

Islamic Primary

School

School Report

2018-2019



Contents

| | | |
|-------------|---|----|
| I. | Our School | 4 |
| | 1. School Vision..... | 4 |
| | 2. School Mission..... | 4 |
| | 3. School Management..... | 5 |
| | 4. School Organization..... | 6 |
| | 5. Staff Establishment..... | 7 |
| | 6. Staff List..... | 7 |
| | 7. Teachers' Qualifications..... | 8 |
| | 8. Teachers' Experience..... | 8 |
| | 9. Teachers' Professional Development..... | 9 |
| | 10. Communication with Parents..... | 14 |
| | 11. Class Organization..... | 16 |
| | 12. Number of Unfilled Places..... | 16 |
| | 13. Ethnic Distribution of Pupils..... | 17 |
| | 14. Residential Distribution of Pupils..... | 17 |
| | 15. 2018-2019 Attendance..... | 18 |
| | 16. Number of Pupils Who Have Electronic Devices at Home..... | 18 |
| II. | Learning and Teaching | 19 |
| | 1. Lesson Allocation..... | 19 |
| | 2. Learning Time of Key Learning Areas..... | 19 |
| | 3. Examinations..... | 20 |
| | 4. Number of Active School Days..... | 20 |
| | 5. Reading Habits..... | 21 |
| | 6. School Based Curriculum..... | 22 |
| | 7. External Curriculum Support..... | 25 |
| III. | Support for Student Development | 26 |
| | 1. School Functions..... | 26 |
| | 2. School Activities..... | 26 |
| | 3. Extra-curricular Activities..... | 27 |
| | 4. Talks and Visits..... | 28 |
| | 5. Performances..... | 29 |
| | 6. Post Exam Activities..... | 30 |
| | 7. Guidance Program & Personal Growth Education..... | 30 |
| | 8. The Understanding Adolescent Project (UAP)..... | 30 |
| | 9. After-school Programs..... | 32 |
| | 10. Uniform Groups & Service Groups..... | 32 |
| | 11. Moral and National Education..... | 33 |
| | 12. Student Welfare..... | 34 |
| | 13. Whole School Approach to Integrated Education..... | 35 |

| | | |
|------------|--|----|
| IV. | Student Performance | 36 |
| 1. | Scholarships | 36 |
| 2. | Pupils' Physical Development | 37 |
| 3. | Interschool Events and Awards | 39 |
| V. | Achievements and Reflection on Major Concerns | 41 |
| VI. | Key Issues of the New School Development Plan 2018-2019 | 47 |

I. Our School

1. School Vision

Our school is dedicated to helping students achieve balanced development in the following six areas: morality; intelligence; physical fitness; team spirit; art appreciation and emotional well-being.

We strive to provide the very best learning environment for our students. In order to accomplish this, we first encourage a high professional standard for our teachers. Moreover, through our curriculum and extra-curricular activities and community projects, students are encouraged to become risk takers who in turn develop a positive outlook becoming responsible and respectful individuals.

2. School Mission

Our school mission is promoting harmony among different ethnic groups as we strive to create an ideal learning environment supported and complemented by professional teachers. By guiding students with patience and competence while providing individual counseling and care, the school nurtures a cohort of young people who are self-confident. Through offering a school-based curriculum, support programs and a wide variety of learning opportunities, the school helps students to develop their potential as they learn to become a part of the wider learning community in the school and the world.

3. School Management

Islamic Primary School is a whole-day aided school located in Yau Oi Estate, Tuen Mun. The Chinese Cultural and Fraternal Association founded the school in 1980. The school motto is “Scholarship and Fraternity – Be Well Educated and Love Others”.

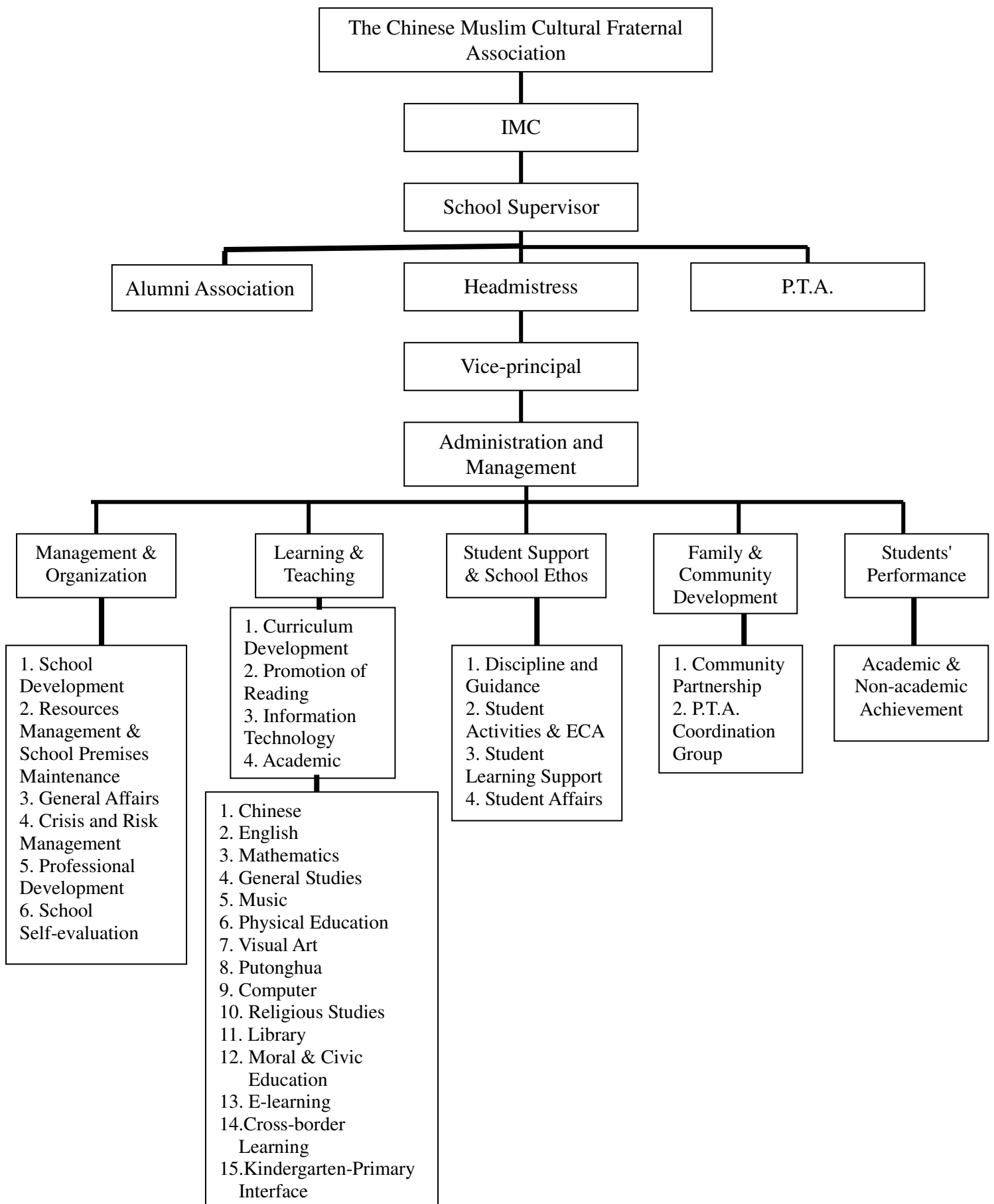
The Incorporated Management Committee (IMC) of Islamic Primary School was established in 2008. The composition of our school IMC:

- Supervisor: Ha Hay Cheong
- Managers: Yeung Yee Woo, Ebrahim (Sponsoring Body Manager)
 Sat Sing Hin, Saadullah (Sponsoring Body Manager)
 Ma Siu Wen (Sponsoring Body Manager)
 Ha Kay Wai, Harry (Sponsoring Body Manager)
 Ma Wai Sze (Sponsoring Body Manager)
 Cheung Tai Yan (Sponsoring Body Manager)
 Ma Shuk Yee Ayishah (Alternate Sponsoring Body Manager)
 Tuet Kin Hang (Independent Manager)
 Ng Sui Lan (Principal)
 Hon Yuet Kit (Parent Manager)
 Ko Tak Yin (Teacher Manager)
 Mok Hon Wai (Alternate Teacher Manager)
 Ms. Kusmindarwati Djuarno (Alternate Parent Manager)

2018-2019 Structure of Incorporated Management Committee (IMC)

| Members School Year | Sponsoring Body Manager | Principal | Parent Manager | Teacher Manager | Alumni Manager | Independent Manager |
|------------------------|----------------------------|-----------|-------------------|--------------------|-------------------|------------------------|
| 16-17 | 7 | 1 | 1 | 1 | 0 | 1 |
| 17-18 | 7 | 1 | 1 | 1 | 0 | 1 |
| 18-19 | 7 | 1 | 1 | 1 | 0 | 1 |

4. School Organization



5. Staff Establishment

Teachers in school year 2018/19

| Principal | Vice-principal | *Master/ Mistress | CD | #CM | IRTP | Librarian | NET | Total |
|-----------|----------------|----------------------|----|-----|------|-----------|-----|-------|
| 1 | 1 | 16 | 1 | 17 | 1 | 1 | 1 | 39 |

* Include AM, PSM and APSM

Include 2 contract teachers

6. Staff List

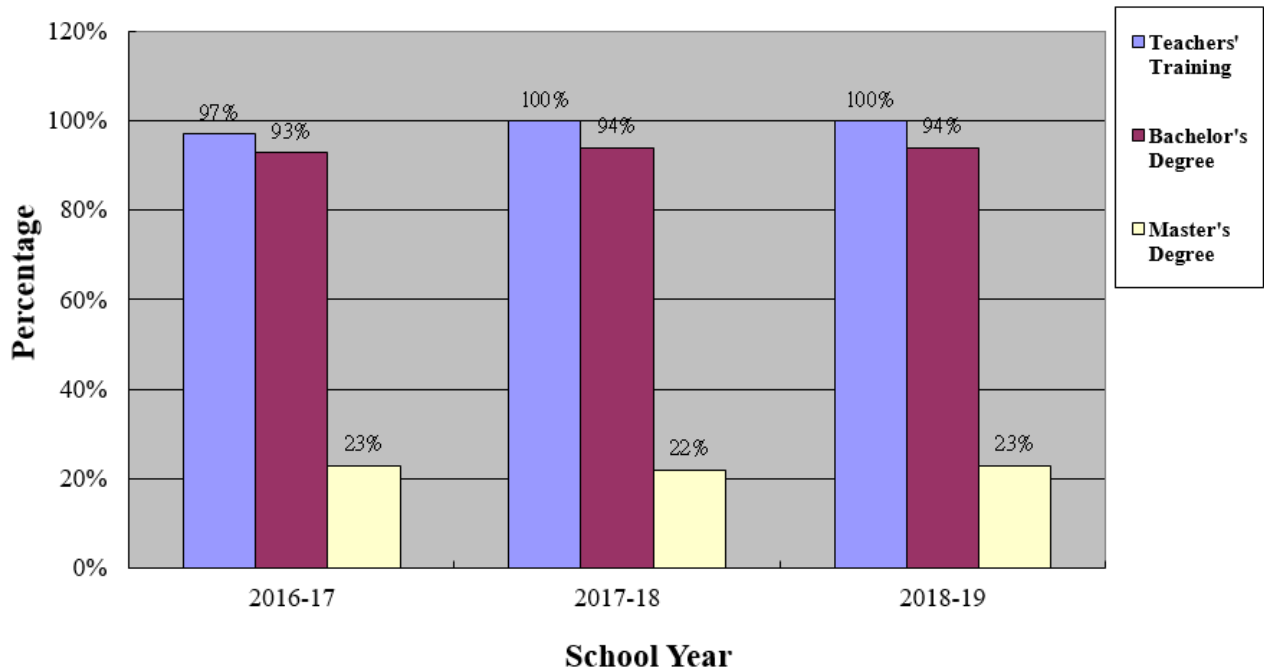
| | |
|----------------------------|---|
| Principal : | Ms. Ng Sui Lan |
| Vice-Principal : | Ms. Kwok Wing Ha |
| Administration Committee : | Ms. Ko Tak Yin, Mr. Lee Wai Keung, Mr. Mok Hon Wai Mr. Tong Chin Hung, |
| Curriculum Development : | Ms. Lee Po Po |
| Teachers : | Mr. Au Yeung Kam Wa, Ms. Ng Ka Li, Mr. Mo Chun Leung, Mr. Tsang Yiu Kei, Ms. Lee Mei Ngan, Ms. Yuen Sau Chi, Ms. Leung Kit Fun, Ms Sun Yi, Mr. Cheung Kin Wai, Ms. Chan Ka Yee, Mr. Lam Wai King, Mr. Lau Wai Lung, Mr. Wong Chun Yiu |
| Native English Teacher: | Mr. Barry Richard Timothy |
| Teaching Assistants : | Ms. Sunita, Ms. Pooja, Ms. Shahina, Ms. Bibi, Ms. Ng Hin Ting |

Class teacher:

| | | | | | | |
|----|------------------|----|----------------|----|----------------|-----------------|
| 6A | Siu Siu Sin | 6B | Cheng Siu Wing | | | |
| 5A | Lang Ying Nam | 5B | Chan Wai Sim | 5C | Wong Chi Yung | |
| 4A | Chiang Siu Ching | 4B | So Kathleen | 4C | Lo Kit Ying | |
| 3A | Lin Cheuk Ying | 3B | Chan Lai Han | 3C | Yuen Man Ling | |
| 2A | Lai Kit Chi | 2B | Yuen Wing Ting | 2C | Cheung Man Yin | 2D Ko Ying Fung |
| 1A | Chung Sin Wa | 1B | Law Shuk I | 1C | Ng Kwok Chu | |

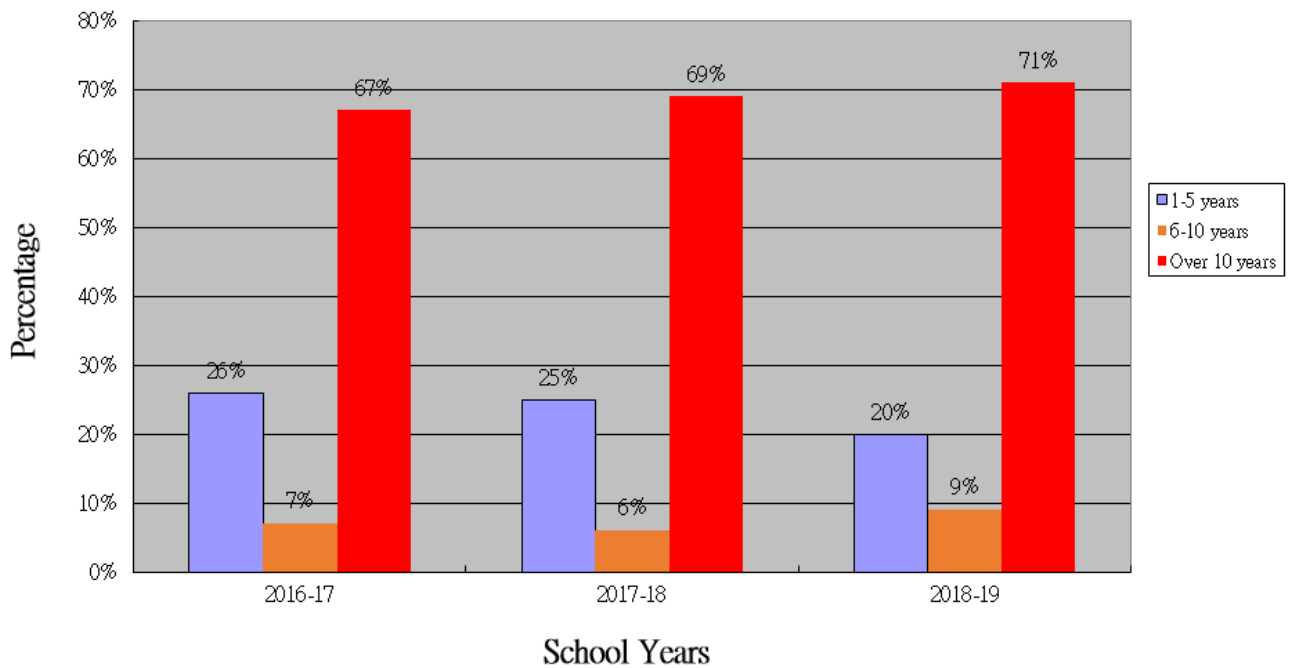
7. Teachers' Qualifications

Teachers' Academic Qualification



8. Teachers' Experience

Experience of Teaching



9. Teachers' Professional Development

| Date | Events |
|--------------------------------|--|
| 7/9/2018 | Chinese Course Preparation Test Workshop |
| 14/09/2018 | New Primary School General Studies Director |
| 15/09/2018 | Introduction to the Development of Text Sets (DTS) Programme Day - Launching Your Unit |
| 27/09/2018 | "All schools participate in stratification support for students with autism: school support model development plan" Experience sharing and electronic operation manual conference |
| 04/10/2018 to 28/03/2019 | Tuen Mun District Primary School Special Education Needs Coordinator Professional Network Activities |
| 05/10/2018 | New Primary Math teacher Workshop |
| 08/10/2018 | Primary School Computational Thinking - Programming Education Workshop |
| 12/10/2018 | Operation of the STAR Platform |
| 15/10/2018 | IT in Education Pedagogical Series: Collaborative Learning with the Office 365 Education Platform (Basic Level) |
| 18/10/2018 to 09/11/2018 | Advanced Course on "Taking Care for Different Learning Needs" |
| 24/10/2018 | "Primary School Student Guidance Service": Supervising the Work |
| 25/10/2018 | Sports Foundation Basic Activities Learning Community Series Workshop |
| 26/10/2018 | How to Use Group Activities to Deepen Teacher Learning Workshop |
| 26/10/2018 | Elementary School Visual Arts Teaching Unit Design |
| 31/10/2018 | Building a Harmonious Campus -- Anti-Bullying Workshop: Effective Individual Counseling and Inquiry for Bullying Attackers |
| 31/10/2018 | Primary School Computational Thinking - Programming Education Workshop |
| 31/10/2018 | Strengthening Support for Briefing Students with Special Educational Needs |
| 02/11/2018 | Second Language Learning Framework for Chinese Language Courses - Overall Curriculum Planning (Primary) |
| 02/11/2018 | "Dealing Positively with Conflict" Teacher Workshop (Primary School) |

| | |
|--------------------------------|---|
| 03/11/2018 | The Concepts of Second Language Learning With Learning and Teaching Strategies |
| 09/11/2018 | Learning and Teaching Strategies to Catering to the Diversity of Students |
| 09/11/2018 | Primary School Mathematics Curriculum Learning and Teaching Series: Learning and Teaching Strategies for Caring for Students' Diversity |
| 12/11/2018 to 07/12/2018 | "Supporting students with special education needs" - Special courses on behavior, emotion and community development (for students with autism, attention deficit/hyperactivity disorder and emotional behavior problems) |
| 13/11/2018 | Assessment for Learning: Territorial System Assessment in 2018 (Chinese for P.3) |
| 16/11/2018 | Assessment for Learning: Territorial System Assessment in 2018 (P.3 Primary school) (non-Chinese speaking students) |
| 19/11/2018 | Curriculum Linkage Series : Primary and Secondary Mathematics Revision Courses First and Second Learning Stages in Transitional Learning and Teaching Arrangements |
| 19/11/2018 | Mathematics BCA & TSA Data Analysis |
| 22/11/2018 | Chinese & English BCA & TSA Data Analysis |
| 23/11/2018 | Information Technology Education and Discipline-related Series: Using Video Teaching to Improve the Learning and Teaching Effectiveness of English Language Classes (Basic Level) |
| 23/11/2018 | Experience of Teaching Reading in Primary School |
| 28/11/2018 | Support for non-Chinese Speaking Students: Progress in Chinese Literacy for Non-Chinese Speaking Students and Teaching the Construction of a Communicative Campus Sharing Session |
| 30/11/2018 | Teacher Professional Development Day(Tuen Mun) |
| 08/12/2018 | Learning and Teaching of the Second Language Learning Framework of Chinese Language Course: Outdoor Experience Learning (Writing) |
| 11/12/2018 | Reflection. Advancement – Leverage T-standard + to Promote Teacher Professional Development |
| 14/12/2018 | Seminar on "Identification, Intervention and Support for Students Suspected of Sexual Assault" |
| 17/12/2018 | Teacher Workshop on "Clash Resolution and Prevention for Special Education Needs for Students" |
| 04/01/2019 | Information Technology Education Self-Bearing Device Series: Successful Experience in Implementing Self-Catching Devices in Schools |

| | |
|------------|---|
| 04/01/2019 | Workshop on School Crisis Management - Crisis Intervention and Psychological Support |
| 05/01/2019 | Ready to Go - Young Connection |
| 09/01/2019 | Making Good use of Additional Funds to Support Non-Chinese Speaking Students in Chinese Literature and Teaching Sharing Sessions |
| 11/01/2019 | Information Technology Education Self-contained Device Series: Planning and Implementing "Self-Personal Devices" in E-learning |
| 14/01/2019 | Speech Therapy Teacher Workshop |
| 14/01/2019 | Briefing Session on Community Education Schools/Hospital Services and Referral Procedures (Primary Section) |
| 15/01/2019 | "Forward Classroom Management" Teacher Workshop |
| 15/01/2019 | Funded School Financial Management Seminar |
| 15/01/2019 | Information Technology Education Electronic Security Series: Strengthening School Information and Network Security Briefing |
| 17/01/2019 | Hong Kong's Primary and Secondary Chinese Stratified Support Teaching Mode: First-Grade Class Optimization Teaching(1T1) Teacher Training Workshop |
| 17/01/2019 | Jockey Club "School-based Diversity" Scheme Launch Ceremony and Briefing Session |
| 19/01/2019 | "Teachers and School Leaders under Educational Change" Forum |
| 19/01/2019 | Making Good Use of Evaluation Strategies to Promote Learning and Teaching |
| 22/01/2019 | Building a Harmonious Campus -- Anti-Bullying Workshop: Effective Group Coaching and Inquiry for Bullying Attackers |
| 24/01/2019 | Information Technology Education and Discipline-related Series: Using Mobile Computer Installations to Enhance the Learning and Teaching Effectiveness of Primary School Mathematics (Advanced) |
| 26/01/2019 | Improving Mathematics Learning for Multi-Student Students: Sharing Experiences in Mathematics Teaching for Non-Chinese Speaking Students |
| 28/01/2019 | Seminar on "Improving, Preventing and Handling Suspected Child Abuse Cases" for teachers |
| 31/01/2019 | IT in Education Pedagogical Series: Using Office 365 to Enhance Learning and Teaching Effectiveness in Primary Mathematics Classroom |
| 16/02/2019 | Hong Kong Physical Education Teachers Conference 2019 Series: Physical Education Activity Workshop (1) - Sports Trauma Prevention and Treatment |
| 25/02/2019 | Helping special students learn general mathematics |

| | |
|------------|--|
| 07/03/2019 | Workshop on "Special Arrangements for School Pupils with Special Educational Needs" |
| 08/03/2019 | IT in Education Pedagogy Series: Flip Learning and Teaching - Using Flip Classrooms in the Information and Communication Technology Branch |
| 08/03/2019 | Information Technology Education Teaching Method Series: Using Big Data to Promote Students' Physical Fitness Development |
| 09/03/2019 | New Mathematical Curriculum for Primary Schools and the New Book Conference of "Ming Jian Primary School Mathematics" |
| 12/03/2019 | Briefing on the New Program to Help Schools Install Small Renewable Energy Systems |
| 14/03/2019 | Promoting the Smooth Integration of Primary School Students in Learning English at different stages |
| 15/03/2019 | Primary Chinese Language Curriculum Planning: Strengthening Young Connections Seminar |
| 16/03/2019 | Mandarin Teaching Seminar |
| 23/03/2019 | Identifying Teachable Moments for Grammar Teaching |
| 27/03/2019 | Primary School Visual Arts Assessment |
| 28/03/2019 | Revising the First Learning Stage Mathematics Basic Ability Indicator Consultation Seminar |
| 28/03/2019 | "Experience in the use of the Small Class Teaching Environment" Experience Sharing Session |
| 29/03/2019 | IT in Education E-Leader Series: School E-Learning Effectiveness Research and Sharing Good Practice |
| 03/04/2019 | UAP Teacher Professional Development Day |
| 13/04/2019 | Primary School Development group: Professional Piloting, Side by Side, Seeking the Truth Experience Sharing Session |
| 25/04/2019 | "Unified Login System" Briefing Session |
| 25/04/2019 | IT in Education Pedagogical Series: How to Produce and Share E-Textbooks to Take Care of Learning Diversity (Basic Level) |
| 29/04/2019 | IT in Education Teaching Method Series: Using Artificial Intelligence to Promote Adaptive Learning in Schools |
| 29/04/2019 | Literacy Skills Development Series - Promoting Reading across the Curriculum in the Primary English Classroom |
| 02/05/2019 | Establishing a School-based Student Talent Pool to Promote the Overall Development of School-Based Gifted Education |
| 03/05/2019 | E-Learning series: Making Good Use of Technology to Enhance Public |

| | |
|--------------------------------|--|
| | Speaking Skills |
| 06/05/2019 | 2019 "Guangdong-Hong Kong Sister School Scheme" Sharing Session |
| 09/05/2019 | Community Care Fund Assistance Project – Assisting Poor Primary and Secondary School Students to Purchase Mobile Computer Devices to Practice E-Learning Briefings (2019/20 school year) |
| 10/05/2019 | "Support for Primary School Students with Dyslexia" Sharing Session |
| 11/05/2019 to 18/05/2019 | Moral and Civic Education Programs - How to Promote Effective Moral Education Curriculum in Primary Schools |
| 15/05/2019 | IT in Education Pedagogy Series: Strategically Applying Virtual Reality Design Teaching Activities in Primary Schools to Enhance Learning and Teaching Effectiveness |
| 17/05/2019 | IT in Education and Discipline Related Series: Effective Use of Information Technology Tools in Primary Schools to Enhance Learning and Teaching Efficiency in Mathematics |
| 23/05/2019 | Value Education Learning Circle - Basic Law Education Open Class |
| 24/05/2019 | Special Education Needs Coordinator Briefing Session |

10. Communication with Parents

The school communicated with parents through different channels such as school circulars and notices, school newsletters, PTA newsletters, student handbooks, the school website, Parents' Tea Gathering and Parents' Day.

Parents participated in some school events: School Picnic, PTA Annual Meeting, PTA Picnic, Lesson Observation, Sports Day, Talent Day and Graduation Day. The school also provided parent workshops, talks and interest classes for parents to enhance their parenting skills and facilitate their children's learning. In addition, teachers have often kept parents well informed of their children's performance at school by phone and parents are welcome to make appointments with teachers.

A. The Parent Teacher Association

The Parent Teacher Association was formed in 1997. Matters of mutual concern were thoroughly discussed in an effort to improve pupils' personal and academic growth.

Parent Teacher Association Executive Committee Members(2018-2020):

| Post | Parent Committee | Teacher Committee |
|---------------------------------------|--|--|
| Advisor | | Ms. Ng Sui Lan |
| Chairperson | Miss Hon Yuet Kit | |
| Vice-chairperson | Mr. Sunil Kumar | Ms. Kwok Wing Ha |
| Secretary | Ms. Zhong Chu Jun | Ms. Yuen Man Ling |
| Treasurer | Ms. Kusmindarwati Djuarno | Mr. Au Yeung Kam Wa |
| Welfare and Activities Coordinator | Mr. Wan Xin Zhao Ms. Kaur Ramandeep | Ms. Law Shuk I Mr. Cheung Kin Wai |
| Liaison Officer | Ms. Wong Oi Wah | Ms. Sun Yi |

B. Connection with parents/ Parent Education

| Date | Events |
|-------------------------------------|--|
| 28/8/2018-30/8/2018 | SGP Series 1 – Changes of School Life (P.1) |
| 10/9/2018 | SGP Series 2 –Parent Volunteer Training |
| 14/9/2018 21/9/2018 28/9/2018 | SGP Series 3 –Happy Family and Racial Harmony Activity |
| 10/2018-11/2018 | Home Visit for P.1 Students and New Students |
| 15/11/2018 | PTA Annual Meeting |
| 7/11/2018 | School Picnic |
| 7/12/2018 | SGP Series 4 – SSPA Talk and Parents’ Meeting (P.6) |
| 19/1/2019 | SGP Series 5 –Parent-Child Day Camp |
| 1/3/2019 | Parents’ Tea Gathering |
| 16/3/2019 | PTA Annual Picnic |
| 26/3/2019 | Lesson Observation for P.1 and P.2 Parents |
| 2/4/2019 | Sports Day |
| 8/7/2019 | Talent Day |

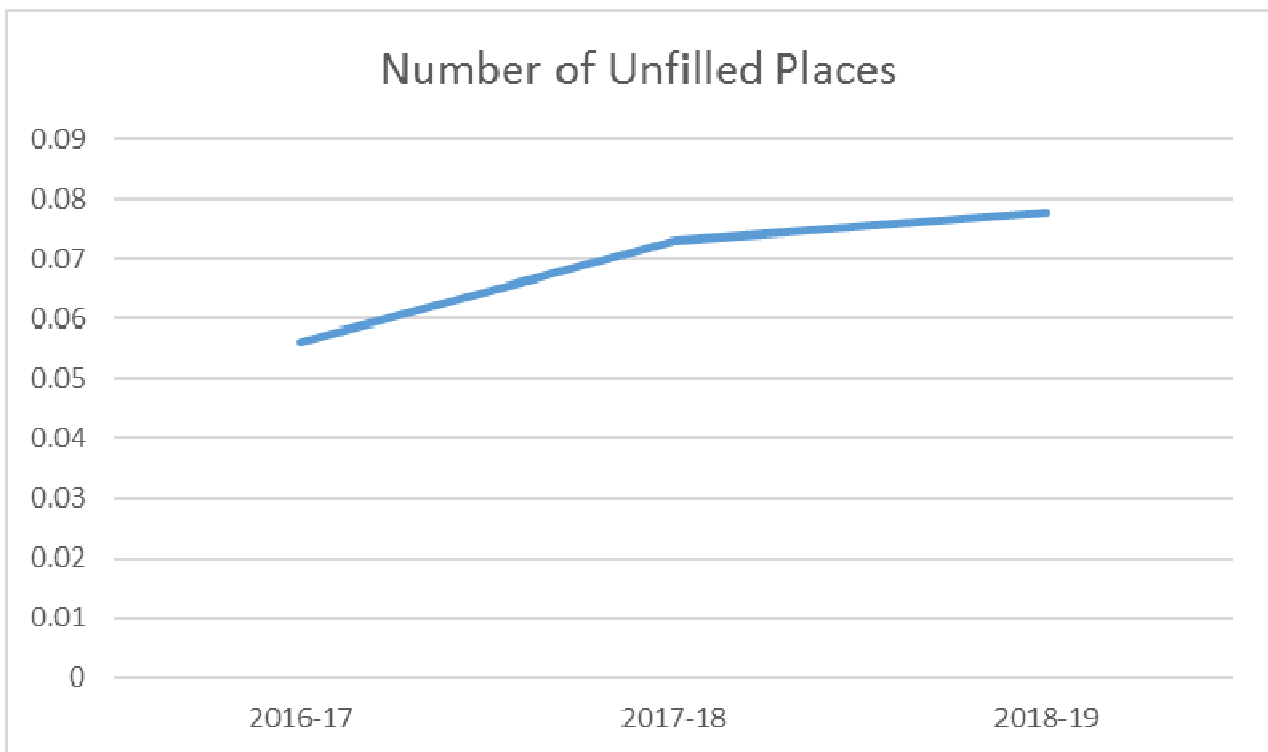
C. Volunteer service

| Date | Events |
|---------------------------------------|---|
| 9/2018 | Lunch Time Parent Helper |
| 10/12/2018 13/12/2018 16/1/2019 | Parent-child Volunteer Service (1) - Visiting the Elderly |
| 7/11/2018 | School Picnic |
| 2/3/2019 | Parent-child Volunteer Service (2) – Flag Day |
| 2/4/2019 | Sports Day |
| 4-5/6/2019 | P.1 Registration |
| 8/7/2019 | Talent Day |

11. Class Organization

| Level | P.1 | P.2 | P.3 | P.4 | P.5 | P.6 | Total |
|------------------|-----|-----|-----|-----|-----|-----|-------|
| No. of Class | 3 | 4 | 3 | 3 | 3 | 2 | 18 |
| Capacity | 75 | 100 | 75 | 75 | 75 | 50 | 450 |
| Boys | 39 | 49 | 40 | 37 | 41 | 24 | 230 |
| Girls | 26 | 34 | 32 | 37 | 31 | 25 | 185 |
| Total Enrollment | 65 | 83 | 72 | 74 | 72 | 49 | 415 |

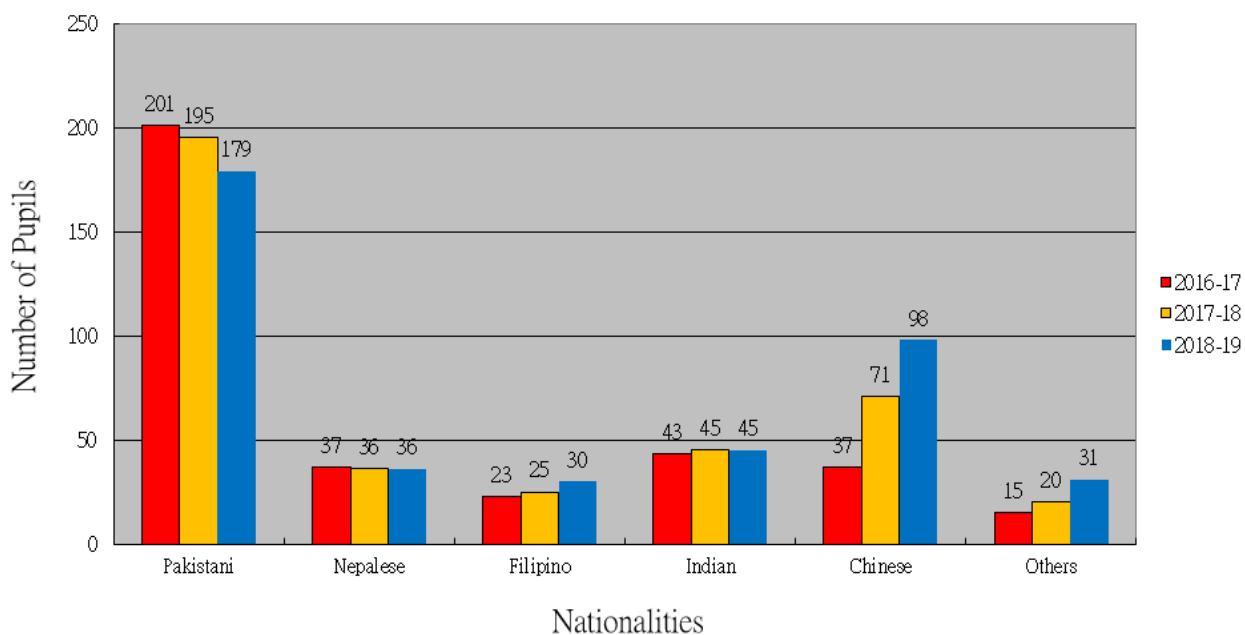
12. Number of Unfilled Places



13. Ethnic Distribution of Pupils

Ethnic Distribution of Pupils

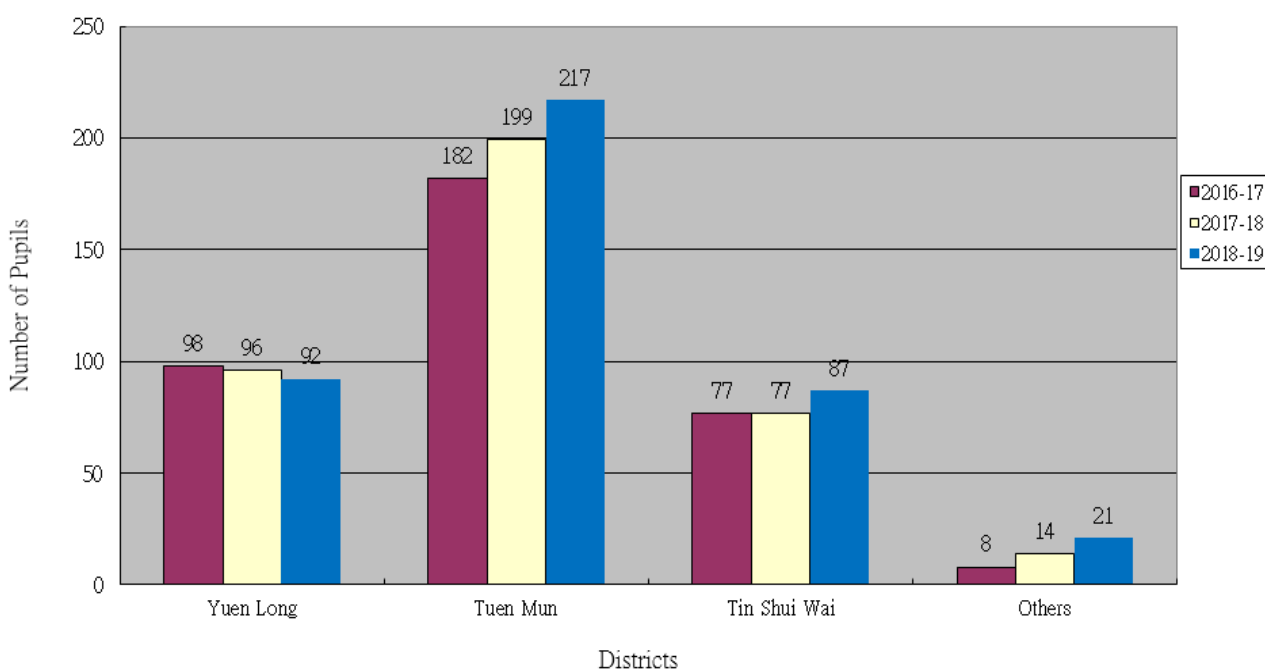
As updated at February, 2019



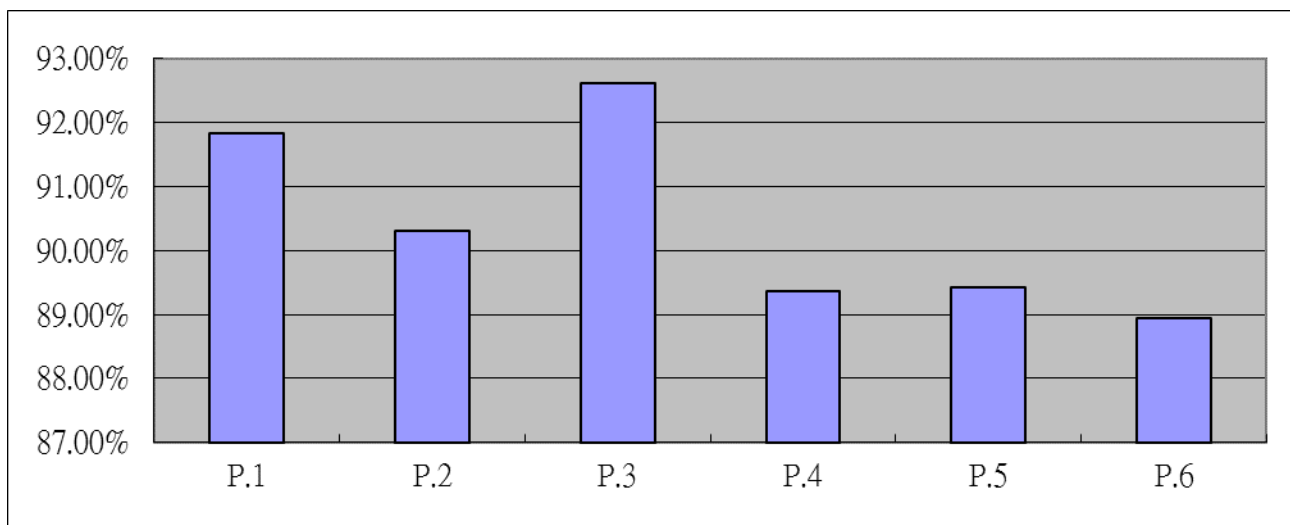
14. Residential Distribution of Pupils

Residential Distribution of Pupils

As updated at October, 2018

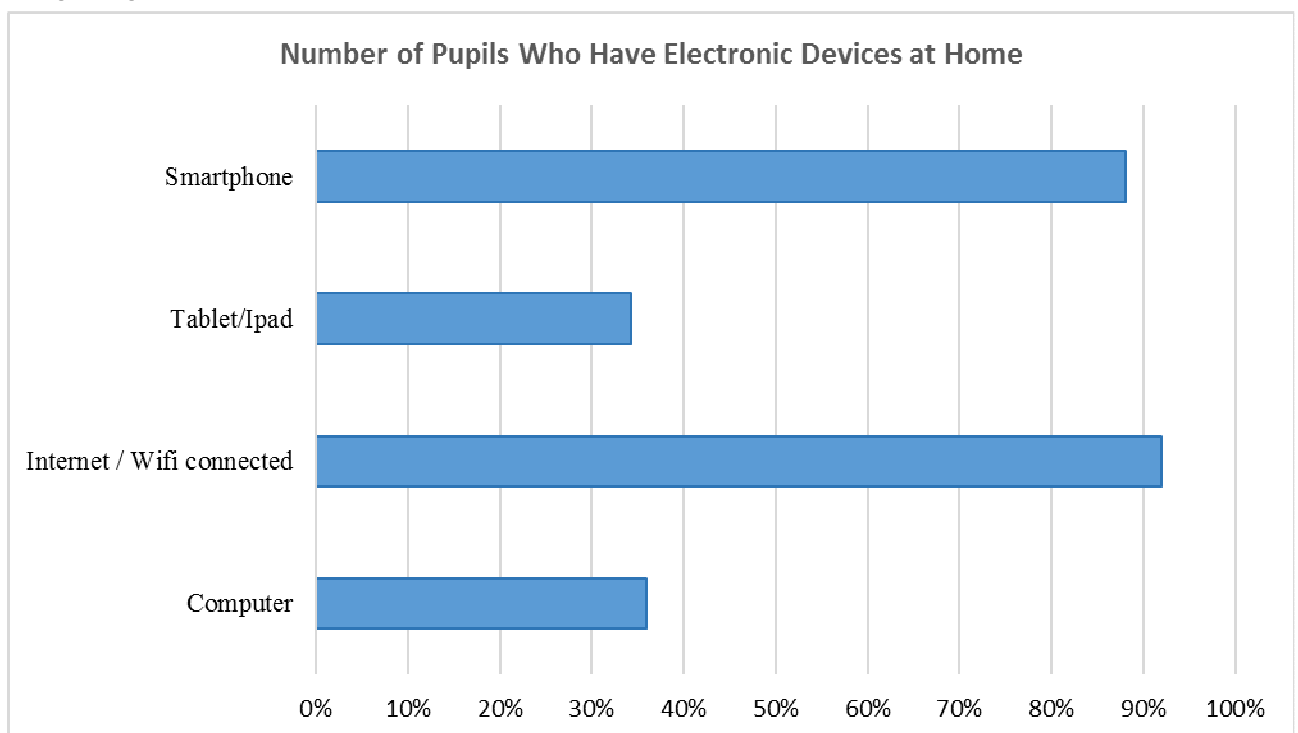


15. 2018-2019 Attendance



| | P.1 | P.2 | P.3 | P.4 | P.5 | P.6 |
|------|--------|--------|--------|--------|--------|--------|
| 1819 | 91.83% | 90.32% | 92.62% | 89.37% | 89.42% | 88.93% |

16. Number of Pupils Who Have Electronic Devices at Home

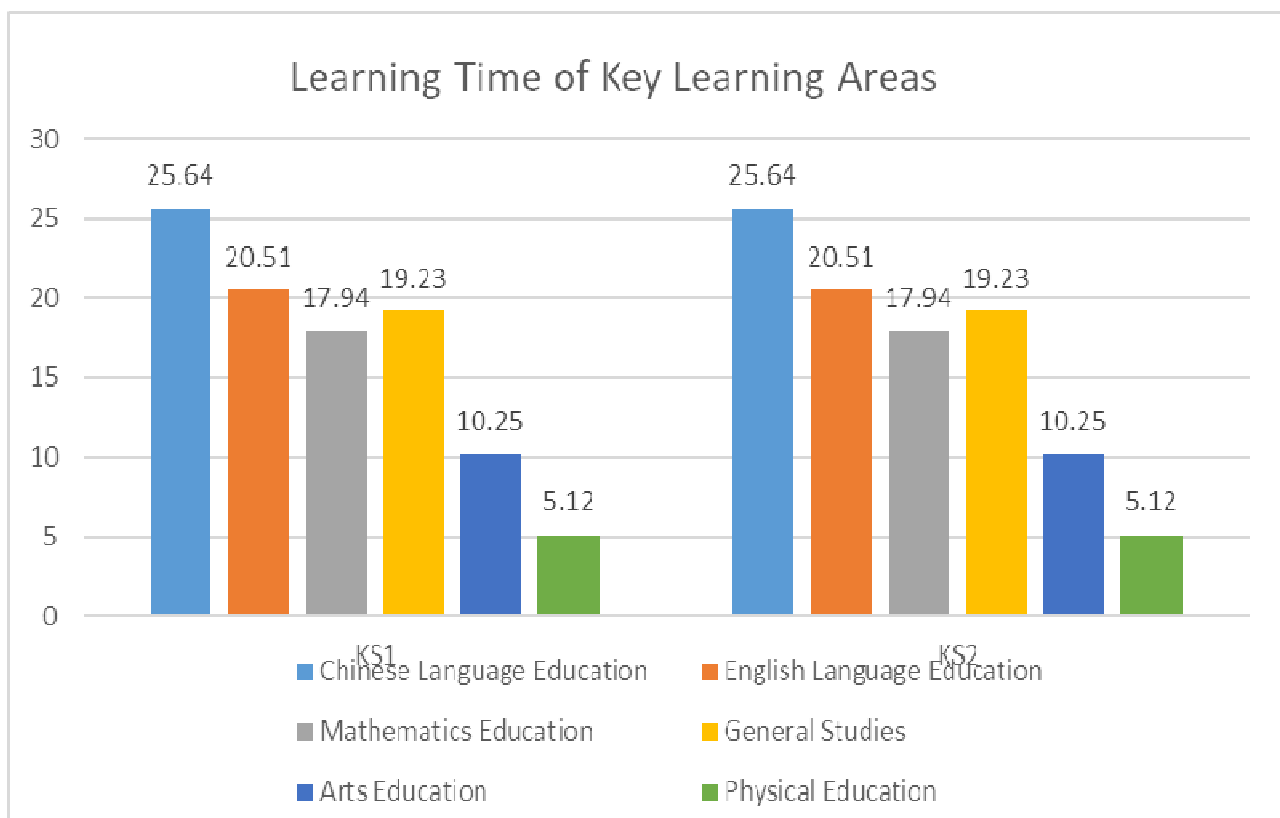


II. Learning and Teaching

1. Lesson Allocation

| Subjects/Level | P.1 – P.3 | P.4 -P.6 |
|---|-----------|-----------|
| English | 8 | 8 |
| Chinese | 9 | 9 |
| Mathematics | 7 | 7 |
| General Studies | 5 | 5 |
| Visual Arts | 2 | 2 |
| Music | 2 | 2 |
| Physical Education | 2 | 2 |
| Computer Skill | 1 | 1 |
| Putonghua | 1 | 1 |
| Library/R.S. | 1 | 1 |
| Integrated Lesson (Civici/Homework Guidance/Strive for improvement Program/Extra-curricular activities/Language Elective) | 6 | 6 |
| TOTAL | 44 | 44 |

2. Learning Time of Key Learning Areas



3. Examinations

| Examination | Date |
|-------------------|-----------------------|
| P.6 First Term | 11/12/2018-14/12/2018 |
| P.1-5 First Term | 7/1/2019-10/1/2019 |
| P.6 Second Term | 8/4/2019-11/4/2019 |
| P.1-5 Second Term | 30/5/2019-4/6/2019 |

4. Number of Active School Days

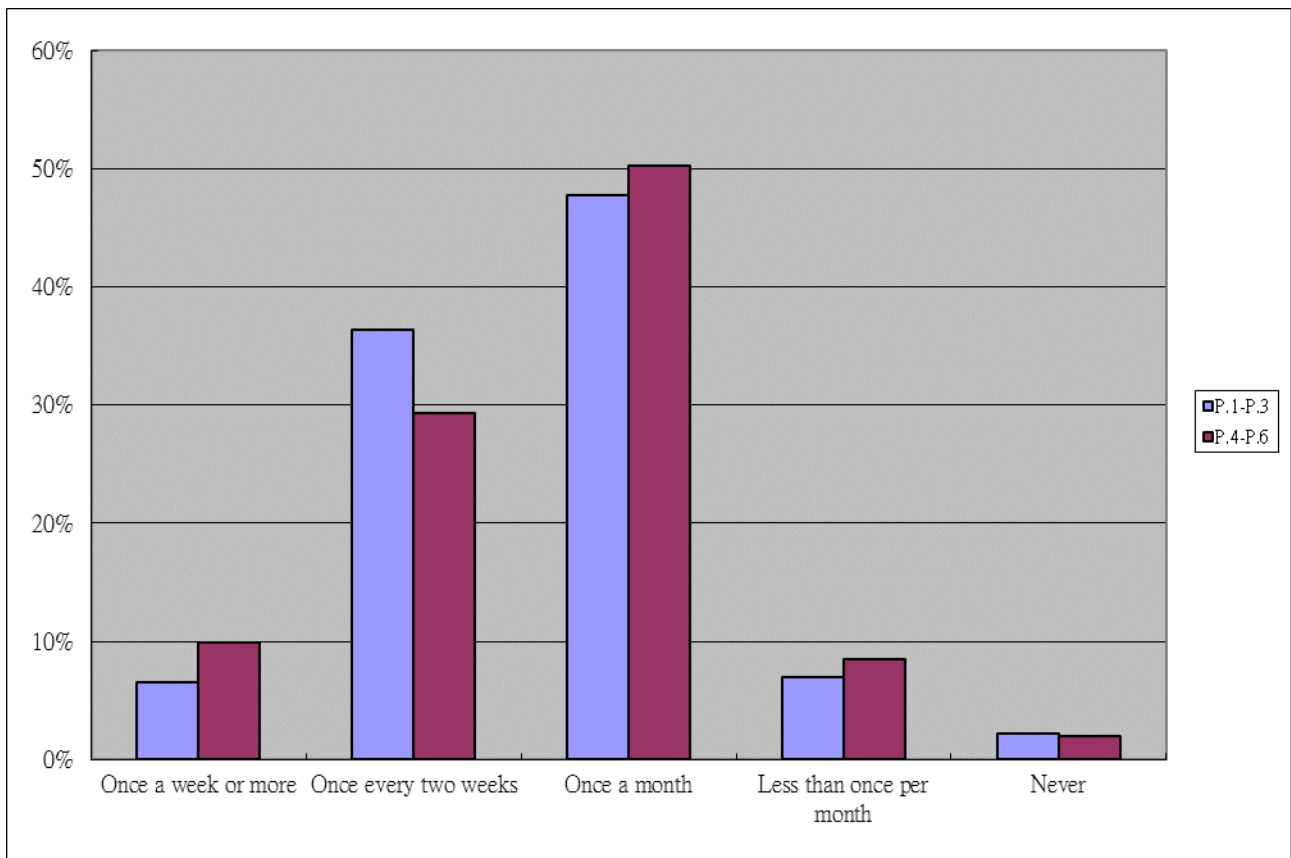
Number of Active School Days in 2018-2019

| Level | School Days | #Active School Days |
|---------|-------------|---------------------|
| P.1-P.3 | 191 | 179 |
| P.4-P.6 | 191 | 181 |

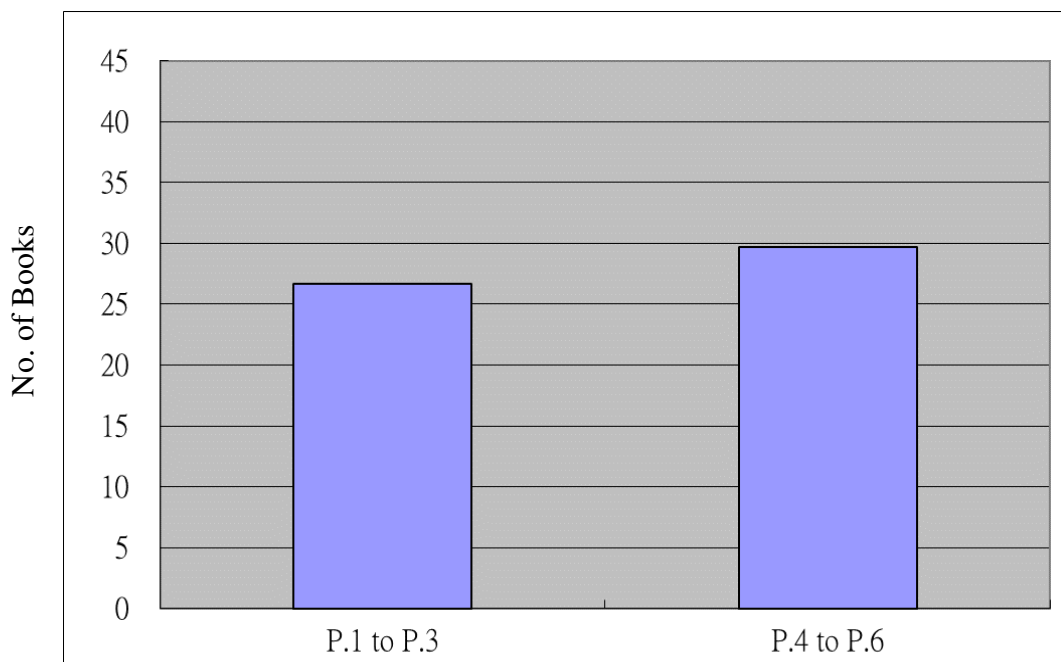
The number of days with learning activities organized by the school for P.1-P.3 and P.4-P.6, including regular classes and learning activities, e.g. school picnic and life-wide learning activities. Days allocated to examinations and teacher professional development days are excluded.

5. Reading Habits

Frequency of Students Borrowing Reading Materials from the School Library



Average No. of Students Borrowing Reading Materials from the School Library (2018-2019)



6. School Based Curriculum

| Subject | Content |
|---------|--|
| English | <ul style="list-style-type: none"> ● Two core learning and reading strategies were taught as follows: P.1 and 2: skimming & sequencing, P.3 & 4: compare and contrast & finding main ideas, P.5 and 6: making inferences & making conclusion / questioning. ● Established P.4-6 e-learning platform for self-learning (Google classroom). ● Taught students (P.3) reading strategies through doing BCA exercises and enhance reading competence. ● Used e-learning in P.4 English lessons. ● Designed extended learning tasks for all levels. (Fun Learning: Show and Tell) Students extended their learning to their daily life. They shared and collected the information in class. ● Implemented the P.1-3 PLP-R/W program. Implemented co-planning and co-teaching. ● Implemented the NET Programme in P.1, P.3 and P.5. ● Implemented a NET writing program in P.6 and P.5. ● Organized a Penmanship program for students to foster their calligraphy. ● Organized a book report competition in P.5 and P.6 to enhance students' reading interests and abilities. ● Organized an English speaking day with students' performance was for all students to enable them to develop their talents and increase their interest in English. ● Implemented Leveled reading in P.3 - P.6 in order to enhance student reading ability and interest. ● Designed tasks in some grades to match the theme, "Love Ourselves" in the GE curriculum (P.5 Healthy eating; P.4 All by myself). ● Organized an English & Maths Games Day for students to enjoy some English games. ● Organized a BBS program for some P.1 students with the help of higher grade schoolmates to arouse and enhance their interest in learning English. |
| Chinese | <ul style="list-style-type: none"> ● 優化中文課程與學習策略框架，增潤不同的學習策略，讓學生的學習有層階性的提升，亦提升學生的自學能力。 ● 老師配合「中國語文課程第二語言學習架構」為非華語學生設計不同層階的課業(閱讀理解部份)、教學活動及評估。 ● 發展五年級主流課程的寫作課程，讓學生的寫作表現有所提升。 ● 發展四年級的非華語學生課程，以提升學生的語文能力。 ● 優化一至三年級的非華語中文課程 ● 為了提升非華語學生的中文能力，各級均設有拔尖課程，包括讀、寫、聽、說四個範疇 ● 持續培養學生的閱讀習慣，推行「自我主導閱讀計劃」(三至六年級) ● 推廣繪本教學，透過圖書學習語文元素及品德情意。(一至二年級) ● 老師設計包含「自主學習」元素的問答遊戲，提升學生的中文興趣 |

| Subject | Content |
|-----------------|---|
| | <ul style="list-style-type: none"> ● 為小一學生設有課後輔導課程及興趣班，以提高學生的中文水平 ● 舉辦寫作比賽，讓學生運用所學的詞彙及句式，寫作文章。一、二年級以寫作句子為主，三至六年級則寫作不少於一段的短文。 ● 舉辦書法比賽，以培養及提高學生對中文書法之興趣，並使他們從小著重書法的技巧及掌握正確的書寫方法。 ● 每週舉辦「中文日」，由學生作主導，表演形式包括：講故事、朗讀童謠和話劇表演等，藉此提高學生學習中文的興趣。 |
| Mathematics | <ul style="list-style-type: none"> ● 4 “Unit Exercise” booklets were developed with learning strategies for each level. ● School-based assessments focused on Number dimensions to enhance students’ learning and improve their individual performance. ● A variety of assessments were adopted (Formative Assessment, model-making, Practical test, and parent’s observation). ● An Enhancement Class for P.5 & P.6 was organized. ● The Multiplication Activity for P.3 students helped them to remember the multiplication tables. ● Thematic learning programs were created for P.1 and P.2 students ● Extra-curricular activities included the Rummikub game. ● Selected P.6 students helped P1 students with basic math. ● Students from P.5 – P.6 levels joined the Math Competitions to explore their potential. |
| General Studies | <ul style="list-style-type: none"> ● The Environmental Protection Programme for students included: <ul style="list-style-type: none"> - P.1-P.3 Plastic Bottles Recycling Competition. - P.4-P.6 Eco Toys Design Competition. - Gardeners training programme in ECA period. ● STEM education activities were developed: <ul style="list-style-type: none"> - STEM activities related with the topic of the textbook - STEM Day arranged after the final examination. ● An educational visit for P.1 to P.6 students extended their learning and complemented the curriculum. ● P.5 subject-based project learning focused on "Consumers' Rights". ● Students participated in a news discussion and analysis of Hong Kong and current world affairs/ ● P.4-P.6 learn to use online concept maps |
| Library | <ul style="list-style-type: none"> ● The school held morning reading for the whole school each week on every Monday, Tuesday and Thursday morning. ● Related thematic books for integrated learning week were prepared. ● A Reading Scheme for all students accommodated their interests and learning needs. ● A Book Exhibition was held on Parent’s Day. ● Competitions were organized to encourage students to read <ul style="list-style-type: none"> - Book Cover Coloring Competition for P.1 students. - Book Cover Design Competition for P.2 students. - Rewrite Story Ending Competition for P.3 – P.4 students. |

| Subject | Content |
|------------------------|---|
| | <ul style="list-style-type: none"> - Book Report Competition for P.5 – P.6 students. ● Storybook role-play activities were held for P.1 – P.6 students. ● A Chinese and English, "Leveled Reading Scheme" promoted self-directed and independent reading. ● We joined the, "Writing for a Cause," Competition and workshops by "Kids 4 Kids," to enhance students' reading and writing abilities. ● Cross-curricular reading activities including, "Learning to Read" to "Reading to Learn". |
| Information Technology | <ul style="list-style-type: none"> ● I.T. skills for the self-learning were developed. ● I.T. teacher workshops (QR Code, Google Classroom and Google Form) were held. ● Google Classroom for the e-learning platform was implemented. |
| Visual Arts | <ul style="list-style-type: none"> ● Different competitions and activities enhanced students' learning motivation. ● Use of core courses at all levels optimized to improve the vertical visual arts school-based curriculum. ● An artistic atmosphere on the fourth floor was created near the art room. ● Organized "Art groups" and "Drawing class" extra-curricular activities on Friday afternoon developed students' potential and skill. ● Used of a range of diverse evaluations types including: teachers' self-evaluation, student's self-evaluation, student's peer evaluation, class performance). ● Used On-line resources for teaching. ● The teacher-librarian, in cooperation with other teachers, implemented a, "Paper Folding (Origami)," activity for P3 students to encourage them to read related reference books. |
| Music | <ul style="list-style-type: none"> ● A Hand-chime school team, Pop band & African drum extracurricular classes were organized after school. ● Harp & Violin classes were organized on Saturdays. ● A Hand chime group, Choir and "Fun with English" were organized as extracurricular activities on Wednesday. ● Potential students from P.3 – P.4 were selected to join the Hong Kong School Music Festival solo singing competition. ● An Inter-class singing competition was organized. |
| Physical Education | <ul style="list-style-type: none"> ● A diversified mode Physical Fitness Test was created. ● Regular P.E. lesson routines facilitated discipline and safety. ● Sports Day and training programs were made for students. ● Various opportunities were given for school sports teams to participate in different inter-school competitions. |
| Putonghua | <ul style="list-style-type: none"> ● 分主流課程(中國籍學生)及調適課程(非華語學生) ● 以教授拼音及普通話日常用語為主 ● 於聯課活動時段設普通話唱遊組 ● 學生於中文日進行表演 ● |

| Subject | Content |
|-------------------|---|
| Religious Studies | <ul style="list-style-type: none"> ● Curriculum based on school-based material was taught. ● Focused mainly on moral and civic education. ● Some topics related to fundamental Islamic belief were taught. |

7. External Curriculum Support

To better support students' Chinese, English and Mathematics ability, tutorial and enhancement classes were available. In addition, a curriculum development officer from the Education Bureau provided support to the Chinese subject panel and teachers. To develop the mainstream Chinese curriculum, we worked with a consultant. There were regular curriculum development meetings.

III. Support for Student Development

1. School Functions

| School Functions | Participants | Date |
|----------------------------|--------------|---|
| P.1 Orientation | P.1 | 28-30/8/2018 |
| School Commencement Day | P.1-6 | 3/9/2018 |
| Dress Casual Day | P.1-6 | 24/9/2018 |
| UAP Opening Ceremony | P.4 | 19/11/2018 |
| School Picnic | P.1-6 | 7/11/2018 |
| Parents' Meeting & PTA AGM | P.1-6 | 15/11/2018 |
| Parents' Day | P.1-6 | 1/2/2019 |
| Sports Day | P.1-6 | 2/4/2019 |
| UAP Closing Ceremony | P.4 | 8/4/2019 |
| Joyful Fruit Day | P.1-6 | 24/4/2019 |
| Graduation Day | P.1-6 | 29/6/2019 |
| Talent Day | P.1-6 | 8/7/2019 |
| Prize-giving Day | P.1-6 | 25/1/2019 (1 st term) 9/7/2019 (2 nd term) |

2. School Activities

| School activities | Participants | Date |
|---|--------------|----------------------------------|
| Prefect Training Workshop (1) | P.3-6 | 16/10/2018 |
| Discipline Competition | P.1-6 | 14/5/2019-24/5/2019 |
| Parent-Child Outdoor Adventure Training | P.4 | 30/3/2019 |
| Hong Kong Speech Festival Rehearsal | P.1-6 | 2/11/2018,16/11/2018 |
| Cleanliness Competition | P.1-6 | 14/5/2019-24/5/2019 |
| Drawing Competition | P.1-6 | 10-21/12/2018 |
| Integrated Learning Week | P.1-6 | 16/-24/1/2019 |
| Prefect Training Workshop (2) | P.3-6 | 26/3/2019 |
| UAP Overnight Camp | P.4 | 1-2/3/2019 |
| PTA Picnic | P.1-6 | 16/3/2019 |
| Inter-class Singing Competition | P.1-6 | 27/3/2019 |
| Chinese Writing Competition | P.1-6 | Week 16-18(1 st term) |
| Parent-child Day Camp | P.1-3 | 19/1/2019 |
| English Penmanship Competition | P.1-6 | 14/1/2019-15/1/2019 |
| Education Day Camp | P.6 | 7-9/1/2019 |

| | | |
|---------------------------------|-------|--|
| Art and Crafts Competition | P.1-6 | 25/3-12/4 |
| Q & A Competition | P.1-6 | 15/5/2019 |
| Chinese Composition Competition | P.1-6 | Week 16-18(2 nd term) |
| UAP Volunteer Ocean Park Visit | P.5-6 | 4/5/2019 |
| Games Day | P.1-3 | 2/7/2019 |
| Science Learning Day | P.1-6 | 17-21/6/2019 |
| English & Math Games Day | P.1-6 | 3/7/2019(P.1-P.3) 5/7/2019(P.4-P.6) |
| Table Tennis Competition | P.3-5 | 10/7/2019 |

3. Extra-curricular Activities

| Steady Groups | Rotating Groups |
|------------------------------|---------------------------|
| 1. Debate Group | 1. Fun with Putonghua |
| 2. Scrabble | 2. Scientific Experiments |
| 3. Cool Think | 3. Fun with English |
| 4. Handicraft Group | 4. Chess Playing |
| 5. Dancing Group | 5. Logical thinking |
| 6. Picture Book Making | 6. English Story Telling |
| 7. Table Tennis Group | 7. Arts & Crafts |
| 8. Sports Activity Group | |
| 9. Badminton Group | |
| 10. Choir | |
| 11. Gardening Group | |
| 12. Road Safety Patrol | |
| 13. MC Training Group | |
| 14. Chinese Story Telling | |
| 15. Math Games Group | |
| 16. Naat Group | |
| 17. Magic Group | |
| 18. Hand Chime Group | |
| 19. Junior Master Chef Group | |

4. Talks and Visits

| Talks | | |
|------------------------------------|---------------------|-------------|
| Topic | Participants | Date |
| Joyful @ School (Friendship) | P.1-P.6 | 14/11/2018 |
| Joyful @ School (Care) | P.1-P.6 | 5/12/2018 |
| Joyful @ School (Respect Teachers) | P.1-P.6 | 20/2/2019 |

| Visit | | |
|---|---------------------|--------------------|
| Venues | Participants | Time |
| Hong Kong Zoological and Botanical Gardens | P.1 students | 28/2/2019 |
| Tuen Mun Fire Station | P.2 students | 4/3/2019, 5/3/2019 |
| The Health Education Exhibition and Resource Centre | P.3 students | 22/5/2019 |
| Fanling Environmental Resource Centre | P.4 students | 26/3/2019 |
| The Hong Kong Jockey Club Drug InfoCentre | P.5 students | 12/10/2018 |
| Hong Kong Space Museum | P.6 students | 29/4/2019 |

5. Performances

| Event | Participants | Time |
|--|--|------------|
| PTA Annual General Meeting | 1A(Chines Choral Speaking) 1B(English song) 1C(English song) | 15/11/2018 |
| Cultural Harmony Carnival -Committee on the Promotion of Civil Education | Oriental Dancing Group | 3/2019 |
| Talent Day | Oriental Dancing Group Pop Band Martial Art Group Violin & Harp Performance Group Singing Chinese Story Telling African Drum Group English Drama Group Teacher & Student Performance | 8/7/2019 |
| Graduation Day | Oriental Dancing Group Hand Chime Group Group Singing(P.6) Violin & Harp Performance | 29/6/2019 |

6. Post Exam Activities

| Items of activities | Participants | Time |
|--|--------------|--|
| STEM Activities | P.1-6 | 17-21/6/2019 |
| Consolidation week | P.1-6 | 10-21/6/2019 |
| Racial Harmony Activity | P.1 | 9/7/2019 |
| Graduation Ceremony Rehearsal | P.1-6 | 24-28/6/2019 |
| Ball Games Day | P.4-P.6 | 4/7/2019 |
| STEM Day | P.1-P.6 | 17-21/6/2019 |
| Games Day | P.1-3 | 2/7/2019 |
| English & Maths Games Day | P.1-6 | 3/7/2019(P.1-P.3) 5/7/2019(P.4-P.6) |
| Talent Day | P.1-P.6 | 8/7/2019 |
| Table Tennis Competition | P.3-5 | 10/7/2019 |
| Board Games Day | P.4 | 11/7/2019 |
| Visit Yuen Long Public Library | P.4 | 12/7/2019 |
| Visit Tao Heung Museum of Food Culture | P.5 | 12/7/2019 |

7. Guidance Program & Personal Growth Education

A.

| Program | Level | | | | | |
|--|-------|-----|-----|-----|-----|-----|
| | P.1 | P.2 | P.3 | P.4 | P.5 | P.6 |
| Personal Growth Education by Project Respect (Anti Bullying) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| School Based Personal Growth Education program | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

B. Strive for Improvement Program

| First Term | Second Term |
|--|--|
| Improvement Program for Misbehaving Students The Best Improvement Award Scheme My Learning Experiences Program | “Strive for Success” Tuen Mun District Primary Students Award Scheme The Best Improvement Award Scheme My Learning Experiences Program |

8. The Understanding Adolescent Project (UAP)

The Understanding Adolescent Project (UAP) was a comprehensive support program for

personal growth. It aimed at enhancing students' resilience in coping with the challenges they have to face as they grow up through enhancing their competence (I can...), optimism (I am...) and belongingness (I have...).

Adhering to the principles of 'complimenting, accepting, and appreciating' others, our teachers and social workers (from Potential Engine) promoted students' sense of self-efficacy not only through praising them for their achievement, but also through accepting their mistakes and appreciating their efforts to try.

The UAP provided students lots of learning opportunities to experience, process, reflect, and act; for example: night walk, group competitions and adventure-based activities. Proof of the positive effects of the UAP on students, parents and teachers were collected from surveys, interviews and observations. The program was found to be effective for improving students' ability on various dimensions including anger-management, conflict-resolution, problem-solving, communication skills, classroom behavior, sense of belonging to school, optimism, sense of responsibility and willingness to help others. Similarly, teachers and parents agreed that they had gained a better understanding and built up better relationships with the students.

Activities:

| Activities | P4 students | P5 students | P6 students |
|-----------------------------|--------------------|--------------------|--------------------|
| Orientation | ✓ | ✓ | ✓ |
| Small Group Session | ✓ | ✓ | ✓ |
| Day Camp for students | ✓ | ✓ | ✓ |
| Overnight Camp for students | ✓ | | |
| Parent-child day camp | ✓ | | |
| Parent Workshop | ✓ | | |
| Volunteer Services | ✓ | ✓ | ✓ |
| Closing Ceremony | ✓ | ✓ | ✓ |

9. After-school Programs

| | Course and Activities | Participants | Time |
|---|--------------------------|--------------|------------------|
| Community-based After-school Learning and Support Grant | Homework Tutorials | P.2-6 | 10/2018 – 6/2019 |
| | Visit to Disneyland | P.4-6 | 9/7/2019 |
| | Visit to Dream Come True | P.3-6 | 2/7/2019 |
| School-based After-school Learning and Support Grant | Little Reporter Class | P.3-6 | 10/2018 – 6/2019 |
| | Cambridge Course | P.5 | 2/2019 – 6/2019 |
| | Football Class | P.2-6 | 10/2018 – 6/2019 |
| | Drawing Class | P.3-6 | 10/2018 – 6/2019 |
| | M.C. Training Class | P.2-3 | 10/2018 – 6/2019 |
| | Phonics Class | P.1 | 10/2018 – 6/2019 |
| The Hong Kong Jockey Club Life-wide Learning Fund | Table Tennis Class | P.3-6 | 10/2018 – 6/2019 |
| | Cricket Class | P.3-6 | 10/2018 – 6/2019 |
| After-school Support for Non-Chinese Speaking Students in Learning Chinese Program | Tutorial Classes | P.1 | 10/2018 – 6/2019 |
| | Martial Art Class | P.1-4 | 10/2018 – 6/2019 |
| | Oriental Dancing Class | P.1-4 | 10/2018 – 6/2019 |
| | Ink Wash Painting Class | P.1 | 10/2018 – 6/2019 |
| School-Based Support Scheme Grant for Schools with Intake of Newly Arrived Children | Homework Tutorials | P.1-4 | 10/2018 – 6/2019 |
| Others | Maths Tutorial Classes | P.6 | 10/2018 – 6/2019 |
| | African Drum Class | P.3-6 | 10/2018 – 6/2019 |
| | Hand Chime Class | P.2-6 | 10/2018 – 6/2019 |
| | Drama Class | P.3-6 | 10/2018 – 6/2019 |
| | Pop Band Class | P.3-6 | 10/2018 – 6/2019 |
| | Mini Tennis Class | P.1-6 | 10/2018 – 6/2019 |

10. Uniform Groups & Service Groups

| Group | Participants |
|------------------------------------|-------------------|
| Cub Scouts | P.3-5(18 pupils) |
| Understanding Adolescent Project | P.4-6(55 pupils) |
| School Prefects | P.3-6(40 pupils) |
| Library Helpers | P.3-6(33 pupils) |
| Big Brother and Big Sister Program | P3-4 (20 pupils) |
| School Bus Prefects | P.5-6(10 pupils) |
| CYC | P.4-6(121 pupils) |

| | |
|--------------------|--------------------|
| Road Safety Patrol | P.3-6(16 pupils) |
| Caring Ambassador | P.3-5(20 pupils) |
| JPC | P.4-6(195 pupils) |
| Captain Respect | P.4-6(40 pupils) |
| Caring Angel | P.4-5(18 pupils) |
| Happy Angel | P.4-5(14 pupils) |

11.Moral and National Education

i. School-based MNE Curriculum

Our school developed a set of learning materials for MNE. The material covered the following learning areas: National Identity, Responsibility, Perseverance, Commitment, Love and Care, Honesty and Respect. Besides integrating these materials into different learning subject areas and monthly assemblies, our school also provided a MNE lesson on Wednesdays.

In the process, teachers also estimated the learning needs of each class and selected the most suitable learning material/ learning objectives for students. Partner teachers of each class, and the discipline teacher for each grade level, also took part in the process of selecting learning materials for each class.

ii. Integrated Learning Week

For students to understand more about Chinese culture and Hong Kong society there is an Integrated Learning Week every year after examinations at the end of the first term. The major topic was Chinese culture, and under that were sub-topics for each level. For P.1, the sub-topic was "Chinese New Year". Through a number of various learning activities students learned about Chinese New Year origins, customs and myths. They also learned how to make a Chinese New Year dessert. In addition, P1 students explored the topic by various activities, such as cooking and lion dancing. We had also arranged a visit to the Chinese New Year flower market. They experienced Chinese New Year first hand.

The sub-topic for P.2 was "Ancient Chinese Inventions". P2 students learned about great ancient Chinese inventions, related history as well as the impact of these inventions on our modern life. Students had opportunities to make recycled paper and made their own printing stamp with potatoes. Through a variety of learning activities, students had insight into the brilliance of the ancient Chinese. Students visited the Hong Kong Museum of History so they could learn more about the history of Hong Kong.

The sub-topic for P3 was " Racial Harmony". Hong Kong is a multi-cultural society. It is important for our students to understand the meaning of racial harmony. We are living as a whole group of cooperating citizens within a diverse society. Understanding and

respecting others' cultures is crucial.

The sub-topic for P4 was "Old and New Hong Kong". We organized a visit to Hong Kong Housing Authority Exhibition Centre. Although most of the public housing is modern, students could still glimpse the old style public housing. With a knowledge of old Hong Kong, they can see Hong Kong through a new pair of eyes.

For P.5, the sub-topic was "Ethnic Group in China". They watched a traditional Shadow Puppetry and Juggling show. Through a variety of learning activities, students learnt about Chinese culture.

For P.6, the sub topics are calligraphy, fashion and shadow puppets. Students learnt about Chinese culture through the aspects of Arts. They watched a traditional Chinese puppet show.

iii. Multicultural Learning Days

In order to respect the culture of the multiple nationalities in our school, we hold different cultural/country learning days each year that include Pakistani, Indian, Nepali, Filipino, and Chinese New Year learning days. From these learning days, students can learn about the national flags, the regimes and the histories of the countries, the famous landmarks as well as the customs. Students also learned about different national costumes. Students got a chance to appreciate and learned about different cultures through participating or observing different customs outside of the normal classroom routine.

iv. Visit to Tao Heung Museum of Food Culture

Knowing food culture is one of the fastest and easiest ways to understand others. In order for P.5 students to know more about Hong Kong, we took them to visit the Tao Heung Museum of Food Culture at mid-July. Students explored Hong Kong food culture using their different senses. The exhibition showed the 60's and 70's Hong Kong food culture. The food culture also reflected the economic structure at that time. Students thus learned about both food culture and the economic situation in Hong Kong a few decades ago.

12. Student Welfare

| Support Services | Number of Students |
|----------------------------|---------------------------|
| Student Health Service | 381 |
| School Dental Care Service | 386 |

| | |
|------------------------------|------------|
| Student Financial Assistance | 97 |
| School Bus Service | 165 |
| Lunch Ordering Service | 130 |
| Provision of Lunch Subsidy | 29 |

13. Whole School Approach to Integrated Education

Policies, Resources and Measures Adopted in Implementing a Whole School Approach to Integrated Education

| | |
|-----------|---|
| Policy | <p>In order to promote integrated education in our school, the following measures were implemented:</p> <ol style="list-style-type: none"> 1. Creating a happy learning environment, an integrated campus, fostering positive learning attitudes and helping students to be well rounded in all subjects. 2. Assisting SEN students to achieve their goals by deploying resources flexibly, and let teachers adopt various strategies that enable them to teach most effectively. 3. Providing timely early identification of and relevant assistance for SEN students. 4. Adapting and employing a wide array of activities and curriculum supports for students with divergent learning needs. 5. Carrying out a whole-school approach to assist SEN students in meeting their diverse needs. 6. Developing home and school cooperation to enhance communication with parents to make a suitable plan for SEN students. |
| Resources | <p>To facilitate our school’s support to SEN students and academic low achievers, the following additional resources were provided by the Education Bureau:</p> <ol style="list-style-type: none"> 1. Intensive Remedial Teaching Program (IRTP). 2. Whole School Approach to Integrated Education. 3. Enhanced Speech Therapy Grant. 4. School-based Educational Psychology Service. 5. School-Based Support Scheme Grant for Schools with Intake of Newly Arrived Children. 6. School-based After-school Learning and Support Programmes. 7. Enhanced Chinese Learning and Teaching for Non-Chinese Speaking |

| | Students Program. |
|--|---|
| Support measures and allocation of resources | <p>Our school provided the following support measures for SEN students and students weak at academics.</p> <ol style="list-style-type: none"> 1. A student support team was established. Team members included the curriculum development leader (CD), subject panel heads and our school social worker. 2. Two teachers were employed under the “Intensive Remedial Teaching Program in Primary Schools”. Intensive remedial for P.3 – P.5 students. 3. Our school provided morning remedial classes once a week for the students with special learning needs who are not in the “Intensive Remedial Class”. 4. An emotional and social skills training group for students in need. 5. A Speech Therapy Service for students who have speech impediments. 6. Teaching assistants collaborated with teachers to help the SEN students during lessons. 7. Teaching assistants and teachers provided after-school tutorials for students in need. 8. Adaptation and accommodation in homework, dictation and assessments for students in need. 9. Parent Seminars enhanced parents’ knowledge of SEN students learning characteristics. 10. An educational psychologist and a speech therapist provided workshops for teachers to enrich their knowledge of helping SEN students. 11. Chinese and Mathematics enrichment classes provided in different periods to enhance student academic levels. 12. By buying a service, a NGO provides after-school Chinese tutorial classes for P.1 students to support them in learning Chinese language. |

IV. Student Performance

1. Scholarships

| | |
|--|--|
| 2018-2019 Tuen Mun District student Awards' Program | 1A HERRERO BRIELLA ZAIRE ISOBEL CABATO 2A MOHAMMAD ATIF ALI 3C URWAH 4A SALOOP ALEENA 5C DANİYAL KHAN 6B SAGHIR MENAHIL |
| "Strive for Success" Tuen Mun District Self-enhancement Training Programme & Award Scheme, | 5A AARISH BUTT |
| | 5A MUSKAANDEEP-KAUR |
| | 5B BABU REX EASHWAR |
| | 5B WASIM MUHAMMAD SAIM |
| | 5B RAJA ALI HAMZA |
| | 5B SINGH GURPREET SINGH |
| | 5C SANA ASIF |
| | 5C HARMANPREET KAUR |
| | 5C PRABSIMRAN KAUR |
| The 2018-2019 Harmony Scholarships | 2D ZENG TSZ HIN 3A MOHAMMAD AMNA ALI 4C HUSSAIN AKSE FATIMA MAROOF 5B YUSRA SAJJAD |
| The Politest Students Award (2018-2019) | 3B SIDHU MANTASHPREET SINGH 4C KOMALPREET KAUR |
| Community Youth Club - Respectful and Virtuous Teens Election (2018-19) | 2B NEGOTRA ANGEL 4B LIU KAINAN |
| The 17th Joint Primary School Student Leadership Training Scheme - Ten Outstanding Student Leadership Award - Most Distinguished Student Leadership Award | 4B LIU KAINAN |

2. Pupils' Physical Development

Physical fitness is important for all children. "A Survey Study of Students' Physical Fitness

and Their Attitudes toward Physical Education,” was implemented to promote all pupils physical well-being.

The Survey Study aimed at promoting awareness of health-related fitness among pupils and encouraging them to participate in regular exercise. Primary 1 to Primary 6 pupils joined the Study last year. Participating pupils were required to take physical fitness tests.

Analysis of results:

1. An atmosphere of doing sports to keep fit should be built up.
2. PE teachers, parents and peers should be encouraging students to do PE.
3. From the test results, we have a clearer picture of the physical fitness levels of our pupils. We can use the results to plan suitable physical activities for pupils in PE lessons or extra-curricular activities.

Items tested included:

Height / Weight

1. Modified Pull-ups
2. Handgrip
3. One-minute Sit-ups
4. Standing Long jump
5. Sit-and-Reach
6. Bioelectrical Impedance Analysis (BIA)
7. Skinfold Measurements (Triceps and Medial Calf)
8. Waist Circumference / 6/9-minute Run/Walk
9. 15-meter Progressive Aerobic Cardiovascular Endurance Run (PACER)

3. Inter-school Events and Awards

| Nature of Activities | No. of Participants | Events / Items of activities | Awards |
|----------------------|---------------------|---|--|
| Chinese | 17 | Hong Kong Schools Speech Festival (Cantonese) Solo Verse Speaking | 1 Winner 1 Third place 5 Merits 9 Proficiency |
| | 39 | Hong Kong Schools Speech Festival (Cantonese) Choral Speaking(P.3-P.4) | Proficiency |
| | 2 | PAOC Ka Chi Secondary School The 8th creative story writing competition | Commendation |
| | 4 | The 30th Reading Carnival 「 We read rap rap 」 | Second Place |
| English | 25 | Hong Kong School Speech Festival (English) Solo Verse Speaking | 1 Winner 1 Second place 1 Third place 16 Merits 3 Proficiency |
| | 40 | Hong Kong School Speech Festival (English) Choral Speaking (P.4-6) | Merit |
| | 15 | Hong Kong School Drama Festival | Award for Outstanding Performer |
| | 8 | "Story to Stage" Puppetry Competition for Primary | Merit |
| | 7 | 20th HKPTU Debating Competition | Second place |
| Mathematics | 4 | CMA Choi Cheung Kok Mathematics & Science Trail Competition for Primary Schools | Merit Award |
| | 4 | Semple Memorial Secondary School Rummikub Competition | Merit Award in Group |
| | 5 | TWGHs Yau Tze Tin Memorial College Rummikub Competition | Merit Award Merit Award in Group |
| General Studies | 3 | Greening School Project Award | First runner-up in Small Garden Plot Project (Primary School Section) |
| Putonghua | 6 | Hong Kong Schools Speech Festival (Putonghua) Solo Verse Speaking | 1 Winner 1 Third place 4 Merits |
| | 3 | The 11 th Tuen Mun Inter Primary School Putonghua Competition- Storytelling Competition | 1 Merit in Storytelling Competition(P.1-P.3) 1 Merit in Storytelling Competition(P.4-P.6) |
| | 13 | Putonghua Phonics & Phonological Knowledge Competition | 1 A Grade 2 B Grade |

| Nature of Activities | No. of Participants | Events / Items of activities | Awards |
|-----------------------------|----------------------------|---|---|
| | 2 | Ho Ngai College (Sponsored by Sik Sik Yuen) The 23rd Yuen Long Tuen Mun inter-school Putoughua Speech Competition | 3rd Place in P.3 solo verse speaking Merit Award in P.3 solo verse speaking |
| Track and Field | 29 | Tuen Mun Primary School Athletic Meet | 3rd Runner-up in Boys' A Grade 60m 3rd Runner-up in Boys' A Grade 100m 3rd Runner-up in Boys' A Grade Long Jump |
| Table Tennis | 4 | Tuen Mun Inter-School Table Tennis Competition | Merit Award in Boys' Team |
| Floor Curling | 4 | 2019 Hong Kong Schools' Floor Curling Championship | Merit Award in Boys' Team |
| Football | 8 | Tuen Mun District Football Competition "Celebration of Establishment of HKSAR" | Silver Medal |
| Visual Art | 13 | Ching Chung Potted Landscape Drawing Competition | Merit |
| Music | 8 | Hong Kong Schools Music Festivals-Vocal Solo | 6 Merits 1 Proficiency |
| | 5 | Hong Kong Schools Music Festivals- Piano Solo | 2 Merits 3 Proficiency |
| | 12 | Joint School Music Competition 2019 (Hand chime) | Bronze Award |
| | 19 | Joint School Music Competition 2019 (Group Singing) | Silver Award |
| Dance | 28 | 55th Schools Dance Festival | Highly Commended Award in Chinese Dance (Lower Primary) Commended Award in Chinese Dance (Upper Primary) |

v. Achievements and Reflection on Major Concerns

School Major Concern 1: Self-Motivation is the Key to Success

Achievements

A Review From Book Inspections on the Effectiveness of Self-Directed Learning:

Chinese Subjects:

Teachers have given a lot of quality feedback in Chinese composition task and journal task. The design of task sheets have been well designed to meet students' needs. Students' Chinese writing ability has been enhanced. In addition, teachers gave some learning tips to non-Chinese students for helping them to comprehend Chinese better. Teachers also taught students to use varies types of concept maps in order to assist themselves for better writing structure. Teachers has done a lot of adaptation in order to help less able students.

English Subjects:

Teachers have designed 3 to 4 sets of task sheets covering different text types in writing. In addition, teachers also designed graded task sheets to guide less able students in completing their tasks. Moreover, through the process of writing, teachers used a lot of questions to stimulate students' ideas.

Teachers have given a lot of quality feedback in journal writing, the teacher-student interaction is strong, students are willing to write more. Therefore, students writing ability has been enhanced. Teachers has done a lot of adaptation in order to help less able students.

Mathematics Subjects:

Math subject teachers have designed theme-based learning booklet in order to better suit our students' needs. Tasks were designed based on daily life example, it helped to arouse students' interest in learning Math. Teachers has been using different learning strategies to guide students in understanding varies types of Math questions. For example, teachers used Venn diagram to help students in analyzing the similarities and difference of varies types of triangles.

Moreover, teachers also incorporated e-learning elements into the task sheet to enhance Math learning motivation.

General Studies:

A big variety in task sheet design, for example, teacher used QR code so that students can learn more from the internet.

According to questionnaires, over 85% teachers taught students learning strategies in preparing for lessons or doing extensive tasks. For example, pictogram, checking answers, note-taking, concept-maps, etc.

From Lesson observation to review the effectiveness of self-directed learning:

Teachers used varies classroom strategies in teaching. Daily life experience have been used for teaching content. Students learning motivation was increased. Moreover, teachers provided instant feedback in responding to students' answers. Teachers also used effective questioning to guide students' to correct their wrong answers rather than simply saying they were right or wrong. The learning atmosphere and teacher-student interaction was strong. Students enjoyed their lessons.

Besides, teachers arranged appropriate group activities to promote collaborative learning. Students learned from their classmates. In addition, the routines of group activates were established to enable students to learn and work effectively.

Other Strategies for Enhancing Student Motivation

1. Teacher Professional Training

Our school organized 2 workshops related to effective classroom group activities. According to a stakeholder survey, 90% of the teachers agreed the workshops enriched their knowledge about how to organize effective classroom activities.

Teachers thought that the students' learning ability was enhanced after they have learnt about effective classroom activities. Teachers suggested carrying on setting up lesson observation focus points in order to enhance learning and teaching effectiveness.

2. Continued Development of E-learning

More teachers used tablets for classroom activities. The NEARPOD app is useful for teaching Math. Teachers suggested arranging a workshop for other teachers to learn how to use the app.

3. After School Classes Were Arranged Catering to Learning Diversity

According to a stakeholder survey, 50% Chinese students agreed that the above mentioned after school classes helped them to learn better.

4. Optimizing School-Based Learning Strategy Curriculum

All subjects have been using learning strategies. For example, teachers taught students to use different concept maps to take notes or organize information.

The P.1-P.3 Chinese school-based curriculum has been developed and will carry on maximizing the use of school-based learning strategies. A P.4 school-based curriculum will be developed.

The English language Key stage 2 writing framework has been developed, and suggestions that have been made and will continue to be implemented. A writing booklet will be designed in order to standardize the teaching of English writing.

5. Promoting a Co-planning Platform and Setting up Heads for Subjects

According to stakeholder survey, the majority of teachers agreed that the subject level heads can effectively enhance students' learning. Teachers suggested that a coordinator should be set up for theme-based learning (P.1-P.3). It can help to better organize theme-based learning activities.

Continued to establishment of various reward schemes to enhance students' self-learning

Chinese and English subject reading schemes encouraged students to read books. Students demonstrated an interest in reading extra-curricular books.

Reflections:

Through the review of task sheets and lesson observation, teachers have been striving to motivate students to learn. Some teachers could not set up different levels of questioning to stimulate students to think more. Most of the questions were only at a comprehension level. Students were not required to do having higher-order (e.g. summary or inferential) thinking.

According to APASO and stakeholder surveys, students did not agree that they were learning confidently and also they did not report feeling motivated to learn. It echoed the teachers view as 48% of teachers agreed with the idea that students initiated learning and that a majority were passive. This also reflects that students merely learn all the learning strategies but are not able to use them when there is no guidance from teachers.

This is the third year of our school to implement e-learning. According to usage data, more teachers have been incorporating e-learning into their lessons, however, it did not play a role of enhancing students leaning. There are also a very small number of students who have used e-learning during their leisure time for self-learning. The small number is mostly due to the students lacking in IT skills. We should carry on optimizing the e-learning platform and encourage teachers to incorporate

e-learning into their daily lessons.

In addition, according to a stakeholder survey, only 62% of students agreed that teachers have given them feedback related to assessment or learning. Therefore, STAR is a good platform for teachers to utilize as a medium for sending feedback to students in order to guide them to do better in assessments.

70% of teachers agreed that “lesson focus sharing” has helped them to enhance the effectiveness of teaching, but more than a quarter of teachers did not agree. We suggest this policy should carry on, and that sharing should be arranged at the beginning of the 1st term in order to ensure the effectiveness of teaching.

According to a stakeholder survey, students did not agree that after school tutorial/enhancements classes can help them to learn better. A small number of Chinese students agreed that after school tutorial classes can help them to learn. It should be noted the attendance rate of the Chinese enhancement classes for non-Chinese students is low. This is because students usually have other engagements. It is therefore suggested the reward programme should be enhanced to encourage students to attend the classes. Our teachers should also better communication amongst one another to avoid choosing the same student to attend multiple activities or classes in the same time slot. Last but not least, tutors should try to design the lessons to be more fun so that students will have a more positive attitude toward joining the classes.

School Major Concern 2: Reinforcing Self-Reflection and Assisting Students to Optimize Themselves.

Achievements

The school has arranged the following:

In different planning and evaluation meeting held this school year, our school created the three year plan, Love ourselves, others and live through a consensus and commitment fostered among staff. We further set this year's concern as "Love ourselves" and implemented it through Positive Education approaches. Our school always placed great emphasis on keeping in close contact with stakeholders. We continued to carry out stakeholder engagement activities (e.g. parent workshops, parent education activities and Parent-Teacher activities) in a variety of formats, listening to the parents' views as we briefed them on the school development plan.

Our school also understands the importance of class management. Aside from designing different class-based, grade level activities, we also started holding birthday parties for our students. We even updated our School-Based Award Scheme, in which students can redeem smart chops for teachers' gifts!

Our school also offers chances for students to serve as helpers in the school. Students were able to apply for the positions of various helpers in the school. By having students involved they understood that they can personally contribute to the operations and management of the school and that they are important.

Our school made use of the resources outside. We successfully applied for the Quality Education Fund's Joyful @ school project, with the support from the project, we were able to launch a series of activities promoting positivity among parents and students.

School staff were also important to our school development. Our school made use of different channels to show appreciation to all. This helped in building up a positive atmosphere among all the staff in school.

Consensus and commitment was fostered among staff. Our staff agreed that the school's discipline and guidance work is geared to students' development needs. A better morale was built amongst school staff.

The staff meeting was effective in fostering consensus and commitment among the staff. According to the staff survey, there was a rise, from 82.8% to 97.4%, in the staff agreeing that consensus was fostered, and a drop of 2.9% to 0%, in staff disagreeing with the statement, "The school's discipline and guidance work is geared to students' development needs." There was also a rise in staff agreeing that, "The school provides enough opportunity to foster students' leadership" (82.8%-->84.6%), "The school helps students develop good interpersonal skills"(88.6%-->89.7%) and that, "The school actively helps students develop correct values" (88.5%-->94.9%). With the teaching staff sharing the same values and vision in school guidance work, the MC(2) was effectively implemented.

A better morale was built among school staff. School staff had a positive view on the school climate. 92.3% of the staff “agree with the school's direction of development”. There was also around a raise in 10% on the staff agreeing, “The staff are on harmonious terms”, “The staff cooperate with one another happily” and “The staff have good morale.”

A more positive and inviting environment had been built. Students get along better, are more self-disciplined and felt a stronger sense of school identity.

Our positive and inviting school setting allows students to engage more in school life. It also allows students to show their love and care for others while learning to cooperate with others.

More than 80% of the students agree that, “I get along well with my schoolmates,” while only 3.8% of the students disagreed with it.

The positive and inviting school setting allowed students to engage more in school life. It also allowed students to show love and care to others and learn to get along with others. Around 80% of the students agreed that, “The school actively guides us to acquire the skills to get along with others well,” while only 6.9% of the students disagreed with that statement. Moreover, there was a rise in the percentage of students who agreed that, “My schoolmates are self-disciplined and abide by school regulations,” from 36.5% to 40.3%, and, a drop from 39.2% to 20.2% of students who disagreed with the statement. There was also a raise in percentage of students, from 71.4% to 79.7%, who agreed that, “The school is intent on fostering our leadership.” All these data support that the school environment is more inviting and positive than before. As a result, the percentage of students agreeing they, “(I) like(d) (my) their school” has also increased from 83.2% to 85.1% and there was also a drop in students disagreeing with the statement from 8.9% to 3.9%.

Parents agreed the school keeps them informed, has a cooperative environment, and fosters a positive environment wherein children like school and respect teachers. More than 90% of parents are pleased to have their children study at our school.

90.2% of parents agreed that, “The school often keeps parents informed of school affairs and development”. A positive relationship between students was also an objective of the MC(2). From the parent’s survey, more parents agreed that, “My child gets along well with his/her schoolmates”. There was a raise from 82.2% to 86.6%. Overall, parents agreed that school climate was positive. On “My child likes his/her school”, “The teachers care about my child”, “I am pleased to let my child study in this school” and “The students of this school respect their teachers”, more than 85% of parents agreed with the statements. Even more than 90% of parents agreed that, “I am pleased to let my child study in this school”.

Reflections and Development

Although data drawn from different school stakeholders showed the strategies in MC(2) were effective, there are always ways to improve our work and develop more.

Improving Students' Learning with Better Briefing and Debriefing

The school organized different activities and competitions for the Class Management Scheme. Good briefing and debriefing provides opportunities to build up the learning momentum, teamwork, sense of belongingness of students. They also provide good learning opportunities to students and a good reflection platform to our students. With good briefing and debriefings, students know about the rationale behind each activity, teachers can facilitate students' learning and self-developments. Therefore, it is suggested that the school continue to stress the importance of briefing and debriefing before each activity is held.

This school year, there was adjustment on the arrangement on students' recess and lunch. Our school intended to offer a better environment for students to cooperate with one another. The school also arranged new and different duties that allow students to become helpers to foster responsibility. When these new arrangements were implemented however some students didn't understand their roles and minor conflicts occurred. Therefore when there new arrangements detailed briefings should be carried out.

Providing More Options to Students According to their Needs, Abilities and Interests

Some teachers observed that better behaved classes in recess and lunch break were those classes provided with more toys and board games. It is suggested that i) we continue to provide board games in the classroom and offer areas for students to play learning games during recess and lunch breaks. Through these games, students learn how to get along with each other, learn sportsmanship and enjoy their time with friends, ii) teachers can provide a briefing to students about their options in their free time and how they can solve conflicts. To this end we will maintain different platforms for students to cooperate. (iii) We will also arrange a higher grade caring ambassador to visit lower grade classrooms during the recess and breaks to show them how we they can enjoy their recess.

We will also continue to allow our students to become different helpers. Allowing our students to serve as helpers helps them to learn through service and develops a sense of responsibility, belongingness and participation among students. It also promotes a more positive school climate and raises students' positive self-image, self-esteem and self-confidence among our students.

Extending and Sustaining the School MC (2)

The effectiveness of student support and development depends on the sustainability, extension and the inclusion of the school rationale on the school measures. Therefore, our school will continue to engage different stakeholders to understand the school's rationale and concerns. We will also continue to stress the importance of collecting feedback from our stakeholders and adjust our work base on their feedbacks.

Lastly, the school MC(2) for the next year will be extended to "Love Ourselves and Others."

VI. Key Issues of the New School Development Plan 2019-2020

School Major Concern 1: Learning comes from within

School Major Concern 2: We should love ourselves and others.