

THE RED BRICKS

No.18 September 2014



Contents

Messages	1
----------------	---

St. Paul's Co-educational College

Experiential Learning	2
Student Exchange	4
Language & Culture	8
Aesthetics & Creativity	12
Leadership & Community Service	14
Science, Mathematics & Humanities	17
Sports	20
Staff Development	21

SPCC Primary School

School Events & Activities	23
Christian Education	24
Exchange Activities	25
Leadership & Community Service	27
Aesthetics & Creativity	27
Language & Culture	29
Mathematics, Science & Humanities	31
Sports	32
Staff Development	33



In Memory of Our Council Member, Dr Marvin Cheung

We are deeply saddened by the loss of Dr Marvin KT Cheung, GBS, OBE, JP, Honorary Treasurer of the College Council and a cherished member of the SPCC family.

An alumnus and accountant by profession, Dr Cheung had served on the Council of his alma mater since 1989. As Chairman of the Finance & General Purposes Committee of the Council, Dr Cheung was instrumental in helping SPCC develop from an aided school to a DSS school in 2002 and in facilitating our fee remission scheme that has benefited financially disadvantaged students. He also played a pivotal role in a number of our milestone developments. These included the merger of the two primary schools in 2006, the five-year redevelopment project of the secondary school that spanned from 2008 to 2013, the introduction of the IB Diploma Programme in 2011 and the admission of non-local students in 2012. His passing is a great loss to SPCC and we shall miss his guidance and invaluable advice.

We extend our deepest condolences to his family.

Message from the Principal



The new academic year started with much fanfare – a newly refurbished Assembly Hall that seats more than 1200 students and teachers, a re-opened Playground that allows for more sweat and fun while boasting an admirable view of Central, not to mention the long-awaited Tree Court that stands the beloved White Jade Lily.

We are also looking forward to the completion of the Green Roof above the Library. The new composite roof will add to the greening of the school campus for better environmental purposes and a better outlook, the building structure underneath remains unchanged though.

Looking ahead, we will be celebrating the School's Centenary next year. An exciting line-up of celebratory programmes is well under way. These include Open Days,

Gala Dinner, Concert, Variety Show, and a commemorative publication and a CD box-set. Needless to say, the 100th Anniversary marks a milestone in the school history and it provides an opportune time to involve all members of the SPCC family and reconnect our alumni around the world.

While preparing for the Centenary Celebrations, we have geared up our work on the School Archive. The Council has commissioned the Archive Committee to take charge of archiving work that includes the collection, filing, cataloguing, maintaining and storing of archive materials. We believe that our alumni, former teachers and staff may have relics and mementoes that would add to the breadth and depth of the Archive. Later this year, we will be calling on them to contribute – probably in digital format – to the School Archive. Meanwhile, should anyone be interested to help in this regard, please do not hesitate to contact our Community Relations Office.

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

校長的話



2014年9月，籌備了一年的「學生素質」將循「學與教」、「學生培育」和「學生活動」三大範疇全面推行。透過全方位學習，讓學生在德、智、體、群、美、靈各方面得到均衡發展。這九項素質包括思考、學習、溝通、創新、自律、樂觀、關愛、服務、健康。我們將採用小組教學的模式及多元化的教學策略，全面培育學生的九大素質。

我們會繼續秉持「全校培育」的理念，上下一心培育學生自律自重、樂觀堅毅、關愛他人及服務社群等素質。此外，學生發展組亦會推出各項促進身心健康的活動。

「建構身心靈健康校園」是我們三年發展計劃其中一項重點項目，當中「靈性培育」尤為重要。2014年暑假，聖保羅堂和學校合辦「夏日親子樂續FUN」暑期活動，讓家長了解如何培育孩子身心靈健康發展，學生亦能從活動及遊戲中認識主的福音及真理。本年度我們將繼續舉辦啟發課程及福音活動，希望師生及家長都能在主的大愛中滿有平安喜樂，孩子身心靈得以健康成長，老師及家長們都能成功「教養孩童，使他走當行的道，就是到老他也不偏離。」(箴言 22 章 6 節)

為配合高小中、英、數分組教學，以培育學生獨立思考、熱愛學習、善於溝通、創新解難等素質，學校在本年度將增聘老師——本由兩位老師協作教學教授一班 28 位學生，逐步改為一位老師教授及指導一個小組 12 位學生。其次，

梁麗美
聖保羅男女中學附屬小學校長

EXPERIENTIAL LEARNING

Rites of Passage

Time is a very vague concept. In the past, people invented units to measure time in hopes of making it easier to make sense of, yet it did not help. An hour can be as short as a second, or as long as a century, and this concept is in full display in RoP, where I realise the true meaning of “living in the present”.

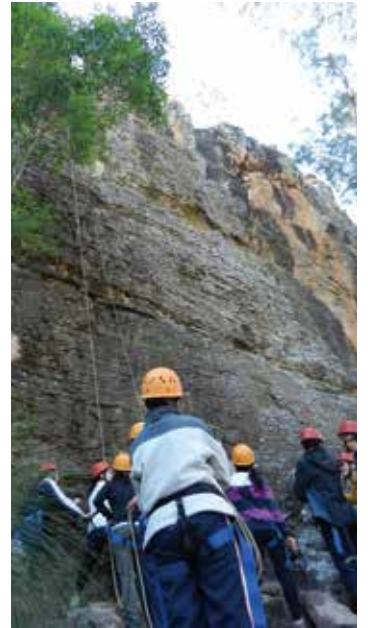
It was a very long night on an expedition. Sitting on the grass alone, trying to get the water to boil at night was certainly a painful experience, especially after a day’s hike and the darkness seemed to engulf you. Miles away from home, I wept silently in memory of the cozy environment at home.

Similarly, the same feeling overcame me in the Leap of Faith. Standing on the narrow platform 10 meters high, my body was trembling with fear. I had bravely thought that it was a piece of cake and all I needed to do was close my eyes and jump. Yet I was wrong. When I was up there, fear occupied every part of me, and my mind went blank. I said I would count to ten before I leaped. It turned out every second was an eternity. I made the leap, then relief rushed through me as I was overjoyed.

On the contrary, things were quite different when I was abseiling. Although I was quite intimidated when I approached the cliff, it was nothing more than excitement and bliss as I abseiled down the vertical wall, feeling as

if I was spiderman. My instructor said we had the whole day for abseiling, yet I could only stare at my watch in disbelief as I realised how fast time flew when we were enjoying ourselves. I was glad I treasured every part of this unique experience.

Four weeks had come and gone in a blur. It was final night celebration. We had a luxurious meal served by our instructors. We sang. We chanted. We cried. All the memories in the past four weeks flashed through my mind like a slideshow. No matter good times or bad, it was more important that I had lived the most out of every experience, and that redefines the meaning of “living in the present”. After what felt like a few minutes, I checked the time. It was 10:30. This is most certainly a very short night.



3F Ho Chun Hei

When I gazed up the pitch black sky in Hong Kong, I was upset by being unable to even catch a glimpse of a star, but instead saw lights bursting from blocks of towering skyscrapers.

And this made me think about the days in Australia, the nights when we were accompanied by the bright shimmering constellations or even one or two shooting stars. I recalled on the first night of Expedition One, how startled and aroused the 15 of us were, lying on the ground, sharing myths under the starry night and counting the number of stars. But it was uncountable. It was too many.

And now, it’s beyond our imagination that how small the stars were, they were never forgotten and would never fade out from our minds. The things we experienced in RoP were the tiring but ecstatic expeditions, abseiling a steep slope, the excited look when we saw kangaroos hopping on the grass or even canoeing on shallow waters. They might not last long, but the fun and reflections from them, bit by bit, created one of the best moments we had in our life.

3C Yam Wai Shan



"Don't cry because it's over, smile because it happened."

And that was the one sentence that ultimately brought many of us to tears. Twenty-eight days of breaking through our cocoons, of living in and enjoying the moment, of making lifelong friends had shaped our minds in a way we never would have thought possible.

For the first 14 days, apart from pushing my limit and enduring the Challenges by Choice like I was doing military training, the thoughts of "only 14 days left till home" haunted me. During Expedition Three, I started realising that those would be the last time we ever did certain things like cooking in a Trangia circle or eating Happy Campers Meatballs or gazing, huddled together for warmth, at a sky so starry that I was at a loss for words.

Three days to departure, an unpleasant, numb feeling rooted itself in my stomach and the gnarled roots, instead of rotting away, blossomed into melancholic nostalgia. On the final day before leaving Kenilworth, I left bits of me wherever I went and wondered why I hadn't done that sooner.

It was an unforgettable experience; only by living it, first-hand, could one truly appreciate what I meant. Even if putting all my faith in my teammates and a rope numerous times was terrifying, it did not matter. I am glad to have lived it, to have grown stronger and to know that there was, after all, no need for regret.

3B Yin Shu Sue

"Wakey-wakey, it's time to get up for breakfast!" The duty staff's deafening voice exploded in my ears as I struggled to get to my senses. I had only an hour or so to get things done before breakfast commenced. And after breakfast, I had another fifteen minutes to tidy up the cabin. Such was the typical start of my RoP days. A taste of the life in the army if I may say so! And yet, as dreadful as it may sound, it could well be quite an enjoyable experience once you got the hang of it.

As the day dawned, my peers and I had been tasked with a long list of demanding assignments to accomplish and sometimes we would face (and were taken aback at times) tough challenges. But we managed to maintain our composure, embraced these challenges and learned from our mistakes. Along the way, we developed an intimate friendship that grew stronger by the day and burnt brighter every time we endured hardship. I was amazed by the friendship that we had developed as a group after the 28 days in Australia, and we were having fun singing songs together whenever we were down in spirit.

By the end of the 28 days, we bade each other farewell sadly when arriving at the Hong Kong International Airport, I just know that we will all miss this journey of a life time and the company of each other from the bottom of our hearts.

3C Yu Edward Ching Yin



March by the River Bank

Rivers flow on, ceaseless, by day and by night,
Never are they constant, for water does not stay.
We stand silent and at peace, new world not in sight,
Captive to security, blind to a different way.
No!

Forward, onto the other shore! Greener? Perhaps not.
Beckoning, yet, is its vibrant life – anyhow, today we start.
Blood may drop, but someday it will clot,
And onshore the lush life welcomes a braver, wiser heart.
At last!

Thirst, a mighty master, turns us to creeks most clear,
Their water running through the veins of time and space.
They who once suffered for values held dear,
Were quenched by the same water livening this place.
Communion.

Returning, triumphant, to a crossing that has changed,
We, too, can no longer be the same.
New stature rejecting a fate prearranged,
Confident and bold, refusing to live tame.
A spirit freed.

The last challenge arises from the sea's ancient roar.
Offering new opportunity, life spent in venture.
Guided nightly by the stars, even if in pain we soar,
As river meets the shining coast, we see beginnings, not closure.
Boundless potential.

3C Kwong Chun Hei Adrian

STUDENT EXCHANGE

Playing Host

SACS Students@SPCC

A few months ago I was privileged enough to spend four weeks in Hong Kong on exchange from my Sydney school St Andrew's Cathedral. Within this month I experienced the bustling, fast paced culture of Hong Kong. My fellow exchange partner Vincent Mason and I were graciously given tickets to Ocean Park which was amazing and put our local theme park in Sydney Luna Park to shame. We also drove around on a boat looking at the natural rock formations around the outlying islands of Sai Kung, learning how they were created and the origins of the islands.

Throughout the duration of our stay we were lucky enough

to sit in on regular classes and participate in the SAW activities which was in Nansha, China. There we witnessed the elderly Chinese people collecting their water using traditional methods from the well and watching their fish dry out in the sun. When we returned to Hong Kong, I took a Ping Pong test in a PE lesson. I really didn't know much about Ping Pong but I love it – it's enjoyable just the same.

I can honestly say that my phenomenal experience in Hong Kong is one I am so grateful for and I can't wait to come back to visit all my friends again.

Ruby Leonard
St Andrew's Cathedral School, Australia

Going Abroad

CheongShim International Academy

Being an exchange student was one of the best things that had ever happened to me. It was a whole new experience. Before I departed Hong Kong, I thought I was going to be homesick and lonely. But no, I met lots of new friends in CSIA, friends whom I miss a lot and I still keep in touch with. The people I'm surrounded by at school, my classmates, host family and just in general the people there are very inviting. It's a nice feeling. I adapted to Seoul and the school quickly, much thanks to all teachers and students in CSIA. I was certainly on cloud nine.



After the exchange to Korea, I have stepped out of my comfort zone! I've become more independent, and confident in myself and the choices I make, and I've learned to take in everything as it comes, not to judge things by their first impression, which I don't necessarily do before my exchange.

There are new subjects like Politics and International Relations, which I have never experienced before. Being here and experiencing a different culture, a different lifestyle,



and a different language has made me discover a whole new world. After I got back, I couldn't wait to pass on all of my new knowledge. In just two weeks my Korean has improved immensely and now I can at least introduce myself and speak simple sentences.

Being put outside of your comfort zone is a scary thing. But I've come to realise that it is just an opportunity to try new things. I will never forget this meaningful experience.

3A Mavis Chan

Deerfield Academy

When I stepped onto the concrete ground covered in snow, I really did not expect it to be that cold.



Being an exchange student at Deerfield Academy is a refreshing experience. Not only that it was my first step into America, but also my first time knowing how caring and friendly humans could actually be. Serena and I were surrounded by the girls in Mather, our dorm, the moment we arrived. It was surprising to see people being so kind and passionate even when they did not know you.

Moreover, the small size of classes allowed deep, intriguing discussions among students and teachers. Being able to see and participate in a discussion about how awful a husband Odysseus was with 11 people was surely a new experience. With evidence from *The Odyssey* by Homer and logic, every argument was worth listening to. Everyone, including the teacher himself, would put in effort into their thinking and also their presentation. I am glad that their eagerness to voice themselves out drove me out of my shyness in the end, allowing me to be enveloped in their passion for learning.



Although having participated in theatrical productions before, I was always the one on stage. Being able to get behind the spotlight and see how the backstage works during the theatre co-curricular activities was very interesting. The tech crew were not only some of the nicest people I had met during the trip, but also talented, bright individuals with fun stories to tell. Getting props ready and carrying the set around deepened my understanding towards a full theatrical production and not only the hardships, but also the fun in being a tech crew.

It was freezing in Deerfield with all the snow. Luckily, I had the people to keep me warm.

3A Portia Wong

My exchange trip to Deerfield was, among other firsts, the first time I'd encountered losing my suitcase during a flight – which meant I would be without my coats.

And it was snowing outside.

Fortunately, I had the hospitality of my dorm-mates on my side. During my three "suitcase-less" days, I relied on the clothes provided by Christie and Brittany, and other bits and pieces from everyone else. It was probably also one of the more awkward moments I had during the whole exchange – I remember running around asking if anyone had a spare toothbrush.

Most of the times, though, Deerfield didn't make me feel awkward or embarrassed at all. Every morning I was greeted with smiles. When I had trouble finding my way around the large, spread-out campus, students or even teachers would volunteer to take me there. My dorm-mates in Mather made me feel like I was at home by helping us get used to the routine there and telling us the must-dos (remember to come down after study hall Françoise makes delicious snacks). Everywhere there was a friendly, cheerful atmosphere that enabled me to fit in quickly.

Lessons was one of the things I enjoyed greatly there – the atmosphere was stimulating and everyone didn't hesitate to voice their opinions. I'd never had a lesson in Deerfield with anyone keeping silent for the whole lesson – we often had vivid and engaging discussions that really stimulated and made me reflect on what I actually learnt. Instead of



just sitting there listening to lectures, I got to discuss my thoughts and listen to other's opinion, making the learning much more effective.

One thing that stood out to me in Deerfield was their spirit. During the exchange, we watched a few matches between Deerfield and sports teams from other schools. People would be wearing Deerfield hoodies and t-shirts, bringing banners and screaming slogans. It was, frankly, amazing to see how the school shares such a strong bond and spirit, something that I hope to bring back to SPCC.

There is so much more to Deerfield – community life, the gorgeous scenery, the blend of tranquillity and energy – but some things can't be put into words. Perhaps the best way to remember and cherish it would be to, simply, bring the energy during lessons and the spirit and the friendliness back to SPCC and spread it around.

3A Serena Chan

Lycée St Vincent



It was quite weird for me to say "Comment allez-vous?" and gave two kisses on the cheeks to everyone I met in the morning – these three-week long exchange not only got me accustomed to the typical French culture, but also gave me the most unforgettable time in my life ever.

School was quite hectic for the French students; they each had to take several languages classes as their curriculum. After school, most of them went home immediately to complete their work and spend the rest of the night with the family. One of my favourite parts in the trip was the family nights, huddling up with the family in front of the fireplace, chatting and watching TV.

The students in St Vincent were passionate and were all curious about the Asian culture. They accompanied us to different classrooms as well as had lunch with us everyday. Despite our limited French conversational skills, we still managed to break the language barrier and become great friends throughout the trip.



French cuisine was of course one of the highlights of the trip – we have tasted several French gourmets and delicacies. My host mom even home-baked several croissants every week for me to taste! The host families were amazing and treated us as members of their family. I am very grateful for their warmest hospitality and the efforts they paid to introduce us to the French culture.

4G Fung Natalie Yueching

My three-week exchange to Senlis, France ended in a blink of an eye. The trip was truly an unforgettable experience for us, and the moments we spent with our host family and other students at Lycée St Vincent were indelibly embedded in our hearts.

School life there is similar to what we have here in Hong Kong. However, what I found most fascinating was that all students were required to do Spanish and Latin on top of French and English. Despite the tight schedule, students there were self-motivated and proactive learners – they would not hesitate to ask question whenever in doubt. Since all lessons were taught in French, it was difficult for us. However, the school offered us some “conversation classes”, and we were able to enjoy more in class and at the same time improve our French speaking ability.

Although some of the students were not able to speak in fluent English with us, they all gave us a warm welcome and kiss every morning. Indeed, we had learnt to communicate with people with different backgrounds or cultures.

Other than attending school, we also experienced the French culture with our amazing host families. They were extremely kind to us and made us feel at home. We had tasted lots of traditional French cuisine and participated in their family gatherings. During days in which we did not have school, our host family arranged a lot of activities for us, like taking us to famous landmarks and monuments. We were greatly impressed by the fascinating French culture.

4H Tsui Evelyn Wing Lam

Westville Boys' High School



his footpath and set sail for my adventure – overseas exchange to Westville Boys' High.

South Africa is very different compared to our bustling Hong Kong. Vast flat lands and low-rise buildings shape the landscape of Durban. One significant difference is the living pace of the city. The African people have their own style and pace in dealing with things, which is very different

from the fast-paced Hong Kong.

Unlike our 12-storey tall campus, Westville Boys' is more wide-spread. It includes two full-size swimming pools, two indoor basketball courts, one rugby pitch, shared cricket pitch and several school buildings connected to each other. The class size is much bigger and the syllabus is different. Their subject choices have wider variation. For instance, the EGD (architecture) requires students to use computers to build buildings and design the interior.

The affable and welcoming African culture can be seen from the generosity of my host family. Not only did they take me to different places and celebrations, their kindness absolutely made my stay so much easier. I found myself fitting into the community quickly. The moments I spent with them were something that I would never forget.

4I Lam Alexander



The exchange trip to Durban, South Africa was truly rewarding. I have seen myself grown to be a more mature person.

I had never travelled alone before – the trip certainly took me out of my comfort zone. Although I was also not used to the interesting accents of English there, I was willing to speak up – and made a lot of new friends. I found myself a more courageous person.

My buddy, Dhiraj, has taken subjects that are quite different from me. Accounting, Afrikaans, Physical Science and Life Science were all new to me. I was grateful for the opportunity to take up new subjects and learn something totally new to me. Additional Mathematics lessons were particularly appealing to me as I love to take on challenging maths questions. The lessons were very interesting and I enjoyed every minute at school!



hero's capture site. I heard a lot about Mr Mandela and his contribution to the nation's road to racial harmony. His tireless work and efforts for a better world are definitely admirable.

4H Chan Chun Hin Alex

兩地學府交流雜憶

今年 1 月 22 日至 28 日，天津南開中學及上海復旦大學附屬中學同學到訪我校；4 月 18 日至 24 日，我校同學回訪。

天津交流團



我們有幸能在南開中學的安排之下，到天津多個具有代表性的景點參觀，而當中大部分都是歷史名勝。明顯地，天津的文化保育工作做得很好，無論是對建築物本身的修建，還是保育後的旅遊發展規劃，都比較周詳。旅遊熱點有清楚的簡介牌、指示牌，有些景點更有免費的導賞團提供，實在是勝於香港。香港應該克服土地不足的難題，向天津學習，在經濟效益和歷史古跡保育兩者中取得平衡。

天津家庭的親子關係密切，重視家庭觀念，是另一個值得我們學習的良好風尚。父母整日為工作奔波，學生整日忙於學業，一家人單純地聚到一起談天的時間近乎零，即使是週末、周日也很難做到家庭聚會。於天津短短一週的時間，我卻感受到無限的家庭溫暖。我和夥伴一家每天晚飯後便坐到客廳裏分享趣事，談遍了天津及香港的教育模式、政治狀況，甚至非常學術性的心理學問題，亦有討論電台上的廣播和有意義的書籍，簡直是無所不談……深深地感受到，我們的家庭有很多問題都是源於沒有足夠的雙向溝通，家長和孩子都犧牲溝通的機會，而花太多的時間去追逐金錢、追逐學業，完全忽略了親情關係，實在是得不償失！

2A 張焯盈



上海交流團

課堂鈴聲輕快地響起，就如小鳥清晨時的歡愉叫聲。我以為上海學生會與香港的一樣，小聲說、大聲笑，那知我放眼一看，所有學生都埋首於作業中，揮筆、翻書的聲音比說話的還大。我隨伙伴同學上晚讀課——晚上自習至九點。就算沒有老師的監督，同學們也會自律地做作業或溫習，把握每一分秒增值自己，絕不會浪費任何時間。他們好學不倦的精神往往令我自愧不如。

3D 馬梓瑜



內地學生給我的感覺是極為刻苦，復旦附中的學生正是如此。或許是高考臨近的關係，老師上課時總不免叮囑學生要發奮用功。尤記得化學老師苦口婆心地跟同學說：「不要因為在復旦附中就讀而自滿，以為自己比他校學生優越，外面的學生不知比你們用功多少倍。」作為聖保羅的學生，我們若只著眼於校內的競爭，實在與坐井觀天無異；要將眼光放遠，才能看見更大的世界。

我的夥伴同學楚喬的父母有別於一般傳統中國式的「虎爸虎媽」。他們對女兒採取開放式的教導方法，給予女兒很大的自由度。因此楚喬沒有太大的學業壓力，從小的課外活動更是隨心所欲。我想這正造就了她開朗活潑的性格，從她身上我感受到的是發自內心的喜悅。認識楚喬一家後，令我對上海的家庭生活有了全新的體會，過往中國父母必定嚴苛的想法或許存有些許偏見。

4H 袁嘉禧



復旦大學附屬中學
The High School Affiliated to Fudan University

LANGUAGE & CULTURE

Social Media and Its Impact on Popular Culture

From Twitter to YouTube and many more, Ms Catherine Muller, Public Diplomacy Officer from the US Consulate, revealed to us just how much social media have revolutionised our way of life.

The impacts of social media are extensive. They connect people, as shown by the fact that one in five couples in the US today meet online and Ms Muller herself was able to reunite with her 'lost' university friends through Facebook. Social media also mobilise people to strive for a common cause. The Egyptian revolution is a prime example. Most importantly, social media inspire people. Zach Sobiech, a high school senior diagnosed with bone cancer, inspired millions with his song 'Clouds', which documented his battle with the disease.

Yet, some argue that social media create distance between people, since face-to-face communication is frequently neglected in favour of texting or instant messaging. Netizens may also unite not in a noble cause, but in hate. Cyber bullying, for instance, has already cost the lives of far too many teenagers, and affected the psyche and esteem of who knows how many more. Besides, social media lead to procrastination, which I am sure most of us have experienced firsthand. We spend more time than intended on social media, and as aptly put by Matt Cutts, 'When you've got 5 minutes to fill, Twitter is a great way to fill 35 minutes.'

Social media have become a staple in our lives; the question is not whether we should use them but how. The talk by Ms Muller has inspired us to evaluate our habits of using social media and re-examine the phenomenon of the 'Social Media Revolution'.

5A Ho Cheuk Lam Sharon

This rise of social media is nothing new, and its growing impact is also not something to deny. However, when Ms Muller told us that there were 80 million Farmville farmers but

only 1.5 million farms in reality, and that Facebook could be the world's third largest if it were a country, I began to realise the strong influence of social media is no longer confined to the virtual world. Instead, it has permeated every aspect of our lives, affecting our offline behaviour imperceptibly.

Ms Muller also showed us the overwhelming importance of social media to teenage culture nowadays. I could always find shadows of myself as she played us video clips and flipped through her PowerPoint slides. From sharing photos of our food to 'following' celebrities on Twitter and taking selfies, all these have underlying implications – manifesting how we, teenagers, long for social recognition, connection and consciousness.

It was a thought-provoking talk indeed. While keeping up with the Joneses is an escalating social norm, we should not blindly follow society's trend without considering our own needs and the importance of building up ourselves as unique individuals.

5D Clara Wong

Without doubt, social media enable us to connect with friends and families with just a few clicks on our mobile phones. We can receive information and news from any part of the world instantly. It is almost impossible for us to live without social networks now. However, we really need to think about the harms that social media may bring to us. Teenagers can easily become targets of bullying through social networks, and the use of slang may affect their writing skills and vocabulary. People may also become addicted to social networks and spend numerous hours on these sites.

I found Ms Muller's talk interesting and meaningful. Given the immense popularity of social media, I was inspired to reflect on my use of these networks and think about how they will change our society in the future.

5D Kitty Lau Yui Ching

Light and Shadows

The focus of the Light and Shadows exhibition at the Asia Society Hong Kong Centre is Caravaggio's Supper at Emmaus. It was really a once in a lifetime experience to see the famous paintings in the world by one of the greatest artists and a pioneer of oil painting in the 16th century. Supper at Emmaus was painted around 1605-1606 when the artist was in exile after committing murder. It is a visually stunning masterpiece. What I like most is its light effect, which helps a lot in presenting the main character Jesus and the other characters.

Works of four local artists were also featured in the exhibition. Their works showcased how Caravaggio's techniques have been used after centuries, however, in my opinion, they were not as well polished as Caravaggio's.

This visit provided students, who seldom or never go to exhibitions of this kind, with an opportunity to see more artworks and know more about fine arts. It also provided students with interest and talent in the area an opportunity to look at original works of both local artists and one of the greatest artists in human history.



2B Billy Hui Lok Yin

Understanding Culture through Visual Language



Have you ever thought about what toilet signs we see every day suggest about gender stereotype? Have you ever noticed the class implication behind the physical differences between a high tea cup and *cha chaan teng* cup which all of us have used before? Professor Oscar Ho Hing Kay, a veteran Hong Kong curator and Director of MA Programme in Cultural Management at CUHK, presented to us what we see in our daily life as an entry point to inspire us to think out of the box and to view our world and art from alternative perspectives.

On 14 April, Prof Ho guided us to reexamine Van Gogh's seminal piece *Sunflowers* (1888) from historical, biographical, aesthetic, sociological, institutional and even scientific points of view. Still life as a distinct genre in Western painting always comes at the bottom of the art hierarchy. In his letter to his brother, Van Gogh once vented his frustration over no one buying his paintings. So what accounts for the posthumous aura and incredible auction price of *Sunflowers*, which is widely replicated and appropriated in different cultures?

Instead of over-romanticising Van Gogh and his beleaguered life, Prof Ho enlightened us to perceive Van Gogh solidly as an artist who made intelligent use of the newly invented

industrial pigments such as chrome yellow at the age of industrialisation to express his fascination with sunlight, which orientated the growth of sunflowers. The fact that the artist led a poverty-stricken life also suggests the change in the art scene where artists were no longer sponsored by the court or upper class, thus bespeaking the emergence of a new class system and capitalism in late 19th century.

An artist's life is finite, yet that of his artwork is infinite. With its reproductions circulated across the globe over the past century, *Sunflowers* was attributed with different symbolic meanings in different cultural contexts. For example, a Japanese paid around US\$40 million to bid this painting in the 1980s, which was attributed to the painting's symbolic association with the sun as Japan's national emblem. Housed in a museum, namely National Gallery in London, the painting, like its creator, is now worshipped high up in the altar of art. While consuming the image of Van Gogh's paintings printed on commodities like tote bag and iPhone case, have you ever thought about what you can learn from a piece of artwork about culture, history and social and economic changes through the ages?

From this talk, not only did we realise the importance of viewing things from multiple perspectives, we also learnt that it is the way we think that makes us a unique individual. Sometimes it might not be a bad idea to follow others' opinions, yet most of the time we should try to think from different angles and form our own views so as to develop a more insightful understanding of the world. The world cannot be fully understood until every one of us can think creatively and critically.

5D Ng Yeuk Shu and 4I Sojeong Shim

World Individual Debating and Public Speaking Championship

Ever since our first few stuttered words, we have been taught to use spoken language to advocate our thoughts and persuade others into action: an accumulating pace towards the climax of your speech leaves the audience perched on the ends of their chairs, a monotonous tone combined with a clever selection of seemingly absurd phrases leaves the audience roaring with laughter... What better event exemplifies the importance of utilising spoken language to captivate others than an international public speaking championship?

However, in the process of shaping ourselves into outstanding captivators, we often neglect the importance of sitting back and letting other public speakers – each with their unique wit and style – captivate us. Andre Gide once said, "Man cannot discover new oceans unless he has the courage to lose sight of the shore." This April, I was given the invaluable opportunity to step onto an international public speaking platform as a representative of Hong Kong for the WIDPSC at Lithuania. It was not until I lost sight

of the Hong Kong debating circle and our unanimously rapid delivery style that I discovered the wide spectrum of expression in the global arena. Not only did I benefit from the constructive feedback of experienced adjudicators from around the world, I also refined my own skills through watching the captivating performances of competitors from America, Botswana, Lithuania and many other countries.

Ultimately, debating and public speaking is not about developing a certain style or a certain delivery speed to its pinnacle. Rather, it is about learning from, and evolving to become, the best and continuing to advocate, persuade and captivate.

5F Yeung Faith Zi Rou



Literature Programme at Cambridge

Studying Like an Undergraduate

Reading Rupert Brooke's poems at the Orchard Tea Garden in Grantchester, Scottish dancing at Churchill College, debating in the Cambridge Union... reviewing the snapshots I took during my stay at Cambridge, I can say not a second was wasted in idleness. With such luck of experiencing an undergraduate's life at Cambridge, I made the most out of the English Literature Programme under close supervision of my two mentors. No chalk and talk, my mentors always came up with innovative ideas to teach us more about English literature and culture. I still remember how they surprised us when acting out "Sir Gawain and the Green Knight", a Middle English poem they studied in their first year as an English major at Cambridge. We had so much fun that I would never forget.

The topic of our academic investigation was "Women, Power and Literature". Mr John Cooper, our instructor, Cambridge graduate and now PhD research fellow at Yale University, began our first lesson by asking us to make lists of notable male and female writers. More often than not, the latter would be much shorter than the former, illustrating how men dominated the literary world in English history. From Virginia Woolf's *A Room of One's Own*, we learnt that women in the past were not given the education opportunity they needed to become a writer. The primary focus of our study fell on how women are presented and how they have presented themselves in literature. By the time we left for home, each of us took with us an annotated anthology of literature by women which we jointly produced.

Mr Cooper once took us on a morning stroll around the Churchill College, pointing out random objects and asking

My Twelve Nights at Cambridge

"If music be the food of love, play on; Give me excess of it, that, surfeiting." This quote from Shakespeare's famous play, *Twelfth Night*, keeps ringing in my mind, reminding me of my unforgettable stay at Cambridge this summer. I learnt much more than I had expected, ranging from literature to politics and law. Not only did I learn in class, but also through my interactions with my lovely mentors.

Shakespeare's *Twelfth Night* was one of the main texts that I had to study in the programme. I was given the script of the play and was asked to perform it in front of the class with my partner after a brief preparation. Rendering the emotions of the characters based on our interpretation of the text was quite challenging for us. We were then shown several video clips of the adaptations of the play, in which different actors had their own interpretations of the text and performed the play in different ways. This taught me that there is no right or wrong in the world of literature. I was also introduced old English in which the play was written. What excited me most was that I had the opportunity to watch a professional performance of *Twelfth Night* outdoors in the garden of St. John's College. The sunset and trees formed the backdrop against which the play was staged. Sitting on the lawn, we were physically very close to the actors who interacted often with the audience. It was really a very special learning experience!

us what they reminded us of. And so clouds became curtains and a woman's hair, and a willow tree transformed into a peacock, a pagoda and a person's face. I felt like Rousseau in his *Reveries of the Solitary Walker*, but with my teacher and classmates' warm company I was not alone.

Apart from Mr Cooper teaching us, we had to peer teach ourselves. At Fitzwilliam Museum, a museum for teaching purposes at Cambridge, we were given a chance to apply the critical and literary skills we had learnt in class to interpret paintings and sculptures with women as subject matter. Instead of looking for metaphors, similes and imagery, we studied brushwork and colours, and even how different artworks enter into dialogue when placed in the same physical space.



5J Prudence Cheung



We also did many site visits in London. During the visit to the House of Parliament, the lively and erudite tour guide taught us a lot about the structure of the British government, and the advantages and disadvantages of democratic system. We were then asked to investigate a case of child murderer and discuss what penalty the child should receive, I found it hard to come up with a single judgment. Different definitions of the age of maturity in different countries further complicated our discussion!

Every day, our mentors gave us topics to write about and reflect on. I wrote about the character I like most in *Twelfth Night*; I also created a sequel to *Phantom of the Opera* we watched in the West End. Writing journals allowed me to reflect upon what I learnt. This also offered me a platform to have dialogues with my mentor, who read my journal and gave me feedback daily. I felt grateful that I was awarded the best journal prize at the graduation ceremony. But what meant most to me is not the prize but my daily exchange with my mentor, who also spent extra time reading and discussing unseen texts with us outside the classroom.

Adieu, my mentors, my new friends and Cambridge, and I wish to see you all again someday.

5H Joanne Tsang

Two Weeks in London



Thirty of us stayed with our buddies in homestay in London for two weeks.

Our host family was very nice and they treated us as their own children. They helped us understand the English culture and get used to their daily routine.

We also went on excursions to visit the landmarks in London such as Westminster Abbey, Big Ben, and Trafalgar's Square, but my favourite part was the visit to St. Paul's Cathedral.

When I first saw the ethereal building in front of me, I was captivated by its architectural style and beauty.

We went up the spiral stairs, which were about 200 steps, to the Whispering Gallery, and then 150 steps to the Stone Gallery, and at last, 120 steps to the Golden Galley, which is in the dome of St. Paul's Cathedral. I was already panting and puffing. I breathed in some fresh air... and took my time to enjoy the dazzling scenery of London!

We showcased what we had learnt in our final presentation, and our host families were also invited. We presented songs and dances from *Wicked* and a simplified drama about the story of *Romeo and Juliet*. All of us enjoyed it very much.

The two-week stay in London passed quickly, but the wonderful experiences I had would stay in my mind forever.

1A Ko Audrey Tsznam

During the trip, I found many differences between the lifestyles of people in London and Hong Kong. For example, the high-rise buildings and the muggy air were no longer in my sight; they were replaced by small, tidy houses and fresh air which brought me closer to the beauty of nature.

We had four excursions to London but what impressed me most was going into the Apollo Theatre and watching the famous musical, 'Wicked'. The actors and actresses performed wonderfully and I was amused. Moreover, the songs were meaningful. They taught people to value friendships. I especially admired the quote, 'You will be with me like a handprint on my heart.' It reminded us of our beloved friends who had been supporting us all the time when we felt stressed and desperate.

We had different workshops at school. I enjoyed the Etiquette Workshop most as I learned about the British culture through this workshop. I was equally fond of the final presentation as we could present the things we had learned over the two weeks to our host families and teachers to show our gratefulness to them.

I felt very lucky to have had this precious opportunity to go to London and have a taste of living in a new culture. This has been a memorable and fruitful experience!

1B Ava Au Yeung

The train took off with a loud screech. "The next station is ..." I tuned out and turned my head towards the window, taking in the scenery we were rushing past – lush green meadows and small farm houses tucked into the folds of the hills. I was travelling with my SPCC friends on our first excursion to see the Globe Theatre and St Paul's Cathedral.

The Globe is an exact reconstruction of William Shakespeare's own 16th century theatre. From there, we strolled towards St Paul's Cathedral.

St Paul's was colossal and majestic on the outside. We headed up the steps leading to the entrance a bit too eagerly. What greeted us were rows of neatly placed pews, a huge, decorated altar and an elaborate dome, the ceiling of which was painted with patterns and swirls.

Michael, our mentor, guided us around the cathedral, pointing at different features and telling us their stories. Then, he stopped. We were in front of a huge twisting staircase. He grinned at us. "We're going up!" he said.

Walking up the narrow twisting staircase that reached 336 meters from the ground with claustrophobia kicking in was nightmarish. But – The walk up was worth it. The sight was breathtaking. We had a bird's-eye view of London. The famous landmarks were scattered around. Below us were the Shard, standing tall and proud, and to the west, north and south were the Globe, the Houses of Parliament and the iconic Big Ben.

It was an awe-inspiring trip of history and experiences, one that all of us would remember.

1G Joshua Li Jet Fei



AESTHETICS & CREATIVITY

Composer-in-Residence: Mark Hayes

With over a thousand pieces of music in print, world-renowned American composer Mark Hayes needs no introduction. Back in 2010, Mr Hayes composed the anthem, "*I Will Lift My Eyes*", for our Primary school choir in commemoration of our College's 95th Anniversary. We are pleased to invite him back again to serve as our Composer-in-Residence for the academic year 2013-14.

In April, Mr Hayes spent time in both the Primary and Secondary Schools, working intensively with students in all our choirs as well as the Primary School Orchestra. He also hosted a forum for our young aspiring composers who presented him their own compositions. When asked by students where he usually looks for inspiration, he truthfully and humorously said, "deadlines!"

On 12 April, over 400 students from both the Primary and Secondary Schools joined hands to present "Our Credo: In Concert with Mark Hayes" at the Hong Kong Polytechnic University Jockey Club Auditorium in front of a full house. A variety of Mr Hayes' well-known songs were performed by the various choirs under the direction of the composer. The valuable experience of performing with Mr Hayes allows our students to come up close and personal with the composer and the creative force of music making. This indeed realises the ultimate objective of the residency scheme, which is to take the musical experience at St. Paul's beyond the traditional boundary.



A Musical Homecoming: Summer Concerts 2014

The tradition of the Summer Concert emerged in 1950 when the inaugural school concert was held in the former Lee Hysan Hall on this MacDonnell Road campus. "A torch of music was ignited" were the words of the Music Master back then. In the six decades since, our student musicians have taken on, in spectacular fashion, the stages of the Hong Kong City Hall, the Cultural Centre, and most recently, the Lyric Theatre at the Hong Kong Academy of Performing Arts. But with the completion of the five-year campus redevelopment of the Secondary School, it is both fitting and sentimentally significant to host this year's Summer Concerts back to where it all started; there is simply no place like home!

With the acoustics improved, stage enlarged, seating capacity expanded, the new Sir Robert Kotewall Hall continues to be a place for worship, knowledge transfer and performances during our daily morning assemblies. Gone are the undersized wooden chairs and glass doors; but the sheer passion for music you see in the St. Paulians today remains sternly unchanged, and the torch of music is burning as strong as ever.

The 2014 Summer Concerts, held over two nights on 3 and 4 July, are testaments of the College's long-standing belief in music-in-education. The finale on the first night of the concerts featured no fewer than 500 performers from five choirs of both the Primary and Secondary Schools, the Alumni Choir as well as members of the College's Orchestra. Despite the age span of the performers being over 60 years, they performed in harmony as one and in one spirit, and filled every corner of the Sir Robert Kotewall Hall with the sounds of St. Paul's. We look forward to many more memorable performances in this hall for years to come.



Capturing Gold at WCG in Latvia

The College's Senior Mixed Voice Choir participated in the 8th World Choir Games in Riga, Latvia between 9 and 14 July. With 65 singers from Form 1 to 5, the choir competed against 23 of the world's best college and university choirs and won a Gold Medal (88.38 points) in the Championship Class of the Youth Mixed Voice Choir category (aged 12-24). This represented the best result our College choir has achieved in the World Choir Games since we first took part in 2008.

Charlotte Mui of 5B recalls the experience,

Although the purpose of the World Choir Games is competition, the warmth and friendliness of everyone we came in contact with manifests how extraordinary choral singing can be.

During the opening ceremony, the energy in the stadium was overwhelming, especially when the participating choirs and countries were being announced one by one, as the national flags were being waved. The screams and cheers definitely resembled those of the World Cup soccer finals! The intrinsic power and aesthetic fulfillment that come through the sharing of music could not be more evident

than on the competition day for us as choristers. I can't help but beam with joy at the thought of it.

We are extremely excited to have been awarded a Gold medal in the Mixed Youth Choirs category at such an internationally acclaimed event, it means a lot to us! What has been gained musically, socially and emotionally can hardly be quantified. The eight days in Riga have been such a fascinating time and experience. No words can describe our delight, joy and pride. Our choir has grown closer as a team that respects, loves and cares for each other. That is what I have taken away with me from Riga.



Harmonica Festival in Hangzhou

In early August, the Harmonica Orchestra went on a five-day trip to Hangzhou, China to participate in the 10th Asia Pacific Harmonica Festival (APHF). Apart from being a wonderful musical experience, this is a remarkable finale to my years in the team.

APHF is a highly anticipated event for us. In the lead-up to this intense competition, everyone seemed to be flushed with adrenaline and paid extra effort in rehearsals. We took to the stage on Day 2 to 4 and performed to our best. Our Orchestra came fourth in a very competitive class, and Chan Pui Kiu of 5A and Fok Chun Wing of 6A came 2nd and 3rd out of 92 contestants respectively in the solo category. Our three ensembles also secured top places in the ensemble category.

In the festival, we found ourselves surrounded by great talents and learnt a lot from other competitors. During the evenings, we watched impressive harmonica performances by professionals of different musical styles. The musical appreciation and knowledge exchange we have had in APHF is very valuable.



Apart from the musical experience, I particularly enjoyed the time I spent with other members. Perhaps because this is my last trip with the orchestra, I feel nostalgic even for the most trivial moments in the trip. The APHF journey has brought me closer with the orchestra and is definitely the same for all other members as well. I genuinely love this experience in Hangzhou as I also cherish all the pleasant times I have had with the Harmonica Orchestra.

6F Tam Lap Fung

Ability in Disability

Disabilities are not the end of abilities. Can you imagine how one – being physically handicapped with only a left foot mobile – manage to paint?

Disabled artist Chan Tung Mui demonstrated how to paint using her only mobile left foot. Suffering from cerebral palsy since an early age, Tung Mui has speech difficulties and her trembling arms made it hard for her to write. I was amazed at how she could use her left foot in lieu of her hands to paint. Grasping the brush with her hallux and long toe, she dipped the brush into the paint steadily, with a few strokes on the blank paper, the painting of a winter plum was formed step-by-step skillfully.

Now it's our turn. We took off our socks, and tried to grasp the brush like Tung Mui did. Grasping the brush was already a difficult task as we were not used to holding objects with our toes. The next step was even more painful – when we tried to dip our brushes into the paint that we wanted, we could not properly control the brushes and the paint dripped everywhere. The colour plate began to be covered with unrecognisable paints, which were mixtures of the previous ones. Our plan to paint a winter plum ended in vain, and the frequent cramps of our feet brought even more frustration.

Surely, these feelings are no exception for Tung Mui when she first started to paint. However, as she unfolded her

story, I was truly amazed by her determination and persistence in her pursuit of a painting career, even though she had been rejected by many art academies because of her disabilities. As her name Tung Mui suggested (which literally means 'winter plum' and connotes strength and resilience), she is truly a character of determination and inner-strength. These noble qualities are really worth learning by us.



4J Wong Wai Pan



LEADERSHIP & COMMUNITY SERVICE

Outstanding Students Award

Being one of the eight recipients of the 2013-14 Hong Kong Outstanding Student Award (HKOSA) was undoubtedly a great honour, for which I am most grateful. Yet more importantly, it opened my eyes to a breadth of talents among the corps of outstanding students, and provided me with numerous opportunities to share my thoughts and insights with a greater audience and to grow from new experiences, such as HKOSA's service trip to Cambodia.

The award is not only a huge privilege, but also a great responsibility and a constant reminder to me to put my efforts and abilities towards a greater goal. Too often in our fast-paced and success-driven society, we are often preoccupied with personal achievements and tend to overlook the bigger picture – the betterment of our community and humanity at large. The award has inspired me to take bold steps out of my comfort zone and use my abilities to benefit not only myself, but to make a small but nonetheless positive difference in the world.

The mission of the HKOSA – to advocate and foster the spirits of moral, intellectual and physical education amongst Hong Kong students – is one that I subscribe to and strive for. The value of the award to me lies not in the prize or the trophy, but in the eye-opening journey of both self-discovery and appreciation of talents around me – one that I hope more St Paulians will be able to embark on.

5G Victoria Kwok



Model United Nations

Hong Kong Model United Nations 2014 was my first external conference, and the prospect of attending one with so many MUN veterans was extremely daunting. I represented Ethiopia in the Historical General Assembly on the issue of internally displaced persons (IDPs) in the Second Sudanese War, and successfully co-submitted a resolution addressing the matter in terms of protection, education, and provision of humanitarian aid.

Our main area of conflict was the feasibility of stationing peacekeeping troops in Sudan. Although they would be able to protect civilians from military conflicts, our bloc did not support voluntary force as we believed that it would do more harm than good. Instead, we advocated the use of bilateral talks and negotiation to limit the impact on the Sudanese people, a solution which proved to be widely supported by many delegates and helped to pass our draft resolution.

Being a delegate has definitely helped build up my confidence and increase my global awareness. Representing a country instead of our own selves, I often found myself arguing for an opinion that I personally do not support, but this has proved to be quite challenging and refreshing. Although I plan not to pursue a career in politics, HKMUN has shown me that even students can make a difference in the world.

4J Cheung Hiu Ching

Fourteen of us embarked upon our journey to Beijing in March for a five-day Harvard MUN conference that gathered over a thousand delegates. Being assigned to different committees, including the World Health



Organization (WHO), the Social, Cultural and Humanitarian Committee, the Legal Committee, the Security Council and the Special Summit on Sustainable Development, we engaged in a tightly-packed conference, discussing and debating almost non-stop on topics of global concern. Each committee received its own issue; all of them are of immense significance to the world's future development.

Two other students and I were placed in the WHO, and our issue was HIV in the Middle East. It was a difficult topic as the Middle East nations regarded this issue with disdain, thus, consensus was hard to reach. Nonetheless, we started by sharing our country's views, then turned to discuss some more specific issues such as illiteracy and sex workers. We also had to communicate with other delegates to compromise and unite our stance before we started writing resolutions. Delegates had demonstrated excellent speaking and problem-solving skills. Finally, our resolution passed with a narrow advantage of 7 votes!

4I Ho Shu Wai

Prefects' Leadership Training

Experienced trainers from Amway gave us prefects an insightful training on leadership in August.

We learnt that every team member has his/her own characteristics, strengths and weaknesses. It may be hard for an individual to finish a task alone, but as the old saying goes, 'Unity is strength'; hence, when the team work together, it would become much easier. This is where a good leader comes in to bring the team together to strive for a common goal. We also looked into some of the essential elements that build up a team, such as trust, respect and communication.

True leaders are never the ones who just assign different people to do different tasks, but hide themselves behind the team in times of difficulty. Mr Steve Chan, a VP from Amway, shared with us his experiences as a leader and emphasised the importance of good communication. We have certainly learnt a lot from the training and we shall

put what we have learnt into practice as we assume our leadership roles in the new school year.

5A Chen Sze Lam



In-house Leadership Training

The two-day In-house Leadership Training Program in April was not merely an event to meet new people and play games, but also to demonstrate our abilities in overcoming challenges and difficulties.

The key program on our first day was an orienteering event around Ma Wan Park. This required a lot of teamwork and patience as we had to search for the designated objects under the brutal heat of the sun.

Then came the rope course on the second day. It wasn't just an ordinary rope course but one that required a lot of creativity, courage and dexterity as we had to do formidable tasks inside a small confined space with minimal resources. This was exceptionally challenging because a tiny error would turn your entire task into a failure, thus we had to be very precise and composed.

We have learnt to overcome obstacles using our will and determination. Furthermore, we have improved our communication skills as we had to work together as a team to succeed.

2D Wong Chin Hei Nethinim

While taking part in the group activities, I believe every one of us had a sense of belonging to the group which gradually helped to build the team identity. Although our group members took up different roles willingly, we weren't able to fully utilise all the skills we learnt during the two days. Then came the final task, the floating island. The aim was to get all of us to the other side without falling down from the three separate platforms hanging out there. We encountered many obstacles but that didn't put us off. Keeping in mind all the values and rapport we had developed, we made it.



My understanding of a leader's role has evolved greatly after spending two days in Ma

Wan – it means a person who makes the best use of his or her groupmates' abilities, leading them both spiritually and physically to achieve a common goal. To master leadership is a life journey, but those two days were a platform that provided us further insights into leadership, enabled us to evaluate our qualities and, needless to say, gave us an unforgettable experience with our peers.

2G Kwan Pok Chung Adrian

The leadership training programme was a memorable and marvelous experience for me. Although it was quite tough and tiring, I learnt a lot about the importance of communication and co-operation between teammates.

The most meaningful activity for me though, was a small game we played before our key event on the second day. In that game, we had to pass four table tennis balls using cardboards. I had seen a lot of people playing that game before and thought it was easy – I was wrong. We had to start over and over again just because of some minor mistakes made by teammates. But I learnt that we should not blame anyone and it is important to trust our teammates. We also had to think of different solutions to solve a problem. Furthermore, I deeply understood the value of team spirit. Everyone is equally important in a team. If one of the teammates did not participate and cooperate, we could never finish the task.

2D Au Yeung Yee Man Betty

Connecting Lives with Love

A group of 39 volunteers, including students, teachers, social workers and parents, went on the Guangxi Life Exposure Trip of the Life Connection Mentorship Training Program in April.

We paid visits to the orphans and underprivileged children in a children village run by Gratia Foundation and provided services like painting a wall mural, performing at a variety show and caring the teenagers. We also visited the nearby farming household and a primary school. From serving others, we indeed gained a lot.

There are differences between the children in Guangxi and Hong Kong (especially those in our school): firstly, the children there don't have brand new textbooks, new desk or other learning facilities. Instead, worn-out and broken desks and textbooks are what they have at school. Yet, most of the students there are very attentive in class – honestly, very often we aren't. Moreover, the spiritual joy of students in Guangxi originates from the companionship that they have while students in Hong Kong are from the material things that they own.

Throughout the trip, I am often reminded that how blessed I am to have grown up in a loving family and have the chance to study at a 'well-equipped' school – and I should not take this for granted.

The key to getting the most out of something is to put our hearts in. The smiling faces, the caring and loving words of the Guangxi children are treasures that I will always keep in my heart.

4B Pang Yuk Nga



Learning Science at Cambridge



Be curious. That was one of the most valuable things I have gained in the two-week Cambridge Science Programme. According to the Bloom's Taxonomy for Learning, the sequence of learning is "Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation". All of us were deeply inspired by this programme and returned home with greater passion for learning.

Our lessons were both fun and academic. In biology, each of us enjoyed the valuable opportunity to dissect the heart while identifying the different parts inside, such as the atrium, ventricle, aorta and vena cava. In chemistry, we carried out investigations into alkanes and alkenes, and identified their properties. In physics, a wide range of topics including heat, force and magnetism were covered.

For sports activities in the afternoon, we tried our hand at some British sports such as Frisbee and Rounders. After dinner, we also got interesting activities, such as Boat-Building, Drama and Spaghetti-Tower-Construction. These activities were more difficult than they look, but they brought up our team spirits and enriched our days in Cambridge.

There were a lot of excursions: the Natural History Museum, the Science Museum and the Greenwich Observatory. We hiked up a towering wind turbine in Swaffham wind farm, and had a great time watching the Phantom of the Opera in Her Majesty's Theatre.

2G Yu Chun Sing Albert

My knowledge and interest in science have been greatly enhanced, thanks to the interesting lessons we had in Cambridge. For example, when we learnt about heart rates, we were instructed to measure our own heart rates before and after exercise and compare them with other classmates'. We were active learning – discovering facts ourselves instead of "being told" of – we had a lot of fun!

Another important part of our learning was the "supervision periods", in which I could revise learnt topics, learn about new ones, or just talk about anything related to science that came to my mind with my mentor. I enjoyed this relaxing learning atmosphere very much.

Apart from learning, we also got to try out new things and experience English culture, such as the Burns Night dinner. I'm sure that I wouldn't have the opportunity to try haggis in Hong Kong. To be honest, the haggis tasted much better than what I expected of sheep organs.

2E Tsang Long Kiu

In the Physics lessons, we learnt about speed, gravity and magnetism. Although Physics has been a boring subject in my mind, with the influence of my mentor, Antony, who is studying Physics in Cambridge, I found myself becoming interested in it. In the Chemistry lessons, we learnt much about the structure of elements in different forms and hydrocarbons. The most impressive activity is that we even tried to make plastic from potato starch. Among the three subjects, I love Biology most. We tried to extract DNA from strawberries and our own cheek cells, dissect a heart and measure the energy stored in food. The most inspiring part throughout the trip is the supervisions where we were taught in small groups. Our mentor and group mates discussed enthusiastically about what we had learnt in lessons and what we were curious of. We were encouraged to think deeply and ask questions actively.

Throughout the programme, not only did I gain knowledge and practise more English, I also met new friends and stepped out of my comfort zone. I have trained myself up to be more principled and passionate in learning. It was such a fruitful journey that I would never forget.

2G Choi Chung Yan

Mathematics Olympiad

2C Lai Cheuk Fai and 3B Yung Chun Nok have both won the 1st Class Honour at the Hong Kong Junior Mathematics Olympiad. Yung was then invited to participate in the International Mathematics Olympiad Hong Kong Preliminary Selection Contest. The two budding young mathematicians have a word to share...

I love maths for it is amazing, powerful and beautiful. I am so lucky and proud to be on the school team and represent SPCC at open competitions. I always came across challenging and strange questions, which gave me excitements and satisfactions upon working them out.

2C Lai Cheuk Fai

Although the questions were quite hard, I did acquire some skills in solving them when I rethought about them after the competition. Mathematical concepts are limited; what's really valuable is your experience and flexibility in applying the skills.

3B Jorge Yung

JA Company – Boundless



The Junior Achievement Company Programme (JACP) provided us with a platform to learn about what it takes to be successful in business. Our task was to set up and operate our own company. In September 2013, we formed “Boundless”, marking the beginning of our eight-month entrepreneurial adventure.

The cornerstone of our company lies in our vision that “style is priceless”. Through producing creatively designed yet affordable apparels, we wished to deliver the message that good style could be affordable. Our products were put to the test in December when we participated in the JACP Tradefair in Central, where we had great fun participating in a real marketplace. It was most rewarding to find positive responses from customers for our products.

As CEO, my role extends much further than simply allocating tasks to team members. It was important for me to ensure that there was a good system of communication within the company and that good morale was maintained among all members.

Being named the “JA Company of the Year” was a wonderful way of concluding this wonderful adventure. I believe our determination to strive for the best made our company stand out. The most rewarding part of the programme, however, was the opportunity for us to experience and learn skills and knowledge not obtainable from textbooks and I am sure all of us are now better-equipped for the challenges awaiting us in the future.

6F Son Cheung Lun Jeremy

As the recipient of the ‘JA Company of the Year’ award, we were all invited to a workshop held at Goldman Sachs, an exclusive one-day visit to HSBC and a visit to the Burberry flagship store in Admiralty.

In the workshop at Goldman Sachs, we were taught communication skills and were given practical advice on writing résumés, as well as networking with financial professionals. They gave us great advice on further education and answered our questions on career-related issues.

The HSBC visit was equally rewarding. In the morning, we were given a talk about their business and operations as well as a guided tour around the HSBC Main Building. We were also given the opportunity to meet with their Management Associates. We have learnt a lot more about their work at the bank.



On our visit to Burberry, we were greeted by their Asia Pacific CEO, who told us about their global expansion. We were then given a guided tour of the shop and briefed on their different strategies and innovative technologies in providing customers quality experiences. The trip was very fruitful as we learnt important concepts about running a real business.

The visits were eye-opening experiences for all of us and we left with a better understanding of the business world.

6F Tam Lap Fung

Next Generation Leaders Forum

As the recipient of the CP Achiever Award in recognition of my learning in the JA Company Programme, I was invited to participate in the Next Generation Leaders (NGL) Forum, which took place at Trent University in Canada in August 2014.

A total of 150 youth business leaders from across the world participated in the NGL Forum, which included business conferences and seminars delivered by senior executives, industry leaders and business schools professors.

The highlight of the programme was the Ultimate Business Challenge, in which teams consisting of delegates from different countries were challenged to provide a strategy for transforming Peterborough, a small city in the state of Ontario, into a bigger city such as Toronto.

The cultural diversity among members of my team gave us great synergy to conquer the Challenge. Making good use of our diverse experiences of living in cities of different sizes and cultures, along with great teamwork and sheer determination, we presented a winning strategy, bringing an incredible end to my unforgettable experience in the JA Company Programme.

The experience I had at the NGL Forum has certainly given me a new perspective of the world. While the forum lasted only one week, the skills, knowledge and friendship I gained from it will certainly last a lifetime.

6F Anna Law

Science Project Competition

Our project, Wi-Fi Killer, investigated the effect of Wi-Fi signals on plants – an interesting topic that's closely related to our daily lives. We conducted various experiments and stayed afterschool for discussions and research work. Many of us were unfamiliar with planting, and it was a new experience planting numerous kinds of seeds for observing their growth during germination. We were all very satisfied with finding enough evidence to support our hypothesis that Wi-Fi does affect the plants' germination.

Out of our expectation, Wi-Fi Killer made it to the finals. We then put even more efforts on the final presentation although it was during the pre-exam period. We were all very nervous but fortunately, the presentation went smoothly, which finally earned us a first-runner up!

You may have heard of using banana peels to polish shoes or to make a face mask. However, have you heard of using it as a desiccant?

A desiccant is a material which can absorb moisture. In the competition, we make use of the hydroxyl groups on the surface of the banana peel and reinvent it as a desiccant.

Desiccants sold in shops are usually not good enough to absorb moisture. Besides, they contain a harmful chemical which is fatal to children if they consume it. Therefore, it is important to produce a safe desiccant, and the only way is to make it natural. We did different trials of experiments and knew that banana peels could be a good desiccant. We then carried out further investigations on banana peels – we ended up reusing the peel for 10 times!

“From theory to practice” is the aim of this competition. We had to use our scientific knowledge to carry out

Preparing for the project certainly required a lot of time and effort. Sometimes, there were quarrels and arguments when we had different opinions, for example, on methods of the investigation or apparatus to be chosen. However, it was a valuable experience – as we became a better communicator and listener, and came to build a stronger team.



3B Ho Kevin Loktin, Lam Yat Hym, Moy Wyatt Jason, Sun Shangting, Tung Yat Ying Irma



the investigation. We made use of some basic facts of chemistry and skills of scientific investigation.

Even if you think that science theories are dull, applying them to our everyday lives is surely interesting and fun. In the beginning, we didn't think that those ugly banana peels could be used as a desiccant, but in the end, we were all amazed and thrilled at our success.

2E Cheung Ho Yat, Liu Tin Wai Elzaphan, Tiu Yuen Chak, Tsang Long Kiu

Stem Cell Knowledge Exchange

The Stem Cell and Society Booth Competition is organised by the HKU Stem Cell and Regenerative Medicine Consortium under the Stem Cell Knowledge Exchange program, which aims at enhancing the public's knowledge about stem cells.

In the competition, each group has to explore a particular area about stem cells; selected groups have the opportunity to construct and present the booth to the public. One of our booths focused on stem cells found in umbilical cord blood. Through a realistic simulation of the extraction process and an informative board display, we gave the public basic knowledge of stem cell technology and its possible application in medicine. Besides, we also explored the controversy over the storage of umbilical cord blood in both private and public cord blood banks. We have set up a booth about decellularised heart, which is also known as “ghost heart” – we prepared a ghost heart by perfusing different chemicals into a pig heart for hours

to wash away the heart cells until a transparent heart skeleton remains. By injecting stem cells back into the heart, the lifeless ghost heart reincarnates as a new heart which beats fervidly. This is particularly important in the field of regenerative medicine for patients who are waiting for a heart transplant. This technology, albeit not mature to date, has given a frail hope to the patients that they can be cured in the near future.

4A Kwok Kan Hang & Wu Wan Wei, 4J Wong Wai Pan



SPORTS

International Sports Workshop

Running from 29 June to 5 July, the International Sports Workshop (ISW) has drawn some 140 young athletes from around the world for an exciting line-up of sports programmes – sports clinics offered by professional coaches, keynote speeches by veterans in the industry, sharing sessions by leading athletes – all designed to be both physically challenging and intellectually stimulating.



Mr Lam Chun Ying, General Secretary of HK Paralympic Committee & Sports Association for the Physically Disabled, Dr Robin Mellecker, Post Doctorate Fellow of the Institute of Human Performance at HKU, and Ms Lorraine Ng, Deputy Manager of HK Anti-Doping Committee, were invited to deliver keynote speeches. The sharing session on sport psychology by Hong Kong's first-ever Olympic gold medalist Lee Lai Shan, aka Windsurfing Queen, has drawn an audience of 200 that packed the Lecture Theatre. They were curious about how Lee managed the emotional roller coaster she was on during the Olympic Games. Participants found their skills improved by partaking in the sports clinics offered by professionals, including retired Hong Kong elite badminton player and Hong Kong fencing record holder for more than one and a half decades.

The weeklong ISW has offered participants a balanced exposure to a range of activities that helped develop oneself physically, intellectually, socially and culturally.



Football Stars Rise and Shine

Our B Grade Football Team had done exceptionally well last year. They started off their season with a 7-0 victory in the first match at Group Stage, knocking their rivals out one by one at the quarter- and semi-finals, and in the last match versus Island School, the team was eventually crowned the Champions of the interschool tournament.

The road to championship did not occur as simple and easy as a regular bus ride which took you to your destination without any fuss. Once the team didn't play well in the first half in a Group Stage match. They were told "If you play like this for the second half... it's over. Play every game like it's the final." The words of wisdom from the coach still linger in the boys' memory, they took it to heart, and finally managed to seal the match with 3-0 victory and rose to the next stage.

The boys fought some hard battles along the way, in the Quarter-Final, they were once again lectured by the coach, "On a poor pitch like this, if you can't win the physical game, your skills will become useless no matter how good you are". The boys mustered up their last pitch of endurance, played hard, and beat their opponents by 2-0.

At the Final, the left winger scored the only goal of the game. With the goalkeeper making several fine saves, the team was eventually taken to the top of the league. Congratulations to the B Grade team. Last but not least, our C Grade team also did well and came second at the interschool competition. To conclude the season, our teams triumphed as overall first runner-up.



IB Conference in Singapore

Five teachers from the Mathematics Department attended the three-day IB Asia Pacific Annual Conference 2014 in Singapore. It was indeed an eye-opening, inspiring and fruitful experience.

On the first day of the conference, keynote speaker Professor Marcus Du Sautoy encouraged teachers to include the “Shakespeare of Mathematics” in our mathematics curriculum and demonstrated how to do it with various interesting examples like the Music of the Primes. His sharing was well received by the participants.

On the second day, keynote speaker Mr Richard Gerver suggested that we re-think how we teach in terms of the new technologies in the 21st century. To invent, we need to break the rules. He also advised schools to collaborate with tech firms like Google and Microsoft. He suggested teachers to avoid teaching the same form for years and to adapt to changes. His humorous and entertaining way of delivery had won him a big round of applause.

On the last day, keynote speaker Professor Lawrence M Krauss briefly discussed the major developments in Physics in the past few centuries and how these groundbreaking discoveries help us understand the origin of our universe. The audience was taken on

a remarkable scientific journey from Plato’s primitive views of the universe to Higgs Boson’s recent discoveries. Professor Krauss concluded by discussing the implications of these discoveries on our fundamental understanding of space, time and our origins.

Other than keynote speeches, there were breakout sessions on a variety of themes and topics, such as sharing of practices and pedagogy in IB schools, use of technology and others. Our Mathematics teachers found the sessions on “Spice up our mathematics with magic tricks and puzzles” and “Inquiry in the DP mathematics classroom” most interesting.

In a session about academic honesty, schools were advised to teach students – from their primary education – the importance of academic honesty, and that it requires cooperation of teachers and parents.

Our teachers found the conference very useful and inspiring. They would reflect on their current practices and explore how some of the teaching ideas or new practices may be applied to our school.

Ms Chan Chui See and Mr Mak Desmond

IB Regional Workshops

The regional workshop organised by the International Baccalaureate Organisation for IB teachers took place from 13 to 15 September 2013 at Discovery College. Four teachers from the Mathematics Department attended the workshop – two for Mathematical Studies SL (Category 1), one for Mathematical Studies SL (Category 2) and one for Mathematics HL (Category 2). Another workshop for Mathematics HL and SL: A focus on IA (Category 3) took place from 9 to 11 February 2014 at Renaissance College in which one Mathematics teacher attended.

As new Mathematics curriculum will be implemented in the examinations of 2015, it is necessary for teachers to know the changes made, in particular, the internal assessment component, “portfolios”, being replaced with a “student chosen exploration”. In the workshops, the examiners provided teachers with ideas on how to stimulate students in doing the exploration task.

The Mathematical Studies SL (Category 1) workshop aimed at giving an overview of the course. During the three-day programme, the IB learner profile, Diploma Programme Model, purpose of project and assessment criteria were introduced by experienced examiners. To get a first-hand experience on the marking scheme, teachers were asked to mark sample papers. This was indeed very

helpful for us to understand the rationale and the practice of how IB examiners did their markings.

The Mathematical Studies SL (Category 2) workshop placed emphasis on the marking of External and Internal Assessments (IA), in particular, the way to lead students in deciding on a topic for their IA. Theory of Knowledge (TOK) and the new subject guide were also reviewed.

In the HL workshop, practical teaching ideas were shared. The stimuli in doing an exploration task and how to do an extended essay were also discussed.

The Focus on IA workshop introduced the new IA model of assessment with the first examination in 2014 and explained how the aims and objectives of the subject could match with the IB learner profile to help students become life-long learners.

Teachers found the workshops useful in getting up-to-date with the changes in the curriculum. The workshop also provided them with a valuable opportunity to meet and share teaching ideas with IB teachers from all over the world. A deeper understanding of the IB learner profile, which tallies with the attributes of the SPCC Student Profile, could also be developed.

Rolling Out New Subject

Environmental Systems and Societies (ESS) is a trans-disciplinary course within the IBDP. It can be counted as a Group 3 or Group 4 subject or both. As a trans-disciplinary subject, ESS is designed to combine the techniques and knowledge associated with Group 4 (the experimental sciences) with those associated with Group 3 (individuals and societies). Students will study the environment and environmental issues from the socio-economic, political as well as scientific perspectives. Such learning approach will develop students as critical thinkers with balanced viewpoints and ideas. The subject will be offered in the F4 Preparatory Year in 2014-15.

To facilitate the planning and preparation for the new subject, three teachers from the Geography and Biology departments, Ms Priscilla Wong, Ms Elsa Fung and Ms Shirley Chow, attended the IBDP ESS workshop (Category 1) from September 13 to 15 at Discovery College, Hong Kong. The workshop was led by experienced IB ESS examiner, Ms Cheryl Moulder.

Teachers were given a clearer idea of the breadth and depth of the subject content, as well as the assessment requirements. More importantly, they have obtained a lot of subject resources which would give tremendous help to the planning and teaching of the new subject.

Blended Learning, Flipped Classroom and MOOC Initiatives

A staff development talk on Blended Learning, Flipped Classroom and Massive Open Online Course (MOOC) was held on 11 April in the School Hall. The talk was facilitated by Professor Pong TC, from HKUST.

In recent years, education has gone through a paradigm shift from teacher-centered to learner-centered pedagogy. With the rapid development of information and communication technology, high quality digital learning resources, such as multimedia content, have become readily available and increasingly popular. Advances in mobile and wireless technologies provide ubiquitous learning environments that allow learning to be carried out anywhere, anytime using mobile devices.

The development in pedagogies emphasises on active and collaborative learning, focuses on outcomes and mastery; the technological development provides platforms that support interaction and collaboration. The convergence of these new pedagogical and technological developments has led to new approaches in the delivery of teaching and learning including blended learning, flipped courses and MOOC. The talk ended with an experience-sharing session by Mathematics Department.

About 60% of the participants thought that the activities have contributed to their professionalism and most agreed that the activities helped them gain a better understanding of the theme.

Staff Development Day – RoP and Experiential Learning

On 28 August 2014, the first Staff Development Day (SDD) was held at The Cityview, with the theme: “RoP and Experiential Learning”. The objectives of the SDD were to learn about the philosophy, principles and practices of experiential learning, its important role in the Form 3 Rites of Passage (RoP) programme, as well as provide an opportunity for teachers and staff to work together to see how experiential learning can be applied to their academic subjects at SPCC.

Adopting the model of Positive Education, the proposed experiential learning programmes to be offered in the classroom aim to build more coherence between academic learning, structured developmental activities and optional learning opportunities, and provide a platform to nurture students in accordance to the attributes of the SPCC Student Profile. These programmes can also provide students with greater positive experiences in their academic subjects through the school’s holistic educational approach.

Throughout the day, while participating in experiential learning activities in groups of mixed disciplines and reflecting on each of these experiences, teachers and

staff not only learnt about the history and characteristics of experiential learning, but also its power to motivate students through deeper and more extensive engagement in the learning process. Also, being able to learn more about the RoP programme and its design principles has shed light on the necessity of sustaining the learning outcomes and learning culture back at school in order to help students see how they can continue to pursue their own personal learning goals in Form 4.

Time was provided in the afternoon for all subject disciplines to refer to the principles and conditions for effective experiential learning, and brainstorm potential subject-based ideas for the classroom. From there, these ideas will act as a starting point for the upcoming SDDs that aim to provide discussion and time to design a two-week academic experiential learning programme for Form 4 students across the curriculum.

All in all, it was an extremely fruitful day that not only served to introduce experiential education and its relationship with the school’s RoP programme, but also highlight this important learning process and its vital role in curriculum development.

由蝴蝶探究到深化學習

為鼓勵學生善用校園環境學習，我們於2月13及14日舉行蝴蝶探究研習日，希望學生延續上學期跨學科課程的精神，繼續探究身邊事物。各級老師費盡心思為學生設計許多精彩活動，例如小一的「蝴蝶找媽媽」故事創作、小二的「四格漫畫」製作、小三的「棋盤遊戲」設計、小四的「攤位遊戲大比拼」和小五的「理想蝴蝶園藍圖你我畫」等，學生寓學習於娛樂，校園裏充滿歡樂的笑聲。

為深化學習，小六老師更為學生設計一連串探索校園的活動，讓學生學習收集及分析環境數據，以完成研習報告。



Project Learning at Butterfly Garden

“Project Learning” is a major component of the Primary 6 General Studies curriculum. Students have the opportunity to choose an area they want to investigate on the school campus. Project learning enables students to develop a wide spectrum of skills including data collection and analysis, field study and interviewing techniques. Students also need to be critical thinkers when drawing conclusions for their reports.

Apart from learning more about butterflies, working in a group helped me learn how to cooperate with different people and learn from each other. It gave us a very good opportunity to voice out our opinions and communicate with our teammates.

6A Tiffany Siu

I have learnt how to use various methods to observe living things, such as using a microscope or going on a field study. I have gained more knowledge in science and built trust in my team. I look forward to exploring more in science in the secondary school.

6B Wilson Cheung

I have learnt a lot of scientific knowledge and communication skills from our project. When I was small, I thought butterflies came just because of the flowers and plants. Now, I know that factors such as the weather, temperature, humidity, plants and amount of sunlight would also affect how butterflies choose their habitat!

6D Lo Chun Yuen Andy



CHRISTIAN EDUCATION

福音週

學校一向重視學生的靈性培育，除了日常的早禱週會及宗教課外，每年期考後活動週，我們均會為學生舉辦連串的福音活動，讓學生有更多親近神的機會。

小一至三的同學在福音嘉年華的攤位參與跟福音有關的遊戲，有的以玩層層疊的方式去抽出天父不喜歡的壞習慣、有的用射箭形式選出天父喜歡的愛心行為，亦有同學用心製作福音小手工，把十字架的愛帶回家。

四至五年級的同學，則參與寶劍操練，熟讀金句，學習神的話語。六年級的同學則參加由以勒基金舉辦的講座，講者以聖經的話語提醒同學善用暑假，不要只顧上網玩樂，同學們都獲益良多呢！

除此以外，學校以中學團契為藍本，為六年級同學安排 MiniTuestation，以小組遊戲和分享讓他們嘗試團契的模式，有些同學更立即報名參加來年的 Tuestation！

還有音樂佈道會，我們邀請 May 姐姐帶領「耶穌大追蹤」，學生跟著她又唱又跳，一起透過詩歌和話劇去領略神的愛。



親子福音晚會是福音周的重頭戲，今年以「從天上而來的愛」為題，邀請余德淳先生作主講嘉賓，亦邀得許嘉榮先生為我們分享他傳奇的生命見證。參與人數可算是歷年之冠，共有約 650 位家長和約 350 位小孩子參加，他們對當晚的福音分享讚不絕口，更會把收到的好訊息傳給身邊的親朋！老師亦為學生在多用途場館安排了精彩的表演

節目，既有木偶劇、魔術表演，也有故事訊息及詩歌分享。

夏日親子樂續 FUN

作為親子福音晚會的延續，聖保羅堂與本校在暑假為家長及學生合辦名為「夏日親子樂續 FUN」的暑期活動，讓家長了解如何培育孩子身心靈健康發展，孩子亦能從活動及遊戲中認識主的福音及真理。

活動於 7 月 20 日起，一連六個週日的早上於聖保羅堂舉行。家長活動以分享及小組討論為主，每次邀請一位家長教友分享培育小朋友健康發展的經驗，然後是小組討論，互相分享培育子女的心得，每次聚會人數達七十多人。兒童活動方面，則採用香港萬國兒童佈道團的課程，主題為「美食嘉年華」，內容包括詩歌、聖經課、金句、團體遊戲、手工、茶點等；當小朋友一聽到主題曲《Yummy Yummy》時，便會很快、很投入地邊跳邊唱。5 個主日的課程都以食物作主題，讓孩童明白神的話語就好像美味的食物，除了解決人生需要，更能為我們帶來心靈滿足！

8 月 24 日是結業禮，參加的家長及同學達 200 多人，由林壽楓法政牧師頒發證書。結業禮後家長一起參加聖保羅堂的午堂聖餐崇拜，而孩子們就在副堂觀賞福音電影及享用茶點；整系列的暑期福音活動在平安喜樂及歡笑聲中圓滿結束。



新加坡音樂文化交流

本校樂隊及高級組合唱團學生於4月13至16日，前往新加坡作四天的音樂文化交流，並假 School of the Arts 的音樂廳，舉行兩場名為 Our Credo: SPCCPS In Concert With Mark Hayes 的交流音樂會，邀請 Raffles Girls' Primary School (RGPS) 及 St Andrew's Junior School 的合唱團同台演出。

是次音樂交流中，我校本年度的駐校作曲家 Mark Hayes 指導高級組合唱團及兩所友校演唱他的作品，而新加坡交響樂團副指揮 Jason Lai 亦為樂隊學生主持工作坊，並參與音樂會演出。音樂會的節目十分豐富，首先由 Mr Lai 帶領樂隊演奏一首節奏輕快的樂曲揭開序幕，接著音樂總監李偉安與弦樂隊合奏 Dmitri Shostakovich 鋼琴協奏曲的選段，然後樂隊再演奏何占豪、陳鋼作的《梁祝·化蝶》及貝多芬的《快樂頌》等多首經典樂曲，同學們投入而富音樂感的演出，贏得觀眾熱烈的掌聲。在下半場，高級組合唱團以不同語言演唱四首不同風格的歌曲，並以動作和舞步演繹富香港特色，名為《購物天堂》的歌曲，兩所友校亦分別演唱多首動聽歌曲，大家都施展渾身解數，悅耳的歌聲令人繞樑三日。

此外，Mr Hayes 指揮高級組合唱團演唱他在95週年校慶為合唱團所寫的《I will lift my eyes》，並與李總監合奏他所改編的鋼琴二重奏樂曲，最後 Mr Hayes 帶領樂隊與所有合唱團一起演唱其作品《Credo》，音樂會在動人的歌聲、琴聲以及歡呼聲下圓滿結束。這次音樂會獲得新加坡音樂和教育界友好的支持和讚賞，而當地網上文化雜誌 Arts Republic 亦訪問了 Mr Hayes 和李總監，有關報導已上載於該網站。

在短短四天的緊密行程裡，團員除了在音樂會演出外，還參觀了新加坡的名勝，包括知新館、Art Science Museum、魚尾獅像公園、城市展覽館、牛車水和小印度等，其中令學生印象最深刻的是國際知名的 Esplanade Theatre。導賞員介紹音樂廳內各種特別的聲響設計，能因應不同性質的音樂會調節反聲設置，高級組合唱團的小六團員還即席走到舞台前演唱，感受特別的聲效呢！從是次交流活動，團員們不單對新加坡加深了認識，還能跟友校同學在音樂上互相學習，而 RGPS 合唱團部分團員更於6月中到訪本校，與高級組合唱團一起學習唱歌，學生大使還帶領她們參觀學校，大家均獲益良多。



新加坡學習之旅

學校每年會為小六學生組織學習交流之旅，既可增進見識和擴闊視野，更讓他們在小學階段結束前留下一個愉快的回憶。本年度的畢業營於新加坡舉行，學習主題是認識新加坡的城市及環保發展，了解獅城的多元文化及體驗當地的學校生活。

認識城市發展

學生參觀新加坡城市展覽廳 (City Gallery)，認識獅城的歷史、市中心建設和城市規劃。此外，更參觀了新加坡知新館 (Singapore Discovery Centre)，認識當地的過去、現在和未來發展，更被館內的 Singabot 深深吸引。



認識環保發展

在濱海堤壩 (Marina Barrage) 學到環境保護與持續發展的重要性；遊覽濱海灣植物園 (Gardens By The Bay)，欣賞優秀的熱帶園藝和園林藝術；參觀新生水展覽館 (NEWater Visitor Centre)，見識污水回收和淨化的新技術。

認識多元文化

遊覽印度人社區「小印度」、馬來人社區「甘榜格南」和華人社區「牛車水」，了解不同族裔文化共融的情況。

體驗新加坡學校生活

與 Saint Andrew's Junior School、Raffles Girls' School、Nan Chiau Primary School、Chua Chu Kang Primary School 的學生進行交流，參觀校舍設施，一起上課，體驗新加坡的學生生活。



新加坡之旅除了為畢業生帶來一段難忘回憶外，學生無論在求知、品德和待人處世方面，皆有裨益。

專業交流 追求卓越

不同教育團體之間的專業交流是推動學校持續改進、追求卓越的有效途徑。上年度下學期，我們很高興與多間來自本港和海外的學校進行交流。除了教師層面互相切磋經驗之外，教育局中國語文課程發展組亦於5月到訪，探討提升學生中文學習能力的教學策略。此外，與友校學生一起上課交流，以及接待幼稚園家長來訪，都能為我們帶來新視野、新思維，有利優化各種教育方法。

日期	來訪學校	交流主題
28/02	拔萃男書院附屬小學	課程與教學
18/03	澳門培正中學	課程與教學 (數學、常識)
20/03	中華基督教會協和小學	課程與教學 (數學)
27/03	英國 Benenden School	課程與教學 (數學)
09/05	福建中學附屬小學	學校管理、課程與教學
20/05	教育局中國語文科課程發展組	課程與教學 (中文科)
22/05	協恩中學附屬小學	課程與教學、課外活動 (英文科)
27/05	靈糧堂幼稚園	學生培育、課程與教學、課外活動
13/06	新加坡 Raffles Girls' Primary School	音樂交流
15/07	聖公會靜山小學 聖公會日修小學	綠色校園

學生大使

我們很高興接待不同團體到我校交流，包括澳門培正中學、福建中學附屬學校、協恩中學附屬小學、靈糧堂幼稚園及新加坡 Raffles Girls' Primary School。學生大使幫忙接待嘉賓，從中體會團隊之間互相關愛、合作，團結和溝通的重要。



記得小一入學時，我已被美麗的校舍深深吸引。今年有機會以學生大使的身份接待福建中學附屬學校的高校長，向她介紹我們這溫馨的校園，和她分享校園生活的樂趣，真是既榮幸又興奮。我相信每一位前來參觀的嘉賓都很渴望認識我們的學校，但我更希望他們能感受到我們在這個大家庭中一起成長和學習的喜樂。

高校長和藹可親，參觀期間我們興致勃勃地交流了兩校同學的學校生活，更讓我欣喜若狂的是參觀後我還收到高校長的來信及她們學校的照片！我跟她介紹我們學校英文室的時候，好奇地問了她們學校有沒有英文室，她說沒有，

但是有個中文室名叫「文華軒」。之後，她便把文華軒的照片寄給我。文華軒的佈置古色古香，充滿了濃郁的中華文化的氣氛，如果身在其中就好像坐了時空穿梭機回到了遠古的中國環境裏。在暑假期間，我更回了一封信給高校長呢！

這次接待高校長的經驗，對我這個小學生大使來說，實在獲益良多：能夠與嘉賓誠懇地交流和通信，加深我對祖國文化的認識，真叫我大開眼界。

三丙 余津原

Asian Pacific Children's Convention



We are honoured to be selected to represent Hong Kong as Junior Ambassadors (JA) at the Asian Pacific Children's Convention in Fukuoka. We are extremely thankful for God's care, the headmistress' support, the teachers' encouragement and our parents' advice that guide us through the difficult path to become a part of the JA. We would not have become JAs without their help. We are looking forward to this meaningful exchange program and will do our best in Fukuoka in order to thank all the people who have been giving us immense support over the months.

5C Chan Hayden Martin, 5E Liu Ngar Yin Bethanie

AESTHETICS & CREATIVITY

開拓創意空間

視覺藝術科致力發展多元化教學策略，培養學生的創意及想像力。除了在正規課堂內教授技巧及美術欣賞外，課堂外的活動種類繁多，包括國畫班、書法班、手工藝班、陶藝班以及「右腦繪畫」班，為學生提供不同的創作體驗，提高學生的創作意慾。

隨著社會和科技發展，藝術創作的概念、形式和技巧都不斷演變。學生可以在創作過程中，發掘各種藝術形式之間的共通性及獨特性，結合不同的視覺藝術形式，開拓更大的創作空間。

聖保羅的學生都是一群追求卓越的孩子，我們期望學生在創作過程中，主動尋找個人的表達方式和解決問題的方法，掌握多元化的視藝技巧，在作品中充分表達其創意和情感。



Our Credo 踏出海外 發揮潛能

4月12日是我們的大日子，中、小學共7個音樂團隊一同參與名為 Our Credo 的音樂會，為了此音樂會及新加坡的音樂交流活動，我們特別邀請從美國遠道而來的著名音樂家 Mark Hayes 與我們的團隊同台演出，師生們努力堅守追求卓越的精神，於音樂會中表現到最好。當天座無虛席，掌聲如雷，表演十分成功。

A 組合唱團和樂隊表演了很多特別的節目，包括演唱《購物天堂》、《星星的暑假》、《The Syncopated Clock》、《I Believe》和 Mr Hayes 指揮的《I Will Lift My Eyes》。最特別的是由 A 組合唱團和中學合唱團合唱 Mr Hayes 創作的《Credo》。還有樂隊所演奏的《梁祝·化蝶》、《Fiddle-Fiddle》、《Bagatelle》、《Ode to Joy》和 Selections from 《Les Miserables》。雖然表演前的練習非常辛苦，但經梁校長、李總監和多位音樂老師的鼓勵後，同學們很用心地練習，發揮音樂潛能和團隊精神，將表演做到最好。

五丙 何敏心

「嘩啦啦……」聽著台下響起的熱烈掌聲，自學校音樂節以來發生的事件一一浮現腦海——今年我加入了 B 組合唱團和樂隊，參與兩邊的排練和演出。碰上要溫習測驗，更覺得時間不夠用，很辛苦。但不知怎的，在 Our Credo

音樂會有幸得到 Mr Hayes 親自指揮我們的演唱，又聽到台下的掌聲，我感到非常自豪，練習時的辛苦也通通忘記！在此多謝校長、音樂總監和老師們的悉心安排。

五丙 曾鐸霖

4月12日下午，我們 C 組合唱團獲得一個難得機會與世界知名的音樂指揮及作曲家 Mr Hayes 共同踏上舞台，表演他親自創作的《I Believe》。他在表演前一天到學校為我們指導排練，解釋樂曲的意思，又教導我們每一個孩子都能改變世界，讓我們思考對世界的貢獻，從學習唱他的歌曲，亦學會做人的道理。表演當天，在 Mr Hayes 的指揮下，各同學都全情投入，不但用心歌唱，亦從表情及眼神中演繹歌詞的意思，我們更得到無數掌聲呢！我很喜歡唱歌，亦多謝老師的安排，讓我們眼界大開。

三甲 翟庭悅



音樂大匯演

6月20日下午，超過100位小三的弦樂組、敲擊組及管樂組同學，以及初級組合唱團、小一D組合唱團、手鈴隊及直笛組於學校禮堂同台演出。我們更邀請小一合唱團及小三器樂組的百多位家長到場觀看學生們的學習成果，學生們表現投入成熟，老師及家長對同學的表現都感到欣慰。

今年，全級小三同學在音樂課時分組學習，組成小三弦樂組、管樂組、敲擊樂組及多個樂器小組，我很高興加入了小三弦樂組。12月的慶祝會中，我們為全校師生表演聖誕樂曲；在6月下旬，更參加了音樂大匯演，並邀請家長來分享我們的學習成果。大家在表演前都很緊張，但同學們互相鼓勵，音樂老師及團隊導師也為大家加油打氣，最終我們都能發揮合作精神，在舞台上各展潛能。我覺得團隊精神十分重要啊！

三乙 朱卓熹

很幸運獲選入小三管樂組！我們逢星期一排練，樂組中只有我吹奏長號。我在表演及排練中學會與人合作，演繹樂曲時流露感情，亦要隨機應變，真是獲益良多呢！我們在音樂大匯演中表演《Jupiter》一曲，自從入了樂組後，我越來越喜歡參加團隊訓練及表演，從表演中建立自信及學

會合作，又能跟人分享自己的興趣。我極希望來年加入學校樂隊，參與不同類型的表演及比賽，擴闊眼界！

三乙 張浩峰



又是小三弦樂組的練習……想起辛苦的練習，雖然過程艱難，但換來在台上表演的幕幕回憶，這經驗甚麼也不能取代——我就像一位音樂家，把美妙的琴聲奏出來。全靠何指揮、各位老師和同學的支持和教導，令我們小三弦樂組克服恐懼，在音樂大匯演發揮到最好呢！我希望未來的學校生活更豐盛、更充實，亦希望成為學校樂隊的成員，把動聽的音樂與人分享，為學校出一分力！

三丁 李穎希



LANGUAGE & CULTURE

Oliver Twist

Our P6 graduates proudly presented their drama production to their parents and schoolmates on 26 and 27 June respectively. Both shows attracted audience of more than one thousand and received encouraging comments.

As the teacher advisor of the stage management team, I would like to conclude that we had the most talented actors and actresses this year. They followed what the director and the Stage Management team told them and acted out successfully only after one or two attempts. How intelligent they were! With the support of the Costume and Makeup team, the actors looked like people living in the 18th century. The sets on stage were made up of four tall wooden blocks with four sides. By turning the blocks, different scenes such as the workhouse, the London streets and Fagin's den could be shown in front of the audience. The brilliant work of students from the

Prop and Set team must be greatly acknowledged. The music composed, with lyrics written and played live by the Music team certainly stole the hearts of all the audience. The Light and Sound team created stage effects such as the thunder and lightning, and many other small sounds. Putting spotlight on certain characters seemed easy but was actually not. If one missed a second, the effect would be acutely spoiled. The Front of House interviewed different parties, took photos, designed invitation cards, arranged seating plans and decorated the reception corner. The programme book designed by them was published in a limited number. It would definitely become a pearl of each graduate and part of the history of the P6 English Drama.

Ms Yeung Yin Suk JoJo
Head of English Department



Drama on Public Health

The University of Hong Kong Li Ka Shing Faculty of Medicine Centre for Cancer Research has organised an Invitational Interschool Drama Competition on Public Health. The main objective of the competition was to raise the public's awareness of the importance of a healthy lifestyle. I was excited yet nervous when I learnt that I was going to represent my school with 7 other students in this competition. It turned out to be a fruitful learning experience. Not only did I have a lot of fun, I also learnt much about how to prevent cancer.

5E Tyler Tom



活學中文

承傳活學語文，從生活中學習文化的構想，本年度，我們推薦兩位同學——小六級陳朗喬及吳曉彤參加中國語文菁英計畫比賽，她倆分別奪得菁英金獎亞軍及菁英金獎，成為香港十位語文菁英代表，於復活假前往西安參加學習交流營。

中文，對以前的我來說，可能只是我的母語，但經過這次比賽，讓我對中文有更深的體會。

參加總決賽，要對中華文化，以及中國悠長的歷史有很深入的認識，因為在必答題和搶答題的部分都十分考驗個人的中文知識。準備比賽時我不斷背誦詩詞，翻查資料，了解詩句中的韻味及歷史人物的背景等，發現原來每一首詩詞背後都有一個故事，讓我知道單單幾句短短的詩句，已足以讓詩人表達一己情懷。相比起自己寫作時，洋洋灑灑幾百字也未必能清晰表達一種感情，古人作詩的技巧真值得我學習，同時深深體會到文字精煉的重要性——這真是我對學中文的新體會。

五天的西安之旅，也讓我結識不少新朋友。除了我校兩位代表外，其餘八位同學均來自不同小學，但大家都懷著一顆熱愛中文的心來到西安，有著共同的話題，很快就熟絡起來。旅途中大家經常聊天，分享遊覽不同景點的感受，交流學習中文的心得，甚或是閒聊自己在香港的生活。幾天的朝夕相處讓我知道，不一定只有同校同學才能成為投契的好朋友，只要大家有共同話題，誰都可以成為良朋知己。現在我們回到香港後也會定期約出來聚會呢！

六丙 陳朗喬

「中文菁英計畫比賽」可說是我參加過的比賽中最為艱辛和難忘的一項。比賽有上千個參加者，內容除了考你的中文功底和對中國歷史的認識之外，還會考驗個人創意和臨場應變能力。

令我印象難忘的是決賽前的學生工作坊，主辦團體請來兩位大學教授為我們講解寫作和演講的要訣，讓我明白要寫好一篇文章，首要條件是內容充實，文章層次鮮明、有條理、有鋪排。其次，就是結尾要寫得好，我發現香港大部份小學生的作文，結局不是人人都在感動地哭就是說教似的，既誇張，又不真實。寫文章，最重要是寫出自己的真實情感，一個簡單但又能牽動讀者的心的結局就已經是一個最好的結尾。

另外，我在比賽過程中也意識到原來懂得控制自己的情緒，以平靜的心情和樂觀的態度去面對比賽也是非常關鍵的。在整個比賽過程及西安之旅，我領悟到其他同學的優勝之處，也了解到自己的強項和需要改進的地方。

這次比賽不但增加了我的中文知識，還給我機會去挑戰自己，使我獲益良多。

六丁 吳曉彤



多元平台 展示數學才能

除了教授課本上的數學知識，我們同時為學有餘力、學有興趣、學有特長的學生提供展示數學才能的多元化平台，例如數學課堂內的延伸學習部份、抽離式的奧數隊訓練和推薦學生參加各類型數學比賽等，讓學生學習以開放、創新的思維模式，發揮數學潛能。期望透過這些機會，激發學生的興趣，體驗到學習數學的意義和快樂、提高思維水平、鍛煉意志，從而培養他們持之以恆的耐心和克服困難的信心，以及戰勝難題的勇氣。

記得小時候，有次表哥問我 $1+2+\dots+100$ 的答案是什麼？當時的我很傻，真的把每個數逐一相加，當然也加不出答案來！後來，表哥教導我正確的計算方法，他告訴我這就是奧數的精髓，從此我便對奧數產生好感。在學習奧數過程中，耐力和恆心很重要。每次做練習時，我可以坐上半天也不覺累，因為我實在太喜歡奧數了，尤其當你由毫無頭緒到想到解決方法的時候，真的有很大的滿足感呢！

五丁 陳焯鏗

今年我第一次參加「華夏盃」全國數學奧林匹克邀請賽和亞洲國際數學奧林匹克公開賽，很榮幸分別獲得全國狀元獎和全港冠軍！數學真的很有趣，因為要從多方面思考，不同層次分析，再按步找出答案，令我有很大成功感！解難過程中，我總會自然投入思考，渴望破解難題。最後，希望可以繼續參加不同比賽，為校爭光！

三乙 朱卓熹

記得最初接觸奧數時，我已經覺得題目很有趣——雖然題型千變萬化，但只要多練習，找到竅門，便能夠掌握解難技巧。每次參加比賽，我都抱著輕鬆的心情面對，盡力而為，便不會有壓力了。我十分感謝老師給我很多機會去參加比賽，我會努力裝備自己，迎接未來更多的挑戰！

四甲 何柏鋒

今年是我第一次代表學校參加校際奧林匹克數學邀請賽。和同學一起上台領獎那一刻，真是非常興奮和激動。還記得老師教導我們既有趣又特別的運算方法，加強了我的計算速度，我衷心感謝老師們對我們的教導和鼓勵。我會再接再厲，迎接未來更多的數學挑戰！

一乙 宋日喬



科學探索 展現創新潛能

小一兒童科學日營

為讓學生透過富趣味的探究及實驗以培養科學素養並建構科學知識及概念，我們每年均為二至六年級舉辦「兒童科學日營」，本年度更延伸至一年級，主題為「智能感官大發現」，希望學生能透過實驗，把五感的體會及新知識應用在生活中，配合生活所需。

今年是學校首次舉行小一科學日營，每組學生都積極投入，互相合作，一張張精靈的臉孔，一雙雙好奇的眼睛，同學們都盡情運用視覺、觸覺和聽覺去細心觀察、聆聽和感受。在老師耐心引導下，加上義工家長全力支持，同學們大膽假設，並憑借自己在課堂所學的知識逐一破解科學謎團。成功的同學固然興奮不已，但未能成功的同學亦不輕易放棄，相反他們會刨根問底，從中可見他們好學不倦的態度。最後，大家還用自製樂器來個大合奏和大合唱，祝賀各位4月生日的老師、家長和同學，場面溫馨。

是次活動讓同學在不同課題中進行觀察與探究，從小體驗及學習對事物要有主動探索的精神，相信透過實驗，科學種子必能在孩子身上茁壯成長！



小太空人計劃

每年，「美國萬通小太空人訓練計劃」都會贊助表現優秀的小朋友遠赴海外太空訓練營受訓，引發他們對太空及高科技的興趣，培養積極自信和勇於接受挑戰的個性。經過嚴格的訓練和測試，本校一位小三同學成功當選為小太空人，於暑假期間展開難忘的太空探索之旅。

記得我唸二年級時，五年級的黃雅婷同學在週會中分享自己當選小太空人的所見所聞，令我十分渴望能成為其中一分子，所以我報名參加小太空人訓練計劃。可惜，因為我在複選面見評判時很緊張，影響臨場表現而落敗。但我沒有氣餒，在檢討自己不足之處後，我透過參加講故事比賽、朗誦比賽、擔任學生大使等，鍛煉自己的應對能力和口才。

這個學年，我再次參選，期間遇到不少磨練和挑戰，例如：在體能測試時，我不慎扭傷了足踝，但想成為小太空人的決心，令我忘卻痛楚；永不放棄的信念，驅使我像一枝離弦的箭不斷地向前衝；我不畏風浪，向著目標一步一步邁進。

當我接獲通知能成為小太空人的一刻，我欣喜若狂。梁校長對我說過的一句話頓時浮現在我的腦海中：「亮恆，

做事最重要的是有恆心。」校長，我終於跨過重重障礙，衝向無限的宇宙。

感謝梁校長的鼓勵和支持，感謝老師的教導和指引，感謝黃雅婷學姊和楊秉睿學兄無私的分享。這次成功，是屬於聖保羅的！

三戊 伍亮恆



SPORTS

再創佳績

今年的比賽成績異常彪炳——無論游泳、田徑、劍擊、乒乓球、羽毛球、籃球等，我們均入三甲，因此在「港九地域小學體育獎勵計劃」中奪得港島西區（男子組）銀獎學校及（女子組）金獎學校！另外，乒乓球校隊更突破性取得「全港九區際小學乒乓球比賽」男子甲組冠軍，戰績是歷年來最輝煌的一屆！除了靠同學堅毅不屈地練習，幕後還有一批勞苦功高的支持者：家長默默支持、教練悉心栽培、老師循循善導，以及校長和全校師生的全力支持，才能締造今年的佳績。

各校隊從挑選隊員，以至安排集訓，都體現了團隊精神；比賽期間，隊員均竭盡所能、全力以赴，將「勝不驕，敗不餒」的體育精神發揮得淋漓盡致，他們所付出的努力值得鼓掌。希望同學在來年各項比賽中，繼續齊心協力，再攀高峰！

身為羽毛球隊的隊員，在體育老師的訓練和鼓勵下，和各隊員的投入練習，我們有幸奪得港島西區女子組冠軍！獎項真是得來不易——回想在比賽前的一年暑假，我們已開始積極加緊體能訓練、提升球技，直到比賽前一個月，各隊員更每天訓練三、四小時，甚至七、八小時的練習也試過。還記得，當時我的肌肉酸痛無比，媽媽用冰水幫我浸腳來舒緩痛楚。為爭取更多練習機會，我每天都會善用時間，回家後盡快完成功課。終於，我們付出的心血、汗水和時間沒有白費，沒有辜負教練、老師的期望，成功奪標！

最後，由衷感謝教練對我們這幾年來的悉心栽培、指導，你的關懷和循循善誘的訓勉，我會銘記在心。

六乙 黃雅亭



Staff Exchange at Stanford

Not only has the motto "To learn, to serve, to excel" been firmly embedded in every St. Paulian's mind, but also in the teachers'. To prepare our students to be lifelong learners, we are determined to better ourselves as well as to be good role models. This summer, four of us were honoured to be given the opportunity by Bei Shan Tang Foundation to attend a four-day course at Stanford University. We enrolled in different courses – Increasing English Learners' Level of Participation to Improve Learning, Reading and Teaching Complex Texts, and Teaching Mathematical Modeling Practice with Multimedia.

The courses offered by the Stanford Summer Teaching Institute were truly an eye-opening experience. Educators from all over the world gathered in Stanford to share teaching ideas to enhance teaching and learning, and a high degree of professional exchange was done. We discussed how we could increase classroom dynamics, handle discipline problems, etc. The courses proved to be very effective for professional development as they covered very practical skills in teaching. We cannot wait to implement these skills to enhance teaching and learning effectiveness in our school.

Ms Chan Man Lai Monlie, Ms Kwan Dickei, Ms Kwan Po Chuen Angel & Ms Lee Kin Yan



釐訂學生素質 培育未來領袖

承接「追求卓越教學、發展全人教育、培育資優學生」的發展策略、配合中學的「聖保羅學生素質」，小學於去年開始籌劃相關工作，從而有效地培育具聖保羅素質的學生順利銜接中學。我們亦在「學與教」、「學生培育」和「學生活動」三方面制訂了 2013 至 2016 年度的發展規劃。

2013 年度我們進行了「學生素質」校本規劃的籌備工作，本年度開始正式推行：

思考：開放思維、獨立思考	Open-minded, independent thinkers
學習：積極探究、熱愛學習	Inquisitive, passionate learners
溝通：樂於合作、善於溝通	Collaborative, communicators
創新：發揮創意、勇於解難	Innovative, problem-solvers
自律：明辨是非、自律自重	Sense of justice and discipline
樂觀：樂觀堅毅、敢於嘗試	Optimistic and perseverant
關愛：學會尊重、愛人如己	Respectful and loving
服務：心存感恩、服務社群	Grateful and helpful
健康：身心健康、均衡發展	Balanced development



在「學與教」方面，高小將逐步採用小組教學的模式，增加課堂上師生互動的空間，讓學生有更多機會表達自己，以及和同儕交流。在「學生培育」方面，我們將整合校內各服務團隊，一方面發掘學生的不同潛能，另一方面從小培養他們關愛社群、服務他人的精神。在「學生活動」方面，各項學生素質的培養亦將滲透在課外活動和學校大型活動的設計和組織中。

為了令全校學生和家長對學生素質有深刻的認識，我們更設計了精美的海報和書籤，並於 9 月 12 日舉行全校新學年家長會，介紹學生素質的理念和內涵，以及推行學生素質的各項措施。

Looking Ahead

Date	Event	Place
19 September	Swimming Gala	Hong Kong
11 – 17 October	Exchange to High School Attached to Tsinghua University	Beijing, China
19 – 30 October	Exchange to School of The Arts	Singapore
25 October – 8 November*	Visit of students from Convent of the Holy Infant Jesus (Toa Payoh)	SPCC
27 – 31 October	P5 Outward Bound	Hong Kong
2 November	Walkathon	Hong Kong
7 November – 20 December	Visit of students from Presbyterian Ladies' College	SPCC
8 November – 6 December*	Visit of students from St Andrew's Cathedral School	SPCC
10 November	Primary School Picnic	Hong Kong
15 – 23 November	Student Activities Week F1 – Life Education Programme F2 – Cultural Trip to Beijing F3 – Nansha Study Trip F4 – Community Action Projects F5 (DSE) – Attachment Programmes & Self-initiated Programmes (IB) – CAS Week	Hong Kong Beijing, China Nansha, China Hong Kong Hong Kong
November / December*	Visit of students from Westville Boys' High School	SPCC
12 December	Speech Day	SPCC
13 December	Alumni Homecoming Day	SPCC
22 December	Carol Service	Hong Kong
January / February*	Exchange to <ul style="list-style-type: none"> • Deerfield Academy • Lycée Saint-Vincent • Westville Boys' High School 	Massachusetts, USA Senlis, France Westville, South Africa
2 – 8 February	Visit of students from <ul style="list-style-type: none"> • High School Attached to Tsinghua University • Nankai High School • High School Affiliated to Fudan University 	SPCC
February / March*	Visit of students from CheongShim International Academy	SPCC

* Tentative

St. Paul's Co-educational College Primary School
 11 Nam Fung Path, Wong Chuk Hang, Hong Kong
 聖保羅男女中學附屬小學
 香港黃竹坑南風徑 11 號
 Tel 電話：2526 1882
 Fax 傳真：2526 2133
 Website 網址：www.spccps.edu.hk

St. Paul's Co-educational College
 33 MacDonnell Road, Hong Kong
 聖保羅男女中學
 香港麥當勞道 33 號
 Tel 電話：2523 1187
 Fax 傳真：2877 0442
 Website 網址：www.spcc.edu.hk