裏的物品。這個遊戲令我親身經歷到視障人士平日的困難。之後我還跟心光的同學互動，我們先自我介紹，然後一起玩遊戲。這次的母親節拼圖遊戲令我印象特別深刻，因為我發現心光的同學雖然有眼疾，行動不方便，但他們卻很好動和十分樂意跟我們一起互動。我認為我在這個活動中發揮了關愛的性格強項，因為幼兒們有眼疾，行動不太方便，需要多包容和陪伴。希望下一屆三年級也有這活動，令他們有機會體會視障人士的需要。

三甲 容婧妍



這次到啟聾學校交流的活動讓我深刻體會到，即使失去了聽力的人也能想盡辦法跟別人溝通。他們的勇氣令我感動，發現自己失去了聽力後不但沒有退縮和害怕，反而努力去面對每一個挑戰。這次交流活動真的收穫滿滿，讓我明白到堅毅的重要性。

四丁 梁津寧

領袖生選舉及培訓

領袖生選舉

本年度的領袖生選舉於6月24日舉行，從42位候選人中補選出35位，以接替下年度即將離任的領袖生。為確保選舉流程順暢無阻，是次選舉採用電子投票方式。同時，一班現任領袖生也積極參與，擔任場地安排、流程協調等多項工作，在服務中展現出他們的領導才能與責任感，並充分發揮各自的性格強項，成為整個活動不可或缺的一環。



新一屆的領袖生誕生。

這次領袖生選舉中我服務的崗位與平日不同，訓練了我們的性格強項。首先是「領導才能」，這次我主要的角色是指導學生投票，確保學生的電子選票是有提交的。在過程中其中一個驚險時刻，就是有其中一位同學在投票過程中竟然轉去另一個畫面，我立刻制止，並了解他做什麼，然後解決問題。另一方面，我們亦展現了「團

隊精神」，選舉過程中要在短時間內協助全級150位小三學生投票，每位學生投票後，每次都要重新掃描QR code，為減省時間，很多時旁邊的領袖生隊友會遞給我QR code，大家互相合作，提升效率。這次的經驗很特別，希望將來有更多機會服務。

四甲 李子萱



領袖生透過活動，實踐感恩、尊重及仁愛的核心價值。

小六領袖生工場體驗日

香港耀能協會與聖保羅男女中學附屬小學合辦「小六領袖生工場體驗日」，於6月26日假賽馬會德田工場舉行。活動旨在透過互動參觀及實踐，讓小六領袖生認識社福機構運作，並與工場學員交流協作。

活動當日，學生將分組參與「我是小

學員」體驗，包括參觀工場、與學員合作完成實務任務，並由學生自主設計領袖活動。當天更介紹了「特別餐」概念，深化對社會共融的理解。小六領袖生當天都能深刻體會到在學員平日的生活和 workflows，讓他們反思自己作為未來的領袖，可以怎樣裝備自己，由今天起為這個社會貢獻自己的能力，多關愛和服務他人。

在6月26日，我和30多位領袖生一起到賽馬會德田工場進行探訪。我們一進入到工場，就看到學員們用期待的眼神看著我們，有些還跟我們打招呼呢！然後，工場裡的職員帶領我們參觀裡面的設施，我覺得它們十分新奇，恨不得立刻嘗試。

之後，我們有機會與學員們一起進行活動。我被安排和他們嘗試安裝電話卡。那些學員很快便清晰地解釋了步驟和進行示範，我十分佩服他們流暢的動作。當我嘗試的時候，我發現這過程不是我想像中那麼簡單，幸好，那些學員教了我一些小技巧，令我可以更有效率地完成工作。我十分感激他們的協助。

經過這次的經歷，我明白到無論是那些學員還是我們，都有獨特的長處和優點。我們應該讓他們在社會也有發揮所長的機會。



小六領袖生寫給工場學員的心意卡。

In June, Primary 6 prefects paid visit to The Spastics Association of Hong Kong. SAHK is an organisation that helps disabled people, provides personalised care, helping them "Succeed and Advance" albeit in difficulties. We were there to interact with them and acknowledge their daily work.

First, we visited the fitness-gaming room. There were fitness machines to improve their well-being and mitigate their spasms. In the games, they were given instructions on taking the bus and then they had to walk to the

corresponding bus stop. This game was particularly fresh to me as it visualised real-life situations in a VR monitor. The game aimed to train them mentally and physically.

Following that, we chatted with the clients. I fiddled with my words at first. However, the clients' blooming smiles thawed me. Soon, we were able to converse unabashedly.

Lastly, we tried out their daily essentials. It impressed me how common objects like a spoon needed to be redesigned for their convenience.

As we journeyed back, the clients' faces lingered in my mind. I was truly touched. Despite the challenges faced, they lived their lives without diminishing their sense of self.

This journey was more than just community service. It reminded me how fortunate we are to have good health. In whole, this experience developed my core values "caring" and "gratitude", as well as social intelligence. This day wouldn't be forgotten.

6C He Mu Jia

六丁 梁皓正

LANGUAGE & CULTURE

中文科

中文閱讀家長工作坊

文以載道，閱讀不僅是語文能力的基石，更是陶冶心性、培育正向價值觀的關鍵。因此，中文科邀請了著名作家暨家庭教育工作者羅乃萱女士到本校進行中文閱讀及伴讀家長講座，主



羅女士與家長一起進行角色扮演，示範伴讀。

題為「閱讀是父母給孩子一份終生受用的禮物」，透過互動體驗與深度分享，鼓勵親子共讀。

羅女士以遊戲、角色扮演、朗讀等活潑生動的形式引發家長的共鳴，台下笑聲不斷，讓家長領悟到閱讀及伴讀的重要性，要建立閱讀的習慣，作孩子的好榜樣。羅女士更分享她的自身經歷，透過培育孩子閱讀和寫作教學的點滴，強調要順應孩子的興趣，才能開啟自主閱讀之門，體味學習中文之趣。

活動尾聲，羅女士以發人深省的提問「我們要讓孩子贏得甚

麼？」作結，引導家長反思閱讀的本質。這場講座不僅推薦了學生書單，羅女士更分享一些令她深受啟發的書籍，盼望家長能實踐親子共讀，讓閱讀成為孩子最珍貴的禮物。



羅女士與張校長和老師們合影。



現場設有小書展，展覽羅女士的推介書目。



羅女士以遊戲的形式讓家長明白閱讀的重要性，家長也樂在其中。

文化詩詞大激鬥

今年一至三年級的同學進行了文化詩詞大激鬥的活動，在活動中同學感受到中華詩詞文化的魅力。

今年一月，三年級上演了「文化詩詞大激鬥」。比賽分為三個回合：必答題各班代表輕鬆過關；搶答題由於班代表有時「手快過腦」而笑料百出；輪到決勝局了，由台下同學作答搶分，當老師問《將進酒》中「天生我材必有用」下一句是甚麼？一位同學可能太餓了，竟脫口而出：「…雞脾！」令全場

大放笑彈！這場「激鬥」在笑聲中落幕，感謝老師們的精心籌備，讓我們發現學習中國文化原來可以很有趣呢！

三戊 何伊諾



端午文化活動 — 粽香墨韻

中文科今年為同學舉辦了幾次的傳統節慶活動，其中端午節更是和圖書館合辦，也邀請了義工家長來幫忙，在活動中同學了解到不少端午節的習俗。



這一年，我參加了中國文化大使這個課外活動，我在輕鬆又充實的課堂中，加深了對中國文化的瞭解。我學習了時辰、象形文字、瓷器的歷史……更外出參觀了兩次！

而我印象最深刻的活動便是端午活動——粽香墨韻。我們所有文化大使都有去幫忙，主要教同學們摺紙粽子和寫硬筆書法。由於參加活動的同學大

部分是低年級，因此我教他們摺紙粽子的時候需要更有耐性。我細心地一步一步教他們摺紙粽子，給予指導，不管他們有什麼問題，我都盡力解決。這次的活動中，我學會了怎樣溫柔地教導低年級同學，我發揮了服務和關愛素質，更將中國文化傳播出去，真是一舉多得呢！

五乙 司徒昕



普通話科



童聲頌美德，故事傳經典

7月2日，小三、小四年級舉行了以「中華名人美德講故事」為主題的普通話講故事比賽。經過班級初選，十名參賽者脫穎而出，在決賽舞台上展開精彩角逐。

各參賽者依次登場，用生動的語言、真摯的情感講述一個個感人至深的名人美德故事。三戊班的鄭亦涵同學講述了黃香溫席的故事，她稚嫩卻堅定的聲音傳遞出中華傳統美德中「孝順」的真諦——在平日生活細節中關懷父母；三丁班的周思呈同學聲情並茂地講述堯舜禪讓的故事，展現了古代統治者大公無私的精神；四甲班張凌蒼同學的演講聲情並茂，又運用圖片和時間線，生動地講解岳飛的生平事蹟，流露出對這位民族英雄的敬佩之情；四丙班李康睿同學透過清晰的簡報，詳盡地介紹了才華橫溢的唐代詩人李白，以及令她最欣賞的那份「只要有恆心，鐵杵磨成針」的決心。

本次活動的觀眾中，還有一群特別嘉賓——來自北京史家胡同小學的師生們。他們也對台上小選手的表現讚不絕口，最後他們為本校同學介紹了北京的天壇和胡同，還介紹史家胡同小學所在的東城區和學校的金帆樂隊。本次活動在大家的掌聲、歡笑聲中圓滿落下帷幕。



小三、小四普通話講故事比賽是本校普通話科的重要活動之一。此次活動，不僅提升了同學們的普通話表達能力，更讓他們在故事中感悟名人美德的力量，用正向思維裝備自己。

英文科

The Annual Primary Six Drama – Scrooge

This year's annual Primary 6 English drama performance brought an exciting twist to a classic tale. The theme revolved around *Scrooge*, adapted from Charles Dickens' *A Christmas Carol*. As part of the upper primary curriculum, this performance encouraged students to analyse the original story through different media. The contrast between Dickens' narrative and the new adaptation sparked discussions among students about the themes and messages conveyed. They learned that kindness and compassion are timeless qualities

that resonate in every season, reminding us all of the importance of reaching out to those in need.

The Primary 6 students were divided into nine teams, including the acting team, music team, costume team, make-up team, sets and props team, lighting team, sound team, stage management team and publicity team. Throughout the preparation for the performance, students grew significantly, honing their teamwork, communication and creativity. Each member of the drama team contributed uniquely, resulting in an impressive presentation.

Most memorably, the adaptation took a fresh approach by incorporating various dialogue forms, including a unique rap verse. This innovative element added a catchy rhythm to the lines, captivating the audience and making the performance more

engaging. The students demonstrated their ability to merge traditional storytelling with a contemporary flair, showing that even a classic can be revitalised for contemporary audiences. The playful scenes crafted by student playwrights allowed for moments of joy and laughter, emphasising that creativity knows no bounds, regardless of the source material.

The drama performance this year was not just a retelling of a classic story; it was an opportunity for students to express themselves and explore the timeless themes of kindness and compassion. Through this journey, the students demonstrated that literature can be transformed into a vibrant, engaging experience. The skills and values gained from this project will undoubtedly stay with them as they continue their educational journeys.



英文科

Empowering Voices: Local and National Events

This year, our students showcased their writing, debating and presentation talents by participating in a number of local and national competitions.

Students demonstrated their exceptional writing skills through compelling narratives and essays, earning recognition for their originality

and depth. The debate competitions allowed them to hone their critical thinking and public speaking skills, engaging in thought-provoking discussions on various topics. Students also excelled in presentation contests where they effectively communicated their stories and ideas.

Notably, our students participated in two national contests this year for the first time, gaining valuable experiences and insights. One was an invitation from our sister school, Shijia Primary School, to participate in the 8th Dongcheng District Primary and Secondary Schools "Telling China's Stories in English" Activity: Hong Kong, Macau Sister Schools

and Foreign Friendship Schools Special Session – "Sharing the Stories of City Landmarks". Crafting a compelling narrative about the landmarks stimulates students' creative thinking and allows them to connect with their local community, promoting a sense of pride and ownership in the city's heritage. The other was the Greater Bay Area Creativity All Round 2025 Penmanship Competition where students exhibited their artistic skills.

Our students embrace all these opportunities to learn and to grow. They will continue to challenge themselves and they will be amazed by what they can accomplish!



Congratulations to the winner of the fiction group in the Hong Kong Young Writers Awards.

I am profoundly grateful to my school and teachers for their encouragement and guidance during this remarkable opportunity, a highlight of my final year.

Creating my Pottinger Street film was an unforgettable experience, challenging yet rewarding. Filming in persistent rain was chaotic, as loud vendor sounds often obscured my voice and required multiple retakes. However, this vibrant atmosphere truly captured the street's true

heartbeat. It inspired me to seek out hidden treasures, revealing that every pavement holds untold stories. I am eager to uncover more narratives and share them with others. I invite you to join me in exploring the beauty around us and celebrating the stories that enrich our community!

6E Ng Lok Sing Amos J



Our students worked so hard and got the Outstanding Awards in the World Book Day Creative Competition. Well done!



Amazing job in winning the Outstanding Debater Award in the 12th Primary Schools Debating Tournament!



Cheers to the prize winners in the "21st Century Cup" English Speaking Competition!

AESTHETICS & CREATIVITY

視藝科

駐校藝術家計劃

本年度，我們很榮幸能邀請馮瑋欣 (Joyce Fung) 作為中小學的駐校藝術家。Miss Fung 是聖保羅舊生，畢業於哈佛大學藝術與哲學系。本年度，Miss Fung 為高小學生舉辦了藝術講座，主題為 "Why should we create?"。另一個重頭戲是 Miss Fung 走進視覺藝術課堂，與學生進行工作坊，同學們都獲益不少，以下是同學們的感想：



在駐校藝術家計劃中，我認識了很多有趣的設計技巧，讓我獲益良多。Miss Fung 循循善誘地教導我們，啟發了我們創作和思考的能力。

上學期初，當我得知有這計劃，便很期待上 Miss Fung 的視覺藝術課。她授課的主題是通過想像力去將學校有代表性的地方變成傢俱，而我的靈感是來自學校的籃球場，我將它變成一張造型特別的桌子。它的中心由玻璃做成，桌子下方還有一張跑道圖案的地氈，既美觀實用，又富有學校的特色。

我很感恩有這難能可貴的機會跟 Miss Fung 這麼出色的藝術家學習。我最深刻的體會是，只要利用我們豐富的想像力，身邊任何東西都可以變成靈感，幫我們創作出一件件獨特的藝術品。

四戊 蘇婷鈺



這是我第一次以「設計師」的身份參觀學校，走在熟悉的校園裡，我發現了許多從未注意過的細節：陽光透過長青樹葉在地上投下點點光影；走廊的欄杆筆直地向前延伸着，像排隊的士兵；操場跑道上同學們嬉戲的身影，像五線譜上充滿動感音符……藝術往往就藏在平凡日常生活之中，於是我決定設計一把椅子，貌似走廊上的欄杆，用簡潔俐落的線條勾勒出優雅的輪廓；從椅背到椅腿是流暢的弧形線條，如操場的跑道；陽光透過椅子的間隙在地面上呈現出柔美的姿態。我的設計理念就這樣形成了。而製作過程中，我卻遇到了不少困難。椅腿總是站不穩，安裝得歪歪扭扭，塗顏色時各種狼狽……哈哈，但這不正是藝術創作的快樂嗎？藝術不僅是創造美，更是克服重重困難，將心裏的愛與溫暖表達出來。現在，每次在視藝室看到這件小作品，我的心裡就暖暖的。原來，用藝術點綴校園的同時，我們也在用愛點綴着自己美好的童年。

五乙 葉馨蕾

音樂科

暑期音樂會「台上一分鐘，台下十年功」

「台上一分鐘，台下十年功」是本次暑期音樂會的主題，深深體現了學生們的努力與堅持。各組音樂團隊經過數月加練，展現團結與毅力，最終在戲曲中心演出成功。同學的演出是無數汗水與熱愛音樂的成果。

今年暑期音樂會是我在高級組敲擊樂隊的最後一場演出。在蔡 Sir、Miss Emily 和 Miss Lauren 的悉心指導下，我們將一開始雜亂無章的音符，通過數月反覆練習，化為激昂且節奏鮮明的樂章。音樂會當晚，當鏗鏘有力的鼓聲在夏夜迴響，觀眾的熱烈掌聲讓我們倍感榮耀。這場演出不僅為我的小學敲擊生涯畫下完美句點，也讓我深刻體會「台上一分鐘，台下十年功」的真諦。為了這場音樂會，我們付出了無數努力。練習中，我們不僅要平衡節奏與主旋律，還要讓高低音部自然融合。有時為了一小節的完美配合，團員們反覆練習，考驗耐心與毅力。考試後，當其他同學放鬆玩樂時，我們仍在揮動鼓棍，為演出做最後衝刺。這次經歷讓我學會堅持與團結，也衷心感謝老師們的指導，讓我在音樂路上發光發熱，為校爭光。

六丙 何沐珈

作為合唱團一員，我曾擔任高、中、低音及獨唱角色，每個角色要求極高，需持之以恆練習。在排練暑期音樂會的過程中，我偶遇挫折，每當想放棄時，家人、朋友及老師的鼓勵成

為我的動力。例如，姐姐雖遠在海外求學，每次回港仍耐心陪我練唱；團員們在我低落時，總以溫暖話語支持我。老師的悉心指導助我突破技巧瓶頸，增強自信。感恩天父賜予我加入

合唱團的機會，讓我與團員在音樂會舞台上綻放光芒，並結識志同道合的朋友。儘管排練時常與其他活動衝突，我利用課餘時間勤練，甚至犧牲娛樂時光，但一切付出皆值得。這次音樂會經歷教會我：欲獲豐碩成果，必須加倍努力，做好準備，因為機會總留給有心人。

六戊 賀珈琳



參與暑期音樂會的準備過程，讓我深刻感受到團結與努力的價值。為了呈現完美的演出，同學們齊心協力，全情投入每一次排練。我們不僅反覆練習樂曲，更注重音色、節奏感及不同樂器間的默契配合。每個細節都凝聚了大家的汗水與心血，只為在音樂會上為觀眾獻上動人的表演。表演完畢後，觀眾的掌聲讓所有付出都顯得值得。精彩的舞台背後，是無數次的堅持與磨合。我衷心感謝音樂總監、老師及導師們的悉心教導與栽培，你們的專業指導



讓我們在音樂道路上不斷進步。這場暑期音樂會不僅是一場演出，更是一段珍貴的成長旅程，讓我學會團結與毅力的重要性。

六戊 陳昊

音樂交流多姿采 活學奏唱傳遞愛

本年度學校舉行了兩場合唱工作坊，分別邀請了本地著名男低音及指揮家黃日珩先生 (Apollo Wong) 及享譽國際之新加坡作曲家林健雄博士 (Dr Darius Lim) 到校教授高級組合唱團和中級組合唱團多樣化的合唱知識。同學們在黃日珩先生精彩而生動的教授下，深刻體會清晰咬字能更有效地表達歌曲意境，提升整體表演力。在大師林健雄博士的工作坊中，團員透過身體律動學會放鬆身體，改善唱歌技巧及融入歌曲神秘的情緒。在兩位音樂家指導下，悠揚的旋律點綴了合唱團排練的時光，讓師生們均沉浸在



黃日珩先生教授合唱團成員唱歌技巧

藝術的氛圍中，並一同享受音樂發放的正能量，以歌聲活出愛。



林健雄博士教授高級組及中級組合唱團演唱其作品

Attending the masterclass hosted by the famous violinist Dan Zhu was an amazing experience. As one of the leading musicians of his generation on the international stage, Mr. Zhu has been praised as “an artist of affecting humility and beautiful tone production.” We were all deeply inspired by his virtuosity and genuine love for music.

While demonstrating various techniques and sharing stories from his musical journey, he encouraged us greatly. We also performed chamber music together, during which he provided invaluable advice to improve our performance, such as enhancing communication among ensemble members.

This was a unique opportunity to learn from a true master, and it made me feel excited to work harder on my own playing.

6E Hugo Ong 王梓彥



小提琴家朱丹先生指導音樂優才計劃 (PMG) 學生

On the 26th of February, we were very honored to attend a music workshop with violinist Zhu Dan. It was a truly memorable experience for me.

During the workshop, Mr. Zhu began by discussing the composer of the piece we performed for him and its musical background. We learned that this is actually very important when learning a piece, as each composer's

著名音樂家朱丹蒞校指導 學生獲益良多

2025年2月26日，本校特邀國際知名小提琴家朱丹先生蒞臨指導音樂優才計劃 (PMG) 學生。朱丹先生不僅親自示範演奏技巧，更深入講解如何透過音色、節奏與情感表達來詮釋樂曲精髓。他強調「尊重作曲家原意」的重要性，並分享學琴歷程及演奏經驗。在與李偉安總監的合奏示範中，學生具體學習到團隊合作與音樂對話的技巧。此次活動讓學生深刻體悟到，卓越的音樂表現不僅需要精湛技藝，更需培養堅毅、尊重與追求完美的態度，這些價值觀將成為他們未來成長的重要元素。

style is different. With this in mind, we played the piece for him. He provided us feedback on dynamics and the mood of the music, which greatly refined our preparation for our later performance in Xi'an.

Additionally, I was particularly captivated by his technical demonstrations. As a violinist, I found this especially helpful and interesting, as the skills he showed us can be applied to other pieces as well. Finally, Mr. Dan Zhu and Mr. Warren Lee performed an excerpt of a piece they were working on. I found this fascinating because I could observe how professionals rehearse together.

6E Sunny Chen 陳奕可

MATHEMATICS, SCIENCE & HUMANITIES

數學科

奧數育才重自主 堅毅解難勇求進

本校奧數校隊培訓課程旨在發展學生的高階數學思維，透過系統化的解題策略與競賽實戰，激發他們對數學的探索熱忱。課程設計著重培養邏輯推理與問題解決能力，讓學生在充實的數學訓練中，逐步建立自主學習的習慣，並提升面對挑戰的抗逆力。

在積極求進的學習歷程中，我們引導學生保持成長心態，鼓勵他們從反覆嘗試與修正中累積成功經驗。這種訓練模式不僅幫助學生掌握數學知識，更讓他們從中養成堅持不懈的學習精神，為未來克服各種難關奠定堅實基礎。



這學年，我入選了奧數校隊，亦有機會代表學校參加了數個校外數學比賽，其中最難忘的是「華羅庚金杯少年數學國際精英賽」。這個比賽的難度相當高，我首次試做題目時感到有點吃力，還想過放棄呢！不過，我想到中國數學家華羅庚先生的事跡，他年青時雖然家貧輟學、身體殘缺，卻沒有放棄所熱愛的數學，我便以他作為榜樣，發揮了堅毅和喜愛學習的精神，善用假期在家積極準備，最終奪得了個人季軍，更與另外幾位校隊成員為學校取得團體冠軍呢！奧數隊的訓練不但充實了我的校園生活，還帶給我無比的滿足感，希望日後我能繼續代表學校出賽，為學校爭取榮譽！

四丁 施博天

我十分高興能在2025年港澳盃小一級決賽中奪得冠軍。這不僅讓我欣喜，我也很感恩學校老師和家人的支持與鼓勵，讓我勇敢迎接挑戰。

數學是我熱愛的科目，在比賽過程中，每當遇到困難，我都告訴自己不要輕言放棄，努力嘗試不同的解題方法。這次比賽讓我深刻體會到解題需要細心與耐性，才

能找到最佳答案。更讓我珍惜的是，備賽期間我認識了許多志同道合的朋友，我們互相切磋、分享心得，從他們身上學到了寶貴的知識。

這次比賽是一次難忘的學習旅程。未來，我期待能在數學世界中探索知識，迎接更多挑戰！

一丁 潘和



科學科

STEM 挑戰賽 激發科學工程細胞

科學科致力於課堂內外啟發學生對事物的好奇心，透過動手探究的過程，培養他們的科學技能。STEM 挑戰賽的解難任務為學生提供了一個讓他們綜合運用知識，經歷工程思維和發揮創意的平台。

年級	主題
小一	雪條棒大橋
小二	神奇的紙橋
小三	棉花糖挑戰
小四	平衡達人
小五	橡筋動力車
小六	針孔影相機

STEM 挑戰賽有搶答和動手製作的環節，搶答環節非常刺激，考驗我們對科學和科技的知識，而我難忘的就是這一年的STEM 活動。我們以小組合作的形式，一起在限時內按要求的尺寸製作針孔攝影機。完成後更要測試能否成功看到清晰的影像。我從中不但學會了應用科學原理進行製作，更體會了團隊精神的重要性。

六乙 容思蔚



我們建造的高塔一定可以令棉花糖固定在最高的位置。

今年小五STEM 挑戰賽的活動是運用幾根橡皮筋來驅動簡易汽車，限制是不能用雙手去推動！任務中，我們需要利用橡皮筋的彈性來為車輪提供動能，難點是如何去設計汽車。嘗試了不同的方法後，我們終於成功創造出一輛可以行駛很遠的汽車呢！這次挑戰賽的活動比平常的實驗更具挑戰性，難度更高，需要我們考慮不同的要素，激發了我們的創造力和毅力。過程中我們亦領悟到就算成功了也不能驕傲，畢竟每次實驗都是發掘新的事物，這樣才是進步的關鍵！

五丙 張子琳



看！我們挑戰成功了！這是我們製作的針孔影相機。

資訊科技科

Building Virtual Reality Worlds at School

The school has implemented a CoSpaces educational programme with support from the Digital Policy Office (DPO) of the Hong Kong SAR Government under the "Knowing More about IT" scheme. CoSpaces* is a three-dimensional environment creation platform that enables students to develop interactive 3D models in "Virtual Reality" (VR) through coding and design methodologies.



What starts as code blossoms into a rich and interactive experience in CoSpaces. Our students are truly bringing their digital visions to life.

**(N.B.) The platform has recently been rebranded as "Delightex". It is the same as CoSpaces in all aspects.*



Students flex their imagination muscles with every line of code, building such amazing things from scratch.

When I first tried CoSpaces, I immediately thought it was really cool! I loved how I could make scenes that looked real and I could move around. It's not just fun to play with - it actually helps me learn coding and even helps me learn new math concepts. I've used Scratch and Python before, but I think CoSpaces is much easier to

start with than Python, which is pretty hard. I really like this CoSpaces course because I get to actually make things instead of just reading about them. When I can build something myself, I understand it much better and remember it longer.

4A Ip Chin Wing

I really love CoSpaces because it lets me be creative and build cool virtual worlds! My big dream is to make a huge space that kids all around the world can drive their own cars in. What I love most about coding is that I can make the computer do so many different things - the experience is so unforgettable! CoSpaces is amazing because I can use my imagination to create something we can actually experience. I look forward to seeing my own creation in 3D VR goggles soon!

4E Wong Hay Sen

Conclusion

All in all, the CoSpaces programme effectively cultivates students' interest in coding and digital creation. This educational initiative develops both technical competencies and creative thinking abilities, establishing a comprehensive foundation for students' future academic and professional pursuits in STEAM-related fields.

人文科

校本支援服務 提升人文科的教學效能

學校於2024-25年度全面開展人文科獨立成科，並參與教育局校本支援服務，在教育局高級課程發展主任伍先生的帶領下，為本校未來三年的校本



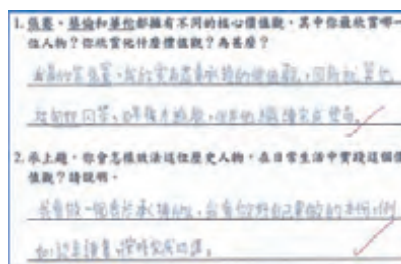
學生透過角色扮演中演繹的情景和對白，突顯歷史人物展現的價值觀。

人文科及科學科的整體規劃給予專業意見，並聚焦透過中國歷史人物進行價值觀教育的教學實踐，以設計小三人文科增潤課題「跟張騫一起到漢朝尋找絲綢之路」作為試點。



伍先生與小三人文科老師一起進行校本支援服務會議。

伍先生協助小三人文科老師不斷優化教學設計，透過情境教學、角色扮演等策略，並運用多元化的教學資源，讓學生內化及應用從張騫身上展現的勇敢、堅毅、承擔、誠信等價值觀，並在教學中使學生建立對國家歷史文化保育與承傳的責任感。



學生從欣賞內化成學習實踐價值觀。

三戊 鄭亦涵



4位來自其他學校的同工參與本校的校本支援服務校內總結分享會。

年度中國歷史人物選舉 2024—專題研習報告比賽

為培育人文科資優人才，本校發掘了四名對中國歷史有濃厚興趣及對研習歷史方面別具潛質的學生，參與由國史教育中心舉辦的「年度中國歷史人物選舉2024—專題研習報告比賽」。

是次專題研習報告以霍去病為研習對

象，同學們搜集有關霍去病的資料，並在老師指導下，學習分析《史記·衛將軍驃騎列傳》和《漢書·衛青霍去病傳》等文獻，從霍去病的生平事蹟分析其形象及所展現的性格特質。透過參與比賽，同學們不僅深入認識了霍去病這位傳奇將領的歷史事蹟，更掌握了研習歷史的技巧，包括研究方法、論文撰寫規範

等。這些收穫，必為他們未來的學習奠定基礎。

這次是我校首次推薦學生參與有關中國歷史的比賽，比賽形式對同學而言亦富挑戰性，但我校學生憑着對歷史的熱情及敏銳的歷史觸覺，勇奪全港小學組冠軍。賽後更獲邀與一眾國史專家及嘉賓分享研究成果，此實為極大的鼓舞。



體育科

運動帶給我的意義

回顧今年，每位聖保羅體育團隊成員在各項比賽中都展現出非凡的鬥志和信心，並成功在「全港小學體育獎勵計劃」中分別獲得女子組金獎及男子組銀獎，成績實在令人鼓舞。同學們日復一日地堅持訓練，砥礪前行，永不言棄，突破自己，為學校爭取榮譽。這充分體現了聖保羅的學生素質和價值觀教育，相信同學在訓練和比賽的過程中獲益良多。以下是同學的分享：



不知不覺間，我已踏入小學生涯的最後一年了。很感恩能夠在小學畢業前，奪得全港小學校際劍擊比賽（重劍）個人季軍。這不僅是我個人的成就，更屬於悉心栽培我的學校，以及始終如一、耐心指導我的兩位劍擊校隊教練。

然而，我最深切的感激要獻給從小用心栽培我的父母。感謝他們從我小一還是懵懵懂懂的時候，就帶我接觸各種運動，培養我對運動的興趣。終於在小學二年級，我如願通過了學校羽毛球校隊選拔！正當我摩拳擦掌，準備投入羽毛球訓練之際，疫情來了，所有運動場所都要關閉，所有訓練被



迫暫停。機緣巧合之下，我開始瀏覽有關劍擊的資訊，亦漸漸地喜歡上重劍這個運動項目。

疫情緩解後，我便開始練習劍擊。與其他劍友不同，相比起他們大多從幼稚園高班開始訓練，我卻到小學三年級暑假才開始，起步雖晚，

卻未減我的熱情。因為劍手們交鋒時的冷靜與果斷深深吸引了我，讓我下定決心努力追趕。為了加入校隊，我日以繼夜地練習，調整握姿、反覆練習基本步，甚至在家也會對着鏡子修正動作。一年後，我終於收到劍擊校隊的錄取通知！

我不斷訓練，終於在五年級時首度獲得代表學校出賽的資格。初次站上賽場，緊張及求勝心切的心態讓我失準了。這次的失利讓我明白到，若要達到更高的水平，就必須做出取捨。經過深思熟慮，我決定暫停羽毛球訓練，全心投入劍擊。

我從不缺席任何一堂劍擊課，即使在考試期間也堅持練習。為了累積實戰經驗，我積極參加各種比賽，在一次次對決中學會在上解讀對手、調整策略，更學會在落後時保持冷靜、穩住呼吸，在劣勢中伺機逆轉。

回顧這歷程，我深刻體會到運動真正的價值不在於獎牌，而在於在訓練過程當中所培養的自律和堅毅素質。羽毛球教會了我，球未落地仍要堅持跑動；劍擊則讓我曉得做事要冷靜決斷。感謝父母一直支持我、感謝教練的耐心指導、也感謝那個在挫折失敗面前沒有放棄的自己。未來，我將繼續帶著這份運動員的精神，並向香港其中一位奧運金牌得主江旻憓小姐學習，擁抱挑戰，追求卓越。

六甲 吳卓楠

STAFF DEVELOPMENT

國安教育講座 工作坊

「國家安全學與教」 教師講座

為了讓老師對教育局最新推出的香港國家安全教育課程框架（2025）有更深入的了解，學校邀請了愛國教育支援中心總監梁偉傑先生以「國家安全學與教」為題，為老師講解課程框架的重點及提供一些教學示例供我們參考。

講座中，梁先生清晰地向老師講解了如何在課程中將課題與國家安全教育的內容作「自然連繫，有機結合」，亦向老師展示了各科的例子，有些更

能寓學習於遊戲，利用不同形式的教學方法，提升學生的學習興趣及動機，令老師大開眼界，也拓闊了大家進行課程設計的思維。此外，梁先生亦提出利用全方位學習模式，如舉辦國內交流、文化工作坊、參觀活動等來達致「多元策略，互相配合，課堂內外，全校參與」的課程目標。

這次講座令老師更能掌握如何在課程、全校活動等方面切實推行國家安全教育，以提升學生對國家概念、總體國家安全觀等的認識，以及提高學生維護國家安全和守法意識。



重慶、新加坡 交流之旅

教師海外交流團： 重慶、新加坡之旅

本年度學校關注事項之一是「實踐自主學習，勇於探索創新」，教師發展組籌劃了兩個海外交流活動（重慶及新加坡），旨在促進教師與內地及海外學校的教學交流，豐富教師的專業知識，深入了解多元教學策略及新興科技對學校教育的影響，提升專業能量。

本校中文及普通話科教師到重慶學校參觀，透過觀課、研討會及欣賞大型情景舞臺劇等活動，讓教師了解重慶學校的中文教學特色。新加坡交流方面，本校教師分為三組（英文、STEM、藝術）進行參觀及工作坊等活動，拓展視野，在實踐中勇於探索，為學生的學習旅程開啟新篇章。

重慶之旅： 中文組

2023-2024 年度，本校中文科參加了教育局語文教學支援組的「內地老師交流計劃」。當中，重慶市九龍坡區行遠育才學校副校長王小莉到校支援小二及小四中文科。本年度，中文科教師團隊受到王老師的邀請，到重慶進行教師專業交流，透過實地考



「整本書閱讀」課後，兩地教師深入交流教學經驗。

察，了解內地學校的教育文化及教學模式。



我校中文科教師受邀到重慶進行專業交流和考察。

第一天的交流活動中，本校部分中文教師參與「整本書閱讀」課程中的導讀課。教師先以提問導入，引導學生思考對節選的內容印象最深刻或好奇的地方。接著，老師通過不同的活動帶領學生投入課堂的學習。教師還鼓勵學生自定適合自己的閱讀計劃，幫助學生建立自主學習的能力。在重慶行遠育才學校觀摩《湯姆·索亞歷險記》整本書閱讀分享課，給本校教師留下了深刻印象。這堂課以學生為主體，設計了三個環環相扣的教學活動，充分展現了整本書閱讀教學的魅力。

第二天，本校中文老師深入行遠育才

學校的高小寫作課、中小閱讀課及初小識字課，觀察到內地教師以生動的情景教學法、填寫學習單及討論，引導學生投入課堂，使學生積極參與互動。

這次重慶之行，我們見證了內地語文教育的創新實踐，也深化了對中華文化的理解及認識。我們期望將把這些寶貴經驗加以轉化，為日後的中文教學作出改變。



我校教師深入課堂，觀察內地師生的課堂活動。



"Exploring new horizons in education at HGPS! Excited to bring back fresh ideas to enhance student learning!"

English Team: How Our Singapore Learning Journey Transforms Teaching and Empowers Students?

In April, our English teachers embarked on a staff development trip to Singapore, visiting Hougang Primary School (HGPS) and the National Institute of Education (NIE). The experience enriched our teaching practices, offering fresh perspectives on literacy instruction, technology integration and student support — all of which we are eager to implement in our classrooms.

HGPS's English programme impressed us with its structured yet adaptive approach. The STELLAR programme for Pr.1 to Pr.3 integrates reading, oracy and writing through interactive methods like big-book shared reading. Writing instruction evolves from collaborative efforts in junior years to independent

composition in senior classes. Their annotation-based comprehension strategy from Pr.3 teaches critical text analysis, a technique we can adopt to enhance literary engagement. We were inspired by HGPS's use of ICT, including real-time feedback and a strong cyber-wellness curriculum, showing how technology can enhance learning and promote responsible digital citizenship.



"Together, we are empowering students to take charge of their educational journey!"

"Embracing a new approach to cater to learner diversity, ensuring every student receives personalised attention and support for their unique needs."

新加坡之旅： STEM 組

我們參加新加坡的南洋理工大學 National Institute of Education (NIE) 舉辦的專業發展工作坊，Professor Teo Tang Wee 分享了新加坡 STEM

教育的經驗和發展，介紹 S-T-E-M 四重奏教學框架，這一模型著重於以問題為中心進行探索、以解決方案驅動的原型設計和以用戶為中心的創新。在工作坊的小組活動中，我們的任務是設計一個垂直種植系統。這活動激發了我們的創造力以及同儕間的合作和溝通能力，共同設計解決方案，並向其他小組分享創新設計。

下午我們前往伊莉莎白公主小學，觀察他們如何在校內實施 STEM 教育。在伊莉莎白公主小學，我們首先參觀了 InnoSpace (PEPS Makerspace)，由負責老師介紹該校的 STEM 課程如何為學生提供優質教育。老師詳細講解了該校的 STEM 課程結構，包括應用學習計劃及其三層



學習架構的運作模式。我們的教師也針對 STEM 教學提出了問題，交流氣氛十分熱烈。

在新加坡名創教育出版社交流活動中，我們了解到當地 STEM 教育的發展。名創教育出版社介紹了新加坡教育體系的演變，強調以學生為本的教育模式，並提出「樂在學習」的理念，結合體驗式學習和人工智慧技術，強調了課程的整合和實踐應用，並為資優學生提供多元化的學習計劃。這些經驗對我們的 STEM 課程發展提供了重要的參考。



老師們對該校 STEM 課程的推行方式很感興趣。

總結來說，這次新加坡之行讓我們深刻認識到有效推行 STEM 教育的重要性，並且需要教育局、學校、教師及出版機構的多方協作。新加坡的成功經驗將對我們未來的教育改革起到積極的推動作用。

新加坡之旅：藝術組

音樂及視覺藝術科老師往新加坡進行交流，深入了解當地藝術教育的理念與實踐。這次旅程讓我們重新思考藝術教學的可能性——如何讓學生在創作與欣賞中建立自信、發揮潛能，並從中培養對世界的關懷與感恩。

在音樂方面，我們參與了 Voices of Singapore 的合唱工作坊，藝術總監 Darius Lim 博士以創新的方式引導我們重新思考合唱訓練的本質。他強調

即興創作與正向語言的力量，透過注意力遊戲、肢體動作與形象化比喻，讓我們體會到音樂不只是技巧的堆疊，更是情感的表達與自我肯定的過程。

我們亦與新加坡交響樂團 (Singapore Symphony Orchestra) 的職員面談，了解兩項教育計劃——「Connect With Music!」與「Concerts Unboxed!」。這些計劃透過互動與遊戲，幫助學生更深入地理解音樂會內容與古典音樂的知識，提升他們的參與感和欣賞能力。



我們參與 Voices of Singapore 的合唱工作坊，交流教學心得。



在視覺藝術方面，我們參觀了新加坡藝術館 (Singapore Art Museum) 與新加坡國家美術館 (National Gallery Singapore)，體驗了當地如何透過藝術展覽培養學生的思辨與創造力。新加坡藝術館的「Learning Gallery」以童年為主題，透過互動牆與創作小冊子，引導觀眾回顧成長經歷，並鼓勵自由表達；而「Seeing Forest」則以沉浸式裝置呈現人與自然的關係，讓我們反思藝術如何引導學生關注環境與社會議題。在新加坡國家美術館

的導賞中，我們欣賞了東南亞藝術的多樣性，並觀察到館方如何透過提問與互動，引導學生建立批判性思維。這些經驗提醒我們，藝術課不只是技術訓練，更是價值觀培養與文化理解的重要平台。

這次交流讓我們更堅信，藝術教育的價值遠超於技術層面。當學生在創作中學會欣賞自己、尊重他人、關心世界，這正是我們推動藝術與價值教育所期望達到的深層學習成果。我們期待將這些經驗轉化為教學實踐，與學生一同在藝術與價值中成長。



我們參觀新加坡國家美術館 (National Gallery Singapore)。

EXCHANGE ACTIVITIES

小六西安畢業營

小六西安畢業學習交流之旅： 知書識禮 鑑古知今

本年度小六畢業學習交流之旅於2025年4月中旬於西安舉行，主題為「中國歷史文化面面觀」，希望能讓學生透過參觀西安的重要考古發現及建築認識中國的歷史及文化，並親身體驗見識中國源遠流長的藝術文化。同學亦有機會到西安的學校上課及交流，體驗祖國的教育發展。

透過這次的交流之旅，學生從西安古城深入認識中國的歷史及文化，內容涵蓋小學人文科中秦代、漢代、唐代及抗日戰爭時期的重要史實，有效銜接小六學生升中後的中國歷史課程。



華清宮的迎賓入城儀式莊嚴壯觀，令學生們目不暇給。

行程中最令人印象深刻的莫過於第二天的華清宮之旅。這座始建於唐代的溫泉宮殿風光旖旎，學生們一抵達便受到盛大迎賓儀式的震撼——古裝人員以「恭賀狀元入京晉見皇帝」的場景重現唐代禮制，讓眾人瞬間彷彿穿



同學在漢陽陵體驗考古學家的發掘過程。

越千年，回到唐朝。莊嚴的禮樂、華麗的衣冠令學生驚嘆連連。隨後他們更由「皇帝」與「皇后」親授印鑑，透過沉浸式體驗，深刻感受古代科舉的榮耀與皇家儀典的威儀隆重。此環節不僅生動傳遞唐代迎賓禮節的莊重

底蘊與文化內涵，更讓學生了解到「狀元」在科舉制度中的崇高地位，透過互動體驗，深化對歷史文化的理解。

在華清宮的開闊場地上，身着傳統服飾的專業導師教授學生古代男女不同的行走儀態、作揖禮節。學生們對這些禮儀充滿新奇，在導師示範後，紛紛認真模仿練習，甚至互相糾正同伴的動作細節。通過活動，學生們不僅掌握了傳統禮儀的動作要領，更深刻體會到其中蘊含的尊卑有序、長幼有別的倫理觀念，領悟到古代禮樂文明傳承千年的深遠意義。令人欣慰的是，部分學生更在晚會的才藝表演中融入所學，他們的禮儀表演，贏得不少掌聲呢！

透過小六畢業營中的漢禮學習、體驗考古發掘及文藝表演等活動，學生進一步體會到中華民族對國家安全——文化安全領域的維護，以及文化傳承所作出的努力。

小四大灣區交流活動

粵港交流齊迎元宵 傳統文化與科技創新並行

今年，我校再次舉辦小四大灣區交流活動，旨在促進中港師生聯繫，增強學生對中國傳統文化的了解及國民身份認同感，並感受祖國科技發展的進步。

2月14日，四年級師生和義工家長約200人乘高鐵前往廣州，參訪榮獲「總體國家安全觀教育示範學校」的南沙小學。兩校以「粵港攜手共迎新，歡樂元宵遊園活動」為主題舉辦元宵遊園活動，學生參與剪紙、書法、湯圓製作等體驗課，感受傳統文化魅力，並深化了交流與友誼。

下午，師生們一同前往廣州南沙廣汽科技館參觀，深入了解中國汽車工業的最新技術與發展。館內展示的智能駕駛技術、創新能源汽車及未來交通構想，讓學生們感受到祖國科技的進步與實力，啟發了他們對科技創新的興趣與思考。

今年，我作為老師第一次參與這個活動，由協助籌備活動，到帶領學生浩浩蕩蕩一起到大灣區交流，深深感受到這個活動所賦予的使命感。短短一天的行程雖然短暫，但可以促進中港兩地師生之間的互動與溝通，為小四學生開啟認識中國傳統文化之門，增強對國家身份的認同感，進而共同推廣中華文化。

學生與廣州市南沙小學學生參與開學慶元宵遊園活動，令我校學生大開眼界，亦能藉此機會跟內地學生交流，聯繫友誼。而參觀南沙廣汽科技館更讓學生驚喜萬分，能親身感受祖國的科技發展成就斐然，令他們捨不得離去。

總體而言，此次大灣區交流之旅不僅讓學生們滿載而歸，更激發了他們對傳統文化的熱愛和對國家發展的自豪感，是一次難忘且意義深遠的學習經歷。

關淑賢老師

四甲 葉芊穎



我們四年級學生參加了學校舉辦的大灣區交流活動，大家都非常期待和興奮。當天，我被編入四戊二組，每組都有家長義工照顧並協助我們。在中國旅行社的帶領下，我們首先到廣州市南沙小學，參觀校園並認識當地文化。校園環境優美，令人心曠神怡。在禮堂，我們聆聽南沙小學校長講解學校情況，隨後進行體驗活動，如剪紙、國畫和製作湯圓等。我參加了國畫組，感受到藝術的魅力。

午餐後，我們前往廣州南沙廣汽科技館參觀，了解電動車模型和嶄新的機械人，開闊了視野，深受啟發。傍晚，我們乘高鐵返回香港，依依不捨地結束旅程。這次活動不僅讓我學到很多知識，還體會到分享愛與感恩的重要。期盼未來能有更多機會參與此類活動，持續「樂學展創意」！

四戊 黃咏之

史家小學到校 交流活動

文化交融 藝術共鳴

我校的姊妹學校北京市東城區史家胡同小學的5名教師及45名學生代表於6月30日及7月2日蒞臨本校進行交流訪問。本次活動旨在深化兩校合作

關係，促進師生文化交流與藝術互動。訪校期間，史家小學師生參與課堂觀摩、校園導覽、音樂及美術交流等活動，並與本校師生分享學習生活點滴與教育理念，共築跨校友誼與合作橋樑。



歡迎北京市東城區史家胡同小學到本校交流。



兩所姐妹學校互相送贈紀念品。



管樂隊同學們進行音樂交流。

這次與北京史家胡同小學管樂團交流讓我獲益良多，我明白到溝通和團隊合作的重要。我最難忘的是與同學分享學樂器的快樂。起初我有點擔心我的普通話不太好，但原來只要放鬆說話，大家都明白。他們經常要刻苦練習，因此吹奏的技巧很好，他們也激勵我要多多練習。另一深刻經歷是和同學表演長笛二重奏。雖然我在家已練習了很多遍，但上台時仍很緊張，幸好同伴眼神提點，最後我們順利完成！非常感謝老師的安排，希望以後有更多交流的機會，讓大家一起學習和進步。

四丙 黃允晴

感謝北京市東城區史家胡同小學的師生特地從北京來到我們學校進行藝術交流，這實在是一次難忘的經歷。我們的任務是設計鋼琴的其中一側。首先，大家聚在一起構思鋼琴的設計。我們互相分享想法，學習用溝通來達成共識，也趁機認識了新朋友。由於設計需要獨特創意，每個人都運用了創新素質去想出新點子。接著，我們開始動手畫圖和裝飾鋼琴。雖然過程中有些小失誤，但大家都保持樂觀素質，一起想辦法修正問題。

最後，我們交換了禮物。得知他們即將離去，大家都深感不捨，畢竟在共同構思和繪畫的過程中，我們早已建立深厚的友情，但這次藝術互動確實讓我們度過了美好時光，也提升了我們的學生素養與溝通能力。真希望以後還能和其他學校有這樣的交流機會！

五戊 葉卓珈



本校的校園藝術大使聯同北京史家胡同小學書畫社的同學在鋼琴上發揮創意。

身為一名姓史的同學，今次有幸代表我校帶領北京史家胡同小學的同學遊覽校園，我感到十分親切和興奮！遊覽過程中，我不但向來訪的同學們介紹了本校的校園設施和學校生活，而且也細聽他們分享了史家小學和北京的很多趣事。交流時間雖短，卻大大加深了我們彼此的認識和建立了初階的友誼，實屬難能可貴。我很期待將來若有機會，能跟隨學校到北京史家胡同小學作另一次交流學習，順道與萍水相逢，卻一拍即合的同學再次見面。

五丙 史聖錯



學生大使為史家小學老師及同學介紹校園各項設施。



兩校學生一起上視藝課，樂在其中。

這次活動，我發揮了領導才能和熱情的性格強項，一個人帶着四位來自北京的同學遊校園一點也不容易呢！一邊要看着時間，邊走邊介紹學校不同的地方，還要回答他們的問題，遇到比較安靜的同學，我還要加倍熱情，找一些有趣的話題，希望他們能放鬆一點，享受這次活動。

這次活動除了讓史家胡同小學的同學對我校有所認識，也讓我獲益良多，這活動讓我跳出我的舒適圈，嘗試以普通話跟別人作交流，更重要的是，我在這活動中認識到不少新朋友呢！希望將來有機會可以到他們的學校參觀和交流，再次多謝史家胡同小學的老師和同學到訪。

五丁 袁晞桐



同學們在中文課堂中進行學術交流。

美國考察交流

從策略思考到啟迪學校的未來式

張慧純校長、朱嘉穎副校長及陳天溢老師於本學年參與由香港賽馬會慈善信託基金策劃捐助，聯同香港教育大學籌辦，並與史丹佛大學教育研究院合作推行之「賽馬會創新教育力量」計劃。此為期 15 個月的計劃，內容涵蓋三大主軸：國際學者專題講座、本地友校領導專業交流及前往上海和美國教育機構實地考察（含大學與中小學學術交流）。透過深度參與，團隊於策略前瞻規劃、學習差異與多樣性應對，以及系統思維與適應性領導模式等關鍵領域獲益良多，為裝備學

校迎接未來，建構與社會發展共融的學校奠定重要基礎。

計劃核心目標在於啟發教育領導者之創新思維。其中赴美研修階段（4 月 28 日至 5 月 5 日）尤具啟發性，我們於史丹佛大學與教育創新領域的頂尖學者進行專業研討，更實地參訪當地學校，深入瞭解其推動教育創新過程中的實踐經驗與困難。最令我們深感啟發的，莫過於與當地校長及師生的真誠交流。透過他們無私的經驗分享，我們真切地感悟到，一所真正具備前瞻視野的學校，不應止步於被動因應變革，而應主動繪製未來的教育藍圖。這不



與「賽馬會創新教育力量」計劃同工赴美考察交流，在教育創新方面收穫豐碩，啟發良多。



僅需要系統化的策略思維，更需培養學校各持分者對變革的敏銳度與執行力。此外，我們亦有幸見證這些學校如何將辦學理念與使命清晰地傳達予各持份者，並將其貫徹於各學科與部門之中，使全校上下同心協力推動創新事工。

總括而言，參與「賽馬會創新教育力量」計劃，讓我們更清晰掌握教育未來的發展方向，從而更有針對性地提升本校教師的專業能力。我們將秉承聖保羅「信、望、愛」的精神，培育出有信心、有能力迎接未來挑戰的聖保羅人。



與「賽馬會創新教育力量」計劃同工赴美考察交流，在教育創新方面收穫豐碩，啟發良多。

Looking Ahead

Date	Event	Place
19 Sep 2025	Swimming Gala	Hong Kong
8 Oct 2025	Sports Day	Hong Kong
11-12 Oct 2025	Open Days	SPCC
20-24 Oct 2025	P5 Outward Bound	Hong Kong
9 Nov 2025	Walkathon	Hong Kong
14 Nov 2025	Thanksgiving Service	Hong Kong
15-23 Nov 2025	Student Activities Week	
	• F1 – Outdoor Education Camp	Hong Kong
	• F2 – Historical and Cultural Exploration Trip	Nanjing
	• F3 – Place-based Education Programme	Hong Kong
	• F4 & F5 – Service Learning/ Attachment/ Self-organised Programme	Hong Kong/ Overseas
17 Nov 2025	Primary School Picnic	Hong Kong
6 Dec 2025	Alumni Homecoming Day	SPCC
16 Dec 2025	Speech Day	SPCC
19 Dec 2025	Secondary School Picnic	Hong Kong
22 Dec 2025	Carol Service	Hong Kong
9 Jan 2026	P4 Exchange Trip	Nansha, Guangzhou
14 Jan 2026	F1 Sports Development Day	Hong Kong
6-12 Feb 2026	Visit of students from	SPCC
	• Beijing High School Attached to Tsinghua University/	
	• Tianjin Nankai High School/	
	• Shanghai Fudan High School (Tentative)	
7-8 Feb 2026	Open Days	SPCCPS

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