

THE RED BRICKS

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CENTENARY SPECTACULAR

DATE: 9 JULY 2016 (SATURDAY)

VENUE: ASIAWORLD-EXPO



STAY TUNED
FOR THE FINALE OF OUR CENTENARY CELEBRATION

Message from the Principal



With a thankful heart, I am very pleased to report that the School's Centenary Celebrations have been extremely successful, providing joyful and memorable moments for their participants.

The Kick-Off Ceremony took place in the beloved Tree Court on 3 October. It included a Time

Capsule dedication ceremony, musical performances at the School Hall, and a preview tour of the newly established Heritage and Development Trail that covers the Archive Gallery, Exhibition Gallery, and the Music and Sports Complexes. We are most happy to have welcomed over 10,000 guests on the Open Days of both the Secondary and Primary Schools, which took place on two consecutive weekends.

The Open Days were followed, on 30 November by the Centenary Thanksgiving Service and Dedication of the School Campus and Chapel. This was presided over by the Archbishop the Most Rev Dr Paul Kwong and attended by the whole school and the Council Members.

The Centenary Concert featured some of the best choral and orchestral groups from the Primary and Secondary Schools as well as alumni, playing to a full house at the Cultural Centre on 14 December. The Concert also featured the world premiere of an orchestral and choral composition by Mark Hayes. This was especially written for our Centenary around the themes of Faith, Hope and Love.

Then came the highly anticipated Gala Dinner on 20 December, a record-breaking event of its kind with 3500 guests seated in the two halls respectively in the Old Wing and the New Wing of the Hong Kong Convention and Exhibition Centre. Our heartfelt appreciation goes to the Alumni Association for helping with the logistics, production and simulcast of the event which was widely applauded a great success.

In the coming July, we will be holding our Centenary Spectacular, the finale of our celebrations, at the AsiaWorld-Expo. This will be a full-scale SPCC presentation involving the participation of all students and staff of the Primary and Secondary Schools, and many alumni. I look forward to receiving all of you and your families there. The Spectacular will be an evening of entertainment, warmth and joy as we walk the time tunnel of the School's 100 years and witness with pride its development and achievement.

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

校長的話



十年樹木，百年樹人。從創校至今，我校本著基督信望愛的精神，培育了無數的社會領袖，才俊精英。在這邁進創校百年的重要時刻，聖保羅大家庭的成員無不懷着感恩及喜悅的心情，參與一連串的慶祝活動，包括開放日、音樂會、校慶晚宴等。年長的校友再度聚首一堂，共憶當年在母校求學的人和事，無不歡欣雀躍；就

算是加入聖保羅大家庭只有數年的小學同學，亦能感受到那股凝聚力。在開放日裏，全校同學各有崗位，無論是接待大使、攤位大使、佈置組組員，或是表演小組等，都全力以赴；連剛入讀的小一生亦全體參與朗誦表演。在校慶音樂會裏，高級組合唱團和樂隊更與中學的合唱團、樂隊和校友合唱團同台演出。接下來，我們全校師生將會為校

慶活動的壓軸項目——7月9日在亞洲博覽館舉行的「百年匯演」作好準備，熱切期待聖保羅踏入第二個百年，再創輝煌！

小學訂定的三年發展計劃中，以「加強聖保羅學生素質的培育、提升教師教學領導能力及培養學生成為自主學習者」為大前提。我們會透過不同的教學活動及措施培育學生的九大素質；亦會透過培訓及交流活動，提升老師的教學領導能力。在培養學生自主學習方面，我們編訂了一套名為「STAR」的校本框架，涵蓋學習策略 (Learning Strategies)、思維技巧 (Thinking Skills)、學習態度與習慣 (Learning Attitudes and Habits) 以及研習技巧 (Research Skills)。期望我們的學生學習更主動，發揮潛能，盡展所長。

梁麗美
聖保羅男女中學附屬小學校長

Centenary Kick-off & Open Days

St. Paul's Co-educational College launched its Centenary Celebrations on 3 October with students, staff, alumni and friends of SPCC gathering at its MacDonnell Road campus to witness a milestone in the school history. The Kick-Off Ceremony took place at the original entrance of the iconic red-brick building, which is now our emblematic White Jade Lily Tree Court. The Centenary celebrations, spanning the entire academic year of 2015-16, offer an opportune moment to involve all members of the SPCC family and reconnect its alumni around the world.

On 3 October, with an impending typhoon lashing the city, only bleak sunlight shone through the thick clouds and onto the campus. The ground became slippery from the heavy rain, and the howling wind threatened to blow down the display boards. It was not the best weather for open day.

With a burst of confetti, the long-awaited Centenary Open Day officially began. It was still raining, but with laughter and smiles surrounding us, everything looked lighter and brighter. Visitors began to arrive, we put on a confident face and welcomed them with enthusiasm. The children's laughter, the parents' admiration and the alumni's broad smiles gave us the confidence and the belief that we had truly done a good job. Students chatted with visitors and extended help whenever necessary, some even gave a hand to stalls which had a shortage of helpers. It was a celebration, a joint-effort of all St. Paulians to showcase their hard work and qualities.

In the end, the bad weather had not deterred the visitors. On the contrary, their numbers seemed to grow in pace with the rainfall. Managing the stalls was no easy task, but together, we spent the weekend amid smiles and laughter to celebrate our school's centenary as a big family.

5D Yuen Shing Yu Cherie

Being a part of the Centenary Open Day is definitely a memorable experience and I am blessed to be able to contribute in the booth design and help out on the day. As SPCC proudly strides into its second century of nurturing young people, so does the seed of God grow in every one of us.

4A Alex Ip Ching Lam



At our Christian Fellowship booth, visitors were encouraged to write a message of blessings for others. I was glad to meet many alumni bringing their children here. This made me truly understand the meaning of the theme of our booth “薪火相傳 活出愛”. Everyone enjoyed themselves and the scene was full of love.

4C Rebecca Choi Hei Yan

The sweet scent of flowers freshened up the lab, and the soothing music of chirping birds cleared my mind. The Biology lab that we usually use for dissection and experiments had been transformed into a “rainforest” on this joyous occasion. There were strings hanging loosely from the fluorescent tubes, with colourful animal boards and paper leaves of different shapes and sizes. Polystyrene boards with labelled diagrams helped to profile the different species mentioned in the game areas.

The lab was divided into three areas: floral bookmark making, rainforest computer games and frog dissection.

Visitors swarmed into the lab and we were excited to lead them into our “rainforest”. Frog dissection was most popular among the guests. At every 30 minutes interval, two student helpers would demonstrate the dissection procedures and introduce the anatomy of frogs. Guests could also play videos and answer questions in the rainforest game area. The floral bookmark making attracted many families, and the children were all excited to assemble the flower petals in different patterns to produce their own bookmarks.

5B Shum Wing Zi



Preparing for the game booth was never an easy job. During the month, some of us woke up early to help out in the morning; some sacrificed our lunchtime just to test out the games; some stayed for hours after school to finish up the preparation before the Open Day.

Fortunately, all the hard work paid off. Long queue lining up all the way from the Physics lab to the corridor could be seen till the last minute of the opening hours.

4G Markus Mak



We were responsible for a Science booth that played with slime... well, there were moments of chaos. On the second day, our booth ran out of glue, a key component for making slime. We had to use PVA solution as a substitute, and had to quickly figure out the ratio for mixing the ingredients. After repeated testing, we became familiarised with making the slime using the substitute, and the transition was smooth. From this incident, we learnt the importance of accurate prediction and precaution as well as the flexibility in coping with the unexpected. But seeing visitors coming into the lab curiously and leaving joyfully definitely warmed our hearts.

5A Lam Yat Hym

Six months before the Open Days, we started the preparation of our game booth, “All about Money”, and the exhibition of the products made by students participating in the past Junior Achievement Company Programme competitions.

Our game was educational yet fun as participants first used a magnetic fishing rod to pick up cards with currency-related questions printed on them and then threw balls into the boxes showing their answers. It was especially popular among kids while the grown-ups showed more interest in the showcase of products designed by our fellow students. It was heartening to see the kids grinning and to know that our students’ products were appreciated by the visitors.

We could not be more proud and touched when we received praises from the visitors. We have even received

a thank-you email, telling us how they enjoyed the games and exhibitions in the Open Days, which proved that all our effort was worthwhile.

5B Vanessa Kwang





Researching for the topics, designing the displays, cutting paper, and combining the components as a whole product brought us an unforgettable experience. We felt a great sense of success and delight when we guided the visitors through the beautiful world of Maths and saw the smiles on their faces.

5A Wong See Ming Chloe & 5E Yung Chun Nok Jorge

We've put in huge effort – from paper folding, designing to running the booth, organising an origami tutorial and a jumping frog game. It was indeed a meaningful and satisfying experience!

5B Lie Hao & Wu Chi Hung Alfred

Preparing for the game booth is definitely not easy. Instruction sheets have to be written up and collected from helpers, and only after rounds of editing, formatting, and proofreading by teachers can they be printed for use on Open Days. It is especially rewarding to see guests, especially children, engrossed in the Maths puzzles in front of them.

4A Fu Ting Hin

The Moral Education and Pastoral Care held the station “My First School Day”, which was an exhibition to introduce the various developmental activities organised in school, such as the F1 Orientation Day and the Big Brother Big Sister Scheme. Photos and T-shirts were put on display, giving many of the visiting alumni a feeling of ‘homecoming’ with the fond memories of their school days.

5B Simon Shek



Filling the school with vibrant colours was such a boost to the joyful and energetic spirit on the Open Days! Clothespins, wire bookmarks, face painting, balloon twisting were all sprung out. Who would have thought of accessories made of balloons? How about twisting a school badge out of wire and turning it into your favourite bookmark? Or simply take a Polaroid photo to capture the fun and joy of the very moment with your friends.

Undoubtedly, visitors had fun and also gave very encouraging comments. Seeing the smiles of the participants surely lifted our spirit and gave us a sense of fulfilment.

We would like to express our deepest gratitude to the teachers and student helpers for making it the best experience ever for us. Let's get your creative juices flowing in the future!

4H Ariel She, 4I Eugenia Kam



開放日當天大雨滂沱，茶館裏仍是遊人如鯽，他們都被別出心裁的菜單吸引——「卷卷有椰茗」、「淡泊茗膩」，迫不及待要一嚐為快。我是茶館的「店小二」，左右開弓，一手倒茶，一手把糕點排好，務求盡快把食物送到客人手上。不消半天，懷舊小食已賣出了大半，忙得不亦樂乎。



古典中國小調徐徐響起，眾人都把注意力放到才藝表演上——演講朗誦抑揚頓挫，南拳北腿虎虎生威，民族舞蹈婀娜多姿。表演固然精彩絕倫，但茶館裏最動人的風景線卻在台下：畢業已久的校友買來龍鬚糖，一分為三，與妻兒共享，溫馨無比；亦有負笈遠洋的畢業生與恩師暢談其宏圖偉略；老一輩則捧著香茗一杯，欣賞飄逸有致的書法作品，會心微笑。這百年茶館盛載了數代人珍貴的回憶。

當了半天「店小二」，已是唇乾舌燥，手臂酸軟。我忙中偷閒，為自己倒了一杯茶。那份清醇、淡雅，在口腔裏縈繞不去，一如聖保羅濃厚的人情味、樸素的風格，愈是悠久，愈是濃郁幽香、歷久常新。

5E 黃匯煊



散發茶香的茗茶與傳統小食，加上充滿京味的藝術表演，以及擔當侍應的同學，擔當掌櫃的老師，都彷彿使老舍筆下的茶館栩栩如生地呈現眼前。

還記得當初籌備茶館的時候，我們決定採仿北京茶館的設計，很多細節如茶館的佈置、餐單的設計，甚至是桌布的颜色都經過不少考量。從構想到成形，負責的老師和同學花了不少心思，務求每個細節都貼切茶館的真實模樣，希望來賓甫進茶館就如臨其境。當中最使我難忘的莫過於準備桌布。我們當初只預計用普通的即棄桌布，但在到處搜羅布料的過程中，出乎意料地有同學在開放日一周前找到合適的金色布料，加以剪裁後竟為茶館添加了熠熠光彩。

不少人都在茶座一邊聊天，一邊細嚐茶點、香茗。茶館在開放日當天更是不少校友與老師暢談過去美好回憶的地方。當天在演講廳聞到的陣陣茶香、聽到的聲聲笑語、甚至是同學老師的揮汗如雨，都見證著我們這一代聖保羅人如何盛載百年傳承的優良傳統。

5G 任蕙山

校慶開放日

緊隨中學的開放日，小學於10月10日至11日也舉行了開放日。不少嘉賓、校友、家長和學生前來小學參觀，有些校友更是由海外回港探望師長，有些更是第一次到訪黃竹坑的小學校舍，場面既熱鬧又溫馨。

兩天的開放日活動精彩繽紛，各科組老師帶領同學們設計了約二十個別出心裁的攤位遊戲，有些要考考腦筋，有些可測試身手，有的需動動手做，各遊戲攤位都以學生素質為主題，還有一個拍攝特別紀念照片的「百周年照相館」，攤位各具特色。老師們於上學年已開始籌劃，並且特別訓練同學擔當攤位大使，期望嘉賓有賓至如歸的感覺。我們在禮堂的表演活動，既精彩又多元化，包括音樂劇及不同的音樂團隊的表演，還有舞蹈、體操、花式跳繩、朗誦及廣播劇等表演，可說是目不暇給！同學投入和出色的表演，獲得家長踴躍的支持和熱烈的讚賞。



The songs we sang were from the musical *Child of the World*. We learned a lot from these songs because the five character attributes mentioned in the songs — respect, honesty, courage, compassion and responsibility — correspond nicely with our student attributes.

4B Salata Keira Christina



在輕鬆愉快的音樂伴奏下，我和隊友們穿著色彩繽紛的服飾踏上舞台，表演中加入了跳舞和體操元素，令表演更精彩。台下的觀眾都被我們的表演深深吸引，不時發出雷鳴般的掌聲。表演過後，我們雀躍歡呼，很有士氣呢！

我認為花式跳繩是一項全身運動，不但能幫助我們強化肌肉骨骼、心肺功能，而且還能訓練身體的協調能力，從而使我們有更強健的體魄。花式跳繩既可以是個人活動，亦可以是團體活動，讓我們能從中學習溝通技巧及團隊合作呢！

開放日那天，學校來了很多嘉賓，一時間，校園被擠得水洩不通。操場上、課室裡、走廊間盡是來賓和同學的歡笑聲，場面非常熱鬧。

我當值的地方是一個名為「一網穿針 Fun Fun Fun」的攤位，我和幾位同學分工合作，我負責講解遊戲的玩法和把用完的道具放回原位。雖然這令我感到很疲累，而且犧牲自己的玩樂時間，但看到來賓在我們的攤位玩得起勁的樣子，我內心即充滿成就感呢。

5C 李孟津

5E 吳晞琳



A Time of Thanksgiving

The Thanksgiving Service and Dedication of the School Campus and Chapel took place at the College on 30 November. Presided by the Most Rev Dr Paul Kwong, Primate and Archbishop of Hong Kong Sheng Kung Hui, it was attended by all students and staff of the College; Council Members, Headmistress and her deputies from the Primary School, and clergy of St Paul's Church were also in attendance.



Centenary Concert

The Centenary Concert began with the spirited 100-second melody of the St Paulian Fanfare, offering a heartwarming kickoff to the concert along with the school motto projected amongst the audience and the performers. Then came the school hymn, in which the entire audience stood in solemnity and sang in remembrance of our school history. The audience singing along with the accompaniment of the school senior mixed voice choir and orchestra was indeed a sight to remember. A clear change of mood was seen in the next orchestral piece, Richard Wagner's Prelude to Die Meistersinger, performed by the College orchestra. The rousing opening music led by the charismatic conducting of Ms Carmen Koon sets the concert off to a pompous start and prepares the audience for the following piece, Beethoven's Choral Fantasy in C minor, Op.80. After the orchestral-choral piece, the concert then continues with various performances by the Alumni Orchestra and the Alumni Choir. The songs of Aaron Copland smoothly executed by the choir set the fun and relaxed atmosphere in the concert.

As a member and the Chairlady of the Senior Mixed Voice Choir, the Choral Fantasy is definitely one of the highlights of the concert. The Senior Mixed Voice Choir collaborated with the orchestra, vocal soloists and fellow alumni, Mrs Jennifer Tung, Ms Alison Lau, Ms Julia Yan, Mr Jasper

Sung, Dr Moses Cheng, Mr Apollo Wong and Mr Warren Lee at the piano. It seemed like only yesterday when we were all trying so hard to pronounce the German words, not to mention memorise them! But it turned out great at the end despite having to stand on stage for 15 minutes before actually singing!

It is impossible not to mention the world premiere of Choral Triptych: Faith, Hope and Love composed and conducted by the renowned composer Mr Mark Hayes. It was so much fun preparing for this performance, as the Senior Mixed Voice Choir sang with the Alumni Choir, Treble Choir and also the Primary School Choir.

However, not everything was rainbows and butterflies in the concert. There was a somewhat embarrassing moment when a mix-up over who were to present flowers to the soloists left a few of us in tears backstage.

Alas, after the heart-warming encores, we ran out onto the stage and presented five bunches of flowers to Mr Lee instead, which was as amusing to see as it was comforting for us. I cannot thank the school enough for giving me the opportunity to be a part of this historical occasion.

5H Chloe Cheuk Yuen Yee



The walk from the backstage entrance to the concertmaster chair on the stage of the Cultural Centre Concert Hall takes only about 30 steps and 12 seconds. But it felt like eternity when I walked it on the night of the Centenary Concert. Bearing with me a tremendous sense of responsibility as the Concertmistress of the School Orchestra, and a mixed feeling of pride and nerve, I hid my introversion behind the school and music badges, and put up a nervous smile. Truth be told, I, together with my fellow orchestra members, were so much in the flow of the music from the very start that the concert went by almost too quickly. The all-joyous scenes “behind curtain” were equally memorable: the selfies, the laughter and the improvisatory jamming!

When I led the orchestra out for the last time after three encores, I walked that same walk with as much adrenaline as in the beginning; only that it was then fueled by the knowledge of having experienced something surreal, something special.

5H Helen Yu Ching Shan

當代著名作曲家希思 (Mark Hayes) 特別為校慶創作的《合唱三部曲：信望愛》，由小學的高級組合唱團、中學合唱團、樂隊和校友合唱團攜手，於百周年校慶音樂會作世界首演。此外，小二至小六學生組成整整一百人的樂隊，亦為觀眾獻上作曲家比才的作品——《阿萊城姑娘》中的《法朗多舞曲》。在短短兩個多月時間內，隊員便要把此樂曲練習到演出水平，確是向高難度挑戰。當中有不少同學是第一次加入樂隊，更有同學剛開始接觸新的樂器！

我由小提琴轉到中提琴只有數個月，因此在音樂會演出時，心情特別緊張，但亦很高興獲得這個機會。

三戊 溫正然

我們能在各位嘉賓、校友、老師和同學面前演奏，並能將音樂獻給他們作感謝，覺得十分榮幸亦很有意義。

六乙 周永婕

能代表學校在百周年校慶音樂會中表演，實是難得一遇的機會，又能累積寶貴的演出經驗。我們用了短短兩個月準備，雖然未能達致最理想的水平，但將會繼續努力把樂曲練得更好。

六丁 林衍傑



Gala Dinner

More than 3500 alumni, staff, students, parents, retired teachers and friends of SPCC joined in the School's largest ever celebration dinner on 20 December. Many of our alumni and friends returned from overseas for the Centenary Gala Dinner, which marked our grandest reunion event with guests seated in two banquet halls at the Old Wing and the New Wing of the Hong Kong Convention and Exhibition Centre. The Alumni Association should be thanked for organising the logistics, production and simulcast of the event which was applauded for an evening filled with joy, laughter and warmth.



Walkathon

The annual fundraising Walkathon was held on 8 November at the Peak, raising a record total of \$3.3 million and more than 3,700 participants signed up for the walk.



Results of the Walkathon Interclass Competition:

Highest Participation Rate	SPCC	SPCCPS
Winner	F5B, F5E, F6A	P1A, P1D
First runner-up	F6H	P1B, P1C
Second runner-up	F6F	P3E

Highest Average Donation	SPCC	SPCCPS
Winner	F1C	P2E
First runner-up	F4H	P3E
Second runner-up	F1E	P6D



Alumni Homecoming Day

The annual Alumni Homecoming Day on 12 December gathered around 500 alumni from Classes of 1971, 1974, 1975, 1981, 1986, 1990, 1991, 1996, 2001, 2006 and a group of overseas alumni. The next Homecoming Day is scheduled for 17 December 2016. Classes whose graduating years ending in "2" or "7" and also those classes ending in "1" or "6" who missed the 2015 event are welcome to join. We also welcome overseas alumni who will be in Hong Kong on that day to join in the fun. Please contact Community Relations Office at (852) 2523 0087 or email to spcc-tc@spcc.edu.hk for registration and information.



Table Tennis Tournament for Alumni

Table Tennis Tournament for alumni was held in January with 15 teams competing for Winner and Runner-up in the Men and Women Divisions. The Badminton Tournament will be held on 4 June.



100
CENTENARY
建校百周年

*Custodian of the Past
Architect of the Future*

百年傳承 匯賢鼎新

CENTENARY BOOK

建校百周年特刊



\$250

A must-have item on the bookshelf. This bilingual publication features some rarely-seen photos and lesser-known stories in an audacious attempt to articulate the School's century-old history. Presented with an actual-size school badge on the cover!

Online Store: souvenir.spcc.edu.hk

Enquiries: 2101 0852

Adventure-based Learning



On Day One, we participated in the gorge walking activity. Gorge is a deep narrow valley with steep sides. Our instructor led us through the rocky and steep gorge in Mui Wo. The experience was truly exhausting because we had to hike upstream, clamber over rocks and wade across pools. But we had a sense of accomplishment after reaching the top of the gorge. On Day Two, we kayaked along a coast in Mui Wo. My ankles were completely sore, but I had learnt the importance of teamwork. On Day Three, we had coastering, which required us to follow as close as possible to the shoreline. Our instructor told us to climb along the high coast in Cheung Chau, which was truly scary and frightening. But I had learnt to overcome my fear of heights and endure the hardships. On the last day, we hiked in the countryside. Though hiking up a hill in Mui Wo for three hours non-stop was physically challenging and straining, it kept my body fit by stretching the limits of my physical ability.

1F Liu Joshua

北京文化之旅

北京——這座充滿古樸韻味的歷史文化古城，深深吸引我們這群充滿探索地道文化熱情的南方學子。

在短暫而緊湊的五天旅程，透過參觀、訪問、交流等一系列活動，令我們開拓了眼界，增長了見識，留下許多美好的記憶。

最令我回味無窮的是古色古香的老舍茶館。在京味十足的環境裡，我們觀賞精湛的茶藝、曲藝等表演，品嚐香暖的好茶，享用傳統佳餚及糕點，親身體驗老北京人優雅多采的休閒生活，深深感受到北京和諧安定、人民安居樂業的社會風貌！

高大華麗的建築在北京隨處可見，但令我印象最深刻的是與之並存的胡同和四合院。我喜歡穿梭行走於北京的大小胡同，每條胡同都別有洞天，許多雅靜舒適的四合院和精緻可愛的小店隱身其中，不時傳來的商販叫賣聲，令平實的胡同充滿活力！在這縱橫交錯的胡同閒逛，別有一番情趣。

最令我難忘的是我們在著名的高等學府——清華大學提早體驗大學生活。我們和清華大學的莘莘學子一樣在課室裡上課、晚自修，在食堂裡用膳……也讓我們認識清華人優秀的一面，他們勤奮求實、自強不息的品格令我們敬佩不已！

最令我欣喜若狂的是在北京的最後一天下雪了，這是大家熾熱期盼的。熱情好客的北京似乎讀懂了我們的心聲，讓我們如願以償，為我們的旅程劃上完美的句號。望著漫天飛舞潔白無瑕的雪花，我不禁想起了「瑞雪兆豐年」，心中充滿了祝福：願古老的北京煥發出更加生機勃勃的神采，未來更燦爛輝煌！

千年古都，名不虛傳。北京那千年涵養出來的城市風情獨具魅力，令人無法抗拒，流連忘返！短暫而豐富的北京文化之旅令我們畢生難忘。

二丙 鍾盈

中國文化源遠流長，作為首都，北京尤具特色。這次學生活動週無疑為我帶來一個非常充實的文化之旅。我們可謂是走遍了半個北京；天壇、恭王府、清華大學，我們都去過了。短短五天，我們看到老北京的胡同和四合院，體會到老北京人對含蓄美的概念。可現代人們追求先進，在迅速的城市發展下，許多四合院都被清拆了，令這種文化遺產未能得到足夠的保育。這讓我們再一次思考城市發展和文化保育之間的矛盾。我們還到了老舍茶館，觀賞了精彩的茶藝、相聲表演等，體會到這些非物質文化遺產的獨有特色。

歷史可從書本中學習，文化還是要親身體驗。

二丙 林奕孜



Place-based Learning

We went to Tai O, Yim Tin Tsai, and Kuk Po, which gave me an insight into the different development of the countryside of Hong Kong. These three villages used to have their own specialties, but they have each taken on a different path since.

Kuk Po used to be a farming village, but because of its remote location, many residents have long moved out, leaving the village abandoned. Temples and buildings in the village, mostly of high cultural significance, however, are not well-maintained.

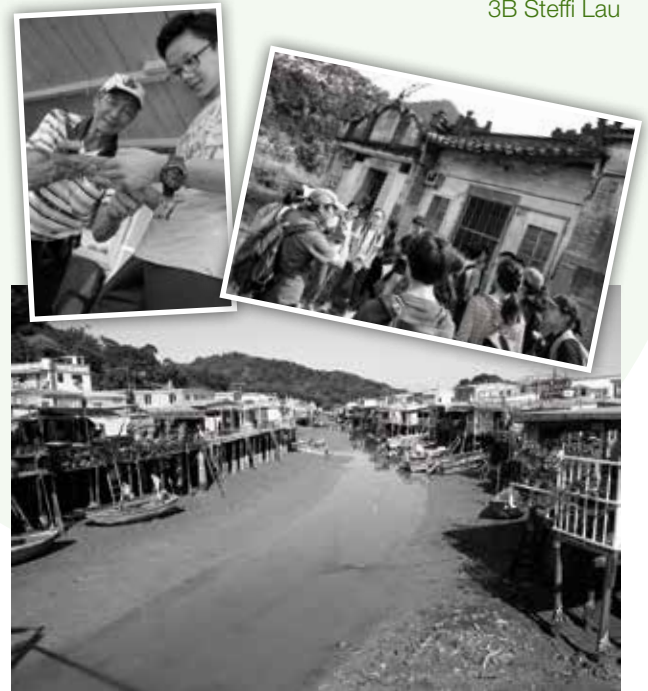
Yim Tin Tsai is the last salt pan in Hong Kong. Similar to Kuk Po, most of the villagers have moved out. However, Yim Tin Tsai has built a museum that tells the story of the village; its guided tours to the salt-pan attract some visitors and thus generate a little income to the remaining villagers.

Tai O is a famous tourist destination well known for its stilt houses and seafood. The rapid development of tourism has replaced farming, fishing and salt-making as the major source of income for the village. Tourists are attracted by the unique culture of the fishing village, which has somehow been preserved for the sake of tourism.

However, there is a drawback to the development of Tai O – local infrastructure such as waste disposal system or transportation would not be able to support too large the number of tourists.

The SAW programme offered an insight into the issue of sustainable development. I understand that no single development method is perfect. What we can do is to strike a balance between different aspects, and strive to do the best for the local culture, environment and economy.

3B Steffi Lau



CAS Week

her deathbed lies between the Shells (and the wrinkles in the morning Sand)

she had never looked more withered than when
between the broken Shells of baby Crabs
and shattered homes of Sea Snails,
bleeding brown Water--
same Mud between my nailbed and cold flesh--
from infant orifices in the Grains.
she's dying--and yet--
no one's here to mourn for her
the way I try to, knees in the Sand,
cutting the tips of my fingers
with sharp pieces of Shell,
the mixed bodies embedded beneath and
always shovelling deeper, waiting
to become absolutely nothing.

footprints, harsh against the Knolls of her skin,
folded and fading further into the ground
as more tread upon her holy ground as if
her body was never the temple it was meant to be.
when they ask what I think of Mother

I never answer "Grassy green" or a blue hue
but, rather, how she laid waiting for her last breath
in the Desert Sand, washed like worn laundry
until nothing is left of her.
they don't ask anymore: I believe
they must see for themselves the destruction
they bring to her every day: sacrifices on a shrine:

one that commemorates her daily death,
where her blood--Water, Oils--is spilled.

the Water rises
slowly, washing over my feet; I cannot apologise
one more time without having to do it again
when I wade back into civilisation.
Mother lies, and as her skin folds into wrinkles,
Nature continues to unravel between the Sands.

5G Suen Wing Man Evianne
Student leader of F4 Service Learning Programme –
Coastal Environment

Service Learning Programme

Ebenezer

I struggled a bit when I walked into Ebenezer New Hope School.

My first impression was frustration – on my left was a bunch of students who couldn't concentrate too much; on my right was another bunch with their saliva dripping on the floor. When I looked down from the balcony, a huge bunch of toddlers were screaming and dancing with joy. "So this is ENHS." I uttered listlessly.

Shortly after lesson time, my impression towards these students changed. Their lessons were full of laughter and conversation. Although only fundamental knowledge was taught, the lively atmosphere in the classroom was deep rooted in my mind. I saw their silly but interesting side – their eagerness to answer questions raised by the teacher, and their courage to accept their mistakes. More importantly, I was impressed by their passion in learning – something that we all lacked.

When I walked along the corridors, I saw the faces of the teachers. What they showed me during this week was their hard work and care dedicated to those who are being neglected by our society. Perhaps the key to success is perseverance and passion.

When I left the school and saw the huge banner "ENHS", I smiled and said, "So this is ENHS."

4C Cheung Ho Yat

Crossroads

It is indeed a brand new experience for me to venture into the heart of our sickening Earth, and delve into the origins of this long-term problem – poverty. We went to Crossroads Global Village every day for a week to help allocate, pack up, and transport the donations. There were many stock management departments such as clothing, medical, household, toys etc. At first I thought it would be a hard job working in stock management, however, it turned out to be terrific and amazing – and we all enjoyed working as a team. Other than transporting and delivering hospital beds, we also did some sorting of household items in the Global Village. We opened a pallet of boxes filled with goods that people had donated to Crossroads and sorted them according to type. We were all laughing while working, it is a kind of happiness when we are serving people in need.

Besides serving people in need in different departments, we also got the opportunity to be "discriminated against" and "laughed at" in the global community. In the Blind X-perience, we were in a pitch dark environment. Guided by a real blind man, we learnt to use our senses, except sight, to genuinely feel, hear and smell the things around us. In the AIDS X-perience, we went through four stories of people suffering from AIDS. Not only did we truly feel their helplessness, but we could also experience the dark and horrible nature of reality.

We are a part of the world, and everyone has the responsibility to help people in need. When you help people, you can feel a sense of relief and happiness.

4H Tsang Man To

Methodist Epworth Village Community Centre

Arriving at the centre located inside the pink building in Chai Wan, I was beyond excited. Having worked with children of similar age, I was confident I would excel in this service programme.

I was wrong.

At around three-thirty, the children started to arrive. I was mesmerised by their cheerfulness and energy. As I got ready to meet the child I would tutor for the next five days, I saw a girl throwing a tantrum – she was my kid.

Homework was hard for her. Having a learning disorder, she found it exceptionally difficult to read, write, or even recognise individual characters. Moreover, she had ADHD, which contributed to her having a hard time concentrating on her work.

Tutoring was hard for me. It was physically and mentally exhausting trying to hold her still and forcing her to complete her homework. She would get tired, and so would I.

The five days flew by. The program ended in the blink of an eye and I was devastated about the fact that I wouldn't be able to see her again. In the end, I gave her a jar of hand-folded stars to wish her good luck in her studies and her life.

This five-day journey was not a mere service programme, but an awakening to me. It taught me that overcoming adversity is an inevitable part of life, and every challenge I face must be cherished and treasured, for great things come from experience.

4H Wong Chin Hei Nethinim

During SAW, I was fortunate enough to help some ADHD children, teaching them homework and playing with them. I was worried at first as I had little experience taking care of children, especially those active ones. What if they don't listen to me at all? What if they don't like me?

All my anxiety was brushed away when I saw children rushing in with bright smiles on their faces. I was assigned to take care of two primary one children, a boy and a girl. Both of them were intelligent and joyful. Usually, they had to finish their homework before playing and I had to help them with their learning and homework. It gave me immense satisfaction when they were able to understand some new math calculation methods or English words after hours of teaching. After finishing all the homework, we played games together. Their joy and laughter surely made my week fruitful.

This week not only brought me much joy and pleasure, but also strengthened my communicating skills. It is a great experience for me and I will never forget all the bits and pieces that made the week so wonderful.

4G Mak Cheuk Nam Markus



STUDENT EXCHANGE

Playing Host

SOTA Students@SPCC

This exchange programme between our school, SOTA (School Of The Arts) and SPCC has been a really enriching experience. Not only did we get to experience the SPCC culture, we were also exposed to the culture of Hong Kong as well. Although this was not my first time in Hong Kong, but throughout this trip, I have gained significantly more insights into the Hong Kong culture and lifestyle.

The first few days of school were rather packed because of the rehearsals for either choir or school orchestra during lunch break. Even though this is not a norm in SOTA, it was not surprising, given the high performance standards of the students. Besides being able to cope with their studies and other commitments well, many students are also able to manage at least one musical instrument. The fact that some students can even manage more than one instrument and other music lessons concurrently, on top of the academic demands of the school, is very impressive. This drives me to become a better, well-shaped artist and individual.

Maximilian



Our exchange programme to SPCC had one main goal: the morning assembly concert. We had a taste of what it is like having to prepare for a concert as a group within little more than a week, practising during lunchtime and after school. It helped us understand the dedication SPCC students have in what they do, going for meetings and practice before and in between lessons. Such excellent, high-standard performances can only be produced through a lot of hard work. This motivates us to develop ourselves further into better artists and individuals who will be able to contribute more in many aspects of our lives.

We were swept into a different school culture with a lively atmosphere of new sights and sounds. The students in SPCC are friendly and helpful, and everyone in a class builds close bonds with each other, which aids in fuelling class discussions and a positive learning attitude amongst students.

Xue Hui

I am honoured to have been part of this exchange, for it has been so enriching, mentally, emotionally and musically. This was my first trip ever to Hong Kong, and on our first

few nights there, I had learnt so much about practices and traditions of the people who live there. Some of these practices include having two pairs of chopsticks and two spoons, one pair of chopsticks for taking from the serving plate, and the other pair for eating from your own plate, same goes for the spoons. Another practice I learnt about was the sterilising of cutlery and our bowls, where one would pour hot water or tea over the said items before eating.

During this trip, another big experience was during rehearsals, where we were pressed for time and had to make sure that we were ready for the few rehearsals we had. I had to learn the appropriate mood and gestures for the song we performed, which was really fun, but the most memorable and fulfilling experience I took away from the musical aspect of this trip, was the performance itself. This was the first time I truly left all anxiety, stress, and fear of facing such a huge crowd all behind me. I really gave it all my best, because I knew my job was to entertain and mesmerise the audience, bringing them happiness and a temporary escape from their school life, devoid of stress, and only pure joy. From the loud cheers and applause we got after the performance, it made me feel fulfilled, happy, and helped me clarify my mind on why I loved music and singing.

Another large component of this trip, was the academic aspect of it where we sat in with Matthew for his IB classes. I truly felt at home during our time in school, because our classmates were so warm and welcoming to us being there, and that the teachers were so enthusiastic and engaging when they taught their classes. It was truly a blast.

Adam



This exchange programme was truly an insightful and memorable experience. Through exposure to the Hong Kong culture and a different school environment, my perspective was certainly affected in one way or another: astonished by the hectic lifestyle of the city, and impressed by the diligence and talents of SPCC students. More importantly, this experience was a motivation for me to aim for higher achievements and aspirations in my future pursuits, whether in terms of academics or musical capabilities.

The SPCC community had been genuine and hospitable during our stay. Although classroom behaviours are slightly disruptive, this is justified by the enthusiasm and passion of the students towards learning. Despite undertaking a demanding curriculum for academics, IB or DSE, students are still able to juggle more than one musical instrument, as well as other commitments such as the school orchestra or choir. Their remarkable management abilities were something we as SOTA students and artists-in-the-making can learn from.

Having interacted with the host families, I realise that adults are hardworking and focused on their various professional careers, and concurrently developing discipline and persevering work ethics among their children, towards responsibilities and schoolwork. The community I live in emphasises more on establishing close bonds with family and friends, without forsaking academic or occupational obligations. Pursuing something comes with compromises on other belongings, and it is about recognising and working towards our needs, instead of being blinded by our wants.

Sunny

SACS Students@SPCC

While attending SPCC we the Australian exchange students from SACS were able to take part in the SAW, which allowed us to experience the sheer diversity that Hong Kong has to offer. We visited three incredible locations across Hong Kong. First, the small, mostly abandoned village known as Kuk Po, where we got to view some native flora and fauna of Hong Kong. The village was in a remote part of Hong Kong. The only way to get there was to walk for an hour – with water on one side, towering mountains on the other and trees all round. We also got to meet some ‘local’ animals such as cows and bees up close and personal. Some of the students that we were with would scream when a bee came even remotely near them which gave us a good laugh.

Another destination of the SAW was a fishing village known as Tai O, a tourist destination known for its spectacular mountain views and the possibility of seeing pink dolphins.

We were able to see a more traditional part of Hong Kong with small houses that stood on stilts above the water. The villagers taught us some of their local tricks such as making a milk supplement with beans and water, how to make salted yolks and how to make fishing nets.

On the final day of the SAW we were taken to a small island called Yim Tim Tsai. We partook in a scavenger hunt and learned about the Christian origins of the island. The boat ride to the island also offered us some marvellous views of Hong Kong by sea.

Apart from the more traditional parts, we also indulged in Hong Kong’s other, more modern tourist attractions such as the Ocean Park and Disneyland. But our trip would have been nothing without our host families, the SPCC, its teachers and students. We thank you all for making this trip one of the best experiences of our lives.

Angus Crampton

CHIJ Girls@SPCC

The students at SPCC are very all rounded. I noticed that most of the students were able to play at least one musical instrument professionally or were able to play at least one sport which was very different from many Singaporean students. Students at SPCC were able to cope with their school work and still train in their specialised fields. This is something that I admire about them. SPCC offers many opportunities, such as the Student Activities Week and the many exchange programmes, for their students to learn from outside the classroom. My two weeks at SPCC has been an insightful and enjoyable experience. Not only have I learnt how school life is like for students in Hong Kong, I have also made friends that I'll remember for a long time to come!

Pricilla Patra Tedja



Going Abroad

Convent of the Holy Infant Jesus

Our two-week Singapore Student Exchange Programme in the summer serves as a high note ending our Form 2 year. The programme not only provided us with an opportunity to attend an overseas school, but also exposed us to different cultures. Moreover, it has enriched our life experiences. Even though the girls come from different ethnic backgrounds, their unity indeed impressed us a lot. For instance, when the teacher sang a song on stage, all of them would hold their hands and sing with enthusiasm. Their passions in learning, friendliness towards strangers and comradeship among themselves are remarkable.

We truly appreciate the generosity of the host families. They did not just open their homes to accommodate us but also open their hearts to welcome us.

The eye-opening experiences and heart-warming moments we had would always be treasured deep in our hearts.

2E Esther Fung

One of the most memorable experiences during the trip was the 2.4-km run which was compulsory for all students. Given that I am weak at sports, this run sounded like mission impossible to me. After running for a while, I felt sick. To be exact, it hurt: like a fire being lit in my lungs, heartbeat racing like an unleashed horse, muscles sore and achy. These physical sufferings were telling me to give up. But somehow I managed to carry on – with my friends cheering me up all along. In fact the house cheers around the sports ground really lifted up the school spirit and I suddenly felt a sense of belonging to CHIJ, pushing me to stay strong and go past my limit. This race helped me realise that everything is possible when you have a strong will and someone by your side.

2B Li Man Shek

CHIJ has a special spirit. During the cross-country race, they cheered for schoolmates who were not members of their house or their race, and even those they did not know. I truly appreciate how they spread warmth and energy to everyone.

Singaporeans value racial harmony very much. Although they are of different races like Chinese, Malay, Indians, and have different cultures and religious beliefs, they are keen to build a peaceful and safe home among themselves by accommodating and respecting one another.

2E Tsang Ching Ching



My host family was very benevolent and hospitable which made my stay enjoyable. They brought me to various attractions and theme parks. I had lots of fun sharing with my buddy the differences between the two cities.

IJ students were friendly and helpful, and made me feel comfortable at school. Despite the tropical weather in Singapore, the classrooms in CHIJ, surprisingly, did not have any air-conditioning. However, the students were still very participative and proactive during lessons.

2G Phyllis Lee

That was the day when every student in CHIJ had to run 2.4km. Climate in Singapore is very hot and humid and it's summer throughout the year. It is very tiring to run 2.4km even in Hong Kong, with a comparatively cooler weather. I was very worried that I couldn't finish the race. But things went on well that day, and I succeeded to complete the run, feeling good for overcoming such a challenge. I found that students in CHIJ are all very persistent: they finished the race and even enjoyed the run. That is something we should learn from them.

2F Wendy Tsang





I enjoyed the school life in CHIJ, which is somehow similar to ours. Their schedule of learning is more advanced than ours

in Hong Kong, for example, they have science lesson since P3 and they start to study elective subjects while

they're only F3. I really appreciate their attention in class – everyone was very active to answer and raise questions.

With a house system, their 'IJ spirit' is very strong – all students sang and danced in the middle of the hall during youth day assembly and cheered for their house under the sun for cross country competition.

2B Noel Cheong

St Andrew's Cathedral School

Staying in a foreign country and experiencing the Australian culture for a month was an extraordinary and eye-opening experience. Having been accustomed to the busy school life in Hong Kong, I found it quite challenging to adapt to the Australian lifestyle in the beginning. Members of my host family normally sleep at nine o' clock while I'm used to sleeping later, so to me, it was a great delight to be able to sleep for more than nine hours every day for four weeks. There wasn't much homework and students there did not have a lot of after-school activities like Hong Kong students do, so we had a lot of time to relax and have fun. The family took me to various exciting places during the weekend, like the Blue Mountains, Manly Beach, and I also had the great chance to camp at a zoo overnight!

School life at SACS was generally less stressful. We had the opportunity to attend three excursions in two weeks. We attended a workshop organised by the Butterfly Effect, where I learnt a lot about the role of women in society, self-defense, etc. We watched a play about eating disorders, where I learnt more about dieting, nutrition, and much more. I also attended an incursion for the commerce elective and learnt a great deal about credit cards, loans, insurance and more about personal finance, something that was not taught in schools in Hong Kong.

My favorite part of the trip was definitely the relationships I fostered with many classmates. Everyone there was friendly, and I had the chance to be friends with people of diverse backgrounds!

2A Jasmine Lee



2C Wan Man Lau

Herschel Girls' School



A 13-hour flight across oceans and continents embarked my adventure in South Africa. I embraced myself in the foreign land and quickly found that I was enjoying every bit of my new home.

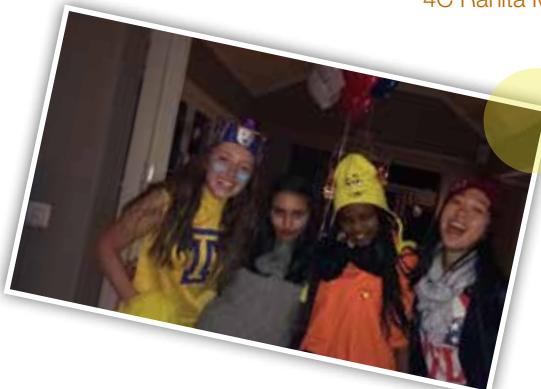
Talking of home, my host family is amazing and their house is always full of laughter and joy. We played tennis, we skateboarded, we baked and danced and laughed together. In Cape Town people tended to have more siblings, and I had so much fun living in a big family!

Before the trip I had been questioning myself why I opted for 'schooling' instead of having a relaxing summer? But soon after I found that schooling here at Herschel was fun and exciting – with new subjects, new friends and new experiences. Subjects provided are very diverse: cultural, science, humanities and business subjects. I tried a few of those electives that are new to me, namely Financial Mathematics, Drama, Accounting, and even Afrikaans, a language commonly spoken in South Africa. Although I could not understand a word, the teacher still tried to include me in the class by teaching me simple phrases like 'good morning'. The interaction between the teacher and students are very lively and somehow quite entertaining!

Together with 20 other exchange girls at Herschel, I went on the five-day Garden Route Tour. We explored outside the city to zoo, game farm, caves and hills. It is really about stepping out my comfort zone as I needed to sign 3 indemnities during the trip. Riding an ostrich, patting a cheetah and Bungee Jumping... these are what we cannot possibly do in Hong Kong, so why not give it a go?

I am not exaggerating but this exchange is really life-changing. I came home so much enriched, feeling grateful for the precious opportunity given to me. Cape Town and Hong Kong both have a unique culture, as well as many other places in the world. And because of all these different cultures, life is full of colours.

4C Ranita Ma



Hot, distant and exotic.

That was my initial thought of South Africa. I was proven wrong - it was winter time when I was there, yet the warmth and thoughtfulness of my host family effortlessly and quickly made me feel a part of their culture.

Many things surprised and enlightened me, and what struck me the most were the food, the people and the transportation. The mixture of indigenous Afrikaans and western food was absolutely wonderful. One can learn about a country's culture from its food and I have gathered that South African people are very diversified and they all have much to share. I felt that strongly at Herschel, where people of different ethnicities sat together at break to share about their days – the harmless quarrels with their siblings, the stress of school work, the parties they attended, etc. I met many people who have taught me a lot.

The transportation in Cape Town is very different with that in Hong Kong. Here in Hong Kong, we enjoy great transportation mobility which I did not realise until I was in Cape Town. Cape Town's local trains and taxis were not safe and were advised against. Parents often drive their children to the destinations and that require close communication. Such a need of communication helps to bring family members together which contrasts with the independence that adolescents have in Hong Kong. I observed that family dinners were filled with conversations on various aspects and interesting anecdotes of their daily lives. It is simple and habitual, I am happy to be part of that.

Many new and memorable things have happened to me, and I cannot be more grateful for this exchange opportunity. Cape Town is a city with wonderful culture; it is no longer distant as it has become a part of me.

4I Christy Wong



北京交流團

去年 10 月，我校學生赴京到清華大學附屬中學進行交流。

短短七天的交流，讓我見識到北京這座城市的多面性。在繁喧的交通上，她有她的活力；在雄偉的故宮中，她有她的威嚴；在慘白的圓明園裏，她有她的沉寂；但更重要的是，她有她的活力與未來、希望與光明，這都體現在我在清華所遇到的學生身上。清華的莘莘學子與我之前所想像的一樣，卻又帶點不一樣。如紀錄片裏典型內地學生一樣，他們嚴謹、勤奮、認真，上課時專心聽課，教室裏幾乎沒有交談的聲音，每個同學的作業都井井有條；然而，除了嚴肅的一面，他們似乎還多了一點活力。無論是每天都讓我叫苦連天的跑操，還是他們自信的課堂匯報，還有與他們的日常交談接觸，我都能感受到他們與這個地球上任何角落的年輕人一樣，散發著青春與活力。他們在運動場上盡情揮灑汗水，卻又保持整齊劃一的步伐；他們在教師桌前自信有裕地進行簡報演講，卻又不失幽默詼諧；他們專心聽課寫筆記，卻又不忘與老師說笑談天；他們也有追星、也有崇拜，卻不因此而耽誤學業。如此矛盾，又如此理所當然。

是次交流最讓我印象深刻的一幕，是站在景山公園萬春亭上，俯瞰北京全景，那種震撼至今仍未忘懷。首先映入眼簾的，必定是故宮，重重紅牆、片片宮瓦，如此清晰的展現，那時，只有一句「一入宮門深似海」浮現在心中。往遠處看，有古色古香的鐘樓鼓樓，旁邊是車水馬龍的大馬路與高聳入雲的建築，我想，「厚德載物」講的，不單是清華，更是北京這座城市，她的包容性，讓人一見難忘。

5D 孔雪珩



先說在清華附中的學校生活，在跟夥伴到附中時，我對課堂的認識只是局限在聖保羅中，壓根兒不知道其他地方的人如何上課。所以當我看見附中同學桌子上搭得高高的課本；早上聽見班上同學整齊的朗讀聲和他們堂上踴躍的發言時，不禁大吃一驚，第一次如此確實地感受到文化差異。然而，作為學生的我們，都有相同之處，例如我們都有一些只有同學之間才明白的自創語，亦會在有問題時一起問成績最好的同學。就是這些細微的相同之處，讓我有一份莫名的親切感，使我很快融入他們之中。縱使我們成長在不同的地方，所受的教育亦不同，但我們都是十多歲的學生，本質都是一樣的。友誼並無分國界。

再說北京這個地方。夥伴的媽媽告訴我，老北京人總是慵慵懶懶的，而冬天的北京亦給我同樣的感覺。不論是在什麼景點，都可看見一大班老人在一起遊覽，優哉游哉。在學校中，雖然學生課業很忙，但他們都悠然自得。反之，身在香港的我們實在不懂得享受生活。每天被工作趕著跑的我們，是不是已經忘記了應該如何歇一歇？每天趕工至凌晨，卻不知道自己有什麼目標。那麼跑得多快亦沒有用。大家總說香港生活節奏急促，但我們在無形中經已習慣了抖不上氣的感覺。或者，我們也應該學北京人的慵懶，暫停那累人的工作。但要香港人停下來，也許只是癡人說夢。

5F 余天慧



Leadership Training

At the end of August, all F5 prefects participated in a training programme organised by Amway. It was a privilege for us to experience a course which is meant for 'fresh graduates'. Throughout the training, our moral standards and teamwork were challenged over and over again. In one particularly memorable training activity, items such as an aesthetically pleasing physique or protection of the underprivileged were auctioned for up to one hundred thousand virtual dollars.

In economics, the winner's curse means the highest bidder at an auction is all but doomed to overpay. I didn't learn this in class, but in Marie Rutkoski's *The Winner's Curse*, where our protagonists weigh love against a race's freedom. What is most frightening about the winner's curse is that we do not know what we stand to lose.

The very action of bidding in the activity implied a risk. As the auction progressed, we began to bid aggressively and indeed blindly as opportunities to buy items dwindled. In the end, less than half of us acquired our most desired lots. But in our debriefing, it was unveiled that each lot represented a specific ideal that was a core value for many people.

Think of the winner's curse this way: until we stand up for what we hold most dear, we never know what we can win.

It was a reflective training for me afterall!

5G Gigi Lam

One of the highlights of the Prefects' Leadership Training is when we successfully achieved the recorded best score in one of the games.

We have all been to a handful of leadership training programmes. Most of us would, therefore, be familiar with a game that requires us to touch some 20 numbered cards scattered in a circle in ascending order. We were not particularly involved as the game was not new to many of us, plus, we were already satisfied with the score of 24 seconds – until we were told that the best score recorded was 17 seconds. It was then we realised how easily satisfied we were and we need to push ourselves to our limits.

Becoming a prefect is a unique opportunity entrusted to us by our peers and teachers. Be it prefect duties or our studies, we find ourselves falling into a familiar-and-often-too-comfortable routine. We forget how it feels like to go beyond our self-imposed 'limits', to pull ourselves up to unprecedented heights, and to give our best in our work.

There is always a 'best record' for training games, but a determined will to strive for excellence defies such limits. I think this is what the pledge 'to serve to our best abilities' truly means.

5I Cindy Wang



Mexican Big Bang

Dust and used lottery tickets are usually considered as junk, but Mexican artist Roberto Turnbull has proven us wrong with his innovative artworks exhibited at the University Museum and Art Gallery of the University of Hong Kong.

Turnbull's painted artworks are narratively captivating; the most intriguing fact is the artist's ability to utilise unconventional materials in creating artworks.

Turnbull's artworks are figurative and abstract in style. On one of his canvases, Planets, he uses acrylic paint to depict the solar system as well as recyclables, such as metal cans, to trace the perfect circles that represent various planets.

Some of Turnbull's artworks are closely relevant to today's society. One shows a building with several parallelograms covering it, which symbolises stores at the traditional flea market being forced to close down owing to urban reconstruction work.

The University Museum and Art Gallery also exhibit antiques and crafts. The 'Nestorian Crosses of the Yuan Dynasty'

exhibition is absolutely an eye-opening experience. Every single cross and badge has its own historical value. Some represent legendary birds guarding the afterworld, while the others represent flowing rivers and streams in China. Having learnt each of their own backstory, I admire our ancestors' creativity on how they comprehend, interpret and represent unaccountable, paranormal ancient myths, rituals and phenomena.



5E Cheng Ho Fung

Broadening of Pedagogical Practices

This year, the Music Department has re-addressed its focus in music classes and expanded its existing approaches to delivering material. Greater emphasis has been placed on creative endeavour and explorative practices. For the students, this has taken many forms: from the task of developing descriptors that appropriately summarise a range of genres to better understanding meaning, to developing innovative alternatives to lesser-known musical instruments to gain broader understanding of unfamiliar cultures, and finally to implementing critical thinking in the quest to find greater meaning in how film music composers utilise sounds in order to support characters or action.

Group collaboration is only one of many approaches incorporated to ensure that students have the opportunity to pace their interaction with material, hear a range of viewpoints, and ask for clarification from their peers.

The curriculum is also being re-shaped in such a way as to allow for clearer links both horizontally (within year levels) and vertically (across year levels). For instance, pure historical information is being taught with broader implications in mind to better inform performance and creativity. Thus, information is not being presented in isolation, but opportunities are being created which allow for the application of this information in an array of new contexts.

I am also happy to report the implementation of a harmonica programme. Form 1 students will have the opportunity to learn the basics of the instrument and then through explorative endeavour and group collaboration, create pieces that represent the broader ideals of the curriculum. It is hoped that by implementing these changes that students will be better equipped to deal with challenges and to improve collaborative skills in order to tackle problems.

Dr Anton D Luiten



Science Trip to Japan

Last summer, I had the valuable opportunity to travel to Japan with my best friends – as prize winners of the Hong Kong Student Science Project Competition. The short trip of five days was unforgettable and had enhanced my interest and knowledge in science.

Japan, a country renowned for its technological advancement, surprised us in every way possible. National Museum of Emerging Science and Innovation was fun and fascinating. The interactive technology in the museum was enthralling – how would it feel like if environmental issues looked like a fairytale? How would it feel like if you got a chance to simulate a surgery? It was simply amazing! I was most touched by the environmental issues as explained by a fairy and the virtual citizens, who presented the issues from a whole new perspective. I even got sent to 2050 to experience a virtual life through interactive computers!

I was also impressed by the laser beam project at Osaka University. Outfitted with gloves, masks and isolation coats, we were allowed 'in' to see the experiments in action. I was amazed by the scale of the project and its advanced technology.

5G Joyee Au Yeung

I found the laser beam project beneficial to mankind. It helps our understanding of the universe and its evolution as the powerful lasers can re-create the extreme environments on the surface of stars or the core part of a planet. Another museum, the Sony Explorer, is more 'down-to-earth' and more comprehensible for the public. The various player-friendly games are indeed great tools to explain science in layman's terms and help the general public understand the scientific phenomena surrounding us. Be it the physical, biochemical, medical or astronomical field, I believe a little interest and knowledge of science would come in handy in our daily life.

Noting that the engineers and scientists have always stayed curious and eager to know practically everything, I believe these two criteria are also the key to true learning.

4A Chen Tiffany Hong Kiu



International Junior Science Olympiad



When I was told that I had qualified for the 12th International Junior Science Olympiad, I was more than overjoyed... with several sleepless nights. The more I learnt about the level of the competition and the calibre of its contestants, the more I felt honoured to be a part of it.

It wasn't long before I realised that the competition was much less about snatching medals than fostering

relationships with other delegations. Of the ten days spent in the lovely city of Daegu, Korea, only three days and a total of ten hours were meant for the actual competition, so we had plenty of time to get to know everyone else. From playing chess with Iranians to partaking in a game of 'Mafia' with two dozen students of various backgrounds, I found great pleasure in meeting new friends. I hope our relationships will last, despite the geographical barriers.

My own team gave me many important lessons on teamwork, especially during the experimental competition where we had to cooperate in order to complete multiple experiments. As a team we always stood by and backed up each other. They gave me support when I needed it most, such as when I had to saw at an acorn with a plastic knife whose teeth had worn out. I will always cherish those marvellous ten days, spent in bliss and excellent companionship.

4E Fan Wai Hin

Playing Host to US Students of Business and Finance

In November, a group of students from Bergen County Academies in New Jersey spent a day with our IB classes. Spending time and briefly getting to know the American students was an interesting experience. Living in Hong Kong, a fairly Westernised city with plenty of exposure to foreign culture, I found it a bit surprising that people from other parts of the world know a great deal less about our culture than we do theirs. One of the first things the students asked us was whether Hong Kong implemented the one-child policy and why we all spoke English reasonably well. Those questions did remind me that there remains a fairly large disconnect between the East and the West.

Conversely, I got to know a bit more about the American educational system. Talking to the students gave us an interesting glimpse of how the IB programme is carried out differently worldwide. Their school places a heavy emphasis on international exposure: every year exchange programmes are organised in order to give their students an opportunity to experience a different learning environment.

While I cannot in all honesty say that this experience gave me a completely new perspective on how to look at education, I can assure that my peers and I formed friendly relationships with our partners. More importantly, seeing the American's take on the international educational programme taught me that we Chinese seem to view schooling in a slightly different way from the rest of the world.

5H Tiffany Tang

We had nearly 30 students from the Academy for Business and Finance of the Bergen County Academies in the US to join our JA meeting in November. First of all, we introduced our company 'Stress Out' to them and briefed on our mission, vision and products. To our surprise, the friends from the US appreciated our products and designs; their support definitely gave us plenty of confidence and courage. Moreover, we exchanged ideas on how to operate a business properly and ways to improve our company. We felt fortunate to have such a precious opportunity of sharing and exchange. Their advice was very inspirational and we have gained some insights on improving our business. It was such a rewarding experience and we look forward to having more similar opportunities in the future.

5D Jacinta Kam, CEO of the JA Company



Girls' Mathematics Olympiad

The five-day trip was not just about competition. We visited the host school and even formed a team to learn aerobic dance. Back to the dormitory, we chatted with members from other provinces and countries till midnight. Our topics were not limited to Math, but also our cultures and habits. One of them showed great interest in the older-generation Hong Kong singers and even sang a song for us. It was delightful to meet new friends from different places – but with the same passion for Math. The eight of us huddled together on the bed to discuss the techniques for competition, sharing tips and reminders. There is so much for me to learn from them.

This competition allowed me to put homework and exams aside, spending hours and hours of undisturbed indulgence in my own little world of Math, I am so grateful to have

such precious time pampering myself in the beauty and fascination of Math.

Math is not as straight forward as it seems, but also not as boring as others may think. What this experience brings to me is not only the mathematical knowledge, but also the friendship and memories built on the passion for Math.



5A Wong Ka Wai Tiffany

Cambridge Literature Programme



An illuminating journey to Cambridge

The most captivating part of the curriculum is that it led me to draw a personal connection with my own knowledge. As a history student, war is an overriding theme of our study. The study of war literature in the programme allowed me to look at it from a brand-new perspective. It added a sentimental touch supplementing our rational analysis of history. We explored the relationship between the environment and literature. Are poets more sentimental than the others? How does the surrounding affect the emotions of human? After looking at British pastoral literary works, I could not help but share the pastoral elements in Chinese literature with my mentor, as cultural exchange is a highlight of the programme.

The lessons we took were closely connected with our excursions. We drilled into the art of persuasion and British politics before visiting the Houses of Parliament and debating in the Cambridge Union. We were then motivated to reflect on the political system in Hong Kong and draw comparisons. Not only did we embark on inspirational trips to various art galleries and museums, I also had the honour of performing in the magnificent Trinity College Chapel. The programme is certainly more than an English course: It is a synthesis of politics, history, art, literature, and music.

“Very quietly I take my leave
As quietly as I came here;
Quietly I wave good-bye
To the rosy clouds in the western sky.”

There are no better places to learn literature than Cambridge, where you can trace the footsteps of Xu Zhimo, Rupert Brookes and Virginia Woolf. It is truly an inspiring and fruitful journey.

5F William Wong

“We tell each other stories in order to live.”

Our teacher wrote this quote on the board in the last lesson. He used it as a summary of the programme, and as a summary of literature. Perhaps this is what literature is. To tell stories. Whether it is Shakespeare’s tragic tale of Macbeth, or Wordsworth’s impressions of London, stories are told in works of literature. From stories we learn, and from what we learn we tell stories.



Whether sitting at the dining table or wandering through Cambridgeshire, I enjoyed sharing my anecdotes, as much as anyone else did. We regaled each other with tales ranging from hilariously unfortunate injuries during childhood, to dreams of the past and those of the future. Ultimately, our trip would in time become a story worth telling. A tale of 15 literature students from Hong Kong, Australia and Malaysia, punting on the Cam, visiting museums, art galleries and the Houses of Parliament, watching the Phantom of the Opera and Macbeth, and writing sloppy sonnets with tea and scones in the Orchard. A story that is perhaps adequately amusing and intriguing enough to be written into a novel.

Back in Hong Kong, the story of learning and of perceiving literature continues. The inspirations gathered from a place that was home to so many great novelists, playwrights and poets, will enable stories of greater depth and dimension to be told. We tell each other stories in order to live, and a new story has been added to the book of my life.

5I Alston Wai



Winning a Trip to UK Summer School

Of all the emails that I had expected to receive on a Sunday afternoon last May, a congratulatory email on me being one of the six winners of the British Council UK Summer School Competition was not one of them. A month later, I was on an aeroplane, flying alone... to the UK.

I chose to study the Creative Writing module in the International Summer School of the University of East Anglia, a university in Norwich, England's first UNESCO City of Literature. In fact, UEA is renowned for being the first university in the UK to offer a master's degree in Creative Writing; its Creative Writing programme has been well recognised and awarded the prestigious Queen's Anniversary Prize for Higher and Further Education. Three things that we never failed to do during the lesson was... write, read and discuss. We were often told to practise our writing, be it a poem or a paragraph, and we were to read them out loud and then discuss them among ourselves. Our professor always stressed upon the importance of discussions, editing and workshopping, and the motto of "show, not tell" is now stuck in my head.

We went on a tour around the colleges of the University of Oxford and were introduced to its rich literary background. We also caught the Cambridge Shakespeare Festival and went to the university to watch *Romeo and Juliet* in the garden of St John's College. I also travelled with my new friends to London for two weekends, then made a trip to Cambridge to visit one of my old friends from the Cambridge English Programme last year.

This is a programme that let me explore my interest in literature and creative writing, to get a taste of university life, to dive deep into a branch that I could not study specifically at school. This is a trip that allowed me to breathe outside of Hong Kong, outside of the mounting pressure of the looming DSE, and make friends who came from all around the world with vastly different cultures and interests. This is an award that opened my horizons.

6G Michelle Wong



Forced Migrants in Hong Kong

"No one chooses to flee their country to be a refugee, but everyone has the right to seek asylum and receive protection." — Justice Centre Hong Kong

Modern Hong Kongers are so indulged in their work and studies that they seldom pay attention to pressing social issues, one of them being the predicament of forced migrants. A talk given by Justice Centre Hong Kong on refugees and asylum seekers in early December was highly inspiring and insightful. It was certainly an eye-opener for most of us who had little knowledge about the lives of refugees in Hong Kong.

There are more than 15 million refugees around the globe, 80% of them are hosted by poor countries instead of rich nations. How much do we know about these vulnerable

disadvantaged groups in Hong Kong? Refugees seek protection in Hong Kong as they are under persecution and torture by their own governments, due to race, religion, nationality or political opinion. However, they are not offered any job opportunities, neither are they allowed to study.

It is ironic how Hong Kong, positioned itself as Asia's world city, fails to abide by the international standards of offering human rights protection and rectifying slavery. In order to comply with the UN Refugee Convention, the Hong Kong government should fulfil her duty to legislate against such injustice. Youngsters in Hong Kong should learn more about these issues with an open mind.

5B Tung Yat Ying Irma

SPORTS

Athletes Rise and Shine

Our young athletes are shining brighter in the sports arena, especially in the swimming pool and the table tennis court. It is gratifying to see them giving every competition their best shot and eventually returned in triumph – some even reached their peak performance. Kudos to our swimmer Leung Ho Ching of 4H for breaking the HKSSF record of the Inter-school 200m Freestyle, Division I. Our table tennis duo, Cheung Yin To of 4D and Wong Ho Hin of 4F, were again being enlisted into the Hong Kong Team. At the Schools Interport Table Tennis Competition, they won the 1st runner-up in the team event; Ho Hin was awarded championship in the boys' singles.



STAFF DEVELOPMENT

Positive Education

The theme of the Staff Development Day (SDD) held last August was Positive Education. It aimed to introduce teachers and staff to the concepts and practices of Positive Education, its importance in the school's curriculum and provide the opportunity to see how Positive Education can be applied in teaching and learning at SPCC.

Positive Education brings together the science of Positive Psychology with best teaching practice to encourage and support individuals, schools and communities to flourish. Flourishing is referred to as a combination of 'feeling good and doing good'. Positive Education focuses on specific skills that assist students to strengthen their relationships, build positive emotions, enhance personal resilience, promote mindfulness, and encourage a healthy lifestyle.

Positive Education is a new format and framework but its contents are not completely new to our school as most of the elements involved were very similar to our school's current practice. Teachers and staff were divided into groups of mixed-disciplines for a mix of activities, discussions and reflections whereby we could thoroughly explore the various elements of Positive Education, namely, positive emotions, positive accomplishments, positive engagement, positive relationships, positive health and positive purpose.

With Positive Education embedded in school, students would not only experience a positive school culture and environment, they would also be taught skills on how to enhance their well-being, deal with life's challenges, live a life of meaning and purpose, strengthen their relationships with others and strive for their dreams. Such lessons set students up for lifelong learning and flourishing beyond the school gates.

Overall, it was an extremely rewarding day that not only served to introduce Positive Education and its relationship with teaching and learning, but also emphasised its importance to students' growth and well-being.





To follow up on the SDD on Positive Education last summer, we invited the vice-principal of Geelong Grammar School, Charlie Scudamore, to share his first-hand experience of implementing Positive Education in Geelong.

In response to 'Why Positive Education?' Mr Scudamore shared some shocking statistics – each year, around 160,000 young Australians aged 16 to 24 live with depression. While there has been some decline in suicide rates in the last ten years, suicide continues to be one of the leading causes of death in Australians aged between 15 and 24. With this epidemic of mental health problems among teenagers, there is a great need to take positive action to promote well-being in schools.

Developing a whole-school approach to Positive Education involves four key elements: Learn It, Live It, Teach It and Embed It. Our speaker went on to share how Geelong Grammar School promotes Positive Education through these elements. Mr Scudamore's team believe in the

importance of all staff learning and living the skills and concepts which are taught at the school. Well-being initiatives and policy alignment are also integral for developing positive practices and embedding Positive Education across schools. Their model aims to build a positive culture that places well-being at the core of education. He emphasised that implementing Positive Education is considered to be an ongoing journey and his team encourages a whole-school approach to support individual communities to flourish.

On the whole, it was an inspirational afternoon which involved a sharing from a passionate speaker who is on a groundbreaking journey of promoting Positive Education in schools.

Ms Eva Chan Sin Yan



Faculty Exchange to St Paul's School, New Hampshire

Ms Mak and I feel very fortunate to have been granted the opportunity to stay in residence for a week at St Paul's School, one of America's most prestigious boarding schools. As soon as we set foot in the idyllic 2000-acre historic campus in Concord, New Hampshire on 27 September, we were immersed in the vibrant life and culture of the school.

A typical day began with a morning chapel service, followed by lesson observations and meetings with fellow practitioners. In their integrated, interdisciplinary humanities curriculum, students learn to think critically and to connect important notions in literature, history, philosophy, and religious studies. At the heart of their programme is a firm commitment to learner-centred instruction in which students make discoveries for themselves with guidance from and in collaboration with their teachers. Beyond the classroom, students and teachers organise life on campus, planning everything from home maintenance to fun activities. The residential community makes it easy for them to forge lifelong bonds.

As the role of the educator becomes more complex in the global arena, platforms like the faculty exchange are effective ways to keep abreast of current pedagogical practices, stimulate professional dialogue among teachers, and keep ourselves invigorated in the field of education.

Ms Gigi Wong

St Paul's School, founded in 1856, is a co-educational high school with a community of young people from around the world. All students and faculty live on campus which helps build a strong bond in the community. The school strives to challenge their students intellectually and morally – to nurture a love for learning. The message in the poster displayed in the school campus helps me reflect on what makes good teaching. "A learner-centred classroom reflects an understanding of how we learn best. We all learn differently, but our teachers understand when, how and why their students learn, and our students share responsibility for their learning."

The exchange was a valuable experience for me to enhance cross-cultural understanding, learning and sharing of math knowledge. I had the opportunity to observe some lessons and learn how various activities are conducted in small-class teaching, where students are highly interactive, action driven and have greater access to technology. Most of the lessons were conducted with innovative teaching strategies that prepare students for productive and independent work. I also participated in collaborative lesson planning meetings and exchanged techniques and strategies for teaching and learning. I learnt the importance of developing a culture that respects and support individual differences among students and create learning environments in which students with learning diversity can excel.

Ms Mak Ming Wai

CHRISTIAN EDUCATION



In the parable of 'The Wise and Foolish Builders', Jesus emphasises the importance of putting His words into practice. To encourage our students to be doers instead of mere hearers of God's word, we have introduced progressive assessment scheme in the Religious Education classes. Classwork and homework have emphasised more on practising the truth learnt through the Bible. Instead of having one final assessment at the end of each term, students will be assessed by several in-class revision exercises.

During the Christmas communion service on 11 December, Rev Chan Wing Fung from St Paul's Church enlightened us on the true meaning of Christmas gift. God sent His only, beloved son so that we can receive the gift of salvation, we should likewise practise the love of God through sharing and caring for others. To put Christian faith in action, our students were encouraged to record their small deeds of love from November to December.

Our upper primary parents find loving their kids who are approaching adolescence quite a challenge. More than 70 of these parents went through our first Teens Parenting Course this past term. Many have found the faith, hope and love that they need in parenting were rekindled! Many were grateful that their relationships with children in puberty had really improved.



LEADERSHIP & COMMUNITY SERVICE

領袖培訓

學校每年都會為領袖生提供五次培訓，目的在於培養學生的領袖才能、提升責任感和團隊精神，更重要的是，讓同學在培訓中建立關愛和服務的素質。



經過上學期兩次領袖生培訓，我真正體驗到寓遊戲於學習的樂趣，令我獲益良多。在第一次訓練中，我們透過不同活動體會團體精神的重要，提升了領袖生的服務精神。在第二次訓練中，導師透過一些精心設計的活動，提升了我們關愛、自律和樂觀的素質。

五戊 伍亮恆

感謝老師和同學給予我當領袖生的機會，讓我為學校服務。領袖訓練課程令我獲益匪淺，其中我最喜歡「情境」學習活動，讓我明白解決困難不單需要「堅毅自信和承擔」，更重要是有積極樂觀的態度。我亦領悟到自律的重要性，要做到「尊卑有道常守規」，才能為低年班同學們樹立榜樣。展望將來，我希望憑著團隊的培訓及更多實踐服務的機會，讓我擴闊視野，成為一位出色的小領袖。

五甲 梁雅蓓



專業交流

11月2日，九位來自上海市長寧區的教育團體同工訪校，成員包括教育局副局長、教育學院教研室主任、海外聯誼會副會長及幹事、中學校長等。代表團與梁校長、朱副校長及主任們就校本課程、學生素質培育、學生活動、教師專業發展及家校合作等不同範疇，進行深入交流和分享。



廣東省科技教育香港考察交流團於11月26日到本校交流，除了參觀我校的實驗室及資訊科技室等科學及科技教育硬件設施外，交流團亦與梁校長、朱副校長、數常科總主任以及常識科與資訊科技科科主任交換科學與科技教育的教學經驗和心得。廣州市越秀區少年宮葉炎富副主任就本校的科學與科技教學策略提供寶貴意見。



12月10日，教育局首席助理秘書長容寶樹先生帶同17間學校、超過50位小學校長、主任及教師到訪本校。梁校長及其管理團隊與嘉賓分享本校的辦學理念、教育使命、管理與組織、校本資優教育及全校培育的推行，期間，多名學生大使帶領嘉賓參觀初小課外活動、小六戲劇課程及小五科學日營，大使們的熱情接待及流暢的講解技巧，得到嘉賓們一致讚許。最後，在分組討論環節中，大家互相交流經驗及心得，裨益良多。



閱讀教學與自主學習

無論置身哪個年代，提升閱讀能力與語文學習有著密不可分的关系。良好的閱讀習慣能令學生逐步建立語文能力，當孩子建立了基本語文能力，就可以從各種閱讀活動中獲取不同知識。當孩子沈浸在知識的海洋中，便會自覺地建立閱讀目標，投入閱讀，自我檢視，達至自主學習的領域。

過去，初小語文教學往往以字詞教學為主導，忽略了「閱讀策略」教學。其實字詞教學是根，「閱讀策略」教學是幹，強根固然重要，但展幹提莖也是必要的。今年，中文科特別強調「閱讀策略」教學，從初小開始推行。為配合學生的學習興趣及能力，小一由「對應問題，完整回答」開始。因為孩子總愛問，但孩子回答問題時，往往只是簡答居多，我們針對孩子的問，教導孩子回答的要素及技巧，孩子學會完整、自信、實效的回答，才能推展思維教學。小二推展閱讀「連結策略」——通過故事中人物的行動、說話、態度，以事實對應人物的性格，從而推展故事的發展，初步掌握閱讀策略。小三則進行「預測策略」閱讀學習，學生在閱讀前進行預習，先從預習安排中思考學習重點。在課堂上，老師再以不同的「戲劇教學」形式引入，例如用「牆上的角色」引入思考問題，讓學生帶著問題閱讀篇章，進入課文後，學生就能自我修正問題的答案，也能感受文章中人物的心理變化。「閱讀策略」教學不但令課堂氣氛活起來，更有助提高學生學習語文的興趣及能力。



Self-directed Learning through Process Writing

One of the school's major concerns this year is to nurture students to be self-directed learners. Self-directed learning refers to the approach where an individual takes the primary responsibility to learn through interactions with teachers and peers. Process writing is now used as a means to cultivate this new learning style in our students from P2 to P6 in the English writing lessons.

This process writing project has been rolled out in various levels. Teachers use different stimulating visual or audio resources to motivate children to think and voice out their thoughts on a given topic. After brainstorming, students will

organise their ideas and work out their first draft – some use mind maps to structure their ideas while some write freely. Teachers then give comments on their drafts, and their peers are encouraged to give constructive feedback. Students will go over this process a few times whereby they will pick up new ideas, brush up their language skills and vocabulary, and refine their writing.

In addition, collaborative learning is also integrated into the writing lessons. We believe that it will not only motivate students, but also enhance their communication skills and foster a positive learning attitude.



營造普通話語言環境

學校定期舉辦各種普通話活動，例如「普通話日」、「普通話話劇」、「普通話大使」、「校園普通話午間廣播」等，讓學生有更多機會在日常生活中運用普通話，使其聽、說能力得以提升。

今年，為慶祝一百周年校慶，我們在開放日舉辦了兩場「普通話快樂大匯演」，邀請多位在校際朗誦節獲獎的同學表演詩歌朗誦，亦邀請所有一年級小朋友參與演出。一年級的小朋友分班上台，表演得頭頭是道，精彩極了！除此之外，十數位普通話大使表演《木蘭辭》，更讓人耳目一新，喜出望外！

今年我擔起普通話大使一職，負責在校園推廣普通話，主持普通話遊戲，希望鼓勵更多同學說普通話。學校開放日，我們為大家帶來著名文學作品——《木蘭辭》。我們只練習了五次，很擔心萬一忘了台詞怎麼辦？幸好，我們最後順利完成表演，獲得大家熱烈的掌聲和好評。除了參與表演之外，普通話大使平日也會設計不同的遊戲讓同學玩。看！普通話日可受同學歡迎了。我希望能繼續在校園裡推廣普通話，幫助同學們提升普通話水平。

四戊 舒宇佳



學校朗誦節

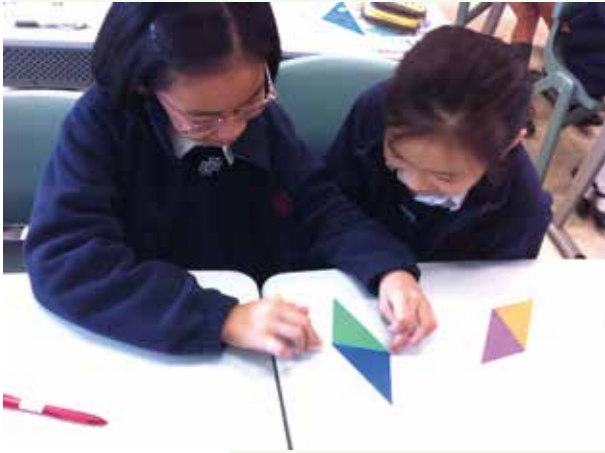
今屆隊際比賽中，高小英語組及初小普通話組分別獲得英詩集誦及詩詞集誦冠軍，高小中文組更勇奪二人朗誦的冠、亞、季軍。此外，在獨誦方面，英語、中文和普通話組合共獲得冠、亞、季獎項超過 230 個，成績斐然，可喜可賀！



探究學習 活學活用

「探究學習、自我發現」是這次小四數學課研設計的理念，在過往教授三角形面積的經驗中，老師看見大部分學生只著重背誦面積公式而忽略公式的由來，容易混淆其他圖形的面積計算。為了幫助學生釐清概念，老師設計學與教活動及課業時，銳意利用拼砌圖形、數方格及觀察動態圖形的教學方法，讓學生透過觀察和思考，從平行四邊形面積推斷三角形面積的計算。課題的總結部分，學生更需進行一項解難的延伸活動，探討「相同底或相同高的不同三角形面積之間的關係」，目的讓學生靈活運用所學知識，發揮探究及解難能力。

在課堂學習中，學生認真參與各項探究活動，投入討論，從不同角度思考問題，互相交流不同拼砌方法，從而發現平行四邊形面積與三角形面積的關係，對三角形面積的計算有更充分的理解，把抽象概念轉化為更「實在」的經驗，這不但能加深學生對有關學習內容的記憶，更能讓他們透徹地明白箇中的概念，提升思考能力及培養自學精神。



創新與溝通 盡在發明中

常識科老師致力鼓勵同學在不同平台發揮科學探究或創作發明的潛能，如去年暑假，帶領同學參加「宋慶齡少年兒童發明獎及全國青少年科技創新大賽」，11月也參加了「香港國際學生創新發明大賽」。老師在賽前訓練同學清楚流暢地向評判介紹作品、自信地回答提問，在訓練及比賽過程中給予同學支持及指導，使他們能充份發揮創新、溝通等素質，與來自不同地方的參賽者互相觀摩、增長見識、擴闊視野。能取得全國青少年科技創新大賽一等獎，除了師生的共同努力，家長的支持亦相當重要。期望我們能繼續發揮家校合作的精神，讓同學在未來的賽事中盡展潛能。



摺紙藝術

12月上旬，視藝科舉辦兩次以摺紙藝術為主題的活動，名為「聖誕裝飾分FUN紛」，加深學生對摺紙藝術的認識，誘發其創意及擴闊思考空間。老師先在課外活動課向「校園藝術大使」教授摺星星的技巧，到活動當日，這群大使就充當小導師，協助其他同學摺星星。

校園藝術大使王心悅同學說：「我覺得這個活動很有意思，因為可以和不同年級同學分享摺紙工藝。雖然在準備過程中遇到困難，不是把紙剪錯就是摺錯，幸好老師悉心教導，我們最終也可以摺出一顆大星星。」

王同學又說：「課外活動課的時間有限，我們的練習不足，於是就利用小息、大息和午息時間不斷練習。終於，令人期待的大日子來了！我們當天十分忙碌，不停教，又不停幫同學們補救錯誤。午息後，我們雖然已經筋疲力盡，可是心裏卻十分高興，看著同學興奮地拿著星星離開教室，我的心裡有一絲絲說不出的甜蜜。我很期待下一次的『藝術分FUN紛』活動！」

另一位大使區頌祈同學說：「這個活動既有趣又有意義，在活動期間可以學習，又可以跟同學分享摺紙技巧，真是一舉兩得。『校園藝術大使』除了在活動擔當重要的協助角色，還有機會發揮服務精神。」



SPORTS

堅毅自信 走向成功

我很高興在全港學界精英乒乓球比賽中奪得小學女子組單打冠軍，並獲頒發屈臣氏集團香港學生運動員獎。

能夠晉身學界精英賽的選手，實力不容置疑。決賽剛巧定於學校考試翌日，令這項挑戰變得更艱鉅。由於這是最後一年代表小學出賽，不論輸贏，我都要盡力一試。賽前我努力裝備自己，盡量分配好溫習和練習的時間。比賽當然也不是一帆風順，在四強賽事中，我和對手要打到最後一局才能分出勝負，當時心情很是緊張，但也鼓勵自己要堅持到最後一分……最終更喜獲冠軍。

除了學界精英賽，我在過去六年亦參與過不同賽事，我由衷感謝校長和老師對我的支持和配合，教練對我的栽培和指導，家人對我的關懷和鼓勵，使我有勇氣面對不同挑戰。無論比賽輸或贏，從中我都獲得了寶貴經驗，助我學會面對未來的困難和挑戰。



六丙 許心怡

STAFF DEVELOPMENT

建立電子平台

我校於本年度引入一個開放源碼的學習管理系統 Moodle。除了網上版外，我們同時引入 Moodle App 版本，方便教師使用。網上平台能打破時空限制，讓知識管理變得更為高效。

現階段，Moodle 主要用作教師專業培訓。從前個別老師出席教育局或其他機構的培訓課程，都會收到一些課程相關的紙本資料，這些資料很多時候都會存放在教員室或資源室，同事在需要時才取閱。但因為客觀條件所限，閱讀的人次和效果均欠理想。引入 Moodle 後，這些課程資料經掃描後就可存放在此網上平台，全體老師只需登入便可隨時查看，大大加快訊息傳播。另外，我們為每份培訓課程加入一個討論區，讓參加課程的同事分享得著及解答其他同事的提問，以及互動交流。短短數月，我們校內的網上教師學習社群已具雛形了！

事實上，任何培訓資料也可上載到 Moodle，例如早前我們邀請了一位專家來作題為「自主學習」的校本培訓，有關資料放上 Moodle 後，大大方便同事讀取，既快捷，又環保。另外，最近我們到上海考察交流，便充份利用這平台的優勢：將全部交流資料及行程安排放在平台上，出發前請同事利用 Moodle App 下載至手機或平板電腦中，方便隨時查看。這次我們在上海參觀的一所國際學校亦用 Moodle 平台來教授電腦課，我們亦抓緊機會和他們交流使用 Moodle 的心得和經驗。

展望將來，希望我們能在這基礎上進一步發展，善用電子平台提升課堂教學的效能。

陳偉權主任、李家韻老師、余慧航老師



自主學習

廿一世紀是一個知識爆炸的年代，各種各樣的資訊多得讓人應接不暇。要得到資訊並不難，要老師教授知識也不難，關鍵是，學生有沒有渴求知識的動力？學生有沒有獨立學習的能力？

應付未來社會的變化與挑戰，學生必先學會學習，成為自主學習者。何謂自主學習？自主學習就是指學習者主動地計劃、選擇和運用策略、自我評鑒和檢討成敗歸因等，以期有效地達到所設定的目標。（Zimmerman 1989, 1994）

聖保羅一直以培育明日的領袖為己任，致力培育學生自主學習的態度、方法與能力，開拓學生更廣更遠的國際視野。學校今年成立了「探究學習小組」，在前香港中文大

學優質學校改善計劃的學校發展主任——趙李婉儀女士的帶領下，小組成員定期舉行會議，全面審視本校所有課程，包括各科校本課程、其他拓展課程如跨學科課程、探究研習日、科學日營、小六常識專題研習等的學習目標、內容及活動設計，然後根據自主學習理論，編訂了一套名為 STAR 的能力框架，逐年發展學生各種自主學習策略、思維策略、學習習慣及態度和探究研習技巧，期能成為真正的主動學習者。

為了讓全體老師對自主學習有進一步的了解，建立共同目標，校方邀請趙女士為全體教師進行兩次工作坊。第一部份講述自主學習的理論和實踐，第二部份講述各種思考策略。透過了解不同國家的做法，反思香港傳統課堂的不足之處。趙女士提示老師在當中可擔當的角色，並鼓勵老師要常常思考帶領學生自主學習的先決條件，老師在要求學生預習時也可以多留意工作紙的設計，多思考如何才可培養學生的學習興趣，為課堂滲入更多趣味。



教師專業發展 上海交流之旅

1月3日至6日，我校安排全體教師到上海進行為期四天的學習交流之旅，這是本年教師專業發展的重點活動。我們觀摩滬市的學校發展及課程改革，不但有助提升教師的專業知識，更可反思學校現況，提出更多提升教學效能、優化現行方法的新策略、新意念，裨能更有效地配合學校的發展重點。

世界外國語學校

上海首批推行校本 STEM (Science, Technology, Engineering, Mathematics) 課程的學校之一。本著「讓孩子走向世界，讓世界走進學校」的辦學理念，學校近年發展了一套名為 DREAM「夢想」(Duty 能負責, Risk 敢冒險, Elite 能領先, Action 會實踐, Mind 能思考) 課程體系，涵蓋藝術與人文、科學與技術、運動與健康、社會與實踐。無論是課堂學習，以至校園每個角落，都展示其辦學理念和課程目標。學校致力推動良好的學習氣氛，在校園設計上花了不少心思。設計精美的標語，提醒同學注意行為禮儀，潛移默化地培養高尚的情操與品格。學校亦注重學生的文化素養，特設書法教室；並且善用電子教學資源，有助提升教學效能。

向陽小學

上海市科技教育特色示範校。歡迎我們的是別開生面的師生足球活動，洪雨露校長還邀請我校老師參與。短短十幾分鐘，已感受到學生投入校園生活的愉悅。洪校長為我們簡介學校歷史和 85 年來的發展歷程，亦分享了他對辦學和教育工作的心得。他強調，學校要為學生營造快樂的校園文化，讓孩子快樂學習、快樂創造、快樂唱歌、快樂遊戲和快樂運動；同時也要為教師創造健康的工作環境，讓每位教師都能做到身體好、心情好、工作好、活動好以及學習好。

短短四天的學習交流之旅，上海學校展示的辦學特色和教師的專業素養，為我們優化教學實踐帶來新思維和創意，同時亦推動教師深入思考其專業角色、課堂教學成效、學生學習負擔以及實踐辦學理念等重要議題。

包玉剛實驗學校（小學部）

這是一所民辦的雙語學校，推行 IB 課程，致力為學生打好中華文化根基，同時拓展國際視野，發展全人教育。踏進紅磚牆的校舍，我們倍感親切。走進課室觀課，學生的自律和自主性令人讚嘆。我們相信，這是老師與學生長久以來建立和培養出來的習慣和默契。教師不是純粹把知識輸入學生腦袋，而是讓學生透過特別設計的課堂活動，領悟書本上的知識和如何實踐運用，並學習表達、交流、解難以及與同輩相處等共通能力。

華東師範大學

我們有幸探訪華師大這所全國著名的教師搖籃，並參加由華師大課程與教學研究所柯政教授以及上海市教育科學研究院夏雪梅博士主持的「上海的課程改革和教師專業發展」專題講座。上海的二次課改強調學生要有綜合能力，學校的課程和教學以培養學生的「創新精神」和「實踐能力」為目標。除了強調培養學生的綜合能力外，老師在課堂上的角色及教學模式也相應地轉變。老師從頭講到尾的課堂已逐漸消失。取而代之的是提問式教學和引導式教學，學生在課堂的參與度明顯提升。教師也從課程的執行者，轉變成為課程的建設者。



Looking Ahead

Date	Event	Place
12 Mar – 2 Apr*	Exchange to Lycée Saint-Vincent	Senlis, France
25 – 31 Mar*	Exchange to <ul style="list-style-type: none"> Shanghai Fudan High School Shanghai High School Nankai High School Ningbo Huizhen Academy 	Shanghai, China Shanghai, China Tianjin, China Ningbo, China
Mar – May*	Visit of students from Herschel Girls' School	SPCC
4 – 22 Apr*	Visit of students from Lycée Saint-Vincent	SPCC
18 – 22 Apr	Primary 6 Graduation Trip	Shanghai & Hangzhou, China
3-9 May*	Visit of students from <ul style="list-style-type: none"> Shanghai High School Ningbo Huizhen Academy 	SPCC
7 May	Primary School Leadership Training	Ma Wan
13 May	Lower Primary Games Day	Wan Chai Sports Ground
16 May	Upper Primary Sports Day	Wan Chai Sports Ground
18 Jun	Primary School Swimming Gala	SPCCPS
Jul – Aug	Summer Sports and Training Programmes	SPCC & HK Park Squash Centre
9 Jul	Centenary Spectacular	AsiaWorld-Expo
10 – 24 Jul*	Exchange to Convent of the Holy Infant Jesus (Toa Payoh)	Singapore
10 Jul – 7 Aug*	Exchange to <ul style="list-style-type: none"> Presbyterian Ladies' College St Andrew's Cathedral School 	Sydney, Australia
10 Jul – 14 Aug	Rites of Passage Programme	Queensland, Australia
14 – 21 Jul	Xinjiang Study Trip	Xinjiang, China
16 Jul – 16 Aug*	Exchange to Herschel Girls' School	Cape Town, South Africa
26 Jul – 10 Aug	English Enhancement Programme for Junior Students	London, UK
31 Jul – 13 Aug	<ul style="list-style-type: none"> Cambridge English Literature Programme / English Programme for Senior Students Cambridge Science Programme for Junior Students 	Cambridge, UK

* Tentative

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