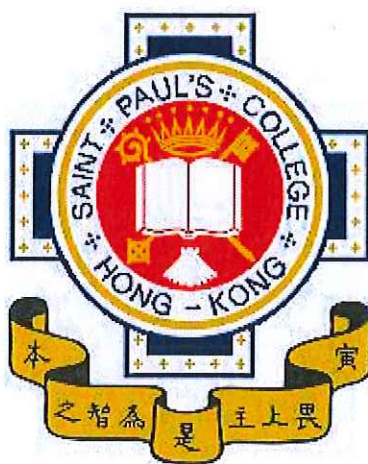


# ST. PAUL'S COLLEGE



---

## SCHOOL REPORT

2011/2012

---

**ST. PAUL'S COLLEGE**

**SCHOOL REPORT**

**2011/2012**

**CONTENTS**

I. Motto, Mission and Goals.....	1
II. Our School.....	2
III. Our Students.....	3
IV. Our Teachers.....	5
V. Our Learning and Teaching.....	8
VI. Support for Student Development.....	13
VII. Performance of Students.....	19
VIII. Major Concerns (Achievements and Reflections).....	29
Appendix 1 – Financial Summary	
Appendix 2 – Report on the Use of Capacity Enhancement Grant	

## **ST. PAUL'S COLLEGE**

### **I. MOTTO, MISSION AND GOALS**

#### **1. Motto**

寅畏上主是為智之本

(The fear of the Lord is the beginning of wisdom)

#### **2. Mission**

The offering to Chinese youths of a modern, liberal education in the English language (but including the subject of Chinese language in the curriculum) upon Christian principles, Protestant and Evangelical, as professed by the Sheng Kung Hui.

#### **3. Goals**

The educational goals of the College, in accordance with its mission, may be described as:

- To cultivate a healthy attitude to life and the world and to expose students to the Christian message.
- To inculcate civic awareness in students and to develop them into responsible and useful citizens of community with respect for intellectual property, human rights, freedom and justice.
- To enable students to develop their intellectual potential fully, to think logically and creatively, to study and solve problems independently, and to communicate effectively in English and Chinese.
- To develop students' skills and abilities in Information Technology and to arouse the interest in life-long learning.
- To develop students' physical and musical skills and abilities and to encourage enjoyment in sports and music.
- To encourage the appreciation of the arts and development of artistic talents and skills.
- To promote respect for the views and opinions of others, harmonious relationships in school, the family and the community, and participation in community affairs.
- To develop in students the ability to cope with adverse situations and emotional problems.

## II. OUR SCHOOL

### 1. Year Founded: 1851

A brief history of our College can be found at our College Website (<http://www.spc.edu.hk/content.php?id=58&mid=1-15>).

### 2. School Type: Our College became a Direct Subsidy Scheme school in 2002.

### 3. School Management

The school is managed by the St. Paul's College Council, a body incorporated by a special Hong Kong Government ordinance. The Council is composed of eighteen members from different sectors.

### 4. School Facilities

The College offers a pleasant environment that is conducive for learning as well as ample facilities for the all-round development of students.

Type	Number
Classroom	36
General Purpose Room	5
Multi-media Learning Centre (MMLC)	1
Computer Assisted Learning Room (CAL)	1
Language Laboratory	1
Biology Laboratory	2
Chemistry Laboratory	2
Physics Laboratory	2
Computer Room	2
Geography Room	1
History Room	1
Visual Arts Room	2
Kiln Room	1
Music Room	2
Tutorial Room	2
Library	1
Students' Activity Centre	1
Hall	1
Outdoor Swimming Pool	1
Gymnasium	1
Sports Playground	3
Careers Master's Room	1
Discipline Master's Room	1
Guidance Master's Room	1
Social Worker's Room	2
Chapel	1
Staff Room	3
Teaching Resource Room	1

All classrooms and special rooms are air-conditioned.

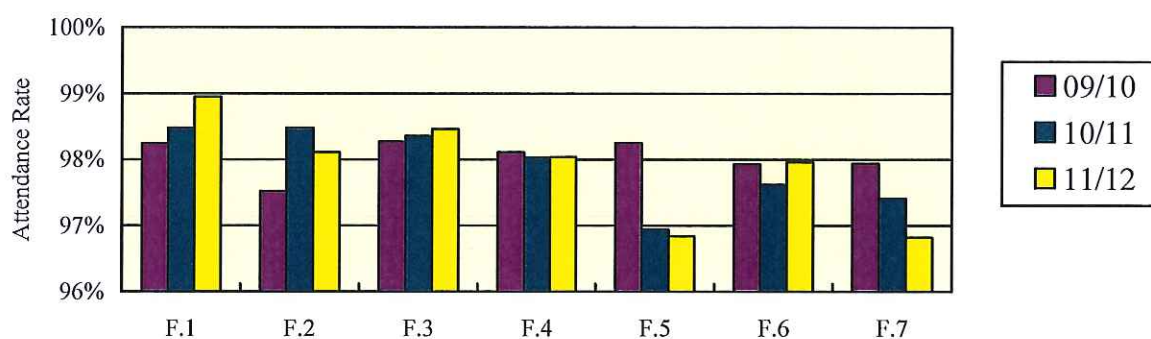
### III. OUR STUDENTS

#### 1. Class Organisation

Number of Classes & Enrolment

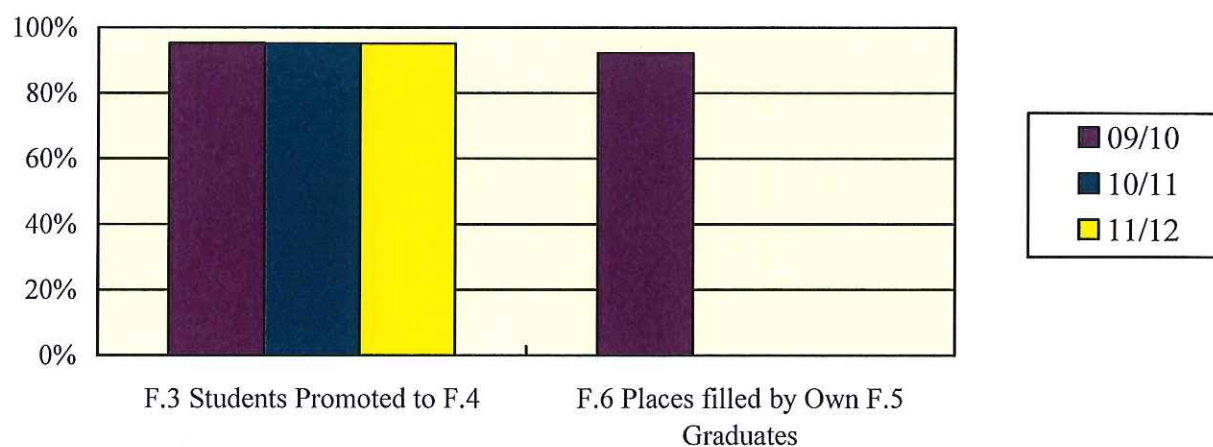
Level	F.1	F.2	F.3	F.4	F.5	F.6	F.7	Total
No. of Classes	6	6	6	6	6	3	3	36
Total Enrolment	198	195	190	163	160	122	85	1113

#### 2. Students' Attendance

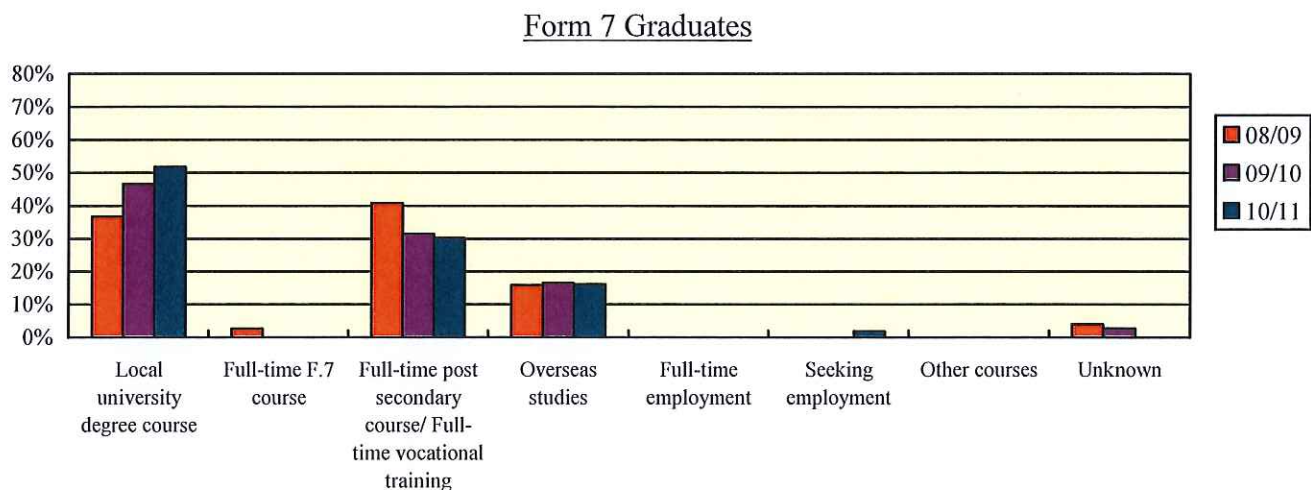


#### 3. Promotion

Year	F.3 Students Promoted to F.4	F.6 Places filled by Own F.5 Graduates
09/10	95.2%	92.2%
10/11	95.1%	-
11/12	95.1%	-

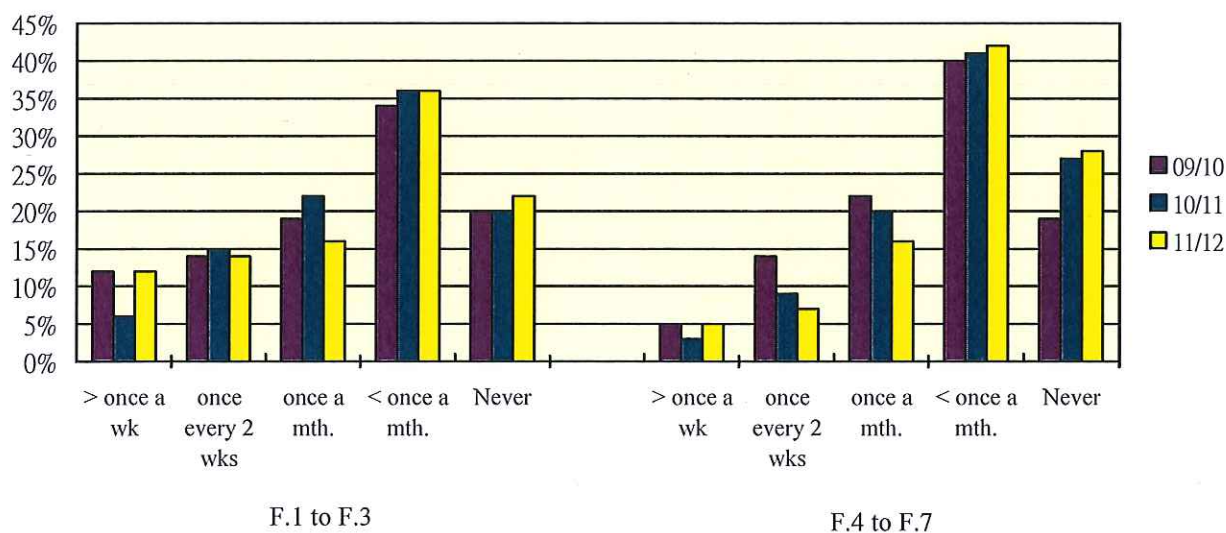


#### 4. Destination of Exit Students

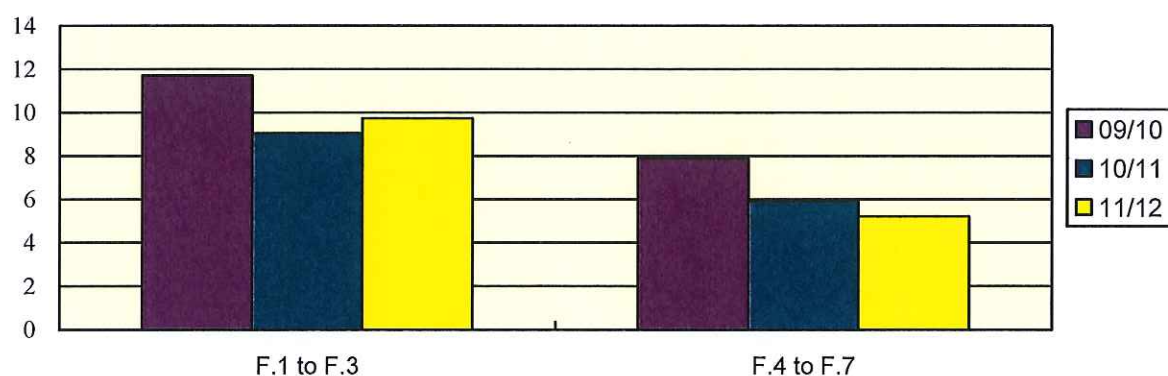


#### 5. Students' Reading Habit

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



##### (b) Average Number of Reading Materials Borrowed within a School Year from the School Library per Student

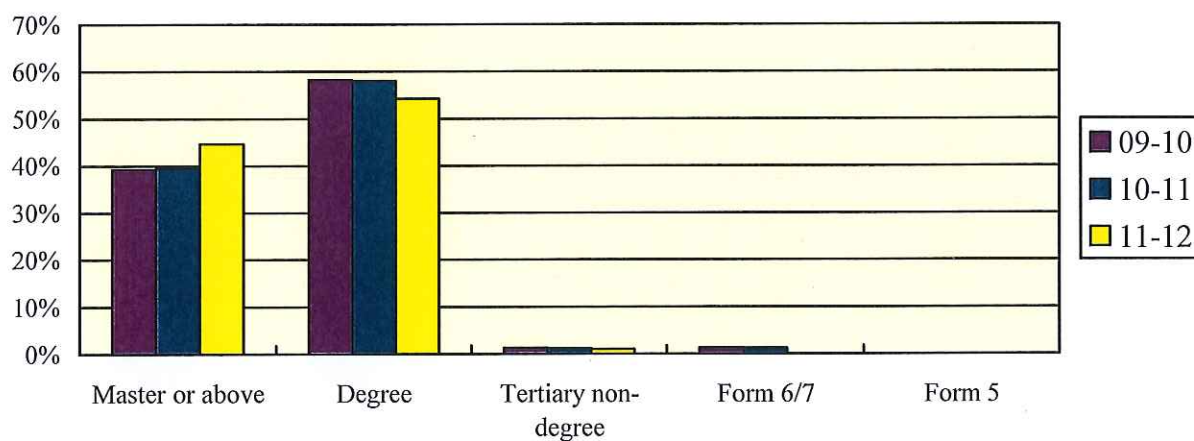


## IV. OUR TEACHERS

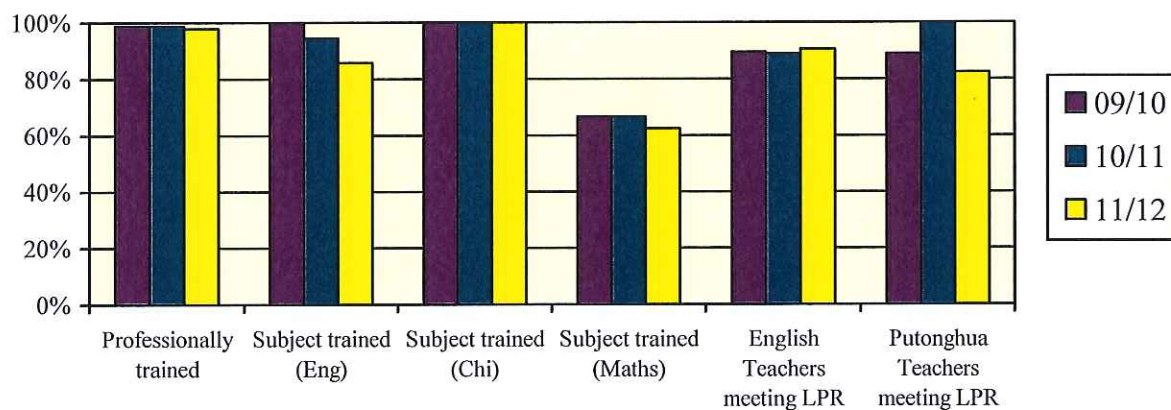
### 1. Teaching Staff Establishment

Year	09/10	10/11	11/12
Total no of teaching staff	78	81	94
No. of teachers in the English Language Department (excluding NET)	19	17	20
No. of teachers in the Chinese Language Department	14	15	17
No. of teachers in the Mathematics Department	12	12	16
No. of NET	1	1	1
No. of Putonghua teachers	9	9	9

### 2. Teachers' Academic Qualifications

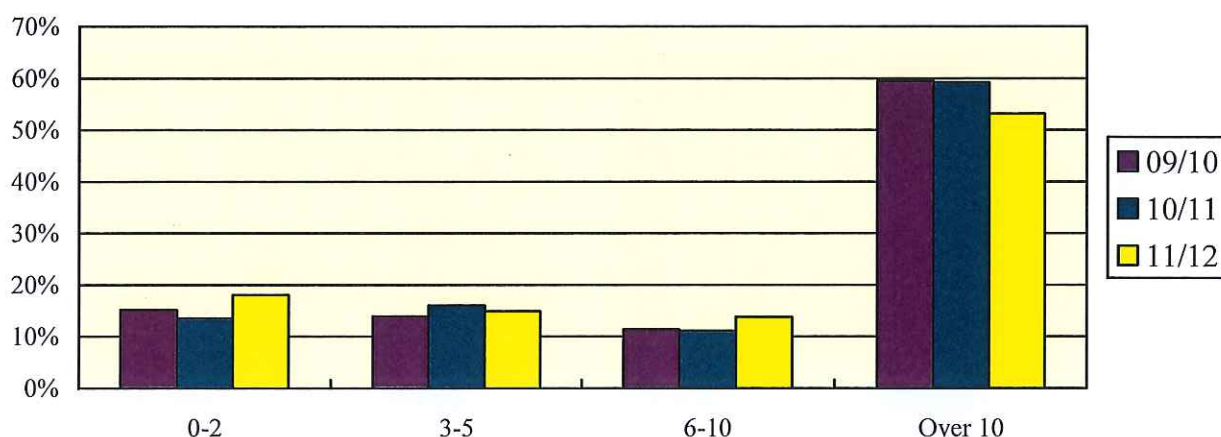


### 3. Teachers' Professional Qualifications





#### 4. Teachers' Experience



#### 5. Teachers' Continuing Professional Development

The College is committed to maximising the potential of its staff members and staff training is an integral part in the development of the College.

An induction programme was organised in early September for our newly recruited teachers in order to provide them with the necessary support. This included discussion on administrative procedures, discipline and information technology, and introduction by individual subject heads concerned. Each was also assigned a mentor who would provide them with guidance and support as they began their new teaching career at St. Paul's College.

Three staff development programmes were organised in 2011-2012. To raise staff awareness of health issues, Professor Yip Kam Shing of the Hong Kong Polytechnic University, an international expert on mental health, was invited to give a talk on "Mental Health of Teachers and Secondary School Students" and a workshop on "Case Study on Mental Health of Adolescents and Teachers" on Tuesday, 30th August, 2011. The second Staff Development Day was held on 20th March, 2012. Our staff participated in Hong Kong Sheng Kung Hui Joint-Schools Staff Development Day in Hong Kong Coliseum, in which the Reverend Lee Ching Chi gave a talk on "Integrating Christian Faith in School Life".

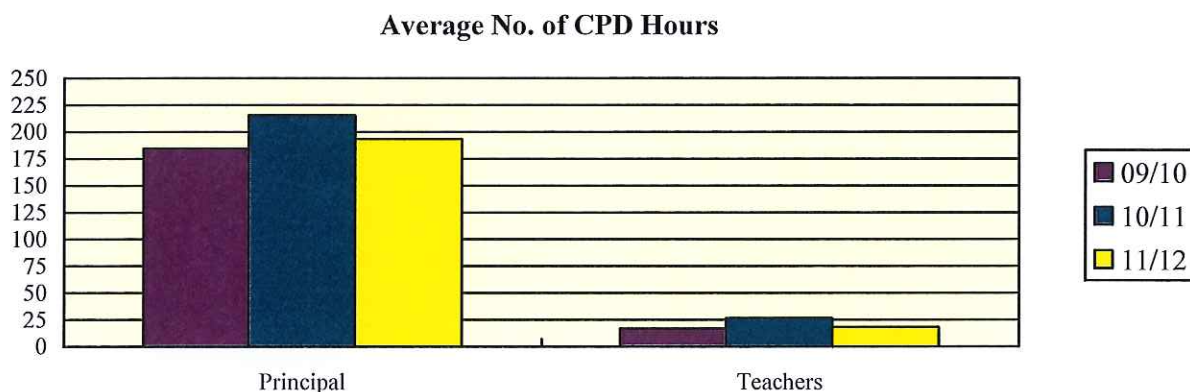
With the completion of the three-year development planning cycle by the end of the 2011-2012 school year, a stakeholder survey and an APASO (Assessment Program for Affective and Social Outcomes) survey were conducted in February, 2012. The third staff development programme was organised for staff to conduct a holistic review based on the findings in APASO survey and stakeholder survey. In the morning session, teachers, grouped mainly according to their Key Learning Areas (KLAs), discussed the strengths of the College and identified areas for improvement. In the afternoon session, all the heads of the KLAs shared their views and opinions to work out the next three-year cycle of the School Development Plan 2012-2015.



The English Department embarked upon an exciting and fulfilling professional development programme visiting colleges in Singapore from 3rd to 7th in April, 2012. Twenty members of the department took part in this programme. They visited the Raffles Institution, the Nan Yang Girls' School and the Nang Yang Technological University. The department had the opportunity to learn more about some of the innovative teaching methods and how to integrate technology into teaching English at both the junior and tertiary levels. Our English teachers found the programme both stimulating and insightful.

Apart from the professional development programmes organised by the school, teachers were also encouraged to attend training courses and seminars organised by the Education Bureau and other institutions. Other professional development activities attended by teachers included seminars, courses, meetings, briefings and experience sharing sessions on school administration, school curriculum and its development, careers, discipline, guidance, moral and civic education in general.

One teacher completed the Master of Education and another completed the Master of Arts in Chinese Language and Literature at the University of Hong Kong. One Mathematics teacher completed the Master of Science in Mathematics in Education at the Chinese University of Hong Kong.



## **V. OUR LEARNING AND TEACHING**

### **1. Curriculum**

- (a) Our timetable is based on a 5-day weekly cycle. To help students fully develop their intellectual capabilities, all the academic departments at St. Paul's work together to provide a broad curriculum in accordance with the needs, levels and abilities of the students.

- (b) New Senior Secondary Curriculum

The new senior secondary curriculum has been implemented for the third year. Besides the four core subjects, students were allowed to choose 3 subjects from a total of 14 elective subjects. The electives offered to Form 4 students in 2011-2012 included: Economics, Geography, History, Chinese Literature, Chinese History, Physics, Biology, Chemistry, Combined Science, Business, Accounting and Financial Studies, Information and Communication Technology, Music, Physical Education and Visual Arts. There were also regular lessons for Music, Physical Education, Visual Arts and Religious Studies for all students.

A talk on the Choice of Subjects at Senior Secondary Level for Form 3 Parents and Students was held on Saturday, 10<sup>th</sup> March, 2012. Two booklets, "Senior Students' Handbook" and "New Senior Secondary Curriculum Course Catalogue" were prepared and issued to each Form 3 student.

Form 3 students were asked to indicate their choices via the NSS Online Subject Selection System in late June and the results were released in early July 2012.

- (c) Introduction of Integrated Humanities in Junior Secondary

The Integration of Geography, History and EPA through developing a school-based Integrated Humanities curriculum was extended to Form 3 in 2011-2012.

### **2. Assessment**

- (a) Both formative assessments and summative assessments were used to assess students' learning. Classworks / formative assessments were used to track students' learning progress over time, build up their confidence and help students to take responsibility of their learning. Formal examinations included a Mid-year Examination and a Final Examination which indicated students' achievements at significant points in their learning.

- (b) There were two classwork assessments and two examinations (1<sup>st</sup> Classwork, Mid-year Examination, 2<sup>nd</sup> Classwork and Final Examination) in an academic year for Forms 1, 2, 3, 4 and 5 for all subjects except Religious Studies, Computer Literacy, Physical Education, Music and Visual Arts.
- (c) For Forms 6 and 7, there were two classwork assessments and only one examination in an academic year (1<sup>st</sup> Classwork, 2<sup>nd</sup> Classwork and Internal Examination).
- (d) Supplementary Examinations  
Forms 5 students who failed in the Final Examination were required to retake the examination during the summer holiday.

### 3. Homework

- (a) Students were provided with meaningful and challenging homework assignments to reinforce what they had learnt in class. Our homework assignments included:
  - practice exercises to consolidate learning
  - extension assignments to transfer and apply new skills or concepts to new situations
  - creative activities to help students integrate different skills learnt
  - leisure reading activitiesActual time required to complete assignments varied, depending on each students' academic skills and language proficiency.
- (b) Checking F. 1-3 Students' Homework & Tests Online  
To provide parents with more information about the homework / tests assigned on a day to day basis, we uploaded the information on our School Intranet for parents to check online after 5:00 p.m. each day.
- (c) Late Assignment Recording System (LARS) was used to record names of students in Form 1 and Form 2 who did not hand in their homework/assignments on time.

#### 4. Provision of Co-curricular Activities

##### (a) No. of Clubs/Interest Groups Organised

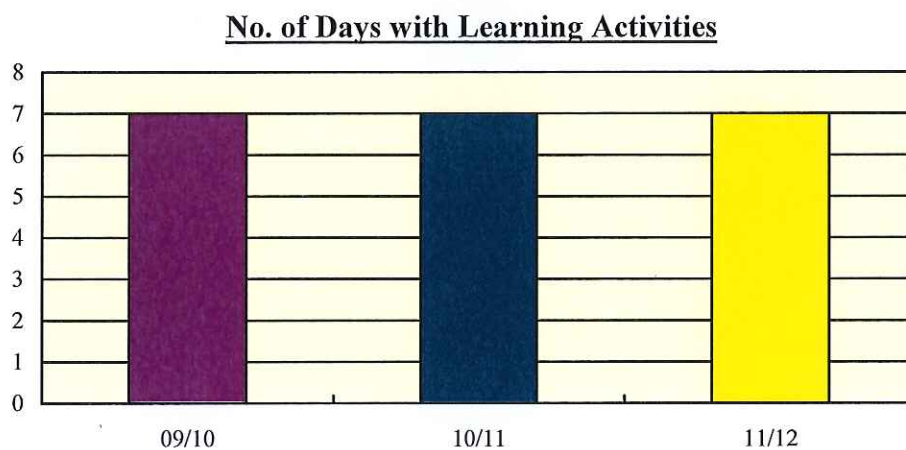
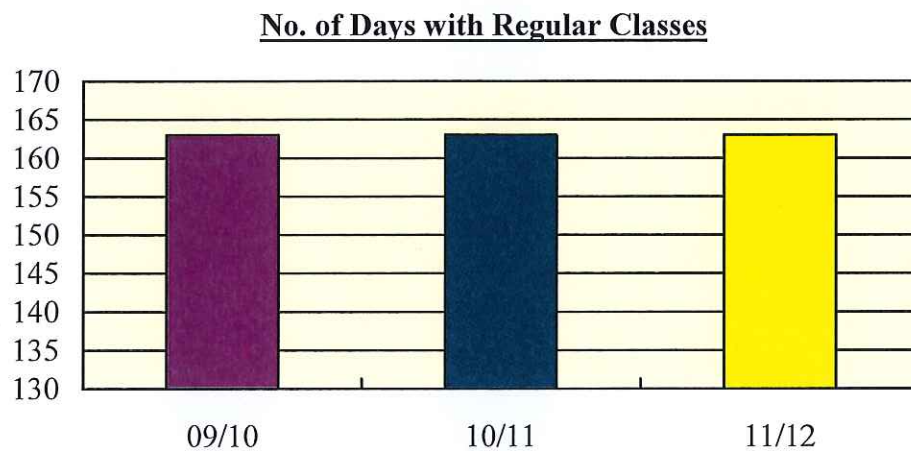
Category	No. of clubs / interest groups
Academic	12
Sports	10
Art	4
Interest Group	14
Social Services	9

##### (b) Number of Learning Activities Organised by KLA Subjects to Extend, Enable and Enrich Students' Learning

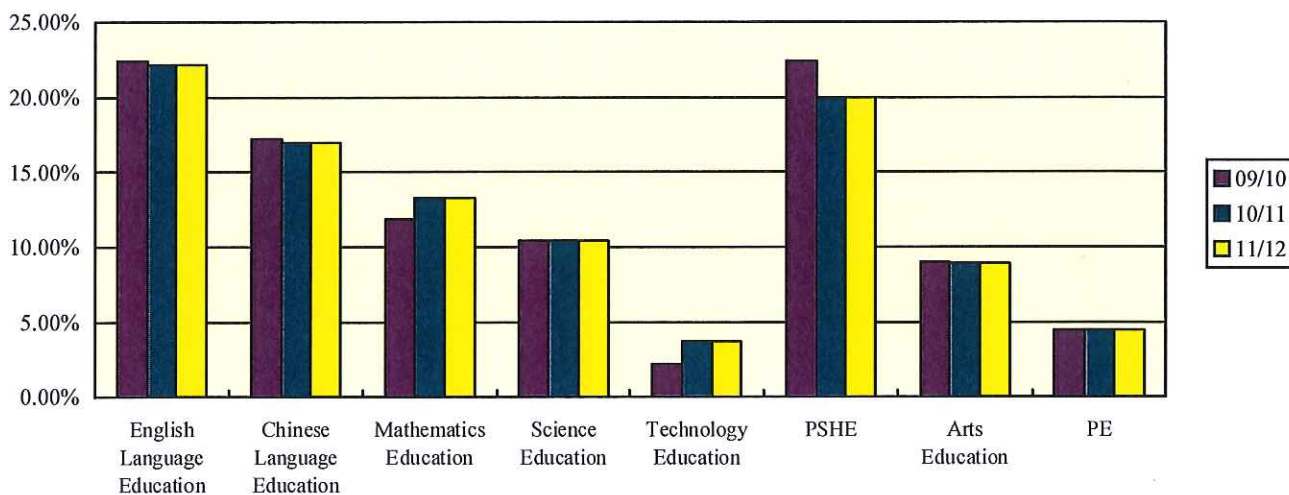
Subject	11/12	
	F.1 – F.3	F.4 – F.7
English	9	5
Chinese	12	16
Chinese History	8	5
Integrated Humanities	1	-
Liberal Studies	-	5
History	-	4
Geography	-	3
Economics & EPA	-	5
Religious Studies	4	7
Mathematics	9	6
Computer Studies	6	0
Integrated Science	5	-
Physics	3	5
Chemistry	0	0
Biology	1	8
Visual Arts	2	3
Physical Education	3	1
Music	5	5
Total Number	68	78

## 5. Key Performance Measures under the Learning and Teaching Domain

### (a) No. of Active School Days (Forms 1-3)

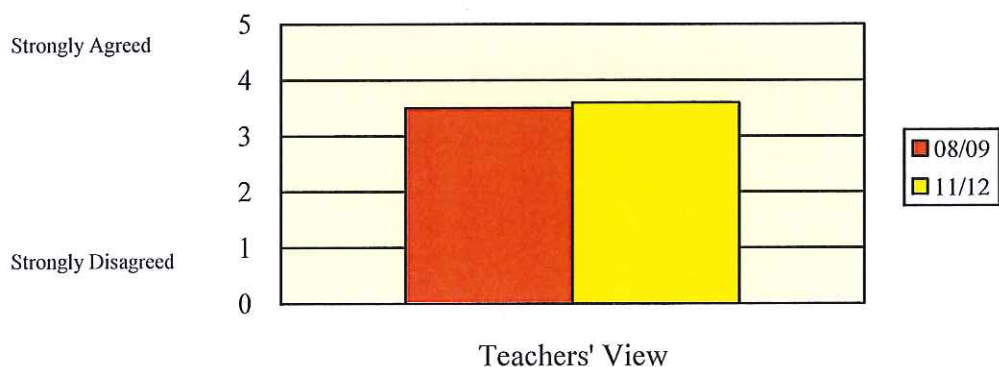


### (b) Lesson Time for the Eight Key Learning Areas (Forms 1-3)

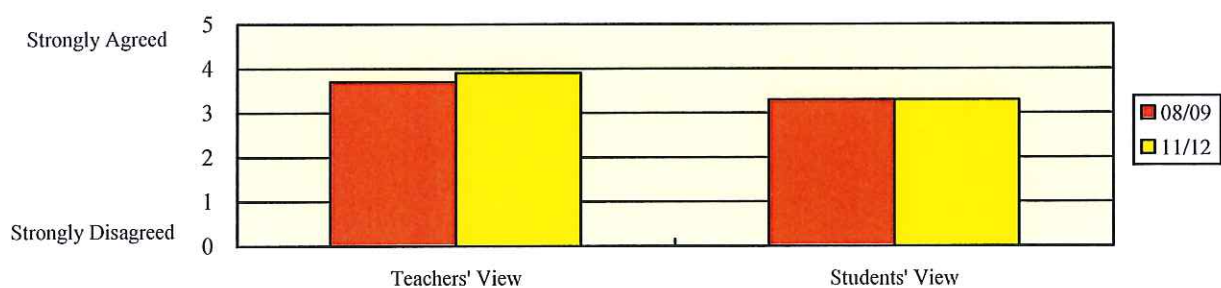




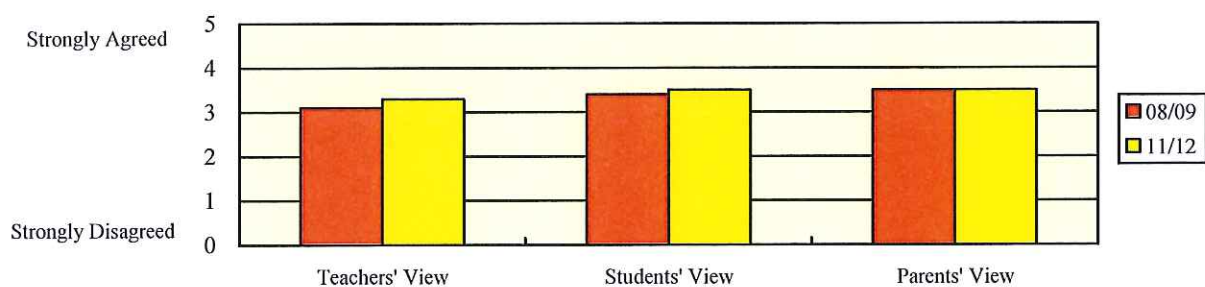
(c) Teachers' Views on Curriculum and Assessment



(d) Teachers' and Students' Views on Teaching



(e) Teachers', Students' and Parents' Views on Student Learning



## **VI. SUPPORT FOR STUDENT DEVELOPMENT**

We value students as individuals and we have a number of teacher teams to provide the necessary support to ensure that all students can get the most out of their experiences at the College.

The Guidance Team and Discipline Team have both adopted a policy of guiding students towards positive behavioural change. Form Teachers were encouraged to work closely with parents, Guidance Team members and the School Social Worker to effect this approach. The Careers Team focused on providing information and advice on career choices and study opportunities for students in all forms. In addition, students were provided with information and guidance about overseas study and assisted in their applications for scholarships, loans and academic and vocational programmes. The Moral and Civic Education Team organised a range of activities, including field trips, visits and camps to foster students' civic awareness. The Other Learning Experiences Team organised a structured and balanced co-curriculum for students with emphasis on community services.

### *Careers Guidance*

2011-2012 was an especially event-filled one not only for the gala 160<sup>th</sup> celebrations, but also for the 'double cohort year', wherein the last Advanced Level Form Seven class graduated, but also the initial DSE class in Form Six. For the Careers Team teachers, this presented the challenge of ensuring that the final Form Seven class and the initial Form Six graduating classes were prepared for the challenges ahead in choosing appropriate tertiary educational options.

To assist students in making informed decisions about their courses of study and career paths, a Careers Inclination Assessment was conducted for Form Seven students. A specially designed pair of calendars, highlighting examination dates for both our Form Six and Form Seven students, was prepared for our students. This calendar, entitled 'The Road to Success', was of great use to our graduating students in focusing their attention on the challenges that they would face. In addition, crucial selection criteria and university requirements were placed on the College website for easy access. Advice on JUPAS choices was also given to all graduating students.

In the Careers Awareness Week, over twenty alumni came back to the College to share their experience of the workplace with their 'little brothers' at SPC in the last week of September, 2011. The programme helped both the Form Six and Form Seven to make decisions about their career path.

An information session on 'How to Prepare for the Release of the HKDSE Results', was jointly organised between the Careers Team and the Guidance Team. The Careers teachers also worked closely with the English teachers as well as the Other Learning Experiences (OLE) Team to help students in their preparation of the Student Learning Profile (SLP) and Other Experiences and Achievements in Competitions/Activities (OEA) materials for their JUPAS applications.

The Mentorship Scheme had a number of enthusiastic and supportive members in the Alumni Association. A broadly-based programme was organised in the past year which included Lunchtime Mentorship Programme, Careers Day and the High Table Dinner.

### *Student Guidance*

Guidance work in the College was conducted mainly by the Guidance Team which consisted of the College Chaplain, two School Social Workers, an Education Psychologist and fifteen guidance teachers.

Guidance programmes were organised for students in each form. For junior forms, workshops on "No Bullying", "Net Addiction and Time Management", "Friendship and Love", "Love and Sex" and "Emotion Management and Learning More about Early Psychosis" were organised. Careers – Guidance Programme on HKDSE Subjects Selection was delivered to Form Three students in February. For senior forms, talks on "Treasuring our Life", "Time Management" and "Stress Management" were arranged. To help the first batch of NSS students prepare for the release of HKDSE results, the Guidance Team organised a talk in collaboration with the Careers Team and Hok Yau Club on 10<sup>th</sup> July 2012.

P.A.T.H.S. was implemented in Form One and Form Two this year. The Tier 1 programme aimed at assisting students to explore personal interests in studies, acquire effective study skills, develop leadership skills, strengthen social network and build clear ethical value systems. The school social worker led four Tier 2 counselling groups in this school term: one Interpersonal Skills Group, one Emotion Management Group and two Leadership Training Groups. Around forty Form One students actively participated in these groups. Both students and parents found the counselling groups practical and developmental. 'Plucking Star Programme' was launched for Form Two students as a nurturing activity in the P.A.T.H.S Tier 2 Programme. The programme consisted of a training camp and two workshops.

In order to enhance the self-discipline and perseverance of our Form One students, two Breakthrough Camps were organised at the Don Bosco Youth Training Centre in Cheung Chau. All Form One students, twenty Peer Mentors, Form Teachers and Co-Form Teachers participated in the three-day adventure-based training camp. In addition, adjustment workshops were arranged for the whole form in September.

To promote the importance of good mental health in school, eleven Form One to Form Four students were recruited to be Mental Health Ambassadors. One of their roles was to promote an understanding and caring culture at school. In Stage One, training sessions were offered to the ambassadors to teach them basic leadership theories, counselling skills, ways to understand others' needs and ways to deal with challenges and changes in daily life. In Stage Two, the ambassadors were asked to produce a video about mental health and positive psychology. Most participants were enthusiastic at the training and filming sessions.

Aiming to enhance students' concentration, communication skills, creativity and self understanding through basic training in drama and performance, a drama counselling group was organised again this year. With the help of an experienced drama therapist from the Link Education, ten students from Form Two to Form Five attended twelve training sessions in June and July. The programme was divided into two main parts. The first part included some basic training in drama through some drama experiential games. There was a debriefing after each session so that students could have more understanding of themselves in terms of their character, strengths and weaknesses. In the second part, students put together a short play and performed it to two Form One classes after the Final Examination. Students learnt to be more responsible through acting, discussing, concluding and applying what they had learnt to daily life experience. Besides, teachers observed that participants generally were happier, more attentive and more involved in their school life after the drama training.

Besides guidance programmes and counselling groups to meet students' needs, individual counselling work was given to students by the College Social Workers.

With the support of the College Council, the College had entered into an agreement to acquire a school-based Educational Psychology Service from the HK EP Services Centre Limited in 2011-2012. The Educational Psychologist was stationed regularly at the College for about two days per week between September and June. He provided psycho-educational assessments for students with serious learning, behavioural and/or emotional difficulties. Both individual counselling and intervention sessions were provided. In addition, he gave advice to teachers on how to handle students' problems during case conferences and case consultations. He also reviewed the current policy for students with special educational needs.

Students with special educational needs were identified and assisted according to clear and well-defined guidelines. The College had a dedicated Resource Centre for visually impaired students, and had a long history of partnership with the Ebenezer School for the Blind. Visually impaired students also had a tutor who liaised with staff to assist in providing notes and materials so that suitable curricular arrangements and learning aids and support services could be allocated and incorporated appropriately.

### *Student Discipline*

Various activities were organised to raise the awareness among parents, teachers and students of the importance of good discipline.

In early September, the Prefects' Council organised an orientation programme for Form One students to familiarise them with the new school environment. An induction programme on discipline was organised to help new teachers with classroom management issues. Each new teacher was teamed up with an experienced teacher under the mentor scheme. Class observations were conducted on a voluntary basis and new teachers were recommended to attend seminars on classroom management.

In September and October, the School Liaison Officer of the Police Community Relations Office Western District was invited to give talks to Form One to Form Three students respectively. The topics included "Sexual Offence", "School Bullying", "Theft" and "Triad Activities".

To raise the awareness of drug abuse among Form One students, the Discipline Team and the Prefects' Council organised a Form One Anti-Drug Quiz with the support and assistance by the School Police Liaison Officer in March 2012.

In July, Life Education Activity Programme (LEAP) offered a "Party Smart" education programme for our Form Four and Five students. The programme helped teenagers to explore the properties of various drugs and their effects on health. Our senior form students learnt more about the physical, social and legal consequences of using alcohol or cannabis, and learnt how to stay safe in social situations, such as an "unsupervised" party, where drugs were present.

The Discipline Team and Prefects' Council invited two former Head Prefects, Mr. Ching Cheong (senior journalist) and Mr. Shun Chi Ming, JP (the Director of the Hong Kong Observatory) back to their alma mater to speak to our boys in June and July, 2012 respectively.



### *Christian Activities*

During 2011-2012 academic year, the whole school met on Mondays, Wednesdays, Thursdays and Fridays for morning assemblies from September until mid-February. The assemblies followed the usual format of a hymn, a Bible reading and a talk, ending with a time of prayer and the grace.

The liturgical life of the College had also included the celebration of the major Christian seasons and festivals, especially Christmas and Easter. Special services were held in the College hall for Christmas and Easter. Both these services were celebrated according to the Anglican liturgical tradition.

The College also held its two Heritage Services for Form One and Form Two. These services were held in St. John's Cathedral and St. Paul's Church, Glenealy and were designed to help the students to reflect upon and celebrate the historical links between the College and the Diocese of Hong Kong Island.

The Christian Union still formed the backbone of the Christian activities in the College. It met twice a week during lunchtime on Wednesdays and Fridays. The Christian Union was divided into two groups. The Junior Fellowship consisted of Form One, Form Two and Form Three and the Senior Fellowship consisted of Form Four, Form Five, Form Six and Form Seven. The Junior members met for a session that included team building games, video presentations and Bible study. The Senior group concentrated more on cell groups, which would discuss a particular topic of interest chosen by the boys.

### *Civic and Moral Education*

Talks, visits and competitions were organised to facilitate the personal and social development of students.

An ICAC drama performance was held for Form Three students so that they learnt the importance of honesty and the drawbacks of corruption. Since 2011 and 2012 were election years in Hong Kong, a related board game was organised for students. A play, entitled "a perfect couple", was performed by the Hong Kong Repertory Theatre and it was well received by students. Besides, a quiz was held for Form One and Two students. Prizes and souvenirs sponsored by the ICAC were given to participants after the quiz.

Mrs. Anson Chan, the former Chief Secretary for Administration was invited to share with her views on the democratic development of Hong Kong with Forms Three, Four and Five students in June, 2012. Form Four students went to visit the Urban Renewal Authority in October, 2011 to gain a deeper understanding of our neighbourhood and the concept of urban development in Hong Kong.

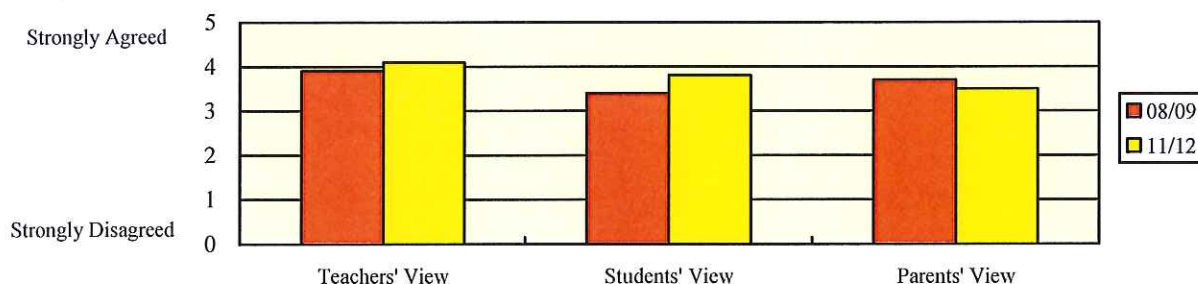
### *Outward Bound Programme*

The 5-day outward bound training programme offered students the opportunities to leave their comfort zone and to engage in different challenging activities and problem-solving situations through planning, doing, co-operation, support and encouragement. All Form Four students took part in the Outward Bound in March 2012. Half of them went on the sea expedition while the rest took part in the land adventure. Students had to work in teams to experience a series of physical, mental and social challenges. The programme included a variety of team building exercises, outdoor challenges, structured experiential learning and debriefing sessions. It concluded with a personal assessment by the trainer, as well as a course end review and a planning session for participants to set up plans to consolidate their learning.

### *Other Learning Experiences*

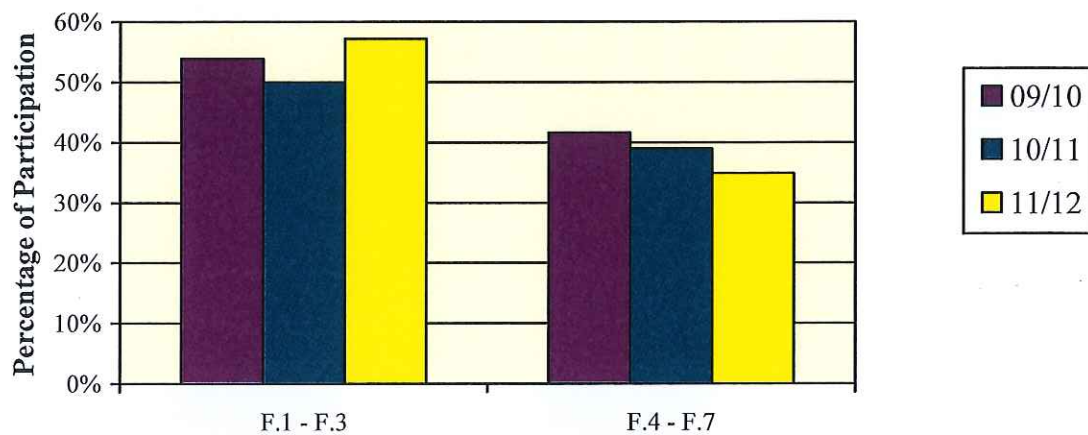
In 2011-2012, beside dozens of the internal OLE activities organised by colleagues, clubs, teams and departments, over 40 OLE activities were offered to senior students in collaboration with many external partners. These included U-Hearts, Christian Action, Caritas Hong Kong, Lions, Outward Bound Hong Kong, Sowers Action, ORBIS, Wofoo Social Enterprises, Hong Kong Union for Young Leaders, St. John's Cathedral, UNICEF Hong Kong, Office of the Privacy Commissioner for Personal Data, Disney Friends for Change, Hong Kong Federation of Youth Groups, YMCA of Hong Kong, Hong Kong Arts Development Council.

### Teachers', Students' and Parents' Views on Support for Student Development

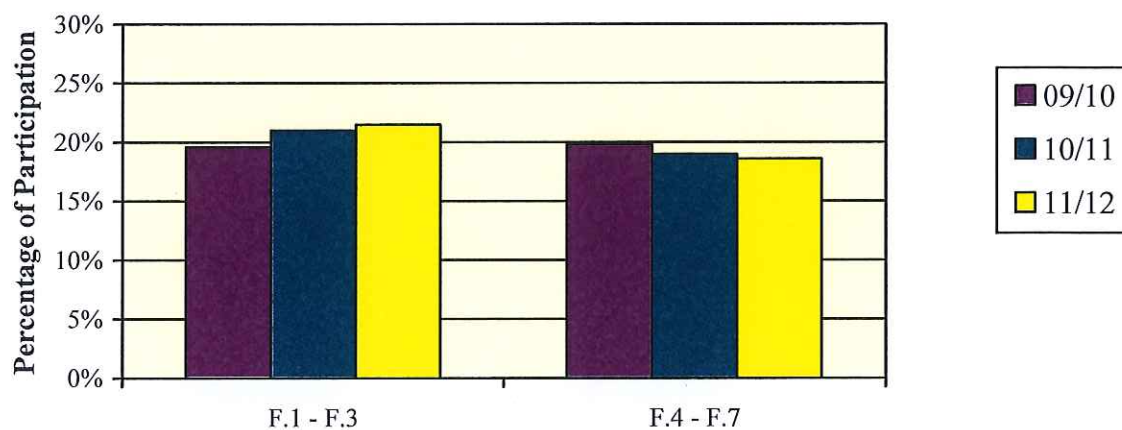


## VII. PERFORMANCE OF STUDENTS

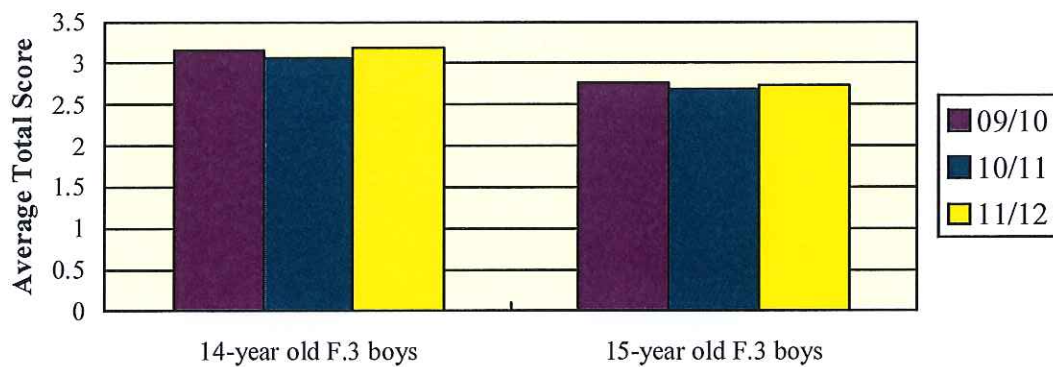
### 1. Student Participation in Inter-school Events



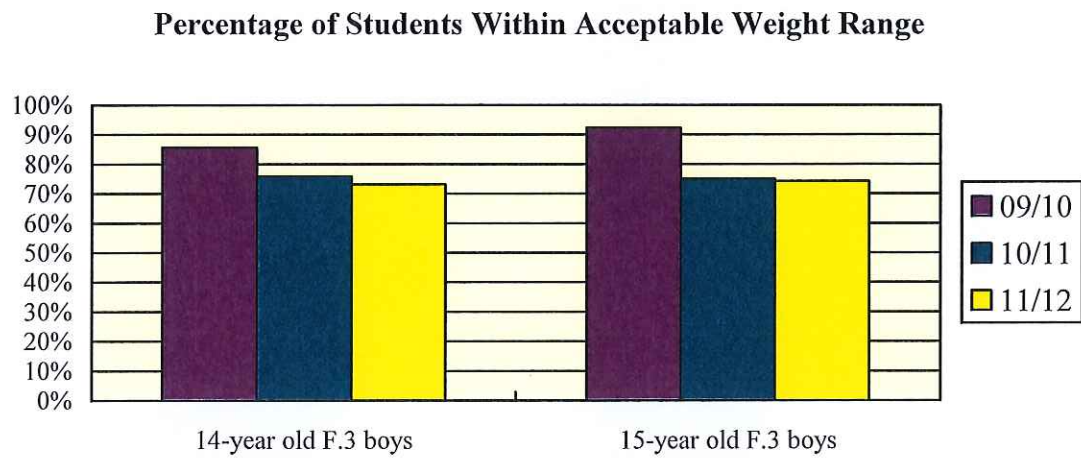
### 2. Student Participation in Uniform/Social and Voluntary Service Groups



### Average Total Score of 4 Physical Fitness Items



### 3. Students' Physical Development



#### 4. Inter-school Activities and Awards Won in 2011-2012

##### Music

No.	Name of Competition/Organisation	Award/Prize details 2011-2012	Student(s)
1.	<u>Hong Kong Schools Music Festival</u>		
	Junior Choir (Singing in Foreign Language)	1 <sup>st</sup>	
	Senior Choir (Singing in Chinese)	2 <sup>nd</sup>	
	Intermediate Choir (Singing in Foreign Language)	3 <sup>rd</sup>	
	Senior Choir (Singing in Foreign Language)	3 <sup>rd</sup>	
	Violin Solo - Grade Six	1 <sup>st</sup>	Ip Anthony (1A)
	Graded Piano Solo - Grade Seven	1 <sup>st</sup>	Lau Chun Shing Tristan (2B)
	Vocal Solo - Age 14 or under	1 <sup>st</sup>	Choi Zhanzhi (2F)
	Viola Solo - Intermediate	2 <sup>nd</sup>	Ip Anthony (1A)
	Clarinet Solo -Secondary School - Junior	3 <sup>rd</sup>	Chan Ka Hei (1A)
	Graded Piano Solo - Grade Seven	3 <sup>rd</sup>	Ho Chun Ning Gene (2F)
	Piano Duet - Senior	3 <sup>rd</sup>	Lam Pak Lai (3B)
	Graded Piano Solo - Grade Eight	3 <sup>rd</sup>	Lam Pak Lai (3B)
	Piano Duet - Senior	3 <sup>rd</sup>	Lau Ho Kwong (5F)
	Piano Duet - Senior	3 <sup>rd</sup>	Nit Ka Hei (5F)

##### Sports

No.	Name of Competition/Organisation	Award/Prize details 2011-2012	Student(s)
2.	<u>Inter-school Badminton Championships (D1)</u>		
	A grade	1 <sup>st</sup>	
3.	<u>Inter-school Junior Boys Hockey Tournament</u>		
	Overall	1 <sup>st</sup>	
4.	<u>Bank of China 55<sup>th</sup> Sports Festival Archery Tournament</u>		
	C grade Combined Bow	1 <sup>st</sup>	Chu Chun Fat (2D)



No.	Name of Competition/Organisation	Award/Prize details 2011-2012	Student(s)
5.	<u>Inter-school Badminton Championship (D1)</u> B grade C grade Overall	2 <sup>nd</sup> 2 <sup>nd</sup> 2 <sup>nd</sup>	
6.	<u>All H.K. Schools Jing Ying Badminton Tournament</u> Boys' Singles	2 <sup>nd</sup>	Kwan Chun Sun (7C)
7.	<u>2011 Two-Days Single FITA Archery Tournament</u> (Star Shoot) 70M Combined Bow	2 <sup>nd</sup>	Yeung Tsun Hang (6F)
8.	<u>Inter-school Basketball Championships (D1)</u> B grade B grade	2 <sup>nd</sup> (Sabre) 2 <sup>nd</sup> (Epee)	Lai Long Hang (2B) Tsoi Hung (1C)
9.	<u>Fencing Inter-school Championships</u> Individual Individual	2 <sup>nd</sup> (Sabre) 2 <sup>nd</sup> (Epee)	Lai Long Hang (2B) Tsoi Hung (1C)
10.	<u>All HK Schools Jing Ying Badminton Tournament</u> Boys' Doubles Boys' Doubles	3 <sup>rd</sup> 3 <sup>rd</sup>	Kwan Chun Sun (7C) Kwan Chun Hong (5F)
11.	<u>All Hong Kong Schools Badminton Championships</u> Overall	3 <sup>rd</sup>	
12.	<u>Bank of China 55<sup>th</sup> Sports Festival Archery</u> Tournament C grade Combined Bow	3 <sup>rd</sup>	Mak Ho Chung (2B)
13.	<u>All HK Inter-secondary Schools Life-Saving</u> Competition B grade	3 <sup>rd</sup>	
14.	<u>A.S. Watson Group Hong Kong Student Sports</u> Award		Wong Kin Chung (6E)

## Student Leadership

No.	Name of Competition/Organisation	Award/Prize details 2011-2012	Student(s)
15.	<u>The Hong Kong Central and Western District Top Ten Outstanding Students Award 2011-2012</u>	1 <sup>st</sup>	Chan Chak Yu (3D)
16.	<u>Leaders for Tomorrow Award 2012 organised by Outstanding Young Persons' Association</u>		Yeung Anthony Tsun Hang (6F)
17.	<u>UNICEF Young Envoys Programme 2012</u>		Yu Chun Man Jason (4E)
18.	<u>Hangseng Bank Leaders of the Leaders</u>		Wong Hoi To (5F)
19.	<u>The Arts Ambassadors-in-School Scheme organised by the Hong Kong Arts Development Council</u>		Yu Shing Fung (4B)
20.	<u>Disney Friends for Change (Plant Your Plant Project) – Final Round</u>		Chan Chak Yu (3D) Fok Cheuk Ming (3D) Lung Kin Ho (3D) Chan Chung Hang (3D)
21.	<u>Award Scheme for Student Leaders of HK: National Education Course</u>		Choi Chek Yin (5C) Pan Jiamin (5B)
22.	<u>Full Sponsorship from the Hong Kong Union for Young Leaders to participate in the 2012 Hugh O'Brian Youth World Leadership Congress in Chicago</u>		Ng Chun Lok Jason (4F)
23.	<u>Cathay Pacific "I Can Fly" Programme 2012 Individual</u>	Successful Candidate	Tsui Henry Manhon (5B)

# Academic

No.	Name of Competition/Organisation	Award/Prize details 2011-2012	Student(s)
24.	<u>Hong Kong Outstanding Visual Arts Student Creative Awards organised by the Hong Kong Communication Arts Centre</u>		Chung Cheuk Heng, Victor (5F)
25.	<u>Princeton Club of Hong Kong 2012 Book Award</u>		So Tsz Yuen (5D)
26.	<u>Po Leung Kuk High Achievers Selection Mathematics Contest</u> Individual Individual Individual	Honour Honour Honour	Lam Adrian Iain (3F) Lau Wing Hin Ernest (3F) Kwong Edwin Ho Yan (3F)
27.	<u>Pui Ching Invitational Mathematics Competition</u> Individual	2 <sup>nd</sup>	Fung Tsz Hin (5F)
28.	<u>Raffles Invitational Mathematics Olympiad</u> Individual	2 <sup>nd</sup>	Fung Tsz Hin (5F)
29.	<u>HK Math Creative Problem-Solving Competition for Secondary School</u> Individual Individual Individual Individual	2 <sup>nd</sup> 2 <sup>nd</sup> 2 <sup>nd</sup> 2 <sup>nd</sup>	Kwok Tsz Kai (1D) Lam Lok Him (1E) Poon Tsun Hei (1E) Wong Tsz Nok Joshua (1F)
30.	<u>Pui Ching Invitational Mathematics Competition</u> Individual Individual	Bronze Bronze	Lam Adrian Iain (3F) Lau Tsz Him (7C)
31.	<u>Raffles Invitational Mathematics Olympiad</u> Individual	Bronze	Tsang Hing Chung Henry (5F)
32.	<u>Canadian Computing Competition (Hong Kong Contest)</u> Junior Category	Honour	Yu Chun Man (4E)



No.	Name of Competition/Organisation	Award/Prize details 2011-2012	Student(s)
37.	孔聖盃儒家經典詩文朗誦大賽（普通話組）	中學組冠軍	謝宗融 (2B)
38.	教協徵文比賽	中學組季軍	余承峰 (4B)
39.	社會福利署「和諧家庭親子標語創作比賽」	中學組亞軍 優異獎 優異獎 優異獎 優異獎	區芍賢 (3A) 方加信 (4D) 楊筠翔 (3C) 鍾卓恆 (5F) 黃達 (5F)
40.	星島第二十七屆全港校際辯論比賽第一輪初賽	最佳辯論員	黃浩彰 (3F)
41.	華夏盃第三屆粵港澳朗誦文學藝術人才大賽初中組散文朗誦(粵語)及初中組古詩朗誦 (粵語)	初中組散文朗誦(粵語) 冠軍 及初中組古詩朗誦(粵語) 季軍	許安雋 (3C)
42.	香港直接資助學校議會及鄂港青年交流促進會聯合主辦「辛亥革命百周年徵文、攝影及短片比賽」	高中徵文銀獎 徵文良好獎狀	潘嘉明 (5B) 鄭穎康 (6B)
43.	獲藝展局委任為本校第四屆校園藝術大使 (藝展局校園大使計劃)	本校藝術大使	余承峰 (4B)
44.	青年廣場「傑出人生」學生徵文比賽	優異獎	梁宇衡 (4B)
45.	台灣駐香港機構—台北經濟文化辦事處、港澳台灣同鄉會及光華新聞文化中心共同舉辦之2011年「精彩 100!讓台港更讚!創意點子王大集合」中學組徵文比賽	季軍 入選獎 入選獎 入選獎	廖成峰 (6B) 盧奕文 (6B) 黃恩臨 (4B) 余承峰 (4B)
46.	第八屆全港校際經濟辯論比賽第一輪初賽	最佳辯論員	羅雋永 (3A)
47.	香港仔街坊福利會社會服務中心主辦「劃破界限愛共融」全港學生演講比賽	中學甲組亞軍	謝宗融 (2B)
48.	中國語文教育研究學會主辦之中國語文菁英競賽 (中學組)	菁英銅獎	高浩然 (3E)



No.	Name of Competition/Organisation	Award/Prize details 2011-2012	Student(s)
49.	第八屆全港校際經濟辯論比賽第二輪初賽	最佳辯論員	王新裕 (3A)
50.	2011 夫子文教統籌會第一屆「夫子盃」演講比賽 普通話初中組別	第二名	葉嘉盛 (2F)
51.	第十四屆全港中小學普通話演講比賽 2012 初中組	優異星獎 優異星獎	謝宗融 (2B) 云佳蔚 (3A)
52.	「我愛香港」演講比賽	冠軍	謝宗融 (2B)

#### Social Service

No.	Name of Competition/Organisation	Award/Prize details 2011-2012	Student(s)
53.	<u>2012 Carlton Trophy</u>	Champion	The 10 <sup>th</sup> Hong Kong Scout Group: Wong Edmund (4C) (Patrol Leader) Mo Kai Chung Jonathan (3C) (Assistant Patrol Leader) Shum Cheuk Hang Kevin (4C) Fung Chun Yin Curtis (4E) Siu Tsz Wai Trevor (4E) Woo Ho Ming Eddie (3B) Chu Siu Yin Johnny (3C) Tse Shing Ho Timson (3F) Yung Chun Ming Jimmy (2D) Yiu Cheuk Fung Anson (2E)
54.	<u>Island Scout Trail Walk</u>  25km	1 <sup>st</sup>	Scouts of the 10 <sup>th</sup> Hong Kong Scout Group: Cheung Hin Chun Aaron (3B) Lee Tse Hei Jesse (3B) Yue Ting Jun Timothy (3B) Yiu Cheuk Fung Anson (2E)



## **VIII. MAJOR CONCERNS (Achievements and Reflections)**

### **1. Improve teaching and student learning practices**

#### **1.1 To provide highest quality capabilities for e-learning**

- ✧ A pilot study was conducted on the use of iPad in self-directed learning/challenge-based project in 2011-2012 school year. Some English teachers used iPads in their classroom teaching and the feedback from both teachers and students were very encouraging. The English Department decided to extend the application of mobile technology in the teaching of English Language in 2012-2013.
- ✧ Five teachers attended a workshop run by the Apple Learning Academy on “Mobile Technology using iPad in Teaching and Learning” in June and seven teachers attended the International Conference on ICT in Teaching and Learning 2012 in July. The workshop and the Conference would definitely help our teachers better understand the capabilities and pedagogical potential for incorporating mobile devices in their teaching.

#### **1.2 To enhance a language rich environment for the learning of English and Putonghua**

- ✧ The use of Putonghua in teaching Chinese Language was extended to three classes in both Form 2 and Form 3 in 2011-2012.
- ✧ A native Putonghua speaking teacher and two native English speaking teachers were employed to enhance students’ language ability.
- ✧ Students were encouraged to take part in English and Chinese writing competitions and debate competitions both inside and outside school.
- ✧ Students were encouraged to participate in the Hong Kong Schools Speech Festival. Ninety-five students participated in the English Section of the 63rd Hong Kong Schools Speech Festival and sixty-one students took part in the Chinese Section of the Festival. Our Students achieved very commendable results in solo verse speaking, prose reading, dramatic duologue, public speaking and choral speaking.

#### **1.3 To broaden the scope of the Global Classroom**

As in previous years, a comprehensive programme of overseas visits accompanied by our own teachers was organised to broaden students’ horizons.

- ✧ The Cultural Exchange to Beijing for all Form Two students in late March
- ✧ International Mathematics Competitions in Singapore in April
- ✧ The Raffles International Science Camp in Singapore in June
- ✧ The Germany Exchange Programme in Berlin
- ✧ The Twin School Programme to Trinity Pawling College in New York in May
- ✧ The Eye Screening Service in Luoyang in April
- ✧ The 160th Anniversary Community Awareness Project to Guangxi in July

- ✧ The English Language Enhancement Tour to the UK in July
- ✧ The Economics Study Tour to Paris and Munich in July,
- ✧ The Hockey and Basketball Training to Malaysia in July
- ✧ The Football Training tour to Japan in July
- ✧ The School Choir Summer Music Tour to Italy in August

Not only did students benefit from the trips but visits to other schools in different countries with our linked schools also gave insights and inspirations to our teachers.

#### 1.4 To offer additional certification opportunities

- ✧ St. Paul's College is a participating school with the Hong Kong Examinations and Assessment Authority (HKEAA) to enter students for the GCE/GCSE/IGCSE examinations. Fifty-five students sat for the IGCSE (London), twenty-one sat for the IGCSE (Cambridge), fifty-four sat for the GCE (London) and two sat for the GCE (Cambridge) Examinations last year.
- ✧ In February, the College organised a series of intensive courses for students who had entered for the IGCSE Examinations. Courses offered included Physics, Chemistry, Economics, Mathematics and Further Pure Mathematics. There were 10 sessions for each course and all courses were held after school.

#### 1.5 To promote student learning, motivation and commitment

- ✧ Enhancement classes were organised for our students.

Subject	Level	Number of classes / groups
Chinese Language	Form 5	2
	Form 6	2
Chinese Culture and Language	Form 7	2
Chinese Literature	Form 6	1
	Form 7	1
Mathematics	Form 1	2
	Form 2	1
	Form 3	1
	Form 4	1
	Form 5	1

- ✧ Enrichment classes were organised for our students.

Subject / Class	Level	Number of classes/groups
Putonghua	Forms 1 – 3	2
Putonghua Speech Training	Forms 1 – 3	3
Chinese Debate Training	Forms 2 – 4	2
Computer	Forms 1 – 4	4
Physics	Forms 2 – 3	1
French	Forms 1 – 2	1
Spanish	Forms 1 – 2	2

## **2. Strengthen student support**

Please refer to Section VI (SUPPORT FOR STUDENT DEVELOPMENT) for programmes, activities and support provided to students.

## **3. Develop a curriculum philosophy unique to St. Paul's College**

### **3.1 To facilitate curriculum integration**

- ✧ Integrated Humanities was fully implemented in Form One to Form Three.

### **3.2 To foster whole-person development**

- ✧ A number of community service programmes were organised for the students locally and in Mainland China.
- ✧ A 5-day outward bound training programme were organised for the Form 4 students. The Programme offered students the opportunities to leave their comfort zone and to engage in different challenging activities and problem-solving situations through planning, doing, co-operation, support and encouragement.
- ✧ In 2011-2012, beside dozens of the internal OLE activities organised by colleagues, clubs, teams and departments, over 40 OLE activities were offered to senior students in collaboration with many external partners.
- ✧ Various activities were held by teachers, teams, societies and clubs. Some of the major activities were listed as follows:
  1. *Cathay Pacific "I Can Fly" Programme*
  2. *Friends of UNICEF Ambassador Programme*
  3. *Hong Kong 200 Leadership Project*
  4. *Hong Kong Young Ambassador Scheme*
  5. *Hong Kong Youth Summit 2012*
  6. *Leaders to Leaders Lecture Series*
  7. *National Education Course in Beijing*
  8. *Outstanding Leaders Training Scheme*
  9. *Peer Mentorship Scheme*
  10. *Prefects' Training Camp*
  11. *S.A. Officials Training Course*
  12. *S4 Campers of the HK Union of Young Leaders*
  13. *School Health Ambassadors*
  14. *School Timing Team Service*
  15. *Summer School for Effective Leadership*
  16. *UNICEF Young Envoys Programme*
  17. *Youth Service Learning Conference 2012 July*
  18. *Anglican High School Visit*
  19. *Plant Your Plant Project – Disney Friends for Change*
  20. *Flag Selling Day for Hong Kong Family Welfare Society*
  21. *Global Youth Ministers 2012*
  22. *Heart to Heart School (CYC)*

23. *Hong Kong Youth Summit 2012*
24. *Michaelmas Fair (RS)*
25. *National Education Exchange Programme 2012*
26. *Sign Language Introductory Course*
27. *Student Environmental Protection Ambassador*
28. *Teaching English for the Underprivileged (Lions)*
29. *The 4th Arts Ambassadors-in-school Scheme (Visual Art)*
30. *The Chinese University of Hong Kong Youth Model United Nations Conference*
31. *UNICEF Young Envoys Programme 2012*
32. *Visit the Elderly Homes (RS)*
33. *YMCA Leadership Training Scheme 2012*
34. *Community Awareness Project (V)*
35. *YMCA Joint School Volunteer Training Programme*
36. *Music Marathon*
37. *CUHK Chung Chi College 60th Anniversary Service Learning Symposium 2012*
38. *OLE and SLP Talks for S3 and S4 Student*

- ✧ To encourage students to learn and enjoys music, a large variety of activities were organised. Some of the major activities were listed as follows:
  - regular short music concert during morning assemblies
  - many of our students participated in the 64th School Music Festival and other competitions and they achieved very good results.
  - Artist in residence programme – classes were offered to our school's musicians.
  - A Music Marathon was organised to raise funds for the U-Hearts and the Christian Action as part of the 160th Anniversary OLE Community Awareness Project.
  - The school choir joined the Europa Cantat XVIII music festival held in Torino in Italy in late July.
- ✧ Apart from running the core Physical Education programme, the Physical Education Department collaborated with the Sports Union and the Students' Association to organize different extra-curricular activities and sports activities for the students.
- ✧ A number of leadership training programmes were organised for the new Prefects, officials of the Students' Association and Peer Mentors of the Guidance Club.
- ✧ A joint school summer camp was also organised with Canossa College. 70 participants took part in activities which mainly focused on team spirit and leadership building.

## *PLAN FOR THE FUTURE*

In preparation for the next School Development Plan (SDP) 2012-2015, stakeholder surveys were conducted in February 2012 to collect views of teachers, students and parents on the various aspects of the school. The Assessment Program for Affective and Social Outcomes (APASO) was also used to examine the students' development and needs in the social and affective domains and the effectiveness of the related measures implemented in the College.

A staff development programme was organised for staff to conduct a holistic review based on the findings in stakeholder surveys and the data collected by APASO. In the morning session, teachers, grouped mainly according to their Key Learning Areas (KLAs), discussed strengths of the College and identified areas for improvement. In the afternoon session, all the heads of KLA shared their views and opinions in working out the next three-year cycle School Development Plan 2012-2015. The major areas for further development identified were as follows:

1. To work towards greater collaboration in the area of teaching and learning
2. To work towards more integration and differentiation in the area of curriculum and assessment.
3. To achieve higher levels of consultation, collaboration, communication and coordination in the area of school management
4. To strengthen the support for students
5. To strengthen the value education in the college



## Financial Summary for the School Year 2010-2011

	Government Funds	Non-Government Funds
<b>INCOME</b> <i>(in terms of percentages of the annual overall income)</i>		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	52%	N.A.
School Fees	N.A.	46.8%
Donations, if any	N.A.	0.2%
Other Income, if any	N.A.	1%
<b>Total</b>	52 %	48 %
<b>EXPENDITURE</b> <i>(in terms of percentages of the annual overall expenditure)</i>		
Staff Remuneration	70.4%	
Operational Expenses (including those for Learning and Teaching)	14.4%	
Fee Remission / Scholarship <sup>1</sup>	5.5%	
Repairs and Maintenance	1.8%	
Depreciation	7.9%	
<b>Total</b>	100%	
<b>Surplus/Deficit for the School Year</b> <sup>#</sup>	1.24 months of the annual expenditure	
<b>Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year</b> <sup>#</sup>	14.17 months of the annual expenditure	
<sup>#</sup> <i>in terms of equivalent months of annual overall expenditure</i>		

Details of expenditure for large-scale capital works, if any:

---



---

☒ It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements (Put a "✓" where appropriate).

## APPENDIX 2

### **Report on the Use of Capacity Enhancement Grant** **for the School Year 2011-2012**

In 2011-2012, a sum of \$840,604.08 was available for use. This included a grant of \$491,946 received for the year together with the top-up fund of \$348,658.08 from the College.

Approximately 76% of the expenses were allocated to the curriculum development. A large portion of the money was spent on hiring an IT technician to help teachers in producing multimedia teaching materials and conducting SBA activities, as well as hiring two clerical staff to relieve part of the teachers' administrative duties.

Around 11% was spent in enhancing students' language proficiency through running debate and speech training courses.

Another 13% was allocated to coping with the diverse needs of students. Enhancement classes for Chinese Languages and Mathematics were arranged for after-school and Saturday mornings for selected students with individual/ special educational needs. In general, students benefited a lot from the Chinese and Mathematics tutorial classes and most of them showed improvement in their performance in the Final Examination.

#### Summary

Task area	Particular	Amount HK\$
Curriculum development	Clerical staff (salary + MPF)	407,417.50
	IT technician (salary + MPF)	235,613.23
Coping with diverse and special learning needs of students	Enhancement classes expenses	107,473.35
Enhancing student's language proficiency	Debate and speech training expenses	90,100.00
	Total	840,604.08