

# THE RED BRICKS

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## Message from the Principal



The Spring Term commenced with an air of festivity following the Lunar New Year. As the season symbolises new life and perennial renewal, the very sight of the red-brick building that has been housing generations of SPCC students brings back fond remembrances of the birth of our school a century ago.

Our first permanent school building did not come easy – it was founded at a time of turbulence and turmoil. After securing the site from the government and raising funds from generous Chinese merchants, construction had been hard hit by the workers' strike and the subsequent economic recession. Notwithstanding a difficult start, the red-brick school building finally opened on MacDonnell Road in 1927. Yet a decade or so later, it had to witness artillery shells firing across the harbour, and survived the bombing raid on the island during the Japanese Occupation. Although having the campus built on a steep slope was an arduous and complex undertaking in the early 20th century, it was well worth the effort as the concealed

basement of the campus (now the Gymnasium) saved our girls from being captured by the Japanese soldiers.

Last month, the Centenary Time Capsule was sealed and buried at the original entrance to the red-brick building, right next to the foundation stone that reads, "To the glory of God and for furthering the education of Chinese girls". With God's guidance and blessing, we are proud to say that we have achieved beyond the objective we set a hundred years ago. Over the course of its history, our school has evolved and flourished from a private girls' school of some 50 students to one of the most reputable schools in the city where our boys and girls graduate with admirable offers from local and overseas universities. To this day, the building still stands strong, the bricks still red, and our mandate remains – to guide our students towards the good, and shield them from the bad.

As the school enters its second century, we shall continue to embrace our future with the same vision and courage as our ancestors and to rise above the challenge to create a better future for our next generations.

Dr Anissa Chan  
Principal, St. Paul's Co-educational College

## 校長的話



今年是學校踏進創校另一新紀元的第一年，我們以「克己自重齊關愛，自主學習勇創新」為德育主題，全體師生朝着周年計劃中各個關注事項的目標，努力邁進。

在自主學習小組帶領下，STAR 課程順利推行，效果理想。此外，各學科亦將自主學習元素滲入課程內，進一步發展學生的思

考、探究、創新和溝通等素質。多元化的學習模式，旨在培育學生成為懂得學習、熱愛學習的自主學習者。

為了進一步提升學生學習中文的興趣，中文科在評估機制上作了一些改動，讓學生明白閱讀策略的重要性，避免死記硬背。此外，我們一向重視 STEM 教育，為學生提供另

類學習平台，鼓勵實踐、創作和發明，從中領略「失敗乃成功之母」的真諦。

學校鼓勵孩子與外校交流和參加各項比賽，互相切磋，擴闊視野，大有裨益。如透過乒乓球比賽，培養孩子克己自律、堅毅不屈及常存感恩的心；透過與新加坡 Raffles Girls' Primary School 的音樂交流，學懂珍惜和合作的重要；透過參加社會服務，學會和人溝通，明白服務和關愛他人對生命的意義等。

靈性培育是我們重要的使命，各項福音事工繼續在課堂內外進行。去年老師召集了一群熱心侍奉的基督徒學生組成福音樂隊，在週會、午會、福音晚會等聚會中帶領全校用音樂敬拜上帝。期望靠着主的帶領，我們聖保羅大家庭的成員都能發光發熱，活出生命的彩虹。

梁麗美  
聖保羅男女中學附屬小學校長

## Sealing the Centenary Time Capsule



The Centenary Celebrations were concluded with the sealing of the Time Capsule at the Tree Court on 25 January. Officiating at the ceremony were Dr Moses Cheng, Chairman of the College Council, Mr Chien Lee, College Supervisor and Chairman of the Centenary Celebration Committee, the Reverend Canon Peter Koon, Provincial Secretary General of the Hong Kong Sheng Kung Hui, and our Principal Dr Anissa Chan.

Multiple mementoes that mark the Centenary have been collected during the year: the Centenary Book, the CD

and DVD collections of the Centenary Spectacular and Concert, the anthology *Under the White Jade Lily Tree*, newsletters of the School, the Parent-Teacher Associations and the Alumni Association, programme books of the various celebratory events, feature stories published in the newspapers, the Centenary Souvenirs, and more. These tangible legacies we hope would connect with the future generations of St Paulians.

The Time Capsule is now buried at the original entrance to the red-brick building, close to the foundation stone.



### CENTENARY SPECTACULAR DVD & MUSICAL CD BOX SET

This 3-in-1 collector's set contains not only a DVD capturing the live performance of the Centenary Spectacular and five bonus chapters featuring interviews with the main casts and creators of the show, but also a studio recording of the original musical, *Letters of Love*, on the accompanying CD as well as a songbook complete with the vocal-piano score of all the songs for your own enjoyment! This is truly a must-have item for all St. Paulians!

## Walkathon

The annual fundraising Walkathon was held on 6 November at the Peak, raising a total of HK\$2.87 million and more than 3,600 participants signed up for the walk.



Results of the Walkathon Interclass Competition:

Highest Participation Rate	SPCC	SPCCPS
Winner	F6I	P1A, P1B, P2A
First runner-up	F6G	P1D, P1E, P2B
Second runner-up	F1F	P1C, P2C, P2D, P3D, P4B



F6I



P1A, P1B, P2A

Highest Average Donation	SPCC	SPCCPS
Winner	F1G	P4E
First runner-up	F2C	P3D
Second runner-up	F1E	P3E



F1G



P4E

## Alumni Homecoming Day

The annual Alumni Homecoming Day on 17 December gathered around 400 alumni from Classes of 1982, 1987, 1992, 1997, 1999, 2002, 2007 and 2012. The next Homecoming Day is scheduled for 9 December 2017. Classes whose graduating years ending in "3" or "8" and also those classes ending in "2" or "7" who missed the 2016 event are welcome to join. We also welcome overseas alumni who will be in Hong Kong on that day to join in the fun. Please contact your Class Representatives or Community Relations Office of the school at (852) 2523 0087 or email to [spcc-tc@spcc.edu.hk](mailto:spcc-tc@spcc.edu.hk) for registration and information.



## Table Tennis Tournament for Alumni

Table Tennis Tournament for alumni was held in January with 14 teams competing for Winner and Runner-up in the Men and Women Divisions. The Badminton Tournament will be held on 10 June.



## Adventure Based Learning Programme

Be strong my mates,  
Let's clamber up the hills!  
The scorching sun shines,  
The vigorous shrubs sway.  
Every twist brings a pack of thrills  
And we step forward without chills!

Be bold my mates,  
Let's paddle to the exposed seashores!  
The sea waves riddle,  
The strong wind gusts.  
Every oar brings a splash of gushes  
And we shove forward without rushes!

Be brave my mates,  
Let's scramble over the boulders!  
The damp rock lies,  
The high cliff hangs,  
Every move brings a glimpse of dangers  
And we progress forward like mountain rangers!

Be fearless my mates,  
Let's ascent towards the mountain top!  
The river splashes,  
The enormous rocks roar,  
Every step brings a cry of glee  
And scurrying forward are YOU and ME!

1E Ho Pak Fung, Julius

Acrophobia had always been a huge obstacle for me. I was very scared of the challenging activities, and that I would embarrass myself in front of my classmates. But little did I know that this would be the least of the challenges to be faced. During the SAW, we tried gorge walking, coasteering, kayaking and hiking, which required us to be strong in mind and body. Although some schoolmates were stronger or more competent, we would all support and wait for each other at difficult times. When we were worn out, we would say words of encouragement and keep being optimistic. Having endured a series of long and painful "torture", my acrophobia was "cured" miraculously. Without my groupmates' help and encouragement, I would never have survived the week! We even started a bonfire by ourselves! As my groupmates and I had common goals and fears, we bonded easily and developed a unique kind of friendship. Looking back, I realised I had grown and learnt a lot over the week.

1A Kinnia Cheuk



## 北京文化之旅

從寒窗中的霾間隱約的一泓銀——是北京月，今天異常亮。獨在異鄉的隻身，月窗的家，明月正沉澱著一份鄉愁，一漣擔憂。但月下的我，與月影旅行不顧一切。

之後走進那咄咄逼人中的一片清平地。夜間的天壇，無論抬頭俯首都是浩瀚，浩瀚中的高月，惟缺了一角。登上玉臺，左面鱗比櫛次，右面高樓大廈，獨萬家燈火，都不夠月明。漫漫長路，寒風似是道著天壇的古，可月亮，豈是最古？

圓月變了，胡同變了，北京變了；秋月依舊，天壇依舊，北京非依舊。離開機窗看到，變異的彎月，是一份離愁。北京月，月是千古月獨遊；五日後的月，一弓缺月。

二丁 蘇梓維

抵京首夜，月下清華道幽幽，忽得偶感：

一輪明月嵌穹蒼，閑思量，緣難忘。

清華道上，燈下路悠長。

學子情添許多趣，喜相行，共嬉語。

恭王府亭台樓榭精雕細琢，古雅幽美，伴以隨行丁教授的風趣講解，華貴雕飾更添嬌媚迷離，寒風冷冽中也透著濃暖暖意。

清華導師精心備講，慷慨激昂，傾囊傳授帝都風情民俗知識。與助教偶論京城霧霾，溫馨提點著衣保暖，殷勤厚意，善善相傳。胡同民巷採訪北京老人，娓娓道來四合院人生驛站，悠悠歲月，熱淚呢喃，正是人間好時節。

人間相知自有定，陌交得見莫非緣？古道行旅更熱腸，一面情牽多少線。

二己 蔣茵如

一出北京首都機場，冷風便撲面而來。我們剛從香港飛來，還未適應北京寒冷的天氣，紛紛把羽絨服拉得更緊，拖著行李上旅遊車。

五天的交流活動，帶著一絲狼狽，一絲好奇，就這樣開始了。

在這五天裏，我們參觀了奧林匹克公園、恭王府等地方，也接受了挑戰，如要訪問當地人。記得我們到天壇做訪問時，一開始時很不順利：我們的組較遲開始活動，到了公園時，似乎所有在做運動的人已被其他組訪問了。時間一分一秒地過去，我們還未找到一個合適的訪問對象。我們正慌著時，遇到了一位抖空竹的老伯伯。他不但欣然接受了我們的訪問，而且提供了額外的資料，更讓我們試試抖空竹。雖然我們很快就要走，最終也學不好怎樣抖空竹，但老伯的熱情、善意，我們已記在心中。

其實，北京大多數人都十分友善，樂意受訪；反觀香港人通常對街頭訪問者的態度較冷漠，不大願意停下急促的腳步接受訪問。論天氣，北京的確冷，但論人情味，香港有時又有沒有北京般溫暖呢？

北京之旅，在狼狽、好奇中開始，卻在不捨、難忘中完結。

二丙 紀凱殷

五天的北京文化之旅，在迎面撲來的寒風中展開。剛步出機場，清華大學助教在車上準備的食物，卻使我們暖在心頭。

北京既有濃厚古城首都的氣派，卻又充滿現代城市的氣息；老胡同、天壇公園、恭王府與鳥巢、首都博物館互相輝映。從多姿多采的相聲、雜技、茶藝等讓我們體驗到北京文化的多元；從清華大學的濃厚學習氣氛中，我們感受到國家的實力和發展。可最令人難忘的就是踏出「舒適地帶」，走到北京街頭訪問婆婆、年輕人，從道地北京人眼中看北京古今，頓覺「不識廬山真面目，只緣身在此山中」。

一百二十個小時，換來的卻是畢生難忘的經歷。

二甲 黃彥

## Place Based Learning Programme

"I have nothing to offer but blood, toil, tears and sweat." This is what Winston Churchill said in his first speech as the Prime Minister of the UK. During the Student Activities Week, we did the same.

We shed blood as we tripped on rocks or scraped our skin on sharp objects. Yet we learnt to continue despite the pain, to endure whatever hardships that might come our way to taste the fruits of success. We offered toil as we worked to complete our first fishing net, to make our own salted eggs, and to mash our first bowl of bean congee. We shed tears for the abandoned and deserted villages and for the people who had to leave their hometown. We dripped with sweat as we trekked along paths and struggled up hills, learning that nothing could be achieved if we didn't strive for it.

Most importantly, we all found courage in ourselves. The

courage to face and overcome our fears of buzzing insects and giant spider webs. We had to have the courage to step out of our comfort zone and into nature, narrowly avoiding stepping on cow patties; the courage to continue our explorations despite weariness or fear; the courage to admit that we're not perfect, and that sometimes we needed help; the courage to stand up for what you think is right, and the courage to accept that you could also be wrong. Courage is not proving that you are fearless, but rather the triumph over what you fear.

3A Lam Chin Yau, Viviana

The ruins of Kuk Po, the quaint villages of Tai O, and the delicate crystals in the salt farms of Yim Tin Tsai... Our visits to these three rural areas in Hong Kong which I never even knew existed proved to be an incredibly valuable learning experience.

Though we were armed with basic knowledge about analysing the sustainable development of different places in our Liberal Studies lessons, learning outside the classroom and being on site was a whole new experience. Friendly tour guides showed us around, giving us the opportunity to experience the local heritage and culture. We were shown the process of making salty egg yolk and black bean congee. An experienced elderly fisherman, who had grown up in Tai O and started fishing as a child, taught us how to knit a fishing net. In Yim Tin Tsai, I was fascinated to learn about the once thriving salt-making business, which had been the livelihood of all the villagers up till decades ago.

Most exhilarating of all was the abandoned village of Kuk Po, which was well worth the gruelling hour-long hike each way. As if stepping straight into a movie set, the mysteriousness of these ruins fueled our curiosity and we explored a few of the derelict old houses. Our group even braved the half-broken rickety staircase and made it to the second-storey. Looking down from above, we saw the layout of what was once a vibrant village surrounded by lush greenery. While nature had stood its ground and kept on flourishing in its natural habitat, the houses were all in a state of disrepair and most of the people had abandoned their homes, moving to the city to start a new life.

It was truly heartbreaking to see so much priceless cultural heritage being deserted, which prompted us to think about ways to save Kuk Po and many other rural areas from slowly wilting away. We often believe urbanisation and preservation cannot co-exist, therefore the latter is invariably sacrificed in the name of progress. Our cultural heritage, tangible or intangible, form a significant part of our roots. Even if total preservation is impossible, it is important to look for ways for adaptive reuse and revitalisation.

3G Qian Hau Man Karen

I learnt the most out of the excursion to Tai O – the once rural fishing village but now a tourist attraction preserving its local culture. Tai O is located in the Western coast of Lantau Island. Once you get off the boat, you will be greeted by the welcoming Tai O locals, authentic stilt houses and an amazing view. With its pretty setting on the coast framed by the mountains, and all the activity surrounding the harbour, the traditional seafood market, and the daily life in the stilt houses, it is the ideal place if you want a get-away from the hustle and bustle of city life.

Tai O is a traditional fishing village and its salt farming can be dated back to the Song dynasty. We all had fun making salty egg yolk and red bean congee and knitting fishnet – an valuable opportunity to experience the livelihood of Tai O villagers back then. During the fishnet knitting workshop, we were taught to use the traditional hand tools. We tried to secure the nylon knots in place, but it was not as simple as we thought. The instructor knitted the nets with skilled hands, a bit shaky though due to his age, he did it at ease. We got to know the hardships of fishermen, whose income is often not stable due to the weather, pollution and overfishing, and could barely improve their quality of life over the years. It was no wonder that the fishing industry in Hong Kong has been declining as many turn to more stable jobs in the city.

Even today, many developing countries still rely on the fishing industry as a source of income. However, with increasingly severe problems like overfishing in the coral triangle, use of destructive fishing methods and water pollution, it is harder for them to fish, and they are resorting to use fishing methods like trawling, end up creating a vicious cycle. The short trip to Tai O was not just a field trip filled with fun, it has prompted us to think out of the box, take on a global perspective and be concerned about global issues such as sustainable development.

3B Tan Ka Ying Carina



# Service Learning Programme

## Coastal Environment

The time it takes for you, dear readers, to reach the full stop at the end of this sentence, a ton of plastic would have been dumped into the ocean. It would not completely decompose until the year 2466. Worse still, there is a Texas-sized pile of trash floating somewhere in the Pacific Ocean, luring the starving turtles to devour as they would mistake plastic bags for jellyfish.

In our lovely Hong Kong, we have the infamous “Lap Sap Wan”, a bay reeking of six-foot deep rotting rubbish. Unfortunately, “Lap Sap Wan” is not the only beach that is littered with litter. During the week, we visited four beaches, all of which had been befouled by human activity. It was horrifying to see rows upon rows of mangroves that were strewn with ramen wrappers, drinking straws, and even the occasional prophylactic. Although the clean-up work was menial and monotonous, the thought of protecting the environment drove us on. I believe everyone was glad to have helped in some way, be it picking up macro-litter, separating micro-litter from sand, creating a piece of art from rubbish, or recording different organisms in the area.

The five-day coastal environment programme has been an eye-opener. We realised in this alarming situation: millions of marine creatures killed, their habitats destroyed, their species on the brink of extinction – all because of human selfishness. I hope more people will be aware of this problem and help to reduce the amount of litter in nature.

4E Lam Lok Yin

At first, I thought it was just beach cleaning... Well, we cleaned up the beaches, but we also did micro- and macro-litter survey, creativity work and ecological survey. We learnt that there are a lot of macro-litter on the beach, but the amount of micro-litter is even larger, yet mostly neglected. Micro-litter such as tiny pieces of plastic and fibres will be ingested by marine animals, affecting the marine ecosystem. Chemicals in micro-plastics will also poison marine life, and ultimately affect humans as we eat seafood.

Macro-litter survey was another highlight. Macro-litter affects not only marine life, but also life on land. We saw a lot of mangroves tangled with plastic strips. We filled rubbish bags with plastic material and were really shocked by the amount.

It was a meaningful experience as we made an effort to help save the lives of marine creatures.

4C Lee Hiu Yau

We conducted surveys on ecological, micro- and macro-litter, and helped clean up rubbish left on the shores. I came to realise the devastating problem of marine pollution that was killing seaweed and marine animals.

Marine rubbish is often washed up onshore due to currents around the globe, creating big piles of rubbish on remote beaches. Plastic items and small pieces of glass are often ingested by fish and turtles as food which kill them. This affects the marine ecosystem and eventually affects us, humans.

These scenes are very common in Hong Kong, which I find uncomfortable and disturbing. Everyone should take part in cleaning up beaches to save the marine ecosystem and help protect marine creatures. The government should take the initiative to educate the public about marine conservation and to promote an environmentally friendly lifestyle to reduce waste and alleviate marine pollution.

4B Ng Yan Wah

## SAHK

I worked as a volunteer at the Chai Wan workshop of SAHK (formerly known as “The Spastics Association of Hong Kong”), a rehabilitation organisation for the physically or mentally challenged who suffer from neurological impairments such as autism, developmental delay and specific learning difficulties. It is a sheltered workshop for disabled people, giving them a source of income.

I think the existence of these shelters is largely due to the discrimination problems in Hong Kong. Many of the workers there indeed have an average IQ and could think normally like we do. However, companies are generally reluctant to hire them due to their appearances. These sheltered workshops seem the only choice for them, doing tedious jobs like packaging disposable cutlery into plastic bags or putting sales letters into envelopes. These jobs would not sound appealing to us, so why them? The situation necessitates a call for change – people should change and dispel prejudices; they should also change their attitude and learn to respect differences.

The workers at SAHK are all good-natured people, I truly had a great time there. By great I didn't mean the cliché-ridden sharing like “finding happiness in helping others”, but the self-discovery I made and the reflection I had on our society.

4G Wan Man Lau

# Attachment Programme / Self-initiated Programme / CAS Week

## A Week at the Orthodontist's

I was handed a uniform: a pink dress plus a cardigan. I put them on, tied my hair up into a ponytail, stood next to the other nurses, and camouflaged as part of the crew.

With my adrenaline running high, what I could only hear was my blood rushing in my ears like a roaring river. The strong, quick pulse pressed against the skin of my neck. Yet my eyes, peeking from behind the mask, still managed the "professional", ice-cold stare.

I stood beside the orthodontist as his "assistant", an untrained one, albeit. Part of my job was to pass him forceps with elastics clipped on one after another consistently. To my delight, it started off quite smoothly, which also surprised the orthodontist. As I calmed down and concentrated hard, I picked up the pace. All of a sudden, the crispy sound of steel falling onto the floor pierced my ears. And then all I could hear was the buzzing of the air-con. I looked down, and found a pair of forceps lying on the floor.

"You should only release the forceps when you see me grab hold of them," said the orthodontist, "don't just focus on yourself." Heat flooded my cheeks as my blood surged again, but this time it was because of shame and guilt. Had I been so self-centred?

The orthodontist and the nurses didn't teach me the names and functions of all the clinical instruments. Partly because the tight appointment schedule of the clinic didn't allow them to, and that perhaps they didn't think it was necessary for me to know.

Yet I observed closely and made mental notes about every detail. Very quickly, I could already catch up with the general procedures and help with the preparation and disinfection procedures. Moreover, I managed to self-learn most of the names of the instruments just by observation and listening to their conversations.

To further enrich my experience, I asked for some hands-on, such as making alginate (a jelly-like blue material made from seaweed), plaster teeth moulds and study models. One of the fun yet challenging things was to separate the hardened plaster teeth models from the dried alginate mould using a knife. The plaster was very delicate and fragile – one forceful movement with the tip of the knife would chop off a tooth from the model. It took me a lot of patience, and I felt like I was shucking an oyster.

There was no classroom, no wordy PowerPoints, no one standing there to do all the talking. But sometimes we could be our own teachers. Proactive learning can yield unexpected rewarding outcome.

5D Yeung Cheuk Wa

## World Volunteer in Laos

Jumping into a pit full of wet mud, and hiking through magnificent mountain ranges and living in a Hmong village are just a few of the many awesome things the seven of us did in Laos.

We joined World Volunteer on a trip to work on the Eco-Bungalow Project. It was to help build a hostel for tourists who come for a mountaineering tour or simply stay in the village with the locals, thereby generating income for the villagers. While we helped them with brick-making and cement-mixing, we felt strongly the warm hospitality and rich cultural atmosphere of the local community.

Apart from building the bungalow, we also had fun with the local children, listened to the history and rituals of Laos while we huddled around the bonfire under the full moon. We also visited the shaman – a doctor who heals sickness caused by spirits. The elders of the village bid us farewell in a traditional basi ceremony.

Leaving technology behind and experiencing the calm and simple lifestyle was one thing I would never forget. Having a swim in the ice-cold pool under the waterfall and hiking up to have a view of the gorgeous Mekong River were also unforgettable moments of the trip. This is the best SAW I ever had.

5C Ngan Michael

The Laos Service Trip is aimed at getting students out of the classroom to learn and interact in a different environment and with different people. Facing major social, political and financial challenges, Laos is one of the less developed countries in the world. Their living standards are comparatively lower than that in Hong Kong. The country is also characterised by its diversity of ethnic minorities, I have certainly broadened my horizons, learning more about their different beliefs and customs, and their village lives. I am glad that I was able to help the community through building an eco-bungalow, which made it a very meaningful trip.

5G Lai Ching Hei Jeff



## STUDENT EXCHANGE

### Going Abroad

#### Convent of the Holy Infant Jesus

During the two-week exchange, I have experienced the everyday Singaporean life and gotten to know more about the country and its culture. The leadership camp was definitely the most unforgettable event; I was encouraged to step out of my comfort zone and my mind has been stretched to new dimensions.

2B Charlotte Fung

I never expected to have seen so much of Singapore – my host family took me to different temples, sightseeing spots and places that showcase the unique culture of this multicultural country. The best part of the trip is definitely the camp where I got to know my peers more. My friends were the best after all, and their unity despite their different ethnic backgrounds impressed me a lot.

2C Summer Sze

I noticed some differences between SPCC and CHIJ. In terms of academic level, CHIJ's is slightly lower than that of SPCC's. However, I like their diversified way of learning. They always have discussions and group projects at school and they seem to enjoy doing them. They have many interesting activities such as the Racial Harmony Day where they would wear their own national costumes to present their different cultural backgrounds.

2C Samantha Lo

#### Presbyterian Ladies' College

Looking back at the photos of us hugging koalas, practising boomerangs and standing next to the Sydney Harbour Bridge, our memories of the exchange trip flooded into our heads once again...

During the summer holiday, we went on exchange to PLC Sydney for 28 days. Our exchange sisters treated us as if we were part of their family, and the school offered us a range of exciting excursions around Sydney.

The month-long exchange enabled us to appreciate and get adapted to the amazing Australian culture. There is nothing better than learning another culture by getting hands-on. PLC arranged a Cooking Day for us exchange students from overseas. We were divided into groups of three and together we learnt to make three traditional Australian dishes: the Anzac biscuits, roast lamb and pavlova. From cutting ingredients, kneading dough to serving the dishes, we enjoyed each and every step of the process as we savoured the uniqueness of Australian cuisine. We also got the opportunity to meet with exchange students from other countries like Germany, Italy, England and Brazil who were staying at PLC at the same time. It was indeed a great exposure to different cultures and we were able to make new friends from different corners of the world.



At CHIJ, we had the opportunity to attend cooking and drama classes which were new to me. I found them fun and I have definitely improved my cookery skills as well as my acting and performing skills. In the leadership camp, I also got an opportunity to try rock climbing, high elements and caving.

My buddy, Jannelle, is a nice and cheerful girl. She and the host family always showed me around and arranged different activities for me at weekends. I also got a chance to watch the National Day Parade, a big celebration for the nation and an event I would never forget.

2E Veronica Yu

We are thankful to our host families and exchange sisters, who would always make time to take us out to various scenic spots despite their school work and studies. Among the most impressive trips was a visit to the Blue Mountains during the last weekend of our stay. Standing at the edge of the cliff, we could not believe our eyes. The scenery and the beauty of nature was simply magnificent. It gave us a sudden thought of how the expanse of the Blue Mountains is just like Australia itself, embracing different cultures on a piece of broad land.

We also found ourselves maturing during the exchange trip – we have become more independent and have grown into a better communicator. It was definitely an unforgettable and life-changing trip, and every experience in Sydney shall stay in our mind forever.

4E Venus Lai and 4H Sabine Cheng



## St Andrew's Cathedral School

Located in the central business district of Sydney, SACS hospitably welcomed us on the very first morning. With the amiable receptionist saying "G'day" to me as I stepped into this historic school, ready to discover the unknown world ahead of me.

In SACS, I was able to participate in an array of activities such as theatre sport, which is similar to drama, and fencing, which I hadn't experienced before. Among the many interesting activities was timber technology. SACS has a woodwork room with professional tools and the aid of mentors. What astonished me the most was how a fair number of students would spend their afterschool time to design and work on projects simply for leisure. This shows that on top of academic, sports and music, SACS also emphasises other extra-curricular activities that broaden students' horizons.

Apart from going to school, we went to the world famous beach in Sydney, Bondi Beach. Embracing strong waves from the Pacific Ocean, Bondi Beach is a perfect place

for surfing. It wasn't exactly a good day for surfing – it's freezing, we still braved the wave nonetheless. Seeing my counterpart falling numerous times, I have at least managed to stand on the surfing board for one second, something trivial that I can be proud of.

All in all, we had a splendid time there. We have made close friends and it is absolutely a memory worth reminiscing.

2D Christopher Fok



## 北京交流團

這次的交流活動增加了我對北京，對祖國的認識，也令我對學習更加熱情。當中我最喜歡中文課，原因並不是因為課文或課程有趣，而是因為任教的是一個讓我敬佩的老師。這位老師的言語變幻莫測且幽默，亦從不直述一己想法，他說的話，含義一時深，一時淺。他講課永遠是兩個字，簡潔。這種簡潔絕不是一筆帶過的那種，而是語妙絕倫，一字千金那種。他主張每個人都按問題發表己見，讓同學可以互相學習，互補不足。我很佩服他的中文水平。上他的課，讓我深深感受到這門一直被我認為無聊的學科背後所隱藏的無窮樂趣，改變了我對中文科的態度。

二庚 于俊文

英文課真是大開眼界，香港學生經常認為國內英文水準低，但國內的英文教學着重的是應用能力和較多課外知識。上課時，我們學到如何介紹自己的好朋友和古今名人關於友情的名言，例如亞里士多德的名言「摯友如異體同心」和海倫凱勒所說的「若我要在黎明中獨自行走，我寧願選擇在黑夜中與友人結伴同行」。而我校的英文課則比較著重多讀多說。這一星期裡，我不僅收穫了知識，更收穫了友誼。這是任何東西都無法替代的。我還記得離開時，初二九班的同學一起唱起了《送別》。在那一瞬間，我的眼淚奪眶而出。雖然他們的歌藝並不算精湛，但在我聽來，卻是天籟之音。我永遠都會記住那個場景。

二戊 江穎忻

通過這次交流活動，我學到更多與北京有關的文化和歷史，從參觀富有歷史價值的景點，例如故宮、天安門、圓明園、頤和園等地方，到爬上萬里長城的頂峰，所謂「不到長城非好漢」，這次我真的親身體驗到當時修築萬里長城的艱苦，以及驚嘆清朝皇帝居住的地方有多麼的豪華、美麗、宏偉。通過觀看學生上課，我學到很多知識，同時亦覺得我校同學應多向他們學習——他們對學習非常熱衷，對各種事物好奇；在上課時積極回答老師問題，回家後用心做功課，並尊重身邊每位同學和老師。

二丙 張光悅



## Playing Host

### SOTA Students@SPCC

Last October, the three of us from School of the Arts, Singapore, were warmly received by our hosts and the school, St. Paul's Co-educational College. During the 11-day music exchange, we sat in at our hosts' academic classes, and also had a taste of their music lessons. It was apparent that the learning culture and school environment were largely different from our classes back at home, but the people at SPCC were welcoming and accepting, making us feel comfortable in an unfamiliar environment. Singapore and Hong Kong actually have many similarities such as the lack of land space, and the food culture. However, we were fascinated with the students' grasp of languages. For many there, Cantonese is the language that they frequently communicate in, however they still pick up Mandarin (Putonghua) and English at a level that allows them to apply it in other subjects like science and math. This all rounded grasp of languages is not common in Singapore, especially with the dialect. This exchange programme has exposed us to different cultures, in and outside school, in a city that is so similar to our home, yet so foreign.

Gail, Jasmine and Joey



### SACS Students@SPCC

At SPCC, I found the days much longer, with an extra hour of school each day, though the extra breaks were nice to socialise and meet with classmates. Morning assemblies were a nice way to begin the day, with song and prayer. Everyone at SPCC are great singers - we can never get anything as good from the whole school at SACS.

Transport in Hong Kong is incredible - fast, efficient and well organised. I was surprised how easily we could get around Hong Kong to visit places like Disneyland and Ocean Park. The MTR is much faster than Sydney trains and we only have single-story buses. I also found it incredible how close the city is to the country parks.

I enjoyed most of the food, though it was a change from what I am used to. There is much more sharing of meals, rather than a single dish for each person, which encourages a nice atmosphere of togetherness at meals.

My stay in Hong Kong was very enjoyable, and I would like to thank my buddy Christopher Fok and Class 3D for making my stay enjoyable.

Peter Oslington



## Sharing on Gap Year Experience

We have often been told about the benefits of involving ourselves in community service. Apart from offering physical support to those in need, being a volunteer also helps us develop our communication and leadership skills, as well as our sense of empathy towards others. Ms Jiminy Liu, our alumna, took a great step forward and served in the rural areas of China for six months during her gap year. She came to share her experience with us last November.

Needless to say, she faced a myriad of challenges including objection from her family and homesickness. What truly inspired us was not only her perseverance, but also her reflection on her experience as a volunteer. She organised short voluntary trips for her college mates to some rural villages in China and she taught young learners simple English there. The visit revealed to them a huge disparity between life in the rural and urban areas in China. How was this disparity formed? There are lots of questions to be answered.

Ms Liu explained the dilemma of these service trips – there is just a fine line between serving the people and exploiting them. We might think that we are helping them, but our service targets often have to adjust themselves to cater to our needs and the services we provide, which end up creating unnecessary difficulties. Did the services really help improve their lives, or were the services actually meant to add to our sense of benevolence?



Despite the challenges, Ms Liu remained positive towards community service. She believed that we could still improve the living standard of the people in rural areas as long as we show mutual respect. She shared her experience in educating the local village doctors and nurses on public health issues in relation to HIV. Although they were not as professionally trained as those in Hong Kong, she still gave them full respect. She would encourage the villagers to appreciate and cooperate with the local medical personnel. Her thoughtfulness and respect to local people are something impressed me the most.

6A Tang Wai Chi

## JENESYS 2.0

Last December, I went to Japan with 62 other students through the Japan-East Asia Network of Exchange for Students and Youths programme (JENESYS 2.0). We travelled to Tokyo, Kyoto and Nagoya, paying visits to some of the famous historic buildings such as Kinkakuji (金閣寺) and Fushimi-Inari Shrine (伏見稲荷大社) as part of our nine-day cultural immersion trip.

The Japanese Government arranged for us to stay in a Japanese home for a taste of the daily life of typical Japanese people. The home I stayed in was a very traditional Japanese house in a small village. We helped the family to make breakfast, lunch and dinner; we slept on tatami at night. Although it was very cold, the homestay experience was simply amazing. We sat on the floor to have dinner together and talked about the differences between Japan and Hong Kong in culture, academics and family.

The host families did not speak English except for some simple words. Luckily, one of our group members speak fluent Japanese, so she became our translator. I remember once when the “translator” went to shower, I was helping the mother to prepare dinner. The mother wanted to tell me the ingredient but forgot the name of cucumber. She then took out a cook book and showed me a picture of cucumber. I came to realise that common language is not a must for communication.



We had similar encounters during the school visits. We went to two high schools for a taste of school life in Japan. Although the students there were not able to speak good English, they still tried their best to chat with us. My buddy and I used a lot of body language – it once again showed that there are many ways of communication other than words. What's most important is that we have the heart to communicate.

As JENESYS gathered students from different schools in Hong Kong, we started out as strangers to each other. But after a few pre-trip training sessions, we left Hong Kong together like we have been friends for life. The trip not only allowed us to learn about Japanese culture, but also provided an opportunity for us to work with new acquaintances, making friends and travelling together. We all had a great time and it has certainly broadened my horizons.

5E Hui Ching Lam Jeanne

## LEADERSHIP & COMMUNITY SERVICE

### SU Leadership Training

The Student Union Leadership Training Camp gave us the chance to reflect on our previous work, strengthen bonding among executive committee members and most importantly, to learn more about ourselves and our committee members with whom we will be working in the year ahead. The primary objective of this camp was to allow the eight of us to know more about our group members and prepare them for their roles as student leaders.

The tasks we designed were focused on collaborative and communication skills. We would have the committee members reflect on their performances after each task and discuss which areas could be improved. Knowing what they did right and wrong served as a salutary learning opportunity; working together also means learning from one another. In addition, we taught the committee members how to draft a proposal – one that is not only informative, but also includes all essential components. Such details help to ensure an activity would be smoothly executed, and better prepare them for the unexpected.

The two-day training camp presented an opportunity to develop a fraternal bond, and for us to manifest our expectations towards our committee members. Being a part of the SU is not just an ordinary post, but a commitment to all St. Paulians that we will serve with pride, passion and dedication.

5G Jeroma Boo  
President of the Student Union, Nautic

At the leadership training camp, there was an awkward moment in the beginning... All we could do was to give a blank look as we barely knew each other. However, our group leaders were not at all shy in helping us break the ice. Fun and laughter followed in no time. We enjoyed so much of the team-building activities that we forgot about time. The dinner was just as enjoyable as we shared little things and tidbits of our lives with our newly acquainted friends and committee members around the dinner table.

As we headed back to school, we were asked to ponder the values that the SU should uphold and represent, and what the SU should really be. We came to the conclusion that the SU should be an organisation for the good of St. Paul's and that it should serve the wellbeing of the students in various respects. To mark the day, we were asked to draft a proposal in response to Nautic's year plan.

We had a great time at the training camp: we achieved more than we had ever imagined, our discussions were interactive and fruitful, and most of all, the bonding amongst the committee members were strengthened. It was indeed one of the most memorable events, thanks to Nautic.

4I Christopher Wai  
Committee Member of the Student Union



## Junior MUN

As a Form One student in the delegation, I found the experience nerve-racking yet rewarding. It was amazing to see smartly dressed diplomats delivering speeches and defending their countries confidently, but it also made me feel more like a naïve doll dressed up, but not of real calibre.

Fortunately, by the end of the first round of heated negotiations, most of my fear abated. Thanks to the support and guidance offered by other delegates, especially my partner Ivy, I realised that there was no reason to be scared. The delegates, whom we barely knew at first, slowly turned into confidants and affable companions. I have also learnt how not to fight like a feral bobcat to persuade the others and how to set achievable goals.

The HKJMUN memory is still replaying vividly in my mind – it opens my eyes to the complex, intricate world of international relations, and offers me a chance to develop lasting friendships.

1E Jocelyn Tsang



It was my second time to participate in the Hong Kong Junior Model United Nations. Jocelyn Tsang and I represented Yemen in the United Nations Environmental Programme. Currently, many issues concern the Yemenis, for example, environmental degradation, natural resource depletion, poverty and corrupt dictatorship.

One of the topics for discussion was “regulating the environmental impacts of multi-national corporations”. As delegates of Yemen, we had to defend the stance of our country which is notably plagued by environmental problems, while simultaneously trying our best not to offend other countries which introduced different initiatives to mitigate environmental damage.

The most rewarding part of the conference was that I learnt the reason why developing countries like Yemen play a passive role in conferences – the first-world countries (and the general public) often dismiss their proposals as “not feasible”. I myself used to think like that when I represented strong countries like the USA and South Korea. It was only when I represented one of the poorest nations that I came to realise that many of the rejected proposals could actually work.

The HKJMUN offered me an unforgettable and meaningful experience where I learned the importance of respecting different viewpoints and settling disputes peacefully across nations.

2A Ivy Zhang



## SCIENCE, MATHEMATICS & HUMANITIES

### Colourful Science Conference

"Colours and chaos" is often our stereotypical impression of India. We found it only partly true after attending the International Student Science Conference. India, not much chaotic, is definitely colourful – as exemplified in the cultural diversity of the country and the richness in the programme itself.

We were glad to learn from our peers from around the world: Australia, China, India, Italy and Taiwan, who showcased a variety of science projects. These included such interesting topics as how to use plastic bottles as light bulbs, what are the antiseptic properties in herbs and how to enhance wind power by controlling the angle and length of the windmill blades. We had a great time exchanging views and even challenging the claims of some projects – such debates were indeed enlightening. What's more, we got the opportunity to listen to multifarious talks given by Indian scientists and environmental activists, including Vandana Shiva, a UN speaker opposing globalisation and GM crops. In Hong Kong, science is often confined to the subjects of biology, chemistry and physics. Yet, in the Conference, not only were we exposed to other fields of studies, such as sociology and computer science, we also

got to know the importance of acquiring knowledge from both the humanities and science fields – to gain width and depth in the studies and broaden our perspectives.

Moreover, the Doon School, our host school in India that has a high regard for the local community, has added a new dimension to the science conference. It underlined our responsibility as a global citizen, for example, producing LED light bulbs for the poor villagers in Dehradun.

We have also participated in cultural activities such as visiting the Hindu monastery and listening to traditional Indian music. These experiences have not only broadened our horizons, but have also taught us to respect and appreciate cultural and religious differences.

This year will be our turn to host the science conference. With great anticipation, we are looking forward to welcoming our guests to SPCC this summer.

5G Au Yeung Yee Man, 5H Lam Hoi Ying Athene,  
5I Choi Chung Yan & Leung Hoi Sze Sandra



## Lunch with Prof Joseph Stiglitz

Learning about macroeconomics in the classroom, the issues of inequality and recession seemed distant textbook concepts. However, these issues continue to afflict the economies of Hong Kong, mainland China and the world at large. We felt privileged for an invaluable opportunity to attend the luncheon talk by Prof Joseph Stiglitz, a recipient of the Nobel Memorial Prize in Economic Sciences, at the Hong Kong Asia Society. His talk, entitled “Striving for Growth in a Perilous Environment: An Economic Outlook”, discussed the crises afflicting the world economy and proposed solutions for Europe and China. Seated among leaders from academia, business and the public sector, we were impressed with Prof Stiglitz’s insights and expert perspectives on global recession, inequity, and risks to the global economy. His presentation of emerging trends of inequity and deficient growth was strongly rooted in accessible empirical evidence, and also memorable was his nuanced assessment of current developments in the global economy, such as the Trans-Pacific Partnership. Towards the end of the talk, I mustered up the courage to enquire whether Prof Stiglitz considered inequality within states or between states more serious. I remember how enlightening it was to hear him discuss academic opinions that had seemed only written commentary in the news! All in all, we enjoyed a fruitful and meaningful intellectual experience.

6H Kwong Chun Hei Adrian

## Wildlife Conservation and Sustainability

What I appreciate the most about Dr Jane Goodall is her attitude towards life. A renowned primatologist specialising in the study of chimpanzees, she is passionate about the things she loves.

Dr Goodall was fascinated with animals and nature at a very young age and is never tired in the quest for knowledge. Even when she was still a child, she managed to save her pocket money for books about animals. When she entered teenage, the war deprived her of the chance to go to college. Instead of giving up on her dream, she worked hard and seized every opportunity she came upon. She went to Kenya by herself at the age of 23, which was one big step closer to her dream. She was also an adventurer who had the courage to travel alone to some foreign land far away from home. Back then, it was not easy for a girl.

“The most intelligent species on this planet is destroying its only home” – I can’t help but reflecting again and again on this quote from Dr Goodall. How ironic is that we, as the most intelligent species on earth, is doing harm to our only home? Some people believe that there is always technological methods to undo the damage we have cast on the environment and that it is too insignificant for them to do anything as an individual. But that’s not true, not every problem can be solved by technologies, even if it can, it may come with a high price.

Every individual matters. Every little action counts. When these little actions add up, it is no longer insignificant. It’s not too late to save our planet if everyone does their own bit from now on.

5G Ng Lok Sen Rosemary

I have been fascinated by Dr Goodall’s work since I was small – especially after reading “My Life with the Chimpanzees”. Dr Goodall started off her keynote by imitating the call of a chimpanzee; the all-so gracious Dr Goodall howling on stage definitely surprised us all and immediately caught our attention. She proceeded to talk about her life and how she came to studying chimpanzees. She called our attention to various environmental issues such as the devastating deforestation of Papua, places across Africa and South America for the palm oil industry, which had been sweeping off the homes and lives of beloved chimpanzees. Dr Goodall’s presentation inspired us all to pursue a more environmentally-friendly lifestyle, and be wary of global issues and sustainability.

5G Ho Dai Rong

## AESTHETICS & CREATIVITY

### A Salute to Hong Kong Artists

"A man paints with his brain and not with his hands." This quote perfectly describes Mr Chan Ping Shun – for he is not only a person passionate about the arts, he is also a math lecturer. By visiting the studio of our alumnus, we gained a better insight into his life, his inspirations and pursuit of visual art.

The studio visit was a wonderful experience that offered us not only a glimpse of a painter's life, but also a better understanding of his paintings, his beliefs and values. We have learnt that everyone can engage in art – as long as we have the passion. Some of us may give up our art hobbies because we consider them not as important as academic studies. Mr Chan is not a full-time artist himself;

he is a math lecturer in the daytime but spends the rest of his time in his studio. This shows that everyone can enjoy art outside their worklife. Mr Chan said that he had produced numerous poorly-painted pieces before a nice one finally emerged. He always holds onto his conviction "never give up".

We were grateful for the opportunity to get to know Mr Chan and help organise the exhibition, A Salute to Sunlight, to showcase his paintings in Zhu Yue Tang Exhibition Gallery.

3D Cheung Hei Yin Hilary & Wong Shun Ling Brigid



During my visit to Mr Chan's art studio, I became aware of the plight faced by most Hong Kong artists.

We were born and brought up in Hong Kong, which was once given a higher degree of autonomy compared to the Mainland. We enjoyed the right to express our opinions freely and create art to lampoon social prejudice. However, it seems that our promised freedom is slowly ebbing away.

While Mr Chan takes painting as a leisure activity, many local artists are struggling hard – they have a hard time setting up and maintaining a studio due to the exorbitant rents. Some of their works are banned. Most are unable to make ends meet; some even live in extreme poverty.

We may not be able to do much, but we can at least support our local artists by writing to them, talking to them – with words of encouragement. We can pay a visit to the exhibitions by local artists and extend our support to them. Many a little makes a mickle. Let's start supporting our artists today!

3C Wong Chi Ngai Genper



## Moving on with E-Learning

E-learning, a major school-wide initiative we started in 2015, was the theme of the Staff Development Day on 1 November. It started with a talk on information security by a guest speaker from the International Information System Security Certification Consortium Hong Kong Chapter.

It was followed by a basic troubleshooting training session and a subject-specific training session whereby teachers were provided with hands-on practice of a range of e-learning tools and resources. They found the training very useful as they have not only strengthened their IT skills, but also picked up new skills that would prepare themselves to integrate e-learning resources into teaching and learning.

As part of the e-learning initiative, we have upgraded the school network to achieve 100% wifi coverage across the whole campus, enabled the sharing of materials using cloud platforms, and implemented an annual tablet-purchasing scheme. E-learning has already been incorporated in most of the subjects contributing about 30-50% of learning activities, with over 70% of our students

using tablets for learning. Subject-specific e-learning teams, formed by passionate colleagues, will continue to explore new and effective ways of e-learning, and to leverage e-learning in STEM development and inter-school collaborative projects.

Ms Chan Pui Yee



## On Mental Health Wellness



As frontline youth workers, teachers play a very important role in supporting the mental wellbeing of students. Early identification of emotional difficulties is one of the key factors of timely intervention and smooth recovery. In order to equip our teachers with the knowledge and techniques to identify the students who may need professional help, our school invited Dr Sherry Chan, Clinical Assistant Professor of HKU and Honorary Associate Consultant of QMH, and Dr Jacky Wan, Clinical Psychologist of QMH to deliver a talk on 1 December.

Dr Chan shared symptoms of various mental health problems, including psychosis and the difficulties faced by the people with mental health issues. Dr Wan shared with us some practical techniques and skills in communicating with students with emotional difficulties.

Mr Chow Hong Yu

## 自主學習及 STAR 課程

### STAR 課程的誕生

培養學生成為自主學習者是我校 2015 至 2017 年度的關注項目。去年我們成立探究學習小組，在前中文大學優質學校改善計劃的學校發展主任趙李婉儀協助下，制訂一套名為 STAR 的能力培育框架，培育孩子的學習策略 (S - Learning Strategies)、思維方法 (T - Thinking Skills)、學習習慣和態度 (A - Learning Habits and Attitudes) 及研習技巧 (R - Researching Skills)，科任老師可參照該框架，釐訂教學目標和設計課堂活動。

**S** Learning Strategies 學習策略

**T** Thinking Skills 思維方法

**A** Learning Habits and Attitudes 學習習慣和態度

**R** Researching Skills 研習技巧

### 課程推行

今年是計劃的第二年，為了更有系統地培育孩子自主學習的能力，課程發展組與學生德育組合作，在時間表上作了一些改動，於星期五的下午編訂一節長 75 分鐘的課時，班主任可靈活利用該時段進行午會、班主任課或 STAR 課。換言之，學生每月會上一至兩節 STAR 課。

課程規劃方面，我們成立了自主學習小組，成員包括副校長、課程顧問、課程發展主任和各級別的統籌老師。小組會議決定參考去年探究研習日的全校主題「我們的社區」，各級分題見右表。我們更邀得香港學習活動促進會總學術顧問陳鶴安博士及其團隊和我們一起設計課程內容和編製教材。

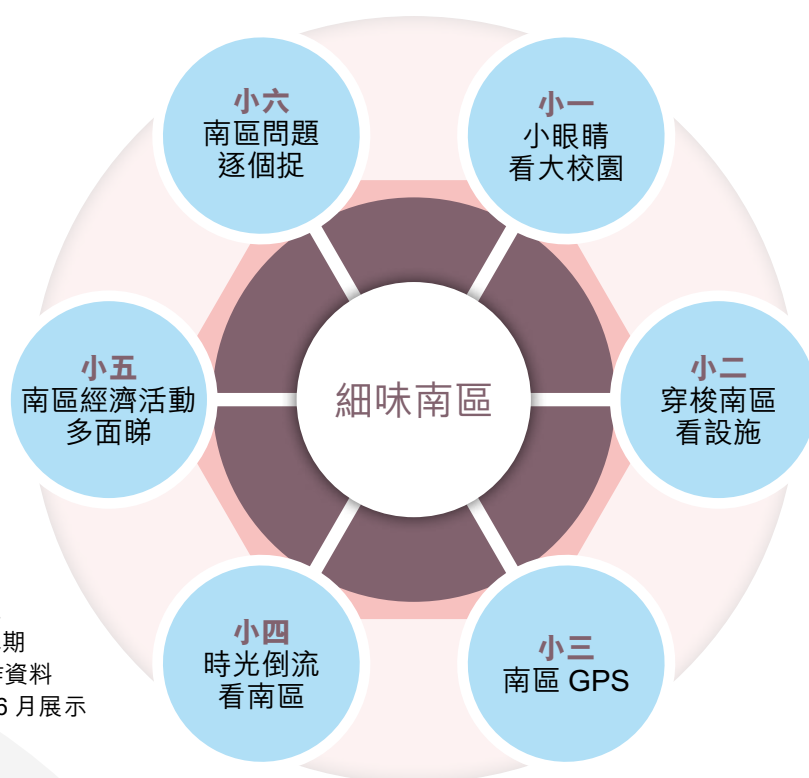
上學期的課程教授有關背景資料、思維方法和研習方法等，在老師引導下，各小組（四至五人）須擬定既有趣、又可行的研習題目，於下學期初的專題探究研習日進行研習活動；然後跟進作資料分析、整理、製作書面及口頭報告等；最後於 6 月展示及匯報成果。

STAR 課程的主旨在於培養學生學會學習，學生需要自行預習、整理筆記、紀錄學習日誌、反思如何改進等。過程中，學生的學習技巧和各種能力都得以提升。

為了讓老師清楚明白自主學習和 STAR 課程的架構和推行模式，以及課程的主要目標，我們除了在周年計劃工作坊和教員會議上作簡介外，亦為全校教師舉行工作坊，由陳鶴安博士分享培育自主學習能力的方法和步驟。

### 課程監察和檢討

自主學習小組每週開會，討論及修訂每節課的教學目標、重點和教學活動。校方特別安排共同備課時段，由統籌老師主持，帶領同級老師一起討論和備課。自主學習小組成員會進行觀課，課後收集老師的意見，按需要修訂下一課節及提供來年課程的參考。



## 我們的期望

教育的目的，是為年輕人終生學習作準備，讓他們學懂訂立目標、汲取知識、掌握及調整學習策略、解決問題，並能透過自我評鑑作成敗歸因，從而不斷改進、力求臻善，成為自主學習者。



自主學習小組



## CHRISTIAN EDUCATION

## 同心敬拜

由聖保羅堂為我校主持的聖餐崇拜已經踏入第六個學年。深信在學校設立聖餐崇拜是上帝的美意，透過祈禱、讀經、唱詩、分享，領受聖餐和祝福等，讓學生、家長及老師能有機會認識上帝，感受由祂而來的恩典。

12月16日在禮堂舉行的聖餐崇拜人數接近1100人，潘正行牧師分享聖誕節的意義，盼望福音的種子在他們心中扎根成長，結出纍纍果子。為了讓學生參與侍奉，除了由合唱團在聖餐崇拜中獻詩外，我校今年更成立了福音樂隊，在週會和福音週中帶領全校師生一起用音樂敬拜上帝。以下是福音樂隊成員參與侍奉後的分享：

我們福音樂隊第一次侍奉是在週會協助樓校牧伴奏。那次，我真的感受到：我們唱聖詩、伴奏，是為了讚美主、榮耀主、感謝主，而不是個人表演。我們盡情投入演奏，認真侍奉。我學習敬拜上帝，也學習與樂隊各成員互相交流、配合，取長補短。

六丁 黃頌熙



## EXCHANGE ACTIVITIES

### 數學及常識科交流

本年度，我們的數學及常識科組與拔萃男書院附屬小學展開緊密的交流計劃——他們於 12 月 9 日蒞臨我校參觀，兩校的數學及常識科主任及級統籌交流在行政、教學活動以及課業設計上的經驗和心得，以及如何在學科中加強實踐 STEM 教育元素，促進教學果效。我們期望透過兩校交流，促進學教雙長，豐富兩校學生的學習經驗並培養學生對數理的興趣。

小五小六的奧數精英班由本校老師任教，科主任特別安排教師到友校交流，分享經驗，互相學習。10 月 13 日，我校 9 名數學老師到英華小學交流。該校老師為提高學生的數學思維、解難能力及探究精神，增設課後培訓班，由老師挑選具潛質的學生進行培訓，教授解難、邏輯思維等內容，並參加公開比賽。此外還策劃思維課程，設計高層次的思考題目，全面提昇學生的解難及思維能力。



### Music Exchange

I was happy to meet with the members of the Raffles Girls' Primary School (RGPS) Choir at the Choral Music Exchange Activity on 25 November. We took turns to perform on stage and our finale programme was a joint performance. Apart from singing techniques, the choir conductor from Singapore also taught us the right attitude of being a choral member. I could see everyone was so excited and yet well prepared.

My most sincere thanks go to the RGPS Choir for coming a long way to share their valuable experience with us. We had great sharing during lunch break and we mingled so well that we immediately became friends.

4C Keefer Kungsen



## 愛鄰舍 愛共融

為實踐耶穌基督「愛鄰舍」的精神，小六學生於 12 月 17 日參加由聖公會聖瑪利亞堂及聖雅各福群會青萌銅鑼灣綜合服務中心舉辦的「愛鄰舍 • 愛共融」嘉年華，宣揚共融及關愛的訊息。

嘉年華人山人海，有很多不同種族人士參與，攤位遊戲大排長龍，我們不停接待。當我忙得不可開交時，一個黑皮膚、包著頭、穿民族服裝的小朋友走過來，問道：「我可不可以玩？」我說：「當然可以。」我詳細地講解遊戲玩法。當我提到巴基斯坦時，他輕聲地和我說：「這是我的祖國。」我頓時覺得世界其實沒有界限，只要我們融洽相處，彼此接納，不同膚色的朋友也可互相交流，世界也會更和平。

六戊 張智傑



正午 12 時，我和其他同學在活動場地集合，然後一起把攤位準備好。下午 2 時 45 分，攤位遊戲時段開始。我們分工合作，有的教小朋友玩遊戲，有的協助維持秩序，有的收發物資。我看見小朋友玩得十分開心，笑容滿面，我也因而感到開心。我覺得這次服務十分有意義，不但可以宣傳共融的重要，還可以幫助別人，為他人帶來快樂，真是一舉多得啊！

六戊 劉曼姿



我和另外 6 位同學負責主持其中一個攤位遊戲。活動前，我們已在學校討論有關義工的概念和著手準備工作。服務當天，我們招呼小朋友、大朋友來我們的攤位，大家合力提供指導，並在參加者有需要時給予幫助。完成義工服務後，我們一起分享感想並作出檢討。活動讓更多人明白到與少數族裔人士融洽相處的重要，有份參與其中令我深感滿足。我特別高興能在做義工的同時，也能體驗其他學校預備的攤位，讓我學到更多有關共融的知識。

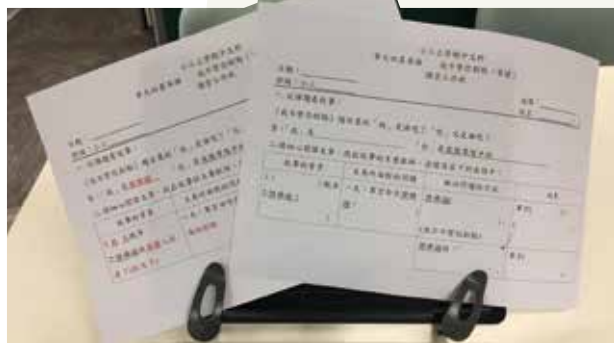
六丁 石庭瑋

## 中國語文評估的變奏

秉持「授人以魚，不如授人以漁」的教學原則，中國語文科推出「閱讀策略」教學已兩年多了，各級的課堂研究題目都以閱讀策略為主調，讓學生學會學習、自主學習。

科主任今年度更整理了一份縱向發展的參考指引，期望紮根鞏固之餘，更可擴闊閱讀策略的教學範疇。教師就著不同級別和學生能力，螺旋式深化閱讀策略的教學，讓學習更見紮實。教學設計也更多元化，從預習工作紙、課堂練習及寫作訓練等，都滲入閱讀策略，讓學生潛移默化，並在寫作和理解中靈活運用。

同時，老師決定將中國語文評估進行改革，我們稱之為「變奏」。就像音樂的主旋律不變，我們的評估目的不變——考核旨在回饋教學。評估的改動是配合閱讀策略教學，讓學生從聽、講、讀、寫中反映他們能有效掌握閱讀策略。自評估卷「變奏」以來，我們發現教學的節奏輕快了，學生應用理解及分析力的機會比前更多，課堂更為生動，而學生面對評估的態度也輕鬆了，死讀硬背的調子不再。從學生的答題技巧所見，相信他們已學懂拿起「漁網」，向著浩瀚的知識海洋前進。



## 學校朗誦節



今屆隊際比賽中，高小英語組及初小普通話組分別獲得英詩集誦及詩詞集誦冠軍，而高小中文組於粵語二人朗誦中更獲三冠、一亞、一季佳績。此外，本校更作出新嘗試，參加英語朗誦比賽的 Improvised Dramatic Scene，最終獲取季軍，可喜可賀。



## 創造豐富語境

逢周二的普通話日，我們透過午間廣播、攤位遊戲、朗誦比賽、故事演講等活動，鼓勵同學多用普通話交流，營造豐富語境。一班熱心的普通話大使，自行設計不同遊戲，讓低年級同學在遊戲中學習拼音。中文老師樂於用普通話與同學交談，日子有功，同學的普通話水平也漸漸提升，並在校內外比賽中屢獲殊榮。

楊老師、汪老師和黃老師為我們預備不同形式的普通話活動，如廣播劇、填歌詞等，能夠和同學們互動，學習普通話時更有樂趣。我希望將普通話推廣到校園每個角落，同學在耳濡目染下便能輕鬆學習普通話。

四丁 宋日喬

在普通話大使訓練班裏，除了可以學習演講技巧和玩遊戲外，我們也會自行設計攤位遊戲。我最喜歡的部分是故事分享，最後一起投票選出最好的。還有填歌詞遊戲，非常具挑戰性，我們必須細心聆聽。我們參加了「小嘴巴說大道理」的電台講故事比賽，希望可以取得好成績。

四戊 常可昕



自一年級起，我每年都參加校際普通話朗誦比賽，卻從未想過會勝出，但也不願放棄。今年僥倖地拿了兩個冠軍，我衷心感謝黃老師的教導和鼓勵。這四年來，我領悟到學習過程的起與落，體會「勝不驕敗不餒」的精神。

四乙 奚世霖

## Fun and Joy with ELEEP

The English Language Environment Enrichment Programme (ELEEP) aims to present a fun and conducive language atmosphere on campus, and to encourage students to speak English outside the classroom.

ELEEP features a wide variety of activities throughout the year, many of which take place in the English Room, a relaxing spot where students play games and interact with native English tutors and schoolmates. The English Room has a different theme each month – with interactive display boards and games updated to go with the themes.

The native English tutors also organise monthly events at the hall, which are especially popular among students. Highlights this year include the St. Paul's Olympics and the Fairy Tale Treasure Hunt. The most anticipated event of the year, the English Funfair, will take place in January. You are in for a treat of a three-day extravaganza with amazing games, activities and prizes!



## 運動場上的學生素質

本年度兩位同學在全港學界精英乒乓球雙打比賽拿了冠軍，她們於練習和比賽中各有體會，獎項以外，她們還有更重要的得著……

這次比賽是個不平凡的經歷。

決賽前一晚我才發現遺失了學界証，除了不知所措外，更覺得虧負了學校和隊友馮詩悅，感到非常失落。這時候，弟弟卻忽然打破寂靜說：「天父已經回應我們的禱告了，行了。」這番話使我驚訝不已！到達比賽場地，正打算盡最後努力尋找之際，突然教練把學界証交給我，讓我感到難以置信，熱淚盈眶。我想起樓校牧的教導：信心倚靠，祂必使我安穩。我學到有正向思維，凡事保持樂觀。

梁校長常教導我們要感恩。從差點要棄權，到可以出賽已是一個恩典！畢業在即，百感交集，過去六年曾參與不同賽事，我由衷感謝學校對我的信任、教練對我的栽培、同學對我的支持、家人對我的鼓勵，更感謝天父給我一個真實而不平凡的經歷。看著這失而復得的學界証，我會深深記著這一天，將來無論面對任何困難，我會靠著天父的能力擁抱挑戰，保持樂觀堅毅。

六甲 余津原

我和余津原於9月參加了學界精英雙打比賽，今次比賽分五局，至第四局完場時比分為2:2。到了關鍵的第五局，賽事更加緊張激烈，初段是我隊領先，但對方亦不氣餒，追至平手，到了勝負難分的地步。我和津原咬緊牙關，憑著堅毅的意志和信念，最終戰勝對手。

這次比賽使我知道良好的體能固然重要，但沉著應戰才是致勝關鍵。即使遇上強勁的對手，我和拍檔都表現得冷靜沉穩，經過思考才打出每一球，沒有因為緊張而自亂陣腳；而對手的精湛球技也值得我們學習。我更體會到練習時持之以恆的重要性，就像本年度學校口號「克己自重齊關愛」，我特別希望做好「克己」自律，更認真學習、更努力操練，精益求精，球技才會更上一層樓。

最後，我想感謝我的教練和父母，給予我鼓勵和信心，使我順利完成比賽；我更想感謝學校給予我支持與信任，讓我有機會為學校爭光。

五丁 馮詩悅



## 合唱獻樂侍奉主 樂隊合奏顯團結

配合今年主題「克己自重齊關愛 自主學習勇創新」，音樂科設立小組創作及表演活動，同學有更多機會交流、合作，在老師從旁指導下，學會學習、溝通、創新及關愛。校隊訓練方面，合唱團及樂隊團員從校內、外的表演及比賽中，學懂自律、關愛、樂觀和服務的重要性。

合唱團以詩班形式於校內的聖餐崇拜及聖保羅堂 105 週年堂慶中獻唱，學生懷著感恩之心，以美妙歌聲侍奉上帝。管樂隊團員則經過短短兩個月的緊密排練，於香港青年音樂匯演比賽獲得銀獎。團員年紀雖少，大部分只是學了一至三年管樂，但他們在排練及比賽中都能表現出高度自律及專注的學習態度，實在值得讚賞。

The Senior Choir was invited to perform at the 105th anniversary concert of St Paul's Church. Before the performance, I was very nervous and scared that I would do some moves wrong. But when I recalled how many times Ms Cheung had practised with us, I gradually gained my confidence. When we sang "A Joyful Noise", I saw many smiling faces in the audience. Our joy spread to the audience and they looked very joyful too. It was truly amazing and we got a big round of applause and cheers in the end!

5E Charlotte Wei Yu Leung

I am glad to be in the Wind Band this year. We practised really hard – not only have we learnt the technical skills, we have also learnt the importance of communication and teamwork. We are all unique individuals with different strengths and talents. It's indeed a humbling experience working with and learning from each other. We should thank our instructors and teachers for their valuable advice and guidance all along.

6C Lyanne Wong



## 面譜創作

今年課研仍以面譜設計為主題，首先讓學生觀察不同藝術作品，認識各種面譜設計的象徵意義，然後同學透過創作及設計，嘗試運用不同線條和色彩表達自己的內在情感和性格特徵。他們的面譜設計包括懶惰的小貓、神秘的埃及法師和高傲的意大利表演者等，突顯人物性格和特徵，並輔以剪紙的方式呈現對稱均衡的元素。

通過是次課研及教學，教師發現讓學生自主創作，能夠引發學生探索、思考，以及提升他們的創作動機和作品的獨特性。由構思意念、搜集資料、設計草稿至製成作品的過程中，誘發學生透過藝術創作表達自己的情感，甚至時事觸覺，例如對於美國大選的看法，對動物世界的觀察以及表現動漫人物的英雄主義等。

自主藝術創作不但能誘發學生勇於創新，更鼓勵學生勇於表達自己。另一方面，研習過程中教師的引導及跟進均十分重要。教師如提出更多可能性、更多視覺刺激，以及更多元化的創意思維策略，能增加學生的想像空間。



## MATHEMATICS, SCIENCE & HUMANITIES

### 融合數常知識 實踐 STEM 教育

我們於 11 月 26 日參加由閩僑中學舉辦的數理遊蹤邀請賽及紙飛機大賽，當天比賽氣氛熱鬧，參賽同學全都滿有把握、心情興奮。

比賽第一部分「數理遊蹤」主要測試我們的數學知識，例如：數字感、空間感及邏輯思維。我們在日常的數學課已有充足訓練，因此這部分難不到我們，我們合作完成所有問題，而且表現不錯。

到了第二部分「紙飛機大賽」，參賽隊伍須用手工紙摺出紙飛機，比拼哪一隊的紙飛機能飛最遠，每隊有四次投擲機會。比賽前，我們已在網上搜尋有關紙飛機的資料，了解其飛行原理和動力，並根據這些資料創造了獨特的紙飛機。比賽時，我們細心地摺飛機，深入討論各項影響飛行

的問題，然後按照投擲結果，再作調整及改善。每次代表同學出場時，我們都會為他熱烈打氣，期望能刷新紀錄。但由於我們沒有留意投擲角度及動作的影響，以致未能取得更好的成績，結果我們第一次投擲出 9.35 米的飛行距離，已是我們的最佳成績了。

這次比賽不但加深我們對紙飛機的認識，更引發我們對科學探究的興趣。我們學習到如何利用實驗數據，結合科學概念及知識，實踐及應用所學。特別感謝溫老師和鄧老師對我們的支持和鼓勵。

六甲 余津原、鄭琛翹、史宇軒  
六戊 高弘燁



## 全校培育及周年計劃實踐工作坊

開學至今，學校為教師的專業及身心發展提供不少學習機會，增進教師對學生培育以至處理壓力的知識。

今年，全校實行雙班主任或參班主任制，為學生提供更適切培育。8月23日，全校老師參與新學年第一次的全校培育及周年計劃實踐工作坊，由副校長帶領老師學習如何以「同一準則、同一行動、同一顆心」培育孩子，教導他們成為自主學習者。



## 「從身減壓」工作坊

近年教職員的身心健康越來越受關注，本校邀請陸嘉賢先生和其專業團隊主持「從身減壓」工作坊，教授大家如何透過運動、調節呼吸的節奏來減壓。健康是人類的瑰寶，願全體職員多加注意，懂得自我減壓，繼續活出健康人生。



## 「正向校園」工作坊

由洪傑美女士講授建立「正向校園」的四大要點——建立正向校園文化、培育學生、團隊協作和家校合作之道。老師是學生的人生教練，洪女士教授的方法與技巧，使我們在培育學生、建立家校溝通和協作團隊時更得心應手。



## Enhancing Personal Effectiveness Workshop

To improve the communication skills among staff, the school organised a workshop on Enhancing Personal Effectiveness. By employing the Social Style Model, Style Talk and a discovery sharing, guest speaker Mr Bruce Chiu helped participants identify their strengths and weaknesses and build interpersonal sensitivity. They have learnt how to adjust their communication approach when dealing with different people, thus enhancing work efficiency.



# Looking Ahead

Date	Event	Place
5 – 28 Feb	Visit of students from CheongShim International Academy	SPCC
29 Mar – 19 Apr*	Visit of students from Lycée Saint-Vincent	SPCC
9 – 23 Apr*	Exchange to CheongShim International Academy	Gyeonggi-do, South Korea
14 – 20 Apr*	Exchange to <ul style="list-style-type: none"> <li>Shanghai Fudan High School</li> <li>Shanghai High School</li> <li>Nankai High School</li> <li>Ningbo Huizhen Academy</li> </ul>	Shanghai, China Shanghai, China Tianjin, China Ningbo, China
25 – 29 Apr	Primary 6 Graduation Trip	Shanghai & Hangzhou, China
4 – 10 May*	Visit of students from <ul style="list-style-type: none"> <li>Shanghai High School</li> <li>Ningbo Huizhen Academy</li> </ul>	SPCC
6 May	Primary School Leadership Training	Ma Wan
12 May	Lower Primary Games Day	Wan Chai Sports Ground
15 May	Upper Primary Sports Day	Wan Chai Sports Ground
17 Jun	Primary School Swimming Gala	SPCCPS
Jul – Aug	Summer Sports and Training Programmes	SPCC & HK Park Squash Centre
3 – 7 Jul	International Student Science Conference	SPCC
4 – 5 Jul	Summer Concert	Hong Kong
8 – 23 Jul*	Exchange to Convent of the Holy Infant Jesus (Toa Payoh)	Singapore
8 Jul – 5 Aug*	Exchange to <ul style="list-style-type: none"> <li>Presbyterian Ladies' College</li> <li>St Andrew's Cathedral School</li> </ul>	Sydney, Australia
8 Jul – 12 Aug	Rites of Passage Programme	Queensland, Australia
14 – 21 Jul	Xinjiang Study Trip	Xinjiang, China
30 Jul – 12 Aug	<ul style="list-style-type: none"> <li>Cambridge English Literature Programme / English Programme for Senior Students</li> <li>Cambridge Science Programme for Junior Students</li> </ul>	Cambridge, UK

\* Tentative

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