



**聖保羅書院**  
**St. Paul's College**

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**School Mission**

St. Paul's College is the oldest Anglo-Chinese school in Hong Kong. It offers youths a modern, liberal education in the English Language (but including the subject of Chinese Language in the curriculum) based upon Christian principles, Protestant and Evangelical, as professed by the Sheng Kung Hui.

**School Information**

Supervisor / Chairman of School Management Committee	Mr. Pong Yuen Sun, Louis		
Principal (with Qualifications / Experiences)	Mr. Mak Chi Ho, Michael (B.Sc. , P.G.C.E., P.G. Dip. English Studies)		
School Type	DSS	Student Gender	Boys
School Motto	"The fear of the Lord is the beginning of wisdom"		
Name of Sponsoring Body	St. Paul's College Council		
Area Occupied by the School	About 6000 Sq. M	Religion	Protestantism / Christianity
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	Yes
Incorporated Management Committee	Not Applicable	Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets	
4Rs Mental Health Charter	-	Whole School Health Programme	Pledged School

**Teaching Staff Information (Including School Head) in the 2025/2026 School Year**

Number of Teaching Posts in the Approved Establishment	-
Total Number of Teachers in the School	95
Qualifications and Professional Training (% of Teaching Staff)	
Had Received Teacher Training	80%
Bachelor Degree	100%
Master / Doctorate Degree or above	57%
Special Education Training	24%
Years of Experience (% of Teaching Staff)	
0 - 4 Years	30%
5 - 9 Years	6%
>= 10 Years	64%

**Subjects Offered in the 2025/2026 School Year**

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Putonghua, Life Education
	English as the Medium of Instruction	English Language, Mathematics, Integrated Humanities (Geography, History, Citizenship, Economics and Society [Form 1], Life and Society [Form 2 and Form 3]), Integrated Science (S.1 & S.2), Physics (S.3), Chemistry (S.3), Biology (S.3), Information & Communication Technology, Religious Studies, Visual Arts, Music, Physical Education
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	For S.1 & S.2 English Language, classes A to F will be streamed into 9 sets to enable small class teaching and to allow teachers to cater for learner diversity; Putonghua classes from S.1 to S.3 are split for more effective teaching and learning; For S.2-S.3 Chinese Language, classes A to F will be streamed into 8 groups, in which 2 groups will be taught in Putonghua.
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Chinese History
	English as the Medium of Instruction	English Language, Mathematics, Chemistry, Physics, Biology, Citizenship and Social Development (Geography, History, Citizenship, Economics and Society), Geography, History, Economics, Business, Accounting & Financial Studies, Information & Communication Technology, Ethics and Religious Studies, Religious Studies, Music, Physical Education, Visual Arts
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Offer HKDSE and IAL curriculum for Senior Form students. Offer School-Based Common Core-Extended Study (S.4-S.5) to apply students' knowledge and skills in an interdisciplinary approach.

## Subjects to be Offered in the 2026/2027 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Putonghua, Life Education
	English as the Medium of Instruction	English Language, Mathematics, Integrated Humanities (Geography, History, Citizenship, Economics and Society [Form 1], Life and Society [Form 2 and Form 3]), Integrated Science (S.1 & S.2), Chemistry (S.3), Physics (S.3), Biology (S.3), Information & Communication Technology, Religious Studies, Visual Arts, Music, Physical Education
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	For S.1 & S.2 English Language, classes A to F will be streamed into 9 sets to enable small class teaching for learner diversity. The streaming will be done according to diagnostic analysis which will be administered to S.1 students; Putonghua classes from S.1 to S.3 are split for more effective teaching and learning; For S.2 & S.3 Chinese Language, classes A to F will be streamed into 8 groups, in which 2-4 groups will be taught in Putonghua (the number of groups depending on the needs of students)
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Chinese Literature
	English as the Medium of Instruction	English Language, Mathematics, Chemistry, Physics, Biology, Citizenship and Social Development, Geography, History, Economics, Business, Accounting & Financial Studies, Information & Communication Technology, Ethics and Religious Studies, Religious Studies, Music, Physical Education, Visual Arts
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Offer HKDSE and IAL curriculum for Senior Form students. Offer School-Based Common Core-Extended Study (S.4-S.5) to apply students' knowledge and skills in an interdisciplinary approach.

## Class Structure & Chargeable Fees (2025/2026)

	S1	S2	S3	S4	S5	S6
No. of Classes	6	6	6	6	6	6
School Fee	\$44,000	\$44,000	\$44,000	\$44,000	\$44,000	\$44,000
Tong Fai	-	-	-	-	-	-
Parent-Teacher Association Fee	\$100					
Student Union / Association Fee	-					
Approved Charges for Non-standard Items	-					
Other Charges / Fees	-					

## Remarks

- S.1 to S.5 (10 installments, Sept-June); S.6 (8 installments, Sept-April).
- A number of scholarships will be offered for academic excellence / talented musicians / talented sportspersons.
- Besides, there will be a generous fee remission scheme provided by the College to assist families with financial needs. For more details, please visit our school website.

## S.1 Admission, Orientation Activities & Healthy School Life

### Secondary One Admission

Our school will not accept discretionary places. Our school will not participate in the Secondary School Places Allocation System through central allocation stage (Applicable for admission to S.1 in September 2026).

### Orientation Activities and Healthy Life

To ensure the newcomers adapt their secondary school life, a bridging course is organised for all S.1 students during the summer holiday. The S.1 bridging course aims to equip them with essential academic skills and adequate e-learning capabilities for success at the College. There is also an Orientation Day for all S.1 parents and students in late August; at the beginning of the school year, we have an S.1 Orientation Day, Talks on "Study Skills and Learning Habits" and the Peer Mentors Scheme to support the new students to adjust to their school life in the College; S.1 students attend the College's Heritage Service, the worship experience deepens the new students' understanding of our historical links with the Anglican Diocese of Hong Kong Island and our tradition of upholding Christian values in the College's education; in order to empower our S.1 students to be more independent, the Discipline Team and Guidance Team co-organise S.1 Camps --Paul's Breakthrough, with the theme "Self-discipline, Perseverance, Care"; we have Life Education for S.1 for the whole school year. The topics including self-understanding, empathy, emotional awareness, sex education, stress management, and media literacy are presented; different counselling groups are arranged for S.1 students. This aims to strengthen targeted students' social network and improve their coping skills; to further promote the importance of mental health, a Wellness Day is held. The Student Wellness Ambassadors run various activities to promote and share a joyful atmosphere throughout the school.

<b>School Characteristics</b>
<b>School Management</b>
<b>School's Major Concerns:</b> We aspire to provide the best all-round education for each boy to achieve his best academic outcomes, at the same time, we nurture every student's physical, musical, and artistic talents. We strive to provide a safe and supportive learning environment for our boys to become thoughtful men of character instilled with a strong sense of service and community. We are committed to develop their great leadership and loyalty to others in which our graduates will become loyal servants of God, determined and dedicated to serving God and the interests of others.
<b>School Management Organisation:</b> St. Paul's College has a long tradition of providing quality Christian education since 1851. The College Council, which is made up of a number of distinguished people from society, is the governing management body. The Principal, assisted by the senior management team, heads the administration of the school. Teachers are put into different functional teams to assist the Principal with the planning and implementation of school policies.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> The College Council, which is made up of a number of distinguished people from society, is the governance management body.
<b>School Green Policy:</b> 1. Promote recycling and waste reduction; 2. incorporate the importance of environmental stewardship in the junior form curriculum; 3. assess and monitor the use of school resources including water, energy, paper, materials and products and formulate and implement action plans to reduce waste in the use of school resources; 4. the development of the campus solar power projects with an annual production capacity of 41,671 power units and a reduction of carbon emissions of about 29,170 kg, which is a milestone in promoting environmental education of the school.; 5. Green rating under BEAM Plus Existing Schools V1.0 Beta Version and Net Zero Demonstration School by UNESCO Hong Kong Institute of Education for Sustainable Development.
<b>Learning and Teaching Plan</b>
<b>Whole-school Language Policy:</b> EMI
<b>Learning and Teaching Strategies:</b> 1. Our curriculum organisation addresses the learning needs and interests of students. We provide a rich array of co-curricular and lifelong learning programmes to broaden students' horizons and nurture their whole-person development; 2. Students in S.1-S.3 follow a balanced and rigorous curriculum which constantly engages students in more advanced learning. In the senior secondary curriculum, students take English Language, Chinese Language, Mathematics, Citizenship and Social Development and three electives leading to the qualification of the Hong Kong Diploma of Secondary Education (HKDSE). The College also requires all senior students to study a prescribed amount of physical education, music, visual arts and religious education; 3. Implementing Experimental Learning Week, all students from S.1-S.4 can step outside classrooms and participate in a variety of activities, from arts to culture, sports to green living, sciences to technology. This aims to provide students with greater opportunities for learning, according to their abilities and interests; 4. Overseas study tours of different subjects are organised to promote students' global awareness and expand their world vision; 5. Our SPC Academy offers co-curricular programmes in foreign languages and STEM education to our students. 6. Other learning Programmes including Artist-in-Residence and Academic-In-Residence Programmes.
<b>School-based Curriculum:</b> 1. Electives: 3X. Physics, Chemistry, Biology, Economics, Geography, Ethics and Religious Studies, History, Chinese History, Business, Accounting and Financial Studies, Information and Communication Technology, Chinese Literature, Music, Visual Arts. 2. Curriculum highlights: A school-based curriculum implemented in S.1 to S.3 Integrated Humanities aims to inspire students' thinking. The Integrated Science curriculum is reformed to cultivate students' interest in science through interesting experimental experiences. The BYOD programme is launched in S.1 to S.3 to promote interactive learning between teachers and students, stimulating students' motivation and interest in learning. Offer HKDSE and IAL curriculum for Senior Form students. School-based Common Core-Extended Study (S.4-S.5) to apply students' knowledge and skills in an interdisciplinary approach.
<b>Major Renewed Emphases in the School Curriculum:</b> 1. Implement a school-based STEAM programme; 2. Extensive/Required reading programmes are organised; 3. Cross-curricular project work is widely used as a mode of assessment in different subjects; 4. To strengthen the values and moral education among students, talks and workshops on moral and civic education are regularly organised for students.
<b>Life Planning Education:</b> The Careers and Life Planning Team provides counselling and education on career and study opportunities for students in all forms: S.1–Self-understanding Workshop provides students with the opportunity to explore values related to careers and life planning; S.2–Career Talks and University Admission Information Seminars provide trends on future careers and studies; S.3–John Holland's Self-directed Search helps students to identify their personality traits and make future plans accordingly; S.4– the Mentorship and Career Guidance Programme invites alumni to help current students with their career enquiries; S.5–Career Guidance Lessons and Talks focus on writing personal statements for university applications. The Career Interest Inventory activity helps students gain a better understanding about the job market and themselves; S.6–Career Awareness Week and small Group Counselling sessions give student counselling on choosing university programmes. Admission talks by representatives from different universities, both local and overseas, are in place for students.
<b>Student Support</b>
<b>Whole School Approach to Catering for Learner Diversity:</b> We nurture the physical, emotional, and intellectual well-being of our young gentlemen. Our Pastoral Team caters for our boys' emotional needs. Life Education (LE) programmes are in place for our junior form students (S.1-S.3) to introduce psycho-social health skills and interpersonal relationship strategies to our boys. Our resident Educational Psychologists regularly give talks on various topics to help our students cope with different life challenges. For senior boys (S.4-S.6), specific programmes related to their HKDSE/IAL preparations are organised for S.5-S.6 students. Guidance is given to students in need near the release date of the HKDSE/IAL results.
<b>Whole School Approach to Integrated Education:</b> The Special Educational Needs (SEN) Coordinator, through collaborating with the educational psychologists, social workers, student counsellor and members of the SEN Team, provides one-to-one help for students with special educational needs based on a 3-tier support model, providing assessments and counselling, making special examination arrangements, and fostering an inclusive culture. These services are provided with the provision of the Learning Support Grant. We treasure home-school cooperation by establishing regular communication channels to facilitate parents' participation in the formulation of support strategies for students with SEN. For many years, the College has welcomed and assisted visually-impaired students. A number of these students have gone on to higher education and have become leaders in the community.
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; and organising activities to create an inclusive learning environment in the school.
<b>Measures to Provide Adaptation for Learning and Assessment:</b> For S.1 to S.5 students (except 5F), there are two classwork periods for progressive assessment and two examinations (a mid-year examination and a final examination). For 5F and S.6 students, there are two classwork periods for progressive assessment but only one examination period.
<b>Fee Remission:</b> Our school offers full school fee remission, 3/4, 1/2 or 1/4 school fee remission. Needy students, including those from families receiving the Comprehensive Social Security Assistance (CSSA) and students receiving financial assistance provided by the Student Finance Office of the Working Family and Student Financial Assistance Agency (WFSFAA), could apply for fee remission. - Newly admitted students could apply for the school fee remission 2 week(s) before the commencement of the new school year. Application results will be announced within 8 week(s) after submission of applications. Any students whose family is experiencing financial hardship due to sudden and unforeseen circumstances arising during a school year may, at any time, apply to the College for the remission. The College may offer a special remission to these families on compassionate grounds. - Please visit the web-link in our school's website for details of school fee remission scheme, including the family income limits.

## Home-School Co-operation and School Ethos

### Home-School Co-operation:

We value the contribution parents make to the education of each boy, so we work closely with parents for the benefit of our students. The St. Paul's College Parent Teacher Association regularly organises joint-school parent workshops and seminars. We hope parents can be a vibrant and valued part of the learning community who share in, and benefit from, all the SPCPTA activities. By being actively involved, parents can find suggestions and information about how to forge stronger bonds with their boys. We encourage all parents to take an active part in SPCPTA events, not only to enhance their boys' educational experiences but personally benefited from the activities, and to build relationships with our teachers and other parents. SPCPTA publishes regular newsletters featuring current news of the College and PTA, in which parents are invited to share their parenting experiences with other members of SPCPTA.

### School Ethos:

Students in St. Paul's College are committed to the school's ethos of dignity and integrity. Students also learn the importance of self-discipline and mutual respect; Students have excellent academic performance and participate enthusiastically in a wide range of co-curricular and extracurricular activities and competitions with pleasing results, please access our Facebook: <https://www.facebook.com/share/19oTCExtbu/> for detail; Justice, honour, truth and virtue are the four core values we want to foster in our students; Fostering a spirit of brotherhood: "Brothers here we stand together, all for each and each for all", students and alumni have a strong sense of belonging to the school and are always proud of this St. Paul's spirit that binds them together.

### Future Development

#### School Development Plan:

1. Nurture students to turn wisdom into action: Develop self-management skills; foster a culture of collaboration; develop cross-cultural communication competence;
2. Nurture students' minds to turn information into knowledge: Nurture a creative and inquisitive mind; nurture a discerning and problem-solving mind; nurture cross-cultural understanding and citizenship and national identity; nurture a growth mindset to cope with changes and challenges;
3. Nurture students' hearts to turn knowledge into wisdom: Foster a caring culture of respect and empathy; promote a healthy lifestyle; a holistic understanding of environmental, social, and economic sustainability.
4. Teachers are encouraged to continue professional development activities, not just in pedagogy and subject knowledge, but also in other areas such as administration and student counseling;
5. Promote healthy living; develop empathy and compassion in school.
6. Promote a culture of reading and AI teaching and learning in an interdisciplinary approach.

#### Teacher Professional Training and Development:

Teachers are encouraged to continue professional development activities, not just in pedagogy and subject knowledge, but in other areas such as administration and student counseling;

A number of staff development activities are organised every year to develop pedagogical competence and promote professional exchange among staff members; To provide more opportunities to our teachers to exchange ideas and knowledge, as well as to learn about educational practices from different countries, our teachers participated in several exchange programmes in different countries, including the MIT J-WEL Week in Boston, the 16th Annual Hawker Brownlow Thinking & Learning Conference in Melbourne, the MIT J-WEL Exchange in Boston, the International Boys' School Coalition in London and Boston, the Internet Governance Forum in Norway and the Reading Literacy workshop in Taiwan etc.;

In line with the school's Annual Plan, a Professional Learning Community (PLC) of teachers and management has been established. Lunch meetings are held where teachers come together to share their best practices to engage students in their learning.

#### Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)

1. There are about 50 activity clubs in our School and they are divided into four categories: academic, sport, music and service. There are also several uniform groups;
2. To foster autonomy and facilitate more student interaction, the OLE Student Executive Committee (SEC) was formed to coordinate most OLE programmes and run the four student-led projects. Through the self-directed learning approach, our students are their own learning experience designers and activity organisers for their schoolmates. These projects included: the Joint School Community Service Project (Flare - Enlighten the Community), M+ Volunteer Tutoring Project, Paul's Challenge and Paul's Organic Farm Project;
3. The overseas service projects offer students chances to serve, experience other cultures, develop compassion for others, and broaden their horizons. They included Paul's Action and Community Awareness Project;
4. To provide students with a broad, balanced and experiential learning journey, the College organised an Activity Week. An array of educational programmes is held inside and outside the school campus for Form One to Four students. They can leave the confines of their classrooms and experience various activities, including Community Experiences, Arts, Sports and STEAM programmes. Nearly a hundred students also participated in overseas programmes to experience life and broaden their horizons.

### School Facilities

#### Number of Classroom(s): 36

#### School Facilities:

1. The newly inaugurated main entrance; the Gallant Ho Hall is equipped with large display walls;
2. The Innovation Centre and the E-Learning Centre, fitted with MacBook Pro devices, movable desks and chairs and glass whiteboard walls, support group discussions and learning presentations. The Computer Rooms and Computer-Assisted Learning Centre are equipped with Chromebooks, MacBook Air and iPad Air devices, high-speed internet, interactive whiteboards and multimedia projectors;
3. Facilities also include a landscaped recreational area, two acoustically designed music rooms and two fully equipped visual arts rooms; an indoor sports hall, fitness centre, the Tse Yu Chuen Indoor Swimming Pool and two basketball courts;
4. A chapel shared by teachers and students; as well as the two-storey Wong Ming Him Hall, which houses meeting rooms, a history gallery and a drama/music rehearsal room, suitable for conferences and performances. The hall and the balcony are equipped with advanced sound systems and presentation equipment.

#### Facility(ies) for Supporting Students with Special Educational Needs:

Ramp and Accessible lift.

### Others

The College is currently a member of the International Boys' Schools Coalition (IBSC) and is actively expanding its global education network. It has implemented student exchange programmes with schools such as Perth's Christ Church Grammar School in Australia and Trinity-Pawling School in the United States. The College has also established sister school relationships with the High School Affiliated to Southern University of Science and Technology, the High School Affiliated to Xi'an Jiaotong University, Hangzhou Foreign Languages School, and Ningbo Huizhen Academy.

### Direct Public Transportation to School

1. Bus: 4, 4X, 7, 23, 30X, 37A, 37B, 40, 40M, 71, 90B, 91, 103, 970, 970X, 973, (Special Services: 3A, 40P, 71P, 93, 93A, 93C, 103P);
2. Mini Bus: 8X, 10, 13, 22, 22S, 28, 28S, 31, 55, (Special Services: 8, 10P, 10S, 22X, 31X);
3. MTR: HKU Station Exit A1.